

# **DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)**

**June 2022**

## **Equal Employment Opportunity Officer Professional Series Intermediate Course (EPS-I) Plan of Instruction (POI)**

### **Program Length:**

**Phase I (DL) 20 Hours (approximate seat time)**

**Phase II 72 Hours (2 weeks)**

### **Approved by:**

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# **PART I**

## **Overview of the EPS-I**

## **Prerequisites**

To attend the EPS-I, students must be graduates of the ‘Entry’ Course with 3 years of experience in the field and be at the GS-9-12 level.

Failure to complete the online portion of the course disqualifies attendance in the resident portion of the course. To be successful in the blended course, each student must meet the lesson objectives of both the online and resident portions of the course.

Students are required to complete eight modules of online learning, also known as Distributed Learning (DL), prior to attending the in-residence portion of the course.

## **Target Audience**

Experienced EEO Practitioners (Primarily 201, 260, 360 Series); Grade level GS-11 and above; Collateral-duty and full-time EEO Officers, EEO Directors, and other assigned EEO/Civilian Personnel/Human Resource Management/Equal Opportunity Advisor personnel. While grade and series should not be the exclusive determinant of eligibility for the course, students attending this course have at least three-year experience managing EEO programs.

## **Course Description**

As prescribed in Defense Management Report Decision 974 dated August 30, 1993, the 1964 Civil Rights Act as amended, and DoD Directive 1440.1, May 21, 1987, this course provides extended training for DoD personnel assigned to full-time and collateral duties as an EEO Officer.

## **Course Name**

Equal Employment Opportunity Professional Series ‘Intermediate’ Course (EEO EPS-I)

## **Course Effective Date**

March 2018- Current

## **Course Length**

Sixteen hour (seat time) online instruction; eight academic days (64 h) In-Residence

## **Purpose**

This course increases knowledge, skills, and attitudes essential to an EEO Specialist. Curriculum is based upon Distributed Learning (DL), in-residence lectures, discussions, and interactive role-plays that help the EEO professional succeed in the Federal sector. The EEO Specialist professional serves as facilitator/liaison between the employee and management in the complaint processing stage. This course builds upon knowledge, skills, and attitudes (KSA) obtained in the EEO Professional ‘Entry’ course.

## **Program/Course Description**

This course uses a hybrid approach to learning, also called blended learning, which means that learning events occur both online and in-residence environments. Students selected for the 'Intermediate' course must complete all online modules prior to attending in-residence training. Knowledge about a subject is provided using both ADL and traditional lectures given in-residence. The online and in-resident portion of the training is a major strategy for expanding knowledge of basic subject matter in the cognitive domain of learning. It is critical that students comprehend the online training material, prior to attending in-resident training. Doing so, will ensure the student is fully prepared to meet in-resident learning objectives.

Skills associated with higher level learning objectives are implemented in a small group (in-resident) format to allow the student to meet cognitive learning objectives. In the small group, instructors will provide information that will assist students to understanding lesson content and how to apply their experiences.

Instructors and facilitators will provide information that will assist students to understanding lesson content and how to apply their experiences while in the small group. Lectures and discussions will center on the major issues and concerns pertinent to the Civil Service environment and the competencies needed to become a successful Equal Employment Opportunity (EEO) professional (Specialist). This course builds on knowledge and skills gained through the EEO Professional 'Entry' Course, the Special Emphasis Program Manager Course, the Disability Program Manager Course, and three or more years of full-time EEO experience since the EPS-E Course.

## **Course Frequency**

Resident: One or two classes per year at Patrick AFB, Florida

## **Course Objective**

Using sound academic disciplines such as, Learning Cohorts, Cooperative Learning, Reflective Teaching and Experiential Education theory, each student must know and discuss human relations/performance subjects addressed in each lesson objective, as well as participate in educational activities associated with EEO Specialist duties. Each student must also meet all assessment criteria identified in this course.

This course develops a base of knowledge and skills that allows graduates to serve as effective EEO Specialists. Studies focus on roles and responsibilities of EEO specialists, as well as complaint processing and policy. This course builds upon the EEO professional 'Entry' course and prepares EEO practitioners/Specialists to serve as facilitators/liaisons between the employee and management in the complaint processing stage. Training in the 'Intermediate' course prepares EEO Specialists to perform assigned duties associated with an organization having non-discriminatory employment policies and practices and provide equal employment opportunity to all job applicants and employees. Non-preferential actions that are appropriate under current legal provisions include monitoring workforce composition, identifying underutilization problems that may indicate employment discrimination, conducting broad recruiting, validating examinations, eliminating non-job-related minimum qualifications, conducting sensitivity training, etc.

### **Phase I Training (Online Learning)**

Phase I training consists of eight online modules (approximately 16 h of seat time):

1. Disability Program Management
2. Barrier Analysis-Investigation Analysis MD 715
3. Roles and Responsibilities of the EEO Specialist
4. EEO Formal Complaint Process
5. Fundamentals of Complaints
6. Managing Special Emphasis Programs
7. Outreach/Marketing and Recruitment

## **Phase II Training (In-residence Training)**

Phase II consists of two weeks (approximately 64 h) of resident training, including small-group activities designed to reinforce concepts learned during Phase I online learning. Additionally, Phase II curriculum includes lessons on topics such as:

1. The EEO Professional Overview
2. Processing Formal Complaints
3. Applying Management Directive (MD 715)
4. DEOMI Organizational Assessment and Climate Survey (DEOCS)

While in-residence, students receive lectures that build upon knowledge received during online prerequisite learning. These lectures will 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 lectures allow students to see the relationship or organization of the new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-residence) format in order to allow the student to meet both cognitive and affective learning objectives. This small-group setting embodies aspects of learning cohorts and a cooperative learning environment. In the small group, facilitators will provide information to assist students in understanding both the lesson content and how to apply their experiences to the lesson. Lectures and discussions will center on major issues and concerns pertinent to Civil Service occupational environment and the competencies needed to become a successful Equal Employment Opportunity (EEO) professional.

Students enhance their skills and develop positive attitudes through formal cooperative learning consisting of sharing learning goals and completing jointly specific tasks and assignments. Employing learning cohorts provides excellent opportunities to promote interaction, preferably face-to-face. Promoted interaction occurs when members share resources and help, support, encourage, and praise each other's efforts to learn. Each member of the cohort is encouraged to listen, think deeply and actively participate in discussions as they work towards the learning objective.

Cohorts focus on the needs of the student, because the environment is a shared learning experience. In other words, each member of the cohort is both teacher and learner, actively participating in discussions and learning activities, and encouraging others to support everyone's contributions to the group.

In the small-group environment, instructional activities are aimed at accomplishing academic goals, which align to educational objectives. In small-group rooms, all students learn how to work cooperatively with others, as well as work autonomously. The most important goal in the process and should be used most of the time in learning situations, is cooperation.

Within a cohort, cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Applying cooperative and individualistic learning, facilitators evaluate student efforts on both a criteria-referenced and a norm-referenced basis.

## **Learning Outcomes**

### **Phase I: Online Learning**

- Know the essential components of a Disability Program
- Know the concepts of barrier analysis as outlined in MD 715
- Know the roles and responsibilities of the EEO Professional
- Recall the EEO complaint process
- Know the essential components of iComplaints®
- Know the components of Special Emphasis Programs that are essential to Equal Opportunity
- Know the scope of EEO officer/director responsibilities
- Know the goals of marketing and recruitment in the Federal sector

### **Phase II: In-Residence**

- Know how the MD-110 and MD-715 relate to roles and responsibilities of EEO professionals
- Accurately describe the formal complaint process
- Apply the concepts of MD-715
- Analyze DEOCS data to discern and impact unit readiness and mission effectiveness

As part of cognitive development, each student must also develop their “Interpersonal Skills” by participating in activities while in-residence. It is important to note that activities are designed to elicit discussion, which may enter the Affective Domain of learning. In these cases, the affective objective is participation by each student in various group activities and to “respond with interest” to material presented, i.e., express opinions, beliefs, etc. Students are expected to demonstrate professionalism as they regulate their intrapersonal and interpersonal skills.

## **Instructional Strategy**

This course uses a blended approach to learning. Learning events occur online and in-residence environments. Students selected for the Intermediate course must complete all online modules prior to attending DEOMI in-residence training. Basic knowledge about a subject is provided using both Distributed Learning (DL) and traditional lectures given in-residence. The online and in-residence portions of the training are major strategies for expanding knowledge of basic subject matter in the cognitive domain of learning. Skills and attitude learning associated with higher level learning objectives are implemented in a small group (in-residence) format allowing the student to meet both cognitive and affective learning objectives. Instructors will provide information that will assist students in understanding lesson content as well as how to apply their experiences in the small group environment. Lectures and discussions will center on the major

issues and concerns pertinent to readiness and the competencies needed to become a successful EEO professional.

The lessons associated with this POI are arranged in a logical learning sequence and have an organizational structure distinguished by cause and effect, problem solving, and topical arrangements. The structure will create natural breaks in the lesson material allowing for discussion and critical thinking. This POI ties together the skills and content that enable learning. Presenting material in a logical and organized form makes it easier for the student to synthesize the material and to recognize the interconnections of the content presented.

While in-residence, students will receive lectures that build upon knowledge received during online prerequisite (DL) learning. These lectures will increase the comprehension of facts, concepts, principles, and generalizations. DEOMI lectures allow students to see the relationship or organization of new ideas. Lectures tend to present a concept (one idea) by first defining it and then giving many concrete examples of the concept.

It is crucial to provide opportunities for active learning during any instruction. Active learning allows students time to practice using the lecture information and obtain feedback on the accuracy of their responses. To clarify the lectures and information provided, DEOMI also expects students to participate in experiential/collaborative learning activities or Small Group experiences.

Following sound educational methodology, such as Gagne's 'Nine Events of Instruction,' DEOMI faculty will implement training using a myriad of process and procedures to meet DoD training requirements. The training process will 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)
- Assessing the performance
- Enhance retention and transfer to the job

Another effective strategy for teaching about human relations issues is Socratic instruction. This strategy is commonly used when teaching about social issues and mainly involves structured questioning by the presenter or facilitator. Facilitated instruction should foster critical thinking, evaluation, and knowledge application. Socratic questioning should be used as much as possible during the lesson presentation to ensure students understand the content.

1. Provide time for student reflection and thinking. During the presentation, allow students time to consider questions, as well as their response before requesting them to answer.

2. Avoid yes-no questions, closed questions (e.g., “Does this make sense to you?”). Polar, “yes/no,” questions, do not promote thinking or discussion.
3. Ensure students have a basic understanding of the learning material, as well as the resources to respond to the questions posed.
4. Employ open-ended questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage your audience to express their thoughts. Questions that begin with “how” and “why” will give the audience an opportunity to relate themselves to the question.
5. Include clarifying questions, such as, “How does the environment an individual grew up in affect their perspectives on these types of activities?” Be prepared to offer the audience guidance as they reflect on possible answers.
6. Use questions from all levels of thinking. The goal is to help the audience develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

The EPS-I requires students to participate in auditorium lectures and small-group discussions. Activities and exercises are also used in both the auditorium and small-group rooms to engage learners as they develop cognitive and affective skills needed to become an effective EEO professional.

### **Instructional Medium**

Online learning/DL, Classroom instructor, Traditional audiovisual devices, Printed materials, etc.

### **Methods of Instruction**

DEOMI training utilizes a myriad of teaching methodologies to accomplish its learning objectives. Nearly all the objectives fall within the cognitive domain. Training is accomplished through a variety of methodologies, as outlined below:

#### **Lectures/Interactive Large Group Discussion (Auditorium)**

Lectures are normally conducted in an auditorium setting. Every effort is made to maintain an atmosphere conducive to learning. Emphasis is placed on presenting the material while also encouraging the students to share relevant personal experiences. Opportunities are provided for questions from members of the class. Lectures are employed primarily to present new or complex information and provide students with the background knowledge needed to participate in subsequent small group (classroom) exercises and discussions.

#### **Online Learning/Distributed Learning (DL)**

Online learning is a term used to describe distance or correspondence courses that are offered over the Internet. The courses offered through online learning cover a wide range of subjects and intended for many audiences. Online learning is an instructional methodology in which students are self-directed in a process of acquiring skill or knowledge. “Online learning” simply describes

the way students access this, where learning content is delivered via the internet and other media technologies.

Online courses allow students to complete coursework from a wide range of locations, anytime, anywhere and remove the time restriction to access course lectures. The training material for online courses provided by DEOMI have been carefully reviewed and approved before the course is offered.

### **Small Group with Activities**

Small group discussion is an instructor facilitated method where learning occurs primarily through student interaction with each other. Through a shared experience, event or exercise, students are given the opportunity to discuss the knowledge and skills presented in the lecture. Small groups are comprised of a maximum 15 students and two trainers. The trainers are responsible for facilitating student-generated learning through the experiential learning cycle. Experiential learning occurs when a person engages in an activity, looks back at the activity, and draws useful insight. Small group experiential learning is emphasized at the Institute because it deals with both cognitive and affective learning. Students exchange views, opinions, and questions about the topic with the emphasis on learning by participating. An effort is always made to involve each participant in the small group process. (See Experiential Learning)

### **Role Playing**

As a learning methodology, role-playing attempts to help students discover personal meanings within their social worlds and to resolve personal dilemmas with the aid of their social group. Through the risk-taking inherent in improvisation, students typically validate the educational payoff of the activity. Students learn EO concepts and appropriate behaviors by actively participating in role playing exercises. Small group trainers always supervise these exercises. 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 diverse perspectives.
- Offers a constructive channel through which feelings can be expressed and feedback processed.
- Presents students with a forum for building self-esteem and confidence.

### **Student Facilitation/Guided Discussion**

Students are provided with the opportunity to practice their ability to facilitate an assigned lesson through a guided discussion in the small group setting.

## **Case Studies**

During mediation training, case studies (scenarios) are used to allow students to observe, analyze, record, implement, conclude, summarize, or recommend courses of action. Case studies are created and used as a tool for analysis and discussion.

Cases are often based on actual events that add a sense of urgency or reality to the training session. Case studies have elements of simulations, but the students are observers rather than participants. A good case has sufficient detail to necessitate research and to stimulate analysis from a variety of viewpoints or perspectives. They place the learner in the position of problem solver. Students become actively engaged in the materials discovering underlying issues, dilemmas and conflict issues.

## **Experiential Learning**

This is a learner-centered approach revolving around student experiences, followed by a process of reviewing, reflecting, and applying what has been learned. Active participation in activities keeps learners interested in the learning process. An experiential learning process is involving and interactive, and they encourage communication and group work. This experiential and participatory approach was chosen to enhance effective skill transfer, to facilitate conceptual and attitudinal development (interpersonal skills development). The experiential model helps students assume responsibility for their own learning because it asks them to reflect on their experience, draw conclusions, and identify applications.

## **Student Assessments**

DEOMI utilizes the following instruments to measure the student's ability to meet learning objectives:

### **Assessments (Tests or Exams)**

Any systematic method 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., Criterion Referenced Tests, Interpersonal Skills Development Evaluation form, etc.). Students must score a minimum of 70% on each assessment.

### **Quizzes**

A formative assessment used to measure a student's knowledge or skills for the purpose of providing feedback to inform the student of his or her current level of knowledge or skill. In the online learning environment (ADL), students must complete Knowledge Checks (KC) to move forward and complete the online lesson.

## **Academic and Non-instructional Support Activities**

### **Administrative**

Administrative time includes student in- and out-processing to the Institute, Life skills, Orientation, Holiday Safety Brief, graduation rehearsal and ceremony. Short presentations not assessed on students' exams also fall in this category, i.e., Command Interest items.

### **Small Group Activities and Group Processing**

After a lecture/lesson is conducted in the auditorium, students are normally required to participate in small group activities to increase their knowledge, skills and attitudes. These activities are based upon an experiential learning process, and they are referred to as small group experiences (SGE). During activities, facilitators have the task of engaging a group of 10-12 students in relevant and applicable activities. Activities vary in goal and length, but overall, they represent more than extensions of previously presented lessons.

### ***Activities***

1. Engage students in cognitive self-reflection around topics of importance to EO/EEO professionals, such as discrimination issues
2. Build interpersonal skills by practicing presentation and communication skills, or by regularly interacting with group members
3. Influence students' attitudes, emotions and values (affect) through a constant sharing of personal beliefs or feelings connected to specified topics

### **Student Briefing**

All students brief the class on their reports. Discussions and analysis follow.

### **Multimedia**

Videos and DVDs, are used in conjunction with lectures and discussions, to support material presented at the Institute and to assist in broadening students' perspectives.

### **Student Feedback**

Throughout the course, students take surveys to assess their reaction to the lessons and take part in Focus Groups.

### **Recommended Reading**

Recommended readings are employed in conjunction with other forms of instruction and are designed to complement material presented throughout the Program. Reading material prepares students for discussion or expands concepts presented in the. All readings are carefully screened to ensure correlation with training goals and objectives. Time for Recommended Reading is

included as part of student study time and homework, but not in the course schedule. Students are not assessed on content from the recommended readings.

Reading material is provided in the form of Congressional Acts, Executive Orders, statutes, EEOC Directives, OPM issuances, and other legal guidelines required to conform to the law and function as an EEO professional. Students are introduced to their statutory/regulatory references at the beginning of their EEO training. By this level of training, students should be familiar with the legal and reference materials to perform their required group activities/exercises. Additionally, these materials are used daily once the students return to their places of employment.

## Student Research

Some assignments require students to complete research activities. The on-site library serves as the main venue for students' research activities as it is well equipped with computers and specialized resources (books, journals, videos, etc.) on topics such as Equal Opportunity, Discrimination, etc.

## Course Administrative Summary

Table 1 summarizes the average class size, program duration and the student/instructor ratio. Table 2 summarizes the EEO 'Intermediate' Course program total hours, inclusive of non-instructional time. It also provides a breakdown of academic hours by media type, method of instruction and assessment.

**Table 1: Length, Class Size, Instructor/Student Ratio**

<b>CLASS SIZE:</b>		
Minimum:	12	
Maximum:	24	
Annual Cap:	48 students	
<b>INSTRUCTOR/STUDENT RATIO:</b>		
Classroom:	Minimum: 6	Maximum: 15
Auditorium:	Minimum: N/A	Maximum: 135
<b>IN-RESIDENCE PROGRAM LENGTH:</b>		
Minimum:	9 Academic Days	
Maximum:	9 Academic Days	

**Table 2: EEO Intermediate Course Instructional Methodology Break-Down**

<b>Summary of Academic and Non-Instructional EEO Intermediate Course Hours</b>	
<b>Auditorium Lectures w/ Interactive Large Group Discussion</b>	<b>8.5 h</b>

<b>Guest Lecture/Speaker(s)</b>	4 h
<b>Student Briefs and Guided Discussion</b>	0 h
<b>Case Studies</b>	0 h
<b>Online Learning</b>	16 h
<b>Small-Group Activity</b>	32.5 h
<b>Exams (CRT)/Assessment (ISDE)/Practicum w/Feedback</b>	7.5 h
<b><i>*Total: DEOMI Core Hours</i></b>	<b>68.5 h</b>
<b>Administrative</b>	3 h
<b>Student Prep/Homework</b>	8.5 h
<b>Commander Special Interest Topics</b>	0 h
<b>Required/Recommended Reading (Homework)</b>	0 h
<b><i>*Total EEO Intermediate Course Hours</i></b>	<b>80 h</b>

## **Administrative and EEO Program Fundamentals**

***Lesson Numbers:*** 0013 - 0033

***Lesson Grouping Title:*** Registration

***Total Administrative Hours:*** .5h

***Objective(s):***

0013 Registration [.5h / A]

To complete necessary paperwork to successfully register

0033 Class and Group Photos [.5h / A]

To provide students the opportunity to have a class photo

***Lesson Emphasis:*** Self-explanatory

***References:*** None

### **Administrative**

***Lesson Numbers:*** 0203 - 0263

***Lesson Grouping Title:*** Welcome/Orientation Briefs

***Total Administrative Hours and Type:*** 1.25 H

***Objective(s):***

0203 Commandant's Welcome [0.25 h / A]

To provide the Commandant the opportunity to welcome students to DEOMI

0213 Staff Introductions [0.25 h / A]

To introduce staff to students attending the course

0253 Internet Access [0.1h / A]

To familiarize students with Internet resources

0263 Small Group Introductions [0.15 h / A]

To become familiar with small group members and establish ground rules

0423 Graduation [5 h / A]

To recognize student efforts for completing the course

## **PART II**

### **Curriculum Summary**

# **DISABILITY PROGRAM MANAGEMENT**

## **Synopsis**

### **Lesson Overview**

This lesson encompasses the necessary elements to understand disability program management and its important role in supporting individuals with disabilities (IWDs) in the workforce. It explains the roles and responsibilities of a disability program manager, and the requirements, resources, guidelines, and processes of the program.

### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

### **Instructional Method**

<b>Method</b>	<b>Time</b>
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.	

## Recommended Reading

None

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## Student Material

### EEOI 7340 Disability Program Management

## Audiovisual Aids and Equipment

1. Online Lesson Module – EEOI 7340, Disability Program Management
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the essential components of Disability Program Management by correctly answering all lesson Knowledge Checks (KC).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Describe the purpose of Disability Program Management.	K	KC	30 min
2. Describe reasonable accommodations.	K	KC	30 min
3. Identify general guidelines for disability etiquette.	K	KC	30 min
4. Describe legislation and programs promoting the employment of individuals with disabilities.	K	KC	30 min
Approximate Seat Time:			2 h
<b>Notes</b>			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated “Seat Times” are approximate. Generally, in an online lesson the average time spent on a “screen” is calculated as being between 3-5 minutes per screen.			
K= Knowledge    KC=Knowledge Checks			

## **MD 715: BARRIER ANALYSIS – INVESTIGATION ANALYSIS AND INTERPRETATION**

### **Synopsis**

#### **Lesson Overview**

This lesson introduces the required tasks that agencies need to perform to ensure equality of employment opportunities for all employees as explained in Management Directive 715.

#### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Online	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.	

#### **Recommended Reading**

None

## References

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17. U.S. Equal Employment Opportunity Commission. (2016). Tips for small agencies conducting barrier analyses under MD-715. Retrieved from [https://www.eeoc.gov/federal/directives/md715\\_barriertips.cfm](https://www.eeoc.gov/federal/directives/md715_barriertips.cfm)

## Student Material

EEOI 7350 MD 715 Barrier Analysis- Investigation Analysis and Interpretation Study Guide

## Audiovisual Aids and Equipment

1. Online Lesson Module EEOI 7350, MD 715 Barrier Analysis- Investigation Analysis and Interpretation
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the concepts for barrier analysis as outlined in MD 715 by correctly answering all lesson Knowledge Checks (KC).

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Describe the legal basis for affirmative programs.	K	KC	10 min
2. Describe the essential elements of a model agency.	K	KC	15 min
3. Describe the concepts of analysis and elimination.	K	KC	15 min
4. Describe the process for performing an agency self-assessment.	K	KC	20 min
5. Describe the barrier identification process.	K	KC	20 min
6. Describe the barrier elimination process.	K	KC	20 min
7. Describe the annual reporting requirements.	K	KC	20 min
<b>Approximate Seat Time:</b>			<b>2 h</b>
<b>Notes</b>			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.			
<b>K= Knowledge    KC = Knowledge Check</b>			

## **ROLES AND RESPONSIBILITIES OF THE EEO/HR PROFESSIONAL**

### **Synopsis**

#### **Lesson Overview**

In this lesson, students will learn the Roles and Responsibilities of the EEO/HR Professionals. Part of the role as an EEO/HR Professional is to oversee complaints through the complaint process. Other roles and responsibilities pertain to retention of the required knowledge and skill level to perform, successfully, as an EEO professional. These responsibilities include increasing your level of knowledge of EEO laws and policies. Increased knowledge and expertise will ensure complaints are processed within proper timelines as provided in Manual Directive 110 (MD-110).

#### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners do. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.	

## Recommended Reading

None

## References

1. Army Civilian Training and Leader Development. (2016). CP-28 equal employment opportunity. Retrieved from <http://www.civiliantraining.army.mil/occupational/Pages/CP-28.aspx>
2. Office of Human Resources at the National Institutes of Health. (2016). Suggested EEO specialist (GS-0260) competency model. Retrieved from <https://hr.od.nih.gov/workingatnih/competencies/occupation-specific/260/>
3. U.S. Office of Personnel Management. (1980). Position classification standard for equal employment opportunity services, GS-0260. Retrieved from <https://www.opm.gov/policy-data-oversight/classification-qualifications/classifying-general-schedule-positions/standards/0200/gso260.pdf>

## Student Material

DEOMI EEOI 7370, Roles and Responsibilities of the EEO/HR Professionals Study Guide

## Audiovisual Aids and Equipment

1. Online module – EEOI 7370, Roles and Responsibilities of the EEO/HR Professionals
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the roles and responsibilities of the EEO/HR professionals by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
Describe the Roles and Responsibilities of the Equal Employment Opportunity (EEO)/Human Resource (HR) Professionals.	K	KC	2 h
Approximate Seat Time:			2 h
<b>Notes</b>			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated “Seat Times” are approximate. Generally, in an online lesson the average time spent on a “screen” is between 3-5 minutes per screen.			
K= Knowledge KC = Knowledge Checks			

## **FORMAL COMPLAINTS PROCESS**

### **Synopsis**

#### **Lesson Overview**

In this lesson, students will learn about the formal complaint process. The Federal Government, in the interest of maintaining a workplace free from discriminating EEO practices against Federal employees, established laws that mandate agencies to implement protections. EEOC issued Management Directive 110 (MD 110) to guide agencies in a systematic manner of the complaint process. The formal complaint, as outlined in the MD 110, serves as a guide for EEO Professionals in the complaint process.

#### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners do. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

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#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.	

## Recommended Reading

None

## References

1. U.S. Equal Employment Opportunity EEOC. (2016). Appeals to the EEOC. Retrieved from [https://www.eeoc.gov/federal/directives/md-110\\_chapter\\_9.cfm#\\_Toc425745370](https://www.eeoc.gov/federal/directives/md-110_chapter_9.cfm#_Toc425745370)
2. U.S. Equal Employment Opportunity EEOC. (2016). Chapter 5: Agency processing of formal complaints. Retrieved from [https://www.eeoc.gov/federal/directives/md-110\\_chapter\\_5.cfm#\\_Toc425745224](https://www.eeoc.gov/federal/directives/md-110_chapter_5.cfm#_Toc425745224)
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## Student Material

DEOMI EEOI 7380 EEO Formal Complaint Process Study Guide

## Audiovisual Aids and Equipment

Online Lesson Module – EEOI 7380, EEO Formal Complaint Process  
Computer, screen, and audio speakers

## Terminal Learning Objective

Given an online lesson and a study guide, recall the EEO formal complaint process by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall the EEO formal complaint process.	K	KC	20 min
2. Recognize the special considerations processed in the formal complaint process.	K	KC	20 min
3. Recognize the introductory steps in processing a formal complaint.	K	KC	20 min
4. Recall the formal complaint process for a dismissed complaint.	K	KC	30 min
5. Recall the formal complaint process for an accepted complaint.	K	KC	30 min
Approximate Seat Time:			2 h
<b>Notes</b>			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is calculated as being between 3-5 minutes per screen.			
K= Knowledge    KC = Knowledge Checks			

## **FUNDAMENTALS OF iCOMPLAINTS**

### **Synopsis**

#### **Lesson Overview**

In this lesson, students will learn about the essential components of iComplaints. In compliance with requirements to document and track the complaints, some agencies have provided the iComplaints tool as an option to fulfill those requirements. The iComplaints tool has features that enable complete tracking options for all phases of the complaint process.

To help students learn the capabilities of iComplaints tools as an available option for complaint tracking the following topics will be covered: Management Directive (MD)-110 compliant features in iComplaints, case management tools available in iComplaints, and data entry tools used for complaint information input.

#### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners do. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

## Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated “Seat Times” are approximate. Generally, in an online lesson the average time spent on a “screen” is between 3-5 minutes per screen.	

## Recommended Reading

None

## References

1. U.S. Equal Employment Opportunity Commission. (2004). The Digest of Equal Employment Law. Office of Federal Operations (Vol XV, 4). Retrieved from <https://www.eeoc.gov/federal/digest/xv-4.cfm>
2. U.S. Equal Employment Opportunity Commission. (2016). EEO Management Directive-110. Retrieved from [https://www.eeoc.gov/federal/directives/md-110\\_transmittal.cfm](https://www.eeoc.gov/federal/directives/md-110_transmittal.cfm)
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## Student Material

DEOMI EEOI 7390 Fundamentals of iComplaints Study Guide

## Audiovisual Aids and Equipment

1. Online Lesson Module – EEOI 7390 Fundamentals of iComplaints
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the essential components of the iComplaints program needed for entry and retrieval of complaint data by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall Management Directive (MD)-110 compliant features in iComplaints.	K	KC	40 min
2. Recognize the data entry tools used for complaint information input.	K	KC	40 min
3. Describe required components of the initial interview.	K	KC	40 min
Approximate Seat Time:			2 h
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.			
K= Knowledge    KC = Knowledge Checks			

## **MANAGING SPECIAL EMPHASIS PROGRAMS**

### **Synopsis**

#### **Lesson Overview**

In this lesson, students are introduced to special programs that emphasize the representativeness of the Federal workforce. By establishing and utilizing Special Emphasis Programs and partnering and/or consulting with the affinity groups, agencies can raise employee awareness of the importance of fairness and demonstrate the agency's commitment to a model EEO workplace. In this course, students will learn the purpose of special emphasis programs as well as what Special Emphasis Programs are authorized by DoD Directive 1440.1.

#### **Strategy**

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In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners do. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

Online learning supports the self-directed learner in pursuing individualized, self-paced learning activities. The learner, working at a computer at a convenient time and pace, is able to search and utilize the vast resources of the Internet research nearly any topic imaginable.

For all DEOMI online courses, students are expected to visit online libraries, talk to professionals, access recent research, and read newspapers and peer reviewed scholarly journals as part of their training. Students are encouraged to write collaboratively with peers and even publish written and multimedia products on web pages.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.	

## Recommended Reading

None

## References

1. Bickner. (1974, March). Women at work: An annotated bibliography. (165). Retrieved from <http://files.eric.ed.gov/fulltext/ED095398.pdf>
2. Department of Defense. (1987, May 21). Department of Defense: Directive number 1140.1. Retrieved from <http://prhome.defense.gov/Portals/52/Documents/nofear/DoDDirective1440%201.pdf>
3. The U.S. Equal Employment Opportunity Commission, the Federal Hispanic Work Group. (n.d.). Hispanic work group report. Retrieved from <https://www.eeoc.gov/federal/reports/hwg.html>
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5. The U.S. Equal Employment Opportunity Commission. (n.d.). A practical guide to common issues and possible barriers which Asian and native Hawaiian or other Pacific Islander employees may face in the Federal work force. Retrieved from [https://www.eeoc.gov/federal/reports/aapi\\_practical\\_guide.cfm](https://www.eeoc.gov/federal/reports/aapi_practical_guide.cfm)
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## Student Material

EEOI 7410, Managing Special Emphasis Programs Study Guide

## Audiovisual Aids and Equipment

1. Online Lesson Module EEOI 7410 Managing Special Emphasis Programs
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the foundation of Special Emphasis Programs and its impact on the Federal workplace, by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall the purpose and origins of SEPs.	K	KC	40 min
2. Describe the Roles and Duties of the SEP	K	KC	40 min
3. Describe the SEPs authorized by DoD Directive 1440.1.	K	KC	40 min
Approximate Seat Time:			2 h
Notes			
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated "Seat Times" are approximate. Generally, in an online lesson the average time spent on a "screen" is between 3-5 minutes per screen.			
K= Knowledge    KC = Knowledge Checks			

## **OUTREACH MARKETING AND RECRUITMENT**

### **Synopsis**

#### **Lesson Overview**

In this lesson, students will learn about goals of Marketing and Recruitment in the Federal Sector. It has been an ongoing effort to increase the overall representation of all demographics in our population. As part of this effort, goals that envision this principle were established to unify this undertaking.

To help students comprehend the vision of Marketing and Recruitment in the Federal Sector, the following topics will be covered, the: strategic outreach goal, partnership goal and strategic plan.

#### **Strategy**

The online learning environment is, after all, just another learning environment. In some ways, it is similar to and in other ways different from traditional bricks and mortar environments. The teaching strategy commonly associated with DEOMI's online learning environment is considered self-instruction. Other terms such as self-directed learning, learner-initiated, self-paced, or independent, individualized learning places the responsibility for learning directly on the learner.

In many ways, practically all learning is ultimately self-directed. Learners who take the initiative and are proactive learn more and better than passive (reactive) learners. Proactive learners are more purposeful. They also tend to retain and make use of what they learn better and longer than do reactive learners. The independent learner is one who is more involved, more motivated, and more active while learning.

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## Instructional Method

Method	Time
Online Learning	2 h (Seat Time)
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated “Seat Times” are approximate. Generally, in an online lesson the average time spent on a “screen” is calculated as being between 3-5 minutes per screen.	

## Recommended Reading

None

## References

1. U.S. Office of Personnel Management. (2016). Recruiting and staffing solutions—recruitment: candidate sourcing plan. Retrieved from <https://www.opm.gov/services-for-agencies/recruiting-staffing-solutions/recruitment/#url=Recruitment-Sourcing>

## Student Material

EEOI 7440, Outreach Marketing and Recruitment Study Guide

## Audiovisual Aids and Equipment

1. Online Lesson Module—EEOI 7440 Outreach Marketing and Recruitment
2. Computer, screen, and audio speakers

## Terminal Learning Objective

Given the online lesson and a study guide, know the goals of Marketing and Recruitment in the Federal Sector by correctly answering all lesson Knowledge Checks.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
Recognize the goals of Outreach/Marketing and Recruitment in the Federal Sector.	K	KC	2 h
<b>Approximate Seat Time:</b>			<b>2 h</b>
Seat time is normally associated with the time spent in a virtual classroom. Online learning can be synchronous or asynchronous. All calculated “Seat Times” are approximate. Generally, in an online lesson the average time spent on a “screen” is between 3-5 minutes per screen. <b>K = Knowledge KC = Knowledge Checks</b>			

## **THE EEO PROFESSIONAL (OFFICER) OCCUPATION (OVERVIEW)** **(In-Residence)**

### **Synopsis**

#### **Overview**

The job of the intermediate-level equal employment opportunity (EEO) professional is comprehensive. Correctly performing intermediate level tasks is critical to the implementation of EEO in the Federal workplace. These tasks include understanding the roles and responsibilities in complaint processing under the Management Directive (MD)-110, managing affirmative employment under the MD-715, reviewing tasks completed by the counselor, and preparing information and recommendations for agency directors/officers.

This lesson starts with a broad overview of the origination of the role and responsibilities of the EEO intermediate professional, and then narrows its focus on the specific roles and responsibilities performed by EEO intermediate professionals in support of the agency.

#### **Strategy**

This is the first lesson taught in the in-residence phase of the EEO Professional Intermediate Course. This lesson provides an overview of the functional roles and the foundational concepts needed to perform as an effective EEO Professional. The instructor will review with the students highlights of the Federal Government's vision for workplace fairness, the intermediate level EEO Professional's role and responsibilities in formal complaint processing and in the management of affirmative employment programs, management directive guidance from the Equal Employment Opportunity Commission (EEOC), and the value of Climate/Organizational Assessment tools.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal lecture and questioning	2.5 h
Activity (Turning Point and Who's Your Neighbor)	3.0 h
<b>Total Time:</b>	<b>5.5 h</b>
<b>Note: Breaks are subject to change and flow with classroom dynamics. For every instruction 1 hour, 10 minutes is break time (e.g., 50 minutes of instruction, 10-minute break).</b>	

#### **Required Reading**

None

#### **References**

1. Defense Equal Opportunity Management Institute. (2018, January 24). DEOMI organizational climate survey (DEOCS): Assessment to solutions. Retrieved from <https://www.deocs.net/public/index.cfm>
2. U.S. Equal Employment Opportunity Commission. (2016). Federal EEO complaint processing procedures. Retrieved from

<https://www.eeoc.gov/eeoc/publications/fedprocess.cfm>

3. U.S. Equal Employment Opportunity Commission. (2016). Management Directive (MD)-110: Chapter 5, agency processing of formal complaints. Retrieved from [https://www.eeoc.gov/federal/directives/md-110\\_chapter\\_5.cfm#\\_Toc425745224](https://www.eeoc.gov/federal/directives/md-110_chapter_5.cfm#_Toc425745224)
4. U.S. Equal Employment Opportunity Commission. (2016). Management directive (MD)-715. Retrieved from <https://www.eeoc.gov/eeoc/publications/fedprocess.cfm>
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## Student Material

DEOMI EEOI 7305, Introduction to the EEO Intermediate Professional

## Audiovisual Aids and Equipment

1. Slide presentation – EEOI 7305, Introduction to the EEO Intermediate Professional
2. Computer, screen, and audio speakers

## Terminal Learning Objective (TLO)

Given a lecture, study guide, and interactive learning activities, know how the Management Directive (MD)-110 and the MD-715 relate to the roles and responsibilities of EEO Professionals.

Enabling Learning Objective	Level of Learning	Performance Measure	Approximate Time
1. Describe the benefits of the Federal Government's vision for workplace fairness.	K	CC	20 min
2. Describe the roles and responsibilities of the EEO professional.	K	CC	30 min
3. Recall the EEO formal complaint process.	K	CC	20 min
4. Describe the MD-715.	K	CC	20 min
5. Recall Special Emphasis Program Management.	K	CC	20 min
<b>Total Lesson Time:</b>			<b>2.5 h</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 10% of the total lecture time.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10 minutes for students. (e.g., 50 minutes of instruction, 10-minute break).			
<b>K = Knowledge CC = Criterion Checklist</b>			

Activities support the level of learning, TLO, and directly relate to the ELO.

Activity	Purpose	Performance Measure	Time
Turning Point Activity (instructor-led question and answer session for ADL lesson review)	Review	CC	1.5 h
Who's Your Neighbor Activity	A self-assessment to look at one's personal views on stereotypes	CC	1.5 h
		<b>Total Time:</b>	<b>3 h</b>
<b>CC = Criterion Checklist</b>			
<b>Note:</b> Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10 minutes for students. (e.g., 50 minutes of instruction, 10-minute break).			

## **FORMAL COMPLAINT PROCESSING (In-Residence)**

### **Synopsis**

#### **Overview**

The job of the intermediate level EEO Professional is comprehensive. Correctly performing intermediate-level tasks is critical to the implementation of equal opportunity employment in the Federal workplace. One such task is understanding the roles and responsibilities in complaint processing under the MD-110. This lesson starts with a review of the advanced distributed learning online lesson EEOI 7380, Formal Complaint Processing conducted in the auditorium. It is followed with an in-depth formal complaint processing small group activity.

#### **Strategy**

This lesson provides a review of an important aspect of an Intermediate EEO Professional's duty which is routinely performed in the line of duty. The instructor will review with the students, highlights of processing a formal complaint. Students will participate in open questions and small group activity pertaining to the processing of a formal complaint.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal lecture and questioning	2 h
Activity	7 h
<b>Total Time:</b>	<b>9 h</b>
<b>Note: Breaks are subject to change and flow with classroom dynamics. For every instruction 1 hour, 10 minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).</b>	

#### **Recommended Reading**

None

#### **References**

1. DEOMI Organizational Climate Survey. Retrieved from <https://www.deocs.net/public/index.cfm>
2. U.S. Equal Employment Opportunity Commission. (2016). Federal EEO complaint processing procedures. Retrieved from <https://www.eeoc.gov/eeoc/publications/fedprocess.cfm>
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## Student Material

DEOMI EEOI 7315, Formal Complaint Processing Study Guide

## Audiovisual Aids and Equipment

1. Slide presentation – EEOI 7315, Formal Complaint Processing
2. Computer, screen, and speakers

## Terminal Learning Objective (TLO)

Given a lecture and a study guide, accurately describe the formal complaint process. Students must receive a PASS on the criterion checklist for the lesson activity. Student must receive a PASS on the criterion checklist for the lesson activity.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Describe agency processing of formal complaints.	C	CC	1 h
B. Describe the EEO professional's responsibility in processing formal complaints.	C	CC	1 h
Total Lesson Time:			2 h
Notes			
The introduction and conclusion should each take approximately 10% of the total lecture time.			
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10 minutes for students. (e.g., 50 minutes of instruction, 10-minute break).			
C= Comprehension		CC = Criterion Checklist	

Activities support the level of learning, TLO, and directly relate to the ELO.

Activity	Purpose	Performance Measure	Time
Process a formal complaint (acceptance or dismissal).	To ensure students comprehend the formal complaint process can properly perform steps required to process a formal complaint.	CC	7 h
		<b>Total Time:</b>	<b>7 h</b>
<b>C = Criterion Checklist</b>			
<b>Note:</b> Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10 minutes for students. (e.g., 50 minutes of instruction, 10-minute break).			

## **APPLYING MANAGEMENT DIRECTIVE (MD) – 715: BARRIER ANALYSIS** **(In-Residence)**

### **Synopsis**

#### **Overview**

This lesson, Management Directive (MD)-715, provides EEO intermediate professionals the opportunity to perform responsibilities using evaluative data and appropriate tools to implement MD-715 affirmative program measures for the achievement of EEO model programs. The primary responsibilities of intermediate-level EEO professional when applying MD-715 in agency include performing agency self-assessments, assessing organizational workforce climate, performing barrier analysis, and briefing Agency Heads on the status of the agency affirmative programs. This lesson starts with a review of the role and responsibilities of the EEO professional when applying MD-715, and then discuss the major component's involved in assessing an agency's status as compared to the EEO model program.

#### **Strategy**

The in-residence phase of this course provides EEO professionals the opportunity to apply practical application of the MD-715 in the assessment of an agency's affirmative programs. Students will participate in lectures, which require a recall of prior knowledge for use in practical application in a small group activity. Students are challenged to engage using the major tools for the barrier analysis process. Practical application will include the analysis of a Federal agency Annual EEO Program Status Report, the 462 Report, DEOMI Equal Opportunity Climate Survey Report, and a briefing of the assessment findings.

#### **Instructional Method**

<b>Method</b>	<b>Time</b>
Informal lecture and questioning	2 h
Activity	24 h
<b>Total Time:</b>	<b>26 h</b>
<b>Note: Breaks are subject to change and flow with classroom dynamics. For every instruction 1 hour, 10 minutes are allocated as break time (e.g., 50 minutes of instruction, 10-minute break).</b>	

#### **Recommended Reading**

None

#### **References**

1. Defense Equal Opportunity Management Institute. Organizational climate survey: Information you need to know before you request a DEOCS assessment. Retrieved from <https://deocs.net/public/readBeforeRequest.cfm>

2. Department of Defense. (2016). DEOMI Organizational Climate Survey (DEOCS) Report. Retrieved from: <https://deocs.net/DocDownloads/DEOCS%20Sample%202016.pdf>
3. The U.S. Equal Employment Opportunity Commission. (2004, July 20). Instructions to Federal agencies for EEO MD-715: Section I: The model EEO program. Retrieved from <https://www.eeoc.gov/federal/directives/715instruct/section1.html>
4. The U.S. Equal Employment Opportunity Commission. (2004, July 20). Instructions to Federal agencies for EEO MD-715: Section II: Barrier Identification and Elimination. Retrieved from <https://www.eeoc.gov/federal/directives/715instruct/section2.html>
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11. U.S. Equal Employment Opportunity Commission. (n.d.). Federal agency annual EEO program status report: EEO plan to eliminate identified barrier. (EEOC Form 715-01 Part I). Retrieved from: [https://www.eeoc.gov/federal/directives/715instruct/part\\_i.html](https://www.eeoc.gov/federal/directives/715instruct/part_i.html)

## **Student Material**

DEOMI EEOE 7325, Management Directive (MD) – 715: Barrier Analysis Study Guide

## **Audiovisual Aids and Equipment**

1. Slide presentation – EEOI 7325, Management Directive (MD) – 715: Barrier Analysis
2. Computer, screen, and speakers

## Terminal Learning Objective (TLO)

Given a lecture and a study guide, apply the concepts of the MD-715. Student must receive a PASS on the criterion checklist for the lesson activity.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Explain the purpose of the MD-715.	C	CC	10 min
2. Describe the essential elements of an EEO model program.	C	CC	15 min
3. Explain analysis and elimination concepts.	C	CC	50 min
4. Explain agency self-assessment.	C	CC	10 min
5. Prepare annual reporting requirements.	A	CC	10 min
<b>Total Lesson Time:</b>			<b>2 h</b>
Note: The introduction and conclusion should each take approximately 10% of the total lecture time. Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10-minutes for class break (e.g., 50 minutes of instruction, 10-minute break).			
<b>C = Comprehension A= Application CC = Criterion Checklist</b>			

Activities support the level of learning, TLO, and directly relate to the ELO.

Activity	Purpose	Performance Measure	Time
<p>Students will evaluate of an agency's Section 717 Title VII and Section 501 Rehabilitation Act programs through application of MD-715.</p> <p>a. Conduct a content lecture review of knowledge prior to the engaging in application-based activities.</p> <p>The lecture provides recall knowledge of previously learned concepts and expands on this knowledge, preparing the students for the application-based activities.</p> <p>b. Activity will include a DEOMI Equal Opportunity</p>	<p>To engage students in the application of the MD-715 through participation in the evaluation of an agency's workforce statistical data, policies, practices, and affirmative employment programs.</p>	CC	24 h

<p>Climate Survey Report, a Federal Agency Annual EEO Program Status Report, and a 462 Report as an evaluative tools in the evaluation of the agency.</p> <p>c. Provide activity resources to include the following:</p> <p>1) Defense Applications Technology Agency Data that contains the complete resource documents.</p> <p>2) Organizational Assessment Book</p> <p>d. Break students into small groups to perform activities. Students will brief Agency Heads on the status of the agency affirmative programs.</p>			
		<b>Total Time:</b>	<b>24 h</b>
<b>CC = Criterion Checklist</b>			
<p><b>Note:</b> Breaks are subject to change and flow with classroom dynamics. For every instructional hour, allocate 10 minutes for students. (e.g., 50 minutes of instruction, 10-minute break).</p>			

## **DEFENSE EQUAL OPPORTUNITY CLIMATE SURVEY** **(In-Residence)**

### **Synopsis**

#### **Overview**

This lesson develops the student's skill set in performing an organizational assessment to evaluate the human relations climate within an organization. The DEOMI Equal Opportunity Climate Survey (DEOCS) is a commander's management tool that allows Equal Opportunity Advisors (EOA) to proactively assess critical organizational climate dimensions that can impact the organization's mission. Additionally, it allows EOAs to provide the commander with an insight into his or her command from an objective perspective. The lesson will detail the process associated with understanding the complete administration and analysis of the DEOCS. Students will be required to recall the foundational objectives of the DEOCS, the process associated with ordering and administering the survey and the online survey and report, and take a brief look at the Assessments to Solutions website.

#### **Strategy**

This lesson will explain the basics of conducting a DEOCS within an organization. It is the instructor's responsibility to explain how an organizational assessment is employed in the workplace and the requirement to report the results of the assessment, including recommendations to the commander. The assessment process described in this lesson is an all-encompassing method of examining not only the equal opportunity (EO) climate, but many other factors that may impact the accomplishment of the organization's mission. The process also identifies areas that could enhance mission accomplishment, as well as, areas where relationships, processes, and procedures are working well within the command. Students will learn more about specific variations in the assessment process as they participate in Service-Specific Training.

Begin the class by describing the foundational objectives of an organizational assessment survey, and then recall the organizational assessment process. Identify the planning, preparation, and administration associated with the DEOCS, as well as, the factors and items that make up the DEOCS. Finally, identify key aspects of the DEOCS report and the Assessments to Solutions website.

Sequencing of learning events was primarily based upon supportive relationships existing between training events relating to actions in other learning objectives. The learning acquired during mastery of an objective transfers to the other(s), making mastery of the other(s) easier. Some learning events, such as the knowledge needed to develop organizational assessment skills, were placed early in the training schedule to support objectives as close together as practical so that maximum transfer of learning takes place.

After the lecture, students will report to the computer room and participate in an organizational assessment activity. This 30 min activity will prepare the student to properly request a DEOCS assessment.

## Instructional Method

Method	Time
Informal lecture and questioning	2 h
Activity	.5 h
<b>Total Time:</b>	<b>2.5 h</b>
<b>Note: Breaks are subject to change and flow with classroom dynamics. For every instruction 1 hour, 10 minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).</b>	

## Recommended Reading

None

## References

1. CNET 9210, Command Assessment Team Indoctrination Course
2. Commandant. (2010, May 20). COMDTINST M5350.4C, Coast Guard Civil Rights Manual. Washington, DC: U.S. Department of Homeland Security.
3. Headquarters. (2005, April 1). TC 26-6, Commander's Equal Opportunity Handbook Chapter 4. Washington, DC: Department of the Army.
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5. Gatignon, H., & Springer-Verlag. (2003). Statistical analysis of management data. Boston: Kluwer Academic Publishers.
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9. Levinson, Harry (2002). Organizational assessment: A step-by-step guide to effective consulting. Washington, DC: American Psychological Association
10. Lunenburg, F. C., & Ornstein, A. C. (2004). Educational administration: Concepts and practice. Belmont, CA: Wadsworth/Thomson Learning.
11. Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate–employee performance relationship. *Journal of Organizational Behavior*, 29, 219–238.
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16. Triola, M. F. (2002). Essentials of statistics. Addison-Wesley Publishing. Shortened version of Elementary Statistics, 8th Ed.
17. Taylor, S. J., & Bogdan, R. (1984). Introduction to qualitative research methods: The search for meanings. New York, NY: John Wiley & Sons.
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19. NAVEDTRA 7542, Command Assessment Team Information Guide
20. OPNAVINST 5354.1 Series Navy Equal Opportunity (EO) Policy
21. Zhang, J., & Liu, Y. (2010). Organizational climate and its effects on organizational variables: An empirical study. International Journal of Psychological Studies, 2(2), 189–201.
22. Deputy Secretary of Defense. (2015, December 23). SECDEF memorandum: Hazing and bullying prevention and response in the armed forces. Washington, DC: Department of Defense.

### Student Material

1. DEOMI EEOI 7335, Defense Equal Opportunity Climate Survey (DEOCS) Study Guide
2. DEOCS Request Handout

### Audiovisual Aids and Equipment

1. Slide presentation – EEOI 7335 Defense Equal Opportunity Climate Survey (DEOCS)
2. Computer, screen, and speakers

### Terminal Learning Objective (TLO)

Given examples and a study guide, students will analyze DEOCS data to discern potential organizational concerns and the impact on unit readiness and mission effectiveness. Student must receive a PASS on the criterion checklist for the lesson activity.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
1. Recall requirements when preparing a DEOCS.	K	CRT	30 min
2. Recall factors and items associated with the DEOCS.	K	CRT	30 min
3. Identify the key aspect of the DEOCS report.	C	CRT	30 min
4. Recall key aspects of the <i>Assessment to Solutions</i> Web page.	K	CRT	20 min
<b>Total Lesson Time:</b>			<b>2 h</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 10% of the total lecture time.			

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
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).			
<b>K=Knowledge C=Comprehension, CRT = Criterion Referenced Test</b>			

Activities support the level of learning, TLO, and directly relate to the ELO.

Activity	Purpose	Performance Measure	Time
Order a DEOCS	Demonstrate procedural requirements to order a DEOCS.	ISDE	30 min
		<b>Total Time:</b>	30 min
<b>ISDE = Interpersonal Skills Development Evaluation</b>			
<b>Note:</b> 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).			