

- Poor discipline.
- Increase in requests for transfer.
- Complaints of discrimination in administering the Uniform Code of Military Justice (UCMJ).
- Leaders' avoidance of handling inter-group tension for fear of losing control.

*Note.* Provide the class practical exercise 10 and give the class 5 to 10 minutes to answer the question. Ask different individuals for their answer, then discuss.

#### **10-10. PRACTICAL EXERCISE 10**

*a. SITUATION:* You are the ISG of Battery A, 1st Bn, 7th Air Defense Artillery. You have been ordered by the company commander to assist her in conducting an EO unit assessment. You have approximately 30 days to complete the assessment before the unit prepares for its next field problem. There have been several rumors circulating about unfair treatment over promotions, awards, and schools. On occasions you have heard several male soldiers making subtle jokes and comments about their female co-workers. In addition you have learned that several soldiers have visited the command's EO office, although no formal complaints have been filed.

*b. QUESTION:* What actions should you take to successfully accomplish this assessment?

*c. ANSWER:* As a minimum you should conduct a survey to assess perceptions soldiers have about issues within the unit. Review records and reports on favorable and unfavorable actions, make personal observations, and conduct interview sessions with leaders and key personnel. Finally conduct sensing sessions with all unit personnel. Use EOA and EOR assets to compile survey data and analyze statistical information.

## Chapter 11

### Lesson Plan 11—Equal Opportunity Action Plan

#### 11-1. OVERVIEW

- a. **TASK:** Construct an equal opportunity (EO) action plan.
- b. **CONDITIONS:** In a classroom environment.
- c. **STANDARDS:** Describe the steps to develop an EO action plan that will correct unacceptable behavior.
- d. **TARGET AUDIENCE:** Leaders at platoon-sergeant level and above.
- e. **RECOMMENDED TIME:** 15 minutes.
- f. **INSTRUCTOR REQUIREMENTS:** One instructor per class of no more than 20 to 25 students.
- g. **EQUIPMENT NEEDED FOR THE INSTRUCTION:** Overhead projector, overhead transparency (OT), chalkboard and chalk or butcher paper and magic markers.
- h. **TOPIC COVERED:** Steps to develop an EO action plan.

#### 11-2. DEVELOPING AN EO ACTION PLAN

- a. The process of developing an EO action plan starts when you confront the problem. It continues until you develop and then carry out a solution. Your action plan must focus on a specific problem and contain new methods or ideas designed to improve your unit.
- b. The development process helps you analyze the problem, identify influencing forces, develop possible courses of action, assess the situation, and decide on a course of action.

#### 11-3. STEPS TO DEVELOP AN EO ACTION PLAN

Use these steps to develop an EO action plan.

*Note.* Show OT 11-1, STEPS TO DEVELOP AN EO ACTION PLAN.

- Interpret the situation. In other words, assess the EO problem, issue, or concern.
- Analyze all the factors and forces that relate to the situation to discover what is going well and not going well. This could encompass policies, regulations, affirmative action plans, and standard operating procedures.
- Choose the courses of action you feel will be most appropriate. Consult with EOA to assist in developing an action plan to address specific concerns.
- Carry out the courses of action that you chose. Follow through or apply the selected actions. (As an additional reference, leaders can use TC 26-2, Effective Planning, and TC 26-4, Problem Solving.)

*Note.* Summarize the lesson and ask for questions.

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#### STEPS TO DEVELOP AN EO ACTION PLAN

- Interpret the situation
- Analyze the factors and forces
- Choose your courses of action
- Carry out your courses of action

Figure 11-1. Steps to Develop an EO Action Plan

---

## Chapter 12

### Lesson Plan 12—The Affirmative Action Plan

#### 12-1. OVERVIEW

- a. **TASK:** Describe the elements of the affirmative action plan (AAP).
- b. **CONDITIONS:** In a classroom environment.
- c. **STANDARDS:** Be aware of the ways to integrate the AAP into the unit's Equal Opportunity (EO) program.
- d. **TARGET AUDIENCE:** Leaders at platoon-sergeant through unit commander level.
- e. **RECOMMENDED TIME:** 30 minutes.
- f. **INSTRUCTOR REQUIREMENTS:** One instructor per class of no more than 20 to 25 students.
- g. **EQUIPMENT NEEDED FOR THE INSTRUCTION:** Overhead projector, overhead transparencies (OTs), chalkboard and chalk or butcher paper and magic markers.
- h. **TOPICS COVERED:** Affirmative actions and the AAP.

*Note.* Commanders below brigade level are not required to prepare an affirmative action plan (AAP). However they must know how to integrate an AAP into the unit's equal opportunity (EO) functions according to guidance from the battalion and brigade commanders. AAP integration for unit EO functions is a matter of discussion between the unit commander and his or her rater. Certain subjects of the AAP may not concern unit EO functions. Therefore, the commanders only need to think about the areas of the AAP that the rater feels are necessary.

#### 12-2. AFFIRMATIVE ACTIONS

- a. Here is a definition of affirmative action:

*Note.* Show OT 12-1, AFFIRMATIVE ACTIONS. Give the students time to read the viewgraph.

---

#### AFFIRMATIVE ACTIONS

Are positive actions made by DA activities to ensure that all soldiers and their families are given equal opportunity in the Army.

Figure 12-1. Affirmative Actions

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b. As leaders, you must understand more than just the purpose of an AAP. You must also be familiar with its intricacies in order to accomplish the goals of the brigade's AAP.

c. Affirmative actions can involve more than EO matters. They may include any subject the brigade commander or commanders at higher headquarters deem necessary. Therefore, leaders must make a point of asking their respective raters about the AAP during the initial officer evaluation report (OER) and noncommissioned officer evaluation report (NCOER) counseling session with them.

d. Affirmative actions include identifying opportunities for racial and ethnic groups as well as for females. You must encourage interest in these opportunities in order to compensate for disadvantages and inequities that may have resulted from past discrimination.

e. As leaders, you can use affirmative actions by considering the demographics of your unit when recommending soldiers for promotions and awards, administering disciplinary actions, and assigning or concurring with assignments to leadership positions.

#### 12-3. AFFIRMATIVE ACTION PLAN

Affirmative action plans concern conditions where affirmative action is needed and where the results sought are clearly expressed. Here is a definition:

*Note.* Show OT 12-2, AFFIRMATIVE ACTION PLAN (AAP). Give the students time to read the viewgraph.

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## **AFFIRMATIVE ACTION PLAN (AAP)**

Is a personnel management document that consists of statements of attainable goals and their timetables which, when met, ensure equal opportunity for all soldiers. An AAP is required of all Army organizations, commands, and agencies down to brigade (or equivalent) level.

**Figure 12-2. Affirmative Action Plan (AAP)**

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### **12-4. PURPOSE**

The Department of the Army (DA) AAP sets forth the affirmative action goals and objectives for itself, Army staff agencies, and major Army commands which support its EO program.

### **12-5. OBJECTIVES**

The objectives of the AAP are these:

- To identify and establish goals, responsibilities, and policies.
- To firmly embed the EO function in the Army's leadership framework.
- To direct affirmative actions that give equal opportunity and treatment to all soldiers regardless of race, color, gender, religion, or national origin.

### **12-6. SCOPE**

a. The Army's AAP is a personnel management document. It fulfills a specific Department of Defense (DOD) requirement. It also aligns requirements outlined in DOD Directive 1350.2, DOD Instruction 1350.3, and AR 600-20.

b. Actions directed in the AAP are meant to do the following things:

- Prevent individual discrimination and assure all qualified soldiers the chance for upward mobility.
- Provide information on the demographics of the Army.
- Instill AAPs into military organizations by placing affirmative action responsibility into the hands of commanders.

### **12-7. THE SEVEN AAP AREAS**

The AAP contains these seven areas:

*Note.* Show OT 12-3, THE SEVEN AAP AREAS.

1. The **SUBJECT** is the area where affirmative action is needed.
2. The **PROPONENT** is the subject matter expert or responsible agency or activity.
3. The **OBJECTIVE** is the general end to be attained.
4. **AFFIRMATIVE ACTIONS** are specific steps to achieve the objective.
5. **GOALS** are realistic objectives that are both measurable and attainable. Goals are not quotas. They are neither ceilings nor base figures. Goals should be developed, not just reviewed. Each level in the chain of command must take part in developing them. Affirmative action goal development and accountability are the responsibilities of the commander or functional manager. This person has the means and authority to control or influence the outcome of specific affirmative actions. Goal design should be based on sound reasoning, consideration of appropriate variables, realistic limits, and prospects for achievement. Goal revision occurs not less than each year after annual EO unit assessments.
6. **MILESTONES** are timetables or schedules for carrying out AAPs.
7. The **BASIS FOR GOALS** may be policy or regulatory guidance; it may also be the result of an assessment showing that affirmative action is needed.

---

### THE SEVEN AAP AREAS

- |                             |                      |
|-----------------------------|----------------------|
| 1. Subject                  | 5. Goals             |
| 2. Proponent                | 6. Milestone(s)      |
| 3. Objective                | 7. Basis for goal(s) |
| 4. Affirmative<br>action(s) |                      |

Figure 12-3. The Seven AAP Areas

---

### 12-8. REVIEW AND ANALYSIS

a. Just as in goal development, successful review, analysis, and reporting of affirmative action progress must involve commanders, heads of staff agencies and their subordinates. Periodic reviews presented to major Army command (MACOM) leaders are particularly effective. They set the stage for information exchange, guidance, and follow-up action.

b. There should be at least two assessments of the command and subordinate units each year covering the following:

*Note.* Show OT 12-4, AFFIRMATIVE ACTION PLAN REVIEW AREAS.

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### AFFIRMATIVE ACTION PLAN REVIEW AREAS

- |                 |                     |
|-----------------|---------------------|
| ■ Training      | ■ Personnel actions |
| ■ Complaints    | ■ Ethnic            |
| ■ Key positions | ■ observances       |

Figure 12-4. Affirmative Action Plan Review Areas

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### 12-9. TRAINING

Review and assess EO, EOR, and leader training.

### 12-10. COMPLAINTS

Review the outcomes and course of action taken on each complaint.

### 12-11. KEY POSITIONS

Review key positions and compare them with the population of the organization by gender and racial and ethnic designation categories (REDCAT).

### 12-12. PERSONNEL ACTIONS

Review both positive personnel actions (such as local promotions, awards, and schooling) and adverse personnel actions (such as judicial and nonjudicial punishment and involuntary separations) by gender and REDCAT to identify trends or the immediate need for affirmative actions.

### 12-13. ETHNIC OBSERVANCES

Review the planning and conducting of ethnic observances.

### 12-14. SAMPLE AAP SUBJECT AREA

a. Here is an example of a subject area for an affirmative action plan. Remember, affirmative actions may also concern areas other than EO in nature.

b. The problem surfaced during the 1st Infantry Brigade's annual IG inspection. The IG discovered that soldiers throughout the brigade were not receiving proper counseling. As a result, the brigade commander added the following subject area to the AAP:

*Note.* Show OT 12-5, SAMPLE AAP SUBJECT AREA. Give the students time to read the OT.

*Note.* Summarize the lesson and ask for questions.

---

### **SAMPLE AAP SUBJECT AREA**

**SUBJECT:** Leadership Counseling.

**PROPONENT:** Brigade CSM.

**OBJECTIVE:** Ensure that soldiers receive adequate counseling.

**AFFIRMATIVE ACTION:** All supervisors must keep a copy of FM 22-101, Leadership Counseling, at their work area. They must ensure that counseling is conducted IAW FM 22-101.

**GOALS:** Counsel soldiers at least quarterly on job performance.

**MILESTONE:** Provide quarterly counseling schedules to the brigade each month.

**BASIS FOR ACTION:** During an annual IG inspection of the brigade, it was noted that throughout the brigade soldiers were not receiving proper counseling.

**Figure 12-5. Sample AAP Subject Area**

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## Chapter 13

### Lesson Plan 13—Techniques for Equal Opportunity Training

#### 13-1. OVERVIEW

- a. *TASK*: Identify techniques for equal opportunity (EO) training.
- b. *CONDITIONS*: In a classroom environment.
- c. *STANDARDS*: Identify techniques for conducting EO training.
- d. *TARGET AUDIENCE*: Leaders at platoon leader-sergeant level and above.
- e. *RECOMMENDED TIME*: 20 minutes.
- f. *INSTRUCTOR REQUIREMENTS*: One instructor per class of no more than 20 to 25 students.
- g. *EQUIPMENT NEEDED FOR THE INSTRUCTION*: Chalkboard and chalk or butcher paper and magic markers.
- h. *TOPICS COVERED*: Topic selection; resources used; format style and type; and location, time, and setting for EO training; and evaluation of EO training.

*Note.* Per AR 600-20, applicable commanders must provide EO training for the following personnel at brigade level and above: NCOs from master sergeant through command sergeant major, field grade officers, and senior DA civilians.

#### 13-2. INTRODUCTION

As a leader, you are responsible for ensuring that the soldiers under your command or supervision receive EO training at least biannually. You should also lead the training.

#### 13-3. TOPIC SELECTION

Some topics to consider for training are EO policies and procedures, the behavior exhibited by members of your command or section, or other current EO issues and concerns.

#### 13-4. RESOURCES

Helpful sources include the library, training and audiovisual support center (TASC), learning resource center (LRC), and organizational and installation agencies such as the unit Equal Opportunity Representative (EOR), Equal Employment Opportunity (EEO) Office, chaplain's office, and EO Office.

#### 13-5. FORMAT STYLE AND TYPE

The style or type of format you use in your presentation should be based on the subject matter and the desired results. Do you want group involvement? Do you just want to put out information? These are the types of questions you must ask yourself.

#### 13-6. LOCATION, TIME, AND SETTING

Location, time, and setting for your class are also important factors. Consider what type of atmosphere you want, what kinds of training aids, etc.

#### 13-7. EVALUATION

When you complete the training, you may wish test your soldiers to make sure the desired results have been accomplished.

*Note.* Summarize the lesson and ask for questions.

## Chapter 14

### Lesson Plan 14—Identification of Current Army Equal Opportunity Issues

#### 14-1. OVERVIEW

- a. **TASK:** Identify and discuss current Army equal opportunity (EO) issues.
- b. **CONDITIONS:** In a classroom environment.
- c. **STANDARDS:** Identify and discuss current Army EO issues.
- d. **TARGET AUDIENCE:** Senior NCOs and all officers and warrant officers.
- e. **RECOMMENDED TIME:** 20 minutes.
- f. **INSTRUCTOR REQUIREMENTS:** One instructor per class of no more than 20 to 25 students.
- g. **EQUIPMENT NEEDED FOR THE INSTRUCTION:** Overhead projector, overhead transparencies (OTs), chalkboard and chalk or butcher paper and magic markers.
- h. **TOPICS COVERED:** Racial and cultural differences, sexual harassment, women in the military, and taking appropriate and timely actions.

#### 14-2. INTRODUCTION

EO issues are always present. If we are not sensitive to their importance, they can have an adverse impact on unit cohesion and readiness.

*Note.* Ask students, "Based on recent news media coverage and your own observation, what are the most pressing EO issues in Army units today?" Write the responses on a chalkboard or butcher paper, and channel them into four issues: racial and cultural differences, sexual harassment, women in military service, and taking appropriate and timely actions. When the list is developed, draw on the students' unit experiences. Discuss how these issues have affected their home and working environments. Structure the discussion on each issue using the three questions shown in OT 14-1.

*Note.* Show OT 14-1, QUESTIONS ABOUT ARMY EO ISSUES.

---

#### QUESTIONS ABOUT ARMY EO ISSUES

- What is the Army's policy on this issue?
- What problems are units experiencing with this issue?
- What is this issue's impact on command climate and unit readiness?

Figure 14-1. Questions About Army EO Issues

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#### 14-3. RACIAL AND CULTURAL DIFFERENCES

a. The branches of American military service are probably the most culturally, ethnically, and racially diverse organizations in our country. Often for the first time in their lives, young soldiers have to adapt to differences including appearance, behavior, speech, and dress. Therefore, a leader who is aware of the cultural and racial differences of the soldiers assigned to his unit is better able to develop and maintain unit cohesion and readiness.

b. The goal of the Army's EO policy on this issue is to create an environment that will enable all people to reach their full potential regardless of racial or cultural differences. What problems are units having which could block this goal? Also, how might these problems affect unit readiness?

*Note.* Listen to and discuss the responses. Read Lesson Plan 3 and 9 for more details on this issue.

#### 14-4. SEXUAL HARASSMENT

a. The Army defines sexual harassment as a form of sex discrimination. In brief, it involves unwelcome sexual advances, requests for sexual favors, and other types of gender-based verbal, nonverbal, or physical contact.

*Note.* Show OT 14-2, SEXUAL HARASSMENT. Give the students time to read these viewgraphs.



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## SEXUAL HARASSMENT

A form of gender discrimination that involves unwelcomed sexual advances, favors, and other verbal or physical contact 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 interferes with a person's performance or creates an intimidating, hostile, or offensive environment.

Figure 14-2. Sexual Harassment

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b. Sexist behaviors which frequently become sexual harassment may be verbal, non-verbal, or physical.

Note. Show OT 14-3, FORMS OF SEXUAL HARASSMENT.

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## FORMS OF SEXUAL HARASSMENT

- Verbal abuse
- Nonverbal abuse
- Physical contact

Figure 14-3. Forms of Sexual Harassment

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### 14-5. VERBAL ABUSE

Examples of verbal abuse are profanity, off-color jokes, sexual comments, threats, barking, growling, oinking, and whistling at passersby to show a reaction to their physical appearance. Another kind of verbal abuse is using intimate terms such as "honey, baby, or dear" to refer to co-workers.

### 14-6. NONVERBAL ABUSE

Examples of nonverbal abuse are leering, ogling (giving the person the "once over"), blowing kisses, licking lips, winking, leaving sexually suggestive notes, and displaying sexist cartoons and pictures. Other examples are men lowering their pants to tuck in their shirts in the presence of women and women demonstratively adjusting their brassiere straps in the presence of men.

### 14-7. PHYSICAL CONTACT

a. Examples of physical contact are touching, patting, hugging, pinching, grabbing, cornering, and kissing. Others are playing footsie-kneesie, blocking a passageway, unsolicited back and neck rubs, and clothing adjustments.

Note. Ask the class following questions:

- "Is being aware of the Army's sexual harassment policy important? If so, why is it so important?"
- "Should you report people who are involved in incidents you perceive to be sexual harassment? If you should, why should you?"

Break the class into small groups, and give them 10 minutes of intergroup discussion. When time is up, select a spokesperson from each group to report the group's thoughts to the class.

*b.* The Army's policy on sexual harassment also states that any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a soldier or civilian employee is engaging in sexual harassment.

*c.* Likewise, any soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

*d.* Sexual harassment is all too common. It occurs not only in the workplace but also away from it at such gathering places as the local Post Exchange, Movie Theater, and bowling alley. Maybe some of you have been knowingly or unknowingly involved in or aware of incidents that you now realize would be sexual harassment. How many of you would now feel the need to start corrective action when confronted with this kind of behavior?

*Note.* Listen to and discuss the responses. Read Lesson Plan 4 for a more complete discussion of this issue.

#### **14-8. WOMEN IN MILITARY SERVICE**

##### *a. HISTORY.*

(1) The first women served as nurses prior to World War I. The Army Nurse Corps was established in 1901 and the Navy Nurse Corps in 1908. In 1942 the Women's Army Auxiliary Corps (WAAC) and Women Accepted for Voluntary Emergency Service (WAVES) were created to serve in World War II.

(2) In 1948 the Women's Armed Services Integration Act capped female enrollment in the military services at 2 percent of the total force; 10 percent of those could be officers.

(3) Public law 90-130, passed in 1967, removed all enlistment limitations on women in military service. However, certain job classifications involving combat assignments (such as infantry, tank, warship, and fighter plane duty) were closed to women. In 1975 the military draft ended, and the Women's Army Corps (WAC), Women in the Air Force (WAF), and WAVES acronyms were eliminated, and women were integrated into all branches of the Armed forces.

*b. PRESENT STATUS.* Today women's roles have greatly expanded. Women play a vital role on the military total team. They enjoy pay, medical benefits, and promotion and pension schedules identical to that of their male counterparts.

#### **14-9. TAKING APPROPRIATE AND TIMELY ACTION**

Leaders must take the following actions to ensure that their EO programs are effective.

*Note.* Show OT 14-4, TAKING APPROPRIATE AND TIMELY ACTION.

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#### **TAKING APPROPRIATE AND TIMELY ACTION**

- Apply affirmative action
- Be aware of perceptions
- Conduct interactive training
- Enforce Army standards
- Conduct internal assessments
- Conduct external assessments
- Lead by example

Figure 14-4. Taking Appropriate and Timely Action

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#### **14-10. APPLY AFFIRMATIVE ACTION**

The policy of the US Army is to provide equal opportunity and treatment for soldiers and their families both on and off post. The process of affirmative action applies here. Affirmative actions are positive actions taken by DA activities to ensure that this occurs.

#### **14-11. BE AWARE OF PERCEPTIONS**

You should carefully observe the perceptions of your soldiers. They must recognize and assess indicators of friction or discord.

#### **14-12. CONDUCT INTERACTIVE TRAINING**

A vigorous interactive EO training program for all soldiers is an effective tool in maintaining a healthy EO program. You must promote such a program.

#### **14-13. ENFORCE ARMY STANDARDS**

To maintain a strong EO program, Army standards must be strictly enforced.

#### **14-14. CONDUCT INTERNAL ASSESSMENTS**

You must constantly assess the internal EO climate of your units by mingling with your soldiers.

#### **14-15. CONDUCT EXTERNAL ASSESSMENTS**

You should also conduct periodic external assessments of the unit EO climate. You can do this by reading unit surveys, AAP compliance monitoring reports, IG inspection reports, the Military Equal Opportunity Climate Survey (MEOCS), and EO seminar feedback reports.

*Note.* See Lesson Plan 10 for more details on this point.

#### **14-16. LEAD BY EXAMPLE**

As leaders you are responsible for setting and maintaining standards of attitude and behavior. Set an example of fairness for all to follow.

*Note.* If all issues have been adequately addressed in student discussion, summarize the lesson by reviewing the following areas.

- Racial and cultural differences.
- Sexual harassment.
- Women in the Army.
- Taking appropriate and timely actions.

## Chapter 15

### Lesson Plan 15—Techniques to Champion the Equal Opportunity Program

#### 15-1. OVERVIEW

- a. **TASK:** Identify the ways to champion the Equal Opportunity (EO) Program.
- b. **CONDITIONS:** In a classroom environment.
- c. **STANDARDS:** Identify the ways to champion the EO Program.
- d. **TARGET AUDIENCE:** Senior NCOs and all officers and warrant officers.
- e. **RECOMMENDED TIME:** 80 minutes including the practical exercise (PE).
- f. **INSTRUCTOR REQUIREMENTS:** One instructor per class of no more than 20 to 25 students.
- g. **EQUIPMENT NEEDED FOR THE INSTRUCTION:** Overhead projector, overhead transparencies (OTs), chalk-board and chalk or butcher paper and magic markers.
- h. **TOPICS COVERED:** Leadership practices conducive to developing an EO climate and a commander's assessment tools.

#### 15-2. LEADERSHIP PRACTICES USEFUL IN DEVELOPING AN EO CLIMATE

An effective EO program is one in which commanders and leaders at all levels take a positive, proactive approach. To do this they must have a variety of tools to develop and maintain an EO climate. Being aware of each of these tools is of vital importance.

*Note.* Show OT 15-1, LEADERSHIP PRACTICES USEFUL IN DEVELOPING AN EO CLIMATE.

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#### LEADERSHIP PRACTICES USEFUL IN DEVELOPING AN EO CLIMATE

- Active chain-of-command support
- Posted policy memorandum (EO and sexual harassment)
- Unit-level training
- Understanding of complaint procedures
- Deliberate and thorough handling of complaints
- Follow-through on complaints

Figure 15-1. Leadership Practices Useful in Developing an EO Climate

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#### 15-3. ACTIVE CHAIN-OF-COMMAND SUPPORT

A vital leadership requirement for any organization is continuous and vigorous support from all members in the chain of command. What the "boss" endorses and supports sets the example for what subordinate leaders and soldiers alike tend to support. One who proclaims to support this or that policy or action yet fails to show that support will not gain the respect and loyalty needed to be an effective leader.

#### 15-4. POSTED POLICY MEMORANDUM

Another necessity is a carefully written and posted policy letter which states your standards and expectations of both leaders and soldiers. It should also include EO and sexual harassment.

#### 15-5. UNIT-LEVEL TRAINING

Conduct unit-level training. Training and retraining are vital to assuring a positive EO climate. Leadership involvement in training further endorses and communicates to soldiers the emphasis and importance that a commander places on it.

#### 15-6. UNDERSTANDING OF COMPLAINT PROCESS

The complaint process must be understood by all levels. When soldiers know that they will receive no negative actions for voicing concerns on EO matters, the overall atmosphere will contribute to fewer EO violations.

### **15-7. DELIBERATE AND THOROUGH HANDLING OF COMPLAINTS**

Every unit will have an alleged EO offense at one time or another. When soldiers know that the EO complaint process works and that their complaints are given prompt and sincere attention, the positive EO climate is better assured as well.

### **15-8. FOLLOW-THROUGH ON COMPLAINTS**

Follow-through on complaints is essential to show your sincerity in support of an EO program and does much to enhance a positive EO climate.

### **15-9. COMMANDER'S ASSESSMENT TOOLS**

a. The presence in a unit of intergroup concerns, tensions, and disruptive incidents is a human relations problem. However, these disruptions can be discovered and overcome.

b. A number of effective EO resources are available to show whether potential problems or actual EO abuses exist in organizations. Here are these resources.

*Note.* Show OT 15-2, COMMANDER'S ASSESSMENT TOOLS.

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#### **COMMANDER'S ASSESSMENT TOOLS**

- Surveys and questionnaires (MEOCS, DA PAM 600-69)
- Observation, discussion, and sensing sessions
- Chain of command
- EOA and EOR
- Records and reports (blotters, AAP, UCMJ awards, promotions, etc.)

Figure 15-2. Commander's EO Climate Assessment Tools

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### **15-10. SURVEYS AND QUESTIONNAIRES**

Use documents such as the Military Equal Opportunity Climate Survey (MEOCS), unit surveys, Affirmative Action Plan (AAP) compliance monitoring reports, command and IG Inspection Reports, questionnaires, and DA Pam 600-69 (Unit Climate Profile: Commander's Handbook).

### **15-11. OBSERVATION, DISCUSSION, AND SENSING SESSIONS**

Observe your soldiers regularly, and establish rapport and two-way communication with them. Use an open-door policy to maintain open channels of communication. This allows you to discuss their problems with them and conduct sensing sessions.

### **15-12. CHAIN OF COMMAND**

Use the chain of command to inform you of concerns and problems.

### **15-13. EOA AND EOR**

Get information and advice from the brigade-level Equal Opportunity Advisors (EOAs) and unit-level Equal Opportunity Representatives (EORs). Their training and experience are invaluable.

### **15-14. RECORDS AND REPORTS**

Read such records and reports as blotters, affirmative action plans (AAPs), awards, UCMJ actions, promotion letters, etc. If those tools and sources available to commanders are not enough, here are more.

*Note.* Show OT 15-2 (continued), COMMANDER'S EO CLIMATE ASSESSMENT TOOLS (CONTINUED).

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**COMMANDER'S EO CLIMATE  
ASSESSMENT TOOLS  
(CONTINUED)**

- AR 600-20, Chapter 6
- DA PAM 350-20
- TC 26-6

Figure 15-2. Commander's EO Climate Assessment Tools—Continued

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**15-15. AR 600-20, CHAPTER 6**

Army Regulation 600-20, Army Command Policy, discusses the Army's EO policy and program in Chapter 6. The philosophy for these is based on fairness, justice, and equity. Their sole purpose is to provide equal opportunity for military personnel and their family members both on and off post and contribute to mission accomplishment, cohesion, and readiness. The EO policy provides this equal opportunity and treatment without regard to race, color, religion, gender, or national origin and provides an environment free of sexual harassment.

**15-16. DA PAM 350-20**

Department of the Army Pamphlet 350-20, Unit Equal Opportunity Training Guide, contains individual lesson plans for unit training. These plans collectively give soldiers knowledge that can result in improved unit harmony, effectiveness, and mission accomplishment.

**15-17. TC 26-6**

Training Circular 26-6, Commander's Equal Opportunity Handbook, is an excellent source of information for any commander or leader to use in getting a good, overall understanding of equal opportunity.

**15-18. PRACTICAL EXERCISE 15-1:**

Divide the class into three groups, and assign a leader for each. Give each group 30 minutes to discuss three EO issues among its members. Following these group discussions, choose an issue for each group to present to the entire class for no more than 10 minutes.

**15-19. REVIEW/SUMMARIZE**

As with many other aspects of command, an effective EO program is one in which commanders take a positive, proactive approach. This may include a policy letter which states your standards and expectations of leaders and soldiers, dynamic training which involves the chain of command leading discussions, vigorous leadership support, unit assessments and action planning. These actions will contribute to a command climate in which soldiers are treated fairly. They in turn will treat other soldiers fairly, and this positive atmosphere enhances unit cohesion and readiness.

*Note.* Based upon available time, use the practical exercises in Appendix C to reinforce learning.

## **Appendix A**

### **References**

#### **Section I**

##### **Required Publications**

This section contains no entries.

#### **Section II**

##### **Related Publications**

##### **AR 20-1**

Inspector General Activities and Procedures. 15 December 1989.

##### **AR 210-50**

Housing Management. 24 April 1990.

##### **AR 600-20**

Army Command Policy. 30 March 1988.

##### **AR 600-50**

Standards of Conduct for DA Personnel. 28 January 1988.

##### **DA Pam 165-13**

Religious Requirements and Practices of Certain Selected Groups. A Handbook for Chaplains. 28 April 1978.

##### **DA Pam 600-26**

DA Affirmative Action Plan. 23 May 1990.

##### **DA Pam 600-69**

Unit Climate Profile, Commander's Handbook. 1 October 1988.

##### **FM 22-100**

Military Leadership. 31 July 1990.

##### **FM 22-101**

Leadership Counseling. 3 June 1985.

##### **FM 22-102**

Soldier Team Development. 2 March 1987.

##### **MCM 9-2**

Manual for Courts-martial, United States. 1984

##### **TC 26-2**

Effective Planning. 18 October 1984.

##### **TC 26-4**

Conflict Management. 31 December 1984.

##### **TC 26-6**

Commander's Equal Opportunity Handbook.

#### **Section III**

##### **Prescribed Forms**

This section contains no entries.

**Section IV**  
**Referenced Forms**

This section contains no entries.

**Appendix B**  
**Masters for Overhead Transparencies**

The following are Overhead Transparencies (OT) for presentation in the classroom. These correspond to the smaller figures that are inside the associated Lesson Plans.



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

- Equal Treatment for Soldiers, their family members, and DACS
- Applies both on and off post
- Applies to total environment (living and working)
- Provides an environment free of sexual harassment

Figure 1-1. The Army's Equal Opportunity Policy

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## **Staffing for Army's EO Program**

- Commanders
- Equal Opportunity Advisers (EOAs)
- Equal Opportunity Representatives (EORs)

**Figure 1-2. Staffing for Army's EO Program**

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## **Unit Commander's EO Responsibilities**

Develop and Implement EO Programs

Identify and Correct Discriminatory Practices

Promote EO and Interpersonal Harmony

Conduct EO Training on a Continuing Basis

Monitor/Assess the Execution of EO Complaints

Ensure Prompt Resolution of EO Complaints

Post Clear Policy Statements

Provide Feedback to Complainant

**Figure 2-1. Unit Commander's EO Responsibilities**

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## **Chain of Command's Roles and Responsibilities**

First Sergeant

Platoon Leader and Platoon Sergeant

Squad Leader

Section/Team Leader

Equal Opportunity Representative (EOR)

Equal Opportunity Adviser (EOA)

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Figure 2-2. Chain of Command's Roles and Responsibilities

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## **Equal Opportunity Representative**

Equal Opportunity Representatives are unit soldiers trained to help commanders carry out the equal opportunity program within units.

**Figure 2-3. Equal Opportunity Representative**

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## **Categories of Sexual Harassment**

"Quid Pro Quo"

Hostile Environment

## **Related Elements of Sexual Harassment**

Impact vs Intent

Reasonable Person and Reasonable Woman Standards

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Figure 4-1. Categories of Sexual Harassment

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## **Sexual Harassment Behavior**

**Verbal Comments**

**Nonverbal Gestures**

**Printed Material**

**Physical Contact**

**Figure 4-2. Sexual Harassment Behavior**

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## **Victim Impact**

**Interferes with Work Performance**

**Creates Hostile Environment**

**Promotes Negative Stress**

**Creates Fear and Anxiety**

**Figure 4-3. Victim Impact**

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## **Sexual Harassment Checklist**

Is the behavior inappropriate for the workplace?

Is the behavior sexual in nature or connotation?

Is the conduct unwanted, unwelcome or unsolicited?

Do the elements of power, control or influence exist?

Does the situation indicate a quid pro quo relationship?

Does the behavior create a hostile or offensive environment?

Is the behavior repeated as it relates to gender treatment?

How would a "reasonable person" or "reasonable woman" be affected?

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Figure 4-4. Sexual Harassment Checklist

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## **Coping Mechanisms**

Denial

Rationalization

Avoidance

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**Figure 4-5. Coping Mechanisms**

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## **Components of Prevention**

**Total Leadership Commitment**

**Career-Long Training**

**Reporting Sexual Harassment**

**Disciplinary/Administrative Actions**

**Figure 4-6. Components Of Prevention**

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## Sexual Harassment Behaviors Subject to Disciplinary Actions

Offense	UCMJ Article
Making sexual comments or gestures	Art 89 disrespect toward superior officer Art 91 insubordinate conduct towards a WO or NCO Art 117 provoking speech and gestures Art 134 indecent language
Offering rewards for sexual behaviors	Art 134 bribery and graft
Making unsolicited or unwelcome sexual contact with intent to gratify lust or sexual desire	Art 134 indecent assault
Threatening the career, job, or salary of a person unless he or she "cooperates"	Art 127 extortion Art 134 communicating a threat
Engaging in or condoning sexual harassment behaviors	Art 92 failure to obey an order or regulation Art 133 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

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Figure 4-7. Sexual Harassment Behaviors Subject to Disciplinary Actions

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## **Techniques for Prevention**

**Diary**

**Talking**

**Intermediary**

**Letter**

**Confronting**

**Reporting**

**Figure 4-8. Techniques for Prevention**

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## **Discrimination**

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

**Figure 5–1. Discrimination**

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## **Factors in Discrimination**

Race

Skin Color

National Origin

Gender

Religion

**Figure 5-2. Factors in Discrimination**

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## Equal Opportunity Violations Subject to UCMJ Actions

Offense	Article
Making racial or sexual comments and/or gestures	Art 89 disrespect toward superior officer Art 91 insubordinate conduct towards WO or NCO Art 117 provoking speech or gestures Art 134 indecent language
Offering rewards for favors which constitute an EO violation	Art 134 bribery and graft
Making unsolicited and unwelcome sexual contact	A134 indecent assault
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
Threatening the career, job or salary or another unless they "cooperate"	Art 127 extortion Art 134 communicating a threat
Engaging in or condoning EO violation	Art 92 failure to obey an order or regulation Art 133 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 statements	Art 107 false official statement

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Figure 6-1. Equal Opportunity Violations Subject to UCMJ Actions

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

- Equal treatment for soldiers and family members
- Both on and off post
- Total environment (living and working)
- Environment free of sexual harassment

Figure 7-1. Army's Equal Opportunity Policy

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## **Major EO Violations**

- Discrimination (based on race, color, gender, religion, or national origin)
- Sexual harassment

**Figure 7-2. Major EO Violations**

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## **EO Enforcement Techniques for Leaders**

Lead by example

On-the-Spot Correction (informal counseling)

Formal Counseling (written)

Nonjudicial Punishment (Article 15, and memorandum of reprimand, etc.)

Use of OER and NCOER

Judicial Punishment (court-martial)

Bar to Reenlistment

Separation Action

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**Figure 7-3. EO Enforcement Techniques for Leaders**

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## **Types of Complaints**

Formal

Informal

**Figure 8-1. Types of Complaints**

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## **Complaints Against a Member of the Chain of Command/Use of Alternative Agencies**

Equal Opportunity Advisor

Chaplain

Provost Marshal Office

Staff Judge Advocate

Human Relations Office

Inspector General

Adjutant General

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Figure 8-2. Complaints Against a Member of the Chain of Command/Use of Alternative Agencies

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## **Entering the Complaint Process**

Determine Nature of Allegations

Prepare DA Form 7279-R

Determine Appropriate Agency

Swear to Complaint

Consult with EOR or EOA

**Figure 8-3. Entering the Complaint Process**

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## **Equal Opportunity Complaint Process**

**Inquiry or Investigation**

**Feedback to Complainant**

**Right to Appeal**

**Protection Against Retaliation or Intimidation**

**Figure 8-4. Equal Opportunity Complaint Process**

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## **Actions by the Complainant**

Determine Nature of Complaint

Identify Specific Facts and Witnesses

Consult with EOA/EOR

Prepare DA FORM 7279-R

Swear to Complaint

Ask for Copy of DA FORM 7279-R

Concur with Alternative Agency on Referral

Inform Chain of Command of any Additional Facts or New Witnesses

Receive Initial Feedback

Receive Final Disposition

Accept Commander's Decision or Appeal Within Seven Calendar Days

Report Acts of Intimidation or Reprisal

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Figure 8-5. Actions by the Complainant

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## **Diversity**

The condition of being different.

**Figure 9-1. Diversity**

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## **Managing Diversity**

A way of creating an environment that will enable all people to reach their full potential in pursuing organizational objectives.

**Figure 9-2. Managing Diversity**

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## **Factors Causing Communication Problems**

- Communication style
- Nonverbal communication
- Trust
- Accents
- Jargon

**Figure 9-3. Factors Causing Communication Problems**

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## Values

Beliefs found in our moral system  
which regulate our behavior

Figure 9-4. Values

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## Equal Opportunity Climate Assessment Tools

- MP blotter reports
- Unit surveys
- AAP compliance monitoring reports
- Reports of off-post discrimination
- Reports of unit disturbances
- Complaints about the PX

Figure 10-1. Equal Opportunity Climate Assessment Tools

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## **Equal Opportunity Climate Assessment Tools (continued)**

- Reports of disorders in the club systems
- Commander's call and command info. sessions
- EO seminar feedback
- MEOCS
- DA PAM 600-69
- Command and IG inspection reports

**Figure 10-1. Equal Opportunity Climate Assessment Tools—Continued**

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## Methods for Assessing EO Climate

- Informal and positive two-way communication
- Open-door leadership policy
- Understandable unit procedures
- Positive ethnic recognition
- Equal treatment monitoring

Figure 10-2. Methods for Assessing EO Climate

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## **Steps to Develop an EO Action Plan**

- Interpret the situation
- Analyze the factors and forces
- Develop alternative courses of action
- Choose your courses of action
- Carry out your courses of action

**Figure 11-1. Steps To Develop an EO Action Plan**

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## **Affirmative Actions**

Are positive actions made by DA activities to ensure that all soldiers and their families are given equal opportunity in the Army.

**Figure 12-1. Affirmative Actions**

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## **Affirmative Action Plan (AAP)**

Is a personnel management document that consists of statements of attainable goals and their timetables which, when met, ensure equal opportunity for all soldiers. An AAP is required of all Army organizations, commands, and agencies down to brigade (or equivalent) level.

**Figure 12-2. Affirmative Action Plan (AAP)**

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## **The Seven AAP Areas**

1. Subject
2. Proponent
3. Objective
4. Affirmative action(s)
5. Goals
6. Milestones
7. Basis for goal(s)

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**Figure 12-3. The Seven AAP Areas**

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## **Affirmative Action Plan Review Areas**

- Training
- Complaints
- Key positions
- Personnel actions
- Ethnic observances

**Figure 12-4. Affirmative Action Plan Review Areas**

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### **Sample AAP Subject Area**

Subject: Leadership counseling.

Proponent: Brigade CSM.

Objective: Ensure that soldiers receive adequate counseling.

Affirmative action: All supervisors must keep a copy of FM 22-101, Leadership Counseling, at their work area. They must ensure that counseling is conducted IAW FM 22-101.

**Figure 12-5. Sample AAP Subject Area**

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### **Sample AAP Subject Area (continued)**

Goals: Counsel soldiers at least quarterly on job performance.

Milestone: Provide quarterly counseling schedules to the brigade each month.

Basis for action: During an annual IG inspection fo the brigade, it was noted that throughout the brigade soldiers were not receiving proper counseling.

**Figure 12-6. Sample AAP Subject Area—Continued**

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## **Questions about Army EO Issues**

- What is the Army's policy on this issue?
- What problems are units experiencing with this issue?
- What is this issue's impact on command climate and unit readiness?

**Figure 14-1. Questions About Army EO Issues**

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## **Sexual Harassment**

**A form of gender discrimination that involves unwelcomed sexual advances, 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 interferes with a person's performance or creates an intimidating, hostile, or offensive environment.

**Figure 14-2. Sexual Harassment**

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## **Forms of Sexual Harassment**

- Verbal abuse
- Nonverbal abuse
- Physical contact

**Figure 14-3. Forms of Sexual Harassment**

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## **Taking Appropriate and Timely Action**

- Apply affirmative action
- Be aware of perceptions
- Conduct interactive training
- Enforce Army standards
- Conduct internal assessments
- Conduct external assessments
- Lead by example

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Figure 14-4. Taking Appropriate and Timely Action

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## **Leadership Practices Useful in Developing an EO Climate**

- Active chain-of-command support
- Posted policy memorandum (EO and sexual harassment)
- Unit-level training
- Understanding of complaint procedures
- Deliberate and thorough handling of complaints
- Follow-through on complaints

**Figure 15-1. Leadership Practices Useful in Developing an EO Climate**

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## **Commander's Assessment Tools**

- Surveys and questionnaires (MEOCS, DA PAM 600-69)
- Observation, discussion, and sensing sessions
- Chain of command
- Records and reports (blotters, AAP, UCMJ awards, promotions, etc.)
- AR 600-20, Chapter 6
- DA PAM 350-20
- TC 26-6

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Figure 15-2. Commander's Assessment Tools

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## **Appendix C**

### **Practical Exercise Handouts**

#### **C-1. PRACTICAL EXERCISE 3-1**

a. *SITUATION:* You are the platoon sergeant within a company-size element. Several white soldiers have complained about Puerto Rican soldiers displaying the Puerto Rican national flag in the windows of their privately owned vehicles (POVs). Their perception is that the Puerto Rican soldiers are sending a message that says they love Puerto Rico more than they love the United States of America. The white soldiers request a policy be established to ban displaying of national flags (of any culture) on the military installation.

b. *QUESTION:* What are the EO issues and concerns from this scenario? What action, if any, should you take to address concerns of your soldiers?

#### **C-2. PRACTICAL EXERCISE 3-2**

a. *SITUATION:* You are the squad leader in an infantry unit. While walking through your unit area, you overhear two African-American soldiers in your squad refer to one another as "home boys".

b. *QUESTION:* How do you feel about the soldiers calling each other "home boy"? Should you take any action? If so, what and why?

#### **C-3. PRACTICAL EXERCISE 4-1**

a. *SITUATION:*

(1) You are a squad leader in HHC, USAG. You supervise six soldiers, 5 men and 1 woman. The woman, SPC Donna Johnson, was assigned to the company about 3 months ago. Until two weeks ago you were very pleased with SPC Johnson's work. She was willing and able to take on additional responsibilities when asked, and seemed to be getting along well with all the men. But now you're thinking you may have misjudged her. Lately her work hasn't been up to par. Her material reports have been incomplete, accountability of her equipment is constantly inaccurate, and lately she has been "riding sick call." When you talked to her about it, she seemed distracted and said she would try to improve.

(2) You've also noticed that one of the other soldiers, SPC Matt Thomas, spends a lot of time with SPC Johnson. You overheard him telling her a dirty joke one day, but she smiled and seemed to find it funny. On another occasion you heard him make a comment about her figure, to her face and in front of the other men. SPC Thomas can sometimes be obnoxious, but everyone likes him and puts up with his bad behavior. SPC Johnson hasn't complained to you, but you feel uneasy about the whole situation.

b. *QUESTIONS:*

- (1) Do you think sexual harassment has occurred in this situation? Why or why not?
- (2) What is your responsibility as a supervisor? Should you wait for SPC Johnson to complain or speak to you?
- (3) Do you need more information? What other issues and concerns should you address?
- (4) What will you do about SPC Johnson's job performance?

#### **C-4. PRACTICAL EXERCISE 4-2**

a. *SITUATION A*

(1) *SITUATION:* CPT Bob Jack overheard two of his co-workers, CPT Lisa Gray and 1LT Adam West, laughing quietly, whispering, and flirting with each other. The next time CPT Jack passed CPT Gray, CPT Jack winked and said, "Hi, sweet thing," and looked her over, all in a joking manner. Captain Gray was angry and offended and told him so.

(2) *QUESTION:* Did CPT Jack sexually harass CPT Gray?

b. *SITUATION B*

(1) *SITUATION:* When Tom Bennet, a civilian supervisor of military personnel, gets his work group together for their monthly planning session, he always has SSG Carol Jackson to take notes and make coffee. His work group consists of three administrative assistants—SSG Jackson, SSG Kelvin Bridges, and SSG Reginald Gibson.

(2) *QUESTION:* Is Tom sexually harassing SSG Jackson?

c. *SITUATION C*

(1) *SITUATION:* Throughout the day, MSG York has to drop by the job site to oversee the work of his crew which is made up of three women and eight men. When he passes SFC Monica Thomas or SSG Pamela Hey he occasionally

pats one of them or gives them a "little pinch" or a hug. He has never said anything really sexual to either of them, and they've never objected to his occasional touches.

(2) *QUESTION*: Is MSG York harassing the women?

d. *SITUATION D*

(1) *SITUATION*: MAJ Chong really likes his subordinates, and he makes it a point to treat everyone the same. He especially likes to joke and tease in what he feels is a good-natured way. He makes comments like, "How's your love life?" and "Don't do anything I wouldn't do" but MAJ Chong would never be lewd or offensive. None of his subordinates has ever objected, and sometimes they laugh.

(2) *QUESTION*: Is this sexual harassment?

e. *SITUATION E*

(1) *SITUATION*: Last night MSG Donald Reese went to a business dinner meeting arranged by his boss, CPT Sandra Issacs. He expected the whole office staff to be there, but it was just the two of them. The restaurant was dimly lit, with a very romantic atmosphere. After a few drinks MSG Reese realized that the only business to be discussed was CPT Isaacs' attraction to him. Just before suggesting that they go to her house for a nightcap, she mentioned MSG Reese's upcoming Non-commissioned Officers Evaluation Report (NCOER).

(2) *QUESTION*: Is CPT Isaacs sexually harassing MSG Reese?

f. *SITUATION F*

(1) *SITUATION*: SGT Martha White is very attracted to her supervisor, SFC Dan Black. Since they're both single, she asked him over for dinner one Friday evening. After a very pleasant evening and a few too many drinks, they ended up spending the night together.

(2) *QUESTION*: Is this sexual harassment?

#### **C-5. PRACTICAL EXERCISE 5-1**

a. *SITUATION*: Specialist Gutierrez and PFC Torres were talking about the forthcoming Hispanic Heritage Month observance. Their conversation was in Spanish. Sergeant first class Stevens came up and told them to stop speaking Spanish.

b. *QUESTION*: This is an example of which of the following?

- (A) Prejudice and discrimination.
- (B) Prejudice, but not discrimination.
- (C) Discrimination, but not prejudice.
- (D) Neither prejudice nor discrimination.

#### **C-6. PRACTICAL EXERCISE 5-2**

a. *SITUATION*:

(1) You are a unit commander. Recently two female soldiers were assigned to your unit. Both women are wheeled vehicle mechanics. When they arrived, the unit was short two clerks. The unit had two men from the motor pool who were filling in until new clerk-typists arrived. Both men hold a secondary MOS of clerk-typist.

(2) While inprocessing the women, you find out that they can both type 60 words per minute. Neither woman holds either a primary or secondary MOS as a clerk-typist. However, you decide to send the two men back to the motor pool and give the typist jobs to the women. You feel that the women would be happier in an office environment, and their typing skills justify your decision.

b. *QUESTION*: This is an example of which of the following?

- (A) Proper use without discrimination.
- (B) Improper use without discrimination.
- (C) Discrimination, but proper use.
- (D) Discrimination and improper use.

#### **C-7. PRACTICAL EXERCISE 5-3**

a. *SITUATION*: You are a company commander. The first sergeant provided facts showing that the 2d Platoon's platoon leader and platoon sergeant are using discriminatory practices concerning award and promotion recommendations.

b. *QUESTION*: What is the appropriate action to take given this information?

#### **C-8. PRACTICAL EXERCISE 7-1**

a. *SITUATION*: Private Ann Medis hates her unit's physical fitness training. She does not hate exercising or physical athletics. She is tired of remarks by men in the unit, such as "can you make those moves for me, Baby?" or "I

know how we can sweat together". When she went to the squad leader and complained, he stated that she wasn't cut out for the Army and was being over sensitive. He said, "the men were just joking – don't take it personally."

*b. QUESTION:* Are any leadership actions required? If so, what?

#### **C-9. PRACTICAL EXERCISE 7-2**

*a. SITUATION:* Corporal Jones is the squad leader in the 1st Platoon. During a recent company party, several members of his organization were clustered around the day room swapping war stories and telling jokes. He notices several members of his squad huddled near the pool table. As he approaches the group, he notices that they are passing around a piece of mimeographed paper. Upon joining their conversation, he is handed the paper which contains derogatory ethnic cartoons. Although Corporal Jones is surprised and a little upset about the paper being passed around, he laughs and pretends to go along with the caricatures. The next day he talks to the platoon sergeant about what happened. She informs him that she has already received several complaints about the incident, but she couldn't do anything about it because she could not determine who initiated the paper.

*b. QUESTION:* What EO responsibilities, if any, are required of the individual soldiers, squad leader, platoon sergeant, and chain of command?

#### **C-10. PRACTICAL EXERCISE 10**

*a. SITUATION:* You are the 1SG of Battery A, 1st Bn, 7th Air Defense Artillery. You have been ordered by the company commander to assist her in conducting an EO unit assessment. You have approximately 30 days to complete the assessment before the unit prepares for its next field problem. There have been several rumors circulating about fair treatment over promotions, awards and schools. On occasions you have heard several male soldiers making subtle jokes and comments about their female co-workers. In addition you have learned that several soldiers have visited the command's EO office, although no formal complaints have been filed.

*b. QUESTION:* What actions should you take to successfully accomplish this assessment?

## **Glossary**

### **Section I Abbreviations**

**AAP**

Affirmative Action Plan

**AR**

Army regulation

**AWOL**

absent without leave

**Bn**

battalion

**CPT**

captain

**CSM**

Command Sergeant Major

**DA**

Department of the Army

**DAC**

Department of the Army Civilian

**DOD**

Department of Defense

**EEO**

equal employment opportunity

**EO**

equal opportunity

**EOA**

Equal Opportunity Adviser

**EOR**

Equal Opportunity Representative

**1SG**

first sergeant

**1LT**

first lieutenant

**FM**

field manual

**HHC**

headquarters and headquarters company

**IAW**

in accordance with

**IG**

inspector general



**LRC**

learning resource center

**MACOM**

major Army command

**MAJ**

major

**MEOCS**

Military Equal Opportunity Climate Survey

**MP**

military police

**MSG**

master sergeant

**NCO**

noncommissioned officer

**NCOER**

noncommissioned officer evaluation report

**OER**

officer evaluation report

**OT**

overhead transparency

**PE**

practical exercise

**PFC**

private first class

**PMO**

provost marshal office(r)

**PV2**

private E2

**REDCAT**

racial and ethnic designation categories

**SFC**

sergeant first class

**SJA**

Staff Judge Advocate

**SPC**

specialist

**SSG**

staff sergeant

**TASC**

training and audiovisual support center

**TC**  
training circular

**TRADOC**  
United States Army Training and Doctrine Command

**TSP**  
training support package

**UCMJ**  
Uniform Code of Military Justice

**US**  
United States

**USAG**  
United States Army Garrison

**WAAC**  
Women's Army Auxiliary Corps

**WAC**  
Women's Army Corps

**WAF**  
Women in the Air Force

**WAVES**  
Women Accepted for Voluntary Emergency Service

## **Section II**

### **Terms**

#### **action step**

specific action or task undertaken to eliminate or neutralize a problem and to achieve an objective. Information needed includes the agency taking action, a completion date, and an established goal.

#### **affirmative actions**

methods used to achieve the objectives of the Equal Opportunity Program. They are processes, activities, and systems designed to identify, eliminate, prevent, and work to overcome the effects of discriminatory treatment as it affects the upward mobility and quality of life for Department of Defense personnel.

#### **Affirmative Action Plan (AAP)**

a management document that consists of statements of attainable goals and timetables. This document is required of all Army organizations, commands, agencies, and activities down to brigade (or equivalent) level. It is designed to achieve equal opportunity for all military personnel. Affirmative Action Plans will concern conditions where—

- a. Affirmative action is needed.
- b. Practical strategies to remedy the conditions are available and explained.
- c. The end-conditions sought are clearly expressed.

#### **anti-Semitism**

discrimination, prejudice, or hostility directed toward Jews. It is often expressed in the curtailment of their religious, social, economic, or civil rights.

#### **chain of command**

an organization's sequence of commanders who have direct authority and primary responsibility for accomplishing the assigned unit mission while caring for personnel and property in their charge.

#### **complainant**

a soldier, military family member, or civilian employee of the Army who submits a complaint of discrimination.

**discrimination**

treat people differently on a basis other than individual merit.

**equal opportunity (EO)**

equal consideration and treatment based upon merit, potential, and capability.

**Equal Opportunity Advisor (EOA)**

an officer and noncommissioned officer serving in a full-time equal opportunity position at brigade (or equivalent) level or higher. In addition to military EOAs, DA civilian employees may be officially assigned to military Equal Opportunity Program duties in accord with applicable position classification standards and guidelines.

**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.

**ethnic origin**

the quality of being distinguishable from the general population on the basis of actual or perceived cultural criteria such as language, religion, and mores. For the purpose of this pamphlet, ethnic origin is included within the meaning of national origin. Residents of Puerto Rico may be covered under national origin in cases of discrimination.

**housing discrimination**

denying or attempting to deny housing to Army personnel because of race, color, religion, gender, or national origin. Housing of unmarried personnel on the basis of gender (for example, female-only or male-only barracks) is not considered discriminatory within the interest of this pamphlet.

**institutional discrimination**

different treatment of individuals in an organization which—

- a. Occurs based on race, color, religion, gender, or national origin.
- b. Results from the normal functioning of the organization.
- c. Operates to the consistent disadvantage of a particular group

**minority group**

any group distinguished from the dominant population in terms of race, color, religion, gender, or national origin.

**national origin**

a person's or ancestor's place of origin. The term also applies to someone who has the physical, cultural, or linguistic characteristics of a national group.

**personal racism, sexism, or bigotry**

the acting out of prejudices by an individual or group of people against another individual or group because of race, color, religion, gender, or national origin.

**prejudice**

a negative feeling or dislike based upon a faulty and inflexible generalization. It is prejudging a person or group without knowledge or facts.

**race**

a division of mankind having certain traits transmissible by descent that are enough to characterize it as a distinct human type.

**racism**

any attitude or action that race is the main determinant of human traits and capacities and that racial differences makes one race inherently superior to another.

**religion**

a system of institutionalized attitudes, moral or ethical beliefs, and practices.

**sexism**

any attitude or action, personal or institutional, which subordinates a person or group because of gender (sex).

**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.* 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.
- b.* Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person.
- c.* Such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

**stereotype**

an over-generalization or fixed idea that is thought to apply to an entire category or group.

**Section III****Special Abbreviations and Terms**

This section contains no entries.

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## Training

### Training & Technical Assistance for Law Enforcement and Prosecutors

The Jimmy Ryce Law Enforcement Training Center (JRLETC) is a training and technical-assistance program offered through the National Center for Missing & Exploited Children (NCMEC). Named in memory of 9-year-old Jimmy Ryce, who was abducted and murdered near his Florida home in 1995, the JRLETC was established to enhance the investigative response to missing- and exploited-children cases.

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