

Produced by the JFHQ Equal Employment Office

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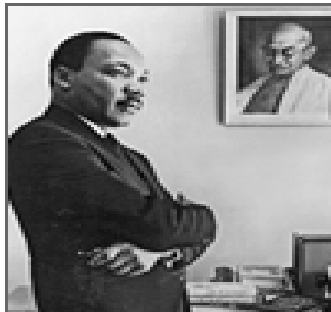
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Special Emphasis – Birthday Observance of Dr. Martin Luther King, Jr. Timeline of his life's major events



1929-Martin Luther King, Jr., is born in Atlanta to teacher Alberta King and Baptist minister Michael Luther King.

1948-Receives BA in sociology from Morehouse College at age 19.

1951-Receives degree from Crozer Theological Seminary (Chester, PA), enrolls in Boston University PhD program.

1953-Marries New England Conservatory music student Coretta Scott; they eventually have four children.

1954-Becomes minister of Dexter Avenue Baptist Church, (Montgomery, AL).

1955-Receives PhD in systematic theology from Boston University; the 26-year-old King leads boycott of segregated Montgomery buses and gains national reputation.

1956-King's house is bombed; U.S. Supreme Court ruling prompts Montgomery to desegregate buses.

1957-King helps found Southern Christian Leadership Conference (SCLC).

1958-Writes *Stride Toward Freedom*, about the bus boycott.

1960-Joins his father as co-pastor of Ebenezer Baptist Church in Atlanta.

1963-King is arrested and jailed during anti-segregation protests in Birmingham; writes *Letter From Birmingham City Jail*, arguing that individuals have the moral duty to disobey unjust laws. Delivers "I Have a Dream" speech during the March on Washington attended by 200,000 protesters. Creates powerful image, builds momentum for civil rights legislation.

1964-Publishes *Why We Can't Wait*; Congress passes Civil Rights Act of 1964, outlawing segregation in public accommodations and discrimination in education and employment; King receives Nobel Peace Prize.

1965-King and SCLC join voting rights march from Selma to Montgomery; police beat and tear gas marchers; King addresses rally before state capitol, builds support for voting rights; Congress passes Voting Rights Act of 1965.

1967-King plans Poor People's Campaign; advocates redistribution of wealth to eradicate black poverty; Publishes *Where Do We Go from Here: Chaos or Community?*

1968-King is assassinated in Memphis during visit to support striking black garbage collectors; violent riots erupt in more than 100 U.S. cities; Coretta Scott King founds the King Center in Atlanta.

1969-James Earl Ray pleads guilty to King's murder, receives 99-year sentence.

1980-Martin Luther King, Jr. National Historic Site established in Atlanta includes his birthplace, Ebenezer Church, and the King Center.

1986-The Federal Martin Luther King, Jr. Holiday is first celebrated.

Notable Quote

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." – Dr. Martin Luther King, Jr., from the "I Have a Dream" speech, August 28, 1963.

Special Emphasis – February African American/Black History Month



Barack H. Obama is the 44th President of the United States.

His story is the American story — values from the heartland, a middle-class upbringing in a strong family, hard work and education as the means of getting ahead, and the conviction that a life so blessed should be lived in service to others.

With a father from Kenya and a mother from Kansas, President Obama was born in Hawaii on August 4, 1961. He was raised with help from his grandfather, who served in Patton's army, and his grandmother, who worked her way up from the secretarial pool to middle management at a bank.

After working his way through college with the help of scholarships and student loans, President Obama moved to Chicago, where he worked with a group of churches to help rebuild communities devastated by the closure of local steel plants.

He went on to attend law school, where he became the first African American president of the Harvard Law Review. Upon graduation, he returned to Chicago to help lead a voter registration drive, teach constitutional law at the University of Chicago, and remain active in his community.

President Obama's years of public service are based around his unwavering belief in the ability to unite people around a politics of purpose. In the Illinois State

Senate, he passed the first major ethics reform in 25 years, cut taxes for working families, and expanded health care for children and their parents. As a United States Senator, he reached across the aisle to pass groundbreaking lobbying reform, lock up the world's most dangerous weapons, and bring transparency to government by putting federal spending online.

He was elected the 44th President of the United States on November 4, 2008, and sworn in on January 20, 2009. He and his wife, Michelle, are the proud parents of two daughters, Malia, 10, and Sasha, 7.

Special Emphasis – Theme for February 2009 “The Quest for Black Citizenship in the Americas”

A century ago, an interracial group of Americans joined together and formed the National Association for the Advancement of Colored People (NAACP). Two generations after emancipation, a tide of racism had betrayed the promise of first-class citizenship. In the South, a society was constructed based on racial segregation where blacks were stripped of the right to vote. In the North, African Americans confronted discrimination that thwarted their aspirations.

The story of the NAACP is the story of struggle to create and maintain equal citizenship for all Americans. Through exposing the horrors of lynching and keeping the issue of equality before the courts, the NAACP inspired others to form organizations for racial change.

The centennial of the NAACP is an occasion to highlight American history, from experiences of free blacks in a land of slavery to the political aspirations of African Americans today. The centennial also provides an opportunity to explore the history of other nations in the Americas, where former slaves also sought the fruits of citizenship.

Special Emphasis – March is Women's History Month

This year's theme, “Women Taking the Lead to Save Our Planet,” encourages the recognition of the important work of women in the on-going “green movement.” To acknowledge women in communities and states throughout the country, The National Women's History Project recognizes women for their contributions. The project's website at <http://www.nwhp.org> includes an extensive list of women who have taken or are taking the lead to save our planet.

The 2009 Honorees include scientists, engineers, business leaders, writers, filmmakers, conservationists, teachers, community organizers, religious or workplace leaders, plus others whose lives show exceptional vision and leadership to save our planet.

Special Emphasis – April Holocaust Remembrance Day and Days of Remembrance

The United States Congress established the Days of Remembrance as our nation's annual commemoration of the victims of the Holocaust and created the United States Holocaust Memorial Museum as a permanent living memorial to those who were tortured or have died. In accordance with its Congressional mandate, the United States Holocaust Memorial Museum is responsible for leading the nation in commemorating the Days of Remembrance and for encouraging and sponsoring appropriate observances throughout the United States.

Observances and remembrance activities will be during the Days of Remembrance, April 19 - 26, 2009. Holocaust Remembrance Day, “Yom Hashoah,” is on Tuesday, April 21, 2009.

More information about the Holocaust, 2009 Days of Remembrance Observance, and Holocaust Remembrance Day can be found at the following:

<http://www.ushmm.org>



Upcoming Special Emphasis Observances

- African American/Black History Month (1-28 February) **Theme:** The Quest for Black Citizenship in the Americas
- Women's History Month (1-31 March 2009) **Theme:** Women Taking the Lead to Save our Planet
- Holocaust Remembrance Day (21 April 2009)/Days of Remembrance (19-26 April 2009) **Theme:** Never Again, What you do Matters
- Asian Pacific American Heritage Month (1-31 May 2009) **Theme:** Leadership to Meet the Challenges of a Changing World
- Women's Equality Day (26 August 2009) **Theme:** Celebrating Women's Right to Vote
- Hispanic Heritage Month (15 September – 15 October 2009) **Theme:** Not Currently Available
- National Disability Employment Awareness Month (1-31 October 2009) **Theme:** Not Currently Available
- National American Indian Heritage Month (1-30 November 2009) **Theme:** Not Currently Available



Annual Special Emphasis Award Program

These awards are excellent opportunities to recognize Soldiers, Airmen, and Civilians who act as role models and/or are active in community events. You are encouraged to consider and nominate eligible personnel from your organization for these prestigious awards.

The JFHQ deadlines for the awards are:

- National Image, Inc. Meritorious Service Award - deadline 20 February 2009.
- Society of American Indian Government Employees (SAIGE) Meritorious Service Award - deadline 20 February 2009.

- Federal Asian Pacific American Council (FAPAC) Military Meritorious Service Award - deadline 27 February 2009.

- League of United Latin American Citizens (LULAC) Excellence in Military Service Awards - deadline 27 March 2009.

- National Association for the Advancement of Colored People (NAACP) Roy Wilkins Renown Service Award - deadline 30 April 2009.

- Blacks in Government (BIG) Meritorious Service Award - deadline 29 May 2009.

- National Organization for Mexican American Rights (NOMAR) Meritorious Service Award - deadline 26 June 2009.

Each award has its separate criteria and nomination format. If you need more information or the nomination format, please contact Ms. Niki Ching, Equal Employment Specialist, at (916) 854-3354 or DSN 466-3354, or CMSgt Hunt at (916) 854-3137 or DSN 466-3137.



Unit Climate Assessment – A Commander Tool

Commanders must conduct a climate assessment within 180 days following a change of command and annually thereafter (Reference NGR 600-21, paragraph 2-9.) An Equal Opportunity Advisor (EOA) can set up an online Unit Climate Assessment (UCA) for an organization with as few as 16 members, and is suitable for military and/or civilian personnel.

The anonymous survey uses the shared perceptions of an organization's members to measure climate factors associated with military equal opportunity (EO) and civilian equal employment opportunity (EEO) issues, as well as organizational effectiveness (OE) factors.

The UCA allows leaders to proactively assess critical organizational climate dimensions that can impact their organization. The survey typically takes about 20 minutes to complete.

Perceptions of how likely specific activities are considered within the

organization are reported along a five-point scale, from "Strongly Agree" to "Strongly Disagree." The estimated likelihood of negative behaviors (e.g., discrimination) occurring is reverse scored so that higher numbers always reflect a more positive result.

The following perceptions of EO/EEO climate factors are measured:

- Sexual Harassment / Discrimination: Perceptions of how extensively sexual harassment and discrimination, such as sexist jokes or sexually suggestive language, are thought to occur in the organization.

- Differential Command Behavior Toward Minorities: Perceptions of differential treatment on the basis of race/ethnicity.

- Positive Equal Opportunity Behaviors: Estimates of how well majority and minority members get along in the unit are integrated in the unit's functioning.

- Racist Behaviors: This factor reflects perceptions of racist behaviors such as racial name calling and telling racist jokes.

- Religious Discrimination: Perceptions of whether people are discriminated against because of their religion.

- Age Discrimination: Perceptions of whether people are discriminated against because of their age.

- Disability Discrimination: Perceptions of whether people are discriminated against because of their disability or handicap.

The following perceptions of organizational effectiveness are measured:

- Organizational Commitment: Measures "bonding" to the organization and reflects how much the respondent identifies with the organization, plus if the person would like to remain in it.

- Trust in the Organization: An indicator of how people perceive the organization as a place where people trust and care for each other.

- Perceived Work Group Effectiveness: Reflects the degree to which the respondent's unit is seen as productive and effective in accomplishing its mission.

- Work Group Cohesion: Measures how well groups work together, pull together on projects, and care for and trust each other.

- Leadership Cohesion: Similar to Work Group Cohesion but focused on how members perceive the degree to which leaders work together.

- Job Satisfaction: Indicates how satisfied respondents are in their current job, measured using a five-point scale from Very Satisfied to Very Dissatisfied.

The UCA compares the organization's average scores on each climate factor against the averages of the respective organization's service branch (Army, Navy, Air Force, Marines) and the Department of Defense, overall. The averages used for comparison are obtained from all UCAs that were completed during the last six months.

The UCA compares the results of complementary groups across all climate factors:

- Minority vs. Majority
- Women vs. Men
- Officer vs. Enlisted
- Junior Enlisted vs. Senior Enlisted
- Junior Officer vs. Senior Officer
- Military vs. Civilian
- U.S. Military vs. Other Military
- Junior Civilian vs. Senior Civilian
- Government Civilian vs. Non-government Civilian



Effective Interaction: Communicating With and About People Regarding Disabilities in the Workplace

As *children*, we are curious —pointing to anything unfamiliar and asking questions. We have few, if any, inhibitions. As adults, we learn to censor our queries, feeling uncomfortable with anything unfamiliar. This is true when we are faced with new technologies. It is true when we

are faced with tackling new projects for which we may not feel prepared. It is often true when we meet people who speak a different language or come from a different culture. It is human nature and not unusual, therefore, to be concerned about interactions with people who use wheelchairs, who are blind, who are deaf, or whom we find difficult to understand. We may be concerned that we will say the wrong thing, ask an inappropriate question, or unintentionally offend. We do not want to appear uninformed or insensitive.

Tips for Speaking or Writing About People With Disabilities

A key to any effective communication is to focus on the communication itself — what information needs to be transmitted and how best to transmit it. Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first —to focus on the person, not the disability. Group designations, such as “the blind,” “the deaf,” or “the disabled” are not empowering. It is important to use words that reflect individuality, equality, or dignity —the person who is blind, the child who is deaf, the individual with a disability, for example. Following are examples of appropriate and inappropriate phrases to describe persons with disabilities:

Positive Phrases

- Person with an intellectual, cognitive, developmental disability
- Person who is blind or visually impaired
- Person with a disability
- Person who is deaf or hard of hearing
- Person with multiple sclerosis
- Person with cerebral palsy
- Person with epilepsy or a seizure disorder
- Person who has muscular dystrophy
- Person who uses a wheelchair; wheelchair user
- Person who is unable to speak, person who uses synthetic speech
- Person with a psychiatric disability

- Person with a physical disability, person who is physically disabled

- Person who is successful, productive

Negative Phrases

- The retarded; mentally retarded
- The blind
- The disabled; handicapped
- The deaf; deaf and dumb
- Someone afflicted by MS
- A CP victim
- An epileptic; person with fits
- Someone stricken by MD
- Person confined, bound, or restricted to a wheelchair
- A mute
- A crazy person
- Person who is crippled, lame, or deformed
- Person who has overcome his/her disability

Tips for Interacting With People Who Have Disabilities

Appropriate etiquette when interacting with people with disabilities is based primarily on respect and courtesy. Below are a few tips to help you communicate effectively.

- When speaking to a person with a disability, talk directly to the person, not his or her companion. This applies whether the person has a mobility, speech, or cognitive impairment. This also applies if the person is blind or deaf and uses an interpreter.
- Extend common courtesies to people with disabilities. Extend your hand to shake hands or hand over business cards. If the individual cannot shake your hand or grasp the card, he or she will tell you and direct where you may place the card.
- If the person has a speech impairment and you are having difficulty understanding what he or she is saying, ask the individual to repeat, rather than pretending to understand. Listen carefully,

and repeat back what you think you heard to ensure effective communication.

- If you believe that an individual with a disability needs assistance, go ahead and offer the assistance – but wait for your offer to be accepted before you try to help.

- If you are interviewing a job candidate with a disability, listen to what the individual has to offer. Do not make assumptions about what that person can or cannot do.

- If you are speaking to a person who is blind, be sure to identify yourself at the beginning of the conversation and announce when you are leaving. Don't be afraid to use common expressions that refer to sight, such as, "See you later."

- If you wish to get the attention of a person who is deaf, tap the person gently on the shoulder or arm. Look directly at the person, and speak clearly in a normal tone of voice. Keep your hands away from your face, and use short, simple sentences. If the person uses a sign language interpreter, speak directly to the person, not to the interpreter.

- If you encounter an individual with a service animal, such as a dog, please do not touch or distract the animal. Service animals are working, and it breaks their training to interact with others when they are on duty. When the animal is not working, some owners may allow interaction.

- If you are having a conversation with a person who uses a wheelchair, if at all possible put yourself at the person's eye level. Never lean on or touch a person's wheelchair or any other assistive device. A person's assistive device is part of the person's personal space, and it is jarring or disturbing for anyone to have his or personal space invaded.

Effective Interaction: Communicating With and About People With Disabilities in the Workplace

If you are speaking to an individual with a cognitive disability, you may need to repeat or rephrase what you say. If you are giving instructions on how to perform a task, you may also need to give the instructions in writing. Relax. Whether conducting an interview or day-to-day workplace communications, focus on the subject matter and not on disability related

issues. Treat the individual with the same respect and courtesy that you extend to all job candidates and employees. Any initial concerns will quickly disappear as you focus on effective communications.

More information on this topic can be found at the following:
<http://www.deomi.org/DiversityMgmt/DisabilityAccomm.cfm>

Role of the Army EOL

The Equal Opportunity Leader in the Army National Guard assists unit commanders in carrying out the EO program within their units.

EOL's are appointed as an additional duty in O5 commands and below. They assist commanders in recognizing detractors of a healthy EO environment.

Another key role is to assist the commander and the Equal Opportunity Advisor with unit climate assessments, EO training, and the Consideration of Others Program.

As the EO resource person, the EOL must liaison with other EOL's and the higher headquarters EOA.

If you are interested in becoming an EOL, please contact your commander. It is recommended that commanders have more than one EOL assigned.



2008 Defense Equal Opportunity Management Institute (DEOMI) Graduates:

2nd Lt Autumn Decosta (129th RQW)

SGM Kevin Garrett (Bosnia Deployment)

EEO Satellite Office Opens in Southern California

In October 2008, the EEO office opened a satellite office in Southern California to better support our Soldiers, Airmen, and Civilians. MSG Joe Ann Ridder staffs the office full-time at 1300 Federal Avenue, Room 148, Los Angeles, CA 90025. Anyone wishing to contact her may call (562) 795-2165 or write via e-mail to joe.a.jones@us.army.mil

National Guard Bureau 2009 Diversity Training Conference

Theme: Diversity: Past, Present and Future – Shaping Tomorrow's Guard

Dates: Tuesday, 24 March – Thursday, 26 March 2009

Travel Dates: Monday, 23 March and Friday, 27 March 2009

Location: St. Louis, Missouri

Place: Marriott Union Station

JFHQ'S EEO/EO Office Website

The JFHQ's EEO/EO Office website contains information which is provided to you for quick reference. Please go to the following website address:

www.calguard.ca.gov/cahr/eo_eeo.html

Here you will find policy letters, forms, publications, online training, Meet Your EEO Staff flyer, newsletter(s), etc.

 This publication is distributed by EEO/EO office. If you have questions pertaining to the website, please call the JFHQ's EEO/EO Office at (916) 854-3137, 3407, 3417, and 4451. The DSN prefix is 466.