

CRM LESSON PLAN REPORT

EQUAL OPPORTUNITY (EO) PROGRAM TRAINING SENIOR LEADER LEVEL VI
805C-CZAEOS06 / 4.1 ©

Analysis Completed
15 Dec 2015

Effective Date: N/A

SCOPE:

None

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Foreign Disclosure: FD2 - This training product has been reviewed by the training developers in coordination with the Fort Jackson foreign disclosure officer. This training product can be used to instruct international military students when the country meets specific criteria. Specify requirement(s) that each country must meet (select all that are appropriate): 1) Must purchase equipment through FMS Must use class Computer equipment; 2) Must be a member of a specific group or coalition All US Allies elements; 3) Must have an accepted clearance (must be authorized under an identified general security agreement with the US); 4) May not attend FD3 modules Not Applicable for this course; 5) Other Foreign Students will not transport copies of this training material abroad. Permission must be granted by US Army prior to use of this training material..

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>
None				

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

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>	<u>Status</u>

Knowledge

<u>Knowledge Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805C-K-1466	What leadership principles support Equal Opportunity (EO)	Yes	Yes
805C-K-1512	The Army's Equal Opportunity program	Yes	Yes
805C-K-1519	The Army's Equal Opportunity policies	Yes	Yes
805C-K-1520	The Equal Opportunity complaint process	Yes	Yes
805C-K-1521	Interpret the Army's Equal Opportunity Program and its relationship to the Army Values, Warrior Ethos, and Soldier's Creed	Yes	Yes
805C-K-1517	Identify the actions that violate the Army's Equal Opportunity Program	Yes	Yes
805C-K-1518	Identify the actions that support the Army's Equal Opportunity Program	Yes	Yes

Skill

<u>Skill Id</u>	<u>Title</u>	<u>Taught</u>	<u>Required</u>
805C-S-0193	Ability to communicate Army requirements and regulations.	Yes	Yes
805C-S-0820	Ability to read, interpret, and apply AR 600-20	Yes	Yes
805C-S-0211	Ability to read and interpret regulations	Yes	Yes
805C-S-0071	Ability to read, interpret, and apply AR 25-50	Yes	Yes
805C-S-0854	Define the Army's Equal Opportunity policies	Yes	Yes
805C-S-0853	Define the Army's Equal Opportunity program	Yes	Yes
805C-S-0851	Describe the Equal Opportunity complaint process	Yes	Yes
805C-S-0852	Identify the five protected categories of Equal Opportunity	Yes	Yes

Administrative/ Academic Hours

The administrative/academic (50 min) hours required to teach this lesson are as follows:

<u>Academic</u>	<u>Resident Hours / Methods</u>		
Yes	1 hr	25 mins	Lecture
<hr/>			
Total Hours(50 min):	1 hr	25 mins	

**Instructor
Action
Hours**

The instructor action (60 min) hours required to teach this lesson are as follows:

Hours/Actions

0 hrs	30 mins	Academic Evaluation Report
0 hrs	35 mins	Class Welcoming/Farewell Exercises Prep
0 hrs	40 mins	Classroom Breakdown
0 hrs	40 mins	Classroom Setup
0 hrs	25 mins	Course AAR
1 hrs	25 mins	Facilitate Discussion
1 hrs	0 mins	Grade Test
1 hrs	30 mins	Graduation Prep
0 hrs	30 mins	In Processing
0 hrs	30 mins	Out Processing
0 hrs	48 mins	Student Counseling
1 hrs	0 mins	Student Re-test
0 hrs	55 mins	Student Re-train

Total Hours (60 min): 10 hrs 28 mins

Test Lesson(s)

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

Prerequisite Lesson(s)

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

Training Material Classification

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

Foreign Disclosure Restrictions

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References

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 600-20	Army Command Policy	06 Nov 2014
TC 26-6	Commander'S Equal Opportunity Handbook	23 Jun 2008

Student Study Assignment

None

Instructor Requirements

Two qualified (one Primary; one Alternate)instructors, who have an understanding of the Equal Opportunity Program, the Complaint Process, and the experience to teach/interpret and apply staff organization information at Level VI, (Senior Leader).

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		10.0

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	1:30	Yes	1	No
702500CPU - Computer, Personal/Desktop (only CPU w/std Mouse, Keyboard, Sound Card, CD-ROM, & WIN OS)	1:30	1:30	Yes	1	No
702500MON36 - 36" Monitor, TV	1:30	1:30	Yes	1	No

(Note: Asterisk before ID indicates a TADSS.)

Materials Required

Instructor Materials:

- TSP Lesson Plan
- References
- AR 600-20, Army Command Policy, Chapters 4, 5, 6, and Appendix D, dated 6 November 2014
- TC 26-6, Commander's Equal Opportunity Handbook, dated 23 June 2008
- Army Directive 2013-29, Army Command Climate Assessments, dated 23 December 2013
- DOD Directive 1020-02E dated 8 June 2015
- Slides 1 - 33

Student Materials:

Student Handout (SH)

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>
17120-1200-30 General Instruction Building, 1200 Square Foot, 30 Persons		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/
Conduct of Lesson**

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

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 are currently or may have been victims of violations of the Army's Equal Opportunity Program. For this reason, the instructor must explain this at the beginning of the class and have an alternate instructor (AI) available to allow students with emotional issues to have discussions privately with the AI, so as not to interrupt training.

**Proponent Lesson
Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

SECTION II. INTRODUCTION

Method of Instruction: Lecture
 Mode of Delivery: Resident Instruction
 Instr Type (I:S Ratio): Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30)
 Civilian - ICH, Familiar with the Army's Equal Opportunity Program (1:30)
 Time of Instruction: 5 mins

Motivator

Show Slide 1. (Army's Equal Opportunity (EO) Program Senior Leader Training)

Read: Strong leadership that develops effective teams is the key to success on the battlefield. Not only must Soldiers share a common belief in the cause for which they fight, but mutual respect, trust and confidence must prevail in every unit. The Army's Equal Opportunity Program fosters a climate of mutual respect and trust among Soldiers that is imperative for unit success. As an Army leader it is your responsibility to enforce the Army's EO Policy and implement the EO Program.

Show Slide 2. (Terminal Learning Objective)

Note: Inform students of the following Terminal Learning Objective requirements. At the completion of this lesson, you (the students) will have a better understanding on how to:

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 Policy and Implement the Army's (EO) Program
Conditions:	In a classroom environment with access to real-life scenarios and student handouts
Standards:	Effectively answer all of the check on learning questions and be able to articulate the Army's Equal Opportunity (EO) Program and participate in scenarios demonstrating your ability to enforce the Army's Equal Opportunity Policy. A. Apply the Army's EO Policy B. Identify the Equal Opportunity Program Elements C. Determine the Senior Leaders' responsibilities and authority in enforcing the EO Policy D. Identify the Senior Leaders' responsibilities within the Army's Equal Opportunity (EO) Program
Learning Domain - Level:	Cognitive - Understanding
No JPME Learning Areas Supported:	None

Safety Requirements

In a training environment, leaders must perform a risk assessment IAW 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, CBRN 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 damaged equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the 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 Injury/Strain, Tripping in Tight Spaces in Classroom, and Influenza.

Assessment: Low

Controls: Primary Instructors (PI) will ensure: All electrical cords are properly stored under desks, liquid containers have lids on them and all spills are immediately cleaned, mopped, and allowed to completely dry before allowing students/personnel to walk on them. All chairs are ergonomically designed, adjusted 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 hand-washing 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

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 it's 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 MANAGEMENT.

Instructional Lead-in

Imagine that these situations occurred in your unit:

1. A Native-American Soldier filed a formal EO complaint against a white Soldier for calling him "Tonto." In response to the complaint, the white Soldier said, "I don't see the problem – the other Native-Americans in our unit call him Tonto and call each other Geronimo and Crazy Horse and other Indian names."

2. A commander declares Moustache March, where Soldiers are encouraged to grow moustaches in the month of March, as a morale-building event for the whole unit.

Ask: As a senior leader, what do you think your role is in preventing, eliminating, or responding to these kinds of situations? Capture responses on a flip chart and explain that you will refer to them during the course.

Ask: (after getting student responses): Think about this. Would it be okay if unit leadership had a unit-wide team building competition that excluded other minority groups? (Moustache March excludes females).

Note: In addition to captured responses, have the following examples listed on a prepared flip chart showing the senior leader's role in preventing, eliminating, or responding to these situations; after capturing discussion, post both the student responses and the prepared examples for reference throughout the course:

- Foster a healthy command climate of openness, mutual respect, and trust

- Be alert to patterns and indicators of unhealthy trends in command climate

- Demonstrate through your words and actions your commitment to the principles and practices of EO
- Educate and train subordinate leaders and Soldiers on EO Policies, issues, correct behavior, and corrective measures
- Expedite processing of formal complaints
- Make sure Soldiers know that the chain of command takes all complaints seriously and will take appropriate disciplinary action
- Create a plan to prevent or address negative trends

- Enforce the Army Policies on EO consistently and continuously and ensure subordinates enforce them
- Encourage subordinate leaders to communicate concerns about climate to chain of command
- Note substantiated EO complaints in performance evaluations

SECTION III. PRESENTATION

TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Apply the Army's Equal Opportunity (EO) Policy

Method of Instruction: Lecture

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30)

Time of Instruction: 15 mins

Media Type: Handout / Practical Exercise / PowerPoint Presentation / Slides

Other Media: Unassigned

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

Lead-In: In this block, we will review the Army's Equal Opportunity Policy. The following passage from the introduction to the Commander's EO Handbook (TC 26-6) offers an important context for this lesson.

Read: Effective human relations and equal opportunity are both moral and operational imperatives for our Army. Different values and attitudes acquired before enlistment or commissioning do not automatically evaporate or change because someone dons the Army uniform. These differences can lead to misunderstanding, frustration, and suspicion of others. The chain of command's challenge is to provide effective leadership that promotes a command climate that fosters equal opportunity to enhance unit cohesion and mission accomplishment.

The Army's Equal Opportunity Policy focuses on creating an environment that supports teamwork, mutual respect, loyalty and shared sacrifice of the men and women of the United States Army.

Show Slide 3. (Army Policy on Equal Opportunity)

Note: Instructors should remind the students that 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 2-3 responses and reinforce any elements that are correct in the students' responses.

Read: 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:

- 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.

Read: Discrimination is taken seriously by the Army. This training is given to ensure leaders understand their role in making sure the Army treats everyone fairly and keeps to the highest standards.

Ask: So keeping the EO Policy in mind, the way Soldiers are treated should be based on what?

Answer: Merit, fitness, and capability in support of readiness.

Ask: What is the Army's Policy on the treatment of homosexuals? (Take responses from 2-3 students)

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, bi-sexual, or heterosexual.

The Army will not discharge Soldiers for engaging in homosexual or bi-sexual 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, DOD Directive 1020.02E dated 8 June 2015 guidance so as to answer any questions from students

Read: 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. (Types of Discrimination)

Read: The types of discrimination are defined in AR 600-20 dated 6 November 2014 and DOD Directive 1020.02E dated 8 June 2015 as: race, color, gender, sexual orientation, 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, sexual orientation, religion, or national origin.

Accept 2-3 examples, or share this one. (Example: You noticed that another unit leader always gives all of the easy duty to female Soldiers and gives the less desirable duty to male Soldiers. Is this equal treatment?)

Note:

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): Example. Treating people unfairly due to skin color

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

Sexual Orientation: Sexual orientation is defined as homosexuality, bi-sexuality, or heterosexuality, whether such orientation is actual or perceived, and includes association with another individual of a particular sexual orientation.

Religion: A personal set of institutional 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.

Show Slide 5. (Offensive Behavior)

Ask: 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 as *whatever a reasonable person experiences as offensive, regardless of the intent* of the person performing the behavior.

Ask: Now how does this apply to the Moustache March incident? (Take 2-3 responses from students)

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 behaviors should be reported or corrected.

Ask: Keeping the definitions of fair treatment and unlawful discrimination in mind, the EO Policy requires that Soldiers will not be assessed, classified, trained, assigned, promoted, or otherwise managed on the basis of what?

Answer: Race, color, gender, sexual orientation, religion, or national origin.

Show Slide 6. (Equal Opportunity Terms)

Read: Ask Senior Leaders to define each of these EO terms in their own words.

Instructor: Listen to responses before giving regulatory definitions.

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

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

For example: A pattern of promoting only Soldiers whose race is the same as that of the commander.

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

For example: A Drill Sergeant tells a group of male Soldiers they “run like a bunch of girls.”

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.)

For example: Refusing to sit with Soldiers of other ethnicities during meals.

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

For example: A platoon leader routinely assigns all clerical tasks to female Soldiers and all leadership roles to male Soldiers.

Show Slide 7. (Supporting EO Policy)

Ask: "What is meant by attitude?" (Take 2-3 responses before giving the meaning)

Meaning: 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.

Ask: 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?

- 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

Read: People who are prejudiced might act out their feelings by demonstrating a lack of respect for others in what they say. This includes racial and sexist jokes or any disrespectful comment about a group of people they may dislike.

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

- Challenge stereotypes by seeking out people of different races, religious beliefs, and national origin
- Respect cultural backgrounds of others. Participate in observances and events to broaden your knowledge and understanding of other cultures
- Take corrective action when you observe unfair or unequal practices
- Correct conversations when others are making jokes about race, color, gender, religion, sexual orientation, or national origin. You must not condone the behavior by participating in the activity or behavior that does not treat others with dignity and respect.

Read: Some other actions you can take that demonstrates your support of the Army's EO Program include:

- Consciously foster mutual respect and dignity for Soldiers through your personal 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

Show Slide 8. (Six Related Issues), Refer to SH-1

Note: There are **six** additional issues that are related to Equal Opportunity. These issues are not strictly part of the EO Policy, but they are closely related to EO Policy and your DUTY as a leader and role model for other Soldiers.

EXPLAIN HOW EACH RELATES:

1) Military Discipline and Conduct – As a Senior Leader, you must do your part by upholding EO policies and regulations that establish standards of behavior ON and OFF DUTY.

Scenario: You are attending a cocktail party off-post; one of the civilian guests tells a joke that disparages members of an ethnic group not present. What is the correct display of military discipline?

Answer: State your belief that such jokes are offensive and correct the civilian guest regarding his comments.

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.

Ask: What are the **three** types of prohibited relationship?:

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

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

Example: If you are the supervisor, is it ever appropriate to date someone you supervise? No.

- **Officers and Enlisted Soldiers:**

Virtually all personal relationships (including business relationships) are prohibited.

Ask: Why? Pause for students' responses/mild discussions before giving your own .

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

- **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: It is prohibited if not required by the training mission IAW TRADOC Reg. 350-6

3) Extremist Groups

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

Answer (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, sexual orientation, 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

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: For Soldiers, what specific actions in support of extremist organizations and activities are prohibited?

Answer (Read): 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

Ask: In regards to enforcing this policy on extremist organizations and activities, what authority do commanders have?

Answer (Read): 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.

Additionally, commanders have the inherent authority under AR 600-20, to determine whether an organization or activity is extremist.

Read: Commanders should always consult with their servicing Judge Advocate prior to making a

determination. The Provost Marshal and the S2/G2 can provide subject matter experts on groups and activities which may be extremist.

4) Language - English is the operational language of the Army.

Ask: What does that mean? Note responses before reading the following:

Soldiers can speak other languages freely within certain exceptions:

- The ability to speak English is necessary to perform military duties.
- You are required to speak English ON DUTY, WHEN: it is necessary to perform military functions; promote safety; accomplish missions. Examples of when required: during training, meetings or any other military operations
- Permitted to speak other languages, WHEN: on break; or for personal communications unrelated to the mission and when safety is not a factor.

Note: Discuss this scenario. Two Soldiers in your battalion often speak Portuguese in the barracks while off-duty. During a battle handover briefing between Soldiers in the Tactical Operation Center, one of these Soldiers responded, in Portuguese, to a question on convoy operations and safety posed by the other Soldier of the same cultural background and language. The other Soldiers present do not speak Portuguese. Is this acceptable?

Read: No. Why or why not? (Talking points: Off -duty Soldiers may freely speak languages other than English for personal communication that are unrelated to military functions. Here the battle handover briefing involved convoy operations and safety. It was necessary that all personnel involved understood the operational guidance to properly execute their duties.

In this scenario the language used must be English. Serious safety issues may be encountered if the information is not understood by the incoming shift personnel. (IAW AR 600-20, Soldiers will speak English when performing military missions/duty - it is the operational language of the Army.)

5) Accommodating Religion - The Army places a high value on Soldiers observing and practicing their respective religions. Requests for accommodation 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. AR 600-20 provides guidance in considering requests for each type of religious accommodation. Both Soldiers and leaders must know the process in order to request or process a religious accommodation. Highlights of the process are as follows:

- Commanders with the assistance of local/installation chaplain's offices, receive and approve or disapprove requests for accommodation of religious practices. Procedures for handling requests for religious accommodation are found in AR 600-20.
- Commanders must respond to requests for religious accommodation within 10 days of receipt.
- Approval may be given informally (orally) or formally (in writing).
- If approved formally, the accommodation remains in effect unless revoked in writing. If disapproved, the disapproval may be appealed as further described in AR 600-20.

Read: Requests for religious accommodation fall into **five** major areas or categories.

Note: Military Chaplains are a great source of information for religious accommodations.

Ask: What are the **five** major areas or categories?

Note: Instructor may refer to the information below for more detail in response to student questions as necessary:

a. Worship practices: Some religious groups have worship requirements that conflict with the Soldier's normal availability for duty. (For example: Requests for exception to duty hours to worship on days other than Saturday or Sunday. If accommodated, the Soldier must be prepared to perform alternative duty or duty hours.)

b. Dietary practices: Some faith groups have religious tenets which prohibit the eating of specific foods or prescribe a certain way food must be prepared.

c. Medical practices: Some religious practices conflict with normal Army medical procedures. Examples include beliefs in self-care and prohibitions against immunizations, blood transfusions or surgery. In each case, the Army's concern is with the possible effects of accommodation on the Soldier's health and ability to carry out assigned tasks, the health of others, and the military medical system.

d. Wear and appearance of the uniform: Religious items may be worn while in uniform if they are "neat, conservative, and discreet" and in accordance with standards of AR 670-1. All wear and appearance standards apply equally to religious and non-religious jewelry.

e. Personal Grooming: Grooming practices are to be considered for accommodation when the request is based on religious beliefs.

Note: Refer to AR 670-1 and DA PAM 670-1 dated 31 March 2014 for latest changes on these topics.

6) Treatment of Persons

The Army is a values-based organization where everyone is expected to do what is right by treating all persons as they should be treated – with dignity and respect. Hazing, bullying, and other behaviors that undermine dignity and respect are fundamentally in opposition to our values and are prohibited. This paragraph is punitive. Soldiers who violate this policy may be subject to punishment under the UCMJ. Whether or not certain acts specifically violate the provisions of this paragraph, they may be inappropriate or violate relevant civilian personnel guidance. Commanders must seek the advice and counsel of their legal advisor when taking actions pursuant to this paragraph.

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

Definition.

Read: *Hazing.* Any conduct whereby a Service member or members regardless of service, rank, or position, and without proper authority, recklessly or intentionally causes a Service member to suffer or be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to participate in any such activity is also considered hazing. Hazing need not involve physical contact among or between military members or employees;

- it can be verbal or psychological in nature

- it need not be committed in the physical presence of the victim

- it may be accomplished through written or phone voice messages, text messages, video message, email, social media, or any other virtual or electronic medium. Actual or implied consent to acts of hazing does not eliminate the culpability of the perpetrator. Without outside intervention, hazing conduct typically stops at an identified end-point. (AR 600-20, dated 06 November 2014)

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

a. Definition.

Read:

Bullying. Bullying is any conduct whereby a Service member or members, regardless of service, rank, or position, intends to exclude or reject another Service member through cruel, abusive, humiliating, oppressive, demeaning, or harmful behavior, which results in diminishing the other Service member's dignity, position, or status. Absent outside intervention, bullying will typically continue without any identifiable end-point. Bullying may include an abuse of authority. Bullying tactics include, but are not limited to:

- making threats

- spreading rumors

- social isolation

- attacking someone physically, verbally, or through the use of electronic media

b. What constitutes hazing and bullying?

Read:

(1) Hazing and bullying can include both physical and nonphysical interactions. Hazing typically involves conduct directed at new members of an organization or individuals who have recently achieved a career milestone. It may result from any form of initiation, "rite of passage," or congratulatory act that includes unauthorized conduct such as:

- physically striking another while intending to cause, or causing, the infliction of pain or other physical marks such as bruises, swelling, broken bones, internal injuries; piercing another's skin in any manner

- forcing or requiring the consumption of excessive amounts of food, alcohol, drugs, or other substances

- or, encouraging another to engage in illegal, harmful, demeaning, or unauthorized dangerous acts.

Note: Unlike hazing, bullying often, but not always, takes the form of excessive corrective measures that, like hazing, involve the infliction of physical or psychological pain and go beyond what is required for authorized corrective training.

(2) Hazing and bullying are not limited to superior-subordinate relationships. They may occur between peers or, under certain circumstances, may involve actions directed towards senior personnel by those junior in rank, grade, or position to them. Hazing may occur during graduation or promotion ceremonies or similar military "rites of passage." However, it may also happen in military settings, such as in small units, to initiate or "welcome" a new member to the unit.

Bullying may also occur in all settings but it **most often appears as excessive correction of, or punishment for, perceived performance deficiencies.** Hazing and bullying are prohibited in all cases, to include off-duty or "unofficial" celebrations or unit functions, on or off post.

(3) What does NOT constitute hazing or bullying?

Read:

(a) Hazing may occur when otherwise authorized or permissible conduct crosses the line into impermissible conduct. Bullying is always committed with the intent to exclude or reject another from inclusion in a group and, while the bullying conduct may appear to be corrective training, it is never authorized or permissible. The imposition of necessary or proper duties and the requirement of their performance does not violate this policy even though the duties may be arduous, hazardous, or both. When authorized by the chain of command and/or operationally required, the following activities do not constitute hazing or bullying:

- (1) the physical and mental hardships associated with operations or operational training;
- (2) lawful punishment imposed pursuant to the UCMJ;
- (3) administrative corrective measures, including verbal reprimands and command-authorized physical exercises;
- (4) extra military instruction or corrective training that is a valid exercise of military authority needed to correct a Soldier's deficient performance in accordance with AR 600-20 paragraph 4-6;
- (5) physical training and remedial physical training; and
- (6) other similar activities that are authorized by the chain of command and conducted in accordance with AR 600-20 or another applicable regulation.

(b) Many time-honored customs of the Army include traditional events that celebrate personal milestones and professional achievements. These events are part of our heritage and include:

- (1) hails and farewells,
- (2) promotion and graduation ceremonies,
- (3) and other official command functions.

When properly organized and supervised, these events serve to enhance morale, esprit de corps, pride, professionalism, and unit cohesiveness. The chain of command will ensure these traditions and customs are carried out in accordance with Army values and that the dignity and respect of all participants is maintained.

(c) The willingness of any participant is irrelevant; therefore, express or implied consent to prohibited behaviors under this paragraph is not a defense to a violation of this regulation.

c. Command responsibilities.

Read:

- (1) Enforcement of this policy is the responsibility of commanders and supervisors at all levels.
- (2) Publish and post written command policy statements on treatment of persons. Statements will be consistent with the Army policy, include the local command's commitment to prevention of hazing and bullying, and reaffirm that these behaviors will not be tolerated. The command policy will explain how and where to file complaints and will state that all complainants will be protected from acts or threats of reprisal. Each ACOM, ASCC, DRU, installation, unit, agency, and activity down to company, troop, or battery level will publish a treatment of persons policy. Commanders must consult with their legal advisor prior to publishing.

(3) Conduct training. On **at least an annual basis**, commanders will conduct hazing and bullying training as part of the EO training requirements related to promoting a healthy unit climate.

(4) Commanders will immediately report allegations of criminal behavior in violation of AR 600-20 paragraph 4-19 to law enforcement. All other hazing or bullying allegations that are reported to a commander will be investigated as possible violations of Article 92 of the UCMJ in accordance with the informal board procedures set forth in AR 15-6 or as a commander's inquiry. Individuals may also report incidents of hazing to the appropriate Inspector General's office and these incidents may be investigated by that office or referred to the command for investigation.

Regardless of the type of investigation conducted into the hazing or bullying allegation (law enforcement, IG, or administrative), commanders are responsible for coordinating with their unit Equal Opportunity Advisor (EOA) to ensure that all hazing or bullying allegations are recorded and tracked in the Equal Opportunity Reporting System (EORS). Although administrative investigations into hazing or bullying are not EO investigations, EOAs will ensure that these incidents are recorded in EORS for tracking purposes. If a Soldier possesses a security clearance, commanders will ensure the security manager records the derogatory information as an incident report in the JPAS (or subsequent system) in accordance with AR 380-67.

d. Individual responsibilities. Individuals are responsible for the following:

Read:

- (1) Advising the command of any incidents of hazing or bullying.
- (2) Conducting themselves in accordance with command policy and treating all persons with dignity and respect.

e. Individual reporting. Service members should report hazing or bullying to their commander, law enforcement, or the Inspector General

Read: 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 or Bullying is fundamentally in opposition to Army Values and is prohibited.**

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

Ask: What are some examples of hazing that could impact a unit? (Take 2-3 examples, and then continue with information):

Read: Hazing need not involve physical contact among or between military members or employees;

- it can be verbal or psychological in nature

- it need not be committed in the physical presence of the victim

- it may be accomplished through written or phone messages, text messages, email, social media, or any other virtual or electronic medium. Actual or implied consent to acts of hazing does not eliminate the culpability of the perpetrator. Without outside intervention, hazing conduct typically stops at an identified end-point. (AR 600-20, dated 06 November 2014)

Ask: What are some examples of bullying that could impact a unit? (Take 2-3 examples, and then continue with information):

Read: Bullying tactics include, but are not limited to:

- making threats
- spreading rumors
- social isolation
- attacking someone physically, verbally, or through the use of electronic media

Ask: What questions can I answer about the review of EO Policy before we continue?

Check on Learning:

Discuss scenarios.

Scenario 1.

LTC Thomas goes out to a local bar one evening with a group of other officers. When they get to the bar they discover some of the enlisted Soldiers from their respective units are at the same bar. LTC Thomas starts drinking shots of bourbon and dancing with SGT Lea, one of the female enlisted Soldiers from his unit. As the evening progresses she tells him that she has always had a crush on him and she would love it if they would go home together. LTC Thomas sneaks out the back door with SGT Lea; they spend the night together and engage in consensual sex.

Q: What did the Officer do incorrectly?

A: LTC Thomas should have left the bar or at the very least moved to a different part of the bar to sit. He should not have been drinking and dancing with the enlisted Soldiers in their unit. He definitely should not have had sexual relations with SGT Lea.

Q: LTC Thomas believes that he didn't do anything wrong since they were both single and both were consenting adults. Is he correct?

A: No. The Army clearly prohibits certain relationships and this is one of them. Also, personal relationships between Soldiers of different ranks in the same unit or organization can compromise or appear to compromise the integrity of supervisory authority.

Scenario 2.

You are a commander considering a formal request from a Soldier in your unit who is a Wiccan. She is requesting a religious accommodation to attend worship services every month on evenings with a full moon. In her request she notes that she has been the target of name-calling and other forms of harassment by others in her platoon (calling her "Witchy Woo Woo" and placing a broomstick in her bunk). In her request she states she is hopeful that by receiving a formal religious accommodation it will cause others in her unit to treat her religious beliefs with greater respect.

Q: As a Commander, how do you respond to this request for religious accommodation?

A: The correct EO leadership attitude is to make a sincere effort to accommodate a Soldier's religious practices without prejudice. You should also seek guidance from a chaplain. If you determine the accommodation has no adverse impact on military readiness, unit cohesion, standards, health, safety, discipline, or ability to perform military duties, you should approve the request. In communicating with the Soldier, you must advise the Soldier that she must be prepared to perform alternative duty or duty hours if the worship times occur on days when they are scheduled for duty. You must respond to their request within 10 calendar days.

Additional background:

The Wiccan religious tradition, sometimes called Neopagan, is based in worshipping the sacred as present in nature and elements of nature. Some Wiccans are also vegetarians. Wiccans meet in groups called covens. Wiccans celebrate eight festivals called Sabbats each year; many also meet for worship at each Full Moon. Wiccans in the military, especially those fearing religious intolerance, often have their identification tags read "No Religious Preference."

Note: The unit Chaplain can be a resource for more information on religious issues.

Q: What about the Soldier's statement that she is the target of name-calling and other harassing behaviors? How do you respond to this?

A. Leaders should also be watchful and address any incidents of ridicule or religious prejudice within the unit. By noting that she has been the target of name-calling, the Soldier has notified you in writing of a possible hostile environment in violation of Army Values and Army Policy prohibiting offensive behavior. Since the information was in writing but was not conveyed as a complaint on a formal complaint form, you should **immediately** consult with your EOA to determine whether to treat this as a formal complaint or refer it to the Soldier's immediate supervisor to be dealt with informally. If it is to be treated as a formal complaint, you are required to follow the timing and procedures of the formal complaint process (to be discussed later in this course).

Review Summary:

Show Slide 9. (Review: Apply the Army's Equal Opportunity (EO) Policy

Read: In this block, we looked at the Army's Equal Opportunity Policy. We discussed the following:

- Six unlawful types of discrimination: race, color, gender, sexual orientation, religion, and national origin
- EO Terms
- Six related issues (military discipline, prohibited relationships, extremist groups, Army language, accommodating religious practices, and hazing)

Read: This concludes our review of the EO Program and Policy and behaviors that violate the Army's EO Policy. The Army EO Program provides a structure for creating and sustaining effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of all Soldiers

Transition to Next Lesson:

Read: We've stated that the leader's responsibility is to assess, foster, and maintain a healthy unit climate. The next lesson will identify how you can accomplish this.

TLO - LSA 2.

Learning Step / Activity TLO - LSA 2. Identify the Equal Opportunity Program Elements

Method of Instruction: Lecture

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30)

Time of Instruction: 15 mins

Media Type: Handout / Practical Exercise / PowerPoint Presentation / Slides

Other Media: Unassigned

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

Lead-In: The Army's EO Program provides a structure for creating and sustaining effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of all Soldiers.

Show Slide 10. (Army EO Elements)

Ask: IAW TC 26-6, The Army EO Model identifies elements to significantly reduce in units the potential for human relation and work relationship problems and that help foster a successful EO Program. They are:

1. Leader Commitment
2. Sequential and Progressive Training
3. An effective and Responsive Complaint System
4. Equal Opportunity Advisors (EOAs)
5. Equal Opportunity Leaders (EOLs)
6. Command Climate Assessments (CCAs)
7. Ethnic and Special Observances:

Show Slide 11. (Leadership Commitment)

Ask: Why is it important for a commander or the Chain of command to be involved and to actively support EO training and events? (Accept responses from 2-3 students)

Read:

The EO Program is a *commander's program*. Leaders set the tone for the unit and set expectations for fair treatment, consistent behavioral standards, and commitment to Army Values, Warrior Ethos and Soldiers Creed. Leaders at all levels are encouraged to take a positive, pro-active approach. Army leaders that are committed to Equal Opportunity provide Soldiers (1) a clearly stated policy communicated to all and (2) even-handed enforcement of the EO policy in the case of discrimination.

Read/Ask: An effective EO program begins with command support and strong leader commitment at ALL levels. What are other ways leaders show this commitment? (Accept responses from 2-3 students)

Answer: Lead by example, fair and equitable treatment, policy letters, incorporate EO into Newcomer's Orientation Briefs, take part in presenting EO training. Leaders at all levels are expected to demonstrate commitment to the EO program by being directly involved in conducting Equal Opportunity training. Soldiers often assess the importance of training by the participation of the command team.

Show Slide 12. (Sequential and Progressive Training)

EO Training is conducted IAW AR 350-1 and is the primary method for ensuring all Soldiers understand the EO Program and policy, which is vital to team building and unit cohesiveness. This training reinforces Soldiers' understanding of the Army's commitment to foster an environment of dignity and respect. It also ensures that Soldiers clearly understand the consequences of any action/s in violation of the EO policy. Chain of command involvement is mandatory for unit EO training.

Show Slide 13. (An effective and Responsive Complaint System)

A consistent, accessible, and well understood EO complaint process ensures every Soldier can readily submit his or her grievance with confidence that the complaint will be treated fairly and without intimidation or fear of reprisal. EO complaints are handled through a detailed complaint process which is discussed in detail in a separate section of this course.

ALL commanders MUST have a current EO Complaint Policy Letter posted.

Show Slide 14. (Equal Opportunity Advisors (EOAs)):

Every unit has an EOA at the brigade-level or equivalent. The EOA assists commanders in implementing the EO Program, policies and training. They are the commander's advisor on EO issues and help improve unit readiness.

Show Slide 15. (Equal Opportunity Leaders (EOLs)):

The EOL assists commanders at battalion level or equivalent and below execution of the EO program within their units. Each company should have at least two trained EOLs, primary and an alternate, that are appointed by the commander.

Show Slide 16. (Command Climate Assessments (CCAs)):

A climate assessment is a picture or snapshot of how Soldiers view the organization at a point in time. 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 Army Directive 2013-29, dated 23 December 2013 (Army Climate Assessment). All Active Duty Army commanders will conduct 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.

For example:

- 1st Assessment: Conducted NLT 1 May 2014
- 2nd Assessment: Conducted NLT 1 November 2014
- 3rd Assessment: Conducted NLT 1 May 2015
- Annually thereafter

Reserve Component (IAW with Army Directive 2013-29 (Army Climate Assessment dated 23 December 2013).

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.

Note: This change will be reflected in the new AR 600-20 when released.

- **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 on status and execution of the command's EO Program

Show Slide 17. (Command Climate Assessment - continued)

Ask: What tools have you seen used in climate assessments that have been particularly valuable? (Capture on flipchart)

Answer: DEOCS, Focus Groups, interviews, observations, records

Note: Senior 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 (<https://www.deomi.org/OrgAssessment/index.cfm>) website is great resource for conducting command climate assessments.

Show Slide 18: (Ethnic and Special Observances)

Read: Ethnic and Special Observances help to develop an awareness of the various cultures that contribute to the American culture and are a part of the Army's ongoing EO education process. Senior military/installation commanders plan, develop, and coordinate observances IAW AR 600-20 or as directed by HQDA.

Show Slide 19: (Ethnic and Special Observances)

Note: These eight observances are mandated by Resolution, Proclamation or Directives and therefore, funded. Other observances can be held at the discretion of the commander.

Note: Before we continue, are there any questions about the material we just covered?

Check on Learning:

Conduct a check on learning and summarize the ELO.

Q: "Equal Opportunity is a commander's program. Leaders set the tone for the unit and set expectations for fair treatment, consistent behavioral standards, and commitment to Army Values, Warrior Ethos and Soldiers Creed. Leaders at all levels are encouraged to take a positive, proactive approach." What are some examples of proactive behaviors you have witnessed that demonstrate a commander's commitment to EO principles?

A: Clearly stated policies communicated to all; evenhanded enforcement of the EO

policies; awareness of unit climate; commanders take a visible leadership role in conducting mandatory training; commanders conduct climate surveys regularly to stay ahead of developing issues.

Q: What does a command climate assessment provides?

A: A snapshot of how Soldiers view the organization at a point in time.

Q. What tools are particularly valuable when conducting a command climate assessment?

A: DEOCS, Focus groups, Interviews, Observations, records.

Q: Why are there only eight EO observances in the Army?

A: IAW AR 600-20, these eight observances are mandated by Resolution, Proclamation or Directives and therefore, funded. Other observances can be held at the discretion of the commander.

Review Summary:

Show Slide 20. (Review: EO Elements)

Read: The Army EO Program provides a structure for creating and sustaining effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of all Soldiers. The Army EO Model includes elements which commanders can use to significantly reduce the potential for EO problems.

Read: The next block of instruction will identify commander responsibilities and other senior leader roles in support of the EO Program.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Determine Senior Leaders' Responsibilities and authority for Implementing the Army EO Program

Method of Instruction: Lecture

Mode of Delivery: Resident Instruction

Instr Type (I:S Ratio): Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30)

Time of Instruction: 15 mins

Media Type: Handout / Practical Exercise / PowerPoint Presentation / Slides

Other Media: Unassigned

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

Lead-In: As Senior Leaders you look at the big picture – selecting tactics and actions in the context of strategic direction. EO is part of the Army strategy for implementing Army Values, achieving readiness and unit cohesion, and accomplishing the mission. Commanders at all levels are the EO Officers for their unit or organization and the enforcers of EO Policy. Indicators of EO climate are an important tool in achieving your leadership mission. Assessing the command climate periodically and taking action on the findings of a climate assessment contributes to achieving the strategic mission.

Ask: In your own words, what are senior leaders' responsibilities in regards to the EO Program? Note responses before showing **Slide 21**

Show Slide 21. (Senior Leaders' Responsibilities)

Read: All Senior Leaders are personally responsible and accountable for fostering a positive EO climate within their units. This includes responsibility for developing and implementing EO programs for their organization that enhance unit cohesion, esprit, and morale. It also includes promoting EO and interpersonal harmony for all military personnel and family members. All commanders and other senior leaders have a duty to model behaviors consistent with EO policy, and to treat all EO complaints seriously. AR 600-20 outlines the duties and responsibilities of senior leaders and commanders at each level of command in regard to the Army's EO Program.

Show Slide 22. (Fostering Positive Unit Climate)

Being accountable for fostering a positive unit climate requires attention to indicators of climate change within the unit. Here are some of the indicators most often associated with a positive unit climate.

- Complaints are often resolved informally
- Soldiers routinely discuss concerns with immediate chain of command
- High reenlistment rate to stay in the unit

Show Slide 23. (Signs of Unhealthy Unit Climate)

Read: Here are some observable signs of an unhealthy climate; what others can you think of? Other examples; graffiti of sexist or racist material found in the unit area (i.e latrine walls or barracks stairways).

- Soldiers lack confidence in the EO Complaint Process
- Sexist or racial jokes prevalent
- Poor personal appearance
- Poor military courtesy
- Abusive words and offensive symbols prevalent

Show Slide 24. (Signs of Unhealthy Unit Climate (continued))

Read: Here are some more signs of an unhealthy unit climate:

- increase in number of EO complaints

- increased AWOLs

- claims of unfairness in promotions

- frequent fights

- increase in requests for transfer

- low morale

Ask: What questions can I answer about the material covered so far before we continue?

Check on Learning:

Q. What are some indicators most associated with a positive unit climate?

A. Complaints are often resolved informally; Soldiers routinely discuss concerns with immediate chain of command; high reenlistment rate of Soldiers to stay in the unit.

Q. Scenario: You are a new senior leader in the unit and in your walk abouts you noticed subordinate Soldiers not rendering the salute, junior NCOs engaging in sexist jokes at the motor pool, and racist graffiti on the latrine walls. What does this reveal about the EO climate in the unit?

A. The observation of the senior leader reveals signs of an unhealthy unit climate

Review Summary:

Show Slide 25. (Review: Senior Leaders' Responsibilities)

Read: In this block, we reviewed your responsibilities as senior leaders. Additionally, we learned that all leaders are responsible to foster a positive command climate. In the next block we will discuss the EO Complaint Process.

TLO - LSA 4. Learning Step / Activity TLO - LSA 4. Identify the Senior Leader responsibilities within the Army's Equal Opportunity (EO) Program

Method of Instruction: Lecture

Mode of Delivery: Resident Instruction
Instr Type (I:S Ratio): Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30)
Time of Instruction: 15 mins
Media Type: Handout / Practical Exercise / PowerPoint Presentation / Slides
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

Lead-In: We have reviewed Equal Opportunity Policies and learned about fostering a positive climate, commander responsibilities and other senior leader roles. Keys to a positive command climate are responding to complaints, being even handed in enforcing policy, and correcting unacceptable behavior. Senior leaders play important roles in the EO Complaint Process. An orderly EO Complaint Process ensures Soldiers and Family members have the right to present their complaints to their leaders or supervisors without fear of intimidation, harassment, or 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 26. (EO Complaint Process)

Read: The EO Complaint Process assist as follows:

- Supports healthy unit climate

- Encourages reporting and resolution at the lowest level

- Dispenses actions appropriate to the nature of the offense

Note: Distribute Student Handout (Equal Opportunity -- Complaint Process Flowchart). Individuals are encouraged to attempt to resolve their 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. Individuals are responsible to advise chain of command of the specifics of discrimination and provide their chain of command an opportunity to take appropriate action to resolve the issue(s). All personnel are responsible for submitting only legitimate complaints and must exercise caution against frivolous or reckless allegations.

Show Slide 27. (Alternative Agencies)

Read: Soldiers may choose to report complaints to their chain of command (typically his/her direct commander. For example: Company Commander), or the actively assigned Equal Opportunity Advisor (EOA) who is trained to receive, process, and conduct inquiries into complaints of discrimination, or choose from one of the following alternative agency.

Note: You do not need to explain each resource, just list them. At this point, they should know each resource.

- 1. Higher Echelon Chain of Command** - You can choose to forward the complaint to your higher echelon 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 an assault, medical agency personnel are contacted immediately to obtain criminal evidence and assist in treating and counseling the victim.

Show Slide 28. (Types of Complaints)

Read: There are two types of complaints, informal and formal.

1) Informal complaint: An informal complaint is any complaint not submitted in writing. Informal complaints are not subject to any timeline suspense, nor are they reportable to higher headquarters. Informal complaints help facilitate the resolution of grievances at the lowest possible level. An informal complaint is treated just as seriously as a formal complaint.

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

Note: EOLs may assist with *informal* complaints.

Read: 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.

(2) Formal complaint: A formal EO complaint is submitted in writing using DA Form 7279 (EO Complaint Form). The formal complaint process contains specific timelines for the accomplishment of certain actions.

- All formal EO complaints are reported to the first GCMCA in the chain of command.
- Formal complaints follow strict timelines and procedure.
- Only Commanders, EOAs and Alternate Agencies can take a formal complaint.
- Get your EOA's advice on any formal complaint.

Ask: Is it appropriate for leaders to discourage filing of formal complaints? No. Discouraging formal complaints may send the message that leadership is not supportive of EO policy. It is better to clearly communicate when formal complaints are most appropriate and encourage complaint resolution at the lowest level of chain of command.

Ask: When might Soldiers be advised to file a formal rather than informal complaint?

Here are some examples:

- When afraid for personal safety, or fearing damage to reputation or career
- When the situation is a major infraction (such as a violation of prohibited relationships)

- When the Soldier wants an official record kept of the complaint

Show Slide 29. (Formal Complaint Process)

Note: Refer to slide and to Student Handout to provide a brief overview of the process.

1. File: (within 60 calendar days of the incident) and after 60 days at the Commander's discretion.

2. Act: (3 calendar days) - Upon receipt of complaint by commander, all formal complaints, except those filed with the IG **must be** reported to the General Court Martial Convening Authority (GCMCA) within three (3) 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 complainant and/or subject have the right to appeal. If appealed they 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 calendar days an assessment needs to be conducted by the EOA to determine the effectiveness of any corrective actions.

Show Slide 30. (Reprisal and Allegations)

Read: The commander will establish and implement a plan to protect the complainant, any witness/es, 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 any witness/es 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 answers from students before giving example.

Read: Possible examples include:

- **Intimidation:** Attempting to frighten or inhibit or discourage action by threats of harm or adverse treatment (even possible 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. Fraudulent complaints or intentional false allegations are not protected from reprisal or disciplinary action and is punishable under the UCMJ.

Show Slide 31. (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 Transfers
- Letter of Admonishment/Reprimand
- Relief for Cause

- Adverse performance

- Bar to reenlistment

- Article 15

- Separation from Service

Show Slide 32. (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.

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

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

Check on Learning:

Read: Now that we have completed this block, let's see how much you have learned.

Q. Can you name two alternate agencies for reporting EO Complaints?

A. Inspector General; Medical Agency Personnel (Answers may differ to reflect the agencies listed in the lesson)

Q. True or False. Both Formal and Informal EO complaints must be submitted in writing.

A. False. Only Formal EO Complaints are submitted in writing.

Review Summary:

Show Slide 33. (Review: EO Complaint Process)

Read: In this block, we looked at the EO Program and complaint process.

We learned:

- The importance of an effective EO Complaint Process
- Alternative Agencies for filing EO Complaints

- Types of EO complaints

- The Formal complaint process

- Implications for the Accused (Admin/Legal Actions)

Read: We have reviewed your role as a senior leader in facilitating the EO Complaint Process. Your role and responsibilities as a senior leader have far reaching implications.

SECTION IV. SUMMARY

Method of Instruction:	Lecture
Mode of Delivery:	Resident Instruction
Instr Type(I:S Ratio):	Military - NON-ICH, Familiar with the Army's Equal Opportunity Program (1:30), Civilian - ICH, Familiar with the Army's Equal Opportunity Program (1:30)
Time of Instruction:	10 mins

Check on Learning

Q: Why is EO training mandatory?

A: Soldiers come to the Army from many diverse backgrounds and values; training is essential to ensure that everyone has the information to clearly and consistently understand what constitutes an environment of dignity and respect, understand what behaviors violate EO policies, and understand consequences for violations. Not only must Soldiers have clear and consistent information, they also need repeated exposure to the principles, information, and examples to embed EO into the Army culture.

Q. When might a Soldier be advised to file a formal complaint?

A. When afraid for personal safety, or fearing damage to reputation or career; when the situation is a major infraction (such as violation of prohibited relationship; when a Soldier wants an official record kept of the complaint.

Review/ Summary

Show Slide 34. (Terminal Learning Objective)

In this block, we communicated the Senior Leader's obligations in enforcing the Army's Equal Opportunity (EO) Policy. We learned how to identify the Equal Opportunity Program Elements, determine senior leaders' responsibilities and authority in enforcing the EO Policy, and identified Senior Leaders' responsibilities within the Army's Equal Opportunity (EO) Complaint Process. Today's EO challenges for Army's Senior Leaders are to ensure fair treatment, promote a bias-free environment, and establish and maintain effective training. Leaders at all levels are encouraged to take a positive, pro-active approach.

Unlawful discrimination has no place in the Army and will not be tolerated. You should now know your responsibilities to enforce the Army's EO Program.

SECTION V. STUDENT EVALUATION

Testing Requirements

Note: At the end of this lesson you will take a 20-question test to demonstrating your ability to enforce the Army's Equal Opportunity Program. You must score 80% on the test to successfully complete this lesson.

Feedback Requirements

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

Appendix A - Viewgraph Masters

**Equal Opportunity (EO) Program Training Senior Leader Level VI
805C-CZAEOS06 / Version 4.1 ©**

Sequence	Media Name	Media Type
None		

Appendix B - Assessment Statement and Assessment Plan

Assessment Statement: None

Assessment Plan: None.

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805C-CZAEOS06 Version 4.1 ©

Appendix D - Student Handouts

**Equal Opportunity (EO) Program Training Senior Leader Level VI
805C-CZAEOS06 / Version 4.1 ©**

Sequence	Media Name	Media Type
0	EO Common Core, Senior Level VI, Version 4.1, Student Handout dated 15 December 2015	DOCX
0	EO Common Core, Senior Level VI, Version 4.1, Slides dated 15 December 2015	PPT
0	EO Common Core, Senior Level VI, Version 4.1, Version B Test Ans Key dated 15 December 2015	DOCX
0	EO Common Core, Senior Level VI, Test Version A, Ans Key dated 15 December 2015	DOCX
0	EO Common Core, Senior Level VI, Version 4.1, Test Version B, dated 15 December 2015	DOCX
0	EO Common Core, Senior Level VI, Test Version A, dated 15 December 2015	DOCX