

Do What's Right 2010

BLM



Facilitator Guide

Bureau of Land Management
National Training Center - Phoenix, Arizona
Fire and Aviation - Boise, Idaho
March 2010 Edition

Do What's Right

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Do What's Right

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 in each of the four training packages. 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 a few bulleted possible responses that may come up during the natural course of a discussion. The questions are also included in the participant guide along with some room for taking notes.

Optional Discussion Items:

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 additional questions and information about local perspectives, procedures, policies or issues into the conversations.

Ending the Discussion:

This section includes directions for returning to the DVD to listen to the closing comments on the scenario just discussed and information on the upcoming scenario or segment. This section provides facilitators with information on the **Key Points Brought out in DVD Debrief** that participants will be watching when the DVD is restarted.

Responsibilities of the Facilitator

- You are crucial to the success of this course.
- Your job as facilitator is to pre-select a Program Package that is appropriate to your audience.
- Your job as the facilitator is to guide the discussion and encourage participation.
- This guide is organized to provide a structured approach to teaching this course.
- Each participant will have a Participant Guide to follow as you facilitate this training.
- This course is designed for all employees, both supervisory and non-supervisory.

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 the DVDs so you are ready, willing, and able to facilitate this course.
- ✓ Gather the needed equipment and supplies.

The Equipment and Supplies needed include:

- ✓ DVD Player and monitor
- ✓ This Facilitator Guide, DVD #1, and DVD #2
- ✓ Participant Guide for each employee. (The same Participant Guide can be used with any of the packages selected. There is one page in the Participant Guide for each package.)
- ✓ Copy of *Interagency Standards for Fire and Aviation Operations* (Red Book)
- ✓ Pens or Pencils for students
- ✓ Several copies of the blank roster (included in Appendix H of this Guide)

During the course:

- ✓ Have each employee sign his/her name on the roster.

During the course:

- ✓ Follow this Facilitator Guide starting on the following page, depending on the package you choose:

Package A – page 7

Package B – page 18

Package C – page 29

Package D – page 40

Package E – page 49

Package F – page 58

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 package 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 and conduct issues.

After each scenario, the DVD will stop to allow you to engage participants in a discussion of what they have just viewed.

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

The Participant Guide is organized to allow participants an opportunity to take notes and answers key questions you present to them. You, as facilitator, will 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 confused.
- Encourage participants to contribute and when possible have them respond to their classmates' observations 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.

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How to Select a Program Package

You have received two DVDs as part of this package.

DVD #1: There are six *Do What's Right* packages to choose from to best fit your local preferences and needs. The following charts will help you decide which package to select for your audience.

Scenario	Package A	Package B	Package C	Package D	Package E	Package F
		FMO, Sandra	FMO, John	FMO, Ron	FMO, Mark	FMO, Kathy
1	Passed Over for Detail	Spreading Rumors	Call Back After Drinking	Inappropriate Public Comments	Inappropriate Media Comments	Texting in the Workplace
2	Hazing Reported	Unwanted Touching	Inappropriate Reading Material	Inappropriate Jokes	Posting Media Online	R&R Behavior
3	Restaurant Rowdiness	Fire Assignment Misbehavior	Racial Stereotyping	Hotel Rowdiness	Prescription Drugs & Fitness for Duty	Sexual Innuendoes and Harassment
4	Hangovers	Racial Stereotyping	Restaurant Rowdiness	Sexual Harassment: Season in Review	Unintended Consequences	Social Networking
5	Online Gambling	Call Back After Drinking	Online Gambling	FMO Closeout	Sexual Harassment: No Means No	Ethics and Misuse of Per Diem

This facilitator guide includes directions for all the packages.

Package A Pages 7 through 17

Package B Pages 18 through 28

Package C Pages 29 through 39

Package D Pages 40 through 48

Package E Pages 49 through 57

Package F Pages 58 through 64

The participant guide can be used with any of the packages. All the questions for each package are on one page in the guide.

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DVD #2: If you want to build a specially designed course, you can use the ala carte DVD #2 provided. If you use DVD #2, you must select each scenario from the menu as you proceed through the session you facilitate.

If you choose to use a package from DVD #1, you can also add one or more scenarios from DVD #2 to the end of the package you select.

The chart below lists all the scenarios available ala carte on DVD #2 along with the page references for each scenario for both the Facilitator and Participant Guides.

Ala Carte Menu		Facilitator Guide Pages	Participant Guide Pages
Course Introduction and FMO's Beginning of Season Talk			
FMO Sandra		7-8	
FMO John		18-19	
FMO Ron		29-30	
FMO Kathy		49-50	
FMO Glenn		58-59	
Personal Respect and Interaction			
1	Hazing Reported – An employee describes season long hazing during exit interview.	10-11	3
2	Spreading Rumors – An employee speaks to a fellow employee about spreading rumors.	19-20	4
3	Inappropriate Jokes – An employee complains about inappropriate jokes.	43-44	6
Discrimination and Harassment			
4	Inappropriate Reading Material – An employee is confronted about inappropriate reading material on an engine.	32-33	5
5	Unwanted Touching – An employee is inappropriately touched while working in the dispatch office.	21-22	4
6	Passed over for Detail – An employee passed over for a detail discusses discrimination.	8-9	3
7	Racial Stereotyping – An employee stereotypes another employee by using racial humor.	25-26	4,5
8	Sexual Harassment: Season in Review – An employee reports season-long harassment to the FMO.	47-48	6
9	Sexual Harassment: No Means No – A firefighter has trouble with a co-worker and asks others for advice.	56-57	7

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10	Sexual Innuendos and Harassment – A crew member is asked to consider his behavior and that of the crew when someone from outside perceives the work area differently.	62	8
Public Perception			
11	Restaurant Rowdiness – A restaurant owner reports rowdy crew behavior to their supervisor.	12-13	3,5
12	Fire Assignment Misbehavior – A crew behaves inappropriately while returning from a fire assignment.	23-24	4
13	Inappropriate Public Comments – A crew makes inappropriate comments in front of ranchers.	41-42	6
14	Inappropriate Media Comments – Crew members get surprised by a news crew.	50-51	7
15	R&R Behavior – An FMO and a manager discuss a crew's reported behavior while on days off at an incident.	61	8
Issues with Alcohol and Fitness for Duty			
16	Hangovers – A crewmember reports to work with a hangover.	14-15	3
17	Call Back After Drinking – A crewmember reports for call back after drinking alcohol.	27-28	4,5
18	Hotel Rowdiness – Crew's rowdiness at a hotel while on detail is reported back to the FMO.	45-46	6
19	Prescription Drugs and Fitness for Duty – A crew member with a sore back tries to find a solution to his problem.	54	7
Social Media			
20	Posting Media Online – A firefighter's mom hears about an accident only a few hours after it occurred from someone outside the agency.	52-53	7
21	Unintended Consequences – How a firefighter passes the time when things slow down can have unintended consequences.	55	7
22	Texting in the Workplace – A typical morning briefing becomes a lesson in situational awareness.	59-60	8
23	Social Networking – After-hours activities are spilling over into the workplace via Facebook.	63	8
Other			
24	Online Gambling – An employee uses another employee's computer for online gambling.	16-17	3,5
25	Ethics and Misuse of Per Diem – A firefighter turns in his travel paperwork after a fire assignment.	64	8
Course Closing			
26	Course Closing		

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Package A

- FMO Talk: Sandra
- Scenario 1: Passed Over For A Detail
- Scenario 2: Hazing Reported
- Scenario 3: Restaurant Rowdiness
- Scenario 4: Hangovers
- Scenario 5: Online Gambling



Facilitator's Welcome Remarks to the Class

I would like to welcome you today, explain why we are here and explain what we will do in order to complete this course.

This course will run about 2 hours.

We will watch and hear some straightforward messages from colleagues in the Fire Community. We will watch an FMO's beginning of the season talk followed by five scenarios that we will talk about during the course.

I will be starting and stopping the video at various points to ask you some questions about what you have just seen. You'll have an opportunity to write down your thoughts in your Participant Guide. I will be asking for your reactions so we can discuss the issues.

I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named Sandra talk to her crew at the start of the season followed by the first scenario we will discuss. Turn to page 3 in your guide. You will see a few discussion questions on page 3 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of a *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

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Package A: FMO Welcome

Before we talk about the scenario you just viewed, let's briefly discuss FMO Sandra's welcome.

Discussion:

Is there anything that the FMO said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

Package A: Scenario One

Passed Over for Detail

An employee passed over for a detail discusses discrimination.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 3 of your guide.

Question #1: *As you watched that scenario what behaviors support and what behaviors detract from a respectful and cohesive work environment?*

Detracting behavior responses may include:

- The specifics about the detail are only a rumor at this point.
- There is an appearance that the supervisor is not making detail selections fairly.
- The employee wanting the detail is jumping to conclusions without all the facts.

Supporting behavior responses may include:

- The employee wanting the detail is able to share an issue with another employee and is receptive to advice.
- The employee giving advice is able to provide some counsel to the employee who wanted the detail.
- The options presented were reasonable.
 - ✓ Talk to the supervisor or talk to supervisor's supervisor
 - ✓ Talk to EEO or talk to HR

Question #2: *What could you do in situations like this to create a cohesive work environment?*

- Sharing feelings, ideas, and concerns with other employees is often a good idea.

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- When you see someone jumping to conclusions it may be helpful to challenge or suggest that he or she look at other possible reasons for an action. Doing this prevents rumors from being started that are not true. Free and open communications are healthy for any organization.
- Whenever appropriate, supervisors need to communicate clearly to their employees those decisions that affect employees.
- Remember that basing responses on rumors can be destructive to a group's morale and cohesion.
- Know what your options are as an employee when something in the workplace does not feel right. Your options are, talk to your supervisor, talk to your supervisor's supervisor, talk to HR or EEO professionals. These options were created to help support and maintain a cohesive work environment. (Refer participants to Appendix D and E for specifics on the EEO and Administrative Grievance processes.)
- The employee could believe it is discrimination. 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?
- When do you think a situation like this might be considered discrimination?
- Could this be a safety issue?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 3 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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 before jumping to conclusions.

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Package A: Scenario Two

Hazing Reported

A male employee describes season-long hazing during his exit interview.

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 3 of your guide.

Question #1: *What responsibilities do we have toward our fellow employees when we become aware that hazing is occurring?*

- Crewmembers have the responsibility to treat all others with respect and not participate in hazing.
- Crewmembers 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. This could involve talking with a higher-level supervisor or another agency official. In some cases a crewmember 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 he or she is being hazed has the right to speak up about the situation. This employee should talk to a supervisor sooner rather than later. He or she has the right to speak with someone in Human Resources (HR) or in the Equal Employment Opportunity Office (EEO).

Question #2: *What is acceptable treatment of new employees and what is hazing?*

- New employees should be treated the same as any other employee. The fact that they are new isn't a factor. 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. Like anyone else, new employees have to gain the trust and respect of their co-workers.
- The definition of hazing, which is included in the Interagency Standards for Fire and Aviation Operations, is "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."

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Optional Discussion Items:

- Have any of you experienced a situation like this?
- When do you think a situation like this might be considered discrimination?
- Could this be a safety issue?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 3 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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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Package A: Scenario Three**Restaurant Rowdiness**

A restaurant owner reports rowdy crew behavior to their supervisor.

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 3 of your guide.

Question #1: *What responsibilities have these crewmembers failed to live up to in this scenario?*

- According to the restaurant owner the crewmembers used offensive language. He said they offended both his employees and his customers with their language and adversely affected his ability to run a successful business.
- As employees, these crewmembers 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.
- Employees working for a federal agency have the responsibility to act in a way that reflects well on the agency and the government. Employees must act with integrity in order to promote public confidence and trust.
- Crewmembers must try to build a good reputation with all the people they encounter.
- If you have some specific expectations about public behavior for your office or crew, use it here.

Question #2: *What expectations should the public have for our behavior?*

- 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 crewmembers 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.

Do What's Right

Optional Discussion Items:

- *Have any of you experienced a situation like this?*

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 3 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- Stay professional and remember you represent our organization in everything you do.
- Our organization has a zero tolerance for misconduct, whether it's harassment, hazing, or other inappropriate behavior.

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Package A: Scenario Four

Hangovers

A crewmember reports to work with a hangover.

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 3 of your guide.

Question #1: *What expectations should a supervisor and other members of this crew have in this situation?*

- Employees should report to work fit for duty. Employees must show up for work in a condition to fulfill their duties. Employees should give a day's work for a day's pay.
- The hung-over crewmembers may not be at the top of their game. The overall safety of the crew requires that each one pulls his or her weight. Hung-over crewmembers 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.
- Crewmembers have a right to expect their work environment will be as safe as possible. Safety becomes a large concern when impaired or hung-over crewmembers are on the job. They can and do cause accidents. They can cause a crew to be shorthanded or lose their only driver. Impaired and hung-over crewmembers can put their own unit, as well as the resources and lives they are expected to protect, at risk.

Question #2: *What are the possible consequences of this situation?*

- Inappropriate behaviors may occur as a result of using alcohol including the loss of inhibition resulting in people saying and doing the wrong things including: verbal and sexual harassment, sexual assaults, destruction of property (trashed hotel rooms while on R&R), and other off-duty unethical and illegal conduct.
- Crewmembers can and have been disciplined. Crewmembers have been known to lose their jobs due to abuse of alcohol and other illegal substances.
- Arrest and/or criminal charges may result if you are:
 - ✓ In possession of or using illegal drugs.
 - ✓ Drinking and underage.
 - ✓ Providing alcohol to minors.
- Crewmembers that are impaired or hung over can and often do lose the respect and confidence of supervisors and others. They become known as someone not to depend on.
- The entire crew can lose the respect of the communities in which they live and work.

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Optional Discussion Items:

- Have any of you experienced a situation like this?
- How is this a safety issue?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Five. The questions for Scenario Five are on page 3 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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, and if you are impaired or unable to perform your duties at a full performance level, it's a safety concern.

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Package A: Scenario Five

Online Gambling

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

Discussion Questions:

Let's start our discussion of Scenario Five with the questions on page 3 of your guide.

Question #1: *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. It doesn't matter if you are using a BLM computer or one available in 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 #2: *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.
- Remember, there may be consequences for a variety of inappropriate uses of government computers including, "Creating, viewing, storing, downloading, transmitting or intentionally receiving communications, files, or documents that could be interpreted as being intimidating, harassing, unlawful, or containing hostile, degrading, sexually explicit, pornographic, discriminatory, or otherwise offensive references or remarks that ridicule others on the basis of race, creed, religion, color, sex, disability, age, national origin or sexual orientation is expressly forbidden." From IM No. 2006-191, Zero Tolerance Policy of Internet Misuse to Access Prohibited Websites

Optional Discussion Items:

- Have any of you experienced a situation like this?
- How is this a safety issue?

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Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and some closing comments on this program.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

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Package B

FMO Talk: John

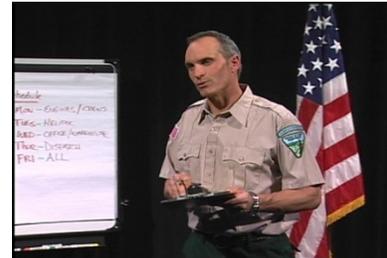
Scenario 1: Spreading Rumors

Scenario 2: Unwanted Touching

Scenario 3: Fire Assignment Misbehavior

Scenario 4: Racial Stereotyping

Scenario 5: Call Back After Drinking



Facilitator's Welcome Remarks to the Class

I would like to welcome you today, explain why we are here and explain what we will do in order to complete this course.

This course will run about 2 hours.

We will watch and hear some straightforward messages from colleagues in the Fire Community. We will watch an FMO's beginning of the season talk followed by five scenarios that we will talk about during the course.

I will be starting and stopping the video at various points to ask you some questions about what you have just seen. You'll have an opportunity to write down your thoughts in your Participant Guide. I will be asking for your reactions so we can discuss the issues.

I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named John talk to his crew at the start of the season followed by the first scenario we will discuss. Turn to page 4 in your guide. You will see a few discussion questions on page 4 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of a *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

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Package B: FMO Welcome

Before we talk about the scenario you just viewed, let's briefly discuss the FMO John's welcome.

Discussion:

Is there anything that the FMO said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

Package B: Scenario One

Spreading Rumors

An employee speaks to a fellow employee about spreading rumors.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 4 of your guide.

Question #1: *What impact does spreading rumors about fellow employees have on a crew?*

- Spreading rumors can negatively impact crew cohesion. Breakdown of crew cohesion is a safety issue.
- Spreading rumors is not professional and it does not reflect the values we hold of duty, integrity and respect.

Question #2: *What is right about what you see here?*

- Carlos confronts JT about his disrespectful and inappropriate behavior.
- 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.

Optional Discussion Items:

- Have any of you experienced a situation like this?
- How is this a safety issue?

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Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 4 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- Even if you didn't start the rumor and you're spreading 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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Package B: Scenario Two

Unwanted Touching

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

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 4 of your guide.

Question #1: *As federal employees we all have responsibilities when it comes to treating others with respect. What responsibilities has the male employee failed to live up to in this scenario?*

- 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.
- Even if the touching seems inconsequential to the male employee, he needs to respect the fact that he was asked to stop the behavior. He hasn't followed the wishes of the woman for him to leave her alone.
- He didn't follow the zero tolerance policy on sexual harassment.
- Remember, if an employee looks uncomfortable with another employee's behavior; assume they probably are uncomfortable. We all have a responsibility to create a harassment-free workplace and treat each other with respect.
- Remember, the workplace includes traveling in vehicles and being on the fireline. The rules apply in all the various workplaces where employees may find themselves.

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. Generally this should be done within 45 days of the harassment.
- This protection under the law applies to all employees, not just women.

Do What's Right

Optional Discussion Items:

- Have any of you experienced a situation like this?
- How is this a safety issue?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 4 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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're uncomfortable, let someone know.

Do What's Right

Package B: Scenario Three**Fire Assignment Misbehavior**

A crew behaves inappropriately while returning from a fire assignment.

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 4 of your guide.

Question #1: *If you were the crew boss how would you handle the situation?*

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

Question #2: *What if this behavior happened out of the public eye?*

- We are always potentially in the public eye.
- 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.
- 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 might see you and misinterpret your actions.

Optional Discussion Items:

- Have any of you experienced a situation like this?

Local Discussion Items:

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

Do What's Right

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 4 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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

Package B: Scenario Four**Racial Stereotyping**

An employee stereotypes another employee by using racial humor.

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 4 of your guide.

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

- Carlos did the right thing. He could have let it go and 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?*

- 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.
- This may be a hostile work environment.

Optional Discussion Items:

- Have any of you experienced a situation like this?

Local Discussion Items:

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

Do What's Right

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Five. The questions for Scenario Five are on page 4 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- All employees have a right to a workplace free of discrimination.
- The law says we treat everyone fairly. In the fire program, we also ask you to treat them with dignity and respect.

Do What's Right

Package B: Scenario Five**Call Back After Drinking**

A crewmember reports for call back after drinking alcohol.

Discussion Questions:

Let's start our discussion of Scenario Five with the questions on page 4 of your guide.

Question #1: *What do you think?*

Allow participants to share their reactions to this scenario.

Question #2: *What are the responsibilities of each person in situations like this?*

- 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 have let the employee drive.
- Be aware that the legal drinking age is 21.
- 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.

Optional Discussion Items:

- Have any of you experienced a situation like this?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and some closing comments on this program.

Do What's Right

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

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Do What's Right

Package C

FMO Talk: Ron

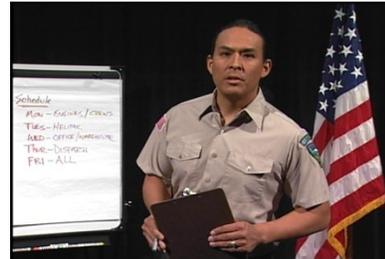
Scenario 1: Call Back After Drinking

Scenario 2: Inappropriate Reading Material

Scenario 3: Racial Stereotyping

Scenario 4: Restaurant Rowdiness

Scenario 5: Online Gambling



Facilitator's Welcome Remarks to the Class

I would like to welcome you today, explain why we are here and explain what we will do in order to complete this course.

This course will run about 2 hours.

We will watch and hear some straightforward messages from colleagues in the Fire Community. We will watch an FMO's beginning of the season talk followed by five scenarios that we will talk about during the course.

I will be starting and stopping the video at various points to ask you some questions about what you have just seen. You'll have an opportunity to write down your thoughts in your Participant Guide. I will be asking for your reactions so we can discuss the issues.

I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named Ron talk to his crew at the start of the season followed by the first scenario we will discuss. Turn to page 5 in your guide. You will see a few discussion questions on page 5 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of an *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

Do What's Right

Package C: FMO Welcome

Before we talk about the scenario you just viewed, let's briefly discuss the FMO Ron's welcome.

Discussion:

Is there anything that the FMO said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

Package C: Scenario One

Call Back After Drinking

A crewmember reports for call back after drinking alcohol.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 5 of your guide.

Question #1: *What do you think?*

Allow participants to share their reactions to this scenario.

Question #2: *What are the responsibilities of each person in situations like this?*

- 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 have let the employee drive.
- Be aware that the legal drinking age is 21.
- 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.

Optional Discussion Items:

- Have any of you experienced a situation like this?

Do What's Right

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 5 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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

Package C: Scenario Two**Inappropriate Reading Material**

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

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 5 of your guide.

Question #1: Is the employee's defensiveness justified?

- There is a government property issue involved. 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 responsibilities has the employee failed to live up to?

- 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:

- Have any of you experienced a situation like this?
- How is this a safety issue?

Local Discussion Items:

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

Do What's Right

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 5 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

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

Do What's Right

Package C: Scenario Three**Racial Stereotyping**

An employee stereotypes another employee by using racial humor.

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 5 of your guide.

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

- Carlos did the right thing. He could have let it go and 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?*

- 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.
- The employee could consider this a hostile work environment.

Optional Discussion Items:

- *Have any of you experienced a situation like this?*

Local Discussion Items:

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

Do What's Right

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 5 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- All employees have a right to a workplace free of discrimination.
- The law says we treat people fairly. In the fire program, we also ask that you treat everyone with dignity and respect.

Do What's Right

Package C: Scenario Four**Restaurant Rowdiness**

A restaurant owner reports rowdy crew behavior to supervisor.

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 5 of your guide.

Question #1: *What responsibilities have these crewmembers failed to live up to in this scenario?*

- According to the restaurant owner the crewmembers used offensive language. He said they offended both his employees and his customers with their language and adversely affected his ability to run a successful business.
- As employees, these crewmembers 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.
- Employees working for a federal agency have the responsibility to act in a way that reflects well on the agency and the government. Employees must act with integrity in order to promote public confidence and trust.
- Crewmembers must try to build a good reputation with all the people they encounter.
- If you have some specific requirements in your office or crew about public behavior, use it here.

Question #2: *What expectations should the public have for our behavior?*

- 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 crewmembers 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.

Do What's Right

Optional Discussion Items:

- Have any of you experienced a situation like this?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Five. The questions for Scenario Five are on page 5 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- Stay professional and remember you represent our organization in everything you do.
- Our organization has a zero tolerance for misconduct, whether it's harassment, hazing or any other inappropriate behavior.

Do What's Right

Package C: Scenario Five

Online Gambling

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

Discussion Questions:

Let's start our discussion of Scenario Five with the questions on page 5 of your guide.

Question #1: *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. It doesn't matter if you are using a BLM computer or one available in 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 #2: *What are 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.
- Remember, there may be consequences for a variety of inappropriate uses of government computers including, "Creating, viewing, storing, downloading, transmitting or intentionally receiving communications, files, or documents that could be interpreted as being intimidating, harassing, unlawful, or containing hostile, degrading, sexually explicit, pornographic, discriminatory, or otherwise offensive references or remarks that ridicule others on the basis of race, creed, religion, color, sex, disability, age, national origin or sexual orientation is expressly forbidden." From IM No. 2006-191, Zero Tolerance Policy of Internet Misuse to Access Prohibited Websites

Optional Discussion Items:

- Have any of you experienced a situation like this?
- How is this a safety issue?

Do What's Right

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and some closing comments on this program.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

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

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Do What's Right

Package D

FMO Talk: Mark

Scenario 1: Inappropriate Public Comments

Scenario 2: Inappropriate Jokes

Scenario 3: Hotel Rowdiness

Scenario 4: Sexual Harassment: Season in Review

Scenario 5: FMO Closeout



Facilitator's Welcome Remarks to the Class

I would like to welcome you today, explain why we are here and explain what we will do in order to complete this course.

This course will run about 2 hours.

We will watch and hear some straightforward messages from colleagues in the Fire Community. We will watch an FMO's beginning of the season talk followed by scenarios that we will talk about during the course.

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I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named Mark talk to his crew at the start of the season followed by the first scenario we will discuss. Turn to page 6 in your guide. You will see a few discussion questions on page 6 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of an *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

Do What's Right

Package D: FMO Welcome

Before we look at the scenario you just viewed, let's briefly discuss the FMO Mark's welcome.

Discussion:

Is there anything that the FMO said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

FACILITATOR NOTE: This package follows a crew from the beginning of the season to the end. Before each scenario, a short clip of an everyday occurrence will play. This can be discussed during the scenario debriefs along with local policies or practices on the topics.

Package D: Scenario One

Inappropriate Public Comments

Week 2: Crewmembers make inappropriate comments in front of ranchers on one of their first dispatches of the season.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 6 of your guide.

Question 1: *What is the public perception of a good fire season compared to how firefighters perceive one?*

- The public can take comments the wrong way – “great” fire season means something different to different people.
- 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 why we're there—to protect the public lands.

Question 2: *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—when the fires end, our relationship with them doesn't end.
- We'll consider the issues from their perspective.

Do What's Right

Optional Discussion Items:

- Appropriate work dress including the dress code for physical training.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 6 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

Do What's Right

Package D: Scenario Two

Inappropriate Jokes

Week 6: An employee complains about inappropriate jokes.

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 6 of your guide.

Question 1: *How do you know when behaviors become inappropriate and begin to compromise crew cohesion?*

FACILITATOR NOTE: The tendency will be for the conversation to move toward what is appropriate and what is not, getting deep into the weeds on this. Focus instead on behaviors that affect crew cohesion because that is a measure everyone can relate to.

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.

Question 2: *What does being professional mean?*

- Fostering a positive work environment.
- Representing who you are in a manner that can't be questioned.
- Having the courage to be a leader and address issues.

FACILITATOR NOTE: If it is appropriate create a definition of professionalism for your group. Then Turn to page 9, which has definitions of professionalism from fellow firefighters.

Do What's Right

Optional Discussion Items:

- How did Jen show leadership?
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.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 6 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

Do What's Right

Package D: Scenario Three**Hotel Rowdiness**

Week 8: A crew's rowdiness at a hotel while on a detail is reported back to the FMO.

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 6 of your guide.

Question 1: *Do you think these employees are fit for duty?*

- There's a legal issue, if anyone bought alcohol for someone who is under 21.
- Employees must be able to perform their duties at a satisfactory level.
- Reporting to work while under the influence of alcohol or drugs can result in a written reprimand or removal from your job.
- Firefighting is an inherently dangerous job where firefighters depend on each the other. Reporting to work unfit is a huge safety issue.

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?*

- 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.
- Treat other's property with respect.

Do What's Right

Optional Discussion Items:

- Discuss local policy for behavior on details, alcohol use while on detail.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 6 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

Do What's Right

Package D: Scenario Four**Sexual Harassment: Season in Review**

Week 10: An employee reports season-long harassment to the FMO.

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 6 of your guide

Question 1: *Ideally, how could this have been resolved earlier in the season? Could her crew members have played a role in an early resolution?*

- All parties could have seen this behavior earlier and done something about it.
 - ✓ Talk to Matt and/or Kayla
 - ✓ Advise Matt and/or Kayla
 - ✓ Talk to Glenn
 - ✓ Don't appear to condone any inappropriate behaviors.
 - ✓ Model the leadership values of duty, integrity and respect.
- This situation could affect crew cohesion and safety.
- If there is a problem, let someone know. Resolve the problem as early as possible and at the lowest level.
- A leader or supervisor must set the tone for behaviors. "That which you know; you condone."

Question 2: *Is there anything Kayla could have done differently?*

- Let someone know early when you see or experience inappropriate behavior.

Question 3: *What should be the FMO's next step?*

- FMO consults with EEO.
- 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.

Do What's Right

Optional Discussion Items:

- Have any of you experienced a situation like this?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed, listen to FMO season closeout and closing remarks on this program.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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 to a state where it is not causing morale problems.

Package D: Scenario Five & Closing

FMO Closeout by Mark and Session Closing

Mark, the FMO gives a short talk with the crew at the end of the season, highlighting the challenges and successes of the past months.

Optional Discussion Items:

FACILITATOR NOTE: The FMO talk is followed on the DVD by the course closeout. If you choose to guide more discussion based on the FMO closeout some optional questions to consider are:

Question 1: *Which employee is missing at the end of the season talk? Why?*

Question 2: *What might the supervisor or other members of the crew have done during the season to improve the teamwork and morale of the crew?*

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Do What's Right

Package E

FMO Talk: Kathy

Scenario 1: Inappropriate Media Comments

Scenario 2: Posting Media Online

Scenario 3: Prescription Drugs & Fitness for Duty

Scenario 4: Unintended Consequences

Scenario 5: Sexual Harassment: No Means No



Facilitator's Welcome Remarks to the Class

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I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named Kathy to her crew at the start of the season followed by the first scenario we will discuss. Turn to page 7 in your guide. You will see a few discussion questions on page 7 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of an *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

Do What's Right

Package E FMO Welcome

Before we look at the scenario you just viewed, let's briefly discuss the FMO Kathy's welcome.

Discussion:

Is there anything that Kathy said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

Package E: Scenario One

Inappropriate Media Comments

Crew members are surprised by a news crew.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 7 of your guide.

Question 1: *How would you have handled this situation?*

- 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.
- Make sure you understand the public's point of view.
- Display professionalism and the right attitude.

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.

Do What's Right

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:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 7 of your guide along with some space for notes.

Key points brought out in DVD debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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

Package E: Scenario Two**Posting Media Online**

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

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 7 of your guide.

Question 1: *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.
- May have thought it was the responsible thing to do to help document the accident.

Question 2: *If a firefighter is taking pictures and videos during an incident such as this, how does 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 ok 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 of not posting material that portrays firefighters in unsafe, unprofessional, or embarrassing situations.*

Local Discussion Items:

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

Do What's Right

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 7 of your guide along with some space for notes.

Key points brought out in DVD debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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 and our own pride in what we do.

Do What's Right

Package E: Scenario Three**Prescription Drugs and Fitness for Duty**

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

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 7 of your guide.

Question 1: *Is Alan (the person borrowing 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 2: *Are we expected to report injuries, even if they occurred off the job?*

- Yes, because the injury could make us unable to perform our duties.

Optional Discussion Items:

- What other situations of circumstances can result in someone being unfit for duty?
- Name some instances when you have been on light duty.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 7 of your guide along with some space for notes.

Key points brought out in DVD debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- We have zero tolerance for illegal drug use, which includes prescription drugs.
- 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

Package E: Scenario Four

Unintended Consequences

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

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 7 of your guide.

Question 1: *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 2: *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:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Five. The questions for Scenario Five are on page 7 of your guide along with some space for notes.

Key points brought out in DVD debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussions.

- Don't give the appearance you are speaking for the agency.
- Never post confidential or proprietary information.

Do What's Right

Package E: Scenario Five**Sexual Harassment: No Means No**

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

Discussion Questions:

Let's start our discussion of Scenario Five with the questions on page 7 of your guide.

Question 1: *Kim said she doesn't know what to do. What would you tell her?*

- She could raise the issue with her supervisor.
- Kim needs to know her rights and responsibilities.
- Kim could talk to someone in the EEO Office or the Human Resources Office.

Question 2: *When does flirting become harassment?*

- When the individual you are flirting with appears to be uncomfortable or tells you they are not interested.

Optional Discussion Items:

- How do you think Kim's coworkers would respond if Kim did report this incident to HR or EEO?
- Why is it important to know your rights and responsibilities related to workplace harassment?

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and some closing comments on this program.

Key points brought out in DVD debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussions.

- 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

Package F

- FMO Talk: Glenn
- Scenario 1: Texting in the Workplace
- Scenario 2: R & R Behavior
- Scenario 3: Sexual Innuendoes and Harassment
- Scenario 4: Social Networking
- Scenario 5: Ethics and Misuse of Per Diem



Facilitator's Welcome Remarks to the Class

I would like to welcome you today, explain why we are here and explain what we will do in order to complete this course.

This course will run about 2 hours.

We will watch and hear some straightforward messages from colleagues in the Fire Community. We will watch an FMO's beginning of the season talk followed by scenarios that we will talk about during the course.

I will be starting and stopping the video at various points to ask you some questions about what you have just seen. You'll have an opportunity to write down your thoughts in your Participant Guide. I will be asking for your reactions so we can discuss the issues.

I can't do this alone. I need your responses so we can have a dialogue.

Your Participant Guide is organized so you can take notes and follow along with me. Let's take a few minutes to look at the guide and read pages 1–2. They are absolutely essential to what you are going to learn today. (Give students a few minutes to read the material.) Any questions? (State goals and objectives. Discuss rights, responsibilities, and consequences for employees.)

Let's start the DVD, listen to an FMO named Glenn talk to his crew at the start of the season followed by the first scenario we will discuss. Turn to page 8 in your guide. You will see a few discussion questions on page 8 for each scenario we will view today. There is room in your guide for your notes.

FACILITATOR NOTE: A sample text of an *FMO's Beginning of the Season Talk* is included in the Appendix of this Facilitator Guide.

Do What's Right

Package F: FMO Welcome

Before we look at the scenario you just viewed, let's briefly discuss Glenn's welcome.

Discussion:

Is there anything that Glenn said that sounds inconsistent with what you've heard in the past?

Is there anything that the FMO didn't say that you believe needs to be said?

How important is it for any supervisor to lay out expectations at the start of the season?

Package F: Scenario One

Texting in the Workplace

A typical morning briefing becomes a lesson in situational awareness.

Discussion Questions:

Let's start our discussion of Scenario One with the questions on page 8 of your guide.

Question 1: *How do cell phones, texting and the use of other social media during work hours affect the workplace?*

- It could mean the difference being safe and not being safe on the fireline today.
- They can compromise safety by paying attention to the phone rather than what is happening around us.
- Texting on a government phone while driving a government or a personal vehicle is prohibited by executive order.
- Remember you're part of a professional organization.

Question 2: *Under what circumstances might this compromise safety?*

- When we are paying attention to the texting and not the situation at hand.
- When we are trying to get the perfect photo or video, we could compromise safety of ourselves and others.

Optional Discussion Items:

- What standards of behavior do we hold ourselves to as professional firefighters?

Do What's Right

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Two. The questions for Scenario Two are on page 8 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- We must maintain situational awareness at all times.
- An Executive Order prohibits texting on a government phone while driving a government or personal 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

Package F: Scenario Two**R & R Behavior**

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

Discussion Questions:

Let's start our discussion of Scenario Two with the questions on page 8 of your guide.

Question 1: *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.

Question 2: *The FMO referred to an incident last year where a crew was disciplined for misbehaving while on a fire assignment. What is your 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.

Optional Discussion Items:

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

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Three. The questions for Scenario Three are on page 8 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- You represent the organization no matter if you are on or off the job.
- You should manage your fatigue while on R&R.

Do What's Right

Package F: Scenario Three

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.

Discussion Questions:

Let's start our discussion of Scenario Three with the questions on page 8 of your guide.

Question 1: *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 2: *What kind of reputation would you like your organization to have?*

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

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Four. The questions for Scenario Four are on page 8 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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.

Do What's Right

Package F: Scenario Four**Social Networking**

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

Discussion Questions:

Let's start our discussion of Scenario Four with the questions on page 8 of your guide.

Question 1: *When might 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.

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.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and then watch Scenario Five. The questions for Scenario Five are on page 8 of your guide along with some space for notes.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out during your discussion.

- 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

Package F: Scenario Five

Ethics and Misuse of Per Diem

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

Discussion Questions:

Let's start our discussion of Scenario Five with the questions on page 8 of your guide.

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: *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.

Question 2: *In this scenario we heard it suggested that the firefighter should perhaps improperly claim extra travel reimbursements. How does this relate the theme of "Do What's Right?"*

- You must always be honest in completing your paperwork, not just for travel but also for overtime or hazard pay.
- "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.

Local Discussion Items:

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

Ending the Discussion:

We are going back to the DVD now to hear a few summary comments on the scenario we just discussed and some closing comments on this program.

Key Points Brought Out In DVD Debrief:

FACILITATOR NOTE: These key points are provided for your information. You may or may not choose to bring these points out.

- 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

Thoughts from some wildland fire professionals on the definition of "Professionalism"

Professionalism means: doing the best you can, by living the values of Duty, Respect and Integrity each day and having motivation and vision to improve the organization.

Professionalism is a representation of personal integrity, credibility, loyalty, and respect that is bestowed by others. It is earned through tangible actions and not just words.

Professionalism is a blend of skills and traits: Leading by example. Doing the right thing—choosing the harder right over the easier wrong. Setting a good example at all times in behavior, attitude, tact, diplomacy, courtesy, and respect. A relentless commitment to honesty and integrity. Putting the overall good of the organization over your own personal good. Taking care of your people, listening to them, supporting them, encouraging them, giving them clear direction.

Professionalism is what shows when someone is walking away from an interaction with you, and thinks "Wow—that guy has got it together." It means knowing your job, striving to improve your performance, and taking pride in what you do. It means conducting yourself with duty, respect and integrity.

It's doing the right thing, holding to the highest standard, developing best practices, when nobody else is looking. Doing those things because they're right, not because you're told to do them or afraid you'll get caught if you don't.

I'm thinking about some of the best folks I've worked with out on the line, who've gone the extra mile on line prep to make sure it will hold. Who not only taken weather readings on the line and transmitted them over the radio, but checked to assure people are understanding them and paying attention to the changing weather around them. The folks who've stood up in a briefing and said, "That information you just gave us is wrong; the situation has changed and we all need to hold up until we get better info and develop another plan." The guys who, after their engine comes in off a long and filthy assignment with mud caked all over it, spend hours and hours cleaning diamond-plate, brake lines, etc. even with a toothbrush. Not to waste time or make their engine "pretty", but to thoroughly go over it and assure it's not only clean, but there are no rocks between the chassis and brake lines, and no other mechanical problems that could get them or their buddies hurt on the next call.

Do What's Right

What Your Colleagues Are Saying

We are employees of the taxpayer and they want to see a fair day's work for a fair day's pay.

Whether you think you are a role model or not, you are one, because people are watching.

It's like any other job; you want to be respected and thought well of. If you have a strong organization you work for, the harder you work, the better you do, and it makes the district look better.

One person's lack of fitness for duty can endanger the whole crew. I think this is a very important issue.

You have to show respect to get respect.

Diversity is important because if everyone was the same, you'd be going down the same trail all the time ... It expands our horizons

In this job you have guys coming in and they are going to be out in the heat all day, carrying a load, hiking hills... If you aren't fit for duty, the safety of others can be compromised. Make your decisions wisely. If you have the day off you never know if you're going to have to hit it hard the next day.

It's easy to creep over the integrity line. You have to police yourself and police your crew members and have them police you. And when you're out of line (and) someone calls you on it, don't get mad.

Honesty goes a long way. Integrity and respect from your peer takes a long time to build up and can be lost in a matter of seconds.

We're never out of the public eye. Even when you put on your civilian clothes and go out and have fun people usually know ...where you're from.

Do what's right means doing the right thing when nobody's looking and when people are looking.

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Do What's Right

Appendix A – 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.

Appendix B – CFR On Responsible Behavior Including Gambling

5 CFR Part 735

Subpart 735.201 What are the restrictions on gambling?

(a) While on Government-owned or leased property or on duty for the Government, an employee shall not conduct or participate in any gambling activity, including operating a gambling device, conducting a lottery or pool, participating in a game for money or property, or selling or purchasing a numbers slip or ticket.

(b) This section does not preclude activities:

- (1) Necessitated by an employee's official duties; or
- (2) Occurring under section 7 of Executive Order 12353 and similar agency-approved activities.

Appendix C – EXECUTIVE ORDER 13513

Federal Leadership On Reducing Text Messaging While Driving

By the authority vested in me as President by the Constitution and the laws of the United States of America, including section 7902(c) of title 5, United States Code, and the Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C. 101 et seq., and in order to demonstrate Federal leadership in improving safety on our roads and highways and to enhance the efficiency of Federal contracting, it is hereby ordered as follows:

Section 1. Policy. With nearly 3 million civilian employees, the Federal Government can and should demonstrate leadership in reducing the dangers of text messaging while driving. Recent deadly crashes involving drivers distracted by text messaging while behind the wheel highlight a growing danger on our roads. Text messaging causes drivers to take their eyes off the road and at least one hand off the steering wheel, endangering both themselves and others. Every day, Federal employees drive Government-owned, Government-leased, or Government-rented vehicles (collectively, GOV) or privately-owned vehicles (POV) on official Government business, and some Federal employees use Government-supplied electronic devices to text or e-mail while driving. A Federal Government-wide prohibition on the use of text messaging while driving on official business or while using Government-supplied equipment will help save lives, reduce injuries, and set an example for State and local governments, private employers, and individual drivers. Extending this policy to cover Federal contractors is designed to promote economy and efficiency in Federal procurement. Federal contractors and contractor employees who refrain from the unsafe practice of text messaging while driving in connection with Government business are less likely to experience disruptions to their operations that would adversely impact Federal procurement.

Sec. 2. Text Messaging While Driving by Federal Employees. Federal employees shall not engage in text messaging (a) when driving GOV, or when driving POV while on official Government business, or (b) when using electronic equipment supplied by the Government while driving.

Sec. 3. Scope of Order. (a) All agencies of the executive branch are directed to take appropriate action within the scope of their existing programs to further the policies of this order and to implement section 2 of this order. This includes, but is not limited to, considering new rules and programs, and reevaluating existing programs to prohibit text messaging while driving, and conducting education, awareness, and other outreach for Federal employees about the safety risks associated with texting while driving. These initiatives should encourage voluntary compliance with the agency's text messaging policy while off duty.

(b) Within 90 days of the date of this order, each agency is directed, consistent with all applicable laws and regulations: (i) to take appropriate measures to implement this order, (ii) to adopt measures to ensure compliance with section 2 of this order, including through appropriate disciplinary actions, and (iii) to notify the Secretary of Transportation of the measures it undertakes hereunder.

(c) Agency heads may exempt from the requirements of this order, in whole or in part, certain employees, devices, or vehicles in their respective agencies that are engaged in or used for protective, law enforcement, or national security responsibilities or on the basis of other emergency conditions.

Sec. 4. Text Messaging While Driving by Government Contractors, Subcontractors, and Recipients and Subrecipients. Each Federal agency, in procurement contracts, grants, and cooperative agreements, and other grants to the extent authorized by applicable statutory authority, entered into after the date of this

Do What's Right

order, shall encourage contractors, subcontractors, and recipients and subrecipients to adopt and enforce policies that ban text messaging while driving company-owned or -rented vehicles or GOV, or while driving POV when on official Government business or when performing any work for or on behalf of the Government. Agencies should also encourage Federal contractors, subcontractors, and grant recipients and subrecipients as described in this section to conduct initiatives of the type described in section 3(a) of this order.

Sec. 5. Coordination. The Secretary of Transportation, in consultation with the Administrator of General Services and the Director of the Office of Personnel Management, shall provide leadership and guidance to the heads of executive branch agencies to assist them with any action pursuant to this order.

Sec. 6. Definitions.

(a) The term “agency” as used in this order means an executive agency, as defined in 5 U.S.C. 105, except for the Government Accountability Office.

(b) “Texting” or “Text Messaging” means reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication.

(c) “Driving” means operating a motor vehicle on an active roadway with the motor running, including while temporarily stationary because of traffic, a traffic light or stop sign, or otherwise. It does not include operating a motor vehicle with or without the motor running when one has pulled over to the side of, or off, an active roadway and has halted in a location where one can safely remain stationary.

Sec. 7. General Provisions.

(a) Nothing in this order shall be construed to impair or otherwise affect or alter:

(i) Authority granted by law or Executive Order to an agency, or the head thereof;

(ii) Powers and duties of the heads of the various departments and agencies pursuant to the Highway Safety Act of 1966, as amended, 23 U.S.C. 402 and 403, section 19 of the Occupational Safety and Health Act of 1970, as amended, 29 U.S.C. 668, sections 7901 and 7902 of title 5, United States Code, or the Federal Property and Administrative Services Act of 1949, as amended, 40 U.S.C. 101 et seq.;

(iii) Rights, duties, or procedures under the National Labor Relations Act, 29 U.S.C. 151 et seq.; or

(iv) Functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity, by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

BARACK OBAMA

THE WHITE HOUSE,
October 1, 2009.

Do What's Right

Appendix D – The EEO Process

EEO Counseling

If you are an employee or job applicant, you are protected by law from discrimination based on race, color, national origin, sex (including sexual harassment), 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, if you are the victim of discrimination. Additionally, in the Department of the Interior, sexual orientation discrimination is counseled under the EEO process.

An allegation of discrimination may result from any employment issue or action—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 must first contact an EEO Counselor in order to try to resolve the matter, informally. EEO Counseling provides channels of communication through which you may raise questions, discuss allegations, get timely information, and seek solutions. You have **45** calendar days following the alleged discriminatory action or, if the matter concerns a personnel action, from the effective date of the action to contact an EEO Counselor.

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.
- Seek resolution. A reasonable and timely solution acceptable to both you and management is the best outcome of the counseling process.
- Document the resolution or advise you of your right to file a formal discrimination complaint.

What Counselors Do Not Do

- Act as advocates either for you or for management.
- Determine if discrimination has occurred.

Do What's Right

Alternative Dispute Resolution

The counseling period may be extended up to an additional 60 days, if you have agreed in writing to participate in an established agency alternative dispute resolution procedures.

When Counseling Doesn't Resolve the Matter

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

Alternative Dispute Resolution – Mediation

There are times when people have honest disagreements. These disagreements can generate more heat than light and cause tension and bad feelings to escalate. Confrontations often produce more losers than winners; they can be a waste of everyone's time and money. They can damage important, ongoing relationships.

Alternative Dispute Resolution (ADR), an umbrella term for any one of several approaches to settling disputes without going to court, is a strategy for producing winners on both sides of a conflict. Anytime people find themselves in conflict, ADR can help bring them together to create a sensible outcome.

In the BLM, ADR can be used, with a few exceptions, to resolve both informal and formal EEO matters. You should know that when 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 the work place;
- It promotes lasting solutions and reducing the potential for future conflict, by facilitating the active participation of the parties to the conflict in the problem solving process;
- It fosters an environment of teamwork and cooperation among employees, supervisors, and managers.

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Mediation

Mediation, a type of alternative dispute resolution, is a confidential problem-solving process conducted in a neutral environment. 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?

Depending upon the issues and circumstances involved, mediation may be available to employees of the BLM. 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. It fosters dignity and respect through effective communication.

Who Are the Mediators?

Since mediation is now widely used throughout the public and private sectors, mediators may be BLM or other-agency employees, private-sector practitioners, or qualified persons from other sources. Mediators act as facilitators; they do not take sides with either party, and they do not render judgment or decision.

What Are the Benefits of Mediation?

Mediation can be a timely, cost-effective and less stressful alternative to other processes. Mediation levels the playing field between disputants and demonstrates a commitment to resolve issues in a positive manner. Mediation encourages people to sit down and talk and listen to each other. The ultimate goal is to have everyone agree on a course of action that is fair and workable. Common sense, persuasion, and good-faith compromise are the keys to reaching a solution.

Formal Complaints

If you are an employee or applicant, who believes you have been discriminated against because of your race, color, national origin, religion, sex, age, disability, or as reprisal for your participation in protected EEO activity, you **must** first seek relief through the informal counseling process. If resolution is not reached during pre-complaint counseling, you may then 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;

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- 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 then may be mailed or delivered in person to the state/center EEO Manager or Director; the Bureau Deputy Assistant Director, EEO; the BLM Director; or the Director of the Interior Office of Civil Rights.

Investigation of Complaints

If the Department accepts your complaint, they have 180 days to process the complaint. They assign an investigator, who compiles a case file that includes witness statements and relevant documents. Within the 180-day period the Department will provide the complainant with a copy of the Record of the Investigation. Settlement attempts will continue during this period.

You then have 30 days to request either an immediate decision by the Department, which will be made within 60 days, 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.

If you are dissatisfied with the Department's decision, you may appeal it to the EEOC within 30 calendar days of receipt of the decision.

Age Discrimination Complaints

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

Freedom from Retaliation

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.

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Appendix E – 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

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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.

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Appendix F – 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.

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Appendix G – 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

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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 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.

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

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

Check the Training Package Used For This Session:

What ala cart-menu numbers, if any, did you use?

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