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Equality and non-discrimination plan for the Western Uusimaa Rescue Department

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Abstract

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The purpose of this thesis was to investigate the current situation of equality and non-discrimination within the Western Uusimaa Rescue Department, and based on that information, to conduct an extensive equality and non-discrimination plan for them. The aim was to clarify the concept of equality and non-discrimination, and put up clear guidelines for the organization to promote equality.

The theoretical framework of this thesis consists of diversity management, organization culture, and relevant laws and concepts related to equality. The study was carried out as a case study research. The research material was collected with a survey.

The equality and non-discrimination plan created as part of this thesis explains the principles of equality and non-discrimination, as well as the legal basis for planning. The plan includes sections on management, recruitment, orientation, communication, personnel training, and occupational health and safety in matters related to improving equality. Concrete development proposals are also described in the plan. In addition, implementation, monitoring and evaluation are represented.

According to the research results, equality and non-discrimination are not fully realized in the Rescue Department. The current situation suggests that increasing awareness of equality and non-discrimination is necessary. The plan created gives the organization clear, practical measures to promote equality. After all, it will increase employees' psychological safety and trust towards the employer.

Foreword

I am beyond happy to say that my thesis is now ready. Starting this journey of Master's studies in the middle of the pandemic was interesting to say the least. But whatever doubts I had, they were quickly gone as the studies progressed.

Thank you to the Kajaani University of Applied Sciences and the amazing staff for enabling the remote studies, and giving us top notch education.

Thank you to the Western Uusimaa Rescue Department for this commission, and to my supervisor Maria Lundström for trusting my expertise.

Special thanks to my daughters, Ilona and Aliisa, for patiently listening to my monologues of equality and non-discrimination.

In Espoo, March 2023

Anne-Mari Nyman

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Law abbreviations

PeL	Constitution of Finland 11.6.1999/731
PelastusL	Rescue Act 29.2.2011/379
RL	Criminal Code of Finland 19.12.1889/39
Tasa-arvoL	Act on Equality between Women and Men 8.8.1989/609
TSL	Employment Contracts Act 26.1.2001/55
TTL	Occupational Safety and Health Act 23.8.2002/738
VirkamL	Civil Service Act 19.8.1994/750
YhdenvertL	Non-discrimination Act 30.12.2014/1325

1   Introduction

The awareness for equality and non-discrimination is on constant rise; globalization, techno-log-ical improvements and migration movements are changing the world we live in. With the ever-changing world, we also need to change our mindsets and adopt inclusion and equality as part of our everyday operations.

The rescue departments of Finland have been under some negative media attention during the last year. After an extensive report by YLE in October 2021, it was brought to public's attention that sexual harassment is a serious issue within the departments; several personnel members had commented on their experiences of inappropriate behavior (Mattinen, 2021).

The Ministry of the Interior guides and directs emergency response center operations and pre-pares related legislations. In November 2021 it has published an equality and non-discrimination guidelines with long-term goals and over 30 measures to improve equality in rescue services. Every rescue department must conduct an equality and non-discrimination plan, and it was ad-vised to have it by the beginning of 2023.

Kettunen (2022) conducted an equality plan for the North Karelia Rescue Department at the end of 2022 as part of her master's thesis. The research included a survey for the personnel, and it was clear according to the research that equality was not realized and there was need for increas-ing awareness and developing the plan. Other than that, the situation within other departments remains unknown.

The commissioner of this thesis is The Western Uusimaa Rescue Department (later mentioned as LUP for Länsi-Uudenmaan pelastuslaitos). The research problem is that the LUP does not have an equality and non-discrimination plan. LUP has participated in Kunta10 surveys that are conducted every other year. The results for 2022 have been published in the beginning of 2023, and accord-ing to them, discrimination is clearly experienced. The response rate was 54% (n = 311), and 26,2 % of them had experienced discrimination. The percentage has grown significantly since 2020 when it was 15,9 %, even though the response rate was higher (68 %, n = 384).

The purpose of this thesis is to investigate the current situation regarding equality and non-dis-crimination within LUP. Based on that information, an extensive plan with measures is con-ducted. The objective of this research is to clarify the concept of equality and non-discrimination,

and to put up clear guidelines for the organization to operate accordingly. In addition, the aim is to produce concrete action proposals to facilitate equal practices within the organization.

The research questions are:

> RQ1. What is the current situation with equality and non-discrimination within LUP?

> RQ2. What are the possible issues/problems?

> RQ3. How to promote equality and non-discrimination within LUP?

The theoretical background of the thesis consists of theories of key concepts of equality and non-discrimination, diversity management, and organization culture. The research strategy used will be a case study. Data collection method will be a survey for the LUP personnel, and it includes quantitative and qualitative (open) questions. Brainstorming will be used as a development method for the development task itself.

2 Equality and non-discrimination within work life

This chapter includes theoretical basis for the key concepts such as equality and non-discrimination as well as discrimination. In addition, the related laws are introduced. According to legislation, the employers have certain obligations that will be presented in this instance.

2.1 Legislation

There are several laws that regulate the equality and non-discrimination within work life. The development of Finnish laws related to equality are highly influenced by the decision-making practices of, for example European Court of Human Rights and the Court of Justice of EU. (Ministry of Justice c, 2023)

International agreements and EU directives

One of the most relevant milestones in the history of human rights is the United Nations' Universal Declaration of Human Rights. It was proclaimed in 1948, and Finland ratified the agreement on 1990. (Ihmisoikeuskeskus, 2023) The Declaration sets a common standard for fundamental human rights, and it has paved the way for other human rights treaties globally (United Nations, n.d.)

The European Union's goals include the equal treatment of employees. It has enacted many laws against discrimination over the years, and EU legislation applies to all employer-employee relationships in companies, organizations, and authoritative organizations. Workplace discrimination on the grounds of age, sex, disability, ethnic or racial origin, religion or belief, or sexual orientation is prohibited. (European Commission a, 2019)

One of the most relevant EU directives is 2000/78/EC, which establishes a general framework for equal treatment in employment and occupation (European Commission b, n.d.). Everyone working within EU has certain minimum rights, and all EU countries must make sure that their national laws protect these rights related to health and safety at work, equal opportunities for women and men, protections against discrimination and labor law (European Commission c, n.d.).

Constitution of Finland

The Constitution of Finland [PeL] (731/1999) provides for fundamental rights. Regarding equality, it states that everyone is equal before the law. In addition, it states that no one should be treated differently from other persons on the ground of sex, age, origin, language, religion, conviction, opinion, health, disability or other reason that concerns his/her person. Furthermore, the law raises up the children's equal rights, and the promotion of equality between sexes. (PeL Chapter 2, Section 6)

Act on Equality between Women and Men

The purpose of the Act on Equality between Women and Men [Tasa-arvoL] (609/1986) is to prevent gender-based discrimination and to promote equality between women and men. Particularly, the improvement of women's status in work life is essential to this Act. In addition, the objective of the Act is to prevent discrimination based on gender identity or gender expression. (Tasa-arvoL Section 1)

Non-discrimination Act

The Non-discrimination Act [YhdenvertL] (1325/2014) promotes equality and prevents discrimination, and it enhances the protection provided by law to those who have been discriminated against.

The Act obliges employers, authorities and education provides to promote equality. It is also stated that authorities and employers who employ more than 30 persons, and education providers must have a plan to promote equality. (YhdenvertL Chapter 2, Sections 5-7)

The Act is integrated with several other laws, such as the previously mentioned Constitution of Finland (731/1999) and Act on Equality between Women and Men (609/1986).

Criminal Code of Finland

Regarding discrimination, the penalties for violating the prohibition of discrimination are determined by the Criminal Code of Finland [RL] (39/1889). Chapter 11, Section 11 contains a broad prohibition of discrimination. In addition, the Criminal Code prohibits discrimination in work (RL Chapter 47, Section 3).

Sexual harassment and gender-based harassment are prohibited in the Act on Equality Between Women and Men (Tasa-arvoL Chapter 7). However, if the harassment includes physical touching,

it is possible to apply the Criminal Code's provisions as sexual harassment in cases of physical integrity is criminalized (RL Chapter 20, Section 6).

Legislation related to employment

There are several laws related to employment. Employment Contracts Act [TSL] (55/2001) provides for matters related to employment contracts. The law stipulates on equal treatment of all employees and prohibits any discrimination related to employment (TSL Chapter 2, Section 2).

The Civil Service Act [VirkamL] (750/1994) provides for government employment. The Act ensures that civil servants are treated equally so that no one is unjustifiably placed in a different position compared to others for discriminatory reasons.

The objective of Occupational Safety and Health Act [TTL] (738/2002) is to improve the working environment and working conditions. This ensures and maintains employees' ability to work. In addition, it aims to prevent occupational accidents and diseases, and to eliminate other risks caused to physical or mental health. (TTL Chapter 1, Section 1) Therefore, the Act is closely related to discrimination and harassment that causes mental stressors. It obligates the employer to take necessary measures in case of harassment. (TTL Chapter 5, Section 28)

2.2   Equality

Equality means that all people are equal, regardless of their gender, age, ethnic or national origin, citizenship, language, religion and belief, opinion, disability, state of health, sexual orientation or other reason related to the person. (Ministry of Justice b, 2022)

As the development task of this thesis was done in Finnish, it is important to define the meaning of the word *equality* as in Finnish terminology it covers two meanings: *tasa-arvo* and *yhden-vertaisuus*. *Tasa-arvo* was originally used for political and social equality, and it was adopted as the term used in the context of sex/gender equality. (McCrudden & Prechal 2009, 23) The Act on Equality between Women and Men (609/1989) defines the prohibition of discrimination between sexes and the promotion of gender equality.

Yhdenvertaisuus was originally referring to formal equality. The etymology of the word is a reference to *yksi* (one) and *vertaisuus* (comparison, equation). Later, the word *yhdenvertaisuus* has been used as to other prohibited grounds of discrimination. (McCrudden & Prechal 2009, 23)

The Ombudsman for Equality is an independent authority whose main duty is to supervise compliance with the Act on Equality between Women and Men (Ombudsman for Equality a, 2022). According to the Act the Ombudsman for Equality has the right to receive necessary information from any person in order to supervise compliance with the Act (Tasa-arvoL Section 17).

2.3   Discrimination

Discrimination is treating someone less favorably than others on the basis of a personal characteristic (Non-discrimination Ombudsman b, 2022).

Under the Non-discrimination Act

> *no one may be discriminated against on the basis of their age, origin, nationality, language, religion, belief, opinion, political activity, trade union activity, family relationships, state of health, disability, sexual orientation or other personal characteristics. Discrimination is prohibited, regardless of whether it is based on a fact or assumption concerning the person him/herself or another.* (YhdenvertL Chapter 3, Section 8)

As mentioned in the previous chapter 2.1, also other laws prohibit discrimination. Finland has a Non-Discrimination Ombudsman who promotes equality and prevents discrimination. The Ombudsman also supervises the removal from the country and is the National Rapporteur on Trafficking Human Beings. (Non-discrimination Ombudsman a, 2022)

Different forms of discrimination in work life will be further introduced in a later chapter 2.5 Forms of discrimination.

2.4   Sexual harassment and gender-based harassment

Under the Equality Act (609/1989) sexual harassment is considered as discrimination. Sexual harassment is defined as

> *verbal, non-verbal or physical unwanted conduct of a sexual nature by which a person's psychological or physical integrity is violated intentionally or factually, in*

> *particular by creating an intimidating, hostile, degrading, humiliating or offensive*
> *atmosphere* (Tasa-arvoL Section 7).

Sexual harassment can be expressed in various ways. It is not only physical contact, rape or attempted rape, but also sexually suggestive gestures or expressions, indecent talk, sexually suggestive emails, text messages or phone calls, and suggestions of or demands for sexual intercourse or other kinds of sexual activity. (Ombudsman for Equality c, 2023)

In addition, gender-based harassment is considered as discrimination. It is defined as

> *unwanted conduct that is not of a sexual nature but which is related to the gender*
> *of a person, their gender identity or gender expression, and by which the person's*
> *psychological or physical integrity is intentionally or factually violated and an in-*
> *timidating, hostile, degrading, humiliating or offensive atmosphere is created*
> (Tasa-arvoL Section 7).

Gender-based harassment can be expressed by degrading talk concerning another person's gender, by belittling the opposite gender, or by workplace or school bullying. The latter is when this is based on the victim's gender. (Ombudsman for Equality c, 2023)

2.5   Forms of discrimination

The law defines five different forms of discrimination; direct and indirect discrimination, harassment, denial of reasonable accommodation and instruction or order to discriminate (YhdenverL Chapter 3, Section 8). All forms of discrimination entitle to compensation provided for in the Non-discrimination Act.

Direct discrimination

Discrimination is direct, if a person is treated less favorably than others on the grounds of personal characteristics (YhdenvertL Chapter 3, Section 10). Unfavorable treatment refers to a procedure, either an act or an omission, by which the subject of the procedure is placed in a worse position than others. An example of this could be a situation where the employer does not invite job applicants of certain ethnic minority to a job interview because of their origin. (Leppänen 2015, p. 34)

Indirect discrimination

According to Non-discrimination Act (1325/2014) Section 13, indirect discrimination is when

> *an apparently neutral rule, criterion or practice puts a person at a disadvantage compared with others as on the grounds of personal characteristics, unless the rule, criterion or practice has a legitimate aim and the means for achieving the aim are appropriate and necessary*.

Indirect discrimination is often more difficult to detect than direct discrimination. This could occur during applying for a job that requires a driver's license; it is practically impossible for visually impaired people or people under the age of 18 to meet this requirement. However, if the performance of the duties of the job or position being applied for genuinely requires a driver's license, it is not considered discrimination. (Leppänen 2015, p. 37-38)

Harassment

Harassment is one of the forms of discrimination. It is referred as deliberate or de facto infringement of the dignity of a person, if the infringing behavior relates to a reason referred to in section 8, and as a result of the reason, a degrading or humiliating, intimidating, hostile or offensive environment towards the person is created by the behavior (YhdenvertL Chapter 3, Section 14).

Leppänen (2015, p.39) describes harassment as a behavior that violates human dignity. It is a broad concept that can include emails, facial expressions, gestures or displaying written or electronic material. Leppänen adds that this behavior does not have to be aimed directly at a specific person to be harassment, but it can also be aimed at a group of people.

The employer is obligated to take action to remove the harassment. However, the employer's procedure is not discrimination if the employer does not receive information that the employee has been subjected to harassment at work. In addition, it should be noted that the employer fulfills their responsibility as long as they take the measures available to them in each situation to eliminate the harassment. (Leppänen 2015, p. 41)

Denial of reasonable accommodation

Chapter 15 of Non-discrimination Act (1325/2014) stipulates the reasonable accommodation for people with disabilities in order to realize equality for them. The employer must make appropriate

and reasonable adjustments necessary in the given situation, so that a disabled person can get a job, perform work duties and progress in a working career on an equal basis with others.

As Leppänen (2015, p. 42-43) mentions, it is discrimination only when the employer, aware of the obligation to adapt, has not taken action after the need for adaptation has arisen, the adaptation has been requested and it has been considered reasonable. Therefore, if no request for adaptation has been made, it is not possible to sue for compensation afterwards.

Instruction or order to discriminate

An instruction or order to discriminate constitutes as discrimination (YhdenverL Chapter 3, Section 8).

Discrimination by an instruction or order must be due to a reason related to a person in order for it to be discrimination as defined in the law. Such reasons related to a person are, for example, age, origin, language, disability, etc. (Leppänen 2015, p. 43) For example, an employer that instructs employees at a shop not to serve customers with a foreign background is guilty of discrimination. Even if none of the employees have actually followed the instruction this constitutes as discrimination. In addition, it is important to note that following a discriminatory order or instruction also constitutes as discrimination. (Non-discrimination Ombudsman b, 2022)

2.6   Justification for different treatment

Treating individuals differently does not always constitute discrimination, as long as the different treatment is based on legislation, and it has an acceptable objective and the measures to attain the objective are proportionate. Non-discrimination Act provides grounds for justified different treatment. (YhdenvertL Section 3, Chapter 11)

Positive action

> *Proportionate different treatment that aims to promote de facto equality, or to prevent or remove the disadvantages attributable to discrimination, does not constitute discrimination* (YhdenvertL Chapter 3, Section 9).

The purpose of the provision is to allow the positive special treatment necessary to secure de facto equality, i.e., actions that improve the status and conditions of a certain group in need of

special protection. Such groups can be, for example, young people, immigrants, elderly, or disabled people. (Leppänen 2015, p. 57) Positive action can be, for example, an admission quota at educational institutions for a group at risk of discrimination (Non-discrimination Ombudsman b, 2022).

Positive action and the proportionality of its measures must always be assessed case by case as it is necessary to be careful when using positive special treatment. If recommending or placing an individual or group in a privileged position means discrimination against others, it is considered prohibited by the regulation. (Leppänen 2015, p. 57)

Different treatment in hiring and employment

Non-Discrimination Act (1325/2014) allows different treatment in hiring and employment on certain conditions. The different treatment must be based on the nature of the tasks and the actual and critical requirements of carrying them out. The treatment must also be proportionate. (YhdenvertL Chapter 3, Section 12)

In certain situations, the person's personal characteristics, such as age or ethnicity, can be used as a criterion for hiring. This may include, for instance, employment campaigns targeted at young people, or perhaps hiring a member of certain ethnic minority for a business which promotes the rights of such minority. (Non-discrimination Ombudsman b, 2022)

2.7   Employer's obligations

The Non-discrimination Act (1325/2014) provides obligations to promote equality. In Chapter 2 of the Act, these obligations are assigned to authorities, education providers and employers. The provision regarding the employer's obligation to promote equality has three parts: a general obligation to promote equality, obligation to make an equality plan (for companies employing at least 30 persons), and the personnel representatives' right to receive information about the employer's actions to promote equality.

General obligations to promote equality

According to Non-discrimination Act (1325/2014) Chapter 2, Section 7, the employer must evaluate the realization of equality at the workplace. According to the regulation, the employer must, considering the needs of the workplace, develop working conditions and the operating methods

that are followed when selecting personnel and making decisions regarding personnel. The employer's promotion measures must be effective, appropriate and proportionate, considering the operating environment, resources and other circumstances.

The Non-discrimination Act (1325/2014) does not define in more detail what kind of concrete measures the promotion obligation covers. However, the Act on Equality between Women and Men (609/1986) includes more specific obligations employers have as to promoting gender equality:

> *In order to promote gender equality in working life, the employer must, with due regard to the resources available and any other relevant factors,*
>
> *1) act in such a way that job vacancies attract applications from both women and men;*
>
> *2) promote the equitable recruitment of women and men in the various jobs and create for them equal opportunities for career advancement;*
>
> *3) promote equality between women and men in the terms of employment, especially in pay;*
>
> *4) develop working conditions to ensure they are suitable for both women and men;*
>
> *5) facilitate the reconciliation of working life and family life for women and men by paying attention specially to working arrangements; and*
>
> *6) act to prevent the occurrence of discrimination based on gender.* (Tasa-arvoL Section 6)

Obligation to make a plan for the promotion of equality

All employers who regularly employ at least 30 persons must make a plan for the necessary measures for the promotion of equality. It is worthy of remark that as the word equality covers two meanings in Finnish, *tasa-arvo* and *yhdenvertaisuus*, both of these laws provide the same obligation for employers to make a plan (YhdenvertL Chapter 2, Section 7 ; Tasa-arvoL Section 6).

However, the Non-discrimination Act (1325/2014) does not specify other requirements than to have a plan. The Act on Equality between Women and Men (609/1989) on the other hand has more precise requirements, such as the pay survey which presents the differences in pay between

women and men. The pay survey is used to ensure that there are no unjustified pay differences between men and women working for the same employer. (Tasa-arvoL Section 6)

In addition, there is another difference between these two obligations to conduct a plan for promoting equality: the gender equality plan must be made at least every two (2) years dealing particularly with pay and other terms of employment (Tasa-arvoL Section 6 a). As for the equality plan according to the Non-discrimination Act 1325/2014, Section 7, there is no schedule mentioned.

The personnel representatives' right to receive information

According to law, a shop steward elected or other representative of the personnel, is entitled to access information on what actions the employer has taken to promote equality in the workplace (YhdenvertL Chapter 2, Section 7, Sub-section 3). If the promotional activities are included, for example, in occupational health and safety program, it is considered to be sufficient information. In case there is no current plan, the employer is nevertheless obligated to give either oral or written information of the on-going activities on request. However, it must be noted that the representative of the personnel is not entitled to any sensitive personnel information. (Leppänen, 2015, p. 30)

3   Diversity management

To work with and lead diverse workforce, it is crucial for the organization to acknowledge the basics of diversity and how to manage it. These issues will be discussed in this chapter.

3.1   Diversity

Diversity as a concept is broad. It is important to distinguish it from the words *difference* or *dissimilarity* as these evoke an image of something that needs to be understood or solved. In other words, they contain a hint of a problem. Diversity as a word is neutral and equal. Even though diversity can be described as a challenge or even as intimidating, it also includes an essence that is extremely positive and aspirational. (Ajanko 2016, p. 19-21)

According to Ajanko (2016, p. 21-23) diversity consists of four different levels (Figure 1). Firstly (1), there is clearly visible definable diversity, such as age or sex. In addition, physical restrictions are included in these visible, external factors. Secondly (2), there is a level of more invisible diversity that includes different educations, work experiences or even ethnicity. These factors can be seen in a person's resume. The third (3) level consists of invisible, internal factors that range from cultural background and religion to different working habits and styles. The fourth (4) level is the deepest diversity which includes the parts of our personality that define our behavior: identity, values, motivational factors.
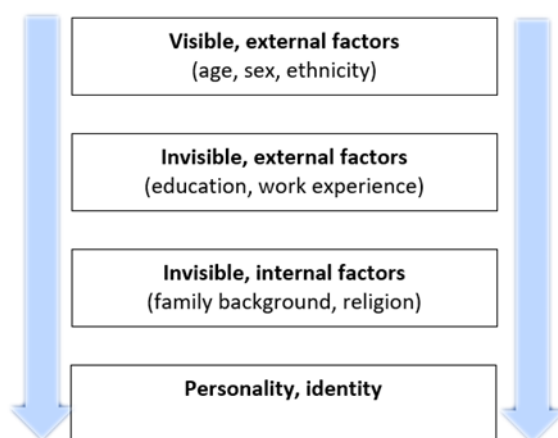

Figure 1. Example of the diversity levels (based on Ajanko, 2016, p. 21-22)

It is necessary to acknowledge that diversity and its levels can change within time. Some aspects are permanent, such as ethnicity or usually sex. However, aspects such as age, situation of personal life or the ability to work can change over time. Encountering the diversity with an open mind challenges our own prejudices, fears, and immaturity, and we can work on them by becoming aware of them. (Ajanko, 2016, p. 24) Jabe (2017, p. 27) points out that it is common for people to avoid meeting different people, even at work. She agrees that having an open mind allows us to take advantage of diversity, and we can learn to rejoice the different skills others have.

3.2   Diversity management

As the world has been - and still is - changing due to globalization, technology development and migration movements, so has been the work environment. The workforce has drastically diversified, and this has led to a need for diversity management within the work environment as diversity encompasses many different areas: ethnic groups, genders, educations, backgrounds and so on. (Alshaabani et al., 2022)

It is argued that diversity management is increasingly important for organizations. By planning long term diversity management strategies and including them into the human resource management activities, the organizations can succeed in sustainable prosperity. Diversity management improves employee engagement: when employees perceive the diversity management practices positively, they tend to be more engaged and motivated at their workplace. (Alshaabani et al., 2022)

Alshaabani et al. (2022) state that diversity management has a direct negative effect on job insecurity. Especially in this era of the pandemic and the increased insecurities by it, the organizations are able to build trust between them and the employees by clear diversity management practices and policies. Organizational trust leads to a feeling of security, which leads to job satisfaction and motivation.

In their study, Dongrey and Rokade (2022) mention employee emotional commitment which is known as affective commitment. Inclusiveness in the workplace plays an immense role for the diversity management as it gives employees a feeling of belonging to the organization and being valued. As perceived discrimination detaches employees from the organization, the perceived equality gives them emotional safety. This leads to higher affective commitment, which can be seen as enhanced performance, active participation and taking initiatives. Jabe (2017, p.26)

agrees with this and underlines that the organization's management and HR need to ensure adequate equality in representation and growth opportunities in order to achieve affective commitment and thus the organization's sustainability and success.

3.3   Leader's role in diversity management

Leader's role in diversity management is crucial as they provide direction and guidance to the employees. They are responsible for implementing the organization's policy on diversity and this affects the employees' behavior and their views of the organization. (Rahman, 2019) Thus, the leader's behavior can have a positive or negative affect on employees' perceptions and therefore to their feeling of security. Jabe (2017, p. 273) emphasizes the role of the leader, too. In addition, she argues that team commitment is the most significant predictor of the leader's success.

Inclusion of diverse workforce plays an important role in both leadership and diversity management. As mentioned in the last chapter 3.2, it is crucial to include all employees in the organization and give them the feeling of belonging and being valued. The leaders must promote equality in their own behavior and representation to achieve the positive outcome of employees' commitment to the workplace. (Dongrey & Rokade 2022)

Ajanko (2016, p. 132-134) mentions that leader and their management style have a decisive influence on the organization's culture; almost 70 %. The remaining 30 % forms of standards, systems, and processes. The personality of the leader creates the basis for the organization culture, and the leader's attitude to diversity very much forms the organization's diversity culture.

The organization as well as an individual can take certain steps to grow and develop into the diversity management. Ajanko (2016, p. 132-134) covers the same steps Daniels (n.d.) has described as the "5 As" of the change process.

1. Awareness - Having practices to increase the receptivity and understanding.

2. Acceptance - Increasing acceptance through open dialogue and reflection. By getting more knowledge of one another, we are able to accept the different approaches everyone has.

3. Appreciation - Through awareness and acceptance, we move to genuine appreciation, and we are able to see the value of diversity in ourselves and others.

4. Action – Through the previous steps we can achieve real responsibility which leads to action. By connecting the increased self-knowledge to the needs of business life, useful areas for development can be found.

5. Adherence – Committing to the whole process of "5 As" in the daily practice. It is essential to acknowledge that the conscious diversity management cannot be fixed at once, but it needs practice by going back and forth with these steps. (Daniels, n.d.)

Even as diversity management is considered important, it also causes challenges for leadership. Globalization and technological improvements add their own weight on leadership, as leaders must know what is expected of them and how to execute their leadership in the international work environment. As Chuang (2013) is cited in Rahman (2019), there are six immense leadership challenges:

- time management

- decision making

- speeding up the work

- motivating others to work smartly and diplomatically

- mentoring and coaching

- leading a team; adapting leadership for the chances of the globalization

Overall, it is the managing of diverse people in the ever-changing world and work environments that cause challenges for the leadership. Leading change and overcoming the resistance to change, as well as dealing with employees' reaction to it is demanding (Chuang, 2013 as cited in Rahman, 2019).

Ajanko (2016, p. 108) recommends familiarizing with coaching management approach when the leader wants to develop themselves and the whole community. This approach is one of the most efficient ways to promote performance, development, and learning. Coaching interaction is part of diversity management.

Coaching management approach includes building of relationship and trust, active listening, presence, and giving room for realization. Coaching is targeted on how the desired goals can be achieved. However, this approach does not exclude the traditional management and leadership

approaches, it is more of an addition to these. It is good to remember that coaching interaction is not only restricted to your own subordinates, but it is preferable to use when interacting with colleagues and supervisors. (Ajanko 2016, p. 109-111) Even though Jabe (2017, p. 276-) is not mentioning the term coaching management, she also emphasizes the same features that form a good leader: active listening, presence, etc. The author also mentions empowerment as a result of experiencing together; empowering the employees can be obtained by sharing experiences and accepting diversity. This means hearing through the words of the employee and understanding in more depth. By this, the entire organization can be strengthened.

4   Organization culture

Organization's internal culture is a significant factor not only in the succeeding in business, but also in the psychological safety for the personnel. This chapter introduces the main factors related to organization culture.

Organization culture has as many meanings as there are people describing it. It includes the organization's conscious and unconscious values, structures, and modes of operation that guide its employees' thinking and behavior. The latter also unite the employees and differentiate the organization from the others. (Luukka, 2019, p. 16-25) Kulmala and Rosvall (2022, p. 20-21) agree that there is no certain definition for the organization culture. They also agree on the fact that the culture guides the behavior of the employees on a long-term basis, and that is what makes the organization culture so powerful. Jabe (2017, p. 261) argues that the effect of organization culture will go even so far as to influence the way we dress, what hobbies we have, how we talk, etc.

According to Luukka (2019, p25-29), there are six key features that form the organization culture. These features are:

1. *Culture requires a group.* Even though an individual can be participating in creating the culture, in itself the culture is always a group feature.

2. *Culture is created within the group, together.* The outside world may impose some boundaries for the organization, but its culture is formed by the acts within the group. The culture reflects the leader's values, actions, and omissions. Culture is often the shadow of its leader.

3. *Culture is learned, and it can be taught.* New members will always adapt to the culture, and if not, they will leave. Culture and culturally appropriate activities can and should be taught, for example as part of the initiation process.

4. *Culture is shared – it unites group members and differentiates from others.* The culture is formed when the community has shared habits, symbols, etc. The identity, which is essential element, is then formed by the culture. This identity also differentiates the organization from others with its own unique ways.

5. *Culture affects on the level of assumptions, values, symbols, and behavior*. A common misunderstanding is that the culture is only the visible symbols. In reality, it consists of the shared values and common world view.

6. *Culture is always stronger than an individual.* Culture is a feature of the group, and it contains the organization's history. Sometimes the culture can be even stronger than the group. (Luukka, 2019, p. 25-29)

Organization culture operates in multiple levels. Luukka (2019, p. 30) introduces the classic organization culture model made by Edgar Schein in 1994 (Figure 2). It demonstrates clearly the external and internal levels, and the deeper layers within them.

The basis for the organization culture is the basic assumptions that describe the company's world view. The assumptions may have been values originally, but as time goes by, they have become self-evident, and they are no longer questioned. Adopted values are built on these assumptions. However, the written values may not always be the organization's true values. (Luukka, 2019, p. 31-32)
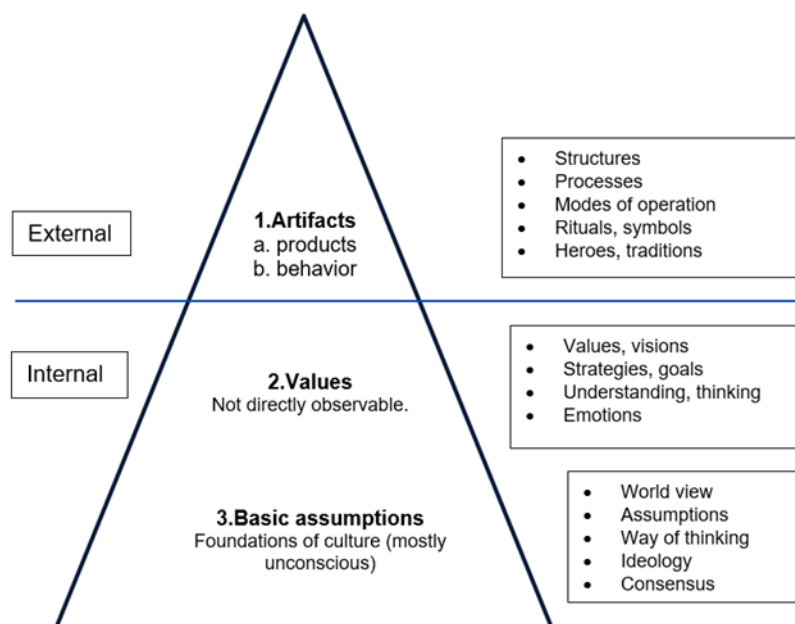

Figure 2. Edgar Schein's classic organization culture model (based on Luukka, 2019, p. 30)

The external, observable things are the artifacts. They are the company logo, the office and interior design, but they are also the recruiting process, organization's own "language", etc. The culture in its entirety cannot be seen solely by these external factors, but the meaning behind them must be understood. (Luukka, 2019, p. 31).

4.1   Cornerstones of organization culture

Luukka (2019, p. 176) presents four cornerstones that form the foundation for a strong, humane organization culture: perception of human beings, world of values, reason for existence, and direction.

The first cornerstone, *perception of human beings*, reveals how the management of the company sees its employees. In the end, it defines everything related to the organization culture. As the company's structures, value systems, operating models etc. are reflections of the management's perceptions of people, it will "make or break" the business. For example, if the management's perception is negative, the culture is built upon mistrust and control. In case the perception is positive, trust and openness are in the center of the organization culture. (Luukka, 2019, p. 177-183) Kulmala and Rosvall (2022, p.38) also emphasize on this, and especially that the management and other decision-makers have a significant effect on the culture's perception of human beings.

During the last decades, one of the biggest oversights for companies has been following the "performance – potential" matrix, which emphasizes leading with fear with the idea of employees doing their job as well as possible while being concerned of losing their jobs. The employees are still being controlled in most organizations. However, new ideas of detaching from such ideas are rising. Transferring from strictly transactional model to understanding and valuing the employee's work input can strengthen the culture. The desire to understand people and diversity is an essential part of the organization's and its leaders' perception of people, and therefore also the culture's. (Luukka, 2019, p. 187-192)

The second cornerstone is the *values* of the organization. While the mission tells why the company is, vision tells where the company is going and strategy offers the way to get there, the values define how the company needs to operate for it to succeed. The values are supposed to tell how, by actions, the company is going to realize the purpose of its existence and reach the goals it has set. It must be remembered that the values are not guiding the business but the people in it. Therefore, setting a value of, for example, result orientation is not actually a value for the employees, but the company itself. (Luukka, 2019, p. 202-206)

Another important aspect of the values is that they need to be created by the company management or the owners. Unfortunately, many companies try to involve the whole organization in the definition of values, even though values cannot be created as an equal, democratic process. In

addition, as the values reflect the organization culture, the management needs to commit to them. (Luukka, 2019, p. 224-225)

As for the values of the organization, Kulmala and Rosvall (2022, p. 52-53) point out that values are often perceived as abstract or personal. Principles of action refer more clearly to what the common code of conduct within the organization is. The authors also emphasize that the common principles of action are helpful when different people work together, and for example, addressing unwanted behavior is actually defending the common values.

The third cornerstone, *reason for existence*, separates the succeeding businesses from others. For the culture to be strong, the organization's purpose should guide the actions and really inspire the employees. The purpose or mission can connect the everyday work to something bigger, and it provides a reason for the work. This can only be achieved if it is based on true motives of the owners and management. (Luukka, 2019, p. 227-231)

The purpose, i.e. mission, always needs a vision to succeed. Therefore, the fourth cornerstone is *direction*. The vision should look ahead ambitiously enough, but the people should feel it as their own. People want to feel inspired, and regrettably, too often organizations set values only related to their own key figures, which is not motivational for the employees. However, inspirational vision is not enough: employees want to feel they are working towards a clear future vision, and they have their own role in achieving the goal. In addition, using the vision in everyday communication has a great effect on this experience. Building a strong organization always requires a vision. (Luukka, 2019, p. 235-249)

4.2   Psychological safety

It is crucial for the employees to feel that they can be themselves in the workplace. When this situation is obtained, the employees feel valued, and they will not use their energy in wrong issues. They are able to participate and give their own contribution to the community. It can be said that psychological safety is a joint agreement that the community aims for a space where everyone can bring their true self to the game. (Rinne, 2021, p. 27-29) However, Snow (n.d.) warns that creating a "too comfortable" environment is counter-productive; comfort is not the same as safety. The leader's job is not to protect the employees from discomfort, but from harm. In addition, the leader will motivate and guide through the discomfort and harness that into growth.

As Figure 3 demonstrates, psychological safety is trust among a group rather than just between two people. It is a commitment to treat each other charitably. (Snow, n.d.)
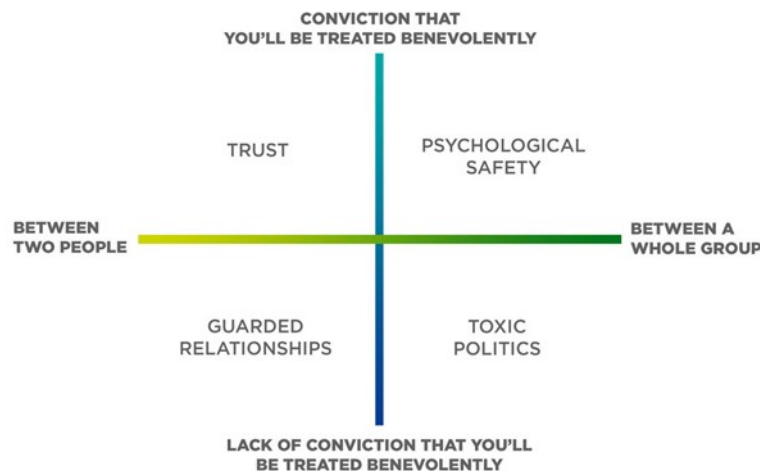

Figure 3. The difference between trust and psychological safety (Snow, n.d.)

Nowadays learning is part of the daily work life, it is not only restricted to school. So-called *learning organizations* observe their environment constantly trying to identify and process new information and, if necessary, change their activities and strategy. Learning is a competitive advantage in this instance, and a major prerequisite for learning is a culture that allows mistakes. It is undeniable that psychological safety affects to learning as in principle people do not want to make mistakes. They need to feel safe in order to try and possibly learn from their mistakes. Therefore, to obtain psychological safety, the work needs to be framed as a learning process instead of performance oriented. (Rinne, 2021, p. 66-69)

Responsibility and specifically responsible organization culture have become an important part of company branding. It is used as an attraction factor in recruiting. Integral part for the responsible organization culture is psychological safety, and furthermore, equality is essential for both of them. (Rinne, 2021, p. 72-73)

Psychological safety does not mean that there are no problems in the work community. It is important to understand that psychological safety is not a conflict-free state, but it enables discussion of challenging issues, and it helps people solve problems together. Furthermore, psychological safety is not about being friends with every colleague and having only happy workdays. It is a state that is built on directness, clear goals, transparency and openness. It allows people to focus on their work and to develop it together. (Rinne, 2021, p. 80)

Kulmala & Rosvall (2022, p.31-33) bring up the important aspect of the meaningfulness of work. As they cite philosopher Frank Kulmala "If forty hours of our waking hours each week are meaningless drudgery, the leisure experiences or gadgets that money can buy are not enough to compensate for that loss". In developing the culture, it is pivotal to clarify the meaningfulness of work as employees crave for deeper meaning for their work life. Nobody wants to just perform, but rather experience of producing something valuable, solving problems or making customers happy. This is strongly linked to positive experiences at work.

4.3   The management of organization culture

Managing the organization culture is determining for any company that wants to succeed. The culture is in constant motion due to internal changes and the external operating environment. Understanding the organization's history, having a clear understanding of today's values and trends, and having a clear vision of the future are needed for successful management. (Kulmala & Rosvall, 2022, p. 34-37)

Kulmala and Rosvall (2022, p.88-90) point out that it is a common misconception that the organization culture is managed as a giant change project. However, it is rather an ongoing process that will never end. The different stages form a circle (Figure 4) that demonstrate the process. Interesting feature is that with each new round the circle will become a new version of itself, including new energy and learnings.
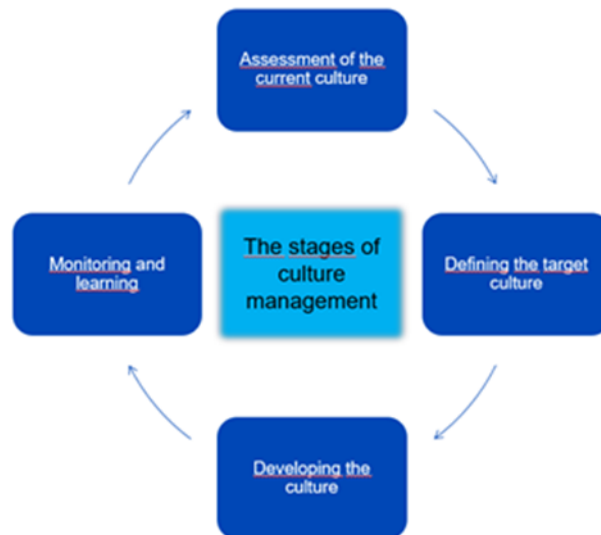
Figure 4. The stages of culture management (based on Kulmala & Rosvall, 2022, p. 90)

As one of the most important processes regarding the constructing or changing the organization culture, Luukka (2019, p. 255-256) brings out recruiting: he emphasizes that it is crucial to not hire employees that do not fit in the culture. As this statement can be criticized for decreasing the diversity and making the culture too homogeneous, Luukka wants to clarify that this is a misconception. The author does not mean hiring people with certain education, sex, etc. He points out that if the organization culture is built upon openness, it is necessary to hire people who fit into that. If the culture appreciates individual performance, there is no sense in hiring people who want to co-operate in their work and do not appreciate individual competition.

Kulmala & Rosvall (2022, p. 21-22) remark that as individuals seek out cultures that suit them, companies try to choose people who fit the culture, and over time, people who do not fit the culture leave, and it will form a reinforcing cycle of the organization culture. The authors add that besides the *culture fit* term, there is also now *culture add* term which means recruiting employees that will shake up and develop the culture in a new direction. With both perspectives, the management can use recruiting to stabilize and reinforce the culture, or to renew the culture towards the desired direction.

5   Research design

The research took place between September 2022 and March 2023. It was conducted as a case study with mixed methods. The data was collected via a survey, with both quantitative and qualitative parts. The open questions, i.e. the qualitative part, of the survey were analyzed inductively. Brainstorming was used as a collaborative development method.

5.1   Case study as research strategy

The research strategy used in this thesis is a case study. Case study is used when doing research in real life context and its primary purpose is to research a particular phenomenon within a single case, which in this instance is an organization. Case studies can have an enormous impact, and it should not be wasted in unimportant issues. As it is usually used in single cases, it can reveal important information and lead to a process of change. (Simons, 2009, p.3; Gillham, 2001, p. 101-102)

As a case study, the findings cannot be generalized. Case studies are subjective by their nature, and therefore the results are usually qualitative as of how people understand the situation etc. However, it is important to understand that the objective is not ignored, rather than the qualitative element that lies behind the objective evidence is searched for. (Gillham, 2001, p.6-7)

For this thesis, a case study strategy was a justified option as this research is done in a real-life context and the purpose is to research a particular phenomenon, i.e. the equality and non-discrimination within the organization. The aim of this thesis is to produce information for the commissioner only, and the results are helpful for them to assess the situation and future development actions.

It is typical for a case study to use both qualitative and quantitative methods as research approach, however usually the qualitative method is more dominant. In addition, usually having multiple sources of data and triangulating it, is typical for a case study. (Saunders et al. 2009, p. 146) For this research, mixed methods, i.e., qualitative and quantitative methods were used. A questionnaire presents quantitative results as well as qualitative results in the form of open questions. A literature review adds for the qualitative part of this research. Triangulation in this

research is achieved by combining the theoretical knowledge, analysis from the empirical study and by the inductive analysis on the open questions from the survey.

5.2   Data collection and development method

Survey

Survey is suitable when the target group is big and scattered; in this research, the number of employees was 635. The respondents will read the question and reply to that in writing. In addition, survey is the best option when dealing with sensitive issues, and anonymity is required. (Vilkka, 2015, p. 94)

Surveys can have ethical issues when it comes to anonymity; e-mail and internet surveys can reveal the e-mail or IP address, and therefore securing the anonymity can be difficult in some cases (Vilkka, 2015, p. 95). In this research, this issue was avoided by using Webropol survey tool. It was possible to conduct the survey anonymously by sending a link to the personnel's e-mail addresses, and by using the link they were able answer anonymously.

Constructing the survey questions carefully is important. It is necessary to know the research questions first, so that forming the survey questions is meaningful. This means that the research plan is closely tied to the survey. The questions can be multiple choice questions, open questions, or mixed questions. (Vilkka, 2015, p. 105-107) It is vital for the questions to be clear and unambiguous, so there is no room for interpretation. In addition, the questions cannot lead the respondents to a certain response. (Adams et al., 2014, p. 123)

In this research, the survey was constructed by the instructions of the Ombudsman of Equality and Non-discrimination Ombudsman. In addition, instructions from the Ministry of Interior have been used to form the survey questions.

Inductive analysis

Content analysis is a popular approach to the analysis of qualitative data. Its purpose is to describe the content of the respondents' comments by counting key phrases or words, and then by analyzing the frequencies. This method allows the researcher to present a picture of what the concepts are. (Adams et al., 2014, p. 159)

The content analysis can be done as inductive or deductive analysis. The deductive analysis is based on the theory and its concepts when the inductive analysis is based on the data and the respondent's voice. By using the inductive analysis, the researcher's objective is to find some kind of logic or underlying message in the data. (Vilkka, 2015, p. 163-164)

The inductive analysis has three phases.

1. Firstly, the material needs to be **reduced or simplified** by removing all irrelevant information from the data. The reduction can be done by summarizing the data or by splitting it up. The research itself directs the reduction, and the relevant expressions are coded, which can be done simply by using different colored pens. (Tuomi & Sarajärvi, 2009, p. 109)

2. Then the data is **clustered**. The coded expressions are reviewed, and the material is searched for any similarities. Similar concepts are gathered in subcategories, then combined into main categories, and lastly named into one class. The classification units used can be, for example, features or ideas of the phenomenon researched. (Tuomi & Sarajärvi, 2009, p. 110)

3. Finally, the data is **abstracted**, i.e. conceptualized. Clustering is considered as a part of abstraction. In this phase the analysis progresses from original linguistic expressions into theoretical concepts and conclusions. The classifications of the material are combined as long as it is possible from the content's point of view. (Tuomi & Sarajärvi, 2009, p. 111)

Brainstorming

Brainstorming is a relaxed and informal approach to problem-solving. It encourages people to come up with ideas without being afraid of being criticized. However, it is necessary to approach it with an open mind and without any judgment. Otherwise, it may cause people to mentally close and any advantage is then lost. (Mindtools, n.d.)

The best approach combines individual and group brainstorming. For groups it is advised to manage the process according to few rules:

1. *Preparing the group.* Necessary preparation and information given is needed before the session. Including people with variety of different thinking styles brings more creative ideas.

2. *Present the problem.* Defining the problem clearly and informing that the objective of the session is to come up with as many ideas as possible. Sharing each idea with the possibility for others to contribute.

3. *Guide the discussion.* Starting a group discussion to develop other people's ideas; one of the most valuable aspects of group brainstorming is building on other's ideas. Encouraging everyone to contribute. (Mindtools, n.d.)

Individual brainstorming can produce even more ideas than the group session. This is because there may be bad behavior in groups, but mostly because people focus too much on other people and fail to generate own ideas. A great tool for individual brainstorming is the classic mind map. (Mindtools, n.d.)

6   Research process

The research process (Figure 5) started by exploring the answers to the first and second research questions RQ1 and RQ2. This was conducted in November 2022 by a survey, which produced both quantitative and qualitative data. The quantitative data was analyzed in Excel, and the qualitative data was analyzed with inductive analysis. The answer to the third research question RQ3 was obtained based on the inductive analysis and collaborative development method of brainstorming. The LUP work group identified the points of improvement in the brainstorming session, and these points were included in the development task, which was the final part of the thesis. The development task was to create an equality and non-discrimination plan for the commissioner based on the theory and results of the thesis.
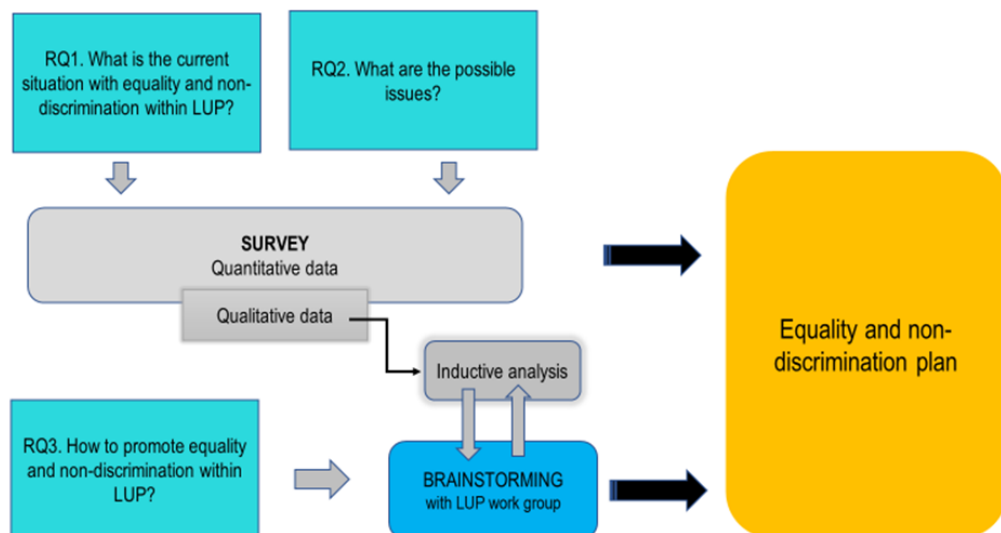

Figure 5. The research process of the thesis

6.1   Case organization: The Western Uusimaa Rescue Department

The Western Uusimaa Rescue Department takes care of the safety of citizens, companies and communities in the area of ten (10) municipalities, including Espoo, Hanko and Kirkkonummi. Its tasks include accident prevention, rescue operations, emergency medical services and improving the preparedness of the municipalities and their residents in case of emergencies. LUP has twelve

(12) permanent fire stations and more than forty (40) contract fire brigades operating in its region.

LUP covers a vast operating area (Figure 6). For example, Espoo area alone is over 312 km² with over 300 000 residents. The whole area has over 480 000 residents.

Figure 6. LUP operating area, Western Uusimaa Wellbeing Services County (Western Uusimaa Wellbeing Services County, 2023)

At the moment, in March 2023, LUP has approximately 660 employees, but during the research and especially the survey the amount was 635. The amount is changing as LUP transferred from the City of Espoo to the Western Uusimaa Wellbeing Services County on 1st January 2023. In addition, the organization model is changing at the same time, and the new recruitments are ongoing. Figure 7 presents the new organization model.
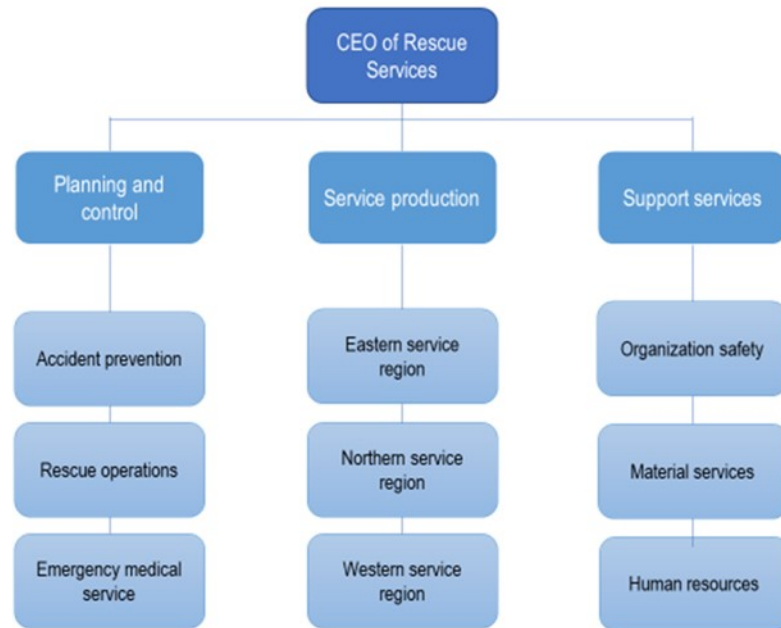
Figure 7. The new organization model for the Western Uusimaa Rescue Department

As seen in the organization model, the department is divided in three different sections: planning and control, service production and support services. Most of the personnel is placed in service production, which includes all of the service regions within Western Uusimaa.

Due to immigration and good work opportunities, Western Uusimaa is becoming increasingly international. There are over 150 nationalities in Espoo area alone (Espoo, 2023). Different ethnic groups, religions, languages, sexual orientations, disabilities etc. make the population diverse, and this affects how organizations – LUP included - should adopt equality, inclusion, and non-discrimination to their operations.

In addition, it is known that rescue services are already facing the issue of shortage of manpower. It is already known that by 2030 there is a national shortage of 1 000 person-work years. (Pelastustieto, 2021) The Emergency Services Academy Finland provides for vocational education for firefighters, sub-officers, fire officers and emergency response center operators in Finland. Even though the number of students has grown over the years in the Academy (Figure 8), the need for firefighters across the country is increasing.
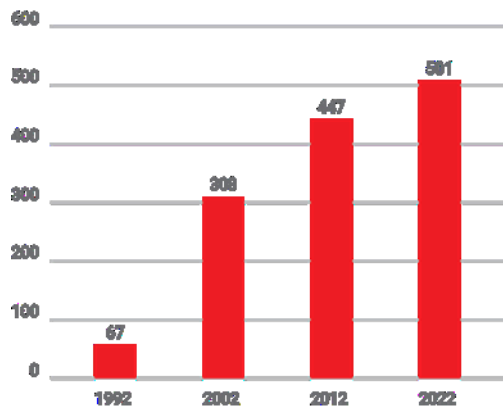
Figure 8. The number of students at Emergency Services Academy Finland 1992-2022 (Emergency Services Academy Finland, 2023)

6.2 Data collection

RQ1. What is the current situation with equality and non-discrimination within LUP?

RQ2. What are the possible issues/problems?

In order to answer to the first two research questions RQ1 and RQ2, it was required to do a survey for the personnel. As the research concerned the whole organization of LUP (635 employees at the time of the survey in November 2022), this data collection method allowed everyone to participate, and offer more reliable results.

The survey was implemented by using Webropol questionnaire. The questions were formed according to the instructions of the Ombudsman for Equality (Ombudsman for Equality c, 2023). In addition, there was internal advice received from a Senior Specialist Outi Salo from the Ministry of the Interior (Salo, 19.10.2022).

Link to the survey was sent by e-mail to every member of the LUP's personnel in November 2022. The survey had quantitative and qualitative (open) questions (Appendix 3). The time period for answering the survey was three (3) weeks. A reminder e-mail was sent to the personnel after two weeks. In addition, a reminder of the survey was announced every Monday morning in a weekly Teams info, which is available for all personnel members. The results of the survey will be published to the personnel during the spring of 2023.

Key concepts, such as sexual harassment, discrimination and inappropriate behavior, were explained before the questions to ensure the participants understood the questions.

The quantitative part, i.e. the results of the survey were transferred and analyzed in Excel. The survey included four open questions. Three of these, questions number 13, 16 and 27 (Appendix 3) were analyzed by using inductive analysis to find any hidden facts or perceptions.

> 13. In your opinion, how could the reconciliation of work and other areas of life be improved in your work community?

> 16. In your opinion, what caused the discrimination?

> 27. Which measures could promote equality and non-discrimination within LUP? To which issues should we pay attention to?

Last open question, number 28, was not analyzed as it was merely asking for any other comments.

> RQ3. How to promote equality and non-discrimination within LUP?

In order to answer the last research question RQ3 LUP's own equality and non-discrimination work group had a brainstorm session in March 2023 to come up with ideas how to improve the experience of equality within the organization. The aim was to decide which development measures were going to be included in the equality and non-discrimination plan.

7   Results of the survey

The personnel survey was roughly divided into five sections (Appendix 3). The first (1) section was the respondent profile, which demonstrates essential information about the respondents. The second (2) section covered the general image of the workplace atmosphere and equality. In the third (3) point, the respondents were asked about their experiences of reconciling work and other aspects of life. In the fourth (4) section, respondents' perceptions and experiences of discrimination and harassment (discrimination, sexual harassment, inappropriate language) are demonstrated. In the last, fifth (5) section, respondents were asked about their opinions on the promoting of equality and non-discrimination. This section contained two open questions.

None of the questions were mandatory. This was to ensure that the respondents could, if necessary, not answer a single question if they felt it was unnecessary or uncomfortable. Thus, it was also ensured that the survey would be carried out to the end.

In connection with the actual equality-related questions, the definitions of discrimination, sexual harassment and inappropriate behavior were explained to the respondents. The purpose of opening up these concepts was to make sure that the respondents understand the concepts correctly and thus, clarify the comprehensibility of the answers.

7.1   Respondent profile

The first part of the survey demonstrates the respondent profile. The section had four questions related to age, gender, possible management position and the nature of the employment (permanent/temporary). The person's workplace or service area was not asked to preserve the anonymity of the survey.

A total of 152 people responded to the survey, which is 24 % of the personnel in November 2022. Of the respondents, 72 % were men, 26 % were women, and 2 % of the respondents chose "other" as their gender. Three respondents did not answer what their gender is.

In terms of age distribution, there were various respondents from each age group; the range of percentages was from five to thirty-four percent (Figure 9). The fewest respondents were

employees over 60 years (5 %) and employees under 30 years (12 %). The largest number of respondents were between the ages of 30 and 39, a total of 34 %.
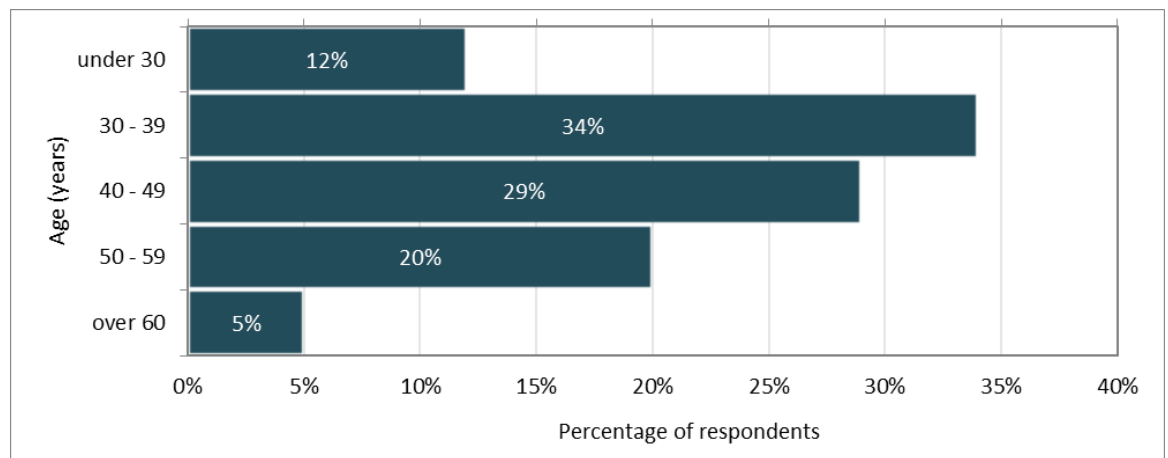

Figure 9. Age distribution (n = 152)

30 % of the respondents were in management position. 89 % of the respondents were permanent employees and 11 % were temporary employees.

As the respondents' work place or service area was not asked to ensure anonymity, the study could not reveal how diverse group of the personnel responded to the survey. However, the percentages of gender distribution of the respondents are quite equal to the gender distribution of the Rescue Department as approximately 21 % of the employees are female. In addition, the percentages of employment type were equal to the current employment types in LUP, as 87,5 % are permanent employees.

7.2 General image of the workplace and equality

There was plenty of dispersion in the answers regarding personnel's general opinions and the perceived image on the atmosphere in case the employee is affiliated with a trade union or a minority group (Figure 10).
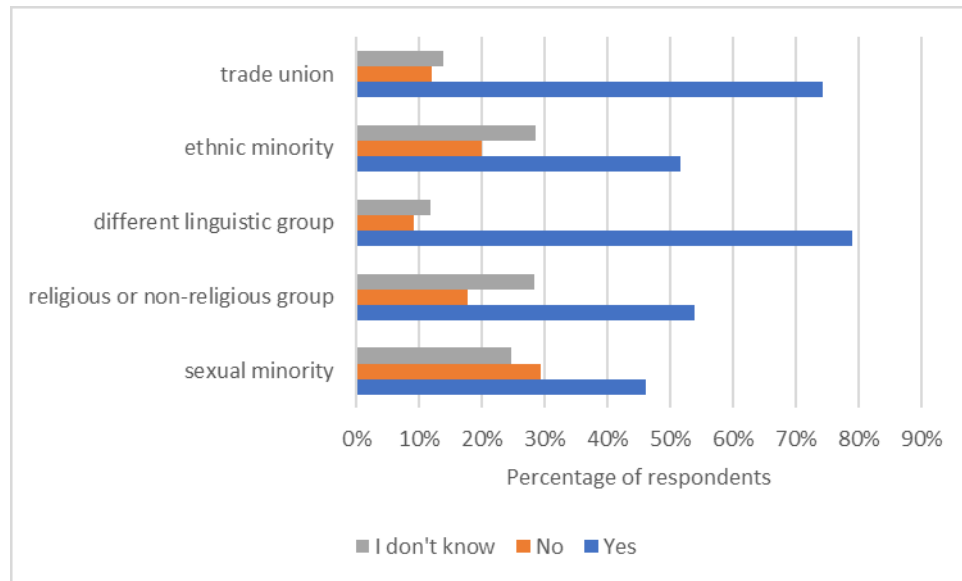
Figure 10. Question 5: Does the atmosphere of your work community support employees equally express their affiliation with the following? (n = 152)

The answers showed that 79% of the respondents considered the expression of belonging to a different language group was supported by the atmosphere. In addition, 74 % felt the same way about belonging to a trade union movement. There were also a lot of "I don't know" answers, especially about belonging to an ethnic minority (29 %), a sexual minority (25 %), and a religious or non-religious group (28 %).

In addition, the staff's opinion was asked about whether they think the employer is ready to make reasonable adjustments in the event of a possible decrease in work ability. Most of the respondents, 40 %, believed they cannot trust the employer's willingness to make reasonable adjustments. 34 % of respondents were confident the employer would make such adjustments, but 26 % could not say either.

In terms of image, people were also asked four questions for their opinion on the realization of equality in terms of recruitment of management and supervisors, recruitment of personnel, salary/terms of employment, career advancement, education and study opportunities, division of work tasks and social interaction. The topics were equality between women and men (Figure 11), equality of employees of different ages (Figure 12), equality of different employment relationships (Figure 13) and equality of minority groups (Figure 14). The answer options were on a scale of 1 to 5, of which 1 was "very poorly" and 5 was "very well".
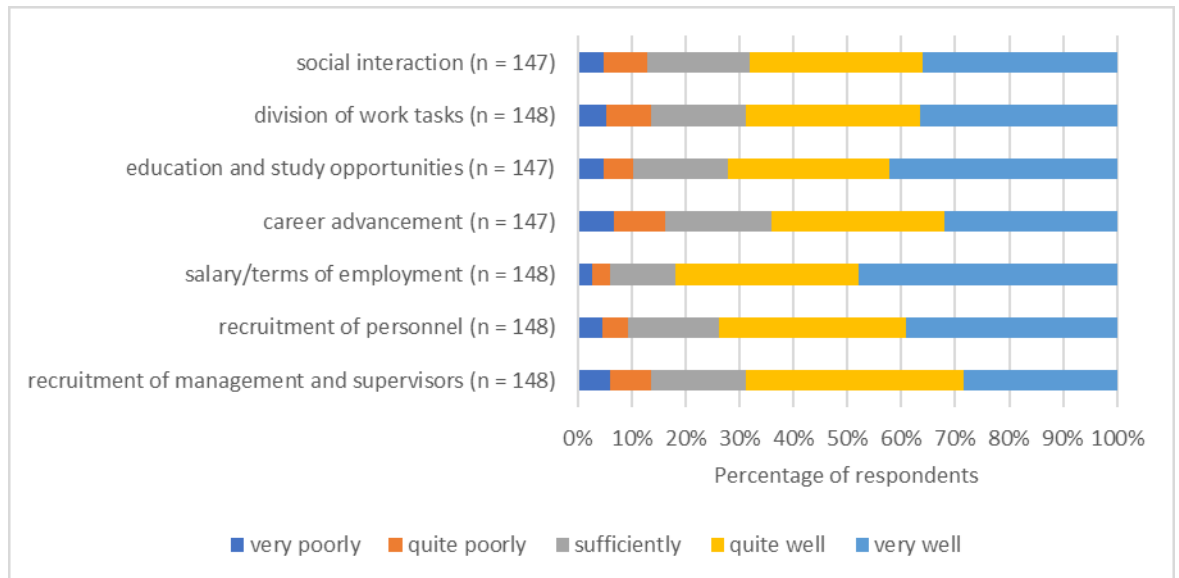
Figure 11. Question 7: "In my opinion, equality between women and men is realized at my work place"
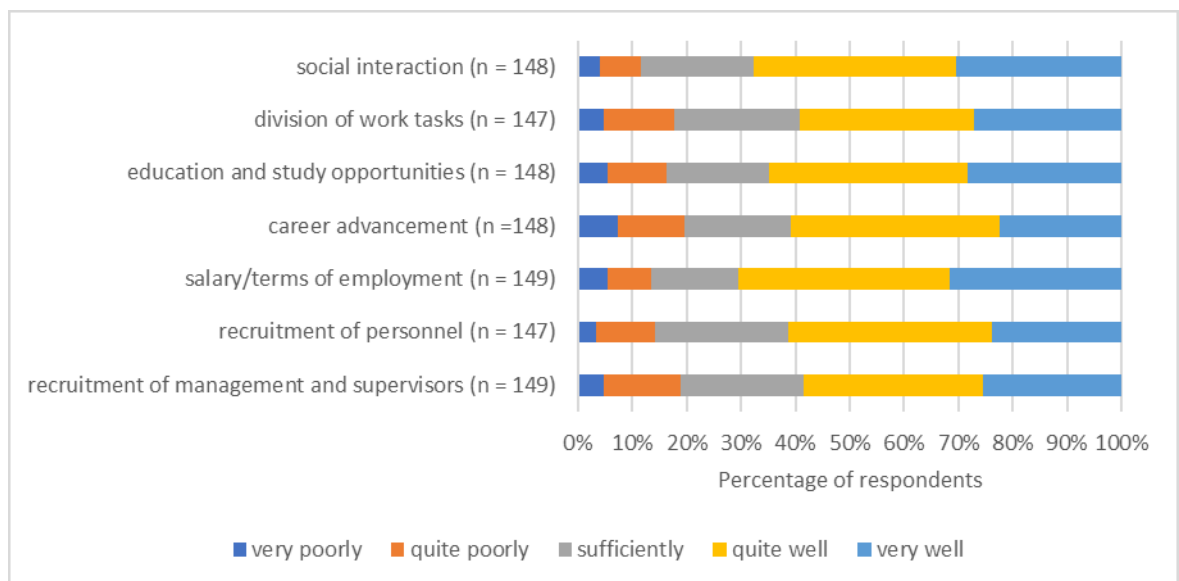

Figure 12. Question 8: "In my opinion, equality between different ages is realized at my work place"
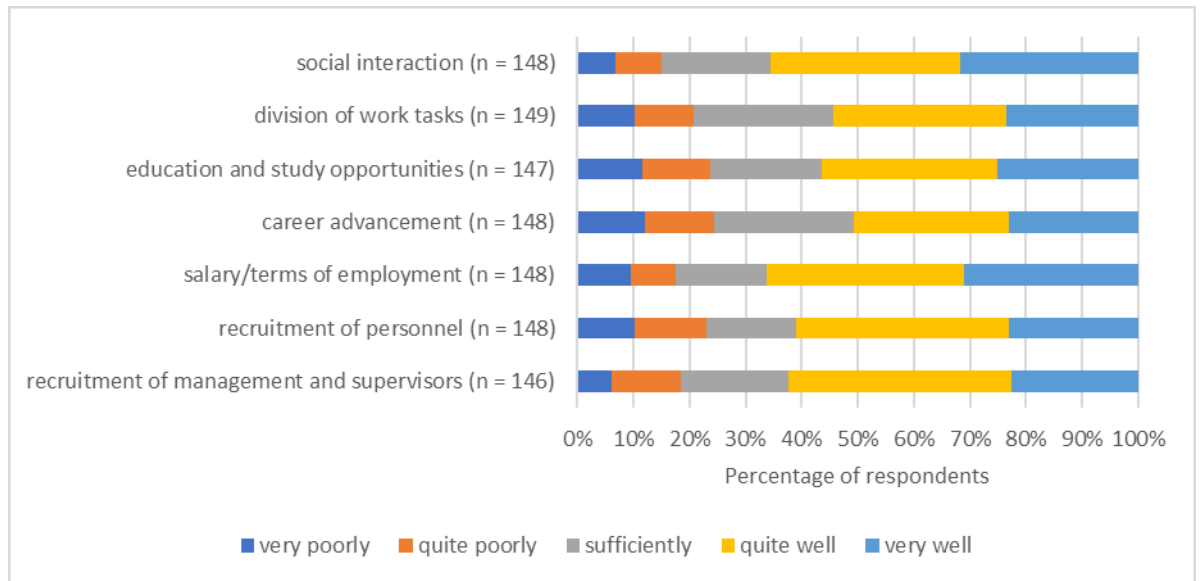
Figure 13. Question 9: "In my opinion, equality of different employment relationships is realized at my work place"
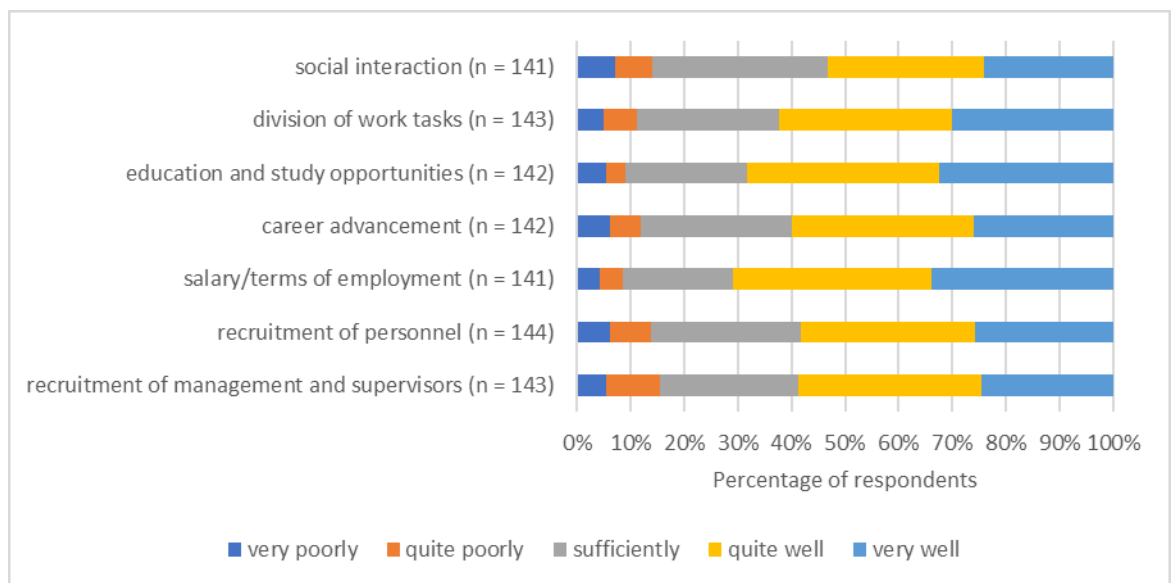

Figure 14. Question 10: "In my opinion, equality for minority groups is realized at my work place"

In each question, the majority of the respondents replied "quite well" or "very well" regarding the realization of equality. It must be noted, however, that there were responses in every topic stating that equality is realized very poorly.

Based on the answers in this section, it could be interpreted that in general opinion the equality is considered to realize quite well. However, the trust towards the employer in case of decreased working ability was mostly negative or uncertain.

7.3   Experiences of reconciling work and other aspects of life

In the next section, respondents were asked about their experiences of reconciling their own work and other life areas, such as parenting, relationship, hobbies and studies. The answer options were on a scale of 1 to 6, of which 1 was "doesn't apply to me", 2 was "never" and 6 was "every day" (Figure 15). The answers reveal that the majority of the respondents did not feel there was any major problems with coordinating their life areas.
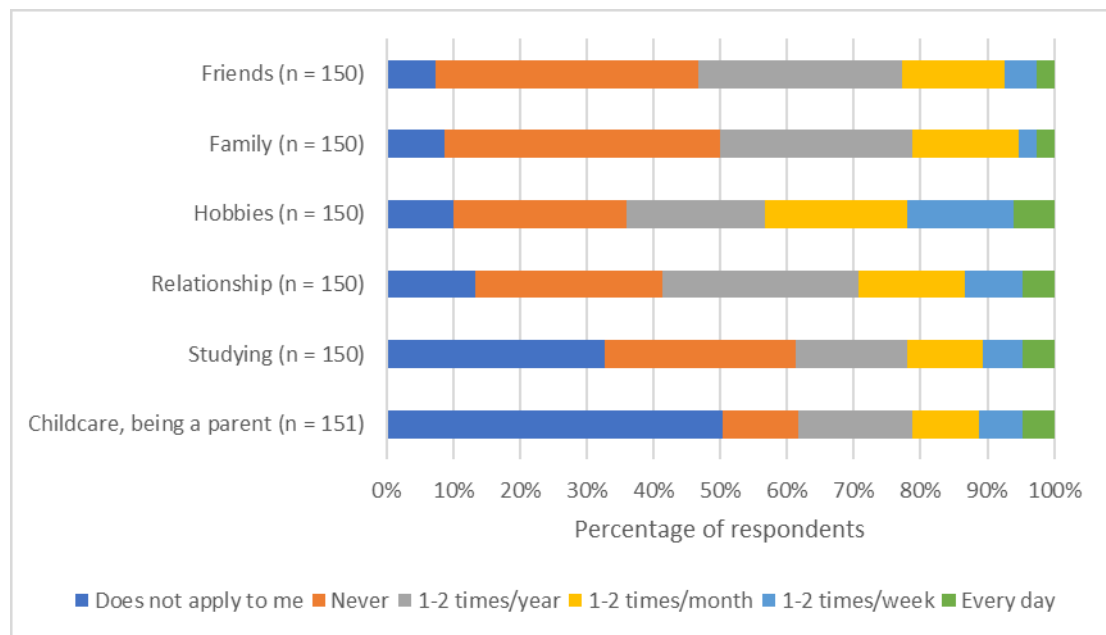

Figure 15. Question 11: "How many times during the past year have you faced difficulties in reconciling your work and other areas of life?"

The respondents had the opportunity to specify the reasons if they had encountered difficulties in coordinating the areas (Figure 16). They could choose several options and write their own option, if needed. The biggest difficulty in reconciling the areas was clearly the work rush, which was chosen by 67 respondents (47 %). 32 respondents (23 %) did not experience difficulties in combining work and other life areas. 35 respondents (24 %) wrote their own option, of which work time and the difficulty of changing shifts were clearly highlighted.
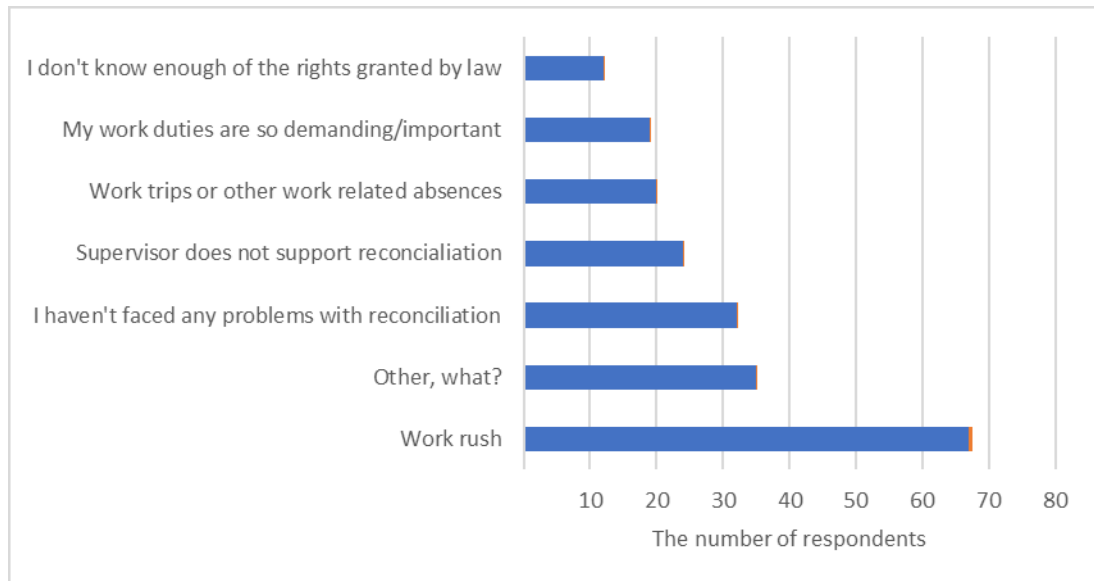
Figure 16. Question 12: "If you have encountered difficulties in the last year in reconciling your work and other areas of life, what factors do you think it is due to?"

In addition, there was an open question at the end, to which respondents could give suggestions for improvement. This resulted in 55 responses which were analyzed by inductive analysis. The original, unedited replies were transferred to excel worksheet. Firstly, the raw data was reduced into simplified text. Table 1 demonstrates an example of reduction process. After that, the simplified material was searched for any similarities, which were then coded with different colors. For example, reduced data related to work shifts was coded with orange. Then, these color-coded concepts were clustered into sub-categories. There were total of 8 sub-categories. In addition, it was marked how many times the sub-category in question was mentioned. Table 2 demonstrated an example of clustering the sub-categories.

Raw data (original expression)	Reduction
Let's improve the opportunity for employees to study. House swaps are proposed, which would be a good option for the employer, but not for the employee. Other rescue facilities have made it possible for the employee to study much better.	Enabling and encouraging employee competence development
With more flexible work shift planning. By listening to employees, reporting deviations from the work rhythm very well in advance.	Flexibility of work shift planning
Seeing the employee as an individual, not just a vacancy number. As close supervisors, people who are really suitable and capable for it, who would have enough working time to meet the employees. Improving trust throughout the entire organization.	Selecting the supervisors Supervisors' role
I think it's going well now. The most critical plans can usually be agreed upon if you can request time off in time or by changing shifts with a colleague. Shift work has its advantages and sometimes it inevitably messes up the rest of your life. However, I think that shift work has more good than bad aspects, which is why I don't think it interferes too much with the rest of my life.	All is well, career choice issue

Table 1. Question 13: an example of the reduction process

Reduction	Sub-category
Work shift flexibility	
Flexibility of work shift planning	
Shortening the weekly hours	Work shifts (26)
Changing work shifts	
Flexibilty in work shifts	
Enabling and encouraging competence development	
Supporting studying	Competence development (7)
Utilization of personnel's skills	
Organizing trainings during work days	
No problems with reconciling	
Career choice issue	
No problems	No issues with work (11)
The responsibility lies with the employees themselves	

Table 2. Question 13: an example of clustering the sub-categories

Clustering was then continued by transferring the sub-categories into main categories. There were total of 3 main categories. Table 3 visualizes how the sub-categories were combined into main categories.

Sub-category	Main category
Work shifts Recruiting Individual work tasks and responsibility Remote work	Work processes
Competence development Supervisors' knowledge and role Work wellbeing	Education and development
No problem	No problem

Table 3. Question 13: the main categories produced by inductive analysis

Flexibility with work shifts, planning of the work shifts, and other working processes were considered to be a key factor for coordinating the life areas. In addition, education and development in general were considered to be important. One of the main categories turned out to be "no problem", meaning that some of the respondents did not see any issues with reconciling work with other life areas.

A profession in rescue services means different working times than the regular office hours. This could be clearly seen in the answers. Almost one fourth did not consider any problems with

reconciling work with other life aspects, and as can be seen from the open answers, many of the respondents understand that it is a career choice.

7.4   The experiences and perceptions of discrimination

The fourth section of the survey focused on respondents' perceptions and experiences of discrimination, sexual harassment, and inappropriate language. If the person had not experienced or noticed these things, they automatically skipped the following clarifying questions.

Discrimination

When asked about observing or experiencing discrimination in the workplace during the past two years, 43 % of respondents replied they had not observed or experienced discrimination (Figure 17). It is noteworthy that the rest, i.e. a total of 57 % of the respondents, had either observed (32 %), experienced (9 %) or observed and experienced (16 %) discrimination.

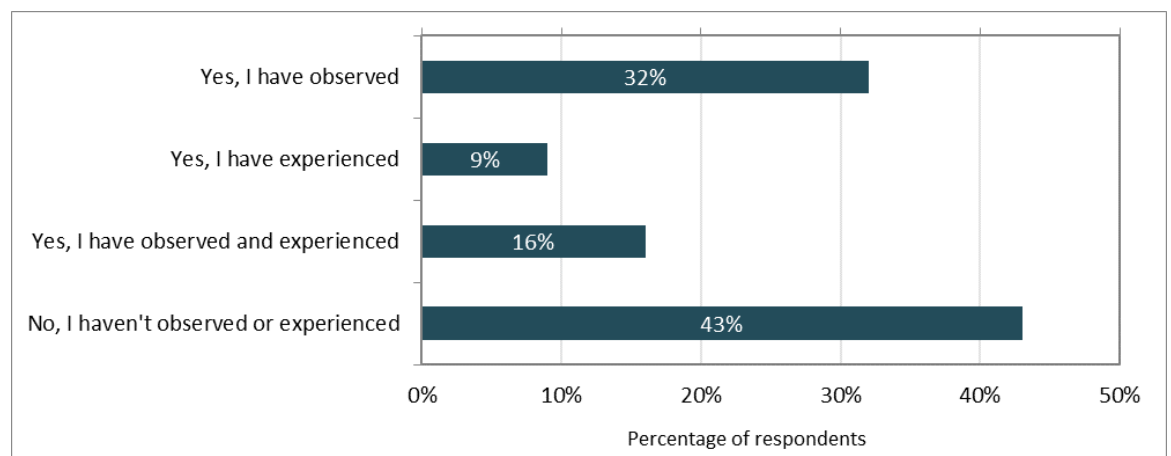Figure 17. Question 14: "Have you observed or experienced discrimination in your work community within the last two years?" (n = 141)

As shown in Figure 18, discrimination had been observed or experienced significantly more by those in a superior position (57 %), but also from a colleague (46 %) and a close superior (30 %). The respondents were able to choose multiple options. 5 respondents (6 %) chose "I don't want to say".
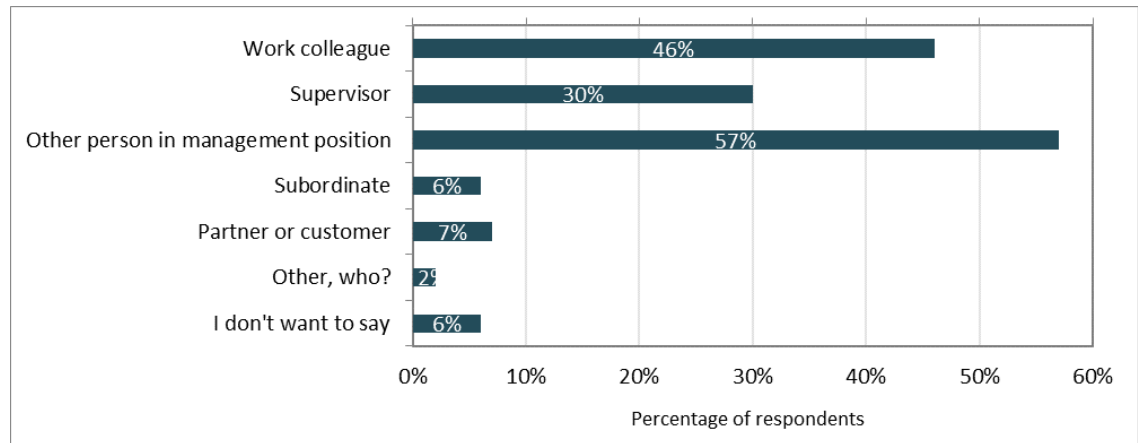
Figure 18. Question 15: "By whom have your observed or experienced the discrimination from?" (n = 81)

In question number 16, the respondents had the opportunity to answer in their own words what they thought the discrimination was caused by. There were 48 answers, and they were analyzed by inductive analysis. Table 4 demonstrates an example of the first phase of reduction, and Table 5 presents the final, main categories.

Raw data original expression	Reduction
Old-fashioned attitudes. Sexual minorities are not appreciated, racism is somehow acceptable. Women are belittled.	Old-fashioned attitudes
My gender.	Gender
Because of gender, incompatibility of personalities and/or working methods.	Gender Incompatibility
Educational background and young age	Education Age
Gender, personality, position, structure of the work community and ingrained habits and culture that are passed on, i.e. inherited when personnel change	Gender Personality Position at work Old-fashioned attitudes Organization culture

Table 4. Question 16: an example of reduction phase

Sub-category	Main category
Attitudes Organization's actions Ignorance, lack of knowledge	Organization culture
Personal attributes Diversity	Discrimination

Table 5. Question 16: the main categories

The main categories derived from the open questions as to what the respondents consider was the reason for the observed and/or experienced discrimination, were organization culture and discrimination, such as personal attributes.

The survey also inquired whether the respondent had reported the observed/experienced discrimination. 47 % had reported discrimination forward. In addition, it was asked whether measures had been taken in the work community. 19 % of the respondents answered yes. 55 % answered that no measures have been taken in the work community. 26 % could not say whether measures had been taken or not.

According to the results, it can be clearly seen that the majority of the respondents have experienced or observed discrimination. It is important to notice that over half of the people who had reported the discrimination, did not know if any measures had been taken, or were certain that no measures had been taken. An interesting fact derived from the inductive analysis was that the organization culture was considered to be a key factor in the observed and/or experienced discrimination.

Sexual harassment

As shown in Figure 19, regarding sexual harassment, the number of persons who had not observed or experienced harassment was higher than regarding discrimination: 65 %. Of the respondents, 2 % had been the target and 5 % had observed and been the target of sexual harassment. 28 % had observed sexual harassment in the workplace during the previous two years.
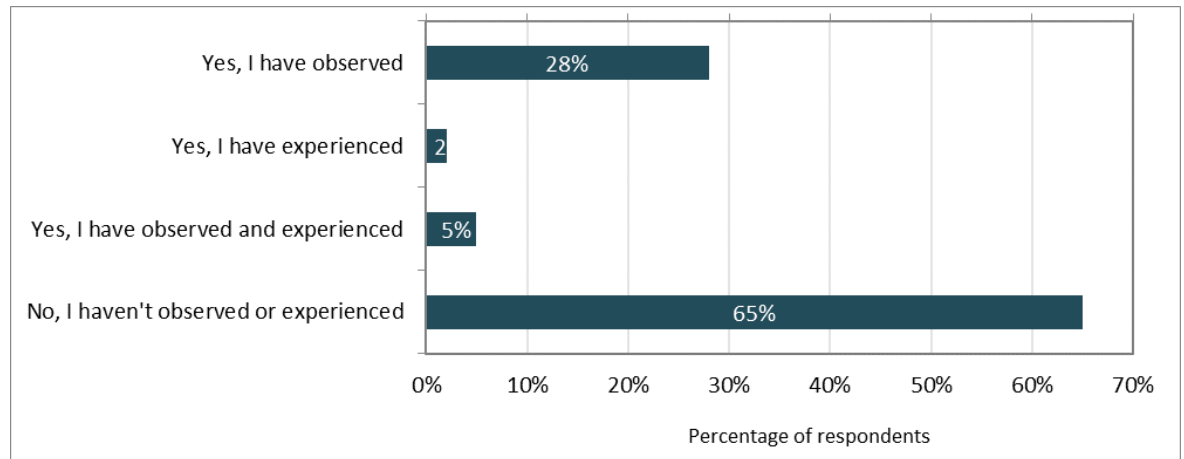
Figure 19. Question 19: "Have you observed or experienced sexual harassment in your work community within the last two years?" (n = 143)

When asked what the nature of the harassment was (Figure 20), the answer clearly revealed obscenities or rudeness chosen by 44 respondents (88 %) and unwanted remarks about the body or sexuality chosen by 26 respondents (52 %). In this section, the respondents could choose several options.
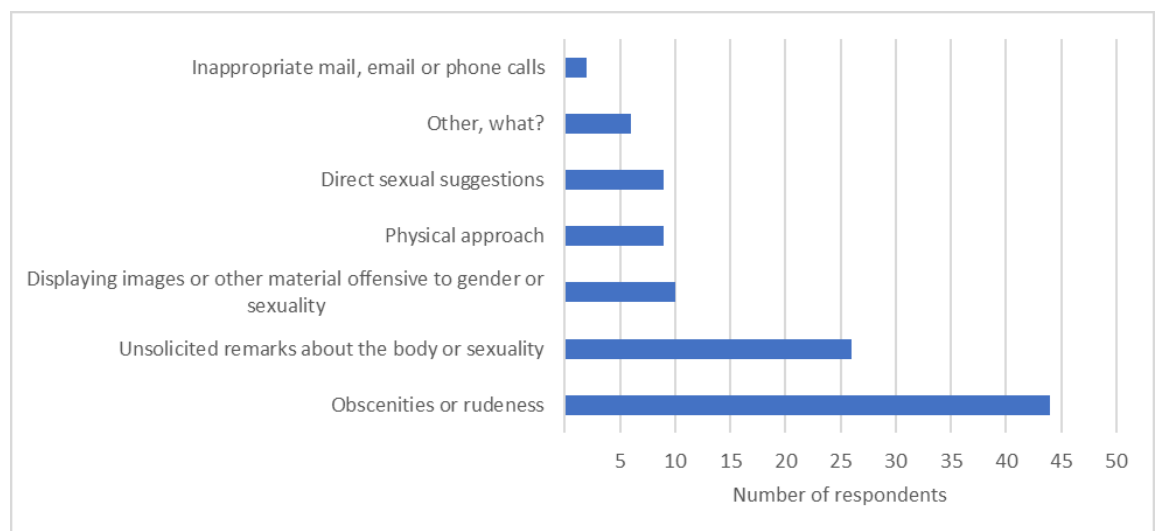
Figure 20. Question 20: "What was the nature of the sexual harassment?" (n = 50)

Based on the answers, sexual harassment was experienced significantly most by a colleague (76%). One answer (2 %) mentioned harassment from a patient. 10 % of the respondents did not want to answer who.

In total, 50 persons (35 %) had observed or experienced sexual harassment. Only 30 % of them had reported the harassment forward (Figure 21). The same amount answered "yes" to the next

item, which surveyed whether measures were taken in the workplace regarding sexual harassment. So, it can be concluded from this that every time the matter was taken forward by the person, something was also done about it in the work community.
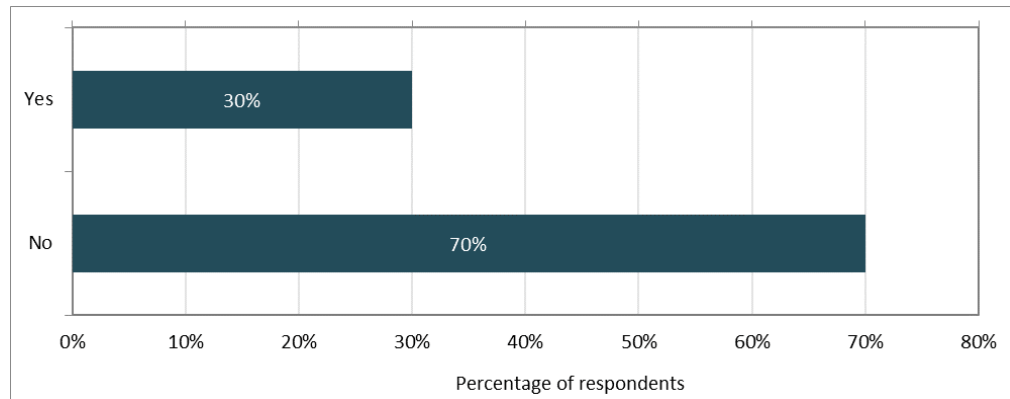
Figure 21. Question 21: "Have you reported the harassment?" (n =50)

Inappropriate language

In the last point it was asked if the respondents had observed or experienced the use of inappropriate language in the work community. 44 % had observed, 1 % had experienced it directed at themselves, and 12 % had both observed and experienced it. Less than half of the respondents, i.e. 43 %, had not observed or felt that such a thing had happened.

The respondents' opinions on what the inappropriate language was targeted at was also surveyed. The respondents could choose multiple options. The answers were quite evenly distributed among the different options (Figure 22). However, personal qualities, gender, position in the work community and sexual orientation were in the majority.

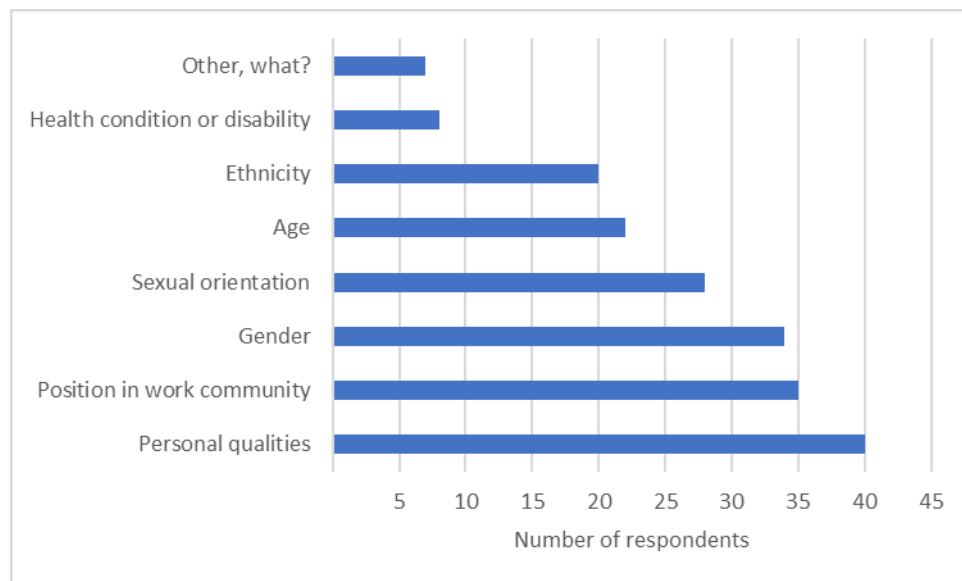Figure 22. Question 25: "What do you think the inappropriate language you observed and/or experienced was aimed at?" (n = 80)

There was a possibility for the respondents to give their own answer, in which there were few answers, such as:

> *"Motherhood."*

> *"Transgenderism, gender minorities."*

> *"I have experienced these more as a joke, not as malicious and offensive."*

In this section, the percentage of experiencing and/or observing inappropriate language was the same as the percentage in the discrimination section. However, it can be seen that in the section of sexual harassment, the nature of the harassment was mostly obscenity or rudeness, i.e. inappropriate language. As sexual harassment can also be inappropriate language, these sections are very closely attached to each other.

7.5   Opinions on promoting equality and non-discrimination

In the last part of the survey, it was asked how necessary the respondents felt the developing of the following subject areas were: equality of different ages, equality of minorities, equality of genders, and education on equality and non-discrimination. The answer options were on a scale

of 1 – 5, of which 1 = completely unnecessary and 5 = very necessary. Based on the answers, all areas were perceived as important (Figure 23). However, there were respondents who considered these to be unnecessary: for example, in total 13 % replied that the education of equality and non-discrimination was totally unnecessary or unnecessary. In each category the percentages were quite similar.
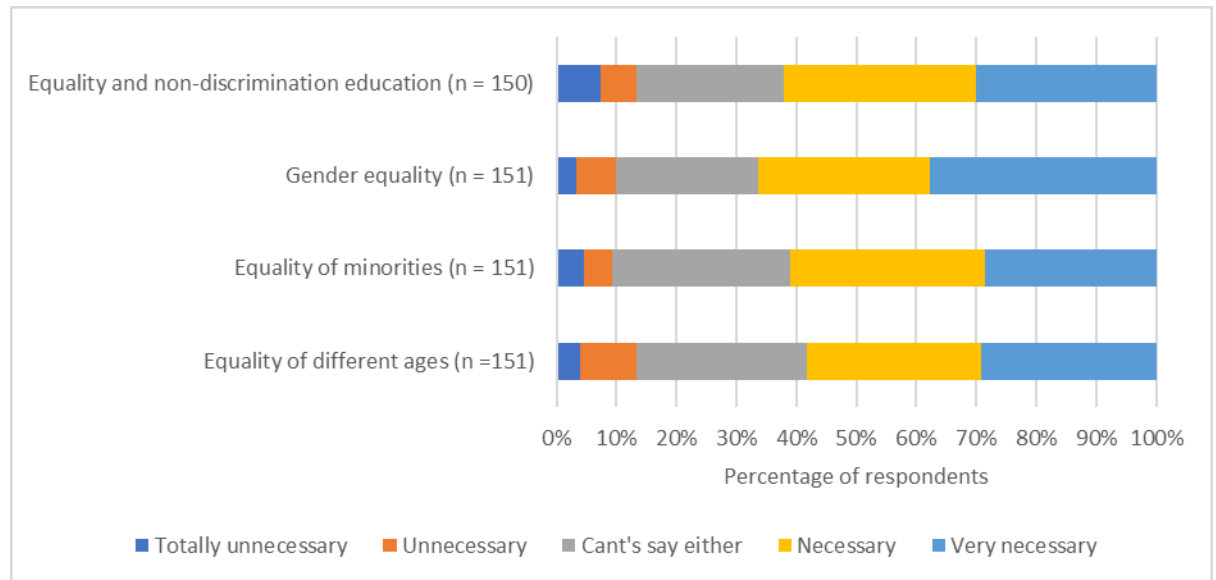

Figure 23. Question 26: "How necessary do you think it is to develop the following areas?"

Finally, in an open question number 27, the personnel could indicate which measures they think could promote equality and non-discrimination, and which issues should be paid particular attention to. This resulted in a total of 42 answers, from which 7 replies were not answering the question. These were left out from the analysis as they did not give any input for the outcome of the analysis; they were stating that there are no issues with equality within LUP. Therefore, there were 35 replies which have been reviewed with the help of inductive content analysis to find any hidden perceptions or facts.

Table 6 demonstrates an example of reduction process. After that, the simplified material was searched for any similarities, which were then coded with different colors. Then, these color-coded concepts were clustered into sub-categories. There were total of 9 sub-categories. In addition, it was marked how many times the sub-category in question was mentioned. Table 7 demonstrated an example of clustering the sub-categories.

Raw data (original expression)	Reduction
By addressing unwanted behavior. Not just words, but some concrete actions. Education.	By addressing inappropriate behavior. Concrete actions. Education.
The attitude of immediate supervisors is the most effective target to influence. That effectively spreads the matter forward.	By influencing the attitudes of supervisors.
Just starting with the managers. It would probably be worthwhile for many to look in the mirror and think about what is today and how others are spoken to and treated. Selfish people with a sense of superiority are slowly eroding work colleagues - no matter what their subordinates do.	By changing the way of actions of the managers.
Changing attitudes must continue. The rescue services is no longer a traditional male-dominated industry.	By changing attitudes.
By training, external lecturer e.g. experience specialist, especially the perspective of minorities/ethnic minorities. Influencing attitudes and management commitment.	By training. By consulting an experience expert. Influencing attitudes. Commitment of the management.

Table 6. Question 27: an example of reduction process

Reduction	Sub-category
By raising awareness. By educating. Clarification of values for personnel. By consulting an experience expert. By reducing prejudices. By influencing attitudes. By training the whole personnel. Changing the attitudes.	Education (15)
Addressing inappropriate behavior. By rooting out "fire deparment humour". Not accepting any kind of bad behavior from older employees. The supervisors' addressing any inappropriate behavior. By addressing grievances. The supervisors' addressing laziness.	Addressing inappropriate behavior (7)
With management's commitment. Accepting of common rules across the board. The transfer of issues from management downwards, a unified line.	The management's commitment to values (3)

Table 7. Question 27: An example of clustering, i.e., gathering similar concepts into sub-categories

Clustering was then continued by transferring the sub-categories into main categories. There were total of 3 main categories. Table 8 visualizes how the sub-categories were combined into main categories.

Sub-category	Main category
Education Educational opportunities Educating the supervisors	Education
Concrete actions Addressing inappropriate behavior Consideration of others Prioritizing the operative work	Concrete actions
The management's commitment to values Openness	The management's actions

Table 8. Question 27: the three main categories

The inductive analysis raised up three main categories:

1. Education

   - Educating the entire personnel

   - Coaching the supervisors/management, leading by example

   - Equal opportunities of education

2. Concrete actions

   - Addressing inappropriate behavior

   - Getting rid of "rescue department humor"

   - Supervisors/management addressing avoiding of work

3. Management's actions

- Real commitment to values

- United policies

- Openness

- Leading by example

Regarding the 7 open answers that were excluded from the inductive analysis, it was brought up that some of the respondents experienced that discrimination was made up or non-existent. Below are couple of those comments:

"In my opinion, there is no need to promote equality."

"The rescue department is more equal than the researcher would have hoped."

"The fact that a person belonging to a minority could understand that the "discrimination" and the "bullying" they experience is not due to their minority status but entirely to their own personality and behavior."

In addition, at the very end, the respondents had the opportunity to leave comments via an open text field. There were 17 answers, few of them as follows:

"Oh my god, what queer surveys? 🤭 Fuck shoot yourselves ♂️ 🧑 "

"A good and necessary survey. Also need for making new ones at regular intervals."

"Very good that attention is paid to this matter! LUP is really behind the rest of society in these matters and often operates by its own rules. These things will not change as long as discrimination, harassment and bullying are knowingly allowed by management."

"In general, it would be worthwhile to start encouraging the atmosphere to eliminate foul language, racism and discrimination. There are laws and training about these that are not heard of in our working community. Women are sexually laughed at behind their backs, etc., ethnic minorities are belittled, etc. The problem is not only that individuals are ignorant, but that they actively do not want to do anything about it. In the workplace, you have to guide away from this kind of behavior, as is

done elsewhere in society. Some people are old people who won't change their be-
havior if it is not really addressed in a good and preparatory spirit. Equality and
non-discrimination law, freedom of speech and opinion, etc. must be reviewed and
concrete instructions for action must be given."

"It's great that this topic is being investigated. Then also some concrete actions for
it! The realization of equality in the working community is in everyone's interest."

"At the moment, there is a lot to develop in the division/distribution of tasks. Some
of the personnel 'pick the raisins from the bun', determine the working time to be
used for their tasks, and others take care of the "rest"."

Even though some inappropriate remarks emerged from the survey, it was clearly noticeable that this research was expected and welcomed. The survey brought up good, practical suggestions to promote equality and increase occupational health.

8   Development task – equality and non-discrimination plan for LUP

As the development section of this thesis, an equality and non-discrimination plan was composed for the Western Uusimaa Rescue Department (Appendix 4). The purpose was to clarify the concept of equality and non-discrimination, and to put up clear guidelines for the personnel of LUP to operate accordingly. In addition, based on the results of the survey, specific measure proposals were produced.

The principles of equality and the legal basis for the equality planning have been opened up in the plan. The plan also includes a short section for pay survey, however, as LUP is now a part of the Western Uusimaa Wellbeing Services County, more in-depth pay survey will later be done by the County.

The equality and non-discrimination work group had a brainstorming session regarding the final version of the plan in March 2023. The group was informed of the meeting and the agenda several weeks in advance. In the beginning of the meeting, the results of the survey were presented for the group members. The brainstorming session was informal and relaxed, and everyone had a chance to bring up their own ideas or comments. The researcher guided the conversation along with the presentation of the survey results and the plan.

Based on the results of the survey, the brainstorming session focused on main issues. As a result of the session, the work group gathered up few development issues for the equality and non-discrimination plan. The plan includes a section for the measures to be taken regarding management, recruitment, employee initiation training, communication, personnel training, and occupational health and safety. Lastly, the plan describes the implementation, monitoring and evaluation of the equality and non-discrimination within LUP.

The plan has been introduced to the executive team of LUP in March 2023.

9   Conclusions

The purpose of the thesis was to investigate what the current situation of equality is within the Western Uusimaa Rescue Department. As law obliges, and the Ministry of Interior guides, every rescue department should have their own equality and non-discrimination plans. The research problem was that LUP does not have one. With these facts in mind, the research questions were formed to find out the answers to the research problem:

RQ1. What is the current situation with equality and non-discrimination within LUP?

RQ2. What are the possible issues/problems?

RQ3. How to promote equality and non-discrimination within LUP?

The completed survey gave answers to the first two questions. The findings addressed that there is room for improvements regarding equality and non-discrimination within the organization. There were experiences of discrimination, sexual harassment, and inappropriate language. Interesting fact derived from the inductive analysis was that the respondents recognized the organization culture as a key factor in the observations and/or experiences of discrimination. In addition, a conclusion can be drawn from the results that the employees are experiencing lack of trust towards the management.

However, it can be seen that some of the employees do not consider any discrimination happening within LUP. As this may be true regarding themselves, it does not erase the fact that other employees have experienced and/or observed discrimination happening.

According to the results of research, there is a need for clear instructions and guidance for the commissioner. As for the third research question of how to promote equality within the organization, the qualitative part of the survey presented obvious proposals: educating the entire personnel, concrete actions and addressing the inappropriate behavior, as well as the management's actions and leading by example.

The development task of the thesis, i.e. the equality and non-discrimination plan, offers the organization clear and simple instructions on how to improve equality. The development proposals

are concrete and relatively easy to implement into action. The monitoring and evaluating the situation in future is also unambiguous.

10 Discussion

The aim of this thesis was to find out are equality and non-discrimination realized in LUP, and to conduct a comprehensive plan for the commissioner.

The subject of equality and non-discrimination is topical, especially within the rescue services. It is a very sensitive and even difficult subject, however as it is an essential part of my work in human resources, it was a natural choice for the thesis.

I was able to combine both thesis and my work during this process, as making the plan was also one of my work tasks. I have been working for LUP for less than a year, so this process gave me deeper insights to the organization. Making this thesis and implementing the development work has been an educative experience.

The thesis and the development work became concrete, usable and useful for the commissioner. As for all research and development projects, some slight setbacks appeared. Even though I was granted to use work time partially for the project, due to my other, prioritized work tasks I mostly made the thesis on my own time. However, this has not prevented me from staying on schedule. In addition, the low response rate to the survey was not hoped for.

Reliability and validity of the research

In the context of quantitative research, reliability and validity are essential parts of a valid research. Reliability means the accuracy of the results, and validity means the ability of the research method to measure what the research is supposed to measure. (Vilkka, 2015, p. 193-194)

Qualitative research can be said to be reliable when the research object and the interpreted material are compatible and the formation of theory has not been influenced by irrelevant or random factors. When a research is conducted with a qualitative research method, the criterion for reliability is ultimately the researcher themselves and their honesty. In the reliability assessment the subject is the actions, choices and solutions made by the researcher, so the researcher must assess the reliability of each choice they make. They must be able to describe and justify in the text, from which group of choices the final choice is made, what the solutions were and how they have ended up with such solutions. The researcher must also evaluate the appropriateness and functionality of their choices from the point of view of the research goals. (Vilkka, 2015, p. 196-197)

In my opinion, all the reliability criteria mentioned above are met in this thesis. The progress and implementation of the development work are described in detail. All choices are duly justified.

A research plan of the thesis has been made, and the thesis was implemented according to it. A research permission to conduct the project has been approved by the commissioner before the project.

The data collection methods were appropriate and suitable for this development work. Anonymous survey brought up the target group's honest experiences and opinions regarding the realization of equality in the organization. The survey questions were formulated according to the instructions of the Ombudsman of Equality and the Ministry of the Interior. The design of the questionnaire requires that the researcher knows the goal of their research, i.e. which questions they are looking for answers to (Vilkka, 2015, p. 105). In this instance, the research questions were unambiguous. The inductive analysis of the qualitative data was used to reveal any hidden facts or perceptions. This also prevented the possibility of researcher's own thoughts or assumptions interfering the results.

The results of the research and the development work are useful and usable. Related issues were already known to the commissioner earlier through, for example, Kunta10 survey. In this research, all the results are presented thoroughly, and there are clear development proposals based on them. LUP work group's participation in the brainstorming session strengthens the usability of the development proposals, and the group's approval of the plan itself strengthens its validity.

This thesis has been done in accordance to the guidelines for responsible conduct of research. Research and data collection methods are known and generally accepted, source references are clear, the work has been done carefully and precisely, and the development work built as a result of the thesis is useful from a practical point of view. The thesis presents the results honestly, and offers concrete development proposals for the commissioner.

Evaluation of the success of the thesis

In the beginning of the project I was a bit worried of the schedule. The subject was chosen relatively late in terms of when I was planning to graduate. In addition, the organization was in the middle of massive changes, such as transferring from the City of Espoo to the Western Uusimaa Wellbeing Services County. Also, the entire organization transferred to TUVE which is a national safety net for authorities. TUVE belongs to the scope of high preparedness, which guarantees the use of the services in exceptional circumstances and disturbances. This meant that all equipment,

such as computers and phones, were changed, and the use of the equipment was somewhat more challenging.

The chosen data collection methods were successful, and they were fit for this research. Due to the subject of the survey, I was worried how the attitudes of the personnel would influence the outcome. The response rate of 24 % was quite low, however, it is still a reliable amount. The inductive analysis of the qualitative data presented some clear proposals from the personnel for the promotion of equality.

Even though the LUP equality work group is part of the equality planning, I as a researcher had the responsibility of making the plan itself. The whole thesis project required a lot of independent work. Designing the development work, outlining the theoretical framework and scheduling the project requires disciplined self-management. I consider myself as an excellent organizer and expert in time management, however, this process and tight schedule taught me even more about independent, goal-oriented work.

As for my professional competencies, this Master's degree and the thesis project have definitely developed them further. For example, my ability to acquire and assess information has increased, and I have learnt from doing research and development work. My employer has given me the responsibility of this development work, and I act as the chairman of the LUP equality work group. My competence in developing and managing my work community has strengthened.

Ethical perspective of work life has been broadened by this development work, especially as I have been getting closely acquainted with related laws and regulation, and the concepts of equality and non-discrimination. I am able to promote the realization of ethical principles in my work.

For me, the personal development has been the best result of this project. I am confident with my professional competencies. The thesis process also increased my interest and motivation in being involved in the development of LUP in the future.

The benefit of the thesis for the commissioner

The measures represented in the development work can realistically be implemented without expensive investments. Of course, implementing the plan requires work as development work always does. Compared to the benefits obtained, the work amount required is relatively small.

As the development proposals are based on the research results, it is unlikely that any measures taken would encounter resistance from the personnel.

The benefits for the Western Uusimaa Rescue Department are numerous. The results of the research open up the current situation of equality within LUP, and thus, it can help the organization develop itself. Implementing the plan and its measures, can increase occupational wellbeing and the employees' trust towards the employer. This will also result as an appeal factor for new possible employees, as the lack of professional firefighters and paramedics is a real problem in the future for all rescue departments in Finland.

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Thesis material management plan

Attached to the thesis plan

1. General description of the material

Research material is collected with a Webropol survey. It is sent by e-mail, including a link to the survey.

2. Documentation and quality of the material

Report of the survey answers is transferred to Excel format. The survey is conducted anonymously to ensure the respondents' identity remains unknown. The survey does not include any questions that could reveal identifying factors.

3. Storage and backup

The material is saved in the researcher's computer and flash drive, owned by the commissioner. The Rescue Department uses TUVE (safety net) computers, which means they are highly secured authority equipment. Access is only by the researcher herself; using TUVE identification card, bitlock password and personal pin code.

4. Ethical and legal issues related to storage

The material does not include any personal information.

5. Opening the material and long-term storage

The material belongs to the commissioner, so it will be saved to LUP's own Sharepoint for possible later use. The material itself acts as a reference to any future researches, so it will be used as a tool for monitoring and evaluating the situation.

Literature review summary.

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RESEARCHER AND THE PUBLICATION YEAR	PURPOSE OF THE RESEARCH / THEORETICAL FRAMEWORK	DATA AND RESEARCH METHODS	RESULTS/FINDINGS
Moninaisuuden johtaminen – ytimessä johtajan itsetuntemus Ajanko (2016)	Diversity, diversity management, organization culture, the 5A's	Based on the authors own perceptions and experiences as a leader. In addition, literature and interviews with 12 Finnish leaders. A qualitative method: interviews	Leaders and their management style have a decisive influence on the organization culture.
Impact of Diversity Management on Employees' Engagement: The Role of Organizational Trust and Job Insecurity. Alshaabani, A., Hamza, K., Rudnák, I. 2022	Examining the impact of service companies' diversity management systems on employees' engagement and the moderating role of organizational trust and job insecurity in that relationship.	A quantitative study. Material (n=580) collected by a survey from employees working in Hungarian companies, specializing in Marketing, Management consulting, IT, and logistics services.	Managers are constructively able to assist their employees, raise their involvement, and minimize the level of job insecurities by implementing proper diversity management practices and by ensuring a trustworthy environment and outstanding work conditions.
A Framework to Assess the Impact of Employee Perceived Equality on Contextual Performance and Mediating Role of Affective Commitment to Enhance and Sustain Positive Work Behavior. Dongrey & Rokade (2022)	The purpose of the study was to investigate the connection between perceived equality and action. In addition, the differences in the perception of different genders were examined.	The material was collected (n=385) from employees working in different private organizations. A quantitative research: structural equation model and variance analysis.	The research states that if the organization focuses too much on the promotion of equality, the personnel does not commit for equality work with its actions. When employees are emotionally committed to their work, they are more productive. Equality work must be sufficient, but not excessive. The study concluded that the commitment to equality work is the same regardless of gender.
Erilaisten ihmisten johtaminen Jabe (2017)	The purpose is to offer instructions on how to use diversity to the organization's benefit, and how to manage it successfully.	Qualitative study with interviews with almost 100 leaders. experts, researchers, etc.	Best leaders help the organization to develop. However, trust and inclusion are crucial for the organization to flourish.

RESEARCHER AND THE PUBLICATION YEAR	PURPOSE OF THE RESEARCH / THEORETICAL FRAMEWORK	DATA AND RESEARCH METHODS	RESULTS/FINDINGS
Yrityskulttuuri käytännössä – konkretiaa tavoitekulttuurin johtamiseen Kulmala, Rosvall 2022	Giving instructions on how to develop organization culture.	The authors' own professional experience on leadership and culture development. A qualitative research: interviews with leaders and experts, and also literature review.	Organizational culture is developed as a whole. The study offers tools for cultural change management.
Yhdenvertaisuus työelämässä Leppänen (2015)	The book presents the contents of the reformed Equality Act from working life's perspective.	Qualitative study with literature sources.	Suitable for all workplaces as a guide to equality issues.
Yrityskulttuuri on kuningas. Luukka (2019)	Book aims to help managers, supervisors and employees build and maintain a culture like the one described in their own organization.	Mostly based on the author's own professional perceptions and experiences of organization culture. In addition, literature sources.	The solution to a more passionate working life, i.e. better commitment and productivity of the workforce, lies in a human-centered corporate culture.
Diversity Management and the Role of Leader. Rahman (2019)	The purpose is to provide the correspondence of the globalization and the diversity in the management in this current trade era.	Systematic review of 14 journal articles presented on the concerned topic.	Diversity in the workplace is one of the most important factors to run the business smoothly. Workplaces benefitted by the management of diversity.
Rohkea organisaatio – turvallinen työyhteisö menestyy Rinne (2021)	The purpose is to give concrete help on how to create psychological safety and bold organization culture.	A qualitative research: literature review and the author's own professional perceptions and experiences.	Psychological safety can vary even though the organization culture would be strong. Therefore creating the psychological safety belongs to everyone in the organization.

Tasa-arvo- ja yhdenvertaisuuskysely

Tervetuloa vastaamaan tasa-arvo- ja yhdenvertaisuuskyselyyn!

Vastaukset annetaan ja niitä käsitellään anonyymisti. Vastaamalla olet mukana kehittämässä Länsi-Uudenmaan pelastuslaitosta työpaikkana ja sen toimintaa työnantajana. Ohessa on muutamia ohjeita kyselyn täyttämiseen.

Valitse kokemukseesi parhaiten sopivat vaihtoehdot. Kyselyssä on 28 kysymystä, joista neljä on avoimia kysymyksiä. Kysymyksissä 14, 19 ja 24 on käytössä ns. hyppytoiminto. Jos vastaat "ei" näihin kysymyksiin, voit siirtyä suoraan seuraavaan pääkysymykseen.

Lisätietoja kyselystä antaa HR-suunnittelija Anne-Mari Nyman, p. 040 636 5932

1. Ikä

◯ Alle 30
◯ 30 - 39
◯ 40 - 49
◯ 50 - 59
◯ Yli 60

2. Sukupuoli

◯ Nainen
◯ Mies
◯ Muu

3. Olen esihenkilö

◯ Kyllä
◯ Ei

4. Työsuhteen luonne

◯ Vakituinen
◯ Määräaikainen

YLEINEN ILMAPIIRI TYÖPAIKALLA

5. Tukeeko työyhteisösi ilmapiiri sitä, että työntekijät voivat halutessaan ilmaista kuulumistaan esimerkiksi:

	Kyllä	Ei	En osaa sanoa
Seksuaalivähemmistöön	O	O	O
Uskonnolliseen tai uskonnottomaan ryhmään	O	O	O
Eri kielelliseen ryhmään	O	O	O
Etniseen vähemmistöön	O	O	O
Ammattiyhdistysliikkeeseen	O	O	O

6. Jos työkykysi alenee tai tarvitset erityistä tukea, voitko luottaa siihen, että työnantaja on valmis tekemään kohtuullisia mukautuksia?

O Kyllä

O Ei

O En osaa sanoa

TASA-ARVO- JA YHDENVERTAISUUSOSAAMINEN TYÖPAIKALLANI

Tasa-arvo: naisten ja miesten välinen syrjimättömyys
Yhdenvertaisuus: syrjimättömyys iän, sukupuolen, seksuaalisen suuntautumisen, vammaisuuden, etnisen tai kansallisen alkuperän, kansalaisuuden, kielen, uskonnon ja vakaumuksen, mielipiteen, terveydentilan tai muun henkilöön liittyvän perusteella.

Anna omaan kokemukseesi perustuen työpaikallesi arvosana asteikolla 1-5:
1=erittäin heikosti, 2=melko heikosti, 3=tyydyttävästi, 4=melko hyvin, 5=erittäin hyvin

7. Naisten ja miesten välinen tasa-arvo toteutuu mielestäni työpaikallani:
1=erittäin heikosti, 2=melko heikosti, 3=tyydyttävästi, 4=melko hyvin, 5=erittäin hyvin

	1	2	3	4	5
johdon ja esihenkilöiden rekrytoinnissa	O	O	O	O	O
henkilöstön rekrytoinnissa	O	O	O	O	O
palkkauksessa/palvelussuhteen ehdoissa	O	O	O	O	O
uralla etenemisessä	O	O	O	O	O
koulutus- ja opiskelumahdollisuuksissa	O	O	O	O	O
tehtävien jaossa	O	O	O	O	O
sosiaalisessa kanssakäymisessä	O	O	O	O	O

8. Eri-ikäisten työntekijöiden yhdenvertaisuus toteutuu mielestäni työpaikallani:

1=erittäin heikosti, 2=melko heikosti, 3=tyydyttävästi, 4=melko hyvin, 5=erittäin hyvin

	1	2	3	4	5
johdon ja esihenkilöiden rekrytoinnissa	O	O	O	O	O
henkilöstön rekrytoinnissa	O	O	O	O	O
palkkauksessa/palvelussuhteen ehdoissa	O	O	O	O	O
uralla etenemisessä	O	O	O	O	O
koulutus- ja opiskelumahdollisuuksissa	O	O	O	O	O
tehtävien jaossa	O	O	O	O	O
sosiaalisessa kanssakäymisessä	O	O	O	O	O

9. Erilaisissa työ-/virkasuhteissa olevia (vakinaiset, määräaikaiset, koko- tai osa-aikatyössä olevat) kohdellaan mielestäni tasapuolisesti työpaikallani

1=erittäin heikosti, 2=melko heikosti, 3=tyydyttävästi, 4=melko hyvin, 5=erittäin hyvin

	1	2	3	4	5
johdon ja esihenkilöiden rekrytoinnissa	O	O	O	O	O
henkilöstön rekrytoinnissa	O	O	O	O	O
palkkauksessa/palvelussuhteen ehdoissa	O	O	O	O	O
uralla etenemisessä	O	O	O	O	O
koulutus- ja opiskelumahdollisuuksissa	O	O	O	O	O
tehtävien jaossa	O	O	O	O	O
sosiaalisessa kanssakäymisessä	O	O	O	O	O

10. Toteutuuko mielestäsi työpaikallasi yhdenvertaisuus niiden työntekijöiden kohdalla, jotka kuuluvat uskonnolliseen, etniseen, kielelliseen, seksuaaliseen tai muuhun vähemmistöön

	1	2	3	4	5
johdon ja esihenkilöiden rekrytoinnissa	O	O	O	O	O
henkilöstön rekrytoinnissa	O	O	O	O	O
palkkauksessa/palvelussuhteen ehdoissa	O	O	O	O	O
uralla etenemisessä	O	O	O	O	O
koulutus- ja opiskelumahdollisuuksissa	O	O	O	O	O
tehtävien jaossa	O	O	O	O	O
sosiaalisessa kanssakäymisessä	O	O	O	O	O

TYÖN JA MUIDEN ELÄMÄN OSA-ALUEIDEN YHTEENSOVITTAMINEN

11. Kuinka usein olet viimeisen vuoden aikana kohdannut vaikeuksia oman työsi ja seuraavien elämänalueiden yhteensovittamisessa?

1 = Ei koske minua, 2 = Ei koskaan, 3 = Kerran tai pari vuodessa, 4 = Kerran tai pari kuukaudessa, 5 = Kerran tai pari viikossa, 6 = Päivittäin

	1	2	3	4	5	6
Lastenhoito, vanhempana oleminen	○	○	○	○	○	○
Parisuhde	○	○	○	○	○	○
Omaiset	○	○	○	○	○	○
Ystävät	○	○	○	○	○	○
Opiskelu	○	○	○	○	○	○
Harrastukset	○	○	○	○	○	○

12. Jos olet kohdannut viimeisen vuoden aikana vaikeuksia työsi ja em. elämänalueiden yhteensovittamisessa, mistä tekijöistä arvelet sen johtuvan?

Voit valita usemman vaihtoehdon.

☐ Työkiireet

☐ Työmatkat ym. työhön liittyvät poissaolot

☐ Esihenkilö ei tue työn ja muiden elämänalueiden yhteensovittamista

☐ En tunne lain suomia oikeuksia riittävästi

☐ Työtehtäväni ovat niin tärkeitä/vaativia

☐ Muu syy, mikä?

☐ En ole kohdannut vaikeuksia työn ja muiden elämänalueiden yhteensovittamisessa

13. Miten työn ja muiden elämänalueiden yhteensovittamista voisi mielestäsi parantaa työyhteisössäsi?

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_____

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SYRJINTÄ TYÖYHTEISÖSSÄ

Syrjintä:

1) Henkilön asettaminen muita huonompaan asemaan esim. palkkauksen tai työolojen järjestelyn osalta. Epäsuotuisa kohtelu voi ilmetä rajoituksina, kovempien vaatimusten ja velvoitteiden asettamisena ja etujen tai mahdollisuuksien saamatta jäämisenä.
2) Häirintä, kuten nimittely, uhkailu tai sosiaalinen eristäminen. Syrjintä voi perustua henkilön ikään, sukupuoleen, etniseen tai kansalliseen alkuperään, kansalaisuuteen, kieleen, uskontoon, vakaumukseen, mielipiteeseen, terveydentilaan, vammaisuuteen tai seksuaaliseen suuntautumiseen tai muuhun henkilöön liittyvään syyhyn.

14. Oletko havainnut tai kokenut syrjintää työyhteisössäsi viimeisen kahden vuoden aikana?

Jos et ole havainnut syrjintää tai joutunut syrjinnän kohteeksi, voit siirtyä suoraan kysymykseen 19.

○ Kyllä, olen havainnut

○ Kyllä, olen joutunut kohteeksi

○ Kyllä, olen havainnut ja joutunut kohteeksi

○ Ei, en ole havainnut tai joutunut kohteeksi

15. Kenen taholta havaitsemasi/kokemasi syrjintä on tapahtunut?

Voit valita usemman vaihtoehdon.

☐ Työtoverin

☐ Lähiesihenkilön

☐ Jonkun muun esihenkilöasemassa olevan

☐ Alaisen

☐ Yhteistyökumppanin tai asiakkaan

☐ Jonkun muun, kenen?
_____

☐ En halua sanoa

16. Mistä arvelet syrjinnän johtuvan?

_____

_____

_____

_____

_____

17. Oletko itse ilmoittanut havaitsemastasi/kokemastasi syrjinnästä eteenpäin?

○ Kyllä

○ Ei

18. Onko työyhteisössäsi ryhdytty toimenpiteisiin syrjinnän osalta?

○ Kyllä

○ Ei

○ En osaa sanoa

SEKSUAALINEN HÄIRINTÄ

Seksuaalinen häirintä: sukupuolta tai seksuaalisuutta loukkaavat tai härskit materiaalit, kirjeet, puhelinviestit, sähköpostit, puheet, ilmeet tai eleet sekä sukupuolta tai seksuaalisuutta koskevat asiattomat huomautukset ja kysymykset. Sukupuolista kanssakäymistä koskevat ei-toivotut ehdotukset, uhkailu tai vaatimukset käyttäen hyväksi asemaa tai luottamussuhdetta, käpälöinti, muu ei-toivottu fyysinen koskettelu tms.

19. Oletko havainnut tai kokenut seksuaalista häirintää työyhteisössäsi viimeisen kahden vuoden aikana?

Jos et ole havainnut tai joutunut seksuaalisen häirinnän kohteeksi, voit siirtyä suoraan kysymykseen 24.

○ Kyllä, olen havainnut

○ Kyllä, olen joutunut kohteeksi

○ Kyllä, olen havainnut ja joutunut kohteeksi

○ Ei, en ole havainnut tai joutunut kohteeksi

20. Minkälaista havaitsemasi tai kokemasi seksuaalinen häirintä on ollut luonteeltaan?

Voit valita usemman vaihtoehdon.

☐ Vartaloon tai seksuaalisuuteen liittyviä ei-toivottuja huomautuksia

☐ Kaksimielisyyksien tai härskiyksien puhumista

☐ Sukupuolta tai seksuaalisuutta loukkaavien kuvien tai muiden materiaalien esillä pitämistä

☐ Epäasiallista postia, sähköpostia tai puhelinsoittoja

☐ Fyysistä lähentelyä

☐ Suoria seksuaalisia ehdotuksia

☐ Muuta, mitä?

21. Kenen taholta havaitsemasi/kokemasi seksuaalinen häirintä on tapahtunut?

Voit valita useamman vaihtoehdon.

☐ Työtoverin

☐ Lähiesihenkilön

☐ Jonkun muun esihenkilöasemassa olevan

☐ Alaisen

☐ Yhteistyökumppanin tai asiakkaan

☐ Jonkun muun, kenen?

_____

☐ En halua sanoa

22. Oletko itse ilmoittanut havaitsemastasi/kokemastasi seksuaalisesta häirinnästä eteenpäin?

○ Kyllä

○ Ei

23. Onko työyhteisössäsi ryhdytty toimenpiteisiin seksuaalisen häirinnän osalta?

○ Kyllä

○ Ei

○ En osaa sanoa

YLEINEN EPÄASIALLINEN KIELENKÄYTTÖ

24. Oletko havainnut tai kokenut epäasiallista kielenkäyttöä työyhteisössäsi viimeisen kahden vuoden aikana?

Esim. halventavia tai muuten epäasiallisia vitsejä tai nimityksiä liittyen sukupuoleen, etnisyyteen, seksuaaliseen suuntautumiseen, ikään, asemaan, terveydentilaan tai vammaan.

Jos et ole havainnut tai kokenut epäasiallista kielenkäyttöä, voit siirtyä suoraan kysymykseen 26.

○ Kyllä, olen havainnut

○ Kyllä, olen itse kokenut

○ Kyllä, olen havainnut ja kokenut

○ Ei, en ole havainnut tai kokenut

25. Mihin havaitsemasi epäasiallinen kielenkäyttö on mielestäsi kohdistunut?

Voit valita useamman vaihtoehdon.

☐ Ikä

☐ Sukupuoli

☐ Asema työyhteisössä

☐ Seksuaalinen suuntautuminen

☐ Terveydentila tai vamma

☐ Syntyperä

☐ Henkilökohtaiset ominaisuudet

☐ Muu, mikä?

TASA-ARVON JA YHDENVERTAISUUDEN KEHITTÄMISTARPEET LUP:SSA

26. Miten tarpeellisiksi koet seuraavien osa-alueiden kehittämisen?

1 = täysin tarpeeton, 2 = tarpeeton, 3 = ei tarpeeton mutta ei tarpellinenkaan, 4 = melko tarpeellinen, 5 = erittäin tarpeellinen

	1	2	3	4	5
Eri-ikäisten yhdenvertaisuus	○	○	○	○	○
Vähemmistöjen yhdenvertaisuus	○	○	○	○	○
Sukupuolten tasa-arvo	○	○	○	○	○
Tasa-arvo- ja yhdenvertaisuuskoulutus	○	○	○	○	○

27. Millä toimenpiteillä tasa-arvoa ja yhdenvertaisuutta voisi edistää? Mihin kysymyksiin tulisi erityisesti kiinnittää huomiota?

_____

_____

_____

_____

_____

28. Muita kommentteja?

_____

_____

_____

_____

_____

LÄNSI-UUDENMAAN PELASTUSLAITOS
VÄSTRA NYLANDS RÄDDNINGSVERK
WESTERN UUSIMAA RESCUE DEPARTMENT

TASA-ARVO-
JA YHDENVERTAISUUSSUUNNITELMA

Länsi-Uudenmaan pelastuslaitos
2023 – 2025

1

LÄNSI-UUDENMAAN PELASTUSLAITOS
VÄSTRA NYLANDS RÄDDNINGSVERK
WESTERN UUSIMAA RESCUE DEPARTMENT

23.03.2023

Sisällys

**LÄNSI-UUDENMAAN PELASTUSLAITOS
VÄSTRA NYLANDS RÄDDNINGSVERK
WESTERN UUSIMAA RESCUE DEPARTMENT**

23.03.2023

1. Johdanto

Viranomaisilla ja työnantajilla on velvollisuus edistää tasa-arvoa ja yhdenvertaisuutta työyhteisössä. Laki naisten ja miesten välisestä tasa-arvosta (609/1986) ja yhdenvertaisuuslaki (1325/2014) edellyttävät työnantajaa laatimaan tasa-arvosuunnitelman ja yhdenvertaisuussuunnitelman, jotka voidaan laatia yhteisenä kokonaisuutena.

Tämä asiakirja on tasa-arvo- ja yhdenvertaisuussuunnitelma, joka koskee Länsi-Uudenmaan pelastuslaitosta työnantajana. Pelastuslaitoksen tavoitteena on edistää tasa-arvoa ja yhdenvertaisuutta aktiivisesti, suunnitelmallisesti ja pitkäjänteisesti. Suunnitelmassa määritellään ne tavoitteet, toimenpiteet ja vastuut, joilla pelastuslaitos edistää tasa-arvoa ja yhdenvertaisuutta. Niitä toteuttavat ja seuraavat johto, esihenkilöt, työsuojelu ja tasa-arvo- ja yhdenvertaisuustyöryhmä yhteistyössä. Sukupuolten tasa-arvon ja kaikkien ihmisten yhdenvertaisuuden edistäminen on myös jokaisen virkamiehen velvollisuus.

Tasa-arvolaki kieltää sukupuoleen ja sukupuoli-identiteettiin perustuvan syrjinnän ja tukee naisten ja miesten välistä tasa-arvoa. Viimeksi lakia uudistettiin uuden yhdenvertaisuuslain säätämisen yhteydessä vuoden 2015 alusta, jolloin tasa-arvolakiin sisällytettiin mm. sukupuoli-identiteettiin ja sukupuolen ilmaisuun perustuvan syrjinnän kiellot sekä velvoite tällaisen syrjinnän ennaltaehkäisyyn.

Oikeudenmukaisessa yhteiskunnassa toteutuu myös yhdenvertaisuus. Yhdenvertaisuudella tarkoitetaan sitä, että kaikki ihmiset ovat samanarvoisia riippumatta heidän sukupuolestaan, iästään, etnisestä tai kansallisesta alkuperästään, kansalaisuudestaan, kielestään, uskonnostaan ja vakaumuksestaan, mielipiteestään, vammastaan, terveydentilastaan, seksuaalisesta suuntautumisestaan tai muusta henkilöön liittyvästä syystä.

Henkilöön liittyvät tekijät, kuten syntyperä tai ihonväri, eivät saisi vaikuttaa ihmisten mahdollisuuksiin päästä koulutukseen, saada työtä ja erilaisia palveluja - perusoikeudet kuuluvat kaikille. Suomen perustuslaissa yhdenvertaisuuden periaate viittaa sekä syrjinnän kieltoon että ihmisten yhdenvertaisuuteen lain edessä. Yhdenvertaisuuslaki, rikoslaki, tasa-arvolaki ja työlainsäädäntö tarkentavat syrjinnän kieltoa eri elämänaluilla.

Henkilöstön tasa-arvoinen ja yhdenvertainen kohtelu on työnantajan lakisääteinen velvollisuus ja osa hyvää johtamista ja työelämää. Tasa-arvon ja yhdenvertaisuuden edistäminen työssä parantaa henkilöstön työhyvinvointia ja tukee organisaation tuloksellisuutta ja työnantajakuvaa. Yhdenvertaisuus ei välttämättä kuitenkaan tarkoita samanlaista kohtelua kaikille. Yhdenvertaisuuden tulee toteutua esim. päätöksentekovaiheessa menettelyllisenä ja sisällöllisenä yhdenvertaisuutena, vaikka lopputulema olisikin erilainen perustellusta syystä.

Sisäministeriön hallinnonalan konsernistrategian toteutus rakentuu henkilöstön varaan. Henkilöstön tasa-arvo- ja yhdenvertaisuus ovat kantavia periaatteita sisäasiainhallinnossa – ne takaavat osaltaan työyhteisössä kaikkien voimavaroja hyödyntävän ja kestävän perustehtävän toteutumisen. Tavoitteena on toimiva työyhteisö, jossa kaikki toimivat vastuullisesti sekä itseään että muita kohtaan. Tasa-arvoa ja yhdenvertaisuutta edistämällä sisäasiainhallinnossa on mahdollisuus lisätä turvallisuutta suomalaisessa yhteiskunnassa. Eri sukupuolten ja väestöryhmien välillä on eroja yhteiskunnallisessa asemassa, tyypillisissä elämäntilanteissa, tarpeissa ja ongelmissa. Myös nämä erot heijastuvat turvallisuuteen. Arjen turvallisuus kuuluu kaikille.

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2. Suunnitelman vaatimukset sekä sitä ohjaavat lait ja suositukset

2.1 Laki naisten ja miesten välisestä tasa-arvosta (609/1986)

Lain tarkoituksena on estää sukupuoleen perustuva syrjintä ja edistää naisten ja miesten välistä tasa-arvoa sekä parantaa naisten asemaa erityisesti työelämässä (1§). Lain tarkoituksena on myös estää sukupuoli-identiteettiin tai sukupuolen ilmaisuun perustuva syrjintä (6 c §).

Viranomaisten, koulutuksen järjestäjien ja muiden koulutusta tai opetusta järjestävien yhteisöjen sekä työnantajien tulee ennaltaehkäistä sukupuoli-identiteettiin tai sukupuolen ilmaisuun perustuvaa syrjintää tavoitteellisesti ja suunnitelmallisesti.

Tasa-arvolakia sovelletaan pääsääntöisesti kaikessa yhteiskunnallisessa toiminnassa ja kaikilla elämänalueilla. Lakia ei sovelleta perheenjäsenten välisiin tai muihin yksityiselämän piiriin kuuluviin suhteisiin eikä uskonnonharjoitukseen liittyvään toimintaan.

Tasa-arvolaissa on kolmenlaisia säännöksiä: tasa-arvon edistämissäännökset, syrjinnän kiellot sekä oikeussuojaa ja tasa-arvolain valvontaa koskevat säännökset.

1. Tasa-arvon edistämissäännökset koskevat viranomaisten, koulutuksen järjestäjien ja muiden koulutusta tai opetusta järjestävien yhteisöjen sekä työnantajien velvollisuutta edistää tasa-arvoa. Viranomaisten tulee arvioida kaikkea toimintaansa eri sukupuolten näkökulmasta ja luoda toimintatavat tasa-arvon edistämiseksi. Tasa-arvoa edistetään myös kiintiöillä. Oppilaitoksissa ja työelämässä tasa-arvoa edistetään muun muassa tasa-arvosuunnitelmien avulla.
2. Syrjinnän yleiskielloissa määritellään ja kielletään sukupuoleen perustuva välitön ja välillinen syrjintä. Syrjintää on myös seksuaalinen häirintä ja sukupuoleen perustuva häirintä sekä käsky tai ohje syrjiä. Vastatoimet eli syrjityn aseman heikentäminen oikeuksiin vetoamisen vuoksi on syrjintää. Syrjintäperuste voi myös liittyä läheiseen henkilöön tai syrjintä voi perustua oletukseen. Syrjinnän erityiskielloissa määritellään syrjivä menettely työelämässä, oppilaitoksissa, etujärjestöissä sekä tavaroiden ja palveluiden tarjonnassa. Näiden kieltojen rikkomisesta voi vaatia hyvitystä. Työnantajalla ja oppilaitoksella on velvollisuus antaa pyynnöstä kirjallinen selvitys menettelystään tällaista syrjintää epäilevälle.
3. Tasa-arvolain noudattamista valvovat tasa-arvovaltuutettu sekä yhdenvertaisuus- ja tasa-arvolautakunta. Tasa-arvovaltuutettu antaa muun muassa ohjeita ja neuvoja tasa-arvolain soveltamisesta, kuten syrjinnän kielloista ja tasa-arvosuunnittelusta. Lautakunta voi sakon uhalla kieltää syrjivän menettelyn ja tasa-arvovaltuutetun esityksestä velvoittaa laatimaan tasa-arvosuunnitelman määräajassa.

Viranomaisten tulee kaikessa toiminnassaan edistää tavoitteellisesti ja suunnitelmallisesti sekä luoda ja vakiinnuttaa sellaiset hallinto- ja toimintatavat, joilla varmistetaan ja edistetään yllä olevia asioita (tasa-arvolaki ja yhdenvertaisuuslaki).

Sukupuolivähemmistöjen syrjimättömyydestä säädetään tasa-arvolaissa, seksuaalivähemmistöjen syrjimättömyydestä puolestaan yhdenvertaisuuslaissa.

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2.2 Tasa-arvosuunnitelma

Jos työnantajan palveluksessa olevan henkilöstön määrä on säännöllisesti vähintään 30 työntekijää, työnantajan on vähintään joka toinen vuosi laadittava erityisesti palkkausta ja muita palvelussuhteen ehtoja koskeva tasa-arvosuunnitelma, jonka mukaisesti toteutetaan tasa-arvoa edistävät toimet. Tasa-arvosuunnitelma on laadittava yhteistyössä luottamusmiehen, luottamusvaltuutetun, työsuojeluvaltuutetun tai muiden henkilöstön nimeämien edustajien kanssa. Henkilöstön edustajilla on oltava riittävät osallistumis- ja vaikuttamismahdollisuudet suunnitelmaa laadittaessa. (6 a §)

Tasa-arvosuunnittelun pohjaksi tulee tehdä selvitys työpaikan tasa-arvotilanteesta.

Tasa-arvosuunnitelman tulee sisältää:

1) selvitys työpaikan tasa-arvotilanteesta ja sen osana erittely naisten ja miesten sijoittumisesta eri tehtäviin sekä koko henkilöstöä koskeva palkkakartoitus naisten ja miesten tehtävien luokituksesta, palkoista ja palkkaeroista;

2) käynnistettäviksi tai toteutettaviksi suunnitellut tarpeelliset toimenpiteet tasa-arvon edistämiseksi ja palkkauksellisen tasa-arvon saavuttamiseksi;

3) arvio aikaisempaan tasa-arvosuunnitelmaan sisältyneiden toimenpiteiden toteuttamisesta ja tuloksista.

Tasa-arvosuunnitelmasta ja sen päivittämisestä on tiedotettava henkilöstölle. Suunnitelma tulee tehdä vähintään joka toinen vuosi.

Tasa-arvosuunnitelma voidaan sisällyttää osaksi henkilöstö- tai koulutussuunnitelmaa tai työsuojelun toimintaohjelmaa tai laatia yhdessä yhdenvertaisuussuunnitelman kanssa. Työnantaja vastaa siitä, että tasa-arvosuunnitelma täyttää tasa-arvolain vaatimukset.

2.2.1 Palkkakartoitus

Palkkakartoitus on oleellinen osa tasa-arvosuunnitelmaa, jossa on erityisesti kiinnitettävä huomiota tasa-arvon edistämiseen palkkauksessa ja muissa palvelussuhteen ehdoissa. Tasa-arvosuunnittelun pohjaksi tulee tehdä selvitys työpaikan tasa-arvotilanteesta. Sen osana on oltava erittely naisten ja miesten sijoittumisesta eri tehtäviin sekä kartoitus naisten ja miesten tehtävien luokituksesta, palkoista ja palkkaeroista. Sen avulla selvitetään, ettei saman työnantajan palveluksessa olevien samaa tai samanarvoista työtä tekevien naisten ja miesten välillä ole perusteettomia palkkaeroja.

Palkkakartoitus voidaan paikallisesti sopia tehtäväksi vähintään joka kolmas vuosi, jos tasa-arvosuunnitelma muilta osin tehdään vuosittain.

Valtiovarainministeriö on 19.12.2016 antanut suosituksen myös tasa-arvosuunnitelmaan sisältyvän palkkakartoituksen analyysin julkistamisesta. Palkkakartoitusten analyysien julkistamisen tavoitteena on lisätä palkkakartoitusten läpinäkyvyyttä ja tukea naisten ja miesten samapalkkaisuutta.

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Jos tasa-arvosuunnitelma ja siihen sisältyvä palkkakartoitus ovat osa toista, vähintään työpaikan omalle henkilöstölle julkistettavaa suunnitelmaa, ei palkkakartoituksen analyysiä tarvitse julkistaa erikseen. Erikseen tehtävä palkkakartoituksen analyysi voidaan julkistaa esimerkiksi viraston henkilöstötilinpäätöksessä tai - kertomuksessa tai vastaavassa asiakirjassa tai erikseen. Julkistettavasta palkkakartoituksen analyysistä ei saa paljastua yksittäisen henkilön tiedot. Jos palkkakartoituksen analyysin osana halutaan julkistaa keskiarvo- tai vastaavia tilastotietoja, on julkistettavissa tiedoissa oltava vähintään kolme henkilöä ryhmässä.

Länsi-Uudenmaan pelastuslaitoksen osalta palkkakartoitus on aiempina vuosina suoritettu Espoon kaupungin toimesta. Tämä johtuu siitä, että vuoden 2022 loppuun saakka pelastuslaitos oli osa Espoon kaupunkia, kun taas 1.1.2023 se siirtyi Länsi-Uudenmaan hyvinvointialueelle. Muutostilanteesta johtuen hyvinvointialueen prosessit eivät vielä vuoden 2023 alussa ole täysin selvät.

2.3 Yhdenvertaisuuslaki (1325/2014)

Yhdenvertaisuuslain tarkoituksena on edistää yhdenvertaisuutta ja ehkäistä syrjintää sekä tehostaa syrjinnän kohteeksi joutuneen oikeusturvaa. Lain mukaan viranomaisten tulee kaikessa toiminnassaan edistää yhdenvertaisuutta tavoitteellisesti ja suunnitelmallisesti sekä laatia yhdenvertaisuussuunnitelma, jossa määritellään viranomaisen yhdenvertaisuustyön tavoitteet, sisällöt, keinot ja tulosten seuranta.

Viranomaisen velvollisuus edistää yhdenvertaisuutta (5§)

Viranomaisen on arvioitava yhdenvertaisuuden toteutumista toiminnassaan ja ryhdyttävä tarvittaviin toimenpiteisiin yhdenvertaisuuden toteutumisen edistämiseksi. Edistämistoimenpiteiden on oltava viranomaisen toimintaympäristö, voimavarat ja muut olosuhteet huomioon ottaen tehokkaita, tarkoituksenmukaisia ja oikeasuhtaisia.

Viranomaisella on oltava suunnitelma tarvittavista toimenpiteistä yhdenvertaisuuden edistämiseksi.

Työnantajan velvollisuus edistää yhdenvertaisuutta (7§)

Työnantajan on eri syrjintäperusteet huomioon ottaen arvioitava yhdenvertaisuuden toteutumista työhönotossa ja työpaikalla. Työnantajan on työpaikan tarpeet huomioon ottaen kehitettävä työoloja, sekä niitä toimintatapoja, joita noudatetaan henkilöstöä valittaessa ja henkilöstöä koskevia ratkaisuja tehtäessä. Edistämistoimenpiteiden on oltava toimintaympäristö, voimavarat ja muut olosuhteet huomioon ottaen tehokkaita, tarkoituksenmukaisia ja oikeasuhtaisia.

Syrjinnän kielto (8§)

Ketään ei saa syrjiä iän, alkuperän, kansalaisuuden, kielen, uskonnon, vakaumuksen, mielipiteen, poliittisen toiminnan, ammattiyhdistystoiminnan, perhesuhteiden, terveydentilan, vammaisuuden, seksuaalisen suuntautumisen tai muun henkilöön liittyvän syyn perusteella. Syrjintä on kielletty riippumatta siitä, perustuuko se henkilöä itseään vai jotakuta toista koskevaan tosiseikkaan tai oletukseen. Välittömän ja välillisen syrjinnän lisäksi tässä laissa tarkoitettua syrjintää on häirintä, kohtuullisten mukautusten epääminen sekä ohje tai käsky syrjiä.

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Valvonta

Yhdenvertaisuuslain noudattamista valvovat yhdenvertaisuusvaltuutettu, työsuojeluviranomaiset ja yhdenvertaisuus- ja tasa-arvolautakunta (18§).

2.4 Yhdenvertaisuussuunnitelma

Yhdenvertaisuussuunnittelu on yhdenvertaisuuden edistämisen työkalu, jonka tarkoituksena on edistää tasavertaista ja syrjimätöntä organisaatiokulttuuria. Viranomaisella on oltava suunnitelma tarvittavista toimenpiteistä yhdenvertaisuuden edistämiseksi, kun työnantajan palveluksessa on säännöllisesti yli 30 henkilöä.

Yhdenvertaisuussuunnitelman tulisi sisältää ainakin:
- suunnittelu- ja arviointiprosessien kuvauksen
- valitut kehittämistoimenpiteet
- toimenpiteiden seurannan

2.5 Sisäministeriön suositukset

Sisäministeriön johtaa, ohjaa ja valvoo pelastustoimea, ja valmistelee sitä koskevan lainsäädännön. Sisäministeriö on julkaissut 2021 pelastusalan tasa-arvon ja yhdenvertaisuuden toimintaohjelman, joka kokoaa yhteen nykytilan arvioinnin alan tasa-arvo- ja yhdenvertaisuustilanteesta, tavoitteet ja toimenpiteet.

Toimintaohjelma toimeenpannaan jokaisessa pelastusorganisaatiossa, ja se pitää sisällään kuusi pitkän tähtäimen tavoitetta, jotka kohdentuvat johtamiseen, osaamisen nostamiseen, tasa-arvo- ja yhdenvertaisuussuunnitteluun, palkkaukseen, työoloihin, pelastusalan rekrytointiin ja koulutukseen, palokuntanuorisotoimintaan sekä viestintään. Näiden tavoitteiden saavuttamiseksi on määritelty 38 toimenpidettä, joista yksi on tasa-arvo- ja yhdenvertaisuussuunnitelman tekeminen jokaisessa pelastusorganisaatiossa.

Tasa-arvotyö ja sen merkitys työyhteisön ja sen tavoitteiden kannalta tulee tiedostaa tasa-arvolaissa työnantajille asetettujen velvoitteiden täyttämiseksi. Tasa-arvon tulisi myös näkyä esimerkiksi johdon sitoutumisessa, työn arvostamisessa ja resursoinnissa.

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3 Länsi-Uudenmaan pelastuslaitoksen tasa-arvo- ja yhdenvertaisuussuunnitelma

Tämän tasa-arvo- ja yhdenvertaisuussuunnitelman tavoitteena on parantaa Länsi-Uudenmaan pelastuslaitoksen tasa-arvoa ja yhdenvertaisuutta.

Pelastuslaitoksen tasa-arvo- ja yhdenvertaisuustilannetta on kartoitettu koko henkilöstölle järjestetyllä tasa-arvo- ja yhdenvertaisuuskyselyllä, joka järjestettiin marraskuussa 2022. Marraskuussa 2022 tehdyn henkilöstökyselyn vastausprosentti oli 23,9 % (n = 152) sen hetkisestä henkilöstöstä. Kysely toteutettiin anonyymina.

Kysely toi esille joitakin esille nostettavia huomionarvoisia asioita, joiden perusteella on nähtävissä, että tasa-arvo- ja yhdenvertaisuussuunnitelmalle sekä toimenpiteille on tarvetta.

Kyselyssä kysyttiin myös vastaajien ehdotuksia tasa-arvon ja yhdenvertaisuuden edistämiseksi. Vastauksille tehtiin aineistolähtöinen (induktiivinen) sisällönanalyysi, jotta vastauksista saatiin koottua olennaiset ilmaukset ja niistä etsittiin samankaltaisuuksia. Lopputuloksena tärkeimmiksi kehittämistoimenpiteiksi henkilöstön ehdotuksista nousivat **koulutus, konkreettiset toimet** ja **johdon toiminta.**

3.1 Palkkakartoitus

Pelastuslaitoksella on käytössä työehtosopimuksiin perustuva tehtäväkohtainen palkka. Tämä tarkoittaa sitä, että kaikki samaa tehtävää tekevät työntekijät saavat saman tehtäväkohtaisen palkan tekemästään työstä.

Jokaisella työntekijällä on mahdollisuus tehdä ylityötä säädöstausta, työehtosopimukset tai muut vastaavat ehdot huomioiden. Huomioitavaa kuitenkin on, että työntekijän enimmäistyömäärä ei saa olla täynnä. Työsuojelullisista syistä työnantajan tulee huolehtia työntekijän enimmäistuntimäärän seurannasta.

Ennen vuotta 2023 pelastuslaitoksen palkkakartoitus on ollut osana Espoon kaupungin palkkakartoitusta. Käytäntö 1.1.2023 eteenpäin osana Länsi-Uudenmaan hyvinvointialuetta selkeytyy vuoden 2023 aikana. Palkkakartoitusta ei tässä vaiheessa vielä tehdä erikseen pelastuslaitoksen osalta, vaan odotetaan hyvinvointialueeen ohjeistusta ja toimia asian osalta.

3.1.1 Uralla eteneminen

Uralla etenemisen mahdollisuuksien osalta on vaikuttavana tekijänä kelpoisuusvaatimukset. Jokaisen työntekijän on mahdollista hakea kelpoisuusvaatimusten mukaisesti projekti- ja hanketehtäviin, asiantuntijatehtäviin sekä esihenkilötehtäviin. Pelastuslaitoksella on myös laajasti tarjolla erilaisia vastuutehtäviä. Kaikki tehtävät ovat aina vähintään sisäisesti haettavana.

Jokaisen kannattaa pohtia omaa motivaatiota, asennetta, taitoja ja asiantuntemusta ennen uusiin tehtäviin hakeutumista.

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3.1.2 Työjärjestelyt

Pelastuslaitoksella huomioidaan erityisjärjestelyitä esimerkiksi osatyökykyiselle henkilöstölle tai raskauden aikaiselle työskentelylle.

Työturvallisuuslain (738/2002) mukaan työnantajan on varmistettava, että työ on turvallista. Raskauden aikana ei suositella tehtäviä, joihin liittyy pelastussukeltamista tai muutoin paineilmalaitteiden käyttöä, kuuma-altistusta tai muita erityistä sairastumisen vaaraa aiheuttavia altisteita (akuutisti toksiset ja lisääntymisterveydelle vaaralliset aineet, karsinogeenit, mutageenit ja ionisoiva säteily). Muihin tehtäviin on mahdollista raskauden aikana osallistua.

Ensihoidossa työskentelevien henkilöiden osalta raskaana ollessa työkykyä seurataan aktiivisesti ja ollaan valmiita työnantajan toimesta sopeuttamaan työtehtäviä työkyky huomioiden haittojen minimoimiseksi (esimerkiksi vuorotyöstä päivätyöhön siirtyminen). Jokaisen työntekijän kohdalla (osatyökykyiset, pitkältä sairaslomalta paluu tms.) erityistarpeiden tunnistaminen on avainasemassa ja korvaavan työn järjestelyt on mahdollista koordinoida yhteistyössä.

3.2 Toimenpiteet

Tasa-arvo- ja yhdenvertaisuustyöryhmä on kyselytulosten perusteella päättänyt kehittämistoimenpiteet tasa-arvon ja yhdenvertaisuuden edistämiseksi Länsi-Uudenmaan pelastuslaitoksella.

Länsi-Uudenmaan pelastuslaitoksen keskeiset kehittämisalueet ovat:
- Syrjinnän ja epäasiallisen käytöksen tunnistaminen ja puuttumisen työkalut
- Toimintojen sekä käytänteiden yhdenvertaisuuden arviointi
- Tasa-arvo- ja yhdenvertaisuussuunnitelmaan kirjattujen toimenpiteiden toteuttaminen

3.2.1 Johtaminen

Hyvän johtamisen edellytys on, että johtajat ja esihenkilöt toimivat eettisesti korkeatasoisesti, pelastuslaitoksen arvoja sekä mm. virkamies-, työsopimus-, työturvallisuus-, yhdenvertaisuus- ja tasa-arvolakeja noudattaen, sekä sitoutuen yhdenvertaisuuden ja tasa-arvon edistämiseen ja toimeenpanoon. Johdon ja esihenkilöiden tulee sitoutua tasa-arvon ja yhdenvertaisuuden edistämiseen ja syrjinnän ennaltaehkäisyyn työyhteisössä kaikilla tasoilla.

Johtamisessa sitoudutaan näyttämään esimerkkiä henkilöstölle yhdenvertaisuuden ja tasa-arvon edistämisessä työyhteisössä. Esihenkilöt huolehtivat siitä, että työn määrä ja vaatimukset, vastuu, kannustus, arvostus ja palkitseminen jakautuvat oikeudenmukaisesti ja tasapuolisesti. Lisäksi esihenkilönä sitoudutaan itse noudattamaan ehdotonta nollatoleranssia kiusaamisen, syrjinnän ja seksuaalisen häirinnän osalta sekä ennaltaehkäisemään ja tarvittaessa puuttumaan niihin matalalla kynnyksellä.

Pelastuslaitos on myös julistanut paloasemat syrjinnästä vapaiksi alueiksi, mikä sitoo koko henkilöstöä käyttäytymään yhdenvertaisesti työpaikalla. Yhdenvertaisuuden toteutuminen ei siis ole pelkästään esihenkilötason vastuulla, vaan jokaisella työntekijällä työyhteisössä on tehtävänään parantaa työyhteisön yhdenvertaisuutta ja puuttua havaitsemiinsa epäkohtiin tasa-arvon ja yhdenvertaisuuden toteutumisessa.

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Työnantajalla ja sen edustajilla on kuitenkin erityinen velvollisuus puuttua työyhteisön sisäisiin ongelmakohtiin ja edistää yhdenvertaisuuden toteutumista työyhteisössä niin, että työhyvinvointi voi parantua ja jokainen työntekijä kokee olevansa turvassa ja arvostettu työyhteisössään. Työturvallisuuslain mukaan työnantajalla on yleinen huolehtimisvelvollisuus työntekijöiden turvallisuudesta ja terveydestä työssä. Tämä velvollisuus koskee fyysisen ja psyykkisen turvallisuuden lisäksi työyhteisön sosiaalista toimivuutta. Esihenkilöinä toimivilla henkilöillä on velvollisuus huolehtia osaltaan siitä, että henkilöstön terveys ei vaarannu työtehtävissä. Tämä velvollisuus koskee myös työyhteisön sisäisiä tapahtumia. Esihenkilön tulee aina puuttua epäasialliseen käytökseen, häirintään tai kiusaamiseen.

Jokaisen esihenkilöasemassa toimivan henkilön pitää olla luottamuksen arvoinen niin, että työntekijät voivat avoimesti ja luottamuksella puhua myös yhdenvertaisuuteen liittyvistä asioista. Jos kyseessä on kiusaamiseen, epäasialliseen käytökseen tai häirintään liittyvä tapaus, esihenkilön tulee aina ottaa tilanne vakavasti. Esihenkilön tulee aina lähteä selvittämään ja ratkaisemaan kiusaamisen ja häirinnän tapaukset. Esihenkilön velvollisuuksiin kuuluu objektiivisesti kuulla jokaista asianosaista asiasta ja huolehtia myös siitä, että kenenkään asianosaisen oikeuksia ei jätetä huomiotta ja kaikkia kohdellaan tasa-arvoisesti. Tämä ei tarkoita sitä, että esihenkilön tulee pystyä ratkaisemaan tilanne yksin, vaan esihenkilön tulee saada tukea ylemmältä johdolta parhaan mahdollisen ratkaisun ja lopputuloksen saamiseksi.

Esihenkilönä toimivien henkilöiden tulee tuntea omat juridiset velvollisuutensa ja oikeutensa ja toimia johdonmukaisesti jokaisessa tilanteessa. Johdonmukaisuuteen kuuluu myös se, että jokaisen työntekijän kanssa tulee toimia samoilla säännöillä ja yksittäisille henkilöstön jäsenille ei ole mahdollista antaa erioikeuksia, kuin avoimesti perustelluista syistä. Johdonmukainen, avoin ja perusteltavissa oleva johtamistyö lisää henkilöstön luottamusta ja arvostusta johtoa kohtaan. Jokaisen johtamistyötä tekevän tulee ottaa rohkeasti roolinsa esihenkilönä jokaisessa tilanteessa.

Työnantajalla ei ole oikeutta johtaa työtä tai esimerkiksi jakaa työtehtäviä työntekijöille niin, että toiminta suosisi yksittäisiä työntekijöitä tai asettaisi muita työntekijöitä epäedulliseen asemaan. Esimerkiksi henkilöstön koulutuksiin osallistumiseen tai uralla etenemiseen jokaisella työntekijällä tulee olla yhtenäiset oikeudet ja mahdollisuudet. Jokaisen työntekijän kohdalla tulee huomioida tasapuolisesti työn suorituksen arviointi ja mitään syrjiviä syitä ei arvioinnissa ole luvallista käyttää arviointia heikentävinä tekijöinä.

Esihenkilön tehtävänä on tukea moninaisen työyhteisön kehittymistä.

Toimenpiteet:
Johtamisen ja esihenkilötoiminnan kehittämiseen pelastuslaitoksella tasa-arvon ja yhdenvertaisuuden näkökulmasta panostetaan entistä tehokkaammin mm. tarjoamalla tukea kehityskeskusteluihin.

Esihenkilöille pyritään järjestämään mahdollisuuksia johtamisosaamisen kehittämiseen mm. koulutuksen ja työpajojen avulla. Yhteistyötä hyvinvointialueen kanssa kehitetään koko ajan, ja vahvat toiveet sitä kautta tulevasta koulutuksesta on esitetty.

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3.2.2 Rekrytointi

Länsi-Uudenmaan pelastuslaitos haluaa panostaa hyvään työnantajakuvaan ja olla vetovoimainen organisaatio niin työnantajana kuin työpaikkana. Houkuttelevassa ja vetovoimaisessa organisaatiossa vallitsee hyvä ja terveellinen työkulttuuri. Työkulttuurilla tarkoitetaan työpaikan yhteisiä sääntöjä, työmoraalia, työntekijöiden välistä vuorovaikutusta ja tapoja toimia kussakin tilanteessa. Hyvä työkulttuuri edellyttää hyvää työilmapiiriä.

Henkilöstön rekrytointiin vaikuttaa välittyvä mielikuva työnantajana. Työnantajakuvalla tarkoitetaan sitä, millainen on organisaation nykyisen henkilöstön ja todennäköisten työnhakijoiden kuva organisaatiosta, sekä siitä millaisen vaikutelman yritys antaa itsestään ulospäin.

Organisaation arvot ovat niitä periaatteita, jotka näkyvät jokapäiväisessä organisaation toiminnassa ja ne heijastuvat aina johtajasta alaisten tekemään työhön. Arvot tulevat esille tekoina jokapäiväisessä toiminnassa. Länsi-Uudenmaan pelastuslaitoksen arvomaailmaan kuuluu, että sisäisen turvallisuuden viranomaisena turvaamme arkea tuottamalla pelastustoimen ja ensihoidon palvelut osana Länsi-Uudenmaan hyvinvointialuetta. Pelastuslaitos toimii ammatillisesti, inhimillisesti, luotettavasti – yhdessä muun yhteiskunnan kanssa. Arvojen tulee ohjata työntekijöiden tapoja toimia, mutta ne viestivät osaltaan myös organisaation yhteiskuntavastuullisuudesta, jolla on merkittävä menestymiseen ja kilpailukyvykkyyteen vaikuttava tekijä. Yhteiskuntavastuullinen organisaatio on avoin, lakien ja normien mukaisesti toimiva ympäristöä, yhteistyökumppaneita ja omaa henkilöstöä kunnioittava. Organisaationa pelastuslaitos turvaa työntekijöilleen mahdollisimman hyvät ja työturvalliset työolot, jossa työtä tehdään sopimusten ja ehtojen mukaisesti ja tehdystä työstä maksetaan oikeanlainen korvaus.

> **Toimenpiteet:**
> Länsi-Uudenmaan pelastuslaitoksella päivitetään rekrytointiohjeet ja -prosessi Länsi-Uudenmaan hyvinvointialueen ohjeistusta noudattaen keväällä 2023. Rekrytointiprosessin selkeyttämisellä pyritään laadun tasoittamiseen ja yhdenvertaisuuden toteutumiseen.

3.2.3 Perehdyttäminen

Ensihoito- ja pelastusala ovat kuormittavaa työtä niin henkisesti kuin fyysisesti, ja etenkin nuoret työntekijät työuran alkuvaiheessa joutuvat tekemään työtä kovan paineen alla. Uudelle työntekijälle tulee tarjota mahdollisimman turvallinen ja oppimista tukeva työympäristö, jossa hän voi tuntea itsensä tervetulleeksi ja arvostetuksi. Uuden työn alkaessa myös motivaatio oppimiseen ja työhön sitoutumiseen ovat korkeimmillaan, ja se tulisi jokaisen työnantajan osata hyödyntää oikein.

Perehdyttämisellä tarkoitetaan kaikkia niitä keinoja, joilla mahdollistetaan osaamisen siirtäminen uudelle työntekijälle. Laadukas perehdyttäminen koostuu sellaisesta valmennuksesta ja koulutuksesta, jolla varmistetaan työntekijän mahdollisimman nopea työtehon kasvaminen optimaaliseksi. Etukäteen suunniteltu, järjestelmällinen ja tasalaatuinen perehdyttäminen on tärkeä osa hyvää henkilöstöjohtamista. Uudelle työntekijälle tulee turvata yhdenvertainen ja ennen kaikkea riittävä perehdytys työtehtävän hoitamisen mahdollistamiseksi. Hyvin suunniteltu perehdytys lisää uuden

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työntekijän työtyytyväisyyttä, vahvistaa työntekijän sitoutumista työhön ja organisaatioon sekä vaikuttaa myönteisesti työnantajakuvaan.

Toimenpiteet:
Länsi-Uudenmaan pelastuslaitoksella on vuoden 2023 alussa päivitetty uuden työntekijän perehdytysopas sekä perehdytyssuunnitelma, jonka esihenkilö ja työntekijä tekevät yhdessä. Operatiivisen henkilöstön perehdyttämisessä on omat erityispiirteensä ja -vaatimukset verrattuna hallinnon henkilökuntaan, joten nämä seikat otetaan huomioon. Laadukas perehdyttäminen on myös osa työsuojelua, joten se otetaan osaksi esihenkilöiden koulutuspäiviä, jotta perehdyttämisen merkitystä ja vaikutusta pelastuslaitoksen toimintaan saadaan tuotua esille.

Käytössä olevan SafetyPass-järjestelmää voidaan myös jatkossa hyödyntää perehdytyssuunnitelmien tekemiseen ja toteutumisen seurantaan.

3.2.4 Viestintä

Hyvän sisäisen työnantajakuvan rakentumiseen vaikuttaa myös oleellisesti organisaation sisäinen viestintä. Sisäiseen viestintään kuuluvat kaikki vuorovaikutuskeinot, joita organisaation sisällä käytetään aina ihmisten kasvokkain tapahtuvasta kommunikoinnista tietoteknisiin viestintä- ja tiedotusvälineisiin. Kun kaikki työntekijät ovat tietoisia siitä, mitä organisaation sisällä tapahtuu, jää niin sanotuille ikävälle huhupuheelle vähemmän tilaa. Henkilöstön arvostamisella, kuulluksi tulemisella ja asianmukaisella kohtelulla on suuri merkitys henkilöstön viihtyvyyteen ja sitä kautta työnantajakuvaan. Mikään sisäisistä työnantajakuvaan vaikuttavista tekijöistä ei kuitenkaan yksistään riitä, vaan kaikki tekijät yhdessä muodostavat kokonaisuuden, työkulttuurin, johon jokaisen organisaation tulisi pyrkiä menestyäkseen.

Yhdenvertaisuus näkyy organisaation arvoissa, kielessä ja kuvastossa. Yhdenvertaisuus on myös ymmärrystä siitä, että monimuotoisuuden edistäminen tukee koko organisaation hyvinvointia ja sen kehittymistä. Työyhteisössä on hyvä käydä jatkuvaa yhdenvertaisuuteen liittyvää arvokeskustelua sekä seurata mittareiden avulla tasa-arvo- ja yhdenvertaisuussuunnitelman toimenpiteitä ja niiden toteutumista. Työyhteisössä tulee tehdä arvioinnin perusteella toimenpiteitä, joilla voidaan puuttua esille tulevaan epäasialliseen käyttäytymiseen, syrjintään ja häirintään. Tässä on organisaation viestinnällä rooli. Yhdenvertaisuuden voidaan nähdä konkretisoituvan viestinnällisinä ilmaisuina, välillisesti käytännöllisinä tekoina tai konkreettisesti tekemiseen kohdistuvina ohjeina, määräyksinä tai toteamuksina. Yhdenvertaisen viestinnän ulottuvuudet ovat mahdollistaminen ja osallisuuden lisääminen, koko työyhteisön yhteinen kehitystyö, monimuotoisuuden vahvistaminen, tietoisuuden lisääminen sekä kohtelias ja syrjimätön käyttäytyminen ja kielenkäyttö.

Yhdenvertaisuutta edistetään koko työyhteisön vuorovaikutuksella, keskustelulla. Viestinnän tehtävänä on tukea tätä keskustela, tarjota erilaisia toimintamalleja ja keinoja.

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Toimenpiteet:
Aiempien vuosien tavoin pelastuslaitos tiedottaa Kunta10-tuloksista keväällä 2023. Tasa-arvo- ja yhdenvertaisuuskyselyn tuloksista tiedotetaan koko henkilöstöä OHRY-foorumin kautta, ja materiaali tuloksista tulee Sharepoint-työtilaan. Myös tasa-arvo- ja yhdenvertaisuussuunnitelmasta sekä sen toimenpiteistä tiedotetaan koko henkilöstöä.

Tasa-arvo ja yhdenvertaisuus teemoina pyritään pitämään osana jatkuvaa organisaation sisäistä viestintää.

3.2.5 Henkilöstökoulutus

Työnantajan edustajien tulee varmistua siitä, että jokaisella henkilöstön edustajalla toiminta-alueestaan riippumatta on yhtäläiset oikeudet ja mahdollisuudet osallistua koulutuksiin. Koulutuksiin osallistumisessa tulee ottaa huomioon koulutustarve tasapuolisesti samoin ehdoin kaikille eri ammattiryhmien edustajille. Jokaista henkilöstön jäsentä kannustetaan yhtäläisesti kouluttautumaan ja annetaan yhtäläiset mahdollisuudet sisäiseen tai ulkoiseen koulutukseen.

Toimenpiteet:
Työnantajan puolelta tulevia koulutuksia pyritään järjestämään siten, että kaikilla asianosaisilla on mahdollisuus osallistua. Hyvinvointialueen järjestämistä koulutuksista (esim. digiosaaminen) tiedotetaan koko henkilöstöä. Operatiivisen henkilöstön koulutuksia päivitetään ajantasaisiksi, ja niiden toteutumista sekä niihin osallistumista seurataan erilaisin mittarein. Henkilökuntaa kannustetaan kouluttautumaan, sillä osaavasta henkilökunnasta on etua myös pelastuslaitokselle.

3.2.6 Työsuojelu

Työsuojelu on työnantajan ja työntekijöiden yhteistoimintaa, jonka tehtävänä on ylläpitää ja parantaa työturvallisuutta työyksiköissä.

Jokaisella on oikeus tehdä työtään terveellisesti ja turvallisesti. Työnantaja luo ja johtaa turvallisuuskulttuuria. Tämä turvallisuuskulttuuri koostuu pelastuslaitoksen päällystön sitoutuneisuudesta turvallisuuteen ja sen eteen tehtävästä työstä, toimintamalleista ja henkilöstön käyttäytymisestä. Käytännössä tällä tarkoitetaan päivittäisiä, yhteisiä konkreettisia toimia, joihin koko henkilöstö on motivoitunut. Jokaisen henkilöstön jäsenen tulee kokea olevansa työpaikallaan turvassa esihenkilöiden ja kollegojen kanssa. Tämä koskee myös yhdenvertaisuuden näkökulmaa osana työturvallisuutta.

Tasa-arvo- ja yhdenvertaisuussuunnitteluun ja sen mukana tulevaan toimintaohjelmaan on jokaisella henkilöstön jäsenellä velvollisuus sitoutua, koska jokaisella on velvollisuus noudattaa työnantajan antamia ohjeita ja määräyksiä sekä olla tietoinen ohjeista.

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Jokaisella henkilöstön jäsenellä on oikeus ottaa yhteyttä työsuojeluvaltuutettuun kaikissa työn terveellisyyttä ja turvallisuutta liittyvissä teemoissa, tämä koskee myös psykososiaalisia työoloja. Työsuojeluvaltuutetun tehtävänä on antaa ohjeita ja neuvoja. Tämän lisäksi tarpeen vaatiessa työsuojeluvaltuutettu voi viedä tapauksen työnantajalle tiedoksi tilanteen ratkaisemiseksi. Työsuojelun edustaja voi myös toimia tukihenkilönä työntekijöille erilaisissa tilanteissa. Ilman työntekijän lupaa työsuojeluvaltuutettu ei saa kertoa henkilökohtaista asiaa koskevia tietoja, vaan työ perustuu luottamukselle.

> **Toimenpiteet:**
> Pelastuslaitoksella on oma työsuojeluvaltuutettu, joka on henkilöstön ensisijainen yhteyshenkilö. Tarvittaessa Länsi-Uudenmaan hyvinvointialueen työsuojelun henkilöstöön voi olla myös yhteydessä.
>
> Häirintäyhdyshenkilön nimeämistä harkitaan vakavasti, jotta kynnys häirintäilmoituksiin saadaan pienemmäksi.

3.3 Suunnitelman toteuttaminen

Tasa-arvo- ja yhdenvertaisuussuunnitelman implementointi tulee olemaan pelastuslaitoksella jatkuva prosessi. Pelastuslaitos pyrkiikin joustavaan toimintaan ratkaistakseen kulloinkin käsillä olevia tilanteita mahdollisimman nopeasti ja turhaa viivettä aiheuttamatta.

Tasa-arvo- ja yhdenvertaisuussuunnitelmaa toteutetaan päivittäisissä toiminnoissa. Lisäksi näitä aihealueita koulutetaan henkilöstölle, mm. substanssiasiat tuodaan koulutusten vuosikalenteriin toistuvina vuosittain. Ulkopuolisia luennoitsijoita on mahdollista käyttää koulutusten tukena.

Tasa-arvoa ja yhdenvertaisuutta tullaan käsittelemään:

- perehdytyspäivien yhteydessä
- esihenkilöiden ja asiantuntijoiden koulutuspäivissä
- operatiivisissa koulutuspäivissä henkilöstölle
- alueittain pelastusasemilla

3.4 Tiedottaminen

Länsi-Uudenmaan pelastuslaitoksen tasa-arvo ja yhdenvertaisuussuunnitelma laaditaan aiemmin mainitussa tasa-arvo-ja yhdenvertaisuustyöryhmässä. Kun tasa-arvo ja yhdenvertaisuustyöryhmä on käsitellyt suunnitelman, se esitellään johtoryhmälle. Suunnitelman valmistumisesta tiedotetaan henkilökunnalle pelastuslaitoksen viikkoinfossa ja kuukausitiedotteessa. Suunnitelma julkaistaan Sharepoint-työtiloissa koko henkilöstölle.

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3.5 Seuranta ja arviointi

Tasa-arvon ja yhdenvertaisuuden toteutumista seurataan mittareiden avulla. Mittareina toimivat vuonna 2024 seuraavan kerran toteutettava Kunta10-tutkimus sekä tasa-arvo- ja yhdenvertaisuuskyselyn toistaminen keväällä 2025.

Jatkuvana mittarina toimii vuoden 2023 alussa toimeenpantu palautekanava, jonka kautta palautetta on mahdollista antaa myös nimettömänä. Palautekanavan kautta tuleva palaute käsitellään ja arvioidaan luottamuksellisesti viikoittain. Jos palautteessa nähdään olevan tarvetta toimenpiteille, ne kirjataan ja niitä on mahdollista toteuttaa nopealla aikataululla.

Tasa-arvon ja yhdenvertaisuuden toteutumista arvioidaan tulevaisuudessa mittareiden avulla vuosittain, ja tässä yhteydessä suunnitelman sisältö tarkastetaan ja päivitetään tasa-arvo ja yhdenvertaisuus -työryhmän toimesta.

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LÄHTEET

Laki naisten ja miesten välisestä tasa-arvosta 8.8.1986/609

Pelastuslaki 29.4.2011/379

Perustuslaki 11.6.1999/731

Rikoslaki 19.12.1889/39

Työsopimuslaki 26.1.2001/55

Työturvallisuuslaki 23.8.2002/738

Yhdenvertaisuuslaki 30.12.2014/1325

Oikeusministeriön tietopankki yhdenvertaisuudesta www.yhdenvertaisuus.fi

Sosiaali- ja terveysministeriö www.stm.fi

Tasa-arvovaltuutettu www.tasa-arvo.fi

Työ- ja elinkeinoministeriö www.tem.fi

Valtiovarainministeriö www.vm.fi

Yhdenvertaisuusvaltuutettu www.syrjinta.fi