

LESSON NUMBER: 10-A

TASK: Discrimination and Power

CONDITION: Classroom environment

STANDARD:

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.

TYPE OF INSTRUCTION: Conference

TIME OF INSTRUCTION: 1.5 Hours

MEDIA: Viewgraph #10-A-1 through Viewgraph #10-A-11 and Practical Exercise #10-A-1

NOTE: Near the end of this block is Practical Exercise #10-A-1. The purpose of this exercise is to allow students the chance to think about and make decisions about what constitutes examples of prejudice, racism, sexism and discrimination by selecting various behaviors and categorizing them. You should have enough copies of the exercise for each student. If you wish - depending upon group size - you may want to break them into groups and allow the groups to work together.

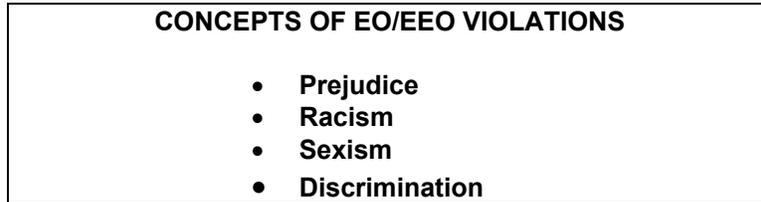
The Star Power Exercise is also recommended to reinforce this block of instruction. You should plan on allowing three hours for this exercise. If you do not possess the Star Power exercise, then you should find another exercise that will demonstrate the concept of power to your students. You may find a suitable video or film at your local TASC which would demonstrate the principles of power or the abuse of power which would serve well. However, Star Power is strongly recommended as the best means to reinforce this block of instruction to the students.

LEAD-IN: Hopefully, blatant incidents of discrimination in the Army today are a rare occurrence, rather than a common one as in times past. However, recognizing isolated incidents may still occur, and to fully safeguard against discrimination, we must understand some of the factors involved in discrimination. You should always be alert to what types of behaviors can directly and indirectly lead to situations where discrimination might happen. It is your responsibility to advise the commander whenever you believe something is occurring which may lead to discrimination. We will define and examine the behaviors and actions which violate the Army's EO/EEO policies.

PART I. CONCEPTS OF EO VIOLATIONS

1. Examine the Concepts of EO Violations which are tied to and may lead to discrimination.

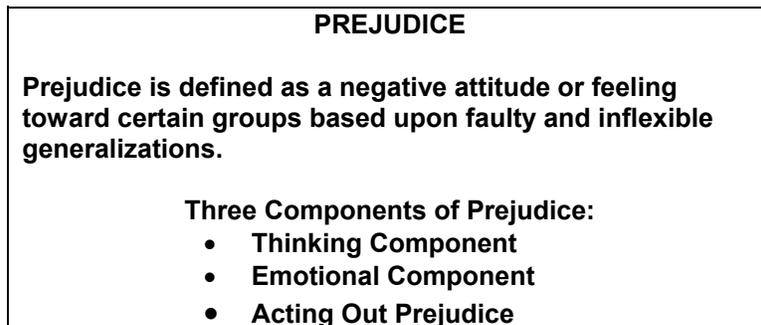
SHOW VIEWGRAPH #10-A-1



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

- a. Prejudice.
- b. Sexism.
- c. Racism.
- d. Discrimination.

SHOW VIEWGRAPH #10-A-2

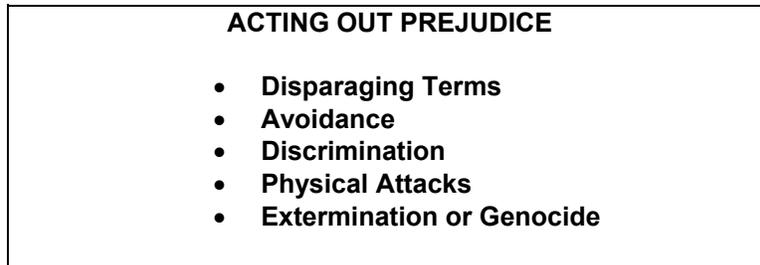


3. **PREJUDICE.** Prejudice is a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. It is an unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason. It can also be any preconceived opinion or feeling which is favorable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

caused by close association with other racial or ethnic groups are strong by-products of prejudice at an emotional or feeling level.

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

SHOW VIEWGRAPH #10-A-3



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

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

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

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

c. **Discrimination.** A third method of acting out prejudicial behaviors is discrimination. Prejudiced people make personal distinctions in their treatment of a specific group. They often actively strive to exclude or deny opportunities or fair treatment to the disliked group that are offered to more favored groups. Sexual harassment is a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct based on

gender differences. This form of discrimination will be addressed in more detail in another period of instruction dealing specifically with sexual harassment.

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

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

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

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

PART II. DEFINE RACISM, SEXISM, AND DISCRIMINATION

NOTE: Ask the students what is racism.

SHOW VIEWGRAPH #10-A-4

<p style="text-align: center;">RACISM</p> <p>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.</p>
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1. **RACISM.** Racism is defined as any attitude or action by an individual, group or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group. During the history of America, this has been true of Blacks, Hispanics, Native Americans, Asians, and other minority groups. Just being aware of a soldier's race or color, even for decisions about behaviors or other perceptual

qualities, is not in and of itself racist. Racism occurs when the reaction to such distinctions is to dominate or subordinate an individual or group.

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

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

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

NOTE: Ask the students what is sexism.

SHOW VIEWGRAPH #10-A-5

<p style="text-align: center;">SEXISM</p> <p>Sexism is defined as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender.</p>

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

SHOW VIEWGRAPH #10-A-6

DISCRIMINATION

Webster's Dictionary:

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

EO/EEO Perspective Definition:

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

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

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

SHOW VIEWGRAPH #10-A-7

CHARACTERISTICS OF DISCRIMINATION

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

4. The following are samples that can be used to explain each characteristic as appropriate:

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

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

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

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

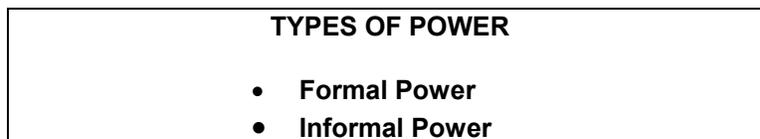
e. **Intentional:** Using discriminatory/ethnic or racial slurs.

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

5. **Discrimination and Power.** As a leader, you must be especially sensitive to and understand the direct link between discrimination and power. Without power, discrimination is ineffective; with power, prejudiced individuals can discriminate and maintain the dominance of one individual or group over another. We use the term power in this context to describe the expenditure of energy to control or influence others, or to control resources, to get things done. An Army leader is given power to make decisions or rules which can effectively discriminate and define who belongs and does not. Without power, discrimination is relatively passive. With power, unlawful discrimination is an unethical violation of the Army's policy because it denies fair treatment or any chance for equal opportunity.

6. **DEFINE POWER:** Power is the potential ability of one person in a relationship to influence the others in the relationship psychologically and/or behaviorally.

SHOW VIEWGRAPH #10-A-8



a. **FORMAL POWER.** Based on position, rank, and/or status, not necessarily earned. It requires the support of the organization.

b. **INFORMAL POWER.** Based on ability, not necessarily position, rank, and/or status. It cannot be conferred, and does not require the support of an organization. (Earned)

7. **SIX BASES OF POWER.** There are six bases of power that are available to leaders. They are split between formal and informal power. Each of these bases are important and should be maintained.

SHOW VIEWGRAPH #10-A-9

SIX BASES OF POWER

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

a. **Legitimate Power.** This is a formal type of power based on the right and privileges that are given to persons, because of the role they fulfill. (1SG)

b. **Reward Power.** This is a formal type of power based on the ability to provide something someone wants or values. (“four day Pass”)

c. **Coercive Power.** This is another formal type of power based on the power to take away something someone possesses and desires to keep. (“lunch money - bully” or “four day pass - senior rank”)

d. **Expert Power.** This is an informal power based on one’s ability to influence other, because of knowledge and /or skills a person has or is thought to have. Generally, this power is based on ‘information’ possessed by someone or the person possessing an ‘expertise’ in a certain area which others don’t have. (“office computer genius”)

e. **Referent Power** (Charismatic Power). This is an informal type of power based on one person’s affection for or identification with another person or group. (“a leader who has earned your respect by past actions”, “favorite singer or movie star”, etc.)

f. **Associative Power.** This is yet another informal type of power based on the ability to influence others because of who a person knows either in fact or imagined. (“who you know”)

8. **MISUSE AND ABUSE OF POWER.** While proper use of power can make you a more effective leader and contribute to mission accomplishment, it is also possible to abuse or misuse that power. There many ways in which power can be abused or misused, but we are going to talk about seven that you should be aware of and alert for while sensing the climate in your unit.

SHOW VIEWGRAPH #10-A-10

MISUSE / ABUSE OF POWER

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

a. **Weakness.** This could be like discounting one's ability to be influential.

b. **Expanding.** Maintaining one's own responsibilities while giving the appearance of absorbing tasks or roles from other people.

c. **Information.** This can fall into several areas. It might include such things or hiding or retaining information in order to be the 'only source' or selectively distributing information; by providing only 'bits and pieces' at a time; or using difficult technical language or jargon to exhort your knowledge and power over others.

d. **Mannerisms.** Imitating someone or someone's style or techniques who hold a higher position, rank, or status.

e. **Defense.** Moving from a narrow specified piece of information to a wider more general area. This could give the appearance you know more than you actually do.

f. **Giving.** Doing favors for someone to create a debtor-creditor relationship. In other words, making someone beholding to you because of what you used your position or power to do for them.

g. **Promotion.** Rewarding people only for loyalty and manipulating people by keeping many competitors waiting for a single promotion or position.

9. Power can be very beneficial when properly utilized for the good of the Army and the mission. It is a natural product of continued service in the Army by virtue of getting promoted and inheriting more power as you progress upward through the ranks. However, it can be very detrimental to the mission if not properly used. And if misused in connection to equal opportunity related areas, it can have a very damaging impact on the unit and morale. If misused, it can turn to discrimination toward specific individuals and groups. We must always work to ensure this does not happen.

SHOW VIEWGRAPH #10-A-11

RELATED CAUSES OF DISCRIMINATORY BEHAVIORS

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

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

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

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

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

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

11. **INSTITUTIONAL DISCRIMINATION.** Discrimination can occur on a personal level or it may exist embedded in an institution. As discussed earlier, prejudiced individuals practice discrimination by making personal distinctions in their treatment of other individuals or groups. When whole organizations or societies practice this behavior, it is called institutional discrimination.

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

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

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

a. Affirmative actions and Affirmative Action Plans provide our leaders a clear picture of their role and responsibilities for implementing and supporting EO/EEO programs. Affirmative action is used as an intervention strategy to eliminate discriminatory barriers that have been present in the past and to remove those barriers. These barriers include but are not limited to recruitment, selection, assignments, testing, training, and promotions found in general career progression.

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

NOTE: Conduct Practical Exercise #10-A-1, Identify Behaviors or Actions that Violate the Army's EO/EEO Policies/Concepts.

CLOSING: During this period of instruction we examined the behaviors that violate the Army's EO/EEO Policies. We have examined and defined the concepts of racism, sexism, and discrimination. We tied these separate concepts together allowing you to see how they are interrelated. You participated in a practical exercise which provided you with insight and experience in identifying behaviors that violate the Army's EO/EEO policies and concepts. Summarize lesson objectives.

PRACTICAL EXERCISE #10-A-1
IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE
THE ARMY'S EO/EEO POLICIES/CONCEPTS

Directions:

Students are to match the corresponding letter of EO violation with the appropriate scenario statements.

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

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

PRACTICAL EXERCISE #10-A-1
IDENTIFY BEHAVIORS OR ACTIONS THAT VIOLATE
THE ARMY'S EO/EEO POLICIES/CONCEPTS
INSTRUCTOR'S GUIDE

Objective:

Provide practical experience in identifying behaviors and actions that violate the Army's EO/EEO policies and/or concepts.

Reinforce lessons learned dealing with the self-concept and perceptions.

Guidance:

Provide Student Handout #10-A-1 to students. Students are to match the corresponding letter of EO violation with the appropriate scenario statements.

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

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

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

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

ANSWER KEY

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

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

1. Answer B. Racism: Membership in the KKK is considered to be a statement in the belief and sometimes active reinforcement of white supremacy over non-whites. Although mere membership is not prohibited under current policy, active participation is grounds for sanctions to include separation from the service. DoD has a long standing policy of intolerance for any organization that professes or practices unlawful discrimination.

2. Answer E. No Violation: Often times when a soldier of an ethnic or cultural background that is different from his or her contemporaries declines to participate in social gatherings, especially when involving mix grouping of young men and women, there is a tendency to believe that the person is either anti-social or prejudice. Ensure students understand that soldiers from different cultures will have different cultural and religious beliefs that prohibit their participation in certain social events. Inform the students that if they have a question or concern about another soldier, they should ask and not reach for easy labels.

3. Answer E. No Violation: Be aware that some students may lock on to this statement as an act of sexist behavior without completely clarifying what they had read. Explain that a predisposition to believe that male supervision over females is detrimental or only results in an adverse impact on women is in and of itself sexist.

4. Answer C. This behavior not only is demeaning toward women, but demonstrates these male soldiers are acting out their sexists attitudes but equating a woman's value or worth to their own stereotypes of what a woman should look like.

5. Answer A. Prejudice: Remind students that in a previous learning activity on prejudice, one method used by individuals or groups in acting out prejudice behavior is by "bad mouthing" or referring to others in degrading terms to describe members of different gender or racial groups.

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

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

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

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

10. Answer A. Prejudice

Materials Required:

Practical Exercise #10-A-1

Time Required:

10 - 20 minutes



CONCEPTS OF EO/EEO VIOLATIONS

- PREJUDICE
- RACISM
- SEXISM
- DISCRIMINATION



PREJUDICE

PREJUDICE IS DEFINE AS A NEGATIVE ATTITUDE OR FEELING TOWARD CERTAIN GROUPS BASED UPON FAULTY AND INFLEXIBLE GENERALIZATION

THREE COMPONENTS OF PREJUDICE:

- **THINKING COMPONENT**
- **EMOTIONAL COMPONENT**
- **ACTING OUT PREJUDICE**



ACTING OUT PREJUDICE

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

82D AIRBORNE DIV



RACISM

RACISM IS DEFINED AS ANY ATTITUDE OR ACTION BY AN INDIVIDUAL, GROUP, OR INSTITUTION SUBORDINATE TO ANOTHER PERSON OR GROUP BECAUSE OF SKIN COLOR OR OTHER PHYSICAL TRAITS ASSOCIATED WITH A PARTICULAR GROUP



SEXISM

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

82D AIRBORNE DIV



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:

ACTION OR PRACTICES CARRIED OUT BY MEMBERS OF DOMINATE GROUPS - OR THEIR REPRESENTATIVES - WHICH HAVE A DIFFERENTIAL AND HARMFUL IMPACT ON MEMBERS OF SUBORDINATE GROUPS

82D AIRBORNE DIV



CHARACTERISTICS OF DISCRIMINATION

- **OVERT or HIDDEN**
- **DIRECT or INDIRECT**
- **INTENTIONAL or UNINTENTIONAL**



TYPES OF POWER

- **FORMAL POWER**
- **INFORMAL POWER**



SIX BASES OF POWER

- LEGITIMATE POWER
- REWARD POWER
- COERCIVE POWER
- EXPERT POWER
- REFERENT POWER
- ASSOCIATIVE POWER



MISUSE/ABUSE OF POWER

- WEAKNESS
- EXPANDING
- INFORMATION
- MANNERISMS
- DEFENSE
- GIVING
- PROMOTION



RELATED CAUSES OF DISCRIMINATORY BEHAVIOR

- **GROUP SIZE**
- **SOCIAL DISTANCE**
- **COMPETITION**
- **POWER THREAT**