

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)

May 2026

Equal Opportunity Advisor Course (EOAC) Plan of Instruction (POI)

Program Length:

Phase I Distributed Learning (DL) 12 Hours (approximate seat time)

Phase II In-Resident 192 Hours (5 weeks)

Approved by:

**Dr. Conrad Gamez, Department Head
Curriculum Design and Development (CDD) Department
Defense Equal Opportunity Management Institute (DEOMI)
Patrick Space Force Base, Florida 32925-3399**

Table of Contents

Part I: Overview of the EOAC

Target Audience.....	3
Admission Policy	3
Course Description.....	3
Course Objective.....	3
Learning Outcomes	4
Instructional Methodology.....	4-6
Cognitive Development/Student Assessments	7

Part II: Curriculum Summary

Phase 1: Distributed Learning (DL).....	9
General Equal Opportunity Professional (MEOP) Duties (EOA 1000)	10
Team Dynamics (EOA 1100).....	12
Shaping MEO Decision-Making (EOA 1200).....	14
Communication Skills for the Military Equal Opportunity	16
(MEO) Professional (EOA 1300)	16
Sexual Assault Prevention and Response (SAPR) (EOA 2000)	18
Religious Liberty in the Military Services (EOA 2200).....	20
Understanding OMB Race and Ethnicity Data (EOA 2300)	22
Phase 2: CORE - Resident Lessons	24
Presentation Skills (EOA 3000)	26
Training Development and Delivery (EOA 3100).....	28
Basic Facilitation Skills (EOA 3200)	30
Department of War (DoW) Principles of Prevention (PoP) (EOA 4000)	32
Department of War's Policy on Prohibited Discrimination (EOA 4100)	34
Harassment and Retaliation within the Department of War (EOA 4200)	36
MEO Complaint and Interview Skills (EOA 5000)	38
Conflict Management and Resolution (EOA 5100)	40
Analyzing Records and Reports (EOA 6000).....	42
Conduct and Analyze Focus Group and Individual Interview Data (EOA 6100)	44
Conduct Workplace Observations (EOA 6200)	46

Target Audience

Applicants must be an Active-Duty Service member or Department of Defense (DoD) civilian to register for this course. The Institute does not authorize National Guard and Reserve Service members to take the EOAC, unless the Service member is preparing for a deployment and the course will allow the Service member to be qualified prior to the deployment.

Admissions Policy

The Services' selection process admits all personnel.

Once admitted to the program, DEOMI expects each student to attend, participate, and complete the lessons associated with the program. To finish the program of instruction, each student is required to complete the EOA Core and Service Specific requirements.

Completion of the program requires each student to achieve at least a 70% average on all graded areas.

Contact: For questions about the EOAC resident course, please contact the Student Services Department at DSN 854-4617/5874/5214, commercial (321) 494-4617/5874/5214. The email address for Student Services is DEOMI.ss@us.af.mil

Course Description

Course Name: *Equal Opportunity Advisor Course* (EOAC)

Course Date: September 2025 – Current

Course Length:

Phase I (DL) – 12 Hours (approximate seat time)

- Phase II – In-resident 5 weeks / 24 Days of Training / 192 hours (seat time)
- Lessons/Activities - 106.5 Hours
- Service Specific Breakout Sessions - 49.0 Hours
- Exams, Focus Groups, Prep Time - 12.5 Hours
- Lunch Breaks - 24.0 Hours

Course Frequency: Variable usually given two times per year.

Course Objective

The purpose of the EOAC is to train and certify Armed Forces (DoD and Coast Guard) personnel assigned to military and civilian EO billets as Equal Opportunity Advisors (EOA).

Learning Outcomes

After completing the EOAC, each student will be able to:

- Demonstrate understanding of Title X U.S.C. 1561 and Title VII of the Civil Rights Act of 1964, including DoD policies concerning unlawful discrimination in the workplace.
- Demonstrate understanding of sexual harassment and sexual assault and the issues surrounding them, victimization, and victim services.
- Apply fundamental presentation, facilitation, and training skills.
- Apply Alternative Dispute Resolution (ADR) techniques (conflict management/resolution).
- Demonstrate knowledge and understanding of MEO related matters; advise Commanders on all MEO related concerns.
- Apply prevention and response strategies to harassment and other problematic behaviors (retaliation, reprisal, hazing/bullying).
- Recognize an organization's MEO program strengths, weaknesses, and opportunities for improving the climate of an organization; provide prevention strategies; monitor climate for continual improvements.
- Prepare correspondence and recommend changes in policies and practices to eliminate barriers to MEO matters.

Instructional Methodology

This course uses a blended approach to learning, i.e., events occur during virtual Distributed Learning (DL) and in-resident environments. The DL and in-resident portions of the training are major strategies for expanding knowledge of basic subject matter in the cognitive domain of learning, while small-group activities expand learning in the affective domain.

The Institute utilizes a myriad of teaching methodologies to accomplish its learning objectives. Primarily, the method of instruction includes informal lectures, case study, discussions, reading, research, activities, and independent study.

In the virtual DL portion of the course, students receive lectures to increase the comprehension of facts, concepts, principles, and generalizations. Concepts represent a class of terms (an idea usually expressed in a word/s), and principles communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lessons allow students to see the relationship or organization of new ideas through the systematic construction of concepts based on previous knowledge and skills building. Lectures tend to present a concept by first defining it and then giving many concrete examples of the concept.

Lectures/Interactive Large Group Discussion

Lectures occur as instructor led videos or in the DEOMI auditorium. Questions for clarification are encouraged during lectures. Lectures present new or complex information and provide

students with the background knowledge needed to participate in subsequent small-group (classroom) activities and discussions. Activities have been included in the lectures to facilitate “Making the Connection” between didactic learning and real-world experiences.

Distributed Learning (DL)

DL is associated with pre-requisite learning and virtual training prior to the resident portion of the course; however, it can include any course of instruction whose primary means of delivery is a computer or smart device installed on a single computer, or over the internet as web-based training.

Role Playing

As a learning methodology, role-playing attempts to help students discover personal meanings within their groups and to resolve personal dilemmas with the aid of their small group. Through the risk taking inherent in improvisation, students typically validate the educational payoff of the role play. Students learn MEO concepts and appropriate behaviors by actively participating in role-playing. Small-group facilitators always supervise these sessions.

Role playing:

- Allows students to develop an understanding of others’ perspectives.
- Encourages students to work with others in analyzing situations and developing workable solutions.
- Provides students an opportunity to apply concepts they have learned in a rich, realistic environment.
- Gives students the chance to gain insights into interpersonal challenges they are likely to face in their careers.
- Enables students to effectively contrast problem-solving methods by role playing a situation several times from various perspectives.
- Presents students with a forum for building self-esteem and confidence.

Case Studies

Using a case study methodology allows the facilitator to guide students through complex issues that require answers to questions sought to explain the presumed causal links in current organizational assessments. Students become actively engaged in the materials discovering underlying issues, dilemmas, and conflict issues.

Guest Lecture Series

During the sponsored Guest Lectures, selected subject-matter experts are invited to address the faculty and student body on specific subjects in the curriculum. These forums on contemporary topics range from individual speakers to panels and are integral parts of the curricula, including Service-Specific Training.

Active Learning Involvement

Active learning is encouraged during any instruction, including a DL and in-auditorium lectures. To expand information provided, DEOMI also expects students to participate in collaborative learning facilitated by the instructor(s) in both the DL portion of the course and conducted in-residence. Facilitators follow the C.C.A.F. (Context, Challenge Activity, and Feedback) Model adopted from Ethan Edwards while conducting P.U.L.S.E. (Prepare for Mission, Understand Material, Lead Commander's MEO Program, Strengthen Knowledge, Skills, Attitudes, and Execute Mission) Checks in the small group room. These training processes help learners get from where they are to where they need to be to meet mission requirements. Typically, DEOMI faculty will facilitate instruction in the following sequence:

- Gain student attention
- Inform learners of objectives
- Stimulate recall of prior learning
- Present the stimulus material (content)
- Provide learning guidance
- Elicit performance (practice)
- Provide feedback (performance correctness)
- Assess the performance
- Enhance retention and transfer to the job

When possible, another effective strategy for teaching human relations issues is the use of Socratic method of instruction involving structured questioning by the presenter or facilitator and responses from the students. Socratic questioning during a lesson helps students to codify the content in a structured method following the content presented. By using this method, the facilitator/instructor:

- Provides time for student reflection and thinking. During the presentation, allows students time to consider questions, as well as their response before requesting them to answer.
- Avoids yes-no questions (e.g., "Does this make sense to you?"). These types of questions (polar questions) lead nowhere and do not promote thinking or discussion.
- Ensures students have a basic understanding of the learning material, as well as the resources to respond to the questions posed. For the students to make progress, it is important for the instructor/facilitator to understand their levels of knowledge and experience.
- Employs open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage students to express their thoughts. Questions that begin with "how" and "what" will give them an opportunity to relate themselves to the question.
- Includes clarifying questions. Be prepared to offer the students guidance as they reflect on possible answers.
- Uses questions from all levels of thinking. The goal is to help the students develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

Cognitive Development and Student Assessment

Evaluation in the cognitive domain is an important part of the learning process. Assessments are systematic methods of obtaining evidence from posing questions to draw inferences about the knowledge, skills, attitudes, and other characteristics of people for a specific purpose (e.g., CRTs, PEs). Through educational evaluations, instructor/facilitators define, observe, measure, or judge learned behavior to assure that the required learning is complete.

Once instruction begins, student evaluations determine what and how well they are learning skills/tasks being taught. These evaluations allow for careful planning and modification of the content and methods of the instruction provided. Student assessment occurs through a variety of methods, including Criterion Referenced Tests (CRT), Performance Evaluations (PE), Small-group evaluations, and graded rubrics. Students must score a minimum of 70% on each assessment to show a successful grasp of the learning objectives.

Criterion Referenced Tests (CRT): DEOMI's *Criterion-Checklists* and performance evaluations include items that are directly relevant to the ELOs to be measured. For example, DEOMI criterion checklists/performance evaluations measure students' presentation skills, interview skills, organizational assessment skills, etc. The checklist is based upon criteria and describes the specific knowledge and skills each student must demonstrate. All checklists/evaluations have a minimum cumulative passing score of 70%.

Rubrics: A formative assessment used to measure a student's knowledge or skills for providing feedback to inform the student of his or her current level of knowledge or skill.

Part II: Curriculum Summary
Phase 1 (DL) and Phase 2 (Resident)

Phase 1: Distributed Learning (DL)

Courses Sequence

The EOAC has two phases: Phase 1 or Distributed Learning (DL) consisting of 7 Distributed Learning (DL) modules and Phase 2 in-resident portion (four weeks) with Service Specific Training lessons included.

Distributed Learning Modules:

#	Lesson #	Lesson Title	Total Seat Time in Phase 1
1	EOA 1000	General Military Equal Opportunity (MEO) Professional Duties	2 h 10 min
2	EOA 1100	Team Dynamics	1 h 20 min
3	EOA 1200	Shaping Military Equal Opportunity (MEO) Decision Making Skills	2 h
4	EOA 1300	Communication Skills	1 h 50 min
5	EOA 2000	Sexual Assault Prevention and Response (SAPR)	1 h 30 min
6	EOA 2200	Religious Liberty in the Military Service	1 h
7	EOA 2300	Understanding OMB Race and Ethnicity Data	1 h
Total Phase 1 Seat Time:			11 h 50 min

General Equal Opportunity Professional (MEOP) Duties (EOA 1000)

Lesson Overview

This lesson explains the crucial role of Military Equal Opportunity (MEO) professionals in advising commanders and organizational leaders to maintain a military environment that supports military equal opportunity, enhances unit cohesion, and maximizes warfighting readiness. MEO professionals ensure that all Service Members are treated equally and given the opportunity to advance based on merit, fitness, capability, and performance, directly contributing to the lethality and effectiveness of the force. You will learn about the MEO program, the responsibilities of MEO professionals, the elements of a model MEO program, and the knowledge, skills, and attitudes (KSAs) required to perform the duties of an MEO professional. These competencies are essential for maintaining an operationally ready force, capable of achieving mission success in combat.

Strategy

This lesson provides a comprehensive understanding of the MEO Program and the vital role MEO professionals play in cultivating a high-performance, mission-focused environment that prioritizes merit, fitness, capability, and performance—core principles that enhance military lethality and warfighting readiness. Students will explore the mission of the Department of Defense MEO Program and gain an in-depth understanding of how the MEO framework helps ensure that all Service Members have an equal opportunity to succeed, thereby fostering a more effective and lethal fighting force. The lesson will cover best practices for integrating MEO principles into command structures, ensuring that these practices are embedded in daily operations and directly support mission readiness. This integration is critical in creating a force that is united, disciplined, and prepared to meet any operational challenge.

Students will also examine the specific roles, duties, and responsibilities of MEO professionals, including their ability to advise leadership on issues that impact unit cohesion and combat effectiveness. The lesson highlights the MEO professional's responsibility in identifying and addressing barriers that could undermine mission success, such as discrimination, harassment, and other factors that could disrupt team dynamics. The MEO professional's guidance ensures a workforce that is not only varied but also aligned with the high standards required for military success. The lesson concludes by illustrating how the knowledge, skills, and attitudes (KSAs) of MEO professionals directly contribute to upholding the Warrior Ethos, which drives commitment to mission success and combat readiness at all levels. By fostering an environment where individual merit and capability are the primary drivers of success, MEO professionals help build a more lethal and ready force capable of responding to dynamic and high-pressure operational environments.

This lesson is delivered in a Distributed Learning (DL) environment.

There will be some points in the lesson where the need for interactive learner engagement and/or check on learnings throughout.

Instructional Method

Method	Time
Informal Lecture	1 h 50 min
General EO Professional Duties Refresher (Phase 2)	20 min
Total Time	2 h 10 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Explain the purpose of the Military Equal Opportunity (MEO) Program and the roles and duties of the MEO professional in accordance with Department of Defense Directives (DoDD) and DoD Instructions (DoDI).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Classify the purpose of DoD's MEO Program and Harassment Prevention and Response Policy.	U	CRT	15 min
B. Compare the MEO Professional's roles and responsibilities.	U	CRT	20 min
C. Identify the elements that contribute to a Model MEO Program	R	CRT	15 min
D. Categorize the knowledge, skills, and attitudes (KSAs) associated with the MEO Professional's duties	U	CRT	20 min
Total Instructional Time:			1 h 30 min
The introduction and conclusion should each take approximately 5 minutes each of the total lecture time			10 min
Breaks are subject to change and flow with classroom dynamics. F/or every instructional hour, ten (10) minutes is allocated as a break time (e.g., 50 minutes of instruction, 10-minute break)			10 min
Total Time:			1 h 50 min
R = Remember U = Understand CRT = Criterion Referenced Test			

Team Dynamics (EOA 1100)

Lesson Overview

It is essential for a Military Equal Opportunity (MEO) professional to apply effective interpersonal skills during interactions with individuals and groups to enhance military lethality and warfighting readiness. A deep understanding of team dynamics and the development of united, high-performing teams is critical for fostering unit strength and ensuring that interpersonal relationships are aligned with mission objectives. This lesson begins by defining groups within a military context and distinguishing between different types of groups, such as task-oriented and interpersonal groups, each playing a crucial role in achieving mission success. Students will then delve into Bruce Tuckman's Group Development Model where they will analyze the developmental stages of groups and the key team dynamics that emerge during small group interactions. This understanding is vital, as team dynamics directly influence the ability to perform under pressure, adapt to changing mission requirements, and achieve operational effectiveness.

Strategy

Within the small-group classroom setting, the instructor will explain tasks, maintenance, and individual functions, helping students understand the relationship between individual behaviors, group tasks, and how these elements collectively influence the team's ability to accomplish mission objectives. This understanding is crucial for optimizing unit performance, ensuring that all members contribute to achieving goals, both in training environments and during combat operations. Task functions focus on achieving specific mission objectives, while maintenance functions ensure the team's unity and morale, and individual functions address personal needs and contributions. Understanding how these functions interact enables MEO professionals to better manage and guide teams, fostering the efficiency and effectiveness needed in high-pressure military environments. After the lecture, students will engage in two small-group activities such as Introductions, Group Norms, and Group Maintenance. These activities are designed to help students develop practical skills in building rapport, setting expectations, and maintaining a supportive environment, all of which are critical for creating and sustaining effective, mission-oriented teams. By refining their interpersonal skills and understanding team dynamics in real-world scenarios, students will be better equipped to optimize their team's performance, directly contributing to the operational readiness and effectiveness of their units. This improved ability to manage team dynamics will enhance the unity, adaptability, and overall combat readiness of military teams in any operational setting.

Instructional Method

Method	Time
Informal Lecture	1 h 20 min
Phase 2 Learning Activities	7 h 45 min
Total Time	9 h 5 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Apply effective team behaviors during learning activities, small group discussions, and large group discussions to enhance critical thinking, create new learning, and increase self-awareness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Compare examples of groups, group types, group norms, and how groups operate.	U	CRT	15 min
B. Abstract the stages of Bruce Tuckman's Group Development Model	R	CRT	30 min
C. Conclude how behaviors are associated with team success.	R	CRT	15 min
Total Instructional Time:			1 h
The introduction and conclusion should each take approximately 5 minutes each of the total lecture time			10 min
Breaks are subject to change and flow with classroom dynamics. F/or every instructional hour, ten (10) minutes is allocated as a break time (e.g., 50 minutes of instruction, 10-minute break)			10 min
Total Time:			1 h 20 min
R = Remember U= Understand CRT = Criterion Reverenced Test			

Activity Table

Activity	Purpose	Performance Measure	Time
1. Introduction (Phase 2) and small group orientation	To introduce oneself and get to know other team members and learn about the small group.	Q&A	1 h 30 min
2. Lesson refresher	To refresh students on Team Dynamics.	Q&A	30 min
3. Handcuff Activity (Phase 2)	To prepare groups to work as a team.	A	1 h 30 min
4. Team Norms (Phase 2)	To establish team norms for team activities.	A	30 min
5. P.U.L.S.E. Check 1 (Phase 2)	To enhance student knowledge on how to interpret Presidential and SECDEF executive orders impacting MEO duties.	Q&A	2 h
6. Symbolic Toast Activity	Group Adjournment.	A	1 h 45 min
Total Time:			7 h 45 min
Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			
A = Application; PE = Performance Evaluation; Q&A = Question and Answer Session			

Shaping MEO Decision-Making (EOA 1200)

Lesson Overview

Students will learn to define military culture and explain how individuals are socialized within it. They will also explore the perceptual process (selection, organization, and interpretation), identifying perceptual shortcuts and how the dual-systems model impacts decision-making. Furthermore, students will analyze how significant events can shape individual attitudes and behaviors. Finally, students will evaluate various strategies MEO Professionals can employ to effectively execute the MEO program and support the organization's military readiness.

Strategy

This lesson examines the factors influencing Service members' decision-making, beginning with the profound impact of military culture and socialization. We'll explore the shared beliefs, values, customs, and traditions that shape these processes. Next, we'll delve into the role of perception, examining how Service members utilize their senses to interpret and navigate their environment. The lesson then introduces the dual-systems model, highlighting how both intuitive (System 1) and deliberate (System 2) thinking contribute to decision-making, ultimately impacting performance. Finally, we'll discuss how attitudes are formed and explore individual strategies for cultivating positive attitudes that enhance mission readiness.

Instructional Method

Method	Time
Informal Lecture	2 h
Discussions (Phase 2)	N/A
Total Time	2 h
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Conclude how military culture and the socialization process influence decision-making and attitudes within the military profession.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Identify the socialization process and sources of influence.	R	CRT	10 min
B. Interpret the concept of culture in the military operational environment.	U	CRT	15 min
C. Categorize the elements in the perceptual process.	U	CRT	15 min
D. Generalize how perceptual shortcuts manifest.	U	CRT	20 min
E. Understand how attitudes are shaped.	U	CRT	15 min
F. Compare strategies to effectively perform duties as an MEO Professional.	U	CRT	15 min

Video “What You Are Is Where You Were When...Again!”	27 min
Total Instructional Time:	1 h 30 min
The introduction and conclusion should each take approximately 10 minutes of the total lecture time.	10 min
10 min Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10 minute break).	20 min
Total Time:	2 h
R = Remember U= Understand CRT = Criterion Reverenced Test	

Communication Skills for the Military Equal Opportunity (MEO) Professional (EOA 1300)

Lesson Overview

Effective communication can be the deciding factor in whether a commander, leader, or Service Member trusts you as their Military Equal Opportunity (MEO) professional. This lesson focuses on equipping MEO professionals with the tools and strategies to become effective communicators. Whether you're explaining policies and procedures to an individual, organization, or advising a commander, your ability to tailor your message to your audience is paramount. This lesson also provides possible outcomes of uncomfortable conversations, both positive and negative, and insight on how to avoid the negative consequences. Uncomfortable conversations often take place at the workplace under a variety of circumstances (i.e., an incident occurs within the workplace or the public eye that affects Service members and Civilian employees, a complaint is brought to the MEO's attention, Command mandates a conversation, or the MEO professional witnesses something that warrants awareness). Throughout this lesson, you will discover the impact of various communication modes and methods, learn how to adapt your communication style to various audiences and situations, and develop strategies for navigating challenging conversations and delivering impactful messages. By mastering these skills, you can enhance your individual performance as an MEO professional and contribute to your command's mission and combat readiness.

Strategy

This lesson sets the foundation for effective communication and will provide students with an understanding of three specific modes of communication (written, verbal, and nonverbal) and describes the advantages and disadvantages of each. Students will learn to identify the prevalent barriers that impact effective communication as well as the organization's mission. Furthermore, this lesson introduces students to seven principles of effective communication MEO professionals can use to enhance their effective communication skills to overcome the barriers to effective communication. Next, this lesson will introduce students to the Johari Window Model, which is a tool to enhance self-awareness and individual performance. Finally, students will learn how to guide uncomfortable conversations to resolve conflicts to reinforce the Warrior Ethos and sharpen the effectiveness of MEO professionals in supporting a lethal, ready, and resilient warfighting force.

Instructional Method

Method	Time
Informal Lecture	1 h 50 min
Total Time	1 h 50 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Implement effective communication skills during the Equal Opportunity Advisor Course while participating in learning group activities, small and large group discussions, and performance evaluations.

Enabling Learning Objectives	Level of Learning	Performance Measure	Approximate Time
A. Categorize the modes and types of communication.	U	CRT/LA	20 min
B. Contrast the principles and barriers of effective communication.	U	CRT	20 min
C. Summarize guidelines for giving and receiving feedback.	U	CRT	15 min
D. Interpret the Johari Window Model.	U	CRT	15min
E. Explain the benefits of engaging in difficult conversations.	U	CRT	10 min
Total Instructional Time:			1 h 20 min
The introduction and conclusion should each take approximately of the total lecture time.			10 min
10 min Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
Total Time			1 h 50 min
U = Understand CRT = Criterion Referenced Test LA = Learning Activity			

Sexual Assault Prevention and Response (SAPR) (EOA 2000)

Lesson Overview

This lecture will provide Military Equal Opportunity (MEO) professionals with their roles and responsibilities as it pertains to Sexual Assault, and how they differ from a: Sexual Assault Prevention and Response Victim Advocate (SAPR VA), Sexual Assault Response Coordinator (SARC), Sexual Harassment/Assault Response and Prevention SHARP (Army). This lesson defines sexual assault and explains how the MEO professional's role relates to the SAPR program.

Strategy

In an online forum, instructors will conduct an informal lecture on sexual assault within the Department of Defense (DoD), specifically defining sexual assault, discussing the risk indicators of sexual assault, and clearly explaining the MEO professional's responsibilities pertaining to and preventing sexual assaults in an organization. The facilitator will increase the students' knowledge and awareness based on asking and answering questions to stimulate critical thinking and draw out ideas and underlying assumptions. Student learning will be measured through question and answer (Q&A) during lesson and criterion-referenced test (CRT).

Instructional Method

Method	Time
Informal Lecture	1 h 30 min
Lesson Refresher (Phase 2)	30 min
Total Time	2 h
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Conclude how sexual assault(s) affects military readiness and the MEO professional's responsibilities in decreasing sexual assaults in military organizations.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Differentiate between harassment, sexual harassment, and sexual assault.	U	CRT	10 min
B. Illustrate the risk indicators of sexual assault.	U	CRT	25 min
C. Infer the SAPR responsibilities of an MEO Professional.	U	CRT	35 min
Total Instructional Time:			1 h 10 min
The introduction and conclusion should each take approximately 5 minutes.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
Total Lesson Time			1 h 30 min

U= Understand CRT = Criterion Reverenced Test

Religious Liberty in the Military Services (EOA 2200)

Lesson Overview

Service Members have a right to observe the tenets of their religion or to observe no religion at all pursuant to the Free Exercise Clause of the First Amendment of the United States Constitution. As an MEO professional, you need to have general knowledge of the Department of Defense (DoD) policies relating to Religious Liberties in the Military Services. This knowledge provides you with the ability to effectively assist leaders in preventing religious discrimination and knowing when to refer Service Member's to the command's Chaplain to receive assistance in processing a request for religious accommodation. As the MEO professional, one of your primary responsibilities is to influence leadership and positively impact unit cohesion, individual readiness, mission accomplishment and mission readiness.

Strategy

The instructor will categorize key terms associated with religion as defined by DoW Instruction (DoWI) 1350.2 and DoDI 1300.17, then identify how the DoW addresses requests for religious accommodation. Then, the instructor will lay out strategies that MEO professionals can use to address religious related issues. During Phase Two of the Equal Opportunity Advisor Course, students will participate in a referral agency panel discussion to familiarize themselves with key support agencies, including religious support, and their collaboration with MEO professionals to address Service Members' needs, enhance resilience, and promote unit cohesion. The Equal Opportunity Advisor Reserve Component Course does not participate in the referral agency panel.

Instructional Method

Method	Time
Informal Lecture	1 h
Total Time	1 h
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Explain how the Department of Defense (DoD) accommodates religious practices and addresses prohibited religious discrimination and harassment in the military, in accordance with DoDI 1300.17 and DoDI 1350.02.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Categorize key terms associated with religion using DoWI 1350.02 and DoDI 1300.17.	U	CRT	15 min
B. Illustrate how DoW handles requests for religious accommodations.	U	CRT	15 min

C. Explain MEO strategies to address religious related issues.	U	CRT	10 min
Total Informal Lecture:			40 min
The introduction and conclusion should each take approximately 5 minutes each.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (i.e., 50 minutes of instruction, 10-minute break)			20 min
Total Time:			1 h
U= Understand CRT = Criterion Reverenced Test			

Understanding OMB Race and Ethnicity Data (EOA 2300)

Lesson Overview

Military Equal Opportunity (MEO) Professionals play a vital role in advising commanders and organizational leaders in effectively managing the command's military equal opportunity mission to prevent prohibited discrimination and harassment in the ranks. Prevention efforts intentionally ensure Service members are evaluated only on individual merit, fitness, capability, and performance (DoWI 1350.02, 2026). Furthermore, prevention efforts directly support the Department of Defense's (DoD) unity of effort to "deter conflict and, if necessary, defeat and completely destroy, demoralize and defeat our enemies" (Secretary of Defense, Pete Hegseth, 2025). Thus, it is critical for MEO Professionals to understand how the U.S. Office of Management and Budget (OMB) recognizes seven racial and ethnic groups representing the United States population. Developing a clear understanding of the countries of origin for each OMB-recognized racial group strongly supports performing the duties of the MEO Professional.

Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the definitions of race, ethnicity and culture and interpret the meaning of regional and organizational culture.

Instructional Method

Method	Time
Informal Lecture	1 h
Total Time	1 h
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

MEO Professionals will be able to understand the race and ethnicity data of each of the seven racial and ethnic groups recognized by the U.S. Office of Management and Budget (OMB), enhancing their ability to perform MEO duties.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Explain the differences between definitions of race, ethnicity, culture, color, and national origin.	U	CRT	20 min
B. Identify the national origin for each OMB-recognized racial/ethnic group.	R	CRT	20 min
Total Instructional Time:			40 min
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min

Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).	10 min
Total Lesson Time	1 h
R = Remember U = Understand CRT = Criterion Referenced Test	

Phase 2: CORE - Resident Lessons

Resident Courses Sequence

The EOAC has two phases: Phase 1 or Distributed Learning (DL) and CORE or Phase 2 with Service Specific lessons incorporated into the CORE program. Phase 1 consists of 7 Distributed Learning (DL) modules. Phase 2 (11 lessons) is approximately four weeks of resident training including Service Specific lessons conducted during the CORE.

#	Lesson #	Lesson Title	Seat Time
1	EOA 3000	Presentation Skills	2 h 25 min
2	EOA 3000	Presentation Skills Brief	30 min
3	EOA 3000	Information/Advocacy Briefing	7 h
4	EOA 3000	DEOMI Talks	5 h 30 min
5	EOA 3100	Training Development and Delivery	2 h 25 min
6	EOA 3100	Student Performance (Guided Discussion)	7 h
7	EOA 3200	Basic Facilitation Skills	2 h 40 min
9	EOA 4000	Principles of Prevention (PoP)	2 h 45 min
10	EOA 4000	P.U.L.S.E. Check #5	3h 10 min
11	EOA 4100	DoW's Policy on Prohibited Discrimination	2 h
12	EOA 4200	Harassment and Retaliation within the Department of War	2 h
13	EOA 5000	MEO Complaint Interview Skills	2 h 30 min
14	EOA 5000	Small Group Activity and Capstone	7h 30 min
15	EOA 5100	Conflict Management and Resolution	3 h
16	EOA 5100	Small Group Activity and Capstone	7h
17	EOA 6000	Analyze Records and Reports	1 h 30 min
18	EOA 6000	P.U.L.S.E. Check #6 and Small Group Activity	3h
19	EOA 6100	Conduct and Analyze Focus Group and Individual Interview Data	1 h 20 min
20	EOA 6100	Student Led Focus Group Activities	4h
21	EOA 6200	Conduct Workplace Observations	1 h
22	EOA 6200	Small Group Activity	30 min
Assignments from Phase 1 Completed in Phase 2	EOA 1000	General EO Professional Duties Refresher and P.U.L.S.E. Check #2	2 h 30 min
	EOA 1100	Team Dynamics Refresher, Activities, and P.U.L.S.E. Check #1	7 h 45 min
	EOA 1200	Shaping MEO Decision-Making Skills as an MEO Professional Refresher and P.U.L.S.E. Check #3	2 h 30 min
	EOA 1300	Communication Skills Refresher and P.U.L.S.E. Check #4	2 h 30 min
	-	Service Specific Training (SST)	49 h
	-	Exams, Focus Groups, Faculty Advisor, and Prep Time	12 h 30 min
	-	Admin Time / Lunch Breaks	24 h
	-	Student Performance	39 h
Total Phase 2 Seat Time			192 h

Presentation Skills (EOA 3000)

Lesson Overview

This lesson will familiarize students with how to prepare for and conduct the types of formal presentations or briefs MEO professionals will need to present. It is an introduction to a skill that is improved upon by practice and experience. Students will leave with a basic understanding of how to prepare and present a formal brief.

Strategy

This lesson focuses on developing students' abilities to prepare and deliver formal briefs, specifically using military briefing techniques and public speaking fundamentals. Students will learn to identify and apply different types of formal briefs, such as Information and Advocacy Briefs, and understand the formats, considerations, and supporting materials required for effective delivery. The training begins with an introduction to military briefing techniques and public speaking, followed by hands-on exercises where MEO professionals will practice delivering informative, persuasive, and motivational briefings. Students will then receive focused instruction on preparing formal briefs, including how to structure content, tailor presentations for their audiences, and incorporate visual aids and supporting materials. In the second phase, they will prepare and deliver their own Information or Advocacy Brief, utilizing the Presentation Skills Handbook and PowerPoint presentations as tools. The session will conclude with a reflection period to assess learning outcomes and clarify any remaining questions, ensuring MEO professionals are equipped with the skills necessary for delivering impactful and effective briefings.

Instructional Method

Method	Time
Informal Lecture	2 h 25 min
Presentation Skills Brief- Intro to Student Projects	30 min
Information/Advocacy Briefing and Small Group Experience	7 h
Total Time:	9 h 55 min
Note: Break times are at the discretion of the instructor/facilitator. It is recommended that instructors provide a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Apply effective presentation skills and techniques during an information/advocacy brief and small group discussion using your presentation skills handbook.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Illustrate the types of formal briefs.	U	CRT	10 min
B. Summarize the parts of a formal brief.	U	CRT	15 min
Making the Connection 1.	U	Q&A	30 min
C. Abstract briefing considerations used during a formal brief.	U	CRT	30 min
Making the Connection 2.	U	Q&A	20 min
D. Classify the supporting materials to conduct a formal brief.	U	CRT	10 min
Total Lesson Time:		1 h 55 min	
Notes			
The introduction and conclusion should each take approximately 5 minutes of total lecture time.		10 min	
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).		20 min	
Total Lecture Time:		2 h 25 min	
U = Understand CRT = Criterion Referenced Test Q&A = Question & Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
1. Presentation Skills Brief	Intro to Student Projects	Brief/Q&A	30 min
2. Information/Advocacy brief	Demonstrate ability to present with prior notice on an important issue.	PE	7 h
3. DEOMI Talks	Demonstrate ability to present training to a large audience.	PE	5 h 30 min
Total Time:			13 h
Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			
PE = Performance Evaluation; Q&A = Question and Answer Session			

Training Development and Delivery (EOA 3100)

Lesson Overview

Vital to mission success, Military Equal Opportunity (MEO) professionals must possess the knowledge, skills, and abilities necessary to develop, prepare, facilitate, and deliver training that directly enhances military lethality and warfighting readiness. MEO professionals are integral to fostering a command climate that strengthens the combat effectiveness of the force. Their key responsibility is to plan and execute training programs that enhance both individual and collective performance, ensuring the unit remains mission ready. This lesson provides students with tools to design and deliver training that aligns with military objectives, exploring various delivery methods, such as lectures, guided discussions, and hands-on activities. The lesson evaluates the strengths and weaknesses of each method in the context of military readiness, helping students understand how to select and apply the most effective techniques to develop critical skills and knowledge that contribute to operational success.

NOTE: THIS LESSON IS NOT INTENDED TO QUALIFY OR CERTIFY AN INDIVIDUAL AS A SERVICE INSTRUCTOR OR TRAINER.

Lesson Strategy

This lesson is an introduction to training development and delivery, with a focus on enhancing military warfighting capabilities and lethality. It is crucial for students to understand that as MEO professionals, developing and delivering effective training is a key component in ensuring mission success. The lesson begins by providing students with the fundamentals of a teaching lecture, including the definition, types, advantages, and disadvantages, followed by information on guided discussions. Understanding these components, characteristics, and the pros and cons of guided discussions will help students facilitate training that sharpens the skills required for operational readiness and combat effectiveness. The lesson also covers how to prepare and present training sessions that directly contribute to improving military performance in high-stakes environments. Students will learn to apply these skills by preparing a teaching plan and facilitating a guided discussion on critical topics on harassment and retaliation, all of which can impact unit cohesion and mission readiness. To measure learning outcomes, evaluation criterion and weighted rubrics will be used, ensuring that students gain the practical skills needed to develop and deliver training that enhances the lethality and readiness of the force.

Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Student Performance	7 h
Total Class Time	9 h 30 min
NOTE: Break times are at the discretion of the instructor/facilitator. It is recommended that the instructor take a 10-minute break for every one hour of lecture /facilitation	

Terminal Learning Objective (TLO)

Construct a teaching plan, discover research to support training and lesson plan development, apply teaching skills to deliver training lessons, and apply facilitation techniques to lead a 45-50-minute guided discussion.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the attributes of a teaching lecture.	R	CRT	10 min
B. Recall the attributes of a guided discussion.	R	CRT	20 min
C. Apply the steps to prepare for a training session.	A	CRT	30 min
-Making the Connection	A	QA	40 min
D. Illustrate how to deliver a training session.	U	CRT	20 min
Total Instructional Time:			2h
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			20 min
Total Time:			2 h 30 min
R = Remember U = Understand A = Application CC = Criterion Checklist CRT = Criterion Referenced Test QA= Question and Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
Principles of Prevention (PoP) Guided Discussion	• Develop a teaching plan. • Discover research to support training and lesson plan development. • Apply teaching skills to deliver training lesson. • Apply facilitation techniques to lead a guided discussion.	A	7 h
Total Time:			7 h
A = Application			
Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			

Basic Facilitation Skills (EOA 3200)

Lesson Overview

The Basic Facilitation Skills lesson equips Military Equal Opportunity Professionals (MEOPs) with the essential skills and tools needed to facilitate effectively in various operational environments, directly supporting military lethality and warfighting readiness. This foundational lesson is crucial, as students will apply these skills in practical activities throughout the course to enhance their ability to lead and support their units in high-stakes situations. Facilitation is a core responsibility for MEOPs, enabling them to carry out critical training, resolve conflicts, and gather key information that informs decision-making processes. Whether conducting training sessions, addressing issues that impact unity and effectiveness, or facilitating focus groups to assess readiness, basic facilitation skills empower MEOPs to guide organizations through vital processes, ensuring the force remains agile, unified, and mission ready.

Lesson Strategy

This lesson is designed to develop the facilitation skills of the MEOP in the art and science of group facilitation, a critical component of enhancing military lethality and warfighting capabilities. Effective facilitation enables MEOPs to guide their units through complex training, decision-making, and conflict resolution processes, all of which are essential for mission success. The lesson begins by defining basic facilitation, focusing on core values while emphasizing the facilitator's role in maintaining focus on mission objectives in high-pressure environments. Students will learn to establish norms and ground rules for effective facilitation, apply intervention techniques to manage conflicts, and use questioning methods to stimulate critical thinking and problem-solving in operational settings. After completing this foundational lesson, MEOPs will apply the tools and techniques learned through practical activities, including guided discussions, conflict resolution, and group interviews. These activities are critical for resolving issues that could impact organizational readiness and mission success. By mastering facilitation, MEOPs strengthen unit readiness, improve team performance, and ensure the force remains mission-ready and capable of executing operations in dynamic, high-pressure environments.

Instructional Method

Method	Time
Informal Lecture & Making the Connection Activities	2 h 40 min
Total Time	2 h 40 min

Terminal Learning Objective (TLO)

Use the fundamental skills required to facilitate training, small group discussions, managing conflict, and facilitating focus group sessions during performance evaluations (PE).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
------------------------------------	-------------------	---------------------	------------------

A. Recall the relevant fundamentals of facilitation and roles of the facilitator.	R	CRT	25 min
- Making the Connection: Challenge the Facilitator.	U	Discussion	10 min
B. Compare different facilitation environments.	U	CRT	20 min
C. Interpret conditions to maximize participation.	U	CRT	25 min
- Making the Connection: Rotating Environments.	U	Application	30 min
D. Explain intervention techniques.	U	CRT	20 min
Total Lecture Time:			2 h 10 min
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			20 min
Total Time:			2 h 40 min
R = Remember U = Understand CRT = Criterion Referenced Test PE = Performance Evaluation			

Department of War (DoW) Principles of Prevention (PoP) (EOA 4000)

Lesson Overview

This lesson will inform students about the Department of War (DoW) frameworks as it relates to DoW's Primary Prevention Framework, Prevention System Elements, Prevention Process Elements, and the levels of the DoW's Principles of Prevention (PoP) for preventing harassing and harmful behaviors through risk and protective factor identification. This lesson will enable military equal opportunity (MEO) professionals to understand and apply the DoW's PoP framework as a method of prevention and response to harassment and harmful behaviors. It is imperative that equal opportunity professionals have the knowledge, skills, and abilities necessary to be the front line in the Services' efforts to prevent harassment and prohibited discrimination. These efforts include the ability to identify risk and protective factors associated with harassment and apply prevention strategies for immediate and long-term prevention. This is an application-level lesson designed so MEO professionals can advise commanding officers and senior leaders on the DoW's PoP framework and assist them with implementing this prevention and response model in their commands to sustain combat readiness.

Lesson Strategy

To effectively explain and apply the DoW's PoP framework to harassment prevention, students must understand the types of harassment and prohibited discrimination. The strategy for this lesson is to provide a foundation to PoP by discussing the background for this approach and its applications to mission readiness. The instructor will use the graphic model of the DoW's PoP to enable the students to identify risk and protective factors, identify various levels, and apply prevention strategies at all levels of leadership. The activity will be taught through a collaborative learning group where the students will break into small groups to apply the DoW's PoP to a given scenario. DEOMI will teach this lesson in the auditorium and will require one primary instructor and two to four additional assistant instructors (AI). Students will take a criterion reference test and participate in a PoP guided discussion.

Instructional Method

Method	Time
Informal Lecture	2 h 45 min
Group Activity (Shared Secret) and P.U.L.S.E. Check	3 h 10 min
Total Class Time	5 h 55 min
Note: Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Apply the principles of prevention framework to harassment and response situations during a collaborative learning group.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
------------------------------------	-------------------	---------------------	------------------

A. Illustrate how the continuum of harm impacts DoD readiness.	U	CRT	10 min
B. Classify the Principles of Prevention Framework.	U	CRT	25 min
C. Apply Step 1 of PoP: Understand the Problem to a given scenario.	A	CRT	30 min
D. Apply Step 2 of PoP: Comprehensive Approach to a scenario.	A	CRT	30 min
- Making the Connection Activity	A	Q&A	20 min
E. Interpret Step 3 of PoP: Quality Implementation.	U	CRT	10 min
F. Interpret Step 4 of PoP: Continuous Evaluation.	U	CRT	10 min
Total Instructional Time:			2 h 15 min
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			30 min
Total Time:			2 h 45 min
A =Apply U = Understand CRT = Criterion Referenced Test Q&A= Instructor Question and Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
Shared Secret	To apply the DoW PoP to reduce or eliminate harmful behaviors in a collaborative working group by identifying risk and protective factors at each level and identifying strategies to implement.	Q&A	1 h 10 min
P.U.L.S.E. Check #5	To engage students in proactively applying the Principles of Prevention to problematic behaviors that can rapidly deteriorate unit readiness.	Q&A	2 h
Total Time:			3 h 10 min
Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			
Q&A = Question and Answer Session			

Department of War's Policy on Prohibited Discrimination (EOA 4100)

Lesson Overview

This lesson addresses prohibited discrimination within the Department of War (DoW) and illustrates how prejudice and discrimination manifests and adversely impacts leadership, unit cohesion, and mission accomplishment, and how power is leveraged to influence others. Finally, this lesson will highlight strategies for Military Equal Opportunity (MEO) Professionals to implement in recognizing and preventing prejudice and discrimination.

Lesson Strategy

Instructors need to read, research, and explore current issues and concerns found in military organizations today relating to the basis for prohibited discrimination (i.e., race, color, national origin, religion, and sex (including pregnancy), and sexual orientation. Additionally, collaborate with peers to ensure the facts and examples used are relevant to the MEO Professionals job. During lesson facilitation, solicit student participation by encouraging students to share relevant and current examples of behaviors that students personally experienced or observed. Student learning is measured through a criterion-referenced test.

Instructional Method

Method	Time
Formal Lecture and Making the Connection Activity	2 h
Total Class Time	2 h
Note: Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Distinguish different forms of prohibited discrimination and their potential impact on military readiness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Explain the protected bases of the MEO program.	U	CRT	15 min
- Making the Connection 1: Research DoW's definitions of prohibited discrimination.	U	Q&A	
B. Compare different facilitation environments.	U	CRT	20 min
- Making the Connection 2: Illustrate discrimination in the workplace.	U	Q&A	
C. Interpret conditions to maximize participation.	An	CRT	15 min
- Making the Connection 3: Evaluate harmful behaviors in preventing harmful and discriminatory behaviors.	E	Q&A	40 min
Total Lecture Time:			1 h 30 min

Notes	
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).	20 min
Total Time:	2 h
An= Analyze; E = Evaluate; U = Understand; CRT = Criterion Referenced Test; Q&A = Question and Answer	

Harassment and Retaliation within the Department of War (EOA 4200)

Lesson Overview

During this lesson, students will learn to recognize harassing and retaliatory behaviors that directly interfere with Service Members and Civilian employees' ability to effectively contribute to the command's mission. It is vital for military equal opportunity (MEO) professionals to understand harassment and retaliation and recognize harassing behaviors that jeopardize combat readiness and mission accomplishment, weakens trust within the ranks, and erodes unit cohesion. Harassment is fundamentally at odds with the obligations of Service Members to treat others with dignity and respect in accordance with the DoDI 1020.03. Additionally, retaliation not only harms the lives and careers of victims, bystanders/witnesses, and first responders, but also undermines military readiness and weakens the climate of dignity and respect.

Lesson Strategy

In the auditorium, conduct an informal lecture on harassment and retaliation within the DoD, specifically defining the types of harassment and retaliation, recognizing behaviors that constitute harassment, and describing the effects of harassment on mission readiness. For strategies, this lesson leverages the Principles of Prevention (PoP) lesson. Increase student understanding of the lesson material by implementing a Socratic method of instruction. DEOMI gauges student learning through Question and Answer (Q&A) sessions during the lesson and measures it by the criterion-referenced test for lecture content.

Instructional Method

Method	Time
Informal Lecture	2 h
Total Class Time	2 h
Note: Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Analyze how harassment behaviors and retaliatory actions create conditions that interfere with work performance in accordance with DoD policy.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Distinguish behaviors that constitute different types of harassment.	An	CRT	30 min
Appendix A: Making the Connection	An	CS	30 min
B. Distinguish behaviors that constitute different types of retaliation.	An	CRT	15 min
C. Recognize the effects of harassment and retaliation in the work environment.	R	CRT	10 min
D. Generalize strategies to prevent harassment and retaliation in the work environment.	U	CRT	5 min

Total Instructional Time:	1 h 30 min
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).	20 min
Total Time:	2 h
R= Remembering An= Analyze U = Understand CRT = Criterion Referenced Test Q&A= Instructor Question and Answer	

MEO Complaint and Interview Skills (EOA 5000)

Lesson Overview

This lesson will build upon knowledge of interview skills. It will provide the necessary framework for students to conduct an intake interview and identify the roles and responsibilities of the military equal opportunity (MEO) professional. During the final graded activity, students will conduct an intake interview with a complainant during a small group activity.

Lesson Strategy

This lesson will precede the EOA 5100, *Conflict Management and Resolution* lesson. The material within this lesson will build upon knowledge of interview skills. The instructor will provide the necessary framework for students to conduct an intake interview and identify the roles and responsibilities of the MEO professional. The lesson will briefly describe the MEO processes by classifying the bases of prohibited discrimination and harassment ending with a scenario-driven activity. However, the focus will be on the MEO complaint process. Learners will describe the components of the informal and formal complaint processes and will further identify alternate agencies used for referral in the complaint processing procedures. There is a 30-minute video included in the two-hour lesson. Student learning is measured through question and answer (Q&A) during the activity and criterion referenced test (CRT) for lecture content.

Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Small Group Activity and Capstone	7 h 30 min
Total Class Time	10 h
Note: Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Analyze the required skills to complete the complaint intake interview during a performance evaluation (PE).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Illustrate the Military Equal Opportunity (MEO) complaint process.	U	PE, CRT	40 min
Large Group Activity: Making the Connection	An	Q&A	30 min
B. Analyze the major components of the MEO complaint intake interview.	An	PE, CRT	50 min
Total Instructional Time:			2 h
Notes			

The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).	20 min
Total Time:	2 h 30 min
U = Understand An = Analyze PE = Performance Evaluation Q&A= Instructor Question and Answer	

Activity Table

Activity	Purpose	Performance Measure	Time
Interview Skills	- To develop the skills necessary to take an informal complaint - To provide a systematic way of getting information for a complaint in a clearly defined manner. - To allow students to demonstrate and develop the skills necessary to intake a military equal opportunity informal complaint.	PE	4 h 30 min
Capstone	Capstone	PE	3 h
Total Time:			7 h 30 min
PE = Performance Evaluation			

Conflict Management and Resolution (EOA 5100)

Lesson Overview

This lesson will help students understand the causes and effects of conflict and how these causes contribute to conflict within organizations. It will identify strategies for coping with conflict and familiarize students with the process associated with conflict management and resolution. Students will hone their skills by facilitating individuals through conflict resolution during a small group activity and a performance evaluation.

Lesson Strategy

This lesson is intended to help students broaden their knowledge of conflict management and resolution skills. Students will learn how to recognize the causes and effects of conflict, how people engage in conflict, as well as the strategies of the conflict management model. As the instructor, you must provide information that will assist students to recognize how conflict manifests in the workplace. You must let the students know that the lesson will prepare them to handle instances of conflict in their organizations and be able to help resolve conflict amongst individuals. Student learning is measured through performance evaluation and cumulative criterion referenced test for lesson content.

Instructional Method

Method	Time
Formal Lecture	3 h
Small Group Activity	7 h
Total Time	10 h

Terminal Learning Objective (TLO)

Apply the required skills to complete the conflict management resolution facilitation during a performance evaluation (PE).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Categorize the characteristics of conflict.	U	CRT	25 min
B. Illustrate conflict management approaches and strategies.	U	CRT	20 min
C. Summarize steps to facilitate conflict resolution.	U	CRT	40 min
Large Group Activity: Making the Connection	An	Q&A	30 min
D. Implement the facilitated CMR model.	A	PE	25 min
Total Lecture Time:			2 h 20 min
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min

Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).	30 min
Total Time:	3 h
U = Understand A = Application An= Analyze PE = Performance Evaluation CRT = Criterion Referenced Test Q&A= Question & Answer	

Activity Table

Activity	Purpose	Performance Measure	Time
Small Group: Conflict Resolution	Students will demonstrate their ability to conduct conflict resolution successfully between two parties.	PE	7 hr
Total Time:			7 h
PE = Performance Evaluation			

Analyzing Records and Reports (EOA 6000)

Lesson Overview

This lesson develops the student’s skillset in collecting and analyzing data to conduct self-assessments to measure the effectiveness of the organization’s Military Equal Opportunity (MEO) Program, to determine opportunities for improvement, highlight areas of success, and anticipate emerging challenges. Students will learn how to implement collection of records and reports data, how to organize and analyze the data, and how to communicate the findings to leadership through comprehensive findings report. As put forth in the DoD Data Strategy’s (2020) fact sheet “Data is a Strategic Asset – DoD data is a high-interest commodity and must be leveraged in a way that brings both immediate and lasting military advantage.” Further, Department of Defense Instruction 3000.18 (Office of the Undersecretary of Personnel and Readiness [OUSDP&R], 2023) states that the DoD “leverages advanced data analytics, existing products, and assessments conducted across the DoD to assess strategic readiness” (p. 3).

Lesson Strategy

Students will learn and practice the skills to collect and review quantitative and qualitative data extracted from records and reports to identify protective and risk factors impacting organizational performance. Students will then conduct large and small group small group hands-on activities where they will apply the skills in analyzing quantitative and qualitative data to identify trends and themes. Students will then develop and write comprehensive findings report with recommendations for command leadership. Students will have the opportunity to practice and ask questions in group activities before being evaluated using a performance evaluation rubric.

Instructional Method

Method	Time
Informal Lecture	1 h 30 min
P.U.L.S.E. Check 6: Small Group Activity: Analyze Records and Reports Data and Develop an Executive Summary	3 h
Total Time	4 h 30 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Apply the skills required to analyze quantitative and qualitative data extracted from records and reports data. Then develop and write comprehensive findings report for the commander.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
CAPSTONE OVERVIEW	U	Q&A	30 min
A. Explain the purpose of records and reports analysis.	U	CRT	10 min
B. Implement the records and reports collection process.	A	CRT	10 min

C. Structure the qualitative and quantitative data into common trends and themes.	A	CRT	10 min
D. Develop the executive summary.	A	CRT	10 min
Total Lecture Time:			1 h 10 min
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			10 min
Total Time:			1 h 30 min
U = Understand A = Apply CRT = Criterion Referenced Test Q&A= Question & Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
Analyze Records and Reports Data and Develop an Executive Summary	Apply the skills required to analyze records and reports data and develop an executive report based on data analysis results.	Q&A	1 h 30 min
P.U.L.S.E. Check 6: Small Group Activity: Analyze Records and Reports Data and Develop an Executive Summary	To prepare students to support the IPPW and create the knowledge required to support commanders when conducting a CCA.	Q&A	1 h 30 min
		Total Time	3 h
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, 10 min is allocated as break time (e.g., 50 minutes of instruction, 10 minute break).			

Conduct and Analyze Focus Group and Individual Interview Data (EOA 6100)

Lesson Overview

This lesson develops the student's skill set in designing and executing planned and preventive activities that directly impact organizational effectiveness and mission readiness. Students will learn how to create a plan to execute focus group and individual interviews, execute a focus group plan, analyze and interpret qualitative data gathered from the focus group and individual interviews, and develop comprehensive findings report for the commander.

Lesson Strategy

This lesson starts with explaining the relevancy of implementing focus groups and individual interviews, how to construct the focus group and individual interview plan, how to execute the plan, and then write an executive summary. Following the completion of the lesson, assistant instructors facilitate a focus group using the crawl-walk concept for students to observe key strategies in employing the focus group process. Then students move back to the small group room and participate in a small group activity where students learn how to develop focus group questions. Next, students will execute the focus group process by participating as an observer or as a role player in a focus group. Once the focus group is complete, students will participate in a feedback and question/answer session with instructors relating to the focus group activity. Once complete, students will analyze and interpret the focus group and individual interview data to develop a comprehensive executive summary and out brief for the commander in a capstone activity.

Instructional Method

Method	Time
Informal Lecture	1 h 20 min
Student Led Focus Group Activities (3 iterations)	4 h
Total Time:	5 h 20 min

Terminal Learning Objective (TLO)

Design the plan to execute focus group and individual interviews for the purpose of collecting and analyzing data to present in an executive summary.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Explain the relevancy of implementing focus groups.	U	CRT	10 min
B. Explain the relevancy of implementing individual interviews.	U	CRT	5 min
C. Construct the plan for group and individual interviews.	C	CRT	10 min
D. Execute the focus group process.	A	CRT	30 min

E. Analyze the qualitative data using a thematic analysis process.	An	CRT	5 min
Total Instructional Time:			1 h
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			10 min
Total Time:			1 h 20 min
U = Understand A = Apply An= Analyze C= Create CRT = Criterion Referenced Test PE – Performance Evaluation Q&A= Question & Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
Conduct focus groups (students)	Plan and conduct focus groups (3 iterations)	Practice/Q&A	4 h
		Total Time	4 h
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, 10 min is allocated as break time (e.g., 50 minutes of instruction, 10 minute break).			

Conduct Workplace Observations (EOA 6200)

Lesson Overview

This lesson develops the student's skill set in conducting observations related to the daily operations of the Military Equal Opportunity (MEO) Professional. Conducting observations as a daily routine allows MEO professionals to implement preventive activities that impact organizational effectiveness, mission readiness, and lethality. Students will learn how to conduct observations as a routine preventive activity or as a directed activity based on commander guidance.

Lesson Strategy

Students will learn to conduct observations as a prevention activity to enhance their duties as an MEO Professional. After receiving a lesson on conducting observations, students will practice workplace observations and participate in a large group discussion based off group observations.

Instructional Method

Method	Time
Informal Lecture	1 h
Small Group Activity Observations	30 min
Total Time	1 h 30 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

Terminal Learning Objective (TLO)

Apply the skills required to conduct workplace observations for the commander during a small group activity.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Understand the use of workplace observations.	U	CRT	10 min
B. Employ workplace observation as a preventative activity.	A	CRT	15 min
-Making the Connection	A	Q&A	15 min
Total Instructional Time:			40 min
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			10 min
Total Time:			1 h
U= Understand A = Apply CRT = Criterion Reference Test Q&A= Question & Answer			

Activity Table

Activity	Purpose	Performance Measure	Time
Conduct Workplace Observations	Develop student skills to perform qualitative and quantitative techniques in gathering descriptive data to provide clarity on issues and concerns identified by the commander.	A	30 min
		Total Time	30 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, 10 min is allocated as break time (e.g., 50 minutes of instruction, 10 minute break).			