



United States  
Department of  
Agriculture

Forest Service  
Office of Civil  
Rights

September 2004



**External Appendices**  
for the  
**5<sup>th</sup> Semi-Annual Report on the**  
**USDA FS Women's Settlement Agreement**  
**(Donnelly vs. Veneman)**

**September 1, 2004**

## Table of Contents

<b>Appendix A</b>	<b>Alternative Dispute Resolution Program</b>	
A.1	EIP Name Change Letter (04/01/04) .....	A-1
A.2	Scheduling Commitment Letter to Resolving Officials (01/28/04) .....	A-2
A.3	Scheduling Commitment Letter to Resolving Officials (04/08/04) .....	A-4
A.4	EIP Name Change Letter (04/07/04) .....	A-6
A.5	EIP Information Letter (03/31/04) .....	A-7
A.6	Changes in EIP Mediation Process Letter (03/31/04).....	A-9
A.7	Cancellation of Changes Proposed in the EIP Mediation Process Letter (04/07/04) ...	A-14
A.8	Status of Action Items from the Previous (Fourth) Reporting Period.....	A-15
<b>Appendix B</b>	<b>Performance Evaluations</b>	
B.1	Feedback for Forest Supervisors and Staff Directors.....	B-1
<b>Appendix C</b>	<b>Exit Interviews</b>	
C.1	Exit Interview Questionnaire .....	C-1
C.2	AD-139 Final Salary Payment Form .....	C-6
C.3	Exit Interview Tracking Log.....	C-7
C.4	Exit Interview Reporting Form.....	C-8
C.5	Total Separations by Nature of Action .....	C-9
C.6	All Exit Interviews.....	C-10
C.7	All Temporary Exit Interviews .....	C-11
C.8	All Permanent Exit Interviews.....	C-12
C.9	All Female Permanent/Temporary Exit Interviews .....	C-13
C.10	All Male Permanent/Temporary Exit Interviews.....	C-14
C.11	What the Employees Like Most about the Position (Question 15) .....	C-15
C.12	Inducements to Stay/Return (Question 16) .....	C-17
C.13	If You Were In Charge, What Would You Change? Inducements to Stay/Return (Question 17) .....	C-19
<b>Appendix D</b>	<b>Prevention of Sexual Harassment</b>	
D.1	POSH Course Evaluation.....	D-1
D.2	Overall POSH Training Summary 2003 .....	D-2
D.3	Sensing Survey on Work Environment Issues and Sexual Harassment Letter .....	D-4
D.4	POSH Training Schedule 2004 Letter (12/02/03).....	D-5
D.5	Annual Mandatory POSH Training 2004 Letter (04/13/04) .....	D-7
D.6	Units' Sensing Results .....	D-8
D.7	Wildland Civil Rights EEO Training Handout .....	D-36
<b>Appendix E</b>	<b>Informal EEO Program</b>	
E.1	Informal EEO Process Survey Forms .....	E-1
E.2	Analysis of Completed Informal EEO Process Survey Forms.....	E-7
E.3	Number of All R5 Complaints By Type of Alleged Discrimination, Responding Officials and Location (10/01/03-06/30/04) .....	E-13
E.4	Number of R5 Class Members' Complaints By Type of Alleged Discrimination, Responding Officials and Location (10/1/03-06/30/04) .....	E-14
E.5	Non-Reprisal Guidance Letter (06/28/04) .....	E-15

---

<b>Appendix F</b>	<b>Mentoring Program</b>	
F.1	Formal Mentoring Program Summary .....	F-1
F.2	Mentoring Program Mid-Point Evaluation 2004 .....	F-5
<b>Appendix G</b>	<b>Adverse Action Digest</b>	
G.1	Disciplinary and Adverse Action Digest, October – March, 2004 .....	G-1
G.2	Disciplinary and Adverse Action Digest, April - June, 2004 .....	G-21
<b>Appendix H</b>	<b>Women's Conference</b>	
H.1	Women's Conference Planning Report as of June 30, 2004 .....	H-1
<b>Appendix I</b>	<b>POSITIVE INCENTIVES AND CIVIL RIGHTS PERFORMANCE</b>	
I.1	Performance Awards Program and Region 5 Civil Rights Awards .....	I-1

---

## Appendix A. ALTERNATIVE DISPUTE RESOLUTION PROGRAM

### A.1. EIP Name Change Letter (04/01/04)

---

**File Code:** 1300/1760/6100

**Date:** April 1, 2004

**Route To:**

**Subject:** Early Intervention Program Name Change

**To:** Regional Foresters, Station Directors, Area Director, IITF Director, and WO Staff Directors

The name of the Forest Service's Early Intervention Program (EIP), has been changed to the "Alternative Dispute Resolution (ADR) Program." Created to assist employees in constructively handling workplace conflict, the ADR Program still offers mediation, facilitation, and other services, but has changed and matured to the point where the former name no longer adequately describes its roles, responsibilities, and offerings.

The ADR Program provides another avenue for employees to use when experiencing conflict in the workplace. It does not replace or in any way interfere with the rights all employees have to grieve, pursue a complaint, or otherwise seek solutions to their concerns through the established formal systems. Instead, ADR can provide consultation, coaching, facilitation, and mediation assistance early on in a conflict, or as part of the effort to resolve a complaint or grievance.

Another reason for the name change is that the Department of Agriculture began referring to its non-EEO case resolution efforts as "Early Intervention" to differentiate this workload category from the EEO complaints that are being handled through alternative dispute resolution means. Because the Forest Service ADR program handles all manner of workplace conflicts, and not just "Early Intervention" cases, the EIP name no longer fit. Alternative Dispute Resolution more accurately describes the work being performed by the ADR program practitioners. The acronym change from EIP to ADR will eliminate any confusion with the Employee Assistance Program (EAP).

The Forest Service ADR program has recently developed orientation and training modules for the Washington Office. The orientation briefings, replete with excellent videos, typically take less than one hour. Also, the staff now offers conflict management training on a first come, first served basis. The training can be adapted to fit the audience size and composition, time available, and knowledge and skill needs.

---

**A.2. Scheduling Commitment Letter to Resolving Officials (01/28/04)**\_\_\_\_\_

File Code: 1760-2  
Route To:

Date: January 28, 2004

Subject: Inquiry Regarding Availability of Resolving Officials to Participate in  
Mediation through the Early Intervention Program

To: Forest Supervisors and Directors

**REPLY DUE FEBRUARY 6, 2004**

For those of you who responded to my October 17, 2003, letter and provided support to the Early Intervention Program (EIP) by participating in mediation(s) as a Resolving Official, I would like to express my sincere thanks and gratitude. Thanks to your commitment the Region was able to conduct 11 mediations during the period of November 1, 2003 and December 19, 2003. I would ask that each and every one of you continue to support this program by providing the EIP staff those dates that you are able to commit to mediation over the next few months.

I am asking all trained Resolving Officials to provide dates of availability during the period February through April 30, 2004. In order for our managers and our employees to move forward, we need to get to the table on those workplace issues that have gone unresolved through the EEO process. I am convinced that one way to reduce the number of discrimination complaints is to address the issues earlier in the process. I am counting on each of you to assist in the effort to address workplace disputes more quickly through the mediation process.

If you are a new Resolving Official who has recently been trained but who has not participated in mediation as a Resolving Official for Region 5, you will need to shadow an experienced Resolving Official as an observer. New Resolving Officials are required to observe at least one mediation session prior to being assigned to serve as a Resolving Official. This will allow new Resolving Officials the opportunity to observe the process in progress. This will also afford the opportunity for new Resolving Officials to ask questions associated with the mediation process, settlement procedures, and their role as Resolving Official before they receive their first assignment.

As a reminder, most mediations take one full day to negotiate, so plan to set aside a full day when you participate as a Resolving Official. In an effort to avoid the need for Sunday travel, the EIP Office typically schedules mediations on Tuesday through Friday. However, on occasion, mediations may be scheduled on Monday. Resolving Officials are not able to serve on their home unit; therefore, Resolving Officials will be expected to travel anywhere within the region in order to participate in mediations.

---

You will need to identify a minimum of two days each month between now and April 30, 2004, when you can be available to participate as a Resolving Official in mediation. You will be asked to identify dates of availability on a quarterly basis. This current quarter is extremely important. The Region has made some progress in addressing its backlog of cases, but there are still many cases awaiting mediation. The EIP Office needs your assistance to clear the remaining backlog. In order to accomplish this, we have to get the cases to the mediation table.

Please email your dates of availability directly to [markettdrone@fs.fed.us](mailto:markettdrone@fs.fed.us) and [jburrus@fs.fed.us](mailto:jburrus@fs.fed.us). In your email, please acknowledge if you are a new Resolving Official who needs to meet the shadowing requirement. The EIP staff will begin scheduling mediations after learning of your availability as a Resolving Official. Your prompt response is appreciated.

Also, if you are a permanent Forest Supervisor or Director who did not attend Resolving Official training during calendar year 2003, please send an email to [markettdrone@fs.fed.us](mailto:markettdrone@fs.fed.us) and [jburrus@fs.fed.us](mailto:jburrus@fs.fed.us) identifying yourself so that you can be scheduled to attend Resolving Official training in the future.

If you have any questions regarding this letter, please contact Markette Drone, Early Intervention Program Manager at (707) 562-8993 or Joyce Burrus, at (707) 562-9154.

/s/ Gilbert J. Espinosa (for)  
JACK A. BLACKWELL  
Regional Forester

cc: pdl r5 hrr5

---

**A.3. Scheduling Commitment Letter to Resolving Officials (04/08/04)**\_\_\_\_\_

File Code: 1760-2  
Route To: (1000)

Date: April 8, 2004

Subject: Scheduling Commitments to Participate in Mediation through the Alternative Dispute Resolution (ADR) Program

To: Forest Supervisors and Directors

**REPLY DUE APRIL 16, 2004**

The Alternative Dispute Resolution (ADR) Program (formerly known as the Early Intervention Program) is an integral part of Region 5's efforts to resolve disputes involving its employees. The Region is required to make ADR available to an employee within the first 90 days after the initial contact with an Equal Employment Opportunity (EEO) counselor. The Region has not been successful in scheduling informal EEO complaints within the 90-day timeframe. Our inability to mediate informal EEO complaints during the counseling stage has contributed to the longstanding backlog of complaints awaiting mediation. This has occurred because, as we get old cases to the mediation table, new cases go unscheduled and become part of the backlog of cases awaiting mediation.

On March 12, 2004, the Region participated in a status conference with the administrative judge assigned to review the Region's compliance with the Women's Settlement Agreement. The purpose of the status conference was to give the judge an opportunity to assess the Region's compliance with the provisions of the Agreement. One of the areas of concern raised during the conference was the Region's inability to conduct mediations of informal complaints within the 90-day period. In response to that concern, the Region has committed to conducting mediations on all of the existing informal discrimination complaints, and to simultaneously reducing the backlog of formal discrimination complaints by **July 31, 2004**. This is a critical commitment, and it must be met. As a result, the Region needs to immediately increase its scheduling efforts in order to fully succeed in getting all the mediations conducted. This quarter, I am asking for a larger time commitment from each of you in order to meet this critical goal. All of you, who are trained resolving officials and who have previously participated in a mediation, must identify a minimum of four consecutive days each month between now and July 31, 2004, when you can be available to participate in mediation.

If you are a new resolving official who has recently been trained, but who has not participated in mediation as a resolving official for Region 5, you will need to shadow an experienced resolving official as an observer. New resolving officials are required to observe at least one mediation session prior to being assigned to serve as a resolving official. Once you have met the shadowing requirement, you will be assigned to

---

participate as a resolving official, which will allow a broader distribution of the mediation workload, and will enable the Region to meet its commitment to get the existing cases scheduled promptly. New resolving officials are, therefore, also required to identify a minimum of four consecutive days each month between now and July 31, 2004, to be available to participate in mediation.

If committing four consecutive days each month presents an undue hardship on your schedule, identify four days within that month that you are available. I am confident you all understand that I expect each and every manager in Region 5 to contribute to the Region's compliance with the Women's Settlement Agreement. We are all equally responsible for executing the provisions of the agreement, and I am confident that we can meet our obligations by continuing to work together as a team.

Please email your dates of availability as a resolving official directly to [markettedrone@fs.fed.us](mailto:markettedrone@fs.fed.us) and [jburrus@fs.fed.us](mailto:jburrus@fs.fed.us). ADR staff will then begin scheduling mediations after receipt of the date of your availability. Your prompt response is necessary.

If you have any questions, please contact Markette Drone, Alternative Dispute Program Manager, at (707) 562-8993, or Joyce Burrus at (707) 562-9154.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

cc: pdl r5 hrr5

---

#### **A.4. EIP Name Change Letter (04/07/04)**

---

File Code: 1700/6170  
Route To:

Date: April 7, 2004

Subject: Early Intervention Program Name Change

To: All Region 5 Employees

The name of the Forest Service's Early Intervention Program (EIP) has been changed to the "Alternative Dispute Resolution (ADR) Program." Created to assist employees in constructively handling workplace conflict, the ADR Program still offers mediation, facilitation, and other services, but has changed and matured to the point where the former name no longer adequately describes its roles, responsibilities, and offerings.

The ADR Program provides another avenue for employees experiencing conflict in the workplace. It does not replace, or in any way interfere with, the rights all employees have to grieve, pursue a complaint, or otherwise seek solutions to their concerns through the established formal systems. Instead, ADR can provide consultation, coaching, facilitation, and mediation assistance early in a conflict, or as part of the effort to resolve a complaint or grievance.

Another reason for the name change is that the Department of Agriculture began referring to its non-EEO case-resolution efforts as "early intervention," in order to differentiate this workload category from EEO complaints, which are being handled through alternative dispute-resolution means. Because the Forest Service ADR Program handles all manner of workplace conflicts, and not just "early intervention" cases, the EIP name no longer fits. ADR more accurately describes the work being performed by ADR Program practitioners. In addition, the acronym change from EIP to ADR will eliminate any confusion with the Employee Assistance Program (EAP).

The Forest Service ADR Program has recently developed orientation and training modules for the Washington Office. Orientation briefings, replete with excellent videos, typically take less than one hour. Also, the staff now offers conflict management training on a first-come, first-served basis. The training can be adapted to fit audience size and composition, time available, and knowledge and skill needs.

Further information regarding the Region's ADR Program can be found at our new website address: [fswweb.r5.fs.fed.us/adr/program](http://fswweb.r5.fs.fed.us/adr/program). You can also reach the R5 ADR office by email at [r5adr@fs.fed.us](mailto:r5adr@fs.fed.us), or by telephone at (707) 562-9029. The new website and email address will be activated and ready for use on Monday, April 19, 2004. Until then, please continue to use the previously published email address and website.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

---

#### **A.5. EIP Information Letter (03/31/04)**

---

File Code: 1300  
Route To: (1700), (6170)

Date: March 31, 2004

Subject: Early Intervention Program

To: All Region 5 Employees

Region 5 has an Early Intervention Program (EIP), which is an alternative dispute-resolution process designed to assist employees in resolving workplace disputes in a non-adversarial way. The goal of the EIP is to achieve early and complete resolution of the issues giving rise to the dispute. These resolutions are achieved through collaborative efforts between the parties in conflict. The program's most common method for accomplishing resolution is the mediation process.

#### **Theory of the EIP Process**

Early intervention is based on the premise that, given the option, employees will often choose to resolve a problem themselves. Individuals will frequently problem-solve together, when provided the opportunity to sit down face-to-face in a safe environment that facilitates open communication.

#### **Reasons to Use the EIP Process**

There are many advantages to using the EIP process instead of more traditional problem-solving processes:

- EIP offers an alternative to using conventional avenues of redress, such as filing complaints and grievances in order to resolve workplace disputes.
  - When parties to a conflict have voluntarily agreed to listen to one another and to attempt resolution, there is greater "buy-in," which sets a more collaborative tone for the mediation.
  - Mediation can be arranged more quickly than a complaint or grievance can be presented before a third party, such as a judge or arbitrator.
  - Mediation allows the use of a trained and experienced mediator to facilitate the discussion between the parties in a neutral setting.
  - The mediator is a neutral person who has no financial interest in the outcome of the mediation.
-

- Mediation allows the parties to find solutions that address the underlying causes of the conflict, instead of forcing them to live with decisions handed down by third parties, such as judges, arbitrators, or other decision-makers, who may not address the underlying causes of the conflict.
- When parties participating in the mediation craft the remedies themselves, the parties are empowered to achieve more comprehensive and longer-lasting solutions.
- When the parties sign an agreement that has been developed using their own words, their commitment to the agreement is strengthened.

### **How EIP Affects Discrimination Complaints and Grievances**

Using the EIP process does not force an employee to give up his or her rights if resolution is not reached. The EIP process does not replace the discrimination complaint or grievance (administrative or negotiated) processes or their associated timeframes. If an employee has filed a complaint or grievance and it is not successfully resolved through the mediation process, the employee is free to continue to pursue his or her grievance or complaint. Simply put, if the issues are resolved through the EIP process, the complaint or grievance is withdrawn. If the issues are not resolved, the employee can continue to pursue his or her complaint or grievance.

While EIP may not be appropriate for all situations, it can successfully deal with a wide variety of workplace issues and conflicts. Key ingredients to a successful mediation are the parties' willingness to listen, to discuss respectfully, and to explore resolution options. If you would like more information about the EIP program, please visit our website at [fsweb.r5.fs.fed.us/program/eip/](http://fsweb.r5.fs.fed.us/program/eip/). If you would like assistance, please contact the EIP office at (707) 562-9029, or you may send an email to the EIP office at [r5eip@fs.fed.us](mailto:r5eip@fs.fed.us).

/s/ Julena D. Pope  
JULENA D. POPE  
Director, Settlement Agreements

cc: Elaine Vercruyse, Judith A Rosenberg, Katherine L Thompson, Vicki Jackson

---

## A.6. Changes in EIP Mediation Process Letter (03/31/04)



United States  
Department of  
Agriculture

Forest  
Service

Pacific  
Southwest  
Region

Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-8737 Voice  
(707) 562-9130 Text (TDD)

File 1700/6170  
Code:  
Route  
To:

Date: MAR 31 2004

**Subject:** Changes in EIP Mediation Process

**To:** Judith Rosenberg, Monitoring Council Chair

In accordance with provision 6.3 of the Women's Settlement Agreement, the Region is putting the Council on notice of changes it will be making in the Early Intervention Program as it relates to conducting mediation of informal EEO complaints.

As you are well aware, the Region has not been successful in its efforts to conduct mediation of informal EEO complaints within 90 days of initial contact with an EEO Counselor. In order to address this issue, the Region is making some modifications in the way we handle scheduling mediations of informal EEO complaints. These process modifications will enable us to conduct mediation of informal complaints within 90 days. A detailed outline of the project is provided in the attached plan. A brief synopsis of the changes is listed below:

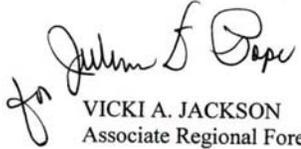
- the ECP Office will schedule mediation of the informal EEO complaints instead of the EIP Office;
- the ECP Counselors will serve as mediators instead of contract mediators;
- there will be two mediators assigned instead of a single mediator;
- the mediation style will be evaluative instead of facilitative;
- the resolving official may be a contractor instead of a member of Forest Service management;
- the technical representative may or may not be physically present during the mediation; and
- the responding officials may be allowed to be present during the mediation.

This is a pilot project that will span a period of 90 days. At the end of the 90-day period, mediations will have been conducted for all of the informal complaints awaiting mediation. In accordance with the mediation principles outlined by the Equal Employment Opportunity Commission, the ECP Counselors who are assigned to serve as mediators for the informal complaint will not be the same ECP Counselor who is assigned to conduct the pre-complaint counseling of that case. During the 90-day period, the EIP Office will focus its attention on scheduling mediations for those formal EEO complaints which make up the existing backlog of EIP cases. Reducing the formal backlog will allow the EIP Office to direct greater attention to scheduling informal EEO complaints that are filed in the future. The Region is committed to



conducting mediations on all of the informal complaints that are in the system by June 30, 2004. In order to accomplish this goal, the Region will begin piloting this change in April 2004 during the notification period.

This pilot project is a collaborative effort between the Region's EIP Office and the ECP Office. The Early Intervention Program Manager, Ms. Markette Drone, will be available to sit down with you along with Teresa Cordova, the ECP Manager, to answer any questions or to discuss any concerns you might have. Ms. Cordova will have lead responsibilities for implementation of the plan once the pilot project begins. After reviewing the plan, if you have any questions please contact Ms. Drone at (707) 562-8993.



VICKI A. JACKSON  
Associate Regional Forester

cc: Sadie Aragon, Vicki A. Jackson, Teresa Cordova, Markette Drone

**Pilot Project for Handling Mediation of Informal EEO complaints.**

The Region will commence a 90-day pilot project in April 2004 to utilize the ECP EEO counseling staff in the mediation effort. Our goal is to provide mediation within the 90-day Informal EEO counseling period. The ECP staff will conduct and set up Resolution Conferences. The ECP staff conducted and set up Resolution Conferences from FY 92 to FY 2001. The ECP staff in Region 5 will have two teams. One team will process traditional counseling cases and the other team will work on Resolution Conferences. Each Resolution Conference will have at a minimum two ECP certified mediators, one resolving official, responding official and the complainant. The ECP mediators will provide a neutral assessment of the Informal EEO complaint by providing the parties with the strengths and weaknesses of their case, and work towards resolving the Informal EEO Complaint.

**OBJECTIVES:**

- I. Early resolution of employment concerns
- II. Opportunity for increased communication between employees, supervisors, and managers
- III. Neutral assessment of the Informal EEO complaint by providing the parties with the strengths and weaknesses of their case
- IV. Implementation of the "good business sense approach" to resolution of employment disputes
- V. Reduction in the number of formal complaints being filed
- VI. Reduction of long term cost and resources necessary to process formal complaints

**PARTICIPANTS:**

Complainant – employee who initiated informal complaint

Complainant's Representative (Optional) – Individual designated by Complainant to provide advice and counsel

Responding Official – Manager (s) who made and/or recommended the employment decision that is being challenged

Resolving Official – Manager or contractor delegated to hear the issues, negotiate a resolution and sign a settlement agreement

ER Representative (Optional) – ER Specialist responsible for providing advice to management on Human Resources policy and procedure. This individual must be available by phone.

CR Representative (Optional) – Civil Rights Director or designee responsible for providing advice to all parties on EEO laws and complaint processing regulations. This individual must be available by phone.

Mediators – Two ECP Counselors who are certified mediators and who are skilled in inquiry techniques, assessment of EEO fact patterns, problem solving and negotiation techniques

**PROCESS:**

- Informal complaint is filed
- EEO Assistant conducts intake interview
- EEO Assistant furnishes written information on the Traditional Counseling Procedure, and the ADR/Resolution Conference Option to the Complainant
- Center Manager assigns case to EEO Counselor
- Counselor from Team A assists Complainant with identifying issue(s) and basis(es)
- Complainant elects either Traditional Counseling, or ADR.-Resolution Conference option

**IF TRADITIONAL COUNSELING IS ELECTED:**

- Counselor from Team A conducts limited inquiry and provides feedback on facts developed to both parties
- No later than 25<sup>th</sup> day, Resolving Official makes offer of settlement, if any
- If accepted by Complainant, agreement prepared by EEO Counselor
- If offer not accepted, Counselor escalates case to Associate Regional Forester for Operations for final Agency offer
- If accepted by Complainant, agreement prepared by EEO Counselor
- If not accepted, NRF issued by 30<sup>th</sup> to 90<sup>th</sup> day of counseling period depending if extension requested by complainant.

**IF ADR/RESOLUTION CONFERENCE IS ELECTED:**

- Center Manager assigns case to Lead Mediator, from Team B
  - Counselor from Team A notifies ER, CR, and participating parties of election
  - Counselor from Team A requests certified agency files and relevant comparative data on issues
  - Team B Mediators will triage the Informal Complaint. Team B Mediators will determine if case can be resolved with or without resolution conference. If can be resolved without resolution conference, a resolution agreement will be prepared and signed.
  - If case requires a resolution conference, then a resolution conference will be scheduled.
  - Assistant provides written materials on Resolution Conference to all parties
  - Mediator from Team B schedules conference on mutually/convenient day (31<sup>st</sup> – 85<sup>th</sup> day of counseling)
  - Preconference discussions between the parties and the Mediators may be conducted
  - Complainant and Managers travel to R5 RO (site of all conferences).
  - Mediators open conference, set ground rules and review record with parties
  - Complainant makes opening statement
  - Mediators ask clarifying questions
  - Managers ask clarifying questions
  - Managers give presentation of articulated reasons
  - Mediators ask clarifying questions
  - Complainant asks clarifying questions
  - Mediators deliberate and reach agreement on strengths and weaknesses of case and on appropriate remedies to propose
  - Mediators discuss resolution options and reasons with management
  - Mediators discuss resolution options and reasons with Complainant
  - Mediators facilitate negotiations
  - Resolution agreement prepared and signed
-

- If no agreement, case returned to EEO Counselor from Team A to issue NRF and prepare Counselor's report
- Conference limited to one day time frame

**EXCLUDED CATEGORIES:**

Management may elect not to enter into ADR under the following four conditions:

- Criminal or serious employee misconduct is involved, and this misconduct is an issue in the request for ADR
  - The case involves physical violence or threats of violence
  - An earlier ADR attempt failed, the time span between the first ADR attempt and the request for another mediation is short, and there has been no change in material facts or the parties' underlying interest in resolving
  - The case is precedent setting or the remedy being requested is outside Forest Service control (these exceptions are stated in the Deputy Chief's memorandum dated 8/30/02).
-

**A.7. Cancellation of Changes Proposed in the EIP Mediation Process Letter  
(04/07/04)**

---



United States  
Department of  
Agriculture

Forest  
Service

Pacific  
Southwest  
Region

Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-8737 Voice  
(707) 562-9130 Text (TDD)

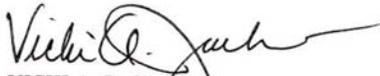
**File Code:** 1700/6170  
**Route To:**

**Date:** APR 7 2004

**Subject:** Cancellation of Changes Proposed in the EIP Mediation Process

**To:** Judith Rosenberg, Monitoring Council Chair

This letter is provided to notify you of the Region's decision to rescind its notice of changes in the EIP Process dated March 31, 2004. In light of the numerous concerns verbally identified by the Monitoring Council, regarding the changes the Region proposed to make in its pilot project for handling mediation of informal complaints, the Region has decided to abandon the proposed project. Instead the Region will dedicate additional resources to scheduling mediations using the EIP processes already in place in order to meet its commitment to conduct mediations of informal EEO complaints while simultaneously reducing the backlog of formal complaints by July 31, 2004.

  
VICKI A. JACKSON  
Associate Regional Forester

Enclosure:  
Change in EIP Mediation Process letter dated March 31, 2004

cc: Sadie Aragon, Vicki A. Jackson, Teresa Cordova, Markette Drone



**A.8. Status of Action Items from the Previous (fourth) Reporting Period \_\_\_\_\_**

**A.4. Appendix A8 Status of Action Items from the Previous (Fourth) Reporting Period**

<b>No.</b>	<b>Action</b>	<b>Responsible Official</b>	<b>Status</b>
1	Advertise and recruit for additional staff support for the ADR Office by January 30, 2004	Markette Drone, ADR Manager	Advertising and recruitment for an administrative assistant position occurred April 1, 2004 and April 30, 2004.
2	Schedule 50% of the remaining backlog for mediation by March 1, 2004	Markette Drone, ADR Manager	The ADR Office met this goal by scheduling 51% of the backlog by March 1, 2004.
3	Select additional staff to support the EIP Office by March 1, 2004	Markette Drone, ADR Manager	Following the advertising and recruitment, R5 assigned a permanent administrative assistant to the ADR Office in June 2004.
4	Modify Resolving Official Training to model the training provided to the Chief's Cadre by March 1, 2004	Markette Drone, ADR Manager	The Region agreed to expand resolving official training from one to two days in response to a 2003 recommendation from the MC. In February 2004, the ADR Program Manager worked with the vendor who will provide the Resolving Official training for calendar year 2004 and modified the training curriculum.
5	Conduct Interest based problem solving training for resolving officials by March 31, 2004.	Markette Drone, ADR Manager	The interest-based problem solving training was not conducted by March 31, 2004 as was projected in the last semi-annual report. The Region did not allow itself sufficient time after modifying the curriculum to publicize, prepare materials, and conduct the training by the March 31, 2004. The interest-based problem solving training has been incorporated into the 2-day Resolving Official training that will be conducted in October and November 2004. Additionally, on March 19, 2004 the Region committed to conducting the scheduling project. This commitment required the ADR staff and the Resolving Officials to focus their efforts on scheduling and conducting mediations at an accelerated rate. As a result, conducting the training during scheduling project would have proven impractical. Conducting the training in October and November will afford the Region the opportunity to complete the scheduling project and still allow sufficient time to plan and execute the necessary logistics.

**Appendix B. PERFORMANCE EVALUATIONS**

**B.1 Feedback for Forest Supervisors and Staff Directors**

**FEEDBACK FOR FOREST SUPERVISORS AND STAFF DIRECTORS  
FY 2002 FINAL PERFORMANCE REVIEW INPUT**

**TO:**

**FROM:**

**COMMENDATIONS**

**MANAGING WORK ASSIGNMENTS**

**TECHNICAL EXPERTISE AND ADVICE**

**INTERPERSONAL RELATIONS AND PARTNERSHIPS**

**LEADING, COACHING, SUPERVISING, DEVELOPING, AND PROMOTING  
EQUAL OPPORTUNITY AND CIVIL RIGHTS**

**TEAMWORK**

**CONCERNS**

**MANAGING WORK ASSIGNMENTS**

**TECHNICAL EXPERTISE AND ADVICE**

**INTERPERSONAL RELATIONS AND PARTNERSHIPS**

**LEADING, COACHING, SUPERVISING, DEVELOPING, AND PROMOTING  
EQUAL OPPORTUNITY AND CIVIL RIGHTS**

**TEAMWORK**

---

## Appendix C. EXIT INTERVIEWS

### C.1. Exit Interview Questionnaire

USDA - Forest Service

R5-6100-140 (07/29/98)

Page 1 of 5

#### Exit Interview Questionnaire (Ref: FSH 6109.12)

You are encouraged to complete this whole package since exit interviews are one of the key components of an effective retention program, which ultimately contributes to a well-managed organization. The objective of the exit interview is to gather information, both positive and negative, regarding your experience while working on this unit in Region 5. Your candid and honest feedback is needed.

In addition to the written exit interview questionnaire, you may choose to complete an oral interview, and you may select any individual to serve as the interviewer. Once you have arranged for an oral interview, you can decide whether it is more convenient to do the interview in person or by phone. Time permitting, please mail, fax, or give your completed questionnaire to the interviewer in advance of your conversation.

If you have chosen not to participate in an oral interview, mail your completed questionnaire to the Forest Civil Rights Officer in the Supervisor's Office. If you are in the Regional Office, mail it to the Regional Civil Rights Staff.

This information is provided pursuant to Public Law 93-579, Privacy Act of 1974, December 31, 1974, for individuals supplying information for inclusion in the system of records.

#### Privacy Act Statement

The authority to collect the information requested by this interview is derived from one or more of the following: Title 5, Code of Federal Regulations, sections 5.2 and 5.3; Title 5, United States Code, sections 1303 and 1304; section 2000e-16 of Title 42, United States Code, and Executive Order 114-78 as amended.

This information is being collected (1) for statistical purposes to analyze exit patterns or trends among classes of employees and among Forest Service units in Region 5 and (2) to identify situations which require action due to violation or potential violation of civil or criminal law or regulation. Solicitation of this information is authorized under System of Records OPM/GOVT-1. Furnishing your name, race, national origin, disability, date of birth, gender, or adverse action is VOLUNTARY and failure to do so will have NO effect on you. If you choose not to furnish this data, this agency is authorized to identify your race, national origin, disability, date of birth, gender or adverse action from other sources of information which the agency maintains.

Exit Interview data (without name, race, sex, national origin or disability status and duty station) may be considered official agency records and are subject to the provisions of the Freedom of Information Act (FOIA).

THIS PACKAGE WILL NOT BECOME PART OF YOUR PERSONNEL RECORDS

USDA - Forest Service	R5-6100-140 (07/29/98) Page 2 of 5
<b>Exit Interview Questionnaire</b> (Ref: FSH 6109.12)	

\_\_\_\_\_  
 Name (Last, First, Middle Initial) Type of Appointment

\_\_\_\_\_  
 Position Title (Series-Grade) Function/Discipline

\_\_\_\_\_  
 Unit Name (Region or Forest) District/Forest/Regional Staff

\_\_\_\_\_  
 Supervisor's Name Supervisor's Title

\_\_\_\_\_  
 Service Computation Date (Month/Year) Date Started with Forest Service (Month/Year)

**Method of Departure**

Promotion     Retirement     Voluntary Downgrade     End of Appointment

Lateral     Resignation     Directed Reassignment     Other (explain:)

Where are you going? Specify

<input type="checkbox"/>	Another Region, Forest, District, or Washington Office	Specify:
<input type="checkbox"/>	Move within the Forest or Regional Office	Specify:
<input type="checkbox"/>	Another Federal Agency	Specify:
<input type="checkbox"/>	Private Industry	
<input type="checkbox"/>	Other Employment	Specify:
<input type="checkbox"/>	Return to School	
<input type="checkbox"/>	No other job selected	

Are you willing to answer additional questions or clarify information you have given after someone reviews this form? If you are, please list a daytime telephone number (with area code) and mailing address (home or work) where you may be reached:

Complete the remainder of the questionnaire and sign and date the last page. If you do not wish to participate further in the process at this time, sign and date the form below.

\_\_\_\_\_  
 Signature Date

\_\_\_\_\_  
 Race/National Origin

\_\_\_\_\_  
 Gender

\_\_\_\_\_  
 Disability Status

\_\_\_\_\_

USDA - Forest Service

R5-6100-140 (07/29/98)  
Page 3 of 5

**Exit Interview Questionnaire  
(Ref: FSH 6109.12)**

**PLEASE USE THE FOLLOWING SCALE TO RESPOND TO QUESTIONS 1-11:**

- A - Strongly agree
- B - Agree
- C - Agree on some aspects or instances, disagree on others
- D - Disagree
- E - Strongly disagree
- F - I have no opinion on this
- G - Not applicable

	1. My supervisor does a good job of communicating to me what is expected of me
	2. My supervisor fosters a work environment where there is free-flowing communication.
	3. I get adequate information about matters that affect me.
	4. Work environment issues receive appropriate follow-up in my unit.
	5. All employees are treated with respect in my organization.
	6. My coworkers treat people in a positive, healthy way in the workplace.
	7. People in my work unit help each other.
	8. Opportunities for training have been made available to me fairly.
	9. In my organization, awards and/or recognition are given to deserving people.
	10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.
	11. There is adequate support for work and family considerations at all levels of the Forest/RO.

**12. YOU MAY PROVIDE ADDITIONAL COMMENTS ON ANY OF THE ABOVE ITEMS.**

---

USDA - Forest Service

R5-6100-140 (07/29/98)  
Page 4 of 5

**Exit Interview Questionnaire  
(Ref: FSH 6109.12)**

**13. IN THE PAST YEAR, HAVE YOU EXPERIENCED OR WITNESSED OTHERS EXPERIENCING, SEXUAL, RACIAL, OR ETHNIC DISCRIMINATION/HARASSMENT AND/OR LACK OF ACCOMMODATIONS FOR PEOPLE WITH DISABILITIES AT WORK? IF THE ANSWER IS YES, PLEASE DESCRIBE THE INCIDENT YOU EXPERIENCED OR WITNESSED AND ANY OTHER INFORMATION PERTINENT TO THE INCIDENT AND ANY MANAGEMENT ACTIONS, IF KNOWN.**

**14. WHAT ARE YOUR PRIMARY REASONS FOR LEAVING?** (Please address all significant reasons that contributed to your decision to leave and **numerically rank them, with 1 being the most significant reason.** For example: personal or family reasons; career related reasons; job satisfaction; location/living environment; job environment; working relationship with supervisor, coworker, or management; harassment.

**15. WHAT DID YOU LIKE MOST ABOUT YOUR CURRENT POSITION?** (Please address all significant reasons, and **numerically rank them, with 1 being the most significant reason.**)

**16. WHAT WOULD IT TAKE FOR YOU TO STAY OR RETURN?**

---

USDA - Forest Service

R5-6100-140 (07/29/98)  
Page 5 of 5

**Exit Interview Questionnaire  
(Ref: FSH 6109.12)**

17. IF YOU WERE IN CHARGE, WHAT WOULD YOU CHANGE? **DO MORE/LESS OF?  
KEEP/ELIMINATE?**

ADDITIONAL COMMENTS:

---

Employee Signature

Date

---

Exit Interviewer Signature

Date

***In signing the above, Exit Interviewer agrees to share information from this interview ONLY with the Unit Civil Rights Officer, or other officer designated by the Forest Supervisor or Regional Forester.***

---

**C.2 AD-139 Final Salary Payment Form**

<b>FINAL SALARY PAYMENT REPORT</b>	<b>1 EMPLOYEE NAME</b>	
	<b>2 SEPARATION DATE (LAST DAY OF PAY STATUS)</b>	
<b>3 AGENCY</b>	<b>4 ORGANIZATIONAL UNIT</b>	
<b>5</b>		
<b>ITEMS REQUIRING CLEARANCE PRIOR TO FINAL SALARY PAYMENT</b>		
<b>1. TRANSPORTATION REQUESTS</b>	<b>8. PROPERTY</b>	
<b>2. IDENTIFICATION CARDS</b> <input type="checkbox"/> a. USDA IDENTIFICATION (AD-53) <input type="checkbox"/> b. OFM/NFC USER ID <input type="checkbox"/> c. OTHER (SPECIFY)	<b>9. FUNDS</b> <input type="checkbox"/> a. TRAVEL ADVANCE <input type="checkbox"/> b. FIELD PARTY ADVANCE <input type="checkbox"/> c. IMPREST FUND ADVANCE <input type="checkbox"/> d. COLLECTION OFFICER RECEIPTS <input type="checkbox"/> e. LEAVE AUDIT/AD-581	
<b>3. GOVERNMENT BILLS OF LADING</b>	<b>10. GAO EXCEPTION</b>	
<b>4. PARKING PERMIT</b>	<b>11. FISCAL LIABILITY</b>	
<b>5. DRIVERS LICENSE (GOVERNMENT)</b>	<b>12. SERVICE AGREEMENTS FULFILLED</b> <input type="checkbox"/> a. TRANSFER OF OFFICIAL STATION <input type="checkbox"/> b. FIRST POST OF DUTY <input type="checkbox"/> c. TRAINING	
<b>6. CREDIT CARDS</b> <input type="checkbox"/> a. GASOLINE <input type="checkbox"/> b. TELEPHONE <input type="checkbox"/> c. VISA-TRAVEL <input type="checkbox"/> d. VISA-PURCHASING <input type="checkbox"/> e. OTHER (SPECIFY)	<b>13. OTHER INDEBTEDNESS</b> <input type="checkbox"/> a. ADVANCED S/L <input type="checkbox"/> b. ADVANCED A/L <input type="checkbox"/> c. ADVANCED COMP	
<b>7. OTHER ACCOUNTABLE DOCUMENTS (SPECIFY)</b>		
<b>REMARKS:</b>		
<b>LEAVE BALANCES</b> A/L _____ S/L _____		
<b>Employee:</b> Do you wish to have an exit interview? <input type="checkbox"/> Yes <input type="checkbox"/> No  Signature _____ Date: _____		
<b>CERTIFICATION:</b> I certify that the identified items have been checked against official records, except as noted, the above-named employee has properly accounted for each item. Action has been taken to revoke existing delegations of authority and any assignment under the Department's position schedule bond.		
<b>ITEMS BEING CERTIFIED</b> <i>(List by No. Below)</i>	<b>SIGNATURE AND TITLE OF OFFICIAL MAKING CERTIFICATION</b>	<b>DATE</b>
	Personnel	
	Administrative	
	Finance	



**C.4 Exit Interview Reporting Form** \_\_\_\_\_

Region 5 Exit Interview Reporting Form	UNIT DATA COLLECTION SHEET			
UNIT:	FOREST UNITS			
	PERM.	TEMP.	TOTAL	STATUS/ DISCUSSION
1. The number of employees departing during the reporting period.				
2. The number of AD-139s completed by departing employees (the number of AD139s must match the number of departing employees).				
3. The number of employees who decline completion of an exit interview.				
4. The number of individuals who indicated a desire to complete an exit interview.				
5. The number of employees who actually submitted exit interview forms.				
6. The number of employees who did not indicate an exit interview preference and signed the AD-139 form.				
7. The number of exit interviews indicating perceptions of sexual harassment, gender discrimination, hostile work environment, or retaliations due to gender.				
7A. Allegations of racial discrimination, reasonable accommodation issues, or reprisal (non-gender).				
8. A description of actions the unit took to address identified perceptions of discrimination/harassment and disciplinary actions taken, when indicated.				
9. Indication if the 24-hour notification requirement for allegations of sexual harassment was met.				
10. A description of non-civil rights issues related to the work environment and corrective actions taken.				

**C.5. Total Separations by Nature of Actions**

<b>TABLE 5-3 SEPARATION BY NATURE OF ACTION SUMMARY 4/1/03 THRU 5/31/04</b>	<b>FEMALE</b>	<b>GENDER SPECIFIC RATE</b>	<b>Grand TOTAL RATE</b>	<b>MALE</b>	<b>GENDER SPECIFIC RATE</b>	<b>Grand TOTAL RATE</b>	<b>Grand TOTAL</b>	<b>Grand TOTAL RATE</b>
<b>DEATH</b>				7	0.30%	0.22%	7	0.22%
<b>END OF TEMPORARY APPOINTMENT</b>	499	64.64%	16.00%	1538	65.53%	49.31%	2037	65.31%
<b>RESIGNATION</b>	156	20.21%	5.00%	423	18.02%	13.56%	579	18.56%
<b>RETIREMENT</b>	28	3.63%	0.90%	117	4.99%	3.75%	145	4.65%
<b>TERMINATION</b>	71	9.20%	2.28%	226	9.63%	7.25%	297	9.52%
<b>TRANSFER</b>	18	2.33%	0.58%	36	1.53%	1.15%	54	1.73%
<b>Grand Total</b>	772	100 %	24.75%	2347	100%	75.25%	3119	100%
<b>TOTAL WORKFORCE ALL EMPLOYEES FY-2003</b>	2684		32.31%	5622		67.69%	8306	100%

**Summary of Total Separations by Gender:**

The table above identifies separation actions occurring between April 1, 2003 and May 31, 2004. There were 3119 total separations during this period. Males accounted for 75.25% of separations; females accounted for 24.75%. The major reasons for the separations, as reflected through NFC "Nature of Action" codes, were, in order of prevalence: End of Temporary Appointment, 65.31%, Resignation, 18.56%, Termination, 9.52%, Retirement, 4.65%, Transfer, 1.73%, and Death, 0.22%. The table summary above represents all an analysis of all separations actions sorted using the Nature of Action codes which were merged into six fields that best identified the workforce movement.

For each type of separation males and females are represented in similar proportions. The similarity in the reasons for separations among males and females may suggest that there is not a great difference in the reasons the two groups of employees separate.

**C.6. All Exit Interviews**

ALL EXIT INTERVIEWS	Strongly Agree	Agree	Partially Agree	Partially Disagree	Strongly Disagree	No Opinion	N/A	Not Answered	Total
<b>Q1. My supervisor does a good job of communicating to me what is expected of me.</b>	60.3	24.1	11.4	2.3	1.4	0.2	0.3	337	1595
<b>Q2. My supervisor fosters a work environment where there is free-flowing communication.</b>	61.2	22.5	10.5	2.8	2.6	0.3	0.2	341	1595
<b>Q3. I get adequate information about matters that affect me.</b>	51.6	27.0	15.2	3.3	2.1	0.5	0.3	344	1595
<b>Q4. Work environment issues receive appropriate follow-up in my unit.</b>	51.5	30.5	10.0	2.1	2.3	2.3	1.3	357	1595
<b>Q5. All employees are treated with respect in my organization.</b>	55.9	24.7	11.9	4.1	2.3	0.4	0.6	351	1595
<b>Q6. My coworkers treat people in a positive, healthy way in the workplace.</b>	52.0	29.9	14.4	2.1	1.0	0.2	0.3	339	1595
<b>Q7. People in my work unit help each other.</b>	61.1	26.1	10.1	1.6	0.3	0.5	0.4	334	1595
<b>Q8. Opportunities for training have been made available to me fairly.</b>	50.4	27.1	13.2	3.5	2.7	1.0	2.0	348	1595
<b>Q9. In my organization, awards and/or recognition are given to deserving people.</b>	35.0	26.9	15.6	5.5	3.4	7.1	6.7	348	1595
<b>Q10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.</b>	51.0	32.8	8.3	0.6	0.5	3.2	3.7	347	1595
<b>Q11. There is adequate support for work and family considerations at all levels of the Forest/RO.</b>	42.4	29.1	11.0	2.5	2.0	6.7	6.3	347	1595

**C.7. All Temporary Exit Interviews**

Employment=Temporary Question C7	Strongly Agree	Agree	Partially Agree	Partially Disagree	Strongly Disagree	No Opinion	N/A	Not Answered	Total
Q1. My supervisor does a good job of communicating to me what is expected of me.	61.5	23.8	11.8	2.0	0.6	0.1	0.2	141	1106
Q2. My supervisor fosters a work environment where there is free-flowing communication.	62.3	22.1	11.0	2.5	1.8	0.1	0.2	148	1106
Q3. I get adequate information about matters that affect me.	53.0	27.6	15.1	2.6	1.3	0.2	0.2	147	1106
Q4. Work environment issues receive appropriate follow-up in my unit.	52.8	30.7	9.5	1.8	1.4	2.3	1.5	156	1106
Q5. All employees are treated with respect in my organization.	58.6	23.7	11.6	3.4	1.8	0.3	0.6	152	1106
Q6. My coworkers treat people in a positive, healthy way in the workplace.	54.1	29.4	13.4	1.9	0.7	0.2	0.3	143	1106
Q7. People in my work unit help each other.	63.6	25.4	8.6	1.3	0.2	0.4	0.4	141	1106
Q8. Opportunities for training have been made available to me fairly.	50.2	26.6	13.8	3.1	2.9	0.9	2.3	152	1106
Q9. In my organization, awards and/or recognition are given to deserving people.	35.6	26.5	16.1	4.4	2.8	8.0	6.6	146	1106
Q10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.	51.0	32.6	8.3	0.4	0.4	3.6	3.7	150	1106
Q11. There is adequate support for work and family considerations at all levels of the Forest/RO.	42.7	28.7	10.9	2.1	1.4	7.3	7.0	144	1106

**C.8. All Permanent Exit Interviews**

C8 Question	Strongly Agree	Agree	Partially Agree	Partially Disagree	Strongly Disagree	No opinion	N/A	Not Answered	Total
My supervisor does a good job of communicating to me what is expected of me.	51.5	21.2	9.1	6.1	11.1	0.0	1.0	23	99
Q2. My supervisor fosters a work environment where there is free-flowing communication.	45.5	24.8	10.9	3.0	14.9	1.0	0.0	21	101
Q3. I get adequate information about matters that affect me.	36.0	25.0	13.0	11.0	12.0	2.0	1.0	22	100
Q4. Work environment issues receive appropriate follow-up in my unit.	34.3	32.3	13.1	5.1	13.1	2.0	0.0	23	99
Q5. All employees are treated with respect in my organization.	35.1	29.9	10.3	13.4	9.3	1.0	1.0	25	97
Q6. My coworkers treat people in a positive, healthy way in the workplace.	32.7	36.6	20.8	4.0	4.0	1.0	1.0	21	101
Q7. People in my work unit help each other.	31.7	37.6	22.8	5.0	2.0	1.0	0.0	21	101
Q8. Opportunities for training have been made available to me fairly.	42.0	32.0	12.0	9.0	2.0	2.0	1.0	22	100
Q9. In my organization, awards and/or recognition are given to deserving people.	23.5	23.5	17.3	18.4	8.2	7.1	2.0	24	98
Q10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.	35.4	44.4	10.1	1.0	1.0	1.0	7.1	23	99
Q11. There is adequate support for work and family considerations at all levels of the Forest/RO.	37.1	32.0	8.2	7.2	9.3	3.1	3.1	25	97

### C.9. All Female Permanent/Temporary Exit Interviews

Gender=Female C9	Employment	Strongly Agree	Agree	Partially Agree	Partially Disagree	Strongly Disagree	No Opinion	N/A	Not Answered	Total
Q1. My supervisor does a good job of communicating to me what is expected of me.	Permanent	42.1	15.8	15.8	10.5	15.8	0.0	0.0	3	22
	Temporary	54.8	25.8	14.0	2.7	1.6	0.0	1.1	16	202
Q2. My supervisor fosters a work environment where there is free-flowing communication.	Permanent	45.0	15.0	20.0	10.0	10.0	0.0	0.0	2	22
	Temporary	58.4	23.2	9.7	5.4	2.2	0.0	1.1	17	202
Q3. I get adequate information about matters that affect me.	Permanent	31.6	15.8	5.3	31.6	15.8	0.0	0.0	3	22
	Temporary	44.6	32.3	18.3	2.7	1.6	0.0	0.5	16	202
Q4. Work environment issues receive appropriate follow-up in my unit.	Permanent	35.0	20.0	25.0	5.0	15.0	0.0	0.0	2	22
	Temporary	42.6	31.1	13.1	1.6	3.3	5.5	2.7	19	202
Q5. All employees are treated with respect in my organization.	Permanent	35.0	20.0	5.0	30.0	10.0	0.0	0.0	2	22
	Temporary	54.1	22.2	15.7	3.8	1.6	0.5	2.2	17	202
Q6. My coworkers treat people in a positive, healthy way in the workplace.	Permanent	25.0	25.0	30.0	10.0	10.0	0.0	0.0	2	22
	Temporary	49.2	25.1	19.3	4.3	1.6	0.0	0.5	15	202
Q7. People in my work unit help each other.	Permanent	30.0	20.0	30.0	10.0	10.0	0.0	0.0	2	22
	Temporary	55.1	28.3	11.2	3.2	0.5	0.5	1.1	15	202
Q8. Opportunities for training have been made available to me fairly.	Permanent	45.0	20.0	20.0	10.0	5.0	0.0	0.0	2	22
	Temporary	41.7	31.6	16.0	2.7	2.7	1.6	3.7	15	202
Q9. In my organization, awards and/or recognition are given to deserving people.	Permanent	20.0	15.0	30.0	25.0	5.0	5.0	0.0	2	22
	Temporary	29.6	24.7	16.1	3.2	6.5	10.2	9.7	16	202
Q10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.	Permanent	25.0	55.0	0.0	5.0	5.0	0.0	10.0	2	22
	Temporary	46.5	34.2	9.1	0.5	0.5	3.7	5.3	15	202
Q11. There is adequate support for work and family considerations at all levels of the Forest/RO.	Permanent	42.1	21.1	15.8	10.5	10.5	0.0	0.0	3	22
	Temporary	39.2	23.7	8.6	3.2	2.2	13.4	9.7	16	202

**C.10. All Male Permanent/Temporary Exit Interviews**

Gender=Male C10	Employment	Strongly Agree	Agree	Partially Agree	Partially Disagree	Strongly Disagree	No Opinion	N/A	Not Answered	Total
Q1. My supervisor does a good job of communicating to me what is expected of me.	Permanent	50.0	22.7	9.1	4.5	11.4	0.0	2.3	4	48
	Temporary	64.9	23.0	9.6	1.8	0.7	0.0	0.0	33	480
Q2. My supervisor fosters a work environment where there is free-flowing communication.	Permanent	36.4	36.4	9.1	0.0	18.2	0.0	0.0	4	48
	Temporary	66.2	21.4	9.0	1.4	2.0	0.0	0.0	36	480
Q3. I get adequate information about matters that affect me.	Permanent	34.1	29.5	15.9	4.5	11.4	2.3	2.3	4	48
	Temporary	56.1	26.2	13.1	2.9	1.1	0.2	0.2	38	480
Q4. Work environment issues receive appropriate follow-up in my unit.	Permanent	30.2	34.9	11.6	7.0	14.0	2.3	0.0	5	48
	Temporary	57.5	29.2	7.5	1.4	1.4	1.8	1.4	38	480
Q5. All employees are treated with respect in my organization.	Permanent	26.8	34.1	9.8	12.2	14.6	0.0	2.4	7	48
	Temporary	60.1	25.3	8.9	3.4	2.1	0.0	0.2	41	480
Q6. My coworkers treat people in a positive, healthy way in the workplace.	Permanent	34.1	36.4	22.7	2.3	2.3	0.0	2.3	4	48
	Temporary	57.1	30.3	10.6	1.3	0.4	0.0	0.2	35	480
Q7. People in my work unit help each other.	Permanent	27.3	43.2	25.0	4.5	0.0	0.0	0.0	4	48
	Temporary	67.6	23.8	7.2	0.9	0.0	0.2	0.2	35	480
Q8. Opportunities for training have been made available to me fairly.	Permanent	40.9	38.6	9.1	9.1	0.0	0.0	2.3	4	48
	Temporary	54.1	24.8	12.5	3.2	2.7	1.1	1.6	40	480
Q9. In my organization, awards and/or recognition are given to deserving people.	Permanent	18.6	18.6	23.3	20.9	9.3	9.3	0.0	5	48
	Temporary	40.0	27.1	15.1	3.6	2.0	7.4	4.7	37	480
Q10. I am comfortable with the amount of acceptance I have received by the local community in which I live or work.	Permanent	43.2	43.2	11.4	0.0	0.0	0.0	2.3	4	48
	Temporary	53.8	30.5	8.2	0.7	0.2	3.6	3.0	41	480
Q11. There is adequate support for work and family considerations at all levels of the Forest/RO.	Permanent	34.1	40.9	4.5	9.1	6.8	2.3	2.3	4	48
	Temporary	46.1	29.4	9.9	1.8	1.3	5.4	6.1	35	480

### C.11. What the Employees Like Most about the Position (Question 15) \_\_\_\_\_

Of the 1595 records a total of 1234 (77.37%) questionnaires describe the most prevalent factors from employee responses. When more than one response was provided the more controlling (#1 ranking) response was used. Findings are as follow:

- **Work Environment**, was the #1 response, which represents 371 (30.06%) of the questions answered. Employees generally cited great opportunities, teamwork, wonderful crew experiences and the opportunity to work with co-workers and immediate supervisors.
- **Experience Gained**, 159 (12.88%) of the responses emphasized the value, variety of experience and training in their daily experiences.
- **Field Work**: 129 (10.45%) of responses expressed enjoyment with experience of daily assignments and working in the wilderness with natural resources.

**Other Categories** shown in descending order as follows:

- **Duties and responsibilities**: 95 (7.70%) Fighting Fire Challenge; 91 (7.37%) Work Flexibility; 89 (7.21%) Everything; 69 (5.59%), Job Benefits, 64 (5.19%).
- **8** (0.65%) records in two categories, ("**I Did Not like Anything and Everything but the Pay**"), **perceived as negative**, occupied the 14 and 17 place in the analysis. Employees mentioned insufficient pay for their personal needs, and did not like the workload assigned.
- **One** response (0.08%) felt they were over qualified and had a long work history in the same position with no promotional opportunities.

Summary: Most employees enjoyed their jobs and roles. A small minority (less than 1%) expressed dissatisfactions with their entire experience or compensation, **and at least one employee cited a lack of promotional opportunities**. The information provides incite to workplace behaviors but insufficient data to address retention issues.

---

	<i>What the Employee like Most about the Position</i>		
<b>Q.15</b>	<b>Category</b>	<b>Exit Interviews</b>	<b>%</b>
<b>1</b>	WORK ENVIRONMENT	371	30.06%
<b>2</b>	EXPERIENCE GAINED	159	12.88%
<b>3</b>	FIELD WORK	129	10.45%
<b>4</b>	DUTIES AND RESPONSABILITIES	95	7.70%
<b>5</b>	FIGHTING FIRE CHALLENGE	91	7.37%
<b>6</b>	WORK FLEXIBILITY	89	7.21%
<b>7</b>	EVERYTHING	69	5.59%
<b>8</b>	JOB BENEFITS	64	5.19%
<b>9</b>	TRAINING RECEIVED	41	3.32%
<b>10</b>	SERVING COMMUNITY	36	2.92%
<b>11</b>	TRAVEL	34	2.76%
<b>12</b>	CUSTOMER SERVICE	26	2.11%
<b>13</b>	JOB SATISFACTION	13	1.05%
<b>14</b>	I DID NOT LIKE ANYTHING	8	0.65%
<b>15</b>	BE CALLED BACK	2	0.16%
<b>16</b>	BUILDING OFFICE	2	0.16%
<b>17</b>	EVERYTHING BUT THE PAY	1	0.08%
<b>18</b>	LAY OFF	1	0.08%
<b>19</b>	NO IDEA	1	0.08%
<b>20</b>	NO OPINION	1	0.08%
<b>21</b>	TEMPORARY JOB	1	0.08%
	<b>Grand Total</b>	<b>1234</b>	<b>100.00%</b>

## C.12. Inducements to Stay/Return (Question 16)

---

Question 16 asks the departing employee what it would take to get the employee to stay, or to return to the Forest Service. Of the 1595 records, 1144 (71.72%) answered the question.

Responses as follows: The wide variety of responses encountered in question 16, caused complexity in the interpretation of the data. The most predominant reason employees consider would take them to stay or return will be the ones we will consider by separate. For people who provided more than one response only the more controlling (#1 ranking) response was used. Findings are as follow:

- **BE CALLED BACK:** On this top 1 answer we found that 209 exit interviews (18.27%) expressed their interest in coming back next session.
- **HIGHER GS LEVEL:** This answer represents 139 exit interviews (12.15%)
- **PLANNING TO RETURN:** This answer represents 130 exit interviews (11.36%).
- **PERMANENT JOB:** This represented 123 exit interviews (10.75%). This answer shows the interest of the temporary employees in becoming permanent. The need for economic stability plus medical benefits was a critical consideration for employees.

Summary: The majority of employees (30.63%) cited simply to be called back the subsequent season or, that they were already planning on returning. Never the less a sufficient number of responses indicated that an increased grade level and permanent employment were incentives that would influence their employment decision. These responses ranked in the top four reasons cited as expressed in (22.85%) of the records. The analysis of employee responses continues to support the fact that employees are generally satisfied and would return to the forest service given the opportunity. The table below provides a collective view of all Other Categories included in the Exit Interviews responses as follows:

	Question 16 Stay or Return Category	Exit Interviews	%
1	BE CALLED BACK	209	18.27%
2	HIGHER GS LEVEL	139	12.15%
3	PLANNING TO RETURN	130	11.36%
4	PERMANENT JOB	123	10.75%
5	WILL NOT RETURN/WOULD NEVER STAY	80	6.99%
6	MORE BENEFITS	73	6.38%
7	FINISH SCHOOL	46	4.02%
8	FUNDING FOR 1039 AND OTHERS/TIME EXTENSION	44	3.85%
9	BETTER UPPER MANAGEMENT	39	3.41%
10	CAREER OPPORTUNITIES	39	3.41%
11	KEEP ACTUAL CONDITIONS	28	2.45%
12	COMPLETE RESTRUCTURE OF THE ORGANIZATION	27	2.36%
13	WILLING TO BE RELOCATED	24	2.10%
14	OTHER JOB OFFER	23	2.01%
15	PERSONAL	20	1.75%
16	MORE TRAINING	16	1.40%
17	JOB SATISFACTION/WORK RELATIONSHIPS	16	1.40%
18	WORK FLEXIBILITY	14	1.22%
19	CHANGE OF MIND	12	1.05%
20	MORE EXPOSURE TO FIRE	11	0.96%
21	TIME TO MOVE ON/LONG TIME IN POSITION	8	0.70%
22	SAFETY ISSUE	5	0.44%
23	SHORTER COMMUTE	4	0.35%
24	INCOMPLETE	4	0.35%
25	LONG WORK SCHEDULE	4	0.35%
26	RESIGNED, NOT ABLE TO COME BACK	3	0.26%
27	DUTIES AND RESPONSABILITIES	3	0.26%
	<b>Grand Total</b>	<b>1144</b>	<b>100.00%</b>

**C.13. If you were in charge, what would you change? Inducements to Stay/Return (Question 17)** \_\_\_\_\_

This question was responded by 1042 (65.33%) of the 1595 employees responding.

The responses to this question take a narrative form that makes analysis difficult and time consuming. Due to the nature of the question not being directly relevant to sexual harassment and hostile work environment issues, CR confined its analysis to key word search for words and phrases indicating this conduct. The search produced no instances or allegation that had not already appeared in other areas of the questionnaire.

**Appendix D. PREVENTION OF SEXUAL HARASSMENT**

**D.1. POSH Course Evaluation**

\*Revised 03/08/04

R5 - PREVENTION OF SEXUAL HARASSMENT – CY 2003 COURSE EVALUATION					
Course Title:			Date of Course:		
Location of Course:			Method of Delivery:		
Name of Instructor:					
PREVENTION OF SEXUAL HARASSMENT TRAINING					
Please complete this evaluation openly and honestly. Your feedback is important to assess the quality of the training you just received. Select the response that best reflects your reaction to the course. If the item does not apply to the training method, select N/A.					
1. THE COURSE	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	N/A (0)
A. Course will help me improve my work relationships.	<input type="checkbox"/>				
B. Subject matter was well organized.	<input type="checkbox"/>				
C. Instructor stimulated thinking.	<input type="checkbox"/>				
D. Level of difficulty was appropriate/kept me challenged.	<input type="checkbox"/>				
E. Overall, the stated objectives were met.	<input type="checkbox"/>				
2. METHOD OF DELIVERY/MEDIA					
A. Audiovisuals enhanced learning.	<input type="checkbox"/>				
B. Student exercises reinforced learning.	<input type="checkbox"/>				
C. Student materials were current/factual.	<input type="checkbox"/>				
3. THE INSTRUCTOR					
A. Effectively related subject matter to work situations.	<input type="checkbox"/>				
B. Kept discussions focused on relevant topics.	<input type="checkbox"/>				
C. Encouraged student participation and class interaction.	<input type="checkbox"/>				
D. Was considerate of and responsive to participants' needs.	<input type="checkbox"/>				
E. Was knowledgeable and well prepared.	<input type="checkbox"/>				
4. THE FACILITIES					
A. Classroom/training site was conducive to learning.	<input type="checkbox"/>				
B. Support amenities (lodging, food, staff) were excellent.	<input type="checkbox"/>				
5. MY KNOWLEDGE/SKILL LEVEL IN THE SUBJECT MATTER	Little/None (4)	Basic (3)	Inter-mediate (2)	Expert (1)	
A. BEFORE the course could be rated as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B. AFTER the course could be rated as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. COMMENTS:					

## **D.2. Overall POSH Training Summary 2003 \_\_\_\_\_**

### **Region 5 - Overall Summary POSH Training Analysis For Calendar Year 2003**

**In order to evaluate the effectiveness of Prevention of Sexual Harassment training for CY 2003, each unit compiled and prepared a summary from all their POSH training course evaluation forms. The summaries were reviewed and the participants concerns were taken into consideration. The vendor was made aware of the concerns and incorporated some of the changes into their POSH program for CY 2004.**

**The following is the overall summary for Region 5 that addresses the specific categories of information contained in the POSH Course Evaluation sheet (See Appendix D.1). This information provides a snapshot regarding the overall rating of the course subject matter, instructors and the participant's Skill & Knowledge Level.**

**Overall Summary:** The workforce for calendar year 2003 was 8,055. There were a total of 229 POSH training sessions conducted in the Region with 7375 or 92% of the employees in attendance. Out of the 7375 employees 6662 or 90% completed the optional POSH evaluation sheets.

Based on the responses received from the POSH Course Evaluation sheets, an average of 92% or 6129 + participants had a positive training experience. The Knowledge/Skill level showed a significant increase from 1865 or 28% to 4130 or 62% at the Intermediate level. There was also an increase of 333 or 05% to 1199 or 18% at the Expert Level.

**#1 The Course:** Of the 6662 participants surveyed, approximately 6129 or 92% indicated that they agreed or strongly agreed the course would improve work relationships, subject matter was well organized, stimulated thinking, level of difficulty was appropriate/challenging, and overall objectives were met. One hundred and thirty three or 02% of the participants disagreed or strongly disagreed and 713 or 09% of the participants didn't turn in a course evaluation sheet.

**#3 The Instructor:** Of the 6662 participants surveyed, approximately 6196 or 93% indicated that they agreed or strongly agreed the course effectively related subject matter, discussions were focused on relevant topics, encouraged participation/class interaction, was considerate/responsive, and was knowledgeable and well prepared. Sixty-six or 01% of the participants disagreed or strongly disagreed and 713 or 09% of the participants didn't turn in a course evaluation sheet.

**#5 My Knowledge/Skill Level:** Of the 6662 participants surveyed, approximately 1199 or 18% indicated they increased to the level of Expert or stayed the same. Approximately

---

4130 or 62% of participants indicated they increased to an Intermediate level. Approximately 666 or 10% of the participants indicated they increased to a basic level. Approximately 133 or 02% of the participants indicated they stayed the same and 133 or 02% provided a no response.

**#06 Comments:** Of the 6662 participants approximately 1466 or 22% choose to write comments. Positive feedback ranging from excellent, great, good/praised the instructors, enjoyed the interactive training method, material was very informative, POSH card was useful, role playing and best training they have attended. Two-hundred and sixty-six or 04% indicated that they didn't like the video scenarios, role-playing; one sided, mostly focused on men harassing women; a waste of time and taxpayer dollars, bad timing, during fire season-loss of income, too much time, no coffee or food, not enough breaks, and the dating topic wasn't covered sufficiently.

### D.3. Sensing Survey on Work Environment Issues and Sexual Harassment Letter



United States  
Department of  
Agriculture

Forest  
Service

Pacific  
Southwest  
Region

Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-8737 Voice  
(707) 562-9130 Text (TDD)

File Code: 1700/6100  
Route To:

Date: December 18, 2003

Subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment

To: Forest Supervisors

#### REPLY DUE FEBRUARY 27, 2004

In the spring of 2003 Region 5 staff conducted a region-wide review on the subjects of work environment and sexual harassment. All employee meetings were held on each forest during which attendees were asked to complete a sensing survey questionnaire. A total of 2816 questionnaires were submitted during these sessions. An analysis and summary of the responses has been completed. A hard copy of the **2003 Sensing Survey Results** is being mailed to you for your review and action.

The **2003 Sensing Survey Results** document displays summaries of responses to the survey questions by unit and by Regional total. Subjects covered include demographics of respondents; Civil Rights and Prevention of Sexual Harassment training; perceptions of sexual harassment, discrimination and inappropriate behaviors; and climate assessment of security in the work place and Forest Service housing. Individual Forest findings and suggestions are also included.

Please discuss the **2003 Sensing Survey Results** with your Forest Civil Rights Officer and Forest Leadership Team. After examining the information relating to your forest, please reply with a memo describing your assessment and any proposed actions planned for your unit. Include in your response a description of your method used to insure that all new employees, including temporaries, receive orientation that includes coverage of the Policy on the Prevention of Sexual Harassment (Zero Tolerance Policy on Sexual Harassment, Hostile Work Environment, and Reprisal) contained in the Regional Forester's 1700/6100 memo dated November 19, 2003.

Provide your response to Gwen Bryant ([gbryant@fs.fed.us](mailto:gbryant@fs.fed.us)), R5 Federal Women's Program Manager, by **February 27, 2004**. If you need Regional Office assistance or have questions please contact Gwen Bryant at (707) 562-8730.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

cc: pdl r5 ro directors, pdl r5 rf office, pdl r5 eoms



**D.4. POSH Training Schedule 2004 Letter (12/02/03)**



**United States  
Department of  
Agriculture**

**Forest  
Service**

**Pacific  
Southwest  
Region**

**Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-8737 Voice  
(707) 562-9130 Text (TDD)**

File Code: 1700  
Route To:

Date: December 2, 2003

Subject: Prevention of Sexual Harassment (POSH) Training Schedule Calendar Year 2004

To: Forest Supervisors

**REPLY DUE JANUARY 2, 2004**

The annual mandatory Prevention of Sexual Harassment (POSH) training for calendar year 2004 for all employees (permanent, temporary, seasonal, students, and volunteers) is scheduled to begin in April and continue through September 2004. Additional training sessions for October through December 2004, will also be made available.

The 2004 training plan focuses on improving timeliness of delivery of training to new hires during the peak hiring season. All employees will receive some form of POSH training within the first 30 days of employment (i.e., during new employee orientation) prior to receiving the formal annual mandatory POSH training.

Each unit is requested to submit their proposed training dates for calendar year 2004 on the attached spreadsheet no later than January 2, 2004, to [gbryant@fs.fed.us](mailto:gbryant@fs.fed.us). All the training dates will be compiled by the Regional Federal Women's Program Manager (FWPM), and forwarded to the vendor who will provide a minimum of two training teams for all training dates requested by the Forest Service.

For additional information or any questions, please contact Gwen Bryant, at (707) 562-8730.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

Enclosure

cc: pdl r5 eoms, pdl r5 ro cr, Sadie E Aragon, Vicki Jackson, Sandra Macias, Daina Apple, Susan Mockenhaupt



**Caring for the Land and Serving People**

Printed on Recycled Paper



*Enclosure: Training Schedule*

Unit	April	May	Jun	Jul	Aug	Sep
Angeles						
Cleveland						
Eldorado						
Inyo						
Klamath						
Lake Tahoe						
Lassen						
Los Padres						
Mendocino						
Modoc						
Plumas						
RO						
RO - off site						
San Berdo						
Sequoia						
Shasta-T						
Sierra						
Six Rivers						
Stanislaus						
Tahoe						

SUMMARY Preparation for POSH training 2004, please give the SPECIFIC dates you will like to schedule your unit. The FWPM will compile all the dates and forward them to the vendor. The vendor will assign trainers for the SPECIFIC dates you requested. Please schedule your dates when your new hires come on board or within 30 days of their appointment.  
\*PLAN TO SEND ALL THE DATES BY DECEMBER 19. WISH DATE

**D.5. Annual Mandatory POSH Training 2004 Letter (04/13/04)** \_\_\_\_\_



**United States  
Department of  
Agriculture**

**Forest  
Service**

**Pacific  
Southwest  
Region**

**Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-8737 Voice  
(707) 562-9130 Text (TDD)**

File Code: 1700  
Route To:

Date: April 13, 2004

Subject: Annual Mandatory Prevention of Sexual Harassment Training CY2004

To: All Region 5 Employees

In accordance with the Region 5 Settlement Agreement (R5SA), Section 10.1, *Region 5 shall provide annual mandatory training to its employees designed to assist them in recognizing, addressing and correcting sexual harassment and retaliation.*"

The Region's annual mandatory Prevention of Sexual Harassment (POSH) training for calendar year (CY) 2004 for all employees (permanent, temporary, seasonal, and volunteers) is currently in progress.

The Forest Civil Rights Officers (FCROs) are responsible for coordinating the training sessions on their units. A schedule including dates and locations is provided for your information and may be viewed on the following R5 Web page:

[http://fsweb.r5.fs.fed.us/unit/cr/POSH\\_trng\\_schedule\\_ADI\\_2004.xls](http://fsweb.r5.fs.fed.us/unit/cr/POSH_trng_schedule_ADI_2004.xls)

If you need additional information or have any questions, you may contact your unit FCRO, or call Gwen Bryant, Regional Federal Women's Program Manager, at (707) 562-8730.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

cc: pdl r5 fcros, pdl r5 ro cr, Judith A Rosenberg, Elaine Vercruyse, Julena D Pope, Sadie E Aragon, Cathleen J Thompson, Vicki Jackson



**Caring for the Land and Serving People**

Printed on Recycled Paper



## D.6. Units' Sensing Results

---



United States  
Department of  
Agriculture

Forest  
Service

Angeles National Forest  
SO

701 N. Santa Anita Ave.  
Arcadia, CA 91006-2725  
626-574-1613 Voice  
626-447-8992 TTY

File Code: 1700/5100/6100  
Route To:

Date: March 16, 2004

Subject: R5 Sensing Survey Action Plan

To: Regional Forester

The Angeles National Forest has reviewed and discussed the 2003 Sensing Survey results and has developed an action plan in response to the issues and concerns raised in the survey.

The two emphasis areas addressed in the action plan are:

- *Interpersonal communication*: Interpersonal communication includes oral comments and physical gestures that are disrespectful or degrading.
- *Hazing*: Hazing activities have diminished significantly on the Angeles, but this activity is still a concern. Actions to correct this activity will be accomplished through a multiple year plan.

Action plans will be connected to professionalism and safety in the work environment.

Please contact Angie Lavell, Forest Civil Rights Officer at 626-574-5248, if you have any questions related to this action plan.

/s/ Susan R. Swinson (for)  
JODY NOIRON  
Forest Supervisor

cc: ANF LT



**Angeles National Forest  
Sensing Survey Action Plan  
FY-2004**

**Issue: Interpersonal Communication**

Survey results indicate there is a general lack of respect and professionalism between employees in the workplace. Examples of disrespectful verbal behavior include foul language/profanity, graphic verbal commentaries or jokes, and sexually degrading words used to describe an individual. Examples of disrespectful physical behavior include unnecessary touching and lewd gestures.

**Proposed Actions:**

1. Issue a letter on professionalism and define conduct expectations related to interpersonal communication.

Who: Forest Supervisor  
Forest Civil Rights Officer

Due Date: July April 1, 2004

6/9/04  
6/18/04  
AFC: 9204

2. Issue a letter restating Zero Tolerance and Prevention of Sexual Harassment policy prior to field season.

Who: Forest Supervisor  
Forest Civil Rights Officer

Due Date: July May 1, 2004

3. Reinforce messages included in Item Nos. 1 and 2 above during employee meetings (Forest and District meetings, Safety meetings, etc.).

Who: Angeles Leadership Team Due Date: Ongoing

4. Reinforce message that employees have a right to work in a non-hostile environment; connect message to safety.

Who: Angeles Leadership Team Due Date: Ongoing

**Issue: Hazing**

Survey results indicate hazing rituals are of concern. Hazing is thought to be a "rite of passage" initiation activity. This behavior has diminished significantly from the workplace, but is still a concern.

**Proposed Actions:**

1. Establish a cadre of Fire Managers and Supervisors to develop an action plan, including a communication strategy, to identify "hazing" activities and eliminate this behavior from the Fire work environment.

Who: Fire Management Group      Due Date: December, 2004  
Forest Civil Rights Officer

2. Implement the action plan and communication strategy developed by Fire Management Group.

Who: Fire Management      Due Date: April, 2005  
Angeles Leadership Team

---



United States  
Department of  
Agriculture

Forest  
Service

Cleveland National  
Forest

10845 Rancho Bernardo Dr  
Suite 200  
San Diego, CA 92127-2107  
(858) 673-6180  
(858) 673-6192 FAX  
CRS 1-800 735-2922

File Code: 1700

Date: June 11, 2004

Gwen Bryant, Civil Rights

RE: RESULTS OF THE R-5 SENSING SURVEY

GWEN THE FOLLOWING IS THE CLEVELAND NATIONAL FOREST'S  
RESPONSE TO THE R-5 SENSING SURVEY REPORT.

### **Inappropriate behaviors**

#### **Inappropriate behaviors identified in the R5 Sensing Session R5 v Cleveland section**

Employees receive annual training regarding inappropriate behaviors. Employees receive POSH, Civil Rights/POSH, Conduct and Ethics training annually. The training sessions are provided by Contractors, Civil Rights, Personnel and supervisors. Supervisors also receive Employee Relations training annually. E-mail bullet statements are sent to all employees monthly. All inappropriate behaviors are included in the New Employee orientation. All reported and identified inappropriate behaviors known to Management have been addressed and the appropriate discipline has been recommended per USDA discipline guidelines. A few incidents of inappropriate behavior were considered to involve individuals of "high profile" where the Forest recommended disciplinary action but the final decision laid with USDA.

The prevention of Sexual Harassment Policy is posted in all work sites annually. The POSH policy is also e-mailed to all employees annually.

#### **“What could your supervisor do to help you feel more comfortable reporting inappropriate behavior”?**

All supervisors receive annual training on how to handle discussions, allegations and complaints of inappropriate behaviors during POSH, Civil Rights, Employee Relations and Supervisor training.

District Rangers and District Fire Management Officers have agreed to maintain an open door policy and latitude to by-pass normal chain of command to report inappropriate behaviors.

---

The Forest CRO makes annual visits to each work site, attends POSH training, conducts Civil Rights training, and attends district and site meetings. Employees are informed and encouraged to contact the Forest CRO, District CR representative, HR if they do not feel comfortable reporting inappropriate behavior. Employees are also informed of the EIP program, EEO Counselor. Posters and the Forest CRO phone numbers are placed at each work site.

**“Do you feel your safety is secure when in your workplace or in your Forest Service living quarters”?**

The Forest Safety Committee has met to discuss the comments including other issues and are developing a safety Forest Safety and Emergency Plan.

Get with Barbeau and Buhr

**Forest Service Housing/Quarters.**

The Forest's Engineers and fire management inspect all barracks annually for maintenance, condition, safety and inappropriate materials. Private residences are not inspected due to being private residences.

**Areas to Address**

There were no areas to address listed for the Cleveland National Forest.

/s/ Miguel Martinez, Civil Rights Officer

---

## Eldorado

Below is a summary of the results from the questionnaire presented at the "all employee" session the Eldorado had last January. While the percentages are low and similar to the regional numbers, the Forest Supervisor is disappointed that harassment, intimidation, drinking, and violence (fighting) is still found in the workplace here on the Eldorado NF. He has made it clear that to all employees that any inappropriate conduct is not acceptable. And any misconduct reported to him will be investigated and dealt with appropriately.

On January 15<sup>th</sup>, 2003, Regional Forester Jack Blackwell issued a memo to all R5 employees announcing the deployment of Region 5 staff to conduct a region-wide review on the subjects of work environment issues and sexual harassment. The review was a follow-up to the region-wide stand down of September 2002. The Region 5 review staff (Lori Tapia-Piozet, Director of Civil Rights, and Ray Quintanar, Fire and Aviation Manager; the Acting Intervention Program Manager; and a Union representative along with various members of the Monitoring Council) presented to the Eldorado National Forest employees a short sensing session where besides giving a presentation, the review staff asked all employees present to fill out a 4 page sensing form.

Although attendance at the "all Employee Meeting" was not mandatory, it was strongly encouraged.

As of May 2003, R5 employed 8735 employees. A total of 2816 employees (32% of the workforce) completed the survey questionnaire  
Sensing Survey Analysis:

**Training:** Responses indicated a positive trend in the number of forest employees receiving Civil Rights and Prevention of sexual Harassment (POSH) training. Unfortunately, 22% indicated they had not attended training in 2002. Our ultimate goal is to achieve and maintain 100% participation.

**Sexual Harassment and Discrimination:** Of the 2816 respondents to the survey, 10% witnessed sexual harassment and 6% experienced sexual harassment, while only 7% of these incidents were reported. Gender discrimination was witnessed by 11% and experienced by 10% of the respondents, with only 4% reported. Racial and Ethnic Discrimination incidents are less than 10% (9% witnessed, 6% experienced, and only 3% reported).

**Inappropriate Behavior:** The survey addressed 15 different types of inappropriate behaviors in four possible work areas (in the work place, on the fire line, in fire camp, in federal housing/vehicles). The following is a break down of the results.

---

**R5 Sensing Session**

**Inappropriate Behaviors**

# Indicates percentage of positive responses

R5 vs. Eldorado National Forest (127 total responses = 51% male; 49% female)

	In the workplace	On the Fire Line	In Fire Camp	In Federal Housing / Vehicles	Behavior
Regional	12	6	9	5	
Eldorado	15	2	5	2	Fighting
Regional	4	1	1	1	
Eldorado	2	1	2	1	Repeated requests for a date
Regional	11	4	5	3	Verbal harassment or abuse of a sexual nature
Eldorado	12	2	4	2	
Regional	9	1	3	2	Unnecessary touching of an individual (e.g. patting, pinching, hugging, repeated brushing against another employee's body)
Eldorado	6	1	5	2	
Regional	3	1	1	1	Subtle pressure or requests for sexual activity
Eldorado	3	1	2	1	
Regional	28	14	15	13	Graphic verbal commentaries or jokes
Eldorado	28	7	9	10	
Regional	17	8	8	7	Sexually degrading words used to describe an individual
Eldorado	16	7	9	7	
Regional	6	2	2	2	Offensive sexual flirtation, advances or propositioning
Eldorado	2	1	1	0	
Regional	7	1	4	5	
Eldorado	12	0	3	3	Drinking alcohol at work
Regional	7	3	5	4	
Eldorado	7	0	1	2	Gambling
Regional	12	3	7	5	Clothing with inappropriate logos
Eldorado	11	2	3	2	
Regional	12	2	4	8	Display in the workplace of sexually suggestive objects, pictures, magazines, or writings
Eldorado	11	1	1	5	
Regional	13	8	9	7	
Eldorado	17	6	6	6	Lewd gestures
Regional	46	26	28	24	
Eldorado	46	16	18	16	Foul language
Regional	7	4	4	3	
Eldorado	4	0	0	1	Hazing

<- - The survey does not allow for specificity on where this is occurring. Supervisors and employees need to be made aware that this is not acceptable. This could be critical to safety of the work environment, especially if employees are drinking, then driving a Government vehicle or operating heavy equipment or a chain saw.

**Responses to questions asked on the survey**

**"What could your supervisor do to help make you feel more comfortable reporting inappropriate behavior?"**

- \* Have had this turned around, making it seem I was making it up
- \* Not much
- \* Not to report further than our meeting
- \* Only inappropriate behavior of the most subtle type - not the overall hostile culture. Cultural change in the agency is needed.
- \* Respond more timely
- \* Supervisor is part of the problem
- \* Support their employees
- \* Take it seriously
- \* You get lip service or you are deemed the troublemaker. The supervisor supports the inappropriate behavior

**Do you feel your safety is secure when in your workplace or in your Forest Service living quarters? If not, why?**

- \* Shared building with other agencies.
  - \* Security issues have been identified but, due to cost considerations, have not been implemented.
  - \* One never knows and it's not wise to think you're secure and let your guard down. There are too many variables even with security systems in place that can occur unexpectedly
  - \* Lax security such as back door blocked open, in the field; I'm constantly exposed to dangers.
  - \* I feel safety is only speaking words, or used to exert control - but not really practiced when needed.
  - \* Hard adjusting to living with no one around for a long ways. Workplace during day yes - after hours is a bit edgy.
  - \* Given no way to protect myself against criminal activity or aggressive animals and occasionally put into the awkward situation of being sent into a potentially dangerous situation.
  - \* Concern disgruntled employee going postal.
-

### **Eldorado National Forest Actions Planned for 2004**

In response to the above, the Eldorado National Forest will take the following action in 2004:

1. Post a copy of the Regional Prevention of Sexual Harassment Policy Statement at every administrative site (including barracks and work centers)
2. Maintain mandatory attendance to the annual POSH training session.
3. Continue to send out via e-mail and post on bulletin boards each Adverse Action Digest as they come available.
4. Assure that all new employees including temporaries receive orientation that includes coverage of the Policy on the Prevention of Sexual Harassment (Sexual Harassment Zero Tolerance Policy), ethnics and conduct.
5. Continue to provide every employee an Exit Interview form and utilize the results to improve the work environment.

---

R5 Work Environment Sensing Survey  
Inyo National Forest RESPONSE & ACTIONS  
February 2004

---

**Overview of Sensing Survey and the Inyo NF Respondents.**

In the spring of 2003, Region 5 staff conducted a region-wide review on the subjects of work environment and sexual harassment. All employee meetings were held on each forest during which attendees were asked to complete a sensing survey questionnaire. A total of 2,816 questionnaires were submitted during these sessions and an analysis and summary of the responses has been completed.

Eighty-six Inyo National Forest employees responded to the R5 work environment survey. 41% of respondents were female, 55% were male, and 5% did not indicate gender. 58% of respondents indicated that they were supervisors, and of those, 34% were first line supervisors, 12% were second line supervisors, and 6% were high-level management. Respondents represented the fire program (38%), recreation (17%), administration (16%), and the rest were from other program areas not identified.

Respondents were asked whether they had experienced or observed a list of 15 inappropriate behaviors in four different work environment groups: Workplace; Fire Line; Fire Camp; and Federal Housing/Government Vehicles. The report breaks down responses by behavior within each work environment, so each behavior has four separate numbers reflecting the frequency of experienced/witnessed behavior.

**How Focus Areas Were Selected.**

The Inyo's responses were compared with the average response for the Region. Within each focus area, percentages of those who experienced/witnessed the behavior may be higher in one work environment group than the others. The focus areas identified for Inyo NF attention were those areas that had frequency of experience/witness of a behavior that was notably higher than the Region 5 average for that behavior and work environment.

The five focus areas for the Inyo's attention are: 1) repeated requests for a date, 2) unnecessary touching, 3) subtle pressure or requests for sexual activity, 4) drinking alcohol at work, and 5) wearing clothing with inappropriate logos. The Region's two focus areas for all units to address are: 1) clearly communicate sexual harassment "Zero Tolerance Policy", and 2) communicate that adverse actions will not be made public information. Below is the Inyo National Forest response to those focus areas identified in this report.

Further direction will be sent with this action plan to Forest employees on how the actions described below will be implemented and who will be responsible for implementation.

---

**Inyo NF Response.**

The Regional Forester has asked all Forest Supervisors to examine the information relating to their Forest, and reply to him with memo describing the Forest's assessment and any proposed actions planned for the unit. Below is the Inyo National Forest response to this survey report. In addition to submitting this action plan to the Regional Forester, it will be distributed to all Inyo National Forest employees with a cover letter describing expectations and responsibilities for implementing these actions.

**ACTIONS FOR ALL FOCUS AREAS: Eight actions to address the five Inyo focus areas and the two Regional focus areas.**

1. Annual Letter from Forest Supervisor to Forest employees addressing appropriate behavior in the workplace.
2. Forest Supervisor meet with employees at station meetings to discuss these focus items and get feedback from employees on how to prevent the behaviors.  
(COMPLETED 2/17/04)
3. Institute new employee briefings that include messages about prevention of sexual harassment and ethics and conduct. Permanent new employees must receive a briefing within one month of start date, and temporary employees must receive this briefing within one pay period. All new employees will sign a document stating that they have been briefed and understand the agency's expectations for prevention of sexual harassment and ethics and conduct.
4. Train supervisors to enable them to handle complaints of sexual harassment and other inappropriate behavior. Continue to hold annual Forest training for supervisors (i.e., "Survival Skills For Supervisor" training held in 2003) and include this message and other supervisor responsibilities for these focus areas. Supervisory POSH training will also include this element. At staff and office meetings, remind employees that supervisors, managers, and line officers have an "open door policy" for reporting inappropriate behavior.
5. Hold monthly team/crew/office "tailgate" sessions (similar to the 6 Minutes For Safety sessions) to discuss prevention of sexual harassment topics. Develop a list of topics and discussion points supervisors can use for these sessions.
6. At the annual Employee Responsibilities Meeting each spring, discuss these focus areas, and provide clear direction about appropriate behaviors at the workplace, in barracks, in government vehicles, and other work-related environments.
7. The Inyo NF will encourage employee participation in the R5 Mentoring Program, and mentors will include discussion of appropriate workplace behavior (especially prevention of sexual harassment information) in their work with mentees.
8. Conduct Inyo NF sensing in one year (Spring 2004) on these focus areas to see how we are doing on these items.

~~~~~  
**ACTIONS SPECIFIC TO INDIVIDUAL FOCUS AREAS: Each focus area below includes the guidance provided by the Region (in italics and quotes) and the action(s) identified by the Inyo NF to address the issue.**

---

**REGIONAL FOCUS AREA #1: Clearly communicate the sexual harassment “Zero Tolerance Policy”**

*“Restate the policy in writing even though it has been issued in writing. Present it to all employees with the joint RO/CR/HR and EIP support. This should include information about why freedom of speech does not apply.”*

- Include this message in annual Forest Supervisor letter to all employees
- Emphasis at new employee orientation and annual all employee meeting
- Annual POSH training emphasis item

**REGIONAL FOCUS AREA #2: Communicate that adverse actions will not be made public information.**

*“There is a perception that, based on the survey, that ‘nothing happens to the perps’. It needs to be communicated that we are paying attention and dealing with issues of allegations of sexual harassment. It needs to be made clear that while action will be taken, it will not be made public, but we still want all issues of sexual harassment to be raised.”*

- Include in Forest Supervisor letter
- Ensure the R5 Adverse Action Digest is distributed to Forest employees.
- Develop Inyo Adverse Action Digest following format of the Region’s digest, and distribute quarterly.

~~~~~

**INYO NF FOCUS AREA #1: Repeated requests for a date.** The Inyo response indicated that this behavior was more often experienced or witnessed in the workplace (8% - 2nd highest percentage in the Region), and in Federal Housing/Government Vehicles (2% - highest percentage in the Region). Inyo respondents reported no incidents of this behavior on the fire line and in fire camp.

*“Remind employees that this behavior is not acceptable. No means no. If an individual declines to go on a date, do not take this as personal character assassination or a challenge to see if no MIGHT mean yes. Repeated requests for dates can be reported and accepted for cases of sexual harassment.”*

- Annual POSH training emphasis item

**INYO NF FOCUS AREA #2: Unnecessary touching.** The Inyo response indicated that this behavior was taking place at a higher percentage than the Region’s average in all four work environment areas, but was most prevalent in the workplace (16% - highest percentage in the Region). Frequency of experienced/witnessed behavior on the fire line was 3%, and was 5% in fire camp and in federal housing/government vehicles.

*“Supervisors need to be reminded that a lot of people do not like to be touched or have their personal spaces invaded. We all need to respect each other’s space. Pay attention to body language. Back off!! Especially if you can clearly see the other person is uncomfortable.”*

- Annual POSH training emphasis item

---

**INYO NF FOCUS AREA #3: Subtle pressure or requests for sexual activity.**

The Inyo response indicated that this behavior was experienced or witnessed more in the workplace (7% - 2nd highest percentage in the Region), and in federal housing/government vehicles (2% - highest percentage in the Region). Respondents reported no incidents of this behavior on the fire line and in fire camp.

*“Remind employees that this behavior is not acceptable. No means no. If an individual declines to go on a date or is not interested in sexual activity, do not take this as personal character assassination or a challenge to see if no MIGHT mean yes.”*

- Annual POSH training emphasis item

**INYO NF FOCUS AREA #4: Drinking alcohol at work.** The Inyo response indicated this behavior was most prevalent in fire camp (8% - highest percentage in the Region), and in Federal Housing/Government Vehicles (9% - highest percentage in the Region). 8% of respondents indicated this behavior took place in the workplace (average for the Region) and no Inyo respondents experienced or observed this behavior on the fire line (below average for the Region).

*“The survey does not allow for specificity on where this is occurring. Supervisors and employees need to be made aware that this behavior is not acceptable. This could be critical to safety of the work environment, especially if employees are drinking, then driving a Government vehicle or operating heavy equipment or a chain saw.”*

- Supervisors will clearly discourage this behavior (not joke about it).
- Supervisors will take active role in monitoring employee engaged in this behavior and act immediately if behavior is suspected.
- Include drug and alcohol abuse elements in annual supervisor training

**INYO NF FOCUS AREA #5: Clothing with inappropriate logos.** The Inyo response indicated that this behavior was experienced or observed in all four work environments. The areas with higher incidents than the Region's average were the fire camp (8% - 2nd highest percentage in the Region), and in Federal Housing/Government Vehicles (9% - highest percentage in the Region). Clothing worn with inappropriate logos on the fire line (3%) and in fire camp (8%) was average for the Region.

*“Employees who wear clothing with inappropriate logos is a broad category. However, employees need to be reminded that they should not wear clothing with logos that could be offensive to others. If it is not something they would wear around someone they greatly respect, such as a parent, young child, or good friend, they should not be wearing it to work. Supervisors need to be advised that they have the authority to send someone home to change if an employee is wearing clothing with clearly offensive logos.”*

- Supervisors will clearly discourage this behavior, and when such clothing is worn, will take immediate action to deal with it.
  - Employees are encouraged to confront those who are wearing clothing with inappropriate logos, or report to a supervisor or line officer.
  - In the case where an employee feels offended by a logo that is not obviously offensive to others, supervisors and employees need to speak to the person wearing the logo and discuss the situation (case-by-case basis).
-

## KLAMATH

Sharon D Koorda/R5/USDAFS  
02/10/2004 01:29 PM To  
Gwen Bryant/R5/USDAFS@FSNOTES  
cc  
Peg Boland/R5/USDAFS@FSNOTES, Penny T Melum/R5/USDAFS@FSNOTES  
bcc

Subject  
2003 Sensing Survey Results - Proposed Actions

re: Reply Due February 27, 2004

subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment

Gwen,

The Klamath NF discussed the results of the 2003 Sensing Survey at the January 20th Forest Leadership Team (FLT) meeting. All of the district rangers were present in addition to the Forest's line officers. The FLT discussed the Forest findings as well as the results for all the subject area findings for the Klamath and the Region as a whole.

It is very important to Peg Boland, our Forest Supervisor, that she communicate the results of the Sensing Survey to all employees. To accomplish this goal she plans to go out to each unit, along with the FCRO and HRO, and holding family meetings or tailgate sessions with all employees. The dates are pending the hiring of temporaries, and the return to pay status of limited tour permanent employees, to maximize the effort and results.

Please let us know if you will need any further documentation.

Thank you!

~~~~~  
Sharon Koorda  
Acting Forest Civil Rights Officer  
Klamath National Forest  
Phone: (530) 841-4489  
email: skoorda@fs.fed.us  
~~~~~



## LASSEN

### **2003 Sensing Survey on Work Environment and Sexual Harassment Proposed Actions of the Lassen NF**

*Describe the method used to insure that all new employees, including temporaries, receive orientation that includes coverage of the Policy on the Prevention of Sexual Harassment (Zero Tolerance Policy on Sexual Harassment, Hostile Work Environment, and Reprisal) contained in the Regional Forester's letter 1700/6100 memo dated November 19, 2003:*

As requested the results of the 2003 Sensing Survey were presented to the Forest Leadership Team and one of the most talked about subjects centered on the lack of Forest Service housing or bunkhouse facilities. The corrective action was to enter into a contract with Lassen Community College (LCC) for the rental of their dorm facilities. The initial process started with one of the Eagle Lake district supervisors organizing accommodations for his SCEP students by entering into a contract with LCC. The Forest Supervisor requested that the Forest Civil Rights Officer participate throughout the planning process between the college and the Lassen NF. The process required coordination between the Forest contracting specialists and the immediate supervisors who wished to participate in the program.

The demographics of the area have been discussed many times and the Forest will always do the best it can to outreach and recruitment good qualified employees of a diverse background. Perceptions of sexual harassment, discrimination and inappropriate behaviors are constantly monitored to include proactive approaches by all Forest employees. An example of this proactive approach is done through district meetings, crew safety sessions, training, orientations and field visits to the districts by the Forest Management Team.

Each employee orientation includes the definition of the Agency Zero Tolerance on Sexual Harassment and these defined policies are reinforced through the yearly Prevention of Sexual Harassment (POSH) training.

The Forest Safety Officer also defines the Forest Zero Tolerance Policy with respect to drugs and alcohol and the Human Resource Officer provides a Zero Tolerance policy definition concerning Work Place Violence and associated policies, Agency direction, and procedures with respect to the implementation and corrective actions for employee violations.

The Lassen NF has 8 planned employee orientations, 2 planned supervisory orientations, 2 days of POSH training for supervisors and 7 days of POSH training for non-supervisors.

---

### **Forest findings and Suggestions:**

The Forest Management Team reviewed all the Sensing Survey findings and decided that FY 2004 will be closely monitored for progress and monitoring processes will be placed when and where barriers may appear.

Comments suggested that this sort of report could help more than once a year and several team members thought the report was not clear enough especially concerning the numbers and percentages. The initial reaction put the management Team on the defensive because of the numbers and the unclear process of data collection and interpretation. As expected the first reaction was not favorable but once things were explained people started to focus on the bigger picture and eventually it was understood that the survey was only a tool for review and possible concern.

The Lassen Forest Management ended the presentation with a total commitment to a positive work environment that is harassment free, a work environment that is safe and an environment where a person can prosper and thrive in a workplace of choice.

---

## MENDOCINO

File Code: 1700/6100

Date: March 8, 2003

Route To:

Subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment  
(Your ltr. 12/18/03)

To: Regional Forester

The Mendocino's response to the above subject matter is as follows:

**Describing Assessment** – The Leadership Team met on January 22 to discuss the report and proposed actions. Discussion covered: 1) The flaws of the survey not having a time period of when an employee experienced or observed any inappropriate behavior which could contribute to situations that do not exist currently on the Forest; 2) The importance of reporting alleged allegations in a timely manner; 3) Last year's experience; and 4) FCRO's draft proposed actions.

### Proposed Actions Planned

- A. FY-2004 Mendocino Prevention of Sexual Harassment policy letter which covers those inappropriate behaviors addressed in the Sensing Survey. Letter requires managers/supervisors to discuss the contents with their employee(s). Both are required to sign an affirmation of completion. (*Completed January 26.*)
  - B. Supervisors Talking Points – (*Completed January 26.*) Document covered:
    - Clearly communicate the sexual harassment zero tolerance policy as contained in the RO 1700/6100 letter dated 11/19/03 and why freedom of speech does not apply.
    - Communicate that adverse actions will not be made public information.
      - The most problematic areas, such as, language, sharing materials, jokes, comments, or pictures and fighting
    - New Employee Orientation
    - Mandatory POSH 2004 Training
    - Inappropriate Behavior
    - Discuss FY-2004 Mendocino Unauthorized Use of Government Equipment letter. Document alerts employees of notification that government equipment is being used to access and store pornographic or erotic material, consequences if found on their computer, and protection of personal passwords.
-

- C. 2004 Forest "Initial Orientation – First Day At Work on the Mendocino". Orientation is to be conducted by the first line supervisor. Both are required to sign an affirmation of completion. (**Completed February 3.**) Table of contents:
- FY-2004 Mendocino Prevention of Sexual Harassment Policy & Sensing Survey on Work Environment Issues and Sexual Harassment (1/26/04 letter).
  - Unauthorized Use of Government Equipment (1/5/04 Mendocino letter)
  - R5 Policy for Prevention of Sexual Harassment (11/19/03 Regional letter)
  - Sexual Harassment Poster (EOM 08-2002)
  - Employment Complaints Program California Service Center (4/24/02)
  - Volunteers Only (Addendum to Volunteer Agreement FS-1800-7)
  - Affirmation of Briefing Completion
- D. 2004 New Employee & Temp Training – Customized training to focus on "Harassment and Discrimination in the Workplace." Objective of the training: (1) To stress to employees it is imperative that they realize that there are other forms of harassment and discrimination that may leave our organization open to litigation if they are not addressed; and (2) Employees will be held accountable for their actions. At the completion of this program, employees will:
- Understand the wide range of behaviors that may constitute discriminatory harassment.
  - Understand that free speech rights don't apply in the workplace.
  - Understand what constitutes a "tangible employment action"
  - Understand that everyone has a right to work in an environment free from discriminatory harassment
- E. Forest Supervisor assigned the Forest Civil Rights Officer and Human Resource Officer with focusing on New Employee Training specifically on employee's responsibilities of accountability. (**On-going**)
- F. Update Organized Crew CR Briefing – Incorporated item D.
- G. Conduct a "2004 end of the summer" Forest Sensing Survey.

**Description of your method used to insure that all new employees, including temporaries, receive orientation that includes coverage of POSH:** Method is described in above section.

A copy of each document mentioned above will be sent hard copy.

---

/s/ James D. Fenwood  
JAMES D. FENWOOD  
Forest Supervisor

cc: Gwen Bryant, Sandra Davis

## MODOC

File Code: 1700/6100

Date: February 23, 2004

Route To:

Subject: 2003 Sensing Survey Response

To: Regional Forester

In the spring of 2003 Region 5 staff conducted a region-wide review on the subjects of work environment and sexual harassment. I presented the analysis and summary of the Regional review to the Forest Leadership Team. After examining the analysis and summary of the findings it was apparent to the Leadership Team that initial and continuing education of employees is vital in order to provide a positive work environment.

The specific areas of negative and unproductive behavior referenced in the survey are:

- Repeated requests for a date – will continue to be addressed during new employee orientation and annual mandatory prevention of sexual training (POSH) training. No means no.
- Unnecessary touching – will continue to be addressed during new employee orientation and annual mandatory POSH training. Respect each other's space.
- Drinking alcohol at work – will continue to be addressed during new employee orientation and annual mandatory POSH training. This is not acceptable; it is critical to safety of the work environment.
- Gambling at work – will continue to be addressed during new employee orientation and annual mandatory POSH training. This is not appropriate in the work place.

The authority, definition, policy and procedures of the Zero Tolerance Policy on Sexual Harassment, Hostile Work Environment and Reprisal, including how to make a report/complaint and the appropriate corrective action(s) are also discussed in detail during new employee orientation and annual mandatory POSH training.

Employees and managers alike are committed to taking the actions necessary to provide a workplace free from sexual harassment.

/s/ Stanley G. Sylva  
STANLEY G. SYLVA  
Forest Supervisor

cc: Gwen Bryant

---

**PLUMAS**

File Code: 1700/6100

Date: February 27, 2004

Route To:

Subject: Plumas National Forest Action Plan - 2003 Sensing Survey on Work  
Environment Issues and Sexual Harassment

To: Gwen Bryant, R5 Federal Women's Program Manager

This will responds to your memorandum, dated December 18, 2003, requesting each forest review the survey results for their forest, and provide a memo describing their assessment and any proposed planned actions to be taken. A suspense date to the Regional Office of February 27, 2004 was established for submission of forests responses.

The Plumas leadership team appointed a committee to review and study the results and put together the Forest's response and any proposed actions. The committee's recommendation was submitted to the leadership team for approval. Attached is the finalized response and proposed action plan addressing the Plumas' survey results.

Any questions related to the response should be directed to Kathie Lacy Storost, Forest Civil Rights Officer, at (530) 283-7891.

/s/ James M. Peña  
JAMES M. PEÑA  
Forest Supervisor



United States  
Department of  
Agriculture

Forest  
Service

San Bernardino National Forest  
Supervisor's Office

1824 S Commercenter Circle  
San Bernardino, CA 92408-3430  
Phone: 909-383-5588  
Fax: 909-383-5770  
TTD: 909-383-5616

File Code: 1700  
Route To:

Date:  
**MAR 08 2004**

Subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment

To: Regional Forester

On February 9, 2004, the San Bernardino National Forest Leadership Team met to discuss the 2003 sensing survey results. Joyce Easton, Civil Rights Officer, presented a detailed analysis of the findings. A surprise to the leadership team was the areas of gambling and alcohol at work. There has been no indication this type of behavior permeated throughout the forest.

After thorough review of all the results, the leadership team adopted the following course of action:

1. Distribute a memo with sensing survey results to all employees with a strong message that the inappropriate behavior indicated in the results WILL NOT BE TOLERATED.
2. Ensure that trainers delivering the 2004 POSH training to supervisors, managers, employees and SCSEPS cover the forest NO TOLERANCE policy on this type of behavior.
3. Review sensing survey results with all temporaries and new employees at the forest annual Fire Management Days that occurs in May 2004.
4. Require managers and supervisors to discuss the sensing survey results with all their employees at every opportunity available but specifically at District Leadership meetings and resources/business management program area meetings.
5. Develop a similar sensing survey questionnaire using some of the questions from the 2003 survey and ask all employees to re-assess the climate and work environment of the forest at the closing of fire season (October 2004).

We believe this course of action should send a strong message that the leadership team is serious about ensuring all employees are treated with dignity and respect.

  
GENE ZIMMERMAN  
Forest Supervisor



Caring for the Land and Serving People

Printed on Recycled Paper



## SEQUOIA

File Code: 1700/6100/5100  
Route To:

Date: 3/6/04

Subject: Region 5 2003 Sensing Survey results

To: All Sequoia National Forest Employees

In the spring of 2003 an all employee meeting was held at the Grand Ave Methodist Church to discuss the work environment in the Region. At this meeting we heard the Region 5 Directors of Civil Rights and Fire and Aviation discuss our work environment. In additions, we heard from the representatives of the Union and Monitoring Counsel of the Women's Settlement Agreement. A survey was developed and distributed both prior to and during the meeting. Over two hundred of our employees completed and submitted the survey. The results of the survey were distributed to the Line Officers and Staff of the Sequoia National Forest in late January. Overall the results of the survey indicated our employees find the Sequoia National Forest an exceptional place to work. While we were impressed with our results compared to the other Forests in our Region we still found areas where we could improve our work environment. We asked each of our District Rangers and Staff Officers to poll their employees on the following issues and provide us with possible ways to improve in the following areas.

- 1. Graphic verbal commentaries or jokes in the work place**
- 2. Graphic verbal commentaries or jokes on the Fire line**
- 3. Inappropriate Gestures in the Work-Place**
- 4. Inappropriate Language in the Work-Place**

The following feedback was received from individuals and staff on our Forest:

- Develop a Poster using the Mutual Respect Logo and post around the workplace
  - Using the MR Logo, print business cards that could be used to reminder. i.e. placing one on offending individual's desk if inappropriate behavior was observed.
  - Each of use could practice taking individual responsibility and speaking directly to an offender when the event occurs.
  - Make sure we have proper lighting at the entrances and we use light bulbs that do not burn –out so quickly.
  - Develop a team statement from the Forest Management Team showing
-

support for appropriate behavior in the workplace.

- Develop a new poster for the Forest:

**S**how Consideration

**E**ncourage Others

**Q**uit Complaining

**U**nderstand and Listen

**O**bey the rules

**I**nclude respect

**A**lways be Professional

#### **5. Do you feel safe and secure in your workplace or in your FS living Quarters**

- Make sure all employees have a key to access the building so people do not use a rock to prop the door open.
- Make sure all guests are being accompanied from the front office to the back office.
- Use the new safety program to observe our employee in their living/working quarters.

Sincerely,

1. **D L Glen**

DAVID L GLEN  
Forest Civil Rights Officer

---

Shasta-T

File Code: 1700/6100  
Route To:

Date: February 24, 2004

Subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment

To: Gwen Bryant, Federal Women's Program Manager

**Response To Reply Due February 27, 2004**

The Shasta-Trinity National Forest received their copy of the region-wide 2003 Sensing Survey Results on the topics of work environment and sexual harassment. These results have been shared with the Forest Leadership Team for their input as to how to address these issues. Our proposal includes the following actions:

- The Human Resource Officer and Forest Civil Rights Officer will ensure these issues are addressed during New Employee and Apprentice Orientation within the context of Ethics and Conduct, Work Environment and Prevention of Sexual Harassment Training.
- District Rangers will address these concerns during station meetings.
- Provide a packet for supervisors to orient new employees when they are initially hired. Packets will include policy letters regarding civil rights and prevention of sexual harassment and an affirmation sheet.
- Provide a code of ethics handbook as well as training for employees at pre-season field orientations.
- Reinforce these topics in discussions in mandatory Prevention of Sexual Harassment Training.
- Include these topics in the forest policy letter regarding the prevention of sexual harassment.

We have already begun implementation of these actions within our training sessions and will continue to do so throughout the year. If you have any questions, please contact our Forest Civil Rights Officer, Marilyn Loughrey, at (530) 226-2367.

/s/ J. Sharon Heywood  
J. SHARON HEYWOOD  
Forest Supervisor

To open this document in the Records database, click on this link -> 

To access all documents in the National Records Database, click on this link -> 



United States  
Department of  
Agriculture

Forest  
Service

Sierra  
National  
Forest

1600 Tollhouse Rd  
Clovis, CA 93611  
(559) 297-0706  
(559) 294-4809 FAX  
(559) 322-0425 TTY

File Code: 1700/6100  
Route To:

Date: March 3, 2004

Subject: 2003 Sensing Survey on Work Environment Issues and Sexual Harassment Results

To: Jack A. Blackwell, Regional Forester, Gwen Bryant, Federal Women's Program Manager

The 2003 Sensing Survey Results document displayed summaries of responses to the survey questions by unit and Regional total. Subjects covered included demographics of respondents; Civil Rights and Prevention of Sexual Harassment training; perceptions of sexual harassment, discrimination and inappropriate behaviors; and climate assessment of security in the work place and Forest Service housing.

The Forest Civil Rights Officer and the Forest Leadership Team (FLT) discussed the 2003 Sensing Session results and concluded it was important to have full FLT understanding of these sensing results. We find that it is important to understand these findings, suggest focus areas, and devise effective approaches to ensure our workplace is safe and productive each and every day.

The report suggests that the Sierra NF "areas to address" are as follows:

1. Repeated requests for a date
2. Unnecessary touching
3. Subtle pressure or requests for sexual activity
4. Drinking alcohol at work
5. Clothing with inappropriate logos
6. Hazing

Our intent is to have a candid discussion with the FLT and each District principle staff group to develop some sense of where, when and who is involved in these inappropriate behaviors. We, as a Forest, are planning implementation of tailgate training sessions that address inappropriate behavior, safety and ethical conduct.

In a combined effort with Prevention of Sexual Harassment training and awareness, the implementation of a workplace dress code and incorporation of reminders during performance evaluation, we are confident that targeted inappropriate behaviors will become a rarity in this agency.

/s/ Susan K. Exline  
SUSAN K. EXLINE  
Acting Forest Supervisor



Caring for the Land and Serving People

Printed on Recycled Paper

## SIX RIVERS

File Code: 1700/6100  
Route To:

Date: February 24, 2004

Subject: Six Rivers NF - 2003 Sensing Survey Proposed Actions

To: Regional Forester

This is in response to your December 18, 2003 letter regarding the 2003 Sensing Survey on Work Environment Issues and Sexual Harassment.

The Forest Leadership Team reviewed the survey results and discussions were held with employees to address areas of concern.

Some of the proposed actions that the Forest is planning include,

- Continue communicating the Region's Zero Tolerance Policy on Sexual Harassment, Hostile Work Environment, and Reprisal at every opportunity, including regularly scheduled employee meetings.
- Ensure that all employees participate in annual mandatory Prevention of Sexual Harassment Training.
- Completed exit interviews will continue to be analyzed for patterns and trends.
- Encourage the use of the Forest Wellness Program, Employee Assistance Program, and Early Intervention Program.
- Supervisors are held accountable for addressing work environment and sexual harassment issues and ensuring that appropriate actions are taken to deal with the behavior.

Line Officers are responsible for ensuring all new employees, including temporaries, receive orientation that includes coverage of the Policy on the Prevention of Sexual Harassment at schedule orientation sessions or from their supervisor. Employees are encouraged to complete the on-line Forest Service orientation program, which will be linked to our FS web.

Please direct any questions to Kathy Allen, Forest Civil Rights Officer, at 707-441-3557 or [kmallen@fs.fed.us](mailto:kmallen@fs.fed.us)

*/s/ William D. Metz*  
WILLIAM D. METZ  
Acting Forest Supervisor

cc: Gwen Bryant

---

TAHOE

**Hi Gwen,**

**After receiving input from Tart, all of the points identified in the report was covered in either the POSH training or Ethics and Conduct training/memos/reminders in recent months. These items will be covered annually in the various forums when applicable. I hope this helps.**

**Thanks Mike ~+~**



**Michael R. Cruz  
Forest Civil Rights Officer  
Pacific Southwest Region 5  
Tahoe National Forest/Lake Tahoe Basin Management Unit**

**Office: 530-587-3558  
Fax: 530-587-6914  
Cell: 530-906-3438  
TDD: 530-587-6907**

**Email Address: [mcruz@fs.fed.us](mailto:mcruz@fs.fed.us)**



**D.7. Wildland Civil Rights EEO Training Handout \_\_\_\_\_**



# Civil Rights Overview



**U.S. Forest Service  
Pacific Southwest Region  
Civil Rights – Regional Office  
1323 Club Drive  
Vallejo, CA 94592**



# Civil Rights

## Table of Contents

<b>What is Civil Rights?</b>	<b>3</b>
<b>Basic Structure of Equal Employment Opportunity (EEO)</b>	<b>4</b>
<b>Theories of Discrimination</b>	<b>5</b>
<b>Policy on the Prevention of Sexual Harassment (POSH)</b>	<b>6</b>
<b>Region 5 - EEO Policy Statement</b>	<b>10</b>
<b>Chief's EEO Policy</b>	<b>11</b>
<b>USDA Civil Rights Policy Statement</b>	<b>12</b>
<b>Alternative Dispute Resolution (ADR)</b>	<b>13</b>
<b>Region 5 - Point of Contact List</b>	<b>14</b>
<b>Individual EEO Complaint Process</b>	<b>15</b>



## What is Civil Rights?

The personal and natural rights which are guaranteed and protected by the constitution of the United States such as freedom of speech, press, freedom from discrimination.

## Civil Rights Programs

- **Affirmative Employment Program**
- **Federal Women's Program**
- **Persons with Disabilities Program**
- **Prevention of Sexual Harassment**
- **Special Emphasis Programs**
- **Civil Rights Training**
- **Outreach**
- **Exit Interviews**
- **Positive Incentives**
- **Title VI**



# The Basic Structure of EEO

## Basic Laws and Regulations

- **Civil Rights Act of 1964 (Title VII)** - Prohibits discrimination based on race, color, sex, national origin, and religion in private sector.

- **EEO Act of 1972** – Applies Title VII to Federal sector.

- **Rehabilitation Act of 1973** – Prohibits discrimination against “Qualified Disabled Employees”

- **Age Discrimination in Employment Act (ADEA) of 1974** – prohibits discrimination against employees forty and over.

- **Three Executive Orders** (applies to Executive Branch only) prohibit discrimination based on:

- ° Sexual orientation (EO 11478, 1993) prohibits employment discrimination against any civilian applicant or employee of the federal government on the basis of sexual orientation.

- ° Genetics (EO 13145, 2001) prohibits discrimination in federal employment on the basis of genetic information.

- ° Parental status (EO 13152, 2001) prohibits discrimination based on parental status.



## Theories of Discrimination

- Disparate Treatment – The favorable or unfavorable treatment of an employee based on his or her race, color, religion, sex, national origin, age, or handicap.
- Disparate Impact – A policy or practice that has an adverse impact on a group, and is not justified by business necessity (not job-related).
- Failure to accommodate – Failure of an employer to accommodate the needs of an employee created by religious beliefs or a medical problem.
- Reprisal – The negative treatment of an employee because of either (1) opposition to discrimination, and (2) involvement in an EEO complaint (complainant, witness, counselor, investigator)



File Code: 1700/6100

Date: November 19, 2003

Route To:

Subject: Policy on the Prevention of Sexual Harassment

To: All Region 5 Employees

### **ZERO TOLERANCE POLICY ON SEXUAL HARASSMENT, HOSTILE WORK ENVIRONMENT, AND REPRISAL**

Our employees are our most valuable asset and are critical to managing for results. Sexual harassment violates the law, and has a debilitating impact on employee morale and productivity.

Therefore, sexual harassment in the work environment cannot be tolerated. The purpose of this directive is to articulate our policies and procedures regarding sexual harassment, hostile work environment and reprisal.

A workplace free from sexual harassment is only possible when:

- Employees are knowledgeable about sexual harassment and behave appropriately and professionally;
- Employees report sexual harassment;
- Managers and supervisors take immediate and appropriate corrective action to address reports or knowledge of sexual harassment; and
- Managers and supervisors ensure such behavior is not repeated and that no retaliatory actions are taken against those who report sexual harassment.

#### **Authority for Issuing Directive**

Sexual harassment is a form of discrimination and is a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended in 1972.

Further, our Zero Tolerance policy is based on and consistent with relevant laws and regulations issued by the Equal Employment Opportunity Commission (EEOC); related EEOC Management Directives; and Department of Agriculture policies.

#### **Definition**

Sexual harassment is defined in the Code of Federal Regulations (CFR), 29 CFR 1604.11 as: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Further, sexual harassment is defined as deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a sexual nature or on the basis of gender, which are unwelcome. Unwelcome sexual advances are unlawful, whether verbal or physical, and constitute sexual harassment when:



## Civil Rights

---

- Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment;
- Submission to, or rejection of, such conduct forms the basis of an employment decision affecting the individual; or
- Such conduct has the purpose or effect of unreasonably interfering with the work performance or creating an intimidating, hostile or offensive work environment.

Some of the most obvious forms of sexual harassment include touching, grabbing, lewd gestures, jokes with a sexual connotation, computer screen savers, or photographs of a sexual nature and any behavior with sexual overtones which is intimidating or offensive to the recipient or one who observes such behavior or other displays.

### Policy

- Violation of the law on sexual harassment by any employee of the Forest Service will result in appropriate corrective action, ranging from very basic direction to cease the behavior to termination.
- Managers and supervisors at all levels in the Agency shall take all actions necessary to prevent and/or eliminate:
  - Employee exposure to a sexually hostile, intimidating and/or offensive work environment, in or out of the Region; and
  - Subsequent reprisal.
- Employees will be held accountable for ensuring that the Forest Service work environment is free of sexual harassment and retaliation against anyone reporting such allegations.
- Employees and managers shall receive annual mandatory Prevention of Sexual Harassment training.
- Supervisors and work leaders shall avoid dating or other consensual relationships with employees on their team that might give the appearance of partiality or favoritism.
- Corrective action shall also be taken with non-Forest Service employees who are found to be harassing our employees or creating an inappropriate work environment for our employees.

### Procedures

- When receiving report/complaints of sexual harassment or upon otherwise becoming aware of such alleged behavior, managers or supervisors shall report all complaints to the Regional Forester, the Director and Deputy Director of Civil Rights, the Federal Women's Program Manager, and the Misconduct Investigation Program Manager within 24 hours. The notice will include a statement via e-mail on the allegation and any corrective action taken. Managers will be responsible for conducting an inquiry into the



## Civil Rights

matter within 30 days of the report of a complaint. Upon coordination with Civil Rights, the Misconduct Investigation Program Manager will determine whether a misconduct investigation is needed. If an investigation is warranted, employees will be asked to fully cooperate with investigators in regards to the allegation.

- If the allegations of sexual harassment are confirmed, corrective actions must be taken immediately to stop the harassing behavior. Supervisors or managers who fail to take appropriate corrective action shall be held accountable. Supervisors and managers shall be responsible for ensuring that the injured party is not subjected to reprisal or retaliation. Further, corrective action will be taken if someone is proven to have retaliated.
- Any employee found to have engaged in sexual harassment or similar misconduct, or have failed to take corrective action as a manager or supervisor (upon completion of a Misconduct Investigation or as a result of a finding of discrimination) will be directed to participate in tailored one-on-one specialized training.
- Corrective action can range from very basic direction to stop the behavior to the most severe corrective action – termination. (See the attached recommended penalty table.) Employees may be physically separated in the workplace; however, such action should not be at the detriment of the employee making the report/complaint.
- Employees who believe they have been subjected to sexual harassment or have witnessed acts of sexual harassment to others shall report such behavior to their supervisor, line officer, or unit Equal Opportunity Manager/Civil Rights Officer.
- Employees who believe they have been subjected to sexual harassment may file a complaint with the Employee Complaints Program at 707-562-8653 within 45 calendar days from when the incident occurred. Alternatively, they may file a grievance with their local servicing Human Resource Officer.
- Incidents of sexual harassment may also be reported on the Sexual Harassment Hotline at (707) 562-9228.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester

Enclosure

cc: pdl r5 hr-cr all, Vicki Jackson, Jan Ulrich, Sandra Macias, Monitoring Council, Susan Mockenhaupt, Daina Apple, Kathleen Gause



## Civil Rights

### USDA GUIDE DISCIPLINARY PENALTIES

TYPE OF MISCONDUCT	PENALTY FOR FIRST OFFENSE	PENALTY FOR SUBSEQUENT OFFENSE
<b>11. DISCRIMINATORY PRACTICES</b> (Penalty should take into consideration whether violation is willful/deliberate, or careless/negligent.)		
a. Acting or failing to act on an official matter (including a personnel action) in a manner which improperly takes into consideration an individual's political affiliation, race, color, religion, national origin, sex, marital status, age, or handicapping condition. [This includes discrimination for or against any employee or applicant for employment prohibited by 42 U.S.C. 2000e-16; 29 U.S.C. 631 or 633a; 29 U.S.C. 206(d); 29 U.S.C. 791; or any other law, rule, or regulation.]	5-Day Suspension to Removal	Removal
b. Any reprisal or retaliation action against an individual involved in the EEO complaint process.	5-Day Suspension to Removal	Removal
c. Use of remarks, which relate to and insult or denigrate an individual's race, color, religion, national origin, sex, marital status, age, or handicapping condition.	Letter of Reprimand to 30-Day Suspension	14-Day Suspension to Removal
d. Negligence or insensitivity to an individual's race, color, religion, national origin, sex, marital status, age, or handicapping condition which is determined to be discriminatory and where there is no other finding of overt discrimination.	Letter of Reprimand to 5-Day Suspension	5-Day Suspension to Removal
e. Failure to take appropriate action regarding allegation or findings of discriminatory practices	5-Day Suspension to Removal	Removal
<b>12. SEXUAL MISCONDUCT</b>		
a. Actual or attempted sexual assault (e.g., rape).	Removal	
b. Inappropriate and/or unwelcome touching or other physical contact.	14-Day Suspension to Removal	30-Day Suspension to Removal
c. Pressure for (or official action based on) sexual favors, including taking action favorable to an employee because of the granting of a sexual favor or denying an action favorable to an employee because of the withholding of sexual favor.	30-Day Suspension to Removal	Removal
d. Inappropriate and/or unwelcome teasing, jokes, actions, gestures, display of visual material of a sexual nature or remarks of a sexual nature.	Letter of Reprimand to 30-Day Suspension	14-Day Suspension to Removal



## Civil Rights

---

File Code: 1700

Date: August 26, 2003

Route To:

Subject: Regional Forester's Equal Employment Opportunity (EEO) Policy Statement

To: All Region 5 Employees

As Regional Forester of the Pacific Southwest Region, I am pleased to affirm my commitment to the Region's dedication to the principles of equal employment opportunity for all of its employees. Region 5 is an equal opportunity employer, and equal employment opportunity principles are an important part of Region 5 personnel practices and daily operations. Opportunities for training, career development, and advancement are to be equally available to everyone. Region 5 believes that its greatest strength is the rich diversity of its work force and is committed to treating all employees fairly and equitably.

Region 5 is committed to maintaining a work environment where every employee is free from discrimination or harassment on the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation, and marital or family status. The Region is committed to ensuring that persons, who engage in civil rights related activities, including the monitoring and enforcement of this EEO complaint settlement agreement, may do so without fear of retaliation or reprisal.

My commitment to affirmative employment and the achievement of equal employment opportunity requirements is reflected as a critical element in our management performance appraisal system and is in accordance with the provisions of the Hispanic Settlement Agreement. Managers and supervisors will be rated annually in demonstrating support for and taking positive bottom line or results-oriented action to achieve and maintain a balanced workforce.

/s/ Vicki A. Jackson (for)  
JACK A. BLACKWELL  
Regional Forester



## Civil Rights

---

**File Code:** 1700

**Date:** June 4, 2004

**Route To:**

**Subject:** Chief's EEO Policy for 2004

**To:** All Employees

On July 2, we will celebrate the anniversary of the Civil Rights Act of 1964, known as the most prominent civil rights legislation enacted since reconstruction. This anniversary, as well as our upcoming Centennial celebration, is an appropriate time to review our past, our present, and to chart our future.

We must continue to ensure that our workforce reflects the diversity of the citizens who we serve as we carry out our mission of caring for the land and serving people. I personally affirm my commitment to work toward greater workforce diversity as well as respecting our differences and the right to express those differences. I cannot do this alone—all of us must work every day to realize this goal.

I expect executives, managers, and supervisors to demonstrate the highest standards of conduct and ethics and to provide strong leadership and support for our civil rights program. Likewise, I expect every employee to comply with civil rights law and agency policy regarding nondiscrimination. I will not accept or tolerate any other behavior. As you know, our policy states that equal opportunity in employment and program activities and services in the Forest Service will be carried out regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, marital or family status, political beliefs, parental status, or protected genetic information.

We can be proud of the progress we have made since the passage of the Civil Rights Act of 1964. Let's work together to give meaning to our words so that we can deliver programs and services fairly and equitably.

/s/ Dale N. Bosworth  
DALE N. BOSWORTH  
Chief



# USDA FOREST SERVICE CIVIL RIGHTS POLICY STATEMENT



I am committed to workforce diversity and to ensuring the protection of civil rights, including equal employment opportunity, for all employees and customers of Forest Service programs and services. No employee or applicant will be unlawfully denied employment opportunity because of race, color, national origin, sex, age, religion, disability, political beliefs, sexual orientation, marital or familial status, parental status, or protected genetic information.

I believe that diversity not only refers to ethnicity, gender, or culture but there is also a diversity of thought. It is healthy for us to have professional differences of opinion and these should be shared, but always in a climate of openness, mutual respect, and trust. As Forest Service employees, it is our responsibility to ensure that discrimination and harassment do not exist in the employment experience and the work environment. Anything less is simply unacceptable. We must treat each other and the public with respect and professionalism. This is how we want to be treated and it is the foundation for good customer service.

No one in the Forest Service can be successful working alone; however, if we work together, all of us can succeed. I look forward to your cooperation in helping me carry out the agency's responsibilities in the area of civil rights.

*DALE N. BOSWORTH*

DALE N. BOSWORTH  
Chief





### Alternative Dispute Resolution Program (ADR)

---

- **Alternative Dispute Resolution Program (ADR)**, which is an alternative dispute resolution process, designed to assist employees in resolving workplace disputes in a non-adversarial way. The goal of the ADR is to achieve early and complete resolution of the issues giving rise to the dispute. These resolutions are achieved through collaborative efforts between the parties in conflict. The program's most common method for accomplishing resolution is the mediation process.
- **Theory of the ADR Process:** Early intervention is based on the premise that, given the option, employees will often choose to resolve a problem themselves. Individuals will frequently problem solve together when provided the opportunity to sit down face-to-face in a safe environment that facilitates open communication.
- **Reasons to Use the ADR Process:** There are many advantages to using the ADR process instead of more traditional problem solving processes:
  - ADR offers an alternative to using conventional avenues of redress; such as, filing complaints and grievances in order to resolve workplace disputes.
  - When parties to a conflict have voluntarily agreed to listen to one another and to attempt resolution, there is greater "buy-in" which sets a more collaborative tone for the mediation
  - Mediation can be arranged more quickly than a complaint or grievance can be presented before a third party such as a judge or arbitrator.
  - Mediation allows the use of a trained and experienced mediator to facilitate the discussion between the parties in a neutral setting.
  - The mediator is a neutral person who has no financial interest in the outcome of the mediation.
  - Mediation allows the parties to find solutions that address the underlying causes of the conflict instead of forcing them to live with decisions handed down by third parties; such as, judges, arbitrators, or other decision makers, who may not address the underlying causes of the conflict.
  - When the parties participating in the mediation craft the remedies themselves, it empowers them to achieve more comprehensive and longer lasting solutions.
  - When the parties sign an agreement that has been developed using their own words, it serves to strengthen their commitment to the agreement.

If you would like more information about the ADR program, please visit our website at [fsweb.r5.fs.fed.us/program/adr/](https://fsweb.r5.fs.fed.us/program/adr/). If you would like assistance, please contact the ADR Office at 707-562-9029 or you may send an email to the ADR Office at [r5adr@fs.fed.us](mailto:r5adr@fs.fed.us).



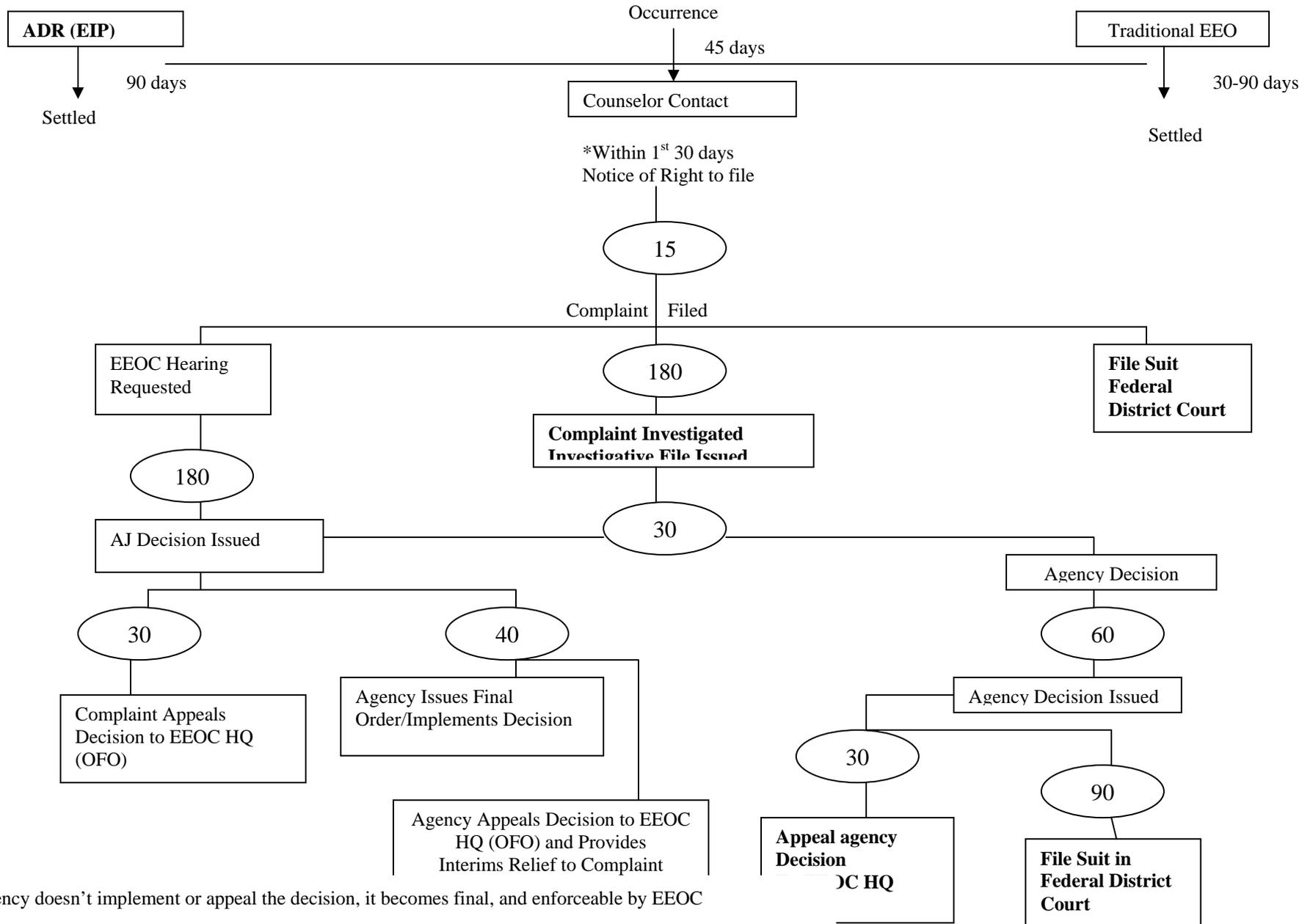
## Civil Rights

Region 5 Civil Rights Points of Contact for Field and Regional Office		
LOCATION	NAME	PHONE NUMBERS
ANGELES Jody Noiron, FS	ROSEANN SMITH, HR <b>ANGIE LAVELL, FCRO</b>	(626) 574-5236 (626)-574-5248
CLEVELAND Judie Tartaglia, Acting FS	PATTY LOCKE, HRO <b>MIGUEL MARTINEZ, FCRO</b>	(619) 674-2937 (858) 674-2920
EL DORADO John Berry, FS	PAT SIMS, HRO <b>DAVE VANDERPOOL, FCRO</b>	(530) 621-5291 (530) 621-5203
INYO Jeff Bailey, FS	PAUL MERLIN, HRO <b>JULIE WATT (Detailed collateral duty FCRO for 6 mos.)</b> <b>JAN CUTTS (Acting FCRO)</b>	(760) 873-2433 (760) 873-2477 (760) 873-2481
KLAMATH Margaret Boland, FS	BILL CUNNINGHAM, HRO <b>PENNY MELUM, FCRO</b>	(530) 841-4480 (530) 841-4489
LTBMU Maribeth Gustafson, FS	WHITNEY GONZALES, HRO <b>MIKE CRUZ, FCRO</b>	(530) 543-2692 (530) 587-3558
LASSEN Ed Cole, FS	RENE WOOD, HRO <b>DAN GONZALEZ, FCRO</b>	(530) 252-6693 (530) 252-6603
LOS PADRES Gloria Brown, FS	ROSA MARTINEZ-SOTELO, HRO <b>PAULA MARTINEZ, FCRO</b>	(805) 968-6640 (831) 385-5434
MENDOCINO Jim Fenwood, FS	BARBARA LEACH, HRO <b>SANDRA DAVIS, FCRO</b>	(530) 934-1101 (530) 934-1136
MODOC Stan Sylva, FS	BOBBI BOBB, HRO <b>SARAH MAJDIK, FCRO</b>	(530) 233-5811 (530) 233-8716
PLUMAS Jim Pena, FS	MIKE VINEYARD, HRO <b>KATHIE LACY-STOROST, FCRO</b>	(530) 283-2050 (530) 283-7891
SAN BERNARDINO Gene Zimmerman, FS	CAROL BECKLEY, HRO <b>JOYCE EASTON, FCRO</b>	(909) 382-2668 Ext.3028 (909) 382-2668 Ext.3029
SEQUOIA Art Gaffrey, FS	PAT BECK, HRO <b>DAVE GLEN, FCRO</b>	(559) 784-1500 (559) 784-1500
SHASTA-TRINITY Sharon Heywood, FS	LINDA BOYD, HRO <b>MARILYN LOUGHREY, FCRO</b>	(530) 226-2300 (530) 226-2367
SIERRA Sue Exline, Acting FS	JANE FERTIG, HRO <b>CARLOS DUARTE, Temp. FCRO</b>	(559) 297-0706 (559) 297-0706
SIX RIVERS Jeff Walter, FS	TONY MONTANA, HRO <b>KATHY ALLEN, FCRO</b>	(707) 441-3555 (707) 441-3557
STANISLAUS Tom Quinn, FS	GAYLE HOWEY, HRO <b>MARY ROSENBERG, FCRO</b>	(209) 532-3671 Ext. 409 (209) 532-3671 Ext.261
TAHOE Steve Eubanks, FS	HEIDE MAZZA, HRO <b>MIKE CRUZ, FCRO</b>	(530) 478-6162 (530) 587-3558
REGIONAL OFFICE Vicki Jackson, ARF DIRECTOR, CR/R5	MARGARET PASHOLK, Director, HR <b>LOIS LAWSON, Regional Office Civil Rights Officer</b> SANDRA WALLACE, Director, Civil Rights	(707) 562-8753 (707) 562-9185 (707) 562-8752
FS ECP – Vallejo POC ADR – RO	TERESA CORDOVA, Center Mgr., ECP/CR/WO MARKETTE DRONE, Alternative Dispute Resolution Mgr	(707) 562-8657 (707) 562-8993



# Civil Rights

## Individual EEO Complaint Process



\* If agency doesn't implement or appeal the decision, it becomes final, and enforceable by EEOC

**APPENDIX E. INFORMAL EEO PROGRAM**

**E.1. Informal EEO Process Survey Forms**



## Informal EEO Complaint Process Complainant's Survey Form

Please help us improve our services by completing the survey below. The survey is anonymous, this information is for statistical purposes only and will not be shared beyond the ECP Staff. We welcome all comments and suggestions.

**Center that provided service:** Vallejo, CA  
**Counselor's name:** Angelo Flores/R5  
**Survey Key:** PA6H763CP528  
**Your name (optional):**

Rate the following items according to this scale:

5: very good 4: satisfactory	3: neither good nor bad 2: unsatisfactory	1: needs improvement NA: don't know/not applicab
---------------------------------	--	---

**1. How satisfied were you with the Informal EEO Complaint Process:**

- a. Your overall Informal EEO Complaint Process experience  5  4  3  2  1  NA
- b. The overall quality of service provided to you by ECP Staff  5  4  3  2  1  NA
- c. Your overall opportunity to express/explain your concern and receive information  5  4  3  2  1  NA
- d. Your overall comfort and the 'user friendliness' of the Informal EEO Complaint Process  5  4  3  2  1  NA
- e. Your overall understanding of what was going on during the Informal EEO Complaint Process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very good 4: satisfactory	3: neither good nor bad 2: unsatisfactory	1: needs improvement NA: don't know/not applicab
---------------------------------	--	---

**2. How would you rate the Informal EEO Complaint Process in terms of the amount of information provided concerning:**

- a. Your rights and responsibilities  5  4  3  2  1  NA
- b. Alternative avenues of redress, the FS Early Intervention Program and its resolution process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very satisfied 4: satisfied	3: neither satisfied nor dissatisfied 2: dissatisfied	1: very dissatisfied NA: don't know/not applicab
-----------------------------------	--	---

**3. How would you rate the Informal EEO Complaint Process in terms of service provided:**

- a. Assistance with clarifying the issues and bases  5  4  3  2  1  NA
- b. Information received concerning evidence and data gathered during the inquiry  5  4  3  2  1  NA





## Informal EEO Complaint Process Responding Official's Survey Form

Please help us improve our services by completing the survey below. The survey is anonymous, this information is for statistical purposes only and will not be shared beyond the ECP Staff. We welcome all comments and suggestions.

**Center that provided service:** Vallejo, CA  
**Counselor's name:** Angelo Flores/R5  
**Survey Key:** PA6H463CP547  
**Your name (optional):**

Rate the following items according to this scale:

5: very good	3: neither good nor bad	1: needs improvement
4: satisfactory	2: unsatisfactory	NA: don't know/not applicab

**1. How satisfied were you with the Informal EEO Complaint Process:**

- a. Your overall Informal EEO Complaint Process experience  5  4  3  2  1  NA
- b. The overall quality of service provided to you by ECP Staff  5  4  3  2  1  NA
- c. Your overall opportunity to express/explain your concern and receive information  5  4  3  2  1  NA
- d. Your overall comfort and the 'user friendliness' of the Informal EEO Complaint Process  5  4  3  2  1  NA
- e. Your overall understanding of what was going on during the Informal EEO Complaint Process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very good	3: neither good nor bad	1: needs improvement
4: satisfactory	2: unsatisfactory	NA: don't know/not applicab

**2. How would you rate the Informal EEO Complaint Process in terms of the amount of information provided concerning:**

- a. Your rights and responsibilities  5  4  3  2  1  NA
- b. Alternative avenues of redress, the FS Early Intervention Program and its resolution process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very satisfied	3: neither satisfied nor dissatisfied	1: very dissatisfied
4: satisfied	2: dissatisfied	NA: don't know/not applicab

**3. How would you rate the Informal EEO Complaint Process in terms of service provided:**

- a. Assistance with clarifying the issues and bases

- 5  4  3  2  1  NA
- b. Information received concerning evidence and data gathered during the inquiry  5  4  3  2  1  NA
- c. Information received explaining the 'strengths and weaknesses' of the EEO claim/case  5  4  3  2  1  NA
- d. Your having the opportunity to explore reasonable options with the:
  - 1. EEO/ECP Counselor  5  4  3  2  1  NA
  - 2. Early Intervention Program Mediator  5  4  3  2  1  NA
  - 3. Complainant  5  4  3  2  1  NA
- e. Neutrality of counselor in conducting counseling.  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

- 4. What was the result of the Informal EEO Complaint Process?**
  - Settlement Agreement
  - Withdrawal of Case
  - Notice of Right to File Formal
- 5. Have you participated in the EEO Complaint Process before?**
  - Yes
  - No

**Thank you for taking the time to participate in this survey. If you would like to provide additional comments, please enter them in the space provided below:**

Submit Survey

Clear Form

If you prefer, you may print out this survey and mail it to the following address:  
USDA Forest Service  
Attn: EEO Service Center  
1323 Club Drive  
Vallejo, CA 94592



## Informal EEO Complaint Process Resolving Official's Survey Form

Please help us improve our services by completing the survey below. The survey is anonymous, this information is for statistical purposes only and will not be shared beyond the ECP Staff. We welcome all comments and suggestions.

**Center that provided service:** Vallejo, CA

**Counselor's name:** Angelo Flores/R5

**Survey Key:** PA7H463CP530

**Your name (optional):**

Rate the following items according to this scale:

5: very good	3: neither good nor bad	1: needs improvement
4: satisfactory	2: unsatisfactory	NA: don't know/not applicab

**1. How satisfied were you with the Informal EEO Complaint Process:**

- a. Your overall Informal EEO Complaint Process experience  5  4  3  2  1  NA
- b. The overall quality of service provided to you by ECP Staff  5  4  3  2  1  NA
- c. Your overall opportunity to express/explain your concern and receive information  5  4  3  2  1  NA
- d. Your overall comfort and the 'user friendliness' of the Informal EEO Complaint Process  5  4  3  2  1  NA
- e. Your overall understanding of what was going on during the Informal EEO Complaint Process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very good	3: neither good nor bad	1: needs improvement
4: satisfactory	2: unsatisfactory	NA: don't know/not applicab

**2. How would you rate the Informal EEO Complaint Process in terms of the amount of information provided concerning:**

- a. Your rights and responsibilities  5  4  3  2  1  NA
- b. Alternative avenues of redress, the FS Early Intervention Program and its resolution process  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

Rate the following items according to this scale:

5: very satisfied	3: neither satisfied nor dissatisfied	1: very dissatisfied
4: satisfied	2: dissatisfied	NA: don't know/not applicab

**3. How would you rate the Informal EEO Complaint Process in terms of service provided:**

- a. Assistance with clarifying the issues and bases  5  4  3  2  1  NA
- b. Information received concerning evidence and data  5  4  3  2  1  NA

gathered during the inquiry

c. Information received explaining the 'strengths and weaknesses' of the EEO claim/case  5  4  3  2  1  NA

d. Your having the opportunity to explore reasonable options with the:

1. EEO/ECP Counselor  5  4  3  2  1  NA

2. Early Intervention Program Mediator  5  4  3  2  1  NA

3. Complainant  5  4  3  2  1  NA

e. Neutrality of counselor in conducting counseling.  5  4  3  2  1  NA

**Please provide a comment or explanation for your response or rating in this section:**

- 4. What was the result of the Informal EEO Complaint Process?**  Settlement Agreement  
 Withdrawal of Case  
 Notice of Right to File Formal
- 5. Have you participated in the EEO Complaint Process before?**  Yes  
 No

**Thank you for taking the time to participate in this survey. If you would like to provide additional comments, please enter them in the space provided below:**

Submit Survey

Clear Form

If you prefer, you may print out this survey and mail it to the following address:

USDA Forest Service  
Attn: EEO Service Center  
1323 Club Drive  
Vallejo, CA 94592

**E.2. Analysis of Completed Informal EEO Process Survey Forms** \_\_\_\_\_



**US FOREST SERVICE REGION FIVE  
ANALYSIS OF INFORMAL  
EEO COMPLAINT SURVEY DATA  
(2004 FISCAL-YEAR-TO-DATE)**

*Prepared by*  
JJA CONSULTANTS, Inc.  
August 9, 2004

## **Report to the USDA Forest Service Washington Office on the Analysis of 2004 Informal EEO Complaint Process Participant Survey Data**

The USDA Forest Service administers an Informal Equal Employment Opportunity (EEO) Process that ensure that issues regarding employment discrimination are addressed and resolved in a timely and effective manner. The goal of the process is for any employee or non-employee who files an Informal EEO Complaint to be assured that his or her concerns will be heard and addressed, and that persons committing or contributing to employment discrimination will be held accountable for their actions.

The Informal EEO Process is implemented through the Employment Complaints Program (ECP). The ECP is administered by the Washington Office; however, there is a detached unit located in R5 at the Regional Office in Vallejo, California, with three full-time EEO Counselors. It is the responsibility of the Vallejo ECP Center staff to assist Complainants and managers in addressing and resolving issues and complaints as quickly as possible and to provide excellent customer service. An electronic survey system is used to conduct a voluntary survey of participants in the informal complaints process. This survey system is a Lotus Notes Domino application database. Survey forms are sent to Resolving Officials, Responding Officials (Managers), and Complainants via email and respondents can complete the survey form online. Beginning in June, 2003, hardcopies of the electronic survey form were sent to all parties through the U.S. mail. Beginning October, 2003, telephone surveys were conducted by ECP staff members and recorded. ECP staff members input information from these hardcopies into the electronic survey system.

For purposes of analysis of the survey responses, the electronic survey system automatically sorts survey results by date, Resolving Officials, Responding Officials (Managers), and Complainants. The system records the scores completed by respondents and computes an average of the score for each question. The average scores for each question were provided to the consultant for analysis.

Region Five's (R5's) ECP is also required to comply with a provision the Region's Women's Settlement Agreement which requires R5 to conduct a voluntary survey of participants in the Informal EEO Process and to conduct an annual analysis of completed survey forms to determine whether the Informal EEO Process is functioning effectively and appropriately. The ECP has implemented improvements in order to increase the response rate and to ensure more meaningful analysis of the surveys. At the beginning of FY 2004 (October 1, 2003), draft revisions were made to the survey content to improve the quality of data collection.

**Survey Response Rate:** During the first three quarters of FY 2004 the Region received 70 survey responses out of a total of 211 surveys that were sent out, resulting in a survey response rate of 33%. This rate resulted from an effort to increase the survey response rate in October 15, 2003. Complainants and managers were contacted by telephone and asked to provide verbal responses to survey questions, which were recorded by ECP staff members. Complainants were also given the option of receiving surveys via email or US Mail. This method has contributed to an increase in the response rate from 14% in 2003 to 33% for FY 2004 year-to-date (an increase of 19 percentage points).

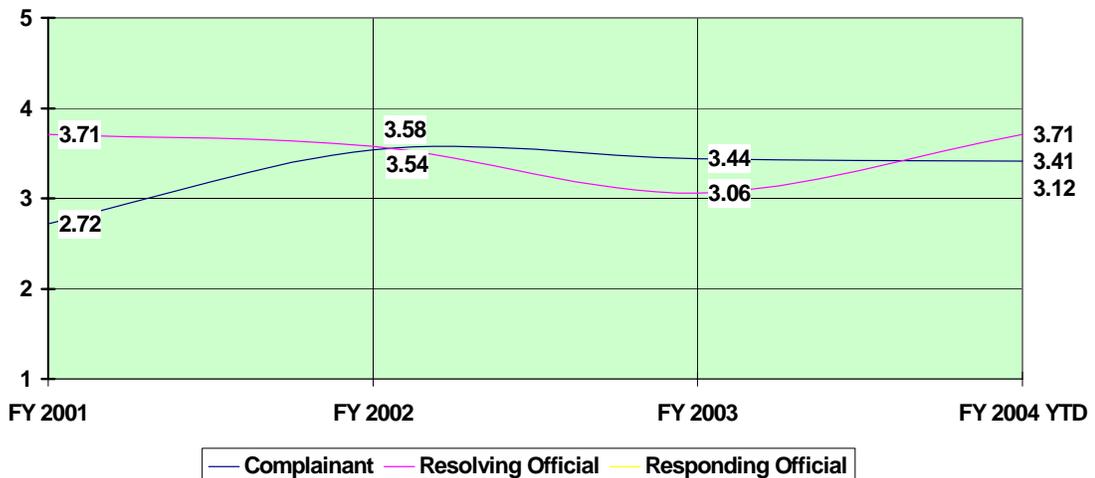
**Survey Design:** The surveys are designed to evaluate three primary areas of satisfaction as follows: **Satisfaction with the EEO Process; Satisfaction with the Amount of Information Provided; and Satisfaction with the Service.** There are sub-questions in each section, however this analysis, due to the data provided, addressed only the averaged responses related to the three primary areas of satisfaction. Comment data from the 2004 surveys was reviewed also. The scale for the survey ranged from 1=Needs Improvement; 2=Unsatisfactory; 3=Neither Good or Bad; 4=Satisfactory; 5= Very Good.

**Survey Analysis Results:** Survey data from 2004 was compared with data from 2001, 2002 and 2003 to determine trends in satisfaction, strengths and opportunities for improvement.

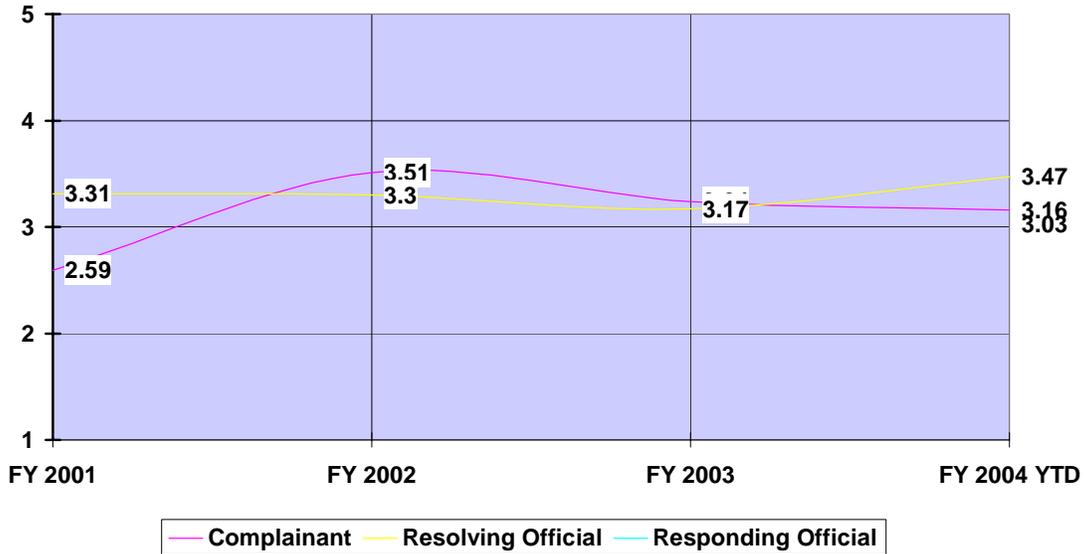
- ❖ **Finding #1:** The trend in overall satisfaction ratings from 2001 to 2004 has fluctuated slightly (between 3 and 3.3), averaging about 3.2 on a 5 point scale. Satisfaction ratings have shown an upward trend, from 2.85 in 2001 to 3.21 in 2004 (4 represents a “satisfactory rating”). Trends in satisfaction ratings showed a slight drop for all participant groups in 2003, but satisfaction ratings returned to 2002 levels in 2004. (See Figures 1 – 3). Note that Responding Official data was available in 2004 only.

**FIGURE 1: Trend in Average Ratings of Satisfaction Level With the Informal EEO Complaints Process by Participant Group**

(Scale: 1=Needs Improvement; 2=Unsatisfactory; 3=Neither Good or Bad; 4=Satisfactory; 5= Very Good)



**FIGURE 2: Trend in Average Ratings of Satisfaction With the Amount of Information Provided by the Informal EEO Complaints Process by Participant Group**  
 (Scale: 1=Needs Improvement; 2=Unsatisfactory; 3=Neither Good or Bad; 4=Satisfactory; 5=Very Good)

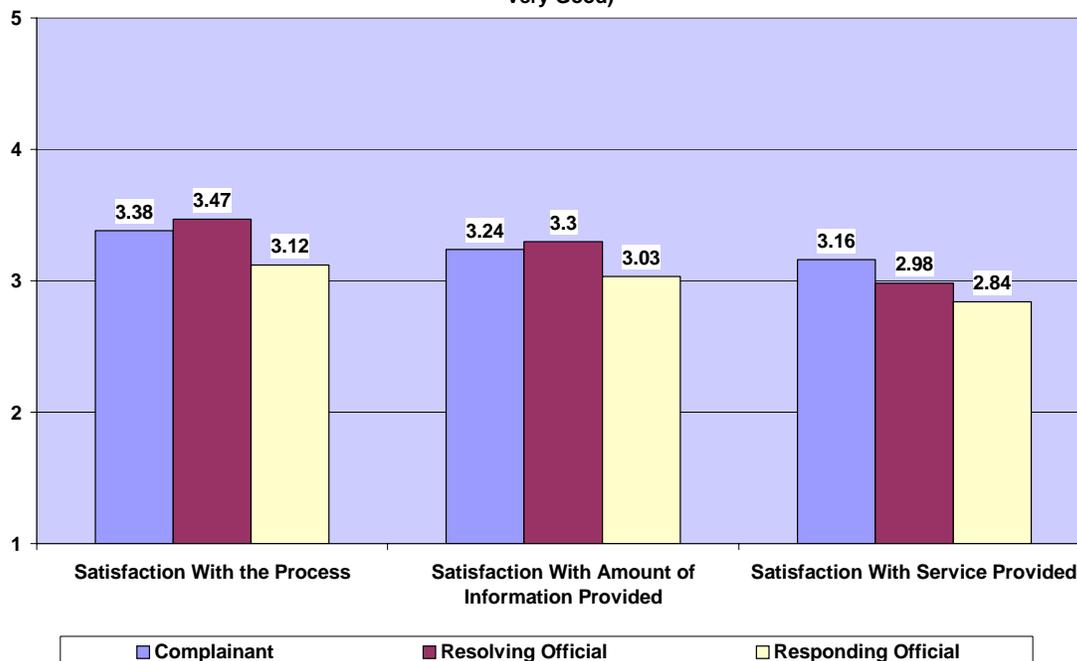


**FIGURE 3: Trend in Average Ratings of Satisfaction With the Service Provided by the Informal EEO Complaints Process by Participant Group**  
 (Scale: 1=Needs Improvement; 2=Unsatisfactory; 3=Neither Good or Bad; 4=Satisfactory; 5=Very Good)

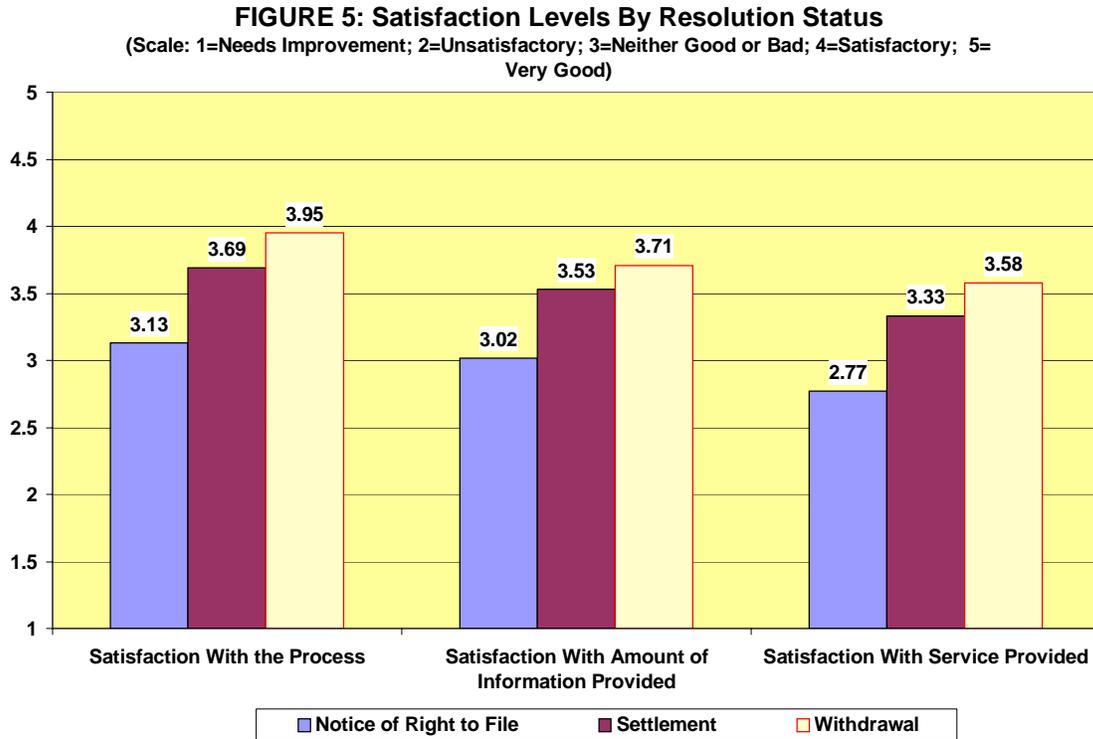


- ❖ **Finding #2:** The average rating for satisfaction with the process (3.3) was slightly higher than the average rating for satisfaction with the amount of information (3.2). The average rating for satisfaction with the service (3.0) was again slightly lower than the satisfaction with the amount of information provided. (See Figure 4)
- ❖ **Finding #3:** The average satisfaction of the Responding Official tended to be lower than that of the Complainant or the Resolving Official, however the number of data points for Responding Officials was significantly less since surveys began with this group in FY 04. (See Figure 4)

**FIGURE 4: Satisfaction Levels by Participant Group**  
 (Scale: 1=Needs Improvement; 2=Unsatisfactory; 3=Neither Good or Bad; 4=Satisfactory; 5=Very Good)



- ❖ **Finding #4:** Participants that withdrew from the process had a higher level of satisfaction in all areas than those that settled. Participants whose resolution involved a settlement tended to have consistently higher levels of satisfaction than those that were given notice of right to file. (See Figure 5)



- ❖ **Finding #5:** Comments provided by respondents during this period identified the need for better and more timely communication, more qualified mediators, and more opportunities to express concerns, clarify issues, and receive information.

**E.3. Number Of All R5 Complaints By Type Of Alleged Discrimination, Responding Officials And Location (10/1/03–6/30/04)**  
ANALYSIS OF REGION FIVE # OF ALL COMPLAINTS BY TYPE OF ALLEGED DISCRIMINATION, RESPONDING OFFICIALS AND LOCATION (10/1/03 – 6/30/04)

Forest	Total Comp	# Indv.	Basis Sex -f	Basis Reprisal	All Other Bases	Issue Sexual/ Gender Harass	Issue Other Harass HWE	All Other Issues	# Named RMO's	# HRO's	ADR	Closed	Settled With drawn
Angeles	7	6	2	2	5	0	1	6	2	1	1	5	4
Cleveland	4	4	3	2	4	1	0	7	3	3	1	4	1
Eldorado	2	2	1	1	1	0	0	2	2	2	2	2	2
Inyo	3	2	2	3	4	3	1	2	2	2	2	2	0
Klamath	4	4	1	2	3	0	2	2	3	2	1	2	1
Lake T. Basin	1	1	0	0	1	0	0	1	1	1	0	0	0
Lassen	2	2	0	1	1	0	1	3	2	1	1	1	1
Los Padres	7	6	1	3	4	1	3	6	6	3	4	6	1
Mendocino	5	1	1	5	1	3	3	2	3	2	3	2	0
Modoc	0	0	0	0	0	0	0	0	0	0	0	0	0
Plumas	4	4	0	2	3	1	2	3	4	2	2	2	0
San Bernadino	14	11	3	8	5	2	11	11	9	1	9	14	5
Sequoia	5	5	0	2	4	0	2	4	3	2	3	5	1
Shasta Trinity	4	4	2	3	4	2	3	5	1	1	1	2	2
Sierra	3	2	1	1	0	1	2	0	2	1	1	3	2
Six Rivers	6	4	1	4	2	1	0	12	4	1	2	5	1
Stanislaus	10	7	1	6	1	2	2	5	7	2	4	7	2
Tahoe	1	1	0	1	2	0	1	0	1	1	1	1	0
RO – Vallejo*	33	24	10	24	33	0	18	30	14	11	19	26	8
Totals	115	90	29	70	78	17	52	101	69	39	57	92	31

HWE = Hostile Work Environment

Some RMO's & HRO's names will appear more than once in any complaint (Each name is counted once).

\*3 complaints filed by individuals who did not work in Vallejo

**E.4. Number of R5 Class Members Complaints By Type Of Alleged Discrimination, Responding Officials And Location (10/1/03 – 6/30/04)**

Forest	Total Comp	# Indv	Basis Sex-f	Basis Reprisal*	Issue-Sexual Harass	Issue-Gender Harass	Issue HWE	Other Issues reprisal	# RMO's	# HRO's	ADR	# Closed	Settled With drawn
Angeles	0												
Cleveland	2	2	1	2	1	0	0	4	2	2	1	2	0
Eldorado	0												
Inyo	3	2	2	3	1	2	0	2	2	2	2	2	0
Klamath	0												
Lake T. Basin	0												
Lassen	0												
Los Padres**	1	1	1	0	1	0	0	1	1	1	0	1	0
Mendocino	2	1	1	2	1	2	2	0	1	2	1	1	0
Modoc	0												
Plumas	2	2	0	2	0	1	1	1	2	1	1	1	0
San Bernadino	2	2	2	1	0	2	2	3	1	1	1	2	0
Sequoia	1	1	0	1	0	0	0	1	1	1	1	1	0
Shasta Trinity	1	1	1	0	1	1	0	1	1	1	1	1	0
Sierra	2	1	1	1	0	1	2	0	1	1	0	2	1
Six Rivers	1	1	1	0	1	0	0	0	1	1	1	1	0
Stanislaus	6	2	1	5	0	2	3	4	1	1	3	4	1
Tahoe	0												
RO – Vallejo	1	1	0	1	0	0	0	1	1	1	1	1	1
Totals	24	17	11	18	6	11	10	18	15	15	13	19	3

HWE = Hostile Work Environment

\*Includes only complaints alleging participating in prior complaints involving sex/gender harassment or opposing such harassment (See Settlement Agreement, Section 3, Definition 23). Some retaliation complaints alleged issues other than sex harassment or gender harassment). Some retaliation complaints alleged terms/conditions (hostile work environment) issues.

Some RMO's & HRO's names will appear more than once in any complaint (Each name is counted once).

E.5 Non-Reprisal Guidance Letter (06/28/04)

---



**United States  
Department of  
Agriculture**

**Forest  
Service**

**Pacific  
Southwest  
Region**

**Regional Office, R5  
1323 Club Drive  
Vallejo, CA 94592  
(707) 562-9000 Voice  
(707) 562-9130 Text (TDD)**

File Code: 6100/1760-4  
Route To:

Date: June 28, 2004

Subject: Region 5 Non-Reprisal Guidance

To: All Region 5 Employees

This guidance letter is limited to reprisal, or retaliation, already made unlawful under a statutory or regulatory provision. It is not intended to create any additional rights for employees.

29 CFR 1614.101(b) states that “[n]o person shall be subject to retaliation for opposing any practice made unlawful by Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, the Equal Pay Act, or the Rehabilitation Act, or for participating in any stage of administrative or judicial proceedings under those statutes.”

Reprisal is a form of unlawful discrimination and is a serious offense. All employees are entitled to a work environment free of discrimination. Employees must be free to use the complaint process without fear of retribution. Reprisal, in addition to being illegal, has a negative effect on the quality of work life, employee well-being, morale, and productivity. In response to any substantiated instance of reprisal, appropriate disciplinary or corrective action shall be taken.

Any employee who feels that he or she has been reprised against for prior EEO activity, such as filing a complaint; participating as a witness, representative, or other activity in connection with an EEO complaint; or for opposing what you believe to be unlawful employment discrimination, should contact an EEO Counselor within forty-five (45) days. An EEO Counselor can be reached through the Office of the Employment Complaints Program, located on the first floor of 1323 Club Drive, Vallejo, CA, 94592; or at (707) 562-8653.

Employees and supervisors are also strongly encouraged to make use of the mediation services provided by the Alternative Dispute Resolution (ADR) Program as a means to resolve workplace conflicts of any kind without the need to resort to other processes that may be perceived as traditionally adversarial. You may contact the ADR Office at (707) 562-9029, or at [r5adr@fs.fed.us](mailto:r5adr@fs.fed.us).

No policy statement can immediately eliminate reprisal. However, I am confident that the good faith efforts of all employees, and the assistance of such programs as ADR, will promote earlier resolutions and provide adequate safeguards against unlawful reprisal.

If you have any other questions about reprisal, or the laws that govern reprisal and retaliation, you may contact your local Equal Opportunity Management Specialist; or Gwen Bryant, Civil Rights Staff, at (707) 562-8730.

/s/ Gilbert J. Espinosa (for)  
JACK A. BLACKWELL  
Regional Forester

## APPENDIX F. MENTORING PROGRAM

### F.1. Formal Mentoring Program Summary \_\_\_\_\_

#### Summary Report:

#### A. Overall Program Effectiveness

The participants, including supervisors, were asked to rate the overall effectiveness of the Mentoring Program. When asked to identify the areas in which the mentees saw the most benefit, most indicated that the partnerships yielded increased exposure and access to employees at different levels throughout the Region and provided a greater understanding of the organizational values, relationships, and culture of the agency.

#### B. Time and Commitment

Fifty-nine percent of the participants who responded are satisfied with the amount of time they are devoting to the Mentoring Program. The participants, who indicated that they were not satisfied (41%), expressed the following common concerns:

- Not enough time to meet, although the time required is only four hours per month.
- Physical distance that separates both parties.
- Personal (home) commitments.

The Contractor's research and experience have shown that participants benefit from the program in direct proportion to the time and effort they dedicate to the program and its activities. Forty-one percent of participants (41%) indicated that they were not satisfied with the amount of time they were devoting to the program. It is encouraging to note that those mentors and mentees who provided reasons for not devoting time to the Mentoring Program also professed their commitment to the program and their desire to improve their partnerships.

#### C. Mentoring Matches

When asked about the suitability of the mentoring matches, 88% of all respondents, including supervisors, indicated that their match was either "very good" or "good." The choices were as follows: very poor, poor, not sure, good, and very good. This is a very positive sign, because the matching process is a critical component of the mentoring program.

#### D. Supervisory and Program Support

In the evaluation, supervisors indicated that they were supporting the mentoring program by making a concerted effort to provide the time and funds necessary to assist the mentees in accomplishing their developmental goals. The supervisors should be commended for taking an interest in and supporting their employees' professional growth.

#### E. Overall Strengths of the Program

Comments regarding the Mentoring Program were positive. Based on the feedback received, it appears that the program is effectively providing its mentees with opportunities for networking, constructive feedback, and new approaches for career development. The mentees have improved their communication and technical skills and are grateful for all of the support afforded to them. Following are a selection of comments received that describe program benefits:

- ◆ I believe the strengths of the program are to allow lower GS level employees to gain better control of their careers and help them achieve goals they have set for themselves.
- ◆ The structure, time deadlines, and required tasks. I am also very pleased that the program has the latitude to encompass an objective like "learning ways to successfully balance work and family obligations". Finally, I think the mentoring program's process for matching mentor's to mentees is excellent.
- ◆ Encouragement to get into something you maybe only dreamed about doing in another field of work. A chance to network with others.
- ◆ Creating and paving two-way and sometime three-way streets. Bridging gaps. Finding out how we really are so much alike. Getting good book recommendations. Improving writing skills, sharing the combined strength of two supporting people versus just one of us alone!
- ◆ It has given me personally a feeling of satisfaction, accomplishment, and direction for my future with the Forest Service.
- ◆ The program offers us the opportunities to discuss the ins and outs of various jobs that lie on the career path. Some of which I wasn't aware of until actually sitting down with someone who's been there or seen them. Until you sit down to discuss or write down your career goals, you won't advance towards those goals as quickly if ever.
- ◆ The opportunity to have access to someone who wants to provide me with "Value-added" information to help me reach my goals & expectations in my career/life. As funny as this may sound, I have had experiences with supervisors in the past that never took the time to explain the "unwritten rules" of the organization or gave me honest feedback & value added feedback. This program meets that expectation I want to help me pursue my career goals & then some.

Mentors, mentees, and supervisors have benefited from the program and were very satisfied with both the formal program structure and flexible program components. Mentors credit the program with giving them a broad perspective of the Agency. The supervisors have also benefited, as they have gained additional exposure within the organization and have reaped the many benefits of a motivated and enthusiastic employee.

## **F. Areas for Improvement**

*The following are Contractor- and Program Manager-approved recommendations and recommended actions designed to improve the Mentoring Program:*

### **Recommendations/Actions:**

- ◆ **Conference Calls.** Participants recommend conducting teleconferences on a quarterly basis.

#### **Recommended Action:**

- Program Manager will work with the Contractor to conduct quarterly teleconference call with participants.

- ◆ **Enlist Senior Management's Visible Support.** Regional Forester /Associate Regional Forester presence and advocacy will further program momentum and signal to participants that management is "on board" and committed to helping employees grow and develop professionally.

#### **Recommended Actions:**

- Regional Forester and/or Associate Regional Forester kick off next Mentoring Program orientation, along with Program Champion.
- Encourage more participation from Senior Line Officers and Staff Directors.
- Invite RF and/or ARF to sit in on energizer conference call or other activities.

- ◆ **Create Opportunities for Increased Supervisory Involvement.** The Region is fortunate to have supervisors who have taken a sincere interest in the mentees' career development. Supervisors have much to contribute to the program, as they can provide valuable feedback on the progress of the mentee. By making supervisors aware of their importance to the program, they can be enlisted to become a part of the process and to advocate the program to upper level management.

#### **Recommended Action:**

- Encourage supervisors to attend orientation session.
- Emphasize during orientation and training that supervisors must be an active participant in the development of the mentoring action plan.
- Send memo to the supervisors of participants, signed by the Regional Forester or Associate Regional Forester, emphasizing the importance of their (supervisor) roll in the Mentoring Program.

- ◆ **Time Commitment.** The emphasis on time commitment to the Mentoring Program cannot be overstated. Time is always a critical element in any Mentoring Program and how that time is spent is of equal importance.

#### **Recommended Action:**

- Encourage both mentors and mentees to adhere strictly to scheduled phone calls and teleconferences.

- Reemphasize the importance of meeting program commitments during the orientation and mentoring training.
  - Based on feedback received from surveys, conduct re-energizing conference calls quarterly, versus bi- annually.
  - The Program Manager will personally call participants during the development of the Mentoring Agreement and Action Plan phase to ensure that partnerships are on track.
- ◆ **Review Matches.** Throughout this report, there were a few participants that consistently questioned their match.

**Recommended Action:**

- Identify participants who have problems and provide assistance. If issues cannot be resolved, recommend a “no fault termination” and extend an invitation to participate in next year’s program. In the future, if termination occurs early enough in the program year (during the first three months), the mentee will be matched with another mentor, if one is available.
- ◆ **Fine-Tune Agreements.** It is important for participants to monitor their individualized Mentoring Action Plans and Mentoring Agreements regularly to ensure that they are on track and on target. When reviewing these agreements, remember to give special attention to the time allotted for meetings and the status of their learning activities.

**Recommended Action:**

- Program manager will perform a quarterly review on the progress of Mentoring Action Plans.
- ◆ **Share this Report.** Provide mentors, mentees, and supervisors with a copy of this report.

**Recommended Action:**

- A copy of this report will be provided to the Regional Leadership Forum and all participants during the week of July 27, 2004.

## F.2. Mentoring Program Mid-Point Evaluation 2004

---

### INTRODUCTION

The 2003-2004 United States Forest Service (USFS) Region 5 Mentoring Program is designed to help employees develop skills needed to succeed in today's challenging work environment. This program enables USFS best employees to share their experience and talents to motivate, teach, and build relationships to ensure organizational growth and success for today and the future.

A successful Mentoring Program depends upon a well-designed plan, the involvement and support of top management, and ongoing progress evaluations. The mid-point evaluation has two aims: 1) it is a benchmark for the progress participants are making toward their mentoring goals; and 2) it uncovers problems and recommends improvements or adjustments to the program design.

The mid-point evaluation process consisted of two elements: 1) a written survey, which **The Training Connection, Inc., (TTC)** administered on May 27, 2004 and, 2) a group energizer conducted via teleconference by Kathy Wentworth Drahosz on May 27, 2004. Mentors, mentees, and supervisors were included in the written phase of the evaluation process. In total, 65 participants, 22 mentees, 19 mentors, and 24 supervisors completed the written survey. This report summarizes both the numerical and qualitative information from the evaluation process. The report contains four main sections:

- Section I: Program Effectiveness
  - A. Overall Program Effectiveness
  - B. Time and Commitment
  - C. Mentoring Matches
  - D. Supervisory and Program Support
  - E. Overall Strengths of the Program
  - F. Areas for Improvement
  
- Section II: Participant Effectiveness
  - A. Mentees' Views
  - B. Mentors' Views
  - C. Supervisors' Views
  
- Section III: Summary Observations and Recommendations
  
- Section IV: Appendices
  - A. Mid-point Evaluation Survey
  - B. Statistical Data from Survey

**SECTION I: PROGRAM EFFECTIVENESS**

**A. OVERALL PROGRAM EFFECTIVENESS**

TTC asked program participants to rate the program's overall effectiveness at helping its participants develop professionally. Below are the percentages of how the respondents rated the overall program.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	77%	14%	9%	0%
Mentors (19)	89%	11%	0%	0%
Supervisors (24)	50%	21%	25%	4%

TTC also asked the participants to rate the program's effectiveness in four key areas. Below are the skill areas, followed by the rating percentages of the participants.

Gain exposure and access to employees at different levels throughout the Forest Service.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	77%	18%	5%	0%
Mentors (19)	79%	16%	0%	5%
Supervisors (24)	71%	17%	8%	4%

Gain an understanding of organizational values, relationships and unwritten rules.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	73%	18%	9%	0%
Mentors (19)	74%	16%	0%	10%
Supervisors (24)	54%	29%	13%	4%

Make achievable, realistic career plans.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	82%	9%	9%	0%
Mentors (18)	88%	6%	0%	6%
Supervisors (24)	42%	25%	29%	4%

Identify developmental opportunities.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	77%	18%	5%	0%
Mentors (19)	84%	16%	0%	0%
Supervisors (24)	63%	12%	21%	4%

Develop professional, technical and/or managerial skills.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	59%	36%	5%	0%
Mentors (19)	74%	26%	0%	0%
Supervisors (24)	38%	29%	29%	4%

Improve individual preparedness to pursue professional/technical opportunities.

	Favorable	Neutral	Unfavorable	Not Applicable
Mentees (22)	64%	27%	9%	0%
Mentors (19)	84%	11%	5%	0%
Supervisors (24)	54%	25%	17%	4%

**OBSERVATIONS:**

The overall data on the effectiveness of the USFS Region 5 Mentoring Program for 2003-2004 affirms that the program is off to a good start. The majority of the program participants responded favorably to the program's ability to help its participants to develop professionally. When specifically asked about areas in which the mentees saw the most benefit, most participants indicated that the partnerships did yield increased exposure and access to employees at different levels throughout the USFS and provided a greater understanding of the organizational values, relationships, and culture within the organization.

There were, however, significantly higher neutral and unfavorable responses given from the supervisors. This is a clear indication that the supervisor may not have as much as a direct impact as they could or should have. For the remainder of the program, we recommend that the Program Coordinator give special attention to involving the supervisor by informing them of progress and keeping them active members throughout the mentoring process.

In addition, there were consistently lower scores given in those areas that required technical expertise and opportunities. For the remainder of the program and for future programs, it is recommended that Situational Mentors be added to program component. Situational Mentors can be utilized when time is at a premium and, as distance becomes a challenge.

---

## **B. TIME AND COMMITMENT**

---

The success of a mentoring relationship depends on how much time and energy mentors and mentees can commit to the process. Equally important is the degree of satisfaction that is experienced by all participants with that commitment. It is encouraging to see that 59% of the program participants are satisfied with the amount of time they are devoting to the mentoring program.

The participants who responded that they were not satisfied (41%) expressed the following:

### **Mentees:**

- ◆ I have not been able to invest all the time that I would have liked to on my mentoring partnership. I have had some very hard times in my family this year. I have lost my younger sister very suddenly and I am now the Guardian of her 8 year old A.D.H.D. son. I have never had children and my husband and I are doing the best that we can. The child is doing well but is still going through a lot of changes. We have many court dates that are being held 3 hours away from home and between work, court, baseball and counseling I'm afraid that my time is already spent. The Forest Service has been kind enough to make it possible for me to transfer to a duty station much closer to home, but with this transfer a new position and a lot more to learn have come with my new location. Things are starting to get better now and I hope that I can still keep my commitment to the Mentoring Program.
- ◆ Let me start out by saying at least the initial workshop brought my mentor and I together, which is a good thing. My mentor is an excellent Mentor whom I've grown to admire and respect all the more. S/he has been instrumental in encouraging me and supporting me here at work. S/he even tried to get my supervisor buy-in for the program, which did not happen. In spite of, we still engaged and succeeded in connecting on our own time. My experience has been there are too many limitations. My biggest question is how can I accomplish an action plan with no money or time the agency does not allow? My experience has been that a lot of the meetings had to be held outside of my work schedule, I was not allowed travel during work status, and our consuming work schedules eventually eliminated some meetings all together. Primarily what we did accomplish, we could have done without the program.
- ◆ It is difficult to find time to meet up with someone who is so far away from me. Both our jobs are quite demanding and, unless we worked together on a regular basis, we do not have time to make the connections in order to really make this work.
- ◆ Yes we are satisfied with the amount of time, but we wish for more time. Even though, we utilize what time we do have at creating constructive and promotional choices.
- ◆ I would like at least 4 hours a month. My mentor is too busy and we have too many calendar conflicts.

- ◆ My time restrictions are 'self-imposed'. My Forest Supervisor is fully supportive of this program, as is my Mentor. My difficulty is the administrative arena I work in never goes into any mode other than 'frenzied'! Regardless of how well organized I am or how many hours I work, I always have about ten (or more) #1 priorities sitting on my desk. I have made attempts to work on this at home but so far have not been successful! It's very sad I haven't been able to take full advantage of my mentor and this is a direct result of lack of time. I feel there is a wealth of knowledge and advice and counseling I could be tapping into and my hope is to definitely do this before the year is up.
- ◆ Being in HR and doing LE2 the time has been difficult to be doing the mentoring program. Now, that the LE2 program is over we can get back on track.
- ◆ I would love to be able to invest more time on these issues, but I don't have more time available, and neither does my mentor. The long distance relationship and responsibilities of my mentor really hamper the productiveness of the program for me. I would prefer to be mentored by someone that is housed, at least, on the same forest.

**Mentors:**

- ◆ At least two hours per month.
- ◆ My mentee and I spend one hour per month on the phone. It's an adequate amount of time since we are both very busy. Yet I would like to be more available and actually visit with my mentee as s/he makes other contacts, visit with him/her immediate supervisor and other professionals in his/her field of interest. So much that could be done in addition to the 1-hour phone call that we do each month.
- ◆ Management support lacking in overall program (time and dollars). Workload very heavy, making it difficult to take the time needed to be effective as a mentor. I think, at a minimum, one day per month should be dedicated to this effort. (Could be meeting 4 hrs one week and then talking on the phone 1 hr/week. This is what is intended in the program.) However, realistically, it's difficult to do. Mentor/mentee needs to have personal commitment and management support to fulfill this. Luckily, my mentee and I had the personal commitment.
- ◆ Wish I had more time but as an FCRO, I don't have near enough time as needed to really support this program. POSH Trainings and Outreach activities are taking up the majority of my time.
- ◆ We've both been very busy with Agency priorities. Contact at least twice per month (e-mail) or phone, and face-to-face meeting 6-7 times/yr.
- ◆ Yes we are satisfied with the amount of time, but we both wish for more time - even though we utilize what time we do have at creating constructive and promotional choices.
- ◆ If my mentee were located in the same office I would expect to visit daily.
- ◆ The appropriate amount of time was originally identified; unfortunately both of us have been overtaken by events; some personal, some work related which has made it a little difficult to maintain our schedule.
- ◆ Distance between work units and work schedules hamper mentoring effort.
- ◆ 8 hours per month.

- ◆ Very difficult to devote quality time to mentee. Being on another Forest, coordinating times where we both have a confidential environment to discuss issues.

**OBSERVATIONS:**

Our research and experience have shown that participants benefit from the program in direct proportion to the time and effort they dedicate to the program and its activities. A significant number of participants (41%) indicated that they were not satisfied with the amount of time they were devoting to the program.

It is encouraging to note, however, that those participants (mentors and mentees) who cited the many reasons for not spending the time needed also professed their commitment to the program and their desire to improve their partnerships.

---

**C. MENTORING MATCHES**

---

TTC asked mentors and mentees how suitable their partnership matches were. Eighty-eight percent (88%) of the participants felt that their match was either “good” or “very good.”

	Very Good Match	Good Match	Not sure	Poor Match	Very Poor Match
Mentees (22)	64%	18%	14%	4%	0%
Mentors (19)	47%	47%	5%	0%	0%
Total (41)	56%	32%	10%	2%	0%

When asked to elaborate, the participants responded by saying:

**Mentee Responses**

- ◆ Hard to believe a computer made this match. My mentor is perfect for me. I scored big time.
- ◆ My mentor has initiated 90% of the phone calls and visits we've had. His/her willingness and attitude to do all that s/he can regarding my action plan, is commended. S/he established 2 network contacts for me on his/her forest at the Mendocino. S/he is also consistent and enthusiastic about our communications, which I still find amazing. I am so thankful and grateful to have this person as a Mentor, and I truly believe s/he is the perfect match:-)
- ◆ I believe since my mentor and I are so very opposite it gave me a really clear understanding of how important it is in identifying different communication skills needed to communicate with people that do not necessarily communicate on the same level I do. It also helped me to identify the different kinds of communication patterns different people use and the ability for me to adjust my communication skills accordingly to connect on their level.

- ◆ We finish each other's sentences. We both have the same interests and career goals.
- ◆ I love my mentor to death as a person - but I don't feel like s/he is participating or contributing (on his/her own). S/he does respond to my calls - but conversations are without substance.
- ◆ My mentor has helped me meet my goals in an insightful and nurturing way. I enjoy working with my mentor.
- ◆ We have not spent enough time together for me to determine if we are a match or not. The little time we have spend talking or emailing, it seems that we are compatible, though both very busy.
- ◆ Mentor has been good for me and to me. The encouragement I've received surpasses anything I've ever had until now.
- ◆ Our personalities bounce off each other very well, we do enjoy each other company.
- ◆ My mentor has most all of the traits and leadership skills I would like to acquire. The location of our mentoring match is near enough that we are actually able to see each other monthly. S/he is good at refocusing my goals at our monthly visits.
- ◆ I like the process for selecting my mentor.
- ◆ My mentor and I have similar values and communications styles. S/he is very forth-coming about the good and bad career experiences s/he has had and has been excellent about sharing lessons learned. Additional, my mentor is very receptive to listening to my ideas and addressing my concerns.
- ◆ I realize that there was a conscious effort not to match mentors and mentees who had similar style analysis profiles. In my case our profiles are so divergent and polar opposite that I believe it hindered our ability to click and have a more productive relationship. Also, my mentor's career path was unconventional and not the norm for someone in his/her position and it is hard for me to relate to since my career path experience in this organization is so different.
- ◆ My mentor has a similar background within the agency having worked in fire, dispatch, and now human resources. S/he also has extensive experience in the area of training and employee development, which is something I have worked in and ultimately like to be involved in again. My mentor has promoted through the ranks and now as a GS-12 is in a wonderful position to mentor my GS-7. We also share many personal likes and dislikes and even own the same breed of dog. I'm originally from Region 6 and have noted many differences here in Region-5. My mentor is able to shed some light on some of these differences.
- ◆ My mentor is in a good area of HR that to me is interesting, and s/he knows the ropes of HR for opportunities I may not know.
- ◆ I am very pleased with my match. S/he has opened my eyes to career paths that I hadn't considered before and is an effective listener. By listening to me s/he has sounded out an alternative career path to what I had previously considered as the only direction.
- ◆ We did not score on the DISC assessment as having the same high characteristics. I think that working with and talking to a "high-I" person has helped me in learning about "high-I" skills.

- ◆ My mentor has been very supportive and helpful. S/he feels like my own personal coach who is always thinking of and facilitating ways to further enhance my development. Opportunities for hands-on development and training have resulted from his/her efforts and guidance.
- ◆ Letting you know that I have made connection with my new mentor, here in Region 5. S/he has taken over for my old mentor. My first six months of the program was kind of rocky, but feel that now I am on the road to recovery with some direction and many questions answered. Don't really know how to go about the mid year evaluation thing.

### **Mentor Responses**

- ◆ My mentee's background and organizational experience are such that I can provide some meaningful insights to his/her career choices.
- ◆ S/he's the best!!!
- ◆ We get along very well. My mentee is very task-oriented and I tend to be more relationship oriented. I think the differences in our style makes for good learning and growth by both of us.
- ◆ I believe I can offer my mentee some insights into organizational culture at higher levels, and into the challenges of balancing work and family. We do have some things in common and enjoy sharing experiences.
- ◆ Our personalities bounce off and with each other very well. We do enjoy each other's company.
- ◆ My mentee is a wonderful mentee. S/he puts forth extra effort to make this program work. I have enjoyed our relationship, both personally and professionally, very much. I'm sure we'll continue our friendship after the mentorship program.
- ◆ My mentee is great!
- ◆ My mentee has a strong interest in both procurement and grants & agreements. These two areas have been the main focus of my career for the past 25 years so technically I can be of some assistance to him/her. Additionally I can provide a network for him/her in these areas.
- ◆ As a mentor I was matched with someone who is beginning to pursue a higher position as I did some years ago. S/he is also pursuing a change in Job Series, which I also did. I am able to provide my mentee with real-life examples of how to go about doing this.
- ◆ My mentee and I have very different personalities, which I think is a good thing. The mentor program is not mandatory; it is a volunteer program and can be whatever the person wants it to be. I think my mentee may have changed his/her mind about being in the program.
- ◆ A lot of common interests, very different approaches to life. I am learning a different perspective of the organization - from another's experiences.
- ◆ It would be very good match if the distance between work units was closer. We're at opposite ends of the state and phone calls can only do so much.
- ◆ We work on the same forest and have had a relationship since before this formal mentoring. I think s/he may have benefited more from a mentor who didn't know him/her and isn't tied to his/her current job situation. S/he might have gotten a

fresher evaluation. Sometimes I'm unsure of my role - should I act as a mentor to him/her now, or as I a line officer on his/her forest now? I don't think a person can be both.

**OBSERVATIONS:**

The matching process has been overwhelmingly successful and the participants are very satisfied with their matches. It appears that those unsure of their match are also those who are spending the least amount of time together. However, there may be one partnership that is signaling a rematch. The Program Coordinator will want to monitor those matches and remind them of the “no-fault” termination clause in their Mentoring Agreements.

---

**D. SUPERVISORY AND PROGRAM SUPPORT**

---

The USFS Region Mentoring Program encourages the supervisor to support the mentoring process by allocating the necessary time for mentoring meetings and training events.

When asked how supportive the supervisor has been, the participants responded as follows:

	Very Supportive	Somewhat Supportive	Not sure	Not enough	Non-supportive
Mentees (22)	68%	14%	9%	9%	0%

We asked mentees, if they were not receiving enough support from their supervisor, what their supervisor could do differently. They responded as follows:

- ◆ My supervisor could allow the travel time and expense which does not amount to more than \$30 and 2 hours per visit, per month or every other month. And get him/her to buy-into the program action plans.
- ◆ My supervisor has been very clear about supporting me in this program and is in fact a mentor him/herself. I feel certain I can always request time to work on this and the fact I haven't is no fault other than mine. S/he is fully available for my questions and concerns as well as providing support and ideas. Please Note; the questions I answered 'neutral' were done so ONLY as a result of not having the opportunity to discuss/develop these areas. The potential on all could be answered 'very effective'; I just haven't had the time to get there yet.
- ◆ My supervisor at first was nonchalant, s/he did signed off on my Mentoring Action Plan Agreement in February. During my Mid-Year Performance, my supervisor suggested that I set up a telephone conference with him/her, my mentor and myself to define more directly and succinctly what is needed and wanted (necessary tools to meet my goals and objective outline in my Mentor Action Plan).

- ◆ My past Supervisor seemed to think that my mentor was taking his/her place. This same Supervisor was never supportive with me acquiring skills that didn't have a lot to do with my present position. My current Supervisor feels that any training that apply for should only support my present position. S/he feels that I need to learn the job that I have now before I spend time and funds on new skills that do not pertain to my present position.

Each mentoring pair was asked to design and develop a Mentoring Action Plan (MAP). The MAP is based on an assessment of each mentee's own developmental needs.

When asked how supportive the supervisor has been in providing guidance and feedback in preparing their MAPs, mentees responded as follows:

	Extensive Consultation	Some Consultation	Not sure	Not enough	No consultation
Mentees (22)	14%	73%	0%	9%	5%

When asked how supportive the mentor has been in providing guidance and feedback when preparing their MAP, mentees responded as follows:

	Extensive Consultation	Some Consultation	Not sure	Not enough	No consultation
Mentees (22)	82%	5%	9%	4%	0%

**Observations:**

Overall, the supervisors were very supportive of the program and are making a concerted effort to provide the time and funds necessary to assist the mentees in accomplishing their developmental goals. The supervisors should be commended for taking an interest early on to support and enhance their employee's professional growth.

However, the data does indicate that seventy-three percent of the mentees received only "some consultation" from their supervisors on the development of their MAPs. These numbers combined with the comments point to the theory that the supervisors may not have been *asked* by the mentees for their input. The Program Coordinator will again want to encourage involvement of the supervisors in all facets of the USFS Mentoring Program.

---

**E. OVERALL STRENGTHS OF THE PROGRAM**

---

We asked participants what they perceived as the strengths of the USFS Mentoring Program:

**Mentees:**

- ◆ I believe the strengths of the program are to allow lower GS level employees gain better control of their career's and help them achieve goals they have set for themselves.
- ◆ Outside perspective.
- ◆ The structure, time deadlines, and required tasks. I am also very pleased that the program has the latitude to encompass an objective like "learning ways to successfully balance work and family obligations". Finally, I think the mentoring program's process for matching mentor's to mentees is excellent.
- ◆ Matching mentor and mentee.
- ◆ Establishing the initial connections and the orientation workshops were outstanding!
- ◆ The idea is right.
- ◆ Encouragement to get into something you maybe only dreamed about doing in another field of work. A chance to network with others.
- ◆ Pairing people of different levels to talk to each other in a way that we do not usually have the opportunity to.
- ◆ Creating and paving two-way and sometime three-way streets. Bridging gaps. Finding out how we really are so much alike. Getting good book recommendations. Improving writing skills, sharing the combined strength of two supporting people versus just one of us alone!
- ◆ There is a good structure (or guidelines) for the program but yet it is flexible for the participants to create what they need or want out of it.
- ◆ It helps develop relationships that may not have come about in an informal setting.
- ◆ The Mentoring Program enables people who share a common desire -- the development of the mentee -- to connect and work together.
- ◆ It has given me personally a feeling of satisfaction, accomplishment, and direction for my future with the Forest Service.
- ◆ This seems to be a very well developed and organized program. The initial 'kick-off' and subsequent meeting was very energizing for me. It was a wonderful start and I was eager to 'get-going!' Once I met my mentor I was really looking forward to an informative, productive year. I'm always impressed with how helpful and attentive your staff is, as well as how supportive my forest and region is.
- ◆ The program offers us the opportunities to discuss the ins and outs of various jobs that lie on the career path. Some of which I wasn't aware of until actually sitting down with someone who's been there or seen them. Until you sit down to discuss or write down your career goals, you won't advance towards those goals as quickly if ever.
- ◆ Good people organized and presented the program in a fun, positive, and organized way.
- ◆ Allowing newer employees to meet and work with higher level employees who have greater experience is the greatest strength of any mentoring program. This official program made it possible for me to have such a relationship that would \*not\* ever have happened otherwise. Also, the orientation/kickoff meeting that let

- everyone meet is a great way to start a program, so that the relationship between people who haven't met before is off to a good start.
- ◆ Creating a relationship between two individuals that allows for growth, increased learning and improving communication both internally and externally. By helping the mentee to understand unwritten rules and how they affect him/her. Shining a light on the path to personal growth while reminding that growth only comes with direction and effort.
  - ◆ The opportunity to have access to someone who wants to provide me with "Value-added" information to help me reach my goals & expectations in my career/life. As funny as this may sound, I have had experiences with supervisors in the past that never took the time to explain the "unwritten rules" of the organization or gave me honest feedback & value added feedback. This program meets that expectation I want to help me pursue my career goals & then some.

**Mentors:**

- ◆ Flexibility to develop relationships and actions tailored to the mentees needs. Not burdening the mentor with a lot of process so we can focus on mentees needs.
- ◆ Communication.
- ◆ Connection.
- ◆ Support.
- ◆ Connection among various levels of the organization.
- ◆ Opportunity to develop a relationship with someone you might not have known at all.
- ◆ Opportunity to pass on some of the things I've learned.
- ◆ Opportunity for me to get a new perspective on FS issues.
- ◆ A formalized commitment of the region to address leadership succession.
- ◆ Feeling success when my mentee is successful.
- ◆ Fostering relationships across the Forest Service hierarchy.
- ◆ The Mentoring Program paired me up with a wonderful mentee.
- ◆ Creating and paving two-way and sometimes three-way streets!
- ◆ Bridging gaps!
- ◆ Finding out how we really are so much alike.
- ◆ Getting good book recommendations.
- ◆ Improving writing skills.
- ◆ Sharing the combined strength of two supporting people versus just one of us alone!
- ◆ The structure provided during the orientation.
- ◆ The formal agreements entered into.
- ◆ The DISC assessment and the application of that.
- ◆ The website and helpful e-mail reminders.
- ◆ Developing friendship and helping someone in many ways!
- ◆ Leadership support.
- ◆ Providing an environment for personal/professional relationships that may not have happened in the normal course of business.
- ◆ Being of service to a fellow employee.

- ◆ The opportunity for FS employees to be able to participate in a program that provides someone a support system and guidance throughout the year.
- ◆ Providing a structured framework for the program, with timelines and a beginning, middle and end.
- ◆ The on-line DISC assessment was the easiest, fastest, and most accurate one I've taken yet.

**Supervisors:**

- ◆ "Cross-pollination" information sharing.
- ◆ Information sharing.
- ◆ Exposure to leadership personnel.
- ◆ I have not seen any strengths form the mentoring program with my two employees. I have only heard from one mentee that has what I would call a good mentor.
- ◆ Could be good if people truly make the commitment.
- ◆ I am not sure at this point.
- ◆ Great exposure to some of agency's leaders.
- ◆ Exposure to top level performers.
- ◆ Influence employees to achieve beyond expectations.
- ◆ Too early to tell, but appears to be working well.
- ◆ Main strength is that it physically pairs people up and provides a structure and time expectations for things to happen.
- ◆ Employee has access to someone at a different level of the organization.
- ◆ Allows employees opportunity to experience and understand the requirements & skills needed for higher level career goals. May also give employees insight into career paths that might or might not be desirable to the employee.
- ◆ Opportunity for employees to feel a sense of belonging and knowledge of the organization gained from one who has experience.
- ◆ The training seems to have motivated my employee to want to explore developmental opportunities.
- ◆ In my employee's case, s/he was given the opportunity to detail into the position of his/her mentor (while on extended sick leave). Given s/he was in the program, s/he was the logical choice for the detail and made the transition smooth. I was very happy to see this opportunity come his/her way. If s/he were not in the program, it would have been tough to get her that opportunity.
- ◆ The mentoring program as a whole is very beneficial. However, I am concerned with the time involved when the mentor and the mentee are on separate units. In addition, the lack of a tie between the goals of the participant to change and the mission of the organization has caused some conflicts.
- ◆ My employee started this program but was not able to follow through, so I do not have meaningful feedback on this program.
- ◆ Exposure to different styles of supervising.
- ◆ Provides employees with a more neutral party to serve as a sounding block, evaluate and advise from another perspective. A mentor has a different network of

resources that may be valuable to an employee's development and future direction.

### **Observations:**

The USFS Mentoring Program is off to a very good start as participants cite a great many number of program strengths. The program is effectively providing its mentees with the opportunities for networking, constructive feedback and new approaches for career development. The mentees have improved their communication and technical skills and are grateful for all of the support afforded to them.

Mentors, mentees and supervisors have benefited from the program and were very satisfied with the formal structure and flexible program components. Mentors credit the program with giving them an expanded perspective of the entire USFS and have realized the great reward in helping others. The supervisors have also benefited as they have gained additional exposure within the organization and have reaped the many benefits of a motivated and enthusiastic employee.

---

## **F. AREAS FOR IMPROVEMENT**

---

We asked participants for ways in which they felt the USFS Mentoring Program could be improved:

### **Mentees:**

- ◆ I believe in the next round it would be beneficial to the program to allow more planning time for interested employees to plan on signing up for the program whether it be in the Mentor or Mentee capacity. Last year the announcement for the program came out during the holidays and many employees were on leave so when they returned from the holidays the response deadline had already come and gone.
- ◆ If they could arrange more full day training meetings with the mentor and mentee both attending.
- ◆ Perhaps get more of the agency and supervisor buy-in to assist with action plans and monthly meeting cost and time allowed. Also there could be some progress reports conducted quarterly to see where everyone is at and how they're doing. The program design, directives and initiatives seems to have had good intentions, but the reality of implementing the goals, may have lost some of it's fizzle in the middle and end. Also the buzz is, there were a few people who have dropped out of the program or not satisfied, due to various issues.
- ◆ I hope that there would be more involvement within the Agency so more connections can be made. In other words, a bigger pool of mentors and mentees would perhaps make better matches.
- ◆ Someone (from the R5 Mentoring Program) personally checking in with each of us and coming through with possible funds for us to support a meet-me-trip would be an improvement.

- ◆ The matching of mentor and mentee could have been improved upon. In this agency (forest service) in particular the work experiences may differ so greatly between mentor and mentee depending on their career paths that it may actually make it hard for the mentor and mentee to relate to one another and therefore the goal of career development for the mentee may not be realized.
- ◆ I think some employees continue to have a misconception regarding the purpose or intent of the Mentoring Program. I think it would be helpful to identify, in written form, some of the things the program is NOT designed to do. I think some employees still believe the purpose of the program is to help them find a better job.
- ◆ This pilot program in my eyes is a great opportunity for someone like me to be mentored and next year maybe becoming a Mentor myself for those folks/apprentices/temporaries/permanent employees who would like some direction.
- ◆ I suggest that the program schedule at least one (if not two) more specific meeting dates throughout the year for the mentor/mentee to meet, reconnect and more fully develop strategies, plans, and future goals. I also believe at least one additional group meeting be scheduled mid-year! This is a fine program with fine people involved and as a result, we can all stimulate each other.
- ◆ Being more involved in what is working and not working between the Mentor and Mentee. Having more input before midway with us, would be more of a kick in the rear for motivation.
- ◆ Maybe a similar meeting at the end of the year could be held, so that everyone who met as a group is able to discuss together what worked and what wasn't practical. I'm curious to know how people will be handling their relationships once the year is over.
- ◆ I would like to reserve judgment on this area until I have a full year. Having never been involved in a program like this I really would like to evaluate after the course is fully run.
- ◆ Find opportunities for the mentees to become mentors as the program moves forward.

### **Mentors:**

- ◆ More formal meetings with the consultants.
- ◆ More involvement of new upcoming employees.
- ◆ Not sure what could be done in addition to what is already available. The willingness of the mentor and the willingness of the mentee to work and learn together is where the solution lies.
- ◆ I think the quote of the week is good but...adding maybe an announcement of leadership training that is up and coming would be beneficial. This could also occur on the scrolling announcements on the opening page on the website. Need a nudge about posting book summaries.
- ◆ Someone (from the R5 Mentoring Program) personally checking in with each of us and coming through with possible funds for us to support a meet-me trip would be an improvement.
- ◆ I wish it could go on forever!

- ◆ More management support.
- ◆ I think the suggested book list for reading assignments could be improved.
- ◆ More formal face-to-face meeting time.
- ◆ Maybe better organization when matching. I have been called by another employee to be his/her mentor because his/hers has fallen down. I will try but it is a little late in the game. We have started his/her reading and found a possible developmental position. This is not ideal.
- ◆ At this point, I don't know. I could probably answer that better at the end of the year.
- ◆ No suggestions - keep it up!
- ◆ Unit location/proximity of matches I believe is the biggest barrier to a fully successful mentoring relationship. Consider matches within a closer geographical range.

**Supervisors:**

- ◆ Depends on the individual involved and the amount of effort they put into the program.
- ◆ Ensure that the supervisor is involved in the program as a partner with the employee. As it is now, it depends on the employee whether that employee includes the supervisor in the program.
- ◆ More formal input to supervisors on status of the candidate's progress through the mentoring program.
- ◆ It all depends on the individual involved and the energy that individual puts into the program, and that's something an improved program can accomplish. For the employee I supervise, the program is working because of his/her individual efforts.
- ◆ My employee has not discussed any of the details of their mentoring experience with me, so I cannot evaluate the program.
- ◆ By greater interaction between mentor/mentee throughout the process and concentrating on areas for skill improvement.
- ◆ The problem I have seen is that the mentors do not have the time to be a mentor. The employee I supervise and her mentor were never able to connect. They had very little contact since the program started. I think that those that agree to be in the program consider the time commitment and be truly willing to commit that time.
- ◆ Even though the employee I supervise is signed up for this program, s/he has yet to have a Mentor assigned to him/her; hence my filling out this form is totally non- applicable at this time. PLEASE GET HIM/HER A MENTOR! (I am retiring within the next few months or I would have mentored him/her myself.)
- ◆ Its not clear how effective mentors are in providing advice and counsel, given their limited connections with their mentee
- ◆ Definitely consider new employees or those with less than 5 yrs service. What benefits to the government in mentoring someone with over 15 years experience? What were the goals to be accomplished? My employee was on a detail when his/her supervisor thought it a good idea. Had I been contacted prior I would have

- suggested other ways of building the employee up than a mentoring session of this type. As it was, the dollars spent to date have reached or exceeded travel/per diem for the FY.
- ◆ Need more effort to set realistic career plan. Need strategies for getting Forest Supervisor support for an employee's career pursuits.
  - ◆ The mentor was not even responding to emails or phone calls. At least not until s/he told him/her s/he was going to request a new one and why. They have had little contact
  - ◆ Mentors need to be careful not to over commit.
  - ◆ Not sure it needs to.
  - ◆ So far, my employee that is in the mentoring program has been through the orientation and training for the program, but has not really worked with his/her mentor yet. My understanding is that s/he has not yet had the training. My answers to many of the questions above reflect the fact that the program is not really functioning yet for my employee.
  - ◆ A clear goal of improving the skills of the participant within the scope of the organizational unit for which s/he works. The fact that the program pairs people up with mentors outside the unit takes away from the accomplishment of the mission and puts an undue burden on other employees.

### **Observations:**

The importance of top-level organizational support cannot be overstated. A successful mentoring program requires both “buy-in” from the highest echelons of management and the support and encouragement of supervisors. When the organization’s leadership endorses any staff development program, there are many winners. Employees win as they are encouraged and empowered by the organization’s interest and support in their professional career growth. Organizations also win as morale is boosted and productivity is increased and the culture of employee advocacy is maintained.

Throughout this report, there has been a reoccurring theme of how best to manage remote worksites within the partnerships. With the right support and some creative ideas, we feel that these partnerships can overcome these challenges and thrive. As the data and comments indicate – many are in fact thriving.

It is important to note, however, that this is a new program and there will be many nuances within the program that will require fine-tuning. A team approach and the support of the entire USFS will only enhance the program and improve all of its components.

## SECTION II: PARTICIPANT EFFECTIVENESS

---

### A. THE MENTEES' VIEW

---

#### ACCOMPLISHMENTS THUS FAR

We asked the mentees to list the three most important things they have accomplished with their mentors. They responded as follows:

- ◆ Positive attitude.
- ◆ Support. Action Plan.
- ◆ Hob Knobbing.
- ◆ The program helped me reach my goal to prepare for future positions, I am not sure I would have been as assertive about this issue without my mentor encouraging me.
- ◆ Participating in a legislative affairs event was a great career opportunity.
- ◆ My mentor has also provided me with many great suggestions for balancing work and family.
- ◆ Gained a better understanding of how to communicate on a magnitude of different levels.
- ◆ Gained a much clearer understanding of unwritten rules I did not even know existed.
- ◆ I was able to utilize the Mentoring Program to excel and promote in my career latter.
- ◆ Networking.
- ◆ Being shown the path to where I want to go.
- ◆ Learning how the Forest Service functions.
- ◆ Hopefully, making a connection and a friend for life. Getting the opportunity to meet and know someone who is supportive, unbiased and that is objective to give me constructive advice and guidance.
- ◆ Accomplishing part of my Action Plan by visiting my mentor's forest and being able to network with 2 members of his/her staff. Joining Toast Masters, and trying to receive training to obtain a Fire Red Card.
- ◆ Reading our Book Report Review Assignment entitled "People are Never the Problem."
- ◆ Met more people outside of our unit, went to the Regional Office, working on extracurricular project together.
- ◆ Technical training towards my certificate.
- ◆ Hands on experience.
- ◆ Confidence and encouragement in the learning process.
- ◆ No accomplishments.
- ◆ Defining more directly and succinctly what is needed and wanted. What steps are needed to develop skills, and gaining confidence in all these definitions?
- ◆ We have been able to establish reasonable goals for me to look at accomplishing in the next year.

- ◆ S/he has given me insight into what my supervisor's intents are on certain issues when I am unable to understand him/her.
- ◆ S/he has opened my eyes to different aspects of my job that I can focus on.
- ◆ Developmental detail opportunity.
- ◆ Great insight to the organizational relationships and unwritten rules.
- ◆ A wonderful support system.
- ◆ My view of the organization has broadened. I have a clearer concept of the "big picture" and an improved understanding of how the different areas of the organization fit together.
- ◆ My approach to problem solving is improving. I'm learning how my perspective of an issue will have a direct impact on the way I handle that issue. Consequently, I'm learning that one good way to come up with new ways of solving a problem is by coming up with a new way of viewing the problem. There's more than one way to do most anything.
- ◆ I've learned the importance of picking my battles, recognizing my role, and recognizing the roles of others.
- ◆ The three things that I accomplished with my mentor was to establish a commitment to the mentoring program; mutual respect in terms of experience and behavioral style; and establishing unconditional trust.
- ◆ Getting to know each others career path up to now.
- ◆ Gaining a better understanding of the possibilities from this point in my career to the next.
- ◆ Improved confidence to pursue the next steps as opportunities are developed or arise.
- ◆ Career plan.
- ◆ Developmental activities.
- ◆ Met people.
- ◆ The three most important things that I have accomplished with my Mentor is establishing a relationship, being a new Forest Service employee/having a sound board has helped, and finally being exposed to so many different aspects/views of the Forest Service.
- ◆ Paramount is knowing s/he is there and will help me in any area I need assistance with.
- ◆ I feel we have built a working relationship that will last beyond the program and I foresee my self-able to contact her in the future.
- ◆ My mentor has boosted my confidence and re-affirmed that I can indeed develop my career and logically (hopefully) promote.
- ◆ Well at this point we can begin to start, HR and LE2 has sucked my life away at this point. So now we can get a fresh start....
- ◆ Meeting in person, talking about my application form, discussing improvements to my application, talking about areas where I can focus on improvements.
- ◆ My MAP that has created a schedule and a course of action to accomplish my goal of certification as a silviculturist.
- ◆ Someone to give me new ideas to help me work through the situations (personal growth related) that are outside of my immediate influence.

- ◆ Learning how to say no, I have always been a person that has been driven to do more with less. I am learning to say no and I have my mentor to thank.
- ◆ I cannot think of three important items at this time. One very important task my mentor has provided me is some feedback on taking a college course to improve my speed-reading skills.... I could say more. I will as we go just a bit further in the process.

## **WHAT IS THE MENTOR DOING WELL?**

We asked mentees to describe what their mentor was doing well in their mentoring partnership, and they responded as follows:

- ◆ Extremely supportive and encouraging.
- ◆ At this point, my mentor is very encouraging and supportive. S/he has shown to be committed and dedicated to the process we've established, even outside our agency or program limitations.
- ◆ Staying engaged with me and the process when we are both so busy.
- ◆ Staying consistent with meeting dates/times and following through with obligations set in place to accomplish on both ends.
- ◆ E-mails regarding opportunities to meet career goals.
- ◆ Encouraging my growth to move ahead.
- ◆ S/he always checks in with me to make sure I'm doing well and have everything I need.
- ◆ Figuring out what is wanted and needed. How to develop skills. How to wear a cloak of confidence.
- ◆ My mentor responds to my emails and phone calls very quickly and makes a true effort in listening to what I have to say.
- ◆ My mentor is always thinking of opportunities for me, and s/he is totally candid with me, which is invaluable.
- ◆ My mentor is very enthusiastic about being involved in the program and this enthusiasm in turn as helped in keeping the relationship from becoming stagnant.
- ◆ My mentor is an attentive listener. S/he's a clear communicator. S/he is very honest about his/her experiences -- both the good and the not so good. S/he is generous when asked for advice and always willing and able to explain the rationale behind the advice s/he gives. Also, s/he allows me the latitude to accept or decline any advice s/he has. His/Her commitment to his/her role as a mentor is consistently made clear through her actions.
- ◆ My new Mentor has taken the time out of his/her busy schedule to visit, call and basically keep in touch.
- ◆ Again, my mentor is extremely skilled in employee development and with her background in human resources is able to give me sound advice and broaden my vision. My mentor has exposed me to some developmental tests and aptitude assessments, which were very helpful. Additionally, s/he is often able to explain the confusing politics of this region.

- ◆ My mentor is an excellent listener and relates what is discussed into a good summary or as a basis for the next step on the career path.
- ◆ My mentor is a great listener and asks great questions. S/he has a different vantage point, so when we discuss things, it's great to know that s/he can shed light on things from a different angle and that all our discussions are confidential. Just knowing that someone is out who is willing to listen is a great thing that helps me feel supported.
- ◆ Being there on a regular basis, someone that I know will help, when needed. Listening to me when I am coming up with ideas, both the good ones and the not so good ones. Priority setting, this is an area I am still struggling with especially with greatly increased vegetation mgmt. treatments to impede me.
- ◆ We have made very good efforts at sticking with our meeting dates. My mentor is busy, but that does not get in the way of our time to follow-up with each other.
- ◆ S/he's very nice, and has a TON of knowledge to share with me. S/he shows a genuine interest in me.

### **WHAT WOULD YOU LIKE TO SEE YOUR MENTOR DO MORE OF?**

When asked what the mentees would like to see their mentors do more of, they suggested the following:

- ◆ I would like to spend more time with my mentor away from the interruptions at work.
- ◆ Hard to imagine s/he could be any better than s/he already is.
- ◆ Review my goals and objectives and give advice on meeting them.
- ◆ So far my mentor does not need to do more beyond his/her own control.
- ◆ Spend more time working with me one on one.
- ◆ We would like to meet once at a halfway point to each other locations. We are about six (6) hours away from each other. Our only contacts are verbal by phone or by written words.
- ◆ I wish we could talk more often - both of us have a hard time making that effort.
- ◆ I would like to see him/her initiate more communication with me, even if it's just to say hello.
- ◆ S/he has been more than willing to contribute to the relationship in any way that s/he can.
- ◆ I would love to have the time and opportunity to communicate more often. I have difficulty finding time for this program and often don't initiate as much contact as I would like. I'm also sensitive to his/her time and although s/he has never indicated so, I sometimes feel hesitant about 'bothering him/her'. Perhaps if my mentor took a more assertive role in keeping in touch I would feel a little less reluctant about 'bothering' him/her. Please note, this is **TOTALLY MY PERCEPTION** as s/he has never done or said anything of this nature.
- ◆ We need to have more contact.
- ◆ We're operating at a good pace right now.
- ◆ My Mentor is doing just fine with the relationship we have.

- ◆ Write my document for me, just kidding. I am not really sure what s/he could do more of that I would like. Giving me more of his/her time in the form of emails and phone calls is the only thought I have. It is so hard to get together just once a month with our schedules that I'm not sure we could add time.
- ◆ I will continue to work on the book report & I want to get resolution regarding questions # 5 & # 6. Getting answers to questions # 5 & # 6 is one of the goals of this mentor/mentee relationship. We have a good relationship as it stands.

**Observations:**

The mentees are truly grateful to their mentors for the dedication and support they have afforded thus far. They have enjoyed their mentor's positive attitude and many of the mentees experienced a tremendous increase in their own self-confidence. These gains are immeasurable as the mentees have taken ownership of the program and have been empowered to take their future success into their own hands.

The mentors have expanded the mentees networks, given them a better understanding of the unwritten rules of the organization, and offered them the impetus to incorporate effective methods for enhanced interpersonal skills and professional communication. The only area that the mentees felt could be improved upon was the amount of time spent together. The Program Coordinator will want to remind the partnerships of their Mentoring Agreements and responsibility they have for fine-tuning them.

---

## B. MENTORS' VIEWS

---

### ACCOMPLISHMENTS THUS FAR

Mentors were also asked to describe the three most important things accomplished with their mentee:

- ◆ Reconnect with district level of the FS Reassurance that there are energetic, talented people coming in behind those of us who will retire within the next few years.
- ◆ Reassuring mentee that his/her emphasis on keeping his/her family the highest priority is beneficial both to him/her and to the agency.
- ◆ Opening communication with work supervisor and regional forester team development plan identifying opportunities.
- ◆ The most important thing is providing informal advice and questions to consider in preparation for career advancement. Next would be providing insights into the informal organizational norms and processes.
- ◆ Monthly phone calls with updates and new direction and opportunities for networking. Share reading materials...Emotional Intelligence by Goldman. Opportunities for me to share 20 plus years of my networks with my mentee.
- ◆ Opened communications between mentee and District Ranger Coached him/her on developing skills for saying "no". Assisting mentee to identify what his/her career goals are.
- ◆ Developed a personal relationship. - Assisted in getting his/her a "detail" to another FS unit in the procurement arena. - Hands on developmental experience.
- ◆ We put together a plan. We're following the plan. We've shared books to read.
- ◆ Developed friendship. Helped him/her with setting goals/career path. Worked together on keeping calm and grounded.
- ◆ Met with my mentee.
- ◆ Discussed a plan for advancement and to meet career goals.
- ◆ Made myself available for future questions.
- ◆ Defining more directly and succinctly what is needed and wanted. What steps are needed to develop skills? And gaining confidence in all these definitions.
- ◆ We attended Leadership Improvement Training together, something we had both wanted to do.
- ◆ We have kept our commitments from the Action Plan.
- ◆ We have flexibly worked with each other's ongoing scheduling conflicts to stay in touch with each other.
- ◆ We explored some other personal Style areas - I administered the Myers-Briggs Type Indicator and we worked through the implication of style in the workplace. This complimented the DISC. We also shared some experiences and "fall out" from a politically embarrassing Forest Service Personnel/Leadership Issue.
- ◆ We have established a very good relationship. We have gotten him/her a developmental position in the discipline that s/he thinks s/he wants to go in to. S/he is very receptive and loves learning.

- ◆ I went to the Mendocino NF in January and spent several days with my mentee. S/he selected the book "Do It Anyway" by Kent M. Keith. We have read the book and s/he will write the book report. At that time we prepared our Action Plan. For the developmental part of the plan, I arranged for him/her to be on the regional team to review OHV submittals for grants. S/he came into the RO last week and completed that task. For the networking part I suggested s/he come into the RO one Monday in February to attend our Monday am meeting and meet the RO staff. S/he was not able to do that. I also suggested for networking that s/he participate in the May 3, 4, 5 Regional Recreation meeting in Folsom to meet folks from the WO and Region. S/he said he would not be able to do that.
- ◆ Developed Mentoring Action Plan.
- ◆ Work as a sounding board for Mentor.
- ◆ Established a support base for Mentor.
- ◆ Open discussions early on.
- ◆ Learning about his/her personality details.
- ◆ Finding a book to read together.
- ◆ Selecting a book.
- ◆ Arranging time to get together.

## **WHAT IS YOUR MENTEE DOING WELL?**

We asked mentors to describe what their mentee was doing well in their mentoring partnership, and they responded as follows:

- ◆ Best thing s/he is doing is following up with key recommended contacts...SO's RO's WO's Next best thing is that my mentor is currently applying to jobs for promotions. S/he is truly interested in career advancement, development and new challenges.
- ◆ Finding opportunities in his/her work that provides the flexibility to be available to family. Exploring his/her future career options, and determining which ones are realistic.
- ◆ Reflecting on how to apply what he learns with him/herself as well as his/her employees. Willingness to make self-improvements.
- ◆ Asking good questions.
- ◆ Working toward recognizing what obstacles s/he can overcome but has not attempted before.
- ◆ Figuring out what is wanted and needed. How to develop skills. How to wear a cloak of confidence.
- ◆ S/he's been detailed into a learning position. S/he was selected for a position w/ promotion. S/he is pursuing other career enhancing opportunities thru introductions and site visits.
- ◆ My mentee is using both the formal training and our informal sessions to change how s/he interacts and works on the job. These changes have resulted in improved work relationships for him/her and most important, improved communication with his/her supervisor.

- ◆ Setting his/her goals and going for it. Staying grounded and calmer. Keeping his/her energy and optimism up.
- ◆ Following through w/ his/her formal training plan.
- ◆ Reflecting on the work/life relationship within him/herself.
- ◆ I'm not sure. I connect with my mentee once a week via e-mail or send him/her an inspirational card. I have tried to spend 4 hours each month with him/her and made an asserted effort in January to visit with him/her to prepare our Action Plan, etc. I rarely hear from him/her. I received one or two e-mails from him/her in Jan/Feb/Mar. When s/he was in the RO last week I mentioned that I would like to help him/her, however, do not know what to do (without communication). S/he said that maybe s/he has more confidence than s/he realized and may not need the mentoring program.
- ◆ S/he calls for feedback when s/he doesn't understand things that are going on. Since we are on different Provinces with different structures - there is a lot of information that doesn't get to him/her.
- ◆ Networking.
- ◆ Seeking support base from Mentor.
- ◆ Actively pursuing new positions/assignments to achieve career aspirations.

### **WHAT WOULD YOU LIKE TO SEE YOUR MENTEE DO MORE OF?**

When asked what they would like to see their mentees do more of, mentors suggested the following:

- ◆ Nothing, it appeals to be meeting his/her needs.
- ◆ Nothing I can think of.
- ◆ Work with his/her 360.
- ◆ Wish we all had more time to do good things. Life and work are far too overwhelming...at all levels of the organization, not enough time, resources and energy to do all the good things that need to be done.
- ◆ Make a stronger move towards a procurement position outside of his/her current unit.
- ◆ Go on fire assignment.
- ◆ Involvement in Claims work.
- ◆ Staying focused, which s/he is doing a great job at.
- ◆ Take personal initiative to discuss obstacles of success with his/her supervisor. Prioritize time commitments in order to accomplish what s/he desires. Contact me when s/he needs assistance between meetings.
- ◆ We would like to meet once at a halfway point to each other's locations. We are about 6 hours away from each other. Our only contacts are verbal by telephone or by written word.
- ◆ I think s/he's doing what s/he should be doing. We haven't had a chance to start reading our selected book yet, but we have a schedule for our reading assignments.

- ◆ We have discussed having him/her visit my work unit. Time is the continuing factor preventing a firm commitment.
- ◆ S/he is doing everything that s/he possible can.
- ◆ Initiate contact with mentor more frequently.
- ◆ I wish s/he were more aggressive in completing the planning & lining out of the program. S/he's done some of the things well, but not all of them. I do, however, understand his/her time constraints. But I think we've both slipped in our commitment.
- ◆ I'm surprised that I am not being used. If someone gave me a FS person for a year, I would become a sponge. I think everyone in the agency could use a mentor. My mentee is not a people oriented person; s/he prefers to focus on his/her work projects. However, if s/he wants to rise in the organization s/he will need to develop better communication skills.

**Observations:**

The mentors have responded that they are equally as satisfied with their partnerships thus far and are encouraged by their mentee's progress. The mentors list a number of personal and professional accomplishments made by their mentees and are pleased with their commitment to their goals. The only area for improvement was that of time-time for meetings and time for assignments. Again, the Mentoring Agreement should be revisited and adjustments made as needed.

### **C. SUPERVISORS' VIEW:**

---

A key component of the mentoring evaluation strategy included feedback from multiple sources, including the mentee's direct supervisor. Supervisors were asked to respond to three potential challenges--communication, time, and return on investment:

- 46% agreed that they were kept informed of progress in the Mentoring Program. (Of the remaining, 25% were neutral, 25% disagreed and 4% said this was not applicable.)
- 75% agreed that the mentee does not devote too much time to the mentoring activities so that their current job performance suffered. (Of the remaining, 13% were neutral and 13% disagreed.)
- 50% agreed that the overall benefits of the program are worth the time commitment required of the participants. (Of the remaining, 29% were neutral, 17% disagreed and 4% said this was not applicable.)

#### **Observations:**

Overall, the supervisors are pleased thus far with the time that the mentees are devoting to the program and note that their participation has not taken away from their responsibilities. However, over one-half of the supervisors reported that they were not being kept informed of the mentees progress in the Mentoring Program. It is interesting to note that the same number of supervisors were neutral in their response to the overall benefits of the program. Again, supervisor involvement will only enhance the program.

### SECTION III: SUMMARY OBSERVATIONS AND RECOMMENDATIONS

The 2003-2004 USFS Region 5 Mentoring Program is off to a very good start. Based on the results of the evaluation, we can conclude that many of the program components are working and recommend the following program improvements:

- ◆ **Enlist Senior Management's Visible Support.** Invite an individual from the highest echelons of management to attend your next forum. Their presence and advocacy of the program will further momentum and signal to the participants that management is "on board" to helping the employees of the USFS to grow and develop professionally.
- ◆ **Create Opportunities for Increased Supervisory Involvement.** Whether it be an invitation to upcoming mentoring events and forums or a monthly status report, create ways in which to involve the supervisor for the remainder of the program. The USFS is fortunate to have supervisors that have taken a sincere interest in the mentees' career development. Supervisors have so much to contribute to the program as they can provide valuable feedback on the progress of the mentee. By making them aware of their importance, you can enlist them to become a part of the process and a positive advocate for the program to upper level management.
- ◆ **Time Commitment.** The emphasis on time commitment in the Mentoring Program cannot be overstated. Participants will only get out of the program what they put into it. Examine ways in which to help mentors and mentees spend more "quality" time together. Time is always a critical element in any mentoring program and how that time is spent is of equal importance. Encourage both mentors and mentees to strictly adhere to scheduled phone calls, teleconferences and the like. Geographical distance does not have to be a significant program challenge. (See Section IV, Appendices for planning tips on long distance mentoring).
- ◆ **Introduce Situational Mentoring.** Situational mentoring can improve the program by introducing the mentee to other individuals throughout the USFS organization who can provide them with various developmental opportunities. Situational activities can include a shadowing assignment or an informational interview. Incorporating this component into your program may also have the added benefit of alleviating some of the challenges associated with geographical differences and time constraints.
- ◆ **Review Matches.** Throughout this report, there were a few participants that consistently questioned their match. It may be time to remind those participants of the "no-fault termination" clause in the Mentoring Agreements and to offer both parties a possible rematch.

- ◆ **Fine-Tune Agreements.** It is important for participants to monitor their individualized Mentoring Action Plans and Mentoring Agreements regularly to ensure that they are on track and on target. When reviewing these agreements, remember to give special attention to the time allotted for meetings and the status of their learning activities.
  
- ◆ **Share this Report.** Provide mentors, mentees and supervisors with a copy of this report. The written evaluation is both a product and a process. It will give participants an opportunity to evaluate what they are doing well in the partnership and also highlight areas where they could improve their effectiveness.

**The Training Connection, Inc.** will conduct another review of the program at its completion. At that time, we will be able to get a more detailed picture of the refinement possibilities for future running. In the meantime, we congratulate the USFS Region 5 Mentoring Program Coordinator on the successful launching of its 2003-2004 Mentoring Program!

## SECTION IV: APPENDICES

### Planning Tips For Long Distance Mentoring

Some mentees find mentors who are located far from their physical office space. Although this can be a challenge, it does not need to be a major obstacle to an effective mentoring relationship. The following tips can enhance and strengthen a long distance (virtual) relationship:

- ◆ Coordinate travel schedules to meet in person whenever possible.
- ◆ Add an extra day to your itinerary when traveling to the same city on business and spend the day together. This is a great opportunity for the mentoree to shadow the mentor, and for the mentor to observe the mentoree in action.
- ◆ Utilize technology (video conferencing and e-mail.)
- ◆ Be diligent in keeping regularly scheduled phone appointments.
- ◆ Prepare thoroughly for phone conversations. Consider generating an agenda for the conversation beforehand. E-mail agenda items to each other in advance.
- ◆ Establish frequent “check-ins”. Periodically review with each other on how the mentoring conversations are working and what might make them work even better.
- ◆ Schedule uninterrupted time together and avoid distractions.

**APPENDIX G. ADVERSE ACTION DIGEST**

**G.1. Disciplinary and Adverse Action Digest, October 03 – March 04 \_\_\_\_\_**

# USDA Forest Service

## Pacific Southwest Region 5

### Disciplinary and Adverse Action Digest

FY 2004

October - March

#### 04-01

**Summary:** Employee admitted having had a previous misdemeanor on a criminal record. The FBI check reflected a prior felony including jail time and probation. Employee was also AWOL and involved in two vehicle accidents resulting in damage. Employee failed to report one of the accidents. Employee was given a 7-day notice of the proposal to terminate career conditional appointment. Before the decision to terminate was signed, employee resigned.

**Charge(s):** Falsification of Application, AWOL and Negligence.

**Proposed Action:** Notice of Termination.

**Decision:** Resigned, prior to Issuance of Termination Letter.

\*\*\*

#### 04-02

**Summary:** Employee failed to wear proper safety protective equipment such as gloves, hardhat or shirt during the retrieval efforts to right a dozer after a rollover accident. Employee further failed to follow safety procedures during this incident. When the dozer was in a precarious position employee posed for pictures

on the downhill side of the rollover as if the overturned dozer was a trophy clearly demonstrating arrogance and disregard for safety practices.

**Charge(s):** Failure to wear proper safety protective equipment and disregard for standard safety practices.

**Proposed action:** Letter of Reprimand.

**Decision:** Letter of Reprimand.

\*\*\*

#### 04-03

**Summary:** Employee was not qualified to perform suppression activities without being accompanied and supervised by a qualified dozer supervisor, and failed to inform anyone. Employee performed suppression activities without notifying anyone in direct violation of policy and direction. Employee also operated a dozer in direct violation of the 18 situations that shout, "watch out" when involved in fire fighting activities.

**Charge(s):** Violation of Safety Policy.

**Proposed action:** Letter of Reprimand.

**Decision:** Letter of Reprimand.

\*\*\*

**04-04**

**Summary:** Employee failed to pass the Work Capacity Test, for an arduous Forest Service position.

**Charge(s):** Failure to Pass Work Capacity Test.

**Proposed action:** Termination

**Decision:** **Termination.**

\*\*\*

**04-05**

**Summary:** Employee failed to report for work and failed to contact any management official to explain the reasons for the absence.

**Charge(s):** Absence Without Approved Leave (AWOL)

**Proposed action:** Termination

**Decision:** **Termination**

\*\*\*

**04-06**

**Summary:** Employee failed to report to work in a timely manner after being counseled and warned on numerous occasions about tardiness and punctuality.

**Charge(s):** Absent Without Leave (AWOL)

**Proposed action:** Letter of Reprimand.

**Decision:** **Letter of Reprimand.**

\*\*\*

**04-07**

**Summary:** Employee's performance was considered unacceptable. Work accomplishments and duties were unacceptable.

**Charge(s):** Unacceptable Performance.

**Proposed action:** Termination

**Decision:** **Termination**

\*\*\*

**04-08**

**Summary:** Employee allegedly made inappropriate comments of a sexual nature in the presence of other employees. Discussions included conversations about female employees getting "passed around" or sleeping with members of the Hot Shot or Halftrack Crew and additional comments with other employees as to whether or not they have or have not or would sleep with female employees. An inquiry confirmed that allegations did in fact take place. Upon learning

of the conversations, the employees mentioned were highly offended and both indicated that they were pursuing action to put a stop to the behavior.

**Charge(s):** Inappropriate Comments of a Sexual Nature.

**Proposed action:** Termination

**Decision:** Termination  
\*\*\*

04-09

**Summary:** Employee failed to return to work and made no attempt to contact the supervisor or any other management official to indicate reasons for failure to report to work.

**Charge(s):** Absent Without Leave (AWOL)

**Proposed action:** Termination

**Decision:** Termination  
\*\*\*

04-10

**Summary:** Employee has not demonstrated the type of behavior during trial/probationary period that would warrant retention in the Federal service. Employee used inappropriate language toward a

supervisor and was reprimanded. Employee allegedly harassed a co-worker and was reprimanded. The allegations were substantiated in an investigation. Additional incidents were identified and substantiated in the investigation including employee's explicit descriptions of employee's personal sex life in front of other employees. Prior to the investigative report being analyzed a second report of sexual harassment arose. Upon inquiry, it was substantiated that employee did make inappropriate comments of a sexual nature regarding female crewmembers.

**Charge(s):** Inappropriate Comments of a Sexual Nature and Inappropriate Language.

**Proposed action:** Termination During Probationary Period.

**Decision:** Termination During Probationary period.  
\*\*\*

04-11

**Summary:** Employee failed to maintain the Basic Qualification (Class B Commercial Drivers License) for position. Employee had possession of an illegal drug on Government property while on duty. Employee used unprofessional language in a threatening and intimidating manner when caught operating a government

vehicle in an unsafe manner without a valid state drivers license. Employee also had possession of hardcore pornography in the workplace; was guilty of unauthorized use of the government travel card and conduct prejudicial to the best interests of the Forest Service.

**Charge(s):** Failure to Maintain a Basic Class B Drivers license.

Possession of an illegal drug (Marijuana) on Government Property while on duty.

AWOL

Use of Abusive and offensive language.

Operating a vehicle in an unsafe manner.

Possession of hardcore pornography.

Conduct prejudicial to the best interest of the Forest Service.

Failure to pay Just Debts in a timely manner.

**Proposed action:** Termination

**Decision:** **Termination**

\*\*\*

04-12

**Summary:** Employee used Government Credit Card for non-official purposes.

**Charge(s):** Inappropriate use of government credit card for non-official purposes.

**Proposed action:** 2-Day Suspension

**Decision:** **2-Day Suspension**

\*\*\*

04-13

**Summary:** As a result of a rollover accident, an investigative report indicated that employee failed or refused to observe and/or enforce Safety and Health regulations or to perform duties in a safe manner. Employee also failed or refused to wear safety protective equipment. Employee did not respond to proposal notice therefore, all charges were sustained.

**Charge(s):** Failure or refusal to observe and/or enforce Safety and Health regulations or to perform duties in a safe manner. Failure or refusal to wear required safety protective equipment.

**Proposed action:** 5-Day Suspension.

**Decision:** **5-Day Suspension.**

\*\*\*

#### 04-14 & 04-15

**Summary:** While traveling from state to state for a fire assignment, employee and one other crewmember exposed their bare butts out the window of the crew carrier to occupants of another Forest Service crew carrier.

**Charge(s):** Inappropriate Conduct of a Forest Service employee.

**Proposed action:** Letters of Reprimand.

**Decision(s):** Letter of Reprimand for both employees.

\*\*\*

#### 04-16

**Summary:** Employee was absent without leave (AWOL) and failed to provide requested medical documentation. Employee was given a timeframe to respond and chose not to.

**Charge(s):** Absent Without Leave.

**Proposed action:** Termination

**Decision:** Termination.

\*\*\*

#### 04-17

**Summary:** Employee failed to report for duty as scheduled. Employee admitted drinking until late the night before and was unable to report for work.

**Charge(s):** Absent without Leave (AWOL).

**Proposed action:** Letter of Reprimand.

**Decision:** Letter of Reprimand.

\*\*\*

#### 04-18 & 04-19

**Summary:** Employee and co-worker went to lunch at a local lodge. They returned to work approximately one-half hour late. When questioned as to their tardiness, it was observed that they smelled of alcohol, speech was slurred, and their eyes bloodshot. Employee was seen "dry heaving" and found asleep in the Engine Bay later. A call to the lodge revealed that they had not ordered food but numerous shots and beer. They were not sent back to the job site, as it was determined that they were impaired for duty. In addition to the AWOL offense, employees had a very poor attendance record.

**Charge(s):** AWOL, Reporting to work under the influence of alcohol.

**Proposed action:** Termination

**Decision:** **Termination**

\*\*\*

**04-20 & 04-21**

**Summary:** Employee and co-worker were cleaning barracks on last day at work prior to inspection. When the Supervisor went to check on the status, employees were found with a bottle of liquor and the smell of alcohol on their breath. This was unacceptable as they were in a duty status at the time. Employees had previously been counseled about showing up for work with hangovers, drinking after hours in travel status and alcohol in the barracks.

**Charge(s):** Being on duty under the influence of alcohol.

**Proposed action:** Termination

**Decision:** **Termination**

\*\*\*

**04-22**

**Summary:** Employee used the Government Credit card for Non-Official purposes.

**Charge(s):** Inappropriate Use of Government Credit Card for Non-Official purposes.

**Proposed action:** 2-Day Suspension.

**Decision:** **2-Day Suspension.**

\*\*\*

**04-23**

**Summary:** Employee failed to follow instruction, was confrontational and used inappropriate language. Employee denied rehire eligibility.

**Charge(s):** Inappropriate Conduct of a Forest Service employee, Failure to follow Supervisory Instruction.

**Proposed action:** Reprimand/No Rehire.

**Decision:** **Reprimand/No Rehire.**

\*\*\*

**04-24**

**Summary:** Employee submitted false invoices violating regulations.

**Charge(s):** Violating USDA Departmental Regulation 5013-6 (2000). Submission of False Invoices. Violation of Standards of Conduct for Federal Employees.

**Proposed action:** Termination

**Decision:** Termination.

\*\*\*

04-25

**Summary:** As an apprentice, employee is required to meet minimum qualification (29 CFR 29.5) to remain in the program. One of those minimum requirements is that employee must possess and maintain a valid State Drivers License. Employee's drivers license has been revoked during the entire probationary period. Therefore, employee failed to meet the minimum requirements of the program.

Employee failed to adhere to agency policy even after being warned numerous times. Employee continues to violate barracks policy and agency zero tolerance drug and alcohol policies. Employee removed during probationary period for not demonstrating the type of performance or conduct that would warrant continued employment.

**Charge(s):** Failure to maintain minimum qualifications required by position; and failure to follow Agency policy.

**Proposed action:** Termination During Probationary Period.

**Decision:** Termination During Probationary Period.

\*\*\*

04-26

**Summary:** Employee failed to ensure that a positive work environment existed for the twenty-person crew. As a result of the inattention to the responsibilities, serious work environment and safety violations occurred. Allegations of a non-positive work environment, and safety and health code violations were reported. Employee exhibited "explosive behavior."

**Charge(s):** Highly Improper Behavior. Failure to Observe Health and Safety Procedures. Exceeding Work-Rest Guidelines.

**Proposed action:** 7-Day Suspension.

**Decision:** 3-Day Suspension.

\*\*\*

04-27

**Summary:** On three separate occasions employee was observed driving too fast for road conditions. Employee was strongly cautioned immediately after each occurrence. After the third occurrence in a three-day period of time, employee

was replaced with another driver. Employee failed to follow up on a Title VI complaint as directed by employee's supervisor.

**Charge(s):** Unsafe Driving for the Conditions. Failure to Follow Supervisor's Direction.

**Proposed action:** 5-Day Suspension.

**Decision:** 5-Day Suspension.

\*\*\*

04-28

**Summary:** Employee failed to take prompt and appropriate action to correct inappropriate actions of the crew.

**Charge(s):** Inappropriate Conduct by a Supervisor.

**Proposed action:** Reprimand

**Decision:** Reprimand

\*\*\*

04-29

**Summary:** Employee talked to crew about a vacation at a resort. Employee talked about huts used for sex and an oral sex competition employee participated in. Description of vacation was sexually explicit and graphic creating an uncomfortable

work environment for the crew. Employee had no prior disciplines and was issued a notice of proposal for seven-day suspension. Employee was remorseful and had severe regrets over employee's actions. The seven-day suspension was mitigated to a letter of reprimand.

**Charge(s):** Engaging in inappropriate conversations of a sexual nature with subordinates.

**Proposed action:** Seven-Day Suspension.

**Decision:** Mitigated to a Letter of Reprimand.

\*\*\*

04-30

**Summary:** Employee received counseling and failed to correct behavior. Since counseling did not correct behavior, employee was issued three prior disciplines for similar offenses. Since those prior disciplines failed to correct behavior, employee was issued a proposed removal. During the employee's reply period, employee received a DUI while driving POV off duty and entered into treatment for alcohol abuse. Employee's position also required employee to maintain a valid driver's license. In the employee's reply, the employee requested to be placed on a

last chance agreement. The employee received a notice of decision sustaining the charges and removal from federal service. A last chance agreement was issued placing the employee on a 1-year probationary period. The removal is being held in abeyance pending a successful completion of the probationary period.

**Charge(s):** Failure to follow instructions, AWOL, submitting a timesheet with inaccurate information, neglect of duty, failure to collect campground fees, delay in carrying out duties, and disregard of supervisory authority.

**Proposed action:** Termination.

**Decision:** Held in Abeyance Pending Successful Completion of a Last Chance Agreement.

\*\*\*

04-31

**Summary:** Employee failed to comply with Letter of Direction after being reminded repeatedly. Employee failed to notify supervisor and was AWOL for several days.

**Charge(s):** Failure to Comply with Letter of Direction, Absence Without Official Leave (AWOL)

**Proposed action:** Letter of Reprimand

**Decision:** Letter of Reprimand

\*\*\*

04-32

**Summary:** Employee submitted a timesheet with inaccurate information. When confronted about the timesheet, employee removed the timesheet from the supervisor's office without permission. Employee failed to request leave and was absent without leave (AWOL).

**Charge(s):** Inaccurate recording of time and attendance. Removing documents from supervisor's office without permission. Failure to request leave (AWOL).

**Proposed action:** 14-Day Suspension

**Decision:** 5-Day Suspension.

\*\*\*

04-33

**Summary:** Employee used a government vehicle without permission to help another employee. The result of this unauthorized use ended with the vehicle sustaining considerable damage.

**Charge(s):** Use of Government owned vehicle for Non-Official purpose.

**Proposed action:** 7-Day Suspension.

**Decision:** 5-Day Suspension.

\*\*\*

04-34

**Summary:** Employee's departure from a mandatory 4-day training session was a deliberate act of Failure to follow instructions. Employee's government computer contained unauthorized pictures and documents. Employee's computer displayed inappropriate material of nude pictures of men and women. Employee made defamatory, malicious, and slanderous remarks towards fellow employees and supervisor.

**Charge(s):** Failure to Follow Instructions, Unauthorized Use of Government Property, Inappropriate Display of Offensive Material on Government computer, Use of slanderous, malicious and derogatory language towards employees and supervisors.

**Proposed action:** 30-Day Suspension.

**Decision:** 14-Day Suspension

\*\*\*

04-35

**Summary:** Employee counseled and cautioned about unauthorized absences. Employee absent without

leave and failed to provide medical evidence to support absence.

**Charge(s):** AWOL

**Proposed action:** Letter of Reprimand

**Decision:** Letter of Reprimand

\*\*\*

04-36

**Summary:** On the first day of employment, the employee was briefed about following proper safety procedures. Employee also received performance standards, which detailed that all projects would have proper documentation in place, such as a Job Hazard Analysis (JHA), before proceeding with the job. Employee refused to follow the Supervisor's instructions and follow safety procedures. Employee refused to prepare JHA's for numerous projects. Employee told Supervisor there was no need for a JHA for a project and employee replaced a light switch without turning off the electricity at the breaker. Employee was not licensed, certified, authorized or told to perform electrical work. Employee was notified on numerous occasions to provide the Supervisor with a daily diary of activities, but refused to do so. Employee received numerous counseling and also at the mid year

review when told performance was not at acceptable level. Employee was given two letters of caution for failure to follow directions. Both letters warned the employee that employee would be terminated if behavior wasn't corrected.

**Charge(s):** Employee was not performing at an acceptable level.

**Proposed action:** None

**Decision:** Termination During Probationary Period.

\*\*\*

04-37

**Summary:** Employee violated Agency policy as well as the Joint Apprentice Program rules when employee was found to have alcohol in the Academy living quarters. Employee was terminated from the Academy and returned to home unit. Employee removed from Federal Service. Employee failed to follow Agency policy, and supervisory direction. Employee has not demonstrated that continued employment would serve the efficiency of the service.

**Charge(s):** Failure to Adhere to Agency Policy.

**Proposed action:** Termination During Probationary Period.

**Decision:** Termination During Probationary Period.

\*\*\*

04-38

**Summary:** Employee repeatedly and intentionally used government computer to access and view an extensive amount of sexually explicit material. Employee was observed by supervisor looking at a naked woman on the computer, and was provided specific instructions not to use the computer for such inappropriate use. Despite the warning, on the following day, employee disregarded instructions and used the government computer to access an adult website. The record revealed over two thousand inappropriate images by accessing twenty-five adult web sites.

**Charge(s):** Inappropriate Use of a Forest Service Computer to View Material of a Sexual Nature. Viewing Sexual Material While on Duty. Failure to Follow Instructions.

**Proposed action:** 60-Day Suspension

**Decision:** 45-Day Suspension

\*\*\*

**04-39**

**Summary:** Employee was trained to know and should have known that placement of the RAWs is serious. Employee failed to follow instructions when employee placed the RAWs in a position where it would give erroneous readings which was seriously negligent and potentially costly.

**Charge(s):** Failure to Follow Instructions.

**Proposed action:** 10-Day Suspension

**Decision:** **3-Day Suspension**  
\*\*\*

**04-40**

**Summary:** The employee's eligibility for rehire was denied at the end of the 2003 field season for discourteous conduct. Throughout the season there had been occasional complaints from forest visitors, which were brought to the employee's attention without correction. The supervisor determined at the end of the season that the employee's conduct remained unchanged as complaints continued to be received from Forest visitors.

**Charge(s):** Discourteous Conduct.

**Proposed action:** N/A

**Decision:** **Rehire Denial.**  
\*\*\*

**04-41**

**Summary:** The employee was terminated during the probationary period for failing to demonstrate fitness for federal employment by continuing uncorrected unauthorized absences.

**Charge(s):** Failure to demonstrate fitness for Federal employment.

**Proposed action:** N/A

**Decision:** **Termination During Probationary Period.**  
\*\*\*

**04-42**

**Summary:** The employee entered an unauthorized absence status without contact with the Forest 2 weeks prior to the end of the field season. Since the seasonal layoff occurred during this period, the supervisor determined rehire denial was the only available sanction.

**Charge(s):** Unauthorized Absences.

**Proposed action:** N/A

**Decision:** **Rehire Denial.**  
\*\*\*

#### 04-43

**Summary:** Employee displayed a condom filled with mayonnaise and water pinned to a wall and a torn condom on the living room floor and on the television a makeshift dispenser consisting of a brown paper bag containing a box of condoms with individual condoms hanging in plain sight.

**Charge(s):** Sexual Misconduct at Government Furnished Quarters.

**Proposed action:** Termination

**Decision:** **Termination**  
\*\*\*

#### 04-44

**Summary:** Employee, as part of a plea agreement, pleads guilty to a Health and Safety Violation (HS 11360(A). Transportation of Marijuana, a felony. Employee holds a safety-sensitive position and is subject to the requirements of the Department of Transportation (DOT) drug and alcohol testing requirements.

Employee failed to provide accurate employment data, preventing the Agency from completing the required background investigation to determine suitability of employment or continued employment and to determine whether

employment may pose a risk to the Government.

**Charge(s):** Misconduct that resulted in a felony conviction, and Failure to submit accurate employment documents.

**Proposed action:** Termination.

**Decision:** **Termination.**  
\*\*\*

#### 04-45

**Summary:** Employee failed to pass the S-190 Basic Fire Behavior test at the 80% level on the first day of the Apprentice Academy as outlined in the letter.

**Charge(s):** Employee failed to meet Academic Standards of the Apprentice program.

**Proposed action:** Termination

**Decision:** **Termination**  
\*\*\*

#### 04-46

**Summary:** Results of a Misconduct Investigation revealed that employee took part in creating a hostile work environment for one female and made inappropriate comments of a sexual nature to two other female employees.

**Charge(s):** Creating a Hostile Work Environment, and Inappropriate Comments of a Sexual Nature.

**Proposed action:** Letter of Reprimand

**Decision:** Letter of Reprimand.

\*\*\*

04-47-04-51

**Summary:** Employees were issued letters of Warning for failure to report inappropriate display of visual material of a sexual nature within the Government-Furnished Housing. A condom filled with mayonnaise and water was found pinned to a wall in the living room. A torn condom was on the living room floor and on the makeshift television dispenser consisting of a brown paper bag containing a box of condoms with individual condoms hanging in plain sight. Employees had attended ethics and conduct training as part of their orientation and were provided copies of policy, procedures, and memos on what constitutes sexual harassment and what actions to take if they should witness sexual misconduct. Employees were subsequently terminated.

**Charge(s):** Failure to Report incident of Sexual Misconduct during

occupancy of Government furnished housing.

**Proposed action:** Letters of Warning were changed to Terminations.

**Decision:** Termination

\*\*\*

04-52

**Summary:** On two occasions employee was observed inattentive to duties. Employee was issued a written Letter of Direction and failed to follow the directions.

**Charge(s):** Inattention to Duty and Failure to Follow Written Direction.

**Proposed action:** Letter of Reprimand.

**Decision:** Letter of Reprimand.

\*\*\*

04-53

**Summary:** Employee directed by supervisor to correct two different pay periods when employee failed to enter sick or annual leave for nine hours and six hours respectively spent for personal business. Employee failed to provide proof that employee was at work and employee failed to correct the timecards. Employee

routinely did not record time accurately.

04-55 & 04-56

Employee consistently failed to follow instructions and complete assigned work.

**Summary:** Employees failed to pass the S-190 at the 80% level, a requirement to pass the final exam of Introduction to Wildland Fire Behavior, (S-190) at 80% or greater the first day of the Basic Academy. Apprentices who fail this exam are removed from the academy and Apprenticeship Program.

(1) A

**Charge(s):** Falsification of Records, Failure to Follow Instructions, Unacceptable Performance, and Conduct Prejudicial to the Best Interest of the Service.

**Charge(s):** Failure to Meet the National Wildland Firefighter Academy Academic Standards.

**Decision:** Termination During Probationary Period.

\*\*\*

**Decision:** Termination During Probationary Period.

\*\*\*

04-54

**Summary:** Employee used malicious, slanderous and derogatory language when speaking with the supervisor. Employee misrepresented facts in an official investigation.

04-57

**Summary:** Employee failed to adhere to the terms and conditions of the Last Chance Agreement.

**Charge(s):** Inappropriate language towards Supervisor, Misrepresentation and Falsification of facts in an official matter under investigation, and Failure to Follow Instructions.

**Charge(s):** Non-Compliance of Last Chance Agreement.

**Proposed action:** 14-Day Suspension

**Proposed action:** Termination

**Decision:** Letter of Reprimand.

\*\*\*

**Decision:** Termination.

\*\*\*

04-58

**Summary:** Employee did not report for work or contact supervisor to request approval. Employee was charged with 40 hours AWOL.

**Charge(s):** Unauthorized Absences.

**Proposed action:** Termination

**Decision:** **Termination.**

\*\*\*

04-59

**Summary:** Employee did not report for work or contact supervisor to request approval for an extended period of time. Employee charged with AWOL.

**Charge(s):** Unauthorized Absences.

**Proposed action:** Termination

**Decision:** **Termination.**

\*\*\*

04-60

**Summary:** On Government property employee cut up clothes belonging to another employee, scraped a decal off of a car belonging to another employee with a knife, broke a CD belonging to another employee and forcibly removed a ring from the finger of another employee. Employee

used inappropriate language in the Federal workplace.

**Charge(s):** Creating a disturbance in the workplace, Use of inappropriate language, Use of physical force.

**Proposed action:** 14-Day suspension.

**Decision:** **14-Day suspension.**

\*\*\*

04-61

**Summary:** While on fire assignments or in travel status, employee went to bars on 3 different occasions and reported to work late on each occasion.

**Charge(s):** Reporting to work late and unfit for duty.

**Proposed action:** Termination:

**Decision:** **Termination and Loss of Rehire Eligibility.**

\*\*\*

04-62

**Summary:** Employee requested approval of Leave Without Pay for personal reasons for two pay periods. Forest approved and then discovered that employee was working in private industry. Forest retracted approval and charged employee with AWOL.

**Charge(s):** Absent Without Approved Leave. (AWOL).

**Proposed action:** Letter of Reprimand.

**Decision:** Letter of Reprimand.

\*\*\*

04-63

**Summary:** Employee falsely claimed travel reimbursement for privately owned vehicle mileage when a government owned vehicle was actually used. The employee also claimed several full days of per diem reimbursement when only entitled to ¾ days for a total of 20 specifications. The employee used the government purchase Card to buy business cards from an unapproved source of supply on two separate occasions. The employee refused to follow supervisory instructions when told to locate missing PCMS receipts and to correct and validate missing information in their PCMS file.

**Charge(s):** Filing False Travel Claims, Unauthorized Use of Government Credit Card, Refusing Directions.

**Proposed action:** Termination

**Decision:** Termination.

04-64

**Summary:** Employee was arrested and charged with possession and being under the influence of Methamphetamine. Employee was restricted, under probation, from leaving the county of residence and was therefore, unable to attend the Advanced Apprentice Academy, a required training component of the position held. Employee was terminated for off duty conduct prejudicial to the best interests of the service.

**Charge(s):** Conduct Prejudicial to the Forest Service.

**Proposed Action:** N/A

**Decision:** Termination During Probationary Period.

\*\*\*

Statistics Report for Disciplinary And Adverse Action Digest Submissions  
**Part 1 FY 2004, prepared March 31, 2004**

There are a total of 64 actions for Part 1 FY 2004 Disciplinary and Adverse Action Digest covering the reporting period of October 1, 2003 – March 31, 2004. This report reflects only those actions that were submitted to the Program Manager.

Lake Tahoe National Forest reported that there were no disciplinary actions, and the Los Padres and the Reinvention Lab reported none for this reporting period.

The Disciplinary and Adverse Action Digest is a provision of the R5 Women's Settlement Agreement. The Washington Office and the Union have approved the Digest in its current format.

• Actions by Unit:

Angeles	2	Plumas	13
Cleveland	4	San Bernardino	3
Eldorado	3	Sequoia	5
Inyo	3	Shasta-Trinity	2
Klamath	1	Sierra	2
LTBMU	0	Six Rivers	3
Lassen	12	Stanislaus	2
Los Padres	0	Tahoe	0
Mendocino	1	Regional Office	4
Modoc	3	Reinvention Lab	0
Northern Operations	1		

Distribution of Actions by Ethnicity:

A - American Indian or Native Alaskan

B - Asian or Pacific Islander 3

C - African American 5

D – Hispanic 2

E – Caucasian 52

Unknown 2

- Distribution of Actions by Gender:

Male	53	Female	11
------	----	--------	----

- Distribution of Actions Taken Against:

Supervisor	4	Non-super	60
------------	---	-----------	----

- Distribution by Appointment Type:

Permanent	30		
Temporary	29	Excepted	5

- Actions Break Out as Follows:

Falsification of Employment Documents	4
Employee resigned in lieu of termination	1
Letters of Reprimand	15
Failed Work Capacity Test	1
Terminations	34
Suspensions	11
Inappropriate Conduct	6
Failure to follow instructions	7
Rehire Denial	2
Non Compliance of Last Chance Agreement	1

- Termination actions are usually temporary or probationary employees
- 9 of the Terminations involved sexual harassment
- 4 of the Reprimands involved sexual harassment
- 2 Suspension involved offensive conduct (computer pictures)

**G.2. Disciplinary and Adverse Action Digest, April 04 – June 04** \_\_\_\_\_

# USDA Forest Service

## Pacific Southwest Region 5

### Disciplinary and Adverse Action Digest

2004

April 1 – June 30

#### 04-65-04-66

**Summary:** Employees failed to pass the final exam of S-190 at 80%, a prerequisite course for attendance at the Basic Academy.

**Charge(s):** Failed to pass S-190 at the 80% level.

**Proposed action:** N/A

**Decision:** Termination During Probationary Period.

#### 04-67

**Summary:** Employee was removed from the worksite by local law enforcement officials on February 3, 2004 due to a violation of probation. Employee has been absent from work since that date.

**Charge(s):** AWOL

**Proposed action:** N/A

**Decision:** Termination During Probationary Period.

#### 04-68

**Summary:** Employee disregarded barracks policy by staying the night in female barracks. Employee had been provided specifics on appropriate conduct regarding barracks and disregarded that direction.

Employee had two vehicle accidents, which were preventable. One of them resulted in damage to a private party vehicle as well as significant damages to the Forest Service vehicle and personal injury to the driver, which resulted in hospital treatment.

**Charge(s):** Failure to follow instruction and failure to perform duties in a safe manner.

**Proposed action:** 14-Day Suspension

**Decision:** 14-Day Suspension:

04-69

**Summary:** Employee knew that members of the road crew used Government vehicles and chainsaw to cut wood for personal use, and allowed removal of firewood cut by road labor crew and then hauled to residences of crewmembers.

**Charge(s):** Conduct prejudicial to the best interest of the Government, Fiscal irregularities.

**Proposed action:** Removal

**Decision:** Removal

04-70

**Summary:** Employee failed to comply with Letter of Direction. On several occasions employee failed to notify supervisor to request sick leave as instructed even after being repeatedly reminded of the requirement.

**Charge(s):** Failure to comply with Letter of Direction, and Absence Without Official Leave (AWOL).

**Proposed action:** 5-Day Suspension

**Decision:** 3-Day Suspension.

04-71

**Summary:** Employee used Government owned vehicle and chainsaw to cut wood for personal use and was liable for unauthorized removal of firewood hauled to his personal residence.

**Charge(s):** Conduct prejudicial to the best interest of the Government, Fiscal irregularities.

**Proposed action:** Removal

**Decision:** Removal.

**04-72**

**Summary:** Employee in a lead position made statements of a sexual and was witnessed by other employees.

**Charge(s):** Use of Inappropriate language.

**Proposed action:** 14-Day Suspension

**Decision:** 10-Day Suspension

**04-73**

**Summary:** Employee failed to follow a direct order, used offensive language toward a coworker and was disrespectful while using threatening behavior toward the supervisor. Employee agreed to a Last Chance Agreement (LCA) and removal was held in abeyance pending successful completion of the terms of the LCA.

**Charge(s):** Failure to Follow a Direct Order, Use of Offensive Language toward a Co-worker, and Disrespectful and threatening Behavior toward the Supervisor.

**Proposed action:** Removal

**Decision:** Last Chance Agreement

**04-74**

**Summary:** During the months of December and January, employee made 9 cash advances from ATMs using a government credit card while not in travel status or on official business.

**Charge(s):** Misuse of Government Credit Card.

**Proposed action:** N/A

**Decision:** Letter of Reprimand

#### 04-75

**Summary:** During the months of December and January, employee made 57 local charges to supermarkets, restaurants, and gasoline stations while not in travel status or on official business.

**Charge(s):** Misuse of Government Credit Card.

**Proposed action:** N/A

**Decision:** Letter of Reprimand.

#### 04-76

**Summary:** Employee failed to comply with terms and conditions of a Last Chance Agreement by using and possessing illegal drugs evidenced by a positive drug test result and driving with a blood alcohol level, which far exceeded the LC Agreement's specification of reporting to duty with a blood alcohol level above .02.

**Charge(s):** Employee is expected to perform non-safety sensitive duties in the interim (while completing the rehabilitation program). Employee agrees that if results of any drug tests described in clause #2, or any other drug test are verified as positive for the use of an illegal drug, employee's removal will be effected. Employee agrees to refrain from use or possession of illegal drugs and from reporting to duty with a blood alcohol level above .02.

**Proposed action:** Removal

**Decision:** Removal

**04-77**

**Summary:** Employee terminated during probationary period for failure to follow Leave Request procedures and being absence without leave (AWOL). Employee's conduct during the probationary period failed to demonstrate fitness for continued employment.

**Charge(s):** Failure to Follow Leave Request procedures and AWOL.

**Proposed action:** N/A

**Decision:** Termination During Probationary Period.

**04-78**

**Summary:** Employee didn't follow directions regarding requesting Leave Without Pay (LWOP) for several pay periods and did not report to work.

**Charge(s):** Absent Without Approved Leave (AWOL).

**Proposed action:** Reprimand

**Decision:** Reprimand.

**04-79**

**Summary:** Employee found to drive on the right half of the roadway, a violation of Vehicle Code 21650; and for traveling at an unsafe speed for the condition of the roadway, a violation of Vehicle Code 22350 and for causing a vehicle accident resulting in major damage to a Forest Service vehicle and substantial damage to a chip truck.

**Charge(s):** Negligence

**Proposed action:** Reprimand

**Decision:** Reprimand

**04-80**

**Summary:** Employee demonstrated a chronic pattern of tardiness, absenteeism, and absence without leave (AWOL). Employee was unable to perform basic duties in firefighting when physically fit to do so, due to absenteeism and tardiness.

**Charge(s):** (AWOL)

**Proposed action:** N/A

**Decision:** Termination During Probationary Period.

**04-81**

**Summary:** Employee Absent Without Leave (AWOL) on several occasions, and failed to contact the supervisor to request leave. Employee contacted and promised to report to work. Again, employee failed to show up or contact the supervisor.

**Charge(s):** AWOL

**Proposed action:** N/A

**Decision:** Termination

**04-82**

**Summary:** Employee absent without approved leave on several occasions.

**Charge(s):** AWOL

**Proposed action:** Reprimand

**Decision:** Reprimand

### 04-83

**Summary:** Employee failed to successfully pass the S-190 exam with an acceptable score.

**Charge(s)** Failure to pass S-190 Basic Fire Behavior.

**Proposed action:** Removal

**Decision:** Removal

### 04-84

**Summary:** Employee forwarded two inappropriate emails on Government computers. Email contained eight attachments that when opened showed a simulated billboard containing sexual and/or potentially offensive innuendo or inappropriate phrases.

**Charge(s):** Inappropriate use of email and Government equipment.

**Proposed action:** Reprimand

**Decision:** Reprimand

### 04-85

**Summary:** Employee was hired to work at a Fee Demo site (joint venture between Forest Service and Park Service) at the entrance gate. Employee was confrontational to co-workers, was difficult to supervise, and was not able to provide courteous and reliable visitor information service to the public. Employee did not have effective skills to be able to work well with others including the public in a high visibility position.

**Charge(s):** Unprofessional, disruptive and rude behavior, which adversely affected the agency.

**Proposed action:** Termination

**Decision:** Termination

**04-86**

**Summary:** Employee was attending a BBQ and drinking alcohol on Government premises when employee participated in an altercation with another temporary employee. Employee struck another employee in the face alleging that he was attempting to defend himself.

**Charge(s):** Inappropriate conduct.

**Proposed action:** Reprimand

**Decision:** Reprimand

**04-87**

**Summary:** Employee employed under the Student Temporary Employment Program (STEP). Students must maintain at least a 2.0 grade point average (gpa) to remain in the program.

**Charge(s):** Employee Failed to maintain the gpa requirement of the program.

**Proposed action:** Removal

**Decision:** Removal

**04-88**

**Summary:** Employee under terms of parole agreement was terminated during probationary period for use of an illegal drug (cocaine) as evidenced by a positive drug test.

**Charge(s):** Illegal drug use and conduct contrary to the efficiency of the service.

**Proposed action:** N/A

**Decision:** Termination During Trial Period.

04-89

**Summary:** Employee failed the Work Capacity Test (WCT or Pack Test) a condition of employment.

**Charge(s):** Employee failed to meet minimum requirements of the conditions of employment.

**Proposed action:** N/A

**Decision:** Termination During Probationary Period.

\*\*\*\*\*

Statistics Report for Disciplinary And Adverse Action Digest Submissions  
**Prepared June 30, 2004**

There are a total of 25 actions for the Disciplinary and Adverse Action Digest covering the reporting period of April 1, 2004 – June 30, 2004. This report reflects only those actions that were submitted to the Program Manager.

The Disciplinary and Adverse Action Digest is a provision of the R5 Women's Settlement Agreement. The Union approved the new format of the AAD.

• Actions by Unit:

Angeles	1	Plumas	4
Cleveland	0	San Bernardino	0
Eldorado	0	Sequoia	2
Inyo	0	Shasta-Trinity	0
Klamath	5	Sierra	1
LTBMU	2	Six Rivers	0
Lassen	5	Stanislaus	1
Los Padres	2	Tahoe	0
Mendocino	1	Regional Office	1
Modoc	0	Reinvention Lab	0
Northern Operations			

Distribution of Actions by Ethnicity:

A - American Indian or Native Alaskan	1
B - Asian or Pacific Islander	2
C - African American	1
D – Hispanic	5
E – Caucasian	16

- Distribution of Actions by Gender:

Male	18	Female	7
------	----	--------	---

- Distribution of Actions Taken Against:

Supervisor	1	Non-super	24
------------	---	-----------	----

- Distribution by Appointment Type:

Permanent	13		
Temporary	11	Excepted	1

- Actions Break Out as Follows:

Negligence		1
Letters of Reprimand		7
Terminations During Probation		7
Termination		4
Removals		4
Conduct Prejudicial to the Government		6
Suspensions		3
Inappropriate Conduct		3
Failure to follow instructions		3
Rehire Denial	1	
Failure to Perform Duties in Safe Manner		1
Last Chance Agreement		1
Misuse of Government Credit Card		2

- Termination actions are usually temporary or probationary employees
- 1 of the Reprimands involved sexual harassment
- 1 Suspension involved Inappropriate Language of a Sexual Nature.

## **APPENDIX H: WOMEN'S CONFERENCE**

### **H.1. Women's Conference Planning Report as of June 30, 2004**

#### **2004 Conference Planning Report as of June 30, 2004**

##### **Integrating Input from Previous Conferences and Building on Successes**

The format and design for the 2004 Conference was developed based on analysis of evaluations from the 2002 and 2003 Conferences, and discussions with the MC, Civil Rights, and the 2003 Conference planning team. In May 2004, the Conference Coordinator reviewed evaluations and surveys from the 2003 Women's Conference to ensure that survey findings and employees' comments were incorporated into 2004 Conference planning. Specifically, some participants requested that the 2004 Women's Conference offer health/nutrition workshops. The Conference Coordinator responded to this request and added a "Healthy Body/Healthy Mind" conference track for 2004, which will feature a variety of health, nutrition, and stress management workshops. Based on positive feedback received after the 2003 conference, the Regional Leadership Team will continue to hold their concurrent meeting at the 2004 Conference to allow leadership to participate and interact with regional employees for the second year in a row. In response to the Class Representatives' request, Region 5 is also creating workshops for 2004 that will allow employees from similar professional fields to meet, discuss, and share information and issues relating to their field(s). 2003 Conference evaluations indicated that participants felt that the registration process for 2003 was frustrating and difficult. To address this concern, the Conference Coordinator selected an online registration contractor that will streamline the registration process and make it more user-friendly.

##### **Conference Logistics**

The Procurement Unit Leader reserved 12 breakout rooms and one general session room at the Sheraton Grand Hotel, and three meeting rooms at the Convention Center located across the street from the hotel. In addition, a block of 300 sleeping rooms was reserved. Based on an analysis of Conference attendance over the past two years, the Conference Planning Team feels that these quantities of sleeping rooms and meeting space are adequate.

All regional employees have been invited to the Conference via a "Save the Date" e-mail informing them of the date, time, location, and basic conference details. A website was created to provide similar information: [www.fs.fed.us/r5/womens-conference](http://www.fs.fed.us/r5/womens-conference).

##### **Conference Registration**

The 2004 conference registration process has been simplified and made more user-friendly in response to feedback received from 2003 participants. Employees will be able to register for the Conference, choose workshops, or change their schedule through an online registration contractor at any time of the day or night, from any computer with an Internet connection.

### **Employee Resource Group Participation**

On June 21, 2004, the regional ERGs were asked to contribute ideas on speakers and workshops for the Conference, to participate in the Information Expo with booths and/or exhibits, and to host one of the evening social hours, if possible.

### **Speaker/Presenter Diversity**

In response to concerns raised by the Class Representative about the lack of diversity of speakers at the 2003 conference, the Conference Coordinator is making every practical effort to ensure that Conference speakers and workshop presenters are a diverse group. Civil Rights is involved in the Conference planning process and is assisting with ensuring that Region 5 has a diverse cadre of speakers. Civil Rights have provided lists of diverse speakers, and the Conference Coordinator contacted several people on those lists.

### **Keynote and Plenary Speakers Selected**

Robin Gerber, author of "Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage," will be the keynote speaker for the 2004 Conference. In addition, Gloria Brown, new forest supervisor on the Los Padres National Forest, will be one of three plenary luncheon speakers.

### **Workshops & Breakout Sessions**

There will be four tracks of workshops at this year's Conference: (1) Life/Career Skills, (2) Interpersonal Communication, (3) Healthy Body/Healthy Mind, and (4) Education/Professional Development. To date, 35 workshop presenters have been contacted and 16 proposals have been solicited. Tracks 1 through 3 will feature three-hour workshops. Track 4 will feature a variety of workshop choices: one-hour presentations by employees, basic facilitation, an ICS I-100 class for which employees can receive a certificate of completion, as well as professional networking groups. A "Call for Papers" was sent to all Regional employees in May 2004 to request submission of papers and/or presentation topics for the Track 4 workshop series. Employees whose proposals are accepted will have their travel/per diem paid for by the Conference.

### **Evening Socials and Networking Opportunities Planned**

The Fiddlin' Foresters, a Forest Service string band that interprets the history of the Forest Service and natural resources management through old time music, will kick off the Conference and tie in the national Centennial theme -- a look at where we have been so we can better see where we're going. The Fiddlin' Foresters will also play music during the Tuesday evening social hour.

The second evening of the Conference will, for the second year in a row, feature the Information Expo and a concurrent social hour. All employees have been invited to host a booth and/or exhibit at the Expo to share their work or special projects.

## APPENDIX I: POSITIVE INCENTIVES AND CIVIL RIGHTS PERFORMANCE

### I.1. Positive Awards Program and Region 5 Civil Rights Awards

#### REGION 5 CIVIL RIGHTS POSITIVE INCENTIVES PERFORMANCE AWARDS PROGRAM

The Civil Rights Positive Incentives Performance Awards Program has been established in compliance with the Women's Settlement Agreement, Section 17 provision, to provide incentives to employees who perform exceptionally in the civil rights components of their duties and to take into consideration the civil rights performance records of employees who seek promotion or advancement. Under the program, two types of awards may be granted: 1) Region 5 Positive Incentive Award, and 2) Region 5 Civil Rights Award.

#### 1. REGION 5 POSITIVE INCENTIVES AWARD

An employee or group of employees who exemplify accomplishments in the civil rights arena may be granted immediate recognition through the R5 Positive Incentive Award using the criteria and procedures in the USDA Guide for Employee Recognition. A monetary award of up to \$500 may be granted.

##### ELIGIBILITY

All Forest Service employees are eligible. Enrollees in senior, youth, and volunteer programs may be recognized with non-monetary awards only under the R5 Positive Incentives Award.

##### NOMINATION CRITERIA:

Managers are responsible for ensuring incentive awards are specifically linked to positive civil rights performance, actions, and contributions. Employees are encouraged to nominate other employees. Incentive awards may be honorary (non-monetary), monetary, time-off, or a combination, given for a contribution that results in tangible or intangible benefits to the forest service. For guidance use "*USDA Guide for Employee Recognition*" found at [www.usda.gov/da/employ/recog.htm](http://www.usda.gov/da/employ/recog.htm).

##### Examples of activities for which an individual or group could be recognized are:

- One-time, non-recurring civil rights accomplishment, which has involved overcoming a specific difficulty; exemplary accomplishment on a specific project; or exemplary handling of an emergency situation.

- Outstanding achievements, by an individual or group of employees, which have helped further the Forest Service commitment to civil rights by working with diverse communities to ensure positive partnerships.
- An individual or group achievement in providing unusual customer service or improving the delivery of customer service to a multi-cultural population.
- Improvement or streamlining of a civil rights program or process; enhancement of a service, product, or initiative that improves staff productivity or morale; or creative resolution of diversity barriers.
- Demonstration of exceptional performance by supervisors/managers in the management of their operation and promotion of civil rights efforts.

#### **NOMINATION TIMEFRAMES:**

MARCH 2004	PROGRAM COMMENCES
ON GOING	NOMINATIONS SUBMITTED TO NOMINEE'S SUPERVISOR FOR REVIEW AND DECISION. EMPLOYEE'S SUPERVISOR COORDINATES WITH FCRO OR RO CRO IN PROCESSING THE AWARD.
APRIL & OCTOBER	UNIT AND RO SEMI-ANNUAL REPORT OF ALL AWARDS GRANTED DUE TO RO CR STAFF

#### **NOMINATION PROCEDURES:**

All employees are encouraged to submit nominations anytime during the year. An employee may nominate his/her peer(s) by completing the nomination form (Attachment 1) and submitting it to his/her immediate supervisor. The supervisor determines whether an award is appropriate. An award may also be initiated by a supervisor. Awards will be presented by management in a timely manner and shall be in accordance with Article 17.3 of the Master Agreement. Awards will also be annotated in the individual's annual performance appraisal.

Forest Civil Rights Officers (FCRO's) and RO Civil Rights Officer (ROCRO) will monitor and market the Civil Rights Positive Incentives Award Program for their unit. All awards (monetary/non-monetary) will be reported to the FCRO/ROCRO (employee name, what activity prompted the nomination, and type of award). The FCRO/ROCRO will annotate award activity in the Forest Supervisor's or Associate Regional Forester's Performance Review.

## 2. REGION 5 CIVIL RIGHTS AWARD

Individuals or a group who perform exceptionally in the Civil Rights components of their duties during the fiscal year that merit Region-wide recognition will be recognized through the annual Region 5 Civil Rights Award.

A monetary award of up to \$2,000, funded by the Regional Office, will be granted in each of two categories, supervisory and non-supervisory.

### **ELIGIBILITY**

Permanent and temporary Forest Service employees including Student Temporary Employment Program (STEP) and Student Career Experience Program (SCEP) employees are eligible to be nominated as individuals or a group as appropriate. Volunteers and Senior Community Service Enrollees Program (SCSEP) are **not** eligible for nomination.

### **NOMINATION CRITERIA:**

The nominated activity must have been accomplished during the fiscal year. Nominations will be evaluated using the following criteria.

- a) Significance of contribution
- b) Innovation
- c) Broad application of program/concept
- d) Personal commitment, and
- e) Service to Forest Service publics

The nominee may qualify for the award by demonstrating one or more of the following:

- Exhibits Civil Rights leadership as an active proponent for Civil Rights Programs
- Models inclusive behavior and fosters a work environment that ensures mutual respect for all.
- Supports the "Toward a Multicultural Organization" Plan by active involvement in any of the following program goals:
  - Leadership and Accountability: Promote diversity at all levels of the organization
  - Outreach, Recruitment, and Retention: Recruit and retain a diverse workforce
  - Work Environment: Promote an innovative, creative work environment
  - Community Outreach and Acceptance: Promote acceptance of diverse workforce
  - Valuing diversity: Value, understand, and effectively manage workplace diversity
  - Commitment to the civil rights program
  - Promotes the engagement of underserved and diverse communities and populations in Forest Service decisions, programs and services
  - Provides innovations that facilitate compliance with program delivery regulations or improve the delivery of programs and services to diverse populations

### **NOMINATION PROCEDURES:**

The Regional Civil Rights Office will initiate an award nomination call letter in late August or early September.

**Units are encouraged to publicize the award process at employee orientation and all employee meetings.**

**A completed R5 Civil Rights Award Nomination Form (Attachment 2) should be submitted to the employee's supervisor for review and submission to the appropriate Forest Supervisor or RO Staff Director.**

**A plaque and monetary award will be presented in person to the winners by a member of the RO/CR Staff, unit Forest Supervisor or RO Staff Director, and Forest/RO Civil Rights Officer.**

### **NOMINATION TIMEFRAMES:**

- |              |   |
|--------------|---|
| AUGUST 15    | RO CR INITIATES A CALL LETTER FROM THE REGIONAL FORESTER ADDRESSED TO FOREST SUPERVISORS AND RO DIRECTORS |
| SEPTEMBER 15 | NOMINATIONS DUE TO EMPLOYEES' SUPERVISOR FOR REVIEW AND SUBMISSION TO THE APPROPRIATE FOREST SUPERVISOR   |
| OCTOBER 15   | UNIT NOMINATIONS DUE TO RO CR STAFF FOR REVIEW AND AWARD RECOMMENDATION TO THE RF                         |

\*Attachments are not included in the 5<sup>th</sup> Semi-Annual Report