



EQUAL OPPORTUNITY LEADER COURSE (EOLC) VERSION 6.0



STUDENT NOTE TAKER GUIDE

1 September 2020

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, receive a GO instructing an EO topic, receive a GO processing an informal complaint, 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//
PETER Q. BURKE
LTC, AG
Chief, EO Training Proponent

EOLC STUDENT NOTE TAKER GUIDE, VERSION 6.0

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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: EOL 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 (6/7 days). These are the phases:

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

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

B. Phase I - Army EO Program

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

- a. The Army's EO Policy and Program
- b. Role of the EOL
- c. Develop and Conduct an EO Briefing
- d. Bystander Intervention
- e. Accommodation of Religious Practices within the Army
- f. Hazing and Bullying
- g. EO Complaint Process

C. Phase II – Socialization Process

Phase II of the EOLC provides instruction on the socialization process, as well as individual and group values, behaviors, and attitudes. This is the 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

D. Phase III-Aspects of Discrimination

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

- a. Racism and Sexism
- b. Perception Process and Stereotypes
- c. Prejudice, Power, and Discrimination

E. Phase IV-Communication and Conflict Management Skills

Phase IV 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

F. Course Evaluation Requirements

To successfully complete this course, you must pass a written end of course examination, receive a GO instructing an EO topic, and receive a GO processing an informal complaint. 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. 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. 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. Additionally, failure may have a negative impact, as a report of your failure will be reported to your unit.

G. Course Dismissal

If the EOLC OIC or NCOIC feel your values are not in line with the program you will be dismissed from the course.

a. Any student dismissed from the course will be counseled by either the OIC or the NCOIC.

b. The service member's chain of command will be notified by the OIC or the NCOIC of the dismissal

H. Student Requirements/Assignments

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

a. You must prepare an outline of your briefing and give a copy to the EOLC NCOIC/OIC prior to your briefing assigned date.

b. You must use two different types of training aids and refer to them during your briefing.

c. You may not use another student's or a former student's work.

d. EOA instructors will assign the topic.

I. 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 the 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 HANDOUTS

SH 1: Student Course Critique Sheet

SH 2: Course Ground Rules

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

Date: _____ Installation Name: _____

Unit Hosting EOLC: _____

Was EOLC Version 6.0 Utilized: Yes or No (Circle One)

If not EOLC Version 6.0, what version was used? _____

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

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

SURVEY QUESTIONS	Strongly Disagree		Strongly Agree		
	1	2	3	4	5
1. Instructors were knowledgeable.					
2. Instructors were professional.					
3. Course content was organized and easy to follow.					
4. The course improved my understanding of how to assist my Commander with his/her unit EO Program.					
5. I will be able to apply the knowledge learned.					
6. Course met my expectations.					
7. Instruction on the following subjects was effective:					
a. Course Overview & Administrative Requirements					
b. The Army's EO Policy and Program Overview					
c. Role of the EOL					
d. Develop and Teach an EO Class					
e. Bystander Intervention					
f. Accommodation of Religious Practices					
g. Hazing and Bullying					
h. Socialization Process					
i. Values, Attitudes, Beliefs, and Behavior					
j. Racism and Sexism					
k. Perceptions and Stereotypes					
l. Prejudice, Power, and Discrimination					
m. EO Complaint Process					
n. Conflict Management					

o. Communication Skills					
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!

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.

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 and AR 600-20.

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

2. After numerous reports, task force studies, and Soldier surveys, the one issue that permeated all findings was the actual or perceived issue of discrimination. Soldier's morale was at an all-time low, and 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. EO Purpose and Philosophy

1. Purpose - The MEO Program formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment for all Soldiers based solely on merit, performance, and potential in support of readiness.

2. Philosophy - MEO philosophy is based on fairness, justice, and equity.

C. EO Program Goals

1. Commanders are responsible for sustaining a positive EO climate within their units. Specifically, the goals of the MEO Program are to:

- a. Build and maintain a cohesive, combat ready Army which is focused and determined to accomplish its mission.
- b. Provide support to Soldiers, both on and off-post, and within the limits of the laws of localities, states, and host nations.
- c. Ensure MEO exists for all Soldiers.
- d. Ensure every Soldier is treated with dignity and respect.
- e. Support commanders at all levels and MEO professionals (EO PMs, EO SGMs, EO advisors; and EO specialists (RA/USAR)) and EO Leaders (EOLs) who are responsible for the execution of MEO policies in their unit's organizations, and agencies.

2. Commanders are also responsible for the DA Civilian Equal Employment Opportunity (EEO) Program which provides equal opportunity in employment for all DA Civilian employees and prohibits discrimination in employment because of race, color, religion, sex, national origin, age, disability, genetic information, or reprisal.

3. Commanders are responsible for sustaining a positive EEO climate within their workplace in accordance with applicable law and Federal regulations; complaint procedures are outlined in AR 690–12 and AR 690–600

D. EO Policy

1. Commanders and organizational leaders will foster and maintain positive command climates. A positive command climate is an environment free from personal, social, or institutional barriers that prevent Soldiers from rising to the highest level of responsibility for which they are qualified. Soldiers are evaluated on individual merit, performance, and potential. The evaluations of commanders will include an assessment of their compliance with MEO policy.

2. The Army will provide an environment that is free of unlawful discrimination. Discrimination occurs when someone, or a group of people, is harassed which includes hazing and bullying, intimidated, insulted, humiliated, or is treated less favorably than another person or group, because of their race, color, sex (to include gender identity and pregnancy), national origin, religion, or sexual orientation. It includes use of disparaging terms with respect to a person's race, color, sex (to include gender identity and pregnancy), national origin, religion, or sexual orientation which contributes to a hostile work environment.

3. When discrimination is alleged, commanders will take immediate and appropriate action to investigate the allegations and correct any unlawful discriminatory practices. The chain of command will promote, support, and enforce MEO and Harassment Prevention and Response policy and programs.

4. Soldiers are required to follow policies both on and off-post, during duty and non-duty hours. Policies apply to work, living, and recreational environments (including both on and off-post housing).

5. Members of the Army will not:

a. Retaliate against a member who files a discrimination or harassment complaint.

b. Knowingly make a false accusation of discrimination.

c. While in a supervisory or command position, condone or ignore discrimination, harassment, disparaging terms, or hostile work environment.

E. Types of Discrimination

1. Color Discrimination - Occurs when an individual is treated differently based on the lightness, darkness or tone color of the person.

2. Sex Discrimination - Occurs when an individual is deprived of an opportunity because of their sex (including gender identity and pregnancy) or when decisions are made based on stereotypes and assumptions about abilities, traits, or the performance of individuals on the basis of sex.

3. Racial Discrimination - Occurs when an individual is treated differently because of their racial group, racial characteristics (for example, hair texture, color, facial features), or because of their relationship or association with someone of a particular race.

4. Religious Discrimination - Occurs when an individual is treated more or less favorably because of their religious beliefs or practices.

5. National Origin Discrimination - Occurs when an individual is treated less favorably because of their origin, ethnicity or accent, or because it is believed they are a particular nationality.

6. Sexual Orientation Discrimination - One's emotional or physical attraction to the same and/or opposite sex (homosexuality, bisexuality, or heterosexuality). Complaints may be based on actual or perceived sexual orientation, as well as association with an individual or affinity group associated with a particular sexual orientation.

F. EO Terms (Listed are some key terms that you as an EOL must be familiar with)

1. Discrimination - The act, policy, or procedure that arbitrarily denies EO because of race, color, sex (including gender identity and pregnancy), national origin, religion, or sexual orientation to an individual or group of individuals.

2. Disparaging Terms - Terms used to degrade, belittle, insult, or negative statements pertaining to race, color, sex (including gender identity and pregnancy), national origin, or religion. These terms include insults, printed material, visual material, signs, symbols, posters, or insignia. The determining factor whether a term is disparaging is not the intent but the impact it has on the recipient or a reasonable person. The use of these terms may contribute to an unlawful hostile work environment if it occurs with respect to a person's race, color, sex (including gender identity and pregnancy), national origin, or religion and must not be tolerated.

3. Disparaging Treatment - Treatment that is different and unequal because of race, color, sex (including gender identity and pregnancy), national origin, or religion, or sexual orientation.

4. Diversity - Diversity in the Army is defined as the different attributes, experiences and backgrounds of our Soldiers, DA Civilians, and Family members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army. It is the composite of individual characteristics, experiences, and abilities consistent with the Army Core Values and the Army Mission. Army diversity includes, but is not limited to, personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, language abilities, physical abilities, philosophical/spiritual perspectives, age, race, ethnicity, and gender.

5. Equal opportunity - The right of all persons to participate in, and benefit from, programs and activities 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 accountability possible. Persons will be evaluated only on individual merit, performance, and potential, regardless of race, color, sex (including gender identity and pregnancy), national origin, religion, or sexual orientation except as prescribed by statute, or other Service policy.

6. Ethnicity - That which sets off a group by race (defined as genetic), religion (preferred denomination), national origin (country of one's ancestors), or some combination of these categories.

7. Gender Identity - The internal perception, experience, or sense of being male or female. Includes how a person label themselves based on how much they align or do not align with what they understand their options for gender to be. Common identity labels include man, woman, trans or transsexual, and gender fluid, among others. Gender identity may or may not align with one's physical anatomy.

8. Prejudice - An attitude, judgment or opinion, without regard to pertinent fact, that is typically expressed in suspicion, fear, hostility, or intolerance of certain people, customs, and ideas.

9. Preponderance of Evidence - Evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole show that the fact sought to be proved is more probable than not. Preponderance of the evidence may not be determined by the number of witnesses, but by the greater weight of all evidence.

10. Racism - A belief or attitude that race determines an individual's traits and capabilities and that racial difference produce a natural superiority of a particular race. Behavior or conditions that foster stereotypes of social roles based on race.

G. Racial Categories

1. American Indian or Alaskan Native - A Soldier having origins in any of the original peoples of North America.

2. Asian or Pacific Islander - A Soldier having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including China, India, Japan, Korea, the Philippine Islands, and Samoa.

3. Black (Not of Hispanic Origin) - A Soldier having origins in any of the original peoples of Africa.

4. White (Not of Hispanic Origin) - A Soldier having origins in any of the original peoples of Europe, North Africa, or the Middle East.

5. Hispanic - A Soldier having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, Central or South America, or of other Spanish cultures, regardless of race.

6. Other/Unknown - Unknown or no single predominant racial/population group.

H. Ethnic Categories

1. Mexican - Soldiers of Mexican descent.

2. Puerto Rican - Soldiers of Puerto Rican descent.

3. Cuban - Soldiers of Cuban descent.

4. Latin American - Soldiers of Central and South American descent.

5. Other - Soldiers having origins in Spanish cultures other than Mexico, Puerto Rico, Cuba, or Central or South America.

6. Aleut - Soldiers having origins in the original peoples of Alaska (Aleut).
7. Eskimo - Soldiers having origins in the original peoples of Alaska (not Aleut).
8. U.S./Canadian Indian tribes - Soldiers having origins in the original peoples of North America (other than Aleut or Eskimo).
9. Chinese - Soldiers having origins in the original peoples of China.
10. Japanese - Soldiers having origins in the original peoples of Japan.
11. Korean - Soldiers having origins in the original peoples of Korea.
12. Indian -Soldiers having origins in the original peoples of the Indian subcontinent.
13. Filipino - Soldiers having origins in the original peoples of the Philippine Islands.
14. Vietnamese - Soldiers having origins in the original peoples of Vietnam.
15. Other Asian descent - Soldiers having origins in the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (not China, India, Japan, Korea, or Vietnam).
16. Melanesian - Soldiers having origins in the original peoples of the Melanesian islands, to include Fiji, Papua New Guinea, Solomon Islands, and Vanuatu.
17. Micronesian - Soldiers having origins in the original peoples of the Micronesian islands, to include Federated States of Micronesia, Palau, Northern Mariana Islands, Guam, and the Marshall Islands.
18. Polynesian - Soldiers having origins in the original peoples of the Polynesian islands, to include Samoa, Hawaii, Tonga, and New Zealand.
19. Other Pacific Island descent - Soldiers having origins in the original peoples of the Pacific Islands (not Melanesian, Micronesian, or Polynesian).
20. Other - A member of an ethnic group not included above.
21. Unknown - Unknown or no single predominant ethnic heritage.

I. The Army Harassment Prevention and Response Program

1. Commanders' Responsibilities:

a. Commanders, supervisors, and managers at all levels are responsible for preventing and appropriately responding to incidents of discrimination. Commanders are responsible for the execution of the MEO Program.

b. Promote a positive command climate through personal example and command emphasis.

c. Establish effective MEO and Harassment Prevention and Response objectives and ensure applied in every command policy, action, and program at all levels of command.

d. Publish and enforce MEO and Harassment Prevention and Response policy letters which addresses the following: prevention of discrimination and harassment, resolution of complaints, prohibited reprisal, retaliation, and harassment.

2. EO Professionals (EOA / EOS) Responsibilities (These are only a few of the responsibilities listed, there are a total of 28 responsibilities listed in this regulation)

a. Provide senior leaders with information and guidance on MEO Program and Harassment Prevention and Response Program, policies, areas of concern, and processes.

b. Receive, process, and/or respond to complaints.

c. Develop, execute, and manage a budget to ensure that the command's MEO Program and The Army's Harassment Prevention and Response Program are properly resourced.

d. Provide advice to subordinate command MEO offices upon resolution of the complaints or other issues.

e. Assist commanders with the following MEO and Harassment Prevention and Response training and briefings, at a minimum with unit level common mandatory training, pre-command course, conducting executive seminars for senior leadership, and in-processing of Soldiers.

f. Conduct quarterly MEO professional development training for all MEO professionals and EOLs assigned to their command/area of responsibility.

g. Analyze trend data, identify problem areas, and recommend solutions for command senior leadership at a minimum on a quarterly basis.

h. Assist commanders with Army Heritage Month activities (ACOM, ASCC, DRU, and senior commander MEO Professionals only).

J. Online Misconduct

1. Online misconduct is the use of electronic communication to inflict harm. Electronic communication is the transfer of information (signs, writing, images, sounds, or data) transmitted by computer, phone or other electronic device. Electronic communications include, but are not limited to: text messages, emails, chats, instant messaging, screensavers, blogs, social media sites, electronic device applications, and Web/video conferencing. Examples of online misconduct include, but are not limited to: hazing, bullying, harassment, discriminatory harassment, stalking, retaliation, or any other types of misconduct that undermines dignity and respect.

2. When using electronic communication devices, Army personnel should apply “Think, Type, and Post”: “Think” about the message being communicated and who could potentially view it; “Type” a communication that is consistent with Army values; and “Post” only those messages that demonstrate dignity and respect for self and others.

3. Commanders and leaders are to reinforce a climate where current and future Army personnel, including Soldiers and DA Civilian employees understand that online misconduct is inconsistent with Army values and where online-related incidents are prevented, reported, and where necessary addressed at the lowest possible level.

4. Personnel experiencing or witnessing online misconduct should promptly report matters to the chain of command/supervision. Alternative avenues for reporting and information include: Family Support Services, Military Equal Opportunity, Equal Employment Opportunity, Sexual Harassment/Assault Response and Prevention, and Army Law Enforcement.

K. MEO Training and Education

1. Company commanders (or equivalent) will utilize the MEO and Harassment Prevention and Response command mandatory training (TSPs) prepared by the MEO training proponent maintained on ATMS in accordance with AR 350 – 1. MEO TSP will include EO mandatory topics (which will include harassment) and additional MEO topics for consideration.

2. MEO professionals currently serving in an authorized MEO billet will facilitate MEO and Harassment Prevention and Response training. EOLs on appointment orders may assist in conducting MEO and Harassment Prevention and Response training; additional training products will be vetted and approved by the MEO professional and unit commander prior to executing the training.

3. Commanders and unit leaders will personally attend and be involved during unit training.

4. Based on the organizations CCA the commanders will determine which additional MEO topics will be trained during annual MEO and Harassment Prevention and Response training.

5. The commander will incorporate MEO and Harassment Prevention and Response training into the overall training plan for the organization.

6. Commanders will conduct mandatory MEO and Harassment Prevention and Response training annually and document training on the training schedules and in the Digital Training Management System in accordance with AR 350 – 1.

7. MEO and Harassment Prevention and Response training will be interactive and discussion based.

8. Headquarter elements of brigades or brigade combat teams (or equivalent meaning units commanded by COL/O – 6) and higher will conduct senior leader/executive-level seminars on MEO and Harassment Prevention and Response topics annually (which will include harassment).

9. Commanders should use CCA results to determine the focus areas for MEO and Harassment Prevention and Response training.

L. EO Leaders Course (EOLC)

1. The EOLC is designed to train students to become EOLs. It provides the minimum training required for EOLs to fulfill their duties and responsibilities.

2. This course is also designed to ensure individuals selected to perform EOL duties are trained to the same level and standard, regardless of location. It will be conducted quarterly (or as needed) at installation level with help from unit MEO professionals.

3. Soldiers identified to serve as EOLs will complete this course prior to being assigned as an EOL. Course materials are controlled by the TRADOC MEO training proponent and maintained on the TRADOC ATMS and can only be requested by ACOM, ASCC, or DRU MEO offices.

4. IAW Chapter 6, para 6-10, battalion and company commanders will appoint two EOLs (primary and alternate) in their units in the rank of SGT (P) through CPT and will ensure the EOLs attend the (EOLC) prior to performing their duties.

M. Army Heritage Month

1. The purpose and objectives of the Army Heritage Month are:

a. Promote the Army Values.

- b. Foster a culture of equity and inclusion in the Army.
 - c. Recognize diversity within the Army total force as a strength and Force Multiplier.
 - d. Promote unit cohesion, teamwork and Esprit de Corps.
 - e. Recognize and celebrate Army's Heritage and Birthday.
2. The Department of the Army Public Affairs Office will provide strategic communication for the Army Heritage Month annually during the month of June.
3. Commanders of ACOMs, ASCCs, and DRUs, and senior commanders (or equivalent) will conduct Army Heritage Month during the month of June annually.
4. Army Heritage Month must accomplish the following objectives:
- a. Promote the Army Values.
 - b. Recognize the achievements and contributions of Army organizations while enhancing a sense of inclusion and unit cohesiveness among diverse attendees.
 - c. Enhance heritage awareness and understanding.
 - d. Focus on interaction, not just recognition, to preserve the memories of Soldiers, DA Civilians and their families, honor their service and help educate American public about the Army and the Army Families contributions to the Nation.
 - e. Utilize the Army Heritage Month recognition to include local community and community influencers to promote the Army as a model employer of civilians and a way of life for potential military service in defense of our great Nation.
5. Commanders of ACOMs, ASCCs, and DRUs, and senior commanders (or equivalent) will consider the following, unless otherwise directed:
- a. Develop, plan, and conduct Army Heritage Month activities annually during the month of June.
 - b. Invite members of the military community to participate in the planning, implementation, and conduct of Army Heritage Month activities.
 - c. Involve members of the staff elements and subordinate units in the development and conduct of Army Heritage Month activities.
 - d. Promote the Army Heritage Month activities consistent with the Army's strategic communications plan.

- e. Allocate funds for installation Army Heritage Month activities.
- 6. Commanders are encouraged to announce the Army Heritage Month activities through command information channels to include print and social media, ensuring widest dissemination.
- 7. Commanders may form a standing committee to plan Army Heritage Month activities.
- 8. Commanders are encouraged to use of recreational facilities to include the post library, recreation center, theater, and so forth for use during Army Heritage Month activities.
- 9. Activities should be scheduled to allow for maximum attendance by all Soldiers, Family members, and DA Civilians within the command.

N. Command Climate Assessment (CCA)

- 1. The purpose of the CCA is to assist commanders and senior responsible officials (SROs) at all levels in assessing their organizational climate and to make recommendations for improvements.
- 2. The objective of the CCA is to provide commanders/SROs insight into positive and negative factors that may impact organizational effectiveness and readiness.
- 3. CCA information will be treated as confidential. Exceptions to confidentiality will be consistent with the Privacy Act Statement (that is, respondent statements about being a threat to themselves or others, allegations of criminal behavior, and/or operationally sensitive information).
- 4. The MEO professional will note completion of the CCA in MEO database after commander/SRO has completed the following: briefed their supervisor and provided feedback to the organizations workforce. Completion of the CCA is an item that is checked under the CIP and the Managers' Internal Control Program.
- 5. The MEO professional will serve as the Organization Climate Assessment Survey administrator and will discuss assessment results with the commander/SRO to aid in developing a CCA Action Plans. The MEO professional will secure copies of all CCA executive summaries, action plans and results will be stored in a controlled container for 5 years.
- 6. The EOL may assist the MEO professional with the management of a CCA. EOLs will not serve as command climate assessment survey administrators nor assist with analyzing or assessing CCA results, aiding commander/SRO with developing CCA Action Plans, storing CCA documentations, or tracking commander timelines.

7. The anonymity of individuals submitting a survey will always be protected. MEO professionals administering the survey and collecting the data will ensure procedures are in place to protect the anonymity of respondents and the confidentiality of the results.

8. Command Climate Assessment (CCA) Timelines

a. Company or equivalent - Frequency for RA 60 days and annually thereafter/USAR 120 days and annually thereafter.

(1). Inform the members of the organization of the upcoming assessment.

(2). Survey for entire organization (minus leadership team).

(3). Use other assessment tools, as needed.

(4). Prepare CCA summary and action plan.

(5). Brief to commander or supervisor at next higher level (no later than 30 days (two MUTA (60 days)—4 for USAR) after receipt of survey results).

(6). Conduct formal feedback session(s) with organization (same as requirement 5).

(7). MEO professional enters data into MEO database (no later than 35 days. (three MUTA (90 days)—4 for USAR) after requirements 5 and 6).

b. Battalion/Brigade/ Division or equivalent- Frequency for RA 60 days and annually thereafter/USAR 120 days and annually thereafter.

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

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 also provides 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.

B. EOAs 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

C. Equal Opportunity Leader

EOL duties are normally assigned to responsible NCOs and Officers in the grade of SGT (P) - CPT as an additional duty, collateral responsibility. EOLs receive special training (the EOLC), however it is not as in-depth as the level of training possessed by EOAs. You find EOLs at battalion level commands and lower.

D. EOL Duties

1. Maintain a unit level MEO and Harassment Prevention and Response bulletin board.
2. Establish and maintain liaison with other EOLs and supporting MEO professional.
3. Assist MEO professionals with planning and executing the Army Heritage Month activities.
4. Refer all informal and formal complainants to an MEO professional.

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

E. Unit Leadership EO Responsibilities

1. Equal opportunity is an integral part of unit leadership and therefore is a responsibility of the chain of command. Your commander is ultimately responsible for everything the command does or fails to do. However, to be effective, commanders must subdivide responsibility and authority to subordinate leaders and staff members. This ensures a proper degree of EO responsibility with each member of the chain of command. It is critical to the Army's EO Program that unit commanders train subordinate leaders on the importance and function of this relationship. Listed here are some Unit Leadership EO responsibilities:

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

2. The chain of command is expected to resolve EO problems or complaints. Therefore, Soldiers are also expected to use the chain of command when communicating their issues and concerns about unit EO matters. You have the responsibility to ensure, through the chain of command that the commander is aware of problems which can affect discipline, morale and unit readiness.

F. Role of the EEO

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. Some of the EEOs roles are:

- 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.

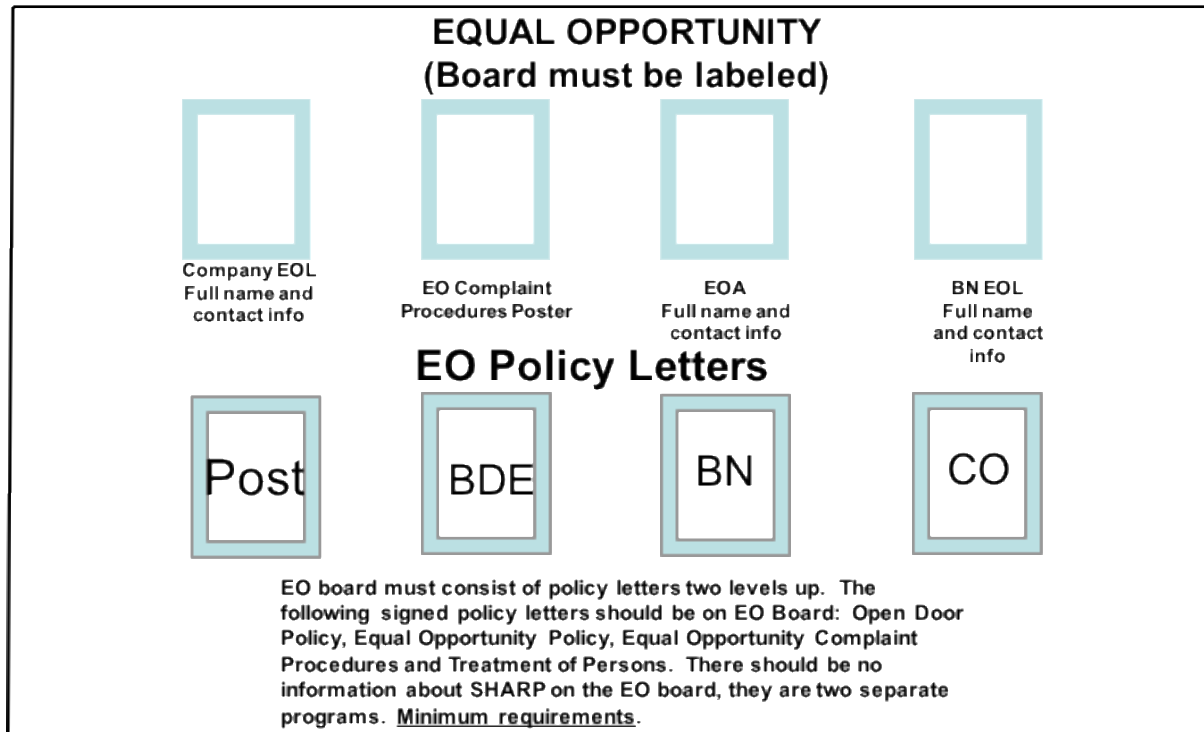
G. EOL Continuity Book Table of Contents

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
Policy Letters	TAB E
- Company, Battalion, and Brigade	
Command Climate Assessment Documents	TAB F
EO Training Schedule/training memo/roster of attendees	TAB G
Regulations (current)	TAB H

H. 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. This slide shows you an example of a unit EO Board. Just like your continuity book, you should seek guidance on the EO board from your unit EOA. He or she may have special requirements.



10

I. Equal Opportunity Policy Letters

IAW AR 600-20, all commanders will publish and post written command policy implementing The Army Harassment Prevention and Response Program. Statements will be consistent with the Army policy and include the local command's commitment to preventing harassment (including hazing, bullying, discriminatory harassment, online misconduct, and other misconduct). They will also include information regarding how to identify the types of harassment (hazing, bullying, discriminatory harassment, online misconduct, and other misconduct) and Army standard definitions.

J. EONET

The Equal Opportunity (EO) Training Proponent 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 3: Commander's EO Complaint Processing Policy Memorandum

SH 4: Commander's Equal Opportunity Policy Letter

STUDENT HANDOUT #3
(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 and pregnancy), sexual orientation, national origin, hazing and bullying or any discriminatory harassment have the right to file a complaint. Our Soldiers and their families have the additional right to thorough and expedient investigations of their grievances when they perceive an injustice or incident or unfair treatment.
3. The chain of command, with assistance from the unit Equal Opportunity Advisor, has primary responsibility for processing complaints of discrimination. Although we encourage using the chain of command it will not serve as the only channel available to the complainant. Should the complainant feel uncomfortable in filing a complaint with his/her chain of command, or should the complaint be against a member of the chain of command, there are alternate channels available to the complainant (Someone in a higher echelon of the complainant's chain of command, Inspector General, Chaplain, Provost Marshal, Medical agency personnel, Staff Judge Advocate and Chief, Community Housing Referral and Relocation Services Office).
4. This command will process all complaints IAW AR 600-20. All leaders will ensure that our Soldiers and Family members are fully aware of the procedures for having their complaint heard.
5. A copy of this statement will be permanently posted on the unit bulletin board and in work areas.

XXXXXXXXX X. XXXXX
LTC, FA
Commanding

STUDENT HANDOUT #4
(COMMANDER'S EQUAL OPPORTUNITY POLICY LETTER)

LETTERHEAD

ABCD-BC

Current Date

MEMORANDUM FOR All Personnel, (Unit)

SUBJECT: Equal Opportunity Policy Letter

1. As commander, 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 and pregnancy), sexual orientation, religion, national origin, hazing and bullying to include discriminatory harassment.

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.

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.

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 HOTLINE LINE" at XXX-XXXX.

5. A copy of this statement will be permanently posted on the unit bulletin board and in work areas.

XXXXXXXXX X. XXXX
Captain, AR
Commanding

LESSON: Develop and Conduct an EO Briefing.

ACTIONS: Develop and Conduct an Equal Opportunity Briefing.

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. Needs Analysis

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

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

3. EOLs should use a proactive approach in determining a need. 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. These tools can include command climate surveys, focus groups, observations, etc. Certain signals that indicate that morale or performance is below the 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.

4. 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 moral 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.

B. 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

- 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. 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 help deal 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.

C. 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.

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

a. 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 about the way they are interpreting the material. This method of instruction is not conducive for EO training.

b. 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.

3. 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 the 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. Roleplay/Scenarios - Roleplay 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. Roleplay 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.

D. Role-Play Advantages

Roleplay Advantages consist of:

a. Enables students to express hidden feelings.

- b. Enables student to empathize with others and understand their motivations.
- c. Enables student to discuss private issues and problems.
- d. Gives practice in various types of behaviors.
- e. Portrays generalized social problems and dynamics of formal and informal group interaction.
- f. Motivational and effective because it involves activity.
- g. Provides rapid feedback for both student and tutor.
- h. Closes gap between training and real-life situations.
- i. Changes attitudes.
- j. Permits training in the control of feelings and emotions.

E. Roleplay Disadvantages

1. Disadvantages of Roleplay:

- a. Trainer loses control over what is learned and the order in which it is learned.
- b. Simplifications can mislead.
- c. Uses a large amount of time.
- d. May use other resources – people, space, props.
- e. Depends on the quality of the Trainer and Students.
- f. The impact may trigger off withdrawal or defense symptoms.
- g. May be seen as too entertaining or frivolous.
- h. May dominate learning to the exclusion of solid theory and facts.
- i. May depend on what students already know.

F. Other Methods of Instructions

1. Guided Discussion (small group) - The guided discussion or small group method allows for the 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 guided/small group discussion is that groups may get side tracked. The 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 roleplaying 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 a 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", they are rich in embedded 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.

G. 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.

2. 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.

3. 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 using audio and a series of synchronized projected visual slides. Examples are PowerPoint 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.

4. 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 Update - Media used must be accurate and updated. Inaccurate media detracts from the course and causes questioning of instructor competency.

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

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

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

g. Explain - Explain 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/maintains student attention and interest. However, it may be too effective in attracting attention and prevent the student from focusing on 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.

H. 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.

2. 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.

3. Develop Group Norms - What are group norms? If students are aware of what behavior are acceptable in the classroom then 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.

4. Demonstrate Professionalism - Your professional conduct in the classroom will mirror the professional environment of your target audience. As future EOLs, Soldiers, leaders, commanders, and DA Civilians 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 sell the product as an effective tool.

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

APPENDIX A STUDENT HANDOUT(S)

SH 5: Disruptive and Dysfunctional Behavior

SH 6: Student Presentation Instructions

SH 7: Briefing Presentation Outline Template

SH 8: EO Briefing Evaluation Checklist

SH 9: EO Briefing 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 breach is of extreme importance to group role or welfare of its members (threats, disparaging of member or values, statements out of social norm). In these rare instances confrontation should be immediate to maintain group trust and balance. Normally intervention or confrontation will be used when behaviors present a pattern. Any confrontation will have an effect on the group. It may be perceived as positive (productive-nurturing) or as negative (disruptive-threatening). When intervening, the response selected to stop or defuse the dysfunctional behavior should be graduated. Starting with pressure or force, could escalate given the response of the individual.

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

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

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

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

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

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

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

4. Below are some common non-productive behaviors causing difficulty for 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."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

STUDENT HANDOUT #6
STUDENT BRIEFING INSTRUCTIONS
Develop and Conduct an EO Briefing

INSTRUCTIONS:

Groups of 2 students will develop and conduct a 15-20 minute briefing using a topic provided by the instructor. The briefing 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 briefing (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 Briefing Evaluation Checklist (see evaluation form-handout 8).

You will be evaluated in the following areas:

Organization
Delivery
Support

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

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

STUDENT HANDOUT #7
BRIEFING 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 your 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 BRIEFING EVALUATION CHECKLIST

Students _____

Grader _____ Date _____

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

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

Monotone. Rate was too fast or slow. Volume was too soft or loud. Voice was difficult or impossible to understand.	Appropriate variations in rate, pitch, volume, or tone. Voice was clear and understandable.	Used vocal changes to emphasize key points and reinforce meaning.
Needs Improvement	Success	Excellent
10. WORD USE Word choice was too elementary or advanced. Used poor grammar. Used exclusionary language, jargon, or acronyms. Paused often to find words or used "fillers," such as, "ah," "ok," "so," or "uh" excessively.	Appropriate vocabulary. Correct pronunciation and grammar. Explained acronyms. Corrected accidental use of exclusionary language. Minimal use of "fillers."	Introduced and explained new terms relevant to content. Completely explained or did not use acronyms. Did not use exclusionary language. No noticeable "fillers."
Needs Improvement	Success	Excellent
11. VISUAL AIDS Visual aids were missing or were sloppy. No reference made to aids (passive use). Use of aids was awkward. "Talked" to visual aids.	Visual Aid #1 _____ Visual aids were clear and accurate. No difficulty using aids.	Visual Aid #2 _____ Visual aids improved the briefing. Used aids to clarify points which were hard to explain or to emphasize controlling key ideas (active use).
Needs Improvement	Success	Excellent
CONCLUSION		
12. SUMMARY No summary or incomplete summary. Introduced new material in the summary.	Returned to controlling idea. Reviewed major parts. Did not introduce new material.	Summary reemphasized key ideas, and strengthened the information presented. Did not introduce new material.
Needs Improvement	Success	Excellent
13. CLOSURE Awkward or abrupt closure statement.	Simple closure statement. Left audience with a sense of completion.	Closure statement stressed relevance to the audience and was innovative.
Needs Improvement	Success	Excellent
14. TIME: Start-End Did not meet time requirements. (Under 15 min or over 20 min.).	Total Time- Completed the briefing and all major parts within the allotted time. (between 15-20 min)	Apportioned an appropriate amount of time for each major part presented in the overview and completed the briefing within the allotted time. (between 15-20 min)
Needs Improvement	Success	Excellent
COMMENTS:		

STUDENT HANDOUT #9

EO BRIEFING TOPICS

The following is a list of suggested topics for the student group EO briefings. 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.

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. A 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 needs help. They will often do this for complete strangers, sometimes even at great personal risk. Also, an active bystander is an individual that is:

- a. Willing to safely take action and help someone in time of need.
- b. Looking out for situations that could require some intervention.
- c. Taking the initiative in a situation that is uncomfortable.

2. Learn how to recognize indications and always be aware of what is going on around you. 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. 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.

3. Passive Bystander - Means not active.

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 Do Not Act

1. In emergencies, 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 am wrong and they do not 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 and pregnancy), 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

Even though 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.

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 do not think this is a problem; maybe I am wrong?

d. Someone else is 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: 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 and AR 600-20.

STANDARDS: Recognize the Army's policy on religious accommodations IAW the student note taker guide, AR 600-20, and correctly answer all related questions on the end of course exam.

A. Accommodation of Religious Practices within the Army

Conflicts between a commander's responsibility for mission accomplishment and a Soldier's religious practices have existed since the United States Army was formed. 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

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 religious views, characterized by ardor and faith, and generally evidenced through specific observances.

C. 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, ect.

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 – 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 like any other speech. Where that freedom and protection ends, however, is when evangelizing or proselytizing activities conducted by a service member becomes harassment.

D. Army Policy on Religious Accommodation

1. The Army places a high value on the rights of its Soldiers to observe tenets of their respective religions or to observe no religion at all; while protecting the civil liberties of its personnel to the greatest extent possible, consistent with its military requirements.

2. It is the Soldier's responsibility to demonstrate he or she has a sincerely held religious belief and that the government policy, practice, or duty substantially burdens their religious exercise. If the Soldier demonstrates a sincerely held religious belief and a substantial burden to their religious exercise, the commander must then demonstrate how/why the government action furthers a compelling government interest and is the least restrictive means of furthering that interest.

3. Accommodation of a Soldier's religious practices must be examined against military necessity and cannot be guaranteed at all times. Some religious practices, such as dietary and worship practices, do not need a request for a waiver of policy and can be accommodated by immediate commanders.

E. Major Areas of Religious Accommodation Requests

The Army is unlike any other organization. It relies on cohesion, teamwork, and discipline to accomplish its mission. However, the health and safety of individuals are placed before religious accommodation. There are some religious practices that can conflict with military duties. Requests for religious accommodation generally fall into five areas: **worship, dietary, medical, wear and appearance of the uniform, and personal grooming.**

F. Religious Accommodations

1. Any commander may approve or disapprove requests for accommodation that concern worship practices and dietary practices, unless the request would require a waiver of Army policy.

2. Worship services, holy days, Sabbath and similar religious observance requests will be accommodated to the extent possible, consistent with mission accomplishment. 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 have the option of granting to Soldiers ordinary leave or a special pass for religious observances when such observances would interfere with the performance of normal duties.

3. Dietary practices - commanders will ensure adequate menu planning and operational rations for Soldiers with religious dietary requirements. The Soldier may also request permission to take personal supplemental rations when in a field or combat environment. Commanders will consider religious practices when acting on requests for separate rations.

4. Request procedures - A Soldier may make a request orally or in writing. The commander may approve the request either informally or formally (in writing) or formally disapprove it (in writing). Commanders will respond to requests for religious accommodation within 10 working days of receipt of the request.

a. If the commander approves a request informally the issue is closed, except that the commander will assist the Soldier in completing those actions necessary to the accommodation.

b. If the commander approves a request formally, the commander will provide the Soldier with written notice of the accommodation and maintain a copy in unit files.

c. If the commander disapproves the request, the commander will provide the Soldier with written notice and maintain a copy in unit files.

5. A Soldier may appeal a disapproval or revocation to the next higher commander. Appeals must be in writing and explain the type of accommodation requested and the religious basis for the request.

6. The commander will arrange an in-person or telephonic interview between the requestor and the assigned unit chaplain or other chaplain determined by the senior chaplain present. The chaplain must provide a memorandum that summarizes the interview and addresses the religious basis and sincerity of the Soldier's request.

a. If a commander at any level approves the request for accommodation, written approval will be returned to the Soldier through channels. If the commander

disapproves it, the appeal packet will be so endorsed and forwarded to the next higher level of command.

b. If all levels of command disapprove the request for accommodation, the appeal packet will be forwarded to the DCS, G – 1 (DAPE – MPC) for final decision by the SECARMY or designee.

c. A legal review is required at the GCMCA prior to forwarding to the DCS, G – 1.

d. Appeals will reach the DCS, G – 1 within 30 days after the Soldier submits the appeal (60 days for ARNG, and USAR) for decision by the SECARMY or designee. The decision of the SECARMY or designee will be transmitted through channels to the Soldier requesting accommodation within 60 days after receipt of the request by DCS, G – 1. Disapprovals by the SECARMY or their designee are final. Subsequent requests will only be considered if based on substantially different grounds or supported by substantially new evidence.

7. A Soldier may request to have medical treatment withheld for non-emergency or nonlife-threatening illnesses and injuries. Accommodations for medical care are fact specific. In coordination with the unit commander, an MTF commander may temporarily defer medical treatment to accommodate a Soldier's religious practices while a request is pending.

a. Before the unit commander acts on a request, an MTF commander will engage in the following procedures:

b. The MTF commander will convene an ad hoc committee to assess any request to withhold recommended medical treatment because of religious objections.

c. The committee will prepare a report which includes the following information:

(1) Proposed treatment to relieve incapacity and aid the Soldier's return to duty status.

(2) The need for the treatment.

(3) An assessment of the likely medical outcome and potential risks to the Soldier's health of withholding treatment based on the Soldier's age and general physical condition.

(4) An assessment of the possible effects on the health of others and the military medical system.

(5) Evidence that the Soldier was given the opportunity to appear before the board in person; submit a written statement; or submit written statements from a member of their faith group. If circumstances do not permit the Soldier to appear in

person or submit a written statement (or both), or the Soldier declines to appear in person or submit a written statement; then the board will include this information in the report.

d. Soldiers may have a representative. A representative will be appointed for Soldiers believed to be incompetent.

e. Unit and MTF commanders will review the committee report and any matters submitted by the Soldier and consider the effects of accommodation on military necessity.

f. If, after consulting with the MTF commander the unit commander determines that military necessity requires that medical care be provided to a Soldier, the unit commander will inform the Soldier by written memorandum. If the Soldier requests an appeal or refuses care, the MTF commander will forward the committee report and the unit commander's decision memorandum through command channels to TSG for final action.

g. Soldiers whose religious practices conflict with immunization requirements may request an exemption through command channels, from company or immediate commander through battalion, brigade, division, and GCMCA commanders to TSG. TSG is the only approval or disapproval authority for immunization accommodation requests.

8. Commanders at the GCMCA or the first general officer in the chain of command, and above may approve, disapprove, or elevate religious accommodation requests for beards, hijabs, and turbans worn in accordance with the standards provided in AR 670–1.

a. Requests must be approved or forwarded to the DCS, G – 1 with a recommendation for disapproval within 30 calendar days of initial submission for pre-accession requests and RA requests within 60 calendar days of initial submission for ARNG and USAR requests.

b. All requests must be in writing and must explain the type of accommodation requested and the religious basis for the request.

c. Commanders receiving an initial accommodation request (immediate commander) will immediately notify the Office of the DCS, G – 1.

d. The commander will arrange an in-person or telephonic interview between the requestor and the assigned unit chaplain or other chaplain determined by the senior chaplain present. The chaplain must provide a memorandum which summarizes this interview and addresses the religious basis and sincerity of the Soldier's request.

e. The immediate commander will review the chaplain memorandum and complete a recommendation memorandum. An explanation is required if the commander recommends disapproval of the request.

f. The immediate commander will forward the request packet through intermediate commanders to the brigade level commander.

g. The GCMCA will consider every religious accommodation request on a case-by-case basis. In accordance with DODI 1300.17, religious accommodations will be approved when accommodation would not adversely affect mission accomplishment. The GCMCA will consider health, safety, military readiness, and the Soldier's sincerity of belief.

h. Before acting on a request, the GCMCA will direct his or her staff to obtain a legal review conducted in consultation with the Office of the Judge Advocate General (OTJAG) and consult with the Office of the Chief of Chaplains to evaluate the religious basis and sincerity of the request, and to ensure consistency and fairness across the force.

i. If the GCMCA elevates the request, the GCMCA will forward the request to the DCS, G – 1 with a recommendation for approval or denial and the reason(s) for the approval or denial. Only the SECARMY or their designee may take final action to approve or disapprove the elevated request.

9. A religious accommodation request which requires a waiver of AR 670–1 or any other Army policy may only be approved or disapproved by the SECARMY or designee. Waiver request packets must be forwarded to the DCS, G – 1 within 30 days of the initial request for RA requests and pre-accession requests from all components and within 60 days for USAR and ARNG requests. Only the DCS, G – 1 or designee may grant a request for extension of these timelines.

a. All requests must be in writing and must explain the type of accommodation requested and the religious basis for the request.

b. AR 600-20 table P-1 list the procedures and timelines to process grooming request and all waiver requests.

10. Commanders who receive requests for accommodation should assess them on a case-by-case basis and consider the high value the Army places on the rights of its members to observe their respective religious beliefs. Commanders should seek advice on questions about religious practices from the chaplain and/or staff judge advocate.

G. Memorial Ceremony vs. Memorial Service

1. A memorial ceremony is a command program with a ceremonial orientation. As a command program, attendance of Soldiers at a memorial ceremony may be made

mandatory. Although there are religious aspects to the memorial ceremony, such as an invocation and benediction, the major focus will be on military tributes and honors.

2. A memorial service is a command program with a religious orientation. A memorial service should be sensitive to the deceased Soldier's faith group and the needs of the Soldiers who voluntarily attend. Attendance of units and Soldiers may be encouraged and supported by command, but will not be made mandatory.

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 and AR 600-20.

STANDARDS: Demonstrate understanding of the principles of hazing and bullying and 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 DA Civilian employees (who haze Soldiers), without a proper military authority 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 DA 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 proper military authority or other governmental purposes:

a. Any form of initiation or congratulatory act that involves physically striking, beating, paddling, whipping, or burning another person in any manner or threatening to do the same.

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.

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. Excessive physical exercise.

g. Confinement to restricted areas, isolation, or sleep-deprivation.

- h. Immersion in noxious substances.
- i. Branding, handcuffing, duct taping, tattooing, shaving, greasing, or painting another person.
- j. Subjecting another person to excessive or abusive use of water.
- k. Forcing another person to consume food, alcohol, drugs, or any other substance.

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). 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. 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 Soldiers or DA Civilian employees, with a nexus to military service, with the intent of harming a Soldier either physically or psychologically, without proper military authority or other governmental purpose. Bullying is the exposure of an individual or group to physical and/or emotional aggression with the intent to cause distress or harm. 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 is indirect or subtle in nature and 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 authority or other governmental purpose:

- a. Physically striking another person in any manner or threatening to do the same.
- b. Intimidating, teasing, name calling, mockery, threats of violence, harassment, taunting, social exclusion, isolating, manipulating, blackmailing, and spreading rumors in which there is often a power differential, whether by rank, position, physical stature, social standing or other measures, between the aggressor (one or more) and the victim (one or more).

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, painting, hitting, spitting, shoving 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.

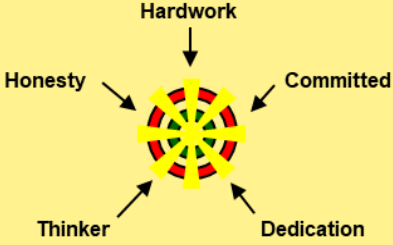












3. Bullying does not include properly directed command or organizational activities that serve a proper military or other governmental purpose, or the requisite training activities required to prepare for such activities (e.g., command-authorized physical training). Service members may be responsible 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. Bullying is prohibited in all circumstances and environments, including off-duty or "unofficial" unit functions and settings.

C. The Difference Between Hazing and Bullying

The biggest difference between Hazing and Bullying is that Bullying is about exclusion and Hazing is about inclusion. Hazing involves so-called initiations or rites of passage in which individuals are subjected to physical or psychological harm to achieve status or inclusion in an organization or group. 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.

**SOCIALIZATION PRACTICAL EXERCISE
BADGE EXERCISE
STUDENT HANDOUT 11**

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 allow you 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?"

<p align="center"><u>IDENTITY</u></p> <p>Name: Michael B. Ramsey Sr. Race: Black Ethnicity: Black American Gender: Male Religion: Baptist/Pentecostal Social Class: Upper Location: Northeast</p>				
<p align="center"><u>CHARACTERISTICS</u></p> 				
<p align="center"><u>VALUES</u></p> <table border="1"> <tr> <td>  Family </td> <td>  Faith </td> </tr> <tr> <td>  Country </td> <td>  Friends </td> </tr> </table>	 Family	 Faith	 Country	 Friends
 Family	 Faith			
 Country	 Friends			

Part 1, Identity. This area is where you identify your identity. 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 perspective. Words will be written around the picture/symbol. You may draw a picture/symbol or use an actual photograph. 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. To understand the behaviors and conduct of others, we need to have a better understanding of their social make-up, their beliefs and their values. The badge exercise will reinforce this subject. Understanding how and why a person is sociologically developed can help you in addressing conflicts with peers, subordinates, and superiors in both the military and business or community organizations. The clearer the understanding of our socialization, the better our ability to differentiate between right from wrong, good and bad, or moral and ethical reasons to make decisions.

2. Socialization is an all-encompassing educational process from which values, goals, beliefs, attitudes, and gender roles are acquired.

3. 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.

4. 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 of 1 and 10. We obviously learn throughout our lives, but the first 10 years are the most important in determining who we are for the rest of our lives.

5. Values, attitudes, perceptions, stereotypes, and behaviors are continuously developed, refined, and reinforced through the socialization process. Infants come into this world with a helplessness that is unequaled in the animal world. No other creature is quite so dependent for quite so long as the human infant. Babies grow up, but first, they must be taught to sit up, walk, feed themselves, know what dangers there are, and live among people who expect certain kinds of behavior from them. Without socialization, society could not perpetuate itself beyond a single generation and culture would not exist.

B. Self-Concept

1. Self-concept - 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.

2. 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.
3. The behaviors we exhibit are based in part on trying to close the gaps between these self-identities.
4. 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.

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

How we picture 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.

- a. Membership groups are groups to which we belong that are oftentimes unchangeable. They are acquired at birth and are usually retained throughout life.
- b. 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.

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

1. Membership groups define the stereotypes and views by which others define us. Membership groups are often 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.

2. 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.

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

Oftentimes, the negative and unwanted parts of self are suppressed 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.

F. The Socialization Process

1. The 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.

2. Sources of Influence on our socialization.

- a. Family
- b. Media
- c. Educational System
- d. Peers and friends

3. 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.

4. 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.

5. 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.

6. 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.

G. Gender Roles

1. Gender roles are behaviors, interests, attitudes, skills, and personality traits a culture considers appropriate for males and females.

2. 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 should not be tomboys”, which toys to play with all are determined by the family. Stereotypes are taught about gender roles.

H. Significant Emotional Events (SEE)

1. When we are exposed to information that challenges our self-concept, we may feel discord. One way to relieve this discomfort is to accept the new information and change a pattern of behavior. This can be an upsetting idea and may require a catalyst for change.

2. The “Significant Emotional Event” (SEE) 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; examples of a SEE are:

- a. Birth
- b. Marriage
- c. Death
- d. Graduation
- e. Combat
- f. Basic Training

I. Strategies to Change Self-Concept

1. 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 patting yourself on the back once you have accomplished a goal.

2. Self-Reflection

- a. Perform an honest assessment of yourself.
- b. Become familiar with behaviors that might be considered defensive, dishonest, or close-minded.
- c. Explore the attitudes that create these behaviors.
- d.. Become open to feedback.
- e. Explore a view different from your own.

3. 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 do not 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.

4. Absence of defensiveness. The motivation for change requires an absence of defensiveness. You cannot 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.

LESSON: Values, Attitudes, Beliefs, & Behavior.

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

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

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

A. Values, Attitudes, Beliefs & Behavior

1. The Army is probably the largest and most diverse organization in the country with an ethnic and racial makeup most reflective of American society. Each individual brings a set of values, attitudes, and beliefs that have been cultivated over many years. Additionally, these values, attitudes, and beliefs are still being shaped and refined with each new experience. Many of you have strong memories about recent events in your lives, such as promotion, schooling, a new baby, or a PCS. These events and ones yet to come, serve to shape you. However, values, attitudes, and beliefs do not automatically change just because someone puts on an Army uniform. Some values, attitudes, and beliefs, when coupled with a lack of awareness, or insensitivity about others who are different from us, can produce confrontations, anger, and even violence. It is imperative all Soldiers and civilian employees recognize and manage their differences so they do not interfere with the Army's mission effectiveness or ability to fight and win on the battlefield.

2. 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 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 principles and cannot be ignored in favor of another. Remember, different groups of people uphold different values.

C. The Categories of Values

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

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

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

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

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

D. The 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 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.

2. 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

1. Attitude is as a state of mind or feeling about some matter, which we have learned, based on beliefs, values and assumptions we hold. Attitudes cannot be seen or touched. The word "attitude" is use rather loosely as a catch-all term for the whole collection of one's beliefs, opinions, prejudices, and sentiments, even though the basic meanings of these terms are different. Attitudes become apparent through one's behavior.

2. 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.

3. As EOLs, you must understand that some leaders may develop attitudes they assume or think is the popular attitude simply because it is popular 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.

4. 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.

F. Beliefs

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.

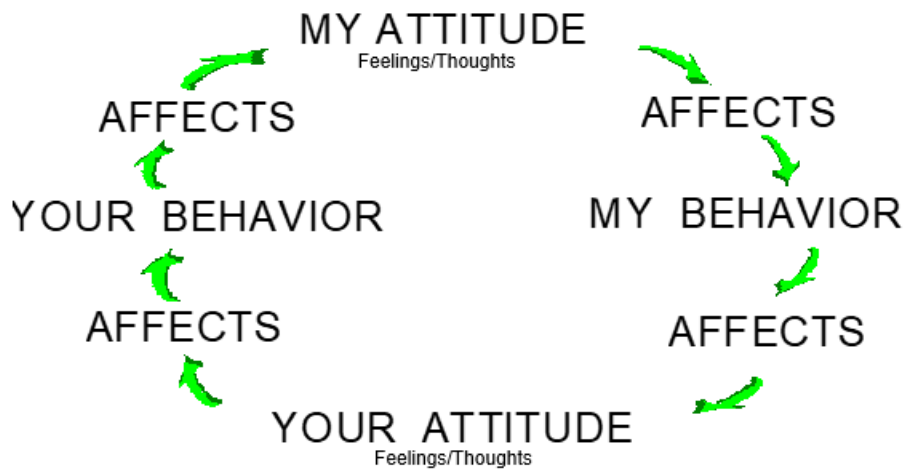
G. Behavior

Behavior is the result of a person's reaction to a situation, group or person. Group behavior is an extension of individual behavior.

H. 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.



2. There is a continuous chain relationship between attitude and behavior.

I. Cognitive Dissonance

1. Cognitive dissonance is a state of internal tension that results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.
2. There are three primary methods individuals use to reduce cognitive dissonance. They are avoidance, denial, and change.

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

1. Standards they set.
2. New Member Socialization: Your unit's in processing method for new members - designed to help new Soldiers understand the unit's culture.
3. Unit Vision
4. Unit Rules
5. Punishment/Rewards: The punishment or rewards that is administered influences the unit.
6. Taking the time to explain things - when possible
7. 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: 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. As we will discuss in this portion of your EOL training, the similarities far outweigh the differences. It has been said that when you scratch the skin of a racist, you will find a sexist just below the surface. In general, people are socialized that it is acceptable to be a little sexist, but it's not to be a little racist. You must understand they are both unacceptable forms of behavior and should be treated with equal importance.

B. Race and Ethnicity

1. Race - A division of humans 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.

2. Ethnicity - That which sets off a group by race (defined as genetic), religion (preferred denomination), national origin (country of one's ancestors), or some combination of these categories.

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. Racism, Racist Behavior, and Racist

1. AR 600-20 defines racism as: A belief or attitude that race determines an individual's traits and capabilities and that racial difference produce a natural superiority of a particular race. Behavior or conditions that foster stereotypes of social roles based on race.

2. Racist behavior is a tool for domination and social control, a psychological tool for dominating one group over another. A Racist is a person who believes that a particular race is superior to another.

E. 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.

F. Forms of Racism

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

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

G. 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.

H. Sexist Behavior

1. 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.

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

3. 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 cannot possibly state what needs to be stated, so you take it upon yourself to answer for them.

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

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

6. 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.

7. 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.”

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

9. 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.

10. 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. 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 kernel 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 it. People are pro-sexist for several reasons. Some people are socialized to accept it; some go along to be more acceptable; some 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.

J. 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 did not dress provocatively, she would not 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.

K. 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

Role Model – Walk the talk. Acknowledge and understand difference, do not 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 based on gender.

6. Prevention – Conduct periodic climate assessment.

7. Set the Example – Reinforce organizational culture.

8. Mission – Fully utilize all personnel.

LESSON: Perceptions and Stereotypes.

ACTION: Recognize perceptions and stereotypes.

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

STANDARDS: Recognize 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. 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

There are three elements of the perception process: raw data, mental process, and the product.

D. Perception Process Elements-Raw Dat

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

E. Perception Process Elements-Mental Process

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. Perceptual Shortcuts

We naturally take perceptual shortcuts in order to make sense out of the tremendous amount of data we are bombarded with in our daily lives. Perceptual Shortcuts are the mind's ability to take in new information, combine it with old information, and formulate new ideas through quick deduction. As we take these shortcuts, which help us make sense of our environment, we develop our own perception or "reality", which in fact can be either accurate and reliable or inaccurate and unreliable. Nevertheless, the product of this shortcut process is our "reality"--our interpretation or perception and we act and are influenced by what we believe to be true or real.

a. First Impression. This perceptual shortcut is one we are all familiar with and probably have personally experienced at one time or another. During this situation, we make a major decision or judgment call based on our first encounter with an individual, group, or event. Some of us may know how it feels when someone has made an incorrect "first impression" about ourselves. We are surprised and even become angry when people make decisions about us without really knowing who we are.

b. 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.

c. 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.

d. Blaming the Victim. Blaming the victim is a special perceptual shortcut. 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," "a woman who stays with an abusive husband deserves what she gets," and "homeless people would not be homeless if they wanted to work," are examples of languages used when

blaming the victim. This saves time in sizing up a situation by ignoring factors we consider insignificant or unimportant. Right or wrong, it is a way to save time. People (generally) will blame the victim rather than attempt to resolve the issue with an institution.

e. 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.

H. Stereotypes

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

2. We all have stereotypes. Any time you group races or individuals together and make a judgment about them without knowing them; this is an example of a stereotype. Racial remarks, sexual remarks, and gender remarks are the biggest stereotypes. There are Soldiers and leaders in the Army that stereotype individuals into a category. An example of stereotypes may be: "Women are not good drivers." or "White men cannot play basketball." There are both men and women who are good drivers and there are a lot of white men who are professional or college basketball players. We want you as EOLs and as leaders to learn that you must not make decisions affecting others based on stereotypes.

I. Characteristics of Stereotypes

1. They are fixed, rigid ideas. The charge that stereotypes are fixed, rigid ideas means that people's perceptions of groups are difficult to change once they form that perception.

2. They are either overgeneralizations or oversimplifications. Stereotypes are often exaggerations of real group differences - either through overgeneralizations or oversimplifications.

3. They are not supported by reasonable evidence. It is often suggested that stereotypes are based on illogical or irrational foundations because they are not supported by reasonable evidence. For example, after 9/11, was it reasonable to assume that *all people* of Middle Eastern decent were terrorists? Think about how people treated Muslim Americans after this incident.

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

5. 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. Fear plays into prejudice because of fear of the unknown; ignorance plays into prejudice because of lack of knowledge or experience.

J. 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.

K. 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

L. Why is it Bad to Stereotype?

Stereotyping is not only hurtful, it is wrong. Even if the stereotype is accurate 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.

M. Strategies to Correct Inaccurate Perceptions

1. Acceptance of differences in people - Disagreement is okay, but rather than use statements such as “you are wrong” or “that’s your perception,” try using, “I differ.” Do not deny the other person’s experiences. Look at people objectively.
2. Be aware of stereotyping - The key is understanding the dynamics and processes that support stereotypes.
3. Active listening - Listen for understanding, not agreement
4. Interact with groups different from your own
5. Seek distinguishing information- When you meet people from various backgrounds, focus on the person and not the label that may be attached to him or her.
6. Receive feedback - Do not defend or rationalize your behavior. Accept what others have to say. Remember, agreement is not necessary.
7. Identify the appropriate application of facts, opinions and assumptions- Avoid distorting the facts, opinions, and assumptions to meet your needs.

LESSON: Prejudice and Power

ACTION: Recognize prejudice and power

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

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

A. Prejudice and Power

Hopefully, blatant incidents of prejudice in the Army today are a rare occurrence, rather than a common one as in times past. However, isolated incidents may still occur, so to fully safeguard against prejudice we must understand some of the factors involved in this behavior. As the EOL for your unit, you should always be alert to the types of behaviors that can directly or 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 a 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.

2. For example: Using phrases or stereotype language.

- a. Boy
- b. Dumb blonde
- c. Use of caricatures in exaggerated situations
- d. Ethnic and sexist jokes

E. How Prejudice Manifest

1. Microaggressions are every day verbal, nonverbal, and 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 the “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

F. Strategies for Combating Prejudice and discrimination

1. Awareness - Unit Climate Assessments provides you information on the EO climate within your unit, publicize the availability of complaint channels and procedures.
2. 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.
3. Policies - Development and implementation of policies that enforce equal opportunity and prohibit discrimination.
4. Inclusion - An inclusive model of decision-making that is representative of all people promotes diversity.
5. Self-analyze - Know self
6. Self-Example - Walk the talk, challenge inappropriate behaviors, advocate for EO, and keep current on EO issues/information.
7. Leader Involvement - attend EO training, protect those that make complaints, enforce penalties against offenders.

G. What is Power?

Power is 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 Equal Opportunity Policy because it denies fair treatment or any chance for equal opportunity. So, in most circumstances of discrimination, both power and prejudice lie beneath.

H. 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.

I. 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, whether real or imagined forced. The 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 over a long period of time.

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

4. Expert Power – Based on the person who sets the perception that they possess superior skills, talent, or knowledge and must be followed.

5. Referent Power – Based on the person who can 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 from acquaintance with a powerful person or people. This power is more commonly referred to as "networking" these days.

J. 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.

K. 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: Equal Opportunity Complaint Process.

ACTIONS: Identify the Equal Opportunity Complaint Process.

CONDITIONS: In a classroom environment with access to the EOLC Note Taker Guide and AR 600-20

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

A. Equal Opportunity Complaint Process

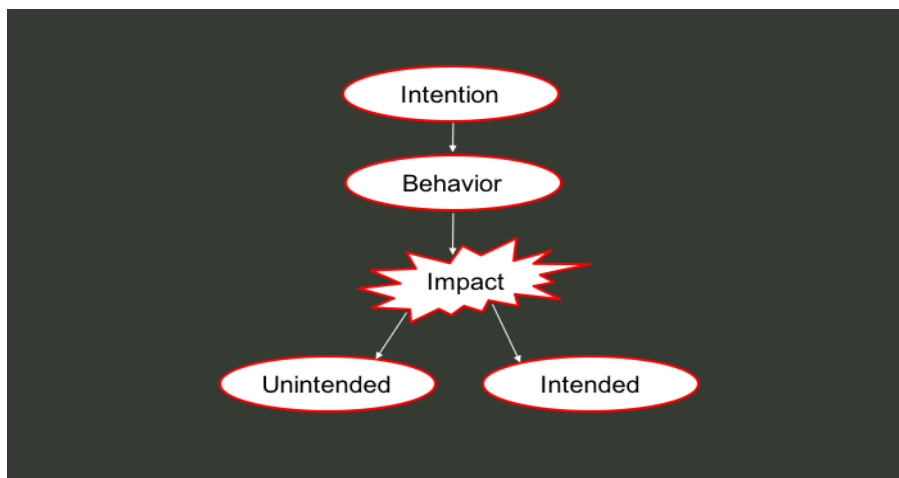
A key component of the Army's EO Program is an effective and responsive complaint process. The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, color, sex (including gender identity and pregnancy), sexual orientation, religion, or national origin to include hazing, bullying and other discriminatory harassment. Attempts should always be made to solve the complaint at the lowest possible level within an organization.

B. Impact Model

1. Occasionally, we assume a behavior has intended consequence. In other words, we expect certain results. However, there is an unintended consequence that occur as well.

2. 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.

3. 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.



C. MEO and Harassment Complaint Processing System

1. Attempts should be made to resolve concerns at the lowest possible level within an organization. If low-level resolution fails, the situation escalates, or is too malicious to resolve at a low-level, the complaint processing system defines a process for resolution. Soldiers (including DEP), cadets, and Family members may utilize the complaint processing system. Complaints from DA Civilian personnel (to include those against Soldiers) alleging discrimination and/or harassment will be handled in accordance with the procedures contained in AR 690–600, AR 690–12, or as described in separate DOD and DA policy, or as provided for in any applicable collective bargaining agreement.

2. The complaint processing system addresses complaints that allege unlawful discrimination on the basis of race, color, sex (to include gender identity and pregnancy), national origin, religion, or sexual orientation and harassment which includes hazing, bullying, and other discriminatory harassment. Concerns raised and/or resolved outside of the complaint processing system are considered problem resolution or leadership actions; and are not considered MEO or harassment complaints. Incidents involving allegations of criminal behavior (that is, violations of UCMJ) will be reported or referred to law enforcement.

D. Anonymous Complaints

1. Anonymous complaints are those where the complainant remains unidentified may be handled as either an informal or a formal complaint and entered in MEO database, as such. The commander will determine if sufficient information is provided to proceed as either an informal or formal complaint. The commander will be identified as the complainant on the DA Form 7279 (Equal Opportunity and Harassment Complaint Form) and in MEO database. If the complaint is processed as an informal complaint, the commander will determine if informing the entire command or part of the organization of the actions taken is appropriate. If during the informal or formal process of an anonymous complaint the identity of the actual complainant is revealed, the complainant will be edited in MEO database, and the actual complainant will be provided the requisite follow-up actions (DA Form 7279–1 (Equal Opportunity and Harassment Complaint Resolution Assessment)).

2. Actions taken regarding anonymous complaints will depend upon the extent of information provided in the anonymous complaint. If an anonymous complaint contains sufficient information to permit the initiation of an investigation, the investigation will be initiated by the commanding officer or supervisor in accordance with this instruction. If an anonymous complaint does not contain sufficient information to permit the initiation of an investigation, the information should be documented in a Memorandum for Record and maintained on file in accordance with disposition instructions and the central point of contact responsible for processing discrimination and harassment complaints. The Memorandum for Record should contain the following information, if available: date and time the information was received; a detailed description of the facts and circumstances

included in the complaint; date and time the complaint was resolved and by whom; and any other pertinent information.

E. Informal Complaints

1. An informal complaint is one that a Soldier, cadet, or Family member does not wish to file in writing on a DA Form 7279. Informal complaints may be resolved directly by the complainant addressing the offending party, a peer, or another person in or outside the complainant's chain of command or NCO chain of command, or the MEO professional. When practical, an informal complaint should be resolved within 60 calendar days.

2. Upon receipt of a written or oral informal complaint, the commander or MEO professional will find out as much as possible concerning the complaint, advise the complainant of their rights and responsibilities, support services, the protected nature of the communication, which will only be shared with those who have a legitimate need-to-know, the informal and formal complaint processes.

3. Within 3 calendar days of complaint receipt (at the next MUTA – 4 or other regularly scheduled training for Army Reserve TPU Soldiers), members of the chain of command assisting with informal complaint resolution will inform their MEO professional of the initiation of informal complaint assistance efforts.

4. If the commander receives the complaint and chooses to resolve the situation through commander's inquiry and/or AR 15 – 6 investigation without the assistance of the MEO professional, the commander will also inform the MEO professional within three calendar days of the receipt of the informal complaint and the subsequent resolution efforts.

5. Commanders or MEO professionals will prepare an MFR, which will include information indicating the nature of the complaint.

6. The MEO professional will input informal complaint information into MEO database no later than 3 calendar days (RA), or next MUTA – 4 (USAR) from date of receipt.

7. Upon completion of the resolution efforts, the complainant may accept informal resolution, render a formal complaint or decline to pursue complaint.

8. The MEO professional will retain the informal complaint records for 15 years from the date of complaint receipt.

F. Formal Complaints

1. A formal complaint is one that a complainant files in writing using a DA Form 7279 and swears to the accuracy of the information. A complaint should be filed at the lowest

echelon of command. Formal complaints require specific actions, are subject to timelines, and require documentation of the actions taken. If a complaint is filed against a promotable COL, an active or retired GO, inspectors general of any component, members of the SES, or executive schedule personnel, the allegation will be transferred directly to the Investigations Division, U.S. Army Inspector General Agency by rapid but confidential means within 2 working days of receipt when practical.

2. MEO and harassment complaints are received by MEO professionals (MEO PM, MEO SGM, MEO advisor, MEO specialist) or (RA/USAR) commanders. Complaints cannot be received by EOLs.

3. Complainants Soldiers have 60 calendar days (same for USAR) from the date of the alleged incident in which to file a formal complaint. If a complaint is received after 60 calendar days, the commander may conduct an investigation into the allegations or appoint an investigating officer.

4. Within 3 calendar days of complaint receipt (same for USAR) MEO professionals will refer complaint to the subject's commander and will enter the initial complaint information into the MEO database.

5. The MEO professional will prepare the reprisal plan for the commander to issue to the complainant, the alleged subject, chain of command/supervisory chain, and witnesses. The MEO professional will keep a copy of the commander-acknowledged DA Form 7279 on file and suspense the complaint for follow-up with the commander, complainant, and subject in 14 days (next MUTA – 4 for USAR), every 14 days (next MUTA – 4 for USAR) thereafter until the complaint is resolved, and 30 days (two MUTA (60 days)–4 for USAR) after the commander's final decision on the complaint.

6. The MEO professional will draft recommended questions for the investigating officer to obtain answers to during their investigation.

7. Upon receipt of a complaint, the commander will ensure that the complainant has been sworn to the complaint (DA Form 7279), complete acknowledging receipt of DA Form 7279, either conduct an investigation personally or immediately appoint an investigating officer, commence an investigation of the complaint within 5 calendar days of receipt, inform the complainant and subject of the commencement of the investigation and forward within 5 calendar days the detailed description of the allegation(s) to the first SPCMCA in the chain of command when the complaint is processed at the battalion or company level, or the first GCMCA when the complaint is processed at the brigade level. The commander will provide a progress report to the SPCMCA or GCMCA commander every 14 days (next MUTA – 4 and every MUTA – 4 thereafter for USAR) thereafter until the investigation is complete. The entire complaint process will be completed within 60 days (three MUTA (90 days)–for USAR).

a. Description will include acknowledgment of receipt of the formal complaint and the commencement of a commander's inquiry or appointment of an investigating officer,

to conduct the investigation within 30 days (three MUTA (90 days)–for USAR), from acknowledgment in DA Form 7279, when mission permits.

b. If, due to extenuating circumstances, it becomes impossible to conduct a complete investigation within the 30 calendar days allowed (three MUTA (90 days)- for USAR), that commander may obtain an extension in writing from the next higher commander for usually not more than 30 calendar days (three MUTA (90 days) for USAR). Under extreme circumstances a commander may obtain an additional extension in writing from the GCMCA not to exceed 30 calendar days (three MUTA (90 days) - for USAR)

8. The legal sufficiency review will be conducted within 14 calendar days from the date the investigation is completed.

a. Once the legal review is completed, the commander will decide whether further investigation is necessary or whether to approve all or part of the findings and recommendations.

b. Actions taken (or to be taken) by the commander and the chain of command will be annotated on DA Form 7279. Specific actions taken against the subject will not be annotated on the form. This information will be discussed orally with the complainant. The commander will also inform the complainant and the subject of the complaint of their right to appeal and make them aware of timelines and procedures to file that appeal. The complainant and subject will sign and date the DA Form 7279, Part III, to acknowledge receiving this information. This acknowledgment does not necessarily signify the complainant's or subject's agreement with the findings or actions taken to resolve the complaint.

9. If the complainant or subject perceives the investigation failed to reveal all relevant facts to substantiate the allegations, or that the actions taken by the command on their behalf were insufficient to resolve the complaint both the complainant and the subject have the right to submit an appeal.

a. The complainant may not appeal the actions taken against the subject if any were taken.

b. The first and second appeal request must be presented within 7 calendar days (next MUTA – 4 for USAR) following notification of the results of investigation and acknowledgment of the actions of the command to resolve the complaint or the results of the first appeal.

10. Once the first or second appeal is initiated by the complainant /or and subject, the commander has 3 calendar days (same for USAR) to refer the appeal to the appellate authority.

11. The first and second appellate authorities have 14 calendar days (two MUTA (60 days)–4 for USAR) to review the case, act on the appeal and provide written feedback, consistent with Privacy Act and FOIA limitations, to the complainant or subject on the results of the appeal. The final appellate authority decision is final.

12. The MEO professional will conduct a follow-up assessment of all formal discrimination complaints. The follow-up assessment will be completed for both substantiated and unsubstantiated complaints, within 30 calendar days (next MUTA – 4 for USAR) following the final decision rendered on the complaint.

a. The MEO professional will present findings and recommendations to the commander for further consideration/action within 5 calendar days (next MUTA–for USAR).

b. After the commander reviews the MEO professional findings and recommendations, the commander will determine within 5 calendar days (next MUTA–for USAR) whether any further actions are required.

13. The entire complaint process will be completed within 60 days.

G. Complaint Procedures for Army Reserve Serving in the Individual Ready Reserve (IRR)

1. RA and USAR commanders, upon receiving a complaint from members of the IRR or individual mobilization augmentee, from Soldiers performing active duty for special work or temporary tour of active duty, or from any USAR Soldier who is not a member of a TPU, will make every attempt to resolve the complaint prior to the completion of the Soldier's active duty tour.

2. Should the complaint be filed but not resolved prior to the Soldier's release from active duty, the timelines will be modified. The RA or USAR commander will have 30 calendar days from the filing of the complaint to notify the complainant of the results of the investigation/actions taken to resolve the complaint.

3. The complainant and subject of the complaint will have 30 calendar days from notification of the results of the investigation to file a first level appeal. The complainant and subject of the complaint will have 30 calendar days from notification of the results for the first level appeal to file a second and final appeal. Appeals filed more than 30 calendar days after notifications must be accompanied by a written explanation of the reasons for delay. The commander has the discretion to consider an appeal based on its merits.

4. The first and second final appeal notifications of the commander's decision will be provided to the complainant and subject of the complaint with information copies provided to the next higher headquarters and the Army Reserve Headquarters MEO Directorate within 30 calendar days of the receipt of the appeals. The final appeal

GCMCA may sustain or overrule the finding(s) or remand the matter for further fact finding.

H. Actions upon Substantiated Complaint

1. A substantiated discrimination or harassment complaint is a complaint that, after the completion of an inquiry or investigation, provides evidence to indicate that the complainant was more likely than not treated differently because of their race, color, sex (including gender identity and pregnancy), national origin, religion, or sexual orientation, hazed, bullied, or other discriminatory harassment.

2. The finding is annotated on the DA Form 7279, the commander must decide what corrective action to take. Corrective action may be administrative or punitive.

3. Subjects of substantiated complaint will, as a minimum, undergo counseling by a member of the chain of command. Commanders have the full range of administrative actions available to them to deal with violators of the Army MEO and harassment policies, to include discharge from the Service, bar to reenlistment, adverse performance evaluations and/or specific comments concerning nonsupport of MEO/EEO Programs on evaluation reports, relief for cause, administrative reduction, admonition, reprimand, administrative withholding of privileges, and rehabilitative transfer to another unit. Commanders should determine whether the complainant desires to be transferred to another unit, but they should not cause the complainant to be revictimized by requiring that they be transferred to another unit while leaving the subject in the unit.

4. Violators of Army policies on MEO and harassment, whose conduct violates a punitive article of the UCMJ, may be charged and prosecuted. Nonjudicial punishments (for example, UCMJ, Art. 15) will be handled in accordance with AR 27 – 10.

I. Actions Upon an Unsubstantiated Complaint

1. An unsubstantiated complaint is one for which the preponderance of evidence (that is, the greater weight of evidence) does not support and verify that the alleged discrimination or harassment (hazing, bullying, discriminatory harassment) occurred.

2. In this situation, the commander should determine whether the allegations, though unsubstantiated, might be indicative of problems in the unit that require resolution through training, initiatives, or other leadership actions.

3. Should the complaint be found unsubstantiated, the commander will notify the complainant and subject in writing (DA Form 7279). The complainant and subject will sign and date the DA Form 7279 to acknowledge receiving this information.

4. This acknowledgment does not necessarily signify the complainant's or subject's agreement with the actions taken.

5. Commanders will inform complainants and subjects of the availability of a final investigative report and their right to request a copy of the final investigative report, redacted as necessary to comply with the Privacy Act and any other applicable laws and regulations. Freedom of Information Act requests will be processed in accordance with DODM 5400.07.

J. Military Equal Opportunity and Harassment 24 Hour Hotline

1. The MEO and Harassment local hotlines provides 24/7 information on MEO and Harassment policies and procedures on how and where to file complaints, the behaviors that constitute discrimination and harassment. The hotline is an additional avenue for Soldiers to anonymously report incidents of MEO and Harassment.

2. Senior Commanders will have an installation 24/7 MEO and harassment (hazing, bullying, discriminatory harassment) hotline.

3. Each Senior Commander will have a local 24/7 MEO and Harassment response hotline phone number posted on installation and commander's websites and bulletin boards to ensure immediate MEO and Harassment assistance.

4. All commanders will coordinate with their appropriate website administrators to ensure that their official Army websites comply.

5. The installation 24/7 MEO and Harassment hotline response phone calls must only be answered by MEO Professionals (not EOLs) who are currently serving in authorized MEO tour of duty billets; when calls cannot be answered immediately the MEO professional will respond within 24 hours.

6. The installation 24/7 MEO and Harassment hotline telephone number must have at least the minimum voicemail greeting required.

7. The DA MEO Program will compile information submitted by the ACOMs, ASCCs, DRUs, and USARs into a memorandum report with support enclosures and provide the report to the DASA, M&RA, EIA no later than the 25th day following the end of the quarter.

K. False Complaints

Soldiers who knowingly submit a false EO complaint which is a complaint containing information or allegations that the complainant knew were false may be punished under UCMJ.

L. Options to Address EO Complaints

1. 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.

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

3. 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.

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

5. File a Complaint:

a. Informal complaint is not filed in writing. Typically, the issues are resolved using the direct approach, indirect approach, third party assistance, or chain of command.

b. 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.

c. Anonymous complaint is one where the complainant remains unidentified either by the use of the MEO hotline or any platforms where allows the complainant to remain unidentified. .

M. Information Needed to Prepare a Memorandum for Record (MFR)

1. MEO Professionals that includes you as a future EOLs will prepare an MFR anytime that receive an informal complaint, which will include information indicating the nature of the complaint and identifying pertinent information to assist in the identification of the organization's command climate.

2. 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 EOLs will prepare an MFR identifying pertinent information that EOAs are required to enter in the Equal Opportunity Reposting System (EORS).

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

a. UIC

- b. Name
- c. Rank
- d. REDCAT (Race/Ethnicity Category)
- e. Sex
- f. Position
- g. Specific Allegation of Discrimination
- h. Complaint Processing Actions

4. Every installation has different MFR formats and your EOA must provide what information is required when doing an MFR. In your student guide, you can locate student handout 12 which illustrate a MFR example.

N. What is the difference between reprisal and retaliation?

1. Reprisal is taking or threatening to take an unfavorable personnel action, or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a Soldier or Family member, for making or preparing a formal MEO complaint, or against an alleged subject under investigation.

2. Retaliation is any person subject to the UCMJ who wrongfully takes or threatens to take an adverse personnel action, or wrongfully withholds or threatens to withhold a favorable personnel action with the intent to discourage or retaliate against any person for reporting or planning to report a criminal offense, or making, or planning to make a protected communication.

O. Forms 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.

P. Military Whistleblower Protection Act

1. DA personnel are prohibited from restricting a Soldier's lawful communication with a Member of Congress or an IG, and from taking acts of reprisal against a Soldier for making, preparing to make, or being perceived as making a protected communication.

2. No person will restrict a member of the Armed Services from lawfully communicating with a Member of Congress or an IG.

3. No person will take (or threaten to take) an unfavorable personnel action, or withhold or threaten to withhold a favorable personnel action, as a reprisal against a member of the Armed Forces for making or preparing or being perceived as making or preparing to make a protected communication.

4. A protected communication includes:

a. Any lawful communication with a Member of Congress or an IG.

b. A communication that is made (prepared or perceived to be made) to a Member of Congress; an IG; a member of a DOD audit, inspection, investigation, or law-enforcement organization; any person or organization in the chain of command; a court-martial proceeding; or any other person or organization designated pursuant to regulations or other established administrative procedures for such communications.

c. Testimony, or otherwise participating in or assisting in an investigation or proceeding related to a protected communication, or filing, causing to be filed, participating in, or otherwise assisting in military whistleblower reprisal action.

APPENDIX A STUDENT HANDOUT(S)

SH 12: MFR Template

SH 13: Complaint Process

SH 14: MEO Formal Complaint Process

**STUDENT HANDOUT #12
(INFORMAL COMPLAINT MFR)**

LETTERHEAD

OFFICE SYMBOL

DATE

MEMORANDUM FOR RECORD

SUBJECT: Informal EO Complaint (Rank, Full Name, REDCAT, Sex, Position)

1. Purpose: The purpose of this memorandum is to provide a brief summarization of events leading to the informal equal opportunity complaint rendered by (Rank, Full Name), and to provide recommendations regarding the subsequent resolution of this complaint.
2. Discussion: _____ recollection of the events leading to his complaint is outlined in the attached page statement.
3. Facts:
4. Findings and Resolution:
5. Point of contact for this memorandum is the undersigned at XXXXXXXXXX.

NAME
RANK, USA
Equal Opportunity Leader

STUDENT HANDOUT 13
INFORMAL COMPLAINT INTAKE CHECKLIST

___ Greet complainant, ask if the complaint involves sexual harassment or assault. If complaint involves sexual harassment or assault of any nature make contact immediately with the appropriate such as SHARP or SARC to protect the complainant's right to submit a restricted report. If the complaint do not involves sexual harassment continue with the intake and gather following information:

Complainants Information:

Name (Last, First, M.I.) _____

Rank/Position _____ Unit (Including UIC) _____

Phone _____ Email _____

Race _____ Sex _____

Today's Date _____ Date of Incident/behavior _____

Subjects Information:

Name _____ Rank/Position _____

Unit (Including UIC) if known _____

Race _____ Sex _____

___ Explain confidentiality and ensure complainant has adequate time for the intake interview:

___ Equal Opportunity Leaders do not have confidentiality and are mandated to inform commanders of anything that affects the health, morale, and welfare of their personnel. Information is only shared on a need to know basis.

___ Explain the purpose of notetaking during the intake.

___ Ask the complainant to tell their story.

___ Ask the complainant to identify their basis of discrimination:

___ The bases of discrimination are: race, color, sex (including gender identity and pregnancy), sexual orientation, national origin, religion, and harassment (which includes hazing, bullying, or other discriminatory harassment). In the event the complainant does not understand the bases of discrimination see additional notes for definitions.

___ Basis of Complaint (can be more than one) _____

___ Ask the complainant to identify any witnesses.

___ Ask the complainant the requested remedy (what they want to happen)

___ Ask if the complainant has taken any measures to resolve the complaint.

___ Explain Informal and Formal Complaints:

___ Informal complaint- allows you to present and resolve allegations of unlawful discrimination without filing a formal complaint. In this process, you have several options to consider, and always maintain the option to file a formal complaint with an EOA if you are not satisfied with the informal process or its outcome. Options to consider:

- Direct Approach with a clear message that continued behavior may result in a formal complaint.
- Request intervention by a third party (can be EOL).
- Use the chain of command

___ Formal complaint-allegation of unlawful discrimination that you prepare in writing utilizing a Formal complaint form to an EOA and swear to its accuracy. Then it is submitted to appropriate commander and processed through official complaint channels.

___ Ask the complainant which type of complaint they would like to file.

___ If complaint would like to file a formal complaint stop all actions and contact your EOA.

___ Explain Reprisal:

___ Reprisal is taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for filing a complaint. If you encounter an instance of reprisal for filing the complaint report the reprisal to the IG.

Additional Notes:

- Don't forget to provide the complainant with your contact information
- Ask if the complainant has any questions

In the event the complainant does not understand the bases of discrimination provide the following definitions:

1. Race discrimination - Occurs when an individual is treated differently because of their racial group, racial characteristics (for example, hair texture, color, facial features), or because of their relationship or association with someone of a particular race.
2. Color discrimination - Occurs when an individual is treated differently based on the

lightness, darkness or toner color of the person.

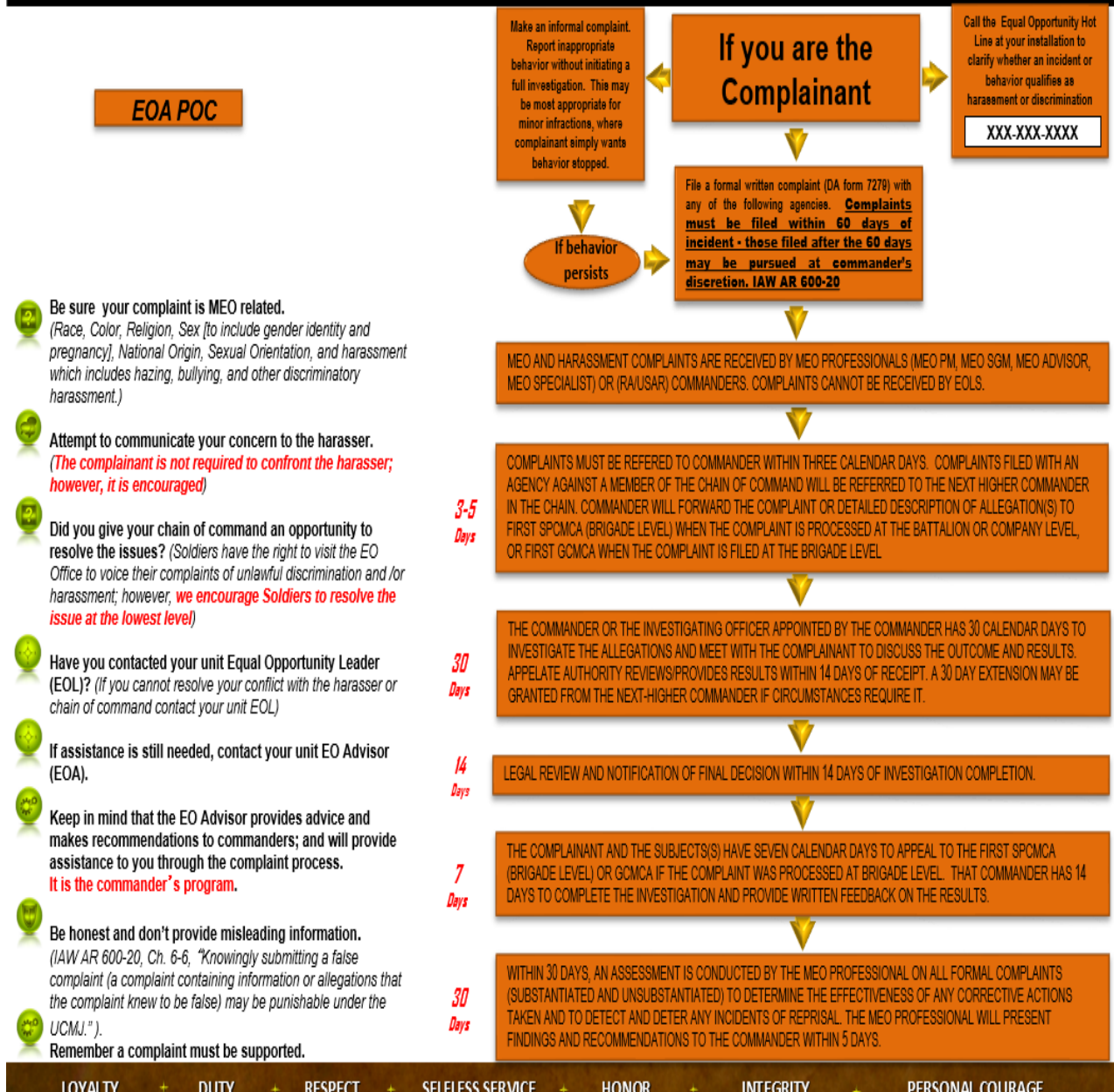
3. Sex (Including gender identity and pregnancy) discrimination - Occurs when an individual is deprived of an opportunity because of their sex (including gender identity and pregnancy) or when decisions are made based on stereotypes and assumptions about abilities, traits, or the performance of individuals on the basis of sex.
4. Sexual Orientation discrimination - One's emotional or physical attraction to the same and/or opposite sex (homosexuality, bisexuality, or heterosexuality). Complaints may be based on actual or perceived sexual orientation, as well as association with an individual or affinity group associated with a particular sexual orientation.
5. National Origin discrimination - Occurs when an individual is treated less favorably because of their origin, ethnicity or accent, or because it is believed they are a particular nationality.
6. Religious discrimination - Occurs when an individual is treated more or less favorably because of their religious beliefs or practices.
7. Hazing - A form of harassment that includes conduct through which Soldiers or DA Civilian employees (who haze Soldiers), without a proper military authority 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 DA 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.
8. Bullying - A form of harassment that includes acts of aggression by Soldiers or DA Civilian employees, with a nexus to military service, with the intent of harming a Soldier either physically or psychologically, without proper military authority or other governmental purpose. Bullying is the exposure of an individual or group to physical and/or emotional aggression with the intent to cause distress or harm. 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 is indirect or subtle in nature and 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.

Note: Discrimination can occur when the victim and the subject are the same: race/color, national origin, religion, sex (including gender identity and pregnancy) or sexual orientation.

Note: Discrimination involves treating someone unfavorably because the person is married to (or associated with) a person of a certain race, color, sexual orientation, national origin, or sexual orientation.

STUDENT HANDOUT 14
MEO Formal Complaint Process

Student Handout 14 - MEO Complaint Process



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

1. A disagreement between and among individuals
2. A fight, a battle
3. A difference of opinion or idea
4. A misunderstanding

B. Causes of Conflict

Conflict is generally based on three assumptions:

- a. Disagreement is inevitable.
- b. Conflict cannot be avoided since interdependence with groups is necessary.
- c. Agreement and maintaining interdependence is possible.

C. Causes of Conflict

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 energy from more important activities and issues.
2. Destroys morale.
3. Polarizes groups so that internal cohesiveness is decreased.
4. Deepens differences in values.
5. Produces irresponsible and regrettable behavior.

G. Types of Conflict

1. Intra-personal conflict: A conflict that occurs solely in the psychological dynamics of the person's 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. An individual has built-in resentment.
- c. An individual has conflicting internal needs, values, and attitudes.

d. An individual is not in internal harmony but may be internally disagreeable and, therefore is unacceptable to him or herself.

3. Inter-personal 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 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. 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 a 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.

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

8. Characteristics of inter-group conflict

- a. Takes place between two or more groups.

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

H. Problem Solving Process Using the APIE Model

1. Conflict management is a systemic process used to proactively identify and manage 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 this 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.

2. One highly recognized problem-solving procedure is the APIE model. The APIE Model defines a Four (4) Step Process:

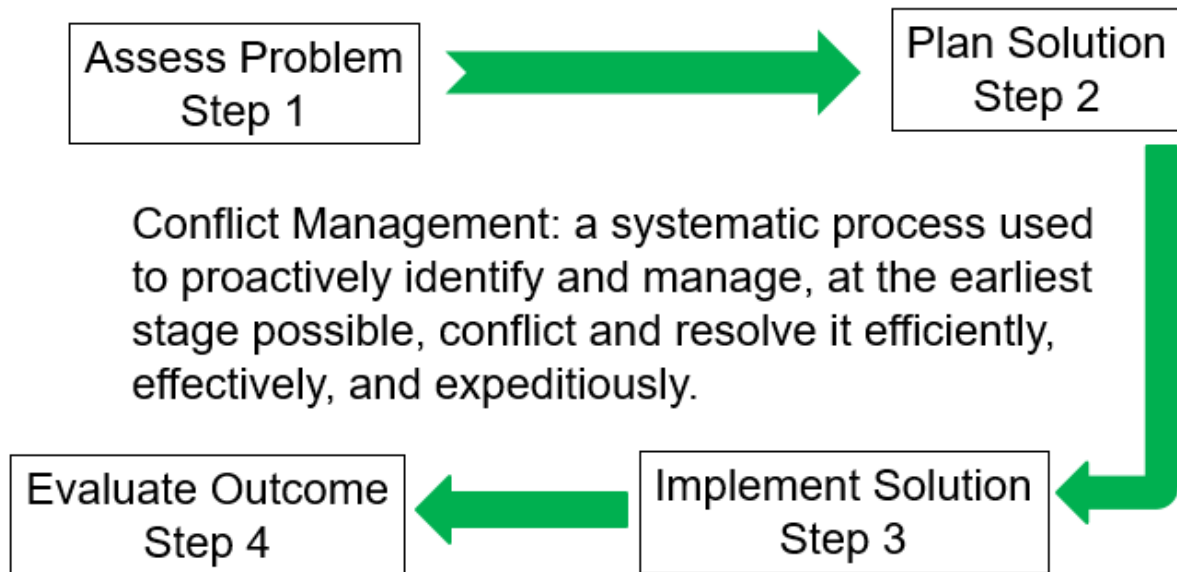
a. Step #1: Assess the Problem(s) - Step back from the issue (conflict) and try to understand both sides of the problem. It is important to listen actively to what the other is saying, use "I" statements and avoid blame. If there is not enough information, figure out how to research and collect it. Analyze 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?

3. APIE Model



I. Strategies for Coping with Conflict

1. Avoidance-----Lose/Lose

Withdrawing or denying 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. A useful method to achieve a 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.

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. Effective and Active Listening

1. Communication skills are critical skills you must possess to perform your duties as an EOL. You will come in contact and communicate with many Soldiers and Civilians, from different cultures and ethnic backgrounds. Your duties, in addition to being a good communicator, will also require you to be an effective and active listener, and provide feedback.

2. The communication process is easily blocked when the communicator feels as though they are being ignored. An excellent example is a leader who sits in his/her desk reading or composing an email while a Soldier is trying to relay a problem in the section that requires the leader's immediate action and the leader ignores the Soldier's comments or conversation. As an EOL, you must assist your commander in carrying out the EO Program within your unit. To do this you must possess effective and active listening skills.

B. Communication

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

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

3. In addition to the words of the message, communication includes nonverbal cues such as body language and tone of communication.

C. Elements of the Communication Process

1. Communicators – Sends and receives
2. Message – Object of communication
3. Channels – Conduit for delivering messages

4. Environment – Physical location, personal experiences, and cultural background
5. Feedback – Response from receiver

D. 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, the 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. Body language is one of the most powerful ways to communicate nonverbally. Nonverbal messages cannot be avoided and even if we do nothing, we communicate.

b. 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 likable, friendly, warm, and approachable.

E. 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 nearby can impede clear communication.
- c. Objects – Close office doors, large desk, or screens that obstruct view can be barriers 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 distort 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, can 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 creates fixed, rigid ideas about something.

F. Elements of Listening

- 1. Receiving- The physical act of hearing.
- 2. Attending-Giving attention to what was heard. Attending is a physiological process that filters out some messages to focus on the message being received.
- 3. Understanding-Learning what the speaker means. Understanding occurs when we make sense of a message. It is possible to hear and attend to the message without

understanding it at all. And, of course, it is possible to misunderstand a message completely.

4. Responding – It is giving observable feedback to the speaker. This lets the sender know that the message was received, attended to, and understood.

5. Remembering- It is being able to recall or retain for later use. If we do not remember a message, listening is hardly worth the effort.

G. Types of Listening

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

H. Methods to Become Better Listener

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

2. Suspend judgment – 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 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 it was said (good/bad).

b. Unsolicited advice giving

- c. Diagnosing/Analyzing – Why it was said (motive/cause).
- d. Topping – Do not mentally try to one-up.

I. Feedback

1. Feedback refers to a response from the receiver which gives the communicator an idea of how the message is being received and whether it needs to be modified.

2. Types of Feedback:

- a. Evaluative Feedback – When an individual assumes that he/she can distinguish between right and wrong, good and bad.
- b. Non-Evaluative Feedback - When you address and observable behavior.

J. 4-Step Process to Giving Effective Feedback

- 1. Describe the Undesired Behavior.
- 2. Express Your/Others Feelings.
- 3. Explain the Impact or Consequences of Behavior.
- 4. State what should be Done Differently in the Future.

K. Guidelines for Giving Feedback

1. Feedback usually offends a person's self-esteem, so it can be 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 into 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.

L. Guidelines for Receiving Feedback

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.

M. 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 preparation for the future; not dwelling on the past.