*ethics*

*objectives*

*The students will:*

1. *Identify the importance and impact of ethics on the fire department/emergency medical services (EMS) and its members.*
2. *Identify the roles of the fire/EMS officer in establishing, modeling, and managing ethical behavior.*
3. *Analyze their own department's existing ethical rules and guidelines, and where the gaps might be.*
4. *Demonstrate decisionmaking involving ethical practices.*

points for the instructor

The issue of ethics is one that has a direct impact on the fire department/emergency medical services (EMS) middle manager or Company Officer (CO). The CO must make decisions, provide guidance and leadership, and set an example for subordinates in the context of what is right/wrong, acceptable/unacceptable, or good/bad.

The ethical standards of the fire/EMS department are influenced by what society in general expects, what the local community believes is the job of the fire/EMS department, and by numerous laws, codes, and other standards of behavior. Each department's ethics also mirror what is valued and rewarded, as well as what is not valued and therefore penalized. This internal value system or culture is a powerful regulator of ethics, and can be a help or a hindrance to the CO trying to do the right thing in all situations. It is not an easy job!

The key concepts of this module are

* That personal and professional ethics are shaped by such differing sources as:

- Family values and culture.

- Community attitudes, including conflicting social and economic expectations.

- The U.S. Constitution and Bill of Rights, and numerous laws, codes, and ordinances.

- Religious beliefs and teachings.

- Individual life and work experience, including the standards, beliefs, and attitudes of peers, superiors, subordinates, and policymakers.

* That ethics and standards **change**, causing ethical dilemmas for fire/EMS department officers. For example, until recently the dumping of hazardous wastes was rather casual and considered "OK" if done economically and short distances from human activity. Now, with changing public attitudes, new legislation, and rigid restrictions, fire/EMS department must be prepared to enforce the law, mitigate unsafe storage and transport, and carry out tricky cleanup of hazardous materials spills. Ethical questions arise about the acceptable level of exposure to firefighters/emergency medical technicians (EMTs) and other emergency personnel. The acquired immune deficiency syndrome (AIDS) epidemic is causing similar soul-searching as well as changes in policies and procedures.
* Codes of ethics can only serve as rough guidelines for ethical decisions, since day-to-day ethical dilemmas cannot be specifically anticipated and solved with a formula. Rather, COs must rely on numerous sources of guidance for decisions, and anticipate gaps or organizational blind spots where no explicit guidelines exist to help with decisions.
* That midmanagers or COs play a difficult and key role in managing and influencing the day-to-day operational ethics of the department. For example, they are primarily responsible for ensuring that the community gets their money's worth (return on investment) by the effective use of personnel, materials, and time on a day-to-day or shift-to-shift basis.
* Fire/EMS officers, with proper planning and foresight, can avoid falling into ethical traps that would haunt them throughout their fire/EMS department careers.

In presenting this module, it is important to stress the link between leadership and ethics. The theme of the course is leadership, and fire/EMS department leaders both **desire** to act ethically and honorably, and are also **expected** to do so. **The challenge lies in determining what ethical standards exist and how to meet them.**

Stress that by examining current ethical standards and requirements, and anticipating ethical conflicts in the future, the fire/EMS officer can become a stronger leader.

It should also be emphasized that each person already has a functioning ethical code, but sometimes personal and organizational ethics conflict. This module will help to examine and minimize that conflict. Being clear about one's own values/ethics and those of the department can make the officer more comfortable in the leadership role.

A module on ethics can be difficult to teach. Students may feel defensive ("Are **my** ethics being questioned?"), cynical ("I don't make the decisions around here--teach this to XYZ, their superiors, or policymakers"), or puzzled ("What's this got to do with **my** job?").

This module should be approached from a very **positive** point of view:

* + - * Choosing, using, and modeling ethical behavior make the officer's job easier in the long run, as well as from day to day.
      * This module will help the student avoid ethical pitfalls and traps, and help to explain why ethical conflicts occur.
      * In each department many guidelines already exist to help in making proper ethical decisions.
      * This module's intent is not to question anyone's ethics, but to show how ethical considerations are a daily issue.
      * The students may already be familiar with the existence and influence of **values** and **culture** if they have participated in a previous National Fire Academy (NFA) course, "Fire Service Supervision: Increasing Personal Effectiveness" (FSSP). A review of that course (especially Module One) by the instructor would be helpful. (See FSSP, Instructor Guide, pp. I-5 to I-29.)

attitudes to foster

1. That all officers have a responsibility for acting in an ethical manner, demonstrating integrity, honesty, and courage, as well as productivity.

2. That although officers cannot basically change the past history that shaped their subordinates' ethics, officers can and must demand ethical behavior on the part of subordinates.

3. That fire/EMS officers can and must set an example for subordinates, peers, and superiors by acting ethically at all times.

4. That fire/EMS officers can and must define specifically for themselves what acting ethically means.

methodology

This module uses lecture, discussion, and small and large group activities.

(Total Time: 3 hr.)

5 min. Lecture/Discussion

Objectives IG ET-5

Overview IG ET-5

10 min. Large Group Activity ET.1

Ethics at Any Level IG ET-7

30 min. Lecture/Discussion

Ethics and Their Impact IG ET-11

Sample Code of Ethics (from ASPA) IG ET-17

30 min. Small Group Activity ET.2

Differing Expectations and Ethical Conflicts IG ET-21

60 min. Small Group Activity ET.3

Ethical Decisionmaking IG ET-29

45 min. Lecture/Discussion

Guidelines and Resources IG ET-35

Characteristics of an Ethical Organization and   
an Ethical Leader IG ET-39

Summary IG ET-40

Appendix A IG ET-43

Appendix B IG ET-71

audiovisual

Slides ET-1 to ET-37

icons used in instructor guide

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| **SM**  **ET-1** | Indicates corresponding page number in ***Student Manual*** |
| MCEN00922_0000[1] | Instructor should show ***video*** cited in instructor's notes |
|  | ***Easel pad(s)*** required for instructor or student table groups |

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| Slide ET-1 |  |  |
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| 5 min. |  |  |
| Lecture/Discussion |  |  |
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| Slide ET-2 |  |  |
|  |  | I. Objectives |
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|  | The students will: |
|  |  |
|  | A. Identify the importance and impact of ethics on the fire department/emergency medical services (EMS) and its members. |
|  |  |
|  | B. Identify the role of the fire/EMS officer in establishing, modeling, and managing ethical behavior. |
|  |  |  |
|  |  | C. Analyze their own department's existing ethical rules and guidelines, and where the gaps might be. |
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|  |  | D. Demonstrate decisionmaking involving ethical practices. |
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| Slide ET-3 |  |  |
|  |  | II. Overview |
|  |  |
|  | A. Ethics and Their Impact. |
|  |  |
|  | B. Sample Code of Ethics (from ASPA). |
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|  | C. Guidelines and Resources. |
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|  | D. Characteristics of an Ethical Organization and an Ethical Leader. |
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|  |  | Before beginning the module's content, take a moment to stress the link between ethics and leadership. Then point out the positive intent of the module, citing the following concepts: |
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|  |  | * That choosing, using, and modeling ethical behavior make the officer's job easier in the long run, as well as from day to day. |
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|  |  | * That the module will help the student avoid ethical pitfalls and traps, and help to explain why ethical conflicts occur. |
|  |  |  |
|  |  | * That in each department many guidelines already exist to help in making proper ethical decisions. |
|  |  |  |
|  |  | * That the module's intent is not to question anyone's ethics, but to show how ethical considerations are a daily issue. |
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|  |  | * Those day-to-day ethical dilemmas cannot be solved with a specific "formula"; quick fix answers are not available. |
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|  |  | Pause here to acquaint students with the Student Manual (SM) format. The manual begins with a detailed outline section that includes all module activities. It is intended that students use this section while the module is in session. |
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|  |  | Assure students that it is not necessary to take notes on lecture content unless they so desire. The note-taking section simply serves as a general outline of the lecture material with space provided to jot down interesting discussion points, etc. Immediately following this section is a detailed text that covers all module content. This text is intended to be read after the module presentation, so that student attention can focus on actual classroom activity. |
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| 10 min. |  |  |
| Large Group |  |  |
| Activity ET.1 |  |  |
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| Slide ET-4 |  |  |
|  |  | Activity ET.1 |
|  |  |
|  | Ethics at Any Level |
|  |  |
|  | Purpose |
|  |  |
|  | To identify the importance and impact of ethics on the fire/EMS department and its members. |
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| **SM**  **ET-3** |  | Directions to Students |
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|  |  | 1. Direct students to go to Activity ET.1 in their SMs and instruct them to read the scenario. |
| IG p. ET-9 |  |  |
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|  |  | Point out that the scenario illustrates several typical ethical dilemmas any officer might face. |
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|  |  | 2. After reading the scenario, students should put it away for use later in the unit. |
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|  |  | Inform the students that we will attempt to solve this issue later in the module; that it was designed to get them to think about the ramifications of ethics in emergency services. |
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student activity worksheet

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| Activity ET.1 |
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| Ethics at Any Level |
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| Purpose |
|  |
| To identify the importance and impact of ethics on the fire/EMS department and its members. |
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| Directions |
|  |
| 1. Read the following scenario, which illustrates several typical ethical dilemmas any fire/EMS officer might face. |
|  |
| 2. After reading the scenario, put it away for use later in the module. |
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|  |
| Scenario |
|  |
| You are the Chief Officer in Strafford County. Within the county is the city of Clarkmont, which has its own career fire/EMS department. Your duties involve oversight of the 9-1-1 center, emergency management, and coordination of the workings of ten volunteer departments to the south and west of Clarkmont. Mutual aid is in place. Upon taking this position you were under the impression that there was a good working relationship within and among the various volunteer departments who receive a mill tax from the county, as well as revenue from other fundraising events. Part of your job is to insure that volunteer departments are meeting standards before disbursing money as you finalize your budget. You get a call from a local newspaper. |
|  |
| The reporter is working on a story and asks for some input from you. Allegedly "The Wayward Volunteer Department" has violated its own rules. The president of the department has the authority to fire any volunteers who miss calls and do not pay annual dues of $10 by the end of the month. The reporter says that at the meeting the previous night, the president fired six of its younger members, and it is only the 5th of the month. All six live in the district and are career fire/EMS personnel. They have excellent records of participation, especially on their nonduty days when the department is understaffed. The reporter contacted the president, who said "they did not pay their dues on time" and "we can always get mutual aid from Bellevue and Greenleaf…" as well as two other departments whose name was not mentioned. The reporter further states that the people who called the paper said those departments are as far as 20 minutes away and usually respond via an old highway, which is very difficult to drive on, especially in the winter. |
|  |
| You have heard rumors that the president, who has been in power for over 30 years and has created an "old dogs" network, playing favorites with the buddies, is fearful that the younger group will try to replace the president in a job for which there isn't a salary but enjoys standing within the community. Without divulging to the reporter that you have heard this rumor, you state you will investigate and ask for names of those who complained. The reporter refuses to divulge sources but says the minutes of the meeting mysteriously disappeared when trying to access them under the Freedom of Information Act. |
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| 30 min. |  |  |
| Lecture/Discussion |  |  |
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| Slide ET-5 |  |  |
|  |  | III. Ethics and Their Impact |
|  |  |
|  | A. Introduction. |
|  |  |
|  | 1. One of the greatest desires of most fire/ EMS officers is to provide service in an honorable way and to follow a long history of leaders who performed great good to great numbers of people. |
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|  |  | 2. This module will assist you in sorting out the ethical demands placed upon you and in preparing for ethical challenges in the future. |
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| Slide ET-6 |  |  |
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|  | ASK: How do you feel personally about receiving a 10 percent discount at certain local restaurants when you are in uniform? |
|  |  |
|  | Stress that you're not asking about their department's policy, you're looking for their own private feelings. |
|  |  |
|  | **Suggested responses:** |
|  |  |  |
|  |  | * It's O.K. |
|  |  |  |
|  |  | * It's unethical. |
|  |  |  |
|  |  | * The owners want us there. |
|  |  |  |
|  |  | * The owner won't allow us to pay full price. |
|  |  |  |
|  |  | * The cops do it, etc. |
|  |  |  |
|  |  | After listening to comments, reask the question regarding "receiving a 50 percent discount." |
|  |  |  |
|  |  | Then ask about 100 percent (free lunch). |
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|  |  | As the percentage increases, more of the students will move toward the position of the practice being unethical. |
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|  |  | The last question for this discussion should be: "How do you feel about just stopping by and picking up $5 or $10 in cash?" Most, if not all, will state this is absolutely unethical! |
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|  |  | Point out there is no difference--just degree! |
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|  |  | Relate to ethics the following story of the frog in hot water. |
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|  |  | A frog, dropped into a pan of scalding water, will immediately jump right out. |
|  |  |  |
|  |  | A frog, placed in a pan of cool water that is slowly heated to the boiling point, will not realize its peril until it is too late! |
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| Slide ET-7 |  |  |
|  |  | B. What is the meaning of ethics? |
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|  | 1. Dictionaries define ethics as: |
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|  | a. A given system of conduct. |
|  |  |
|  | b. Principles of honor or morality. |
|  |  |
|  |  | c. Guidelines for human action. |
|  |  |  |
|  |  | d. Rules or standards for individuals or professions. |
|  |  |  |
|  |  | e. The character of a group based on its agreements about what is proper or expected behavior. |
| Slide ET-8 |  |  |
|  |  | 2. Ethics have roots in: |
|  |  |
|  | a. Ancient history: |
|  |  |
|  | - Especially in the Greek culture, which adopted rules for its citizens, such as "Do the greatest good for the greatest number." |
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|  |  | b. Religion: |
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|  |  | - All of the great religions of the world have the equivalent of the Ten Commandments to guide the thinking and actions of their members. |
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|  |  | - These guidelines specifically state how people should act, especially in relationships with other human beings. |
|  |  |  |
|  |  | - The **golden rule** is universal, as are universal values of honesty, courage, justice, tolerance, and full use of talents. |
|  |  |  |
|  |  | c. Systems of law: |
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|  |  | - Laws summarize decisions of technically trained judges as well as juries of peers who decide if a wrong has been committed. |
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|  |  | - New laws also arise as the values and attitudes of the community change. |
|  |  |  |
|  |  | - Ethics often begin where the law leaves off. |
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|  |  | d. Social customs: |
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|  |  | - Define what is acceptable and unacceptable in a certain community. |
|  |  |  |
|  |  | - Members of any community either condone (support) or condemn (resist) specific actions. |
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|  |  | - Examples: |
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|  |  | -- Dry (no alcohol sold) counties. |
|  |  |  |
|  |  | -- "X" rated bars, films allowed or not allowed. |

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|  |  | e. Our own personal code of conduct: |
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|  |  | - Based on a very personal assessment of what's right or wrong. |
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|  |  | - Begins with early childhood and matures through our life experience. |
|  |  |  |
|  |  | - Related to attitudes of people we respect, the confidence we have in our own standards, how often we've been supported or burned by past decisions, etc. |
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|  |  | - Examples: cheating the IRS and/or falsifying training reports. |
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|  |  | The **galvanic skin response**, used in the common polygraph examination, takes advantage of this basic physiological response to truth or falsehood. It is similar to the fight or flight reflex we have when in a stressful situation: our body alerts us to our most basic option! |
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| Slide ET-9 |  |  |
|  |  | C. Codes of ethics. |
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|  | 1. Provide specific guidelines to members of a profession, craft, or business. |
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|  | 2. These are designed to inform members of a common set of standards. |
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|  | 3. Encourage members to live by those standards. |
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|  |  | 4. Their purpose is to protect the integrity and reputation of the whole group. |
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|  |  | a. By publishing what is considered to be correct or expected behavior. |

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|  |  | b. By clarifying an individual's obligations to the group. |
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| Slide ET-10 |  |  |
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|  | A well-known code of ethics is the **Hippocratic Oath** of physicians, which states in part, "Above all, do no harm." How many of you belong to an organization that has a published code of ethics? What types of statements are included? |
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| Slide ET-11 |  |  |
|  |  | 5. Spell out standards of behavior for: |
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|  | a. Professional life. |
|  |  |
|  | - Example: "They will recognize his badge of office as a symbol of public faith, and accept it as a public trust to be held as long as they are true to the ethics of their office." (Fire Marshal's Association of America.) |
| Slide ET-12 |  |  |
|  |  | b. Relations with the public or society. |
|  |  |
|  | - Example: "Be courteous, considerate, enthusiastic, and cooperative. Be especially tactful and considerate in dealing with those who have experienced a loss due to fire." (Firefighter's Ten Commandments; Carl E. McCoy, author.) |
| Slide ET-13 |  |  |
|  |  | c. Relations with employers. |
|  |  |
|  | - Example: "Not accept, for the same service, compensation of any kind (other than from the client, principal, or employer) without full disclosure, knowledge, and consent of all parties concerned." (International Society of Fire Service Instructors.) |
| Slide ET-14 |  |  |
|  |  | d. Relations with other employees/ coworkers. |
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|  | Examples: |
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|  | - "Be honest in all my professional relationships." (Data Processing Management Association.) |
|  |  |  |
|  |  | - "Handle all matters of personnel on the basis of merit so that fairness and impartiality govern decisions pertaining to appointments, pay adjustments, promotions, and discipline." (International City Manager's Association.) |
|  |  |  |
|  |  | - "Share benefits and responsibility; help each other." (Hewlett-Packard Co.) |
|  |  |  |
|  |  | - "Maintain the highest standards of personal integrity; be honest and straightforward in dealings with others, and avoid conflicts of interest." (International Association of Fire Chiefs.) |
| Slide ET-15 |  |  |
| **SM**  **ET-6** |  | 6. The American Society for Public Administration (ASPA) has a code of ethics that is directly applicable to the fire/EMS. |
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|  | Have students read the sample ethics code. Ask students after each code "If this were your department's code of ethics, what would this mean to you as a CO?" |
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|  |  | Refer students to their SMs. |
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| Slide ET-16 |  |  |
|  |  | iv. Sample Code of Ethics (From ASPA) |
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|  | A. Serve the public interest. |
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|  | Serve the public, beyond serving oneself. ASPA members are committed to: |
|  |  |
|  |  | 1. Exercise discretionary authority to promote the public interest. |
|  |  |  |
|  |  | 2. Oppose all forms of discrimination and harassment, and promote affirmative action. |
|  |  |  |
|  |  | 3. Recognize and support the public's right to know the public's business. |
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|  |  | 4. Involve citizens in policy decisionmaking. |
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|  |  | 5. Exercise compassion, benevolence, fairness, and optimism. |
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|  |  | 6. Respond to the public in ways that are complete, clear, and easy to understand. |
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|  |  | 7. Assist citizens in their dealings with government. |
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|  |  | 8. Be prepared to make decisions that may not be popular. |
| Slide ET-17 |  |  |
|  |  | B. Respect the Constitution and the law. |
|  |  |
|  | Respect, support, and study government constitutions and laws that define responsibilities of public agencies, employees, and all citizens. ASPA members are committed to: |
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|  |  | 1. Understand and apply legislation and regulations relevant to their professional role. |
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|  |  | 2. Work to improve and change laws and policies that are counterproductive or obsolete. |

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|  |  | 3. Eliminate unlawful discrimination. |
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|  |  | 4. Prevent all forms of mismanagement of public funds by establishing and maintaining strong fiscal and management controls, and by supporting audits and investigative activities. |
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|  |  | 5. Respect and protect privileged information. |
|  |  |  |
|  |  | 6. Encourage and facilitate legitimate dissent activities in government and protect the whistle blowing rights of public employees. |
|  |  |  |
|  |  | 7. Promote constitutional principles of equality, fairness, representativeness, responsiveness, and due process in protecting citizens' rights. |
| Slide ET-18 |  |  |
|  |  | C. Demonstrate personal integrity. |
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|  | Demonstrate the highest standards in all activities to inspire public confidence and trust in public service. ASPA members are committed to: |
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|  | 1. Maintain truthfulness and honesty and to not compromise them for advancement, honor, or personal gain. |
|  |  |  |
|  |  | 2. Ensure that others receive credit for their work and contributions. |
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|  |  | 3. Zealously guard against conflict of interest or its appearance: e.g., nepotism, improper outside employment, misuse of public resources, or the acceptance of gifts. |
|  |  |  |
|  |  | 4. Respect superiors, subordinates, colleagues, and the public. |
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|  |  | 5. Take responsibility for their own errors. |
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|  |  | 6. Conduct official acts without partisanship. |

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| Slide ET-19 |  |  |
|  |  | D. Promote ethical organizations. |
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|  | Strengthen organizational capabilities to apply ethics, efficiency, and effectiveness in serving the public. ASPA members are committed to: |
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|  | 1. Enhance organizational capacity for open communication, creativity, and dedication. |
|  |  |  |
|  |  | 2. Subordinate institutional loyalties to the public good. |
|  |  |  |
|  |  | 3. Establish procedures that promote ethical behavior and hold individuals and organizations accountable for their conduct. |
|  |  |  |
|  |  | 4. Provide organization members with an administrative means for dissent, assurance of due process, and safeguards against reprisal. |
|  |  |  |
|  |  | 5. Promote merit principles that protect against arbitrary and capricious actions. |
|  |  |  |
|  |  | 6. Promote organizational accountability through appropriate controls and procedures. |
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|  |  | 7. Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document. |
| Slide ET-20 |  |  |
|  |  | E. Strive for professional excellence. |
|  |  |
|  | Strengthen individual capabilities and encourage the professional development of others. ASPA members are committed to: |
|  |  |
|  | 1. Provide support and encouragement to upgrade competence. |
|  |  |  |
|  |  | 2. Accept as a personal duty the responsibility to keep up to date on emerging issues and potential problems. |
|  |  | 3. Encourage others, throughout their careers, to participate in professional activities and associations. |
|  |  |  |
|  |  | 4. Allocate time to meet with students and provide a bridge between classroom studies and the realities of public service. |
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|  |  | F. Current interest in ethics. |
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| Slide ET-21 |  |  |
|  |  |  |
|  | ASK: Have you noticed any recent increase in news headlines or media coverage of ethical issues? |
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|  | Get two or three examples from the group. |
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|  | Show (without discussion) headlines of **general** ethical issues in government, business, religion, and world/national leadership, such as fraud, theft, etc. |
|  |  |  |
|  |  | Show headlines of ethical issues related to fire or EMS. Ask the group if they know of similar, more local examples of ethical issues. Point out that everyone in the room has the potential of being faced with tough ethical decisions in the future! |
|  |  |  |
|  |  | Remember, rights and privileges are balanced by obligations and responsibilities. |
|  |  |  |
|  |  | Public service means service to the public. |
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| 30 min. |  |  |
| Small Group |  |  |
| Activity ET.2 |  |  |
|  |  |  |
| Slide ET-22 |  |  |
|  |  | Activity ET.2 |
|  |  |
|  | Differing Expectations and Ethical Conflicts |
|  |  |
|  | Purpose |
|  |  |
|  | To demonstrate decisionmaking involving ethical practices. |
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|  |  |  |
|  |  | Begin by stating that ethics is particularly difficult for the fire/EMS leader because of the fact that we are bombarded by values, cultural characteristics, and expectations from many different sources. Generally, public servants are held to higher standards than the public which they serve. |
| Slide ET-23 |  |  |
|  |  | Show and discuss the flowchart, **Sources of Ethics.** |
|  |  |
|  | Mention possible conflicts for the fire/EMS officer. Example: duty to department versus duty to family. |
|  |  |
|  | Using the Sources of Ethics flowchart discussion as a background, tell the class it will now have an opportunity, working in small groups, to identify specific **influences on the ethical decisions of the fire/EMS officer.** |
|  |  |  |
|  |  |  |
|  |  | Directions to Students |
| **SM**  **ET-11** |  |  |
|  |  | 1. Refer students to the Student Activity Worksheet (SAW) in their SM. |
|  |  |  |
|  |  | 2. Read through the instructions. |
|  |  |  |
|  |  | 3. Divide students into four groups and assign one scenario to each group. |
|  |  |  |
|  |  | a. Group 1: Community Expectations. |
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|  |  | b. Group 2: Supervisor's Expectations. |
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|  |  | c. Group 3: Subordinate Expectations. |
|  |  |  |
|  |  | d. Group 4: Self-Expectations. |
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|  |  | 4. After the small group work, ask for reports from subgroups, and summarize. Ask the group for the key points or important concepts they have learned. |
|  |  |  |
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|  |  | Summary |
|  |  |  |
|  |  | * Ethics are complex. |
|  |  |  |
|  |  | * There are many conflicting ethical expectations. |
|  |  |  |
|  |  | * These expectations have a direct influence on our day-to-day decisions. |
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student activity worksheet

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| Activity ET.2 |
|  |
| Differing Expectations and Ethical Conflicts |
|  |
| Purpose |
|  |
| To demonstrate decisionmaking involving ethical practices. |
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|  |
| Directions |
|  |
| 1. In your small group, discuss your assigned scenario, the formal expectations, and the informal expectations. |
|  |
| 2. Determine the ethical considerations if informal expectations are allowed to continue. |
|  |
| 3. The following scenarios describe situations in which formal (organizational) expectations conflict with informal expectations of the public, a supervisor, subordinates, or oneself. Differing expectations often create ethical conflicts which need to be resolved. |
|  |
| 4. Determine how a Company Officer (CO) should handle the situation. |
|  |
| 5. List your results and select a spokesperson to report on your ethical considerations and the resolution of the situation. |
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| 6. You have 10 minutes to complete the exercise. |
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student activity worksheet

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| Activity ET.2 (cont'd) | |
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| Worksheet | |
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| Group 1: Community Expectations | |
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| Scenario: Your fire/EMS station, located next door to the public tennis courts, has always had citizens come into the station to use the restrooms, water fountain, and cold drink machine. During the summer, cold drink sales made enough money to buy a television set for the rec room. Since the city recently installed lighting for the courts, citizens frequently come in during the evenings. Several attractive youths have been spending a few hours after playing tennis watching television and joking around with the crew members of the company. | |
|  | |
|  | |
| Informal Expectations of Involved Citizens and Subordinates | |
|  | |
| The fire station is public property and therefore open to the public. They are not interfering with official activities and are causing no harm. | |
|  | |
|  | |
| Formal Expectations (Official Department Policy) | |
|  | |
| Visitors to the fire station should be approved by the station officer and the duration of visits should be limited to the time it takes to conduct whatever business is needed. | |
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| Ethical Considerations | How Should the CO Handle? |
| 1. |  |
| 2. |  |
| 3. |  |
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student activity worksheet

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| Group 2: Supervisor's Expectations | |
|  | |
| Scenario: The battalion chief, when visiting your fire station, usually spends a half hour or more talking about the fire chief in a very negative manner. The battalion chief finds fault with every order or policy that comes from the chief's office. The members of your company think the battalion chief is great because of the understanding of how they think and feel. | |
|  | |
|  | |
| Informal Expectations of Involved Citizens and Subordinates | |
|  | |
| The battalion chief has a duty to keep all members of their battalion informed about the orders and policies of the department and they also have the right to add personal opinions to policy matters. | |
|  | |
|  | |
| Formal Expectations (Official Department Policy) | |
|  | |
| All members of the department should demonstrate loyalty to the department, their superiors, their subordinates, and to each other. | |
|  | |
|  | |
| Ethical Considerations | How Should the CO Handle? |
| 1. |  |
| 2. |  |
| 3. |  |
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student activity worksheet

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| Group 3: Subordinates Expectations | |
|  | |
| Scenario: For many years, several times a week, your company has stopped by a local ice cream parlor for ice cream cones. The owner doesn't discount the price, but does give double scoops at no extra charge to the firefighters/emergency medical technicians (EMTs). | |
|  | |
|  | |
| Informal Expectations of Involved Citizens and Subordinates | |
|  | |
| This stop for ice cream has become somewhat of a tradition of this company. No one sees any problem if the store owner wants to give a little extra to the firefighters/EMTs who stop by. | |
|  | |
|  | |
| Formal Expectations (Official Department Policy) | |
|  | |
| No member of the department shall accept any tips, gratuities, presents, money, etc., as representatives of the department. | |
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| Ethical Considerations | How Should the CO Handle? |
| 1. |  |
| 2. |  |
| 3. |  |
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student activity worksheet

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| Group 4: Self-Expectations | |
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| Scenario: A new firefighter recently graduated from recruit school and has been assigned to a CO at a different station from yours. The officer does not know the new recruit is a member of your family. Today at a critique you both attended, this lieutenant mentioned that someone is pilfering some station supplies and the new recruit is suspected and will be watched over the next several days to try and catch him in the act. This would result in the new recruit's termination. | |
|  | |
|  | |
| Informal Expectations of Involved Citizens and Subordinates | |
|  | |
| This is a family member and I owe my family a warning. | |
|  | |
|  | |
| Formal Expectations (Official Department Policy) | |
|  | |
| Any member caught stealing will be immediately suspended without pay and criminal charges sought by the department. | |
|  | |
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| Ethical Considerations | How Should the CO Handle? |
| 1. |  |
| 2. |  |
| 3. |  |
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| 60 min. |  |  |
| Small Group |  |  |
| Activity ET.3 |  |  |
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| Slide ET-24 |  |  |
|  |  | Activity ET.3 |
|  |  |
|  | Ethical Decisionmaking |
|  |  |
|  | Purpose |
|  |  |
|  | To examine the day-to-day ethics of a group to determine: consistency, agreement, and differences. To discover the actual principles or culture and values that influence certain decisions in the group, and to discover if there is an impact on decisions by missions, goals, policies, procedures, training, performance standards, etc. To provide an actual opportunity to wrestle with some tough day-to-day decisions, calling into play both personal and organizational ethics. |
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| **SM**  **ET-45** |  | Directions to Students |
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|  |  |  |
| IG p. ET-43 |  | The Twenty-Five Situations can be found in the SM and in Appendix A of this Instructor Guide (IG) that present a broad range of situations that might be encountered in either all career, combination, or volunteer departments. |
|  |  |  |
|  |  | It is suggested that when the composition of the class is known, the most applicable scenarios should be selected. Pick scenarios after dividing the class into small groups and have them review and report. |
|  |  |  |
|  |  | Introduce this activity by reminding students: |
|  |  |  |
|  |  | * That ethics have many sources and dimensions. |
|  |  |  |
|  |  | * Conflicts can occur in choosing between ethical standards. |
|  |  |  |
|  |  | * Fire/EMS officers can fall into ethical traps. |
|  |  |  |
|  |  | State that the best way to discover how ethics influence our decisions is to experience actual decisionmaking. |
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|  |  | Explain that the activity will give each person an opportunity to: |
|  |  |  |
|  |  | * **Make** a decision. |
|  |  |  |
|  |  | * **Justify** the decision to themselves. |
|  |  |  |
|  |  | * **Defend** the decision to peers in the group. |
|  |  |  |
|  |  |  |
|  |  | 1. Divide students into groups of four. If possible, separate students to avoid having coworkers or those from the same department in the same group so that they can achieve the benefits of different perspectives. |
|  |  |  |
|  |  | 2. Identify for each group the scenarios that you have selected for their group. |
| **SM**  **ET-17** |  |  |
|  |  | 3. Refer the students to the SAW in the SM. |
|  |  |  |
|  |  | 4. Review the instructions to clarify the task, the timing, and the results to be achieved. |
|  |  |  |
|  |  | 5. After the exercise, time permitting, request feedback from the small groups on what they learned in the exercise. |
|  |  |  |
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|  |  | Summary |
|  |  |  |
|  |  | Summarize that ethical decisions often are not easy, and sometimes there are no clear right or wrong decisions! |
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student activity worksheet

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| Activity ET.3 |
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| Ethical Decisionmaking |
|  |
| Purpose |
|  |
| To examine the day-to-day ethics of a group to determine: consistency, agreement, and differences. To discover the actual principles or culture and values that influence certain decisions in the group, and to discover if there is an impact on decisions by missions, goals, policies, procedures, training, performance standards, etc. To provide an actual opportunity to wrestle with some tough day-to-day decisions, calling into play both personal and organizational ethics. |
|  |
|  |
| Directions |
|  |
| 1. In your small group select one person to act as coordinator/timekeeper. |
|  |
| 2. Each person, including the coordinator, lists all others in the group (minus coordinator) on the Ethical Decisionmaking Worksheet. |
|  |
| 3. The first volunteer reads the scenario (privately), and has **2 minutes** to decide a course of action. If the options are not acceptable, a new one can be created. Each person should decide what is ethical (proper and right) for the situation "in the real world." |
|  |
| 4. The coordinator will read the scenario aloud, give the decision made, and explain why that option was chosen. (**1 minute.**) |
|  |
| 5. Without discussion, others in the group score on the worksheet how much they agree with the choice and the reasons for it. (**1 minute.**) |
|  |
| 6. Group members then tell the decisionmaker what scores they gave and why. |
|  |
| 7. The group then has 5 minutes to question the decisionmaker and ask for justification of the choice. (Why **that** option? Why not others?) Do not try to **solve** the original problem or avoid it. Discuss the **ethics** of the decision made. |
|  |
| 8. The coordinator moves on to the next decisionmaker, who picks a scenario. The process is repeated until all (including the coordinator) have made an ethical decision and justified it to the group. |
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student activity worksheet

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| Activity ET.3 (cont'd) | | | | | | | | | | | | |
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| Ethical Decisionmaking Worksheet | | | | | | | | | | | | |
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| Scoring | | | | | | | | | | | | |
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| 1 | 2 | 3 | | 4 | 5 | | 6 | 7 | | 8 | 9 | 10 |
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| **Shades of Disagreement** | | | | | | | **Shades of Agreement** | | | | | |
| I totally disagree with your choice and your reasons. | | | | | I accept your choice, but disagree with why you chose that option. | | | | I totally agree with you on your choice and your reasons. | | | |
|  | | | | | | | | | | | | |
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| Group Members | | | Score I Gave to Decision | | | Scores Others Gave | | | | | | |
| 1. | | |  | | |  | | | | | | |
| 2. | | |  | | |  | | | | | | |
| 3. | | |  | | |  | | | | | | |
| 4. | | |  | | |  | | | | | | |
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| When you have completed one round, discuss the following questions: | | | | | | | | | | | | |
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| 1. What makes ethical decisions difficult? | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| 2. How much difference or similarity were there in the scores and why? | | | | | | | | | | | | |
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| 3. What did your group learn from this exercise? | | | | | | | | | | | | |
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| 45 min.  Lecture/Discussion |  |  |
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| Slide ET-25 |  |  |
|  |  | v. Guidelines and Resources |
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|  | A. Recap. |
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|  | Review the concepts covered so far. |
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|  |  | 1. Many groups (and individuals) have a stake in decisions. |
|  |  |  |
|  |  | 2. These groups may all have legitimate but **contradictory** expectations. |
|  |  |  |
|  |  | 3. The fire/EMS officer's **own personal** ethics, standards, and integrity are always part of the picture. |
|  |  |  |
|  |  | 4. There are numerous courses of action that a fire/EMS officer can take in making a decision. |
|  |  |  |
|  |  | 5. There is seldom a clear, totally right or wrong answer to ethical dilemmas. |
|  |  |  |
|  |  | 6. A person must base a decision on community, organizational, and/or personal standards. **The clearer they are, the easier the decision!** |
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|  |  | Explain that all fire departments/EMS, no matter how simple or sophisticated, have a unique jigsaw puzzle of values, standards, expectations, requirements, and legal mandates. |
|  |  |  |
|  |  | These parts of the organizational whole directly reflect **decisions** that have been made in the past about what is right and wrong, proper and improper. |
|  |  |  |
|  |  |  |
|  |  | Unfortunately, some of these decisions have been made officially, and some have been made unofficially, based on the culture and values of the members of the department. This makes it difficult for a fire/EMS officer to sort out the formal from the informal, to clarify standards, and to arrive at ethically proper decisions. |
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| Slide ET-26 |  |  |
|  |  | B. Examining and evaluating available resources/ guidelines can help you to: |
|  |  |
|  | 1. Determine what standards exist to guide decisions. |
|  |  |
|  | 2. Identify gaps where there is no specific guideline. |
|  |  |  |
|  |  | 3. Determine whether to follow the rules or to let your conscience be your guide in a given situation. |
|  |  |  |
| **SM**  **ET-3** |  |  |
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|  |  | Advise students that we are now going to return to Activity ET.1. |
| Slide ET-27 |  |  |
|  |  | ASK: What conditions led to this problem? |
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| Slide ET-28 |  |  |
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|  | ASK: What expectations do the firefighters/EMTs have? |
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| Slide ET-29 |  |  |
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|  | ASK: What expectations does the president have? |
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| Slide ET-30 |  |  |
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|  | ASK: What expectations does the public have? |
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| Slide ET-31 |  |  |
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|  | ASK: What guidelines might exist to help the chief determine a course of action? |
|  |  |
|  | Refer students to the "Example Checklist for Ethical Decisions" in Appendix B of the SM. |
|  |  |
|  | Briefly explain the checklist as follows: |
| **SM**  **ET-75** |  |  |
| IG p. ET-71 |  | The first column lists possible available resources/guidelines that might provide guidance to you in solving an ethical dilemma. Point out that all of these guidelines may not exist in all departments. If a guideline does not exist, there's a gap. |
|  |  |  |
|  |  | Also point out that even if a specific document/resource exists, it may not have anything to say that can help you solve your present ethical dilemma. |
|  |  |  |
|  |  | The second column asks you to delineate what existing documents/values/traditions/your personal standards demand in the present situation. |
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|  |  | The final column asks you to articulate what this means to you, as the person who has to make the decision. |
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|  |  | Go through the first couple of items under each category (documents, traditions/history, culture, and personal standards/ethics) and make sure students understand how the checklist works. |
|  |  |  |
|  |  | Give students a few minutes to review the whole checklist. |
|  |  |  |
|  |  | When students are finished with their review, draw their attention to the final decision and action plan. |
|  |  |  |
|  |  | Emphasize that this is a hypothetical example; however, all departments have some available resources/guidelines and any CO faced with a complex ethical decision can "read the situation" by analyzing and evaluating obvious indicators. |
| **SM**  **ET-39** |  |  |
|  |  | Point out that a blank "Checklist for Ethical Decisions" has been provided in the SM for students to use after the class whenever they face a complex ethical dilemma. |
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|  |  | Summarize by making the following points. |
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| Slide ET-32 |  |  |
|  |  | C. An ethical decision will: |
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|  | 1. Honor formal department decisions and documents. |
|  |  |
|  | 2. Not violate laws, rules, etc. |
|  |  |
|  | 3. Reflect reasonable and positive cultural characteristics. |
|  |  |  |
|  |  | 4. Reflect the interest of all parties as much as possible. |
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|  |  | 5. Feel right! |
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|  |  | In the final analysis, the bottom line is that each person must weigh and honor existing guidelines, but make the decision based on personal ethics, ideals, and convictions. |
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|  |  | There are no formulas for the grey areas, or for the tough decisions. A major part of ethical behavior is accepting that you must do what you believe is right, given the specific situation, and be prepared to justify and defend your decisions if necessary. |
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| Slide ET-33 |  |  |
|  |  | vi. Characteristics of an Ethical Organization and an Ethical Leader |
|  |  |
|  | A. Characteristics of an ethical organization: |
|  |  |
|  | 1. Senior management defines and clarifies standards, values, and ethics. |
|  |  |  |
|  |  | 2. Senior management demonstrates a commitment to those ethics, and expects a similar commitment of all members. |
|  |  |  |
|  |  | 3. The organization supports and rewards ethical behavior and ethical solutions to problems. |
|  |  |  |
|  |  | 4. The organization gives consideration to all stakeholders--the community, policymakers, employees, and special interest groups. |
|  |  |  |
|  |  | 5. The organization as a whole prides itself on its ideals and on striving toward them. |
| Slide ET-34 |  |  |
|  |  | B. Characteristics of an ethical leader: |
|  |  |
|  | 1. Models ethical behavior after others. |
|  |  |
|  | 2. Attempts to balance personal ethics with those of the organization. |
|  |  |
|  | 3. Considers impact of decisions on all others who will be affected. |
|  |  |  |
|  |  | 4. Operates with integrity, honesty, and courage. |

|  |  |  |
| --- | --- | --- |
|  |  | 5. Approaches ethics from a positive point of view, guided by their own ethical compass or conscience. |
| Slide ET-35 |  |  |
|  |  | C. Tests of an ethical decision (organizational or personal). |
|  |  |
|  | 1. Do I feel unembarrassed, unashamed, not guilty, or not defensive? |
|  |  |
|  | 2. Do I object to my decision being published openly? |
|  |  |  |
|  |  | 3. Am I willing to risk criticism for my decision? |
|  |  |  |
|  |  | 4. Could I justify and defend my decision to my greatest critics and enemies? |
|  |  |  |
|  |  | 5. Have I considered all who would be affected by the decision and given them proper priority or weight? |
|  |  |  |
|  |  | 6. Does it feel right in my gut--is my conscience clear? |
|  |  |  |
| Slide ET-36 |  |  |
|  |  | vii. Summary |
|  |  |
|  | A. "Ideals are like stars--we never reach them. But, like mariners at sea, we chart our course by them."  -- *Author unknown* |
|  |  |
|  |  |
|  |  |
| Slide ET-37 |  |  |
|  |  | B. "…Men (women) often stumble over the truth, and most manage to pick themselves up and hurry off as if nothing had happened."  -- *Winston Churchill* |
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| --- | --- | --- |
|  |  | C. It should be the goal of all of us to operate according to the highest possible standards. We have a serious responsibility to ensure that our personal conduct is above reproach and, as difficult as it may be at times, we also have obligations regarding the conduct of those who work around us. |

Appendix A

TWENTY-FIVE situations for

activity ET.3

Situation #1

After much soul searching and debate, your volunteer department Board of Directors made a policy decision to **not** fight fires at properties for which the annual fire dues are not paid. They have instructed fire personnel to carefully monitor which properties in the community are paid or unpaid, and to act accordingly. They believe that if people in the community think the fire/EMS department will respond **anyway**, fewer people will pay dues, and the department will **not** have the revenues it needs to operate.

You and your crew have just been dispatched to a structure fire. Just as you arrive, the dispatcher tells you that the annual dues are **not** paid. Your initial size up shows a working fire in the garage and fire just entering a short breezeway connecting the garage to the house.

Do you:

* Immediately leave the scene?
* Perform rescue and salvage, and protect neighbors' exposures only?
* Prepare to pump water, lay lines, and wait for more instructions (but not begin the fire attack)?
* Fight the fire aggressively?
* Other? Please specify.

Situation #2

You are the fire marshal of the department. After extensive negotiation with a contractor over a plans check problem, you finally resolve all of the problems. The contractor did not want to sprinkler the building, yet it was oversized. A compromise was achieved by installing division walls. This was accomplished by your suggestion only after weeks of disagreement.

A week later when you arrive in the office, you discover an envelope on your desk. Upon opening it, you discover two tickets to a professional game and a note. It states, "Thanks for all your help."

Do you:

* Take the tickets to your superior's office and report them to him?
* Call the contractor up and ask him to come over and take the tickets back?
* Throw the tickets away and don't mention it to either your superior or the contractor?
* Use the tickets for the game?
* Other? Please specify.

Situation #3

You are coming home from a meeting late at night and you are in your personal vehicle. As you are waiting at a light, a vehicle pulls up beside you and you observe an offduty Captain from your department driving the car. The Captain has been paying attention to the passenger in the car and has not noticed you. They are embracing in a very amorous fashion. As the light changes, the driver straightens up and you recognize the passenger as the significant other to the onduty Captain at your station. Both appear to have been drinking.

Do you:

* Honk your horn, get their attention so they can see you and then drive off?
* Honk your horn, get their attention, motion the vehicle to the curb, and warn them right there of the consequences of the actions?
* Allow them to drive off unaware of the fact that you observed them, then talk to the driver later when the driver is on duty?
* Allow them to drive off unaware of the fact that you observed them, then forget the entire matter?
* Other? Please specify.

Situation #4

You are the department Training Officer. A person walks into your office and shows identification as a Federal Bureau of Investigation (FBI) agent. The agent has a warrant for the arrest of one of your new recruits. The warrant is for narcotics trafficking with high school students. The recruits are due to graduate in 3 days. The recruit in question is number one in the class in performance. The chief is out of town and unavailable. The agent wants the recruit brought to the office. Currently, the recruit is on the drill tower.

Do you:

* Immediately contact the local police department and ask them to accompany or meet you at the drill tower?
* Go to the tower yourself, pick up the recruit in question, and return the recruit to the FBI agent without saying what's happening?
* Go to the tower yourself, remove the recruit from class, suspend the recruit from duty pending an investigation, and take the recruit to the agent at headquarters?
* Ask the agent to accompany you to the tower, remove the recruit from class, and turn the recruit over to the agent?
* Other? Please specify.

Situation #5

Traditionally, your fire/EMS department has had a keg of beer in the recreation room of the department, which also serves as a department meeting room. Department members tend to gather and socialize in this spot at the back of the station and there has never been any real trouble over "having a few beers." Recently, a driver operator had a minor accident while driving the engine to a grass fire. There were no police officers on scene, so the driver was not cited, but the rumor got out that the driver was "drunk."

In yesterday's local newspaper, an irate letter was printed, accusing the department of encouraging "drunk and dangerous" driving by serving liquor. You are a senior member of the department, responsible for driving and safety standards.

Do you:

* Ignore the letter?
* Request a policy decision about alcohol on the premises?
* Move the keg of beer out yourself?
* Create a committee within the department to make a decision?
* Other? Please specify.

Situation #6

One night you are sitting in your office doing paperwork. A young firefighter/EMT enters your office and requests permission to speak to you. The firefighter/EMT proceeds to inform you of preference to an alternative lifestyle and is concerned about word getting back to the department of an incident where this individual was arrested at a demonstration for gay rights.

Do you:

* Counsel the person, suggest psychological help, and then wait and see what happens next?
* Get all the facts, then immediately contact your superior for guidance?
* Based on the facts, immediately suspend the firefighter/EMT pending further investigation?
* Inform the firefighter/EMT that department policy requires all arrests, either on or off duty, to be promptly reported. Give the firefighter/EMT 24 hours to do the same or face being suspended pending an investigation.
* Other? Please specify.

Situation #7

As the onduty Battalion Chief, you are about to leave the station when you observe an off-going Captain remove a toolbox from a pickup and place the box in a car. Three shifts later, you overhear the Captain who owned the pickup complain that someone had stolen the toolbox from the truck.

Do you:

* Assume it's a practical joke and ignore it?
* Speak up and tell the Captain what you observed?
* Don't say anything right then, but talk to the Captain who moved the box and tell what you observed?
* Get all of the Captains together and discuss the missing toolbox?
* Other? Please specify.

Situation #8

Your fire chief has been quoted in the media, saying that fire prevention, including an aggressive fire inspection program, is the department's highest priority. You did a careful review of all the public assembly and commercial occupancies within your station's boundaries, and developed a prioritized annual inspection plan.

You gave highest priority to some older, low-income apartment buildings, businesses with stored hazardous materials, several old church properties used for bingo and dances (as well as religious services), and an old warehouse converted into an artists' cooperative.

You began the inspection after training your crew and discovered that it's slow going because you are finding numerous, serious violations, and it takes time to do a thorough job.

Yesterday, your Battalion Chief called you in and said, "I know you're taking the inspection program seriously, but you'll have to put your action plan on hold. For the next 6 months, we'll only be doing **revenue-producing**, low-hazard, "quick and dirty" inspections. The city manager gave the word to the chief!

Do you:

* Rewrite your inspection plan, targeting low-hazard but revenue-producing occupancies as targeted by the Battalion Chief?
* Point out the contradiction between the mission and department priorities, and the new orders about inspections?
* Tell the Battalion Chief that in good conscience you can't change the plan?
* Quit doing inspections until they make up their minds?
* Other? Please specify.

Situation #9

One morning a structure fire call comes in about 5 minutes after shift changes. As Battalion Chief, you arrive on the scene of a fairly smoke-charged structure. No fire is visible, but there's a lot of smoke. The Captain is sitting on the curb, head between knees and has vomited in the street. The engineer is running the fire. Upon closer examination, you determine that the Captain is experiencing a severe hangover and you smell alcohol. The Captain is a 30-year veteran, your former supervisor, and going through a divorce.

Do you:

* Order the Captain to straighten out and get back into his job?
* Order the Captain off the fire and to get into your vehicle?
* Advise the Captain of being suspended and to remain seated in the vehicle until the fire is over?
* Ignore the Captain and work with the engineer to get the fire out?
* Other? Please specify.

Situation #10

A late night wreck occurs. Upon arrival, you discover that one of the victims is the child of an onduty firefighter/EMT. The child is badly injured and probably won't live. The child goes into surgery immediately.

Do you:

* Try to reach the child's other parent to inform the firefighter/EMT?
* Send someone to relieve the firefighter/EMT and have that person driven to the hospital in a fire/EMT service vehicle?
* Personally go to the firefighter/EMT and report the incident and allow the firefighter/EMT to drive to the hospital?
* Talk to the firefighter/EMT and suggest remaining on duty until 0730 shift change because the child is in surgery anyway?
* Other? Please specify.

Situation #11

The firefighter/EMT union has voted to strike. You agree that compared to neighboring departments, you are underpaid. The negotiations have brought unrest to the city. A firefighter/ EMT strike in this State is illegal.

Do you:

* Go out on strike if necessary?
* Ignore the strike vote and remain on the job?
* Report to work, but function only to save lives?
* Take annual leave and leave town if a strike vote passes?
* Other? Please specify.

Situation #12

You are about to leave to go to an oral board for entry-level firefighter/EMT in a neighboring community. One of your contemporaries, who is also a social acquaintance, asks to speak to you advising you that a family member's sibling is to be one of the candidates you will be rating. You are asked to give the sibling an extra "little boost" if you get the chance.

Do you:

* State that this is out of line and that you will not even rate the candidate after that request?
* Acknowledge the request, but disqualify yourself when the candidate is heard?
* Disregard the request as being well-meaning but misdirected. Grade the candidate anyway?
* Ask for more information about the candidate so you can make a more informed decision?
* Other? Please specify.

Situation #13

The significant other of one of your engineers calls you. Tells you that your engineer is an alcoholic and is abusive and warns that if the behavior doesn't stop, the significant other will go to the police, and it may result in your engineer being out of a job.

Do you:

* Advise the significant other that this is a personal matter and that you cannot get involved?
* After getting the facts from the significant other, give counseling on where to get additional professional help?
* Talk to the engineer, advise that you know of the problem, and warn of the consequences?
* Counsel the engineer about employee assistance programs, and other options available to help get through this crisis?
* Other? Please specify.

Situation #14

While you are off duty, you stop at the scene of an accident. You notice that a victim who needs cardiopulmonary resuscitation (CPR) has obvious purple facial spots, possible Kaposi's Sarcoma (an AIDS indicator). An ambulance has just been called (estimated time of arrival (ETA) 7 minutes), and you appear to be the only trained person on scene.

Do you:

* Avoid giving CPR, and find other things to do on scene (look for other victims, etc.)?
* Take command. Ask if anyone knows CPR, and ask them to perform it on the victim (without mentioning the facial spots)?
* Perform routine CPR?
* Clear the airway, and perform chest thrusts, but not give mouth-to-mouth resuscitation?
* Other? Please specify.

Situation #15

You are a firefighter/EMT service professional with a contracting business that you conduct "on the side." Your main work is installing security gates and grates on doors and windows to protect property owners from burglars. Your biggest seller is a wrought iron combination window grate that bolts on and is not easily or quickly removed.

Other available products have a panic bar release on the inside so that people can release the window grates during a fire. However, these are very expensive, difficult to install, and require some maintenance and routine testing. You realize that if you carried them in stock, it could be very costly, and few property owners could afford them anyway.

Do you:

* Continue offering only the profitable permanent gates and grates?
* Invest in marketing and testing of the panic release only to see if there is interest in them?
* Purchase a basic stock of the better grates and actively encourage property owners to buy them?
* Absorb the cost of a major campaign (media, etc.) to educate people about the safety features of the release type? (Invest time and money in public education?)
* Other? Please specify.

Situation #16

A major hotel's manager asks you to take an informal look at a new conference room design. As you leave, you are given a gift certificate for the free use of the workout room, sauna, and pool "anytime you want" by you and the other two Captains at your station.

Do you:

* Give thanks but state you cannot accept gifts, and leave?
* Take the certificate, but report it (as a gift) to your senior officer?
* Take the certificate, but not use it and not share it with your peers?
* Give the certificate to the other two Captains, telling them they can decide for themselves whether to use it?
* Other? Please specify.

Situation #17

You observe that another officer, who is a newly-promoted Captain, is not getting the support and resources that counterparts routinely get. You have heard a Battalion Chief say "let's see if the new Captain can carry the ball."

Do you:

* Quietly share information with the new Captain to help out?
* Enlist other Captains for support and to assist the new Captain to succeed in the position?
* Ask **your** Battalion Chief to talk to the other Battalion Chief about changing personal attitude and practices?
* Do nothing but wait and watch?
* Other? Please specify.

Situation #18

You are a Lieutenant/Paramedic, in charge of a three-person crew at your station. Things are going well for you--the crew has accepted your leadership, and usually functions well as a team.

Recently, things have started disappearing at the station. Food disappears out of personal food lockers in the kitchen, and out of the refrigerator. DVDs on loan from station headquarters are not there when you need them for training. An expensive new training manual has also disappeared. The Captain tells you bluntly that the thefts appear to be happening mostly on your shift, and that you must solve the problem. You think about the problem for a few days.

Do you:

* Call your crew together and tell them thefts will not be tolerated, and that you expect everyone to respect the property and rights of others?
* Suggest that everyone place their own locks on personal lockers, etc.?
* Prepare a purchase order for the Captain's approval for locks for **all** cabinets at the station?
* Lock your own lockers, but say nothing to the crew?
* Other? Please specify.

Situation #19

You are a State certified fire instructor who uses copyrighted material in your seminars. You have been contacted by a rural volunteer fire company for help in your special area of expertise. This company is extremely underfunded due to local economic conditions. There are no funds available to purchase any of the standard materials that you use for training.

You are willing and desirous of helping this organization.

Do you:

* Tell them that you will only present the program if they cover the cost of the materials?
* Violate copyright laws by photocopying materials for this group?
* Reduce the quality of the program significantly, by not using the copyrighted materials?
* Pay for the materials yourself (approximately $50)?
* Other? Please specify.

Situation #20

You dislike your superior intensely. Although technically your superior is well trained, your superior's personal ethics prevent your superior from being respected. The superior is dishonest and disloyal to the department. The superior often distributes flyers and hangs posters, which are offensive to many department members. The superior recently made a decision that negatively affected you personally.

Totally by accident, you discover that your married superior is having an affair with one of the department's employees.

Do you:

* Mind your own business and ignore the problem?
* Tell your superior what you know and ask the superior to reconsider a recent decision?
* Send an anonymous note to the spouses of your superior and the other employee advising them of the problem?
* Start a rumor at city hall about their affair. Try to get this information to the City Manager?
* Other? Please specify.

Situation #21

As a fire investigator you sought and won a conviction of arson of a suspect you believed started a fire in a warehouse. The suspect has been placed in the State penitentiary. After 6 months you personally uncover evidence that casts doubt in your mind about the suspect's guilt.

Do you:

* Forget about it, and let the suspect finish the sentence?
* Continue to pursue the evidence, but don't tell anyone else about the discovery?
* Tell your superior and be guided by decision?
* Take this new evidence to the district attorney, and request that the case be reopened?
* Other? Please specify.

Situation #22

While you are off duty, you injure your back lifting something in your garage. You do not have disability insurance. The first few minutes after reporting to duty on one of your shifts, you have a working fire, and although you were not hurt, you were involved in a lot of heavy work.

Do you:

* File a compensation claim just to cover yourself?
* File a compensation claim based on the fact that the fire aggravated your injury?
* Consult with a lawyer and determine what your rights are?
* Forget about the claim, but advise your superior of the problems and request assignment to lighter duty?
* Other? Please specify.

Situation #23

One of your firefighter/paramedics has requested approval to attend a special conference/class/ seminar. You know that this person violates rules and regulations, has a poor record of attendance, and generally is not a productive team member. However, the individual makes it clear to you that refusal to endorse the request will be interpreted as discrimination. You are also sensitive to the fact that if this individual attends the conference, people who are more deserving cannot attend, and will be penalized unfairly.

Do you:

* Endorse the application without comment?
* Endorse the application after counseling the officer about your expectations for performance improvement after the conference?
* Refuse to sign the approval, and explain why?
* Refuse to sign the approval without comment?
* Other? Please specify.

Situation #24

You are the Deputy Chief in your fire agency. You have always been a team player and have a well-deserved reputation for being loyal to the organization and your fellow firefighters/EMTs.

Over the past two years you have perceived a serious decline in the overall morale and motivation of the department. Various members of the department have confided to you that your superior (the Fire Chief), a close personal friend, has been "playing favorites." You have checked this out and found that it is not only true, but that on numerous occasions, people have not been disciplined even when major violations of policy, contract, or even illegal deeds have occurred.

Do you:

* Go to the Fire Chief and tell him/her of your findings?
* Go to the mayor or Board that supervises your Fire Chief?
* Keep quiet and hope that things will change?
* Document what you have learned, and file it in a safe place?
* Other? Please specify.

Situation #25

You are a captain and go out to dinner with your spouse and some close friends. After you are seated and order your dinner, you walk through the restaurant to use the restroom. On the way, you notice a serious fire code violation: an exit door is chained and locked and a display table is placed in front of it.

Do you:

* Decide that since you are on personal time, you'll do nothing?
* Return to your table and tell the group that you are all leaving and going to another restaurant?
* Seek out the manager and insist that they unchain the door and remove the obstruction?
* Call the senior firefighter/EMT officer currently on duty and report the violation?
* Other? Please specify.

Appendix B

Example Checklist for Ethical DecisionS









