

**LESSON NUMBER:** 6

**TASK:** Climate Assessments

**CONDITION:** Classroom environment

**STANDARD:**

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

**TYPE OF INSTRUCTION:** Conference

**TIME OF INSTRUCTION:** 1 Hour

**MEDIA:** Viewgraph #6-1 through Viewgraph #6-4 and Student Handout #6-1

**LEAD IN:** Administrating surveys and assisting commanders in determining the equal opportunity climate of the organization are part of the duties of the EOR. As leaders, you need to understand what climate assessments are, how they are conducted, and how they provide the commander a view of the EO climate. Your understanding of the climate assessment and the climate assessment process will enable you to assist the commander in his or her EO duties and responsibilities.

## **PART I. DEFINITION AND PURPOSE**

1. To implement and maintain a viable Equal Opportunity Program, commanders at all levels are required to monitor and assess the execution of EO policies and responsibilities throughout their commands. Climate assessment is the method used by commander's to measure whether the EO climate within a unit is positive and healthy
2. At a basic level, the major responsibility of the commander is to maximize readiness through operational effectiveness. This responsibility, however, is impacted by certain "human relations" factors that are sometimes difficult to identify or assess.
3. The nature of equal opportunity for leaders and soldiers in any given organization is often measured by perceptions of fairness. Thus, information gathered from climate assessments may not always be accurate nor specific on any one problem area. However, climate assessments, if administered correctly, will provide commanders with certain indicators and trends to focus future actions and intervention strategies. It can be said commanders who have an accurate awareness of the perceptions and views of their soldiers and subordinate leaders possess a definite leadership advantage.
4. Commanders and Leaders need to have a clear picture of the purpose of a climate assessment prior to beginning any climate assessment.

## SHOW VIEWGRAPH #6-1

### PURPOSE OF CLIMATE ASSESSMENTS

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

5. The purpose of a climate assessment is to provide the leadership a “picture” of a unit as it is perceived by members of the organization as it relates to race, gender, color, religion, national origin, and sexual harassment.

6. Knowing the purpose prior to conducting the assessment goes a long way in determining key elements that will affect the climate assessment process. These key elements include:

## SHOW VIEWGRAPH #6-2

### KEY ELEMENTS

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

a. The desired outcome. What exactly does the commander want to find out from the assessment.

b. The scope and sequencing of events. Who will be involved and how will the assessment be conducted.

c. Resources and required time schedules. Who needs to be involved, what is needed to support the assessment, and the timelines for beginning and ending the assessment.

d. Action planning and intervention strategies. Depending on the outcome of the assessment, the commander will need to plan on what intervention strategies will be used to intervene or make corrections.

e. Another factor that must be considered when determining the purpose of a climate assessment is the conditions under which the assessment is being conducted. The following is a discussion of five of the more common conditions that require climate assessments.

(1) **Regulatory Requirement:** AR 600-20 requires commanders to conduct the Army Command Climate Survey within 90 days of assuming command (180 days for Reserve Components) and annually thereafter.

(2) **Command Directed:** The commander, at any level, in attempting to evaluate the execution of his or her EO program may direct a climate assessment be conducted. However, the scope and other details of the assessment are normally left to the discretion of individual commander. MACOM commanders may also mandate annual or periodic assessments as part of their EO program evaluation. Commanders may direct subordinate commanders to participate in part or in all aspects of an overall command climate assessment.

(3) **Driven by Events:** This type of assessment is normally conducted to ascertain the cause and effect relationship precipitated by a major EO event, trends or other unfavorable conditions within the organization. These events can be manifested in a number of ways, such as complaints of sexual harassment, individual or group conflicts, or numerous EO violations by soldiers or members of the chain of command.

(4) **Staff Assistance Visit:** During a staff assistance visit, the EO Staff Advisor or other staff personnel may conduct a climate assessment to provide the commander feedback status and execution of the command's EO program.

(5) **Monitoring Affirmative Actions:** Climate assessments can also be used to monitor impact or success of AAP goals or milestones. For example, a goal to reduce perception of unfair UCMJ actions could easily be measured during a climate assessment.

## **PART II. ASSESSING THE EO CLIMATE**

1. Commanders are required to conduct the Army Command Climate Survey and a unit training assessment within 90 days of assuming command, and annually thereafter. The commander may use the 24 question Command Climate Survey, or the 82 question Unite Climate Profile. Another common tool used by commanders to assess the climate is the Military Equal Opportunity Climate Survey (MEOCS). This survey is developed and evaluated by the Defense Equal Opportunity Management Institute (DEOMI). The survey was especially developed to assist DoD commanders of all services in assessing the equal opportunity climate and motivational readiness of their organizations. The survey measures several aspects of military equal opportunity in a given command as well as dimensions of organizational functioning. The results of the survey are provided only to the commander who requested the survey.

**NOTE:** Refer students to Student Handout #6-1, Command Climate Survey, and discuss it with them.

2. Some of the other tools used by commanders in assessing the climate are:

- a. Department of the Army Pamphlet (DA PAM) 600-69

b. Unit Climate Profile: Commander's Handbook

c. Army Research Institute Survey

3. Commanders also supplement any survey efforts with individual and group interviews, the analysis of unit records and statistical information (awards, promotions, reenlistment, incidents of misconduct resulting in punishment under the Uniform Code of Military Justice (UCMJ), and with complaint reports). This assessment will provide a baseline for the commander to develop action plans and implement program initiatives.

4. How involved the EOR is in the assessment process will vary depending on the commanders decision and the tools used in the assessment. Normally, the EOR is the individual responsible for reproducing, distributing, and collecting the survey.

**NOTE:** What are some indicators the EO climate in a unit may not be positive?

5. Based on past analysis of intergroup tension, DA and the Army Research Institute has identified certain common conditions that are indicators of a EO climate that is not healthy. Some of these indicators are:

a. Perceptions by soldiers the EO complaint process is not working or supported by the chain of command.

b. Sexual or racial jokes are prevalent.

c. Increase in the number of EO complaints.

d. Polarization of groups.

e. Use of abusive words and display of offensive symbols.

f. Low morale.

g. Discriminatory practices in surrounding civilian community.

h. Poor personal appearance by soldiers.

i. Poor military courtesy by soldiers.

j. Increased number of AWOLs.

k. Claims of unfairness in promotions.

l. "Cutting in" at dining facilities with the aid of members of one's own group.

- m. Increase in incidents of thefts, robberies, and assaults.
- n. Frequent fights.
- o. Increase in the volume and nature of rumors.
- p. Unwillingness to communicate between superior and subordinates.
- q. Increase in requests for transfer.

6. The Army's Equal Opportunity program requires a team effort. To make the program effective, all leaders must take a positive approach in carrying out their EO duties and responsibilities. You, as a leader and unit EOR, are responsible for identifying EO deficiencies, applying corrective actions, assessing training needs, and promoting a positive and healthy EO climate. When fulfilling your responsibilities, consider the following principles:

**SHOW VIEWGRAPH #6-3**

<b>PRINCIPLES</b>
<ul style="list-style-type: none"><li>• <b>Be capable and competent</b></li><li>• <b>Act on problems</b></li><li>• <b>Don't only focus on what is perceived as wrong</b></li><li>• <b>Treat perceptions as having real consequences</b></li><li>• <b>Treat all EO problems with the same degree of sensitivity and sincerity</b></li></ul>

- a. Leaders must be capable and competent in dealing with EO issues.
- b. If leaders only act on problems they perceive are important, they will appear complacent.
- c. Spend as much time identifying and developing what is right about the unit as well as those things that are perceived to be wrong.
- d. Treat perceptions not as real issues but as having real consequences.
- e. Treat minor EO allegations and infractions with the same degree of sensitivity and sincerity as those that are more severe.

**SHOW VIEWGRAPH #6-4**

#### PRINCIPLES

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

- f. EO awareness is seeing the impact of what is said, seen, or done.
- g. An effective open door policy is an open mind behind the door.
- h. Develop a positive course of action even when complaints are unsubstantiated.
- i. Leaders must know the environment in which their soldiers live, work, and play.
- j. Follow through on all allegations of discrimination and sexual harassment.
- k. If you are not sure of something or need any type of assistance, contact your EOA.

**CLOSING:** If a good equal opportunity program is to exist in your unit, there must be proactive actions on the part of the commander and the company leadership. Conducting an assessment provides the leadership with the basis to know where the unit stands, and what, if any actions will be required to improve the climate. The EOR is responsible for assisting the commander in the conduct of assessments. Summarize lesson objectives.

#### STUDENT HANDOUT #6-1 COMMAND CLIMATE SURVEY

# COMMAND CLIMATE SURVEY (VERSION 1.4) COMMANDER'S GUIDE

1. **PURPOSE.** The attached **Command Climate Survey** provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Army Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the effectiveness of your unit.

2. **SCOPE.** The **Command Climate Survey** briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single soldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.

3. **USE.** The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

#### 4. ADDITIONAL INSTRUCTIONS.

a. **Administration Procedures.** All basic steps are performed at the unit level:

(1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.

(2) Use a roster to ensure all members of the unit complete the survey.

(3) Arrange for a time and place for soldiers to complete the 6- to 10-minute questionnaire, ensuring:

- the individual's privacy is protected so responses are anonymous, and
- there will be no interruptions.

(4) Explain to soldiers why the survey is being conducted and how the results will be used.

(5) Distribute a copy of the survey and a blank envelope to each soldier. Instruct the soldiers to complete the survey, place the completed survey in the envelope, and seal it.

(6) Provide a drop box to facilitate further the anonymity of respondents.

(7) Score/tally the responses, using the worksheet on the following page.

(8) Analyze the data.

(9) Summarize the findings.

(10) Report the findings to the unit.

b. **Scoring.** Use the worksheet on the next page to score/tally the responses for the questionnaire.

(1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.

(2) Count the **NUMBER OF RESPONSES** for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.

(3) Add the **NUMBER OF RESPONSES** for all response categories for the question. Enter this number--the **TOTAL NUMBER OF RESPONSES** for the question--in the column labeled "Total."

(4) Divide the **NUMBER OF RESPONSES** for each response category by the **TOTAL NUMBER OF RESPONSES**, yielding a **PERCENT** figure for each response category. Enter the **PERCENT** figure in the appropriate column on the worksheet.

(5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the **TOTAL NUMBER OF RESPONSES**.

#### c. Analysis.

(1) Use the Internet (<http://www-ari.army.mil> -- "Surveys & Data") to access Army-wide data for comparison.

(2) Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

## SCORING WORKSHEET

QUESTION NUMBER	Strongly agree/Agree	Neither agree nor disagree	Strongly disagree/Disagree	Total
Q1: Officers care				
Q2: NCOs care				
Q3: Junior enlisted care				

Q4: Easy to see CO				
Q5: Easy to see 1SG				
Q6: Work well together				
Q7: Supervisor example				
Q8: Counseling/coaching				
Q9: Get training needed				
	No	Yes, once in a while	Yes, frequently, very frequently	Total
Q10: Racist materials				
Q11: Sexist materials				
	None/Slight	Moderate	High-Extremely High	Total
Q12: Level of stress				
	14 or more days	8-10 days, 11-13 da	1-3 days, 4-7 days	Total
Q13: Days training schedule posted in advance				
	Extremely, Very, Moderately helpful	Slightly, Not at all helpful		Total
Q14: Sponsorship				
	Very great, Great, Moderate extent	Slight extent, Not at		Total
Q15: Treated with respect				
Q16: Interest in families				
Q17: Interest in single soldiers				
	Very well, Well, Moderately prepared	Not well, Not at all prepared		Total
Q18: Perform wartime mission				
	Very high, High, Moderate	Low, Very low		Total
Q19: Own morale				
	No	Yes, not affected	Yes, affected	Total
Q20: Sexually harassed				
	Marked	Not marked		Total
Q21. 1 No, not discriminated				
Q21. 2 Yes, racial				
Q21. 3 Yes, religious				
Q21. 4 Yes, gender (sex)				
Q21. 5 Yes, national origin				
	No	Yes		Total
Q22: Report incident				
	Male	Female		Total
Q23: Gender				
	Black	White	Other	Total
Q24: Race/ethnicity				

Army-wide results are available on the Internet.

## COMMAND CLIMATE SURVEY (VERSION 1.4)

SURVEY APPROVAL AUTHORITY: U.S. Army Research Institute  
for the Behavioral and Social Sciences  
Alexandria, VA 22333-5600  
Telephone (703) 617-7801, DSN 767-7801  
e-mail: APSO@ari.army.mil  
SURVEY CONTROL NUMBER: PERI-AO-97-11

Strongly disagree |  
Disagree | |  
Neither agree nor disagree | |  
Agree | | |  
Strongly agree | | | |

**INSTRUCTIONS**

YOUR OPEN, HONEST RESPONSES ARE NEEDED TO PROVIDE INFORMATION FOR DECISIONS AFFECTING YOUR UNIT.

- The survey is anonymous.
- Only group statistics will be reported.
- Circle the number to indicate your response for each question.
- Put the completed survey in the envelope provided.
- Place the survey/envelope in the drop box or return it to the person who gave it to you.

THANK YOU FOR YOUR TIME AND COOPERATION!

**Do you agree or disagree with the following statements about you and your unit?**

	Strongly disagree								
	Disagree								
	Neither agree nor disagree								
	Agree								
	Strongly agree								

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Officers in this unit care about what happens to their soldiers.  | 5 | 4 | 3 | 2 | 1 |
| 2. NCOs in this unit care about what happens to their soldiers.  | 5 | 4 | 3 | 2 | 1 |
| 3. Junior enlisted members in this unit care about what happens to each other.   | 5 | 4 | 3 | 2 | 1 |
| 4. It is easy for soldiers in this unit to see the CO about a problem.   | 5 | 4 | 3 | 2 | 1 |
| 5. It is easy for soldiers in this unit to see the 1SG about a problem.  | 5 | 4 | 3 | 2 | 1 |
| 6. Members in my work unit work well together as a team.   | 5 | 4 | 3 | 2 | 1 |
| 7. In terms of work habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions. | 5 | 4 | 3 | 2 | 1 |

- 15. To what extent do the persons in your chain of command treat you with respect?**
5. Very great extent
  4. Great extent
  3. Moderate extent
  2. Slight extent
  1. Not at all

**To what extent do the following apply to the leaders at your unit or place of duty?**

Not at all

8. I receive the counseling and coaching needed to advance in my career. 5 4 3 2 1

9. I receive the training needed to perform my job well. 5 4 3 2 1

- 10. Are racist material(s) displayed by members of this unit?**
4. No
  3. Yes, once in a while
  2. Yes, frequently
  1. Yes, very frequently

- 11. Are sexually offensive material(s) displayed by members of this unit?**
4. No
  3. Yes, once in a while
  2. Yes, frequently
  1. Yes, very frequently

- 12. What level of conflict/stress are you experiencing in this unit?**
6. None
  5. Slight
  4. Moderate
  3. High
  2. Very high
  1. Extremely High

- 13. Usually, how far in advance do you know the unit training schedule; that is, where you will be and what you will be doing?**
5. 14 or more days
  4. 11-13 days
  3. 8-10 days
  2. 4-7 days
  1. 1-3 days

- 14. During your last permanent change of station--PCS--move (to this unit), how helpful was this unit?**
5. Extremely helpful
  4. Very helpful
  3. Moderately helpful
  2. Slightly helpful
  1. Not at all helpful

(Continued)

- 22. I would report an incident of sexual harassment or discrimination to my chain of command.**
1. No
  2. Yes

- 23. Are you male or female?**
1. Male
  2. Female

- 24. What is your racial/ethnic background?**
1. Black

The leaders in my unit/ place of duty...					
		Slight extent	Moderate extent	Great extent	Very great extent
16. show a real interest in the welfare of families.	5	4	3	2	1
17. show a real interest in the welfare of single soldiers.	5	4	3	2	1

2. White
3. Other (Hispanic, Asian or Pacific Islander, Native American, Eskimo or Aleut)

**COMMENTS**

**18. Describe how well prepared this unit is to perform its wartime duties/mission?**

5. Very well prepared
4. Well prepared
3. Moderately prepared
2. Not well prepared
1. Not at all prepared

**Please list three things that are going very well in this unit.**

1.

**19. How would you rate your current level of morale?**

5. Very high
4. High
3. Moderate
2. Low
1. Very low

2.

3.

*Sexual harassment is a form of gender discrimination that involves deliberate or repeated unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature (AR 600-20).*

**Please list three things that most need improvement in this unit.**

**20. During the last 12 months, have YOU been sexually harassed by someone in this unit?**

1. No
2. Yes, but it really didn't affect/bother me.
3. Yes, and it did affect/bother me.

1.

2.

*Equal Opportunity refers to the fair, just, and equitable treatment of all soldiers and family members, regardless of race, color, religion, gender (sex), or national origin (AR 600-20).*

3.

**21. During the last 12 months, have YOU been subjected to discrimination in this unit? CIRCLE ALL THAT APPLY.**

1. No
2. Yes, racial
3. Yes, religious
4. Yes, gender (sex)
5. Yes, national origin

**THANK YOU FOR COMPLETING THIS SURVEY.**



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# PURPOSE OF COMMAND CLIMATES

**TO PROVIDE THE LEADERSHIP A “PICTURE”  
OF A UNIT AS IT IS PERCEIVED BY MEMBERS  
OF THE ORGANIZATION AS IT RELATES TO  
RACE, GENDER, COLOR, RELIGION, NATIONAL  
ORIGIN, AND SEXUAL HARASSMENT**



# KEY ELEMENTS

- **DESIRED OUTCOME**
- **SCOPE AND SEQUENCE OF EVENTS**
- **RESOURCES AND TIME**
- **ACTION PLANNING AND INTERVENTION STRATEGIES**
- **CONDITION UNDER WHICH THE ASSESSMENT IS CONDUCTED**



# PRINCIPLES

- **BE CAPABLE AND COMPETENT**
- **ACT ON PROBLEMS**
- **DON'T ONLY FOCUS ON WHAT IS PERCEIVED  
PERCEIVED IS WRONG**
- **TREAT PERCEPTION AS HAVING REAL  
REAL CONSEQUENCES**
- **TREAT ALL EO PROBLEMS WITH THE SAME  
DEGREE OF SENSITIVITY AND SINCERITY**



# PRINCIPLES

## (Cont'd)

- **KNOW THE IMPACT OF WHAT IS SAID, SEEN, OR DONE**
- **BE ACCESSIBLE TO EVERYONE**
- **NOT ALL COMPLAINTS CAN BE SUBSTANTIATED**
- **BE AWARE OF THE ENVIRONMENT OF THE UNIT**
- **FOLLOW - UP ON ALLEGATIONS OF DISCRIMINATION**
- **SEEK ASSISTANCE FROM THE EOA**