How to further cultural change in East Sussex Fire and Rescue Service in order to capitalise on the positive benefits of diversity.

Name: MICHAEL FEATHER

Date: 01/04/09

Word Count: 8334

I hereby declare that this Management Research Report I have submitted for assessment is my own work.

Signed: [Signature]
CONTENTS PAGE

1. Executive Summary  Page 4

2. Introduction  Page 5-6

3. Identification of the Topic  Page 7

4. Aims  Page 8-9

5. Literature Review  Page 10-14

6. Methodology  Page 15-18

7. Analysis - Critical discussion  Page 19-28

8. Conclusions  Page 29-30

9. Recommendations  Page 31-39

10. Reflective Statement  Page 40-41

11. References/Bibliography  Page 42-45

12. Websites  Page 46
13. Appendices

**Appendix One**  
Page 47  
‘The Rescue’ Millais painting  
‘Saved’ Charles Vigor painting

**Appendix Two**  
Page 48  
Paragraph from CPA 2005 report  
Paragraph from CLG report  
Paragraph from Thematic Review 1999

**Appendix Three**  
Page 49  
Diversity Scorecard  
Diversity Excellence Model

**Appendix Four**  
Page 50  
Transition curve J Fisher  
Betari’s Box

**Appendix Five**  
Page 51  
Ladder of Inference  
CIPD Partnership Model

**Appendix Six**  
Page 52  
The Thinking Environment

**Appendix Seven**  
Page 53  
The Cultural Web -Johnson & Scholes  
The 7 ‘S’ Model by McKinsey

**Appendix Eight**  
Page 54  
Boundary examination  
Force field Analysis  
Fishbone diagram  
SWOT Analysis

**Appendix Nine**  
Page 58-60  
Questionnaire - Quantative data

**Appendix Ten**  
Page 61-68  
Questionnaire - Qualitative data

14. Glossary  
Page 69-71
EXECUTIVE SUMMARY

This report aims to explain how the positive benefits of diversity in organisations, specifically the National Fire and Rescue Service can improve cultures and improve service delivery.

Diversity and diversity management play a key role if the National Fire and Rescue Service want to meet government-led targets and more importantly be an ‘employer of choice’ for potential and existing employees.

The change management process to embed diversity into a culture which is, it could be argued, unwilling to change is particularly difficult for a public service which has to change to meet the needs of increasingly more diverse communities.

National and local research was conducted to establish the gaps between historic recommendations and current working practices and to identify what barriers exist that delay the progress and implementation of these recommendations.

The conclusions were drawn from both national and local sources which include staff surveys, reports and questionnaires that highlight areas of improvement that East Sussex Fire and Rescue Service need to progress in order to capitalise on the benefits of diversity.

Although there has been progress in many areas, there are five key areas where further improvements are needed in order to embed diversity successfully which are:-

1. Managing Diversity
2. Behaviours and Attitudes
3. Leadership and Power
4. Communications
5. Learning

The recommendations from this report will be implemented and included in the current diversity action plans for the next 3 years.

Failure to adopt these recommendations will only serve to perpetuate the ‘target-driven, lip-service’ and short-term view of diversity and delay the long-term positive benefits that the organisation can achieve with diversity where difference is valued and where service delivery improvements are made.
INTRODUCTION

East Sussex Fire and Rescue Service (ESFRS) serves a population of approximately 750,000 within the constituent authorities of Brighton & Hove City Council and East Sussex County Council. Its aim is to prevent fires and other life threatening incidents occurring. ESFRS provides proactive community safety advice, support and training to the public to achieve this aim whilst working with partner agencies to improve general public safety.

East Sussex Fire Authority is the political body that oversees the activity of ESFRS. The Fire Authority is made up of Councillors from both Brighton & Hove City Council and East Sussex County Council. ESFRS is managed by the Corporate Management Team, consisting of 9 members, who meet to discuss strategic and policy issues and to monitor and determine service and financial plans into the future.

East Sussex Fire and Rescue Services are delivered through 24 fire stations throughout the county, a training centre and service headquarters in Eastbourne. There are approximately 1000 employees\(^1\) including over 700 firefighters (operational staff) and 150 support staff (non-operational staff) who provide core services such as finance, information technology, occupational health, human resources and training. There are also mobilising and communications centre personnel who receive emergency calls and specialist staff who provide community fire safety, arson reduction and legislative fire safety to the public and businesses.

The Fire Service nationally is undergoing enormous change, which is focusing on modernising the Service. Modernisation can be described as the process of continuing development that moves towards greater efficiency and effectiveness. A radical reform of working practices was recommended in the Bain report (Bain 2002) and an in depth appraisal of equality in the Fire Service was highlighted in the Bucke report (Bucke 1994). These reports have focused on the modernisation of the Fire service but do not take into account the embedded culture which exists and do not provide a clear methodology which will successfully embed cultural change and therefore capitalise on the benefits of diversity. In addition to this, national reports such as the public spending review (Gershon 2006) and a review of long term skill needs in the UK (Leitch 2006) have also highlighted the need for modernisation of the fire service regarding spending efficiency and developing the skills of staff.

Organisational culture comprises of staff, management, history, public perception and the values and beliefs of an organisation. The organisational culture at ESFRS is very complex comprising of both operational and non-operational staff sometimes creating a ‘them and us’ atmosphere. The findings of a focus group discussion held in 2004 stated that support staff were treated as second class, with many senior managers dismissing their knowledge and experience because they did not wear a uniform. However, there are also multiple subcultures, with distinct ideologies, cultural forms and behaviours, embedded within the

\(^1\) Full organisational structure can be found at www.esfrs.org
organisation. A sub culture is a group of people with a culture which differentiates them from the larger culture to which they belong. Some sub cultures can be counter productive to change, particularly if it is systematically opposed to the dominant culture of the organisation. There have been further sub-cultures created through the change process, operational staff employed by the fire service for up to 30 years and are comfortable with the militaristic styles of management are not only struggling to come to terms with new styles of management but also facing the challenge of working with other operational staff who have had other careers outside of the uniformed services. Uniformed managers have also struggled with moving away from this militaristic management style when they are managing and dealing with support staff. This may be appropriate at operational incidents but is thoroughly inappropriate in an office-based environment. Non-operational staff can also create their own subcultures by making integration impossible for newer members of a team. This is where change management has to succeed by developing ways to integrate staff into teams.

It could be argued that the hierarchical and autocratic management style, a history of rituals, tradition and ceremonies only perpetuate this and create a cultural rift that will never be easy to bridge. There is a widely held public perception\(^2\) (*See Appendix One*) that all firefighters are big, strong, white males and this is only reinforced by the fact that the majority of operational firefighters, senior managers and members of the Fire Authority are all predominantly white males. This is a further cultural hurdle in a Fire Service which is trying to represent and serve its diverse community.

The majority of the workforce are operational firefighters who work in watches (small teams) and their relationships with each other are bound with trust, honesty and camaraderie. Many staff feel threatened by change which includes diversity and this can lead to a severe mistrust and fear of management. Staff who are convinced that organisational change in the Fire Service is a positive way forward are sometimes challenged by their peer groups and can become isolated. However, changing the people within an organisation will be key in changing the beliefs and attitudes of an organisation. (Williams, Dobson, and Walters 1989).

The widely held belief by many staff that there is a ‘blame culture’ in the service is possibly a direct result of the organisation traditionally being a disciplined, militaristic uniformed service. The challenging juxtaposition of creating a value-centred culture embedded with equality and diversity while maintaining discipline and standards will never be an easy concept to organise in a historically uniformed and disciplined service. From a regional and national perspective the male dominated culture perpetuates a competitive relationship with all other Fire and Rescue Services.

\(^2\) Stereotyping emphasised by historic paintings such as ‘The Rescue’ by Millais and ‘Saved’ by Charles Vigor both portraying Victorian Firemen rescuing children from a fire.
IDENTIFICATION OF THE TOPIC

“The way we do things around here” (Deal and Kennedy 1982) is a very simplified definition of organisational culture but is usually described as the attitudes, beliefs and values of an organisation.

There have been numerous independent and Government led reports and publications produced relating to the modernisation of the Fire Service, many of which highlight that cultural issues are a barrier to bringing the National Fire Service into the 21st century.

ESFRS' Comprehensive Performance Assessment (CPA 2005) underlined that cultural change is one of the ‘most challenging aspects of modernisation’ *(See Appendix Two)*. This topic was chosen to address specifically the cultural change difficulties being faced by ESFRS.

In a speech by Angela Smith MP (then Minister for Fire) on 24th May 2007 she stated, ‘There is no doubt that the Fire and Rescue Service has made progress in terms of recognising the needs of our diverse communities on the service delivery side. But so far it has been less successful in creating a workforce that really reflects the diversity of those communities in itself.’

The implications of embedding a successful cultural change and capitalising on the positive benefits of diversity are far reaching and include:

- A more diverse workforce which represents the community that it serves.
- A limited risk of litigation from staff relating to discrimination.
- A workforce with a positive morale and who are able to “be who they are” rather than conforming to the organisational “norms”.
- Making ESFRS an employer of choice that attracts the best people for jobs.
- Changing the public’s perception of the Fire Service.
- Increasing the organisation’s performance including the Equality Standard for Local Government (ESLG) now the Equality Framework for Local Government (EFLG), CPA result, Best Value Performance Indicators and national benchmarks.

Conversely, the implications of not successfully embedding cultural change include:

- A workforce that does not reflect the community that it serves.
- A risk of litigation and tribunal cases from staff who have been discriminated against in the workplace.
- A workforce with low self-esteem and low morale who conform to the “norms” of the organisation.
- Sustaining a public perception of the Fire Service as being a “male only” organisation.
- ESFRS' performance lowering and an inability to achieve targets and strategic goals and objectives.
AIMS

The overall aim of this report is to identify the cultural changes needed at ESFRS in order to capitalise on the positive benefits of diversity. The dictionary definition of diversity is the state of being diverse or different which goes beyond equality where individuals want to be treated equally. Diversity therefore means valuing difference and treating individuals according to their individual needs.

This will involve a three-stage approach in line with Lewin's (1951) model of change management as follows:-

- What is the culture at ESFRS?
- How is cultural change being addressed both nationally and locally?
- What needs to be done to further embed cultural change at ESFRS?

The objectives of the report are to produce a plan to effectively overcome any barriers to cultural change and to provide a way forward to allow ESFRS to capitalise on the Diversity modernisation agenda. The internal and external stakeholders affected by the outcomes of this report are:-

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire Authority Members</td>
<td>Councillors</td>
</tr>
<tr>
<td>Principal Officers</td>
<td>Community Groups</td>
</tr>
<tr>
<td>Senior and Middle Management</td>
<td>General Public</td>
</tr>
<tr>
<td>Station Personnel</td>
<td>Other Emergency Services</td>
</tr>
<tr>
<td>M&amp;CC Personnel</td>
<td>Partners e.g. District Councils</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Council Taxpayers</td>
</tr>
<tr>
<td>Other Project Teams</td>
<td>Suppliers/Contractors</td>
</tr>
<tr>
<td>Representative Bodies</td>
<td>Regional Management Board</td>
</tr>
</tbody>
</table>

The specific objectives will be to:-

- Outline the cultural barriers to change at ESFRS and explain why these may be preventing the culture from moving forward.

- Examine the cultural barriers and investigate through primary and secondary research methods of overcoming resistance to cultural change.

- Highlight the external factors that affect the success or failure of cultural change.

- Highlight the internal factors that affect the success or failure of cultural change.
• Provide an understanding of how diversity links with all aspects of an organisation’s functions and the benefits of diversity in organisations.

• Produce a detailed list of recommendations to the Director of Human Resources and Assistant Chief Officer of People and Organisational Development in order to further cultural change at ESFRS.

The results and conclusions of this report will form the basis and focus for the next stage of equality training at ESFRS. The current equality training programme (Fairness for All) is planned to end in April 2009 which will have given all staff at ESFRS a basic knowledge of equality and diversity issues and examined staff’s own values and beliefs as well as those of the organisation.

The findings from this report will support future training interventions and provide a guide for learning on all three learning levels (Adair 2006) as follows:

- **Organisational**
  Improve the management of organisational cultural change.

- **Group**
  Ensure that managers and supervisors understand how to better manage the change.

- **Individual**
  Effectively engage and understand the positive benefits of cultural change.

---

3 John Adair’s Levels of leadership. Taken from: *Developing effective leadership skills.*
LITERATURE REVIEW

The aims of this review are to identify the main elements of organisational culture and to compare and contrast historic and current perspectives on cultural change in order to define the conditions where the positive benefits of diversity can be integrated and successfully achieved.

Just as there are legal, moral and financial implications for an organisation in respect of health and safety, the same applies to equality and diversity. There has been over 30 years of equality legislation to ensure that individuals are treated equally and fairly in the workplace and organisations that do not challenge workplace discrimination and prejudice face large tribunal claim costs. Most organisations understand their legal obligations relating to equality and diversity, would certainly wish to avoid litigation and may want to promote positive and inclusive working environments on a moral level to increase reputation, but what of the business case for diversity?

The business case for diversity is more difficult to evidence as explained in the CIPD ‘Managing Diversity-Measuring Success’ report, “research in the area remains scant and unsystematic” and continues, “it’s difficult to reach scientifically substantiated conclusions on the impact of diversity on business performance”. (Worman, Tatli, Ozbilgin and Mulholland 2006, p.6). Why then would an employer embrace diversity if there is little or no evidence to suggest that it improves business performance or competitiveness? And perhaps, more importantly, why isn’t there any evidence of this considering the length of time the legislation has been in place? The positive business benefits of diversity can:

- create an inclusive working environment where diversity is valued not feared.
- enable employers to recruit from a wider pool of individuals as their workplace supports staff with different backgrounds and different skills.
- improve the service to customers as it understands the needs of diverse communities.

When it comes to managing diversity many organisations cannot show how to develop different management styles or systems of work that will allow them to identify, recruit and retain a more diverse workforce; however, they need to identify and access talent that will increase their ability to recognise diversity for economic advantage. Organisations need to better embrace diversity by recognising and evaluating the pros and cons of diversity; the organisation can manage them in a way that will maximise success of the business. Resistance to this change will ultimately limit the potential that managing diversity effectively would offer.

Managing diversity does not mean just employing more people from diverse backgrounds of demographic characteristics, such as race, age and ability, (social diversity) although managing this type of diversity is very important.

---

as an organisation has to recognise the impact this will have on the organisation in terms of communication and cohesion.

Managing diversity needs to focus more widely on the organisational diversity as a whole, this is sometimes referred to as informational diversity, and it refers to diversity of background such as knowledge, education and experience. Although this type of diversity will enhance the organisation it has to be managed as it has the potential to create conflict as well as impact on communication.

Managing diversity also has to consider different peoples values (value diversity) differences in personality and attitudes can impinge on the organisation, managing this type of diversity means identifying a set of values that everyone can sign up to.

These three categories of diversity are discussed in detail in two recent CIPD reports, “Diversity: Stacking up the evidence” (Anderson and Metcalf 2003) and “Managing Diversity: Measuring Success” (Worman, Tatli, Ozbilgin and Mulholland 2006).

There are numerous performance management tools and benchmarking practices in relation to an organisation’s success including the European Foundation for Quality Management (EFQM), The Institute of Leadership and Management (ILM), Investors in People (IIP), The Charter Mark, the Balanced Scorecard (Kaplan and Norton 1996) and Total Quality Management (TQM). The lack of evidence to suggest organisational benefits as a result of diversity is not surprising as there are very few performance management tools in relation to diversity. The Equality Standard for Local Government (now the Equality Framework for Local Government) and the Equality Mark for Local Government are good benchmarking tools but only relate to public services. The two notable tools which relate specifically to diversity are the Diversity Scorecard and the Diversity Excellence Model. (See Appendix Three)

On a smaller scale, organisations can benchmark their diversity progress with fee paying or auditable accreditation such as the Two Ticks - positive about disabled people and Stonewall’s Workplace Equality Index to improve the working environment for lesbian, gay and bisexual staff.

As literary desk research on managing diversity in the workplace was limited it was useful to identify the factors that constitute organisational culture and the barriers to changing cultures.

Cultural change is complex and relates to many over-lapping areas of an organisation’s functions; as every organisation is different and functions in its own way so its culture will therefore reflect this. There are, however, emerging elements obtained from cross referencing in secondary research that point to a group of themes which are common to all successful change management theories. Cultural change management is intrinsically linked to behaviours, leadership, power, communication and learning in organisations.
Behaviours and Attitudes
Maslow’s (1954) Hierarchy of Needs model (level 4) describes the human need for self-esteem, confidence, achievement, respect of others and respect by others. The final level of self-actualisation allows one’s full potential to be realised creating a positive and motivated individual who is able to fulfill their needs by taking their part in society. The importance of this research is echoed in the work of Mayo (1933, p.86) who believed that “the relation of working groups to management was one of the fundamental problems of ...industry. He argues that managers must be aware of these ‘social needs’ and cater for them to ensure that employees collaborate with the official organisation rather than work against it. If these human needs are satisfied and staff are positive and motivated there are further personal elements which affect successful change management. Individuals deal with change differently as exemplified in Fisher’s (1999) personal transition curve (See Appendix Four) and in order to overcome the negative dips in this model, individuals in organisations need to understand their relationship with each other and how their attitude affects their behaviours and others. (See Betari Box Appendix Four)
Organisational values define the acceptable standards which govern the behaviour of individuals within the organisation. Without such values, individuals will pursue behaviours that are in line with their own individual value systems, which may lead to behaviours that the organisation does not wish to encourage.

Leadership and Power
The Motivational Theory by Herzberg (1959) describes the motivators and hygiene factors in the workplace which help an individual to grow and reach their full potential, not unlike Maslow’s model but the leadership styles and management styles play an important role in building or destroying individual motivation and attitude. McClelland (1988) and McGregor (1960) conclude that staff motivation is linked to management styles, which may or may not meet individuals’ personal motivational preferences. Kanter (1983) states that, “Top down chains of command will not work in an era of rapid and unpredictable change” while Handy (1976), Schein (1992) and Johnson and Scholes (1997) all describe organisations as having power or leadership cultures which can be applied to all organisations. They state that organisations need to recognise what their culture is in order to understand how to adapt, change or influence its future as stated by Schein (1992,p.23), “The bottom line for leaders is that if they do not become conscious of the cultures in which they are embedded, those cultures will manage them. Cultural understanding is desirable for all of us, but it is essential to leaders if they are to lead.”

Communication
Communication is key to engaging staff with cultural change and this is highlighted by Mehrabian (1971) and specifically Berne’s (1973) Transactional Analysis theories which point out the importance of how communication is cascaded to staff particularly regarding face-to-face

---

5 Hygiene factors do not give positive satisfaction but there would be dissatisfaction without them such as work conditions, salary, company car, security and policies.
Communications. Cultural change cannot succeed without the organisation knowing where it is and where it is going. Communications, as Schein (1992, p.112) suggests means that, “Every group must know what its heroic and sinful behaviours are and must achieve consensus on what is a reward and what is a punishment.” In a 2002 survey, the most important objective of internal communications was engaging employees in achieving business objectives which reiterates the comment by the CIPD that, “communication is not simply top-down....and better organisations look for two-way communication.” This is a concept born out further by Rosabeth Kanter (1985,p.76) who states that one of the rules to stifle change is to, “regard any new idea from below with suspicion - because it is new and because it is from below”.

Learning
Senge (1990), Schon and Argyris (1996) all describe the ‘learning organisation as one which must be adept at perpetually changing as change is constant. These theories also reveal a significant link to perceptions and beliefs in the workplace including the ‘ladder of inference’, (See Appendix Five) which is immensely useful in understanding organisational behaviour and process.

The CIPD partnership model (See Appendix Five) focuses on empowering individuals and managers to promote relevant learning rather than a trainer centred approach to learning activities. This model represents and emphasises the role of everyone -not just the training department -in ensuring that learning becomes an integral part of organisational practice.

Change management
Lewin’s (1951) unfreezing, changing and refreezing theory including force-field analysis is a key change-management tool that can be applied to organisational change. The difficulty that many organisations have is to identify what the barriers are to change and what the change looks like and how it affects the workforce. Beckhard (1969) sees this difficulty in the form of an algebraic equation (L > C = Learning is greater than the Change) whereby the vision of the change is greater than the resistance against it. Managing this resistance, engaging staff and embedding the new vision are shown as simplified parables involving mice in JOHNSON, S., 1999. Who moved my cheese? And penguins in KOTTER, J. , 2006 Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions.

The work of Hofstede (1994) introduces a further dimension to the difficulties in cultural change management specifically two of his five intercultural dimensions that are Power Distance and Masculinity. Power Distance measures the distance in equality/inequality between bosses and inferiors and Masculinity measures the cultural differences between male dominated and female dominated organisations. Hofstede claims that masculine cultures value competitiveness, assertiveness, ambition and success whereas feminine cultures place more value on relationships, caring for others and quality of life. A particularly current leadership development model in relation to Hofstede’s research is the Thinking Environment (See Appendix Six) which was discovered by Nancy Kline in 1984. It describes a list of ten components which allow people in organisations to think for themselves at all levels and contribute to organisational improvement.
Finally, the McKinsey 7 S Model (See Appendix Seven) developed by Tom Peters and Robert Waterman (1980) outline the seven elements of an organisation as Strategy, Structure, Systems (the hard S’s) and Skills, Shared Values, Staff and Style (the soft S’s). This model is possibly the forerunner of Johnson and Scholes’s (1997) Paradigm or Cultural web (See Appendix Seven) and does serve to indicate that cultural change has many facets and elements which have to be balanced and managed effectively to promote cultural change in the workplace. With the amount of literature and relevant studies that describe the process for change management it might appear that this task should be efficient within an organisation. This is not so, and in a recent survey by the research institute at Roffey Park-Management Agenda 2008- two-thirds of organisations believe that managing change is their biggest challenge and highlights how difficulties in this area still impinge on the positive outcomes of cultural change and change management.

It is clear from this review that research regarding the business case for diversity is limited which may have hindered progress particularly if organisations cannot see the tangible benefits of diversity. Without this evidence diversity may be seen as a “nice to do” rather than a business imperative. The elements discussed in the review highlight that cultural change is a long-term issue, which has intrinsically linked elements that cannot be addressed in isolation, as this will not change organisational culture.

These important areas of an organisation's functionality need to work simultaneously and in harmony to enable positive organisational change.
METHODOLOGY

Cultural change and embedding diversity into all aspects of an organisation’s functions is a long-term objective. This is supported by the CIPD report ‘Managing Diversity-Linking theory and practice to business performance’ which warns against, “paying lip-service to diversity” and that there are “no quick-fix solutions”. In order to address the aims of this project it was necessary to identify and gather information from several sources over a period of time to provide data that would highlight areas that ESFRS has now addressed, areas that have improved and areas still needing further improvement. It was also necessary to research Fire Service and government literature which would provide a national context in order to benchmark ESFRS with national recommendations and practices.

<table>
<thead>
<tr>
<th>Method</th>
<th>Reasons for discounting this method (Rejection)</th>
<th>Reasons for using this method (Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>P = Primary research</td>
<td>Boundary Examination (P)</td>
<td>This initial research was conducted in order to define the problem and focus on the drivers and barriers to change. (See Appendix Eight)</td>
</tr>
<tr>
<td>S = Secondary research</td>
<td>Force-field analysis (P)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fishbone diagram (P)</td>
<td>These analysis tools identified the cause and effect of the culture at ESFRS and outlined the strengths, weaknesses, opportunities and threats to ESFRS. (See Appendix Eight) The results from this research provided further themes for examination.</td>
</tr>
<tr>
<td></td>
<td>SWOT analysis (P)</td>
<td></td>
</tr>
<tr>
<td>Websites (S) Library research.</td>
<td></td>
<td>With 14 million UK websites on ‘cultural change’ and 7 million on ‘diversity’, the difficulty was limiting the research to websites which offered solutions or those which linked to desk research already undertaken.</td>
</tr>
<tr>
<td>Method</td>
<td>Reasons for discounting this method</td>
<td>Reasons for using this method</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>P</strong> = Primary research <strong>S</strong> = Secondary research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk research (S)</td>
<td>Not used as failed to address diversity specifically.</td>
<td>Desk research was completed on all corporate documents, policies and plans which outline the organisation’s strategy in terms of people, communications, development, leadership and diversity.</td>
</tr>
<tr>
<td>Corporate documents <strong>Comprehensive Performance Assessment</strong>. Audit Commission 2005</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk research (S)</td>
<td></td>
<td>National perspective.</td>
</tr>
<tr>
<td>National Fire and Rescue Service literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>The Thematic Review</em>. Home Office 1999</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Towards Diversity</em>. Home Office 2000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Towards Diversity II</em>. Department for Transport, Local Government and the Regions 2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• <em>Survey of Current and Ex-Fire Fighters in England</em> Communities and Local Government 2008</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The information within the national survey would either complement or counter the results of any ESFRS local survey.
<table>
<thead>
<tr>
<th>Method</th>
<th>Reasons for discounting this method (Rejection)</th>
<th>Reasons for using this method (Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P</strong> = Primary research</td>
<td></td>
<td>Local perspective.</td>
</tr>
<tr>
<td><strong>S</strong> = Secondary research</td>
<td></td>
<td>These documents were selected as they were</td>
</tr>
<tr>
<td></td>
<td></td>
<td>produced by external assessors or completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>as part of a survey in confidence by staff.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The information is therefore objective, up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to date and provides a critical view from an</td>
</tr>
<tr>
<td></td>
<td></td>
<td>internal and external perspective.</td>
</tr>
<tr>
<td>Desk research (S)</td>
<td></td>
<td>All of the documents used provided data from</td>
</tr>
<tr>
<td>East Sussex Fire and Rescue</td>
<td></td>
<td>September 1999 - May 2008 however the most</td>
</tr>
<tr>
<td>Service local literature</td>
<td></td>
<td>recent staff survey at ESFRS was completed in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005 and more up to date information was</td>
</tr>
<tr>
<td></td>
<td></td>
<td>needed to identify any significant changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or improvements.</td>
</tr>
<tr>
<td></td>
<td>• ESFRS Investors in People report 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• ESFRS Employee Survey 2005</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fairness for All evaluation 2008</td>
<td></td>
</tr>
<tr>
<td>Telephone interviews (P)</td>
<td>Telephone interviews or one-to-one interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td>were considered as an option to obtain feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>but this was time and resource intensive and in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>addition to this requires a focused selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of staff which may not be objective.</td>
<td></td>
</tr>
<tr>
<td>Method</td>
<td>Reasons for discounting this method (Rejection)</td>
<td>Reasons for using this method (Justification)</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Focus group (P)</td>
<td>A focus group discussion was then considered as this would alleviate the time/resources issue, but again was discounted as the selection of staff who would attend may not feel comfortable discussing cultural and diversity issues amongst their peers and other staff.</td>
<td></td>
</tr>
<tr>
<td>Questionnaire (P)</td>
<td>In order to obtain up to date data quickly and anonymously a staff questionnaire was designed which would be issued to over 100 staff randomly in order to provide honest and specific feedback on relevant organisational issues highlighted by desk research undertaken on cultural change. (see Appendices Nine and Ten).</td>
<td></td>
</tr>
</tbody>
</table>
The publication of ‘Equality and Fairness in The Fire Service’ A Thematic Review by HM Fire Inspectorate (1999) was the catalyst to a number of changes within the Fire Service, the topic resulted from concern’s that the profile of the service’s workforce was not representative of the community which it served. The publication was based on research into ten fire services across England and Wales and examined policies and procedures alongside the managerial arrangements to implement them. The findings of this review were very critical of many aspects of managing equality and fairness in the fire service, contributed to by the existing culture and leadership style. Leadership was the most important issue arising from the thematic review, it stated that Chief Fire Officers’ and Fire Authority Members’ level of knowledge of equality and diversity was not consistent with the requirements of their role. The then Home Secretary, Jack Straw described the fire service’s record to date in the field of equality as unacceptable. The review also went on to state that communication levels were not meeting the requirements of staff within the services inspected. Complaints included inconsistency of approach and unfair practice with a culture of fear and mistrust evident throughout. A change in culture was highlighted in this report through the issues identified with the leadership and policy making style of the fire services. Hierarchy within the fire service was attributed to this embedded culture and the report stated that the hierarchical characteristics were ‘divisive and conspire to divorce the officers from their fire fighters’. The report concluded that only by changing the culture of the fire service will any significant improvements be gained in relation to equality and diversity with a recommendation that each fire service should take steps to introduce a culture that values diversity.

In June 2000, the Equal Opportunities Task Group developed an action plan for the Fire Service entitled ‘Toward Diversity - Promoting Cultural Change, it again focused on the issues of leadership, culture, policy and provision, recruitment and retention and diversity training. It stated that full recognition should be given to the role and contribution of those staff that did not fit into the typical stereotype of white, male heterosexual. The action plan stressed the urgency for the development of a set of leadership behaviours and management styles that support managers in their personal demonstration of commitment to diversity. Each Fire Service was asked to develop an action plan arising from the Thematic review of 1999. In addition all staff should be re-trained on the values and issues of diversity which should be supported by locally based station training.
Toward Diversity was subsequently followed up in December 2001 with Toward Diversity II - Commitment to Cultural change which was the second ‘Equal Opportunities Action Plan’ for the Fire Service. It again focused on the key themes of both the Thematic Review and Toward Diversity. Chief Fire Officers were again highlighted as a key leadership element to develop and communicate a clear statement of commitment to diversity and the core values. This was when the National Core Values for Fire and Rescue Service’s were introduced, the values are:

- **Improvement** -
  We value improvement at all levels of the Service by:
  - Accepting responsibility for our performance
  - Being open-minded
  - Considering criticism thoughtfully
  - Learning from our experience
  - Consulting others

- **People** -
  We value all our employees by practising and promoting:
  - Fairness and respect
  - Recognition of merit
  - Honesty, integrity and mutual trust
  - Personal development
  - Co-operative and inclusive working

- **Diversity** -
  We value diversity in the Service and Community by:
  - Treating everyone fairly and with respect
  - Providing varying solutions for different needs and expectations
  - Promoting equal opportunities in employment within the Service
  - Challenging prejudice and discrimination

- **Service to the Community** -
  We value service to the community by:
  - Working with all groups to reduce risk
  - Treating everyone fairly and with respect
  - Being answerable to those we serve
  - Striving for excellence in all we do

Fire Services were asked to regularly survey and monitor the views and attitudes of the local community to improve service delivery. Furthermore they should also conduct internal cultural audits in order to identify and rectify the cultural barriers to change.

Seven years later CLG published the Fire and Rescue Service Equality and Diversity Strategy 2008-2018 stating that significant progress has been made but that there is still a long way to go including addressing the fact that very small numbers of employees are from minority ethnic backgrounds\(^6\), that there are still very small numbers of women who are operational fire

\(^6\) 3.2% compared to national average of working population of over 12% (March 2007)
fighters\textsuperscript{7}, that both women and staff from minority ethnic backgrounds are less likely to be promoted\textsuperscript{8}; finally adding that that the number of gay, lesbian and bisexual Fire and Rescue Service staff who feel they are able to be open about their sexuality in the workplace is 10\% less than the national average.\textsuperscript{9} The Equality and Diversity Strategy 2008-2018 has 5 priorities:

Priority 1 - Leadership and promoting inclusion  
Priority 2 - Accountability  
Priority 3 - Effective service delivery and community engagement  
Priority 4 - Employment and training  
Priority 5 - Evaluation and sharing good practice

Leadership and promoting inclusion focuses on Fire Authority Members, Chief Fire Officers and all managers to have appropriate training, champion and raise awareness of their obligation to promote equality and diversity across all aspects of the Fire Service.

A new aspect of this strategy is Accountability which requires an annual report to be made to CLG, Fire Authority Members, make evidence available to the public on improvements to service delivery, seek peer review regularly, comply with equalities legislation and ensure that bullying and harassment are dealt with fairly, quickly and transparently. Effective community engagement looks at reviewing all policies and practices regularly and to communicate progress to all local communities, including targeted information.

Employment and training revisits the same objectives as the previous action plans to ensure that there is an improved diversity of applicants and recruits and that appropriate training is available alongside a working environment that considers appropriate equipment, travel, training, clothing, facilities and food.

Evaluating and sharing good practice is another new addition to this agenda, where individuals are asked to draw attention to good practice, seek support to deal with equality and diversity issues to ensure that local and national achievements are recognised and celebrated and that fire and rescue services work with local, regional and national partners to promote and share good practice.

Within this strategy responsibility is assigned to those who should be delivering change at national level\textsuperscript{10}, at a local level\textsuperscript{11}; including every individual Fire and Rescue Service Employee.

Alongside the strategy CLG also published ‘A survey of current and ex-fire fighters in England’\textsuperscript{12}, 28\% of respondents believed that it was important to

\textsuperscript{7} 3.1\% dropping to 1\% for senior positions (March 2007)  
\textsuperscript{8} 3.8\% are white men at station manager level, compared to only 1\% of operational women and 1.9\% of ethnic minority men (March 2007)  
\textsuperscript{9} Information from Gay and Lesbian Committee of the Fire Brigade’s Union  
\textsuperscript{10} Local Government Association, Chief Fire Officer’s Association, Audit Commission and CLG.  
\textsuperscript{11} Members of each Fire Authority and Chief Fire Officers
the service to attract a diverse workforce, 26% believed it was not.\textsuperscript{13} However, senior managers and managers responding to the survey believed that attracting a diverse workforce was either unimportant or neither important nor unimportant\textsuperscript{14}.

The survey asked about working relationships with peers and line and senior managers. Staff were more likely to report that their relationship with their line or senior manager was poor or very poor\textsuperscript{15}.

The survey shows that respondents saw or heard the following behaviours between FRS staff at work at least once in the 12 months preceding the survey, unwelcome comments about appearance, gestures, unwelcome attempts to establish a sexual relationship, better treatment in return for a sexual relationship and discrimination\textsuperscript{16}. Women, those with a disability and lesbian, gay and bisexual staff were more likely to witness this ‘all of the time’. When it came to directly experiencing these behaviours 53% of respondents said they had been bullied or harassed in the previous 12 months and again women, those with a disability and lesbian, gay and bisexual staff were most likely to have experienced this. In 51% of cases the behaviours were committed by either line managers or senior colleagues.

The affect these behaviours had on the individuals meant that 25% lost confidence in their work, 29% their enjoyment of work and their ability to perform adequately within their role. 19% had not wanted to go to work, and 41% of respondents had considered leaving the job in the preceding 12 months. Minority ethnic and lesbian, gay and bisexual staff thought about leaving the service in higher proportions than any other group of staff. Respondents gave a variety of reasons for leaving:

\textsuperscript{12} A total of 8901 questionnaires were sent out in June 2007 and 1869 usable returns were received; a response rate of 21%, the profile of respondents closely matched the actual profile of the current workforce in England.
\textsuperscript{13} 46% of respondents believed it was neither important or unimportant.
\textsuperscript{14} 31% Senior managers and 73% managers responding to the survey.
\textsuperscript{15} Only 37% of respondents rated the working relationship with principal officers as good or very good.
\textsuperscript{16} Verbal assaults 58%; bullying and harassment 51%; and discrimination based on age 23%; gender 21%; sexuality 14% and race 14%.
• Management of the Service was highlighted through verbatim comments.
• 65% of respondents did not feel valued.
• 51% stated that the job wasn’t what it used to be and
• 32% were not satisfied with their job.

The quantitative data within the survey findings, which is supported by a number of verbatim comments, suggests that the Service is some way from being an inclusive working environment for many people. The data shows that managers at every level and fire fighters remain unconvinced that diversity, whether an employment issue or a service delivery issue is important to the Fire Service. The report findings suggest that there is a misconception of equality and diversity and how these are disseminated to staff. Evidence further suggests that the issues of equality and diversity have little or no relevance. The qualitative data intimates that the negative effect on attitudes and the limited understanding of equality and diversity issues comes from the way that diversity and equality policies, practices and procedures are presented within the Fire Service. The report concludes that many of the issues identified through the ‘Thematic Review on Equality and Fairness in the Fire Service’ published in 1999 are just as relevant today.

Local context

In June 2005 Colin Neeves assessed ESFRS in order to maintain its Investors In People accreditation. The major strengths of the organisation highlighted were its staff, their loyalty and dedication and the “nice working atmosphere” which had a “family feel” enjoyed across the Service. The assessor recognised that considerable change was being implemented in the Service and felt that some staff were reluctant to change through fear of their own capabilities to meet the changing world. It was suggested in
the recommendations that middle managers need to be developed and enabled to present modernisation in a positive manner and that a significant shift in the organisational culture was required regarding issues of equality and diversity. A further issue highlighted was regarding replies to questions from senior management which were inconsistent or unanswered which caused staff much frustration, “The organisation would greatly benefit if an answer was provided on each occasion, with an explanation, even if it is not the answer some people would like to hear.”

Opinion Research Services published the results of the 2005 ESFRS Employee Survey in February 2006 which provided extensive qualitative and quantitative data that mirrored the national fire fighter survey. The survey was distributed to all 862 employees and 297 responses were received. (Response rate 33%). It contained questions on various topics but for the purposes of this report only the following topics were examined:

1. Work culture
2. Harassment
3. Bullying at Work
4. Discrimination
5. Communication

Work culture is viewed unfavourably by many respondents; with many feeling ESFRS is too bureaucratic and suffers from a lack of consultation and involvement. A majority of respondents are dissatisfied with the standard of communication they receive from senior managers. Many of the respondents (42%) would like to see a more honest and open approach to decision-making from senior managers and more genuine consultation with employees before decisions are taken.

What do you think should be ESFRS’ priorities in order to improve as an employer?

<table>
<thead>
<tr>
<th>Priority</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consulting staff on ESFRS plans</td>
<td>42%</td>
</tr>
<tr>
<td>Openness and honesty</td>
<td>37%</td>
</tr>
<tr>
<td>Reducing bureaucracy</td>
<td>36%</td>
</tr>
<tr>
<td>Honesty and constructiveness</td>
<td>30%</td>
</tr>
<tr>
<td>Providing clear leadership</td>
<td>28%</td>
</tr>
<tr>
<td>Dealing effectively with poor performers</td>
<td>24%</td>
</tr>
<tr>
<td>Recognising good work</td>
<td>24%</td>
</tr>
<tr>
<td>Encouraging training and personal development</td>
<td>22%</td>
</tr>
<tr>
<td>Encouraging staff to say what they think</td>
<td>21%</td>
</tr>
<tr>
<td>Using reasoning rather than fear</td>
<td>12%</td>
</tr>
<tr>
<td>Allowing staff to use their initiative</td>
<td>12%</td>
</tr>
<tr>
<td>Providing a blame-free culture</td>
<td>9%</td>
</tr>
</tbody>
</table>
Harassment and Bullying was highlighted with the national survey (2008) and when asked about these experiences within ESFRS one fifth (19%) of all respondents to the survey stated that they had experienced some kind of harassment at ESFRS and a disappointing 99% of these thought that their experience was likely to happen to them, or someone else again.

![Pie chart showing harassment and bullying experiences](image)

The statistics in relation to bullying at ESFRS are equally disappointing with the results reported that 22% of respondents had experienced bullying in the last 3 years and of those 50% stated that the bullying had affected their physical or mental health in some way. Over 80% of respondents felt that ESFRS’s record of preventing discrimination was good, however 23% had suffered some form of discrimination of which 75% of these felt that senior managers were responsible; this again reflects the national results.

Although 65% of respondents stated that they received information through the grapevine, the most preferred method of communication was face-to-face, team meetings and direct communication.

As already mentioned cultural change cannot succeed without the organisation knowing where it is and where it is going and for this to begin to succeed further evidence was needed. This survey showed the organisation that it needed to take further action. With this rather damning set of results a decision was made to adopt a new set of core values, not the ones that had been decided nationally but a group of values that were decided by the staff for the organisation. The values that were chosen were:

- **Respect and dignity for all**
  We treat our colleagues and all members of our community in a way that values their individuality.
  We will challenge discrimination and inappropriate behaviour at all levels.

- **Trust, integrity, initiative and innovation**
  We are honest and trust each other.
  We encourage initiative and lateral thinking.

- **Serving our whole community**
  We are here to provide a professional and efficient service to our community.
  We will provide value for money.
• We are proud of our fire and rescue service and enjoy working in a positive environment
We enjoy the work we do, and we work towards the continual improvement of ourselves and our service.
We encourage and will manage constructive challenge.
We will be a good employer.

This shared vision was a first step in moving this equality and diversity agenda forward and embedding it in to all areas of the organisation.
Following the agreement of the values a two-day training course was developed, “Fairness for all”, that focuses on introducing the above values, provided an understanding of equality legislation, bullying and harassment and provided staff with the tools to challenge inappropriate behaviour.

In order for all to attend, the training courses have been held for over three years, halfway through the training programme an external valuation was carried out to look at its effectiveness. The external evaluation report of the “Fairness for All” equality training programme was completed in February 2008 by Bill Priestley, Areté Consultancy Services Limited. The report presents the qualitative and quantative data to meet the requirements on levels 1 to 3 of the Kirkpatrick model and also provides valuable data in terms of learning in the workplace from staff focus groups.

The overall outcomes from evaluation questionnaires was very favourable with respondents assessing their level of knowledge on the subject of equality as high or very high increasing from 22% to 75% and respondents believing that banter was a bit of fun decreased from 17% to 8%.

![Chart 1](image1.png)

![Chart 2](image2.png)
Conversely the evaluator’s discussions with staff showed that the overriding issue was organisational commitment. The vast majority of staff still distrusted organisational commitment to equality issues. Staff also expressed concerns that there was not enough monitoring of behaviour in the workplace to ensure that ESFRS values were consistently applied.

As this research was six months old it was important to take a snapshot of the organisation to see if there were still recurrent themes that were barriers to embedding the equality and diversity strategies, at this point there was now a new national equality and diversity strategy and so it was no longer the organisation looking to change but the national service recognising the need for change.

In order to obtain current data a staff questionnaire was issued to 125 staff throughout the organisation on a random basis in September 2008. The distribution of the questionnaires was as follows:

- 4 questionnaires to 24 fire stations: $4 \times 24 = 96$
- 4 questionnaires to the Service Training Centre: $4 \times 1 = 4$
- 25 questionnaires at Service headquarters: $25$

Total: $96 + 4 + 25 = 125$

There were 75 responses returned (return rate of 60%) over a period of 2 months which highlighted that the questionnaire was easy to read and easy to complete. 43 Managers completed the questionnaires which is 57% of the overall responses. None of the questionnaires were sent to specific individuals, so the completion of the questionnaires was random and left to whoever wished to respond.

The questionnaire examined the following areas:

- Behaviours and attitudes
- Change Management
- Leadership and power
- Communication
- Learning

The results show that there is progress in understanding the cultural change agenda, yet there are still barriers that have to be overcome. (Appendix Nine -Quantitative responses) and (Appendix Ten -Qualitative responses)

- Behaviours and attitudes
  In relation to behaviours and attitudes over 80% of responses felt respected and valued by their colleagues, team and immediate line manager. This result changes dramatically in terms of feeling valued and respected by senior managers with 68% feeling that they are not valued. A qualitative reply which sums this up is, “I am the lowest of the low with little value and no voice”.

- Change Management
  Cultural change was noted as necessary with 61% of staff answering positively to this question, with 85% of respondents understanding why there is a need to change.
• Leadership and power
This section had the most positive responses with 92% stating that their line manager was approachable.

• Communication
Communication continues to be a barrier with 71% of staff would prefer face-to-face communication however 53% of respondents do not receive a timely response to issues raised.

• Learning
Staff generally feel that they receive sufficient training to carry out their role but 51% of replies stated that they did not understand the Integrated Personal Development System.

Managers also feel that they have the majority of skills to perform well in their role but feel that they are not supported by the organisation and just under half 49% feel empowered to make decisions without having to ask for further senior management agreement.
CONCLUSIONS

It is clear that ESFRS has taken steps to embed equality and diversity into the Service, notably the creation and introduction of organisational core values, the completion of a mandatory equality and diversity training course to all of its staff and the adoption of the Aspire Leadership Model for the Fire and Rescue Services which identifies the importance of excellence in leadership.

There is however clear evidence that barriers to cultural change are prevalent within the organisation. In fact it is a reality that national recommendations made as early as 1999 in the Thematic Review have not been fully implemented.

Despite its recent achievement of attaining Level 3 in the Equality Standard for Local Government, ESFRS will only capitalise on the benefits of diversity if it manages diversity in a more consistent way. Managing diversity is one of the most important challenges facing managers and their organisations. The ability and commitment of managers to invest in the concept of diversity impacts not only on work issues but on meeting public need legal compliance, ethical issues and ultimately social cohesion.

All of the aspects which influence successful cultural change, leadership, communication, learning, behaviours and attitudes must all be addressed, change managed and monitored in order to bring about meaningful cultural change.

Managers and leaders in the organisation need to involve and engage staff more in the decision making processes and provide a clear vision and message that diversity is not separate from all of the other organisational activities, it is in fact part of the day to day work activities.

The resistance to change at ESFRS, it could be argued, is greater than staff’s understanding of the benefits of diversity so learning and development of staff is a key barrier to change. The Aspire Leadership Model will support and benefit the organisation enormously in meeting this challenge. Empowering individuals to learn and moving away from a trainer-led approach to learning is relatively new to ESFRS as most of the current training is very didactic, however this would fundamentally help both the appraisal system and the culture of the organisation.

The introduction of a set of core organisational values provides a benchmark for everyone at ESFRS to conduct themselves by and were created with staff involvement however there is a sense that they are not embedded in workplace practices. Individuals who do not ‘live’ by the values are rarely challenged or disciplined for their attitudes or behaviours.
ESFRS has achieved a level of ‘Awareness’ and ‘Understanding’ on the journey towards Diversity Excellence. There is some evidence of ‘Application’ but there is certainly some way to go to reach ‘Integration’ and ‘Excellence’.

Progress chart of Diversity Excellence Model
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Implementation date</th>
<th>Resources needed</th>
<th>Costing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organisational Structure Change</strong></td>
<td>Corporate Management Team and HR to agree and implement organisational restructure.</td>
<td>Examine the implications and implement immediately. New department created at 01/04/09- People and Organisational Development which contains Equality, Communications and Policy.</td>
<td>Consultation with staff and trade unions to find agreement and draft the revised structure. Communicate the restructure to staff explaining reasons and advantages for change. Organisational changes currently being communicated to staff.</td>
<td>£954.58 - Production of 2 internal magazines. Photographer-3 days x £41.20 per day = £123.60 Media Officer-2 days x £49.45 per day = £98.90 Media Manager-1 day x £81.65 Graphic Designer 1 day x £60.43 Printing cost- 2 magazines x £295.00 = £590.00</td>
</tr>
<tr>
<td><strong>Diversity Leadership</strong></td>
<td>Corporate Management Team to agree terms of responsibility and the implications on resources and time management.</td>
<td>If agreed this should be implemented as soon as possible or as soon as key work objectives are agreed. Partially implemented 1/07/09.</td>
<td>Key Work objectives (KWOs) should be drafted in line with existing Equality Action plans for each of the Corporate Management Team members.</td>
<td>£1587.25 - Quarterly cost £6349.00 - Annual cost Principal Officer-1 day x £226.75 x 7 champions per quarter to monitor progress and implement actions.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Diversity Leadership</strong>&lt;br&gt;Identify training needs of the Fire Authority in relation to diversity and provide support to build knowledge.</td>
<td>Corporate Management Team to conduct a training needs analysis (TNA) of the Fire Authority in relation to diversity knowledge.</td>
<td>Implement as soon as possible to cascade and create a knowledge base within the Fire Authority. 1/01/09.</td>
<td>Make use of opportunities to involve Fire Authority members in meetings and provide information equality guides.</td>
<td>£226.75 Monthly  £2721.00 Annually  Principal Officer-1 day per month to identify training needs, update and involve Members. (18 Fire Authority members).  Projected future cost = Equality Trainer 2 days x £79.67 = £159.34 per quarter. Annually £637.36</td>
</tr>
<tr>
<td><strong>Workplace Equality Representatives</strong>&lt;br&gt;Introduce Equality representatives in each work area (particularly fire stations) who meet regularly to raise issues and feedback to the Equality Fairness Steering Group.</td>
<td>Seek agreement from the Corporate Management team and trade unions to introduce the initiative. HR to request expressions of interest from staff.</td>
<td>If agreed and decision to implement provided, the process should be started immediately and the Equality reps introduced within 6 months. (July 2009)</td>
<td>HR in consultation with the Equality team and staff to draft and agree the role and responsibilities of the workplace reps. (job role/description etc.) Communication issued to all staff to request expressions of interest. Staff selected within a given skills criteria. Communication required to promote the reps once they have been selected.</td>
<td>£1780.08 Quarterly  £7120.32 Annually  24 reps 1 day x £74.17 = £1780.08 to attend quarterly meeting and deal with issues. Potential efficiency saving as these costs would already be within budgetary constraints.  Additional cost: £93.56  HR Manager to draft job responsibilities. HR Manager ½ day x 137.69 = £68.84. Equality reps communicated to staff via internal communications. Business Services Admin. Officer ½ day x £49.45 = £24.72</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Communications</strong>&lt;br&gt;Improve internal and external communications to disseminate the journey of cultural change, its importance and where the organisation would like to be in terms of diversity.</td>
<td>The Media and Communications team to examine areas of misunderstanding in staff attitudes and beliefs and communicate the journey towards a more diverse organisation supported by reasons and benefits.</td>
<td>Obtain and gather relevant data via feedback and staff survey research within 3 month period. Plan and design articles for inclusion in internal/external publications over the next year to address barriers to change. Examples: Positive Action versus Positive Discrimination.</td>
<td>Media team to gather information and agree which barriers to change and what issues need addressing on a priority basis.</td>
<td>£319.67&lt;br&gt;Design, draft and issue a Communications feedback survey.&lt;br&gt;Media Manager 2 days x £81.65 = £163.30&lt;br&gt;Printing costs - £50.00 Identify gaps and improvements and report findings.&lt;br&gt;Media Officer ½ day x £49.45 = £24.72&lt;br&gt;Media Manager 1 day x £81.65 = £81.65</td>
</tr>
<tr>
<td><strong>‘Them and Us’ Culture</strong>&lt;br&gt;Undertake job-shadowing opportunities for all staff, to remove barriers to change and improve organisational behaviours and attitudes.</td>
<td>HR and all departments within the organisation to offer job shadowing by identifying departmental and individual needs analysis.</td>
<td>For all staff to be given the opportunity to job shadow a different work area that benefits the individual’s development and improves organisational understanding of the various work roles.</td>
<td>Staff to request job shadowing according to need and/or at appraisal in a development plan. Departments to consult with staff as to which areas of the organisation would provide beneficial job shadowing that may improve understanding and performance.</td>
<td>£1153.52 approx.&lt;br&gt;(£1098.80 within existing budgetary arrangements)&lt;br&gt;Production of an article to promote job shadowing throughout the organisation.&lt;br&gt;Media Officer ½ day x £49.45 = £24.72&lt;br&gt;Printing costs = £30.00&lt;br&gt;Job shadowing Average salary (£20,000) divided by 52 divided by 7 = £54.94 daily rate. 1 day per year x 20 employees = £1098.80</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| **Develop Managers**  
Provide training to junior and middle managers in conflict management, change management and increase competencies regarding workplace diversity issues including challenging inappropriate behaviours. | L & D to source Conflict Management courses to support managers who require better interpersonal and negotiation skills. Ensure staff are aware of the Aspire workbooks on change, diversity and leadership. | Conduct a Training Needs Analysis and consult with managers who successfully deal with these issues to develop a course to enable managers. | Learning and Development team to identify the requirements of the course and bid for funding at the Workforce Development meetings to roll out any training (if required) once budget secured. | **£57,000**  
Values Based Leadership course = **£27,000**  
Overtime payment = **£30,000** |
| **Values**  
Promote and provide leadership with regard to the organisational values. Ensure that the organisational values are part of job specifications, appraisals and all developmental opportunities. | HR and People and Organisational Development (POD) team to scope all recruitment, appraisal and development material and identify gaps with regard to values/attitudes/behaviours. | This project should be implemented immediately to ensure that all new recruits, existing staff and staff who wish to seek promotion opportunities have the right values and behaviour in line with organisational values. | HR and Learning and Development to work together to ensure job descriptions, applications, promotions and applications for re-instatement are scrutinised and made more robust in terms of identifying positive attitudes to the equality and diversity agenda. | **£1376.90**  
HR Manager 10 days x **£137.69**  
Media Manager 1 day x **£81.65**  
Head of POD 1 day x **£226.75** |
| **Openness**  
Promote an open and transparent organisation with regard to all processes and procedures. | HR, People Organisational Development team and Media/Communications team to provide more transparent and honest communication. | The approach to communications should be reviewed and a new approach adopted in line with staff requirements. | The Communications team to identify key messages and ensure that requests for information are provided. | **£446.09**  
Develop and improve overall communication routes.  
HR Manager 1 day x **£137.69**  
Media Manager 1 day x **£81.65**  
Head of POD 1 day x **£226.75** |
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Implementation date</th>
<th>Resources needed</th>
<th>Costing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback</strong></td>
<td>Promote an organisational culture which is a value-centred not blame culture driven by providing meaningful feedback.</td>
<td>All staff and managers to adopt attitudes that value staff. Areas of improvement which require development should be countered with positive feedback.</td>
<td>Ensure that support is provided or part of management training courses to embed a value-centred culture. Extend this to appraisal and development area as soon as possible.</td>
<td><strong>£57,000</strong> Values Based Leadership course = £27,000 Overtime payment = £30,000</td>
</tr>
<tr>
<td><strong>Consultation and Engagement</strong></td>
<td>Improve the three-way consultation and engagement process with staff and the local communities including voluntary and 3rd sector.</td>
<td>Corporate Management team, HR and Equality Fairness Steering Group to build relationships with local communities and staff network groups including representative union bodies i.e. Unison, Fire Brigade Union etc.</td>
<td>Start to invite community groups to meetings as soon as possible. Review in 6 months to ensure that the relationships are improving service delivery.</td>
<td><strong>£300.00 Quarterly £1200 Annually</strong> Identify umbrella equality groups who represent communities and pay for their attendance to the quarterly Equality Fairness Steering Group meetings. Variant cost £50 - £100 per attendance</td>
</tr>
<tr>
<td><strong>Learning and Performance</strong></td>
<td>Embed Equality and Diversity into organisation, group and individual performance.</td>
<td>Human Resources and Learning and Development team to ensure that equality and diversity are contained within recruitment, development, appraisal and temporary promotion processes and procedures.</td>
<td>Immediate implementation. Scope policies and processes regarding recruitment, development and re-engagement and embed equality and values to role maps or job specifications.</td>
<td><strong>£2200.15</strong> Examine role maps and job specifications to ensure that equality and diversity is integrated into all aspects of workforce development. Head of L &amp; D 5 days x £151.17 = £755.85 HR Manager 5 days x £137.69 = £688.45 Head of Org. Dev 5 days x £151.17 = £755.85</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Next Steps</strong></td>
<td>People and Org. Development team and Learning and Development (L&amp;D) team to develop the next phase of equality/diversity training/support.</td>
<td>Immediate implementation. <em>Meeting being held 05/09 to discuss the next equality learning intervention. Still under consideration.</em></td>
<td>Consider the findings of the Staff survey, 'Fairness for All' evaluation and national barriers to change and plan which training/learning intervention is most compatible. Cost benefit analysis required.</td>
<td>£10,500 - £30,000 estimated. Identify and develop next stages of equality training.</td>
</tr>
</tbody>
</table>

**Options**
- Training course 1 day - £500 (15 candidates) x 60 courses = £30,000.
- E-learning package = £10,000 - £20,000.
- Workbooks = £30.00 per head x 850 staff = £25,500.

| Work Placements | All staff and managers at ESFRS, and all partners and external stakeholders. Agreement required by Corporate Management Team. | Consider historic data of work placements and implications regarding risk i.e. Health and Safety, liability and initiate from 2010 if not sooner. | Plan of activities needed and the time required of staff who will be responsible for the individuals. What is expected of the individual? What are the expected outcomes for the organisation? | £288.86 |

**Projected/Future costs**
- £500.00 annually.
- Calculate resources/time required of staff to mentor work placement individual.
<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Responsibility</th>
<th>Implementation date</th>
<th>Resources needed</th>
<th>Costing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Removing myths</strong></td>
<td>Ask government to consider national media campaigns to remove the stereotypical images of firefighters.</td>
<td>As soon as possible.</td>
<td>Fire Service Leaders to use every opportunity to suggest and recommend a national campaign to change the public perception of firefighting in the UK.</td>
<td>£2 million estimated (over 2 years). Fire Kills campaign cost for 2008/09 was £3.4 million. Figures obtained from Communities and Local Government.</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>Introduce and maintain an annual budget for equality and diversity activities which include recruitment, positive action and community events.</td>
<td>Once agreed the Equalities team should identify what events can be attended on a rolling basis and which events are one-offs. 01/04/09 temporary budget set up for equality/diversity related events.</td>
<td>Link with Community Fire Safety and Communications team to identify any overlapping areas of work and what these departments have budgeted for. Cost-benefit analysis required to get the best outcomes for less cost.</td>
<td>£52900.00 E&amp;D Budget £125600.00 less staff costs £72700.00. £15800.00 Comms Budget £105200.00 less staff costs £15800.00. Additional funding of £32000 provided by CLG.</td>
</tr>
<tr>
<td><strong>Thinking Environment</strong></td>
<td>Senior managers to consider adopting the 10 components of a Thinking Environment and promote this to all staff.</td>
<td>Implement within 6 months or as soon as possible.</td>
<td>Communicate this model to all staff to raise awareness and to embed the idea throughout ESFRS.</td>
<td>£824.10 Equality Trainer 10 days x £82.41 = £824.10 to communicate this model to managers. Thinking Environment communicated to staff via internal communications. Business Services Admin. Officer ½ day x £49.45 = £24.72</td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Policies/Manual notes</strong>&lt;br&gt;Shape ESFRS policies and procedures through engagement/consultation and involvement with community groups.</td>
<td>The Equality Team need to advise all departments of the need to complete Equality Impact Assessments on all policies and procedures.</td>
<td>This needs to be implemented immediately with a rolling programme of assessments being carried out in a priority order over the next 3 years. <em>Currently ongoing - priority list completed.</em></td>
<td>The Equality team to provide training to all individuals who need to carry out an Equality Impact Assessment and support their completion. Involve community groups with EIA completion. <em>EIA Training completed.</em></td>
<td><strong>£576.87</strong>&lt;br&gt;Equality &amp; Diversity trainer 7 days x £82.41 = <strong>£576.87</strong>&lt;br&gt;Involve and invite community members to comment on EIAs. <em>Variant cost £50 - £100 per attendance.</em></td>
</tr>
<tr>
<td><strong>Diversity Excellence Model</strong>&lt;br&gt;Avoid the Diversity Excellence Model in order to maintain equality and diversity as a high priority and attain Level 5 of the Equality Standard for Local Government. (now “Excellent” in the Equality Framework.)</td>
<td>The overall responsibility for adopting this model lies with the Corporate Management Team to commit to “mainstreaming” diversity as part of the core business processes.</td>
<td>The Equality team would adopt the model and communicate its benefits to the CMT. Once this has been agreed the progress through the levels of the model could be monitored over a period of 1-2 years.</td>
<td>Contact will need to be made with The Centre for Management and Policy Studies (National School of Government) who linked diversity to the EFQM Excellence Model by using it specifically to address and therefore measure diversity and its crucial role in the business effectiveness of an organisation.</td>
<td><strong>£9000.00</strong>&lt;br&gt;Spoke to Jane Nokes (Author and Director of the Diversity Excellence Model). The Model trains staff to internally assess progress against the model.</td>
</tr>
<tr>
<td><strong>Involve staff in decision making and problem solving processes</strong>&lt;br&gt;Create a positive change in culture and involve staff with problem solving, develop quality circles. A group of employees who meet to discuss and resolve organisational problems to improve organisational performance.</td>
<td>Senior managers to identify organisational problems and issues and ask for volunteers from the workforce to develop ways to resolve the issues. These can be for different department areas of the organisation i.e. HR, Finance, Procurement, IT etc.</td>
<td>Identify organisational problems and commence quality circle group meetings within next 3 months. Pilot the meetings and obtain Corporate management “buy-in” and communicate successes. This should provide the Corporate Management team with various options on organisational decisions.</td>
<td>The Quality Circle groups will meet every quarter to discuss issues and the resources needed involve staff availability to attend.&lt;br&gt;It is important that senior managers understand the reasons for the meetings and support the process.</td>
<td><strong>£1648.00 Annually.</strong>&lt;br&gt;Principal Officer ½ day x £226.75 = <strong>£113.37</strong>&lt;br&gt;Staff reps (10) x ½ day x £82.41 = £412.00 x quarterly(4) = <strong>£1648 annually</strong></td>
</tr>
<tr>
<td>Recommendation</td>
<td>Responsibility</td>
<td>Implementation date</td>
<td>Resources needed</td>
<td>Costing</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>------------------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| **Discipline, Behaviours and Attitudes**  
Corporate Management team and HR to lead by example with regard to the expected behaviours of staff in line with the organisational core values. | Corporate Management team and HR to introduce tougher measures in terms of challenging inappropriate behaviours and attitudes in the workplace. 
Consider disciplinary action when staff display values which are contradictory to those contained in ESFRS's mission statement. | Immediate implementation as this provides a benchmark of acceptable and unacceptable behaviours. 
What are the consequences of not adhering to the organisational values? | Clear vision and communication statement required from Corporate Management team to all staff in line with the ‘Fairness for All’ training which highlights what behaviours are unacceptable in the workplace. | **£1214.97**  
Principal Officers x 7 x ½ day x £226.75 = **£793.62** to agree clear ground rules of unacceptable behaviours.  
Borough Commanders x 6 x ½ day x £140.45 = **£421.35** to cascade the agreed benchmark to Station Managers.  
*Future estimated cost:* Publish outcomes to staff in internal magazine. |
| **Equality Practitioners Group**  
Set up and lead a national equality practitioners conference for all Equality practitioner’s nationally to share best practice and approaches to national issues. | Chief Fire Officer’s Association and Corporate Management team to push for an annual or bi-annual equality practitioner’s event at Fire Service College or another suitable venue for Fire Services to share concerns and best practices. | Contact CFOA to establish when the last event took place and reinvigorate this regular and useful conference.  
Conferences were held annually but need to be implemented again.  
*South East Fire Improvement Partnership (SEFIP) list the best practices of FRSs regionally in the South East.* | Organisational planning of events and funding required. | **£7000 estimated Annually**  
Anticipated costs include:  
- Venue cost  
- IT  
- Catering  
- Marketing  
- Speakers  
- VAT  
- Contingency Fund  
Income from delegate fees and sponsorship.  
Chief Fire Officers Association have a budget for conferences which would reduce the overall cost.  
Funding could also be provided from SEFIP in order to hold regional events. |
REFLECTIVE STATEMENT

On reflection the project has provided ESFRS with a list of researched and feasible recommendations in order to further embed the diversity benefits into mainstream organisational strategies. It is promising that some of these recommendations are now in progress.

The difficulties encountered with the project began with which areas formulate and contribute to organisational culture. Culture has many facets and the research had to be focused in terms of the barriers to change. It was decided that 5 main areas were targeted which were managing diversity, behaviours and attitudes, leadership and power, communication and learning. This presented further problems as each of these areas has an enormous amount of research and information available relating to them.

It was therefore decided to select specific national data and specific local data in order to identify the gaps between governmental steers and what is actually happening on a grass roots level within the organisation. This seemed to work very well as there were clear links between the vision and the reality which highlighted the barriers and subsequently provided the solutions when linked to the culture at ESFRS. Secondary research also supplied useful data from which to benchmark ESFRS with other organisations to identify whether the same cultural issues existed elsewhere. Further research could have been conducted in this area which may or may not have produced alternative solutions to the recommendations in this report. An ESFRS staff survey is overdue and the results from this would have been helpful to better inform the outcomes. It is the opinion, however of the author of this report that the results from this survey would be consistent with the questionnaire results conducted in September 2008.

The questionnaire design and response rate was successful and clearly demonstrated the barriers and causal issues which prevent effective cultural change at ESFRS. Further research was then conducted to find potential solutions to the issues raised in terms of best practice, benchmark models and existing ideology. This was particularly useful in terms of gaining a better understanding of problem solving solutions. It allowed for a considered approach to presenting recommendations that would be compatible with the organisation’s internal mechanisms and feasible in terms of existing methodologies and practices.

The most successful aspect of the report is that it identifies that embedding and managing diversity has primary links to all areas of an organisations’ functions including its key elements of leadership and management, communication, learning and the attitudes of the workforce and that without including equality and diversity into the performance management of the organisation it remains an ‘add on’ with no real impact and creates action plans and strategies that tend to be overlooked.

It also strengthens the argument that diversity objectives should be a long term goal as cultural change cannot happen instantaneously, systems that
need to be put in place will only show progress in time, for example, positive action initiatives can encourage people to apply for a job, however, it will take time for the new staff to be recognised as leaders or move into management positions.
REFERENCES/BIBLIOGRAPHY


CIPD, WORMAN, D., BLAND, A., CHASE, P., 2005. Managing Diversity; People make the difference-but everyone is different.


REFERENCES/BIBLIOGRAPHY


REFERENCES/BIBLIOGRAPHY


REFERENCES/BIBLIOGRAPHY


WEBSITES

www.apm.org.uk[Accessed 13 June 2008]


www.betaris.co.uk[Accessed 14 June 2008].


www.cipd.co.uk[Accessed 15 February 2007]

www.diversitylink.co.uk[Accessed 15 July 2008]


www.lifetree.co.uk[Accessed 14 June 2008]


www.new-paradigm.co.uk[Accessed 15 February 2007]


www.peoplemanagement.co.uk[Accessed 15 February 2007]

www.publicservice.co.uk[Accessed 15 February 2007]


APPENDICES
Appendix One

‘The Rescue’ by Millais

‘Saved’ by Charles Vigor.
“One of the most challenging aspects of modernisation is the need to change the culture of the service and create a more diverse and flexible workforce. In this area the Fire Authority is making slower progress. We found limited awareness of the benefits of securing these changes. Cultural change also requires an overhaul of the relationships between managers and staff and the way they communicate with each other. In East Sussex, some staff feel that managers are becoming more accessible and the corporate management team has put effort into opening up communication channels with frontline staff. Relationships with the Fire Brigades’ Union were stretched during the industrial dispute, despite the efforts on both sides, and have regrettably suffered a decline largely due to changes proposed by the Integrated Risk Management Plan (IRMP).”

*Page 4, Executive Summary - East Sussex Fire Authority - Fire and Rescue Comprehensive Performance Assessment July 2005.*

“The Government is strongly committed to developing a FRS which serves all communities to an equally high standard and itself reflects those communities through the diversity of its staff. The barriers to change are substantial in a FRS which was until recently largely unaffected by changes in local authorities and across the public sector. The culture of the FRS, one of the key barriers, has been perpetuated in part because of the low staff turnover in an overwhelmingly white male operational workforce. Promoting equality and diversity in this environment has often been extremely difficult and we pay tribute to those throughout the Service who have contributed so much to progress in recent years.”

*Page 5, Equality and Diversity - Government Response to the Communities and Local Government Committee’s Report on the Fire and Rescue Service.*

“Throughout the inspections, discussion revealed an absence of appreciation, at any but the highest levels, of the benefits which would accrue to the service and the community from advancement of equality and fairness in the fire service.”

*Page 29, Understanding of the Need for Equality and Fairness - A Thematic Review by HM Fire Service Inspectorate. September 1999.*
APPENDICES

Appendix Three

Sample Diversity Scorecard by Dr Edward E Hubbard

Diversity Excellence Model based on the European Foundation for Quality Management Excellence Model
APPENDICES
Appendix Four

The Process of Transition

Betari’s Box
(Cycle of conflict)
APPENDICES
Appendix Five

From the 5th Discipline Fieldbook, Peter Senge, 1994.

The Ladder of Inference

Figure 1: CIPD Partnership of Learning model

Objectives and outcomes
Alignment of business strategy with cost-effective collaborative learning

Business benefits and improved organisational performance

Improved performance and development of job-related skills

Effective and timely interventions to support relevant learning at all levels – frameworks, tools and resources

Processes and interventions
Expresses clear commitment to learning as a business driver and ensures that sufficient resources are available

Initiates opportunities for individuals to develop and apply their learning at work; provides on-the-job coaching

Takes ownership and responsibility; seeks and acts on relevant learning opportunities

Supports, accelerates and directs learning interventions that meet organisational needs and are appropriate to the learner and the context

CIPD Partnership of Learning Model

Learning in isolation

CULTURE

Relevant integrated
### APPENDICES

Appendix Six

#### The Ten Components of a Thinking Environment

<table>
<thead>
<tr>
<th>Thinking Environment</th>
<th>Male conditioning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen</strong></td>
<td>Talk over talk</td>
</tr>
<tr>
<td>The quality of your attention profoundly affects the quality of other people's thinking.</td>
<td></td>
</tr>
<tr>
<td><strong>Ask incisive questions</strong></td>
<td>Know everything</td>
</tr>
<tr>
<td>Questions generate thinking better than commands or statements.</td>
<td></td>
</tr>
<tr>
<td><strong>Establish equality</strong></td>
<td>Assume superiority</td>
</tr>
<tr>
<td>Even in a hierarchy people can be equal as thinkers. Knowing you will have your turn improves the equality of your attention.</td>
<td></td>
</tr>
<tr>
<td><strong>Appreciate</strong></td>
<td>Criticise</td>
</tr>
<tr>
<td>Practicing a 5:1 ratio of appreciation to criticism.</td>
<td></td>
</tr>
<tr>
<td><strong>Be at ease</strong></td>
<td>Control</td>
</tr>
<tr>
<td>Offering freedom from internal rush or urgency.</td>
<td></td>
</tr>
<tr>
<td><strong>Encourage</strong></td>
<td>Compete</td>
</tr>
<tr>
<td>Giving courage to go to the cutting edge of ideas by moving beyond internal competition.</td>
<td></td>
</tr>
<tr>
<td><strong>Feel</strong></td>
<td>Toughen</td>
</tr>
<tr>
<td>Allowing sufficient emotional release to restore thinking.</td>
<td></td>
</tr>
<tr>
<td><strong>Supply accurate information</strong></td>
<td>Lie</td>
</tr>
<tr>
<td>Supplying the facts; dismantling denial.</td>
<td></td>
</tr>
<tr>
<td><strong>Humanise the place</strong></td>
<td>Conquer the place</td>
</tr>
<tr>
<td>Creating a physical environment that says back to people, 'You matter.'</td>
<td></td>
</tr>
<tr>
<td><strong>Create diversity</strong></td>
<td>Deride difference</td>
</tr>
<tr>
<td>The greater the diversity of the group, and the greater the welcoming of diverse points of view, the greater the chance of accurate, cutting-edge thinking.</td>
<td></td>
</tr>
</tbody>
</table>

© 2009 Time to Think by Nancy Kline  [www.timetothink.com](http://www.timetothink.com)
APPENDICES
Appendix Seven

Figure 1: The Cultural Web

Johnson and Scholes Cultural web or Paradigm

The McKinsey 7 S Model
Boundary examination

**Embed**
- to incorporate or contain as an essential part or characteristic.
- to insert into a larger construction.
- to be or become fixed or incorporated, as into a surrounding mass.

**Streamline**
- to alter in order to make more efficient or simple.
- to improve the appearance or efficiency of, modernise.
- to design in a form that offers the least resistance to fluid flow.

*How do you embed equality and diversity into the culture of the Fire Service?*

- What are the consequences if we do not embed equality and diversity in the fire service?
- Who will benefit and who will lose if the Fire Service is more diverse?

**Diversity**
- the state or fact of being diverse; difference, Unlikeness.
- variety; multiformity.
Equality and diversity in the Fire Service

Drivers

- Diverse workforce
- Legislation
- Modernisation
- Financial - Best value
- Societal
- Political

- Economical
- Environmental
- Technological

- Fear of being outdated/out of step with other public authorities.
- Improve and maintain organisational reputation
- Provide a safe and positive working environment.
- Provide a stress/harassment/bullying and Discrimination free working environment.

Barriers

- Resistance to change
- Male dominated workforce
- Historic attitudes and practices
- Public perception of the Fire Service
- Staff perception of the Fire Service
- Resistance to modernisation

- Old attitudes and behaviours
- Understanding of staff of where the Fire Service is going in terms of the future.

Force-field analysis
PROBLEM: PREVAILING CULTURE WITHIN NATO - CAUSES?
## SWOT ANALYSIS OF ESFRS

Provides a good framework for reviewing strategy, position and direction of an organisation.

<table>
<thead>
<tr>
<th>strengths</th>
<th>weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good working atmosphere, almost a “family feel”. There is an exceptional welfare system available to all staff. Approachable management team. Staff retention is very high. Staff take great pride in their work. ESFRS is committed to Best Value and providing cost effective services. Use of first names is evolving within ESFRS. Staff have a good duty of care towards other staff which displays excellent teamwork. Loyalty and dedication of all people, across the Service, to serving the public. Respected and positively viewed by the public. Develops its staff and gives them adequate career opportunities. Meeting targets to reduce risk to our community. Chief gives regular talks with staff.</td>
<td>Junior and Middle managers not given adequate support to successfully manage cultural changes. Corporate Management Team not fully committed to Equality, Diversity and Cultural change agenda. Lack of meaningful and regular internal communication to cascade updates and general information. Not answering queries or questions timeously. Some staff have low morale post industrial action. Evaluation of CFS initiatives and training activities not a priority. Evaluation of partnership working. Some staff not engaged with the modernisation agenda. Equality and Diversity not a high priority in the past which has had a detrimental affect on staff attitude. Inability to progress towards a diverse workforce. Slow progress on IPDS implementation. High level of sickness absence. Blame culture. “That’s the way we do things around here” culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>opportunities</th>
<th>threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider a “rumours board” for staff to ask burning questions and raise issues. Consider a staff suggestion scheme so that staff feel they are being listened to and valued. Improve communications both internally and via cascade from managers. Keep staff informed of “what’s going on?”. Give staff positive feedback regularly. Corporate Management Team to promote an honest and open working environment as per our Organisational values. Give managers support to manage the modernisation agenda. Ensure all staff are updated regularly on Equal Opps issues and organisational values to change culture. Improve our links with the community through partnerships and community working. Regionalisation. Link IRMP with other plans.</td>
<td>Management of culture change needs to be effective. Failure to improve communications with staff and managers will not help the cultural change. Efficiency savings - council tax cannot rise above 5%. Regionalisation - redundancies. Failure to comply with new legislation. Failing community and partnership working. Failure to engage with the Regional Management Board.</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE
Could you please complete this anonymous questionnaire as honestly and thoroughly as possible regarding your working relationships and working environment. The results from these questionnaires will form the basis of my personal development research project to further cultural change at East Sussex Fire and Rescue Service. Thank you.
(Please circle or tick your response to each box and add comments if needed.)

125 questionnaires issues
75 responses received
Return rate 60%

<table>
<thead>
<tr>
<th></th>
<th>Represents significant NEGATIVE outcome</th>
<th>Represents significant POSITIVE outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 1: BEHAVIOURS AND ATTITUDES

*Do you feel respected in the workplace by your?* Percentages rounded up if 0.5 or above

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>95%</td>
<td>5%</td>
</tr>
<tr>
<td>Team</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>Manager</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Senior managers</td>
<td>43%</td>
<td>57%</td>
</tr>
</tbody>
</table>

*Do you feel valued in the workplace by your?*

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Team</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Manager</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Senior managers</td>
<td>32%</td>
<td>68%</td>
</tr>
</tbody>
</table>
### Section 2: CHANGE MANAGEMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes Percentage</th>
<th>No Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know why cultural change is necessary in the Fire Service?</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Do you think that cultural change is necessary in the Fire Service?</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Do you generally respond well to changes in the workplace?</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>

### Section 3: LEADERSHIP AND POWER

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes Percentage</th>
<th>No Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your line manager approachable?</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Do you understand the change from Rank to Role?</td>
<td>71%</td>
<td>29%</td>
</tr>
</tbody>
</table>

### Section 4: COMMUNICATION

**What is your preferred method of communication? (tick ONE option)**

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>15%</td>
</tr>
<tr>
<td>Let’s Talk</td>
<td>3%</td>
</tr>
<tr>
<td>ESFRS Brief</td>
<td>12%</td>
</tr>
<tr>
<td>Face-to-face</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Additional comments

**QUANTATIVE RESPONSES ONLY**

---

Management Research Report - PAC-CIPD
### Section 5: LEARNING

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you receive sufficient training to carry out your role?</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>If you have answered No What training would assist you in carrying out</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your role?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand what you need to do to progress in the organisation?</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Do you understand the IPDS system?</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>

### FOR MANAGERS

**Section 6: MANAGEMENT**

**43 QUESTIONNAIRES COMPLETED BY MANAGERS**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that you have the necessary skills to carry out your role?</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Would more ‘soft skill’ courses such as Interpersonal Skills, Conflict</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Management, Leadership and Assertiveness be beneficial to your role?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you given sufficient support as a manager by the organisation?</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Are you empowered to make decisions without having to ask for further</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>agreement from your line manager or more senior managers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you. Please return the questionnaire confidentially and directly to Mick Feather, Learning and Development at Service Headquarters, 4th Floor.
APPENDICES
Appendix Ten

QUESTIONNAIRE
Could you please complete this anonymous questionnaire as honestly and thoroughly as possible regarding your working relationships and working environment. The results from these questionnaires will form the basis of my personal development research project to further cultural change at East Sussex Fire and Rescue Service. Thank you.
(Please circle or tick your response to each box and add comments if needed.)

125 questionnaires issues
75 responses received
Return rate 60%

QUALITATIVE RESPONSES

Section 1: BEHAVIOURS AND ATTITUDES
Do you feel respected in the workplace by your?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>95%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Team</td>
<td>97%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Manager</td>
<td>85%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Senior managers</td>
<td>43%</td>
<td>57%</td>
<td>“Don’t know, never see them.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Not sure they know who I am.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>“Feel like we are just a number.”</td>
</tr>
</tbody>
</table>

Do you feel valued in the workplace by your?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleagues</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Team</td>
<td>93%</td>
<td>7%</td>
</tr>
<tr>
<td>Manager</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Senior managers</td>
<td>32%</td>
<td>68%</td>
</tr>
</tbody>
</table>
| Additional comments | “There is a culture of negativity that stifles positive feedback.”
|                     | “Very little/no praise comes back for any work carried out.”
|                     | As a Retained Duty System Firefighter there is a sense of being low down the food chain.”
|                     | “I feel I am not trusted by my managers.”
|                     | “First place I’ve worked where I can say ‘yes’ especially where managers are concerned.”
|                     | “Apparently our pay packet is enough to make us feel appreciated.”
|                     | “Have not felt respected or valued by manager in 4 years.”
|                     | “No formal praise or congratulation for achievements within role.”
|                     | “There is still a ‘them’ and ‘us’ culture in the Service.”
|                     | “I am the lowest of the low with little value and no voice.”
|                     | “Support staff not valued by operational staff.”
|                     | “Senior managers are a bit remote.”
|                     | “A word of thanks maybe?”
|                     | “An assumption of stupidity and lack of respect is ‘the norm’.” |
Section 2: CHANGE MANAGEMENT

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know why cultural change is necessary in the Fire Service?</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Do you think that cultural change is necessary in the Fire Service?</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Do you generally respond well to changes in the workplace?</td>
<td>87%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Additional comments

“I do generally respond well to changes but occasionally we do get some ridiculous things sent down to us.”

“Depends on what changes and how many.”

“Some have been rushed in with little training being given; we are just expected to know it.”

“Cultural change is essential and will underpin the future of the modern FRS.”

“More work needs to be done in relation to winning hearts and minds of station personnel. Apathy is rife.”

“Change for change sake.”

“It appears that we make some changes just for the sake of it.”

“Depends entirely on the changes.”

“Change not usually communicated well.”

“Cultural change is an excuse to implement government strategies.”

“Have not been exposed to anything in the Fire Service that has indicated a cultural change is necessary.”

Section 3: LEADERSHIP AND POWER

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is your line manager approachable?</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Do you understand the change from Rank to Role?</td>
<td>71%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Additional comments

“It is not necessary.”
“But for pay purposes it is very unfair.”

“More information on ‘rank to role’ in this organisation would be helpful.”

“We’re making the moves, but not changing attitudes. Still rank orientated.”

“Lack of information. Rushed through.”

“My line manager is approachable but doesn’t necessarily listen.”

“Why? Change?”

“Rank to role is political and has not improved the Fire Service.”

“Pointless.”

“Not approachable compared to other managers I have had—the uniform seems to create a huge barrier.”

“I’ve heard the term ‘rank to role’ and know it is a large project but don’t know any details.”

Section 4: COMMUNICATION

What is your preferred method of communication? (tick ONE option)

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>15%</td>
<td>“Most convenient.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Immediate method of communication.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Lack of potential for misunderstanding.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Direct. Personal. Confidential.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Quicker.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“You can trace if the information has been received.”</td>
</tr>
<tr>
<td>Let’s Talk</td>
<td>3%</td>
<td>-</td>
</tr>
<tr>
<td>ESFRS Brief</td>
<td>12%</td>
<td>“I read this every week to keep up to date.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Not everybody reads or answers emails.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“It’s official.”</td>
</tr>
<tr>
<td>Method</td>
<td>Percentage</td>
<td>Comments</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Face-to-face      | 71%        | “It covers management, operational, support and social issues because everyone has access to it.”  
|                   |            | “It allows dialogue and prevents or reduces misunderstandings.”         |
|                   |            | “Opportunity to request more information.”                               |
|                   |            | “More personal.”                                                         |
|                   |            | “Results are more likely to be achieved.”                                |
|                   |            | “To ensure it is understood.”                                            |
|                   |            | “Issues can be dealt with immediately.”                                  |
|                   |            | “You can have your questions answered immediately.”                     |
|                   |            | “Facilitates two-way communication.”                                     |
|                   |            | “Prefer it.”                                                             |
|                   |            | “Emails can be written and read wrongly.”                                |
|                   |            | “It is always better to sit down and discuss issues.”                   |
|                   |            | “More effective.”                                                       |
|                   |            | “It’s the personal touch which we have lost.”                           |
|                   |            | “Honest, open communication.”                                            |
|                   |            | “Best, no ambiquity.”                                                    |
|                   |            | “Clarity-more personal.”                                                 |
|                   |            | “You can tell if they lie.”                                              |
|                   |            | “Easier to sort problems and get truth across.”                         |
|                   |            | It is a more effective way to gauge honesty and sincerity.”              |
|                   |            | “Have little time to read ‘Let’s Talk’, Brief etc.”                     |
|                   |            | “Because I can ask questions and get                                    |
Are you given the opportunity to feedback issues related to your work? | Yes 81% | No 19%
---|---|---
Do you receive a timely response to issues raised? | Yes 47% | No 53%
Do you receive the necessary information for you to carry out your role? | Yes 80% | No 20%

Section 5: LEARNING

| Do you receive sufficient training to carry out your role? | Yes 76% | No 24% |

**Why?**

SEE COMMENTS ABOVE

“Immediate feedback.”

“I like the personal touch and I have more confidence in face to face communication.”
If you have answered **No**
What training would assist you in carrying out your role?

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Example Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what IPDS stands for but not details on how it works or affects me.</td>
<td>“Due to Health and Safety overkill, I feel we don’t do enough practical training.”</td>
</tr>
<tr>
<td>“Training has been either irrelevant to role or covered subjects I have already covered. Would like the chance to develop.”</td>
<td></td>
</tr>
<tr>
<td>Lack of any career structure for support staff.</td>
<td>“Programme Management Training.”</td>
</tr>
<tr>
<td>“Some idea of areas of responsibility would be nice.”</td>
<td>“Management of crews, team building and general leadership training.”</td>
</tr>
<tr>
<td>“Formal and accredited instructional teaching.”</td>
<td>“More IT input.”</td>
</tr>
<tr>
<td>“Clear job description and clear development plan.”</td>
<td>“Managerial training in relation to HR issues.”</td>
</tr>
<tr>
<td>“Should keep up operational competencies.”</td>
<td>“Don’t know, but there is no Development plan in place for my rank at this time.”</td>
</tr>
<tr>
<td>“Training and support does not keep up with changes.”</td>
<td>“Constantly changes, no one have a clue.”</td>
</tr>
<tr>
<td>“No input on how to deliver training and training is a big part of my role.”</td>
<td>“I have no faith in ADC delivering future managers.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes 69%</th>
<th>No 31%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you understand what you need to do to progress in the organisation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand the IPDS system?</td>
<td>Yes 49%</td>
<td>No 51%</td>
</tr>
</tbody>
</table>
FOR MANAGERS

Section 6: MANAGEMENT

43 QUESTIONNAIRES COMPLETED BY MANAGERS

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that you have the necessary skills to carry out your role?</td>
<td>88%</td>
<td>12%</td>
</tr>
<tr>
<td>Would more ‘soft skill’ courses such as Interpersonal Skills, Conflict</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>Management, Leadership and Assertiveness be beneficial to your role?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you given sufficient support as a manager by the organisation?</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>Are you empowered to make decisions without having to ask for further</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>agreement from your line manager or more senior managers?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you. Please return the questionnaire confidentially and directly to Mick Feather, Learning and Development at Service Headquarters, 4th Floor.
GLOSSARY

Aspire Leadership - The National FRS Learning and Development Strategy for England introduced the concept of a Centre for Leadership (CfL) and since April 2008 this has been incorporated as one of the two aspects of the Organisational Development Centre, together with the iPDS.  
www.fireservicecollege.ac.uk/LeadershipCentre/,  
www.fireservicecollege.ac.uk/NR/rdonlyres/7FB7C78C-59B4-4968-A58C-D04293725BBC/0/HowAspirewasdeveloped.pdf,  


Best Value Performance Plan - The Fire Service, in common with all other local authority organisations are required to report annually on a wide range of performance indicators.  


Comprehensive Performance Assessment - Comprehensive Performance Assessment (CPA) is a tool for improvement, which measures how well local authorities are delivering services for local people and communities. Fire and Rescue CPA results were first published in 2005 and Fire Authorities have since been following a programme of improvement led by the Department of Communities and Local Government and supported by the Audit Commission.  
www.audit-commission.gov.uk/cpa/

Comprehensive Area Assessment - Comprehensive Area Assessment (CAA) was introduced in April 2009 and replaced the CPA. CPA was interested in how councils and fire and rescue authorities performed. CAA takes a much wider look across local public services, including PCTs, police and probation bodies. CAA also focuses on how well people are being served by their local public services working together, not just how individual bodies perform.  
www.audit-commission.gov.uk/caa/

Diversity Scorecard - An evaluation tool to measure the impact of diversity on organisational performance.  
www.hubbardnhubbardinc.com/diversity_scorecard.htm

Diversity Excellence Model - A measurement tool to embed diversity into organisational practices.  
www.nationalschool.gov.uk/organisational_development/Divrersity/diversity_excellence_model/index.asp
GLOSSARY

Equality Standard for Local Government - The Equality Standard for local government was launched in 2001 and is now adopted by 90 per cent of all local authorities. It has been developed primarily as a tool to enable local authorities to mainstream age, disability, gender, race, religion or belief and sexual orientation into council policy and practice at all levels.

www.idea.gov.uk/idk/aio/6531086

Equality Framework for Local Government - The Equality Framework for Local Government (EFLG) builds on and develops the work councils have done on the Equality Standard for Local Government (ESLG). It contains many new features, is simpler to use and more relevant to the way local authorities work today.

www.idea.gov.uk/idk/aio/9585101

ESFRS Fairness for All equality training external evaluation report - This is the external evaluation of the equality training delivered at ESFRS from May 2006 to May 2009.

www.esfrs.org/about_us/equality/pdfs/fairness_for_all_report.pdf

ESFRS Staff Survey 2005.


Fire and Rescue Services Act 2004 - The main purpose of this Act is to deliver a modernised Fire and Rescue Service that responds to the particular demands of the 21st Century. The Act repeals the Fire Services Act 1947 and gives effect to the majority of proposals that require primary legislation in the White Paper Our Fire and Rescue Service, published on 30th June 2003.


Fire and Rescue Service National Framework 2008-11


Fire and Rescue Service Equality and Diversity Strategy 2008-2018


Gershon Review - This document sets out the conclusions of Sir Peter Gershon's review of public sector efficiency.

www.hm-treasury.gov.uk/d/efficiency_review120704.pdf

Integrated Personal Development System - The Integrated Personal Development System (IPDS) enables fire and rescue services to train and develop their staff to meet the changing demands that face the service. It also enables people to assess their development needs against a set of national occupational standards and seek the appropriate training and development at the correct point in their career.

www.fireservicecollege.ac.uk/IPDS/
Investors In People ESFRS report 2005

www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf

Survey of current and ex-firefighters in England

Thematic Review - A review by HM Fire Service Inspectorate in September 1999 to examine the extent to which equality and fairness at work are being embraced by the Fire Service.

Towards Diversity - Following the Thematic review this was the Fire Service Equal Opportunities Action Plan produced by the Equal Opportunities Task Force in June 2000.
www.fitting-in.com/reports/towards%20diversity1.pdf

www.fitting-in.com/reports/towards_diversity_2.pdf

White Paper - “Our Fire and Rescue Service” June 2003 was a Government response to The Independent Review of the Fire Service carried out by Sir George Bain and his team.