

LESSON PLAN 5-2

Enforcement of Equal Opportunity Policies

TASK: Define enforcement of equal opportunity (EO) policies.

CONDITIONS: In a classroom environment.

STANDARDS: Identify violations of EO policies and take corrective actions based upon Army command policy and leadership principles.

TARGET AUDIENCE: Leaders at squad level and above.

RECOMMENDED INSTRUCTION TIME: 15 minutes including the practical exercise (PE).

INSTRUCTOR REQUIREMENTS: One instructor per class of no more than 20 to 25 students.

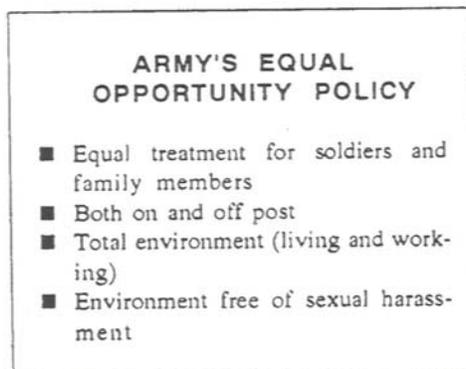
EQUIPMENT NEEDED FOR THE INSTRUCTION: Overhead projector, overhead transparencies (OTs), chalkboard and chalk or butcher paper and magic markers, PE 7-1 handout.

TOPICS COVERED: EO policy, EO violations, and a leader's EO enforcement responsibilities.

PRINCIPLES OF THE EQUAL OPPORTUNITY PROGRAM

As a leader, among your duties and responsibilities is enforcing the Army's and your organization's EO policies. For your review, here are the policy's main points:

INSTRUCTOR NOTE: Show OT-1

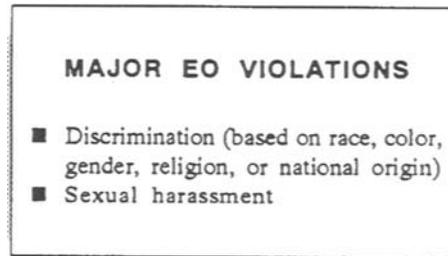


The EO program provides equal treatment for all soldiers and their family members. The program applies both on and off post and includes both living and working environments. It also provides an environment free of sexual harassment.

EQUAL OPPORTUNITY VIOLATIONS

Two of the major EO violations are discrimination and sexual harassment.

INSTRUCTOR NOTE: Show OT-2



DISCRIMINATION

Behavior based on prejudice is always abusive, and it is a major EO violation. This is discrimination in the worst sense of the term. It deprives people of their rights because of race, color, gender, religion, or national origin.

SEXUAL HARASSMENT

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

EO ENFORCEMENT RESPONSIBILITIES FOR LEADERS

You must take your duties and responsibilities seriously in every unit program. A leader who is active in supporting and enforcing the Army's and unit's EO policies will help to create and sustain an EO climate which improves overall readiness.

INSTRUCTOR NOTE:

Ask the following question:

“What are your responsibilities for enforcing violations of EO policies?”

Show Slide OT-3

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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DO PEs

SITUATION: Private E2 Ann Medis hates physical training. It is not because she hates exercising. She has always been athletic. She is tired of remarks by men in the unit such as "Can you make those moves for me, Baby?" When she went to the squad leader and complained, he suggested that she was not "cut out for the Army." He said, "The men were just joking. Don't take it so personally."

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

ANSWER: Yes. Counsel the squad leader on his ineffective leadership actions in dealing with PV2 Medis' complaint. This is a clear case of verbal sexual harassment. The squad leader should have counseled the soldiers involved concerning verbal abuse and stopped it.

Discuss such incidents with other unit leaders.
Watch for behavior patterns that might lead to harassment.

SITUATION: 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. 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.

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.

ANSWER: (D). This is a clear case of discrimination based on gender and stereotyping sex roles; it is also improper use of personnel based on MOS qualification and assignment.

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.

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

ANSWER: EO responsibilities in this scenario should have started with any soldier in the group stating such behavior should be curtailed. Since no one in the group took corrective action it then became Corporal Jones responsibility. Upon his arrival he should have made-an on-the-spot correction by informing his soldiers that such behavior is inappropriate and in violation of Army EO Policy. When leaders pretend to go along with any ethnic or gender related joke, they endorse the behavior as being ok.

The platoon sergeant's response that nothing could be done, in this case, is inappropriate. Incidents of this nature can have a far-reaching impact on unit cohesion. The platoon sergeant should bring this incident to the attention of the chain of command, i.e. the platoon leader or company commander. The squad leader and platoon sergeant need to ensure that all actions involving their EO responsibilities have been pursued. The commander, as a minimum, may only decide to call those involved, or gather the entire company for refresher training on the Army's EO Policy as it applies to this situation. In the event of a formal complaint the commander may elect to conduct an inquiry or full investigation into the incident. The appropriate corrective action(s) will be based on the findings from the inquiry or investigation.



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



Major EO Violations

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

- . Sexual harassment



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)

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