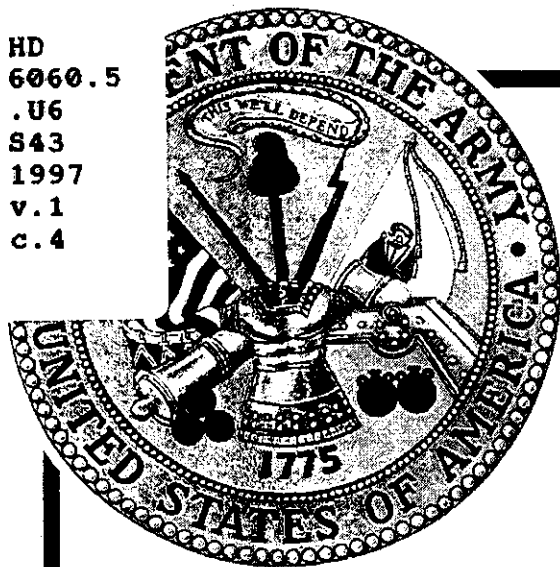


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The Secretary of the Army's

# **Senior Review Panel Report**

**on**

# **Sexual Harassment**

Volume One

July 1997

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## THE SECRETARY OF THE ARMY'S SENIOR REVIEW PANEL ON SEXUAL HARASSMENT

### EXECUTIVE SUMMARY

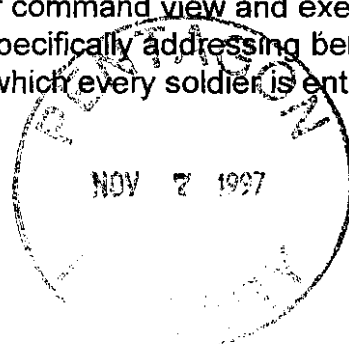
#### *General*

The Senior Review Panel's mission was to review the human relations environment in the Army with particular emphasis on sexual harassment issues. Our assessment took us to Army locations worldwide. The Panel visited units forward deployed, in garrison, at training sites, and in classrooms. We saw America's soldiers in every conceivable location, performing every type of mission. The Panel delved deeply into the human relations environment, identified shortcomings, and has recommended changes. While there are definitely shortcomings that need to be addressed and are discussed within this report, it is important to state that the Panel also saw a trained and ready Army--the best Army that the Panel members have seen in over 200 years collective experience with the Army. Our soldiers are ready to perform any mission assigned, effectively and efficiently, anywhere in the world. America's sons and daughters who are today's soldiers are better trained and better equipped than any Army before and they are rightfully proud to be called soldiers.

#### *Purpose*

The Secretary of the Army has said, "The Army is based on trust." In the fall of 1996, the trust between leaders and soldiers was called into question by serious allegations of sexual impropriety at several Army installations. Investigation indicated that breakdowns in good order and discipline had occurred and that some leaders had abused the authority and power vested in them. Accordingly, the Secretary of the Army directed that a Senior Review Panel on Sexual Harassment be established to undertake the following missions:

- ◆ Conduct a systems review of the Army's policies on sexual harassment and of the processes currently in place.
- ◆ Recommend changes needed to improve the human relations environment in which our soldiers live and work, with the specific goal of eradicating sexual harassment.
- ◆ Examine how Army leaders throughout the chain of command view and exercise their responsibility to prevent sexual harassment, specifically addressing behaviors that fail to acknowledge the dignity and respect to which every soldier is entitled.



## ***Scope and Methodology***

The focus of the Panel's assessment has been the human relations environment in which our soldiers live and work, measured in terms of the dignity and respect we extend to one another as an Army. Panel members, supported by a working group of over 40 military and civilian personnel, conducted an extensive policy review, collected data at 59 Army installations worldwide, and completed exhaustive analysis of the data collected. We used four methods of inquiry to collect the data: surveys, focus groups, personal interviews, and observation. Before leaving a unit or installation, Panel members outbriefed senior leaders on their observations. This allowed leaders to immediately begin addressing issues raised at their installations. This has been a very positive aspect of the Panel's efforts--teaching and advising, not just the gathering of data. In all, the effort took eight months with results based on information provided by over 30,000 Army respondents.

## ***Findings***

Our findings center on four main areas: the Army equal opportunity (EO) program, the extent of sexual harassment in the Army, leadership, and Initial Entry Training (IET). We found that:

- ◆ The Army lacks institutional commitment to the EO program and soldiers distrust the EO complaint system.
- ◆ Sexual harassment exists throughout the Army, crossing gender, rank, and racial lines; sex discrimination is more common than is sexual harassment.
- ◆ Army leaders are the critical factor in creating, maintaining, and enforcing an environment of respect and dignity in the Army; too many leaders have failed to gain the trust of their soldiers.
- ◆ The overwhelming majority of drill sergeants and instructors perform competently and well, but respect as an Army core value is not well institutionalized in the IET process.

## ***Conclusions and Recommendations***

The Panel concludes that the human relations environment of the Army is not conducive to engendering dignity and respect among us. We are firmly convinced that leadership is the fundamental issue. Passive leadership has allowed sexual harassment to persist; active leadership can bring about change to eradicate it.

Our recommendations are broad based and cover a wide variety of Army processes, including: leader development, EO policy and procedures, IET

soldierization, unit and institutional training, command climate, and oversight. Key recommendations follow:

- ◆ Assign to one Department of the Army (DA) staff agency the primary responsibility for leadership, leader development, and human relations for the Army.
- ◆ Incorporate the human dimension of warfare into Army operational doctrine.
- ◆ Conduct a critical review of the staffing and organization of the DA elements responsible for human relations problems and issues and of the resourcing of those agencies responsible for assisting commanders in implementing and executing human relations policy.
- ◆ Embed human relations training in the Army training system as a doctrinal imperative.
- ◆ Re-engineer the EO program from top to bottom to make it responsive to leaders and soldiers, to protect those who use it, and to ensure that those working in it are not stigmatized.
- ◆ Mandate the conduct of a command climate assessment down to company-sized units at least annually; establish a mechanism to hold commanders accountable for their unit's command climate.
- ◆ Publish Army Regulation (AR) 600-20, *Army Command Policy*, immediately and publish interim changes in a timely manner.
- ◆ Increase the length of IET to allow for more intense, rigorous soldierization and the inculcation of Army values; design new training to inculcate Army values, appropriate behavior, and team building in IET.
- ◆ Improve IET cadre and recruiter training to include tools and techniques for addressing inappropriate behaviors in units; incorporate ethics and human relations training in recruiting and IET cadre courses, to include professionally facilitated sensitivity training.
- Implement a renewed Advanced Individual Training (AIT) approach that focuses on the continuation of the soldierization process begun in Basic Combat Training (BCT), as well as tactical, technical, and soldier skills and attitudes.
- ◆ Ensure that professionals and leaders (e.g., commanders, inspectors general, health care practitioners, criminal investigators, chaplains) who are expected to deal with soldiers reporting incidents of inappropriate sexual behavior are trained and qualified.

The Panel very strongly believes that we must ensure that we maintain a positive human relations environment in the Army. Personnel readiness relies on a positive human relations environment. It is the vital base upon which we build our Army, and the combat effectiveness of our most important weapon system--the soldier.

## TABLE OF CONTENTS

<u>Section</u>		<u>Page</u>
Executive Summary		1
Table of Contents		5
Forwarding Letter	Report of the Secretary of the Army's Senior Review Panel on Sexual Harassment	8
Part I	Introduction	11
Part II	Recommendations	14
Part III	The Senior Review Panel and the Report	33
Part IV	Senior Review Panel Assessment	39
	The Equal Opportunity (EO) Program	39
	The Extent and Impact of Sexual Harassment and Sex Discrimination	56
	Leadership	69
	Initial Entry Training	78
Epilog		91
Annex A	Senior Review Panel Charter	A-1
Annex B	Panel Member Biographies	B-1
Annex C	Acronyms / Abbreviations	C-1
Annex D	Installations and Locations Visited	D-1
Annex E	Review of Policies	E-1
Annex F	Events Connected with Equal Opportunity in the Army Since 1947	F-1

<u>Section</u>		<u>Page</u>
Annex G	Contemporary Military Documents Relating to Equal Opportunity and Sexual Harassment in the Uniformed Army	G-1
Annex H	Equal Employment Opportunity (EEO) Program	H-1
Annex I	Bibliography	I-1

## LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	EOA Staffing as of March 31, 1997	43
2	EOA and EOR Responsibilities	52
3	Were you sexually harassed in the last 12 months?	57
4	Sexual Harassment by Rank and Gender	57
5	Sexual Harassment by Race and Gender	58
6	Experienced Behaviors Described in Sexual Experiences Questionnaire	58
7	Perceptions of Contribution	64
8	Toleration of Senior-Subordinate Sexual Relationships	67
9	Leaders Set and Enforce Standards	70
10	Leaders Exemplify Standards	71
11	Perceptions of Company Leadership	72
12	Trainee Responses: Experienced Sexual Harassment and Inappropriate Behaviors in the Different Training Components	81
13	Sources of Harassment	82
14	Trainer Responses: Experienced SEQ Behaviors	83

## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Percentage Reporting any SEQ Behavior, Sexual Harassment, or that Sexual Harassment was a Problem in their Unit	60
2	The Flow from Recruiter to First Duty Assignment	79



## **REPORT OF THE SECRETARY OF THE ARMY'S SENIOR REVIEW PANEL ON SEXUAL HARASSMENT**

This report provides the observations, findings, conclusions, and recommendations of the Secretary of the Army's Senior Review Panel on Sexual Harassment. The Secretary established the Panel on November 21, 1996, in response to the allegations of sexual misconduct at Aberdeen Proving Ground, Maryland. The Secretary directed the Panel to examine the human relations environment in the United States Army, review policies and procedures that contribute to that environment, and recommend ways to achieve an Army where all soldiers and civilians are treated with dignity and respect. Panel members were:

Major General Richard S. Siegfried	Senior Review Panel Chair
Brigadier General Evelyn P. Foote	Senior Review Panel Vice Chair
Mr. John P. McLaurin III	Deputy Assistant Secretary of the Army (Military Personnel Management and Equal Opportunity Policy)
Lieutenant General Claudia J. Kennedy	Deputy Chief of Staff for Intelligence
Major General Larry R. Ellis	Commanding General, 1st Armored Division
Mrs. Ruby B. DeMesme	Deputy Assistant Secretary of the Air Force (Force Management and Personnel)
Command Sergeant Major Cynthia A. Pritchett	Post Command Sergeant Major, Fort Belvoir, Virginia

## **Acknowledgments**

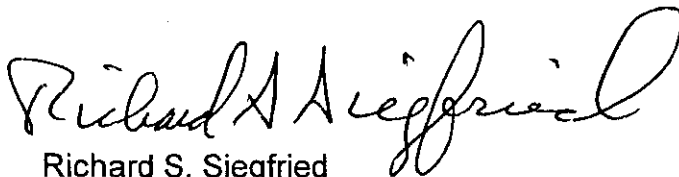
The Panel could not have accomplished its mission without the hard work and assistance of the over 40 officers, noncommissioned officers, and Army civilian employees who were members of the Panel's working group. These full-time members provided support in developing data collection tools, coordinating and conducting field visits to 59 Army installations and locations worldwide, collecting and analyzing data, and providing detailed policy research.

The Panel was aided by the following consultants who provided invaluable contributions to the overall effort:

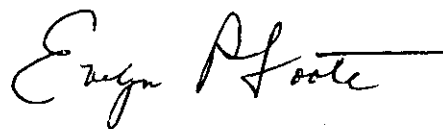
LTG Robert H. Forman, USA (Ret.)  
COL Karen L. Frey, USA (Ret.)  
Dr. Annabel Hagood  
Mr. Dan Lumpkin

Dr. Laura Miller  
BG Mary Morgan  
Dr. Mady Segal  
Dr. Judith Youngman

The Panel also wishes to acknowledge the cooperation of the thousands of soldiers and Department of the Army civilians who facilitated our visits and participated in the data collection. Finally, the Panel wishes to recognize the editorial support provided by the United States Army Center of Military History and the contributions of the various consultants and outside agencies, both federal and private, who provided valuable time and expertise to this effort.



Richard S. Siegfried  
Major General, United States Army  
Senior Review Panel Chair



Evelyn P. Foote  
Brigadier General, United States Army  
Senior Review Panel Vice Chair



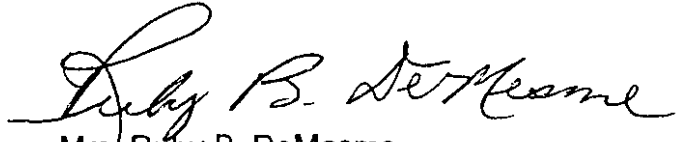
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Deputy Assistant Secretary of the Army



Claudia J. Kennedy  
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Larry R. Ellis  
Major General, United States Army



Mrs. Ruby B. DeMesme  
Deputy Assistant Secretary  
of the Air Force



Cynthia A. Pritchett  
Command Sergeant Major, United States Army

## Part I

### INTRODUCTION

*An army is based on trust . . . the trust of the American people that we will defend them and trust of our soldiers that their leaders will do what's best for them. When we violate that trust, we disappoint our country and betray our soldiers.*

Togo D. West, Jr., Secretary of the Army  
November 8, 1996

#### ***Our Army***

The basic purpose of the United States Army is to fight and win our nation's wars. In the post cold war era, strategic projection of land power has become the conceptual framework for decisive victory. Fundamentally, it is accomplished through the presence of soldiers on the ground in distant places, demonstrating military capability and commitment. Clearly, our strength as a land power rests with our soldiers. Indeed, as the Chief of Staff of the Army, General Dennis J. Reimer, has said, "Our soldiers are our credentials."

#### ***Readiness***

What impacts soldiers impacts combat effectiveness. One such factor is the human relations environment in which our soldiers live and work. The Army subscribes to a human relations environment based on dignity and respect. Respect is a bedrock value of both the Army and the Nation. Inherent in American society since the framing of the Declaration of Independence and the United States Constitution, the importance of treating soldiers with dignity and respect is reflected in early military doctrine, regulations, and codes of conduct as a basic tenet of leadership. In 1789, Frederick von Steuben wrote in the *Regulations for the Order and Discipline of the Troops of the United States* that a leader's first priority should be "treating [soldiers] with every possible kindness and humanity, inquiring into their complaints, and when well founded, seeing them redressed."

#### ***Trust***

Respect encompasses more than the traditional military courtesies that leaders and soldiers observe in deference to rank and position. It is a deep and abiding sense of the human worth of our comrades in arms. In peace, it brings us together as a team and, in war, it holds us together against our enemies. When soldiers are treated with

respect and dignity by their leaders and their peers, a strong bond develops between them. This bond is founded on mutual trust and serves to cement unit cohesion and to build esprit de corps. When this commitment to treating one another with dignity and respect falters, we risk destroying that which we must hold most precious--the indomitable, warfighting spirit of our soldiers.

In the fall of 1996, the trust between leaders and soldiers was called into question by serious allegations of sexual impropriety at several Army installations. Investigation indicated that breakdowns in good order and discipline had occurred and that some leaders had abused the authority and power vested in them. Some leaders had placed their own personal wants above their responsibility to take care of their soldiers. As a result, soldiers were grievously mistreated.

### ***The Panel's Charter***

Accordingly, the Secretary of the Army directed that a Senior Review Panel on Sexual Harassment be established to undertake the following missions:

- ◆ Conduct a systems review of the Army's policies on sexual harassment and of the processes currently in place.
- ◆ Recommend changes needed to improve the human relations environment in which our soldiers live and work, with the specific goal of eradicating sexual harassment.
- ◆ Examine how Army leaders throughout the chain of command view and exercise their responsibility to prevent sexual harassment, specifically addressing behaviors that fail to acknowledge the dignity and respect to which every soldier is entitled.<sup>1</sup>

In his personal charge to the Panel, Secretary West stated that both he and the Army Chief of Staff believed that the views, opinions, and experiences of soldiers should be considered. To that end, the Senior Review Panel traveled around the world to gather first-hand information from the grass roots of the Army. In fact, this assessment provides an unprecedented examination of human relations in the Army, reflecting the collective voice of over 30,000 Army personnel, including soldiers, civilians, and leaders.

### ***The Soldiers' Story***

What follows in subsequent sections of this report is the soldiers' story--what they told the Senior Review Panel about themselves, their leaders, and their Army. It is not always a good news story. The Senior Review Panel found disturbing trends of a declining EO program, a lack of soldier confidence in some of their leaders, and a

---

<sup>1</sup> A copy of the Senior Review Panel Charter signed by the Secretary of the Army is at Annex A, Volume I.

human relations environment in which inappropriate behavior is often tolerated and in which the concept of "respect and dignity for one another" has not always been practiced.

## ***A Time for Change***

Recommendations emanating from this report represent what the Senior Review Panel believes are those crucial first steps that the Army must take as it moves towards meeting the challenges of the 21<sup>st</sup> Century. These recommendations, firmly grounded in the Panel's collection and analysis of data, focus on making systemic change in the Army's human relations environment.

General Creighton W. Abrams, Army Chief of Staff from October 1972 to September 1974, had a steadfast belief in the Army's soldiers. He said:

*People are not in the Army, people are the Army.<sup>2</sup> . . . By people I do not mean personnel. . . . I mean living, breathing, serving, human beings. They have needs and interests and desires. They have spirit and will, and strength and abilities. They have weaknesses and faults; and they have means. They are at the heart of our preparedness . . . and this preparedness--as a nation and as an Army--depends upon the spirit of our soldiers. It is the spirit that gives the Army . . . life. Without it we cannot succeed.<sup>3</sup>*

When told on one occasion by a staff member that company grade officers were idealistic, General Abrams replied, "Yes . . . and our job is to keep them that way."

If there is an overarching theme to this report, it is this: we must rededicate ourselves to the fundamental truths so eloquently stated by General Abrams. We must strengthen the human relations environment in the Army. Personnel readiness relies on a positive human relations environment. It is the vital base upon which we build the Army, and the combat effectiveness of the Army's most important weapon system--the soldier. In strengthening the bonds of trust among all soldiers, we will ensure that the United States Army remains our nation's preeminent fighting force for today, tomorrow, and into the future.

---

<sup>2</sup> Lewis Sorley, *Thunderbolt* (New York, New York: Simon & Schuster, 1992), p. 346.

<sup>3</sup> Lieut. Gen. Harris Hollis, "The Heart and Mind of Creighton Abrams," *Military Review*, April 1985, p. 63.

## **Part II**

### **RECOMMENDATIONS**

The Army is an institution grounded in seven core values: honor, integrity, selfless service, courage, loyalty, duty, and respect. When respect for the individual soldier is not maintained, the Army's human relations environment suffers. Combat readiness is directly correlated with a unit's human relations environment; a "do more with less" approach and a "zero defects mentality" lead to a diminished human relations environment that causes soldiers to lose trust and confidence in their leaders. That loss of faith, in turn, degrades combat readiness.

Our Army is the preeminent military ground force in the history of the United States, and the world. This status is key both to decisive success in combat and to the deterrence of would-be aggressors. Should we fail to promote a healthy human relations environment in a timely and effective fashion, our ability to fight wars and promote peace will surely suffer. The recommendations that follow are designed to address the broad scope of issues identified by the Panel, not to solve each and every shortcoming noted within the body of the report.

## ISSUE 1: Leadership

- ◆ **Leadership is the key to the problem of sexual harassment in the Army and the key to the solution to that problem.**

Leaders set the values compass for the Army; it is from them that respect and dignity flow. Many leaders are currently seen as practicing a zero defects mentality, caring only about themselves and their careers. Soldiers do not uniformly have trust and confidence in their leaders. Unfair treatment, double standards, and a lack of discipline were raised to Panel representatives time and again during team visits to various installations and commands. Such a negative view of leaders is counterproductive to the objectives of EO, unit cohesion, and combat readiness. It is also indicative of a serious communication problem between leaders and the led. A leader needs to be sensitive to the possibility that young soldiers' experiences may be very different from the leader's own.

Overarching the leadership issue are systemic problems that need to be addressed to remedy leadership failures in general, and sexual harassment and other human relations problems in particular. Both unit and individual leadership and human relations training have disconnects throughout the Army. Army leadership doctrine does not effectively address the critical nature of the human relations environment as it relates to the warfight. There is no DA level proponent for unit leadership or human relations programs and training. Individually, there is no systemic synchronization at any of the precommissioning sources (United States Military Academy, Reserve Officers' Training Corps, Officer Candidate School) or at U.S. Training and Doctrine Command (TRADOC) schools for individual training.

According to Army Regulation 600-100, *Army Leadership*, Headquarters, Department of the Army (HQDA) staff responsibility for leadership and leader development is divided between the Deputy Chief of Staff for Personnel (DCSPER) and the Deputy Chief of Staff for Operations (DCSOPS). This division of responsibilities and functions between these two staffs is confusing because of the blurring of the definitions for leadership and leader development. Leadership doctrine is the responsibility of the Center for Army Leadership (CAL) at Fort Leavenworth, a part of the Combined Arms Center and TRADOC. The Center for Army Leadership was intended to be the center of gravity for Army leadership, but has been unable to maintain a strategic viewpoint because of its location within TRADOC. The Center for Army Leadership is including a chapter on values in the new Field Manual (FM) 22-100, *Military Leadership*. This is a step in the right direction, but falls short of ensuring a fully integrated, concentrated effort, and a central point for all aspects of doctrine related to leadership in terms of human relations.

Findings indicate that leadership and human relations are not currently embedded in warfighting doctrine and thus are not considered important. Leaders at training centers are focused on future concepts and doctrine and do not spend enough



time on personal leadership tasks. Our training centers do not include leadership or human relations as a specific battlefield operating system.

#### **ISSUE 1 RECOMMENDATIONS:**

- ◆ Assign to one DA staff agency the primary responsibility for leadership, leader development, and human relations for the Army.
- ◆ Designate a center of gravity for leadership and human relations doctrine within the Army, which reports directly to the DA staff proponent.
- ◆ Make leadership and human relations readiness part of the monthly Unit Status Report for all units.
- ◆ Make the concepts of leadership and human relations a battlefield operating system at our training centers, and an integral element of Army leader development.
- ◆ Effectively incorporate the human dimension of warfare into Army operational doctrine.
- ◆ Refocus senior leaders on the personal leadership role only they can perform.

## **ISSUE 2: Human Relations Environment**

While the human relations environment is a force protection and unit cohesion issue that directly contributes to combat readiness, it has not been viewed as a combat multiplier by some Army leaders. Over the past several years, DA has reduced the human resource structure responsible for the human relations environment for DA as a whole. Consequently the Army's ability to provide strategic direction, integration, and oversight of human relations has significantly diminished and the Army's ability is limited to reacting to events as they occur. To address the issues surfaced by the Panel, DA requires a significantly better staffed and organized team of human relations professionals who are well trained to take steps to address our human relations problems.

### **ISSUE 2 RECOMMENDATIONS:**

- ◆ Conduct a critical review of the staffing and organization of the Department of the Army elements responsible for human relations problems and issues.
- ◆ Immediately augment staffing levels with trained professionals to address actions surfacing during the review and while proposed restructuring and resourcing is being implemented.

### **ISSUE 3: Human Relations Policy and Practices**

Although current human relations policy is adequate as written, it has not been effective in practice. Had existing policy been executed by commanders as intended by DA, the Panel's work might well not have been necessary. Commanders are not the exclusive agents responsible for ensuring compliance with Army policy. Responsibility for developing packages and tools to support commanders in policy execution is vested in agencies below HQDA. Unfortunately, many of these agencies are inadequately resourced to execute their mission. Representative examples are TRADOC Headquarters and the U.S. Army Soldier Support Institute (SSI). Tasked to develop the EO training support packages (TSPs) for TRADOC, SSI has but one authorized position for this critical job. Until the Army applies its resources to solving problems in the human relations environment, the problems will continue and probably become more severe.

#### **ISSUE 3 RECOMMENDATIONS:**

- ◆ Make comments on the state of their organizations' human relations environment mandatory in leaders' officer evaluation reports (OERs) and noncommissioned officer evaluation reports (NCOERs).
- ◆ Conduct a critical review of the resourcing of those agencies responsible for assisting commanders in implementing and executing human relations policy.
- Immediately augment staffing levels with trained professionals for those agencies to deal with current requirements until the review is concluded and while its proposed resourcing is being implemented.

## **ISSUE 4: Human Relations Training**

Training in the Army is much more than preventive maintenance; it is the critical way in which Army doctrine is embedded into Army operations and into the hearts and minds of soldiers. Human relations training, of which EO and the prevention of sexual harassment (POSH) are important parts, is inadequate and ineffective. Soldiers uniformly find POSH training is monotonous, viewing it as no more than a compulsory formation to be endured to satisfy a requirement. When taught, POSH is segregated from other topics, lecture-based, repetitive, and neither progressive nor sequential. Leaders are not personally involved in the training and seldom attend. The inadequate content and ineffective methods of human relations training throughout the Army diminish the stature and emphasis on human relations issues within the Army.

### **ISSUE 4 RECOMMENDATIONS:**

- ◆ Embed human relations training in the Army training system as a doctrinal imperative.
- ◆ Ensure that leaders and other human relations trainers are adequately trained and prepared to conduct progressive, sequential, interactive, small group human relations training, and provided the proper training support packages for the conduct of this training.
- ◆ Task TRADOC to conduct a comprehensive review of the programs of instruction of all leader development training to ensure that human relations training is embedded in every training program, including all pre-command courses.
- ◆ Assign proponentcy for human relations training to the appropriate level within TRADOC.
- ◆ Ensure that leaders participate in human relations training with their soldiers.
- ◆ Hold leaders accountable for preparing and executing human relations action plans in support of the Army.

## **ISSUE 5: Equal Opportunity Policies and Processes**

One of the key charges to the Panel was to assess how well EO policies and processes serve the individual soldier. During the 1980s, staffing for the Army's EO program diminished and the military occupational specialty (MOS) for human relations specialists was deleted from the inventory. Commanders went from being assisted by a core of trained and seasoned professionals to soldiers rotating in and out of the program for one tour of duty outside their principal MOS after being trained at the Defense Equal Opportunity Management Institute (DEOMI). By rotating equal opportunity advisors (EOAs) into and out of the EO program, the Army hoped to reinforce a positive human relations environment throughout the Army; this did not occur. Commanders were expected to ensure that the EO program emphasis was maintained. Instead, other responsibilities were allowed to override those of the EO program and EO resources were among the first to be cut during the current drawdown of the Army force structure.

Further exacerbating the problem of inadequate EOA resources is the rapid expansion of the number of tenant activities on Army installations. The installations are not staffed with sufficient EOAs to handle EO issues. Current policy dictates that tenant activities must use their own unit's EO resources. Thus tenant activities must rely on EOA resources residing at other locations with their parent unit. Parent units can be hundreds, even thousands, of miles distant.

Equal opportunity in the Army has been marginalized, under-resourced, and dismissed as a distraction rather than a combat multiplier. The extent to which the program has worked as well as it has is a tribute to those dedicated, committed EO personnel working hard to ensure that soldiers' needs are effectively addressed; as well as those commanders who, as exceptions to the rule, have actively participated in and supported human relations as a combat readiness multiplier.

Notwithstanding these laudatory efforts, the failure of the EO program is a leadership failure from which our soldiers are suffering. Clearly the system suffers from a lack of credibility and effectiveness. Reconstruction of the program will require a major effort.

### **ISSUE 5 RECOMMENDATIONS:**

- ◆ Re-engineer the EO program from top to bottom to make it responsive to leaders and soldiers, to protect those who use it, and to ensure that those working in it are not stigmatized. Re-engineering should address the need for a human relations military occupational specialty and an improved rank structure for all EOAs.

◆ While the program is being re-engineered:

- Establish and sufficiently staff a Directorate for Strategic Human Resources with responsibility for assessing, training, researching, benchmarking, reporting, and integrating EO program activities.
- Properly resource EOA positions by rank and grade in accordance with current regulatory guidance.
- Provide adequate host installation EOA resources for tenant activities.
- Monitor training support package development.
- Make EOA utilization and human relations/equal opportunity training a mandatory item in Quarterly Training Briefs.
- Explore the need for a temporary sexual harassment assistance office at the installation level until trust and confidence can be reestablished in the EO complaint system.
- Implement a "Respect for Others" program patterned after the Military District of Washington's "Consideration of Others" program for Army Active Component, Reserve Components, Reserve Officers' Training Corps (ROTC), and Officer Candidate School (OCS).
- Either properly train and assign equal opportunity representative (EOR) duties to senior noncommissioned officers (NCOs) or eliminate EOR positions altogether and hold the commander personally responsible for EO unit training.
- Ensure commanders understand the EO program and personally participate in EO training.
- Embed human relations training in all leadership training.

## **ISSUE 6: Climate Assessments**

The human relations environment is first and foremost a combat readiness issue. Anticipating issues and preventing problems is one of the most important steps in ensuring a positive human relations environment. A climate assessment survey provides leaders with a baseline appraisal of a unit's environment and can be key to promoting a commander's understanding and awareness of his/her unit's human relations environment. Currently, climate assessments are encouraged, not required. The assessment instruments are neither standardized nor effective, nor are they readily available to commanders. Periodic command climate assessments must be conducted. Leaders must be held accountable for this important aspect of combat readiness.

### **ISSUE 6 RECOMMENDATIONS:**

- ◆ Develop and field a command climate assessment instrument tailored to each type unit.
- ◆ Mandate the conduct of a command climate assessment down to company-sized units at least annually.
- ◆ Provide standardized guidance from HQDA concerning the use of assessment results.
- ◆ Create a mechanism for holding commanders accountable for command climate.

## **ISSUE 7: Army Command Policy**

Interim change 4, chapter 6, AR 600-20, *Army Command Policy*, expired almost two years ago. Since that time, the proponent has revised, but not published, the regulation. Many important changes are captured in the revision and would provide important guidance to the field Army. There are also other Army agencies responsible for human relations documents (e.g., Department of the Army pamphlets and training circulars) that depend on the information published in the regulation as the basis for revising the documents for which they exercise responsibility.

Over the past two years, each time the proponent was prepared to publish the revised regulation a new issue would surface. In response, the proponent would halt publication awaiting resolution of the problem and related regulatory changes. Until the revised AR 600-20 is published, the field Army will fall farther and farther behind in understanding and applying human relations policy and guidance.

### **ISSUE 7 RECOMMENDATION:**

- ◆ Publish AR 600-20 immediately and publish interim changes as they develop.



## **ISSUE 8: Support for Training Base**

Being a soldier is a learned behavior. If soldiers fail to appreciate that good order and discipline, Army values, and teamwork are the essence of the Army, the soldierization process has failed. Our soldiers represent a cross section of the Nation's young people who come into the Army with their individual outlooks on life and individual value systems. It is through the Army's soldierization process that they become equal members of the Army team--that they become soldiers. If we expect soldiers of both genders, all races, and diverse backgrounds to live and work together as a team, soldierization must teach them how to accomplish this task.

This mission belongs to the training base. The training base is woefully under-resourced to accomplish its assigned mission. With the proper resources, the Army might have avoided many of the breakdowns in discipline that have been so highly publicized. The command and control structure is inadequate, and the soldierization process suffers as training cadre are extended beyond their physical, mental, and emotional limits.

A key to addressing human relations issues, including sexual harassment, is assigning enough female role models to set the example for all trainees. Twenty percent of Army accessions are women, but the training base is composed of only ten percent female drill sergeants. Further, combat arms personnel, who have the least experience in dealing with sexual harassment issues, comprise the majority of key command and cadre positions. Most of these leaders, whether combat arms or not, have not received adequate training in how to deal with sexual harassment issues that may arise in their units. Added to this void are reorganizations and consolidations, which over the last several years have created gaps in the command and control structure, leaving no one to monitor the environment of trainees.

The same facts and almost identical issues apply to recruiters who serve as the Army's interface with the American public. Recruiters and drill sergeants hold positions of similar difficulty and importance, and they set the example not just for new recruits but for the Nation as a whole.

### **ISSUE 8 RECOMMENDATIONS:**

- ◆ Task TRADOC to review the command and control structure at each installation responsible for IET and, where it is inadequate, remedy it.
- ◆ Increase the length of IET to allow for more intense, more rigorous soldierization and the inculcation of Army values.
- ◆ Better utilize drill sergeants as trainers of Army values.

- ◆ Staff drill sergeant, command and cadre positions, and recruiting positions with a more appropriate mix of trained men and women professionals.

## **ISSUE 9: Initial Entry Training**

New recruits form and hold their most lasting impressions of the Army from the cadre they encounter during IET. These leaders have more contact with young trainees than any other leadership segment of the Army. Their preparatory training, key to their success in this role, is inadequate. Drill sergeant school and instructor training courses do not provide the essential tactics, techniques, and procedures required of leaders assigned to the critical tasks of influencing the soldierization process. Instruction must focus not only on dignity and respect for recruits and their fellow soldiers, but provide realistic insights into what leaders will face and techniques for handling inappropriate behaviors by members of their units and for handling the potential for inappropriate personal behavior. Training must equip leaders with the tools they will need to conduct continuous evaluations of their units for inappropriate behaviors and teach them how to recognize and deal with those behaviors when they occur.

Currently drill sergeants are trained at three different locations. Creating three quality human relations training programs would be unnecessarily difficult and only add to the overhead costs associated with running three training sites. More importantly, one drill sergeant school would ensure uniform quality, maximize use of resources, and bring greater and more consistent focus and attention to this critical human relations training shortcoming.

Recruiters are similarly hampered by a lack of training in how to deal with handling the inappropriate behaviors of prospective enlistees and how to handle their own potential for inappropriate personal behavior.

In addition to drill sergeants and recruiters, the quality of the other soldiers and civilians who support training is very important. For example, drivers from the motor pool, administrative clerks at reception and processing stations and in units, and supply clerks, require similar training in recognizing and preventing inappropriate personal behaviors.

### **ISSUE 9 RECOMMENDATIONS:**

- ◆ Improve IET cadre and recruiter training to include tools and techniques for addressing inappropriate behaviors in units and for recognizing and interrupting the potential for inappropriate personal behavior.
- ◆ Incorporate ethics and human relations training in recruiting and IET cadre courses, to include professionally facilitated sensitivity training.

- ◆ Combine the three separate drill sergeant schools into one school, properly resourced and staffed to educate all Army drill sergeants to a given standard of excellence.

## **ISSUE 10: Drill Sergeant and Instructor Selection**

It has already been described that drill sergeants and cadre are key elements in the formative stages of a soldier's life in the Army. They are the first and most important contacts new trainees have with the Army and it is imperative that drill sergeant selectees are themselves of the highest quality soldiers. This same philosophy holds true for trainee instructors. It is critical that evaluation criteria and procedures be used to ensure NCOs and officers selected/nominated for drill sergeant, instructor, and cadre positions have the requisite qualifications. Although the Army presently conducts some limited screening of drill sergeant nominees, it does not screen for cadre and instructors.

### **ISSUE 10 RECOMMENDATIONS:**

- ◆ Implement and improve screening procedures for drill sergeants, cadre, and instructors in IET, including psychological screening.
- ◆ Ensure that failure to complete the Drill Sergeant School does not end or mar a candidate's career, unless the failure results from misconduct or failure to meet the baseline requirements for an NCO.

## **ISSUE 11: Advanced Individual Training**

In many locations, AIT has become a "school house" rather than a continuation of the soldierization process of IET. In part, this attitude may have been caused by the shortage of personnel in TRADOC schools. Much of the problem, however, has been caused by the focus on technical skills at the expense of soldier skills and attitudes. In years past, the duration of IET was reduced significantly on the theory that AIT would be a continuation of the soldierization process and not separate from it. Advanced Individual Training has fallen away from that concept, and must be refocused as a continuation of the soldierization process initiated in BCT. Advanced Individual Training must be rigorous, satisfying, and challenging. Advanced Individual Training must not be permitted to adopt a "campus" orientation.

Other detractors also exist at AIT. Service members from other military services and reclassified soldiers attending AIT are treated in a different, much more collegial manner than trainees. Trainees view this treatment as a double standard that further degrades an already troubled environment. Drill sergeants must take on a more meaningful training role in AIT.

### **ISSUE 11 RECOMMENDATIONS:**

- ◆ Implement a renewed AIT approach that focuses on the continuation of the soldierization process begun in BCT as well as tactical, technical, and soldier skills and attitudes.
- ◆ Treat all trainees in a like manner, to include other Service attendees and reclassified soldiers, or place these personnel in separate courses from IET personnel.
- ◆ Increase the training responsibilities of drill sergeants in AIT after the current shortage of drill sergeants is remedied.

## **ISSUE 12: Army Core Values**

The Army is a values-based organization with specific core values. These Army values must be instilled in our soldiers prior to and during IET and must be reinforced throughout their careers. The bonds of trust between our soldiers are built on these common values, the traditions of the Army, the shared disciplined life of a soldier, and the common experiences of working as a team. Initial Entry Training is critical in calibrating the human relations compass of each soldier and setting appropriate expectations for them, their peers, and their leaders. In addition to the previously discussed lack of discipline and rigor in IET, IET trainees lack training in Army values.

### **ISSUE 12 RECOMMENDATIONS:**

- ◆ Develop and provide literature to new recruits on the Army's core values, ethics, and ethos.
- ◆ Build a new training program into IET to inculcate Army values, appropriate behavior, and team building.

### **ISSUE 13: Victim Assistance**

Throughout the Army, soldiers who have been victims of inappropriate sexual behavior have reported incidents to professionals and leaders. These same professionals and leaders have not received sufficient training in working with victims and are left to rely on rudimentary perceptions of how victims want to be treated. As a result, victims are reluctant to report inappropriate behaviors for fear of being re-victimized by the very system that was put in place to deal with their complaints. This reluctance contributes to soldiers' lack of trust and confidence in the chain of command and in Army leaders in general.

#### **ISSUE 13 RECOMMENDATION:**

- ◆ Ensure that professionals and leaders who are expected to deal with soldiers reporting incidents of inappropriate sexual behavior are trained and qualified.



## **ISSUE 14: Confidentiality for Victims**

One of the best ways in which the Army can assist victims of sexual harassment is to ensure that adequate counseling services are available, whether through mental health professionals or chaplains. The real or perceived lack of confidentiality that exists in military mental health and chaplaincy counseling sessions is a tremendous impediment to victims' decisions about whether to avail themselves of these services. When a victim in need of counseling services is worried that whatever he or she says may end up as material for the defense of the perpetrator or serve as the basis for adverse action against the victim, that victim thinks long and hard about seeking help. The Panel heard mental health professionals and chaplains echo the concern regarding victims' confidentiality.

### **ISSUE 14 RECOMMENDATION:**

- ◆ Pursue relief from current rules that limit confidentiality for victims of sexual harassment.

## Part III

# THE SENIOR REVIEW PANEL AND THE REPORT

### *Panel Composition*

To serve as Chair of the Senior Review Panel, the Secretary of the Army recalled to active duty Major General Richard S. Siegfried, a combat arms officer with extensive experience in Army training policies and practices. Six other members were selected for Panel duty.<sup>4</sup> They were Brigadier General Evelyn P. Foote, another veteran officer who was recalled to active duty by the Secretary to serve as Panel Vice Chair; Lieutenant General Claudia J. Kennedy, Deputy Chief of Staff for Intelligence; Major General Larry R. Ellis, Commanding General, 1st Armored Division; Mr. John P. McLaurin III, Deputy Assistant Secretary of the Army (Military Personnel Management and Equal Opportunity Policy); Mrs. Ruby B. DeMesme, Deputy Assistant Secretary of the Air Force (Force Management and Personnel); and Command Sergeant Major Cynthia A. Pritchett, the Post Command Sergeant Major at Fort Belvoir, Virginia.<sup>5</sup>

### *Consultants*

Secretary West also named three consultants to assist the Panel. They were Brigadier General Mary Morgan, Commanding General of the U.S. Army Soldier Support Institute; Judith A. Youngman, Ph.D., Chair of the Defense Advisory Committee on Women in the Services; and Mady Wechsler Segal, Ph.D., a professor in the Department of Sociology at the University of Maryland. They provided advice to the Panel throughout its deliberations.

In addition to these consultants, the Panel members called upon other individuals from both the military and civilian sectors whose knowledge and subject matter expertise were of invaluable assistance throughout the Panel's deliberations. These included Lieutenant General Robert H. Forman, USA(Ret.), former Deputy Commanding General for Training, U.S. Army Training and Doctrine Command; Colonel Karen L. Frey, USA(Ret.), Human Resource Consultant; Dr. Annabel Hagood, Professor Emerita, University of Alabama; Mr. Dan Lumpkin, Lumpkin and Associates; Dr. Laura Miller, Harvard University Fellow; and Dr. Naomi Verdugo, Senior Demographer in the Office of the Deputy Chief of Staff for Personnel (ODCSPER), HQDA.

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<sup>4</sup> The Panel originally had nine members. Early in the Panel process, two members' requests to be excused were approved by the Secretary.

<sup>5</sup> Biographies of the Panel members are found in Annex B, Volume I.

## ***Panel Working Group***

To support the Senior Review Panel, a working group of more than 40 soldiers and civilian employees was assembled. Included in this group were officers and NCOs from combat, combat support, and combat service support branches. Some members were former drill sergeants or former recruiters; other members were soldiers trained at and assigned to DEOMI or within ODCSPER. A DA civilian employee with many years of experience in the equal employment opportunity (EEO) program was also a member of the working group. Seven of this group's members hold Ph.D.s with expertise in social psychology, anthropology, industrial/organizational psychology, sociology, and organizational behavior. Legal experts and officers from the Reserve Components provided additional depth. In all, the working group reflected a diverse array of backgrounds, races, ranks, and perspectives, bringing a rich mix of professional experience to bear on the issues being addressed.

## ***Panel Organization***

The Panel organized itself into four teams. One team dedicated its main effort to a review of Army policies and acted as a sustaining body for the other teams which were organized as field teams for data collection. On the average, each traveling team had six soldiers and one civilian employee as members. Uniformed members included an NCO with drill sergeant experience, an officer with human resource management experience, and an NCO trained at DEOMI. The civilian member of each data collection team was a scientist assigned to the U.S. Army Research Institute for the Behavioral and Social Sciences. In their travels, each field team was accompanied by a Senior Review Panel member, who was either the Chair, the Vice Chair, or the Deputy Assistant Secretary of the Army. All other Panel members traveled with teams as often as their other duties permitted.

## ***Panel Preparation***

Prior to traveling, the Panel and working group members received a series of briefings, as well as extensive training from agencies within DA or the Department of Defense (DoD). Representatives from DEOMI briefed on EO programs. Officers of the Office of The Judge Advocate General briefed the legal aspects of sexual harassment, and Department of the Army Inspectors General covered the status of sexual harassment investigations ongoing within their agency. The U.S. Army Training and Doctrine Command and one of its major subordinate commands, the U.S. Army Soldier Support Institute, provided personnel to present information concerning EO training programs and initiatives. The policy dimension of EO was discussed by representatives from ODCSPER. The status of sexual harassment investigations was briefed by members of the U.S. Army Criminal Investigation Command.

## **Methodology**

Four methods were used by the Panel to assess the human relations environment of the Army. The data collection entailed sampling from Army leaders, soldiers, and civilians.<sup>6</sup>

**Individual Interviews.** First, Panel members and field teams conducted individual interviews with the Army's military and civilian leaders, mental health professionals, equal opportunity (military) and equal employment opportunity (civilian) personnel, chaplains, and judge advocates. Using carefully developed interview protocols, these key individuals were asked their perceptions and recommendations concerning the human relations environment in their commands. Their comments were then entered into a computer program for categorization, coding, and analysis.

**Focus Groups.** Focus group sessions were the second method of data collection. The sessions consisted of single-gender groups of eight to twelve people stratified into distinct categories (i.e., junior enlisted soldiers, junior NCOs, senior NCOs, company grade officers, field grade officers, civilian employees, drill sergeants, instructors, and trainees). Each focus group was restricted to one of these categories. Participants were randomly selected by the last digit of their social security number. Focus group facilitators and note takers, also the same gender as the group, conducted their sessions by using protocols which contained standardized questions about the human relations environment. As with the interview data, the focus group data were entered into a program for subsequent analysis.

**Surveys.** The third data collection method was a written survey which addressed the subjects of leadership, cohesion, and sexual harassment. In order to accommodate different types of groups (i.e., company-level units, military students, and the training base) several survey versions were used. They were administered by working group members to entire randomly-selected company-sized units. Subsequently, the data gathered were analyzed by using a standard statistical software package.

**Observation.** The Panel's fourth method of data collection was by observation. Panel members spoke with soldiers, leaders, civilians, family members, and others who provided their perspective concerning the human relations environment in which they worked and/or lived. Panel members spent many hours visiting barracks, dining facilities, recreation centers, gymnasiums, and other soldier facilities. Wherever they traveled, they took a measure of whether soldiers lived and worked in an atmosphere characterized by respect and dignity. Insights gathered worldwide proved to be invaluable complements to the voluminous amount of scientific data. In addition, a detailed outbrief to the senior leaders at each location visited allowed them to immediately begin taking corrective actions.

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<sup>6</sup> Detailed methodological discussions are found in Volume II of this report.

## **Scope**

The Panel conducted an extensive policy review, collected data at 59 Army installations throughout the world,<sup>7</sup> and completed exhaustive analysis of the data collected. After more than seven months of intensive study, 808 Army leaders had been interviewed, 7,401 soldiers and 1,007 civilian employees had participated in focus groups, and 22,952 soldiers had completed surveys.

## **The Report**

The report reflects the results of the effort described above. It must be noted that the Panel could not have completed its work without the willing cooperation of the soldiers, leaders, and civilians with whom we met. In many cases, their input was provided with personally painful recollection of incidents of mistreatment. We acknowledge how difficult it was for them to air emotionally charged feelings and we appreciate everyone's frank participation in the data collection.

**Non-attribution.** Throughout our study we observed strict rules of confidentiality, and the data contained in this report adheres to that same standard of non-attribution. Where we have used direct quotations, we have kept them anonymous. These quotations have been carefully selected to be illustrative of what we heard overall. They are not idiosyncratic and are not intended to single out any one individual as unique or distinct in their comments.

**Definition of Terms.** There are terms used throughout this report for which a common understanding is essential. The following definitions establish this frame of reference for future discussion within the report:

- ◆ **Commanders.** The term "commanders" refers to officers holding command positions.
- ◆ **Equal opportunity.** Equal opportunity is a principle fixed in law that recognizes the right of an individual to consideration and treatment based on merit, fitness, and capability without regard to race, color, religion, gender, or national origin. In any discussion of equal opportunity as an Army policy or program it is important to distinguish between equal opportunity (EO) and equal employment opportunity (EEO). Equal opportunity covers military members and EEO covers civilian employees.<sup>8</sup>

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<sup>7</sup> The list of installations visited is at Annex D, Volume I.

<sup>8</sup> The Panel collected limited data from the civilian work force in the course of its examination of the Active Component. The statistical sample was small and the data inconclusive in terms of assessing sexual harassment in the civilian work force. However, some potential issues and conclusions related to the civilian work force were identified and are discussed in Annex H, Volume 1. The results of the data collection are provided in Volume II.

- ◆ **Human relations.** Human relations are the interactions between people, one with another. Human relations is an overarching term encompassing many dimensions of human interaction including equal opportunity, sex discrimination, and sexual harassment.
- ◆ **Inappropriate behavior.** The term “inappropriate behavior” is derived from the Sexual Experiences Questionnaire (Fitzgerald, 1988), which categorizes sexual harassment behaviors (e.g., crude or offensive language such as sexual jokes; sexist behavior such as displaying pinup calendars; unwanted sexual attention such as touching; sexual coercion; and sexual assault).
- ◆ **Leaders.** “Leaders” include the most junior noncommissioned officer to the most senior commissioned officer.
- ◆ **Sex Discrimination.** Sex discrimination, sometimes referred to as gender discrimination, is discrimination based solely on an individual being male or female. Discrimination based on one’s sex is often linked to a set of assumptions based on sex role stereotypes concerning the abilities, competence, status, and roles of the particular group, resulting in a disparate treatment of or impact on that group.
- ◆ **Sexual harassment.** Sexual harassment is a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of a person’s job, pay, or career, or
  - b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
  - c. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creates an intimidating, hostile, or offensive working environment.

This definition emphasizes that workplace conduct, to be actionable as “abusive work environment” harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the work environment as hostile or offensive. (“Workplace” is an expansive term for military members and may include conduct on or off duty, 24 hours a day.) Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.<sup>9</sup>

<sup>9</sup> The source of this definition is Department of Defense Directive 1350.2, Department of Defense Military Equal Opportunity (MEO) Program, August 1995. Annex E, Volume I, provides further discussion of sexual harassment.

- ◆ **Soldiers.** Except as otherwise noted, the discussions pertain to active duty soldiers and not to the Reserve Components or to Department of the Army civilian employees.
- ◆ **Trainees.** Those soldiers attending Basic Combat Training (BCT), Advanced Individual Training (AIT), or One Station Unit Training (OSUT).
- ◆ **Trainers.** “Trainers” are defined as drill sergeants and instructors.

**Report Organization.** Our report is divided into two volumes. Each volume begins with the same executive summary and forwarding letter.

**Volume I.** Volume I consists of four parts. Part I is our introduction. Part II summarizes our conclusions and provides our recommendations. Part III has background information on the Panel and the report. Part IV reports the results of our assessment in four subsections. We first review the Army EO Program and then, in turn, examine the Extent of Sexual Harassment and Sex Discrimination in the Army, Leadership, and Initial Entry Training in successive sections.

**Volume II.** Volume II contains a complete explanation of our study scope and methodology and fully details our data analysis. This analysis covers all the data we collected from surveys, focus groups, and interviews. Copies of the instruments and protocols we used are also contained in Volume II.

## Part IV

### SENIOR REVIEW PANEL ASSESSMENT<sup>10</sup>

#### THE EQUAL OPPORTUNITY (EO) PROGRAM

##### *Historical Context*

The EO program policy provides the foundation and sets the framework for the Panel's review. In 1964, the Army established its EO program to ensure equal opportunity and just treatment for soldiers and their families on and off post.<sup>11</sup> That same year, per DoD guidance, the Army implemented its first regulation concerning equal opportunity, AR 600-21, *Equal Opportunity and Treatment of Military Personnel*. Since then, the Army's efforts to achieve equal opportunity have centered around three issues: improving race relations, eliminating gender discrimination, and eliminating sexual harassment.

##### *Race Relations*

During the late 1960s and early to mid 1970s, the Army concentrated on the problem of race relations. The Civil Rights movement, the accompanying unrest of the 1960s, the institutional turmoil caused by the Vietnam War, the end of the draft, and the need to establish a volunteer Army all exacerbated tensions and heightened racial polarization in the Army. Concerned that these problems were affecting unit readiness, the Army directed its efforts toward educating soldiers and leaders, and placing trained EO experts into the field. By 1972, more than 2000 school-trained EO officers and NCOs were on hand, filling formally established positions in Army unit organizational manning tables, to assist commanders in eliminating racism and discrimination in the Army.

The objective of the Army's race relations education program was "to maintain the highest degree of organizational and combat readiness by fostering harmonious relations among all military personnel under Army control."<sup>12</sup> Army policy mandated a yearly 18-hour block of race relations and equal opportunity (RR/EO) instruction for all

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<sup>10</sup> Percentages used in this assessment are based on survey analysis. Focus groups and individual interviews were used to give dimension to the quantitative data. The Panel uses the terms "few," "some," "many," and "most" to report the number of responses from focus group and individual interview analyses. "Few" means 25% and below, "some" means 26% - 50%, "many" means 51% - 75%, and "most" means 76% and above.

<sup>11</sup> A more detailed discussion of the history of the Army's EO program is at Annex E, Volume I, "Review of Policies," and Annex F, "Events Connected With Equal Opportunity in the Army Since 1947."

<sup>12</sup> Dep't of Army, Regulation 600-42, Race Relations Education for the Army, para. 2 (December 11, 1973).



soldiers, taught by instructors trained at the Defense Race Relations Institute (DRRI). Unit commanders, however, had no responsibility for EO training. In 1973, AR 600-21, newly titled as *Race Relations and Equal Opportunity*, placed the responsibility for conducting the unit RR/EO program squarely on the chain of command. Surveys showed this directed focus increased soldiers' trust that the Army was serious in solving the most pressing EO problems.

### ***Army Proponency***

In 1971, the Office of Equal Opportunity Programs (OEOP) was established as a division in ODCSPER to carry out the development, management, and execution of the EO program. The OEOP was originally under the direction of a general officer and senior colonels. By 1985 the OEOP was just a small branch within the Leader Policy Division of the Human Resources Directorate (HRD), ODCSPER, under the direction of a major. In 1986, the HRD was disestablished with its remaining functions going to other directorates. In 1990, the HRD was reestablished to more centrally manage human resources programs. Today's OEOP, now authorized a lieutenant colonel and sergeant major, is located within the Leadership Division of HRD, ODCSPER. The Deputy Assistant Secretary of the Army for Military Personnel Management and Equal Opportunity Policy has the responsibility for monitoring the Army's EO program. The DCSPER, a member of the Army General Staff, is responsible for the development, management, and execution of the EO program.

### ***Women in the Army***

While women's issues were evident during the years of the Women's Army Corps (WAC), the WAC chain of command typically ensured the resolution of problems when and where they occurred. Change began in 1973 with the end of the draft and the beginning of the all-volunteer Army. A policy decision was made to expand the number of Army women and to integrate them more widely into Army career fields. This decision was made in part to sustain a quality force in the post-draft era and to ensure the viability of the all-volunteer Army. Also, in 1973, the Army implemented a policy change to provide for equal opportunity and treatment for uniformed members withhold regard to not only race, color, religion, or national origin, but also gender.

Organizationally, the years 1972 to 1978 were years of change: women entered the Army ROTC program in 1972, began integrating into Table of Organization and Equipment (TOE) units in 1975, and enrolled at the United States Military Academy (USMA) in 1976. By 1977, women started training alongside men in basic training, and female officers served in all branches of the Army except combat arms. In 1978, the Women's Army Corps was disestablished and women were integrated into the Army. By 1990, women could serve in 90% of the Army enlisted MOSs, and in January 1994, the Secretary of Defense directed that all positions be opened to women except those in units below brigade level that had a primary mission of engaging in direct ground combat.

## ***Command Responsibility***

In 1977, the Army changed the name of its basic EO regulation to *Equal Opportunity Program in the Army*. This regulation affirmed that the EO program was a single, integrated program that concerned all military members of the Army. Commanders at all levels were responsible for the development and implementation of EO programs for their organization. The major commands (MACOMs) specified minimum unit EO training requirements for subordinate organizations consistent with command needs and local conditions. It was left to individual commanders to determine the content and development of local programs.

In 1988, the Army incorporated AR 600-21 into AR 600-20, *Army Command Policy*, sending an even stronger signal that EO was intended to be a command program. Chapter 6 of AR 600-20, which establishes the current Army EO program, is explicit in affixing responsibility on the chain of command. Chapter 6 also establishes EO hotlines at all installations, prescribes EO policies, defines sexual harassment, lists the staffing requirements and duties of EOAs, explains the complaint process, addresses mandatory unit training requirements, and outlines the parameters for professional military education course training requirements.

## ***DoD Sexual Harassment Definition***

The Army last updated Chapter 6 of AR 600-20 in September 1993, with Interim Change 4. Change 4 expired in September 1995. A new AR 600-20 has been drafted and is pending publication.<sup>13</sup> The existing regulation does not incorporate verbatim the 1995 DoD definition of sexual harassment, as required by DoD Directive 1350.2, *Department of Defense Military Equal Opportunity (MEO) Program*, August 18, 1995.<sup>14</sup> Under the provisions of AR 600-20, commanders must develop an affirmative action plan and review it at least annually. Guidance to the field in this area also is outdated in that the DA Affirmative Action Plan, found in Department of the Army Pamphlet (DA Pam) 600-26, was last published in May 1990.

## ***Complaint System***

In 1993, the Army restructured the complaint system described in AR 600-20 in response to a reported lack of confidence in the old system. Although the primary and preferred channel for identifying and correcting discriminatory practices is the chain of command, the new system gives a soldier a number of alternative channels for filing complaints if the complainant feels uncomfortable in filing a complaint with the chain of command, or if the complaint is against a member of the chain of command. Other

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<sup>13</sup> ODCSPER is currently revising and updating AR 600-20 pending the recommendations from this Panel's report.

<sup>14</sup> The Army's definition of sexual harassment is found in Dep't of Army, Regulation 600-20, Army Command Policy, para. 6-4 (March 30, 1988) (IO4, September 17, 1993).

channels available to soldiers include the EO advisor, inspector general (IG), chaplain, provost marshal/criminal investigation command, medical agencies, staff judge advocate, and housing referral office. Ultimately, the chain of command is responsible for ensuring that human relations issues are taken seriously and acted upon as necessary.

### ***Command Authorities***

Commanders have the authority under current law, rule, and regulation to deal with cases of unlawful discrimination or sexual harassment. Army Regulation 600-20, paragraph 4-4, "Soldier Conduct," provides that "[e]nsuring the proper conduct of soldiers is a function of command. Commanders rely upon all leaders in the Army . . . to . . . [t]ake action against military personnel in any case where the soldier's conduct violates good order and discipline." Although chapter 6 of AR 600-20 is not punitive, the commander's inherent authority to impose administrative sanctions and the nonjudicial punishment and punitive articles of the Uniform Code of Military Justice (UCMJ) provide commanders with sufficient authority to enforce Army policy in matters of discrimination and harassment.

Commanders have the full range of administrative actions available to them to deal with violators of Army policy on equal opportunity, including sexual harassment. A commander can initiate administrative action against a soldier who committed an offense, as a single action or in conjunction with action under the UCMJ. Administrative action is meant to be corrective and rehabilitative. These actions range from counseling to involuntary separation.

When administrative measures are inadequate due to the nature of the offense or the record of the soldier, nonjudicial punishment and trial by court-martial are available for use by a commander depending on the severity of the offense. If a commander decides, after investigation, that an offense is too serious for nonjudicial punishment, authorized by Article 15, UCMJ, then the commander may seek to have charges referred for trial by court-martial. A commander may also forward charges for disposition by a superior commander.

### ***Panel Assessment of the EO Program***

The Panel's review of the Army's EO program began with a review of the purposes served by specific policies and procedures and concluded with an assessment of how well these policies and procedures serve the individual soldier in practice. Four main concerns emerged from the review: institutional commitment to the EO program; trust on the part of soldiers in the EO complaint system, which, if absent, inhibits effective communications between soldiers and their leaders; EO training; and EO resourcing.

## ***Lack of Institutional Commitment***

### **◆ *Many commanders have not demonstrated commitment to the EO program.***

Thirty-three years after implementing its EO program, the Army continues its attempts to eradicate discrimination. It has long been a leader in this effort, but is now in danger of failing to meet its own standards. The experience of the Army in dealing with race relations, gender discrimination, and sexual harassment has been that a successful program depends in large measure on unit leaders' perceptions of how these problems affect combat readiness--the greater the perceived effect on combat readiness, the higher the level of command emphasis and the better the EO program. The current EO program is a command responsibility, therefore command emphasis is critical to successful implementation.

Unfortunately, many commanders fail in their responsibility to develop and implement the EO program within their organizations. In failing to accept the EO program as their personal responsibility, these commanders delegate its operations to a subordinate (e.g., the executive officer, adjutant, command sergeant major, or the EO advisor). Viewed another way, many commanders are not committed to the EO program because they do not see the value added. While the value of the EO program to the human element, the individual soldier, should be self-evident, it is not. Correcting this misperception will require a solution driven by senior leaders.

### **◆ *The number of equal opportunity advisors (EOAs) assigned is unacceptably low.***

Army Regulation 600-20, paragraph 6-6a(2), states that one enlisted soldier (sergeant first class or higher) with primary duty as an EOA will be available full-time as the advisor for each brigade-level or equivalent and higher unit commander.<sup>15</sup> As evidenced by Table 1, however, neither EOA authorizations nor the assigned strength comply with the prescribed policy.

**Table 1--EOA Staffing as of March 31, 1997**

Regulatory Requirement		Authorizations		EOAs Assigned	
Officer	Enlisted	Officer	Enlisted	Officer	Enlisted
36	547	16	324	16	277

Of the 547 enlisted positions required by regulation, only 324 (59%) are authorized as positions to be filled. Of those positions authorized for fill, only 277 (51%) have EOAs assigned. Manning documents that establish positions and actions needed

<sup>15</sup> A brigade is comprised of approximately 2,000 soldiers.

to fill these positions are normally established and initiated by the individual commands. As the Army has drawn down its force, some of the first positions cut have been EOA positions. The fundamental reason for these cuts was that other positions were seen as more directly tied to unit readiness and thus more important. This failure to comply with established policy indicates that the EO program is not seen as a priority in many commands. The EOA positions were simply shifted to meet other needs in a downsizing, "do-more-with-less" environment.

Officers face a unique situation regarding EOA coverage. With only sixteen officer EOAs in the Army, officers must consult with enlisted EOAs or use other less skilled alternatives. According to focus group comments, this situation contributes to a general reluctance on the part of officers to seek help if sexually harassed.

♦ ***Current EOA demographics give the appearance of a minority or woman's program.***

The current demographic make-up of EOAs does not parallel the demographic make-up of the Army. Enlisted EOAs are currently 56% black, as compared to the Army's enlisted composition of 27% black. Women comprise 32% of enlisted EOAs, while 14% of the Army's enlisted force are women. This finding gives unintended support to the common perception held by many leaders and soldiers that the Army's EO program is irrelevant—a peripheral program designed for and comprised of only minorities and women.

The Commanding General, U.S. Total Army Personnel Command (PERSCOM), is charged to select officers and NCOs for training and duty as EOAs. Most officers assigned to EO positions are graduates of the two-week Equal Opportunity Program Manager course taught by DEOMI (formerly DRRI). Noncommissioned officers assigned to EOA positions must be graduates of the 16-week DEOMI resident course. A lack of rigor in the selection process has prompted PERSCOM to change its selection procedure for EOAs to one that will be nominative, with centralized management. PERSCOM will also take action to realign EOA demographics with those of the Army by May 1999.

It is imperative that these initiatives, as well as others described later in this section, be implemented and institutionalized. Currently, EO assignments are not considered to be career enhancing for either officers or NCOs. Some officers and NCOs have gone to great lengths to ensure their official records do not reflect the fact that they served in EO positions or attended EO training. Others have been counseled by PERSCOM career managers that EO assignments are not career enhancing. While adequate staffing and education are the central pillars needed to support an effective EO program, until the Army, as an institution, places value on EO duty, it will always be viewed as a less than career enhancing assignment and the EO program itself will be characterized similarly.

◆ *The EO program policy is adequate but has failed in practice.*

Equal opportunity policy, as defined in AR 600-20,<sup>16</sup> has long been viewed by commanders, EOAs, and by Congress as a success story. "The system is in place" was a common statement from leaders interviewed by the Panel. The 1993 revamping of EO complaint procedures was viewed as yet another positive step by both commanders and the EO community at large. In the Fiscal Year (FY) 1995 National Defense Authorization Act, Congress recommended that the other military services adopt the Army's EO policy and procedures.<sup>17</sup> On paper, the policy is clear and unequivocal; commanders have authority sufficient to enforce the policy, and the complaint procedures are well defined.

Unfortunately, paper policy has not translated into reality in the field. Although many senior leaders in the field actively voiced their support for EO, the actual level of support usually diminished at each successively lower level of the chain of command. Lower level commanders perceive that other missions take precedence; and, as a result, many commanders are not making the EO program a priority, nor taking the necessary steps to implement and institutionalize it.

As has been noted earlier, the EO program is a commander's program. In 1984, the Army removed the Military Occupational Specialty, "00U" (full time, school-trained EO specialist) for EOAs. With this action, the Army reinforced the fact that the EO program is a commander's program, but diminished the likelihood of properly trained specialists. Rather than having a corps of trained career professionals assist him/her in operating the EO program, the commander now runs the program with the aid of soldiers from other specialties, who have received training for what is usually one tour of duty as an EOA. The theory behind this shift in approach was a vision that more EO trained soldiers would move into leadership positions over time and, thus, more effectively institutionalize EO Army-wide. That vision, however, has not been achieved. Equal opportunity duty is viewed as something less than beneficial to a soldier's career. As a consequence, the EO program has suffered.

Views on the EO program itself are quite divergent. Most commanders view the system as functioning properly. Almost all commanders interviewed reported that they can freely investigate and resolve EO complaints. "There is an open climate here, I am encouraged to pursue [investigations]," was the type of comment often heard from commanders. Most EOAs agreed that they are free to make inquiries into discrimination complaints. Many EOAs, however, do not believe they receive enough command support. They cited both a lack of EO support and of commanders'

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<sup>16</sup> "The U.S. Army will provide equal opportunity and treatment for soldiers, civilian employees, and their families without regard to race, color, religion, gender, or national origin and provide an environment free of sexual harassment." Dep't of Army, Regulation 600-20, Army Command Policy, para. 6-3a (March 30, 1988) (IO4, September 17, 1993).

<sup>17</sup> National Defense Authorization Act for Fiscal Year 1995, Pub. L. 103-337, § 532, 108 Stat. 2663, 2759 (1994).

understanding of the EO system as frustrating aspects of the job. One EOA remarked, "I have considered asking to be taken out of the EOA position because of the frustration with the command, and four other EOAs that I know feel the same way." Soldiers, on the other hand, often view the system as irrelevant and not working for them; representing the interests of the chain of command rather than the interests of the soldier. Further, some soldiers reported that they do not trust their EOAs or EORs because both work for the commander and not for the soldier. Although the vast majority of EOAs are dedicated, hard-working soldiers, the perceived lack of leadership commitment to the EO program, in general, promotes parallel distrust of EOAs. Policy, no matter how well conceived and written, cannot adequately substitute for commitment on the part of the chain of command.

### ***Lack of Trust in the EO Complaint System***

- ***Soldiers do not use the established reporting system for EO or sexual harassment complaints.***

Soldiers are reluctant to use the EO reporting system because they see no positive benefits for reporting EO violations or sexual harassment. Said another way, the negative consequences of reporting sexual harassment operate to discourage use of the EO complaint procedures.

In effect, the system stigmatizes an individual for reporting. Frequently, complainants find that their working conditions worsen once a complaint is surfaced. Soldiers who complain are often ostracized by other soldiers in their unit and/or by their chain of command, or find themselves being transferred to another unit. In effect, victims are re-victimized by the system. The individual soldier, as a result, often chooses to simply put up with the harassment.

One company grade officer's story illustrates this point: "I was grabbed in a bar by a soldier. I confronted the situation with a witness [reported the violation], but I was made to feel like I had done something wrong. The whole experience was so awful that it might have dissuaded me to ever challenge a situation again." An EOA explained, "The procedures are in place but there is tremendous reluctance to report for fear of bringing unwanted attention or being isolated by others."

In order for the reporting system to operate effectively in achieving the goal of zero tolerance for sexual harassment, positive inducements must come from the entire unit: peers, NCOs, and officers. Unit leaders must take charge, set the example, and lead the way. Unfortunately, in some instances, soldiers who reported sexually inappropriate behavior to their chain of command or other agencies have been mistreated. Most prominently, such mistreatment included insensitive questioning of the soldier victim, together with the implication that, somehow, the victim, not the perpetrator, created the problem.

In the survey administered by the Panel, soldiers were asked, if they had been sexually harassed, how they chose to resolve the sexual harassment. Of the soldiers who indicated that they were sexually harassed in the last twelve months, 12% used the formal complaint system, while 33% resolved their sexual harassment complaint informally. The other 55% apparently chose either to ignore the sexual harassment, or to handle it in a way that they did not consider "formal" or "informal"--handling incidents of sexual harassment themselves or putting up with the sexual harassment rather than using the reporting system. The reasons offered by soldiers for not reporting fall into five basic categories:

***Fear of reprisals from the chain of command and other soldiers.***<sup>18</sup> This was the most often stated reason given by soldiers. One soldier remarked, "You can report it, but they get you sooner or later." A senior NCO stated, "Various reprisals will result if you report. Reporting can affect favorable actions such as assignment considerations, adverse NCOER/OER,<sup>19</sup> etc." Another soldier stated, "Experience has been that every woman that filed a complaint was out in two years for one reason or another." A junior NCO said, "I'd report it, but after you'll have to go through hell and high water." One soldier stated, "You get labeled as a troublemaker, get bad mouthed if you file any kind of claim, it goes into your permanent file." Another said, "You become a problem and whistleblower stuff does not work." Other soldiers responded that they could endure the harassment until it stopped or they left the unit, so as "not to hurt my career." In the training base, trainees feared being kept in a holdover<sup>20</sup> status and thus were reluctant to report sexual harassment.

***Distrust of the system.*** Often, the EO reporting system is seen as an extension of the chain of command, there to protect the chain of command as opposed to assisting soldiers. A soldier stated, "The good old boy system works here. A buddy is not going to call another buddy on sexual harassment." A field grade officer stated, "I don't believe that the leadership at this installation would do the right thing in solving problems."

***A belief that nothing will be done if they do report.*** Many soldiers believe that the chain of command will not act on a complaint. One soldier stated, "I'm not afraid of something happening, I'm afraid of nothing happening." "Nothing happens and they treat you bad," said another. "You have to get really tough-skinned around here. Some things you just have to suck up and take. Learn to deal with it."

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<sup>18</sup> Another aspect that the Panel considered was the issue of labeling female soldiers as homosexuals if they report sexual harassment. The Panel heard this issue in a few female focus groups, but further data to support it were limited.

<sup>19</sup> An NCOER is a noncommissioned officer evaluation report; an OER is an officer evaluation report.

<sup>20</sup> Trainees in a holdover status are held at their current location.



***A belief that problems can be resolved at the individual level.*** Some soldiers believe they can resolve sexual harassment or inappropriate behavior at their personal level, as recommended by prevention of sexual harassment (POSH) training. One soldier reported that, "I first address the person who's giving me the problem." Another said, "I've always been able to deal with these types of cases."

***A belief that some inappropriate behaviors are "normal."*** Finally, a few soldiers stated that they grew up in an environment where some inappropriate behaviors were considered "normal." These behaviors, while fitting the definition of sexual harassment, were not viewed as a big deal "back in high school or college." Despite POSH training to the contrary, these soldiers continue to apply their own definitions of sexual harassment in determining what behaviors they will or will not tolerate.

### ***Zero Defects***

Closely tied to these reasons for not using the EO complaint procedures is the often referenced "zero defects mentality" that affects and concerns leaders at all levels; that is, one mistake and your career is ruined. The Panel found that, in most cases, when sexual harassment was reported to the battalion or higher level, the chain of command took action. Many incidents, however, do not reach the battalion level. Lower level leaders often perceive that an EO complaint is an adverse reflection on their leadership and a "defect" from which they can never recover if it becomes known higher up the chain of command. This "defect" view can result in problems being improperly "contained" within the unit as well as the negative consequences of reporting sexual harassment previously discussed, e.g., reluctance to use the EO complaint system and re-victimizing the victim. With this "zero defects mentality" in place, trust in already suspect complaint procedures erodes even further.

The true barometer for the effectiveness of the EO complaint reporting system lies in the trust and confidence that individual soldiers have in the system. As noted, many soldiers lack this requisite trust and confidence, do not report harassment, and do not use the established system. But, in addition to the chain of command, there exist multiple avenues for soldiers to report EO complaints. With the core EO complaint system suspect, however, even the IG and other support elements (e.g., chaplain, mental health office, staff judge advocate, criminal investigation command) are painted with the same brush and considered by some to be too aligned with the chain of command. One soldier reported that, "The chaplain is just another man in uniform."

Because soldiers do not use the established complaint procedures, senior leaders quickly delude themselves into thinking they do not have problems. Unfortunately, there is often a huge gap between what senior leaders and junior enlisted soldiers think.

## ***Ineffective EO Training***

◆ ***Current Army EO training is often ineffective and does not adequately train soldiers.***

Equal opportunity training received by soldiers rarely facilitates understanding and dialogue either among peers or between soldiers and their leaders. Too often, EO training is dismissed as unimportant. Many leaders do not attend or participate in the training. The absence of leader involvement speaks volumes about the lack of commitment and represents a missed opportunity for leaders to dialogue with their soldiers.

In the early 1970s, EO training was a mandatory 18-hour standardized program taught annually by DRRI-trained instructors. Today, EO training is required at least twice a year, with commander discretion in determining some of the program content, duration of training, the attendees, and the instructor.

When Army-wide training on sexual harassment was mandated in 1982, TRADOC developed standardized training plans for use in all service schools and ROTC courses. In 1986, HQDA mandated an intensification of unit EO and POSH training in response to survey and anecdotal evidence that female soldiers were not receiving proper treatment. In addition, DoD Directive 1350.2, *Department of Defense Military Equal Opportunity (MEO) Program*, requires that all military personnel, from trainee to general officer, receive training in EO, human relations, and POSH on a recurring basis, and at all levels of professional military education. Training is to include comprehensive material on leadership roles and responsibilities for EO programs, complaints processing, legal implications, reprisal prevention and detection, climate assessment methodologies, and managing civilian EEO systems. Army training policy meets the mandatory training requirements of DoD Directive 1350.2.

Chapter 6 of AR 600-20, *Army Command Policy*, mandates the conduct of unit EO training at least twice a year. This guidance differs from AR 350-1, *Army Training*, and AR 350-41, *Training in Units*, which require commanders to conduct refresher training on EO and POSH, but leave the frequency of training up to the commander. Refresher training is used when periodic or recurring emphasis is required. This type of training depends on the local situation and the commander's assessment of need.

Training materials, such as DA Pamphlet 350-20, *Unit Equal Opportunity Training Guide*, and Training Circular (TC) 26-6, *Commander's Equal Opportunity Handbook*, provide the commander with a limited array of off-the-shelf training programs. Unfortunately, some commanders with whom the Panel spoke were unaware of the existence of such training aids.

The extent and quality of human relations training<sup>21</sup> that future officers receive varies greatly depending upon their source of commission. The United States Military Academy employs a comprehensive program entitled *Bedrock II: Consideration of Others*. This program provides 58 hours of human relations training over a cadet's four-year term, of which 25 hours deal with EO and gender issues. The Military District of Washington has adapted USMA's program for its Army installations. Reserve Officers' Training Corps human relations training is not standardized. The U.S. Army Cadet Command has directed local ROTC commanders to evaluate and devise their own programs based upon training needs. Soldiers at OCS receive a two-hour block of instruction in the area of human relations.

The Army is providing relatively little emphasis on human relations training in its service schools. For example, the Command and General Staff College teaches only 3.2 hours of EO out of 1,616 contact hours, and only 20 minutes of POSH.<sup>22</sup> The Sergeants Major Academy currently has 4.7 hours of EO training, of which 30 minutes are devoted to POSH. The Army War College has no POSH training, but will add a block of instruction for academic year 1997-98. The Panel's analysis shows that institutional EO training is neither sequential, progressive, nor integrated across schools.

Within the last two years, however, TRADOC has developed a common core concept that has reduced the number of TSPs required for EO and POSH from fifteen to four and standardized training on these subjects at the following levels: the basic leader level (platoon leaders and squad leaders) through the senior leader level (sergeants major, warrant officers, and majors). Upon implementation of these TSPs, all soldiers from accession through separation will receive discussion-based, non-repetitive, progressive, and sequential training. The EO TSPs for IET and drill sergeant school are not included as part of the common core, but are separate training requirements. Updated TSPs are being implemented in IET and drill sergeant school training. Changes are occurring, but slowly. This is due in large measure to the inadequate resourcing of the Adjutant General's School, U.S. Army Soldier Support Institute, which is responsible for EO TSPs for all Army schools. The School is staffed with only one authorized person to accomplish this mission. Inadequate resourcing of agencies responsible for supporting and implementing EO policy reflects a poor level of institutional commitment to the EO program.

Most EOAs reported that, except for the Chief of Staff of the Army's chain teaching package,<sup>23</sup> unit leaders do not usually participate in EO training. Soldiers described unit EO training as "boring," "bland," "unrealistic," and "repetitive." Equal

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<sup>21</sup> Human relations training encompasses not only EO training, but also topics such as leadership, ethics, counseling, communication, drug abuse prevention, and suicide prevention.

<sup>22</sup> The figures used in this paragraph were current at the time of the Panel review. The Army is in the process of revising the period of time devoted to human relations training.

<sup>23</sup> Chain teaching is the dissemination of standardized information by the chain of command.

opportunity advisors reported that junior enlisted and junior NCOs attend EO training while senior leaders of the company, to include field grade officers, are absent. One EOA commented, "Rarely is the senior leadership attending training. They ensure soldiers attend, but do not make an appearance themselves." Training is often done in large assemblies and is not interactive. Many soldiers also said training should be relevant to their current job level. They called for changes in most of the teaching methods now used, stating that methods need to include small discussion groups and other "uncanned" programs. Many soldiers said EO training tends to be trendy and reactive. For example, the latest round of EO training usually included extremist organization training, which was viewed by soldiers as a reaction to the 1996 Secretary of the Army's Task Force on Extremist Activities. Some soldiers reported that the vignette-based sexual harassment videotape distributed by DA in 1996 was having a positive impact on awareness. Soldiers would also like current "real-world" case studies to use in their training, but these type summaries are not currently available.

While plans are underway to improve the quality of EO and POSH training, existing tools have been largely ineffective. Although TSPs and other training tools undergoing development and fielding are significantly better than those available in the past, they are simply tools; their effectiveness is only as good as the instructors using them and the leaders who stand behind them. Leader and instructor training has yet to be effectively addressed. The Defense Equal Opportunity Management Institute trains EOAs to be instructors to some degree during the 16-week course. But EOAs can conduct only a small percentage of the necessary training. Normally unit personnel and/or junior leaders are tasked with the responsibility. With the advent of newer, interactive, discussion-based training methodologies, instructors will require school training in these techniques to present effective training.

### ***Inadequate EO Resources***

- ◆ ***Soldiers lack understanding about the roles, missions, and functions of the EOA and EOR.***

The Panel found evidence of ineffective EOA utilization in the field. Equal opportunity is intended to be a commander's program, yet many EOAs are forced to go through a "gatekeeper," e.g., the executive officer, adjutant, or command sergeant major, to gain access to the commander. Many EOAs are buried in the staff sections making access to commanders difficult. Although most EOAs attend weekly staff meetings, few have a "speaking part" and only about one-third of EOAs stated that they met with their commander weekly. The access problem is further exacerbated by the rank differential presented when a sergeant first class EOA is expected to interface routinely with a brigade commander. Some EOAs commented that their main responsibility is focusing on ethnic celebrations or unrelated work, not on recommending strategies to prevent and eliminate discrimination and sexual

harassment. The following table depicts the typical profile of EOA and EOR duties and training levels.

**Table 2--EOA and EOR Responsibilities**

	Rank <sup>24</sup>	Assigned as	Supports	Training	Typical Role/Duty
<b>EOA</b>	SFC at brigade level, MSG-SGM at division and higher	Primary Duty	Brigade and higher	DEOMI trained for 16 weeks	Process individual complaints
<b>EOR</b>	SSG-SFC at company and battalion levels	Additional duty	Battalion and below	Locally trained for 2 weeks	Refer individual complaints to appropriate agency

Overwhelmingly, the Panel found that most soldiers and commanders are confused about the different roles of an EOR and an EOA. As noted earlier, the EOA is in a full-time position assigned to brigade level and is a graduate of the 16-week DEOMI course. Equal opportunity representatives assist commanders at battalion-level and below in carrying out the EO program within their units. Unlike EOAs, EORs do not attend the 16-week DEOMI program of instruction and are not utilized in special duty assignments. Equal opportunity representative duties are a part-time, secondary responsibility.

Equal opportunity representative training is a command/installation responsibility. There is, however, no uniform training of EORs. Commands and installations have developed their own training materials. DEOMI-trained EOAs train EORs with a local 80-hour course, but the course is often erratic: training aids are limited and some EOAs do not have all the necessary skills to conduct the training adequately. The EO proponent for the development of TSPs for Army schools is the Adjutant General's School, U.S. Army Soldier Support Institute. In order to better support commanders, the Adjutant General's School is developing a program of instruction (POI) for EOR training. Implementation of the POI is scheduled for October 1998. Equal opportunity advisors believe that training inconsistencies and lack of command emphasis are limiting the positive contributions EORs could have on unit cohesion.

Unlike EOAs, EORs are not trained to process individual complaints of discrimination or sexual harassment. Despite this lack of training, they often are used to handle informal complaints at the company and battalion levels.

Equal opportunity advisors are not authorized to receive sworn statements from soldiers or to conduct formal investigations when they receive a complaint. According to AR 600-20, EOAs are expected to provide advisory assistance to commanders and

<sup>24</sup> SSG is the acronym for staff sergeant, E-6; SFC is the acronym for sergeant first class, E-7; MSG is the acronym for master sergeant, E-8; and SGM is the acronym for sergeant major, E-9.

comment on investigation reports for compliance with DoD and DA policy. Formal investigations are limited to the IG or to an investigating officer appointed by the commander under the provisions of AR 15-6, *Procedure for Investigating Officers and Boards of Officers*. Many EOAs believe they are hampered by this limitation on their authority to conduct an investigation. The Panel also saw evidence of poorly conducted AR 15-6 investigations. Some investigating officers are very junior and do not have the experience necessary to conduct proper investigations. Equal opportunity advisors and, in some instances, judge advocates are not consulted during the course of investigations. The Panel also heard many comments relating to perceptions of bias, e.g., some investigating officers were believed to be too closely tied to the unit they were tasked to investigate.

◆ ***Survey tools available to commanders are inadequate.***

Climate assessments are a key mechanism for commanders to anticipate and prevent problems. Climate assessments are designed to be used by commanders and other leaders to identify issues that might not otherwise come to their attention. The current array of climate assessment tools available to commanders do not adequately meet their needs.

Department of Defense Directive 1350.2, published August 18, 1995, directs that the Services “[r]equire commanders to assess their organizational EO climate, preferably as part of their assumption of command, and schedule follow-up assessments periodically during their command tenure.” The current version of AR 600-20 (Interim Change 4) recommends that commanders conduct a unit climate assessment within 90 days of assuming command and then annually thereafter. While this guidance is not in compliance with the DoD Directive, the draft revision to AR 600-20 remedies this shortfall by requiring commanders to conduct a unit climate assessment within 90 days of assuming command and annually thereafter.

The Military Equal Opportunity Climate Survey (MEOCS) is the most common assessment survey instrument currently in use across the Army. Commanders who request this survey must send the completed survey forms to DEOMI for analysis and a report. The Defense Equal Opportunity Management Institute has indicated that, because of insufficient staffing, it will be unable to meet the demand for analysis of MEOCS, once the AR 600-20 provisions requiring all commanders to conduct an annual climate assessment are put into effect—assuming MEOCS is the assessment tool commanders employ.

Department of the Army Pamphlet 600-69, *Unit Climate Profile Commander’s Handbook*, also contains a climate assessment survey instrument available to commanders. It does not include questions on sexual harassment, but does include three questions asking if the officers, NCOs, or immediate leaders in the unit treat soldiers fairly without regard to race, ethnic background, or sex.

The current Army-wide survey of command climate, the biannual Sample Survey of Military Personnel (SSMP), includes items on sexual harassment on a recurring basis. This survey is targeted at the whole Army with the exception of soldiers in training, in transit, in the hospital, or attending school, and does not provide an assessment specifically geared to one commander.

The Human Resources Directorate, ODCSPER has developed a short command climate survey instrument. This instrument is only now being fielded and feedback is limited. Another comprehensive human relations climate assessment survey instrument is being developed under the direction of the Assistant Secretary of the Army (Manpower & Reserve Affairs).

### ***Other Issues***

#### ***EOAs of Tenant Organizations***

Equal opportunity advisor resourcing of tenant units<sup>25</sup> is another issue that concerns the Panel. For example, a medical center that is part of the Army Medical Command (AMEDD) but resides on a TRADOC installation is considered a tenant unit, with a requirement to report both to the AMEDD and TRADOC commanders. A tenant unit without an assigned EOA is usually required to go to its next higher headquarters, from which it is geographically separated, for EO coverage and complaint processing. This was often found to be the case, even if there was a designated installation EOA. The impact of this situation is a lack of effective EOA coverage and confusion on the tenant unit's part. Little guidance on this issue exists--tenant units are not addressed in the current version of AR 600-20.

#### ***EO Program Funding***

Equal opportunity program funding varied with command interest. According to AR 600-20, commanders of major Army commands are required to provide personnel, funding, and other resources to carry out the EO program. The Panel found some EO programs had insufficient funding to adequately maintain awareness and conduct external training for EOAs.

#### ***Racial Discrimination***

The Panel's written survey data reflected that the majority of those surveyed do not believe that there are high levels of racial or ethnic discrimination in their company-sized units. Likewise, race did not surface as a factor in sexual harassment reporting. In line with this finding are the results of the SSMPs conducted from 1992 to 1995, which consistently reported a decrease in racial discrimination. The Panel found little evidence of overt racial discrimination, but noted many expressions of subtle racial

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<sup>25</sup> A tenant unit is an organization that resides on another major command's installation.

discrimination, similar to those concerns noted in the Report of the Secretary of the Army's Task Force on Extremist Activity issued in 1996. Focus group data also indicated that many soldiers believe they are not treated fairly in terms of promotions and job assignments, and that subtle racial discrimination is a problem.

The Inspector General released findings of its Special Assessment of Equal Opportunity in November 1990. It found significant achievements with the Army's EO since the 1970s and predicted no imminent return to the widespread racial unrest of that period. It also found, however, that EO program emphasis was declining in the Army, as evidenced by poor training, lack of visible chain of command participation in the program and training, and the consolidation and elimination of EOA positions. The Panel shares the same concerns in 1997 that the IG surfaced in 1990. Under current practices, the individual soldier is not well served by the EO system.



## THE EXTENT AND IMPACT OF SEXUAL HARASSMENT AND SEX DISCRIMINATION

### ***Panel Assessment***

The Panel's assessment of survey results, focus group discussions, and individual interviews has produced four significant findings pertaining to sexual harassment in the Army:

***Sexual harassment.*** Sexual harassment exists throughout the Army, crossing gender, rank, and racial lines.

***Inappropriate behavior.*** Inappropriate behaviors are commonplace throughout the Army. In many cases, however, soldiers subjected to such behaviors do not equate them with sexual harassment. Further, soldiers seem to accept such behaviors as a normal part of Army life.

***Sex discrimination.*** Sex discrimination is more common throughout the Army than is sexual harassment. Soldiers often misconstrue and report sex discrimination as sexual harassment.

***Perception of disparate treatment.*** Some male soldiers perceive that certain Army policies are inequitable in that they establish less demanding standards for female soldiers.

◆ ***Sexual harassment exists throughout the Army, crossing gender, rank, and racial lines.***

Over a period of years, a number of surveys administered by a variety of agencies, to include the U.S. Army Research Institute for the Behavioral and Social Sciences, DoD, independent research teams, and other military services, have assessed and reported on the extent of sexual harassment experienced by soldiers. Likewise, the Senior Review Panel found sexual harassment to be a serious problem throughout the uniformed Army.<sup>26</sup> Although both male and female soldiers are subjected to sexual harassment, women are disproportionately impacted. These findings are consistent with those of previous surveys.

The results of the SSMP, a semi-annual Army-wide survey conducted by the U.S. Army Research Institute indicate the rate at which both male and female soldiers responded affirmatively to the question, "Were you sexually harassed in the last 12 months?" The rates for males remained level throughout survey years 1992, 1993, and

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<sup>26</sup> The findings concerning sexual harassment reported in this section pertain to soldiers who are other than training base personnel. Those findings concerning trainees and trainers appear in the subsection entitled "Initial Entry Training."

1995. The drop from 1992 to 1993 for women was a statistically significant difference. The same question was posed in precisely the same language on the Panel survey. In the SSMP surveys, the definition of sexual harassment was provided to participants. The Panel survey did not advise participants of the definition of sexual harassment. Yet, the responses were similar. Table 3 records soldiers' affirmative responses to the question, "Were you sexually harassed in the last 12 months?", categorized by survey and gender of the respondent.

**Table 3--Were you sexually harassed in the last 12 months?**

	<b>SSMP (1992) N = 8,849</b>	<b>SSMP (1993) N = 9,130</b>	<b>SSMP (1995) N = 15,113</b>	<b>Panel (1997) N = 14,498</b>
<b>Men</b>	2.9%	2.6%	2.8%	7%
<b>Women</b>	29.8%	24.4%	24.9%	22%

The number of male soldiers who responded that they had been sexually harassed increased substantially from the SSMP surveys to that of the Senior Review Panel. The number of women who reported having been sexually harassed remained generally constant across the 1992, 1993, and 1995 SSMPs and the Panel survey.

Although the consistency in statistical findings supports the scientific validity of the Panel survey instrument and sample, the result suggests that this issue is one of which the Army has been long aware, and that to date, Army policies and processes implemented to combat and eradicate sexual harassment have had little, if any, impact. As one soldier noted, "Women have been reporting sexual harassment for five years, and the Army's just now looking into it." Many soldiers believe that their complaints and concerns have been ignored and that only the recent media attention has forced Army leaders to focus on this issue.

Table 4 sets forth the percentage of soldiers, broken out by rank and gender, whose Panel survey responses indicate that they had been subjected to sexual harassment. Junior enlisted women reported experiencing substantially higher rates of harassment than any other rank category. Although higher rank and status does not protect a soldier from sexual harassment, it appears that soldiers' junior rank and status may invite harassment or establish them as the harasser's most likely targets.

**Table 4--Sexual Harassment by Rank and Gender**

<b>N = 14,498</b>	<b>Junior Enlisted</b>	<b>NCOs</b>	<b>Officers</b>
<b>Men</b>	10%	5%	2%
<b>Women</b>	29%	17%	6%

Table 5 shows the percentage of sexual harassment, by race and gender, as reported on the Panel survey. Black male soldiers reported experiencing slightly higher levels of sexual harassment than did white male soldiers (10% to 6%), while black female soldiers reported slightly less sexual harassment than did white female soldiers (20% to 23%).

**Table 5--Sexual Harassment by Race and Gender**

N = 14,498	White	Black	Other <sup>27</sup>
Men	6%	10%	7%
Women	23%	20%	27%

● ***Inappropriate behaviors are commonplace throughout the Army.***

Table 6 presents the findings of both the DoD Defense Manpower Data Center (DMDC) 1995 Sexual Harassment Survey and the Senior Review Panel survey, concerning the extent to which soldiers reported having experienced uninvited, unwanted sex-related behaviors.

**Table 6--Experienced Behaviors Described in Sexual Experiences Questionnaire**

	Crude or Offensive Behavior	Sexist Behavior	Unwanted Sexual Attention	Sexual Coercion	Sexual Assault
<b>DMDC (1995)</b> Army N = 13,599					
Men	35%	16%	8%	4%	2%
Women	74%	67%	47%	18%	8%
<b>Panel (1997)</b> N = 14,498					
Men	76%	63%	30%	8%	6%
Women	78%	72%	47%	15%	7%

The behaviors about which soldiers were queried were derived from Fitzgerald's (1988) Sexual Experiences Questionnaire (SEQ).<sup>28</sup> A comparison of survey results reveals that female soldiers participating in the Panel survey reported experiencing SEQ behaviors at a rate almost identical to that of the DMDC survey. Male soldiers

<sup>27</sup> The relatively small number of other minorities surveyed makes descriptive statistics difficult to interpret.

<sup>28</sup> The behaviors of the Sexual Experiences Questionnaire (Fitzgerald, 1988) can be divided into five categories. Crude or offensive behavior includes unwanted sexual jokes, stories, whistling, and staring. Sexist behavior includes insulting, offensive, and condescending attitudes based on the gender of the person. Unwanted sexual attention includes unwanted touching or fondling and asking for dates even though rebuffed. Sexual coercion includes classic *quid pro quo* instances of job benefits or losses conditioned on sexual cooperation. Sexual assault includes attempted and actual rape.

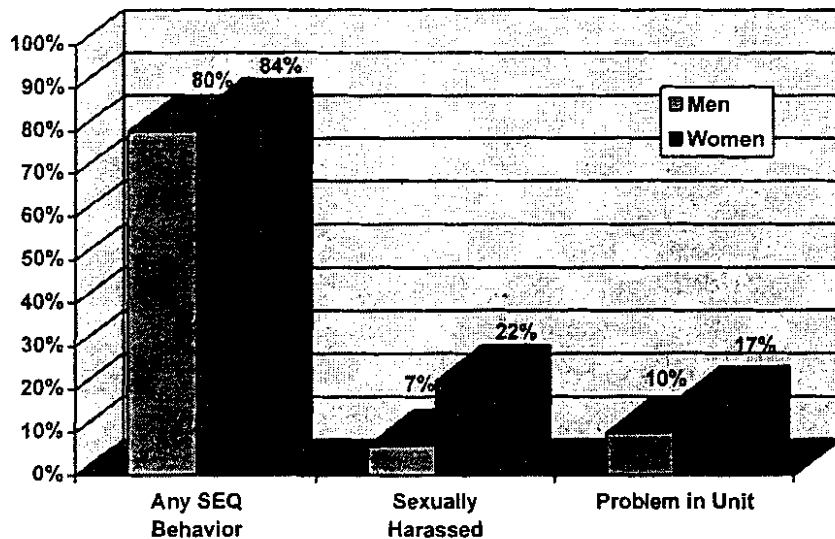
participating in the Panel survey reported experiencing significantly higher levels of SEQ behaviors than did male soldier participants in the DMDC survey.<sup>29</sup> Overall, the Panel found that 84% of Army women and 80% of Army men reported experiencing some type of SEQ behavior.

It should be noted that there was a definitional distinction between the 1995 DMDC survey and the Panel survey. The 1995 DMDC survey defined sexual harassment as experiencing any one of Fitzgerald's SEQ behaviors. The Panel survey queried soldiers about their experience of SEQ behaviors, but did not define these behaviors as sexual harassment or tie SEQ behaviors to that term. Rather, the Panel survey contained three separate types of questions: one asking soldiers if they had experienced SEQ behaviors; the second asking soldiers if they had been sexually harassed; and the third, whether sexual harassment was a problem in the soldier's unit.

Although soldiers reported being subjected to inappropriate sexual behaviors at high rates (80% of men and 84% of women, as illustrated in Figure 1, below), many soldiers, apparently, do not perceive these SEQ behaviors as sexual harassment. A large number of soldiers reported experiencing at least one of the categories of SEQ behaviors. However, the number of soldiers who reported having been subjected to sexual harassment was substantially smaller (7% of men and 22% of women). The number of soldiers who believed that sexual harassment was a problem in their unit also was relatively small (10% of men, 17% of women). From these statistics and from focus group input, the Panel learned that many soldiers do not equate SEQ behaviors with sexual harassment. Nevertheless, the Panel notes that all of the SEQ behaviors may meet the criteria for sexual harassment under the DoD and Army definitions.

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<sup>29</sup> The higher percentages for experienced SEQ behaviors for men on the Panel survey in relation to the DoD survey may reflect a slightly different wording. The Panel survey asked only if the SEQ behavior was experienced. The DoD survey asked for frequency of experienced behavior, but also qualified the behavior as being offensive. The difference between the Panel and DoD surveys may show that men experience the behaviors at the higher rates, but do not consider it offensive. Interestingly, the percentages for women did not differ across the surveys.



**Figure 1--Percentage Reporting any SEQ Behavior, Sexual Harassment, or that Sexual Harassment was a Problem in their Unit**

Of soldiers who reported experiencing crude or offensive behaviors, sexist behaviors, or unwanted sexual attention, only 11% believed they had been sexually harassed. This statistical finding was borne out by focus group research. One soldier commented about “lots of low level sexual harassment . . . but they don’t define it as harassment. [It’s] just part of the environment.” Focus group participants alternatively referred to the existence of these less offensive behaviors as “noise,” “static,” or “clutter.” Although soldiers expressed some level of discomfort with such noise, static, and clutter, soldiers perceive that their exposure to these behaviors is inevitable. The high level of SEQ behaviors experienced and tolerated by Army men and women, when compared to the much smaller number of soldiers who stated that they were sexually harassed, indicates that, for whatever reasons, some SEQ behaviors that may fall within the official definition of sexual harassment are “the norm” throughout the Army.

This difference in percentages of soldiers reporting the experience of SEQ behaviors and those who believed they were sexually harassed can be attributed to several factors. First, many soldiers have low expectations of what constitutes acceptable behavior. One soldier commented that, “If I reported it [these behaviors/sexual harassment] every time it happened, I’d keep reporting it every day. But I handle it better than most.” Another soldier stated that, “I have an established tolerance level.” Second, although soldiers generally understand the Army’s organizational definition of sexual harassment, they tend to apply a different, personal, informal, working definition of sexual harassment to their personal experiences. One soldier commented that the official definition of sexual harassment is “too broad now. If someone came into our unit who is not part of the group, they would take things as sexual harassment when it is really only bantering back and forth.”

The Panel found that soldiers are likely to perceive that they are being sexually harassed only when SEQ type behaviors rise to the level of sexual coercion or sexual assault. Of the soldiers reporting that they had been subject to sexual coercion or assault, 52% believed that they had been sexually harassed. These SEQ behaviors are the most serious and, inherently, are the most likely to cause physical, mental, and emotional harm to their victims. As one soldier stated, "As long as no one is touching me, I don't care."

Further, many soldiers commented on the key role perceptions play in identifying sexual harassment. As one officer stated, "It's all in how you perceive it. You may go home and think--was it sexual harassment?"

◆ ***Sex discrimination is more common throughout the Army than is sexual harassment.***

Focus group participants who responded that they had been sexually harassed described experiences that do not comport with the official definition of sexual harassment, but are more appropriately characterized as sex discrimination (e.g., soldiers given certain duties solely because of their gender). As stated in Part III of Volume I, sex discrimination is discrimination based solely on an individual being male or female. It is often linked to a set of assumptions and sex role stereotypes concerning the abilities, competence, status, and roles of the particular gender, which results in the disparate treatment of or negative impact on that gender. Sex discrimination takes a variety of forms including, but not limited to, sexist remarks, assigning soldiers to particular duties that "fit" their gender, and generally disregarding or discounting the value of a soldier's contributions to mission accomplishment based on gender. The Panel found that incidents of gender bias, sexism, and sex discrimination occur often throughout the Army.

In the Panel survey, soldiers were asked if they were treated differently because of their sex. Many of the women (51%) and few of the men (22%) said they were treated differently because of their gender. These percentages are significantly higher than the 22% of the women and 7% of the men who reported that they had been sexually harassed.

Focus group commentary supports this statistical data. A group of female senior NCOs spoke heatedly to Panel members about having no voice in meetings with male NCOs of their units. "We speak, but it's as if we do not exist. They ignore us," said one NCO. Focus group discussion also revealed that, although participants perceive "zero tolerance" within the Army for racial discrimination, the same standard is not applied to sex discrimination. This perception exists even though the standard has been repeatedly used by DoD leaders in describing the Department's policy with respect to sex discrimination. A female soldier remarked, "You can't get away with saying blacks shouldn't be in the Army, but you can say women shouldn't be in the Army . . . or call us dumb females. How can they [men] get away with that?"

When soldiers are taken out of their MOS to perform stereotypical “women’s work” or “men’s work” in their units; when commanders refuse to consider qualified soldiers for certain duty positions (e.g., driver, aide-de-camp) because of their gender; when women’s contributions to unit mission are given less weight than that of men; the Army is allowing the practice of sex discrimination to exist.

In group discussions with soldiers worldwide, the Panel asked them to describe the most and the least satisfying aspects of their careers. The often-cited positive aspects included working with and helping soldiers, learning new skills, travel and educational opportunities, and personal growth.

Of the dissatisfying aspects, one of the women's most frequent responses was that they feel devalued as soldiers and marginalized in their units just because they are women. One female field grade officer said, “I always have to fight the male mind set about what a woman can and cannot do.” A female junior NCO remarked that a male new to the unit is accepted at face value, but that a new female soldier has to prove herself and her competence repeatedly. This theme of having to “prove yourself” was restated to Panel members many times in many locations. A young enlisted woman observed that “in working with males, you’re discounted and accused before you ever get a chance to explain.” One junior enlisted woman said, “This is the first time I’ve been stationed in a unit where 90% of the soldiers are men. The automatic perception they have of me is that I don’t know my job. If you’re a female, you’re always tested.”

Male soldiers also are dissatisfied with unfair treatment and double standards. One soldier said, “Double standards--officer/enlisted, male/female, black/white--they’re all here [in the unit].” An officer said, “No longevity anymore, no job security, retirement benefits are getting cut, reduced family support; everything is being taken from us.”

- ◆ ***Some male soldiers perceive that certain Army policies are inequitable in that they establish less demanding standards for female soldiers.***

The likelihood of polarization along gender lines and its corresponding detriment to the human relations environment is heightened by the perception among some male soldiers that certain Army policies hold female soldiers to a less demanding standard.

### ***The Army Physical Fitness Test (APFT)***

The Army has considered gender, as well as age, in establishing the different standards to be achieved by male and female soldiers on the APFT. The APFT is designed to measure the fitness of an individual soldier. A soldier’s fitness is measured on a graduated scale adjusted for gender and age. The differences in performance standards reflect physiological differences between genders and between younger and older soldiers. Soldiers understand and accept the age standards, but they question the different standards based on gender. Some male soldiers commented that the lower APFT standards for women are “too low”; that the APFT is “biased in favor of

female soldiers"; and that "the lower standards reflect that a woman will never be in as good physical shape as a man."

Generally, men believe that both men and women should be required to perform the same number of repetitions of push-ups and sit-ups, and complete the two-mile run in the same period of time in order to achieve a passing score on the APFT. Generally, the few women who agree with this proposition expressed themselves to the Panel as follows: "I'm just so sick and tired of being told by men that I'm 'getting over' on the PT test. Let's just make one standard." The criticism that women are "getting over" in physical training adversely affects some women's morale. A junior female NCO commented that "when a general officer had a discussion about the PT [physical training] standards, he made jokes about females not being able to run."

Soldiers who participated in focus groups voiced complaints about leaders who set PT standards above those required by regulation. The women perceived that their leaders established these more stringent standards not as a means of promoting the unit's overall fitness and mission accomplishment, but rather as a means of excluding women from full participation in an important and visible unit function, that of group PT. One female NCO said, "Male soldiers always lead PT and expect us to meet unrealistic standards, for example, pyramid pushups and a five-mile run in 30 minutes. The men always dog out the women if they can't finish. I can blow them away with sit-ups, but I don't dog them out about it."<sup>30</sup> As another female senior NCO stated, "It's just another way for men to tell us that we can't hang, that we don't belong. When men see a woman falling out of a three-mile run at a seven minute mile pace, they automatically lose respect for her. Suddenly, she doesn't deserve to be part of the unit."

### ***Pregnancy***

Male soldiers also perceive that the utilization of pregnant female soldiers is governed by special policies that negatively and unfairly impact the unit. Pregnancy requires the issuance of a temporary physical profile to the pregnant soldier. Essentially, a pregnant woman is limited in the type and extent of physical training she can perform. Further, her utilization to perform workplace duties is often curtailed by the number of hours she is able to work without fatigue and the types of work she is able to perform. One example cited by a focus group of male officers was that of a pregnant pilot. The woman had to be temporarily grounded and removed from flight status, rendering her non-deployable. The remaining pilots, both men and women, had to fly the pregnant pilot's missions and "pick up the other slack" caused by her absence.

Another example cited in a focus group was that of a battalion-level fuel handler who became pregnant. Because the chemical hazards associated with her MOS could

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<sup>30</sup> The APFT has been redesigned and is awaiting implementation. The redesign marks the first time the Army has validated the principal of equal effort based on scientific evidence and the reality of physiological differences between men and women.



seriously impact her unborn child's health, Army policy prohibited the fuel handler from working in her MOS until after the birth of her child and her convalescence. The pregnant fuel handler was assigned to "desk-duty." As it happened, the female was one of only a few fuel handlers in her unit; fuel handling is considered a critical, but low-density MOS. While she was prohibited from performing fuel handler duties, the battalion was left short-handed. The female fuel handler remained "on the unit books," however, assigned against her fuel handler position, which effectively precluded the unit from requesting and receiving a replacement fuel handler. The unit suffered, as did the pregnant soldier, because the other fuel handlers in her unit reacted negatively to her, making plain their dissatisfaction at having to "do her work on top of their own" particularly when they were already undermanned. Despite the fact that the female fuel handler had no control over Army policy and its application to her personal situation, the male soldiers considered her to be personally responsible for her circumstances.

The Panel found that some pregnant women make a conscious decision to place themselves and their unborn child "in harm's way" in an effort to prevent similar negative reactions from members of their units. Although many women's ability to work and to engage in physical activity is unaffected by pregnancy, medical considerations require other women to cut back on the number of hours they work, the types of tasks they perform, and to modify the intensity of their physical training routines. The Panel found that despite physical discomfort, some pregnant women continue to perform strenuous duties, work long hours, and participate in unit physical training, simply to avoid derision at the hands of their counterparts. Other profiles given to both male and female soldiers (e.g., for temporary injuries or illnesses) were not listed in the same negative manner as pregnancy.

### **Work Assignments**

Almost one-half of the men surveyed believe that women in their units are treated more favorably. Eighty percent of female soldiers disagreed with that premise. Table 7 reveals that while most female soldiers believe that they "pull their load" in their unit, only one-half of their male peers agreed. By contrast, almost all soldiers of both genders believe that male soldiers "pull their load."

**Table 7--Perceptions of Contribution**

N = 14,498	Men		Women	
	Agree	Disagree	Agree	Disagree
<b>In this company, the male soldiers pull their load.</b>	81%	7%	83%	7%
<b>In this company, the female soldiers pull their load.</b>	50%	30%	77%	11%

Some female soldiers complained that their units effectively preclude them from working in their MOS or from performing all tasks associated with their MOS. Rather, they are assigned to administrative duties viewed as "more appropriate work for a woman." Women noted that, in many cases, male soldiers step in and perform duties that fit the stereotype of "men's work."

For whatever reason, some leaders afford deferential treatment to women in assigning unit work tasking. Contrary to soldiers' perceptions, this perceived favoritism is usually unsolicited by female soldiers and has no basis in Army policy. One female soldier, the only woman in a unit of 200 men, complained that her first sergeant would not let her go to the field with her unit. Leaders who show deferential treatment to female soldiers in the assignment of tasks reinforce erroneous perceptions held by many males that the contributions of female soldiers are not essential to the unit's successful performance of its mission. Leaders must make the conscious decision to distribute the workload equitably, without regard to the gender of the soldier, and to hold all soldiers to the same performance standards. Soldiers of both genders must be tasked with an equal number of "clean" and "dirty" tasks. Gender considerations should have no part in a leader's determination of how to task any job, whether administrative duties or ditch digging.

### ***The Effects of Sexual Harassment***

In more than 200 company-size units in the United States and overseas, in leader interviews, and in interviews with EOAs, the Panel asked soldiers about the effects of sexual harassment. Those soldiers who believed they had suffered or had directly observed sexual harassment most frequently cited "the erosion of trust between soldiers in my unit." A soldier said that sexual harassment "causes a lot of chaos because certain people can't work together." In one unit with significant levels of sexual harassment, none of the female soldiers wanted to come to work. A female junior NCO who was leaving the Army after six years said that throughout her career, wherever she was assigned, men in her unit "hit" on her. Even when she reported the incidents to her chain of command, no action was taken. These experiences, not surprisingly, had prompted her decision to leave the Army for good.

A number of male soldiers expressed a fear of being falsely accused of sexual harassment. Men who raise this concern apparently believe that their careers will be permanently damaged by the allegation alone whether they are guilty or not. Many men have determined that the only way to avoid such an allegation is to avoid interaction or contact with women. Female soldiers confirmed this trend in male perception and behavior, expressing concern about being isolated in their units by male soldiers who no longer even speak with them. Many women also feel that they are being blamed by the men "for all the negative events happening in the Army since the Aberdeen Proving Ground scandal." In the present tension-ridden atmosphere, male

and female soldiers are far less likely to interact normally, much less to work as members of a cohesive team.

Despite the common occurrence of sexual harassment, inappropriate behaviors, and sex discrimination throughout the Army, soldiers of both genders assured Panel members that "the mission is still being accomplished." As one junior enlisted soldier said, "Things are getting done; it's the individuals, not the unit, who are affected by sexual harassment." An NCO shared that the "mission gets done, but cohesion among the soldiers is affected." Another soldier said that "sexual harassment doesn't do anything to the unit. It continues to function. A private can't take it anymore and ETSS [leaves the Army]. There's a new private to replace them. We're expendable." Panel members noted that sexual harassment, inappropriate behaviors, and sex discrimination are not viewed by many soldiers as affecting a unit's ability to do its job. The Panel believes that, although "the Army goes rolling along," it rolls more slowly and less effectively when its soldiers live and work in a negative human relations environment.

Today, there exists in our force a degree of tension and uneasiness grounded in the perception of many soldiers that the Army's leaders have overreacted to highly publicized incidents of sexual harassment and sexual misconduct and the media fallout from those events. Soldiers expressed concern that leader attention will diminish once the media attention diminishes. Many soldiers, both male and female, believe that the Army has strongly overreacted to "Aberdeen" and is trying to train itself out of a human relations problem by mandating excessive POSH training. Most soldiers feel the current training is ineffective and "by-the-numbers," with little discussion between or interaction among the soldier participants.

One particular form of sexual harassment not addressed in the survey but commented on in a few focus groups and by other female soldiers in informal discussions, was the fear of being accused of being a homosexual. Female soldiers who refuse the sexual advances of male soldiers may be accused of being lesbians and subjected to investigation for homosexual conduct. As in the case of men falsely accused of sexual harassment, women accused of lesbianism believe that the mere allegation harms their careers and reputations irreparably.

Another effect of sexual harassment in the current environment is the reluctance of male leaders to mentor female soldiers, much less select women for coveted assignments. Again, the fear of a false allegation of sexual harassment holds many men in its grip. As one soldier remarked, "Sexual harassment has generated a 'close ranks' mentality, and mentoring is out the window."<sup>31</sup>

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<sup>31</sup> Panel members found that very few soldiers are being mentored. The few who are, however, are male soldiers. Mentoring for female soldiers seems to be virtually nonexistent.

## ***Other Issues--Personal Relationships***

Sexual harassment is sometimes confused with fraternization. Fraternization in itself is a confusing and often misunderstood area of interpersonal relations. Army legal and policy prohibitions on fraternization focus on the relationship between a superior and a subordinate, when such relationship (1) causes actual or perceived partiality, preferential treatment, or unfairness; (2) undermines authority, morale, or discipline; or (3) involves an abuse of rank, position, or authority for personal gain.<sup>32</sup> Fraternization is not limited to sexual relationships or interactions. Both leaders and soldiers expressed a general sense of confusion regarding the circumstances that constitute fraternization and emphasized the need for a clarification of Army policies in this regard. As one leader stated, "The bare-bones definition just does not provide any help when I am trying to determine whether a particular relationship is acceptable."

Similarly, Army policies governing senior-subordinate relationships that exist both inside and outside the chain of command are a concern of leaders and soldiers. They both openly discussed with Panel members the problems created by consensual sexual relationships between members of the same unit, particularly when such relationships involve soldiers of different ranks. Table 8 shows that nearly one-fifth of the soldiers surveyed believe their units would tolerate sexual relationships between leaders and subordinates; one-fourth of the survey participants were "not sure."

**Table 8--Toleration of Senior-Subordinate Sexual Relationships**

<b>N = 14,498</b>	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>
<b>Sexual relationships between leaders and their subordinates would not be tolerated in this company.</b>	58%	24%	18%

Some field commanders complained to the Panel that DA policy on senior-subordinate relationships is overly vague, leaving local leaders in the difficult position of interpreting policy, and leaving soldiers without behavioral guidance. Both commanders and soldiers emphasized the need for "clear rules" and effective training in applying those rules.

A number of soldiers believe that the Army's shift to mixed-rank club facilities sets-up soldiers for social interactions that are improper. As one NCO stated "With everyone in civilian clothes, how can we know if we can associate with someone unless we ask about the person's rank."

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<sup>32</sup> Commissioned officers, warrant officers, and NCOs may be criminally punished under Article 134, UCMJ, for fraternizing with subordinates on terms of military equality. Early case law held that the offense of fraternization under the Manual for Courts-Martial did not apply to senior enlisted persons. Later case law put NCOs on notice that fraternization with enlisted subordinates may now be charged as a violation of UCMJ, Article 134. See *United States v. Clarke*, 25 M.J. 631 (A.C.M.R. 1987).

Some male soldiers said that a heightened level of consensual, sexual activity in a unit can create an atmosphere in which the female soldiers are viewed as sex objects, not fellow soldiers. Rather than operating as a cohesive team, the unit structure fragments along the lines of these informal relationships. As one soldier stated, "Everyone's more concerned about who she's [female soldier] dating now than about doing their jobs."

The Panel agrees that the boundaries between professional and personal relationships have become blurred, posing issues of good order and discipline. It is essential that clear lines of professional conduct be established and observed, especially in terms of senior-subordinate relationships. Abuse of power is a prevalent theme in dealing with cases of sexual harassment and sexual assault, not only in the military but in society at large. The Panel believes that the current Army policy concerning senior-subordinate relationships is appropriate but often misunderstood. Training in this area is almost nonexistent. Given the lack of understanding among soldiers and leaders concerning senior-subordinate relationships, a renewed training effort is required.

# LEADERSHIP

## ***Panel Assessment***

Explicit in our charter from the Secretary of the Army was the mandate “to examine how Army leaders throughout the chain of command view and exercise their responsibility to address sexual harassment.” We found issues of leadership throughout our review. In fact, it has become a common thread of discussion throughout this report. In this section, we present four main findings: the synergy between leadership and human relations; distrust of leaders by soldiers; tentative commitment to the human dimension; and a void in central oversight of leadership and human relations programs.

## ***Leadership and Human Relations***

- ◆ ***Concerned, committed leadership is integral to the creation of a positive human relations climate.***

Good leadership is crucial to the creation and maintenance of a positive human relations environment. The truth of this basic tenet was reinforced in every aspect of the Panel's assessment. Data from the Panel survey revealed a direct correlation between good leadership and a reduction in inappropriate behaviors. Respect between soldiers and increased acceptance of soldiers of diverse backgrounds as team members also correlated with positive leadership.<sup>33</sup> Army leaders define and reinforce the Army's culture—those shared values, beliefs, norms, and assumptions the Army holds true. The Army's desired culture is based on the core values of honor, integrity, selfless service, courage, loyalty, duty, and respect.

In cases where the Panel noted a successful human relations environment, the chain of command “made it happen.” Good leaders can create and maintain a positive human relations environment in even the most challenging situations. In fact, one of the most positive examples of a healthy, flourishing human relations environment observed by the Panel was in a forward deployed unit. The operational tempo (OPTEMPO) and personnel tempo (PERSTEMPO) were accelerated, and the physical environment was harsh and demanding. The chain of command refused to allow these challenges to detract from either mission accomplishment or from its commitment to taking care of soldiers and ensuring that soldiers took care of each other. The chain of command had repeatedly emphasized that each soldier, male and female, was important, both as a member of the unit team, and as an individual. Soldiers were encouraged to voice complaints and to suggest solutions, without fear of retaliation. Though performing an arduous mission under great physical and mental stress, soldiers evidenced extraordinary personal discipline, coupled with a positive attitude. Their

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<sup>33</sup> For a more detailed discussion, see Table 4 in Survey Results, Volume II.

comments to the Panel about their leaders and their living and working environments reflected general satisfaction.

***Good Leadership***

In our travels and research, the Panel found four characteristics common to and necessary for the exercise of good leadership. Good leaders set standards for members of their organizations; exemplify adherence to those standards in their personal conduct; enforce and maintain those standards for other members of the organization; and demonstrate genuine care and concern for their soldiers. These leadership characteristics are universal, that is, they can be applied effectively to the development and sustainment of tactical and technical military skills, as well as to the creation and maintenance of a positive human relations environment. The Panel is convinced that should a leader lack any one of these characteristics, both the unit's tactical and technical readiness and human relations environment will be adversely impacted.

***Setting, Maintaining, and Enforcing Standards***

Soldiers participating in the Panel survey were asked to respond to a series of questions pertaining to leadership in their companies. As shown in Table 9, many male and female soldiers agreed that leaders in their companies set and enforce high standards for soldiers in terms of good behavior and discipline.

**Table 9--Leaders Set and Enforce Standards**

N = 14,498	Men		Women	
	Agree	Disagree	Agree	Disagree
The leaders in this company set high standards for soldiers in terms of good behavior and discipline.	71%	19%	61%	28%
The leaders in the company enforce the standards they set for good behavior.	65%	17%	54%	26%

***Exemplifying Standards***

Policies, regulations, or decrees alone will not create or enforce a positive human relations environment. The old adage that "actions speak louder than words" has never been more true than in this instance. As one focus group participant said, "The more you hear leaders speak it, and then watch them do it [maintain standards], you know that it is important." The chain of command must "lead by example;" maintaining high standards of personal conduct.

- ◆ ***Soldiers do not necessarily perceive that leaders hold themselves to the same standards they set for soldiers.***

Panel survey data reveal that while many soldiers believe that their leaders set high standards for behavior, fewer perceive that their leaders actually behave as good examples. As shown in Table 10, soldiers do not necessarily perceive that leaders hold themselves to the same standards they set for soldiers.

**Table 10--Leaders Exemplify Standards**

N = 14,498	Men		Women	
	Agree	Disagree	Agree	Disagree
The leaders in this company set good examples for soldiers by behaving the way they expect soldiers to behave.	54%	30%	41%	43%
The leaders in this company are more interested in looking good than in being good.	43%	41%	47%	38%
The leaders in this company are more interested in furthering their careers than in the well-being of their soldiers.	37%	43%	40%	42%

Quotations from soldier focus group participants anecdotally support the survey data. The Panel frequently received focus group comments to the effect of “Yeah, most of our leaders do [exemplify the standard]. There’s one or two that walk a thin line though.”; and “We have some commanders who say do what I say and not what I do.”; and “An officer here struck a tree DUI and was allowed to remain in command.”; and “Leaders have slack standards--they don't even take the PT test.”

### ***Distrust of Leaders by Soldiers***

- ◆ ***Some soldiers perceive that leaders are not interested in their welfare.***

### ***Caring for Soldiers***

When officers and NCOs were asked by the Panel what they found most satisfying about their time in the Army, most cited the opportunity to work with and to develop young soldiers. Panel survey data reveal, however, that in a majority of cases, this care and concern is not transmitted to or perceived by soldiers.



**Table 11--Perceptions of Company Leadership**

N = 14,498	Men		Women	
	Agree	Disagree	Agree	Disagree
My officers are interested in what I think and how I feel about things.	47%	31%	41%	36%
My officers are interested in my personal welfare.	47%	27%	42%	32%
My NCOs are interested in what I think and how I feel about things.	61%	24%	55%	32%
My NCOs are interested in my personal welfare.	62%	20%	57%	27%
I am impressed with the quality of leadership in this company.	39%	40%	31%	51%
I would go for help with a personal problem to people in the company chain of command.	46%	37%	34%	52%

This perceived lack of interest on the part of leadership has contributed to a weakening of the essential bond of trust between leaders and their soldiers. This breakdown is evidenced by the survey finding that less than one-half of the soldiers responding to the Panel's survey indicated that they would approach their company chain of command for assistance with a personal problem.

In focus groups, soldiers remarked that "I just don't feel comfortable going to my squad leader about this," or that "I would never trust my chain of command to deal with sexual harassment." Many leaders recognize this breakdown in trust; one field grade officer remarked, "I don't think we know what goes on with the junior enlisted." Additionally, many leaders, because they have not experienced it, deny the existence of sexual harassment. A leader must be sensitive to the possibility that enlisted soldiers' experiences may be outside of the realm of the leader's personal experience.

Distrust of leaders is particularly evident in the survey responses of female soldiers. Only one-third would "go for help with a personal problem to people in the company chain of command." In focus group sessions, soldiers, especially women, repeatedly asserted that they require a system through which they can report inappropriate behaviors or other complaints without fear of reprisal. They expressed concern that existing agencies (e.g., IG, EOA, chaplain, etc.) work more for the chain of command than for soldiers. Soldiers seek only fair, respectful, and dignified treatment from their chain of command and agencies to whom they go for support and assistance. Unfortunately, many soldiers simply do not trust the present system to deal with their concerns.

- ◆ ***Some leaders' concern for their own career progression takes priority over caring for their soldiers.***

The Panel is disturbed by the perception, as expressed by a number of soldiers in their survey responses and recorded in both Tables 10 and 11, that some leaders' concern for their own career progression takes priority over caring for their soldiers.

Over one-third of male (37%) and female (40%) soldiers agreed with the survey statement that leaders are more interested in furthering their careers than in the well-being of their soldiers. More female soldiers (47%) than male soldiers (43%) agreed that the leaders in their company are more interested in looking good than in being good. Only 39% of the men and 31% of the women agreed that they are impressed with the quality of leadership in their company. Focus group comments reinforced these survey findings. Many enlisted soldiers, particularly those in the grades of staff sergeant and below, believe that their leaders' paramount concerns are for themselves and their careers. "They [leaders] see us [soldiers] as getting them where they want to go. They could care less if we get where we need to go or what we have to put up with to get there." Survey data, focus groups, and personal interviews consistently reinforced the concept that the Army must make a concerted and continuous effort to improve and maintain our soldiers' trust and confidence in the chain of command.

### ***Commitment to Soldiers***

#### ***◆ The Army is sending a mixed message about its commitment to its soldiers.***

The Panel notes several factors that detract from leaders' efforts to create a positive human relations environment. The stresses of expanding missions, diminishing resources, and increasing competition for advancement are real challenges confronting our leaders. One leader complained in a focus group that "there is simply not enough time, money, equipment, or people to get the mission done and to concentrate on maintaining a positive human relations environment." The high OPTEMPO and PERSTEMPO of today's Army also leave soldiers confused and without a clear mission focus. Complicated by the downsizing of the force, a high OPTEMPO requires leaders and soldiers to do "more with less." This reality is reflected in soldier perceptions that there are not enough dollars to buy modernized equipment, maintain their workplaces and housing, and to improve their quality of life. Further, many soldiers expressed concern that key medical, educational, and retirement benefits are eroding. Consequently, many believe that the Army has violated or broken its commitment to them.

### ***Zero Defects***

In focus groups, leaders vocalized distress at the existing "zero defects mentality," typified by an intense competition for promotion and advancement, wherein any mistake is perceived as a "discriminator" and, in effect, a career terminator. Leaders at all levels claimed to avoid risk-taking and creativity in problem solving because "failure is simply not tolerated." "Zero defects is affecting how I make decisions. One bad decision and my career is over." Another officer commented that, "zero defects determines if you do the right thing or please the person above you. It creates a moral dilemma."

One collateral effect of this “zero defects” environment is that “bad news,” to include incidents of sexual harassment or sex discrimination, is consciously contained at the lowest level of command. In an effort to prevent their more senior leaders from recognizing that one of their subordinates has a problem or has failed, junior leaders avoid reporting “bad news” to their superiors. The Army’s leadership philosophy of “solving problems at the lowest level,” designed to promote the exercise of personal responsibility by lower level leaders, has in certain cases served to delay the resolution of issues and to perpetuate problems. Panel assessments reveal that when senior leaders say “solve problems at the lowest level,” junior leaders perceive them as meaning “I don’t want to hear your problems.” When junior leaders fail to bring problems to the attention of their superiors, they are deprived of the benefit of the more extensive leadership and human relations experiences of their higher-level commanders. In turn, higher-level commanders are deprived of the capacity to monitor and assess trends in their subordinate units, and to implement measures to correct current defects and to forestall future problems. In the end, it is the soldier and the unit who pay the price.

Soldiers easily recognize their leader’s fear of failure or reluctance to ask for assistance from higher-level leaders. Soldiers perceive these traits as conclusive evidence that their leader is concerned only for his or her own career and will sacrifice the welfare of individual soldiers and the unit to secure personal advancement. One typical response from a soldier was that “senior NCOs and officers worry more about ticket stamps [punching]. The morale goes straight down the tubes when that happens.” Another soldier noted that “leaders are more worried about their next promotion than their people.” As stated by a female soldier commenting on her own experience in reporting an allegation of sexual harassment, “Things are always swept under the carpet to keep the unit or officer from looking bad. They just move the harasser.”

### ***Job versus Profession***

Many leaders and soldiers expressed concern that the Army is becoming more like a civilian job than a profession. Individual rights and privacy concerns, they say, are beginning to receive priority over the core values espoused by the Army. This attitude engenders a “9 to 5” mentality where only a soldier’s workplace behavior is deemed subject to leader scrutiny or concern. Any intrusion, inquiry, or demand related to a soldier’s private life and personal values is considered “off-limits” to the military leader.

The result is twofold. First, many leader focus group participants reported a reluctance to get involved in the private lives of their soldiers. Leaders shrink from venturing into the barracks, visiting the homes of their soldiers, or simply getting to know their soldiers. As a result, human relations problems grow unnoticed. One NCO remarked, “There is a hands off mentality. What they do on their own time has become their own business.” Many leaders appear to have misinterpreted the Better

Opportunities for Single Soldiers (BOSS) program and Single Soldier Initiatives, which promote the overall quality of life for single and unaccompanied soldiers, as imposing limits on leader involvement in the lives of soldiers. Focus group comments routinely indicated that leaders have “walked away from the barracks.” Many leaders have asserted, incorrectly, that the BOSS program (and Single Soldier Initiatives) have deprived them of the authority to intervene in the barracks or in soldiers’ private lives.

### ***Erosion of Bedrock Values***

Second, the shift from the perception of military service as a profession to “just a job” encourages soldiers’ beliefs that the requirement to adhere to Army values and standards extends only as far as their installation’s front gate. Like their leaders, soldiers perceive that anything that occurs “outside the gate” is personal, private, and beyond the bounds of legitimate Army concern or interest. One soldier characterized the situation saying, “We lead dual lives.” One life applies in the workplace where the soldier adheres to the values, rules, and norms of the Army. The other life revolves around private values, personal rules, and “off-time” activities.

Further, some soldiers reported their belief that the moral code applicable to other soldiers did not apply in their specific duty location. One soldier referred to his one year overseas tour as “TDY,”<sup>34</sup> or “Temporarily Divorced for a Year.” The Panel believes that this unacceptable and inappropriate mindset results from the absence of command support for and enforcement of Army values.

#### **◆ *Women perceive that the Army is not committed to accepting them as members of the force.***

There exists a general perception that, while the Army as an institution claims to have fully accepted women as an essential element of the force, it has not taken the steps necessary to inculcate this commitment into the Army culture. Many female soldiers routinely hear that their selections for promotion, schooling, command, or other highly visible assignments have taken slots and opportunities away from male soldiers. In addition, females are often excluded from competition for positions for which male soldiers of their same rank/grade and branch/functional area are considered. Women perceive that they are selected for administrative and staff positions as opposed to operational or line assignments, and are often denied assignments in their primary career field in favor of work deemed “more appropriate for a woman.”

### ***Mentoring***

Of particular concern to the Panel is the lack of mentoring, coaching, and career counseling available to all soldiers, and female soldiers in particular, on both formal and

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<sup>34</sup> TDY is an acronym that in the normal usage means Temporary Duty. Here, the soldier was referring to a one-year tour overseas in which his family did not accompany him.

informal levels. Many male leaders expressed a reluctance and even an inability to address what they perceive as "women's issues." The Panel believes that this absence of mentoring stems from a lack of commitment on the part of many of our leaders, coupled with male leaders' fear that a close relationship with a female soldier, although professionally based and conducted, will generate perceptions of impropriety and prompt allegations of sexual harassment.

### ***Central Oversight of Human Relations and Leadership Programs***

- ◆ ***There is no departmental cell specifically charged with strategic oversight of the human relations environment.***

Commitment to a positive human relations environment begins at the highest levels of leadership. As the Panel conducted its review of policy and survey of soldier opinions, it became apparent that in the area of human relations, the Army has been in the reactive mode too long. There is no cell in the Army staff specifically tasked to provide strategic oversight of the Army's human relations environment, leadership doctrine, and leader development. Although a human resources directorate exists in ODCSPER, that directorate has been downsized dramatically and must, of necessity, devote most of its efforts to reacting to problems. In the past, the directorate was led by a major general. For the past year, however, it has been headed by a colonel.<sup>35</sup> Officers assigned to the EO desks frequently lack command experience and EO training.

Headquarters, Department of the Army staff responsibility for leadership and leader development policy is divided between the DCSPER and the DCSOPS. Because the definitions of leadership and leader development are not clearly delineated in AR 600-100, *Army Leadership*, the division of responsibilities and functions between ODCSPER and the Office of the Deputy Chief of Staff for Operations (ODCSOPS) staffs is confusing. Key issues that are not addressed by AR 600-100 include the assignment of primary responsibility for advising the Army Chief of Staff on leadership and leader development policy, and what resources are required by MACOMS.

There is currently no Army agency responsible for the integration of research and policy in the human relations area. Also, the Army lacks both an effective reporting requirement, and a central repository to receive, analyze, and maintain such information. Neither DA nor individual commanders have any way to monitor the "big picture" in important human relations trends. Without a strategic view of the human relations environment, the Army will never be able to anticipate or take proactive steps to forestall or prevent problems.

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<sup>35</sup> As this report was being written, a brigadier general was named to be head of the human resources directorate.

In recent years, the Army has not made a substantive commitment to human resource issues, as disparities between policy and practice are prevalent. Soldiers view the Army's reaction to the so-called "sex-scandal" at Aberdeen Proving Ground as "knee-jerk" and believe that, without the intense media interest, the Army would not have altered its "business as usual" practices. Further, many soldiers believe that once media attention to this issue abates, command emphasis will dissipate similarly.

Only good leadership can alter these soldiers' perceptions. Army leaders are the critical factor in creating, maintaining, and enforcing an environment of respect and dignity in the Army. Army leader action will ultimately determine the impact of the Panel's report.

# INITIAL ENTRY TRAINING

## ***Background***

### ***Civilian to Soldier***

Young men and women obtain their strongest and most enduring impressions of the Army when they are making the transition from civilian to soldier. It is at this time that they learn Army values and gain discipline from being held to standards. Trainees' first contact with the Army is through their recruiters. Once recruited, trainees are qualified for enlistment at a Military Entrance Processing Station (MEPS). After successful qualification, they enlist for a MOS and are given a date to begin IET. Upon arrival at a training installation, new recruits report to a reception battalion. Usually recruits spend three to seven days in reception processing before being sent to a training company.

### ***Training Components***

There are three training components of IET: Basic Combat Training (BCT), which is followed by Advanced Individual Training (AIT), or a combination of BCT and AIT called One Station Unit Training (OSUT). Most soldiers in combat support and combat service support MOSs enter the Army through BCT and are trained in gender-integrated companies. After they complete the eight-week BCT course, they proceed to AIT where each will receive instruction and training applicable to their specific MOS (such as cook or light vehicle mechanic). Advanced Individual Training can last from four to 52 weeks depending upon the specific MOS. All AITs are gender-integrated. Soldiers in combat arms and some combat support MOSs enter OSUT,<sup>36</sup> completing their basic combat skills and advanced individual training in one unit, at one location, with one group of soldier peers, and one group of drill sergeants and instructors. In all components, drill sergeants and instructors are key to the training process. They not only teach technical skills necessary for survival on the battlefield, they instill personal and unit discipline and Army values. They are the influential link between the trainee and the rest of the Army and serve as role models for new soldiers.

In BCT and OSUT, training is usually conducted by drill sergeants. In AIT, drill sergeants are primarily responsible for the daily administrative management of soldiers, physical training, and common soldier tasks training. Most of the MOS specific training in AIT is committee taught<sup>37</sup> by senior NCO instructors who hold that MOS. After

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<sup>36</sup> The OSUT military occupational specialties include the Armor, Chemical Corps, Engineers, Field Artillery, Infantry, and Military Police. Currently, 7% of OSUT trainees are women, almost all of whom are training in the Chemical and Military Police MOSs. All other MOSs go to BCT and AIT.

<sup>37</sup> The term "committee taught" refers to the system of instruction used at AIT. An instructor, from a group or "committee" of instructors, is assigned to teach specific classes on a rotational basis.

completing OSUT or AIT, soldiers report to their first duty assignment with a unit. This progression from recruit to new soldier is depicted in Figure 2.

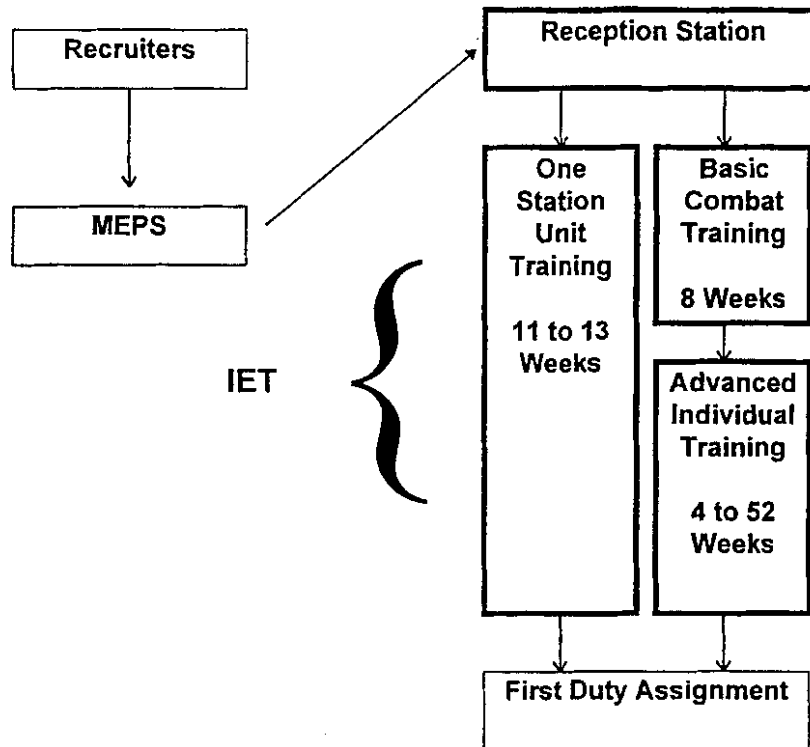


Figure 2--The Flow from Recruiter to First Duty Assignment

### ***Panel Assessment of Initial Entry Training***

#### ***What We Did***

The Panel's review of the Army's training base consisted of written surveys and focus groups for trainees, drill sergeants, and instructors. The Panel traveled to training installations throughout the Army to document and record information depicting trainees' and trainers' experiences and opinions regarding sexual harassment, discrimination, and their perceptions of fair treatment. It also solicited the opinions and experiences of drill sergeant and instructor candidates attending schools designed to prepare them for their new duties, and spent a considerable amount of time observing training and talking with trainees, trainers, officers, command sergeants major, and



civilian employees at both training installations and drill sergeant/instructor training schools.<sup>38</sup>

### ***What We Found***

There was a very positive aspect of the Panel's review in that it found trainees believe that the overwhelming majority of drill sergeants and instructors perform competently and well. The Panel's personal observations were similar. Panel members saw and met many hardworking drill sergeants who impressed them with being committed to the welfare of new recruits entrusted to their care and dedicated to training them to be proficient, disciplined soldiers. However, four major concerns were identified: lack of dignity and respect in the IET environment; inadequate preparation of trainers for IET duty; inadequate selection and assignment of trainers; and negative consequences of the focus on sexual harassment in IET.

### ***Lack of Dignity and Respect in the IET Environment***

- ◆ ***Soldierization in IET tolerates sexualized behaviors that are inconsistent with instilling respect as an Army core value.***

### ***Extent of Sexual Harassment among Trainees***

Initial Entry Training is designed to challenge trainees mentally and physically and to develop in them the ethical base, discipline, and team spirit to become professional soldiers. Nevertheless, trainees experienced rates of sexual harassment lower than the rest of the Army in BCT and OSUT, and higher in AIT. In a single question assessing sexual harassment rates, 7% of the men and 24% of the women in AIT asserted that they had been sexually harassed since joining the Army. This corresponds to 7% of the men and 22% of the women in the Panel's Army-wide survey.

### ***Higher Rates in AIT***

As seen in the following table, trainees in AIT reported experiencing higher rates of sexual harassment and inappropriate behavior than trainees in either BCT or OSUT. Female trainees in AIT said they had experienced sexual harassment, crude or offensive behavior, or unwanted sexual attention at a rate greater than female soldiers who participated in the Panel's Army-wide survey. The percentages of trainee survey participants reporting any of the SEQ behaviors are shown in Table 12.

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<sup>38</sup> A detailed training base scope, methodology, and data analysis discussion is provided in Volume II.

**Table 12--Trainees Responses: Experienced Sexual Harassment and Inappropriate Behaviors in the Different Training Components**

	BCT		OSUT		AIT		Total IET		Army-wide	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
<b>N =</b>	1613	778	1154	288	3415	1979	6182	3045		
<b>Experienced Sexual Harassment</b> <sup>39</sup>	6%	15%	4%	15%	9%	30%	7%	24%	7%	22%
<b>Crude behavior</b>	64%	64%	70%	74%	71%	82%	69%	75%	76%	78%
<b>Sexist behavior</b>	43%	56%	50%	65%	55%	71%	50%	65%	63%	72%
<b>Unwanted sexual attention</b>	17%	27%	21%	33%	28%	50%	24%	41%	30%	47%
<b>Coercion</b>	3%	3%	2%	4%	7%	13%	5%	10%	8%	15%
<b>Assault</b>	1%	2%	1%	3%	3%	5%	2%	4%	6%	7%

As discussed in the "Extent of Sexual Harassment" section of Part IV, Volume I, IET soldiers are being subjected to inappropriate behaviors but do not define or identify those behaviors as sexual harassment. This is particularly true of female soldiers in the AIT environment. Most trainees are able to generalize parts of the Army's definition of sexual harassment without truly understanding that inappropriate behaviors may lead to and include sexual harassment. Many trainees reported that they do not view many of the behaviors encompassed in the Army's definition of sexual harassment as harassment or as inappropriate. These trainees view such acts as consensual behavior or flirting. In trainee focus groups, most trainees indicated that sexual jokes, sexual comments, and touching are common and are often not viewed as offensive by either the perpetrator or the recipient. There are, however, some trainees who do not like or condone such actions or language. They reported that this behavior is endured because, "it's just the way the Army is." A female trainee said, "Males make comments that are uncalled for. They need education and/or manners. I know it's because of how and where they grew up, but they need to stop." Clearly the soldierization process has failed to adequately promote a climate of dignity and respect and an understanding of appropriate and inappropriate behavior.

When asked to provide examples of sexual harassment, trainees' answers covered a wide range of behaviors from "simply talking to women" to committing rape. A trainee said, "I don't think it can be explained. It depends on the individual." Another trainee reported, "I think I'm supposed to read minds." Supporting this comment was a response by a female trainee, "If one guy looks at you but you like him, it's flirting. If he

<sup>39</sup> BCT, OSUT, and AIT were asked, "Have you ever been sexually harassed since joining the Army?" The Army wide survey asked, "In the last 12 months, have you been sexually harassed?"

gives you the 'creeps,' it's sexual harassment." The lack of a clear understanding of sexual harassment leads to continued incidence of inappropriate behaviors and a normalized environment that is counter to Army core values.

Some male and female trainees reported that "sexual harassment is 'blown out of proportion.' The media is taking it further than it should go." A few trainees said, "It's gone way, way too far. You don't know what it [sexual harassment] is anymore." Many trainees of both sexes wanted concrete examples or a "list" of behaviors that constitute sexual harassment. The Panel questions whether such a list would be beneficial. It could be used as a means of getting "off the hook," without taking responsibility or being held accountable for potentially offensive behavior unless it is contained within a specific list. What is certain is that sexual harassment in the broader context of dignity and respect is not part of trainees' frame of reference.

- ◆ ***Some drill sergeants harass their soldiers and/or do not correct inappropriate behavior between trainees.***

Our data analysis suggests that sexual harassment is degrading good order and discipline in some parts of the training base. Some drill sergeants are committing acts of sexual harassment/misconduct as well as failing to set the proper example or correcting inappropriate behavior between trainees. The majority of trainees who reported that they had been sexually harassed since joining the Army indicated that the harassment had occurred either during training or in the barracks. As seen in Table 13, the major source of sexual harassment for male trainees was drill sergeants, while female trainees identified other trainees as the major source of sexual harassment.

**Table 13--Sources of Harassment**

<b>Trainees</b>	<b>Drill Sergeants</b>	<b>Other Trainees</b>
<b>Men (N = 736)</b>	42%	22%
<b>Women (N = 409)</b>	27%	42%

This personal misconduct and/or failing to correct inappropriate behavior between trainees affects not only the trainee who is being victimized, but all trainees in the unit who fail to learn appropriate behavior because of a lax attitude on the part of some drill sergeants. Trainers, as well as trainees, must be more conscious of Army core values, especially in terms of their leadership responsibilities.

- ◆ ***Generally, trainers reported they have not observed sexual harassment in their unit, but a significant number of female trainers reported they have experienced sexual harassment.***

### **Extent of Sexual Harassment among Trainers**

Of the 254 trainers surveyed, 75% were men and 24% were women.<sup>40</sup> Most of the men (83%) and many of the women (67%) had not observed sexual harassment in their current training company. However, 39% of the women and 2% of the men reported that they had been subjected to sexual harassment in the last 12 months. They reported that the most frequently observed behaviors were crude or offensive behavior, sexist behavior, and unwelcome sexual advances. Male trainers indicated that, with regard to the most recent act of sexual harassment to which they had been subjected, AIT instructors, officers in their chain of command, or other drill sergeants had been the harassers. Female trainers identified other drill sergeants, first sergeants, and other NCOs as the prevalent harassers in their most recent experience.

Overall, 92% of the trainers reported experiencing at least one of the SEQ behaviors. As shown in Table 14, most male and female trainers reported that they had been subjected to crude or offensive behaviors and sexist behaviors. Trainers were more likely than soldiers in the Panel's Army-wide survey to report experiencing crude or offensive behaviors, sexist behaviors, and unwanted sexual attention. Because of the small sample of female trainers, their data should be viewed with caution. Trainers experienced SEQ behaviors in higher numbers than any other group surveyed.

**Table 14--Trainer Responses: Experienced SEQ Behaviors<sup>41</sup>**

	<b>Crude or offensive behavior</b>	<b>Sexist behavior</b>	<b>Unwanted sexual attention</b>	<b>Coercion</b>	<b>Assault</b>
<b>Men (N = 190)</b>	90%	73%	39%	6%	2%
<b>Women (N = 61)</b>	93%	93%	83%	40%	10%

One trainer commented, "I see more gender discrimination than sexual harassment." Another trainer reported, "I had a complaint on my First Sergeant. . . . He was allowed to PCS<sup>42</sup> and I was moved to another unit."

- ◆ ***Drill Sergeants, instructors, and officers are treating each other with varying degrees of respect, dignity, and support.***

<sup>40</sup> Question response rates for each question vary as not all respondents answered all questions.

<sup>41</sup> Percentage experiencing at least one inappropriate behavior. The data for trainers are based on a small number of cases and should be viewed with caution.

<sup>42</sup> PCS is an acronym for Permanent Change of Station. In other words, a soldier moves on to his or her next duty assignment.

## ***Peers***

Trainers were asked a series of questions about their relationships with one another and with their officer leaders. Most of the male and female trainers reported fair treatment from peers. Men more than women mentioned in surveys and focus groups that trainers treat one another with respect and courtesy and work together as a team. Female trainers, however, reported negative relationships with male trainers due to gender conflicts.

## ***Chain of Command***

Over two-thirds of the male trainers, but only half of the female trainers, believe they have been treated fairly by their chain of command overall or in sexual harassment matters. Most of the male trainers and many of the female trainers feel they have the support of their chain of command. Most men reported, however, that officers do not treat them with respect and dignity. Many women echoed this concern. A few drill sergeants complained that officers are spending too much time with trainees doing "sergeant's business," either out of boredom or a distrust of the drill sergeants, and they view this as disrespect. A male trainer said, "Commanders are too involved; officers do too much of our business." Two other trainers said, "Commanders are running scared because of the media blitz," and "Officers will support you until he or she gets in trouble. The staff sergeant or sergeant first class will take the fall, not the officer." Men frequently mentioned disrespect from senior officers as contributing to negative relationships.

## ***Inadequate Preparation of Trainers for IET Duty***

- ◆ ***Trainers complain that current EO training is not preparing them to handle sexual harassment situations.***

In assessing their Drill Sergeant Course or Instructor Training Course, most trainers said they had been trained in effective ways to train soldiers; however, only some said their training prepared them for their current job. Trainers complained that most of the training they received consisted of memorizing modules or regulations, but did not teach them how to handle sensitive situations when they occurred. One trainer highlighted this point by saying "[I was] not trained to deal with [sexual] advances by trainees." Another trainer said, "They show you a little film [on sexual harassment], they show you how to recognize it, but not how to handle it." Finally, another trainer discussed the problem with the current training by saying, "[The] course [on sexual harassment] needs to be updated. [The] situations are too old."

## ***POSH Training***

All trainers interviewed had received POSH training in the last 12 months. Many of the men reported that this training was effective in making them aware of behaviors that might constitute sexual harassment, but many women viewed the training as ineffective. Many trainers said they were receiving POSH training too frequently; the Army was "oversaturating" them with POSH training.

The Panel believes training for drill sergeants should address the fact that attraction between drill sergeants and trainees does occur. Thus, drill sergeants need training in recognizing inappropriate feelings/behaviors in themselves and taking action to control the situation. Currently, the Drill Sergeant Course and Instructor Training Course do not prepare trainers to handle sexual harassment/misconduct challenges that confront them in the IET environment. The POSH training the Panel reviewed used simplistic examples of appropriate/inappropriate behavior that offered little guidance in helping a trainer work through difficult and complex interpersonal situations.

## ***Drill Sergeant School***

Drill sergeant training is conducted at three separate locations (Fort Leonard Wood, Fort Jackson, and Fort Benning). The Panel sees a true advantage in combining the three schools into one. There would be an efficiency in resources and a uniform standard of quality for EO training, affording candidates a common, shared understanding of sexual harassment issues and Army ethics. Ultimately, the human relations environment in the training base and in the Army as a whole would benefit.

## ***Selection and Assignment of Trainers***

- ◆ ***The screening of candidates for drill sergeant duty lacks rigor.***

### ***Selection***

Drill sergeants and instructors are the most important contact new trainees have with the Army. The demanding nature of drill sergeant/instructor duties places these NCOs in positions of high authority, autonomy, and respect. It is vitally important that these NCOs be persons of the highest caliber, who demonstrate personal discipline and character, and are held to strict standards of professionalism.

The Army has established standards of selection for drill sergeants.<sup>43</sup> AR 614-200, *Selection of Enlisted Soldiers for Training and Assignment*, states that, "Since the drill sergeant is the primary representative of the Army during the formative weeks of an enlistee's training, only the most professionally qualified soldiers will be assigned these

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<sup>43</sup> An NCO either volunteers or is selected by DA to attend the nine-week Drill Sergeant Course.

duties."<sup>44</sup> In fact, however, the Panel observed a general lack of rigor in the drill sergeant/instructor selection process. Most of the drill sergeant candidates are selected at DA level. Selectees are subjected to a records check that includes, among other things, a personnel records screen. When a soldier volunteers, the candidate's current chain of command must review and endorse the candidate's suitability for the position. There is no psychological testing of any type, other than a check of medical records. Once soldiers have been selected as drill sergeant candidates, they risk serious harm to their careers if they turn down or otherwise fail to complete the program.

◆ ***The number of drill sergeants and their utilization present issues for Army review.***

### ***Assignment***

Army regulations require that BCT and OSUT drill sergeants be assigned on a ratio of one drill sergeant for every 20 soldiers. In AIT, drill sergeants are supposed to be assigned on a ratio of one drill sergeant for every 50 soldiers. While the Army generally meets standards for BCT and OSUT units, the Panel found that the number of drill sergeants in AIT is woefully inadequate.<sup>45</sup> No training unit visited by the Panel had a full complement of drill sergeants. The Panel noted ratios as large as one drill sergeant for every 200 soldiers in AIT units. Some of the problems resulted from drill sergeants' attendance at schools, being TDY, or being assigned to perform additional duties not normally assigned to a drill sergeant (i.e., they were assigned these duties because other support positions in units had been cut). The Army must ensure drill sergeants are utilized appropriately, are of sufficient number to maintain good order and discipline, and oversee the soldierization process of their soldiers.

### ***Negative Consequences of Sexual Harassment Focus in IET***

◆ ***Trainees report a negative backlash in the form of ad hoc segregation as a consequence of emphasis of sexual harassment training.***

The publicity over sexual misconduct has prompted the Army to increase requirements for POSH training. As a result, trainees perceive that the Army is trying to prevent sexual harassment by "scaring" them into compliance, rather than teaching them how to behave properly and professionally. The result is that some soldiers reported alienation between men and women.

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<sup>44</sup> Dep't of Army, Regulation 614-200, Selection of Enlisted Soldiers for Training and Assignment, para. 8-16b (September 17, 1990).

<sup>45</sup> Twenty percent of Army accessions are women, but the training base is composed of only ten percent female drill sergeants.

Some trainees said that the Army has “gone overboard” with POSH training. One male soldier said, “It becomes a joke if you receive too much training. People stop paying attention.” The established training policy is to encourage gender-integrated training that reflects the reality of a mixed-gender Army. It appears that, out of fear for their own careers or possible embarrassment, some leaders have implemented an unofficial policy of gender segregation within an integrated unit. This results in divisiveness between soldiers, not the unified, high performance team the Army must bond to ensure mission readiness.

Trainees note that gender segregation is occurring in their units. Some male trainees stated they are afraid to even talk to female trainees, not to mention working side-by-side with them every day. One male trainee said, “In BCT, we are told to stay away from females. Climb up a tree, whatever, avoid at all cost.” One trainee reported that men and women eat separately in the same dining facility, and that they shine their boots on different bleachers. Some trainees reported that gender-integrated basic training is “de facto” a “segregated-integrated” basic training. A female trainee reported that, “If they won’t let us [men and women] talk to each other or help each other, why are we training together?” In some of the male trainee focus groups, a number of trainees said, “We are expected to work together. Why can’t we train together?” and “We are integrated, but segregated within.”

◆ ***Trainers fear that if they are charged with sexual harassment, they will be treated unfairly by their leaders.***

Some male trainers indicated that they are fearful of potential sexual harassment charges due to possible retaliation from trainees. Many male drill sergeants and instructors expressed a belief that trainees’ complaints against drill sergeants are automatically viewed as credible, even if lacking in merit. Most feel they receive adequate support from their leadership--until they become the subject of an accusation of sexual harassment. A male trainer said, “I’d be gone. . . people are expendable.” Another trainer reported, “Once your name is mucked up with a false allegation,<sup>46</sup> the privates get away with making a false allegation, but you never can clear your name.”

Overall, trainers asserted the need for more strict punishment for individuals who make false allegations. Many drill sergeants believe that trainer and trainee roles have been improperly reversed with regard to authority and credibility. According to many

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<sup>46</sup> A false EO complaint is one “containing information or allegations that the complainant knew to be false.” AR 600-20, para. 6-8q.

“A substantiated EO discrimination complaint is a complaint that, after the completion of an inquiry or investigation, provides evidence to indicate that the complainant was more likely than not treated differently because of his or her race, national origin, gender, or religion and that corrective action must be taken.” AR 600-20, para. 6-8j.

“There are two types of unsubstantiated complaints--complaints for which there is no corroboration and those for which the corroborating evidence is insufficient to substantiate the allegations.” AR 600-20, para. 6-8k.



drill sergeants, trainees who allege harassment or abuse at the hands of a drill sergeant are more likely to be believed than the drill sergeant who denies the allegation. Once a sexual harassment allegation is made, the trainer is suspended from his/her training responsibilities. Even if the allegations are unfounded, many drill sergeants expressed a belief that the damage to their careers and reputations is permanent. Although the UCMJ and Army regulations provide commanders with the authority to process those who make false allegations, trainers do not perceive that their leaders would take any action to punish trainees who complain falsely.

Most drill sergeants understand the Army's definition of sexual harassment. A few, however, complained of inconsistency in the application of standards to NCOs and officers against whom an allegation of sexual harassment is made. For example, a few NCOs thought it "unlikely" that any officer would be charged with sexual harassment, even though an NCO would be punished severely for the same conduct. One trainer said, "An O-6 [Colonel] gets away with things an E-6 [Staff Sergeant] would be killed for."

The Panel believes leadership is central to dealing with these negative consequences. As discussed in the "Leadership" section of Part IV, Volume I, leaders who practice good leadership can mitigate such adverse effects.

### ***Other Issues***

- ◆ ***Generally, trainees perceive drill sergeants treat men and women equally, but some male trainees perceive they are expected to meet a higher standard.***

### ***Fair Treatment***

Most male trainees and many female trainees reported that, regardless of gender, all soldiers receive equal encouragement to succeed and complete training by both male and female drill sergeants. Men and women believe that the drill sergeants uphold the same standards for all trainees. Several female trainees reported, "I don't like the drill sergeants, but they are all very fair," and "We all get our fair share of being picked on." A few female trainees, however, indicated that female trainers are harder on female trainees than on male trainees. In a trainee focus group, a female trainee said, "Female drills are harder on females because they want you to succeed." Another trainee reported, "Female drill sergeants have high[er] expectations which leads to the perception that women drill sergeants are harder."

Although the majority of trainees reported that drill sergeants encourage men and women equally, more than one-half of male trainees believed that they are expected to train to a higher standard than women. Most female trainees, however, believe that women are expected to achieve the same training standards as men. This perception of inequity by men may lead to resentment and further alienation. A male

trainee reported, “[We are assigned] different details--females do paperwork and males dig up trees.” This has the consequence of reinforcing sex role stereotypes and diminishes the value of female trainees in the unit.

Some male and female trainees reported that male/female double standards are a problem in their training, but most trainees were referring to physical training standards established by Army policy. Physical training remains a misunderstood program when it comes to male and female standards. Most soldiers understand different standards based on age group, yet different standards based on gender receive much more negative attention. A few male trainees also complained that the military demeanor and conduct of female soldiers is more lax and attributed this to more lenient treatment during training. Again, leaders hold the key. It is their responsibility to maintain uniform standards and to dispel misperceptions of preferential treatment or double standards.

Other detractors also exist at AIT. Service members from other military services and reclassified soldiers attending AIT are treated in a different, much more collegial manner than trainees. Trainees view this treatment as a double standard that further degrades an already troubled environment. Drill sergeants must take on a more meaningful training role in AIT.

- ◆ ***Trainees are more likely to report sexual harassment than soldiers in the rest of the Army.***

### ***Reporting Sexual Harassment***

When asked if they would report an incident of sexual harassment or discrimination, most trainees replied that they would report an incident of sexual harassment, if they were unable to handle it on their own or if the harassment continued. One male trainee said, “The standard is zero tolerance and if we don’t report it we are wrong.” Several female trainees echoed this sentiment. One female trainee stated, “We feel we have an obligation to report. If we don’t report, the violator could continue to harass others.”

If unable to resolve a sexual harassment incident informally on their own, most trainees stated that they would use formal methods to resolve the situation. Most of the male trainees (70%) and many of the female trainees (66%) agreed that the formal complaint procedures are clear. Both male and female trainees said they would first report a sexual harassment incident to their chain of command, specifically to the officers in their chain of command, then to drill sergeants or instructors, and finally to an outside source like a chaplain, an EOA, or an EOR.

In many units, however, the EOR was a drill sergeant. Some trainees complained that it is difficult to bring an EO or sexual harassment complaint to an EOR

who is a drill sergeant, particularly if the complaint concerns another drill sergeant in the same unit.

## EPILOG

The preceding pages represent the views of thousands of soldiers who met with the Senior Review Panel. They have told the Panel their perceptions of the Army's human relations environment and the impact of that environment on their lives. The recommendations that have been made to address problems in soldier workplaces are but the critical first steps that Army leaders must take to improve the Army's human relations environment.

This Report, the Panel's analysis in this volume and the data contained in Volume II, represents the most comprehensive exploration of the human relations environment of the United States Army ever compiled. Its very existence underscores the Army's commitment to its soldiers.

Lastly, Panel members believe that one of the most important benefits of its work is the impact its travels have had, and will continue to have, on soldiers. They will long remember the great soldiers, men and women, with whom they were privileged to meet.



SECRETARY OF THE ARMY  
WASHINGTON

November 21, 1996



MEMORANDUM FOR MAJOR GENERAL RICHARD S. SIEGFRIED

SUBJECT: The Secretary of the Army's Senior Review Panel on Sexual Harassment

The Army will not tolerate sexual harassment. It degrades mission readiness by devastating our ability to work effectively as a team and is incompatible with our traditional values of professionalism, equal opportunity, and respect for human dignity, to which every soldier must adhere.

I have selected you to chair a Senior Review Panel charged to conduct a systems review of the Army's policies on sexual harassment and the processes currently in place. The Panel will recommend those changes necessary to improve the human relations environment in which our soldiers live and work, with the specific goal of eradicating sexual harassment in the Army.

The Assistant Secretary of the Army (Manpower and Reserve Affairs) will exercise oversight of and serve as my liaison to the Panel.

The Panel will conduct a review of our equal opportunity system, beginning with a review of the purposes served by specific policies and processes, and concluding with an assessment of how well they serve the individual soldier.

The Panel is specifically tasked to examine how Army leaders throughout the chain of command view and exercise their responsibility to address sexual harassment, together with recommendations for improvement. I am particularly concerned about behaviors that fail to acknowledge the dignity and respect to which every soldier is entitled.

The Chief of Staff and I believe that the Panel's review must include consideration of the views, opinions, and experiences of our soldiers. To this end, the Panel may conduct group sessions, personal interviews, surveys, and similar efforts to learn what soldiers think about these issues. The Panel may utilize consultants from both private and government sectors and seek as well to meet with groups interested in this issue.

I have selected the following to serve with you on the Panel:

BG Pat Foote, Special Assistant to the Secretary of the Army

Mrs. Ruby DeMesme, Deputy Assistant Secretary of the Air Force  
(Force Management and Personnel)

Mr. John McLaurin, III, Deputy Assistant Secretary of the Army  
(Military Personnel Management and Equal Opportunity)

MG Robert F. Foley, Commanding General, U.S. Army Military  
District of Washington

MG Larry Ellis, Assistant Deputy Chief of Staff for Personnel

MG Claudia Kennedy, Assistant Deputy Chief of Staff for  
Intelligence

SMA Gene McKinney, Sergeant Major of the Army

CSM Cynthia Pritchett, Post Command Sergeant Major, Fort  
Belvoir, Virginia

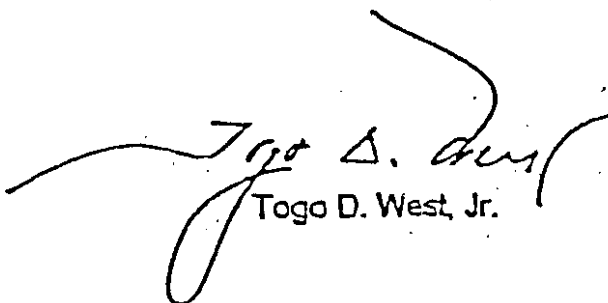
The following are designated as consultants to the Panel:

BG Mary Morgan, Commanding General, Soldier Support Institute

Dr. Mady Segal, Professor, Department of Sociology, University of  
Maryland

Ms. Holly K. Hemphill, Chair, Defense Advisory Committee on  
Women in the Services, DACOWITS

Please provide me with recommendations for systemic change as  
the Panel develops them. I will expect a preliminary report not later than  
120 days from the activation of the Panel and your final report 45 days  
thereafter.

  
Togo D. West, Jr.

## **ANNEX B**

### **SENIOR REVIEW PANEL MEMBER BIOGRAPHIES**

#### **Major General Richard S. Siegfried**

Chair of the Senior Review Panel on Sexual Harassment. MG Siegfried retired from the U.S. Army on October 1, 1995, after 34 years of service and was recalled to active duty by the Secretary of the Army to chair the Panel. Previous assignments include Commanding General of Fort Jackson, South Carolina, and Deputy Inspector General, Department of the Army. His last assignment in the Army was as Inspector General, U.S. Army.

#### **Brigadier General Evelyn P. Foote**

Vice Chair of the Senior Review Panel on Sexual Harassment. BG Foote retired from active duty on September 1, 1989, and was recalled to active duty in December 1996, to serve with the Senior Review Panel. During her 29 years of duty, she held a variety of command and staff positions to include Deputy Inspector General (Inspections), Department of the Army. Her career culminated with her assignment as Commanding General of Fort Belvoir, Virginia.

#### **Mr. John P. McLaurin, III**

Assistant Vice Chair of the Senior Review Panel on Sexual Harassment. Mr. McLaurin is the Deputy Assistant Secretary of the Army for Military Personnel Management and Equal Opportunity Policy. He is a retired Colonel of the U.S. Army and a lawyer. His key active duty assignments before concluding his career in the Judge Advocate General's Corps included Staff Judge Advocate of the 2nd Infantry Division in the Republic of Korea, and of the Health Services Command in San Antonio, Texas. In 1996, Mr. McLaurin served as a member of the Secretary of the Army's Task Force on Extremist Activities.

#### **Lieutenant General Claudia J. Kennedy**

Member of the Senior Review Panel on Sexual Harassment. LTG Kennedy has served for over 28 years in first the Women's Army Corps and then in the Army as a Military Intelligence Officer. She has held a variety of command and staff

positions both in the United States and in overseas assignments. LTG Kennedy is currently serving as the Deputy Chief of Staff for Intelligence.

**Major General Larry R. Ellis**

Member of the Senior Review Panel on Sexual Harassment. MG Ellis has served for over 27 years as an Infantry Officer in various command and staff assignments in the United States, Vietnam, the Federal Republic of Germany, and the Republic of Korea. From October 1996 to May 1997, he served as the Assistant Deputy Chief of Staff for Personnel. MG Ellis is currently assigned as the Commanding General of 1st Armored Division.

**Mrs. Ruby Butler DeMesme**

Member of the Senior Review Panel on Sexual Harassment. Mrs. DeMesme is the Deputy Assistant Secretary of the Air Force for Force Management and Personnel. She has served both the Army and the Air Force at the Senior Executive Staff level since 1990. Mrs. DeMesme is a former Senate staffer and has been an Army spouse for over 30 years.

**Command Sergeant Major Cynthia A. Pritchett**

Member of the Senior Review Panel on Sexual Harassment. CSM Pritchett has served for over 23 years in leadership positions including Drill Sergeant, student and faculty Battalion Commander at the United States Army Sergeants Major Academy. CSM Pritchett is the Army's Senior Enlisted Advisor to the Defense Advisory Committee on Women in the Services. In 1996, she worked on the Secretary of the Army's Task Force on Extremist Activities. CSM Pritchett is currently assigned as Post Command Sergeant Major at Fort Belvoir, Virginia--the first woman chosen to serve in this position.



## **ANNEX C**

### **ACRONYMS / ABBREVIATIONS**

AAP	Affirmative Action Plan
AIT	Advanced Individual Training
AMEDD	Army Medical Department
APFT	Army Physical Fitness Test
AR	Army Regulation
ARI	Army Research Institute
ASI	Additional Skill Identifier
BCT	Basic Combat Training
BG	Brigadier General
BOSS	Better Opportunities for Single Soldiers
CAL	Center for Army Leadership
CONUS	Continental United States
CSM	Command Sergeant Major
DA	Department of the Army
DACOWITS	Defense Advisory Committee on Women in the Services
DA Pam	Department of the Army Pamphlet
DCPC	Direct Combat Position Coding
DCSOPS	Deputy Chief of Staff for Operations
DCSPER	Deputy Chief of Staff for Personnel
DEOMI	Defense Equal Opportunity Management Institute

DIBRS	Defense Incident-Based Reporting System
DoD	Department of Defense
DMDC	Defense Manpower Data Center
DRRI	Defense Race Relations Institute
EEO	Equal Employment Opportunity
EEOC	Equal Employment Opportunity Commission
EO	Equal Opportunity
EOA	Equal Opportunity Advisor
EOR	Equal Opportunity Representative
ETS	Expiration Term of Service
FM	Field Manual
FY	Fiscal Year
GAO	U.S. General Accounting Office
HQDA	Headquarters, Department of the Army
HRD	Human Resources Directorate
IET	Initial Entry Training
IG	Inspector General
LTG	Lieutenant General
MACOM	Major Command
MEPS	Military Entrance Processing Station
MEOCS	Military Equal Opportunity Climate Survey
MG	Major General
MOS	Military Occupational Specialty

MPR	Military Police Report
MSG	Master Sergeant
MWR	Morale, Welfare, and Recreation
NAACP	National Association for the Advancement of Colored People
NAFI	Nonappropriated Fund Instrumentality
NCO	Noncommissioned Officer
NCOER	Noncommissioned Officer Evaluation Report
NIBRS	National Incident-Based Reporting System
OCONUS	Out of the Continental United States
OCS	Officer Candidate School
ODCSOPS	Office of the Deputy Chief of Staff for Operations
ODCSPER	Office of the Deputy Chief of Staff for Personnel
OEOP	Office of Equal Opportunity Programs
OER	Officer Evaluation Report
OPTEMPO	Operational Tempo
OSUT	One Station Unit Training
PERSCOM	U.S. Total Army Personnel Command
PERSTEMPO	Personnel Tempo
PME	Professional Military Education
POI	Program of Instruction
POSH	Prevention of Sexual Harassment
PT	Physical Training
Ret.	Retired

ROTC	Reserve Officers' Training Corps
RR/EO	Race Relations/Equal Opportunity
SEQ	Sexual Experiences Questionnaire
SFC	Sergeant First Class
SGM	Sergeant Major
SIR	Serious Incident Report
SQI	Skill Qualification Identifier
SSG	Staff Sergeant
SSI	U.S. Army Soldier Support Institute
SSMP	Sample Survey of Military Personnel
TC	Training Circular
TDA	Table of Distribution and Allowances
TDY	Temporary Duty
TOE	Table of Organization and Equipment
TRADOC	U.S. Army Training and Doctrine Command
TSP	Training Support Package
UCMJ	Uniform Code of Military Justice
USMA	United States Military Academy
WAC	Women's Army Corps

## ANNEX D

### INSTALLATIONS AND LOCATIONS VISITED

The Panel visited the following installations/locations between January 21, and May 21, 1997:

#### CONUS (Continental United States)

Aberdeen Proving Ground, Maryland	Fort Lee, Virginia
Army Materiel Command (AMC) Headquarters, Virginia	Fort Leonard Wood, Missouri
Baltimore Recruiting Battalion, Maryland	Letterkenny Army Depot, Pennsylvania
Fort Belvoir, Virginia	Fort Lewis, Washington
Fort Benning, Georgia	Fort McClellan, Alabama
Fort Bliss, Texas	Fort Meade, Maryland
Fort Bragg, North Carolina	Headquarters, Department of the Army (Pentagon)
Fort Campbell, Kentucky	Fort Polk, Louisiana
Fort Carson, Colorado	Fort Rucker, Alabama
Fort Drum, New York	Fort Sam Houston (AMEDD School), Texas
Fort Eustis, Virginia	Seattle Recruiting Battalion, Washington
Fort Gordon, Georgia	Fort Sill, Oklahoma
Fort Hood, Texas	Tobyhanna Army Depot, Pennsylvania
Fort Huachuca, Arizona	U.S. Total Army Personnel Command (PERSCOM), Virginia
Fort Irwin, California	Walter Reed Army Hospital, District of Columbia
Fort Jackson, South Carolina	White Sands Missile Range, New Mexico
Kansas City Recruiting Battalion, Kansas	
Fort Knox, Kentucky	
Fort Leavenworth, Kansas	

**OCONUS (Out of the Continental United States)**

**Alaska**

Fort Richardson  
Fort Wainwright

**Bosnia**

Tuzla

**Germany**

Heidelberg  
Mannheim  
Ramstein  
Baumholder  
Darmstadt  
Wurzburg

**Hawaii**

Johnston Island  
Schofield Barracks  
Tripler Army Medical Center

**Honduras**

Joint Task Force Bravo

**Italy**

Vincenza

**Japan**

Camp Zama  
Okinawa

**Korea**

Camp Casey  
Camp Humphries  
Camp Stanley  
Yongsan

**Kuwait**

Camp Doha

**Panama**

Fort Clayton

**Saudi Arabia**

Dhahran  
Riyadh

## ANNEX E

### REVIEW OF POLICIES

#### HISTORICAL OVERVIEW

Before describing current Army policy regarding equal opportunity (EO) for soldiers, it is appropriate to synopsise the Army's efforts during the last thirty years. In 1964, in response to Department of Defense (DoD) Directive 5120.36, *Equal Opportunity in the Armed Forces*, the Army implemented its first regulation concerning EO, Army Regulation (AR) 600-21, *Equal Opportunity and Treatment of Military Personnel*. Since then, the Army's efforts to achieve equal opportunity have centered around three issues: improving race relations, eliminating gender discrimination, and eliminating sexual harassment.

#### ***Race Relations***

During the late 1960s and early to mid 1970s, the Army concentrated on the problem of race relations. The Civil Rights movement, the accompanying unrest of the 1960s, the institutional turmoil caused by the Vietnam War, the end of the draft, and the need to establish a volunteer Army all exacerbated tensions and heightened racial polarization in the Army. Concerned that these problems were affecting unit readiness, the Army directed its efforts toward educating soldiers and leaders, and placing trained EO experts into the field. By 1972, more than 2000 school-trained EO officers and noncommissioned officers (NCOs) were on hand, filling formally established positions in the Army unit organizational manning tables, to assist commanders in eliminating racism and discrimination in the Army.

As stated in AR 600-42, *Race Relations Education for the Army*, the objective of the Army race relations education program was "to maintain the highest degree of organizational and combat readiness by fostering harmonious relations among all military personnel under Army control."<sup>1</sup> Army policy mandated a yearly 18-hour block of race relations and equal opportunity (RR/EO) instruction for all soldiers, taught by instructors trained at the Defense Race Relations Institute (DRRI), now known as the Defense Equal Opportunity Management Institute (DEOMI). Unit commanders, however, had no responsibility for EO training. Regulations did direct leaders to consider the quality and effectiveness of subordinates' leadership and support of RR/EO principles and policies when evaluating them and made the command implementation of the EO program and race relations program a special subject for inspections.

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<sup>1</sup> Dep't of Army, Regulation 600-42, *Race Relations Education for the Army*, para. 2 (December 11, 1973).

In 1973, AR 600-21, newly titled as *Race Relations and Equal Opportunity*, and AR 600-42 placed the responsibility for conducting the unit RR/EO program squarely on the chain of command. The Army developed leader handbooks, discussion outlines, and subject schedules to assist commanders in training their soldiers. Surveys showed this directed focus increased soldiers' trust that the Army was serious in solving the most pressing EO problems.

Company-level commanders became ambivalent about their training requirements, however.

*On the one hand, they claimed that they did not have the time to devote to it; that they did not have the training to teach them how to conduct an effective program; that their personnel were not interested in it; that they had a difficult time getting personnel to attend because of conflicting "mission related" duties; that the RR/EO staff did not really provide adequate support; and that the program was being "crammed down their throats." On the other hand, they maintained that they wanted more responsibility for determining whether they needed a program in their units, how often training should be conducted, what topics should be covered, and who should attend.<sup>2</sup>*

### **Army Proponency**

The responsibility for monitoring the Army EO program was assigned to the Deputy Assistant Secretary of the Army--Equal Opportunity. The Deputy Chief of Staff for Personnel (DCSPER), a member of the Army General Staff, was responsible for the development, management, and execution of the EO program. In 1971, the Office of Equal Opportunity Programs (OEOP) was established as a division in the Office of the Deputy Chief of Staff for Personnel (ODCSPER) to carry out this function. "This Office developed the policy and guidance for the Army's EO program, and served as the Army's principal action office in helping to resolve RR/EO problems throughout the Army."<sup>3</sup> The OEOP was originally under the direction of a general officer and senior colonels. By 1985, the OEOP was a just small branch within the Leader Policy Division of the Human Resources Directorate (HRD), ODCSPER, under the direction of a major. In 1986, the HRD was disestablished with its remaining functions going to other directorates. In 1990, the HRD was reestablished to more centrally manage human resources programs. Today's OEOP, now authorized a lieutenant colonel and sergeant major, is located within the Leadership Division of HRD, ODCSPER.

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<sup>2</sup> James A. Thomas, ed., Race Relations Research in the U.S. Army in the 1970s, A Collection of Selected Readings (United States Army Research Institute for the Behavioral and Social Sciences, 1988), p. 47.

<sup>3</sup> Ibid., p. 36.



## ***Women in the Army***

While women's issues were evident during the years of the Women's Army Corps (WAC), the WAC chain of command typically ensured the resolution of problems when and where they occurred. Change began in 1973 with the end of the draft and the beginning of the all-volunteer Army. That same year, Army policy changed to provide for equal opportunity and treatment for uniformed members without regard to not only race, color, religion, or national origin, but also gender. On an individual basis, women were no longer required to leave the service when pregnant, married women were allowed to enlist, and women were given full benefits for their dependents. Organizationally, the years 1972 to 1978 were years of change: women entered the Army Reserve Officers' Training Corps (ROTC) program in 1972, began integrating into Table of Organization and Equipment (TOE) units in 1975, enrolled at the United States Military Academy (USMA) in 1976. By 1977, women started training alongside men in basic training, and female officers served in all branches of the Army except combat arms. In 1978, the Women's Army Corps was disestablished and women were integrated into the Army.

During the early and mid 1980s, changes in the Army's interpretation of the combat exclusion policy resulted in several military occupational specialties (MOSs) being closed to women and thousands of positions, once open to women, being recoded male only. The Army reexamined its policy in response to criticism from the General Accounting Office (GAO) and the DoD Task Force on Women in the Military. By 1990, women could serve in 90% of the Army enlisted MOSs; the remaining 10% were primarily combat arms, which were closed to women by the combat exclusion policy, designed to keep women out of direct combat. In January 1994, the Secretary of Defense directed that all positions be opened to women except those units below brigade level that had a primary mission of engaging in direct ground combat.

In 1977, the Army consolidated AR 600-21 and AR 600-42 under a new AR 600-21, *Equal Opportunity Program in the Army*. This regulation affirmed that the EO program was a single, integrated program that concerned all members of the Army. Commanders at all levels were responsible for the development and implementation of an EO program for their organization. The major commands (MACOMs) specified minimum unit EO training requirements for subordinate organizations consistent with command needs and local conditions. It was left to individual commanders to determine the content and development of local programs. In 1988, the Army incorporated AR 600-21 into AR 600-20, *Army Command Policy*, sending an even stronger signal that EO was a command program.

## ***Policy on Sexual Harassment***

Department of Defense and Army policies have prohibited sexual harassment of military and civilian personnel since 1981. Since then, numerous policy memoranda by the Secretary of Defense, the Secretary of the Army, and the Army Chief of Staff have

emphasized that sexual harassment will not be tolerated and that successful mission accomplishment can only be achieved in an environment of mutual respect, dignity, and fair treatment. In 1984, the Army added to AR 600-21 a paragraph defining sexual harassment. Since the first policy definition of sexual harassment in 1981, the Army has revised and updated the definition several times.

When Army-wide training on sexual harassment was mandated in 1982, the U.S. Army Training and Doctrine Command (TRADOC) developed standardized training plans for use in all service schools and ROTC courses. In 1986, Headquarters, Department of the Army (HQDA) mandated an intensification of unit EO and prevention of sexual harassment (POSH) training in response to survey and anecdotal evidence that female soldiers were not receiving proper treatment.

## EQUAL OPPORTUNITY (EO) POLICY

In Executive Order 9981 of 1948, President Harry S. Truman declared it "to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." Department of Defense Directive 1350.2, *Department of Defense Military Equal Opportunity (MEO) Program*, provides current policy guidance on military equal opportunity. Its directives include the following:

*2. Promote an environment free from personal, social, or institutional barriers that prevent Service members from rising to the highest level of responsibility possible. Service members shall be evaluated only on individual merit, fitness, and capability. Unlawful discrimination against persons or groups based on race, color, religion, sex, or national origin is contrary to good order and discipline and is counterproductive to combat readiness and mission accomplishment. Unlawful discrimination shall not be condoned.*

*3. Use the command to promote, support, and enforce the MEO program. The chain of command is the primary and preferred channel for identifying and correcting discriminatory practices. This includes the processing and resolving of complaints of unlawful discrimination and sexual harassment, and for ensuring that human relations and EO matters are taken seriously and acted upon as necessary. The chain of command is responsible for creating and maintaining a MEO environment that incorporates the policies set out in this Directive.*

*6. Provide for an environment that is free from unlawful discrimination and sexual harassment.<sup>4</sup>*

The Army established its EO program in 1964 to ensure equal opportunity and just treatment of soldiers and their families on and off post. Chapter 6 of AR 600-20, *Army Command Policy*, establishes the current Army EO program and states that the program "formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment of all soldiers based solely on merit, fitness, and capability, which support readiness."<sup>5</sup>

Army Regulation 600-20 is explicit in affixing responsibility for EO to the chain of command.

*The chain of command, whether military or civilian, has the primary responsibility for developing and sustaining a healthy EO climate. This*

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<sup>4</sup> Dep't of Defense, Directive 1350.2, Department of Defense Military Equal Opportunity (MEO) Program, para. D (August 18, 1995).

<sup>5</sup> Dep't of Army, Regulation 600-20, Army Command Policy, para. 6-1 (March 30, 1988) (IO4, September 17, 1993).

*responsibility entails, but is not limited to, promoting positive programs that enhance unit cohesion, esprit, and morale; communicating matters with EO significance to unit personnel and higher headquarters; correcting discriminatory practices by conducting rapid, objective, and impartial inquiries to resolve complaints of discrimination; encouraging the surfacing of problems and preventing reprisal for those who complain; and taking appropriate action against those who violate Army policy.<sup>6</sup>*

Chapter 6 also establishes EO hotlines at all installations, prescribes EO policies, defines sexual harassment, lists the staffing requirements and duties of equal opportunity advisors (EOAs), explains the complaint process, addresses mandatory unit training requirements, and outlines the parameters for professional military education course training support packages.

The Army last updated Chapter 6 of AR 600-20 in September 1993, with Interim Change 4. Change 4 expired in September 1995. The proponent, ODCSPER, has continued the regulation until the new AR 600-20 is published.<sup>7</sup> The current regulation does not incorporate the 1995 DoD definition of sexual harassment, as required by DoD Directive 1350.2.

Under the provisions of AR 600-20, commanders must review their affirmative action plan at least annually. Guidance to the field in this area also is outdated in that the Department of the Army Affirmative Action Plan, found in Department of the Army Pamphlet (DA Pam) 600-26, was last published in May 1990.

### ***EOA/EOR Duties and Responsibilities***

In accordance with Chapter 6 of AR 600-20, military personnel with EO as their primary duty are assigned to assist commanders at installations, organizations, and agencies that are brigade-level or equivalent and higher commands. The Commanding General, U.S. Total Army Personnel Command (PERSCOM), is charged to select officers and NCOs for training and duty as EOAs. Most officers assigned to EO positions are graduates of the two-week Equal Opportunity Program Manager course taught by DEOMI. Noncommissioned officers assigned to EOA positions must be graduates of the 16-week DEOMI resident course.

Equal opportunity representatives (EORs) assist commanders at battalion-level and below in carrying out the EO program within their units. Unlike EOAs, EORs do not attend the 16-week DEOMI program of instruction and are not utilized in special duty

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<sup>6</sup> Dep't of Army, Reg. 600-20, Army Command Policy, para. 6-5 (March 30, 1988) (IO4, September 17, 1993).

<sup>7</sup> ODCSPER is currently revising and updating AR 600-20 pending the recommendations from this Panel's report.

assignments. Equal opportunity representative duties are a part-time, secondary responsibility.

### ***Complaint System***

In 1993, the Army restructured the complaint system described in AR 600-20 in response to a reported lack of confidence in the old system. Although the primary and preferred channel for identifying and correcting discriminatory practices is the chain of command, the new system gives a soldier a number of alternate channels for filing complaints if the complainant feels uncomfortable in filing a complaint with the chain of command, or if the complaint is against a member of the chain of command. Other channels available to soldiers include the EOA, inspector general, chaplain, provost marshal/criminal investigation command, medical agencies, staff judge advocate, and housing referral office. Ultimately, the chain of command is responsible for ensuring that human relations issues are taken seriously and acted upon as necessary.

### ***Command Authorities***

Commanders have the authority under current law, rule, and regulation to deal with cases of unlawful discrimination or sexual harassment. Army Regulation 600-20, paragraph 4-4, "Soldier Conduct," provides that "[e]nsuring the proper conduct of soldiers is a function of command. Commanders rely upon all leaders in the Army . . . to . . . [t]ake action against military personnel in any case where the soldier's conduct violates good order and discipline." Although Chapter 6 of AR 600-20 is not punitive, the commander's inherent authority to impose administrative sanctions and the nonjudicial punishment and punitive articles of the Uniform Code of Military Justice (UCMJ) provide commanders with sufficient authority to enforce Army policy in matters of discrimination and harassment.

Commanders have the full range of administrative actions available to them to deal with violators of Army policy on equal opportunity, including sexual harassment. A commander can initiate administrative action against a soldier who committed an offense, as a single action or in conjunction with action under the UCMJ. Administrative action is meant to be corrective and rehabilitative. These actions range from counseling to involuntary separation.

When administrative measures are inadequate due to the nature of the offense or the record of the soldier, nonjudicial punishment and trial by court-martial are available for use by a commander depending on the severity of the offense. Nonjudicial punishment is authorized by Article 15 of the UCMJ. Its purpose, according to the Manual for Courts-Martial is to provide "commanders with an essential and prompt means of maintaining good order and discipline and also promotes positive behavior changes in servicemembers without the stigma of a court-martial conviction."<sup>8</sup>

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<sup>8</sup> Manual for Courts-Martial, United States, pt. V, para. 1c (1995).

If a commander decides, after investigation, that an offense is too serious for nonjudicial punishment, then the commander may seek to have charges referred for trial by court-martial. A commander may also forward charges for disposition by a superior commander. Figures 4-7 and 6-1, DA Pam 350-20, *Unit Equal Opportunity Training Guide*, list sexual harassment behaviors and equal opportunity violations subject to UCMJ actions.

### **DoD Sexual Harassment Definition**

Department of Defense Directive 1350.2, *Department of Defense Military Equal Opportunity (MEO) Program*, August 1995, requires that the military services adopt the following definition of sexual harassment:

*[1] A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:*

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or*
- b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or*
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.*

*This definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the work environment as hostile or offensive. ("Workplace" is an expansive term for Military members and may include conduct on or off duty, 24 hours a day.) [2] Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a Military member or civilian employee is engaging in sexual harassment. [3] Similarly, any Military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.<sup>9</sup>*

This definition of sexual harassment consists of three parts. The first part, indicated by [1] above, is similar to that used for civilian employee cases under Title VII of the Civil Rights Act of 1964, as amended, and as defined by the Equal Employment Opportunity Commission (EEOC).<sup>10</sup> A case law commentary by DoD follows part [1].

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<sup>9</sup> Dep't of Defense, Directive 1350.2, *supra* note 4, Definitions para. 15.

<sup>10</sup> The EEOC definition of sexual harassment is at 29 Code of Federal Regulations (CFR) § 1604.11.

The second and third parts, indicated by [2] and [3] above, are agency policies on sexual harassment that DoD has added to the traditional Title VII definition.

There are two categories of sexual harassment addressed in the first part of the definition. These categories are *quid pro quo* and hostile environment. *Quid pro quo* literally means "this for that," and encompasses those behaviors defined in paragraphs a and b of the definition. A hostile environment occurs when soldiers or civilians are subjected to unwanted behavior of a sexual nature that causes unreasonable interference with work performance or creates an intimidating, hostile, or offensive environment, i.e., paragraph c of the definition. This type of behavior may include verbal behavior, such as deliberate or repeated comments of a sexual nature, and/or nonverbal behavior, such as leering, ogling, display of pinup calendars, or inappropriate touching.

A hostile environment is measured by its impact upon those affected, not by the intent of those exhibiting the behaviors. Impact, not intent, is the key. Whether an environment is hostile or abusive can be determined only by looking at all the circumstances. One must consider whether a reasonable person would find the environment hostile or abusive as well as the victim's subjective perception that the environment is abusive.

Gender, or sex, discrimination is defined as discrimination based solely on an individual being male or female. Discrimination based on one's sex is often linked to a set of assumptions based on sex role stereotypes concerning the abilities, competence, status, and roles of the particular group, resulting in a disparate treatment of or impact on that group.

Some conduct based on sex role stereotypes falls into a gray area. Although it may not particularly create a hostile environment or set up a *quid pro quo* situation, the conduct is offensive and intimidating for the recipient. The conduct might be based on everyday misunderstandings in communication or customary, taken-for-granted remarks and actions that may or may not be classified as discriminatory or harassing.

### ***Fraternization***

Sexual harassment is sometimes confused with fraternization. Fraternization occurs when an officer or NCO engages in a relationship with a subordinate that (1) causes actual or perceived partiality, preferential treatment, or unfairness; (2) undermines authority, morale, or discipline; or (3) involves an abuse of rank, position, or authority for personal gain. The Army policy on fraternization is in AR 600-20, chapter 4, and DA Pam 600-35, *Relationships Between Soldiers of Different Ranks*, which define and distinguish proper and improper relationships between soldiers of different ranks. Fraternization focuses on the senior-subordinate relationship, and does not necessarily depend upon a male-female or sexual relationship.

Commissioned officers, warrant officers, and NCOs may be criminally punished under Article 134, UCMJ, for fraternizing with subordinates on terms of military equality.<sup>11</sup> The gist of this offense is a violation of the custom of the service. The Manual for Courts-Martial explains that not all contact or association between officers and enlisted persons is a criminal offense; it depends on the surrounding circumstances. "The acts and circumstances must be such as to lead a reasonable person experienced in the problems of military leadership to conclude that the good order and discipline of the armed forces has been prejudiced by their tendency to compromise the respect of enlisted persons for the professionalism, integrity, and obligations of an officer."<sup>12</sup> Regulations, directives, and orders may also govern conduct between officer, NCO, and enlisted personnel on both an Army-wide or local basis. Violations of such regulations, directives, or orders may be punished under Article 92, UCMJ.

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<sup>11</sup> Early case law held that the offense of fraternization under the Manual for Courts-Martial did not apply to senior enlisted persons. Recent case law has put NCOS on notice that fraternization with enlisted subordinates may now be charged as a violation of UCMJ, Article 134. See *United States v. Clarke*, 25 M.J. 631 (A.C.M.R. 1987).

<sup>12</sup> Manual for Courts-Martial, United States, pt. IV, para. 83c (1995).



## TRAINING

In the early 1970s, EO training was a mandatory 18-hour standardized program taught annually by DRRI-trained instructors. Today, EO training is required at least twice a year, with commander discretion in determining some of the program content, duration of training, the attendees, and the instructor.

Department of Defense Directive 1350.2 requires that all military personnel, from trainee to general officer, receive training in EO, human relations, and POSH on a recurring basis, and at all levels of professional military education. Training is to include comprehensive material on leadership roles and responsibilities for EO programs, complaints processing, legal implications, reprisal prevention and detection, climate assessment methodologies, and managing civilian equal opportunity (EEO) systems. Army training policy meets the mandatory training requirements of DoD Directive 1350.2.

Chapter 6 of AR 600-20, *Army Command Policy*, mandates the conduct of unit EO training at least twice a year. This guidance differs from AR 350-1, *Army Training*, and 350-41, *Training in Units*, which require commanders to conduct refresher training on EO and POSH, but leave the frequency of training up to the commander. Refresher training is used when periodic or recurring emphasis is required. This type of training depends on the local situation and the commander's assessment of need. Refresher training may be designed to support unit cohesion, discipline, and morale, the lack of which can adversely affect the command climate and unit readiness, and, therefore, mission accomplishment.

Training materials, such as DA Pam 350-20, *Unit Equal Opportunity Training Guide*, and Training Circular (TC) 26-6, *Commander's Equal Opportunity Handbook*, provide the commander with a limited array of off-the-shelf training programs. Unfortunately, some commanders with whom the Panel spoke were unaware of the existence of such training aids.

The extent and quality of human relations training that officer candidates receive varies greatly depending upon their source of commission. The United States Military Academy employs a comprehensive program entitled *Bedrock II: Consideration of Others*. This program provides 58 hours of human relations training over a cadet's four-year term, of which 25 hours deal with EO and gender issues. The Military District of Washington has adopted USMA's program for its Army installations. Reserve Officers' Training Corps human relations training is not standardized. The U.S. Army Cadet Command has directed local ROTC commanders to evaluate and devise their own programs based upon training needs. Soldiers at the Officer Candidate School (OCS) receive a two-hour block of instruction in the area of human relations.

The Army is providing relatively little emphasis on human relations training in its service schools. For example, the Command and General Staff College teaches only 3.2 hours of EO out of 1,616 contact hours, and only 20 minutes of POSH. The Sergeants Major Academy currently has 4.7 of EO training, of which 30 minutes are devoted to POSH. The Army War College has no POSH training, but will add a block of instruction for academic year 1997-98. The following tables show the current enlisted and officer training hours for EO and POSH.<sup>13</sup>

**Table 1--EO and POSH Training in Enlisted Service Schools**

Training Course	Total Hours of Training	Equal Opportunity Course Hours	Prevention of Sexual Harassment Course Hours
Basic Combat Training	320 hours	3.2 hours	40 minutes
Primary Leadership Development Course	160-179 hours	4.7 hours	15 minutes
Basic NCO Course	208-279 hours	5.1 hours	35 minutes
Advanced NCO Course	200-744 hours	6.0 hours	25 minutes
Drill Sergeant Course	344 hours	3.0 hours	50 minutes
First Sergeant Course	200 hours	4.9 hours	50 minutes
Sergeant Major Course	1536 hours	4.7 hours	30 minutes
Command Sergeant Major Course	40 hours	1.5 hours	20 minutes

**Table 2--EO and POSH Training in Officer Service Schools**

Training Course	Total Hours of Training	Equal Opportunity Course Hours	Prevention of Sexual Harassment Course Hours
Officer Basic Course	400-892 hours	5.2 hours	25 minutes
Officer Advanced Course	200-800 hours	6.3 hours	25 minutes
Warrant Officer Candidate Course	240 hours	5.2 hours	25 minutes
Warrant Officer Advanced Course	240-560 hours	6.3 hours	30 minutes
Pre-Command Course	40-80 hours	1.5 hours	20 minutes
Command and General Staff College	1616 hours	3.2 hours	20 minutes

Within the last two years, TRADOC has developed a common core concept that has reduced the number of training support packages (TSPs) required for EO and POSH from fifteen to four and standardized training on these subjects at the following levels: basic leader level (platoon leaders and squad leaders) through the senior leader level (sergeants major, warrant officers, and majors). Upon implementation of these TSPs, all soldiers from accession through separation will receive discussion-based, non-repetitive, progressive, and sequential training. The EO TSPs for initial entry training (IET) and drill sergeant school are not included as part of the common core, but are separate training requirements. Updated TSPs are being implemented in IET and drill sergeant school training.

<sup>13</sup> The figures used in these tables were current at the time of the Panel review. The Army is in the process of revising the period of time devoted to human relations training.

As stated earlier, EOAs attend the 16-week DEOMI program of instruction. Equal opportunity representative training is a command/installation responsibility. There is no uniform training of EORs. Commands and installations have developed their own training materials. DEOMI-trained EOAs train EORs with a local 80-hour course, but the course is often erratic: training aids are limited and some EOAs do not have all the necessary skills to conduct the training adequately. The EO proponent for the development of TSPs for Army schools is the Adjutant General's School, U.S. Army Soldier Support Institute. In order to better support commanders, the Adjutant General's School is developing a program of instruction (POI) for EOR training. Implementation of the POI is scheduled for October 1998.

## SURVEY OF LEADERSHIP IN ARMY DOCUMENTS

*The leaders we develop must be competent in and dedicated to the profession of arms and experts in the art of war; they must be committed to upholding the dignity and respect of all soldiers, civilians and subordinates; they must be dedicated to the nation; they must demonstrate physical and moral courage; and they must be forthright and candid in all their dealings.*<sup>14</sup>

The Senior Review Panel reviewed AR 600-100, *Army Leadership*; DA Pam 350-58, *Leader Development for America's Army, The Enduring Legacy*; DA Pam 600-50, *White Paper, Leadership "Makes the Difference"*; DA Pam 600-80, *Executive Leadership*; FM 100-1, *The Army*; FM 22-100, *Military Leadership*; FM 22-102, *Soldier Team Development*; and the three volumes of TC 22-9, *Leader Development Program, Military Professionalism*. Throughout Army leadership doctrine, mission accomplishment and unit readiness are tied to Army values and the need to treat soldiers with dignity and respect. What follows is a précis of these regulations.

*Integrity. This is the thread woven through the fabric of the professional Army ethic. Integrity means honesty, uprightness, the avoidance of deception and steadfast adherence to standards of behavior.*

*All leaders are responsible for: (1) Accomplishing the unit's mission. (2) Ensuring subordinates welfare to include physical, moral, personal, and professional well-being. . . . (4) Setting and exemplifying the highest professional and ethical standards. . . . (13) Treating subordinates with dignity, respect, fairness and consistency.*

*Senior level leaders promote Army values by establishing and maintaining the command climate of their organizations through sound, ethical organizational policies and practices. . . . Senior leaders must consider individual perceptions and their effects in establishing and maintaining a healthy command climate.*

*Leaders at the direct level affect values and behavior by establishing day-to-day procedures, practices and working norms, by their personal example, and by building discipline, cohesion, motivation, consistency and fair play. . . . The values leaders personally practice have a major impact in determining unit and organizational value systems.*

AR 600-100, *Army Leadership*, pp. 1-2 (September 1993)

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<sup>14</sup> Dep't of Army, Pamphlet 600-32, *Leader Development for the Total Army, The Enduring Legacy*, p. 7 (May 1991).

*Behavior refers to actions or reactions to specific situations based on attitude, beliefs, and values. Unlike attitudes, behavior is easily measured and influenced through positive and negative reinforcement.*

DA Pam 350-58, *Leader Development for America's Army, The Enduring Legacy*, p. 3 (October 1994)

*Caring means much more than a cursory interest in others. It means sincere involvement in helping to find solutions to problems and improving welfare. Caring means setting examples of moral and professional excellence in order to inspire the subordinates to new heights. It means talking with and listening to subordinates, not simply talking at them; doing something about hardships or problems, not paying lip service to them; teaching individuals by counseling, not by abusing them. Caring means fostering a command climate where people are challenged, where they feel their contributions make a difference, and where they feel good about themselves and the Army they serve. Caring and leading go together. You can't have one without the other!*

DA Pam 600-50, *White Paper, Leadership "Makes the Difference,"* p. 8 (April 1985)

*The young people who join the Army and each of the other Services come with their own hopes and expectations. The commitment of a human resources program is to these young people, but it is also to their parents, families, and communities. These young people are the nation's most valuable resource for the future. Their service may span a single enlistment or an entire career. If, during that time, they learn fairness and justice, if their experience has led to growth in skills and maturity--then the Army will have fulfilled a most important obligation to society. This is a contribution to nation-building in the truest sense, and is fundamental to defending the Constitution--not by arms alone. . . . Society's view of whether or not the obligation is fulfilled will be determined, in large part, by the perceptions of "reality" at the operating level, as seen by serving sons and daughters.*

DA Pam 600-80, *Executive Leadership*, pp. 43-44 (June 1987)

*As a leader, you are responsible for understanding and directly transmitting the Army's values to your soldiers. . . . Since the Army's purpose is to protect the nation and its values, the Army's ethic must be consistent with national will and values. . . . Beliefs are assumptions or convictions you hold as true about some thing, concept, or person. . . . Values are attitudes about the worth or importance of people, concepts, or things. . . . Norms are the rules or laws normally based on agreed-upon beliefs and values that members of a group follow to live in harmony.*

FM 22-100, *Military Leadership*, pp. 22-24 (July 1990)

*A mature soldier develops physically, socially, emotionally, and spiritually. Physical fitness and development provide the stamina necessary for sustained action and intense stress. Social maturity provides the willingness to work with others in cohesive teams. Emotional maturity gives stability to deal with the stress of combat. Spiritual maturity gives the soldier hope and purpose to face the dangers and uncertainty of combat.*

*Research has shown that during IET values that enhance teamwork become more important while values that reflect individual accomplishment become less important. IET begins to instill team values, and the process continues as the soldier moves from unit to unit.*

*Teaching such values is not an attempt to drastically change the soldier. . . . If soldiers are going to become productive team members, they must begin to share the values that enhance team performance.*

*These values will become the standards of the unit. Standards are those principles or rules by which behaviors and tasks are measured as successfully accomplished. . . . Soldiers will measure other soldiers by it. It gradually becomes a criterion for acceptance into the team. . . . When members of a squad, section, or platoon share these values and adhere to the standards that flow from them, they are a more cohesive team.*

*FM 22-102, Soldier Team Development, pp. 3, 18-19 (March 1987)*

*The Army ethos, the guiding beliefs, standards and ideals that characterize and motivate the Army, is succinctly described in one word-- **DUTY**. **Duty** is behavior required by moral obligation, demanded by custom, or enjoined by feelings of rightness. . . . It requires the impartial administration of standards without regard to friendship, personality, rank, or other bias. . . . Compassion is basic respect for the dignity of each individual; treating all with dignity and respect. It is the personification of the "Golden Rule," treat others as you want them to treat you.*

*FM 100-1, The Army, pp. 5-9 (June 1994)*

*American soldiers come from a wide range of cultural backgrounds. Upon entering the military service, they are called upon to adapt their individual values to those of the military profession.*

*FM 100-1, The Army, p. 10 (June 1994)*

*1. Compliance with a specific value occurs when a soldier behaves in a particular manner based solely on anticipated reward or punishment. Compliance requires the actual or imminent presence of the leader. The statement, "I don't cheat because I may get caught," is an example of compliance. 2. Identification with a value set occurs when a soldier acts in accordance with the value set of the group in order to become a full member of the group rather than to avoid punishment. The statement, "I will not cheat on the rifle range because 1st Platoon does not cheat on the*

rifle range and I am a member of 1st Platoon," reflects a group value a soldier adheres to in order to be an accepted member. 3. Internalization occurs when a soldier adopts the group's value set as his own. The soldier believes in the values and acts accordingly in any circumstance. The soldier's behavior persists regardless of the situation. "I don't cheat because it is wrong to cheat," is an example of internalization.

STP 21-II-MQS, *Military Qualification Standards II, Manual of Common Tasks for Lieutenants and Captains*, Leadership S1-9001.10-0002 Explain the Professional Army Ethic (January 1991)

*Army leaders must not only be technically and tactically competent, they must commit themselves to the highest standards of ethical conduct. They must understand the values of the professional soldier and model them in their daily lives. Only in this way will they earn the trust, confidence, and respect of their subordinates and fellow soldiers.*

TC 22-9-1, -2, -3, *Leader Development Program for Military Professionalism*, p. iii (May 1986)

*Every organization, no matter whether a squad, platoon, or company, has only a finite amount of energy to expend to accomplish its mission. That energy can be wasted or enhanced. In a unit with a positive healthy climate, that energy is, or can be, more than the sum total of the energy of its members. . . . But the energy of an organization can be wasted as well. If you are forced to expend energy looking over your shoulder, preparing to cover yourself for some inspection, building a wall of numbers and statistics to look good, you will have little energy left to teach your soldiers, be innovative, or accomplish your mission.*

TC 22-9-2, *Leader Development Program for Military Professionalism (Company/Battery Instruction)*, pp. 60-61 (May 1986)

*Many of our ethical conflicts in peacetime occur because we have some members of the profession who forget that the real test occurs on the battlefield. Everything we do must be geared to preparing for combat. And that includes our ethics. . . . Our values of fairness and of concern for the individual are supported by our national values, but they also contribute to unit loyalty and cohesiveness. Military values originate and command our adherence primarily because they are useful. They create standards of behavior that members of a professional Army need if we are to fight and win the next war. And that is the only reason we are here.*

TC 22-9-3, *Leader Development Program for Military Professionalism (Battalion Instruction)*, p. 10 (May 1986)

## DATA COLLECTION AND REPORTING

The Senior Review Panel reviewed Department of Justice and DoD requirements for data collection and reporting of discrimination and sex crimes. Also analyzed were Army reporting requirements as contained in AR 190-40, *Serious Incident Report*; AR 190-45, *Law Enforcement Reporting*; AR 195-2, *Criminal Investigation Activities*; AR 380-13, *Acquisition and Storage of Information Concerning Non-Affiliated Persons and Organizations*; and Chapter 6 of AR 600-20, *Army Command Policy*.

On October 15, 1996, DoD published DoD Directive 7730.47, *Defense Incident-Based Reporting System (DIBRS)*. The Defense Incident-Based Reporting System is a data collection system and repository meant to be responsive to a series of statutory reporting requirements and to anticipated congressional and DoD information needs. It will meet data requirements for the Uniformed Crime Reporting Act of 1988 and the Brady Handgun Violence Protection Act of 1994 and permits DoD to monitor and measure compliance with the Victims Rights and Restitution Act of 1990.

The Uniformed Crime Reporting Act of 1988 established the National Incident-Based Reporting System (NIBRS), the national counterpart of DIBRS. The National Incident-Based Reporting System collects and annually reports statistics on crime in the United States. The Department of Defense must report incidents in accordance with the Department of Justice, Federal Bureau of Investigation, Uniform Crime Reporting Handbook. According to a recent DoD point paper, "only ten states and no federal agencies are fully compliant with the provisions of NIBRS."<sup>15</sup>

Department of Defense 7730.47-M, *Manual for the Defense Incident-Based Reporting System*, requires the submission of specified data elements. Reportable incidents include (1) those reportable under the Uniform Crime Reporting Handbook; (2) criminal incidents not reportable under this handbook, but punishable under the UCMJ, which include such high-interest incidents as sexual harassment, sexual assault, rape, and fraternization; (3) civilian criminal incidents committed by military personnel on active duty resulting in a felony conviction; and (4) other reportable incidents, such as sudden infant death syndrome and suicide. The Department of Defense and the military services are currently working on implementing DIBRS. There is some concern that, in its present form, DIBRS is an unnecessary and offensive invasion of privacy. "When finished, DIBRS will provide a standard data system that tracks criminal incidents from initial allegation to final disposition through the law enforcement, criminal investigation, command action, judicial and corrections phases."<sup>16</sup>

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<sup>15</sup> Point Paper by Mike Pearce, OUSD(PI), undated, subject: Defense Incident-Based Reporting System (DIBRS).

<sup>16</sup> Ibid.



Army Regulation 190-40 mandates submission of a Serious Incident Report (SIR) to HQDA for selected serious incidents or criminal offenses. The SIR contains a data entry for racially or ethnically motivated criminal acts. Field experience, however, finds that racial or ethnic motivation is not always immediately discernible. Often, such determinations are made later in the investigation, after the SIR has been submitted. There is no requirement for a subsequent "add-on" report once this determination has been made. Although no data entry currently exists for crimes resulting from religious intolerance or sexual orientation, a forthcoming revision to AR 190-40 will encompass all forms of significant hate and bias crimes.

Under the provisions of AR 600-20, paragraph 6-15, the Office of the Deputy Chief of Staff for Personnel, HQDA, collects, records, and maintains racial, ethnic group, and gender data and statistics needed to support the Army EO program, to include affirmative action plan (AAP) reporting requirements. Heads of DA staff elements, MACOMs, separate agencies, and other activities and units required to publish AAPs are authorized to collect, record, and maintain data and statistics. Statistical data is maintained for the various AAP subject areas using racial, ethnic, and gender designations.

Major commands and the designated heads of Army staff agencies, directorates, and field operating agencies submit an annual narrative and statistical report on equal opportunity progress to HQDA. The report includes (1) progress made in achieving established EO goals; (2) unit EO complaints by type (race, national origin, religion, gender, and sexual harassment) with race and ethnic group, gender, and method of resolution marked for each type on DA Form 7280-R, *Unit EO Complaint Report*; and (3) the number of subordinate units by echelon and the number of unit climate assessments conducted.

Department of Army Pamphlet 600-26, *Department of the Army Affirmative Action Plan*, has various reporting requirements to HQDA for annual narrative and statistical reports on affirmative action progress.

## CLIMATE ASSESSMENTS

Climate assessments are a key mechanism for commanders to anticipate and prevent problems. Climate assessments are designed to be used by commanders and other leaders to identify issues that might not otherwise come to their attention. The current array of climate assessment tools available to commanders do not adequately meet their needs.

Department of Defense Directive 1350.2, August 1995, directs that the Services “[r]equire commanders to assess their organization EO climate, preferably as part of their assumption of command, and schedule follow-up assessments periodically during their command tenure.”<sup>17</sup> The current version of AR 600-20 (Interim Change 4) recommends that commanders conduct a unit climate assessment within 90 days of assuming command and then annually thereafter. While this guidance is not in compliance with the DoD Directive, the draft revision to AR 600-20 remedies this shortfall by requiring commanders to conduct a unit climate assessment within 90 days of assuming command and annually thereafter.

Training Circular 26-6, *Commander's Equal Opportunity Handbook*, uses language similar to that contained in AR 600-20. It, too, must be revised to be in compliance with DoD Directive 1350.2 and to be consistent with the draft revision to AR 600-20. Department of the Army Pamphlet 350-20, *Unit Equal Opportunity Training Guide*, references AR 600-20, but notes “commanders must conduct a climate assessment and unit training needs assessment NLT [not later than] 60 days after assuming command.”<sup>18</sup> Department of the Army Pamphlet 350-20, thus, differs from both the current and the draft revision to AR 600-20.

Assessments of unit climate can and should be based on several methods. Methods described in TC 26-6 include surveys, interviews, sensing sessions, observations, and reviews of records and reports. While most assessment methods require no particular tools, the survey method requires careful development of an appropriate instrument. Although a number of survey instruments have been developed for the Army or DoD over the years, most climate assessment survey instruments are dated and do not include questions about sexual harassment.

The Military Equal Opportunity Climate Survey (MEOCS) is the most common assessment survey instrument currently in use across the Army. Commanders who request this survey must send the completed survey forms to DEOMI for analysis and a report. The Defense Equal Opportunity Management Institute has indicated that, because of insufficient funding, it will be unable to meet the demand for analysis of MEOCS, once the AR 600-20 provisions requiring all commanders to conduct an

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<sup>17</sup> Dep't of Defense, Directive 1350.2, *supra* note 4, para. F.2.b.

<sup>18</sup> Dep't of Army, Pamphlet 350-20, *Unit Equal Opportunity Training Guide*, lesson plan 10 (August 30, 1993).

annual climate assessment are put into effect--assuming MEOCS is the assessment tool commanders employ.

DA Pam 600-69, *Unit Climate Profile Commander's Handbook*, also contains a climate assessment survey instrument available to commanders. It does not include questions on sexual harassment or hostile environment and barely touches the issue of gender discrimination. It does include three questions asking if the officers, NCOs, or immediate leaders in the unit treat soldiers fairly without regard to race, ethnic background, or sex. The assessment does not allow for certain demographic information of the respondent, such as race, gender, and rank.

The current Army-wide survey of command climate, the biannual Sample Survey of Military Personnel (SSMP), includes items on sexual harassment on a recurring basis. This survey is targeted at the whole Army with the exception of soldiers in training, in transit, in the hospital, or attending school, and does not provide an assessment specifically geared to one commander.

The Human Resources Directorate, ODCSPER has developed a short command climate survey instrument. This instrument is only now being fielded and feedback is limited. Another comprehensive human relations climate assessment survey instrument is being developed under the direction of the Assistant Secretary of the Army (Manpower & Reserve Affairs).

## ACCESSIONS

The Army regulations governing enlisted and officer accessions include AR 145-1, *Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training*; AR 351-5, *United States Army Officer Candidate School*; and AR 601-210, *Regular Army and Army Reserve Enlistment Program*. Personnel enter the Army by enlisting or by obtaining a commission as an officer. The sources of officer commissioning include USMA, ROTC, OCS, and direct appointments (e.g., as with some physicians, nurses, lawyers).

The accessions process utilizes local police and national security checks for information on prior offenses that might indicate an applicant's unsuitability for military service. During the applicant interview, the recruiter questions the applicant on any records of arrest, charges, juvenile court adjudications, traffic violations, probation periods, dismissed or pending charges or convictions, including those ordered expunged or sealed. A police records check is only initiated if the applicant states that he or she has a prior record or if the recruiter has reason to believe that the applicant is concealing information. Although a police records check may be warranted, law enforcement authorities within the jurisdiction queried may refuse to provide any information contained in sealed juvenile records. If a written refusal is received or if the information requested is subject to charges or a fee, the police records check is not required. A police records check is performed on all officer accessions subject to the same limitations regarding sealed records, written refusals, and fee demands. Army Regulation 601-270, *Military Entrance Processing Stations (MEPS)*, requires that a preenlistment interview be conducted prior to the oath of enlistment to obtain any additional information that may have a bearing on the applicant's qualification for military service.

In 1996, USMA instituted a requirement for a local police records check on all academy applicants. If an arrest and/or conviction is cited by the local law enforcement agency queried, a judge advocate review is required before the candidate is rejected. In addition to the police records check, a prospective candidate must complete a personal data record that includes the question, "Have you ever been arrested for any offense?" The normal admissions process also includes letters of recommendation that are reviewed for negative comments concerning sexual harassment, discrimination, or acts in violation of USMA's *Consideration of Others* program. Any adverse information is verified to determine whether the event represents an isolated incident.<sup>19</sup>

The commissioning process for officers includes the requirement for a national security clearance. Prior to appointment, all applicants (USMA, ROTC, OCS, and direct appointments) must possess a secret security clearance based on a favorable National Agency Check.

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<sup>19</sup> Conversation with Colonel Michael L. Jones, Director of Admissions, Office of Admissions, U.S. Military Academy, May 22, 1997.

Any applicant, whether officer or enlisted, may be rejected based on the provisions of AR 40-501, *Standards of Medical Fitness*. Doctors may medically reject applicants for personality or behavior disorders, as evidenced by frequent encounters with law enforcement agencies, antisocial attitudes, or behavior that would prevent the individual from adapting to military service.

## **REVIEW OF THE PRACTICES OF OTHER ORGANIZATIONS REGARDING EQUAL OPPORTUNITY AND THE PREVENTION OF SEXUAL HARASSMENT**

In addition to reviewing Army policies and procedures regarding EO and POSH, the Panel examined the practices of other organizations, both public and private sector. The following practices were common among organizations that have distinguished themselves as leaders in the human resource arena and in the prevention and elimination of sexual harassment:

- ◆ Diversity is linked to strategic vision.
- ◆ Management is responsible for and held accountable for setting a positive climate.
- ◆ Human resource programs have top level support.
- ◆ Systems and procedures support diversity.
- ◆ Recruitment, promotion, and development trends are continually monitored.
- ◆ Awareness education is an organizational priority.
- ◆ Rewards are based on results.
- ◆ Benefits are enhanced to recognize diverse needs.
- ◆ A multi-pronged approach is utilized regarding the advancement of women and minorities.

## ANNEX F

### EVENTS CONNECTED WITH EQUAL OPPORTUNITY IN THE ARMY SINCE 1947

Oct 47	The <b>President's Committee on Civil Rights</b> condemned racial injustice in the United States in its report, <b>To Secure These Rights</b> . The biracial group called for a positive program to eliminate segregation from American life.
Jun 48	The <b>Women's Armed Services Integration Act of 1948</b> established the Women's Army Corps in the Regular Army and authorized the enlistment and appointment of women in the Regular Air Force, Regular Navy and Marine Corps, and in the Reserve components of the Army, Navy, Air Force, and Marine Corps. <sup>1</sup>
Jul 48	In <b>Executive Order 9981</b> , President Truman declared it "to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin." <sup>2</sup>
Jul 50	When the first U.S. ground troops landed in South Korea, only 22,000 women were on active duty--approximately one percent of the total force.
May 51	President Truman issued <b>Executive Order 10240</b> , which authorized the services to terminate the commission, warrant, or enlistment of any woman serving in the Regular Army, Navy, Marine Corps, or Air Force, regardless of rank, grade, or length of service, "(2) whenever it is established . . . that the woman (a) is the parent, by birth or adoption, of a child under such minimum age as the Secretary concerned shall determine, (b) has personal custody of a child under such minimum age, (c) is the step-parent of a child under such minimum age and the child is within the household of the woman for a period of more than thirty days a year, (d) is pregnant, or (e) has, while serving under such commission, warrant, or enlistment, given birth to a living child." <sup>3</sup>
Oct 51	The <b>Defense Advisory Committee on Women in the Services (DACOWITS)</b> was established by then Secretary of Defense, George C. Marshall, to advise and assist the Secretary of Defense on policies and matters relating to women in the Armed Services. Still in existence today, its members are non-federal government civilian members and serve for three years. <sup>4</sup>
May 54	The Supreme Court, in <b>Brown v. Board of Education</b> , concluded that "in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." The court held that the segregation of white and black children in state public schools solely on the basis of race denies to black children the equal protection of the laws guaranteed by the Fourteenth Amendment. <sup>5</sup>
Oct 54	The Defense Department announced that there were no longer any all-Negro units.
Dec 55	Montgomery bus boycott began. Local black leaders, led by Martin Luther King, Jr., launched a boycott against the local bus company to petition the city of Montgomery, Alabama, to desegregate its bus system.

Sep 57	Little Rock desegregation crisis. In September, Arkansas Governor Orval Faubus intervened to halt a local plan for the gradual desegregation of Little Rock's Central High School. Faubus mobilized the Arkansas National Guard to block the entry of black students. Later that month, bowing to a federal judge's order, Faubus withdrew the guardsmen. The next day, fearing violence, President Eisenhower federalized the Arkansas National Guard and dispatched paratroopers to Little Rock to ensure the children's safety.
Feb 60	Sit-in, Greensboro, North Carolina. In February 1960, four black students from North Carolina Agricultural and Technical College in Greensboro ordered coffee at a department-store lunch counter. Told that "we do not serve Negroes," the students refused to budge. Thus began the sit-in movement, which quickly spread northward.
Apr 60	<b>Student Nonviolent Coordinating Committee (SNCC)</b> formed. This movement, inspired by the Greensboro sit-in, sought to challenge the status quo through nonviolent protest acts.
Jul 62	<b>AR 600-20, Army Command Policy and Procedure.</b> <b>"10. Chain of Command.</b> Every commander has two basic responsibilities in the following priority: accomplishment of his mission, and the care of his personnel and property. . . . A superior in the chain of command holds his subordinate commanders responsible for everything their command does or fails to do. Thus, in relation to his superior, a commander cannot delegate any of his responsibilities. <b>34. Relationship of superiors toward subordinates.</b> Second only to the accomplishment of their military mission, leaders are responsible for the welfare of their troops. Commissioned officers, warrant officers, and noncommissioned officers will enhance the will to fight for their country in their subordinates by instilling in them a sense of responsibility as citizens of the United States, a sense of responsibility in conduct and behavior as service members, and a spirit of loyalty to the democratic principles on which the American way of life is based. . . . Commissioned officers, warrant officers, and noncommissioned officers will keep in close touch with personnel within their command, will take an interest in their organization life, will hear their complaints, and will endeavor on all occasions to remove those causes which make for dissatisfaction."
Jan 63	George Wallace inaugural address as governor of Alabama included "Segregation now. Segregation tomorrow. Segregation forever."
Jun 63	The <b>Gesell Committee</b> (The President's Committee on Equal Opportunity in the Armed Forces) submitted to the President an initial report, <b>Equality of Treatment and Opportunity for Negro Military Personnel Stationed within the United States.</b> Findings included the following: The military had made far-reaching advances toward complete integration. With some variations from service to service, there had been substantial progress toward equality of treatment and opportunity. The progress made was not enough, however. Blacks in the military and their families were daily suffering humiliation and degradation in communities near bases at which they were stationed. No one in the military was charged with responsibility to listen to equal opportunity complaints. There was no satisfactory method for handling complaints. Installation commanders lacked specific directives to guide them in dealing with off-base discrimination and, in fact, did not view this as a military command responsibility.



Jun 63	The <b>U.S. Commission on Civil Rights</b> , in its study entitled <b>Overall Evaluation and Comments on the Department of Defense Study: The Services and Their Relations with the Community</b> , reported that off-base discrimination had a detrimental effect on the morale and efficiency of a significant number of military personnel.
Jul 63	<b>DoD Directive 5120.36, Equal Opportunity in the Armed Forces.</b> "It is the policy of the Department of Defense to conduct all of its activities in a manner which is free from racial discrimination, and which provides equal opportunity for all uniformed members and all civilian employees irrespective of their color." (para. I.) "The military departments shall . . . issue appropriate instructions, manuals and regulations in connection with the leadership responsibility for equal opportunity, on and off-base, and containing guidance for its discharge." (para. II.B.1.) "Every military commander has the responsibility to oppose discriminatory practices affecting his men and their dependents and to foster equal opportunity for them, not only in areas under his immediate control, but also in nearby communities where they may live or gather in off-duty hours." (para. II.C.)
Aug 63	"The largest single protest demonstration in United States history occurred at the Lincoln Memorial in Washington, D.C., where 250,000 blacks and whites gathered to lobby for passage of sweeping civil rights measures by Congress." Dr. Martin Luther King, Jr., delivered his "I Have a Dream" speech at the Lincoln Memorial. <sup>6</sup>
Jul 64	Congress passed the <b>Civil Rights Act of 1964</b> , a sweeping civil rights act, which included provisions prohibiting discrimination in public accommodations and discrimination in employment.
Jul 64	<b>AR 600-21, Equal Opportunity and Treatment of Military Personnel.</b> <b>3. Policy.</b> a. It is the policy of the Army to conduct all of its activities in a manner which is free from racial discrimination, and which provides equal opportunity and treatment of all uniformed members irrespective of their race, color, religion, or national origin. b. All actions taken to implement the above policy will be based on the following fundamental principles: (1) Equal and just treatment of all personnel exerts direct and favorable influence on morale, discipline, and command authority. Since these are key factors contributing to combat efficiency, such treatment is related to the primary mission of command. (2) In opposing discriminatory practices and in providing equal opportunity to Army personnel and their dependents, the unity of purpose and spirit essential to the creation of effective military organizations is more readily developed. (3) Commanders at all levels being responsible for the well being of their personnel, can best discharge their responsibility by the early detection of, and continuing efforts to remove, those influences which adversely affect their personnel. <b>4. Responsibility.</b> Every opportunity will be afforded the local commander to resolve problems peculiar to the local environment. Problems that require assistance at departmental level will be brought to the attention of appropriate authorities without delay. <b>10. Racial Incidents.</b> Racial incidents will be reported in accordance with applicable provisions of AR 1-55. Commanders will insure that their higher headquarters are notified concurrently with notification to Headquarters, Department of the Army.

	<p><b>11. Complaints.</b></p> <p>b. Installation commanders should be aware of and maintain such records as are necessary to reflect the number, type, validity, and disposition of racial complaints submitted by military personnel of their commands."</p>
Jul 64	Race riots broke out in the first of the "long hot summers." In Harlem and Rochester, New York, and in several cities in New Jersey, brutal actions by white police officers, including vicious unprovoked beatings in police stations, sparked riots in black neighborhoods.
Sep 64	<p><b>AR 600-22, Processing Requests of Military Personnel For Action by the Attorney General Under the Civil Rights Act of 1964.</b></p> <p>"1. Purpose. This regulation is in implementation of DoD Instruction No. 5525.2, dated 24 July 1964, providing command assistance to military personnel requesting action by the Attorney General under Titles II, III, and IV of the Civil Rights Act of 1964 (P.L. 88-352, 78 Stat. 241). Its purpose is to promote Department of Defense and Department of the Army policy of fostering equal treatment for military personnel and their dependents by prescribing policies and procedures for the processing of requests for civil rights suits by military personnel electing to utilize command assistance in forwarding such requests to the Attorney General.</p> <p><b>13. Discrimination not covered by Civil Rights Act of 1964.</b> The fact that the Civil Rights Act of 1964 does not provide a judicial remedy in a given case of discrimination affecting military personnel or their dependents does not relieve a commander of the responsibility affirmatively to seek equal treatment and opportunity for his men, and for their dependents, off the installation as well as on."</p>
Feb 65	Malcolm X was assassinated. For many blacks, Malcolm X, the chief spokesperson for the Black Muslims, symbolized black frustration with the white establishment. A compelling figure in life, in death he would become a hero to increasing numbers of black nationalists and proponents of Black Power.
May 65	<b>AR 600-21, Equal Opportunity and Treatment of Military Personnel.</b> Superseded AR 600-21, Jul 64.
Oct 65	<p>Change 8 to <b>AR 600-20, Army Command Policy and Procedure</b>, Jul 62.</p> <p><b>"46.1 Participation in public demonstrations.</b></p> <p>(Added) Participation in picket lines or any other public demonstrations, including those pertaining to civil rights, may imply Army sanction of the cause for which the demonstration is conducted. Such participation by members of the Army, not sanctioned by competent authority, is prohibited-</p> <ol style="list-style-type: none"> <li>a. During the hours they are required to be present for duty.</li> <li>b. When they are in uniform.</li> <li>c. When they are on a military reservation.</li> <li>d. When they are in a foreign country.</li> <li>e. When their activities constitute a breach of law and order.</li> <li>f. When violence is reasonably likely to result." </li></ol>
Jan 67	<b>AR 600-20, Army Command Policy and Procedure.</b> Superseded AR 600-20, Jul 62, including changes.
Jul 67	Race riots erupted in Newark, Detroit, and other cities, making it the worst summer of racial disturbances in American history.

Nov 67	President Lyndon B. Johnson signed <b>Public Law 90-130</b> , an "Act to amend titles 10, 32, and 37, United States Code, to remove restrictions on the careers of female officers in the Army, Navy, Air Force, and Marine Corps, and for other purposes." This new law removed restrictions on women's promotions (including general/flag grades); equalized retirement rules; and removed the 2-percent ceilings on regular line officer and enlisted strengths. <sup>7</sup>
Mar 68	The <b>Kerner Commission (National Advisory Commission on Civil Disorders)</b> issued its report, warning that the United States was "headed toward two communities, 'one black, one white, separate and unequal.'" <sup>8</sup>
Apr 68	Dr. Martin Luther King, Jr. was assassinated. Blacks rioted in 168 cities and towns, looting and burning white businesses and properties. Incidents also occurred in Vietnam, such as the burning of a wooden cross and the flying of a Confederate flag at the base at Camranh Bay.
Aug 68	"More than a hundred black soldiers at Fort Hood, Texas, staged an all-night demonstration to protest being sent to Chicago for possible riot control at the Democratic National Convention. They feared that they might be used to combat Chicago blacks." <sup>9</sup>
Sep 68	Riot at the Long Binh stockade outside Saigon, an overcrowded stockade where the majority of prisoners were black. One white soldier was killed and several wounded after a black takeover of the stockade.
Jul 69	Violence exploded at Camp Lejuene, North Carolina. One white marine was killed in a fight allegedly begun in an attack by 30 black and Hispanic Marines on 14 white Marines.
Aug 69	In <b>Executive Order 11478</b> , President Nixon declared it to be "the policy of the Government of the United States to provide equal opportunity in Federal employment for all persons, to prohibit discrimination in employment because of race, color, religion, sex, or national origin, and to promote the full realization of equal employment opportunity through a continuing affirmative program in each executive department and agency. This policy of equal opportunity applies to and must be an integral part of every aspect of personnel policy and practice in the employment, development, advancement, and treatment of civilian employees of the Federal Government." <sup>10</sup>
Aug 69	DoD issued its first <b>Human Goals Charter</b> . The charter is the foundation of DoD EO programs. Since it was first issued, it has been endorsed by each Secretary of Defense
Sep 69	Army Chief of Staff directed that race relations training be incorporated into the Army's educational system. The U.S. Army Infantry School created a 4-hour block of instruction, "Leadership Aspects of Race Relations," by September 1970.
Jan 70	An Army study of race relations in U.S. Army bases throughout the world reported a widespread increase in racial tensions. It warned that increased racial confrontations could be expected unless immediate action was taken. The Army Chief of Staff, General William C. Westmoreland, commissioned the study in the summer of 1969.
Jul 70	Close to 1000 black soldiers met at the Heidelberg University campus for a day of protest and planning. From this meeting came an announcement of the intention to unite all black soldiers in West Germany to protest discrimination in assignments, promotions, military justice, housing, and recreational facilities.
Nov 70	The first Army-wide race relations conference, held at Fort Monroe, Virginia, examined the race-related problems facing the Army.

Dec 70	<b>Department of Defense Directive 1100.15, Equal Opportunity Within the Department of Defense.</b>
Dec 70	Change 2 to <b>AR 600-21, Equal Opportunity and Treatment of Military Personnel</b> , May 65. "6. The Department of the Army views off-post discrimination as a serious detriment to morale and, ultimately, to combat efficiency. It is inimical to the welfare of Army personnel. Every commander has the responsibility to oppose discriminatory practices affecting his men and their dependents and to foster equal opportunity for them, not only in areas under his control, but also in nearby communities where they live or gather in off-duty hours."
Jan 71	In response to requests from black soldiers stationed in Europe, as well as news accounts of increased racial tensions there, the National Association for the Advancement of Colored People (NAACP) sent a team to Germany to evaluate the situation in West Germany. It submitted a report, <b>The Search for Military Justice, Report of an NAACP Inquiry into the Problems of the Negro Serviceman in West Germany</b> , to the Secretary of Defense in April 1971. In its conclusion, the report stated that "an uncomfortable number of the younger Negro servicemen are disenchanting, alienated, and have lost faith in the capacity and the will of the Armed Forces to deal honestly with their problems."
Mar 71	Army established housing referral offices to address issues of off-post housing discrimination.
Apr 71	<b>AR 600-20, Army Command Policy and Procedure.</b> Superseded AR 600-20, Jan 67, including all changes.
Jun 71	<b>DoD Directive 1322.11, Department of Defense Education in Race Relations for Armed Forces Personnel.</b> Established the policies and designated the organizational elements assigned responsibility for developing an active DoD program of education in race relations and for assuring the attainment of those objectives. Established the Defense Race Relations Institute (DRRI) as a DoD field activity. "The mission of the DRRI will be to conduct training for Armed Forces personnel designated as instructors in race relations, develop doctrine and curricula in education for race relations, conduct research, perform evaluation of program effectiveness, and disseminate educational guidelines and materials for utilization throughout the Armed Forces." (para IV.B.2.)
Nov 71	Chief of Staff Regulation 15-11 established the Army Race Relations/Equal Opportunity Committee as a continuing committee at Headquarters, Department of the Army (HQDA).
Nov 71	Racial disturbances at Fort McClellan, Alabama, resulted in the arrest of 139 black soldiers. Some alleged that the Army was punishing only blacks.
Dec 71	The <b>Office of Equal Opportunity Programs</b> was established as a division of the Office of the Deputy Chief of Staff for Personnel (ODCSPER), HQDA. It developed the policy and guidance for the Army's equal opportunity program, and served as the Army's principal action office in helping to resolve race relations/equal opportunity problems throughout the Army.
Jun 72	The Army "adopted the policy that every unit in the Army would have a race relations training program using the Core Curriculum and other materials developed by the DRRI. This 18-hour program, designed to improve interracial communications, was to be taught by DRRI-trained instructors in prime training time, and all military personnel were required to attend one such session per year. . . . This Core Curriculum was organized around six themes or phases: Discussion of DoD and service race relations policies and goals to set the tone and direction of the educational program; Recognition of personal racism, intentional or otherwise, in oneself and others and how ignorance sustained it;

	<p>Understanding of how institutions founded upon majority values tended to ignore minority values, thus polarizing these two groups;</p> <p>Examination of the misunderstanding generated between minority and majority groups in the service because of poor communication;</p> <p>Understanding that the racial problems in the armed services were an extension of those in the civilian community and require a knowledge of all the cultural elements represented; and</p> <p>Examination of the particular duty station for its peculiar racial problems."<sup>11</sup></p>
Jul 72	The first Department of the Army Affirmative Action Plan (AAP) was published.
Nov 72	<b>DoD Report of the Task Force on the Administration of Military Justice in the Armed Forces.</b> The Task Force affirmed that vestiges of discrimination remained in the military system. It identified two types of racial discrimination, intentional and systemic. It defined intentional discrimination "as the policy of a military authority or action of an individual or group of individuals which is intended to have a negative effect on minority individuals or groups without having such an effect on others." It defined systemic discrimination "as neutral practices or policies which disproportionately impact harmfully or negatively on minorities." <sup>12</sup>
Dec 72	The Secretary of the Army signed an order allowing WACs to command any unit in the Army except those with a combat mission.
Feb 73	The first General Officer Race Relations/Equal Opportunity Orientation and Seminar was conducted at various locations across the Army.
May 73	The Supreme Court held in <b>Fronterio v. Richardson</b> that certain challenged statutes, which required a female member of the uniformed services to prove the dependency of her husband, but did not require the same for male members, violated the Due Process Clause of the Fifth Amendment. <sup>13</sup>
Jun 73	<b>DA Pam 600-16, Improving Race Relations in the Army, Handbook for Leaders.</b>
Jul 73	<p><b>AR 600-21, Race Relations and Equal Opportunity.</b> Superseded AR 600-21, May 65, including all changes.</p> <p>"This regulation establishes the requirement for development of race relations/equal opportunity affirmative actions plans; contains guidance for the use of equal opportunity staff personnel; considers operation of equal opportunity programs as a criterion for evaluating leadership performance of military personnel; . . . and also provides for equal opportunity for military women. Local limited supplementation of this regulation is permitted, but is not required." (p. i)</p> <p><b>3. Principles.</b></p> <p>a. The primary goal of all Army race relations and equal opportunity actions is the positive creation of an atmosphere of racial harmony; it is not the simple avoidance of racial disorders.</p> <p>b. Army commanders at all levels are responsible for achievement of race relations and equal opportunity (RR/EO) objectives.</p> <p>c. Army RR/EO activities are based on affirmative actions which go beyond nondiscrimination to planned and positive steps to identify and correct existing discrepancies and inequities as a matter of the highest priority.</p> <p>f. Effective implementation of the Army RR/EO program requires high level policy formulation, decentralized execution, maximum participation by all levels of command, and compliance monitoring procedures.</p> <p>g. The primary emphasis of Army race relations education and training is the changing of behavior and the creation of an</p>

	<p>improved appreciation of individuals and members of groups as human beings.</p> <p><b>4. Policy.</b> <i>a.</i> It is the policy of the Army to provide equal opportunity and treatment for uniformed members, irrespective of race, color, religion, national origin, or sex. Accordingly all personnel, male and female, consistent with law and physical capabilities, must be afforded equal opportunity and just treatment.</p> <p><i>5.d.</i> Equal Opportunity Program. Actions designed to correct structural deficiencies, eliminate personal and institutional discrimination against minorities and assure upward mobility of all qualified personnel.</p> <p><i>5.e.</i> Race Relations Program. Actions designed to eliminate prejudice and to promote racial harmony and attitudes supportive of Army objectives.</p> <p><b>8. Efficiency report entries.</b> Commissioned and noncommissioned officers at all levels of command and supervision are responsible for implementing and supporting DA policies, practices, and procedures in support of equal and just treatment of military personnel and their dependents, both on and off post. Rating and indorsing officials . . . will consider the quality and effectiveness of . . . support of RR/EO principles and policies.</p> <p><b>9. Race relations/equal opportunity staff personnel.</b> <i>a.</i> Personnel will be assigned primary duty as RR/EO staff personnel by commanders of units, installations, and agencies down to and including brigades and brigade equivalent units.</p> <p><i>c.</i> Equal opportunity personnel within a single office should represent a racial-ethnic-age-sex mix (when possible) and, to preclude stereotyping, should be of a different racial or ethnic group than their immediate predecessors.</p> <p><i>d.</i> Command priority, commitment and involvement in equal opportunity matters are directly related to the positioning and use of equal opportunity staff personnel. RR/EO staff offices will remain in the DCSPER/G1/S1/DPCA family and will be positioned no lower than one step below the DCSPER/G1/S1/DPCA. Commanders retain the prerogative of elevating the RR/EO staff office to the personal or principal staff level if desired. In any case, the RR/EO officers will be positioned so as to have access to the commander."</p>
Dec 73	<p><b>AR 600-42, Race Relations Education for the Army.</b></p> <p>Implemented DoD Directive 1322.11 concerning the establishment of a comprehensive educational program of race relations for all members of the military services and provided guidance for developing race relations training programs and related activities within the Army.</p>
Jun 74	<p>DoD "told the services that policies permitting involuntary separation of women for pregnancy and parenthood were no longer 'viable' and that separations would be voluntary. The services objected, but the DOD stuck to its guns and told them to develop joint policies to carry out this concept. The date set for the new rules to take effect was 15 May 1975."<sup>14</sup></p>
Jul 74	<p>WAC Career Management Branch was discontinued. All WAC officers were transferred to combat support and combat service support branches of the Army.</p>
Aug 75	<p>The Army revised its Affirmative Action Plan (AAP) to "place responsibility for Affirmative Action in the hands of commanders and their managers in order to infuse affirmative actions into the traditional system of command management."<sup>15</sup></p>
Oct 75	<p>Section 803, <b>Department of Defense Appropriation Authorization Act, 1976</b>, required the services to admit women into the three service academies (United States Military Academy, United States Naval Academy, and United States Air Force Academy) beginning in calendar year 1976.<sup>16</sup></p>

Jan 76	Effective 1 January, single men, single women, and unaccompanied soldiers were to serve the same length overseas tours.
May 76	First women graduated from Army Reserve Officers' Training Corps (ROTC) programs and were commissioned.
Jun 76	DoD reissued <b>Department of Defense Directive 1100.15</b> to outline the DoD Equal Opportunity Program, expand and update the Civilian Equal Employment Opportunity policies, and assign responsibility for assuring DoD-wide compliance with equal employment opportunity laws and regulations.
Jul 76	Women first entered the United States Military Academy (USMA) (Class of 1980).
Oct 76	After 1 October, female and male officer candidates trained together at the U.S. Army Officer Candidate School.
Dec 76	In January 1976, the DCSPER directed his staff to revalidate the program for the expanded utilization of women in the Army. The study was published in December 1976, and was known as the <b>Women in the Army (WITA) Study</b> .
Dec 76	<b>Uniform Service School Standards for Race Relations/Equal Opportunity Instruction</b> contained guidance and specific content for standardized instructional programs in the Army. "For each course at a given racial awareness training level, the standards provided for specific outcomes and goals that must be reached by the student at the end of training, specific lesson plans that led to the achievement of these goals, objective tests to measure the achievement of the students, and supplementary annexes to be used with the lesson plans." <sup>17</sup>
Mar 77	<b>DA Pam 600-42, Unit Equal Opportunity Discussion Outlines.</b> "2. <b>Objective.</b> The objective of the Unit Equal Opportunity Discussion Outlines is to help maintain the highest degree of unit readiness. The outlines are designed to expand upon and support the unit training prescribed by AR 600-42."
Apr 77	<b>DA Pam 600-43, Measuring Changes in Institutional Racial Discrimination in the Army.</b>
Apr 77	The Army held a "symposium, 'Women in the Army,' during which representatives from all major commands, the other services, and the Office of the Secretary of Defense discussed women's issues and their resolution." <sup>18</sup>
Jun 77	<b>AR 600-21, Equal Opportunity Program in the Army.</b> Superseded AR 600-21, Jul 73. "This regulation establishes the requirement for the development and implementation of an Equal Opportunity Program throughout the Active and Reserve Components. . . . Supplementation of this regulation at MACOM level is required." (p. i) <b>"CHAPTER 1 GENERAL PROVISIONS</b> 1-2.b. Personal, direct and continuous involvement of commanders at all levels is essential. What the commander does to assure evenhandedness, to eliminate activities which are divisive, and to translate goals into action sets the tone for the entire organization in equal opportunity. 1-4.b. The chain of command is the primary channel for correcting discriminatory practices and for communications on equal opportunity matters. 1-4.d. Army Equal Opportunity activities are based on affirmative actions which go beyond nondiscrimination and include planned and positive steps to identify and, where found, eliminate existing discriminatory practices, past or present. 1-5.b. The Affirmative Actions component consists of a series of initiatives aggressively pursued to search out areas of inequity and discrimination to take corrective action. The objective is to assure that treatment of all personnel is based on merit, fitness, capability and job-related factors, and not arbitrarily on race, color, sex, age, national origin, religious, or other irrelevant

factors.

1-5.c. The Education and Training component is a continuing Army-wide effort to impart to all members of the Army an awareness concerning equal opportunity matters, to develop positive attitudes toward the program, and to foster good relationships among individuals and groups. Special attention will be given to the Army's expectations concerning the behavior of individual members in carrying out their duties and responsibilities and in their interacting with other personnel.

### **CHAPTER 3 EDUCATION AND TRAINING**

3-1.c. Education and training courses will be conducted through formal training in Army training centers, Army Service schools, USAR schools, Army area schools, and individual units; through special training of Army leaders and managers; and through unit training sessions which stimulate lateral and vertical communications on equal opportunity matters. Instruction will focus on interpersonal relations; the impact of institutional discrimination; equality of opportunity; and contemporary factors influencing unit harmony, effectiveness, and mission accomplishment.

**3-2. Entry level training.** Formal training on equal opportunity will be included in the program of instruction given to all trainees during *BCT/BT/OSUT* and all newly commissioned officers during the *Officers Basic Course*.

**3-3. Individual education for Army leaders, managers and supervisors.** a. Education in equal opportunity will be institutionalized in the Army Service school system at all levels so that officers, warrant officers, noncommissioned officers, and their civilian counterparts know their responsibilities under the Army EO program and have the requisite sensitivity and skills in dealing with all matters pertaining to equal opportunity within their authority.

**3-4. Unit training.** a. The thrust of unit training will be toward informing unit members of policies and activities concerning equal opportunity; familiarizing unit members with racial, ethnic, cultural, and gender-related differences so that such differences can more readily be accepted as positive aspects of American and Army life rather than as negative; and impressing upon unit members the importance of open communication among all unit members as essential to unit effectiveness.

c.(1) Members of the chain of command, to include supervisors, will participate in unit equal opportunity sessions as instructors, discussion leaders, or as resource persons for answering questions concerning policy and practices.

3-5.c. Unit Discussion Leaders [UDL], whose role is to assist commanders in the conduct of unit EO training and to act as discussion leaders, moderators, or facilitators, will be selected, trained and made available locally, as prescribed by MACOM's.

3-5.d. UDL duty will be accomplished on a part-time or additional duty basis. Majority group members and minority group members, men and women, will be given equal consideration in selection for attendance at a UDL course.

### **CHAPTER 4 ORGANIZATION AND STAFFING OF EQUAL OPPORTUNITY OFFICE**

4-1. In reality, the commander is the Equal Opportunity Officer and, as such, is assisted by staff members having Equal Opportunity responsibilities.

4-2.a. Command priority for, commitment to, and involvement in Equal Opportunity matters is reflected in the organizational placement of Equal Opportunity Offices. The Equal Opportunity Staff Officer will have direct access to the commander at all times.

4-3.a. [I]t is not intended that the EO staff officer's charter usurp or duplicate the traditional functions of other staff officers who must be involved in EO matters as an integral part of their day-to-day activities.

4-5.a. Equal Opportunity and Organizational Effectiveness are complementary and mutually reinforcing functions, directed



	<p>toward a common goal.</p> <p><b>APPENDIX D GUIDELINES FOR UNIT EO TRAINING</b></p> <p>D-1.b. There are four specific learning objectives.</p> <p>(1) To facilitate and improve the soldier's understanding of the entire Equal Opportunity Program for the United States Army.</p> <p>(2) To inform unit members about potential sources of minority/gender dissatisfaction and interracial/intersexual tension in the Army and about what the Army is doing to remove any grounds for dissatisfaction and tension in specific areas.</p> <p>(3) To increase the soldier's understanding and acceptance of different cultural modes.</p> <p>(4) To provide the chain of command with contemporary information and feedback on the status and progress of the Equal Opportunity Program."</p>
Jun 77	The Deputy Chief of Staff for Personnel authorized the Army Research Institute (ARI) to evaluate the performance of women in their military occupational specialties and their ability to adapt to field conditions during the Army's annual REFORGER (Repositioning of Forces in Germany) exercise between July and October 1977. ARI reported its findings of <b>REFORGER 77</b> to the Army staff in November 1977, finding that the addition of women had no adverse impact on unit missions.
Sep 77	Integrated basic initial entry training for men and women began at Fort McClellan, Alabama, and Fort Jackson, South Carolina. Integrated training began at Fort Dix, New Jersey, and Fort Leonard Wood, Missouri, in October 1978.
Dec 77	<p>Secretary of the Army announced the Army's <b>combat exclusion policy</b>. "It applied to all women in the Army—Regular Army, Army Reserve, or Army National Guard. An all-Army message stated: <i>Combat Exclusion Policy</i>. Women are authorized to serve in any officer or enlisted specialty except those listed below, at any organizational level, and in any unit of the Army, except in Infantry, Armor, Cannon Field Artillery, Combat Engineer, and Low Altitude Air Defense Artillery units of battalion/squadron or smaller size."<sup>19</sup></p> <p>There are no statutory combat restrictions for Army women. With the dissolution of the WAC in October 1978, and the subsequent integration of women into the Army's mainstream, the Army developed its own combat exclusion policy based on its interpretation of congressional intent as reflected in the statutes affecting the other services.</p>
Oct 78	The Army revised its AAP to extend coverage to ethnic minorities and women. The previous Army AAP focused almost exclusively on racial minorities. <sup>20</sup>
Oct 78	Women's Army Corps disestablished. <sup>21</sup>
Aug 79	DRRI changed its name to the Defense Equal Opportunity Management Institute (DEOMI). <sup>22</sup>
1979-1980	Senate and House subcommittees of the Armed Services Committees held hearings on the issues of women in combat and registration of women for the draft.
80	By 1980, over 170,000 women were on active duty, making up 8.5 percent of the U.S. armed forces.
Oct 80	<p><b>AR 600-20, Army Command Policy and Procedures.</b> Superseded AR 600-20, Apr 71, including all changes.</p> <p><b>"5-7. Relationship of superiors toward subordinates.</b></p> <p>e.(1) . . . Moreover, they should emphasize the importance of individual conduct and behavior as service members.</p> <p>f. Relationships between service members of different rank which involve (or give the appearance of) partiality, preferential</p>

	<p>treatment, or the improper use of rank or position for personal gain, are prejudicial to good order, discipline, and high unit morale. Such relationships will be avoided. Commanders and supervisors will counsel those involved or take other action, as appropriate, if relationships between Service members of different rank-</p> <ol style="list-style-type: none"> <li>(1) Cause actual or perceived partiality or unfairness,</li> <li>(2) Involve the improper use of rank or position for personal gain, or</li> <li>(3) Can otherwise reasonably be expected to undermine discipline, authority, or morale.</li> </ol> <p><b>Chapter 5 Section V Pregnancy and Dependent Care Counseling</b>  <b>5-35. Counseling Procedures.</b> a. Commanders will identify members of their command whose status is defined . . . below. They will counsel them on their rights and responsibilities for the care of their dependents as they relate to their responsibilities to the Service."</p>
May 81	The Army established the <b>Women in the Army Policy Review Group (WITAPRG)</b> . This group analyzed Army personnel policies as they related to mission, combat readiness, quality of life, and utilization of female soldiers.
May 81	The Secretary of the Army signed a memorandum, <b>Department of the Army Policy on Sexual Harassment</b> , for all personnel emphasizing the unacceptability of sexual harassment. The memorandum urged individuals subjected to sexual harassment to make it clear to the offending person that such behavior is offensive and to report the harassment to the appropriate supervisory level.
Jun 81	The Supreme Court held in <b>Rostker v. Goldberg</b> that Congress has the constitutional authority to exclude women from the military draft. <sup>23</sup>
Jul 81	President Reagan nominated Sandra Day O'Connor as the first female Supreme Court Justice.
Jul 81	DoD policy memorandum, <b>Department of Defense Policy on Sexual Harassment</b> , signed by the Secretary of Defense, was the first to address this issue at the DoD level.
82	The U.S. Army Training and Doctrine Command (TRADOC) developed standardized training to counter sexual harassment for use in all enlisted and officer service schools and in Reserve Officers' Training Corps (ROTC) courses. The Army also produced standard training programs on the prevention of sexual harassment to present to civilian employees and their supervisors.
Jan 82	The Secretary of Defense directed the military services to "aggressively break down those remaining barriers that prevent us from making the fullest use of the capabilities of women in providing for our national defense."
Fall 82	The Army discontinued coeducational basic training. Many women leaders considered the decision to end coed basic training a step backward. Army spokesmen, however, insisted that it was not meant to discriminate against women but to toughen the men. Men and women had been training in integrated companies since 1977.
Nov 82	The <b>Women in the Army Policy Review Group</b> completed its report. Its conclusions were "(1) The Army should implement a system whereby soldiers are matched to the physical demands of their job. (2) Assignment policy for each MOS must recognize the combat probability of each MOS and restrict assignment of women in those with a high probability of routinely engaging in direct combat." <sup>24</sup>

83	The Army developed the <b>Direct Combat Probability Coding (DCPC)</b> system, which ascribed to each Army job an assessment of the probability of that job participating in direct combat. Direct combat was defined as engaging an enemy with individual or crew-served weapons while being exposed to direct enemy fire, a high probability of direct physical contact with the enemy, and a substantial risk of capture. Direct combat occurs while closing with the enemy in order to destroy or capture, or while repelling assault by fire, close combat, or counterattack.
Jul 83	The Secretary of Defense stated that it "is the policy of this Department that women will be provided full and equal opportunity with men to pursue appropriate careers in the military services for which they can qualify. This means that military women can and should be utilized in all roles except those prohibited by combat exclusion statutes and related policy. This does not mean that the combat exclusion policy can be used to justify closing career opportunities to women. The combat exclusion rule should be interpreted to allow as many as possible career opportunities for women to be kept open."
Fall 83	170 women deployed to Grenada in <b>Operation Urgent Fury</b> .
Jan 84	<p><b>AR 600-21, Equal Opportunity Program in the Army.</b> Superseded AR 600-21, Jun 77; DA Pam 600-16, Jun 73; and DA Pam 600-42, Mar 77.</p> <p><b>"Chapter 2 Policy</b></p> <p>2-1.a. The policy of the United States Army is to provide equal opportunity and treatment for uniformed members and their families irrespective of race, color, religion, sex, or national origin and to provide an environment free of sexual harassment.</p> <p><b>2-2. Sexual harassment</b></p> <p>Sexual harassment is an unwelcome form of sex discrimination. It is not limited to the work environment and can occur at almost any place. Sexual harassment violates acceptable standards of integrity and impartiality required of all Army personnel and interferes with mission accomplishment and unit cohesion. Many of the acts and neglect that constitute sexual harassment are prohibited and punishable under civil and military law as criminal acts of a sexual nature, and should be treated as such. Any military member or civilian employee is engaging in sexual harassment who-</p> <p>a. Through behavior of a sexual nature attempts to control, influence, or affect the career, pay, or job of a military member or civilian employee.</p> <p>b. Makes deliberate or repeated verbal comments or gestures of a sexual nature that are offensive to the person to whom addressed</p> <p>c. Makes abusive physical contact of a sexual nature.</p> <p>2-4.b. <i>Command and Staff relationships.</i> The principal EOA will have direct access to the commander at all times. So long as the above condition is met, where the EO office is placed within the organization is a matter of local command discretion or other applicable directives.</p> <p>2-4.d. <i>Roles and duties of EOAs.</i></p> <p>(3) Recognizes sexual harassment in both overt and subtle forms.</p> <p>(4) Recommends remedies appropriate to reduce or prevent discrimination and sexual harassment.</p> <p><b>2-12. Training</b></p> <p>a. Minimum DA criteria for local unit training programs are as follows:</p>

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- (2) Unit training will focus on the following:
- (a) Army policies on EO, affirmative actions, and sexual harassment.
  - (b) Objectives of the Army EO program.
  - (c) Objectives of affirmative actions.
  - (d) Behavioral characteristics and other indicators of EO problems.
  - (e) The impact of individual and institutional discrimination on mission accomplishment.
  - (f) Identifying and countering sexual harassment.
  - (g) Legal consequences applicable to individuals participating in acts of sexual harassment.
  - (h) Individual responsibilities concerning equal opportunity and prevention of sexual harassment.
  - (i) The importance of honest and open interpersonal communications in promoting a healthy equal opportunity climate.
- c.(1) Formal training on EO subjects will be conducted during initial entry training and will include-
- (b) An awareness of racial, cultural, and gender-related differences and attitudes as they relate to Army missions and activities.
  - (c) Complaint procedures according to this regulation and AR 20-1, AR 210-51, and AR 600-20.
  - (d) Legal and career consequences for those who do not comply with EO policies.
  - (e) Identifying and countering sexual harassment.
- (5) *Command and staff college-level (CSC) and enlisted skill level 5.* Training conducted during CSC, the warrant officer senior course, the first sergeants' course, and the sergeants major course will include-
- (b) Specific roles and responsibilities of senior officers and NCOs in carrying out installation and MACOM EO programs.
  - (c) Effective employment of the staff EO advisor.
  - (d) Impacts of individual and institutional discrimination on mission accomplishment.
  - (f) Identifying and countering sexual harassment.
- (6) *Army War College.*
- (b) The international (host nation) aspects of EO.
  - (c) The relationship of EO to readiness and mission capability.
  - (d) Army leadership responsibilities in identifying and countering sexual harassment.
- (7) *Training for senior officials.* Emphasis will be on contemporary problems in EO, sexual harassment, and other topics.

#### **Glossary**

##### **Sexual harassment**

Advances, requests for favors, and other sexually related verbal or physical conduct when-

- a. Submission to such conduct is made either explicitly or implicitly a condition of a person's job, pay, or career status.
  - b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting this person.
  - c. Such conduct interferes with a person's performance of duty or otherwise creates an intimidating, hostile, or offensive environment."
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84	The Army eliminated the Military Occupational Specialty (MOS), 00U (full-time, school-trained EO specialists) for EO advisors (EOAs). The theory behind this shift in approach was a vision that more EO trained soldiers would move into leadership positions over time and, thus, institutionalize EO. The Army still trained EOAs at DEOMI for assignment at brigade level and higher staffs. After a successful tour of duty as EOAs, the soldiers were to return to duty in their primary MOSs.
Apr 85	<p><b>AR 600-21, Equal Opportunity Program in the Army</b> (30 Apr 85 Update with change 3 to AR 600-21, Jan 84).  This Update changed the word "sex" to "gender" throughout.</p> <p><b>"2-6. Procedures for processing complaints</b></p> <p>a. Individuals will be encouraged to use command channels for redress of grievances. Commanders will ensure that members are fully aware of procedures for obtaining redress of complaints including those against members of the chain of command. These procedures will be in writing and will be displayed at all times where all unit members have access to them."</p>
May 85	The Secretary of Defense reiterated his policy statement on sexual harassment.
Apr 86	<p><b>AR 600-21, Equal Opportunity Program in the Army</b> (30 Apr 86 Update with change 4 to AR 600-21, Jan 84).  <b>2-2. Sexual harassment</b>  Added following to discussion of sexual harassment: "<u>Army leaders at all levels are responsible for taking both preventive and appropriate corrective action to combat this unacceptable form of behavior.</u>"</p> <p>"2-4.a.(2) One full-time enlisted EOA will be available to each brigade-level or equivalent commander, and one full-time officer EOA will be available to the commander of each major combat formation (division, corps, Army) and at each MACOM.</p> <p><b>Glossary</b>  <b>Sexual harassment</b>  Any soldier or civilian employee is engaging in sexual harassment who-</p> <p>a. Through behavior of a sexual nature attempts to control, influence, or affect the career, pay, or job of a soldier or civilian employee.</p> <p>b. Makes deliberate or repeated verbal comments or gestures of a sexual nature that are offensive to the person to whom addressed.</p> <p>c. Makes abusive physical contact of a sexual nature."</p>
Aug 86	<p><b>AR 600-20, Army Command Policy and Procedures.</b> Superseded AR 600-20, Oct 80.  "5-7.g. Relationships between officer and enlisted soldiers are prohibited and are contrary to the custom of the service and may constitute the offense of fraternization under the provisions of Article 134, UCMJ."</p>
Oct 86	<p>Change 2 to <b>DoD Directive 1325.6, Guidelines for Handling Dissident and Protest Activities Among Members of the Armed Forces</b>, September 1969.</p> <p>"III.G. <b>Prohibited Activities.</b> Military personnel must reject participation in organizations that espouse supremacist causes; attempt to create illegal discrimination based on race, creed, color, sex, religion, or national origin; or, advocate the use of force or violence, or otherwise engage in efforts, to deprive individuals of their civil rights. Active participation, such as publicly demonstrating or rallying, fund raising, recruiting and training members, and organizing or leading such organizations is incompatible with Military Service, and is therefore</p>

	prohibited. Commanders have authority to employ the full range of administrative procedures, including separation or appropriate disciplinary action against military personnel who actively participate in such groups."
Dec 86	The Secretary of Defense reiterated his policy statement on sexual harassment.
88	The DoD <b>risk rule</b> was developed to help standardize the services' assignment of women deploying to a hostile area. The rule stated: "Risks of direct combat, exposure to hostile fire, or capture are proper criteria for closing noncombat positions or units to women, when the type, degree, and duration of such risks are equal to or greater than the combat units with which they are normally associated within a given theater of operations. If the risk of non-combat units or positions is less than comparable to land, air or sea combat units with which they are associated, then they should be open to women. Non-combat units should be compared to combat land units, air to air and so forth."
Jan 88	DoD <b>Task Force on Women in the Military</b> Report was published. "The Secretary of Defense established this Task Force as a direct result of continuing concerns raised by the DACOWITS about the full integration of women in the armed forces. The Secretary's direction was to address three primary topics: attitudes toward and treatment of women in the military, and their impact on the morale and quality of life for women; consistency in application of combat exclusion statutes and policies, and their impact on effective utilization of women; and the manner in which various force management policies may impact adversely on women's career development. Discussion and recommendations for action in response to that direction are contained in the sections [of the report] that follow." <sup>25</sup>
Feb 88	<b>DoD Instruction 1350.3, Affirmative Action Planning and Assessment Process.</b> This prescribes DoD policy, assigns responsibilities, and establishes minimum reporting requirements by category and subject for annual Military Equal Opportunity Assessments submitted to DoD.
Mar 88	<b>AR 600-20, Army Command Policy.</b> Superseded AR 600-20, Aug 86, and AR 600-21, Apr 85: "4-1.b. While military discipline is the result of effective training, it is affected by every feature of military life. It is manifested in individuals and units by cohesion, bonding, and a spirit of teamwork; . . . and by fairness, justice, equity for all soldiers, regardless of race, ethnic origin, gender, or religion. <b>4-12. Extremist Organizations</b> The activities of extremist organizations are inconsistent with the responsibilities of military service. Active participation by soldiers is prohibited. a. Military personnel, duty bound to uphold the Constitution, must reject participation in organizations which- (1) Espouse supremacist causes. (2) Attempt to create illegal discrimination based on race, creed, color, gender, religion, or national origin. (3) Advocate the use of force or violence, or otherwise engage in efforts to deprive individuals of their civil rights. b. Passive activities, such as mere membership, receiving literature in the mail, or presence at an event, although strongly discouraged as incompatible with military service, are not prohibited by Army policy. Positive actions to limit soldier participation are listed in d below. c. The prohibited activities concerning extremist groups include the following:

- (1) Participating in a public demonstration or rally.
- (2) Knowingly attending a meeting or activity while on duty, when in uniform, when in a foreign country, or in violation of off-limits sanctions or commander's order.
- (3) Conducting fund-raising activities.
- (4) Recruiting or training members (including encouraging other soldiers to join) .
- (5) Organizing or leading such a group
- (6) Distributing literature on or off a military installation.
- (7) Participating in any activity that is in violation of regulations, constitutes a breach of law and order, or is likely to result in violence.

d. Commanders should take positive actions when soldiers in their units are identified as members of extremist groups and /or when they engage in extremist group activities.

e. Actions taken by commanders must be appropriate to the specific facts surrounding any incident. Not every incident warrants separation or UCMJ action.

#### **4-14. Relationships between soldiers of different rank**

b. The commander will be responsible for establishing the leadership climate of the unit. This sets the parameters within which command will be exercised and, therefore, sets the tone for social and duty relationships within the command.

d.(3) . . . A leadership climate in which all soldiers are treated with fairness, justice, and equity will be crucial to development of this confidence within soldiers.

e. All soldiers and Army civilians must understand that this policy is based on the principle of good judgment. . . . Just because a certain relationship does not break the law, does not mean it is acceptable or appropriate.

(1) Prejudgements in evaluating relationships and associations between soldiers of different rank have no place in military society. An association between soldiers of different rank who also are of different gender does not necessarily create a greater potential for impropriety than one between soldiers of the same gender. Relationships between males of different rank in the male-dominated military organization have as much potential for real or perceived partiality.

(3) Same sex relationships between soldiers of different rank may cause problems. The Army affirms managing our personal relationships to promote the health and welfare of all concerned and maintaining good order, morale, and discipline.

(5) Certain structures within the military demand closer scrutiny because of the greater risk that they will involve partiality or an abuse of authority. . . . These include Initial Entry Training (IET), Advanced Individual Training, and military schools. Military commanders have always closely controlled relationships between trainers and trainees. . . . These relationships are regulated in a very restrictive manner. Also discouraged are relationships between senior and subordinate members of the same unit or between soldiers closely linked in the chain of command or supervision. They are fraught with the possibility of actual or perceived favoritism, and are, therefore, potentially destructive of discipline, authority, morale, and soldier welfare.

#### **4-15. Trainee and soldier relationships**

Relationships between permanent party personnel and IET trainees not required by the training mission are prohibited. This prohibition applies to permanent party officers and noncommissioned officers without regard to the installation of assignment of the permanent party member or IET trainee.

	<p><b>Chapter 6 Equal Opportunity Program in the Army</b></p> <p><b>6-1. Concept</b></p> <p>a. The Equal Opportunity Program formulates, directs, and sustains a comprehensive effort to ensure fair treatment of all soldiers based solely on merit, fitness, capability, and potential, which supports readiness. As such, EO is a responsibility of leadership and a function of command.</p> <p><b>6-6. Staffing</b></p> <p>b. <i>Command and Staff relationship.</i> The principal EOA has direct access to the commander at all times. . . . EO office placement within the organization is a matter of local command discretion provided it is in compliance with AR 5-3."</p>
Jun 88	U.S. Merit System Protection Board (MSPB) released its report, <b>Sexual Harassment in the Federal Government: An Update</b> . This report discussed the results of a MSPB study to determine the nature and extent of sexual harassment in the federal government. It updated the findings of an earlier study reported in 1981. The 1988 report found that sexual harassment remained a widespread problem in the federal workplace.
Sep 88	The U.S. General Accounting Office (GAO) released its report, <b>Women in the Military: More Military Jobs Can Be Opened Under Current Statutes</b> . "This report responds to your . . . request that we review how service policies implementing the combat exclusion provisions affect the number and assignment of women in the military, and whether other factors limit job opportunities for women. In the report we address the numerical impact of the statutory restrictions, and how service policies unrelated to statutory restrictions limit the availability of jobs for women." <sup>26</sup>
Dec 89-Jan 90	During <b>Operation JUST CAUSE</b> in Panama, women in several specialties--particularly aviation, military police, transportation, and medical support--found themselves involved in combat in the streets of Panama City.
Sep 90	DoD Defense Manpower Data Center released its report, <b>Sexual Harassment in the Military: 1988</b> . "This report provides the results of the 1988 DoD Survey of Sex Roles in the Active-Duty Military, mandated by then Secretary of Defense Frank Carlucci in response to a recommendation of the Task Force on Women in the Military." <sup>27</sup>
Nov 90	A DA <b>Inspector General Assessment on Equal Opportunity</b> indicated a need for renewed emphasis on sexual harassment and equal opportunity training throughout the Army.
90-91	"Of the more than half a million U.S. troops deployed to the Persian Gulf during <b>Operations Desert Shield and Desert Storm</b> , approximately 7 percent (about 41,000) were women." <sup>28</sup> About 26,000 female soldiers were among those deployed (8.6 percent of all soldiers deployed).
Jul 91	The Secretary of Defense sent a memorandum, <b>Department of Defense Strategies to Eradicate Sexual Harassment in the Military and Civilian Environment</b> , to all DoD components, directing each to implement a program emphasizing that sexual harassment will not be tolerated. Each program had to incorporate seven specified actions. Components were tasked to provide annual updates to DoD on the progress and effectiveness of their program.
Sep 91	The 1991 Tailhook Convention was held at the Las Vegas Hilton Hotel, Las Vegas, Nevada, from September 5-8, 1991. Hundreds of aviators, male and female, including active duty, reserve, and retired officers from both the Navy and Marine Corps aviation communities attended. The Tailhook Convention was an annual event sponsored by the Tailhook Association. Allegations of assaults on female attendees and other inappropriate conduct at the convention were later made public.



Sep 91	Fort McClellan conducted prototype of gender-integrated One Station Unit Training (OSUT) for military police and chemical military occupational specialties (MOSs).
Dec 91	In Section 531 of the <b>National Defense Authorization Act of Fiscal Years 1992 and 1993</b> , Congress repealed 10 United States Code (U.S.C.) 8549, which restricted the Air Force's assignment of women to aircraft engaged in combat missions, and amended language in 10 U.S.C. 6015 relating to the assignment of women in the Navy and Marine Corps to aircraft or naval vessels engaged in combat missions. (The Army has never been statutorily restricted from assigning women to combat aircraft.) Sections 541-550 of the Act established the Presidential Commission on the Assignment of Women in the Armed Forces. The purpose of the Commission was to assess the laws and policies restricting the assignment of female service members and make findings, conclusions, and recommendations on such matters. <sup>29</sup>
92	The Sample Survey of Military Personnel (SSMP) survey questions in the areas of EO and sexual harassment were modified.
Apr 92	Change 2 to <b>AR 600-20, Army Command Policy</b> , Mar 88. <b>"6-4 Sexual Harassment</b> a. Sexual harassment is a form of sex discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, when: (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career; (2) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or (3) such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment. b. Any soldier or civilian employee: (1) In a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay or job of another soldier or civilian employee is engaging in sexual harassment. (2) Who makes deliberate or repeated unwelcomed verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment. c. Sexual harassment is not limited to the workplace, can occur at almost any place, and violates acceptable standards of integrity and impartiality required of all Army personnel. It interferes with mission accomplishment and unit cohesion. Such behavior by soldiers or Army civilians will not be tolerated. 6-6a.(2) One full-time enlisted EOA will be available to each brigade-level or equivalent commander, and one full-time officer EOA will be available to the commander of FORSCOM, TRADOC, and USAREUR."
Apr 92	DA policy memorandum, <b>Army Policy Statement on Equal Opportunity</b> , signed by the Secretary of the Army and the Army Chief of Staff.
Spring 92	Fort Jackson, South Carolina was tasked with running a test of squad level gender-integrated Basic Combat Training (BCT). The test found no differences in performance between men and women trained in single gender and gender-integrated companies.

Jun 92	At the request of Congress, the U.S. General Accounting Office (GAO) reviewed the issue of sexual harassment at all three of the service academies. It presented its preliminary results at a hearing before the Subcommittee on Manpower and Personnel, Senate Armed Services Committee, on June 2, 1992. <sup>30</sup>
Jul 92	The Army Chief of Staff, General Gordon Sullivan, testified before the House Armed Services Committee on the subject of sexual harassment in the Army. He stated that "the Army is firmly opposed to sexual harassment in any form. . . . The Army is dependent on cohesion and trust among its soldiers and leaders to be able to accomplish the difficult and often dangerous tasks of training for war. In such an environment, sexual harassment is dysfunctional; it undermines the fabric of the force; it is contrary to what we stand for as an institution. . . . I want to reinforce the commitment of the Department of the Army to providing those serving the nation under the Army Seal an environment free of any form sexual harassment." <sup>31</sup>
Nov 92	<b>Presidential Commission on the Assignment of Women in the Armed Forces</b> submitted to the President its final report containing a review of existing laws and policies and its recommendations for the future assignment of women in the Armed Forces. It defined 17 critical issues relevant to this matter.
Nov 92	Training support packages (TSPs) in equal opportunity and the prevention of sexual harassment were developed for Individual Entry Training (IET) and for every Army leadership course. These TSPs were implemented in early 1993.
92-93	"More than 18,000 U.S. Service members are sent to Somalia to assist the United Nations in a humanitarian relief mission, <b>Operation Restore Hope</b> . Over 300 of the service members participating are women." <sup>32</sup>
Feb 93	The U.S. Army Soldier Support Center conducted an assessment of Army school implementation of the EO TSPs.
Mar 93	DA Sexual Harassment Action Plan published. Army's senior leadership mandated that the plan be periodically reviewed and revised.
Apr-May 93	The U.S. Training and Doctrine Command (TRADOC) Inspector General conducted a follow-on assessment of EO training in Army schools.
Spring 93	The Inspector General School added a four-hour block of instruction for all new inspectors general. The instruction covers equal opportunity, to include the prevention of sexual harassment. Questions for sexual harassment were fielded in the Spring 1993 SSMP survey.
Jun 93	Army installations established EO/prevention of sexual harassment hotlines. Operating 24 hours a day, the hotlines "provide procedural information on the filing of complaints and advise callers in identifying acts or behaviors which constitute sexual harassment." <sup>33</sup>
Aug 93	<b>DA Pam 350-20, Unit Equal Opportunity Training Guide.</b>
Sep 93	Change 4 to <b>AR 600-20, Army Command Policy.</b> <b>"6-3. Equal opportunity policy</b> a.(2) Extends to soldiers, civilian employees, and their families. b. . . . The following are exceptions to a totally nonbiased personnel management process: (1) The assignment and utilization of female soldiers. (2) Support for established equal opportunity goals, such as to increase representation of a particular group in one or more

monitored area(s) of affirmative action plans (AAPs).

**6-5. Chain of command responsibilities**

The chain of command, whether military or civilian, has the primary responsibility for developing and sustaining a healthy EO climate. This responsibility entails, but is not limited to, promoting positive programs that enhance unit cohesion, esprit, and morale; communicating matters with EO significance to unit personnel and higher headquarters; correcting discriminatory practices by conducting rapid, objective, and impartial inquiries to resolve complaints of discrimination; encouraging the surfacing of problems and preventing reprisal for those who complain; and taking appropriate action against those who violate Army policy.

**6-6. Staffing**

*c. Command and staff relationships.* The principal EOA will have direct access to the supported commander at all times and that commander will be either the EOA's rater or senior rater.

**6-8. Procedures for processing complaints of discrimination**

*a. Individual rights.* Soldiers and their family members have the right to--

- (1) Present a complaint to the command without fear of intimidation, reprisal, or harassment;
- (2) Communicate with the commander concerning their complaints;

*b. Individual responsibilities.* Individuals have the responsibility to --

- (1) Attempt to resolve a complaint by first informing the alleged offender that the behavior must stop. (Depending upon the severity of the offense, this may not always be plausible);
- (2) Advise the command of the specifics of sexual harassment and discrimination complaints and provide the command an opportunity to take appropriate action to rectify/resolve the issue; and
- (3) Submit only legitimate complaints and exercise caution against unfounded or reckless charges.

*c. Entering the complaints processing system.*

(1) *Informal Complaint.*

(2) *Formal Complaint.*

*f. Actions of the commander.*

(2) The unit commander will conduct an inquiry to determine if sufficient evidence exists to warrant a full investigation. . . . Should such evidence exist, the commander must refer the case to the battalion- or brigade-level commander for the appointment of an AR 15-6 investigating officer.

(3) . . . The EOA will review and comment on the findings of the investigation to ensure compliance with DoD /DA policies and objectives.

*h. EOA assistance.* . . . An EOA's skills in complaint handling and conflict resolution and training in the subtleties of discrimination and sexual harassment enable him or her to advise the commander or any investigating officer in this complex area."

Nov 93

The Army Chief of Staff, General Sullivan, directed the reinstatement of EOAs in Army divisions and the warfighting Corps headquarters.

Jan 94	The Secretary of Defense, Les Aspin, announced a new policy regarding women in combat that rescinded the 1988 "risk rule." Under the new policy, soldiers are eligible to be assigned to all positions for which they are qualified, except that women shall be excluded from assignment to units below brigade level with the primary mission of engaging in direct combat on the ground. As a result of this policy, 80 percent of all military positions can now be filled by either men or women.
Jan 94	DA policy memorandum, <b>Army Policy Statement on Equal Opportunity</b> , signed by the Secretary of the Army and the Chief of Staff of the Army. "People are the cornerstone of readiness. Sophisticated weapons systems and modern technology are of little value without a dedicated, trained team of professional soldiers and civilians. They must know they will be treated fairly, and with dignity and respect in all aspects of performing the mission."
Jan 94	The U.S. General Accounting Office (GAO) released its report, <b>DoD Service Academies: More Actions Needed to Eliminate Sexual Harassment</b> . GAO "reviewed the issue of sexual harassment at all three of the service academies. This report addresses (1) the extent to which sexual harassment occurred at the academies, the forms it took, and its effect on those subjected to it and (2) an evaluation of the academies' efforts to eradicate sexual harassment. This report expands upon the preliminary results we presented at the hearing on the service academies before the Subcommittee on Manpower and Personnel on June 2, 1992." <sup>34</sup>
Mar 94	The DoD Inspector General noted in a report that several EO specialists it interviewed indicated they did not have the direct access to commanders their responsibilities required. <sup>35</sup>
Mar 94	The House Armed Services Committee held hearings on <b>Sexual Harassment of Military Women and Improving Military Complaint System</b> . <sup>36</sup>
Mar 94	The Deputy Secretary of Defense expressed concern in a memorandum to the Secretary of the Air Force and the Assistant Secretary of Defense (Personnel and Readiness) that DoD had yet to develop and implement fully the policies and procedures necessary to rid DoD of sexual harassment. He requested a plan of action and a calendar for developing and implementing these policies and regulations.
Apr 94	The Secretary of the Air Force and the Under Secretary of Defense for Personnel and Readiness submitted a sexual harassment policy action plan to the Deputy Secretary of Defense containing five main elements. One of those elements was to establish the <b>Defense Equal Opportunity Council Task Force on Discrimination and Sexual Harassment</b> to review the military services' discrimination complaints system and recommend improvements.
Jul 94	DA policy memorandum, <b>Army Policy on Sexual Harassment</b> , signed by the Secretary of the Army and the Chief of Staff of the Army.
Aug 94	The Secretary of Defense issued a policy memorandum, <b>Prohibition of Sexual Harassment in the Department of Defense (DoD)</b> .
Oct 94	"As of October 1994, 67% of all positions in the Army are open to women, with the Navy at 94%, Air Force at 99%, Marine Corps at 62%, and the Coast Guard at 100%." <sup>37</sup>
Oct 94	Section 532 of the <b>National Defense Authorization Act for Fiscal Year 1995</b> stated: "(d) MILITARY DEPARTMENT POLICIES. -- (1) The Secretary of the Navy and the Secretary of the Air Force shall review

	and revise the regulations of the Department of the Navy and the Department of the Air Force, respectively, relating to equal opportunity policy and procedures in that Department for the making of, and responding to, complaints of unlawful discrimination and sexual harassment in order to ensure that those regulations are substantially equivalent to the regulations of the Department of the Army on such matters. . . . (3) The Secretary of the Army shall review the regulations of the Department of the Army relating to equal opportunity policy and complaint procedures and revise the regulations as the Secretary of Defense considers appropriate to strengthen the regulations in accordance with the recommendations and experience described in subparagraphs (A) and (B) of paragraph (2)." [Paragraph (2) references approved recommendations of the Department of Defense Task Force on Discrimination and Sexual Harassment and experiences of the Services regarding EO cases.] <sup>38</sup>
Oct 94	<b>Training Circular (TC) 26-6, Commander's Equal Opportunity Handbook.</b>
Fall 94	The first companies at Fort Leonard Wood, Missouri and Fort Jackson, South Carolina completed coed basic training under the newly approved policy of "gender-integrated basic training."
Dec 94	A House Armed Services Committee task force conducted focus group sessions with soldiers at 19 installations to determine their views on EO. It issued its report in December 1994. <sup>39</sup>
Mar 95	GAO released its report, <b>DoD Service: Update on Extent of Sexual Harassment.</b> "On January 31, 1994, we issued a report on sexual harassment at the three Department of Defense (DoD) service academies as part of a series of reports originally requested by Senator Nunn and Senator Glenn. As requested, we updated that previous work, and this report compares the results of our 1990-91 survey with the extent to which sexual harassment was reported to have occurred at the academies in the 1993-94 academic year, the forms it took, and the views of academy men and women on the consequences of reporting it." <sup>40</sup>
May 95	<b>Defense Equal Opportunity Council, Report of the Task Force on Discrimination and Sexual Harassment.</b> Report identified goals and principles for an effective equal opportunity system. Recommended 48 improvements in the way the Armed Services deal with discrimination and harassment.
Aug 95	DA policy memorandum, <b>Army Policy Statement on Equal Opportunity</b> , signed by the Secretary of the Army and the Chief of Staff of the Army.
Aug 95	DA policy memorandum, <b>Army Policy Statement on Sexual Harassment</b> , signed by the Secretary of the Army and the Chief of Staff of the Army.
Aug 95	DoD reissued <b>DoD Directive 7050.6, Military Whistleblower Protection.</b> This directive extended protected communication to include complaints of sexual harassment or unlawful discrimination.
Aug 95	DoD reissued <b>DoD Directive 1350.2, Department of Defense Military Equal Opportunity (MEO) Program.</b> "C. <b>DEFINITIONS.</b> Terms used in this Directive are defined in enclosure 2. Service implementing documents shall adopt the terms contained herein and shall define those terms exactly as they are defined in this Directive. <b>DEFINITIONS</b> 15. <b>Sexual Harassment.</b> A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: a. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or

	<p>b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or</p> <p>c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.</p> <p>This definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim <i>does</i> perceive, the work environment as hostile or offensive. . . . Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a Military member or civilian employee is engaging in sexual harassment. Similarly, any Military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment."</p>
Dec 95	Two white soldiers killed two black civilians in Fayetteville, NC.
Dec 95	The Secretary of the Army established a task force to examine extremist activities in the Army.
Jan 96	GAO released its report, <b>Military Equal Opportunity: Problems With Services' Complaint Systems Are Being Addressed by DoD</b> . GAO had been asked to identify the Services' processes for handling EO complaints and determine whether there were opportunities for improving the processes. This report completed a three-part effort. In April 1995, GAO issued a report that identified previous DoD studies on discrimination in the military. In November 1995, it issued a report that examined the services' military EO assessment. <sup>41</sup>
Mar 96	<p>The <b>Secretary of the Army's Task Force on Extremist Activities</b> issued its report.</p> <p>"The Task Force found no widespread or organized extremist activity in the Army." (p. 5)</p> <p>"Most majority and many minority soldiers believe overt racism and discrimination are suppressed by the Army's unequivocal Equal Opportunity policy and firm enforcement of that policy.</p> <p>The human relations environment is best where the chain of command is clear in its policy, proactive, and both quick and unambiguous in its response to incidents or complaints.</p> <p>Many soldiers believe teamwork, racial integration, and equitable treatment occur in the workplace, yet most minority and many majority soldiers believe that subtle racism exists. Most report that off-duty socialization often polarizes along racial, ethnic, cultural, or other lines. This behavior, however, is often viewed as natural and acceptable.</p> <p>Senior Army leaders believe the Army's human relations environment is shaped by institutional mores and operational requirements and reflects Army values. . . . Junior soldiers reported an undercurrent which . . . focuses on racial, ethnic, and cultural differences, stereotyping, separatism, self-polarization, misperception and individual racial animosity." (pp. 13-14)</p> <p>"The Army relies on its Equal Opportunity Program and requisite training to address these issues. The quality of Equal Opportunity Advisors and Representatives was found to range from excellent to fair, resulting in uneven unit Equal Opportunity training throughout the Army. . . . The assessment also revealed several installations where Equal Opportunity staffing was inadequate.</p> <p>Recently, equal opportunity training has focused predominately on sexual harassment and sexism. Currently, most soldiers</p>

	and leaders believe that sexism is more prevalent than racism at the unit level." (p. 14) "The high Operational Pace for units is contributing to a stressful human relations environment. Today's Army is still experiencing the effects of downsizing, base realignments, and increased contingency operations, which contribute to a perception of instability and career insecurity in the force. . . . [M]any soldiers and leaders . . . perceive a zero-defect environment developing. Zero defect is viewed as no tolerance for mistakes, no opportunity for recovery, and a demand for perfection." (p. 15)
Jun 96	The Supreme Court ruled that the Virginia Military Institute's (VMI) all male policy violates women's constitutional rights to equal protection. <sup>42</sup>
Nov 96	Allegations of sexual misconduct at Aberdeen Proving Ground brought to public's attention.
Nov 96	The Secretary of the Army directed the Department of the Army Inspector General to review and assess the sexual harassment policies and procedures at basic and advanced individual training organizations and units at Aberdeen Proving Ground and throughout the Army Training Base. The Secretary established the <b>Senior Review Panel on Sexual Harassment</b> .
Dec 96	<b>DoD Defense Manpower Data Center (DMDC) 1995 Sexual Harassment Survey</b> report published. The three survey forms used in the study "document a decline in harassment experiences and reflect DoD and the Services' increased emphasis on combating sexual harassment." <sup>43</sup>

<sup>1</sup> Women's Armed Services Integration Act of 1948, ch. 449, Pub. L. 625 (1948).

<sup>2</sup> Exec. Order No. 9981, 13 Fed. Reg. 4313 (1948).

<sup>3</sup> Exec. Order No. 10240, 16 Fed. Reg. 3689 (1951).

<sup>4</sup> See Dep't of Defense, Directive 5120.14, Defense Advisory Committee on Women in the Services (DACOWITS) (April 3, 1987); Dep't of Defense, Directive 1304.3, Establishment of a Unified Recruiting Program for Women in the Services (October 12, 1951).

<sup>5</sup> Brown v. Board of Education, 347 U.S. 483, 495 (1954).

<sup>6</sup> Alton Hornsby, Jr., Milestones in 20th-Century African-American History (Detroit, MI: Visible Ink Press, 1993), p. 73.

<sup>7</sup> Act of November 8, 1967, Pub. L. 90-130, 81 Stat. 374 (codified as amended in scattered sections of 10, 32, and 37 U.S.C.).

<sup>8</sup> Hornsby, *supra* note 6, p. 90.

<sup>9</sup> Jack D. Foner, Blacks and the Military in American History (New York, New York: Praeger Publishers, Inc., 1974), p. 212.

<sup>10</sup> Exec. Order No. 11478, 34 Fed. Reg. 12985 (1969).

<sup>11</sup> United States Army Research Institute for the Behavioral and Social Sciences (ARI), Race Relations Research in the U.S. Army in the 1970s, A Collection of Selected Readings (James A. Thomas, ed., 1988), pp. 36-7.

<sup>12</sup> Letter, Office of the Assistant Secretary of Defense, Manpower and Reserve Affairs (Equal Opportunity), Task Force on the Administration of Military Justice in the Armed Forces, Nov. 30, 1972, subject: submission of the Task Force report to the Honorable Melvin R. Laird, Secretary of Defense.

<sup>13</sup> *Frontiero v. Richardson*, 411 U.S. 677 (1973).

- <sup>14</sup> Maj. Gen. Jeanne Holm, USAF(Ret.), Women in the Military. An Unfinished Revolution (Novato, CA: Presidio Press, 1982), p. 300.
- <sup>15</sup> ARI, *supra* note 11, p. 42.
- <sup>16</sup> Department of Defense Appropriation Authorization Act, 1976, Pub. L. No. 94-106, § 803, 89 Stat. 531, 537 (1975).
- <sup>17</sup> ARI, *supra* note 11, p. 42.
- <sup>18</sup> Col. Bettie J. Morden, USA(Ret.), The Women's Army Corps, 1945-1978 (Washington, D.C.: U.S. Government Printing Office, 1990), p. 388.
- <sup>19</sup> *Ibid.*, p. 384.
- <sup>20</sup> See Dep't of Army, Pamphlet 600-26, Department of the Army Affirmative Action Plan (October 1, 1978).
- <sup>21</sup> Department of the Army, General Order No. 20, November 21, 1978, disestablished the Women's Army Corps effective October 20, 1978, pursuant to Department of Defense Appropriation Authorization Act, 1979, Pub. L. 95-485, § 820, 92 Stat. 1611, 1627 (1978).
- <sup>22</sup> See Dep't of Defense, Directive 1322.11, Education and Training in Human/Race Relations for Military Personnel (September 12, 1978) (C1, August 2, 1979).
- <sup>23</sup> Rostker v. Goldberg, 453 U.S. 57 (1981).
- <sup>24</sup> Dep't of Army, Office of the Deputy Chief of Staff for Personnel, Women in the Army Policy Review, p. 9 (November 12, 1982).
- <sup>25</sup> Dep't of Defense, Report, Task Force on Women in the Military, pp. 1-2 (January 1988).
- <sup>26</sup> U.S. General Accounting Office, Report to Congressional Requesters, Women in the Military: More Military Jobs Can Be Opened Under Current Statutes, GAO/NSIAD-88-222, p. 1 (September 7, 1988).
- <sup>27</sup> Dep't of Defense, Defense Manpower Data Center, Sexual Harassment in the Military: 1988, p. iii (September 1990).
- <sup>28</sup> U.S. General Accounting Office, Report to the Secretary of Defense, Women in the Military: Deployment in the Persian Gulf War, GAO/NSIAD-93-93 (July 13, 1993).
- <sup>29</sup> National Defense Authorization Act for Fiscal Years 1992 and 1993, Pub. L. 102-190, §§ 531, 541-550, 105 Stat. 1290, 1365 (1991).
- <sup>30</sup> U.S. General Accounting Office, DoD Service Academies: Status Report on Reviews of Student Treatment, GAO/T-NSIAD-92-41 (June 2, 1992).
- <sup>31</sup> Statement by General Gordon R. Sullivan, Chief of Staff, Army, before the Committee on Armed Services, U.S. House of Representatives, 102d Cong., 2d Sess. (July 30, 1992).
- <sup>32</sup> Defense Advisory Committee on Women in the Services (DACOWITS), History and Accomplishments, p. 18 (February 1997).
- <sup>33</sup> *Sexual Harassment of Military Women and Improving the Military Complaint System, Hearing before the Committee on Armed Services, House of Representatives*, 103d Cong., 2d Sess. 128 (1994) (statement of Joe R. Reeder, Under Secretary of the Army).
- <sup>34</sup> U.S. General Accounting Office, Report to Congressional Requesters, DoD Service Academies: More Actions Needed to Eliminate Sexual Harassment, GAO/NSIAD-94-6, p. 1 (January 31, 1994). See also U.S. General Accounting Office, DoD Service Academies: Status Report on Reviews of Student Treatment, GAO/T-NSIAD-92-41 (June 2, 1992).
- <sup>35</sup> Dep't of Defense, Assistant Inspector General for Departmental Inquiries, Review of Military Department Investigations of Allegations of Discrimination by Military Personnel (March 1994).
- <sup>36</sup> *Sexual Harassment of Military Women and Improving the Military Complaint System, Hearing before the Committee on Armed Services, House of Representatives*, 103d Cong., 2d Sess. 128 (1994).



<sup>37</sup> DACOWITS, *supra* note 32, p. 20 (February 1997).

<sup>38</sup> National Defense Authorization Act for Fiscal Year 1995, Pub. L. 103-337, § 532, 108 Stat. 2663, 2759 (1994).

<sup>39</sup> House Armed Services Committee Task Force on Equality of Treatment and Opportunity in the Armed Services, *An Assessment of Racial Discrimination in the Military: A Global Perspective* (December 30, 1994).

<sup>40</sup> U.S. General Accounting Office, Report to Congressional Requesters, *DoD Service Academies: Update on Extent of Sexual Harassment*, GAO/NSIAD-95-58 (March 31, 1995).

<sup>41</sup> U.S. General Accounting Office, *Military Equal Opportunity: Problems With Services' Complaint Systems Are Being Addressed by DoD*, GAO/NSIAD-96-9 (January 26, 1996). *See also* U.S. General Accounting Office, *Equal Opportunity: DoD Studies on Discrimination in the Military*, GAO/NSIAD-95-103 (April 7, 1995); U.S. General Accounting Office, *Military Equal Opportunity: Certain Trends in Racial and Gender Data May Warrant Further Analysis*, GAO/NSIAD-96-17 (November 17, 1995).

<sup>42</sup> *United States v. Virginia*, 116 S.Ct. 2264 (1996)

<sup>43</sup> Dep't of Defense, Defense Manpower Data Center, *1995 Sexual Harassment Survey*, DMDC Report No. 96-014, p. viii (December 1996).

## ANNEX G

# CONTEMPORARY MILITARY DOCUMENTS RELATING TO EQUAL OPPORTUNITY AND SEXUAL HARASSMENT IN THE UNIFORMED ARMY

Date	Document	Quote	Remarks
May 94	DoD Human Goals Charter	In all that we do, we must show respect for the serviceman, the servicewoman, the civilian employee, and family members, recognizing their individual needs, aspirations, and capabilities.	
Aug 94	Secretary of Defense Memorandum, <i>Prohibition of Sexual Harassment in the Department of Defense (DoD)</i>	It remains the policy of the Department of Defense (DoD) that sexual harassment is strictly prohibited in the Armed Forces and the civilian work force.	
Aug 95	DoD Directive 1350.2, <i>Department of Defense Military Equal Opportunity (MEO) Program</i>	<p><b>C. DEFINITIONS</b> Terms used in this Directive are defined in enclosure 2. Service implementing documents shall adopt the terms contained herein and shall define those terms exactly as they are defined in this Directive.</p> <p><b>D. POLICY</b> It is DoD policy to:</p> <p>2. Promote an environment free from personal, social, or institutional barriers that prevent Service members from rising to the highest level of responsibility possible. Service members shall be evaluated only on individual merit, fitness, and capability. Unlawful discrimination against persons or groups based on race, color, religion, sex, or national origin is contrary to good order and discipline and is counterproductive to combat readiness and mission accomplishment. Unlawful discrimination shall not be condoned.</p> <p>3. Use the command to promote, support, and enforce the MEO program. The chain of command is the primary and preferred channel for identifying and correcting discriminatory practices. This includes the processing and resolving of complaints of unlawful discrimination and sexual harassment, and for ensuring that human relations and EO matters are taken seriously and acted upon as necessary. The chain of command is responsible for creating and maintaining a MEO environment that incorporates the policies set out in this Directive.</p>	Basis for chapter 6 of AR 600-20, <i>Army Command Policy</i> .

Date	Document	Quote	Remarks
		<p>4. Ensure that the Military Services (to include the Reserve components) establish MEO and affirmative action programs that identify and resolve EO problems through formulating, maintaining, and reviewing affirmative action plans (AAPs) with established objectives and milestones, including accountability in personnel management, consistent with DoD Instruction 1350.3.</p> <p>5. Provide periodic, mandatory education and training in EO and human relations at installation and fleet unit commands, during pre-commissioning programs and initial entry training, and throughout professional military education (PME) systems, as part of the overall effort to achieve EO within the Department of Defense. This training shall be provided to all Service members, enlisted and officer, including flag and general officers. The training shall include comprehensive material on leadership roles and responsibilities for EO programs, complaints processing, legal implications, reprisal prevention and detection, climate assessment methodologies, and managing civilian equal employment opportunity (EEO) systems.</p> <p>6. Provide for an environment that is free from unlawful discrimination and sexual harassment.</p> <p>7. Ensure that all on-base activities and, to the extent of the ability of the Department of Defense, any off-base activities available to military personnel are open to all military personnel and their family members regardless of race, color, religion, age, physical or mental disability, sex, or national origin, as called for by the DoD Human Goals Charter.</p> <p><b>F. RESPONSIBILITIES</b></p> <p>2. The <u>Secretaries of the Military Departments</u> are responsible for EO and for ensuring compliance with this Directive within their respective Services and shall:</p> <p>b. Require commanders to assess their organizational EO climate, preferably as part of their assumption of command. Commanders shall be held accountable for the EO climate in their commands.</p> <p><b>DEFINITIONS</b></p> <p>15. Sexual Harassment. A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:</p> <p>a. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or</p> <p>b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or</p> <p>c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.</p>	<p>This 1995 DoD definition is not in published Army documents; included in draft revision of chapter 6, AR 600-20.</p>

Date	Document	Quote	Remarks
		<p>This definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the work environment as hostile or offensive. . . . Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a Military member or civilian employee is engaging in sexual harassment. Similarly, any Military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.</p>	
Feb 88	DoD Instruction 1350.3, <i>DoD Affirmative Action Planning and Assessment Process</i>	<p>A. Assigns responsibilities and establishes minimum reporting requirements by category and subject for annual Military Equal Opportunity Assessments.  C. It is DoD policy for the Military Services to monitor and report on selected dimensions of their personnel programs to ensure equal opportunity and fair treatment for all Service members through affirmative actions and other initiatives.</p>	Basis for DA Pam 600-26, <i>Department of the Army Affirmative Action Plan</i> .
Aug 93	DoD Directive 5500.7, <i>Standards of Conduct</i>		
Aug 93 w/ c2 Mar 96	DoD 5500.7-R, <i>Joint Ethics Regulation</i>	<p><b>CHAPTER 12 ETHICAL CONDUCT</b>  SECTION 3. <u>CODE OF ETHICS FOR GOVERNMENT SERVICE</u>  SECTION 4. <u>DoD HUMAN GOALS</u>  SECTION 5. <u>ETHICAL VALUES</u>  12-501.g. <u>Respect</u>. To treat people with dignity, to honor privacy and to allow self-determination are critical in a government of diverse people. Lack of respect leads to a breakdown of loyalty and honesty within a government and brings chaos to the international community.</p>	
Aug 95	DoD Directive 7050.6, <i>Military Whistleblower Protection</i>	<p><b>D. POLICY</b>  1. Members of the Armed Forces shall be free to make a protected communication to a Member of Congress; an Inspector General (IG); a member of a DoD audit, inspection, investigation, or law enforcement organization; or any other person or organization (including any person or organization in the chain of command) designated under Component regulations or other established administrative procedures to receive such communications.  3. Members of the Armed Forces shall be free from reprisal for making or preparing a protected communication.  4. No person may take or threaten to take an unfavorable personnel action,</p>	Included in draft revision of AR 600-20.

Date	Document	Quote	Remarks
		or withhold or threaten to withhold a favorable personnel action, in reprisal against any member of the Armed Forces for making or preparing a protected communication.	
Aug 95	DA Memorandum, <i>Army Policy Statement on Equal Opportunity</i>	People remain the cornerstone of readiness. . . . Each must be treated fairly and with dignity and respect in all aspects of daily interactions. We expect all to treat one another as they would want to be treated. Leaders at all levels must continue to establish and maintain command climates that focus efforts toward mission accomplishment. If either the perception or the reality of unequal treatment exists in the organization, the mission suffers. We all rightfully expect standards to be enforced as we live the Army's values.	
Aug 95	DA Memorandum, <i>Army Policy on Sexual Harassment</i>	The policy of the United States Army is that sexual harassment is unacceptable conduct and will not be tolerated. Army leadership at all levels must be committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. . . . To this end, we expect the commitment of each of you to establish and maintain a work and duty environment free of sexual harassment for all personnel, whether civilian or military, active duty or reservist. . . . The Army bases its success on mission accomplishment. Successful mission accomplishment can only be achieved in an environment of mutual respect, dignity and fair treatment. This necessitates zero tolerance of sexual harassment.	
Mar 94	AR 20-1, <i>Inspector General Activities and Procedures</i>	<p><b>1-4. Responsibilities</b></p> <p>a.(10)(a) Provide a system for resolving problems of soldiers, family members, civilian employees, and retirees; protect confidentiality to the maximum extent possible; and guard against reprisal.</p> <p>a.(10)(c) Process Equal Opportunity complaints, to include complaints of sexual harassment, as Inspector General Assistance Requests.</p> <p><b>Chapter 1 Section IV Punitive Prohibitions</b></p> <p>1-10.b.(2) <i>Prohibition on reprisal against a military whistleblower.</i></p> <p><b>6-6. Actions on certain types of Inspector General Action Requests</b></p> <p>b. <i>Soldier EO Complaints.</i> The EO advisor, under provisions of AR 600-20, the IG, or an investigating officer appointed under AR 15-6, may address EO complaints made by soldiers. The manner in which EO complaints are addressed and who specifically addresses the complaint is a command decision.</p>	
Aug 94	AR 27-10, <i>Military Justice</i>	<p><b>Chapter 18 Victim/Witness Assistance</b></p> <p>This chapter implements . . . Victim/Witness Protection Act of 1982 . . . Victim of Crime Act of 1984 . . . and Victims' Rights and Restitution Act of 1990. It also establishes policy, designates responsibility, and provides guidance for the assistance and treatment of those persons who are victims of offenses under the</p>	

Date	Document	Quote	Remarks
		UCMJ and those persons who may be witness in proceedings conducted pursuant to the UCMJ.	
Aug 95	AR 40-501, <i>Standards of Medical Fitness</i>	<p><b>2-32. Personality, behavior, or academic skills disorders</b>  The causes for rejection are as follows:</p> <p>a. Personality or behavior disorders, as evidenced by frequent encounters with law enforcement agencies, antisocial attitudes or behavior which, while not sufficient cause for administrative rejection, are tangible evidence of impaired characterological capacity to adapt to military service.</p>	
Jun 93	AR 190-24, <i>Armed Forces Disciplinary Control Boards and Off-Installation Liaison and Operations</i>	<p><b>2-4. Duties and functions of boards</b>  The AFDCBs will-</p> <p>b. Receive reports, and take appropriate action on conditions in their area of responsibility relating to any of the following--</p> <p>(1) Disorders and lack of discipline.  (5) Racial and other discriminatory practices.</p>	
Nov 93	AR 190-40, <i>Serious Incident Report</i>	<p><b>1-4. Responsibilities</b></p> <p>b. Commanders of major Army commands (MACOMs) will-</p> <p>(3) Implement a reporting system . . . and ensure that the MACOM headquarters submits the SIR to HQDA (overseas MACOMs only).</p> <p>c. Continental United States (CONUS) installation commanders will-</p> <p>(1) Report serious incidents to HQDA.</p> <p>d. All Active Army, Army National Guard (ARNG), or United States Army Reserve unit (USAR), agency, or activity commanders, to include commanders of Army elements of unified or combined commands, will-</p> <p>(1) Expeditiously notify the CONUS installation commander having geographic reporting responsibility or the overseas MACOM commander, as appropriate, of serious incidents.</p> <p><b>2-3. Incidents not reportable by Serious Incident Report</b></p> <p>h. Incidents involving subversion and espionage directed against the U.S. Army and deliberate security violations.</p> <p><b>Appendix C Category 2 Reportable Serious Incidents</b></p> <p>C-1. Actual or alleged incidents involving the following:</p> <p>c. Racially or ethnically motivated criminal acts.</p> <p>r. Maltreatment of soldiers or DA civilians to include assaults, abuse, or exploitation, when the offender has a trainer, supervisor or cadre-trainee relationship with the victim, regardless of whether they are members of the same organization. Instances of consensual sex are not reportable unless other considerations such as sexual harassment or adverse publicity are involved.</p>	Under revision.

Date	Document	Quote	Remarks
Sep 88 w/ c1	AR 190-45, Law Enforcement Reporting	C-2. Any other incident that the commander determines to be of concern to HQDA based on the nature, gravity, potential for adverse publicity, or potential consequences of the incident.	
Sep 88 w/ c1	AR 190-45, Law Enforcement Reporting	4-2. Military Police Report (MPR) b. Cautionary rule. An incident will not be reported as a founded offense unless adequately substantiated by police investigation. DA Form 3975, Military Police Report DA Form 4833, Commander's Report of Disciplinary or Administrative Action Table 4-2 Offense Code List 5E Civil Rights 6 Sex Crimes DA Form 2819, Law Enforcement and Discipline Report	Proponent changing MPR, DA Form 3975, to include NIBRS requirements. Dissemination of MPR: local commanders and supervisors, U.S. Army Crime Records Center, other. No requirement to report to HQDA.
Oct 85 w/ c1 Sep 93	AR 195-2, Criminal Investigation Activities		Describes the investigative authority of the U.S. Army and provides guidelines for determining if an Army interest exists in a given criminal offense.
Oct 90	AR 210-1, Private Organizations on Department of the Army Installations and Official Participation in Private Organizations	2-5. PO [Private Organization] employment and membership practices a. POs will not be allowed to operate on DA installations if their employment practices discriminate based on- (1) Sex, age, religion, race, color, national origin, or marital status. (2) Lawful political affiliation. (3) Labor organization membership. (4) Physical handicaps. b. POs will not discriminate in membership on the basis of race, color, sex, national origin, or religion. c. The installation commander may approve the operation of certain POs that restrict membership to one sex. One or more of the following must apply- (1) The PO's purpose is philanthropic and, by tradition, its membership has been of one sex. (2) The PO's purpose and function is to benefit one sex, and its membership is composed of that sex. (Examples are scouting organizations or women's and men's sports associations.) (3) The PO has a specific purpose and function that restricts membership to one sex, but also has a counterpart organization with the same purpose and function. (Examples are women's and men's sports clubs, women's and men's civic associations, and boy and girl scouting organizations.)	

Date	Document	Quote	Remarks
May 90	AR 210-50, <i>Housing Management</i>	<p><b>1-14. General policies</b>  <i>f.</i> Housing will be provided on a non-discriminatory, equal opportunity basis regardless of race, color, religion, national origin, gender, age, or disability.</p> <p><b>Chapter 6 Housing Referral Service</b>  <b>Section III Housing Discrimination Complaints</b> [discusses equal opportunity in off-post housing program].</p>	
Sep 95	AR 215-1, <i>Nonappropriated Fund Instrumentalities and Morale, Welfare, and Recreation Activities</i>	<p><b>7-33. Nondiscrimination</b>  MWR activities do not discriminate on the basis of race, color, religion, sex, age, national origin, marital status, political affiliation, or physical handicap. A NAFI may not be affiliated by membership, dues or non-dues paying, with any private sector recreational, trade, or professional association that practices discrimination in any form. No MWR facility or activity will be made available to any organization that practices discrimination nor will any NAFI use the land, facilities, or services of such organizations.</p> <p><b>8-11. Entertainment, commercial</b>  Performers, shows, or acts that are known to have given offense to any racial, ethnic, or religious group, or entertainers who are attired in a manner that may offend members of the audience are not booked. Female topless and female and male bottomless entertainment is prohibited.</p>	
Jul 85	AR 340-21, <i>The Army Privacy Program</i>	<p><b>1-5. Policy</b>  <i>b.</i> Collect only the personal information about an individual that is legally authorized and necessary to support Army operations. Disclose this information only as authorized by the Privacy Act and this regulation.</p> <p><b>3-2. Blanket routine use disclosure</b>  <i>c. Disclosure of requested information.</i> If the information is relevant and necessary to the requesting agency's decision, a record may be disclosed to a Federal agency in response to its request in connection with-</p> <ol style="list-style-type: none"> <li>(1) Hiring or retention of an employee.</li> <li>(2) Issuance of a security clearance.</li> <li>(3) Reporting of an investigation of an employee.</li> </ol> <p><b>4-5. First amendment rights</b>  No record describing how an individual exercises rights guaranteed by the first amendment will be kept unless expressly authorized by Federal statute, by the subject individual, or unless pertinent to and within the scope of an authorized law enforcement activity. Exercise of these rights includes, but is not limited to, religious and political beliefs, freedom of speech and the press, and the right of assembly and to petition.</p>	



Date	Document	Quote	Remarks															
Aug 81 w/ c1 Aug 83	AR 350-1, Army Training	<p><b>4-6. CMT [Common military training] categories</b></p> <p>a. <i>Program (P)</i>. Program training applies to the majority of soldiers and is conducted in a structured manner as follows:</p> <p>(1) [ ] Training base (resident training) is conducted in accordance with an approved Program of Instruction.</p> <p>(2) [ ] Training in units is conducted on a continuing or cyclical basis.</p> <p>c. <i>Refresher (R)</i>. Refresher training is used when periodic or recurring emphasis is required. This type of training depends on the local situation and the commander's assessment of need. In some instances, refresher training is needed to reinforce or review important skills or knowledge acquired during initial entry training. In other cases, it is training designed to support unit cohesion, discipline, and morale. <i>Refresher training frequency is left to the commander's discretion.</i></p> <p>e. <i>Awareness (A)</i>. Awareness training can be accomplished by briefings or orientations. . . . <i>How and when this training is conducted is discretionary and depends on the commander's evaluation of need.</i></p> <p><b>Table 4-1 Common Military Training</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>AR</th> <th>Proponent</th> <th>Enlisted</th> <th>Officer</th> </tr> </thead> <tbody> <tr> <td>Equal Opportunity</td> <td>600-21</td> <td>DCSPER</td> <td>R</td> <td>R</td> </tr> <tr> <td>Moral &amp; Ethics Dev.</td> <td>600-30</td> <td>CC</td> <td>A</td> <td>A</td> </tr> </tbody> </table>	Subject	AR	Proponent	Enlisted	Officer	Equal Opportunity	600-21	DCSPER	R	R	Moral & Ethics Dev.	600-30	CC	A	A	<p>Guidance differs from AR 600-20. AR 600-20 requires unit EO training twice a year. AR 350-1 leaves frequency of EO training up to the commander.</p> <p>Program training in schools. Awareness training in schools.</p>
Subject	AR	Proponent	Enlisted	Officer														
Equal Opportunity	600-21	DCSPER	R	R														
Moral & Ethics Dev.	600-30	CC	A	A														
Mar 93	AR 350-41, Training in Units	<p><b>B-3. CMT codes and examples</b></p> <p>b.(1) <i>Program (P) training code</i>. Program training applies to the majority of soldiers and is conducted in a structured manner as follows:</p> <p>(a) [ ] Training in schools is programmed.</p> <p>(b) [ ] Training in units is conducted on a continuing or cyclical basis.</p> <p>(9) <i>Refresher (R) training code</i>. Refresher training is used when periodic or recurring emphasis is required. . . . In other cases, refresher training is designed to support unit cohesion, discipline and morale. The lack of any of these three factors can adversely affect the command climate and unit readiness and, therefore, mission accomplishment. . . . Refresher training frequency is left to the commander's discretion.</p> <p>(11) <i>Awareness (A) training code</i>. Awareness training . . . can be accomplished by briefings or orientations. . . . How and when this training is conducted is discretionary and depends on the commander's evaluation of need.</p> <p><b>Table B-1 Common military training in units</b></p> <table border="1"> <thead> <tr> <th>Subject</th> <th>AR</th> <th>Proponent</th> <th>Enlisted</th> <th>Officer</th> </tr> </thead> <tbody> <tr> <td>EO/Sex Harass</td> <td>600-20</td> <td>DCSPER</td> <td>R</td> <td>R</td> </tr> </tbody> </table> <p><b>Legend</b> R--Refresher</p>	Subject	AR	Proponent	Enlisted	Officer	EO/Sex Harass	600-20	DCSPER	R	R	<p>Guidance differs from AR 600-20. AR 600-20 requires unit EO training twice a year. AR 350-41 requires refresher training on EO and sexual harassment, but leaves frequency of training up to the commander.</p>					
Subject	AR	Proponent	Enlisted	Officer														
EO/Sex Harass	600-20	DCSPER	R	R														

Date	Document	Quote	Remarks																																							
		<p><b>Table B-2 Common training in Army Schools</b></p> <table border="0"> <tr> <td>Subject</td> <td>AR</td> <td>B</td> <td>A</td> <td>P</td> <td>Bn</td> <td>An</td> <td>S</td> <td>F</td> <td>Ob</td> <td>Oa</td> <td>C</td> <td>Cg</td> </tr> <tr> <td>EO/Sex Harass</td> <td>600-20</td> <td>P</td> <td>P</td> <td>P</td> <td></td> <td>P</td> <td>P</td> <td>P</td> <td>A</td> <td>A</td> <td>A</td> <td>A</td> </tr> <tr> <td>Standards of Conduct</td> <td>600-50</td> <td>P</td> <td></td> <td></td> <td></td> <td></td> <td>R</td> <td>R</td> <td>P</td> <td></td> <td></td> <td>R</td> </tr> </table> <p><b>Legend</b>  B--BCT/OSUT, A--AIT/OSUT, P--PLDC, Bn--BNCOC, An--ANCOC, S--SMC,  F--Functional, Ob--OBC/WOCS, Oa--OAC/SWOT, C--CAS<sup>3</sup>, Cg--CGSC/MWOT</p>	Subject	AR	B	A	P	Bn	An	S	F	Ob	Oa	C	Cg	EO/Sex Harass	600-20	P	P	P		P	P	P	A	A	A	A	Standards of Conduct	600-50	P					R	R	P			R	
Subject	AR	B	A	P	Bn	An	S	F	Ob	Oa	C	Cg																														
EO/Sex Harass	600-20	P	P	P		P	P	P	A	A	A	A																														
Standards of Conduct	600-50	P					R	R	P			R																														
Oct 89	AR 360-81, <i>Command Information Program</i>	<p>2-12.1.(2) The masthead for CE [civilian enterprise] publications that have advertising will also contain the following statements:  (a) "Everything advertised in this publication shall be made available for purchase, use or patronage without regard to race, color, religion, sex, national origin, age, marital status, physical handicap, political affiliation, or any other non merit factor of the purchaser, user or patron."</p>																																								
Jul 95	AR 600-8-24, <i>Officer Transfers and Discharges</i>	<p><b>Chapter 4 Eliminations</b>  <b>4-1. Overview</b>  c. An officer who has his or her security clearance withdrawn or withheld due to unfavorable information regarding loyalty, subversion, or security may be processed for involuntary separation according to AR 604-10.</p> <p><b>4-2. Reasons for Elimination</b>  While not all inclusive, when one of the following or similar conditions exist, elimination action may be or will be initiated as indicated below for-</p> <p>a. Substandard performance of duty.  b. Misconduct, moral or professional dereliction, or in the interest of national security.</p> <p>(5) Acts of personal misconduct (including but not limited to acts committed while in a drunken or drug intoxicated state).  (8) Conduct unbecoming an officer.  (13) Failure to respond in a reasonable length of time to rehabilitative efforts regarding repeated acts of child/spouse maltreatment or abuse and/or acts of family violence.</p>																																								
Mar 92	AR 600-13, <i>Army Policy for the Assignment of Female Soldiers</i>	<p><b>1-12. Overall policy for the female soldier</b>  a. The Army's assignment policy for female soldiers allows women to serve in any officer or enlisted specialty or position except in those specialties, positions, or units (battalion size or smaller) which are assigned a routine mission to engage in direct combat, or which collocate routinely with units assigned a direct combat mission.  c. Female soldiers will be provided full and equal opportunity to pursue careers in the military and will be assigned to all skills and positions according to</p>																																								

Date	Document	Quote	Remarks
		<p>the above policy.</p> <p>2-2.b. The following two codes will be used to classify positions:</p> <p>(1) P1 will indicate those positions to which women may not be assigned.</p> <p>(2) P2 (open to women) will be used for all other positions.</p> <p>2-3.b. Procedures for classifying positions under DCPC (Direct Combat Position Coding) will be accomplished as follows.</p> <p>(1) Positions will be coded closed (P1) only if-</p> <p>(a) The specialty or position requires routine engagement in direct combat.</p> <p>(b) The position is in a battalion or smaller size unit that has a mission of routine engagement in direct combat.</p> <p>(c) The position is in a unit that routinely collocates with battalion or smaller size units assigned a mission to engage in direct combat.</p> <p>(d) The position is in a portion of a unit that routinely collocates with a battalion or smaller size unit having a direct combat mission.</p> <p>(2) Positions will be coded open (P2) if they do not meet the criteria of a closed (P1) position as defined above.</p>	
<p>Mar 88 w/c4 Sep 93</p>	<p>AR 600-20, Army Command Policy</p>	<p><b>2-1. Chain of Command</b></p> <p>b. Commanders are responsible for everything their command does or fails to do.</p> <p>d. Soldiers have a responsibility to ensure their unit commander is made aware of problems which affect the discipline, morale, and effectiveness of the unit.</p> <p><b>4-4. Soldier Conduct</b></p> <p>a. Ensuring the proper conduct of soldiers is a function of command. Commanders rely upon all leaders in the Army, whether they are on or off duty or in a leave status, to-</p> <p>(2) Take action against military personnel in any case where the soldier's conduct violates good order and military discipline.</p> <p><b>6-3. Equal opportunity policy</b></p> <p>6-3.a.(2) Extends to soldiers, civilian employees, and their families.</p> <p>b. The following are exceptions to a totally nonbiased personnel management process:</p> <p>(1) The assignment and utilization of female soldiers. (AR 600-13, Army Policy for the Assignment of Female Soldiers, prescribes policies, procedures, responsibilities, and the position coding system for female soldiers.)</p> <p>(2) Support for established equal opportunity goals, such as to increase representation of a particular group in one or more monitored area(s) of affirmative action plans.</p>	<p>Undergoing revision.</p>

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		<p><b>6-5. Chain of command responsibilities</b>  The chain of command, whether military or civilian, has the primary responsibility for developing and sustaining a healthy EO climate. This responsibility entails, but is not limited to, promoting positive programs that enhance unit cohesion, esprit, and morale; communicating matters with EO significance to unit personnel and higher headquarters; correcting discriminatory practices by conducting rapid, objective, and impartial inquiries to resolve complaints of discrimination; encouraging the surfacing of problems and preventing reprisal for those who complain; and taking appropriate action against those who violate Army policy.</p> <p><b>6-6. Staffing</b>  6-6.c. The principal EOA will have direct access to the supported commander at all times and that commander will be either the EOA's rater or senior rater.</p> <p>6-6.e. <i>Roles and duties of EOAs.</i>  (1) Receiving and assisting in processing individual complaints of discrimination and sexual harassment.</p> <p><b>6-8. Procedures for processing complaints of discrimination</b>  a. <i>Individual rights.</i> Soldiers and their family members have the right to--  (1) Present a complaint to the command without fear of intimidation, reprisal, or harassment;  (2) Communicate with the commander concerning their complaints;</p> <p>b. <i>Individual responsibilities.</i> Individuals have the responsibility to --  (1) Attempt to resolve a complaint by first informing the alleged offender that the behavior must stop. (Depending upon the severity of the offense, this may not always be plausible);  (2) Advise the command of the specifics of sexual harassment and discrimination complaints and provide the command an opportunity to take appropriate action to rectify/resolve the issue; and  (3) Submit only legitimate complaints and exercise caution against unfounded or reckless charges.</p> <p>c.(1) <i>Informal complaints.</i>  c.(2) <i>Formal complaints.</i></p> <p>6-8.f.(2) The unit commander will conduct an inquiry to determine if sufficient evidence exists to warrant a full investigation. . . . Should such evidence exist, the commander must refer the case to the battalion- or brigade-level commander for the appointment of an AR 15-6 investigating officer.  (3) The EOA will review and comment on the findings of the investigation to ensure compliance with DoD/DA policies and objectives.</p> <p>h. An EOA's skills in complaint handling and conflict resolution and training in</p>	

Date	Document	Quote	Remarks
		the subtleties of discrimination and sexual harassment enable him or her to advise the commander or any investigating officer.	
Dec 86 w/ c1 Oct 94	AR 600-37, <i>Unfavorable Information</i>	<b>Chapter 3 Unfavorable Information in Official Personnel Files</b> <b>3-4. Filing of nonpunitive administrative letters of reprimand, admonition, or censure in official personnel files</b>	
Sep 93	AR 600-100, <i>Army Leadership</i>	<p>1-8.a.(4) <i>Integrity</i>. This is the thread woven through the fabric of the professional Army ethic. Integrity means honesty, uprightness, the avoidance of deception and steadfast adherence to standards of behavior.</p> <p><b>Chapter 2 Responsibilities</b></p> <p><b>2-1. General</b></p> <p>a. All leaders are responsible for:</p> <p>(1) Accomplishing the unit's mission.</p> <p>(2) Ensuring subordinates welfare to include physical, moral, personal, and professional well-being.</p> <p>(4) Setting and exemplifying the highest professional and ethical standards.</p> <p>(13) Treating subordinates with dignity, respect, fairness and consistency.</p> <p>b.(2) Senior level leaders promote Army values by establishing and maintaining the command climate of their organizations through sound, ethical organizational policies and practices. . . . Senior leaders must consider individual perceptions and their effects in establishing and maintaining a healthy command climate.</p> <p>b.(3) Leaders at the direct level affect values and behavior by establishing day-to-day procedures, practices and working norms, by their personal example, and by building discipline, cohesion, motivation, consistency, and fair play. . . . The values leaders personally practice have a major impact in determining unit and organizational value systems.</p>	
Jul 84 w/ c15 Sep 90	AR 600-200, <i>Enlisted Personnel Management System</i>	<p><b>Chapter 7 Section II Advancement to Pay Grades E-2, E-3, E-4</b></p> <p>7-13.i. [B]oards may only be used for soldiers who need a time in service waiver.</p> <p>(2) The board will include voting members of minority ethnic groups. The board will also include at least one voting member of the same sex as those being considered, if available.</p> <p><b>Section III Promotion to Pay Grades E-5 and E-6</b></p> <p>7-19.a.(5) [T]he board will be comprised of at least one voting member of the same sex as those being considered.</p> <p>(6) [W]ill appoint members of minority ethnic groups . . . even though the board may not be considering soldiers of minority ethnic groups. No specific number or ratio of these soldiers will be on any given board; however, the board</p>	

Date	Document	Quote	Remarks
		<p>will not be comprised of all minority ethnic group members.</p> <p><b>Section IV Promotion to Pay Grades E-7, E-8, E-9</b></p> <p><b>7-38. Selection boards</b></p> <p><i>a. Composition.</i> . . . Female officers and enlisted women will be routinely appointed to serve as members of the board. . . . Minority ethnic group representation will be routinely provided.</p>	
Mar 92	AR 601-1, <i>Assignment of Enlisted Personnel to the U. S. Army Recruiting Command</i>	<p><b>2-4. Selection criteria</b></p> <p><i>a.</i> To qualify for selection as a U.S. Army recruiter, either as a volunteer or as a DA selected recruiter, a soldier must-</p> <p>(20) Never have had action taken (including proceedings under the provisions of Article 15, Uniform Code of Military Justice) . . . by any authority for-</p> <p>(<i>b</i>) Any offense that involves moral turpitude, regardless of sentence received. (No waiver authorized.)</p>	
Feb 95	AR 601-210, <i>Regular Army and Army Reserve Enlistment Program</i>	<p><b>2-10. Moral and administrative criteria</b></p> <p><i>a. Applicant Interview.</i> Recruiter will interview applicant on any records of arrest, charges, juvenile court adjudications, traffic violations, probation periods, dismissed or pending charges or convictions.</p> <p>(1) If applicant claims none, processing may continue without a police records check.</p> <p>(3) If applicant admits to an offense, or recruiter has reasons to suspect applicant may be concealing a record, start police records check procedures.</p> <p><i>b. Police Clearance.</i></p> <p><i>e. Delay of police reply.</i> If reply from police authorities is not received within 21 days, a copy of the DD Form 369 request will be forwarded to the [battalion] whose area includes the city in question. [Battalion] commander will exert every effort to obtain police clearance and return results to requesting recruiting station. If efforts to obtain information fail, process allegation as self-admitted offense.</p> <p><i>i. Police records check not required.</i> If law enforcement agency states, in writing, that it will not provide information or that a fee is required and copy of that statement is maintained in recruiting battalions, police records check will not be required. DD Form 369 will contain reference to that written statement. The form will be forwarded with enlistment packet.</p> <p><b>4-24. Nonwaiver medical, moral, and administrative disqualifications</b></p> <p>The following are disqualifications that cannot be waived:</p> <p><i>c.</i> Questionable moral character.</p> <p><i>f.</i> Sexual perversion.</p> <p><i>h.</i> History of antisocial behavior.</p> <p><b>Chapter 6 MEPs Processing Phase</b></p> <p><b>Section II Guidance Counselor Processing Phase</b></p>	

Date	Document	Quote	Remarks
		<p>6-5.c. Specifically, question applicant on existence of juvenile and youthful offender records. Explains thoroughly to each applicant the Army policy that adjudication as a youthful offender or juvenile delinquent by a State, or disposition by Federal juvenile authorities, will not prevent enlistment if applicant is otherwise eligible.</p>	
Apr 86	AR 601-270, <i>Military Entrance Processing Station (MEPS)</i>	<p><b>Chapter 6 Operating Procedures</b>  <b>6-5. MEPS preenlistment interview</b>  MEPS will interview applicants (before the Oath of Enlistment is administered) for the purpose of assisting recruiting activities. . . . Any additional information obtained from applicants which may have a bearing on their qualification for military service will be furnished to the appropriate MEPS examining officer . . . for resolution. Specific interview requirements and procedures will be established by the Commander, USMEPCOM, in coordination with recruiting Service commanders.</p> <p><b>Chapter 9 Processing of Selective Service System Registrants</b>  <i>Note:</i> This chapter will be implemented upon direction of Headquarters, Department of the Army.</p> <p><b>9-15. Initial Screening</b>  Registrants are unacceptable when their record of convictions or adverse juvenile adjudications reflects frequent difficulties with law enforcement agencies, criminal tendencies, a history of antisocial behavior, alcoholism, drug abuse, sexual misconduct, or questionable moral character.</p>	
Sep 95	AR 601-280, <i>Army Retention Program</i>	<p><b>1-8. Authority to act on retention actions</b>  <i>f.</i> In those cases where a soldier is fully qualified for retention but his commander believes it is not in the best interest of the Army for the soldier to continue to serve (but a Bar to Reenlistment is not warranted), the commander may forward the soldier's request for reenlistment or extension through command channels to the first Colonel or higher in the soldier's chain of command. . . . If denial of the requested action is supported, the commander will provide his or her comments, attached as an endorsement . . . through the servicing senior Career Counselor to the Commander, PERSCOM. . . . The Commander, PERSCOM, may, on a case-by-case basis, deny reenlistment and/or extension to any soldier who does not have a statutory entitlement to reenlist. . . . Any commander who is a commissioned officer in the soldier's chain of command may stop the process for denial and approve the soldier's request.</p> <p><b>3-9. Moral and Administrative Disqualifications</b>  <b>8-2. Standards for Reenlistment</b>  <i>a.</i> Only soldiers of high moral character, personal competence, and demonstrated adaptability to the requirements of the professional soldier's moral</p>	

Date	Document	Quote	Remarks
		<p>code will be reenlisted in the Active Army.</p> <p><b>8-4. Criteria</b></p> <p><i>d. Soldiers against whom a Bar to Reenlistment may be initiated.</i></p> <p>(13) Cannot adapt to military life; uncooperative; involved in frequent difficulties with fellow soldiers.</p> <p>(15) Causes trouble in the civilian community.</p> <p>(17) Personal behavior brings discredit upon his unit or the Army.</p> <p><b>8-5. Procedures</b></p> <p>a.(2) A Bar to Reenlistment should not be based on generalities, approximate dates, vague places or time. It should be based on specific incidents substantiated by official remarks made at the time of each occurrence. The soldier should be counseled on each occurrence and told that all instances are made matter of official record when acts considered unworthy of the U.S. Army are performed.</p>	
Jun 95	AR 611-101, <i>Commissioned Officer Classification System</i>	<p><b>1-14. Female officer designation/utilization</b></p> <p><i>a.</i> It is the current Army policy that female officers may be designated in any branch or functional area except Infantry (11), Armor (12), Special Forces (18), and all other AOCs except Cannon Field Artillery (13E) and SHORAD Artillery (14B).</p> <p><i>b.</i> Female officers may be designated in all other branch and functional area AOCs, but will not be assigned to positions coded with Direct Combat Position Coding (DCPC) P1; for example, to Mechanized Infantry.</p>	
Jun 95	AR 611-201, <i>Career Management Fields and Military Occupational Specialty</i>	<p><b>1-11. Military Occupational Specialty (MOS) physical demands analysis and ratings</b></p> <p><i>f.</i> Pending publication of an Army Regulation outlining proponent responsibilities and methodology for assessing physical demands, the procedures outlined in appendix G, Women in the Army Policy Review, ODCSPER, DA 12 November 1982 will be used by proponents to prepare the . . . (Physical Demands Analysis Worksheet).</p> <p><b>Chapter 4 MOS, SQI and ASI Not Available to Women Soldiers</b></p> <p><b>4-1. General</b></p> <p>The Direct Combat Probability Coding Policy determines where women may serve. Women may not serve in units or in positions in units that would routinely require them to perform in direct combat.</p> <p><b>4-2. MOS, SQI and ASI closed to women</b></p> <p>The Army has recognized the high probability that soldiers classified in some MOS and SQI will routinely engage in direct combat. Therefore, SQI "G" Ranger, SQI "V" Ranger-Parachutist, and the MOS listed in Table 4-1 are closed for accession or reclassification of female soldiers.</p>	



Date	Document	Quote	Remarks
Jul 84 w/ c15 Sep 90	AR 614-200, <i>Selection of Enlisted Soldiers for Training and Assignment</i>	<p>1-5.n. The direct combat probability coding (DCPC) policy determines positions in which women may serve. Under DCPC women may not be assigned to positions coded P1 on TO&amp;E. The P1 positions have the highest probability of routine participation in direct combat. DCPC of positions is visible only on TO&amp;E, male only. Identify codes on MTOE should correctly correlate to P1 codes on TO&amp;E. Women may be assigned to all other positions.</p> <p>1-5.v. Soldiers will be given equal assignment opportunity without regard to race, color, age, religion, national origin, marital status, or whether or not they will be accompanied by their spouses. Martial status or the employment, educational, or volunteer activities of the spouse will not be considered in the selection of a soldier for PCS or duty assignments.</p> <p><b>Chapter 8 Section II Drill Sergeant Program</b>  <b>8-17. Selection criteria</b>  <i>d.</i> Have no record of emotional instability as determined by screening of health records.  <i>g.</i> Have no record of disciplinary action . . . during current enlistment or in last 3 years, whichever is longer.</p> <p><b>8-20. Relief from drill sergeant candidate status or drill sergeant duties.</b>  <i>a.</i>(1) Failure to maintain high standards of military appearance, military courtesy, bearing, conduct, and/or professionalism.  <i>a.</i>(3) Infractions of training policies or violations of the UCMJ.  <i>k.</i> When a serious incident occurs that requires an investigation to clarify the issues, commanders will relieve the drill sergeant from assigned duties and temporarily suspend special duty assignment pay, pending completion of the investigation. Mere occurrence of an incident or the conduct of an investigation is not intended to be a basis for relief from the program.</p>	
Jul 84 w/ c15 Jun 96	AR 635-200, <i>Enlisted Personnel</i>	<p><b>Chapter 1 General Provisions</b>  <b>1-1. Purpose and scope</b>  <i>b.</i> The separation policies in this regulation promote the readiness of the Army by providing an orderly means to-</p> <p>(1) Judge the suitability of persons to serve in the Army on the basis of their conduct and their ability to meet required standards of duty performance and discipline.</p> <p><b>Chapter 13 Separation for Unsatisfactory Performance</b>  <b>13-2. Criteria</b>  <i>a.</i> Commanders will separate a soldier for unsatisfactory performance when it is clearly established that-</p> <p>(3) The seriousness of the circumstances is such that the soldier's retention would have an adverse impact on military discipline, good order, and morale, and</p>	

Date	Document	Quote	Remarks
		<p>(4) It is likely that the soldier will be a disruptive influence in present or future duty assignments, and</p> <p>(5) It is likely that the circumstances forming the basis for initiation of separation proceedings will continue or recur, and</p> <p>(6) The ability of the soldier to perform duties effectively in the future, including potential for advancement or leadership, is unlikely.</p> <p><b>Chapter 14 Section III Acts or Patterns of Misconduct</b>  <b>14-12.b. A pattern of misconduct.</b></p> <p>(2) Conduct prejudicial to good order and discipline. Discreditable conduct and conduct prejudicial to good order and discipline includes conduct violative of the accepted standards of personal conduct found in the UCMJ, Army regulations, the civil law, and time-honored customs and traditions of the Army.</p>	
Sep 92	AR 670-1, <i>Wear and Appearance of Army Uniforms and Insignia</i>	<p><b>1-7. Personal appearance policies</b></p> <p>a. <i>General.</i> The Army is a uniformed service where discipline is judged, in part, by the manner in which the individual wears the uniform as prescribed.</p> <p><b>26-28. Umbrellas, black (female only)</b></p> <p>c. <i>How worn.</i> Female personnel may carry an umbrella when wearing the service, dress, and mess uniforms. The umbrella may not be carried when wearing field or utility uniforms.</p>	
Dec 86	DA Pam 165-15, <i>Moral Leadership/ Values: Responsibility and Loyalty</i>	<p>2-18.a. Moral ownership has become an integral part of the life of our soldiers. Each and every soldier is charged with this obligation. A lack of this attribute causes unit and personal disintegration.</p>	
Aug 93 w/ c1 Jun 94	DA Pam 350-20, <i>Unit Equal Opportunity Training Guide</i>	<p>Lesson plans include: The Army's Equal Opportunity Program, Duties and Responsibilities of Equal Opportunity Leaders, Cultural Issues Related to Equal Opportunity, Prevention of Sexual Harassment, Discrimination, Uniform Code of Military Justice Implications of the Equal Opportunity Program, Enforcement of Equal Opportunity Policies, Implementation of the Equal Opportunity Program, Leadership Issues Related to Cultural Diversity, Techniques for Equal Opportunity Assessment, Equal Opportunity Action Plan, The Affirmative Action Plan, Techniques for Equal Opportunity Training, Identification of Current Army Equal Opportunity Issues, Techniques to Champion the Equal Opportunity Program.</p> <p><b>Lesson Plan 14 Identification of Current Army Equal Opportunity Issues</b></p> <p>Racial and cultural differences</p> <p>Sexual harassment</p> <p>Women in military service</p>	Proponent to revise this guide after release of new AR 600-20. This publication provides unit leaders with standardized lesson plans for a variety of EO subjects.

Date	Document	Quote	Remarks
Oct 94	DA Pam 350-58, <i>Leader Development for America's Army, The Enduring Legacy</i>	Behavior refers to actions or reactions to specific situations based on attitude, beliefs, and values. Unlike attitudes, behavior is easily measured and influenced through positive and negative reinforcement. (p. 3)	
May 90	DA Pam 600-26, <i>Department of the Army Affirmative Action Plan</i>	<p><b>1-4. Objective</b></p> <p>a. The thrust of the Army EO Program continues to be, "to firmly embed the equal opportunity function within the Army's leadership framework." Fairness, justice, and equity for all soldiers, regardless of race, color, ethnicity, gender, or religion are obligations of leadership and functions of command.</p> <p>c. The AAP must direct affirmative actions in support of Army policy that will provide equal opportunity and treatment for all soldiers regardless of race, color, gender, religion, or national origin. It must reflect the high priority afforded these important tasks and the commitment of the Army to achieve its objective.</p>	
Dec 93	DA Pam 600-35, <i>Relationships Between Soldiers of Different Ranks</i>	<p><b>1-1. Purpose.</b> This pamphlet explains the policy on soldier relationships contained in AR 600-200, paragraphs 4-14 through 4-16.</p> <p>1-4.c. Professional soldiers consider some relationships, like social relationships in a training environment or involving the chain of command, as having so much potential for abuse or having such a damaging effect on morale or discipline that these are consistently held to be improper.</p> <p>e. The current policy was first published as a change to AR 600-20, in 1978. The Women's Army Corps disbanded and female soldiers were integrated into the Army in greater numbers, serving in positions not previously filled by women. Women began to associate with their male counterparts in integrated units. Female soldiers often no longer had direct tutelage, mentoring and disciplining by senior women officers and noncommissioned officers. The manner in which relationships between male and female soldiers had been regulated changed.</p> <p>1-5.b. Soldiers must remain aware that relationships between soldiers of different rank may lead to perceptions of favoritism or influence. The appearance of impropriety can be as damaging to morale and discipline as actual misconduct.</p>	
Apr 85	DA Pam 600-50, <i>White Paper, "Leadership Makes the Difference"</i>	Caring means much more than a cursory interest in others. It means sincere involvement in helping to find solutions to problems and improving welfare. Caring means setting examples of moral and professional excellence in order to inspire the subordinate to new heights. It means talking with and listening to subordinates, not simply talking at them; doing something about hardships or problems, not paying lip service to them; teaching individuals by counseling, not by abusing them. Caring means fostering a command climate where people are	

Date	Document	Quote	Remarks
		<p>challenged, where they feel their contributions make a difference, and where they feel good about themselves and the Army they serve. Caring and leading go together. You can't have one without the other! (p. 8)</p>	
Jul 86	DA Pam 600-66-85, <i>Leadership in Action</i>		
Oct 86	DA Pam 600-69, <i>Unit Climate Profile Commander's Handbook</i>		
Jun 87	DA Pam 600-80, <i>Executive Leadership</i>	<p>The young people who join the Army and each of the other Services come with their own hopes and expectations. The commitment of a human resources program is to these young people, but it is also to their parents, families, and communities. These young people are the nation's most valuable resource for the future. Their service may span a single enlistment or an entire career. If, during that time, they learn fairness and justice, if their experience has led to growth in skills and maturity -- then the Army will have fulfilled a most important obligation to society. This is a contribution to nation-building in the truest sense, and is fundamental to defending the Constitution -- not by arms alone.</p> <p>The Army's current leaders have focused attention on this obligation in the stated values of recruiting themes. Society's view of whether or not the obligation is fulfilled will be determined, in large part, by the perceptions of "reality" at the operating level, as seen by serving sons and daughters. (pp. 43-44)</p>	
Jul 90	FM 22-100, <i>Military Leadership</i>	<p>Leaders must guard against the natural peacetime tendency to use "efficient" centralized methods of training and "zero defects" approaches to day-to-day operations. (p. vii)</p> <p>As a leader, you are responsible for understanding and directly transmitting the Army's values to your soldiers. . . . Since the Army's purpose is to protect the nation and its values, the Army's ethic must be consistent with national will and values. (p. 22)</p> <p>Beliefs are assumptions or convictions you hold as true about some thing, concept, or person. (p. 22)</p> <p>Values are attitudes about the worth or importance of people, concepts, or things. (p. 23)</p> <p>Norms are the rules or laws normally based on agreed-upon beliefs and values that members of a group follow to live in harmony. (p. 24)</p>	

Date	Document	Quote	Remarks
Jun 85	FM 22-101, <i>Leadership Counseling</i>		
Mar 87	FM 22-102, <i>Soldier Team Development</i>	<p>A mature soldier develops physically, socially, emotionally, and spiritually. Physical fitness and development provide the stamina necessary for sustained action and intense stress. Social maturity provides the willingness to work with others in cohesive teams. Emotional maturity gives stability to deal with the stress of combat. Spiritual maturity gives the soldier hope and purpose to face the dangers and uncertainty of combat. (p. 3)</p> <p>Research has shown that during IET, values that enhance teamwork become more important while values that reflect individual accomplishment become less important. IET begins to instill team values, and the process continues as the soldier moves from unit to unit. (p. 18)</p> <p>Teaching such values is not an attempt to drastically change the soldier. . . . If soldiers are going to become productive team members, they must begin to share the values that enhance team performance. (pp. 18-19)</p> <p>These values will become the <i>standards</i> of the unit. Standards are those principles or rules by which behaviors and tasks are measured as successfully accomplished. . . . Soldiers will measure other soldiers by it. It gradually becomes a <i>criterion</i> for acceptance into the team. (p. 19)</p> <p>When members of a squad, section, or platoon share these values and adhere to the standards that flow from them, they are a more cohesive team. (p. 19)</p>	
Jun 87	FM 22-103, <i>Leadership and Command at Senior Levels</i>		
Jun 94	FM 100-1, <i>The Army</i>	<p><b><u>The Army Ethos</u></b> The Army ethos, the guiding beliefs, standards and ideals that characterize and motivate the Army, is succinctly described in one word--DUTY. Duty is behavior required by moral obligation, demanded by custom, or enjoined by feelings of rightness. . . . It requires the impartial administration of standards without regard to friendship, personality, rank, or other bias. (pp. 5-7)</p> <p><b>Compassion</b> is basic respect for the dignity of each individual; treating all with dignity and respect. It is the personification of the "Golden Rule," treat others as you want them to treat you. (p. 9)</p> <p><b><u>The American Soldier</u></b> American soldiers come from a wide range of cultural backgrounds. Upon</p>	

Date	Document	Quote	Remarks
		entering the military service, they are called upon to adapt their individual values to those of the military profession. (p. 10)	
Oct 94	STP 21-1-SMCT, <i>Soldier's Manual of Common Tasks, Skill Level 1</i>		
Oct 92	STP 21-24-SMCT, <i>Soldier's Manual of Common Tasks, Skill Levels 2-4</i>		
May 90	STP 21-I-MQS, <i>Military Qualification Standards I, Manual of Common Tasks (Precommissioning Requirements)</i>		
Jan 91	STP 21-II-MQS, <i>Military Qualification Standards II, Manual of Common Tasks for Lieutenants and Captains</i>	<p><b>Lieutenants Leadership</b>  <b>S1-9001.10-0002 Explain the Professional Army Ethic Standards.</b> Describe the process of internalizing values.  <b>Description.</b></p> <p>1. Compliance with a specific value occurs when a soldier behaves in a particular manner based solely on anticipated reward or punishment. Compliance requires the actual or imminent presence of the leader. The statement, "I don't cheat because I may get caught," is an example of compliance.</p> <p>2. Identification with a value set occurs when a soldier acts in accordance with the value set of the group in order to become a full member of the group rather than to avoid punishment. The statement, "I will not cheat on the rifle range because 1st Platoon does not cheat on the rifle range and I am a member of 1st Platoon," reflects a group value a soldier adheres to in order to be an accepted member.</p> <p>3. Internalization occurs when a soldier adopts the group's value set as his own. The soldier believes in the values and acts accordingly in any circumstance. The soldier's behavior persists regardless of the situation. "I don't cheat because it is wrong to cheat," is an example of internalization.</p> <p><b>Soldier and Unit Support System</b></p>	

Date	Document	Quote	Remarks
		<p><b>S3-0010.00-0014 Implement Equal Opportunity at Unit Level</b>  <b>ENABLING LEARNING OBJECTIVES</b>  <b>Action 1.</b> Describe the purpose, policy, procedures, and key terms associated with the EO program and sexual harassment (SH) at the unit level.  <b>Action 2.</b> Identify the legal implications of adverse EO behavior as a person or leader.  <b>Action 3.</b> Analyze situations with indicators of positive and negative EO and SH behavior. Recommend platoon and equivalent level actions.</p>	
Jun 93	STP 21-III-MQS, <i>Military Qualification Standards III, Leader Development Manual for Majors and Lieutenant Colonels</i>		
May 86	TC 22-9-1, <i>Leader Development Program, Military Professionalism (Platoon/Squad Instruction)</i>	<p>Chapters include <b>Professional Commitment, Honesty in the Military, Physical and Moral Courage, Professional Competence, Rules of War.</b>  Army leaders must not only be technically and tactically competent, they must commit themselves to the highest standards of ethical conduct. They must understand the values of the professional soldier and model them in their daily lives. Only in this way will they earn the trust, confidence, and respect of their subordinates and fellow soldiers. (p. iii).</p>	<p>Military ethics.  Teaches Army standards and values.</p>
May 86	TC 22-9-2, <i>Leader Development Program, Military Professionalism (Company/Battery Instruction)</i>	<p>Chapters include <b>Introduction to Military Professional Ethics, Ethical Reasoning, Ethical Behavior in War, Leadership, and Command Climate.</b>  Every organization . . . has only a finite amount of energy to expend to accomplish its mission. That energy can be wasted or enhanced. In a unit with a positive healthy climate, that energy is, or can be, more than the sum total of the energy of its members. . . . But the energy of an organization can be wasted as well. If you are forced to expend energy looking over your shoulder, preparing to cover yourself for some inspection, building a wall of numbers and statistics to look good, you will have little energy left to teach your soldiers, be innovative, or accomplish your mission. (pp. 60-61)</p>	<p>Military ethics  Teaches Army standards and values.</p>
May 86	TC 22-9-3, <i>Leader Development Program, Military Professionalism (Battalion Instruction)</i>	<p>Chapters include <b>Loyalty and Professional Commitment, Integrity and Personal Responsibility, Institutional Pressures, Command Climate.</b>  Many of our ethical conflicts in peacetime occur because we have some members of the profession who forget that the real test occurs on the battlefield. Everything we do must be geared to preparing for combat. And that includes our ethics. . . . Our values of fairness and of concern for the individual are supported</p>	<p>Military ethics.  Teaches Army standards and values.</p>

Date	Document	Quote	Remarks
		<p>by our national values, but they also contribute to unit loyalty and cohesiveness. Military values originate and command our adherence primarily because they are useful. They create standards of behavior that members of a professional Army need if we are to fight and win. . . . And that is the only reason we are here.</p>	
Oct 94	<p>TC 26-6, <i>Commander's Equal Opportunity Handbook</i></p>	<p><b>Chapter 1: The Army's Equal Opportunity Program</b>            Effective human relations and equal opportunity are both moral and operational imperatives for our Army. Just as a poor safety program will threaten a unit's readiness, so too will real or perceived acts of unequal treatment. . . . The chain of command's challenge is to provide effective leadership which promotes a command climate that fosters equal opportunity to enhance unit cohesion and mission accomplishment. . . . People who work in an atmosphere free of dissension and sexual harassment, and one containing a strong sense of equal opportunity, are more productive and team oriented. . . . A healthy EO environment is a key factor in developing readiness. Army readiness begins with people. The advanced technology and modernization efforts would fail if leaders lost the sincere and dynamic commitment to the total well-being of the Army Family. (p. 1-1)</p> <p><b>Chapter 2: Equal Opportunity Duties of Unit Leaders</b>            The Army's Equal Opportunity program requires a team effort. To make the program effective, the unit commander and other unit leaders must take a positive, proactive approach in carrying out their EO duties and responsibilities. (p. 2-1)</p> <p>Commanders are strongly encouraged to conduct a unit climate and needs assessment within 90 days of assuming command and once annually thereafter. The assessments should have three objectives. The first objective should provide you with an assessment of how well your unit has implemented the Army's EO program. The second objective of the assessment area will provide you with information on your soldier's perceptions about EO, gender, sexual harassment, and other human relation concerns. Finally, you should be able to ascertain and identify the direction and scope of future training to include topic areas and target audiences. (p. 2-2)</p> <p>As a commander you are responsible for ensuring that soldiers under your command receive EO training at least twice a year. EO training should be incorporated as part of the unit's overall training plan. Whenever possible EO issues should be integrated with other appropriate subject areas. EO training will be documented on the unit's training schedule and on a memorandum which contains the names of instructors or facilitators who conducted the training, roster of attendees, date, time, and length of session, and major topics covered in the session. Commanders at brigade level and above are required to provide EO</p>	



Date	Document	Quote	Remarks
		<p>training for senior NCOs, field grade officers, and senior DA civilians. (p. 2-3)  EO training, just like other unit training, should be planned and presented as an integral part of the unit's training program. From time to time a commander may conduct EO training in response to a unit incident. However, if the incident was isolated or its severity affected only a few unit members, then the timing may not be right for everyone to receive training. If timing for the training is not considered, it may only be perceived as a form of mass punishment. (p. 2-5)</p> <p><b>Chapter 3: Leadership Issues Related to Cultural Diversity</b>  <b>Chapter 4: Prevention of Sexual Harassment</b>  <b>Chapter 5: Equal Opportunity Complaint Process</b>  <b>Chapter 6: Equal Opportunity Climate Assessment</b>  <b>Chapter 7: Intervention and Action Planning</b></p>	
Dec 88	TC 26-10, <i>The Leader Transition</i>	<p><b>Preface.</b> When an organization, unit, or staff section becomes aware of a pending change of leadership, its overall efficiency may be reduced for as much as three to six months. . . . The reduced efficiency may continue because personnel are unable to anticipate the new leader's priorities and plan for activities that he [she] considers important.</p>	No mention of command climate assessment.

## ANNEX H

# EQUAL EMPLOYMENT OPPORTUNITY (EEO) PROGRAM

### *Overview*

The EEO Program, which covers Department of the Army (DA) civilian employees, differs significantly from the equal opportunity (EO) program, which covers military personnel. While philosophically the two programs share the same goals and objectives, their policies and practices are different. The programs are guided by separate laws and regulations, and the roles and mission of the equal opportunity advisor (EOA) and the EEO officer differ with regard to the respective programs.

Department of Defense (DoD) and Army policies, directives, and regulations outline the procedures and remedies for addressing discrimination and harassment complaints by soldiers. On the other hand, the Army must conform with the Equal Employment Opportunity Commission (EEOC) regulations in implementing the civilian complaints program. The EEOC is the federal agency with oversight responsibility and enforcement activities relating to EEO for federal employees and applicants for employment.

### *Complaints Process*

Federal employees or applicants for employment who file complaints of discrimination, to include sexual harassment complaints, must follow set procedures with specified time limits. An employee's first step in filing a complaint is to contact an EEO counselor. The EEO counselor conducts an inquiry to obtain that information necessary to reach an informal resolution of the person's allegations.

If the complaint is not resolved, the EEO counselor is required to notify the employee, in writing, of the right to file a formal complaint. The complainant may file a formal written complaint with the EEO office. The agency may reject or dismiss a complaint, in whole or in part; for example, a complaint may be rejected because it is untimely, not within the purview of governing laws and regulations, is duplicative, or not against the proper agency. If the agency rejects or dismisses the complaint in whole or in part, the complainant may appeal immediately to the EEOC's Office of Federal Operations. If the complaint is accepted, in the Army, it is forwarded to the Office of Complaints Investigation, a DoD agency, for investigation.

The complainant may request a final agency decision (FAD) based on the record or, in some cases, request a hearing and recommended decision from an EEOC administrative judge (AJ). The agency may accept, reject, or modify the findings and conclusions of the AJ in issuing its FAD. The complainant has the right to appeal the FAD to the EEOC or to file a civil action in federal court. Soldiers who are not satisfied with the Army's handling of an EO complaint have no such legally protected right to a review by federal court.

If the Army or EEOC finds that a civilian employee was the subject of unlawful discrimination, then the complainant is "made whole." That is, the complainant must be placed in as good a position as he or she would have been in the absence of discrimination. Remedial actions include such things as nondiscriminatory placement, back pay, fees and costs, and compensatory damages.

### ***EEO Officers***

EEO officers are responsible for advising the commander on all matters relating to EEO. They develop, coordinate, and evaluate the affirmative action programs for minorities and women and special emphasis programs; manage and operate the complaints system; supervise and train EEO office staff and counselors; and conduct training for the work force.

### ***EEO Training***

Equal employment opportunity is included in the supervisory training required for new supervisors, both military and civilian, of civilian employees. The training consists of a supervisory development correspondence course and the on-site Leadership Education and Development Course (LEAD). The supervisory development course includes instruction on a supervisor's responsibilities in EEO, complaints processing, and civilian personnel management.

At the installation level, training for managers and supervisors may include affirmative employment responsibilities, the EEO complaints program, alternate dispute resolution, diversity, and other EEO related topics. This on-site training is generally conducted by the installation EEO officer or office staff. The quality of the training provided varies by installation.

### ***Prevention of Sexual Harassment Training***

Army guidance is that there should be annual training in the prevention of sexual harassment (POSH) for civilian employees and their supervisors, both military and civilian. Training consists of a basic and a refresher course

conducted at the local level by course managers who have successfully completed a three-day certification program.

The objectives of the course are to ensure that participants can identify sex role stereotyping, define sex discrimination, define and recognize sexual harassment, state the legal bases prohibiting sexual harassment, and identify potential situations and recognize who has responsibility for dealing with the incident. Supervisors receive help in counseling employees on required behavior standards. Employees learn avenues of redress for dealing with sexual harassment and are given help in responding assertively to inappropriate behavior.

## SENIOR REVIEW PANEL ASSESSMENT OF THE CIVILIAN WORK FORCE

The Panel's research efforts included only a limited sampling of DA civilians. The Panel's intent was to ascertain the perspective of civilian employees on the human relations environment in the Active Army. Civilian employees participated in the study through focus groups and individual interviews. A total of 1,007 civilian employees<sup>1</sup> participated in civilian focus group sessions, and the Panel interviewed 20 civilian managers and 34 EEO officers<sup>2</sup>.

As noted elsewhere in this report, based on the limited numbers of civilian employees interviews and surveys conducted, the general conclusions expressed herein should be viewed as areas of concern meriting further review and clarification by the Army.

### ***Focus Group Comments***

While the Panel was principally concerned with sexual harassment in the Active Army, civilian employees were asked whether they had witnessed or experienced sexual harassment in the last 12 months, and whether they felt that they could report any discrimination or harassment without fear of reprisal. Approximately one fifth of the female responses and one tenth of the male responses indicated that they had experienced sexual harassment. Almost one half of the focus group comments by both men and women indicated that they would report sexual harassment. Only a few women expressed a fear of reprisal; however, they said that would not dissuade them from reporting sexual harassment.

In response to the question as to whether they had received POSH training in the last 12 months, most male participants and many female participants indicated that they had. Many of the comments from both men and women indicated that the training was effective in helping them recognize sexually-harassing behavior.

### ***Interview Comments***

Interviews were conducted with civilian supervisors and managers at grade levels GS-12 through GS-15. Questions included whether senior level management support EEO; how the interview participants support EEO in their organizations; and steps the participants take to prevent sexual harassment in the workplace. Generally, the supervisors and managers said that senior level

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<sup>1</sup> The DA civilian population is approximately 200,000.

<sup>2</sup> The Army has 185 EEO officers.

management at their particular locations support EEO principles. When the participants were asked what steps they themselves take to ensure that sexual harassment does not occur in their organizations, they said that they talk with employees about the issue of sexual harassment, hold meetings with subordinates to discuss Army policy, monitor the workplace, and have modified their own behavior.

Of the thirty-three EEO officers and one EEO assistant interviewed, most believe that both top management and lower-level managers and supervisors support EEO principles. Most of the EEO officers said that they believe the chain of command at their locations took quick corrective action to deal with sexual harassment and that the action taken was effective.

### ***Other Areas of Concern***

#### **◆ *Misunderstanding and perceived double standards applied toward civilian employees by military supervisors and peers.***

Frequent focus group and individual interview comments from both men and women concern relationships between civilian employees and military personnel, especially military supervisors. The significant differences in the military and civilian personnel systems are not always well understood by either military or civilian personnel. As a result, these differences can become the basis for misunderstandings and a perceived double standard in the treatment of military and civilian personnel. As one focus group participant said, "Civilians are not viewed as equals. You could answer the question, but they look for green suiters to ask instead." Another participant said, "There is partiality among the military. They tolerate more things from military personnel than they would from civilians. You don't feel part of the team." Many focus group participants expressed their perceptions that military supervisors treat their military subordinates more favorably than similarly situated civilian employees. If left unremedied, the general lack of communication and understanding between civilian and military personnel has the potential to be a serious problem.

#### **◆ *Inadequate/insufficient training***

Training of the civilian work force in the prevention of sexual harassment is not being conducted in a timely manner at some locations nor is it being tracked to ensure that supervisors and managers receive the training. Some civilian supervisors and EEO personnel believe the training is required only when an employee changes jobs and then only at the request of the first level supervisor. Few installations have a mechanism to monitor and evaluate the training.

Supervisory training in its current form is not adequate for new supervisors and, in many cases, military supervisors of civilian employees do not take the required courses.

◆ ***Evaluation of EEO program and EEO climate.***

Oversight of the EEO program is an important management function and must be accomplished formally in order to ensure a proactive approach to the human relations environment for the civilian work force. EEO program evaluation/review is conducted in conjunction with regularly scheduled civilian personnel management surveys or one-time special studies, EEO climate assessments, or inspector general (IG) inspections.

Civilian personnel management surveys typically focus on work force profile, management support and program administration, and advisory and communication services. These core elements are designed to measure the effectiveness of commanders, managers, supervisors, and EEO and other civilian personnel officials in accomplishing their respective responsibilities for administering a local EEO program. Information to evaluate the program is obtained from on-site visits and questionnaire responses.

Whereas EEO climate assessments are usually conducted at the request of a local commander, DAIG inspections are at the discretion of the Army leadership. Although somewhat similar in scope to civilian personnel management surveys, climate assessments are more focused on the perceptions of the work force. Employee sensing sessions, questionnaires, and statistical and narrative reports are components of this process. While these tools are available, their discretionary application has led to their usage almost exclusively in reaction to a problem rather than as a preventive tool.

◆ ***Some EEO offices are understaffed and/or staffed with personnel inadequately trained in EEO.***

Some EEO officers are not proactive in their EEO responsibilities nor are they conducting proper internal evaluations of their programs. Reductions in EEO staff have placed many EEO staffs in reactive modes as installations face downsizing, reductions in force, consolidations, and base closures. Just as with the reduction of EOA positions for the Active Army, similar reductions are taking their toll on some EEO offices. The Army must review its resourcing levels for EEO offices.

***Conclusion***

This is by no means a thorough review of EEO in the Army for the reasons previously stated, and these observations need to be validated. They

are, however, concerns of the Panel and are thus included in this report. Headquarters, Department or the Army should delve into these concerns to determine the best course of action for each.



## ANNEX I

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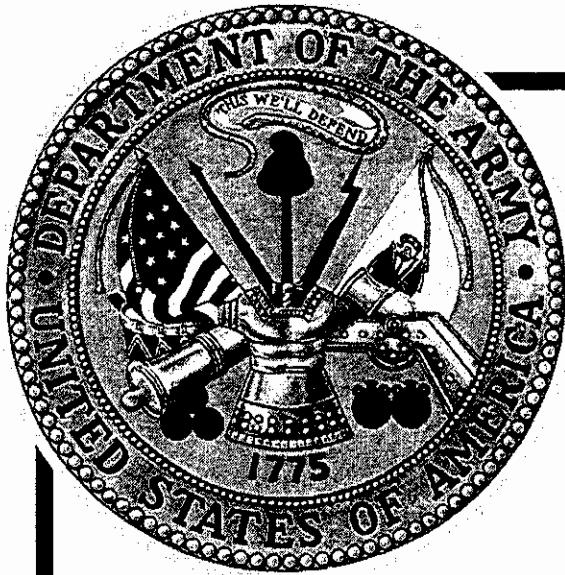
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The Secretary of the Army's

**Senior Review Panel Report**

**on**

**Sexual Harassment**

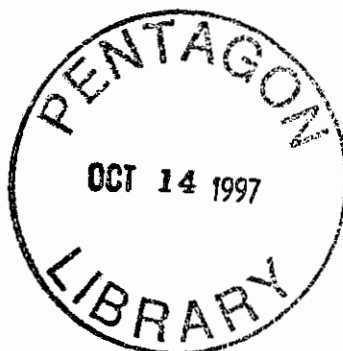
Volume Two

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# **Report of the Secretary of the Army's Senior Review Panel on Sexual Harassment**



**Volume 2  
Data Report**

**28 July 1997**

# THE SECRETARY OF THE ARMY'S SENIOR REVIEW PANEL ON SEXUAL HARASSMENT

## EXECUTIVE SUMMARY

### *General*

The Senior Review Panel's mission was to review the human relations environment in the Army with particular emphasis on sexual harassment issues. Our assessment took us to Army locations worldwide. The Panel visited units forward deployed, in garrison, at training sites, and in classrooms. We saw America's soldiers in every conceivable location, performing every type of mission. The Panel delved deeply into the human relations environment, identified shortcomings, and has recommended changes. While there are definitely shortcomings that need to be addressed and are discussed within this report, it is important to state that the Panel also saw a trained and ready Army--the best Army that the Panel members have seen in over 200 years collective experience with the Army. Our soldiers are ready to perform any mission assigned, effectively and efficiently, anywhere in the world. America's sons and daughters who are today's soldiers are better trained and better equipped than any Army before and they are rightfully proud to be called soldiers.

### *Purpose*

The Secretary of the Army has said, "The Army is based on trust." In the fall of 1996, the trust between leaders and soldiers was called into question by serious allegations of sexual impropriety at several Army installations. Investigation indicated that breakdowns in good order and discipline had occurred and that some leaders had abused the authority and power vested in them. Accordingly, the Secretary of the Army directed that a Senior Review Panel on Sexual Harassment be established to undertake the following missions:

- ◆ Conduct a systems review of the Army's policies on sexual harassment and of the processes currently in place.
- ◆ Recommend changes needed to improve the human relations environment in which our soldiers live and work, with the specific goal of eradicating sexual harassment.
- ◆ Examine how Army leaders throughout the chain of command view and exercise their responsibility to prevent sexual harassment, specifically addressing behaviors that fail to acknowledge the dignity and respect to which every soldier is entitled.

## ***Scope and Methodology***

The focus of the Panel's assessment has been the human relations environment in which our soldiers live and work, measured in terms of the dignity and respect we extend to one another as an Army. Panel members, supported by a working group of over 40 military and civilian personnel, conducted an extensive policy review, collected data at 59 Army installations worldwide, and completed exhaustive analysis of the data collected. We used four methods of inquiry to collect the data: surveys, focus groups, personal interviews, and observation. Before leaving a unit or installation, Panel members outbriefed senior leaders on their observations. This allowed leaders to immediately begin addressing issues raised at their installations. This has been a very positive aspect of the Panel's efforts--teaching and advising, not just the gathering of data. In all, the effort took eight months with results based on information provided by over 30,000 Army respondents.

## ***Findings***

Our findings center on four main areas: the Army equal opportunity (EO) program, the extent of sexual harassment in the Army, leadership, and Initial Entry Training (IET). We found that:

- ◆ The Army lacks institutional commitment to the EO program and soldiers distrust the EO complaint system.
- ◆ Sexual harassment exists throughout the Army, crossing gender, rank, and racial lines; sex discrimination is more common than is sexual harassment.
- ◆ Army leaders are the critical factor in creating, maintaining, and enforcing an environment of respect and dignity in the Army; too many leaders have failed to gain the trust of their soldiers.
- ◆ The overwhelming majority of drill sergeants and instructors perform competently and well, but respect as a Army core value is not well institutionalized in the IET process.

## ***Conclusions and Recommendations***

The Panel concludes that the human relations environment of the Army is not conducive to engendering dignity and respect among us. We are firmly convinced that leadership is the fundamental issue. Passive leadership has allowed sexual harassment to persist; active leadership can bring about change to eradicate it.

Our recommendations are broad based and cover a wide variety of Army processes, including: leader development, EO policy and procedures, IET



soldierization, unit and institutional training, command climate, and oversight. Key recommendations follow:

- ◆ Assign to one Department of the Army (DA) staff agency the primary responsibility for leadership, leader development, and human relations for the Army.
- ◆ Incorporate the human dimension of warfare into Army operational doctrine.
- ◆ Conduct a critical review of the staffing and organization of the DA elements responsible for human relations problems and issues and of the resourcing of those agencies responsible for assisting commanders in implementing and executing human relations policy.
- ◆ Embed human relations training in the Army training system as a doctrinal imperative.
- ◆ Re-engineer the EO program from top to bottom to make it responsive to leaders and soldiers, to protect those who use it, and to ensure that those working in it are not stigmatized.
- ◆ Mandate the conduct of a command climate assessment down to company-sized units at least annually; establish a mechanism to hold commanders accountable for their unit's command climate.
- ◆ Publish Army Regulation (AR) 600-20, *Army Command Policy*, immediately and publish interim changes in a timely manner.
- ◆ Increase the length of IET to allow for more intense, rigorous soldierization and the inculcation of Army values; design new training to inculcate Army values, appropriate behavior, and team building in IET.
- ◆ Improve IET cadre and recruiter training to include tools and techniques for addressing inappropriate behaviors in units; incorporate ethics and human relations training in recruiting and IET cadre courses, to include professionally facilitated sensitivity training.
- ◆ Implement a renewed Advanced Individual Training (AIT) approach that focuses on the continuation of the soldierization process begun in Basic Combat Training (BCT), as well as technical and soldier skills and attitudes.
- ◆ Ensure that professionals and leaders (e.g., commanders, inspectors general, health care practitioners, criminal investigators, chaplains) who are expected to deal with soldiers reporting incidents of inappropriate sexual behavior are trained and qualified.

The Panel very strongly believes that we must ensure that we maintain a positive human relations environment in the Army. Personnel readiness relies on a positive human relations environment. It is the vital base upon which we build our Army, and the combat effectiveness of our most important weapon system--the soldier.

## SENIOR REVIEW PANEL ON SEXUAL HARASSMENT

This report provides the observations, findings, conclusions, and recommendations of the Secretary of the Army's Senior Review Panel on Sexual Harassment. The Secretary established the Panel on November 21, 1996, in response to the allegations of sexual misconduct at Aberdeen Proving Ground, Maryland. The Secretary directed the Panel to examine the human relations environment in the United States Army, review policies and procedures that contribute to that environment, and recommend ways to achieve an Army where all soldiers and civilians are treated with dignity and respect. Panel members were:

Major General Richard S. Siegfried	Senior Review Panel Chair
Brigadier General Evelyn P. Foote	Senior Review Panel Vice Chair
Mr. John P. McLaurin III	Deputy Assistant Secretary of the Army (Military Personnel Management and Equal Opportunity Policy)
Lieutenant General Claudia J. Kennedy	Deputy Chief of Staff for Intelligence
Major General Larry R. Ellis	Commanding General, 1st Armored Division
Mrs. Ruby B. DeMesme	Deputy Assistant Secretary of the Air Force (Force Management and Personnel)
Command Sergeant Major Cynthia A. Pritchett	Post Command Sergeant Major, Fort Belvoir, Virginia

## ***Acknowledgments***


The Panel could not have accomplished its mission without the hard work and assistance of the over 40 officers, noncommissioned officers, and Army civilian employees who were members of the Panel's working group. These full-time members provided support in developing data collection tools, coordinating and conducting field visits to 59 Army installations and locations worldwide, collecting and analyzing data, and providing detailed policy research.

The Panel was aided by the following consultants who provided invaluable contributions to the overall effort:

LTG Robert H. Forman, USA (Ret.)  
COL Karen L. Frey, USA (Ret.)  
Dr. Annabel Hagood  
Mr. Dan Lumpkin

Dr. Laura Miller  
BG Mary Morgan  
Dr. Mady Segal  
Dr. Judith Youngman

The Panel also wishes to acknowledge the cooperation of the thousands of soldiers and Department of the Army civilians who facilitated our visits and participated in the data collection. Finally, the Panel wishes to recognize the editorial support provided by the United States Army Center of Military History and the contributions of the various consultants and outside agencies, both federal and private, who provided valuable time and expertise to this effort.



Richard S. Siegfried  
Major General, United States Army  
Senior Review Panel Chair



Evelyn P. Foote  
Brigadier General, United States Army  
Senior Review Panel Vice Chair



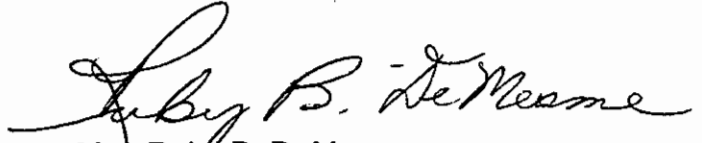
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## Table of Contents

Section		<u>Page</u>
Executive Summary		1
Forwarding Letter		5
Table of Contents		8
List of Tables		10
List of Figures		11
Part I	Introduction	13
Part II	Survey Results	15
	Senior Review Panel (SRP) Army Survey	15
	Trainee Survey	29
	Trainer Survey	42
Part III	Focus Group Results	54
	Military Focus Groups	54
	Trainee Focus Groups	62
	Trainer Focus Groups	69
Part IV	Individual Interview Results	75
	Military Leader Interviews	75
	Equal Opportunity Advisor Interviews	85
	Mental Health Providers Interviews	92
	Judge Advocate Interviews	97

Annex A	SRP Army Wide Survey Form A Data	A-1 A-11
Annex B	SRP Army Wide Survey Form B	B-1
Annex C	SRP Army Wide Survey Form S	C-1
Annex D	Trainee Survey Data	D-1 D-11
Annex E	Trainer Survey Data	E-1 E-10
Annex F	Military Focus Group Protocol Data Slides	F-1 F-7
Annex G	Trainee Focus Group Protocol Data Slides	G-1 G-6
Annex H	Trainer Focus Group Protocol Data Slides	H-1 H-5
Annex I	Military Leader Interview Protocol Data Slides	I-1 I-7
Annex J	Equal Opportunity Advisor Interview Protocol Data Slides	J-1 J-7
Annex K	Mental Health Provider Interview Protocol	K-1
Annex L	Judge Advocate Interview Protocol	L-1
Annex M	Civilian Focus Group Protocol Data Slides	M-1 M-6
Annex N	Civilian Manager Interview Protocol Data Slides	N-1 N-5
Annex O	Equal Employment Opportunity Officer Interviews Data Slides	O-1 O-4

## LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Demographics of the Army sample	17
2	Comparisons of research findings among surveys	20
3	Subgroup analysis of sexual harassment	23
4	Leadership and SEQ behavior correlations	25
5	Complaint process	26
6	Form A, B and S comparison	28
7	Demographics of the trainee sample	29
8	Observation of sexual harassment	32
9	Percent trainees who have experienced sexual harassment	33
10	Who sexually harassed trainees	35
11	Reported sexual harassment by training type	36
12	Trainees who experienced SEQ Behaviors	37
13	Demographics of the trainer sample	42
14	Trainer observation of sexual harassment	45
15	Percent trainers who have experienced sexual harassment	47
16	Who sexually harassed trainers	48
17	Percent trainers who have experienced SEQ behaviors	49
18	Rule of thumb for interpreting the size of a correlation coefficient	53



## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	Incidence of SEQ behaviors, sexual harassment and sexual harassment in the company	17
2	Sexual harassment in the past 12 months	18
3	Percent experiencing each SEQ factor	19
4	Men who have experienced any SEQ behaviors	21
5	Women who have experienced SEQ behaviors	21
6	Amount of time spent in POSH and EO training	27
7	Expectations of male and female trainees to achieve to the same standards during training	30
8	Treatment of trainees by drill sergeants and instructors	31
9	Encouragement of trainees by drill sergeants and instructors	31
10	Sexually harassment by gender	33
11	Sexually harassment by training type and gender	33
12	Place sexual harassment occurred for trainees	34
13	Location of most recent incident for trainees	34
14	Experienced crude/offensive behaviors by training type	37
15	Experienced sexist behavior by training type	38
16	Experienced unwanted sexual attention by training type	38
17	Experienced sexual coercion by training type	39
18	Experienced sexual assault by training type	39

19	Training received at DSC/ITC	43
20	Treatment of trainers at DSC/ITC	44
21	Support of chain of command for trainers	44
22	Treatment of trainers in their current position	45
23	Trainer sexual harassment by gender	46
24	Location of most recent incident of trainer sexual harassment	47

## Part I

### INTRODUCTION

Volume II of the Secretary of the Army's Senior Review Panel on Sexual Harassment Report details the research design and findings on which Volume I of the Report is based.

Narrative summaries of all major surveys, focus group discussions, and personal interviews are contained in this volume. Included in the Annexes are copies of all questionnaires and protocols used and data for each item in the major surveys and protocols.

#### **Methodology**

In the fall of 1996, Secretary of the Army, Togo West formed the Senior Review Panel on Sexual Harassment and directed the Panel undertake the following missions:

- ◆ Conduct a systems review of the Army's policies on sexual harassment and on the processes currently in place.
- ◆ Recommend changes needed to improve the human relations environment in which our soldiers live and work, with the specific goal of eradicating sexual harassment.
- ◆ Examine how Army leaders throughout the chain of command view and exercise their responsibility to address sexual harassment, together with recommendations for improvement. Of particular concern are those behaviors that fail to acknowledge the dignity and respect to which every soldier is entitled.

Secretary West told the Panel that he believed the views, opinions, and experiences of soldiers should be considered in this assessment. To fulfill its mission, the Panel assembled a working group of more than 40 soldiers and civilian employees. Included in the working group were seven scientists with PhD's in the social and behavioral sciences who developed the research design for the project.

Three methods were used by the Panel to scientifically sample the perceptions of Army leaders, soldiers, and civilians: surveys, focus group discussions, and individual interviews. In addition, Panel members observed soldiers, family members, and civilian employees and the human relations environments in which they live and work. Insights Panel members gathered world-wide proved to be invaluable complements to the scientific data collected during our travel.

Using a stratified random sample design, 59 locations throughout the world were chosen. Type of installation (FORSCOM vs. TRADOC) and location (CONUS vs. OCONUS) were used as sampling strata. Surveys were administered to randomly selected companies with at least 60% of all soldiers assigned to those companies participating in the survey. Focus group discussions and individual interviews were conducted with randomly selected individuals meeting selection requirements provided by the Panel. Participation was voluntary and all participants were guaranteed confidentiality and assured that their comments would be used only for the purpose of the report.

Five different questionnaires were used in surveying the Army population at large. Form A, the Trainee Survey, and the Trainer Survey were used in the analyses for this report. Details of the sample and methods used in the Form A, Trainee and Trainer analyses are included in Part II of this report. Two additional forms (B and S) are versions of Form A which were administered to limited samples. Copies of each questionnaire and frequency tables for Form A, Trainee and Trainer surveys are included in Annexes A-E.

Focus group discussions consisted of eight to twelve people stratified into rank-gender groups (e.g., Junior Enlisted Females). Groups of soldiers, civilian employees, drill sergeants and instructors, and trainees were conducted. Participants were randomly selected by the last 2 digits of their social security number. Focus group facilitators and note takers, usually the same gender as the group, conducted their discussions using standardized question protocols. A narrative summary of data from each protocol is provided in Part III of this report and copies of the protocols and question-by-questions results, where possible, are included in Annexes F-H and Annex M. Focus group comments were entered into a software program that facilitated content analysis of all comments.

Panel and working group members conducted individual interviews with military and civilian personnel. Interview protocols were developed for military leaders, equal opportunity advisors, mental health providers, staff judge advocates, civilian managers, and equal employment opportunity officers. Part IV of the report details results from the interview protocols and copies of these protocols and question-by-question results, where possible, are provided in Annexes I-M. Comments were entered into a computer software program for further content analysis.

After visiting 59 locations worldwide for data collection, 22,952 soldiers were surveyed, 7,401 soldiers and 1,007 civilians were in focus group discussions, and 808 leaders were interviewed. This unprecedented data collection effort serves as the basis for the Report from the Panel and represents the voices of the thousands of soldiers and civilians who shared their perceptions and experiences with the Panel and working group.

## Part II

### SURVEY RESULTS

#### SENIOR REVIEW PANEL (SRP) SURVEY

##### **Instrument**

Three different survey versions (Form A, Form B, and Form S) which share the same core set of items were used. The main survey (Form A) was a company-level assessment and was used for the primary analysis. The core set of survey items that the surveys shared were: demographics, unit characteristics, climate/culture items, and a modified version of the Sexual Experiences Questionnaire (Fitzgerald et al; 1988).

Minor modifications were made to Form A during the study. During the initial administration of the survey, it became apparent that some of the survey questions were considered inflammatory and offensive, and felt by some soldiers to be an invasion of privacy to the extent that some refused to complete the survey. Since the items did not directly contribute to the overall design of the research, it was decided that to continue using these questions would not have been in the best interest of the assessment effort. The use of multiple methods of data collection provided ample opportunity for relevant data to surface elsewhere in focus groups and interviews. A revised survey was written which omitted six questions related to adultery, pornography, and sexual behaviors. One item was revised since it was "double barreled" and asked two questions in one. When the data from the revised Form A were merged with the two surveys, only the 157 items found on all forms were included in the final data set for analysis.

Form B was a TDA / fixed facility version of the modified Form A which replaces "company" with "organization." A military student survey, Form S, was constructed to measure subjects attending major Army schools such as Command and General Staff Course (CGSC), the Sergeant Major Academy, and the First Sergeant Course. The main version analyzed and presented in this report is Form A, the version created for assessment at the company level. A copy of each version of the surveys is included in Annexes A-C along with the frequency tables for Form A.

##### **Subjects**

Subjects were chosen using a stratified random sampling approach. Units were randomly selected from major Army installations or locations. All types of units were included in the sample to ensure representativeness. Approximately 220 different companies were surveyed. These companies were drawn from both CONUS and OCONUS units, and included combat arms units, combat support and combat service support units.

Survey Form A yielded 14,498 useable subjects. Form B yielded 2,076 subjects and Form S yielded 455 subjects. Due to the small number of respondents for Forms B and S, these data were omitted from the detailed analyses presented in this report.

### **Analysis**

SPSS was used for all analyses. Question response rates for each question vary as not all respondents answered all questions. Table percentages may not sum to 100% due to rounding and nonresponses.

The 22-items adopted from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988) covered a broad spectrum of situations that could be considered sexual harassment. Items in the questionnaire addressed issues ranging from being told suggestive stories or offensive jokes to being sexually assaulted. Reliability analysis was used to collapse the list of questions into substantive groupings previously defined in the DoD 1995 Sexual Harassment Survey. This resulted in identifying five major categories will be discussed in detail later in the report:

- Crude/Offensive Behaviors (alpha = .77)
- Sexist Behaviors (alpha = .75)
- Unwanted Sexual Attention (alpha = .90)
- Sexual Coercion (alpha = .94)
- Sexual Assault (alpha = .86)

Leadership questions were factor analyzed to determine underlying structures in the questions.<sup>i</sup> A factor analysis of the Form A leadership items (items 36 through 61) resulted in six factors (discussed in detail later):

- Positive Leadership (alpha = .92)
- Self-Centered Leadership (alpha = .91)
- NCO Leadership (alpha = .89)
- Officer Leadership (alpha = .84)
- Respect (alpha = .80).
- Acceptance of Women(alpha = .82).

SEQ and leadership factors were used in correlations to determine relationships between variables.<sup>ii</sup>

### **Demographics**

The sample demographics of those responding to Form A reflect those of the Army (see Table 1). For example, in the survey sample regarding gender, this composition is 85% male and 15% female, compared to the Army which is 86% male and 14% female.

The sample consisted of slightly more enlisted than the Army. This is probably due to the survey being based at the company level. Since lower enlisted tend to be younger and unmarried, the sample was also overly representative of the "Not Married" than the Army as a whole. Race breakdowns between the survey sample and the Army were very similar.

Table 1. Demographics of the Army sample

	Male	Female	Married	Not Married	Officer	Enlisted	White	Black	Other
SRP Survey	85%	15%	56%	44%	10%	90%	57%	26%	17%
Army	86%	14%	63%	37%	14%	83%	61%	27%	12%

### Major Findings

- Large numbers of soldiers reported experiencing SEQ behaviors. However, most soldiers did not consider all the SEQ behaviors as constituting sexual harassment.
- Most soldiers have experienced crude/offensive behaviors. More women than men reported experiencing SEQ behaviors.
- Crude/Offensive behaviors such as hearing suggestive stories, offensive jokes or sexual remarks were the most frequently experienced behaviors by men and women.
- Few soldiers used the complaint process. Soldiers preferred to handle incidences of sexual harassment themselves rather than reporting it to the chain of command or military authorities.
- Positive leadership items were associated with greater respect among soldiers in the company, greater acceptance of women, and fewer SEQ behaviors.
- Almost all soldiers reported receiving Prevention of Sexual Harassment and Equal Opportunity training.

### SEQ Behaviors

The data indicate that 80% of the sample reported experiencing at least one of the SEQ behaviors. However, only 9% of the sample reported that during the past 12 months they had been sexually harassed. This suggests that individuals' definitions of sexual harassment may not include these behaviors.

As Figure 1 and 2 show, while both men and women reported similar amounts of experience with SEQ behaviors (80% and 84%, respectively), women reported experiencing more sexual harassment than men (22% vs. 7%). Although more women than men

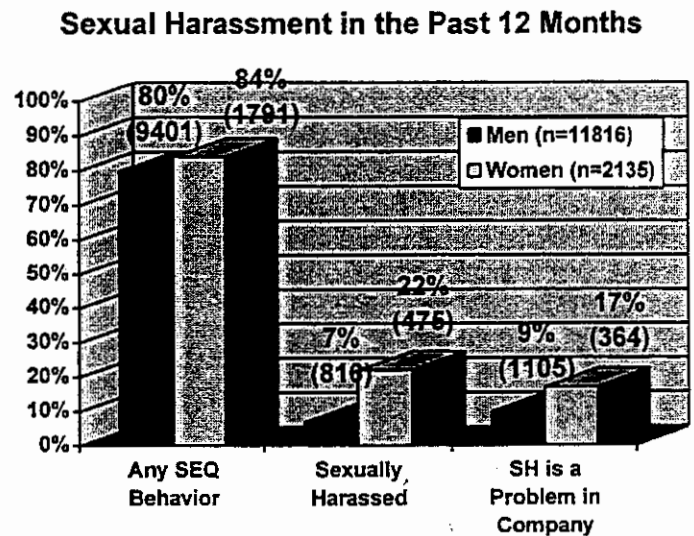


Figure 1. Incidence of SEQ behaviors, sexual harassment and sexual harassment in the company

reported being sexually harassed, the majority (78%) of women said they had “never” been sexually harassed in the past 12 months.

When asked about sexual harassment in the company, 11% of the sample agreed that there were high levels of sexual harassment in their companies. More women than men reported high levels of sexual harassment in their companies (17% vs. 10%).

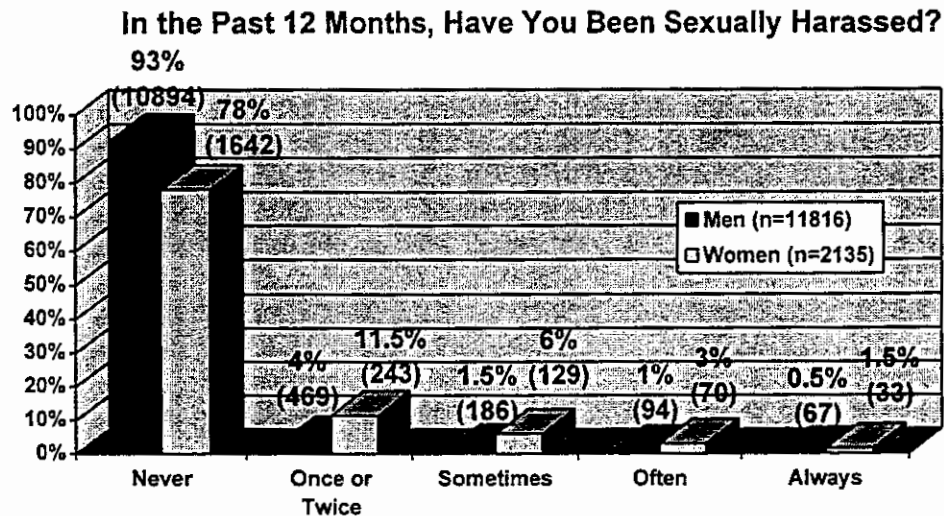


Figure 2. Sexual harassment in the past 12 months

When the SEQ factors were looked at by category, most soldiers reported experiencing Crude/Offensive behaviors (76%) and sexist behaviors (64%). Many also reported experiencing unwanted sexual attention (32%), and a few reported experiencing coercion (9%) and sexual assault (6%). Figure 3 illustrates SEQ behaviors by gender. More women than men reported experiencing SEQ behaviors across all categories.

**Crude/Offensive Behaviors**

The category of Crude/Offensive Behaviors included survey items on: hearing suggestive stories or offensive jokes; crude or offensive sexual remarks; being whistled, called, or hooted at in a sexual way; witnessing sexual gestures or body language; being stared at, leered at or ogled; or having had someone physically expose themselves to you. Both men and women most frequently reported experiencing behaviors of this nature (76% and 78% respectively).

**Sexist Behaviors**

The majority of soldiers had experienced sexist behaviors. Experiencing sexist behaviors included being treated differently because of your gender;



having pornography or sexist materials displayed; hearing sexist comments; or being put down because of your gender (men 63%; women 72%).

### Unwanted Sexual Attention

This category included: someone attempting to discuss your sex life or sexual matters with you; being touched in a way that made you feel uncomfortable; receiving unwanted sexual attention; having someone try to establish a romantic sexual relationship with you despite your continued efforts to discourage it; someone making unwanted attempts to fondle you; or someone continually asking you for dates or to dinner despite your efforts to discourage the person. Being in a situation where a fellow soldier or superior made a sexist remark was the most frequently reported behavior in this category for men and women (men 30%; women 47%).

### Sexual Coercion

This category included behaviors that focused on job benefits or losses conditioned upon sexual cooperation. The questions asked about whether you felt bribed to engage in sexual behaviors; were implied faster promotion for sex; had to respond positively to sexual invitations to be treated well on the job; made you believe that you would be treated badly for being uncooperative sexually; or treated you badly for refusing to have sex. The prevalence of these behaviors was lower than for the previous three SEQ behavior categories (men 8%; women 15%).

### Sexual Assault

This category consisted of two behaviors: someone having made unwanted attempts to have sex with you which resulted in you struggling; or having sex with you without your consent. Like sexual coercion, relatively few soldiers reported experiencing these behaviors (men 6%; women 7%).

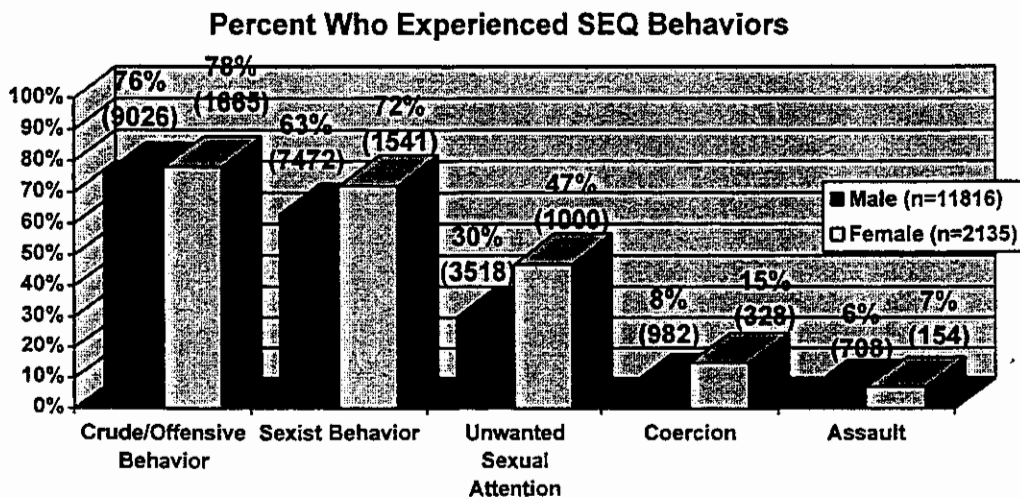


Figure 3. Percent experiencing each SEQ factor

## Comparisons to Other Studies

The Senior Review Panel (SRP) survey results generally followed the trends found in previous research on sexual harassment in the Army (Table 2). Differences in male responses between the current SRP survey and the 1995 Defense Manpower Data Center (DMDC) survey (Bastian et al; 1995) may be due to the wording of the "Crude/Offensive" and "Sexist" items. For example, the DMDC version asked in the past 12 months has anyone --"Repeatedly told sexual stories or jokes *that were offensive to you?*" The SRP survey simply asked if the behavior occurred and not whether the behavior was offensive to the respondent. For example, "In the past 12 months had fellow soldiers or supervisors "told suggestive stories or offensive jokes?" The SRP, therefore was a measure of the frequency of behaviors, not a measure of whether they were considered offensive.

Table 2. Comparisons of research findings among surveys

	<u>Any SEQ</u>	<u>Crude Behavior</u>	<u>Sexist Behavior</u>	<u>Unwanted Sexual Attention</u>	<u>Coercion</u>	<u>Assault</u>	<u>Sexually Harassed</u>
<b><u>SRP Survey (1997)</u></b>							
Men	80%	76%	63%	30%	8%	6%	7%
Women	84%	78%	72%	47%	15%	7%	22%
<b><u>DMDC Survey (1995)</u></b>							
Men	37%	35%	16%	8%	4%	2%	N/A
Women	82%	74%	67%	47%	18%	8%	N/A
<b><u>Rosen &amp; Martin(1996)</u></b>							
Men	70%			38%	9%		8%
Women	82%			55%	15%		30%
<b><u>SSMP (1995)</u></b>							
Men							3%
Women							25%
<b><u>Navy EO/SH (1996)</u></b>							
Women							27%

## Tolerance of Sexual Harassment

An important issue is the link between experienced SEQ behaviors and the perception of sexual harassment. The data suggested a fairly high "threshold" or tolerance of harassment. Figures 4 and 5 show the discrepancy between experiencing SEQ behaviors and perceptions of sexual harassment for the SRP survey. The "threshold" of harassment is indicated by the gap between the experienced behaviors and being sexually harassed. As the gap between the

two narrows, the threshold is reached in terms of experienced behaviors becoming perceived as sexual harassment. There was a strong link between experiencing more egregious SEQ behaviors and the perception of being sexually harassed. Specifically, there seems to be a threshold between what behaviors were acceptable/tolerated and what behaviors were not.

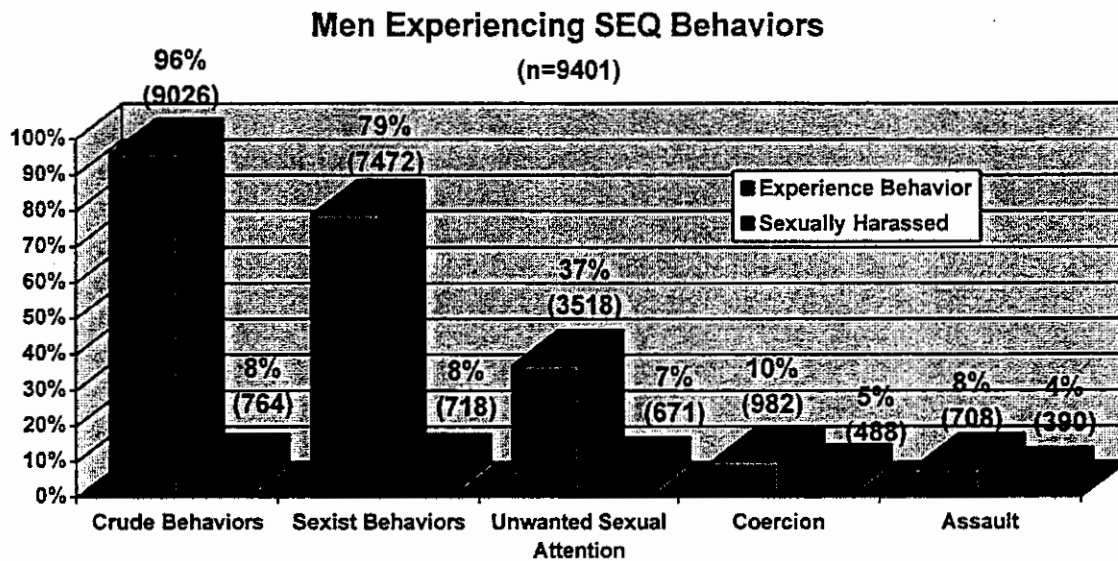


Figure 4. Men who have experienced any SEQ Behaviors

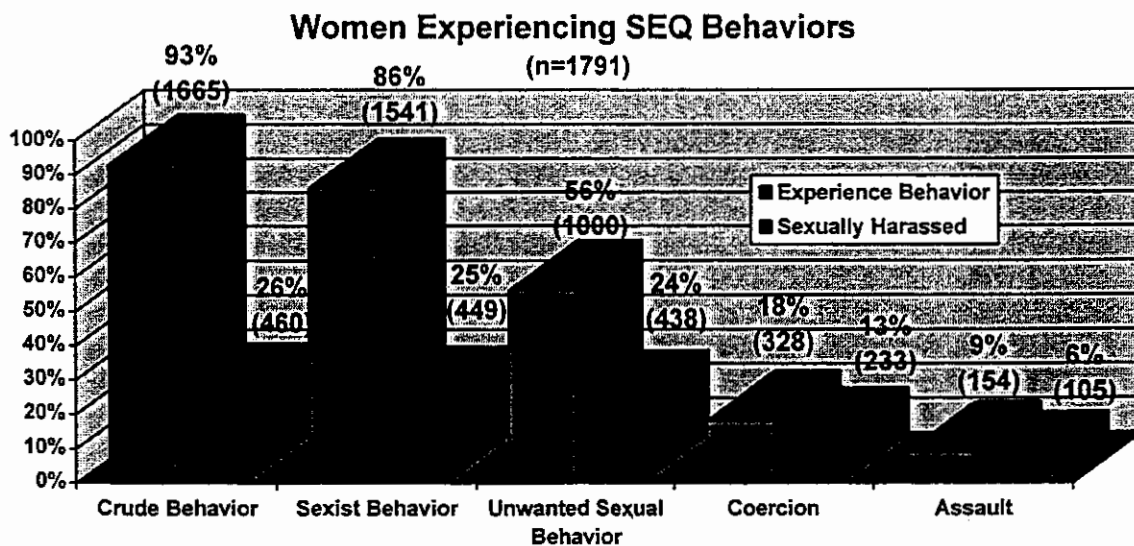


Figure 5. Women who have experienced any SEQ Behaviors

When the behaviors experienced included Coercion, soldiers were much more likely to say that they were sexually harassed. Very few soldiers reported being sexually harassed if the experienced behaviors were limited to the lower-

level behavior types such as Crude/Offensive Behaviors and Sexist Behaviors. For example, 96% of men and 93% of women *who reported experiencing any type of SEQ behaviors* reported that these behaviors included Crude/Offensive Behaviors. Of these people, only 8% of men and 26% of women reported that they had been sexually harassed. This suggests that even though the vast majority experienced these types of behaviors, relatively few viewed them as sexual harassment. Overall, for the population who experienced any type of SEQ behavior (n=11,608), only 11% reported they had been sexually harassed when the behaviors were limited to Crude/Offensive Behaviors, Sexist Behaviors, or Unwanted Sexual Attention. In contrast, 54% of the people who experienced Coercion or Assault reported that they had been sexually harassed. This makes sense conceptually since Coercion and Assault can seldom be rationalized as a misunderstanding or something to be tolerated.

Another important result is the difference in threshold between men and women. Male soldiers seemed to have a higher tolerance for viewing SEQ behaviors as sexual harassment than female soldiers. Male soldiers perceived the SEQ behaviors to be sexual harassment less often than female soldiers. However, men and women have the same threshold of behaviors which they perceive constituted sexual harassment. For example, when the experienced behaviors were limited to Crude/Offensive Behaviors, Sexist Behaviors, and Unwanted Sexual Attention, 8% of men and 26% of women reported being sexually harassed. When the "threshold" was reached, (i.e., when the experienced behaviors include Coercion and Assault), 49% of men and 69% of women reported being sexually harassed.

The difference between male percentages in the DMDC and SRP surveys (see Table 2) provides more support for a higher male threshold. As was previously mentioned, the DMDC asked if the behaviors "*...were offensive to you.*" The SRP only asked if the behavior occurred. For the SRP, 76% of males reported experiencing Crude/Offensive Behaviors, but for the DMDC, only 35% of males reported them. The lower percentages for the DMDC study suggest that compared to women, fewer men who experienced SEQ behaviors considered them to constitute sexual harassment or be offensive. The percent of women who reported that they have experienced Crude/Offensive Behaviors is 78% for the SRP and 74% for the DMDC. The consistency for women among studies suggests that their tolerance for these behaviors was generally more stable and included less offensive behaviors than men.

The most striking difference between men and women was in the experience of Sexist Behaviors. In the SRP, 63% of men reported Sexist Behaviors whereas on the DMDC only 16% of men reported Sexist Behaviors (that were offensive to them). In contrast, 72% of women on the SRP reported these behaviors and 67% of women reported them on the DMDC.

### Subgroup Findings

Just as there were differences in thresholds, a subgroup analysis revealed similar differences between ranks and between genders (see Table 3). Lower enlisted soldiers reported higher levels of sexual harassment. Female soldiers consistently reported higher levels of sexual harassment regardless of subgroup. At first glance, there seems to be a difference between Whites and Blacks in terms of sexual harassment (8% White and 13% Blacks). The differences across Whites and Blacks in reporting sexual harassment can be attributed to the large proportion of males in this group reporting no sexual harassment, which in turn brings down the overall White percentage, versus the relatively large proportion of black females reporting sexual harassment, raising the overall Black percentage. (Whites are 90% male and 10% female whereas Blacks are 75% male and 25% female). In other words, the difference was due to male vs. female differences, not racial differences. If gender is controlled for, there were no differences between races. Overall, junior enlisted women appeared to be the subgroup experiencing the most sexual harassment (29%).

Table 3. Subgroup analysis of sexual harassment

	<u>Sexually Harassed in Last 12 Months</u>	<u>High Levels of Sexual Harassment in Company</u>
White	8% ( 6% Male, 23% Female)	10% ( 9% Male, 15% Female)
Black	13% (10% Male, 20% Female)	12% (11% Male, 17% Female)
Hispanic	10% ( 7% Male, 29% Female)	13% (12% Male, 20% Female)
Other	11% ( 8% Male, 26% Female)	14% (12% Male, 24% Female)
Enlisted	13% (10% Male, 29% Female)	16% (14% Male, 23% Female)
NCO	7% ( 5% Male, 17% Female)	8% ( 7% Male, 13% Female)
Officer	3% ( 2% Male, 6% Female)	3% ( 2% Male, 4% Female)
Married	7% ( 6% Male, 19% Female)	9% ( 8% Male, 13% Female)
Not Married	12% ( 9% Male, 25% Female)	13% (12% Male, 20% Female)
Male Supervisor	9% ( 7% Male, 22% Female)	11% (10% Male, 17% Female)
Female Supervisor	12% ( 8% Male, 24% Female)	13% (10% Male, 20% Female)

## Leadership

Several questions addressing leadership, respect, and acceptance of women were analyzed. Each factor addressed specific aspects of leadership in a company. For example, some questions addressed officer leadership while others looked at NCO leadership.

The Positive Leadership (POSLEAD) factor was comprised of positive leadership items: leaders in this company set high standards for soldiers in terms of good behavior and discipline; leaders in this company encourage soldiers to be all they can be; leaders in this company are able to take on tough problems without getting flustered; I am impressed with the quality of leadership in this company; my chain of command works well; I would go for help with a personal problem to people in the company chain of command; leaders in this company enforce the standards they set for good behavior; leaders in this company can take charge of things; leaders in this company set good examples for soldiers by behaving the way they expect soldiers to behave; leaders in this company are able to make tough decisions.

Self-Centered Leadership (SELFCENT) was made up of negative, self-centered items: leaders in this company are more interested in looking good than in being good; leaders in this company are self-centered; leaders in this company are bossy; leaders in this company push soldiers very hard to get things done without regard for the soldiers' needs; leaders in this company are not concerned with the way soldiers treat each other as long as the job gets done; leaders in this company just look out for themselves; leaders in this company are more interested in furthering their careers than in the well-being of their soldiers.

NCO Leadership (NCOLEAD) was made up of the "NCO" leadership items: NCOs most always get willing and whole-hearted cooperation from the soldiers in this company; NCOs are interested in what I think and how I feel about things; NCOs are interested in my personal welfare; NCOs in my chain of command are a good source of support; NCOs in this company would lead well in combat.

Officer Leadership (OFFLEAD) was comprised of items assessing officer leadership. These items included: officers are interested in my personal welfare; officers in this company would lead well in combat; officers most always get willing and whole-hearted cooperation from the soldiers in this company; officers are interested in what I think and how I feel about things.

Respect (RESPECT) was comprised of general respect items: *(To what extent do the soldiers in your company)* say insulting things to each other; gossip behind one another's backs; do what is right; respect one another; treat each other as they themselves would like to be treated.

Acceptance of Women (ACCEPTW) was a measure of overall acceptance of women in the company. This factor was composed of the extent to which: soldiers in your company say degrading things about women; are respectful towards women; male soldiers accept female soldiers as equals; female soldiers in this company get treated better than male soldiers; male and female soldiers

in this company work well together in garrison; male and female soldiers in this company work well together in the field; female soldiers in this company try as hard as the men; female soldiers pull their load; women in this company are competent soldiers.

The correlations between the various leadership factors, SEQ factors, and the "respect" and "acceptance for women" factors are presented in Table 4. In general, positive leadership behaviors were negatively correlated with SEQ behaviors and negative leadership was positively correlated with SEQ behaviors. In other words, the higher the positive leadership, the less SEQ behaviors were present, whereas negative, self-centered leadership was associated with more SEQ behaviors.

Positive leadership (POSLEAD) had a direct relationship (+.52) to "respect" while self-centered leadership (SELFCENT) had an inverse relationship (-.51) with "respect." Higher levels of positive leadership were associated with higher levels of respect. Additionally, higher levels of negative, self-centered, careerist leadership were associated with lower levels of respect. Likewise, positive leadership was directly related to higher levels of acceptance for women while negative leadership was inversely related to acceptance for women (i.e. more negative leadership is associated with less acceptance for women). There was also a positive (direct) relationship between "respect" and "acceptance for women." Higher levels of respect were associated with higher levels of acceptance for women.

Table 4. Leadership and SEQ behavior correlations

	POSLEAD	SELFCENT	NCOLEAD	OFFLEAD	RESPECT	ACCEPTW
SEQ	-.28	.28	-.24	-.21	-.31	.04
CRUDE	-.29	.29	.25	-.23	-.35	.01
SEXIST	-.33	.32	-.27	-.25	-.39	-.15
UNWANATT	-.23	.22	-.20	-.16	-.24	.05
COERCION	-.13	.14	-.12	-.09	-.13	.01
ASSAULT	-.10	.11	-.10	-.07	-.11	.002
RESPECT	.52	-.51	.43	.39	1.00	.18
ACCEPTW	.06	-.13	.06	.07	.18	1.00

For the individual leadership items, there was evidence of both a positive view of leadership (e.g., 71% of men and 62% of women agreed that leaders set high standards for soldiers in terms of good behavior and discipline) and a

negative view of leadership (e.g., 43% of men and 47% of women agreed that leaders are more interested in looking good than in being good).

There were also differences in perceptions of leadership between men and women. Women, in general, were less positive about their leadership than men. For example, 54% of men agreed that the leaders in their company set good examples for soldiers by behaving the way they expected soldiers to behave. In contrast, only 41% of the women agreed with this same statement.

### Complaint System

The survey showed that overall, very few people used the complaint system (Table 5). Soldiers preferred to use informal methods of dealing with personal experiences of sexual harassment rather than relying on the formal system. Of the soldiers reporting that they were sexually harassed, 34% used either the formal or informal complaint system (25% used informal complaints, 4% used formal complaints, and 5% used both methods).

Table 5. Complaint process

	<u>YES</u>	<u>NO</u>
Filed <b>FORMAL</b> complaint against someone <b>IN</b> the company	3%	97%
Filed <b>FORMAL</b> complaint against someone <b>OUTSIDE</b> the company	2%	98%
<b>INFORMALLY</b> handled complaint against someone <b>IN</b> the company	6%	94%
<b>INFORMALLY</b> handled complaint against someone <b>OUTSIDE</b> the company	4%	96%

### Training

Over 90% of the sample reported receiving Prevention of Sexual Harassment (POSH) training and over 90% of the sample received Equal Opportunity (EO) training (Figure 6). Due to the wording of the question in the survey, it is not possible to determine if these two training areas were presented separately.



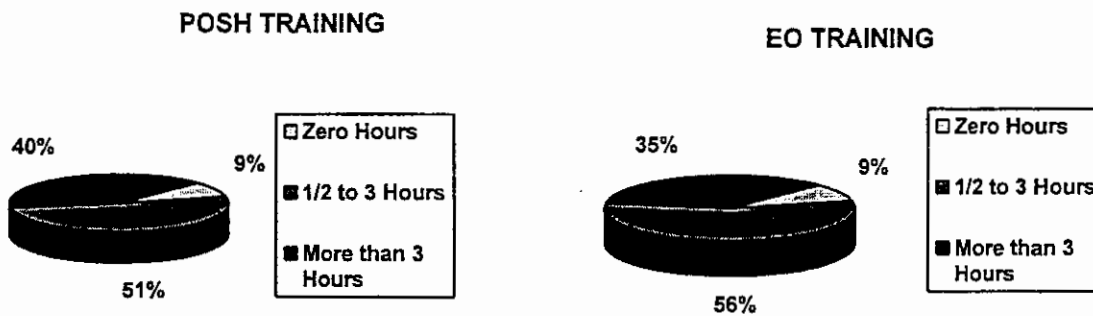


Figure 6. Amount of time spent in POSH and EO training

### Differences in Surveys

In general, Form B of the survey (TDA) mirrored the results of Form A (See Table 6). The overall percentage of soldiers reporting sexual harassment was slightly higher in Form B than in Form A (11% vs. 9%). This was probably due to the higher proportion of women in the Form B sample. The gender breakdown for Form B is 71% male and 29% female compared to 85% male and 15% female for Form A. Just as the Black/White subgroup difference in Form A was due to different proportions of males and females, the overall difference in reports of being sexually harassed between Forms A and B was due to gender composition. In fact, when looking at percentages of sexually harassment by gender, Form B females actually showed a **lower** rate of reporting sexual harassment (22% in Form A and 20% in Form B). Since there was a higher proportion of females in Form B, this 20% pulled up the overall number to one higher than Form A (11% vs. 9%).

Other differences of interest between the two forms were that Form B was overrepresented in officers compared to Form A (33% vs. 10%), people who reported being sexually harassed in Form B were more likely to use the complaint system (48% for Form B vs. 39% for Form A), and Form B showed slightly greater amounts of POSH and EO training.

The student form, Form S, was expectedly different from the other two forms. The sample was much smaller (n=455) than the other forms and was made up of more senior soldiers (Majors and senior NCOs) taking part in select military schools (CGSC, Sergeant Major Academy, and First Sergeant Academy). Not surprisingly, this sample showed much lower rates of sexual harassment and much more positive evaluations of the Army as a whole. The following chart outlines key comparisons between the three forms.

Table 6. Form A, B and S Comparison

<b>Form</b>	<b>N</b>	<b>Any SEQ</b>	<b>Crude Behavior</b>	<b>Sexist Behavior</b>	<b>Unwanted Sexual Attention</b>	<b>Coercion</b>	<b>Assault</b>	<b>Sexually Harassed</b>
<b>A</b>								
Overall	14,498	80%	76%	64%	32%	9%	6%	9%
Male	85%	80%	76%	63%	30%	8%	6%	7%
Female	15%	84%	78%	72%	47%	15%	7%	22%
<b>B</b>								
Overall	2,076	81%	77%	63%	32%	9%	5%	11%
Male	71%	80%	76%	59%	26%	8%	5%	7%
Female	29%	83%	78%	71%	47%	12%	5%	20%
<b>S</b>								
Overall	455	75%	70%	56%	14%	1%	0.4%	2%
Male	89%	74%	71%	53%	12%	1%	0.5%	1%
Female	11%	88%	69%	81%	35%	0%	0%	10%

The relationship between leadership and acceptance for women, however, was weaker in Form A than for the other two versions. The sample in Form B (the TDA survey) was, overall, slightly more positive about leadership than Form A. Form S (military student sample) was the most positive about leadership.

## TRAINEE SURVEY

### Analysis

The trainee survey yielded 5,669 useable subjects from 14 different training posts. SPSS was used for basic descriptive analyses. The number of respondents (n) varied on several questions due to non-responses.

The 22-items adopted from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988) covered a broad spectrum of situations that could be considered sexual harassment. Items in the questionnaire addressed issues ranging from being told suggestive stories or offensive jokes to being sexually assaulted. Reliability analysis was used to collapse the list of questions into substantive groupings previously defined in the DoD 1995 Sexual Harassment Survey. This resulted in identifying five major categories:

- Crude/Offensive Behaviors (alpha=.78)
- Sexist Behaviors (alpha=.70)
- Unwanted Sexual Attention (alpha=.88)
- Sexual Coercion (alpha=.86)
- Sexual Assault (alpha=.75)

### Demographics

The trainee sample included trainees and students from BCT (31%), OSUT (17%), and AIT (52%). Table 7 shows the gender, marital status and race/ethnic composition of the sample.

Table 7. Demographics of the Trainee sample

	Male	Female	Married	Not Married	White	Black	Other
SRP Trainee Survey	74%	25%	25%	75%	59%	22%	19%
n =	4,146	1,442	1,221	4,189	3,240	1,239	1,052

### Major Findings

- Large numbers of trainees were experiencing SEQ behaviors. However, most trainees did not consider all the SEQ behaviors as constituting sexual harassment.
- Fewer trainees have experienced crude/offensive behaviors, sexist behavior, unwanted sexual attention, coercion or assault than in the SRP Army Wide Survey.
- Most of the sexual harassment involved trainees with other trainees.

- Trainees who did not report incidents to the chain of command or another military authority preferred to handle it themselves. Few trainees choose to report the incident due to fear of reprisals.
- The majority of trainees reported that they were receiving excellent or above average training.
- Sexual harassment and discrimination did not significantly affect trainees satisfaction with their choice to enlist in the Army, career intentions or commitment to the Army.
- Many men and women trainees believed that the two genders were held to the same standards, worked as hard in performing their assigned tasks; performed equally in their assigned tasks; and were treated the same by cadre and were expected to achieve the same.

### Training Experiences

Most soldiers (58%) rated their training as above average or excellent and were either satisfied or very satisfied with their decision to enlist (63%). In assessing how their drill sergeant/instructors worked together, 73% felt that they worked well together. Ratings for how well drill sergeants/instructors worked together was highest for BCT trainees (83%) with OSUT at 72% and AIT at 68%. Forty-five percent of the men and 43% of the women reported that since enlisting, their commitment to an Army career was greater.

Within this section on training, trainees were asked to rate various aspects of integrated training. The majority of the women (58%) believed that men and women were expected to achieve the same standards, whereas 56% of the men believed that they were expected to achieve higher standards than the women (Figure 7). However, the majority of men (59%) and women (69%) believed that

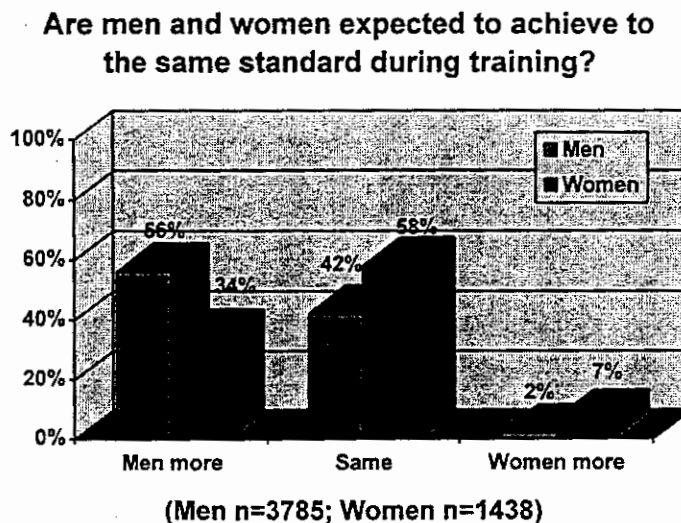


Figure 7. Expectations of male and female trainees to achieve to the same standards during training

men and women work as hard in performing their assigned tasks during training. In performing their tasks, 66% of the men and 73% of the women believed that men and women performed equally.

In general, both men and women thought that drill sergeants treated the two genders equally (Figure 8). However, men and women were more likely to report that women were treated easier by male drill sergeants than by female drill sergeants.

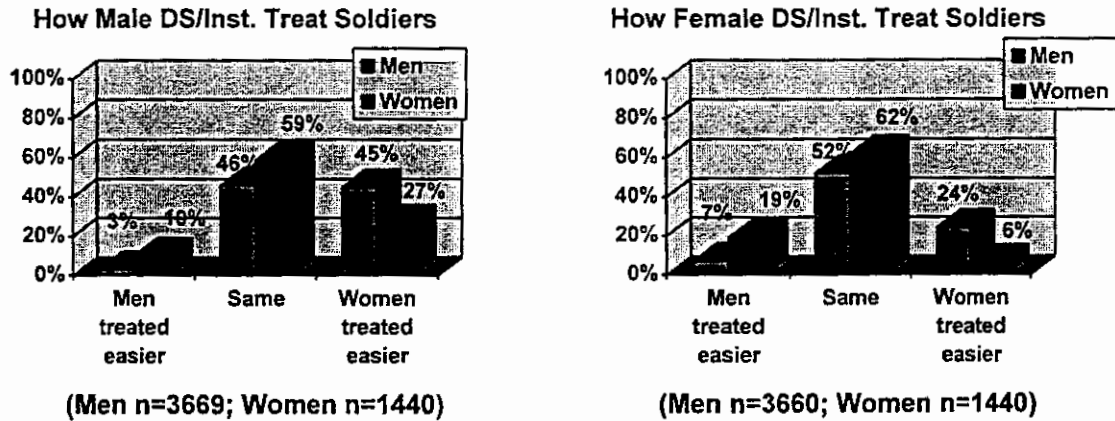
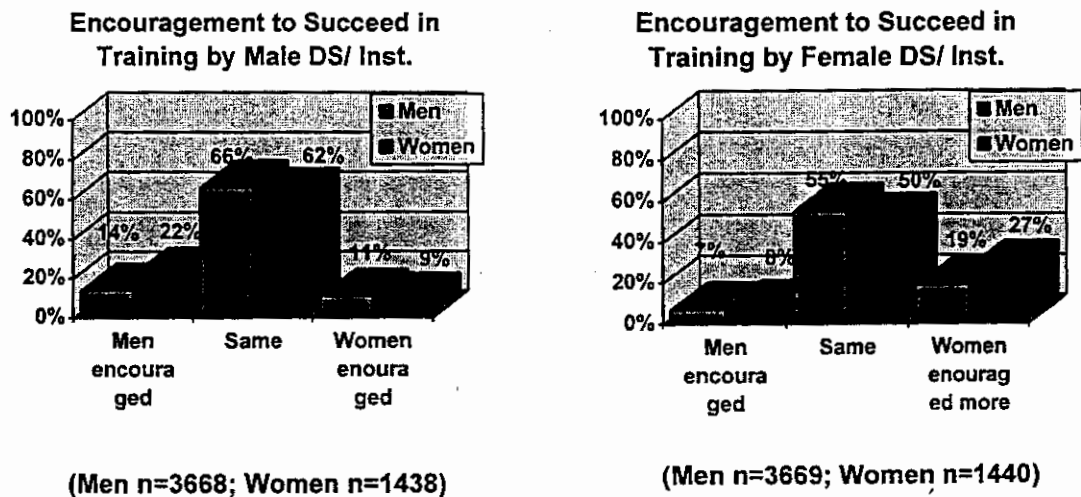


Figure 8. Treatment of trainees by drill sergeants and instructors

In general, both men and women thought that drill sergeants encouraged the two genders equally (Figure 9). However, 27% of the women reported that they were encouraged more than men by female drill sergeants.



### Observing Sexual Harassment

In the survey, the Army definition of sexual harassment was printed before the section of questions addressing sexual harassment issues. This was done to ensure that trainees knew the Army's definition of what constituted sexual harassment and answered the questions accordingly.

Thirty percent of female trainees and 24% of male trainees reported that they had observed sexual harassment in their training company. Students in AIT reported observing the greatest amounts of sexual harassment (Table 8).

Table 8. Observation of sexual harassment

	MALES			FEMALES		
	BCT	OSUT	AIT	BCT	OSUT	AIT
Never	80%	81%	74%	75%	75%	66%
1-2 times	9%	9%	10%	13%	15%	14%
3 or more times	11%	10%	15%	12%	10%	19%
n=	1205	718	2009	466	158	782

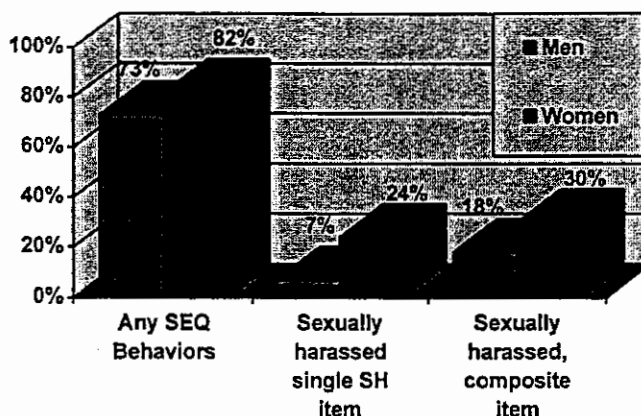
### Occurrence of Sexual Harassment Incidents

The number of trainees who indicated that they had experienced sexual harassment was significantly lower than the number who reported having observed sexual harassment in the company.

On a single item assessing sexual harassment, "Since you enlisted in the Army, have YOU been sexually harassed?", 24% of the women and 7% of the men said yes. A composite assessment of sexual harassment was created based on the answer to the previous question and three related questions: "In the most recent incident, where did the sexual harassment take place?"; "Who sexually harassed you?"; and "Did you report the incident to your chain of command or other military authority?" Answering yes to the single item question or answering 2 of the 3 related questions yielded an affirmative answer to "Have you been sexually harassed since entering the military?" The composite assessment yielded 30% of the women and 18% of the men being sexually harassed (Figure 10).

On both the single item and composite assessments, fewer OSUT trainees reported being sexually harassed than BCT and AIT trainees. For example, on the single item assessment, only 6% of the OSUT trainees reported being harassed compared to 8% of BCT trainees and 15% of AIT students. Figure 11 illustrates the composite and single items by gender.

### Experienced Sexual Harassment Since Enlisting



(Men n=3669; Women n=1440)

Figure 10. Sexual harassment by gender

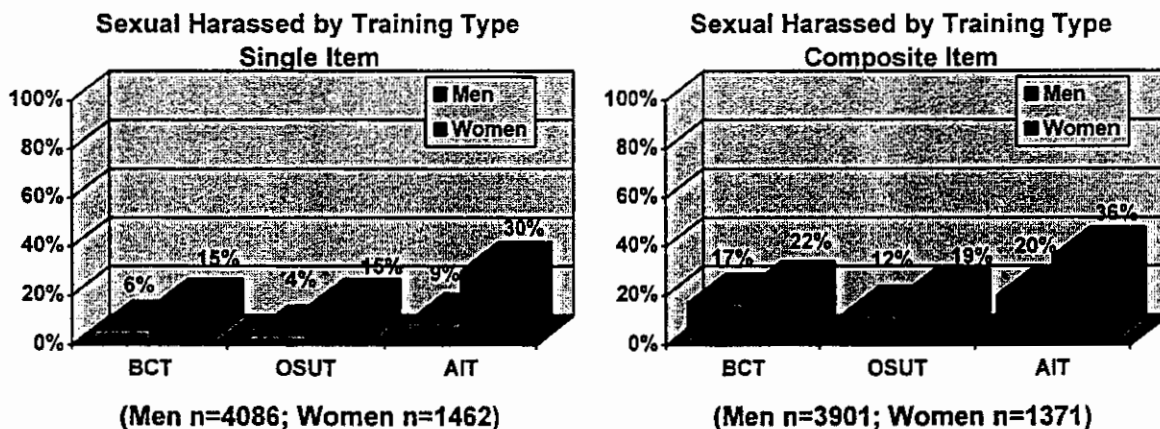


Figure 11. Sexual harassment by training type and gender

Compared to the SRP Army Wide survey results, the incidence of sexual harassment for trainees was lower, with the exception of AIT (Table 9).

Table 9. Percent trainees who have experienced sexual harassment

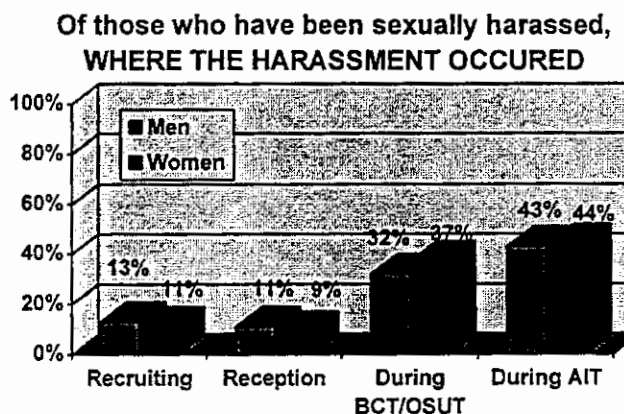
	Men				Women			
	BCT	OSUT	AIT	SRP	BCT	OSUT	AIT	SRP
SH- single item	6%	4%	9%	7%	15%	15%	30%	22%
n=	1,197	777	1,887		471	149	801	

## The Circumstances in Which the Sexual Harassment Occurred

Respondents who indicated that they had been sexually harassed were asked several questions relating to the most recent incident. These detailed questions referred to the location of the sexual harassment, where the harassment occurred, who did the harassing and whether the incident was reported. The next several sections provide a summary of these details about the situation.

### Where the Most Recent Incident Took Place

Most incidents of sexual harassment occurred during BCT, OSUT, or AIT. However, a small percent of men and women reported that they were sexually harassed at the recruiting station or reception battalion prior to reaching their training units (Figure 12).



(Men n=305; Women n=344)

Figure 12. Place sexual harassment occurred for trainees

More than a third of the sexual harassment men and women trainees experienced occurred during training (Figure 13). These occurrence rates for each place were similar across BCT, OSUT, and AIT for each gender.

### Location of Most Recent Sexual Harassment Occurrence

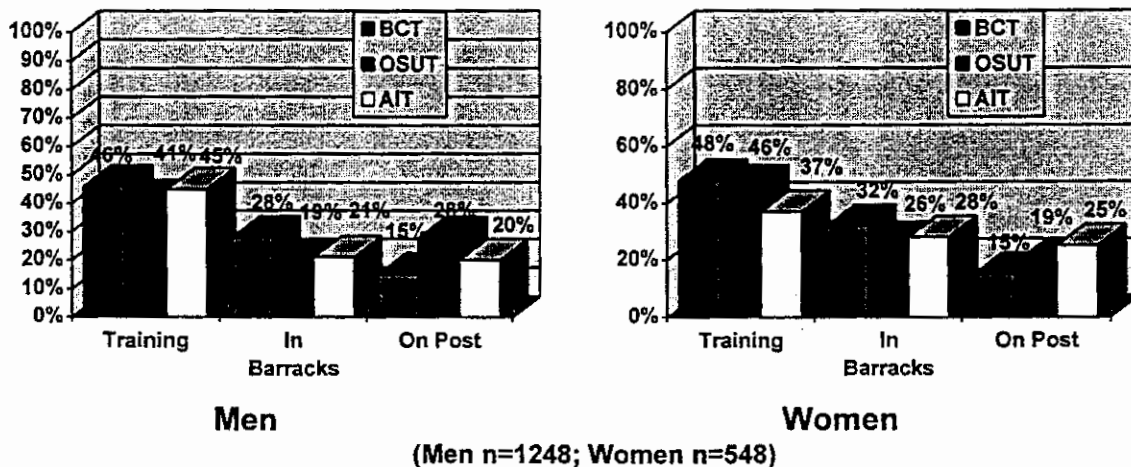


Figure 13. Location of most recent incident of trainee sexual harassment



Thirty percent of the women trainees and 23% of the men trainees reported observing sexual harassment in their current training unit. There were no significant differences between BCT, OSUT, and AIT in the percent observing sexual harassment in their current training unit.

### Who was the Sexual Harasser

Both men and women cited other military members as being the sexual harasser. Men were most likely to report that drill sergeants were the sexual harasser (42%). Similar proportions of women said that another trainee was the sexual harasser in the most recent incident (42%). Drill sergeants and other trainees were the most frequently reported sexual harassers by both men and women in BCT, OSUT, and AIT (Table 10).

Table 10. Who sexually harassed trainees

	<b>MEN</b>	<b>WOMEN</b>
Drill Sergeants	42%	27%
Another Trainee	22%	42%
AIT Instructors	10%	7%
Officer in CoC	10%	5%
n=	744	409

### Reporting of the Incident

Of those who were sexually harassed, 50% of the men and 33% of the women reported the incident to their chain of command or other military authority. The most frequent reason for not reporting the incident was that they handled it themselves. For the most part, trainees felt free to report sexual harassment without fear of reprisal. Only 9% of the soldiers cited fear of reprisal as their reason for not reporting the incident. AIT trainees lack of reporting due to fear of reprisals was slightly higher than that of the other training types (See Table 11). Of those who reported the incident, over half did not know the outcome. Only a small percent (13%) reported that nothing was done in response to the complaint.

Table 11. Reported sexual harassment by training type

	MEN			WOMEN		
	BCT	OSUT	AIT	BCT	OSUT	AIT
Reported, not aware of outcome	47%	42%	34%	23%	13%	14%
Reported, action taken	7%	5%	5%	10%	13%	13%
Reported, no action	3%	5%	8%	4%	0%	5%
Not reported, handled myself	19%	17%	24%	43%	44%	43%
Not reported, not bothered by behavior	18%	27%	21%	17%	22%	11%
Not reported, afraid of reprisal	7%	5%	9%	4%	9%	13%
n=	134	60	265	79	23	236

### SEQ Behaviors

Although the percent of trainees indicating that they had experienced sexual harassment was high, when individual behaviors defined by the SEQ to constitute sexual harassment were examined the numbers increased dramatically.

An overall assessment of the incidence of sexual harassment showed that 73% of male trainees and 72% of female trainees reported experiencing at least one of the behaviors from the modified Sexual Experiences Questionnaire (SEQ; Fitzgerald, 1988). These behaviors ranged from offensive jokes to coerced sex and assault. It is important to remember that when asked "Have you been sexually harassed since enlisting in the Army?," 7% of the men and 24% of the women said they had experienced sexual harassment (Table 12). Clearly, soldiers were not interpreting all of these behaviors as constituting sexual harassment. In BCT, OSUT and AIT, service members most frequently reported experiencing Crude/ Offensive Behaviors. Being told suggestive or offensive jokes was the most frequently mentioned specific behavior.

The percent of trainees indicating that they experienced SEQ behaviors was consistently lower than that found in the SRP Army Wide survey (Table 12).

Table 12. Trainees who experienced SEQ Behaviors

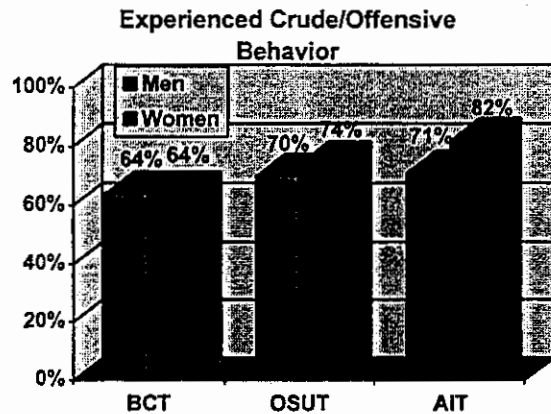
Percent who said they have experienced SEQ behaviors:

	Men				Women			
	BCT	OSUT	AIT	ARMY	BCT	OSUT	AIT	ARMY
Crude behavior	64%	70%	71%	76%	64%	74%	82%	78%
Sexist behavior	43%	50%	55%	63%	56%	65%	71%	72%
Unwanted sexual attention	17%	21%	28%	30%	27%	33%	50%	47%
Coercion	3%	2%	7%	8%	3%	4%	13%	15%
Assault	1%	1%	3%	6%	2%	3%	5%	7%
n=	1206- 1231	780- 781	2020- 2026		469	148	786- 787	

Note: Army data are based on the SRP Army Wide survey data.

### Crude/Offensive Behaviors

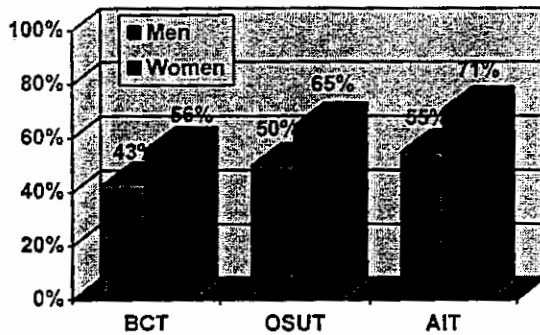
The category of Crude/Offensive Behaviors included survey items on: hearing suggestive stories or offensive jokes; crude or offensive sexual remarks; being whistled, called, or hooted at in a sexual way; witnessing sexual gestures or body language; being stared at, leered at or ogled; or having had someone physically expose themselves to you. Both men and women in all training types most frequently reported experiencing behaviors of this nature (Figure 14). For men and women, reporting was highest in AIT (71% and 82%, respectively).



(Men n=4013; Women n=1404)

Figure 14. Experienced crude/offensive behaviors by training type

### Experienced Sexist Behavior



(Men n=4007; Women n=1404)

Figure 15. Experienced sexist behavior by training type

### Unwanted Sexual Attention

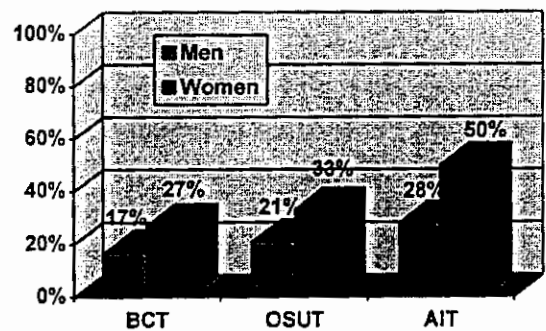
This category included:

someone attempting to discuss your sex life or sexual matters with you; being touched in a way that made you feel uncomfortable; receiving unwanted sexual attention; having someone try to establish a romantic sexual relationship with you despite your continued efforts to discourage it; someone making unwanted attempts to fondle you; or someone continually asking you for dates or to dinner despite your efforts to discourage the person. The greatest amounts of unwanted sexual attention were reported to occur during AIT by both men and women (Figure 16).

### Sexist Behaviors

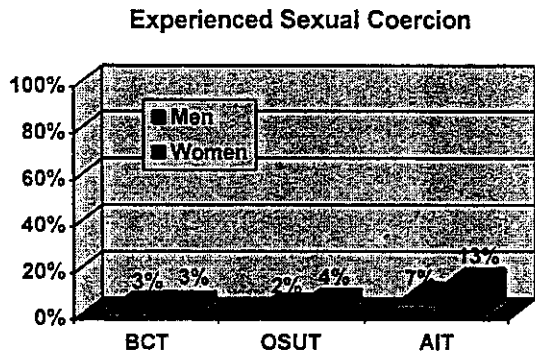
Half of the male trainees and 65% of the female trainees experienced sexist behaviors (Figure 15). Experiencing sexist behaviors included being treated differently because of your gender; having pornography or sexist materials displayed; hearing sexist comments; or being put down because of your gender.

### Experienced Unwanted Sexual Attention



(Men n=4013; Women n=1404)

Figure 16. Experienced unwanted sexual attention by training type

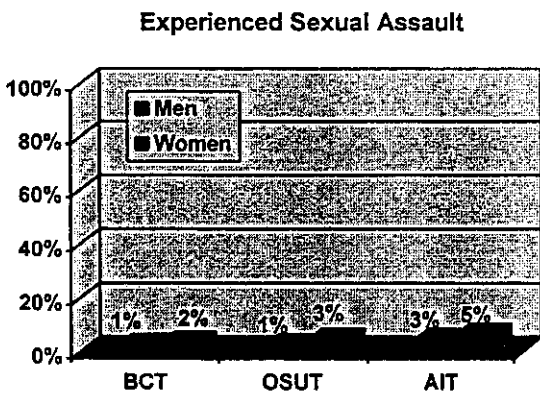


(Men n=4012; Women n=1404)  
 Figure 17. Experienced sexual coercion by training type

behavior categories, the percent experiencing sexual coercion was greater in AIT (Figure 17). However, the prevalence was less than that reported by the SRP Army Wide survey (men 8%; women 15%).

### Sexual Coercion

This category included behaviors that focused on job benefits or losses that were conditional upon sexual cooperation. The questions asked about whether you felt bribed to engage in sexual behaviors; were implied faster promotion for sex; had to respond positively to sexual invitations to be treated well on the job; made you believe that you would be treated badly for being uncooperative sexually or treated you badly for refusing to have sex. Similar to other SEQ



(Men n=4012; Women n=1403)  
 Figure 18. Experienced sexual assault by training type

### Sexual Assault

This category consisted of two behaviors: someone having made unwanted attempts to have sex with you which resulted in you struggling; or having sex with you without your consent (Figure 18).

### Discrimination

Trainees were also asked if they had experienced any discrimination since joining the Army. Most men (68%) and women (59%) report that they had not experienced any discrimination. Of the male trainees who had experienced discrimination, the most frequent response was "other" discrimination (10%) which included discrimination because of age or weight, followed by racial discrimination (9%). Of the women who had experienced discrimination, the most frequent response was gender discrimination (15%), followed by "other" discrimination (13%).

### **Effects of Sexual Harassment and Discrimination**

Experiencing sexual harassment or discrimination did not significantly change trainees' assessment of their training. The majority of trainees, regardless of whether they experienced sexual harassment or discrimination, reported that they were receiving excellent or above average training. Experiencing sexual harassment did not significantly decrease trainees' ratings of their training or drill sergeants/instructors, their satisfaction with their choice to enlist in the Army, career intentions or commitment to the Army. This was true for both men and women.

### **Conclusion**

Overall, large numbers of trainees were experiencing SEQ behaviors. However, most trainees did not consider all the SEQ behaviors to be sexual harassment. Consequently, there was a discrepancy in the percent reporting a SEQ behavior and the percent reporting sexual harassment. This was likely due to trainees using their own definition of what constitutes sexual harassment rather than the Army's definition when determining whether or not they had been sexually harassed.

The percent of trainees who experienced SEQ behaviors revealed a similar trend to that found in the SRP Army Wide survey. However, in comparison to the SRP Army Wide survey, the percent of trainees who had experienced crude/offensive behaviors, sexist behavior, unwanted sexual attention, coercion or assault were all smaller. Most of the sexual harassment reported involved trainees with other trainees. Trainees who did not report incidents to the chain of command or another military authority preferred to handle it themselves. Few trainees choose not to report the incident due to fear of reprisals. When assessing these percentages, it is important to keep in mind that trainees had been in the Army for a significantly shorter period of time than most of the soldiers in the SRP Army Wide survey.

Despite occurrences of sexual harassment and discrimination, there does not appear to be any change in outcome measures. The majority of trainees, whether having experienced sexual harassment or discrimination or not, reported that they were receiving excellent or above average training. Sexual harassment and discrimination also did not significantly affect their satisfaction with their choice to enlist in the Army, career intentions or commitment to the Army.

Most men and women trainees believed that the two genders were held to the same standards, worked as hard in performing their assigned tasks and performed equally in their assigned tasks. Overall, most trainees believed that men and women were treated the same by cadre and were expected to achieve to the same standards.

## TRAINER SURVEY

### Analysis

The trainer survey of drill sergeants and AIT instructors yielded 254 useable subjects from 14 different training posts. SPSS was used for basic descriptive analyses. Due to the small sample size, analysis by gender was often not possible. Similarly, it was not possible to analyze responses by trainer type (e.g., BCT drill sergeant, OSUT drill sergeant, AIT drill sergeant, or AIT instructor). The number of respondents (n) varied on several questions due to non-responses.

The 22-items adopted from the Sexual Experiences Questionnaire (Fitzgerald et al., 1988) covered a broad spectrum of situations that could be considered sexual harassment. Items in the questionnaire addressed issues ranging from being told suggestive stories or offensive jokes to being sexually assaulted. Reliability analysis was used to collapse the list of questions into substantive groupings previously defined in the DoD 1995 Sexual Harassment Survey. This resulted in identifying five major categories:

- Crude/Offensive Behaviors (alpha=.76)
- Sexist Behaviors (alpha=.73)
- Unwanted Sexual Attention (alpha=.91)
- Sexual Coercion (alpha= .83)
- Sexual Assault (alpha=.69)<sup>1</sup>

### Demographics

The sample includes BCT drill sergeants (30%), OSUT drill sergeants (8%), AIT drill sergeants (31%), and AIT instructors (31%). Ninety-one percent of the sample were NCO's with 1% warrant officers and 9% commissioned officers. Twenty-two percent of the sample were combat arms, 22% combat support and 56% combat service support. The race/ethnic composition of the sample varied for men and women. Of the women, most were black (69%) while many (47%) of the men were white. Table 13 shows the gender, marital status and race/ethnic composition of the sample compared to that of the Army.

Table 13. Demographics

	Male	Female	Married	Not Married	White	Black	Other
Trainer Survey	76% (190)	24% (61)	74% (189)	26% (65)	41% (103)	44% (113)	12% (38)
Army	86%	14%	63%	37%	61%	27%	12%

<sup>1</sup>This category was not as internally consistent as is usually recommended; however, this category was used for the sake of comparison.



## Major Findings

- The majority of trainers reported that the training they received did not prepare them for their current position.
- Most men and women trainers felt that they were treated with respect and dignity, had the support of their chain of command, and were treated well by their peers.
- Large numbers of trainers reported experiencing SEQ behaviors. However, most trainers did not consider all the SEQ behaviors as constituting sexual harassment.
- More trainers had experienced crude/offensive behaviors, sexist behavior, unwanted sexual attention, coercion or assault than in the SRP Army Wide Survey.
- Trainers who did not report incidents to the chain of command or another military authority preferred to handle it themselves. Few male trainers chose not to report the incident due to fear of reprisals. Some female trainers did fear reprisals.
- Racial discrimination was the most frequent type of discrimination for men. Women reported higher levels of gender discrimination.

## Training Experiences

Trainers were asked several questions rating their training at either the Drill Sergeant Course (DSC) or Instructor Training Course (ITC). Most male and female trainers agreed that in DSC and ITC they learned more effective ways to train soldiers (64% and 47%, respectively). However, most (69%) felt that DSC and ITC only slightly or moderately prepared them for their current job (Figure 19).

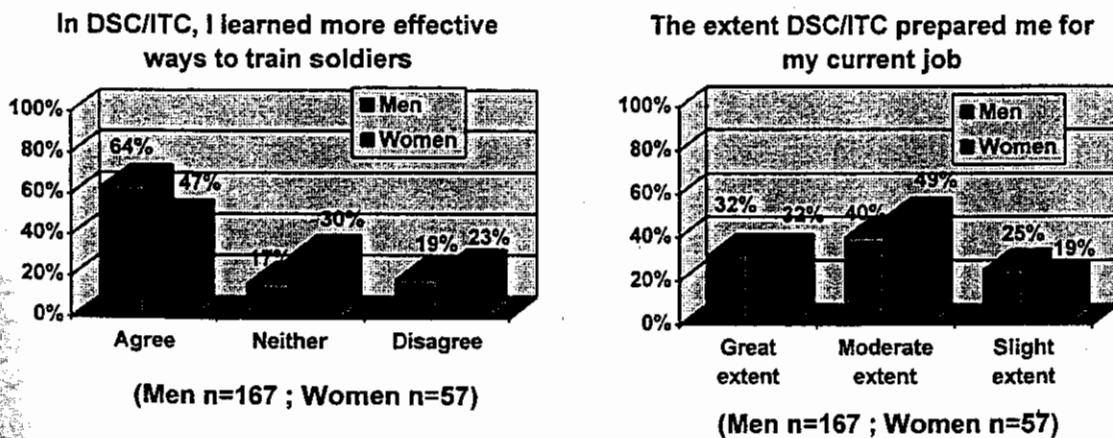


Figure 19. Training received at DSC/ITC

While at DSC/ITC, the majority of trainers (77%) both male and female reported being treated with respect and dignity. Fewer female trainers (7%) than male trainers (13%) felt that they were not treated with respect and dignity.

Most drill sergeants and instructors reported receiving fair treatment from their instructors (82%) and peers (88%) during the training courses (Figure 20). However, more women (11%) than men (3%) felt that they did not receive fair treatment from their peers.

### At the DSC/ITC,...

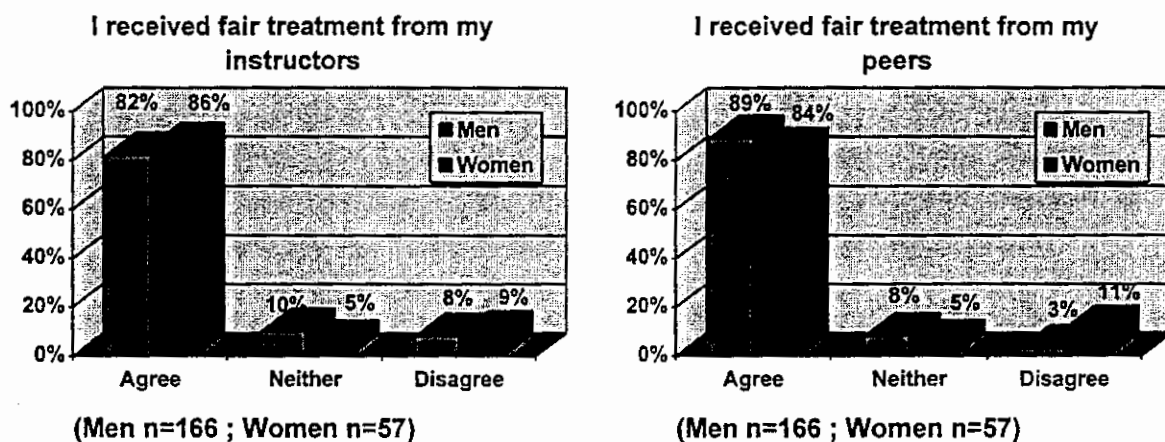


Figure 20. Treatment of trainers at DSC/ITC

### Current Position

When asked about their current position, more men than women reported feeling that they had the support of their chain of command (60% vs. 44%; Figure 21).

### In my current position, I have the support of my chain of command...

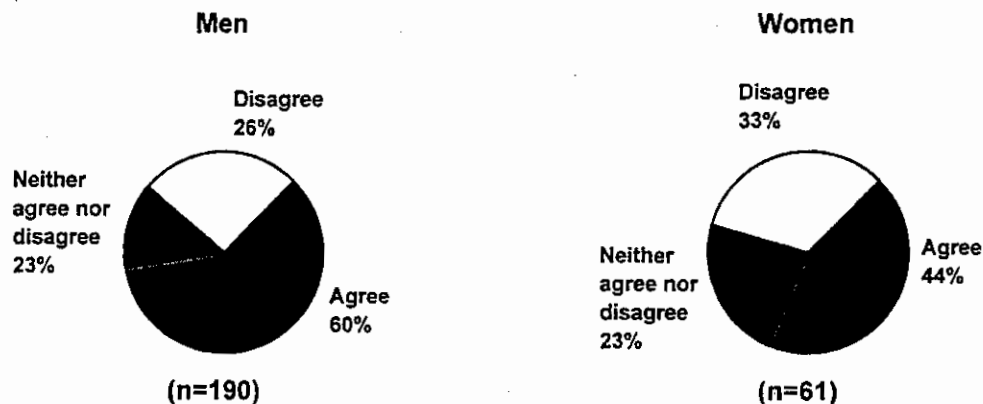
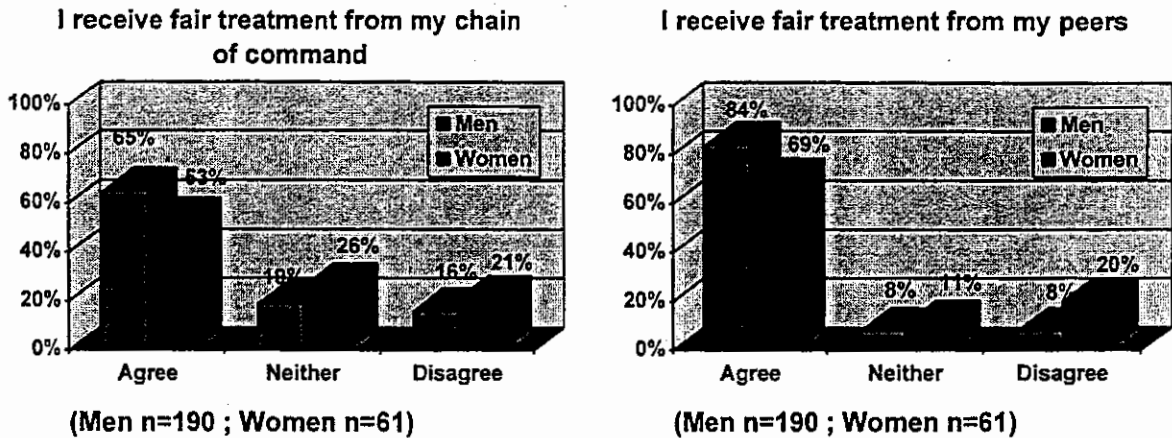


Figure 21. Support of chain of command for trainers

A greater percent of men than women reported that they received fair treatment from their current chain of command (65% vs. 53%) and peers (84%

vs. 69%; Figure 22). The percent of female trainers who reported receiving fair treatment from their peers in their current position was significantly less than while at DSC/ITC (84% vs. 53%).

**In my current position,...**



(Men n=190 ; Women n=61)

(Men n=190 ; Women n=61)

Figure 22. Treatment of trainers in their current position

**Observing Sexual Harassment**

In the survey, the Army definition of sexual harassment was printed before the section of questions addressing sexual harassment issues. This was done to ensure that trainers knew the Army's definition of what constituted sexual harassment and answered the questions that followed accordingly.

Women reported observing more sexual harassment in their current training company than men. Thirty-three percent of female trainers and 17% of male trainers reported that they had observed sexual harassment at least once in their current training company (Table 14).

BCT and OSUT trainers were similar in their reports of observing sexual harassment (19% and 18% respectively); whereas AIT trainers reported more observations of sexual harassment, with 27% observing it at least once in their current training company.

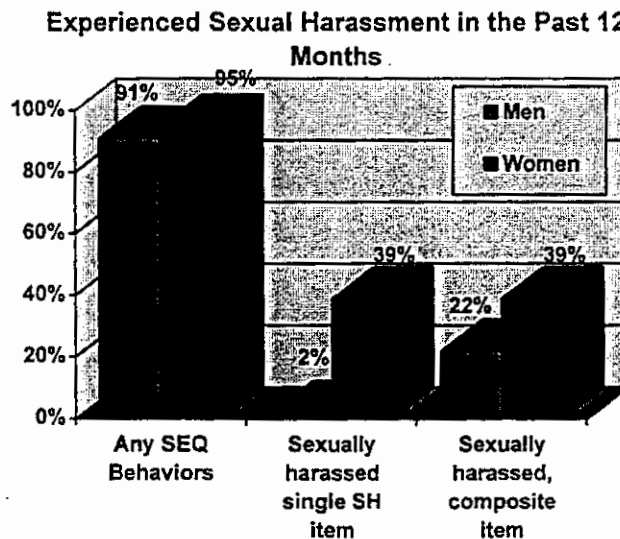
Table 14. Trainer observation of sexual harassment

	<b>MEN</b>	<b>Women</b>
Never	83%	67%
1-2 times	9%	23%
3 or more times	8%	10%
n=	189	61

## Occurrence of Sexual Harassment Incidents

The number of trainers who indicated that they had experienced sexual harassment in the last 12 months were slightly lower than those who reported having observed sexual harassment in the company.

On a single item assessing sexual harassment, "In the last 12 months have YOU been sexually harassed?", 39% of the women and 2% of the men said "yes." A composite assessment of sexual harassment was created based on the answer to the previous question and three related questions: "In the most recent incident, where did the sexual harassment take place?"; "Who sexually harassed you?"; and "Did you report the incident to your chain of command or other military authority?" Answering yes to the single item question or answering 2 of the 3 related questions yielded an affirmative answer to "Have you been sexually harassed since entering the military?" The composite assessment yielded 39% of the women and 22% of the men being sexually harassed (Figure 23).



(Men n=181-189 ; Women n=57-64)

Figure 23. Trainer sexual harassment by gender

Compared to the SRP Army Wide Survey results, the percent of men indicating that they had experienced sexual harassment was lower (Table 15). However, the percent of women indicating that they had experienced sexual harassment was significantly higher than that of women Army wide as reported in the SRP Army Wide Survey results.

Table 15. Percent trainers who have experienced sexual harassment

	Men		Women	
	Trainer	SRP	Trainer	SRP
SH- single item	2%	7%	39%	22%
n =	182		64	

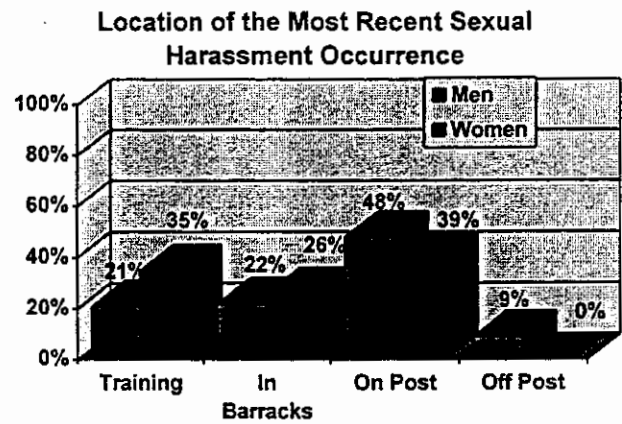
**The Circumstances in Which the Sexual Harassment Occurred**

Respondents who indicated that they had been sexually harassed were asked several questions relating to the most recent incident. These detailed questions referred to the location of the sexual harassment, where the harassment occurred, who did the harassing and whether the incident was reported.

**Where the Most Recent Incident Took Place**

Most women who reported being sexually harassed reported that it occurred at their previous job (44%) or at their present job (28%); the remaining women reported that it occurred at either DSC or ITC (28%). Too few men (n=4) answered this question to make any conclusions.

For both men (49%) and women (39%) trainers, the most frequent place for sexual harassment to occur was "elsewhere on post" (Figure 24). During training (35%) and in the barracks (26%) were the next most frequent responses for the women trainers. Men reported in the barracks and during training with similar frequency (22% and 21% respectively).



(Men n=68 ; Women n=23)  
Figure 24. Location of most recent incident of trainer sexual harassment

### Who was the Sexual Harasser

The person reported to be the sexual harasser varied for men and women (Table 16). Most men and women cited other military members as the sexual harassers.

Table 16. Who sexually harassed trainers

	MEN	WOMEN
Drill Sergeants	24%	30%
AIT Instructors	33%	5%
Officer in CoC	30%	10%
1SG	9%	20%
Other NCO	0%	20%
Enlisted	3%	5%
Civilian	0%	10%

### Reporting of the Incident

Of those who were sexually harassed, 92% of the men and 22% of the women reported the incident to their chain of command or other military authority. The most frequent reason for not reporting the incident was that they handled it themselves (8% men; 44% women). Fear of reprisals did not prevent men from reporting the incident. However, 28% of the women trainers reported fear of reprisals as the reason for not reporting the incident. Of those who reported the incident, over half did not know the outcome. Only a small percent (19%) reported that nothing was done in response to the complaint.

### SEQ Behaviors

Although the percent of trainers indicating that they had experienced sexual harassment was high enough to indicate a serious problem, when individual behaviors defined by the SEQ to constitute sexual harassment were examined, the numbers increased dramatically.

An overall assessment of the incidence of sexual harassment showed that 91% of the male trainers and 95% of the female trainees reported experiencing at least one of the behaviors from the modified Sexual Experiences Questionnaire (SEQ; Fitzgerald, et.al.; 1988). These behaviors ranged from offensive jokes to coerced sex and assault. It is important to remember that when asked "Have you been sexually harassed in the last 12 months?", 2% of the men and 39% of the women said they had experienced sexual harassment (Table 17). Clearly, trainers were not interpreting all of these behaviors as constituting sexual harassment. Trainers most frequently reported experiencing

Crude/ Offensive Behaviors with “being told suggestive or offensive jokes” the most frequent behavior.

The percent of trainers indicating that they experienced SEQ behaviors was consistently greater than that found in the SRP Army Wide Survey (Table 17).

Table 17. Percent trainers who have experienced SEQ Behaviors

	SRP Army Wide		SRP Trainers	
	Men	Women	Men	Women
Crude/Offensive Behaviors	76%	78%	90%	93%
Sexist Behavior	63%	72%	73%	93%
Unwanted Sexual Attention	30%	47%	39%	83%
Coercion	8%	15%	6%	40%
Assault	6%	7%	2%	10%
n=			189	60

Note: Army refers to data collected from the SRP Army Wide Survey.

### Crude/Offensive Behaviors

The category of Crude/Offensive Behaviors included survey items on: hearing suggestive stories or offensive jokes; crude or offensive sexual remarks; being whistled, called, or hooted at in a sexual way; witnessing sexual gestures or body language; being stared at, leered at or ogled; or having had someone physically expose themselves to you. Both men and women in all training types most frequently reported experiencing behaviors of this nature (88% and 90%, respectively).

### Sexist Behaviors

The majority of the trainers have experienced sexist behaviors. Experiencing sexist behaviors included being treated differently because of your gender; having pornography or sexist materials displayed; hearing sexist comments; or being put down because of your gender. Most men (73%) and women (93%) reported experiencing sexist behaviors.

### Unwanted Sexual Attention

This category included: someone attempting to discuss your sex life or sexual matters with you; being touched in a way that made you feel uncomfortable; receiving unwanted sexual attention; having someone try to

establish a romantic sexual relationship with you despite your continued efforts to discourage it; someone making unwanted attempts to fondle you; or someone continually asking you for dates or to dinner despite your efforts to discourage the person. Being in a situation where a fellow trainer or superior made a sexist remark was the most frequently reported behavior in this category for men (67%) and women (85%).

### **Sexual Coercion**

This category included behaviors that focused on job benefits or losses conditioned on sexual cooperation. The questions asked about whether you felt bribed to engage in sexual behaviors; were implied faster promotion for sex; had to respond positively to sexual invitations to be treated well on the job; made you believe that you would be treated badly for being uncooperative sexually; or treated you badly for refusing to have sex. However, the prevalence was less than that reported in the SRP Army Wide Survey for men (6% vs. 8%) and greater for women (40% vs. 15%).

### **Sexual Assault**

This category consisted of two behaviors: someone having made unwanted attempts to have sex with you which resulted in you struggling; or having sex with you without your consent. Like sexual coercion, a smaller percent of men and a greater percent of women reported experiencing assault than was found on the SRP Army Wide Survey (men 2% vs. 6%; women 10% vs. 7%).

### **Discrimination**

Trainers were also asked if they had experienced any discrimination in the past 12 months. Most men (79%) and women (67%) reported that they had not experienced any discrimination. Of the male trainers who had experienced discrimination, the most frequent response was racial discrimination (11%), followed by "other" discrimination (4%) which included discrimination because of age or weight. Of the women who had experienced discrimination, the most frequent response was gender discrimination (21%), followed by "other" discrimination (5%) and racial discrimination (5%).

### **Conclusion**

Overall, large numbers of trainers were experiencing SEQ behaviors. However, most trainers did not consider all the SEQ behaviors to be sexual harassment. Consequently, there was a discrepancy in the percent reporting a SEQ behavior and the percent experiencing sexual harassment. This was likely



due to trainers using their own definition of what constitutes sexual harassment rather than the Army's definition when determining whether or not they had been sexually harassed.

The percent of trainers who experienced SEQ behaviors revealed a similar trend to that found in the SRP Army Wide Survey. However, in comparison to the SRP Army Wide Survey, the percent of trainers in general who had experienced crude/offensive behaviors, sexist behavior, unwanted sexual attention, coercion or assault were all greater. For the female trainers, the difference was significant. Most of the sexual harassment reported involved trainers with other trainers. Trainers who did not report incidents to the chain of command or another military authority preferred to handle it themselves. Few trainers chose not to report the incident due to fear of reprisals.

Despite the large number of trainers who reported experiencing SEQ behaviors, the majority of trainers reported that they were treated with respect and dignity. Furthermore, they felt that they received fair treatment from their peers and chain of command.

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## Endnotes

<sup>i</sup> Factor analysis is a statistical technique that uses correlations between variables (or items on a survey) to determine the underlying dimensions (factors). Correlated, similar items cluster together into factors which are defined by some common theme among the items

<sup>ii</sup> A correlation is an index of the direction and strength of the relationship between two variables. The most common measure of correlation is the Pearson product-moment correlation coefficient, or Pearson  $r$ . The value of Pearson  $r$  can range from negative one (-1.00) through zero (0) to positive one (+1.00). As the strength of the relationship between two variables increases, the correlation approaches either -1.00 or +1.00. Both -1.00 and +1.00 denote a perfect linear relationship. A positive correlation represents a direct relationship (as the values of one variable increase, so do the values of the second variable). A negative correlation represents an inverse relationship (as the values of one variable increase, the values of the second variable decrease). A correlation of zero indicates that no relationship exists between the two variables. The strength or magnitude of the relationship is shown by the number. The direction of the relationship is shown by the sign. The correlation coefficient is not a measure of causality. A correlation, even a perfect correlation, between two variables does not mean that one is causing the other, simply that they react in a certain manner.

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Table 18. Rule of thumb for interpreting the size of a correlation coefficient

<b>Size of Correlation</b>	<b>Interpretation</b>
.90 to 1.00 (-.9 to -1.0)	Very high correlation
.70 to .89 (-.70 to -.89)	High correlation
.50 to .79 (-.50 to -.79)	Moderate correlation
.30 to .49 (-.30 to -.49)	Low correlation
.00 to .29 (.00 to -.29)	Little, if any, correlation

## Part III

### FOCUS GROUP RESULTS

#### MILITARY FOCUS GROUPS

##### ***Subjects***

A total of 487 military focus group discussions were conducted with 5,887 soldiers. Groups were conducted with soldiers selected at random at each location the Panel visited. Groups were formed based on rank and gender. Junior Enlisted (E4 and below), Junior NCOs (E5 and E6), Senior NCOs (E7 and above), Company Grade Officers (Captains and below), and Field Grade Officers (Majors and above) were the rank groupings used. All male and all female groups were conducted, with same gender facilitators and note takers. In some remote locations, mixed gender facilitators and note takers were used due to the small number of staff that visited those locations. There were no differences in the comment categories most frequently mentioned for these groups, so they have been included in this overall analysis.

##### ***Analysis Methodology***

The Military Focus Group Protocol consisted of 17 questions; one question asked for a definition of sexual harassment in order to determine soldiers' understanding of the Army definition. This question was not analyzed.

All responses for each question in the protocol were read and transcribed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. A 20% random sample of the comments for each question was then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned. A second sample of comments was then coded to test the corrected categories. Final corrections, if needed, were made and all comments were then coded into categories.

Determining the frequency of a comment category was complicated by the fact that 18 people were involved in taking notes during the focus groups. This resulted in some error due to variations in precision. For example, if there were 10 people in a group and 8 members responded "yes" to a question, some note takers recorded the number of respondents answering yes while others simply said "most said yes." In this event, coders recorded a positive response for half the number of people in the group, and coded the negative responses as given. This procedure was adapted to minimize coding error and to ensure all comments were coded consistently across all protocols. After all comments had been coded, the comments that did not fit the original categories (and were

coded "other") were isolated and re-coded into new coding categories. In addition, some categories were merged.

With the exception of the question asking for a definition of sexual harassment, all questions in the protocol were analyzed by rank and gender. The participant's confidentiality was stressed and guaranteed prior to all focus group discussions. Examples will be given of quotes which are illustrative of quotes given in the focus groups. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the summary of results which follows. A copy of the Military Focus Group protocol can be found in Annex F.

### ***Summary of Results***

#### **The Army Career**

◆ ***The most satisfying aspects of an Army career involved interpersonal interaction and the job itself. The most dissatisfying aspects of an Army career involved leadership and the impact of downsizing.***

When asked about the most satisfying aspects of their career in the Army, different assignments and people the people they had worked with, the most frequently mentioned comments were: the job itself; travel opportunities; sense of accomplishment; and opportunity for leadership. For example, one soldier remarked that the most satisfying aspect of the Army was the "ability to make a difference, even at a small level." Another soldier mentioned that it was "the challenge, new jobs and new positions" that was exciting. The interpersonal aspects of the Army were cited by many as a positive. For example, one soldier commented on "the comradeship- [and how] it is unique in the military and you don't find it anywhere else." Several comments from focus groups indicated that "the people [and] quality of the solders and NCO's" made their career in the Army satisfying.

With regard to dissatisfying aspects of their Army career, frequently mentioned comments from focus groups indicated poor leadership, lack of benefits, unfair treatment, and downsizing. Comments indicated that soldiers perceived leaders as being "afraid to make decision[s] because they're afraid of rank" and "reluctant to take care of soldiers below them." A common complaint was that "leaders are not visible." Another area of dissatisfaction revolved around the effects of downsizing on troops and available benefits. Describing the impact of downsizing, one of the comments from a focus group stated that "[it] has led to back stabbing and going back to a high school mentality." In addition to creating a fiercely competitive environment, several comments from focus groups indicated that there has been an overall "loss of respect for the institution as a result of the drawdown." Downsizing has reduced available resources. A soldier in a focus group felt that "if you're dedicated to the Army,

the Army should be dedicated to you...benefits are dwindling." Eroding family medical and dental benefits was a common concern voiced in many focus groups.

◆ ***When assessing whether they had gotten a fair deal in their promotions, senior officers' comments were largely positive. Other rank groups' comments indicated that they believed the system was broken.***

When asked to reflect on their promotions and whether or not they "have gotten a fair deal," senior officers' comments were more positive than other rank groups. Among senior officers, the sentiment was that the system was effective. In other rank groups there was a common belief that the system was broken and "based on who you know." They felt that the system was unfair, laden with preferential treatment for certain populations and based too much on civilian education credits. Soldiers' concerns regarding quotas were exemplified by one soldier's statement that "I'm not getting promoted and I'm told that there are race and sexual quotas." The emphasis on education was particularly worrisome for those who were "always deployed overseas [and did] not have enough opportunity to go to school." Across all ranks many felt that the system had to be worked to get the jobs needed for promotion. One soldier poignantly stated that "it gets to the point to where you have to do things almost to the point of back stabbing to get ahead." Soldiers in several focus groups commented that "you should be told by the DA board why you did not get promoted."

◆ ***When assessing whether they had gotten a fair deal in getting assignments that were good for their career about half felt they had. Most soldiers indicated that branch managers were the key to receiving good assignments.***

Reflecting on their assignments, about half felt that they received assignments that were good for their career. This was most frequently attributed to managing their own career and staying in close contact with the branch manager. One soldier commented "I've gotten everywhere I wanted to go, but you have to work the system." Another soldier remarked that "calling DA helps."

Soldiers who felt they had not received assignments that were good for their careers often mentioned that they had problems with their branch manager. For example one soldier stated that "promotion and assignments has a vicious cut throat cycle. You have to get to be buddies with [the] branch manager." A large number of soldiers commented on how receiving career enhancing assignments depended on who you know. This was exemplified by one group's discussion of the "good old boy network."

◆ ***Generally, soldiers reported getting jobs that were good for their career. However, soldiers who were not working in their MOS felt that they were not receiving career enhancing job positions.***

Most comments indicated that soldiers have gotten jobs in their units that were good for their career; that is, if they were working in their MOS. Those that have been working in their MOS found "assignments and job positions are not a problem." Some soldiers commented that they "can't get jobs that are needed for promotion." An example would be receiving promotions and career enhancing positions. Soldiers also commented that getting jobs that were good for their career depended on who you knew. Another frequently mentioned reason for not receiving needed jobs was not working in their MOS. One soldier stated, "I've worked in my MOS six months in the last five years."

Some female soldiers felt that they did not receive the same consideration for jobs as men. One woman explained, "there is no level playing field in being selected for jobs. Most women are not considered the first choice for a tough job." A few women indicated that they had not received a job because of being women. For example, "my senior rater did not like women in the Army and stated he would do his best to get them out."

### **The Work Environment**

◆ ***The majority of enlisted and NCOs comments indicated that they did not think that people in the unit treated each other with dignity and respect.***

More female comments than male comments indicated that soldiers were not being treated with respect and courtesy. Comments from enlisted soldiers were more negative than those from officers. Enlisted women were the most negative and male field grade officers the most positive. Several comments focused on the lack of respect between officers and enlisted. For example, "respect goes both ways, officers here always demand respect but do not give it." Another soldier explained, "a lot of officers and senior NCOs are stepping on subordinates to get ahead."

◆ ***Most comments by enlisted soldiers and junior officers indicated that their leaders did not maintain fair standards.***

Overall, comments from enlisted soldiers indicated that they did not believe that leaders maintained fair standards. Field grade officers were largely more positive in their comments. Double standards among officer-enlisted; senior enlisted-junior enlisted and male-female were the most frequently mentioned lack of fair standards. There was a general sentiment that "rules apply to 'us' and not to 'them.'" For example one soldier stated, "My commander

always picks males over females; [there are] no females in leadership" Another stated that "some men and senior officers have a different standard." Several other comments addressed cliques or "favorites" receiving special treatment. Some references were made to the type of standards in the unit. One officer explained that "in order to maintain fair standards, you have to have standards." Going even further, another officer continued, "if you have a hard core standard, people adhere to it. If you have a soft standard, people adhere to that."

### **Sexual Harassment in the Work Place**

◆ ***Most comments indicated that leaders took positive actions to eliminate discrimination and harassment.***

When asked what actions their leaders took to eliminate discrimination or harassment, most responses indicated that there were positive leader actions. Actions taken included from responding immediately to any know instance, leading by example, and communicating effectively up and down the chain of command. Several responses indicated that "the command does not hesitate to fix a problem quickly and fairly." Having unit meetings was frequently mentioned as a means for action. Meetings provided an opportunity for "leaders [to] communicate tolerance standards" and "ask how everything is going and what's not working."

Some comments indicated that leaders either took no action or inappropriate actions when sexual harassment occurred. Several soldiers felt that "the Army has not failed to inform, they have failed to enforce" and that there was a "lack of proactive efforts." More poignantly, one soldier commented that "they (leaders) don't know what is going on and don't want to know." Inappropriate actions cited in responses included attempting to cover-up the incident or taking negative actions toward the victim.

◆ ***Soldiers believed that the Army is making a fair and reasonable effort to eliminate sexual harassment. However, they also believed that there has been an overreaction to the recent media attention.***

Overall, comments reflected the belief that "the army is trying to take care of its problems," but the Army policies are not implemented properly. One soldier expressed, "there are programs in place; however, the leadership is not doing a good job enforcing these programs." To many soldiers, the "problem is not policy or procedure, it is the person you take the complaint to." When steps are taken to stop sexual harassment, one soldier stated that "prevention is not discussed as much as reaction."

Several comments indicated that many soldiers felt the Army was overreacting to recent media attention. Soldiers believed this over-reaction



resulted in females being penalized or "being treated as a second class citizen," and men being afraid to work with women. One woman explained, "Men are fearful of me now... I can't be part of the team."

◆ ***Female soldiers felt less free than men to report any discrimination/harassment without fear of bad things happening to them.***

Overall, more women than men from all rank groups indicated that they do not feel free to report incidents. Fear of reprisals from their chain of command and from other soldiers, and lack of trust in the system, are the primary reasons for not reporting sexual harassment or discrimination. When discussing repercussions, one soldier stated that "this is serious matter, my family's livelihood would be threatened." Others did not report incidents "because the leaders are doing the harassing and they will get you somehow."

◆ ***Soldiers attempted to handle sexual harassment themselves before reporting it.***

When asked about sexual harassment, most who said that they would report the incident would go to the chain of command only after trying to handle it themselves. A typical response was "yes (I would report it), after I have done everything to stop it on my own." One soldier who would report an incident pointed out that "after (reporting) you'll have to go through hell and high water."

Among those who indicated that they would not report sexual harassment, the most frequently given reasons for not reporting were: chain of command will not take any action; complaints will not be acted upon; and fear of reprisals from the command and other soldiers. Many comments exemplified the complexities associated with choosing to report an incident, for example, "leaders want to succeed and if your reporting threatens that success, your report will go nowhere." A male soldier reflected that "males won't report it; other males were chastised."

◆ ***Gender differences exist in experiencing and witnessing sexual harassment.***

Gender differences were found in experiencing or witnessing sexual harassment. In all rank groups, more female comments than male comments mentioned that they had witnessed or experienced sexual harassment. The majority of women indicated they had experienced or witnessed sexual harassment. Sexual harassment encompasses a wide array of behaviors. Along the continuum of behaviors was a woman who explained "my AIT NCO told me that if I slept with him I would get a good grade." One female soldier expressed her dismay with her experiences, "I joined the Army to be a soldier not

to be fondled." For some women, they have experienced sexual harassment often enough that "jokes/comment are tolerated and expected to a degree."

Male field grade officers were least likely to comment that they had witnessed or experienced sexual harassment. Some men were unsure what constituted sexual harassment: "I guess the things I hear guys telling women around here could be sexual harassment."

◆ ***Sexual harassment was not perceived to affect the unit's ability to accomplish its mission.***

While sexual harassment was not seen as affecting the unit's ability to do its mission, there were severe negative effects on cohesion, morale, and trust. Soldiers who have had sexual harassment issues in their company, frequently mentioned that it led to a break down in unit cohesion. Some male soldiers "don't think its worth talking to females." One female soldier elaborated, "it's (sexual harassment) kind of segregating the males and females. You're never part of the group. Men are afraid to say anything and you can't work with them." Another frequently mentioned effect was that of decreased morale. A soldier highlighted sexual harassment's effect commenting, "you can't work with someone you feel you have to defend yourself against." Another soldier said, "Are you willing to go to war with these people knowing that these attitudes are around you?" The potential for being falsely accused of sexual harassment has created an atmosphere of mistrust and fear.

### **Awareness Training**

◆ ***Most soldiers have received EO and sexual harassment training in the past 12 months. The perceived effectiveness of the training was mixed.***

Almost all soldiers reported attending equal opportunity training in the last 12 months. EOAs and EORs were the most frequently mentioned trainers for this type of training. The training was generally conducted at the unit level.

Like EO training, most soldiers reported attending sexual harassment prevention classes in the past 12 months. The most frequently mentioned training was for the entire chain of command and company. Generally, the trainers were the EOA/EOR or commander.

Comments regarding the effectiveness of the training were mixed. Those who thought it was effective found that scenario-based training, discussion groups, skits and having a JAG to answer questions were the most helpful. Those who felt it was ineffective saw the training as merely "check the box training" which was boring and too repetitive. Non-interactive lectures with repetitive information, dated slides, and irrelevant material was frequently mentioned as making training uninteresting and unhelpful.

## Suggestions

◆ *Recommendations for improving the current situation varied widely.*

When asked for ways to address the problems and issues of sexual harassment and discrimination, responses were diverse and often did not pertain to the question. Notwithstanding, a few broad categories of responses emerged. A frequently mentioned suggestion was to increase the training soldiers received on interpersonal skills including how to behave. Several comments regarding training on these issues reflected, "you can have all the classes in the world, but unless you enforce standards, you lose it." Another common recommendation was to make punishments known and uniform regardless of rank.

Several comments referred to the treatment of the victim. One soldier recommended "pay[ing] more attention to the victim after the fact." Another remarked that investigators "put the victim on trial."

A large number of comments referred to leadership issues. For example, one soldier suggested holding "commanders accountable for the EO program." Several soldiers, male and female, commented that "females need to be more visible and they need to be in top leadership positions."

## TRAINEE FOCUS GROUPS

### ***Subjects***

Groups were conducted with male and female trainees selected at random from TRADOC installations. A total of 84 focus group discussions were conducted with 994 trainees. Of that number, 63% were males and 37% were females. These soldiers were either in AIT, BCT, OSUT, or undetermined (14 groups had identifying information omitted). Since some of the groups were mixed with respect to type (AIT, BCT, or OSUT), no breakdown of type is shown and results are presented with all types grouped together.

### ***Analysis Methodology***

The Trainee Focus Group protocol consisted of 15 questions; one question asked for a definition of sexual harassment and was used as an opportunity to determine whether or not soldiers-in-training had an understanding of the Army definition. This question was not analyzed.

All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. A 20% random sample of comments to each question was then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned. A second sample of comments was then coded to test the corrected categories. All comments were then coded into the final coding categories.

Determining the frequency of a comment category was complicated by the fact that 18 people were involved in taking notes during the focus groups. This resulted in some error due to variations in precision. For example, if there were 10 people in a group and 8 people in the group responded "yes" to a question, some note takers recorded the number answering yes while others simply said "most said yes." In this event, coders recorded a positive response for half the number of people in the group, and coded the negative responses as given. This procedure was adapted to minimize coding error and to ensure all comments were coded consistently across the protocols. After all comments had been coded, the comments that did not fit the original categories (and were coded "other") were isolated and re-coded into new coding categories. In addition, some categories were merged.

One scientist coded the Trainee data, thus making it unnecessary to perform an inter-rater reliability analysis. Codes and categories were reviewed by senior scientists to ensure consistency in reporting.

With the exception of the question asking for a definition of sexual harassment, all questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all focus group discussions. Examples will be given of quotes which are illustrative of quotes given in the focus groups. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the

summary of results which follows. A copy of the Trainee Focus Group protocol can be found in Annex G.

### ***Summary of Results***

#### **◆ *Trainees experienced a variety of good experiences during their training***

Male soldiers-in-training (trainees) indicated that getting into shape and training were the two best things that happened to them during their current training. Getting into shape included losing weight, completing the runs without falling out, and getting more physically fit in general. One male soldier reported that he, "never did this much exercise before, feels good." Training included a variety of areas such as weapons training, field training exercises, and completing the confidence course. Another male soldier reported the things he liked about training were, "learning to shoot M-16, obstacle course, soldierly things." Male trainees also commented that they experienced personal growth and enjoyed working with and meeting new people. Personal growth included things like building self-esteem, sense of accomplishment, integrity, and confidence. One male commented that he was "no longer treated like a thing, feeling like a person."

Women on the other hand indicated that working with and meeting new people and personal growth as the two best things that happened to them during their current training. Working with and meeting new people included such things as working with people from different backgrounds and making new friends. A common response from the women referenced "meeting people and making friends." Personal growth included building self-esteem, sense of accomplishment, integrity, and confidence. One female commented on feeling a sense of accomplishment by saying, "sense of accomplishment, exceed your own expectations." Females also commented that being in the Army has been a good experience overall and they have enjoyed getting into shape. Some of the females found training to actually be fun and enjoyable as this comment indicates, "I love BCT, I think it's fun." While getting into shape does not appear to be as important for the females as it was for the males, it was still the fourth most frequently mentioned issue. A female captured this point by saying, "good PT, I use to be a couch potato."

#### **◆ *Trainees also experienced a variety of bad experiences during their training***

Both for males and females, there were a lot of different issues mentioned for the worst things that happened to them during their current training. Since there were so many issues mentioned, the top three comments will be discussed. Three of the worst things that happened to the males during their current training were the Drill Sergeants' (DS) treatment of soldiers in general, being away from their family, and lack of sleep. The Drill Sergeants' treatment of

soldiers included comments like DSs lack of respect for their soldiers and swearing at soldiers. For example, "DSs cuss at the soldiers too much, 'f\*\*\* s\*\*\*, 'stupid SOB', 'm\*\*\* f\*\*\*'. One DS cusses so much, but he does not give clear, concise instructions. You don't know what they want." Being away from their family included comments such as missing their family, and missing their spouse. Lack of sleep covered areas such as getting up at 4:30 A.M. and not getting enough sleep in general.

Three of the worst things that happened to the women during their current training were the DSs' treatment of soldiers, getting smoked / mass punishment, and quality of life issues. The females also commented that the DSs yelled and cursed at them too much. Getting smoked and mass punishment included getting dropped for 50 push-ups for no apparent reason and everyone getting punished for the actions of one or two people. Quality of life issues focused on living conditions (barracks, shower facilities, laundry facilities, not enough personal space, etc.). As one female put it, for example, "Living conditions for females suck. 49 people on 1/2 an open bay barracks. We're all piled up. Males have personal rooms, and have an open bay." It should be noted that living conditions vary at the different training locations.

◆ ***For the most part trainees are expected to achieve the same standards***

Overall, many comments indicated that all soldiers were expected to achieve the same standards. As one male said, "Yes, everyone is held to the same standard" and a female agreed by saying, "Yes, the standards are the same for everyone. Soldiers need to do what they are required to do if they don't want to get picked on." Of the negative comments, both males and females reported male / female double standards as the most negative response. Male / female double standards include a variety of areas such as males get privileges females do not get or only males have to do the heavy details while the females get to sit in the office. For example, a couple of males commented that there were "different details, females do paperwork and males dig up trees" and "females are punished to a different standard. I get dropped for 50 push-ups; the women do less." A female used the following example of male / female double standards, "overall standards for males and females are different. The females wax the floor, spit shine our boots. The males floor can look bad, brush shine boots and they get commended for this 'improvement'. The female Drill Instructor (DI) pushes us harder, let the males get away with things."

◆ ***For the most part trainees were equally encouraged to succeed during training***

When asked if all soldiers were equally encouraged to succeed during training, many male comments and about half of the female comments indicated that all soldiers were equally encouraged to succeed during training. A couple of males commented that "as a whole they encourage equally" and "everybody is encouraged to do better, but not in the civilian way. They always yell at you." An example that a female gave was, "Yes, my drill instructors would get on the track and run with you if you were hurting at PT. They don't want to send you home." Of the negative comments from males, some reported favoritism as the most negative response. Males commented that, "Every DS picks a favorite it seems" and "DSs play favoritism male / female." Approximately half of the negative comments from females indicated male / female double standards as their most negative response. A female commented that, "If someone is encouraged, they'll try. There was a female soldier who was having trouble in school and she was belittled. A guy that was in the same situation was encouraged and he tried harder."

◆ ***Nearly half of the trainees expressed fair treatment of soldiers within their unit***

When asked if soldiers in their unit were treated fairly, about half the comments indicated that they were treated fairly. An example of this from one of the males was we, "all get treated equally bad when something goes wrong, all get treated equally treated good when things are going good." And one of the females commented that, "overall things are fair, fair treatment." Of the negative comments, both men and women reported male / female double standards as the most common response. A couple of male responses to this were, "No, the females 'get off' a lot easier than the males do" and "we had two stout females volunteer for file cabinet moving detail and the Drill said 'no!' we need males." On the other hand women commented that, "males are always given hints on how to improve, but females aren't" and "No, males get special passes and females never do. Not in our platoon anyway."

◆ ***Trainees views on equal treatment by male and female Drill Sergeants***

Trainees were asked two questions about whether or not male and female DSs treated male and female soldiers equally. Male comments indicated equal treatment by male and female DSs. A couple of examples of male DSs equal treatment were, "Yes, everyone is treated the same" and "Females get it just like the males do. No one gets over." General comments were made for female DSs such as "Some soldiers felt, 'we get treated all the same'." Of the negative comments by males, some males reported male DSs were easier on females and female DSs were harder on females. Easier on females refers to favoritism and females being able to "get over" on DSs by getting out of doing something they were told to do such as, "females are treated better, they don't do anything

hard or heavy” and “I think that some male DS are easy on females because they are afraid that they will get in trouble (harassment charges, etc.). Feel that males are held more accountable for actions.” Harder on females refers to pushing them harder in general such as, “Our female drills are harder on females.”

Many female comments indicated equal treatment by male Dss. Fewer female comments indicated female DSs provided equal treatment. A couple of comments from females on equal treatment from male DSs were, “No difference when it comes to training (i.e., details, drop for push-ups) all equal” and “All ‘suck it up’ the same.” Close to half of the negative comments by females indicated that male / female double standards as the most negative comment for male DSs, and some of the negative comments indicated that female DSs were harder on females, but in a positive way. Male / female double standards cover a variety of areas such as males receiving more current or accurate information than females or males getting certain privileges that females do not get. For example, “In BRM the male Drill Sergeants are more enthusiastic about males than females” and “they humiliate the females in front of the whole company. They don’t do that to the guys.” Female DSs being harder on females in a positive view refers to the perception that female trainees are glad the female drills are harder on them because it helps them to succeed. For example, “Females just keep pushing, and I like being pushed. I like a challenge. And, it makes me stronger and builds my self-esteem” and “we have a female drill that is much harder on the females. They think we need to achieve higher standards. But, this isn’t a bad thing.”

◆ ***Gender differences exist between trainees in their views on witnessing or experiencing sexual harassment***

Overall, when asked if they had witnessed or experienced any sexual harassment in the Army, many of the male and some of the females comments were negative. Both male and female comments indicated that the examples given in the vast majority of cases were not really sexual harassment, but rather consensual sex between DS and trainees and between trainees. In some cases, when examples were given, they were incomplete and difficult to determine the circumstances surrounding the incident.

◆ ***For the most part trainees indicated that they would report a sexual harassment incident***

Overall, most of the males’ comments indicated that they would report if they were sexually harassed and if the behavior continued. Some of the males indicated they would not report the incident because they would handle it on their own or they would be considered the joke of the town if they did report. Of the men who said they would report sexual harassment, reporting to the chain of



command (unspecified) and Drill Sergeants were the two most frequently mentioned choices along with the Chaplain and the EOAEOR.

Overall, most of the females' comments indicated that they would report if they were sexually harassed and if they were unable to handle it on their own. Some of the females indicated that they would not report the incident because they would handle it on their own. Others believed nothing would be done about it if they did report the incident. Of the females who said they would report sexual harassment, reporting to the chain of command (unspecified) and Drill Sergeants were the two most frequently mentioned choices along with commanders and chaplains.

◆ ***The majority of trainees have had Equal Opportunity training***

Ninety-eight percent of males and 100% of females have received training on equal opportunity since they joined the Army. Drill Sergeants, EOAEORs, and Commanders were the most frequently mentioned for conducting training for the males and Drill Sergeants, Commanders, and EOAEORs were the most frequently mentioned for conducting training for the females.

◆ ***The majority of trainees have also had training on the prevention of sexual harassment and, for the most part, training was effective***

Ninety-nine percent of the males and 100% of the females have received training on the prevention of sexual harassment since joining the Army. Commanders and Drill Sergeants were the two most frequently mentioned for conducting training for both males and females. Of the positive comments, many soldiers reported the training was effective/very effective. In fact a male trainee said the training was "quite effective. It has opened my eyes to things that I could have gotten in trouble for if I did." As for negative comments, some of the males commented that the training made them scared. Now, they are afraid to even talk with a female not to mention working side by side with them everyday. Men are afraid if they say anything to a female she will file sexual harassment charges against him. For example, a couple of male trainees said, "Messed me up. We went on family day pass and I did not know how to approach a girl" and "two soldiers admitted being scared to talk to other military women for fear of punishment." Of the negative comments for females, some of the females commented that there has been too much training. For example, "It's gone overboard", "In basic, we had so many classes that it was overkill", and "It's good to have a class, but they are having so many classes with the same information."

◆ ***Suggestions for improving the human relations environment in the Army were varied***

When asked to suggest some practical ways to improve the human relations environment in the Army males and females responded in a variety of ways. Only the top five comments will be discussed. Males suggested that males and females should be separated during BCT training. It is too much of a distraction to have females training along with the males. However, the trainees did say males and females should train together during AIT. While some males commented that males and females should be separated during BCT, others commented that they should train together from the very beginning. Everyone will have to work together at some point, so start them off working together from the beginning. The males also suggested that BCT needs to be harder. They expected training to be a lot harder than it was; it's gotten too soft. Recruiters need to start telling the truth about what to expect in BCT. If young recruits know the whole story before entering the Army, they will be better equipped to handle the situation. Males also suggested that they need more privileges. For the most part, this means more passes and more phone use.

Females suggested that the Army needs to re-look the battle-buddy policy. They wondered why they always have to have a battle buddy with them all the time - even if they have to use the latrine. In some locations only the females have a battle buddy, while the males do not have to have one. Another suggestion was to improve the living conditions (barracks). They suggested adding more space, stop overcrowding, adding more shower stalls, and fixing the broken washers and dryers. Females also suggested that the sexual harassment training needed to be improved. Training should be more current, use more realism, and more varied (not the same old training over and over). Communication needs to be improved both between DSs and trainees and between trainees according to the female trainees. For the most part, communication needs to be improved between everyone. And finally, women suggested that mass punishment needs to stop. Punish the individual, not everyone else.

## TRAINER FOCUS GROUPS

### ***Subjects***

A total of 58 focus group discussions were conducted with 520 drill sergeants and AIT instructors. Of that number, 63.1% were drill sergeants and 36.9% were instructors; 30.5% were females and 69.5% were males. This resulted in 16.3% of female drill sergeants and 48.1% of male drill sergeants; 14.1% of female instructors and 21.4% of male instructors. One focus group included both males and females. In order to examine gender differences, the data from this group were excluded, resulting in the exclusion of 11 people from any gender analysis. Due to the small number of respondents and the further complication that many groups were mixed with respect to type (BCT, OSUT, or AIT), no breakdown of type is presented and results are presented with all types grouped together.

### ***Analysis Methodology***

The Trainer Focus Group protocol consisted of 13 questions; one question asked for a definition of sexual harassment in order to determine soldiers' understanding of the Army definition. This question was not analyzed.

All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. A 20% random sample of the comments for each question was then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned. A second sample of comments was then coded to test the corrected categories. Final corrections, if needed, were made and all comments were then coded into categories.

Determining the frequency of a comment category was complicated by the fact that 18 people were involved in taking notes during the focus groups. This resulted in some error due to variations in precision. For example, if there were 10 people in a group and 8 members responded "yes" to a question, some note takers recorded the number of respondents answering yes while others simply said "most said yes." In this event, coders recorded a positive response for half the number of people in the group, and coded the negative responses as given. This procedure was adapted to minimize coding error and to ensure all comments were coded consistently across all the protocols. After all comments had been coded, the comments that did not fit the original categories (and were coded other) were isolated and re-coded into new coding categories. In addition, some categories were merged.

One scientist developed the codes and coded the Trainer data, thus making it unnecessary to perform an inter-rater reliability analysis. Codes and categories were reviewed by senior scientists to ensure consistency in reporting.

Groups were conducted with drill sergeants and instructors selected at random from TRADOC installations. Due to the small number of female drill

sergeants and/or instructors at some installations, groups were conducted with all female drill sergeants or instructors at those installations. In addition, groups of female trainers tended to be much smaller than groups of male trainers.

Some comments indicated that some units involved in the focus groups were all male. This may have affected the incidence of sexual harassment noted by male responses. However, women are present on every post so it is unclear how the absence of women in the workplace affected whether respondents witnessed sexual harassment. Since no information was gathered to determine whether women were present in these units, the comments contributed by these all-male groups cannot be separated from the rest of the comments.

With the exception of the question asking for a definition of sexual harassment, all questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all focus group discussions. Examples will be given of quotes which are illustrative of quotes given in the focus groups. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the summary of results which follows. A copy of the Trainer Focus Group protocol can be found in Annex H.

### ***Summary of Results***

#### ***◆ Male and female trainers reported a variety of good and bad aspects of their jobs***

When questioned about positive job attributes, male comments indicated that career advancement and leadership experience was the most positive characteristic. For example, one male comment reported, "develop(ing) leadership skills in myself as a leader." Male comments also mentioned that being around different people was an enjoyable aspect; other comments simply mentioned that it was enjoyable work or a good job. One male instructor stated, "(being) able to attend college. You can actually plan to do something as an instructor." Another male drill sergeant stated, "It is an honor and career enhancer to be a drill sergeant."

In regard to negative job aspects, male comments commonly reported poor leadership and poor support from the Chain of Command as the most negative aspect of their jobs. Male comments also indicated that poor resources and a low number of personnel, as well as working long hours and having too many responsibilities are also problems. Many male comments also reported that poor quality of soldiers was also a negative; one trainer stated, "Some soldiers shouldn't be here due to generalized technical or specialized training scores. Don't lower the standard of soldiers you bring in." In addition, male comments suggested that the Army has become too soft on soldiers and no longer has the discipline required to adequately train the soldiers. Another

trainer reported, "Article 15's here (are) not proper punishment. Our officers are too soft; 14 days extra duty doesn't do it." Finally, male comments also reported that the additional emphasis and reaction to sexual harassment along with the negative media surrounding the issue has made their jobs harder.

Female comments varied from the most frequently mentioned comments reported by the males. Female comments indicated that being a positive role model was the most positive aspect of their jobs. For example, one female trainer stated, "The way privates look at you, you know that you're a mentor and role model to them"; another stated, "Here we can show what females can do (and be) positive role models." Female comments also remarked that it was enjoyable work and a good job, as well as mentioning having good co-workers. One female comment noted having a "close knit group with two other male drill sergeants - we work well together." Female comments also reported being in a good post location with a positive environment as positive aspects.

Like the male comments, the female comments also reported a lot of negative aspects of their jobs. Unlike the male comments, however, the female comments listed male and female conflict as the most negative aspect. One comment summed it up well, stating "If a female drill is trying to excel, males don't like that; often you're breaking their stereotypes of weak females." Female comments also reported long hours and too many responsibilities as well as poor resources and a low number of personnel (including too few female trainers) as being detrimental to getting the job done. One female comment stated, "Long hours, getting up, 12 hour days; sometimes 4am until 8pm"; another stated it "hurts female drill sergeants because there are very few females to deal with female issues. Female students feel more comfortable coming to females." Like the male trainer comments, female comments indicated having poor leadership and poor support from the Chain of Command and having a poor quality of soldiers. One female trainer stated, "Soldiers are out of control - no discipline. Must begin in basic training and they're not getting the discipline they need in basic."

#### ◆ ***Male trainers report better working relationships than female trainers***

Male comments reported more positive working relationships than female comments, both within their trainer group as well as between. Female comments again stated that male / female conflict was the problem, whereas male comments reported that when negative relationships existed, inequalities in the enforcement of standards or disrespect from senior officers were the cause. One female trainer reported that "men will openly say women do not belong." However, many female trainers have had positive experiences with their co-workers; one female instructor stated "From my experience, the initial reaction to me is 'Oh my God, it's a female'. I had to prove that I could teach. Now the men really respect me as an instructor. Now they don't want me to PCS (permanent change of station)."

Some male comments also reported that having too few drill sergeants and instructors created tension in the working environment and that poor attitudes often caused problems. Other female comments indicated that poor attitudes as well as animosity towards women and disrespect were problems at their jobs.

When trainer groups were compared, both drill sergeants and instructors reported positive relationships, with drill sergeants comments reporting slightly more positive relationships. Again, both groups' comments attributed negative relationships to unequal enforcement of standards, male / female conflict, and disrespect from senior officers. One male instructor commented, "Command puts the drill sergeants up on the highest esteem, etc. They forget about us." Another instructor stated, "It's the Chain of Command that's the problem. They'll pull the students out to rake leaves, cut grass, etc."

◆ ***Both male and female comments report a lack of respect from their officers and from the Chain of Command***

Although both male and female comments reported a lack of respect from their Officers and from the Chain of Command, male comments reported less respect than female comments. Male responses described the lack of respect as micro-management and standards not being followed, with one male drill sergeant stating, "Commanders in this arena micro-manage. Captains tell each drill sergeant how to do it, where to do it, when to do it, how long to do it." Male comments also indicated that officers were often just worried about themselves or their reports. One male trainer commented, "Officers will support you until they get in trouble. Staff sergeants or sergeant first class will take the fall, not the officer."

Female comments, on the other hand, described the lack of respect as sexism or racism. One female trainer reported, "One officer we know tells the guys to watch out for horny females right in front of us like we're invisible." Female comments also indicated that micro-management, as well as a lack of communication attributed to the lack of respect.

Drill sergeant comments reported receiving less respect than instructor comments; both groups described the lack of respect as micro-management.

◆ ***Gender differences exist in willingness to report sexual harassment***

When asked about sexual harassment, the vast majority of female comments (74%) reported that they would not report sexual harassment due to a fear of reprisal and a belief that reports will not be investigated. Many female comments were offered; for example, "I would report it, but it may get ignored or even reversed"; "Nothing happens. You are looked at as not being able to do your job"; "No, I'm told, seasoned soldier, suck it up"; "I wrote up a statement that went nowhere. After making my statement I was given a letter of reprimand

and threatened with being moved"; "No, I don't even care. I'm at the point where I'm fed up"; and "It is proven that it can't be done without coming back to you."

In contrast, the vast majority of male comments (73%) reported that they would report sexual harassment. Both male and female comments reported that if not reporting, they would confront the accused themselves. If reporting, both groups would report through the Chain of Command and the EO. However, many indicated that the Chain of Command is not receptive to sexual harassment reports. One male trainer stated, "Chain of Command puts out a message - don't make waves." In addition, one female trainer commented, "If you do, paperwork disappears; people are too afraid."

◆ ***Gender differences also exist in reported experiences or witnessing of sexual harassment***

Gender differences were also found in regard to the experience or witnessing of sexual harassment. The majority of female comments (73%) indicated that they have witnessed or experienced it, with most of the harassment being verbal. Of reported harassment, most was reportedly initiated by privates or trainees with some being initiated by drill sergeants, and most was corrected when it occurred. One female trainer stated, "Trainees are bold and weak male drills can be easily coerced." Another female instructor commented, "Students have too much time on their hands and sexual harassment is one of many problems."

In contrast, the majority of male comments indicated they have not witnessed or experienced it. However, a few male comments did suggest that sexual harassment is a growing problem; for example, one stated, "These days you see very aggressive females. They harass males frequently now."

◆ ***Neither the Drill Sergeants Course nor training to be an Instructor prepared trainers to handle harassment or discrimination***

Training was reported to be lacking in preparing both drill sergeants and instructors in handling incidences of sexual harassment. Both groups reported that even when training was included, it consisted mainly of memorizing modules and regulations and provided no hands on ways of dealing with sexual harassment. One trainer reported, "They show you a little film, they show you how to recognize it, but not how to handle it." Another drill sergeant stated, "Drill sergeant school is a joke. Memorizing modules is a waste. The school needs to teach more reality."

◆ ***Gender differences again exist in the perceived effectiveness of the Prevention of Sexual Harassment training***

All respondents reported receiving training in the prevention of sexual harassment within the last 12 months. Again, there were gender differences in reporting on the effectiveness of the training. Female comments reported that the training was not effective, with the majority of male comments reporting that the training was effective. For example, a typical female comment stated "Even after all the training, guys still do things that they shouldn't do, such as using swear words and joking about sex openly." When asked why training was not effective, both groups reported that they were oversaturated with training and that the training was becoming repetitive.

A few male comments indicated that training is teaching avoidance of female soldiers. For example, one male trainer reported, "She can be half naked, I don't care. I don't talk to women in the military."

◆ ***Suggestions for improving the human relations environment in the Army were varied***

When asked for ways to improve the human relations environment in the Army, responses were diverse and many did not pertain to the question. However, when narrowed down into categories, male comments recommended more discipline for soldiers and equal pay for drill sergeants, recruiters and instructors. Male comments also recommended giving power back to the drill sergeants and allowing them to do their jobs. Other suggestions included enforcing equality and fairness as well as Army values and standards. One male trainer stated, "Females get to walk through Drill Sergeant School. They get over because they must graduate a certain number of females. Let's be professional." Another recommendation from male comments was to improve recruitment standards, or better stated, "Quit the college crap and sell a career and lifestyle."

Female comments recommended more/better training in dealing with sexual harassment and recommended having training for everyone once a year. One female trainer recommended, "Need to focus sexual harassment training with EOA's instead of these other yo-yo's." Female comments also recommended having more discipline for handling trainees, enforcing equality and fairness as well as Army values and standards, and having better recruitment standards for soldiers. One female comment put it well in stating, "Not every person that raises their hand is cut out to be in the military." In addition, female comments pointed out the need for more females in all positions, including leadership.



## Part IV

### INDIVIDUAL INTERVIEW RESULTS

#### MILITARY LEADER INTERVIEWS

##### **Subjects**

Interviews were conducted with male and female military leaders in a variety of positions such as Chaplains, Inspector Generals, Commanders, First Sergeants, and Sergeants Major selected at random from sample installations. A total of 612 interviews were conducted. Due to the small number of females in some of the positions, the results are presented with males and females combined.

##### **Analysis Methodology**

The Military Leader Interview protocol consisted of 17 questions; one question asked for a definition of sexual harassment and was used as an opportunity to determine whether or not military leaders had an understanding of the Army definition. This question was not analyzed.

All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. A 20% random sample of comments to each question was then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned. A second sample of comments was then coded to test the corrected categories. All comments were then coded into the final coding categories. After all comments had been coded, the comments that did not fit the original categories (and were coded "other") were isolated and re-coded into new coding categories. In addition, some categories were merged.

With the exception of the question asking for a definition of sexual harassment, all questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all interviews. Examples will be given of quotes which are illustrative of quotes given in the interviews. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the summary of results which follows. A copy of the Military Leader Interview protocol can be found in Annex I.

## Summary of Results

### ◆ *Leaders reported good climate and facilities as positive features of their installation while downsizing and poor location were negative features.*

When asked about the positive and negative aspects of life at their post location, leaders commented that the following four were the most positive aspects. The most positive aspect cited was good command climate. An example of this was, "Good atmosphere, respect and dignity are preached within the company." The second most positive aspect was good post location and the outside community. One leader said, "Pretty post, good community involvement (civilian, military activity). NCO, soldier, volunteer of month gets awards from community." Good facilities and activities were also mentioned. For example, "Clean area and nice facilities. The post support are very helpful." The fourth positive aspect was that leaders viewed their jobs as a positive mission and an enjoyable job overall. As one leader stated, "It's an honor to be in leadership environment and be a first sergeant (1SG)."

The most negative aspect mentioned by leaders were the issues surrounding the downsizing such as the lack of resources and personnel shortages. One of the comments mentioned by a leader was that there are "Not enough people to do the mission. Training has been affected due to the downsizing." Another negative aspect was the poor services, facilities, and housing. Most of the comments focused on the housing situation, "Hard to find housing that is suitable." Some leaders also commented that their post was in a poor location and the outside location was rather lacking in things to do. For example, "Have to drive 1 hour to get anywhere" and "Nothing to do here after hours." These examples not only apply to the leaders, but their family members as well. The fourth negative comment mentioned was the high operations tempo and the negative aspects of deployment. This comment ties in with the downsizing issues as well. As one leader put it, "Operations tempo (OPTEMPO) is going nuts - nothing being done to slow it down."

### ◆ *Thoughts on whether or not leaders duty positions were viewed as enjoyable or frustrating*

Leaders were asked to think about their current duty position, and without respect to its career implications, would they say it is enjoyable or frustrating. The most frequently mentioned comment made by leaders was that they enjoyed working with the soldiers. As one leader said, "It's like being a parent - when my soldiers do well, it's exhilarating. When they do poorly, it's depressing." Comments were also made about the job being enjoyable in general, "Enjoyable - no two days are the same." Another enjoyable aspect of their job included training soldiers and developing them professionally. For example, one of the leaders said, "Most rewarding seeing soldiers who first come in with discipline

problems, then turn around and graduate." And fourth, leaders view their jobs as enjoyable because they feel like they are making a difference and having an impact on their soldiers. A leader summed up this by saying that the job is "rewarding because I can have a positive impact on others. Strong believer in spending time with troops."

The most frustrating thing about their jobs mentioned was the lack of resources / money. As one leader put it, "I have a lot of confidence in people who work for me, but I would hate to go to war because I don't think we have the resources." Another frustrating aspect of the leader's job included the lack of personnel which also ties in with lack of resources. A leader commented that, his "staff has been cut by 20% over the past year. [I] fear that experienced personnel are going to go faster than we can replace them." There were also quite a few general comments made about the job being frustrating in general. For example, "the job is more frustrating than enjoyable." The fourth most frequently mentioned comment made by leaders concerning frustration were the problems with and lack of support from the chain of command. An example given of the lack of support from the chain of command was, "Part [of the frustration] is when you try to put a soldier out of the Army because of discipline problem, but battalion commander won't let you - does not support your judgment call."

◆ ***Training, classes, and education are the best ways to ensure that proper relations between different ranks are maintained***

When asked how leaders ensure that proper relations between soldiers of different ranks are maintained, the most frequently mentioned comments were to provide training, classes, and education. In fact, a "Good education program is the basis for ensuring the respect between the ranks." Leaders also commented that they counsel and brief soldiers on proper relations between soldiers of different ranks. For example, as one male leader commented, "Every quarter his unit has classes on improper associations and counsels his cadre on maintaining proper relationships."

Comments also indicated that command policy and philosophy were used as a means for maintaining proper relationships. This was elaborated on by a leader saying that he "puts out a fraternization policy letter. [I] wanted more specific guidelines. Every unit has fraternization problems, so I wanted a clearer policy. I don't allow lieutenants to date enlisted in the battalion and NCOs can't date within the same company." Another way of maintaining proper relations between soldiers of different ranks is by defining and enforcing unit standards. A leader summed this up well by saying that the "Commanding General has clearly set policies on behavior between seniors and subordinates. Enforcement belongs to officers and NCOs. I believe one should never walk past a mistake." Leaders also commented that you have to be able to communicate with your soldiers in order to maintain the proper working environment. A leader

commented that he did this “through communication and checking with soldiers to ensure leaders are informing them of the standards.”

◆ ***Senior leaders ensure a climate of respect and dignity by providing education, training, and inbriefs***

The most frequently mentioned comment for ensuring a climate of respect and dignity was by providing education, training, and inbriefs. One leader commented that “I’ve personally taken the initiative of teaching classes on ethical leadership in the unit. Teach what dignity and respect mean.” Another way of ensuring a climate of respect and dignity is by policy and command philosophy. For example, “We set and enforce standards by policy letters, open door policy, and each unit has at least two EORs.” Leaders also commented that it is important to communicate and inform soldiers of what respect and dignity really mean. In fact, “the commanding general makes a point of reminding folks that soldiers are our credentials. Take care of them, make sure they do the right thing - on / off duty.” In addition, good leadership and personal leader involvement are also key factors in ensuring a climate of respect and dignity. One of the leaders commented that “the commander is up front about setting climate and lived up to it. Treat others as they want to be treated.” Good command climate is the fifth most frequently mentioned comment by leaders for ensuring a climate of respect and dignity. In fact, as one of the leaders commented, “The commanding general leads the way in setting the standards for respect and dignity.”

◆ ***Leaders ensure that subordinate leaders in their unit make honest and reasonable efforts to promote a climate of dignity and respect through training and education***

The most frequently mentioned comment from leaders was training and education for ensuring that subordinate leaders in their unit make honest and reasonable efforts to promote a climate of dignity and respect. Training and education were reinforced by “conduct [ing] monthly noncommissioned officers professional development programs which include platoon leaders, platoon sergeants, and squad leaders. Select different topics every month, but cover real situations that have occurred and how to handle them.” The second most frequently mentioned comment was that leaders need to enforce the standards and emphasize the command philosophy. One leader accomplished this by “publishing command philosophy; talking dignity and respect at all inbriefs - emphasizing values.” The next three most frequently mentioned comments were communication, lead by example, and observation / monitoring. Communication includes “listening to their ideas, sometimes it’s hard but it shows respect to listen to their view and possibly implement their ideas.” One leader summed up this next idea by saying, “Leading by example; [I] can’t ensure what they do. [I]

can just set what the expectations are. Guidelines are there, but it's personal responsibility - some people will never treat one another with dignity and respect." Through observation / monitoring leaders are able to "be around them as often as possible keeping a finger on pulse of unit, talking to soldiers and being around."

◆ ***Most leaders indicated that they feel free to investigate or pursue allegations of discrimination or harassment without being over-supervised or influenced***

Most of the leaders commented that they feel free to investigate or pursue allegations of discrimination or harassment without being over-supervised or influenced. As the comments indicated, this is because they believe they received good support from their chain of command, they have an open climate in which to work, and they are not pressured or influenced in any way to do their job.

Of the negative comments, very few leaders indicated that they did not feel free to investigate or pursue allegations of discrimination or harassment without being over-supervised or influenced. Some of the reasons given were that it is being viewed as an over-reaction to the situation, the EO personnel should be the ones handling it, and leaders don't want to hear about it. Comments stated by leaders on these issues are that "No, people get involved too fast. [It's] taken out of your hands. Everyone is overly sensitive.", "No, I don't feel I should be involved. Let the EO channels deal with these types of problems.", and "Sometimes senior leaders don't want you to express, they want to hear everything is okay."

◆ ***Most instances of sexual harassment involved male soldiers harassing female soldiers.***

Of the comments indicating an investigation (formal or informal) was conducted, most of the cases involved female soldiers. Most of the cases were initiated by male NCOs, male soldiers, or male officers. Of reported outcomes, most of the comments indicated that there were a variety of outcomes. The two most common outcomes were unsubstantiated complaints or substantiated with offender given a reprimand. When specified, the comments indicated that the chain of command was supportive of the investigation and the finding. Below are some examples of some of the comments made by leaders on investigations (formal or informal) they have dealt with: "2 NCOs (1 male, 1 female). He said she was promoted because she was sleeping with so and so. He was given a letter of reprimand"; "Improper comments - female AIT soldier - engagement ring. NCO commented you only got it because you give good head. Documented letter of counseling"; "Unfounded cases - he said, she said"; "Staff sergeant watching X-rated show on duty. Started asking his co-worker about her sexual

partner. Staff sergeant received a letter of reprimand from the general"; and "Had various male soldiers use the term bitch around a female. Soldier was given a counseling statement, behavior stopped."

◆ ***For the most part, sexual harassment issues did not affect the unit's ability to do its job***

Most of the comments indicated that sexual harassment issues did not affect the unit's ability to do its job. As one of the comments indicated, "No, a harasser (accused) comes out of the environment and the mission goes on." Three of the ways in which leaders commented that sexual harassment issues did affect the unit's ability to do its job were by breaking down cohesion / negative effect on mission, affected morale, and it was a distraction / disruption. Examples of each are as follows: "One case caused the unit cohesion to go out the window. Individuals that made the complaints felt the commander would not help them."; "Had an incident that brought morale down in my unit for a couple of months. You could feel the tension in the air."; and "Absolutely. It's detrimental anytime it happens - it affected our logistics operation."

◆ ***Most of the leaders have had EO and prevention of sexual harassment training within the last year***

When leaders were asked if they had attended or conducted EO training within the last year, most responded "yes." However, in most cases, comments did not distinguish between attending or conducting training. When asked what kind of training they received, most of the comments indicated EO and sexual harassment training. For the most part, training was conducted by the EORs and commanders.

Most of the comments also indicated that leaders had training in the prevention of sexual harassment within the last year. Chain teaching was the most common response when asked what kind of training they had received. Most of the comments indicated that training was conducted by the EORs and field grade officers. When asked who attended from the chain of command, most of the comments indicated the entire chain of command was in attendance.

◆ ***Training was viewed as effective, for the most part, in making soldiers aware of behaviors that might be discrimination or harassment***

Most of the comments indicated that the training was effective and it makes you aware of what is right and wrong. A couple of comments given as examples of this were, "The chain teaching was very good. Brought up things that are inappropriate that we didn't really know were sexual harassment." and

"Gets across in right way. Key is awareness and getting their attention. It does that. Lets them know what the standard is and what things won't be tolerated."

Some of the reasons given for training not being effective were that only some were hearing it, it doesn't change attitudes, and more specific / additional information was needed. Some of the comments given as examples of these issues were "I don't think its [training] very effective. [Training is] usually done in a classroom environment, doesn't hold their attention.", "I don't think its effective in changing behaviors and values.", and "Training is bland and boring. Needs to be more creative in terms of soldier interest. Don't want touchy-feely, but go to get at the source."

◆ ***Training was viewed as effective, for the most part, in actually preventing / reducing behaviors that might be seen as any kind of discrimination or harassment***

Most of the comments indicated that training was "effective" and it makes you aware of accountability. For example, "Very effective in preventing and reducing. Knowledge is power" and "I believe if someone was doing it, they'd think twice before they'd consider it a second time."

For those who indicated that the training was not very effective, some of the comments given were that you cannot change everyone / some do not want to change, not effective (in general), and training doesn't prevent harassment from occurring. Some of the comments given for these issues were that "A leopard won't change his spots", "It keeps the honest people honest, but doesn't touch the hard core violator", "Not effective, these patterns are ingrained", and "Think people will be more discreet. Won't prevent it or reduce it, just be more discreet."

◆ ***Leaders' views on what elements of the Army's system have the highest expertise and ability to prevent harassment or discrimination***

It should be noted that there were some misunderstandings as to what this question meant. Leaders, in some cases, had a hard time with the phrase, "what elements of the Army's system." Individual interviewers also had a difficult time trying to explain what it meant in a few cases as well. The discussion of this question will be broken down into two areas: individuals and elements. When individuals were mentioned, most of the comments indicated that EO personnel, unspecified leader / commander, and NCOs had the most expertise and ability to prevent harassment or discrimination from happening. An example of an EO comment was that the "EOA has the highest expertise because of their training. They can help people define the true meaning of sexual harassment or discrimination." A commander comment was, "Commanders most immediate effect on how a unit does business. If the commander is weak and allows that type of behavior, no 'helpers' can fix it." And, an NCO example was, "It's

everyone's responsibility, but NCOs are the ones who need to watch out for it and stop it when it happens. They're closest to the soldier."

When elements were mentioned, most of the comments indicated that the chain of command and leadership have the most expertise and ability to prevent harassment or discrimination from happening. An example of a chain of command comment was, "Chain of command. They see it, although they're the ones who close their eyes and ignore and are part of the problem instead of the solution." A leadership example was that it "should be the leaders, because they set the climate for the unit. If they are doing wrong, how can they expect their soldiers to do the right thing." One comment that really summed everything up was, "Everyone in the Army has the responsibility to prevent sexual harassment or discrimination - it has to start with soldiers themselves."

◆ ***The system responds fairly, for the most part, to proven cases of harassment or discrimination***

When asked if the system responds fairly to proven cases of harassment or discrimination, most of the leaders' comments indicated "yes" the punishments are fair as this comment indicates, "Yes, when valid, punishments fit the crimes. When people see punishment happening, it's a good deterrent." Also, comments indicated that in some cases the fairness may not be apparent because each case is different as this comment indicates, "Younger soldiers would say no because they are not privy to the three hours of discussion between the commander and the command sergeant major, looking at the whole person. Soldiers can't understand why two individuals may not get the same punishment. Leaders don't go back and tell them why."

Of the comments indicating the system was not fair, the following are some of the reasons why the system was perceived not to be fair: not fair (unspecified), the system is too lenient, and punishment depends on level of command. An example of not fair (unspecified) was simply, "Punishment is unfair - doesn't fit the crime." An example of the system being too lenient was, "In certain circumstances more should be done to soldiers who are proven to have harassed or discriminated against someone. Some need to be kicked out of the Army. If a soldier is found guilty, they should get slammed." A couple of examples of comments for punishment depends on the level of command were, "There should be more accountability the higher up you go, however, the opposite happens" and "there are great variations in punishment, depends upon level of command handling the issues."

◆ ***In order to reduce incidents of sexual harassment in the Army, leaders need to educate, train, and mentor soldiers better and more effectively***

When asked in their own view, what needs to be done to reduce incidents of sexual harassment in the Army, the most common response leaders gave was



education, training, and mentoring. An example of this was, "Better quality training, not the old stand up, show a chart, speak. Not the old 'propaganda' they showed in the '70s. Need to update our film library and come on line with the times through better, innovative, participative training." Clarifying and enforcing standards was another comment mentioned. This can be accomplished by "enforce (ing) the standards - system already in place." Another way of reducing incidents of sexual harassment that was mentioned was by improving leadership. As one of the comments indicated, "Needs to be more command involvement. Higher command level needs to get more involved. Don't have a deaf ear, always be available. Let your presence be known seven days a week. Leaders set the tone for problems with units." Continuous awareness was another issue mentioned; "Increase awareness at all levels. Ensure that all levels are aware, trained, and educated. Prevent assumption that all leaders are well aware and prepared to deal with sexual harassment / EO issues." The fifth most frequently mentioned comment indicated that the Army needs faster / stricter punishments. This issue can be summed up with one quote, "Pinch a butt, go to jail."

◆ ***Suggestions for improving the environment were varied and focused on training, leadership, and downsizing.***

When asked if they had any other comments they would like to make, the responses were varied. Only the top four positive and negative comments will be discussed. Leaders comments indicated that there needs to be more positive training / teaching issues, as stated in this example, "Try to educate soldiers. Talk about values / beliefs more. Work on young soldiers and refresh old soldiers." Positive leadership issues was another positive comment indicated by this example, "Great efforts should be made for senior leaders to mentor subordinates in core values related to moral dimensions of leadership. Generation Xers coming out of USMA and ROTC have more in common with their soldiers than do their senior leaders. Senior leaders must make the effort to understand generation Xers." Positive standards and values need to be stressed more as indicated in this quote, "Morals and values teaches leadership. Educate in first week and refresh once in a while." Leaders comments also indicated that the Army needs to provide positive monitoring and addressing of the problem. As one leader commented, "The Secretary of the Army is doing a good job. Soldiers genuinely respect how and what he's trying to do for soldiers and their families."

Negative comments centered around issues such as downsizing, leadership, training / teaching, and OPTEMPO issues. Downsizing also included issues focusing on lack of resources and personnel issues. One of the comments was, "End the drawdown. If we drawdown anymore, we'll go beyond what we're capable of doing. Fewer people, more missions, fewer resources, more deployments." An example of a leadership issue was, "Perception of zero

tolerance for defects-that's the perception here. I have one company commander who feels making a mistake is a career ender. I have another commander who has made mistakes and learned from them. What a difference! If we grow generations of leaders who are looking over their shoulder, that's bad. I'm worried about it." The problems with training / teaching issues were summed up by this comment, "Lecture is shown to be the least effective form of learning. Videos are the same way. Most effective learning would be in a small group discussion, active participation." The fourth most frequently mentioned comment was concern with OPTEMPO issues. As a leader viewed this, "Operations tempo (OPTEMPO) takes away from creating 'professional' soldiers. No time to teach moral courage."

## EQUAL OPPORTUNITY ADVISOR INTERVIEWS

### Subjects

A total of 71 Equal Opportunity Advisor (EOA) interviews were conducted. Soldiers serving as EOA's, EOR's, and Equal Opportunity Officers were included in the sample. Due to the small number of respondents, no breakdown of type or gender is presented and results are presented with all types grouped together. Additionally, it should be noted that there were no differences in response frequency for these groups.

### Analysis Methodology

The Equal Opportunity Advisor (EOA) Interview protocol consisted of 17 questions. All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. A 20% random sample of the comments for each question was then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned. A second sample of comments was then coded to test the corrected categories. Final corrections, if needed, were made and all comments were coded into categories.

After all of the comments had been coded, the comments that did not fit the original categories (and were coded "other") were isolated and re-coded into new coding categories. In addition, some categories were merged.

One scientist checked and coded all of the EOA data, thus making it unnecessary to perform an inter-rater reliability analysis. Codes and categories were reviewed by senior scientists to ensure consistency in reporting.

All of the questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all interviews. Examples will be given of quotes which are illustrative of quotes given in the interviews. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the summary of results which follows. A copy of the Equal Opportunity Advisor Interview protocol can be found in Annex J.

### Summary of Results

♦ *Various positive and negative aspects of life were presented, with more negative than positive comments*

Commonly reported positive aspects of life included having a good command climate, a good level of support for EOA's, and good base facilities and activities. For example, one comment stated that "senior leaders are aware of policy and try to set the example."

However, the majority of comments reported negative aspects of life. The most frequently mentioned comments related to a lack of EO support along with poor leadership in dealing with equal opportunity issues. One EOA commented, "[There is a] lack of taking care of soldiers by the senior NCO's. People are afraid to complain, they will be targeted as a whistle blower and targeted for elimination." Another stated, "[There is] a hidden fear of reprisal, fear to go to the Chain of Command. [We] feel afraid to report violations if [we] don't have proof to back up allegations." Negative comments also indicated problems with housing, facilities, and base activities; poor communication with leaders; and a poor location.

◆ ***Various positive and negative aspects of the duty position were also presented, again with more frustrating than enjoyable comments***

Of positive aspects of the job, most reported that helping, working with, and training soldiers was the most enjoyable. One EOA summed it up in stating, "[I] enjoy getting a chance to teach about a program that I think is more important than any other program a commander has. I get to educate folks." Other positive comments provided demonstrated a general job satisfaction and having free reign to do the job.

Again, more negative comments than positive were provided. The most common comments noting frustration with the job indicated a lack of EO support. An EOA stated that it is "frustrating dealing with commanders that don't believe in or understand the program." Other frustrating aspects of the job included a shortage of personnel and resources and again, poor leadership.

◆ ***Many reported that improper relationships are not tolerated in the units***

While many of the comments indicated that improper relationships are not tolerated, about one fourth of the comments reported that they are allowed. Most frequently mentioned relationships were between soldiers in the same company. Comments indicated that in these situations, commanders are not punishing or substantiating complaints. One comment indicated that "Command is aware but turns a blind eye." Additionally, about one-fifth of the comments were 'unsure' or 'maybe' responses. In some cases, improper relationships are not openly tolerated, but they still occur and are "swept under the rug - no blemish on my watch." Another EOA commented that "it seems like it's enforced according to personal moral standards."

In the instances where relationships are not allowed, comments attributed the intolerance to good leadership with commanders who act quickly and place a strong emphasis on sexual harassment prevention and education. For example, one comment stated, "It does happen but the commander doesn't tolerate [it]. When the Chain of Command becomes aware, they act immediately."

◆ ***Actions in support of Equal Opportunity Programs were reported to help ensure a climate of dignity and respect***

Effective leader actions stemmed from support of the EOA's, enforcing equal opportunity issues, and "by sending a message that inappropriate behavior will not be tolerated." Included in this were training, briefings, and sensing sessions designed to address the occurrence of sexual harassment. Comments also indicated that policy letters and written articles concerning command policies in handling sexual harassment were helpful. Examples provided were open door policies, monthly newsletters emphasizing equal opportunity issues, and participating in ethnic observances. Additional actions also mentioned were leaders that are proactive instead of reactive in their concern for soldiers.

However, some of the comments indicated that leaders do not ensure a climate of respect, or that the effort is reactive or insincere. For example, one EOA remarked that "they do their training but I think they do the minimum. I don't think they really care." These comments suggested that leaders do not attend EO activities and training, and use vulgar language when addressing soldiers. Another issue deals with favoritism in handling complaints; one EOA states, "Leadership ensures soldiers get the help they need unless it is a complaint against a leader."

◆ ***Many of the comments reported that commanders make honest and reasonable efforts to stop sexual harassment or discrimination***

Of positive efforts reported, most comments mentioned rapid and fair investigations and resolutions, using the EOA as an advisor on cases, and providing training and policy letters. Most comments stressed immediate and clear briefings regarding sexual harassment issues: "Commanders brief their soldiers when they arrive and tell them they don't tolerate it and they re-emphasize their policies on sexual harassment."

Of the remaining comments, about one-third reported that commanders were not making honest and reasonable efforts. According to one comment, "Verbal harassment is not being stopped. Leaders can do it, so can I." Some comments reported that commanders don't take equal opportunity issues seriously or are reluctant to report cases to or include the EOA. One EOA reported that he or she has "seen cases that should have been substantiated but were found unsubstantiated because they put their own interpretation into the situation without consulting their EOA's for advice on how to handle [it]."

A few of the comments reported that there was no clear cut answer; some made reasonable efforts in some situations, and some did not. For example, one EOA commented, "All depends on who you are. If the commander likes the individual, they will handle the situation."

Similar results were found with subordinate leaders, with about half of the comments stating that they made reasonable efforts to stop sexual harassment

or discrimination. However, some of the comments were either negative or mixed in their review of subordinate leaders' efforts to stop harassment. In these instances, comments indicated that subordinate leaders are not getting appropriate training, not seeking EOA advice, and not acknowledging sexual harassment when it occurs. One comment even stated that "they accommodate the behavior and laugh right along with it."

◆ ***EOA's felt free to inquire or pursue allegations of sexual harassment or discrimination***

The majority of EOA's reported having command support and an open relationship with the commander, allowing them free reign to pursue allegations. However, of those who did not feel free to investigate, fear of retribution from the command was frequently mentioned. For example, one EOA stated, "[I] have been personally and professionally threatened for doing the right thing." Another remarked, "[I] don't have free reign to talk to soldiers. If I talk to soldiers and they address concerns and I take them to battalion, the only question I get asked is, 'Why were you out in the companies talking to soldiers anyway?' My own boss asks the same question."

◆ ***The current complaint procedures are not effective***

Only one-third of the comments reported that the procedures are effective, with the remainder reporting that they are not effective. The comments presented many components of the complaint procedure that are lacking. For example, many comments indicated that longer timelines are needed for investigations; safeguards are needed to protect those who report from reprisals; regulations and procedures, specifically AR600-20, need to be clearer; EOA's need to be able to take sworn complaints; and all complaints need to be formal. One EOA stated that there are "certain gray areas with respect to commander involvement with making the final decision or corrective action. Too much room for what appears legal but is really reprisal." Also, "the procedures are in place but there is a tremendous reluctance to report for fear of bringing unwanted attention or being isolated by others."

Some of the positive comments were in direct opposition to the negative comments. For example, most commonly mentioned is that timelines assure investigations are completed in a timely manner. Comments also reported that the review, follow-up, and appeals systems are all effective.

◆ ***Most comments indicated that the Command Sergeant Major and the Chief of Staff are the most common raters of EOA's***

A wide variety of raters were mentioned, including the EEO Officer and the Director of Personnel and Community Activity, but the most frequently mentioned raters were the Command Sergeant Major and the Chief of Staff. Comments also indicated that the most common location for the EO office was in the command group and that most EOA's meet with their commander at least once a week. Many also said that they were able to schedule meetings any time they needed to see the commander. In addition, most of the EOA's reported that they attend staff meetings.

◆ ***There was disagreement as to whether sexual harassment issues had affected the unit's ability to do its job***

A little over half of the comments reported that the units have not been effected. However, some of the comments reported a negative effect. The comments suggested that sexual harassment disrupted morale, created reprisals or fear of reprisals for those experiencing sexual harassment, created divisiveness within the unit and resulted in tension, and resulted in male and female conflict. Some comments also indicated that men are in fear of unwarranted allegations; "Male officers and senior NCO's are walking on eggshells."

◆ ***EO representatives have a variety of responsibilities***

Comments reported many EOA responsibilities within the unit. Most frequently mentioned were conducting unit training, advising and assisting the commander, conducting ethnic observances, providing classes to new leaders, handling informal complaints, assisting in quarterly reporting, and gathering information.

◆ ***Units are not responsive to EO and sexual harassment training and the Chain of Command is often absent***

According to EOA comments, only two-fifths said that unit members are responsive to training. Some of the comments stated that training was effective at some levels, but not overall, and a few reported that training was not effective at any level.

In addition, about half of the EOA comments reported that someone in the Chain of Command attended training. Some comments also indicated that senior leaders do not attend training. One EOA stated, "Rarely is the senior leadership attending EO training. They ensure soldiers attend, but do not make an appearance themselves."

◆ ***Training was effective in making soldiers aware of sexual harassment or discrimination, but may not be effective in preventing or reducing behavior***

Most EOA's reported that training was effective in helping soldiers to recognize harassment or discrimination; however, less than half reported that training reduced harassing or discriminating behavior. Some reported that they were unsure as to whether training reduced behavior or not. One quarter of the responses remarked that training was not effective at all.

Most comments recommended changes to training content, including command climate issues, and using more effective training methods. Most comments reported that current training consisted of small group discussions, videos, and lectures, and occurs mostly quarterly.

◆ ***EOA's have the highest expertise and ability to prevent sexual harassment or discrimination***

The most frequently mentioned person with the expertise and ability to prevent sexual harassment and discrimination was the EOA, with commanders listed as second. A few comments mentioned junior NCO's due to the direct contact with younger soldiers. Only 18 comments addressed who was least apt to prevent sexual harassment, and these were split between junior enlisted soldiers and brigade commanders.

◆ ***The system responded fairly for the most part, but punishments were not fair***

Many EOA's reported that the system did respond fairly, but some reported that the system is not fair. Most negative comments reported that often judgments were made too quickly in reaction to the recent emphasis and attention on sexual harassment. Comments also suggested that EOA's were not included in investigations and that leaders didn't enforce regulations and often showed favoritism. For example, one comment stated, "On a case by case basis, no, the system doesn't respond fairly. It depends on what that commander's attitude is about EO." Some comments also reported that the victim often becomes the focus of attention.

Only a third of the comments indicated that the punishment fits the crime. Many comments reported that punishments are too light or are based on rank. "The higher rank you are, the less punishment you will get." Some comments also suggested that punishment is applied inconsistently or suggests favoritism. For example, "Commanders are unwilling to ruin a senior leader's career so they discount the victim and give a punishment that doesn't take into account the severity of the offense."



◆ ***More or better training is needed to reduce incidents of sexual harassment***

The most frequently mentioned suggestion for reducing sexual harassment in the Army was for more or better training - "Some people don't know that they don't know." Training related suggestions included EOA training in BCT, AIT, and in schools; training of senior leaders; quarterly training for everyone; an increased focus on dignity and respect in training; including skills in confronting and handling situations; training at all entry points; better training examples and aides; and training on installation policies during inprocessing.

Other recommendations included increased leader support and emphasis on EO issues, and leading by example. Stricter and more consistent punishment, as well as a reprisal policy to eliminate the stigma of reporting are also necessary. Communication also needs to be improved.

Some comments also offered suggestions on changes to the EO system. Such recommendations included forming an EO MOS, making the EOA part of the Criminal Investigation Division, and increasing the number of EOAs. One EOA remarked that "there should be more than one EOA at the installation and brigade level. Too much work for one person to be proficient." Comments also suggested that all EOR's be E6 or E7 in rank and "not E5; they don't have the experience." EOAs also recommended better and clearer policies and regulations regarding sexual harassment, and requiring all training to be conducted by EOAs.

## Mental Health Provider Interviews

### Subjects

Twenty-nine (29) mental health providers, to include psychiatrists, psychologists, clinical social workers, and directors of drug and alcohol centers were interviewed. Seventeen (17) of the mental health providers were male, and twelve (12) were female. Because of the small number of subjects, a question-by-question analysis was not presented and results from this section should be used with caution.

### Analysis Methodology

The Mental Health Provider Interview protocol consisted of 13 questions. The qualitative data was collected via one-on-one structured interviews with mental health providers. The mental health providers interviewed were selected based on their availability at the different installations.

Soldiers and civilian workers occasionally used the military mental health system as an avenue to present their sexual harassment complaints. These clients<sup>1</sup> presented their concerns either directly as occupational or performance problems, interpersonal conflicts with coworkers or supervisors, or victims of rape or sexual assault; or indirectly as anxiety, depression, or other psychological factors.

All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. All comments were then coded according to these categories. After refining the coding categories, a 3-digit number was assigned to each category, making it easier to determine the frequency with which each comment category was mentioned.

All questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all interviews. A discussion of the most frequently mentioned categories of comments are provided for each of the questions in the summary of results which follows. A copy of the Mental Health Provider Interview protocol can be found in Annex K.

### Summary of Results

◆ ***Cases with sexual harassment as a primary issue constituted a small proportion of mental health providers' cases.***

Mental health providers reported that only a handful of their yearly cases involved sexual harassment. In general, most providers estimated spending a

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<sup>1</sup> The term, "client", typically means a soldier, but it can also include civilian workers and family members eligible for mental health services on military installations.

significantly small amount of time working with clients who had sexual harassment as the primary clinical issue. It was difficult to quantify the amount of time providers were spending with these types of clients because of the small number of providers interviewed and the diversity in how providers reported their cases.

In many of the cases, the client was often aware of inappropriate behavior but was not sure if it constituted sexual harassment. Of the mental health cases involving sexual harassment, there were no specific issues that arose uniformly among cases. When issues of sexual harassment arose, they covered a wide range of behaviors including sexual comments, after duty hours behavior, and being targeted for unfair treatment. Most of the problems presented to mental health providers did not relate to sexual harassment, but involved interpersonal conflicts related to occupational stress, going out to the field, adjustment issues, duty requirements, and deployments.

**◆ Most clients who had experienced sexual harassment and were seen by mental health professionals reported it to the proper military authorities. Those who had not reported the sexual harassment were encouraged to report it.**

Most of the clients seen by mental health professionals who had experienced sexual harassment reported it to the chain of command prior to being seen in the clinic. The typical practice in sexual harassment cases was:

1.) If the client was command referred<sup>2</sup> to a mental health professional, then the client was encouraged to deal with the psychological and interpersonal issues having arisen from the sexual harassment.

2.) If the client was self-referred, then the health care provider was to assess and rule out any psychiatric problems, to educate the client on sexual harassment, deal with the issues surrounding the sexual harassment, and encouraged to report the sexual harassment and/or seek out guidance from the EO/EEO office.

**◆ A client experiencing sexual harassment did not, in itself, merit a psychiatric diagnosis. The mental health professional's standards of care dictated an initial assessment and evaluation for both psychiatric problems.**

With only a few exceptions, mental health providers reported not having been given direct guidance from their command regarding handling clients with

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<sup>2</sup> A client who is command referred has been ordered by his or her commander to be seen by a mental health professional. A client who is self-referred has made an appointment with a mental health professional on their own volition.

sexual harassment issues. As far as assigning diagnoses when clients reported sexual harassment problems, none of the providers reported receiving specific guidance. Being a victim of sexual harassment is not a diagnosable mental health disorder. Consequently, experiencing sexual harassment does not in itself warrant a psychiatric diagnosis. However, associated features such as anxiety, insomnia and depressive symptoms may receive a diagnostic classification. In the cases that warrant a psychiatric diagnosis, initially, a diagnosis of acute stress disorder may be given. As one provider indicated, post-traumatic stress disorder (PTSD) is normally the diagnosis given in severe cases when symptoms last more than one month.

Other than encouraging individuals in the mental health care system who had not reported the incident to do so, there was little commonality among cases in treatment of sexual harassment cases. Sexual harassment can exacerbate other life problems, relationship difficulties and mental health issues. Consequently, treatment plans are typically individually tailored. Standard practice when working with clients is to assess clients and evaluate their presenting issues. A treatment plan is made after the initial assessment and evaluation is completed. In the cases of rape and sexual assault, crisis intervention counseling is appropriate. Both short and long term assistance are offered, and occasionally, medication is prescribed.

As part of military mental health standard care, soldiers who come to the mental health clinics are not referred off the installation. However, civilian workers and family members may be referred off the installation or given the option to be seen off the installation when adequate care is not available on post.

♦ ***There are severe limits to a client's privacy and confidentiality, and providers are interpreting those limits individually.***

Mental health providers discussed their roles and responsibilities of maintaining privacy when working with a sexual harassment case. The right of privacy is often confused with the privilege of confidentiality.<sup>3</sup> A client has a right to a private session, but the information obtained in the session is not necessarily confidential. While current command policies regarding confidentiality are in accordance with AR 44-60, *Medical Records and Quality Assurance Administration* and AR 340-21, *The Army Privacy Program*, the adherence to the regulations and enforcement of these regulations varies from provider to provider. Currently, to maintain mission readiness, the client's right to confidentiality and privilege does not exist.

According to these regulations and upon formal request, information and case notes regarding a client may be released to the soldier's commander, CID,

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<sup>3</sup> Generally, the purpose of a privilege of confidentiality is to protect the communications made by those seeking help or counseling, not to suppress evidence of crime or to protect people in trouble. There is no physician (or psychologist, social worker) - patient privilege in the military. Even if a soldier consults a private physician in a jurisdiction with a doctor-patient privilege, such a privilege is inapplicable to a court-martial or other military proceeding or investigation.

or JAG. Consulting with soldiers' commanders is common and accepted practice, particularly when the soldiers are command referred for an evaluation of fitness for duty, are a risk or danger to themselves or others, or their ability to perform their duties is impaired. Other reasons frequently cited for providing clinical information included official investigations and requests by the IG or CID. Despite the guidance given in the regulations, providers often make discretionary decisions as to what information should and should not be shared. Usually, information is only shared on a "need to know" basis with commanders and others. Providers interpreting the regulations for themselves often leads to confusion and a lack of uniformity when releasing information. One provider clearly stated that "no policy existed" and that he chooses what is to be shared with commanders unless it is a formal investigation. Another clinician stated that there is "strict anonymity and follows the well-known privacy act." A third clinician explained that information is shared with the command only when the client was command referred. These responses seem to reflect various points on the confidentiality continuum.

◆ ***Most mental health providers had some training in sexual harassment issues.***

While most providers indicated that they had formal training in handling rape and sexual trauma cases, several had also received some additional formal and informal training. Formal training was generally part of required schooling for a professional degree. However, the sexual harassment and equal opportunity training that the providers received from the Army was not specific to mental health providers and was often the same training that the majority of the Army received.

◆ ***Few providers indicated that they had experienced or witnessed sexual harassment.***

Most mental health providers, themselves, reported not having witnessed or experienced sexual harassment in the workplace. Those that did experience it or knew of it happening in their work place indicated that it was handled by the individual and resolved or reported and handled appropriately. Race and gender discrimination were experienced by even fewer providers.

◆ ***Providers recognized that experiencing sexual harassment had a serious impact on a client's life.***

Despite seeing a limited number of cases involving sexual harassment, providers recognized that sexual harassment may have a devastating effect on a person's life. There was a significant amount of attention and training on the

effects of rape and assault, but little recognition was given to the psychological effects of sexual harassment on soldiers in the workplace.

Most mental health providers believe that sexual harassment is a significant workplace problem and thus is an Army problem. Additionally, false sexual harassment allegations were seen as weakening bona fide complaints. Finally, there was a strong sentiment for the need of better education and training for all soldiers as a means of preventing sexual harassment in the workplace.

## Staff Judge Advocate Interviews

### Subjects

Thirty-nine Staff Judge Advocates (SJA) and two Trial Defense Service attorneys (TDS) were interviewed. Any SJA or TDS attorney who was currently involved in a case involving sexual harassment was excluded. Because of the small number of SJA interviews, a question-by-question analysis is not presented and results from this section should be used with caution.

### Analysis Methodology

The Judge Advocate Interview consisted of 15 questions. The qualitative data presented here are from one-on-one structured interviews with SJAs. At each installation, the Panel requested staff judge advocate and trial defense service attorneys be available for individual interviews. A copy of the protocol used is included in Annex L of this volume.

All responses for each question in the protocol were read and typed into a computer software program. A list of unique responses was compiled for each question and grouped into categories. After coding each question according to these categories, coding categories were refined and a final set of coding categories was developed. After all comments had been coded, the comments that did not fit the original categories (and were coded other) were isolated and re-coded into new coding categories. In addition, some categories were merged.

One scientist coded the Staff Judge Advocate Interviews, thus making it unnecessary to perform inter-rater reliability analysis. Codes and categories were reviewed by senior scientists to ensure consistency in reporting.

All of the questions in the protocol were analyzed. The participant's confidentiality was stressed and guaranteed prior to all interviews. Examples will be given of quotes which are illustrative of quotes given in the interviews. A summary of the most frequently mentioned categories of comments and examples of quotes are provided for each of the questions in the summary of results which follows.

### Summary of Results

- ◆ ***The chains of command understand the Army policy on the prevention of sexual harassment and have local policies regarding sexual harassment.***

By and large, staff judge advocates indicate that Army policies are adequate for the prevention of sexual harassment. Some did report that some commanders seem to lack understanding of what constitutes a hostile work environment. In addition, some find the definition of fraternization to be ambiguous. They also recommended having a separate Equal Opportunity

regulation with clear, simple rules for behavior. One JAG said, "Parts of the policy are unclear. For example 'unwelcome behavior'--how do you know until you try?"

- ◆ ***Commanders have adequate authority to address problems involving sexual harassment and most take quick action to resolve any complaints.***

SJAs reported that commanders have adequate authority to address problems involving sexual harassment or sexual misconduct. They did note that the Army has the tools to deal with problems after the fact rather than a more proactive approach. SJAs also note that some company grade officers need to use their authority and investigate thoroughly any claims of sexual harassment. "Company grade officers don't investigate well."

In their experience, SJAs believe that most commanders take quick action to deal with sexual harassment complaints. However, some commanders try to resolve issues quietly as well as quickly. "No one (commanders) wants to have to report an incident--they regard that as a career killer." Trying to resolve issues quickly results in some incidents not being investigated thoroughly--or at all. Timely actions are needed in handling sexual harassment issues, however, some SJAs see the lack of experience and the pressure to not have a formal complaint surface as interfering with good, thorough investigations.

- ◆ ***Most SJAs think the UCMJ adequately provides for prosecution of sexual misconduct, but would like additional guidance on the issues of fraternization and what constitutes a hostile work environment.***

Some SJAs suggest a separate article for charging sexual harassment and/or sexual misconduct. They also suggest clarification of the concepts of fraternization and hostile work environment.

- ◆ ***SJAs frequently provide advice to investigating officers and are most effective when their advice is requested early in the process.***

SJAs interface with a wide variety of officials in handling sexual harassment/misconduct cases. Besides commanders and first sergeants, Inspectors General (IG), Criminal Investigation Division (CID), Provost Marshalls (PM), Equal Opportunity Advisors (EOA) and Equal Employment Opportunity (EEO) personnel are frequently involved in complaints. One of the most important interfaces is with officers assigned the duty of investigating complaints.

SJAs report that many investigations are "timely, thorough, and complete." They also note that the best investigations often begin with investigating officers seeking their advice early in the process and continuing to consult with them as the investigation proceeds. They report that investigators require good oversight and guidance to ensure the investigation is complete and thorough.



OPTEMPO and time demands take a toll on investigations as well. Since investigations are extra duties, the amount of time it takes to investigate allegations ties up key players. Consequently, the quality of investigations can suffer. "Investigating officers tend to ask 'yes/no' kinds of questions instead of asking who, what, when, where, and why."

- ◆ ***Most commands/installations have a victim/witness assistance program, but few are well publicized and there is limited coordination with military and civilian agencies providing victim/witness assistance.***

Victim/Witness Assistance Programs are usually publicized through the PM or CID offices, but not through general publicity. "It is publicized in certain ways--through a CID brochure, but not widely publicized (PAO) however." Most SJAs also report they do not know of any mechanism in place to measure the effectiveness of the program, but recognize the need for one.

- ◆ ***SJAs sometimes provide training on legal aspects of sexual harassment, but more commonly provide EOAs or commanders with information for them to provide training.***

Some SJAs are asked to conduct training in the prevention of sexual harassment (POSH), but most provide information to others. The most frequently mentioned persons who request information are EOAs and commanders. "The EO/EEO offices have the lead in POSH training; SJA assists as requested."

- ◆ ***SJAs offer many suggestions to aid in the prevention of sexual harassment. Training at all levels, emphasizing values and standards, and preparing leaders to take ownership of this issue were identified as keys to prevention.***

SJAs suggest education as most important in preventing sexual harassment. This training should emphasize values and standards. "Focus on values, on and off duty" and "Peer pressure and lack of clear moral values are key influences of soldiers' behavior." A few SJAs noted that the Army sometimes sends conflicting messages to soldiers regarding standards of conduct and fraternization. "We unify the club system so everyone socializes together, officers and enlisted marry and live together in housing--this leaves soldiers confused." Another noted "enforcement of standards must be strong and actions must be fair and swift." Training that includes Army values and emphasizes the importance of upholding Army standards was mentioned as the most important preventive measure the Army can take.

SJAs also note the importance of leaders in the prevention process. One said, "leaders need to talk to their soldiers." Another mentioned, "We need to show commanders how to deal with sexual harassment complaints--too many

don't know." One SJA also noted, "Victims are confused and embarrassed--many leaders don't know how to help them." They also reported that commanders must enforce standards equally for all soldiers and eliminate double standards.

SJAs also suggest that investigating officer duty should be viewed as a priority duty and free these officers to conduct a thorough investigation. They also note that the Army should begin to emphasize and recognize the good soldiers that we have, and not focus on the bad eggs.

Annex A  
SRP Army Wide Survey Form A

# COMMAND AND SOLDIER CLIMATE ASSESSMENT SURVEY - A

The Army is conducting a survey on the human relations environment in the Army. The purposes of the study is to develop information that will be used to make recommendations to the Secretary of the Army regarding ways to improve the Army's climate of respect for all soldiers. This questionnaire asks soldiers about their perceptions of unit climate including relationships between leaders and subordinates and relationships among peers. The questionnaire also asks about your perceptions of mission readiness and gender integration. There are no right or wrong answers. We are interested in your opinions and perceptions. The survey is anonymous and voluntary.

Please use a #2 pencil and fill in the bubble which corresponds to your answers.  
Please be sure to fill in the center of the bubble clearly.

<input type="radio"/> RIGHT	<input type="radio"/> WRONG	<input type="radio"/> WRONG
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- A. Current Rank
- B. MOS or Specialty (Example, 71L or 42A)
- C. Gender  
A. Male  
B. Female
- D. Which of the following best describes your duty position?  
A. Nonsupervisory position  
B. Squad leader/Section Sergeant  
C. Platoon Sergeant  
D. First Sergeant  
E. Platoon Leader  
F. Company Commander  
G. Executive Officer  
H. Other
- E. Current Age
- F. How many hours do you usually work in a day?
- G. Number of MEN in your COMPANY you work with on a daily basis
- H. Number of WOMEN in your COMPANY you work with on a daily basis
- I. Marital Status  
A. Single  
B. Married  
C. Divorced  
D. Separated  
E. Widow/Widower
- J. During the past year has your unit deployed anywhere for a period of three months or more?  
A. Yes  
B. Currently deployed  
C. No  
D. Don't Know
- K. What is the sex of your first line supervisor?  
A. Male  
B. Female
- L. Sequence Number:

Please turn your answer form over. Begin with number 1. There are more bubbles in this section than answers. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A").



**1. Ethnic Group**

- |                                    |                 |                     |
|------------------------------------|-----------------|---------------------|
| A. White (Non-Hispanic)            | C. Hispanic     | F. Native American  |
| B. African-American (Non Hispanic) | D. Asian        | G. Pacific Islander |
|                                    | E. Multi-Racial |                     |

**2. Highest Level of Education**

- |                         |                     |                      |
|-------------------------|---------------------|----------------------|
| A. Some high school     | D. Some College     | F. Graduate training |
| B. High school graduate | E. College Graduate | G. Graduate degree   |
| C. GED                  |                     |                      |

**3. How many times in the past year did your company go into the field?**

- |      |      |      |               |
|------|------|------|---------------|
| A. 0 | D. 3 | G. 6 | J. 9          |
| B. 1 | E. 4 | H. 7 | K. 10         |
| C. 2 | F. 5 | I. 8 | L. 11 or more |

The following questions are about the soldiers in your company. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A"). Please answer the questions using the following scale:

<b>A. Not At All</b>	<b>B. Slight Extent</b>	<b>C. Moderate Extent</b>	<b>D. Great Extent</b>	<b>E. Very Great Extent</b>	<b>F. Not Applicable</b>
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To what extent do the soldiers in your company:

4. say insulting things to each other?
5. like to get things done?
6. say degrading things about women?
7. say degrading things about men?
8. work hard to achieve their goals?
9. enjoy a challenge?
10. have high expectations of themselves?
11. gossip behind one another's backs?
12. do what is right?
13. respect one another?
14. treat others as they themselves would like to be treated?

Please rate each statement below using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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15. Soldiers in this company are expected to comply with the law and professional standards over and above other considerations.
16. The soldiers in this company are respectful towards women.
17. Soldiers in this company strictly obey the company policies.
18. Soldiers in this company do not have enough time to spend with friends and family.
19. Soldiers in this company do not tolerate sexual harassment.
20. Soldiers in this company feel that there are no moral restrictions on their behavior.
21. Soldiers in this company do not have enough time for relaxation and entertainment.
22. Soldiers in this company are able to take on tough problems without getting flustered.
23. Each soldier in this company decides for himself/herself what is right and wrong.
24. The soldiers in this company have enough skills that I would trust them with my life in combat.
25. There are soldiers in this company that would lend me money in an emergency.
26. In this company, people look out for each other's good.
27. In this company, soldiers are expected to follow their own personal and moral beliefs.
28. In this company, people protect their own interests above all else.
29. There is a lot of teamwork and cooperation among soldiers in this company.
30. There is a lot of lying and deceit among soldiers in this company.
31. The soldiers in this company are respectful towards men.
32. There are soldiers in this company that I would consider my friends.
33. There are soldiers in this company that I can go to for help when I have a personal problem.
34. My closest relationships are with my peers in this company.
35. I have peers in this company that I choose to spend my time with in my non-duty hours.

The following statements are about the leaders in your company. Please rate each statement using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
-------------------	----------	-------------	-------------	----------------------	-------------------

36. The leaders in this company set high standards for soldiers in terms of good behavior and discipline.
37. The leaders in this company encourage soldiers to be all they can be.
38. The leaders in this company are more interested in looking good than in being good.
39. The leaders in this company are self-centered.
40. The leaders in this company are bossy.
41. The leaders in this company are able to take on tough problems without getting flustered.
42. I am impressed with the quality of leadership in this company.
43. My chain of command works well.
44. I would go for help with a personal problem to people in the company chain of command.
45. The leaders in this company push soldiers very hard to get things done without regard for the soldiers' needs.
46. The leaders in the company enforce the standards they set for good behavior.
47. The leaders in this company are not concerned with the way soldiers treat each other as long as the job gets done.
48. The leaders in this company can take charge of things.
49. The leaders in this company set good examples for soldiers by behaving the way they expect soldiers to behave.
50. The leaders in this company are able to make tough decisions.
51. The leaders in this company just look out for themselves.
52. The leaders in this company are more interested in furthering their careers than in the well-being of their soldiers.
53. My officers are interested in my personal welfare.
54. The officers in this company would lead well in combat.
55. Officers most always get willing and whole-hearted cooperation from the soldiers in this company.

Please continue to rate each statement using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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56. My officers are interested in what I think and how I feel about things.
  57. NCOs most always get willing and whole-hearted cooperation from the soldiers in this company.
  58. My NCOs are interested in what I think and how I feel about things.
  59. My NCOs are interested in my personal welfare.
  60. The NCOs in my chain of command are a good source of support.
  61. The NCOs in this company would lead well in combat.
- 

The following statements are about your company. Please rate each statement using the scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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62. This company treats soldiers' spouses with respect.
63. Families are important in this company.
64. This company values soldiers who can take charge of things.
65. There is no room for one's own personal morals or ethics in this company.
66. The most important concern in this company is each soldier's own sense of right and wrong.
67. Successful people in this company go by the book.
68. Everyone in this company is expected to stick by company rules and procedures.
69. In this company, soldiers are guided by their own personal ethics.
70. In this company, the first consideration is whether a decision violates the law.
71. In this company, people are mostly out for themselves.



A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
-------------------	----------	-------------	-------------	----------------------	-------------------

72. Regarding moral beliefs in this company, there is a sense that "anything goes."
73. The most important concern in this company is the good of all the people in the company as a whole.
74. The major concern in this company is always what is best for the other person.
75. The company values soldiers who are able to make tough decisions.
76. There are high levels of sexual harassment in this company.
77. There are high levels of racial or ethnic discrimination in this company.
78. If we went to war tomorrow, I would feel good about going with this company.
79. I think the level of training in this company is high.
80. I have real confidence in our company's ability to use our weapons or mission equipment.

The following questions deal with your company's readiness to perform its mission. Please rate each using the following scale:

A. Very Poor	B. Poor	C. Not Sure	D. Good	E. Very Good	F. Not Applicable
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81. How would you rate your company's ability to perform its mission in war?
82. How would you describe your fellow soldiers' readiness to fight if and when necessary?
83. How would you rate the condition of your company's equipment (trucks, tools, etc.)?

The following statements concern your opinion. Please rate each statement using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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84. Men should not be restricted from any specialties for which they can qualify.
85. The fundamental role of the Army is to fight and win the Nation's wars.
86. Men have an advantage over women when it comes to having a successful military career.
87. Women should not be restricted from any specialties for which they can qualify.
88. The main focus of the Army should be warfighting.
89. Women have an advantage over men when it comes to having a successful military career.

The following statements are to be completed by soldiers in units with both men and women.

If your company does not have male and female soldiers, skip to question 112.

Please use the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
-------------------	----------	-------------	-------------	----------------------	-------------------

90. Male soldiers in this company "come on" to the female soldiers.
91. In this company, male soldiers accept female soldiers as equals.
92. Sexual relationships between leaders and their subordinates would not be tolerated in this company.
93. Female soldiers in this company get treated better than male soldiers.
94. Male and female soldiers in this company work well together in garrison.
95. Female soldiers in this company "come on" to the male soldiers.
96. Male and female soldiers in this company work well together in the field.
97. Female soldiers in this company try as hard as the men.
98. In this company, the female soldiers pull their load.
99. The women in this company are competent soldiers.
100. Male soldiers in this company get treated better than female soldiers.
101. Male soldiers in this company try as hard as the women.
102. In this company, the male soldiers pull their load.
103. In this company, female soldiers accept male soldiers as equals.
104. The men in this company are competent soldiers.

## To Be Completed By All Soldiers.

Please answer the following questions using the scale:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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During the past 12 months in this company, have you ever been in a situation where fellow soldiers or supervisors:

105. told suggestive stories or offensive jokes?
106. made crude and offensive sexual remarks, either publicly (e.g., in your workplace) or to you privately?
107. treated you "differently" because of your sex (e.g., mistreated or ignored you)?
108. displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories or pornography)?
109. made sexist remarks?
110. "put you down" or was condescending to you because of your sex?
111. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?
112. touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm, put an arm around your shoulders)?
113. gave you unwanted sexual attention?
114. attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?
115. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?
116. continued to ask you for dates, drinks, dinner, etc., even though you already said no?
117. made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
118. made you feel you were being subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?
119. made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?
120. whistled, called or hooted at you in a sexual way?
121. made gestures or used body language of a sexual nature which embarrassed or offended you?
122. stared, leered or ogled you in a way that made you uncomfortable?
123. exposed themselves physically (for example "mooned" you) in a way that embarrassed you or made you feel uncomfortable?
124. had sex with you without your consent or against your will?



136. In the past year, did you take care of a personal experience of sexual harassment **INFORMALLY** IN your company without going through the system?  
 A. Yes                                      B. No
137. If yes, were you satisfied with this **INFORMAL** process to resolve your complaint?  
 A. Very Satisfied                                      C. Not Sure                                      E. Very Dissatisfied  
 B. Satisfied                                      D. Dissatisfied                                      F. Not Applicable
138. Were you satisfied with the results of dealing with the experience **INFORMALLY**?  
 A. Very Satisfied                                      C. Not Sure                                      E. Very Dissatisfied  
 B. Satisfied                                      D. Dissatisfied                                      F. Not Applicable
139. In the past year, did you take care of a personal experience of sexual harassment **INFORMALLY** OUTSIDE your company without going through the system?  
 A. Yes                                      B. No
140. If yes, were you satisfied with this **INFORMAL** process to take care of your complaint?  
 A. Very Satisfied                                      C. Not Sure                                      E. Very Dissatisfied  
 B. Satisfied                                      D. Dissatisfied                                      F. Not Applicable
141. Were you satisfied with the results of dealing with the experience **INFORMALLY**?  
 A. Very Satisfied                                      C. Not Sure                                      E. Very Dissatisfied  
 B. Satisfied                                      D. Dissatisfied                                      F. Not Applicable
142. In the past 12 months, how many hours of sexual harassment prevention training have you had?  
 A. zero hours                                      D. up to 2 hours  
 B. up to 1/2 hour                                      E. up to 3 hours  
 C. up to 1 hour                                      F. more than 3 hours
143. In the past 12 months, how many hours of equal opportunity training have you had?  
 A. zero hours                                      D. up to 2 hours  
 B. up to 1/2 hour                                      E. up to 3 hours  
 C. up to 1 hour                                      F. more than 3 hours
144. When you go to the field, how many days do you usually spend away overnight?  
 A. 0                      B. 1-4                      C. 5-8                      D. 9-12                      E. 13-16                      F. 17 or more
145. How long have you been in your present company?  
 A. less than 1 year                      B. 1-2 years                      C. 2-3 years                      D. more than 3 years
146. **Version**  
 A. Team 1                                      B. Team 2                                      C. Team 3

*Any comments you make on this survey will be kept confidential and no follow-up action will be taken in response to any specifics reported. If you want to report a complaint, contact your local Inspector General for more information.*

A. Current Rank

	MALE		FEMALE	
	Count	%	Count	%
Junior Enlisted	5324	45.2%	1115	52.5%
NCO	5278	44.8%	824	38.8%
Officers	1181	10.0%	183	8.6%

C. Gender

	GENDER	
	Count	%
MALE	11816	84.7%
FEMALE	2135	15.3%

D. Which of the following best describes your duty position?

	MALE		FEMALE	
	Count	%	Count	%
NONSUPERVISORY POSITION	5116	43.6%	1059	50.0%
SQUAD LEADER/SECTION				
SERGEANT	2985	25.5%	436	20.6%
PLATOON SERGEANT	648	5.5%	65	3.1%
FIRST SERGEANT	243	2.1%	40	1.9%
PLATOON LEADER	274	2.3%	45	2.1%
COMPANY COMMANDER	166	1.4%	30	1.4%
EXECUTIVE OFFICER	137	1.2%	14	.7%
OTHER	2158	18.4%	431	20.3%

E. Current Age

	MALE		FEMALE	
	Count	%	Count	%
17 YEARS OLD	4	.0%	1	.0%
18 YEARS OLD	166	1.4%	37	1.7%
19 YEARS OLD	541	4.6%	112	5.3%
20 YEARS OLD	766	6.5%	164	7.7%
21 YEARS OLD	850	7.2%	163	7.7%
22 YEARS OLD	794	6.8%	160	7.6%
23 YEARS OLD	747	6.4%	126	6.0%
24 YEARS OLD	782	6.7%	150	7.1%
25 YEARS OLD	768	6.5%	145	6.8%
26 YEARS OLD	707	6.0%	122	5.8%
27 YEARS OLD	543	4.6%	79	3.7%
28 YEARS OLD	480	4.1%	92	4.3%
29 YEARS OLD	452	3.9%	78	3.7%
30 YEARS OLD	462	3.9%	85	4.0%
31 YEARS OLD	431	3.7%	64	3.0%
32 YEARS OLD	394	3.4%	67	3.2%
33 YEARS OLD	392	3.3%	44	2.1%
34 YEARS OLD	328	2.8%	48	2.3%
35 YEARS OLD	328	2.8%	75	3.5%
36 YEARS OLD	302	2.6%	56	2.6%
37 YEARS OLD	331	2.8%	63	3.0%
38 YEARS OLD	266	2.3%	38	1.8%
39 YEARS OLD	201	1.7%	37	1.7%
40 YEARS OLD	165	1.4%	28	1.3%
41 YEARS OLD	122	1.0%	19	.9%
42 YEARS OLD	97	.8%	12	.6%
43 YEARS OLD	58	.5%	13	.6%
44 YEARS OLD	60	.5%	9	.4%
45 YEARS OLD	52	.4%	6	.3%
46 YEARS OLD	30	.3%	3	.1%
47 YEARS OLD	29	.2%	4	.2%
48 YEARS OLD	21	.2%	9	.4%
49 YEARS OLD	19	.2%	1	.0%
50 YEARS OLD	13	.1%	1	.0%
51 YEARS OLD	8	.1%	3	.1%
52 YEARS OLD	5	.0%	1	.0%
53 YEARS OLD	2	.0%		

F. How many hours do you usually work in a day?

	MALE		FEMALE	
	Count	%	Count	%
1 HOUR	18	.2%	5	.2%
2 HOURS	4	.0%		
3 HOURS	7	.1%	1	.0%
4 HOURS	11	.1%	3	.1%
5 HOURS	27	.2%	4	.2%
6 HOURS	92	.8%	18	.9%
7 HOURS	237	2.1%	41	2.0%
8 HOURS	1638	14.2%	473	22.6%
9 HOURS	1277	11.0%	316	15.1%
10 HOURS	2715	23.5%	442	21.1%
11 HOURS	1513	13.1%	248	11.8%
12 HOURS	2430	21.0%	359	17.2%
13 HOURS	538	4.7%	76	3.6%
14 HOURS	520	4.5%	50	2.4%
15 HOURS	209	1.8%	28	1.3%
16 HOURS	134	1.2%	11	.5%
17 HOURS	26	.2%		
18 HOURS	53	.5%	3	.1%
19 HOURS	6	.1%	2	.1%
20 HOURS	19	.2%		
21 HOURS	6	.1%		
22 HOURS	2	.0%		
23 HOURS	2	.0%	1	.0%
24 HOURS	73	.6%	12	.6%

I. Marital Status

	MALE		FEMALE	
	Count	%	Count	%
Not Married	4911	41.7%	1223	57.6%
Married	6875	58.3%	902	42.4%

J. During the past year, has your unit deployed anywhere for a period of three months or more?

	MALE		FEMALE	
	Count	%	Count	%
YES	2524	21.4%	375	17.7%
CURRENTLY DEPLOYED	305	2.6%	50	2.4%
NO	8288	70.4%	1516	71.4%
DON" T KNOW	653	5.5%	182	8.6%



K. What is the sex of your first line supervisor?

	MALE		FEMALE	
	Count	%	Count	%
MALE	10682	90.7%	1728	81.1%
FEMALE	1090	9.3%	402	18.9%

1. Ethnic Group

	MALE		FEMALE	
	Count	%	Count	%
White	7043	59.9%	930	43.9%
Black	2665	22.7%	849	40.0%
Hispanic	1130	9.6%	148	7.0%
Other	913	7.8%	193	9.1%

2. Highest level of education

	MALE		FEMALE	
	Count	%	Count	%
SOME HIGH SCHOOL	34	.3%	5	.2%
HIGH SCHOOL GRADUATE	3335	28.3%	539	25.3%
GED	255	2.2%	18	.8%
SOME COLLEGE	5947	50.4%	1094	51.4%
COLLEGE GRADUATE	1675	14.2%	344	16.2%
GRADUATE TRAINING	204	1.7%	56	2.6%
GRADUATE DEGREE	342	2.9%	74	3.5%

3. How many times in the past year did your company go into the field?

	MALE		FEMALE	
	Count	%	Count	%
1 TIMES	2611	22.3%	703	33.7%
2 TIMES	1141	9.8%	240	11.5%
3 TIMES	1177	10.1%	243	11.6%
4 TIMES	1344	11.5%	248	11.9%
5 TIMES	1029	8.8%	199	9.5%
6 TIMES	908	7.8%	150	7.2%
7 TIMES	676	5.8%	90	4.3%
8 TIMES	334	2.9%	38	1.8%
9 TIMES	421	3.6%	44	2.1%
10 TIMES	188	1.6%	14	.7%
11 TIMES OR MORE	265	2.3%	19	.9%
12	1592	13.6%	98	4.7%

To What Extent Do the Soldiers in Your Company:

4. Say insulting things to each other?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	1216	10.5%	249	12.0%
Slight/Moderate Extent	7507	64.6%	1368	65.8%
Great/Very Great Extent	2900	25.0%	462	22.2%

5. Like to get things done?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	259	2.2%	39	1.8%
Slight/Moderate Extent	3604	30.7%	765	36.2%
Great/Very Great Extent	7875	67.1%	1307	61.9%

6. Say degrading things about women?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	2820	24.3%	525	25.5%
Slight/Moderate Extent	7088	61.1%	1245	60.5%
Great/Very Great Extent	1693	14.6%	287	14.0%

7. Say degrading things about men?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	3581	33.0%	644	32.5%
Slight/Moderate Extent	5949	54.8%	1198	60.4%
Great/Very Great Extent	1327	12.2%	140	7.1%

8. Work hard to achieve their goals?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	227	1.9%	40	1.9%
Slight/Moderate Extent	4530	38.6%	863	41.0%
Great/Very Great Extent	6966	59.4%	1202	57.1%

9. Enjoy a challenge?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	449	3.8%	83	4.0%
Slight/Moderate Extent	5107	43.7%	1029	49.2%
Great/Very Great Extent	6140	52.5%	980	46.8%

10. Have high expectations of themselves?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	233	2.0%	46	2.2%
Slight/Moderate Extent	5298	45.4%	999	48.1%
Great/Very Great Extent	6146	52.6%	1032	49.7%

11. Gossip behind one another's backs?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	746	6.5%	84	4.1%
Slight/Moderate Extent	5676	49.1%	728	35.1%
Great/Very Great Extent	5138	44.4%	1260	60.8%

12. Do what is right?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	246	2.1%	56	2.7%
Slight/Moderate Extent	6195	52.8%	1261	60.2%
Great/Very Great Extent	5289	45.1%	778	37.1%

13. Respect one another?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	420	3.6%	106	5.0%
Slight/Moderate Extent	6649	56.7%	1364	64.8%
Great/Very Great Extent	4663	39.7%	635	30.2%

14. Treat others as they would like to be treated?

	MALE		FEMALE	
	Count	%	Count	%
Not At All	805	6.9%	212	10.1%
Slight/Moderate Extent	7126	60.8%	1349	64.1%
Great/Very Great Extent	3795	32.4%	543	25.8%

15. Soldiers in this company are expected to comply with the law and professional standards over and above other considerations.

	MALE		FEMALE	
	Count	%	Count	%
Agree	9403	80.4%	1670	79.4%
Not Sure	1240	10.6%	204	9.7%
Disagree	1049	9.0%	229	10.9%

16. The soldiers in this company are respectful towards women.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7727	66.3%	1260	59.8%
Not Sure	2444	21.0%	433	20.6%
Disagree	1486	12.7%	413	19.6%

17. Soldiers in this company strictly obey the company policies.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6239	53.2%	853	40.3%
Not Sure	2404	20.5%	460	21.7%
Disagree	3093	26.4%	802	37.9%

18. Soldiers in this company do not have enough time to spend with friends and family.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5595	47.9%	922	43.8%
Not Sure	1506	12.9%	275	13.1%
Disagree	4572	39.2%	908	43.1%

19. Soldiers in this company do not tolerate sexual harassment.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6522	56.4%	991	47.3%
Not Sure	3212	27.8%	585	27.9%
Disagree	1821	15.8%	520	24.8%

20. Soldiers in this company feel that there are no moral restrictions on their behavior.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2279	19.5%	436	20.9%
Not Sure	3159	27.1%	619	29.6%
Disagree	6237	53.4%	1034	49.5%

21. Soldiers in this company do not have enough time for relaxation and entertainment.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5076	43.3%	841	39.7%
Not Sure	1338	11.4%	238	11.2%
Disagree	5315	45.3%	1042	49.1%

22. Soldiers in this company are able to take on tough problems without getting flustered.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5834	49.6%	874	41.3%
Not Sure	2572	21.9%	453	21.4%
Disagree	3352	28.5%	791	37.3%

23. Each soldier in this company decides for himself/herself what is right and wrong.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6626	56.5%	1194	56.5%
Not Sure	2141	18.3%	354	16.7%
Disagree	2956	25.2%	567	26.8%

24. The soldiers in this company have enough skills that I would trust them with my life in combat.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4613	39.5%	556	26.4%
Not Sure	2826	24.2%	569	27.1%
Disagree	4251	36.4%	978	46.5%

25. There are soldiers in this company that would lend me money in an emergency.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8367	73.0%	1373	67.4%
Not Sure	2087	18.2%	425	20.9%
Disagree	1012	8.8%	240	11.8%

26. In this company, people look out for each other's good.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6464	55.0%	946	44.8%
Not Sure	2259	19.2%	389	18.4%
Disagree	3028	25.8%	777	36.8%

27. In this company, soldiers are expected to follow their own personal and moral beliefs.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6527	55.8%	1129	53.6%
Not Sure	2735	23.4%	485	23.0%
Disagree	2445	20.9%	491	23.3%

28. In this company, people protect their own interests above all else.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6383	53.5%	1301	61.5%
Not Sure	2608	22.2%	407	19.2%
Disagree	2844	24.2%	409	19.3%

29. There is a lot of teamwork and cooperation among soldiers in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6976	59.4%	1015	47.9%
Not Sure	1728	14.7%	306	14.4%
Disagree	3047	25.9%	799	37.7%

30. There is a lot of lying and deceit among soldiers in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	3386	28.9%	861	40.7%
Not Sure	3171	27.1%	560	26.5%
Disagree	5149	44.0%	692	32.7%

31. The soldiers in this company are respectful towards men.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7490	66.3%	1553	73.9%
Not Sure	2598	23.0%	368	17.5%
Disagree	1213	10.7%	180	8.6%

32. There are soldiers in this company that I would consider my friends.

	MALE		FEMALE	
	Count	%	Count	%
Agree	9685	83.2%	1577	75.4%
Not Sure	1045	9.0%	204	9.8%
Disagree	904	7.8%	311	14.9%

33. There are soldiers in this company that I can go to for help when I have a personal problem.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8437	72.8%	1419	68.0%
Not Sure	1546	13.3%	252	12.1%
Disagree	1608	13.9%	415	19.9%

34. My closest relationships are with my peers in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4782	41.9%	693	33.8%
Not Sure	1032	9.0%	107	5.2%
Disagree	5604	49.1%	1248	60.9%

35. I have peers in this company that I choose to spend my time with in my non-duty hours.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7250	63.8%	1156	56.6%
Not Sure	747	6.6%	82	4.0%
Disagree	3374	29.7%	804	39.4%

36. The leaders in this company set high standards for soldiers in terms of good behavior and discipline.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8293	70.9%	1299	61.5%
Not Sure	1217	10.4%	226	10.7%
Disagree	2189	18.7%	586	27.8%

37. The leaders in this company encourage soldiers to be all they can be.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7708	65.6%	1225	57.9%
Not Sure	1497	12.7%	254	12.0%
Disagree	2537	21.6%	636	30.1%

38. The leaders in this company are more interested in looking good than in being good.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5026	42.8%	988	46.8%
Not Sure	1900	16.2%	323	15.3%
Disagree	4826	41.1%	801	37.9%



39. The leaders in this company are self-centered.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4193	35.7%	858	40.7%
Not Sure	2436	20.8%	404	19.2%
Disagree	5102	43.5%	847	40.2%

40. The leaders in this company are bossy.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4859	41.6%	881	42.1%
Not Sure	1762	15.1%	288	13.8%
Disagree	5065	43.3%	923	44.1%

41. The leaders in this company are able to take on tough problems without getting flustered.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5824	49.6%	896	42.5%
Not Sure	2608	22.2%	450	21.3%
Disagree	3305	28.2%	763	36.2%

42. I am impressed with the quality of leadership in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4619	39.4%	652	30.9%
Not Sure	2470	21.1%	394	18.7%
Disagree	4637	39.5%	1065	50.5%

43. My chain of command works well.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5738	48.9%	903	42.7%
Not Sure	2330	19.9%	385	18.2%
Disagree	3668	31.3%	825	39.0%

44. I would go for help with a personal problem to people in the company chain of command.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5326	45.8%	716	34.1%
Not Sure	1991	17.1%	301	14.3%
Disagree	4309	37.1%	1084	51.6%

45. The leaders in this company push soldiers very hard to get things done without regard for the soldiers' needs.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4811	41.0%	952	45.1%
Not Sure	1664	14.2%	299	14.2%
Disagree	5266	44.9%	862	40.8%

46. The leaders in the company enforce the standards they set for good behavior.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7603	64.7%	1146	54.2%
Not Sure	2158	18.4%	428	20.3%
Disagree	1988	16.9%	539	25.5%

47. The leaders in this company are not concerned with the way soldiers treat each other as long as the job gets done.

	MALE		FEMALE	
	Count	%	Count	%
Agree	3535	30.1%	764	36.1%
Not Sure	2089	17.8%	316	14.9%
Disagree	6123	52.1%	1035	48.9%

48. The leaders in this company can take charge of things.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8337	71.0%	1333	63.0%
Not Sure	1830	15.6%	366	17.3%
Disagree	1583	13.5%	417	19.7%

49. The leaders in this company set good examples for soldiers by behaving the way they expect soldiers to behave.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6329	53.9%	875	41.4%
Not Sure	1936	16.5%	324	15.3%
Disagree	3485	29.7%	916	43.3%

50. The leaders in this company are able to make tough decisions.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7267	62.0%	1143	54.1%
Not Sure	2693	23.0%	521	24.7%
Disagree	1770	15.1%	448	21.2%

51. The leaders in this company just look out for themselves.

	MALE		FEMALE	
	Count	%	Count	%
Agree	3603	30.7%	773	36.6%
Not Sure	2340	19.9%	389	18.4%
Disagree	5797	49.4%	950	45.0%

52. The leaders in this company are more interested in furthering their careers than in the well-being of their soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4366	37.2%	850	40.4%
Not Sure	2277	19.4%	374	17.8%
Disagree	5100	43.4%	879	41.8%

53. My officers are interested in my personal welfare.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5413	47.1%	866	42.2%
Not Sure	3013	26.2%	533	25.9%
Disagree	3069	26.7%	655	31.9%

54. The officers in this company would lead well in combat.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4549	39.5%	719	34.7%
Not Sure	4148	36.0%	783	37.8%
Disagree	2829	24.5%	571	27.5%

55. Officers most always get willing and whole-hearted cooperation from the soldiers in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6124	52.9%	945	45.6%
Not Sure	2530	21.8%	523	25.2%
Disagree	2933	25.3%	605	29.2%

56. My officers are interested in what I think and how I feel about things.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5407	47.0%	851	41.3%
Not Sure	2549	22.1%	471	22.9%
Disagree	3558	30.9%	738	35.8%

57. NCOs most always get willing and whole-hearted cooperation from the soldiers in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6998	59.8%	1138	53.9%
Not Sure	1780	15.2%	335	15.9%
Disagree	2929	25.0%	639	30.3%

58. My NCOs are interested in what I think and how I feel about things.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6996	60.8%	1153	55.4%
Not Sure	1738	15.1%	272	13.1%
Disagree	2767	24.1%	655	31.5%

59. My NCOs are interested in my personal welfare.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7091	62.0%	1183	57.1%
Not Sure	2041	17.8%	340	16.4%
Disagree	2306	20.2%	549	26.5%

60. The NCOs in my chain of command are a good source of support.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6741	58.6%	1088	52.2%
Not Sure	2094	18.2%	335	16.1%
Disagree	2672	23.2%	660	31.7%

61. The NCOs in this company would lead well in combat.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6459	55.3%	968	46.0%
Not Sure	3344	28.7%	662	31.4%
Disagree	1868	16.0%	476	22.6%

62. This company treats soldiers' spouses with respect.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6308	57.8%	911	49.6%
Not Sure	3321	30.4%	737	40.1%
Disagree	1288	11.8%	189	10.3%

63. Families are important in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6561	57.4%	1055	52.3%
Not Sure	2735	23.9%	532	26.3%
Disagree	2141	18.7%	432	21.4%

64. This company values soldiers who can take charge of things.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8962	76.3%	1549	73.4%
Not Sure	1372	11.7%	271	12.8%
Disagree	1417	12.1%	291	13.8%

65. There is no room for one's own personal morals or ethics in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2737	23.4%	512	24.3%
Not Sure	3250	27.8%	569	27.0%
Disagree	5710	48.8%	1024	48.6%

66. The most important concern in this company is each soldier's own sense of right and wrong.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2973	25.4%	483	22.9%
Not Sure	4012	34.3%	709	33.6%
Disagree	4707	40.3%	917	43.5%

67. Successful people in this company go by the book.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4321	36.9%	639	30.3%
Not Sure	2917	24.9%	532	25.2%
Disagree	4481	38.2%	938	44.5%

68. Everyone in this company is expected to stick by company rules and procedures.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8964	76.3%	1456	68.6%
Not Sure	1172	10.0%	239	11.3%
Disagree	1607	13.7%	426	20.1%

69. In this company, soldiers are guided by their own personal ethics.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4229	36.2%	704	33.4%
Not Sure	4078	34.9%	773	36.7%
Disagree	3390	29.0%	629	29.9%

70. In this company, the first consideration is whether a decision violates the law.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5374	45.9%	946	44.8%
Not Sure	3397	29.0%	665	31.5%
Disagree	2935	25.1%	499	23.6%

71. In this company, people are mostly out for themselves.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5200	44.2%	1119	52.9%
Not Sure	2076	17.7%	334	15.8%
Disagree	4477	38.1%	662	31.3%

72. Regarding moral beliefs in this company, there is a sense that "anything goes."

	MALE		FEMALE	
	Count	%	Count	%
Agree	2539	21.7%	504	24.0%
Not Sure	2725	23.2%	485	23.1%
Disagree	6457	55.1%	1113	52.9%

73. The most important concern in this company is the good of all the people in the company as a whole.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5344	45.6%	832	39.2%
Not Sure	2701	23.0%	475	22.4%
Disagree	3687	31.4%	813	38.3%

74. The major concern in this company is always what is best for the other person.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2219	19.0%	340	16.1%
Not Sure	3610	30.9%	596	28.3%
Disagree	5854	50.1%	1171	55.6%

75. The company values soldiers who are able to make tough decisions.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8117	69.1%	1347	63.7%
Not Sure	1897	16.2%	381	18.0%
Disagree	1725	14.7%	386	18.3%

76. There are high levels of sexual harassment in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	1105	9.8%	364	17.4%
Not Sure	2594	22.9%	648	31.0%
Disagree	7627	67.3%	1081	51.6%

77. There are high levels of racial or ethnic discrimination in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2299	19.7%	540	25.6%
Not Sure	2527	21.6%	535	25.4%
Disagree	6862	58.7%	1035	49.1%

78. If we went to war tomorrow, I would feel good about going with this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4271	36.6%	498	23.8%
Not Sure	2809	24.1%	523	25.0%
Disagree	4574	39.2%	1072	51.2%



79. I think the level of training in this company is high.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5769	49.2%	887	42.0%
Not Sure	1698	14.5%	334	15.8%
Disagree	4251	36.3%	891	42.2%

80. I have real confidence in our company's ability to use our weapons or mission equipment.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6187	53.6%	835	40.2%
Not Sure	2135	18.5%	483	23.3%
Disagree	3211	27.8%	757	36.5%

81. How would you rate your company's ability to perform its mission in war?

	MALE		FEMALE	
	Count	%	Count	%
Poor	2116	18.5%	402	19.5%
Not Sure	2563	22.4%	644	31.3%
Good	6756	59.1%	1014	49.2%

82. How would you describe your fellow soldiers' readiness to fight if and when necessary?

	MALE		FEMALE	
	Count	%	Count	%
Poor	2576	22.2%	563	27.1%
Not Sure	2830	24.4%	628	30.2%
Good	6199	53.4%	886	42.7%

83. How would you rate the condition of your company's equipment (trucks, tools, etc.)?

	MALE		FEMALE	
	Count	%	Count	%
Poor	4647	41.3%	822	41.3%
Not Sure	1518	13.5%	442	22.2%
Good	5091	45.2%	725	36.5%

84. Men should not be restricted from any specialties for which they can qualify.

	MALE		FEMALE	
	Count	%	Count	%
Agree	10449	89.3%	1887	89.7%
Not Sure	675	5.8%	107	5.1%
Disagree	580	5.0%	110	5.2%

85. The fundamental role of the Army is to fight and win the Nation's wars.

	MALE		FEMALE	
	Count	%	Count	%
Agree	9355	79.7%	1492	70.3%
Not Sure	861	7.3%	203	9.6%
Disagree	1529	13.0%	428	20.2%

86. Men have an advantage over women when it comes to having a successful military career.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2388	20.4%	1059	50.1%
Not Sure	2013	17.2%	258	12.2%
Disagree	7290	62.4%	798	37.7%

87. Women should not be restricted from any specialties for which they can qualify.

	MALE		FEMALE	
	Count	%	Count	%
Agree	8117	69.3%	1705	80.6%
Not Sure	861	7.3%	114	5.4%
Disagree	2743	23.4%	296	14.0%

88. The main focus of the Army should be warfighting.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6697	57.1%	707	33.4%
Not Sure	1298	11.1%	248	11.7%
Disagree	3742	31.9%	1161	54.9%

89. Women have an advantage over men when it comes to having a successful military career.

	MALE		FEMALE	
	Count	%	Count	%
Agree	3243	28.0%	196	9.3%
Not Sure	2473	21.4%	221	10.5%
Disagree	5862	50.6%	1694	80.2%

90. Male soldiers in this company "come on" to the female soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2960	32.1%	916	44.3%
Not Sure	2655	28.8%	445	21.5%
Disagree	3608	39.1%	705	34.1%

91. In this company, male soldiers accept female soldiers as equals.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5064	55.5%	866	41.6%
Not Sure	2182	23.9%	420	20.2%
Disagree	1885	20.6%	796	38.2%

92. Sexual relationships between leaders and their subordinates would not be tolerated in this company.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5448	59.7%	1107	53.3%
Not Sure	2177	23.8%	491	23.7%
Disagree	1505	16.5%	477	23.0%

93. Female soldiers in this company get treated better than male soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2595	30.1%	189	9.1%
Not Sure	2078	24.1%	234	11.3%
Disagree	3936	45.7%	1643	79.5%

94. Male and female soldiers in this company work well together in garrison.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6585	76.8%	1554	76.1%
Not Sure	1324	15.4%	291	14.3%
Disagree	663	7.7%	196	9.6%

95. Female soldiers in this company "come on" to the male soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	2349	27.5%	598	29.0%
Not Sure	2861	33.5%	573	27.8%
Disagree	3336	39.0%	888	43.1%

96. Male and female soldiers in this company work well together in the field.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4187	55.4%	1042	58.2%
Not Sure	2375	31.5%	543	30.3%
Disagree	989	13.1%	206	11.5%

97. Female soldiers in this company try as hard as the men.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4364	51.0%	1598	77.4%
Not Sure	1675	19.6%	239	11.6%
Disagree	2515	29.4%	228	11.0%

98. In this company, the female soldiers pull their load.

	MALE		FEMALE	
	Count	%	Count	%
Agree	4259	49.9%	1584	76.9%
Not Sure	1730	20.3%	242	11.8%
Disagree	2545	29.8%	233	11.3%

99. The women in this company are competent soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5274	61.9%	1667	80.6%
Not Sure	1920	22.5%	260	12.6%
Disagree	1330	15.6%	142	6.9%

100. Male soldiers in this company get treated better than female soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	598	7.0%	448	21.8%
Not Sure	1577	18.4%	385	18.7%
Disagree	6373	74.6%	1223	59.5%

101. Male soldiers in this company try as hard as the women.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6402	75.2%	1511	73.3%
Not Sure	1343	15.8%	290	14.1%
Disagree	768	9.0%	260	12.6%

102. In this company, the male soldiers pull their load.

	MALE		FEMALE	
	Count	%	Count	%
Agree	7395	81.4%	1733	83.4%
Not Sure	1082	11.9%	201	9.7%
Disagree	607	6.7%	145	7.0%

103. In this company, female soldiers accept male soldiers as equals.

	MALE		FEMALE	
	Count	%	Count	%
Agree	5293	62.0%	1639	79.4%
Not Sure	2446	28.7%	282	13.7%
Disagree	796	9.3%	142	6.9%

104. The men in this company are competent soldiers.

	MALE		FEMALE	
	Count	%	Count	%
Agree	6877	74.4%	1624	78.3%
Not Sure	1660	18.0%	308	14.9%
Disagree	709	7.7%	142	6.8%

Sexual Experiences Questionnaire

During the past 12 months in this company, have you ever been in a situation where fellow soldiers or supervisors:

105. Told suggestive stories or offensive jokes?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	2490	22.5%	564	26.7%
ONCE OR TWICE	2827	25.5%	495	23.4%
SOMETIMES	3368	30.4%	603	28.5%
OFTEN	1716	15.5%	326	15.4%
ALWAYS	689	6.2%	126	6.0%

106. Made crude and offensive sexual remarks, either publicly (e.g. in your workplace) or to you privately?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	3995	35.9%	875	41.4%
ONCE OR TWICE	2475	22.3%	415	19.6%
SOMETIMES	2702	24.3%	484	22.9%
OFTEN	1403	12.6%	260	12.3%
ALWAYS	538	4.8%	82	3.9%

107. Treated you "differently" because of your sex (e.g. mistreated or ignored you)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	8602	78.3%	1038	49.1%
ONCE OR TWICE	975	8.9%	390	18.4%
SOMETIMES	875	8.0%	369	17.4%
OFTEN	386	3.5%	239	11.3%
ALWAYS	145	1.3%	79	3.7%

108. Displayed, used or distributed sexist or suggestive materials (e.g. pictures, stories, or pornography)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	6519	58.8%	1476	69.9%
ONCE OR TWICE	1790	16.2%	293	13.9%
SOMETIMES	1580	14.3%	211	10.0%
OFTEN	818	7.4%	97	4.6%
ALWAYS	372	3.4%	36	1.7%

109. Made sexist remarks?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	4460	40.3%	774	36.6%
ONCE OR TWICE	2814	25.4%	541	25.6%
SOMETIMES	2325	21.0%	472	22.3%
OFTEN	1037	9.4%	243	11.5%
ALWAYS	440	4.0%	84	4.0%

110. "Put you down" or was condescending to you because of your sex?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	9314	84.6%	1242	58.8%
ONCE OR TWICE	761	6.9%	391	18.5%
SOMETIMES	578	5.2%	274	13.0%
OFTEN	265	2.4%	153	7.2%
ALWAYS	96	.9%	54	2.6%

111. Made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g. tried to discuss or comment on your sex life)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	7970	72.0%	1351	63.9%
ONCE OR TWICE	1447	13.1%	339	16.0%
SOMETIMES	986	8.9%	256	12.1%
OFTEN	492	4.4%	126	6.0%
ALWAYS	175	1.6%	43	2.0%

112. Touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulders)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10377	88.6%	1639	77.1%
ONCE OR TWICE	651	5.6%	267	12.6%
SOMETIMES	414	3.5%	146	6.9%
OFTEN	181	1.5%	54	2.5%
ALWAYS	94	.8%	21	1.0%

113. Gave you unwanted sexual attention?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10698	91.2%	1588	74.6%
ONCE OR TWICE	457	3.9%	293	13.8%
SOMETIMES	345	2.9%	149	7.0%
OFTEN	154	1.3%	72	3.4%
ALWAYS	75	.6%	27	1.3%

114. Attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10791	92.0%	1639	77.0%
ONCE OR TWICE	414	3.5%	275	12.9%
SOMETIMES	287	2.4%	123	5.8%
OFTEN	157	1.3%	66	3.1%
ALWAYS	78	.7%	25	1.2%

115. Made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10842	92.5%	1797	84.5%
ONCE OR TWICE	370	3.2%	187	8.8%
SOMETIMES	274	2.3%	85	4.0%
OFTEN	159	1.4%	44	2.1%
ALWAYS	76	.6%	14	.7%



116. Continued to ask you for dates, drinks, dinner, etc., even though you already said no?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10866	92.6%	1646	77.3%
ONCE OR TWICE	345	2.9%	241	11.3%
SOMETIMES	293	2.5%	138	6.5%
OFTEN	153	1.3%	69	3.2%
ALWAYS	72	.6%	34	1.6%

117. Made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11020	94.0%	1905	89.6%
ONCE OR TWICE	243	2.1%	108	5.1%
SOMETIMES	243	2.1%	61	2.9%
OFTEN	149	1.3%	42	2.0%
ALWAYS	70	.6%	11	.5%

118. Made you feel you were being subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11027	94.1%	1934	90.8%
ONCE OR TWICE	221	1.9%	85	4.0%
SOMETIMES	256	2.2%	67	3.1%
OFTEN	139	1.2%	30	1.4%
ALWAYS	70	.6%	13	.6%

119. Made unwanted attempts to have sex with you that resulted in you pleading, crying, or physically struggling?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11089	94.6%	1985	93.4%
ONCE OR TWICE	194	1.7%	62	2.9%
SOMETIMES	235	2.0%	47	2.2%
OFTEN	125	1.1%	22	1.0%
ALWAYS	74	.6%	10	.5%

120. Whistled, called, or hooted at you in a sexual way?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10468	89.3%	1540	72.5%
ONCE OR TWICE	601	5.1%	303	14.3%
SOMETIMES	386	3.3%	161	7.6%
OFTEN	176	1.5%	83	3.9%
ALWAYS	94	.8%	37	1.7%

121. Made gestures or used body language of a sexual nature which embarrassed or offended you?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10664	91.0%	1608	75.6%
ONCE OR TWICE	496	4.2%	275	12.9%
SOMETIMES	323	2.8%	150	7.1%
OFTEN	158	1.3%	64	3.0%
ALWAYS	81	.7%	30	1.4%

122. Stared, leered, or ogled you in a way that made you uncomfortable?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10674	91.1%	1479	69.6%
ONCE OR TWICE	505	4.3%	348	16.4%
SOMETIMES	294	2.5%	178	8.4%
OFTEN	163	1.4%	89	4.2%
ALWAYS	84	.7%	32	1.5%

123. Exposed themselves physically (for example "moon" you) in a way that embarrassed you or made you feel uncomfortable?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10924	93.2%	1978	92.8%
ONCE OR TWICE	313	2.7%	82	3.8%
SOMETIMES	255	2.2%	36	1.7%
OFTEN	142	1.2%	26	1.2%
ALWAYS	83	.7%	9	.4%

124. Had sex with you without your consent or against your will?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11187	95.4%	2041	96.0%
ONCE OR TWICE	165	1.4%	34	1.6%
SOMETIMES	176	1.5%	27	1.3%
OFTEN	129	1.1%	15	.7%
ALWAYS	70	.6%	10	.5%

125. Implied faster promotions or better treatment if you were sexually cooperative?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11164	95.3%	2010	94.4%
ONCE OR TWICE	179	1.5%	55	2.6%
SOMETIMES	190	1.6%	36	1.7%
OFTEN	113	1.0%	16	.8%
ALWAYS	64	.5%	12	.6%

126. Made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11133	95.0%	1987	93.4%
ONCE OR TWICE	200	1.7%	59	2.8%
SOMETIMES	196	1.7%	42	2.0%
OFTEN	119	1.0%	24	1.1%
ALWAYS	69	.6%	15	.7%

127. Made you feel you'd be treated poorly if you didn't cooperate sexually?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11224	95.8%	1999	93.9%
ONCE OR TWICE	161	1.4%	51	2.4%
SOMETIMES	166	1.4%	47	2.2%
OFTEN	113	1.0%	16	.8%
ALWAYS	53	.5%	16	.8%

128. Treated you badly for refusing to have sex?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	11222	95.8%	1976	92.9%
ONCE OR TWICE	145	1.2%	71	3.3%
SOMETIMES	178	1.5%	39	1.8%
OFTEN	112	1.0%	25	1.2%
ALWAYS	57	.5%	16	.8%

129. Sexually harassed you?

	MALE		FEMALE	
	Count	%	Count	%
NEVER	10894	93.0%	1642	77.6%
ONCE OR TWICE	469	4.0%	243	11.5%
SOMETIMES	186	1.6%	129	6.1%
OFTEN	94	.8%	70	3.3%
ALWAYS	67	.6%	33	1.6%

130. In the past year, did you file a FORMAL complaint of sexual harassment against someone IN your company?

	MALE		FEMALE	
	Count	%	Count	%
YES	281	2.5%	93	4.5%
NO	11186	97.5%	1990	95.5%

131. If yes, were you satisfied with the system's process to resolve your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	119	17.4%	18	14.6%
SATISFIED	209	30.5%	27	22.0%
NOT SURE	229	33.4%	27	22.0%
DISSATISFIED	67	9.8%	27	22.0%
VERY DISSATISFIED	61	8.9%	24	19.5%

132. Were you satisfied with the result of your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	102	13.5%	16	11.3%
SATISFIED	299	39.5%	54	38.3%
NOT SURE	236	31.2%	26	18.4%
DISSATISFIED	68	9.0%	21	14.9%
VERY DISSATISFIED	52	6.9%	24	17.0%

133. In the past year, did you file a FORMAL complaint of sexual harassment against someone OUTSIDE your company?

	MALE		FEMALE	
	Count	%	Count	%
YES	149	1.4%	69	3.6%
NO	10339	98.6%	1859	96.4%

134. If yes, were you satisfied with the system's process to resolve your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	91	14.1%	17	15.5%
SATISFIED	234	36.2%	35	31.8%
NOT SURE	213	32.9%	21	19.1%
DISSATISFIED	65	10.0%	14	12.7%
VERY DISSATISFIED	44	6.8%	23	20.9%

135. Were you satisfied with the results of your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	95	.8%	23	1.1%
SATISFIED	256	2.2%	50	2.4%
NOT SURE	203	1.8%	23	1.1%
DISSATISFIED	59	.5%	12	.6%
VERY DISSATISFIED	55	.5%	22	1.1%
NOT APPLICABLE	10723	94.1%	1942	93.7%

136. In the past year, did you take care of a personal experience of sexual harassment INFORMALLY IN your company without going through the system?

	MALE		FEMALE	
	Count	%	Count	%
YES	468	4.2%	364	18.2%
NO	10547	95.8%	1638	81.8%

137. If yes, were you satisfied with this INFORMAL process to resolve your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	213	1.9%	98	4.7%
SATISFIED	319	2.8%	159	7.7%
NOT SURE	200	1.8%	56	2.7%
DISSATISFIED	74	.7%	53	2.6%
VERY DISSATISFIED	56	.5%	37	1.8%
NOT APPLICABLE	10517	92.4%	1670	80.6%

138. Were you satisfied with the results of dealing with the experience INFORMALLY?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	196	1.7%	100	4.8%
SATISFIED	387	3.4%	157	7.6%
NOT SURE	220	1.9%	67	3.2%
DISSATISFIED	91	.8%	56	2.7%
VERY DISSATISFIED	50	.4%	38	1.8%
NOT APPLICABLE	10424	91.7%	1653	79.8%

139. In the past year, did you take care of a personal experience of sexual harassment INFORMALLY OUTSIDE your company without going through the system?

	MALE		FEMALE	
	Count	%	Count	%
YES	260	2.4%	202	10.4%
NO	10374	97.6%	1742	89.6%

140. If yes, were you satisfied with this INFORMAL process to take care of your complaint?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	159	1.4%	82	4.0%
SATISFIED	233	2.0%	96	4.6%
NOT SURE	214	1.9%	44	2.1%
DISSATISFIED	62	.5%	27	1.3%
VERY DISSATISFIED	51	.4%	17	.8%
NOT APPLICABLE	10674	93.7%	1801	87.1%

141. Were you satisfied with the results of dealing with the experience INFORMALLY?

	MALE		FEMALE	
	Count	%	Count	%
VERY SATISFIED	166	1.5%	72	3.5%
SATISFIED	192	1.7%	103	5.0%
NOT SURE	216	1.9%	46	2.2%
DISSATISFIED	76	.7%	25	1.2%
VERY DISSATISFIED	58	.5%	21	1.0%
NOT APPLICABLE	10690	93.8%	1794	87.0%

142. In the past 12 months, how many hours of sexual harassment prevention training have you had?

	MALE		FEMALE	
	Count	%	Count	%
ZERO HOURS	1117	9.6%	191	9.1%
UP TO 1/2 HOUR	469	4.0%	92	4.4%
UP TO 1 HOUR	1351	11.6%	249	11.9%
UP TO 2 HOURS	2271	19.5%	431	20.6%
UP TO 3 HOURS	1806	15.5%	310	14.8%
MORE THAN 3 HOURS	4620	39.7%	824	39.3%

143. In the past 12 months, how many hours of equal opportunity training have you had?

	MALE		FEMALE	
	Count	%	Count	%
ZERO HOURS	995	8.6%	248	11.8%
UP TO 1/2 HOUR	517	4.4%	94	4.5%
UP TO 1 HOUR	1612	13.9%	308	14.7%
UP TO 2 HOURS	2522	21.7%	445	21.2%
UP TO 3 HOURS	1847	15.9%	317	15.1%
MORE THAN 3 HOURS	4133	35.5%	683	32.6%

144. When you go to the field, how many days do you usually spend away overnight?

	MALE		FEMALE	
	Count	%	Count	%
NO DAYS	2185	19.0%	678	33.0%
1-4 DAYS	3165	27.5%	565	27.5%
5-8 DAYS	2362	20.5%	370	18.0%
9-12 DAYS	1406	12.2%	200	9.7%
13-16 DAYS	792	6.9%	96	4.7%
17 OR MORE DAYS	1596	13.9%	147	7.1%

145. How long have you been in your present company?

	MALE		FEMALE	
	Count	%	Count	%
LESS THAN 1 YEAR	4579	40.5%	965	47.7%
1-2 YEARS	3755	33.2%	669	33.0%
2-3 YEARS	2024	17.9%	290	14.3%
MORE THAN 3 YEARS	945	8.4%	101	5.0%



Annex B  
SRP Army Wide Survey Form B

# COMMAND AND SOLDIER CLIMATE ASSESSMENT SURVEY - B

The Army is conducting a survey on the human relations environment in the Army. The purposes of the study is to develop information that will be used to make recommendations to the Secretary of the Army regarding ways to improve the Army's climate of respect for all soldiers. This questionnaire asks soldiers about their perceptions of unit climate including relationships between leaders and subordinates and relationships among peers. The questionnaire also asks about your perceptions of mission readiness and gender integration. There are no right or wrong answers. We are interested in your opinions and perceptions. The survey is anonymous and voluntary.

Please use a #2 pencil and fill in the bubble which corresponds to your answers.  
Please be sure to fill in the center of the bubble clearly.

<input type="radio"/> RIGHT	<input type="radio"/> WRONG	<input type="radio"/> WRONG
-----------------------------	-----------------------------	-----------------------------

- A. **Current Rank**
- B. **MOS or Specialty (Example, 71L or 42A)**
- C. **Gender**  
A. Male  
B. Female
- D. **Which of the following best describes your duty position?**  
A. Nonsupervisory position  
B. Division Chief  
C. Directorate Head
- E. **Current Age**
- F. **How many hours do you usually work in a day?**
- G. **Number of MEN in your ORGANIZATION you work with on a daily basis**
- H. **Number of WOMEN in your ORGANIZATION you work with on a daily basis**
- I. **Marital Status**  
A. Single  
B. Married  
C. Divorced  
D. Separated  
E. Widow/Widower
- J. **How long have you been in your current organization?**  
A. Less than one year  
B. One year to three years  
C. Four years to six years  
D. Greater than seven years
- K. **What is the sex of your first line supervisor?**  
A. Male  
B. Female
- L. **Sequence Number:**

Please turn your answer form over. Begin with number 1. There are more bubbles in this section than answers. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A").



**1. Ethnic Group**

- |                                    |                 |                     |
|------------------------------------|-----------------|---------------------|
| A. White (Non-Hispanic)            | C. Hispanic     | F. Native American  |
| B. African-American (Non Hispanic) | D. Asian        | G. Pacific Islander |
|                                    | E. Multi-Racial |                     |

**2. Highest Level of Education**

- |                         |                     |                      |
|-------------------------|---------------------|----------------------|
| A. Some high school     | D. Some College     | F. Graduate training |
| B. High school graduate | E. College Graduate | G. Graduate degree   |
| C. GED                  |                     |                      |

The following questions are about the people in your organization. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A").

Please answer the questions using the following scale:

<b>A. Not At All</b>	<b>B. Slight Extent</b>	<b>C. Moderate Extent</b>	<b>D. Great Extent</b>	<b>E. Very Great Extent</b>	<b>F. Not Applicable</b>
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To what extent do the people in your organization:

3. say insulting things to each other?
4. like to get things done?
5. say degrading things about women?
6. say degrading things about men?
7. work hard to achieve their goals?
8. enjoy a challenge?
9. have high expectations of themselves?
10. gossip behind one another's backs?
11. do what is right?
12. respect one another?
13. treat others as they themselves would like to be treated?

Please rate each statement below using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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14. People in this organization are expected to comply with the law and professional standards over and above other considerations.
15. The people in this organization are respectful towards women.
16. People in this organization strictly obey the organizational policies.
17. People in this organization do not have enough time to spend with friends and family.
18. People in this organization do not tolerate sexual harassment.
19. People in this organization feel that there are no moral restrictions on their behavior.
20. People in this organization do not have enough time for relaxation and entertainment.
21. People in this organization are able to take on tough problems without getting flustered.
22. Each person in this organization decides for himself/herself what is right and wrong.
23. There are people in this organization that would lend me money in an emergency.
24. In this organization, people look out for each other's good.
25. In this organization, people are expected to follow their own personal and moral beliefs.
26. In this organization, people protect their own interests above all else.
27. There is a lot of teamwork and cooperation among people in this organization.
28. There is a lot of lying and deceit among people in this organization.
29. The people in this organization are respectful towards men.
30. There are people in this organization that I would consider my friends.
31. There are people in this organization that I can go to for help when I have a personal problem.
32. My closest relationships are with my peers in this organization.
33. I have peers in this organization that I choose to spend my time with in my non-duty hours.

The following statements are about the leaders in your organization. Please rate each statement using the following scale:

<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Not Sure</b>	<b>D. Disagree</b>	<b>E. Strongly Disagree</b>	<b>F. Not Applicable</b>
--------------------------	-----------------	--------------------	--------------------	-----------------------------	--------------------------

34. The leaders in this organization set high standards for people in terms of good behavior and discipline.
35. The leaders in this organization encourage people to be all they can be.
36. The leaders in this organization are more interested in looking good than in being good.
37. The leaders in this organization are self-centered.
38. The leaders in this organization are bossy.
39. The leaders in this organization are able to take on tough problems without getting flustered.
40. I am impressed with the quality of leadership in this organization.
41. My chain of command works well.
42. I would go for help with a personal problem to people in the organization chain of command.
43. The leaders in this organization push people very hard to get things done without regard for people's needs.
44. The leaders in the organization enforce the standards they set for good behavior.
45. The leaders in this organization are not concerned with the way people treat each other as long as the job gets done.
46. The leaders in this organization can take charge of things.
47. The leaders in this organization set good examples for people by behaving the way they expect people to behave.
48. The leaders in this organization are able to make tough decisions.
49. The leaders in this organization just look out for themselves.
50. The leaders in this organization are more interested in furthering their careers than in the well-being of their people.
51. My leaders are interested in my personal welfare.
52. Leaders most always get willing and whole-hearted cooperation from the people in this organization.
53. My leaders are interested in what I think and how I feel about things.

The following statements are about your organization. Please rate each statement using the scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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54. This organization treats peoples' spouses with respect.
55. Families are important in this organization.
56. This organization values people who can take charge of things.
57. There is no room for one's own personal morals or ethics in this organization.
58. The most important concern in this organization is each person's own sense of right and wrong.
59. Successful people in this organization go by the book.
60. Everyone in this organization is expected to stick by organizational rules and procedures.
61. In this organization, people are guided by their own personal ethics.
62. In this organization, the first consideration is whether a decision violates the law.
63. In this organization, people are mostly out for themselves.
64. Regarding moral beliefs in this organization, there is a sense that "anything goes."
65. The most important concern in this organization is the good of all the people in the organization as a whole.
66. The major concern in this organization is always what is best for the other person.
67. The organization values people who are able to make tough decisions.
68. There are high levels of sexual harassment in this organization.
69. There are high levels of racial or ethnic discrimination in this organization.
70. If we were at war tomorrow, I would feel good about working in this organization.
71. I think the level of training in this organization is high.

The following statements concern your opinion. Please rate each statement using the following scale:

<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Not Sure</b>	<b>D. Disagree</b>	<b>E. Strongly Disagree</b>	<b>F. Not Applicable</b>
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72. Men should not be restricted from any specialties for which they can qualify.
73. The fundamental role of the Army is to fight and win the Nation's wars.
74. Men have an advantage over women when it comes to having a successful military career.
75. Women should not be restricted from any specialties for which they can qualify.
76. The main focus of the Army should be warfighting.
77. Women have an advantage over men when it comes to having a successful military career.

Please use the following scale:

<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Not Sure</b>	<b>D. Disagree</b>	<b>E. Strongly Disagree</b>	<b>F. Not Applicable</b>
--------------------------	-----------------	--------------------	--------------------	-----------------------------	--------------------------

78. Men in this organization "come on" to the women.
79. In this organization, men accept women as equals.
80. Sexual relationships between leaders and their subordinates would not be tolerated in this organization.
81. Women in this organization get treated better than men.
82. Men and women in this organization work well together.
83. Women in this organization "come on" to the men.
84. Women in this organization try as hard as the men.
85. In this organization, the women soldiers pull their load.
86. The women in this organization are competent.
87. Men in this organization get treated better than women.
88. Men in this organization try as hard as the women.
89. In this organization, the men pull their load.
90. In this organization, women accept men as equals.
91. The men in this organization are competent.

Please answer the following questions using the scale:

<b>A. Never</b>	<b>B. Once or Twice</b>	<b>C. Sometimes</b>	<b>D. Often</b>	<b>E. Always</b>
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During the past 12 months in this organization, have you ever been in a situation where fellow coworkers or supervisors:

92. told suggestive stories or offensive jokes?
93. made crude and offensive sexual remarks, either publicly (e.g., in your workplace) or to you privately?
94. treated you "differently" because of your sex (e.g., mistreated or ignored you)?
95. displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories or pornography)?
96. made sexist remarks?
97. "put you down" or was condescending to you because of your sex?
98. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g. tried to discuss or comment on your sex life)?
99. touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulders)?
100. gave you unwanted sexual attention?
101. attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?
102. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?
103. continued to ask you for dates, drinks, dinner, etc., even though you already said no?
104. made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
105. made you feel you were being subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?
106. made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?
107. whistled, called or hooted at you in a sexual way?
108. made gestures or used body language of a sexual nature which embarrassed or offended you?
109. stared, leered or ogled you in a way that made you uncomfortable?
110. exposed themselves physically (for example "moon" you) in a way that embarrassed you or made you feel uncomfortable?
111. had sex with you without your consent or against your will?
112. implied faster promotions or better treatment if you were sexually cooperative?



Please continue to answer the following questions using the scale.  
 During the past 12 months in this organization, have you ever been in a situation where fellow coworkers or supervisors:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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- 113. made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?
- 114. made you feel you'd be treated poorly if you didn't cooperate sexually?
- 115. treated you badly for refusing to have sex?
- 116. sexually harassed you?

### Handling Complaints:

- 117. In the past year, did you file a **FORMAL** complaint of sexual harassment against someone **IN** your organization?  
 A. Yes B. No
- 118. If yes, were you satisfied with the system's process to resolve your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 119. Were you satisfied with the result of your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 120. In the past year, did you file a **FORMAL** complaint of sexual harassment against someone **OUTSIDE** your organization?  
 A. Yes B. No
- 121. If yes, were you satisfied with the system's process to resolve your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 122. Were you satisfied with the results of your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable

123. In the past year, did you take care of a personal experience of sexual harassment **INFORMALLY** IN your organization without going through the system?  
 A. Yes B. No
124. If yes, were you satisfied with this **INFORMAL** process to resolve your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
125. Were you satisfied with the results of dealing with the experience **INFORMALLY**?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
126. In the past year, did you take care of a personal experience of sexual harassment **INFORMALLY OUTSIDE** your organization without going through the system?  
 A. Yes B. No
127. If yes, were you satisfied with this **INFORMAL** process to take care of your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
128. Were you satisfied with the results of dealing with the experience **INFORMALLY**?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
129. In the past 12 months, how many hours of sexual harassment prevention training have you had?  
 A. zero hours D. up to 2 hours  
 B. up to 1/2 hour E. up to 3 hours  
 C. up to 1 hour F. more than 3 hours
130. In the past 12 months, how many hours of equal opportunity training have you had?  
 A. zero hours D. up to 2 hours  
 B. up to 1/2 hour E. up to 3 hours  
 C. up to 1 hour F. more than 3 hours
131. When you go to the field, how many days do you usually spend away overnight?  
 A. 0 B. 1-4 C. 5-8 D. 9-12 E. 13-16 F. 17 or more
132. How long have you been in your present organization?  
 A. less than 1 year B. 1-2 years C. 2-3 years D. more than 3 years
133. Version  
 A. Team 1 B. Team 2 C. Team 3

*Any comments you make on this survey will be kept confidential and no follow-up action will be taken in response to any specifics reported. If you want to report a complaint, contact your local Inspector General for more information.*

Annex C  
SRP Army Wide Survey Form S

# COMMAND AND SOLDIER CLIMATE ASSESSMENT SURVEY - S

The Army is conducting a survey on the human relations environment in the Army. The purpose of the study is to develop information that will be used to make recommendations to the Secretary of the Army regarding ways to improve the Army's climate of respect for all soldiers. This questionnaire asks students about their perceptions of the Army and your school climate. There are no right or wrong answers. We are interested in your opinions and perceptions. The survey is anonymous and voluntary.

Please use a #2 pencil and fill in the bubble which corresponds to your answers.  
Please be sure to fill in the center of the bubble clearly.

<input type="radio"/> RIGHT	<input type="radio"/> WRONG	<input type="radio"/> WRONG
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- A. **Current Rank**
- B. **MOS or Specialty (Example, 71L or 42A)**
- C. **Gender**  
A. Male  
B. Female
- D. **Which of the following best describes your position?**  
A. Student  
B. Faculty  
C. Other
- E. **Current Age**
- F. **Number of MEN you work with on a daily basis**
- G. **Number of WOMEN you work with on a daily basis**
- H. **Marital Status**  
A. Single  
B. Married  
C. Divorced  
D. Separated  
E. Widow/Widower
- I. **Sequence Number:**

Please turn your answer form over. Begin with number 1. There are more bubbles in this section than answers. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A").



**1. Ethnic Group**

- A. White (Non-Hispanic)
- B. African-American (Non Hispanic)
- C. Hispanic
- D. Asian
- E. Multi-Racial
- F. Native American
- G. Pacific Islander

**2. Highest Level of Education**

- A. Some high school
- B. High school graduate
- C. GED
- D. Some College
- E. College Graduate
- F. Graduate training
- G. Graduate degree

The following questions are about the students in your class. Fill in your answer according to the matching bubble (if your answer is A, fill in the bubble marked "A"). Please answer the questions using the following scale:

<b>A. Very Great Extent</b>	<b>B. Great Extent</b>	<b>C. Moderate Extent</b>	<b>D. Slight Extent</b>	<b>E. Not At All</b>	<b>F. Not Applicable</b>
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To what extent do the students in your class:

3. say insulting things to each other?
4. like to get things done?
5. say degrading things about women?
6. say degrading things about men?
7. work hard to achieve their goals?
8. enjoy a challenge?
9. have high expectations of themselves?
10. gossip behind one another's backs?
11. do what is right?
12. respect one another?
13. treat others as they themselves would like to be treated?

Please rate each statement below using the following scale:

<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Not Sure</b>	<b>D. Disagree</b>	<b>E. Strongly Disagree</b>	<b>F. Not Applicable</b>
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14. Students in this class are expected to comply with the law and professional standards over and above other considerations.
15. The students in this class are respectful towards women.
16. Students in this class strictly obey the school policies.
17. Students in this class do not tolerate sexual harassment.
18. Students in this class feel that there are no moral restrictions on their behavior.
19. Each soldier in this class decides for himself/herself what is right and wrong.
20. In this class, people look out for each other's good.
21. In this class, students are expected to follow their own personal and moral beliefs.
22. In this class, people protect their own interests above all else.
23. The students in this class are respectful towards men.
24. There are students in this class that I would consider my friends.
25. There are students in this class that I can go to for help when I have a personal problem.
26. My closest relationships are with my peers in this class.
27. I have peers in this class that I choose to spend my time with in my non-duty hours.

The following statements are about the faculty in your school. Please rate each statement using the following scale:

<b>A. Strongly Agree</b>	<b>B. Agree</b>	<b>C. Not Sure</b>	<b>D. Disagree</b>	<b>E. Strongly Disagree</b>	<b>F. Not Applicable</b>
--------------------------	-----------------	--------------------	--------------------	-----------------------------	--------------------------

28. The faculty in this school sets high standards for students in terms of good behavior and discipline.
29. The faculty in this school is more interested in looking good than in being good.
30. The faculty in this school is self-centered.
31. The faculty in this school is bossy.
32. The faculty in this school is able to take on tough problems without getting flustered.
33. I would go for help with a personal problem to people in the school chain of command.
34. The faculty in this school push students very hard to get things done without regard for the students' needs.
35. The faculty in the school enforce the standards they set for good behavior.
36. The faculty in this school is not concerned with the way students treat each other as long as the job gets done.
37. The faculty in this school set good examples for students by behaving the way they expect students to behave.
38. The faculty in this school is able to make tough decisions.
39. The faculty in this school just look out for themselves.
40. The faculty in this school is more interested in furthering their careers than in the well-being of their students.
41. The faculty is interested in my personal welfare.
42. The faculty is interested in what I think and how I feel about things.

The following statements are about your class. Please rate each statement using the scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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43. In this class, students' spouses are treated with respect.
44. Cheating on one's spouse is looked upon with disapproval in this class.
45. Families are important in this class.
46. There is no room for one's own personal morals or ethics in this class.
47. The most important concern in this class is each soldier's own sense of right and wrong.
48. Successful people in this class go by the book.
49. Everyone in this class is expected to stick by class rules and procedures.
50. In this class, students are guided by their own personal ethics.
51. In this class, the first consideration is whether a decision violates the law.
52. In this class, people are mostly out for themselves.
53. The most important concern in this class is the good of all the people in the class as a whole.
54. The major concern in this class is always what is best for the other person.
55. There are high levels of sexual harassment in this class.
56. There are high levels of racial or ethnic discrimination in this class.

The following statements concern your opinion. Please rate each statement using the following scale:

A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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57. Men should not be restricted from any specialties for which they can qualify.
58. The fundamental role of the Army is to fight and win the Nation's wars.
59. Men have an advantage over women when it comes to having a successful military career.
60. Women should not be restricted from any specialties for which they can qualify.
61. The main focus of the Army should be warfighting.
62. Women have an advantage over men when it comes to having a successful military career.
63. Men in this class "come on" to the women students.
64. In this class, male students accept female students as equals.
65. Female students in this class get treated better than male students.



A. Strongly Agree	B. Agree	C. Not Sure	D. Disagree	E. Strongly Disagree	F. Not Applicable
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66. Sexual relationships between faculty and students would not be tolerated in this class.
67. Female students in this class “come on” to the male students.
68. Female students in this class try as hard as the men.
69. In this class, the female students pull their load.
70. Male students in this class get treated better than female students.
71. Male students in this class try as hard as the women.
72. In this class, the male students pull their load.
73. In this class, female students accept male students as equals.
74. Sexually explicit material in the *work* environment is tolerated.
75. Sexually explicit material in the *social* environment is tolerated.
76. As a result of attending this school, relationships between men and women are:  
A. Much better B. Somewhat better C. The same D. Somewhat worse E. Much worse
77. In this class, the degree of respect and dignity towards *women* during OFF DUTY time is:  
A. Much better than ON DUTY  
B. Somewhat better than ON DUTY  
C. The same as ON DUTY  
D. Somewhat worse than ON DUTY  
E. Much worse than ON DUTY
78. In this class, the degree of respect and dignity towards *men* during OFF DUTY time is:  
A. Much better than ON DUTY  
B. Somewhat better than ON DUTY  
C. The same as ON DUTY  
D. Somewhat worse than ON DUTY  
E. Much worse than ON DUTY
79. At this school, the degree of respect and dignity towards *women* is:  
A. Much better than the Army as a whole  
B. Somewhat better than the Army as a whole  
C. The same as the Army as a whole  
D. Somewhat worse than the Army as a whole  
E. Much worse than the Army as a whole
80. At this school, the degree of respect and dignity towards *men* is:  
A. Much better than the Army as a whole  
B. Somewhat better than the Army as a whole  
C. The same as the Army as a whole  
D. Somewhat worse than the Army as a whole  
E. Much worse than the Army as a whole

Please answer the following questions using the scale:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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During your time as a student in this school, have you ever been in a situation where fellow students or faculty:

81. told suggestive stories or offensive jokes?
82. made crude and offensive sexual remarks, either publicly (e.g., in your workplace) or to you privately?
83. treated you "differently" because of your sex (e.g., mistreated or ignored you)?
84. displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories or pornography)?
85. made sexist remarks?
86. "put you down" or was condescending to you because of your sex?
87. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?
88. touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm, put an arm around your shoulders)?
89. gave you unwanted sexual attention?
90. attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?
91. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?
92. continued to ask you for dates, drinks, dinner, etc., even though you already said no?
93. made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
94. made you feel you were being subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming evaluation, review, etc.)?
95. made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?
96. whistled, called or hooted at you in a sexual way?
97. made gestures or used body language of a sexual nature which embarrassed or offended you?
98. stared, leered or ogled you in a way that made you uncomfortable?
99. exposed themselves physically (for example "mooned" you) in a way that embarrassed you or made you feel uncomfortable?
100. had sex with you without your consent or against your will?
101. implied faster promotions or better treatment if you were sexually cooperative?

Please continue to answer the following questions using the scale.  
 During your time as a student in this school, have you ever been in a situation where fellow students or faculty:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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- 102. made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?
- 103. made you feel you'd be treated poorly if you didn't cooperate sexually?
- 104. treated you badly for refusing to have sex?
- 105. sexually harassed you?

### Handling Complaints:

- 106. During your time in this school, did you file a FORMAL complaint of sexual harassment against someone IN your class?  
 A. Yes B. No
  
- 107. If yes, were you satisfied with the system's process to resolve your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
  
- 108. Were you satisfied with the result of your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
  
- 109. During your time in this school, did you file a FORMAL complaint of sexual harassment against someone OUTSIDE your class?  
 A. Yes B. No
  
- 110. If yes, were you satisfied with the system's process to resolve your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
  
- 111. Were you satisfied with the results of your complaint?  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable

- 112. During your time in this school, did you take care of a personal experience of sexual harassment INFORMALLY IN your class without going through the system?**  
 A. Yes B. No
- 113. If yes, were you satisfied with this INFORMAL process to resolve your complaint?**  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 114. Were you satisfied with the results of dealing with the experience INFORMALLY?**  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 115. During your time in this school, did you take care of a personal experience of sexual harassment INFORMALLY OUTSIDE your class without going through the system?**  
 A. Yes B. No
- 116. If yes, were you satisfied with this INFORMAL process to take care of your complaint?**  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 117. Were you satisfied with the results of dealing with the experience INFORMALLY?**  
 A. Very Satisfied C. Not Sure E. Very Dissatisfied  
 B. Satisfied D. Dissatisfied F. Not Applicable
- 118. In the past 12 months, how many hours of sexual harassment prevention training have you had?**  
 A. zero hours D. up to 2 hours  
 B. up to 1/2 hour E. up to 3 hours  
 C. up to 1 hour F. more than 3 hours
- 119. In the past 12 months, how many hours of equal opportunity training have you had?**  
 A. zero hours D. up to 2 hours  
 B. up to 1/2 hour E. up to 3 hours  
 C. up to 1 hour F. more than 3 hours
- 120. How long have you been with your present class?**  
 A. 0 - 2 months D. 7 - 8 months  
 B. 3 - 4 months E. 9 - 10 months  
 C. 5 - 6 months F. 11 or more months
- 121. Version**  
 A. Team 1 B. Team 2 C. Team 3

*Any comments you make on this survey will be kept confidential and no follow-up action will be taken in response to any specifics reported. If you want to report a complaint, contact your local Inspector General for more information.*

Annex D  
Trainee Survey

## TRAINEE SURVEY

The Army is conducting a survey on the human relations environment in the Army. The purpose of the study is to gather information that will be used to make recommendations to the Secretary of the Army regarding ways to improve the Army's climate of respect for all soldiers. There are no right or wrong answers--we are interested in your opinions and perceptions. The survey is anonymous and you cannot be identified with your answers.

***Please use a #2 pencil and fill in the bubble which corresponds to your answers. Please be sure to fill in the center of the bubble clearly.***

- A. Indicate your current rank.
- B. Indicate your MOS or Specialty (Example, 71L or 42A)
- C. Leave blank
- D. Leave blank
- E. What is your age?

## TRAINEE SURVEY

1. So far, how does Army life compare to your expectations?
  - A. Much better than I expected
  - B. Somewhat better than I expected
  - C. About the same as I expected
  - D. Somewhat worse than I expected
  - E. much worse than I expected
  
2. How satisfied are you with your choice to enlist in the Army?
  - A. Very satisfied
  - B. Satisfied
  - C. Neither satisfied nor dissatisfied
  - D. Dissatisfied
  - E. Very dissatisfied
  
3. Which one of the following best describes your current Army career intentions?
  - A. Probably stay in until retirement
  - B. Definitely stay in until retirement
  - C. Probably stay in beyond my present obligation but not until retirement
  - D. Definitely stay in beyond my present obligation but not until retirement
  - E. Probably leave upon completion of my present obligation
  - F. Definitely leave upon completion of my present obligation
  
4. How has your commitment to an Army career changed since you joined the Army?
  - A. Much greater now
  - B. Somewhat greater now
  - C. About the same as it was when I joined the Army
  - D. Somewhat less now
  - E. Much less now
  
5. Overall, how would you rate the training you are currently receiving?
  - A. Excellent
  - B. Above average
  - C. Average
  - D. Fair
  - E. Poor

## YOUR TRAINING EXPERIENCES

*The next several questions ask your opinions about how male and female soldiers are performing during your current training. IF YOU ARE NOT TRAINING WITH MALES AND FEMALES, GO TO QUESTION 13 ON PAGE 4.*

6. Do you think that male and female soldiers are expected to achieve to the same standards (excluding PT requirements) during training?
  - A. Male soldiers are expected to achieve much more.
  - B. Male soldiers are expected to achieve slightly more.
  - C. Both males and females are expected to achieve to the same degree.
  - D. Female soldiers are expected to achieve slightly more.
  - E. Female soldiers are expected to achieve much more.
  
7. Do you think that male and female soldiers worked as hard in performing their assigned tasks during training?
  - A. Male soldiers worked much harder.
  - B. Male soldiers worked slightly harder.
  - C. Both males and females worked equally hard.
  - D. Female soldiers worked slightly harder.
  - E. Female soldiers worked much harder.
  
8. Do you think that male and female soldiers performed equally as well in their assigned tasks?
  - A. Male soldiers nearly always performed their assigned tasks better.
  - B. Male soldiers usually performed their assigned tasks better.
  - C. Male and female soldiers performed their assigned tasks equally well.
  - D. Female soldiers usually performed their assigned tasks better.
  - E. Female soldiers nearly always performed their assigned tasks better.
  
9. Do you think male drill sergeants or instructors equally encourage male and female soldiers to succeed in training?
  - A. Male soldiers are encouraged much more.
  - B. Male soldiers are encouraged slightly more.
  - C. Male and female soldiers are equally encouraged to succeed.
  - D. Female soldiers are encouraged slightly more.
  - E. Female soldiers are encouraged much more.
  - F. Not enough experience to say.



10. Do you think female drill sergeants or instructors equally encourage male and female soldiers to succeed in training?
- A. Male soldiers are encouraged much more.
  - B. Male soldiers are encouraged slightly more.
  - C. Male and female soldiers are equally encouraged to succeed.
  - D. Female soldiers are encouraged slightly more.
  - E. Female soldiers are encouraged much more.
  - F. Not enough experience to say.
11. How do you think that male and female soldiers are treated by male drill sergeants or instructors?
- A. Male soldiers are nearly always treated easier.
  - B. Male soldiers are sometimes treated easier.
  - C. Male and female soldiers are generally treated the same.
  - D. Female soldiers are sometimes treated easier.
  - E. Female soldiers are nearly always treated easier.
  - F. Not enough experience to say.
12. How do you think that male and female soldiers are treated by female drill sergeants or instructors?
- A. Male soldiers are nearly always treated easier.
  - B. Male soldiers are sometimes treated easier.
  - C. Male and female soldiers are generally treated the same.
  - D. Female soldiers are sometimes treated easier.
  - E. Female soldiers are nearly always treated easier.
  - F. Not enough experience to say.
13. My drill sergeants/instructors work well together.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

## EQUAL OPPORTUNITY

*Equal opportunity refers to the fair, just, and equitable treatment of all soldiers, regardless of race, religion, gender (sex), or national origin.*

14. During your current training course, have you been subjected to discrimination?

**MARK ALL THAT APPLY.**

- A. No
- B. Yes, racial
- C. Yes, religious
- D. Yes, gender (sex)
- E. Yes, national origin
- F. Yes, other (age, weight, etc.)

## SEXUAL HARASSMENT

*Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.*

15. Have you observed sexual harassment in your current training company?

- A. No
- B. Yes, 1 time
- C. Yes, 2 times
- D. Yes, 3 times
- E. Yes, 4 or more times

16. Since you enlisted in the Army, have YOU been sexually harassed?

**MARK ALL THAT APPLY.**

- A. No——> GO TO QUESTION 21 ON PAGE 7.
- B. Yes, at my Recruiting Station
- C. Yes, at the Reception Battalion before BCT or OSIT
- D. Yes, during BCT or OSIT
- E. Yes, during AIT

17. Where did the most recent incident take place?

- A. During training activities
- B. In the barracks
- C. Somewhere else on post
- D. Off post

18. In the most recent incident, who sexually harassed you?
- A. A Drill Sergeant
  - B. An AIT instructor
  - C. An officer in my chain of command
  - D. My First Sergeant
  - E. A non-commissioned officer (NCO) other than those above
  - F. Another trainee
  - G. An enlisted person
  - H. A civilian employee
  - I. Other
19. Did you report the incident to your chain of command or other military authority?
- A. Yes, but I am not aware of the results
  - B. Yes, and something was done about it
  - C. Yes, and nothing was done about it
  - D. No, I handled it myself
  - E. No, it really didn't bother me
  - F. No, I was afraid of reprisals
20. The formal complaint procedures are clear.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

Please answer the following questions using the scale below:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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***Since you joined the Army, have you been in a situation where fellow soldiers or superiors:***

21. told suggestive stories or offensive jokes?
22. made crude and offensive sexual remarks, either publicly (e.g., in your workplace) or to you privately?
23. treated you "differently" because of your sex (e.g., mistreated or ignored you)?
24. displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?
25. made sexist remarks?
26. "put you down" or was condescending to you because of your sex?
27. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?
28. touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulders)?
29. gave you unwanted sexual attention?
30. attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?
31. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?
32. continued to ask you for dates, drinks, dinner, etc., even though you already said no?
33. made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
34. made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?

Please answer the following questions using the scale below:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
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***Since you joined the Army, have you been in a situation where fellow soldiers or superiors:***

- 35. whistled, called or hooted at you in a sexual way?
- 36. made gestures or used body language of a sexual nature which embarrassed or offended you?
- 37. stared, leered or ogled you in a way that made you uncomfortable?
- 38. exposed themselves physically (for example, "mooned" you) in a way that embarrassed you or made you feel uncomfortable?
- 39. had sex with you without your consent or against your will?
- 40. implied faster promotions or better treatment if you were sexually cooperative?
- 41. made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?
- 42. made you feel you'd be treated poorly if you didn't cooperate sexually?
- 43. treated you badly for refusing to have sex?

<b>BACKGROUND INFORMATION</b>
-------------------------------

- 44. What is the highest level of education you have completed?
  - A. Some high school or less, but no diploma, certificate, or GED
  - B. High school diploma or GED
  - C. From 1 to 2 years of college, but no degree
  - D. Associate degree
  - E. From 3 to 4 years of college, but no degree
  - F. Bachelor's degree or higher

45. What is your gender?
- A. Male
  - B. Female
46. What is your marital status?
- A. Single
  - B. Married
  - C. Divorced
  - D. Separated
  - E. Widow/Widower
47. How many male drill sergeants are assigned to your platoon?
- A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4 or more
48. How many female drill sergeants are assigned to your platoon?
- A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4 or more
49. How many dependent children do you have?
- A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4 or more
50. What is your racial/ethnic background?
- A. White, not of Spanish/Hispanic origin
  - B. Black, not of Spanish/Hispanic origin
  - C. Spanish/Hispanic
  - D. Asian or Pacific Islander
  - E. American Indian, Aleut, Eskimo
51. Are you currently in
- A. BCT
  - B. OSIT
  - C. AIT

## COMMENTS

Please use the space below to comment on any suggestions you have for improving the human relations environment in the Army.

THANK YOU FOR YOUR PARTICIPATION.

TRAINEE SURVEY

A. Indicate your rank.

	MALE		FEMALE	
	Count	Col %	Count	Col %
PVT	2521	60.8%	785	54.4%
PV2	830	20.0%	397	27.5%
PFC	472	11.4%	164	11.4%
SPC/CPL	323	7.8%	96	6.7%

1. So far, how does Army life compare to your expectations?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MUCH BETTER	405	9.8%	150	10.4%
SOMEWHAT BETTER	974	23.5%	329	22.8%
SAME	1633	39.4%	532	36.9%
SOMEWHAT WORSE	882	21.3%	335	23.3%
MUCH WORSE	250	6.0%	94	6.5%

2. How satisfied are you with your choice to enlist in the Army?

	MALE		FEMALE	
	Count	Col %	Count	Col %
VERY SATISFIED	819	19.8%	291	20.2%
SATISFIED	1778	42.9%	653	45.3%
NEITHER SATISFIED NOR DISSATISFIED	964	23.3%	308	21.4%
DISSATISFIED	396	9.6%	131	9.1%
VERY DISSATISFIED	186	4.5%	58	4.0%

3. Which one of the following best describes your current Army career intentions?

	MALE		FEMALE	
	Count	Col %	Count	Col %
PROB. UNTIL RETIRE	1076	26.1%	406	28.2%
DEF. UNTIL RETIRE	331	8.0%	107	7.4%
PROB. BEYOND OBLIGATION	769	18.6%	312	21.7%
DEF. BEYOND OBLIGATION	138	3.3%	63	4.4%
PROB. LEAVE OBLIGATION	1288	31.2%	386	26.8%
DEF. LEAVE OBLIGATION	528	12.8%	164	11.4%



4. How has your commitment to an Army career changed since you joined the Army?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MUCH GREATER NOW	730	17.6%	237	16.5%
SOMEWHAT GREATER NOW	1150	27.8%	377	26.2%
SAME AS BEFORE	1509	36.5%	539	37.5%
SOMEWHAT LESS NOW	475	11.5%	181	12.6%
MUCH LESS NOW	274	6.6%	105	7.3%

5. Overall, how would you rate the training you are currently receiving?

	MALE		FEMALE	
	Count	Col %	Count	Col %
EXCELLENT	1030	24.9%	308	21.4%
ABOVE AVERAGE	1405	34.0%	480	33.3%
AVERAGE	1058	25.6%	457	31.7%
FAIR	424	10.3%	130	9.0%
POOR	216	5.2%	65	4.5%

6. Do you think that male and female soldiers are expected to achieve to the same standards (excluding PT requirements) during training?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, MUCH MORE	1062	28.1%	161	11.2%
MALES, SLIGHTLY MORE	1068	28.2%	332	23.1%
SAME	1585	41.9%	837	58.2%
FEMALES, SLIGHTLY MORE	51	1.3%	74	5.1%
FEMALES, MUCH MORE	19	.5%	34	2.4%

7. Do you think that male and female soldiers worked as hard in performing their assigned tasks during training?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, MUCH HARDER	551	14.9%	33	2.3%
MALES, SLIGHTLY HARDER	787	21.2%	87	6.0%
EQUAL	2191	59.1%	992	68.9%
FEMALES, SLIGHTLY HARDER	151	4.1%	250	17.4%
FEMALES, MUCH HARDER	28	.8%	78	5.4%

8. Do you think that male and female soldiers performed equally as well in their assigned tasks?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, ALWAYS BETTER	268	7.3%	21	1.5%
MALES, USUALLY BETTER	880	23.9%	152	10.6%
EQUAL	2425	65.9%	1047	72.7%
FEMALES, USUALLY BETTER	95	2.6%	196	13.6%
FEMALES, ALWAYS BETTER	13	.4%	24	1.7%

9. Do you think MALE drill sergeants or instructors equally encourage male and female soldiers to succeed in training?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, MUCH MORE	191	5.2%	110	7.6%
MALES, SLIGHTLY MORE	306	8.3%	212	14.7%
EQUAL	2435	66.4%	895	62.2%
FEMALES, SLIGHTLY MORE	305	8.3%	102	7.1%
FEMALES, MUCH MORE	110	3.0%	25	1.7%
NOT ENOUGH EXPERIENCE	321	8.8%	94	6.5%

10. Do you think FEMALE drill sergeants or instructors equally encourage male and female soldiers to succeed in training?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, MUCH MORE	79	2.2%	28	1.9%
MALES, SLIGHTLY MORE	162	4.4%	84	5.8%
EQUAL	2020	55.1%	723	50.2%
FEMALES, SLIGHTLY MORE	481	13.1%	257	17.8%
FEMALES, MUCH MORE	235	6.4%	137	9.5%
NOT ENOUGH EXPERIENCE	692	18.9%	211	14.7%

11. How do you think male and female soldiers are treated by MALE drill sergeants or instructors?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, ALWAYS EASIER	35	1.0%	31	2.2%
MALES, SOMETIMES EASIER	79	2.2%	111	7.7%
EQUAL	1680	45.8%	852	59.2%
FEMALES, SOMETIMES EASIER	1133	30.9%	356	24.7%
FEMALES, ALWAYS EASIER	504	13.7%	34	2.4%
NOT ENOUGH EXPERIENCE	238	6.5%	56	3.9%

12. How do you think male and female soldiers are treated by FEMALE drill sergeants or instructors?

	MALE		FEMALE	
	Count	Col %	Count	Col %
MALES, ALWAYS EASIER	47	1.3%	55	3.8%
MALES, SOMETIMES EASIER	192	5.2%	220	15.3%
EQUAL	1908	52.1%	889	61.7%
FEMALES, SOMETIMES EASIER	643	17.6%	69	4.8%
FEMALES, ALWAYS EASIER	241	6.6%	14	1.0%
NOT ENOUGH EXPERIENCE	629	17.2%	193	13.4%

13. My drill sergeants/instructors work well together.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	1387	33.7%	474	32.9%
AGREE	1649	40.1%	550	38.2%
NEITHER	660	16.1%	261	18.1%
DISAGREE	312	7.6%	113	7.9%
STRONGLY DISAGREE	104	2.5%	41	2.8%

14. During your training course, have you been subjected to discrimination?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	3114	68.3%	973	59.2%
YES, RACIAL	387	8.5%	131	8.0%
YES, RELIGIOUS	186	4.1%	48	2.9%
YES, GENDER	223	4.9%	241	14.7%
YES, NATIONAL ORIGIN	172	3.8%	33	2.0%
YES, OTHER	476	10.4%	217	13.2%

15. Have you observed sexual harassment in your current training company?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	3181	77.2%	1006	70.2%
YES, 1 TIME	236	5.7%	120	8.4%
YES, 2 TIMES	166	4.0%	79	5.5%
YES, 3 TIMES	61	1.5%	41	2.9%
YES, 4+ TIMES	479	11.6%	188	13.1%

16. Since you enlisted in the Army, have YOU been sexually harassed?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	3781	92.5%	1118	76.5%
YES, RECRUITING STATION	41	1.0%	38	2.6%
YES, RECEPTION BN BEFORE BCT OR OSUT	38	.9%	30	2.1%
YES, DURING BCT OR OSUT	100	2.4%	126	8.6%
YES, DURING AIT	126	3.1%	150	10.3%

17. Where did the most recent incident take place?

	GENDER			
	MALE		FEMALE	
	Count	Col %	Count	Col %
DURING TRAINING	560	44.9%	227	41.4%
IN BARRACKS	281	22.5%	159	29.0%
ON POST ELSEWHERE	245	19.6%	118	21.5%
OFF POST	162	13.0%	44	8.0%

18. In the most recent incident, who sexually harassed you?

	MALE		FEMALE	
	Count	Col %	Count	Col %
DRILL SERGEANT	310	41.7%	111	27.1%
AIT INSTRUCTOR	77	10.3%	30	7.3%
OFFICER IN COC	77	10.3%	19	4.6%
FIRST SERGEANT	37	5.0%	5	1.2%
OTHER NCO	16	2.2%	20	4.9%
ANOTHER TRAINEE	160	21.5%	172	42.1%
ENLISTED	15	2.0%	29	7.1%
CIVILIAN EMPLOYEE	8	1.1%	10	2.4%
OTHER	44	5.9%	13	3.2%

19. Did you report the incident to your chain of command or other military authority?

	MALE		FEMALE	
	Count	Col %	Count	Col %
YES, NOT AWARE OF RESULT	185	38.5%	57	16.1%
YES, SOMETHING DONE	29	6.0%	45	12.7%
YES, NOTHING DONE	29	6.0%	16	4.5%
NO, HANDLED MYSELF	101	21.0%	152	43.1%
NO, IT DIDN'T BOTHER ME	98	20.4%	45	12.7%
NO, AFRAID OF REPRISALS	38	7.9%	38	10.8%

20. The formal complaint procedures are clear.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	191	43.3%	132	37.2%
AGREE	119	27.0%	101	28.5%
NEITHER	63	14.3%	80	22.5%
DISAGREE	46	10.4%	31	8.7%
STRONGLY DISAGREE	22	5.0%	11	3.1%

21. Since you joined the Army, have you been in a situation where fellow soldiers or superiors told suggestive stories or offensive jokes?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	1519	36.8%	484	33.7%
ONCE OR TWICE	818	19.8%	358	24.9%
SOMETIMES	960	23.3%	334	23.3%
OFTEN	576	14.0%	185	12.9%
ALWAYS	255	6.2%	75	5.2%

22. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made crude or offensive sexual remarks, either publicly (e.g. in your workplace) or to you privately?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	2270	55.0%	739	51.4%
ONCE OR TWICE	623	15.1%	299	20.8%
SOMETIMES	674	16.3%	215	14.9%
OFTEN	396	9.6%	137	9.5%
ALWAYS	166	4.0%	49	3.4%

23. Since you joined the Army, have you been in a situation where fellow soldiers or superiors treated you "differently" because of your sex (e.g., mistreated or ignored you)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3438	83.4%	897	62.3%
ONCE OR TWICE	318	7.7%	247	17.2%
SOMETIMES	217	5.3%	182	12.6%
OFTEN	97	2.4%	92	6.4%
ALWAYS	53	1.3%	22	1.5%

24. Since you joined the Army, have you been in a situation where fellow soldiers or superiors displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories or pornography)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3264	79.0%	1197	83.2%
ONCE OR TWICE	445	10.8%	135	9.4%
SOMETIMES	252	6.1%	63	4.4%
OFTEN	113	2.7%	30	2.1%
ALWAYS	58	1.4%	14	1.0%

25. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made sexist remarks?

	GENDER			
	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	2436	59.0%	673	46.8%
ONCE OR TWICE	711	17.2%	380	26.4%
SOMETIMES	549	13.3%	242	16.8%
OFTEN	292	7.1%	100	6.9%
ALWAYS	140	3.4%	44	3.1%

26. Since you joined the Army, have you been in a situation where fellow soldiers or superiors "put you down" or was condescending to you because of your sex?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3649	88.4%	923	64.2%
ONCE OR TWICE	249	6.0%	286	19.9%
SOMETIMES	142	3.4%	147	10.2%
OFTEN	52	1.3%	65	4.5%
ALWAYS	38	.9%	16	1.1%

27. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3364	81.3%	1033	71.7%
ONCE OR TWICE	377	9.1%	218	15.1%
SOMETIMES	230	5.6%	112	7.8%
OFTEN	104	2.5%	56	3.9%
ALWAYS	61	1.5%	21	1.5%

28. Since you joined the Army, have you been in a situation where fellow soldiers or superiors touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulder)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3845	92.9%	1141	79.5%
ONCE OR TWICE	186	4.5%	187	13.0%
SOMETIMES	58	1.4%	74	5.2%
OFTEN	28	.7%	30	2.1%
ALWAYS	22	.5%	3	.2%

29. Since you joined the Army, have you been in a situation where fellow soldiers or superiors gave you unwanted sexual attention?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3878	93.7%	1156	80.3%
ONCE OR TWICE	155	3.7%	151	10.5%
SOMETIMES	66	1.6%	90	6.3%
OFTEN	22	.5%	32	2.2%
ALWAYS	19	.5%	11	.8%

30. Since you joined the Army, have you been in a situation where fellow soldiers or superiors attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3890	94.0%	1187	82.4%
ONCE OR TWICE	139	3.4%	147	10.2%
SOMETIMES	63	1.5%	59	4.1%
OFTEN	28	.7%	35	2.4%
ALWAYS	19	.5%	12	.8%

31. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3945	95.3%	1232	85.4%
ONCE OR TWICE	115	2.8%	134	9.3%
SOMETIMES	44	1.1%	41	2.8%
OFTEN	13	.3%	28	1.9%
ALWAYS	21	.5%	7	.5%

32. Since you joined the Army, have you been in a situation where fellow soldiers or superiors continued to ask you for dates, drinks, dinner, etc., even though you already said no?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3975	96.0%	1175	81.6%
ONCE OR TWICE	89	2.1%	147	10.2%
SOMETIMES	39	.9%	69	4.8%
OFTEN	18	.4%	34	2.4%
ALWAYS	21	.5%	15	1.0%

33. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4027	97.3%	1351	93.9%
ONCE OR TWICE	48	1.2%	51	3.5%
SOMETIMES	39	.9%	22	1.5%
OFTEN	8	.2%	12	.8%
ALWAYS	15	.4%	2	.1%

34. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4066	98.3%	1386	96.2%
ONCE OR TWICE	26	.6%	34	2.4%
SOMETIMES	22	.5%	12	.8%
OFTEN	15	.4%	6	.4%
ALWAYS	9	.2%	3	.2%

35. Since you joined the Army, have you been in a situation where fellow soldiers or superiors whistled, called or hooted at you in a sexual way?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3641	87.9%	918	63.9%
ONCE OR TWICE	276	6.7%	275	19.2%
SOMETIMES	135	3.3%	148	10.3%
OFTEN	49	1.2%	71	4.9%
ALWAYS	39	.9%	24	1.7%



36. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made gestures or used body language of a sexual nature which embarrassed or offended you?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3758	90.9%	1047	72.8%
ONCE OR TWICE	225	5.4%	237	16.5%
SOMETIMES	91	2.2%	91	6.3%
OFTEN	33	.8%	51	3.5%
ALWAYS	26	.6%	13	.9%

37. Since you joined the Army, have you been in a situation where fellow soldiers or superiors stared, leered, or ogled you in a way that made you feel uncomfortable?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3734	90.2%	957	66.5%
ONCE OR TWICE	240	5.8%	269	18.7%
SOMETIMES	96	2.3%	133	9.2%
OFTEN	43	1.0%	52	3.6%
ALWAYS	28	.7%	29	2.0%

38. Since you joined the Army, have you been in a situation where fellow soldiers or superiors exposed themselves physically (for example, "moonied" you) in a way that embarrassed you or made you feel uncomfortable?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	3910	94.4%	1350	93.8%
ONCE OR TWICE	139	3.4%	68	4.7%
SOMETIMES	51	1.2%	15	1.0%
OFTEN	14	.3%	3	.2%
ALWAYS	27	.7%	4	.3%

39. Since you joined the Army, have you been in a situation where fellow soldiers or superiors had sex with you without your consent or against your will?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4080	98.6%	1406	97.8%
ONCE OR TWICE	30	.7%	20	1.4%
SOMETIMES	11	.3%	5	.3%
OFTEN	7	.2%	3	.2%
ALWAYS	11	.3%	4	.3%

40. Since you joined the Army, have you been in a situation where fellow soldiers or superiors implied faster promotions or better treatment if you were sexually cooperative?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4080	98.6%	1403	97.6%
ONCE OR TWICE	23	.6%	19	1.3%
SOMETIMES	17	.4%	5	.3%
OFTEN	9	.2%	6	.4%
ALWAYS	7	.2%	5	.3%

41. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4071	98.6%	1403	97.6%
ONCE OR TWICE	23	.6%	11	.8%
SOMETIMES	17	.4%	13	.9%
OFTEN	7	.2%	7	.5%
ALWAYS	11	.3%	4	.3%

42. Since you joined the Army, have you been in a situation where fellow soldiers or superiors made you feel you'd be treated poorly if you didn't cooperate sexually?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4073	98.3%	1402	97.2%
ONCE OR TWICE	38	.9%	26	1.8%
SOMETIMES	23	.6%	9	.6%
OFTEN	4	.1%	2	.1%
ALWAYS	4	.1%	3	.2%

43. Since you joined the Army, have you been in a situation where fellow soldiers or superiors treated you badly for refusing to have sex?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	4037	97.7%	1364	95.0%
ONCE OR TWICE	53	1.3%	46	3.2%
SOMETIMES	26	.6%	13	.9%
OFTEN	11	.3%	9	.6%
ALWAYS	5	.1%	4	.3%

44. What is the highest level of education you have completed?

	MALE		FEMALE	
	Count	Col %	Count	Col %
SOME HIGH SCHOOL	179	4.3%	28	1.9%
HIGH SCHOOL DIPLOMA	2291	55.6%	713	49.7%
1-2 YEARS COLLEGE	1120	27.2%	485	33.8%
ASSOCIATE DEGREE	146	3.5%	68	4.7%
3-4 YEARS COLLEGE	174	4.2%	60	4.2%
BACHELOR'S DEGREE	209	5.1%	82	5.7%

46. Please indicate your marital status.

	MALE		FEMALE	
	Count	Col %	Count	Col %
SINGLE	3123	75.5%	1045	72.7%
MARRIED	896	21.7%	296	20.6%
DIVORCED	80	1.9%	59	4.1%
SEPARATED	29	.7%	33	2.3%
WIDOWED	8	.2%	5	.3%

47. How many MALE drill sergeants are assigned to your platoon?

	MALE		FEMALE	
	Count	Col %	Count	Col %
0 MALES	126	3.1%	29	2.0%
1 MALE	1068	25.9%	413	28.8%
2 MALES	1296	31.4%	568	39.6%
3 MALES	909	22.1%	222	15.5%
4+ MALES	722	17.5%	204	14.2%

48. How many FEMALE drill sergeants are assigned to your platoon?

	MALE		FEMALE	
	Count	Col %	Count	Col %
0 FEMALES	2853	69.0%	878	61.1%
1 FEMALE	1193	28.9%	515	35.8%
2 FEMALES	67	1.6%	34	2.4%
3 FEMALES	14	.3%	7	.5%
4+ FEMALES	7	.2%	3	.2%

49. How many dependent children do you have?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NONE	3219	77.8%	1100	76.5%
1 CHILD	592	14.3%	194	13.5%
2 CHILDREN	260	6.3%	120	8.3%
3 CHILDREN	44	1.1%	14	1.0%
4 OR MORE	23	.6%	10	.7%

50. What is your racial/ethnic background?

	MALE		FEMALE	
	Count	Col %	Count	Col %
WHITE NOT HISPANIC	2502	61.3%	726	51.5%
BLACK NOT HISPANIC	791	19.4%	432	30.6%
HISPANIC	545	13.4%	183	13.0%
ASIAN/PACIFIC	155	3.8%	41	2.9%
AMERICAN INDIAN	87	2.1%	29	2.1%

51. Are you currently in

	MALE		FEMALE	
	Count	Col %	Count	Col %
BCT	1207	30.1%	469	33.4%
OSUT	781	19.5%	148	10.5%
AIT	2025	50.5%	787	56.1%

Annex E  
Trainer Survey

## TRAINER SURVEY

The Army is conducting a survey on the human relations environment in the Army. The purpose of the study is to gather information that will be used to make recommendations to the Secretary of the Army regarding ways to improve the Army's climate of respect for all soldiers. There are no right or wrong answers--we are interested in your opinions and perceptions. The survey is anonymous and you cannot be identified with your answers.

- A. Indicate your rank
- B. Mark your current MOS or Specialty (e.g., 71L).
- C. Leave blank
- D. Leave blank
- E. Indicate your age.

## TRAINER SURVEY

1. Please indicate the total number of years you have been a drill sergeant.
  - A. Does not apply; I have never been a drill sergeant.
  - B. Less than 1 year
  - C. 1-2 years
  - D. 3-4 years
  - E. 5 or more years
  
2. Please indicate the total number of years you have been an instructor.
  - A. Does not apply; I have never been an instructor.
  - B. Less than 1 year
  - C. 1-2 years
  - D. 3-4 years
  - E. 5 or more years
  
3. What is your MOS area?
  - A. Combat Arms
  - B. Combat Support
  - C. Combat Service Support
  - D. Not applicable, I am a civilian employee.
  
4. How did you get your current assignment?
  - A. I volunteered
  - B. I was selected by a DA board
  - C. I was selected by a local board
  - D. Other
  
5. Are you
  - A. Male
  - B. Female
  
6. Are you currently serving as:
  - A. A BCT Drill sergeant
  - B. An OSIT Drill sergeant
  - C. An AIT Drill sergeant
  - D. An AIT instructor

7. Please indicate your marital status.
- A. Married
  - B. Single
  - C. Divorced
  - D. Separated
8. What is your racial/ethnic background?
- A. White, not of Spanish/Hispanic origin
  - B. Black, not of Spanish/Hispanic origin
  - C. Spanish/Hispanic
  - D. Asian or Pacific Islander
  - E. American Indian, Aleut, Eskimo
9. What is the highest level of education you have completed?
- A. Some high school or less, but no diploma, certificate or GED
  - B. High school diploma or GED
  - C. From 1-2 years of college, but no degree
  - D. Associate degree
  - E. From 3-4 years of college, but no degree
  - F. Bachelor's degree
  - G. Master's degree or higher
10. How many dependent children do you have currently living with you?
- A. 0
  - B. 1
  - C. 2
  - D. 3
  - E. 4 or more

***If you are currently a drill sergeant, answer the following questions based on your attendance at the Drill Sergeant Course. If you are currently an AIT instructor, answer the following questions based on your attendance at the Instructor Training Course.***

11. In the Drill Sergeant Course (DSC)/Instructor Training Course (ITC), I learned more effective ways to train soldiers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree



12. To what extent did the DSC/ITC prepare you for your current job?
- A. Very great extent
  - B. Great extent
  - C. Moderate extent
  - D. Slight extent
  - E. Not at all
13. At the DSC/ITC I was treated with respect and dignity.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
14. At the DSC/ITC I received fair treatment from my instructors.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
15. At the DSC/ITC I received fair treatment from my peers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

<b>YOUR CURRENT POSITION</b>
------------------------------

16. In my current position, I feel I have the support of my chain of command.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

17. In my current position, I receive fair treatment from my chain of command.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree
18. In my current position, I receive fair treatment from my peers.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

<b>EQUAL OPPORTUNITY</b>
--------------------------

*Equal opportunity refers to the fair, just, and equitable treatment of all soldiers, regardless of race, religion, gender (sex), or national origin.*

19. During your current job, have you been subjected to discrimination? **MARK ALL THAT APPLY.**
- A. No
  - B. Yes, racial
  - C. Yes, religious
  - D. Yes, gender (sex)
  - E. Yes, national origin
  - F. Yes, other (age, weight, etc.)

<b>SEXUAL HARASSMENT</b>
--------------------------

*Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.*

20. Have you observed sexual harassment in your current training company?
- A. No
  - B. Yes, 1 time
  - C. Yes, 2 times
  - D. Yes, 3 times
  - E. Yes, 4 or more times

21. In the last 12 months, have YOU been sexually harassed?

**MARK ALL THAT APPLY.**

- A. No-----> GO TO QUESTION 26 ON PAGE 7.
  - B. Yes, during Drill Sergeant Course
  - C. Yes, during Instructor Training Course
  - D. Yes, during my job at BCT, OSIT or AIT
  - E. Yes, in a previous job
22. Where did the most recent incident take place?
- A. During training activities
  - B. In the barracks
  - C. Somewhere else on post
  - D. Off post
23. In the most recent incident, who sexually harassed you?
- A. A Drill Sergeant
  - B. An AIT instructor
  - C. An officer in my chain of command
  - D. My First Sergeant
  - E. A non-commissioned officer (NCO) other than those above
  - F. An enlisted person
  - G. A civilian employee
  - H. Other
24. Did you report the incident to your chain of command or other military authority?
- A. Yes, but I am not aware of the results
  - B. Yes, and something was done about it
  - C. Yes, and nothing was done about it
  - D. No, I handled it myself
  - E. No, it really didn't bother me
  - F. No, I was afraid of reprisals
25. The formal complaint procedures are clear.
- A. Strongly agree
  - B. Agree
  - C. Neither agree nor disagree
  - D. Disagree
  - E. Strongly disagree

Please answer the following questions using the scale below:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
----------	---------------------	--------------	----------	-----------

***In the last 12 months, have you been in a situation where fellow soldiers or superiors:***

26. told suggestive stories or offensive jokes?
27. made crude and offensive sexual remarks, either publicly (e.g., in your workplace) or to you privately?
28. treated you "differently" because of your sex (e.g., mistreated or ignored you )?
29. displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?
30. made sexist remarks?
31. "put you down" or was condescending to you because of your sex?
32. made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?
33. touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulders)?
34. gave you unwanted sexual attention?
35. attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?
36. made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?
37. continued to ask you for dates, drinks, dinner, etc., even though you already said no?
38. made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?
39. made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?

Please answer the following questions using the scale below:

A. Never	B. Once or Twice	C. Sometimes	D. Often	E. Always
----------	---------------------	--------------	----------	-----------

***In the last 12 months, have you been in a situation where fellow soldiers or superiors:***

40. whistled, called or hooted at you in a sexual way?
41. made gestures or used body language of a sexual nature which embarrassed or offended you?
42. stared, leered or ogled you in a way that made you uncomfortable?
43. exposed themselves physically (for example, "mooned" you) in a way that embarrassed you or made you feel uncomfortable?
44. had sex with you without your consent or against your will?
45. implied faster promotions or better treatment if you were sexually cooperative?
46. made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?
47. made you feel you'd be treated poorly if you didn't cooperate sexually?
48. treated you badly for refusing to have sex?

## COMMENTS

Please use the space below to make any suggestions you have that would improve the human relations environment in the Army.

THANK YOU FOR YOUR PARTICIPATION

TRAINER SURVEY

A. Indicate your rank.

	MALE		FEMALE	
	Count	Col %	Count	Col %
SGT	3	1.6%	3	4.9%
SSG	112	58.9%	31	50.8%
SFC	51	26.8%	23	37.7%
MSG/1SG	7	3.7%	0	.0%
CW3	1	.5%	0	.0%
CW4	1	.5%	0	.0%
2LT	1	.5%	0	.0%
1LT	1	.5%	0	.0%
CPT	10	5.3%	4	6.6%
MAJ	3	1.6%	0	.0%

1. Please indicate the total number of years you have been a drill sergeant.

	MALE		FEMALE	
	Count	Col %	Count	Col %
DNA, NEVER BEEN DS	61	32.3%	35	57.4%
LESS THAN 1 YEAR	55	29.1%	12	19.7%
1-2 YEARS	63	33.3%	13	21.3%
3-4 YEARS	7	3.7%	0	.0%
5 OR MORE YEARS	3	1.6%	1	1.6%

2. Please indicate the total number of years you have been an instructor.

	MALE		FEMALE	
	Count	Col %	Count	Col %
DNA NEVER BEEN INST.	61	32.3%	18	29.5%
LESS THAN 1 YEAR	35	18.5%	17	27.9%
1-2 YEARS	49	25.9%	13	21.3%
3-4 YEARS	39	20.6%	7	11.5%
5 OR MORE YEARS	5	2.6%	6	9.8%

3. What is your MOS area?

	MALE		FEMALE	
	Count	Col %	Count	Col %
COMBAT ARMS	54	28.6%	1	1.7%
COMBAT SUPPORT	46	24.3%	9	15.0%
COMBAT SERVICE SUPPORT	89	47.1%	50	83.3%
NA, I AM A CIV. EMPLOYEE	0	0.0%	0	0.0%

4. How did you get your current assignment?

	MALE		FEMALE	
	Count	Col %	Count	Col %
VOLUNTEERED	80	42.1%	23	37.7%
DA SELECTED	96	50.5%	29	47.5%
LOCALLY SELECTED	0	.0%	1	1.6%
OTHER	14	7.4%	8	13.1%

6. Are you currently serving as:

	MALE		FEMALE	
	Count	Col %	Count	Col %
BCT DS	53	31.9%	14	25.9%
OSIT DS	15	9.0%	0	.0%
AIT DS	58	34.9%	12	22.2%
AIT INSTRUCTOR	40	24.1%	28	51.9%

7. Please indicate your marital status.

	MALE		FEMALE	
	Count	Col %	Count	Col %
MARRIED	158	83.2%	30	49.2%
SINGLE	11	5.8%	9	14.8%
DIVORCED	13	6.8%	19	31.1%
SEPARATED	8	4.2%	3	4.9%

8. What is your racial/ethnic background?

	MALE		FEMALE	
	Count	Col %	Count	Col %
WHITE NOT HISPANIC	89	46.8%	14	23.0%
BLACK NOT HISPANIC	70	36.8%	42	68.9%
HISPANIC	22	11.6%	4	6.6%
ASIAN/PACIFIC	5	2.6%	1	1.6%
AMERICAN INDIAN	4	2.1%	0	.0%



9. What is the highest level of education you have completed?

	MALE		FEMALE	
	Count	Col %	Count	Col %
SOME HIGH SCHOOL	1	.5%	0	.0%
HIGH SCHOOL DIPLOMA	21	11.1%	2	3.3%
1-2 YEARS COLLEGE	83	43.7%	17	27.9%
ASSOCIATE DEGREE	28	14.7%	19	31.1%
3-4 YEARS COLLEGE	27	14.2%	13	21.3%
BACHELOR'S DEGREE	24	12.6%	9	14.8%
MASTER'S DEGREE	6	3.2%	1	1.6%

10. How many dependent children do you have currently living with you?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NONE	50	26.3%	14	23.0%
1 CHILD	31	16.3%	21	34.4%
2 CHILDREN	57	30.0%	17	27.9%
3 CHILDREN	37	19.5%	6	9.8%
4 OR MORE	15	7.9%	3	4.9%

If you are currently a drill sergeant, answer the following questions based on your attendance at the Drill Sergeant Course. If you are currently an AIT instructor, answer the following questions based on your attendance at the Instructor Training Course.

11. In the Drill Sergeant Course (DCS)/ Instructor Training Course (ITS), I learned more effective ways to train soldiers.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	33	19.8%	10	17.5%
AGREE	74	44.3%	17	29.8%
NEITHER	29	17.4%	17	29.8%
DISAGREE	22	13.2%	11	19.3%
STRONGLY DISAGREE	9	5.4%	2	3.5%

12. To what extent did the DCS/ITC prepare you for your current job?

	MALE		FEMALE	
	Count	Col %	Count	Col %
VERY GREAT EXTENT	13	7.8%	1	1.8%
GREAT EXTENT	40	24.0%	17	29.8%
MODERATE EXTENT	73	43.7%	28	49.1%
SLIGHT EXTENT	34	20.4%	8	14.0%
NOT AT ALL	7	4.2%	3	5.3%

13. At the DSC/ITC I was treated with respect and dignity.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	53	31.9%	14	24.6%
AGREE	74	44.6%	32	56.1%
NEITHER	18	10.8%	7	12.3%
DISAGREE	15	9.0%	4	7.0%
STRONGLY DISAGREE	6	3.6%	0	.0%

14. At the DSC/ITC I received fair treatment from my instructors.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	62	37.3%	17	29.8%
AGREE	74	44.6%	32	56.1%
NEITHER	17	10.2%	3	5.3%
DISAGREE	10	6.0%	4	7.0%
STRONGLY DISAGREE	3	1.8%	1	1.8%

15. At the DSC/ITC I received fair treatment from my peers.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	60	36.1%	18	31.6%
AGREE	88	53.0%	30	52.6%
NEITHER	13	7.8%	3	5.3%
DISAGREE	4	2.4%	3	5.3%
STRONGLY DISAGREE	1	.6%	3	5.3%

16. In my current position, I feel I have the support of my chain of command.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	46	24.2%	9	14.8%
AGREE	68	35.8%	18	29.5%
NEITHER	26	13.7%	14	23.0%
DISAGREE	27	14.2%	10	16.4%
STRONGLY DISAGREE	23	12.1%	10	16.4%

17. In my current position, I receive fair treatment from my chain of command.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	45	23.7%	12	19.7%
AGREE	78	41.1%	20	32.8%
NEITHER	36	18.9%	16	26.2%
DISAGREE	22	11.6%	8	13.1%
STRONGLY DISAGREE	9	4.7%	5	8.2%

18. In my current position, I receive fair treatment from my peers.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	75	39.5%	18	29.5%
AGREE	85	44.7%	24	39.3%
NEITHER	15	7.9%	7	11.5%
DISAGREE	10	5.3%	6	9.8%
STRONGLY DISAGREE	5	2.6%	6	9.8%

19. During your current job, have you been subjected to discrimination?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	157	79.3%	44	66.7%
YES, RACIAL	21	10.6%	3	4.5%
YES, RELIGIOUS	2	1.0%	2	3.0%
YES, GENDER	6	3.0%	14	21.2%
YES, NATIONAL ORIGIN	5	2.5%	0	.0%
YES, OTHER	7	3.5%	3	4.5%

20. Have you observed sexual harassment in your training company?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	156	82.5%	41	67.2%
YES, 1 TIME	10	5.3%	6	9.8%
YES, 2 TIMES	7	3.7%	8	13.1%
YES, 3 TIMES	5	2.6%	1	1.6%
YES, 4+ TIMES	11	5.8%	5	8.2%

21. In the last 12 months, have YOU been sexually harassed?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NO	178	97.8%	39	60.9%
YES, DURING DSC	1	.5%	2	3.1%
YES, DURING ITC	2	1.1%	5	7.8%
YES, DURING JOB AT BCT, OSUT or AIT	0	.0%	7	10.9%
YES, PREVIOUS JOB	1	.5%	11	17.2%

22. Where did the most recent incident take place?

	GENDER			
	MALE		FEMALE	
	Count	Col %	Count	Col %
DURING TRAINING	14	20.6%	8	34.8%
IN BARRACKS	15	22.1%	6	26.1%
ON POST ELSEWHERE	33	48.5%	9	39.1%
OFF POST	6	8.8%	0	.0%

23. In the most recent incident, who sexually harassed you?

	MALE		FEMALE	
	Count	Col %	Count	Col %
DRILL SERGEANT	8	24.2%	6	30.0%
AIT INSTRUCTOR	11	33.3%	1	5.0%
OFFICER IN COC	10	30.3%	2	10.0%
FIRST SERGEANT	3	9.1%	4	20.0%
OTHER NCO	0	.0%	4	20.0%
ENLISTED	1	3.0%	1	5.0%
CIVILIAN	0	.0%	2	10.0%

24. Did you report the incident to your chain of command or other military authority?

	MALE		FEMALE	
	Count	Col %	Count	Col %
YES, NOT AWARE OF RESULT	15	57.7%	0	.0%
YES, SOMETHING DONE	5	19.2%	2	11.1%
YES, NOTHING DONE	4	15.4%	2	11.1%
NO, HANDLED MYSELF	2	7.7%	8	44.4%
NO, IT DIDN'T BOTHER ME	0	.0%	1	5.6%
NO, AFRAID OF REPRISALS	0	.0%	5	27.8%

25. The formal complaint procedures are clear.

	MALE		FEMALE	
	Count	Col %	Count	Col %
STRONGLY AGREE	2	12.5%	3	15.0%
AGREE	7	43.8%	13	65.0%
NEITHER	4	25.0%	1	5.0%
DISAGREE	2	12.5%	3	15.0%
STRONGLY DISAGREE	1	6.3%	0	.0%

26. In the last 12 months, have you been in a situation where fellow soldiers or superiors told suggestive stories or offensive jokes?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	23	12.2%	6	10.2%
ONCE OR TWICE	33	17.6%	10	16.9%
SOMETIMES	95	50.5%	25	42.4%
OFTEN	32	17.0%	14	23.7%
ALWAYS	5	2.7%	4	6.8%

27. In the last 12 months, have you been in a situation where fellow soldiers or superiors made crude or offensive sexual remarks, either publicly (e.g. in your workplace) or to you privately?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	44	23.3%	13	22.0%
ONCE OR TWICE	45	23.8%	7	11.9%
SOMETIMES	68	36.0%	29	49.2%
OFTEN	29	15.3%	9	15.3%
ALWAYS	3	1.6%	1	1.7%

28. In the last 12 months, have you been in a situation where fellow soldiers or superiors treated you "differently" because of your sex (e.g., mistreated or ignored you)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	141	74.6%	11	18.3%
ONCE OR TWICE	14	7.4%	11	18.0%
SOMETIMES	27	14.3%	25	41.7%
OFTEN	7	3.7%	10	16.7%
ALWAYS	0	.0%	3	5.0%

29. In the last 12 months, have you been in a situation where fellow soldiers or superiors displayed, used or distributed sexist or suggestive materials (e.g., pictures, stories or pornography)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	93	49.5%	32	53.3%
ONCE OR TWICE	36	19.1%	8	13.3%
SOMETIMES	44	23.4%	13	21.7%
OFTEN	13	6.9%	5	8.2%
ALWAYS	2	1.1%	2	3.3%

30. In the last 12 months, have you been in a situation where fellow soldiers or superiors made sexist remarks?

	GENDER			
	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	63	33.3%	9	15.0%
ONCE OR TWICE	47	24.9%	11	18.3%
SOMETIMES	61	32.3%	25	41.7%
OFTEN	17	9.0%	13	21.7%
ALWAYS	1	.5%	2	3.3%

31. In the last 12 months, have you been in a situation where fellow soldiers or superiors "put you down" or was condescending to you because of your sex?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	166	87.8%	16	27.1%
ONCE OR TWICE	12	6.3%	17	28.8%
SOMETIMES	10	5.3%	19	32.2%
OFTEN	1	.5%	5	8.5%
ALWAYS	0	.0%	2	3.4%

32. In the last 12 months, have you been in a situation where fellow soldiers or superiors made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., tried to discuss or comment on your sex life)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	130	68.8%	18	30.0%
ONCE OR TWICE	34	18.0%	17	28.3%
SOMETIMES	18	9.5%	20	33.3%
OFTEN	7	3.7%	4	6.7%
ALWAYS	0	.0%	1	1.7%

33. In the last 12 months, have you been in a situation where fellow soldiers or superiors touched you in a way that made you feel uncomfortable (e.g., laid a hand on your bare arm or put an arm around your shoulder)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	166	88.3%	27	45.0%
ONCE OR TWICE	14	7.4%	23	38.3%
SOMETIMES	5	2.7%	6	10.0%
OFTEN	3	1.6%	4	6.7%
ALWAYS	0	.0%	0	.0%

34. In the last 12 months, have you been in a situation where fellow soldiers or superiors gave you unwanted sexual attention?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	168	88.9%	28	47.5%
ONCE OR TWICE	12	6.3%	17	28.8%
SOMETIMES	7	3.7%	8	13.6%
OFTEN	2	1.1%	6	10.2%
ALWAYS	0	.0%	0	.0%

35. In the last 12 months, have you been in a situation where fellow soldiers or superiors attempted to establish a romantic sexual relationship with you despite your efforts to discourage him or her?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	164	86.8%	32	53.3%
ONCE OR TWICE	16	8.5%	19	31.7%
SOMETIMES	9	4.8%	5	8.3%
OFTEN	0	.0%	3	5.0%
ALWAYS	0	.0%	1	1.7%

36. In the last 12 months, have you been in a situation where fellow soldiers or superiors made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck)?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	172	90.8%	41	68.3%
ONCE OR TWICE	10	4.6%	13	21.7%
SOMETIMES	5	3.3%	3	5.0%
OFTEN	2	1.3%	3	5.0%
ALWAYS	0	.0%	0	.0%

37. In the last 12 months, have you been in a situation where fellow soldiers or superiors continued to ask you for dates, drinks, dinner, etc., even though you already said no?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	172	91.0%	30	50.0%
ONCE OR TWICE	9	4.8%	14	23.3%
SOMETIMES	7	3.7%	11	18.3%
OFTEN	1	.5%	5	8.3%
ALWAYS	0	.0%	0	.0%

38. In the last 12 months, have you been in a situation where fellow soldiers or superiors made you feel you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	179	94.7%	44	73.3%
ONCE OR TWICE	5	2.6%	9	15.0%
SOMETIMES	5	2.6%	4	6.7%
OFTEN	0	.0%	2	3.3%
ALWAYS	0	.0%	1	1.7%

39. In the last 12 months, have you been in a situation where fellow soldiers or superiors made unwanted attempts to have sex with you that resulted in you pleading, crying or physically struggling?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	186	98.4%	55	91.7%
ONCE OR TWICE	2	1.1%	3	5.0%
SOMETIMES	1	.5%	1	1.7%
OFTEN	0	.0%	1	1.7%
ALWAYS	0	.0%	0	.0%

40. In the last 12 months, have you been in a situation where fellow soldiers or superiors whistled, called or hooted at you in a sexual way?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	153	81.4%	15	25.0%
ONCE OR TWICE	19	10.1%	14	23.3%
SOMETIMES	12	6.4%	27	45.0%
OFTEN	3	1.6%	2	3.3%
ALWAYS	1	.5%	2	3.3%



41. In the last 12 months, have you been in a situation where fellow soldiers or superiors made gestures or used body language of a sexual nature which embarrassed or offended you?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	158	84.0%	21	35.0%
ONCE OR TWICE	24	12.8%	17	28.3%
SOMETIMES	3	1.6%	19	31.7%
OFTEN	2	1.1%	2	3.3%
ALWAYS	1	.5%	1	1.7%

42. In the last 12 months, have you been in a situation where fellow soldiers or superiors stared, leered, or ogled you in a way that made you feel uncomfortable?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	162	86.2%	12	20.0%
ONCE OR TWICE	21	11.2%	21	35.0%
SOMETIMES	4	2.1%	21	35.0%
OFTEN	1	.5%	4	6.7%
ALWAYS	0	.0%	2	3.3%

43. In the last 12 months, have you been in a situation where fellow soldiers or superiors exposed themselves physically (for example, "mooned" you) in a way that embarrassed you or made you feel uncomfortable?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	177	94.1%	57	95.0%
ONCE OR TWICE	9	4.8%	2	3.3%
SOMETIMES	1	.5%	1	1.7%
OFTEN	1	.5%	0	.0%
ALWAYS	0	.0%	0	.0%

44. In the last 12 months, have you been in a situation where fellow soldiers or superiors had sex with you without your consent or against your will?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	186	98.9%	57	95.0%
ONCE OR TWICE	2	1.1%	1	1.7%
SOMETIMES	0	.0%	2	3.3%
OFTEN	0	.0%	0	.0%
ALWAYS	0	.0%	0	.0%

45. In the last 12 months, have you been in a situation where fellow soldiers or superiors implied faster promotions or better treatment if you were sexually cooperative?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	184	98.9%	52	86.7%
ONCE OR TWICE	2	1.1%	4	6.7%
SOMETIMES	0	.0%	3	5.0%
OFTEN	0	.0%	1	1.7%
ALWAYS	0	.0%	0	.0%

46. In the last 12 months, have you been in a situation where fellow soldiers or superiors made it necessary for you to respond positively to sexual invitations in order to be well treated on the job?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	184	98.9%	55	91.7%
ONCE OR TWICE	1	.5%	3	5.0%
SOMETIMES	1	.5%	2	3.3%
OFTEN	0	.0%	0	.0%
ALWAYS	0	.0%	0	.0%

47. In the last 12 months, have you been in a situation where fellow soldiers or superiors made you feel you'd be treated poorly if you didn't cooperate sexually?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	181	96.8%	46	76.7%
ONCE OR TWICE	3	1.6%	10	16.7%
SOMETIMES	3	1.6%	3	5.0%
OFTEN	0	.0%	1	1.7%
ALWAYS	0	.0%	0	.0%

48. In the last 12 months, have you been in a situation where fellow soldiers or superiors treated you badly for refusing to have sex?

	MALE		FEMALE	
	Count	Col %	Count	Col %
NEVER	178	96.2%	44	73.3%
ONCE OR TWICE	5	2.7%	10	16.7%
SOMETIMES	2	1.1%	5	8.3%
OFTEN	0	.0%	1	1.7%
ALWAYS	0	.0%	0	.0%

Annex F  
Military Focus Groups

## MILITARY FOCUS GROUP PROTOCOL

\_\_\_\_\_ Group Status  
\_\_\_\_\_ Moderator  
\_\_\_\_\_ Gender of Group  
\_\_\_\_\_ Note Taker  
\_\_\_\_\_ Date  
\_\_\_\_\_ # of group members

**1. Thinking about your career in the Army, different assignments you've had, and people you've worked with, what's most satisfying about your career in the Army?**

**1A. What's most dissatisfying about your career in the Army?**

**2. When you think about your promotions, do you think that you have gotten a fair deal?**

**Probes: Why or why not?**

**3. When you think about your assignments in the Army, do you think that you have gotten a fair deal in getting assignments that are good for your career?**

**Probes: Why or why not?**

**4. When you think about your assignments here, do you think that you have gotten jobs in your unit that are good for your career?**

**Probes: Why or why not?**

**5. Now we want to talk about the environment in your unit/organization. Do people in your unit/organization treat each other with respect and courtesy?**

**Probes: Can you think of a time when you/a coworker was not treated with respect and courtesy? What happened? How could it have been avoided?**

**6. In your unit/organization, do leaders maintain fair standards?**

**7. If there is discrimination/harassment in your unit or installation, what actions do leaders take to eliminate discrimination/harassment?**

**8. Do you think the Army makes honest and reasonable efforts to stop any discrimination or harassment?**

**9. Do you feel free to report any discrimination or harassment without fear of bad things happening to you?**

**Probes: Why or why not?**

**What kinds of things do you think might happen if you report?**

**10. If you experienced any discrimination or harassment, would you report the incident?**

**Probes? If they would not report, why not?**

**If they would report, to whom?**

**11. Now we want to talk about sexual harassment in the Army. How do you define sexual harassment?**

**READ ARMY DEFINITION: SEXUAL HARASSMENT IS A FORM OF SEX DISCRIMINATION THAT INVOLVES DELIBERATE OR REPEATED UNWELCOME SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE. (AR600-20).**

**12. In the last 12 months, have you witnessed or experienced sexual harassment?**

**Probes: If yes, by whom? What behaviors? Where? Did you report? To whom? What did you do? Results?**

**13. How does sexual harassment or inappropriate behavior affect your unit's/organization's ability to do its job?**

**Probes: Examples?**

**14. Now let's shift topics and talk about equal opportunity training. Have you had training in the last 12 months?**

**Probes? What kind of training?  
Who conducted the training?  
Where? In your unit? At a school?**



**15. Have you had training in the last 12 months on preventing sexual harassment?**

**Probes: What kind of training did you have?  
Who conducted the training?  
Who attended from the chain of command?**

**16. How effective was the training you received in making you aware of behaviors that might be discrimination/harassment?**

**17. What are some practical ways to address the problems and issues that you have raised today?**

**IF YOU OR ANYONE YOU KNOW HAVE/ARE EXPERIENCING ANY KIND OF DISCRIMINATION/HARASSMENT, PLEASE CALL THE ARMY HOTLINE AT 1-800-903-4241.**

**THANK YOU FOR YOUR PARTICIPATION. PLEASE REMEMBER TO KEEP EVERYTHING WE'VE DISCUSSED CONFIDENTIAL.**

**Question 1: Thinking about your career in the Army, different assignments you've had, and people you've worked with, what's most satisfying about your career in the Army?**

**FINDINGS:**

- THE JOB ITSELF
- TRAVEL OPPORTUNITY
- SENSE OF ACCOMPLISHMENT
- OPPORTUNITY FOR LEADERSHIP

**QUOTES:**

"CHALLENGE, NEW JOBS, NEW POSITIONS"

"TRAVELING, LEARNING NEW CULTURES"

"SENSE OF ACCOMPLISHMENT WHEN YOU HIT THE PEAK"

"ABILITY TO MAKE A DIFFERENCE, EVEN AT A SMALL LEVEL"

"WORKING WITH TROOPS AND DOING ARMY STUFF"

"PEOPLE - QUALITY OF SOLDIERS AND NCOS"

"THE COMRADESHIP - IT IS UNIQUE IN THE MILITARY AND YOU DON'T FIND IT ANYWHERE ELSE"

"OPPORTUNITY TO BE IN CHARGE"

MILITARY FOCUS GROUP

N OF COMMENTS FOR Q1: 2,080

## **Question 1A: What's most dissatisfying about your career in the Army?**

### **FINDINGS:**

- THE MOST FREQUENTLY MENTIONED COMMENTS WERE:  
LEADERSHIP  
BENEFITS  
UNFAIR TREATMENT  
DOWNSIZING

### **QUOTES:**

- "PEOPLE ARE AFRAID TO MAKE A DECISION BECAUSE THEY'RE AFRAID OF RANK"
- "THEY (LEADERSHIP / LEADERS) DON'T DO THE RIGHT THING"
- "CHAIN OF COMMAND / LEADERSHIP'S SELFISHNESS AND RELUCTANCE TO TAKE CARE OF SOLDIERS BELOW THEM"
- "LEADERS ARE NOT VISIBLE"
- "THE IMPACT OF THE DOWNSIZING HAS LEAD TO BACK STABBING AND GOING BACK TO A HIGH SCHOOL MENTALITY"
- "LOSS OF RESPECT FOR THE INSTITUTION AS A RESULT OF THE DRAWDOWN"
- "IF YOU'RE DEDICATED TO THE ARMY, THE ARMY SHOULD BE DEDICATED TO YOU. BENEFITS ARE DWINDLING"
- "FAMILY MEDICAL AND DENTAL BENEFITS ARE ERODING"

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q1A: 2,840

**Question 2: When you think about your promotions, do you think that you have gotten a fair deal? Probes: Why or why not?**

**FINDINGS:**

- SENIOR OFFICERS' COMMENTS WERE MORE POSITIVE THAN OTHER RANK GROUPS
- POSITIVE COMMENTS:  
GENERALLY EFFECTIVE  
HAVE TO WORK THE SYSTEM TO GET JOBS NEEDED FOR PROMOTION
- NEGATIVE COMMENTS:  
SYSTEM BROKEN / UNFAIR  
PREFERENTIAL TREATMENT  
BASED TOO MUCH ON CIVILIAN EDUCATION CREDITS

"ALWAYS DEPLOYED OVERSEAS - NOT ENOUGH OPPORTUNITY TO GO TO SCHOOL"

"IT GETS TO THE POINT TO WHERE YOU HAVE TO DO THINGS ALMOST TO THE POINT OF BACK STABBING TO GET AHEAD"

"PROMOTION BASED ON WHO YOU KNOW"

"YOU SHOULD BE TOLD BY DA BOARD WHY YOU DID NOT GET PROMOTED"

"I'M NOT GETTING PROMOTED AND I'M TOLD THAT THERE ARE RACE AND SEXUAL QUOTAS"

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q2: 2,684

**Question 3: When you think about your assignments in the Army, do you think that you have gotten a fair deal in getting assignments that are good for your career?  
Probes: Why or why not?**

**FINDINGS:**

- ABOUT HALF OF THE COMMENTS WERE POSITIVE. THE MOST FREQUENTLY MENTIONED REASONS GIVEN WERE:

MANAGED OWN CAREER  
STAYED IN TOUCH WITH BRANCH MANAGER

- NO:

NOT GIVEN THE ASSIGNMENTS NEEDED  
PROBLEMS WITH BRANCH MANAGER  
DEPENDS ON WHO YOU KNOW

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q3: 2,211

### Question 3: Continued

#### QUOTES:

- "YES, I'VE GOTTEN EVERYTHING I ASKED FOR"
- "I'VE GOTTEN EVERYWHERE I WANTED TO GO, BUT YOU HAVE TO WORK THE SYSTEM"
- "CALLING DA HELPS"
- "SOME LEADERS ARE NOT CONCERNED FOR YOUNG LEADERS. THEY WILL TRY TO HOLD ONTO THEM RATHER THAN DEVELOP THEM"
- "PROMOTION AND ASSIGNMENTS HAS A VICIOUS CUT THROAT CYCLE. GOT TO GET TO BE BUDDIES WITH BRANCH MANAGER"
- "THERE'S A GOOD OLD BOY NETWORK HERE - IT'S UNDER THE SURFACE"

MILITARY FOCUS GROUP PROTOCOL

**Question 4: When you think about your assignments here, do you think you have gotten jobs in your unit that are good for your career? Probes: Why or why not?**

**FINDINGS:**

- MOST COMMENTS INDICATED THAT SOLDIERS HAVE GOTTEN JOBS IN THEIR UNIT THAT WERE GOOD FOR THEIR CAREER, IF THEY WERE WORKING IN THEIR MOS
- OF THOSE NEGATIVE COMMENTS, THE MOST FREQUENTLY MENTIONED REASONS WERE:

CAN'T GET JOBS THAT ARE NEEDED FOR PROMOTION  
NOT WORKING IN MOS  
DEPENDS ON WHO YOU KNOW

"MY BATTALION WORKED FOR ME, AND LOOK OUT FOR WHERE THEY ASSIGN US"

"GENERALLY ASSIGNMENTS / JOB POSITIONS ARE NOT A PROBLEM"

"THERE IS NO LEVEL PLAYING FIELD IN BEING SELECTED FOR JOBS. MOST WOMEN ARE NOT CONSIDERED THE FIRST CHOICE FOR A TOUGH JOB"

"MY SENIOR RATER DID NOT LIKE WOMEN IN THE ARMY AND STATED HE WOULD DO HIS BEST TO GET THEM OUT"

"I'VE WORKED IN MY MOS 6 MONTHS IN THE LAST 5 YEARS"

"LACK OF MENTORING / JOBS THAT WILL DEVELOP BETTER SOLDIERS / LEADERS"

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q4: 1,667

**Question 5: Now we want to talk about the environment in your unit/organization. Do people in your unit/organization treat each other with respect and courtesy?**

	<b>Yes</b>	<b>No</b>
Female Enlisted	16%	76%
Male Enlisted	30%	52%
Female Junior NCO	15%	78%
Male Junior NCO	40%	50%
Female Senior NCO	21%	71%
Male Senior NCO	30%	52%
Female Company Grade Officer	36%	52%
Male Company Grade Officer	33%	47%
Female Field Grade Officer	47%	43%
Male Field Grade Officer	43%	33%

- MORE FEMALE COMMENTS (WITH THE EXCEPTION OF FIELD GRADE OFFICERS) THAN MALE COMMENTS INDICATED THAT SOLDIERS ARE NOT BEING TREATED WITH RESPECT AND COURTESY
- COMMENTS FROM ENLISTED SOLDIERS WERE MORE NEGATIVE THAN THOSE FROM OFFICERS

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q5: 2,543



## Question 5: Continued

### QUOTES:

- "RESPECT GOES BOTH WAYS--OFFICERS HERE ALWAYS DEMAND RESPECT BUT DO NOT GIVE IT"
- "EVERYTHING I SAY, MEN HAVE TO LOOK IT UP TO CHECK TO SEE IF I'M RIGHT"
- "I DON'T THINK WE KNOW WHAT GOES ON IN JUNIOR ENLISTED"
- "OUR UNITS ARE SO SPREAD OUT, THERE'S NO UNITY, NO FAMILY, NOBODY CARES ABOUT ANYBODY"
- "A LOT OF OFFICERS AND SENIOR NCOS ARE STEPPING ON SUBORDINATES TO GET AHEAD"
- "PEOPLE GET THE RESPECT THEY EARN"
- "I WOULD NOT GO TO WAR WITH MY UNIT. I WOULD NOT TRUST THOSE GUYS TO COVER MY BACK"
- "BEING OVERWORKED TAKES ITS TOLL ON PEOPLE"

MILITARY FOCUS GROUP PROTOCOL

## Question 6: In your unit/organization, do leaders maintain fair standards?

	<b>Yes</b>	<b>No</b>
Female Enlisted	13%	78%
Male Enlisted	12%	78%
Female Junior NCO	10%	85%
Male Junior NCO	15%	78%
Female Senior NCO	9%	82%
Male Senior NCO	26%	61%
Female Company Grade Officer	27%	63%
Male Company Grade Officer	31%	52%
Female Field Grade Officer	55%	35%
Male Field Grade Officer	46%	38%

- OVERALL, COMMENTS FROM ENLISTED SOLDIERS INDICATED THAT THEY DON'T BELIEVE THAT LEADERS MAINTAIN FAIR STANDARDS.
- FIELD GRADE OFFICERS' COMMENTS WERE THE MOST POSITIVE
- EXAMPLES OF UNFAIR STANDARDS MOST FREQUENTLY MENTIONED WERE:
  - OFFICER--ENLISTED DOUBLE STANDARD
  - SENIOR ENLISTED--JUNIOR ENLISTED DOUBLE STANDARD
  - MALE--FEMALE DOUBLE STANDARD
  - CLIQUES OR "FAVORITES" RECEIVE SPECIAL TREATMENT

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q6: 2,621

## Question 6: Continued

### QUOTES:

- "SOME MEN AND SENIOR OFFICERS HAVE A DIFFERENT STANDARD"
- "CSM TREATS JUNIOR NCOS LIKE POOP"
- "NOTHING IS COMMUNICATED BY ANYONE. WE HAVE TROUBLE TELLING PEOPLE WHAT TO DO. THE END RESULT IS THAT RACISM IS PREVALENT"
- "MY COMMANDER ALWAYS PICKS MALES OVER FEMALES--NO FEMALES IN LEADERSHIP"
- "I WAS MOVED TO A DIFFERENT UNIT BECAUSE I DIDN'T LET A COLONEL 'GET OVER' (CHEAT ON THE STANDARDS) ON AN APFT"
- "RULES APPLY TO 'US' AND NOT TO 'THEM'"
- "IN ORDER TO MAINTAIN FAIR STANDARDS, YOU HAVE TO HAVE STANDARDS"
- "IF YOU HAVE A HARD CORE STANDARD, PEOPLE ADHERE TO IT. IF YOU HAVE A SOFT STANDARD PEOPLE ADHERE TO THAT."

MILITARY FOCUS GROUP PROTOCOL

**Question 7: If there is discrimination/harassment in your unit or installation, what actions do leaders take to eliminate discrimination/harassment?**

**FINDINGS:**

- MOST COMMENTS INDICATED POSITIVE LEADER ACTIONS THAT WERE TAKEN. EXAMPLES OF THESE ACTIONS WERE:

IMMEDIATE RESPONSE TO ANY KNOWN INSTANCE  
LEAD BY EXAMPLE  
COMMUNICATION UP AND DOWN CHAIN OF COMMAND

- SOME COMMENTS INDICATED LEADERS EITHER TOOK NO ACTION OR INAPPROPRIATE ACTIONS WHEN SEXUAL HARASSMENT OCCURRED:

INACTION  
COVER-UP INCIDENT  
NEGATIVE ACTIONS TOWARD THE VICTIM

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q7: 1,748

## Question 7: Continued

### QUOTES:

- POSITIVE QUOTES:

"WE HAVE UNIT MEETINGS - - LEADERS COMMUNICATE TOLERANCE STANDARDS"  
"ENFORCEMENT IS TOUGH"  
"THE COMMAND DOES NOT HESITATE TO FIX A PROBLEM QUICKLY AND FAIRLY"  
"WE'RE ASKED HOW EVERYTHING IS GOING AND WHAT'S NOT WORKING"

- NEGATIVE QUOTES:

"THEY MOVE THE PROBLEM, NEVER FIX IT. THEN THEY HAVE A BIG SENSING SESSION"  
"LACK OF PROACTIVE EFFORTS"  
"THEY DON'T KNOW WHAT IS GOING ON AND DON'T WANT TO KNOW"  
"THE ARMY HAS NOT FAILED TO INFORM, THEY HAVE FAILED TO ENFORCE"

**Question 8: Do you think the Army makes honest and reasonable efforts to stop any discrimination or harassment?**

**FINDINGS:**

- MOST COMMENTS INDICATED SOLDIERS FELT THE ARMY WAS MAKING A FAIR AND REASONABLE EFFORT TO ELIMINATE SEXUAL HARASSMENT, BUT THAT ARMY POLICIES WERE NOT IMPLEMENTED PROPERLY
- COMMENTS ALSO INDICATED THAT MANY SOLDIERS FELT THE ARMY WAS OVER-REACTING TO RECENT MEDIA ATTENTION. THIS OVER-REACTION IS RESULTING IN:

MALES BECOMING AFRAID TO WORK WITH FEMALES  
FEMALES BEING PENALIZED  
THE ARMY STAYING IN A REACTIVE MODE

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q8: 1,926

## Question 8: Continued

### QUOTES:

- "THE ARMY IS TRYING TO TAKE CARE OF ITS PROBLEMS"
- "THERE ARE PROGRAMS IN PLACE; HOWEVER, THE LEADERSHIP IS NOT DOING A GOOD JOB ENFORCING THESE PROGRAMS"
- "MEN ARE FEARFUL OF ME NOW . . . I CAN'T BE PART OF THE TEAM"
- "WOMEN ARE BEING TREATED AS SECOND CLASS CITIZENS"
- "PREVENTION IS NOT DISCUSSED AS MUCH AS REACTION"
- "PROBLEM IS NOT POLICY OR PROCEDURES, IT IS THE PERSON YOU TAKE THE COMPLAINT TO"

MILITARY FOCUS GROUP PROTOCOL

**Question 9: Do you feel free to report any discrimination/harassment without fear of bad things happening to you? Probes: Why or why not? What kinds of things do you think might happen if you report?**

	<b>Yes</b>	<b>No</b>
Female Enlisted	45%	48%
Male Enlisted	39%	51%
Female Junior NCO	34%	57%
Male Junior NCO	59%	31%
Female Senior NCO	42%	50%
Male Senior NCO	61%	28%
Female Company Grade Officer	45%	39%
Male Company Grade Officer	54%	33%
Female Field Grade Officer	42%	48%
Male Field Grade Officer	56%	29%

- OVERALL, FEMALE COMMENTS FROM RANK GROUPS INDICATED FEMALES DO NOT FEEL AS FREE TO REPORT AS MALES COMMENTS
- FEAR OF REPRISALS FROM THEIR CHAIN OF COMMAND AND FROM OTHER SOLDIERS, AND LACK OF TRUST IN THE SYSTEM, ARE THE KEY REASONS FOR NOT REPORTING

MILITARY FOCUS GROUP PROTOCOL  
 N OF COMMENTS FOR Q9: 2,491



## Question 9: Continued

### QUOTES:

- "YES, IF I HAVE A VALID CASE"
- "NO, BECAUSE THE LEADERS ARE DOING THE HARASSING AND THEY WILL GET YOU SOMEHOW"
- "THIS IS A SERIOUS MATTER, MY FAMILY'S LIVELIHOOD WOULD BE THREATENED"
- "WAKE UP. AS SOON AS YOU SPEAK UP, THERE'S PROBLEMS"
- "ONCE YOU BRING ATTENTION TO THE OFFICE, ALL OF A SUDDEN YOU HAVE A STACK OF COUNSELING STATEMENTS"
- "I HAVE BEEN SET UP BY OTHER NCOs - TOLD TO GO PICK UP GENERAL OFFICERS AT THE WRONG PLACE"

**Question 10: If you experienced any discrimination or harassment, would you report the incident? Probes: If they would not report, why not? If they would report, to whom?**

	<b>Yes</b>	<b>No</b>
Female Enlisted	65%	30%
Male Enlisted	49%	44%
Female Junior NCO	66%	28%
Male Junior NCO	68%	21%
Female Senior NCO	67%	28%
Male Senior NCO	61%	27%
Female Company Grade Officer	47%	42%
Male Company Grade Officer	59%	32%
Female Field Grade Officer	71%	27%
Male Field Grade Officer	42%	38%

- COMMENTS INDICATED THAT SOLDIERS WHO WOULD REPORT ANY SEXUAL HARASSMENT WOULD GO FIRST THROUGH THE CHAIN OF COMMAND, ONLY AFTER TRYING TO HANDLE IT THEMSELVES
- OF THE COMMENTS THAT WERE NEGATIVE RESPONSES, THE MOST FREQUENTLY GIVEN REASONS FOR NOT REPORTING WERE:
  - CHAIN OF COMMAND WILL NOT TAKE ANY ACTION
  - COMPLAINT WILL NOT BE ACTED UPON
  - FEAR OF REPRISALS FROM THE CHAIN AND COMMAND AND OTHER SOLDIERS

MILITARY FOCUS GROUP PROTOCOL  
 N OF COMMENTS FOR Q10: 2,517

## Question 10: Continued

### QUOTES:

- "YES, AFTER I HAVE DONE EVERYTHING TO STOP IT ON MY OWN"
- "I'D REPORT IT, BUT AFTER YOU'LL HAVE TO GO THROUGH HELL AND HIGH WATER"
- "NO, YOU'LL BE BLACKBALLED"
- "I VALUE MY CAREER TOO MUCH. I DON'T KNOW IF I WOULD REPORT"
- "MALES WON'T REPORT IT - - OTHER MALES WERE CHASTISED"
- "FEAR OF REPERCUSSION / LACK OF TRUST IN THE SYSTEM TO SOLVE THE PROBLEM. LEADERS WANT TO SUCCEED AND IF YOUR REPORTING THREATENS THAT SUCCESS, YOUR REPORT WILL GO NOWHERE"

**Question 12: In the last 12 months, have you witnessed or experienced sexual harassment? Probes: If yes, by whom? What behaviors? Where? Did you report? To whom? What did you do? Result?**

	<b>Yes</b>	<b>No</b>
Female Enlisted	78%	10%
Male Enlisted	59%	25%
Female Junior NCO	70%	13%
Male Junior NCO	35%	53%
Female Senior NCO	50%	40%
Male Senior NCO	34%	48%
Female Company Grade Officer	65%	22%
Male Company Grade Officer	38%	41%
Female Field Grade Officer	47%	43%
Male Field Grade Officer	29%	48%

- IN ALL RANK GROUPS, FEMALE COMMENTS WERE MORE LIKELY THAN MALE COMMENTS TO MENTION THEY HAD WITNESSED OR EXPERIENCED SEXUAL HARASSMENT
- MALE FIELD GRADE OFFICERS WERE LEAST LIKELY TO COMMENT THAT THEY HAS WITNESSED OR EXPERIENCED SEXUAL HARASSMENT

MILITARY FOCUS GROUP PROTOCOL  
 N OF COMMENTS FOR Q12: 2,970

## Question 12: Continued

### QUOTES:

- "I GUESS THE THINGS I HEAR GUYS TELLING WOMEN AROUND HERE COULD BE SEXUAL HARASSMENT"
- "SOLDIERS CAN SAY 'I DON'T THINK WOMEN SHOULD BE IN MY ARMY' AND NOTHING HAPPENS"
- "I JOINED THE ARMY TO BE A SOLDIER, NOT TO BE FONDLED"
- "JOKES. COMMENTS. THESE ARE/WERE TOLERATED AND EXPECTED TO A DEGREE"
- "THE LTC IN MY PRESENT JOB SAYS INAPPROPRIATE THINGS ALL THE TIME 'WE'VE STILL GOT WOMEN WORKING ON THEIR KNEES' I WROTE UP A STATEMENT COMPLAINING. HE ONLY GOT COUNSELING"
- "YOU CAN'T GET AWAY WITH SAYING 'BLACKS SHOULD NOT BE IN THE MILITARY' BUT YOU CAN SAY WOMEN SHOULD NOT BE IN. DUMB FEMALES, ETC. HOW CAN THEY GET AWAY WITH THIS?"
- "MY AIT NCO TOLD ME THAT IF I SLEPT WITH HIM I WILL GET A GOOD GRADE"

MILITARY FOCUS GROUP PROTOCOL

**Question 13: How does sexual harassment or inappropriate behavior affect your unit/organization's ability to do its job? Probes: Examples?**

- MOST COMMENTS INDICATE THE MISSION WILL BE ACCOMPLISHED
- IF SEXUAL HARASSMENT OCCURS IN A UNIT, SOLDIERS WERE LIKELY TO MENTION THE FOLLOWING EFFECTS:
  - ◆ BREAK DOWN OF COHESION  
"SOLDIERS DON'T THINK ITS WORTH TALKING TO FEMALES"
  - ◆ CREATES FEAR AND MISTRUST  
"WITH THE WHOLE THING, ITS KIND OF SEGREGATING THE MALES AND FEMALES, YOU'RE NEVER PART OF THE GROUP, MEN ARE AFRAID TO SAY ANYTHING, YOU CAN'T WORK WITH THEM"
  - ◆ MORALE SUFFERS  
"MORALE HITS ROCK BOTTOM"  
  
"THE QUESTION IS, ARE YOU WILLING TO GO TO WAR WITH THESE PEOPLE KNOWING THAT THESE ATTITUDES ARE AROUND YOU"  
  
"YOU CAN'T WORK WITH SOMEONE YOU FEEL YOU HAVE TO DEFEND YOURSELF AGAINST"

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q13: 1,363

**Question 14: Now let's shift topics and talk about equal opportunity training. Have you had training in the last 12 months? Probes: What kind of training? Who conducted the training? Where? In your unit? At a school?**

**FINDINGS:**

- ALMOST ALL REPORTED ATTENDING EQUAL OPPORTUNITY TRAINING IN THE LAST 12 MONTHS
- EOA / EOR WERE THE MOST FREQUENTLY MENTIONED TRAINERS
- MOST TRAINING WAS CONDUCTED AT THE UNIT LEVEL

**Question 15: Have you had training in the last 12 months on preventing sexual harassment? Probes: What kind of training did you have? Who conducted the training? Who attended from the chain of command?**

**FINDINGS:**

- MOST REPORTED ATTENDING TRAINING IN THE LAST 12 MONTHS
- THE MOST FREQUENTLY MENTIONED TRAINERS WERE THE EOAVEOR FOLLOWED BY COMMANDERS
- THE ENTIRE CHAIN OF COMMAND AND THE ENTIRE COMPANY WERE MOST OFTEN MENTIONED AS ATTENDING THE TRAINING

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q15: 5,455



**Question 16: How effective was the training you received in making you aware of behaviors that might be discrimination / harassment?**

**FINDINGS:**

- COMMENTS WERE MIXED IN THEIR VIEWS OF HOW EFFECTIVE THEIR TRAINING WAS
- OF THOSE WHO THOUGHT IT WAS EFFECTIVE:
  - SCENARIO-BASED TRAINING
  - HAD A JAG TO ANSWER QUESTIONS
  - DISCUSSION GROUPS
  - SKITS
  - COMMANDER ADDED OWN EMPHASIS
- OF THOSE WHO THOUGHT IT WAS INEFFECTIVE:
  - CHECK THE BOX TRAINING
  - REPETITIVE USE OF DATED SLIDES / MATERIALS
  - LECTURES
  - BORING
  - TOO REPETITIVE

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q16: 1,296

**Question 17: What are some practical ways to address the problems and issues that you have raised today?**

**FINDINGS:**

- "WE NEED MORE IPC SKILLS TRAINING. OUR YOUNG SOLDIERS ARE SMART, BUT THEY DON'T HAVE PEOPLE SKILLS"
- "BRING BACK OLD STYLE OF IET - - TOUGH, REALISTIC, AND STRESSFUL"
- "YOU CAN HAVE ALL THE CLASSES IN THE WORLD, BUT UNLESS YOU ENFORCE STANDARDS, YOU LOSE IT"
- "CREATE AN AGENCY OR BRANCH TO BUILD, MANAGE, AND MAINTAIN HUMAN RESOURCES"
- "TEACH HOW TO REPORT AND HOW TO BEHAVE"
- "NEED TO INSTILL PRIDE IN THE ARMY"
- "PUNISHMENT SHOULD BE UNIFORM AND KNOWN"
- "DON'T PUT VICTIMS ON TRIAL"
- "HOLD COMMANDERS ACCOUNTABLE FOR EO PROGRAM"
- "FULLY PROSECUTE EVERYONE - REGARDLESS OF RANK"
- "PAY MORE ATTENTION TO THE VICTIM AFTER THE FACT"
- "FEMALES NEED TO BE MORE VISIBLE - NEED MORE FEMALES IN TOP LEADERSHIP POSITIONS"

MILITARY FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q17: 4,665

Annex G  
Trainee Focus Groups

## TRAINEE FOCUS GROUP PROTOCOL

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\_\_\_\_\_  
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Moderator  
Note Taker  
# in Group  
Gender  
Location  
Type of Training (BCT, OSUT, AIT)

**1. What are some of the best things that have happened during your current training?**

**2. What are some of the worst things that have happened during your current training?**

**3. Are all soldiers expected to achieve to the same standards? Examples of yes and no?**

**4. Are all soldiers equally encouraged to succeed during training?  
Examples of yes and no?**

**5. Are the soldiers in your unit treated fairly? Examples of yes and no?**

**6. Do male drill sergeants/instructors treat male and female soldiers  
equally? Examples?**

**7. Do female drill sergeants/instructors treat male and female soldiers equally? Examples?**

**8. What is your definition of sexual harassment?**

**READ ARMY DEFINITION: SEXUAL HARASSMENT IS A FORM OF SEX DISCRIMINATION THAT INVOLVES DELIBERATE OR REPEATED UNWELCOME SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE. (AR600-20).**

**9. Have you witnessed or experienced any sexual harassment in the Army?**

**Probes: Who? What happened? When? Where? Report? Outcome?**

**10. If you were sexually harassed, would you report the incident?  
Why or why not?**

**11. To whom would you report?**

**12. Have you received any training on equal opportunity since joining the  
Army?**

**Probes: When? Where? Who conducted?**

**13. Have you received any training on prevention of sexual harassment since joining the Army?**

**Probes: When Where? Who conducted?**

**14. How effective was the training in making soldiers aware of behavior that might be considered sexual harassment?**

**15. Do you have any practical suggestions for improving the human relations environment in the Army?**



## TRAINEE PROTOCOL

### SAMPLE INFORMATION:

- Number of protocols: 84
- Number of respondents: 994
  
- Number of males: 628 (63%)
- Number of females: 366 (37%)
  
- Number of males in AIT: 174 (28%)
- Number of males in BCT: 133 (21%)
- Number of males in OSUT: 260 (41%)
- Number of males undetermined: 61 (10%)
  
- Number of females in AIT: 185 (51%)
- Number of females in BCT: 140 (38%)
- Number of females undetermined: 41 (11%)

In the following slides, comments are listed with the most frequently mentioned comments first.

Question 1: What are some of the best things that have happened during your current training?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** GETTING IN SHAPE (LOSING WEIGHT, COMPLETING RUNS)  
TRAINING (WEAPONS, FTX, CONFIDENCE COURSE)  
PERSONAL GROWTH (SELF-ESTEEM, CONFIDENCE)  
WORKING WITH/MEETING NEW PEOPLE (MAKING FRIENDS)
- **FEMALE COMMENTS:** WORKING WITH/MEETING NEW PEOPLE (MAKING FRIENDS)  
PERSONAL GROWTH (SELF-ESTEEM, CONFIDENCE)  
GOOD EXPERIENCE OVERALL (FUN, ENJOYABLE)  
GETTING IN SHAPE (GETTING BETTER PHYSICALLY FIT)

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q1: M=366 F=181

## Question 1: CONTINUED

### QUOTES:

- MALE QUOTES:
  - “NEVER DID THIS MUCH EXERCISE BEFORE. FEELS GOOD”
  - “LEARNING TO SHOOT M-16, OBSTACLE COURSE, SOLDIERLY THINGS”
  - “NO LONGER TREATED LIKE A THING, FEELING LIKE A PERSON”
  - “MEETING NEW PEOPLE, PEOPLE FROM ALL OVER THE PLACE”
- FEMALE QUOTES:
  - “MEETING PEOPLE AND MAKING FRIENDS”
  - “SENSE OF ACCOMPLISHMENT, EXCEED YOUR OWN EXPECTATIONS”
  - “I LOVE BCT, I THINK IT’S FUN”
  - “GOOD PT - I USE TO BE A COUCH POTATO”

Question 2: What are some of the worst things that have happened during your current training?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** DS TREATMENT OF SOLDIERS (LACK OF RESPECT, SWEARING)  
BEING AWAY FROM FAMILY (MISS FAMILY AND/OR SPOUSE)  
LACK OF SLEEP (GETTING UP EARLY)
- **FEMALE COMMENTS:** DS TREATMENT OF SOLDIERS (LACK OF RESPECT, SWEARING)  
GETTING SMOKED/MASS PUNISHMENT (EVERYONE GETTING  
PUNISHED FOR THE ACTIONS OF 1 OR 2 PEOPLE)  
QUALITY OF LIFE ISSUES (LIVING CONDITIONS-BARRACKS)

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q2: M=315 F=224

## Question 2: CONTINUED

### QUOTES:

- MALE QUOTES: "DS' CUSS AT THE SOLDIERS TOO MUCH, 'FUCKING SHITHEAD', 'STUPID SOB', 'MOTHER FUCKER'. ONE DS CUSSES SO MUCH, BUT HE DOES NOT GIVE CLEAR, CONCISE INSTRUCTIONS. YOU DON'T KNOW WHAT THEY WANT"  
"BEING AWAY FROM MY FAMILY"  
"WAKING UP AT 0430"
- FEMALE QUOTES: "BEING YELLED AT AND CURSED AT"  
"GETTING IN TROUBLE AS A GROUP, I.E., GETTING DROPPED"  
"LIVING CONDITIONS FOR FEMALES SUCK. 49 PEOPLE ON 1/2 AN OPEN BAY BARRACKS. WE'RE ALL PILED UP. MALES HAVE PERSONAL ROOMS, AND HAVE AN OPEN BAY"

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL

Question 3: Are all soldiers expected to achieve the same standards?  
Examples of yes and no?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 51% OF THE COMMENTS INDICATED THAT ALL SOLDIERS ARE EXPECTED TO ACHIEVE THE SAME STANDARDS
- **FEMALE COMMENTS:** 41% OF THE COMMENTS INDICATED THAT ALL SOLDIERS ARE EXPECTED TO ACHIEVE THE SAME STANDARDS
- **BOTH MALE AND FEMALE COMMENTS INDICATED MALE/FEMALE DOUBLE STANDARDS AS THE MOST NEGATIVE RESPONSE**

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q3: M=292 F=165

### Question 3: CONTINUED

#### QUOTES:

- MALE QUOTES:            "YES, EVERYONE IS HELD TO THE SAME STANDARD"  
  
                                 "DIFFERENT DETAILS, FEMALES DO PAPERWORK AND MALES DIG  
                                 UP TREES"  
                                 "FEMALES ARE PUNISHED TO A DIFFERENT STANDARD. I GET  
                                 DROPPED FOR 50 PUSH-UPS; THE WOMEN DO LESS"
  
- FEMALE QUOTES:        "YES, THE STANDARDS ARE THE SAME FOR EVERYONE. SOLDIERS  
                                 NEED TO DO WHAT THEY ARE REQUIRED TO DO IF THEY DON'T  
                                 WANT TO GET PICKED ON"  
  
                                 "OVERALL STANDARDS FOR MALES AND FEMALES ARE DIFFERENT.  
                                 THE FEMALES WAX THE FLOOR, SPIT SHINE OUR BOOTS. THE  
                                 MALES FLOOR CAN LOOK BAD, BRUSH SHINE BOOTS AND THEY  
                                 GET COMMENDED FOR THIS 'IMPROVEMENT'. THE FEMALE DI  
                                 PUSH US HARDER, LET THE MALES GET AWAY WITH THINGS."

Question 4: Are all soldiers equally encouraged to succeed during training?  
Examples of yes and no?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 66% OF THE COMMENTS INDICATED THAT ALL SOLDIERS ARE ENCOURAGED TO SUCCEED DURING TRAINING  
  
SOME OF THE NEGATIVE COMMENTS INDICATED FAVORITISM AS THE MOST COMMON RESPONSE (SOME SOLDIERS ARE ENCOURAGED MORE IN GENERAL)
- **FEMALE COMMENTS:** 47% OF THE COMMENTS INDICATED THAT ALL SOLDIERS ARE ENCOURAGED TO SUCCEED DURING TRAINING  
  
MANY OF THE NEGATIVE COMMENTS INDICATED MALE/FEMALE DOUBLE STANDARDS AS THE MOST COMMON RESPONSE (FEMALES ARE ENCOURAGED MORE THAN MALES)

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q4: M=329 F=180



## Question 4: CONTINUED

### QUOTES:

- MALE QUOTES:            "AS A WHOLE THEY ENCOURAGE EQUALLY"  
                                  "EVERYBODY IS ENCOURAGED TO DO BETTER, BUT NOT IN THE  
                                  CIVILIAN WAY. THEY ALWAYS YELL AT YOU."  
  
                                  "EVERY DS PICKS A FAVORITE IT SEEMS"  
                                  "DS PLAY FAVORITISM MALE/FEMALE"
- FEMALE QUOTES:        "YES, MY DI'S WOULD GET ON THE TRACK AND RUN WITH YOU  
                                  IF YOU WERE HURTING AT PT. THEY DIDN'T WANT TO SEND  
                                  YOU HOME."  
  
                                  "IF SOMEONE IS ENCOURAGED, THEY'LL TRY. THERE WAS A  
                                  FEMALE SOLDIER WHO WAS HAVING TROUBLE IN SCHOOL AND  
                                  SHE WAS BELITTLED. A GUY THAT WAS IN THE SAME SITUATION  
                                  WAS ENCOURAGED AND HE TRIED HARDER."

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL

Question 5: Are the soldiers in your unit treated fairly? Examples of yes and no?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MALE COMMENTS: 47% OF THE COMMENTS INDICATED SOLDIERS IN THEIR UNIT WERE TREATED FAIRLY
- FEMALE COMMENTS: 43% OF THE COMMENTS INDICATED SOLDIERS IN THEIR UNIT WERE TREATED FAIRLY
- BOTH MALE AND FEMALE COMMENTS INDICATED MALE/FEMALE DOUBLE STANDARDS AS THE MOST NEGATIVE RESPONSE

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q5: M=273 F=161

## Question 5: CONTINUED

### QUOTES:

- MALE QUOTES: "ALL GET TREATED EQUALLY BAD WHEN SOMETHING GOES WRONG, ALL GET EQUALLY TREATED GOOD WHEN THINGS ARE GOING GOOD."  
  
"NO, THE FEMALES 'GET OFF' A LOT EASIER THAN THE MALES DO."  
"WE HAD TWO STOUT FEMALES VOLUNTEER FOR FILE CABINET MOVING DETAIL AND THE DRILL SAID NO! WE NEED MALES."
- FEMALE QUOTES: "OVERALL THINGS ARE FAIR, FAIR TREATMENT"  
  
"MALES ARE ALWAYS GIVEN HINTS ON HOW TO IMPROVE, BUT FEMALES AREN'T"  
"NO, MALES GET SPECIAL PASSES AND FEMALES NEVER DO. NOT IN OUR PLATOON ANYWAY."

Question 6: Do male drill sergeants/instructors treat male and female soldiers equally? Examples?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 44% OF THE COMMENTS INDICATED EQUAL TREATMENT BY MALE DS  
  
SOME OF THE NEGATIVE COMMENTS INDICATED MALE DS WERE EASIER ON FEMALES
- **FEMALE COMMENTS:** 64% OF THE COMMENTS INDICATED EQUAL TREATMENT BY MALE DS  
  
SOME OF THE NEGATIVE COMMENTS INDICATED THERE WERE MALE/FEMALE DOUBLE STANDARDS (MALES RECEIVE MORE INFORMATION, FOR EXAMPLE)

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q6: M=223 F=146

## Question 6: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "YES, EVERYONE IS TREATED THE SAME"
  - "FEMALES GET IT JUST LIKE THE MALES DO. NO ONE GETS OVER"
  - "FEMALES ARE TREATED BETTER, THEY DON'T DO ANYTHING HARD OR HEAVY"
  - "I THINK THAT SOME MALE DS ARE EASY ON FEMALES BECAUSE THEY ARE AFRAID THAT THEY WILL GET IN TROUBLE (HARASSMENT CHARGES, ETC.). FEEL THAT MALES ARE HELD MORE ACCOUNTABLE FOR ACTIONS."
- FEMALE QUOTES:
  - "NO DIFFERENCE WHEN IT COMES TO TRAINING (I.E., DETAILS DROP FOR PUSH-UPS) ALL EQUAL."
  - "ALL 'SUCK IT UP' THE SAME"
  - "IN BRM THE MALE DRILL SGTS ARE MORE ENTHUSIASTIC ABOUT MALES THAN FEMALES"
  - "NO, THEY HUMILIATE THE FEMALES IN FRONT OF THE WHOLE COMPANY. THEY DON'T DO THAT TO THE GUYS."

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL

Question 7: Do female drill sergeants/instructors treat male and female soldiers equally? Examples?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 56% OF THE COMMENTS INDICATED EQUAL TREATMENT BY FEMALE DS  
  
SOME OF THE NEGATIVE COMMENTS INDICATED FEMALE DS WERE HARDER ON FEMALES
- **FEMALE COMMENTS:** 42% OF THE COMMENTS INDICATED EQUAL TREATMENT BY FEMALE DS  
  
SOME OF THE NEGATIVE COMMENTS INDICATED FEMALE DS WERE HARDER ON FEMALES (POSITIVE VIEW BY FEMALES)

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q7: M=153 F=118

## Question 7: CONTINUED

### QUOTES:

- MALE QUOTES:            "“SOME SOLDIERS (3) FELT, ‘WE GET TREATED ALL THE SAME’”  
                                  "“OUR FEMALE DRILLS ARE HARDER ON FEMALES”"
- FEMALE QUOTES:        "“MY DRILLS TREATED EVERYONE EQUALLY”  
                                  "“FEMALES JUST KEEP PUSHING, AND I LIKE BEING PUSHED. I LIKE  
                                  A CHALLENGE. AND, IT MAKES ME STRONGER AND BUILDS MY  
                                  SELF-ESTEEM.”  
                                  "“NO, WE HAVE A FEMALE DRILL THAT IS MUCH HARDER ON THE  
                                  FEMALES. THEY THINK WE NEED TO ACHIEVE HIGHER  
                                  STANDARDS. BUT, THIS ISN'T A BAD THING.”"

Question 9: Have you witnessed or experienced any sexual harassment in the Army? Probes: Who? What happened? When? Where? Report? Outcome?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- 56% OF MALE COMMENTS INDICATED "NO"
- 40% OF FEMALE COMMENTS INDICATED "NO"
- BOTH MALE AND FEMALE COMMENTS INDICATED THAT THE EXAMPLES GIVEN WERE NOT SEXUAL HARASSMENT, BUT RATHER CONSENSUAL SEX BETWEEN DS AND TRAINEES AND BETWEEN TRAINEES
- IN SOME CASES, WHEN EXAMPLES WERE GIVEN, THEY WERE INCOMPLETE AND DIFFICULT TO DETERMINE THE CIRCUMSTANCES SURROUNDING THE INCIDENT

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q9: M=314 F=203



Question 10: If you were sexually harassed, would you report the incident? Why or why not?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 67% OF THE COMMENTS INDICATED THEY WOULD REPORT IF THEY WERE SEXUALLY HARASSED AND IF THE BEHAVIOR CONTINUED

SOME WOULD NOT REPORT THE INCIDENT BECAUSE THEY WOULD HANDLE IT ON THEIR OWN OR THEY WOULD BE CONSIDERED THE JOKE OF THE TOWN IF THEY DID REPORT

- **FEMALE COMMENTS:** 87% OF THE COMMENTS INDICATED THEY WOULD REPORT IF THEY WERE SEXUALLY HARASSED AND IF THEY WERE UNABLE TO HANDLE IT ON THEIR OWN

SOME WOULD NOT REPORT THE INCIDENT BECAUSE THEY WOULD HANDLE IT ON THEIR OWN OR THEY BELIEVE NOTHING WOULD BE DONE ABOUT IT IF THEY DID REPORT

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q10: M=318 F=233

Question 11: To whom would you report?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MALE COMMENTS: CHAIN OF COMMAND (UNSPECIFIED)  
DRILL SERGEANTS/INSTRUCTORS  
CHAPLAIN  
EOA/EOR
- FEMALE COMMENTS: CHAIN OF COMMAND (UNSPECIFIED)  
DRILL SERGEANTS/INSTRUCTORS  
COMMANDERS  
CHAPLAIN

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q11: M=250 F=162

Question 12: Have you received any training on equal opportunity since joining the Army? Probes: When? Where? Who conducted?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MALE COMMENTS: 98% REPORTED RECEIVING TRAINING (7 RESPONDED NO)  
CONDUCTED BY: DRILL SERGEANTS  
EOA/EOR  
COMMANDERS
- FEMALE COMMENTS: 100% REPORTED RECEIVING TRAINING (1 RESPONDED NO)  
CONDUCTED BY: DRILL SERGEANTS  
COMMANDERS  
EOA/EOR

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q12: M=559 F=366

Question 13: Have you received any training on prevention of sexual harassment since joining the Army? Probes: When? Where? Who conducted?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 99% REPORTED RECEIVING TRAINING (1 UNSURE)  
**CONDUCTED BY:** COMMANDERS  
DRILL SERGEANTS/INSTRUCTORS  
EOA/EOR
- **FEMALE COMMENTS:** 100% REPORTED RECEIVING TRAINING  
**CONDUCTED BY:** COMMANDERS  
DRILL SERGEANTS/INSTRUCTORS  
EOA/EOR

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q13: M=429 F=417

Question 14: How effective was the training in making soldiers aware of behavior that might be considered sexual harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 50% OF THE POSITIVE COMMENTS INDICATED TRAINING WAS EFFECTIVE/VERY EFFECTIVE  
  
SOME OF THE NEGATIVE COMMENTS INDICATED THAT THE TRAINING MADE THEM SCARED - AFRAID TO TALK WITH FEMALES
- **FEMALE COMMENTS:** 77% OF THE POSITIVE COMMENTS INDICATED TRAINING WAS EFFECTIVE/VERY EFFECTIVE  
  
SOME OF THE NEGATIVE RESPONSES INDICATED THERE HAS BEEN TOO MUCH TRAINING

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q14: M=183 F=133

## Question 14: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "QUITE EFFECTIVE. IT HAS OPENED MY EYES TO THINGS THAT I COULD HAVE GOTTEN IN TROUBLE FOR IF I DID"
  - "MESSED ME UP. WE WENT ON FAMILY DAY PASS AND I DID NOT HOW TO APPROACH A GIRL"
  - "2 SOLDIERS ADMITTED BEING SCARED TO TALK TO OTHER MILITARY WOMEN FOR FEAR OF PUNISHMENT"
- FEMALE QUOTES:
  - "VERY EFFECTIVE"
  - "IT'S GONE OVERBOARD"
  - "IN BASIC, WE HAD SO MANY CLASSES THAT IT WAS OVERKILL"
  - "IT'S GOOD TO HAVE A CLASS, BUT THEY ARE HAVING SO MANY CLASSES WITH THE SAME INFORMATION"

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL

Question 15: Do you have any practical suggestions for improving the human relations environment in the Army?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS RECOMMEND:** SEPARATE MALES/FEMALES DURING BCT TRAINING  
BCT NEEDS TO BE HARDER  
RECRUITERS NEED TO TELL THE TRUTH  
NEED MORE PRIVILEGES (PASSES, PHONE USE)  
MALES/FEMALES SHOULD TRAIN TOGETHER FROM  
THE BEGINNING
- **FEMALE COMMENTS RECOMMEND:** RE-LOOK THE BATTLE BUDDY POLICY  
IMPROVE LIVING CONDITIONS - BARRACKS  
IMPROVE SEXUAL HARASSMENT TRAINING  
IMPROVE COMMUNICATION (BOTH BETWEEN DS  
AND TRAINEES AND BETWEEN TRAINEES)  
STOP MASS PUNISHMENT

SOLDIER-IN-TRAINING FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q15: NOT REPORTED DUE TO THE VARIETY OF COMMENTS

Annex H  
Trainer Focus Groups



## TRAINERS FOCUS GROUP PROTOCOL

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Moderator  
Note Taker  
# in Group  
Gender  
Location  
Type (BCT, OSUT, AIT)  
Trainer (DS, Instructor)

1. What are some of the positive things about your job?

2. What are some of the negative things about your job?

3. Do Drill Sergeants/Instructors work well together? Examples?

**4. Do Drill Sergeants/Instructors treat one another with respect and courtesy? Examples?**

**Do Drill Sergeants/Instructors work well together as a team?**

**5. Do officers treat you with respect and courtesy? Examples?**

**Do you feel you have the support of your chain of command?**

**6. If you experienced any kind of discrimination or harassment, do you feel free to report without fear of bad things happening to you?**

**If no, what do you think might happen?**

**7. If you experienced any discrimination or harassment, to whom would you report the incident?**

**Probes: If no, why not report the incident?**

**8. How do you define sexual harassment?**

**READ ARMY DEFINITION: SEXUAL HARASSMENT IS A FORM OF SEX DISCRIMINATION THAT INVOLVES DELIBERATE OR REPEATED UNWELCOME SEXUAL ADVANCES, REQUESTS FOR SEXUAL FAVORS, AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE. (AR600-20)**

**9. In the last 12 months, have you witnessed or experienced sexual harassment?**

**Probes: Who? What happened? Where? When? Reported? Outcome?**

**10. How well did training in the Drill Sergeants Course/training to be an Instructor prepare you to handle instances of discrimination/harassment for soldiers-in-training?**

**11. Have you had training in prevention of sexual harassment in the last 12 months?**

**Probes: Where? When? Who conducted?**

**12. How effective was the training in making you aware of behaviors that might be discrimination/harassment?**

**13. What are some practical ways to improve the human relations environment in the Army?**

## TRAINERS FOCUS GROUP PROTOCOL

### SAMPLE INFORMATION:

- Number of protocols: 58
- Number of respondents: 520 (509 used for gender frequencies)
- Number of females: 155 (30.5%)                      Number of males: 354 (69.5%)
- Number of Drill Sergeants: 328 (63.1%)              Number of Instructors: 192 (36.9%)
- Number of female Drill Sergeants: 83 (16.3%)
- Number of male Drill Sergeants: 245 (48.1%)
- Number of female Instructors: 72 (14.1%)
- Number of male Instructors: 109 (21.4%)

Note: One focus group included both males and females. In order to examine gender differences, the data from this group was excluded, resulting in the exclusion of 11 people from any gender analysis.

In the following slides, comments are listed with the most frequently mentioned comments first.

Question 8 asked for a definition of sexual harassment in order to determine soldiers' understanding of the Army definition and was not coded. The Army definition of sexual harassment was read prior to Question 9.

Question 1: What are some of the positive things about your job?

FINDINGS: The most frequently mentioned comments are:

- ALL RESPONDENTS REPORTED TRAINING/TEACHING/CONTACT WITH SOLDIERS IS THE MOST ENJOYABLE ASPECT OF THEIR JOB.
- MALE COMMENTS REPORT: CAREER ADVANCEMENT/ LEADERSHIP EXPERIENCE  
BEING AROUND DIFFERENT PEOPLE  
ENJOYABLE WORK / GOOD JOB
- FEMALE COMMENTS REPORT: POSITIVE ROLE MODEL  
ENJOYABLE WORK / GOOD JOB  
GOOD CO-WORKERS  
GOOD LOCATION / ENVIRONMENT

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q1: F = 91, M = 129; DS = 127, I = 97

## Question 1: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "HELPING DEVELOP YOUNG SOLDIERS TO MATURE, NOT ONLY IN THE MILITARY BUT IN LIFE"
  - "IT IS AN HONOR AND CAREER ENHANCER TO BE A DRILL SGT"
  - "DIVERSE PEOPLE. LEARN TO INTERACT WITH EVERYONE. LEARNED A LOT ABOUT OTHER PEOPLE"
  - "ABLE TO ATTEND COLLEGE. YOU CAN ACTUALLY PLAN TO DO SOMETHING AS AN INSTRUCTOR"
  - "DEVELOP LEADERSHIP SKILLS IN MYSELF AS A LEADER"
- FEMALE QUOTES:
  - "TRAINING - SEEING PRIVATES COME IN AS CIVILIANS AND BECOMING SOLDIERS"
  - "THE WAY PRIVATES LOOK AT YOU, KNOW THAT YOU'RE A MENTOR AND ROLE MODEL TO THEM"
  - "HERE WE CAN SHOW WHAT FEMALES CAN DO (POSITIVE ROLE MODELS)"
  - "CLOSE KNIT GROUP W/ 2 OTHER MALE DRILL SERGEANTS - WE WORK WELL TOGETHER"

TRAINER'S FOCUS GROUP PROTOCOL

Question 2: What are some of the negative things about your job?

FINDINGS: The most frequently mentioned comments are:

- MALE COMMENTS REPORT:
  - POOR LEADERSHIP / POOR SUPPORT FROM CHAIN OF COMMAND
  - POOR RESOURCES/ NUMBER OF PERSONNEL
  - LONG HOURS / TOO MANY RESPONSIBILITIES
  - POOR QUALITY OF SOLDIERS
  - TOO LITTLE DISCIPLINE / TOO SOFT ON SOLDIERS
  - REACTION TO SH / NEGATIVE MEDIA
- FEMALE COMMENTS REPORT:
  - MALE / FEMALE CONFLICT
  - LONG HOURS / TOO MANY RESPONSIBILITIES
  - PROBLEMS BETWEEN DRILL SGTS / INSTRUCTORS
  - POOR LEADERSHIP / POOR SUPPORT FROM CHAIN OF COMMAND
  - POOR QUALITY OF SOLDIERS
  - POOR RESOURCES / NUMBER OF PERSONNEL

TRAINER'S FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q2: F = 181, M = 292



## Question 2: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "SOME SOLDIERS SHOULDN'T BE HERE DUE TO GENERALIZED TECHNICAL OR SPECIALIZED TRAINING SCORES. DON'T LOWER THE STANDARD OF SOLDIERS YOU BRING IN"
  - "GOD COMPLEX AMONG DRILL SGTS AND WE ARE NOT ON THE SAME LEVEL"
  - "ARTICLE 15'S HERE NOT PROPER PUNISHMENT! OUR OFFICERS ARE TOO SOFT; 14 DAYS EXTRA DUTY DOESN'T DO IT"
- FEMALE QUOTES:
  - "IF FEMALE DRILL IS TRYING TO EXCEL, MALES DON'T LIKE THAT; OFTEN YOU'RE BREAKING THEIR STEREOTYPES OF WEAK FEMALES"
  - "LONG HOURS, GETTING UP, 12 HOUR DAYS, SOMETIMES 4AM - 8PM"
  - "HURTS FEMALE DRILL SGTS BECAUSE THERE ARE VERY FEW FEMALES TO DEAL WITH FEMALE ISSUES--FEMALE STUDENTS FEEL MORE COMFORTABLE COMING TO FEMALES"
  - "SOLDIERS ARE OUT OF CONTROL - NO DISCIPLINE. MUST BEGIN IN BASIC TRAINING AND THEY'RE NOT GETTING THE DISCIPLINE THEY NEED IN BASIC"

TRAINER'S FOCUS GROUP PROTOCOL

### Question 3: Do Drill Sergeants / Instructors work well together? Examples?

#### FINDINGS:

- ONLY 52% OF FEMALE COMMENTS WERE POSITIVE RESPONSES COMPARED TO 64% OF POSITIVE MALE COMMENTS.
- MALE COMMENTS ATTRIBUTED NEGATIVE RESPONSES TO:
  - STANDARDS AREN'T EQUALLY ENFORCED
  - POOR ATTITUDES
  - TOO FEW DS / INSTRUCTORS
- FEMALE COMMENTS ATTRIBUTED NEGATIVE RESPONSES TO:
  - MALE / FEMALE CONFLICT
  - POOR ATTITUDES
  - ANIMOSITY / NO RESPECT
  - STANDARDS AREN'T EQUALLY ENFORCED
- DRILL SERGEANTS REPORTED A SLIGHTLY MORE POSITIVE RELATIONSHIP (61%) THAN INSTRUCTORS (59%).
- BOTH DRILL SERGEANTS AND INSTRUCTORS COMMENTS ATTRIBUTE POOR RELATIONSHIPS TO UNEQUAL ENFORCEMENT OF STANDARDS.

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q3: F = 71, M = 168; DS = 164, I = 77

### Question 3: CONTINUED

#### QUOTES:

- MALE QUOTES:
  - "YOU HAVE TO; EVERYTHING IS GREAT"
  - "IT'S THE ONLY WAY TO SURVIVE"
  - "STANDARDS ARE THE SAME BUT THEY ARE ENFORCED DIFFERENTLY"
  - "IT'S THE CHAIN OF COMMAND THAT'S THE PROBLEM. THEY'LL PULL THE STUDENTS OUT TO RAKE LEAVES, CUT GRASS, ETC"
- FEMALE QUOTES:
  - "MEN WILL OPENLY SAY WOMEN DO NOT BELONG"
  - "LOTS OF ANIMOSITY BETWEEN INSTRUCTORS AND DRILLS. PAY IS AN ISSUE, DETAILS, CHARGE OF QUARTERS, ETC"
  - "YOU QUICKLY LEARN THAT YOU HAVE TO RELY ON ONE ANOTHER"

Question 4: Do Drill Sergeants / Instructors treat one another with respect and courtesy? Examples? Do Drill Sergeants / Instructors work well together as a team?

## FINDINGS:

- MALE COMMENTS REPORT OVERWHELMING RESPECT (84%), COMPARED WITH ONLY 59% OF FEMALE COMMENTS.
- MALE COMMENTS ATTRIBUTE NEGATIVE RELATIONSHIPS TO:  
DISRESPECT FROM SENIOR OFFICERS  
MALE / FEMALE CONFLICT
- FEMALE COMMENTS ATTRIBUTE NEGATIVE RELATIONSHIPS TO:  
MALE / FEMALE CONFLICT  
POOR ATTITUDES
- BOTH DRILL SERGEANTS AND INSTRUCTORS COMMENTS REPORT POSITIVE RELATIONSHIPS, WITH DRILL SERGEANTS REPORTING MORE POSITIVELY (78% COMPARED TO 68% OF INSTRUCTORS).
- OF NEGATIVE COMMENTS, DRILL SERGEANTS ATTRIBUTED NEGATIVE RELATIONSHIPS TO MALE / FEMALE CONFLICT AND INSTRUCTORS TO DISRESPECT FROM SENIOR OFFICERS.

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q4: F = 91, M = 162; DS = 174, I = 83

## Question 4: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "DEFINITELY. IT'S A TIGHT GROUP"
  - "SOME INSTRUCTORS ARE JEALOUS OF US"
  - "DRILLS AND INSTRUCTORS NEVER HAD A PROBLEM; EACH DO OUR JOB"
- FEMALE QUOTES:
  - "DRILLS TREAT EACH OTHER WITH RESPECT. THEY'RE ALL ON THE SAME TEAM"
  - "MY SR DRILL TOLD THE STUDENTS THAT INSTRUCTORS WEREN'T IN THEIR CHAIN OF COMMAND"
  - "FROM MY EXPERIENCE, THE INITIAL REACTION TO ME IS "OH MY GOD, IT'S A FEMALE". I HAD TO PROVE THAT I COULD TEACH. NOW THE MEN REALLY RESPECT ME AS AN INSTRUCTOR. NOW THEY DON'T WANT ME TO PCS (PERMANENT CHANGE OF STATION)"
  - "COMMAND PUTS THE DS UP ON THE HIGHEST ESTEEM, ETC. THEY FORGET ABOUT US"

Question 5: Do Officers treat you with respect and courtesy? Examples? Do you feel you have the support of your Chain of Command?

## FINDINGS:

- THE MAJORITY OF BOTH MALE AND FEMALE COMMENTS REPORT NOT BEING TREATED WITH RESPECT (60% OF FEMALE COMMENTS AND 78% OF MALE COMMENTS).
- OF NEGATIVE RESPONSES, MALE COMMENTS DESCRIBE THE LACK OF RESPECT AS:
  - MICROMANAGEMENT
  - OFFICERS DON'T FOLLOW STANDARDS
  - OFFICERS JUST WORRIED ABOUT REPORTS / SELVES
- OF NEGATIVE RESPONSES, FEMALE COMMENTS DESCRIBE THE LACK OF RESPECT AS:
  - SEXISM / RACISM
  - MICROMANAGEMENT
  - NO COMMUNICATION
- DRILL SERGEANT COMMENTS REPORT RECEIVING LESS RESPECT THAN INSTRUCTOR COMMENTS (24% AND 40% RESPECTIVELY REPORT RECEIVING RESPECT).
- OF NEGATIVE COMMENTS, MOST OF BOTH GROUPS DESCRIBE THE LACK OF RESPECT AS MICROMANAGEMENT.

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q5: F = 144, M = 176; DS = 207, I = 121

## Question 5: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "OFFICERS ASSOCIATE WITH PRIVATES TOO MUCH"
  - "IN MY RANGE I DO NOT TRUST OFFICERS"
  - "COMMANDERS IN THIS ARENA MICROMANAGE. CAPTAINS TELL EACH DRILL SGT: HOW TO DO IT, WHERE TO DO IT, WHEN TO DO IT, HOW LONG TO DO IT"
  - "OFFICERS WILL SUPPORT YOU UNTIL THEY GET IN TROUBLE. STAFF SERGEANT OR SERGEANT FIRST CLASS WILL TAKE THE FALL, NOT THE OFFICER"
  - "OFFICER DROPPED ALL OF DRILL SGTS IN FRONT OF PRIVATES FOR PUSH-UPS"

- FEMALE QUOTES:
- "NOW SINCE ABERDEEN OFFICERS HAVE GOTTEN MORE INVOLVED"
  - "COMMANDERS ARE RUNNING SCARED BECAUSE OF MEDIA BLITZ RE: SH, EO ISSUES, OTHER TRAINEE ISSUES"
  - "ONE OFFICER WE KNOW TELLS THE GUYS TO WATCH OUT FOR HORNY FEMALES RIGHT IN FRONT OF US LIKE WE'RE INVISIBLE"

TRAINER'S FOCUS GROUP PROTOCOL

Question 6: If you experienced any kind of discrimination or harassment, do you feel free to report without fear of bad things happening to you? If no, what do you think might happen?

## FINDINGS:

- THE VAST MAJORITY OF FEMALE COMMENTS REPORTED THAT THEY WOULD NOT REPORT SEXUAL HARASSMENT (74%). THE VAST MAJORITY OF MALE COMMENTS REPORTED THAT THEY WOULD REPORT SEXUAL HARASSMENT (73%).
- OF NEGATIVE RESPONSES, FEMALE COMMENTS INDICATE WILL NOT REPORT DUE TO :  
FEAR OF REPRISAL  
BELIEF THAT REPORTS WILL NOT BE INVESTIGATED
- DRILL SERGEANTS ARE MORE LIKELY TO REPORT THAN INSTRUCTORS (61% COMPARED TO 50%), BUT THIS IS MORE LIKELY DUE TO A HIGHER NUMBER OF MALES IN THE DRILL SERGEANT CATEGORY THAN TO ACTUAL GROUP DIFFERENCES.

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q6: F = 118, M = 212; DS = 210, I = 122



## Question 6: CONTINUED

### QUOTES:

- MALE QUOTES:            "THERE WILL ALWAYS BE REPERCUSSIONS BUT I STILL WILL REPORT IT"  
                                 "THERE IS NOT A FEAR OF BAD THINGS HAPPENING"  
                                 "THEY WILL SWEEP EVERYTHING UNDER THE CARPET"
- FEMALE QUOTES:        "I WOULD REPORT, BUT IT MAY GET IGNORED OR EVEN REVERSED"  
                                 "NOTHING HAPPENS. YOU ARE LOOKED AT AS NOT BEING ABLE TO DO YOUR JOB"  
                                 "NO, I'M TOLD, SEASON SOLDIER, SUCK IT UP"  
                                 "I WROTE UP A STATEMENT THAT WENT NOWHERE. AFTER MAKING MY STATEMENT I WAS GIVEN A LETTER OF REPRIMAND AND THREATENED WITH BEING MOVED"  
                                 "NO. I DON'T EVEN CARE. I'M AT THE POINT WHERE I'M FED UP"  
                                 "IT IS PROVEN THAT IT CAN'T BE DONE WITHOUT COMING BACK TO YOU"  
                                 "YOU GET A BAD ASSIGNMENT LATER DOWN THE ROAD. YOUR NAME BECOMES MUD"

TRAINER'S FOCUS GROUP PROTOCOL



## Question 7: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "THERE IS NO CONFIDENTIALITY ON THIS ISSUE, EVERYBODY KNOWS YOUR BUSINESS"
  - "MALES CAN'T REPORT SH - IT'S A JOKE"
  - "CHAIN OF COMMAND PUTS OUT MESSAGE - DON'T MAKE WAVES"
  - "CHAIN OF COMMAND IS VERY INVOLVED AROUND HERE"
  - "APPROACH THE INDIVIDUAL FIRST. I WANT THEM TO KNOW I AM COMING AT THEM, I DON'T WANT THEM TO THINK I AM SOME KIND OF PUNK"
- FEMALE QUOTES:
  - "IF I SEE A TRAINEE FALLING FOR A DRILL, I COUNSEL MY TRAINEES ON IT"
  - "IF YOU DO, PAPERWORK DISAPPEARS"
  - "PEOPLE ARE TOO AFRAID"
  - "1-800 #; NOBODY ON THIS POST CAN BE TRUSTED. COVER UP'S WILL HAPPEN"
  - "I'D REPORT TO THE CHAIN OF COMMAND. SOME EORS ARE EATEN UP AND DON'T LIKE TO MAKE WAVES"

TRAINER'S FOCUS GROUP PROTOCOL

Question 9: In the last 12 months, have you witnessed or experienced sexual harassment? Who? What happened? Where? When? Reported? Outcome?

## FINDINGS:

- THE VAST MAJORITY OF FEMALE COMMENTS REPORT THAT THEY HAVE WITNESSED OR EXPERIENCED SEXUAL HARASSMENT (73%). (Number of female responses = 58).
- THE VAST MAJORITY OF MALE COMMENTS REPORT THAT THEY HAVE NOT WITNESSED OR EXPERIENCED SEXUAL HARASSMENT (65%). (Number of male responses = 61).
- OF REPORTED HARASSMENT, THE MAJORITY IS DESCRIBED AS :
  - VERBAL HARASSMENT
  - RELATIONSHIPS/FRATERNIZATION
  - SEXUAL ADVANCES
- OF REPORTED HARASSMENT, THE MAJORITY IS INITIATED BY:
  - PRIVATES / TRAINEES
  - DRILL SERGEANTS
  - NON-COMMISSIONED OFFICERS
  - INSTRUCTORS
- OF REPORTED OUTCOMES, MOST REPORT:
  - THE ACCUSED BEING CORRECTED
  - NO ACTION BEING TAKEN
  - VICTIM CONFRONTING THE HARASSER

TRAINER'S FOCUS GROUP PROTOCOL

NUMBER OF RESPONSES DIFFER FOR EACH SEGMENT OF THE QUESTION

Question 9: CONTINUED

QUOTES:

MALE QUOTES: "MORE GENDER DISCRIMINATION THAN SEXUAL HARASSMENT"  
"THESE DAYS YOU SEE VERY AGGRESSIVE FEMALES. THEY HARASS  
MALES FREQUENTLY NOW"

FEMALE QUOTES: "TRAINEES ARE BOLD AND WEAK MALE DRILLS CAN BE EASILY  
COERCED"  
"SEE A LOT OF INAPPROPRIATE INTERACTION BETWEEN MALE  
INSTRUCTORS AND FEMALE TRAINEES"  
"I HAD A SH COMPLAINT ON MY 1SG. THEY TOLD ME WE BOTH HAD  
GOOD RECORDS; HE SAID WHAT YOU SAID HE SAID, LET'S JUST  
CANCEL HIS EXTENSION AND LET HIM PCS (PERMANENT CHANGE  
OF STATION). THEN I WAS MOVED TO ANOTHER UNIT"  
"MALE NCO WAS TOUCHY-FEELY WITH ONE OF THE PRIVATES. PRIVATE  
BROUGHT CHARGES. PRIVATE WAS MOVED TO ANOTHER CLASS  
AND NOTHING WAS DONE"  
"STUDENTS HAVE TOO MUCH TIME ON THEIR HANDS AND SH IS ONE OF  
MANY PROBLEMS"  
"A DS WAS DEMONSTRATING HIS PENIS OVER A CHAIR AND BANGING IT  
AND SAYING I KNOW YOU WANT ME. NOTHING WAS REPORTED"

TRAINER'S FOCUS GROUP PROTOCOL

Question 10: How well did training in the Drill Sergeants Course / training to be an Instructor prepare you to handle instances of discrimination / harassment for soldiers-in-training?

## FINDINGS:

- THE MAJORITY OF BOTH DRILL SERGEANT AND INSTRUCTOR COMMENTS INDICATED THAT TRAINING DID NOT PREPARE THEM FOR HANDLING SEXUAL HARASSMENT (76% AND 86% RESPECTIVELY).
- WHEN GROUPED BY GENDER, THE RESPONSES ARE SIMILAR, WITH 79% OF FEMALE RESPONSES AND 79% OF MALE RESPONSES INDICATING THAT TRAINING DID NOT PREPARE THEM TO HANDLE SEXUAL HARASSMENT.
- BOTH DRILL SERGEANTS AND INSTRUCTORS RESPONDED THAT EVEN WHEN TRAINING WAS INCLUDED, IT DID NOT TRAIN THEM HOW TO HANDLE HARASSMENT SITUATIONS. MANY INDICATED THAT TRAINING CONSISTED ONLY OF MEMORIZING MODULES AND REGULATIONS.

TRAINER'S FOCUS GROUP PROTOCOL

N OF COMMENTS FOR Q10: F = 43, M = 93; DS = 102, I = 38

## Question 10: CONTINUED

### QUOTES:

- MALE QUOTES:

"NOT TRAINED TO DEAL WITH ADVANCES BY TRAINEES"  
"THEY SHOW YOU A LITTLE FILM, THEY SHOW YOU HOW TO  
RECOGNIZE IT, BUT NOT HOW TO HANDLE IT"  
"IT IS GETTING MUCH BETTER NOW IN THE PAST 6 MONTHS"  
"DRILL SGT SCHOOL IS A JOKE. MEMORIZING MODULES IS A  
WASTE. THE SCHOOL NEEDS TO TEACH MORE REALITY"  
"THAT IS ALL THEY POUNDED IN OUR HEAD"  
"ABOUT AS GOOD AS IT GETS. I THINK IF YOU ARE NOT PREPARED  
BY THEN, DS SCHOOL WON'T HELP"  
"TRAINING CYA"

- FEMALE QUOTES:

"DS SCHOOL JUST DOES MODULATION AND PT- DON'T TRAIN  
ANYTHING ELSE"  
"NOTHING CAN PREPARE YOU"  
"NEEDS TO BE UPDATED. SITUATIONS ARE TOO OLD"  
"DS SCHOOL IS BIASED AGAINST WOMEN"

Question 11: Have you had training in the prevention of sexual harassment in the last 12 months? Where? When? Who conducted?

### FINDINGS:

- ALL RESPONDENTS INDICATED HAVING HAD TRAINING WITHIN THE LAST YEAR.
- THE MAJORITY OF RESPONSES SHOW TRAINING TO BE ON THE BN LEVEL , BDE LEVEL, NCO DP, AND CO LEVEL. (Number of responses = 22).
- MOST COMMENTS INDICATE THAT TRAINING OCCURRED TOO OFTEN. 18% DID NOT INDICATE HOW OFTEN TRAINING WAS RECEIVED AND 7.5% INDICATED RECEIVING TRAINING MONTHLY. 23.8% OF RESPONSES REPLIED THAT TRAINING IS CONDUCTED QUARTERLY. (Number of responses = 63).
- THE MAJORITY OF RESPONSES INDICATED THAT TRAINING WAS CONDUCTED BY EITHER THE BN OR BDE COMMANDER OR BY THE EO. (Number of responses = 100).



Question 12: How effective was the training in making you aware of behaviors that might be discrimination / harassment?

### FINDINGS:

- THE MAJORITY OF FEMALE RESPONSES INDICATE THAT TRAINING WAS NOT EFFECTIVE (63%).
- THE MAJORITY OF MALE RESPONSES INDICATE THAT TRAINING WAS EFFECTIVE (55%).
- OF INEFFECTIVE RESPONSES, MALE COMMENTS REPORT:  
NOTHING NEW LEARNED / REPETITIVE  
OVERSATURATED WITH TRAINING
- OF INEFFECTIVE RESPONSES, FEMALE COMMENTS REPORT:  
OVERSATURATED WITH TRAINING  
NOTHING NEW LEARNED / REPETITIVE

TRAINER'S FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q12: F = 41, M = 77

## Question 12: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "IT HAS STOPPED SEXUAL HARASSMENT HERE"
  - "IT IS EFFECTIVE FOR LOWER RANK INDIVIDUALS"
  - "ESPECIALLY GOOD WHEN THEY GIVE SITUATIONS AND ROLE-PLAYS"
  - "TODAY'S SOLDIERS KNOW MORE ABOUT HARASSMENT THAN WE DID"
  - "SHE CAN BE HALF NAKED, I DON'T CARE, I DON'T TALK TO WOMEN IN THE MILITARY"
  - "GOOD CLASSES IN DRILL SERGEANT SCHOOL. HIT IT REALLY HARD. HAD SH CLASSES THROUGHOUT OUR CAREERS"
  - "ALL YOU DID WAS PITCH THE CLASS. IF I HAVE BAD MORAL CHARACTER, I'M GOING TO DO IT"
- FEMALE QUOTES:
  - "REPETITIVE- IT WAS OLD NEWS."
  - "TRAINING ALWAYS LEAVES OUT THAT THERE WERE OFFICERS ALSO CHARGED AND ACCUSED, NOT JUST NCO'S"
  - "EVEN AFTER ALL THE TRAINING, GUYS STILL DO THINGS THAT THEY SHOULDN'T DO, SUCH AS USING SWEAR WORDS AND JOKING ABOUT SEX OPENLY"

Question 13: What are some practical ways to improve the human relations environment in the Army?

## FINDINGS:

- RESPONSES WERE DIVERSE AND FINALLY BROKEN DOWN INTO 33 RESPONSE CATEGORIES. HOWEVER, SOME RESPONSES DID NOT FIT THE CATEGORIES AND WERE CODED AS OTHER (16.7% OF FEMALE RESPONSES; 15.6% OF MALE RESPONSES).
- MALE COMMENTS RECOMMEND:
  - MORE DISCIPLINE
  - EQUAL PAY FOR DS/RECRUITERS/INSTRUCTORS
  - GIVE POWER BACK TO DRILL SERGEANTS
  - ENFORCE EQUALITY / FAIRNESS
  - BETTER RECRUITMENT STANDARDS
  - ENFORCE ARMY VALUES / STANDARDS
- FEMALE COMMENTS RECOMMEND:
  - MORE / BETTER EDUCATION AND TRAINING
  - MORE DISCIPLINE
  - BETTER RECRUITMENT STANDARDS
  - MORE FEMALES
  - HAVE TRAINING ONCE A YEAR
  - ENFORCE EQUALITY / FAIRNESS

TRAINER'S FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q13: F = 138, M = 270

## Question 13: CONTINUED

### QUOTES:

- MALE QUOTES:           “NEED TO BRING BACK CENTRAL CONFINING FACILITY”  
  
                                  “QUIT THE COLLEGE CRAP AND SELL A CAREER AND LIFESTYLE”  
  
                                  “FEMALES GET TO WALK THROUGH DS SCHOOL. THEY GET OVER  
                                  BECAUSE THEY MUST GRADUATE A CERTAIN NUMBER OF  
                                  FEMALES. LET’S BE PROFESSIONAL”  
  
                                  “I FEEL BT SHOULD BE SEGREGATED. PUT THEM TOGETHER IN AIT  
                                  BECAUSE THEY DO BETTER PT-WISE WHEN THEY ARE  
                                  SEGREGATED”  
  
                                  “CHAPTER PROCESS TAKES TOO LONG, SECURITY HOLDOVERS  
                                  TAKE TOO LONG. WE’RE KEEPING THESE PRIVATES TOO  
                                  LONG, THEY BECOME CANCER”  
  
                                  “RESOURCES - NOT ENOUGH SUPPORT PEOPLE AND TOO MUCH  
                                  PAPERWORK”

## Question 13: CONTINUED

### QUOTES:

- FEMALE QUOTES: "STOP TREATING SOLDIERS LIKE BABIES"
- "MALE DRILL SGTS NEED BETTER TRAINING ON HOW TO WORK WITH FEMALE DRILLS"
- "NOT EVERY PERSON THAT RAISES THEIR HAND IS CUT OUT TO BE IN THE MILITARY"
- "WOULD BE BETTER IF WE WERE TRAINING FEWER NUMBERS. WE ARE PUSHING THROUGH SOLDIERS THAT ARE NOT MEETING THE STANDARDS"
- "TRAINING NEEDS TO START AT THE TOP"
- "NEED TO FOCUS SH TRAINING WITH EOA INSTEAD OF THESE OTHER YO-YO'S"

TRAINER'S FOCUS GROUP PROTOCOL

Annex I  
Military Leader Interviews

## MILITARY LEADER INTERVIEW

\_\_\_\_\_  
Interviewer  
\_\_\_\_\_  
Subject's Current Assignment  
\_\_\_\_\_  
Subject's Gender  
\_\_\_\_\_  
Location Code  
\_\_\_\_\_  
Date

1. We'll begin with the climate of this organization. What are the positive and negative aspects of life at \_\_\_\_\_?

Probes: To what extent do you see senior leaders as responsible for these positive or negative aspects?

2. Thinking about your current duty position, and without respect to its career implications, would you say it is enjoyable or frustrating?

Probes: What's most enjoyable? Frustrating?

3. How do you ensure that proper relations between soldiers of different ranks are maintained?

Probes: Cite specific instances. What grades? Evidence of command tolerance?

**4. What do senior leaders at this installation do to ensure a climate of respect and dignity for soldiers?**

**Probes: Do they approach these issues aggressively? Deliberately? How? Avoid references to what leaders say, focus on what they do.**

**5. How do you ensure that subordinate leaders in your unit make honest and reasonable efforts to promote a climate of dignity and respect?**

**Probes: What do they do? Examples?**

**6. Do you feel free to investigate or pursue allegations of discrimination or harassment without being over-supervised or influenced?**

**Probes: If yes, why? If no, why not?**



**7. Now, we want to talk about sexual harassment in the Army. How do you define sexual harassment?**

**Probes: DEFINITION: Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. (AR 600-20)**

**8. In the last 12 months, have you formally or informally investigated a sexual harassment situation?**

**Probes: If yes, to whom, by whom? What was the outcome? How did the Chain of Command respond to your investigation and findings?**

**9. Have sexual harassment issues ever affected your unit's ability to do its job? Other units on the installation?**

**Probes: Examples?**

**10. Now, let's shift topics and talk about equal opportunity. Have you personally attended or conducted training in the last 12 months?**

**Probes: What kind of training?  
Attended or conducted?  
Who conducted?**

**11. Have you (personally) had training in the last 12 months on preventing sexual harassment?**

**Probes: What kind of training did you have?  
Who conducted the training?  
Who attended from the Chain of Command?**

**12. How effective is the required training in making soldiers aware of behaviors that might be discrimination or harassment?**

**13. How effective is the required training in actually preventing/reducing behaviors that might be seen as any kind of discrimination or harassment?**

**14. In your view, what elements of the Army's system have the highest expertise and ability to prevent harassment or discrimination. Respond to instances of harassment or discrimination?**

**Probes: Press beyond simple answers like "commanders"**

**15. Does the system respond fairly to proven cases of harassment or discrimination; do the punishments fit the offenses?**

**Probes: Why are punishments fair or unfair?**

**16. In your view, what needs to be done to reduce incidents of sexual harassment in the Army?**

**Probes: To ensure a climate of dignity and respect?**

**17. Do you have any other comments you would like to make?**

**THANK YOU FOR YOUR PARTICIPATION. PLEASE REMEMBER TO KEEP EVERYTHING WE'VE DISCUSSED CONFIDENTIAL.**

Question 1: We'll begin with the climate of this organization. What are the positive and negative aspects of life at \_\_\_\_\_? Probes: To what extent do you see senior leaders as responsible for these positive or negative aspects?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **POSITIVE COMMENTS:** GOOD COMMAND CLIMATE  
GOOD POST LOCATION / OUTSIDE COMMUNITY  
GOOD FACILITIES / ACTIVITIES  
POSITIVE MISSION / ENJOYABLE JOB
- **NEGATIVE COMMENTS:** DOWNSIZING / RESOURCES, PERSONNEL SHORTAGES  
POOR SERVICES / FACILITIES / HOUSING  
POOR POST LOCATION / OUTSIDE COMMUNITY  
HIGH OPTEMPO / NEGATIVE ASPECTS OF DEPLOYMENT

MILITARY LEADER INTERVIEW PROTOCOL  
N OF COMMENTS FOR Q1: 2161

## Question 1: CONTINUED

### QUOTES:

- POSITIVE QUOTES: "GOOD ATMOSPHERE, RESPECT AND DIGNITY ARE PREACHED WITHIN THE COMPANY"  
"PRETTY POST, GOOD COMMUNITY INVOLVEMENT (CIVILIAN, MILITARY ACTIVITY). NCO, SOLDIER, VOLUNTEER OF MONTH GETS AWARDS FROM COMMUNITY"  
"CLEAN AREA AND NICE FACILITIES. THE POST SUPPORT ARE VERY HELPFUL"  
"HONOR TO BE IN LEADERSHIP ENVIRONMENT AND BE A FIRST SERGEANT(1SG)"
- NEGATIVE QUOTES: "NOT ENOUGH PEOPLE TO DO THE MISSION. TRAINING HAS BEEN AFFECTED DUE TO THE DOWNSIZING"  
"HARD TO FIND HOUSING THAT IS SUITABLE"  
"HAVE TO DRIVE 1 HOUR TO GET ANYWHERE" "NOTHING TO DO HERE AFTER HOURS"  
"OPERATIONS TEMPO (OPTEMPO) IS GOING NUTS - NOTHING BEING DONE TO SLOW IT DOWN"

Question 2: Thinking about your current duty position, and without respect to its career implications, would you say it is enjoyable or frustrating? Probes: What is most enjoyable? Frustrating?

### FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- ENJOYABLE COMMENTS: WORKING WITH SOLDIERS  
ENJOYABLE (IN GENERAL)  
TRAINING SOLDIERS / PROFESSIONAL DEVELOPMENT  
MAKING A DIFFERENCE / HAVING AN IMPACT
- FRUSTRATING COMMENTS: LACK OF RESOURCES / MONEY  
LACK OF PERSONNEL  
FRUSTRATING (IN GENERAL)  
PROBLEMS WITH / LACK OF SUPPORT FROM CHAIN OF  
COMMAND

MILITARY LEADER INTERVIEW PROTOCOL  
N OF COMMENTS FOR Q2: 1594

## Question 2: CONTINUED

### QUOTES:

- ENJOYABLE QUOTES:

"IT'S LIKE BEING A PARENT - WHEN MY SOLDIERS DO WELL, IT'S EXHILARATING. WHEN THEY DO POORLY, IT'S DEPRESSING"

"ENJOYABLE - NO TWO DAYS ARE THE SAME"

"MOST REWARDING SEEING SOLDIERS WHO FIRST COME IN WITH DISCIPLINE PROBLEMS, THEN TURN AROUND AND GRADUATE"

"REWARDING BECAUSE I CAN HAVE A POSITIVE IMPACT ON OTHERS. STRONG BELIEVER IN SPENDING TIME WITH TROOPS"



## Question 2: CONTINUED

### QUOTES:

- FRUSTRATING QUOTES:

"HAVE A LOT OF CONFIDENCE IN PEOPLE WHO WORK FOR ME, BUT I WOULD HATE TO GO TO WAR BECAUSE I DON'T THINK WE HAVE THE RESOURCES"

"STAFF HAS BEEN CUT BY 2% OVER THE PAST YEAR. FEAR THAT EXPERIENCED PERSONNEL ARE GOING TO GO FASTER THAN WE CAN REPLACE THEM"

"MORE FRUSTRATING THAN ENJOYABLE"

"PART IS WHEN YOU TRY TO PUT A SOLDIER OUT OF THE ARMY BECAUSE OF DISCIPLINE PROBLEM, BUT BATTALION COMMANDER WON'T LET YOU - DOES NOT SUPPORT YOUR JUDGMENT CALL"

MILITARY LEADER INTERVIEW PROTOCOL

Question 3: How do you ensure that proper relations between soldiers of different ranks are maintained? Probes: Cite specific instances. What grades? Evidence of command tolerance?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- TRAINING / CLASSES / EDUCATION
- COUNSEL / BRIEF SOLDIERS
- COMMAND POLICY / PHILOSOPHY
- DEFINE / ENFORCE UNIT STANDARDS
- COMMUNICATE

### Question 3: CONTINUED

#### QUOTES:

- "GOOD EDUCATION PROGRAM IS THE BASIS FOR ENSURING THE RESPECT BETWEEN THE RANKS"
- "EVERY QUARTER THIS UNIT HAS CLASSES ON IMPROPER ASSOCIATIONS AND COUNSELS HIS CADRE ON MAINTAINING PROPER RELATIONSHIPS"
- "PUT OUT FRATERNIZATION POLICY LETTER. WANTED MORE SPECIFIC GUIDELINES. EVERY UNIT HAS FRATERNIZATION PROBLEMS, SO I WANTED A CLEARER POLICY. I DON'T ALLOW LIEUTENANTS TO DATE ENLISTED IN THE BATTALION AND NCOs CAN'T DATE WITHIN THE SAME COMPANY"
- "COMMANDING GENERAL HAS CLEARLY SET POLICIES ON BEHAVIOR BETWEEN SENIORS AND SUBORDINATES. ENFORCEMENT BELONGS TO OFFICERS AND NCOs. BELIEVE ONE SHOULD NEVER WALK PAST A MISTAKE"
- "THROUGH COMMUNICATION AND CHECKING WITH SOLDIERS TO ENSURE LEADERS ARE INFORMING THEM OF THE STANDARDS"

MILITARY LEADER INTERVIEW PROTOCOL

Question 4: What do senior leaders at this installation do to ensure a climate of respect and dignity for soldiers? Probes: Do they approach these issues aggressively? Deliberately? How? Avoid reference to what leaders say, focus on what they do.

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- EDUCATION / TRAINING / INBRIEFS
- POLICY / COMMAND PHILOSOPHY
- COMMUNICATE / INFORM
- GOOD LEADERSHIP / PERSONAL LEADER INVOLVEMENT
- GOOD COMMAND CLIMATE

## Question 4: CONTINUED

### QUOTES:

- "I'VE PERSONALLY TAKEN THE INITIATIVE OF TEACHING CLASSES ON ETHICAL LEADERSHIP IN THE UNIT. TEACH WHAT DIGNITY AND RESPECT MEAN"
- "WE SET AND ENFORCE STANDARDS BY POLICY LETTERS, OPEN DOOR POLICY, AND EACH UNIT HAS AT LEAST TWO EORs"
- "THE COMMANDING GENERAL MAKES A POINT OF REMINDING FOLKS THAT SOLDIERS ARE OUR CREDENTIALS. TAKE CARE OF THEM, MAKE SURE THEY DO THE RIGHT THING - ON / OFF DUTY"
- "THE COMMANDER IS UP FRONT ABOUT SETTING CLIMATE AND LIVED UP TO IT. TREAT OTHERS AS THEY WANT TO BE TREATED"
- "THE COMMANDING GENERAL LEADS THE WAY IN SETTING THE STANDARDS FOR RESPECT AND DIGNITY"

MILITARY LEADER INTERVIEW PROTOCOL

Question 5: How do you ensure that subordinate leaders in your unit make honest and reasonable efforts to promote a climate of dignity and respect?  
Probes: What do they do? Examples?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- TRAINING / EDUCATION
- ENFORCE STANDARDS / COMMAND PHILOSOPHY
- COMMUNICATION
- LEAD BY EXAMPLE
- OBSERVATION / MONITORING

## Question 5: CONTINUED

### QUOTES:

- "CONDUCT MONTHLY NONCOMMISSIONED OFFICERS PROFESSIONAL DEVELOPMENT PROGRAMS WHICH INCLUDE PLATOON LEADERS, PLATOON SERGEANTS, AND SQUAD LEADERS. SELECT DIFFERENT TOPICS EVERY MONTH, BUT COVER REAL SITUATIONS THAT HAVE OCCURRED AND HOW TO HANDLE THEM"
- "PUBLISH COMMAND PHILOSOPHY; TALK DIGNITY AND RESPECT AT ALL INBRIEFS - EMPHASIZE VALUES"
- "LISTENING TO THEIR IDEAS, SOMETIMES IT'S HARD BUT IT SHOWS RESPECT TO LISTEN TO THEIR VIEW AND POSSIBLY IMPLEMENT THEIR IDEAS"
- "LEADING BY EXAMPLE; CAN'T ENSURE WHAT THEY DO. CAN JUST SET WHAT THE EXPECTATIONS ARE. GUIDELINES ARE THERE, BUT IT'S PERSONAL RESPONSIBILITY - SOME PEOPLE WILL NEVER TREAT ONE ANOTHER WITH DIGNITY AND RESPECT"
- "BEING AROUND THEM AS OFTEN AS POSSIBLE KEEPING A FINGER ON PULSE OF UNIT, TALKING TO SOLDIERS AND BEING AROUND"

MILITARY LEADER INTERVIEW PROTOCOL

Question 6: Do you feel free to investigate or pursue allegations of discrimination or harassment without being over-supervised or influenced? Probes: If yes, why? If no, why not?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST RESPONDED "YES"

GOOD SUPPORT  
OPEN CLIMATE  
NOT PRESSURED / INFLUENCED

- VERY FEW RESPONDED "NO"

OVER-REACTION  
EO PERSONNEL SHOULD HANDLE IT  
LEADERS DON'T WANT TO HEAR ABOUT IT



## Question 6: CONTINUED

### QUOTES:

- POSITIVE QUOTES: "OH, WITHOUT A DOUBT, BECAUSE OF THE SUPPORT FROM MY CHAIN OF COMMAND. I HAVE TOTAL, STRONG SUPPORT FROM MY COLONEL AND COMMAND SERGEANT MAJOR"  
"YES, OPEN CLIMATE - ENCOURAGED TO PURSUE"  
"YES, NO INTERFERENCE"
- NEGATIVE QUOTES: "NO, PEOPLE GET INVOLVED TOO FAST. TAKEN OUT OF YOUR HANDS. EVERYONE IS OVERLY SENSITIVE"  
"NO, I DON'T FEEL I SHOULD BE INVOLVED. LET THE EO CHANNELS DEAL WITH THESE TYPES OF PROBLEMS"  
"SOMETIMES SENIOR LEADERS DON'T WANT YOU TO EXPRESS, THEY WANT TO HEAR EVERYTHING IS OKAY"

Question 8: In the last 12 months, have you formally or informally investigated a sexual harassment situation? Probes: If yes, by whom? What was the outcome? How did the Chain of Command respond to your investigation and findings?

#### FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- OF THE COMMENTS INDICATING AN INVESTIGATION (FORMALLY OR INFORMALLY) WAS CONDUCTED, THE MAJORITY OF CASES INVOLVED FEMALE SOLDIERS, UNSPECIFIED FEMALES, OR THE PERSON WAS NOT SPECIFIED
- MOST OF THE CASES WERE INITIATED BY MALE NCOs, MALE SOLDIERS, OR MALE OFFICERS
- OF REPORTED OUTCOMES, MOST REPORT THEY WERE: UNSUBSTANTIATED, RECEIVED A REPRIMAND, OR WERE STILL UNDER INVESTIGATION
- WHEN SPECIFIED, THE CHAIN OF COMMAND WAS SUPPORTIVE OF THE INVESTIGATION AND THE FINDINGS

## Question 8: CONTINUED

### QUOTES:

- "2 NCOs (1 MALE, 1 FEMALE). HE SAID SHE WAS PROMOTED BECAUSE SHE WAS SLEEPING WITH SO AND SO. HE WAS GIVEN A LETTER OF REPRIMAND"
- "IMPROPER COMMENTS - FEMALE AIT SOLDIER - ENGAGEMENT RING. NCO COMMENTED YOU ONLY GOT IT BECAUSE YOU GIVE GOOD HEAD. DOCUMENTED LETTER OF COUNSELING"
- "UNFOUNDED CASES - HE SAID, SHE SAID"
- "STAFF SERGEANT WATCHING A X-RATED SHOW ON DUTY. STARTED ASKING HIS CO-WORKER ABOUT HER SEXUAL PARTNER. STAFF SERGEANT RECEIVED A LETTER OF REPRIMAND FROM THE GENERAL"

Question 9: Have sexual harassment issues ever affected your unit's ability to do its job? Other units on the installation?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST OF THE COMMENTS INDICATED THAT SEXUAL HARASSMENT ISSUES DO NOT AFFECT THEIR UNITS ABILITY TO DO ITS JOB
- OF THOSE COMMENTS INDICATING A NEGATIVE EFFECT:

BREAKS DOWN COHESION / NEGATIVE EFFECT ON MISSION  
AFFECTS MORALE  
DISTRACTION / DISRUPTION

## Question 9: CONTINUED

### QUOTES:

- "NO, A HARASSER (ACCUSED) COMES OUT OF THE ENVIRONMENT AND MISSION GOES ON"
- "ONE CASE CAUSED THE UNIT COHESION TO GO OUT THE WINDOW. INDIVIDUALS THAT MADE THE COMPLAINTS FELT THE COMMANDER WOULD NOT HELP THEM"
- "HAD AN INCIDENT THAT BROUGHT MORALE DOWN IN MY UNIT FOR A COUPLE OF MONTHS. COULD FEEL THE TENSION IN THE AIR"
- "ABSOLUTELY. IT'S DETRIMENTAL ANYTIME IT HAPPENS - IT AFFECTED OUR LOGISTICS OPERATION"

MILITARY LEADER INTERVIEW PROTOCOL

Question 10: Now, let's shift topics and talk about equal opportunity. Have you personally attended or conducted training in the last 12 months? Probes: What kind of training? Attend or conduct? Who conducted?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST RESPONDED "YES"  
NO DISTINCTION WAS MADE BETWEEN ATTENDING OR CONDUCTING TRAINING
- WHEN ASKED WHAT KIND OF TRAINING THEY RECEIVED, MOST OF THE COMMENTS INDICATED EQUAL OPPORTUNITY AND SEXUAL HARASSMENT TRAINING
- MOST OF THE COMMENTS INDICATED TRAINING WAS CONDUCTED BY THE EORs AND COMMANDERS

Question 11: Have you (personally) had training in the last 12 months on preventing sexual harassment? Probes: What kind of training did you have? Who conducted the training? Who attended from the chain of command?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST RESPONDED "YES"
- WHEN ASKED WHAT KIND OF TRAINING THEY RECEIVED, MOST OF THE COMMENTS INDICATED CHAIN TEACHING
- MOST OF THE COMMENTS INDICATED TRAINING WAS CONDUCTED BY THE EORs AND FIELD GRADE OFFICERS
- WHEN ASKED WHO ATTENDED FROM THE CHAIN OF COMMAND, MOST OF THE COMMENTS INDICATED THE ENTIRE CHAIN OF COMMAND WAS IN ATTENDANCE

MILITARY LEADER INTERVIEW PROTOCOL  
N OF COMMENTS FOR Q11: 1391

Question 12: How effective is the required training in making soldiers aware of behaviors that might be discrimination or harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST OF THE COMMENTS INDICATED THAT THE TRAINING WAS "EFFECTIVE" AND IT MAKES YOU AWARE OF WHAT IS RIGHT AND WRONG
- SOME OF THE REASONS GIVEN FOR TRAINING NOT BEING EFFECTIVE WERE:

ONLY SOME WERE HEARING IT  
DOESN'T CHANGE ATTITUDES  
NEED MORE SPECIFIC / ADDITIONAL INFORMATION



## Question 12: CONTINUED

### QUOTES:

- "THE CHAIN TEACHING WAS VERY GOOD. BROUGHT UP THINGS THAT ARE INAPPROPRIATE THAT WE DIDN'T REALLY KNOW WERE SEXUAL HARASSMENT"
- "GETS ACROSS IN RIGHT WAY. KEY IS AWARENESS AND GETTING THEIR ATTENTION. IT DOES THAT. LETS THEM KNOW WHAT THE STANDARD IS AND WHAT THINGS WON'T BE TOLERATED"
- "I DON'T THINK ITS VERY EFFECTIVE. USUALLY DONE IN A CLASSROOM ENVIRONMENT, DOESN'T HOLD THEIR ATTENTION"
- "I DON'T THINK ITS EFFECTIVE IN CHANGING BEHAVIORS AND VALUES"
- "TRAINING IS BLAND AND BORING. NEEDS TO BE MORE CREATIVE IN TERMS OF SOLDIER INTEREST. DON'T WANT TOUCHY-FEELY, BUT GO TO GET AT THE SOURCE"

Question 13: How effective is the required training in actually preventing/reducing behaviors that might be seen as any kind of discrimination or harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST OF THE COMMENTS INDICATED THAT TRAINING WAS "EFFECTIVE" AND IT MAKES YOU AWARE OF ACCOUNTABILITY
- SOME OF THE REASONS GIVEN FOR TRAINING NOT BEING EFFECTIVE WERE:

CANNOT CHANGE EVERYONE / SOME DO NOT WANT TO CHANGE  
NOT EFFECTIVE (IN GENERAL)  
DOESN'T PREVENT HARASSMENT FROM OCCURRING

## Question 13: CONTINUED

### QUOTES:

- "VERY EFFECTIVE IN PREVENTING AND REDUCING. KNOWLEDGE IS POWER"  
"I BELIEVE IF SOMEONE WAS DOING IT, THEY'D THINK TWICE BEFORE THEY'D CONSIDER IT A SECOND TIME"
- "A LEOPARD WON'T CHANGE HIS SPOTS"  
"IT KEEPS THE HONEST PEOPLE HONEST, BUT DOESN'T TOUCH THE HARD CORE VIOLATOR"
- "NOT EFFECTIVE, THESE PATTERNS ARE INGRAINED"
- "THINK PEOPLE WILL BE MORE DISCREET. WON'T PREVENT IT OR REDUCE IT, JUST BE MORE DISCREET"

Question 14: In your view, what elements of the Army's system have the highest expertise and ability to prevent harassment or discrimination? Respond to instances of harassment or discrimination? Probes: Press beyond simple answers like "commanders".

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- WHEN INDIVIDUALS WERE MENTIONED, MOST OF THE COMMENTS INDICATED THE FOLLOWING HAD THE MOST EXPERTISE AND ABILITY TO PREVENT HARASSMENT OR DISCRIMINATION:
  - EO PERSONNEL
  - UNSPECIFIED LEADER / COMMANDER
  - NCOs
- WHEN ELEMENTS WERE MENTIONED, MOST OF THE COMMENTS INDICATED THE FOLLOWING HAD THE MOST EXPERTISE AND ABILITY TO PREVENT HARASSMENT OR DISCRIMINATION:
  - CHAIN OF COMMAND
  - LEADERSHIP
  - EVERY INDIVIDUAL

## Question 14: CONTINUED

### QUOTES:

- 'INDIVIDUAL' QUOTES: "EOA HAS THE HIGHEST EXPERTISE BECAUSE OF THEIR TRAINING. THEY CAN HELP PEOPLE DEFINE THE TRUE MEANING OF SEXUAL HARASSMENT OR DISCRIMINATION"  
"COMMANDERS MOST IMMEDIATE EFFECT ON HOW A UNIT DOES BUSINESS. IF THE COMMANDER IS WEAK AND ALLOWS THAT TYPE OF BEHAVIOR, NO 'HELPERS' CAN FIX IT"  
"IT'S EVERYONE'S RESPONSIBILITY, BUT NCOs ARE THE ONES WHO NEED TO WATCH OUT FOR IT AND STOP IT WHEN IT HAPPENS. THEY'RE CLOSEST TO THE SOLDIER"
- 'ELEMENT' QUOTES: "CHAIN OF COMMAND. THEY SEE IT, ALTHOUGH THEY'RE THE ONES WHO CLOSE THEIR EYES AND IGNORE AND ARE PART OF THE PROBLEM INSTEAD OF THE SOLUTION"  
"SHOULD BE THE LEADERS, BECAUSE THEY SET THE CLIMATE FOR THE UNIT. IF THEY ARE DOING WRONG, HOW CAN THEY EXPECT THEIR SOLDIERS TO DO THE RIGHT THING"  
"EVERYONE IN THE ARMY HAS A RESPONSIBILITY TO PREVENT SEXUAL HARASSMENT OR DISCRIMINATION - IT HAS TO START WITH SOLDIERS THEMSELVES"

MILITARY LEADER INTERVIEW PROTOCOL

Question 15: Does the system respond fairly to proven cases of harassment or discrimination; do the punishments fit the offenses? Probes: Why are punishments fair or unfair?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST OF THE COMMENTS INDICATED, "YES" THE PUNISHMENTS ARE FAIR AND IN SOME CASES THE FAIRNESS MAY NOT BE APPARENT BECAUSE EACH CASE IS DIFFERENT
- OF THE COMMENTS INDICATING THE SYSTEM WAS NOT FAIR, THE FOLLOWING ARE SOME OF THE REASONS WHY THE SYSTEM IS PERCEIVED NOT TO BE FAIR:

NOT FAIR (UNSPECIFIED)  
THE SYSTEM IS TOO LENIENT  
PUNISHMENT DEPENDS ON LEVEL OF COMMAND

## Question 15: CONTINUED

### QUOTES:

- FAIR QUOTES: "YES, WHEN VALID, PUNISHMENTS FIT THE CRIMES. WHEN PEOPLE SEE PUNISHMENT HAPPENING, IT'S A GOOD DETERRENT"  
"YOUNGER SOLDIERS WOULD SAY NO BECAUSE THEY ARE NOT PRIVY TO THE 3 HOURS OF DISCUSSION BETWEEN THE COMMANDER AND COMMAND SERGEANT MAJOR, LOOKING AT THE WHOLE PERSON. SOLDIERS CAN'T UNDERSTAND WHY 2 INDIVIDUALS MAY NOT GET THE SAME PUNISHMENT. LEADERS DON'T GO BACK AND TELL THEM WHY"
- UNFAIR QUOTES: "PUNISHMENT IS UNFAIR - DOESN'T FIT THE CRIME"  
"IN CERTAIN CIRCUMSTANCES MORE SHOULD BE DONE TO SOLDIERS WHO ARE PROVEN TO HAVE HARASSED OR DISCRIMINATED AGAINST SOMEONE. SOME NEED TO BE KICKED OUT OF THE ARMY. IF A SOLDIER IS FOUND GUILTY, THEY SHOULD GET SLAMMED"  
"SHOULD BE MORE ACCOUNTABILITY THE HIGHER YOU GO, HOWEVER, THE OPPOSITE HAPPENS"  
"GREAT VARIATION IN PUNISHMENT, DEPENDS UPON LEVEL OF COMMAND HANDLING THE ISSUES"

Question 16: In your view, what needs to be done to reduce incidents of sexual harassment in the Army? Probes: To insure a climate of dignity and respect?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- EDUCATION / TRAINING / MENTORING
- CLARIFY / ENFORCE STANDARDS
- IMPROVE LEADERSHIP
- CONTINUOUS AWARENESS
- FASTER / STRICTER PUNISHMENT



## Question 16: CONTINUED

### QUOTES:

- "BETTER QUALITY TRAINING, NOT THE OLD STAND UP, SHOW A CHART, SPEAK. NOT THE OLD 'PROPAGANDA' THEY SHOWED IN THE '70s. NEED TO UPDATE OUR FILM LIBRARY AND COME ON LINE WITH THE TIMES THROUGH BETTER, INNOVATIVE, PARTICIPATIVE TRAINING"
- "ENFORCE THE STANDARDS - SYSTEM ALREADY IN PLACE"
- "NEEDS TO BE MORE COMMAND INVOLVEMENT. HIGHER COMMAND LEVEL NEEDS TO GET MORE INVOLVED. DON'T HAVE A DEAF EAR, ALWAYS BE AVAILABLE. LET YOUR PRESENCE BE KNOWN 7 DAYS A WEEK. LEADERS SET THE TONE FOR PROBLEMS WITH UNITS"
- "INCREASE AWARENESS AT ALL LEVELS. ENSURE THAT ALL LEVELS ARE AWARE, TRAINED, AND EDUCATED. PREVENT ASSUMPTION THAT ALL LEADERS ARE WELL AWARE AND PREPARED TO DEAL WITH SEXUAL HARASSMENT / EO ISSUES"
- "PINCH A BUTT, GO TO JAIL"

MILITARY LEADER INTERVIEW PROTOCOL

Question 17: Do you have any other comments you would like to make?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **POSITIVE COMMENTS:** POSITIVE TRAINING / TEACHING ISSUES  
POSITIVE LEADERSHIP ISSUES  
POSITIVE STANDARDS / VALUES ISSUES  
POSITIVE MONITORING / ADDRESSING OF PROBLEM
- **NEGATIVE COMMENTS:** DOWNSIZING / LACK OF RESOURCES AND PERSONNEL ISSUES  
NEGATIVE LEADERSHIP ISSUES  
NEGATIVE TRAINING / TEACHING ISSUES  
OPTEMPO ISSUES

## Question 17: CONTINUED

### QUOTES:

- POSITIVE QUOTES:

"TRY TO EDUCATE SOLDIERS. TALK ABOUT VALUES/BELIEFS MORE. WORK ON YOUNG SOLDIERS AND REFRESH OLD SOLDIERS"

"GREAT EFFORTS SHOULD BE MADE FOR SENIOR LEADERS TO MENTOR SUBORDINATES IN CORE VALUES RELATED TO MORAL DIMENSION OF LEADERSHIP. GENERATION Xers COMING OUT OF USMA AND ROTC HAVE MORE IN COMMON WITH THEIR SOLDIERS THAN DO THEIR SENIOR LEADERS. SENIOR LEADERS MUST MAKE THE EFFORT TO UNDERSTAND GENERATION Xers"

"MORALS AND VALUES TEACHES LEADERSHIP. EDUCATE IN FIRST WEEK AND REFRESH ONCE IN A WHILE"

"THE SECRETARY OF THE ARMY IS DOING A GOOD JOB. SOLDIERS GENUINELY RESPECT HOW AND WHAT HE'S TRYING TO DO FOR SOLDIERS AND THEIR FAMILIES"

MILITARY LEADER INTERVIEW PROTOCOL

## Question 17: CONTINUED

### QUOTES:

- NEGATIVE QUOTES:

“END THE DRAWDOWN. IF WE DRAWDOWN ANYMORE, WE’LL GO BEYOND WHAT WE’RE CAPABLE OF DOING. FEWER PEOPLE, MORE MISSIONS, FEWER RESOURCES, MORE DEPLOYMENTS”

“PERCEPTION OF ZERO TOLERANCE FOR DEFECTS-THAT’S THE PERCEPTION HERE. I HAVE ONE COMPANY COMMANDER WHO FEELS MAKING A MISTAKE IS A CAREER ENDER. I HAVE ANOTHER COMMANDER WHO HAS MADE MISTAKES AND LEARNED FROM THEM. WHAT A DIFFERENCE! IF WE GROW GENERATIONS OF LEADERS WHO ARE LOOKING OVER THEIR SHOULDER, THAT’S BAD. I’M WORRIED ABOUT IT”

“LECTURE IS SHOWN TO BE THE LEAST EFFECTIVE FORM OF LEARNING. VIDEOS ARE THE SAME WAY. MOST EFFECTIVE LEARNING WOULD BE IN A SMALL GROUP DISCUSSION, ACTIVE PARTICIPATION”

“OPERATIONS TEMPO (OPTEMPO) TAKES AWAY FROM CREATING ‘PROFESSIONAL’ SOLDIERS. NO TIME TO TEACH MORAL COURAGE”

MILITARY LEADER INTERVIEW PROTOCOL

Annex J  
Equal Opportunity Advisor Interviews

## EQUAL OPPORTUNITY ADVISOR INTERVIEW

\_\_\_\_\_  
Interviewer  
\_\_\_\_\_  
Subject's Current Assignment  
\_\_\_\_\_  
Subject's Gender  
\_\_\_\_\_  
Location Code  
\_\_\_\_\_  
Date

1. We'll begin with the climate on this installation. What are the positive and negative aspects of life at \_\_\_\_\_?

Probes: To what extent do you see senior leaders as responsible for these positive or negative aspects?

2. Thinking about your current duty position, and without respect to its career implications, would you say it is enjoyable or frustrating?

Probes: What's most enjoyable about your duty position?  
What's most frustrating about your duty position?

3. Are improper relationships between soldiers of different ranks tolerated in your units?

Probes: What specific instances? What grades? Evidence of command tolerance?

**4. How do senior leaders at this installation ensure an EO climate of respect and dignity for all soldiers?**

**Probes: Do leaders approach issues of climate aggressively? Deliberately? How? Avoid references to what leaders say, focus on what they do.**

**5. Do commanders in this unit make honest and reasonable efforts to stop discrimination or sexual harassment?**

**Probes: Examples?**

**6. Do you think the subordinate leaders (squad level and up) in your units make honest and reasonable efforts to stop discrimination or sexual harassment?**

**Probes: What do they do to stop discrimination or harassment? Do they seek your advice? How do they handle formal and informal complaints?**

**7. Do you feel free to inquire or pursue allegations of discrimination or sexual harassment without being over supervised or influenced?**

**Probes: If yes, why do they have that confidence. If no, why not?**

**8. Thinking about the complaint process, are the current procedures effective?**

**Probes: What are the positives or negatives? What levels work best or least?**

**9. Now we want to talk about EO staffing, who is your rater and where is the EO office in the command structure (Command Group, DPCA, DCSPER, G1...)?**

**Probes: How often do you meet or talk with your commander? Do you attend staff meetings?**



**10. Have any EO or sexual harassment issues ever affected your unit's ability to do its job? Other units on the installation?**

**Probes: Examples? What is the effect?**

**11. In your unit, how are EO representatives utilized?**

**12. How responsive are members of your unit to EO and sexual harassment training?**

**Probes: Who attended from the Chain of Command?**

**13. How effective is the required training in making soldiers/personnel aware of behaviors that might be discrimination or sexual harassment?**

**Probes: Who conducted the training? What training methods do you use when you train? How often do you conduct training?**

**14. How effective is the required training in actually preventing/reducing behaviors that might be seen as any kind of discrimination or sexual harassment?**

**Probes: What are "fixes?"**

**15. In your view, what elements of the Army's system have the highest expertise and ability to prevent sexual harassment or discrimination? Respond to instances of harassment or discrimination?**

**Probes: Press beyond simple answers like "commanders." Probe for the next highest expert, as well as the least.**

**16. Does the system respond fairly to proven cases of sexual harassment or discrimination; do the punishments fit the offenses?**

**Probes: Why are the punishments fair or unfair?**

**17. In your view, what needs to be done to reduce incidents of EO and sexual harassment violations in the Army?**

**Probes: If you had the mission of improving the climate of dignity and respect in the Army, where would you start?**

**18. Do you have any other comments you would like to make?**

**THANK YOU FOR YOUR PARTICIPATION. PLEASE REMEMBER TO KEEP EVERYTHING WE'VE DISCUSSED CONFIDENTIAL.**

Question 1: We'll begin with the climate on this installation. What are the positive and negative aspects of life here?

## FINDINGS:

- 89 POSITIVE COMMENTS WERE PROVIDED:  
QUALITY OF LIFE FACTORS  
LEVEL OF SUPPORT FOR EOs  
COMMAND CLIMATE
- 71 NEGATIVE COMMENTS WERE PROVIDED:  
LEADERSHIP (LACK COMMAND SUPPORT, COMMUNICATION)  
FAMILY PROBLEMS AND LIVING FACILITIES  
LACK OF EO SUPPORT  
OTHER EO ISSUES (RACISM, UNDERSTAFFING, GENDER DISCRIMINATION)

Equal Opportunity Advisor Interview  
N of Comments for Q1= 188

## Question 1: CONTINUED

### QUOTES:

- "MILITARY POPULATION ACCEPTS DIVERSITY BETTER THAN CIVILIAN"
- "SENIOR LEADERS ARE AWARE OF POLICY AND TRY TO SET THE EXAMPLE"
- "OVER ALL COMMUNITY HAS STRONG, GOOD CLIMATE"
- "LACK OF TAKING CARE OF SOLDIERS BY THE SR NCO'S. PEOPLE ARE AFRAID TO COMPLAIN, WILL BE TARGETED AS A WHISTLE BLOWER AND TARGETED FOR ELIMINATION"
- "EO OFFICER IS USELESS. HE IS TOO FAR AWAY AND WON'T LISTEN TO THE FACTS"
- "A HIDDEN FEAR OF REPRISAL. THEY FEAR TO GO TO THE CHAIN OF COMMAND. THEY FEEL THEY ARE AFRAID TO REPORT VIOLATIONS IF THEY DON'T HAVE PROOF TO BACK UP ALLEGATIONS"

Question 2: Thinking about your current duty position and without respect to its career implications, would you say it is enjoyable or frustrating?

## FINDINGS:

- 41% OF THE COMMENTS NOTED ENJOYABLE ASPECTS OF THE EO JOB:  
HELPING SOLDIERS  
TALKING WITH/WORKING WITH SOLDIERS  
TEACHING EO TO SOLDIERS
- 58% OF THE COMMENTS NOTED FRUSTRATING ASPECTS OF THE EO JOB:  
LACK OF EO SUPPORT  
SHORTAGE OF PERSONNEL/RESOURCES  
LACK OF COMMANDERS' UNDERSTANDING THE EO SYSTEM

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS TO Q2 = 165

## Question 2: CONTINUED

### QUOTES:

- "ENJOYABLE BECAUSE I LIKE HELPING SOLDIERS"
- "ENJOY DEALING WITH / INTERACTING WITH SOLDIERS / SHARING INFORMATION"
- "ENJOY GETTING A CHANCE TO TEACH ABOUT A PROGRAM THAT I THINK IS MORE IMPORTANT THAN ANY OTHER PROGRAM A COMMANDER HAS. I GET TO EDUCATE FOLKS"
- "FRUSTRATING BECAUSE THE COMMAND SUPPORT IS NOT THERE"
- "FRUSTRATING BECAUSE OF THE LACK OF RESOURCES (PEOPLE, TIME, AND AUTOMATION)"
- "FRUSTRATING DEALING WITH COMMANDERS THAT DON'T BELIEVE / UNDERSTAND THE PROGRAM"

Question 3: Are improper relationships between soldiers of different ranks tolerated in your units?

## FINDINGS:

- 16% OF THE COMMENTS SAID THAT IMPROPER RELATIONSHIPS ARE TOLERATED IN THEIR UNITS. MOST FREQUENTLY MENTIONED WERE RELATIONSHIPS BETWEEN SOLDIERS IN THE SAME COMPANY
- 51% OF THE COMMENTS SAID THAT IMPROPER RELATIONSHIPS ARE NOT TOLERATED
- 19% OF THE COMMENTS SAID THAT IMPROPER RELATIONSHIPS ARE NOT OPENLY TOLERATED, BUT THEY OCCUR IN THEIR UNITS "SWEPT UNDER THE RUG--NO BLEMISH ON MY WATCH"

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS TO Q3: 75



### Question 3: CONTINUED

#### QUOTES:

- "IT DOES HAPPEN BUT CDR DOESN'T TOLERATE. WHEN CMC BECOMES AWARE, THEY ACT IMMEDIATELY"
- "COMMANDER PERSONALLY TAUGHT EO CLASS AND HAS STATED A FIRM POLICY"
- "IT SEEMS LIKE IT'S ENFORCED ACCORDING TO PERSONAL MORAL STANDARDS"
- "COMMAND IS AWARE BUT TURNS A BLIND EYE"

Question 4: How do senior leaders at this installation ensure an EO climate of respect and dignity for all soldiers?

#### FINDINGS:

- EOAs MENTIONED A WIDE VARIETY OF LEADER ACTIONS
- MOST FREQUENTLY MENTIONED WERE
  - ACTIVELY SUPPORT THEIR EOA
  - BE PROACTIVE IN THEIR CONCERN FOR SOLDIERS
  - ENSURE NEW MEMBERS OF THE ORGANIZATION RECEIVE EO TRAINING
- EOAs ALSO MENTIONED THAT LEADERS NEED TO KEEP THEMSELVES TRAINED IN ORDER TO HAVE AN EFFECTIVE EO PROGRAM
- SPECIFIC ACTIVITIES USED SUCCESSFULLY AT SOME INSTALLATIONS INCLUDE COMMANDERS KEEPING A "REAL" OPEN DOOR POLICY, WRITING A MONTHLY NEWSLETTER EMPHASIZING EO, HOLDING SENSING SESSIONS, HAVING ETHNIC OBSERVANCES, AND "LEADER FOR A DAY" PROGRAM FOR NCOs
- ALTHOUGH MANY COMMENTS INDICATE AN EFFORT IS BEING MADE, SOME COMMENTS SUGGEST THAT THE EFFORT IS REACTIVE OR INSINCERE

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS FOR Q4 = 110

## Question 4: CONTINUED

### QUOTES:

- "HAVE QUARTERLY LEADERSHIP CONFERENCE, EOA PARTICIPATES. BRIEFS INDIVIDUALS ON EO. CDR VERY PROACTIVE"
- "BY SENDING A MESSAGE THAT INAPPROPRIATE BEHAVIOR WILL NOT BE TOLERATED"
- "THE INSTALLATION CDR AND CSM TOOK AN ACTIVE ROLE IN INSURING A POSITIVE CLIMATE"
- "LEADERS APPROACH THE ISSUE AGGRESSIVELY"
- "THEY DON'T UNLESS WE KEEP ON THEM"
- "POLICY LETTERS - THEY DO THEIR TRAINING BUT I THINK THEY DO THE MINIMUM. I DON'T THINK THEY REALLY CARE"
- "LEADERSHIP ENSURES SOLDIERS GET THE HELP THEY NEED UNLESS IT IS A COMPLAINT AGAINST A LEADER"

Question 5: Do commanders in this unit make honest and reasonable efforts to stop discrimination or sexual harassment?

#### FINDINGS:

- 41% OF THE COMMENTS SAID THAT COMMANDERS MAKE HONEST AND REASONABLE EFFORTS TO STOP HARASSMENT
- EXAMPLES OF POSITIVE COMMANDER ACTIONS INCLUDE SHOWING COMMITMENT TO THE EO PROGRAM, USING THEIR EOA AS AN ADVISOR, PROVIDING POLICY LETTERS AND IN ALL COMMUNICATION SUPPORTING EO
- 13% OF THE COMMENTS SAID THAT COMMANDERS WERE NOT MAKING HONEST AND REASONABLE EFFORTS TO STOP HARASSMENT
- EXAMPLES OF NEGATIVE COMMANDER ACTIONS INCLUDE COMMANDERS NOT TAKING EO SERIOUSLY, RELUCTANCE TO REPORT INCIDENTS UP THE CHAIN OF COMMAND, AND SHOWING FAVORITISM

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS TO Q5 = 116

## Question 5: CONTINUED

### QUOTES:

- "CDRS BRIEF THEIR SOLDIERS WHEN THEY ARRIVE AND TELL THEM THEY DON'T TOLERATE IT AND THEY REEMPHASIZE THEIR POLICIES ON SH"
- "THE COMMANDER HAS MADE IT CLEAR THAT HE SUPPORTS EO AND PARTICIPATES IN THE DIFFERENT EO PROGRAMS"
- "VERBAL HARASSMENT IS NOT BEING STOPPED. LEADERS CAN DO IT, SO CAN I"
- "COMPANY LEVEL ARE AFRAID OF COMPLAINTS. OFTEN TRY TO HIDE ISSUES FROM BN CDR"
- "THEY MAKE THE EFFORT BUT THE END RESULT SAYS ANOTHER THING. A LOT OF THINGS ARE COVERED UP. SOLDIERS CONFIDE IN ME BUT ARE AFRAID OF REPRISALS"
- "ALL DEPENDS ON WHO YOU ARE. IF THE CMD LIKES THE INDIVIDUAL, THEY WILL HANDLE THE SITUATION"
- "HAVE SEEN CASES THAT SHOULD HAVE BEEN SUBSTANTIATED BUT WERE FOUND UNSUBSTANTIATED BECAUSE THEY PUT THEIR OWN INTERPRETATION INTO THE SITUATION WITHOUT CONSULTING THEIR EOA'S FOR ADVICE ON HOW TO HANDLE"

Question 6: Do you think the subordinate leaders (squad level and up) in your units make honest and reasonable efforts to stop discrimination or sexual harassment?

## FINDINGS:

- 52% OF THE COMMENTS SAID THAT SUBORDINATE LEADERS MAKE HONEST AND REASONABLE EFFORTS TO STOP HARASSMENT
- EXAMPLES OF SUBORDINATE LEADERS POSITIVE ACTIONS INCLUDE TRYING TO HANDLE COMPLAINTS AT THE LOWEST LEVEL AND SEEKING ADVICE FROM THE EOA
- 42% OF THE COMMENTS WERE EITHER NEGATIVE OR MIXED IN THEIR REVIEW OF SUBORDINATE LEADERS' EFFORTS TO STOP HARASSMENT
- EXAMPLES OF NEGATIVE ACTIONS INCLUDE PROTECTING THE ACCUSED, NOT SEEKING EOA ADVICE, AND LACKING KNOWLEDGE OF THE EO PROGRAM

EQUAL OPPORTUNITY ADVISOR INTERVIEWS  
N OF COMMENTS ON Q6 = 120

## Question 6: CONTINUED

### QUOTES:

- "MAKE ON THE SPOT CORRECTIONS. TELL FOLKS WHEN THEY MAKE OFF COLORED REMARKS, ASK IF SOMETHING IS OFFENSIVE"
- "WE TEACH THAT IF YOU CAN HANDLE IT AT THE LOWEST LEVEL, THEN YOU'RE GOOD"
- "BECAUSE THEY SEEK THE EOA'S ADVISE. THEY ALSO SHOW A GENUINE CONCERN TO FIX PROBLEMS"
- "MIDDLE MANAGEMENT (NCO), SSG AND SGT ARE FAILING. NOT DOING THE JOB"
- "THEY ACCOMMODATE THE BEHAVIOR AND LAUGH RIGHT ALONG WITH IT"
- "SUBORDINATE LEADERS DO NOT SEEK THE EOA'S ADVICE"

Question 7: Do you feel free to inquire or pursue allegations of discrimination or sexual harassment without being over supervised or influenced?

## FINDINGS:

- 54% OF COMMENTS SAID EOAs FEEL FREE TO PURSUE ALLEGATIONS
- THE MOST COMMON REASONS GIVEN FOR FEELING FREE TO INVESTIGATE INCLUDE HAVING AN OPEN RELATIONSHIP WITH THE COMMANDER, HAVING THE COMMANDER GIVE THEM FREE REIN TO MANAGE THEIR EO PROGRAM, AND HAVING FREQUENT CONTACT WITH THE BRIGADE COMMANDER
- 14% OF COMMENTS SAID EOAs DO NOT FEEL FREE TO PURSUE ALLEGATIONS
- OF THOSE WHO DO NOT FEEL FREE TO PURSUE ALLEGATIONS, FEAR OF COMMANDERS, NOT ALLOWING THE EOA TO TALK WITH SOLDIERS, AND RETRIBUTION FOR SOLDIERS WHO DO REPORT TO THE EOA WERE MENTIONED

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q7 = 112



## Question 7: CONTINUED

### QUOTES:

- "YES, BECAUSE OUR BRIGADE COMMANDER SUPPORTS AND LISTENS TO ME"
- "YES, MY COLONEL AND I HAVE CONTRACTED. HE SEES ME AS HIS EYES AND EARS. THE COMMANDER HAS AN OPEN DOOR AND I CAN GET HIS ADVICE ON ISSUES"
- "NO, DON'T HAVE FREE REIN TO TALK TO SOLDIERS. IF HE TALKS TO SOLDIERS AND THEY ADDRESS CONCERNS AND HE TAKES THEM TO BATTALION, THE ONLY QUESTION HE GETS ASKED IS, 'WHY WERE YOU OUT IN THE COMPANIES TALKING TO SOLDIERS ANYWAY?' HIS OWN BOSS ASKS THE SAME QUESTION"
- "NO, HAS BEEN PERSONALLY / PROFESSIONALLY THREATENED FOR DOING THE RIGHT THING / JOB EFFECTIVE ACTIONS AS AN EOA"

J-20

Question 8: Thinking about the complaint process, are the current procedures effective?

### FINDINGS:

- ONLY 17% OF COMMENTS SAID THE PROCEDURES WERE EFFECTIVE AND 10% SAID THEY WERE NOT EFFECTIVE
- MOST OF THE REMAINING COMMENTS FOCUSED ON NEGATIVE ASPECTS OF THE CURRENT SYSTEM--MOST FREQUENTLY MENTIONED WERE:

NEEDING LONGER TIMELINES FOR INVESTIGATIONS  
MAKING ALL COMPLAINTS FORMAL  
NEEDING SAFEGUARD AGAINST REPRISALS FOR THOSE WHO REPORT  
EOAs NEED MORE INFORMATION ON COMPLAINT PROCEDURES

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q8 = 171

## Question 8: CONTINUED

### QUOTES:

- "I BELIEVE THE COMPLAINT PROCEDURES STATED IN AR 600-20 ARE GOOD IF THEY ARE FOLLOWED BY THE COMMANDERS"
- "CROSS CHECK AND BALANCE WITH FORMAL COMPLAINTS - EVERYONE IS LOOKING AT EVERYONE'S WORK"
- "TIMELINES ARE TOO SHORT. THEY NEED TO BE EXTENDED. NEED MORE TIME TO RESEARCH THE COMPLAINT. EVERYTHING IS RUSHED"
- "ALL COMPLAINTS SHOULD BE FORMAL"
- "THE PROCEDURES ARE IN PLACE BUT THERE IS A TREMENDOUS RELUCTANCE TO REPORT FOR FEAR OF BRINGING UNWANTED ATTENTION OR BEING ISOLATED BY OTHERS"
- "EFFECTIVE, HOWEVER, FEAR OF RETRIBUTION KEEPS PEOPLE FROM COMING FORWARD"
- "AR 600-20 IS TREMENDOUSLY VAGUE AND SUBJECT TO INTERPRETATION"

EQUAL OPPORTUNITY ADVISOR INTERVIEW

Question 9: Now we want to talk about EO staffing, who is your rater and where is the EO office in the command structure? How often do you meet with your commander? Do you attend staff meetings?

## FINDINGS:

- OF THE 58 COMMENTS GIVEN, THE MOST FREQUENTLY MENTIONED RATERS WERE THE COMMAND SERGEANT MAJOR AND THE CHIEF OF STAFF. A WIDE VARIETY OF RATERS WERE MENTIONED AND INCLUDED SUCH DIVERSE RATERS AS THE EEO OFFICER AND THE DPCA
- OF THE 34 COMMENTS ON COMMAND STRUCTURE, THE MOST COMMON LOCATION FOR THE EO OFFICE WAS IN THE COMMAND GROUP
- OF THE 41 COMMENTS GIVEN, 39% SAID THEY MET WITH THEIR COMMANDER AT LEAST ONCE A WEEK AND ANOTHER 22% SAID THEY HAD UNSCHEDULED MEETINGS ANY TIME THEY NEEDED TO SEE THE COMMANDER
- OF THE 34 COMMENTS GIVEN, 76% OF THE EOAs SAID THEY ATTEND STAFF MEETINGS

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q9: 71

Question 10: Have any EO or sexual harassment issues ever affected your units' ability to do its job? What is the effect?

**FINDINGS:**

- 48% OF THE COMMENTS SAID NO, THEIR UNITS HAVE NOT BEEN EFFECTED
- 37% OF THE COMMENTS SAID THEIR UNITS HAVE BEEN EFFECTED IN THE FOLLOWING WAYS:
  - CAUSES DIVISIVENESS IN THE UNIT WITH PEOPLE TAKING SIDES
  - CREATES STATIC--A NEGATIVELY CHARGED ATMOSPHERE
  - MORALE PROBLEMS ARE THE END RESULT

Question 10: CONTINUED

QUOTES:

- "NO, MAYBE THE MORALE, BUT THE MISSION CONTINUED"
- "CAUSED THE UNIT TO SPLIT ALMOST IN HALF - 'FOR VS AGAINST' - LACK OF TRUST"
- "YES, IT HAD A POLARIZING EFFECT, MALE OFFICERS / SENIOR NCOs ARE WALKING ON EGG SHELLS"
- "THREAT OF SEXUAL HARASSMENT OR A COMPLAINT. MEN LIVING IN FEAR (AFFECTS JOB PERFORMANCE)"

EQUAL OPPORTUNITY ADVISOR INTERVIEW

Question 11: In your units, how are EO representatives utilized?

**FINDINGS:**

- CONDUCT UNIT TRAINING
- ADVISE / ASSIST THE COMMANDER
- CONDUCT ETHNIC OBSERVANCES
- PROVIDE CLASSES TO NEW LEADERS
- OTHER ACTIVITIES INCLUDED HANDLING INFORMAL COMPLAINTS, ASSISTING IN QUARTERLY REPORTING, AND GATHERING INFORMATION

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q11 = 140

## Question 11: CONTINUED

### QUOTES:

- "PROMOTING CULTURAL AWARENESS WITH COMPANIES AND SUPPORTING THE EO PROGRAM"
- "ASSIST WITH TRAINING, COUNSELING, AND DATA COLLECTION"
- "MEDIATORS - NOT PURSUING FORMAL COMPLAINTS, THINK THEY ARE HANDLING ONLY INFORMAL COMPLAINTS"
- "THEY ASSIST IN SENSING SESSIONS, SURVEYS, COMPANY TRAINING, ETHNIC SERVICES, AND ASSIST IN REPORTS"
- "THE TRAINING INCLUDES THE COMPANY COMMANDER IN MOST CASES"
- "RARELY IS THE SENIOR LEADERSHIP ATTENDING EO TRAINING. THEY ENSURE SOLDIERS ATTEND, BUT DO NOT MAKE AN APPEARANCE THEMSELVES"

EQUAL OPPORTUNITY ADVISOR INTERVIEW



Question 12: How responsive are members of your unit to EO and sexual harassment training? Who attended from the Chain of Command?

#### FINDINGS:

- OF THE 82 COMMENTS ON RESPONSIVENESS OF UNIT MEMBER TO TRAINING, 38% SAID UNIT MEMBERS WERE RESPONSIVE TO TRAINING
- ANOTHER 23% SAID TRAINING WAS EFFECTIVE AT SOME LEVELS, BUT NOT OVERALL
- 16% SAID TRAINING WAS NOT EFFECTIVE
- OF THE 39 COMMENTS ON WHO ATTENDED, 51% SAID SOMEONE IN THE CHAIN OF COMMAND ATTENDS
- THE REMAINING COMMENTS CENTERED ON THE LACK OF TRAINING ATTENDANCE BY SENIOR LEADERS

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q12:

## Question 12: CONTINUED

### QUOTES:

- "VERY RESPONSIVE BECAUSE COMMANDERS DON'T TOLERATE SEXUAL HARASSMENT"
- "REACTIVE - JUST IN REACTION TO INCIDENTS, OVERKILL REACTION"
- "INITIALLY THERE'S SKEPTICISM AND RELUCTANCE. WHEN REINFORCED BY CHAIN OF COMMAND, IT'S MORE EFFECTIVE"
- "THE TRAINING INCLUDES THE COMPANY COMMANDER IN MOST CASES"
- "RARELY IS THE SENIOR LEADERSHIP ATTENDING EO TRAINING. THEY ENSURE SOLDIERS ATTEND, BUT DO NOT MAKE AN APPEARANCE THEMSELVES"
- "COMMANDERS DO NOT GIVE THEM THE SUPPORT THEY DESIRE"
- "SOLDIERS DO NOT KNOW WHO THEIR EOR'S ARE. THE CDRS DO NOT UTILIZE THEIR EOR'S; THE EOR'S ARE IN NAME ONLY"

EQUAL OPPORTUNITY ADVISOR INTERVIEW

Question 13: How effective is the required training in making soldiers/personnel aware of behaviors that might be discrimination or sexual harassment? Who conducts the training? What training methods do you use when you train? How often do you conduct training?

#### FINDINGS:

- OF THE 61 COMMENTS ON TRAINING EFFECTIVENESS, 67% SAID THE REQUIRED TRAINING WAS EFFECTIVE IN MAKING SOLDIERS AWARE OF BEHAVIOR THAT MIGHT BE DISCRIMINATION OR HARASSMENT
- OF THE 35 COMMENTS THAT IDENTIFIED THE TRAINER, 80% SAID EITHER THE EOA OR THE EOR CONDUCTS TRAINING; COMMANDERS WERE THE ONLY OTHER GROUP MENTIONED
- IN THE 97 COMMENTS THAT IDENTIFIED TRAINING METHODS, SMALL GROUP DISCUSSIONS, VIDEOS AND LECTURES WERE MOST FREQUENTLY MENTIONED AS METHODS USED
- OF THE 27 COMMENTS THAT REPORTED HOW OFTEN TRAINING WAS CONDUCTED, 41% SAID QUARTERLY, 15% BIANNUALLY, AND 15% AS REQUIRED

Question 14: How effective is the required training in actually preventing/reducing behaviors that might be seen as any kind of discrimination or sexual harassment? What are the "fixes?"

## FINDINGS:

- OF THE 71 COMMENTS ASSESSING TRAINING EFFECTIVENESS, 44% SAID TRAINING WAS EFFECTIVE IN PREVENTING/REDUCING BEHAVIORS THAT MIGHT BE DISCRIMINATION OR HARASSMENT, 31% HAD A MIXED ASSESSMENT, AND 25% DID NOT BELIEVE TRAINING WAS EFFECTIVE
- OF THE 40 COMMENTS RECOMMENDING "FIXES":
  - COMMAND CLIMATE ISSUES
  - CHANGES TO TRAINING CONTENT
  - USE OF MORE EFFECTIVE TRAINING METHODS

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q14: 70

## Question 14: CONTINUED

### QUOTES:

- "IT IS EFFECTIVE. I SEE THE DIFFERENCE, THE SENSITIVITY LEVEL HAS DEFINITELY INCREASED THROUGH THE TRAINING"
- "DEPENDS ON WHO IS TEACHING THE CLASS"
- "I HAD A LIEUTENANT COLONEL GET UP ON ME WHEN I WAS CONDUCTING THE TRAINING AND SAID, 'I DON'T HAVE TO STAY AND LISTEN TO THIS CRAP'"
- "AGAIN, HAS TO DO WITH LEADERSHIP. IF HAVE GOOD COMMAND CLIMATE, SOLDIERS WILL KNOW THAT AND COME TO YOU"
- "EMPHASIS ONLY ON WOMEN - ALWAYS GEARED ON WOMEN, SHOULD BE ON THE TOTAL ARMY SOLDIER"
- "GOOD TOOL IF AUDIENCE PARTICIPATES - IF THEY HAVE OPPORTUNITY TO TALK ABOUT WITH GROUP DISCUSSION AND INTERACTION"

Question 15: In your view, what elements of the Army's system have the highest expertise and ability to prevent sexual harassment or discrimination? The least? Respond to instances of harassment or discrimination?

## FINDINGS:

- OF THE 86 COMMENTS THAT IDENTIFIED AN ELEMENT, 41% SAID THE EOA HAS THE HIGHEST EXPERTISE AND ABILITY TO PREVENT HARASSMENT OR DISCRIMINATION
- 23% OF THE COMMENTS IDENTIFIED COMMANDERS AS HAVING THE HIGHEST EXPERTISE
- 13% IDENTIFIED JUNIOR NCOs SINCE THEY HAVE THE MOST DIRECT CONTACT WITH YOUNGER SOLDIERS
- ONLY 18 COMMENTS WERE RECEIVED IDENTIFYING THE ELEMENT WITH THE LEAST EXPERTISE--JUNIOR ENLISTED SOLDIERS AND BRIGADE COMMANDERS AND UP TIED WITH 7 COMMENTS EACH

EQUAL OPPORTUNITY ADVISOR INTERVIEW  
N OF COMMENTS ON Q15: 71

Question 16: Does the system respond fairly to proven cases of sexual harassment or discrimination; do punishments fit the offenses?

### FINDINGS:

- OF THE 69 COMMENTS ON FAIR RESPONSES, 46% SAID YES, THE SYSTEM DOES RESPOND FAIRLY
- 28% OF THE RESPONSES SAID THAT THE SYSTEM DOES NOT RESPOND FAIRLY, THE REMAINDER WERE UNSURE OR UNCERTAIN
- OF THE 63 COMMENTS CONCERNING WHETHER OR NOT THE PUNISHMENT FITS THE CRIME, 22% SAID THE PUNISHMENT FITS THE CRIME
- 21% SAID PUNISHMENTS ARE TOO LIGHT, 17% SAID THE PUNISHMENTS ARE APPLIED INCONSISTENTLY, AND ANOTHER 11% SIMPLY SAID NO

## Question 16: CONTINUED

### QUOTES:

- "YES, FOR THE PROVEN CASES OF SEXUAL HARASSMENT OR DISCRIMINATION THE SYSTEM IS OVERALL FAIR"
- "ON A CASE BY CASE BASIS, NO. THE SYSTEM DOESN'T RESPOND FAIRLY. IT DEPENDS ON WHAT THAT COMMANDER'S ATTITUDE IS ABOUT EO"
- "PUNISHMENT IS FAIR OVERALL"
- "NO, PUNISHMENTS ARE TOO LIGHT, DON'T FIT THE OFFENSES"
- "NO, BECAUSE COMMANDERS ARE UNWILLING TO RUIN A SENIOR LEADERS CAREER SO THEY DISCOUNT THE VICTIM AND GIVE A PUNISHMENT THAT DOESN'T TAKE INTO ACCOUNT THE SEVERITY OF THE OFFENSE"
- "NO, PUNISHMENTS DON'T FIT OFFENSE - THE HIGHER RANK YOU ARE, THE LESS PUNISHMENT YOU WILL GET"

EQUAL OPPORTUNITY ADVISOR INTERVIEW



Question 17: In your view, what needs to be done to reduce incidents of EO and sexual harassment violations in the Army?

### FINDINGS:

- THE MOST FREQUENTLY MENTIONED SOLUTION WAS MORE EDUCATION/TRAINING (21%)
- EOAs ALSO SUGGESTED TRAINING SHOULD INCLUDE ALL LEVELS--INCLUDING GENERAL OFFICERS AND THAT THIS TRAINING SHOULD BE LEVEL SPECIFIC
- SUGGESTED CHANGES TO THE STRUCTURE OF THE EO SYSTEM INCLUDED
  - FORMING AN EO MOS
  - MAKING THE EOA PART OF CID OR IG WITH INVESTIGATIVE POWERS
  - INCREASING THE NUMBER OF EOAs
  - REQUIRING ALL EORs BE E6 OR E7 IN RANK
- NOTED THAT COMMANDERS MUST SUPPORT THE EO PROGRAM FOR IT TO BE EFFECTIVE

## Question 17: CONTINUED

### QUOTES:

- "EDUCATION - SOME PEOPLE DON'T KNOW THAT THEY DON'T KNOW"
- "ADD AND MAKE IT A PRIORITY AT ALL LEVELS OF PROFESSIONAL DEVELOPMENT TRAINING (NCO & OFFICER) AS A LEADERSHIP ISSUE - TRAINING THE LEADERS"
- "BENEFICIAL TO HAVE EOAs IN A SEPARATE MOS - YOU WOULD BE CURRENT - MUST HAVE QUALITY"
- "MAKE EOA PART OF THE CRIMINAL INVESTIGATIONS DIVISION (CID) SO THEY CAN INVESTIGATE AND TRACK ALLEGATIONS"
- "THERE SHOULD BE MORE THAN ONE EOA AT THE INSTALLATION AND BRIGADE LEVEL. TOO MUCH WORK FOR ONE PERSON TO BE PROFICIENT"
- "EOR SHOULD BE E6 OR E7 AND NOT E5, THEY DON'T HAVE THE EXPERIENCE"

EQUAL OPPORTUNITY ADVISOR INTERVIEW

Annex K  
Mental Health Provider Interviews

## MENTAL HEALTH PROVIDER PROTOCOL

\_\_\_\_\_ Group Status  
\_\_\_\_\_ Interviewer  
\_\_\_\_\_ Gender  
\_\_\_\_\_ Date  
\_\_\_\_\_ Site

**1. When you treat clients with mental health concerns, do you find that sexual harassment is one of their issues?**

**Probes: With what frequency?**

**Were they aware that the behavior was sexual harassment?**

**2. What are typical workplace issues raised by clients?**

**Probes: Do clients discuss sexual harassment in the workplace?**

**3. What guidance have you been given regarding handling clients with sexual harassment issues?**

**Probes: Who gave the guidance?**

**Are clients referred off post?**

**Is there any follow-up?**

**4. Did clients report the sexual harassment? If yes, what was their leader's response?**

**5. What is the typical treatment plan for clients specifically dealing with sexual harassment?**

**Probe: Problems compounded by sexual harassment/hostile environment?**

**6. Approximately how much time is spent working with clients with sexual harassment issues?**

**7. What guidance or direction have you ever been given regarding diagnoses for clients with sexual harassment issues?**

**Probes: Any evidence of "lesbian baiting?" What happened?**

**8. Do individuals from the soldier's chain of command or legal representatives inquire about a client or the status of a case? Give examples**

**9. What are the command policies in regard to confidentiality of sessions/records in general and for sexual harassment cases?**

**10. Have you or a co-worker witnessed or experienced sexual harassment in the workplace?**

**Probes: Was it reported? What was the response?**

**11. What training do you have in handling rape/sexual trauma cases?**

**12. What are the attitudes of mental health leaders toward sexual harassment? (Psychiatrist, Psychologist, Clinical Director's)**

**13. Do you have other comments?**

**THANK YOU FOR PARTICIPATING IN THIS INTERVIEW**



Annex L  
Judge Advocate Interviews

## JUDGE ADVOCATE INTERVIEW

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Interviewer  
Interviewee's Position  
Interviewee's Gender  
Location Code  
Date

**1. Does the chain of command understand the Army/DoD policy on the prevention of sexual harassment?**

**2. Are there local policies (e.g., regulations, policy letters, SOPs) regarding sexual harassment?**

**3. Is the Army/DoD guidance on the prevention of sexual harassment adequate? If not, what would you change?**

**4. Do commanders have adequate authority to address problems involving sexual harassment or sexual misconduct? If not, what do they need?**

**5a. Do commanders and supervisors take quick action to deal with sexual harassment complaints?**

**b. Type(s) of action taken?**

**c. How effective is the corrective action taken?**

**6. Does the UCMJ adequately provide for prosecution of sexual misconduct? If not, what would you change?**

**7a. What personnel do you interface with on sexual harassment or sexual misconduct matters (e.g., commanders, first sergeants, PMO, CID, IG, EEO Officer, EO Advisors)?**

**b. How do you interface?**

**c. How often?**

**8a. Does your office provide advice to AR 15-6 investigating officers? How often?**

**b. What positive things have you seen in investigations involving sexual harassment?**

**c. What negative things have you seen in investigations involving sexual harassment?**

**9a. Have you seen trends regarding Article 15s, chapters, and AWOLs, in general? If yes, discuss trends.**

**b. Have you seen trends regarding Article 15s, chapters, and AWOLs involving sexual harassment or sexual misconduct? If yes, discuss trends.**

**10. Victim/Witness Assistance Program**

**a. Does the command/installation have an active victim/witness assistance program?**

**b. Is the program publicized throughout the command? If yes, how?**

**c. Is training provided for judge advocates and law enforcement personnel? If yes, what type and when?**

**d. Who is appointed as the Victim/Witness Liaison (VWL)? Is this a full-time or part-time responsibility for that person?**

**e. Does the VWL coordinate with military and civilian agencies providing victim/witness assistance (to include a state compensation program)?**

**f. Is a mechanism in place to measure the effectiveness of the program? If yes describe.**

**11a. Does your office assist in providing training in the prevention of sexual harassment?**

**b. In conjunction with what other office(s)?**

**c. Which office has the lead?**

**d. To whom is training provided?**

**e. Type training?**

**f. How often?**

**g. Do you address inherent command authority?**

**12a. Do your labor counselor and his/her supervisors have a close working relationship with the Civilian Personnel Officer?**

**b. With the Equal Employment Opportunity Officer?**

**c. Is the labor counselor involved at every significant stage of adverse actions, EEO complaints, and labor relations actions?**

**13a. How can the Army better prepare officer, NCO, and civilian leadership in the prevention of sexual harassment?**

**b. In dealing with complaints of sexual harassment?**

**14a. How can the Army better prepare all military and civilian personnel in the prevention of sexual harassment?**

**b. In dealing with complaints of sexual harassment once it occurs?**

**15. Do you have any other thoughts that the Senior Review Panel should consider?**

Annex M  
Civilian Focus Groups



**CIVILIAN FOCUS GROUP PROTOCOL**

\_\_\_\_\_ Group Status  
\_\_\_\_\_ Gender of group  
\_\_\_\_\_ Note taker  
\_\_\_\_\_ Date  
\_\_\_\_\_ # of group members  
\_\_\_\_\_ Facilitator

**1. As civilians working at this installation, how satisfied are you, overall, with your employment situation?**

**2. Do merit promotion procedures at this installation operate so that all employees have an equal chance for advancement?**

**Probes: Why or why not?**

**3. When you think about the training and developmental opportunities you have received in the Army, do you think that you have gotten a fair deal?**

**Probes: Why or why not?**

**4. We want to now talk about the environment in your organization. Tell us about the positive and negative aspects of your organization.**

**Probes: Do people in your organization treat each other with respect?  
Can you think of a time when you/a coworker was not treated with respect? What happened? How could it have been avoided?**

**5. In your organization, do managers maintain fair standards?**

**Probes: Do leaders treat subordinates with respect?  
Can you think of a time where you/a coworker was not treated with respect? What happened?**

**6. Does your immediate supervisor make honest and reasonable efforts to stop any discrimination or harassment? Examples?**

**Probe: Second Line Supervisor?**

**7. Do you feel free to report any discrimination or harassment without fear of bad things happening to you?**

**Probes: Why or why not?**

**What kinds of things do you think might happen if you report?**

**8. If you experienced any discrimination or harassment, to whom would you report the incident?**

**Probes: If they would not report, why not?**

**9. Now we want to talk about sexual harassment in the Army. How do you define sexual harassment?**

**READ DEFINITION: Sexual harassment is a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when such conduct is used as a basis for employment decisions or creates an intimidating, hostile, or offensive working environment.**

**10. In the last 12 months, have you witnessed or experienced sexual harassment in the workplace?**

**Probe: If yes, by whom? What behaviors? Where? Did you report? To whom? What did you do? Result?**

**(CAUTION TO FACILITATORS: DO NOT TAKE SPECIFIC EEO COMPLAINTS FROM CIVILIANS, RATHER REFER INDIVIDUALS TO THE EEO OFFICER OR ANNOUNCE THAT THEY MAY SPEAK PRIVATELY WITH A MEMBER OF THE TEAM)**

**11. Have you had training in prevention of sexual harassment in the last 12 months?**

**Probes: What kind of training? Who conducted the training?**

**12. How effective was the training you received in helping you recognize sexually-harassing behavior?**

**Probes: Helping you recognize sex discrimination?**

**13. How effective was the training in actually preventing/reducing behaviors that might be viewed as discrimination or harassment?**

**14. What are some practical solutions to the problems and issues that you have raised today?**

**THANK YOU FOR YOUR PARTICIPATION. PLEASE REMEMBER TO KEEP EVERYTHING WE'VE DISCUSSED CONFIDENTIAL.**

## CIVILIAN FOCUS GROUP PROTOCOL

### SAMPLE INFORMATION:

- Number of protocols: 104 (56 women; 48 men)
- Number of respondents: 1,007
  
- Number of women: 547 (54.3%)
- Number of men: 460 (45.7%)

Question 1: How satisfied are you, overall, with your employment situation?

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- ALL RESPONDENTS SAID THEY WERE "MOSTLY SATISFIED" ALTHOUGH DRAWDOWN AND AND RIFS AFFECTED MORALE AND PERFORMANCE
- MALE COMMENTS: MORE DISSATISFIED WITH EMPLOYMENT  
HEAVIER WORKLOAD SINCE DRAWDOWN  
SEE LACK OF RESPECT FROM MILITARY PERSONNEL  
LACK OF COMMUNICATION FROM MANAGERS
- FEMALE COMMENTS: SUPERVISORS TREAT MEN AND WOMEN DIFFERENTLY  
GLAD TO HAVE A JOB, BUT SEE LITTLE OPPORTUNITY FOR  
ADVANCEMENT  
ENJOY WHERE THEY WORK  
FEEL THEY ARE NOT RECOGNIZED FOR THEIR WORK

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q1: F=326 M=249

## Question 1: CONTINUED

### QUOTES:

- MALE QUOTES: "IF WE SHARE INFORMATION, WE BECOME EXPENDABLE"  
"LUCKY TO HAVE A JOB; DON'T MAKE WAVES"  
"CIVILIANS SHOULD BE TAKEN CARE OF EVERY BIT AS GOOD AS SOLDIERS"  
"MILITARY NCOS HAVE NO RESPECT FOR US"  
"GREEN SUITERS GO OFF, GET ANOTHER JOB; CIVILIANS WILL BE OUT OF A JOB"
- FEMALE QUOTES: "NO ONE RESPECTS HOW YOU FEEL; MEN ALWAYS GET THE JOBS"  
"SPECIAL FORCES HAS A PROBLEM WITH WOMEN, NO DOUBT ABOUT IT"  
"FEEL AS IF I'M DOING SOMETHING FOR MY COUNTRY"  
"MILITARY VERY DEMANDING AND ALWAYS PULLING RANK ON YOU"  
"DOWNSIZING-NO PEACE OF MIND. PEOPLE HERE SAY YOU SHOULD BE HAPPY TO HAVE A JOB"



Question 2: Do merit promotion procedures at this installation operate so that all employees have an equal chance for advancement?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST DO NOT BELIEVE THE MERIT SYSTEM OPERATES FAIRLY.
- MALE COMMENTS: FRUSTRATED BY LACK OF PROMOTION OPPORTUNITY  
BELIEVE THERE IS A GOOD OLD BOY SYSTEM IS IN EFFECT  
LEADERS PRESELECT INDIVIDUALS THEY WANT  
THE RATING SYSTEM IS BIASED  
SELECTIONS ARE NOT BASED ON MERIT
- FEMALE COMMENTS: SEE LITTLE UPWARD MOBILITY  
BELIEVE PROMOTIONS ARE BASED ON WHO YOU KNOW  
JOB NOTICES ARE NOT ALWAYS POSTED  
SOME JOBS ARE NOT ADVERTISED; QUALIFIED INTERNAL  
CANDIDATES ARE OVERLOOKED

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q2: F=340 M =264

## Question 2: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "SEE PEOPLE GET PROMOTED WITH LESS TIME/SKILLS OR CREDENTIALS. THAT REALLY LOOKS SUSPICIOUS"
  - "IT'S A JOKE, THERE IS A GOOD OLD BOY SYSTEM"
  - "THERE IS NO MERIT PROMOTION PROGRAM HERE"
  - "LEADERS HERE PRESELECT INDIVIDUALS FOR JOBS"
  
- FEMALE QUOTES:
  - "THERE ARE NO PROMOTIONS OR UPWARD MOBILITY HERE. DON'T THINK THE SUPERVISOR CARES ABOUT HIS PEOPLE"
  - "DOWNSIZING TOOK CARE OF THE MERIT PROMOTION PROCEDURE"
  - "JOB ANNOUNCEMENTS AREN'T DONE IN A TIMELY FASHION, IT DOESN'T MATTER WHETHER YOU APPLY OR NOT, THEY HAVE ALREADY DETERMINED WHO'S GETTING THE JOB"

Question 3: When you think about the training and developmental opportunities you have received in the Army, do you think you have gotten a fair deal?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- BOTH MALES AND FEMALES REPORT RECEIVING APPROXIMATELY SAME LEVEL OF TRAINING (33% WOMEN'S COMMENTS AND 35.6% OF MEN'S COMMENTS)
- MILITARY MEMBERS GET AVAILABLE TRAINING BEFORE CIVILIANS (5%)
- MALE COMMENTS:
  - LACK OF FUNDING CITED MORE OFTEN THAN IN FEMALE RESPONSES (17.5% V 10%)
  - WORKLOAD PREVENTS THEIR ATTENDING TRAINING (8.6%)
- FEMALE COMMENTS:
  - TRAINING OPPORTUNITIES BASED ON FAVORITISM AND SUPERVISORY BIAS

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q3: F=256 M=205

### Question 3: CONTINUED

#### QUOTES:

- MALE QUOTES:

"THEY HAVE MONEY TO SEND SOLDIER OF THE QUARTER TO HAWAII, BUT NOTHING FOR CIVILIANS"

"UNFAIR THAT EMPLOYEES ARE HELD ACCOUNTABLE FOR MISTAKES MADE ON THE JOB THAT ARE RESULT OF LACK OF TRAINING"

"CIVILIAN TRAINING DOLLARS HERE ARE SACRIFICED FOR MISSION"

- FEMALE QUOTES:

"MANAGEMENT SAVES TRAINING FOR THEMSELVES, NOT SHARING..."

"SEEMS LIKE THE SAME INDIVIDUALS GO TO TRAINING ALL THE TIME"

Question 4: Tell us about the positive and negative aspects of your organization?

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- FEMALES GENERALLY MORE POSITIVE ABOUT THE ORGANIZATIONAL CLIMATE THAN MALES (38% V 23.7%)
- MALE RESPONSES:
  - LOW MORALE BECAUSE OF LACK OF JOB SECURITY
  - SOME SUPERVISORS DO MAKE AN HONEST EFFORT
  - MANY SUPERVISORS LACK LEADERSHIP SKILLS
- FEMALE RESPONSES:
  - CLIMATE OF DISRESPECT TOWARD WOMEN (12.%) OF RESPONSES
  - SUPERVISORS SHOW FAVORITISM IN DEALINGS
  - STRAINED RELATIONS WITH MILITARY
  - MOSTLY A PLEASANT ENVIRONMENT

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q4: F=243 M=202

## Question 4: CONTINUED

### QUOTES:

- MALE QUOTES:

"CIVILIANS ARE SECOND CLASS CITIZENS--IGNORED"

"WE GET 10 HOURS OF WORK TO DO IN A DAY, BUT ONLY 8 HOURS TO DO IT IN"

"I GET A LOT OF INCONSIDERATION AND DISRESPECT"

"MOST MILITARY SUPERVISORS FEEL LIKE CIVILIANS ARE JUST IN THE WAY. THEY HATE US. IF THEY USED US THEY COULD SUCCEED"

- FEMALE QUOTES:

"HAVE TO REALLY BE TOUGH AND IT ADDS TO MY STRESS LEVEL"

"COWORKERS GENERALLY RESPECT EACH OTHER"

"BEEN IN THE ORGANIZATION 26 YEARS, ..NOT SEEN MORALE AS BAD AS IT IS NOW"

Question 5: In your organization, do managers maintain fair standards?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:**  
MORE RESPONSES OF "NO" (23%) THAN "YES" (16%)  
MILITARY SUPERVISORS IMPOSE A DOUBLE STANDARD  
TOWARD CIVILIANS  
PREFERENTIAL TREATMENT BY MANAGERS GENERALLY (5.2%  
OF COMMENTS)
- **FEMALE COMMENTS:**  
YES (23.7% OF COMMENTS). DO NOT MAINTAIN FAIR  
STANDARDS (21.5% OF COMMENTS)  
MANAGERS IMPOSE A DOUBLE STANDARD TOWARD WOMEN  
(13.4% OF COMMENTS)  
MILITARY SUPERVISORS DISRESPECT CIVILIANS (8.5% OF  
COMMENTS)

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q5: F=223 M=153

## Question 5: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "BACKGROUND PEOPLE DON'T GET RECOGNITION FOR HARD WORK
  - "PRETTY FAIR OVERALL"
  - "I HAVE PREJUDICE AGAINST ME BECAUSE I AM A CIVILIAN"
  - "MOST MILITARY WANT TO TALK TO A GREEN SUITER, NOT A 'GOD DAMN CIVILIAN'"
- FEMALE QUOTES:
  - "MY BOSS DOES, BUT NOT MORE SENIOR LEADERS"
  - "I'D SAY SO IN MY SECTION, AS FAIR AS THEY CAN"
  - "THEY HOLD MEN IN HIGHER ESTEEM..WOMEN DON'T GET SAME TREATMENT"
  - "CHAIN OF COMMAND IS AFRAID TO DO SOMETHING BECAUSE THEY DON'T WANT ANYONE COMPLAINING"
  - "NO, MILITARY DON'T TREAT THE PEOPLE WHO WORK FOR THEM FAIRLY"
  - "THE SYSTEM HAS FAILED TO TRAIN MILITARY TO WORK WITH CIVILIANS"



Question 6: Does your supervisor make honest and reasonable efforts to stop any discrimination or harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MANY WOMEN BELIEVE THEY DO (55% OF COMMENTS)
- SOME MEN SAID THEY DO (42% OF COMMENTS)
- ALL BELIEVE SUPERVISORS DON'T WANT TO GET INVOLVED.
- MEN AND WOMEN BELIEVE SUPERVISOR IS INSENSITIVE TO ISSUES OF DISCRIMINATION/HARASSMENT
- MORE MEN SAID DISCRIMINATION WAS NOT A PROBLEM AT THEIR LOCATION.

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q6: F=203 M=162

## Question 6: CONTINUED

### QUOTES:

- MALE QUOTES:
  - "COULD NOT FIND A BETTER SUPERVISOR THAN MINE"
  - "LEADERS KNOW WHAT IT IS, BUT DON'T STOP IT UNLESS IT AFFECTS THEM"
  - "HE'S FAIR, HE DISCRIMINATES AGAINST EVERYBODY"
  - "ARMY IS BETTER THAN CIVILIAN WORLD, BUT HAVE A LONG WAY TO GO, HAS TO START AT THE TOP"
- FEMALE QUOTES:
  - "MY SUPERVISOR IS OPEN AND DIRECT; WILL HANDLE THINGS AS THEY COME UP"
  - "MY SUPERVISOR IS NOT SENSITIVE TO ISSUES"
  - "MY SUPERVISOR'S ATTITUDE IS DON'T MAKE A BIG DEAL OF IT"
  - "MY SUPERVISOR SAID "YOU SHOULD BE HOME HAVING BABIES"

Question 7: Do you feel free to report any discrimination or harassment without fear of reprisal?

FINDINGS: MOST FREQUENTLY MENTIONED COMMENTS ARE:

- MALE COMMENTS: 46% OF COMMENTS WOULD REPORT WITHOUT FEAR OF REPRISAL  
SOME WOULD NOT REPORT BECAUSE THEY WOULD HANDLE IT ON THEIR OWN OR BECAUSE THEY DON'T TRUST THE SYSTEM TO WORK
- FEMALE COMMENTS: ALMOST 50% OF COMMENTS INDICATED THEY WOULD REPORT WITHOUT FEAR OF REPRISAL A FEW WERE AFRAID BUT WOULD REPORT ANYWAY  
SOME WOULD NOT REPORT BECAUSE NOTHING WOULD BE DONE

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q7: F=234 M=167

Question 8: To whom would you report?

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- MALE COMMENTS: MANY WOULD USE THE CHAIN OF COMMAND  
FEW WOULD USE EEO CHANNELS  
FEW WOULD NOT REPORT, BUT CONFRONT THE PERSON  
AND HANDLE THEMSELVES  
A SMALL NUMBER WOULD GO OUTSIDE THE ORGANIZATION
- FEMALE COMMENTS: CHAIN OF COMMAND  
EEO CHANNELS  
NOT REPORT-HANDLE THEMSELVES

Question 10: In the last 12 months have you witnessed or experienced sexual harassment in the workplace?

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

MALE COMMENTS: 123 "NO" COMMENTS; 27 "YES" COMMENTS; 26 "WITNESSED

FEMALE COMMENTS: 290 "NO" COMMENTS; 81 "EXPERIENCED"; 17 "WITNESSED"  
SOME WOMEN COMMENT ON WORKING IN AN OFFENSIVE  
ENVIORNMENT

CIVILIAN FOCUS GROUP PROTOCOL  
N OF COMMENTS FOR Q10: F=390 M=219

## Question 10: CONTINUED

### QUOTES:

- MALE QUOTES: "PEOPLE WHO ARE OFFENDED NEED TO LET PEOPLE KNOW--NOT ALWAYS RUN TO EEO"  
"MALES MAKE COMMENTS--FEMALES CALL IT SEXUAL HARASSMENT!"  
"I HAD A CHARGE AGAINST ME, FORTUNATELY I HAD A WITNESS"  
"NOW YOU SEE A LADY COME IN AND YOU'RE SUPPOSED TO CLEAR THE HALL"  
"WOMEN NEED TO LEARN HOW TO DEAL WITH MALES BETTER"  
"PEOPLE HAVE A FEAR OF SEXUAL HARASSMENT"
- FEMALE QUOTES: "I HAVE NO NEED TO REPORT-STOP IT RIGHT THERE"  
"I WOULDN'T PUT UP WITH IT NOW"  
"THERE IS A HIGH TOLERANCE"  
"GUYS SAY IT'S NOT SEXUAL HARASSMENT UNLESS THE GUY'S UGLY"  
"THE MORE WOMEN IN THE OFFICE, THE LESS OF A PROBLEM"  
"A MSG ALWAYS TOUCHING..ASKED TO STOP, WANTS TO KNOW WHY"  
"I CONFRONT INDIVIDUALS AND IT STOPS"

Question 11: Have you had training in prevention of sexual harassment in the last 12 months?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** 77% REPORTED RECEIVING TRAINING  
**CONDUCTED BY:** EEO OFFICE  
SUPERVISORS  
COMMANDERS (CHAIN TEACHING)
- **FEMALE COMMENTS:** 71% REPORTED RECEIVING TRAINING  
**CONDUCTED BY:** EEO OFFICE  
DIRECTORS (CHAIN TEACHING)

CIVILIAN FOCUS GROUP PROTOCOL  
NUMBER OF COMMENTS FOR Q11: F=294 M=223

Question 12: How effective was the training in helping you recognize sexually-harassing behavior?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MALE COMMENTS: 52% OF THE COMMENTS INDICATED THE TRAINING WAS EFFECTIVE

SOME OF THE NEGATIVE COMMENTS INDICATED THAT THE CHAIN TEACHING TRAINING WAS NOT EFFECTIVE FOR CIVILIANS

- FEMALE COMMENTS: 60% OF THE COMMENTS INDICATED THE TRAINING WAS EFFECTIVE



Question 12: CONTINUED

QUOTES:

- MALE QUOTES:
  - "IT WOKE UP A FEW PEOPLE TO BEHAVIOR"
  - "EFFECTIVE..REINFORCES WHAT YOU ALREADY KNOW"
  - "IT'S LIKE THEY TEACH THE GUYS WHAT NOT TO DO AND THE FEMALES HOW TO COMPLAIN"

- FEMALE QUOTES:
  - "VERY EFFECTIVE"
  - "HELPED ME PERSONALLY, BUT STILL BELIEVE THAT WOMEN ARE AT A COMPLETE DISADVANTAGE BECAUSE MEN COMPLETELY MISREAD OUR BEHAVIOR"
  - "BECAME AN EYE OPENER FOR US"
  - "IT WAS EFFECTIVE BUT OVER EMPHASIZED"

Question 13: How effective was the training in actually preventing/reducing behaviors that might be viewed as discrimination or harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- POSITIVE RESPONSES FROM BOTH MALES AND FEMALES (OVER 50% OF THE COMMENTS) COMMENTS ARE SIMILAR TO QUESTION 12
- SOME NEGATIVE COMMENTS THAT THERE IS TOO MUCH TRAINING AND OVERREACTION TO THIS ISSUE
- MORE OF THE COMMENTS FROM MALES SPEAK TO THEIR FEAR OF BEING ACCUSED

Question 14: What are some practical solutions to the problems and issues you have raised?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- NEED STANDARD PUNISHMENT FOR OFFENSES
  - PEOPLE TREAT SEXUAL HARASSMENT AS A JOKE
  - STOP OVERREACTING; MOST PEOPLE KNOW THE DIFFERENCE BETWEEN RIGHT AND WRONG
  - THE INVESTIGATIVE PROCEDURE IS NOT EFFECTIVE
  - PUT A PRICE TAG ON WHAT SEXUAL HARASSMENT IS COSTING THE MILITARY IN ORDER TO GET PEOPLE'S ATTENTION.
  - LEADERS NEED TO TAKE THE TIME TO PROPERLY HANDLE VIOLATORS
  - MILITARY AND CIVILIAN NEED MORE EDUCATION ABOUT EACH OTHER
- CIVILIAN FOCUS GROUP PROTOCOL

Annex N  
Civilian Manager Interviews

## CIVILIAN MANAGER INTERVIEW PROTOCOL

\_\_\_\_ Interviewer  
\_\_\_\_ Subject's Title, Series, Grade  
\_\_\_\_ Subject's Gender  
\_\_\_\_ Activity/Organization  
\_\_\_\_ No. of Employees Supervised  
    Civilian\_\_\_\_ Military\_\_\_\_  
\_\_\_\_ Date

**1. We will begin with your assessment of the climate on this installation. How would you rate the current "climate" for equal employment opportunity?**

**Probes: What are positive/negative aspects?**

**2. Do you believe that management at this installation has visibly and adequately demonstrated its support of EEO principles? If yes, how? Examples?**

**3. How well do women and men get along in your organization? On the installation?**

**4. Have you had any training in EEO or Affirmative Employment Planning?  
What? When?**

**5. How do you support EEO in your organization? Give examples.**

**6. Now I want to talk about sexual harassment in the Army. What steps have you  
taken to ensure that sexual harassment is not occurring in your organization?**

**7. In your judgment, what is the proper course of action once a supervisor becomes aware that inappropriate behavior is occurring in the organization?**

**8. Have you had training in the last 12 months in prevention of sexual harassment? What kind of training? Who conducted?**

**9. How effective was the training in making you aware of sexually-harassing behavior and your responsibilities as a supervisor to deal with this issue?**

**10. In your view, what needs to be done to reduce incidents of sexual harassment in the Army?**

**THANK YOU FOR TAKING THE TIME FOR THIS INTERVIEW**



## CIVILIAN MANAGER INTERVIEWS

### SAMPLE INFORMATION:

- Number of Interviews: 20
- Number of Women: 8
- Number of Men: 12
- GRADE LEVELS:

GS 12	(4)
GS 13	(11)
GS 14	(3)
GS 15	(2)

Question 1: We will begin with your assessment of the climate on this installation. How would you rate the current "climate" for equal employment opportunity? Probes: what are positive/negative aspects?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

• **MALE COMMENTS:**

POSITIVES

GOOD CLIMATE/PROBLEMS INVESTIGATED AND DEALT WITH QUICKLY/OPPORTUNITY FOR ADVANCEMENT

NEGATIVES

DOWNSIZING HAS HURT/PEOPLE ARE OVERWHELMED

• **FEMALE COMMENTS:**

POSITIVES

OVERALL POSITIVE CLIMATE/COMMAND HAS DONE A GOOD JOB

NEGATIVES

DRAWDOWN IS A PROBLEM/MALE DOMINATED CULTURE/AT TIMES HAVE PROBLEMS WITH THE MILITARY

CIVILIAN MANAGER INTERVIEW

N OF COMMENTS FOR Q1: F=32 M=33

Question 2: Do you believe that management at this installation has visibly and adequately demonstrated its support of EEO principles?  
How? Examples?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MALES HAD FAR MORE POSITIVE COMMENTS THAN FEMALES
- MALE COMMENTS: CHAIN OF COMMAND IS SUPPORTIVE/VERY POSITIVE ABOUT TRAINING/FREQUENT TOWN MEETINGS/ISSUES INVESTIGATED AND DEALT WITH FAIRLY/MENTOR PROGRAMS ESTABLISHED/EDUCATION AND TRAINING PROVIDED
- FEMALE COMMENTS: COMMAND SHOWS CONCERN/OFFER PROGRAMS ON DIVERSITY/SPECIAL EMPHASIS PROGRAMS

CIVILIAN MANAGER INTERVIEW  
N OF COMMENTS FOR Q2: F=16 M=23

Question 3: How well do women and men get along in your organization? On the installation:

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- 100% OF MALE COMMENTS WERE POSITIVE
- FEMALE COMMENTS:      OVERALL WELL  
                                     SOME MALE/FEMALE CONFLICT CREATING  
                                     DIVISIVE CLIMATE  
                                     WOMEN CHIEFS TREATED DIFFERENTLY THAN MALE CHIEFS

Question 4: Have you had any training in equal employment opportunity, affirmative employment planning, or prevention of sexual harassment (POSH)? What kind? Who conducted? Effectiveness of POSH training?

FINDINGS:

• MALE COMMENTS:

CONDUCTED BY:  
EFFECTIVENESS  
OF POSH TRAINING

81% HAVE BEEN TRAINED IN EEO AND IN PREVENTION  
OF SEXUAL HARASSMENT  
CPO, EEO OFFICE, COMMANDER

SOMEWHAT/VERY/NO ANSWER

• FEMALE COMMENTS:

CONDUCTED BY:  
EFFECTIVENESS  
OF POSH TRAINING:

90% HAVE BEEN TRAINED IN PREVENTION OF SEXUAL  
HARASSMENT  
EEO OFFICE, CONTRACTOR, COMMANDER

VERY/NO/NO ANSWER

FEW HAVE HAD EEO TRAINING

CIVILIAN MANAGER INTERVIEW

Question 5: How do you support EEO in your organization? Give examples.

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- MALE COMMENTS: PERSONALLY PROVIDES TRAINING  
TREATS EMPLOYEES FAIRLY  
WILL NOT TOLERATE INAPPROPRIATE BEHAVIOR  
HAS OPEN DOOR POLICY  
ATTENDS PROGRAMS AND SUPPORTS EEO ACTIVITIES
- FEMALE COMMENTS: SMALL GROUP SESSIONS WITH EMPLOYEES TO DISCUSS  
TRIES TO TREAT ALL EQUALLY  
ATTENDS ETHNIC OBSERVANCES AND ENCOURAGES OTHERS  
TO ATTEND  
BASE SELECTIONS ON QUALIFICATIONS  
STRIVES TO ACHIEVE A DIVERSE WORK FORCE

CIVILIAN MANAGER INTERVIEW  
N OF COMMENTS FOR Q5: F=22 M=22

Question 6: Now I want to talk about sexual harassment in the Army. What steps have you taken to ensure that sexual harassment is not occurring in your organization?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:**
  - DISCUSSES POLICY WITH EMPLOYEES
  - WILL NOT TOLERATE ANY FORM OF SEXUAL HARASSMENT
  - MODIFIED HIS OWN BEHAVIOR
  - INVESTIGATES ANY INCIDENT AND TAKES UP THE CHAIN
  - HANDLES PROBLEMS IMMEDIATELY
  - VISITS WORK SITE DAILY
- **FEMALE COMMENTS:**
  - DISCUSSES POLICY AT DIVISION MEETINGS
  - DISTRIBUTES COPY OF POLICY STATEMENT TO EMPLOYEES
  - AND ENFORCES POLICY
  - HAS OPEN DOOR POLICY
  - ACTS AS A ROLE MODEL
  - MONITORS BEHAVIOR AND MAKES CORRECTIONS

CIVILIAN MANAGER INTERVIEW  
N OF COMMENTS FOR Q6: F=19 M=25

Question 7: In your judgment, what is the proper course of action once a supervisor becomes aware that inappropriate behavior is occurring in the organization?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- **MALE COMMENTS:** GET FACTS FROM BOTH PARTIES  
GET ASSISTANCE FROM THE EQUAL EMPLOYMENT OPPORTUNITY OFFICE  
RESOLVE AT THE LOWEST LEVEL  
TAKE DISCIPLINARY ACTION
- **FEMALE COMMENTS:** TALK WITH BOTH PARTIES  
DEFINE BEHAVIOR EXPECTED  
TAKE UP THE CHAIN OF COMMAND



Question 10: In your view, what needs to be done to reduce incidents of sexual harassment in the Army?

### FINDINGS:

- MALE COMMENTS:
  - "QUICK INVESTIGATION AND ACTION WHEN NECESSARY"
  - "GET THE MESSAGE TO LEADERS OF TROOPS--THEIR BEHAVIOR WILL NOT BE TOLERATED"
  - "LEADERS MUST SPEAK PUBLICLY...EXPRESS POSITION"
  - "IF MANAGERS OBSERVE ...MUST DO SOMETHING"
  
- FEMALE COMMENTS:
  - "TIE LEADER DEVELOPMENT TO PROMOTIONS"
  - "...DON'T SEE THE ARMY AS MACHO...SEE AS PROFESSIONALS, SO DON'T FIDDLE WITH MILITARY CULTURE..."
  - "PUT TRAINING IN ARMY INSTITUTIONS...IN-DEPTH... IN FIRST YEAR FOR MILITARY AND CIVILIAN"
  - "INCORPORATE PREVENTION IN OERS"
  - "...SHOW CONSEQUENCES/PUNISHMENT FOR S.H. VIOLATIONS; I.E. CAN GO TO LEAVENWORTH"
  - "MORE FEMALE LEADERSHIP"

CIVILIAN MANAGER INTERVIEW

Annex O  
Equal Employment Opportunity Officer Interviews



**4. Are managers and supervisors equipped to supervise employees with diverse backgrounds? How were they prepared?**

**5. Do you provide training in equal employment opportunity for managers and supervisors? How often and what is the content?**

**6. Do you provide training in prevention of sexual harassment for the work force?**

**Probes: How often?**

**Percentage of work force trained?**

**Inclusion of military supervisors of civilians?**

**7. What additional steps do you take to assist the Commander in dealing with complaints of sexual harassment?**

**8. Does the chain of command take quick action to deal with sexual harassment complaints? Explain.**

**9. Is the corrective action taken by the command effective? Explain.**

**THANK YOU FOR YOUR PARTICIPATION**

## EEO OFFICER INTERVIEWS

### SAMPLE INFORMATION:

NUMBER OF EEO OFFICERS INTERVIEWED: 34

Question 1: Do you believe that top management supports the principles of EEO and affirmative action? Give examples.

### FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- MOST RESPONDED "YES"

GOOD SUPPORT

VERY ATTUNED TO PROBLEMS

DEMONSTRATED COMMITMENT

APPLIES STANDARDS TO MILITARY AND CIVILIAN ALIKE

- VERY PROACTIVE AND AHEAD OF THE GAME

- VERY FEW RESPONDED "NO"

SEES LOTS OF "OLD ATTITUDES"

EEO OFFICER INTERVIEW PROTOCOL

Question 2: Do you believe that lower level managers and supervisors support the principles of equal employment opportunity and affirmative employment? Give examples.

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MAJORITY RESPONDED "YES"

POSITIVE INTERACTION AND PARTICIPATION IN PROGRAMS

TRY TO RESOLVE ISSUES

THEY ASK FOR TRAINING/ESTABLISH MENTOR PROGRAMS

- FEW RESPONDED "NO"

NO COMMITMENT

FORGET PEOPLE AND FOCUS ON MISSION

NEED TO HAVE MORE TRAINING

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Question 3: What is the relationship between military and civilian employees at this installation? Between men and women?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MANY BELIEVE MILITARY AND CIVILIANS WORK WELL TOGETHER (67%)

SOME BELIEVE IT IS NOT GOOD

"..MILITARY TREAT CIVILIANS LIKE THEY ARE IN THE MILITARY"

"CIVILIANS ARE HELD TO A STRICTER STANDARD

"CIVILIANS MUST FIGHT TO BE ACCEPTED"

- MOST BELIEVE MEN AND WOMEN WORK WELL TOGETHER (75%)

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Question 4: Are managers and supervisors equipped to supervise employees with diverse backgrounds? How were they prepared?

FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:

- ONE HALF BELIEVE THEY ARE BECAUSE OF TRAINING, COMMAND EMPHASIS, AND THE DIVERSITY OF THE WORK FORCE
- THOSE WHO SAID "NO" ATTRIBUTED TO LACK OF RESOURCES TO CONDUCT TRAINING, AND MILITARY SUPERVISORS NOT TRAINED IN CIVILIAN PERSONNEL ISSUES.

Questions 5 and 6: Do you provide training in equal employment opportunity for managers and supervisors? Do you provide training in prevention of sexual harassment for the work force?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- TRAINING IN EQUAL EMPLOYMENT OPPORTUNITY (80%)
- TRAINING IN PREVENTION OF SEXUAL HARASSMENT (95%)
- 50% REPORTED THAT BETWEEN 80-100% OF THEIR WORK FORCE HAD BEEN TRAINED
- 20% REPORTED THAT BETWEEN 60 AND 70% OF THE WORK FORCE TRAINED

Question 7: What additional steps do you take to assist the Commander with complaints of sexual harassment?

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- KEEPS COMMANDER INFORMED ON A REGULAR BASIS
- IMMEDIATELY REPORTS COMPLAINTS TO COMMANDER
- ADVISES COMMANDER ON RECOMMEND ACTIONS
- TRIES TO RESOLVE AT LOWEST LEVEL
- TRAINS WHERE THE PROBLEMS ARE

Questions 8 and 9: Does the chain of command take quick action to deal with sexual harassment complaints? Is the corrective action taken by the command effective? Explain.

**FINDINGS: THE MOST FREQUENTLY MENTIONED COMMENTS ARE:**

- MOST RESPONDED "YES" TO BOTH QUESTIONS
- FEW SAID THERE WERE NO COMPLAINTS AT THEIR INSTALLATIONS
- ACTION TAKEN IS EFFECTIVE
- COMMANDER VERY PROACTIVE

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## Questions 8 and 9: CONTINUED

### QUOTES:

"ORGANIZATIONS ARE QUICK TO INVESTIGATE AND/OR CORRECT THE PROBLEM"

"COMMANDER EXPEDITES THE COMPLAINTS"

"NOT EFFECTIVE BECAUSE OUTCOME IS NOT WIDELY KNOWN

WORKFORCE ACTS ON WHAT THEY THINK TOOK PLACE..."

"OCCASIONALLY CORRECTION IS EFFECTIVE, OFTEN THEY PROTECT THE STATUS QUO"

"MOST SUPERVISORS DON'T UNDERSTAND THE HOSTILE ENVIRONMENT PART OF OF THE DEFINITION...YOU HEAR MEN WILL BE MEN"

"TOO OFTEN, VICTIM IS MOVED"