



# **United States Army Soldier Support Institute**

**Equal Opportunity  
Initial Entry Level**

**Training Support Package**

## TRAINING SUPPORT PACKAGE (TSP)

---

<b>TSP (TASK) Number</b>	121-050-3050
<b>Title</b>	Army's Equal Opportunity and Sexual Harassment Policies and Programs
<b>Task Number/ Title</b>	121-050-3050, Army's Equal Opportunity and Sexual Harassment Policies and Programs
<b>Effective Date</b>	1 January 1997
<b>Supersedes TSP</b>	NA
<b>TSP User</b>	BCT, OSUT
<b>Proponent</b>	Adjutant General School, Soldier Support Institute
<b>Comments/ Recommendations</b>	Send comments and recommendations directly to Commandant, Adjutant General School (Equal Opportunity Proponency Office), Bldg 10000, Fort Jackson, SC 29207
<b>Foreign Disclosure Restrictions</b>	The materials contained in this course have been reviewed by the course instructors in coordination with the Fort Jackson Adjutant General School foreign disclosure authority. This course is releasable to military students from all requesting foreign countries without restrictions

---

## PREFACE

---

**Purpose**

This instruction provides information about the Army's Equal Opportunity/Equal Employment Opportunity Programs and training in the prevention of sexual harassment. It discusses the Army's policy, its commitment to fair and equal treatment, perceptions and EO/EEO behaviors patterns, the complaint process and methods to resolve problems.

TASK NUMBER:	121-050-3050
TASK TITLE:	Army's Equal Opportunity and Sexual Harassment Policies and Programs
CONDITIONS:	In a classroom environment, related handouts, and an instructor
STANDARD:	In Accordance with AR 600-20

---

**This TSP  
Contains**

TABLE OF CONTENTS		
		PAGE
Preface		
	Section I - Administrative Data	v
	Section II - Introduction	viii
	Terminal Learning Objective	ix
	Section III - Presentation	1-1
	A Enabling Learning Objective (1)	1-1
	B Enabling Learning Objective (2)	2-1
	C Enabling Learning Objective (3)	3-1
	D Enabling Learning Objective (4)	4-1
	E Enabling Learning Objective (5)	5-1
	F Enabling Learning Objective (6)	6-1
	G Enabling Learning Objective (7)	7-1
	Section IV - Summary	8-1
	Section V - Student Evaluation	8-1

Appendixes	A. Viewgraph Masters	A-1
	B. Practice Exercises and Solutions	B-1
	C Student Handouts	C-1
	D. Test and Test Solutions	N/A

---

**Army's Equal Opportunity and Sexual Harassment Policies and Programs  
121-050-3050**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including this Lesson**

COURSE NUMBER	COURSE TITLE
_____	<u>BCT</u>
_____	<u>OSUT</u>
_____	

**Task(s) Taught or Supported**

TASK NUMBER	TASK TITLE
<u>121-050-3050</u>	<u>Army's Equal Opportunity and Sexual Harassment Policies and Programs</u>

**Reinforced Task(s)**

TASK NUMBER	TASK TITLE
<u>NA</u>	<u>N/A</u>

**Academic Hours:**

The Academic hours required to teach this course are as follows:

	<u>PEACETIME HOURS / METHOD</u>	<u>MOBILIZATION HOURS / METHOD</u>
	7.2 / SGI	7.2 / SGI
	.8 / PE	.8 / PE
Test	/TE	/TE
Test Review	<u>/TR</u>	<u>/TR</u>
Total Hours	8.0	8.0

**Prerequisite Lesson(s)**

LESSON NUMBER	LESSON TITLE
<u>NA</u>	<u>NA</u>

**Clearance and Access**

Unclassified

**References**

---

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Para No.</u>	<u>Additional Information</u>
AR 600-20	Army Command Policy & Procedures	Mar 88	Chap 6	
AR 670-1	Wear and Appearance of Army Uniforms and Insignia	Sep 92		
AR 600-26	Department of the Army Affirmative Action Plan	May 90	All	
AR 690-600	EEO Discrimination		All	
DA PAM 350-20	Unit EO Training Guide	Jun 94	All	
TC-26-4	Conflict Management	Dec 84	All	
TC 26-6	Commander's EO Handbook	Oct 94	All	
DA Pam 600-75	Accommodating Religious Practices	Sep 93	All	
DOD 1350.2	Processing Religious Accommodation	Aug 95	All	
MCM 1984	Manual for Courts Martial	1984	All	

---

**Student Study Assignments**

No student study assignments are required.

---

**Instructor Requirements**

One instructor, familiar with and knowledgeable of current Army Equal Opportunity Program

---

**Additional Personnel Requirements**

None. The Installation Equal Opportunity Advisor (EOA) should be available for consultation prior to class.

---

**Equipment Required for Instruction**

Overhead Projector, Screen, Whiteboard

---

**Materials Required**

Students: Student Handouts  
Instructor: Equal Opportunity TSP; Transparencies; Student Handouts, Practice Exercises

---

**Classroom,**

**Training Area,  
and Range  
Requirements**

Classroom that will accommodate 30 students.

---

**Ammunition  
Requirements:**

None

---

**Instructional  
Guidance**

The instructor must have knowledge of current equal opportunity issues in both the military and the private sectors to ensure the success of this lesson. Recommend coordination with locally assigned Equal Opportunity Advisor (EOA) to discuss current EO and Sexual Harassment issues and trends. Instructor is required to provide students with copies of student handouts and practice exercises.

**NOTE:** The Department of the Army has produced a video on the subject of sexual harassment. The title of the video is, "Prevention of sexual Harassment, Level I." The PIN Number is: 710876 and the ICN Number is: TVT-20-1096. If time is available, the video should be shown to students during this course, preferably in conjunction with this block on instruction. If time is not available, portions of the video can be used as situational vignettes and should be discussed as a means of enhancing the information provided on the subject in this TSP.

---

**Proponent  
Lesson  
Plan  
Approvals**

NAME	RANK	POSITION	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

---

**SECTION II.**

---

**INTRODUCTION**

---

Method of instruction: Conference

Instructor to student ratio: 1:30

Time of instruction: .1 Hours

Media used:

---

**Motivator**

The Army is probably the largest and most diverse organization in the country with an ethnic and racial makeup most reflective of American society. For many of you, the Army is probably your first opportunity to meet and communicate with people who are "different" from yourself. You each bring a set of values and attitudes that have been cultivated over many years. Additionally, these values and attitudes are still being shaped and refined with each new experience. Many of you have strong memories about recent events in your lives: high school or college graduation; leaving family and friends back home; and your first day at basic training may have left you with memories that will not soon be forgotten. These events and ones yet to come serve to shape your values and attitudes for the future. However, values and attitudes acquired before enlistment or commissioning do not automatically change just because someone puts on an Army uniform. Some values and attitudes, when coupled with a lack of awareness, or insensitivity about others who are different from ourselves can produce confrontations, anger, and even violence. It is imperative that all soldiers and civilian employees recognize and manage their differences so that they do not interfere with the Army's mission effectiveness or ability to fight and win on the battlefield. Your challenge as a member of the Army Team is to support the Army's Equal Opportunity/Equal Employment Opportunity goals and objectives fostering mutual respect and dignity for all soldiers and DA civilians through your personal and professional conduct.

---

**NOTE:** Inform students of the following terminal learning objective requirements.

**TERMINAL  
LEARNING  
OBJECTIVE**

<b>ACTION</b>	Identify the Individual's roles and obligations to support the Army's Equal Opportunity (EO), Equal Employment Opportunity (EEO), and Prevention of Sexual Harassment Programs.
<b>CONDITIONS</b>	In a classroom environment, related handouts, and an instructor.
<b>STANDARD</b>	In accordance with AR 600-20, AR 690-12, and DA PAM 350-20

**Safety  
Requirements**

None

**Risk Assessment  
Level**

Low

**Environmental  
Considerations**

None

**Evaluation**

None. Non-testable material.

**Instructional  
Lead-in**

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

After numerous reports, task force studies, and soldier surveys, the one issue that permeated all findings was the actual or perceived issue of discrimination. Soldiers' morale was at an all time low, and a significant failure of communication existed across racial lines. These issues seriously jeopardized mission

effectiveness and adversely undermined the Army's combat readiness.

The earliest attempt to institutionalize equal opportunity in the Army probably began with President Truman's executive order to desegregate the services in 1948. However, the 22 years that followed saw no significant, deliberate, well-conceived plan or program to check systemic discrimination and other forms of unequal treatment. Since 1970, the Army has been engaged in a long range program designed to ensure and improve combat readiness through an effective equal opportunity program.

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

Ultimately, what commanders and subordinate leaders do today will determine the Army's continued success for years to come. Today's commander has a better historical perspective on the potential price that is paid when issues of discrimination and unfair treatment are not swiftly addressed and dealt with.



**United States Army**  
**Soldier Support Institute**

**Equal Opportunity -  
Initial Entry Level**

**Appendix A**  
**Overhead Transparencies**

## APPENDIX A - OVERHEAD TRANSPARENCIES

---

Lesson Number/ Title	TSP Number 121-050-3050 Equal Opportunity - Initial Entry Level
-------------------------	---

---

Information	The following slides were prepared for conversion into overhead transparencies. They are numbered in the lower left hand corner to reference them to the lesson plans. A simulation of each slide is included in the TSPs for the instructors convenience.
-------------	--

---

Appendix A (Initial Entry Level)

**OVERHEAD TRANSPARENCIES**

<u>NUMBER</u>	<u>TITLE</u>
OH # 1-1	The Army's Equal Opportunity Policy
OH # 1-2	Equal Opportunity Program Concept
OH # 1-3	EO Program Components
OH # 1-4	Related EO Program Elements
OH # 1-5	Accommodating Religious Practices
OH # 1-6	Army's EO Program Summary
OH # 2-1	Concepts of EO/EEO Violations
OH # 2-2	Prejudice
OH # 2-3	Acting Out Prejudice
OH # 2-4	Racism
OH # 2-5	Sexism
OH # 2-6	Discrimination
OH # 2-7	Characteristics of Discrimination
OH # 2-8	Related Causes of Discriminatory Behaviors
OH # 2-9	EO and UCMJ
OH # 3-1	Definition of Sexual Harassment
OH # 3-2	"Quid Pro Quo"
OH # 3-3	Hostile Environment
OH # 3-4	Related Elements of Sexual Harassment
OH # 3-5	Sexual Harassment Behaviors
OH # 3-6	Sexual Harassment Checklist
OH # 3-7	Victim Impact
OH # 3-8	Techniques to Deal with Sexual Harassment
OH # 3-9	Administrative Actions
OH # 4-1	Informal Complaint Factors
OH # 4-2	Formal Complaint Factors
OH # 4-3	Alternative Agencies
OH # 4-4	Actions of Commander/Agency
OH # 4-5	Elements of an Inquiry/Investigation
OH # 4-6	Unsubstantiated/Substantiated Complaints
OH # 4-7	Appeals Process

NUMBER

TITLE

OH # 4-8	Reprisal
OH # 4-9	Forms of Reprisal
OH # 4-10	Protected Communication
OH # 4-11	Military Whistleblower Protection
OH # 4-12	Reporting Incidents of Reprisal
OH # 5-1	Concept of Culture
OH # 5-2	Attributes of Culture
OH # 5-3	Non-Attributes of Culture
OH # 5-4	Three Dimensions to Self-Concept
OH # 5-5	Affects of Socialization
OH # 5-6	The Perception Process
OH # 5-7	Perception Definition
OH # 5-8	Attributes to Perception
OH # 5-9	Perceptual Shortcuts
OH # 6-1	The Nature of Conflict
OH # 6-2	Negative Connotations
OH # 6-3	Levels of Conflict
OH # 6-4 (a & b)	Sources of Conflict (2 Slides)
OH # 6-5	Negative Factors of Conflict
OH # 6-6	Positive Factors of Conflict
OH # 6-7	Methods for Managing Conflict
OH # 7-1	Communication Barriers
OH # 7-2	Ingredients for Effective Communications
OH # 7-3	Cross-Cultural Misunderstandings
OH # 7-4	Frequent Complaints About Those Who Speak English as a Second language
OH # 7-5	Barriers to Cross-Cultural Communications
OH # 7-6	Signs and Gestures
OH # 7-7	Accents
OH # 7-8	Concepts of Valuing Differences
OH # 7-9	Methods for Controlling Prejudice and Stereotypes

# **THE ARMY'S EQUAL OPPORTUNITY POLICY**

- Equal treatment for soldiers, family members and civilian employees
- Provide an environment free from sexual harassment

## **APPLIES TO:**

- On and Off post
- Soldiers, civilian employees, and family members
- Working, living, and recreational environments

## **EQUAL OPPORTUNITY PROGRAM CONCEPT**

- FORMULATES, DIRECTS, AND SUSTAINS
- STRIVES TO ENSURE FAIR TREATMENT OF ALL SOLDIERS
- RESPONSIBILITY OF LEADERSHIP
- FUNCTION OF COMMAND

## **EO PROGRAM COMPONENTS**

- LEADER COMMITMENT
- SEQUENTIAL AND PROGRESSIVE TRAINING
- EFFECTIVE AND RESPONSIVE COMPLAINT PROCESS
- AFFIRMATIVE ACTIONS PLAN
- FEEDBACK MECHANISMS
- EQUAL OPPORTUNITY ADVISORS (EOAs)

## **RELATED EO PROGRAM ELEMENTS**

- MILITARY DISCIPLINE AND CONDUCT
- APPROPRIATE BEHAVIOR
- EXTREMIST ORGANIZATIONS
- ARMY LANGUAGE POLICY

# **ACCOMMODATING RELIGIOUS PRACTICES**

- WORSHIP
- DIETARY PRACTICES
- MEDICAL PRACTICES
- RELIGIOUS DRESS AND APPEARANCE
- REQUESTS ARE APPROVED/DENIED BY COMMANDERS

# **ARMY EO PROGRAM SUMMARY**

- POLICY
- CONCEPT
- PROGRAM COMPONENT
- RELATED ELEMENTS
- TERMS AND DEFINITIONS

# **CONCEPTS OF EO/EEO VIOLATIONS**

- PREJUDICE
- RACISM
- SEXISM
- DISCRIMINATION

# **PREJUDICE**

Prejudice is defined as a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations

## **THREE COMPONENTS OF PREJUDICE**

- Thinking Component
- Emotional Component
- Acting Out Prejudice

## **ACTING OUT PREJUDICE**

- DISPARAGING TERMS
- AVOIDANCE
- DISCRIMINATION
- PHYSICAL ATTACKS
- EXTERMINATION OR GENOCIDE

# **RACISM**

Racism is defined as any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group

## **SEXISM**

SEXISM IS DEFINED AS AN ATTITUDE,  
BEHAVIOR, OR CONDITIONING THAT  
FOSTERS STEREOTYPES OF SOCIAL  
ROLES BASED ON SEX OR GENDER

# **DISCRIMINATION**

## **Webster's Dictionary:**

Discrimination is defined as the act or ability to discriminate or make a difference or clear distinction

## **EO/EEO Perspective Definition:**

Actions or practices carried out by members of dominant groups - or their representatives - which have a differential and harmful impact on members of subordinate groups

# **CHARACTERISTICS OF DISCRIMINATION**

- OVERT OR HIDDEN
- DIRECT OR INDIRECT
- INTENTIONAL OR UNINTENTIONAL

## **RELATED CAUSES OF DISCRIMINATORY BEHAVIORS**

- GROUP SIZE
- SOCIAL DISTANCE
- COMPETITION
- POWER THREAT

## **EQUAL OPPORTUNITY AND UCMJ**

- COUNSELING
- LETTERS OF REPRIMAND
- EVALUATION REPORTS
- PUNISHMENT UNDER UCMJ  
(12 Articles applicable to EO&SH offenses)

## **DEFINITION OF SEXUAL HARASSMENT**

A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when --

- a person's job, pay, or career placed at risk
- an employees employment or career placed in jeopardy
- it creates an intimidating, hostile, or offensive work environment
- it unreasonably interferes with an individual's performance

## QUID PRO QUO

LATIN MEANING “THIS FOR THAT”

- Conditions placed upon a person’s career or terms of employment in return for sexual favors
- Promises of career advancement, promotions, and other benefits, should the victims give-in to the sexual advances

## **HOSTILE ENVIRONMENT**

- OFFENSIVE
- UNWANTED
- UNSOLICITED COMMENTS AND/OR
- BEHAVIORS OF A SEXUAL NATURE

## **RELATED ELEMENTS OF SEXUAL HARASSMENT**

- IMPACT Vs INTENT
- REASONABLE PERSON STANDARD

# **SEXUAL HARASSMENT BEHAVIORS**

- VERBAL COMMENTS
- NONVERBAL GESTURES
- PRINTED MATERIALS
- PHYSICAL CONTACT

## **SEXUAL HARASSMENT CHECKLIST**

- IS THE BEHAVIOR SEXUAL IN NATURE?
- IS THE BEHAVIOR UNWELCOME?
- DOES THE BEHAVIOR CREATE A HOSTILE OR OFFENSIVE ENVIRONMENT?
- HAVE SEXUAL FAVORS BEEN DEMANDED, REQUESTED, OR SUGGESTED?

## VICTIM IMPACT

- INTERFERES WITH WORK PERFORMANCE
- CREATES A HOSTILE ENVIRONMENT
- STRESS
- FEAR AND ANXIETY
- QUID PRO QUO
- LESS PRODUCTIVE

# **TECHNIQUES TO DEAL WITH SEXUAL HARASSMENT**

- KEEP A DIARY OR DAILY JOURNAL
- TALK WITH LEADERS OR CO-WORKERS
- USE AN INTERMEDIARY SPOKESPERSON
- A LETTER OR MEMORANDUM
- CONFRONT THE HARASSER
- REPORT THE HARASSER TO CHAIN OF COMMAND

## **ADMINISTRATIVE ACTIONS**

- MANDATORY COUNSELING
- ADDITIONAL TRAINING
- DENIAL OF CERTAIN PRIVILEGES
- REHABILITATIVE TRANSFER
- LETTER OF ADMONISHMENT/REPRIMAND
- RELIEF FOR CAUSE
- ADVERSE PERFORMANCE EVALUATION
- BAR TO REENLISTMENT
- SEPARATION

## **INFORMAL COMPLAINT FACTORS**

- Not required to be in writing
- Resolution at lowest possible level
- No requirement for chain of command intervention
- May not involve the chain of command
- May use assistance of other unit members, EORs, or other officials
- Confidentiality possible (but not guaranteed)
- Not subject to timeline suspense
- Informal process has good chance for success
- Not reportable to higher headquarters
- Severity of complaint does not warrant formal complaint

## **FORMAL COMPLAINT FACTORS**

- Inability to resolve informally
- Uncomfortable with the informal process
- Issue may warrant an official investigation
- Official record kept of your complaint
- Complaint against chain of command
- Desire to use outside agency or higher echelon commander

## **ALTERNATIVE AGENCIES**

- A higher echelon commander
- Command Equal Opportunity Advisor (EOA)
- Chaplain (CH)
- Staff Judge Advocate (SJA)
- Provost Marshal (PM)
- Inspector General (IG)
- Community Homefinding Referral and Relocation Services Office
- Medical Agency Personnel

## **ACTIONS OF THE COMMANDER / AGENCY**

- Ensure information is complete
- Ensure individual is sworn
- Clarify basis of complaint
- Identify additional information
- Tell what happens next
- Acknowledge receipt
- Initiate Inquiry / Investigation  
(within 14 calendar days), or
- refer to appropriate agency / commander  
(within 3 calendar days)
- Provide written feedback

## **ELEMENTS OF INQUIRY / INVESTIGATION**

- Clarify nature of Complaint
- Interview as appropriate
- Gather information
- Consult advisors
- Assess information
- Render decision on findings

## **UNSUBSTANTIATED COMPLAINTS**

- Insufficient or no evidence to support allegations
- Evidence thoroughly dispute allegations

## **SUBSTANTIATED COMPLAINTS**

- Sufficient evidence to support basis of complaint
- Sufficient evidence to support all or part of allegations

## **APPEALS PROCESS**

(dissatisfied with outcome on investigation or actions taken)

- On separate paper within 7 calendar days
- Specify issues you disagree with
- Submit to immediate or next higher commander
- May request appointment with appeal authority
- Appeal authority has 14 calendar days to respond
- Final decision authority - first General Court Marshal Convening Authority in chain of command
- No further appeal available within EO Complaint system

## **REPRISAL**

Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.

## **FORMS OF REPRISAL**

- THREATENING
- INTIMIDATION
- HARASSMENT

## **PROTECTED COMMUNICATION**

- Violation of law or regulations
- Severe case of mismanagement
- Fraud or a gross waste of public funds
- An abuse of authority or position
- Substantial danger to public safety
- Cooperated with or otherwise assisted in an audit, inspection, or investigation

# **MILITARY WHISTLEBLOWER PROTECTION LAW**

## **PROHIBITS:**

- Restricting a military member from communicating with Members of Congress, DoD officials, or other law enforcement agencies
- Taking or threatening to take an unfavorable personnel action as reprisal for making or preparing a lawful communication, or withholding or threatening to withhold a favorable personnel action as reprisal for making or preparing a lawful communication.

# REPORTING INCIDENTS OF REPRISAL

## CHECKLIST:

- Made a protected disclosure ?
- Unfavorable action threatened or taken ?
- Others knew of disclosure ?
- Disclosure caused action taken ?
- Evidence that disclosure caused action\* ?

\* Not required in order to report

## **CONCEPT OF CULTURE**

**CULTURE**: Sharing of learned behaviors and perceptions of a group passed from one generation to the next.

**SUBCULTURE**: Group within a larger social group that shares culture characteristics which are distinguishable from others in the same social setting.

## **ATTRIBUTES OF CULTURE**

- LANGUAGE
- VALUES
- BELIEFS
- PATTERNS OF THINKING
- CUSTOMARY BEHAVIORS

## **NON-ATTRIBUTES OF CULTURE**

- RACE
- GENETICS
- ETHNICITY

## **THREE DIMENSIONS OF SELF-CONCEPT**

- HOW WE SEE OURSELVES
- HOW WE WISH TO BE
- HOW WE WISH OTHERS TO SEE US

# **AFFECTS OF SOCIALIZATION**

- VALUES
- BELIEFS
- ATTITUDE

## **THE PERCEPTION PROCESS**

- Feedback about ourselves and others
- Not always based on true picture of reality
- We behave as though our perceptions are real

## **PERCEPTION DEFINITION**

Procedures by which we try to gather and interpret information about the environment that surrounds us.

## **ATTRIBUTES TO PERCEPTION**

- Raw data, the information that we experienced
- Mental process, which is unseen but affected by things
- Our perception, sensing or interpretation of our experience

## **PERCEPTUAL SHORTCUTS**

- First Impressions
- Self-Fulfilling Prophecy
- Just Like Me
- Blaming the Victim

## **THE NATURE OF CONFLICT**

- Conflict is inevitable in any group that is together for any length of time
- Different people will have different viewpoints, ideas, and opinions
- Conflict occurs whenever there is no harmony within a person, or whenever there is disagreement or a dispute between individuals

## **NEGATIVE CONNOTATIONS**

(Associated with Conflict Situations)

- Getting angry is a waste of time
- They don't understand me...
- I'm afraid of consequences
- Confrontation is unprofessional
- They will only counter my argument...

## **LEVELS OF CONFLICT**

- Intrapersonal conflict
- Interpersonal conflict
- Intergroup conflict

## **SOURCES OF CONFLICT**

- Different values and beliefs
- Role pressure or clarification
- Perception differences
- Diverse goals or objectives
- Group status or identity
- Race, ethnicity, or gender differences

## **SOURCES OF CONFLICT (Cont'd)**

- Personality clash or conflict
- Competition for limited resources
- Disagreement on how things should be done
- Personal, self, or group interest
- Tension and stress
- Power and influence

## **NEGATIVE FACTORS OF CONFLICT**

- Diverts attention from important issues
- May damage morale
- May cause polarization
- Reinforces differences in values
- Produces regrettable behaviors

## **POSITIVE FACTORS OF CONFLICT**

- Stimulates interest
- Forum for discussions
- Increases cohesiveness
- Promotes change
- Provides means to work together

## **METHODS FOR MANAGING CONFLICT**

- Denial or Avoidance
- Suppression
- Power or Domination
- Third Party Intervention
- Compromise or Negotiation
- Integration or Collaboration

# **COMMUNICATION BARRIERS**

- Language Barriers
- Different Communication Styles

# **INGREDIENTS FOR EFFECTIVE COMMUNICATION**

- The information being transmitted
- Feeling and emotion at the appropriate level
- The nonverbal message
- The request or implied expectation of a response

# **CROSS-CULTURAL MISUNDERSTANDINGS**

- Social courtesies
- Flow of information
- Assertiveness
- Honesty

## **FREQUENT COMPLAINTS ABOUT THOSE WHO SPEAK ENGLISH AS A SECOND LANGUAGE**

- They are impolite and don't show proper respect
- They won't admit when they don't understand something
- They don't know how to get along with others
- They stick together and speak their own language
- They won't be direct or ever get to the point
- They can't be trusted and won't inspire confidence

# **BARRIERS TO CROSS-CULTURAL COMMUNICATIONS**

- Signs, Symbols, and Gestures
- Accents
- Jive & Jargon
- Lack of trust

## **SIGNS AND GESTURES**

- Malcolm “X”
- Confederate Flag
- Handshakes
- Peace Sign
- Political Caricatures
- National Flags
- Clenched Fist

## ACCENTS

- Americans often react negatively when listening to people with strong foreign accents
- Indifferent when someone is struggling with the English language
- Can lead to other assumptions and biases

## **CONCEPT OF VALUING DIFFERENCES**

- Encouragement to discuss cultural and gender differences
- Integrating cultural differences
- Learn not to see differences as negative or undesirable characteristics

## **METHODS FOR CONTROLLING PREJUDICE AND STEREOTYPES**

- Accept ownership
- Behavior affected by your prejudice
- Examine own behavior
- Ask others
- Don't tolerate



**United States Army  
Soldier Support  
Institute**

**Equal Opportunity -  
Initial Entry Level**

**Appendix B  
Practice Exercises  
and Solutions**

## APPENDIX B - PRACTICE EXERCISE

---

Lesson Number/ Title	TSP Number 121-050-3050 Equal Opportunity - Initial Entry Level
-------------------------	---

---

Information            The two Practice Exercises are designed to provide students with the opportunity to demonstrate the principles learned in this block of instruction. It also gives the instructor the chance to reinforce areas which they observe the students and evaluate their understanding of the subject matter.

The instructor may divide the class into groups who work independently and reach conclusion/solutions, or the practice exercises may be handed out and discussed as a single group. This is left to the instructor to determine the best way to conduct, based on class size, time restraints, etc.

---

Appendix B

(Initial Entry Level)

**PRACTICAL EXERCISES**

NUMBER

TITLE

PE #1 IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE THE ARMY'S  
EO/EEO POLICIES/CONCEPTS

PE #2 IDENTIFY BEHAVIORS THAT CONSTITUTE ACTS OR SITUATIONS  
OF SEXUAL HARASSMENT

## PRACTICAL EXERCISE # 1

### IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE THE ARMY'S EO/EEO POLICIES/CONCEPTS

This PE will provide you with practical experience in identifying behaviors and actions that violate the Army's EO/EEO policies and/or concepts.

DIRECTIONS: Match the corresponding letter of the following terms with the appropriate scenario statement.

- A. Prejudice
- B. Racism
- C. Sexism
- D. Discrimination
- E. No Violation

1. \_\_\_\_\_ A white soldier who joins the local chapter of the Ku Klux Klan.
2. \_\_\_\_\_ An Asian soldier who declines to socialize with other soldiers in her unit.
3. \_\_\_\_\_ A platoon Sergeant who recommends his female soldiers for promotion when he thinks they are ready.
4. \_\_\_\_\_ A group of male soldiers openly comparing "notes" about females in their unit and rating them on their appearance and physical attributes .
5. \_\_\_\_\_ A group of female soldiers bad-mouthing male soldiers in their unit.
6. \_\_\_\_\_ The enlisted club schedules "Ladies Night" every Wednesday on the club calendar.
7. \_\_\_\_\_ A Black soldier says he doesn't trust anyone who isn't Black.
8. \_\_\_\_\_ A Female Drill Sgt tells a male trainee that "Real men don't cry".
9. \_\_\_\_\_ A male soldier tells a female soldier that she should "quit and go home, this is a man's Army".
10. \_\_\_\_\_ A soldier constantly tells ethnic or racial jokes.

**ANSWER KEY**  
**PRACTICAL EXERCISE # 1**

Instructor Note: As students give their answers to each statement be sure to ask them for their reasoning or rationale for choosing that response. The exercise should help clarify students understanding of EO and EEO violations as well as generate further discussion about student perceptions on other EO issues.

Option: Record the number of responses for each statement on chart paper or on the chalkboard, then have students discuss their answers.

1. Answer B. Racism: Membership in the KKK is considered to be a statement in the belief and sometimes active reinforcement of white supremacy over non-whites. Although mere membership is not prohibited under current policy, active participation is grounds for sanctions to include separation from the service. DOD has a long standing policy of intolerance for any organization that professes or practices unlawful discrimination.
2. Answer E. No Violation: Often times when a soldier of an ethnic or cultural background that is different from his or her contemporaries declines to participate in social gatherings, especially when involving mix grouping of young men and women, there is a tendency to believe that the person is either anti-social or prejudice. Ensure students understand that soldiers from different cultures will have different cultural and religious beliefs that prohibit their participation in certain social events. Inform the students that if they have a question or concern about another soldier, they should ask and not reach for easy labels.
3. Answer E. No Violation: Be aware that some students may lock on to this statement as an act of sexist behavior without completely clarifying what they had read. Explain that a predisposition to believe that male supervision over females is detrimental or only results in an adverse impact on women is in and of itself sexist.
4. Answer C. This behavior not only is demeaning toward women, but demonstrates these male soldiers are acting out their sexists attitudes but equating a woman's value or worth to their own stereotypes of what a woman should look like.
5. Answer A. Prejudice: Remind students that in a previous learning activity on prejudice, one method used by individuals or groups in acting out prejudice behavior is

by "bad mouthing" or referring to others in degrading terms to describe members of different gender or racial groups.

6. Answer D. Discrimination: The term "Ladies Night" when used by entertainment establishments such as the enlisted or officer club normally implies that there are privileges (e.g., no cover charge, free admittance or reduce prices on drinks) extended towards one group, but denied to the other based on gender. If such privileges are allowed or extended throughout the Army, it serves as an institutionalized practice. However such practices within DOD are not characterized as unlawful. It must also be noted that there is an element of sexism in this scenario. The primary reason for most establishments - military or civilian - to offer a "ladies night" is to use the women to draw in more males. The purpose of this of course is to sell more products - usually alcohol. This opens up the question: is the establishment using women for profit?

7. Answer A. Prejudice: The soldier's disclosure that he doesn't trust anyone who isn't Black is also an inference that non-Blacks are not trustworthy

8. Answer C. Sexism: A clear example of a sexist remark and attitude.

9. Answer C. Sexism: Another example of a sexist remark and attitude.

10. Answer A. Prejudice

## PRACTICAL EXERCISE # 2

### IDENTIFY BEHAVIORS THAT CONSTITUTE ACTS OR SITUATIONS OF SEXUAL HARASSMENT

This PE will give you practical experience identifying behaviors and situations which constitute sexual harassment. Each situation is followed by a question and set of responses. Choose the most correct response based on the instruction you received in the lesson on identifying behaviors that constitute acts or situations of sexual harassment.

**NOTE:** Ensure each student has a copy of the sexual harassment practical exercise. Have students read situations 1 through 5. Inform students that they have five minutes to complete the exercise. Based on the information provided from the learning activity, select the best response for each situation. After time has expired, select individual students to share their response for each situation. Ensure students explain or provide the rationale for their selections.

**OPTION:** Have students break into groups of 3, 4, or 5, after completing the work sheets on their own. Each group is required to reach agreement on the correct response and select a spokes person to report after ten minutes of discussion.

#### SITUATION #1.

PVT John Hess is a very friendly, outgoing individual. He greets everyone in the unit with a big smile and, or a vigorous handshake. During interactions with unit personnel, he frequently touches other soldiers while talking to them by placing his hands on their arm or shoulder. No one in the unit has expressed objection to his behavior, and in fact many appreciate his openness and candor. Recently PVT Jane Reed, a new soldier, was greeted by PVT Hess. She felt so uncomfortable by the encounter that she filed a complaint of sexual harassment with the commander.

**QUESTION:** Did PVT Hess's action or behavior constitute an act of sexual harassment against PVT Reed?

- a. Yes, because he did not have permission or a right to physically touch PVT Reed without her approval and his actions made her feel uncomfortable.
- b. Yes, because soldiers are prohibited from touching one-another.
- c. No, because his behavior is not of a sexual nature.
- d. No, because he touches males in the same manner.

## **SITUATION #2.**

Every morning at PT SPC David Jones goes out of his way to pair off with PFC Sally Fields for sit-ups. While holding her ankles SPC Jones makes small talk about how good PFC Fields looks in her PT uniform and how muscular her legs feel in his hands. He also tells her that if he wasn't already married, he would ask her out in a heart beat. Although PFC Fields is not bothered by these comments she tells him to keep his mind on PT. She feels that they are inappropriate especially since he is married and wants him to stop.

QUESTION: Is this a situation of sexual harassment?

- a. No, because PFC Fields is not bothered by SPC Jones' comments or extra attention.
- b. No, because SPC Jones has not made any sexual comments.
- c. Yes, because he singles her out and makes unwanted, unwelcome innuendos about her physical appearance.
- d. Yes, because his comments are inappropriate for a married man.

## **SITUATION #3.**

Whenever PVT Terry Wright and PVT Shirley Williams go to the base exchange they avoid going by the Enlisted Club because male soldiers hanging around in the parking lot always make barking sounds and grunt when they walk by. They know who these soldiers are but feel they can't do anything because it doesn't happen during duty hours and it's not in their unit's area.

QUESTION: Are PVT Wright and PVT Williams correct in their assumptions?

- a. Yes, because sexual harassment can only occur in the work or duty area.
- b. Yes, because the soldiers actions do not constitute a definable sexual Harassment situation or violation.
- c. Yes, because the Army's EO policy does not apply during soldier's off duty time.
- d. No, because the male soldiers' behavior is a verbal form of sexual harassment and creates a hostile environment.

#### **SITUATION #4.**

PVT Frank Martinez and PFC Robert Steel are always sharing their romantic exploits with the rest of the men in the barracks. They know that after a long week end they will have a ready audience to listen to their conquests. Sometimes their stories can be pretty graphic, with a few sexual jokes thrown in for good measure. Some of the men, especially those with strong religious convictions and beliefs feel uncomfortable during these sessions but don't complain because they don't want to be perceived as non-members of the group.

QUESTION: Are these men being sexually harassed?

- a. No, because they have not told anyone that they don't liked the stories.
- b. No, because PVT Martinez and PFC Steel have not targeted the men for harassment.
- c. Yes, because their behavior creates a hostile environment.
- d. No, because everyone is participating in the story sessions.

#### **SITUATION #5.**

PVT Jeffery Thompson is a poor reader and is having difficulty in comprehending many of the concepts in his IET Soldier's Handbook. One day, after formation, he approached his Drill Instructor, SGT Patricia Hill, for help. She informs him that she would be glad to help, but that she only conducts extra training on week days, after 2100

, in her quarters. She made it clear to PVT Thompson that special attention did not come cheap, for this favor, she expected him to perform on demand. Taking the hint, PVT Thompson agreed assuming that he would now have the best of two worlds because he was getting help with an extra bonus on the side.

QUESTION: Did SGT Hill commit an act of sexual harassment?

- a. No, because the agreement was made between two consenting adults.
- b. No, because PVT Thompson willingly agreed to the arrangement.
- c. Yes, because SGT Hill was senior and was taking advantage of PVT Thompson's reading disability.
- d. Yes, because SGT Hill had engaged in a "Quid Pro Quo" form of sexual harassment.

## ANSWER KEY

### PRACTICAL EXERCISE # 2

1. Answer A. Everyone is entitled to not be touched without their permission. PVT Hess's behavior was out of line and crossed the boundary of proper behavior. It is not the responsibility of PVT Reed to guess what his intentions were - it is up to PVT Hess to behave in a manner that is acceptable. He very well could be found guilty of committing sexual harassment.
2. Answer C
3. Answer D. The Army's policy on Sexual Harassment protects soldiers regardless of the hour of day or the location. It applies on-duty as well as off duty. It applies in the workplace, at recreational facilities, on or off post. The actions in this situation are inappropriate and the soldiers are guilty of sexual harassment against PVT Wright and PVT Williams.
4. Answer C
5. Answer D. The correct answer for this situation is D because SGT Hill is engaging in Quid Pro Quo. She is agreeing to help a soldier in exchange for his favors. It is her duty to help the soldier without compromising their professional relationship. It is possible that some students felt answer C was also correct. It is important to point out the answer C would fall into an area commonly known as "improper senior-subordinate relationships." The regulatory guidance for this is found in AR 600-20, Chapter 4, paragraph 4-15.



**United States Army**  
**Soldier Support**  
**Institute**

**Army's Equal -**  
**Initial Entry Level**

**Appendix C**  
**Student Handouts**

## APPENDIX C - STUDENT HANDOUTS

---

Lesson Number/ Title	TSP Number 121-050-3050 Equal Opportunity - Initial Entry Level
-------------------------	---

---

Information	The Student Handout Package should be given to each student. Ideally, the packet should be given to students a couple of days prior to the class and they should have read it before class. This will enable them to have a better understanding of the material. In addition, it will have given them the opportunity to develop specific questions to ask during the class.
-------------	---

---

Appendix C  
(Initial Entry Level)

**HANDOUTS**

<u>NUMBER</u>	<u>TITLE</u>
HO # 1	- Army Policy Memorandum on EO
HO # 2	- DoD Human Goals Charter
HO # 3	- Glossary of Acronyms, Abbreviations, and Terms
HO # 4	- EO Violations Subject to UCMJ Actions
HO # 5	- Alternative Agencies
HO # 6	- Sexual Harassment Behaviors that Violate the UCMJ
HO # 7	- Army Definition and Policy on Sexual Harassment
HO # 8	- DA Form 7279-R (EO Complaint Form)
HO # 9	- Flow Chart of the EO Complaint Process
HO # 10-	- New Army Policy on Extremism

## **Army Policy Memorandum on Equal Opportunity**

“America’s Army serves as the nation’s leader in equal opportunity. This success comes from total commitment to the ideals upon which our country was founded. We must continue our strong leadership in this area to ensure equal opportunity for all. To accomplish this, we, the Army’s senior leadership, reaffirm our commitment to these principles and will work to ensure the equal opportunity and freedom from sexual harassment are standard in America’s Army.

People are the cornerstone of readiness. Sophisticated weapons systems and modern technology are of little value without a dedicated, trained team of professional soldiers and civilians. They must know they will be treated fairly, and with dignity and respect in all aspects of performing the mission. They have a right to expect from their leadership an environment in which their efforts can be fully directed toward mission accomplishment and not detracted by unequal treatment. Leaders are expected to enforce Army standards.

We are justifiably proud of the many accomplishments the Army has made in the field of human rights; however, much remains to be done. Leaders at all levels must continue to ensure the environment in which our soldiers and civilians work and live is free from discriminatory practices. Each individual has a right to compete for advancement based upon abilities and merit, irrespective of race, color, religion, gender, or national origin. Army civilians are further protected against discrimination based on age and physical or mental disability. Leaders at all levels have an obligation to create and maintain an environment with zero tolerance for discrimination and harassment.

We must continue to demonstrate that America’s Army is the equal opportunity leader for the nation and the institution where men and women of diverse backgrounds can achieve their full potential in support of the Army’s mission.”

Signed by:  
Army Chief of Staff and the Secretary of the Army



# Department of Defense

# HUMAN GOALS



Our nation was founded on the principle that the individual has infinite and worth. The Department of Defense, which exists to keep the Nation secure at peace, must always be guided by this principle. In all that we do, we must respect for the serviceman, the servicewoman, the civilian employee, and family members, recognizing their individual needs, aspirations and capabilities.

The defense of the Nation requires a well-trained volunteer force, military and civilian, regular and reserve. To provide such a force, we must increase attractiveness of a career in the Department of Defense so that service members and civilian employees will feel the highest pride in themselves, their work, their organization, and their profession.

## THE ATTAINMENT OF THESE GOALS REQUIRES THAT WE

TO attract to the Department of Defense people with ability, dedication, and capability for growth;

TO provide opportunity for everyone, military and civilian, to rise to as high a level of responsibility as possible, dependent only on individual talent and diligence;

TO assure that equal opportunity and safety programs are an integral part of readiness;

TO make military and civilian service in the Department of Defense a model of equal opportunity for all regardless of race, color, sex, religion, or national origin;

TO provide equity in civilian employment for older persons and disabled individuals and to provide a safe environment that is accessible to and usable by them;

TO hold those who do business with or receive assistance from the Department to full compliance with its policies of equal opportunity and safety;

TO help each service member in leaving the service to readjust to civilian life;

TO provide a safe and healthful work environment, free from recognized occupational hazards, for all personnel;

and

TO contribute to the improvement of our society, including its disadvantaged members, by greater utilization of our human and physical resources while maintaining full effectiveness in the performance of our primary mission.

## HANDOUT # 3

### **Glossary of Acronyms, Abbreviations, and Terms**

AAP - Affirmative Action Plan

AG - Adjutant General

ART - Article

CH - Chaplain

DA - Department of the Army

DEOMI - Defense Equal Opportunity Management Institute

DLI - Defense Language Institute

DoD - Department of Defense

EEO - Equal Employment Opportunity

EO - Equal Opportunity

EOA - Equal Opportunity Adviser

EORC - Equal Opportunity Representative Course

EOR - Equal Opportunity Representative

GOQ - General Organizational Questionnaire

HRO - Housing Referral Office

LRC - Learning Resource Center

MEOCS - Military Equal Opportunity Climate Survey

NCOER - Noncommissioned Officer Evaluation Report

OER - Officer Evaluation Report

PMO - Provost Marshal Officer

POSH - Prevention of Sexual Harassment

REDCAT - Racial and Ethnic Designation Categories

HO # 3

SH - sexual harassment

SJA - Staff Judge Advocate

TASC - Training Audiovisual Support Center  
TDAS - Training Diagnostic Assessment System

UCMJ - Uniform Code of Military Justice  
UCP - Unit Climate Profile

AFFIRMATIVE ACTION -- Methods used to achieve the objectives of the military equal opportunity program. Processes, activities, and systems designed to prevent, identify, and eliminate unlawful discriminatory treatment as it affects the recruitment, training, assignment, utilization, promotion, and retention of military personnel.

ANTI-SEMITISM -- Discrimination, prejudice, or hostility directed toward Jews which is often expressed in the curtailment of their religious, social, economic, or civil rights.

COMPLAINT -- An allegation of unlawful discrimination based on race, color, national origin, religion, or sex.

INFORMAL COMPLAINT -- Allegation of unlawful discrimination or sexual harassment, made either orally or in writing, that is not submitted as a formal complaint.

FORMAL COMPLAINT -- Allegation of unlawful discrimination or sexual harassment that is submitted in writing to the authority designated for receipt of such complaints.

CHAIN OF COMMAND -- The sequence of commanders in an organization who have direct authority and primary responsibility for accomplishing the assigned unit mission while caring for personnel and property in their charge.

COMPLAINANT -- A service member who submits allegations of unlawful discrimination based on color, national origin, race, religion, or sex that is not otherwise authorized by law or regulation.

DISCRIMINATION -- Making a difference in treatment on a basis other than individual merit.

HO # 3

EQUAL OPPORTUNITY -- The right of all persons to participate in, and benefit from, programs and activities for which they are qualified. These programs and activities shall be free from social, personal, or institutional barriers that prevent people from rising to

the highest level of responsibility possible. Persons shall be evaluated on individual merit, fitness, and capability, regardless of race, color, sex, national origin, or religion.

EQUAL OPPORTUNITY ADVISORS -- Officers and NCOs serving in full-time EO positions at brigade (or equivalent) level or higher. In addition to military EOAs, DA civilians may be officially assigned to military EO program duties in accordance with applicable position classification standards and guidelines.

EQUAL OPPORTUNITY REPRESENTATIVES -- NCOs at battalion level and below who assist commanders in carrying out the EO Program within their units. EORs, at a minimum, have received 80 hours of training.

ETHNIC GROUP -- A group which is socially distinguished or set apart by others and/or by itself mainly on the basis of cultural or nationality characteristics.

MAJORITY GROUP (MEMBER) -- Any group or member

MINORITY GROUP (MEMBER) -- Any group or member distinguished from the general population in terms of race, color, religion, gender, or national origin.

NATIONAL ORIGIN -- A person's or ancestor's place of origin. Also applies to a person who has the physical, cultural, or linguistic characteristics of a national group.

PROTECTED COMMUNICATION -- A lawful communication to a Member of Congress, Inspector General of any Service, members of any DOD audit, inspection investigation or law enforcement organization, or to any other person or organization (including any person or organization in the chain of command) designated pursuant to regulations or other established administrative procedures to receive such communications, to which a member of the Armed Forces makes a complaint or discloses information that he or she reasonably believes evidences a violation of law or regulation (including those covering unlawful discrimination and sexual harassment), mismanagement, a gross waste of public funds, an abuse of authority, or a substantial and specific danger to public health or safety.

HO # 3

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

RELIGION -- A personal set or institutional system of attitudes, moral, or ethical beliefs, and practices that are held with the strength of traditional religious views, characterized by ardor and faith, and generally evidenced through specific religious observances.

REPRISAL -- Taking or threatening to take an unlawful personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a individual for making or preparing a protected communication.

SEXUAL HARASSMENT -- A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or

Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or

Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive environment.

This definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim, but rather need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, that the work environment is hostile or abusive. Workplace is an expansive term for military members and may include on or off duty, 24 hours a day. Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

HANDOUT # 4

**EQUAL OPPORTUNITY VIOLATIONS SUBJECT TO UCMJ ACTIONS**

<b>OFFENSE</b>		<b>ARTICLE</b>
Making racial or sexual comments and/or gestures	Art 89 Art 91  Art 117 Art 134	Disrespect toward superior officer Insubordinate conduct towards WO or NCO Provoking speech or gestures Indecent language
Offering rewards for favors which constitute an EO violation	Art 134	Bribery and graft
Attempts or offers with unlawful force or violence to do bodily harm to another person because of race, color, religion, national origin, or gender	Art 128	Assault
Making unsolicited and unwelcome sexual contact	Art 134	Indecent assault
Threatening the career, job, or salary of another unless they "cooperate"	Art 127 Art 134	Extortion Communicating a threat
Engaging in or condoning an EO violation	Art 92 Art 133	Failure to Obey an order or regulation Conduct unbecoming an officer
Influencing or threatening the career, pay, or job of another person in exchange for sexual favors	Art 93	Cruelty and maltreatment
Making false statement	Art 107	False official statement

## HANDOUT # 5

### ALTERNATIVE AGENCIES

Although handling EO complaints through the chain of command is strongly encouraged, this is not the only channel for addressing EO grievances. Several agencies have specific command responsibilities that make them a viable asset in helping soldiers and family members resolve EO grievances. The following are brief descriptions of frequently used agencies:

Equal Opportunity Adviser (EOA): Is assigned to help commanders at brigade or higher levels to implement their EO program. The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment. In addition, the EOA has the expertise to make recommendations for corrective actions and sanctions against violators of EO policies.

Chaplain: Serves as advisor to the command on all religious matters and provides guidance on religious practices, family and marital counseling, and other secular or non-secular services. The chaplain is the main subject matter expert on addressing issues about religious discrimination or accommodation.

Provost Marshal (PM): Is primarily responsible for receiving and investigating violations of the UCMJ which are criminal in nature. The PM is responsible to the Commander for monitoring the treatment of soldiers and investigating complaints of discrimination or unfair treatment by off-post activities.

Staff Judge Advocate (SJA): Is responsible to the Commander on all legal matters. The SJA serves as an advisor in litigating criminal charges and prosecuting soldiers for criminal offenses; assesses trends in administering punishment and allegations of discrimination in administering military justice; may receive complaints about discrimination in legal proceedings or about administering judicial and nonjudicial punishment.

Community Homefinding Referral and Relocation Services Office (CHRRSO): Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post residents.

HO # 5

Inspector General (IG): Serves as advisor to the commander on all matters of command. The IG is responsible for monitoring and inspecting command functions which are essential to mission effectiveness and combat readiness. The IG's office is

the principal agency for receiving and investigating complaints about command environment and leadership.

Medical Agency Personnel: Medical agency personnel are assigned primarily at installation clinics and hospitals, but are also available at separate units, battalions, and brigades up to and including the Command Surgeon. These personnel advise and assists the commander on matters about conserving and replenishing the command's fighting strength, by prevention, curative, restorative care, and other medical related services. In the event of an incident of sexual assault or rape, medical agency personnel will be immediately contacted for procurement of criminal evidence and assistance in the treatment and counseling of the victim.

HO # 5

HANDOUT # 6

**SEXUAL HARASSMENT BEHAVIORS SUBJECT TO UCMJ ACTIONS**

OFFENSE		ARTICLE
Making sexual comments or gestures	Art 89 Art 91 Art 93 Art 117 Art 134	Disrespect to superior officer Insubordinate conduct toward WO or NCO Provoking speech or gestures Indecent language
Offering rewards for sexual favors	Art 134	Bribery and graft
Making unsolicited and unwelcome sexual contact with intent to satisfy lust or sexual desire	Art 134	Indecent assault
Threatening the career, job, or salary of others unless they "cooperate"	Art 127 Art 134	Extortion Communicating a threat
Engaging in or condoning sexual harassment behaviors	Art 92 Art 132	Failure to obey an order or regulation Conduct unbecoming an officer
Influencing or threatening the career, pay, or job of others in exchange for sexual favors	Art 93	Cruelty and maltreatment
Rape	Art 120	The law is sex-neutral and state of marriage does not matter. A husband can be punished for raping his wife.
Carnal Knowledge	Art 120	Sexual intercourse with a female under 16 years of age who is not his wife. Commonly referred to as "statutory rape"
Sodomy	Art 125	Unnatural sexual intercourse with another person of either gender or animal. Lack of force is not an element of this offense. Consent is not a defense
Cruelty and Maltreatment	Art 93	The victim was subject to the orders of the accused and that the accused was cruel toward, or oppressed, or maltreated the victim.

General Actions under Art 134	Art 134	Assault to commit rape or sodomy. Indecent assault or indecent acts of liberties with a child Indecent acts Indecent language Indecent exposure Fraternization Adultery Prostitution Pandering
Extortion	Art 127	Threatening another to obtain unlawfully anything of value - sometimes known as "blackmail"

HO # 6

## HANDOUT # 7

### **DEFINITION OF SEXUAL HARASSMENT**

Sexual harassment is defined in AR 600-20 as a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- a. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or
- b. Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive environment.

The definition emphasizes that workplace conduct, to be actionable as "abusive work environment" harassment, need not result in concrete psychological harm to the victim. The conduct need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, that the work environment is hostile or abusive. Workplace is an expansive term for military members and may include on or off duty, 24 hours a day.

Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who make deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

### **ARMY POLICY ON SEXUAL HARASSMENT**

The policy of the United States Army is that sexual harassment is unacceptable conduct and will not be tolerated.

The Army is totally committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. The vision of America's Army as an effective force, trained and ready to fight and win, demands

HO # 7

reaffirmation of a commitment to a work and duty environment free of sexual harassment for all personnel, whether civilian or military, in the active and reserve components.

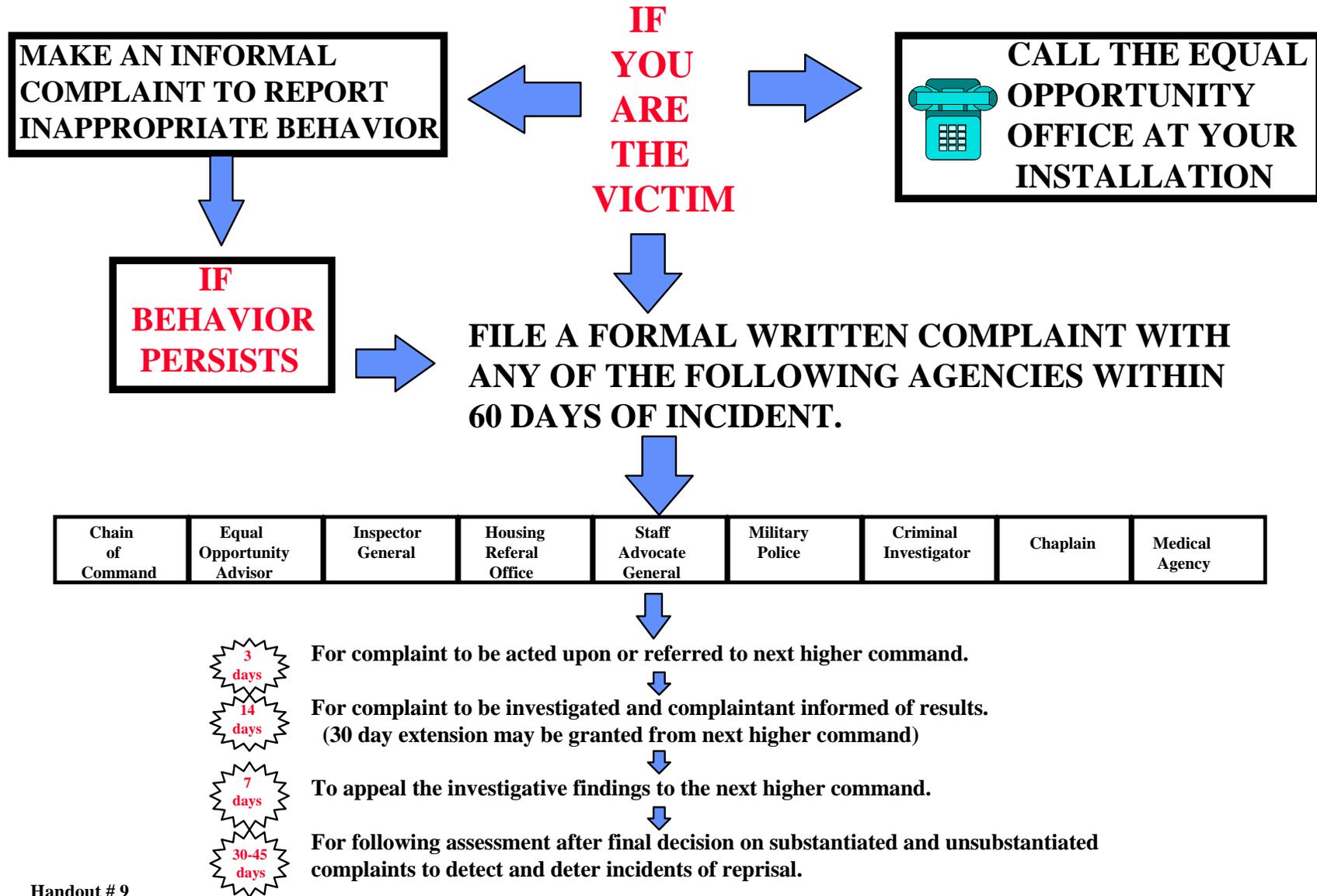
The Army is an organization of people, and its success is based on their ability to perform in an environment of mutual respect, dignity, and fair treatment. This demands zero tolerance of sexual harassment.

Sexual harassment is defined in law and regulation as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature which is made a term or condition of a person's job, is used as a basis for employment decisions affecting that person, creates a hostile or abusive environment or interferes with the performance of a soldier or civilian of America's Army.

Individuals who perceive they are being sexually harassed by supervisors, superiors, co-workers, or peer should make it clear that such behavior is offensive and report the harassment to an appropriate authority or office. It is the responsibility of every leader--military or civilian--to examine allegations of sexual harassment and take necessary action to ensure that these matters are addressed swiftly, fairly, and effectively.

We know that you will support the Army's continuing commitment to eradicating sexual harassment in the Army and exhibit the highest level of professional behavior and courtesy that the nation expects.

# THE ARMY EQUAL OPPORTUNITY COMPLAINT PROCESS



#### **4-12. Extremist organizations and activities**

Participation in extremist organizations or activities is inconsistent with the responsibilities of military service. It is the policy of the U.S. Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, sex, or national origin. Enforcement of the Army's equal opportunity policy is a responsibility of command, is vitally important to unit cohesion and morale, and is essential to the Army's ability to accomplish its mission. It is also a commander's responsibility to maintain good order and discipline in the unit. Every commander has the inherent authority to take appropriate actions to accomplish this goal. This paragraph identifies prohibited actions by soldiers involving extremist organizations or activities, discusses the authority of a commander to establish other prohibitions, and establishes that violation of the prohibitions contained in this paragraph or those established by a commander may result in prosecution under various provisions of the Uniform Code of Military Justice.

a. Definition of "extremism." Advocating the supremacy of one race over another; creating or engaging in illegal discrimination based on race, color, sex, religion, or national origin; advocating use of or using force or violence, or unlawful means or laws of the United States or of any State; advocating or seeking to overthrow the government of the United States or of any State by unlawful means.

b. Extremist organizations and activities. Military personnel must reject participation in organizations or activities that --

(1) Involve causes advocating supremacy of one racial, religious, gender, or ethnic group over another;

(2) Create or engage in illegal discrimination based on race, color, sex, religion, or national origin;

(3) Use or propose the use of force or violence, or other unlawful means to deprive individuals or rights arising from the laws or Constitution of the Federal Government or any State; or

(4) Seek to overthrow the Government of the United States, any State, or subdivision thereof by violence or other unlawful means.

c. Prohibited participation. Soldiers are prohibited from participating in the following actions in support of extremist organizations or activities --

(1) Participating in a public demonstration or rally;

#### **HO # 10**

(2) Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause while on duty, when in uniform, when in a foreign

country (whether on or off duty or in uniform), or in violation of off-limits sanctions or a commander's order;

(3) Fund-raising;

(4) Recruiting or training members, particularly other soldiers, to join;

(5) Creating, organizing, or taking a visible leadership role in such an organization or activity; or

(6) Distributing literature on or off military installation the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears that the literature presents a clear danger to the loyalty, discipline, or morale of military personnel.

Soldiers are subject to prosecution under Uniform Code of Military Justice for violation of these prohibitions. Commanders also have the authority to use the full range of adverse administrative actions to deal with a soldier's violation of these prohibitions.

d. Commanders also have the authority to prohibit military personnel from engaging in or participating in any other activities that 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 (see AR 190-24), 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 of military personnel or a military installation. Commanders should coordinate any such actions with their servicing legal advisor.

e. Commander's options for dealing with a soldier's violation of the prohibitions.

(1) UCMJ action. Possible violations include--

(a) Article 92--Violation of or failure to obey a lawful order or regulation (for example, participating in demonstrations, distribution of literature without approval, or unlawful discrimination).

(b) Article 116--Riot or breach of peace.

(c) Article 117--Provoking speeches or gestures.

**HO # 10**

(d) Article 134--General article, specifically conduct which is prejudicial to good order and discipline or service discrediting.

(2) Involuntary separation for unsatisfactory performance or misconduct, or for conduct deemed prejudicial to good order and discipline or morale.

(3) Reclassification actions or bar to reenlistment actions, as appropriate.

(4) Other administrative or disciplinary actions deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

The commander should seek the advice and counsel of the serving legal advisor to determine the appropriate action to be taken.

f. Even when a soldier's participation in extremist organizations or activities does not violate the prohibitions in paragraph 4-12b or affect good order and discipline or morale, commanders should educate soldiers, putting them on notice of the potential adverse effects that continued participation may have on their military service. This should include:

(1) Educating soldiers regarding the Army's equal opportunity policy. Commanders should advise soldiers that extremist organizations' goals are inconsistent with Army goals, beliefs, and values concerning equal opportunity.

(2) Advising soldiers that any participation in extremist organizations or activities:

(a) May be taken into consideration when evaluating their overall duty performance, to include appropriate remarks on evaluation reports.

(b) May be taken into consideration when selections for positions of leadership and responsibility are made.

(c) May result in removal of security clearance, when appropriate.

(d) May result in reclassification actions or bar to reenlistment actions, as appropriate.

g. Installation commanders also may deny requests for the use of on-post facilities by organizations which engage in discriminatory practices or for activities involving such practices (see para 6-7).

(NOTE: This policy is a draft. The final policy has yet to be approved as of the time this TSP was completed. Final policy may vary to some degree.)

**HO # 10**

---

**SECTION III PRESENTATION****A. Enabling Learning Objective (ELO) A: DEFINE THE ARMY'S EO/EEO PROGRAM AND POLICIES**

ACTION	Define the Army's EO and EEO program and policies
CONDITIONS	In Classroom environment, given student guide and related handouts
STANDARDS	In accordance with AR 600-20, AR 690-12 and AR 690-600

---

**1. Learning Activity 1 (ELO A): Identify the Army's EO/EEO Policies and Procedures**

Method of instruction: Conference

Instructor to student ratio: 1:30

Time of instruction: .2 Hours

Media: Overhead Transparencies OH # 1-1 thru OH # 1-3

<b>NOTE:</b> Use local commander's EO policy statement or excerpts from the Army Chief of Staff and Secretary of the Army's EO Policy Statement.
--

**a. POLICY STATEMENT**

The Army's position on Equal Opportunity is best articulated in the "ARMY POLICY STATEMENT ON EQUAL OPPORTUNITY" signed by the Army Chief of Staff and the Secretary of the Army:

"America's Army serves as the nation's leader in equal opportunity. This success comes from total commitment to the ideals upon which our country was founded. We must continue our strong leadership in this area to ensure equal opportunity for all. To accomplish this, we, the Army's senior leadership, reaffirm our commitment to these principles and will work to ensure that equal opportunity and freedom from sexual harassment are standard in America's Army.

People are the cornerstone of readiness. Sophisticated weapon systems and modern technology are of little value without a dedicated, trained team of professional soldiers and civilians. They must know they will be treated fairly, and with dignity and respect in all aspects of performing the mission. They have a right to expect from their leadership an environment in which their efforts can be fully directed toward mission accomplishment and not detracted by unequal treatment. Leaders are expected to enforce Army standards.

We are justifiably proud of the many accomplishments the Army has made in the field of human rights; however, much remains to be done. Leaders at all levels must continue to ensure the environment in which our soldiers and civilians work and live is free of discriminatory practices. Each individual has a right to compete for advancement based upon abilities and merit, irrespective of race, color, religion, gender, or national origin. Army civilians are further protected against discrimination based on age and physical or mental disability. Leaders at all levels have an obligation to create and maintain an environment with zero tolerance for discrimination and harassment.

We must continue to demonstrate that America's Army is the equal opportunity leader for the nation and the institution where men and women of diverse backgrounds can achieve their full potential in support of the Army's mission."

#### **SHOW OH # 1-1**

##### **The Army's Equal Opportunity Policy**

- o Equal treatment for soldiers, family members, and civilian employees**
- o Provide an environment free from sexual harassment**

##### **Applies to:**

- o On and off post.**
- o Soldiers, civilian employees, and family members**
- o Working, living, and recreational environments**

**QUESTION:** How does the Army's EO Policy affect you as an individual soldier?

(A: You, your family members, and your military and civilian co-workers are protected under the EO Program. As a member of the military it is your duty to adhere to all the principles of the program)

**b. EQUAL OPPORTUNITY POLICY**

(1) The policy of the U.S. Army (contained in Chapter 6, AR 600-20, Army Command Policy) is to provide equal opportunity and treatment for soldiers, civilian employees, and their families without regard to race, color, religion, gender, or national origin and to provide an environment free of sexual harassment. Soldiers are not accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin. This policy has the following attributes:

(a) Applies both on and off post.

(b) Extends to soldiers, civilian employees, and family members.

(c) Applies to working, living, and recreational environments.

(2) The Army's EO Program contains the same prohibitions as it relates to employment practices, as well as certain prohibitions regarding discrimination because of physical disabilities under the Rehabilitation Act of 1973(P.L. 93-112, Title V) or age discrimination under Titles 29 & 42 of the U.S. Code.

**NOTE:** Instructors should inform students that a list of terms and definitions associated with Equal Opportunity is located at Handout number 3, Appendix C. Students should also be directed to read the DoD Human Right Goals Charter which is located at Handout number 2, Appendix C

## SHOW OH # 1-2

### Equal Opportunity Program Concept

- o Formulates, directs, and sustains
- o Strives to ensure fair treatment of all soldiers
- o Responsibility of leadership
- o Function of command

#### c. CONCEPT

The EO Program formulates, directs, and sustains a comprehensive effort to maximize human potential. It strives to ensure fair treatment of all soldiers based solely on merit, fitness, and capability, which supports readiness. If you are a leader you must acknowledge that EO is a responsibility of leadership and a function of command. This philosophy is based on fairness, justice, and equity. The program is designed to:

(1) Provide EO for you, your family members, and your civilian co-workers, both on and off post and within the laws of localities, states, and host nations.

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

## SHOW OH # 1-3

### EO Program Components

- o Leader Commitment
- o Sequential and Progressive Training
- o Effective and Responsive Complaint Process
- o Affirmative Actions Plans
- o Feedback Mechanisms
- o Equal Opportunity Advisors (EOAs)

#### d. PROGRAM COMPONENTS

(1) To have a successful EO program, a combination of elements must be in place. These elements include a strong commitment by leaders to support the program, sequential and progressive training

at all levels, an effective and responsive complaint system, affirmative action plans, feedback mechanisms and Equal Opportunity Advisors.

(2) **Leader Commitment.** As you begin your military experience, you should see your immediate supervisor (Squad Leader or Section Chief) and other members of the chain of command consistently demonstrate their support and commitment for the Army's EO Program. Your leaders are the individuals responsible for ensuring a clearly stated policy on equal opportunity and sexual harassment is known by all individuals. Leaders must also ensure the use of even handed enforcement for discrimination or sexual harassment violations. The commander's personal policy statement should be presented to you during your initial orientation and be available for review at a convenient location within your unit.

(4) **Sequential and Progressive Training.** Training is the primary method used to teach soldiers and civilians new skills and prevent inappropriate behavior. Through training and education, the Army seeks to influence and promote an environment that treats everyone with dignity and respect. Training is also the Army's method for improving communications and awareness which is vital to team building and unit cohesion. The Army wants to ensure that soldiers and DA civilians understand not only the consequences of their actions but also feel assured of command intervention to correct EO problems.

(5) **An Effective and Responsive Complaint Process.** A key component of the Army's EO Program is an effective and responsive complaint system. The Army has established a comprehensive complaint system for military personnel. The Army wants to ensure that every soldier has a readily available system for submitting their grievances without intimidation or threat of reprisal. You will receive additional instruction on the Army complaint procedures during this period of instruction.

(6) **Affirmative Action Plan.** Affirmative Action Plans (AAP) are planned, achievable steps that are designed to prevent, identify, and eliminate unlawful discriminatory treatment of soldiers. These plans also assist in monitoring the progress of meeting the goals of equal opportunity.

(7) **Feedback Mechanisms.** The Army has various methods of obtaining feedback on how well the EO program is working. These methods include tracking the number of complaints, sensing sessions with soldiers, EO surveys, and climate assessments. All of these provide feedback to the chain of command and other senior leaders on the effectiveness of the Army's EO programs and policies.

(8) **Equal Opportunity Advisors.** A key component of the Army's EO program is the Equal Opportunity Advisor (EOA). Every unit in the Army from brigade level to major commands are required to have an EOA. The EOA is the individual who receives special training in the area of equal opportunity. Their primary responsibility includes receiving and assisting in processing individual complaints of unlawful discrimination or sexual harassment; assisting commanders in assessing, planning, implementing, and evaluating EO action plans; understanding and articulating Army policy concerning equal opportunity.

-----  
-

**2.** Learning Activity 2 (ELO A): Identify Related EO Program Elements

Method of instruction: Conference  
Instructor to student ratio: 1:30  
Time of instruction: .3 Hours  
Media: Overhead Transparencies OH # 1-4 thru OH # 1-5

**a. RELATED ELEMENTS.**

(1) In addition to program components, there are a number of related elements that significantly expand the scope and meaning of EO in the Army.

**SHOW OH # 1-4**

### Related EO Program Elements

- o **Military Discipline and Conduct**
- o **Appropriate Behavior**
- o **Extremist Organizations**
- o **Army Language Policy**

**NOTE:** Paraphrase the following discussion points.

**QUESTION:** How do you as a soldier or leader define military discipline?

(2) **Military Discipline and Conduct.** Military discipline is the result of effective training, and it is affected by every facet of military life. You and your leaders are trained to understand that in order to maintain discipline and morale, you must uphold policies and regulations that establish certain standards of behavior both on the off duty. Military discipline is manifested in unit cohesion and bonding necessary for a spirit of teamwork, and in Army leadership by fairness, justice, and equity for all soldiers and DA Civilians regardless of race, ethnic origin, gender, or religion.

(3) **Appropriate Behavior.** When assessing whether a certain incident is an EO violation, or an act of sexual harassment, your leaders must decide whether the behavior was appropriate for each given situation. As members of the military service, we are subject to a different set of behavioral standards than our civilian counterparts. For example, within the civilian work environment the pursuit of romantic relationships may not receive the same level of scrutiny as it would for those in uniform. The assumption that is normally held is that what occurs between consenting adults is all right. However, when such attractions have the potential for problems or exist between soldiers of unequal rank and position, Army leaders must assess the propriety as it relates to senior-subordinate relationship and which can lead to incidents of sexual harassment.

(4) Throughout your military career, you will receive training on Army policy regarding senior-subordinate relationships, fraternization, standards of conduct, and the Army ethics. The appropriateness of your conduct as it relates to EO and sexual harassment will be measured by established standards.

(5) **Extremist Organizations.** Definition of “extremism”: Advocating the supremacy of one race over another; creating or engaging in illegal discrimination based on race, color, gender, religion, or national origin; advocating use of or using force or violence, or unlawful means or laws of the United States or of any state; advocating or seeking to overthrow the government of the United States or any state by unlawful means. Military personnel must reject participation in organizations or activities which advocate any of the activities detailed in Para 4-12 b. of Student Handout # 10. The commander has considerable authority to prohibit a soldier’s involvement or participation in extremist organizations.

**NOTE:** Refer student to the handout for specific details. The instructor should take the time necessary to review the handout with students. Discuss with them the Army’s increased efforts of combating soldiers’ involvement with extremist organizations. Cite some specific incidents which have occurred recently: murders of two civilians in Fayetteville, NC in December 1995, swastikas painted on barracks doors at Fort Bragg, NC, gang related incidents involving a soldier at Fort Stewart, GA, and any other such events. Instructors should consult with your installation EOAs for recent incidents, or specific facts of the examples cited above.

(6) **Army Language Policy.** English is the operational language of the Army. You are required to have a certain proficiency in English to enlist and must maintain or improve that proficiency to perform your military duties. You are required to speak English on duty when doing so is clearly necessary to perform military functions, to promote safety, or other bona fide reasons to accomplish the mission. However, you are not required to speak English for personal communications which are unrelated to the mission. (Ref: AR 600-20, Chap 4, para 4-13)

**SHOW OH # 1-5**

**Accommodating Religious Practices**

- o **Worship**
- o **Dietary Practices**
- o **Medical Practices**
- o **Religious Dress and Appearance**
- o **Requests are approved/denied by Commander**

**QUESTION:** How do you define religious freedom under the constitution?

(7) **Accommodating Religious Practices.** The Army also places a high value on the rights of soldiers to observe and practice their respective religions. Therefore, the Army's policy is to grant requests for accommodation of religious practices when they have no adverse impact on readiness. However, such accommodations cannot be guaranteed and must be considered on a case-by-case basis. Requests for religious accommodation apply to four general areas: worship, dietary practices, medical practices, and religious dress and appearance. Such requests are approved or denied by your unit commander. The challenge for your commander is to find ways to grant accommodation while maintaining a sense of balance and fairness without arousing perceptions of preferential treatment. (Ref: AR 600-20, Chap 5, para 5-6)

-----  
-

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

a. During this instruction on the Army Equal Opportunity Program, the following summarizes the information that has been discussed

**SHOW OH # 1-6**

**Army EO Program Summary**

- o **Policy**
- o **Concept**
- o **Program Component**
- o **Related Elements**
- o **Terms & Definitions**

b. Ask the students what the Army's policy on Equal Opportunity is. The answers should include at least some of the following: **Policy.** *To provide equal opportunity and treatment for soldiers, civilian employees, and their families without regard to race, color, religion, gender, or national origin and to provide an environment free of sexual harassment.*

c. Ask the students for their input on what some of the components of the EO Program include. The answers should include:

***EO Program Components***

- (1) *Strong Command Support and Leader Commitment*
- (2) *Clearly Stated Policy*
- (3) *Sequential and Progressive Training*
- (4) *An Effective and Responsive Complaint System*
- (5) *Frequent Climate Assessments*
- (6) *Evenhanded Enforcement of Sanctions*

d. Ask student for their input on some of the related elements of the EO Program are. The answers should include the following:

***Related EO Program Elements***

- (1) *Military Discipline and Conduct*
- (2) *Appropriate Behavior*
- (3) *Extremist Organizations*

*(4) Army Language Policy*

*(5) Accommodating Religious Practices*

**Closing:** During this period of instruction, we have learned that the history of EO in the Army dates back to President Truman. It's primary focus is to provide an environment that ensures fair treatment, mutual respect and dignity for all, unit cohesion, team building, mission accomplishment, and victory on the battlefield. During the next period of instruction, we will examine specific behaviors that enable us to promote the harmonious relationships necessary for the maintenance of an effective fighting force.

**B. ENABLING LEARNING OBJECTIVE (ELO) B:** Describe Behaviors that Violate the Army's EO/EEO Policies

ACTION	Describe behaviors that violate the Army's EO/EEO policies
CONDITIONS	In classroom environment, and related handouts
STANDARDS	In accordance with AR 600-20

**NOTE:** Paraphrase the following introduction to meet the target audience

**LEAD-IN:** Now that we have examined the ingredients that form the basis for our cultural conditioning and which combined with other personal attributes and perceptions to form our "self-concept", we need to define and examine the behaviors and actions which violate the Army's EO/EEO Policies.

**1.** Learning Activity 1 (ELO B): Examine the Concept of Prejudice

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .2 hours

Media: Overhead Transparencies 2-1 thru 2-3

**SHOW OH # 2-1**

<p><b>Concepts of EO/EEO Violations</b></p> <ul style="list-style-type: none"><li>o <b>Prejudice</b></li><li>o <b>Racism</b></li><li>o <b>Sexism</b></li><li>o <b>Discrimination</b></li></ul>
--

a. There are four basic concepts that define behavior or actions which violate the Army's EO/EEO policies. They are:

(1) Prejudice

(2) Racism

(3) Sexism

(4) Discrimination

**SHOW OH # 2-2**

**Prejudice:**

**Prejudice is defined as a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations**

**Three Components of Prejudice:**

- o Thinking Component
- o Emotional Component
- o Acting out Prejudice

**NOTE:** Use the following discussion points as appropriate.

b. **PREJUDICE.** Prejudice is a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. It is an unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason. It can also be any preconceived opinion or feeling which is favorable toward certain groups. Prejudice is a major component of personal racism or sexism which is an over generalization of facts and erroneous beliefs. Prejudice is first developed and manifested with two components: the attitude or thinking component and the emotional or feeling component. Attitudes of superiority and stereotypes are formed at the thinking level by people who believe they are better because of their race or gender. Emotions such as fear, hate, or anxiety caused by close association with other racial or ethnic groups are strong by-products of prejudice at an emotional or feeling level.

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

## SHOW OH # 2-3

### Acting out Prejudice

- o Disparaging Terms
- o Avoidance
- o Discrimination
- o Physical Attacks
- o Extermination or Genocide

**NOTE:** Each level of action represents an escalation of behaviors.

d. **ACTING OUT PREJUDICE.** The measures that individuals or groups will take to act out their prejudice translate into five basic levels of action:

(1) **Disparaging Terms.** People who are prejudiced might act out their feelings in a variety of ways. The first and most common form of prejudicial behavior is "bad mouthing" or using degrading terms to describe members of a different gender or racial group. This behavior can be shown in a number of ways such as using phrases ("Male, white, and 21), testimonials ("Some of my best friends are... "), and stereotype language ("We jewed him down"). Other behaviors involve the use of caricatures in exaggerated situations. Ethnic and sexist jokes are the most popular and continue to get a lot of attention in the entertainment media.

Another common behavior is the use of negative ethnic or gender characteristics as metaphors. Examples of this are: "Chinese fire drill", "Mexican showdown"., "Indian giver", or "Chinamans's chance".

(2) **Avoidance.** A second method of behaving is the use of avoidance. If the feelings and emotions associated with the prejudice are intense, they will lead a prejudiced person to avoid contact with the disliked group. The need to avoid a specific group can come at a high cost and personal inconvenience.

(3) **Discrimination.** A third method of acting out prejudicial behaviors is discrimination. Prejudiced people make personal distinctions in their treatment of a specific group. They often actively strive to exclude or deny opportunities or fair treatment to the disliked group that are offered to more favored groups. Sexual harassment is a form of gender discrimination that involves

unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct based on gender differences. This form of discrimination will be addressed in more detail in another period of instruction dealing specifically with sexual harassment.

**QUESTION:** Ask students to describe a time when they believed they were discriminated against? How did they know? How did they feel?

(4). **Physical Attacks.** A fourth type of behavior in acting out prejudice is to engage in physical attacks. Under conditions of heightened emotions, prejudice may lead to acts of direct or indirect violence. Direct violence is the actual assault on a person or group, while indirect violence is focused more at the property or institutions of the disliked group. Examples are derogatory words written on buildings, swastikas on Jewish synagogue, etc.

**QUESTION:** Ask students if they can describe examples in recent or past history of extermination or genocide.

(5) **Extermination or Genocide.** The final and most extreme form of prejudicial behavior is extermination or genocide. This is the ultimate degree of violent expression because of prejudice. Acts such as lynching, massacres, holocaust, and ethnic cleansing are some of the methods used, from a historic perspective, that define types of group extermination based on prejudice. Examples of recent events involving extermination or genocide include the Jews of Europe in the 1930s and 1940s, the massacres in Rwanda and the mass killings among the Muslims, Croats and Serbs in Bosnia-Herzegovina during the 1990s. Extermination and genocide are not issues of the past we only read about in history books - they are a reality we are confronted with today.

---

2.

Learning Activity 2 (ELO B): Define Racism, Sexism, and Discrimination

Type of instruction: Conference

Instructor to student ratio is: 1:30

Type of instruction: .3 hours

Media: Overhead Transparencies: OH # 2-4 thru OH # 2-8

**QUESTION:** What is racism?

**SHOW OH # 2-4**

### Racism

**Racism is defined as any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group**

a. **RACISM.** Racism is defined as any attitude or action by an individual, group or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group. During the history of America, this has been true of Blacks, Hispanics, Native Americans, Asians, and other minority groups. Just being aware of a soldier's race or color, even for decisions about behaviors or other perceptual qualities, is not in and of itself racist. Racism occurs when the reaction to such distinctions is to dominate or subordinate an individual or group.

b. Personal or individual racism refers to a person's prejudicial belief and discriminatory behavior against certain groups because of their race or skin color. Personal or individual racism is motivated by a belief or assumption of superiority or inferiority based on skin color or some other physical trait associated with race. Generally, minorities, who lack power and institutional support, cannot practice racism. They can, however, act out racist behaviors.

c. Institutional racism refers to the policies of schools, businesses, law enforcement agencies, and other community and governmental activities that restrict or deny the opportunities of certain groups because of race or skin color. Unlike personal racism, institutional racism does not have to be a deliberate or intentional practice. The mere fact that certain groups are victims of unequal treatment due to

their race or skin color is sufficient to classify an institution as practicing a form of racism.

**QUESTION:** Can a person be prejudiced and not be a racist? (Yes, because racism is based solely on race or skin color.)

**QUESTION:** What is sexism?

**SHOW OH # 2-5**

**Sexism**

**Sexism is defined as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender**

d. **SEXISM.** Sexism has many similarities to racism. However, it is based on an attitude of superiority or inferiority because of gender differences. Sexism is defined as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender. Another aspect of sexism is the individual or group belief that the differences between genders allow members of one gender rights and privileges that are not extended to the other gender. A person of either gender can be sexist. However, the greatest number of complaints about sexist behaviors come from women. One of the reasons that sexism is so prevalent within American society is the cultural or socialization process. This may also explain why sexual harassment, a by-product of sexism, is so prevalent in our society and so difficult to eliminate. As with racism, it is difficult for women, who lack power and institutional support, to practice sexism. Women, however, just as men, can demonstrate sexist or pro-sexist behaviors.

**SHOW OH # 2-6**

**Discrimination**

**Webster's Dictionary:**

**Discrimination is defined as the act or ability to discriminate or make a difference or clear distinction**

**EO/EEO Perspective Definition:**

**Actions or practices carried out by members of dominant groups - or their representatives - which have a differential and harmful impact on members of subordinate groups**

e. **DISCRIMINATION.** The dictionary defines discrimination as the act or ability to discriminate or make a difference or clear distinction. Within the context of the Army's EO/EEO programs there are actions which are defined as legal and illegal forms of discrimination based on constitutional or public law. Within a cultural or social setting, discrimination has a very different connotation. From this perspective it does not matter whether the discrimination is legal or illegal, its "end results" is a differential or harmful impact on minority groups that is applied or practiced by members of a dominant group or the society at large. Traditionally there are three basic characteristics of discrimination.

**NOTE:** Students may raise issues about the concept or the actual practices of "Reverse Discrimination." The concept is one which declares that actions or practices that discriminated against minorities and women have now been "reversed" against white males. Explain that Army EO/EEO policies are not designed to discriminate or show favoritism or preferential treatment to any one group.

**SHOW OH # 2-7**

**Characteristics of Discrimination**

- o **Overt or Hidden**
- o **Direct or Indirect**
- o **Intentional or Unintentional**

**NOTE:** The following are samples that can be used to explain each characteristic as appropriate:

**Overt:** Sign on the door of a male only club that says no men or women allowed.

**Hidden:** Banks or other financial institutions which red-line certain areas for personnel or business loans.

**Direct:** Acts of sexual harassment targeted at men and women in the work place.

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

**Intentional:** Using discriminatory/ethnic or racial slurs.

**Unintentional:** Designing and manufacturing weapons to be fired or operated from the right side.

f. It is also important for you to understand the relationship between power and discrimination. Before an individual or group can discriminate effectively against another individual or group they must have the power to dominate and maintain dominance.

**SHOW OH# 2-8**

**Related Causes of Discriminatory Behaviors**

- o **Group Size**
- o **Social Distance**
- o **Competition**
- o **Power Threat**

**NOTE:** Use the following discussion point as appropriate.

g. **RELATED CAUSES OF DISCRIMINATORY BEHAVIORS.** The following are considered four of the most common related causes of discriminatory behaviors:

(1) **Group Size.** One of the simplest and most basic explanation for discrimination is the fear or anxiety by dominant group members of being overwhelmed by sheer numbers of the subordinate group.

(2) **Social Distance.** This is the practice or policies by the dominant group to attempt to maintain social distance through written laws (segregation) or unwritten laws in customs or intergroup relationships.

(3) **Competition.** This concept is based on the assumption that when individuals or groups are competing for the same scarce resources, there must be a win, lose situation.

(4) **Power Threat.** This relates to issues of discrimination and loss of control. The perception here is that given the opportunity minority groups by sheer numbers would take control and deny the same rights to dominant members.

**h. INSTITUTIONAL DISCRIMINATION.** As discussed earlier, prejudiced individuals practice discrimination by making personal distinctions in their treatment of other individuals or groups. When whole organizations or societies practice this behavior, it is called institutional discrimination.

(1) Within the military, institutional discrimination could be defined as any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender. An example would be the exclusion of women into certain job specialties. Unlike other forms of discrimination discussed earlier, institutional discrimination is multifaceted and more complex.

(2) Just as with institutional racism, it is irrelevant whether the actions of the institution were intentional or not. What matters is the negative impact suffered by members of subordinate groups.

**i. AFFIRMATIVE ACTIONS.** The Army of today continues to review its policies and programs to eliminate discrimination. This review is another method to combat discrimination and is called "affirmative actions".

(1) Affirmative actions and Affirmative Action Plans provide our leaders a clear picture of their role and responsibilities for implementing and supporting EO/EEO programs. Affirmative action is used as an intervention strategy to eliminate discriminatory barriers

that have been present in the past and to remove those barriers. These barriers include but are not limited to recruitment, selection, assignments, testing, training, and promotions found in general career progression.

(2) Another aspect of affirmative actions is to recognize individuals and groups who, because of a lifetime of unequal opportunity and treatment by institutions in our society, may need additional aid to become qualified and meet certain prerequisites. This assistance is also part of affirmative actions.

-----

**3.** Learning Activity 3 (ELO B): Identify EO/EEO Violations.

Type of instruction: PE  
Instructor to student ratio is: 1:30  
Time of instruction: .2 hours  
Media: Practice Exercise

**PRACTICE EXERCISE**

**IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE  
THE ARMY'S EO/EEO POLICIES/CONCEPTS**

**NOTE:** Practical Exercise # 1, Appendix B, is designed to provide students with a practical experience in identifying behaviors and actions that violate the Army's EO/EEO policies and concepts. In addition, it will reinforce lessons learned from ELO 2 on the impact of self-concept and perceptions.

**DIRECTIONS:** Match the corresponding letter of EO violation with the appropriate scenario statement.

- A. Prejudice
- B. Racism
- C. Sexism
- D. Discrimination
- E. No Violation

1. \_\_\_\_\_ A white soldier who joins the local chapter of the Ku Klux Klan.
2. \_\_\_\_\_ An Asian soldier who declines to socialize with other soldiers in her unit.
3. \_\_\_\_\_ A platoon Sergeant who recommends his female soldiers for promotion when he thinks they are ready.
4. \_\_\_\_\_ A group of male soldiers openly comparing "notes" about female soldiers in their unit and rating them on their appearance and physical attributes.
5. \_\_\_\_\_ A group of female soldiers bad-mouthing male soldiers in their unit.
6. \_\_\_\_\_ The enlisted club schedules "Ladies Night" every Wednesday on the club calendar.
7. \_\_\_\_\_ A Black soldier says he doesn't trust anyone who isn't Black.
8. \_\_\_\_\_ A Female Drill Sergeant tells a male trainee that "Real men don't cry".
9. \_\_\_\_\_ A male soldier tells a female soldier that she should "quit and go home, this is a man's Army".
10. \_\_\_\_\_ A soldier constantly tells ethnic or racial jokes.

**NOTE:** After giving the class approximately 10 minutes to write in their answers, call on individual students to disclose what their response was to each scenario. If there is a disagreement about an answer, provide the correct response and discuss the rationale for the answer. Have students provide their rationale for each answer.

**OPTIONAL:** If time is available, place students in small groups to reach small group consensus on responses and report out to large group.

---

4. Learning Activity 4 (ELO B): Define EO Violations/Offenses Punishable under UCMJ.

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .3 hours

Media: Overhead Transparency OH # 2-9; Student Handout #2

a. **EO VIOLATIONS SUBJECT TO UCMJ.** As a soldier, any disobedience or misconduct on your part may have consequences unlike any in civilian life. For example, sexual harassment by a soldier can seriously disrupt mission accomplishment. It can also fatally disrupt unit cohesion on the battlefield.

**SHOW OH # 2-9**

**EO and UCMJ**

- o **Counseling**
- o **Letters of Reprimand**
- o **Evaluation Reports**
- o **Punishment under UCMJ**  
**(12 articles applicable to EO & SH offenses)**

b. Because of these serious consequences, we must approach and carry out the Army's EO program in a spirit of total commitment. All violations of EO policies must be carefully investigated. If you are the victim or the accused person, you will have full access to all legal and regulatory protection. Taking these measures will help you and other soldiers to have trust and confidence in the chain of command.

c. When considering corrective actions to deal with violations of the Army's EO program, your leaders may first consider counseling, training, or perhaps a letter of reprimand. However, if there is no change in behavior or the behavior continues, the UCMJ provides a number of articles which may be used to deal with EO and sexual harassment violations.

**NOTE:** Refer students to Handout # 4

<b>OFFENSE</b>	<b>ARTICLE</b>
Making racial or sexual comments and/or gestures	Disrespect toward superior officer Insubordinate conduct towards WO or NCO Provoking speech or gestures Indecent language
Offering rewards for favors which constitute an EO violation	Bribery and graft
Attempts or offers with unlawful force or violence to do bodily harm to another person because of race, color, religion, national origin, or gender	Assault
Making unsolicited and unwelcome sexual contact	Indecent assault
Threatening the career, job, or salary of another unless they “cooperate”	Extortion Communicating a threat
Engaging in or condoning an EO violation	Failure to Obey an order or regulation Conduct unbecoming an officer
Influencing or threatening the career, pay, or job of another person in exchange for sexual favors	Cruelty and maltreatment
Making a false statement	False official statement

-----

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

- a. Ask students to name the four basic concepts that define behavior or actions which violate the Army's EO policies. (*Prejudice, Racism, Sexism, and Discrimination.*)
- b. Ask students to define prejudice. (*A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. It is an unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason.*)

- c. Ask students to define racism. *(Any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group.)*
- d. Ask the students to name off some of the characteristics of sexism. *(Similar to racism except attitudes of superiority are based on gender; persons of either gender can be sexist.)*
- e. Ask students to define discrimination. *(Any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender. It can be: Overt or hidden; Direct or Indirect; Intentional or Unintentional.)*
- f. Ask students for their definition of institutional discrimination. *(Practiced by whole organizations; intentional or unintentional; direct or indirect [Indirect Types: Side Effect & Past-in-Present].)*
- g. Ask the students for some of the possible types of actions a commander/ leader/supervisor can take when a soldier violates the Army's EO Program policies. *(Counseling, Letters of Reprimand, Comments on Evaluation reports, Punishment under UCMJ.)*

**CLOSING:** During this period of instruction have examined the behaviors that violate the Army's EO/EEO Policies. We have examined and defined the concepts of racism, sexism, and discrimination and you have seen how the UCMJ can be applied to EO and SH offenses. You participated in a practical exercise which provided you with experience in identifying behaviors that violate the Army's EO/EEO policies and concepts.

C.

**ENABLING LEARNING OBJECTIVE (ELO) C:** Define Individual Actions to Prevent Sexual Harassment

ACTION	Define Individual Actions to Prevent Sexual Harassment
CONDITION	In classroom environment, given related handouts
STANDARD	In accordance with AR 600-20

**NOTE:** Paraphrase the following introduction to meet the target audience.

**LEAD-IN:** During recent years, the controversial subject of sexual harassment has been brought to everyone's attention by such events as the Clarence Thomas-Anita Hill hearings and the Tailhook Convention incident. These two events have resulted in some positive impacts over the long term. Because of these events, more people are openly discussing situations that they faced even several years ago.

Sexual harassment is not limited to the work place. It can occur almost anywhere. This behavior always violates acceptable standards of character and fairness required of all soldiers. It stands as an obstacle to unit cohesion and mission accomplishment. For these reasons, such behavior cannot and will not be tolerated.

The sooner we realize that sexual harassment affects us all and that we all must play a part in solving this problem, the sooner we will be rid of it.

-----  
1. Learning Activity 1 (ELO C): Describe the Army's Policy that Defines Sexual Harassment

Type of instruction: Conference

Instructor to Student ratio is: 1:30

Time of instruction: .4 hours

Media: Overhead Transparencies: OH # 3-1 thru OH # 3-4

a. **SEXUAL HARASSMENT POLICY & DEFINITION.** "The policy of the United States Army is that sexual harassment is unacceptable conduct and will not be tolerated." This is the opening sentence of the "ARMY POLICY ON SEXUAL HARASSMENT" signed by the Secretary of the Army and Army Chief of Staff.

**NOTE:** Have students refer to Handout # 7 on Army Policy On Sexual Harassment

**SHOW OH # 3-1**

**Definition of Sexual Harassment**

**A form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when--**

- o a person's job, pay, or career placed at risk**
- o an employee's employment or career placed in jeopardy**
- o it creates an intimidating, hostile, or offensive work environment**
- o it unreasonably interferes with an individual's performance**

b. Sexual harassment is defined in AR 600-20 as a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(1) Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or

(2) Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person, or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creates an intimidating, hostile, or offensive environment.

**NOTE:** To clarify, the following is offered as a distinction between numbers 1 and 2: Number 1 could be if a person was told upfront, "you cooperate with me and I'll do this for you...: Number 2 could be a situation when a person rejected an advance or proposition, and at

a later time that was factored into a supervisor's decision making process for promotion or job advancement.

c. The definition emphasizes that workplace conduct, to be considered as "abusive work environment" harassment, need not result in concrete psychological harm to the victim. The conduct need only be so severe or pervasive that a reasonable person would perceive, and the victim does perceive, that the work environment is hostile or abusive. Workplace is an expansive term for military members and may include on or off duty, 24 hours a day.

d. Any person in a supervisory or command position who uses or condones any form of sexual behavior to control, influence, or affect the career, pay, or job of a military member or civilian employee is engaging in sexual harassment. Similarly, any military member or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature in the workplace is also engaging in sexual harassment.

e. **CATEGORIES OF SEXUAL HARASSMENT.** There are two basic categories of sexual harassment behavior. They are:

(1) Quid Pro Quo.

(2) Hostile Environment.

**QUESTION:** What is Quid Pro Quo?

### SHOW OH # 3-2

#### Quid Pro Quo

Latin meaning "this for that"

- o conditions placed upon a person's career or terms of employment in return for sexual favors
- o promises of career advancement, promotions, and other benefits, should the victim give-in to the sexual advances

f. **Quid Pro Quo.** The Latin term "quid pro quo" essentially means "this for that". In relationship to sexual harassment, it refers to conditions placed upon a person's career or terms of employment in return for sexual favors, such as: threats of adverse performance evaluations or firing.

g. It can also take the form of promises of career advancement, promotions, and other benefits, should the victim give-in to the sexual advances of the harasser.

### SHOW OH # 3-3

#### Hostile Environment

- o Offensive
- o Unwanted
- o Unsolicited comments and/or behaviors of a sexual nature

h. **Hostile Environment.** A hostile environment occurs when soldiers or civilians are subjected to offensive, unwanted, and unsolicited comments and behaviors of a sexual nature. If the behavior has the potential of unreasonably interfering with your duty performance, then the environment is classified as hostile. This form of Sexual Harassment has been identified as the most prevalent within the military.

i. A hostile environment brings the topic of sex or gender differences into the work place in any one of a number of forms. It normally includes those actions in "the gray areas" or the nonviolent sexual behaviors which are gender based.

j. An example of "hostile environment" existed in the old Army when soldiers and their leaders frequently used derogatory "feminine" terms in describing unsatisfactory "male" performance. They used language that has sexual connotations or was gender based such as jody calls during physical training. This environment tolerated and even encouraged the posting of sexually oriented cartoons and pictures in the work and living areas. Telling sexually explicit jokes and sharing sexist attitudes and opinions were likely daily occurrences. These behaviors created a hostile environment, whether or not women directly worked in or visited the immediate area.

#### **SHOW OH # 3-4**

<p style="text-align: center;"><b>Related Elements of Sexual Harassment</b></p> <ul style="list-style-type: none"><li><b>o Impact vs Intent</b></li><li><b>o Reasonable Person Standard</b></li></ul>
---



k. **RELATED ELEMENTS OF SEXUAL HARASSMENT.** There are other related elements which must be understood in order to assess the appropriateness of any behavior. Two of these elements are called:

- (1) Impact vs Intent.
- (2) Reasonable Person Standard.

l. **Impact vs Intent.** What you as soldiers may consider to be joking or horseplay must be evaluated on its appropriateness and offensiveness as perceived by the recipient. Assessing whether a behavior is appropriate or offensive must be done from the perspective of the victim, not the alleged harasser. An excuse such as "I was only joking" is irrelevant. In the event of a complaint, the impact of an incident or series of incidents is reviewed and evaluated from the complainant's perspective.

m. However, whether or not the victim is emotionally affected and/or willingly submitted to the behavior of the harasser is also irrelevant

in determining an incident of sexual harassment. The only relevant question to be answered is "was the behavior appropriate or inappropriate" as it relates to policy.

n. **Reasonable Person Standard.** The reasonable person standard is used to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. The standard asks "How would a reasonable person under similar circumstances react or be affected by such behavior in certain incidents?" Because of our socialization, men and women can watch the same behavior, but have a very different perspective about what they saw, and what they were feeling.

**NOTE:** Discuss some common experiences where men and women are involved but may have different perceptions about an incident or situation. In non-traditional roles where women are a small percentage of the work force, the reasonable woman standard is often applied.

2. Learning Activity 2 (ELO C): Identify Behaviors that Constitute Sexual Harassment

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .3 hours

Media: Overhead Transparencies: OH # 3-5 thru OH # 3-6

**SHOW OH # 3-5**

**Sexual Harassment Behaviors**

- o **Verbal Comments**
- o **Nonverbal Gestures**
- o **Printed Material**
- o **Physical Contact**

**NOTE:** Use the following discussion points to clarify or complete students response.

a. **SEXUAL HARASSMENT BEHAVIORS.** Sexual harassment behaviors that are related to hostile environments fall into four basic types. They are:

- (1) Verbal Comments.
- (2) Nonverbal Gestures.
- (3) Printed Material.
- (4) Physical Contact.

**QUESTION:** What are some types of verbal comments that you can identify as a form of sexual harassment?

b. **Verbal Comments.** Examples of verbal comments include telling sexual jokes and using profanity, off-color sexual comments, threats; or barking, growling, oinking, and whistling at passersby in describing certain sexual attributes about one's physical appearance.

c. Another form of verbal behavior is using innocent "terms or endearment" such as "honey", "baby", "sweetheart", or "dear" in referring to soldiers or civilian co-workers.

**QUESTION:** What are some forms of nonverbal harassment?

d. **Nonverbal Gestures.** Examples of nonverbal gestures are leering, ogling (giving the person "the eye" or "once over"), blowing kisses, licking lips, or winking. Nonverbal forms of sexual harassment may take on a more hostile appearance after the victim has rejected the advances of the harasser. Examples in males could be gestures of impending violence such as clenched fist, stern facial expressions, men lowering their pants to tuck in their shirts in the presence of women. Examples in females could be provocatively adjusting their clothing, showing their legs, cleavage, or wiggling in the presence of men.

e. **Printed Material.** Examples of printed materials include sexually oriented notes, letters, faxes, or computer mail. Other examples

include posting sexual sayings such as bumper stickers, cartoon, posters, calendars, pin-ups, or sex-oriented pictures and quotations found on seat covers or sun-visors where people work or meet.

**QUESTION:** Ask students if they have seen similar materials? What did they think of them?

f. **Physical Contact.** Examples of physical contact are touching, patting, hugging, pinching, grabbing, cornering, and kissing. Also included are playing footsie or kneesie, blocking a passageway, providing unsolicited back and neck rubs, and unsolicited adjusting of a person's clothing.

**NOTE:** Make sure students understand and acknowledge that sexual assault and rape are often mistaken as physical forms of sexual harassment. They are crimes punishable under military and civil law and should always be reported immediately to the commander, military police, or other law enforcement agency.

**SHOW OH # 3-6**

**Sexual Harassment Checklist**

- o **Is the behavior sexual in nature?**
- o **Is the behavior unwelcome?**
- o **Does the behavior create a hostile or offensive environment?**
- o **Have sexual favors been demanded, requested, or suggested?**

g. **SEXUAL HARASSMENT CHECKLIST.** In determining whether a specific incident or behavior constitutes sexual harassment, the following questions can help to create a frame of reference or mental picture for tying policy with related elements and behaviors.

- (1) Is the behavior sexual in nature?
- (2) Is the behavior unwelcome?
- (3) Does the behavior create a hostile or offensive environment?
- (4) Have sexual favors been demanded, requested, or suggested; especially as a condition of employment or career and job success?

3.

Learning Activity 3 (ELO C): Explain the Possible Impact of Sexual Harassment on Victims

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .1 hours

Media: Overhead Transparencies: OH # 3-7

**SHOW OH # 3-7**

**Victim Impact**

- o **Interferes with work performance**
- o **Creates a hostile environment**
- o **Stress**
- o **Fear and anxiety**
- o **Quid Pro Quo**
- o **Less productive**

a. **VICTIM IMPACT.** Problems due to sexual harassment can manifest themselves in a number of ways. Some are very obvious, while others may be well hidden and not so visible.

b. The first and most obvious impact of sexual harassment on a victim is that it interferes with his or her work performance. A soldier or civilian who has to fend off offensive and repeated sexual behaviors does not perform high quality work. Sexual harassment also creates a hostile environment by placing unreasonable stress on the victim. Sexual harassment promotes a negative form of stress that can affect everyone in the work place.

c. Sexual harassment also puts a high degree of fear and anxiety into the work place. When the harassment is "quid pro quo", the fear of loss of job or career opportunities can undermine a unit's teamwork and morale. Anyone who is sexually harassed is less productive, and the entire working climate suffers. Soldiers and civilians can only reach their full potential in an environment that fosters dignity and respect for all.

4. Learning Activity 4 (ELO C): Identify Individual Actions to Deal with Sexual Harassment

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .2 hours

Media: Overhead Transparency OH # 3-8

a. **INDIVIDUAL TECHNIQUES IN DEALING WITH SEXUAL HARASSMENT.** It is critical that you understand what you as an individual can do to prevent or resolve sexual harassment in the unit or work area. The following strategies can be valuable tools in dealing with sexual harassment. However, they are not meant to replace using the chain of command.

**SHOW OH # 3-8**

**Techniques to Deal with Sexual Harassment**

- o **Keep a diary or daily journal**
- o **Talk with leaders or coworkers**
- o **Use an intermediary spokesperson**
- o **A letter or Memorandum**
- o **Confront the harasser**
- o **Report the harassment to chain of command**

**NOTE:** Use the following discussion points as appropriate.

b. **Keep a Diary or Daily Journal.** Keeping a record of daily events is a way to help people clarify situations and events that affect them emotionally. It should include factual details about time, location, and names of those present during each event. This will help you sort through your emotions before taking action. If you decide to file a complaint, the diary can be useful in recalling specifics on who, what, when, and where.

c. **Talk With Leaders or Co-workers.** Talking has a number of benefits. It can lead you to alternatives in trying to correct another person's behavior or other environmental problems. Talking is a stress reliever and talking to others in the work area helps to clarify perceptions about what is happening. When you are unable to stop

the harassment and have to file a complaint, the fact that someone else was informed helps support your allegations.

d. **Use an Intermediary Spokesperson.** A co-worker, supervisor, training buddy, or leader can serve as an intermediary and speak to the offender on your behalf. The intermediary must talk about specific behaviors and let the harasser know that any further behavior will result in reporting the incident(s) to the chain of command or an appropriate agency. If the intermediary is senior to the harasser, the language used in the discussion can be more directive.

e. Write a Letter or Memorandum. Write a letter to the harasser. The letter should be professional and polite in content, but be specific about what behaviors are offensive and unwelcome. It should contain three parts:

(1) Objective description of behaviors/incidents which you find offensive.

(2) How you are affected by the behavior.

(3) What you want the harasser to do to correct the problem.

f. You should be prepared to report the incident(s) if the harassment continues. Keep a copy of the letter in the event a formal complaint is required. Copies should not be given to others unless they are involved in the complaint process.

g. **Confront the Harasser.** If you are a victim of sexual harassment, you are encouraged to confront your harasser at the time of the act or very soon thereafter in a professional manner. Tell the harasser exactly what behavior is offensive and unwanted. You are cautioned not to "attack" the harasser but calmly describe the behavior that is offensive or unwanted. Let the harasser know how you feel and that the behavior will be reported to the chain of command if continued or repeated.

h. **Report the Harassment to the Chain of Command.** Depending on the severity of the incident, reporting may be the appropriate first course of action. It may also be the final choice when prior coping efforts have failed and no alternative remains. Deal with facts when reporting sexual harassment so that the

commander or other leaders can address specific issues and talk to valid witnesses.

---

--

5. Learning Activity 5 (ELO C): Identify Legal and Administrative Repercussions of Sexual Harassment

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .2 hours

Media: Overhead Transparency OH # 3-9 and Handout HO # 6

a. **REPERCUSSIONS OF SEXUAL HARASSMENT.** Sexual harassment affects everyone. It victimizes males as well as females, can occur at any time, and is not limited to the work place. The eradication and prevention of sexual harassment is not just a moral imperative; it is a readiness issue. Sexual harassment affects unit cohesion and mission effectiveness and violates acceptable standards of equality and fair play. It drains resources and destroys unit morale. Sexual harassment cannot and will not be tolerated.

**SHOW OH # 3-9**

**Administrative Actions**

- o **Mandatory counseling**
- o **Additional training**
- o **Denial of certain privileges**
- o **Rehabilitative transfer**
- o **Letter of admonishment/reprimand**
- o **Relief for cause**
- o **Adverse performance evaluation**
- o **Bar to reenlistment**
- o **Separation**

b. **Administrative Actions.** Commanders have a number of options in administering punishment for inappropriate behaviors. The right combination of punishment and administrative sanctions sends a clear message that sexual harassment will not be condoned or tolerated. Some of the administrative actions include, but are not limited to:

- (1) Mandatory counseling.

- (2) Additional training.
- (3) Denial of certain privileges.
- (4) Rehabilitative transfer.
- (5) Letter of admonishment/reprimand.
- (6) Relief for cause.
- (7) Adverse performance evaluation.
- (8) Bar to reenlistment.
- (9) Separation.

c. In the event that administrative actions fail to correct the behavior or the behavior constitutes a violation of the UCMJ, the commander may consider further action under the appropriate article(s) of the UCMJ.

d. UCMJ Actions. Refer the students to the chart in their Student Handout for the following discussion. Your commander has a wide variety of options in administering punishment for inappropriate behavior. The offenses shown here identify the more severe forms of sexual harassment which are subject to disciplinary actions under the Uniform Code of Military Justice (UCMJ).

e. Sexual Misconduct. While sexual harassment is generally not considered criminal in nature, some actions and behaviors clearly “cross the line” and become sexual misconduct and even criminal acts, punishable under one of more Articles of the UCMJ. The obvious examples of these types of actions include sexual abuse, battery, and rape. Another example of sexual misconduct would entail violations of the Army’s policy on Homosexual Conduct. Although Equal Opportunity does not normally include issues involving criminal activity, sexual misconduct is related enough to warrant discussion.

f. Laws and Regulations Governing Sexual Misconduct. The UCMJ makes some conduct criminal, and some sexual conduct may violate more than one article of the UCMJ. The UCMJ applies to you 24 hours a day, 7 days a week, for as long as you are in the

Army. It applies on duty and off duty, in or out of uniform, on or off a military installation, in the United States and overseas, and while you are on pass or leave. The UCMJ applies to you regardless of whether you consider yourself a heterosexual, a homosexual, or a bisexual. The penalties for violating the UCMJ articles are severe. Sex crimes are no joke and the Army takes these matters very seriously, and so should you.

**HO # 6**

OFFENSE		ARTICLE
Making sexual comments or gestures	Art 89 Art 91 Art 93 Art 117 Art 134	Disrespect to superior officer Insubordinate conduct toward WO or NCO Provoking speech or gestures Indecent language
Offering rewards for sexual favors	Art 134	Bribery and graft
Making unsolicited and unwelcome sexual contact with intent to satisfy lust or sexual desire	Art 134	Indecent assault
Threatening the career, job, or salary of others unless they “cooperate”	Art 127 Art 134	Extortion Communicating a threat
Engaging in or condoning sexual harassment behaviors	Art 92 Art 132	Failure to obey an order or regulation Conduct unbecoming an officer

Influencing or threatening the career, pay, or job of others in exchange for sexual favors	Art 93	Cruelty and maltreatment
Rape	Art 120	The law is sex-neutral and state of marriage does not matter. A husband can be punished for raping his wife.
Carnal Knowledge	Art 120	Sexual intercourse with a female under 16 years of age who is not his wife. Commonly referred to as "statutory rape"
Sodomy	Art 125	Unnatural sexual intercourse with another person of either gender or animal. Lack of force is not an element of this offense. Consent is not a defense
Cruelty and Maltreatment	Art 93	The victim was subject to the orders of the accused and that the accused was cruel toward, or oppressed, or maltreated the victim.
General Actions under Art 134	Art 134	Assault to commit rape or sodomy. Indecent assault or indecent acts of liberties with a child Indecent acts Indecent language Indecent exposure Fraternization Adultery Prostitution Pandering
Extortion	Art 127	Threatening another to obtain unlawfully anything of value - sometimes known as "blackmail"

---

6. Learning Activity 6 (ELO C): PRACTICAL EXERCISE: Identify

## Behaviors that Constitute Acts or Situations of Sexual Harassment

Type of instruction: PE

Instructor to student ratio is: 1:30

Time of instruction: .8 hours

Media: Practical Exercise # 2

**NOTE:** Ensure each student has a copy of Practical Exercise # 2, Appendix B. Have students read situations 1 through 5. Inform students that they have five minutes to complete the exercise. Based on the information provided from the learning activity, select the best response for each situation. After time has expired, select individual students to share their response for each situation. Ensure students explain or provide the rationale for their selections.

OPTION: Have students break into groups of 3, 4, or 5, after completing the work sheets on their own. Each group is required to reach consensus on the correct response and select a spokesperson to report after ten minutes of discussion.

### **Identify Sexual Harassment Behaviors**

SITUATION #1. PVT John Hess is a very friendly, outgoing individual. He greets everyone in the unit with a big smile and, or a vigorous handshake. During interactions with unit personnel, he frequently touches other soldiers while talking to them by placing his hands on their arm or shoulder. No one in the unit objects to his behavior, and in fact many appreciate his openness and candor. Recently PVT Jane Reed, a new soldier, was greeted by PVT Hess. She felt so uncomfortable by the encounter that she filed a complaint of sexual harassment with the commander.

QUESTION: Did PVT Hess commit an act of sexual harassment against PVT Reed?

- a. Yes, because he touches females differently and makes them feel uncomfortable.
- b. Yes, because soldiers are prohibited from touching one another.
- c. No, because his behavior is not of a sexual nature.
- d. No, because he touches males in the same manner.

SITUATION # 2. Every morning at PT SPC David Jones goes out of his way to pair off with PFC Sally Fields for sit-ups. While holding her ankles SPC Jones makes small talk about how good PFC Fields looks in her PT uniform and how muscular her legs feel in his hands. He also tells her that if he wasn't already married, he would ask her out in a heartbeat. Although PFC Fields is not bothered by these comments she tells him to keep his mind on PT. However, she also feels that they are inappropriate especially since he is married and wants him to stop.

QUESTION: Is this a situation of sexual harassment?

- a. No, because PFC Fields is not bothered by SPC Jones' comments or extra attention.
- b. No, because SPC Jones has not made any sexual comments.
- c. Yes, because he singles her out and makes unwanted, unwelcome innuendoes about her physical appearance.
- d. Yes, because his comments are inappropriate for a married man.

SITUATION # 3. Whenever PVT Terry Wright and PVT Shirley Williams go to the base exchange they avoid going by the Enlisted Club because male soldiers hanging around in the parking lot always make barking sounds and grunt when they walk by. They know who these soldiers are but feel they can't do anything because it doesn't happen during duty hours and its not in their unit's area.

QUESTION: Are PVT Wright and PVT Williams correct in their assumptions?

- a. Yes, because sexual harassment can only occur in the work or duty area.
- b. No, because soldiers are on duty 24 hours a day.
- c. Yes, because the Army's EO policy does not apply during soldier's off duty time.
- d. No, because the male soldiers' behavior is a verbal form of sexual harassment and creates a hostile environment.

SITUATION # 4. PVT Frank Martinez and PFC Robert Steel are always sharing their romantic exploits with the rest of the men in the barracks. They know that after a long weekend they will have a ready audience to listen to their conquests. Sometimes their stories can be pretty graphic, with a few sexual jokes thrown in for good measure. Some of the men, especially those with strong religious convictions feel uncomfortable during these sessions but don't complain because they don't want to be perceived as non-members of the group.

QUESTION: Are these men being sexually harassed?

- a. No, because they have not told anyone that they don't liked the stories.
- b. No, because PVT Martinez and PFC Steel have not targeted the men for harassment.
- c. Yes, because their behavior creates a hostile environment.
- d. No, because everyone is participating in the story sessions.

SITUATION # 5. PVT Jeffery Thompson is a poor reader and is having difficulty in comprehending many of the concepts in his IET Soldiers Handbook. One day, after formation, he approached his Drill Instructor, SGT Patricia Hill, for help. She informs him that she would be glad to help, but that she only conducts extra training on week days, after 2100, in her quarters. She made it clear to PVT Thompson that special attention did not come cheap, and for this favor she expected him to perform on demand. Taking the hint, PVT Thompson agreed assuming that he would now have the best of two worlds because he was getting help with an extra bonus on the side.

QUESTION: Did SGT Hill commit an act of sexual harassment?

- a. No, because the agreement was made between two consenting adults.
  - b. No, because PVT Thompson willingly agreed to the arrangement.
  - c. Yes, because SGT Hill was senior and was taking advantage of PVT Thompson's reading disability.
  - d. Yes, because SGT Hill had engaged in a "Quid Pro Quo" form of sexual harassment.
- 

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

- a. What is the definition of Sexual Harassment?

*A form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:*

*(1) submission/rejection is made either explicitly or implicitly a term or condition of a person's job, pay, or career, or*

*(2) submission to or rejection of such conduct by a person is made as a basis for career or employment decisions affecting that person, or*

*(3) such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.*

b. There are two basic categories of sexual harassment behavior. They are?

*(1) Quid Pro Quo.*

*(2) Hostile Environment.*

c. Sexual harassment behaviors fall into four basic types. They are?

*(1) Verbal Comments.*

*(2) Nonverbal Gestures.*

*(3) Printed Material.*

*(4) Physical Contact.*

d. In determining whether a specific incident or behavior constitutes sexual harassment, what questions can help to create a frame of reference or mental picture for tying policy with related elements and behaviors?

*(1) Is the behavior sexual in nature?*

*(2) Is the behavior unwelcome?*

*(3) Does the behavior create a hostile or offensive environment?*

*(4) Have sexual favors been demanded, requested, or suggested?*

e. What strategies can be valuable tools in dealing with sexual harassment?

*(1) Keep a diary or daily journal*

*(2) Talk with leaders or coworkers*

*(3) Use an intermediary spokesperson*

*(4) A letter or memorandum*

*(5) Confront the harasser*

*(6) Report the harassment to the chain of command*

f. Sexual harassment affects everyone. Sexual harassment affects unit cohesion and mission effectiveness and violates acceptable standards of equality and fair play. It drains resources and destroys unit morale. Sexual harassment cannot and will not be tolerated. What administrative actions are available for incidents of sexual harassment?

*(1) Mandatory counseling*

*(2) Additional training*

*(3) Denial of certain privileges*

*(4) Rehabilitative transfer*

*(5) Letter of admonishment/reprimand*

*(6) Relief for Cause*

*(7) Adverse performance evaluation*

*(8) Bar to reenlistment*

*(9) Separation*

**CLOSING.** Sexual harassment is not limited to the work place. It can occur almost anywhere. This behavior always violates acceptable standards of character and fairness required of all soldiers. It stands as an obstacle to unit cohesion and mission accomplishment. For these reasons, such behavior cannot and will not be tolerated. The sooner we realize that sexual harassment affects us all and that we all must play a part in solving this problem, the sooner we will be rid of it.

**D. ENABLING LEARNING OBJECTIVE (ELO) D:** Describe the Army's EO Complaint Process

ACTION	Describe the Army's EO Complaint Process
CONDITION	In classroom environment, given student guide and related handouts
STANDARD	In accordance with AR 600-20

**NOTE:** Paraphrase the following introduction to meet the target audience.

**LEAD-IN:** During ELO 1, you learned that a key component of the Army's EO Program is an effective and responsive complaint system. The Army has established two separate but comprehensive complaint systems for military personnel and civilian employees. The Army wants to ensure that every soldier and DA civilian has a readily available system that treats all complaints seriously. Soldiers, family members, and DA civilians have the right to present their complaints to their leaders or supervisors without fear of intimidation, harassment or reprisal.

**1.** Learning Activity 1 (ELO D): Entering the Army's EO Complaint System

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .3 hours

Media: Overhead Transparencies: OH # 4-1 thru OH # 4-3

a. **ENTERING THE EO COMPLAINT SYSTEM.** 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 the command of the specifics of discrimination or sexual harassment and provide their chain of command an opportunity to take appropriate action to resolve the issue(s). All personnel are responsible to submit only legitimate complaints and exercise caution against frivolous or reckless allegations.

b. **TYPES OF EO COMPLAINTS.** Within the Army's EO Complaint System, EO complaints fall into two distinct categories: Informal and Formal.

**SHOW OH # 4-1**

**Informal Complaint Factors**

- o Not required to be in writing
- o Resolution at lowest possible level
- o No requirement for chain of command intervention
- o May not involve the chain of command
- o May use assistance of other unit members, EORs, or other officials
- o Confidentiality possible (But not guaranteed)
- o Not subject to timeline suspense
- o Informal process has good chance for success
- o Not reportable to higher headquarters
- o Severity of complaint does not warrant formal complaint

(1) **Informal Complaints.** 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. However, the informal complaint process does help facilitate the resolution of your grievances at the lowest possible level. When considering the use of the informal process, the following are some factors which may help you in that determination.

(a) Is not required that it be put into writing and may be resolved at the lowest level by supervisory chain.

(b) There is no requirement that the chain of command be advised or involved.

(c) Unit members, to include the unit EOR may be involved in resolving.

(d) Confidentiality is possible, but no promises. Nor is there a timeline or suspense which must be met.

(e) This process has a very good chance of success and is not reportable to higher headquarters.

(f) Severity of the complaint may not warrant a formal complaint

(g) The mere fact that you want your complaint handled informally does not prevent or exempt allegations from intervention by the chain of command. Should it be necessary to conduct a formal investigation to resolve an informal complaint, you may be required to make a sworn statement or asked to submit a formal complaint.

**SHOW OH # 4-2**

**Formal Complaint Factors**

- o **Inability to resolve informally**
- o **Uncomfortable with the informal process**
- o **Issue may warrant an official investigation**
- o **Official record kept of your complaint**
- o **Complaint against chain of command**
- o **Desire to use outside agency or higher echelon commander**

(2) **Formal Complaints.** A formal EO complaint is submitted in writing using DA Form 7279-R (EO Complaint Form). This form is available at your unit, selected agencies, and at higher headquarters or installation commanders. Unlike the informal process, the formal complaint system requires documentation by your chain of command 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. Your decision to file a formal EO complaint may be based on the following factors:

(a) Your attempt at informal resolution was tried and failed. You attempted to resolve your complaint through the informal process but was not successful in a resolution.

(b) For some reason you are uncomfortable with the informal process.

(c) You feel that the severity of the complaint may warrant an official investigation.

(d) You want an official record kept of your complaint.

(e) The complaint is against a member of your chain of command or another superior officer.

(f) You may want to use an outside agency or higher echelon commander to document and resolve your complaint.

(g) Soldiers and family members have 60 calendar days from the date of the alleged offense in which to file a formal complaint. This time limit was established to set a reasonable parameter for investigation and resolving complaints (e.g., availability of witnesses, accurate recollection of events, and timely remedial action). The commander may, at his or her discretion, choose to investigate and take action on your complaint filed after the 60 calendar day period. However, allegations that are criminal in nature are exempt from the 60-day rule and should be immediately referred to your chain of command, the Military Police, CID, or other law enforcement agencies.

### c. **Help for Informal Complaints.**

(1) **Equal Opportunity Representative (EOR).** The EOR is assigned EO duties as a part-time, secondary responsibility at the unit or battalion level. They assist their commanders in carrying out the EO Program within their commands. The EOR may not conduct investigations or advise investigating officers. However, he or she can assist you in the informal process or help refer your complaint to the chain of command or appropriate agency for assistance.

(2) **Adjutant General (AG).** Responsible to the commander on all personnel management issues. The AG can receive a variety of administrative appeals and requests for personnel actions related to EO allegations.

(3) **EO Hotlines.** The EO Hotline is available to provide advice and information on discrimination and sexual harassment. It can provide procedural information on the filing of equal opportunity complaints and clarify what constitutes acts of sexual harassment. However, your complaint cannot be received over the phone. The Hotline can also provide information on the complaint appeals process to include access to higher levels of authority if resolution cannot be accomplished at the installation level. The Hotline is also available to your leaders to provide information on procedures to follow in handling your complaints. Personnel serving as Hotline

operators are well trained in Army policies and procedures for processing discrimination and sexual harassment complaints.

**NOTE to Instructor:** Look up the phone number for the EO Hotline at your location. Provide this number to the students. Call your local Equal Opportunity Advisor's office to obtain this phone number if you do not know it.

### SHOW OH # 4-3

#### Alternative Agencies

- o A Higher Echelon Commander
- o Command Equal Opportunity Advisor (EOA)
- o Chaplain (CH)
- o Staff Judge Advocate(SJA)
- o Provost Marshal (PM)
- o Inspector General (IG)
- o Community Homefinding Referral and Relocation Services Office
- o Medical Agency Personnel

h. **Help for Formal Complaints (Alternative Agencies).** You are encouraged to submit your complaint to your commander whenever possible. However, it is always your choice whether to take your complaint directly to your chain of command or an alternative agency. In the event that your complaint is against your commander or other member of your immediate chain of command, you may elect to submit your complaint to the next higher echelon commander or an alternative agency. Alternative agencies are also responsible to a commander and may be at a higher or different command level. Alternative agencies have special expertise which can be helpful in resolving issues related to the Army's EO program, housing, religion, medical, or legal affairs for on and off post activities. If you believe the incident or behavior constitutes a criminal offense, you may choose a law enforcement agency such as the Provost Marshal or CID. The following agencies are available to assist you in resolving formal complaints and are located on most installations throughout the Army:

**NOTE:** Depending on the course curriculum and timing of the training, discussion of the scope of responsibilities for each agency beyond EO issues is not required. If the class has already had

instruction on these agencies, refer them to Handout # 3 for future review and begin the next learning activity.

**NOTE:** Use the following discussion points to clarify role, duties, and responsibilities of alternative agencies.

(1) **A Higher Echelon Commander.** You are encouraged to submit your complaint to your immediate commander. However, if you feel uncomfortable submitting it to someone in your immediate chain of command, submitting your complaint to a higher level commander, such as your Battalion, Brigade, or Installation Commander, may be your next best option. Submitting your complaint to your Battalion Commander gives your chain of command an opportunity to function on your behalf and it places your complaint in the hands of a commander with the authority to initiate an AR 15-6 investigation, if he or she determines that one is warranted.

(2) **Equal Opportunity Advisor (EOA).** The EOA is assigned at brigade or higher levels to help commanders implement their EO program. The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment. In addition, the EOA has the expertise to make recommendations for corrective actions and may advise the commander on appropriate sanctions against violators of EO policies.

(3) **Chaplain.** Serves as advisor to the command on all religious matters and provides guidance on religious practices, family and marital counseling, and other secular or non-secular services. The chaplain is the primary subject matter expert on addressing issues about religious discrimination and accommodation.

(4) **Staff Judge Advocate (SJA).** Is primarily responsible to the Commander on all legal matters. The SJA serves as an advisor in litigating criminal charges and prosecuting soldiers for criminal offenses; assesses trends in administering punishment and allegations of discrimination in administering military justice; may receive complaints about discrimination in legal proceedings or about administering judicial and nonjudicial punishment.

**NOTE:** SJA is also responsible for administering the Army's victim's rights training and counseling in criminal procedures and investigations.

(5) **Provost Marshal (PM).** Is primarily responsible for receiving and investigating violations of the UCMJ which are criminal in nature. The PM is responsible to the Commander for monitoring the treatment of soldiers and investigating complaints of discrimination or unfair treatment by off-post activities.

(6) **Inspector General (IG).** Serves as advisor to the commander on all matters of command. The IG is responsible for monitoring and inspecting command functions which are essential to mission effectiveness and combat readiness. The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership. (You should be aware that timelines specified in the EO Complaints process do not apply to complaints filed with the IG. IG Complaints are processed outside EO channels in accordance with AR 20-1, IG Activities and Procedures.)

(7) **Community Homefinding Referral and Relocation Services Office.** Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post housing.

(8) **Medical Agency Personnel.** Medical agency personnel are assigned primarily at installation clinics and hospitals, but are also available at separate units, battalions, and brigades up to and including the Command Surgeon. These personnel advise and assists the commander on matters about conserving and replenishing the command's fighting strength, by prevention, curative, restorative care, and other medical related services. In the event of an incident of sexual assault or rape, medical agency

personnel will be immediately contacted for procurement of criminal evidence and assistance in the treatment and counseling of the victim.

-----

2. Learning Activity 2 (ELO D): Describe the Actions of the Commander or Alternative Agency

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .2 hours

Media: Overhead Transparencies: OH # 4-4 thru OH # 4-6

**NOTE:** At appropriate time, have the students refer to Handout # 8 (DA Form 7279-R, EO Complaint Form).

a. **ACTIONS OF THE COMMANDER/ALTERNATIVE AGENCY.** It is your decision where or with whom to file your complaint. Whether you submit it to your immediate commander, a higher echelon commander, or an alternative agency, that commander or agency is required to initiate processing of your complaint.

**SHOW OH # 4-4**

**Actions of the Commander/Agency**

- o **Ensure information is complete**
- o **Ensure individual is sworn**
- o **Clarify basis of complaint**
- o **Identify additional information**
- o **Tell what happens next**
- o **Acknowledge receipt**
- o **Initiate Inquiry/Investigation (within 14 calendar days), or**
- o **Refer to appropriate agency/commander (within 3 calendar days)**
- o **Provide written feedback**

b. Although not necessarily in a specific order or sequence, actions of the commander or alternative agency in processing your complaint will be as follows:

- (1) Ensure all information on DA Form 7279-R is complete and accurate.
- (2) Ensure you are sworn to your complaint.
- (3) Discuss and clarify the nature or basis of your complaint.
- (4) Identify additional information to include witnesses and other supporting evidence.
- (5) Inform you of what will happen next and what role the agency has in attempting to resolve your complaint.
- (6) Acknowledge receipt of your complaint in Part I, Block 9, DA Form 7279-R.
- (7) Conduct inquiry/investigation within 14 calendar days (or three weekend drill periods for Reserve Components) or refer within 3 calendar days (next drill period) to appropriate agency, commander, or higher echelon commander.
- (8) Provide you written feedback within 14 calendar days (three drill periods for RC) on DA Form 7279-R, Part II, Block 11 and Part III, Block 12.

**SHOW OH # 4-5**

**Elements of Inquiry/Investigation**

- o Clarify nature of Complaint
- o Interview as appropriate
- o Gather information
- o Consult advisors
- o Assess information
- o Render decision on findings

c. **Inquiry/Investigation.** Through inquiry or investigation the commander or alternative agency will determine the facts as they pertain to the allegations in your complaint. Should the commander or alternative agency determine during the inquiry that sufficient evidence exists to warrant an investigation, e.g., evidence is in dispute or evidence of criminal activity, the complaint must be referred to an appropriate commander for investigation. If, due to extenuating circumstances, an inquiry or investigation cannot be completed in 14 calendar days, an extension of 30 calendar days (or two weekend drill periods) may be approved by the next higher echelon commander. The basic elements of the inquiry/investigative process are as follows:

(1) Clarify the nature of complaint with related allegations. In other words does the nature of the complaint match the alleged behavior or actions.

(2) Interview witnesses and other appropriate officials.

(3) Gather, review, and analyze records and other supporting documents.

(4) Consult with advisors, e.g., SJA, EOA, etc.

(5) Identify and interview technical advisors.

(6) Assess all information and render a decision on findings.

d. **ACTIONS TO RESOLVE COMPLAINT.** Upon completion of the inquiry or investigation, the appropriate commander will render a decision. Your complaint will be either "substantiated" or "unsubstantiated".

**SHOW OH # 4-6**

**Unsubstantiated Complaints**

- o **Insufficient or no evidence to support allegations**
- o **Evidence thoroughly dispute allegations**

**Substantiated Complaint**

- o **Sufficient evidence to support basis of complaint**
- o **Sufficient evidence to support all or part of allegations**

e. An unsubstantiated complaint is normally rendered for the following reasons:

(1) There was insufficient or no evidence to support your allegations.

(2) Evidence uncovered during the inquiry or investigation thoroughly disputed your allegations.

f. A complaint which is substantiated is normally rendered for the following reasons:

(1) There was sufficient evidence to support the basis of your complaint.

(2) There was sufficient evidence to support all or part of your allegations.

**NOTE:** Explain that findings of unfair or disparate treatment may be substantiated in lieu of a findings of discrimination based on race, gender, or other EO categories.

g. In either event you will be briefed on the findings by the appropriate commander, his or her designated representative, or the agency handling your complaint. You will be required to acknowledge the results of the inquiry or investigation in Part II, Block 11, DA Form 7279-R. Your acknowledgment does not signify that you are in agreement with the findings, but that you have been informed of the findings.

h. A complaint is resolved by actions of the commander or agency to address the grievance and take any other necessary corrective actions to restore benefits, privileges, or lost career opportunities. Punitive or administrative actions against any offender, to include remedial training, is a chain of command decision. These actions to resolve your complaint will be annotated in Part III, Block 12, DA Form 7279-R. You will also be required to acknowledge these actions, but again, your signature will not mean that you necessarily agree with the actions being taken. Even if your complaint was unsubstantiated, your commander may choose to address your concerns and take some form of corrective action(s).

-----

--

3. Learning Activity 3 (ELO D): Describe the Procedures for Submitting an Appeal to an EO Complaint

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .2 hours

Media: Overhead Transparencies: OH # 4-7

a. **APPEALS PROCESS.** If the complainant perceives the investigation failed to reveal all relevant facts to substantiate the allegations, or that the actions taken by the command on his or her behalf were insufficient to resolve the complaint, the complainant has the right to appeal to the next higher commander in their chain of command. Action(s) taken against the perpetrator, if any is taken, may not be appealed.

## SHOW OH # 4-7

### APPEALS PROCESS

(Dissatisfied with outcome on investigation or actions taken)

- o On separate paper within 7 calendar days
- o Specify issues you disagree with
- o Submit to immediate or next higher commander
- o May request appointment with appeal authority
- o Appeal authority has 14 calendar days to respond
- o Final Decision Authority - first General Court Marshal  
Convening Authority in chain of command
- o No further appeal available within EO Complaint System

b. You will have seven calendar days (next drill period for RC) from the date of notification of the results of the investigation and acknowledgment of the actions of the command to resolve your complaint.

c. Your appeal must be in writing and provide a brief statement which identifies the basis of the appeal. This will be done using Part IV, DA Form 7279-R (EO Complaint Form). After completion, the form will be returned to the commander in the chain of command who either conducted the investigation or appointed the investigating officer.

d. Once the appeal has been initiated, the commander has three calendar days (one weekend drill for RC) to refer the appeal to the next higher commander. The commander of the next higher command will have 14 calendar days (or three drill periods for RC) to act on the appeal. Action on the appeal will be to approve it, deny the appeal, or order an additional investigation. The commander acting on the appeal must provide written feedback to you within 14 calendar days of the results.

e. Should you wish to pursue your appeal to a higher authority, the General Court Martial Convening Authority (normally the first General Officer in you chain) will have "final decision authority". No further appeals are available within the EO complaint system.

**NOTE:** Refer students to Handout # 9, Flow Chart of the EO Complaint Process.

4. Learning Activity 4 (ELO D): Describe Actions to Report Incidents of Intimidation, Harassment, or Reprisal

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .7 hours

Media: Overhead Transparencies 4-8 thru 4-12

**SHOW OH # 4-8**

**Reprisal**

**Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.**

a. **Reprisal.** Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.

b. **POLICY.** All Department of the Army personnel are prohibited from taking any action that might discourage you, any family member or DA civilian from filing a complaint or seeking assistance to resolve an EO grievance. Army personnel are prohibited from taking any disciplinary or other adverse action against a complainant, or other DA personnel, seeking assistance, or cooperating with investigating officers, Inspector General or other law enforcement agencies. However, this does not preclude commanders from taking action against soldiers who file fraudulent complaints or give false statements.

**SHOW OH # 4-9**

<p style="text-align: center;"><b>Forms of Reprisal</b></p> <ul style="list-style-type: none"><li>o <b>Threatening</b></li><li>o <b>Intimidation</b></li><li>o <b>Harassment</b></li></ul>
--

c. **FORM OF REPRISAL.** There are three forms of reprisal. (1) Threatening: to give signs or warning of, or to announce as intended or possible actions. (2) Intimidation: to make timid, frighten, to inhibit or discourage by or threaten with harm or adverse treatment. (3) Harassment: to annoy or torment repeatedly and persistently, to wear out, exhaust, or impede by repeated attacks.

**SHOW OH # 4-10**

<p style="text-align: center;"><b>Protected Communication</b></p> <ul style="list-style-type: none"><li>o <b>Violation of law or regulations</b></li><li>o <b>Severe case of mismanagement</b></li><li>o <b>Fraud or a gross waste of public funds</b></li><li>o <b>An abuse of authority or position</b></li><li>o <b>Substantial danger to public safety</b></li><li>o <b>Cooperated with or otherwise assisted in an audit, inspection, or investigation</b></li></ul>
---

d. **PROTECTED COMMUNICATION.** Any lawful communication or disclosure to a Member of Congress, Inspector General of any Service, members of any DOD audit or inspection teams, chain of command, investigative or law enforcement agencies in which you make a complaint or provide information that you reasonably believe is evidence for the following:

- (1) A violation of law or regulations.
- (2) Severe case of mismanagement.
- (3) Fraud or a gross waste of public funds.
- (4) An abuse of authority or position.
- (5) Presents a substantial danger to public safety.

(6) Cooperated with or otherwise assisted in an audit, inspection, or investigation.

e. Protected communication also includes circumstances where you, as a military member:

(1) Were preparing to make a lawful communication but it was not actually submitted, or delivered.

(2) Did not actually communicate or complain, but were believed to have done so.

(3) Cooperated with or otherwise assisted in an audit, inspection, or investigation by providing information that you believed evidenced wrongdoing. (Example acted as a witness or responded to request for information in a lawful communication.)

f. **UNFAVORABLE ACTIONS.** Any action taken that might affect or have the potential to affect your current position or career opportunities. Such actions include, but are not limited to the following:

(1) Promotions or other types of advancement.

(2) Administrative, disciplinary, or other corrective or punitive actions.

(3) Transfers or reassignments.

(4) Decisions concerning pay, benefits, awards, training, or schools.

(5) Counseling, reprimands, or performance evaluation.

(6) Other changes in duties or responsibilities inconsistent with military rank or position.

<p><b>NOTE:</b> Refer students to Handout 6 which contains a list of articles relating to acts of reprisal, intimidation, and harassment. Pick out one or two articles to explain their relationship to acts of reprisal.</p>
---

**SHOW OH# 4-11**

**Military Whistleblower Protection Law  
PROHIBITS:**

- o Restricting a military member from communicating with Members of Congress, DOD officials, or other law enforcement agencies**
- o Taking or threatening to take an unfavorable personnel action as reprisal for making or preparing a lawful communication, or withholding or threatening to withhold a favorable personnel action, as reprisal for making or preparing a lawful communication**

g. **MILITARY WHISTLEBLOWER PROTECTION.** Section 1034, Title 10, United States Code (U.S.C.), requires an expeditious investigation of all allegations of reprisal for whistleblowing submitted by military members. DOD Directive 7050.6, Military Whistleblower Protection, implements Section 1034, Title 10, U.S.C. The military whistleblower protection law and regulation prohibit:

- (1) Restricting a military member from communicating with Members of Congress, DOD officials, or other law enforcement agencies.
- (2) Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action as reprisal for making or preparing a lawful communication.

**SHOW OH# 4-12**

**Reporting Incidents of Reprisal**

**Checklist:**

- o **Made a protected disclosure ?**
- o **Unfavorable action threatened or taken ?**
- o **Others knew of disclosure ?**
- o **Disclosure caused action taken ?**
- o **Evidence that disclosure caused action ? \***

**\* not required in order to report**

**h. REPORTING INCIDENTS OF REPRISAL.** It is the responsibility of the chain of command to ensure that all complaints are protected against reprisal or retaliation for filing an EO complaint. Should you or your family member be threatened with such action you should immediately report the incident to your chain of command, the Inspector General (IG), or higher echelon commander. The following should help as a guide to making that determination:

(1) Did you make a protected disclosure or complaint prior to the incident?

(2) Was an unfavorable action threatened or taken after the disclosure or complaint was made?

(3) Did the person or official taking action know of the complaint or disclosure?

(4) Do you believe the action taken would not have occurred if the complaint or disclosure had not been made?

(5) Do you have evidence or other information that supports or indicates reprisal was taken because of your complaint or disclosure? (Not required to report actions of reprisal.)

-----

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

a. Ask students to name a few of the relevant factors with regard to the Army's Complaint system. (*Key component of Army EO Program; Readily available system treats all complaints seriously; All individuals responsible to report incidents of EO/SH; Guard against frivolous or reckless allegations.*)

b. Ask the students to name some of the Informal Complaint Factors.

- o No requirement for chain of command intervention*
- o May use assistance of other unit members*
- o Confidentiality possible, but not promised*
- o Not required to be in writing*
- o Informal process has good chance for success*
- o Severity of complaint may not warrant a formal complaint*

c. Ask students to name some of the Formal Complaint Factors.

- o Always in writing on DA Form 7279-R*
- o Chain of command involvement*
- o Reasons for Formal Complaint*
  - Uncomfortable with informal process*
  - informal process tried and failed*
  - Record kept of proceedings*
  - Some informal factors do not apply*

d. Ask the students to name some of the actions involved in resolving Equal Opportunity Complaints.

- o If unsubstantiated: You are informed and advised of right to appeal*
- o If all or partly substantiated:*
  - You are informed of findings & acknowledge in Part II of EO Complaint Form.*
  - You are informed of what actions are/will be taken.*
  - You are advised of your right to appeal.*

e. Ask students for their definition of Reprisal. (*Reprisal is defined as taking or threatening to take an unfavorable personnel action against or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication*)

**Closing:** During this period of instruction, you have been familiarized with the Army's EO Complaint Process. This included

the types of complaints, agencies available to you, applicable laws and regulations, and the appeals process. You also received information on the Military Whistleblower Protection Law and those articles of the UCMJ which are applicable to acts of reprisal against individuals filing EO complaints.

Are there any questions about the EO Complaint Process?

---

**E. ENABLING LEARNING OBJECTIVE (ELO) E: Identify Cultural and Social Issues that Affect Individual and Group Behavior**

ACTION	Identify Cultural and Social Issues that Affect Individual and Group Behavior
CONDITIONS	In classroom environment, given student guide and related handouts
STANDARDS	In accordance with AR 600-20

**NOTE:** Paraphrase or modify the following lead-in to meet the target audience.

**LEAD-IN:** The Army, like society, is made up of a large ethnic and gender mix. This mix or difference is sometimes seen through skin color, language, attitude, and/or mannerism. As soldiers, we must develop an understanding and appreciation of cultural and intercultural relationships in order to maintain a strong fighting force.

**1. Learning Activity 1 (ELO E): Define the Concept of Culture**

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .3 hours

Media: Overhead Transparencies: OH # 5-1 thru OH # 5-3

**QUESTION:** How do you define culture?

a. **THE CONCEPT OF CULTURE.** Cultural diversity is an integral part of our nation's history, going back before the early colonies. Early native Americans, although having similar ethnic and racial identities, were culturally very different, belonging to different tribes, speaking different languages, and having a variety of different values and beliefs.

## SHOW OH # 5-1

### CONCEPT OF CULTURE

**CULTURE**: Sharing of learned behaviors and perceptions of a group passed from one generation to the next

**SUBCULTURE**: Group within a larger social group that shares cultural characteristics which are distinguishable from others in the same social setting

b. Culture is the sharing of learned behaviors and perceptions of a group which is passed from one generation to the next.

(1) A subculture is a group within a larger social group that shares cultural characteristics which are distinguishable from others in the same social setting.

**NOTE:** Ask students if they can identify some subcultures in our American culture. (a few examples: religious groups, political groups, the military, regional groups, ethnic groups, etc.)

(2) The Army is a subculture of our larger society. As such, it is set apart from it through its distinctive uniforms, appearance, customs, courtesies, and patterns of communication.

## SHOW OH # 5-2

### ATTRIBUTES OF CULTURE

- o Language
- o Values
- o Beliefs
- o Patterns of Thinking
- o Customary Behaviors

c. **ATTRIBUTES OF CULTURE.** There are five attributes of culture. These attributes are characteristics that serve to make soldiers from one culture different from soldiers of another culture. They are:

**NOTE:** Use the following discussion points as appropriate.

(1) **Language.** Language is the process and method by which soldiers transmit their values, beliefs, and perceptions. Learning and sharing in the Army language is how soldiers assert their membership in the Army culture. Nonverbal behaviors are also a part of the language and are also learned. Such signals as voice inflections, eye contact, and hand gestures are learned patterns of behavior associated with the language of a given culture.

(2) **Values.** Values are those behaviors, people, things, and ideas that are considered central to a given culture. Values are also part of an individual's moral judgment system, how they determine right from wrong. Sometimes cultural values are expressed in the phrases of the language, such as "the American way", "the American dream", or in mottoes like "duty, honor, country".

(3) **Beliefs.** Beliefs are judgments or expectations that a person might have about certain things. They are very similar to and closely related to someone's values. A belief is often used to express how one might see the truth in the rest of the world. When a larger group holds the same beliefs, that group is perceived as being part of the same culture.

(4) **Patterns of Thinking.** Patterns of thinking are ways we reach conclusions, make deductions, and solve problems. Soldiers from different cultures may use different patterns of thinking to reach solutions to different problems. Because of the other attributes of culture, it is likely that soldiers from different cultures will have different ways of thinking about the world around them. Some cultures may rely more on logic and straight deduction, while others may use more intuition or insight through emotion and feeling to reach a conclusion. The way a soldier thinks is also a learned trait. It is part of the culture or socialization process.

(5) **Customary Behaviors.** Customary behaviors are patterns of behaving which represent the norms for a culture. Some customary behaviors have a direct and rational link to values and beliefs of the culture and are necessary for the health and well being of its members. Other attributes, such as dress, appearance, religion, special customs, and social courtesies are more or less subcategories of this and the attributes of culture already discussed.

**SHOW OH # 5-3**

### Non-Attributes of Culture

- o Race
- o Genetics
- o Ethnicity

d. **Non-Attributes of Culture.** It is important to realize that certain attributes some people may perceive as being cultural are, in fact, not attributes of culture.

**QUESTION:** Ask students why race is not an attribute of culture?

(1) **Race.** Race is not an attribute of culture although people believe and act as though it were. Race is the division of mankind which has sufficient and constant inheritable traits that identify separate groups. All human beings belong to the same species. There is no racial group so different from another to constitute a separate or distinct specie. There are more similarities between races than there are differences. Culture is also not defined by race since attributes of culture are learned.

(2) **Genetics.** Culture is not inborn or inherited through genes. Children who are abandoned in the wild or deprived of human contact will have no concept of values or beliefs nor will they assume the needs of humans who have been socialized.

**QUESTION:** How many of you are part of an ethnic group? What characteristics can you identify in your group?

(3) **Ethnicity.** Culture is not an issue of ethnic identity. Ethnicity is defined as those characteristics that distinguish a group by race, religion, national origin, language, or some combination of these categories. An ethnic group is a segment of the population that possesses common characteristics and closely identifies with a cultural heritage significantly different from the general population. Ethnicity can influence how a person learns the culture, but ethnicity or ethnic identity is not a learned behavior of culture. However, we must be sensitive to the fact that many soldiers and civilians will behave as though their ethnicity defines who they are, what they value, or what they believe.

2.

Learning Activity 2 (ELO E): Define Self-Concept

Type of instruction: Conference

Instr to student ratio is: 1:30

Time: .2 hours

Media: Overhead Transparencies: OH # 5-4 and OH # 5-5

**QUESTION:** What do we mean when we say self-concept?

a. **SELF-CONCEPT.** Through socialization we learn our values, beliefs, and attitudes which define how we process information about the rest of the world. Our self-concept is constantly being developed, redefined, and reinforced through our day-to-day experiences. The concept of self is the total image that we have envisioned of our-selves in relationship to others and our environment. Our self-concept is the by-product of our socialization.

**QUESTION:** How do you define self-concept?

**SHOW OH # 5-4**

**Three Dimensions of Self-Concept**

- o **How we see ourselves**
- o **How we wish to be**
- o **How we wish others to see us**

b. We learn about who and what we are through our feelings, emotions, desires, and needs. Our self-concept is three dimensional which includes ideas about how we see ourselves, how we wish to be, and how we wish others to see us. A positive self-concept can be characterized as the behavior we exhibit to close the gap between these three ideals. The negative self-image might be one in which we are unwilling or unable to reconcile any significant differences.

c. If we can understand the affect of socialization on our self-concept, we can effectively manage our own behaviors when they are inappropriate or violate Army policies.

**SHOW OH # 5-5**

## AFFECTS OF SOCIALIZATION

- o Values
- o Beliefs
- o Attitude

d. **Values.** In defining the concept of culture we learned that values represented those things, ideas and people that are central to our existence. Centrally located in our self-concept, values direct how we should and should not behave. When we perceive something that contradicts our own value system, then we may reject it as having no importance in our lives. For example, if someone values education then they may disregard or look down on those who are uneducated, or lack a degree or certificate from a certain school. If you value authority and power then you might devalue or dismiss those without rank, status, or position.

**QUESTION:** Ask students to describe some of their most important values. Ask students if they have similar experiences or examples dealing with values of others that were different from their own.

e. **Beliefs.** What we believe or don't believe can be directly or indirectly influenced by our values. Belief systems that combine several different values are more complex and difficult to examine or evaluate. Belief systems are closely tied to our feelings and emotions and can exist without facts or rigorous proof or supporting evidence. For example if we have a strong belief in God and take the bible literally, then we may have a belief in creation rather than theories of evolution. However, people rarely openly declare what they really believe, especially if it contradicts their cultural values and beliefs. Beliefs tend to be a private matter easily shared among family and friends.

f. **Attitude.** A third component of our self-concept is attitude which is a reflection of our values and beliefs. But what does it mean when someone says you have a "bad" or "the right attitude?" Can you see an attitude? The answer is obviously no, what we see is a person's behavior. What is often implied by bad attitude, is that a person's behavior is not one that resembles or looks as my own nor is it one that I would approve or agree with. For example, if I have an attitude about staying on the job long after quitting time because I believe that was a good work ethic. I may expect you to stay with me even though your work was done and you wanted to go home to your family. I may say you have a bad attitude because we differ about working hours. Unlike beliefs, attitudes (behaviors) are more difficult to hide or disguise and can be reflected in conscious or unconscious actions.

-----

3. Learning Activity 3 (ELO E): Describe the Perception Process

Type of instruction: Conference

Instr to student ratio is: 1:30

Time: .5 hours

Media: Overhead Transparencies: OH # 5-6 thru OH # 5-9

**QUESTION:** How do you define the word "perception"?

**SHOW OH # 5-6**

**THE PERCEPTION PROCESS**

- o **Feedback about ourselves and others**
- o **Not always based on true picture of reality**
- o **We behave as though our perceptions are real**

a. **THE PERCEPTION PROCESS.** To better understand how we relate to other people it is important to know how we interpret and perceive information about the world around us. The process of perceiving, not only gives us feedback about others, but also gives us an impression about ourselves in a given situation. Perceptions are not based on a true picture or interpretation of reality, yet we act and behave as though our perceptions are real, having real consequences.

## SHOW OH# 5-7

### PERCEPTION DEFINITION

**Procedures by which we try to gather and interpret information about the environment that surrounds us.**

b. **DEFINITION.** The perception process is the procedure by which we try to gather and interpret information about the environment that surrounds us. Our perceptions explain reality from an individual point of view. Webster defines perception as an "awareness of the elements of our environment through physical sensations;" sight, touch, hearing, smelling, and taste. Our perceptions reinforce or enhance our socialization and also defines our interactions with others who are different or similar to ourselves. Another important aspect of perception is that the process of physical interpretation and our capacity to comprehend new information is based on our past experiences.

## SHOW OH# 5-8

### ATTRIBUTES TO PERCEPTION

- o Raw data, the information that we experienced
- o Mental process, which is unseen but affected by things
- o Our perception, sensing or interpretation of our experience

c. **ATTRIBUTES TO PERCEPTION.** There are three attribute or elements to our perception process.

(1) Raw data, the information that we experienced (the picture).

(2) The mental process, which is unseen but affected by such things as individual motives, biases, and physical abilities. The brain catalogs and classifies our perceptions e.g., race, color, religion, gender, or other past cultural experiences (where have we seen this before?).

(3) The third attribute is the end product; our perception, sensing or interpretation of our experience. When raw data is incomplete or insufficient, the brain automatically fills in the missing pieces and locks-in on past experiences (the perception).

## SHOW OH# 5-9

### PERCEPTUAL SHORTCUTS

- o **First Impression**
- o **Self-Fulfilling Prophecy**
- o **Just Like Me**
- o **Blaming the Victim**

d. **PERCEPTUAL SHORTCUTS.** Earlier we stated what affected much of our perceptions. When these past experiences combine with new information there is a quick deduction or "shortcut" in how we interpret each new situation. These are a few of the more common types of "shortcuts" that we may encounter during the perception process.

**NOTE:** When appropriate add examples that all students can relate to from current events or school situations.

(1) **First Impression.** This perceptual shortcut is one that we are all familiar with and probably have personally experienced at one time or another. During this situation we make a major decision or judgment call based on our first encounter with an individual, group, or event. We learn from an early age about how important it is to make a good first impression and apply this philosophy on a daily basis. However, we also understand the consequences of a wrong "first impression". We are reminded as we hear people comment that "he or she was not what I expected" or "that wasn't as bad as I thought it would be." Some of us may also know how it feels when someone has made an incorrect "first impression" about ourselves. We are surprised and even become angry when people make decisions about us without really knowing who we are.

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

is a complex, complicated process, but at an early age we could understand both negative and positive results when the right forces are put into motion.

(3) **Just-Like-Me.** This is another form of the perceptual shortcut in which people see themselves or others as being constant or consistent. With this assumption we need not take a lot of time to get to know others or ourselves. An excuse that is often heard is "isn't that just like me" or "isn't that just like them", or "people will never change."

(4) **Blaming The Victim.** Blaming the victim is a special perceptual shortcut. The concept involves seeing individuals or groups as the origin or cause of a particular action or problem rather than the circumstances or other relevant factors in a given situation. Examples of this concept are prevalent throughout our history and are just as relevant in our society today. "He or she is an alcoholic because of low moral character; a women who stays with an abusive husband deserves what she gets; homeless people wouldn't be homeless if they wanted to work," is some of the language used when blaming the victim. Sociologists believe that this behavior is also part of our ego defense mechanism which protects us from feelings of guilt or uncontrolled remorse. However, if not challenged and evaluated, the consequences are that we will never discover the real cause of problems or accept any responsibility for our personal development or resolution.

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

a. Ask the students to explain the term "Concept of Culture."  
*Culture: Sharing of learned behaviors and perceptions of a group passed on from one generation to the next.*  
*Subculture: group within a larger group that shares cultural characteristics which are distinguishable from others in the same social setting.*

b. Ask students to name some of the attributes of culture.  
*(Language; values; beliefs; patterns of thinking; customary behaviors)*

- c. Ask students to name the non-attributes of a culture. (*Race; genetics; ethnicity*)
- d. Ask students to define the word “perception.” (*Perception is a process by which we try to gather and interpret information about the environment that surrounds us. Our perceptions explain reality from an individual point of view*)
- e. Ask the students to name some of the attributes of perception.
  - o *Raw data - the information that we experience*
  - o *Mental process - which is unseen but affected by things*
  - o *Our perception - sensing or interpreting our experiences*
- f. Ask students to name some of the perceptual shortcuts.
  - o *First impressions*
  - o *Self-Fulfilling Prophecy*
  - o *Just like me*
  - o *Blaming the victim*

**CLOSING.** We have discussed the perception process to include four types of perceptual shortcuts, first impression, the self-fulfilling prophecy, just-like-me, and blaming the victim. You also learned about the attributes of culture and two perceptual factors.

G.

**ENABLING LEARNING OBJECTIVE (ELO G):** Behaviors that Promote Ethnic and Gender Awareness

ACTION	Identify behaviors that promote ethnic/gender awareness
CONDITION	In a classroom environment, given student guide and related handouts
STANDARD	In accordance with AR 600-20

**NOTE:** Paraphrase the following introduction to meet the target audience.

**LEAD-IN:** During this period of instruction you will learn to identify the behaviors that promote ethnic and gender awareness. You will identify and define barriers to cross-cultural interactions and communications and you will define the behaviors that value ethnic and gender differences.

1.

Learning Step/Activity 1 (ELO G): Identify Barriers to Cross-Cultural Interactions

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .4 hours

Media: Overhead Transparencies: OH # 7-1 thru OH # 7-4

**SHOW OH # 7-1**

<p><b>COMMUNICATION BARRIERS</b></p> <ul style="list-style-type: none"><li>- <b>Language Barriers</b></li><li>- <b>Different Communication Styles</b></li></ul>
---

**NOTE:** Paraphrase the following to meet target audience.

a. **COMMUNICATION BARRIERS.** The need to communicate is universal within all organizations, but that need to communicate is even more significant in the Army between soldiers preparing for combat. However, the different ways we communicate truth and meaning are not universal and can cause problems in a diverse organization. It is obvious that the Army consists of people who speak different languages from around the world, but even those

who speak the same language may use that language in different ways. Misunderstanding is often a problem between soldiers who are very much alike, but it poses an even greater barrier between those who are ethnically or culturally different.

b. **Language Barriers.** It is easy to see how misunderstandings can occur between people who speak different languages. Even with the use of a skilled translator important parts of a message may be lost. A language also functions more effectively when used in its cultural context.

c. Mistakes in translation or interpretation between soldiers can be very costly. They can do a great deal of harm in creating misunderstandings within a unit.

d. **Different Communication Styles.** Even soldiers who speak the same language will have different ways of structuring information, presenting arguments, using different "styles" for social and professional exchanges, and making cultural distinctions and assumptions about how we interpret what others say. What we all must understand is that being different does not mean being inferior.

e. Communication is more than just an exchange of information. It is more than words and consists of four specific ingredients:

#### **SHOW OH # 7-2**

##### **INGREDIENTS FOR EFFECTIVE COMMUNICATIONS**

- o **The Information Being Transmitted**
- o **Feeling and Emotion at an Appropriate Level**
- o **The Nonverbal Message**
- o **The Request or Implied Expectation of a Response**

f. **Ingredients for Effective Communications:**

- (1) The information being transmitted.
- (2) Feeling and emotion expressed appropriately.
- (3) The nonverbal message.
- (4) The request or implied expectation of a response.

**NOTE:** Ask students what might happen if one of the ingredients is missing.

g. Sometimes soldiers involved in a cross-cultural exchange will become emotionally hooked on one or two components and miss the meaning or purpose of the message.

**SHOW OH # 7-3**

**Cross-Cultural Misunderstandings**

- o **Social Courtesies**
- o **Flow of Information**
- o **Assertiveness**
- o **Honesty**

h. **Cross-Cultural Misunderstandings.** Most misunderstandings among soldiers that result from cross-cultural experiences do not necessarily occur from only one episode of misunderstanding. It's usually a cumulative process. One misunderstanding leads to another misunderstanding which can lead to an unsuccessful encounter. Each side begins to blame the other for lacking awareness, understanding, or both.

**QUESTION:** How many of you can remember your last misunderstanding with another person? Was it just one incident?

i. We will now examine some of the most common causes of cross-cultural misunderstandings:

**NOTE:** Use the following discussion points as appropriate.

(1) **Social Courtesies.** Within our English language there are hidden codes and cues that control our conversations during business, social gatherings, or in meetings. Some of the most frequently heard complaints about those who speak English as a second language include the following:

**SHOW OH # 7-4**

**Frequent Complaints About Those Who Speak English as a Second Language**

- o They are impolite and don't show proper respect
- o They won't admit when they don't understand something
- o They don't know how to get along with others
- o They stick together and speak their own language
- o They won't be direct or ever get to the point
- o They can't be trusted and won't inspire confidence

(2) If you have not learned the social courtesies of a given culture you may well feel rejected and frustrated in your efforts to communicate and get along with others. Because of this lack of understanding, you may not be evaluated fairly.

**RE-SHOW OH # 7-3**

**Cross-Cultural Misunderstandings**

- o Social Courtesies
- o Flow of Information
- o Assertiveness
- o Honesty

(3) **Flow of Information.** How soldiers arrange information depends on their cultural experience. Many European cultures arrange information in a linear fashion, going directly from a starting point to a specific objective or conclusion. People from Arab, Latin, and Asian cultures may tend to communicate in a less linear fashion. They are more likely to branch off in a series of directions or go full circle before getting to what the listener may perceive as the point of the message.

(4) Culture also affects how and when business is discussed. A special problem experienced during cross-cultural communication is not knowing how information should flow or when it is appropriate to engage in certain kinds of discussions. For instance, some believe that in the northern United States, people waste little time on social niceties when conducting business. However, some others believe that in the South, social courtesies are a way of life, and being sociable is a requirement to establish trust and to "grease the skids" for business. This difference in protocol might also exist between different industries and institutions.

**NOTE:** An example of this is when you go in to buy a new car, who is expected to start the conversation and how?

(5) **Assertiveness.** People from different cultures will have different distinctions about assertive behavior. Unlike many cultures, Americans perceive being assertive as a good management or strong leadership trait. However, unless properly trained, some individuals may have difficulty in distinguishing where assertiveness ends and aggressive behavior begins. For example, when majority members try to be friendly, some minorities may see their behavior as aggressive, prying, or even being confrontational. In addition, some women who are unaware of cultural differences may view assertiveness as a violation of personal space; others may see the same behavior as an attempt to make a sexual advance.

(6) **Honesty.** Americans believe that telling the truth is essential for real communications. "Honesty is the best policy", "Tell it like it is", or "Being up-front" is the message of straight talk. As you continue your Army service, truth and candor will be an integral part of your training and the Army ethic. However, you must understand that other cultures make different distinctions about how they define the truth or communicate real meaning. The need or desire for honesty is not as valued as other traits such as courtesy, loyalty to family, sensitivity to a friend's feelings, or the need to "save face".

-----

2. Learning Activity 2 (ELO G): Define Barriers to Cross-Cultural Communications

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .3 hours

Media: Overhead Transparencies: OH # 7-5 thru OH # 7-7

**SHOW OH # 7-5**

**BARRIERS TO CROSS-CULTURAL COMMUNICATIONS**

- o **Signs, Symbols, and Gestures**
- o **Accents**
- o **Jive & Jargon**
- o **Lack of Trust**

a. **BARRIERS TO COMMUNICATION.** Communication in the Army is the method by which soldiers exchange and disseminate information. It is also the foundation for all professional and personal relationships, regardless of circumstances. Therefore, a breakdown or barrier in communication can be very costly or even destructive for everyone involved.

b. For the next few minutes we will examine some of the more common barriers to cross-cultural communications:

**NOTE:** Use the following discussion points as appropriate.

c. **Symbols.** Webster defines a symbol as "something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance; a visible sign of something invisible (the lion is a symbol of courage)". Ethnic, racial, or cultural symbolism may take the form of actions, sounds, or objects which are not important in themselves, but which direct attention to something that is considered important by the group. Most groups use symbols to show belonging and membership. Just as social organizations, religions, businesses, and political parties have their own sets of symbols, so do various ethnic, racial, and cultural groups.

**QUESTION:** How important are trademarks for businesses and consumers? Which trademarks have made a strong impression on you?

d. To understand group symbolism, you must be aware of the self-concepts which have evolved within the groups. These concepts have often developed as a reaction to isolation from or rejection by the power establishment. They are expressed through a strong identity and solidarity and result in an increase in personal pride and public identity.

e. A cultural symbol is an item or way of behaving which carries a special meaning for an ethnic or racial group. It is important for you to know about cultural symbols and their importance to individuals and group identity. This knowledge helps to create and maintain effective human relations and enhances unit cohesion. Some examples of cultural symbols are clothing, flags, special handshakes, and inscriptions on hats and shirts. These symbols can help develop a healthy morale and esprit-de-corps among soldiers, but they must be understood to be effective.

**NOTE:** Ensure students recognize that signs and symbols can also be antagonizing towards other groups.

**SHOW OH # 7-6**

**SIGNS AND GESTURES**

- o **Malcolm "X"**
- o **Confederate Flag**
- o **Handshakes**
- o **Peace Sign**
- o **Political Caricatures**
- o **National Flags**
- o **Clenched Fist**

f. **Signs and Gestures.** Certain physical gestures or "body language" may be used by different cultural groups to show pride or solidarity. The symbols used by some groups are often viewed by others as a lack of professionalism, display of resentment, or outward hostility rather than as gestures of unity and cultural expression. Some examples are:

- (1) Malcolm "X" (Black Power/Militancy/Separatism).

- (2) Confederate Flag (Southern Culture/Traditions/Slavery).
- (3) Handshakes (Fraternities, Clubs, Black Unity).
- (4) Peace Sign (National Movement/Passivist/Weakness).
- (5) Political Caricatures (Elephant/Donkey/Left/Right).
- (6) National Flags (Ethnic Unity/Patriotism/Anti-American)
- (7) Clenched Fist (Black Power/Solidarity/Violence).

g. **Clothing and Appearance.** On special occasions, many ethnic groups express a pride in their self-concept by wearing clothing that symbolizes their heritage, ethnic or cultural group. Some examples are:

- (1) Irish-Americans wear green on St. Patrick's Day.
- (2) German-Americans wear lederhosen (leather trousers) for German festivals.
- (3) Hip-Hop (baggy pants, tennis shoes, plaid shirt, baseball cap turned backwards).
- (4) African traditional clothing, head-dress or jewelry.

**SHOW OH # 7-7**

**ACCENTS**

- o **Americans often react negatively when listening to people with strong foreign accents**
- o **Indifferent when someone is struggling with the English language**
- o **Can lead to other assumptions and biases**

h. **Accents.** Unlike Europeans, some Americans often react negatively when listening to people with strong foreign accents. Some become frustrated and sometimes indifferent when someone is struggling with the English language. People who only speak English often act as though only others have accents. This kind of thinking can lead to other assumptions and biases about the education and intelligence of those holding the accent. A common mistake made by some individuals is to assume that people who speak English well are more intelligent, more competent, or even more trustworthy. Judging another soldier based only on an accent can cause you to make a big mistake about a fellow soldier's true ability and character.

i. **Jive & Jargon.** People who are culturally different from each other may make judgments based on the kinds of expressions that each uses. These expressions can be derived from a soldier's culture or regional background. Soldiers who use terms such as "ain't", "y'all", "shownuff", "you know" or "wif" are marked as being poorly educated. Yet when it comes to using what is termed improper English, there appears to be a double standard. When some individuals use slang or improper English it is assumed they are using it on purpose to emphasize a point or to communicate humor. When a minority uses the same slang, he or she may be perceived as not knowing any better. Use of certain terms by minority soldiers is called "jive", while terms used by majority soldiers are jargon. The problem and ultimate barrier to communication is that one is seen as illiterate while the other is thought to be colorful.

j. **Lack of Trust.** Many people believe that trust is an essential ingredient to any communication process. Some minorities, including women, because of past negative experiences, are suspicious and have a great deal of anxiety toward those who are culturally different and have the power to control and shape their destiny. Their past experiences can make minorities feel they must confront and demand respect and fair treatment. Their different perceptions about how they will be treated can detract from real issues because of their reaction to the process.

-----

3. Learning Step/Activity 3 (ELO G): Define Behaviors that Value Ethnic and Gender Differences

Type of instruction: Conference

Instructor to student ratio is: 1:30

Time of instruction: .6 hours

Media: Overhead Transparencies: OH # 7-8 thru OH # 7-9

**SHOW OH # 7-8**

**CONCEPT OF VALUING DIFFERENCES**

- o **Encouragement to discuss cultural and gender differences**
- o **Integrating cultural differences**
- o **Learn not to see differences as negative or undesirable characteristics**

a. **VALUING DIFFERENCES.** Today, because of the Civil Rights Movement and the Army's EO program, soldiers and DA Civilians are more aware and sensitized to their cultural and gender differences. To ensure continued success and a good working environment, DA personnel are encouraged to share and discuss their differences during training and other appropriate unit or command forums. The purpose of this training is to provide an opportunity for understanding the diversity that exist between ourselves and valuing our differences. Everyone must learn not to see cultural differences as negative or undesirable, but a prerequisite to valuing differences.

b. Valuing differences is not a new way for managing difference among diverse groups. Integrating our cultural differences is a part of our American heritage. The concept of valuing differences today however, is a move from our natural tendency learned during socialization to see our differences as negative or undesirable traits or characteristics. Valuing differences can be viewed as any model in which components are different and distinct from one another, but must come together to work effectively as a single unit.

**NOTE:** Use examples from sports, teamwork, a company, a car, a piece of equipment or machinery. Other examples from a historical perspective could be Indian scouts during the Revolutionary War, the Navaho code talkers, and women's roles during W.W.II or the tunnel rats during the Vietnam War.

c. However, before we can value our differences, we must have a working relationship and climate that treats everyone with dignity and respect. We must demonstrate on a daily bases communication skills that show caring, awareness, and sensitivity for our differences.

d. **Delete Hot Buttons.** Hot Buttons are certain derogatory words used by one individual or group to express negative feelings and attitudes about another individual or group. Words such as oriental, slopes, honky, colored, wetbacks, spic, or broad will always cause emotional reaction and are continuously used by people who are not thinking or are labeled as uncaring or insensitive to others. In most instances these words and terms are inappropriate and are a violation of the Army's EO/EEO policies. Inadvertent slurs, or colorful metaphors are sometimes buried in clichés like "acting like a bunch of wild Indians", "driving like a woman" or "Chinese fire drill." While the person using such terms as these may not intend to hurt others, they are not less hurtful because they did not intend to cause hurt or harm. Terms such as these should be avoided.

e. Another type of communication that is described as a hot button is the used or misuse of exclusionary language that is gender based. For many women this form of behavior represents the most subtle form of sexism or discrimination because it is an omission of women when the subject or topic at hand is gender neutral. The problem for many people men and women is the use of masculine terms "he", "his", or "guys" when referring to everyone in general, the group, or organization.

f. Terms of endearment, such as honey, sweetheart, or baby are also words that set people off because of gender differences. Although these words may be intended to relate a personal feeling that one person may have for another, they are inappropriate for the work place and unprofessional since these terms are rarely used to recognize a person's rank or position in the organization. When unsolicited or unwelcome these terms can also create a hostile

environment and can also be characterized a form of gender discrimination when used by either males or females.

g. **Eliminate Ethnic or Sexual Jokes.** Soldiers and DA civilians must understand that telling ethnic or sexual jokes is prohibited and will not be tolerated as acceptable behavior in the work place, on military installations or any other government controlled facility. However, ethnic or racial and sexual jokes continue for many as a legitimate part of our socialization process. It is one of the toughest forms of prejudicial behavior to deal with. Despite the fact that these types of jokes are alive and well as part of our entertainment media, the difference of perception about offensiveness is not with the joke, but the intent of the teller. Many see these jokes as humorous, all in fun, with no intent to hurt or do harm. However, this is rarely the case and the issue often rest with who is listening and who is telling the joke. In cross-cultural or diverse working environments such as the military, ethnic, racial, or sexual jokes will always be an irritant. Soldiers and DA civilians must understand how this behavior can interfere with team building and cohesion required for mission readiness.

h. **Building Trust.** Many people believe that trust is important for any honest open communications. Trust is a necessary special ingredient in cross-cultural communications. People who have had negative past experiences because of race, ethnicity, color, gender, or religion are suspicious and cautious or may distrust those who remind them of those negative experiences. This lack of trust can make people confrontational and question the sincerity or honesty of others who are different. When trust is missing from a cross-cultural interaction there are different perceptions about how a person will be treated and can detract from real issues about truth and fairness. To build trust soldiers must have a honest desire to value their differences and then share them openly with others who are different from themselves.

i. **Deal with Assumptions.** Assumptions are a complex extension of our prejudices and stereotypes. Making assumptions about others has similar characteristics to stereotyping, but may have a very different affect on people during cross-cultural interactions. Stereotypes are frequently associated with negative prejudgments. Assumptions based on stereotypes are supposition or acts of supposing something is true based on erroneous or incomplete information. Assumption based on prejudices or stereotypes can create expectations which have both negative and positive

perceptions. These assumptions can blind people to what really is being said or done and can cause a self-fulfilling prophecy. Examples are; a person who displays a rebel flag is perceived as a bigot or a racist, Blacks who wear or display the "Malcolm X" symbol are militant, Asians should make good business partners because they are scrupulous and smart, people with strong foreign accents are untrustworthy because they are aliens.

j. **Control Prejudices and Stereotypes.** No matter how hard we try to avoid our prejudices and stereotypes learned during socialization they will from time to time affect our behaviors. These behaviors can be either a conscious or unconscious act which cannot only affect our perception about others, but can support our own self-image as well. Perhaps the greatest harm that can come from stereotyping is that of reinforcing our underlying prejudices and feelings of superiority. Stereotypes once learned can never be unlearned. However, they can be controlled and dealt with on a case-by-case basis. Here are a few methods that can help in that process.

#### **SHOW OH # 7-9**

##### **METHODS FOR CONTROLLING PREJUDICE AND STEREOTYPES**

- o **Accept ownership**
- o **Behavior Affected by Your Prejudices**
- o **Examine Own Behavior**
- o **Ask Others**
- o **Don't Tolerate**

(1) Accept ownership and responsibility for your own prejudices. Don't deny their existence or their impact on your behavior.

(2) Identify and recognize how you behave when affected by your prejudices and stereotypes.

(3) Examine how your behavior affects others.

(4) Ask others about your behaviors. Apologize if appropriate or warranted and modify it for the next interaction.

(5) Don't defend or excuse inappropriate behavior.

-----

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

- a. Ask students to name two barriers to Cross-Culture Interaction. (*Language and Communication Styles.*)
- b. Ask students to name some of the causes of Cross-Cultural Misunderstandings. (*Social Courtesies; Flow of Information; Assertiveness; Honesty.*)
- c. Ask students to name some of the barriers to Cross-Cultural Communication. (*Signs, Symbols, and Gestures; Accents; Jive and Jargon; Lack of Trust.*)
- d. Ask students for their thoughts on the term 'Valuing Differences.'
  - o *DA personnel encouraged to discuss cultural and gender differences*
  - o *Integrating cultural differences in part of our American heritage*
  - o *Must learn not to see our differences as negative or undesirable*
  - o *Prerequisites to valuing differences:*
    - o *Working climate treats everyone with dignity and respect*
    - o *Everyday communication skills that show caring, awareness, and sensitivity to others*
    - o *Deleting hot buttons*
    - o *eliminating ethnic and sexual jokes*
    - o *dealing with assumptions*
    - o *Control stereotypes*

**CLOSING:** During this period of instruction we have identified the barriers to cross-cultural interaction and cross-cultural communication. We have also examined and defined the behaviors that value ethnic and gender differences.

---

**SECTION IV.****SUMMARY**

Method of instruction: Conference

Instructor to student ratio is: 1:30

Time of instructor: .1 hours

---

**REVIEW/  
Summarize**

During this lesson we have discussed the Army's Equal Opportunity and Equal Employment Opportunity programs, which include the prevention of sexual harassment. We have emphasized the policy, individual and leader responsibilities and your rights. We have also identified behaviors that violate the Army's EO/EEO programs and policies and the procedures for filing EO complaints. It is hoped that your exposure to the material in this lesson will contribute to the Army's ultimate goal to foster mutual dignity and respect among all personnel.

---

**Check  
on Learning**

- a. Solicit students questions and explanations.
  - b. Questions and answers.
  - c. Correct student misunderstandings.
- 

**SECTION V.****STUDENT EVALUATION**

---

**Testing  
Requirements**

There are no formal testing requirements for the material presented in this lesson.

---

**Feedback  
Requirement**

If remedial/refresher training is required, students will be trained by peer instructors, the instructor who taught the class, or the instructor for the course. Have students review all material and references covered in the lesson.

---