

DO WHAT'S RIGHT



FACILITATOR GUIDE

BUREAU OF LAND MANAGEMENT
FIRE AND AVIATION - BOISE, IDAHO
NATIONAL TRAINING CENTER - PHOENIX, ARIZONA
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How to Use This Facilitator Guide and the Participant Guides

This Facilitator Guide provides information on your responsibilities as a facilitator, a checklist for setting up sessions, suggestions for interacting with participants and information to help you select the training package best for your audience.

In addition, facilitator notes are included for each scenario. The facilitator notes for each scenario include the following sections:

Discussion Questions: This section provides a few questions in *italics* to stimulate discussion. Each question has bulleted possible responses that may come up during the natural course of a discussion.

Optional Discussion Items: This section has additional discussion questions that the facilitator may choose to add to the discussion.

Local Discussion Items: This section allows the facilitator to customize scenario discussions by adding questions and information about local perspectives, procedures, policies or issues into the conversations.

Ending the Discussion: This section gives directions to listen to the closing comments on the scenario just discussed. This section provides facilitators with information on the **Key Points Brought out in Debrief.**

Responsibilities of the Facilitator

- Pre-select a scenario from each section that is appropriate to your audience. Carefully prepare your presentation and rehearse it prior to the scheduled class.
- Guide the discussion and encourage participation.
- The structured approach to teaching this course will aid in your success.
- Ensure each participant has a Participant Guide to follow as you facilitate this training. Include the current DOI and BLM specific policies on prevention of harassment and EEO. Download them from our website: <http://www./nifc.gov/dwr/>
- This course is designed for all employees, both supervisory and non-supervisory.
- Coordinate your training with the EEO and HR professionals in your office to ensure you are also covering information they feel is important for your office. If this training is to be credited as Prevention of Sexual Harassment training in the BLM please refer to Section P: Prevention of Sexual Harassment (POSH) Module

Do What's Right

To prepare for the course you need to:

- ✓ Confirm the date and time for the course – reserve at least 2 hours.
- ✓ Reserve a room.
- ✓ Notify your employees of the date, time and location of the course.
- ✓ Review the Participant Guide.
- ✓ Review the Facilitator Guide and online scenarios. Select scenarios to be used for the training, so you are ready, willing, and able to facilitate this course.
- ✓ Gather the needed equipment and supplies.

The Equipment and Supplies needed include:

- ✓ This Facilitator Guide and computer with internet access to show material.
- ✓ Participant Guide for each employee. (The same Participant Guide can be used with any of the material selected. There is a designated page for each Section.)
- ✓ Copy of *Interagency Standards for Fire and Aviation Operations* (Red Book)
- ✓ Pens or Pencils for students
- ✓ Copies of the blank roster (included in Appendix 9 of this Guide)

During the course:

- ✓ Have each employee sign their name on the roster.
- ✓ Follow this Facilitator Guide.

After the course:

- ✓ Fax a copy of signed roster sheets to Debie Chivers at (208) 387-5452. Be sure to complete the information at the bottom of the first roster sheet of each session identifying the scenarios used for the training session.
- ✓ Retain a copy with each employee's training record.

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How to Interact with the Participants

Participants will view a series of video clip scenarios depicting workplace situations involving EEO, ethics, and conduct issues.

There is a pause after each scenario to allow you to engage participants in a discussion of what they have just viewed.

After each scenario discussion, start again and follow the onscreen directions.

The Participant Guide is organized to allow participants an opportunity to take notes to answer questions you present to them. You are to guide a discussion on each question with participants.

Remember, audience participation in all discussions is the key to making this training work. You can encourage their participation by:

- Creating a classroom environment in which participants feel safe to speak up.
- Asking thought-provoking questions that do not always involve simple answers.
- Encouraging as many voices to enter the discussion as possible.

Here are some general ideas to consider when asking questions and guiding a discussion.

- Know the questions you will start with in advance of the discussion.
- Be prepared to clarify things when the discussion becomes confusing.
- Encourage participants to contribute and when possible have them respond to the observations of their classmates before you add your input.
- Don't fear silence. It's absolutely essential. When you are responsible for facilitating a discussion, you may feel that a lack of response within one or two beats is stretching into an eternity. However, even if you have posed a very interesting question or situation, the participants will need some time to think and formulate a response.
- Occasionally, have the participants talk with one or two others about an answer or response for a minute or two before opening the discussion to the entire group.
- If key points are not coming up during the discussion insert them into the discussions either by talking about them directly or by asking a question that encourages participants to bring up the point.
- Be flexible.

How to Create Your Training Program

You must select each scenario from the menu as you facilitate the session.

Choose

- An introduction from Section A based on your audience
- Scenarios for Sections B through G
- A closing from Section H based on your audience

You can always choose more than one scenario from each section based on the needs of your organization. ***You always must have at least one scenario from Section C.***

This Facilitator Guide includes directions for Sections A through H and P.

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Section B – Pages 9 through 17

Section C – Pages 18 through 27

Section D – Pages 28 through 34

Section E – Pages 35 through 40

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Section P – Prevention of Sexual Harassment (POSH)

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Section A: Introduction and Expectations

You have three introductions to choose from based on your target audience.

- A-1: Introduction and expectations designed for an audience of primarily fire personnel.
- A-2: Introduction and expectations designed for a mixed audience of fire and non-fire personnel.
- A-3: Introduction and expectations designed for an audience of non-fire personnel.
- A-4: Welcome by Fire Management Officer. The script of the FMO's remarks is found in Appendix 7 of this guide.

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Section B: Inclusion and Respect

B-1. Off-Duty Awkwardness

It's movie/game night at the guard station.



Say: Let's watch a scenario that deals with the interaction among folks who live at a guard station. As you watch, make notes on page 3 of your Participant Guide of any behavior that catches your attention.

Discussion Questions:

Question 1: *Note any behaviors that catch your attention.*

- The answers to this should get the conversation moving.

Question 2: *Were there actions that made you uncomfortable?*

- Nick may be spreading rumors or warning a crew member about walking in on an uncomfortable situation. Need to know the difference between providing useful information and gossip.

Optional Question: *If you live in government-provided housing with others, how do you establish rules for being considerate of others?*

- Establish rules early in the year for use of common areas.
- Remember others also use the area.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Work romances can happen, don't let them affect crew cohesion.
- Know and understand there is a difference between providing useful information and sharing gossip.
- You need to remember to be considerate of other crew members when sharing common space.

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B-2. Condescending Comments

A crew member is offended by her supervisor's remarks.



Say: Let's watch a scenario about a crew member who is offended by her supervisor's comments. As you watch, make notes on page 3 of your Participant Guide of any comments that seem inappropriate.

Discussion Questions:

Question 1: *List any comments that seem inappropriate?*

- It would depend on how you took the comments.
- They may be considered inappropriate because Sarah thought they were. It revolves around how people take remarks, not how they are said.

Question 2: *Would you describe the engine boss as condescending or concerned?*

- He needs to be aware of the possible implications of his comments. Sarah senses he doesn't think she is as strong or as capable as her male coworkers despite her experience and performance history.

Question 3: *What is Sarah's next step?*

- She should talk to the supervisor, someone in her chain of command or an EEO or HR professional.

Optional Question: *How could the supervisor have said the same thing without sounding condescending?*

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Evaluations or assessments made on broad generalizations of gender, race, national origin, religion, age, color or any of the other bases for discrimination are wrong.
- Changing the way the message is given to employees can make all the difference.

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B-3. Supervisory Insensitivity

A new supervisor gives direction to a crew member on how to sharpen a chainsaw.



Say: Let's watch a scenario that deals with a new supervisor's training technique. As you watch, make notes on page 3 of your Participant Guide of any behavior that causes you concern.

Discussion Questions:

Question 1: *List any behaviors that cause you concern.*

Question 2: *What could Linda do to change her training technique so Susan is successful?*

- Realize that people have different learning styles.
- Consider whether the duties were appropriate for the level/grade of Susan's position.
- Sharpening chainsaws can be a difficult skill to learn and is usually the responsibility of a sawyer. It's not normally a task for a first year firefighter.

Optional Question: *What could have each person done differently to improve crew cohesion?*

- Treat people with patience and respect.
- Make sure people are trained right the first time and get the training they need.
- Take the time to listen and understand what the situation or problem may be.
- Praise in public, discipline in private.

Optional Discussion Items: *What advice could the male employee give Susan?*

- Encourage her to try the technique the supervisor showed her.
- Encourage her to have a private conversation with Linda about her concerns.

Could this be a safety issue?

- Supervisor should consider whether it's a good idea to have inexperienced employees repairing important equipment.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Treat everyone with patience and respect.
- Make sure that people are trained right the first time. Make sure that you get the training you need.
- The supervisor sets the tone for the workplace.

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B-4. Hazing Reported

An employee describes season-long hazing during his exit interview.



Say: Let's watch a scenario that deals with issues a firefighter brings up at his exit interview. As you watch, make notes on page 3 of your Participant Guide of any concerns you have with this conversation.

Discussion Questions:

Question 1: *Do you have any concerns with this conversation? If so, what are they.*

- Describe to the class the definition of hazing.
- Hazing is considered a form of harassment. Hazing is defined as any action taken or situation created intentionally to produce mental or physical discomfort, embarrassment, or ridicule. You can refer participants to the definition in the Glossary in Appendix 8 of the Participant Guide.

Question 2: *How should we treat new employees?*

- New employees should be treated the same as any other employee. They have the same rights to a safe and respectful work environment as everyone else.
- Training, crews, and job assignments are made by supervisors based on the skills, qualifications, and experience of individuals and the needs of the unit

Question 3: *What should we do when we become aware hazing is occurring?*

- Crew members have the responsibility to stop hazing when they are aware that it is occurring. Let the supervisor know what's going on. If that is not possible bring it to someone else's attention. In some cases a crew member may be in a position to talk to the people doing the hazing and ask them to stop.
- Tell the person who is being hazed that they do not have to accept that behavior and advise them on what they can do.
- Any employee who believes they are being hazed has the right to speak up about the situation. This employee should talk to a supervisor sooner rather than later. They have the right to speak with someone in Human Resources (HR) or in the Equal Employment Opportunity Office (EEO).

Optional Discussion Items:

Will hazing have an effect on how people feel included in the organization?

What's the difference between the duties that new employees typically do and hazing?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- If you witness hazing, report it to your supervisor or other appropriate officials.
- Treat each other with respect and maintain a work environment free of harassment.

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B-5. Spreading Rumors

An employee speaks to a fellow employee about spreading rumors.



Say: Let's watch a scenario an employee speaking up to another about spreading rumors. As you watch, make notes on page 3 of your Participant Guide of what you think is right about this conversation.

Discussion Questions:

Question 1: *List what you think is right about this conversation.*

- Carlos is dealing with this at the lowest level by confronting JT about his disrespectful and inappropriate behavior.
- Peer-to-peer discussion is the best place to start to deal with the problem.
- Carlos stresses the effect these rumors may have on the crew and Jess.
- Carlos is very clear about what he will do if the rumors don't stop.
- Carlos stepped up to be a leader.

Question 2: *What impact does spreading rumors have on a crew?*

- Affects inclusion.
- Rumors in your workplace, started based on subtle signs, cause people to jump to conclusions.
- Spreading rumors can negatively impact crew cohesion. Breakdown of crew cohesion is a safety issue.
- Spreading rumors is not professional and does not reflect the values of duty, integrity and respect.

Optional Discussion Items:

Can a situation like this result in a safety issue?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Even if you didn't start the rumor, when you spread it, you're contributing to a destructive work environment.
- Step up and let people know when their actions are causing problems.

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B-6. Inappropriate Jokes

An employee complains about inappropriate jokes.



Say: Let's watch a scenario that deals with inappropriate jokes in the workplace. As you watch, make notes on page 3 of your Participant Guide of any behaviors that catch your attention.

Discussion Questions:

Question 1: *Note any behaviors that catch your attention.*

Question 2: *Did Jen show leadership? How would you have handled the situation?*

- She showed leadership by letting folks know their behavior is inappropriate.

What about Kayla's advice that Justin should say something?

- ✓ Speak to the offender
- ✓ Go to the crew boss or supervisor
- ✓ Go to HR or EEO.

Question 3: *How do you know when behaviors become inappropriate and begin to compromise crew cohesion?*

If management or a supervisor becomes aware that comments are offensive they must take prompt corrective remedial action reasonably calculated to stop the harassing behavior and prevent other employees from engaging in similar behavior.

- Even just one person who feels offended or hurt affects group cohesion. To restore group cohesion someone's behavior needs to be reconsidered or changed. The issue needs to be dealt with.
- Everyone's tolerance to joking is different. Resolve inappropriate behavior early and at the lowest level.
- We all have an obligation and responsibility to say something if we see inappropriate behavior.
- If your comments are potentially destructive, don't say them.
- Behaviors are inappropriate as soon as they have the potential of adversely affecting crew cohesion.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We all have a responsibility to speak up when we see behavior that seems to be inappropriate.
- Our organization has a zero tolerance for misconduct or any other inappropriate behavior.

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B-7. Welcome Aboard

New employees attend orientation.



Say: Let's watch a scenario about new employees at an orientation. As you watch, make notes on page 3 of your Participant Guide about what you know of the environment for the new employees in this organization.

Discussion Questions:

Question 1: *What do we know about the environment for the new employees?*

- Current firefighters made comments that were unwelcome to the new employee.
- New employees were not comfortable.

Question 2: *Do you think the Fire Management Officer did a good job addressing the issue?*

Question 3: *What does inclusion mean to you?*

- Creating an environment where everyone feels welcomed, respected, supported, and valued.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Feeling included and welcome is very important in whether or not an employee stays with the organization or plans to leave immediately. Do you know people decide within 60-90 days whether they are going to leave an organization?
- It's easy to bring new employees into an organization but it's harder to keep them.
- If you are a leader, be sure to explain to your folks how important it is to acknowledge others and recognize they are important and worthwhile.

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Section C: Discrimination and Harassment

C-1. Digging Derogatory Line

Line-digging employee expresses frustration with derogatory language.



Say: Let's watch a scenario where an employee uses derogatory language to express his frustration. As you watch, make notes on page 4 of your Participant Guide of the issues addressed in this scenario.

Discussion Questions:

Question 1: Note the issues addressed in this scenario.

- Negative language expressed about the assignment.
- The use of a term that is offensive.
- Derogatory language can cause crew cohesion and inclusion problems.
- PJ never took a drink when he was ordered to hydrate.

Question 2: What could the supervisor do?

- Talk to PJ and Sara about their use of the derogatory word.
- Talk to PJ about his negative attitude.
- Discuss with the crew how important crew cohesion is.

Optional Discussion Items:

Did anyone notice the PPE issues in this scenario? Have any of you experienced a situation like this?

- Firefighters aren't wearing safety goggles, which may be okay unless it was identified in a risk assessment. (Refer to Interagency Standards for Fire and Aviation Operation, 2016, Chapter 7, page 132.)

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We need to be aware that grumbling can affect crew cohesion and morale and it may even influence the public.
- Use of slang isn't worth the damage it can cause a crew.
- Discrimination in any form is destructive to the work environment.

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C-2. Inappropriate Reading Material

An employee is confronted about having inappropriate reading material on an engine.



Say: Let's watch a scenario where an employee is confronted about having inappropriate reading material on an engine. As you watch, make notes on page 4 of your Participant Guide of any behaviors that catch your attention.

Discussion Questions:

Question 1: *Note any behaviors that catch your attention.*

- The vehicle where the magazine was hidden is government property, and nowhere in or on government property is pornographic material appropriate or allowed.
- The employee's good intentions of keeping the material hidden do not matter. The employee has no defense that will stand up to scrutiny.
- While the material was hidden, it was found and caused another employee to feel uncomfortable.

Question 2: *What are our responsibilities in the workplace with situations like this?*

- We all have a responsibility to help create a harassment-free workplace.
- We have a responsibility to treat others with respect. Having pornographic materials in the work environment fails to respect the rights of others and violates the zero tolerance of sexual harassment policy.
- Employee also showed a disrespectful attitude toward the employee who turned in the magazine. We should be respectful of other employees at all times.

Optional Discussion Items:

Could this situation cause a safety concern?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

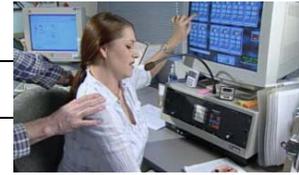
Key Points Brought Out In the Debrief:

- Material you think is not offensive can be very offensive to others.
- Pornographic material, when found or viewed by others, may constitute sexual harassment.

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C-3. Unwanted Touching

An employee is inappropriately touched while working in the dispatch office.



Say: Let's watch a scenario about inappropriate touching in the workplace. As you watch, make notes on page 4 of your Participant Guide about what you learned from this scenario.

Discussion Questions:

Question 1: *What did you learn from this scenario?*

- It's not your intent; it's the impact of what you do.
- The unacceptable behavior is the unwanted touching of the female employee by the male employee after being told previously not to touch her. The man in the video continues to touch this woman even after being told not to do it.

Question 2: *What rights does the female employee in this scenario have?*

- She has the right to have a harassment-free workplace and to feel comfortable at work.
- She has the right to have her request not to be touched honored.
- She has the right to talk to her supervisor about the incident.
- If she felt she was being harassed, she could contact an EEO Counselor. This should be done within 45 days of the harassment.
- This protection under the law applies to all employees, not just women.

Optional Discussion Items:

What would you do if you were in the room and so witnessed the exchange?

How is this situation a safety issue?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Behaviors like these can not only distract someone from their work, but it may affect their performance and compromise the safety of everyone involved.
- If something like this happens to you and you are uncomfortable, let someone know.

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C-4. Passed Over for Detail

An employee passed over for a detail discusses discrimination.



Say: Let's watch a scenario about an employee who was passed over for a detail. As you watch, make notes in page 4 of your Participant Guide about how she plans to deal with this issue.

Discussion Questions:

Question 1: *Was Jess on the right track with her plans to proceed?*

- Yes, she was dealing with the problem at the lowest level.
- Yes, she had a progressive plan with steps a, b, and c.

Question 2: *When do you think a situation like this might be considered discrimination?*

- If it is based on the person's protected class – race, national origin, color, sex, religion, age (over 40), disability, genetic information or reprisal. (Students can name them)
- If so, what steps should Jess take? (Jess could see an EEO Counselor or EEO professional.)

Optional Discussion Items:

Could there be a legitimate reason Jess wasn't chosen for the detail?

- Yes – qualifications, experience, needs of the office, request from the other office.

What protected group is the subject of this scenario?

- Sex – Jess said she was treated differently because she is a woman.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- Discrimination in any form is destructive to a cohesive work environment.
- If an employee has an issue with a decision made by management or their supervisor, it's important to go through the chain of command and take the time to research the answers.

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C-5. Racial Stereotyping

An employee stereotypes another employee by using racial humor.



Say: Let's watch a scenario that deals with an employee using racial humor in the workplace. As you watch, make notes in page 4 of your Participant Guide about how Carlos handles the situation.

Discussion Questions:

Question 1: *How do you feel about how Carlos handles Mike's comments?*

- Carlos did the right thing. He could have gotten angry which would have caused problems later.
- Carlos didn't overreact.
- Carlos handled the problem at the lowest possible level.
- He handled the problem and refocused back on the work at hand.

Question 2: *What can each of us do to support respect in a diverse workplace?*

- Silence equals consent.
- Treat everyone equally and fairly.
- If we have a problem let someone know. Solve the problem at the lowest possible level.
- If we see inappropriate behavior we need to speak up.
- Avoid discriminatory humor, comments and actions.
- Know what discrimination is and avoid it. Discrimination is against the law and certainly detracts from a cohesive work environment.

Optional Discussion Items:

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- All employees have a right to a workplace free of discrimination.
- The law says we treat everyone fairly. We also ask you to treat others with dignity and respect.

Do What's Right

C-6. Sexual Harassment: Season in Review

An employee reports season-long harassment to the FMO.



Say: Let's watch a scenario that deals with a report of harassment. As you watch, make notes on page 4 of your Participant Guide of any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have with this conversation.*

- All parties could have seen this behavior earlier and done something about it.
- Kayla could have mentioned it to supervisor earlier in the season.
- Glenn, the supervisor, could have talked with Kayla and the other employees throughout the season to make sure everything was okay.
- If other employees witnessed any of the behaviors they could have talked to Kayla, Matt or the supervisor.

Question 2: *What could the supervisor have done to prevent this issue?*

- Don't appear to condone any inappropriate behaviors.
- Model the leadership values of duty, integrity and respect.
- Talk with employees often to see how they are doing.

Question 3: *What should the FMO do next?*

- Consult with an EEO Professional.
- All supervisors should cultivate a good relationship with HR, ER, and EEO professionals. If there are specific processes in your state for handling these issues, please share. When a situation like this arises, call a professional you feel can help and provide the advice you need.

Optional Discussion Items:

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Unwanted sexual advances can interfere with an individual's work performance or create an intimidating, hostile or offensive work environment.
- Supervisors must engage and help defuse the conflict and get it resolved so it does not cause morale problems.

Do What's Right

C-7. Sexual Harassment: No Means No

A firefighter has trouble with a co-worker and asks others for advice.



Say: Let's watch a scenario about a firefighter who asks her coworkers for advice in dealing with workplace harassment. As you watch, make notes on page 4 of your Participant Guide of any issues that concern you.

Discussion Questions:

Question 1: *Note any issues that cause you concern.*

Question 2: *Kim said she tried to make her point to Carter that she was not interested. What would you tell her, if you were Adam?*

- She could raise the issue with her supervisor.
- Kim could talk to someone in the EEO Office or the Human Resources Office.
- Kim needs to let her supervisor know. Because when there are allegations of harassment, they are immediately investigated through the Expedited Process. (The procedure for an Expedited Process—which means someone will look into the issues—is included in Appendix 3.)
- Adam should let the supervisor know of Kim's concerns about Carter before it causes more problems with the crew.

Question 3: *When does flirting become harassment?*

- When the individual you are flirting with appears to be uncomfortable or tells you they are not interested.
- She has said no to the other employee.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

- Ask attendees to review Appendix 2: Prevention of Sexual Harassment Quick Reference Guide.
- This would be a good time to discuss the policy on prevention of sexual harassment.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- Employees who do not want to talk to their supervisors should talk to an EEO or HR professional.
- All employees have a right to a workplace free of discrimination and harassment.

Do What's Right

C-8. Sexual Innuendos and Harassment

A crew member is asked to consider his own behavior and that of the crew when someone from outside the crew perceives the work area differently.



Say: Let's watch a scenario about a discussion of how an outsider perceives a crew's behavior. As you watch, note on page 4 of your Participant Guide any concerns you have about this conversation.

Discussion Questions:

Question 1: *List any concerns you have about this conversation.*

Question 2: *Some people are offended by bad language and sexual comments. How can this affect the morale and cohesiveness of an organization?*

- Everyone has the right to work in an environment free from harassment and discrimination.
- This kind of behavior can lead to problems with crew cohesiveness, morale and even safety.

Question 3: *What kind of reputation would you like your organization to have?*

- A work environment that is professional and welcoming to others.

Optional Discussion Items:

How do others see your environment?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We want to aim for a work environment that is professional.
- We should all assess our own work environment to ensure it is welcoming and professional to others.
- It's important to set the line of what is and is not appropriate.

C-9. Perspectives on Sexual Harassment Prevention

Prevention of Sexual Harassment Module



**Perspectives on
Sexual Harassment
Prevention**

Note: This section is the introductory segment to Section P: Prevention of Sexual Harassment (POSH) Module. This module, when completed in it's entirely meets the requirements of annually required POSH training.

Facilitator Guide for the POSH Module begins on page 52.

Do What's Right

Section D: Public Perception

D-1. Restaurant Rowdiness



A restaurant owner reports rowdy crew behavior to their supervisor.

Say: Let's watch a scenario about a supervisor getting a report of a crew's rowdy behavior. As you watch, note on page 5 of your Participant Guide any issues with the crew's behavior.

Discussion Questions:

Question 1: *List the issues with the crew's behavior.*

- The restaurant owner said crew members used offensive language. They offended both his employees and his customers with their language and adversely affected his ability to run a successful business.
- These crew members represent the government whether they think they do or not. Because of their behavior, they were not good representatives of the government. They have not fostered public confidence or trust. They have not represented themselves, the crew, and the agency in a positive way.

Question 2: *What behavior does the public expect?*

- Public employees are held to a higher standard, because the public pays our salaries.
- Inappropriate language can make people uncomfortable; they may be personally offended. This is true of people in the workplace and in the public at large. This inappropriate use of language can leave other people with a bad impression of government employees.
- Consequences of inappropriate behavior include disciplinary action to employees and damage to the reputation of the crew and the agency.
- The public has the right to expect that crew members will behave professionally while providing the services paid for with their taxes.
- The restaurant is an extension of the worksite. Sometimes the work place is a public place. Employees need to always represent themselves in a professional manner.

Optional Discussion Items:

What message should management give to the crew about appropriate behavior and expectations?

Should management response be any different if the crew was on the clock or off the clock?

What are the rules when the crew is wearing crew t-shirts or uniforms?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Stay professional and remember you represent our organization in everything you do.
- Our organization has a zero tolerance for misconduct and other inappropriate behavior.

Do What's Right

D-2. Fire Assignment Misbehavior

A crew behaves inappropriately while returning from a fire assignment.



Say: Let's watch a scenario about a crew's behavior in public. As you watch make notes on page 5 of your Participant Guide any behavior that catches your attention.

Discussion Questions:

Question 1: *List any behaviors that caught your attention.*

Question 2: *How should the engine boss have handled the situation?*

- Apologize to the family for the inappropriate behaviors.
- Call the crew aside and review your expectations of their behavior.
- Remind the crew that they are always in the public eye.
- Speak to the crew about their sloppy dress.

Question 3: *What if this behavior happened out of the public eye?*

- No matter how much you think you are alone, there is always some member of the public including homeowners, the media and agency officials who see you and misinterpret your actions. Horseplay can be dangerous.
- Many members of the public look up to us.
- Inappropriate behavior in public invariably gets back to your supervisor.
- We want and need the support of the community for the firefighting mission.
- The lasting effect of negative perceptions is hard to overcome...

Optional Discussion Items:

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Poor behavior on the part of a few reflects on everyone.
- You are representing a large organization and the image you portray to the public is important.

Do What's Right

D-3. Inappropriate Public Comments

Crew members make inappropriate comments in front of ranchers.



Say: Let's watch a scenario about a meeting between an engine crew and local ranchers. As you watch, list on page 5 of your Participant Guide any comments that cause you concern.

Discussion Questions:

Question 1: *List any comments that cause you concern.*

Question 2: *What should the supervisor have done when he got out of the engine?*

- The supervisor should have approached and greeted the ranchers/permittees. He should have talked to the crew beforehand about how to act when meeting with the ranchers.
- He should have told the crew, "You need to be respectful to the public—not judgmental."
- In this case, the ranchers' livelihoods are at stake—be sensitive to the situation.
- You must keep in mind we're there to protect the public lands.

Optional Discussion Items:

What does the public expect?

- We put in an honest day's work for an honest day's pay.
- That we will always work on a positive relationship with the public—when the fires end, our relationship with them doesn't end.
- We'll consider the issues from their perspective.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Anything you do can reflect poorly on the organization.
- When you're in uniform or in a government vehicle, the eyes of the public are on you.
- The Bureau's definition of a good fire season is when firefighters and the public are safe and property and resources are protected.

Do What's Right

D-4. Inappropriate Media Comments

Crew members are surprised by a news crew.



Say: Let's watch a scenario about a crew being interviewed by a reporter. As you watch, make notes on page 5 of your Participant Guide about how this situation could be handled.

Discussion Questions:

Question 1: *How could this situation be handled?*

- Follow local policy on who talks to the media.
- Acknowledge the public can take comments the wrong way – “great” fire season means something different to different people.
- Make sure you know who can talk to the media so you can answer their questions and point them in the right direction.

Question 2: *Which statements made by the firefighters will be on the evening news tonight?*

- We're having a “bad” fire season.
- We're not making any money.

Optional Discussion Items:

What should be the expectation of the public?

- We put in an honest day's work for an honest day's pay.
- That we will always work on a positive relationship with the public.
- Being a civil servant means keeping in mind the public's perspective.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- Follow your local policy on who should talk to the media.
- Different people have different perspectives on a “good” fire season.

Do What's Right

D-5. R & R Behavior

An FMO and a manager discuss a crew's reported behavior while on R & R.



Say: Let's watch a scenario showing an FMO and a manager discussing a crew's reported behavior while on R&R. As you watch, list on page 5 of your Participant Guide of any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have about this conversation.*

Question 2: *The public knows very little about our profession and what we do. How can we make sure we are presenting ourselves well while in public?*

- Be professional – even when off the clock – you're always in the public eye.
- You represent your crew, your agency, and all wildland firefighters.
- The public may not understand your behavior even when you are not doing anything wrong.

Optional Discussion Items:

What's the purpose of days off at an incident?

What is our local policy regarding alcohol use when on fire assignment and on days off at an incident?

- Discuss local policies and management direction for days off at an incident and fire assignments.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- You represent the organization no matter if you are on or off the job.
- You should manage your fatigue while on R&R.
- You can't control when actions are misinterpreted, but we can control the image we portray.

Do What's Right

D-6. Public Challenges

Private Citizens meet up with a crew coming off a fire.



Say: Let's watch a scenario about a meeting of private citizens and a crew coming off a fire. As you watch, note on page 5 of your Participant Guide what we know about this situation.

Discussion Questions:

Question 1: *What do we know about this situation?*

- Crew is coming off a shift.
- Crew has a pre-determined plan if something didn't look right (crew boss nods to crew member that calls dispatch).
- Crew boss was courteous to the private citizens and explained what they were doing.

Question 2: *What tips do you have for the crew?*

- Establishing a plan with crew in case things get out of hand is a great idea.
- Be ready to call dispatch with a description of the car including the license plate and a description of the individuals.
- Always be professional and courteous.

Question 3: *Did you see any safety concerns with the discussion with the two members of the public?*

Question 4: *How important is it to have positive interactions with the public?*

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- It is obvious from this scenario that awareness of the vehicle and the appearance of the occupants might be crucial information the firefighter could have conveyed to dispatch if things had gotten heated up.
- It looked as though the crew had a plan in place.
- The Crew Boss also attempted to explain why the crew was resting.
- There are steps you should be taking when you notify dispatch what is happening.

Do What's Right

Section E: Issues with Alcohol and Fitness for Duty

E-1. Playing with Policies

Crew members find a solution to a problem.



Say: Let's watch scenario that deals with crew members looking for a way around policy. As you watch, list on page 6 of your Participant Guide anything that might be considered questionable behavior.

Discussion Questions:

Question 1: List anything in this scenario that might be considered questionable behavior.

Question 2: Is this "technically" breaking the rules? What is the role of rationalization in their actions?

- If you look for loopholes or technicalities, you are probably breaking the rules.
- They are using government extension cord and power for the beer fridge.

Question #2: What is Darren's liability in buying beer for an underage crew member?

- Providing alcohol to minors is against the law.

Optional Discussion Items:

What is your policy on allowing alcohol at a guard station? Please explain local policy and expectations.

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- When you start to look for loopholes or technicalities, you have probably gone too far.
- Rules for your unit need to be set early, understood and accepted by all.

Do What's Right

E-2. Fitness for Duty: Hangovers

A crew member reports to work with a hangover.



Say: Let's watch a scenario about a crew member reporting to work with a hangover. As you watch, list on page 6 of your Participant Guide any behaviors or actions that caught your attention.

Discussion Questions:

Question 1: *List any behaviors or actions that caught your attention.*

Question 2: *What should the supervisor do immediately?*

- The supervisor should assess the situation and send individuals home who are not fit for duty.
- The supervisor has the authority to send an employee home.

Question 3: *What are some other issues to consider?*

- If the employee is drunk, don't let them drive home.
- Employees should report to work fit for duty. Employees must show up for work in a condition to fulfill their duties. Employees can be disciplined for not being fit for duty.
- The hung-over crew members may not be at the top of their game. The overall safety of the crew requires that each one pulls their own weight. Hung-over crew members may be more of a liability than a help, especially in an emergency situation. They may perform poorly on the fire line. The rest of the crew will have to cover for them.
- Crew members have a right to expect their work environment will be as safe as possible. Safety becomes a large concern when impaired or hung-over crew members are on the job. They can and do cause accidents. They can cause a crew to be short-handed or lose their only driver. Impaired and hung-over crew members can put their own unit, as well as the resources and lives they are expected to protect, at risk.

Optional Discussion Items:

Have any of you experienced a situation like this?

How is this situation a safety issue?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to Debrief.

Key Points Brought Out In the Debrief:

- Firefighter and public safety is our number one priority.
- You could be called back to work at any time and at any hour of the evening; if you are impaired or unable to perform your duties at a full performance level, it's a safety concern.

Do What's Right

E-3. Call Back After Drinking

A crew member reports for call back after drinking alcohol.



Say: Let's watch a scenario about employee reports for a call back after drinking. As you watch, list on page 6 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any part of the conversation that causes you concern.*

Question 2: *What is responsibility of the supervisor?*

- Order other resources; don't let the impaired employee drive.

Question 3: *What is the responsibility of the employee who had been drinking?*

- Employees have a responsibility to inform their duty officer that they have had some drinks before they report to work.
- The duty officer should not let the employee drive.
- Refer to local policies on alcohol use when called back to work.
- When it comes to alcohol use everyone needs to use their best judgment and err on the side of caution.
- Employees must be able to perform their jobs at a satisfactory level and be fit for duty.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Your supervisors have an expectation that when you report to work you're ready and capable to do the work and do it safely.
- Don't compromise firefighter and public safety by being unfit for duty.

Do What's Right

E-4. Hotel Rowdiness

A crew's rowdiness at a hotel while on a detail is reported back to the FMO.



Say: Let's watch a scenario that deals with a crew's off-duty misconduct. As you watch, list on page 6 of your Participant Guide any concerns you have with the crew's behavior.

Discussion Questions:

Question 1: *List any concerns you have with the crew's behavior.*

Question 2: *If you were the supervisor what points would you bring out when you met with the crew?*

- Impact on the unit's professional reputation
- Safety and fitness for duty
- Public perception
- Destruction of property and breaking the law
- Off-duty misconduct unbecoming a federal employee can result in disciplinary action.

Question 3: *How difficult will it be to overcome the disapproval of those who witnessed or heard about the behavior?*

- Affects public perception as well as in the Bureau.
- One bad incident can affect the reputation of an entire state.
- Nobody talks about the crews that didn't get in trouble. "Hey, did you hear about that crew that went to _____ and did a great job?"
- You must always act in a way that will strengthen public confidence in your role as a public servant and an employee of the Federal government.

Optional Question: *Do you think these employees are fit for duty?*

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues. Discuss local policy for behavior on details, alcohol use while on detail.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- What happens on the road doesn't always stay on the road.
- It's a safety concern when you're impaired or unable to perform your duties at the full-performance level.
- Incidents like this not only affect the image and reputation of the crew, they reflect on the entire community.

Do What's Right

E-5. Prescription Drugs and Fitness for Duty

A crew member struggling with a sore back tries to find a solution to his problem.



Say: Let's watch a scenario about how a crew member finds a solution for a bad back. As you watch, list on page 6 of your Participant Guide anything the employees do that might be questionable.

Discussion Questions:

Question 1: *List anything Alan does in this scenario that might be questionable.*

Question 2: *Is Alan (the person taking the drug) fit for duty?*

- No, he was complaining of a bad back and we're unsure if he'll be able to perform his duty in a safe and effective manner.
- No. He has taken a drug he doesn't know anything about how it could affect him.

Question 3: *Should the crew member talk to his supervisor about his injury?*

- Yes, especially, if they are unable to perform assigned duties, even if they occurred off the job. The supervisor and Alan could explore the options available to him including leave or a work adjustment.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- We have zero tolerance for illegal drug use, which includes prescription drugs. Although legalized in some states, marijuana use for recreation and medicinally is against the law.
- You must be fit for duty.
- Injuries that impair your ability to work safely and effectively should be reported to your supervisor.

Do What's Right

Section F: Social Media

F-1. The Double Dipping Photographer

An employee has a photography business.



Say: Let's watch a scenario an employee discussed her photography business. As you watch, list on page 7 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have with this conversation.*

Question 2: *Is selling photos you took on government time legal?*

- It is a violation of federal code (5CFR 2635.101(b)) to use a federal job for private gain.
- Federal law prohibits employees from participating in a commercial activity that interferes with official duties and responsibilities.

Question 3: *What are the appropriate uses of photos and videos?*

- They can sometimes be used as documentation for accidents and events.

Question 4: *What are the safety concerns of taking pictures at an incident?*

- It's impossible to practice "looking up, looking down, looking all around" when you are focusing on taking photos.

Optional Discussion Items:

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- You can't be paid by an outside source for activities while you are on duty.

Do What's Right

F-2. Posting Affects Privacy

Posting photos on social media has consequences.



Say: Let's watch a scenario about the consequences of posting on social media. As you watch, list on page 7 of your Participant Guide any behaviors that cause you concern.

Discussion Questions:

Question 1: List any behaviors that cause you concern.

Question 2: When is posting a photograph considered harmless?

- It can always be harmful because you can't control the distribution and the length of time people have access to it.
- You should answer these questions before you post:
 - Will it hurt or embarrass someone?
 - Will it portray employees in a negative light?

Question 3: Are there benefits and consequences of using personal social media on the job?

- It may be used to document accidents or events.
- You could lose situational awareness by getting involved taking pictures.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Once a video or photo is posted on a social media site, it will be available to a possible world-wide audience.

Do What's Right

F-3. Posting Media Online

A firefighter's mom hears about an accident only a few hours after it occurred from someone outside the agency.



Say: Let's watch a scenario about what happens when a video is posted on the Internet. As you watch, list on page 7 of your Participant Guide any concerns you have with the scenario.

Discussion Questions:

Question 1: *List any concerns you have with this scenario.*

Question 2: *Who do you think placed the rollover video on the Internet and do you think it was very responsible?*

- Could have been a crew member or someone else at the accident scene.
- Taking the time to take the video could have compromised safety of the individual and their co-workers.

Question 3: *Could a firefighter taking pictures and videos during an incident such as this affect situational awareness?*

- Anytime someone is distracted from their primary mission, it will affect situational awareness and compromise their safety and the safety of others.

Optional Discussion Items:

When is it okay to do this?

- Tools like this can allow great images and information that can be shared with family and friends, the home unit and national audiences.
- Always be mindful not to post material that portrays firefighters in unsafe, unprofessional, or embarrassing situations.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- Information gathered can be used to help document accidents and provide information to investigative teams.
- We don't want material posted that portrays firefighters in unsafe, unprofessional or embarrassing situations.
- We never want to lose our situational awareness.
- We must consider the sensitivity of family members.

Do What's Right

F-4. Unintended Consequences

How a firefighter passes the time when things slow down can have unintended consequences.



Say: Let's watch a scenario about a discussion of using social media at work. As you watch, list on page 7 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have with this conversation.*

Question 2: *The tweeter, WildlandZ_Fighters, said she does this to pass the time. Is it an appropriate way to spend that time or is there something else she should be doing?*

- Don't forget you always have a day job and to make sure that work is done first.
- Don't let using social media affect your safety or productivity.
- Recognize there are slow times during the fire season and find ways to spend time effectively.

Question 3: *What should we consider before posting anything on-line or elsewhere about our agency or work environment?*

- What you may intend as private opinions may come across as agency policy – make sure you state that the posting is your personal opinion.
- You shouldn't post any material that wouldn't be appropriate for a bulletin board or to talk about at an all-employee meeting.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out in the Debrief:

- Don't give the appearance you are speaking for the agency.
- Never post confidential or proprietary information.
- If material isn't appropriate for your office bulletin board or to discuss at an all-hands meeting, it isn't appropriate for online posting.

Do What's Right

F-5. Texting in the Workplace

A typical morning briefing becomes a lesson in situational awareness.



Say: Let's watch a scenario about texting during a morning briefing. As you watch, note on page 7 of your Participant Guide any behavior that catches your attention.

Discussion Questions:

Question 1: *Note any behavior in this scenario that catches your attention.*

Question 2: *How can texting during work hours affect the workplace?*

- The supervisor needs to set standards early in the season by explaining the policy and sticking with it.
- Texting while performing any duties can compromise safety.
- Texting on a government phone while driving a vehicle is prohibited by executive order.

Question 3: *Under what circumstances might this compromise safety?*

- When we are paying attention to the texting and not the situation at hand, it could mean not being safe on the fireline today.

Question 4: *Could texting ever be considered a violation of EEO policy?*

- Yes, if the text is offensive because of someone's protected class—race, national origin, color, sex, religion, age (over 40), disability, genetic information.

Other Information from a study by the Virginia Tech Transportation Institute.

- Texting while driving increases the risk of accidents 23.2 times over unimpaired driving.
- Texting while driving results in longer response times than even drunken driving. While an unimpaired driver can respond quickly to changes in traffic and begin braking within half a second, a legally drunk driver needs four additional feet to begin braking—and a driver who's texting needs 70.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We must maintain situational awareness at all times.
- Executive Order 13513 prohibits texting on a government phone while driving a vehicle.
- Text messages may be saved, downloaded and printed.
- You shouldn't text anyone anything you wouldn't say to them in person or wouldn't want others to see.

Do What's Right

F-6. Social Networking

After-hours activities are spilling over into the workplace via Facebook.



Say: Let's watch a scenario dealing after-hours activities posted on Facebook showing up in the workplace. As you watch, note on page 7 of your Participant Guide what the employees saw and what they assumed.

Discussion Questions:

Question 1: *What did they see and what did they assume.*

Question 2: *What potential problems might arise if there is an actual relationship between the supervisor and the employee?*

- It could be viewed as the supervisor giving Karen preferential treatment or favoring her over others, which is illegal.
- If the supervisor is making decisions based on non-work or non-merit factors, it could be considered a prohibited personal practice.

Question 3: *When will material on your Facebook page become a concern for the agency?*

- When you expose people you work with to embarrassment and show them as unprofessional.
- People could draw incorrect conclusions about the agency
- You could be held accountable for postings that are harmful to the agency or co-workers.
- Morale could be hurt if co-workers object to others posting pictures.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- When used carelessly, social media postings can expose people to embarrassment, identity theft and online predators.
- You are accountable for your actions online just as you are in the office if they involve the people you work with.

Do What's Right

F-7. WiFi Woes

Employees discuss use of government-furnished WiFi



Say: Let's watch a scenario where two employees discuss using government-furnished WiFi. As you watch, note on page 7 of your Participant Guide what you know about this situation.

Discussion Questions:

Question 1: *What do we know about this situation?*

- It's after hours.
- Employee is using a personal computer on the government furnished WiFi.
- He could be viewing something that is considered inappropriate which could create a hostile work environment or cause problems with crew cohesion.

Question 2: *Is there a difference between using a government computer and a personal computer on government-furnished WiFi?*

- All government-provided networks may be monitored. All information, including personal information may be monitored. There should be no expectation of privacy for use of a government provided WiFi.

Question 3: *When is it appropriate to use WiFi for personal reasons?*

- Limited personal use is permitted but it can't affect the performance of official duties. It must be of reasonable duration and frequency.
- Not using the system in a way that reflects poorly on the government including activities that are illegal, inappropriate or offensive to fellow employees, partners, contractors or the public.

Local Discussion Items:

This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We think the advent of government-furnished WiFi and using our own personal devices changes things.
- Although you're using your own computer or phone, you're still using government-furnished equipment with the WiFi. Information placed or sent over a government system or network may be monitored. There is no expectation of privacy when you are using a government-provided WiFi network.
- You are allowed limited personal use.
- Anything you can't do on a government computer you shouldn't do on your own computer hooked to government-furnished WiFi.

Do What's Right

Section G: Ethical Behavior, Integrity and Policies

G-1. Hazardous Timekeeping

Coding time for a cancelled fire dispatch.



Say: Let's watch a scenario about the hazards of not following the rules when reporting time. As you watch, note on page 8 of your Participant Guide any issues that cause concern.

Discussion Questions:

Question 1: *Note any issues that cause you concern.*

Question 2: *Is falsifying your timesheet worth the risk?*

- No, employees are responsible for completing their timesheet truthfully. In an instance like this, if they believe that coding for hazard pay was incorrect, they should speak up.
- This kind of issue is being reviewed and audited frequently. You must ensure accuracy.
- Miscoding can lead to disciplinary action.

Question 3: *What are the supervisor's responsibilities?*

- Supervisors are responsible for the accuracy of the timesheets they approve. It's their responsibility to know the rules and regulations for coding time.

Optional Discussion Items:

Have any of you experienced a situation like this?

You can use the *DOI Department Manual Table of Offenses and Penalties* to illustrate what can happen when time is miscoded.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- We need to be accountable to the people paying our salaries.
- Supervisors are responsible to know the rules and regulations for coding time.

Do What's Right

G-2. Excessive Equipment

An employee asks about donating equipment to her brother's class.



Say: Let's watch a scenario about a discussion of donating excess equipment. As you watch, list on page 8 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have with this conversation.*

Question 2: *What are your responsibilities with government property? What about fire equipment?*

- Ensuring that all property is used for official purposes only. If you think you have an exception talk to property management staff.

Question 3: *When is it acceptable to take government property? What if it's for really good causes – schools, charities?*

- It is never acceptable to take government property.
- Property has nothing to do with trust. It is government property. We are accountable to the public.
- Information on legal disposal of government-owned personal property is found in the guidebook, G-1520-6 Personal Property Disposal. Check with property management staff.

Optional Discussion Items:

Have any of you experienced a situation like this?

You can use the *DOI Department Manual Table of Offenses and Penalties* to illustrate what can happen to employees when they take government property.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Property that is about to be surplus still belongs to the government.

Do What's Right

G-3. Saving Safety Glasses

A crew is replacing damaged safety glasses.



Say: Let's watch a scenario about a discussion on ordering new safety glasses. As you watch, list on page 8 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have about this conversation.*

Question 2: *What does "pass the red face test" mean to you?*

- Being able to show what I did was correct enough it could be published in the paper without embarrassing me.
- Some people also call it "TUO" testifying under oath – would you be comfortable TUO about your decision?

Question 3: *What is the process for purchasing supplies and equipment? What is appropriate when purchasing equipment?*

- Procurement is complicated and procedures change. Ask a procurement specialist/expert. There are no stupid questions.

Optional Question: *If you have a purchase card, what are your responsibilities?*

- Use this scenario to discuss purchasing and credit card use.

Optional Discussion Items:

Have any of you experienced a situation like this?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Would you want your purchasing decision publicized by the media?
- As government employees, we have a responsibility to not spend more money than we need to.

Do What's Right

G-4. Hunting for Equipment

The FMO and AFMO go hunting on the weekend.



Say: Let's watch a scenario that shows an FMO and an AFMO getting ready to go hunting for the weekend. As you watch, list on page 8 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Question 1: *List any concerns you have with this conversation.*

Question 2: *Is it ever appropriate to borrow government equipment?*

- No.
- Ensure that all property is used for official purposes only. Official purposes are “activities or actions required to accomplish specific job elements of Bureau work, or in direct support of authorized Government programs, objectives, and goals.” If you think you have an exception talk to your property management staff.

Question 3: *What if the employees are leaders in the organization? What example are they making?*

- Leadership sets the tone for an office.
- Actions as leaders, whether right or wrong, are viewed by employees as okay.

Optional Discussion Items:

Have any of you experienced a situation like this?

You can use the *DOI Department Manual Table of Offenses and Penalties* to illustrate what can happen when employees misuse government property.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- You can't borrow government property for personal use.

Do What's Right

G-5. Online Gambling

An employee uses another employee's computer for online gambling.



Say: Let's watch a scenario that depicts an employee gambling online. As you watch, list on page 8 of your Participant Guide any behaviors that catch your attention.

Discussion Questions:

Question 1: Note any behaviors that catch your attention.

Question 2: What behaviors are inappropriate in this situation?

- User IDs are to be used only by the individual they are assigned to.
- Using a government computer for gambling is prohibited. It doesn't matter if you are in the office or signing on remotely in a fire camp. Use of all government computers in all these situations is monitored.
- When you get up from your computer you should lock it to password protect it.
- When at work you should be conducting government business.

Question 3: What are the possible consequences?

- You are accountable for ALL activity under your account.
- You can be held responsible for sites that you did not visit yourself.
- Violations can result in disciplinary actions up to and including removal.
- There may be consequences for a variety of inappropriate uses of government computers. See IM No. 2006-191, Zero Tolerance Policy of Internet Misuse to Access Prohibited Websites.
- Even if he uses a personal account, the consequences will be the same because it's a government computer.

Optional Discussion Items:

Have any of you experienced a situation like this?

You can use the *DOI Department Manual Table of Offenses and Penalties* to illustrate what can happen to employees who misuse government computers.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- User IDs are to be used only by the individual owner.
- Users of government computers consent to monitoring and have no reasonable expectation of privacy.

Do What's Right

G-6. The Ethics of Per Diem

A firefighter turns in his travel paperwork after a fire assignment.



Say: Let's watch a scenario about a discussion on travel reimbursements. As you watch, list on page 8 of your Participant Guide any concerns you have with this conversation.

Discussion Questions:

Facilitator Note: The tendency will be for the conversation to move toward what is and is not allowable on a travel voucher. Focus instead on behavior, personal responsibility and integrity.

Question 1: *Note any concerns you have with this conversation.*

Question 2: *What is your responsibility in this situation?*

- You must always be honest in completing your paperwork, not just for travel but also for timesheets and procurement.
- "Do What's Right" is about professionalism, ethics and integrity. It is incumbent on each individual to uphold the established standard and "do what's right" even though it isn't always the easiest or most advantageous thing to do. The supervisor is responsible to review travel authorizations and vouchers for accuracy. The supervisor should ask people who are designated as travel experts any questions or concerns they have.

Question 3: *What resources do we have at our local office to help us through incident business and travel-related issues?*

- Let the attendees know who the travel and incident business experts are in the office and how to reach them.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- Falsification of time and travel can result in penalties up to and including removal.
- Uphold the established standard of "Do What's Right" even though it isn't always the easiest or most advantageous thing to do.

Do What's Right

G-7. Speaking Up for Safety

A new employee speaks up during a safety briefing



Say: Let's watch a scenario that shows employees receiving a fire briefing. As you watch, list on page 8 of your Participant Guide what you think is happening in this scenario.

Discussion Questions:

Question 1: *What is happening in this scenario?*

Question 2: *What are the consequences if the fire fighter hadn't spoken up?*

- They may not have had a weather briefing, which could have resulted in a safety issue for the crew.

Question 3: *How important is it for a crew or office to create an environment where an employee can speak up?*

- It's important for an office to have an environment where everyone feels they can speak up.
- Not having the opportunity to speak up could cause inclusion problems.

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Return to the Debrief.

Key Points Brought Out In the Debrief:

- A Crew Boss or an Incident Commander should always be prepared for a briefing and plan to deal with unexpected interruptions.
- In this instance a critical part of the briefing would have been left out which could have resulted in an unsafe situation for the entire crew.
- Create an environment where employees feel comfortable speaking up no matter what the issue is.

Section H: Closeout

Choose the closeout based on your target audience.

H-1: Closeout for a fire audience.

H-2: Closeout for a mixed audience (fire and non-fire).

H-3: Closeout for a non-fire audience.

Section P: Prevention of Sexual Harassment Module

Please review the instructions for facilitating this training on pages 1-4 of this *Do What's Right Facilitator Guide*.

In addition to these instructions, you must do the following when facilitating this course:

If participants are taking this module in conjunction with *Do What's Right* training:

- Ensure they have a copy of the Director's Policy on EEO and Sexual Harassment.

If participants are taking this module as standalone training, ensure they have copies of the following material:

- POSH Module Participant Guide
- Director's Policy on EEO and Sexual Harassment

Participants need to sign a course roster with the 'POSH Module' box checked, and then forward it to your EEO Manager as well as fax to Debie Chivers, (208) 387-5452.

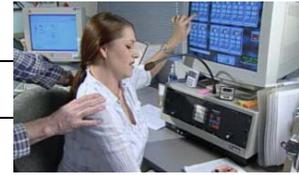
Starting the POSH Training:

To start this training play P-1: Perspectives on Sexual Harassment followed by the Unwanted Touching scenario. The Discussion Questions and other instructions are on page 53.

Do What's Right

Unwanted Touching

An employee is inappropriately touched while working in the dispatch office.



Say: Let's watch a scenario about inappropriate touching in the workplace. As you watch, make notes in your Participant Guide about what you learned from this scenario.

Discussion Questions:

Question 1: *What did you learn from this scenario?*

- It's not your intent; it's the impact of what you do.
- The unacceptable behavior is the unwanted touching of the female employee by the male employee after being told previously not to touch her. The man in the video continues to touch this woman even after being told not to do it.

Question 2: *What rights does the female employee in this scenario have?*

- She has the right to have a harassment-free workplace and to feel comfortable at work.
- She has the right to have her request not to be touched honored.
- She has the right to talk to her supervisor about the incident.
- If she felt she was being harassed, she could contact an EEO Counselor. This should be done within 45 days of the harassment.
- This protection under the law applies to all employees, not just women.

Optional Discussion Items:

What would you do if you were in the room and so witnessed the exchange?

How is this situation a safety issue?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Play the Debrief for this scenario.

Key Points Brought Out In the Debrief:

- Behaviors like these can not only distract someone from their work, but it may affect their performance and compromise the safety of everyone involved.
- If something like this happens to you and you are uncomfortable, let someone know.

After the Debrief, play the Sexual Innuendos and Harassment scenario. The Discussion Questions and other instructions are on page 54.

Do What's Right

Sexual Innuendos and Harassment

A crew member is asked to consider his own behavior and that of the crew when someone from outside the crew perceives the work area differently.



Say: Let's watch a scenario about a discussion of how an outsider perceives a crew's behavior. As you watch, note in your Participant Guide any concerns you have about this conversation.

Discussion Questions:

Question 1: *List any concerns you have about this conversation.*

Question 2: *Some people are offended by bad language and sexual comments. How can this affect the morale and cohesiveness of an organization?*

- Everyone has the right to work in an environment free from harassment and discrimination.
- This kind of behavior can lead to problems with crew cohesiveness, morale and even safety.

Question 3: *What kind of reputation would you like your organization to have?*

- A work environment that is professional and welcoming to others.

Optional Discussion Items:

How do others see your environment?

Local Discussion Items: This is an opportunity to bring in local perspectives, procedures, policies or issues.

Ending the Discussion: Play the Debrief for this scenario.

Key Points Brought Out In the Debrief:

- We want to aim for a work environment that is professional.
- We should all assess our own work environment to ensure it is welcoming and professional to others.
- It's important to set the line of what is and is not appropriate.

Ending the POSH Training:

Play P-6: The Message on Sexual Harassment.

Do What's Right

What Our Colleagues Are Saying

We need to be professional, we need to have integrity; we're working for the Bureau of Land Management...let's go out there and do a great job."

Dan Gustafson, Fire Operations Supervisor

When Crew members use social media and personal devices while on the job you just have to be upfront with them and have that open line of communication tell them that there's a time and place for it. It's not here. Just make sure they know what their job is and how to do it and they aren't wasting time on their phones and computers and things like that.

Anthony Perez, Engine Captain

...we work for the public so we need to be professional at work. Equipment is clean, we look nice we're dressed nice, people use their manners, It's no different than dealing with your family at home. Be polite to them, Show up, do your job, we're going to be efficient and the public will see that.

Matt Crosswait, Engine Captain

Not being fit for duty is a trait you bring on yourself. It sets an example you don't want others to follow. It's a negative behavior.

Keith Barker, Fire Ecologist

...diversity is key to our organization being successful.... If we are serving diverse populations it's important our organization mimics the folks we are serving."

Tim Roide, Assistant Fire Management Officer - Fuels

Reputation is something you create for yourself and that will stay with you and you leave it behind also.

Jared Rosoff, Engine Operator

"Do What's Right" incorporates our core values...it should be something we do all the time.

Juan Zepeda, Dispatcher

Crew cohesion is very important. We do an inherently dangerous job and if the crew doesn't stick together and work together and communicate together it can make the job even more dangerous.

Andrew Garrell, Engine Captain

Appendix 1 – The EEO Process

EEO Counseling

As an employee or job applicant, you are protected from discrimination based on race, color, national origin, sex (including sexual harassment and sexual orientation), religion, age (40 years old or older), disability, or reprisal for your participation in the EEO process. Federal statutes and regulations—Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Rehabilitation Act, the Fair Labor Standards Act (Equal Pay Act), and 29 CFR. Part 1614 – are in place to offer relief to victims of discrimination.

An allegation of discrimination may result from any employment issue or action such as hiring, promotion, time and attendance, work environment, training, appraisal, discipline, firing, layoffs, or other terms, privileges, conditions, and benefits of employment.

What You Have To Do

If you believe you have been discriminated against, you have **45** days to contact an EEO Counselor to try to resolve the matter. EEO Counseling provides an opportunity to raise questions, discuss allegations, get timely information, and seek solutions.

What Counselors Do

- Determine the issue (actions the agency has taken that cause you to believe you have been discriminated against) and the basis (race, color, sex, religion, national origin, age, sexual orientation, disability or reprisal) of the matter.
- Conduct an inquiry in the **30** calendar days following the initial interview. Counseling can be extended an additional 60 days if you have agreed in writing to participate in an alternative dispute resolution (ADR) procedure.
- Seek resolution acceptable to both you and management.
- Document the resolution or advise you of your right to file a formal discrimination complaint.
- Counselors never act as advocates either for you or management.
- Counselors never determine if discrimination has occurred.

When Counseling Doesn't Resolve the Matter

If the problem has not been resolved by the end of the counseling period, the Counselor holds a final interview and issues a Notice of Final Interview. This provides information on how to file a formal complaint along with the names and addresses of persons authorized to receive complaints. You have **15** days to file a written formal complaint.

Do What's Right

Alternative Dispute Resolution – Mediation

ADR is an umbrella term for any one of several approaches to settling disputes and is a strategy for producing winners on both sides of a conflict.

ADR can be used to resolve both informal and formal EEO matters. If you choose ADR, your rights to traditional administrative redress and due process systems are preserved if ADR fails.

Why Choose ADR

- It promotes the early resolution of EEO disputes;
- It reduces disruptions resulting from interpersonal conflicts in the work place;
- It promotes lasting solutions and may reduce the potential for future conflict;
- It fosters an environment of teamwork and cooperation.

Mediation

Mediation, a type of ADR, is a confidential problem-solving process conducted in a neutral environment. It can be a timely, cost-effective and less-stressful alternative to other processes. Mediators are trained to facilitate communication about difficult issues. They guide individuals in reaching mutually-agreeable solutions to disputes using a process which ensures that the concerns of all parties are understood and considered.

Who Uses Mediation?

Mediation can be appropriate when disputing parties want to resolve conflict and take responsibility for implementing agreed-upon solutions, especially when the primary relationship between the disputants extends beyond the conflict at hand. Mediation can help you to attain a better understanding of the issues.

Who Are the Mediators?

Mediators may be BLM or other-agency employees, private-sector practitioners, or qualified persons from other sources. Mediators are neutral and do not render judgment or decision.

Do What's Right

Formal Complaints

Once the informal EEO counseling process is completed and there has not been a resolution, you can choose to file a formal complaint of discrimination. The complaint of discrimination must:

- be submitted in writing;
- be filed **within 15 days** of receipt of the EEO Counselor's Notice of Right to File a Discrimination Complaint;
- be specific and limited to matters discussed during informal counseling;
- should state to the complainant's best knowledge, information, and belief what personnel matter or action occurred in which they were treated differently from others not in their protected group (e. g., race, sex, age) and when it occurred; and
- be signed by you, the complainant, or your attorney.

The complaint can be mailed to the offices indicated on the Notice of Final Interview.

Investigation of Complaints

If your complaint is accepted it must be processed within 180 days. An investigator is assigned who compiles a case file that includes witness statements and relevant documents. You will then be provided with a copy of the Record of the Investigation. Settlement attempts will continue.

After receiving the Record of Investigation you have 30 days to request either an immediate decision by the Department of Interior or a hearing before an Administrative Judge from EEOC. If a hearing is requested, the Administrative Judge will issue findings of fact and conclusions within 180 days and provide the Department with a recommended decision. The Department has 60 days to reject or modify or use the recommended decision.

Age Discrimination Complaints

For complaints based on age, you may choose to forego the complaint process and go directly to court. You must advise the EEOC 30 days before such filing in District Court.

Freedom from Reprisal

The complainant, representatives, witnesses, EEO Officers, investigators, and counselors are to be free from restraint, interference, coercion, discrimination, or reprisal at all stages of an EEO complaint. If any of these persons allege reprisal, they may file an individual complaint of discrimination.

Appendix 2: Prevention of Sexual Harassment Quick Reference Guide

If you are a victim of sexually harassing behavior, you have several courses of action:

- Indicate to the harasser that the behavior is unwelcome.
- Ask co-workers if they observed the behavior or are aware of similar behavior.
- Indicate to your supervisor that the behavior is unwelcome.
- Keep a record of any instances of harassment and follow-up actions.
- Talk to your supervisor, someone in the chain of command, an EEO Counselor or the EEO Manager in your office about the behavior and courses of action available to you.

If you are an observer of questionable behavior:

- Ask the affected employee if it is a problem.
- Mention the incident or situation to your supervisor.
- Talk to the harasser about any behavior that bothers you personally.

Is it or isn't it sexual harassment? Here's an easy guideline. It is sexual harassment when:

- It goes beyond the point of comfort and is pervasive and severe.
- It is unwelcome and repeated.
- It interferes with a person's ability to work.
- It creates a hostile environment for an employee whether the harasser agrees or not.
- It includes same sex harassment and non-employee harassment.
- Employment opportunities or benefits are granted because of submission to requests for sexual favors.

Appendix 3: Expedited Process Procedures

Office of the Secretary, Equal Opportunity Directive 1997-11

The Expedited Inquiry Process was prompted by the sudden increase in the number of findings of discrimination in which harassment and hostile work environment were among the primary issues. These cases stay in the system for several years before a decision is made whether harassment occurred. Meanwhile the employee may be subjected to continued harassment and/or a hostile work environment because the agency did not intercede.

Managers and supervisors are responsible for the employees' work environment. The work atmosphere should provide employees with the opportunity to succeed and be fully productive. When an employee feels threatened by hostility in the office, they may not be able to perform at their highest potential.

Harassment, which usually goes hand in hand with a hostile work environment, means any conduct by a manager, co-worker or other Federal employee that interferes with an employee's ability to do his/her job and is based on allegations of discrimination; e.g., race, color, sex, national origin, religion, age, disability or sexual orientation¹, or reprisal. An employee has 45 days from the date of the incident to present harassment allegations to an EEO Counselor, EEO Manager, or management.

Upon presentation of an allegation of harassment, managers should inform the EEO Manager who will make a determination whether the matter warrants priority consideration and will then advise the employee. If so, the EEO Manager will begin counseling immediately. The matter may not be delegated to an inexperienced Counselor/Investigator. This contact will be considered the initial counseling contact for the purpose of meeting the requirements of the EEO complaints process procedures.

After meeting with the employee to discuss the alleged harassment, the EEO Manager will bring the matter to the immediate attention of the highest appropriate management official at the site where the incident arose. The manager shall order an immediate, expedited inquiry into the facts of the incident.

What is an Expedited Inquiry?

An expedited inquiry is an administrative review that uncovers facts and evidence sufficient enough to determine whether a hostile work environment/harassment exists. An expedited inquiry is conducted as soon as possible after the allegation of hostile work environment/harassment is presented.

¹ Sexual orientation complaints are processed pursuant to 373 DM 7

Appendix 4: Administrative Grievance Procedures

DOI Administrative Grievance Procedure, Part 370 DM, Chapter 771

Applicability – the grievance procedure is available to non-bargaining unit employees of the Department of the Interior and those bargaining unit employees who are not covered by a negotiated procedure or contract. Bargaining unit employees who are represented by a Union and covered under negotiated procedures should follow the grievance process contained within their respective contract.

Grievance – a request by an employee for personal relief in a matter of concern or dissatisfaction relative to their employment and which is subject to the control of management.

Policy – DOI encourages prompt, informal resolution of any dissatisfaction or disagreement amongst employees at the earliest opportunity and the lowest level possible. The DOI administrative grievance policy is a collaborative process, which promotes the use of ADR and attempts to avoid a “win-lose” outcome. Employees are free to use the grievance process without restraint, interference, coercion, discrimination, or reprisal.

Alternative Dispute Resolution (ADR) – a process for seeking consensual resolution of the issues and concerns underlying a grievance.

Informal Procedure/ADR – prior to engaging in the formal grievance process, the grievant and the grievance official are strongly encouraged, where appropriate, to engage in ADR in an attempt to resolve the issue. An employees must present a grievance in writing **within 15** days (all references to “days” means calendar days, unless otherwise stated) of the particular action or inaction giving rise to the grievance, or **15** days from the date the employee became aware of the action/inaction.

An informal grievance must be submitted in writing to the grievance official with a copy provided to the Servicing Human Resources Officer (SHRO). The option to pursue ADR, if not already considered and rejected, will be raised by the SHRO for consideration by the grievant. If there is no agreement to enter into the ADR process, the grievance official must provide the grievant a written decision within 10 days. If the relief requested is not granted, the grievant is to be advised of the time limit in which to request further consideration under the formal procedure. (In general, the time frame in which to request formal consideration is within 7 days of receipt of the informal decision or from the end of the ADR process).

Employees are not required to engage in the informal process where their grievance is related to a written reprimand or other disciplinary action that has provided an opportunity to respond and a subsequent decision in the matter. In those cases, employees may proceed directly to the formal grievance procedure

Do What's Right

Formal Procedure – If the grievance is not resolved at the informal/ADR level, an employee may file a formal grievance. Formal grievances must be filed in writing, using the AGF (DI 7600) form and must include a copy of the informal decision or ADR termination document, as appropriate. Once accepted, the formal grievance will be assigned to an appropriate deciding official as determined by management in consultation with the SHRO. At management's discretion, ADR may again be offered at this point, which, if used, may hold the grievance in abeyance for up to 45 days. An employee is entitled to make an oral presentation on the grievance matter if they have requested to do so when completing the DI 7600 grievance form. The deciding official will provide a written response to the grievant within 20 days from the date the grievance matter was referred to them, or, if requested and made, 20 days from the date of the oral presentation. The decision/response from the deciding official should include a summary of the grievance, the consideration given to it, and the conclusion reached. The decision of the deciding official is final and there are no additional rights of appeal.

Do What's Right

Appendix 5: FMO's Beginning-of-Season Talk

Good morning everyone, and welcome to the start of another fire season. I look around the room and I see several new faces, as well as many who are returning from last season. Welcome to all of you. I thought I would take a few minutes this morning to share my expectations for the coming fire season. We've got a full schedule this week, so let's get started.

First, let's talk about how we interact with each other. We're all professionals here, so we need to remember that as we do our jobs. Fire season is a long time, and things will go a lot better if we each do our jobs, treat each other with respect, and focus on trying to make this the best fire organization we can. If you see something that needs to be done, please let your supervisor know, or better yet, see if you can get it done yourselves. We'll use after-action reviews throughout the season, and I expect you all to actively participate.

You folks who have been here awhile know we have a pretty good reputation for running a safe and professional fire program. For the new folks, please know that we've worked hard to build that reputation and we want to keep it. To do that, we need to focus on several things.

Above all things, we need to keep safety at the forefront of everything we do. We'll make sure you have the training and you just need to put it into practice, not just on the fireline, but in all aspects of your jobs.

We also need to watch how we act when in the public eye. Our image needs to match our performance-competent and professional. When you talk to members of the public, remember that you work for them, and that you are representing our fire program. While at work, I expect you to keep your shirts tucked in and your hats on straight. Rough housing will not be tolerated, not only because it sends the wrong message to the public, but also because that's when people get hurt.

Drive defensively, obey the speed limits, and stay alert. Often you'll be working long hours, and that's when you really need to focus on driving safely. Wear your seatbelt at all times, and require everyone in your vehicle to wear theirs. As you drive through town, please be especially courteous to other drivers.

We live in a small town, and not much we do goes unnoticed. You're never really out of the public eye, out in the field or even after hours. You'd be surprised at what get backs to me, and if I hear about it, you can be sure other people are hearing it too. Remember, everything you do reflects on the rest of us and the reputation of this organization.

We have zero-tolerance regarding the use of drugs and alcohol while on duty. If you choose to go out in the evening and have a few drinks, make sure that when you report to duty in the morning, you're ready and able to work. I don't want to see you dragging yourself around, hung over, and hurting. That kind of behavior becomes a safety issue, and I sure don't want to see you or your co-workers hurt because of it. If you've been out during the evening and you get a fire

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call, don't bother showing up. Let the person calling know you can't respond, and just stay home. We can't have you under the influence of drugs or alcohol while at work.

We also have zero-tolerance regarding EEO and harassment in our organization. If you mess up in this regard, there will be consequences. If you find yourself being harassed or discriminated against, let me know, or go to our EEO Counselor. If you see or hear it, let someone know. The quickest way to ruin morale around here is to ignore even a hint of harassment or discrimination, and if morale suffers, then safety suffers. If you want to succeed, remember the Golden Rule, and treat people with the courtesy and respect with which you expect to be treated.

I'm excited about the coming fire season. I'm counting on you to help me set a high standard and live up to it.

Do What's Right

Appendix 6: Glossary

Discrimination: Illegal treatment of a person or group (either intentional or unintentional) based on race, color, national origin, religion, sex, handicap (physical or mental), age or reprisal.

Equal Employment Opportunity (EEO): The right to a safe and healthy environment, the right to freedom from discrimination and harassment, and the right to be treated with dignity and respect.

Harassment: Repeated attacks, to disturb persistently, torment, pester, persecute, tire out, and wear down. Under 29 CFR 1606.8(b), harassment: 1) has the purpose or effect of creating an intimidating hostile or offensive working environment; 2) has the purpose or effect of unreasonably interfering with an individual work environment; or 3) otherwise adversely affects an individual's employment opportunities. See also sexual harassment.

Hazing: Any action taken or situation created intentionally, to product mental or physical discomfort, embarrassment, or ridicule. Hazing is considered a form of harassment.

Hostile Work Environment: Unwelcome verbal or physical conduct based on race, color, national origin, religion, sex, handicap (physical or mental), age or reprisal which has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

Reprisal: A management action taken against an employee because of their involvement in a current or prior discrimination complaint – as a complainant, witness, representative, counselor, or investigator, or because of their having protested prohibited discrimination.

Sexual Harassment: Unwelcome or unwanted sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual or harassing nature.

The people listed below attended this course and completed the course exercises.

	NAME (PRINT CLEARLY)	SIGNATURE	JOB TITLE	AGENCY/OFFICE	SUPERVISOR
1					
2					
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4					
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Facilitated by: _____ Date: _____ Phone Number: _____ Location: _____

List the Scenarios used for this Session:

At least one Scenario from Section C is required for each session.

Prevention of Sexual Harassment Module

Section	A	B	C	D	E	F	G	H
Scenario								

Note: Please fax this completed form to Debie Chivers at 208-387-5452 and retain a copy with each employee's training record.