

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (DEOMI)

June 2022

EEO Special Emphasis Program Manager Course (EEOSEPMC) Plan of Instruction (POI)

Program Length:

Phase I (DL) 18 Hours (approximate seat time)

Phase II 40 Hours (1 week)

Approved by:

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

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PART I

Overview of the SEPMC

Target Audience

This course is designed to educate newly assigned collateral-duty and full-time Special Emphasis Program Managers (Federal Women's, Black Employment, Hispanic Employment, Asian-Pacific Islander, American Indian/Alaskan Native, Program for People with Disabilities).

Prerequisites

There is no specific requirement for participants to have attended a previous civilian or military DEOMI course or program. DEOMI does set general criteria for its target audience to meet the specific Service needs. These general criteria and others are found in guidance set forth by each branch of Service.

Upon admission, DEOMI expects each student to attend, participate, and complete the lessons associated with the program. In order to finish the program of instruction, each student is required to complete all training requirements. Completion of the program requires each student to achieve a minimum 70% on all graded areas.

Course Description

Course Name: Special Emphasis Program Managers Blended Course (EEOSEPMC)

Course Date: February 2011 – Current

Course Length: Online Learning (Prerequisite) 9 modules (18 h seat time); 5 In-Resident Training Days (1 week total)

The Equal Employment Opportunity Special Emphasis Program Managers Course develops a base of knowledge and skills that allows graduates to serve as effective collateral-duty and full-time Special Emphasis Program Managers (Federal Women's, Black Employment, Hispanic Employment, Asian-Pacific Islander Employment, American Indian/Alaskan Native Employment, and Program for People with Disabilities Program). The foundation of the course focuses on intrapersonal, interpersonal, and organizational aspects of EEO and program management skills. This training introduces the student to the socialization process, race and ethnicity, causes and effects of discrimination, EEO programs for Federal employees/applicants for employment, civilian personnel/human resource management and managing associated issues. It concentrates on the roles and responsibilities of Special Emphasis Program Managers, analyzing EEO data (MD 715), planning, and managing effective Special Emphasis Programs.

Phase I-Online Lessons

- Socialization
- Cultural Awareness
- American Indian and Alaskan Native

- White American
- Black/African American
- Asian American
- Native Hawaiian and other Pacific Islanders
- Hispanic or Latino Americans
- Presentation Skills

Phase II-In-Residence Lessons

- Introduction to Power, Prejudice, and Discrimination (Total 2 h)
- Individuals With Disabilities (Total 2 h)
- EEO Pre-Complaint Process (Total 1 h)
- Affirmative Programs of EEO (Total 15 h)
- Special Emphasis Programs (Total 3 h)
- Special Emphasis Program Committees (Total 1 h)
- Special Emphasis Program Resource Allocation Plans (Total 2 h)
- Personnel Procedures (Total 2 h)

Course Frequency

The Institute trains and qualifies about 96 Special Emphasis Program Managers Course students per year. There are at least two in-resident blended classes per year.

Course Objective

The purpose of this course is to provide a base of knowledge and skills allowing graduates to serve as effective collateral-duty and full-time Special Emphasis Program Managers overseeing Federal Special Emphasis Programs (Federal Women's, Black Employment, Hispanic Employment, Asian-Pacific Islander Employment, American Indian/Alaskan Native Employment, and Program for People with Disabilities Program).

Using sound instructional methodologies such as: informal lectures, discussions, and activities, faculty will employ current educational theory to ensure each student comprehends and discusses the topics addressed in each lesson objective, as well as participate in educational activities associated with a Special Emphasis Program Manager's position.

The Special Emphasis Managers Program focuses on the interpersonal as well as intrapersonal and organizational aspects of Equal Employment Opportunity and Special Emphasis Program Management skills. The course introduces the student to information about the causes and effects of discrimination, EEO programs for federal employees/applicants for employment, civilian personnel/human resource management and managing associated issues. It concentrates on the roles and responsibilities of the Special Emphasis Program Manager, which include, the processes for: analyzing EEO data and the planning and management of an effective Special Emphasis Program at the students'

locations.

Learning Outcomes

After completing the Special Emphasis Program Managers Course (SEPMC), each student will be able to:

Online (Prerequisite) Learning

- Comprehend how cultural awareness can impact mission effectiveness
- Know the racial identity associated with the Native American and Alaska Native culture
- Know the racial identity associated with the White American culture
- Know the racial identity associated with the Black American culture
- Know the racial identity associated with the Asian American culture
- Know the racial identity associated with the Native Hawaiian or Other Pacific Islander culture
- Know the ethnic identity associated with the Hispanic or Latino American culture
- Comprehend how socialization can impact human relations
- Know the basic skills associated with formal briefings

In-Residence Training

- Know the basics of power, prejudice, and discrimination and their relationship
- Know basic federal disability program policy
- Comprehend how the EEO Pre-Complaint Process can impact the federal workplace
- Know how EEO Affirmative Programs can impact the federal workforce
- Know basic federal disability program guidelines
- Know how Special Emphasis Programs can impact the federal workforce
- Know how Special Emphasis Program Committees can impact the federal workplace
- Comprehend basic Special Emphasis Program Resource Allocation Plan and Budget within the federal government
- Know how personnel procedures can impact the federal workplace
- Apply formal briefing skills

Strategy and Emphasis

This course is offered using a hybrid approach to learning, which means that learning events have been apportioned to online and in-residence environments. Students selected for the Special Emphasis Program Managers Course must complete all online modules prior to attending DEOMI in-residence/mobile training. Basic knowledge about a subject is provided using both Distributed Learning (DL) (Phase I) and traditional lectures given in-residence (Phase II). The online (DL) and on-ground (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-resident) format in order to allow the student to meet both cognitive and affective

learning objectives. Instructors 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 military readiness and the competencies needed to become a successful Special Emphasis Program Manager (SEPM).

The lessons presented in this course and their associated Enabling Learning Objectives (ELOs) were clustered to efficiently transition students from prerequisite learning (Phase I online learning) to in-residence training (Phase II), which develops a higher level of knowledge, skill, and attitude development. Clustering was based upon learning type (lecture, activity, etc.) as well as common knowledge and skills. Presenting material in a logical and organized form makes it easier for the student to integrate the material and to recognize the interconnections of the content presented. Emphasis is placed on occupational needs and an awareness of human relations issues found within the Department of Defense, American society, as well as global aspects.

Learning objectives (LOs) are sequenced to promote effective learning. The sequencing strategy primarily takes the students from the known information that s/he may experience on-the-job to a greater understanding of new knowledge on the subject that the course provides using a technique of training familiar topics before unfamiliar ones. This technique is appropriate in situations where the target audience has some familiarity with the type of action, but the specific action is generally unknown to them. Sequencing of learning events is primarily based upon supportive relationships existing between training events relating to actions in other LO(s). The learning acquired during mastery of an objective transfers to the other(s), making mastery of the other(s) easier. Some learning events are placed early in the training schedule to support and reinforce comparable objectives as closely together as practical so that maximum transfer of learning takes place.

This POI identifies the structure of the course needed to tie 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. Emphasis is placed on occupational needs and an awareness of Special Emphasis Programs, specifically, affirmative programs, disabilities awareness, resource allocation plans, and the complaint process.

While in-residence, students will receive lectures to increase their comprehension of facts, concepts, principles, and generalizations. Concepts represent a class of terms (an idea usually expressed in a words), and principles which communicate relationships among concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures are created to 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.

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

Small-Group experiences (SGEs).

Instructional Medium

The SEPMC provides an instructor lead/facilitated learning approach to train Service EO/EEO professionals. The training delivered is in-resident and includes informal lectures in the auditorium and SGE in the classroom.

Methods of Instruction

DEOMI uses a myriad of teaching methodologies to accomplish its learning objectives. Nearly all of the objectives fall within the cognitive domain; however, some methods fall within the affective domain. Methods of instruction include the following: informal lectures, Case Studies, discussions, readings, research, and small group exercises or activities.

Lectures/Interactive Large Group Discussion (Auditorium)

Lectures are normally conducted in an auditorium setting; however, they may also be accomplished online. 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, discussions and activities.

Online Learning

Online learning is a term used to describe distance or correspondence courses that are offered over the Internet. The classes 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 skills or knowledge. “Online learning” simply describes the way students can access this knowledge.

Online classes 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 are carefully reviewed and approved before the course is offered.

Small Group with Activities

Small group discussion is an instructor or instructors facilitated method where learning occurs primarily through student interaction with the instructor and each other. Through a shared experience, event or exercise, students 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.

Role Playing

As a learning methodology, role-playing helps students develop interpersonal skills. Through role-play, students learn concepts and appropriate behaviors. Small group facilitator/trainers 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 observing a situation several times from different perspectives
- Offers a constructive channel through which opinions 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 SEPMC training, case studies (scenarios) are used to allow students to observe, analyze record, implement, conclude, summarize, or recommend courses of action in simulated situations. 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, except for the role players. 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.

Instructional Strategy

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. Using Socratic methods:

1. Provides time for student reflection and thinking. During the presentation, it allows students time to consider questions, as well as their response before requesting them to answer.
2. Avoids yes-no questions (e.g., "Does this make sense to you?") as these types of questions (polar questions) lead nowhere and do not promote thinking or discussion.
3. Ensures students have a basic understanding of the learning material, as well as the resources to respond to the questions posed.
4. Employs open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Questions that begin with "how" and "why" will give the audience an opportunity to relate themselves to the question.
5. Includes clarifying questions, such as, "How does the environment you grew up in affect your perspectives?"
6. Requires the use of 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 SEPMC requires students to participate in auditorium (large group) lectures and small-group discussions. Activities and exercises are used in both the auditorium and small-group rooms to engage learners as they develop cognitive and affective skills.

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 classroom and is included in student evaluations. 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.

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.).

Engagement with Learning Objectives

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

Student Assessments

Assessment, as ongoing feedback, is a necessary component of the learning process. The SEPMC assessment strategy is founded in traditional paper-based testing, practical exercises measured using criterion-based tests and checklists, including establishing preliminary goals of the learning process and checking them off as they are met. Instructors/Facilitators also use *Socratic* instruction to gauge the satisfaction level of the student and to determine the retention of information.

During the learning process, the instructor provides assessment both informal and formal. Assessments provide feedback so improvements can be made while the student is processing the information. During the learning process, instructors take care to ensure development of correct knowledge and skills. By assessing the student during the learning process, the instructor can alter his or her activities to re-teach or enhance the perceived content.

Students are required to demonstrate their skills in conducting a barrier assessment session. At this time, it is expected that the student remember the knowledge and skills learned. Students reflect on their learning to increase metacognition, and process presentations.

When Guest Speakers or Speakers of Opportunity facilitate some of the learning objectives, especially, those requiring specific knowledge in specialized areas and current events, students are assessed, on the attainment of the knowledge, through question and answer sessions provided by the guest lecturer.

During the final assessment, students take their criterion-referenced test (CRT). At this time,

student must recall the knowledge and skills learned. The Criterion-Referenced Test is a mirror image of the pre-test (if applicable) and students are required to score at least 70% on the test.

Assessments (Tests or Exams)

Any systematic method of obtaining evidence from posing questions to determine the retained information, knowledge or skills the student has acquired during the assessment period. 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 and instructor of his or her current level of knowledge or skill.

Practicum

Specific to the Special Emphasis Program Managers Course, students are required to review provided data pertinent to a fictional federal organization. They will analyze this data for conformance to federal/DoD guidelines, identify potential barriers and solutions (as needed) to effect conformance, and prepare and present a briefing to the fictional federal agency leader.

The SEPMC Practicum: Each student will demonstrate that they have a practical understanding of the course material by applying the concepts, techniques, and skills. During this phase students will be officially evaluated on their performance by the group supervisor/evaluator using a "Go/No-Go" standard using a checklist that specifies methods or abilities students should display from experiencing the activities presented in the practicum.

Student Feedback

Student surveys assess student reaction to the lessons presented during the course. The questions ask: what is their takeaway from the lectures and practicums and what improvements can be made to the course?

Course Administrative Summary

Table 1 summarizes the average class size, program duration and the student/instructor ratio.

Table 2 summarizes the SEPMC 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: SEPMC Length, Class Size, Instructor/Student Ratio

Class Size:		
Minimum:	30	
Maximum:	48	
Annual Cap:	96 students	
Instructor/Student Ratio:		
Classroom:	Minimum: 6	Maximum: 15
Auditorium:	Minimum: N/A	Maximum: 48
Online Program Length:	18 h (Seat Time)	
In-Residence Program Length:		
Minimum:	5 Days	
Maximum:	5 Days (40 h)	
Total SEPMC Hours (Online and Residence)	58 h	

Table 2: SEPMC In-Resident Schedule Break-Down

Summary of Academic and Non-Instructional SEPMC Hours	
Auditorium Lectures w/ Interactive Large Group Discussion	14 h
Assessment with Feedback	2 h
Practicum	13 h
Small Group/Guided Discussion (SG) with Activity	8 h
Total Hours	37 h
Administrative	3 h
TOTAL IN-RESIDENT SEPMC HOURS	40 h

Estimated Time/Pages of Required and Recommended Reading

The estimated time to complete all reading material is approximately 8.5 h, on average, at 5 min per page.

PART II

Curriculum Summary

Training Sequence

Phase One (Distance Education)

Students selected for the Special Emphasis Program Managers Course must complete all online modules (Distance Education) **prior** to attending DEOMI in-residence training. Students will normally have 1-3 months to complete the pre-requisite learning. Modules can be taken in any sequence. Students must complete all prerequisite training 30 days prior to in-resident training.

Distance Education Prerequisite (For further details on learning content see page 5)

1. Socialization (2 h)
2. Presentation Skills (2 h)
3. Cultural Awareness (2 h)
4. White Americans (2 h)
5. Black or African Americans (2 h)
6. Hispanic or Latino Americans (2 h)
7. Asian Americans (2 h)
8. Native Hawaiian or Other Pacific Islanders (2 h)
9. American Indian or Alaska Native (2 h)

Total Seat Time: 18 h (All times are estimates). Note: 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.

Administrative

Lesson Grouping Title: Administrative Requirements

Total Administrative Hours: 3 h

Purpose:

Course Admissions/ Student Orientation [0.50 h]

To complete necessary admission paperwork

Welcome [0.25 h]

To provide the Principal Director the opportunity to welcome students to DEOMI

Command Leadership [.75 h]

To introduce staff to students and provide overview of course content

Class and Group Photos [0.25 h]

To provide students the opportunity to have a class photo

Course Closure [0.75 h]

To complete residual practicum evaluations, close the course and allow students time to complete course surveys

Graduation [0.50 h]

To recognize student efforts for completing the course

SOCIALIZATION

Synopsis

Lesson Overview

In this lesson, students are provided a description of the socialization process and its impact on individuals in the Equal Employment Opportunity career field as well as in organizations. At the end of this lesson, students will be able to describe the socialization process, recall the fundamental attributes associated with self-concept, recognize Ego Defense Mechanisms, identify strategies for changing inferior socialized behavior, and discuss personal aspects of self-identity (self-concept) during activities in the small-group room.

Instructional Strategy

This online lesson (foundation building block lesson) will outline the socialization process to include self-concept, influences, settings, defense mechanisms, catalysts for change, and strategies for change. During this block of instruction, students will learn the importance of the socialization process, and how it impacts our day-to-day interactions with others. In order to understand the behaviors and conduct of others, students need to have a better understanding of their social make up, their beliefs, values and attitudes.

During Phase I training (in-residence), students will identify and discuss newly learned skills of socialization in the small group and in their future jobs as equal opportunity advisors. In small groups, students will engage in two activities; *How Am I Different* (1.5 h), which closes out the Socialization lesson.

Instructional Method

Method	Time
Online	2 h (Seat Time)
Small Group Experience (In-residence Activity)	1.5 h
Total Time:	3.5 h
Note: 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.	

Required/Recommended Reading

(Recommended) Babad, E., Birnbaum, M., & Benne, K. (1983). *The social self: Group influences on personal identity* (pp. 22–27, 37–49, and 229–235). Beverly Hills, CA: Sage Publications.

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Student Instructional Material

DEOMI Study Guide

Audiovisual Aids and Equipment

1. Slide Presentation – Socialization, EOAC 1050
2. Computer, screen, and audio speakers

Terminal Learning Objective (TLO)

Given examples and a study guide, comprehend how socialization can impact human relations, with no less than 70% scored by correctly answering knowledge checks.

As part of cognitive development, each student must also develop their interpersonal skills by participating in activities while in-resident. It's 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 for each student to *actively participate in various group activities and to “respond with interest” to material presented (i.e., express opinions, beliefs, etc.)*. To measure the Cognitive and Affective behaviors expected of the students during activities, the Interpersonal Skills Development Evaluation (ISDE) Form is used, and each student must obtain a minimum passing score of 70%. Students are expected to demonstrate professionalism as they control their intrapersonal and interpersonal skills.

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure	Time
A. Describe the socialization process	K	CRT	15 min
B. Recognize the different value categories	C	CRT	15 min

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure	Time
C. Identify the sources and settings that influence socialization	C	CRT	15 min
D. Recall the fundamental elements associated with the perception of self (Self-Concept)	K	CRT	15 min
E. Describe how socialization influences values and attitudes	K	CRT	15 min
F. Identify ego defense mechanisms	K	CRT	15 min
G. Describe re-socialization	C	CRT	15 min
H. Identify strategies for changing socialized behavior	C	CRT	15 min
Total Time:			2 h
K = Knowledge C = Comprehension A = Application KC = Knowledge Check SGE = Small Group Experience ISDE = Interpersonal Skills Development Evaluation Note: 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.			

In-resident activities support the level of learning and Terminal Learning Objective (TLO) and must be directly related to the Enabling Learning Objective (ELO).

Activity	Purpose	Performance Measure	Time
How am I Different	To explore identity characteristics and values of self and others.	Q/A	1.5 h
Total Activity Hours:			1.5 h
Note: All activities are conducted while students are in-residence. Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, 10 minutes is allocated as break time. (50 minutes of instruction, 10-minute break)			

PRESENTATION SKILLS

Synopsis

Lesson Overview

This lesson will familiarize students with how to prepare for and conduct the types of formal presentations or briefs EEO professionals will need. This lesson 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.

Instructional Strategy

This online lesson covers an introduction to military briefings, and the fundamentals of public speaking. During Phase II (In-residence training), each student will be required to demonstrate their presentation skills during an Information Brief (e.g. *SEP Roles and Responsibilities*). The Rating Sheets for the presentation is included in the Presentation Skills Handbook.

Instructional Method

Method	Time
Online	2 h (Seat Time)
Presentation/Briefing (In-resident Activity)	4 h
Total Time:	6 h
Note: 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

DEOMI Presentation Skills Handbook

References

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3. Department of the Air Force. (2005). *AFPAM36-2241V1, Promotion Fitness Examination Study Guide*. Washington, DC: U.S. Air Force.
4. Headquarters AETC/ED. (2003). Chapter 14, The Guided Discussion Method. In *AFMAN36-2236 Guide Book for Air Force Instructors*. Washington, DC: Department of the Air Force.

5. Drummond, Mary-Ellen. (1993). *Fearless and Flawless Public Speaking with Power, Polish, and Pizazz*. San Diego, CA: Pfeiffer & Company.
6. Kline, John A. (1989, December). *Speaking Effectively a Guide for Air Force Speakers*. Maxwell AFB, AL: Air University Press.
7. Mandel, Steve. (1987). *Effective Presentation Skills*. Los Altos, California: Crisp Publications, Inc.
8. Toastmaster International. *Public Speaking Tips*. Retrieved from <http://www.toastmasters.org/resources/public-speaking-tips>

Student Instructional Material

1. DEOMI Study Guide
2. DEOMI Presentation Skills Handbook

Audiovisual Aids and Equipment

1. Slide Presentation–Presentation Skills
2. Computer

Terminal Learning Objective (TLO)

Students use examples, the study guide, a presentation-skills handbook, and apply formal briefing skills to create summative briefings. Student knowledge will be measured using Knowledge Checks, student skills will be measured using a Criterion Checklist. Students must score a minimum of 70% on both assessments.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Time
A. Identify the different types of formal briefs.	K	CRT	25 min
B. Identify the format used to prepare and present a formal brief.	K	CRT	30 min
C. Identify briefing considerations used during a formal brief.	K	CRT	30 min
D. Identify types of support material used to conduct a formal brief.	K	CRT	15 min
Total Time:			2 h
K = Knowledge C = Comprehension A = Application KC = Knowledge Check SGE = Small Group Experience ISDE = Interpersonal Skills Development Evaluation Note: 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.			

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Time
Generally, in an online lesson the average time spent on a screen is calculated as being between 3-5 minutes per screen.			

In-resident activities support the level of learning and Terminal Learning Objective (TLO) and must be directly related to the Enabling Learning Objective (ELO).

Activity	Purpose	Performance Measure	Time
Information briefing (includes preparation and briefing time)	Demonstrate ability to present with prior notice on important issue	PE (DEOMI Information Brief Evaluation)	4 h
Total Activity Time:			4 h
Note: All activities are conducted while students are in-residence.			

CULTURAL AWARENESS

Synopsis

Lesson Overview

This online lesson provides an introduction into race, ethnicity, and culture in America. The Cultural Awareness lesson introduces the student to the race and ethnic groups designated by the Office of Management and Budget (OMB). This lesson also introduces the student to the concept of culture and how people adapt to cultural differences. The lesson explores the Developmental Model of Intercultural Sensitivity which explains six levels of how people react to different cultures. The lesson then introduces the 3C concept, Cross Cultural Competency, and uses the 3C bullseye to describe the levels of cultural competence.

Instructional Strategy

This lesson introduces the student to how race, ethnicity, and culture shape American culture. Developing cultural awareness is the first step to develop cultural competence. A culturally competent EOO professional will be able to understand, communicate with, and effectively interact with people from different cultures.

The lesson begins by defining race and ethnicity and discussing the Office of Management and Budget race and ethnic categories then introduces the concept of culture and discusses how people adapt to different cultures. It also introduces the student to the DMIS model and describes the stages within the model. Finally, it introduces the students to the 3C model and describes the bulls-eye diagram.

Instructional Method

Method	Time
Online	2 h
Small-Group Experience	N/A
Total Time:	2 h
Note: 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

Office of Management and Budget (OMB), Federal Register, October 30, 1997.

References

1. Bennett, Milton J., *Basic Concepts of Intercultural Communication*, Intercultural Press, 1998.

2. Farley, John E., *Majority-Minority Relations*, Prentice-Hall, 1995.
3. Parrillo, Vincent N., *Strangers to These Shores, Seventh Edition*, Pearson Education Inc., 2003
4. U.S. Army and Marine Corps Counterinsurgency Field Manual, (2007)
5. U.S. Office of Management and Budget; Standards for the Classification of Federal Data on Race and Ethnicity; Federal Register, August 28, 1995.

Student Instructional Material

1. DEOMI Study Guide
2. Presentation Skills Handbook

Audiovisual Aids and Equipment

1. Slide Presentation - Cultural Awareness
2. Computer, screen, and speakers

Terminal Learning Objective (TLO)

Given examples, reading assignments, and a study guide comprehend how cultural awareness can impact mission effectiveness with no less than 70% accuracy on a criterion referenced test (CRT).

As part of cognitive development, each student must also develop their interpersonal skills by participating in activities while in-resident. It's 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 for each student to *actively participate in various group activities and to "respond with interest" to material presented (i.e., express opinions, beliefs, etc.)*. To measure the Cognitive and Affective behaviors expected of the students during activities, the Interpersonal Skills Development Evaluation (ISDE) form is used, and each student must obtain a minimum passing score of 70%. Students are expected to demonstrate professionalism as they control their intrapersonal and interpersonal skills.

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure	Time
A. Define race	K	CRT	15 min
B. Define ethnicity	K	CRT	15 min
C. List the OMB race and ethnic groups	K	CRT	15 min
D. Describe the concept of culture	C	CRT	15 min
E. Describe how people adapt to other cultures	C	CRT	15 min
F. Describe the Developmental Model of Intercultural Sensitivity (DMIS)	K	CRT	15 min
G. Describe Cross Cultural Competency (3C)	C	CRT	15 min
Total Time:			2 h
<p>K = Knowledge C = Comprehension A = Application KC = Knowledge Check</p> <p>SGE = Small Group Experience ISDE = Interpersonal Skills Development Evaluation</p> <p>Note: 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.</p> <p>Generally, in an online lesson the average time spent on a screen is calculated as being between three to five minutes per screen.</p>			

RACE AND ETHNIC STUDIES

Synopsis

Lesson Overview

The objective of the online Race and Ethnic Studies series is to provide students with opportunities to increase their awareness of the history, socialization, values, religious beliefs, and contemporary issues of major American cultural subgroups, which has significant impact on the military and society in general.

There are six online Race and Ethnic Studies modules:

1. American Indian or Alaska Native lesson
2. Asian American lesson
3. Black/African American lesson
4. Hispanic or Latino American lesson
5. Native Hawaiian or other Pacific Islander lesson
6. White American lesson

Instructional Strategy

Accessible through our Learning Management System (LMS), DEOMI's online learning is an interactive method of learning that provides a series of self-paced, hands-on, web-based courses. Online training allows students to work at their own learning pace and style, both of which can be adjusted to match the individual needs of each student. Online training provides immediate interactive feedback and allows the student to review sections of the material as frequently as needed, privately and without feeling embarrassed by mistakes.

The basic training strategy is to deliver only the training students need, based upon training requirements defined by our customers. This reduces the chance of errors or inconsistencies in training programs provided during live instructional events (auditorium lectures). Online learning provides learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction. Students are required to complete each module and pass knowledge checks.

Instructional Method

Method	Seat Time
Online	2 h
Total Time:	2 h
Note: 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

See individual module

Student Instructional Material

DEOMI Race and Ethnicity Study Guide

Audiovisual Aids and Equipment

Computer, screen, and audio speakers

Terminal Learning Objective (TLO)

Given a computer with internet access, material on a racial category, as well as a study guide, each student will know the racial identity associated with (*insert Race/Ethnic title*) (e.g. Asian Americans). After completing all Race and Ethnic study modules, students must achieve a minimum passing score of 70% on the Race and Ethnic studies comprehensive exam.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Time
A. Describe the race/ethnic group (e.g., American Indian or Alaska Native) according to the Office of Management and Budget (OMB)	K	CRT	35 min
B. Recall historical experiences unique to the race/ethnic group (e.g., American Indian or Alaska Native.)	K	CRT	35 min
C. Recall population demographics associated with the race/ethnic group (e.g., American Indian or Alaska Native.)	K	CRT	35 min
Total Time:			2 h
K = Knowledge C = Comprehension A = Application KC = Knowledge Check SGE = Small Group Experience ISDE = Interpersonal Skills Development Evaluation Note: 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.			

SPECIAL EMPHASIS PROGRAMS

Synopsis

Lesson Overview

The Equal Employment Opportunity (EEO) Special Emphasis Program Manager Course (EEOSEPMC) develops a base of knowledge and skills that allows graduates to serve as collateral-duty or full-time Special Emphasis Program Managers for Federal Women's, Black Employment, Hispanic Employment, Asian-Pacific Islander Employment, American Indian/Alaskan Native Employment, and Individuals with Disabilities Employment Programs. It focuses on the interpersonal and organizational aspects of EEO. This lesson provides instruction concerning the DoD Directive 1440.1, Special Emphasis Programs-mandates and objectives, Affirmative EEO programs for Federal employees/applicants for employment, and Civilian Personnel/Human Resource Management.

Instructional Strategy

This is the first in-resident lesson taught in the Special Emphasis Program Manager (SEPM) course. At the conclusion of the lesson, students will explain the mandates and origins of the SEPs, referencing legal and regulatory authorizations, by providing accurate information to requesting officials. The lesson concentrates on the roles and responsibilities of Special Emphasis Program Managers, communication skills, staff coordination, writing/briefing skills, analyzing EEO data, all of which prepares them to effectively plan and manage Special Emphasis Programs. The activity associated with this lesson allows students to prepare the roles and responsibilities portion of their SEPM briefing at the end of the week.

Instructional Method

Method	Time
Informal Lecture	2 h
Small-Group Activity	1 h
Total Time:	3 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10-minute breaks for every one-hour of lecture/facilitation.	

Required Reading

Handbook for Special Emphasis Program Managers; Book II, MD110. Chapter 1, Section (V), page 1-3; DoD Directive 1440.1; DoD Directive 1020.02 (<http://dtic.mil/whs/directives/corres/pdf/102002p.pdf>)

References

1. DoD Directive 1020.02, Feb 5, 2009.
2. DoD Directive 1440.1, May 21, 1987.

3. Executive Order 11375, Oct 13, 1967.
4. Executive Order 11478, Aug 8, 1969.
5. Civil Service Reform Act: established the Federal Equal Opportunity Recruitment Program (FEORP) Plan, 2012.
6. Public Law 93-112, Rehabilitation Act, 1973
7. Management Directive 110, Chapter 1, Section V, (pp1-3), Nov 9, 1999.
8. Management Directive 715, Oct 1, 2003.
9. 29 Code of Federal Regulations 1614.102, Nov 9, 1999.

Student Instructional Material

Student Study Guide

Audiovisual Aids and Equipment

1. Projection Screen, Slide Presentation
2. Computer and Audio Speakers.

Terminal Learning Objective (TLO)

Given a lecture, examples, required readings, and a study guide know how Special Emphasis Programs can impact the Federal workforce with no less than 70% accuracy on a criterion referenced test.

ENABLING LEARNING OBJECTIVES (ELOs)	Level of Learning	Performance Measure	Time
A. Recall the origins of Special Emphasis Programs	K	CRT	20 min
B. Describe the roles and responsibilities of the Special Emphasis Program Manager	K	CRT	35 min
C. State the steps for achieving Affirmative Program Goals	K	CRT	25 min
D. Recall techniques to recognizing and overcoming barriers within an organization	K	CRT	20 min
Total Time:			2 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			

In-resident activities support the level of learning and Terminal Learning Objective (TLO) and must be directly related to the Enabling Learning Objective (ELO).

Activity	Purpose	Performance Measure	Time
SEPM Roles and Responsibilities Briefing Preparation	Students will engage in an activity designed to get them focused on their roles and responsibilities of a SEPM as part of a later briefing. (<i>See Presentations</i>)	PE (DEOMI Information Brief Evaluation)	1 h
Total Activity Time:			1 h
Note: All activities are conducted while students are in-residence. Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time. (50 minutes of instruction, 10-minute break)			

POWER, PREJUDICE, AND DISCRIMINATION

Synopsis

Lesson Overview

This lesson introduces students to the theories of Power, Prejudice, and Discrimination and how they are interrelated. Lesson instruction will relate how power, combined with prejudice can create acts of discrimination. Let the students know that the lecture will focus on the following topics: definition of power; definition of prejudice; definition of discrimination; how power, prejudice, and discrimination are interrelated; and ways to reduce prejudice and discrimination.

Instructional Strategy

This is a two-hour presentation. Questions for the instructor to use are in Part II of this lesson plan.

This lesson is taught toward the beginning of the course. The instructor must provide information that will assist students in recognizing how the misuse of power, personal prejudice, and the act of discrimination can negatively impact the workforce. At the conclusion of the lesson, students will explain possible strategies to combat discrimination.

Instructional Method

Method	Time
Informal Lecture	2 h
Large-Group Activity	N/A
Total Time	2 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10-minute breaks for every one-hour of lecture/facilitation.	

Required Reading: None

References

1. Allport, Gordon W. *The Nature of Prejudice*. Garden City, NJ: Doubleday Anchor Books, 1985. (pp. 9, 14-15) <BF575.pqA38>
2. Farley, John E. *Majority – Minority Relations*. Upper Saddle River, NJ: Prentice Hall, Fourth Edition, 2000
3. Feagin, Joe R., and Clarice B. Feagin. *Discrimination American Style*. Malabar, FL: Robert E. Krieger Publishing Company Inc., 1978, pp.3, 20-21. <JC599. U5F38>
4. Fishbein, Harold D. (2002). *Peer Prejudice and Discrimination*. Mahwah, NJ: Lawrence Erlbaum Associates.

5. French, J.R.P., & Raven, B. (1959). The Bases of Social Power. In D. Cartwright and A. Zander, *Group Dynamics*, New York; Harper & Row.
6. Healey, Joseph F. *Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change* Thousand Oaks, California, Pine Forge Press, Third Edition, 2003
7. http://www.adl.org/prejudice/prejudice_terms.asp
8. <http://www.economist.com/node/15328544/>, The Economist, 21 Jan 2010 “The Psychology of Power Absolutely”
9. <http://www.ksg.harvard.edu/leadership/Pdf/AReportFromLeadership2004.pdf>, Report for Merriam Webster’s Collegiate Dictionary, Springfield, Ma: Tenth Edition, 1997
10. Merton, Robert K. *Social Theory and Social Structure*. Free Press; 1968.
11. Oskamp, Stuart *Reducing Prejudice and Discrimination* Mahwah, NJ: Lawrence Erlbaum Associates, 2000 (ch 11, p 245)
12. Parillo, Vincent N. *Stranger to These Shores* Boston, Ma: Allyn and Bacon, Seventh Edition, 2003
13. Whitley, Bernard E., Jr., and Kite, Mary E. *The Psychology of Prejudice and Discrimination* Belmont, California, Thomson Wadsworth, 2006

Student Instructional Material

Study Guide and references noted

Audiovisual Aids and Equipment

1. Projector and screen
2. Computer
3. Wireless microphone, handheld microphone
4. Slide presentation
5. Audio speakers

Terminal Learning Objective (TLO)

Given a lecture, examples and a study guide know the basics of power, prejudice, and discrimination and their relationship with no less than 70% accuracy on a Criterion Referenced Test.

Enabling Learning Objectives	Level of Learning	Performance Measure	Time
A. Define power	K	CRT	10 min
B. Define prejudice	K	CRT	10 min
C. Define discrimination	K	CRT	15 min
D. Recall the relationship between power, prejudice, and discrimination	K	CRT	15 min
E. Identify ways to reduce prejudice and discrimination (<i>inc. video time with discussion</i>)	K	CRT	60 min
Total Lecture Time			2 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test Q & A = Question and Answer W = Written Assignment SGE = Small Group Experience Approximately 5 minutes should be spent on the Introduction and Summary each.			

In-resident activities support the level of learning and Terminal Learning Objective (TLO) and must be directly related to the Enabling Learning Objective (ELO).

Activity	Purpose	Performance Measure	Time
<i>Eye of the Storm</i> (part of lecture)	Provides an avenue for discussion and examination of the realities of discrimination as experienced by actual students in the classroom of a third grade teacher; the demonstration shows how quickly children can succumb to discriminatory behavior.	Q & A	40 min
Total Activity Time			40 min
Note: This activity is the first 40 minutes of the lecture. All activities are conducted while students are in-residence. Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, 10 minutes is allocated as break time. (50 minutes of instruction, 10 minute break)			

PERSONNEL PROCEDURES

Synopsis

Lesson Overview

Students will recognize the Federal civilian personnel employment system. Students will receive a basic review of Federal civilian personnel practices to include the importance of appointing authority, basic personnel functions (i.e., position management and classification, recruitment, staffing, management-employee relations, employee development and training, and data/systems management, as well as discussion of the impact pay scales have on these personnel functions. Additionally, they discuss the DoD Priority Referral System as it relates to merit promotions, and how these promotions are affected by union contracts and installation merit promotion plans.

Instructional Strategy

Provide information so that students understand the personnel system well enough to appropriately direct questions involving EEO-related situations. Since employment matters are at the crux of EEO disputes, in order to attempt resolution at the lowest level, practitioners must direct inquiries to the appropriate people within civilian personnel. The Civilian Personnel Office is the official record keeper of all personnel actions, and students need to know where to go to obtain official information.

Instructional Method

Method	Time
Informal Lecture	2 h
Small-Group Activity	N/A
Total Time	2 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Required Reading

What is OPM? PDF pages 130-131; pages 124-125 of 150

References

1. Title 5 United States Code, Chapter 23, Chapter 33, Chapter 41, and Chapter 51
Part 300 – Employment, Part 335 – Promotion and Internal Placement,
Part 410 – Training, Part 430 – Performance Management,
Part 511 – Classification (General Schedule),
Part 720 – Affirmative Employment Programs
2. Title 5 and 10 Code of Federal Regulations (CFR)
3. Fair Labor Standards Act of 1938, as amended
4. Federal Equal Opportunity Recruitment Program (FEORP)

5. EEOC Management Directive (MD) 715, Affirmative Programs of EEO
6. US Office of Personnel Management (OPM) Classification and Qualification Standards
<http://www.opm.gov/policy-data-oversight/classification-qualifications/>

Student Instructional Material

Study Guide and references noted

Audiovisual Aids and Equipment

1. Projector and screen
2. Computer
3. Slide presentation
4. Audio speakers

Terminal Learning Objective (TLO)

Given a lecture, examples, required readings, and a study guide, know how personnel procedures impact the Federal workplace with no less than 70% accuracy on a Criterion Referenced Test.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Time
A. Describe delegation of appointing authority	K	CRT	15 min
B. Recall civilian personnel merit system principles	K	CRT	20 min
C. List prohibited personnel practices	K	CRT	20 min
D. Describe civilian personnel management	K	CRT	30 min
E. State civilian personnel programs and systems	K	CRT	20 min
Total Lecture Time			2 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			

EEO PRE-COMPLAINT PROCESS

Synopsis

Lesson Overview

Provide students an understanding of the Federal sector equal employment opportunity complaints process, and to familiarize them with the applicable regulations and management directives of the Equal Employment Opportunity Commission (EEOC), which govern the EEO process.

Instructional Strategy

In this lesson the instructor will describe the purpose of the Equal Employment Opportunity (EEO) complaints process. Students will learn about the applicable regulations and management directives issued by the Equal Employment Opportunity Commission (EEOC) as they pertain to the EEO Complaints Process, as well as outline the pre-complaint stage and the formal stage of the EEO complaints process; look at “mixed case” and who has standing to file one; and finally, look at other appeal systems that are available to address concerns that are not covered under the purview of Title VII.

Instructional Method

Method	Time
Informal Lecture	1 h
Small-Group Activity	N/A
Total Time	1 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Required Reading

DEOMI Handout Book II, Management Directive 110, Chapter 2, pages 2-1 through 2-16, Chapter 3, pages 3-1 through 3-21, Chapter 4, pages 4-1 through 4-11.

References

1. U.S. 29 Code of Federal Regulations (CFR) 1614: Federal Sector Equal Employment Opportunity, as revised, 1999.
2. U.S. Equal Employment Opportunity Commission (EEOC), Equal Employment Management Directive 110, as revised, 1999.
3. Equal Pay Act of 1963.
4. Civil Rights Act of 1964.
5. Equal Employment Opportunity Act of 1972.
6. Rehabilitation Act of 1973 (as amended).

7. Civil Rights Act of 1991.
8. United States Code (USC) 5.
9. United States Code (USC) 42.
10. DEOMI Handout Book II-Management Directive (MD)

Student Instructional Material

Student Study Guide

Audiovisual Aids and Equipment

1. Projection Screen
2. Slide Presentation
3. Computer and Audio Speakers

Terminal Learning Objective (TLO)

Given a lecture, examples, required readings, and a study guide know how the EEO Complaints process can impact the Federal workplace with no less than 70% accuracy on a Criterion Referenced Test.

Enabling Learning Objectives	Level of Learning	Performance Measure	Time
A. Describe the purpose of the EEO complaint process	K	CRT	10 min
B. Describe the applicable regulations and management directives of Title VII issued by the Equal Employment Opportunity Commission (EEOC)	K	CRT	15 min
C. Describe the pre-complaint process	K	CRT	20 min
D. Recall other appeal systems	K	CRT	10 min
Total Lecture Time			1 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation Allocate 10% of total time to Intro and Summary each.			

AFFIRMATIVE PROGRAMS OF EQUAL EMPLOYMENT OPPORTUNITY (APEEO)

Synopsis

Lesson Overview

Demonstrate the concept of Affirmative Employment as a Federal program to overcome the effects of past discrimination. Discuss the evolution of Federal sector Affirmative Employment Program requirements (to include the Congressional purpose of Affirmative Programs) and discuss the progression of various Executive Orders, laws, and the EEOC Management Directives that authorize Affirmative Programs of Equal Employment Opportunity (APEEO).

This lesson:

- Provides students with definitions of key terms/concepts,
- Discusses the difference between goals and quotas
- Advises students that goals are optional in the Federal sector,
- Demonstrates how to perform a workforce comparison,
- Discusses techniques to identify and to overcome systemic barriers to EEO/APEEO.

Instructional Strategy

In this lecture the instructional strategy is based upon a traditional and experiential instructional process. This informal lecture will outline the Affirmative Programs of Equal Employment Opportunity (APEEO) by identifying the legal and regulatory basis for APEEO and the elements required in putting together a plan to overcome barriers identified by conducting a workforce comparison in small group following the informal lecture.

Role-Play

While in Role-Play training, students are employees of the Defense Applications Technology Agency (DATA), a fictitious organization. Students will use the DATA Handbook and other reference materials to conduct comparisons. The fictional agency (DATA) has a copy of a MD 715 statistical data book created for interaction by the students with similar data at their work location. Instruction will refer to the DATA book throughout the lecture. The students will examine the self-inspection checklists found in the DATA MD 715 while the instructor addresses each section. Other parts of the book serve as a resource for identifying possible discrimination issues and barriers to people with disabilities. Finally, the DATA book's content allow the students to complete a series of exercises that cumulate in a command briefing.

The purpose of this lesson is to raise student awareness of the importance of workplace fairness, as well as determine if an organization is demonstrating the agency's commitment to a model EEO workplace.

Practicum

During the course, students are emerged in a practicum. A practicum offers a more advanced

learning experience in the application of previously learned principles to "real life" settings. The student functions as a paraprofessional with supervised instruction emphasizing practical applications of theory, methods, skills, professional orientations, and ethics associated with Special Emphasis Programs associated with the Federal government. The competencies to be practiced and achieved are commonly associated with SEP management responsibilities in the field and fleet. Evaluation is accomplished through the supervision process, in which student/instructor contact is frequent, and affords opportunity for critique and refinement of skills.

1. Activities associated with the practicum specifically concentrate on the Special Emphasis Program Manager's role in organizational assessment. Using appropriate tables from DATA's MD-715, students will compare DATA's Occupational Category distribution by Race, Ethnicity, and Sex (RES) against the National Civilian Labor Force (NCLF) table to determine which areas are above or below the NCLF. Students must also complete a similar analysis for the Officials and Managers occupational category, Individuals with Disabilities (IWD), to include Targeted Disabilities (TD); however, the comparisons will be made against DATA's total workforce distribution of IWD and TD. Once they determine this, they will attempt to identify any barriers that may have caused this under-representation and make recommendations to overcome these barriers. Students are given 2 hours to meet this requirement.
2. Students engaged in the course continue their practicum by (1) comparing the Awards distribution for RES and IWD against the total workforce distribution, and (2) by comparing the RES and IWD distribution for grades GS13-15, WG13-15, and SES as compared to DATA's total workforce distribution. The third portion of this activity requires the students to provide a breakdown of the following: the total number and percentage of employees who list themselves as an individual with disability; the total number and percentage of employees with a targeted disability; and a breakdown by number and specific target disability. From this information, students will determine whether or not DATA meets DoD's goal of 2% with targeted disabilities. Students are given 2 hours to meet this requirement.
3. At the end of the practicum, students prepare their presentations and develop a briefing for the class. During this time they will analyze their data, and prepare and practice their presentations. There are two periods of Student Preparation totaling 6.0 hours.
4. Finally, students will brief the rest of the class on their findings. A "GO/NO GO" checklist is used to evaluate student performance on their presentation. Students are given 3 hours to meet this requirement.

The 13 hours allocated in this lesson completes the practicum.

Instructional Method

Method	Time
Informal Lecture	2 h
Small-Group Activity (Practicum)	13 h
Total Time	15 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Required Reading: None

References

1. 29 Code of Federal Regulations (CFR) 1608.
2. 29 Code of Federal Regulations (CFR) 1614.
3. Civil Service Reform Act of 1978 (Federal Equal Opportunity Recruitment Program (FEORP) and the Garcia Amendment
4. EEO Tabulation 2006-2010 American Fact Finder
(http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=EEO_10_5YR_EEOALL1R&prodType=table)
5. EEO Act of 1972.
6. EEOC Management Directive (MD) 110.
7. EEOC Management Directive (MD) 715.
8. Executive Order (EO) 11478, 1969.
9. Instructions to Federal Agencies for EEOC MD 715
10. Rehabilitation Act of 1973, as amended, Section 501.
11. Title VII, Civil Rights Act of 1964, as amended.

Student Instructional Material

DEOMI Student Study Guide, access to the references noted above, and The Defense Applications Technology Agency (DATA) handbook

Audiovisual Aids and Equipment

1. Projection screen
2. Slide presentation
3. Computer and audio speakers

Terminal Learning Objective (TLO)

Given a lecture, examples, statistics, scenarios and a study guide analyze organizational data to identify representation in the workplace that aligns to EEO Affirmative Programs with no less than 70% accuracy on a Criterion Referenced Test.

Enabling Learning Objectives	Level of Learning	Performance Measure	Time
A. Recall the legal and regulatory basis for affirmative programs	K	CRT	10 min
B. State the six elements of a model agency	K	CRT	15 min
C. Describe the self-assessment checklist	K	CRT	30 min
D. Discuss barrier identification and elimination	C	CRT	45 min
E. Describe annual reporting requirements	K	CRT	15 min
F. Compare demographic statistical data	An	PE	See Activity
Total Lecture Time			2 h
Knowledge = K Comprehension = C Analyze = An Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			

In-resident activities support the level of learning and Terminal Learning Objective (TLO) and must be directly related to the Enabling Learning Objective (ELO).

Activity	Purpose	Performance Measure	Time
Analyze demographic information, then prepare and brief workforce comparison (DATA) against the National Civilian Labor Force (Practicum)	<p>In three groups (10 to 12 individuals per group), students will create and present a briefing associated with Special Emphasis Programs. Each group will present a 20-30 min briefing (to include slides). The groups will be graded on their presentation skills and MD 715 knowledge.</p> <p>Students will analyze and compare information in a fictitious workforce demographic document called “DATA” with the civilian labor force across races/ethnicities/sexes in occupational categories, officials and managers, awards, and individuals with disabilities and look at objects for grade distribution and disparities.</p>	PE	13 h
Total Activity Time:			13 h

<p>Note: All activities are conducted while students are in-residence.</p> <p>Note: Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten minutes is allocated as break time. (50 minutes of instruction, ten minute break)</p>	
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SPECIAL EMPHASIS PROGRAM COMMITTEES

Synopsis

Lesson Overview

Students understand that Special Emphasis Programs (SEP) Committees are an integral part of personnel practices and EEO programs. They become aware of why SEP Committees exist, the importance of establishing committees through official channels, and reaching out to the workforce to ensure committees are fair and indicate organizational representation. Illustrate how SEP programs must develop committee guidelines and determine objectives of the committee. The primary focus is on getting Special Emphasis Program Committees to understand the role they play in ensuring women, minorities, and individuals with disabilities are employed and advanced on a non-discriminatory basis.

Instructional Strategy

This lesson will explain the importance of Special Emphasis Program Managers establishing Special Emphasis Program Committees. It clarifies the importance of the role committee members play within the organization. This lesson will also highlight that one of a SEP Committee's primary roles should be focusing on creating employment programs for the advancement of women, minorities, and individual with disabilities. Assigned committee members must accomplish the goals set by the Special Emphasis Program Manager which are drawn from barriers have been identified in the agency's Affirmative Programs of EEO (MD-715) which may be impeding the advancement of the constituent groups.

Instructional Method

Method	Time
Informal Lecture	1 h
Small-Group Activity	N/A
Total Time	1 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Required Reading: None

References:

1. EO 13583, 2008

Student Instructional Material: Student Study Guide

Audiovisual Aids and Equipment

1. Projection Screen
2. Slide Presentation
3. Computer and Audio Speakers.

Terminal Learning Objective (TLO)

Given a lecture, examples, and a study guide know how Special Emphasis Program Committees can impact the Federal workplace with no less than 70% accuracy on a criterion referenced test.

Enabling Learning Objectives	Level of Learning	Performance Measure	Time
A. Describe steps in establishing Special Emphasis Program Committees	K	CRT	20 min
B. State the SEP committee guidelines	K	CRT	15 min
C. Identify the types of employment and organizational activities sponsored by the SEP committees	K	CRT	20 min
Total Lecture Time			1 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			

INDIVIDUALS WITH DISABILITIES AND REASONABLE ACCOMMODATION

Synopsis

Lesson Overview

Discuss the Rehabilitation Act of 1973 (as amended), and provide students a comprehensive understanding of how Individuals with Disabilities (IWD) are to be treated within the Federal sector with regards to terms and conditions of employment. Explain the definitions of disability as outlined in the Act, how the law is administered, and pertinent sections and applicability of the Act. Discuss reasonable accommodation and other requirements for IWD as outlined in the Rehabilitation Act of 1973 (as amended), and Executive Order 13164. Explain the purpose of the Computer Electronic Accommodation Program (CAP) and the assistance/technology it provides to DoD employees with disabilities.

Instructional Strategy

This lesson will explain the importance of establishing an Individual with Disabilities Program to ensure that organizations are in compliance with the law, applicable regulations and policies. It clarifies the role and responsibilities of the organization in recruiting, hiring, retaining and accommodating IWDs.

Instructional Method

Method	Time
Informal Lecture	2 h
Small-Group Activity	N/A
Total Time	2 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is 10 minute breaks for every one hour of lecture/facilitation.	

Required Reading: None

References

1. Americans with Disabilities Act Amendment Act, 2008.
2. EO 13164, Jul 26, 2000.
3. EO 13562 – Schedule D, Dec 27, 2010.
4. Smith/Sears Act of 1918 – Vocational rehabilitation for disabled veterans
5. Smith/Fess Act of 1920 – Extended Smith/Sears to all Americans
6. Smith/Bankhead Act of 1920 – Provided grants to states for vocational rehabilitation programs.
7. The Rehabilitation Act of 1973, as amended 29 U.S.C. Sections 501, 508: See also, 29 U.S.C. Sec. 791 (g), 794 (d)) (Incorporating standards of American with Disabilities Act into the Rehabilitation Act), Sep 26, 1973.

8. The American with Disabilities Act of 1990 and 1992 –42 U.S.C. Sec. 12111 et. Seq. And 42 U.S.C. sec. 12201-204 and 12210, Jul 26, 1992.
9. EEOC Enforcement Guidance: Reasonable Accommodation and Undue Hardship Under the Americans with Disabilities Act, Oct. 17, 2002

Student Instructional Material

DEOMI Student Study Guide

Audiovisual Aids and Equipment

1. Projection Screen
2. Slide Presentation
3. Computer and Audio Speakers.

Terminal Learning Objective (TLO)

Given a lecture, examples, and a study guide, know the basic Federal disability program policy with no less than 70% on a Criterion-Referenced Test (CRT).

Enabling Learning Objectives	Level of Learning	Performance Measure	Time
A. Recognize Rehabilitation Act legal and regulatory framework	K	CRT	20 min
B. Recall key terms associated with disabilities	K	CRT	20 min
C. Identify Hiring Options	K	CRT	20 min
D. Recall agency's role and responsibilities regarding Individuals with Disabilities programs.	K	CRT	20 min
E. Recognize reasonable accommodations for individuals with disabilities.	K	CRT	20 min
Total Lecture Time			2 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			

SPECIAL EMPHASIS PROGRAM AND RESOURCE ALLOCATION PLAN

Synopsis

Lesson Overview

This lesson focuses on Special Emphasis Program Resource Allocation Plan (SEPRAP) and its relationship with the Equal Employment Opportunity Affirmative Employment (EEO/AE) Program. Also covered are the ways in which the plans support the progression of various executive orders, laws, and EEOC management directives that authorize Affirmative Programs of EEO. Further included are the differences between objectives and action items, definitions of key Affirmative Programs of EEO (APEEO) terms/concepts, and how to perform and analyze a workforce comparison. All these topics lead to the final discussion of techniques and resources needed to identify and overcome systemic barriers to APEEO.

Instructional Strategy

This lesson covers an introduction to SEPRAP and how to complete and to present the report. Students will demonstrate their ability to complete a Resource Allocation Program (RAP) and budget analysis.

Instructional Method

Method	Time
Informal Lecture	1.5 h
Small-Group Activity	N/A
Total Time	1.5 h
Note: For all activities, break times are at the discretion of the instructor/facilitator. The recommendation is ten minute breaks for every one hour of lecture/facilitation.	

Required Reading

Resource Allocation Plan Model for Special Emphasis Program Managers

References

1. <https://www.deomi.org/EOEEOResources/documents/RESALLPLANMODEL.pdf>

Student Instructional Material

DEOMI Student Study Guide

Audiovisual Aids and Equipment

1. Projection Screen
2. Slide Presentation
3. Computer and Audio Speakers

Terminal Learning Objective (TLO)

Given, policies, directives, regulations, and a study guide comprehend how a Special Emphasis Program Resource Allocation Plan and Budget Analysis can have an impact Special Emphasis Programs. Each student must score a minimum 70% on a criterion referenced test.

Enabling Learning Objectives (ELOs)	Level of Learning	Performance Measure	Time
A. Describe the basic preparation needed to create a resource allocation plan	K	CRT	10 min
B. Recall the Resource Allocation Plan Model	K	CRT	10 min
C. Identify the steps in conducting an assessment of program needs	K	CRT	10 min
D. Recall the outline of an assessment report for a Special Emphasis Program Resource Allocation Plan (SEPRAP)	K	CRT	10 min
E. Identify how to establish priorities and how to develop objectives and action items	K	CRT	10 min
F. Recall how to complete the SEPRAP	K	CRT	10 min
G. Identify the steps in getting approval for a Special Emphasis Program Resource Allocation Plan	K	CRT	10 min
Total Lecture Time			1.5 h
Knowledge = K Comprehension = C Application = A CRT = Criterion Referenced Test W = Written Assignment SGE = Small Group Experience PE = Presentation Evaluation			