

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

**January 2024**

## **Equal Opportunity Advisor Reserve Component Course (EOARCC) Plan of Instruction (POI)**

### **Program Length:**

**Phase I (DL) 61 Hours (approximate seat time)**

**Phase II 160 Hours (4 weeks)**

### **Approved by:**

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### **Target Audience**

National Guard and Reserve component personnel selected to serve as advisors to Commanders on MEO matters.

### **Admissions Policy**

The Services' selection process admits all personnel.

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

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

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

### **Course Description**

**Course Name:** *Equal Opportunity Advisor Reserve Component Course (EOARCC)*

**Course Date:** September 2020 – Current

#### **Course Length:**

Phase I (DL) - 61 Hours (approximate seat time)

Phase II – In-resident 4 weeks/20 days/160 hours

- Lessons & Discussions 101 Hours (approximate seat time)
- Service Specific Breakout Sessions 35 Hours
- Exams & Prep Time 4 Hours
- Admin/Lunch 20 Hours

**Course Frequency:** Variable usually given two times per year.

### **Course Objective**

The purpose of the EOARCC is to train and certify Armed Forces (DoD and Coast Guard) personnel assigned to military and civilian EO billets as Equal Opportunity Advisors (EOA). National Guard and Reserve component personnel selected to serve as advisors to Commanders on MEO matters.

## **Learning Outcomes**

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

- Possess conscious knowledge of one's character, feelings, motives, and desires (self-awareness).
- Demonstrate understanding of Title X U.S.C. 1561 and Title VII of the Civil Rights Act of 1964, including DoD policies concerning unlawful discrimination in the workplace.
- Apply the foundation of Human Relations Theory and associated socio-psychological aspects that influence the organization.
- Demonstrate understanding of sexual harassment and sexual assault and the issues surrounding them, victimization, and victim services.
- Apply fundamental presentation, facilitation, and training skills.
- Apply the foundation of human relations theory and associated socio-psychological aspects that influence the organization.
- Apply Alternative Dispute Resolution (ADR) techniques (conflict management/resolution).
- Demonstrate knowledge and understanding of EO related matters; advise Commanders on all EO related concerns.
- Demonstrate knowledge of Special Observances.
- Recall the DoD Policy on extremism (dissident and protest activities); understand the impacts of extremism; recognize how extremist ideology and groups are cultivated.
- Apply prevention and response strategies to harassment and other problematic behaviors (retaliation, reprisal, hazing/bullying).
- Recognize an organization's EO program strengths, weaknesses, and opportunities for improving the climate of an organization; provide recommendations; monitor action plans for continual improvements.
- Prepare correspondence and recommend changes in policies and practices to eliminate barriers to workplace fairness and EO matters.

## **Instructional Methodology**

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

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

In the virtual DL portion of the course, students receive lectures to increase the comprehension of facts, concepts, principles, and generalizations. Concepts represent a class of terms (an idea usually expressed in a word/s), and principles communicate relationships among

concepts. Generalizations are relationships between/among concepts expressed at a higher level of abstraction than a principle. DEOMI lectures allow students to see the relationship or organization of the new ideas through the systematic construction of concepts based on previous knowledge and skills building. Lectures tend to present a concept by first defining it and then giving many concrete examples of the concept

### ***Lectures/Interactive Large Group Discussion (video and virtual auditorium)***

Lectures occur in as instructor led videos or in the DEOMI auditorium. Questions for clarification are encouraged during lectures. Lectures present new or complex information and provide students with the background knowledge needed to participate in subsequent virtual small-group (classroom) activities and discussions. Activities have been included in the lectures to facilitate “Making the Connection” between didactic learning and real-world experiences.

### ***Distributed Learning (DL)***

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

### ***Role Playing***

As a learning methodology, role-playing attempts to help students discover personal meanings within their 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. Small-group facilitators always supervise these sessions.

Role playing:

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

### ***Case Studies***

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

***Guest Lecture Series***

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

### *Active Learning Involvement*

Active learning is encouraged during any instruction, including a DL and in-auditorium lectures. To expand information provided, DEOMI also expects students to participate in experiential/collaborative learning facilitated by the instructor(s) in both the DL portion of the course or small-group activities conducted in-residence. These training processes help learners get from where they are to where they need to be to meet mission requirements. Typically, DEOMI faculty will facilitate instruction in the following sequence:

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

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

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

## **Cognitive Development and Student Assessment**

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

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

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

**Small-Group Evaluation:** In addition to learning the concepts and principles of human relations, an integral part of the EOA training, students are also required to develop effective communication skills, interpersonal skills, and a level of self-awareness that will assist the students in the performance of their duties.

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

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

## Phase 1: Distributed Learning (DL)

### Courses Sequence

The EOARCC has two phases: Phase 1 or Distributed Learning (DL) consisting of 30 Distributed Learning (DL) modules and Phase 2 in-resident portion (four weeks) with Service Specific Training lessons included.

### Distributed Learning Modules:

#	Lesson #	Lesson Title	Total Seat Time in Phase 1
1	EOA 4050	General Equal Opportunity (EO) Program Duties	2 h
2	EOA 4100	Group Development	2 h
3	EOA 4200	Socialization	3 h 30 min
4	EOA 2000	Perceptions	2 h
5	EOA 3000	Communication Skills for the EO Professional	2 h
6	EOA 1000	Prejudice, Discrimination and Power	2 h 30 min
7	EOA 1100	Racism	2 h 30 min
8	EOA 1200	Sexism	2 h
9	EOA 1900	Sexual Assault Prevention and Response (SAPR)	1 h 30 min
10	EOA 3150	Prohibited Extremist and Criminal Gang Activity <b>(DL only)</b>	2 h
11	EOA 3500	DoD Principles of Prevention	1 h 30 min
12	EOA 2100	System Focus and Victim Focus	2 h 30 min
13	EOA 3600	Bystander Intervention <b>(DL only)</b>	2 h
14	EOA 1800	Ethics <b>(DL only)</b>	2 h
15	EOA 3350	Religious Liberty and Accommodation of Religious Practices	2 h 30 min
16	EOA 4400	Cultural Awareness	1 h 30 min
17	EOA 3100	Intercultural Communication Skills	2 h 30 min
18	EOA 4800	Special Observances <b>(DL only)</b>	1 h
19	EOA 2050	Presentation Skills	3 h
20	EOA 4000	Introduction to Race and Ethnic Studies	1 h
21	EOA 4500	White Americans <b>(DL only)</b>	1 h
22	EOA 4550	Black or African Americans <b>(DL only)</b>	1 h
23	EOA 4600	Hispanic or Latino Americans <b>(DL only)</b>	1 h
24	EOA 4650	Asian Americans <b>(DL only)</b>	1 h
25	EOA 4700	Native Hawaiian and other Pacific Islanders <b>(DL only)</b>	1 h
26	EOA 4750	American Indians and Alaska Natives <b>(DL only)</b>	1 h
27	-	Unconscious Bias	1 h
28	-	Microaggressions	2 h 30 min
29	-	Toxic Leadership	2 h
30	-	Facilitating Uncomfortable Conversations	2 h
31	-	Exams (6)	6 h
<b>Total Phase 1 Seat Time:</b>			<b>61 h</b>

## **General Equal Opportunity Professional (EOP) Duties (EOA 4050)**

### **Lesson Overview**

Understanding the roles and responsibilities of an Equal Opportunity (EO) professional is extremely important to the success of the EO Program. This lesson explains components of the EO program including, the EO professional's role, the purpose, and elements of the Military Equal Opportunity (MEO) Program as explained according to DoDI 1350.02 and 1020.03.

Throughout the Equal Opportunity Advisor's Course (EOAC), EO professional refers to Equal Opportunity Advisors (EOAs) (U.S. Army, U.S. Marine Corps, and U.S. Coast Guard), Command Climate Specialists (U.S. Navy), and Equal Opportunity technicians/ directors (U.S. Air Force).

### **Strategy**

This lesson provides students with a fundamental understanding of the EO Program and the expectations for EO professionals. It will explain the Department of Defense (DoD) Military Equal Opportunity (MEO) and Human Relations Education (HRE) programs. It defines EO professionals' roles and responsibilities across the DoD to include the requisite knowledge, skills, and attitudes (KSAs) required of EO professionals. Each Service further defines specific duties, roles, and responsibilities in addition to these general roles and responsibilities.

The purpose of this lesson is to inform students of the general duties required of an EOP. The EOP's primary mission is to provide instruction, assistance, and advice on all EO matters to commanders at all levels. The lesson will emphasize how the EOP must exercise leadership and sound judgment in the performance of their duties. EOPs maintain administrative control of the reporting system, as well as act as points of contact to the installation/tenant commanders on all EO matters and maintain as liaison with their respective headquarters.

The lesson will identify EO duties such as preventing and responding to allegations of harassment. This includes discriminatory and sexual harassment (as directed by the Service); advising commanders and military personnel on complaint resolution procedures; assisting commanders with conducting command climate assessments; assisting the command's EO professionals (if assigned) with unit EO training, planning cultural events, or celebrations on days set aside for recognition of contributions of various groups; and providing input into EO policies and programs for both installation and tenant commands.

EO professionals assist commanders at all levels with monitoring the organization's EO climate, identifying trends and areas of concern, recommending methods for improving command EO climate, monitoring the effectiveness of command EO training, and emphasizing the use of the conflict management/resolution to resolve conflicts at the lowest level. The EO professional's roles, duties, and responsibilities will be referenced throughout the remainder of this course.

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a study guide, understand how the Equal Opportunity (EO) professional's duties influence the military environment.

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

## Group Development (EOA 4100)

### Lesson Overview

It is important for an Equal Opportunity (EO) professional to apply appropriate interpersonal (*between people*) skills during interactions with individuals and groups. Understanding group dynamics and the development of a group is critical to ensuring that interpersonal relationships promote mission readiness. The lesson starts with defining a group and the types of groups. Using Bruce Tuckman’s group development model, students will examine the developmental stages of group and behavior functions, which emerge during small group interaction. The lesson then explains how someone’s motivations impact individual needs and concludes by explaining behaviors associated with group success.

### Strategy

This lesson helps develop self-awareness and is a foundation for developing intrapersonal (*within a person*), and interpersonal skills (*between people*). The instructor will provide information to explain how group development applies to experiences, as well as future roles as EO professionals. The lecture will focus on understanding how the group development process can affect organizational development. Within the small group classroom, the instructor will explain the task, maintenance, and individual functions to assist the students with understanding the relationship of the task/behavior and its effect on the output of the group.

### Instructional Method

Method	Time
Informal Lecture	2 h
Group Development Refresher (Phase 2)	2 h 30 min
<b>Total Time</b>	<b>4 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, a study guide, and small group activities, generalize group development concepts in a cooperative learning environment.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall examples of groups and group types.	R	CRT	15 min
B. Recall how small groups operate.	R	CRT	15 min
C. Abstract the stages of Bruce Tuckman’s Group Development Model	R	CRT	30 min
D. Infer how personal motivations impact individual needs	U	CRT	15 min
E. Conclude behaviors associated with group success.	U	CRT	15 min

<b>Total Instructional Time:</b>	<b>1 h 30 min</b>
The introduction and conclusion should each take approximately 5 minutes each of the total lecture time	10 min
Breaks are subject to change and flow with classroom dynamics. F/or every instructional hour, ten (10) minutes is allocated as a break time (e.g., 50 minutes of instruction, 10-minute break)	20 min
<b>Total Time:</b>	<b>2 h</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>	

## Socialization (EOA 4200)

### Lesson Overview

Students are provided a description of the socialization process and its impact on individuals in the equal opportunity (EO) career field, as well as within organizations. Having a working understanding of the socialization process will aid EO professionals to resolve issues involving human relations. At the end of the lesson, students will be able to define the socialization process, identify sources and settings that influence socialization, describe the self-concept, define values, and recognize value categories. Further, students will be able to describe how socialization influences values and attitudes, identify ego defense mechanisms, explain resocialization, and identify strategies for changing socialized behavior. Students will also discuss aspects of self-identity during small-group structured experiences and a group interview.

### Strategy

This foundational building-block lesson outlines and describes the socialization process. During the lesson, the importance of the socialization process and how it affects social day-to-day interactions is explored. Knowledge regarding social make up, beliefs, and values are crucial to understand behavior and conduct. At the conclusion of the lecture, concepts of socialization will be discussed in a small group setting. The Socialization lesson enables a better understanding of how to handle and solve social and behavioral issues that may occur within organizations during an EO professional's tour of duty.

### Instructional Method

Method	Time
Informal Lecture	3 h 30 min
Discussions (Phase 2)	3 h 30 min
<b>Total Time</b>	<b>7 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, student guide, and small-group discussions, infer how socialization impacts human relations.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Classify the socialization process.	U	CRT	15 min
B. Identify sources and settings that influence socialization.	R	CRT	25 min
C. Classify the self-concept	U	CRT	25 min
D. Recognize value categories	R	CRT	17 min
E. Compare how socialization influences values and attitudes.	U	CRT	18 min

F. Identify ego defense mechanisms.	R	CRT	18 min
G. Abstract resocialization.	U	CRT	15 min
H. Compare strategies for changing socialized behavior	U	CRT	10 min
Video “What You Are Is Where You Were When...Again!”			27 min
<b>Total Instructional Time:</b>			<b>2 h 50 min</b>
The introduction and conclusion should each take approximately 10 minutes of the total lecture time.			10 min
10 min Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10 minute break).			30 min
<b>Total Time:</b>			<b>3 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## Perceptions (EOA 2000)

### Lesson Overview

The perception process is the gathering of information to make sense of one's surroundings. This lesson discusses the perception process with recognition of the influence one's own biases and stereotypes have on the accuracy of perceptions. In exploring a systematic view of how individuals can gather the same information (sensations) and draw different conclusions (i.e., perceptions), students are better able to explore self, and more accurately identify their own biases, motives, and stereotypes. Additionally, commands are reliant on equal opportunity (EO) staff members to perform their duties free of personal biases, motives, and stereotypes.

### Strategy

This lesson will outline elements in the perception process. At the end of the lesson students will have the skills to define the terms associated with the perception process. Additionally, students will become more aware of their own stereotypes, the source of these stereotypes, and how they affect unit readiness and mission accomplishment. A two-hour small group discussion follows the lecture to allow future EO professionals to understand stereotype and perceptions of others. Student learning is measured through question and answer during Phase 2 and Criterion-Referenced Test (CRT) for lecture content.

### Instructional Method

Method	Time
Informal Lecture	2 h
Small Group Discussion (Phase 2)	2 h
<b>Total Time</b>	<b>4 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, a student guide, and an experiential learning activity understand how perceptions can impact individuals.

Enabling Learning Objectives	Level of Learning	Performance Measure	Approximate Time
A. Recognize the elements of the perception process.	R	CRT	10 min
B. Interpret the effect of biological perceptual filters on the perception process.	U	CRT	17 min
C. Interpret the effect of sociological and cultural perceptual filters on the perception process.	U	CRT	18 min
D. Recognize the attributes of a stereotype.	R	CRT	20 min
E. Recognize how perception shortcuts can impact your mission readiness.	R	CRT	10 min

F. Recognize the ways to correct inaccurate perceptions.	R	CRT	15 min
<b>Total Instructional Time:</b>			<b>1 h 30 min</b>
The introduction and conclusion should each take approximately of the total lecture time.			10 min
10 min Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
<b>Total Time</b>			<b>2 h</b>
R = Remember U = Understand CRT =Criterion Referenced Test			

## Communication Skills for the EO Professional (EOA 3000)

### Lesson Overview

Being a skilled communicator is a force multiplier for any equal opportunity professional. As an EO professional the ability to effectively and strategically communicate upwards, downwards, and across the entire spectrum of your organizational structure, will enhance your individual performance and can positively affect your organizational climate. From describing complaint procedures to junior enlisted personnel, to advising command climate and harassment prevention strategies to senior officers, this lesson is designed to educate EO professionals on strategies for effective communication. The Communication Skills for the EO Professional lesson will assist the EO professional to be a more effective communicator by understanding and adapting their communication modes, methods, and strategies to given situations.

### Strategy

This lesson builds on the Distributed Learning (DL) lesson on Communication Skills which sets the foundation for communication. This lesson will provide the student with an understanding of the modes of communication and the importance of congruency between verbal and nonverbal messages. It describes the barriers to communication and discusses strategies to reduce these barriers. The lesson explores the dynamics of giving and receiving feedback and uses the Johari Window Model to understand the impact of feedback. The lesson will also explore ten key elements to effective communication and discuss the concept of strategic communication. Throughout the lesson the instructor must draw on student experiences while discussing how these communication dynamics affect the military environment. At the end of the lecture students will have a better understanding of the communication process and will be prepared to practice new communication techniques while conducting EO complaint, conflict resolution, and organizational assessment activities.

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture, a study guide, and small group activities, conclude how effective communication skills can impact individual performance.

Enabling Learning Objectives	Level of Learning	Performance Measure	Approximate Time
A. Contrast between the modes of communication	U	CRT	10 min
B. Classify the barriers to communication.	U	CRT	15 min

C. Identify guidelines for effective feedback	R	CRT	15 min
D. Interpret the Johari Window Model	U	CRT	15 min
E. Infer how strategic communication impacts organizations.	U	CRT	15 min
<b>Total Instructional Time:</b>			<b>1 h 10 min</b>
The introduction and conclusion should each take approximately of the total lecture time.			10 min
10 min Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Time</b>			<b>1 h 30 min</b>
R = Remember U = Understand CRT =Criterion Referenced Test			

## Prejudice, Discrimination and Power (EOA 1000)

### Lesson Overview

Recognizing personal prejudice(s) and listening to or observing others' behaviors leading to acts of discrimination is a fundamental responsibility of an Equal Opportunity (EO) professional. This lesson explains how inappropriate behaviors can adversely affect leadership, unit cohesion, and mission accomplishment. It also provides strategies to recognize and prevent prejudice and discriminating behaviors by explaining how prejudice and discrimination can manifest while exploring how individual power is able to influence others. Finally, the lesson closes with strategies to recognize and prevent prejudice and discriminatory behaviors.

### Strategy

Before teaching this lesson, the instructor(s) will need to explore current concerns found in organizations today to prepare for this lesson by reading, researching, and collaborating with peers to ensure examples are relevant to what future EO professionals could encounter. Furthermore, when soliciting student participation, facilitators should request students to provide recent real-world examples of behaviors they personally experienced or observed. For the lecture itself, the instructor will provide recent (and actual) facts that will assist students in recognizing individual and organizational prejudice(s) and how they can lead to acts of discrimination and negatively affect the military. This lesson explains how prejudice and discrimination can manifest. It also explains individual power and its ability to influence others and closes with strategies to recognize and prevent prejudice and discriminating behaviors.

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Small Group Discussions (Phase 2)	3 h 30 min
Lesson Refresher (Phase 2)	30 min
<b>Total Time</b>	<b>6 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, study guide, and small group activity, illustrate how prejudice, discrimination, and power can manifest within an organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Illustrate levels of prejudice.	U	CRT	15 min
B. Illustrate bases of discrimination.	U	CRT	30 min
C. Illustrate the types of discrimination.	U	CRT	15 min
D. Illustrate how prejudice and discrimination can manifest.	U	CRT	15 min

E. Recognize individual power and its ability to influence others.	U	CRT	25 min
F. Contrast strategies to recognize and prevent prejudice and discriminating behaviors	U	CRT	20 min
<b>Total Instructional Time:</b>			<b>2 h</b>
The introduction and conclusion should each take approximately 5 minutes.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
<b>Total Lesson Time</b>			<b>2 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## Racism (EOA 1100)

### Lesson Overview

This lesson is designed to ensure that each student can form the necessary framework to understand sources, causes, forms, and contemporary manifestations of racism, racial discrimination, and related intolerance issues. Emphasis is placed on the different definitions of race and the significance of the social definition of race. The instructor will combine an overview of the EOAC 1100, *Racism* lecture’s key points with small group activities designed to reinforce these key points and strengthen the learner’s comprehension of how this knowledge affects the duties of an Equal Opportunity (EO) professional.

### Strategy

It is best to teach this lesson before the Sexism and Extremism lessons. As instructors, you must provide information that clarifies how racism has a negative impact on our military. Briefly touch on the conflicts the United States military has participated in and how the phenomenon of “reject, recruit, and reject” has affected minorities. Let the students know that the lecture will focus on the Enabling Learning Objectives (ELO) and the information presented will prepare them for the small group discussion. Student learning is measured through question and answer (Q&A) during discussion and criterion referenced test.

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Small Group Discussion (Phase 2)	2 h 30 min
<b>Total Time</b>	<b>5 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a study guide, and a small group activity, understand how racism can impact the culture of an organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Contrast key terms associated with race and racism.	U	CRT	70 min
B. Identify racist behavior.	R	CRT	15 min
C. Illustrate internal and external factors that contribute to racism.	U	CRT	10 min
D. Map historical events that contributed to racism in the military.	U	CRT	15 min
E. Generalize strategies to combat racism in the military.	U	CRT	10 min

<b>Total Informal Lecture:</b>	<b>2 h</b>
The introduction and conclusion should each take approximately 5 minutes each.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (i.e., 50 minutes of instruction, 10-minute break)	20 min
<b>Total Time:</b>	<b>2 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>	

## Sexism (EOA 1200)

### Lesson Overview

Sexism is discrimination against people based on sex rather than individual merits. It can refer to several different beliefs or attitudes, namely the belief that one sex is superior to the other; the belief that men and women are very different and that this should be strongly reflected in society, language, and the law. Sexism also refers to hatred of men (misandry) or women (misogyny). This lesson emphasizes the importance of objectivity, fairness, openness, and avoidance of personal agendas in the job of an EO professional.

### Lesson Strategy

The instructor will provide information that will assist students to recognize how sexism leads to acts of discrimination and negatively impacts the military. The lecture focuses on awareness and current issues requiring the attention of EO professionals. It provides information that describes sources of sexism information, definitions, Department of Defense (DoD) policies, command functions regarding sexist behavior, and generalized strategies to combat sexism. The small group discussion will focus on sexist behavior and be measured through Questions and Answers (Q&A) during the discussion and criterion referenced test.

### Instructional Method

Method	Time
Informal Lecture	1 h 30 min
Sexism Refresher (Phase 2)	30 min
Small Group Discussions (Phase 2)	2 h
<b>Total Time</b>	<b>4 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective

Given a lecture, a study guide, and a small group discussion, conclude how sexism can impact the culture of an organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Illustrate the manifestation of sexism.	U	CRT	15 min
B. Classify sexist behaviors.	U	CRT	15 min
C. Summarize influences that perpetuate sexism.	U	CRT	15 min
D. Map historical events that contributed to sexism in the military.	U	CRT	15 min
E. Generalize strategies to combat sexism in the military.	U	CRT	10 min
<b>Total Instructional Time:</b>			<b>1 h 10 min</b>

The introduction and conclusion should each take approximately 5 minutes each.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (i.e., 50 minutes of instruction, 10-minute break)	10 min
<b>Total Time:</b>	<b>1 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>	

## Sexual Assault Prevention and Response (SAPR) (EOA 1900)

### Lesson Overview

This lesson provides Equal Opportunity (EO) professionals with the information and resources available to aid individuals who are sexually assaulted. The roles and responsibilities of an EO professional are extremely different compared to a: Sexual Assault Prevention and Response Victim Advocate (SAPR VA), Sexual Assault Response Coordinator (SARC), Sexual Harassment/Assault Response and Prevention SHARP (Army). This lesson defines sexual assault and explains how the EO professional's role relates to the SAPR program.

### Strategy

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

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture and a study guide, recognize how sexual assault(s) affects military readiness and recognize the EO professional's responsibilities in decreasing sexual assaults in an organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the definition of sexual assault.	R	CRT	10 min
B. Recognize the risk indicators of sexual assault in an organization	R	CRT	25 min
C. Recognize the responsibilities of an EO professional as it pertains to SAPR.	R	CRT	35 min
<b>Total Instructional Time:</b>			<b>1 h 10 min</b>
The introduction and conclusion should each take no more than five minutes each.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Time:</b>			<b>1 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Referenced Test</b>			

## Prohibited Extremist and Criminal Gang Activity (EOA 3150) DL Only

### Lesson Overview

As an Equal Opportunity professional, it is important to understand and recognize extremism ideology and behaviors that negatively impact the DoD. While extremist groups may seek to join the military and recruit military members to their causes, military members must reject participation in organizations that promote extremist causes. Knowing about extremist groups will help you combat extremism in the military. Upon completion of this lesson, the student will have a better understanding of extremist groups and organizations. This will enhance student knowledge, thus, preparing them as an EO professional in dealing with extremist identification and issues.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students will read the Study Guide and recommended reading revisiting the Study Guide and recommended reading as often as needed to understand the definition of and recognize behaviors associated with inappropriate extremist behaviors. The information presented herein is intended for education and training purposes only. Although extremism and ideology are discussed in this material, it is important to note this training is for awareness only and **the instructor must refrain from labeling any specific organization as extremists. Groups identified by the FBI can be referenced.** The training emphasis must be placed on the understanding of prohibited activities stated in DoD policy rather than the ideologies or beliefs of individuals or organizations.

### Instructional Method

Method	Time
Distributed Learning Module	2 h
<b>Total Time</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective

Given an online lesson and study guide, implement methods to cultivate an environment free from extremist activities.

Enabling Learning Objectives	Level of Learning	Performance Measure	Approximate Time
A. Recognize the prohibited conduct related to violent extremism, protests, and criminal gang activity	<b>R</b>	<b>CRT</b>	20 min
B. Infer how extremist group recruit.	<b>U</b>	<b>CRT</b>	20 min

C. Exemplify the impact of the internet on extremist activities.	<b>U</b>	<b>CRT</b>	20 min
D. Classify the effects of extremist activities within the DoD.	<b>U</b>	<b>CRT</b>	20 min
E. Clarify protections of free speech while participating in extremist activities.	<b>U</b>	<b>CRT</b>	20 min
F. Interpret the DoD Extremism policy and preventative measures.	<b>U</b>	<b>CRT</b>	20 min
<b>Total Instructional Time:</b>			<b>2 h</b>
<b>R = Remembering U = Understanding CRT = Criterion Referenced Test</b>			

## **DoD Principles of Prevention (PoP) (EOA 3500)**

### **Lesson Overview**

This lesson will inform students about the Department of Defense (DoD) framework for prevention of harassment and provide instruction on the application of the DoD Principles of Prevention (PoP). The DoD adopted the Centers for Disease Control and Prevention (CDC) Public Health Approach to Prevention and the Sexual Assault Prevention and Response Office's (SAPRO) Prevention Plan of Action (PPoA) and applied it to the prevention of harassment and unwanted sexual behaviors. This lesson will enable Equal Opportunity (EO) professionals to understand and apply the DoD PoP framework as a method of prevention and response to harassment. It is imperative that EO and Equal Employment Opportunity (EEO) professionals have the knowledge, skills, and abilities necessary to be the front line in the Services' efforts to prevent harassment. These efforts include the ability to identify risk and protective factors associated with harassment and apply prevention strategies for immediate and long-term prevention. This is an application-level lesson designed so EO professional graduates can advise commanding officers and senior leaders on the DoD PoP framework and assist them with implementing this prevention and response model in their commands. Leading facilitated discussions and conducting organizational assessments are two key primary prevention strategies within the EO professional's toolbox.

### **Strategy**

In order to effectively explain and apply the DoD PoP framework to harassment prevention, students must understand the types of harassment and concepts of victim and system focus. Lessons about the types of harassment and system and victim focus complement this lesson. The strategy for this lesson is to provide a building-block approach to PoP by discussing the background for this approach and its foundational principles. The instructor will use the graphic model of the DoD PoP to enable the students to identify risk and protective factors, identify various levels, and apply prevention strategies at all levels of leadership. The instructor will teach the activity through a collaborative learning group. The students will break into small groups to apply the DoD PoP to a given scenario. DEOMI will teach this lesson in the auditorium and will require one primary instructor and two to four additional assistant instructors (AI). The measures of student learning are a criterion referenced test and guided discussions.

Students will not complete the Terminal Learning Objective (TLO) of applying the DoD PoP framework at the conclusion of this lesson. The TLO will carry through the student-guided discussions on harassment prevention during the Training Development and Delivery (TDD) lesson and the capstone organizational assessment lessons, during which students will continue to apply the DoD PoP framework. Leading facilitated discussions and conducting organizational assessments are two key primary prevention strategies within the EO professional's toolbox.

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture, discussions in a collaborative learning group, instructions for developing a guided discussion, and apply the Principles of Prevention (PoP) framework to harassment and response situations.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recognize the importance of a guiding framework towards the prevention and response of harassment.	R	CRT	10 min
B. Classify the PoP framework levels.	U	CRT	10 min
C. Classify Step 1 of PoP: Understand the Problem	U	CRT	18 min
D. Compare Step 2 of PoP: Comprehensive Approach	U	CRT	15 min
E. Interpret Step 3 of PoP: Quality Implementation	U	CRT	10 min
F. Interpret Step 4 of PoP: Continuous Evaluation	U	CRT	7 min
<b>Total Instructional Time:</b>			<b>1 h 10 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Time:</b>			<b>1 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## System Focus and Victim Focus (EOA 2100)

### Lesson Overview

This lesson provides information that aids the understanding of system/victim focus. Victim-focus spotlights symptoms of problems, while system-focus centers on the causes of problems. Instructors stress that leaders be dual focused (victim and system) to eliminate victim blaming/discrimination. By looking at causes and symptoms of the discrimination, students will learn that victims can suffer physical, psychological, and economic harm.

### Strategy

Instructors will begin by defining key terms, thoroughly discuss the process of blaming the victim and explain why the system rarely gets blamed. A classroom discussion will explore the distribution of power and its effect(s) on our ability to focus on the system and discuss the process of blaming the victim and explain why the system rarely gets looked at to increase clarification of learning. Student learning is measured through questions and answers (Q&A) during discussion and a criterion-referenced test (CRT).

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Small Group Discussions (Phase 2)	2 h 30 min
<b>Total Time</b>	<b>5 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a study guide, interpret how victimization affects the culture of the organization from the victim focus and system focus.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recognize key terms associated with victim focus.	R	CRT	40 min
B. Classify the process of blaming the victim.	U	CRT	40 min
C. Recall system focus.	R	CRT	15 min
D. Summarize the methods to prevent victimization.	U	CRT	20 min
Summary			5 min
<b>Total Instructional Time:</b>			<b>2 h</b>
The introduction and conclusion should each take approximately 10% of the total formal lecture time.			10 min

Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).	20 min
<b>Total Time:</b>	<b>2 h 30 min</b>

## Bystander Intervention (EOA 3600) DL Only

### Lesson Overview

In the Armed Forces and society, it is important to realize and value of unspoken, spoken, and observed behaviors. Frequently these behaviors solidify desirable and undesirable responses. This lesson will inform personnel on human relations matters critical to an effective workforce and mission readiness. Specifically, this lesson will enlighten students on key terms associated with bystander intervention, actions associated with passive versus active bystanders, and bystander intervention strategies. Active bystander intervention strategies and efforts are fundamental to the Department of Defense (DoD).

### Strategy

This is a student-directed asynchronous lesson. Asynchronous lessons allow students to learn at their own pace and personalize their learning experience. Student may revisit the lesson as often as needed to better understand the key terms and best behaviors associated with bystander interventions.

### Instructional Method

Method	Time
Distributed Learning Module	2 h
<b>Total Time</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture and a study guide, identify the basis of bystander intervention and its impact on mission effectiveness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Identify key terms associated with bystander intervention.	R	CRT	30 min
B. Recall behaviors associated with passive and active bystanders.	R	CRT	30 min
C. Identify bystander intervention strategies.	R	CRT	30 min
<b>Total Instructional Time:</b>			<b>1 h 30 min</b>
The introduction and conclusion should each take approximately 10% of the total formal lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
<b>Total Time:</b>			<b>2 h</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## Ethics (EOA 1800) DL Only

### Lesson Overview

Whether you are a commander, an Equal Opportunity Advisor (EOA), or in any leadership position, you are a professional. From your own personal and ethical point of view, you will be responsible for deciding what course of action is most appropriate for a given situation. In addition, you will be called upon to advise your commander and others on how to proceed ethically to resolve various issues.

### Strategy

This is a student-directed asynchronous lesson. Asynchronous lessons allow students to learn at their own pace and personalize their learning experience. Student may revisit the lesson as often as needed for retention of the content. The lesson explores both desirable and undesirable behaviors that affect readiness and the culture of the organization. By understanding how to evaluate behaviors using ethical decision-making, students affect mission readiness, unit cohesion and the social well-being of personnel.

### Instructional Method

Method	Time
Distributed Learning Module	2 h
<b>Total Time</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture and a study guide, understand how ethical decision-making can affect mission effectiveness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Identify key terms associated with ethics.	R	CRT	60 min
B. Summarize the ethical decision-making plan	U	CRT	60 min
<b>Total Instructional Time:</b>			<b>2 h</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## Religious Liberty and Accommodation of Religious Practices (EOA 3350)

### Lesson Overview

Recognizing religious liberty in religious practices, or no belief in religion, is important for Equal Opportunity (EO) professionals in knowing how to assist personnel in requesting religious accommodations and/or preventing discriminatory and harassing behaviors related to religion. As an EO professional, you must recognize how the manifestation of personal prejudice and the acts of discrimination can adversely impact leadership, unit cohesion, and mission accomplishment.

### Strategy

This lesson covers key terms associated with religion as defined in DoD Instruction 1300.17, identifies how the DoD addresses request for religious accommodation, identify how to recognize religious discrimination, and identify strategies to combat religious discrimination in the military. Following the lecture, the student will participate in a two-hour religious liberty and accommodation panel discussion to help with subject comprehension.

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
<b>Total Time</b>	<b>2 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture and a study guide, recognize how religious discrimination can impact mission effectiveness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall key terms associated with religion as defined by DoD.	R	CRT	15 min
B. Identify how DoD addresses requests for religious accommodation practices	R	CRT	45 min
C. Identify how to recognize religious discrimination.	R	CRT	30 min
D. Identify strategies to combat religious discrimination in the military.	R	CRT	30 min
<b>Total Instructional Time:</b>			<b>2 h</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min

Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).	20 min
<b>Total Time</b>	<b>2 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>	

## Cultural Awareness (EOA 4400)

### Lesson Overview

The EOA 4400, *Cultural Awareness*, lesson introduces the student to the concept of culture and how people adapt to cultural differences. The lesson explores the *Developmental Model of Intercultural Sensitivity (DMIS)*, which explains six levels of how people react to different cultures. The lesson then introduces the cross-cultural competency (3C) concept and uses the 3C bull's-eye to describe the levels of cultural competence.

### Strategy

Developing cultural awareness is the first step to developing cultural competence. A culturally competent equal opportunity (EO) professional will be able to understand, communicate with, and effectively interact with people from different cultures. Instructors will begin the lesson by introducing the concept of culture and discuss how people adapt to different cultures. They will introduce the student to the DMIS model and describe the stages within the model. Finally, the instructors introduce the students to the 3C model and describe the bull's-eye diagram. Prior to this lecture, students will participate in the Cross-Cultural Competence Inventory (3CI) survey as homework and receive their survey results prior to the small group discussion. Next the students will receive the Cultural Awareness platform lesson followed by the 3CI Survey Discussion. Based on the survey results, the students will facilitate a discussion on how they can improve their cross-cultural competency.

### Terminal Learning Objective (TLO)

Given a lecture, a study guide, and small group activities, understand how culture can affect the organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Interpret the concept of culture.	U	CRT	25 min
B. Infer the Developmental Model of Intercultural Sensitivity (DMIS)	U	CRT	25 min
C. Categorize cross-cultural competency (3C) within the organization.	U	CRT	20 min
<b>Total Lesson Time:</b>			<b>1 h 10 min</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Lesson Time</b>			<b>1 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## **Intercultural Communication Skills (EOA 3100)**

### **Lesson Overview**

This lesson is structured to take an in-depth look at communicating in different cultural environments. It presents the opportunity for EOA students to explore cultural differences and the ways they influence communication. It is critical for EO professionals to possess the knowledge, skills, and attitudes necessary to communicate in diverse situations, such as conflict resolution, intake interviews, formal/informal briefings, organizational assessment activities, and senior leader engagements. Intercultural Communication discusses cultural tendencies, while increasing EOAC students' awareness and understanding of how language, gender roles, space, nonverbal behavior, speaking volume, time, and social media impacts communication across multi-cultural environments. Additionally, the lesson provides information regarding the way different generations communicate, to help students, as future EO professionals, understand how to eliminate workplace conflict. This lesson creates an opportunity to take all those topics learned so far during the course and tie them together where it makes sense. It introduces students to the Impact Model, which explores intended and unintended consequences, and strategies for inclusive communication. Ultimately, this lesson will enable EOAC students to understand and apply the tools provided to enhance organizational inter/intrapersonal and working relationships and avoid misunderstandings.

### **Strategy**

It is important for students to understand that communicating in multicultural situations is a significant component of the EO professional's roles and responsibilities. Being able to communicate in various settings allows the EO professional to assist the organization in accomplishing the mission in effective and efficient ways. Students, at this point, have learned about some of the foundational subjects such as, Stereotypes, Perceptions, Communication Skills, and Communication Skills for the EO Professional, and Cultural Awareness. Intercultural Communication was designed to build upon these lessons. It begins by explaining what the concept of "communication across differences" means, including examining the rudiments of intercultural communication, cultural tendencies, gender roles, and conversation styles. It is followed by exploring how different generations of people communicate and social media impacts communication in multicultural environments. Finally, the lesson discusses the dynamics of the Impact Model and strategies to enhance skills when communicating in different situations. At the end of this discussion, students will have a better understanding of communicating across differences and will be prepared to practice strategies while conducting intake interviews, conflict resolution, formal/informal briefings, senior leader engagement, and organizational assessment activities.

### **Terminal Learning Objective (TLO)**

Given a lecture and study guide, understand how intercultural communication can affect mission effectiveness.

<b>Enabling Learning Objectives (ELO)</b>	<b>Level of Learning</b>	<b>Performance Measure</b>	<b>Approximate Time</b>
A. Recognize the aspects of culture communication.	R	CRT	20 min
B. Recognize barriers of intercultural communication.	R	CRT	20 min
C. Infer how gender roles impacts communication in diverse situations.	U	CRT	20 min
D. Compare how different generations affect communication in the workplace.	U	CRT	20 min
E. Illustrate how social media impacts communicating in military environments.	U	CRT	20 min
F. Summarize strategies to improve intercultural communications	U	CRT	20 min
<b>Total Instructional Time:</b>			<b>2 h</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
<b>Total Time:</b>			<b>2 h 30 min</b>
<b>R = Remember U= Understand CRT = Criterion Referenced Test</b>			

## Special Observances (EOA 4800) DL Only

### Lesson Overview

This lesson is designed to provide the learner with an introduction to what is involved in conducting a Special Observance function.

### Strategy

Given the Student Study Guide, students identify the concept of cultures within the Department of Defense members and how people adapt to different cultures through the expression of Special Observances within DoD. Students identify requirements for Special Observance preparations.

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given examples and a study guide, know how to prepare for Special Observances.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Identify Special Observances	R	CRT	20 min
B. Identify how to prepare for Special Observances	R	CRT	20 min
<b>Total Instructional Time:</b>			<b>40 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>			

## Presentation Skills (EOA 2050)

### Lesson Overview

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

### Strategy

This lesson covers an introduction to military briefings and the fundamentals of public speaking. The students will demonstrate three styles of public speaking in a small group environment. The Rating Sheets for all three presentations are included in the Presentation Skills Handbook. Using the lesson plan and PowerPoint presentation, the instructor will cover ELO A, B, C, and D to provide general information on types of briefings, briefing preparations and considerations, and support material used during formal briefs. In ELO E, the instructor will use the Presentation Skills Handbook and PowerPoint presentation to provide specific instructions on preparing and delivering the assignments.

### Instructional Methods

Method	Time
Informal Lecture	3 h
Presentation Skills Brief – Intro to Student Projects (Phase 2)	30 min
Student Presentations (Phase 2)	6 h
<b>Total Time</b>	<b>9 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, study guide, briefing instructions, and a handbook, apply effective presentation skills/techniques.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Identify the types of formal briefs.	R	CRT	20 min
B. Identify the format used to prepare and present a formal brief.	R	CRT	30 min
C. Identify briefing considerations used during a formal brief	R	CRT	40 min
D. Recall supporting materials to conduct a formal brief.	R	CRT	20 min
E. Recognize the criteria associated with formal briefings.	R	CRT	40 min

<b>Total Instructional Time:</b>	<b>2 h 30 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).	20 min
<b>Total Time</b>	<b>3 h</b>
<b>R = Remember U= Understand CRT = Criterion Reverenced Test</b>	

**Small Group Activity Goals (Phase 2):**

Activity	Purpose	Performance Measure	Approximate Time
Formal Information/Advocacy Brief	<ul style="list-style-type: none"> <li>• Conduct a brief using an outline based on sound research, content organization, clear purpose, and brevity.</li> <li>• Inform listeners with clear and objective facts on an assigned topic followed by an advocacy perspective.</li> </ul>	PE	5 h
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.			50 mins
<b>Total Time:</b>			<b>6 h</b>
<b>PE = Performance Evaluation</b>			

## Introduction to Race and Ethnic Studies (EOA 4000)

### Lesson Overview

This information provides an introduction into race, ethnicity, and culture in America and the race and ethnic groups designated by the Office of Management and Budget (OMB). It is also an introductory to the race and ethnic studies portion of the Equal Opportunity Advisor Course.

### Strategy

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

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a study guide and reference reading material, understand the similarities and differences between the race and ethnic cultures within the DoD.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Define race and ethnicity	R	CRT	10
B. Recall the Office of Management and Budget (OMB) race and ethnic groups	R	CRT	20
C. Interpret the concept of culture	U	CRT	20
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes are allocated as a break time (e.g., 50 minutes of instruction, 10-minute break).			10 min
<b>Total Lesson Time</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## White Americans (EOA 4500) DL Only

### Lesson Overview

The objective of the 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 that have significant impact on the military. In this lesson, students will learn about the White American racial category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by the White American category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category.

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide, know the racial identity associated with the White American culture. 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	Approximate Time
A. Describe the White American category according to the Office of Management and Budget (OMB)	K	CRT	15 min
B. Recall historical experiences unique to White Americans	K	CRT	15 min
C Recall demographic facts associated with White Americans.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## Black or African Americans (EOA 4550) DL Only

### Lesson Overview

The objective of the 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 Black or African American cultural subgroups that have significant impact on the military. In this lesson, students will learn about the Black American racial category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by Black or African American category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide know the racial identity associated with the Black or African American culture. After completing all Race and Ethnic study modules, students must achieve a minimum passing score of 70 percent on the Race and Ethnic studies comprehensive exam.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Describe the Black or African American category according to the Office of Management and Budget (OBM).	K	CRT	15 min
B. Recall historical experiences unique to Black or African Americans.	K	CRT	15 min
C. Recall demographic facts associated with Black or African Americans.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## Hispanic or Latino Americans (EOA 4600) DL Only

### Lesson Overview

The objective of the 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 that have significant impact on the military. In this lesson, students will learn about the Hispanic or Latino American ethnic category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by Hispanic or Latino American category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide, know the ethnic identity associated with the Hispanic or Latino American culture. 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	Approximate Time
A. Describe the Hispanic or Latino American category according to the Office of Management and Budget (OMB).	K	CRT	15 min
B. Recall historical experiences unique to Hispanic or Latino Americans.	K	CRT	15 min
C. Recall demographic facts associated with Hispanic or Latino Americans.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## Asian Americans (EOA 4650) DL Only

### Lesson Overview

The objective of the 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 that have significant impact on the military. In this lesson, students will learn about the Asian American racial category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by the Asian American category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide, know the racial identity associated with the Asian American culture. 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	Approximate Time
A. Describe the Asian American category according to the Office of Management and Budget (OMB).	K	CRT	15 min
B. Recall historical experiences unique to Asian Americans.	K	CRT	15 min
C. Recall demographic facts associated with Asian Americans.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## Native Hawaiian and Pacific Islanders (EOA 4700) DL Only

### Lesson Overview

The objective of the 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 that have significant impact on the military. In this lesson, students will learn about the Native Hawaiian or Other Pacific Islander racial category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by Native Hawaiian and other Pacific Islanders category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide, know the racial identity associated with the Native Hawaiian or Other Pacific Islander, (NH/PI), culture. After completing all Race & Ethnic study modules, students must achieve a minimum passing score of 70% on the Race & Ethnic studies comprehensive exam.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Describe the Office of Management and Budget (OMB) category Native Hawaiian or Other Pacific Islander.	K	CRT	15 min
B. Recall historical experiences Unique to Native Hawaiian or Other Pacific Islanders	K	CRT	15 min
C. Recall demographic facts associated with Native Hawaiians or Other Pacific Islanders.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## American Indians and Alaskan Natives (EOA 4750) DL Only

### Lesson Overview

The objective of the 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 that have significant impact on the military. In this lesson, students will learn about the American Indian or Alaska Native racial category.

### Strategy

This is a student-directed asynchronous lesson. During this lesson, students use the Study Guide to define and assist with understanding the concept of what is meant by American Indians and Alaskan Natives category according to the Office of Management and Budget (OMB) and recall demographic facts associated with this category

### Instructional Method

Method	Time
Distributed Learning Module	1 h
<b>Total Time</b>	<b>1 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given an online lesson module and a study guide, know the racial identity associated with the American Indian or Alaska Native, (AI/AN), culture. 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	Approximate Time
A. Describe the American Indian or Alaska Native category according to the Office of Management and Budget OMB).	K	CRT	15 min
B. Recall historical experiences unique to American Indian or Alaskan Native.	K	CRT	15 min
C. Recall demographic facts associated with American Indian or Alaska Native.	K	CRT	15 min
<b>Total Instructional Time:</b>			<b>45 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			15 min
<b>Total Time:</b>			<b>1 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test</b>			

## Unconscious Bias

### Lesson Overview

This lesson provides context for understanding what unconscious bias is, its impact, and how to avoid it. Students will watch the lecture video and follow along with their study guides. They will complete the study guides according to information they hear from the lecture. Additionally, students will work to understand their own unconscious biases by completing an external assessment from Harvard and reflecting on their experience. Their reflections will be recorded in their study guides as well. Using the information from the lecture, in conjunction with their own experience, as well as an external YouTube video, students will develop a plan for themselves to be able to recognize unconscious bias in themselves and in those around them. This knowledge can then be the basis for holding a difficult conversation, either during the large-group activity or later in a professional setting.

### Lesson Strategy

Students will be presented with contextual information to understand many aspects of the nature of unconscious bias. The lecture, in conjunction with interactive activities, will help develop an understanding of the issue and its importance. Students will generate a personal plan for avoiding unconscious bias, enabling them to be more effective leaders within the Department of Defense.

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture and study guide activities, students will recognize unconscious bias, understand its impact, and generate a plan to combat personal unconscious bias. Students will then apply this knowledge to mitigate unconscious bias in themselves, subordinates, and superiors.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Differentiate between types of unconscious bias.	A	CC	20 min
B. Analyze the impact of unconscious bias.	A	CC	10 min
C. Create a plan for combating unconscious bias.	A	CC	10 min
<b>Total Lesson Time:</b>			<b>40 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min

Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends 10-minute break for every hour of lecture/facilitation.	10 min
<b>Total Time:</b>	<b>1 h</b>
<b>A = Applying CRT = Criterion Referenced Test</b>	

## Microaggressions

### Lesson Overview

The ability to see, hear, and interpret Microaggression(s) is a key responsibility of an Equal Opportunity (EO) professional. This lesson informs students on the aspects of Microaggression and the ways it can affect an organization as well as ways to combat and prevent it. As Microaggressions are typically unconscious and unintentional, it is important to recognize the various forms, types, groups, and categories associated with such occurrences. Awareness of this topic is imperative to the cohesion of an organization, the effectiveness of a unit, and the accomplishment of a mission.

### Lesson Strategy

The learner will follow a pre-recorded video of an instructor and a Power Point presentation in conjunction with the Student Guide. The Student Guide is interactive and allows the learner to take notes, fill in the blanks, answer reflection questions, and complete knowledge checks. There is a Real-life Scenario Case Study that requires the learner to practice the following skills: a) Identify, b) Review, c) Reflect, and d) Strategize. This strategy will help the learner prepare for identifying, addressing, and preventing microaggressions within their organization.

### Instructional Method

Method	Time
Informal Lecture	2 h
<b>Total Time</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture and interactive student guide, students will learn how to recognize microaggression, understand how it affects an organization, and apply methods to prevent microaggression.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Differentiate between macroaggression and microaggression	A	CC	15 min
B. Differentiate between the victim/targets, perpetrator(s), and bystander(s) of a microaggression	A	CC	15 min
C. Analyze the different forms of microaggression and how they impact the organization.	A	CC	20 min

D. Evaluate how to respond to microaggression.	E	CC	20 min
E. Strategize and apply methods to prevent microaggression.	A	PE	20 min
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Note: Break times are at the discretion of the instructor/facilitator. DEOMI recommends 10-minute break for every hour of lecture/facilitation.			20 min
<b>Total Time:</b>			<b>2 h</b>
<b>A = Apply E = Evaluate U = Understand CC = Criterion Checklist PE = Performance Evaluation CRT = Criterion Referenced Test</b>			

## Toxic Leadership

### Lesson Overview

This lesson informs students on the Department of Defense’s primary ethical values of effective leadership and the attributes of toxic leadership enabling the student to develop strategies to minimize the negative impact toxic leadership has on organizational climate and culture.

### Lesson Strategy

Equal Opportunity Professional students will learn the behaviors, attributes, contributing factors, and the effect toxic leadership has on followers of toxic leaders, recall the primary ethical values of effective leadership, and develop a plan for combating toxic leadership. Students will be given opportunities to reassess the impact of the external issue after the effective conversation has occur by conducting and Effective Conversations After-Action Review (AAR). If the effective conversation process and impact produce the intended outcomes, students could be confident in employing the method for future effective conversations. If the process and effect did not produce the intended results, students need to identify areas where this failure may have occurred and consider a different approach in the future. This reflective strategy can avoid or minimize the negative impact toxic leadership has on organizational climate and culture.

### Instructional Method

Method	Time
Informal Lecture	2 h
<b>Total Time:</b>	<b>2 h</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Given a lecture, and study guide, students will differentiate the primary ethical values of effective leadership and the behaviors and attributes associated with toxic leadership to develop a plan for combating toxic leadership within their organization.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the primary ethical values of effective leadership	R	CRT	10 min
B. Classify the behaviors and attributes of toxic leadership.	U	CRT	20 min
C. Classify the behaviors and attributes of followers responding to toxic leadership	U	CRT	15 min
D. Distinguish the contributing factors of developing toxic leaders.	A	PE	15 min
E. Determine the effects of toxic leadership	A	PE	20 min
F. Outline a plan for combating toxic leadership	C	PE	10 min

<b>Total Lesson Time:</b>	<b>1 h 30 min</b>
<b>Notes</b>	
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. DEOMI recommends a 10-minute break for every one hour of lecture/facilitation	20 min
<b>Total Time:</b>	<b>2 h</b>
<b>R = Remember U = Understand A = Analyze C = Create</b> <b>CRT = Criterion Referenced Test PE = Performance Evaluation</b>	

## Facilitating Uncomfortable Conversations

### Lesson Overview

This lesson provides guidance for best practices on how to facilitate uncomfortable conversations. These conversations will take place at the workplace under a variety of circumstances (i.e., an incident occurs within the workplace or in the public eye that affects Service members and Civilian Employees, a complaint is brought to the Equal Opportunity Professional’s attention, Command mandates a conversation, or the EOP witnesses something that warrants awareness). These conversations can be in conjunction with or in lieu of formal training. This lesson also provides possible outcomes of uncomfortable conversations, both positive and negative, and insight on how to avoid the negative consequences. This lesson will discuss different strategies and best practices for facilitating uncomfortable conversations. It will also give guidance on how to create questions and ground rules to have the most effective uncomfortable conversation. At the end of the lesson, there will be an opportunity for students to practice implementing what they learn by planning out an uncomfortable conversation with a case study.

### Lesson Strategy

Equal Opportunity Professional students will learn what an uncomfortable conversation is, the benefits of facilitating one, and guidance from all five branches, as well as a civilian expert, on how to facilitate them. Students will be given opportunities to practice what they learn in three, self-contained activities: creating a plan of action, generating discussion questions to use, and producing “ground rules” for the conversation. The techniques provided in this lesson will prepare students to effectively facilitate uncomfortable conversations within their workplace.

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture, add the skill of facilitating uncomfortable conversations to your toolbox in conjunction with previously learned skills of conflict resolution, interviewing, and intercultural communication to create a facilitation plan of action, list of ground rules, and discussion questions for a scenario.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Differentiate between individual and group benefits following an Effective Conversation	An	CC	10 min

B. Analyze the steps of the Effective Conversations Framework and differentiate between overall best practices and organization-specific procedures.	An	CC	20 min
C. Analyze challenges within the Effective Conversation Framework and determine possible solutions.	An	CC	5 min
D. Apply the Effective Conversation Framework principles.	A	CC	5 min
<b>Total Lesson Time:</b>			<b>40 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Allocation for student activities within the Student Study Guide			15 min
Breaks			10 min
<b>Total Time:</b>			<b>75 min</b>
<b>A = Apply, An = Analyze, CC = Criterion Checklist</b>			

## **Phase 2: CORE - Resident Lessons**

## Resident Courses Sequence

The EOARCC has two phases: Phase 1 or Distributed Learning (DL) and CORE or Phase 2 with Service Specific lessons incorporated into the CORE program. Phase 1 consists of 30 Distributed Learning (DL) modules. Phase 2 (11 lessons) is approximately four weeks of resident training including Service Specific lessons conducted during the CORE.

#	Lesson #	Lesson Title	Seat Time
1	EOA 3200	Training Development and Delivery	11 h
2	EOA 3400	Basic Facilitation Skills	3 h
3	EOA 1400	Harassment & Retaliation within the DoD	3 h 30 min
4	EOA 1600	EO Complaint and Interview Skills	11 h 30 min
5	EOA 1700	Conflict Management and Resolution	11 h 30 min
6	EOA 2200	Workplace Fairness	3 h 30 min
7	EOA 2625	Analyze Records and Reports	3 h 30 min
8	EOA 2550	Conduct and Analyze Focus Group Data	6 h 30 min
9	EOA 2600	Conduct Observations	2 h
Assignments from Phase 1 Completed in Phase 2	EOA 4050	General EO Professional Duties Refresher	30 min
	EOA 4100	Group Development Refresher & Discussions	3 h
	EOA 2050	Student Assignments Brief & Presentations	14 h
	EOA 4200	Socialization Refresher & Discussions	3 h 30 min
	EOA 2000	Perceptions Discussions	2 h 30 min
	EOA 3000	Communication Skills Discussions	2 h 30 min
	-	Group Processing Discussions	2 h
	EOA 1200	Sexism Refresher & Discussions	2 h 30 min
	EOA 1100	Racism Refresher & Discussions	3 h
	EOA 2100	System & Victim Focus Discussion	3 h
-	Service Specific Training (SST)	35 h	
-	Exams, Focus Groups, Faculty Advisor, and Prep Time	12 h 30 min	
-	Admin Time / Lunch Breaks	20 h	
<b>Total Phase 2 Seat Time</b>			<b>160 h</b>

## Training Development and Delivery (EOA 3200)

### Lesson Overview

Vital to mission readiness, EO professionals must possess knowledge, skills, and abilities necessary to develop, prepare, facilitate, and deliver information in the most effective manner. A fundamental responsibility of all EO professionals is to plan and conduct human relations training within your command. This lesson informs students about different types of training and delivery methods. Specifically, it examines the elements, characteristics, strengths, and weaknesses of teaching lectures and guided discussions. Training development and delivery (TDD) methods consist of techniques utilized by instructor/facilitators to structure learning experiences. This lesson prepares students with the instructional skills needed to be an effective EO professional and build upon knowledge gained in the *Presentation Skills* lesson. This lesson provides a basic understanding and practical experience of instructional skills required of an EO professional. Additionally, small group activities associated with this lesson provide practical application of real-world training situations in military environments.

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

### Lesson Strategy

This lesson is an introduction to training development and delivery. It is important for the students to understand that as an EO professional developing and delivering training is a major component of their job. The lesson begins by providing students with the fundamentals of a teaching lecture, to include the definition, types, advantages, and disadvantages, followed by information regarding guided discussions. Student exposure to components, basic characteristics, and pros and cons of guided discussions will assist in their role as a facilitator. Finally, the lesson discusses how to prepare and present training sessions to help students apply the skills learned to an operation environment. Following this introductory lesson, the student will apply these skills and techniques by preparing a teaching plan and facilitating a guided discussion regarding harassment, hazing, bullying, discrimination, reprisal, and retaliation. To measure learning, criterion checklists and weighted rubrics are used.

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Student Preparation	2 h
Student Performance	6.5 h
<b>Total Class Time</b>	<b>11 h</b>
<b>NOTE:</b> Break times are at the discretion of the instructor/facilitator. It is recommended the instructor take a 10-minute break for every one hour of lecture /facilitation	

### Terminal Learning Objective (TLO)

Develop a teaching plan, discover research to support training and lesson plan development, apply teaching skills to deliver training lesson, and apply facilitation techniques to lead a 60-minute guided discussion.

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

Activity	Purpose	Performance Measure	Time
Principles of Prevention (PoP) Guided Discussion	<ul style="list-style-type: none"> <li>• Develop a teaching plan.</li> <li>• Discover research to support training and lesson plan development.</li> <li>• Apply teaching skills to deliver training lesson.</li> <li>• Apply facilitation techniques to lead a guided discussion.</li> </ul>	A	6.5 h
<b>Total Time:</b>			<b>6 h 30 min</b>
<b>A = Application</b>			
<b>Note:</b> Breaks are subject to change and flow with classroom dynamics. For every instructional hour, DEOMI allocates 10 minutes as break time (e.g., 50 minutes of instruction, 10-minute break).			

## Basic Facilitation Skills (EOA 3400)

### Lesson Overview

Being a facilitator is an important role of an equal opportunity (EO) professional. Facilitators contribute structure and process to various interactions within a military organization. A skilled facilitator is an asset to commanders and senior leaders, and skilled facilitators are seen as effective leaders. Whether you are conducting training sessions, resolving conflict, or gathering information during focus groups, basic facilitation skills will enable you to lead organizations through various processes. The Basic Facilitation Skills lesson will provide you with the basic skills and tools, enabling you to facilitate different situations in dynamic operational environments. This is a foundational lesson within the EOAC and one that you will need to apply during practical exercises throughout the course.

### Lesson Strategy

This lesson is designed to familiarize EOA students with the art and science of group facilitation. This is a foundational lesson on basic facilitation skills that the EO professional can apply while conducting training, conflict resolution, focus groups, and any other group process. Participants will discuss the fundamental elements of basic facilitation techniques. The lesson starts out by describing the definition and purpose of basic facilitation, the core values of facilitation, and the role of the facilitator. The lesson provides the learner with the basic tools of facilitation to include norms, ground rules for effective facilitation, and intervention and questioning techniques. Following this foundational lesson, the EO professional will apply these tools and techniques of facilitation during various practical exercises to include guided discussions, conflict resolution, and group interviews.

### Instructional Method

Method	Time
Informal Lecture & Making the Connection Activities	2 h 45 min
<b>Total Time</b>	<b>2 h 45 min</b>

### Terminal Learning Objective (TLO)

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

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Recall the relevant fundamentals of facilitation and roles of the facilitator.	U	CRT, PE	25 min
Making the Connection: Challenge the Facilitator.	U	Discussion	15 min
B. Compare different facilitation environments.	U	CRT, PE	15 min
Making the Connection: Rotating Environments.	U	Discussion	20 min
C. Interpret conditions to maximize participation.	U	CRT, PE	15 min
Making the Connection: Scenario Hats.	U	Discussion	25 min

D. Explain intervention techniques.	U	CRT, PE	20 min
<b>Total Lecture Time:</b>			<b>2 h 15 min</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			30 min
<b>Total Time:</b>			<b>3 h</b>
<b>R = Remember U = Understand CRT = Criterion Referenced Test PE = Performance Evaluation</b>			

## Harassment and Retaliation within the Department of Defense (EOA 1400)

### Lesson Overview

It is vital for equal opportunity (EO) professionals to understand harassment and retaliation and recognize harassing behaviors as they perform their duties. It is important to recognize harassment behaviors and its effects on individuals and groups within the workplace. The new harassment policy states that the Department “does not tolerate or condone harassment.” Harassment jeopardizes combat readiness and mission accomplishment, weakens trust within the ranks, and erodes unit cohesion. Harassment is fundamentally at odds with the obligations of Service members to treat others with dignity and respect (Office of the Under Secretary of Defense for Personnel and Readiness, 2018). Additionally, retaliation not only harms the lives and careers of victims, bystanders/witnesses, and first responders but also undermines military readiness and weakens the culture of dignity and respect. Without question, retaliation has no place in the Armed Forces. Training is a critical step forward in fostering a climate of dignity and respect.

### Lesson Strategy

In the auditorium, conduct an informal lecture on harassment and retaliation within the DoD, specifically defining the types of harassment, retaliation, recognizing behaviors that constitute harassment, and describing the effects of harassment. This lesson content is a precursor for the Department of Defense (DoD) Principles of Prevention (PoP) lesson and associated activities, must teach it before the PoP lesson. Increase student understanding of the lesson material by implementing a Socratic method of instruction. The academic community commonly uses this strategy when teaching about social issues and it mainly involves structured questioning by the facilitator. DEOMI gauges student learning through Question and Answer (Q&A) sessions during the lesson and measures it by the criterion-referenced test for lecture content.

### Instructional Method

Method	Time
Informal Lecture	3 h 30 min
<b>Total Class Time</b>	<b>3 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

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

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Distinguish behaviors that constitute different types of harassment	An	CRT	40 min

• Appendix A: Making the Connection	An	CS	35 min
B. Distinguish behaviors that constitute different types of retaliation.	An	CRT	40 min
• Appendix B: Making the Connection	An	CS	35 min
C. Recognize the effects of harassment and retaliation in the work environment.	R	CRT	20 min
<b>Total Instructional Time:</b>			<b>2 h 50 min</b>
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			30 min
<b>Total Time:</b>			<b>3 h 30 min</b>
<b>R = Remember U = Understand An = Analyze CS = Case Study CRT = Criterion Referenced Test</b>			

## EO Complaint and Interview Skills (EOA 1600)

### Lesson Overview

This lesson will build upon knowledge of interview skills. It will provide the necessary framework for students to conduct an intake interview and identify the roles and responsibilities of the equal opportunity (EO) professional. Students will hone their skills by conducting and intake interview with a complainant during a small group activity and a final graded activity.

### Lesson Strategy

This two-hour lesson will precede the EOA 1700, *Conflict Management and Resolution* lesson. The material within this lesson will build upon knowledge of interview skills. The instructor will provide the necessary framework for students to conduct an intake interview and identify the roles and responsibilities of the EO professional. The lesson will briefly describe the EO processes by classifying the bases of discrimination ending with a scenario-driven activity. However, the focus will be on the EO complaint process. Learners will describe the components of the informal and formal complaint processes and will further identify alternate Agencies used for referral in the complaint processing procedures. There is a 30-minute video included in the two-hour lesson. Student learning is measured through question and answer (Q&A) during the activity and criterion referenced test (CRT) for lecture content.

### Instructional Method

Method	Time
Informal Lecture	2 h 30 min
Interview Skills	3 h
Capstone	6 h
<b>Total Class Time</b>	<b>11 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. It is recommended instructors take 10-minute breaks for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

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

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Illustrate the equal opportunity (EO) complaint process.	U	PE, CRT	25 min
• Large Group Activity: Making the Connection	An	PE	30 min
B. Use the major components of the EO complaint intake interview.	An	PE, CRT	55 min
<b>Total Instructional Time:</b>			<b>1 h 50 min</b>

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

## Conflict Management and Resolution (EOA 1700)

### Lesson Overview

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

### Lesson Strategy

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

### Instructional Method

Method	Time
Formal Lecture	2 h 30 min
Small Group Activity	9 h
<b>Total Time</b>	<b>11 h 30 min</b>

### Terminal Learning Objective (TLO)

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

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

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

## Workplace Fairness (EOA 2200)

### Lesson Overview

Service members are evaluated only on individual merit, fitness, capability, and performance. Therefore, work environments must promote dignity and respect and afford every Service member and Civilian employee an environment free from prohibited discrimination in accordance with Department of Defense (DoD) policies and guidance. In managing workplace fairness, Equal Opportunity Professionals (EOPs) need to promote workplace fairness, understand social identity dimensions contribute to the uniqueness of each Service member, yet can cause others to create unfair work environments. Equally important is for EOPs to understand the progression Service members go through in experiencing cultural that may or may not contribute to fairness in the workplace. Finally, this lesson will cover strategies that EOPs can use to sustain workplace fairness and take proactive steps to prevent existing risks from degrading individual and organizational readiness.

### Strategy

This lesson is intended to help the student understand the policies that support workplace fairness that align with the duties of the EOP. Secondly, this lesson will assist students understand how the social identity dimensions are present in the current workplace and how each can contribute to fair or unfair workplace environments. Using case scenarios, students will participate in a large group activity to learn how to identify the social identity dimensions and the stages of culture competency by identifying behaviors that detract from workplace fairness. Finally, students will participate in a small group activity to increase self-awareness in assessing their individual comfort levels with social identities in the workplace.

### Instructional Method

Method	Time
Informal Lecture	2 h
Small Group Activity	1 h 30 min
<b>Total Time:</b>	<b>3 h 30 min</b>
<b>Note:</b> Break times are at the discretion of the instructor/facilitator. It is recommended that instructors provide a 10-minute break for every one hour of lecture/facilitation.	

### Terminal Learning Objective (TLO)

Analyze the dimensions of social identity, the stages of cultural sensitivity, and behaviors that influence workplace fairness.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
A. Clarify the EO Professional's role in promoting workplace fairness.	U	CRT	12 min

B. Illustrate how social identity dimensions impact workplace fairness.	U	CRT	13 min
C. Distinguish between the behaviors of ethnocentrism and ethnorelativism in the workplace.	An	CRT	15 min
- Activity: Making the Connection	An	Q&A	40 min
D. Summarize strategies to sustain workplace fairness.	U	CRT	10 min
<b>Total Lesson Time:</b>			<b>1 h 30 min</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 5 minutes of total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated as break time (e.g., 50 minutes of instruction, 10-minute break).			20 min
Total Lecture Time:			<b>2 h</b>
<b>An = Analyze U = Understanding CRT = Criterion Referenced Test Q&amp;A = Question &amp; Answer</b>			

## Analyzing Records and Reports (EOA 2625)

### Lesson Overview

This lesson develops the student's skill set in implementing planned and preventive activities that serve as a self-assessment to measure the effectiveness of the organization's Military Equal Opportunity (MEO) Program Elements. Students will learn how to implement collection of records and reports data, how to organize and analyze the data, and develop comprehensive findings report.

### Lesson Strategy

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

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture, study guide, handouts, and large and small group activities, apply the skills required to analyze quantitative and qualitative data extracted from records and reports data. Then develop and write comprehensive findings report for the commander as a performance evaluation.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
• Explain the purpose of records and reports analysis.	U	N/A	5 min
• Implement the records and reports collection process.	A	PE	7 min
• Structure the qualitative and quantitative data into common trends and themes.	A	PE	10 min
• Develop the findings report.	A	PE	8 min
• Making the Connection	A	Q&A	40 min
<b>Total Lesson Time:</b>			<b>1 h 5 min</b>
<b>Notes</b>			

The introduction and conclusion should each take approximately 5 minutes of the total lecture time.	10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).	10 min
<b>Total Time:</b>	<b>1 h 30 min</b>
<b>A = Application PE = Performance Evaluation</b>	

## Conduct and Analyze Focus Group and Individual Interview Data (EOA 2550)

### Lesson Overview

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

### Lesson Strategy

This lesson starts with explaining the relevancy of implementing a focus group and individual interview, a preventive activity, and constructing the focus group and individual interview plan. Then moves students into a group activity where students learn how to develop focus group questions. Next, students will learn how to employ the focus group process by participating as an observer or as role player in an instructor-led focus group activity. The instructor-led focus group activity will be a walk-crawl phase where instructors will point out key strategies in employing the focus group process. Then students will participate in a small group activity where they will plan and conduct a focus group. Once the focus group is complete, students will participate in a feedback and question/answer session with instructors relating to the focus group activity. Next, students will conduct an individual interview. Once complete, students will analyze and interpret the focus group and individual interview data and develop a comprehensive executive summary for the commander.

### Instructional Method

Method	Time
Informal Lecture	1 h 40 min
Small Group Activity 1: Conduct Focus Groups	1 h 30 min
Small Group Activity 2: Conduct Individual Interviews	1 h 30 min
Small Group Activity 3: Analyze Data and Write Executive Summary	1 h 20 min
<b>Total Time:</b>	<b>6 h</b>

### Terminal Learning Objective (TLO)

Apply the skills required to plan and employ the focus group and individual interview for the purpose of collecting and analyzing data to present in an executive summary to the commander as a performance evaluation.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
• Explain the relevancy of implementing focus groups.	U	N/A	3 min
• Explain the relevance of implementing individual interviews.	U	N/A	5 min
C. Construct the focus group plan.	A	PE	10 min
D. Employ the focus group process.	A	PE	10 min
• Analyze the qualitative data.	An	PE	2 min
• Making the Connection- Focus Group Role Play	A	Q&A	50 min
<b>Total Instructional Time:</b>			<b>1 h 20 min</b>
Notes			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			10 min
<b>Total Time:</b>			<b>1 h 40 min</b>
<b>U = Understand A = Application An= Analyze CRT = Criterion Referenced Test PE – Performance Evaluation Q&amp;A= Question &amp; Answer</b>			

## Conduct Observations (EOA 2600)

### Lesson Overview

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

### Lesson Strategy

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

### Instructional Method

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

### Terminal Learning Objective (TLO)

Given a lecture, study guide, handouts, and small group activities, apply the skills required to conduct workplace observations for the commander during a large group discussion.

Enabling Learning Objectives (ELO)	Level of Learning	Performance Measure	Approximate Time
<ul style="list-style-type: none"> <li>Understand the use of workplace observations.</li> </ul>	U	N/A	10 min
<ul style="list-style-type: none"> <li>Employ workplace observation as a preventative activity.</li> </ul>	A	PE	10 min
<ul style="list-style-type: none"> <li>Making the Connection</li> </ul>	A	Q&A	30 min
<b>Total Instructional Time:</b>			<b>50 min</b>
<b>Notes</b>			
The introduction and conclusion should each take approximately 5 minutes of the total lecture time.			10 min
Breaks are subject to change and flow with classroom dynamics. For every instructional hour, ten (10) minutes is allocated a break time (e.g., 50 minutes of instruction, 10-minute breaks).			0 min
<b>Total Time:</b>			<b>1 h</b>
<b>U= Understand A = Application PE = Performance Evaluation</b> <b>Q&amp;A= Question &amp; Answer</b>			