Observations Guide

The Climate Assessment Process

Survey

Focus Group

Observations

Records & Reports

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website under Assessment to Solutions at www.deomi.org.

Observations Guide

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE
EXECUTIVE DIRECTORATE OF RESEARCH, DEVELOPMENT, AND STRATEGIC
INITIATIVES

366 Tuskegee Airmen Drive Patrick AFB, FL 32925

Internet Site

The Defense Equal Opportunity Management Institute (DEOMI) website, located at www.deomi.org, provides a variety of tools and information to support conducting observations and the climate assessment process.

Cover

The cover was created by DEOMI's graphic artist, Mr. James Ladner.

This Guide

This guide provides assistance to leaders in how to conduct an observation. It is not intended to be all inclusive and methods and strategies discussed within it may be tailored based on unit needs and desires. Suggested improvements and additions to this guide should be submitted to the DEOMI Research Directorate, 366 Tuskegee Airmen Drive, Patrick Air Force Base, Florida 32925.

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Updates

This guide was updated in July 2017 to incorporate revised factors from the DEOMI Organizational Climate Survey (DEOCS) version 4.0 to version 4.1. This update primarily effects factors identified in Step 3-Analyze Findings on page 6.

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Overview

Your commander has decided to conduct an organizational assessment of their organization. You have already started this process: you administered the Defense Equal Opportunity Management Institute Climate Survey (DEOCS), held focus groups, and some individual interviews and are now preparing to conduct some observations. So, what next? What should you do? This guide will provide you with information on how to examine another piece of the organizational climate puzzle. But first, let's look at different types of observations and how they might be used.

What is an observation and why do we conduct them?

Observations are a means to observe unit members performing daily activities in their natural work environment. As a leader you have probably been doing informal observations each time you leave your office, wardroom, or chiefs' mess. The philosophy of management-by-walking-around (MBWA) incorporates facets of an observation. The leader gets out of the office, goes into various unit areas, and observes what is happening with their subordinates. The leader may even engage members and ask them questions to clarify what is going on.

Some of the hardest things about an observation are being focused on the task, being attentive to your surroundings, remaining unbiased, and making note of things for further retrospect and analysis. In other words, take the blinders off and attempt to truly see what is going on around you. This assessment method can assist leaders in identifying both positive and negative indicators or personnel behaviors going on within the unit and identify areas which may need further study.

In a climate assessment the observation is used in a similar manner. A climate assessment is a systematic procedure to gather data about an organization and provide insight to how the organization is functioning to meets its mission. The assessment is like putting together the pieces of a jigsaw puzzle. Typically a formal, comprehensive, organizational assessment begins with a survey. Once survey themes or indicators are identified, other assessment methods (interviews/focus groups, observations, etc.) are used to further clarify the perceptions. Like puzzle pieces, each method provides essential information until the picture becomes clear. There is no specific order on which comes next (observations or interviews) but both provide additional information which can reinforce or fail to support the perceptions identified from other assessment means. Recurring or linked indicators, themes, and trends identified from these sources are later compared to unit records and reports for validation.

Pitfalls

It is important to understand that during your time as an observer you may not identify issues that were initially reported. Or, you may identify totally new areas. In an observation you may identify behavior as it occurs but the

> Note: Observations can produce information on positive and negative behaviors. Remaining neutral throughout this process is critical when interpreting the impetus for the behavior and what it means.

danger is in the interpretation of what it means. Therefore, multiple observations in various locations may be needed to validate the information.

Who conducts an observation?

Observations can be conducted by anyone. However, to gain an unbiased perspective, it may be best to solicit a trained, experienced, and impartial non-unit member to conduct the observation. Whoever is selected to conduct the observation must understand the basic principles for conducting one and follow a systematic process in acquiring the information. This includes maintaining impartiality and trying to remain unbiased as you collect the information for analysis.

What are the advantages of conducting observations? They…
- Provide data about the behavior itself, rather than reports of a behavior.
- Furnish real-time data collection, not historical data collected over time.
- Remove any biases from unit members (if the members don't know an observation is ongoing, they will not modify their behavior for the observer).
- Offer the commander an opportunity to identify what is truly occurring in the unit, especially when they are not present.

> Note: The observer must be continually aware of the fact that their presence may alter the situation being observed in subtle but important ways.

- Provide the observer the opportunity to make an objective analysis of exhibited behaviors which can lead to discovery of patterns not known to the organization's members (whereas internal members might not identify the obvious - "*can't see the forest for the trees*" syndrome).

What are the disadvantages of conducting observations?
- Inexperienced observer
- Observer biases (the observer may read into the behavior, or be looking for specific items beforehand (selectively observes) leading to the syndrome of – "*I see what I want to see.*"
- May never observe inappropriate behaviors
- Too small of a sample is observed
- Amount of time needed to conduct the observation
- Analyzing the results may be difficult to determine if the observer is not familiar with individuals observed (unit, mission, and equipment, work schedule, etc.).
- Observer may not know what to observe (members, locations, unknown perceptions)

> Note: If while conducting your observations you identify any occurrences of fraud, waste, or abuse, you must report the issue through appropriate grievance channels. If you are unsure the issue falls under this category, notify your local Inspector General (IG) for guidance or advice.

What are we looking for?

Most organizational assessments will focus on equal opportunity (EO), equal employment opportunity (EEO), human relations, and organizational effectiveness (OE) areas that impact morale and mission readiness. These areas include, but are not limited to:

- Interpersonal communication/interaction/polarization between unit members. Observing members as they interact in break rooms, work areas, meetings, dining facilities, recreation/entertainment facilities, during special events, training, field exercises/events, etc., can provide insight into personnel dynamics that may influence the overall climate. Observe how leaders and members interact between each other. Are perspectives or opinions being heard? Is respect given? Do members of different sexes or racial/ethnic groups interact and in a respectful manner? Are groups inclusive or exclusive? Be particularly observant of body language, personal behaviors, and rebuttal remarks (hurtful/unpleasant comments, negative body language, etc.) as members are interacting.
- Accessibility to unit leadership, bulletin/information boards, and public display items. Review posted policy letters/posters, individual/group recognition items, etc., to identify themes and balanced perspectives. Are leaders approachable? Do they wait for others to come to them or do they actively search out and engage members? Do they listen more than they talk? Do they clarify and quantify members' statements by asking questions or do they accept comments as stated? Are tasks and workload equitably distributed? Is accountability applied equitably? Are members held to the same standards?
- Workplace and living conditions/environment. Look for graffiti, personal display of pictures, posters, artifacts, and general impressions. Don't forget the restrooms/latrines and other hidden areas. Look at general maintenance, cleanliness, equipment, technology, and for written comments posted in less visible or open areas.

Observations: Overt (disclosed) or Covert (undisclosed)

When selecting your locations, target audience, sex, rank or other predetermined category it is important to determine if your observations are going to be overt ("obvious" meaning everyone knows they are being observed) or covert ("secret" meaning not intended to be seen). For example, if you are going to observe training, individuals will know you are there. Therefore, don't try and hide. If someone asks, "what you are doing?" Just tell them you are observing training. On the other hand, if you are observing individuals in a motor pool or a break area, you may be more covert and try to fit in with the crowd and not let them know what you are doing. The key is that you are trying to observe member's behavior without them modifying it because you are there. Normally during an observation the observer does not interact with unit members; however, there are times the observer may need to ask questions to determine exactly what occurred. When doing so, pose structured questions to get to the root of the behavior.

Observer Bias

It is common that many people can view the same situation yet come to different

conclusions about what happened. People see situations differently because they view things

> Note: Don't jump to conclusions based on something you've seen or heard. Make note of key behaviors and compare it later with other data points before you decide what it means or what area is supports.

based on perspectives developed during their socialization process. In a way they use "different lenses" to interpret the information around them. Part of the reality of human perception is that we naturally and automatically fill in the gaps of what we know to be true. If we don't have all the information, we add elements of our own imagination to make situations reasonable. The problem with this is that we can be deceived by our own imagination into creating a situation that does not exist in reality.

Observers must be adequately trained so that they **remain objective** and would see the same things when viewing an event. Overcoming observer bias is important so that results are interpreted and presented in a consistent manner. Your interpretation should be such that another person would come to a similar conclusion using the same available information. There are several techniques to overcome or combat observer bias. An example is by making several observations of a particular group activity over a period of time and seeing if the observations about that activity were a one-time occurrence or were consistently displayed over several periods. Or, have another individual review your notes to see if they have the same conclusion.

Your personal interest should also be directed towards collecting objective facts, not proving preconceived notions. If the observation is intended from its inception to substantiate what you already believe exists, you will have difficulty seeing anything that contradicts this perspective. The observer needs a large number of objective data points from which to develop a theoretical pattern. Thus, during your observations you should record behavior every time it occurs, regardless of how often it occurs. For example, if you are observing a worker touching another worker, you should record all touches, whether they are gentle or hard. If you end the observation phase prematurely, the observer may miss elements and interpret the data incorrectly. The observer must use good judgment in sorting out data, reaching conclusions, and making inferences regarding the behaviors observed.

The below 3-step process has been developed to assist you in conducting an observation.

3-Step Observation Process

Observations involve more than simply going out to an organization and watching a group, culture or a selected sample of individuals. Preparation is critical to a successful assessment and by giving yourself time to prepare, you may be more effective.

Step 1: Prepare for the Observation
- Obtain clear guidance on the intent, focus, and information requested by the commander.
- If conducting observations as part of a complete organizational assessment, first analyze the results from the DEOCS, focus groups, or other assessment methods to determine potential areas to focus attention.

- Determine how much time you have to conduct the observations. Depending on the unit size, number of locations, and areas to observe, the time allowed may restrict the opportunities you have available.
- Predetermine which locations to observe (work spaces, motor pools, flight line, engine room, dining facilities, meetings, unit areas, break rooms, special events, etc….)
- Select various times to conduct observations; ensuring shift/flex schedule workers are observed. Determine how often or how many times must you observe individuals in the same location to get sufficient information.
- Examine the timing of the observation. Does it conflict with other unit events (field exercise, movement exercise, holiday period, recovery period, deployment/redeployment) and/or will behaviors be different based on these cycles?
- Determine whether you are authorized to observe in secured locations. If necessary, request pre-approval to enter areas in which you are going to observe.
- Obtain supplies required to complete the task (see Appendix B).
- Reserve time on the commander's schedule in advance to conduct an out brief. Ensure to give yourself ample time to prepare and rehearse your briefing.
- Determine the commander's preferred style for an out-brief upon completion (ex. PowerPoint, executive summary).
- Identify who else may be present during the out-brief. This critical step is important, especially if sensitive information is found against a senior leader. If others are present you may wish to consider briefing the commander and the senior advisor first.

Step 2: Gather Information

Observe unit members from predetermined locations. The observer will normally report such things as common occurrences, repeated patterns, unusual or uncommon events, and unique combination of events. At step 3 are a list of DEOCS factors which you may use to identify comparable focal points between assessment means. At Appendix A is a worksheet example which can also be used for documenting findings if your service component does not have a predetermined worksheet (ex. AF Form 1271). A good strategy to follow during your observation is to:

- Observe the environment (the setting; motor pools, work spaces, grounds, etc.)
  - Are areas maintained and clean (interior, exterior, and grounds)?
  - Are areas, equipment, items organized and in good repair?
  - Is equipment appropriately serviced and maintained. Is equipment from one group newer/better or equal compared to others? Do members have the equipment/tools/technology necessary to do their jobs?
  - Are there inappropriate items in the workplace (ex. unauthorized magazines, graffiti, posters)?
  - Are policy letters/information and bulletin boards accurate and up to date?
- Observe individual behaviors

- How do members of the organization talk to the leadership?
- How does leadership communicate effectively with their subordinates?
- How do individuals talk to and relate to one another?
- Do members treated each other respectfully?
- Do individuals treat others differently?
- Do members assist each other equally?
- Are members inclusive in their day-to-day activities?
- Is there any perceived/actual discrimination/unequal treatment occurring?
- Are leaders mentoring subordinates?

> Note: It may be necessary to clarify your observations with unit members to ensure information is accurate and not just your perception.

- Observe group behaviors (relationships within the setting)
    - Are members working together? Do teams collaborate?
    - Do teams/sections support one another or is their animosity between groups? How is that displayed?
    - In meetings are all members heard? Do all have input to the processes?
    - Are members including/excluding individuals? Be conscious of "we" and "they" comments you may hear. The use of the former may imply members are working as a team, whereas the later may imply a more exclusive arrangement.
    - Is the unit polarized? Who sits with whom at the dining facility, break areas?
    - Is there any perceived/actual discrimination/unequal treatment occurring?

> Reminder: remain objective. When observing individuals, it is important to report observable behaviors and not make assumptions. For example:
>
> With bias- "She seemed happy when the Lieutenant came into the office. She must like her."
>
> Without bias- "She stood up, smiled, and thanked the Lieutenant for her assistance".

Step 3: Analyze Findings

Collect the data and separate it into identifiable themes, patterns, and occurrences. At Appendix C is an example to show how this might occur. The below DEOCS factors can be used to help show commonality between other assessment means. After completing the observation process, identify trends/patterns common throughout each stage of the organizational assessment.

(A) Unwanted Workplace Exp.	(K) Inclusion at Work	(T) Organizational Performance
(B) Sexual Harassment	(L) Connectedness	(U) Retaliation-Sexual Assault
(C) Sex Harassment Retaliation	(M) Engagement	(V) Bystander Intervention-SA
(D) Discrimination - Sex	(N) Senior Leadership	(W) Other Sexual Assault Prev.
(E) Discrimination - Race	(O) Trust in Leadership	& Response Items
(F) Discrimination - Disability	(P) Job Satisfaction	
(G) Discrimination - Age	(Q) Group Cohesion	(Z1) Other Areas/Concerns
(H) Discrimination - Religion	(R) Organization Commitment	(Z2) Family Concerns
(I) Bullying	(S) Organizational Processes	(Z3) Communication Concerns
(J) Hazing		

Once you have organized your observation data into themes, it is time to analyze your findings to identify patterns, trends and any additional focus areas the commander may have desired. When translating your observations consider the emotions, prejudices, values, and physical condition of those exhibiting the

> Note: Only state the facts and not perceptions, assumptions or incomplete data. Use whole numbers when counting individuals instead of percentages (7 out of 10).

behaviors and the surrounding environment. Remain objective and unbiased as you provide value to the behaviors you have seen. The data analysis process should be systematic (follow a prescribed, sequential flow) and verifiable (another person would come to a similar conclusion using the available documents and the raw data).

As you synthesize/analyze the data and compare it to other methods try to identify the source of the concern.

- Who does it affect? Men? Women? Minorities? Enlisted? Family members? How does it affect them?
- What are the causes, e.g., policy, command action/inaction, regulatory guidance, inter-group conflict, communication, individual or group behaviors, etc.? How long has the effect existed?
- When, where, and if you can determine, how did it start?
- Is the situation getting better or worse?
- Is the trend focused in one area (like in one section or a small group of individuals) or is it amplified across the entire unit?
- Have there been any recent changes that may have started or initiated the behavior, e.g., changes in leadership, organizational stressors (major deployment/redeployment, training exercise, loss of key personnel, etc.)?
- Is the situation internal to the unit or driven by factors from outside the unit (e.g., external pressures, resources, taskings/requirements, higher unit demands/expectations, etc.).

Prepare your report

Put everything you have observed in the format the commander requested, whether it be for an interim report or a section within a comprehensive assessment report. There are many techniques available. Most organizations use standard templates and the commander may ask you to use their preferred style. Conversely, others may prefer you to chart your findings with a simple (but highly effective) color-coded chart.

The commander may request a read ahead packet. If so, use extreme caution when submitting it. It is crucial the commander understand that these are perceptions (albeit yours) of what is happening. The identified areas still need to be validated through other means. The commander shouldn't try and fix concerns immediately or identify the individuals who exhibited the behaviors reflected in the report. In some instances, doing so might be viewed as a form of reprisal.

If you are preparing only an observation assessment, state only what you observed. If you are preparing a complete organizational assessment with a DEOCS, focus groups, records and reports review and observations, gather all of your facts and present them

> Note: If the commander asked you to focus on any specific area prior to beginning, be sure to address those concerns in your report.

accordingly so the commander can read the collective report easily. Ensure you inform the commander if your review reflects patterns between any of the observations, DEOCS, focus groups/interviews or records and reports.

After you have compiled and analyzed the facts, prepare recommendations (as needed) to assist the commander in improving any identified concerns. These recommendations may come from various sources to include individuals from the organization and regulations/guidelines.

Do not compare this assessment to another organization's assessment. You are there to assist the commander with their organization. Remember, the commander may not know how to address the concerns that are identified. Or, they may be so invested in their organizations that it may be difficult to get them to accept the findings. You may need to advise leaders on how to view this tool as a means to improve their climate. Depending on the size of the organization, the findings, or the individuals attending the briefing, it can take anywhere from 30 minutes to several hours to complete. You are the subject matter expert. The individuals in the briefing will be looking to you for advice and assistance on the next steps.

Finally, rehearse for your briefing. If you state anything in your briefing, be prepared to back it up with facts and never underestimate a commander's knowledge, especially of their organization.

Conduct your briefing

When it is time to conduct the out brief, arrive early and be prepared to supply copies of your report to all participants. Be flexible and report only the facts. If you don't know the answer, tell the requester you will get them the answer and provide a response time.

Additionally, provide the recommendations that you prepared during step 4, "Prepare your report." Together you, the commander and anyone else present should determine a plan of action addressing any issues or concerns that affect EO or OE. Taking the time to determine a plan of action during this step ensures that the commander focuses on the future instead of finding out who said or did what in the past.

> Tip: If the commander or another leader decides to address the members of the unit based on the results of your observations, advise the individual(s) to focus on the future, not the past. This can help eliminate any personal attacks or perceived threats towards unit members.

Finally, ensure you end your briefing on a positive note. Highlight accomplishments and/or positive behaviors and thank the commander for allowing you to come to their organization. Reassure them you are there to assist them in with any EO/OE concerns.

Follow Up

After you have completed your observations, prepared your findings, and conducted the out-briefing, you may believe the task is complete. Yet, you should remain prepared to answer unexpected questions from the commander or others who may have figured out what was going on. If someone asks you, "so what is the commander going to do with all of the information?" You may be inclined to answer, "it is up to the commander now," but is that the best response?

At some point, you should conduct a follow-up with the commander to determine if their implemented plan of action was successful. Depending upon the result, you may find yourself providing additional support/training, or even performing additional observations to further clarify initial or follow up concerns. Above all else, remain flexible to the needs of the command.

Summary

Observations can be conducted as a stand-alone method of gaining insight into an organization or may be a part of a complete and formal organizational assessment. Either way, observations are an effective tool in assisting commanders in improving or maintaining their organizational climate.

Appendix A

Observation Checklist	
Unit Observed:	**Date:**	**Time (start/stop):**
Location:		

Action Observed (Environment/ Individual or Group Behaviors)	# Observed

Appendix B

Observation List. The following is a non-inclusive list providing items that may be necessary for you to conduct your observations.

- Observation guide
- Observation checklist (Appendix A) with multiple copies
- Maps of unit areas (including break areas, barracks/living areas, bulletin boards, dining facilities)
- Work schedules
- Training schedules
- Events (MWR, unit functions, etc…)
- MWR facilities (gym, bowling alley, swimming pool etc…)
- Pre-approval notifications (if needed) to show authorization to enter restricted areas
- POC for unit being observed (if needed)

<u>**Appendix C**</u>

Analyzing Your Observations – an Example.

Besides remaining objective and unbiased as you conduct your observations, one of the most challenging tasks you will face will be to make sense of all that you've seen. Let's take a theoretical example and explore it within the framework (processes) as previously outlined.

Your unit recently conducted a DEOCS. You weren't in the unit at the time but your predecessor had started the process and conducted some focus groups. You've now arrived and the commander has asked you to explore some other areas based on the work your predecessor began. You get ahold of the unit survey. As you review the results you noticed that for most DEOCS categories the unit seemed to be doing pretty good and most areas were rated green. However, a couple of other areas were rated red - the categories of sex discrimination and sexual harassment. These categories reflected higher percentage of occurrences than for any other categories. As you analyze the data further, you saw differences in the ways different groups viewed these areas. Women perceived these categories just slightly higher than men but not a great deal higher. There was also very little difference between how officers viewed the situation and how senior enlisted viewed the situation. However, there was a much greater difference in perception between how seniors viewed these areas (had a lower perception) and how junior members viewed them (had a higher perception). An even further examination of organizational subgroups reflected a higher rate of these perceptions within the aviation group, many of whom worked at the airfield, than any other subgroup.

You then review the focus group comments. Most of the comments reveal very little but seemed to reinforce that there were few problems or concerns. However, a couple of comments grab your attention. In one focus group of junior enlisted members an individual mentioned that this was a "touchy, feely organization." Unfortunately, there was no follow-on question or response that quantified or clarified what exactly that meant. Another comment was that, "the guys don't feel that the workload is fair." Another stated, "we aren't recognized for all that we do. And, that other sections had less day-to-day requirements than others, they get off when they want to." Another comment of interest was, "some people have it easy here…others work their tails off."

As you consider these elements you put together your observation plan. You decide you need to conduct observations as several key locations and events: the airfield and adjacent work areas/offices, the dining facility, the local recreation center, the barracks and common break areas, and in the main unit area (external to the airfield). You also decide to observe several meetings and physical fitness events. You don't typically have access to some areas, so you coordinate with the commander to acquire a letter of authorization to enter the restricted area on the airfield. You ask him to brief key members that you'll be in the area looking into some items for him, but ask him to express that members should just ignore your presence but to cooperate with you if you need something.

As you look at the areas you wish to observe you decide that you need to visit some areas several times; specifically several opportunities at the dining facility. And, as you looked at the training calendar you noted that there were several night time training activities planned. You decide you need to make some additional visits to the flight line and airfield later on those evenings. You also noted the scheduling of several meetings and ask to attend those as well. You go out and conduct your observations and make the following notes.

- For the most part, the interactions among members you observed, between men and women, between seniors and juniors, and between junior personnel and their peers were professional and respectful. However, you did observe a couple of other things. In several cases you observed a senior enlisted member place his hands on the shoulders or back of junior members while he was talking to them. He did this to both male and female members. In most cases the junior member showed no reaction. But in a couple of other cases, both a male member and a female member appeared to pull back or withdraw from his touch. The senior member did not seem to notice their reaction and just continued talking.

- On several occasions in the aviation maintenance shop you observed a male officer whisper into the ear of a junior female, who then giggled and laughed. Several male members in the vicinity would frown or scowl but did not make any comments regarding the officer's/ female's exchange.

- In at least two meetings a female member made a comment in regards to a question from the leader of the meeting. Her comments seemed to be ignored or unrecognized. However, several minutes later a male member made a very similar comment which was lauded as a good idea.

- You also noted that one leader (a pilot) began each morning by politely greeting his subordinates and wishing them a good morning. As you watched a pattern began to emerge. After greeting his male members, he would usually spend several minutes (sometimes as long as 15 minutes) talking about the past evenings sporting events or NASCAR results. However, his interaction with his female subordinates usually lasted just a few seconds for the morning's cordial greeting.

- At several occasions in the dining facility it appeared most males sat with other males and most females sat with other females. When men and women did sit together it was a much smaller grouping, usually one man, one woman. Also, while passing one table of women, the observer partly overheard a woman expressing a comment, "what were men good for…" and the group laughed. At another table he overheard a junior male member complaining that he couldn't get off to take his child to an event but others seemed to have no problem at all.

- In one of the hanger latrine stalls was a penciled note, "for a good time call Sally." The name had been crossed out and then replaced several times with other names, Laura, Monica, Amy, Rich? Each name was subsequently crossed out in turn and replaced with another. Interesting enough, several junior enlisted individuals in the unit had those first names.

- At one of the evening flight preparation meetings a male member lamented to another that he wanted to take his daughter to the movies this weekend but "as usual" he had another

flight scheduled so he had to make other arrangements. As you looked around you noticed all those present appeared to be male.

- At the morning physical fitness formation you saw several female members arriving late and it was not addressed. Then later, during the unit exercises and activities, you noticed that some junior males moved from their initial starting positions and appeared to position themselves so they could watch the women doing their activities.

Now that you have completed your observation plan, you now need to make sense of all that you have seen. Having the above items identified, you might next review the DEOCS factors and try to identify where each observation would best apply. In some cases a specific observation or behavior you witnessed may tend to support more than one factor. In that case, place or categorize it into multiple relevant areas. As you begin to translate, or code, the data, themes or patterns may begin to emerge. You should also compare how or where the observation data correlates to the survey information and that gathered in your focus groups or individual interviews. You may then begin to see how the information from one assessment area can support or fail to support that from another and begin to show trends that are influencing the organization and its members.

The next logical stage of the process will now be to decide how to validate the observations you've made. In some cases an additional focus group or individual interview might need to be scheduled to try and quantify what the behaviors you observed meant. Another method is to conduct an analysis of records and reports to see if the perceptions can be verified through those means. Items that might be examined include, tasking logs, attendance logs, complaint logs, duty rosters, recognition/awards documents, identifying single parents and looking at their presence in the aforementioned items, etc. By comparing this with the stratified demographics of the organization, evidence may be found to prove or disprove, support or non-support, validate, or quantify the information from your other assessment sources.