

# Do What's Right



## Facilitator Guide

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**March 2007 Edition**

Do What's Right: DVD Version

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### How to Use This Facilitator Guide and the Participant Guides

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

In addition, facilitator notes are included for each scenario 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 key 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.

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### 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 which includes 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 G of this Guide)

### Before you start 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 6  | Package B – page 17 |
| Package C – page 28 | Package D – page 39 |

### 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 problems.

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 four separate *Do What's Right* packages to choose from depending on what best fits your local preferences and needs. The following chart will help you decide which package to select for your audience.

| Package A                                                                                              | Package B                                                                                                     | Package C                                                                                                                     | Package D                                                                                              |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <b>FMO, Sandra</b><br>The FMO talks to crew at the beginning of the season.                            | <b>FMO, John</b><br>The FMO talks to crew at the beginning of the season.                                     | <b>FMO, Ron</b><br>The FMO talks to crew at the beginning of the season.                                                      | <b>FMO, Mark</b><br>The FMO talks to crew at the beginning of the season.                              |
| <b>Passed Over for Detail:</b><br>A female employee passed over for a detail discusses discrimination. | <b>Spreading Rumors:</b><br>A male employee speaks to a fellow employee about spreading rumors.               | <b>Call Back After Drinking:</b><br>A crewmember reports for call back after drinking alcohol.                                | <b>Inappropriate Public Comments:</b><br>Crewmembers make inappropriate comments in front of ranchers. |
| <b>Hazing Reported:</b><br>A male employee describes season long hazing during exit interview.         | <b>Unwanted Touching:</b><br>A female employee is inappropriately touched in the dispatch office.             | <b>Inappropriate Reading Material:</b><br>An employee is confronted about having inappropriate reading material on an engine. | <b>Inappropriate Jokes:</b><br>An employee complains about inappropriate jokes.                        |
| <b>Restaurant Rowdiness:</b><br>A restaurant owner reports rowdy crew behavior to their supervisor.    | <b>Fire Assignment Misbehavior:</b><br>A crew behaves inappropriately while returning from a fire assignment. | <b>Racial Stereotyping:</b><br>An employee stereotypes another employee by using racial humor.                                | <b>Hotel Rowdiness:</b><br>A crew's rowdiness at a hotel while on detail is reported back to the FMO.  |
| <b>Hangovers:</b><br>A crewmember reports to work with a hangover.                                     | <b>Racial Stereotyping:</b><br>An employee stereotypes another employee by using racial humor.                | <b>Restaurant Rowdiness:</b><br>A restaurant owner reports rowdy crew behavior to their supervisor.                           | <b>Sexual Harassment:</b><br>A female employee reports season-long harassment to the FMO.              |
| <b>Online Gambling:</b><br>An employee uses another employee's computer for online gambling.           | <b>Call Back After Drinking:</b><br>A crewmember reports for call back after drinking alcohol.                | <b>Online Gambling:</b><br>An employee uses another employee's computer for online gambling.                                  | <b>FMO Closeout, Mark</b><br>The FMO talks to crew at season closeout.                                 |

This facilitator guide includes directions for all the packages.

**Package A** Pages 6 through 16  
**Package C** Pages 28 through 38

**Package B** Pages 17 through 27  
**Package D** Pages 39 through 48

The participant guide can be used with any of the packages. A page for each scenario is included.

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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<br>Guide Pages | Participant<br>Guide Pages |
|---------------------------------------------------------------|--------------------------------|----------------------------|----------------------------|
| <b>Course Introduction and FMO's Beginning of Season Talk</b> |                                |                            |                            |
| A                                                             | FMO Sandra                     | 6-7                        |                            |
| B                                                             | FMO John                       | 17-18                      |                            |
| C                                                             | FMO Ron                        | 28-29                      |                            |
| <b>Personal Respect and Interaction</b>                       |                                |                            |                            |
| 1                                                             | Hazing Reported                | 9-10                       | 3                          |
| 2                                                             | Spreading Rumors               | 18-19                      | 4                          |
| 3                                                             | Inappropriate Jokes            | 42-43                      | 6                          |
| <b>Discrimination and Harassment</b>                          |                                |                            |                            |
| 4                                                             | Inappropriate Reading Material | 31-32                      | 5                          |
| 5                                                             | Unwanted Touching              | 20-21                      | 4                          |
| 6                                                             | Passed over for Detail         | 7-8                        | 3                          |
| 7                                                             | Racial Stereotyping            | 24-25                      | 4 or 5                     |
| 8                                                             | Sexual Harassment              | 47-48                      | 6                          |
| <b>Public Perception</b>                                      |                                |                            |                            |
| 9                                                             | Restaurant Rowdiness           | 11-12                      | 3 or 5                     |
| 10                                                            | Fire Assignment Misbehavior    | 22-23                      | 4                          |
| 11                                                            | Inappropriate Public Comments  | 40-41                      | 6                          |
| <b>Issues with Alcohol and Fitness for Duty</b>               |                                |                            |                            |
| 12                                                            | Hangovers                      | 13-14                      | 3                          |
| 13                                                            | Call Back After Drinking       | 26-27                      | 4 or 5                     |
| 14                                                            | Hotel Rowdiness                | 45-46                      | 6                          |
| <b>Computer Misuse</b>                                        |                                |                            |                            |
| 15                                                            | Online Gambling                | 15-16                      | 3 or 5                     |
| <b>Course Closing</b>                                         |                                |                            |                            |
|                                                               | 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 the 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**

A female 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: How do these behaviors support or detract from 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.
- 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 supervisor's supervisor, talk to HR or talk to EEO. These options were created to help support and maintain a cohesive work environment. (Refer participants to Appendix C and D for specifics on the EEO and Administrative Grievance processes.)
- This could be 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: Here 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 scenario discussions.

- 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 to 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: Here 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 scenario discussions.

- 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 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.

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### **Optional Discussion Items:**

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

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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: Here 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 scenario discussions.

- 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 of this situation?*

- 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: Here 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 scenario discussions.

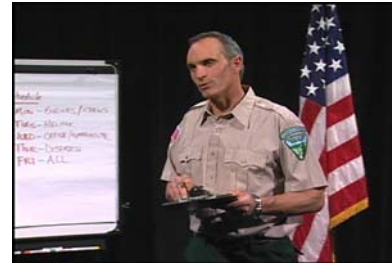
- User IDs are to be used only by the individual owner.
- Users of government computers consent to monitoring and have no reasonable expectation of privacy.

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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**

A male 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 over the course of a season?*

- 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: Here 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 scenario discussions.

- 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.

## Do What's Right: DVD Version

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### Package B: Scenario Two

#### **Unwanted Touching**

A female employee is inappropriately touched 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 woman 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: DVD Version

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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: Here 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 scenario discussions.

- 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: DVD Version

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### 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?



## Do What's Right: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 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 scenario discussions.

- 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: DVD Version

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### 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?

## Do What's Right: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 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 scenario discussions.

- 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: DVD Version

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### 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?

## Do What's Right: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

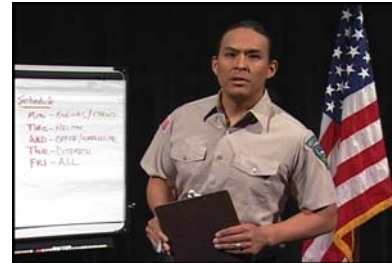
- Your supervisors have an expectation that when you report to work you're ready and capable to do the work and do it safely.
- Don't compromise firefighter and public safety by being unfit for duty.

## Do What's Right: DVD Version

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### 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 a **FMO's Beginning Of The Season Talk** is included in the Appendix of this Facilitator Guide.

## Do What's Right: DVD Version

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### 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: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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: DVD Version

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### Package C: Scenario Two

#### **Inappropriate Reading Material**

An employee is confronted about having inappropriate reading material in 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?

## Do What's Right: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 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 scenario discussions.

- 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: DVD Version

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## 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.
- This may be a hostile work environment.

#### **Optional Discussion Items:**

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

## Do What's Right: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 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 scenario discussions.

- 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: DVD Version

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### 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: DVD Version

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### **Optional Discussion Items:**

- Have any of you experienced a situation like this?

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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: DVD Version

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### 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 the possible consequences of this situation?*

- 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: DVD Version

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### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

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



## Do What's Right: DVD Version

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### Package D

- FMO Talk: Mark
- Scenario 1: Inappropriate Public Comments
- Scenario 2: Inappropriate Jokes
- Scenario 3: Hotel Rowdiness
- Scenario 4: Sexual Harassment
- 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.

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 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 a **FMO's Beginning Of The Season Talk** is included in the Appendix of this Facilitator Guide.

## Do What's Right: DVD Version

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### 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: DVD Version

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### **Optional Discussion Items:**

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

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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: DVD Version

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### 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. It 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 6, which has definitions of professionalism from fellow firefighters.

## Do What's Right: DVD Version

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*Question 3: 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.

### **Optional Discussion Items:**

- Did Jen display leadership in this instance?
- Jen shows leadership by letting folks know their behavior is inappropriate.

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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: DVD Version

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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: DVD Version

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### Package D: Scenario Three

#### **Hotel Rowdiness**

Week 8: A crew's rowdiness at hotel while on 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?*

- If anyone brought alcohol for someone under 21, there's a legal issue also.
- 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 each firefighter depends on 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: DVD Version

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### **Optional Discussion Items:**

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

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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.



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### Package D: Scenario Four

#### **Sexual Harassment**

Week 10: A female 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.

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### **Optional Discussion Items:**

- Have any of you experienced a situation like this?

### **Local Discussion Items:**

Facilitator Note: Here 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 scenario discussions.

- 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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**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, 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.

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## 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.

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### Appendix C – 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), mental or physical handicap, 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, handicap 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.

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### 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.

### What ADR Can NOT Be Use For:

- Allegations of discrimination involving removal from Federal Service.
- Allegations of discrimination involving a class of employees or applicants, i.e., a Class Complaint.

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### Mediation

Mediation is a type of Alternative Dispute Resolution, is a confidential problem-solving process conducted in a neutral environment. Mediators are trained to facilitate communication and address 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 where disputing parties want to resolve conflict and take responsibility for implementing agreed-upon solutions, and where 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, physical or mental handicap, 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 the complainant or their 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; the Director of the Interior Office of Civil Rights; or the Secretary of the Interior.

### Investigation of Complaints

If the agency decides accept your complaint, they have 180 days to process the complaint. The agency assigns 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 the complainant intends to sue in District Court, they must advise the EEOC 30 days before such filing.

### Freedom From Reprisal

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



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### Appendix D – 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.

**Procedure** – with certain limited exceptions, employees must first seek informal adjustment or resolution via supervisory channels prior to filing a formal grievance.

**Informal Procedure** – employees must submit an informal grievance **within 15** days (all references to “days” means calendar days) of the particular act or occurrence giving rise to the grievance, or **15** days from the employee gaining knowledge of the event. An informal grievance may be oral or written and is usually submitted to the immediate supervisor. Within 7 days of receipt of an informal grievance, a supervisor or manager is required to issue, in writing, a summary of the grievance and their decision on the matter, i.e., to grant, deny, or partially grant the personal relief requested.

**Formal Procedure** – If an employee is not satisfied with the response provided during the informal grievance stage, they may elect to initiate/file a formal grievance. The formal grievance must be filed within 5 days of receipt of the informal grievance response. A formal grievance must be filed in writing, contain the signature of the grievant, be of specific and sufficient detail as to identify the basis of the grievance, and request relief that is specific and personal to the grievant.

Formal grievances are submitted to the servicing Human Resources (HR) Office for a determination of acceptability and, if accepted, referral to a deciding official. The HR Office will make the acceptability determination and referral within 7 days of receipt of the formal grievance. The assigned deciding official is generally an official in the next higher organizational level than that level which provided the informal grievance response.

A deciding official is allotted 20 days from their receipt of the referred formal grievance to determine the appropriate action on the grieved matter and to communicate, in writing, their decision to the grievant. A deciding official may conclude that the appropriate action is to grant full relief, partial relief, proposal of an alternative remedy, or a denial of all relief requested. In any case, the decision must be transmitted to the grievant within 20 days of the deciding official's receipt of the formal grievance.

If the deciding official concludes that no adjustment, or relief requested, is possible, a written “negative determination” is issued and the grievant is provided further appeal rights consisting of requesting that the matter be referred to a Hearings Examiner from the Department of the Interior's Office of Hearings and Appeals (OHA). Employees must request this review from OHA within 7 days of their receipt of a negative determination.

If requested, the matter is referred to the DOI Office of Hearings and Appeals and a Hearings Examiner is assigned the case. From this point, a Hearings Examiner will schedule a hearing, after which a recommended decision will be provided for consideration by the Agency.

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### Appendix E – 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 F – FMO's Beginning of Season Talk

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

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

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

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

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

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

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

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

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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  |                      |           |           |               |            |
| 2  |                      |           |           |               |            |
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Facilitated by: \_\_\_\_\_ Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_ Location: \_\_\_\_\_

Check the Training Package Used For This Session:

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What ala cart-menu numbers, if any, did you use in addition to your package?

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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.