



EQUAL OPPORTUNITY LEADER COURSE (EOLC) VERSION 3.0



STUDENT NOTE TAKER GUIDE

1 APRIL 2014

FOR TRAINING PURPOSES ONLY

STUDENT STANDARDS AND EVALUATION GUIDELINES

This Operational Guidance (OG) set forth by the EO Training Proponent establishes academic and behavioral standards for the Equal Opportunity Leader Course (EOLC). Students are required to adhere to this OG to graduate from EOLC.

1. General. The (OG) establishes standards and governs the evaluation of students in respect to curriculum and training knowledge, behavior, written and oral performance and contributions to small group activities.

2. Responsibilities. The Equal Opportunity Advisor(s) or Specialist(s) conducting the EOLC are responsible for compliance with the policy and procedures contained herein.

3. Policy. Army service members must successfully complete the Equal Opportunity Leader Course to be certified as an EOLC graduate. Students are expected to satisfactorily demonstrate and apply a working knowledge of the training applications taught during (EOLC) to become a graduate.

4. Homework/Read Ahead. Values in Action (VIA) Survey should be done prior to EOLC. Survey is at <https://viame.org/survey/Account/Register> Students should take the VIA-120 survey version, printout their free character strengths profile (option 3), and bring it to the first day of class. In preparation for each day, students should also review the next day's course material in their EOLC Student Note Taker Guide the night before.

5. Academic Evaluation. To graduate from EOLC, service members must meet all course requirements and pass the end of course exam with a 70 percent or better. Students are allowed to retake the test twice. However, they will only receive a score of 70 upon retesting, regardless of the actual score.

5.1. Students will receive remedial training by the instructor within 4 hours following test failure and be administered the retest within 24 hours of the original test.

5.2. Students who do not pass the test after the THIRD attempt will be returned to their units for unsatisfactory academic performance. The student may be recycled at the discretion of the EO PM and Unit Commander.

5.3. Students who receive a NO GO during Practical Exercises or presentations are required to redo the PE or presentation.

6.0. Counseling. Students will be counseled by the instructor immediately following notification of test failure, in writing, on the Developmental Counseling Form, DA Form

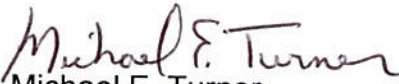
4856. A copy of the counseling will be placed in the student's record and the student will then be placed on academic probation pending satisfactorily passing of the exam.
NOTE: Students must be counseled after each test failure.

6.1. Upon the second test failure, students will be counseled by the EOLC NCOIC or Course Manager. The counseling will be made part of the student's record. The student will again be placed on academic probation until successfully passing the exam. The EOLC NCOIC will evaluate the student's academic record for possible disenrollment.

6.2. The third test failure will result in the EOLC NCOIC, Course Manager or EO PM initiating the student's disenrollment.

6.3. Trainers will counsel students on observed satisfactory or unsatisfactory behavior at every opportunity. Unprofessional behavior or lackadaisical attitudes towards the material being taught are both grounds for a negative written counseling statement and disenrollment. However, trainers must not wait until the student fails the end of course exam before providing effective feedback and remedial training.

7.0 Student behavior. All students attending EOLC are required to conduct themselves in a professional manner at all times. Negative or unprofessional behavior such as showing disrespect towards the instructor(s) or fellow students will not be tolerated. Failure to complete assigned tasks or assignments within the allotted time, unsatisfactory behavior and/or non participation during small group will result in an immediate negative counseling statement by the instructor(s). Consequently, student's failing to meet course standards will be considered for disenrollment.


Michael E. Turner
LTC, AG
Chief, EO Training Proponent

EOLC STUDENT NOTE TAKER GUIDE, VERSION 3.0
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Improvements/Comments: Users are invited to send comments and suggested improvements on DA Form 2028, Recommended Changes to Publications and Blank Forms. Completed forms or equivalent response, should be mailed or attached to electronic e-mail and transmitted to:

Commander,
Adjutant General School
ATTN: EO Training Proponent
U.S. Army Soldier Support Institute
10000 Hampton Parkway
Fort Jackson, SC 29207-7025

Or email MSG Theresa Jones: theresa.y.jones.mil@mail.mil
LTC Michael Turner: michael.e.turner12.mil@mail.mil

LESSON: Course Overview and Administrative Requirements

ACTION: Understand course administrative requirements, rules and course structure

CONDITIONS: In a classroom environment with access to Note Taker Guide

STANDARDS: Identify course administrative requirements, rules, and the different phases of the course

A. EOLC Phases of Instruction

1. The EOLC consists of four Phases of Instructions that occur over 60-hours (6 days). These are the phases.

- a. Phase I- Socialization Process
- b. Phase II- Communication and Conflict Management Skills
- c. Phase III- Aspects of Discrimination
- d. Phase IV- Army EO Program, EOL Tasks and EOL Responsibilities

All instruction is accomplished through a variety of means including small group, interactive instruction, videos and practical exercises.

B. Phase I-Socialization Process

1. Phase I of the EOLC provides instruction on the socialization process, as well as individual and group values, behaviors, and attitudes. This is knowledge that will provide you a better understanding of yourself and the Soldiers in your unit. This phase covers the following topics:

- a. Socialization
- b. Values, Attitudes, Beliefs & Behavior
- c. 2 Practical Exercises

C. Phase II-Communication and Conflict Management Skills

1. Phase II addresses communication and conflict management skills and knowledge all EOLs must possess to help the commander manage a diverse work force and the unit EO Program. Topics covered include:

- a. Conflict Management
- b. Effective and Active Listening
- c. Effective Feedback
- d. 2 Practical Exercises

D. Phase III-Aspects of Discrimination

1. Phase III presents information on concepts of stereotypes, racism and sexism, extremism, strategies to counter, and impacts on individual and unit readiness. The following lessons will be covered during this phase:

- a. Perception Process and Stereotypes
- b. Prejudice, Power, and Discrimination
- c. Extremism
- d. Racism and Sexism
- e. 2 Practical Exercises

E. Phase IV-Army EO Program, EOL Tasks and EOL Responsibilities

1. This phase covers critical information on the EO Program and EOL tasks and responsibilities. It addresses the following topics:

- a. Role of the EOA, EOS, & EOL
- b. The Army's EO Policy and Program
- c. Accommodation of Religious Practices within the Army
- d. SHARP Overview
- e. Conducting Ethnic Observances and Special Commemorations
- f. EO Complaint Process
- g. Conduct a Command Climate Assessment
- h. Conduct a Focus Group

- i. Teach an EO Class
- j. EOL Continuity Book and Unit EO Board

F. Course Evaluation Requirements

1. To successfully complete this course you must pass a written end of course examination. The course examination is designed to evaluate your ability to understand and comprehend the Army's Equal Opportunity Program and your duties as an EOL. In order to pass the examination you will be required to correctly answer 70 percent of the questions. If you fail the final examination you will receive remedial training and re-take the examination. Students will be allowed to retake the exam twice. After the third failure, students will be released from the course by the course OIC/NCOIC for a pattern of unsatisfactory academic performance and lack of motivation. Additionally, failure may have a negative impact, as a report of your failure will be reported to your unit.

G. Student Requirements/Assignments

1. A group of 4-5 students will prepare and conduct a 35-40 minute EO class. The class must be no less than 35 minutes and no longer than 40 minutes. Follow these guidelines.

- a. You must prepare an outline of your class and give a copy to the grader prior to your class
- b. You must use two different types of training aids and refer to them during your class
- c. You may not use another student's, or a former student's work
- d. EOA instructors will assign the topic
- e. Video(s): No longer than 10 minutes

H. Course Ground Rules

1. Be on time (mornings, breaks, lunch). There is a lot of material to be covered in the course. In order to ensure you are provided training necessary for you to perform EOL duties and responsibilities, all training needs to be presented. Additionally, each one of you is a leader, and as such, you know if you have a responsibility to be somewhere, you should be there.

2. Uniform – The daily uniform for class is ACUs

3. Listen for understanding, not for agreement (Listen to hear, not to react). You can't understand what is said unless you listen.

4. Treat other students with dignity and respect

5. Sit by someone different every day. Each day, whether in the classroom or small group, sit next to someone else on a daily basis. This will give you an opportunity to get to know others.

6. Silence is agreement. During discussions and lessons, we want to hear what you have to say. If you don't say anything, it means you agree with what was said.

7. Everyone's opinion is important (No question is a dumb question). This rule goes hand-in-hand with Rule number 4. If you have an opinion, you will be given an opportunity to express it.

8. Don't interrupt or debate others. It is only common courtesy you don't interrupt someone else who is speaking. If you want to add to the conversation, raise your hand. We also don't want to debate on who is right or wrong. During this course you will learn that there are oftentimes, more than one way to accomplish something and both ways can be correct.

I. Course ground Rules (con't)

9. Speak for yourself, not others. You cannot speak for someone else, only yourself. When you are expressing an opinion or making a statement, that opinion or statement is your opinion. As such, you want to use the word "I" and not "we." For example, "I believe" or "I think"; not "we believe" or "we think."

10. Don't use exclusionary language. Exclusionary language is using language which excludes others. For example, saying "you guys" when both male and females are present. Furthermore, refrain from constantly using the male pronoun when giving an example or making a statement. You need to start saying "he or she," "him or her," or "Soldiers," etc. Instructors will correct you throughout the course, but you should also correct each other.

11. Participate in the exercises. Each exercise is designed to reinforce some knowledge or skill. You can't learn that skill or knowledge unless you participate. If you have previously participated in a particular exercise, inform the instructor in advance.

12. No unit work during the course. You are here to attend the EOL Course. This time is set aside for EO training.

13. If you get tired stand up, and move to the rear of the classroom

14. Critique sheets (refer students to Student Handout 1-3); fill them out after each class. Critique sheets are one of the methods we have in improving the quality of instruction. Don't wait until the end of the course to take notes. Be specific in your comments. Refrain from providing feedback such as "good," "bad," etc. Note: You will receive a class on providing communication and providing feedback in the near future.

15. You may not miss more than three hours of instruction. Any student missing more than three hours of class will be subject to dismissal from the course. Tutoring or remedial instruction will not be used to make-up more than three hours of missed classroom time. All absences must be arranged with an EOA.

16. Instructors are in charge

J. Course Ground Rules (con't)

17. Counseling Form or Student Agreement Form will be read and signed by all students in the course.

18. After Action Reviews will be conducted at the end of the course

19. Plagiarism is not tolerated in the class; do your own work

20. The requirement for end of course exam is 70% to pass

21. Failure to meet class standards will automatically send you back to your unit

APPENDIX A
STUDENT HANDOUT(S)

- SH 1-1: Training Schedule, ver 3.0**
- SH 1-2: Course Ground Rules**
- SH 1-3: Student Course Critique Sheet**

EOLC Version 3.0 TRAINING SCHEDULE

Note: Daily start and end times can be modified based on unit or commander guidance.

Note: Values in Action (VIA) Survey should be done prior to EOLC. Survey is at <https://viame.org/survey/Account/Register> Students should take the VIA-120 survey version, printout their free character strengths profile (option 3), and bring it to the first day of class.

<u>DAY 1</u>	<u>SUBJECT</u>	<u>NOTES</u>
0830-0900	Student In-Processing	
0900-0915	EOLC Welcome: A Leader's Perspective on Equal Opportunity (Guest Speaker)	Prior to Guest Speaker Show "Equal Opportunity us Army Strong" in lesson folder or at https://www.youtube.com/watch?v=c=s242pysNRAE (2:25 min)
0915-0950	Introduce Staff/Establish Group Norms (If time permits conduct a Class Ice Breaker)	
1000-1050	Course Overview and Administrative Requirements	
1100-1155	Badge Exercise Explanation, Badge Making, and begin Badge Posting	Badge Posting continues after lunch
1155-1300	Lunch	
1300-1400	Badge Posting Practical Exercise (the time required to complete this activity depends on the number of students in the class – adjust schedule accordingly)	
1410-1510	Teaching an Equal Opportunity Class (Assign Students EO Teaching Topics)	Teaching Topics Assigned to Students
1520-1620	Socialization Process	
1620-1630	Daily Feedback	
1630-1900	Student Reading/EO Class Prep Time	
<u>DAY 2</u>		
0900-1030	Values, Attitudes, Beliefs & Behavior/Values in Action Survey Discussion	
1040-1150	Louisa Practical Exercise	
1150-1300	Lunch	
1300-1400	Conflict Management	
1410-1430	Conflict Management Practical Exercise	
1430-1530	Effective and Active Listening	
1540-1600	Effective and Active Listening Practical Exercise	
1605-1705	Giving Effective Feedback	
1705-1715	Daily Feedback	
1715-1915	Student Research/Reading/Class Prep Time	
<u>DAY 3</u>		
0900-0950	Life Raft Activity	
1000-1130	Perceptions and Stereotypes	
1130-1230	Lunch	
1230-1400	Star Power Activity	

1410-1510	Prejudice, Power, and Discrimination	
1520-1620	Extremist Organizations & Activities	
1630-1730	Racism and Sexism	
1730-1740	Daily Feedback	
1740-1940	Student Research/Reading/Class Prep Time	
	DAY 4	
0900-0950	The Army's EO Policy & Program (AR 600-20 Overview)	
1000-1040	Accommodation of Religious Practices within the Army	
1045-1115	SHARP Overview	
1120-1200	Role of the EOA, EOS and EOL	
1200-1315	Lunch	
1315-1355	Conducting Ethnic Observances and Special Commemorations	
1405-1515	EO Complaint Process	
1525-1630	Conduct a Command Climate Assessment	
1630-1640	Daily Feedback	
1640-1840	Student Research/Reading/Class Prep Time	
	DAY 5	
0900-1000	Conduct a Focus Group (with "How to Conduct a Focus Group" video)	
1010-1050	EOL Continuity Book, Unit EO Board, Command Policy Letters, and EONET	
1100-1200	Group Classes (the time required to complete this activity depends on the number of students in the class – adjust schedule accordingly)	
1200-1300	Lunch	
1300-1630	Group Classes (the time required to complete this activity depends on the number of students in the class – adjust schedule accordingly)	
1630-1700	Test Review	
1700-1900	Student Test and Class Prep Time	
	DAY 6	
0900-1000	Final Test	
1010-1100	Complete any remaining group classes and review final exam answers with students (the time required to complete this activity depends on the number of students in the class – adjust schedule accordingly)	
1100-1200	Badge Take Down Ceremony- What did you learn about self? What has changed? What was one important take away from the course?(the time required to complete this activity depends on the number of students in the class – adjust schedule accordingly)	
1200-1300	Lunch	
1300-1325	Course Evaluation/AAR	
1300-1330	Remedial Training: Students that need re-testing will	

	be given remedial training during this time.	
1330-1430	Retest/Graduation Setup and Rehearsal	
1500-1530	Graduation Ceremony	
1530-1600	Unit EOAs meet and provide guidance to their new EOLs	

STUDENT HANDOUT #1-2 COURSE GROUND RULES

1. Be on time (mornings, breaks, lunch)
2. Know the uniform
3. Listen for understanding, not for agreement (Listen to hear, not to react)
4. Treat other students with dignity and respect
5. Sit by someone different every day
6. Silence is agreement
7. Everyone's opinion is important (No question is a dumb question)
8. Don't interrupt or debate others
9. Speak for yourself, not others
10. Don't use exclusionary language
11. Participate in the exercises
12. No unit work during the course
13. If you get tired stand up, and move to the rear of the classroom
14. Critique sheets; fill them out at end of course
15. You may not miss more than three hours of instruction
16. Instructors are in charge
17. Counseling Forms or Student Agreement forms will be read and signed by all individuals in the course
18. After Action Reviews will be conducted at the end of the course
19. Plagiarism is not tolerated in the class; do your own work
20. The requirement for all tests/quizzes is 70% to pass
21. Failure to meet class standards will automatically send you back to your unit

**STUDENT HANDOUT #1-3
STUDENT COURSE CRITIQUE SHEET**

Date: _____ Installation Name: _____

Unit Hosting EOLC: _____

Was EOLC Version 3.0 Utilized: Yes or No (Circle One)

If not EOLC Version 3.0, what version was used? _____

1. The purpose of this survey is to obtain information from you that will enable the EO Training Proponent to assess the effectiveness of the Equal Opportunity Leader Course.

2. Instructions. Indicate your response to each question by checking the appropriate numbered box. Number 1 represents the least favorable or that you strongly disagree with statement and number 5 represents the most favorable response or you strongly agree with the statement.

SURVEY QUESTIONS	Strongly Disagree		_____			Strongly Agree	
	1	2	3	4	5		
1. Instructors were knowledgeable.							
2. Instructors were professional.							
3. Course content was organized and easy to follow.							
4. The course improved my understanding of how to assist my Commander with his/her unit EO Program.							
5. I will be able to apply the knowledge learned.							
6. Course met my expectations.							
7. Instruction on the following subjects was effective:							
a. Course Overview & Administrative Requirements							
b. Socialization Process							
c. Values, Attitudes, Beliefs & Behaviors/VIA Survey							
d. Teaching an EO Class							
e. Conflict Management							
f. Effective and Active Listening							
g. Giving Effective Feedback							
h. Perceptions and Stereotypes							
i. Prejudice, Power, and Discrimination							
						Strongly Disagree	Strongly Agree
	1	2	3	4	5		
j. Extremist Organizations and Activities							
k. Racism and Sexism							
l. Role of the EOA, EOS, EOL							

m. The Army's EO Policy and Program					
	1	2	3	4	5
n. Accommodation of Religious Practices					
o. SHARP Overview					
p. Conducting Ethnic Observances and Special Commem.					
q. EO Complaint Procedures					
r. Conduct a Command Climate Assessment					
s. Conduct a Focus Group					
t. EOL Continuity Book/Policy Letters/Unit EO Board					
8. Practical exercises enhanced the learning objectives.					
9. The Note Taker Guide was useful.					
10. Student Handouts were helpful.					
11. What aspects of the course could be improved?					
12. List two good things about the course.					
Other comments?					

THANK YOU FOR YOUR PARTICIPATION!

**PRACTICAL EXERCISE
BADGE EXERCISE
STUDENT HANDOUT**

1. The Equal Opportunity Leaders Course (EOLC) not only provides you training on the Army's EO policies and procedures, but is designed to teach you the skills necessary to perform as EOLs. The basic knowledge you need to take away from this course is the appreciation of respect and dignity for others. This is a huge component of the EO program.

2. To allow students to become familiar with each other and to gain an understanding of how self identity is influenced by individual socialization, they will conduct the Badge Exercise. The purpose of the exercise is to give you an opportunity to learn a little about your classmates' self-concept, values and interests. By understanding another's values and interests, you gain a better perspective of that individual and are more apt to consider those factors during your interactions. The badges will be posted in the classroom and can be used by you to refer back to during other blocks of instruction. During the last day of the EOLC, there will be a Badge Take Down Ceremony where everyone will brief the class on what they learned about self and what has changed.

3. This exercise should be treated as an individual activity. Do not share or discuss information with anyone else until asked to do so.

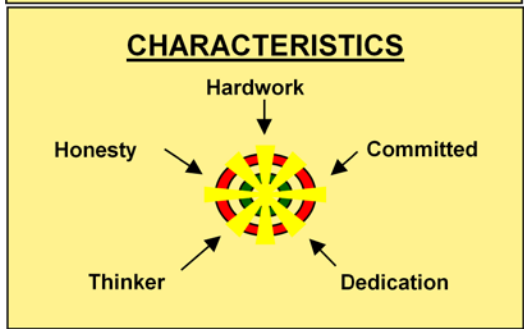
4. Instructions for completing the badge are listed on the following pages.

5. Finish posting badge by saying the following: "This is my badge. This is who I am, what are your questions?"

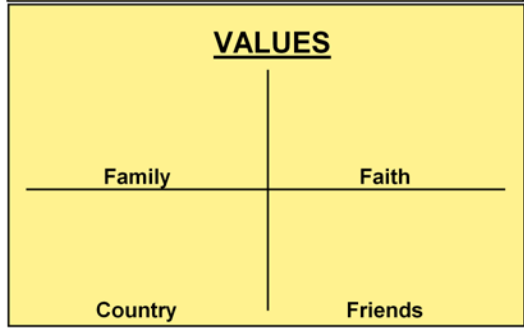
IDENTITY

Name: Michael B. Ramsey Sr.
Race: Black
Ethnicity: Black American
Gender: Male
Religion: Baptist/Pentecostal
Social Class: Upper
Location: Northeast

Part 1, Identity. This area is where you identify your identity. You are to put your name at the top of the section, and below your name write your race, ethnicity, gender, religion, social class and geographic location (where you were raised, e.g., city, state or region).



Part 2, Characteristics. The second section of the badge will contain a picture/symbol that represents you and no less than four words that best describes you from your own perspective. Words will be written around the picture/symbol. You may draw a picture/symbol or use an actual photograph. You are to use your own descriptive words. Some examples may be “honest,” “father,” “mother,” “Soldier,” “creative,” etc.



Part 3, Values. In the third section of the badge you will list four of your values. The values will be listed in each area of a section drawn with one horizontal line and one vertical line crossing in the center, making four equal squares.

- REFERENCE GROUPS**
- Group #1: Sandhills Church
 - Group #2: Alpha Phi Alpha Fraternity
 - Group #3: AG Regimental Association
 - Group #4: Disabled American Veterans
 - Group #5: Fantasy Football League

Part 4, Reference Groups. This is the portion of the badge where the you identify five different groups you belong to or are associated with, e.g., Fraternities, Sororities, AG Corps, Army.

LESSON: Teaching an EO Class

ACTIONS: Develop and teach an Equal Opportunity Class

CONDITIONS: In a small group environment utilizing AR 600-20 chapter 6, App D, TC 26-6 and the EOLC Note Taker Guide

STANDARDS: Correctly develop and deliver a block of instruction on EO. Students must receive an acceptable evaluation on their delivery of an EO class

A. What is a Needs Analysis?

1. A Needs Analysis is a method used to identify performance/behavioral problems and causes for which training could be a solution. Not all problems are solved with training! We have to study the problems and causes carefully to determine if there is a non-training solution to the problem that might be less costly and equally effective. When effectively conducting EO training this concept should be explored.

B. Perform a Needs Analysis

a. The Needs Analysis starts with receipt/identification of signals that indicate that morale or performance is below a desired level.

Note: EOLs should use a proactive approach in determining a *Needs Analysis*. Do not wait for a complaint to show up at your door step! Ensure you are using the tools necessary to foster a proactive approach, not a reactive approach.

b. These tools can include command climate surveys, focus groups, observations etc. Certain signals that indicate that morale or performance is below a desired level are referred to as a triggering circumstance. These are the cues to begin the Needs Analysis. As an EOL, when these triggering circumstances happen, you need to start developing a plan which we simply call a Needs Analysis. This Analysis does not need to be some intense detailed “manifesto”, but simply a “brainstorming” approach on what you can offer the command to assist in a possible solution. Triggering circumstances may indicate real time performance deficiencies resulting from discrimination or other perceptions of inappropriate behavior.

c. **Isolate the problem/Develop possible solutions.** During the analysis the problem is isolated, its nature is determined, and possible solutions are developed. Training and non-training solutions are considered. The Needs Analysis results in recommendations for non-training or training solutions to eliminate the performance deficiencies or morale problem. The EOL must discuss possible solutions with the commander. The Needs Analysis is simply an effective means to identify a problem. The focus of a needs analysis is expressed in terms of “outcomes” and in terms of the “means or the process to those outcomes.” It identifies the “what is” and “what should be” in a particular situation.

d. As an EOL, you must identify the needs and limitations of your target audience prior to teaching a class on equal opportunity. The term target audience refers to the group of students you will be teaching. Knowing your target audience is to accurately profile the “average” person who will be attending the training you deliver.

C. Identify Target Audience

1. **Level of competence.** EO training must be conducted on a level that every student can understand. Problems will occur if we overestimate or underestimate the ability of the students. If we overestimate students’ abilities, the students will not have the necessary prerequisite skills to learn the material. If we underestimate students’ abilities, we may develop instruction that the students do not need.

2. **Benefits.** The benefits of knowing your target audience will greatly assist you in teaching EO. Listed below are some of the benefits:

a. Teach training that begins at the right level of complexity or difficulty.

b. Select practice activities, examples, materials, training methods and media that are likely to be effective.

c. Set the training pace. It is easier to decide how much material can be covered in a given period of time or how much practice and review time will be needed.

d. Reduce training on subjects that Soldiers already know, thus improving training efficiency.

e. Prepare training that will motivate Soldiers and create positive expectations.

3. As you learn about the characteristics of other EOLs, you will often uncover new insights about their abilities, training and experience that may influence the way you may teach EO.

D. Identify Target Audience (con’t)

1. **Demographics.** Things to consider when identifying your target audience are:

a. **Grade** or skill level of the target audience.

b. **Time** in grade and the time in service (experience).

c. **Education level.** What type of education have the students had? Are they college graduates, high school graduates or non-high school graduates? The education level will make a difference in how you present your classes, the instructional materials you use, and the vocabulary you use.

d. **Attitudes.** What attitudes can I expect from my students? Are they eager to succeed or do they feel the class is a waste of time? Do the students want to be in attendance or were they made to be there? Instructors in particular should be aware of these different attitudes in order to deal with them. **How you manage students and the interest you show may be helpful in dealing with negative attitudes.**

e. **Motivation.** What do my students count as success? What are their rewards and need gratifiers? Is peer recognition important to them; do they need verbal praise? If you know what the students consider rewarding, you may be able to use these rewards to motivate them. Successful completion of your class may mean a promotion, recognition on the job or simply the personal gratification of furthering their education.

f. **Physical characteristics.** Consider the physical characteristics of your students. If your class is mentally tiring, you may need different teaching techniques for students attending class in the mornings and tired students attending your course later in the day.

g. **Life Interests.** This category is difficult to construct. You will need to keep working to find out what are your students' interests. Write them down and provide examples from your own experience that might be compatible with your students' own interests and experiences.

Note: There is no such thing as one single target audience description that applies to all Soldiers. Target audiences vary from location to location. It is important to keep in mind exactly the audience you will be teaching.

E. Methods of Instruction

1. You want to be sure to deliver your instruction using procedures that are as close to the state of the art as your circumstances will allow. A variety of instructional methods are available to an instructor. Some work better than others when facilitating EO training. Remember—Soldiers learn differently. Some are visual learners, audio learners, or kinesthetic learners (touching, feeling). The key to effective and realistic training is interactive participation with a mixed gender audience. As Equal Opportunity Leaders, you are responsible for assisting leaders in conducting effective and interactive training. Discriminatory behavior can be eradicated through aggressive training and proactive leadership involvement.

a. **Non Effective Methods of Instruction.** There are some methods of instruction that are not suitable for facilitating EO instruction. Some examples are:

b. **Lecture.** The lecture is a carefully prepared presentation of knowledge that does not require students to answer questions or respond in any way. An instructor may use this method in the introduction of a lesson to establish motivation and/or to inform students of the learning objectives. The lecture method is efficient in very large classes or when a great amount of material must be covered in a relatively short amount of time.

Limitations. In itself, the lecture is a non-participative medium. Information flows in one direction – from the medium (instructor or device) to the student. The instructor cannot evaluate his/her teaching effectiveness because there is no way to tell if the students comprehend the material. The students receive no feedback to the way they are interpreting the material. **This method of instruction is not conducive for EO training.**

c. **Programmed Instruction.** Programmed Instruction is self-paced, small step learning that gives the student immediate feedback. Students are presented small bits of information, called frames, and are required to answer questions frequently as they work through reading these frames. The "program" tells the student right away whether or not the response to a given question was correct. This "program" may be printed in a book, stored in a computer or presented in some audiovisual "teaching machine." Programmed instruction is generally used in self-paced instruction but it may also be used with groups of students in traditional classes. It requires active involvement of the learners and provides immediate feedback about the quality of the learner's response to questions. **Limitations.** Requires that each student have his/her own computer to use. **Programmed instruction is very time-consuming and expensive to produce therefore it is not very effective for EO training.**

F. Effective Methods of Instruction for EO.

1. No one method of instruction is suitable for all teaching situations because no single method is flexible enough to meet the needs of the students in every learning situation. Some effective methods include:

a. **Instructional Conference.** The instructional conference is used to teach students, who have neither background experience nor basic information. In this type of conference, the instructor lectures in short segments that are broken up with periods for questions and discussion. The students provide answers to the questions based upon the material covered. The instructor can better determine if the students understand the information by their responses. The students receive immediate feedback and the instructor evaluates their answers. **Limitations.** In order for this method to be effective, the instructor must prepare a list of well constructed questions ahead of time. The questions should be challenging but not so complex that the students require more than a minute or so to formulate an answer. The instructor must then decide where to insert the questions throughout the lesson plan. **This method of instruction is very effective for EO training.**

b. **Role Play/Scenarios:** Role play allows students to reenact situations or behaviors which they are likely to face on the job. A situation is presented to the class and some students are asked to assume roles and enact the situation. Other students observe the behavior. Following the scene, the class discusses its observations and the actors express their thoughts and feelings. Role play can be used as a means for students to experiment with behaviors they think would be useful or detrimental to the command climate. **Limitations.** Students need to have some basic knowledge or

background in the subject being taught before assuming a role. The instructor must be well-versed in aspects of human behavior. Sometimes people may resist this method for fear of embarrassment. **This method of instruction is very effective for EO training.**

G. Role-Play Advantages

1. Enables students to express hidden feelings
2. Enables student to empathize with others and understand their motivations
3. Enables to student to discuss private issues and problems
4. Gives practice in various types of behaviors
5. Portrays generalized social problems and dynamics of group interaction, formal and informal
6. Motivational and effective because it involves activity
7. Provides rapid feedback for both student and tutor
8. Closes gap between training and real life situations
9. Changes attitudes
10. Permits training in the control of feelings and emotions

H. Disadvantages of Role-Play

11. Trainer loses control over what is learned and the order in which it is learned
12. Simplifications can mislead
13. Uses a large amount of time
14. May use other resources – people, space, props
15. Depends on the quality of Trainer and Students
16. Impact may trigger off withdrawal or defense symptoms
17. May be seen as too entertaining or frivolous
18. May dominate learning to the exclusion of solid theory and facts
19. May depend on what students already know

Note: Role-Play Source: Morry van Ments “The Effective Use of ROLE-PLAY, A Handbook for Teachers and Trainers”

I. Other Methods of Instructions

1. **Guided Discussion (small group):** The guided discussion or small group method allows participation of all members. People are generally more comfortable in small group environments and the group can, in most cases, reach a consensus. A possible limitation to the guided/small group discussion is groups may get side tracked. Instructor needs to prepare specific tasks or questions for the group to answer.

a. **Activities:** Provides an opportunity for students to apply what they learned or experienced during the activity/exercise to real-life experiences. This method engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios. Games, experiments and simulations can be rich learning environments for students. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

b. **Videos:** The use of a video can provide entertaining ways of teaching content and raising issues. They generally keep the groups attention and stimulate discussion. Limitations of watching videos can raise too many issues to have a focused discussion. The use of a video is effective only if the facilitator prepares question to stimulate discussion after the showing.

c. **Articles/Events:** Articles and events may be used to generate discussion as well as draw a comparison to upcoming or past events. Articles and events may also be used as a good source to re-enforce the current training taking place.

2. **Debates:** Debates can be a very useful strategy for engaging students in their own learning. Debates force students to deal with complexity and "gray areas", and they are rich in imbedded content. Debates can also help provide relevancy of course material to everyday issues, which can improve student learning. Debates also improve student's oral communication skills.

J. Select Media

1. Media is the means of conveying or delivering information to assist in the teaching and learning process. It can take any form, structure, or composition when it is employed to assist in the teaching of specific information or action. There are numerous forms of media. Each is capable of aiding in the learning process when it complements and is appropriate for the subject. All media forms have advantages and disadvantages. When selecting media to use in teaching a specific task or element, you should carefully weigh its capability to aid the learning process.

a. Interactive Media. Media provides the stimulus to foster and increase the learner's ability to complete the learning objective. Considering the task, what media would provide the most appropriate stimulus to facilitate the transfer and mastering of the performance, skill or knowledge? Could this competency be accomplished with only the spoken or written word? Would a picture, drawing, or the real item make learning easier? Recall from your own experience, the frustration of trying to visualize the conduct of an action using only the written word. What other forms of stimuli would have made learning easier? You may also recall how the media changed to complement the change in the task.

2. Media Examples. Use the following examples as a point of departure when selecting media. Think of the stimulus each media provides for the learning objective. Do they enhance or take away from learning. Is the stimulus provided appropriate for what is to be learned?

a. Audio-visual systems. A system for presenting information by means of audio and a series of synchronized projected visual slides. Examples are power point presentations that are projected on a screen with audio accompaniment. These systems may be complemented by a computer, thus enabling the instructor to show film clips and easy access to the internet.

b. Chalkboard/ Whiteboard. A vertical surface, either wall mounted or portable, (may be digital) with a dull finish which may be written on with chalk or dry markers. Some boards are magnetic, which will permit the use of magnets for holding lightweight materials in place.

c. Flash cards. A set of cards designed to be used by an instructor in front of a group of students to assist the group in the recall of memory type information.

d. Handouts. Handouts are classified into numerous forms of media. Each is capable of aiding in the learning process when it complements and is appropriate for the subject. All media forms have advantages and disadvantages. When selecting media to use in teaching a specific task or element, you should carefully weigh its capability to aid the learning process.

e. Workbooks. Workbooks are a class of printed material used to supplement or replace regular instructional texts by providing a mix of text information and practice exercises within a single book or manual.

K. Select Media (con't)

1. General rules of media use. Media helps students learn by seeing, hearing or when appropriate, touching and doing. **Media is an addition to, not a substitute for, an instructor.** Media can help to simplify learning by presenting the learner with a clearer example of the task components. They aid by providing a physical dimension or a visual representation of new information or procedures. Media can be employed to

simplify a complex task by presenting its components in manageable chunks or clusters. Media can be used to organize the teaching points of the tasks. In this manner their use could show or explain the logical application, progression, and linkage of one performance step to another. Some general rules of media use are:

a. **Retention.** Student attention and retention can be increased by the use of appropriate media. The increase in the number of learner's senses stimulated directly affects the attention given and retention of learning.

b. **Simple use.** Media used should be appropriate to the task taught and the learning environment. It should be simple for the instructor and students to use. Media with complex operation requirements take the instructor's attention away from the students; and distract the student's from focusing on other learning activities.

c. **Accurate and updated.** Media used must be accurate and updated. Inaccurate media detracts from the course and causes a questioning of instructor competency.

d. **Rehearse using your media.** Practice your entire presentation including all media forms. Use the classroom and real materials. You cannot get an estimate of how long it takes or how it should be done unless you practice as you will do it.

e. **Preview.** Preview the screen placement of visual displays, overhead, LCD projector, and 35mm slides. Be sure to fill the screen: image size increases as the distance between the projector and screen increases. Adjust focus for the proper distance. Mark correct positions or check before each showing.

f. **Back-up.** Always be prepared for alternative action should the equipment needed to present your primary media fail.

g. **Explain.** Explain the media to the class. When using new or unusual media, especially the real item, explain how it is used and identify any important features to know or cautions the students should take to avoid injury. When using handout type media, explain its organization and when it will be used. This will keep students from wandering through the handout prior to its use instead of focusing on the lesson being taught.

h. **Do not talk to the media.** Media can mesmerize the instructor as well as the student. Maintain eye contact with the students while showing and explaining the media. Avoid talking and focusing on the media. Stand to the side or behind the media used. Avoid playing with pointers, pens or other objects when presenting instruction. Check screen for placement of transparencies or LCD projected slides then focus your attention on your audience.

i. **Display your media only when needed.** Good media attracts and maintains student attention and interest. However, it may be too effective in attracting attention

and prevent the student from focusing what you are trying to teach. Employ your media when it is needed to help the student learn, after it has served its purpose, put it away.

L. Maintain Classroom Discipline

1. Classroom discipline will mirror your effectiveness or ineffectiveness while conducting EO training. If you are unprepared or demonstrate unprofessional behavior in the classroom then rest assured you will deal with disciplinary issues from your students and target audience. Setting a good example and showing your target audience “what right looks like” will only enhance the positive attributes of classroom discipline. Students will model your behavior! Build allies, not enemies while instructing. Get your target audience to buy into your message so that disciplinary issues are minimized. **Sell the EO program and its content!**

a. **Identify disruptive behavior.** Disruptive behavior will only distract your target audience and degrade your lesson. Equally, the time you have to take to deal with disruptive behavior will only hinder your ability to complete your lesson objective.

b. **Develop group norms.** What are group norms? If students are aware of what behavior are acceptable in the classroom than there will be fewer disciplinary interruptions. Allowing students to develop their own group norms prior to starting your lesson will allow students to take ownership of their behavior as well as police up after themselves. Once students or your target audience have briefly come up with their norms, post them somewhere in the classroom so that the students can see when they have violated an agreed upon norm. The instructor must approve the norms. Do not lose control of your classroom!

c. **Demonstrate professionalism.** Your professional conduct in the classroom will mirror the professional environment of your target audience. As future EOL's, Soldiers, leaders, commanders, and DA civilians will look to you for model behavior. Perceptions that will manifest about you must be positive and foster a professional stereotype. While teaching EO, make your lesson plan interesting regardless of how dry the topic is. If you are aware that the topic is boring and dry, as an instructor, you must inject life into the topic and sale the product as an effective tool.

d. **Develop a rapport with students.** You must connect with your target audience on a professional level. Create ways to make that connection to enhance building allies thus making the “buy in” more effective for you to teach your lesson. Find a student's comfort zone and capitalize on it. Continue to praise your target audience and motivate their behavior. The better rapport you have with your target audience the less likely they will become polarized. Establish credibility, knowledge, and experience, with your target audience immediately. Your appearance in the classroom is of utmost importance so that your message will be delivered with fewer distracters. Treat your target audience with mutual respect fostering a professional environment. Be the mentor!

M. Closing

1. Future EOLs, it is crucial that you plan, execute, and effectively conduct all EO training so that your target audience understands the concepts of eliminating discriminatory behavior. Preparation and rehearsals are critical to successfully teaching a class. Conduct effective training at all times. Soldiers and civilian personnel expect to get quality training from the subject matter expert. At this time we will go over your Student EO Class Requirement, establish groups of 4-5 students, and assign topics for the 40-45 minute classes.

APPENDIX A STUDENT HANDOUT(S)

SH 4-1: Disruptive and Dysfunctional Behavior

SH 4-2: Student Presentation Instructions

SH 4-3: Class Presentation Outline Template

SH 4-4: EO Class Evaluation Checklist

SH 4-5: Lesson Topics

SH 4-6: Suggestions for Overcoming Fear of Speaking Before a Group

STUDENT HANDOUT #4-1 DISRUPTIVE AND DYSFUNCTIONAL BEHAVIOR

1. **CONFRONTING DYSFUNCTIONAL BEHAVIOR.** Confrontation of dysfunctional behavior should be considered and evaluated in terms of effect on the group. Is the behavior dysfunctional to group activity? Are these behaviors singular instances or have they become a recurring pattern? Single instances can generally be ignored, unless the breach is of extreme importance to group role or welfare of its members (threats, disparaging of member or values, statements out of social norm). In these rare instances confrontation should be immediate to maintain group trust and balance. Normally intervention or confrontation will be used when behaviors present a pattern. Any confrontation will have an effect on the group. It may be perceived as positive (productive-nurturing) or as negative (disruptive-threatening). When intervening, the response selected to stop or defuse the dysfunctional behavior should be graduated. Starting with pressure or force, could escalate given the response of the individual.

a. **CARING CONTEXT:** The purpose of the confrontation is to allow the member to examine their behavior and its consequences. Care and concern for a member is one of the main concerns in addressing dysfunctional behavior, not punishment. The other is to ensure the group is able to function at its maximum capability.

b. **FOCUS ON BEHAVIOR:** Attention is focused on the behavior itself, the individual is not evaluated or labeled. Feedback on behavior is descriptive, immediate, and is directed at changeable behavior.

c. **IDENTIFY EFFECT OF BEHAVIOR:** Point out the effect the behavior is having on group performance. Ensure the individual is aware of this negative impact and allow them the opportunity to change their behavior.

d. **ALTERNATIVE BEHAVIOR:** When the individual is unsure of how to change the behavior or what other behaviors to assume they should be assisted. Be prepared to offer or suggest other forms of behavior that would be conducive to group functioning.

2. **Non-productive behaviors:** The SGL should be familiar with the non-productive behavioral characteristics, in order to diagnose what is going on in the group and be able to apply intervention forms that will appropriately address the dysfunctional behavior. The intervention the SGL takes should be aimed at reducing or eliminating the behavior in such a manner as not to alienate the offender or other group members. The manner and severity of your intervention can effect further participation of all group members.

3. After becoming comfortable with diagnosing the specific situation and individual motivations, the SGL may develop his or her own key phrases or clues. The important thing to remember is that disruptive or dysfunctional behaviors can occur anytime and in many different settings. It is when these becomes an individual's consistent pattern of

interacting within the group that the behavior must be dealt with appropriately. If the behavior is not confronted it can disrupt group stability, harmony and cooperation among members, resulting in loss of group focus and energy. Unbalanced and increased stress can result in failure to accomplish the assigned task.

4. Below are some common non-productive behaviors causing difficulty for SGLs. These behaviors are labeled and provide clues and examples which will help the SGL recognize people who may be difficult to deal with. Finally, there are some suggestions about ways the SGL might respond to minimize negative behavior. Some of the suggestions are more direct than others. The SGL must choose the one that seems most comfortable. Even better, the SGL can develop his/her own responses that will help reduce the negative behavior. Keep in mind that patterns of behavior are described. One or two exhibitions of negative behavior do not constitute a pattern. In other words, it is not necessary or appropriate to intervene each time a group member manifests a disruptive behavior. Only when this behavior becomes repetitive, has a negative effect on the group, or becomes irritating, to you, does it become a pattern. At that point it is desirable to intervene to eliminate the behavior. Also, remember that people can and do change. If you must label someone's behavior, remember that the behavior is not the person. It is only one aspect of the person. When an individual is primarily showing a negative side, it is difficult to see the positive. The SGL, as a leader, needs to reinforce any positive behaviors and attempt to minimize the negative ones.

a. **THE RESCUER.** People who exhibit this behavior tend to "make nice." They apologize, defend, interpret for others, and explain away their own and other people's feelings. They tend to get frustrated or frightened by conflict, and they protect others as a way of avoiding the conflict situation. They are easy to recognize because they preface statements with phrases like, "I think what she really meant was....." or "You shouldn't feel that way because....." or "You shouldn't say that to Sam because he may take it the wrong way."

(1) **Intervention Strategies: The Rescuer.** When the rescuer is attempting to interpret for someone else, say "I'm aware that you are speaking for Alice. What I suggest is that you let Alice speak for herself," or "I would prefer that people speak for themselves. Communication breaks down when people interpret for others."

(2) When the rescuer is trying to avoid conflict, you can say, "You seemed uncomfortable when Joe got angry. Is it true?"

b. **THE PROJECTOR.** The projector attributes his or her thoughts and feelings to other people. Often projectors are unaware that it is they who are experiencing the feeling, probably because it is so uncomfortable for them. Different feelings can be unpleasant for different individuals. Some people are afraid of anger, others are afraid of sadness, and still others are afraid of fear. The feelings we tend to project onto others are the ones with which we are most uncomfortable. Projectors, although they appear to be speaking for other people, are actually speaking for themselves. You can

recognize them because they either talk in generalities or talk about other people. They rarely make statements for themselves.

(1) **Intervention Strategies: The Protector.** "You've just made a statement for the group. Is that statement true for you?"

(2) "I'm wondering if that is really the way you feel. Let's check out whether other people are really experiencing the feelings you are attributing to them.

c. **THE PASSIVE AGGRESSOR.** This kind of behavior can be difficult to notice at first, as it is indirect rather than direct. Passive-aggressive people are hostile or angry, but they express their hostility in subtle and indirect ways. Often they attempt to mobilize group members to express the negative feelings they are experiencing. What usually occurs is that everyone begins to feel uncomfortable. Generally, passive-aggressive people project their anger or uncertainty onto the leader and the leader may begin to feel defensive. Participants exhibiting passive-aggressive behavior tend to do the following: come a little late to meetings and be mildly disruptive when they arrive; initiate occasional side conversations when someone else (generally the leader) is speaking; and maintain a somewhat unpleasant or disinterested facial expression. They often make mildly hurtful statements to people in the group, particularly the leader. If someone confronts them about their intentions, they retreat and claim they did not mean anything negative by their remarks. They seem to have a knack for sensing the leader's "Achilles heel." The SGL often feels defensive around passive-aggressive people. These people tend to bait the leader, but they back off, act naive, and play victim when the leader attempts to deal with them directly. The leader is often left feeling foolish, and the behavior gets reinstated at a later point. In attempting to eliminate this kind of behavior, it is important that the leader does not get into an argument with the passive-aggressive person and does not make an attempt to confront the behavior directly.

(1) **Intervention Strategies: The Passive Aggressor.** Take time for general evaluation. You can say, "Let's take a minute to see how people are feeling about the class now." If the passive aggressor responds negatively, thank him or her for the feedback. If he or she responds positively or says nothing, say "I'm glad you seem to be responding well to the class so far."

(2) If the individual makes a negative statement about the group and seems to be speaking for others, re-phrase the statement so that it pertains only to the speaker. If John says, "That last exercise was a waste of time," say "You feel, John, that the last exercise was a waste of time?"

(3) If you feel a need to confront the person directly about his/her anger, and he/she is able to express it, then you have succeeded in cutting off the indirect passive aggressive behavior. If the individual denies any angry or negative feelings, then simply say, "I'm sorry. I must have misread you. I'm glad everything is fine."

d. **THE APOLOGIZER.** Apologizers tend to preface their questions or statements with an apology. They often begin with the words, "Maybe I should not say this but...", or "Maybe you have already answered this question but....." or "I'm sorry for taking up so much time, but....." Apologizers are not negative or unpleasant people. They can be draining, however, and they generally use up a lot of air time in a group. Although they tend to speak a good deal, their apology often reflects a deep level of insecurity.

(1) **Intervention Strategies: The Apologizer.** It is best to be direct with apologizers. You can say, "I feel badly that you apologize each time you speak. Your concerns are legitimate. There is no need to apologize for your actions.

(2) "You have made some interesting points. You do not need to apologize for speaking."

(3) "Would you please ask your question again? This time experiment with omitting the apology."

e. **THE FIGHTER.** Fighters are people who exhibit fighting behavior in a group, arguing or disagreeing with most things that are said. They give the impression they want to pick a fight by asking questions or making comments in a provocative way. Their questions are really statements. They often begin by saying, "Don't you think that..." They are easy to recognize as their tone of voice is often belligerent. They seem to be continually looking for an argument. Usually fighters are struggling for power or control. Their questions or disagreements with the leader are the means by which they attempt to assume control.

(1) **Intervention Strategies: The Fighter.** If the fighter continually picks apart your statements or finds fault with the material, say, "It sounds like you have some interesting ideas. I'd really like to hear you elaborate on them."

(2) If the fighter says, "Don't you think that...", say "It sounds like you have a statement to make. You are not really asking a question."

(3) You can confront the negativity by saying, "You sound irritated to me. Is there something bothering you?" If the fighter expresses some negative feelings, it is important to thank him or her for telling you and not argue about what was said.

f. **THE FLIGHTER.** This person seems to be in another world. He or she often "tunes out", misses directions, or just does not seem to grasp the material. Often flighters play dumb, rather than admit their attention is elsewhere. They are annoying in groups because they ask leaders to repeat directions or points everyone else understood. Their investment in the group seems low. When asked for an opinion, they often respond by saying, "I don't care," or "Whatever you want," or "It makes no difference to me." During the class, they often have blank expressions on their faces.

(1) **Intervention Strategies: The Flighter.** If a flighter asks you to repeat material that you believe was quite clear, ask him or her to repeat first what he or she did hear. You can then ask other group members to fill in the rest.

(2) If you notice the flighter getting distracted, you can say, "You seem to be distracted right now. Is there something on your mind?"

(3) If flighters seem reluctant to give their opinion or to make a choice, force them to make a choice. Say "Even though you don't have much of a preference, please make a choice anyway."

g. **THE QUESTIONER.** The questioner can cause you difficulty because he or she is repeatedly stopping the flow of the discussion by asking questions. These questions may be about the content, the procedure, or about your style of leading the group. Questioners often ask a lot of "why" questions that you may begin to find difficult to answer and which can make you feel defensive. You will probably feel irritated by these persistent interruptions. Often questioners have trouble thinking by themselves. Rather than finding their own answer to a thought or question, they will ask you to figure out the answer for them.

(1) **Intervention Strategies: The Questioner.** "I appreciate your interest in the material. I think it would be helpful for you to experiment with answering that question yourself."

(2) "We only have a limited amount of time. Would you please save your question? We may address it later on."

(3) "Instead of answering that now, why don't you see me during the break if your question has not been answered by then?"

(4) "What do you think the answer to that question is?" If the questioner responds by saying he or she does not know, say "Take your time. When you get an idea, let us know."

h. **THE WITHDRAWER.** The withdrawer sits quietly in the group but looks miserable. He or she calls attention to himself or herself by looking pained, blank, or even disgusted. The group is generally aware of this person's feelings even though he or she is quiet. The withdrawer's facial expression clearly communicates displeasure, but the rest of the body gestures are quite still and withdrawn. Other members of the group generally feel awkward when they notice this person's quiet, but obvious discomfort.

(1) **Intervention Strategies: The Withdrawer.** "Is there something about what we are doing that is not of interest to you?"

(2) "Susan, why don't you take this opportunity, while we are evaluating this segment of the class, to express your feelings and thoughts; you seem to be displeased."

(3) "I encourage you to express your point of view. Perhaps you can influence what we are currently doing."

i. **THE MONOPOLIZER.** The monopolizer takes up a great amount of air time in a class. As a result, sometimes other group members begin to withdraw rather than fight for the right to speak. The monopolizer is generally a poor listener who usually manages to turn the conversation back to him or herself. People exhibiting this behavior are often long-winded and tend to interrupt others to state a personal opinion or relate an experience. This person seems unaware that there are other people who might want to speak. Almost always when there is a pause in the conversation, he or she jumps right in, attempting to relate personally to the topic.

(1) **Intervention Strategies: The Monopolizer.** "We have been hearing primarily from one or two people. I'm interested in hearing from the rest of you."

(2) "It might be helpful for those of you who have been doing a lot of talking to listen more, and for those of you who have been doing a lot of listening, to try speaking up more often."

(3) "Notice your style of participation. Have you been primarily a listener or a talker in this class? Practice exhibiting the opposite behavior, and see what new things you can learn."

(4) "You have made some interesting comments. Now I would like you to give some other people an opportunity to speak."

j. **THE KNOW-IT-ALL.** The know-it-all is the person who is the expert on everything. Regardless of what you say, he or she either adds something or corrects what you have said. Know-it-alls have ideas about almost everything and are very quick to offer their opinions, whether someone solicits them or not. They want to feel important and show they are knowledgeable. Therefore, know-it-alls attempt to get recognition and power by taking the role of the resident expert.

(1) **Intervention Strategies: The Know-It-All.** "It seems that you have opinions on many subjects that are very different from mine. Would you like to come up to the front of the room and present an opposing point of view?"

(2) "You seem to know a lot about the subject. I'm wondering why you took this class."

(3) "Perhaps you would like to prepare a presentation and give it this afternoon since you seem to have so many opinions on the subject."

(4) "Thank you for the information," or "Thank you for your point of view."

(5) "You and I see the situation very differently. Although you certainly don't have to change your mind, I suggest that you let yourself be open to these new ideas. Let me know at the end of the class how you feel."

k. **THE COMPLAINER.** The complainer continually finds fault with all aspects of the class. His or her criticism can include everything from dissatisfaction with the environment to dissatisfaction with the material being presented or with the structure. Therefore, you are likely to hear complaints like the following, "this workshop is not what I expected," or "the seats are uncomfortable," or "I hate role-playing." Complainers begrudgingly participate while letting you know and everyone else know how they feel. They do not always express their feelings orally; rather they tend to moan and groan and make grimaces.

(1) **Intervention Strategies: The Complainer.** "You seem quite dissatisfied with most of the material being presented. What I hope is you will let yourself be open to it and reserve judgment until the end of the class. Then I would appreciate your feedback."

(2) "Even though I know you are not getting what you want right now, would you be willing to be receptive to what we are offering, and then decide later on how useful the material is to you?"

(3) "If nothing pleases you, perhaps you really do not want to be here now."

l. **THE DISTRACTER.** The distracter often asks questions or makes comments that have nothing to do with the material currently being discussed. Distracters change the topic by bringing up extraneous material, but they are usually unaware they are doing so. Their questions and comments divert attention from what is being discussed. These irrelevant comments often cause discomfort, as well as annoyance to the leader and to the group members. Responding to the comments and questions means getting sidetracked. It is difficult not to respond, however, because distracters are usually enthusiastic participants who do not consciously intend to cause trouble.

(1) **Intervention Strategies: The Distracter.** "That question does not seem to fit what we are discussing right now. If it continues to seem important to you, why don't you talk to me during the break?"

(2) "You seem to be asking a lot of questions that are only slightly related to the topic we are discussing. Are you having difficulty understanding the material?"

(3) If people are raising their hands before speaking, you can avoid calling on the distracters. If, however, participants are speaking without raising **their hands, you** can say, "Gee, Joe, we have heard from you a lot; let's hear from some other points of view now."

m. **THE POLLYANNA.** A Pollyanna can initially be a delight to have in a group. The individual is always smiling, and his or her attitude is that everything is always wonderful and satisfying. Pollyanna's rarely, if ever, express a preference or make a critical comment. They almost always go along with what someone says or what the majority of the group wants. Nothing is ever a problem for them. A Pollyanna will avoid conflict or disharmony at any cost. He or she refuses to engage in any activity that might cause discomfort.

(1) **Intervention Strategies: The Pollyanna.** If you are waiting for the Pollyanna to state a preference, and he or she is avoiding responsibility, you can say, "Choose. Make a decision, any decision, as long as you decide."

(2) In an evaluation, encourage him or her to give corrective feedback as well as positive feedback. Say, "I really appreciate all your positive comments though I am sure the course is not 100% excellent. Find something you would like to see improved. It is important to give corrective as well as positive feedback."

(3) "It is really nice to hear you give both positive and corrective feedback."

n. **THE INTELLECTUALIZER.** Intellectualizers tend to be quite talkative, and provide a lot of explanations for why they feel a certain way. An intellectualizer attempts to make sense out of everything. When speaking he or she uses many rationalizations and justifications for his or her beliefs. This person often becomes lost in his or her own theory. One way to recognize an intellectualizer is by the way they often translate a very simple thought or idea into a complex theory. The more the intellectualizers talk, the more complicated the simple thought becomes.

(1) **Intervention Strategies: The Intellectualizer.** "Try expressing that idea in one sentence."

(2) "I am glad you are interested in that idea, but I am getting confused with how you are developing it."

(3) "I'm getting lost in all your words; see if you can say what you mean more concisely."

(4) "It appears to me you are making what has just been said more complicated than is necessary."

STUDENT HANDOUT #4-2
STUDENT CLASS INSTRUCTIONS
Teach an EO Class

INSTRUCTIONS:

Groups of 4-5 students will develop and conduct a 35-40 minute class using a topic provided by the instructor. The class must be no less than 35 minutes and no longer than 40 minutes. Your topic will cover one of the many genres of Equal Opportunity. The target audience for your class is a platoon size element consisting of a majority of junior level NCOs and Soldiers. Students will select the method of instruction(s) that they will use for their class. Additional instructions:

- You must prepare an outline of your class and give a copy to the grader prior to your class (see Handout 4-3 for example). The outline is not considered a training aid.
- You must use two different types of training aids and refer to them during your class. A training aid, such as a piece of “butcher paper” or transparency with only the title of your presentation on it, is not considered a training aid.
- Video(s) used can amount to no more than 10 minutes
- You may not use another student’s, or a former student’s work

OBJECTIVE: This practical exercise is designed to measure your ability to successfully develop and teach a 35-40 minute class on an EO or human relations topic.

EVALUATION: Students must receive an acceptable evaluation, no more than 4 “Needs Improvement” on the EO Class Evaluation Checklist (see evaluation form-handout 3).

You will be evaluated in the following areas:

Organization
Delivery
Support

After each group class presentation, the other students will provide immediate feedback.

Target Audience: The target audience for all presentations is a platoon size element consisting of a majority of junior level NCOs and Soldiers.

STUDENT HANDOUT #4-3
CLASS PRESENTATION OUTLINE TEMPLATE
(Students must turn in an outline the day of their class)

STUDENT NAMES:

TOPIC:

I. Introduction

- A. Attention Device—How can I gain the attention of the audience?
 - 1. This can be a poem, a quote, a rhetorical question, a story, etc...
 - 2. *Should be about 30 sec.*
- B. Thesis Statement—What is my class about?
 - 1. 1-2 sentences introducing your topic to your audience
- C. Forecast of Main points—What are my 2-5 speaking points?
 - 1. 1-2 Sentences telling the audience what points you will be covering
- D. Link to First point—How I get into my 1st main point.
 - 1. 1 or 2 sentences written to transition into the body and 1st point
 - 2. *Entire Intro should be 2-3 minutes*

II. Body (2-5 Main Points) 4-4:30 for each point or more

- A. Point #1—Description of 1st point with subpoints
 - 1.
 - a.
 - b.
- B. Point #2
- C. Point #3

III. Conclusion

- A. Summary of Main Points
 - 1. 1-2 sentences summarizing the points you have just talked about
- B. Re-State Thesis
 - 1. 1-2 sentences rephrasing you thesis for the audience
- C. Clincher—ties to attention device, *“Tying the Bow on the Package.”*
 - 1. Can be a story, quote, poem, answer to your opening question, etc...

**STUDENT HANDOUT #4-4
EO CLASS EVALUATION CHECKLIST**

Students _____

Grader _____ Date _____

Topic _____ Overall Rating: Go _____ No Go _____ (5 or more needs improvement)

INTRODUCTION		
1. ATTENTION STEP		
Failed to introduce self and topic. Attention step was missing or was not relevant	Followed protocol for greeting. Introduced self and topic. Presented an attention step.	Followed protocol for greeting. Introduced self and topic. Gave credentials. Attention step was relevant and innovative.
Needs Improvement	Success	Excellent
2. PURPOSE		
Purpose and relevance not stated or not clear	Clearly stated purpose but not relevance	Clearly stated purpose and explained relevance and benefits to the audience.
Needs Improvement	Success	Excellent
3. OVERVIEW/FOCUS		
No single controlling idea. Major parts were not clearly identified. Scope was too narrow or too broad.	Presented a single, controlling idea. Identified major parts. Scope was sufficient. Provided information relevant to purpose.	Presented a clear, simple statement of controlling idea and major parts. Scope was appropriate. Provided information that was relevant and enhanced purpose.
Needs Improvement	Success	Excellent
BODY		
4. RELEVANCE		
Information did not relate to purpose or purpose was not relevant to audience	Information supported purpose. Purpose was relevant to audience	Briefing provided new insight on information valuable to the audience.
Needs Improvement	Success	Excellent
5. ANALYSIS		
Did not provide sufficient data to support ideas. Did not develop major parts to level indicated in the overview.	Provided evidence in sufficient detail to support ideas. Data was relevant, but little variety.	Developed major parts to level indicated in the overview. Used a wide variety of supporting data that was relevant to the audience and was sufficiently detailed to fully develop major parts.
Needs Improvement	Success	Excellent
6. TRANSITIONS		
No transitions or transitions were abrupt, awkward, or weak.	Transitions connected main points. Used interim summaries as appropriate.	Trans related previous point(s) to upcoming one or to the overall purpose. Provided smooth flow from old to new material
Needs Improvement	Success	Excellent
PRESENTATION SKILLS		
7. EYE CONTACT		
Did not establish eye contact or had minimal eye contact. Read material most of the time. Rarely looked up.	Maintained eye contact most of the time. Looked at the audience, but tended to lose eye contact.	Constantly maintained eye contact with the audience.
Needs Improvement	Success	Excellent
8. MOVEMENT/GESTURES/FACIAL EXPRESSIONS		
No movement or excessive movement. No gestures. No change in facial expression.	Had natural, spontaneous gestures and facial expressions that did not distract from briefing.	Movement improved the presentation by emphasizing points and establishing better contact.
Needs Improvement	Success	Excellent
9. VOICE		
Monotone. Rate was too fast or slow. Volume was too soft or loud. Voice was	Appropriate variations in rate, pitch, volume, or tone. Voice was clear and	Used vocal changes to emphasize key points and reinforce meaning.

difficult or impossible to understand.	understandable.	
Needs Improvement	Success	Excellent
10. WORD USE		
Word choice was too elementary or advanced. Used poor grammar. Used exclusionary language, jargon, or acronyms. Paused often to find words or used "fillers," such as, "ah," "ok," "so," or "uh" excessively.	Appropriate vocabulary. Correct pronunciation and grammar. Explained acronyms. Corrected accidental use of exclusionary language. Minimal use of "fillers."	Introduced and explained new terms relevant to content. Completely explained or did not use acronyms. Did not use exclusionary language. No noticeable "fillers."
Needs Improvement	Success	Excellent
11. VISUAL AIDS		
Visual aids were missing or were sloppy. No reference made to aids (passive use). Use of aids was awkward. "Talked" to visual aids.	Visual Aid #1 _____ Visual aids were clear and accurate. No difficulty using aids.	Visual Aid #2 _____ Visual aids improved the briefing. Used aids to clarify points which were hard to explain or to emphasize controlling key ideas (active use).
Needs Improvement	Success	Excellent
CONCLUSION		
12. SUMMARY		
No summary or incomplete summary. Introduced new material in the summary.	Returned to controlling idea. Reviewed major parts. Did not introduce new material.	Summary reemphasized key ideas, and strengthened the information presented. Did not introduce new material.
Needs Improvement	Success	Excellent
13. CLOSURE		
Awkward or abrupt closure statement.	Simple closure statement. Left audience with a sense of completion.	Closure statement stressed relevance to the audience and was innovative.
Needs Improvement	Success	Excellent
14. TIME: Start-End		
Did not meet time requirements. (Under 35 min or over 40 min.).	Total Time- Completed the briefing and all major parts within the allotted time. (between 35-40 min)	Apportioned an appropriate amount of time for each major part presented in the overview and completed the briefing within the allotted time. (between 35-40 min)
Needs Improvement	Success	Excellent
COMMENTS:		

STUDENT HANDOUT #4-5 LESSON TOPICS

The following is a list of suggested topics for the student group EO classes. The list is not all inclusive and EOLC NCOICs or OICs are authorized to add human relations topics to this list. A topic may not be given to more than one group to present.

1. Hazing and Bullying (highlight the Army's policy)
2. Discuss 4-6 different religions and the Army's policy on accommodating religious practices
3. Army Language Policy and Army Tattoo Policy
4. Relationships between Soldiers of Different Rank (highlight the Army's policy)
5. African Americans
6. White Americans
7. Asian Americans
8. Pacific Islanders
9. Native American Indians
10. Hispanic and Latino Americans
11. Women in the Military (highlight recent changes in the Army)

STUDENT HANDOUT #4-6
SUGGESTIONS FOR OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

1. Know the material well (be an expert).
2. Practice your presentation (pilot-test, and possibly video-tape yourself).
3. Use involvement techniques (participation).
4. Learn participants' names and use them.
5. Establish your credibility early.
6. Use eye contact to establish rapport.
7. Exhibit your advance preparation (via handouts, etc.).
8. Anticipate potential problems (and prepare probable responses).
9. Check in advance the facilities and AV equipment.
10. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
11. Prepare an outline and follow it.
12. Rest up so that you are physically and psychologically alert.
13. Use your own style (don't imitate someone else).
14. Use your own words (don't read).
15. Try to put yourself in your trainees' shoes (they're asking, "What's in it for me?").
16. Assume they are on your side (they aren't necessarily antagonistic or hostile).
17. Provide an overview of the presentation (state the end objectives).
18. Accept some fears as being good (energizing stress vs. destructive).
19. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
20. Give special emphasis to the first five minutes (super-preparation).
21. Image yourself as a good speaker (self-fulfilling prophecy).
22. Practice responses to tough questions or situations.

LESSON: Socialization Process

ACTION: Discuss the Socialization Process and its impact on individuals

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Provide a description of the Socialization Process and its impact on individuals and correctly answer all related question on the end of the course exam

A. Socialization

1. In order to understand the behaviors and conduct of others, we need to have a better understanding of their social make-up, their beliefs and values.

2. Socialization is an all encompassing educational process from which values, goals, beliefs, attitudes, and gender roles are acquired. From this process, individuals also:

- a. Learn the expectations of society
- b. Acquire sensitivity to the pressures and obligations of group life
- c. Learn to get along with others

Note: To start on the path of discovering who we are, we must look at our overall socialization and how we have developed. The journey evolves through a cycle of human growth from birth to death. To start the journey, we must start with Self.

B. Self-Concept

1. Is defined as “The perception that we have of ourselves which allows us to shape and reshape reality from our own point of view.” Bottom-line, self-concept is what you know about yourself. For example, you know your feelings, your social traits (if you’re shy or confident), any talents you possess.

C. Self-Concept Explained

1. The concept of self is **an ever changing, progressive activity** that develops through our social interactions with others. It is learned and shaped by our ideas about:

- a). How we see ourselves.
- b). How others see us.
- c). How we wish ourselves to be seen.

The behaviors we exhibit are based in part on trying to close the gaps between these self identities.

D. Effects of Self-Concept

1. The manifestations of the self-concept can be positive or negative in terms of how we think of ourselves, how we act, and how we relate to others. If we have a positive self-concept, we tend to be **assertive, tolerant, open, trusting**. A poor self image (negative) causes us to do poorly at things we attempt, communicate little (if at all) with others, and may cause us to exaggerate and deny or even close our minds to new ideas.

E. Perceptions of Self-Concept (How we see ourselves)

1. How we see ourselves: A person's life cannot be understood without viewing the person in context of his or her various group memberships and their socialization process. Group membership has a profound influence on our mental and emotional processes, values, attitudes, and behaviors. Our socialization is shaped by experiences related to these group memberships. How we see ourselves involves two groups: membership and reference groups.

2. Membership groups are groups to which we belong that are often times unchangeable. They are acquired at birth and are usually retained throughout life.

3. Reference groups are groups to which we belong or aspire to belong which we use as a basis for judging the adequacy of our behavior.

F. Perceptions of Self-Concept (How others see us)

1. Membership groups define the stereotypes and views by which others define us. Membership groups are unchangeable because they are facts of life that are acquired at birth. While our membership groups define how others perceive us, these perceptions are beyond our control. For example, when we meet someone for the first time we instantly see characteristics such as age, gender, and race. We attribute these characteristics to our perceived characteristics of these groups. Our perceptions and images of these groups then determine our expectations and behaviors toward them. Our self-perception and the perceptions of others often overlap and confirm each other. However, sometimes they contradict one another. Whether they are compatible or not, others' perceptions of us are often incorporated into our own definition of self.

G. Perceptions of Self-Concept (How we wish ourselves to be seen)

1. Oftentimes, the negative and unwanted parts of self have been pushed away and can only be revealed through self-examination. Therefore it is possible that a gap exists between how we wish to be seen and how we actually are. The journey of awareness can expose undesirable parts of one's life, revealing many aspects of self that we may

not have been aware of previously. Some of these truths can be painful and uncomfortable to look at, such as our stereotypes and prejudices.

H. The Socialization process

1. Socialization is the primary method of learning culture. Most of our values, attitudes, perceptions, stereotypes, gender roles, and behaviors are continuously being developed, refined, and reinforced through the socialization process.

I. Sources that Impact Socialization

1. Sources of Influence on our socialization.

- a. Family
- b. Teachers and schools
- c. Peers and friends
- d. Media
- e. Church
- f. Region
- g. Sports

2. The most influential agent of socialization is the family. The family provides ethnic and racial identity, and is the primary basis for personal values and attitudes. Family influence includes parents, grandparents, siblings, and other family members who are role models. These individuals influence our etiquette, language, religion, how we live our lives, and how we interact with others within the culture. Initially we adopt views held by our families. However as we grow, other sources and settings influence the socialization process.

3. The educational system has a large influence on the individual's socialization and development. We spend the majority of our formative years in primary and secondary schools. Teachers, administrators, teaching texts, and techniques impose their values on children and young adults.

4. The influence of peers and friends is a significant source of influence for social development. Examples of how peers and friends influence our socialization process include hair styles, clothes, definitions of acceptable behavior, and the introduction of values that differ from family values.

5. Because the media reflects society's values, it plays a large role in the socialization process. Media includes television, radio, newspapers, books, advertisement, music,

and the internet. Because the media are so powerful, their potential (negative or positive) influence on the socialization process is multiplied.

6. Churches socialize people to accept certain political values, and also teach values such as respect for authority.

7. Regional settings influence many of the customs, mannerisms, dialects, and holidays with which we relate. Examples: Ground Hog Day in Pennsylvania is perhaps more meaningful in that region than elsewhere, some other examples are the Polar Bear Club, Harvest Celebrations, Hawaiian Holidays, etc. The region may be determined by a state boundary, or a geographical feature which separates people (river, wall, body of water, island).

8. Sports participation offers countless opportunities for socialization activities such as team work, fair play, respect for others, and personal discipline. Participation on a sports team has a large impact on one's socialization.

J. Gender Roles

1. Gender roles are behaviors, interests, attitudes, skills, and personality traits a culture considers appropriate for males and females. Gender-role socialization is influenced on a daily basis. In our society, discrepancies between gender assignment and behavior associated with it, are strongly disapproved, and even punished. Boys don't cry, girls shouldn't be tomboys, which toys to play with, all are determined by the family. Stereotypes are taught.

K. Strategies to Change Self-Concept

1. Step one is to realize change is necessary. We all have our comfort zones and we adore them, as scary as it is we all get stuck for years and decades doing same old things and repeating actions that lead us nowhere. Once you become aware of this need for change, the following strategies help you implement the change.

a. **Set goals.** The goals you set should be realistic and attainable. If you see yourself accomplishing goals, you will feel better about yourself and motivated to accomplish more. There is nothing wrong with giving yourself a pat on the back once you have accomplished a goal.

b. **Soul-searching.** We all need time to examine ourselves honestly. This helps us put things into perspective.

1. Perform an honest assessment of yourself

2. Become familiar with behaviors that might be considered defensive, dishonest, or close-minded

3. Explore the attitudes that create these behaviors
4. Become open to feedback
5. Explore a view different from your own

c. **Motivation to change.** The only way an attitude or value can change is through personal choice. You must have a want to change. For example if you have been a sexist all of your life and don't feel there is anything wrong with being a sexist you are probably not going to change. So it requires an internal motivation to change. Only you can change yourself inside. If you are not motivated, you are not going to change. By contrast, when you are forced to change your behavior, your attitude is less likely to change.

d. **Absence of defensiveness.** The motivation for change requires an absence of defensiveness. You can't learn anything about yourself if you are defensive, so you must be willing to listen and accept feedback. While in the course you will be receiving feedback from your classmates, and giving feedback. You must be willing to listen and accept this feedback.

L. Significant Emotional Events (SEE)

1. When we are exposed to information that challenges our self-concept, we may feel discord. One way to relieve this discomfort is to accept the new information and change a pattern of behavior. This can be an upsetting idea and may require a catalyst for change. The "Significant Emotional Event" (S.E.E.) is one such catalyst for changing a behavior. A SEE is a moment when everything falls into place and one is able to understand an entire pattern of behavior. A SEE is emotionally charged. Dr. Morris Massey, a well-known sociologist, believes 90% or so of our values are set by around 10 years old and then our values reach final "lock in" at about 20 years old. The only way we can change after that is through a "Significant Emotional Event" (S.E.E.).

- a. This depicts examples of a S.E.E.
 1. Birth
 2. Marriage
 3. Death
 4. Graduation
 5. Combat

6. Basic Training

M. Closing

1. As an EOL, you will encounter situations resulting from conflicts in attitudes and values. By understanding how the socialization process impacts one's values and attitudes, you will have insight as to how these situations occur and how to reach a fair and equitable solution. Additionally, as an EOL you need to know and understand "who you are" and where you stand on issues, before you weigh into issues

LESSON: Values, Attitudes, Beliefs, Behavior

ACTIONS: Discuss the concepts of Values, Attitudes, Beliefs, and their connection to one another and one's behavior

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Establish the relationship between values, attitudes, beliefs, and behavior and correctly answer all related questions on the end of course exam

A. Values, Beliefs, Attitudes and Behavior are like an Iceberg

1. Values, beliefs, and attitudes lie below an individual's exterior and aren't seen, just like the part of the iceberg that is below the water. Values, beliefs, and attitudes are often indicated by an individual's behavior, that part of the iceberg that is above water and easily seen. All three, values, beliefs, and attitudes play a major role in determining one's behavior. Remember, many people have *aspirational or expoused* values, but the ones that really count are those that you enact every day.

B. Values Definition

1. Values are our *convictions regarding what we believe are important and desirable*. Values influence your behavior because you use them to decide between alternatives. Each of us has a "complex set of values" or value system. A value system is a set of values adopted by an individual or society influencing the behavior of the individual or members of the society, often without the conscious awareness of the members of that society. On occasion, we encounter dilemmas where we cannot simultaneously act in accord with two of our values. We resolve such dilemmas by assessing the priority of the relevant values in our values complex. Each of us has a set of core values that we rarely subordinate to others. These core values are our personal principles and cannot be ignored in favor of another. Remember, different groups of people uphold different values.

C. The Categories of Values

1. **Personal-** Personal values are established traits that are representative of an individual's moral character. These may have an order of importance to us such as; honesty, responsibility, loyalty, moral courage and friendliness. Our Family, environment, and nation play a part in the development of our personal values. *Examples of personal values include: Love, Care, Courage, Bravery, Honesty, Compassion, and Loyalty*

2. **Social-** Social values are developed early in life, are learned, and involve one's relationship to society. These types of values put the rights of wider groups of people first. *Examples of social values include: equality, justice, liberty, freedom, and national pride*

3. **Political-** Political values are beliefs about the best way to govern a country or organization. *Examples of political values include: public service, voting, civic responsibility, welfare, and democracy*

4. **Economic-** Economic values focus on money and include beliefs about: Equal employment, economic stability, property ownership, and taxes.

5. **Religious-** Religious values are ethical principles founded in religious traditions, texts and beliefs. These are characterized by reverence for life, human dignity, and freedom to worship.

D. Army Values

1. The seven Army values that all Soldiers and leaders are expected to know, understand, and follow are:

a. **Loyalty.** Loyalty is an intangible bond based on a legitimate obligation; it entails the correct ordering of our obligations and commitments, starting with the Constitution, but also including the Army, the unit, the family, friends, and finally the self.

b. **Duty.** Duty means that the Army expects everyone to fulfill their obligations as a Soldier. This includes doing what is right.

c. **Respect.** Respect denotes the regard and recognition of the dignity that every human being possesses. Respect is treating people as they should be treated, both legally and morally.

d. **Selfless Service.** Selfless Service signifies the proper ordering of priorities. Think of it as service before self. The welfare of the organization comes before the individual. A good example of this is a leader who will do what's right, even if it may affect the promotion or career of the leader.

e. **Honor.** Honor is a moral virtue, a state of being or state of character, which people possess by living up to the complex or the set of all the values that make up the public moral code for the Army. Honor also provides the motive for leaders to take action to correct a wrong or to fix something that is broken.

f. **Integrity.** Integrity is also a moral virtue; one that encompasses the sum total of a person's set of values, their private moral code. A breach of any of these values will damage the integrity of the individual.

g. **Personal Courage.** Courage comes in two forms. Physical courage is overcoming fears and bodily harm and doing your duty. Moral courage is overcoming fears of other than bodily harm while doing what ought to be done.

h. Army Values form a system of beliefs and behavior of what is proper conduct for a Soldier of the U.S. Army. It identifies for Soldiers what the Army deems as important and desirable. They are a guide for Soldiers to live by.

E. Louis Rath's Value Criteria

1. Louis Rath's work on values from the 1960s emphasized the importance of focusing on the "process of valuing". Everyone recognizes that core values are very tricky things. We may think that we're guided by a particular set of priorities when, in fact, it may be that we're actually being led by pressures or desires that are opposing to what we claim. So how can a person know? The seven criteria that Rath offers have proven to be a relatively simple and effective way for an individual to discern those principles (or values) upon which they base personal decisions and, for that matter, decisions which operate corporately within societies, institutions, and organizations.

2. Let's consider one example. Suppose that I claim that I am committed to the principle that "all people are created equal." That statement suggests that I am always guided by that belief in determining my actions and decisions. To determine if this really is a value upon which my life is solidly based, compare it against Rath's Seven Value Criteria:

a. Was that view **chosen freely** without pressure, punishment, or threat? You choose it and act upon it even when you are not being observed.

b. Was that view **chosen from** among other known **alternatives**? You choose after **thoughtful consideration** of the consequences of each alternative.

c. Was that view chosen with full awareness of possible consequences?

d. Do I **prize and cherish** the choice that I have made in this regard? You feel happy about your choice.

e. Am I ready to **affirm** my view aloud in public?

f. **Acted upon.** You act upon your choice. Although values are embraced mentally and emotionally, the actions they produce "speak louder than words."

g. Have I, over a long period of time, consistently held and acted on this view? **Acting repeatedly** on your values creates a pattern of behavior.

3. A value does not have to meet all criteria's to be important or meaningful in our lives. Examples: love of skiing, not acted upon, but thinking about skiing gives pleasure. So, in this case love of skiing is an attitude, interest or maybe aspiration.

F. Attitude

1. Webster's Dictionary defines attitude as a state of mind or feeling with regard to some matter, which we have learned, based on beliefs, values and assumptions we hold. Attitudes cannot be seen or touched.

a. Attitudes become apparent through one's behavior

G. Characteristics of Attitude

1. The characteristics of attitudes:

a. Are learned-This learning usually occurs gradually through many different kinds of experience or as the result of a particularly powerful emotional experience. The resulting attitude ends up as negative or positive.

b. Difficult to measure and are often only indicated by behavior as reactions to stimuli from individual situations, social values, etc.

c. May create inflexibility and stereotypes if the attitude is based on inconsistencies, incorrect assumptions or other false data.

d. Attitudes are often demonstrated through the behavior of the individual.

e. Many attitudes are formed largely from the continuous process of socialization.

f. Attitudes can have positive or negative implications.

g. Once an attitude is formed, it is not easily changed.

2. As EOLs, you must understand that some leaders may develop attitudes they assume or think is the popular attitude simply because it is a popular one among those with whom they associate. This can happen even when it does not agree with our value that people are created equal or is morally and legally correct.

3. Not all attitudes can be easily changed. Those which involve strong emotional factors (religion, politics, and race) are difficult to change. However, most attitudes can be changed to some degree by providing new conditions, new experiences and new information, which usually alters one's beliefs.

H. Beliefs

1. Beliefs are assumptions or convictions you hold as true about people, things, or concepts based on values and attitudes. They can range from the very deep seated beliefs you hold concerning such things as religion and the fundamentals upon which this country was established, to recent experiences which have affected your perception of a particular person, concept, or thing. I hope you are starting to see the strong relationship between values, beliefs and attitudes. One affects the others and vice versa. They also play a vital role in determining an individual's behavior. Beliefs, values, and attitudes are like a traffic control system; they are signals giving direction, meaning, and purpose to our lives.

I. Behavior

1. Behavior is the result of a person's reaction to a situation, group or person. Group behavior is an extension of individual behavior. If a person is persuaded to behave opposite to their private attitudes, they will be more likely to modify their attitudes. If forced to change their behavior, the attitude change is less likely to last. In this case, the behavior changes, but attitudes may not. For example; I may not like to do PT and have a negative attitude towards PT; however, to avoid punishment I go to formation and do PT. In our day-to-day living, all of us work and deal with different attitudes and behaviors. We must remember that attitudes and behaviors work hand in hand.

J. Betari Box Model

1. The relationship between attitude and behavior can best be explained by the Betari Model:

- a. My attitude affects (influences, impacts) my behavior.
- b. My behavior affects (influences, impacts) your attitude.
- c. Your attitude affects (influences, impacts) your behavior.
- d. Your behavior affects (influences, impacts) my attitude.

K. Cognitive Dissonance

1. Cognitive dissonance is a state of internal tension that results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.

L. Ways to Reduce Cognitive Dissonance

1. There are three primary methods individuals use to reduce cognitive dissonance. They are: avoidance, denial, and change.

a. **Avoidance:** Delegating responsibilities or transfer to another unit to not come in contact with any uncomfortable situations.

b. **Denial:** Pass the experience off as an exception to the rule.

c. **Change:** Change the stereotype.

M. Ways Leaders Can Influence Soldiers' Values, Beliefs and Attitudes

1. Some of the ways leaders can influence Soldier values, beliefs and attitudes are as follows:

a. Standards they set

b. New Member Socialization: Your unit's in processing method for new members designed to help new Soldiers understand the unit's culture.

c. Unit Vision

d. Unit Rules

e. Punishment/Rewards: The punishment or rewards that is administered influences the unit

f. Taking the time to explain things---when possible

g. Policing the ranks

N. Values in Action Survey

1. The VIA survey is designed to help you easily discover the strengths you already have and gain deeper insight into what makes you who you are. It was created by Christopher Peterson and Martin Seligman, well-known researchers in the field of positive psychology. The 24 values or character strength that the survey identifies are:

1. **Creativity:** New ways of thinking and acting.

2. **Curiosity:** Exploring and seeking for its own sake.

3. **Open-mindedness:** Seeing things objectively and fairly, from all sides.

4. **Love of learning:** Constantly developing skills and knowledge.

5. **Perspective:** Seeing in ways that make sense and giving wise counsel.

6. **Bravery:** Not shrinking from threat, challenge, difficulty, or pain; acting on convictions even if unpopular.

7. **Persistence:** Seeing things through, despite difficulties.

8. **Integrity:** Presenting oneself in a genuine way; taking responsibility for one's feeling and actions

9. **Vitality:** A zest and enthusiasm for life and living.
10. **Love:** Valuing, sharing and caring for others.
11. **Kindness:** Doing things for others without requiring reciprocation.
12. **Social intelligence:** Being aware of how you and others are motivated and acting accordingly.
13. **Citizenship:** Being socially responsible and loyal.
14. **Fairness:** Treating everyone in a similar way. Being just and without bias.
15. **Leadership:** Driving achievement whilst maintaining harmony.
16. **Forgiveness and mercy:** Forgiving wrong-doers rather than seeking punishment or revenge.
17. **Humility / Modesty:** Not putting oneself above others. Letting achievements speak for themselves.
18. **Prudence:** Not taking undue risks or doing what you will regret.
19. **Self-regulation:** Controlling one's emotions and actions according to one's values.
20. **Wonder:** Appreciating beauty and excellence.
21. **Gratitude:** Knowing, feeling and being thankful for all the good things in life.
22. **Hope:** Positively expecting the best and working to achieve it.
23. **Humor:** Enjoying laughter and making people laugh. Seeing the lighter side of life.
24. **Spirituality:** Having coherent beliefs higher purpose and the meaning of life.

To be effective, you must be able to understand other's value systems and their impact on human behavior. Remember, as an EOL you have the power to influence the beliefs, attitudes and values of the Soldiers in your unit by setting the example, recognizing incongruent behaviors, and by planning, executing, and assessing tough, realistic individual and collective training.

**PRACTICAL EXERCISE
THE LOUISA EXERCISE
STUDENT HANDOUT**

Instructions:

Read the following scenario and on your own rank the six people involved, one to six, from the person whom you feel the **most** sympathetic for to the one whom you feel the **least sympathetic** for.

Scenario:

Louisa was three months pregnant when her husband John died. She was very concerned about being a single parent and was seriously considering putting her child up for adoption. Louisa always dreamed of becoming a journalist and traveling the world and believed that being a single parent would limit her career opportunities; she was determined not to give up her lifelong dreams and aspirations. Nonetheless, she agonized over the decision for weeks because she knew that John had been ecstatic about the prospect of becoming a father.

Louisa spoke about her predicament with several friends and family members, seeking their advice and guidance. Her best friend Anna, who would have been the “God Mother”, urged her to keep the baby. Anna loved kids, but was unmarried and had no children of her own; she reminded Louisa that keeping the child is what John would have wanted as well. To the contrary, her friend Shawn encouraged her to have an abortion rather than carry the child to full term. He felt that children should be raised by both parents or not at all. Shawn was raised by his father and resented his mother not being around when he needed her.

Louisa’s sister, Pamela begged her to give her the child since she and her husband couldn’t get pregnant. Pamela had been trying to become pregnant for over five years, only to face one disappointment after another. She promised Louisa that she would care for the baby as if it were her own, and reminded Louisa that the baby was already in the family anyway. Finally, Louisa’s co-worker, Steve advised her to put the baby up for a closed adoption to limit the hurt and constant reminder of losing both her husband and child. He reiterated the importance of Louisa’s dreams and the fact that she faced certain challenges if she tried to handle both career and child alone.

In an attempt to put the tragic incident behind her and move on with her life, Louisa agreed with Steve and decided to put her child up for adoption. Subsequently, Louisa's sister Pamela suffered an emotional breakdown and had to be hospitalized for several weeks, which prompted the other members of the family to sever their relationship with Louisa. They felt that Louisa should have given the child to Pamela, keeping the baby in the family and blessing her sister in the process.

Who do you feel most sympathetic towards?

Slide 2. (Louisa Exercise Players)

_____ Louisa

_____ Anna

_____ Shawn

_____ Pamela

_____ Steve

_____ John

LESSON: Conflict Management

ACTION: Discuss conflict in the workplace and strategies for coping with conflict

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Explain conflict in the workplace and the strategies for coping with conflict

A. Conflict Management

1. One of your main duties as an EOL is helping other members of your unit resolve issues or conflicts amongst themselves. Conflict is inevitable in any group that is together for any length of time because different people will have different viewpoints, ideas and opinions. As you learned from the Socialization Process class, many factors play into the formation of our values, goals, beliefs, attitudes, and gender roles. The Badge Exercise alone highlighted the fact that we are all quite different and at the same time quite alike. Because of these differences, someone might not even be aware that their actions or behavior have offended another person. Soldiers will come to you for help in resolving a conflict or you may observe conflict amongst Soldiers that is degrading the effectiveness of the unit. So, it is vital that you understand the different types of conflict and can implement different strategies for coping with conflict.

2. This lesson will help you recognize the manifestations of conflict and the types of conflict seen in the workplace. The lesson will also identify strategies for coping with conflict, and familiarize you with the systematic process associated with conflict management.

B. Definition of Conflict

1. The following are definitions of conflict:
 - a. A disagreement between and among individuals
 - b. A fight, a battle
 - c. A difference of opinion or idea
 - d. A misunderstanding

C. The Nature of Conflict

1. Causes of conflict can be complicated; however, if we focus on the fact that there are many different types of conflict and many different ways in which a conflict may manifest itself, we can better manage the conflict process. It is important to remember that conflict is inevitable in any group that is together for any length of time because different people will have different viewpoints, ideas and opinions.

D. Causes of Conflict

1. The following is a list of common causes in conflict situations:
 - a. Different values and beliefs
 - b. Role pressure or clarification
 - c. Perception differences
 - d. Diverse goals or objectives
 - e. Group status or identity
 - f. Race, ethnicity, or gender differences
 - g. Personality clash or conflict
 - h. Competition for limited resources
 - i. Disagreement on how things should be done
 - j. Personal, self, or group interest
 - k. Tension and stress
 - l. Power and influence

E. Positive Outcomes of Conflict

1. Opens up issues of importance
2. Increases the involvement of individuals
3. Causes authentic communication to occur
4. Results in the solution of problems
5. Serves as a release to pent-up emotion, anxiety, stress
6. Helps build cohesiveness among people
7. Helps individuals grow personally

F. Negative Outcomes of Conflict

1. Diverts attention from more important activities and issues
2. Destroys morale or self concept
3. Polarizes groups or individuals so that internal cohesiveness is decreased
4. Deepens differences in values
5. Produces irresponsible and regrettable behavior

G. Types of Conflict

1. **Intrapersonal conflict:** A conflict that occurs solely in the psychological dynamics of the person's own mind. Intrapersonal conflict occurs when you internally argue with yourself about something, such as when you want a new pair of shoes but you know you should not spend the money on them.

2. Characteristics of intrapersonal conflict:

- a. Takes place inside an individual
- b. Individual has built-in resentment
- c. Individual has conflicting internal needs, values, and attitudes
- d. Individual is not in internal harmony but may be internally disagreeable and, therefore is unacceptable to him or her self

3. **Interpersonal conflict:** A situation in which an individual or group frustrates, or tries to frustrate, the goal attainment efforts of the other. In interpersonal conflict, you are in conflict with other individuals. This is considered a major level of conflict and can occur between co-workers, siblings, spouses, roommates and neighbors. This is the form of conflict most people have in mind when they think about being in conflict.

4. Characteristics of interpersonal conflict:

- a. Conflict which takes place between two or more parties
- b. Each has mutually exclusive goals or values
- c. Each tries to overpower the other
- d. Parties attack each other instead of the problem

5. Intra-group Conflict: defined as conflict between members within the same group, as in the same organization or command. Sources of intra-group conflict often are caused by issues of group cohesion, "sticking together, leadership and status, power or influence and lack of or limited resources."

6. Characteristics of intra-group Conflict:

- a. Takes place within a group
- b. Parties within the group behave as to defeat each other
- c. Manifest behavior; i.e., the resulting actions are aggressive, competitive, and argumentative
- d. Conflict of interest; i.e., goals, values, beliefs, attitudes.
- e. Feelings; i.e., hostility, fear, mistrust, threat.

Note: Remember, some conflict is helpful for a unit. For example, honest disagreement between team members normally provides the mechanism that helps decision-makers select the best solution to a problem. But misconceptions might generate negative feelings between team members that degrade productivity. For example, a team member mistakenly believes that another team member surfs the Internet for personal reasons, while at work.

7. Inter-group conflict: Defined as conflict that takes place between two or more groups (one battalion against another battalion). Though consequences vary, the cause of intergroup conflict usually stems from a few. Inter-group conflict applies to disagreements or misconceptions between work groups, such as between two project teams.

8. Characteristics of inter-group conflict:

- a. Takes place between two or more groups
- b. Available resources are perceived as inadequate for all
- c. Each group tries to overpower the other
- d. Each group has mutually exclusive goals or values
- e. Perceptions are inaccurate or illogical

H. Problem Solving Process Using the APIE Model

1. Conflict management is a systemic process used to proactively identify and manage, at the earliest stage possible, conflict and resolve it efficiently, effectively, and expeditiously. All conflict given the right opportunity and motivation can be resolved, but not always to the satisfaction of all parties. The effect of disagreement and the methods for resolution depend on how conflict is managed. Using a problem solving procedure is a strategy that may help find the best response to the conflict. Problem-solving skills are seen as vital to coping with conflict. One highly recognized problem solving procedure is the APIE model.

2. The APIE Model defines a Four (4) Step Process:

Step #1: Assess the Problem(s) - Step back from the issue (conflict) and try to understand both sides of the problem. It is important to listen actively to what the other is saying, use “I” statements and avoid blame. If there is not enough information, figure out how to research and collect it. Analyze the conflict to see what the real bottom-line root cause is. Often people get caught up in symptoms or effects of a problem or issue and never get down to the real cause. They get mad at someone’s attitude, anger, or actions, which are not the cause of the problem. Once the cause is found, plans can be made to fix it.

Step #2: Plan a Solution(s) - Now that the problem has been analyzed, the individuals/group can begin to develop possible solutions. This is a creative as well as practical step where every possible solution or variation is identified. Select the solution that seems mutually acceptable, even if it is not perfect for either party. As long as it seems fair and there is a mutual commitment to work with the decision, the conflict has a chance for resolution.

Step #3: Implement the Solution(s) - Discuss who is responsible for implementing various parts of the agreement, and what to do in case the agreement starts to break down.

Step #4: Evaluate the Outcome- Make it a point to ask the parties’ from time to time how things are going. Did the solution work? If not, why not? What went right, and what went wrong? What adjustments does the group have to make to make the solution work better?

I. Strategies for Coping with Conflict and the outcome

1. Avoidance-----Lose/Lose

Withdraw or deny there is a problem. When issues are not important and not worth the cost of dealing with them. Need to “cool down.”

2. Accommodating-----Lose/Win

Differences are played down; surface harmony exists. This approach is based on the view that peace must be maintained at all costs.

3. Competing -----Win/Lose

One's authority, position, majority rule, or a persuasive minority settles the conflict. This approach requires dissolving the conflict by eliminating the causes of conflict.

4. Compromise-----Draw

Each party gives something in order to meet midway. It is powerful when both sides are right. Useful method to achieve temporary solution until permanent solution can be negotiated.

5. Collaboration-----Win/Win

The abilities, values, and expertise of all are recognized; each person's position is clear, but the emphasis is on the group solution. It involves the ability to isolate aspects of a conflict situation and to use negotiation skills.

Note: The APIE problem solving model could be utilized for all these strategies except of course the *Avoidance* strategy.

J. Mediation

1. Mediation is a form of negotiation between two parties where a third party neutral assists or facilitates a settlement, which is amenable to, and voluntarily accepted by, both parties.

2. All EOAs and EO Program Managers are trained mediators that can help you manage conflict that your unit is having difficulty managing.

Good conflict management can clear the air, improve relationships, and produce creative solutions to tough problems. Utilizing effective communication skills is extremely important in the handling of conflict and resolving informal complaints.

LESSON: Effective and Active Listening

ACTION: Learn methods of effective and active listening

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS:

1. Describe the five steps of listening
2. Describe effective and active listening
3. Identify barriers to effective listening
4. Identify methods of enhancing listening

A. Effective and Active Listening

1. Effective and active is a critical skill you must possess to perform your duties as an EOL. You will come in contact and communicate with many Soldiers, from different cultures and ethnic backgrounds. Your duties, in addition to being a good communicator, will also require you to be an effective and active listener. As an EOL, you must assist your commander in carrying out the EO Program within your unit. To do this; you must possess effective and active listening skills.

B. Hearing vs. Listening

1. Listening involves a five step process that does something with what was heard. This 5 step process is:

a. **Receiving**-Hearing

b. **Attending**-Giving attention to what was heard

c. **Understanding**-Learning what the speaker means

d. **Responding**-a form of feedback that completes the communication process. Let the sender know that the message was received, attended to, and understood.

e. **Remembering**-being able to recall or retain for later use

2. Effective and active listening is actively absorbing the information given to you by a speaker, showing that you are listening and interested, and providing feedback to the speaker so that he or she knows the message was received.

C. Effective and active Listening (Looks Like/Sounds Like)

a. You Will Spend A Great Deal Of Your Time Listening: Interviews, Focus Groups, Gathering Information, Completing Tasks Assigned By Your Commander. Thus effective and active listening is an essential skill that you need to possess. You are also the eyes and ears of your commander, so you have to be an effective listener.

D. Benefits of Effective Listening

1. This is how being a good listener will help you be an effective EOL:

a. Improves communications- when effective listening is occurring it makes you a more involved part of the communication process.

b. Control of the situation- when doing interviews, focus groups, etc, you can control the process and the more aware you are of what is being said.

c. Minimizes conflict- many conflicts occur because of a breakdown in communication.

d. Shows that you care- people are more willing to share when they believe that the listener cares about what is being said.

e. Enhances understanding- effective listening requires that you seek clarity which cuts down on confusion.

f. Improves memory- helps you retain information, the more focused you are during listening

E. Three Types of Listeners-Which One are You?

1. There are 3 different types of listeners.

a. A listener that hears only the words.

b. A listener that makes conscious effort to listen for the complete message.

c. A listener that filters the message, hearing only what they want to hear.

F. Barriers to Effective and Active Listening

1. Here is a list of some barriers to effective and active listening:

a. Assuming in advance the subject is uninteresting and unimportant

b. Mentally criticizing the speaker's delivery (how they say it)

c. Getting emotional when questioning or opposing an idea

d. Seeking confirmation, not information

e. Listening for only facts; wanting to skip details

- f. Permitting the speaker to be inaudible or incomplete
- g. Overreacting to certain words or phrases
- h. Daydreaming

G. Methods to Improve Listening

1. Specific steps that you can take to improve your listening:

- a. Have a reason or purpose for listening. This helps develop a proper attitude for listening.
- b. Suspend judgment. The listener should allow the speaker to complete his/her thoughts before replying.
- c. Resist distractions (overcoming deterrents). Identify distractions such as noises, views, and other people, and focus on the speaker. Overcoming physical (external) or mental (internal) factors that impede or hinder effective listening such as accent, appearance (external) or stereotypes (internal).
- d. Wait before responding. Taking the time to think about what has been said is important. A response that is too prompt reduces the listening effectiveness.
- e. Seek important themes. The listener should be listening for the real meaning of the words.
- f. Respond to comments. Respond to the speaker's comments, if necessary.
- g. Look at Speaker.

H. Methods to Test Understanding

1. Another method to improve your listening is to test your understanding of what is being said. A good way to test your understanding is to use one of the following methods:

- a. **Parroting.** Repeating verbatim what you heard.
- b. **Paraphrasing.** Reflecting back to the speaker what you heard in your own words.
- c. **Clarifying.** Checking with the speaker to confirm what you think you heard or to check out what you do not understand.

Effective and active listening is an important skill you will need to utilize if you want to be an effective EOL.

PRACTICAL EXERCISE EFFECTIVE AND ACTIVE LISTENING STUDENT HANDOUT

Instructions:

Students will participate in a listening exercise to practice the skill of effective and active listening. The instructor will select a scenario and assign two students the role of listener or role-player. The role-player of the scenario will “get into” their role and not just read their role. The listener will utilize effective and active listening methods during the role play. The rest of the class will critique whether the listener is employing effective and active listening techniques. The class will discuss the power of active listening in performing their duties as an EOL.

Active Listening Scenarios:

1. You're talking to your friend about your spouse, whom you are angry at because he/she is consumed with work, is always at the office and has missed several important outings with you and the family. You're feeling somewhat embarrassed and don't really wish to “air your laundry” in public, but, at the same time you feel a real need to talk about it.
2. You were ordered to work a weekend duty by your supervisor because someone called in sick. This ruined your plans for the weekend. Still, no one else could or would take the duty, and you haven't worked a weekend in months because you've been in school and on vacation. You're talking to a co-worker.
3. You're thinking about submitting a 4187 to change your job and location. You and your spouse have talked about this for awhile. It would mean selling your house and moving out of the area. You think you want to do this but at the same time you wonder if it is the best thing for you, your spouse and family. You are talking to your co-worker. Take it from there!
4. You're talking to your co-worker about all the changes happening at your unit with budget cuts, new leadership, new personnel, new policies, etc. It's all very overwhelming to you.
5. You're upset about a conflict you had with a peer a few days ago. You're talking to a different co-worker about it. You feel like you acted like a rat when you complained about the peer to the supervisor. You did apologize to the peer you offended, and you have tried to make up for it. Still, you keep hearing about it and you feel that you can't do any more, so why doesn't everyone just drop it!

6. You're talking to a friend about the following incident: you've been working on a project for some time, you did all the research, compiling, even the writing. And, it was your idea in the first place. But, someone else turned in your project with their name on it, and they got all the credit.

7. You're talking to your supervisor who called you in to ask if you were okay. You have been tired and worn out for the last several weeks. You just don't feel enthused about anything and each day is not something you look forward to. You feel like you're just going through the motions on everything you do.

ACTIVE LISTENING STUDENT HANDOUT

Seven Active Listening Techniques¹

Minimal Encouragements

Sounds made, especially on the phone, to let one person know the other

is there and listening. Such as, “Oh?”, “When?”, and “Really?” They are

questions, comments, or sounds that do not interfere with the flow of conversation, but

do let the subject know that the negotiator is there and listening. They help build rapport

and encourage the subject to continue talking.



Paraphrasing

A summary in your own words of what you were told. Demonstrates listening, creates

empathy and establishes rapport because it is evident that you have heard and

understood. Usually, paraphrasing begins with the words, “Are you telling me...” or “Are

you saying...” Paraphrasing also clarifies content, highlights issues and promotes give

and take between you and the subject. It tends to make the subject a better listener.

Emotion Labeling

This is often the first active listening skill to be used in a crisis communication incident. It

is important to be attuned to the emotion behind the words and facts. Commonly, we all

want to get into problem-solving too early. Too early an approach to problem solving is

doomed to failure because the subject is often not ready to reason and you have not

listened enough to get all of the information you need to assist in problem **solving**.

¹ Adapted from *On-Scene Guide for Crisis Negotiators*, Frederick J. Lanceley, Boca Raton, CRC Press, 1999, pp 20-24.

Common phrases for you to use are, “You sound...”, “You seem...”, “I hear...” (emotion heard by you). You do not tell people how they are feeling, but how they sound to you as if they are feeling.

Do not be concerned about making a mistake in labeling emotions. The subject will correct you and will often appear grateful for the attempt. Be aware of missing emotions and listen for conflicts in the feelings expressed, especially if they appear inappropriate to the situation. Emotion labeling is not a technique to apply when you are verbally attacked. In that instance, switch to an “I” message (see below).

Mirroring (or Reflecting)

This is the technique of repeating the last word or phrase and putting a question mark after it. This provides very exact responses because you are using the subject’s own words. Reflecting or mirroring asks for more input without guiding the direction of the subject’s thoughts and elicits information when you do not have enough to ask a pertinent question. It is useful when you are at a loss for words and it provides an opportunity for the subject to think about what you have said.



Open-Ended Questions

The primary use of open-ended questions is to help a subject start talking. Asking open-ended questions encourages the person to say more without actually directing the conversation. They are questions that cannot be answered with a single word such as “yes” or “no”. Open-ended questions get information for you with fewer questions, those that usually begin with how, what, when and where. Note that “why” questions are not

asked directly. “Why” questions tend to steer the conversation toward blame and shut down communication. “Why” questions also tend to pass judgment.

Closed-Ended Questions

Closed-end questions give a feeling of interrogation that makes rapport building difficult. They also cause you to work too hard at thinking up new questions.

“I” Messages

“I” messages enable the listener to let the subject know how he is making you feel, why you feel that way, and what the subject can do to remedy the situation. This is a non-threatening approach and does not put the subject on the defensive. “I” messages are used when communication is difficult because of the intense emotions being directed at you. It is also used when the subject is trying to manipulate you and you want him to stop the attempts. Negotiators use this technique to refocus the subject and when they are verbally attacked.

Effective Pauses

Silence can be very effective on a number of levels. Most people are not comfortable with silence and will fill it with talk. It is to your advantage to keep the subject talking. Silence can also be used to emphasize a point. You can use silence just before or just after saying something important.

LESSON: Giving Effective Feedback

ACTION: Describe and critique effective feedback methods

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Integrate all the characteristics of effective feedback, identify the 4-step process of giving effective feedback and correctly answer all related questions on the end of the course exam

A. Giving Effective Feedback

1. Giving effective feedback is a critical skill to have as an EOL if you are trying to change someone's detrimental behavior. We have all probably experienced receiving feedback that we, because of the way it was presented, discarded or forgot.

B. Feedback

1. Feedback is verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you and/or others.

C. Why Do We Need Feedback?

1. Feedback is a great way for someone to learn something about themselves that they don't know. Often, people are unaware of their inappropriate behavior. The Johari Window is a model that helps us visualize the power of feedback.

2. The model is an illustrated look at the process of giving and receiving feedback.

3. It is looked upon as a communication window through which you can give and receive information about yourself and others.

4. Open Arena

a. Contains "Things I know about myself and others know."

b. A window with a large open arena is an *Ideal Window* in a group situation or in any other relationship that is significant to a person.

c. Very little guesswork is needed to understand what the person is trying to do or communicate when his/her interactions are open both in terms of soliciting and giving feedback.

5. Blind Spot

a. Contains “Things I don’t know about myself but the group knows.”

b. A person with a large blind spot may either be a poor listener or may respond to feedback in such a way that group members are reluctant to continue to give feedback.

6. **Façade** (Hidden Area)

a. Contains “Things I know about myself, but the group doesn’t know.”

b. A person with a large facade is characterized as the interviewer and may evoke reactions of irritation, distrust, and withholding. This type of person wants to know where people stand before he/she commits to the group and may have hidden agendas.

7. **Unknown**

a. Contains “Things that neither the group nor I know about myself.”

b. A person with a large unknown pane may be the silent member or the observer in the group who neither gives nor asks for feedback.

D. Reasons for Giving and Receiving Feedback

1. Effective feedback is critical to one’s development and self awareness. The receiver of the feedback finds out about self and gains insight about undesirable behavior.

a. Both provider and receiver achieve personal growth

b. Receiver finds out about self

c. Receiver gains insight (about undesired behavior)

d. Creates an open environment

E. What do you know about giving effective feedback?

The characteristics of effective feedback are:

1. Ensure feedback describes (non-evaluative) rather than judges (evaluative).

a. Feedback usually offends a person’s self-esteem, so it is difficult for a person to respond.

- b. Always respond to an observable behavior when giving feedback.
 - c. Do not attack a person's sense of self-esteem.
2. Ensure feedback is specific rather than general.
- a. Describe the behavior you want to address and whom you want to address.
 - b. When the sender is specific, the receiver knows what behavior the sender is responding to and may move to change or modify that behavior.
3. Ensure feedback takes into account the needs of both the receiver and the giver (sender) of the feedback.
- a. What you say to a person about his/her actions not only reflect the behavior, but also how you feel or think about the behavior at that moment.
 - b. Ensure the feedback involves an amount of information the receiver can use rather than the amount you would like to give.
4. Ensure feedback is analyzed to guarantee clear communication.
- a. Feedback must be clearly communicated for understanding
 - b. Involves the amount of information the receiver can use

F. Effective Feedback Characteristics (continued)

5. Ensure feedback concerns what is said or done, not why.
- a. Ensure feedback concerns what is said or done, not the underlying motives.
 - b. If you are making a comment or voicing your opinions, values, and standards when discussing another's behavior, you are evaluating that person.
 - c. Respond to the person's behavior, not the person's worth. It is important to concentrate on what a person does, not on what we think or imagine he/she is.
6. Ensure feedback is directed at behavior the receiver can control.

a. Feedback is not useful if it is aimed at behavior that cannot be changed. Some individuals' behaviors are habitual and may have developed over a period of several years. Feedback on this kind of behavior is frustrating because the behavior would be very difficult to change.

b. Feedback on behaviors that are difficult to change can make the person self-conscious and anxious. Therefore, the receiver would be unlikely to change his or her behavior.

c. Feedback should focus on sharing information, not giving advice.

7. Ensure feedback is well-timed.

a. When you give immediate feedback, the event is fresh in a person's mind.

b. Immediate feedback allows the receiver to look at his/her interaction as it occurs.

G. 4-Step Process to Giving Effective Feedback

1. Describe the Undesired Behavior

2. Express Your/Others Feelings

3. Explain the Impact or Consequences of Behavior

4. State What Should be Done Differently in the Future

H. What to do with Feedback

1. Use it

2. Think about it

3. Forget/Discard it

Throughout your duties as an EOL and as a leader, you will need to capitalize on this skill in order to help Soldiers stay in line with the Army's EO policies. Sometimes all it takes to correct someone's inappropriate behavior is to provide effective feedback so they become aware of what they are doing.

LESSON: Perceptions and Stereotypes

ACTION: Discuss perceptions and stereotypes

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Identify the perception process, define stereotypes, list strategies to correct inaccurate perceptions and correctly answer all related questions on the end of course exam

A. Perceptions and Stereotypes

1. Sometimes what we see or hear is not necessarily what we actually see or hear. It is important as an EOL to not form opinions of others or groups based on your past experiences, whether they were good or bad experiences. When gathering information for your commander, ensure you deal with facts, not opinions, and make sure your facts are accurate.

B. Perception

1. Perception is the active process of assembling sensations and reconstructing events into meaningful patterns in order to form a usable mental representation of the world. (Dennis Coon (2003) Bottom line, our perceptions explain reality from an individual point of view. They reinforce or enhance our socialization and also define our interactions with others who are different or similar to ourselves.

C. Perception Process Elements

1. The perception process is the gathering of information in an effort to make sense of one's surroundings. There are three elements of the perception process: raw data, mental process, and product.

D. Perception Process Elements-Raw Data

1. The Raw data or the information we experience - is seeing an image, hearing a sound, inhaling a smell, tasting food, touching an object or person, or being involved in a situation.

E. Perception Process Elements-Mental Process

1. The mental process, which is the second element of the perception process and is unseen, is affected by motives and driven by personal bias. It catalogs information derived from culture, socialization, and experience and begins when we encounter raw data or situations which are triggers. You could misinterpret (during the mental process) the raw data you receive because of your motives and/or personal biases.

F. Perception Process Elements-Product (Decision)

1. The third element of the perception process is the product which is our perception, sensing, or interpretation of our experience. The product of perception is a shortcut to understanding people, situations, and the world around us. Again, your perception (the end product of what you just saw or experienced) may be inaccurate, or skewed by your own personal biases, fears, strong hopes or prejudices.

G. The Perception Process

1. We are continuously exposed to a tremendous amount of information and we make certain assumptions in order to survive. The question is whether your individual biases, hopes, and motives will allow for a fair assumption.

H. Perceptual Shortcuts- the mind's ability to take in new information, combine it with old information, and formulate new ideas through deduction

1. **First Impression.** During this situation we make a major decision or judgment call based on our first encounter with an individual, group, or event.

2. **Self-Fulfilling Prophecy.** The concept of the self-fulfilling prophecy is a phenomenon that occurs when an individual or group has a high expectation that someone will succeed or fail in a given situation based on his or her perceptions. The concept is normally characterized by prejudgments and biases that have nothing to do with such things as motivation, capability or desire. The prophecy is fulfilled by the conscious or unconscious actions of participants and, or spectators, leading to the expected outcome.

3. **Projection.** This is another form of the perceptual shortcut that is directly related to first impressions. It involves a belief that people will not, or cannot, change their behavior. With this assumption, you don't have to take the time to get to know those persons each time you meet them. You already know about others based on your impressions and believe they can't or won't change.

4. **Blaming the Victim.** The concept involves seeing individuals or groups as the origin or cause of a particular action or problem rather than the circumstances or other relevant factors in a given situation. "He or she is an alcoholic because of low moral character; people (generally) will blame the victim rather than attempt to resolve the issue with an institution.

5. **Halo effect.** According to this effect, if we know something good about a person, we are likely to perceive him/her as having other good characteristics. But, if we know something unfavorable, we are likely to see other unfavorable things. Our impressions may be accurate or may be distortions or inaccurate perceptions about that individual.

L. Stereotypes

A widely held but fixed and oversimplified image or idea of a particular type of person or thing.

M. Characteristics of Stereotypes

1. These are some of the characteristics of stereotypes:

a. They are fixed, rigid ideas. People's perceptions of groups are difficult to change once they form that perception.

b. They are either overgeneralizations or oversimplifications. Stereotypes are said to be exaggerations of real group differences - either through overgeneralizations or oversimplifications.

c. They are not supported by reasonable evidence.

d. They can be favorable or unfavorable. Regardless of whether the implications are positive or negative, stereotypes have an impact on our behavior.

e. They are driven by motives such as fear; rationalization, and prejudice. In particular, prejudices seem to thrive in the absence of firsthand experience and can become rigid stereotypes based on fear, ignorance, habit, or lack of exposure.

N. Sources of Stereotypes

1. Factors that support stereotypes include our socialization process, family, mass media, books, educators and public officials; and the In-Group and Out-Group Dynamic. There is very little chance of anyone *not* being exposed to these factors during everyday living and our socialization process. (Jussim, Lee 1995)

O. In-Group versus Out-Group

1. The formation of "In-Group" versus "Out-Group" is a process based on an "us" versus "them" concept and is closely associated with the development of stereotypes. People seek to understand or make sense of their environment by naturally categorizing raw data and generating expectations which they use to guide their future behavior. This human dynamic allows them to look at people in groups which generally results in the formulation of two groups:

a. **In-Group** refers to the group you belong to or identify with (the group that is most like you). For In-Groups, we tend to show favoritism in our biases:

1. Every person in your group is seen as an individual

2. Their actions or behaviors are always well-intended or righteous
3. We prefer to affiliate with In-Group members
4. We readily remember the "good," but forget the "bad" about In-Group members

b. **Out-Group** refers to the group you neither belong to nor identify with (the group that is most distant from me). We use stereotypes primarily for out-groups:

1. We believe that Out-Group members are all the same (Out-Group homogeneity)
2. We perceive their actions or behaviors as inferior or unacceptable
3. We are overly willing to attribute negative behaviors to Out-Group members

P. Why is it bad to stereotype?

1. Stereotyping is not only hurtful, it is also wrong. Even if the stereotype is correct in some cases, constantly putting someone down based on your preconceived perceptions will not encourage them to succeed. Stereotyping that creates inaccurate determinations, unfair choices, or discrimination can impact organizational goals and objectives, create conflict, and undermine mission accomplishment and readiness, and degrade morale.

Q. Strategies to correct inaccurate perceptions

1. There are several strategies you can use to correct inaccurate perceptions and they are:

a. **Acceptance of differences in people-** Disagreement is okay, but rather than use statements such as "you're wrong" or "that's your perception," try using, "I differ." Don't deny the other person's experiences. Look at people objectively

b. **Be aware of stereotyping-** The key is understanding the dynamics and processes that support stereotypes.

c. **Active listening-** Listen for understanding, not agreement

d. **Interact with groups different from your own**

e. **Seek individuating information-** When you meet people from various backgrounds, focus on the person and not the label that may be attached to him or her.

f. **Receive feedback-** Don't defend or rationalize your behavior. Accept what others have to say. Remember, agreement is not necessary.

g. **Identify the appropriate application of facts, opinions and assumptions-** Avoid distorting the facts, opinions, and assumptions to meet your needs.

LESSON: Prejudice, Power and Discrimination

ACTION: Discuss and define prejudice and discrimination, how power affects both, and the strategy to combat them

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Recognize and understand prejudice and discrimination, the effect power has on both, strategies to combat them and correctly answer all related questions on the end of course exam

A. Prejudice, Power and Discrimination

1. To fully safeguard against discrimination we must understand some of the factors involved in discrimination. As the EOL for your unit, you should always be alert to the types of behaviors that can directly and indirectly lead to situations where discrimination might happen. It is your responsibility to advise the commander whenever you believe something is occurring within the unit which may lead to discrimination. Bottom-line, the misuse of personal prejudice and the act of discrimination can negatively impact your unit.

B. What is Prejudice?

1. Prejudice is defined as an unreasonable negative attitude or feeling toward others because of their membership in a particular group. Virtually everyone feels some sort of prejudice, whether it's for an ethnic group, or for a religious group, or for a type of person like blondes or fat people or tall people. Prejudice is learned through the socialization process and passed on from one generation to the next. Remember, a stereotype is the idea or image someone has about a particular group. A prejudice is the negative attitude or feeling that is generated because of the stereotype.

C. Components of Prejudice

1. Prejudice is first developed and manifested with two components: the cognitive or thinking component and the emotional or feeling component.

2. A third component of prejudice is the behavior associated with acting out the prejudice. This is evidenced in the tendencies of a person to act out their prejudice by discriminating against a group or its individual members. The more intense the prejudice (the negative feeling), the more likely it will be acted upon.

D. Acting out Prejudice

The measures that individuals or groups will take to act out their prejudice translate into five basic levels of action. Each level of action represents an escalation of aggressive behavior.

Disparaging Terms

The first and most common form of prejudicial behavior is “bad mouthing” or using disparaging terms to describe members of a different gender or racial group. Such terms may be expressed as verbal statements, printed material, signs, symbols and posters.

Avoidance

A second method of behaving is the use of avoidance. If the feelings and emotions associated with the prejudice are intense, they will lead a prejudiced person to avoid contact with the disliked group.

Physical Attack

Now, the next level of prejudicial behavior is discrimination. However, we will discuss discrimination in detail later. After discrimination come physical attacks. Under conditions of heightened emotions, prejudice may lead to acts of direct or indirect violence. Direct violence is the actual assault on a person or group, while indirect violence is focused more at the property or institutions of the disliked group. (Examples are derogatory words written on buildings, swastikas on Jewish synagogue, etc.)

Extermination or Genocide

The final and most extreme form of prejudicial behavior is extermination or genocide. Acts such as lynching, massacres, holocaust, and ethnic cleansing are some of the methods used, from a historic perspective, that define types of group extermination based on prejudice.

Discrimination

1. Discrimination takes place the moment a person acts on prejudice. Discrimination, according to AR 600-20, is any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion or national origin. These are the five protected categories.

Note: Disability, age and sexual orientation currently are not protected categories within the military. However, individuals that fall within these categories should be treated with fairness, dignity, and respect.

2. Remember, discrimination is an act based on prejudice but not the same as prejudice which is an attitude.

E. Categories of Discrimination

1. Based on the five protected categories, there are five categories of discrimination you must be familiar with:

a. **Race discrimination** involves treating someone (i.e. an applicant or employee) unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features).

b. **Color discrimination** involves treating someone unfavorably because of skin color complexion.

Note: Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color or because of a person's connection with a race-based organization or group, or an organization or group that is generally associated with people of a certain color. Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

c. **Gender discrimination** involves treating someone unfavorably because of that person's gender.

d. **National origin discrimination** involves treating people unfavorably because they are from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not).

e. **Religious discrimination** involves treating a person (an applicant or employee) unfavorably because of his or her religious beliefs. The law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs.

F. Categories of Discrimination (con't)

1. There are three other categories of discrimination which currently are not protected categories within the military. These categories are disability, age, and sexual orientation. However, the Army promotes the treatment of all personnel with dignity and respect. The Army also treats all married personnel equally (includes same sex marriages); will not discharge Soldiers for engaging in homosexual conduct; will maintain a climate of mutual respect consistent with Army standards of professional conduct and core values.

G. Characteristics of Discrimination

1. Discrimination can be:

a. **Overt:** Usually blatant, obvious, and almost always meant to harm. For example, a sign on the door of a male only club that says no Hispanic or African-American men allowed.

b. **Hidden (Covert):** Hidden, usually subtle, and difficult to document and prove. For example, a commander that only selects officers that have a particular religious affiliation for key positions in the unit.

c. **Direct:** Example- Acts of gender discrimination targeted at women in the work place. For example, more men are getting promoted than the women.

d. **Indirect:** Example- Requiring a specific (and unnecessary) educational requirement for a job or a position would tend to eliminate groups who historically have had less educational opportunities than majority groups.

e. **Intentional:** Example- Using discriminatory/ethnic or racial slurs.

f. **Unintentional:** Unplanned acts, behavior, terminology, or procedures that tend to favor one group over another or treat a group unfavorably.

H. Prejudice, Power and Discrimination

As an EOL, you must be especially sensitive to and understand the direct link between prejudice, discrimination and power. Without power, discrimination is less effective; with power, prejudiced individuals can discriminate and maintain the dominance of one individual or group over another. Power is at the core of discrimination. Plous, S. (2009)

I. Types of Power

1. Formal Power- Formal power is based on position, rank, and/or status, not necessarily earned. It requires the support of the organization.

2. Informal Power- Informal power is based on ability, not necessarily position, rank, and/or status. It cannot be conferred, and does not require the support of an organization. (Earned)

Note: Keep in mind; someone can still discriminate without having formal or informal power. This discrimination is less effective but still detrimental to the unit.

J. Strategies for Combating Prejudice and Discrimination

1. Below are some strategies to combat prejudice and discrimination in your unit.

a. **Awareness-** Unit Climate Assessments provides you information on the EO climate within your unit; publicize the availability of complaint channels

b. **Education-** Activities such as courses, small group discussions, workshops, guest speakers, ethnic observances and movies provide educational opportunities for the unit. A variety of topics related to discrimination can be addressed.

c. **Policies-** Development and implementation of policies that enforce equal opportunity and prohibit discrimination

d. **Inclusion-** An inclusive model of decision-making that is representative of all people promotes diversity

e. **Self-analyze-** Know self (What behaviors do you display that may be discriminatory?)

f. **Self Example-** Walk the talk, challenge inappropriate behaviors, advocate for EO, keep current on EO issues/information

g. **Leader Involvement-** attend EO training, protect those that make complaints, enforce penalties against offenders,

Prejudice, Power and Discrimination are inter-related. Because of our socialization, we all possess some form of prejudice. When individuals act on these prejudices resulting in unequal treatment of persons or groups based on race, color, gender, national origin, or religion, this is unlawful discrimination. It is your responsibility to help your unit leaders identify all forms of discrimination and fix it.

LESSON: Extremist Organizations and Activities

A. Extremist Organizations and Activities

1. Although instances of service member involvement in extremist organizations are rare, they do occur. These members and their activities can have a devastating effect on the good order and conduct essential in the Army.

B. Objective

1. The objective of this lesson is to ensure Soldiers understand the Army policy regarding affiliation with extremist organizations and activities. Understand, we are not here to identify extremist organizations or their specific ideology. We are here to discuss Army policy regarding affiliation with extremist organizations and activities.

C. Disclaimers

1. In regard to this training-

a. The information presented is not intended as a substitute for legal advice and the content should not be relied upon for legal purposes

b. DA personnel may consult with supporting counterintelligence offices on those behaviors that may be indicative of extremist activity that may pose a threat to DoD.

c. Law enforcement agencies can also be utilized to obtain current threat assessments on dissident or extremist groups

d. Any opinions or views expressed during this block of instruction are not the policy of the U.S. Army or the Department of Defense.

D. Overview

1. This training will address these topics-

a. Define key terms

b. State the Army policy on:

1. Extremist organizations and activities
2. Prohibited activities
3. Penalties
4. Command authority

c. Describe impact on unit readiness

- d. Soldier's Role
- e. List indicators of possible affiliation
- f. Recruiting motives

E. Definitions

1. According to DA PAM 600-15, these are the definitions for extremist and extremist organizations:

a. Extremist- An extremist is any person who advocates racial, gender, or ethnic hatred or intolerance; advocates, creates, or engages in illegal discrimination based on race, color, gender, religion, or national origin; or, advocates the use of or uses force, violence or unlawful means to deprive individuals of their rights under the U.S. Constitution.

b. Extremist Organizations- A group which advocates racial, gender, or ethnic hatred or intolerance; advocates, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin; or, advocates the use of or use force, violence or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State by unlawful means.

2. Commanders determine whether an organization or activity is extremist. Absent evidence that a particular group engages in any of the activities as identified, a group should not be considered an extremist organization, regardless of any affiliation it may claim.

F. Army Policy

- 1. It is the policy of the U.S. Army to provide equal opportunity and fair treatment for all Soldiers without regard to race, color, gender, religion, or national origin
- 2. Participation in extremist organizations and activities by Army personnel is inconsistent with the responsibilities of military service
- 3. Military personnel must reject participation in extremist organizations and activities

G. Prohibitions

1. In accordance with AR 600-20 and DA PAM 600-15, Soldiers are prohibited from engaging in the following actions in support of Extremist Organizations or Activities:

- a. Participating in public demonstrations or rallies
- b. Attending a meeting or activity, under certain circumstances, with knowledge that the meeting or activity involves an extremist cause

- c. Fund raising activities
- d. Recruiting or training members (including encouraging other Soldiers to join)
- e. Creating, organizing, or taking a visible leadership role
- f. Distributing literature or other media on or off a military installation
- g. Having tattoos or body markings associated with such organizations

H. Penalties

1. Penalties for Violations of these Prohibitions include both criminal (UCMJ) and Administrative Sanctions. Penalties include:

- a. Court martial
- b. Non-judicial punishment (Article 15)
 - 1. Article 92 Violation or Failure to Obey Lawful Order or Regulation
 - 2. Article 116 Riot or Breach of Peace
 - 3. Article 117 Provoking Speeches or Gestures
 - 4. Article 134 General Article (Good Order and Discipline)
- c. Counseling
- d. Bar to Re-enlistment
- e. Reclassification
- f. Removal of security clearances
- g. Involuntary Separation

I. Command Authority

1. AR 600-20 and DA PAM 600-15 states that commanders have the authority to prohibit military personnel from engaging in or participating in any activities the commander determines will adversely affect good order and discipline or morale within the command.

Additionally, commanders have the inherent authority under AR 600-20, to determine whether an organization or activity is extremist. **Commanders should consult with their servicing Judge Advocate prior to making a determination. The Provost Marshal can provide subject matter experts on groups and activities which may be extremist.**

J. Unit impact

1. Enforcement of the Army policy on extremist organizations and activities is vitally important to unit cohesion and morale, and is essential to the Army's ability to accomplish its mission. Any Soldier involvement with or in an extremist organization or activity effects a unit in several ways:

- a. Command climate suffers
- b. Polarization of groups
- c. Undermines confidence

- d. Productivity is hampered and accomplishment of the mission can be seriously affected
- e. Time must be spent to retrain, counsel, investigate, or initiate actions

K. Your Responsibility

1. It is your responsibility to report or challenge behavior that may be associated with extremism when you see it.

L. Your Role

1. Combating extremism within the military begins with the individual. Every Soldier has a role in the unit's mission and must act decisively to thwart behavior that may compromise accomplishment of the mission.

- Report specific indicators to the chain of command
- Seek clarification from chain of command on "hot" topics, current issues, and current policies
- Reject affiliation with any extremist organizations
- Encourage others (peers) to avoid extremist affiliations and views
- Examine personal viewpoints in light of the Army Values
- Decline distribution of extremist literature or media

M. Indicators of Possible Extremist Affiliation or Activities

1. Possible indicators of extremist affiliation include:
- a. Covert meetings
 - b. Off-duty clothing promoting extremist ideology
 - c. Listening to music espousing extremist ideology
 - d. Possession of extremist literature or propaganda
 - e. Surfing extremist websites or sites espousing extremist ideology
 - f. Extremist graffiti or symbols in barracks or common areas
 - g. Extremist tattoos
 - h. Use of extremist acronyms

N. Recruiting Motives

1. Since the Army stresses discipline and obedience as well as training in weapons, explosives, and tactics, extremist groups may target Soldiers for membership. Extremists may seek to recruit members with military experience in order to exploit their:

- a. Discipline
- b. Knowledge of firearms and explosives
- c. Tactical skills
- d. Access to weapons and intelligence

Extremism in most any form can have a very serious and negative impact on unit cohesion and effectiveness. We must always be aware of extremist activity in our work and living areas. If you see indicators of this type of behavior or activities, immediately report your concerns to the chain of command. All Soldiers have a responsibility to keep this type of activity out of the ranks.

LESSON: Racism and Sexism

ACTION: Define and discuss racism and sexism

CONDITIONS: In a classroom environment with access to EOLC Note Taker Guide

STANDARDS: Recognize and understand racism and sexism; identify factors in development of racism and sexism; identify examples of racist and sexist behaviors; identify strategies for combating racism and sexism; correctly answer all related questions on the end of the course exam

A. Racism and Sexism

1. Racism and sexism are forms of discrimination which are very similar. The only real difference is that sexism is based on gender while racism is based on color and/or race.

B. Race

AR 600-20 defines race as:

"A division of human beings identified by the possession of traits that are transmissible by descent and that are sufficient to characterize persons possessing these traits as a distinctive human genotype."

C. Racial and Ethnic Categories

1. The basic racial and ethnic categories for DoD reporting are defined as follows:
 - a. American Indian or Alaskan Native. A person having origins in the original peoples of North America.
 - b. Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes China, India, Japan, Korea, the Philippine Islands, and Samoa.
 - c. Black (Not of Hispanic Origin). A person having origins in any of the original peoples of Africa.
 - d. Hispanic. A person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, Central or South America, or of other Spanish cultures, regardless of race.
 - e. White (Not of Hispanic Origin). A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

D. Racism, Racist Behavior, and Racist

1. AR 600-20 defines racism as: any attitude or action of a person or institutional structure that subordinates a person or group because of skin color or race.

2. Racist behavior is abusive or aggressive behavior against individuals on the basis of race or color (thefreedictionary.com)

3. A Racist is an individual that believes one race is superior to any or all others (Oxford Dictionary, 2010)

E. Types of Racism

1. There are two types of racism: **individual and institutional**.

F. Individual Racism

1. Refers chiefly to the prejudicial beliefs and discriminatory behavior of individuals toward groups of people. Examples would be racial stereotyping, belittling, and violence.

G. Institutional Racism

1. Institutional racism takes the form of the practices, customs, rules, and standards of organizations, including governments that unnecessarily disadvantage people because of their race, color, or ethnicity.

H. Forms of Racism

1. Intentional and unintentional racism are sub-elements of the types of racism, individual and institutional.

a. Intentional Racism: A conscious act, usually motivated by prejudice or intent to harm

b. Unintentional Racism: An unconscious act that is not usually motivated by prejudice or intent to harm.

I. Sexism, Sexist Behavior, and Sexist

1. Gender discrimination or Sexism, which were coined in the mid-20th century, refer to the belief or attitude that one gender or sex is inferior to or less valuable than the other.

a. **Sexism** is attitudes and beliefs that one gender is superior to another (AR 600-20)

b. **Sexist behavior** is actions or language that discriminates based on a person's sex (thefreedictionary.com)

c. A **Sexist** is an individual that believes his/her gender is superior (urbandictionary.com)

J. Sexist Behavior

1. A few examples of sexist behavior:

a. **Paternalism.** This behavior takes the form of acting 'fatherly' or over-protective of someone. Frequently, this behavior will take place toward a female, and when it does, can be a form of sexism. It may imply that the woman is incapable of doing her job, or surviving without the man taking her under his wing and helping her along.

b. **Ignoring.** This would be discounting what an individual says - not giving it credibility because they may be a certain gender.

c. **Speaking For.** Not letting a person speak for themselves. For example, interrupting and answering a question asked of someone else before the person can answer. In other words, you believe the person can't possibly state what needs to be stated, so you take it upon yourself to answer for them.

d. **Testimonials.** "I am not prejudice; I let her take the lead on the project."

e. **Sexists jokes.** This area is pretty self-explanatory and does not require elaboration or clarification. They only continue to reinforce stereotypes.

f. **Frequent interruptions.** This indicates that you don't take what someone is saying as being important. You have a 'better grasp' or understanding of the points they may be making and feel compelled to make sure you make it clear what 'needs' to be said.

g. **Stereotypical language.** Speaking in terms that use statements which indicate or reinforce the stereotypes about the group you are talking about. A statement like: "all women are just too emotional to handle the stress filled command environment."

h. **Titles and ranks.** In other words, calling women by their first names while addressing majority members (males) by their titles or rank. This diminishes the importance and position of those being called by their first names.

i. **Denying opportunities.** This can be blatant or indirect. Simply put, providing more beneficial jobs, positions, or assignments to majority members than to minority members.

j. **Dubious supervision.** This is the manner of focusing on problems or crimes committed by a particular group or gender and exploiting these problems through punishment, while ignoring the fact that the majority may be committing crimes as well.

K. Institutional Sexism

1. Refers to the policies, customs and practices of institutional communities such as schools, businesses, the military and other groups and organizations that restrict the opportunities of individuals and groups

L. Contributing Factors in the Development of Individual Racism and Sexism

1. Racism and sexism stems from a combination of several internal factors:

a. A lack of understanding of the history, experiences, values, and perceptions of groups other than one's own.

b. Stereotyping the members of an ethnic or gender group without consideration of individual differences within the group.

c. Ethnocentrism - judging other ethnic groups according to the standards and values of one's own group. (i.e. Evaluating the qualities and experiences of other groups as inferior to one's own).

d. Assigning negative attributes to members of other ethnic or gender groups.

2. Racism and sexism also stems from a combination of several external factors:

a. Family, peers, and friends are a very important influence on the development of individual racism and sexism.

b. Social visibility - differences in physical appearance are the easiest differences to identify and use as a basis for discrimination.

c. Contact - the amount and kind of contact may develop racist or sexist thinking

d. Mass media - television, newspapers, magazines, radio, and the internet - major sources of stereotypical images, generally negative.

e. Unequal power - when groups of unequal power interrelate, the stronger group tends to dominate the weaker group. The dominant group resists sharing its powers.

f. Competition - occurs when two or more individuals are striving for the same, and sometimes scarce resources; certain groups look at other groups as a threat if they obtain control of one or more of the resources.

M. Unit Impact

1. Racist and sexist behavior effects command climate, polarizes groups, hampers productivity, and takes up time.

a. Command climate suffers

b. Polarization of groups

c. Undermines confidence

d. Productivity is hampered and accomplishment of the mission can be seriously affected

e. Time must be spent to retrain, counsel, investigate, or initiate actions

N. Strategies for combating racism and sexism

1. Leadership

a. Leaders set the standard that creates an environment for others to excel, one free of hostility, intimidation, and unfair treatment. Commanders that work closely with EOLs and EOAs, ensuring that unit assessments are conducted regularly, have a better understanding of the climate in their unit.

2. Awareness

a. Today, many groups are aware and are making others aware of the existence of individual and institutional racism in its contemporary and subtle forms. Within the unit, celebrations such as Native- American Heritage Month and Black History Month are two examples that help promote awareness of the contributions these groups have made to the military and the United States.

3. Education

a. Awareness is facilitated through education. Activities such as courses, small group discussions, workshops, guest speakers, and movies provide educational opportunities for the unit. A variety of topics related to racism and sexism can be addressed, including how it dehumanizes people and the tremendous financial costs of both.

4. Policies

a. This not only refers to the 'laws of the land' relevant to racism and sexism, but also to the standards and policies implemented within your unit mandating acceptable

standards of behavior. Leaders must make it known what they will and will not accept in behavior patterns from the unit members.

5. Participation

a. An inclusive model of decision-making that is representative of all people promotes diversity and aids in the reduction of racial stereotyping. Active commitment among leadership to initiatives that encourage members of all groups equally to take advantage of programs and services on base, such as mentoring programs, special interest clubs, and other organizations.

6. Acknowledging and understanding differences

a. We are each different. This holds true among our own race and gender, as well as between races and genders. If we can simply accept that we are different, and one characteristic isn't necessarily wrong or better, then we'll be on the road to having a better understanding of those who are different than ourselves.

LESSON: Army's EO Policy and Program

ACTION: Discuss the Army's Equal Opportunity Policy and Program

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Upon completion of this block of instruction you will be familiar with and be able to effectively discuss key elements of the Army's EO Policy and Program

A. EO Policy and Program

1. To fully understand the importance and impact of the Army's EO Program, we must first understand the reason for the birth of the EO Program. The Army's Equal Opportunity Program was born in response to violent confrontations that erupted between racial and ethnic groups at posts and installations in the Continental United States (CONUS) and at overseas locations in 1969 and 1970. Many believed that these violent eruptions were in response to earlier race riots that had taken place in almost every major city across the country.

2. After numerous reports, task force studies, and Soldier surveys, the one issue that permeated all findings was the actual or perceived issue of discrimination. Soldier's morale was at an all time low, and a significant failure of communication existed across racial lines. These issues seriously jeopardized mission effectiveness and adversely undermined the Army's combat readiness. Since 1970, the Army has been engaged in a long range program designated to ensure and improve combat readiness through an effective equal opportunity program.

3. Today, many changes have occurred, moving the Army's Equal Opportunity (EO) Program from a strictly educational and training initiative to a multifaceted management program with clear goals and objectives. Today's Army EO program addresses not only the long-term and sometimes inherent problems of discrimination, but also attempts to clarify and provide guidance to commanders on other issues related to religious accommodations, affirmative action, unit cohesion, team building, and fair treatment. These issues are an integral part of Army leadership and are nurtured and developed through a professional military education system.

B. Army Policy on Equal Opportunity

1. **The Army's EO policy is stated in Chapter 6, of AR 600-20; Army Command Policy.** Related elements of the program are also contained in Chapter 4, 5, and Appendix D. You should become familiar with this policy and be able to identify and explain it.

C. EO Purpose and Goal

1. The Equal Opportunity (EO) program and policy formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment for all persons based solely on merit, fitness, and capability in support of readiness. Specifically, the goals of the EO program are to —

a. Provide EO for military personnel and Family members, both on and off post and within the limits of the laws of localities, states, and host nations.

b. Create and sustain effective units by eliminating discriminatory behaviors and/or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of America's Army.

D. When Does the Policy Apply?

1. The Army's EO Policy applies

a. Both on and off post

b. During duty and non duty hours-24/7

c. To working, living, and recreational environments

E. Equal Opportunity and Fair Treatment

1. The Army's Policy on EO uses the term "Fair Treatment"

a. **Fair** treatment is **equal** treatment based on (1) merit, (2) fitness and (3) capability in support of readiness. (AR 600-20)

1. Merit means you did the work to EARN the reward

2. Fitness means you proved yourself competent or worthy

3. Capability in support of readiness means you are capable of accomplishing the mission.

F. What is Unlawful Discrimination?

1. **Discrimination** is any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin. It means you have to be treated the same as anyone else in the same circumstances. You can't be singled out to be treated differently just because of one of the five protected categories:

a. **Race** is a division of human beings identified by the possession of traits transmissible by descent and that is sufficient to characterize persons possessing these

traits as a distinctive human genotype. This means distinguishing physical and genetic characteristics. Some examples include: Caucasian, Hispanic, African American, and Asian.

b. **Color** is the pigmentation of one's skin.

c. **Gender** is one's sexual category

d. **Religion** is a personal set or institutionalized system of attitudes, moral or ethical beliefs and practices held with the strength of traditional views, characterized by ardor and faith and generally evidenced through specific observances. Examples include: religious denominations or traditions – Catholic, Muslim, Hindu, and Protestant (Lutheran, Methodist, and Presbyterian), Quaker, etc.).

e. **National Origin** is an individual's country of origin or that of an individual's ancestors. Examples include: Irish, German, Mexican, Chinese, African, French, Japanese, Russian, etc.

G. Definitions

1. **Racism** is any attitude or action of a person or institutional structure which subordinates a person or group because of skin color or race.

2. **Sexism** is attitudes and beliefs that one gender is superior to another.

3. **Prejudice** is a negative feeling or dislike based upon a faulty or inflexible generalization. (i.e. prejudging a person or group without knowledge or facts).

4. **Discrimination** is any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin.

H. Offensive Behavior

1. Offensive behavior is hard to define because every individual has a different reaction to various behaviors. The Army defines offensive as whatever a reasonable person experiences as offensive, regardless of the intent of the person performing the behavior.

2. Reasonable person standard is used to predict the expected reaction to or impact of perceived offensive behaviors towards the recipient. It ensures adequate sensitivity to a person's feelings and perspective while avoiding extremes. The standard asks, "How would a reasonable person under similar circumstances react or be affected by such behavior?" (Source: TC 26-6, *Commander's Equal Opportunity Handbook*, 23 June 2008)

I. The Equal Opportunity Program

1. There are several key components of a successful EO Program. They are:

- a. Leader Involvement
- b. Unit Assessment
- c. EO Training
- d. Staffing
- e. EO Complaint Process
- f. Ethnic and Special Observances

2. **Leader Involvement:** Soldiers should feel they can count on their leaders (you) for support and assistance when they need help. Leaders are obligated to consistently demonstrate their support and commitment for the Army's EO Program.

3. **Unit Assessment:** The Army has various methods of obtaining feedback on how well the EO program is working. These methods include tracking the number of complaints, sensing sessions with Soldiers, EO surveys and climate assessments. All of these provide feedback to the chain of command and other senior leaders on the effectiveness of the Army's EO program and policies.

4. **EO Training:** Through training and education, the Army seeks to influence and promote an environment that treats everyone with dignity and respect. Unit EO training must be conducted twice annually.

5. **Staffing:** A key component of the Army's EO program is the Equal Opportunity Advisor (EOA) and the Equal Opportunity Leader. Every unit in the Army from brigade level to major commands is required to have an EOA.

6. **EO Complaint Process:** A key component of the Army's EO Program is an effective and responsive complaint system. The Army has established a comprehensive complaint system for military personnel. The Army wants to ensure that every Soldier has a readily available system for submitting their grievances without intimidation or threat of reprisal.

7. **Ethnic and Special Observances:** Observances are designed to enhance cross-cultural and cross-gender awareness and promote harmony among all military members, their families, and the civilian work force.

J. Commander's Responsibility (Leader Involvement)

- 1. All Commanders will-

- a. Be personally responsible and accountable for the EO climate within their units
- b. Develop and Implement EO programs for their organizations
- c. Identify unlawful discriminatory practices, initiate corrective actions, and provide follow-up and feedback throughout problem resolution
- d. Conduct EO training on a continuing basis (semi-annual)
- e. Promote EO and interpersonal harmony with all military and civilian personnel
- f. Monitor and assess the execution of EO programs and policies
- g. Publish and post written command policy statements on EO and complaint procedures
- h. Ensure company and battalion level unit EOLs are appointed and trained (primary and alternate)
- i. Conduct unit climate assessment and unit training needs assessment within 30 days of assuming command, followed by a subsequent assessment 6 months later, another assessment 12 months after assuming command and annually thereafter while retaining command

As the unit EOL, you need to know these responsibilities in order to assist your commander in accomplishing them.

STUDENT HANDOUT #1

ARMY'S EQUAL OPPORTUNITY PURPOSE AND POLICY

1. Purpose. The Equal Opportunity (EO) program formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment for all persons based solely on merit, fitness, and capability in support of readiness. EO philosophy is based on fairness, justice, and equity. Commanders are responsible for sustaining a positive EO climate within their units. Specifically, the goals of the EO program are to —

a. Provide EO for military personnel and family members, both on and off post and within the limits of the laws of localities, states, and host nations.

b. Create and sustain effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of America's Army.

2. The Army's Equal Opportunity policy:

a. The U.S. Army will provide equal opportunity and treatment for military personnel and family members without regard to race, color, religion, gender, or national origin and provide an environment free of sexual harassment. This policy:

(1) Applies both on and off post, during duty and non-duty hours.

(2) Applies to working, living, and recreational environments (including both on- and off-post housing).

b. Soldiers will not be accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin. The assignment and utilization of female Soldiers is governed by federal law. AR 600–13, Army Policy for the Assignment of Female Soldiers, prescribes policies, procedures, responsibilities, and the position coding system for female Soldiers.

LESSON: Accommodation of Religious Practices within the Army

ACTIONS: Explain and discuss the Army's policy on religious accommodations

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Understand the Army's policy on religious accommodations, address issues that may arise concerning religious accommodations and religious discrimination, and correctly answer all related questions on the end of course exam

A. Accommodation of Religious Practices within the Army

1. As the Army becomes more and more diverse organization and comprised of individuals from many faiths and religions, it is important Soldiers and leaders understand the Army's policies on Religious Accommodations.

B. Religion

1. AR 600-20 defines religion as "A personal set or institutionalized system of attitudes, moral or ethical beliefs and practices held with the strength of traditional views, characterized by ardor and faith, and generally evidenced through specific observances."

C. Religious Discrimination

1. Religious discrimination is defined as: Any action, intended or unintended, that unlawfully or unjustly results in unequal treatment of a person or groups based on religion.

D. Examples of Religious Discrimination

1. Religious discrimination, like other forms of discrimination, can take place in many ways. Some examples of religious discrimination are:

a. **Failing to accommodate religious beliefs.** It's very easy to discount another religion and marginalize their religious beliefs, observances, and requirements. For example, failing to consider the religious or worship needs of Buddhist in the unit.

b. **Religious jokes/slurs.** Religious jokes and slurs are no different than ethnic, racial, or sexist jokes. It is important to be aware that religious jokes can harm unit cohesion. An example of a religious slur may be: Bible Thumper, Holy Roller.

c. **Compulsory services.** There may come a time when you as an EOL may have to assist a person who is having religion imposed on them. You might be able to remember being in Basic Training and every Sunday your options were to either go to

church or do details for the Drill Sergeant. Thus, it became a compulsory service. For example, a Prayer Breakfast can fall into compulsory services if it is mandatory.

d. **Exclusionary behavior.** Excluding Soldiers from activities or opportunities based on their religious beliefs.

E. DoD Policy on Religious Accommodation

1. DoD Policy on Religious Accommodation (Governing Regulation is Department of Defense Instruction 1300.17, Change 1)

a. The U.S. Constitution proscribes Congress from enacting any law prohibiting the free exercise of religion. The Department of Defense places a high value on the rights of members of the Military Services to observe the tenets of their respective religions.

b. The policy states that military departments will accommodate individual expressions of sincerely held beliefs (conscience, moral principles, or religious beliefs) of service members unless they have an adverse effect on military readiness, mission accomplishment, unit cohesion, and good order and discipline.

F. Army's Policy on Religious Accommodation

1. AR 600-20, Army Command Policy, documents the Army's policy on religious accommodation. The policy states that it is the Army's policy to approve requests for accommodation of religious practices unless accommodations have an adverse impact on readiness, unit cohesion, morale, discipline, safety and/or health (collectively called "military necessity").

G. Army Policy (con't)

1. Remember that the Soldier's immediate commander, with the assistance from the unit chaplain and staff judge advocate, may resolve requests for accommodation of religious practices that do not require a waiver of Military Department or Service policies. It is critical that the commander utilizes the chaplain because they are the subject matter experts on religious practices. Commanders will respond to requests for religious accommodation within 10 working days of receipt. Requests that require a waiver will be forwarded up the chain of command for approval.

H. The 5 Major Areas of Requests for Religious Accommodation

1. Examples of Soldiers' religious accommodation requests that would fall into one of these 5 areas are as follows:

a. **Worship Practices:** Some religious groups have worship requirements that conflict with the Soldier's normal availability for duty; for example worship on days other than Saturday or Sunday, a 25-hour Sabbath, or special holy days or periods. These will be accommodated except when precluded by military necessity. If the time required for religious worship falls within normal duty hours or duty rosters, the Soldier may request exception from those hours and rosters. The Soldier, however, must be prepared to perform alternative duty or duty hours. Commanders may grant ordinary leave as an option to Soldiers who desire to observe lengthy holy periods or days.

b. **Dietary Practices:** Some faith groups have religious tenets that prohibit the eating of specific foods, or prescribe a certain manner in which food must be prepared. A Soldier with a conflict between the diet provided by the Army and that required by religious practice may request an exception to policy to ration separately. Religious belief is grounds for granting such an exception. The Soldier may also request permission to take personal supplemental rations when in a field or combat environment.

c. **Medical Practices:** Some religious practices conflict with normal Army medical procedures. These practices include beliefs in self-care, and prohibitions against immunizations, blood transfusions, or surgery. If a Soldier refuses to submit to recommended medical treatment because of religious objections, an ad hoc committee is established by the medical commander to review the request for religious accommodation.

d. **Wear and Appearance of Uniform:** Religious jewelry, apparel, or articles (hereafter referred to as religious items) may be worn while in uniform if they are neat, conservative, and discreet. Religious items that are neat, conservative, and discreet are those that meet the wear and appearance of the uniform standards delineated in AR 670-1. Religious accommodation requests that require a waiver pertaining to the wear and appearance of the uniform will be forwarded up the chain of command.

e. **Personal Grooming:** The grooming standards contained in AR 670-1 will apply equally to religious and non-religious grooming practices. Religious accommodation requests that require a waiver pertaining to personal grooming will be forwarded up the chain of command.

I. Requests for Accommodation

1. Commanders who receive requests for accommodation should assess them on a case-by-case basis and consider the following:

a. The high value the Army places on the rights of its members to observe their respective religious beliefs.

b. If the request is sincere and religion based. Only sincere religious based practices will receive consideration.

c. If the requested religious practice would have an adverse impact on military readiness, unit cohesion, standards, health, safety, or discipline.

d. The religious importance of the accommodation to the requester.

e. The cumulative impact of repeated accommodation of a similar nature.

f. If alternative means are available to meet the requested accommodation.

g. Previous treatment of the same or similar requests

2. AR 600-20 outlines, in detail, current Army procedures for submitting request for religious accommodation. Commanders should seek advice on questions about religious practices from the chaplain and/or staff judge advocate.

LESSON: Army's Sexual Harassment/Assault Response and Prevention (SHARP) Program Overview

ACTIONS: Explain and discuss the Army's Sexual Harassment and Assault Response and Prevention (SHARP) Program

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Correlate the Army's Sexual Harassment/ Assault Response and Prevention (SHARP) Program to the EO Program and correctly answer all related questions on the end of course exam

A. SHARP Overview

1. Damage resulting from sexual harassment and sexual assault extends far beyond the victim. It weakens the very health and morale of our Soldiers and Civilians by breaking the bond of trust within our Army team. The Army is committed to reducing, and eventually eliminating, sexual assault from the ranks through a comprehensive Sexual Harassment/Assault Response and Prevention (SHARP) Campaign Plan that is focused on enhancing prosecution, investigation, victim advocacy and command assessment and accountability.

B. Sexual Harassment and Assault

1. Some key points about the Army's policy on sexual harassment and assault is that both are-

- a. Unacceptable and will not be tolerated
 - b. Incompatible with Army Values
 - c. Destructive to teamwork and negatively affect combat readiness
- ❖ The Army's SHARP policies apply without regard to a person's rank, age, gender, and are sexual orientation neutral. A person's sexual orientation is a personal and private matter.

C. Sexual Harassment vs. Sexual Assault

1. Sexual harassment involves verbal, nonverbal, or physical conduct that are unwanted, unwelcomed and sexual in nature. For example, unwelcome touching, leering, sexually oriented jokes or cartoons, or sexually explicit electronic correspondence.

These behaviors 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.

Sexual assault is a crime that involves sexual contact characterized by the use of force, threats, intimidation, or abuse of authority or when the victim does not or cannot consent.

Sexual harassment and sexual assault starts with one victim or a small group of victims but can have a negative effect on a unit and the community.

D. Sexual Harassment Response Mode

1. Once sexual harassment behavior has been identified, the behavior must stop. Soldiers and civilian employees have a responsibility to inform their supervisor and/or supervisor chain of command. The sexual harassment complaint process is very similar to the EO complaint process that you will learn about in a latter class. The main difference is that formal sexual harassment complaints are handled by SHARP unit victim advocates or sexual response coordinators (SARC). Just like the EO complaint process, there are several options available to Soldiers to address sexual harassment complaints.

a. Direct Approach – Confront the harasser and tell him/her that the behavior is not appreciated, not welcome, and that it must stop. Stay focused on the behavior and its impact and use common courtesy.

b. Indirect Approach – Send a letter to the harasser stating the facts, personal feelings about the inappropriate behavior, and expected resolution.

c. Third Party Assistance – Request assistance from another person. Ask someone else to talk to the harasser, to accompany the victim, or to intervene on behalf of the victim to resolve the conflict.

d. Chain of Command-Report the behavior to your immediate supervisor or others in the chain of command and ask for assistance in resolving the situation

e. Files a Complaint

1. Informal- Complaint is not filed in writing. Typically the issues are resolved through discussion, problem identification, and clarification of the issues.

2. Formal- One that a complainant files in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subjected to timelines, and require documentation of the action.

Note: Remember, SHARP personnel process sexual harassment formal complaints, not EOAs. All complaints of harassment (other than sexual harassment) and discrimination based on sexual orientation will be referred through chain of command

and/or Inspector General Office (IG). These complaints do not fall under the Military Equal Opportunity or SHARP program. Civilians can refer complaints of sexual harassment and discrimination based on sexual orientation to their servicing EEO and to the Office of Special Counsel in addition to and simultaneously with referring them to supervisory chain of command and IG Office.

E. Sexual Assault Restricted vs. Unrestricted Reporting

1. Soldiers that have been sexually assaulted can file a restricted or unrestricted report.

Restricted Reporting

- a. Victim receives medical treatment and counseling
- b. No investigation conducted
- c. Does not hold offenders accountable
- d. Must report to SARC/VA SHARP Specialist or Healthcare Personnel (to maintain confidentiality)
- e. Applies to Soldiers and his/her adult Family members
- f. Legal assistance

Unrestricted Reporting

- g. Victim receives medical treatment and counseling
- h. Official investigation conducted
- i. Holds offenders accountable
- j. Victims can report to variety of resources: chain of command, law enforcement, SARC/VA/SHARP Specialist, etc.
- k. Applies to Soldiers and his/her adult Family members
- l. Legal assistance

F. SHARP Personnel

1. All SARC/SHARP Specialists and VA/SHARP Specialists have to complete certification training. As an EOL, you and your unit VA/SHARP and/or SARC SHARP should have a close working relationship, capitalizing off each other's resources in order to help the commander establish a positive command climate.

a. Sexual Assault Response Coordinator (SARC): The SARC/SHARP Specialist serves as the center of gravity for Sexual Harassment/Assault Response and Prevention and is the key to local coordination and implementation of responses to sexual assault and sexual harassment. Each brigade or brigade like size unit is authorized a deployable SARC/SHARP Specialist. The SARC/SHARP Specialist has victim advocates assigned to work directly with victims.

b. Victim Advocate (VA): VA/SHARP Specialists provide services to victims, including support, assistance, and coordination between agencies. Most importantly, the VA explains the reporting options to victims, so that the victim can make an informed and educated decision before proceeding.

G. Your Role is Critical

1. Your role as an EOL to defeat sexual harassment and sexual assault is no different than any other Soldier. You must be more vigilant and learn to Intervene, Act, and be motivated to stop sexual harassment and sexual assault.

The Army needs you to:

- a. Treat all Soldiers and Civilians with dignity and respect
- b. Strongly condemn the social issue of sexual violence (sexual harassment and sexual assault) regardless of age, rank, gender, sexual orientation, etc.
- c. Take ownership for eliminating the “enemy within our ranks”
- d. Lead by example
- e. Encourage Soldiers and Civilians to report incidents
- f. Take positive action to address/stop behavior conducive to sexual harassment and assault before it escalates

LESSON: Role of the EOA, EOS, and EOL

ACTIONS: Discuss the responsibilities and duties of the EOA, EOS, and EOL

CONDITIONS: In a classroom environment with access to Note Taker Guide

STANDARDS: Define the responsibilities and duties of the Equal Opportunity Advisor, Equal Opportunity Specialist, and the Equal Opportunity Leader; and correctly answer all related questions on the end of course exam

A. EOA/EOS/EOL Minimum Staffing

1. **Staffing.** EOAs will be assigned to the special staff of commanders at installations, organizations, and agencies that are brigade level (or equivalent) and higher. Assignments will not be as collateral or part-time duty.

a. **Active duty military staffing.** Each unit of action or equivalent unit will have, as a minimum, one full-time EOA with the rank of SFC or higher. **Each division will have three EOAs:** three noncommissioned officers (NCOs) (one MSG and two SFC). **Corps staff will have three NCOs** (one SGM, one MSG and a SFC). **At most ACOMs,** there will be two EOAs: two NCOs (one SGM and one MSG or SFC). **FORSCOM, TRADOC, USASOC, USARPAC, Eighth US Army and USAREUR will have an additional NCO in the grade of SFC.**

b. **U.S. Army Reserve staffing.** An EOA will be assigned to the staff of each brigade-level unit or brigade equivalent unit. One enlisted EOA (minimum rank MSG) will be assigned to the staff of each RRC/GOCOM and division-level or equivalent unit. **An Equal Opportunity Specialist (EOS), which is a full-time Department of the Army Civilian (DAC), is also assigned to the staff of each RRC/GOCOM and division-level or equivalent unit.**

Note: *GOCOM stands for General Officer Command. RRC stands for Regional Readiness Command.*

c. Battalion and Company level commanders will appoint EOLs in the rank of SGT (P) and above in writing. Each Company is required to have at least one school-trained EOL. Ideally, it is recommended that one EOL be appointed for each platoon, if this is not possible, then at a minimum, an alternate EOL should also be appointed. Additionally, it is important to have replacements programmed for those EOLs to allow for crossover training. When appointing an individual as an EOL, consideration should also be given to the unit demographics of the unit. Remember that the Army's EO program is not a program for minorities, but a program of respect and dignity for all.

B. Characteristics of the EO Advisor/Specialist

1. Advisor
2. Trainer/Educator
3. Assessor
4. Change Agent
5. SFC or above (EOA)
6. GS 11 or above (EOS)
7. DEOMI graduate
8. Special Staff member
9. Brigade Level or higher
10. Special Duty assignment

The role of the Equal Opportunity Advisor (EOA) or Equal Opportunity Specialist (EOS) is to:

a. Advise commanders, brigade level and higher, on the Army's EO program, its policies, procedures, and issues that affect the EO climate of the unit. EOAs also provide assistance and guidance to commanders, first sergeants, leaders, supervisors, military civilian employees, and Soldiers in subordinate units where no EOA is assigned.

b. Train and educate commanders, leaders, EO Leaders, and Soldiers on the Army's EO program, policies, procedures, and issues that impact on the EO climate and unit readiness.

c. Assist commanders and other leaders in assessing the EO climate of a unit or organization. This includes determining whether the climate is healthy and positive and identifying recommended actions to improve unhealthy or non-positive climates.

d. Act as the commander's change agent for implementing changes to the Army's EO program and other related areas that affect the command climate of the organization.

C. EOA/EOS Duties and Responsibilities

1. Understand/articulate EO Policies
2. Recognize/assess discrimination
3. Recommend remedies to discrimination
4. Process Complaints
5. Assess the command climate

6. Collect/organize/interpret demographic data
7. Organize, assess, conduct and/or assist with EO Training
8. Train EOLs
9. Assist with the planning and conduct of ethnic observances and special commemorations

D. What is an EO Leader (EOL)?

1. EOLC Graduate
2. SGT(P) or above
3. Assigned at battalion level or lower
4. An additional duty
5. Trainer/educator
6. Unit advisor
7. Assessor
8. Change Agent
9. Eyes and Ears of the Commander

E. EOL Responsibility

1. Equal Opportunity Leaders (EOLs), like the EOA, play a very important role within the EO arena. EOLs are responsible for assisting commanders in carrying out the Army's EO program.

F. EOL Duties

1. While the roles and duties will vary depending on the commander's desires, the following are typical roles and duties of EOLs:

a. Assisting commanders in the recognition of detractors from a healthy unit EO climate.

b. Assisting commanders in the conduct of unit climate assessments. This assistance normally consists of copying, distributing, and collecting climate surveys.

c. Preparing and assisting the commander in the conduct of EO training. While it is highly encouraged that commanders conduct and participate in all EO training, commanders rely on the EOL to prepare necessary lesson plans for the training.

d. Establishing and maintaining liaison with other EOLs and with the EOA at higher headquarters. This is an important element to you in fulfilling the

responsibilities of an EOL. Other EOLs and EOAs are your support resource for problems you may encounter while carrying out your duties.

e. Assisting commanders and assigned project officers in preparing and conducting ethnic observances and special commemorations. Preparing for and conducting ethnic observances or special commemorations require the efforts of many personnel in order for them to be successful. EOLs are just one of the resources available.

f. Resolve informal EO complaints

g. Referring complainant to appropriate agency for assistance. EOLs may not conduct investigations and will not advise AR 15-6 officers in their conduct of equal opportunity complaint investigations. Any commissioned officer who may be performing the additional duty of an EOL, may be asked (in the capacity of a commissioned officer and as a disinterested, third party) to conduct investigations; yet, those situations should not involve EO complaints within their organization.

h. Serving as a resource for EO matters in the unit.

G. Unit Leadership EO Responsibilities

- a. Transmit and instill the value and importance of the Army's professional ethic
- b. Train Soldiers on EO policies and regulations
- c. Assist the chain of command in identifying and resolving EO issues within the unit
- d. Effectively and efficiently deal with EO complaints
- e. Provide individual counseling, on the spot corrections, and team training

H. Role of the EEO

1. Another EO professional you should have some knowledge about is the EEO specialist. EEO enforces laws against workplace discrimination. This agency is for civilian employees and applicants for employment.

a. The EEO implements laws that address employment issues for civilian employees and applicants for employment

b. Separate laws and/or regulatory guidance and policy guide each program (EO and EEO)

c. EEO does not supervise EOA personnel

d. Both EEO and EOA should promote understanding, fair and equitable treatment and cultural awareness

Note: Civilians should be directed to the EEO office for EO assistance

You have learned the role and responsibilities of the EOA, EOS, EOL, the chain of command, and EEO. Each is required to perform specific EO functions in support of the Army's EO program. Equal Opportunity is a readiness issue, and it takes the entire team to ensure everyone is provided an opportunity to work in a healthy and positive environment.

**STUDENT HANDOUT #1
COMMANDER'S EQUAL OPPORTUNITY CHECKLIST
FOR MAINTAINING A POSITIVE AND HEALTHY CLIMATE**

	YES	NO
1. Leader involvement.		
a. Do Soldiers and leaders respect all religions, cultures, and gender differences?		
b. Are Soldiers treated in a fair and equitable manner?		
c. Is a unit policy letter on equal opportunity published, posted, and up-to-date?		
d. Do EOA and EOL(s) have direct access to the commander?		
e. Are newly assigned personnel (during in processing) provided a copy of the unit's policy letters on equal opportunity and complaint procedures?		
f. Does the commander discuss equal opportunity during the newcomer's orientation?		
g. Are unit leaders using consistent and appropriate standards for their Soldiers?		
h. Are leaders and Soldiers held accountable for their actions?		
i. Is the installation EO hotline posted?		
2. Training.		
a. Is EO training conducted at least twice each fiscal year?		
b. Is extremism training conducted at least once a year?		
c. Do you and subordinate leaders attend EO training?		
3. Assessments.		
a. Was a Command Climate Assessment conducted within 30 days of assuming command, followed by a subsequent assessment 6 months later, another assessment 12 months after assuming command, and annually thereafter while retaining command?		
c. Was a Command Climate Assessment conducted every year thereafter?		
d. Are other methods used to assess the climate of the unit?		
e. Is feedback being provided to the Soldiers?		
4. Staffing.		
a. Have EOLs been appointed and trained?		
b. Are EOLs appointed based on unit demographics?		

5. Complaint Processing.		
a. Is a unit policy letter on complaint procedures published, posted, and up-to-date?		
b. Are complaints processed within established time frames?		
c. Do officers conducting AR 15-6 investigations on EO complaints meet with the EOA prior to conducting the investigation?		
d. Are officers conducting AR 15-6 investigations on EO complaints obtaining recommendations from the EOA prior to submitting report?		
e. Are steps in place to prevent reprisals, intimidation, or harassment for Soldiers who submit complaints?		
f. Are appeals processed within established time frames?		
6. Ethnic and Special Observances.		
a. Does leadership encourage participation at ethnic or special observances?		
b. Is the unit EOL involved in conducting ethnic and special observances?		
c. Is funding programmed for conducting ethnic and special observances?		

LESSON: Conducting Ethnic Observances and Special Commemorations

ACTIONS: Discuss the purpose and planning required to conduct an Ethnic Observance/Special Commemoration

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Communicate why the Army conducts Ethnic Observances/Special Commemorations, how to properly plan for them, and correctly answer all related questions on the end of course exam

A. Conducting Ethnic and Special Commemorations

1. As future EOL's, one of your responsibilities is to advise the commander on special/ethnic observances and assist in planning, coordinating, and executing these events. It is imperative that you pay attention to detail and are the subject matter expert to ensure the effectiveness of all observances.

B. Background

1. The Department of Defense has supported observances since 1968 in support of Joint Congressional Resolution, Presidential Proclamations, and Chief of Staff Directives.

C. Conducting Ethnic Observance/Special Commemorations

1. The following purposes for ethnic observance/special commemorations are as follows:

- a. Enhance cross-cultural and cross-gender awareness and promote harmony
- b. Are extensions of the EO education and training program
- c. Directed toward encouraging interaction and not just recognition

Success can best be measured by the degree of the cross-cultural and cross-gender participation

D. Observances/Special Commemorations conducted by the Army (IAW AR 600-20)

1. The observances and commemorations are as follows:
 - a. Martin Luther King, Jr. Birthday, January-3rd Monday

- b. African-American/Black History Month, February
- c. Women's History Month, March
- d. "Days of Remembrance" of Victims of the Holocaust, April/May (One week period incorporating Ha'Shoah)
- e. Asian Pacific-American Heritage Month, May
- f. Women's Equality Day, August 26
- g. Hispanic Heritage Month, 15 Sep-15 Oct
- h. Native-American Heritage Month, November

2. There are many other observances or special commemorations, but these 8 are the ones the Army conducts on an annual basis IAW AR 600-20. Organizations are not required to limit their special observances to just those reflected here. Others may be conducted providing the same local procedures are used for research, planning, implementation and evaluation as any other special observance.

E. Essential Elements to Success

1. The following elements play an essential role in conducting a successful special observance.

a) **Strong Command Support.** The commander is the primary key to the success of the program.

b) **Quality Leadership.** Appointment of a project officer should be no later than 90 days prior to the scheduled event. As the primary key to a successful program, the project officer should be enthusiastic, assertive, and in tune with the command's objectives.

c) **Planning.** A committee may be appointed with various subcommittees as one approach or an operations plan approach may be taken with staff sections and/or smaller units tasked with specific duties or events. Regardless of the approach, planning must be thorough and accomplished well in advance of the event.

d) **Funding.** Adequate funding is necessary. Without it, programs will be significantly limited in success. Funding will be required for honorariums, food/lodging, transportation, special educational programs, publicity, printing, etc. However, lack of funding should not preclude an observance.

F. Additional Resources

1. Personnel should establish liaisons with the following:

- a. Chaplain's office
- b. Post/base newspaper
- c. Equal Employment Opportunity Office
- d. Staff Judge Advocate (SJA)
- e. Post Exchange/Commissary
- f. BOSS/SGT Audie Murphy Club

G. Partnerships

1. Some other partners that are very helpful and can support ethnic observances are:

- a. Civil Rights Groups
- b. United States Holocaust Memorial Museum
- c. Other Partners
 - 1. Libraries and Museums
 - 2. Arts and Crafts Center
 - 3. Schools/Universities
 - 4. Civic Groups
 - 5. State/Local Government

H. Project Officer Duties

1. A project officer is usually identified by the unit to be in charge of the ethnic observance or special commemoration. There are many different tasks that the Project Officer has to ensure takes place, they are as follows:

- a. Review previous AARs
- b. Obtain command guidance
- c. Budget analysis
- d. Establish communication

- e. Form committees
- f. Schedule and conduct IPR's

I. Project Officer Duties (con't)

- g. Decision briefs
- h. Concept brief
- i. Rehearsal
- j. After Action Review

J. Planning Committees

1. The project officer may decide to form committees in order to assign responsibilities. Here are some committees you may wish to consider:

- a. Observance Scheduling Committee - suggests timeline and prepares schedule.
- b. Planning Committee - develops proposed agenda of events and activities including estimated costs.
- c. Finance Committee - determines dollar amount available from resource management office and track expenses.
- d. Publicity Committee - plans, develops, and implements publicity programs to increase awareness of the activities and events scheduled in support of the observance.
- e. Education Committee - plans, develops, and implements educational programs to increase awareness of historical and cultural accomplishments/achievements.
- f. Luncheon/Banquet Subcommittee - coordinates dates and obtains reservations for luncheon/banquet.
- g. Protocol Subcommittee - responsible for guest speaker(s).

K. Program Events or Activities

1. There are many types of events or activities that can be conducted in support of observances. They can be conducted separately or combined into the overall program. Some are:

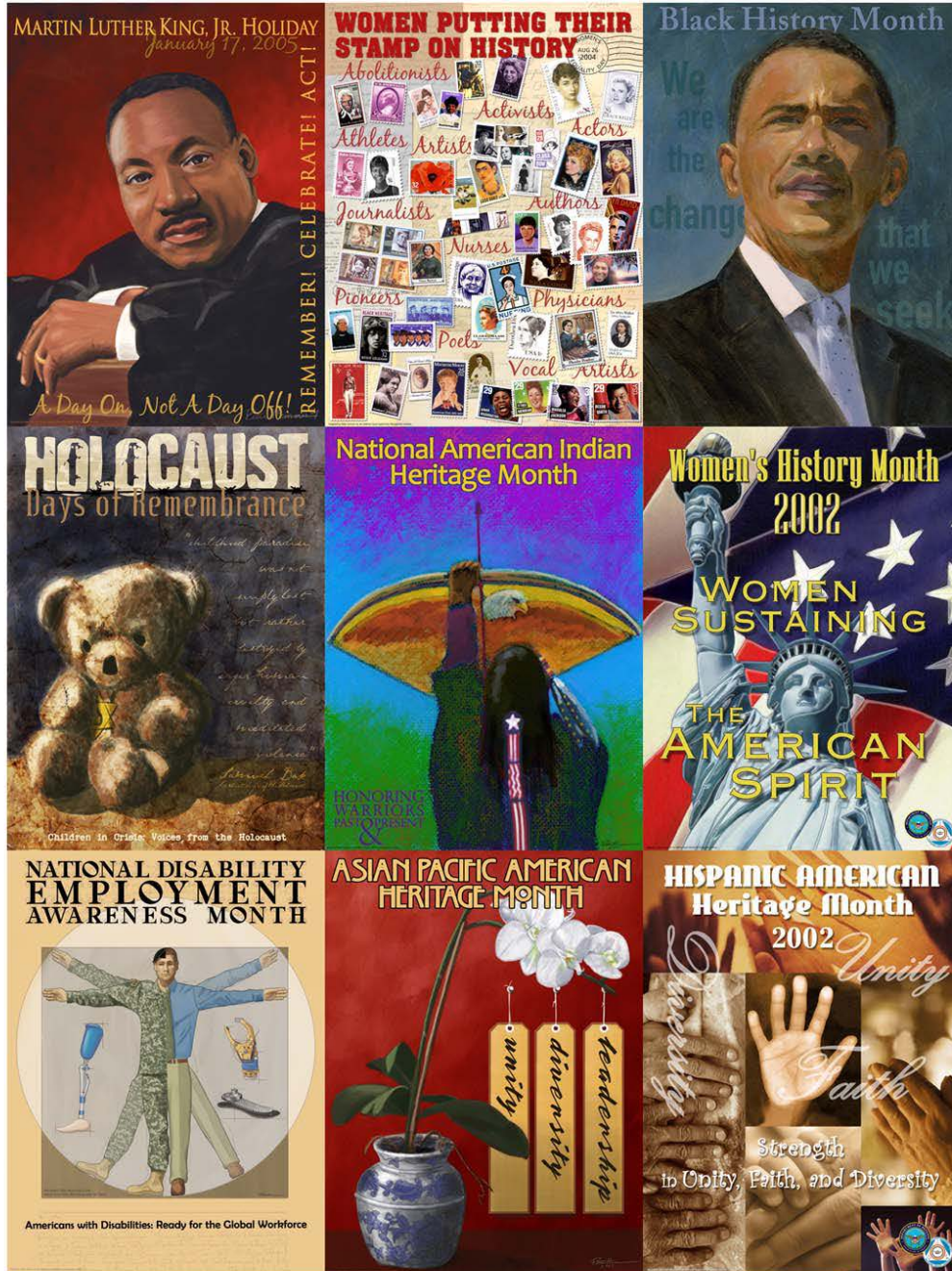
- a. Guest speakers (EOAs/EOLs must take into consideration disabilities if any)
- b. Ethnic meals at the dining facility.
- c. Displays and artifacts.
- d. Talent or fashion show.
- e. Dance groups.
- f. Essay and poster contests.
- g. A film festival.
- h. Unit Run.

2. Activities will be designated and scheduled to allow maximum attendance by all Soldiers and civilians within the command. After the special or ethnic observance is conducted, committee members should meet and prepare an after-action report (AAR). The AAR provides the leadership with a report on actions that took place, the positive and negative elements, costs, and recommendations to consider for planning future events.

L. DEOMI Resources

1. If you find yourself in charge of an ethnic observance or special commemoration, the DEOMI website is an excellent place to go to start your research and planning. The DEOMI Guide for Organizing Observances, which is in your note taker guide, is also a great resource. You can also go to www.deomi.org for more information.

Guidance for ORGANIZING OBSERVANCES



Prepared by the Research Directorate - Defense Equal Opportunity Management Institute
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1. AF Pamphlet 13-2, Tongue and Quill, 31 Aug 94.
2. AR 600-20, "Army Command Policy," 15 Jul 99.
3. Office of the Secretary of Defense, "Days of Remembrance." A Department of Defense Guide for Annual Commemorative Observances, Second Edition. 1989.
4. Williams, Rudi. "Ethnic Observances Create Better Understanding, Foster Respect." Armed Forces Press Service. No date.
5. www4.law.cornell.edu/uscode/

Internet Site

You can check the DEOMI web site for the latest observance themes and booklets at:
www.deomi.org

Cover

The cover is a collage of posters created by DEOMI Graphic Artist, Mr. Pete Hemmer. These posters are available at www.deomi.org

Overview of Observances

Purpose: Observances are conducted to recognize the continuous achievements of all Americans to American culture and to increase awareness, mutual respect, and understanding.

1. Observances are designed to enhance cross-cultural and cross-gender awareness and promote harmony among all military members, their families, and the civilian work force.
2. These activities are extensions of the equal opportunity education and training objectives.
3. They are set aside annually to recognize the achievements and contributions made by members of specific groups in our society.
4. The focus of the observance should be directed toward encouraging interaction and not just recognition.
5. Success can best be measured by the degree of cross-cultural and cross-gender participation.

Background: Observances are held annually in support of Joint Congressional Resolution, Presidential Proclamation, and achievements of all groups that comprise the society of the United States. Since 1968, the Department of Defense (DoD) has proudly supported observances through the development of local programs of recognition and many diverse activities.

1. The following major resources play an essential role in sponsoring a special observance:
 - a) *Strong Command Support.* The commander is the primary key to the success of the program.
 - b) *Quality Leadership.* The project officer is also a key to program success and should be enthusiastic, aggressive, and in tune with DoD objectives.
 - c) *Planning.* The magnitude of the observance depends on the interest, desire, and involvement of the installation community. A total community approach in the planning and participation of the events (getting everyone involved) cannot be overstated. A committee may be appointed with various subcommittees and agencies tasked with specific duties. Planning must be thorough and accomplished well in advance of the event.
 - d) *Funding.* Adequate funding is necessary. Without it, programs will be significantly limited in success. Funding will be required for honorariums, food/lodging,

transportation, special educational programs, publicity, printing, etc.

e) *Additional On-Base Resources*. Personnel should establish liaisons with the following:

1. Chaplain's office
2. Post/base newspaper
3. Equal Employment Opportunity Office
4. Staff Judge Advocate (SJA)

f) *Off-Base Resources*. Personnel should establish liaisons with the following Civil Rights Groups as appropriate:

1. NAACP (National Association for the Advancement of Colored People)
2. LULAC (League of United Latin American Citizens)
3. DACOWITS (Defense Advisory Committee for Women in the Service)
4. FEW (Federal Employed Women)
5. BIG (Blacks in Government)
6. NOW (National Organization for Women)
7. In addition to the mentioned groups, personnel can establish liaisons with museums, community libraries, radio and television networks, schools/universities, civic groups, state/local government, and ethnic/cultural groups.

the Victims of the Holocaust, held in the Nation's capital. Ceremonies are conducted throughout the U.S. during the annual Days of Remembrance, proclaimed by the USHMC for a designated one-week period (Sunday to Sunday) each spring between mid-April and mid-May.

May Asian Pacific-American Heritage Month

US Code as of: 01/26/98

Sec. 169k. Asian/Pacific American Heritage Month

- Designation

May of each year is designated as "Asian/Pacific American Heritage Month".

- Federal proclamation

The President is authorized and requested to issue annually a proclamation calling on the people of the United States to observe the month designated in subsection (a) of this section with appropriate programs, ceremonies and activities.

- State proclamations

The chief executive officer of each State is requested to issue annually a proclamation calling on the people of the State to observe the month designated in subsection (a) of this section with appropriate programs, ceremonies and activities.

- "State" defined

For purposes of subsection (c) of this section, the term "State" means any of the several States, the District of Columbia, the Virgin Islands of the United States, the Commonwealth of Puerto Rico, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and Palau.

August Women's Equality Day

26

- On August 26, 1920, the 19th Amendment granting women the right to vote was certified as part of the U.S. Constitution. Referred to as the Susan B. Anthony Amendment, it states, "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex."

- The U.S. Congress designated August 26 as "Women's Equality Day" in 1971 to honor women's continuing efforts toward equality.

September/October Hispanic Heritage Month

15 Sep – 15 Oct

US Code as of: 01/26/98

Sec. 169f. National Hispanic Heritage Month

The President is hereby authorized and requested to issue annually a proclamation designating the 31-day period beginning September 15 and ending on October 15 as "National Hispanic Heritage Month" and calling upon the people of the United States, especially the educational community, to observe such month with appropriate ceremonies and activities.

October National Disability Employment Awareness Month

1-31

US Code as of: 01/26/98

Sec. 155. National Disability Employment Awareness Month

Hereafter the month of October in each year shall be designated as National Disability Employment Awareness Month. During such month appropriate ceremonies shall be held throughout the Nation, the purposes of which will be to enlist public support for and interest in the employment of otherwise qualified but workers with disabilities. The President is hereby requested to issue a suitable proclamation each year, and the Governors of States, mayors of cities, and heads of other instrumentalities of government, as well as leaders of industry, educational and religious groups, labor, veterans, women, farm, scientific and professional, and all other organizations and individuals at interest are invited to participate.

November Native-American Heritage Month

1-30

- Authority/comment: Public Law 102-188, Mar 92
It took more than 80 years for the nation to establish a National American Indian Heritage Month. The Boy Scouts set aside a day for the "First Americans" in the early 1900s. On Sept. 28, 1915, the Congress of the American Indian Association declared the second Saturday of each May as an American Indian Day.

- Since then, several states declared American Indian days until 1976, when Congress passed a joint resolution authorizing the president to proclaim the week of Oct. 10-16 as "Native-American Awareness Week." Days and weeks of different months were set aside to honor the first Americans until they were given a month in 1990. President Bush proclaimed 1992 as the "Year of the American Indian," based on legislation by Congress.

Budgetary Requirements*

1. Properly funding an observance is an essential element in the success or failure of the installation programs. As with any DoD supported program, thorough forethought and planning must be accomplished well in advance of the target date of the observance. To support your efforts in this area, consider the following sequence of events and recommendations:

a) Before the submissions for the annual budget proposals for the fiscal year, a thorough review of the observances for scope and costs should be accomplished by all concerned. Factors that should be considered are: the degree of local interest in each event or observance, command emphasis, the overall installation budget history, and potential costs of the observances. The approximate costs of guest speakers (honorariums, transportation, per diem, lodging, plaques), publicity, education programs, literature, entertainment, luncheons, and any other related miscellaneous expenses must be computed. A budget should be prepared for each observance. The support and personal emphasis of the commander will play a major role in determining adequacy of funding.

b) Upon approval of the annual budget, funds must be phased into the proper fiscal quarter to coincide with the observances to pay for the services, transportation, per diem, and lodging cost for guest speakers.

2. Before an observance, it is critical that the project officer meets with the resource advisor as early as possible after appointment. During this initial meeting, the project officer must determine the dollars available for the observance and begin initial planning. He or she might also appoint a finance committee to coordinate the expenditure of funds with the other committees and with the resource advisor. The project officer should closely monitor the finance committee and be apprised of problems encountered.

*Funding should be reviewed by the organization's legal office.

Materials for Project Officers

The two most important elements to ensure a successful program or ceremony are planning and coordinating. Planning in detail and coordinating with command and support offices are critical from the very first discussion of a program through the closing of the historical files.

This guide includes a great deal of material to assist in the planning and conduct of observances. The tools in this section are provided as examples, which should prove useful to the project officer and his or her planning committee.

It is suggested that planners make use of locally available resources in planning an observance. Members of the staff, library personnel, and people in the local community may be anxious to assist in the planning and/or conduct of an observance.

Observances are command functions that support equal opportunity goals and ethics/values training. Maximum participation should be one objective.

As with all programs of a professional nature conducted on or with the assistance of a military installation, the planning process must be conducted in a meticulous manner, and preferably with the use of milestones and detailed checklists. The sample documents may be adjusted to fit local needs and situations so that the resulting program is appropriate for the audience and setting.

Duties and Responsibilities of Organizing Personnel/Committees

You may decide to form committees in order to assign responsibilities. Here are some committees you may wish to consider:

1. Observance Scheduling Committee - suggests timeline and prepares schedule.
2. Planning Committee - develops proposed agenda of events and activities including estimated costs.
3. Finance Committee - determines dollar amount available from resource management office.
4. Publicity Committee - plans, develops, and implements publicity programs to increase awareness of the activities and events scheduled in support of the observance.
5. Education Committee - plans, develops, and implements educational programs to increase awareness of historical and cultural accomplishments/achievements.
6. Luncheon/Banquet Subcommittee - coordinates dates and obtains reservations for luncheon/banquet.
7. Protocol Subcommittee - responsible for guest speaker(s).

1. Observance Scheduling.

DAYS BEFORE OBSERVANCE

ACTIVITY

120-90 (5 Unit Training Assemblies (UTAs) 80-85 (4 UTAs)	Commander appoints project officer. Begin publicity of first organizational meeting
85-70 (4 UTAs) 70-60 (3 UTAs)	First organizational meeting. General meeting, establish committees.
60-45 (3 UTAs)	Project officer/committee chairpersons status meeting. Status update briefing for commander.
45-30 (3 UTAs)	General meeting, status update. Status update briefing for commander.
30-15 (2 UTAs)	Project officer/committee chairpersons status meeting. Begin publicity campaign. Status update briefing for commander.
15-10 (1 UTA)	General meeting, status update.

10-5 (1 UTA)

Confirm all reservations, contracts, printing, publicity activities, etc. Status update briefing for commander.

DAYS AFTER OBSERVANCE

ACTIVITY

5-10 (2 UTAs)

Committee after action report submitted to project officer.

10-15 (3 UTAs)

Letters of Appreciation forwarded.

15-30 (3 UTAs)

Consolidate ethnic observance after actions report and submit to commander.

2. Project Officer Duties: (Note: Numbers in parentheses reflect the number of days prior to the event for completion of action.)

- a) Review previous observance after-action reports. (90)
- b) Coordinate/publish news release with Public Affairs Office, announcing the formation of an observance committee and a request for volunteers. (Note: The release should run two consecutive weeks before the first organizational meeting.)
- c) Chair the organizational meeting and invite the commander to open the meeting. (70)
 - 1) State the purpose of the committee and establish/publish guidelines.
 - 2) Brainstorm for ideas.
 - 3) Appoint planning and finance committees.
- d) Review ideas with planning committee and prepare a proposed agenda with a list of suggested guest speakers.
- e) Review the budget with the finance committee.
- f) Present proposal to the commander for approval.
- g) Chair general meeting of volunteers. (60)
 - 1) Present commander-approved agenda.
 - 2) Disband planning committee.
 - 3) Appoint committees/subcommittees.
- h) Monitor progress of committees and resolve problems. (ongoing)
- i) Chair status meeting with committee chairpersons. (45) (30) (15)
- j) Begin publicity campaign. (15)
- k) Brief senior staff on planned activities, dates, and times. (10)
- l) Confirm all activities, reservations, printing, publicity, tickets, etc. (5)
- m) Brief the commander on status of the programs. (5)
- n) Monitor events for problems and resolve as rapidly as possible. (ongoing)
- o) Collect after-action reports from the committees; consolidate and submit to commander.

3. Planning Committee Duties:

- a) Review results of brainstorming efforts.
- b) Develop proposed agenda of events and activities; including estimated costs.
- c) Identify potential guest speaker(s) and determine costs: honorarium, lodging, and transportation.
- d) Coordinate estimated costs with finance committee for budgeting.
- e) Present proposed agenda and suggest guest speaker(s) to the commander for approval.
- f) Prepare after-action report for the project officer, outlining the final agenda, problems encountered, and lessons learned.

4. Finance Committee Duties:

- a) Determine dollar amount available.
- b) Review plans or schedule of events to determine areas for funding.
- c) Verify funding needs with committee chairpersons.
- d) Prepare finance forms as required.
- e) Allocate funds for expenses, not to exceed budget.

- f) Coordinate requirements with the base contracting office (or equivalent), as required.
- g) Verify timeliness of any contracts.
- h) Maintain a ledger of expenses and keep the project officer current on the balance.
- i) Prepare an after-action report for the project officer, itemizing all expenses, payments, problems encountered, and lessons learned.

5. Publicity Committee Duties:

a) Plan, develop, coordinate, and implement publicity programs to increase the awareness of the accomplishments and achievements of group to be recognized during observance.

Additionally, plan, develop, and coordinate advertisement of planned activities.

- b) Coordinate program with other committees and installation Public Affairs Office.
- c) Prepare articles for publication.
- d) Conduct interviews.
- e) Coordinate suspense and publication dates with base newspaper.
- f) Determine photography requirements and schedule photographic support.
- g) Review article and photography proofs before publication.
- h) Monitor events for interesting after (events) articles.
- i) Use base marquees for recognizing/publicizing events.
- j) Prepare after-action report for the project officer, outlining the publicity program, problems encountered, and lessons learned.

6. Education Committee Duties:

a) Plan, develop, coordinate, and implement educational programs to increase awareness of the historical and cultural accomplishments and achievements of the group being recognized.

b) Identify subject(s) to be presented and develop lesson plans or identify guest speaker(s) to present the desired subject.

- c) Locate and reserve a suitable location for presentation(s).
- d) Verify adequacy of seating at location selected for presentation(s).
- e) Develop news releases in coordination with the publicity committee that generate interest in the presentation(s) and the speaker(s).
- f) Coordinate estimated costs with the finance committee.
- g) Request preparation of necessary forms for the finance committee, as required.
- h) Coordinate travel, lodging, and per diem requirements for guest speaker(s), if required.
- i) Coordinate activities/speaker requirements with the protocol committee.
- j) Monitor educational programs to identify potential problems early and resolve as quickly as possible.
- k) Prepare an after-action report for the project officer, outlining the education programs, problems encountered, and lesson learned.

7. Luncheon/Banquet Subcommittee Duties:

- a) Coordinate dates and obtain reservations for luncheon/banquet with open mess.
- b) Coordinate with finance committee to determine availability of funds.

- c) Select menu, basing cost on food only. (Include special dietary requirements/requests of attendees.)
- d) Review seating arrangements for practicality and protocol.
- e) Arrange entertainment for luncheon/banquet; cost to be paid by budgeted monies.
- f) Design and prepare centerpieces and place cards, if required.
- g) Schedule public address system for date and time; pretest before activity.
- h) Coordinate publicity efforts with publicity committee to ensure extensive publicity early.
- i) Schedule photographic support.
- j) Monitor activity for potential problems and resolve as rapidly as possible.
- k) Prepare an after-action report for the project officer, outlining the programs presented, problems encountered, and lessons learned.

8. Protocol Subcommittee Duties:

- a) Support official requests of guest speaker(s).
- b) Reserve quarters for guest speaker(s).
- c) Arrange travel requirements, as needed.
- d) Coordinate and confirm travel dates and times with speaker(s).
- e) Acquire a biography of the speaker(s) for the commander's information; use in the base newspaper and luncheon/banquet programs.
- f) Verify readiness of quarters before the speaker(s) arrival.
- g) Meet the speaker(s) at arrival point and escort to temporary quarters.
- h) Escort speaker(s) to commander's office and introduce him or her to commander.
- i) Present a tour of the installation/facilities to the speaker(s), if desired.
- j) Escort speaker(s) to the event.
- k) Introduce speaker(s) to dignitaries and others present at the event.
- l) Escort speaker(s) to departure point.
- m) Prepare a letter of appreciation to the speaker(s) for the commander's signature and ensure timely forwarding of the letter.
- n) Prepare an after-action report for the project officer, outlining the costs incurred/paid, problems encountered, and lessons learned.

Project Officer Planning and Coordination Checklist

Note for the newly appointed project officer: This checklist is, of necessity, general in nature. Nevertheless, it is based on extensive experience in the planning and conduct of a variety of commemorative observances. It is expected that you and your committee will need to tailor this checklist to meet local requirements, to conform to command guidance, and to be consistent with command or installation standing operating procedures. Items in the following checklist are *not* necessarily accomplished sequentially.

Checklist Items

1. Contact appropriate installation/local organizations (e.g., Public Affairs; Morale, Welfare and Recreation or similar organization; command section; etc.) to compare calendar of events for installation /command activities during the time frame being considered for this observance. Inform staff members of your preliminary plans and look for interface with other local activities planned for the observance (either on the installation or in the local civilian community).
2. Determine availability of facilities to accommodate the program. Reserve facilities on a tentative basis. Consider back-up facilities.
3. Verbally apprise your commander, chief of staff, or appropriate supervisor of your general plan. Obtain essential planning guidance from this discussion.
4. Compose a rough draft of each of the following documents:
 - a) Publicity releases announcing event.
 - b) Observance program outline.
 - c) Lists of possible guest speakers, including name, title, address, and background information.
 - d) Brief description of desired and/or planned events (e.g., auditorium ceremony, exhibits, luncheon with speaker, panel, audio-visual presentation, etc.).
 - e) Structure of desired planning committee showing proposed members and their organizations of assignment (e.g., Personnel, Public Affairs, Equal Opportunity, Chaplain, Military/Security Police, etc.).
 - f) Estimated funds required for program.
 - g) Introductory message (i.e., first draft of welcoming remarks).
 - h) Draft letter to proposed keynote speaker.
 - i) Memo or letter to the commander, summarizing what you are planning.
5. Present the proposal to your commander (or the person to whom you will be reporting). Obtain additional guidance.

6. Upon approval by the commander/responsible official, proceed with the program by scheduling a planning committee meeting. This meeting should result in the assignment of tasks to committee members. Keep minutes of these meetings and send copies promptly to committee members.

7. Ensure planning committee members cover all aspects of the observance. It is recommended that *detailed* checklists be developed. Many of the following categories may be applicable:

- a) Funding requirements established and/or approved.
- b) Desired advertising of the program including any special invitations to be sent.
- c) Facility acquisition/confirmation; verify in detail what is needed (e.g., flags in stands, chairs for stage, lectern, restrooms, etc.).
- d) Arrangements for Color/Honor Guard.
- e) Initial contact with keynote speaker.
- f) Written invitation to speaker.
- g) Musical support (including coordination with the Color Guard).
- h) Audio-visual materials for program.
- i) Audio-visual support.
- j) Photographic support.
- k) Signing (i.e., interpreter) support for hearing impaired guests.
- l) Special support for physically disabled guests.
- m) Exhibit materials.
- n) Reception arrangements (including refreshments, if required).
- o) Luncheon/panel arrangements.
- p) Program design and printing arrangements (including time constraints).
- q) Biography and photograph of speaker(s) and other special guests.
- r) Transportation requirements (to include meeting of speakers and/or special guests).
- s) Support for conduct of program (e.g., use of a Command Post with telephone, distribution of programs, greeting and accommodation of stage party; escorts for special guests, seating of special guests, etc.)
- t) Decide on and arrange to obtain appropriate presentation items (e.g., plaque, certificate, souvenir items, etc.) for speaker(s) and other special participants.

8. Secure advance copy of speaker's presentation, if applicable.

9. When complete package is formulated, send copies to your commander/commanding officer (and other individuals, as required).

10. When the observance is over, obtain copies of publicity coverage of the program(s), to include articles with pictures of installation and community activities.

11. Compile comprehensive after-action report (loose-leaf format recommended). Report should include at least the following:

- a) Narrative summary of planning and implementation of the observance.

- b) Include lessons learned, pitfalls, success stories, and recommendations for future observances.
- c) List of all committees and their respective members, organizations, telephone numbers, and tasks each member performed.
- d) Minutes of all committee meetings.
- e) Copies of any printed materials used (e.g., programs, invitations, tickets, press releases, parking permits, etc.).
- f) Invitation list used.
- g) Copy of all correspondence (sent or received) related to the observance.
- h) Miscellaneous materials of potential value to planners of similar future events.

Sample Program

Name of Observance
Date

Pre-Program Concert
Welcoming Remarks
Presentation of the Colors
National Anthem
Invocation
Introduction of Special Guests (may include remarks)
Musical Interlude, audio-visual program, and/or selected reading
Introduction of Guest Speaker
Keynote Address
Benediction or Closing Remarks
Retirement of Colors

In addition to a central command ceremony, actions and programs during an observance might include:

- News articles in base/post/installation/command newspapers. Background articles may include excerpts from this Guide, announcements of local observances, and command specific or location-specific material.
- Daily Bulletin/Weekly Bulletin/Plan of the Day notes.
- Exhibits and displays, including bulletin board/gate plaque announcements of the observance.
- Command Information presentations.

Sample Memorandum (Requesting Participation)

MEMORANDUM FOR (Refer to your Service directive on correspondence preparation)
SUBJECT: (Name of Observance)

This is to request your participation in subject ceremony. Traditionally, the President has declared (month/week) as (name of Observance) month/week, and has supported this event by issuing a Presidential Proclamation. Accordingly, we have prepared a memorandum for your signature as part of the program that will be distributed at this observance.

Your participation in this year's (name of observance) would greatly enhance the program. The theme of this year's observance is _____. We would appreciate your making opening remarks regarding the (importance of the subject). If (name of speaker) accepts the invitation to attend as our special guest, we would also appreciate your introducing him/her.

We propose to invite (name of speaker) as the guest speaker, who is the (brief identification of guest speaker). His/her biography and photograph are attached. If you approve, please sign the attached letter of invitation to (name of speaker).

The observance is scheduled (date) at (time) at (place). We recommend you host a reception immediately following the ceremony from (time) to (time). Request your concurrence.

Sample message from

(Name and Title)

(Name of Observance) (Year)

I am pleased to welcome all that have joined us today to celebrate the very special contribution of (group) to the defense of our Nation. The theme for this year's (observance) is (_____).

This ceremony is dedicated to the commemoration of all (group) who have contributed so much to our Nation and our American culture. Contributions made by (group) have been truly outstanding and the Nation acknowledges these contributions by honoring them today.

Please join us as we salute our fellow (group) and pay tribute to all the aspects of their lives which have been interwoven into and have deeply enriched the fabric of the United States of America.

Sample Invitation Letter for Speaker

Speaker's Name

Title

Address

City, State and Zip Code

Dear Mr./ Mrs./Ms.

On (date), the (name of organization sponsoring observance) is sponsoring an observance in honor of (group). This will mark the (number) annual national celebration of the role of (group) in all segments of life in this Nation.

This year's theme is (state the theme).

On behalf of (host organization), it is my privilege to invite you to be our guest speaker. It will be a great honor if you are able to accept our invitation.

The program will take place (date) from (time) to (time) with a reception to follow. (The person/office) is coordinating this effort and is available to provide additional details. They can be reached at (area code)-(phone number).

I look forward to your participation in the celebration of (observance) (year).

Sincerely,

(senior commander)

Sample News Release

POST/BASE

(NAME OF ORGANIZATION HOSTING EVENT)

(Rank/name of senior officer officiating), will participate in a commemorative ceremony observing (observance), (day/date) at (time) in the (location).

Joining (rank/name) in this year's observance is (guest speaker's name), who is (brief identification of guest).

This observance will incorporate the theme (title of theme).

Sample Request for Commander's Signature

MEMOANDUM FOR (Refer to your Service directive on correspondence preparation.)

SUBJECT: (Observance and year) Letter of Appreciation to (name of speaker)

This is to request your signature on the attached letter to (name of speaker) thanking (him/her) for providing the keynote address at the (name of observance), held on (date).

Sample Speaker Thank You Letter

Address:

Dear (Speaker):

I would like to personally thank you for your interest, support, and participation, in our observance of (observance) on (date) and for sharing your personal thoughts, and sincere and warm concern for the men and women in the (sponsoring organization).

Your inspiring and educational speech was the highlight of this year's observance. You were able to help us understand and feel the grandeur and importance of the historical times in which we live. It enhanced our comprehension of (group)'s participation in contemporary American society. We are indeed fortunate to have citizens such as you who are willing to give their personal time and lend their talents to ensure the success of such programs. Your participation attests to your character and professionalism.

Again, many thanks for your interest, support, and outstanding presentation.

Sincerely,

(senior commander)

LESSON: Equal Opportunity Complaint Process

ACTIONS: Discuss and Explain the Equal Opportunity Complaint Process

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Describe the Equal Opportunity Complaint Process and correctly answer all related questions on the end of course exam

A. EO Complaint Process

1. The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, national origin, color, gender, religion, or sexual harassment. Some complaints that are brought to you will be more leadership related than EO related. You must be able to determine the cause of the complaint in order to properly assist the complainant. Attempts should always be made to solve the complaint at the lowest possible level within an organization. It doesn't matter if the complaint is not EO related, help the Soldier.

B. Individual Rights

1. Soldiers, Family members and DA civilians have the right to-
 - a. Present a complaint to the command without fear of intimidation, reprisal, or harassment.
 - b. Communicate with the commander concerning their complaints.
 - c. Receive assistance when submitting a complaint.
 - d. Receive training on the Army's Equal Opportunity complaint and appeals process.

C. Individual Responsibilities

1. Individuals are responsible for-
 - a. Advising the command of the specifics concerning the unlawful discrimination complaint and providing the command the opportunity of taking appropriate action to rectify/resolve the issue.
 - b. Submitting only legitimate complaints and exercising caution against unfounded or reckless charges.
 - c. **While not required**, it is recommended that the individual attempt to resolve a complaint by first informing the alleged offender that the behavior must stop.

D. Filing Complaints

1. Complaints are filed IAW AR 600-20, Appx D
2. Sexual harassment complaints, charges of sexual misconduct or sexual assault are to be processed through the SARC/SHARP, VA/SHARP or legal/law enforcement channels.
3. Complaints of housing discrimination involving unequal treatment are handled by the Housing Division.

E. EO Complaints

1. There are several options available to Soldiers to address equal opportunity complaints. They are as follows:
 - a. Direct Approach – Confront the harasser and tell him/her that the behavior is not appreciated, not welcome, and that it must stop. Stay focused on the behavior and its impact and use common courtesy.
 - b. Indirect Approach – Send a letter to the harasser stating the facts, personal feelings about the inappropriate behavior, and expected resolution.
 - c. Third Party Assistance – Request assistance from another person. Ask someone else to talk to the harasser, to accompany the victim, or to intervene on behalf of the victim to resolve the conflict.
 - d. Chain of Command – Report the behavior to your immediate supervisor or others in chain of command and ask for assistance in resolving the situation.
 - e. File a Complaint –
 1. Informal complaint is not filed in writing. Typically the issues are resolved through discussion, problem identification, and clarification of the issues.
 2. A formal complaint is one that a complainant files in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subjected to timelines, and require documentation of the action.
- ❖ Complaints of harassment and discrimination based on sexual orientation will be referred through chain of command and/or Inspector General (IG) Office.

F. Informal Complaint

1. An informal complaint is defined as any complaint that a Soldier, Family member or DA civilian does not wish to file in writing. However, it is recommended that anyone working on the resolution of an informal complaint should prepare a Memorandum for Record (MFR). The MFR should include information indicating nature of complaint and identifying pertinent information to assist in the identification of unit's command climate. An informal complaint is not subject to time suspense nor is it reportable.

Note: Complainants are encouraged to attempt to resolve their complaints by confronting the subject or by informing other appropriate officials about the offensive behavior or other allegations of disparate or unfair treatment. However, depending on the severity of the offense or the nature of the allegation, this may not always be appropriate. The mere fact a Soldier wants to handle a complaint informally, does not prevent or exempt allegations from intervention by the chain of command. When considering the use of the informal process, the following are some factors which may help in that determination:

1. Not required to be filed in writing.
2. Resolution at the lowest level possible.
3. No requirement for chain of command intervention.
4. May use assistance of other unit members, EOLs, or other officials.
5. Not subject to timeline suspense.
6. Informal process has good chance for success.
7. Severity of complaint does not warrant formal complaint.

G. Formal Complaint

1. A formal complaint is one that a complainant files, within 60 days of the incident, in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subject to timelines, and require documentation of the actions taken.

2. An individual files a formal complaint using a DA Form 7279.
3. EOLs are not authorized to handle a formal complaint.
4. The decision to file a formal EO complaint may be based on the following factors:
 - a. Inability to resolve the complaint informally.

- b. Complainant uncomfortable with the informal process.
- c. Issue may warrant an official investigation.
- d. Complainant wants an official record kept of the complaint.
- e. Desire of the Soldier to use an outside agency or higher echelon commander to investigate the complaint.

H. EO Complaint Diagram

1. Soldiers who wish to file a formal complaint have 60 calendar days from the date of the alleged offense. This time limit was established to set a reasonable parameter for investigation and resolving complaints (e.g., availability of witnesses, accurate recollection of events, and timely remedial action). However, the commander may at his or her discretion, choose to investigate and take action on a complaint filed after the 60 day calendar period or appoint an investigating officer. Allegations that are criminal in nature are exempt from the 60-day rule and should be immediately referred to the chain of command, the Military Police, CID, or other law enforcement agencies.

2. EOLs may not conduct investigations or advise investigating officers; that is the responsibility of the Equal Opportunity Advisor (EOA). However, he or she can assist in the informal process or help refer the complaint to the chain of command or appropriate agency for assistance. The following personnel or agencies listed on this diagram are available to assist with an EO complaint:

- a. A Higher Echelon Command
- b. Chaplain (CH)
- c. Staff Judge Advocates (SJA)
- d. Provost Marshal (PM)
- e. Inspector General (IG)
- f. Housing Referral Office
- g. Medical Agency Personnel

3. **EO Assistance Line:** In addition to the alternative agencies, each installation has an EO Assistance Line. The assistance line is normally used to provide advice and information on discrimination. It can provide procedural information on the filing of equal opportunity complaints. However, EO complaints cannot be received over the phone. The assistance line can also provide information on the complaint appeals process to include access to higher levels of authority, if resolution cannot be accomplished at the unit or installation level.

4. IAW AR 600-20, Equal Opportunity Leaders (EOLs) will assist complainants by referring them to an appropriate agency for assistance. Complaints referred to another agency will be reported to the EOA. EOLs may not conduct investigations and are not

trained to fully advise AR 15–6 investigating officers in their conduct of EO complaint investigations. Any commissioned officer performing the additional duty of an EOL may be asked (in the capacity of a commissioned officer and as a disinterested, third party) to conduct investigations. Yet, those situations should not concern EO complaints within their organization. Additionally, EOLs serve as a resource person for EO matters in the unit.

I. Reprisal

1. All Department of the Army personnel are prohibited from taking any action that might discourage others from filing a complaint or seeking assistance to resolve an EO grievance. Each unit should have a policy outlining preventive measures against all forms of reprisal. However, this does not preclude commanders from taking action against those who file fraudulent complaints or give false statements.

J. Form of Reprisal

1. There are three forms of reprisal:

a. **Threatening:** Expressing an intention to cause someone deliberate harm/pain; causing someone to feel anxious, fearful, and unconfident.

b. **Intimidation:** To make timid, frighten; to inhibit or discourage by or threaten with harm or adverse treatment.

c. **Harassment:** To annoy or torment repeatedly, persistently, to wear out, exhaust, or impede by repeated attacks.

2. It is the responsibility of the chain of command to ensure all complainants are protected against reprisal or retaliation for filing an EO complaint. The commander will establish and implement a plan to protect the complainant, any named witnesses, and the alleged subject from acts of reprisal. Should a complainant or their family member be threatened with such action, you should immediately report the incident to the chain of command and EOA, the Inspector General (IG), or a higher echelon commander.

K. Administrative Actions

1. Offenders will, as a minimum, undergo counseling by a member of the chain of command

2. Commanders have the full range of administrative actions available to them, for example: discharge from the Service, bar to reenlistment, adverse performance evaluations and/or specific comments concerning non-support of EO/EEO programs on evaluation reports

3. Commanders should determine whether the victim desires to be transferred to another unit- avoid victim focus.

L. Feedback

1. The commander shall provide written feedback to the complainant not later than the 14th calendar day after receiving the complaint and then provide updates every 14 calendar days until final resolution.

2. Commanders shall also provide written feedback to the alleged subject on the outcome of the investigation and subsequent actions to be taken by the chain of command. The chain of command is advised to use discretion in limiting feedback to personnel involved.

M. Appeal Process

1. If the complainant perceives the investigation failed to reveal all relevant facts to substantiate the allegations, or that the actions taken by the command on his or her behalf were insufficient to resolve the complaint, the complainant has the right to appeal to the next higher commander in his or her chain of command.

2. The complainant may not appeal the action taken against the subject, if any is taken. If subject(s) of the complaint perceive the investigation has failed to reveal all relevant facts to prove his or her innocence, he or she has the right to appeal to the next higher commander in his or her chain of command.

3. The appeal must be presented within seven calendar days (next drill period for Reserve components) following notification of the results of investigation and acknowledgement of the actions of the command to resolve the complaint.

The most important point about EO complaints is to remember that a majority of all EO complaints can be resolved informally. The EO Complaint Process is designed to assist Soldiers and their family members in resolving their issues and is not to be used as an act of reprisal.

EQUAL OPPORTUNITY / SEXUAL HARASSMENT COMPLAINT PROCESS



If Behavior Persists

File a formal written complaint on a DA Form 7279-R with any of the following agencies. Complaints must be filed within 60 days of the incident. Complaints made after 60 days may be pursued at the commander's discretion.

CHAIN OF COMMAND	EQUAL OPPORTUNITY ADVISOR	INSPECTOR GENERAL	HOUSING REFERRAL OFFICE	JUDGE ADVOCATE GENERAL	MILITARY POLICE OR CRIMINAL INVESTIGATOR	CHAPLAIN	MEDICAL AGENCY
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3 DAYS

Complaints, except those filed with the I.G., must be acted upon within three calendar days. Complaints filed with an agency against a member of the Chain of Command will be referred to the next higher commander in the chain. All formal complaints will be reported within 72 hours to the first General Courts-Martial Convening Authority (GCMCA) in the Chain of Command. Provide a progress report to the GCMCA 20 days after the date on which the investigation commenced and 14 days thereafter until completion.

14 DAYS

The commander or the investigating officer appointed by the commander has 14 calendar days to investigate the allegations. The commander will meet with the victim and the subject(s) of the complaint to discuss the outcome and results. A 30-day extension may be granted from the next higher commander if circumstances require it. Further extensions can be approved only by the first General Officer in the Chain of Command. Complainants must be notified of extensions.

7 DAYS

The complainant and/or subject(s) of the complaint have seven calendar days to appeal to the next higher commander if he or she is dissatisfied with the investigation results or actions taken. That commander has 14 days to act on the appeal and provide written feedback on the results. Final decisions on complaints/appeals not resolved at brigade level rest with the General Courts-Martial Convening Authority.

30-45 DAYS

30-45 days after final decision of the formal complaint (substantiated and unsubstantiated), an assessment is conducted by the Equal Opportunity Advisor to determine the effectiveness of any corrective actions taken and to detect and deter any incidents of reprisal. Reports and recommendations are submitted to the Commander on a DA Form 7279-1-R NLT 45 days following final decisions made on complaints.

LESSON: Conduct a Command Climate Assessment

ACTIONS: Discuss and describe the Army's Command Climate Assessment Program

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide and Army Directive 2013-29 (Army Command Climate Assessments)

STANDARDS: Implement command climate assessments IAW AR 600-20 and Army Directive 2013-29 (Army Command Climate Assessments) and correctly answer all related questions on the end of course exam

A. Conduct a Command Climate Assessment

1. As future EOL's, one of your many responsibilities is assisting your commander in conducting command climate assessments. A proactive commander and EOL are vital in ensuring the unit climate is both positive and healthy. A climate assessment, if conducted correctly, will provide commanders with certain indicators and trends.

B. Purpose of Command Climate Assessments

1. A key tool of the commander's to assess his/her command climate is the Command Climate Assessment (CCA). CCAs help commanders establish and maintain a positive command climate, which, in turn, helps sustain a Ready and Resilient Force.

C. Regulatory Requirements

1. IAW Army Directive 2013-29, Active Army company level commanders will conduct unit climate assessments:

- within 30 days of assuming command
- followed by a subsequent assessment 6 months later
- another assessment 12 months after assuming command
- annually thereafter while retaining command

Example: Company Change of Command was on 1 April 2014

1st Assessment: by NLT 1 May 2014

2nd Assessment: by NLT 1 Nov 2014

3rd Assessment: by NLT 1 May 2015

Annually thereafter

D. Regulatory Requirements (con't)

1. All Active Army commanders above the company level will conduct unit climate assessments:

- within 60 days of assuming command
- followed by a subsequent assessment 12 months later
- annually thereafter while retaining command

E. Regulatory Requirements (con't)

1. All Reserve Component commanders will conduct unit climate assessments:

- within 120 days of assuming command
- followed by a subsequent assessment 12 months later
- annually thereafter while retaining command

2. At their discretion, commanders may use unit climate assessments more often.

F. Regulatory Requirements (con't)

1. Commanders must use the Defense Equal Opportunity Management Institute Organizational Climate Survey (DEOCS) for the survey component of their command climate assessments.

2. Within 30 days of completing the command climate assessment, the requesting commander must brief the next higher level commander on the results of the assessment and his/her command climate assessment action plan to address concerns raised in the assessment.

G. Regulatory Requirements (con't)

1. Participation in command climate assessments is optional for Department of the Army Civilians.

2. Federal contractors cannot take the DEOCS because they are considered members of the public for purposes of information collection.

3. Feedback to subordinates must be timely (30 days active/60 days Army Reserve)

H. Requirements by Level

1. Personnel at each command level must take the DEOCS:

Company or equivalent: Survey entire Company minus command team

Battalion or equivalent: Survey Battalion staff element and company command teams

Brigade or equivalent: Survey the Brigade staff element and subordinate command teams one level below

Division or above: Survey the headquarters and staff element and subordinate command teams one level below

I. Command Climate Assessment Tools

1. The DEOCS is only one component of a command climate assessment. The DEOCS measures climate factors associated with equal opportunity and equal employment opportunity (EO/EEO) programs, organizational effectiveness (OE), discrimination/sexual harassment, and sexual assault prevention and response (SAPR). The DEOCS is requested at www.deomi.org. **Only EOAs should request the DEOCS.**

2. Commanders will consider using other tools to provide depth and clarity on concerns raised in survey results. Other assessment tools include interviews, focus groups, staff assistance visits, observations or trend analysis. Commanders and EOLs should consult their EOA to determine the best tools to use for their assessment.

J. Role of the EOA in Command Climate Assessments

1. The role of the EOA is to:

- a. Request and administer the DEOCS
- b. Administer other assessment tools
- c. Prepare assessment analysis for commanders
- d. Discuss assessment results with commanders
- e. Help commanders develop a command climate assessment summary and action plan to correct the negative conditions
- f. Annotate completion of the command climate assessment and action plan in the Equal Opportunity Reporting System (EORS)

K. Role of the EOL in Command Climate Assessments

1. As an EOL, your role in helping the commander assess the unit command climate is critical. Your commander will also depend on you to help him or her maintain a healthy EO climate. These are some roles or tasks, as the unit EOL; you must accomplish to execute a successful command climate assessment:

- a. Coordinate with Commander/1SG
- b. Coordinate with the EOA

- c. Assist with the conduct of the Command Climate Assessment
- d. Help the commander implement plan to fix any identified issues
- e. Help to ensure feedback is provided to unit (a critical part of the EO program)
- f. Help to ensure requirements are met

L. Planning the Assessment

1. Your planning process of the assessment should include the following:
 - a. Coordinate and get assistance from the unit EOA
 - b. Obtain Commander's Guidance
 - Get desired outcome and response rate from the commander
 - Establish the parameters of the survey, (i.e. key areas of emphasis, potential problems, and who will be involved in the survey)
 - Gather any additional questions to include in survey
 - Determine timelines (i.e. when survey will be administered, when follow-up will be conducted)
 - c. Determine the scope, location and time
 - d. Determine needed resources

M. Anonymity

1. Procedures must be in place to protect anonymity of respondents and the confidentiality of results
2. Unit results will not be broken out by demographic group (such as race, gender or rank) if a subgroup (for example, male or female) has fewer than five respondents (Note: DEOCS allows for up to 15 breakouts for one survey)
3. Soldiers and Civilians must be notified of exceptions to anonymity before the survey is administered
4. To promote anonymity, any unit with less than 30 personnel must conduct its command climate assessments with a larger unit (the unit's higher headquarters or another company-level unit within the command). At the battalion or higher commander's discretion, companies or subordinate commands with more than 30 but less than 50 personnel may conduct its survey separately or with a larger unit (a higher level command or another company-level unit).

N. Administering the Survey

1. **Sample Size:** The surveyed audience must include a sufficient number of participants to preserve anonymity, obtain a genuine representation of the unit and provide the commander/leader with actionable information.

2. **Response Rate:** The DEOCS will produce results for any unit that achieves at least 16 responses; however, results under 30 percent may not provide an accurate picture of the unit's climate. Units should strive for 50-percent participation or better. EOAs can give commanders the response rate and extend the survey window to allow for increased participation if needed.

O. Receiving DEOCS Results

1. EOAs will be able to request the report one day after the survey stop date. Once the report has been generated, the administrator, requesting Commander and the Commander's supervisor will receive an email informing them of the completed report. All three individuals will be provided access to the DEOCS.

2. The EOA should prepare enough copies of the report to facilitate the required out brief to the commander. Keep in mind, the results of the initial survey should not be seen as a reflection of the new commander.

P. Analyzing the Data

1. EOAs should take the lead on analyzing the collected data. EOLs have not received training on analyzing collected data. The survey report generated by DEOMI should always be supplemented with interviews, observations, focus groups, and analysis of unit records to validate the survey responses.

Q. Assessment Executive Summary & Command Climate Assessment Action Plan

1. After the completion of the assessment, the commander and EO advisor will analyze the assessment results. The data will be systematically collated and analyzed by the EOA, and used to create an executive summary. The executive summary must include significant findings, organizational strengths and areas of concerns. The commander, with the assistance of the EOA and EOL, will develop an action plan to address the findings. The action plan describes the commander's planned corrective actions. As the unit EOL, you should be familiar with this action plan and play a role in implementing it.

2. The commander must brief the next higher level commander on the results of the command climate assessment, including the action plan, no later than 30 days after completion of the assessment.

R. Unit Feedback

1. The commander must provide feedback to the unit regarding the result of the assessment NLT 30 days after completion of the assessment.

S. Crimes and Allegations

1. If anytime, during a command climate assessment, allegations of criminal activity are disclosed, the unit legal advisor and local law enforcement should be contacted.

- Assessment results are not confidential
 - May corroborate investigations
 - Criminal behavior
 - Toxic leadership
 - Other violations of policy or regulation
 - May result in removal or disciplinary measures

T. Detecting an Unhealthy Command Climate

1. DA and the Army Research Institute have identified certain common conditions that are indicators of an unhealthy command climate. Some of these indicators are:

- Perceptions by Soldiers that the EO complaint process is not working or supported by the chain of command
 - Sexual or racial jokes are prevalent
 - Increase in the number of EO complaints
 - Polarization of groups
 - Use of abusive words and display of offensive symbols
 - Low morale
 - Discriminatory practices in surrounding civilian communities
 - Poor personal appearance by Soldiers
 - Poor military courtesy by Soldiers
 - Increased number of AWOLs
 - Claims of unfairness in promotions
 - Increase in incidents of thefts, robberies, and assaults
 - Frequent fights
 - Increase in the volume and nature of rumors
 - Unwillingness to communicate between superior and subordinates
 - Increase in requests for transfer

As the unit EOL, these are conditions, if present, that you should be sensitive to and that an effective command climate assessment should identify.

STUDENT HANDOUT-1
Possible Questions the Commander May Ask Prior
to Administration of DEOCS

What is the purpose of the DEOCS?	Diagnose potential organizational issues
Who should we survey?	Reference Army Directive 2013-29
What is the acceptable number of responses?	50% of population
How long will it take to complete DEOCS?	Approx. 25 minutes
What is the smallest size it can survey?	16 Soldiers
Can I provide my own questions?	Yes, 10 locally developed questions and 5 short answers
What survey options do I have?	on-line version only
Do you have to use work computers to access the survey?	No, any computer with internet access
How are respondents' anonymity protected?	Anonymity is protected when completing the online survey by using a computer-generated, untraceable password. In addition, no personally identifying information (PPI) is collected.
What is the focus of the DEOCS?	Military EO, Civilian Equal Employment Opportunity (EEO), Organizational Effectiveness (OE), Perceptions of Discrimination/Sexual Harassment and Sexual Assault Prevention & Response

STUDENT HANDOUT-2
TALKING PAPER ON
DEOMI ORGANIZATIONAL CLIMATE SURVEY (DEOCS)

- The DEOCS is a commander's management tool that allows them to proactively assess critical organizational climate dimensions that can impact the organization's mission.

-- This voluntary survey is designed to assess the "shared perceptions" of respondents about formal or informal policies and practices.

- The survey assesses 23 climate factors by posing questions that survey takers respond to using a four-point scale.

- The questionnaire focuses on four primary areas: Military Equal Opportunity (EO), Civilian Equal Employment Opportunity (EEO), Organizational Effectiveness (OE), Perceptions of Discrimination/Sexual Harassment and Sexual Assault Prevention & Response (SAPR).

-- The DEOCS is using the online version only.

-- The survey takes about 25 minutes to complete, and provides multiple opportunities for respondents to enter their personalized comments.

-- In order to generate a DEOCS report, a minimum of 16 assigned personnel must complete the survey.

-- A total of 15 sub-breakouts are allowed for larger organizations. This allows for a deeper level of analysis that can help determine if an organization is above average, average, or below their Service average.

- Respondents' anonymity is protected when completing the online survey by using a computer-generated, untraceable password. In addition, no personally identifying information (PPI) is collected.

-- The survey will not display group data any time fewer than five members of that demographic completes the survey.

- Commanders can add up to 10 locally-developed questions (LDQs) and five-short

- EOAs will be able to request the DEOCS report one day after the survey stop date by signing into their Survey Administrator Assistance System (SAAS) account that DEOMI created for them when they requested the DEOCS. It will take 24hrs for the report to be generated. Once the report has been generated, the administrator, requesting Commander and the Commander's supervisor will receive an email informing them of the completed report. All three individuals will be provided access to the SAAS.

STUDENT HANDOUT-3 EXAMPLE COMMANDER IN-BRIEF CHECKLIST

UNIT: _____

DATE: _____

INTRODUCTION

Comments

1. Greet the commander and introduce the assessment team	
2. Clarify the reason for the assessment	
3. Explain the purpose of the in-brief (overview) <ul style="list-style-type: none"> - Determine commander's expectations - Determine commander's specific guidance 	

BODY

Comments

1. Explain the tools used for this assessment <ul style="list-style-type: none"> - DEOCS (On-line) - Interviews (who, what, when, where) - Observations - Focus Groups - Records and reports 	
2. Solicit specific needs/concerns of the commander	
3. Explain specific needs/concerns can be addressed through locally developed survey questions and short answers	
4. Discuss unit specifics for the assessment <ul style="list-style-type: none"> - Mission - Organizational structure (military, civilian, contractors) - Work center locations - Duty hours/shift work - Time to complete the assessment 	
5. Discuss purpose/requirements for out-brief <ul style="list-style-type: none"> - Style/Date/Time/Location/Attendees/AV requirements 	
6. Clarify agreements with the commander	
7. Demonstrate effective presentation/delivery skills <ul style="list-style-type: none"> - Maintained eye contact with Commander - Voice quality good (grammar, pronunciation, inflection; minimal verbal distracters) - Model effective listening skills and positive non-verbal communication 	

CONCLUSION**Comments**

1. Summarize the information discussed	
2. Close the interview on a positive note	

STUDENT HANDOUT-4 EXAMPLE COMMANDER OUT-BRIEF CHECKLIST

Unit: _____

Date: _____

INTRODUCTION

Comments

1. Greet the commander and introduce the assessment team	
2. Clarify the reason for the assessment	
3. Provide an overview for the out-brief to the Commander	

BODY

Comments

1. Explain the tools used for this assessment - DEOCS (On-line and paper-based) - Interviews (who, what, when, where) - Observations - Focus Groups - Records and reports	
2. Present findings in a straightforward and direct manner.	
3. Highlight relevant assessment findings.	
4. Package findings in the Assessment Executive Summary Format: -Significant Findings -Organizational Strengths -Areas of Concern	
5. Provide rationale and support for conclusions	
6. Provide information on any special interest item(s) (e.g. added questions or concerns)	
7. Provide Recommendations/plan-of-action. Do not address areas which are beyond the EO charter or expertise (Provide reference/referral services)	
8. Ask Commander if a follow up is required.	

9. Effectively answer all questions concerning the assessment from the Commander.	
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CONCLUSION

Comments

1. Summarize the information discussed	
2. Close the interview on a positive note	

STUDENT HANDOUT-5
ARMY DIRECTIVE 2013-29
(ARMY COMMAND CLIMATE ASSESSMENT)



SECRETARY OF THE ARMY
WASHINGTON

23 DEC 2013

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Army Directive 2013-29 (Army Command Climate Assessments)

1. References:

a. Memorandum, Secretary of Defense, May 06 2013, subject: Sexual Assault Prevention and Response.

b. Memorandum, Under Secretary of Defense for Personnel and Readiness, Jul 25 2013, subject: Command Climate Assessments.

c. Army Regulation 600-20 (Army Command Policy), 18 March 2008, Rapid Action Revision 5 issued 20 September 2012.

2. Pursuant to references 1a and 1b, this directive implements an enhanced command climate assessment program for the Army and supersedes any contrary provision in reference 1c. Command climate assessments help commanders establish and maintain a positive command climate, which, in turn, helps sustain a Ready and Resilient Force. Command climate assessments are particularly important as we continue to work to eliminate sexual assault and sexual harassment from our ranks.

3. I direct the following actions effective immediately:

a. Commanders will use the Defense Equal Opportunity Management Institute Organizational Climate Survey (DEOCS) for the survey component of their command climate assessments.

b. All Active Army company commanders will conduct an initial command climate assessment within 30 days of assuming command, to be followed by a subsequent assessment 6 months later, another assessment 12 months after assuming command and annually thereafter while retaining command.

c. All Active Army commanders above the company level will conduct an initial command climate assessment within 60 days of assuming command, to be followed by a subsequent assessment 12 months later and annually thereafter while retaining command.

d. All reserve component commanders will conduct an initial command climate assessment within 120 days of assuming command, to be followed by a subsequent assessment 12 months later and annually thereafter while retaining command.

SUBJECT: Army Directive 2013-29 (Army Command Climate Assessments)

e. The Army will require a baseline survey for all commanders using the DEOCS survey instrument. If a commander has completed a DEOCS command climate assessment within the past 120 days, the commander may use that survey to fulfill this baseline requirement. Otherwise, all Active Army and reserve component commanders will complete a command climate assessment within 6 months of the date of this directive. If this baseline assessment occurs within 3 months of the next scheduled assessment outlined in paragraphs 3b through 3d, the commander may count this assessment against that requirement.

f. To promote anonymity, any unit with less than 30 personnel must conduct its command climate assessments with a larger unit (the unit's higher headquarters or another company-level unit within the command). At the battalion or higher commander's discretion, companies or subordinate commands with more than 30 but less than 50 personnel may conduct its survey separately or with a larger unit (a higher level command or another company-level unit).

g. Within 30 days of completing the command climate assessment, the requesting commander will brief the next higher level commander on the results and his/her command climate assessment action plan, as defined in the enclosure, to address concerns raised in the assessment.

4. Under the supervision of the Assistant Secretary of the Army (Manpower and Reserve Affairs), the Deputy Chief of Staff (DCS), G-1 will:

a. analyze the existing DEOCS command climate assessment and the initial results of the Armywide baseline assessment directed in paragraph 3e to determine whether the existing survey meets the Army's needs, not only for assessing command responses to sexual harassment and sexual assault, but also for more broadly assessing a command's efforts to establish and maintain a professional, respectful and trust-promoting environment. The DCS, G-1 will report his findings back to me and, as appropriate, recommend improvements to the survey tools or related policy by 15 July 2014.

b. develop courses of action for ensuring that the Army effectively assesses the climate in noncommand-type organizations. In the interim, leaders of such organizations may use the command climate assessment tools, including the DEOCS, described in the enclosure. The DCS, G-1 will present these courses of action to me for decision by 15 July 2014.

c. prioritize the publication of a revision to reference 1c to incorporate the changes in this directive. The DCS, G-1 will publish any additional guidance needed to implement this directive as necessary.

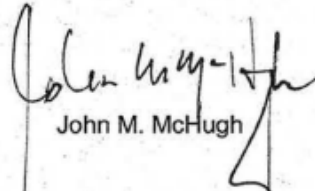


SUBJECT: Army Directive 2013-29 (Army Command Climate Assessments)

5. All unit members will be afforded the opportunity to participate in command climate assessments. Participation in the assessments is optional for Department of the Army Civilians. Management must ensure that all applicable collective bargaining obligations are fulfilled before initiating a command climate assessment covering bargaining unit employees.

6. Initial implementing guidance for this directive is in the enclosure.

7. This directive is effective immediately and will be rescinded upon publication of the revisions to reference 1c.



John M. McHugh

Encl

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- (CONT)

**ARMY COMMAND CLIMATE ASSESSMENTS
IMPLEMENTATION GUIDANCE FOR COMMANDERS AND EQUAL
OPPORTUNITY (EO) PRACTITIONERS**

1. Requirements by Level:

Command Level	Frequency (Days)	Requirements
Company or equivalent	Active Army: 30/180/365/annual Reserve component: 120/365/annual	<ol style="list-style-type: none"> 1. Inform command personnel of the upcoming assessment (see paragraphs 2h and 3a). 2. Survey (DEOCS) for entire company (minus command team). 3. Use other assessment tools (see paragraph 2c). 4. Prepare command climate assessment summary and action plan. 5. Brief to commander/supervisor at next higher level (no later than 30 days after completion of survey). 6. EO practitioner enters data into Equal Opportunity Reporting System (EORS).
Battalion or equivalent	Active Army: 60/365/annual Reserve component: 120/365/annual	<ol style="list-style-type: none"> 1. Inform command personnel of the upcoming assessment (see paragraphs 2h and 3a). 2. Survey (DEOCS) for battalion staff element and company command teams. 3. Data Retrieval System (DRS) rollup of subordinate unit/company survey responses and comparison of historical data. 4. Use other assessment tools (see paragraph 2c). 5. Prepare command climate assessment summary and action plan. 6. Brief to commander/supervisor at next higher level (no later than 30 days after completion of survey). 7. EO practitioner enters data into EORS. 8. Monitor compliance of subordinate commands.
Brigade or equivalent	Active Army: 60/365/annual Reserve component: 120/365/annual	<ol style="list-style-type: none"> 1. Inform command personnel of the upcoming assessment (see paragraphs 2h and 3a). 2. Survey (DEOCS) for brigade staff element and subordinate command teams one level below. 3. DRS rollup of subordinate unit (battalions and company) survey responses and comparison of historical data. 4. Use other assessment tools (see paragraph 2c). 5. Prepare command climate assessment summary and action plan. 6. Brief to commander/supervisor at next higher level (no later than 30 days after completion of survey). 7. EO practitioner enters data into EORS. 8. Monitor compliance of subordinate commands.

Command Level	Frequency (Days)	Requirements
Division or above	Active Army: 60/365/annual Reserve component: 120/365/annual	<ol style="list-style-type: none"> 1. Inform command personnel of the upcoming assessment (see paragraphs 2h and 3a). 2. Survey (DEOCS) for headquarters staff element and subordinate command teams one level below. 3. DRS rollup of subordinate unit (brigade, battalions and company) survey responses and comparison of historical data. 4. Use other assessment tools (see paragraph 2c). 5. Prepare command climate assessment summary and action plan. 6. Brief to commander/supervisor at next higher level (no later than 30 days after completion of survey). 7. EO practitioner enters data into EORS. 8. Monitor compliance of subordinate commands.
Other noncommand organizations	As desired/optional	As desired

2. Explanation of Terms

a. Survey. Surveys give commanders insight into unit perceptions and serve as the starting point for assessing the overall climate of the command. They are an important tool because they provide for standardization and anonymity. When administering surveys, commanders will use the Defense Equal Opportunity Management Institute's Organizational Climate Survey (DEOCS) and Data Retrieval System (DRS).

b. DRS Rollup. The rollup and survey trend data will provide subordinate commands' with survey results from the preceding 6- to 12-month period without requiring the administration of duplicate surveys to their subordinate commands. EO practitioners will coordinate with the Defense Equal Opportunity Management Institute to obtain these reports.

c. Other Assessment Tools. DEOCS is only one component of a command climate assessment. Commanders will consider using other tools to provide depth and clarity on concerns raised in survey results. Other tools include interviews, focus groups, staff assistance visits or trend analysis. Commanders should consult their EO practitioner to determine the best methods for their command.

d. Command Climate Survey Executive Summary and Command Climate Assessment Action Plan. After the survey closes, the commander and EO practitioner will analyze the survey results. Survey responses will be systematically collated and analyzed, and used to create an executive summary of the data. The executive summary must include significant findings, organizational strengths and areas of concerns. The action plan describes the commander's planned corrective actions. The requesting commander must brief the next higher level commander on the results of

the command climate assessment, including the action plan, no later than 30 days after completion of the assessment.

e. Sample Size. All unit members will be afforded the opportunity to participate in the command climate surveys. The surveyed audience must include a sufficient number of participants to preserve anonymity, obtain a genuine representation of the unit and provide the commander/leader with actionable information (see paragraph 3f for information about the minimum number of participants).

f. Response Rate. The DEOCS will produce results for any unit that achieves at least 16 responses; however, results under 30 percent may not provide an accurate picture of the unit's climate. Units should strive for 50-percent participation or better. EO practitioners can give commanders the response rate and extend the survey window to allow for increased participation if needed.

g. EO Practitioners. EO practitioners include EO program managers, EO sergeants major and EO advisors who serve as the brigade-and-above-level commanders' special staff officers for organizational effectiveness. EO practitioners request and administer the DEOCS, administer other assessment tools and prepare assessment analysis for commanders. Unit EO leaders are not EO practitioners, but may assist in the administration of the DEOCS.

h. Civilians. Participation in command climate surveys and assessments is optional for Department of the Army Civilians. Management must ensure that all applicable collective bargaining obligations are fulfilled before initiating a command climate survey or assessment covering bargaining unit employees.

3. Guidance for EO Practitioners

a. Anonymity. The intent of the command climate survey is to provide anonymous feedback to the commander on the organization's climate and culture. Personnel administering the survey and/or collecting data should make sure procedures are in place to protect anonymity of respondents and the confidentiality of the results. The DEOCS is designed to protect respondent anonymity. Unit results will not be broken out by demographic group (such as race, gender or rank) if a subgroup (for example, male or female) has fewer than five respondents. However, the answers provided to free-response questions may reveal the respondent's identity. Therefore Soldiers and Civilians must be notified of exceptions to anonymity before the survey is administered. They must also be notified if their verbatim comments will be provided to their commander, chain of command or others. Specifically, respondent statements about being a threat to themselves or others, and comments involving criminal and operationally sensitive information may be released and, if necessary, reported to the proper authorities. Any allegations or reports of sexual assault must be immediately reported to U.S. Army Criminal Investigative Command.

b. Tracking Assessments and Monitoring Compliance. EO practitioners must track change-of-command, DEOCS administration, and command climate assessment summaries and action plans in EORS. To help the commander develop his/her action plan, EO advisors will discuss assessment results with the commander. EO program managers will monitor subordinate units' compliance with this directive for the commanders of Army Commands, Army Service Component Commands and Direct Reporting Units.

c. Collaboration. To the extent privacy laws and regulations and confidentiality requirements allow, commanders and EO practitioners are encouraged to collaborate with other offices that are an integral part of the organization's climate. These offices include, but are not limited to, the Staff Judge Advocate, Equal Employment Opportunity, Inspector General, Army Community Services, Family Advocacy, Behavioral Health, Chaplain, Public Affairs, Criminal Investigation Division, Provost Marshal, and Sexual Harassment/Assault Response and Prevention and Army Substance Abuse Programs.

LESSON: Conduct a Focus Group

ACTIONS: Discuss and describe how to conduct a focus group

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide

STANDARDS: Communicate how to conduct a focus group and correctly answer all related questions on the end of course exam

A. Conduct a Focus Group

1. As stated in the lesson on command climate assessments, survey findings from the DEOCS alone will not provide enough information to give the commander a clear picture of the command climate in the unit. Focus groups are an excellent tool for clarifying the cause and effect relationship between survey findings and organizational practices. As the unit EOL, you will most likely conduct numerous focus groups for the commander.

B. How to Conduct a Focus Group

1. A focus group is a form of group interviews to gather specific information about the unit or command. They may be formal or informal events conducted by the chain of command or other staff personnel. However, they are most effective when participants are free to discuss their feelings and share their opinions about the organization. A commander may elect to conduct a focus group during any phase of the assessment process.

C. Why Do Focus Groups?

1. Focus groups are:
 - a. Effective – can eliminate guess work regarding what unit personnel think and want
 - b. Provides clarity to DEOCS results
 - c. Opens lines of communication and provides a direct link to ongoing issues/problems
 - d. Can quickly identify problems, suggest solutions and monitor efforts
 - e. Fast – put together quickly and at most 1 and ½ hours for each group

D. Drawbacks of Focus Groups

1. Small sample sizes
 - not projectable to population
2. Easily biased by discussion leader
 - Recommend someone outside of the organization moderate

3. Easily biased by very vocal participants
 - Requires experience and tight control by moderator

E. Some Key Steps in Conducting an Effective Focus Group

1. These are some key steps in conducting an effective focus group.
 - a. Identify the Objective
 - b. Plan
 - c. Recruit Participants
 - d. Moderate
 - e. Analyze
 - f. Create Final Report

F. Identify the Objective

1. Focus groups are an excellent tool for clarifying the cause and effect relationship between survey findings and organizational practices. What you need to know more about will surface from the results of the DEOCS and will affect your planning.

G. Plan

1. Some things to consider when planning for a focus group?
 - a. Schedule on training calendar
 - b. Determine number of groups
 - Schedule groups 2 hours apart
 - c. Participants determined (who do you need to talk to?)
 - Active Duty, Civilian, Retiree, Family Member
 - On post or off post residents
 - Don't mix officers and enlisted, high/low wage groups, etc.
 - d. Develop questions to ask- based on survey findings and commander's guidance
 - e. Resources needed- i.e. tape recorder, assistant to take notes, meeting room
2. Effective focus groups usually require 2 people, the moderator and an individual serving as the recorder (note taker). The recorder must be allowed to periodically enter the conversation in order to clarify or verify what was said and to ask questions the moderator missed. A focus group should not exceed 2 hours. The preferred time is 90 minutes.

H. Recruiting Participants

1. Ideally, there should be 8-10 participants in each group, so recruit 12-14
2. Recruit as randomly as possible from each target group
3. Optional for DA Civilians
4. Participants should be told groups will last 1 to 1 and ½ hours
5. Possible Groupings:
 - a. Group 1: PVT-SPC + GS2-GS4
 - b. Group 2: SGT-SSG + GS5-GS8

I. Moderators

1. Moderation is the major influence on the outcome of the groups. Moderators must be:
 - a. Objective
 - b. Knowledgeable on subject matter
 - c. Informed about group dynamics

J. Moderation Tips

1. When moderating, you should prepare to welcome the focus group and ask questions without relying heavily on written notes.
 - a. Practice 'listening', not talking
 - b. Be flexible
 - c. Facilitate, don't participate
 - d. Think 'globally' – keep the big picture in mind
 - e. Develop and ask a few (5-7) key questions that will help the group provide meaningful information

K. Moderation Tips (con't)

1. The mediator should provide a clear introduction that explains who you are, the topic and purpose of the focus group, what is expected of participants, and how the information they provide will be used.
 - a. Create a supportive environment
 - Greet participants as they arrive, provide a clear introduction, and review all ground rules
 - b. Encourage interaction
 - Begin by asking each participant to introduce themselves - icebreaker
 - c. Keep discussion relevant
 - Don't allow straying from topic
 - Don't allow 'gripes' to take over
 - d. Maintain control

e. Make good eye contact with person speaking, but scan all participants for reactions, as well

f. Face the person speaking, stay relaxed, but don't slouch-maintain "open" posture

g. Actively listen to participants, rather than planning your next question
-Be flexible enough to follow conversation where it goes

L. Moderation Tips (con't)

1. As the moderator, you should keep your responses short and non-judgmental

- a. Minimize interruptions and judgmental responses
- b. Keep your responses short
 - You want participants to talk, not you
- c. Use leads
 - Oh, so, then, and, tell me more, etc.
- d. Use restatements to clarify understanding
- e. Take notes on body language, overall reactions

M. Moderation Tips (con't)

1. Here are some example questions to use to probe for more information:

- a. What does that suggest to you?
- b. Can you explain that a bit more?
- c. What do you mean by that?
- d. Why do you say that?
- e. Tell me more about that.
- f. Why do you think that is?
- g. In what way do you think that's true?

N. Logistics

1. You need to determine how you will take notes and who will do it (a moderator/facilitator cannot lead the discussion and take notes). A separate note taker with a laptop and good keyboard skills can provide a detailed account of the discussion. Audio or video recordings might be useful in some settings, but can also interfere with participants' comfort levels and inhibit discussion. You also require clear permission from each participant to record their voice and/or image. You should check the room arrangement: size, tables, seating, temperature, and background noise. Arrive early to post signs directing participants to the room, make any necessary changes in the room arrangement. Limit the number of observers, if any, to one or two. Observers can distract and inhibit participants' comfort in sharing information.

O. Data Collection

1. Some important things to remember when collecting the data during focus groups are:

- a. Transcribe tape recordings, if used, from each group – word for word
- b. Be sure to protect participants' privacy
- c. Include your notes taken during each session as well as observations about body language, etc.
- d. Look for similarities and reinforcements from group to group

P. Analyze

1. Remember, the unit EOA should take the lead in analyzing the data collected from command climate assessments. Make sure you coordinate with the EOA for assistance.

- Identify key issues
- Prioritize key issues
- Select which issues to address
- Make recommendations
- Justified by the data

Q. Final Report

1. After the conduct of the focus groups a final report should be written by the EOL or EOA for the commander. An example of a Final Report can be found at Student Handout – 2.

- a. Be succinct
- b. Write a summary including the focus group dates, number of groups, number and description of participants, locations, and objectives of the research
- c. Use actual quotations and reinforcement in the body of the report to support your insights
- d. Scan and examine notes and quotes to identify patterns, irregularities, or relationships

R. Final Report (con't)

1. The report summary should include:
 - a. Summarize and identifying significant findings, organizational strengths, and areas of concern
 - b. Remember, results cannot be generalized to the entire population due to small sample sizes

STUDENT HANDOUT-1

FOCUS GROUP INFORMATION

Moderator/Facilitator preparation and role

- Anticipate how you will deal with problems with group interaction, such as a dominant participant or when the discussion veers too far off the topic.

- Decide on a few (e.g., three to five) key questions that will help the group provide **the most meaningful information. Anticipate any additional follow-up questions that may be needed.**

- Avoid a long list of questions. You want to open and guide the discussion, not limit it to answering a laundry list of ten or twenty questions.

- Prepare to introduce the focus group and ask questions without relying heavily on written notes.

- Greet participants as they arrive.

- Pay attention to the group dynamics and conversation during pre-session time.

Make any necessary changes based on this information.

- Provide a clear introduction that explains who you are the topic and purpose of the focus group, what is expected of participants, and how the information they provide will be used.

- Review the confidentiality agreement with participants and any agreement to record the discussion; obtain signatures (If required).

- Review all of the ground rules of the focus group, including the right to pass on a **question or leave the focus group at any time.**

- Listen. Your role is to guide the discussion, not to share your personal opinions or point of view.

- Avoid comments during the discussion that indicate agreement with a particular point of view.

- Be alert for participants that may try to dominate the conversation, come across as experts, are shy, or ramble

- Listen for inconsistent remarks and probe for understanding or clarification.

- Pay attention to vague comments and provide time for understanding or

clarification when needed.

- Pay attention to the time. Be respectful of participants' time and start and stop as **promised.**

- Pay attention to those who may need support/advocacy during or after the **discussion.**

- Close with a brief summary and a sincere thank-you.

- Be alert to participants' comments and discussion after the focus group's formal **conclusion.**

Note-taker preparation and role

- Confirm the method with the focus groups organizer/facilitator: laptop; audio or **video recording (with or without a transcript)**.
- Review and sign the confidentiality agreement. (if required)
- Decide with the facilitator who will introduce you.
- Explain to participants that you are taking notes of the discussion and that the notes will not refer to participants by name. Be clear about how the notes will be used.
- Audio or video recordings: Participants should have been informed in advance that the focus group would be recorded. Explain how the recording will be made and used. Obtain each participant's permission to be recorded.
- Remain silent during the group. Your role is to track the discussion, not engage in the conversation or share your point of view or opinion.
- Sit in a location that is not disruptive to the group discussion, but where you can **clearly hear the conversation**.
- If working on a laptop, save the notes frequently.
- Review the notes with the facilitator immediately following the group in order to fill **in missing pieces or gaps**.
- Make a backup copy of the notes.
- Prepare a brief summary of key points as soon as possible.
- Provide a detailed electronic copy of your notes to the facilitator as soon as possible. Make any changes recommended by the facilitator.

Sample Focus Group Ground Rules

1. This focus group is voluntary. Your name will not be used in any notes or future discussion of this group.
2. Each participant agrees to hold in confidence the identity of other participants. You agree not to share any comments you hear or situations you observe while participating in the group.
3. We would like to hear from every participant, but you can decide not respond to any question.
4. Please do not interrupt when someone is talking.
5. Each person can leave the group for any reason and at anytime.

Sample Consent Form (not required for military personnel)

_____, the Focus Group Leader has explained the purpose of the focus group. I agree to participate in the focus group. I understand that my name will not be used in anything that is written or stated about this project. My agreement to participate in the focus group is voluntary. I can change my mind and say no at any point and excuse myself from the group.

If I have any questions about the group or the project I can contact _____, [name and title], at _____ [phone number].

I further understand and give my consent to allow note taking of the focus group. I understand that the note taking will only be used to help remember what was discussed in the group. Identifying names or statements will not be used in any notes captured.

Printed Name of Focus Group Participant

Date

Signature of Focus Group Participant

Signature of Focus Group Leader

STUDENT HANDOUT – 2

Sample Focus Group Report Format

Focus Group Report

Summary of Project:

_____ held a series of focus groups in [month/day/year] involving various Soldier populations represented in the unit, including: enlisted Soldiers, junior NCOs, senior NCOs, junior officers, senior officers. Through the focus groups, the unit gathered information to help assess the unit command climate.

Introduction

[Name of Unit] held a focus group discussion with [number and grade of Soldiers] on [date]. The focus group was conducted as part of the commander's initial assessment. Participants provided information in via group discussion.

The discussion was designed to gather information from the Soldiers on the following questions:

1. List questions

Participant Demographics

[Summarize demographics of participants.] For example:

10 Soldiers took part in the focus group:

- Five women and five men
- 3-PVTs, 3-PFCs, 4-SPCs

Soldier Responses

[Organize by question, identify any key themes under each question then summarize the discussion under each question. Use Participants' quotes to enhance the narrative.]

Summarization

Identify significant findings, organizational strengths, and areas of concern

LESSON: EOL Continuity Book, Unit EO Board, Unit EO Command Policy Letters and EONET

ACTIONS: Discuss the EOL Continuity Book, Unit EO Board, Unit EO Command Policy Letters, and EONET

CONDITIONS: In a classroom environment with access to Note Taker Guide

STANDARDS: Maintain an EOL Continuity Book, Unit EO Board, Unit EO Command Policy Letters, access EONET, and correctly answer all related questions on the end of course exam

A. EOL Continuity Book Table of Contents

1. Since EOLs serve in different units, the overall layout of the EOL's continuity book will be different. Check with your EOA for unit guidance. However, here is an example of what an EOL continuity book should consist of:

Unit EO Inspection Checklist	TAB A
EOL Appointment Orders/Certificate of Training	TAB B
- BN Level EOL will maintain all orders/certificates	
Brigade Complaint Procedures Poster	TAB C
Installation EOA Poster	TAB D
Post Policy Letters (if applicable)	TAB E
- Open Door	
- Equal Opportunity	
- Complaint Procedures	
Brigade Policy Letters	TAB F
- Open Door	
- Equal Opportunity	
- Complaint Procedures	
Battalion Policy Letters	TAB G
- Open Door	
- Equal Opportunity	
- Complaint Procedures	
Company Policy Letters	TAB H
- Open Door	
- Equal Opportunity	
- Complaint Procedures	
Command Climate Assessment Documents	TAB I

EO Training Schedule/training memo/roster of attendees (cadre) TAB J

Regulations (current) TAB K

- AR 600-20
- TC 26-6 (Commander's EO Handbook)
- DA PAM 600-35 (Relationships Between Soldiers of Different Rank)
- DA PAM 600-15 (Extremist Activities)
- DEOMI'S Observance Guide. (www.deomi.org)

B. Sample Unit EO Board

1. Every EOL should have an EO board in the unit that he or she maintains. The EO Board is where you should post EO related information. Just like your continuity book, you should seek guidance on the EO board from your unit EOA. He or she may have special requirements.

C. Equal Opportunity Policy Letters

1. IAW AR 600-20, all commanders will publish and post separate, written command policy statements for EO and EO complaint procedures. Statements must include an overview of the command's commitment to the EO program and reaffirm that unlawful discrimination will not be practiced, condoned, or tolerated. The policy statements will explain how and where to file complaints. Additionally, the statements will include complainant's protection from acts or threats of reprisal. One of the first things you should do as the unit EOL is to make sure your commander's EO policy letters are correct and current. These policy letters should be posted on your EO Board. Example policy letters can be found at student handouts 1 and 2.

D. EONET

1. The Equal Opportunity (EO) Training Proponency strives to enhance the way EO professionals communicate with each other. This initiative comes in the form of an EO Network (EONET). The EONET provides one-stop access for relevant EO information that is web-based and accessible to anyone with a valid AKO account operating in a deployed or garrison environment. EONET is located at <https://www.us.army.mil/suite/page/463396>. As an EO professional, you should visit this site weekly to access EO information.

**APPENDIX A
STUDENT HANDOUT(S)**

SH 1: Commander's EO Complaint Processing Policy Memorandum

SH 2: Commander's EO Policy Letter

**STUDENT HANDOUT #1
(COMMANDER'S EO COMPLAINT PROCESSING POLICY MEMORANDUM)**

LETTERHEAD

ABCD-EF-G (600-20)

Current Date

MEMORANDUM FOR All Personnel, (Unit)

SUBJECT: Equal Opportunity Complaint Processing Procedures

1. This memorandum is to ensure that all personnel in this command know the equal opportunity complaint processing procedures.
2. Soldiers and family members who believe they have been discriminated against because of race, color, religion, gender, or national origin have the right to file a complaint. Our Soldiers and their families have the additional right to thorough and expedient investigations of their grievances when they perceive an injustice or incident or unfair treatment.
3. The chain of command, with assistance from the unit Equal Opportunity Advisor, has primary responsibility for processing complaints of discrimination. Although we encourage using the chain of command it will not serve as the only channel available to the complainant. Should the complainant feel uncomfortable in filing a complaint with his/her chain of command, or should the complaint be against a member of the chain of command, there are alternate channels available to the complainant (Someone in a higher echelon of the complainant's chain of command, Inspector General, Chaplain, Provost Marshal, Medical agency personnel, Staff Judge Advocate and Chief, Community Housing Referral and Relocation Services Office).
4. This command will process all complaints IAW AR 600-20. All leaders will ensure that our Soldiers and family members are fully aware of the procedures for having their complaint heard.
5. A copy of this statement will be permanently posted on the unit bulletin board and in work areas.

XXXXXXXXX X. XXXXX
LTC, FA
Commanding

**STUDENT HANDOUT #2
(COMMANDER'S EQUAL OPPORTUNITY POLICY LETTER)**

LETTERHEAD

ABCD-BC

Current Date

MEMORANDUM FOR All Personnel, (Unit)

SUBJECT: Equal Opportunity Policy Letter

1. As commander of Bravo Company, 3-66 AR, I want to personally state my support and commitment to the Army's Equal Opportunity Program. I am fully committed to ensuring that every activity and function within this command promotes a positive work environment that is free of discrimination. I want to guarantee Soldiers, their leaders, and family members, a command climate that treats everyone on the basis of capability and merit without regard to race, color, gender, religion, or national origin.
2. Soldiers and their family members will be given full opportunity to develop professionally and personally, free from prejudice and discrimination. I want to ensure that we have a command climate that encourages every Soldier to freely identify and report injustices and discrimination of any form, without the threat of intimidation or reprisal. I expect Soldiers and their leaders to take swift and positive steps to help eradicate bias behaviors and discriminatory practices. Discrimination will not be tolerated.
3. I challenge the chain of command and every subordinate leader to make this policy a working document. It is only with full command support that equal opportunity can become a reality. Towards that goal, anyone assigned or attached to this command that violates this policy will be dealt with accordingly. Soldiers and their family members are encouraged to use the command's EO compliant process and report all violations to their chain of command. Should anyone feel uncomfortable or fearful about filing a complaint with the chain of command, there are a number of alternate channels to utilize. If anyone feels that his or her grievance is not receiving command attention, my door is always open.
4. For further EO assistance, personnel can call the unit EO office at XXX-XXXX. After duty hours, for information on procedures for filing an EO compliant or any EO related questions, call the installation "EO ASSISTANCE LINE" at XXX-XXXX. This policy letter will be given the widest possible dissemination and will be used during the command's new Soldier orientation program.

ABCD-BC

SUBJECT: Equal Opportunity Policy Letter

5. A copy of this statement will be permanently posted on the unit bulletin board and in work areas.

XXXXXXXX X. XXXX
Captain, AR
Commanding