

**Intermediate Leader Army's Equal Opportunity (EO) Program Level V Training  
805C-CZAEOS05 / Version 4.1  
Effective Date 01 Apr 2014**

**SECTION I. ADMINISTRATIVE DATA**

**All Course  
Masters/POIs  
Including This  
Lesson**

**Courses**

<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

**POIs**

<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
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None

**Task(s)  
Taught(\*) or  
Supported**

<u>Task Number</u>	<u>Task Title</u>
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None

**Reinforced  
Task(s)**

<u>Task Number</u>	<u>Task Title</u>
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None

**Knowledge**

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
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None

**Skill**

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
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None

**Administrative/  
Academic  
Hours**

The administrative/academic hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	10 mins	Conference/Discussion
Yes	0 hrs	20 mins	Test Review
Yes	0 hrs	5 mins	Test

Total Hours: 1 hr 35 mins

**Test Lesson  
Number**

<u>Hours</u>	<u>Lesson Number</u>
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None

**Prerequisite  
Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
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None

**Training  
Material  
Classification**

Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Foreign  
Disclosure  
Restrictions**

FD7. This product/publication has been reviewed by the product developers in coordination with the Fort Jackson/USASSI/EO Proponent foreign disclosure authority. This product is NOT releasable to students from foreign countries.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 600-20	Army Command Policy (*RAR 001, 02/11/2009) (*RAR 002, 11/30/2009) (*RAR 003, 04/27/2010) (*RAR 004, 08/04/2011) (*RAR 005, 09/20/2012)	18 Mar 2008
TC 26-6	Commander'S Equal Opportunity Handbook	23 Jun 2008

**Student Study Assignment**

None

**Instructor Requirements**

One qualified instructor who has an understanding of the Equal Opportunity Program and the Complaint Process.

**Support Personnel Requirements**

Assistant Instructor familiar with the Army's Equal Opportunity Program (All Army)

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
Assistant Instructor familiar with the Army's Equal Opportunity Program	1:30		2.0

**Equipment Required for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
5820-00-P56-2602 - TV STAND	1:30	0:0	Yes	1	No
702500CPU - Computer, Personal/Desktop (only CPU w/std Mouse, Keyboard, Sound Card, CD-ROM, & WIN OS)	1:1	0:0	Yes	1	No
702500MON36 - 36" Monitor, TV	1:30	0:0	Yes	1	

(Note: Asterisk before ID indicates a TADSS.)

**Materials Required**

*Instructor Materials:*

- TSP Lesson Plan
- References
- AR 600-20, Army Command Policy, Chapters 4, 6 and Appendix D, dated 18 March 2008, (*RAR 005, dated 20 September 2012*)
- TC 26-6, Commander's Equal Opportunity Handbook, dated 23 June 2008
- Slides 1 thru 30

*Student Materials:*

Student Handouts (SH 1-3)

**Classroom, Training Area, and Range Requirements**

<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120 General Instruction Building		1:30	30	15

**Ammunition Requirements**

<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

**Note:** The program of instruction shall be presented **exactly as disseminated** and may **not** otherwise deviate from the standardized program. Instructors must not supplement this material with resources from non-federal entities or other sources.

Throughout this lesson, solicit from students the challenges they experienced in their current environment and what they did to resolve them.

Instructors must be aware that the subject and content of this class may evoke strong emotional reactions from students who may have been victims of discrimination, which is a violation of the Equal Opportunity program. For this reason, the instructor must have an alternate instructor (AI) available to allow students with emotional issues to have an opportunity to discuss their concerns privately with the AI.

**Proponent Lesson  
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
michael.turner	Not available	Approver	03 Apr 2014

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## SECTION II. INTRODUCTION

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Method of Instruction: Conference/Discussion  
Instr Type(I:S Ratio/Qty): Qualified Instructor (1:30/1)  
Time of Instruction: 5 mins  
Instructional Strategy: Large Group Instruction

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### Motivator

Show Slide 1. (Intermediate Leader EO Training)

Welcome to the Intermediate Leader Training for the Army's Equal Opportunity (EO) Program. We will be referring to AR 600-20, Army Command Policy, dtd 18 Mar 08 (RAR 005, dtd 20 Sep 12) throughout this lesson.

**Read:** As an Intermediate Leader and role model, you are expected to be above reproach, presenting yourself as an example of the Army Values, Warrior Ethos, and Soldier's Creed in your attitudes, behavior, and language.

Strong leadership that develops effective teams is the key to success on the battlefield. Cohesive, combat-ready teams, consisting of well-trained and highly motivated Soldiers, are critical to the fight. Soldiers must not only share a common belief in the cause for which they fight, mutual respect, trust and confidence must prevail in every unit. The Army's Equal Opportunity Program fosters a climate of mutual respect and trust.

Show Slide 2. (Terminal Learning Objective)

### Terminal Learning Objective

**NOTE.** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

Action:	Enforce the Army's Equal Opportunity Program and the Complaint Process
Conditions:	In a classroom environment with access to real-life scenarios and student handouts
Standards:	Complete the lesson on the Army's Equal Opportunity (EO) Program and Complaint Process and achieve a passing score of 80% on a separately administered test. A. Interpret the Army's Equal Opportunity Program and its relationship to the Army Values, Warrior Ethos, and Soldier's Creed. B. Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program. C. Define Leader roles and responsibilities in the assessment of EO climate and prevention of EO violations D. Identify Intermediate Leader responsibilities within the Army's EO Program and the Complaint Process

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

**Note:** During CBRN training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the CBRN work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination. No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In event of electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety.

**Risk Assessment Level**

**Low - Electrical Shock, Fire, Slippery Floors, Physical Injure/Strain, Tripping Tight Spaces in Classroom, and Influenza**

Assessment: Low

Controls: Primary Instructor (PI) will ensure: All electrical cords are properly stored under desks, liquid containers have lids on them and all spills are immediately cleaned and mopped and allowed to completely dry before allowing students/personnel to walk on them. All chairs are ergonomically designed, adjust to individual preference and that all students are awake and paying attention in class. All cables/cords are properly plugged in, sheathed, and secured along tables, walls, and ceilings. No damaged or frayed cords/cables will be used. PI will brief proper handwashing techniques, the use of hand sanitizer, and evacuation procedures. All trash will be removed daily.

Leader Actions: Detailed in-brief covering all aspects of safety to include daily classroom inspections, spills cleaned immediately, emergency exit plans, leader checks, hygiene procedures, and weekly safety briefings.

**Environmental Considerations**

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**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT

**Instructional Lead-in**

In this block of instruction, you will review the Army's Equal Opportunity Program and the Complaint Process. Additionally, you will learn how to model attitudes, behaviors, and language consistent with the Policies and Army Values, how to train IAW these Policies, and how to prevent and eliminate violations of Equal Opportunity by Soldiers under your command or authority. This block of instruction will provide you with the information necessary to prevent or identify and deal with instances of unlawful discrimination and other EO violations. This block of instruction is also designed to stress the Army's zero tolerance policy toward discrimination and ensure that the Army environment is safe and keeps to the highest standards.

**Note:** Conduct discussion on past experience with EO violations.

**Ask:** As a Leader in the Army, you may have already witnessed EO violations in your units. What are some examples? How was the incident handled? How did it affect the victim? How did it affect the unit?

**Note:** Allow several students to share their experiences before moving on to ELO A.

### SECTION III. PRESENTATION

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Interpret the Army's Equal Opportunity Program and its relationship to the Army Values, Warrior Ethos, and Soldier's Creed
<b>CONDITIONS:</b>	In a classroom environment with access to real-life scenarios and student handouts
<b>STANDARDS:</b>	Effectively answer all check on learning questions and be able to articulate the Army's Equal Opportunity (EO) Program's relationship to the Army Values, Warrior Ethos, and Soldier's Creed

ELO A - LSA 1. Learning Step / Activity ELO A - LSA 1. Interpret the Army's Equal Opportunity (EO) Program as it relates to the Army Values, Warrior Ethos, and Soldier's Creed

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*

Time of Instruction: 10 mins

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Lead-In:** It is important that you understand the Army's policy on preventing and responding to Equal Opportunity violations in your current environment. Your responses to these events affect the climate under which you and your Soldiers live and operate. Commanders and noncommissioned officers at every organizational level are responsible for the success of the EO Program.

**Read:** Before starting this lesson please takeout **SH #1** and complete the worksheet. We will discuss and refer to it as we go through the course.

**Show Slide 3. (Army Policy on Equal Opportunity)**

**Note:** The Army's Equal Opportunity Policy is located in AR 600-20.

**Note:** Ask a volunteer from the class to read the policy from the slide. Ask the students to explain the policy. Take one or two answers and reinforce any elements that are correct in the student responses.

**Equal Opportunity** – *is the right of all persons to participate in and benefit from programs and activities (e.g. career, employment, educational, social, etc.) for which they are qualified.* This means:

(1) "You (Soldiers) can expect to be trained, assigned, promoted and otherwise managed based solely on merit, fitness, and capability in support of readiness."

(2) Army Leaders are expected to train, assign, promote, and otherwise manage based **solely** on merit, fitness, and capability in support of readiness. This policy applies both on and off-post, 24/7. Discrimination is taken seriously

by the Army. This training is given to ensure that the Army treats everyone fairly and keeps to the highest standards. This class will give you knowledge, awareness, and prevent scenarios that you can encounter in everyday life.

***INSTRUCTOR WILL EMPHASIZE: In compliance with the Repeal of Don't Ask, Don't Tell (R-DADT), and guidance on extending benefits to same-sex partners after the Defense of Marriage Act (DOMA) was ruled unconstitutional:***

**All personnel, regardless of sexual orientation, will be treated with dignity and respect. Additionally, Soldiers will treat all military personnel equally, regardless if homosexual or heterosexual.**

**The Army will not discharge Soldiers for engaging in homosexual conduct; will continue to hold Soldiers to the same high standards of conduct; will maintain a climate of mutual respect consistent with Army standards of professional conduct and core values; and will construe the words "spouse" and "marriage" to include same-sex spouses and marriages.**

**Note:** Instructor must be familiar with the R-DADT guidance so as to answer any questions from students

**Note:** EO is more than a policy statement. It is a part of who you are and a philosophy of how you behave when you are with others, wherever you are. As leaders, you need to lead by example and foster a climate in which your Soldiers respect and look up to you.

**Show Slide 4. (Unlawful Discrimination)**

**Note:** Have the students read the definitions from the slides.

**Note:** The **five** categories of unequal treatment are defined in the AR 600-20 are: race, color, gender, religion, or national origin.

**Note:** Ask the students to give examples from their own commands of Soldiers being singled out for favorable or unfavorable treatment based on race, color, gender, religion, or national origin. Accept 2-3 examples, or share this one. (Example: You notice another unit leader consistently giving all of the easy tasks to the female Soldiers while the less desirable tasks go to male Soldiers. Is that equal treatment?)

**Note:** Review the definitions of the **five** protected categories. Discuss, and clarify terms if necessary.

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

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

**Color (Discrimination):** Treating people differently due to skin color.

**Gender (Discrimination):** Action taken to deprive a person of a right because of their gender. This can occur overtly, covertly, intentionally, or unintentionally.

**Religion:** A personal set or institutionalized system of attitudes, moral or ethical beliefs and practices held with the strength of traditional views, characterized by ardor and faith and generally evidenced through specific observances.

**National Origin:** An individual's country of origin or that of an individual's ancestors.

**Read:** What's the most important thing to remember about **offensive behavior**?

**Answer:** It isn't about what was intended, it is about how the behavior is experienced by the one who is offended. Offensive behavior is hard to define because every individual has a different reaction to various behaviors. The Army defines offensive behavior as *whatever a reasonable person experiences as offensive, regardless of the intent* of the person performing the behavior.

**Ask:** Why is correcting offensive behavior important?

**Answer:** It creates an environment that interferes with the mission as well as good order and discipline. For the greater good of the organization, undesirable behavior's should be reported/corrected.

**Show Slide 5. (The Army and Equal Opportunity)**

**Ask:** Explain for me how the Army's EO Program supports Army Values, the Warrior Ethos, and the Soldier's Creed. (Take 2-3 responses)

**Note:** Click to reveal Equal Opportunity bullets

**Read:** The EO policy/program supports the Soldier's Creed as follows:

- Supports the ability to work effectively as a team
- Supports discipline
- Supports professional behaviors
- Supports readiness
- Equal Opportunity supports Army Values
- Equal Opportunity is compatible with the Soldier's Creed and Warrior Ethos

**Note:** For Soldiers to support the Army Values, Warrior Ethos, and Soldier's Creed, they must respect each other.

**Show Slide 6. (Six Related Issues)**



**Read:** There are **six** additional issues that are related to discrimination and Equal Opportunity; military discipline, prohibited relationships, extremist groups, language policy, accommodating religion and hazing. These six issues are not strictly part of the EO Policy, but they are closely related to EO Policy and your DUTY as a Leader to foster a harmonious and supportive environment.

**EXPLAIN HOW EACH RELATES**

**1) Military Discipline** – By upholding EO policies and regulations that establish standards of behavior ON and OFF DUTY, you do your part to maintain discipline and morale, building unit cohesion and a spirit of teamwork. As a leader, it is your duty to set the example.

**2) Prohibited Relationships** – Army behavioral standards are different from civilian standards about romantic relationships. While the civilian standard may be that what occurs between consenting adults is all right, the Army standard clearly prohibits certain relationships. There are three types of prohibited relationships that may compromise or appear to compromise Equal Opportunity. The three types of relationships prohibited by the Army include personal relationships between Soldiers of different ranks (*within a supervisory chain of command*), between Officers and Enlisted Soldiers, and between Trainees and Soldiers.

**Note:** Refer students to **SH: #1** EO Myths and Facts Sheet.

**Soldiers of different ranks:** (within a supervisory chain of command)

**Ask:** Why do you think these types of relationships are prohibited?

**Answer:** Personal relationships between Soldiers of different ranks can compromise or appear to compromise the **integrity** of supervisory authority.

**Ask:** Why is this a problem?

**Answer:** Because it creates a perception of unfairness, and could have a negative impact on discipline, authority, morale, or the ability of command to accomplish its mission.

**Ask:** Have any of you experienced a situation like this? How was it handled?

**Officers and Enlisted Soldiers:**

Virtually all personal relationships (including business relationships) are prohibited. As an officer you are not permitted to have relationships with your Soldiers.

**Ask:** Why?

**Answer:** Because it creates a perception of unfairness, and could have a negative impact on discipline, authority, morale or the ability of command to accomplish its mission.

**Ask:** Have any of you experienced a situation like this? How was it handled?

**Trainees and Soldiers:**

Any relationship between permanent party personnel and IET trainees not required by the training mission is prohibited.

**Ask:** What about relationships between permanent party personnel and Soldiers enrolled in TRADOC schools?

**Answer:** Prohibited if not required by the training mission IAW TRADOC Reg. 350-6

**3) Extremist Groups**

**Ask:** What is the Army's policy on extremist organizations and activities? (Take responses from 2-3 Soldiers)

**Read:** IAW AR 600-20, participation in extremist organizations or activities is prohibited. Participating in extremist groups is inconsistent with your responsibilities of military service. It is also incompatible with your DUTY as a Soldier and the LOYALTY you have sworn to the Constitution of the United States. It is extremely critical to mission readiness that every Soldier understands the Army's policy on extremist organizations and activities.

**Ask:** Who can tell me what an extremist organization or activity is? (Take responses from 2-3 Soldiers)

**Read:** Extremist Organizations and activities are ones that:

- advocate racial, gender, or ethnic hatred or intolerance
- advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin
- advocate the use of or use force or violence or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State

**Read Scenario:** Your cousin is a member of a group that believes Caucasians are a superior race and use violence to deprive individuals of their rights. This cousin invites you (Soldier) to meet him and a few of his fellow group members to discuss upcoming group activities. Is it against Army policy for a Soldier to go? Why or why not? (Take responses from 2-3 students)

**Answer:** Yes. IAW AR 600-20, it is against Army policy for a Soldier to go. Soldiers are prohibited from the following actions in support of extremist organizations and activities:

- Participating in public demonstrations or rallies
- Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause
- Fund raising activities
- Recruiting or training members (including encouraging other Soldiers to join)

- Creating, organizing, or taking a visible leadership role
- Distributing literature on or off a military installation

**Read:** It is important to understand that AR 600-20 states that commanders have the authority to prohibit military personnel from engaging in or participating in any activities the commander determines will adversely affect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks, to place areas or activities off-limits, or to order Soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to health, safety, and security. Commanders should always consult with their servicing Staff Judge Advocate General Office prior to making a determination. The Provost Marshall and the S2/G2 can provide subject matter experts on groups and activities which may be extremist.

#### 4) Language

**Read:** English is the operational language of the Army. How does this affect people whose native language is not English?

**Note: Discuss this scenario:** Two Soldiers under your command communicate with each other in a language other than English. They only do this when not performing customer service or not discussing operations within the office area. Are they in violation of EO policy?

**Answer:** No. The Soldiers can speak both languages freely with certain exceptions:

- Ability in English is necessary to perform military duties
- The Soldiers are required to speak English when operational communications must be understood by everyone who has an official need to know the content to accomplish their mission. However, commanders may not require Soldiers to use English unless it is clearly necessary to perform military functions; promote safety; accomplish missions. (Examples of when required: during training or on the range.)
- Permitted to speak other languages, WHEN: on break; or for personal communications unrelated to the mission and when safety is not a factor

#### 5) Accommodating Religious Practices

**Read:** If Private Steinmetz requested accommodations to attend services at the Synagogue on Friday evenings, should her request be honored?

**Answer:** Yes. The Army places a high value on Soldiers observing and practicing their respective religions. However, requests for accommodations are granted when there is no adverse impact on military readiness, unit cohesion, standards, health, safety, discipline, or ability to perform military duties. Individual Soldiers are expected to respect the religious beliefs of one another as well.

**Read:** Have any of you experienced a situation where religious accommodations were involved? How did you handle it? Can you identify a situation in which you would not be able to let Private Steinmetz observe her religious practices?

**Answer:** Yes. IAW AR 600-20, when it affects mission readiness, unit cohesion, health, safety, discipline, or interferes

with the Soldiers's military duties.

**Read:** Military Chaplains are great resources for questions on religious accommodations.

## **6) Hazing**

**Ask:** What is Hazing? (Take 2-3 responses from Soldiers before giving definition)

Hazing is defined as any conduct whereby one military member or employee, regardless of Service or rank, unnecessarily causes another military member or employee, regardless of Service or rank, to suffer or be exposed to an activity which is cruel, abusive, oppressive, or harmful. The Army is a values-based organization where everyone is encouraged to do what is right by treating others as they should be treated with dignity and respect. **Hazing is fundamentally in opposition to Army Values and is prohibited.**

**Ask:** How can you as unit leaders support traditions?

**Answer:** Think of and use non-hazing alternatives that support good order and discipline.

**ENFORCEMENT OF THIS POLICY IS THE RESPONSIBILITY OF LEADERS AT ALL LEVELS.**

**Read:** Why is stopping all acts of hazing a leader's responsibility?

**Answer:** Because it is a leader's responsibility to ensure that all Soldiers and team members are treated with dignity and respect.

**Read:** What are some examples of hazing that you are aware of? (Accept 2-3 responses and then continue with information):

**Violators (Soldiers) may be subject to penalties outlined in the UCMJ (Articles 92, 80, 81, 93, 117, 124, 128, 133, and 134)**

Hazing includes, but is not limited to any form of initiation "rite of passage" or congratulatory act that involves:

- Physically striking another in order to inflict pain
- Piercing another's skin in any manner
- Forcing or requiring the consumption of excessive amounts of food, alcohol, drugs, or other substances

- Encouraging another to engage in illegal, harmful, demeaning or dangerous acts

**Note:** Soliciting or coercing another to participate in any such activity is also considered hazing.

**Read:** The following activities DO NOT constitute hazing when they are authorized by chain of command and they are not unnecessarily cruel, abusive, oppressive, or harmful:

- 1) Physical or mental hardships associated with operations or operational training
- 2) Administrative corrective measures, such as:
  - a) Verbal reprimands
  - b) A reasonable number of repetitions of authorized physical exercises
- 3) Extra military instruction or training
- 4) Physical training or remedial physical training
- 5) UCMJ punishment

**Read:** Are there any questions about the material covered before we continue?

**Check on Learning:** See ELO A for Check on learning

**Review Summary:** See ELO A for Conduct a Summary/Review

#### **CHECK ON LEARNING (ELO A):**

**Conduct a check on learning and summarize the ELO.**

**Read:** Let's see how much you've learned so far with a few questions.

**Q: A Soldier in your unit is a member of a recognized but non-traditional religious sect in which he/she worships nature. As a unit leader, are you responsible for finding the Soldier suitable accommodations to worship?**

**A:** Yes, though only within Army Policy. The Army places a high value on the rights of service members to observe the tenets of their respective religions. It is the Army's policy to approve requests for accommodation of religious practices if it will not have an adverse impact on readiness, unit cohesion, health, safety, discipline, or otherwise interfere with the Soldier's military duties or the mission of the unit.

**Q: 1LT Harris is a newly commissioned officer who joined the Army after graduating from college. He comes to you with a problem. He is attracted to an enlisted Soldier who is not in his chain of command. 1LT Harris questions why he can't pursue the relationship. He states that if the two were civilians working for the same company, the relationship wouldn't be problematic. How do you respond to 1LT Harris?**

**A:** Inform 1LT Harris that dating between officers and enlisted personnel is prohibited.

**Q: What are the three types of personal relationships prohibited by the Army?**

**A:** Personal relationships between officers and enlisted personnel are strictly prohibited. Other prohibited relationships include Soldiers of different ranks in a supervisory chain of command, and personal relationships between Permanent Party and Soldiers in training.

**Q: Specialist Copperfield and PFC Hernandez were discussing what they were planning on doing that evening for dinner in Spanish. They were told by their squad leader that they must speak English in the Army. Were any regulations violated by the Soldiers speaking Spanish?**

A. The Soldiers did not violate any regulation by speaking in Spanish while discussing their evening plans. The policy states that English is the operational language, meaning all Soldiers must be able to effectively communicate in English and must speak English on duty when it is clearly necessary to perform military functions, promote safety, or other legitimate reasons to accomplish the mission. However, Soldiers may speak in any other language when the above criteria do not have to be met, e.g. personal conversations can be done in any language.

**REVIEW SUMMARY(ELO A):**

**Conduct a Summary Review**

**Show Slide 7. (Review: Army EO Program/Values)**

**Read:** In this block of instruction, we looked at the Army’s Equal Opportunity Policy. A synopsis of the policy states that:

1. There are **five** unlawful discrimination categories: race, color, gender, religion, or national origin
2. EO Policy is in effect on and off post, during duty and non-duty hours – 24/7
3. EO upholds Army Values, Warrior Ethos, and the Soldier’s Creed.
4. There are **six** related issues: military discipline, prohibited relationships, extremist groups, Army Language policy, accommodating religious practices, and hazing. Now that we have seen how EO upholds Army Values, the Warrior Ethos and Soldier’s Creed, let’s look at ways EO can be violated and how you can support the EO Policy.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program
<b>CONDITIONS:</b>	In a classroom environment with access to real-life scenarios and student handouts
<b>STANDARDS:</b>	Effectively answer all of the check on learning questions and be able to articulate the behaviors and actions that violate and support the Army’s Equal Opportunity Program

ELO B - LSA 1. Learning Step / Activity ELO B - LSA 1. Identify the behaviors and actions that violate and support the Army's Equal Opportunity Program

Method of Instruction: Conference/Discussion  
 Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*  
 Time of Instruction: 10 mins  
 Instructional Strategy: Large Group Instruction  
 Media Type: PowerPoint Presentation  
 Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Lead-In:** There are two Soldiers in your unit. One grew up in Tennessee and the other grew up in Pennsylvania. The Soldier from the South is constantly calling the Soldier from Pennsylvania a Yankee and the Soldier from Pennsylvania is constantly calling the other Soldier from Tennessee a Cracker.

Would this behavior violate the EO policy? **Yes**, even if they are joking around they could easily be offending the people around them. As a leader, it is your job to put a stop to behaviors like this. In this lesson we will identify the

behaviors and actions that violate the Army's EO Program.

**Note:** Instructor should emphasize that it is Army's policy to promote harmonious relationships that strengthen loyalty and contribute to maintenance of an effective fighting force.

**Show Slide 8. (Equal Opportunity Terms)**

**Read:** Ask Soldiers to define each of these EO terms in their own words.

**Read the EO terms below and clarify as necessary:**

1. **Racism:** Any attitude or action of a person or institutional structure which subordinates a person or group because of skin color or race.
2. **Sexism:** Attitudes and beliefs that one gender is superior to another.
3. **Prejudice:** A negative feeling or dislike based upon a faulty or inflexible generalization. (i.e. prejudging a person or group without knowledge or facts.)
4. **Discrimination:** Any action that unlawfully or unjustly results in unequal treatment of persons or groups based on race, color, gender, religion, or national origin.

**Note:** Have students refer to **SH #2** (Two-Scenario Exercise). Read the scenarios below and discuss with students. Ask questions for each scenario and ask for volunteers to give their view point before reading the recommended guidance.

**Scenario #1**

SPC Vaughn is from Georgia. He has a tattoo of the rebel flag on his shoulder. His roommate, SPC Jones, is offended by the tattoo and claims that SPC Vaughn is racist.

**Read:** Did SPC Vaughn violate the EO Policy? If so, how? Suppose upon further investigation it's revealed that SPC Vaughn got the tattoo prior to 2003, when the flag was still Georgia's State flag. Does this change whether or not the EO policy was violated? How would you handle the situation?

**Recommended Guidance:** The intent of the EO policy is to maintain good order, discipline, and morale in the unit. In this situation, the EO policy was not violated as the Georgia State flag does not denote racism or discrimination. It is important to ensure that each Soldier understands both definitions and how to apply them to the given situations. **(once again, with tattoos, leaders must ask the Soldier what does the tattoo mean to them)**

**Note:** See AR 670-1/DA PAM 670-1, dated 31 March 2014, for further guidance on tattoos.

SFC Owens approaches you about her boss. Her boss is very religious and keeps a Bible and other religious items on her desk. SFC Owens is an atheist. SFC Owens and her boss were discussing SFC Owens' upcoming NCOER and what actions SFC Owens could take to ensure she has a favorable report. During the conversation her boss remarked that she had reservations about giving a good evaluation to someone who doesn't believe in God.

**Read:** Was the EO policy violated? How?

**Recommended Guidance:** Yes, the EO policy was violated. Because SFC Owens' boss alluded to the fact that SFC Owens' career may be affected because she was an atheist. The violation is characterized as discrimination due to SFC Owens' religious preference.

**Show Slide 9. (Supporting EO Policy)**

**Note:** Explain the diagram, beginning with the bottom layer.

**Ask:** What is meant by attitude?

**Read:** **Attitudes** are the foundation of behavior and language. The things you do and say will reveal your attitude - what you believe, and how you feel.

**Read:** If your attitude is negative about a particular group of people, how is that likely to affect what you do and say?

**Read:** Since your behaviors and your language are guided by your attitude, what do these actions say about a person's attitude? What do the following behaviors say about the Soldiers' attitude?

- Showing racist or sexist posters, jokes, and other visual materials
- Laughing at jokes about someone's national origin
- Making derogatory remarks about others' religious beliefs or practices
- People who are prejudiced might act out their feelings by demonstrating a lack of respect for others in what they say. This includes using racial slurs or sexist jokes.

**Ask:** What are some of the behaviors that show your attitude as a leader is in line with Army Values, and supports EO?

Examples:

- Attend ethnic or special observances held on the base
- Take immediate corrective action when you observe unfair or unequal or prejudicial treatment
- Intervene in conversations when others are making jokes about race, color, gender, religion, or national origin. As a leader, you should correct this behavior.

- Monitor and reflect on your own patterns: Example. Notice whether you may be intentionally or unintentionally giving more difficult or less desirable duty to any group of Soldiers based on any of the five EO characteristics.

As leaders, you also have additional responsibility to support EO by actively preventing and eliminating violations.

**Note:** Brainstorm answers to the following question:



**Ask:** What other actions can leaders take to support the Army EO Policy? Capture students' ideas on a flipchart. Possible answers may include:

- Consciously foster mutual respect and dignity for Soldiers through your personal conduct and professional leadership
- Respond promptly to any complaints
- Demonstrate zero tolerance for inappropriate behaviors
- Consistently uphold respect for all Soldiers within the unit
- Make statements that encourage Soldiers to respect one another
- Avoid making any remarks that suggest to Soldiers you are unsupportive of EO
- Pay attention to the climate in your unit; look for signs of any changes in the apparent level of mutual respect, trust, and confidence among Soldiers in the unit

**Note:** Wrap up the discussion by summarizing the student's ideas for supportive leader behaviors

**Read:** What questions can I answer about the material covered before we continue?

**Check on Learning:** SEE ELO B for check on learning

**Review Summary:** SEE ELO B for Review Summary

### **CHECK ON LEARNING (ELO B):**

Conduct a check on learning and summarize the ELO.

**Read:** Let's see how much you've learned so far with a few questions.

Read each question below and ask for volunteers to answer the questions.

#### **Scenario 1:**

You and your Training NCO are attending training on a new computer software system. The instructor, a 1LT, is having some trouble displaying the image on the LCD projector. Flustered, the instructor states that we need to get an Asian to fix it.

**Q: What does that statement say about the instructor's attitude?**

**A:** The statement reflects a stereotypical attitude towards Asian-Americans by the instructor.

**Q: Is the instructor violating EO policy? If so, how?**

**A:** Yes. The instructor made a racist remark.

**Q: As a leader, how would you handle this situation?**

**A:** Demonstrate there is zero tolerance for such behavior by correcting the instructor for the behavior. As a leader, it is your responsibility to promote harmony among your Soldiers.

#### **Scenario 2:**

SSG Love is a female Soldier who works in an operations section with a majority of male Soldiers. The evening prior to their regularly scheduled staff meeting, the OIC told SSG Love she was not needed at the staff meeting and was to remain in the operations area and monitor the radios and collect messages. She thought this was strange because it was not her turn to pull this duty and she was looking forward to briefing the staff. During the staff meeting, SSG Love heard loud cheers and jeers coming from the meeting room. When the meeting ended, she asked one of the male Soldiers, what went on during the

meeting? The Soldier told her that at the end of the staff meeting all the guys watched the last quarter of the National Championship Football Game on the big plasma screen. When SSG Love probed the male Soldier for additional information, he told her that he believed that the OIC excluded her from the staff meeting because the OIC didn't think a female would appreciate the game as much as a male. SSG Love was extremely offended and decided to file a complaint for discrimination with the unit EOA.

**Q: Did the OIC violate the EO policy?**

**A:** Yes. They discriminated against the female Soldier based on her sex by not including her in the staff meeting.

**Q: How could this incident have been prevented?**

**A:** The OIC should have given the female Soldier the opportunity to watch the game with the male Soldiers if she wanted to. He failed in his duty as a leader to promote unit cohesiveness by allowing the female Soldier to be excluded.

**REVIEW SUMMARY(ELO B):**

Conduct a Summary Review

**Show Slide 10. (Review: EO Policy Violations)**

**Read:** In this block, we discussed four terms: Racism, Sexism, Prejudice, and Discrimination. The link between our attitudes and our behaviors, (noting that we have to change our attitudes first) impacts the development of our behaviors to support the EO Policy. Lastly, we discussed leader actions that support the EO Policy.

**Read:** Now let's take a closer look at the leaders' roles and responsibilities in the assessment of EO climates, prevention of EO violations and the Complaint Process.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Define Leader roles and responsibilities in the assessment of EO climate and prevention of EO violations
<b>CONDITIONS:</b>	In a classroom environment with access to real-life scenarios and student handouts
<b>STANDARDS:</b>	Effectively answer all of the check on learning questions and be able to articulate the leader's roles and responsibilities in the assessment of EO climate and prevention of EO violations.

ELO C - LSA 1. Learning Step / Activity ELO C - LSA 1. Define leader roles and responsibilities in the assessment of EO climate and prevention of EO violations

Method of Instruction: Conference/Discussion  
 Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*  
 Time of Instruction: 15 mins  
 Instructional Strategy: Large Group Instruction  
 Media Type: PowerPoint Presentation  
 Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Lead-In:** We have learned about Equal Opportunity and behaviors that violate the Army's EO policy, now let's look at the responsibilities leaders have in the assessment of EO climate and prevention of EO violations. To make the program effective, leaders must be committed to taking a positive and proactive approach in carrying out their EO duties and responsibilities. Leader commitment and involvement are critical to the success of the unit EO program. Without dedicated and involved leaders, no program has a chance of being successful. An effective EO program begins with command support and strong leader commitment at all levels.

**Show Slide 11. (Intermediate Leader Roles)**

**Read:** As a Leader, you have a crucial role in assessing your unit climate. You are responsible for carrying out your Higher Command's vision.

- The company EO program is the commander's program
- Responsible for fostering a positive command climate
- Supporting the Commander's climate assessments tools
- Responsible for helping the command to implement EO programs and conducting EO training

**Show Slide 12. (Fostering Positive Unit Climate)**

**Read:** Leaders at all levels are held responsible and accountable for the EO Climate within their units.

These are some of the observable indicators of positive unit climate:

- Complaints are often resolved informally
- Soldiers routinely discuss concerns with immediate chain of command
- Number/type of formal complaints

**Read:** What other positive indicators can you think of?

**Show Slide 13. (Signs of Unhealthy Unit Climate)**

**Read:** Here are some observable signs of an unhealthy climate; what other signs can you think of? Other examples: graffiti of sexist or racist material found in the unit area (i.e. latrine walls or barracks stairways). What kinds of questions can research data answer about climate issues that can't be answered by observation alone? Brainstorm the answers.

**Show Slide 14. (Signs of Unhealthy Unit Climate (cont'd))**

**Note:** After brainstorming, offer these examples:

- Increase in numbers of EO complaints
- Increased AWOLs
- Claims of unfairness in promotions
- Frequent fights
- Increase in requests for transfer
- Low morale

**Show Slide 15. (Climate Assessments)**

**Read:** A climate assessment is a picture or snapshot of how Soldiers view the organization. From these attitudes and perceptions, the chain of command can determine whether the unit climate is healthy and what changes may need to occur. There are several reasons for doing a climate assessment. These include:

**Regulatory: IAW with Army Directive 2013-29, dated 23 December 2013 (Army Climate Assessment).** All Company Commanders will conduct a climate assessment within 30 days of assuming command, to be followed by a subsequent assessment 6 months later, another assessment 12 months after assuming command, and annually thereafter while retaining command.

**Reserve Component: IAW Army Directive 2013-29, dated 23 December 2013 (Army Climate Assessments).** All reserve component commanders will conduct an initial command climate assessment within 120 days of assuming command, to be followed by a subsequent assessment 12 months later and annually thereafter while retaining command.

**Command directed** - ACOM commanders may mandate annual or periodic assessments; or the commander at any level may choose to use an assessment to evaluate execution of the EO program.

**Driven by events** - Usually conducted to determine cause and effect of major EO events, trends or other unfavorable conditions.

**Staff Assistance Visit (SAV)** - EO Staff Advisor or other personnel may conduct an assessment to provide commander feedback.

**Ask:** When must Company Commanders conduct their first Command Climate Assessment?

**Answer:** Within 30 days of taking command.

**Show Slide 16. (Assessment Tools and Resources)**

The Climate Assessment Checklist found in Appendix A of the EO Commander's Handbook (TC 26-6) is a planning tool. Good planning is a key to effective assessments. The leader needs a clear picture of the desired outcome to define the process and resources necessary.

Assessments are most effective (1) If they focus on only two or three high priority concerns; or, (2) When more than one tool is used to gather information. Here are some examples of other assessment tools or techniques.

- Surveys
- Focus groups, sensing sessions, or interviews
- Statistical reports of related data (number of complaints, AWOLs, etc.)

**Read:** What tools have you used in your climate assessments that have been particularly valuable?

**Read:** Leaders are encouraged to use EOAs to assist in the assessment process. They have received extensive training in conducting climate assessments and can assist in assessment design as well as follow-up intervention strategies. EOLs can also assist with some of the assessment work.

The Defense Equal Opportunity Management Institute provides the Defense Equal Opportunity Organizational Climate Survey (DEOCS). See <http://www.deomi.org/OrgAssessment/index.cfm> for more information.

**Note:** The EOA in each command can assist in determining any other instruments that may be available or appropriate in each situation.

**Show Slide 17. (EOA/EOL Roles & Responsibilities)**

**Ask:** Who has worked with an EOA before? How did they help the unit?

**EO Advisors** are assigned to full-time EO duty positions at **brigade or higher** echelons. They are the proponents for cultural change and act as the eyes and ears for the commander. Commanders lacking an EOA may request EOA support from other commands through an installation support agreement. EOAs have diverse responsibilities including those shown here.

**Show Slide 18. (EOA/EOL Roles & Responsibilities [Cont'd])**

**Note:** It is highly encouraged to have 2 EOLs per company, one primary and one alternate.

**EO Leaders** assist commanders at **battalion level** or below in carrying out the EO Program in the Unit. The EOL has a special relationship with chain of command and the NCO Support Channel. Soldiers who are unit EOLs are trained to advise and assist unit leaders with EO responsibilities. Commanders **must appoint** EOLs (in writing) in their units who are members of their command. One EOL is required per company. However, an alternate should be

identified and trained by attending the 60-hour EOLC.

**Note:** EOLs *DO NOT* receive or process **formal** complaints. Rather, their duties are additional to their primary assignment.

**Note:** Conduct a check on learning and summarize the learning activity.

**Read:** What questions can I answer about the material covered before we continue?

Check on Learning: Conduct a check on learning

Review Summary: Conduct a Summary Review

**CHECK ON LEARNING (ELO C):**

Conduct a check on learning and summarize the ELO.

**Note:** Read the questions. Ask volunteers to answer.

**Q: Formal Complaints in your unit have increased in the past six months and work performance has also decreased. What does this information tell you about your unit?**

**A:** These are indicators of an unhealthy unit climate.

**Q: What are some of the benefits of a climate assessment?**

**A:** A climate assessment can provide accurate information on how well the EO Program is implemented in your unit.

**Q: What is the distinction between an EOA and an EOL?**

**A:** EO Advisors are assigned to full-time EO duty positions at brigade or higher echelons. They are the proponents for cultural change and act as eyes and ears for the commander. EO Leaders assist commanders at battalion level or below in carrying out the EO Program in the Unit.

**Q: What are some signs of an unhealthy unit climate?**

**A:** Some possible signs of an unhealthy unit climate are:

- Increase in numbers of EO complaints
- Increased AWOLs
- Claims of unfairness in promotions
- Frequent fights
- Increase in requests for transfer
- Low morale

**REVIEW SUMMARY(ELO C):**

Conduct a Summary Review

**Show Slide 19. (Review: Assessment of Unit EO Climate)**

**Read:** In this block of instruction, we learned Leader's roles and responsibilities in the prevention of EO violations using different tools to assess the units EO climate. We learned the:

- The indicators of a positive unit climate
- The indicators of an unhealthy unit climate
- Leader roles in assessing the unit climate
- EOA and EOL roles and responsibilities

**Read:** In this block of instruction, we defined the roles and responsibilities in the assessment of EO climate and prevention of EO and violations. Now we are going to take a closer look at the Army's EO Complaint Process.

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the Leader responsibilities within the Army's EO Program and the Complaint Process
<b>CONDITIONS:</b>	In a classroom environment with access to real-life scenarios and student handouts
<b>STANDARDS:</b>	Effectively answer all of the check on learning questions and be able to articulate the leader's responsibility within the Army's Equal Opportunity Program and the Complaint Process

ELO D - LSA 1. Learning Step / Activity ELO D - LSA 1. Apply the Leader's responsibilities within the Army's EO Program and the Complaint Process

Method of Instruction: Conference/Discussion

Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*

Time of Instruction: 15 mins

Instructional Strategy: Large Group Instruction

Media Type: PowerPoint Presentation / None

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

**Lead-In:** The Army's EO Complaint Process addresses allegations of unlawful discrimination or unfair treatment on the basis of race, color, gender, religion, or national origin. The Army wants to ensure that every Soldier and his/her Family members have a readily available system that addresses all complaints seriously. Soldiers and Family members have the right to present their complaints to leaders or supervisors without fear of intimidation, harassment, or reprisal. The basis of the system is that all individuals attempt to resolve the problem at the lowest possible level. The complaint process ensures every Soldier can readily submit his or her grievance without intimidation or threat of reprisal.

**Note: While on active duty or Title 10 for 30 days or more, ARNG Soldiers will follow the complaint procedure outlined in this regulation. When not on active duty, ARNG Soldiers will follow the complaints procedures outlined in National Guard Regulation (NGR) 600-22, National Guard Military Discrimination Complaint System. Source: AR 600-20, Appendix, D-14.**

**Show Slide 20. (Key Elements of the EO Program)**

**Ask:** IAW TC 26-6, there are elements to a successful Army EO Program. As intermediate leaders in their unit, what are their responsibilities within each element?

**Read:**

**1. Leader Commitment/Involvement:**

As Army leaders, you must ensure (1) clearly stated EO policy communicated to all and (2) even-handed enforcement of the Army EO policy in the case of discrimination violations. The commander's EO policy statement should be available and posted for review within the unit.

**2. Sequential and Progressive Training:**

Equal Opportunity training is the primary method for communication and awareness which is vital to team-building and unit cohesiveness. There is mandatory training in EO to ensure Soldiers know and are aware of the Army's commitment to an environment of dignity and respect. It is also important for Soldiers to understand the negative consequences of violating Army EO policy.

**3. Effective and responsive Complaint System:**

The Complaint process ensures every Soldier can readily submit his or her grievance without intimidation or threat of reprisal.

**4. Equal Opportunity Advisor (EOA):**

Every unit has an EOA at the brigade-level or equivalent. The EOA receives and assists in processing individual complaints of unlawful discrimination, assists commanders in assessing, planning, implementing EO training and understands and articulates Army EO Policy.

**5. Equal Opportunity Leader (EOL):**

The EOL assists commanders at battalion level or equivalent and below in carrying out the EO program within their units. Each company should have at least two trained EOLs.

**6. Command Climate Assessment (CCA):**

This tool provides leader information on the climate of the organization.



## 7. Ethnic and Special Observances:

Designed to develop cultural awareness and enhance the unit's human relations climate.

### Show Slide 21. (EO Complaint Process)

**Read:** In this lesson we will review the process for filing an EO complaint.

Individuals are encouraged to attempt to resolve their EO complaints by confronting the alleged offender or by informing other appropriate officials about the offensive behavior or other allegations of disparate or unfair treatment. However, depending on the severity of the offense or the nature of the allegation, this may not always be appropriate. Soldiers are encouraged to advise the chain of command (if their chain of command is not the problem) of the specifics of discrimination and provide their chain of command an opportunity to take appropriate action to resolve the issue(s).

**Note:** All personnel are responsible for submitting only legitimate complaints and exercise caution against frivolous or reckless allegations.

**Note:** Handout **SH #3** (Complaint Process Flowchart). This will enable the students to better understand the material and to be able to ask specific questions.

### Show Slide 22. (Types of EO Complaints- Informal Complaint)

**Read:** There are **two** types of complaints, formal and informal. First, we will look at informal complaints.

**Note:** **The Soldier filing the complaint decides on the type**

An informal EO complaint is any complaint not submitted in writing. Informal complaints are not subject to any timeline suspense, nor are they reportable to higher headquarters. However, the informal complaint process does help facilitate the resolution of your grievances at the lowest possible level. An informal complaint is treated just as seriously as a formal complaint, which will be discussed later in this instruction. When considering the use of the informal process, the following are some factors that may help you make the determination:

1. The complaint need not be put in writing and may be resolved at the lowest level.
2. There is no requirement that the chain of command be involved

**Ask:** What do you think are some of the benefits of handling complaints informally rather than formally? Read examples:

- The problem may be resolved more quickly
- If the problem can be successfully resolved informally, it may improve the relationship between individuals and contribute to team building
- It gives individuals an opportunity to correct the situation without damaging anyone's reputation or career
- A simple misunderstanding is less likely to be blown out of proportion

**Read:** Help with informal complaints may come from several sources to include:

- Equal Opportunity Leader (EOL)
- Equal Opportunity Advisor (EOA)

**Note:** Inform students of EOA/EOL name/contact information if this information is available. Remember providing Personal Identification Information (PII) to personnel without authorized permission is prohibited.

**Note:** Inform students that even if an individual wants his or her complaint handled informally it does not prevent or exempt allegations from intervention by the chain of command. Should the chain of command determine that it is necessary to conduct a formal investigation to resolve an informal complaint, the individual may be required to make a sworn statement or asked to submit a formal complaint. Additionally, the Soldier can request a formal complaint anytime after filing an informal complaint.

**Show Slide 23. (Types of EO Complaints-Formal Complaint)**

A formal EO complaint is submitted in writing using DA Form 7279 (EO Complaint Form). The EOA has the complainant fill out the form. Unlike the informal process, the formal complaint system requires documentation by your chain of command in order to inquire or investigate your allegations and, if warranted, take necessary corrective actions. The formal complaint process contains specific timelines for the accomplishment of certain actions. All formal EO complaints are reportable to higher headquarters. Formal complaints follow a strict procedure. Only Commanders, EOAs and Alternative Agencies can take a formal complaint.

**Read:** When might you want to file a formal complaint? Examples:

- When you are afraid for your personal safety, or feel your reputation or your career may be compromised by the situation
  
- When you want an official record kept of your complaint

**Show Slide 24. (Alternative Agencies)**

**Read:** There are other agencies available to assist Soldiers with the Complaint Process. Explain each resource.

1. **Higher Echelon Chain of Command** - You can choose to forward the complaint to your higher echelon chain of command.
  
2. **Inspector General** – Advises on all matters of command; receives complaints about command environment and leadership.
  
3. **Housing Referral Office** – Monitors and administers the installation’s housing referral program; investigates complaints about discrimination in rental or sale of off-post housing.
  
4. **Staff Judge Advocate General** – Advises Commander on all legal matters; may receive complaints about

discrimination in legal proceedings or administering judicial or non-judicial punishment.

**5. Military Police or Criminal Investigator** – Any investigations of possible violations of the Uniform Code of Military Justice; responsible for monitoring the treatment of Soldiers and complaints of discrimination or unfair treatment by off-post activities.

**6. Chaplain** – The primary subject matter expert for issues about religious discrimination and accommodation; also the primary resource on family and marital counseling.

**7. Medical Agency Personnel** – Advise and assist on medical matters in case of a physical assault. Medical agency personnel are contacted immediately to obtain criminal evidence and assist in treating and counseling the victim.

**Show Slide 25. (Formal Complaint Process)**

**Note:** Use Handout **SH: #3** (Complaint Process Flowchart) to provide a brief overview of the five-step process.

**Read:** Here are some key points to remember about the Formal Complaint Process:

- 1. File** – file within 60 calendar days of the incident using DA Form 7279.
- 2. Act** (3 calendar days) - All complaints, except those filed with the IG must be reported to the first General Court Martial Convening Authority (GCMCA) in the chain of command within three calendar days.
- 3. Investigate (14 Calendar days)** - The commander will either conduct an investigation personally or appoint immediately an investigating officer according to AR 15-6. The investigating officer will have 14 calendar days to conduct the investigation.
- 4. Appeal (7 calendar days)** – The complaint and/or subject have 7 calendar days following notification of the results to provide a brief statement that identifies the basis of the appeal. Once the complainant initiates an appeal, the commander has 3 calendar days to refer the appeal to the next higher commander.
- 5. Follow up Assessment (30-45 calendar days)** - Within 30-45 days an assessment needs to be conducted by the EOA to determine the effectiveness of any corrective actions.

**Show Slide 26. (Reprisal and Allegations)**

**Read:** The commander will establish and implement a plan to protect the complainant, any witnesses, and the subject from acts of reprisals. A reprisal involves taking an unfavorable personnel action, threatening to take an unfavorable personnel action, withholding a favorable personnel action, threatening to withhold a favorable personnel action, or retaliating against a military member for making an EO complaint or statement in an EO inquiry.

Army Policy protects Soldiers and any witnesses from reprisal for filing an EO complaint or cooperating with an EO investigation.

**Ask:** What are some actions you can think of that would be examples of reprisal? (Take 2-3 responses).

**Read:** Possible examples include:

- **Intimidation** – attempting to frighten or inhibit or discourage action by threats of harm or adverse treatment

(even possibly physical harm)

- **Harassment** – Tormenting or annoying repeatedly and persistently; to wear out; to exhaust; to impede by repeated attacks for making an EO complaint or cooperating with an EO investigation.

**Note:** Soldiers who file fraudulent complaints or knowingly make false allegations are not protected from disciplinary action.

**Show Slide 27. (Implications for the Accused (Admin Actions))**

**Read:** There is ZERO TOLERANCE for behaviors and actions that violate EO policies. Soldiers who fail in the duty to continuously show integrity in promoting EO face a wide variety of possible administrative sanctions or legal punishments. The following are some examples of administrative actions:

- Mandatory Counseling
  
- Additional Training
  
- Denial of certain privileges
  
- Rehabilitative transfer
  
- Letter of admonishment/reprimand
  
- Relief for Cause
  
- Adverse performance
  
- Bar to reenlistment
  
- Article 15
  
- Separation from Service

**Show Slide 28. (Implications for the Accused (Legal Action))**

In the event that administrative actions fail to correct the behavior, or the behavior is serious and constitutes a violation of the Uniform Code of Military Justice (UCMJ), the commander may consider further action under the appropriate article(s) of the UCMJ. The offenses shown here identify the more severe forms of EO violations subject to disciplinary actions under the UCMJ. As a leader, you need to be aware of those actions. A summary of those offenses and articles are:

**(1) Using words or gestures that are provoking, such as making racial or sexist comments and/or gestures.**

(a) Disrespect toward a superior commissioned officer - Article 89; maximum punishment is a bad-conduct discharge, forfeiture of all pay and allowances, and confinement for 1 year.

(b) Insubordinate conduct toward warrant officer or noncommissioned officer - Article 91; maximum punishment is a bad conduct discharge, forfeiture of all pay and allowances, and confinement for 9 months.

(c) Provoking speeches or gestures - Article 117; maximum punishment is confinement for 6 months and forfeiture of two-thirds pay per month for 6 months.

(d) Indecent language - Article 134; maximum punishment is bad-conduct discharge; forfeiture of all pay and allowances, and confinement for 6 months.

**(2) Offering rewards for favors which constitute an EO violation.**

(a) Bribery and **graft** - Article 134; maximum punishment for bribery is a dishonorable discharge, forfeiture of all pay and allowances, and confinement for 5 years.

(b) Maximum punishment for graft is dishonorable discharge, forfeiture of all pay and allowances, and confinement for 3 years.

**Note: Definition of Graft:** A form of political corruption. A politician's unscrupulous use of authority for personal gain.

**(3) Using or threatening to use unlawful force or violence to do bodily harm to another person.**

(a) Assault - Article 128.

(b) The maximum punishment for assault offenses range from confinement for three months, reduction to E-1 and forfeiture of two-thirds pay to confinement for ten years, reduction to E-1 and forfeiture of all pay and allowances and a dishonorable discharge.

(c) Communicating a threat - Article 134; maximum punishment is a dishonorable discharge, forfeiture of all pay and allowances, and confinement for 3 years.

**(4) Engaging in or condoning EO violations - Article 92, failure to obey an order or regulation.**

**Note:** Conduct a check on learning and summarize the learning activity.

**Read:** What questions can I answer about the material covered before we continue?

**Check on Learning:** See ELO D for check on learning.

**Review Summary:** See ELO D for Summary/Review

ELO D - LSA 2. Learning Step / Activity ELO D - LSA 2. Test Review

Method of Instruction: Test

Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*

Time of Instruction: 5 mins

Instructional Strategy: Unassigned

Media Type: No Media Selection Required

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

See ELO D for learning steps

Check on Learning: See ELO D for Check on Learning.

Review Summary: See ELO D for Conduct a Summary/Review

### ELO D - LSA 3. Learning Step / Activity ELO D - LSA 3. Test

Method of Instruction: Test Review

Instr Type(I:S Ratio/Qty): Qualified Instructor(1:30/1)\*

Time of Instruction: 20 mins

Instructional Strategy: Unassigned

Media Type: No Media Selection Required

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Note: Marked as (\*) is derived from the parent learning object

None

Check on Learning: See ELO D for Check on Learning

Review Summary: See ELO D for Conduct a Summary/Review

### CHECK ON LEARNING (ELO D):

Conduct a check on learning and summarize the ELO

Read each question. Ask volunteers to answer.

#### Scenario #1

Private Ann Mitchell hates her unit's physical fitness training because of the way she is being treated. She does not hate exercising or physical athletics. However, as one of only two female Soldiers in the unit, she has never been asked to conduct PT. The First Sergeant likes a male Soldier leading PT because he doesn't believe a female Soldier can push the unit hard enough. Private Mitchell wants to make a complaint against the First Sergeant but is unsure of which type of complaint to make.

**Q: Does PVT Mitchell have a legitimate complaint? If so, under which category of unequal treatment?**

**A:** Yes, Gender

**Q: Is the violation subject to UCMJ?**

**A:** Yes, this violations could be subject to UCMJ.

**Q: Would this be considered a false complaint?**

**A:** No - Private Mitchell was discriminated against.

#### Scenario #2

You are a Staff Sergeant that believes the Platoon Sergeant is using discriminatory practices concerning awards and promotion recommendations.

**Q: What are the two different types of EO complaints the Staff Sergeant can file?**

**A:** Formal or Informal (Remember! It is the complainant's choice to file an informal or formal complaint).

**Q: Is the violation subject to UCMJ?**

**A:** Yes this violation could be subject to UCMJ.

**REVIEW SUMMARY(ELO D):**

Conduct a Summary Review

**Show Slide 29. (Review: EO Complaint Process)**

**Read:** In this block, we looked at EO and the Complaint Process. We learned specifically about:

1. Key elements for a successful EO program
2. Informal and Formal EO complaints
3. Leader responsibilities
  
4. Implications for the Accused and consequences for violators under the UCMJ

## SECTION IV. SUMMARY

Method of Instruction:	Conference/Discussion
Instr Type(I:S Ratio/Qty):	Qualified Instructor (1:30/0)
Time of Instruction:	5 mins
Instructional Strategy:	Large Group Instruction

### Check on Learning

**Note:** If time permits, conduct a summary check on learning by asking participants to brainstorm and discuss actions that they can implement in their units to promote EO. Track the results on a flip chart.

### Review/ Summary

#### Show Slide 30. (Terminal Learning Objective)

In this block, we learned how to enforce the Army's Equal Opportunity (EO) Program, and the Complaint Process. Specifically, we defined the Army's EO Program as it relates to Army Values, Warrior Ethos, and Soldier's Creed. We identified the behaviors and actions that violate and support the Army's EO Program. Additionally, we defined leader roles and responsibilities in the assessment of EO climate violations and defined the leader's responsibilities within the Army's Equal Opportunity (EO) Program and the Complaint Process.



## SECTION V. STUDENT EVALUATION

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### Testing Requirements

At the end of this lesson you will take a multiple choice test. The test includes questions on the TLO and ELOs from this lesson. You must receive a minimum score of 80% to receive a GO.

**Note:** Refer students to the Student Evaluation Plan where applicable.

### Feedback Requirements

Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

**Appendix A - Viewgraph Masters**

**Intermediate Leader Army's Equal Opportunity (EO) Program Level V Training  
805C-CZAEOS05 / Version 4.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

## Appendix B - Test(s) and Test Solution(s)

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805C-CZAEOS05 Version 4.1**

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**Appendix D - Student Handouts**

**Intermediate Leader Army's Equal Opportunity (EO) Program Level V Training  
805C-CZAEOS05 / Version 4.1**

<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
0	Intermediate EO Leader Level V Student Handouts Sep 2012	DOCX
0	Intermediate EO Leader Level V Post Test Ver 1 Answer Key Sep 2012	DOC
0	Intermediate EO Leader Level V Post Test Ver2-Sep2012	DOC
0	Intermediate EO Level V Slides 1 Sep 12	PPT
0	Intermediate EO Leader Level V Post Test Ver1-Sep2012	DOC
0	Intermediate EO Leader Level V Post Test Ver 2 Answer Key Sep 2012	DOC