EQUAL OPPORTUNITY

 LEADER COURSE (EOLC)

 VERSION 5.0



STUDENT NOTE TAKER GUIDE

7 January 2019

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. In preparation for each day, students must 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 once. However, they will only receive a score of 70 upon retesting, regardless of the actual score.

6. 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.

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

8. Students who receive a NO GO during Practical Exercises or presentations are required to redo the PE or presentation. Students that get a second NO GO on the presentation will be dismissed from the course.

9. 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.

10. Upon the first 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.

11. The second test failure will result in the EOLC NCOIC, Course Manager or EO PM initiating the student’s disenrollment.

12. 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.

13. 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.

 //original signed//

 STEVEN R. FARRELL

 LTC, AG

 Chief, EO Training Proponent

 EOLC STUDENT NOTE TAKER GUIDE, VERSION 5.0

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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

LESSON: Course Overview and Administrative Requirements.

ACTION: Communicate course administrative requirements, rules and course structure.

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

STANDARDS: Communicate course administrative requirements, rules, and the different phases of the course IAW Note Taker Guide.

A. EOLC Phases of Instruction

 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

 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 and Behaviors

C. Phase II-Communication and Conflict Management Skills

 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. Communication Skills

D. Phase III-Aspects of Discrimination

 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. Hazing and Bullying

 d. Racism and Sexism

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

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

 a. Role of the EOA, and EOL / EOL Continuity Book

 b. The Army’s EO Policy and Program

 c. Accommodation of Religious Practices within the Army

 d. EO Complaint Process

 e. Bystander Intervention

 f. Teach an EO Class

F. Course Evaluation Requirements

 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 once. After the second 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

 A group of 2 students will prepare and conduct a 15-20 minute EO class. The class must be no less than 15 minutes and no longer than 20 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.

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 will be determined by the EOLC NCOIC or Course Manager. .

 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.

 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 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.

 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: Training Schedule, ver. 5.0

SH 2: Course Ground Rules

SH 3: Student Course Critique Sheet

SH 1: Training Schedule, ver. 5.0

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

|  |
| --- |
| 6 Day Example Schedule |
| DAY 1 |
| Time  | Subject |   |   |   |
| 0830-0900 | Student In-Processing |   |   |   |
| 0900-0915 | EOLC Welcome |   |   |   |
| 0915-1000 | Diversity Ball Ice Breaker/Introductions |   |   |   |
| 1000-1050 | Course Overview/Establish Group Norms |   |   |   |
| 1050-1200 | The Army's EO Policy and Program Overview |   |   |   |
| 1200-1300 | Lunch |   |   |   |
| 1300-1330  | Role of the EOL |   |   |   |
| 1330-1430 | Develop and Teach an EO Class (Assign topics) |   |   |   |
| 1430-1500  | Badge Exercise Explanation |   |   |   |
| 1500-1510 | Daily Feedback |   |   |   |
| 1510-1830 | Badge Creation/EO Briefing Prep Time |   |   |   |
| Day 2 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1130 | Badge Posting  |   |   |   |
| 1130-1230 | Lunch |   |   |   |
| 1230-1345 | Socialization process |   |   |   |
| 1345-1530 | Values, Attitudes, Beliefs & Behavior |   |   |   |
| 1530-1600 | Drawbridge PE |   |   |   |
| 1600-1700 | Conflict Management |   |   |   |
| 1700-1730 | Conflict Management PE |   |   |   |
| 1730-1740 | Daily Feedback  |   |   |   |
| 1740-1900 | EO Briefing Prep Time |   |   |   |
| Day 3 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1030 | Communication Skills |   |   |   |
| 1030-1130 | Communication Skills PE |   |   |   |
| 1130-1230 | Lunch |   |   |   |
| 1230-1330 | Liferaft Activity |   |   |   |
| 1330-1445 | Perceptions and Stereotypes |   |   |   |
| 1445-1600 | Perceptions and Stereotypes PE |   |   |   |
| 1600-1730 | Racism and Sexism |   |   |   |
| 1730-1745 | Daily Feedback |   |   |   |
| 1745-1900 | EO Briefing Prep Time |   |   |   |
| Day 4 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1130 | Star Power |   |   |   |
| 1130-1230  | Lunch |   |   |   |
| 1230-1400 | Prejudice, Power and Discrimination |   |   |   |
| 1400-1530 | Hazing and Bullying |   |   |   |
| 1530-1645 | Bystander Intervention |   |   |   |
| 1645-1700 | Daily Feedback |   |   |   |
| 1700-1900 | EO Briefing Prep Time |   |   |   |
| Day 5 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1015 | EO Complaint Process |   |   |   |
| 1015-1130 | EO Complaint Process PE |   |   |   |
| 1130-1230 | Lunch |   |   |   |
| 1230-1330 | Accommodation of Religious Practices |   |   |   |
| 1330-1750 | Group Classes |   |   |   |
| 1750-1800 | Daily feedback  |   |   |   |
| 1800-1900 | Exam Review |   |   |   |
| Day 6 |
| 0900-1000 | Final Exam |   |   |   |
| 1000-1200 | Group Classes (Remaining) |   |   |   |
| 1200-1300  | Lunch |   |   |   |
| 1300-1400  | Badge Take Down Ceremony |   |   |   |
| 1400-1500 | Course Evaluation/AAR |   |   |   |
| 1500-1600 | Retest/Set up for Certificate Presentation |   |   |   |
| 1600-1700 | Certificate Presentation |   |   |   |
| 1700-1900 | Unit EOAs meet and provide guidance to EOLs |   |   |   |

|  |
| --- |
| 7 Day Example Schedule |
| DAY 1 |
| Time  | Subject |   |   |   |
| 0900-0930 | Student In-Processing |   |   |   |
| 0930-0945 | EOLC Welcome |   |   |   |
| 0945-1030 | Diversity Ball Ice Breaker/Introductions |   |   |   |
| 1030-1120 | Course Overview/Establish Group Norms |   |   |   |
| 1120-1220 | Lunch |   |   |   |
| 1220-1330 | The Army's EO Policy and Program Overview |   |   |   |
| 1330-1400  | Role of the EOL |   |   |   |
| 1400-1500 | Develop and Teach an EO Class (Assign topics) |   |   |   |
| 1500-1530  | Badge Exercise Explanation |   |   |   |
| 1530-1540 | Daily Feedback |   |   |   |
| 1540-1730 | Badge Creation |   |   |   |
| Day 2 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1130 | Badge Posting  |   |   |   |
| 1130-1230 | Lunch |   |   |   |
| 1230-1345 | Socialization process |   |   |   |
| 1345-1530 | Values, Attitudes, Beliefs & Behavior |   |   |   |
| 1530-1600 | Drawbridge PE |   |   |   |
| 1600-1610 | Daily Feedback  |   |   |   |
| 1610-1730 | EO Briefing Prep Time |   |   |   |
| Day 3 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1015 | Conflict Management |   |   |   |
| 1015-1045 | Conflict Management PE |   |   |   |
| 1045-1200 | Communication Skills |   |   |   |
| 1200-1300 | Lunch |   |   |   |
| 1300-1400 | Communication Skills PE |   |   |   |
| 1400-1500 | Liferaft Activity |   |   |   |
| 1500-1615 | Perceptions and Stereotypes |   |   |   |
| 1615-1730 | Perceptions and Stereotypes PE |   |   |   |
| 1730-1740  | Daily Feedback |   |   |   |
| 1740-1830 | EO Briefing Prep Time |   |   |   |
| Day 4 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1130 | Star Power |   |   |   |
| 1130-1230  | Lunch |   |   |   |
| 1230-1400 | Prejudice Power and Discrimination |   |   |   |
| 1400-1530 | Hazing and Bullying |   |   |   |
| 1530-1700 | Racism and Sexism |   |   |   |
| 1700-1710 | Daily Feedback |   |   |   |
| 1710-1730 | EO Briefing Prep Time |   |   |   |
| Day 5 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1030 | Bystander Intervention |   |   |   |
| 1030-1130 | Accommodation of Religious Practices |   |   |   |
| 1130-1230 | Lunch |   |   |   |
| 1230-1330 | EO Complaint Process |   |   |   |
| 1330-1445 | EO Complaint Process PE |   |   |   |
| 1445-1455 | Daily Feedback |   |   |   |
| 1445-1730 | EO Briefing Prep Time |   |   |   |
| Day 6 |
| 0900-0915 | Daily EO Topic Discussion |   |   |   |
| 0915-1130 | Group Classes |   |   |   |
| 1130-1230  | Lunch |   |   |   |
| 1230-1630  | Group Classes Continued |   |   |   |
| 1630-1730 | Exam Review |   |   |   |
| Day 7 |
| 0900-1000 | Final Exam |   |   |   |
| 1000-1100 | Badge Take Down Ceremony |   |   |   |
| 1100-1200  | Lunch |   |   |   |
| 1200-1300  | Course Evaluation/AAR |   |   |   |
| 1300-1400 | Retest/Set up for Certificate Presentation |   |   |   |
| 1400-1500 | Certificate Presentation |   |   |   |
| 1500-1700 | Unit EOAs meet and provide guidance to EOLs |   |   |   |

STUDENT HANDOUT #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 #3

STUDENT COURSE CRITIQUE SHEET

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Installation Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Unit Hosting EOLC: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Was EOLC Version 5.0 Utilized: Yes or No (Circle One)

If not EOLC Version 5.0, 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.

Strongly Agree

Strongly Disagree

|  |  |
| --- | --- |
| SURVEY QUESTIONS |   |
|  | 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: |  |  |  |  |  |
| Course Overview and Administrative Requirements |  |  |  |  |  |
| The Army’s EO Policy and Program |  |  |  |  |  |
| Values, Attitudes, Beliefs & Behaviors/VIA Survey |  |  |  |  |  |
| Role of the EOA and EOL |  |  |  |  |  |
| Teaching an EO Class |  |  |  |  |  |
| Socialization |  |  |  |  |  |
|  Values, Attitudes, Beliefs, and Behavior |  |  |  |  |  |
|  Conflict Management |  |  |  |  |  |
|  Communication Skills |  |  |  |  |  |
|  Perceptions and Stereotypes |  |  |  |  |  |
|  Racism and Sexism |  |  |  |  |  |
|  Prejudice, Power, and Discrimination |  |  |  |  |  |
|  Hazing and Bullying |  |  |  |  |  |
|  Bystander Intervention |  |  |  |  |  |
|  Accommodation of Religious Practices |  |  |  |  |  |
| 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!

LESSON: Army’s EO Policy and Program.

ACTION: Identify the Army’s Equal Opportunity Policy and Program.

CONDITIONS: In a classroom environment given access to the EOLC Note Taker’s Guide, AR 600-20, Army Directive (AD) 2015-39, AD 2018-07-6, 2018-23, and ALARACT 058/2018.

STANDARDS: Identify the key elements of the Army’s EO Policy and Program and correctly answer all related questions EOLC Note Taker’s Guide on the end of course exam.

**A. EO Policy and Program**

 1. To fully understandthe 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. Equal Opportunity and Fair Treatment

 The Army’s Policy on EO uses the term “Fair Treatment” - Fair treatment is equal treatment based on (1) merit, (2) fitness and (3) capability in support of readiness. (AR 600-20)

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.

 (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.

**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 to include online conduct.

 (1) ALARACT 058/2018 included online conduct discrimination reportable to the chain of command and Equal Opportunity.

 (2) Online misconduct is the use of electronic communication to inflict harm. Examples include, but are not limited to: harassment, bullying, hazing, stalking, discrimination, retaliation, or any other types of misconduct that undermine dignity and respect.

 c. To working, living, and recreational environments.

E. 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, Appendix C and D. You should become familiar with this policy and be able to identify and explain it.

F. Bases of Discriminations

 1. Discrimination is any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, sex (including gender identity), sexual orientation, 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 or treated differently because of:

 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. Sex: refers to a person’s biological status and is typically categorized as male, female, or intersex (i.e., atypical combinations of features that usually distinguish male from female). There are a number of indicators of biological sex, including sex chromosomes, gonads, internal reproductive organs, and external genitalia. (Gender identity refers to one’s sense of oneself as male, female, or transgender).

 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.

f. **Sexual Orientation** is defined as homosexuality, bisexuality, or heterosexuality, whether such orientation is actual or perceived, and includes association with another individual of a particular sexual orientation."

G. Definitions

 1. Discrimination: Any action that unlawfully or unjustly results in unequal treatment of persons or groups that are used to determine the basis of discrimination due to race, color, sex (including gender identity), sexual orientation, religion, or national origin.

 2. Disparaging Terms: Terms used to degrade or connote negative statements pertaining to race, color, sex (including gender identity), national origin, religion, or sexual orientation. Such terms may be expressed as verbal statements, printed material, visual material, signs, symbols, posters, or insignia. The use of these terms constitutes unlawful discrimination.

 3. Equal Opportunity: The right of all persons to participate in, and benefit from, programs and activities (for example, career, employment, educational, social) for which they are qualified. These programs and activities will be free from social, personal, or institutional barriers that prevent people from rising to the highest level of responsibility possible. Persons will be evaluated on individual merit, fitness, and capability, regardless of race, color, sex (including gender identity), national origin, religion, or sexual orientation.

 4. Prejudice: A negative feeling or dislike based upon a faulty or inflexible generalization. (I.e. prejudging a person or group without knowledge or facts)

5. Racism: Any attitude or action of a person or institutional structure which subordinates a person or group because of skin color or race.

 6. Sexism: Attitudes and beliefs that one gender is superior to another.

Note: Power + Prejudice + Action = Discrimination

H. Impact Model

 1. Intention versus Behavior: When we act, do, or say something there is always an impact. The impact model illustrates the unpredictability of behavior when a message is received by your listener.

 2. Impact versus Intent: Occurs when the impact of the communication is negative. Rather than focusing on our intent, we should focus on the action and acknowledge the unintended negative impact on a person.



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 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, and the Defense Equal Opportunity Climate Survey (DEOCS). 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 annually.

 a. Army Directive 2018-23 directed commanders to incorporate unit-level annual Military Equal Opportunity (MEO) training, in combination with training on the prevention of hazing, bullying, retaliation, and reprisal into the overall training plan for the unit. Annual MEO training will be conducted face to face. Commanders will determine the duration, location, and means for conducting training. Unit leaders will lead the training and may use MEO Professionals as available and necessary. HQDA does not require commanders to conduct quarterly MEO training.

 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. Every battalion and company level command must have a trained and appointed EOL in the rank of SGT (P)-1LT.

 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 (annually IAW Army Directive 2018-23).

 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, complaint procedures and treatment of persons.

 h. Ensure company and battalion level unit EOLs are appointed and trained (primary and alternate).

 i. IAW Army Directive 2018-07-6 conduct unit climate assessment within 60 days of assuming command and annually thereafter while retaining command.

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

LESSON: Role of the EOA and EOL.

ACTIONS: Identify the responsibilities and duties of the EOA and EOL.

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

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

A. EOAs Roles and Responsibilities

 1. Advisor – An EOA provides advice to commanders on the EO program, its policies, procedures, and issues that affect the EO climate of a unit. In addition, the EOA provides guidance and assistance to commanders, unit leaders, service members, subordinate commands, and civilian employees.

 2. Trainer and Educator – An EOA trains and educate commanders, leaders, and service members on the EO program, policies, procedures, and issues that impact the EO climate and unit readiness.

 3. Assessor – An EOA assist commanders and other leaders on assessing the EO climate of a unit or organization including determining whether the climate is healthy and positive. The EOA will also provide recommended action to improve unhealthy or negative climate.

 4. Change Agent – An EOA is the commander’s change agent for implementing changes to the EO program and other related areas that affect the command climate of the organization.

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

B. EOA Duties

 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.

C. What is an EO Leader (EOL)?

 1. EOLC Graduate.

 2. SGT (P)-1LT.

 3. Assigned at battalion level or lower.

 4. An additional duty.

 5. Trainer/educator.

 6. Unit advisor.

 7. Assessor.

 8. Eyes and Ears of the Commander.

D. EOL Duties

 1. Assist commanders in addressing EO climate detractors.

 2. Continuously assist commanders in the conduct of unit climate assessments.

 3. Prepare and assist the commander in the conduct of EO training.

 4. Establish and maintain liaison with other EOLs and with the EOA at higher headquarters.

 5. Assist commanders and assigned project officers in preparing and conducting ethnic observances and special commemorations.

 6. 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.

 7. Serve as a resource person for EO matters in the unit.

Note: EOLs do not handle formal complaints. EOLs can handle informal complaints.

E. Unit Leadership EO Responsibilities

 1. Transmit and instill the value and importance of the Army’s professional ethic.

 2. Train Soldiers on EO policies and regulations.

 3. Assist the chain of command in identifying and resolving EO issues within the unit.

 4. Effectively and efficiently deal with EO complaints.

 5. 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, 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.

I. 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:

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

 - Treatment of Persons

 - Off Limits Establishments

Brigade Policy Letters TAB F

 - Open Door

 - Equal Opportunity

 - Complaint Procedures

 - Treatment of Persons

Battalion Policy Letters TAB G

 - Open Door

 - Equal Opportunity

 - Complaint Procedures

 - Treatment of Persons

Company Policy Letters TAB H

 - Open Door

 - Equal Opportunity

 - Complaint Procedures

 - Treatment of Persons

Command Climate Assessment Documents TAB I

EO Training Schedule/training memo/roster of attendees TAB J

Regulations (current) TAB K

**J. Sample Unit EO Board**

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.

**K. Equal Opportunity Policy Letters**

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.

**L**. **EONET**

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.milsuite.mil/book/groups/army-eo-net. Visit this site and request access EONET.

APPENDIX A

STUDENT HANDOUT(S)

SH 4: Commander’s EO Complaint Processing Policy Memorandum

SH 5: Commander's Equal Opportunity Policy Letter

STUDENT HANDOUT #4

(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, sex (including gender identity), sexual orientation, 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.

 XXXXXXXX X. XXXXX

 LTC, FA

 Commanding

 STUDENT HANDOUT #5

(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, sex (including gender identity), sexual orientation, 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

LESSON: Developing and Teaching an EO Class.

ACTIONS: Develop and teach an Equal Opportunity Class.

CONDITIONS: In a small group environment utilizing reliable sources of information.

STANDARDS: Develop and deliver a block of instruction on assigned topic. Students must receive no more than 4 needs improvements on their delivery and complete within 15-20 minutes.

A. What is a Needs Analysis?

 Needs Analysis is a method used to identify performance/behavioral problems and causes for which trainingcould 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

 1. 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 needs. 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.

 2. 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.

 3. 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.

 4. 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 audiencerefers 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.

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

 a. Grade or skill level of the target audience.

 b. 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.

 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

 1. Trainer loses control over what is learned and the order in which it is learned.

 2. Simplifications can mislead.

 3. Uses a large amount of time.

 4. May use other resources – people, space, props.

 5. Depends on the quality of Trainer and Students.

 6. Impact may trigger off withdrawal or defense symptoms.

 7. May be seen as too entertaining or frivolous.

 8. May dominate learning to the exclusion of solid theory and facts.

 9. May depend on what students already know.

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. 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 alternativeactionshould 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 creditability, 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 2 students, and assign topics for the 15-20 minute classes.

APPENDIX A

STUDENT HANDOUT(S)

SH 5: Disruptive and Dysfunctional Behavior

SH 6: Student Presentation Instructions

SH 7: Class Presentation Outline Template

SH 8: EO Class Evaluation Checklist

SH 9: Lesson Topics

SH 10: Suggestions for Overcoming Fear of Speaking Before a Group

STUDENT HANDOUT #5

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 breech 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 instructors. These behaviors are labeled and provide clues and examples which will help the instructors 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."

1. "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 #6

STUDENT CLASS INSTRUCTIONS

Develop and Teach an EO Class

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INSTRUCTIONS:

Groups of 2 students will develop and conduct a 15-20 minute class using a topic provided by the instructor. The class must be no less than 15 minutes and no longer than 20 minutes. 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:

1. You must prepare an outline of your class and give a copy to the grader prior to your class (see Handout 7 for example). The outline is not considered a training aid.

2. 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.

3. Video(s) used can amount to no more than 3-4 minutes

4. 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 15-20 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.

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STUDENT HANDOUT #7

CLASS PRESENTATION OUTLINE TEMPLATE

 (Students must turn in an outline)

STUDENT NAMES:

TOPIC:

I. Introduction

A. Attention Step—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 and its purpose? 1-2 sentences introducing your topic and its purpose.

C. Forecast of Main points—What are my 2-5 speaking points?

D. Link to First point—How I get into my first main point? 1 or 2 sentences written to transition into the body.

II. Body (2*-5 Main Points*)

A. Point #1—Description of first point with sub points

1.

a.

b.

B. Point #2

C. Point #3

III. Conclusion

A. Summary of Main Points: 1-2 sentences summarizing the main points.

B. Re-State Thesis 1-2 sentences rephrasing you thesis for the audience.

C. Clincher—ties to attention step, *“Tying the Bow on the Package.”* Can be a story, quote, poem, answer to your opening question, etc.

STUDENT HANDOUT #8

EO CLASS EVALUATION CHECKLIST

Students\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grader\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

 Topic\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Overall Rating: Go\_\_\_\_\_\_ No Go\_\_\_\_\_ (4 or more needs improvement)

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| --- | --- | --- |
|  | INTRODUCTION |   |
| 1. ATTENTION STEPFailed to introduce self and topic.Attention step was missing orwas not relevant Needs Improvement | Followed protocol for greeting. Introduced self and topic. Presented an attention step.Success |  Followed protocol for greeting.Introduced self and topic.Gave credentials. Attention stepwas relevant and innovative. Excellent |
| 2. PURPOSEPurpose and relevance not statedor not clear Needs Improvement | Clearly stated purpose butnot relevanceSuccess |  Clearly stated purpose and explained relevance and benefits to the audience. Excellent |
| 3. OVERVIEW/FOCUSNo single controlling idea. Major parts were not clearly identified. Scope was too narrow or too broad. Needs Improvement | Presented a single, controlling idea. Identified major parts. Scope was sufficient. Provided information relevant to purpose.Success | Presented a clear, simple statement of controlling idea and major parts. Scope was appropriate. Provided information that was relevant and enhanced purpose.  Excellent |
|  |  BODY |  |
| 4. RELEVANCEInformation did not relate to purpose or purpose was not relevant to audience Needs Improvement | Information supported purpose. Purpose was relevant to audienceSuccess |  Briefing provided new insight on information valuable to the audience. Excellent |
| 5. ANALYSISDid not provide sufficient data to support ideas. Did not develop major parts to level indicated in the overview. Needs Improvement | Provided evidence in sufficient detail to support ideas. Data was relevant, but little variety.Success |  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. Excellent |
| 6. TRANSITIONSNo transitions or transitions were abrupt, awkward, or weak.  Needs Improvement | Transitions connected main points. Used interim summaries as appropriate.Success | Trans related previous point(s) to upcoming one or to the overall purpose. Provided smooth flow from old to new material Excellent |
|  | PRESENTATION SKILLS |  |
| 7. EYE CONTACTDid not establish eye contact or had minimal eye contact. Read material most of the time. Rarely looked up.   Needs Improvement | Maintained eye contact most of the time. Looked at the audience, but tended to lose eye contact.Success |  Constantly maintained eye contact with the audience.  Excellent |
| 8. MOVEMENT/GESTURES/FACIAL EXPRESSIONSNo movement or excessive movement. No gestures. No change in facial expression.  Needs Improvement | Had natural, spontaneous gestures and facial expressions that did not distract from briefing.Success | Movement improved the presentation by emphasizing points and establishing better contact.  Excellent |
| 9. VOICEMonotone. Rate was too fast or slow. Volume was too soft or loud. Voice was difficult or impossible to understand.  Needs Improvement | Appropriate variations in rate, pitch, volume, or tone. Voice was clear and understandable.Success |  Used vocal changes to emphasize key points and reinforce meaning.  Excellent |
| 10. WORD USEWord 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.  Needs Improvement | Appropriate vocabulary. Correct pronunciation and grammar. Explained acronyms. Corrected accidental use of exclusionary language. Minimal use of “fillers.”Success |  Introduced and explained new terms relevant to content. Completely explained or did not use acronyms. Did not use exclusionary language. No noticeable “fillers.”  Excellent |
| 11. VISUAL AIDSVisual aids were missing or were sloppy. No reference made to aids (passive use). Use of aids was awkward. “Talked” to visual aids.   Needs Improvement | Visual Aid #1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Visual aids were clear and accurate. No difficulty using aids.Success |  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).  Excellent |
|  | CONCLUSION |  |
| 12. SUMMARYNo summary or incomplete summary. Introduced new material in the summary.  Needs Improvement | Returned to controlling idea. Reviewed major parts. Did not introduce new material.Success |  Summary reemphasized key ideas, and strengthened the information presented. Did not introduce new material.  Excellent |
| 13. CLOSUREAwkward or abrupt closure statement.  Needs Improvement | Simple closure statement. Left audience with a sense of completion.Success | Closure statement stressed relevance to the audience and was innovative.  Excellent |
| 14. TIME: Start-End Did not meet time requirements. (Under 35 min or over 40 min.).   Needs Improvement  |  Total Time- Completed the briefing and all major parts within the allotted time. (between 35-40 min)  Success |  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) Excellent |
| COMMENTS: |  |  |

STUDENT HANDOUT #9

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. Communicating Across Generational Differences
2. Martin Luther King Jr.
3. Women’s Suffrage Movement
4. Ethnic Cleansing (Not including the Holocaust)
5. The Wiccan Religion
6. Immigration Through Ellis Island
7. The Civil Rights Movement
8. Gender Roles in the Home
9. Communicating Across Cultural Differences
10. Harvey Milk-Activist
11. Seventh-Day Adventists
12. The Rosewood Massacre
13. Sikhism
14. Atheism
15. The Positives and Negatives of Social Media
16. The Hamburg Massacre

STUDENT HANDOUT #10

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.

SOCIALIZATION 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 take away from this course is the appreciation of dignity and respect for others. This is a huge component of the EO Program.

2. The purpose of the exercise is to give you an opportunity to learn a little about your classmates’ self-concept, values, and characteristics. 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?”

Part 1, Identity. This area is where you identify your identity. You are to put your name at the top of the section, then on separate lines write your race, ethnicity, sex, 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.

LESSON: Socialization Process.

ACTION: Identify the socialization process and its impact on individuals.

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

STANDARDS: Identify 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. It’s an elaborate process by which individuals become distinctive and actively functioning member of society. As well, it is the primary method of learning culture.

 b. Socialization begins shortly after birth. Early childhood is the period of the most intense and most crucial socialization. The most important time when socialization occurs is between the ages 1 and 10. We obviously learn throughout our lives, but this first 10 years is most important in determining who we are for the rest of our lives.

 c. Values, attitudes, perceptions, stereotypes, and behaviors are continuously developed, refined, and reinforced through the socialization process.

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. The concept of self is an ever-changing, progressive activity, developed through social interactions with others. It explains reality from one’s point of view and it allows conceptualization of behavior. It is both, the product and producer of perception. For example, you know your feelings, your social traits (if you’re shy or confident), any talents you possess.

C. Self-Concept Explained

 1. There are three fundamental elements associated with the self-concept:

 a. How we picture ourselves.

 b. How others see us.

 c. How we wish ourselves to be seen.

 2. 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 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. Media

 c. Educational System

 d. Peers and friends

 2. The most influential agent of socialization is the family. It is a network of people who share common experiences, and their interaction with each other, find common ways of articulating the meaning of those experiences. Family influences eating habits, language, religion, and even interaction with others. Family is comprised of nuclear and extended members. In some cultures, the extended family has more influence than the nuclear family.

 3. 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.

 4. 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.

 5. 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.

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. 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 forchange. 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

L. 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. Self-Reflection. 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.

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: Identify the concepts of Values, Attitudes, Beliefs, and their connection to one another and one’s behavior.r

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

STANDARDS: Identify 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

 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 personal values, but the ones that really count are those that you enact every day.

B. Values Definition

 Values are our conceptions of what is good or bad, desirable or not, proper or improper. They include personal values, socially accepted values and military values. 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 valuesare 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. Attitude

 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. Cognitive Dissonance

 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.

K. 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.

L. 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.

PRACTICAL EXERCISE

THE DRAWBRIDGE EXERCISE

Scenario: As he left for a visit to his outlying districts, the jealous Baron warned his pretty wife: “Do not leave the castle while I am gone, or I will punish you severely when I return!”

 But as the hours passed, the young Baroness grew lonely, and despite her husband’s warning, decided to visit her Lover who lived in the countryside nearby.

 The castle was located on an island on a wide, fast flowing river, with a drawbridge linking the island and the land at the narrowest point on the river.

 “Surely my husband will not return before dawn,” she thought, and ordered her servants to lower the drawbridge and leave it down until she returned.

 After spending several pleasant hours with the Lover, the Baroness returned to the drawbridge, only to find it blocked by a Gateman wildly waving a long and extremely sharp knife.

 “Do not attempt to cross this bridge, Baroness, or I will kill you,” he raved. Fearing for her life, the Baroness returned to her lover and asked him for help.

 “Our relationship is only a romantic one,” he said, “I will not help.” The Baroness then sought out a Boatman on the river, explained her plight to him, and asked him to take her across the river in his boat.

 “I will do it, but only if you can pay my fee of five Marks.”

 “But I have no money with me!” the Baroness protested.

 “That is too bad. No money, no ride, the Boatman said flatly.

 Her fear growing, the Baroness ran crying to the home of a Friend, and after again explaining the situation, begged for enough money to pay the Boatman his fee.

 “If you had not disobeyed your husband, this would not have happened,” the Friend said. “I will give you no money.”

 With dawn approaching and her last resource exhausted, the Baroness returned to the bridge in desperation, attempted to cross to the castle, and was slain by the Gateman

(Drawbridge Characters)

\_\_\_\_\_ The Baron

\_\_\_\_\_ The Baroness

\_\_\_\_\_ The Boatman

\_\_\_\_\_ The Friend

\_\_\_\_\_ The Gateman

\_\_\_\_\_ The Lover

Instructions:

1. Using the list above, rank the characters (from 1 to 6) in order of their responsibility for the death of Baroness. This list should reflect your own values, and not your impression of the values of the time/place of the story.

2. Now, work with the other members of your group and decide on a group rank order for the six characters.

3. Compose a one-paragraph evidence-based response explaining/defending your rankings.

LESSON: Conflict Management.

ACTION: Identify conflict in the workplace and strategies for coping with conflict.

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

STANDARDS: Identify conflict in the workplace, strategies for coping with conflict and correctly answer all related questions at the end of the course exam.

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. Causes of Conflict**

 1. Conflict is generally based upon three assumptions:

 a. Disagreement is inevitable.

 b. Conflict cannot be avoided since interdependence with groups is necessary.

 c. Agreement and maintaining interdependence is possible.

 2. The following is a list of common causes in conflict situations:

 a. When wants or needs differ.

 b. When individuals’ values differ.

 c. Differing degrees in race, gender, ethnicity, religion, and age.

 d. Assumptions / Perceptions.

**D. Outcomes of Conflict**

 Causes of conflict can be complicated; however, **conflict can be** **destructive or constructive**. 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.

E. Reasons Why Conflict is Constructive

 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. Reasons Why Conflict is Destructive**

 1. Diverts attention from more important activities and issues.

 2. Destroys morale.

 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 herself.

 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 moregroups (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:

a. **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.

b. **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.

c. **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.

d. **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. 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: Communication Skills.

ACTION: Recognize methods of effective communication skills.

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

STANDARDS: Recognize the methods of effective communication skills and correctly answer all related questions on the end of the course exam.

A. Communication

 1. Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express your ideas, thoughts, and feelings to someone else.

 2. As simple as this sound, it is not easy as it seems. The sending communicator often assumes the receiving communicator automatically understands the meaning of the sent message.

**B. Elements of the Communication Process**

 1.The elements of the communication is composed of a 5 step process:

a. Communicators – Sends and receives.

b. Message – Object of communication.

 c. Channels – Conduit for delivering messages.

 d. Environment – Physical location, personal experiences, and cultural background.

 e. Feedback – Response from receiver.

**C. Modes of Communication**

1. Verbal Communication – The words of a message.

a. When you talk to another person, you give out verbal and nonverbal signals. Effective verbal messages are messages brief, succinct, organized free of jargon, and oriented to the receiver.

 b. Communication can be divided into either written or oral communication.

 (1) Written Communication – The effectiveness of written communication depends on the style of writing, vocabulary used, grammar, clarity, and precision of language.

 (2) Oral Communication – Can be face to face, over the telephone, or on the voice chat over the internet.

 2. Nonverbal Communication – Is all non-language aspects of communication behavior and contributes significant meaning to any message. Nonverbal communication is continuous and it communicates emotional states and interpersonal attitudes. Nonverbal messages can have different meanings for different people.

a. Nonverbal Communication can be divided into touching, eye contact and facial expression, and smiling.

 (1) Touching is perhaps the most powerful nonverbal communication. As an example anger, interest, trust, tenderness and a variety of other emotions can be communicated through touching.

 (2) Eye contact and facial expressions can convey important emotional and social information.

 (3) Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. As an example if you smile frequently you will be perceived and will transmit a message as a person more likeable, friendly, warm, and approachable.

**D. Barriers to Communication**

 1. Physical barriers are environmental factors that can create conditions that adversely impact communication. These barriers can include:

a. Environmental – Bright lights, unusual sights, or any other stimulus that provides a potential distraction.

 b. Noise – The noise of battle, equipment, or other people in close proximity can impede clear communication.

 c. Objects – Close office doors, large desk, or screens that obstruct view can be carriers to communication.

 d. Distance – It is difficult to talk to others when you are too far away to hear them properly.

 e. Temperature – An environment that is too hot or cold can block communication by changing your focus to your physical level of comfort instead of the message.

 f. Physical Health – If someone is hard of hearing or is not feeling well, they may have difficulty hearing or concentrating on the conversation.

 2. Perceptual barriers are factors contained within the message from the sender or receiver that can cause distortion of the communication. These factors can include:

a. Past Experience – Depending on whether your past experience was positive or negative with the sender, receiver, or message, will influence how you communicate with the individual.

 b. Hidden Agendas – Sometimes the speaker may state one intention for the communication and may have second, hidden purpose for the communication.

 c. Stereotypes - Over generalization, not supported by facts, that cause us to have fixed, rigid ideas about something.

**E. Types of Listening**

 1. Active Listening – A process in which listener makes conscious effort to listen for complete message.

 2. Inactive Listening – Hearing only the words, you hear the words but your mind is wandering and no communication is taking place.

 3. Selective Listening – You hear some of the message and immediately begin to formulate your reply or second guess the speaker without waiting for the speaker to finish. Also, filtering the message, hearing only what you want to hear.

F. Methods to Become Better Listener

 1. Have a reason or purpose for listening – This helps develop a proper attitude for listening.

 2. Suspend judgement – The listener should allow the speaker to complete his/her thoughts before replying.

 3. Resist distractions – Identify distractions such as noises, views, and other people, and focus on the speaker.

 4. Wait before responding – It is important to take the time to think about what has been said. A response that is too prompt reduces the listening effectiveness.

 5. Seek important themes – The listener should be listening for the real meaning of the words.

 6. Respond to comments.

 7. Avoid blocks that obstruct effective listening.

 a. Evaluation – How is was said (good / bad).

 b. Unsolicited advice given.

 c. Diagnosing / Analyzing – Why it was said (motive / cause).

 d. Topping – Do not mentally try to one-up.

G. Feedback

 1. Feedback usually offends a person’s self-esteem, so it is difficult for a person to respond. Always respond to an observable behavior when giving feedback. Do not attack a person’s sense of self-esteem. Ensure feedback concerns what is said or done not why.

 2. Giving Feedback:

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

 b. Ensure feedback is specific rather than general.

 c. Ensure the feedback takes in account the needs of both the receiver and the sender of the feedback.

 d. Ensure feedback is analyzed to ensure clear communication.

 e. Ensure feedback is solicited rather than imposed.

 f. Ensure feedback is directed at a person’s behavior, not at the person.

 g. Ensure feedback is directed at behavior the receiver can control.

 h. Ensure feedback is well timed.

 i. Ensure feedback is planned.

**H. Guidelines for Receiving Feedback**

 1. Receiving Feedback:

 a. Establish a receptive atmosphere.

 b. State what you want feedback about.

 c. Check what you have heard.

 d. Maintain an objective attitude about the feedback even though it is about you.

**I. Benefits of Giving and Receiving Feedback**

 1. Exchange Information.

 2. Achieve personal growth.

 3. Provider finds out about self.

 4. Receiver gains insight.

 5. Creates an open environment for effective operational and interpersonal communication.

 6. Aids in the preparation for the future; not dwelling on the past.

PRACTICAL EXERCISE

COMMUNICATION SKILLS

STUDENT HANDOUT

Instructions*:*

Students will participate in a listening exercise to practice the skill of communication skills. 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 communication skills methods such as the elements of listening, types of listening, methods of listening, and feedback during the role play. The rest of the class will critique whether the listener is employing communication skills techniques. The class will discuss the power of communication skills in performing their duties as an EOL.

Active Listening Scenarios:

1. You’re talking to your friend about your supervisor, my NCOIC has assigned me tasks that have nothing to do with my job. I have been required to make coffee for the office, vacuum the office and plan a potluck for the office. There are 4 other Soldiers in the office but my NCOIC does not require them to perform any of these duties. I am an NCO and should not be required to perform these functions. I overheard my NCOIC speaking to a Soldier and he said “looks like it is good to have someone around here that knows to clean”.

2. During an interview session for a leadership position with the CSM, he/she said that will never consider me for the leadership position because of my accent/race/gender (use any of the examples). The CSM stated "How can you lead with your accent/race/gender, it would be better for you to look for other jobs that you can handle.” In addition the CSM stated “I would rather call your branch manager to get you another assignment but I not give you a leadership position in my battalion”.

3. Last week during the Battalion pre deployment ceremony the Chaplain was conducting his invocation when he stated “all bow your head and let us pray”. Since I am an atheist I felt out of place and I did not bow my head but respected the invocation and stayed until culmination. Upon completion of the ceremony my Company Commander told me that I was very disrespectful to God and the ceremony for not bowing my head and praying. I responded to my CDR that I was atheist and I did not pray to any God. He responded that I was a disgrace and all non-believers should die as no one will miss them. I told the CDR that his comments were not appropriate and as a leader he should respect everyone’s beliefs but he responded “I bet deploying to Afghanistan and engaging in combat will make you pray”.

4. My supervisor, consistently harasses me about my religion. I am Muslim and the only Muslim service I have found in this location is 60 miles away. That is a 1.5 hour bus ride from where I work. The service is held Fridays at 2 PM. I must catch the 11:00 bus to make it to service on time. I have attended for 3 Fridays. On the last Friday I attend, my supervisor called and texted my phone throughout service and threatened me if I did not pick up. My supervisor now tells me I will not be allowed to attend services anymore. I asked the supervisor to see the commander on the open door policy and he told me no. I have look at the religious accommodation information and I think my supervisor is wrong to not let me go to service since it does not interfere with mission accomplishment.

5. I cannot handle how I been treated by my OIC since I was moved to work in the S3. I was assigned to the S3 as the school NCO but the disparate treatment by my OIC in agonizing. My OIC makes derogatory comments about my race/sex/sexual orientation/ethnicity (use any of these examples). Lastly, two weeks ago the OIC told me that he/she will ensure I will be out of her Army because (using the examples) should not serve in the US Army.

6. I feel constantly that my NCOIC treats me differently than the other members of the section. First, I am the only male or female in the section and daily my NCOIC refers to me as the “raggedy Soldier.” Also, few months ago my NCOIC found out that I changed my sexual orientation and since then the NCOIC started to make inappropriate questions about my relations and making jokes about my sexual orientation. .” Finally, I been asking the NCIOCI to recommend me to the NCO of the month board but the NCOIC said to me “I will recommend never recommend anyone like you for the NCO of the month. I spoke with the OIC in regards to the NCOIC comments but the disparate treatment continues.

7. I wanted to try out for the Expert Field Medical Badge. I asked my supervisor if I could attend the competition. He/She told me “no and that I should leave that to other more capable Soldiers”. He/She also asked why I would want to put myself through that kind of thing.” I don’t think my supervisor likes me very much as he/she treats all the other Soldiers in the office better. My supervisor also thinks my English is not up to standard to attend the competition.

8. I feel my immediate supervisor treats me differently and makes jokes about me because I am an Asian from Korea. My supervisor makes my work environment very uncomfortable. Last week, while working in the office, my supervisor made jokes about how he/she was “happy to get an Asian Soldier because they are smart, but he/she stated that was not sure what happened to me”. On another occasion, my supervisor told me I was not allowed to eat Kimchi in the office because it stinks, but he/she allows all the other Soldiers to eat their snacks in the office. This makes me very sad and uncomfortable at work.

9. My platoon sergeant is creating a hostile work environment by using terms such as "gay" and continuously degrading transgender personnel by calling them "worthless human beings who should be shot". The platoon sergeant tells me that I am worthless which is contributing to a hostile environment. The platoon sergeant threw objects (stapler, paper clips, etc.) at me when was angry. Other members of the unit have discussed the behaviors and language with the platoon sergeant and he/she has not changed his/her actions.

10. Upon arrival in the unit, I was very close friend with my squad leader. He/she used to go out with me to the club and out but everything changed once the squad leader found out that my sexual orientation was my same sex and I was in a relationship with another Soldier from the unit with my same sex. The squad leader started to avoid me and I asked him/her what was going on and he/she replied “I don’t hang out with your kind of people and don’t come near me again”.

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

 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

 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

 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**

 The Raw dataor 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**

 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)**

 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**

 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 minds 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

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.

**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?**

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: Racism and Sexism.

ACTION: Recognize racism and sexism.

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

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

A. Racism and Sexism

 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 and Ethnicity

 1. **Race** - 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. In addition, race is a group of people who are generally considered to be physically distinct in some way (e.g. skin, color, hair texture, or facial features such as size and shape of the head, eyes, ears, lips, nose, and color of eyes.

 2. **Ethnicity** - A cultural concept in which a large number of people who share learned or acquired traits and close social interactions regard themselves and are regarded by others as constituting a single group on that basis. Ethnicity differs from race in that members within a racial category may identify with or more ethnic groups based on cultural or national origin characteristics (e.g. customs, traditions, and language) either retrained or passed on through generations.

**C. Culture**

 1. **Culture** encompasses physical or material objects, as well as, the nonmaterial attitudes, beliefs, customs, lifestyles, and values shared by members of a society and transmitted to the next generation.

 2. **Attributes of Culture:**

 a. A system of shared beliefs, values customs, behaviors, and artifacts that members of a society use to cope with their world and with one another.

 b. Learned, through a process called enculturation.

 c. Shared by members of a society; there is no culture of one.

 d. Patterned, meaning that people in a society live and think in ways forming definite, repeating patterns.

 e. Changeable, through social interactions between people and groups.

**D. Racial and Ethnic Categories**

 1. In October 1997, the Office of Management and Budget (OMB) announced the revised standards for Federal data on race and ethnicity. IAW the OMB the race categories are:

 a. American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

 b. Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents including, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

 c. Black or African American - A person having origins in any of the black racial groups of Africa.

 d. Native Hawaiian or other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

 e. White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

 2. IAW the OMB, the ethnicity categories are:

 a. Hispanic or Latino - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin, regardless of race.

 b. Not Hispanic or Latino

**E. 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 a tool for domination and social control, a psychological tool for dominating one group over another.

 3. Racist is a person who believes that a particular race is superior to another.

F. Types of Racism

 1. **Individual Racism** – Belief that one’s own race is superior to another (racial prejudice) and exhibits behavior that suppress the inferior race (racial discrimination).

 a. Examples of racist attitudes include bigotry, belittling, and jealousy.

 b. Examples of racist beliefs include racial stereotyping, classifying people according to race, and thinking that some races are better than others.

 c. Examples of racist behaviors include violence, name calling, and discrimination in hiring practices.

 2. **Institutional Racism** – Takes the form of practices, customs, rules, and standards of organizations, including governments that unnecessarily disadvantage people because of their race, color, or ethnicity.

 a. Consist of established laws, customs, and practices that systematically reflect and produce racial inequalities in U.S. society.

 b. Is embedded in policies that have generally become accepted as normal, and may or may not have been intentionally written to practice racism.

 c. More subtle, less visible, and less identifiable than individual acts of racism. Managers may not be racist as individuals, but they may discriminate as part of carrying out their jobs, without being aware their role is contributing to a discriminatory outcome.

**G. Forms of Racism**

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

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

 3. **Unintentional Racism:** An unconscious act that is not usually motivated by prejudice or intent to harm. However, it is still damaging.

**H. Sexism, Sexist Behavior, and Sexist**

 1. **Sexism**- Belief and attitude that one sex is superior to the other, thereby justifying sexual inequalities. Sexism is a prejudice, which may lead to discrimination based on a person’s sex.

 2. **Sexist Attitudes** – May stem from traditional stereotypes of gender roles, and may include the belief that a person of one sex is intrinsically superior to a person of the other.

 3. **Sexist Behavior** – Is defined as verbal and/or nonverbal behaviors that convey insulting, offensive, or condescending attitudes based on the gender of the respondent.

I. 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.

J. Influences that Perpetuate Sexism

 1. Mass media and stereotyping allow sexism to continue:

 a. Mass Media and Social Media – Historically, the mass media portray females as either sexual objects or as people who fight too hard to survive in “a man’s world. Social media outlets continue to perpetuate sexism by showing images of what women or men as supposed to look like, act like, dress like, and speak.

 b. Stereotyping – Stereotypes may or may not originate in a kennel of truth – they aid people in simplifying their categories , they justify hostility and sometimes the serve as projection screens for our personal conflict. However, they are socially supported and continually revived in our novels, stories, movies, radio, and television.

 2. Social Influences that allow sexism to continue:

 a. Behavior – Historically, boys were encouraged to compete from early childhood and learn that competition is ok and that winning is important. Until recently, girls were more likely to participate in activities, which stressed service and cooperation.

 b. Pro-Sexism – Accommodating sexist behavior by reinforcing or encouraging it, rather than questioning, checking, or opposing. People are pro-sexist for a number of reasons. Some people are socialized to accept it; some go along to be more acceptable because-sometimes because it will help them gain power and make more effective changes.

 3. Cultural Influences that allow sexism to continue: From childhood on, many males and females in our culture are taught to exhibit certain behaviors.

 4. Institutional roles influencing the continuance of sexism:

 a. Job role labels – There is such a strong gender association with some jobs, we use labels that set other apart (women doctor, male nurse, female service member) and expect men to do certain jobs and women to hold certain jobs.

 b. Unnecessary division – Actor: one who acts, why actress? Waiter/waitress, men on airplanes/not stewards –all flight attendant.

K. Sexism and Ego Mechanism

1. **Denial** – There is no way she out did me in pushups or no way, she returned fire before I did.

 2. **Projection** – If she didn’t dress provocatively, she wouldn’t get so much attention.

 3. **Rationalization** – Boys will be boys, it is expected that men in my shop unload the truck when supplies are delivered, most items are too heavy for the women to carry.

**L. Strategies to Eliminate Sexism**

 1. Self-Analysis/ Self Awareness – Know yourself. Identify how sexism influenced/affected you and what displayed behaviors can be interpreted as sexist.

 2. Model Behavior

 a. Role Model – Walk the talk. Acknowledge and understand difference, don’t group people and assume they all have the same characteristics, this will produce stereotyping. Challenge inappropriate behaviors, and advocate fair treatment.

 3. Keep current on EO issues/information.

 4. Education and Training – Train at all levels.

 5. Policy – Development and implementation of policies that do not discriminate on the basis of gender.

 6. Prevention – Conduct periodic climate assessment.

 7. Set the Example – Reinforce organizational culture.

 8. Mission – Fully utilize all personnel.

LESSON: Prejudice, Power and Discrimination.

ACTION: Recognize prejudice, power, and discrimination.

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

STANDARDS: Recognize prejudice, power, and discrimination and correctly answer all related questions on the end of course exam.

A. Prejudice, Power and Discrimination

 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 preconceived judgment** or opinion, an adverse opinion, or learning formed without just grounds or before sufficient knowledge, an irrational attitude of hostility against an individual, a group, a race, or their supposed characteristics.

 2. **Prejudice is an unreasonable negative attitude** toward others because of their membership in a particular group.

 3. Prejudice is an antipathy **based upon faulty and inflexible generalization**.

**C. Levels of Prejudice**

 1. **Cognitive Prejudice (thinking)** – This refers to a stereotype. Whether favorable or unfavorable, a stereotype is an overgeneralization or exaggeration that ignores individual differences within a group.

 2**. Emotional Prejudice (feelings)** – It refers to emotions and feelings of hostility or liking. It may be found in attitudes toward members of particular classes such as race, ethnicity, or national origin.

 3. **Action-Oriented Level of Prejudice (behavior)** - It is the positive or negative predisposition to engage in discriminatory behavior.

D. Disparaging Terms

 1. 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. For example:

 2 Using phrases or stereotype language. For example:

 a. Boy

 b. Dumb blonde

 c. Use of caricatures in exaggerated situations

 d. Ethnic and sexist jokes

E. Discrimination

 1. Discrimination is broadly defined as unfairly treating a person or group of people differently from other people or group of people.

 2. Discrimination is any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, sex (including gender identity), sexual orientation, religion or national origin which are the bases of discrimination in the military.

 3. Within the Department of Defense (DoD) Military Equal Opportunity (MEO) program if defines unlawful discrimination as disparate treatment or harassment of an individual or group based on a prohibited factor contrary to federal law or regulation.

 4. Here are some examples of discrimination:

 a. Screening a person out of a job on the basis of race.

 b. Not considering someone for a position because of their religious affiliation.

 c. A property manager refuses to rent an apartment to a single woman, but he will rent the apartment to a single man.

F. Categories Discrimination

 1. There are six bases of discrimination in accordance with the Diversity Management and Equal Opportunity program in the DoD. The bases of discrimination are:

 a. Race discrimination involves treating someone 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.

 (1) 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.

 (2) Discrimination can occur when the victim and the person who inflicted the discrimination are the same race or color.

 c. Sex discrimination (including gender identity) involves treating someone unfavorably because of that person’s sex or gender identity. It also can involve treating someone less favorably because of his /her connection with an organization or group that is generally associated with people of certain sex. There are key terms associated with sex discrimination, the terms are:

 (1) Sex – Refers to the biological differences between male and female including chromosomes, hormonal profiles, and reproductive organs.

 (2) Gender Identity – Refers to an individuals’ internal sense of being male or female.

 d. Sexual orientation discrimination involves unlawful discrimination based on a person’s emotional, romantic, and sexual attraction to individuals of a particular gender. Lesbian, gay, bisexual, transgender (LGBT) or straight are the most commonly referred to sexual orientation.

 e. 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).

 (1). National origin discrimination can also involve treating someone differently because that person is married to (or associated with) a person of a certain national origin or because of his/her connection with an ethnic organization or group.

 (2) Discrimination can occur when the victim and the person who inflicted the discrimination are the same national origin.

 f. Religious discrimination involves treating a person unfavorably because of his or her religious beliefs.

 (1) 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.

 (2) Religious discrimination can also involve treating someone differently because that person is married to (or associated with) an individual of a particular religion or because of his/her connection with a religious organization or group.

G. How Prejudice and Discrimination Manifest

 1. Microaggressions are every day verbal, nonverbal, end environmental slights, snubs, or insults, whether intentional or unintentional, that communicates hostile, derogatory, or negative messages to target persons solely on marginalized group membership.

 a. Microaggressions often times appear to be a compliment but contain a hidden insult.

 b. It also often occurs outside the level of conscious awareness of the perpetrator.

 2. In-Group (most like me) versus Out-Group (least like me).

 3. Social Learning and Conformity.

 a. Social Learning Theory – Children learn prejudice and stereotypes from adult influencers during early socialization (parents, teachers, etc.).

 b. Laws, regulations, and norms of segregation or unequal access, which maintain the power of dominant groups over subordinate ones.

 c. Mass Media – Media’s portrayal of racial and ethnic groups may be a person’s principal source of information. If the media communicates primarily in stereotypes and the viewer has little opportunity for personal contact with members of that minority, the probability of the stereotype becoming the reality to the viewer is high.

 4. Active Manifestations of Prejudice and Discrimination (Direct)

 a. Hazing and bullying.

 b. Verbally or physically harassing or bullying target group members.

 c. Telling oppressive or offensive jokes.

 d. Perpetuating stereotypes.

 e. Avoiding “out group”.

 5. Inactively Contributing to Prejudice and Discrimination (Indirect).

 a. Condoning or accepting the status quo.

 b. Ignoring acts of discrimination, hazing, or bullying.

H. 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.

I. Power

 Power – The ability or official capacity to exercise control over others; a person, group, or nation having great influences or control over others. For example, an Army leader like the one in the picture is given power to make decisions or rules which can effectively discriminate and define who belongs and does not. Without power, discrimination is relatively passive. With power, unlawful discrimination is an unethical violation of the Army’s policy because it denies fair treatment or any chance for equal opportunity. So, in most circumstances of discrimination, both power and prejudice lie beneath.

J. Types of Power

 1. Political Power – In the official capacity, political power is held by the political leader of a state, such as a president, prime minister, or monarch. Political powers are not limited to head of states; however, the extent to which a person or group hold such power is related to the amount of societal influence they can wield, formally or informally.

 2. Physical Power – The energy or motive force by which a physical system or machine is operated (e.g. turbines turned by steam power; a sailing ship driven by the wind power; the human body digesting food and water).

 3. Social Power – The potential influence of one person over another.

K. Bases of Power

 1. Legitimate Power – Based on a person in a higher position having control over people in an organization.

 2. Coercive Power – Based on a person that leads by threat, real or imagined forced. Fear of being hurt, poorly treated, or dismissed allows the wielders of this power to rule over the fearful. It is unlikely to win respect and loyalty of personnel for long.

 3. Reward Power – Based on the person that motivates others by offering raises, recognition, promotions, awards, money, or goods to follow.

 4. Expert Power – Based on the person who sets the perception that one possesses superior skills, talent, or knowledge.

 5. Referent Power – Based on the person who has the ability to convey a sense of personal acceptance or approval. It is held by people with charisma, integrity and other positive qualities.

 6. Informational Power – Based on a person who possesses needed or necessary information for the successful functioning of the organization or mission. This is a short-term power that doesn’t necessarily influence or build credibility.

 7. Connection Power – Based on a person that attains influence by gaining favor or simply acquaintance with powerful person. This power is more commonly referred to as “networking” these days.

L. Categories of Power

 1. Formal (Positional) Power.

 a. Conferred on a person; is not necessarily earned. In other words, formal power is a function of position, not necessarily ability.

 b. It is a function of position, rank, or status.

 c. Authority is given to a person who holds a certain position in the organization and is supported by the organization.

 d. It may include the ability to reward and punish.

 2. Informal (Personal) Power.

 a. Informal power comes from forms of leverage; these types of power must be earned and maintain.

 b. It is mostly a function of ability, personality, or association.

 c. It may be based on knowledge and skills.

M. How Power Affects Prejudice and Discrimination

 1. At the heart of prejudice lie two concepts: ignorance and fear.

 2. Power is at the core of discrimination. Without power, discrimination is ineffective. With power, discrimination maintains the dominance of one group over the other.

 3. In most circumstances of discrimination, both power and prejudice lie beneath. Although prejudice and discrimination are related concepts, one does not automatically mean that the other is present.

LESSON: Hazing and Bullying.

ACTIONS: Demonstrate understanding of the principles and definitions of hazing and bullying.

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

STANDARDS: Correctly answer all related questions on the end of course exam IAW the Student Note Taker Guide.

A. Hazing

 1. Hazing is a form of harassment that includes conduct through which Soldiers or DoD employees, without a proper military or other governmental purpose but with a nexus to military service, physically or psychologically injures or creates a risk of physical or psychological injury to Soldiers for the purpose of: initiation into, admission into, affiliation with, change in status or position within, or a condition for continued membership in any military or DoD civilian organization. Hazing can be conducted through the use of electronic devices or communications, and by other means including social media, as well as in person.

 2. Hazing is evaluated by a reasonable person standard and includes, but is not limited to, the following when performed without a proper military or other governmental purpose:

 a. Any form of initiation or congratulatory act that involves physically striking another person in any manner or threatening to do the same (Example: putting promoted rank on chest and then punching it).

 b. Pressing any object into another person’s skin, regardless of whether it pierces the skin, such as “pinning” or “tacking on” of rank insignia, aviator wings, jump wings, diver insignia, badges, medals, or any other object (Example: Blood wings).

 c. Oral or written berating of another person with the purpose of belittling or humiliating.

 d. Encouraging another person to engage in illegal, harmful, demeaning or dangerous acts (Example: encouraging an underage Soldier to drink to be a part of the group.)

 e. Playing abusive or malicious tricks.

 f. Branding, handcuffing, duct taping, tattooing, shaving, greasing, or painting another person.

 g. Subjecting another person to excessive or abusive use of water.

 h. Forcing another person to consume food, alcohol, drugs, or any other substance.

 i. Soliciting, coercing, or knowingly permitting another person to solicit or coerce acts of hazing.

 3. Hazing does not include properly directed command or organizational activities that serve a proper military or other governmental purpose, or the requisite training activities required to prepare for such activities (e.g., administrative corrective measures, extra military instruction, or command-authorized physical training).

 4. Service members may be responsible for an act of hazing even if there was actual or implied consent from the victim and regardless of the grade or rank, status, or Service of the victim.

 5. Hazing is prohibited in all circumstances and environments including off-duty or “unofficial” unit functions and settings.

B. Bullying

 1. Bullying is a form of harassment that includes acts of aggression by Service members or DoD civilian employees, with a nexus to military service, with the intent of harming a Service member either physically or psychologically, without a proper military or other governmental purpose. Bullying may involve the singling out of an individual from his or her coworkers, or unit, for ridicule because he or she is considered different or weak. It often involves an imbalance of power between the aggressor and the victim. Bullying can be conducted through the use of electronic devices or communications, and by other means including social media, as well as in person.

 2. Bullying is evaluated by a reasonable person standard and includes, but is not limited to the following when performed without a proper military or other governmental purpose:

 a. Physically striking another person in any manner or threatening to do the same.

 b. Intimidating, teasing, or taunting another person.

 c. Oral or written berating of another person with the purpose of belittling or humiliating.

 d. Encouraging another person to engage in illegal, harmful, demeaning or dangerous acts.

 e. Playing abusive or malicious tricks.

 f. Branding, handcuffing, duct taping, tattooing, shaving, greasing, or painting another person.

 g. Subjecting another person to excessive or abusive use of water.

 h. Forcing another person to consume food, alcohol, drugs, or any other substance.

 i. Degrading or damaging another’s property or reputation.

 j. Soliciting, coercing, or knowingly permitting another person to solicit or coerce acts of bullying.

 3. Bullying does not include properly directed command or organizational activities that serve a proper military or other governmental purpose, or the requisite training activities required to prepare for such activities (e.g., command-authorized physical training).

 4. Service members may be responsible for an act of bullying even if there was actual or implied consent from the victim and regardless of the grade or rank, status, or Service of the victim.

 5. Bullying is prohibited in all circumstances and environments, including off-duty or “unofficial” unit functions and settings.

C. Difference between Hazing and Bullying

 1. The biggest difference between Hazing and Bullying is that Bullying is about exclusion and Hazing is about inclusion.

 2. Hazing involves so-called initiations or rites of passage in which individuals are subjected to physical or psychological harm in order to achieve status or inclusion in an organization or group.

 3. Bullying, on the other hand, involves acts of aggression intended to harm individuals physically and/or emotionally or to exclude them from a military organization or group.

LESSON: Bystander Intervention.

ACTION: Recognize the principles and definitions of Bystander Intervention.

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

STANDARDS: Recognize the principles and definitions of Bystander Intervention IAW the student’s note taker guide and correctly answer all related questions on the end of course exam.

A. Bystander

 1. Bystander is a person who stands near, but does not participate; mere onlooker.

 2. Bystanders can highlight positive acts that might otherwise be invisible or overlooked.

 3. Bystanders can redirect or de-escalate negative acts that might be problematic.

 4. Bystanders might be peers or teammates. They might be subordinate or senior to the person whose comment or behavior warrants reaction.

 5. A bystander could be anyone who sees or otherwise becomes aware of behavior that appears worthy of comment or action.

B. Bystander Intervention

 1. Bystander intervention is assessing a situation to determine what kind of intervention, if any, might be appropriate.

 2. Bystander intervention can also mean stepping in, acknowledging, and recognizing positive behaviors.

 a. A bystander might be able to pivot a situation from one where there is awkward silence, exclusion, or hurt to one where there is support for both individuals, and for an organization or community’s values of inclusivity.

 b. In recognition of unacceptable behavior, everyone in the workplace or community is important in discouraging and dealing with unethical, bullying, and discriminatory behavior.

C. Bystander Effect

 The bystander effect (also known as bystander apathy) is a psychological phenomenon where persons are less likely to intervene in a situation when others are present than when they are alone.

D. Active vs Passive Bystander

 1. An active bystander will often intervene if another person is in need of help. They will often do this for complete strangers, sometimes even at great personal risk. In addition active bystander is:

 a. It is the willingness to safely take action and help someone in time of need.

 b. Learn how to recognize indications and always be aware of what is going on around you. Look out for situations that could require some intervention. As a bystander, it is much easier to recognize and encourage positive social behavior. It takes some practice and courage to intervene and discourage or stop unacceptable behavior.

 c. Take the initiative in a situation that is uncomfortable. People may rationalize and dismiss the situation as not being a problem. You might tell yourself that the other person will be fine or he or she is able to defend him or herself. However, this is not a solution. The person may need your help more than you think.

 2. Passive Bystander - Means not active.

 a. For the context of this training, a passive bystander refers to an individual or group who should be doing something, but is not.

E. Why Bystander Don’t Act

 1. In emergency situations, many things prohibit bystanders from intervening such as the following:

 a. If no one else is acting, it is hard to go against the crowd.

 b. People may feel that they are risking embarrassment (e.g., What if I’m wrong and they don’t need help?).

 c. They may think there is someone else in the group who is more qualified to help.

 d. They may think that the situation does not call for help since no one else is doing anything.

 e. They fear loss of relationships with the problem person or with others who may disapprove of action.

 f. They fear retaliation, especially if the problem person is powerful.

 g. They fear embarrassment, especially if they may not be believed or they may be viewed as troublemakers, or viewed as violating other community norms.

 h. They feel a lack of competence or uncertainty about what action would be best.

 i. They believe someone else will take action (perhaps someone else with more authority or expertise).

F. Bystander Situations

 1. Some of the situations bystanders can experience are:

 a. Rude, inconsiderate, and unprofessional behavior (e.g., comments and jokes).

 b. Inappropriate or offensive humor (e.g., tasteless jokes and innuendos).

 c. Hazing or bullying. Hazing and bullying erode mission readiness and any soliciting, coercing, or knowingly permitting another person to solicit or coerce acts of hazing or bullying may be considered acts of hazing or bullying.

 d. Violation of ethical standards (i.e., questionable behavior).

 e. Unfair or discriminatory behavior (i.e., based on race, color, sex (including gender identity), sexual orientation, religion, or national origin).

 f. Threats of violence (e.g., domestic issues and intimidation).

 g. Dangerous behavior (e.g., excessive drinking and self-harm).

 h. Escalating or destructive conflict (i.e., sexual assault, suicide, and physical altercations).

G. Bystander Intervention Strategies

 1. Direct Action

 a. Talk to a friend to ensure he or she is doing okay.

 b. Make up an excuse to help the friend get away from someone.

 c. Call the police.

 d. Recommend to a bartender or party host that someone has had too much to drink.

 e. Point out someone’s disrespectful behavior in a safe and respectful manner that tends to de-escalate the situation.

 f. Remove a friend from a risky situation quickly.

 2. Safety First

 a. Despite the fact that most of you wear a uniform, no one is asking you to take the part of law enforcement. Your personal safety is important.

 3. Before you act, you should think about the following:

 a. How can you keep yourself safe in this situation?

 b. What are all the options available to you?

 c. Who else might be able to assist you in this situation?

 d. What are the pros and cons of acting?

 4. Decide how to help, be friendly, firm but avoid violence.

 5. When in doubt, trust your gut. Instincts are there for a reason.

 6. When a situation makes us feel uncomfortable, it is generally a good indicator that something is not right.

 a. It is better to be wrong about the situation than do nothing. Many people feel reluctant to intervene in a situation because they are afraid of making a scene or feel as though a person would ask for help if it were needed.

 7. Don’t Second-Guess yourself, concerning discriminatory acts, you have the responsibility to intervene.

 8. Avoid the following thoughts:

 a. No one else is helping; it must not be a problem.

 b. Someone else will recognize this behavior.

 c. People who are sober don’t think this is a problem, maybe I’m wrong?

 d. Someone else is really responsible and they are not intervening, why should I?

 e. Many people do not intervene in a potential situation because they are looking to others for cues on how to act or they believe someone else will intervene.

 9. Have Situational Awareness

 a. Know how and when to intervene in a potential situation takes practice and courage.

 b. The most effective time to act might be later, not on the spot, and you may want to get advice before taking steps.

 c. You should not choose a course of action that puts you or anyone else at risk of harm. Know your own limits and comfort zone, and use common sense.

H. After the Act Strategies

 1. Privately support an upset person. Help someone who has been hurt or offended, and/or prevent further injury or offense. Listen supportively. Provide information about resources available to the aggrieved person.

 2. Talk privately with the inappropriate person. Give clear feedback and express your opinion in a way that allows the inappropriate actor to save face.

 3. Report the incident, with or without names. Get help for someone better placed to intervene. Make sure leaders and responders are aware of what is going on.

LESSON: Equal Opportunity Complaint Process.

ACTIONS: Identify the Equal Opportunity Complaint Process.

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

STANDARDS: Identify the Equal Opportunity Complaint Process and correctly answer all related questions on the end of course exam.

A. EO Complaint Process

 The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, national origin, color, sex (including gender identity), sexual orientation, or religion. 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 C.

 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.

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.

 2. 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.

 3. When considering the use of the informal process, the following are some factors which may help in that determination:

 a. Not required to be filed in writing.

 b. Resolution at the lowest level possible.

 c. No requirement for chain of command intervention.

 d. May use assistance of other unit members, EOLs, or other officials.

 e. Not subject to timeline suspense.

 f. Informal process has good chance for success.

 g. Severity of complaint does not warrant formal complaint.

 4. It is recommended that anyone working on the resolution of an informal complaint should prepare a Memorandum for Record (MFR).

G. Information Needed to Prepare an MFR

 1. Even though the informal complaints are not file in writing (meaning that the complainant will not have to type a statement or formally fill the DA Form 7279 EO Complaint Form), it is recommended that EOLs prepare an MFR identifying pertinent information that EOAs are required to enter in the Equal Opportunity Reposting System (EORS).

 2. EOLs need to capture complainant and subject’s following information when preparing an MFR:

 a. UIC

 b. Rank

 c. REDCAT (Race/Ethnicity Category)

 d. Sex

 e. Position

 f. Specific Allegation of Discrimination

 g. Complaint Processing Actions

H. 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.

I. 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 calendar day 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. 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, as of today 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.

 3. 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.

J. Alternate Agencies

 1. As a unit EOL and as a leader it will be your responsibility to assist individuals and your commander in the resolution of EO complaints. As such, you need to be familiar with the EO suspense timelines, and other agencies which individuals may submit EO complaints. 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.

 2. The following personnel or agencies listed on this diagram are available to assist with an EO complaint:

 a. Higher echelon of complainant’s COC

 b. Inspector General

 c. Chaplain

 d. Provost Marshal

 e. Medical Personnel

 f. Staff Judge Advocate

 g. Chief, Community Housing Referral and Relocation Services Office (CHRRS)

K. 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.

L. 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.

M. 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.

N. False Complaints

 1. Actions against Soldiers submitting false complaints - Soldiers who knowingly submit a false equal opportunity complaint (a complaint containing information or allegations that the complainant knew to be false) may be punished under the UCMJ.

APPENDIX A

STUDENT HANDOUT(S)

SH 11: Complaint Process

SH 12: MFR Template

Student Handout#11

Complaint Process



Student Handout#12

MFR Template



LESSON: Accommodation of Religious Practices within the Army.

ACTIONS: Recognize the Army’s policy on religious accommodations.

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

STANDARDS: Recognize the Army’s policy on religious accommodations IAW the student note taker guide 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 a 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. Discounting – This occurs when another person’s religious practice or values-dissimilar to one’s own-are dismissed, or discounted as less important. This can translate into denial of that person’s opportunity to practice his/her own beliefs, or a tendency to think a person is trying to gain special privileges.

 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. Mandating – Overtly or covertly requiring a person to participate in a religious service or public prayer (e.g. at a staff meeting or mandatory formation). Mandating worship, prayer, or any religious behavior constitutes discrimination against those who do not wish to worship, pray, or engage in religious behavior.

 d. Stereotyping – Religion is as much source of stereotypes as race, gender, and other factors.

 e. Exclusion – It is refusing to associate with people because of their religious beliefs.

 f. Ignoring and Indifference

 (1) Ignoring – Failing to recognize and address legitimate religious needs, such as providing alternative services or considering the religious or worship needs of individuals of faith, or the needs of those with no faith.

 (2) Indifference – Lack of concern for those with religiously-focused concerns, to include those who wish to be free from religion.

 g. Harassment – Religious speech, to include sharing’s one faith with others, is as free and protected as any other speech. Where that freedom and protection ends, however, is when evangelizing or proselytizing activities conducted by a service member becomes harassment.

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”).

 2. 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 Army 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 to the appropriate approval authority.

 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 to the appropriate approval authority.

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.