

Lesson 1

ADMINISTRATIVE

- FT KNOX
- EQUAL OPPORTUNITY
- REPRESENTINES COURSE

ADMINISTRATIVE

- **OVERVIEW**
- 1. Explain Administrative Issues and Requirements
- 2. Conduct Course Overview
- 3. Explain Student Expectations

ADMINISTRATIVE

- **Course Ground Rules**

- **1. Listen for understanding, not for agreement**
- **2. Treat other students with dignity and respect**
- **3. Sit by someone different every day**
- **4. Silence is agreement**
- **5. Everyone's opinion is important**
- **6. Don't interrupt or debate others**

ADMINISTRATIVE

- **Course Ground Rules**
- **7. Be on time (morning, breaks, lunch)**
- **8. Table topics**
- **9. Critique sheets, fill them out right after each class**
- **10. Speak for yourself, not others**

ADMINISTRATIVE

- **Course Ground Rules**

- **11. Don't use inclusionary language**
- **12. Participate in the exercises**
- **13. No unit work during the course**
- **14. If tired, stand up**
- **15. May not miss more than four hours**
- **16. Instructors are in charge**

ADMINISTRATIVE

- Questions ?

Lesson 2

The Army's EO Program and Policies

The Army's EO Program and Policies

- **OVERVIEW:**
- **1. Describe the Army's Policy Statement.**
- **2. Define the Army's EO Policy.**
- **3. Describe the EO Concept, Principles, and Program Components.**

The Army's EO Program and Policies

- **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 member working, living and recreational environments**

The Army's EO Program and Policies

- **EQUAL OPPORTUNITY PROGRAM
CONCEPT**

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

The Army's EO Program and Policies

- **EQUAL OPPORTUNITY PRINCIPLES**
- **Commanders and leaders are responsible for unit EO**
- **Promote harmony, do not merely avoid disorder**
- **Support individual and cultural diversity**
- **Discipline will not be compromised**
- **Fair and equal treatment for all soldiers and employees are emphasized**

The Army's EO Program and Policies

- **EO PROGRAM COMPONENTS**
 - **Leader Commitment**
 - **Sequential And Progressive Training**
 - **Effective And Responsive Complaint System**
 - **Affirmative Action Plans**
 - **Feedback Mechanism**
 - **Equal Opportunity Advisors**

The Army's EO Program and Policies

- **RELATED EO PROGRAM ELEMENTS**
 - **Military Discipline And Conduct**
 - **Appropriate Behavior**
 - **Extremist Groups**
 - **Army Language Policy**
 - **Accommodating Religious Practices**

The Army's EO Program and Policies

- **SUMMARY:**
- **1. Describe the Army's Policy Statement.**
- **2. Define the Army's EO Policy.**
- **3. Describe the EO Concept, Principles, and Program Components.**

Lesson 3

***Role of the Equal Opportunity Advisor (EOA)
and Equal Opportunity Representative (EOR)***

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **OVERVIEW:**

- 1. Define the Role of the Equal Opportunity Advisor.
- 2. Describe Trainer/Educator Role.
- 3. Define Assessor Role.
- 4. Define Change Agent Role.

Role of the Equal Opportunity Advisor (EOA)
and Equal Opportunity Representative (EOR)

- **ROLE OF THE EQUAL OPPORTUNITY
ADVISOR**

- **Advisor**
- **Trainer/educator**
- **Assessor**
- **Change agent**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **EOA DUTIES AND RESPONSIBILITIES**
 - **Understand/articulate EO policies**
 - **Recognize/assess discrimination**
 - **Recognize all forms of sexual harassment**
 - **Recommend remedies to discrimination and sexual harassment**
 - **Assess the command climate**
 - **Collect/organize/interpret demographic data.**
 - **Assist in development/monitoring of AAP**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **EOA DUTIES AND RESPONSIBILITIES**
 - **Assist in assessing, planning, implementing, and evaluating EO program**
 - **Prepare Quarterly Narrative and Statistical Report**
 - **Train EORs**
 - **Assist in evaluating unit training**
 - **Organize/conduct EO/POSH training.**
 - **Conduct EO executive seminars.**

Role of the Equal Opportunity Advisor (EOA)
and Equal Opportunity Representative (EOR)

- **EOA DUTIES AND RESPONSIBILITIES**
 - **Process complaints**
 - **Provide advisory assistance on investigations**
 - **Review EO investigative reports**
 - **Conduct follow-up assistance**
 - **Assist in ethnic observance**

Role of the Equal Opportunity Advisor (EOA)
and Equal Opportunity Representative (EOR)

- **EOA DUTIES AND RESPONSIBILITIES**
 - **Maintain liaison with community organizations.**
 - **Assist in developing EO policy for units**
 - **Conduct staff assistance visits**
 - **Prepare ANSR report**
 - **Assisting in development/monitoring of AAP**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **EOR RESPONSIBILITIES**

- **To assist commanders at the battalion level and below in carrying out the EO program within their units.**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

• **EOR DUTIES**

- **Recognizing detractors from a healthy EO climate**
- **Assist in unit climate assessment**
- **Preparing/assisting in conducting EO training**
- **Maintain liaison with other EORs and EOA**
- **Assist in conducting ethnic observances**
- **Referring complaints**
- **EO Resource person**

Role of the Equal Opportunity Advisor (EOA)
and Equal Opportunity Representative (EOR)

- **CHAIN OF COMMAND EO
RESPONSIBILITIES**

- **Unit chain of command**
- **NCO support channel**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **EO CHECKLIST**

- **Leader involvement**
- **Training**
- **Assessments**
- **Staffing**
- **Complaint processing**
- **Affirmative Actions**
- **Ethnic and special observances**

Role of the Equal Opportunity Advisor (EOA) and Equal Opportunity Representative (EOR)

- **SUMMARY:**

- 1. Define the Role of the Equal Opportunity Advisor.
- 2. Describe Trainer/Educator Role.
- 3. Define Assessor Role.
- 4. Define Change Agent Role.

Lesson 4

Socialization Process

Socialization Process

- **Overview:**
- 1. Identify the socialization process.
- 2. Identify the sources that impact on socialization.
- 3. Distinguish between reinforcement and variation influences on Socialization.
- 4. Identify how the socialization process impacts on behavior.
- 5. Discuss self-concept.

Socialization Process

- **SOCIALIZATION PROCESS**

- **An all encompassing educational process from which values, goals, beliefs, attitudes, and sex-roles are acquired.**

Socialization Process

- **SOURCES THAT INFLUENCE
SOCIALIZATION**

- **Nation**
- **Region**
- **Community**
- **Family**
- **Media**
- **Peers / Friends**

Socialization Process

- **DR. MORRIS MASSEY'S VALUE PROGRAMMING**
- **What we are now, directly relates to when, and where, we were value programmed**
- **We are programmed with gut values by age ten**
- **Values will not change unless a significant emotional event occurs**

Socialization Process

- **SELF-CONCEPT**

- **The totality of the individual's thoughts and feelings having reference to him or her as an object. "A Snapshot Picture." (Dr. Morris Rossenburt)**

Socialization Process

- **SOURCES OF SELF-CONCEPT**

•	Heritage	Needs fulfillment	
		Physical	Emotional
•			
•			
•	Sexuality	Food	Love
•	Race	Shelter	Power
•	Nationality	Water	Acceptance
•	Religion		Life Style
•	Family Status		

Socialization Process

- **MORRIS ROSSENBERG'S THREE IDENTITIES**

- **The extant self**
- **The desiring self**
- **The presenting self**

Socialization Process

- **EGO DEFENSE MECHANISMS**
 - Denial
 - Projection
 - Rationalization
 - Perceptual (reinterpretation)

Socialization Process

• **EFFECTS OF THE SELF-CONCEPT**

• **Positive Effects**

- **Love of self and others**
- **Develop one's intelligence**
- **Decisive, assertive**
-
- **Enjoy one's**
- **physical abilities**
- **Creative**
- **Tolerant**
- **Open**
- **Trusting**

Negative Effects

- Hate self and others**
- Blind to one's potential**
- Indecisive/defensive/
aggressive**
- Deny or exaggerate
physical abilities**
- Destructive**
- Bigoted/prejudiced**
- Closed**
- Hidden agenda(s)**

Socialization Process

- **STRATEGIES TO CHANGE SELF-CONCEPT**

- **Set goals**
- **Soul-searching**
- **Require motivation to change**
- **Absence of defensiveness**

Socialization Process

- **BARRIERS TO CHANGING SELF-CONCEPT**
 - **Cyclical pattern of behavior**
 - **Cognitive barriers**
 - **Environmental pattern**

Socialization Process

- **SUMMARY:**
- 1. Identify the socialization process.
- 2. Identify the sources that impact on socialization.
- 3. Distinguish between reinforcement and variation influences on Socialization.
- 4. Identify how the socialization process impacts on behavior.
- 5. Discuss self-concept.

Lesson 5

Values, Attitudes, and Behaviors

Values, Attitudes, and Behaviors

- **OVERVIEW:**
- 1. Define Values, Attitudes, Behaviors and Beliefs.
- 2. Explain the importance of beliefs, values and norms.
- 3. Explain the value system and the significance of the socialization process.
- 4. Explain Louis Rath's seven value criteria.
- 5. Explain cognitive dissonance and ways to reduce it.

Values, Attitudes, and Behaviors

- **DEFINITIONS**

- **Values**
- **Value system**

Values, Attitudes, and Behaviors

- **ARMY VALUES**

- **Loyalty**
- **Duty**
- **Respect**
- **Selfless Service**
- **Honor**
- **Integrity**
- **Personal Courage**

Values, Attitudes, and Behaviors

- **THE CATEGORIES OF VALUES**
 - **Personal**
 - **Social**
 - **Political**
 - **Economic values**
 - **Religious**
 - **Socialization**

Values, Attitudes, and Behaviors

- **ATTITUDE**

- **A state of mind or feeling with regard to some matter.**

Values, Attitudes, and Behaviors

- **CHARACTERISTICS OF ATTITUDE**

- **Difficult to measure**
- **May create inflexibility and stereotypes**
- **Often indicated by behavior**
- **Formed largely from the continuous process of socialization**
- **Positive or negative implications**
- **Usually are not easily changed**

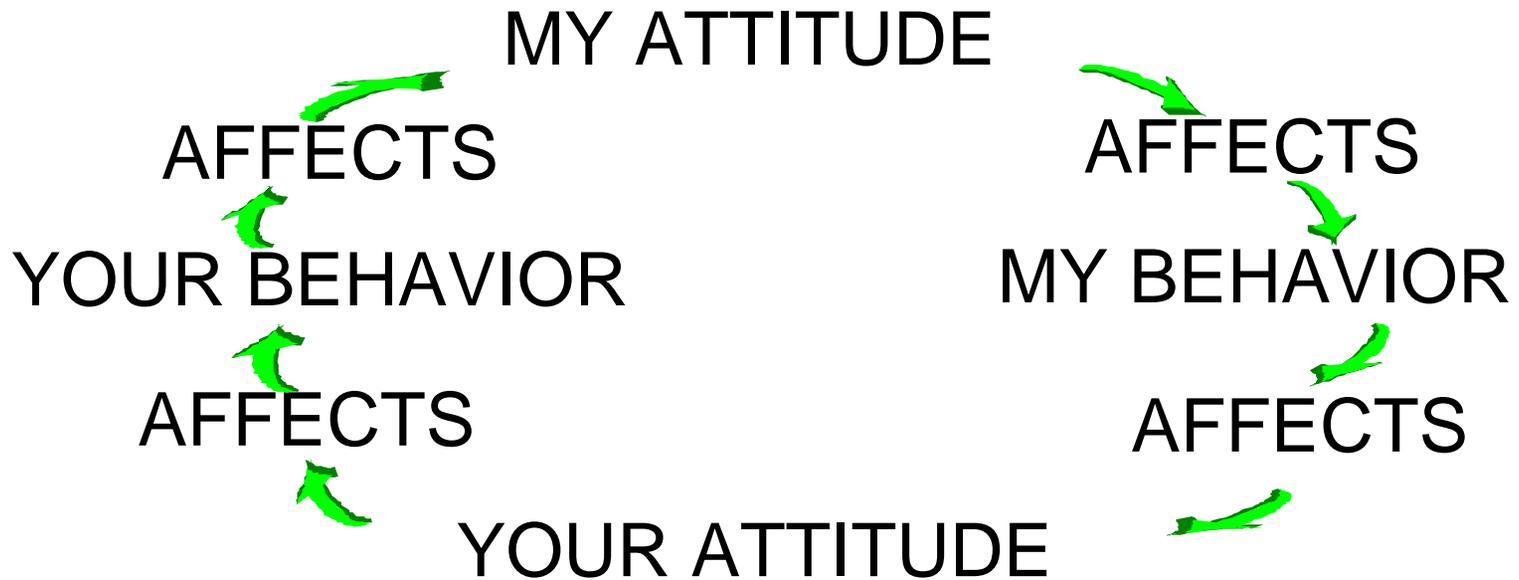
Values, Attitudes, and Behaviors

- **BEHAVIOR**

- **Behavior is the manner of conducting oneself. The response of an individual or group to it's environment.**

Values, Attitudes, and Behaviors

BETARI BOX MODEL



Values, Attitudes, and Behaviors

- **WAYS TO REDUCE COGNITIVE
DISSONANCE**

- **Avoidance**
- **Denial**
- **Change**

Values, Attitudes, and Behaviors

- **BELIEFS**

- **Beliefs are assumptions or convictions you hold as true about some thing, concept or person.**

- **NORMS**

- **Norms are the rules or laws normally based on agreed-upon beliefs and values that members of a group follow to live in harmony.**

Values, Attitudes, and Behaviors

- **SUMMARY:**
- 1. Define Values, Attitudes, Behaviors and Beliefs.
- 2. Explain the importance of beliefs, values and norms.
- 3. Explain the value system and the significance of the socialization process.
- 4. Explain Louis Rath's seven value criteria.
- 5. Explain cognitive dissonance and ways to reduce it.

Lesson 6

Communications Process

Communications Process

- **Overview:**
 - 1. Definition of Effective Communication.
 - 2. Elements of the Communication Process.
 - 3. Communication Barriers.
 - 4. Cross-Cultural Misunderstandings.
 - 5. Barriers to Cross-Cultural Communications
 - 6. Accents.

Communications Process

- **DEFINITION OF COMMUNICATION**
- **The successful exchange of information between individuals.**

Communications Process

- **GUIDELINES TO SUCCESSFUL COMMUNICATION**

- **Prepare yourself**
- **Check partner**
- **Be positive**
- **Use “I” message**
- **Be specific**
- **Active listening**
- **Stay focused**

Communications Process

- **FACTORS OF INTERPERSONAL COMMUNICATION**

- **Self-concept**
- **Poor self-concept**
- **Coping with angry feelings**
- **Admit your emotions**
- **Self-disclosure**

Communications Process

- **ELEMENTS OF THE COMMUNICATION PROCESS**

- **Source**
- **Encode**
- **Message**
- **Decode**
- **Destination**
- **Feedback**

Communications Process

- **STYLES OF COMMUNICATION**

- **Friendly, sociable, or playful**
- **Directive, persuasive, demanding, evaluative, blaming, or praising**
- **Speculative, tentative, uncertain, searching, reflecting, exploring or intellectual**
- **Disclosing, revealing, explicit, responsive, accepting, and aware**

Communications Process

- **COMMUNICATION BARRIERS**

- **Language barriers**
- **Different communication styles**
- **Physical barriers**
- **Perceptual barriers**
- **Noise**

Communications Process

- **CROSS-CULTURAL MISUNDERSTANDINGS**

- **Social courtesies**
- **Flow of information**
- **Assertiveness**
- **Culture**
- **Honesty**

Communications Process

- **BARRIERS TO CROSS-CULTURAL COMMUNICATIONS**
 - **Songs, symbols, and gestures**
 - **Accents**
 - **Jive and jargon**
 - **Lack of trust**

Communications Process

- **SIGNS AND GESTURES**

- **Malcolm “X”**
- **Confederate flag**
- **Handshakes**
- **Peace sign**
- **Political caricatures**
- **National flags**
- **Clenched fist**

Communications Process

- **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**

Communications Process

- **SUMMARY:**
- 1. Definition of Effective Communication.
- 2. Elements of the Communication Process.
- 3. Communication Barriers.
- 4. Cross-Cultural Misunderstandings.
- 5. Barriers to Cross-Cultural Communications
- 6. Accents.

Lesson 7

Effective and Active Listening

Effective and Active Listening

- **Overview:**
 - 1. Describe effective and active listening.
 - 2. Identify deterrents to effective listening.
 - 3. Identify the elements of effective and active listening.
 - 4. Identify methods of enhancing listening.
 - 5. Identify the methods used to test understanding of a message

Effective and Active Listening

- **EFFECTIVE AND ACTIVE LISTENING**

- **Effective listening is the listening to the words of the speaker and the meaning of the words.**
- **Active listening is a process in which the listener takes active responsibility to understand the content and feeling of what is being said and then checks with the speaker to see if he/she heard what the speaker intended to communicate.**

Effective and Active Listening

- **ELEMENTS OF EFFECTIVE AND ACTIVE LISTENING**
 - **Content**
 - **Feelings**
 - **Process**
 - **Clarification**

Effective and Active Listening

- **ACTIVE LISTENING SKILLS**

- **Check attitude and atmosphere**
- **Keep the channel open and avoid short circuits**
- **Listening requires response from listener**
- **Keep the door open**

Effective and Active Listening

- **METHODS TO TEST UNDERSTANDING**
 - **Parroting**
 - **Paraphrasing**
 - **Clarifying**

Effective and Active Listening

- **SUMMARY:**

- 1. Describe effective and active listening.
- 2. Identify deterrents to effective listening.
- 3. Identify the elements of effective and active listening.
- 4. Identify methods of enhancing listening.
- 5. Identify the methods used to test understanding of a message

Lesson 8

Effective Feedback

Effective Feedback

- **Overview:**

- 1. Define feedback.
- 2. Explain the Johari Window Model.
- 3. Describe the reasons for giving feedback.
- 4. Describe guidelines for giving feedback.
- 5. Describe the guidelines for receiving feedback.

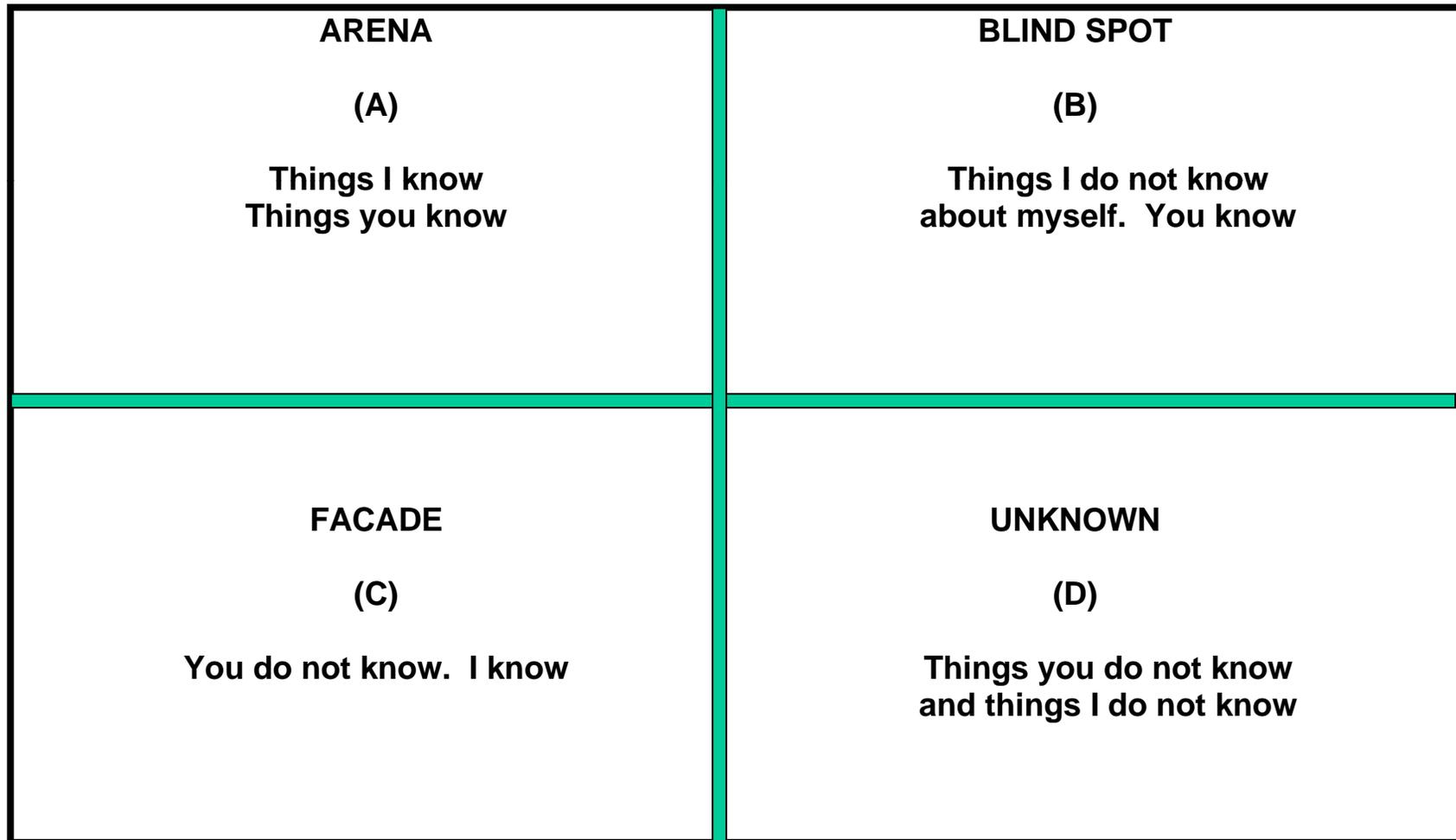
Effective Feedback

- **EFFECTIVE FEEDBACK**

- **Verbal or nonverbal communication to a person or group providing information as to how their behavior is affecting or influencing you.**

Effective Feedback

JOHARI WINDOW MODEL



Effective Feedback

		Known to Self	Feedback	Unknown to Self
EXPOSURE	Known to Others	ARENA		BLINDSPOT
	Unknown to Others	FACADE		UNKNOWN

Effective Feedback

- **REASONS FOR GIVING AND**
 - **RECEIVING FEEDBACK**

- **Personal growth**
- **Find out about self**
- **Gain Insight**
- **Open environment**

Effective Feedback

- **HOW TO GIVE FEEDBACK**

- **When the other person has indicated willingness to receive it.**
- **Use terms that describe the other's behavior with the least amount of interpretation and that accurately describes the behavior.**
- **Be timely.**

Effective Feedback

- **HOW TO RECEIVE FEEDBACK**

- **Be nondefensive**
- **Ask for more information**
- **Say that you do not want feedback**

Effective Feedback

- **WHAT TO DO WITH FEEDBACK**

- Use it
- Think about it
- Forget it

Effective Feedback

- **SUMMARY:**
 - 1. Define feedback.
 - 2. Explain the Johari Window Model.
 - 3. Describe the reasons for giving feedback.
 - 4. Describe guidelines for giving feedback.
 - 5. Describe the guidelines for receiving feedback.

Lesson 9

Perceptions Process and Stereotypes

Perceptions Process and Stereotypes

- **Overview:**
 - 1. Define the perception process.
 - 2. Describe perceptual shortcuts.
 - 3. Describe factors affecting the perception process.
 - 4. Describe stereotypes.
 - 5. Define self-fulfilling prophecy.
 - 6. Describe strategies to correct inaccurate perceptions.

Perceptions Process and Stereotypes

- **PERCEPTION**

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

Perceptions Process and Stereotypes

- **THE PERCEPTION PROCESS**

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

Perceptions Process and Stereotypes

- **ATTRIBUTES TO PERCEPTION**

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

Perceptions Process and Stereotypes

- **ECONOMIZING PHENOMENON**

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

Perceptions Process and Stereotypes

- **STEREOTYPES**

- **An exaggerated belief associated with a category.**

Perceptions Process and Stereotypes

- **CHARACTERISTICS OF STEREOTYPES**

- **Fixed, rigid ideas**
- **Associated with a group or category of people**
- **Not supported by evidence**
- **Can be favorable or unfavorable**
- **Driven by motive**

Perceptions Process and Stereotypes

- **SOURCES OF STEREOTYPES**

- **Socialization process.**
- **Books.**
- **Mass Media.**
- **Educators and public officials.**

Perceptions Process and Stereotypes

- **STRATEGIES TO CORRECT INACCURATE**
 - **PERCEPTIONS**
 - **Acceptance of differences in people**
 - **Active listening**
 - **Provide feedback**
 - **Own your behaviors/feelings**
 - **Receive feedback**
 - **Use inclusionary language**
 - **Avoid stereotypes**

Perceptions Process and Stereotypes

- **SUMMARY:**
 - 1. Define the perception process.
 - 2. Describe perceptual shortcuts.
 - 3. Describe factors affecting the perception process.
 - 4. Describe stereotypes.
 - 5. Define self-fulfilling prophecy.
 - 6. Describe strategies to correct inaccurate perceptions.

Lesson 10

Conflict Management

Conflict Management

- **Overview:**
- 1 Define conflict.
- 2. Explain the negative connotations associated with conflict situation.
- 3. Define the levels of conflict.
- 4. Describe the sources of conflict.
- 5. Explain the positive and negative factors of conflict.
- 6. Describe the methods for managing conflict.

Conflict Management

• **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 internal harmony within a person, or whenever there is disagreement or a dispute between individuals.**

Conflict Management

- **NEGATIVE CONNOTATIONS**
 - **(ASSOCIATED WITH CONFLICT SITUATIONS)**
-
- **Getting angry is a waste of time**
 - **They won't understand me**
 - **I'm afraid how they will react or treat me later**
 - **Confrontation is unprofessional**
 - **They will only counter my argument**

Conflict Management

- **LEVELS OF CONFLICT**

- **Intrapersonal conflict**

- **Interpersonal conflict**

- **Intragroup**

Conflict Management

- **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**

Conflict Management

- **SOURCES OF CONFLICT**
 - **(CONTINUED)**

- **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**

Conflict Management

- **NEGATIVE FORCES OF CONFLICT**
 - **Diverts attention from important issues**
 - **May damage morale**
 - **May cause polarization**
 - **Reinforces differences in values**
 - **Produces irresponsible and regrettable behaviors**

Conflict Management

- **POSITIVE FORCES OF CONFLICT**
 - **Stimulates interest**
 - **Means for problems to be heard**
 - **Increases cohesiveness**
 - **Promotes change**
 - **Provides means to work together**

Conflict Management

- **METHODS FOR MANAGING CONFLICT**
 - **Denial or Avoidance**
 - **Suppression**
 - **Power or Dominance**
 - **Third Party Intervention**
 - **Compromise or Negotiation**
 - **Integration or Collaboration**

Conflict Management

- **SUMMARY**

- 1 Define conflict.
- 2. Explain the negative connotations associated with conflict situation.
- 3. Define the levels of conflict.
- 4. Describe the sources of conflict.
- 5. Explain the positive and negative factors of conflict.
- 6. Describe the methods for managing conflict.

Lesson 11

Racism

Racism

- **Overview:**
- 1. Explain Racism
- 2. Define race
- 3. Define racism
- 4. Identify the two types of racism
- 5. Define racial prejudice
- 6. Select prejudice intensity levels
- 7. Identify prejudicial language
- 8. List types of discrimination
- 9. Describe factor contributing to racism
- 10. Describe social problems created by racism
- 11. Discuss the adverse personal effects of racism
- 13. Identify the strategies for combating racism

Racism

- **RACE**

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

Racism

- **RACISM**

- **May be viewed as an attitude, action (conscious or unconscious), or institutional structure, that subordinates an individual or group because of skin color or race**

Racism

- **Personal/Individual Racism**

- **Prejudicial beliefs & discriminatory behavior of a bigot against an individual or group**

Racism

- **RACIAL PREJUDICE**

- **Racial prejudice is a feeling or dislike based upon a faulty and inflexible generalization due to race. Prejudice may be felt or expressed. It may be directed toward an individual or a group.**

Racism

- **Institutional Racism**

- **The policies, practices, actions, or procedures of military communities, schools, businesses, and other groups/organizations that restrict the opportunities of an individual or group and violates the statutory laws prohibiting such wrongs.**

Racism

- **LEVELS OF PREJUDICE**

- **ANTILOCUTION:** Bad mouthing; Most people who have prejudices talk about them
- **AVOIDANCE:** Prejudice that leads an individual to avoid members of the disliked racial group
- **DISCRIMINATION:** makes a detrimental distinctions of an active sort
- **PHYSICAL ATTACK:** under conditions of heightened emotions, prejudice may lead to acts of violence or semi-violence
- **EXTERMINATION:** this is the ultimate degree of violent expression of prejudice

Racism

- **THE LANGUAGE OF PREJUDICE**
- **PHRASES OF COLOR**
- **TESTIMONIAL**
- **DISPARAGEMENT**
- **STEREOTYPICAL LANGUAGE**
- **CARICATURES**
- **ETHNIC JOKES**
- **SLIPS**
- **EPITHETS**

Racism

- **DISCRIMINATION.**

- **Treating people differently for reasons other than individual merit or established standards which, in turn, has an adverse impact on members of a group**

Racism

- **TWO TYPES OF DISCRIMINATION**
- **.OVERT/BLATANT**
- **.COVERT/SUBTLE**

Racism

- **FACTORS CONTRIBUTING TO THE DEVELOPMENT OF RACISM**
 - **CONTACT**
 - **SOCIAL VISIBILITY**
 - **UNEQUAL POWER**
 - **ETHNOCENTRISM**

Racism

- **FACTORS CONTRIBUTING TO THE DEVELOPMENT OF RACISM (con't)**
 - **Competition**
 - **Mass Media**
 - **Economics**
 - **Vicious Cycle**

Racism

- **SOCIAL PROBLEMS CREATED BY RACISM**
 - **INEFFECTIVE USE OF ABILITIES**
 - **ADVERSE EFFECT ON NATIONAL INCOME**
 - **DEVIANT BEHAVIOR**
 - **INTERGROUP TENSION & VIOLENCE**
 - **ADVERSE EFFECT ON AMERICA'S POSITION IN WORLD AFFAIRS**

Racism

- **ADVERSE PERSONAL EFFECTS CREATED BY RACISM**
 - **LAST FROM BIRTH TO DEATH**
 - **CAN BE CONTAGIOUS**
 - **DEFENSE MECHANISMS PROLONG IT**
 - **STEREOTYPES BLOCK EFFECTIVE RELATIONSHIPS WITH OTHER GROUPS**

Racism

- **STRATEGIES USED TO COMBAT RACISM**
 - **AWARENESS**
 - **EDUCATION**
 - **PARTICIPATION**
 - **MEMBERSHIPS**
 - **LEGISLATION**
 - **MASS MEDIA**
 - **CHANGE**
 - **LEADERSHIP**

Racism

- **Overview:**
- 1. Explain Racism
- 2. Define race
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- 4. Identify the two types of racism
- 5. Define racial prejudice
- 6. Select prejudice intensity levels
- 7. Identify prejudicial language
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- 10. Describe social problems created by racism
- 11. Discuss the adverse personal effects of racism
- 13. Identify the strategies for combating racism

Lesson 12

Extremism and Extremist Organizations

Extremism and Extremist Organizations

- **OVERVIEW;**
- 1. Define the Army's Policy on extremism.
- 2. Explain the Restrictions on Participation in Extremist Organizations.
- 3. Describe the Definitions of Terms Related to Extremism.
- 4. Explain the Prohibitions with Regard to Extremism.
- 5. Explain the Training Responsibilities of the Commander with Regard to Extremist Organizations and Activities.

Extremism and Extremist Organizations

- **TERMS AND DEFINITIONS**

- **Supremacist**
- **Extremist**
- **Extremist Organizations**
- **Ideology**
- **Militia.**
- **Gangs**

Extremism and Extremist Organizations

- **EXTREMIST GROUPS AND ORGANIZATIONS**

- **Identity (Creationism)**
- **White Supremacy Ideology**
- **Patriotism-Survival Ideology**

Extremism and Extremist Organizations

- **COMMAND OPTIONS**

- **UCMJ Actions**
- **Involuntary Separation**
- **Reclassification**
- **Administrative Action.**

Extremism and Extremist Organizations

- **SUMMARY**

- 1. Define the Army's Policy on extremism.
- 2. Explain the Restrictions on Participation in Extremist Organizations.
- 3. Describe the Definitions of Terms Related to Extremism.
- 4. Explain the Prohibitions with Regard to Extremism.
- 5. Explain the Training Responsibilities of the Commander with Regard to Extremist Organizations and Activities.

Lesson 13

Sexism

Sexism

- **OVERVIEW:**
- 1. Define Sexism
- 2. Explain how sexism develops
- 3. Describe factors which determine gender attitudes
- 4. Describe factors which help maintain sexism
- 5. Statements describing subtle forms of sexist behavior
- 6. Ego defense mechanisms
- 7. Dr. Allport's Acting Out Prejudice
- 8. Leadership Responsibilities and Strategies for Preventing Gender Discrimination

Sexism

- **SEXISM**

- **Sexism is prejudice or discrimination based on sex especially against women arbitrary stereotyping of social roles based on gender**

Sexism

- **HOW SEXISM DEVELOPS**

- **SOCIALIZATION**

- **GENDER ROLES**

- **GENDER TYPING**

Sexism

- **FACTORS WHICH DETERMINE ATTITUDES TOWARD GENDER**
- **VALUE**
- **ATTITUDES**
- **PREJUDICE**

Sexism

- a predisposition (*attitude*) of our *values* can result in favorable or unfavorable overgeneralized, faulty, or inflexible judgements (*prejudice*)

Sexism

- **VALUES + ATTITUDE = PREJUDICE (+ACTION) = SEXISM**

Sexism

- **FACTORS WHICH HELP MAINTAIN SEXISM**
 - **HISTORICAL**
 - **SOCIETAL**
 - **CULTURAL**

Sexism

- **THE BIG PICTURE.....**

	MEN	WOMEN
•		
•	competitive	passive
•	controlling	nurturing
•	powerful	supportive

Sexism

- **STATEMENTS DESCRIBING SUBTLE FORMS OF SEXIST BEHAVIORS**
- **REINFORCED GENDER STEREOTYPES**
 - **Behavior**
 - **Ability**
 - **Psychology/Personality**
 - **Ego Defense Mechanisms**
 - **Pro-Sexism**

Sexism

- **LEVELS OF PREJUDICE**

- **ANTILOCUTION:** Bad mouthing; Most people who have prejudices talk about them
- **AVOIDANCE:** Prejudice that leads an individual to avoid members of the disliked racial group
- **DISCRIMINATION:** makes a detrimental distinctions of an active sort
- **PHYSICAL ATTACK:** under conditions of heightened emotions, prejudice may lead to acts of violence or semi-violence
- **EXTERMINATION:** this is the ultimate degree of violent expression of prejudice

Sexism

- **LEADERSHIP RESPONSIBILITIES AND STRATEGIES FOR PREVENTING GENDER DISCRIMINATION**

- **PREVENTION**

- **POLICY & ADMINISTRATION**

- **MISSION**

Sexism

- **STRATEGIES FOR NON-SEXIST LEADERSHIP**

- **SELF-ANALYSIS/SELF AWARENESS**
- **MODEL BEHAVIOR**
- **ACKNOWLEDGE & UNDERSTAND DIFFERENCES**

Sexism

- **SUMMARY:**
- 1. Define Sexism
- 2. Explain how sexism develops
- 3. Describe factors which determine gender attitudes
- 4. Describe factors which help maintain sexism
- 5. Statements describing subtle forms of sexist behavior
- 6. Ego defense mechanisms
- 7. Dr. Allport's Acting Out Prejudice
- 8. Leadership Responsibilities and Strategies for Preventing Gender Discrimination

Lesson 14

Discrimination and Power

Discrimination and Power

- **OVERVIEW:**
- 1. Define Discrimination.
- 2. Explain the Characteristic of Discrimination.
- 3. Explain Related Causes of Discrimination Behaviors.
- 4. Define Racism and Sexism.
- 5. Define Prejudice.
- 6. Explain power, and its Relationship to Discrimination

Discrimination and Power

- **CONCEPTS OF EO/EEO VIOLATIONS**
 - **Prejudice**
 - **Racism**
 - **Sexism**
 - **Discrimination**

Discrimination and Power

- **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**

Discrimination and Power

- **ACTING OUT PREJUDICE**

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

Discrimination and Power

- **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.**

Discrimination and Power

- **SEXISM**

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

Discrimination and Power

- **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.**

Discrimination and Power

- **CHARACTERISTICS OF DISCRIMINATION**
 - **Overt or Hidden**
 - **Direct or Indirect**
 - **Intentional or Unintentional**

Discrimination and Power

- **TYPES OF POWER**

- **Formal Power**

- **Informal Power**

Discrimination and Power

- **SIX BASES OF POWER**

- **Legitimate Power**
- **Reward Power**
- **Coercive Power**
- **Expert Power**
- **Referent Power**
- **Associative Power**

Discrimination and Power

- **MISUSE / ABUSE OF POWER**

- **Weakness**
- **Expanding**
- **Information**
- **Mannerisms**
- **Defense**
- **Giving**
- **Promotion**

Discrimination and Power

- **RELATED CAUSES OF DISCRIMINATORY BEHAVIORS**
 - **Group Size**
 - **Social Distance**
 - **Competition**
 - **Power Threat**

Discrimination and Power

- **SUMMARY**
- 1. Define Discrimination.
- 2. Explain the Characteristic of Discrimination.
- 3. Explain Related Causes of Discrimination Behaviors.
- 4. Define Racism and Sexism.
- 5. Define Prejudice.
- 6. Explain power, and its Relationship to Discrimination

Lesson 15

Prevention of Sexual Harassment

Prevention of Sexual Harassment

- **OVERVIEW:**
- 1. Define Sexual Harassment.
- 2. Define the Army's Policy on Sexual Harassment.
- 3. Explain the Categories of Sexual Harassment.
- 4. Explain the Elements of Sexual Harassment.
- 5. Define Sexual Harassment Behaviors.
- 6. Explain the Sexual Harassment Checklist.
- 7. Explain the Techniques to Deal with Sexual Harassment.
- 8. Explain the Administrative Actions.

Prevention of Sexual Harassment

- **DEFINITION OF SEXUAL HARASSMENT**

- **A form of sex discrimination that involves unwelcomed 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 employee's employment or career placed in jeopardy**
 - **It creates an intimidating, hostile, or offensive work environment**

Prevention of Sexual Harassment

- **QUID PRO QUO**

- **Latin term 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 victim give-in to the sexual advances**

Prevention of Sexual Harassment

- **HOSTILE ENVIRONMENT**

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

Prevention of Sexual Harassment

- **RELATED ELEMENTS of SEXUAL HARASSMENT**

- **Impact vs. Intent**

- **Reasonable Person Standard**

Prevention of Sexual Harassment

- **SEXUAL HARASSMENT BEHAVIORS**
 - **Verbal comments**
 - **Nonverbal gestures**
 - **Physical contact**

Prevention of Sexual Harassment

- **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?**

Prevention of Sexual Harassment

- **VICTIM IMPACT**

- **Interferes with work performance**
- **Creates a hostile environment Stress**
- **Fear and Anxiety (Quid Pro Quo)**
- **Less productive**

Prevention of Sexual Harassment

- **TECHNIQUES TO DEAL WITH SEXUAL HARASSMENT**
 - **Direct approach**
 - **Indirect approach**
 - **Third party**
 - **Report the harassment to Chain of Command**
 - **File a formal complaint**

Prevention of Sexual Harassment

- **REPERCUSSIONS of SEXUAL HARASSMENT**

- **Mandatory Counseling**
- **Additional Training**
- **Denial of Certain Privileges**
- **Rehabilitative Transfer**
- **Letter of Admonishment/Reprimand**
- **Relief for Cause**
- **Adverse Performance Evaluation**
- **Bar to Reenlistment**
- **Separation**

Prevention of Sexual Harassment

- **STRATEGIES TO COMBAT SEXUAL HARASSMENT**
 - **Be proactive**
 - **Keep soldiers/civilians informed and educated**
 - **Conduct training**
 - **Outline procedures and policies**
 - **Be familiar with regulations and policies**

Prevention of Sexual Harassment

- **SUMMARY**

- 1. Define Sexual Harassment.
- 2. Define the Army's Policy on Sexual Harassment.
- 3. Explain the Categories of Sexual Harassment.
- 4. Explain the Elements of Sexual Harassment.
- 5. Define Sexual Harassment Behaviors.
- 6. Explain the Sexual Harassment Checklist.
- 7. Explain the Techniques to Deal with Sexual Harassment.
- 8. Explain the Administrative Actions.

Lesson 16

System/Victim Focus

System/Victim Focus

- **OVERVIEW:**
- 1. Define Victim Focus.
- 2. Learn Steps in Blaming the Victim.
- 3. Describe Factors that Promote Blaming the Victim.
- 4. Define System Focus.
- 5. Describe Methods to Prevent Victim Focus.

System/Victim Focus

- **VICTIM FOCUS**

- **Reactive problem-solving**
- **Sees victim as the cause**
- **Focuses on 'fixing' the victim**
- **Narrow approach to problem-solving**

System/Victim Focus

- **STEPS IN THE PROCESS OF BLAMING THE VICTIM**
 - **Identify a social problem**
 - **Study those affected and how they are different**
 - **Define the differences as the cause**
 - **Assign someone to correct the differences**

System/Victim Focus

- **SOCIAL FACTORS THAT PROMOTE VICTIM FOCUS**
 - **Unequal Status**
 - **Distortions of Reality**
 - **Acceptance of Victimization**

System/Victim Focus

- **SYSTEM FOCUS APPROACH**

- **Proactive problem-solving**
- **System, organization, society, or community could be part of the problem**
- **Evaluates how system can be improved to prevent future problems**

System/Victim Focus

- **METHODS TO PREVENT VICTIM FOCUS**
 - **Dialogue**
 - **Assessment and Feedback**

System/Victim Focus

- **SUMMARY**
- 1. Define Victim Focus.
- 2. Learn Steps in Blaming the Victim.
- 3. Describe Factors that Promote Blaming the Victim.
- 4. Define System Focus.
- 5. Describe Methods to Prevent Victim Focus.

Lesson 17

Concepts of Culture

Concepts of Culture

- **OVERVIEW:**
 - 1. Define culture, subculture, and enculturation.
 - 2. Discuss attributes and non-attributes of culture.
 - 3. Discuss the concept of race and ethnic group.
 - 4. Discuss the implications of cross-cultural interactions.
 - 5. Discuss the pitfalls in cross-cultural interactions.

Concepts of Culture

- **CULTURE**

- **The learned and shared behaviors and perceptions of a group which have been transmitted from generation to generation through a shared symbol system.**

Concepts of Culture

- **SUBCULTURE**

- **A group of people within a larger social structure who share cultural and linguistic characteristics which are different enough to distinguish it from others within the same society.**

Concepts of Culture

- **ENCULTURATION**

- **The passing of culture - that is socially acceptable behaviors and attitudes - from the older to the younger members of a group.**

Concepts of Culture

- **ATTRIBUTES OF CULTURE**

- **Language/symbols**
- **Values**
- **Beliefs**
- **Patterns of thinking**
- **Customary behaviors**

Concepts of Culture

- **NON-ATTRIBUTES OF CULTURE**
- **Race**
- **Genetic**
- **Ethnicity**

Concepts of Culture

- **IMPLICATIONS OF CROSS-CULTURAL INTERACTIONS**
 - **Language differences**
 - **Being blunt**
 - **Testing**
 - **Customs, observances, and necessities**
 - **Supervisor/subordinate relationships**
 - **Military justice**
 - **Social and support groupings**

Concepts of Culture

- **PITFALLS OF CROSS-CULTURAL INTERACTIONS**

- **Stereotyping**

- **Assumptions**

Concepts of Culture

- **SUMMARY**

- 1. Define culture, subculture, and enculturation.
- 2. Discuss attributes and non-attributes of culture.
- 3. Discuss the concept of race and ethnic group.
- 4. Discuss the implications of cross-cultural interactions.
- 5. Discuss the pitfalls in cross-cultural interactions.

Lesson 18

Understanding Diversity

Understanding Diversity

- **OVERVIEW:**
- 1. Define the concept and four layers of diversity
- 2. Interpret the concept of diversity and its relationship to unit readiness
- 3. Identify the four basic elements of managing diversity
- 4. Distinguish diversity management implementation strategies

Understanding Diversity

- **DIVERSITY**

- **Diversity is a composite of racial, gender, ethnic, national origin, cultural, attitudinal, socioeconomic, and personal differences**

Understanding Diversity

- **THE FOUR LAYERS OF DIVERSITY**
 - **Personality**
 - **Group of Internal Factors**
 - **Group of External Factors**
 - **Organizational Influences**

Understanding Diversity

- **DIVERSITY & UNIT READINESS**
 - **PERSONNEL PIPELINE**
 - **MILITARY PERSONNEL**

Understanding Diversity

- **ELEMENTS OF MANAGING DIVERSITY**
 - **Value Diversity**
 - **Communications**
 - **Change**
 - **Power**

Understanding Diversity

- **COMMUNICATIONS**
 - **Exclusionary Language**
 - **Language using Race & Ethnicity**
 - **Cross-cultural communications**
 - **Bilingualism**

Understanding Diversity

- **IMPLEMENTATION STRATEGIES AT THE INDIVIDUAL LEVEL**
 - **treat people as individuals**
 - **be flexible in communication**
 - **respect differences**
 - **be objective**
 - **recognize individual strengths**

Understanding Diversity

- **IMPLEMENTATION STRATEGIES AT THE WORK TEAM/MANAGEMENT LEVEL**
 - **approach everyone as individuals**
 - **understand cultural tendencies**
 - **appreciate different perspectives**
 - **use equal performance standards**
 - **confront behaviors**

Understanding Diversity

- **IMPLEMENTATION STRATEGIES AT THE ORGANIZATIONAL LEVEL**

- **review internal practices**
- **change the organizational culture**
- **have a supported vision and goal**

Understanding Diversity

- **SUMMARY**
- 1. Define the concept and four layers of diversity
- 2. Interpret the concept of diversity and its relationship to unit readiness
- 3. Identify the four basic elements of managing diversity
- 4. Distinguish diversity management implementation strategies

Lesson 19

Military Affirmative Actions

Military Affirmative Actions

- **OVERVIEW:**
- 1. Discuss the origin and development of Military Affirmative Actions.
- 2. Discuss disparate treatment/effect and reverse discrimination.
- 3. Discuss the difference between goals and quotas.

Military Affirmative Actions

- **THE ORIGIN AND DEVELOPMENT OF MILITARY AFFIRMATIVE ACTIONS**
- **Executive Order 10925 (1961)**
- **Civil Rights Act (1964)**
- **Executive Order 11246 (1965)**
- **DoD Human Goals Program (1969)**
- **DoD Directive 1100.15 (1976)**
- **DoD Directive 1350.2 (1987)**

Military Affirmative Actions

- **KEY TERMS ASSOCIATED WITH MILITARY AFFIRMATIVE ACTIONS.**

- **Disparate treatment**
- **Disparate effect**
- **Reverse discrimination**
- **Goal**
- **Quota**

Military Affirmative Actions

- **SUMMARY**
- 1. Discuss the origin and development of Military Affirmative Actions.
- 2. Discuss disparate treatment/effect and reverse discrimination.
- 3. Discuss the difference between goals and quotas.

Lesson 20

Climate Assessments

Climate Assessments

- **OVERVIEW:**
- **1. Define climate assessment.**
- **2. Define the purpose of a climate assessment.**
- **3. Identify the conditions which assessment are conducted.**
- **4. Identify the indicators of a unhealthy EO climate.**
- **5. Explain the principles of leaders and EORs.**

Climate Assessments

- **PURPOSE OF CLIMATE ASSESSMENTS**
- **To provide the leadership a “picture” of a unit as it is perceived by members of the organization as it relates to race, gender, color, religion, national origin, and sexual harassment.**

Climate Assessments

– **KEY ELEMENTS**

- **Desired outcome**
- **Scope and sequence of events**
- **Resources and time**
- **Action planning and intervention strategies**
- **Condition under which the assessment is conducted**

Climate Assessments
– **FIVE COMMON CONDITIONS**

- **Regulatory Requirement**
- **Command Directed**
- **Driven by Events**
- **Staff Assistance Visit**
- **Monitoring Affirmative Actions**

Climate Assessments

- **PRINCIPLES**

- **Be capable and competent**
- **Act on problems**
- **Don't only focus on what is perceived as wrong**
- **Treat perceptions as having real consequences**
- **Treat all EO problems with the same degree of sensitivity and sincerity**

Climate Assessments

- **PRINCIPLES**

- **Know the impact of what is said, seen, or done**
- **Be accessible to everyone**
- **Not all complaints can be substantiated**
- **Be aware of the environment of the unit**
- **Follow-up on allegations of discrimination.**
- **Seek assistance from the EOA**

Climate Assessments

- **SUMMARY**
- **1. Define climate assessment.**
- **2. Define the purpose of a climate assessment.**
- **3. Identify the conditions which assessment are conducted.**
- **4. Identify the indicators of a unhealthy EO climate.**
- **5. Explain the principles of leaders and EORs.**

Lesson 21

Religious Accommodations

Religious Accommodations

- **OVERVIEW:**

- 1. Define Army policy on religious accommodation.
- 2. Define religious discrimination.
- 3. Discuss nine elements of religious discrimination.
- 4. Identify four categories of religious practices that can conflict with military duties.
- 5. Explain the procedures for requesting religious accommodations.
- 6. Discuss commanders actions on requests for religious accommodation.

Religious Accommodations

- **ARMY POLICY ON RELIGIOUS ACCOMMODATION**

- **It is the Army's policy to approve requests for accommodation of religious practices when they will not have an adverse impact on readiness, unit cohesion, health, safety, discipline, or otherwise interfere with the soldier's military duties.**

Religious Accommodations

- **RELIGIOUS DISCRIMINATION**
- **Any action, intended or unintended, that unlawfully or unjustly results in unequal treatment of a person or groups based on religion and for which distinctions are not rational considerations.**

Religious Accommodations

- **ELEMENTS OF RELIGIOUS DISCRIMINATION**

- **Discounting beliefs of others**
- **Religious jokes/slurs**
- **Compulsory services**
- **Exclusionary prayer**
- **Stereotyping people by their religion**
- **Non-association due to religion**
- **Failure to provide alternative services**
- **Lack of concern**

Religious Accommodations

- **RELIGIOUS PRACTICES THAT CONFLICT**
 - **WITH MILITARY DUTIES**
 - **Worship practices**
 - **Dietary practices**
 - **Medical practices**
 - **Wear and appearance of the uniform**
 - **Personal grooming**

Religious Accommodations

- **COMMANDER'S REQUIREMENTS**
 - High value the Army places on religious beliefs
 - Request is sincere and religion based
 - If the accommodation will have an adverse impact on military readiness, unit cohesion, standards, health, safety, or discipline
 - Importance of the accommodation to the individual
 - Impact of similar requests
 - Alternatives
 - Previous treatment of similar requests

Religious Accommodations

- **SUMMARY**

- 1. Define Army policy on religious accommodation.
- 2. Define religious discrimination.
- 3. Discuss nine elements of religious discrimination.
- 4. Identify four categories of religious practices that can conflict with military duties.
- 5. Explain the procedures for requesting religious accommodations.
- 6. Discuss commanders actions on requests for religious accommodation.

Lesson 22

Complaint Procedures

Complaint Procedures

- **OVERVIEW:**
- 1. Describe the Army's EO Complaint Process.
- 2. Define the types of Complaints.
- 3. Describe the Alternative Agencies.
- 4. Describe the Actions of the Commander.
- 5. Explain the Appeals Process.
- 6. Describe Forms of Reprisal.
- 7. Explain the Military Whistleblower Protection Law.

Complaint Procedures

- **TYPES OF EO COMPLAINTS**

- **Informal**

- **Formal**

Complaint Procedures

- **ALTERNATIVE AGENCIES**

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

Complaint Procedures

- **COMMANDER/ALTERNATIVE AGENCY RESPONSIBILITIES**
 - **Ensure Information Is Complete**
 - **Ensure Individual Is Sworn To Complaint**
 - **Clarify Basis Of Complaint**
 - **Identify Additional Information**
 - **Tell What Happen Next**
 - **Acknowledge Receipt**
 - **Initiate Inquiry/Investigation (Within 14 Calendar Days)**
 - **Refer To Appropriate Agency/ Commander (Within 3 Calendar Days)**
 - **Provide Written Feedback**

Complaint Procedures

- **ELEMENTS OF INQUIRY / INVESTIGATION**
 - **Clarify Nature Of Complaint**
 - **Interview As Appropriate**
 - **Gather Information**
 - **Consult Advisors**
 - **Assess Information**
 - **Render Decision On Findings**

Complaint Procedures

- **APPEALS PROCESS**

- **Submit 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**
- **Final Decision Authority - First General Court Marshal Convening Authority In Chain Of Command**
- **No Further Appeal Available Within EO Complaint System**
- **Follow-up assessment**

Complaint Procedures

- **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.**

Complaint Procedures

- **FORMS OF REPRISAL**

- **Threatening**
- **Intimidation**
- **Harassment**

Complaint Procedures

- **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.**

Complaint Procedures

- **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, withholding or threatening to withhold a favorable personnel action, as reprisal for making or preparing a lawful communication**

Complaint Procedures

- **REPORTING INCIDENTS OF REPRISAL**
 - **Made A Protected Disclosure**
 - **Unfavorable Action Threatened Or Taken**
 - **Official Or Other Person Knew Of Disclosure Or Complaint**
 - **Disclosure Caused Action Taken**
 - **Evidence That Disclosure Caused Action**
- **Not Required In Order To Report**

Complaint Procedures

- **SUMMARY**
- 1. Describe the Army's EO Complaint Process.
- 2. Define the types of Complaints.
- 3. Describe the Alternative Agencies.
- 4. Describe the Actions of the Commander.
- 5. Explain the Appeals Process.
- 6. Describe Forms of Reprisal.
- 7. Explain the Military Whistleblower Protection Law.

Lesson 23

Ethnic Observances

Ethnic Observances

- **Overview:**
- 1. Define the purpose of conducting special/ethnic observances.
- 2. Explain how to organize a special/ethnic observances.
- 3. Explain how to plan a special/ethnic observances.

Ethnic Observances

- **PURPOSE**

- **Special/ethnic observances are designed to develop an awareness of the various cultures that contribute to the American culture.**

Ethnic Observances

- **ESSENTIAL ELEMENT TO A SUCCESSFUL**
- **SPECIAL/ETHNIC OBSERVANCE**

- **Leadership**

- **Planning**

- **Funding**

Ethnic Observances

- **SUMMARY**
- 1. Define the purpose of conducting special/ethnic observances.
- 2. Explain how to organize a special/ethnic observances.
- 3. Explain how to plan a special/ethnic observances.

Lesson 24

Arab-American Experience and Middle Eastern Culture

Arab-American

- **OVERVIEW:**

- 1. Define Arab-American.
- 2. Describe the origins of Arab American.
- 3. Define the different types of immigration.
- 4. Arab-American family structure and customs.
- 5. Define Islam.
- 6. Define Muslim.

Arab-American

- **ARAB AMERICANS**

- **Define Arab Americans.**
- **Arab-American demographics.**
- **Arab-American immigration.**

Arab-American

- **ARAB-AMERICAN FAMILY STRUCTURE AND CUSTOMS**

- **Family structure**
- **Conservative Behavior**
- **Admiring objects and gift giving**
- **Women's clothing**

Arab-American

- **ISLAM AND MUSLIMS**

- **What is Islam?**
- **Who are Muslims?**
- **What is the Qur'an?**
- **Five Pillars of Islam**
- **What do Muslims think about Jesus?**
- **Muslim women**
- **Marriage**

Arab-American

- **CONTEMPORARY ARAB-AMERICAN ISSUES**

- Arab-Israeli conflict
- American role in the Middle East
- Kuwait
- Discrimination in the United States

Arab-American

- **SUMMARY**

- 1. Define Arab-American.
- 2. Describe the origins of Arab American.
- 3. Define the different types of immigration.
- 4. Arab-American family structure and customs.
- 5. Define Islam.
- 6. Define Muslim.

Lesson 25

Asian-American Experience

Asian-American

- **OVERVIEW:**

- 1. Define Asian-Americans.
- 2. Discuss Origins of the Asian-Americans.
- 3. Discuss the Historical Perspective of the Asian-Americans.
- 4. Discuss Contemporary Asian-American Issues.
- 5. Discuss the Social Structure of Asian-Americans.
- 6. Discuss Values and Backgrounds Affecting Asian-Americans.
- 7. Discuss Asian-Americans in the U.S. Military.

Asian-American

- **ASIAN-AMERICANS**

- **Define Asian-Americans**
- **Origin of the Asian-American**

Asian-American

- **ORIGIN OF THE ASIAN-AMERICAN**

- **Chinese (1840s - 1882)**

- **Japanese (1860 - 1907)**

- **Filipino (1899 - 1934)**

- **Korean (1901 - 1907)**

Asian-American

- **LEGISLATION AFFECTING ASIAN-AMERICANS**

- **Foreign Miner's Act**
- **Naturalization Act**
- **Chinese Exclusion Act**
- **Gentlemen's Agreement**
- **Cable Act**
- **Alien Land Act**
- **Exclusionary Immigration Act**
- **Tiddings-McDuffie Act**
- **World Wars I and II**

Asian-American

- **WORLD WAR II**

- **Executive Order 9066**
- **Repeal Chinese Exclusion Act**

Asian-American

- **STEREOTYPES**

- **Myths**

- **Facts**

- **Reality**

Asian-American

- **CHINESE SOCIAL STRUCTURE**

- **Individual**
- **Family**
- **Clan**
- **Respect for age**
- **Strong male tradition**
- **Filial Piety**

Asian-American

- **JAPANESE SOCIAL STRUCTURE**

- Patriarchal
- Filial Piety
- Male oriented
- Family above individual
- Concept of “House”

Asian-American

- **KOREAN SOCIAL STRUCTURE**

- **Social class stratification**
- **Filial Piety**
- **Male dominance**
- **Concept of “CHIP”**
- **Strong respect for elders and educated**

Asian-American

- **FILIPINO SOCIAL STRUCTURE**
 - **Affected by outside influences**
 - **Less formal family relationships**
 - **Extended family**
 - **Male-female relationship exists**

Asian-American

- **CHINESE LANGUAGE**

- **Oldest and most widespread on earth**
- **Spoken language is monosyllabic**
- **Gestures and tone important**
- **Over 1000 dialects**
- **One written language**
- **Ideographs for words**

Asian-American

– JAPANESE LANGUAGE

- **Written language borrowed from China**
- **Polysyllabic and mutually intelligible**
- **Express ideas versus words**
- **Kanji, Hirigana, Katakana written languages**

Asian-American

- **KOREAN LANGUAGE**

- **Written with Chinese characters**
- **Grammar similar to Japanese**
- **Different levels of speech**
- **Dialects mutually intelligible**

Asian-American

– FILIPINO LANGUAGE

- **300 different languages**
- **Tagalog national language**
- **No sounds for F,V,W,Z**
- **Different dialects**

Asian-American

- **CHINESE RELIGION**
 - **Non-Christian**
 - **Confucianism**
 - **Taoism**
 - **Buddhism**
 - **Chinese Christianity**

Asian-American

- **JAPANESE RELIGION**

- **Buddhism**
- **Shinto**
- **Japanese Christianity**

Asian-American

– KOREAN RELIGION

- **Taoism**
- **Buddhism**
- **Confucianism**
- **Korean Christianity**
- **Ch'ondo-Gyo**

Asian-American

- **FILIPINO RELIGION**

- **Catholic**

- **Islam**

Asian-American

– OTHER CONSIDERATIONS

- **Chinese concept of “Face” and visibility**
- **Japanese generations change**
- **Korean concept of “Kibun”**
- **Filipino loyalty**

Asian-American

- **VALUES AND ATTITUDES**
- **AFFECTING ASIAN-AMERICANS**

- **Education**
- **Economic issues**
- **U.S. military**
- **Current problems and issues**

Asian-American

- **CURRENT PROBLEMS AND ISSUES**
 - **Family**
 - **Overcoming stereotypes**
 - **Backlash due to new immigrants**

Asian-American

- **SUMMARY**

- 1. Define Asian-Americans.
- 2. Discuss Origins of the Asian-Americans.
- 3. Discuss the Historical Perspective of the Asian-Americans.
- 4. Discuss Contemporary Asian-American Issues.
- 5. Discuss the Social Structure of Asian-Americans.
- 6. Discuss Values and Backgrounds Affecting Asian-Americans.
- 7. Discuss Asian-Americans in the U.S. Military.

Lesson 26

Hispanic-American Experience

Hispanic-American

- **OVERVIEW:**

- 1 Define Hispanic-American as define by DoD Dir 1350.2.
- 2. Explain the major groups.
- 3. Describe the historical information.
- 4. Explain the basic culture concepts.

Hispanic-American

- **HISPANIC-AMERICAN EXPERIENCE**

- **Definition**
- **Major Groups**
- **Historical Experiences of**
- **Hispanic-American Groups**

Hispanic-American

- **BASIC CULTURAL CONCEPTS**

- **Hispanic Profile**
- **Anti-Hispanic Sentiment and Discrimination**
- **The Hispanic Agenda**
- **Social Characteristics**
- **Historic Considerations**
- **Hispanic in the Military**

Hispanic-American

- **FACTORS INFLUENCING THE
FORMATION OF HISPANIC
ASSOCIATIONS AND PARTNERSHIPS**

- **Business and Labor**
- **Politics and Government**

Hispanic-American

- **SUMMARY**

- 1 Define Hispanic-American as define by DoD Dir 1350.2.
- 2. Explain the major groups.
- 3. Describe the historical information.
- 4. Explain the basic culture concepts.

Lesson 27

Native-American Experience

Native-American

- **OVERVIEW:**

- 1. Define Native-American as defined by DoD Dir 1350.2.
- 2. Describe the origins of Native-Americans.
- 3. Explain the beliefs and values of Native-Americans.
- 4. Describe the population trends of Native-Americans.
- 5. Explain concepts of treaties.
- 6. Describe the legal status of Native-Americans.
- 7. Describe historical events which impacted the Native-Americans and their population.
- 8. Describe the cultural values, attitudes and behaviors, and social problems.
- 9. Describe Native-Americans contributions.

Native-American

- **NATIVE-AMERICAN EXPERIENCE**
 - **Definition**
 - **Origins of Native- Americans**
 - **Beliefs and values**
 - **Religion**
 - **Population trends**
 - **Concepts of treaties**
 - **Legal status**

Native-American

- **HISTORICAL EVENTS WHICH IMPACTED THE**
THE
 - **NATIVE-AMERICANS AND THEIR**
POPULATION

- **Beliefs and values**
- **Religion**
- **Role of the family**
- **Cultural values, attitudes and behaviors**
- **Treaties**
- **Legislation**

Native-American

- **CONTRIBUTIONS**

- **Contemporary issues**
- **Key Native- American Organizations**
- **Native-American participation in the**
- **armed forces**

Native-American

- **SUMMARY**

- 1. Define Native-American as defined by DoD Dir 1350.2.
- 2. Describe the origins of Native-Americans.
- 3. Explain the beliefs and values of Native-Americans.
- 4. Describe the population trends of Native-Americans.
- 5. Explain concepts of treaties.
- 6. Describe the legal status of Native-Americans.
- 7. Describe historical events which impacted the Native-Americans and their population.
- 8. Describe the cultural values, attitudes and behaviors, and social problems.
- 9. Describe Native-Americans contributions.

Lesson 28

Women in the Military

Women in the Military

- **OVERVIEW:**
 - 1. History of contributions of women in the military.
 - 2. Women's Armed Services Integration Act of 1948 (WASIA).
 - 3. Contemporary issues.
 - 4. Strategies to affect the full integration of women.

Women in the Military

- **HISTORICAL CONTRIBUTIONS**

- **Revolutionary War**
- **Civil War**
- **W.W.I**
- **W.W.II**

Women in the Military

- **LAWS, POLICIES AND CONTRIBUTIONS**
 - **WASIA**
 - **DACOWITS**
 - **VIETNAM**
 - **POST VIETNAM**
 - **Contemporary issues**

Women in the Military

- **SUMMARY**
- 1. History of contributions of women in the military.
- 2. Women's Armed Services Integration Act of 1948 (WASIA).
- 3. Contemporary issues.

Lesson 29

Black-American Experience

Black-American

- **OVERVIEW:**

- 1. Definition of Black-American as define by DoD Dir 1350.2.
- 2. Describe the Nations of Africa.
- 3. Describe the African society.
- 4. Explain the Slave Trade Period.
- 5. Describe the Slave Culture.
- 6. Define Slavery and the Economy.
- 7. Define the Black-American Culture.
- 8. Describe Black-Contemporary Issues.

Black-American

- **BLACK-AMERICAN EXPERIENCE**
 - **Definition**
 - **Nations of Africa**
 - **African Society**
 - **Slave Trade Period**

Black-American

- **SLAVE CULTURE**

- **Role of the Slave Family**
- **Music**
- **Language**
- **Religion**
- **Development of the Black church in America**

Black-American

- **IMPACT OF SLAVERY AND THE ECONOMY**

- **Early Laws During Slavery and Their**
- **Impact on Black Americans**
- **Emancipation Proclamation**
- **Reconstruction (1870-1877)**

Black-American

- **BLACK-AMERICAN CULTURE**

- **Source for Black Culture**
- **Black-American Family**
- **Customs and Tradition**
- **Dynamics of Black-American**
- **Culture**
- **Religion**
- **Laws and Black-American, 1877 to Present**
- **Civil Rights Movement**

Black-American

- **BLACK CONTEMPORARY ISSUES**

- **Education**
- **Employment**
- **Political Power**
- **Black on Black Crime**
- **EO Impact in the Military**

-

Black-American

- **MILITARY PARTICIPATION**

- **Colonial Period**
- **Revolutionary War**
- **Post-Revolutionary War**
- **Civil War**
- **Indian Campaigns**
- **Spanish-American War**
- **World War I**
- **World War II**
- **Post world War II**
- **Korean War**
- **The Vietnam Era to Present**

Black-American

- **SUMMARY**

- 1. Definition of Black-American as define by DoD Dir 1350.2.
- 2. Describe the Nations of Africa.
- 3. Describe the African society.
- 4. Explain the Slave Trade Period.
- 5. Describe the Slave Culture.
- 6. Define Slavery and the Economy.
- 7. Define the Black-American Culture.
- 8. Describe Black-Contemporary Issues.

Black-American

Lesson 30

Jewish-American Experience

Jewish-American

- OVERVIEW:
 - 1. Describe the historical perspective.
 - 2. Describe the Jewish identity.
 - 3. Describe the concepts of Judaism.
 - 4. Describe the Jewish culture.
 - 5. Explain Anti-Semitism.
 - 6. Explain the current relationships.
 - 7. Define the contemporary issues.

Jewish-American

- **JEWISH-AMERICAN EXPERIENCE**
 - **Historical Perspective**
 - **Concept of Judaism**
 - **Early Jewish History**
 - **Legislation**

Jewish-American

- **JEWISH IDENTITY/JUDAISM**

- **The Orthodox**
- **The Reform Judaism**
- **Conservative Judaism**
- **Extreme Jewish Movements**
- **Judaism: Its values and ethics**

Jewish-American

- **JEWISH CULTURE**

- **Anti-Semitism**
- **Current Relationships**
- **Contemporary Issues**

Jewish-American

- **SUMMARY**

- 1. Describe the historical perspective.
- 2. Describe the Jewish identity.
- 3. Describe the concepts of Judaism.
- 4. Describe the Jewish culture.
- 5. Explain Anti-Semitism.
- 6. Explain the current relationships.
- 7. Define the contemporary issues.

Lesson 31

White-American Experience

White-American

- **OVERVIEW:**

- 1. Define White-American as defined by DoD Dir 1350.2.
- 2. Describe the origins of White American and the different groups in Colonial America.
- 3. Define the different types of immigration and the impact on individuals.
- 4. Explain European American common experience and displacement.
- 5. Define Redemptioners.

White-American

- **DEFINITIONS**

- **White-American**
- **Anglo-Saxon and White**
- **Anglo-Saxon Protestant (WASP)**

White-American

- **IMMIGRANTS**

- **Canadian-Americans**
- **French-Americans**
- **Dutch-Americans**
- **German-Americans**
- **Irish-Americans**
- **Italian-Americans**
- **Polish-Americans**
- **Middle-Eastern-Americans**

White-American

- **COLONIAL AMERICA**

- **Foundation: English/England**
- **Puritans and Pilgrims**
- **Influences**
- **Divergence from the Homeland**
- **Puritanism**
- **Non-English Groups**
- **Non-Protestant Groups**

White-American

- **EUROPEAN AMERICAN COMMON**
- **EXPERIENCE/DISPLACEMENT**

- **Immigrant Experience**
- **Reason for Immigrating**
- **The Voyage**
- **America's Conscience and Servitude**

White-American

- **REDEMPTIONERS**

- **Convict Labor**
- **The Dilemma**

White-American

- **IMMIGRATION**

- **Immigration Waves**
- **Immigration Acts and Laws**
- **Assimilation**
- **Contemporary America**
- **Current Status of White-Americans**

White-American

- **SUMMARY**

- 1. Define White-American as defined by DoD Dir 1350.2.
- 2. Describe the origins of White American and the different groups in Colonial America.
- 3. Define the different types of immigration and the impact on individuals.
- 4. Explain European American common experience and displacement.
- 5. Define Redemptioners.

Lesson 32

TRAINING CRITERA, REPORTING AND
FILE MANAGEMENT
REQUIREMENTS FOR THE EOR.

- OVERVIEW

- 1.DISCUSS TRAINING CRITERA
- FOR UNIT TRAINING PROGRAMS

- 2. IDENTIFY TYPES OF REPORTS

- 3. DESCRIBE TYPES OF REPORTS

- 3. PROPERLY FILL OUT REPORTS

- 5. STAFF ASSISTED VISIT CHECKLIST

- **TYPES OF REPORTS**
 - **.EO TRAINING**
 - **.CO2 TRAINING**
 - **.QUARTERLY TRAINING BRIEF (QTB) SLIDE**
 - **4. QUARTERLY NARRATIVE and STATISTICAL REPORT (QNSR) SLIDE**

• **UNIT LETTER HEAD**

• **Equal Opportunity Training Assessment**

- **Completed all that apply for each training event conducted**

- *Write in or circle choice*

- **1. Date of Training:** _____

- **2. Unit UIC:** _____

- **.Level of Training:** _____

- **Company/Troop Battalion/Squadron Brigade/Directorate Platoon/Squad**

- **4. Type of Training:** _____

- **EO Overview** **Hate/Extremist Group** **Complaint Procedure** **Sexism**
- **Racism** **Cultural Awareness** **Affirmative Action Plan** **Self Awareness**
- **Effective Communication** **Institutional Discrimination** **Consideration of Others** **Senior Leader Training Racism**
- **Complaint Procedures** **Cultural Diversity**
- **Religious Accommodation** **POSH**

- **Other** _____

- **5. Number of Hours:** _____

- **6. Number of Leaders Present:** _____

- **7. Number of Soldiers Trained:** _____

- **8. Assessment Comments:** _____

_____ **Name and Telephone of Individual Submitting Data:** _____

- *Upon signature of commander, EOR will forward copy to Brigade EOA. Original will remain in unit training files.*

- **I. M. Commander**
- **CPT, AR**
- **Commanding**

• **UNIT LETTER HEAD**

• **Consideration of Others Training Assessment**

- Completed all that apply for each training event conducted

- *Write in or circle choice*

- 1. Date of Training:

- _____

- 2. Unit UIC: _____

- .Level of Training: Platoon Section/Directorate

Squad _____

- 4. Type of Training: _____

- Self Awareness CO2-Effective Communication
- Consideration of Others CO2 – Alcohol & Drug Abuse
- CO2 – Weather Injuries CO2 – Cultural Diversity
- CO2 – The Drink CO2 - Group Development
- CO2 – Professional Ethics CO2 – Religious Accommodation
- CO2 – Would Have Issued You One CO2 – Values, Attitudes, and Beliefs
- CO2 – Communication Process CO2- HIV & Safe Sex
- CO2 – The Medal Other _____

- 5. Number of Hours: _____

- 6. Number of Leaders Present: _____

- 7. Number of Soldiers/Civilians Trained: _____

- 8. Assessment Comments: _____

- Name and Telephone of Individual Submitting Data: _____

- *Upon signature of commander, **EOR** will forward copy to Brigade EOA. Original will remain in unit training files.*

-
-
-

I. M. Commander
CPT, AR
Commanding

DATE/TIME	SUBUNIT	ACTIVITY	LOCATION	TRAINER	REFERENCE	UNIFORM
MONDAY						
9-Jul-01						
0630-0730 COMPANY	PT	BLDG 298	1SG DO IT	FM 21-20	P	
0730-0900 CORE	PERSONNEL HYGIENE		OPTIONAL	NA	UNIT SOP	D
0900-1100 1st plt	POSH/ MANDATORY TRNG		BLDG 298	SFC AGEE EOR		Ar 600-20 D
1200-1300 COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D	
1300-1500 2nd plt	POSH/ MANDATORY TRNG		BLDG 298	SFC AGEE EOR		Ar 600-20 D
1300-1630 COMPANY	UNIT OPERATIONS		DUTY SEC	SEC LDR	UNIT SOP	D
TUESDAY						
10-Jul-01						
0630-0730 COMPANY	MANDATORY TRAINING		BLDG 298	SSG DEVIL	UNIT SOP	D
0800-1000 4th plt	POSH/ MANDATORY TRNG		BLDG 298	SFC AGEE EOR		Ar 600-20 D
1200-1300 COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D	
1300-1500 HQ plt	POSH/ MANDATORY TRNG		BLDG 298	SFC AGEE EOR		Ar 600-20 D
WEDNESDAY						
11-Jul-01						
0630-0730 COMPANY	PT	BLDG 298	1SG DO IT	FM 21-20	P	
0730-0900 CORE	PERSONNEL HYGIENE		OPTIONAL	NA	UNIT SOP	D
0900-1130 COMPANY	UNIT OPERATIONS		DUTY SEC	SEC LDR	UNIT SOP	D
1200-1300 COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D	
1300-1630 COMPANY	UNIT OPERATIONS		DUTY SEC	SEC LDR	UNIT SOP	D
THURSDAY						
12-Jul-01						
0700-1200 COMPANY	SGT'S TIME	DUTY SEC	SEC LDR	UNIT SOP	D	
1130-1230 COMPANY	JR NCOPD	BLDG 298	SSG GITEM	FM 17-98-1	D	
1200-1300 COMPANY	LUNCH	OPTIONAL	NA	UNIT SOP	D	
1300-1500 3rd plt	POSH/ MANDATORY TRNG		BLDG 298	SFC AGEE EOR		Ar 600-20 D
1500-1630 COMPANY	FAMILY TIME	OPTIONAL	NA	UNIT SOP	C	

- FRIDAY 13-Jul-01
- 0630-0730 COMPANY COMPANY RUN BLDG 298 1SG DO IT FM 21-20 P
- 0730-0900 CORE PERSONNEL HYGIENE OPTIONAL NA UNIT SOP D
- 0900-1130 COMPANY UNIT OPERATIONS DUTY SEC SEC LDR UNIT SOP D
- 1200-1300 COMPANY LUNCH OPTIONAL NA UNIT SOP D
- 1300-1500 COMPANY UNIT OPERATIONS DUTY SEC SEC LDR UNIT SOP D
- **1500-1700 MAKE UP POSH/ MANDATORY TRNG BLDG 298 SFC AGEE EOR 1SG DO IT Ar 600-20 D**
- SATURDAY 14-Jul-01
- 0001-2400 COMPANY OFF OPTIONAL NA NA C
- SUNDAY 15-Jul-01
- 0001-2400 COMPANY OFF OPTIONAL NA NA C

Training notes:

1. Uniform description:

- A CLASS A
- B CLASS B
- C CIVILIAN (Appropriate to event)
- D DUTY UNIFORM
- F FIELD UNIFORM (BDU Kevlar helmet, LBE,)
- P PT UNIFORM
- Z AS DIRECTED

2. 1sg DO IT Notes

- All POSH Mandatory training will be completed by COB Friday
- All Platoons / Sections will insure that persons that had missed MANDATORY training will Attend the make up
- on Friday from 1500-1700. Those that fail to do so will need to attend the alternate make up day on Saturday the

 28th from 0700-0900

3. Training Highlights:

- A. Mandatory Training subject for JULY is: **Prevention of Sexual Harassment** / Suicide Prevention
- B. JR NCOPD is: Establish an OP (Scouts)
- C. SR NCODP is: Supervise Unit Prep for an NBC Attack (B Co)
- D. Company NCODP is: Media Relations in Wartime (1sg)

4. Weekly Safety Topics

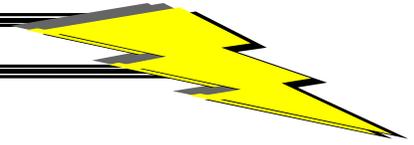
Vehicle Rollovers

Approved by: IM, CPT, AR Commanding Date

IM IN CHARGE, LTC, AR Commanding



FORGE THE THUNDERBOLT!



Equal Opportunity Report 2nd Quarter, FY 01

	2nd QTR, FY 01				3rd QTR, FY 01		
Unit	Consideration Of Others Training <i>Date Conducted</i>	EO POSH Training <i>Type/ Date</i>	Command Climate Survey <i>Date Completed</i>	EORs <i>Staffing Status</i>	Consideration Of Others Training <i>Scheduled Date</i>	EO POSH Training <i>Type/ Date</i>	Command Climate Survey <i>Date Scheduled</i>
HHC							
A Co							
B Co							
C Co							
D Co							

- **CO2 Training**
 - *-Date of training*
 - *-2 hour qtrly requirement*
- **EO Training/ POSH Training**
 - *-Type(EO or POSH) and Date of Training*
 - *-2 sessions of POSH(Prevention of Sexual Harassment) per year and*
 - *2 sessions of EO per year, thus one type per qtr.*
- **Command Climate Survey**
 - *-Date Survey Completed*
 - *-Within 90 days of Change of Command and once per year thereafter*
- **EOR Requirement**
 - *-Green-Trained Appt EOR, Amber-Appt Untrained, Red-Vacant*
 - *-One per unit certified through local EORC*
- **CO2 Training**
 - *-Date of training*
- **EO Training/ POSH Training**
 - *-Type(EO or POSH) and Date of Training*
- **Command Climate Survey**
 - *-Date of next Survey*
 - *-Quarter immaterial*

– **Quarterly Narrative and Statistical Report**

- Office Symbol (600-20) DATE

- MEMORANDUM FOR Commander, USAARMC and Fort Knox, Fort Knox, Kentucky 40121-5000

- SUBJECT: Quarterly Narrative and Statistical Report
-
- 1. References.
 - a. AR 600-20, Army Command Policy.
 - b. DA Pam 600-26, Department of the Army Affirmative Action Plan.
 - c. TC 26-6, Commander's Equal Opportunity Handbook.

- 2. EO climate statement. A short paragraph stating the EO climate based on trend identification from the enclosed reports and previous quarterly reports.

- 3. Overall assessment.
 - a. Summarize Assessment and EO Staffing Report. Comment on assessment status and impact and state the total EOL requirements and EOL training status.
 -
 - b. Summarize Training Report focusing on Consideration of Others compliance and SGI status and impact.

 - c. Summarize Career Development Report discussing discrimination issues or observations based on promotion and award activity.

 - d. Summarize Retention Report commenting on trends by REDCAT and gender of soldiers **not re-enlisting** (coordinate this statement with the Retention NCO).

 - e. Summarize Unfavorable Action Report discussing discrimination issues or observations regarding non-judicial punishment, courts martial, bars to reenlistment and flagging actions.

 - f. Summarize Complaint Report.

 - g. Summarize Demographic Report comparing population and key leader demographics.

- .Point of contact is (as appropriate) DSN xxx-xxxx.

- "STRIKE HARD"

- Encl I'M A. CDR
- LTC, QM
- Commanding

TRAINING CRITERIA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

• REDCAT	ASIAN/P		BLACK		HISPANIC		NATIVE		OTHER		WHITE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
• O-8														
• THRU														
• O-1														
• CW-5														
• THRU														
• CW-1														
• E-9														
• THRU														
• E-1														

• ***TOTAL DEMOGRAPHICS***

•

• **EQUAL OPPORTUNITY REPRESENTATIVES**

UNIT	RANK	FULL NAME	REDCAT	PCS/ETS	DATE OF TRNG	DATE ASSIGN EOL	GENDER M / F

—

- **CONSIDERATION OF OTHERS/FACILITATORS**

- | UNIT | RANK | FULL NAME | REDCAT | PCS/ETS | DATE OF TRNG | GENDER M/F |
|------|------|-----------|--------|---------|--------------|------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

- **ETHNIC OBSERVANCE COMMITTEE MEETINGS**

- | UNIT PERFORMING COMMITTEE MEETING | DATE COMMITTEE MEETING WAS HELD |
|--|--|
| | |
| | |
| | |

- **UPCOMING EQUAL OPPORTUNITY TRAINING**

-
-

UNIT PERFORMING TRAINING	DATE	SUBJECT	INSTRUCTOR

- **UPCOMING ETHNIC OBSERVANCES/EVENTS**

- | UNIT PERFORMING
EVENTS | DATE | SUBJECT | INSTRUCTOR |
|-----------------------------------|-------------|----------------|-------------------|
| | | | |
| | | | |

TRAINING CRITERIA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

- **Equal Opportunity Training Assessment**
- **QNSR Input Screen (Detachment – Battalion)**

- Complete Assessment for each Training Session Conducted
 - Write in or Circle Choice

- 1. Date of Assessment: _____
- 2. Unit UIC: _____
- 3. Level of Assessment: _____
- Company/Troop _____ Battalion/Squadron _____ Brigade/Group _____ Squad _____
Corps
- Division /COSCOM _____ MACOM _____
- 4. Assessment Tool: _____
- MEOCS IG Unit Climate Unit Command Profile Sensing Sessions Interviews
- TDAS Other Command Climate Survey
- 5. Available Soldiers in Unit _____ Trained Number _____
-
- 6. Company-level Command Climate Survey Conducted Soldiers in Company _____ Number of Survey Conducted _____
-
- 7. EO Leader Staffing: Required _____ O/H _____
- AR 600-20 minimum requirement is one per battalion and one per company. Unit commanders may designate increased requirements.
- 8. Assessment Comments:
 -

- Name and Telephone of Individual Submitting Data:

TRAINING CRITERIA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

• **Equal Opportunity & Co2 Training Assessment**

• **QNSR Input Screen**

- Completed all that apply for each training event conducted
- *Write in or circle choice*
- 1. Date of Training: _____
- 2. Unit UIC: _____
- 3. Level of Training: _____
- Company/Troop _____ Battalion/Squadron _____ Brigade/Group _____ Squad _____
Corps
- Division /COSCOM _____ MACOM _____
- 4. Type of Training: _____
- EO Overview _____ Hate/Extremist Group _____ Complaint Procedure _____ Sexism _____
- Racism _____ Cultural Awareness _____ Affirmative Action Plan _____ Self Awareness _____
- Effective Communication _____ Institutional Discrimination _____ Consideration of Others _____ Other _____
- Senior Leader Training _____ CO2 – Alcohol & Drug Abuse _____ CO2 – Weather Injuries _____ CO2 – The Medal _____
- CO2 – Cultural Diversity _____ CO2 – Communication Process _____ CO2 – The Drink CO2 – Complaint Proc _____
- CO2 – Identify Extremism _____ CO2 – Group Development _____ CO2- HIV & Safe Sex _____ CO2 – POSH _____
- CO2 – Professional Ethics _____ CO2 – Racism and Sexism _____ CO2 – Religious Accommodation _____
- CO2 – Would Have Issued You One _____ CO2 – Values, Attitudes, and Beliefs _____
- Other _____
- 5. Number of Hours: _____
- 6. Number of Leaders Present: _____
- 7. Number of Soldiers Trained: _____
- 8. Assessment Comments: _____
- Name and Telephone of Individual Submitting Data: _____

TRAINING CRITERIA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

- EO Progress Career Development, Retention and Unfavorable Action Report

Awards		Asian/Pac		Black		Hispanic		Native		Other		White		Total	
		M	F	M	F	M	F	M	F	M	F	M	F		
<i>Paragraph 3c</i>															
LOM	Submitted														
	Approved														
MSM	Submitted														
	Approved														
ARCOM	Submitted														
	Approved														
AAM	Submitted														
	Approved														

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TRAINING CRITERA, REPORTING AND FILE MANAGEMENT REQUIREMENTS FOR THE EOR.

•	Separations	Asian/Pac	Black	Hispanic	Native	Other	White	Total
•	<i>Paragraph 3e</i>	M F	M F	M F	M F	M F	M F	M F
•	Chapter 9							
•	Chapter 10							
•	Chapter 13							
•	Chapter 14							
•	Chapter 15							

- SUMMARY

- 1.DISCUSS TRAINING CRITERA
- FOR UNIT TRAINING PROGRAMS

- 2. IDENTIFY TYPES OF REPORTS

- 3. DESCRIBE TYPES OF REPORTS

- 3. PROPERLY FILL OUT REPORTS

- 5. STAFF ASSISTED VISIT CHECKLIST