



Fire Service Labor/Management Relations Course Plan

Course Details

Description:	This course provides participants with an overview of labor/management history, stakeholders, roles and responsibilities, and legislation and the tools to initiate and maintain positive labor/management partnerships
Designed For:	Fire service professionals impacted by or participating in labor/management relations
Authority:	None
Prerequisites:	Firefighter I (recommended)
Corequisites:	None
Standard:	Attend all course hours and complete all in-class activities and homework assignments (as applicable)
Hours:	Lecture: 15:05 Activities: 4:25
Hours (Total):	19:30
Maximum Class Size:	30
Instructor Level:	Primary
Instructor/Student Ratio:	1:30
Restrictions:	None
SFT Designation:	FSTEP

Required Resources

Instructor Resources

To teach this course, instructors need:

Required

- *Fire Service Labor/Management Student Supplement*
 - OSFM State Fire Training, 2016
 - (<http://osfm.fire.ca.gov/training/SFTCurriculum>)
- *Labor Relations for the Fire Service*
 - Paul J. Antonellis, Jr.
 - PennWell Corporation, 2012
 - ISBN: 978-1-59370-284-7
- *Manager's Guide to the California Firefighters Bill of Rights Act*
 - Martin J. Mayer and Kevin Johnson
 - Command Strategies Consulting, 2008
 - (www.commandstrategies.us)
 - ISBN 978-0-981767-2-2
- *Pocket Guide to the Meyers-Milias-Brown Act*
 - Regents of the University of California, 2014 (15th ed.)
 - (cperservices@berkeley.edu)
 - ISBN: 10928925-46-4

Recommended

- *Legal Considerations for Fire & Emergency Services*
 - J. Curtis Varone
 - PennWell Corporation, 2014
 - ISBN: 978-1-59370-347-9
- *The Rights of Firefighters*
 - Will Aitchison
 - LRIS Publications, 2010
 - ISBN: 978-1880607-25-1
- Fire Law Blog (Curt Varone)
 - <http://www.firelawblog.com/>

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/SFTCurriculum>

- *Fire Service Labor/Management Student Supplement*

Fire Service Labor/Management Relations

Student Resources

To participate in this course, students need:

Books

- *Fire Service Labor/Management Student Supplement*
 - OSFM State Fire Training, 2016
 - (<http://osfm.fire.ca.gov/training/SFTCurriculum>)
- *Labor Relations for the Fire Service*
 - Paul J. Antonellis, Jr.
 - PennWell Corporation, 2012
 - ISBN: 978-1-59370-284-7
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Additional Resources

- Each student is required to bring a copy of his or her
 - MOU (memorandum of understanding) or CBA (collective bargaining agreement)
 - Agency disciplinary policy

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom set up for up to 30 students
- Projector for audio/visual presentations
- Internet access (for student activities)

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. To be determined by the instructor

Activities

1. To be determined by the instructor

Topic 1-2: Goals and Expectations

Terminal Learning Objective

At the end of this topic, a student, given course goals and behavioral expectations, will be able to learn and engage in a vibrant and unbiased learning environment.

Enabling Learning Objectives

1. Identify course goals
 - Provide a “big picture” understanding of labor/management roles and requirements
 - Increase cooperation between labor and management

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- Strengthen labor/management partnership
- Save time and money
- Enhance professional perception of the fire service
- 2. Identify course focus
 - Curriculum strives to maintain a balanced labor/management perspective
- 3. Exhibit professionalism
 - Demonstrate respect and courtesy for all participants
 - Share ideas using neutral and unbiased language
 - Avoid slander, libel, defamation, and culpability
 - Appreciate different perspectives
 - Labor and management
 - Agency size
 - Small, medium, large
 - Agency type
 - City, county, district, private, state, federal
 - Career, volunteer, combination (career/volunteer)
 - Agency association
 - Agency shop
 - Union as sole bargaining agent
 - Association as sole bargaining agent
 - Geographic location
 - North/South
 - Urban/rural
 - Career length
- 4. Maintain confidentiality
 - Minimize identifying information (name, rank, agency) when sharing examples
 - Do not use pending cases as course examples

Discussion Questions

1. What motivated you to take this course?
2. What do you want to take away from this course?
3. What other labor/management training have you experienced?

Activities

1. Activity 1-2: Introductions/Goals
Have students introduce themselves to the group (incorporating ideas from Discussion Questions)

Instructor Notes

1. Recommend using a quick set of verbal survey questions to get a visual snapshot of the student demographics (ELO 3 – Appreciate different perspectives)

Unit 2: Labor/Management History

Topic 2-1: General Labor/Management History

Terminal Learning Objective

At the end of this topic, a student, given historical labor/management information, will be able to identify how past labor/management eras, events, and legislation impact current labor/management relations.

Enabling Learning Objectives

1. Identify and describe key events in labor/management history
 - Industrial Revolution (1760-1840)
 - National Labor Union founded (1866)
 - Dissolved in 1873
 - Paved the way for other organizations like Knights of Labor and American Federation of Labor (AFL)
 - American Federation of Labor (AFL) founded (1886)
 - Founded in Columbus, OH
 - Started as an alliance of craft unions that split from the Knights of Labor
 - Homestead Strike/Massacre (1892)
 - Strike in Homestead, PA, pitting Amalgamated Association of Iron and Steel workers (nation's strongest trade union) against Carnegie Steel Company
 - An advisory committee directed strike and took over town (early example of labor leadership)
 - Significant fighting
 - Armed fight between 300 Pinkerton guards (seven killed / almost all injured) and 10,000 strikers (nine killed)
 - Governor sent 8,000 militia to help strikebreakers run plant
 - Violence on the labor side shifted public opinion against unions
 - Strike failed and Carnegie Steel instituted longer hours and lower wages
 - Inspired many workers, but highlighted difficulty for a union to prevail against corporation/government combination
 - U.S. Department of Labor established (1913)
 - A cabinet-level agency created under President Taft
 - Intended to emphasize pro-labor stance for the United Mine Workers
 - Ludlow Coal Mine Massacre (1914)
 - Ludlow, CO
 - Colorado National Guard and guards from the coal mine attacked striking coal miners, 19 people killed (including women and children)
 - Congressional investigation led to 8-hour workday and child labor laws
 - Battle of Blair Mountain (1921)
 - Logan County, WV
 - Largest, best-organized, well-armed uprising since Civil War

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- 10,000 armed coal miners confronted 3,000 lawmen and strikebreakers (backed by coal mine operators) during attempt by miners to unionize the southwestern West Virginia coalfields
 - Approximately one million rounds fired
 - US Army intervened by presidential order
 - Coal miners lost, union essentially decimated
- Railway Labor Act (1929)
 - Federal legislation
 - Allows railway workers to bargain collectively with owners
 - Allows the use of voluntary arbitration
- National Labor Relations (Wagner) Act (1935)
 - Federal legislation
 - Prompted by failure of National Industrial Recovery Act (1933)
 - Intended to protect workers from interference, by industry, in their involvement with unions
 - Restricted ways that employers could interfere and react to labor practices in the private sector, including collective bargaining, labor unions, and strikes
 - Created the National Labor Relations Board (NLRB)
- Fair Labor Standards Act (1938)
 - Federal legislation
 - Supreme court was major obstacle to wage, hour, and child labor laws
 - Impacted minimum wage, overtime, hours worked (40-hour work week), record keeping, and child labor requirements
 - Congress of Industrial Organizations (CIO) formed
- Taft-Hartley Act (1947)
 - Federal legislation
 - Restricts power and activities of labor unions
 - Reaction to the strength of labor, designed to amend the NLRA (Wagner Act) and discontinue parts of Federal Anti-Injunction Act (1932)
- AFL and CIO merge (1955)
 - Merged to provide stronger voice for labor at the national level
- Labor Management Reporting and Disclosure (Landrum-Griffin) Act (1959)
 - Federal legislation
 - Motivated by congressional scrutiny for corruption, racketeering, misconduct
 - Congress believed further reforms needed to address gaps in Wagner Act and Taft-Hartley Act
 - Protected employee union membership rights from unfair practices by unions, while the National Labor Relations Act protected employee rights from unfair practices by employers or unions
- Civil Rights Act (1964)
 - Federal legislation
 - Outlawed discrimination based on race, color, religion, sex, or national origin

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- Terminated unequal application regarding voter registration requirements and all forms of racial segregation in schools, the workplace, and facilities offering services to the general public
- Meyer-Milias-Brown Act (1968)
 - California legislation
 - Allows public sector collective bargaining
 - Signed by then Governor Ronald Reagan (a former union president)
 - Viewed as start of the public employee labor movement in California
- Americans with Disabilities Act (1990)
 - Federal legislation
 - Intended to protect against discrimination based on disability
 - Affords similar protections as Civil Rights Act (1964)
 - Requires covered employers to provide reasonable accommodations to employees with disabilities and imposes accessibility requirements on public accommodations
- AFL-CIO loses members (2005)
 - Seven major unions left AFL-CIO to form Change to Win Coalition (CTW)
 - AFL-CIO lost millions of dollars
- 2. Describe how historical events shape current labor/management relations
 - Emphasizes positive and negative aspects of labor/management relations
 - Increases appreciation for effort that went into securing current working conditions and benefits
 - Focuses current priorities

Discussion Questions

1. What events are you aware of that have had an impact on labor/management relations?
2. What working conditions or benefits do you most appreciate?
 - Have American workers always had those benefits?
3. Why is a historical perspective important to current practice?

Activities

1. To be determined by the instructor

Instructor Notes

1. Recommend using video clips, historical research, photographs, maps, etc., to illustrate historical events
2. Recommend utilizing a timeline and layering events on it from each Unit 2 topic area while presenting the material
3. Summarize key point of each incident and how it impacts labor/management environment
4. Minimize bias when using examples, know the source and keep it balanced

Topic 2-2: Fire Service Labor/Management History

Terminal Learning Objective

At the end of this topic, a student, given historical fire service information and state and federal legislation, will be able to describe the evolution of unions, associations, and laws that directly impact the fire service.

Enabling Learning Objectives

1. Identify characteristics of early fire service working conditions, historical events, and enacted legislation that impact the fire service labor/management environment
 - Early era fire fighter work environment
 - Worked 84-hour weeks and 24-hour shifts with a few hours off
 - Considered unskilled labor
 - Salaries as low as 29 cents/hour
 - Lacked safety equipment
 - Few cities had pension systems or assistance for widows or dependents
 - Promotion based on who had political influence
 - Vacation dependent on manpower at the station
 - International Association of Fire Chiefs (IAFC) established (1873)
 - An association for exchanging ideas, professional development
 - First fire fighter unions formed (1903)
 - 17 local fire fighter groups joined the American Federation of Labor (AFL)
 - Pittsburgh fire fighters organized (AFL Local 11431) when newly-elected city government threatened to remove fire fighters who didn't support new administration
 - Captain Frank G. Jones fired by city
 - Union paid his wages and fought for reinstatement
 - Jones submitted resolution to AFL for fire fighters to organize locals across country, leading to IAFF, a separate union for fire fighters
 - Become IAFF, Local 1 (beat out Chicago in a coin toss)
 - International Association of Fire Fighters (IAFF) established (1918)
 - A union formed to unite fire fighters for better wages, improved safety, and greater service for communities (“protector of the protectors”)
 - Now represents more than 300,000 full-time professional fire fighters and paramedics in more than 3,100 affiliates in the United States (including territories) and Canada
 - California State Firefighters’ Association (CSFA) established (1922)
 - Established an as advocacy group to improve working conditions, firefighter health and safety, and fire safety laws
 - Trade organization whose members include volunteer and paid firefighters, fire management, and vendors
 - CPF and CSFA agreed in 2004 that CSFA would not contradict CPF positions on legislation or politics

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- California Professional Firefighters (CPF) established (1938)
 - Represents more than 30,000 front line career firefighters in over 180 affiliated IAFF local unions
 - California's largest and most influential statewide firefighter organization, dedicated to serving career firefighters
 - Advocates on firefighters' health and safety, working conditions, job security, retirement security and workplace rights
 - Public Safety Officer Benefit Act (1976)
 - Federal legislation signed by President Gerald Ford
 - Provides federal money to families of fire fighters killed in the line of duty
 - Has been expanded and amended over time
 - Fire Fighter Bill of Rights (FFBOR) established (2007)
 - Inspired by the Police Officer Bill of Rights (1977)
 - Designed to apply principles of fairness and professionalism to the process of investigating and disciplining first responders
 - Puts in place basic procedural safeguards recognizing role of first responders
2. Identify current labor trends and engagement levels
- Union participation levels falling nationally
 - Union participation generally increasing in fire service profession

Discussion Questions

1. What does the term "Local" mean?
2. What reasons might contribute to the decline in private sector union membership?
3. Why might public sector union membership be increasing?

Activities

1. Activity 2-2: Fire Service Labor/Management History
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. Recommend utilizing a timeline and layering events on it from each Unit 2 topic area while presenting the material
2. This topic is designed as a student-led teaching topic; as students present their findings on Activity 2-2, supplement with ELO content

Topic 2-3: Management Eras

Terminal Learning Objective

At the end of this topic, a student, given historical management trends, will be able to describe how changing perceptions of management impact the labor/management relationship

Enabling Learning Objectives

1. Describe pre-industrial revolution management era
 - Small entrepreneurial businesses prevailed

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- Business owner handled most tasks (coordination, planning, controlling, payments, resource allocation)
 - Some hierarchies seen in the church, military, and large trade, construction, and agricultural organizations
 - Reliance on slave labor (viewed as property not employees)
2. Describe the “execution” management era
- Industrial revolution creates larger scale industries
 - Owners needed “agents” to manage day-to-day activities within organizations
 - Focus on creating scale and execution of mass production
 - Management solutions focus on
 - Specialization of labor, efficiency, standardized processes, consistent production, predictability, quality control, workflow planning, basic accounting
 - Optimizing outputs generated from a specific set of inputs
 - Cost reduction and profit maximization
 - Term “management” in wide use by 1900s
 - Key theorists
 - Adam Smith
 - Frederick Winslow Taylor
 - Frank and Lillian Galbreth
 - Herbert R. Townes
 - Henry L. Grant
3. Describe the “expertise” management era
- Knowledge grows about what works in organizational management
 - 1881 – Wharton School founded by Joseph Wharton to produce “pillars of the state” to extend leadership across business and public life
 - 1908 – Harvard Business School established
 - Management viewed as a discipline of evidence and evolving theory
 - Focus on providing advanced services
 - Mid-twentieth century – large growth in management theory
 - Start importing theories from other fields
 - Sociology and psychology
 - Statistics and mathematical theory (formed basis of “operations management” field)
 - Science (led to theory of constraints, management by objectives, reengineering, Six Sigma, “waterfall” method of software development)
 - 1946 – Peter Drucker publishes Concept of the Corporation (attempting to outline managing large, complex organizations)
4. Describe the “empathy” management era
- Rise of “knowledge work” (white collar)
 - Value is not just created by workers producing goods and executing tasks, but also by workers’ use of information

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- Managers shift to managing knowledge workers
 - Changes relationship between management/subordinate
 - “Command-and-control” (authority) mindset fades
 - More emphasis on motivating and engaging (participative coaching) workers emerges
 - Focus on creating complete and meaningful experiences
 - 1995 – Daniel Goleman publishes Emotional Intelligence (EI as important as IQ for academic, professional, social, and interpersonal success)
 - Increased dissatisfaction with organizations built during “business-as-machine” era
5. Identify current trends that may impact future management eras
- Managing work done through networks, not lines of command
 - Managing work tied to emotions (how you feel about the work you do)
 - Managers creating communities for employees (i.e., Google, Apple, etc.)

Discussion Questions

1. How do the values of different employee eras (Baby Boomers, Generation X, Generation Y, Millennials, etc.) impact management?
2. What historical or cultural events impact management?

Activities

1. To be determined by the instructor

Instructor Notes

1. Recommend utilizing a timeline and layering events on it from each topic area as you present the material
2. Content based on “Management’s Three Eras: A Brief History” (Rita McGrath) from *Harvard Business Review* (<https://hbr.org/2014/07/managements-three-eras-a-brief-history>)

Unit 3: Stakeholders

Topic 3-1: Labor/Management Stakeholders

Terminal Learning Objective

At the end of this topic, a student, given a list of groups, organizations, and individuals, will be able to identify a broad range of stakeholders that may intersect with or influence the labor/management environment.

Enabling Learning Objectives

1. Identify differences between a trade association and a union
 - Trade association
 - Primarily a resource
 - Education/training
 - Advocacy
 - Communication/networking
 - Union

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- Bargaining agent
- Member representation
- Advocacy/political action
- 2. Identify groups that represent fire service professionals
 - Management
 - International City/County Management Association (ICMA)
 - International level
 - Professional trade association
 - International Association of Fire Chiefs (IAFC)
 - International level
 - Professional trade association
 - California Fire Chiefs Association (CFCA)
 - State level
 - Professional trade association
 - Fire Districts Association of California (FDAC)
 - State level
 - Professional trade association
 - League of California Cities (LOCC)
 - State level
 - Professional trade association
 - Labor
 - International Association of Fire Fighters (IAFF)
 - International level
 - Union
 - Affiliated with AFL-CIO
 - American Federation of Labor – Congress of Industrial Organizations (AFL-CIO)
 - International level
 - Union
 - American Federation of State, County and Municipal Employees (AFSCME)
 - National level
 - Union
 - California Professional Firefighters (CPF)
 - State level
 - Union
 - Affiliated with IAFF
 - California State Firefighters' Association (CSFA)
 - State level
 - Professional trade association
- 3. Identify elected offices that may intersect with the labor/management environment
 - Federal government
 - Governor
 - State legislature

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- County board of supervisors
 - District boards
 - Mayor
 - City/town manager
 - City/town council
4. Identify health and safety organizations that may intersect with the labor/management environment
- National Institute of Standards and Technology (NIST)
 - Federal
 - Part of U.S. Department of Commerce
 - National Fire Protection Association (NFPA)
 - International
 - Consensus codes and standards, research, training, education, outreach, advocacy
 - National Institute of Occupational Safety and Health (NIOSH)
 - Federal
 - Part of the U.S. Centers for Disease Control and Prevention (CDC)
 - Occupational Safety and Health Administration (OSHA)
 - Federal
 - Part of U.S. Department of Labor
 - California Occupational Safety and Health Administration (Cal OSHA)
 - State
 - Part of California Department of Industrial Relations
5. Identify other government departments or agencies that may intersect with the labor/management environment
- California Emergency Medical Services Authority (EMSA)
 - Part of California Department of Health and Human Services
 - Certifying agency for emergency medical technicians and paramedics
 - Local EMSA (county/regional level)
 - Policy-making entity for local EMSA regions
 - Accrediting agency for paramedics, emergency medical technicians, and first responders
 - California Department of Motor Vehicles (DMV)
 - Certifying/licensing agency
 - Equal Employment Opportunity Commission (EEOC)
 - Federal
 - Enforces federal laws that make it illegal or discriminate against an employee
 - California Department of Fair Employment and Housing (FEPA)
 - State
 - Manages charges of discrimination and employment rights (with EEOC)
 - California Department of Justice
 - Office of the Attorney General, Civil Rights Enforcement Section

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- State
- 6. Identify boards that may intersect with the labor/management environment
 - National Labor Relations Board (NLRB)
 - Federal level
 - Public Employees Relations Board (PERB)
 - State level
- 7. Identify ways in which community members are stakeholders in the labor/management environment
 - Pay taxes that fund services
 - Utilize and benefit from community fire services
 - Are the dependents of fire service professionals

Discussion Questions

1. What organizations and associations provide resources for labor personnel?
2. What organizations and associations provide resources for management personnel?
3. Why might the DMV get involved in a labor/management issue?
4. What organization represents volunteer fire fighters?

Activities

1. Activity 3-1: Labor/Management Stakeholders
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. This topic is designed as a student-led teaching topic; as students present their findings on Activity 3-1, supplement with ELO content

Topic 3-2: Stakeholder Impact

Terminal Learning Objective

At the end of this topic, a student, given an overview of stakeholder variables, will be able to describe the complexities of stakeholders' influences on the labor/management environment

Enabling Learning Objectives

1. Identify differences between stakeholders
 - Different mission, vision, values, and goals
 - Different priorities
 - Different budgets and fiscal years
 - Different governing rules and regulations
 - Different work cycles and schedules
 - Different career lengths (long-term vs. short-term goals)
 - Term limits and election cycles
 - Different ethical boundaries
2. Describe how stakeholder difference can impact the labor/management environment
 - Not all decisions are made at the labor/management level
 - Conflicts of interest

Discussion Questions

1. Can you give an example that illustrates how an outside stakeholder impacted a labor/management decision?
2. How would you interpret the phrase “Everybody answers to somebody”?
3. How might term limits or an election impact an on-going labor/management effort?
4. How might different stakeholder budget priorities impact a labor/management decision?

Activities

1. To be determined by the instructor

Instructor Notes

1. None

Unit 4: Labor/Management Roles and Responsibilities

Topic 4-1: Management Roles and Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given a list of management participants and their functions, will be able to describe management’s roles and responsibilities in the labor/management partnership.

Enabling Learning Objectives

1. Identify the fire service related roles and responsibilities of the California governor
 - Responsibilities
 - Appoints people to committees, commissions, and boards
 - Enacts or vetoes legislation impacting labor/management
 - Approves state-level budgets
 - Authority
 - Elected official
 - Four-year term (max of 2 terms)
 - Influences
 - Motivated by lobbyists (including labor groups, city administrative groups, citizen groups, industry groups), constituents, media, political party platform, other elected officials
2. Identify the fire service related roles and responsibilities of the California State Legislature
 - Composition
 - 40 state senators (each represents approximately one million Californians)
 - 80 assembly members (one from each assembly district)
 - Responsibilities
 - Sponsor, draft, propose, and negotiate new legislation (bills)
 - Hold votes
 - Pass laws to govern California (including those that directly impact the fire service and labor/management relations)

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- Votes on contracts for state-employed fire service professionals
 - Authority
 - Elected officials
 - Senate – four-year term (max of 2 terms)
 - Assembly – two-year terms (max of 3 terms)
 - Each member reports to residents within their district
 - Influences
 - Politically motivated by lobbyists (including labor groups, city administrative groups, citizen groups, industry groups/representatives), constituents, media, other elected officials
3. Identify fire service related roles and responsibilities of the governing bodies to whom a fire chief may report
- Board of supervisors (BOS)
 - Responsibilities
 - Govern fire district (county agency/special district vs. city agency)
 - Appoint fire chief
 - Act as a fire board when one isn't in place
 - Approve budgets
 - Involved in fire service contract/MOU negotiations
 - Vote to ratify negotiated contracts/MOUs
 - Authority
 - Elected officials
 - Each member reports to constituents within their district
 - Occasionally contracted by cities to provide services
 - Majority vote establishes policies and guidelines
 - Subject to county/city charter
 - Influences
 - Politically motivated by citizens, labor groups, citizen groups, state-level politicians, media
 - Fire board
 - Responsibilities
 - Adopt fire prevention codes and ordinances
 - Acquire equipment
 - Define fire chief qualifications and duties
 - Appoint fire chief
 - Approve appointments made by fire chief
 - Involved in fire service contract/MOU negotiations
 - Vote to ratify negotiated contracts/MOUs
 - Approve mutual aid agreements
 - Enter joint power agreements
 - Authority
 - Elected officials
 - Each board member reports to residents within their district

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- Occasionally contracted by cities to provide services
 - Majority vote establishes policies and guidelines
 - Subject to fire board charter and ordinances
 - Influences
 - Politically motivated by citizens, labor groups, citizen groups, state-level politicians, media
 - City/town manager
 - Responsibilities
 - Top appointed official in a city/town
 - Prepare, monitor, and execute city/town budget
 - Day-to-day administrative operations of the municipality
 - Appoint officials (including fire chief)
 - Hire, fire, discipline, promote, or suspend fire chief
 - Public relations with citizens, businesses, and other stakeholders
 - May delegate labor/management activities to staff members
 - Authority
 - Appointed by the city/town council
 - No standard term limit
 - Subject to city/town charter and ordinances
 - Influences
 - Influenced by city/town council, citizen groups, labor groups, and businesses
 - City/town council
 - Responsibilities
 - Parliamentary or congressional style legislative body
 - Propose bills
 - Hold votes
 - Pass laws to govern the city/town
 - May delegate labor/management activities to staff members
 - Authority
 - Elected officials
 - Term limits typically staggered in increments
 - Mayor can be elected or appointed and has varying levels of authority
 - Position of mayor rotates among all council members in some towns/cities
 - Mayor can be a part-time position in small cities/towns
 - Subject to city/town charter and ordinances
 - Influence
 - Politically motivated by citizen groups, labor groups, and businesses
4. Identify the labor/management roles and responsibilities of the fire chief
- Responsibilities
 - Set department budget
 - Hire, fire, promote, and discipline employees

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- Provide support services
 - Oversee fire prevention, community risk, and disaster preparedness
 - Collaborate with labor leaders on policies, procedures, and personnel
 - Authority
 - In a special district: reports directly to fire board or board of supervisors/county administrator
 - In a municipal fire department: reports to city/town manager
 - Subject to job description and AHJ rules, regulations, and policies
 - Influences
 - Influenced by city/town manager, city/town council, labor groups, citizens, citizen groups
5. Identify the labor/management roles and responsibilities of fire service executive management positions
- Positions
 - Assistant fire chief
 - Deputy chief
 - Division chief
 - Responsibilities
 - Under supervision of the fire chief
 - Plan, organize, direct, and administer all operations assigned by the fire chief
 - Collaborate with labor leaders on policies, procedures, and personnel
 - May represent fire chief during “meet and confer” process
 - May conduct interviews, investigations, and disciplinary activities
 - Authority
 - Reports to the fire chief
 - Given authority by fire chief based on rank and position
 - May be an “at-will” position
 - Subject to job description and AHJ rules, regulations, and policies
 - Influences
 - Directly influenced by fire chief’s direction
 - Communicates with the labor group for input
6. Identify the labor/management roles and responsibilities of fire service middle management positions
- Battalion chief
 - Responsibilities
 - Direct emergency scene operations
 - Supervise and perform specialized functions in support of the fire department operations
 - Direct day-to-day operations of company officers within battalion
 - May be assigned to special duties (training, EMS, etc.)
 - May represent fire chief during “meet and confer” process
 - May conduct interviews, investigations, and disciplinary activities

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- Authority
 - Reports to assistant fire chief, deputy chief, division chief, or fire chief
 - Given authority by fire chief based on rank and position
 - Subject to job description and AHJ rules, regulations, and policies
- Influences
 - Directly influenced by supervising chief officer's direction
 - Communicates with the labor group for input
- 7. Identify the labor/management roles and responsibilities of fire service supervisory positions
 - Captain/Lieutenant
 - Responsibilities
 - Direct activities of fire personnel during assigned shift
 - Set up operations and take initial command at emergency scenes
 - Ensure safe operations of fire equipment and personnel
 - Public education
 - Fire prevention
 - Enforcing department policies at the fire station level
 - May conduct interviews, investigations, and disciplinary activities
 - Authority
 - Reports directly to shift battalion chief or chief officer
 - Subject to job description and AHJ rules, regulations, and policies
 - Influences
 - Directly influenced by supervising chief officer's direction

Discussion Questions

1. To whom does the fire chief in your organization report?
2. What role might a city/town manager play in a contract negotiation?
3. What differences exist between a board of supervisors and a fire board?

Activities

1. Activity 4-1: Management Roles and Responsibilities
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. None

Topic 4-2: Labor Roles and Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given a list of labor participants and their functions, will be able to describe individual roles and responsibilities within the international (IAFF), state (CPF), and local union structure

Enabling Learning Objectives

1. Identify the roles and responsibilities of international and state labor leadership
 - President
 - Serve as executive head of the organization

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- Serve on the organization's executive board
 - Preside at all executive board meetings and general convention sessions
 - Enforce and interpret organization's constitution and by-laws
 - Resolve disputes or controversies regarding meaning or application of organization's constitution or by-laws
 - Secretary-Treasurer
 - Receive all money due
 - Serve on the organization's executive board
 - Custodian of all records, books, papers, and property
 - Maintain and keep current membership records
 - Audit books, accounts, and membership records of any affiliated local union or subordinate body
 - Execute and file reports to federal and state authorities
 - District vice presidents
 - IAFF has 16 district vice presidents
 - CPF has eight district vice presidents
 - Serve on the executive board
 - Responsible for all policy decisions
 - Provide beneficial services to members
 - May utilize district field service representatives (DFSR) to assist members when needed
2. Identify the roles and responsibilities of a local union president
- Authority
 - Elected position
 - Many are compensated
 - Administrative and presiding officer for local union
 - Responsibilities
 - Preside at all general membership and executive board meetings
 - Serve as executive head of local union
 - Member ex-officio of all committees
 - Appoint committees authorized by constitution, by-laws, or membership
 - Sign all orders and checks
 - Enforce constitution and by-laws of state and/or national affiliate as they apply to local union
 - Enforce constitution and by-laws of local union
 - Final authority interpretation of local union constitution and by-laws
 - General supervision of other officers and committee chairs
 - Local delegate to state and/or national conventions
3. Identify the roles and responsibilities of a local union vice president
- Authority
 - Elected position
 - Many are compensated

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- Responsibilities
 - Assist president as president determines
 - Member of executive board
 - Preside at general membership and executive board meetings in president's absence
 - Serve as acting president during office vacancy until executive board holds election
 - Serve on committees
- 4. Identify the roles and responsibilities of a local union secretary
 - Authority
 - Elected position
 - Many are compensated
 - Sometimes combined with treasurer role
 - Responsibilities
 - Custody of all local union documents
 - Serve as secretary of executive board
 - Keep accurate record of executive board and member meetings
 - Conduct correspondence
 - Maintain current list of members in good standing
 - Execute and file reports with federal and state authorities
 - May serve on committees
- 5. Identify the roles and responsibilities of a local union treasurer
 - Authority
 - Elected position
 - Many are compensated
 - Sometimes combined with secretary role
 - Responsibilities
 - Receive and disburse all local union money
 - Keep current records for all financial transactions (dues, investments, etc.)
 - Exhibit receipts and vouchers during audit
 - Forward annual local union audit to state and/or national secretary-treasurer
 - Usually exempt from serving on committees
- 6. Identify the roles and responsibilities of local union trustees
 - Assist union president and secretary/treasurer with finance and accounting
- 7. Identify the roles and responsibilities of a local union executive board
 - Composition
 - President
 - Vice president
 - Secretary
 - Treasurer
 - Other elected or appointed members (varies by organization)
 - Authority

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- Elected by membership at annual meeting
- Meet at president's call or membership majority call
- Responsibilities
 - Supervise and control local union's invested funds and property
 - Act for local union during intervals between meetings
 - Acts are subject to member confirmation at next regular meeting
 - Provide annual audit of treasurer's books
 - Monitor and enforce collective bargaining agreement provisions
 - Represent employees in labor/management interactions
 - Communicate official union policy, memos, and directives to union members
- 8. Identify the roles and responsibilities of a shop steward or shift representative
 - Union representative of a group of co-workers who carries out union duties within an operation (i.e., handling grievance, member recruitment, etc.)
 - Elected by union members or appointed by higher union officials
 - Remains an employee and handles union business on a part-time basis
 - May monitor and enforce collective bargaining agreement provisions
 - May represent employees in labor/management interactions
 - Communicate official union policy, memos, and directives to union members
 - Communicate member positions to union leadership
 - Promote union consciousness and values in the workplace
- 9. Identify the roles and responsibilities of a local union business agent
 - May be compensated
 - Usually on a contract-basis
 - Represents a local union and its membership in dealing with an employer
- 10. Identify the roles and responsibilities of a local union district field service representative
 - Provide on-site technical assistance to local affiliates
 - Collective bargaining
 - Initial contracts
 - Mediation
 - Paralegal support
 - Expert testimony during arbitration
- 11. Identify the roles and responsibilities of union members
 - Acquire membership based on department/agency and its representing labor group
 - Vote for union officers
 - Pay monthly dues entitling them to representation and access to benefit programs
 - Attend general membership meetings
 - Serve on committees
 - Assist with union efforts
 - Political campaigning
 - Charitable activities
 - Vote on collective bargaining agreements and other union business
- 12. Identify the roles and responsibilities of union non-members

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- Member of an organization represented by a union may opt out of union membership
- May not be entitled to internal union member benefits or representation
- Entitled to same MOU contract (wage and benefits) as union members
- Entitled/held to same due process (for disciplinary processes, promotions, etc.)

Discussion Questions

1. What are the term limits of union officers in your local union?
2. Why would the union want to ensure that non-members are held to the same standard for disciplinary processes, promotions, etc.?
3. What resources are available to local union officers for additional information or legal support?

Activities

1. Activity 4-2: Labor Roles and Responsibilities
 - See *Fire Service Labor/Management Roles and Responsibilities*

Instructor Notes

1. None

Topic 4-3: Supporting Roles and Responsibilities

Terminal Learning Objective

At the end of this topic, a student, given a list of individuals that support the labor/management process and their functions, will be able to describe the support structure available to assist in labor/management relations

Enabling Learning Objectives

1. Identify the roles and responsibilities of individuals that may work with labor or management to support the decision-making process
 - Contract negotiator
 - Hired by either group to administer, negotiate, extend, terminate, and/or renegotiate contract terms
 - Legal council
 - Hired by either group to work on contract negotiations, labor disputes, disciplinary action, worker's compensation, etc.
 - Consultant
 - Hired by either group to provide expertise or support
 - Labor relations manager (management)
 - Business agent (labor)
 - Public relations firms
 - Messaging
 - Graphic design
 - Publications
 - Lobbyist
 - Hired by either group to persuade legislators to support that group's priorities in their voting decisions

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Discussion Questions

1. In what situations might labor or management require this type of support?
2. What are the advantages to hiring these roles?
3. What are the disadvantages to hiring these roles?

Activities

1. To be determined by the instructor

Instructor Notes

1. None

Unit 5: Legislation (Rights and Restrictions)

Topic 5-1: Labor Laws

Terminal Learning Objective

At the end of this topic, a student, given an overview of key federal and state labor laws, will be able to describe rights and restrictions applicable to labor/management relations

Enabling Learning Objectives

1. Identify and describe the rights and restrictions granted by federal labor/management legislation and to whom those rights and restrictions apply
 - Railway Labor Act (1926)
 - National Labor Relations Act (1935)
 - Taft-Hartley Act (1947)
 - Labor Management Reporting and Disclosure Act (1959)
2. Identify and describe the rights and restrictions granted by state labor/management legislation and to whom those right and restrictions apply
 - Meyers-Milias-Brown Act (1968)
 - Ralph C. Dills Act (1977)
3. Identify the disciplinary issues and resulting court cases that contributed to the Firefighter Procedural Bill of Rights
 - Garrity v. New Jersey (385 U.S. 493) in 1967
 - NLRB v. Weingarten, Inc. (420 U.S. 251) in 1975
 - Skelly v. State Personnel Board (15 Cal. 3d 194) in 1975
 - Cleveland Board of Education v. Loudermill (470 U.S. 532) of 1985
 - Lybarger v. City of Los Angeles (40 Cal. 3d 822) in 1985
 - Spielbauer v. County of Santa Clara (45 Cal. 4th 704) in 2009
4. Identify and describe the rights and restrictions granted by the Firefighter Procedural Bill of Rights (2007)
 - Firefighter Procedural Bill of Rights (2007)

Discussion Questions

1. Are you covered by the Meyers-Milias-Brown Act or the Ralph C. Dills Act?
2. What inspired or laid the foundation for the Firefighter Procedural Bill of Rights?
3. Which of these court cases (referencing ELO 3) had you heard of before today?

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Activities

1. Activity 5-1: Labor Laws
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. Content corresponds with Labor Laws section of *Student Supplement*
2. Note that NLRA (1935) states that government employees are exempt, but local governments have the power to enact their own labor relations laws for state and local public employees
3. CPF has a very good video series explaining the FBOR
 - Part I: Understanding the Firefighter Bill of Rights (4:12)
(<http://www.cpf.org/go/cpf/media-center1/cpf-fire-vision/cpf-firevision-know-your-rights/>)
 - Part II: Background and History (3:11)
(<http://www.cpf.org/go/cpf/media-center1/cpf-fire-vision/cpf-firevision-know-your-rightspt-2/>)
 - Part III: Transparency in the Interrogation and Disciplinary Process (3:43)
(<http://www.cpf.org/go/cpf/media-center1/cpf-fire-vision/cpf-firevision-firefighters-bill-of-rights-part-3/>)

Topic 5-2: Employment Equality Laws

Terminal Learning Objective

At the end of this topic, a student, given an overview of key federal and state employment laws, will be able to describe the rights and restrictions applicable to public and private employers and employees

Enabling Learning Objectives

1. Identify and describe the rights and restrictions granted by federal employment legislation and to whom those rights and restrictions apply
 - Fair Labor Standards Act (1938)
 - Equal Pay Act (1963)
 - Civil Rights Act (1964)
 - Americans with Disabilities Act (1990)
2. Identify and describe the rights and restrictions granted by state employment legislation and to whom those rights and restrictions apply
 - Fair Employment and Housing Act (1959)

Discussion Questions

1. Which act do you think has had the most impact on the fire service, and why?
2. FLSA was intended as a job creation bill; is that still relevant in today's public service environment (cost of new employee vs. overtime)?

Activities

1. Activity 5-2: Employment Equality Laws
Using their individual MOUs, have students identify their FLSA work cycle

Instructor Notes

1. Content corresponds Employment Equality Laws section of *Student Supplement*

Topic 5-3: Employment Benefit Laws

Terminal Learning Objective

At the end of this topic, a student, given an overview of key federal and state employment benefit laws, will be able to describe the rights and restrictions applicable to public and private employers and employees

Enabling Learning Objectives

1. Identify and describe the rights and restrictions granted by federal employment benefits legislation and to whom those rights and restrictions apply
 - Family Medical Leave Act (1993)
 - Health Insurance Portability and Accountability Act (1996)
 - Affordable Care Act (2010)
2. Identify and describe the rights and restrictions granted by state employment benefits legislation pertaining and to whom those rights and restrictions apply
 - California Public Employees Pension Reform Act (2013)

Discussion Questions

1. What impact does FMLA have on management? What about labor?
2. What impact does HIPAA have on management? What about labor?
3. What impact does ACA have on management? What about labor?
4. What impact does PEPRA have on management? What about labor?

Activities

1. To be determined by the instructor

Instructor Notes

1. Content corresponds with Employment Benefits Laws section of *Student Supplement*

Topic 5-4: Additional Laws

Terminal Learning Objective

At the end of this topic, a student, given an overview of additional laws that indirectly impact employment, will be able to describe the rights and restrictions applicable to public and private employers and employees

Enabling Learning Objectives

1. Federal
 - United States Constitutional Amendments (1791-present)
 - 1st amendment
 - 4th amendment
 - 5th amendment
 - 6th amendment
 - 14th amendment
 - Freedom of Information Act (1966)
2. State

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- California Penal Code (1872)
- Administrative Procedures Act (1945)
- California Public Records Act (1968)

Discussion Questions

1. What role do the 1st, 4th, 5th, 6th, and 14th amendments play in the fire service?

Activities

1. To be determined by the instructor

Instructor Notes

1. Content corresponds with Additional Laws section of *Student Supplement*

Unit 6: Working Relationship

Topic 6-1: Bargaining

Terminal Learning Objective

At the end of this topic, a student, given different bargaining models and methods, will be able to describe the bargaining processes through which labor contracts and working conditions are achieved

Enabling Learning Objectives

1. Identify the goals of bargaining
 - Improve or change a situation
 - Achieve mutual benefit
 - Fiscal responsibility
 - Sustainability
2. Describe the “right to work” bargaining model
3. Describe the “binding arbitration” bargaining model
4. Describe the “collective bargaining” bargaining model
 - Describe “good faith bargaining”
 - Identify options when good faith bargaining breaks down
 - Mediation
 - Arbitration
 - Binding
 - Non-binding
 - Impasse
 - Last, best, final offer (LBFO)
 - Mandatory fact finding
 - Imposed contract (one-year)
 - Describe “concession” bargaining
 - Describe “interest-based” bargaining
5. Identify guidelines and behaviors that have a positive impact on labor/management bargaining processes
 - Fostering relationships prior to bargaining

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- Active communication
- A clear understanding of the process and expectations
- Well-designed ground rules
- Respect
- Flexibility
- Transparency
- Integrity

Discussion Questions

1. Have you been involved in a negotiation?
 - How did it work out?
 - What process did you use?
 - How could it have been improved?
2. What can you do now to prepare for future bargaining experiences?

Activities

1. Activity 6-1: Contract Comparison
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. None

Topic 6-2: Dispute Resolution – Grievance Process

Terminal Learning Objective

At the end of this topic, a student, given a sample grievance, will be able to participate in a general grievance process so that the impacted parties resolve the grievance amicably and internally

Enabling Learning Objectives

1. Identify factors that trigger the grievance process
 - Actual or perceived contract violation
 - Unilateral infraction of the labor agreement
 - Unilateral disregard of past practice
 - Disregard of safety or fair treatment of an employee
 - Infraction of the law
 - Grievances generally move from labor to management (bottom to top)
2. Describe the steps in a basic grievance process
3. Identify how arbitration can be used in a grievance process
4. Identify how mediation can be used in a grievance process
5. Identify common mistakes made during the grievance process
 - Missing deadlines
 - Misinterpretation of policies
 - Policies and procedures misaligned with current practice
 - Emotional or ego-based decision making
 - Lack of communication
 - Inadequate fact finding or investigations

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- Failure to maintain settlement records
- 6. Identify what happens when a grievance is not resolved internally
 - Unfair labor practice
 - Wage claim adjudication
 - Litigation
 - Censure
 - Vote of no confidence

Discussion Questions

1. What is your department/agency grievance process?
2. Can you provide an example of a grievance filed and its outcome?
3. Are there ways in which grievances can be avoided?
4. What factors can derail the grievance process?

Activities

1. To be determined by the instructor

Instructor Notes

1. ELO 2: Recommend using IAFF grievance forms as an example and to outline the process (See *Fire Service Labor/Management Relations Student Supplement*)
 - Appendix B: Grievance Information Form
 - Appendix C: Grievance Form
2. Remind students not to use names or specifics that will reveal confidential information

Topic 6-3: Dispute Resolution – Disciplinary Process

Terminal Learning Objective

At the end of this topic, a student, given a sample disciplinary issue, will be able to participate in a general disciplinary process so that the impacted parties resolve the issue amicably and internally

Enabling Learning Objectives

1. Identify the goal of the disciplinary process
 - Change employee behavior
 - Keep and improve employee
 - Retain investment in employee
 - Rehabilitative, not punitive
 - Employee Assistance Program (deferment)
 - Assessments
 - Counseling
 - Referrals
2. Identify behaviors that trigger the disciplinary process
 - Discipline generally moves from management to labor (top to bottom)
3. Describe the steps in a basic disciplinary process
 - Policy-driven
 - Pre-disciplinary/deprivation model
 - Post-disciplinary/deprivation model

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- Progressive model
 - Steps
 - Oral
 - Written
 - Action
 - Financial
 - Termination
 - Considerations
 - Personnel files
 - Employer required to notify employee of all additions
 - Employee right to rebut/refute
 - Employee right to review
 - Previous performance evaluations
 - Supervisor's notes
 - Poole vs. Orange County Fire Authority (2015)
4. Identify agencies/organizations that may be involved in the disciplinary process
- Employee's department/agency
 - Outside investigator
 - Employee's union/association
 - Law enforcement
 - Criminal proceedings
 - Licensing or certifying organization
 - DMV
 - EMSA
 - Legal system
5. Identify common mistakes made during the disciplinary process
- Breach of confidentiality
 - Involving the media
 - Misinterpretation of policies
 - Failure to follow Firefighter Bill of Rights (FBOR)
 - Lack of communication
 - Inadequate investigations
 - Waiting too long to initiate
 - Sharing inappropriate information "across lanes" or between investigating agencies

Discussion Questions

1. Excluding the names and agencies of those involved, can you share a disciplinary story with a successful resolution?
2. When would a union representative defer an issue to legal counsel?
3. Are union representatives protected by attorney/client privilege?
4. Is paid administrative leave considered punitive action?
5. When investigating potential criminal misconduct, should the criminal or administrative investigation occur first?

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- Why?
- How does that impact mandatory timelines?

Activities

1. Activity 6-3: Dispute Resolution

Using an instructor-prepared scenario, have four students play the roles of employee, union representative, investigator 1, and investigator 2, and work through a sample investigation

Instructor Notes

1. Activity is designed to be about 35 minutes (10 minutes preparation / 10 minutes role play / 15 minutes discussion)

Unit 7: Collaboration

Topic 7-1: Challenges

Terminal Learning Objective

At the end of this topic, a student, given an overview of internal and external influences, will be able to identify and navigate challenges that may undermine positive labor/management partnerships

Enabling Learning Objectives

2. Identify external influences beyond labor/management control that can impact labor/management decisions
- Legislative action
 - Patient Protection and Affordable Care Act (2010) (Cadillac tax)
 - California Public Employees' Pension Reform Act (PEPRA) (2013)
 - Tax law changes
 - Economy
 - Reduced or alternate funding
 - Bankruptcy
 - Michigan: Detroit
 - California: Orange County, Vallejo, San Bernardino, Stockton
 - Voter-approved reforms
 - San Diego (Proposition B)
 - San Jose (Measure B)
 - Recession
 - Political power
 - Elected officials
 - Grand juries
 - Citizen groups
 - Media
 - Traditional outlets
 - Digital outlets

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- Social/networked media
- 3. Identify internal influences that can impact positive labor/management partnerships
 - Unethical behavior
 - Conflicting motivation and goals
 - Lack of accountability
 - Poor communication
 - Holding grudges
 - Existing biases
 - Confidentiality breach
 - Bureaucracy
 - Lack of education/understanding about labor/management roles
 - Personal problems
 - Personality conflict
 - Lack of professionalism
 - Ego
 - Emotional decisions
 - Organizational culture
 - Chain of command
 - Rank of labor personnel
 - Low morale

Discussion Questions

1. What can labor leaders do to create a positive and collaborative atmosphere for labor negotiations?
2. What steps can administrators take to create a positive and collaborative atmosphere for labor negotiations?

Activities

1. To be determined by the instructor

Instructor Notes

1. None

Topic 7-2: Collaboration

Terminal Learning Objective

At the end of this topic, a student, given an overview of federal, state, and local best practices, collaborations, and initiatives, will be able to identify and initiate positive labor/management partnerships

Enabling Learning Objectives

1. Identify federal initiatives, collaborations, and best practices that support positive labor/management partnerships
 - National Fire Protection Association (NFPA)
 - Labor and management have seats on the board and collaborate on international consensus standards
 - Labor Management Alliance/Initiative (LMI)

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- Joint initiative of IAFC (management) and IAFF (labor)
 - Designed to help develop and improve cooperative and collaborative labor/management relationships to avoid critical labor-management issues, disputes, and costly arbitrations
 - Fire Service Joint Labor Management Wellness-Fitness Initiative (1997)
 - Historic partnership between IAFF and IAFC to improve the wellness of fire department uniformed personnel
 - A complete commitment to the health, safety, and longevity of all uniformed personnel; productivity and performance of all fire crews; cost effectiveness and welfare of all fire departments
 - Commitment to overcoming historic fire service punitive approaches to physical fitness and wellness issues
 - Safety Stand Down
 - Joint initiative of National Volunteer Fire Council (NVFC), International Association of Fire Fighters (IAFF), and International Association of Fire Chiefs (IAFC)
 - Supported by national and international fire and emergency service and health and safety-related organizations and agencies
 - An annual week-long emphasis on safety
 - Departments encouraged to suspend non-emergency activity to focus on safety training and education
2. Identify statewide initiatives, collaborations, and best practices that support positive labor/management partnerships
- CAL FIRE Office of the State Fire Marshall
 - Labor and management serve together on the State Board of Fire Services (SBFS) and the Statewide Training and Education Advisory Committee (STEAC)
 - Labor and management collaborate on curriculum development cadres through the State Fire Training (SFT) Division
 - California Firefighter Joint Apprenticeship Committee (Cal-JAC)
 - Collaboration between the Office of the State Fire Marshal (representing management) and the California Professional Firefighters (AFL-CIO) (representing labor)
 - Strives to improve quality of education and training within the fire service and set a professional standard for firefighters statewide
 - Emphasizes the value of recruiting well trained and qualified firefighting personnel from the ranks of underrepresented and target groups
 - Safety Stand Down
 - Collaboration between California Fire Chiefs Association (Cal Chiefs) and California Professional Firefighters (CPF)
 - Annual event on the date of the California Firefighters Memorial
3. Identify local initiatives, collaborations, and best practices that support positive labor/management partnerships

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- Joint safety committees
 - Standing meetings between labor/management to stay current and connected
 - Labor shares what's going on in the fire house
 - Management shares what's going on at the administrative level
 - Additional stakeholders as needed (city manager, finance manager, etc.)
 - Collaborate on strategic plans
 - Attend training and education courses/programs/conferences together
 - Prioritize goals of the fire service over personal agendas
 - Fire and life safety
 - Staffing levels
 - Equipment
 - Budgetary support
 - Fire protection
 - Fire prevention
 - Public education
 - Marketing
 - Public perception
 - Consistent messaging
 - Community risk reduction
 - Prioritize larger goals of positive labor/management partnerships over personal agendas
 - Increase cooperation between labor and management
 - Strengthen labor/management partnership
 - Save time and money
 - Enhance professional perception of the fire service
4. Initiate a positive labor/management partnership

Discussion Questions

1. How do labor and management collaborate within your agency?
2. On what issues do labor and management agree within your agency?
3. On what issues do labor and management disagree within your agency?
 - How are you working to resolve those issues?

Activities

1. Activity 7-2: Individual Action Plan
 - See *Fire Service Labor/Management Relations Student Supplement*

Instructor Notes

1. Recommend showing Cal-JAC video "Creating Excellence" (8:09)
 - <http://www.cffjac.org/go/jac/media-center/video-gallery/creating-excellence/>

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: Determined by instructor		0:00	
Topic 1-2: Goals and Expectations			
Lecture	0:30		
Activity 1-2: Introductions/Goals		0:30	
Unit 1 Totals	1:30	0:30	2:00
Unit 2: Labor/Management History			
Topic 2-1: General Labor/Management History			
Lecture	2:00		
Activity 2-1: Determined by instructor		0:00	
Topic 2-2: Fire Service Labor/Management History			
Lecture	0:30		
Activity 2-2: Fire Service Labor/Management History		0:30	
Topic 2-3: Management Eras			
Lecture	1:00		
Activity 2-3: Determined by instructor		0:00	
Unit 2 Totals	3:30	0:30	4:00
Unit 3: Stakeholders			
Topic 3-1: Labor/Management Stakeholders			
Lecture	0:15		
Activity 3-1: Labor/Management Stakeholders		0:45	
Topic 3-2: Stakeholder Impact			
Lecture	0:30		
Activity 3-2: Determined by instructor		0:00	
Unit 3 Totals	0:45	0:45	1:30
Unit 4: Labor/Management Roles and Responsibilities			
Topic 4-1: Management Roles and Responsibilities			
Lecture	1:15		
Activity 4-1: Management Roles and Responsibilities		0:15	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 4-2: Labor Roles and Responsibilities			
Lecture	1:00		
Activity 4-2: Labor Roles and Responsibilities		0:15	
Topic 4-3: Supporting Roles and Responsibilities			
Lecture	0:15		
Activity 4-3: Determined by Instructor		0:00	
Unit 4 Totals	2:30	0:30	3:00
Unit 5: Legislation			
Topic 5-1: Labor Laws			
Lecture	1:00		
Activity 5-1: Labor Laws		0:30	
Topic 5-2: Employment Equality Laws			
Lecture	0:20		
Activity 5-2: Employment Equality Laws		0:10	
Topic 5-3: Employment Benefit Laws			
Lecture	0:30		
Activity 5-3: Determined by instructor		0:00	
Topic 5-4: Additional Laws			
Lecture	0:30		
Activity 5-4: Determined by instructor		0:00	
Unit 5 Totals	2:20	0:40	3:00
Unit 6: Working Relationship			
Topic 6-1: Bargaining			
Lecture	1:30		
Activity 6-1: Contract Comparison		0:30	
Topic 6-2: Dispute Resolution – Grievance Process			
Lecture	1:00		
Activity 6-2: Determined by instructor		0:00	
Topic 6-3: Dispute Resolution – Disciplinary Process			
Lecture	0:30		
Activity 6-3: Dispute Resolution		0:30	
Unit 6 Totals	3:00	1:00	4:00
Unit 7: Collaboration			

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 7-1: Challenges			
Lecture	0:30		
Activity 7-1: Determined by instructor		0:00	
Topic 7-2: Collaboration			
Lecture	1:00		
Activity 7-2: Individual Action Plan		0:30	
Unit 7 Totals	1:30	0:30	2:00
Lecture, Activity, and Unit Totals:	15:05	4:25	19:30

Course Totals

Total Lecture Time (LT)	15:05
Total Activity Time (AT)	4:25
Total Testing Time (TT)	0:00
Total Skill Exercise Time (ST)	0:00
Total Course Time	19:30

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Fire Service Labor/Management Relations

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