

Fostering Belonging in the Fire and Emergency Services

FBFES-Student Manual

1st Edition, 1st Printing-March 2024



FEMA

**FEMA/USFA/NFA
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March 2024
1st Edition, 1st Printing**

***Fostering Belonging in the Fire and
Emergency Services***



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Acronyms

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ACKNOWLEDGMENTS

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students the best possible learning opportunity we can deliver.

There are many players in the course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort and extend our heartfelt thanks for making this quality product.

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COURSE DESCRIPTION

The “Fostering Belonging in the Fire and Emergency Services” (FBFES) course considers the concept of belonging within the fire and emergency services, introducing and examining the underlying concepts of diversity, equity and inclusion as they relate to the stated mission, vision and values of response agencies to serve and protect everyone without discrimination or bias.

COURSE GOAL

The Fire Prevention and Control Act of 1974, Public Law 93-498, authorizes the USFA’s NFA to administer a national training program in Emmitsburg, Maryland, for “advancing the professional development of fire, rescue and emergency service personnel” to mitigate the loss of life and property from fire and other hazards. Through systematic research, analysis of student critiques and consultation with stakeholders, fire service organizations and leaders, the academy continually revises, improves and expands its curriculum to meet the training needs of the nation’s fire and rescue community.

The goal of the course is to provide fire and emergency services personnel with practical tools and methods for enacting change in the promotion of diversity, equity, inclusion and belonging (DEIB). Students will gain awareness and sensitivity regarding the history of underrepresented groups within the fire and emergency services, identify the structural and social barriers within their sphere of influence that they can change, and learn to appreciate the cultural and business imperative for these values.

AUDIENCE, SCOPE AND COURSE PURPOSE

The primary target audience for this course is all fire and emergency services personnel. The two-day course will be delivered in a residential, instructor-led format.

GRADING METHODOLOGY

Grading rubrics are provided for all graded assignments. Each rubric is labeled according to the activity name.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with NFA academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade. Students must earn a C (70%) to pass the course. The final course grade will comprise the elements in the following table:

Element	Completion/formal grade	Grade	Weight
Class participation	Formal grade	20	30%
Handout I-1: Activity I.1, Introductory Student Survey	Completion	–	–
Handout I-2: Activity I.2, Life Quadrants	Completion	–	–
Activity 1.1: Identifying Diversity, Equity, Inclusion and Belonging Components	Completion	–	–
Activity 2.1: Identity Signs	Completion	–	–
Activity 3.1: Bias in the Fire and Emergency Services	Completion	–	–
Activity 4.1: Active Listening	Completion	–	–
Activity 4.2: Roleplay Scenarios	Formal grade	55	40%
Activity 5.1: Personal Diversity, Equity, Inclusion and Belonging Action Plan	Formal grade	25	30%
		Total	100%

GRADING RUBRICS

CLASS PARTICIPATION

This table details the point distribution for class participation.

	Unsatisfactory	Proficient	Exemplary	Points	Notes
	2 points	3 points	4 points		
Listening	Projects lack of interest or disrespect for others; interrupts or makes inappropriate comments.	Sometimes displays lack of interest in comments of others.	Actively and respectfully listens to peers and instructors.		
Preparation	Exhibits little evidence of having read or thought about course materials.	Sometimes arrives unprepared or with only superficial preparation.	Arrives fully prepared with all assignments completed.		
Quality of contribution	Comments are off-topic or reflect little understanding of course content or remarks made by peers.	Comments are sometimes irrelevant or indicate incomplete understanding of course content or remarks made by peers.	Comments are relevant, reflect understanding of course content, build on remarks of other students and demonstrate insights about assigned activities.		
Impact on class	Comments do not advance the conversation or are actively harmful to it.	Comments sometimes advance the conversation, but sometimes do little to move it forward.	Comments frequently help move conversation forward.		
Frequency of participation	Never participates in class discussion; fails to respond to direct questions.	Makes few contributions to class discussions; seldom volunteers but responds to direct questions.	Proactively contributes to class discussion; asks questions and responds to direct questions.		

Grading:

A	B	C	D	F
20-18	17-16	15-14	13-12	11-0

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ACTIVITY 4.2

ROLEPLAY SCENARIOS

This table details the point distribution for Activity 4.2.

	Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
		3 points	4 points	5 points		
	Scenario 1					
Part 1	<p>1. What are some of the challenges that arise in the workplace when people have differing beliefs, values and opinions?</p>	The student fails to articulate a workplace challenge relevant to differing beliefs, values and opinions.	The student articulates a single workplace challenge relevant to differing beliefs, values and opinions.	The student articulates multiple workplace challenges relevant to differing beliefs, values and opinions.		
	<p>2. How can we create a workplace culture that is inclusive of people with different backgrounds and identities?</p>	The student fails to articulate potential actions relevant to creating an inclusive workplace culture.	The student articulates a single potential action relevant to creating an inclusive workplace culture.	The student articulates multiple potential actions relevant to creating an inclusive workplace culture.		
	<p>3. What are some strategies for communicating respectfully with colleagues whose beliefs and values differ from your own?</p>	The student fails to articulate potential strategies relevant to communicating respectfully with colleagues with differing beliefs.	The student articulates a single potential strategy relevant to communicating respectfully with colleagues with differing beliefs.	The student articulates multiple potential strategies relevant to communicating respectfully with colleagues with differing beliefs.		
	<p>4. What is the role of leaders in promoting diversity, equity and inclusion in the workplace?</p>	The student fails to articulate the role of leaders relevant to promoting diversity, equity and inclusion in the workplace.	The student articulates a single role for leaders relevant to promoting diversity, equity and inclusion in the workplace.	The student articulates multiple roles for leaders relevant to promoting diversity, equity and inclusion in the workplace.		

Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
	3 points	4 points	5 points		
5. How can leaders encourage their colleagues to be more accepting and inclusive of people from different backgrounds and identities?	The student fails to articulate potential actions for leaders relevant to encouraging colleagues to be more accepting and inclusive.	The student articulates a single potential action for leaders relevant to encouraging colleagues to be more accepting and inclusive.	The student articulates multiple potential actions for leaders relevant to encouraging colleagues to be more accepting and inclusive.		
6. In the roleplay, Mark brought his religion into the discussion. Is it reasonable for people to bring their personal beliefs and values into the workplace? Why or why not?	The student fails to articulate whether they believe it is reasonable for people to bring their personal beliefs and values into the workplace. OR The student fails to support their response with relevant concepts from the course.	The student articulates whether they believe it is reasonable for people to bring their personal beliefs and values into the workplace. AND The student supports their response with a single relevant concept from the course.	The student articulates whether they believe it is reasonable for people to bring their personal beliefs and values into the workplace. AND The student supports their response with multiple relevant concepts from the course.		
7. What is the responsibility of the captain in this situation? How can the captain promote a workplace culture of acceptance and inclusivity?	The student fails to articulate the responsibility of the captain relevant to the situation. OR The student fails to articulate potential actions by the captain relevant to promoting a workplace culture of acceptance and inclusivity.	The student articulates the responsibility of the captain relevant to the situation. AND The student articulates a single potential action by the captain relevant to promoting a workplace culture of acceptance and inclusivity.	The student articulates the responsibility of the captain relevant to the situation . AND The student articulates multiple potential actions by the captain relevant to promoting a workplace culture of acceptance and inclusivity.		

Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
	3 points	4 points	5 points		
8. Why do you think Sarah felt uncomfortable getting involved in the discussion?	The student fails to articulate relevant potential reasons why Sarah felt uncomfortable getting involved in the discussion.	The student articulates a single relevant potential reason why Sarah felt uncomfortable getting involved in the discussion.	The student articulates multiple relevant potential reasons why Sarah felt uncomfortable getting involved in the discussion.		
9. What are some strategies for promoting diversity, equity and inclusion in the fire department?	The student fails to articulate potential strategies relevant to promoting diversity, equity and inclusion in the fire department.	The student articulates a single potential strategy relevant to promoting diversity, equity and inclusion in the fire department.	The student articulates multiple potential strategies relevant to promoting diversity, equity and inclusion in the fire department.		
10. How can fire departments create a more welcoming and inclusive environment for people with different backgrounds and identities?	The student fails to articulate potential strategies relevant to creating a more welcoming and inclusive environment for people from different backgrounds and identities.	The student articulates a single potential strategy relevant to creating a more welcoming and inclusive environment for people from different backgrounds and identities.	The student articulates multiple potential strategies relevant to creating a more welcoming and inclusive environment for people from different backgrounds and identities.		
Part 2 Develop a list of three action items and be specific. For example, instead of writing "offer training," specify what kind of training, whom the training will target and how it will benefit your organization or community.	The student lists fewer than three action items. OR Does not offer specific details to describe and justify their action items.	The student lists three detailed action items. AND Offers a single relevant justification for each action item.	The student lists three or more detailed action items. AND Offers a single relevant justification for each action item. AND At least one additional relevant justification for one or more items.		

	Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
		3 points	4 points	5 points		
	Scenario 2					
Part 1	1. How can firefighters improve their cultural competency to serve diverse communities better?	The student fails to articulate potential actions relevant to improving their cultural competency to serve diverse communities.	The student articulates a single relevant action to improve their cultural competency to serve diverse communities.	The student articulates multiple potential actions relevant to improving their cultural competency to serve diverse communities.		
	2. How can implicit biases impact the way firefighters interact with community members from marginalized groups?	The student fails to articulate relevant potential ways that implicit biases impact the way firefighters interact with community members from marginalized groups.	The student articulates a single relevant potential way that implicit biases impact the way firefighters interact with community members from marginalized groups.	The student articulates multiple relevant potential ways that implicit biases impact the way firefighters interact with community members from marginalized groups.		
	3. How can firefighters build trust with community members who have experienced discrimination or marginalization?	The student fails to articulate potential actions relevant to building trust with community members who have experienced discrimination or marginalization.	The student articulates a single relevant action to building trust with community members who have experienced discrimination or marginalization.	The student articulates multiple potential actions relevant to building trust with community members who have experienced discrimination or marginalization.		
	4. How can policies be implemented to promote a more inclusive and respectful environment in the fire department?	The student fails to articulate potential strategies relevant to implementing policies and procedures to promote a more inclusive and respectful environment in the fire department.	The student articulates a single potential strategy relevant to implementing policies and procedures to promote a more inclusive and respectful environment in the fire department.	The student articulates multiple potential strategies relevant to implementing policies and procedures to promote a more inclusive and respectful environment in the fire department.		

FOSTERING BELONGING IN THE FIRE AND EMERGENCY SERVICES

	Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
		3 points	4 points	5 points		
5.	How can firefighters ensure that language and behavior are respectful of diverse backgrounds and identities?	The student fails to articulate potential strategies relevant to ensuring that language and behavior are respectful of diverse backgrounds and identities.	The student articulates a single relevant to ensuring that language and behavior are respectful of diverse backgrounds and identities.	The student articulates multiple potential strategies relevant to ensuring that language and behavior are respectful of diverse backgrounds and identities.		
6.	How can feedback from community members be used to improve the fire department's approach to diversity, equity and inclusion?	The student fails to articulate potential strategies relevant to using feedback to improve the fire department's approach to diversity, equity and inclusion.	The student articulates a single relevant to using community feedback to improve the fire department's approach to diversity, equity and inclusion.	The student articulates multiple potential strategies relevant to using community feedback to improve the fire department's approach to diversity, equity and inclusion.		
7.	How can firefighters overcome communication barriers when serving individuals who speak little or no English?	The student fails to articulate potential strategies relevant to overcoming communication barriers when serving individuals who speak little or no English.	The student articulates a single relevant to overcoming communication barriers when serving individuals who speak little or no English.	The student articulates multiple potential strategies relevant to overcoming communication barriers when serving individuals who speak little or no English.		
8.	How can the fire department support the mental health needs of community members who have experienced trauma or discrimination?	The student fails to articulate potential strategies relevant to supporting the mental health needs of community members who have experienced trauma or discrimination.	The student articulates a single relevant to supporting the mental health needs of community members who have experienced trauma or discrimination.	The student articulates multiple potential strategies relevant to supporting the mental health needs of community members who have experienced trauma or discrimination.		

Criteria	Unsatisfactory	Proficient	Exemplary	Points	Notes
	3 points	4 points	5 points		
9. How can the fire department work with community organizations to promote equity and inclusion?	The student fails to articulate potential strategies relevant to working with community organizations to promote equity and inclusion.	The student articulates a single relevant strategy working with community organizations to promote equity and inclusion.	The student articulates multiple potential strategies relevant to working with community organizations to promote equity and inclusion.		
10. How can the fire department promote diversity and inclusion within its workforce?	The student fails to articulate potential strategies relevant to promoting diversity and inclusion within its workforce.	The student articulates a single relevant strategy promoting diversity and inclusion within its workforce.	The student articulates multiple potential strategies relevant to promoting diversity and inclusion within its workforce.		
Part 2 Develop a list of three action items and be specific. For example, instead of writing "offer training," specify what kind of training, whom the training will target, and how it will benefit your organization or community.	The student lists fewer than three action items. OR Does not offer specific details to describe and justify their action items.	The student lists three detailed action items. AND Offers a single relevant justification for each action item.	The student lists three or more detailed action items. AND Offers a single relevant justification for each action item. AND At least one additional relevant justification for one or more items.		

Grading:

A	B	C	D	F
55-50	49-44	43-39	38-33	32-0

ACTIVITY 5.1

PERSONAL DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTION PLAN

This table details the point distribution for Activity 5.1.

Criteria	Unsatisfactory 3 points	Proficient 4 points	Exemplary 5 points	Points	Notes
1. For each of your stated DEIB action items outlined in Activity 4.2, select at least one recommended DEIB action and one DEIB tool from the toolbox discussed during Unit 5.	The student fails to identify at least one recommended DEIB action AND one DEIB tool for each action item (no. 1-3).	The student identifies one recommended DEIB action AND one DEIB tool for each action item (no. 1-3).	The student identifies two or more recommended DEIB actions AND two or more DEIB tools for each action item (no. 1-3).		
2. For each stated action and tool, justify your selection by explaining how they will help achieve your action items based on the concepts discussed in the course and your knowledge of the organization and the jurisdiction.	The answer is incomplete OR fails to apply relevant course concepts to justify the selected actions and tools.	The answer is sufficient AND applies a relevant course concept to justify each selected action and tool.	The answer is comprehensive AND applies multiple relevant course concepts to justify each selected action and tool.		
3. Prepare a brief outline describing how you will act on these items, listing the appropriate steps and relevant parties.	The answer is incomplete OR fails to demonstrate critical thinking OR fails to address all steps and relevant parties.	The answer is complete AND demonstrates sufficient critical thinking AND addresses all steps and relevant parties.	The answer is complete AND demonstrates comprehensive critical thinking AND addresses all steps and relevant parties.		
4. Develop an estimated timeline for your outline. What is a reasonable amount of time to achieve each step of the outline?	The answer is incomplete OR inappropriate OR fails to demonstrate critical thinking.	The answer is complete AND demonstrates sufficient critical thinking.	The answer is complete AND demonstrates comprehensive critical thinking.		
5. Write a short narrative (no more than one or two paragraphs) explaining your vision for "success" with this initiative.	The answer is incomplete OR inappropriate OR fails to demonstrate critical thinking OR fails to apply relevant course concepts.	The answer is complete, relevant and demonstrates an adequate level of critical thinking to apply course concepts.	The answer is complete, relevant and demonstrates a comprehensive level of critical thinking to apply course concepts.		

Grading:

A	B	C	D	F
25-23	22-20	19-18	17-15	14-0

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SCHEDULE

TIME	DAY 1	DAY 2
8:00 – 9:00	Introduction, welcome and administrative	Unit 3: Bias (cont'd)
9:00 – 9:10	<i>Break</i>	<i>Break</i>
9:10 – 10:20	Introduction, welcome and administrative (cont'd)	Unit 3: Bias (cont'd) Unit 4: Skills Training for Leading Crucial Conversations
10:20 – 10:30	<i>Break</i>	<i>Break</i>
10:30 – 12:00	Unit 1: Foundations of Diversity, Equity, Inclusion and Belonging	Unit 4: Skills Training for Leading Crucial Conversations (cont'd)
12:00 – 1:00	<i>Lunch</i>	<i>Lunch</i>
1:00 – 2:15	Unit 1: Foundations of Diversity, Equity, Inclusion and Belonging (cont'd) Unit 2: Awareness	Unit 4: Skills Training for Leading Crucial Conversations (cont'd)
2:15 – 2:30	<i>Break</i>	<i>Break</i>
2:30 – 5:00	Unit 2: Awareness (cont'd) Unit 3: Bias	Unit 4: Skills Training for Leading Crucial Conversations (cont'd) Unit 5: Personal Diversity, Equity, Inclusion and Belonging Actions Wrap-up

Day 1 Homework: Explore Your Own
Implicit Biases

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.



FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.



Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	<ul style="list-style-type: none"> We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	<ul style="list-style-type: none"> An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	<ul style="list-style-type: none"> The class should be increased by one hour per day to enable all students to participate in exercises. The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	<ul style="list-style-type: none"> The plans should be enlarged to 11 by 17 and provided with an accurate scale. My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	<ul style="list-style-type: none"> The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	<ul style="list-style-type: none"> The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	<ul style="list-style-type: none"> The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	<ul style="list-style-type: none"> The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	<ul style="list-style-type: none"> The instructor did not explain the connection between NIMS and ICS. The student manual needs an illustrated guide to NIMS.

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UNIT 1: FOUNDATIONS OF DIVERSITY, EQUITY, INCLUSION AND BELONGING

TERMINAL OBJECTIVE

The students will be able to:



- 1.1 *Summarize why diversity, equity, inclusion and belonging (DEIB) is important in the fire and emergency services.*

ENABLING OBJECTIVES

The students will be able to:

- 1.1 *Define DEIB in the fire and emergency services.*
 - 1.2 *Explain the historical and current context of DEIB as it relates to the fire and emergency services.*
 - 1.3 *Consider the positive impact of DEIB practices for recruitment and retention in the fire and emergency services.*
 - 1.4 *Develop an awareness and understanding of the importance of DEIB in the fire and emergency services.*
-

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 FEMA  U.S. Fire Administration

**UNIT 1:
FOUNDATIONS OF
DIVERSITY, EQUITY,
INCLUSION AND BELONGING**

Slide 1-1

TERMINAL OBJECTIVE

Summarize why diversity, equity, inclusion and belonging (DEIB) is important in the fire and emergency services.

Slide 1-2

ENABLING OBJECTIVES

- Define DEIB in the fire and emergency services.
- Explain the historical and current context of DEIB as it relates to the fire and emergency services.

Slide 1-3

ENABLING OBJECTIVES (cont'd)

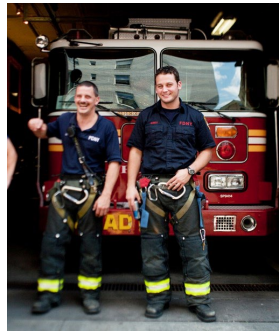
- Consider the positive impact of DEIB practices for recruitment and retention in the fire and emergency services.
- Develop an awareness and understanding of the importance of DEIB in the fire and emergency services.

Slide 1-4

I. INTRODUCTION

INTRODUCTION

A fire department that is reflective of its community in every regard may lend itself to being well received by constituents, elected officials and visitors alike. This is something we can control and change.



Slide 1-5

- A. A fire department that is reflective of its community in every regard may lend itself to being well received by constituents, elected officials and visitors alike. This is something we can control — and change — if change is identified as necessary. Being open and willing to listen attentively to what our fire service family members say is critical to fostering a sense of belonging. When engaged in critical conversations, we should listen to understand and not simply wait to respond. Our communities expect us to embrace diversity, equity, inclusion and belonging (DEIB). More importantly, we should expect that of ourselves.

INTRODUCTION (cont'd)

- **You do not have the right to ruin someone's day.** You do not have to like everyone, but you must be able to work together as a team.
- Cultivating DEIB is an individual responsibility of every member of the organization.



Slide 1-6

- B. **Main point: You do not have the right to ruin someone's day.** You do not have to like everyone, but you must be able to work together as a team.
- C. Cultivating DEIB is an individual responsibility of every member of the organization.

II. DEFINING DIVERSITY, EQUITY, INCLUSION AND BELONGING

DEFINING DIVERSITY, EQUITY, INCLUSION AND BELONGING

- DEIB may be defined differently depending on the perspective of the person providing the definition.
- Our personal experiences are what drive our individual perspectives.




Slide 1-7

- A. DEIB may be defined differently depending on the perspective of the person providing the definition. Our personal experiences are what drive our individual perspectives.

DIVERSITY

Diversity is the representation of people from different social groups (Carrell & Mann, 1995).




Slide 1-8

- B. **Diversity** is defined as the representation of people from different social groups. This includes, but is not limited to, demographics, values and beliefs, and not just race or gender (Carrell & Mann, 1995).
- C. Our diversity is our strength as a society, which is also the case within fire departments.
- D. Why diversity matters.
 - 1. What does the community you serve look like? Nationwide, 9% of all firefighters are women, while only 5% of all career firefighters are women (Fahy et al., 2022).
 - 2. Does your organization pursue diverse candidates?
 - 3. If your department does not reflect the culture of the community you serve, are you at least aware of the community culture?

CULTURAL FLUENCY

- **Cultural fluency** means familiarity with cultures.
- How do we treat one another in the fire department?




Slide 1-9

- E. Cultural fluency.
 - 1. **Cultural fluency** means familiarity with cultures — their natures, how they work, and ways they intertwine with our relationships in times of conflict and harmony. Cultural fluency means awareness of several dimensions of culture, including communication.
 - 2. How do we treat one another inside the fire department? What is appropriate versus what is not?

EQUITY

Equity is defined as the state, quality or ideal of being just, impartial and consistent (Braveman & Gruskin, 2003).

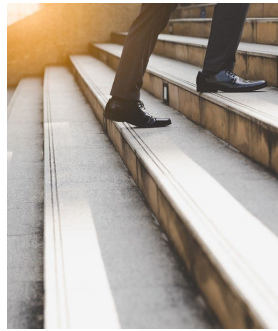


Slide 1-10

- F. **Equity** is defined as the state, quality or ideal of being just, impartial and consistent.
 - 1. Equity is often confused with equality, with the difference between the two being that projecting equality assumes that everyone has the same needs and should receive the same resources from the organization (Braveman & Gruskin, 2003).
 - 2. For example, two individuals are late for roll call. One of the two individuals is good friends with the lieutenant, while the other just comes to work and does their job. So that there is equity in the corrective action process, the lieutenant conducts a counseling session with both members individually.
- G. Equity acknowledges that everyone in the organization has different needs based on systemic or less obvious barriers to self-actualization (Braveman & Gruskin, 2003).

SELF-ACTUALIZATION

Self-actualization is defined as developing traits and accomplishing goals that make us the person that we want to be (Maunz & Glaser, 2023).



Slide 1-11

- H. **Self-actualization** is defined as developing traits and accomplishing goals that make us the person that we want to be (Maunz & Glaser, 2023).

For example, when Mary first joined the fire service, she wrote down all the goals she wanted to accomplish before she retired. Fast forward 25 years later, Mary revisited this document, and it was clear that she had done everything she had planned before retiring.


- I. One of the best organizational retention tools is a strong DEIB program. There are many benefits to having a strong DEIB program, including, but not limited to, higher employee engagement, an increase in innovation, better decision-making and an increase in productivity (Pathak, 2022).
1. Consistent access to recruitment opportunities leads to retention within the organization.
 2. Merit-based outcomes/decisions and compensation also support retention. Equity in decision-making is key to organizational success while minimizing conflict among individuals or groups where merit-based outcomes may be lacking.
 3. Clearly communicating expectations up front with accountability being a priority may yield positive outcomes.

What can you do to promote retention as it relates to DEIB, regardless of your rank or role?

Slide 1-12

INCLUSION

Inclusion can be defined as having an opportunity to contribute feedback, input and action toward a goal or initiative by invitation and not because of force or coercion (Chung et al., 2021).



Slide 1-13

- J. **Inclusion** can be defined as having an opportunity to contribute feedback, input and action toward a goal or initiative by invitation and not because of force or coercion (Chung et al., 2021).
- K. Individuals who are doing the work are the ones most impacted and, therefore, should have an opportunity to be included in the brainstorming or decision-making process (Chung et al., 2021).
- L. The Oakland Women & Non-Binary Firefighters (TOWNFF) participate yearly in various camps that give girls and nonbinary youth a look into what it takes to be a firefighter. Furthermore, study sessions are held, and TOWNFF assists department recruiting efforts.

BELONGING

- **Belonging** is what a member of an organization feels when they are a member of a diverse organization that is equitable and inclusive (Mi & Davis, 2020).
- **Marginalization** is defined as being relegated to an unimportant or powerless position within a society or group (Merriam-Webster, n.d.).

Slide 1-14

- M. **Belonging** is what a member of an organization feels when they are a member of a diverse organization that is equitable and inclusive (Mi & Davis, 2020).
- N. Belonging implies a lack of marginalization, meaning everyone is invited to participate. **Marginalization** is defined as being relegated to an unimportant or powerless position within a society or group (Merriam-Webster, n.d.).
- O. Belonging comes from an intentional action at the company level (or group) that focuses on cultivating an environment that is accepting and acceptable to all.

- Does your organization have a policy that guides your behavior to cultivate belonging?
- What can you as an individual do to cultivate belonging at the company level?
- Do you — or have you — spoken up when you witnessed something that shouldn't have been said or done?

Slide 1-15

- P. Belonging is the goal.

III. GUEST SPEAKER

VIDEO PRESENTATION

“TRACEY REED, ASSISTANT
CHIEF, FAIRFAX COUNTY FIRE
& RESCUE”

Slide 1-16

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ACTIVITY 1.1

Identifying Diversity, Equity, Inclusion and Belonging Components

Purpose

Work with a group to research a component and identify why it is important to the organization, given an assigned DEIB component.

Directions

1. The instructor will break the class into groups and assign each group a specific DEIB component to consider.
2. Working in your groups, consider the assigned DEIB component.
3. Research your component and identify at least one article demonstrating its importance.
4. Consider why the DEIB component is important to your organization.
5. Be prepared to discuss your findings with the class at the end of the activity via a presentation that should not exceed **5 minutes**.
6. You will have **15 minutes** to work in your group.

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IV. CULTURE OF ACCOUNTABILITY

CULTURE OF ACCOUNTABILITY

Accountability is critical to the success of any organization attempting to address cultural issues that adversely impact team cohesiveness and performance.

- Create a healthy, psychologically safe atmosphere.
- Encourage two-way communication.

Slide 1-18

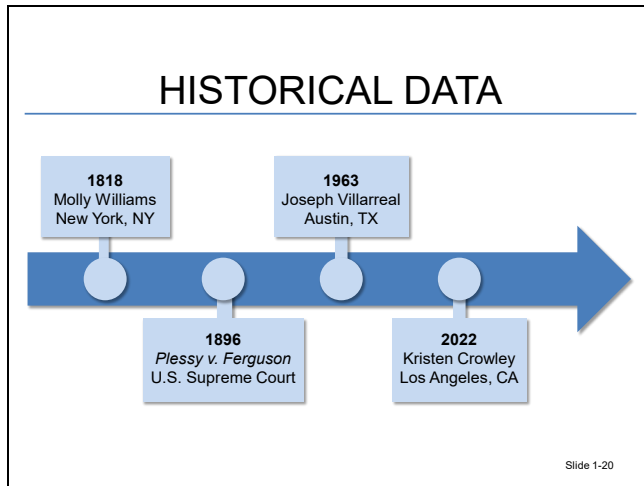
- A. **Accountability** is critical to the success of any organization attempting to address cultural issues that adversely impact team cohesiveness and performance. Achieving a culture of accountability within a fire service organization can be filled with examples of triumphs and challenges along the way.
- B. An organization that has a culture of accountability fosters a healthy, psychologically safe atmosphere, and everyone feels comfortable speaking up when they observe or hear something in the workplace that should not happen. Communication up and down the organization is very important. This two-way dialogue, when practiced on a consistent basis, can contribute to building a culture of accountability. [“What Psychosocial Hazards Sound Like at Work”](#) (Safe Work Australia, 2022).

What are some examples of psychological hazards in the fire and emergency services?

Slide 1-19

- C. A culture of accountability defined from a fire service perspective means that persons in positions of authority give team members the benefit of the doubt and help them grow professionally by allowing them to contribute to the decision-making process. Furthermore, discipline should be understood but not used as the first means of correction, and influence should be leveraged through established relationships and by transactional means (Pennington, 2015).

V. HISTORICAL DATA



- A. **Plessy v. Ferguson** was a landmark 1896 U.S. Supreme Court decision that upheld the constitutionality of racial segregation under the “separate but equal” doctrine. The case stemmed from an 1892 incident in which African American train passenger Homer Plessy refused to sit in a car for Black people. Rejecting Plessy’s argument that his constitutional rights were violated, the Supreme Court ruled that a law that “implies merely a legal distinction” between white people and Black people was not unconstitutional. As a result, restrictive Jim Crow legislation and separate public accommodations based on race became commonplace.
- B. **Protected status** provides protection from discrimination based on a person’s race, religion, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation or veteran status.
- C. Women in the fire service: Molly Williams, Oceanus Company 11, New York City, New York (circa 1818).
- D. People of color in the fire service (U.S. Fire Administration (USFA), 2023).
 1. [Firefighter Molly Williams \(1818\)](#).

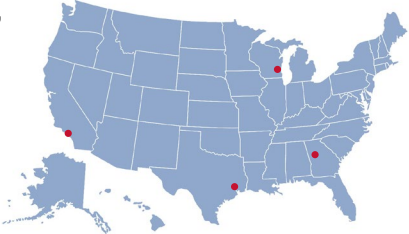
2. [Fire Chief Patrick H. Raymond, Cambridge, Massachusetts \(1871\).](#)
3. [First Black paid fire company is formed in Chicago Fire Department. This company created the “fire pole” \(1872\).](#)
4. [George Bright becomes first Black officer in the Los Angeles Fire Department \(1902\).](#)
5. [John Cheatham becomes Minneapolis’ first Black captain \(1907\).](#)
6. [Eleven Black firefighters become part of Washington, D.C.’s, first all-Black fire company \(1919\).](#)
7. [Seven Black men are hired as paid firefighters for the St. Louis Fire Department. The next day, the first Black woman, Pearl Bishop, is hired \(1921\).](#)
8. [Joseph Villarreal is hired as Austin Fire Department’s \(Texas\) first Latino member in 1963.](#)
9. [Robert O. Lowery becomes New York’s 21st fire commissioner and the first Black fire commissioner of a major city. He serves until 1973 \(1966\).](#)
10. [The International Association of Black Professional Firefighters is organized \(1970\).](#)
11. [Toni McIntosh becomes first Black woman to become career firefighter in Pittsburgh, Pennsylvania \(1976\).](#)
12. [Carlos M. Rivera appointed as New York City Fire Department’s \(FDNY’s\) first Latino fire commissioner on Jan. 1, 1990.](#)
13. [Carrye B. Brown becomes first Black person to be appointed as U.S. fire administrator \(1994\).](#)
14. [Rosemary Cloud becomes first Black woman to be appointed as fire chief for a career fire department \(2002\).](#)
15. [Ralph Terrazas is named Los Angeles Fire Department’s first Latino fire chief on July 15, 2014.](#)
16. [Annette Nance-Holt is appointed as commissioner for the Chicago Fire Department, making her the first Black woman to lead the organization \(2021\).](#)

- b. In addition, there were 676,900 volunteer firefighters, representing a 6% decrease from the previous year and the lowest number of volunteer firefighters reported over the years.
- 2. In 2020, 89,600 firefighters were female (9% of all firefighters).
 - a. Of the career firefighters, 17,200 (5%) were female.
 - b. Of the volunteer firefighters, 72,400 (11%) were female.
- B. U.S. Bureau of Labor Statistics (BLS) data.
 - 1. 13.1% of career firefighters were Hispanic or Latino.
 - 2. 8.4% of career firefighters were African American.
 - 3. 1.2% of career firefighters were Asian.
 - 4. 4.4% of career firefighters were female.

VII. REGIONAL DATA

REGIONAL DATA

- Los Angeles, California.
- Houston, Texas.
- Milwaukee, Wisconsin.
- Coweta County, Georgia.



Slide 1-22

- A. Los Angeles, California.
 - 1. Dr. Kwame Cooper researched diversity in the fire service with an emphasis on Los Angeles City Fire Department. This study spoke to the lack of diversity in the American fire service and the disparaging treatment that African American firefighters faced in the Los Angeles Fire Department, which included, but was not limited to, segregation, harassment and racism (2021).

2. Recent reports and news journals indicate that race relationships within the fire stations have become a national concern. The discrimination perpetrated in the Los Angeles Fire Department was not limited to African Americans. Women, Latino and Asian firefighters have also been exposed to discriminatory and prejudice practices (Cooper, 2021).
- B. Houston, Texas. In 2020, the Houston Fire Department settled a lawsuit with a female firefighter who alleged she was sexually harassed and discriminated against based on gender. The firefighter claimed she was subjected to unwanted touching, sexual comments and retaliation for reporting harassment. The settlement included changes to the department's policies and training programs to promote diversity and inclusion (Homer, 2020).
- C. Milwaukee, Wisconsin.
1. In 2022, after alleging sexual assault by a deputy chief, a female firefighter and paramedic conducted a national survey of 306 fire service employees (211 men, 87 women) to determine if her experience was unique (Clark, 2023).
 2. The results indicate that harassment is both common and seldom handled correctly (Clark, 2023):
 - a. 54% of female participants felt comfortable reporting harassment incidents, compared to 89% of males.
 - b. 46% of female participants reported having experienced harassment, while just 20% felt it was handled appropriately.
 - c. 80% of male participants and 87% of female participants witnessed or experienced verbal harassment from a colleague.
 - d. 55% of female participants have been or know of someone who has been inappropriately touched by a coworker.
- D. Coweta County, Georgia.
1. In December 2022, a newly recruited firefighter was terminated after an anonymous tip led to an investigation into their alleged ties to white supremacist and neo-Nazi organizations (Newnan Times-Herald, 2022).
 2. During the investigation, photographs and posts were uncovered across multiple social media platforms. Although background checks and a review of social media accounts are part of the hiring process, the former firefighter used aliases to establish alternate accounts that were not reviewed during the interview process.

VIII. TERMINOLOGY

TERMINOLOGY

The terms we use are important.

- Be respectful.
- Ask for preferred pronouns when unsure.
- Apologize for mistakes.



Slide 1-23

The terminology that we use is important, and if organizations do not consciously make efforts to ensure the use of appropriate terminology in the workplace, then conflict, complaints and lawsuits can possibly occur. Asking someone for their preferred pronouns has become a recommended practice in the workplace so that someone is not offended by being misidentified.

- A. Be respectful.
- B. Ask questions if you are unsure. Using open-ended and exploratory questions to gain a better understanding of someone’s preferences is recommended over making potentially offensive assumptions.
- C. Apologize if you make a mistake. A genuine and prompt apology can often correct a mistake when there is a misunderstanding pertaining to personal preferences.
- D. Do not make assumptions about what terms/ terminology would or would not offend someone based on their physical characteristics, identity, etc. (e.g., firefighters that are women).

IX. EMOTIONAL INTELLIGENCE

EMOTIONAL INTELLIGENCE

[“What is DEI\(B\), and How Does It Relate to Emotional Intelligence?”](#)


- Why is DEI(B) important?
- How does emotional intelligence relate to DEI(B)?


Slide 1-24

“What is DEI, and how does it relate to Emotional Intelligence?” (OKA Blog, 2023).

- A. Why is DEI(B) important?
- B. How does emotional intelligence relate to DEI(B)?

X. SUMMARY



 **FEDERAL EMERGENCY MANAGEMENT AGENCY**

 **U.S. Fire Administration**

SUMMARY

- Define DEIB in the fire and emergency services.
- Explain the historical and current context of DEIB as it relates to the fire and emergency services.

Slide 1-25

 **FEMA**  **U.S. Fire Administration**

SUMMARY (cont'd)

- Consider the positive impact of DEIB practices for recruitment and retention in the fire and emergency services.
- Develop an awareness and understanding of the importance of DEIB in the fire and emergency services.

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UNIT 2: AWARENESS

TERMINAL OBJECTIVE

The students will be able to:

- 2.1 *Summarize the intersection of identity and privilege in the fire and emergency services.*

ENABLING OBJECTIVES

The students will be able to:

- 2.1 *Define identities and privilege.*
 - 2.2 *Explain how identities impact privilege.*
 - 2.3 *Consider conflicts of values as they relate to the individual and the organization.*
-

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I. SELF-AWARENESS AND OTHER AWARENESS

**SELF-AWARENESS AND
OTHER AWARENESS**

Merriam-Webster defines **identity** as “the distinguishing character or personality of an individual: the relation established by psychological identification” (n.d.).

Slide 2-4

- A. Identity: Merriam-Webster defines **identity** as “the distinguishing character or personality of an individual: the relation established by psychological identification” (n.d.).

WHAT ARE IDENTITIES?

- Personal identities.
- Social identities.
 - Race.
 - Gender.
 - Religious affiliation.
 - Favorite sports team.



Slide 2-5

- B. What are identities?
1. Personal identities: How an individual defines who they are; how they label or describe **themselves**.
 2. Social identities: The groups we belong to. Some examples are:
 - a. Race.
 - b. Gender.
 - c. Religious affiliation.

- d. City/state/region we call home.
 - e. Sports teams.
 - f. Political party affiliation.
3. In the fire and emergency services, it is common to identify as a team with a specific shift or station. This connection provides a sense of belonging to those who conform, but not everyone fits those criteria so neatly. **Can you recall an example of someone who may not have “fit in” during your time in the fire service? How was that person viewed by the rest of the group?**

VIDEO PRESENTATION

“SOCIAL IDENTITY THEORY -
DEFINITION + 3 COMPONENTS”

<https://www.youtube.com/watch?v=mBDULN6Jtn0>

Slide 2-6

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ACTIVITY 2.1

Identity Signs

Purpose

Consider the lived experiences of others while providing time to reflect on the differences and similarities that are rooted in identities and experiences.

Important Definitions to Frame the Activity

- **Identity:** Aspects and characteristics that we use to define ourselves or that society uses to define us.
- **Privilege:** Unearned, unasked for and often invisible benefits and advantages that are often readily available to dominant identity groups.
- **Intersectionality:** A sociological theory about how an individual can face multiple threats of discrimination when their identities overlap a number of minority classes, such as race, gender, age, ethnicity, health and other characteristics.

Directions

1. After watching the video “TV 2 | All That We Share,” be prepared to move around the room when prompted by the instructor.
2. The instructor will read a series of questions/prompts aloud to the class. You will be asked to choose an identity (provided by the instructor) that you feel best addresses the question/prompt. If you feel that more than one identity is appropriate, you are asked to **choose only one**.
3. After each question/prompt is posed and identity selections are made, you will have the opportunity to share the reasoning for your choices and describe your feelings about the experience.
4. **You are not required to share your reflections at any point but are strongly encouraged to do so.** You are also asked to be mindful of your sharing, to ensure sufficient consideration is given to everyone who wishes to participate.
5. After everyone who chooses to share has done so, the instructor will pose another question/prompt, and the activity will repeat.

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II. SOCIAL IDENTITY THEORY

SOCIAL IDENTITY THEORY

- Henri Tajfel’s best-known contribution to psychology is social identity theory. **Social identity** is a person’s sense of who they are based on their group membership(s) (Vaughan, n.d.).
- Tajfel proposed that the groups people belonged to were an important source of pride and self-esteem (1979). **Groups give us a sense of social identity — a sense of belonging to the social world.**

Slide 2-9

- A. Henri Tajfel’s best-known contribution to psychology is social identity theory. **Social identity** is a person’s sense of who they are based on their group membership(s) (Vaughan, n.d.).
- B. Tajfel proposed that the groups (e.g., social class, family, favorite sports team, etc.) to which people belonged were an important source of pride and self-esteem (1979). **Groups give us a sense of social identity — a sense of belonging to the social world.**

VIDEO PRESENTATION

“WHAT IS PRIVILEGE?”

<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

Slide 2-10

- What part of your identity is privileged?
- What part of your identity may be disadvantaged?
- What do “they” mean by privilege?
- What is identity privilege?

Slide 2-11

PRIVILEGE

“Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do. Access to privilege doesn’t determine one’s outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them.”

(McIntosh, 1989)

Slide 2-12

- C. Privilege:
1. “Privilege exists when one group has something of value that is denied to others simply because of the groups they belong to, rather than because of anything they’ve done or failed to do. Access to privilege doesn’t determine one’s outcomes, but it is definitely an asset that makes it more likely that whatever talent, ability, and aspirations a person with privilege has will result in something positive for them” (McIntosh, 1989).
 2. For example, in 2018 the American Fire Service was 96% male, and of those male personnel, 82% were white (Bendersky et al., 2018). One way in which people are self-aware or feel included is by sharing the same gender and race.
 - a. If a person of color or a woman walked into a fire station with an all-white male team or predominantly white male crew, would they be automatically received the same as a white male? If the answer is that the reception would be different or a bit different, does that mean the white male has privilege?

OTHER FORMS OF PRIVILEGE

- Nationality, citizenship, immigration and geography.
- Physical appearance and characteristics.
- Family structure.
- Religion.
- Legacy status.

Slide 2-15

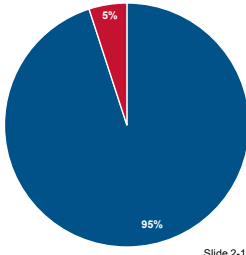
- d. Privilege can take many other forms.
 - Nationality, citizenship, immigration and geography.
 - Physical appearance and characteristics.
 - Body size/shape.
 - Skin color.
 - Hair/eye color.
 - Family structure.
 - Religion.
 - Legacy status.
 - Firefighters and police.
 - Ivy League alumni.
 - Social club/group members.

III. WHAT IT MEANS TO BE UNDERREPRESENTED

WHAT IT MEANS TO BE UNDERREPRESENTED

Consider that women make up more than half of the U.S. population, but **only 5% of the U.S. fire service** (U.S. Fire Administration (USFA), 2023).

Gender in fire service
■ Male ■ Female



Gender	Percentage
Male	95%
Female	5%

Slide 2-16

Being underrepresented is different from being a minority.

- A. Consider that women make up more than half of the U.S. population, meaning they are not a minority in terms of the overall population.
- B. However, what percentage of women are in the U.S. fire and emergency services?
- C. According to the U.S. Fire Administration (USFA) (2023) **only 5% of the U.S. fire service is comprised of personnel who identify as women.**
- D. Therefore, despite representing a majority of the U.S. population, women are significantly underrepresented in the fire and emergency services — along with many other fields.

VIDEO PRESENTATION

“WHY PRONOUNS MATTER FOR TRANS PEOPLE”

https://www.youtube.com/watch?v=N_yBGQqg7kM

Slide 2-17

VIDEO PRESENTATION

“BRIAN MCNAUGHT - WHAT IT’S
LIKE TO BE IN THE CLOSET”

[https://www.youtube.com/watch?v=
d7JUFZT8thk](https://www.youtube.com/watch?v=d7JUFZT8thk)

Slide 2-18

IV. CONFLICT OF VALUES

CONFLICT OF VALUES

What can people do constructively when there is a conflict between personal values and the organization’s core values?



- Facilitate crucial conversations.
- Model the organizational values you have sworn to uphold.
- **Treat each other with the same uniformity and non-discrimination you apply to the public you serve.**

Slide 2-19

- A. What can people do constructively when there is a conflict between personal values and the organization’s core values?
 - 1. Facilitation of crucial conversations.
 - 2. Although everyone has their own values, you must model the values of the organization you have sworn to uphold.
 - a. **Organizational values** are a set of core beliefs held by an organization. These values act as guiding principles that provide an organization with purpose and direction and set the tone for its interactions with its customers, employees and other stakeholders.

- b. Each department has its own set of values and culture. Some departments have strict rules on bullying in addition to federal, state and local laws on harassment and discrimination.
 - c. What emergency responders do well is serve and protect their citizens; they demonstrate their work ethic and serve their populations uniformly and without bias or discrimination.
 - d. However, additional work is needed to transfer those abilities into fostering inclusive work environments.
 - Organizational values of uniform, non-discriminating service apply to everyone — including personnel.
 - Modeling expected behaviors, regardless of our personal beliefs, may help create a more inclusive work environment for all.
3. Conflict of values can occur for many reasons, including religious beliefs, political beliefs and cultural norms. Members may have difficulty accepting behaviors or lifestyles that clash with their personal beliefs; therefore, conversations about common ground that reinforce organizational values must be the focus for harmony at work.
- B. **Consider:** Are there instances where differences in agencies may cause problems or work against inclusion?

V. SUMMARY



SUMMARY

- Define identities and privilege.
- Explain how identities impact privilege.
- Consider conflicts of values as they relate to the individual and the organization.

Slide 2-20

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UNIT 3: BIAS

TERMINAL OBJECTIVE

The students will be able to:

- 3.1 *Summarize how bias and prejudice are detrimental to the fire and emergency services.*

ENABLING OBJECTIVES

The students will be able to:

- 3.1 *Define explicit and implicit bias.*
 - 3.2 *Distinguish between bias and prejudice.*
 - 3.3 *Consider the positive and negative elements of bias.*
 - 3.4 *Consider the impact of bias and prejudice in the fire and emergency services.*
 - 3.5 *Analyze real-world examples of bias and prejudice in the fire and emergency services.*
 - 3.6 *Identify potential debiasing techniques.*
-

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ENABLING OBJECTIVES (cont'd)

- Analyze real-world examples of bias and prejudice in the fire and emergency services.
- Identify potential debiasing techniques.

Slide 3-4

I. DEFINE EXPLICIT AND IMPLICIT BIAS

DEFINING BIAS

- Explicit bias: Individuals are aware of their prejudices and attitudes toward certain groups (Fridell, 2013).
- Implicit bias: Subconscious feelings, perceptions, attitudes and stereotypes that have developed because of prior influences and imprints.

Slide 3-5

- A. From the Community Relations Service of the U.S. Department of Justice (DOJ): **Explicit bias** is the traditional conceptualization of bias. With explicit bias, individuals are aware of their prejudices and attitudes toward certain groups (Fridell, 2013). Positive or negative preferences for a particular group are conscious. Overt racism and racist comments are examples of explicit biases.
- B. **Implicit bias** involves all subconscious feelings, perceptions, attitudes and stereotypes that have developed because of prior influences and imprints. It is an automatic positive or negative preference for a group, based on one's subconscious thoughts. However, implicit bias does not require ill will; it only requires knowledge of a stereotype to produce discriminatory actions.

1. Implicit bias can be just as problematic as explicit bias because both may produce discriminatory behavior. With implicit bias, the individual may be unaware that biases, rather than the facts of a situation, are driving their decision-making. In policing, for example, implicit bias might lead police officers to automatically be suspicious of two young Hispanic males driving in a neighborhood where few Hispanics live.
2. Implicit bias might endanger officers; for example, if officers have an implicit bias based on gender, they might be under-vigilant with women and miss clues suggesting that a particular woman may be dangerous.
3. Implicit biases are generally positive or negative associations with different social categories.
4. When there are implicit negative expectations about the workplace capabilities of certain people compared to other people, they generate unintentional but systemic disadvantages for job candidates.

VIDEO PRESENTATION

“IMPLICIT BIAS | PREFACE:
BIASES AND HEURISTICS”

<https://www.youtube.com/watch?v=BwYFhJO9t50>

Slide 3-6

VIDEO PRESENTATION

“IMPLICIT BIAS | LESSON 4:
EXPLICIT V. IMPLICIT BIAS”

<https://www.youtube.com/watch?v=5S7Je6kbGDY>

Slide 3-7

IMPLICIT BIASES AND EMPLOYMENT OPPORTUNITIES

- Danbold and Bendersky measured the implicit expectations that professional firefighters in the U.S. have about female vs. male firefighters.
- They surveyed 400 professional firefighters (3.81% female, 42.23% underrepresented racial groups, and 63.11% ranking above firefighter) (2020).

Slide 3-8

IMPLICIT BIASES AND EMPLOYMENT OPPORTUNITIES (cont'd)

Female Firefighters Rated 14.4% less Competent than Identical Male Firefighters

Group	Perceived Ability
Male Firefighters	Higher
Female Firefighters	Lower (14.4% less competent)

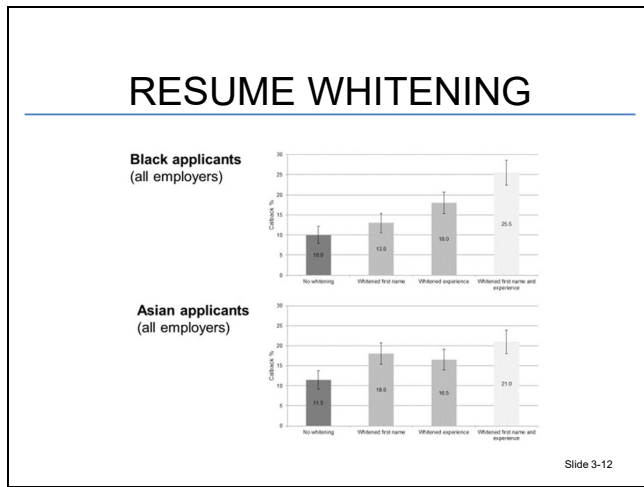
DANBOLD & BENDERSKY, 2020

Slide 3-9

C. Implicit biases impacting employment opportunities.

1. Implicit gender biases in the fire service.
 - a. Danbold and Bendersky measured the implicit expectations that professional firefighters in the U.S. have about female versus male firefighters. They surveyed 400 professional firefighters (3.81% female, 42.23% underrepresented racial groups, and 63.11% ranking above firefighter) (2020).
 - b. Participants were asked to imagine themselves as a battalion chief on the scene of a large fire. From each of the four responding companies, a team of one experienced and one rookie firefighter was responsible for entering the burning building, carrying out victims and administering first aid.
 - c. Participants were asked to evaluate their confidence in the abilities of the rookie firefighters to conduct this task.

- a. Bertrand and Mullainathan studied race in the labor market by sending fictitious resumes to help-wanted ads in Boston and Chicago newspapers (2004).
 - To manipulate perceived race, resumes were randomly assigned African American or white-sounding names. White-sounding names received 50% more callbacks for interviews.
 - The racial gap was uniform across occupation, industry and employer size. They also found little evidence that employers were inferring social class from their names.
 - Differential treatment by race still appears to be prominent in the U.S. labor market.



- b. “Resume whitening.”
 - Kang et al. examined racial minorities’ attempts to avoid anticipated discrimination in labor markets by concealing or downplaying racial cues in job applications, a practice known as “resume whitening” (2016).
 - The researchers sent 1,600 resumes for Black or Asian applicants who were otherwise identical. They randomly assigned versions in which the name was whitened (e.g., using “L. James Smith” instead of “Lamar J. Smith” or “Luke Zhang” instead of “Lei Zhang”), the experience was whitened (e.g., using “VP, Aspiring American Business Leaders” instead of “VP, Aspiring Asian/African American Business Leaders), both the name and experience were whitened, or neither the name nor experience was whitened.

- Results indicate that the more the applicant engaged in resume whitening, the more likely they were to be invited for an interview.
- For Black applicants whose resume had no whitening, they got called back 10% of the time; those with both a whitened name and whitened experience were called back 25.5% of the time. For Asian applicants without any whitening, the callback rate was 11.5% versus a 21% callback rate with both whitened name and experience.

**IMPLICIT BIASES IN
POLICING**

- Correll et al. found that participants shot armed targets more quickly when they were Black than white (2007).
- Police officers were no less racially biased than untrained community members.



Slide 3-13

3. Implicit biases in policing.
 - a. Correll et al. studied police officers' reaction times for deciding to shoot armed versus unarmed Black or white suspect targets using highly realistic simulations (2007).
 - b. Across multiple studies, they consistently found that participants shot armed targets more quickly when they were Black than when they were white; also, participants did not shoot unarmed targets more quickly when they were white than when they were Black.
 - c. Police officers were no less racially biased than untrained community members.

- Where does bias come from?
- When is it healthy versus unhealthy?

Slide 3-14

- D. Bias arises from our tendency to sort people into groups while also paying attention to what kinds of people are most likely to have power and resources in a society.
- E. It is important to understand how biases can lead to bad and unfair decisions at work, in life and in relationships because they systematically advantage people from certain groups and disadvantage people from other groups.
- F. Having a bias does not make you a bad person, however, and not every bias is negative or hurtful. Indeed, some people reap advantages due to generally positive biases about them that produce positive expectations.
- G. Nonetheless, our biases undermine our best intentions to be fair evaluators of people’s individual merit.

II. EXPLORE YOUR OWN IMPLICIT BIASES

EXPLORE YOUR OWN IMPLICIT BIASES

- Project Implicit has developed a series of **Implicit Association Tests (IATs)** that are designed to measure “attitudes and beliefs that people may be unwilling or unable to report” (Harvard, 2011).
- Take at least two different kinds of IATs here: <https://implicit.harvard.edu/implicit/selectatest.html>.

Slide 3-15

- A. Project Implicit is a nonprofit organization of international social cognition researchers that has developed a series of Implicit Association Tests (IATs) that are designed to measure “attitudes and beliefs that people may be unwilling or unable to report.”
1. IATs are designed to measure associations that either reinforce or contradict your conscious beliefs.
 2. An IAT may suggest that you have implicit associations based on race, religion, sexual orientation, age, disability or other criteria.
 3. IATs can be a useful tool in identifying potential biases, attitudes and associations, but these tests alone should not be expected to overcome the impact of biases of the test taker.
- B. How do IATs work?
1. The IAT measures the strength of associations between concepts (e.g., African American people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).
 2. When taking an IAT, you are asked to quickly sort words into categories that are on the left- and right-hand side of the computer screen by pressing different keys.
 3. A person is said to have an implicit preference for thin people, for example, if the person is faster to respond when the word “thin” is connected to “good” words, such as “happy” or “wonderful,” rather than “bad” words, such as “painful” or “terrible.”
- C. What should I know before taking an IAT?
1. Project Implicit urges careful consideration about the appropriate use of an IAT.
 2. IATs should be used as an educational tool to develop awareness of implicit preferences and stereotypes, not as a tool for making judgments, such as whether to hire a person.
 3. However, research has shown that individuals who are made aware of their implicit biases may be motivated to avoid letting the biases affect their behaviors.
- D. Take at least two different kinds of IATs here:
<https://implicit.harvard.edu/implicit/selectatest.html>.


Describe your experience with the Explore Your Own Implicit Biases homework assignment.

Slide 3-16

III. DIFFERENCE BETWEEN BIAS AND PREJUDICE

DIFFERENCE BETWEEN BIAS AND PREJUDICE

- Both are forms of preferences that generate systematic advantages for people from some social groups and disadvantages for others.
- **Prejudice** is the behavioral manifestation of explicit bias.



Slide 3-17

- A. Both bias and prejudice are forms of preferences that generate systematic advantages for people from some social groups and disadvantages for others.
- B. In the first part of the session, we focused on bias, which is attitudinal and automatic. We have implicit biases that may not align with our explicit beliefs. Nonetheless, they may drive us to engage in unintentionally unfair practices.
- C. **Prejudice** is the behavioral manifestation of explicit bias. Examples include helping some people and withholding support from others; giving differing evaluations to people who perform the same way; choosing to give or deny promotions to some people but not others; and inviting or excluding people from social interactions **based on the groups to which they belong rather than their individual merits.**

IV. CULTURE AND CLIMATE IN THE FIRE SERVICE

CULTURE AND CLIMATE IN THE FIRE SERVICE


- An organization’s **culture** consists of the shared beliefs, values and norms of appropriate behavior for organizational members.
- The **climate** describes organizational members’ perception of their work environment that is influenced by their experiences and perceptions.

Slide 3-18

- A. An organization’s **culture** consists of the shared beliefs, values and norms of appropriate behavior for organizational members.
- B. The **climate** describes the organizational members’ perception of their work environment that is influenced by their experiences and perceptions.

EXAMPLES FROM THE FIRE SERVICE

- Verbal traditions.
- Socialization rituals.
- Shared routines.
- Work attitudes.
- Stories about the academy.



Slide 3-19

- C. Examples from the fire service.
 - 1. Verbal traditions that show what “good” looks like (e.g., stories about the department or department members that are passed down to new generations of members).
 - 2. Socialization rituals: how do you become “one of us” (e.g., nicknames, games)?
 - 3. Shared routines for meals, cooking, cleaning or housekeeping routines.

4. Work attitudes (e.g., competition to work at the busiest stations, avoiding overtime shifts).
5. Stories about what is or is not included in the recruit academy that may or may not be true.

- What are some of the shared beliefs, values and norms that shape department members' experiences in different ways?
- How do the culture and climate of your department impact bias?

Slide 3-20

V. GUEST SPEAKER EXPERIENCE

- A. How do bias and prejudice come out in the fire service?

VIDEO PRESENTATION

"KRISTINE LARSON, ASSISTANT CHIEF, LOS ANGELES CITY FIRE DEPARTMENT"

Slide 3-21

CONSIDER THE FOLLOWING QUOTES FROM 2023

- “The standards keep getting lower and lower and lower and eventually you get (to) a point where there aren’t any standards. For a life and death organization, that’s a problem.”
- “I know folks who work at drill tower, and they explicitly are told, ‘Don’t fail the women.’”

Slide 3-22

Chief Larson’s experiences are not unusual, nor are they outdated. Consider the following quotes taken from members of a large, urban fire department during recent interviews (Bendersky et al., 2023):

1. “The standards keep getting lower and lower and lower and eventually you get (to) a point where there aren’t any standards. For a life and death organization, that’s a problem.”
2. “I know folks who work at drill tower, and they explicitly are told, ‘Don’t fail the women.’”

CONSIDER THE FOLLOWING QUOTES FROM 2023 (cont’d)

- “There has been a generational shift. Recently, a lot of people have been drawn to the high pay in the fire department, but they are either uninformed or oblivious to the physical and emotional demands of the job. They have no idea what they’re getting into.”

Slide 3-23

3. “There has been a generational shift. Recently, a lot of people have been drawn to the high pay in the fire department, but they are either uninformed or oblivious to the physical and emotional demands of the job. They have no idea what they’re getting into.”

CONSIDER THE FOLLOWING QUOTES FROM 2023 (cont'd)

- “Listen, if there was a gay firefighter, I wouldn’t feel comfortable being in the same dressing room as him. I think he could have his own dressing room; I’d be fine with that.”

Slide 3-24

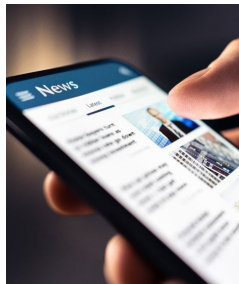
4. “Listen, if there was a gay firefighter, I wouldn’t feel comfortable being in the same dressing room as him. I think he could have his own dressing room; I’d be fine with that.”

- How do these personal experiences resonate for you?
- Have you experienced or observed anything similar in your own department?
- What are some other ways in which biases may affect firefighters?

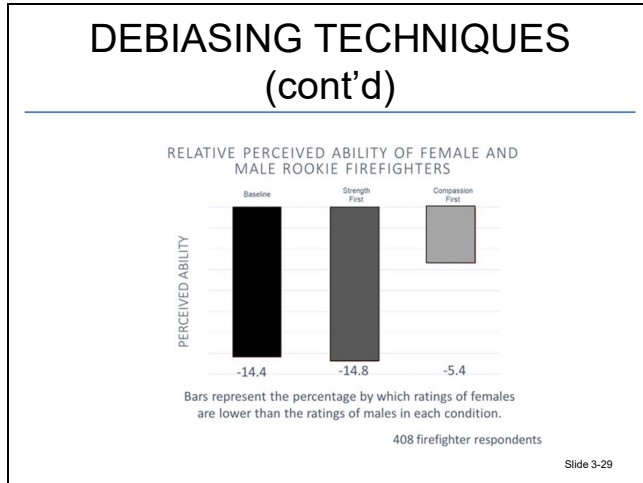
Slide 3-25

EXAMPLES FROM THE MEDIA

- [Women in the fire service.](#)
- [Pregnancy.](#)
- [People of color in the fire service.](#)
- [LGBTQ+ individuals in the fire service.](#)



Slide 3-26



- A. Danbold and Bendersky tested an intervention to reduce gender bias in the U.S. professional fire service (2020).
1. They examined how people rated the perceived abilities of hypothetical male and female probationary firefighters who were presented identically except for their gender.
 2. To try to influence people's evaluations to reduce gender gaps, they showed fire service participants a video of a white male fire captain describing what he believes are the most important characteristics of successful firefighters.
 3. There were two versions of the video in which the words were the same, but the order in which the characteristics were presented was different to emphasize the salience of specific characteristics.
 - a. In the "Strength First" condition, the captain said he thought physical strength, team orientation and compassion are the three most important characteristics.
 - b. In the "Compassion First" condition, the captain reversed the order and said that he thought compassion was the most important characteristic, followed by team orientation and physical strength.
 - c. There was also a control condition in which participants did not watch any video.
 4. We previously discussed how female rookie firefighters were evaluated as almost 15% less competent than identical male rookie firefighters.
 - a. Starting with this 15% discrepancy in perceived competency as the baseline, the researchers compared perceived competency ratings of those who watched either video before making an assessment and found similar results in the group that watched the "Strength First" video.

- b. Female rookie firefighters were evaluated as 14.8% less capable than males, on average, by those who watched the “Strength First” video.
- c. However, when study subjects watched the “Compassion First” video, they evaluated female rookies as 5.4% less capable than male rookies.

DEBIASING TECHNIQUES
(cont'd)

- Research suggests we can affect how people are evaluated by changing what characteristics evaluators think of as most important ahead of time.
- If we train interview panelists to identify important candidate characteristics in broad, inclusive ways, then it might level the playing field for the prospective firefighters they’re evaluating.

Slide 3-30

- 5. This suggests that we can prepare the mindset of evaluators in advance by emphasizing specific information that will guide their decision-making in a less biased, more inclusive direction.
 - a. In this case, the scholars made evaluators think of characteristics that aligned with feminine stereotypes (i.e., compassion) to reduce biased evaluations of women that happen when evaluators think about characteristics that align with masculine stereotypes (i.e., strength).
 - b. More generally, if we train interview panelists to identify important characteristics in broad, inclusive ways, then it might level the playing field for the prospective firefighters they are evaluating.

REDUCING PREJUDICED BEHAVIOR

- Targeted human resources (HR) practices that account for both group membership and merit.
- Targeted development programs such as mentoring and coaching underrepresented groups.
- Transparent career paths and promotion practices.

Slide 3-31

B. Prejudiced behavior can be reduced through a variety of organizational policies and practices. Roberson et al. reviewed the effectiveness of a variety of common organizational diversity, equity, inclusion and belonging (DEIB) practices (2020). They summarize the impact and limitations of the various policies and conclude that best practices involve the following:

1. Targeted human resources (HR) practices that take both group membership and individual merit into account can succeed in changing the composition of an organization’s workforce at all levels.
2. Targeted development programs within organizations, such as those that deliver mentoring and coaching for underrepresented groups, combined with transparent career paths and promotion practices, can amplify the benefits of targeted human resources practices.

REDUCING PREJUDICED BEHAVIOR (cont’d)

- Oversight structures responsible for creating, monitoring and managing organizational diversity.
- Engaging managers in establishing and implementing diversity, equity, inclusion and belonging (DEIB) initiatives.
- Training managers to strengthen their commitment to DEIB values and the use of both merit and demographics to inform decision-making.

Slide 3-32

3. Oversight structures where specific people/committees are responsible for creating, monitoring and managing an organization’s diversity program are important drivers of DEIB program effectiveness.

4. It helps to engage managers in setting up and implementing DEIB initiatives, train them to strengthen their commitment to DEIB values, and show them how to use evidence of merit and demographic information in decision-making.
- C. Resources are available to learn more about debiasing techniques and promoting diversity and equality in organizations:
1. [“Designing More Effective Practices for Reducing Workplace Inequality” \(2020\)](#).
 2. [Evidence-Based Tips, Strategies, and Takeaways for Leading Diversity in Organizations \(2018\)](#).

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ACTIVITY 3.1

Bias in the Fire and Emergency Services

Purpose

Assess the situation and develop actionable recommendations to address identified biases in the workplace, given a scenario.

Directions

1. Working within your assigned group, review the given scenario.
2. Review and address each discussion question based on what you have learned in this unit.
3. You will have 20 minutes to work in your group.
4. Be prepared to summarize your assessment of the scenario and justify your recommendations with the class at the end of the activity.

Scenario

Diane is returning to work from parental leave; she had twins three months ago. She tells her officer that she's breastfeeding and will need to express milk throughout the shift for her children. The officer says, "That's not my problem; we're here to respond."

Discussion Questions

1. Is the officer's response appropriate? Why might someone say this?
2. What kinds of biases could this scenario reflect?
3. Develop recommendations for better supporting Diane's return to duty.
 - a. What standard operating procedures should the department consider implementing to address return from parental leave in general?

- b. What interpersonal and social behaviors could help support Diane? In other words, suggest ways to address this behavior if it happens to you, in front of you or is reported to you.

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UNIT 4: SKILLS TRAINING FOR LEADING CRUCIAL CONVERSATIONS

TERMINAL OBJECTIVE

The students will be able to:

- 4.1 *Validate skills for leading crucial conversations.*

ENABLING OBJECTIVES

The students will be able to:

- 4.1 *Explain the value of developing crucial conversation skills.*
 - 4.2 *Practice skills for leading critical conversations.*
 - 4.3 *Recognize that critical conversations are not a substitute for mandatory reporting.*
-

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I. INTRODUCTION

INTRODUCTION

- Heroism and service have always been exemplary aspects of the fire service; teamwork is central to accomplishing the mission.
- The lack of emphasis on diversity, equity, inclusion and belonging (DEIB) can contribute to conflict.
- Crucial conversations are often necessary to address a problem before it becomes a crisis.

Slide 4-4

- A. Personnel associated with the fire service have always been revered and highly respected in their communities. Their heroism and selfless service have always been exemplary, and teamwork has been central to accomplishing the mission. With these accolades in mind, it is important to acknowledge that persistent challenges remain in the fire service regarding the consistent embrace of diversity, equity, inclusion and belonging (DEIB) practices (Hollerbach et al., 2017).

- B. Throughout the United States, fire departments are often not reflective of the community that is being served (Bendersky, 2018). This lack of emphasis on DEIB can contribute to conflict and lead to the necessity of possibly having to have crucial conversations.

- C. Priftanji et al. stated that crucial conversations are warranted when something bothersome or offensive is said or done. Crucial conversations are often necessary to address a problem before it becomes a crisis. Crucial conversations that are expedited properly are key to conflict resolution and fostering an inclusive workplace (Priftanji et al., 2020).

II. SKILL DEVELOPMENT FOR CRUCIAL CONVERSATIONS

SKILL DEVELOPMENT FOR CRUCIAL CONVERSATIONS

- Proactively confront issues.
- Emotional intelligence (EI).
 - Fundamental to understanding your own strengths and weaknesses.
 - Necessary to manage your own emotions and influence the emotions of others.
 - Can assist in building and sustaining healthy relationships and improving organizational performance.

Slide 4-5

- A. Proactively confront issues before they lead to policy issues.
- B. Emotional intelligence (EI).
 1. Having a high emotional quotient (EQ) or EI is fundamental to understanding your own communication strengths and weaknesses, as well as understanding the meaning of verbal and nonverbal responses while engaged in dialogue (Grenny, 2019).
 2. When you can manage your own emotions, recognize the emotions in other people, and influence those emotions in a controlled manner by your actions, you have a heightened EQ (Grenny, 2019).
 3. Using EI can assist with building and sustaining healthy relationships while improving individual and organizational performance.

ACTIVE LISTENING

- **Active listening** is ensuring that you synthesize what is being conveyed to you so that the person with whom you are speaking knows that what they are saying is just as important to you as it is to them.

(Grenny, 2019)
Slide 4-6

C. Active listening.

1. Take the time to listen to all parties involved in the conflict and their perspective. This should be accomplished by practicing active listening. **Active listening** is ensuring that you synthesize what is being conveyed to you so that the person with whom you are speaking knows that what they are saying is just as important to you as it is to them (Grenny, 2019).

ACTIVE LISTENING (cont'd)

- While practicing active listening:
 - Eliminate distractions.
 - Remove barriers.
 - Show genuine empathy.



Slide 4-7


2. While practicing active listening, it is helpful to eliminate distractions. Do not answer phone calls, look at text messages or view notifications while engaged in a crucial conversation. Furthermore, it is important to eliminate all barriers when possible.

For example, if in an office setting, try to place chairs facing one another so that there is nothing between you and the person with whom you are speaking. That would mean coming out from behind your desk (if possible) and arranging the chairs in a manner that would allow unimpeded interaction.

3. Showing empathy while practicing active listening is also important. Genuine empathy assists with calming tense situations and builds trust (Patterson et al., 2012).

OBJECTIVITY

Objectivity is defined as remaining impartial and not showing favoritism to any one person, group or faction.



(Levitt et al., 2022)
Slide 4-8

D. Objectivity.

1. Objectivity is critically important when having crucial conversations. One must forego personal feelings and reject explicit biases while making a concerted effort to minimize implicit biases.
2. Exercising **objectivity** is defined as remaining impartial and not showing favoritism to any one person, group or faction (Levitt et al., 2022).

APPRECIATIVE INQUIRY

Appreciative inquiry includes asking open-ended questions with a genuine interest in understanding what is being communicated.

(Patterson et al., 2012)
Slide 4-9


E. Appreciative inquiry.

1. Learn and practice the art of **appreciative inquiry**. This includes asking open-ended questions with a genuine interest in understanding what is being communicated (Patterson et al., 2012).
2. This action builds trust and collaboration without coming across as autocratic.

III. MANDATORY REPORTING

MANDATORY REPORTING

- Employee rights against discriminatory practices.
- Equal employment opportunity (EEO) policy.
- Departmental policy.



Slide 4-10

- A. Employee rights against discriminatory practices.
1. Employees have rights in the workplace and are protected from discriminatory practices and harassment. When something is said or done that is offensive, whether accidentally or intentionally, a crucial conversation may be warranted (Hollerbach et al., 2017).
 2. If the action violates the employee’s rights, most municipal policies require that witnesses report any infractions accordingly. By failing to report instances of this nature, formal complaints and lawsuits can occur (Hollerbach et al., 2017).
- B. Equal employment opportunity (EEO) policy.
1. EEO policies typically are consistent from one jurisdiction to another. Federal law prohibits the discrimination of any employee or applicant.
 2. The U.S. Equal Employment Opportunity Commission is the federal entity that enforces laws that prohibit discrimination. Every employee must be familiar with their jurisdiction’s policy.
- C. Departmental policy.
1. All employees must be familiar with their organization’s EEO policy. This may contain, among other things, a requirement to report all forms of harassment (including sexual), discrimination and retaliation.
 2. Discrimination may involve religious preferences, sexual orientation, age, gender identification, cognitive abilities or physical abilities.
- D. If you or someone you know needs immediate help for suicidal thoughts, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255) or dial [988](tel:988).

ACTIVITY 4.1

Active Listening

Purpose

Practice and demonstrate active listening during crucial conversations in a simulated work environment.

Directions

1. In each two-person group, there will be an assigned listener (Student A) and a speaker (Student B). Student B will tell Student A their favorite hobby. Student A will be expected to practice active listening by asking open-ended questions, making eye contact and synthesizing key points of the conversation.
2. When Student B is done speaking, Student A must provide a summary of what was said. Example: “So your favorite hobby in the summertime is fishing at the lake and your favorite hobby in the winter is reading?”
3. You have **15 minutes** to complete this activity. Be prepared to discuss your experience with the class.

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ACTIVITY 4.2

Roleplay Scenarios

Purpose

Explore and reflect on the challenges of promoting diversity, equity and inclusion in the workplace and the community, and develop strategies for countering stereotypes by practicing respectful communication and conflict resolution techniques.

Directions

1. Review the roleplay scenario assigned to your group and decide which team member will read each part.

Please note that you will **not** be required to perform the scenario in front of the class; you will only be reading the scripts within your group.

2. You will have **one hour** to read through the scenario script, discuss the associated questions as a group and complete the associated worksheet.
3. Record your answers on the provided Activity 4.2 worksheet. You must complete and submit your own worksheet for grading. Please see the **Activity 4.2 rubric** in your Student Manual (SM) for more information.
 - a. Complete **Part 1** as a group. Your answers may be the same or similar to your group mates.
 - b. Complete **Part 2** individually. Your answers must be unique to your department and the community you serve.
4. Prepare to discuss your assigned scenario and associated questions with the class.
5. Submit your worksheet as directed by your instructors.

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ACTIVITY 4.2 (cont'd)

Roleplay Scenario 1: Ryan, the New Firefighter

Characters

- Character 1: Captain Jim, the experienced firefighter who is open-minded and accepting of everyone.
- Character 2: Mark, the conservative firefighter with strong religious beliefs, who disapproves of homosexuality.
- Character 3: Sarah, the quiet firefighter who wants to avoid getting involved in the discussion.
- Character 4: Ryan, the new firefighter who is openly gay.

Scenario

Captain Jim is sitting at the table in the kitchen, drinking coffee. Mark is sitting across from him. Sarah is at the stove making breakfast. Ryan is mopping the floors in the hallway.

Ryan: (Overhearing their conversation) Excuse me, I couldn't help but overhear what you said.

Captain Jim: Oh, Ryan, come in and join us. We were just talking about the recruits.

Ryan: I heard you mention something about me being gay. Is that a problem?

Mark: (Frowns) Look, I'm not trying to be disrespectful, but I don't want to be sleeping around a gay guy.

Captain Jim: (Surprised) Mark, that's not a concern. We're all professionals here.

Ryan: (Nervously) I understand how you feel, but I'm not going to do anything inappropriate.

Sarah: (Speaks up) I don't think it's fair to judge someone based on their sexual orientation. We're all here to do our job.

Mark: (Sighs) I'm sorry, but it's against my religion.

Ryan: (Confused) I don't see how my sexuality affects your religion.

Mark: (Quotes the Bible) Well, in the Book of Genesis, it says God created Adam and Eve, not Adam and Steve.

Captain Jim: (Calmly) We all have our own beliefs, but we need to respect each other's differences.

Ryan: (Agrees) Exactly. We all have the same goal, to protect and serve our community.

Mark: (Angrily) I'm not saying I won't work with you, but I don't want to use the same bathroom when I shower.

Sarah: (Disapproving) That's not fair. Ryan deserves the same rights as everyone else.

Captain Jim: (Interrupts) Mark, we have separate facilities for a reason. And we all need to focus on doing our job.

Ryan: (Grateful) Thank you, Captain Jim.

Mark: (Defensive) I'm just being honest.

Captain Jim: (Sternly) Well, we can be honest without being hurtful.

Sarah: (Trying to defuse the tension) How about we all focus on breakfast? It's almost ready.

Ryan: (Smiling) That sounds great.

Captain Jim: (Breaking the silence) So, Ryan, tell us about yourself. Where did you grow up?

Ryan: (Eager to share) I grew up in a small town in the Midwest. My dad was a firefighter, and I always looked up to him.

Mark: (Nods) That's interesting.

Sarah: (Smiling) It sounds like you already have a lot of experience.

Ryan: (Grinning) I do. I can't wait to learn even more from all of you.

ACTIVITY 4.2 (cont'd)

Roleplay Scenario 1 Discussion Questions Worksheet

Part 1

1. What are some of the challenges that arise in the workplace when people have differing beliefs, values and opinions?

2. How can we create a workplace culture that is inclusive of people with different backgrounds and identities?

3. What are some strategies for communicating respectfully with colleagues whose beliefs and values differ from your own?

4. What is the role of leaders in promoting diversity, equity and inclusion in the workplace?

5. How can leaders encourage their colleagues to be more accepting and inclusive of people with different backgrounds and identities?

6. In the roleplay, Mark brought his religion into the discussion. Is it reasonable for people to bring their personal beliefs and values into the workplace? Why or why not?

7. What is the responsibility of the captain in this situation? How can the captain promote a workplace culture of acceptance and inclusivity?

8. Why do you think Sarah felt uncomfortable getting involved in the discussion?

9. What are some strategies for promoting diversity, equity and inclusion in the fire department?

10. How can fire departments create a more welcoming and inclusive environment for people with different backgrounds and identities?

Part 2

Consider the demographics of your organization and the community you serve. Based on your assessment of their respective diversity, respond to these questions:

1. What challenges to DEIB does your organization and community face? Why do these challenges matter?

2. What actions can you take to address the stated challenges directly and promote DEIB in your organization and community?

3. Develop a list of three action items to address the stated challenges to DEIB and be specific. You may list multiple action items for a single challenge or address multiple challenges.

For example, a challenge could be that members of the organization do not reflect the community's cultural diversity, leading to misunderstandings or a lack of trust during response calls. One potential solution to this challenge could be to seek out and deliver cultural sensitivity training to all personnel to learn about the cultural norms and customs of the community.

Note: This action alone would not be a complete solution but could lead to other actions, such as community outreach efforts and revised recruitment practices.

ACTIVITY 4.2 (cont'd)

Roleplay Scenario 2: Ahmed, the Community Member

Characters

- Character 1: Ahmed, the Muslim community member.
- Character 2: Maryam, Ahmed's wife, who is in medical distress.
- Character 3: Zayn, Ahmed and Maryam's son.
- Character 4: John, the responding emergency medical technician (EMT).

Scenario

An EMT, John, is called to respond to an emergency at Ahmed's home. Ahmed's wife, Maryam, is experiencing severe abdominal pain and needs medical attention. Maryam is a Muslim woman in her mid-50s who speaks very little English. Ahmed is visibly distressed and confused. Their son Zayn is also at home.

EMT John: (arriving at Ahmed's home) Hi, I'm here to help. What's the problem?

Ahmed: (agitated) It's my wife, Maryam. She's in severe pain.

EMT John: Okay, let me take a look. (approaching Ahmed's wife)

Ahmed: (interrupting) Wait, wait. You can't touch her. She needs a female EMT.

EMT John: I understand, but there's no female EMT available right now. We need to check her condition and provide medical attention.

Ahmed: (more agitated) No, I can't allow it. Please call for a female EMT.

Zayn: In our culture, it's not appropriate for a man to touch a woman who is not his wife or close relative. It's a matter of respect and modesty.

EMT John: (approaching Ahmed) I respect your cultural and religious beliefs, but we also have a duty to provide medical care to your wife. I understand that you prefer a female EMT, but right now, there's no one available. Are you comfortable with me checking your wife's condition while you're present? I'll explain what I'm doing step by step.

Ahmed: (nodding) Okay.

EMT John: (approaching Maryam) Hi, my name is John. I'm an EMT, and I'm here to help you. Can I check your condition?

Maryam: (nodding)

EMT John: I'm going to place my hand on your abdomen to check for any pain or discomfort. Please let me know if it hurts.

Maryam: (nodding)

EMT John: (checking Maryam's condition) Okay, Ahmed, your wife needs medical attention. We'll take her to the hospital and get her the care she needs.

Ahmed: (grateful) Thank you.

ACTIVITY 4.2 (cont'd)

Roleplay Scenario 2 Discussion Questions Worksheet

Part 1

1. How can responders improve their cultural competency to serve diverse communities better?

2. How can implicit biases impact the way responders interact with community members from marginalized groups?

3. How can responders build trust with community members who have experienced discrimination or marginalization?

4. How can policies and procedures be implemented to promote a more inclusive and respectful environment in the fire department?

5. How can responders ensure that language and behavior are respectful of diverse backgrounds and identities?

6. How can feedback from community members be used to improve the fire department's approach to diversity, equity and inclusion?

7. How can responders overcome communication barriers when serving individuals who speak little or no English?

8. How can the fire department support the mental health needs of community members who have experienced trauma or discrimination?

9. How can the fire department work with community organizations to promote equity and inclusion?

10. How can the fire department promote diversity and inclusion within its workforce?

Part 2

Consider the demographics of your organization and the community you serve and respond to these questions:

1. What challenges to DEIB does your organization and community face? Why do these challenges matter?



2. What actions can you take to address the stated challenges directly and promote DEIB in your organization and community?

3. Develop a list of three action items to address the stated challenges to DEIB and be specific. You may list multiple action items for a single challenge or address multiple challenges.

For example, a challenge could be that members of the organization do not reflect the community's cultural diversity, leading to misunderstandings or a lack of trust during response calls. One potential solution to this challenge could be to seek out and deliver cultural sensitivity training to all personnel to learn about the cultural norms and customs of the community.

Note: This action alone would not be a complete solution but could lead to other actions, such as community outreach efforts and revised recruitment practices.

IV. SUMMARY



SUMMARY

- Explain the value of developing crucial conversation skills.
- Practice skills for leading critical conversations.
- Recognize that critical conversations are not a substitute for mandatory reporting.

Slide 4-14

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UNIT 5: PERSONAL DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS

TERMINAL OBJECTIVE

The students will be able to:

- 5.1 *Develop a list of personal, actionable commitments/initiatives to promote diversity, equity, inclusion and belonging (DEIB) in the fire and emergency services.*

ENABLING OBJECTIVES

The students will be able to:

- 5.1 *Examine the impact of cultural and generational trends regarding DEIB practices in the fire and emergency services.*
 - 5.2 *Analyze resources for implementing DEIB practices in the fire and emergency services.*
 - 5.3 *Explain the value of DEIB training and development in the fire and emergency services.*
 - 5.4 *Consider personal actions that promote DEIB in the fire and emergency services.*
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ENABLING OBJECTIVES (cont'd)

- Explain the value of DEIB training and development in the fire and emergency services.
- Consider personal actions that promote DEIB in the fire and emergency services.

Slide 5-4

I. INTRODUCTION

INTRODUCTION

- This unit requires students to synthesize their learning to consider methods and strategies for practical application in their organization and jurisdiction.
- This unit explores the impact of cultural and generational trends regarding DEIB practices in the fire and emergency services.



Slide 5-5

II. CULTURAL AND GENERATIONAL SHIFTS

CULTURAL AND GENERATIONAL SHIFTS

- Cultural and generational trends have significant implications for DEIB practices in the fire and emergency services.
- DEIB practices in the fire and emergency services enhance the department's ability to serve diverse communities effectively.

Slide 5-6

- A. Cultural and generational trends have significant implications for diversity, equity, inclusion and belonging (DEIB) practices in the fire and emergency services.
1. In recent decades, society has become increasingly diverse, and expectations surrounding workplace inclusivity have evolved.

As a result, fire departments are required to adapt their practices to address the needs and expectations of a more diverse workforce. This includes fostering an environment that values and respects employees' different cultural backgrounds, experiences and perspectives.
 2. Furthermore, generational shifts have led to differing attitudes and priorities among emergency responders, with younger generations placing greater emphasis on inclusivity, work-life balance and career development opportunities.
 3. To attract and retain top talent, it is essential for the fire and emergency services to acknowledge and embrace these cultural and generational trends and incorporate DEIB practices that resonate with employees across various backgrounds and age groups.
- B. The incorporation of DEIB practices in the fire and emergency services not only benefits the employees, but also enhances the department's ability to serve diverse communities effectively.
1. Research indicates that a diverse and inclusive workforce is more innovative, better equipped to solve complex problems and fosters greater community trust.
 2. As the fire and emergency services interact with individuals from various cultural backgrounds during emergencies, a diverse workforce can provide valuable insights and facilitate effective communication, ultimately improving public safety outcomes.
 3. Furthermore, the fire and emergency services' commitment to DEIB practices can help break down stereotypes and dismantle systemic barriers faced by underrepresented groups, paving the way for a more equitable future.

CULTURAL AND GENERATIONAL SHIFTS (cont'd)

- Consequently, understanding and addressing the impact of cultural and generational trends on DEIB practices is essential for the fire service to remain relevant, effective and adaptable in an ever-changing society.

Slide 5-7

- C. Consequently, understanding and addressing the impact of cultural and generational trends on DEIB practices is essential for the fire service to remain relevant, effective and adaptable in an ever-changing society.

- How have cultural and generational trends influenced expectations surrounding workplace inclusivity in the fire and emergency services?
- In what ways can the fire and emergency services adapt their practices to address the needs and expectations of a more diverse workforce, considering cultural and generational trends?

Slide 5-8

- How does a diverse and inclusive fire department workforce enhance its ability to serve diverse communities effectively?
- What are the potential benefits of incorporating DEIB practices in the fire and emergency services, particularly in relation to innovation and problem-solving?

Slide 5-9

How can the fire and emergency services' commitment to DEIB practices help dismantle stereotypes and systemic barriers faced by underrepresented groups?

Slide 5-10

III. RECOMMENDED DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS

VIDEO PRESENTATION

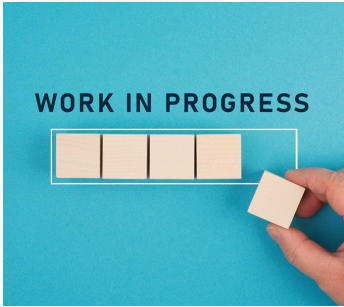
**“DR. REGINALD FREEMAN,
FORMER OAKLAND FIRE
DEPARTMENT CHIEF”**

Slide 5-11

Practicing and promoting DEIB values and initiatives can take many forms. Regardless of your circumstances (i.e., geographic location, rank/title, level of experience, etc.), there are meaningful actions to pursue that can make a difference in your organization and community.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS

- **Educate yourself.** Continuously seek information on DEIB topics.




Slide 5-12

A. **Educate yourself.** Continuously educate yourself on DEIB topics, such as unconscious bias, cultural competence and systemic inequalities. Attend workshops, read books and participate in online courses to deepen your understanding and improve your ability to promote DEIB in your workplace.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Engage in open dialogue.** Talk openly about DEIB with colleagues, supervisors and subordinates.



Slide 5-13

B. **Engage in open dialogue.** Initiate and participate in conversations about DEIB with colleagues, supervisors and subordinates. Encourage open, respectful discussions to build awareness and understanding among your peers.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Be an ally.** Support underrepresented colleagues and speak up against discrimination, harassment and unfair treatment.



Slide 5-14

- C. **Be an ally.** Actively support and advocate for underrepresented colleagues by acknowledging their contributions and providing assistance when needed. Speak up against discrimination, harassment and unfair treatment, and create a safe space for marginalized individuals to share their experiences.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Encourage diversity in recruitment.** Work with your department's human resources (HR) team to review recruitment strategies and suggest improvements.



Slide 5-15

- D. **Encourage diversity in recruitment.** Work with your department's human resources (HR) team to review recruitment strategies and suggest improvements to attract a diverse pool of candidates. Help create job advertisements that emphasize the department's commitment to DEIB and encourage applications from underrepresented groups.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Promote inclusive leadership.** Encourage clear DEIB goals and expectations to foster a culture of inclusion and belonging.



Slide 5-16

E. **Promote inclusive leadership.** Encourage department leadership to set clear DEIB goals and expectations and to foster a culture of inclusion and belonging. Share best practices and research on inclusive leadership with supervisors and colleagues to help create an environment where everyone feels valued and included.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Mentor and support.** Offer guidance and mentorship to colleagues from underrepresented backgrounds.



Slide 5-17

F. **Mentor and support.** Offer guidance and mentorship to colleagues from underrepresented backgrounds. Help them navigate challenges, develop skills and build networks within the fire service. Advocate for their career development and advancement opportunities.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Participate in Employee Resource Groups (ERGs).** Join or help establish ERGs to support and connect underrepresented employees.



Slide 5-18

- G. **Participate in Employee Resource Groups (ERGs).** Join or help establish ERGs within your department to support and connect underrepresented employees. Share resources, organize events and collaborate on initiatives to improve DEIB in your workplace.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Evaluate policies and procedures.** Collaborate with your department to review policies, identify gaps and suggest improvements.



Slide 5-19

- H. **Evaluate policies and procedures.** Collaborate with your department's DEIB committee to review existing policies and procedures, identify gaps and suggest improvements to ensure they promote equity and inclusion for all employees.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Hold yourself accountable.** Set personal goals related to DEIB, track your progress and regularly reflect on your actions and their impact.



Slide 5-20

- I. **Hold yourself accountable.** Set personal goals related to DEIB, track your progress and regularly reflect on your actions and their impact. Seek feedback from colleagues, especially from underrepresented individuals, to better understand how you can support them and improve your efforts.

DIVERSITY, EQUITY, INCLUSION AND BELONGING ACTIONS (cont'd)

- **Celebrate diversity.** Acknowledge and celebrate your colleagues' diverse backgrounds, experiences and perspectives.



Slide 5-21

- J. **Celebrate diversity.** Acknowledge and celebrate the diverse backgrounds, experiences and perspectives of your colleagues. Organize events or share stories that highlight the unique contributions of individuals from different backgrounds to create a sense of belonging and appreciation for diversity within your department.

IV. DIVERSITY, EQUITY, INCLUSION AND BELONGING PLEDGE

DIVERSITY, EQUITY, INCLUSION AND BELONGING PLEDGE

- Merriam-Webster defines a **pledge** as “a binding promise or agreement to do or forbear” (n.d.).
- **Please note, we are not asking anyone to commit or “pledge” to these statements. They are provided for your personal consideration and reflection.**

Slide 5-22

- A. Merriam-Webster defines a **pledge** as “a binding promise or agreement to do or forbear” (n.d.). Many reserve the term “pledge” for matters of great importance involving mutual trust and commitment.
1. All public servants are sworn — **pledged** — to uphold the ideals and responsibilities of their organization and role. For the fire and emergency services, this means serving all people with dignity and respect, without bias or discrimination toward anyone, including colleagues.
 2. The following proposed DEIB pledges attempt to fully carry out the mission, vision and values that fire and emergency services personnel are **already** sworn to uphold. **Please note, we are not asking anyone to commit or “pledge” to these statements. They are provided for your personal consideration and reflection.**

DIVERSITY, EQUITY, INCLUSION AND BELONGING PLEDGE (cont'd)

- I pledge to promote diversity, equity and inclusion within the fire and emergency services...



Slide 5-23

- B. **Pledge 1:** I pledge to promote diversity, equity and inclusion within the fire and emergency services. I will work to create a culture that embraces differences and ensures equal opportunities for all members. I am committed to continuous education, training and accountability to eliminate discrimination and bias. I will serve our communities with respect and empathy, valuing diversity as a strength. We stand united in our mission to protect and serve everyone, regardless of their race, gender, religion, sexual orientation or other characteristics.

- C. **Pledge 2:** I pledge to promote diversity, equity and inclusion within the fire and emergency services, creating a culture that values difference and ensures equal opportunities. I am committed to education, training and accountability to eliminate discrimination and bias. I will serve our communities with empathy and respect, valuing diversity as a strength, and stand united to protect and serve everyone, regardless of any characteristic.

V. **DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX**

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX

- This list represents the **beginning** of a robust DEIB toolbox, but it is not comprehensive.
- Your toolbox should constantly grow and evolve to meet the changing needs of your environment, **but always in service to the mission, vision and values of the organization to serve everyone with dignity and respect.**

Slide 5-24

- A. This list represents the **beginning** of a robust DEIB toolbox, but it is not comprehensive. The goal is to provide students with a foundation of trusted resources.

- B. As you return to your organizations and communities and begin testing and refining your planned DEIB actions, continue to seek out additional resources. Your toolbox should constantly grow and evolve to meet the changing needs of your environment, but always in service to the mission, vision and values of the organization to serve everyone with dignity and respect.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- National Fire Protection Association (NFPA). <https://www.nfpa.org/>



Slide 5-25

1. **National Fire Protection Association (NFPA):** The NFPA offers resources, guidelines and best practices related to diversity and inclusion in the fire service. They provide training materials, publications and research to help fire departments foster a diverse and inclusive work environment. Website: <https://www.nfpa.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- International Association of Fire Fighters (IAFF). <https://www.iaff.org/>



Slide 5-26

2. **International Association of Fire Fighters (IAFF):** The IAFF has a Human Relations Committee focused on promoting diversity, equity and inclusion within the fire service. They offer resources, training materials and events to educate and support fire departments in their DEIB efforts. Website: <https://www.iaff.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- International Association of Fire Chiefs (IAFC).
<https://www.iafc.org/>



Slide 5-27

3. **International Association of Fire Chiefs (IAFC):** The IAFC has a dedicated section for diversity and inclusion that offers resources, guidelines and tools to help fire departments create a more inclusive work environment. They also provide opportunities for networking and professional development in DEIB. Website: <https://www.iafc.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- National Volunteer Fire Council (NVFC).
<https://www.nvfc.org/>



Slide 5-28

4. **National Volunteer Fire Council (NVFC):** The NVFC provides resources and training materials to help volunteer fire departments develop and implement DEIB initiatives. They offer webinars, articles and networking opportunities to support diversity and inclusion in volunteer fire services. Website: <https://www.nvfc.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- Firefighter Behavioral Health Alliance (FBHA). <https://www.ffbha.org/>



Slide 5-29

5. **Firefighter Behavioral Health Alliance (FBHA):** The FBHA offers resources and training to address mental health and well-being in the fire service, including support for diverse and inclusive workplaces. They provide educational materials, workshops and seminars to help fire departments create a supportive and inclusive environment for all employees. Website: <https://www.ffbha.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- Women in Fire. <https://www.womeninfire.org/>



Slide 5-30

6. **Women in Fire:** Formerly known as the International Association of Women in Fire and Emergency Services (iWomen), Women in Fire is an organization dedicated to promoting the involvement and success of women in the fire service. They provide resources, mentorship and networking opportunities for female firefighters and support DEIB initiatives in fire departments. Website: <https://www.womeninfire.org/>.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- Local and regional fire training academies.



Slide 5-31

7. **Local and regional fire training academies:** Many fire training academies have incorporated DEIB training into their curriculums. Contact local or regional fire training academies to inquire about available resources or partnerships to enhance DEIB practices within your department.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- DEIB consultants and trainers.

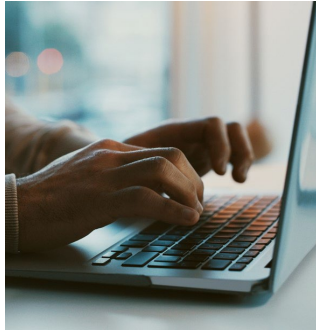


Slide 5-32

8. **DEIB consultants and trainers:** Many professionals specialize in DEIB training and consulting. Hiring a consultant or trainer with experience in the fire service can provide customized guidance and support for your department's DEIB initiatives.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- Books, articles and scholarly research.



Slide 5-33

9. **Books, articles and scholarly research:** Numerous publications and academic research studies provide insights and best practices for promoting DEIB in the workplace, including the fire service. These resources can help inform and guide your department's DEIB strategies.

DIVERSITY, EQUITY, INCLUSION AND BELONGING TOOLBOX (cont'd)

- ERGs and professional networks.



Slide 5-34

10. **ERGs and professional networks:** Encourage employees to join or establish ERGs within your department or participate in professional networks focused on DEIB in the fire service. These groups can provide support, resources and opportunities for collaboration on DEIB initiatives.

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ACTIVITY 5.1

Personal Diversity, Equity, Inclusion and Belonging Action Plan

Purpose

Use the information gathered in the Introductory Student Survey, the concepts examined during the course and the proposed action items outlined in Activity 4.2: Roleplay Scenarios to develop an action plan identifying the appropriate DEIB concepts and tools necessary to accomplish the proposed actions/goals.

Directions

1. Consider the information collected regarding your organization and jurisdiction during the Handout I-1: Activity I.1, Introductory Student Survey and the proposed DEIB action items identified in Activity 4.2.
2. Review the list of Recommended DEIB Actions and the DEIB Toolbox from this unit and answer the questions on the **Personal DEIB Action Plan Worksheet**.
 - a. For each of your stated DEIB action items outlined in Activity 4.2, select at least one recommended DEIB action and one DEIB tool from the toolbox discussed during this unit. You may select more than one action and tool if you believe they are appropriate.
 - b. For each stated action and tool, justify your selection by explaining how they will help achieve your action items based on the concepts discussed in the course and your knowledge of the organization and the jurisdiction.
 - c. Prepare a brief outline describing how you will act on these items, listing the appropriate steps and relevant parties.
 - d. Develop an estimated timeline for your outline. What is a reasonable amount of time to achieve each step of the outline?
 - e. Write a short narrative (no more than one or two paragraphs) explaining your vision for “success” with this initiative.

Note: If you would like to revise your Activity 4.2 action items, you are free to do so during this activity. Simply state your updated actions on the Personal DEIB Action Plan Worksheet and answer the questions accordingly.
3. You will have **30 min** to complete this activity. Submit your worksheet as directed by your instructors.

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ACTIVITY 5.1 (cont'd)

Personal Diversity, Equity, Inclusion and Belonging Action Plan Worksheet

Goal 1:

Supporting DEIB actions and tools:

Goal 2:

Supporting DEIB actions and tools:

Goal 3:

Supporting DEIB actions and tools:

Outline and timeline:

What does “success” look like?

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ACRONYMS

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ACRONYMS

AED	automated external defibrillator
BLS	U.S. Bureau of Labor Statistics
DEIB	diversity, equity, inclusion and belonging
DOJ	U.S. Department of Justice
EEO	equal employment opportunity
EI	emotional intelligence
EMT	emergency medical technician
EQ	emotional quotient
ERG	Employee Resource Group
FBFES	“Fostering Belonging in the Fire and Emergency Services”
FBHA	Firefighter Behavioral Health Alliance
FDNY	New York City Fire Department
FEMA	Federal Emergency Management Agency
HR	human resources
IAFC	International Association of Fire Chiefs
IAFF	International Association of Fire Fighters
IAT	Implicit Association Test
IG	Instructor Guide
NASPA	National Association of Student Personnel Administrators
NFA	National Fire Academy
NFPA	National Fire Protection Association
NVFC	National Volunteer Fire Council

SAW	Student Activity Worksheet
SM	Student Manual
TOWNFF	The Oakland Women & Non-binary Firefighters
UCLA	University of California, Los Angeles
USFA	U.S. Fire Administration