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Graduate Management Project Submitted to the Army-Baylor University Program in Health and
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Health Care Administration

Equal Opportunity Program Management
for the
Army Medical Department

by

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Abstract

This graduate management project (GMP) examines the catalysts that led to the creation of the Equal Opportunity (EO) Program in the U.S. Army. It chronicles the history of the EO Program from its inception to its modern form. The relevance of the EO Program in today's changing human resource climate in the U.S. Army is reviewed. This project describes how the Army command team establishes a relevant EO Program for its units, develops appropriate EO management techniques, and establishes reliable program review and analysis management tools to ensure EO Program success. This GMP explains why the EO Program directive is as salient to today's Army command team and military healthcare organization as it was when first published 50 years ago.

Dedication

First and foremost, I give glory to God, without whom none of this work would be possible. It is to His glory I offer this work in hope that it will enable command teams to treat everyone with human dignity and respect.

This graduate management project commemorates my late father COL Robert O. Hawkins who was my first mentor in the U.S. Army. As an African-American psychiatric social worker in the Medical Service Corps, he was a pioneer with respect to many of the early EO programs. His military career culminated as the Chief of Social Work Services at Walter Reed Army Medical Center. He endured many trials and tribulations as he paved the way for young African-American soldiers to follow in his footsteps. To him and all the early African-American soldiers who suffered racial inequities so stalwartly, always maintaining their love for God and country, we, the next generation of military soldiers, salute you.

To my husband—God’s most precious gift to me—my life partner Ron Lee. His unwavering gift to me of God’s encouragement and love was truly uplifting for the last 18 years. Yet another example of the strength and devotion he provided throughout the completion of the Army-Baylor Master’s Program in Health Administration, culminating in this graduate management project.

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This graduate management project would not have been possible without the assistance of a team dedicated to God and country, the most salient of whom I will name below. The graduate management project is dedicated to all our friends and soldiers who now have their lives on the line in the battlefield, who we pray will have a swift and safe return home.

I wish to offer heartfelt thanks to my friend and mentor LTC Anne Horrell, Equal Opportunity (EO) Program Manager for the U.S. Army Medical Command (AMEDD), who afforded me the opportunity to work on this graduate management project. LTC Horrell's selfless guidance provided me an opportunity to meet the leaders in the Department of Defense (DOD) EO Program Management and Army Demographics and Statistics Departments. LTC Horrell arranged my VIP trip to the Defense Equal Opportunity Management Institute (DEOMI), which is the Center for EO Research and Training for the DOD in Florida. I render hearty thanks to MSG Eubanks, Medical Command (MEDCOM) Equal Opportunity Advisor (EOA). He responded to many data calls and fielded numerous administrative resident questions. He never lost patience with his favorite Colonel, and to him I am forever grateful.

Endowed with the patience of Job, my Army-Baylor faculty reader, Dr. Hope Ruiz is a master editor. She sponsored me throughout the past years at Army-Baylor, always exhibiting optimistic confidence sprinkled with encouragement for my papers. Her greatest complement through numerous arduous term paper rewrites was, "Did you invent that term?" Crowned as the (student acclaimed) American Psychological Association Publication Manual "Queen," we eagerly anticipate the formation of the Dr. Hope Ruiz Publishing Company, but to our delight, her services remain free of charge. Thank goodness, as my repayment would have to be in the

form of a 30-year investiture. Many thanks to the entire Army-Baylor faculty without whose support this project would not have been possible.

Many thanks to COL Ney Gore, my Army-Baylor administrative residency preceptor. COL Gore's ardent support during my residency and throughout my GMP process was invaluable.

To Brigadier General Fox for leading by example. It is through his inspiration, tireless mentorship, and faith in his healthcare team that true military diversity management leadership was demonstrated.

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INTRODUCTION

Conditions that Prompted the Study

During the didactic year 2002 of the Army-Baylor Master's Program in Health and Business Administration (PHBA), graduate students raised questions during class discussions about the relevance of the Equal Opportunity (EO) Program in today's U.S. Army, specifically, EO training required within the Army Medical Department (AMEDD).

The EO program requirements were characterized by some members of the class as a time-consuming, mandatory training element for the AMEDD, and they questioned the relevance of the quarterly EO training requirements. Some of the discussion questions included: (a) What is the evidence that the EO Program requirements are still relevant? (b) Hasn't the disparate treatment of soldiers been solved in the U.S. Army? (c) Are racial and gender discrimination and sexual harassment sensitivity training sessions still needed in today's Army? Some PHBA students stated emphatically that they had not seen or experienced any discrimination or sexual harassment in the Army and that they felt the subject was passé. Yet other members of the class were emphatic in their beliefs that the EO program elements were relevant and still necessary in today's AMEDD. The PHBA class discussion contributed to this researcher's interest in studying the relevance of the EO Program in today's AMEDD.

Overview of the Study

This study provides a historical review of the U.S. Army's EO Program and describes the program's relevance to the AMEDD. An overview of the historical context is introduced, including the development of *The Commander's Equal Opportunity Handbook* (United States Department of the Army [USDA], 2005) and the EO data management system. A review of the relevant literature is presented, and the study's methodology is discussed. The results section of

this study is comprised of the graduate management project (GMP), an abridged and user-friendly EO field guide that AMEDD commanders can access for quick reference. The EO field guide presents the variegated EO Program elements and describes how they are related to one another. It defines the purpose of each element and its relevance to today's Army healthcare team. The guide reviews how the military healthcare team establishes, maintains, and assesses the EO Program. The EO field guide provides examples of how the military healthcare management team can ensure that its EO Program is accomplishing its goals. Lastly, a discussion section is included and conclusions drawn from this study are presented.

Definition of Key Terms and Acronyms

The U.S. Army's EO Program draws from a unique vocabulary and set of acronyms. The most commonly used EO terms and acronyms are adapted from the Department of the Army (1994) Pamphlet 350-20, *Unit Equal Opportunity Training Guide* and are included in the EO field guide.

HISTORICAL CONTEXT

This section provides an overview of the conditions that informed the development of this study, including the development of *The Commander's Equal Opportunity Handbook* (USDA, 2005) and the EO data management system. A statement of the problem is provided; the purpose of the study is summarized, and research questions guiding the study are stated in this section. Lastly, the significance of the study is discussed.

Development of *The Commander's Equal Opportunity Handbook*

At the beginning of this GMP in 2002, Army EO directives were numerous and fell under different program titles within the human relations field. Subsequently, the directives were not easily accessible to leaders; they were difficult to interpret and the majority of them had not been

updated since the 1990s. Changes in EO policies and directives have occurred since then, but these were published as appendices to the existing regulations. Army EO web sites with hyperlinks for ease of retrieval of EO regulations did not exist, which contributed to the confusion and lack of availability of EO program management tools.

Furthermore, at the inception of this study, an EO handbook did not exist that could guide command teams through the process of establishing their EO programs, managing them effectively, and evaluating the programs' success. The need to address the relevancy of the EO Program ultimately led to the 2006 release of *The Commander's Equal Opportunity Handbook* (USDA, 2005), but first the Army turned its attention to addressing the need for a standardized EO data management system.

Development of Equal Opportunity Data Management System

LTC Anne Horrell, while serving as the U.S. Army Medical Command (MEDCOM) EO program manager (2001-2003), was responsible for EO Program data analysis and reporting. LTC Horrell indicated that MEDCOM units individually reported their demographic data to the MEDCOM EO program manager's office. The MEDCOM EO program manager's staff members were required to populate data fields for the entire MEDCOM prior to data analysis. It was noted that the individual reports lacked uniformity in content and format. Without standardization, data validity could not be established, nor were the data easily compared. She recommended that the data collection criteria and analysis be standardized.

The mission of the EO Program management team was, therefore, to design and develop an automated and standardized data collection, analysis, and transparent reporting system. The aim of this system was to streamline command teams' periodic review and analysis of unit demographics. Furthermore, the focus was on making the data management system available to

commanders for the purpose of automating and standardizing EO program analysis throughout the Army. The EO program data had to be made transparent to the command teams and their higher headquarters for review and analysis purposes (LTC Anne Horrell, personal communication, September 10, 2003).

This management project will describe the automated reporting system and give examples of how the command team can populate and analyze unit demographic data as part of the assessment of the unit EO Program.

Statement of the Problem

Is the Army EO Program still relevant? Does it offer the data commanders need to effectively manage their EO Programs? Is there anything that helps commanders in fulfill their EO Program management duties based on data? This project will describe the sequence of events that led to the development of *The Commander's Equal Opportunity Handbook* (USDA, 2005) in order to better understand and more effectively communicate the relevancy of the EO program to today's AMEDD commanders. It will review the recently revised methods commanders can use to fulfill their EO Program management requirements based on unit demographic data entry and analysis.

Purpose of the Study

The purpose of this study was to describe the sequence of events and issues that influenced and informed the development of *The Commander's Equal Opportunity Handbook* (USDA, 2005) and explain the handbook's relevance for AMEDD commanders in the U.S. Army. The resultant product of this historical review is an abridged and user-friendly EO field guide. The audience for this EO field guide will be AMEDD commanders and command teams. For the purpose of this study, EO is defined as equal consideration and fair treatment of all

soldiers “based solely on merit, fitness, capability, and potential in support of readiness” (U.S. D.A., 2005, p. 1-2).

Research Questions

The research questions guiding this study were: (a) What were the historical catalysts of the EO program? (b) What are the responsibilities of the AMEDD command team with respect to EO program management? (c) What are the resources available to the AMEDD Command team in establishing, implementing, and evaluating their EO program? (d) What is the methodology of EO program review and analysis? How should units use the automated demographic entry analysis system for identifying trends in EO management in the AMEDD? These questions served as the structural foundation for the development of the EO field guide.

Significance of the Study

The significance of this study is that it clarifies the enigma of EO program management for AMEDD command teams. Commanders will be introduced to sources that can help them better understand and implement EO program mandates. These sources include: web-based EO Program management resources that can be used for unit training and a web-based automated data management system for populating and analyzing unit demographics. The result will be an abridged and user-friendly EO field guide.

REVIEW OF THE LITERATURE

In 1996, the Secretary of the Army, Togo D. West, Jr., stated:

An Army is based on trust...the trust of the American people that we will defend them and trust of our Soldiers that their leaders will do what is best for them. When we violate that trust, we disappoint our country and betray our Soldiers (as cited in Secretary of the Army Senior Review Panel on Sexual Harassment, 1996, p.11).

MacGregor (1985) began the historical account of the U.S. Army EO Program with a review of the human rights conditions in the U.S. armed forces in World War II. During World War II, African-American soldiers were admitted to the military in an effort to meet manpower shortages. The increased wartime mission requirements called for additional troop numbers for the purpose of maximizing unit effectiveness; However, African-American soldiers were permitted to serve only in segregated units within the military. Racial integration of the military forces was the precursor of today's U.S. Army's EO program.

Racial Integration of the U.S. Armed Services

The early directives that mandated the racial integration of the Army remain the basis of today's policies that protect equality for all soldiers (MacGregor, 1985; USDA, 2005). Brigadier General James L. Collins, while serving as Chief of Military History for the Defense Historical Studies Program, described the armed services as leaders in the establishment of integration, securing the civil rights of all races. The armed forces are among the first of major institutions that addressed the subject of racial integration in the workforce (MacGregor, 1985).

In 1948, President Harry S. Truman issued executive order number 9981, which directed equal rights for all soldiers, airmen, sailors, and marines in the armed forces regardless of "race, color, religion, or national origin" (as cited in Dansby & Landis, 1998, p.87). Truman's policy involved a major cultural shift in the U.S. military organization, which took years to accomplish. From within the military system of Truman's tenure, there were many advocates for integration who were working for a cause they felt was right. Additionally, there were many external influences on military policy from the civil rights movement that was sweeping through the country at that time (McGregor, 1985; USDA, 2005).

Weissert and Weissert (2002) reviewed the roles of the President in introducing legislation that establishes U.S. policies. The President, as the Commander-in-Chief of all U.S. agencies, including the U.S. Military, represents the voice of the people. The most prevalent concerns of the nation are brought via presidential authority to the forefront of the national agenda. Following congressional ratification of a presidential proposal, legislative change is directed through the cabinet. Public interest in national events can be quickly reflected in new policies by the presidential administration. President Truman's Executive Order #9981 is an example of how a President affected change in policy through legislation (Dansby & Landis, 1998).

According to MacGregor (1985), equal opportunity and equal rights for all U.S. citizens were a volatile subject in the 1940s. In 1946, President Truman brought equal rights forward as a national agenda by establishing the Truman Committee on Civil Rights. The multiracial Truman Committee recommended integration of the Armed Forces. President Truman asked Congress to consider the equal rights of African-American citizens as the nation's top priority. As Commander-in-Chief of the Armed Forces, Truman was able to convince Congress to pass legislation integrating the armed forces, which changed the course of American history.

However, this legislation that mandated integration of the armed forces would take many years to accomplish (MacGregor, 1985). It wasn't until six years later, in 1954, that the dissolution of the last all-Black military unit completed the integration process. Cost efficiency was championed as a major impetus for assimilation of the troops; the maintenance of separate billeting, mess halls, and supplies for the segregated troops was costly. Ultimately, commanders integrated their units to preserve resources during the Korean War, which led to the widespread practice of desegregation in the military (MacGregor, 1985).

Amidst the social unrest just outside the military reservations, military leaders realized desegregation of the military units had to be followed by integration of the military bases as well as the civilian communities surrounding them. In 1963, Secretary of Defense McNamara directed a plan that extended the tenets of racial equality and equal opportunity to the civilian neighborhoods surrounding military bases (MacGregor, 1985). The Civil Rights Act of 1964 championed most of the integration advances during the 1960s in the civilian community (Fried & Johnson, 2002).

The EO program grew out of the civil rights movement and is based on the Civil Rights Act of 1964 (USDA, 2005). The late 1960s in the U.S. were distinguished as some of the most formidable years for the civil rights movement (MacGregor, 1985). In major cities throughout the U.S., race riots erupted in response to the racial strife experienced in these areas. During the period 1969-1970, overseas military bases became a focus of racial unrest in the armed services (USDA, 2005).

Racial discrimination was considered a source of widespread unrest within the armed forces. Troop morale was at an all-time low due to racial derision (USDA, 2005). As a result, there was a lack of communication in the units, which caused unit ineffectiveness and decreased combat readiness (MacGregor, 1985; USDA, 2005).

According to MacGregor (1985), a number of military task forces and studies were undertaken with the mission of both determining the causes of and the best ways to quell the turmoil. Secretary of State McNamara formed a new directorate to address the challenges associated with racial unrest in the Armed Forces. In 1963, the Equal Rights Branch was established in the office of the Army's chief of staff for personnel, giving it the status of an Army staff directorate. Secretary of State McNamara appointed Alfred B. Fitt as the first civil

rights deputy. Fitt wrote Secretary McNamara's EO directive. He considered the EO program as a morale issue for the military and expanded its philosophy to include the definition of a positive command climate. When all members of the unit perceived they were treated with equanimity, a positive command climate was fostered, which maximized unit efficiency. The EO program also provided the unit with a mechanism for processing soldier's complaints based on unequal treatment. McNamara formalized the EO program as a unit commander's program in January, 1965, establishing EO program guidelines as a command responsibility. To ensure command compliance, the directives of the EO program were added to command job descriptions and performance appraisals (MacGregor, 1985).

In the ensuing five years, another major directorate initiated the creation of the Defense Race Relations Institute (DRRI) for the purpose of managing the EO program management. Today, the DRRI is known as the Defense Equal Opportunity Management Institute (DEOMI). In the 1970s, General Creighton Abrahams, commander of U.S. troops in Vietnam, identified racial unrest as a major problem affecting combat performance. As a result of the recommendations of the Pentagon's Task Force on Education on Race Relations (known as the Theus Committee), the DRRI was founded at Patrick Air Force Base, Florida. Since then, it has served the Department of the Defense (DOD) as the training and research center for the EO program for the armed services (Stewart, 2000).

Equality of Women in the U.S. Armed Services

Simutis, Harris, and Gantz (2002) reported that following the challenge of racially integrating the armed forces, the next salient human resource management issue in the military was equality of women in the armed forces. The subject of equality based on gender was also an issue that raised the consciousness of the American public, as had the subject of racial equality.

Similar to racial equality, the subject of gender equality was also elevated to the level of Presidential consciousness through political influence, subsequently becoming part of the national agenda. New human resource initiatives related to gender equality followed as additions to the EO program. These new directives reflected expanded employment opportunities for women in the Army. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) published an historical chronicle entitled “Women in the U.S. Army, An Annotated Bibliography” (Simutis et al., 2002).

The Civil Rights Act of 1964 opened the military ranks to women. In 1991, the National Defense Authorization Act expanded assignments of women to combat aircraft, and in 1993, new policies allowed women aviators to fly combat missions and serve on combatant ships, with the exception of submarines and amphibious vessels. Furthermore in 1994, the DOD risk rules opened brigade level and above command positions of ground combat units to women. Since then, combat positions above the brigade unit level have been opened to females. Combat unit positions below the brigade level remain designated as exclusively male (Simutis et al., 2002).

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) conducted research to determine the effect of utilization of females in combat support and combat service support missions on unit performance. The results showed that the percentage of women in the units had little if any negative effects on unit performance (Simutis et al., 2002). The institute’s research also shed light on the effect of combining male and female recruits during basic training. Improved performance of female recruits was noted in basic training that included male troops. This was felt to be due to a heightened sense of competition. No diminution of male training was reported in the combined basic training sessions. Therefore the military has continued to train male and female recruits together with the exception of combat

units. Improved readiness and mission effectiveness seem to be related to effective unit training and leadership (Simutis et al.).

Sexual Harassment in the Military

Fitzgerald, Magley, Drasgow, and Waldo (1999) reported that the Department of Defense, in its study of sexual harassment, found that 64% of females and 17% of men had experienced unwanted sexual contact between 1986 and 1988. Subsequently, sexual harassment emerged as a prevalent human resource topic in the military. Equal opportunity directives have since focused on laws regulating a workplace environment free of sexual harassment. The 1991 Navy Tailhook incident brought to the forefront reports of sexual harassment of female Navy sailors by military officers that occurred while all were housed in a hotel attending a military conference.

Murray (2000) detailed widespread reports of sexual indiscretions among female Army recruits. Sexual harassment charges against the Sergeant Major of the Army catapulted the overwhelming concerns of sexual harassment in the DOD into the national limelight. The DOD responded with a new comprehensive program addressing sexual harassment in the military named Prevention of Sexual Harassment (POSH).

Department of Defense Policies and Directives

The EO program management policies are initiated by the U.S. President and are passed down through the governing agencies for commanders to execute and enforce at the unit level. The Secretary of Defense (SECDEF), currently Robert M. Gates, is responsible for publishing the DOD policies.

The parent EO policy for all governmental agencies originates in Department of Defense Directive (DODD) 1350.2, DOD Military Equal Opportunity (MEO) program. It was recertified

on November 21, 2003 to reflect the most current changes. The DODD 1350.2 establishes the DOD MEO program by publishing the policies and standardizing implementation of DOD EO programs. Additionally, the MEO program assigns accountability for program management to ensure compliance in carrying out its intent throughout the DOD.

The DODD 1350.2 defines the role of the Defense Equal Opportunity Council (DEOC), which is chaired by the SECDEF. The DEOC is the parent organization of the DEOMI, for which it provides funding and oversight (DOD, 2003). The Under Secretary of Defense for Personnel and Readiness (USD P&R) serves as the deputy chair of the DEOC, a position currently held by Dr. David S. Chu. The USD P&R is responsible for developing MEO strategy and procedures and is charged with the oversight of the efficacy of EO program goals throughout the DOD. This position is also responsible for updating policies or procedures that discriminate based on “race, religion, color, sex, or national origin” (DOD, 2003, p. 10).

The Secretaries of the military departments are also members of the DEOC. The DEOC is responsible for the development and oversight of EO policies and procedures throughout the DOD. The DEOC is also the parent organization of the Equal Employment Opportunity (EEO) program, the civilian human relations program within the DOD. The DEOC is charged with EO program evaluation for the DOD. The DEOC identified equal opportunity as a military necessity (USD P & R, 1999).

The DEOC described diversity in the military forces as key to maximizing the availability of best applicants for the all volunteer military forces. It described the EO program as the commitment from the commander that everyone will be judged on merit, and be protected from discrimination and sexual harassment (USD P & R, 1999).

The DEOMI (2003) outlines the principles of EO programs throughout the DOD with the mission to promote EO for the purpose of optimizing mission effectiveness and unit solidarity throughout the DOD. The DEOMI also serves as the EO research center for the DOD; one of its primary investigative products is the Military Equal Opportunity Climate Survey (MEOCS). DODD 1350.2 directs commanders to use the MEOCS to assess their unit EO climate, an estimate of the unit's perceptions of EO. The MEOCS are also an assessment tool for determining the perceived prevalence of sexual harassment (gender-based discrimination) within the organization. Commanders are directed to use MEOCS as a tool for monitoring the effectiveness of their EO program (DOD, 2003).

The DODD 1350.2 directs the DOD leadership to establish and support EO and affirmative actions, as well as ordering the abolishment of discrimination and sexual harassment within the DOD (DOD, 2003). In paragraph 4.2 of DODD 1350.2, the DOD (2003) mandates that the armed forces establish an equitable work place that encourages service members to excel to their respective potential irrespective of their "race, color, religion, sex, or national origin" (p.3). The directive specifies that service members will be assessed solely on their mission capabilities, individual competence, and physical fitness. It further directs the abolishment of all obstacles thwarting individual advancement due to "personal, social or institutional barriers" (DOD, 2003, p.3).

The DODD 1350.2 (2003) directs military leadership to eradicate discrimination because it erodes unit effectiveness and wartime operability. The MEO program prescribes responsibility for EO program management development to the commanders and those in leadership positions throughout the DOD. The MEO program further directs commanders to publish affirmative

action plans (AAPs) with measurable goals and targets to monitor and help ensure fair and equitable human relations practices (DOD, 2003).

Military leadership is directed to follow DODD 1350.2 (2003) in establishing an organizational climate of fair human relations practices, known as a positive MEO environment. The MEO program assigns the DOD chain of command the responsibility for assessment and adjudication of discrimination and sexual harassment complaints. Additionally, DODD 1350.2 mandates EO program training upon entry into the military, inclusive of all military ranks from private to general officer (DOD, 2003).

Moreover, DODD 1350.2 also protects equal rights for on- and off-base activities of military personnel and their families through the use of the commander's local policies. It ensures that all recreational, educational, and social activities available to service members and their families are inclusive with regard to "race, color, religion, age, physical or mental disability, sex, or national origin" (DOD, 2003, p. 3). Organizations which prohibit membership based on these criteria are banned from use of government installations, equipment, and supplies. Accordingly, housing communities surrounding military bases that discriminate are to not be utilized by military families.

Each military branch translates the DOD directives into service-specific regulations. The Army guidelines describing the policies and procedures relating to the Army EO program are found in numerous Army publications, varying in format such as regulatory manuals, pamphlets, and training circulars. Human relations management is a pervasive part of each Army regulation. Therefore, it is not surprising that EO permeates almost every section of military personnel management.

Army Regulation (AR) 600 (USDA, 2006) outlines the Army Command Policy, describing the responsibilities and duties of the commander of an Army unit. Chapter six of AR 600-20 identifies U.S. Army EO policies. The EO program ensures each soldier is encouraged to reach his or her fullest potential, is treated fairly, and equally evaluated based solely on merit, performance, and capabilities. The purpose of the EO program is to ensure that discrimination is eliminated. It directs that “mutual respect, loyalty, and shared sacrifice” be instilled in the military unit and community (USDA, 2006, p 50). The EO policy is one of the command directives that is re-established and restated by each new commander upon the assumption of command of the unit. Commanders are responsible for the development and execution of the EO program for their unit for the expressed purpose of “enhancing unit cohesion, esprit, and morale” (USDA, 2006, p. 52). The EO program doctrine in the Army dictates that the command identifies and remedies discrimination in the unit. The EO policy states that in the U.S. Army, “Soldiers will not be accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin” (U.S. Department of the Army, 2005, p. 1-2).

Equal Opportunity Principles in Healthcare

A recent publication from the Association of University Programs in Healthcare Administration and the Foundation of the American College of Healthcare Executives addresses human resources management in today’s healthcare industry (Fried & Johnson, 2002). This instruction manual focuses on recent developments in personnel management designed for maximizing healthcare workforce productivity. Each chapter focuses on the importance of human resources management (HRM) as a key factor in the delivery of quality healthcare. According to Fried and Johnson, these manuscripts elucidate the transformations needed in the field of healthcare HRM to successfully prepare the industry for the future. It is the hope of the

authors that those with a future in healthcare administration will learn from the ideologies presented in their book as they feel the principles presented are critical to the armamentarium of a healthcare administrator in today's healthcare setting. The Army EO program is based firmly in HRM principles, as illustrated through the principles propagated throughout this healthcare HRM text (Fried & Johnson).

As depicted by Fried and Johnson (2002), the human resources demographics of an organization are among the fundamental cornerstones of the workplace organizational climate. The recent changes in demographics of American society have resulted in a changing human resource strategy responsible for the management of this increasingly diverse workforce. Diversity of an organization should reflect the diversity of the population available to fill those positions. While this statement represents a sound sociological principal, additional justification is also prevalent from an economic and business standpoint. Organizations which reflect the diversity of the population are more successful than those that do not. Workers are motivated when they observe persons of similar racial, gender, and ethnic backgrounds serving in leadership positions. Diversity is related to recruitment and retention success, as minorities who feel they have no future of promotion in an organization tend to change organizations in favor of those that exhibit a leadership representative of a diverse workforce (Fried & Johnson, 2002).

The culture of the healthcare organization is the basis for the human resources plan. The medical treatment facility (MTF) is representative of the Army healthcare organizational culture. Culture is a complex concept in which the history, ethics and ideals of the organization coalesce to create its set of values (Fried & Johnson, 2002; Shortell & Kaluzny, 2000). Culture is responsible for establishing the internal environment of the organization; therefore, it is the basis for the HRM plan of the organization. The internal environment, as determined by the

organizational culture, determines the way individuals are treated in an organization (Fried & Johnson).

The policies and procedures establishing the rights and responsibilities of the members of the organization are based on the responsibility of the organization to protect its workers. Human resources management is based on legislation regulating employment in the U.S. A large part of the employment legislation in the 1960s was enacted to eradicate unfair prejudice and illegal discriminatory acts in the workplace. Discrimination is classified as illegal when it is based on distinguishing traits of the employee which are not related to the job, such as race, sex, or ethnic group. Hiring or firing based on resume or job performance is legal discrimination and an expected part of how organizations function to maximize their workplace productivity.

Likewise, the Army EO program was based on the principles of the Civil Rights Act of 1964, Title VII (Fried & Johnson, 2002). This law protects U.S. employees from discrimination and bans sexual harassment in the organization. Organizational productivity is maximized when illegal discrimination is eradicated. One theory of why discrimination hinders organizations is that illegal discrimination limits the pool of qualified applicants (Fried & Johnson).

A key element of an organization's human resources plan is the successful identification of individuals within the organization who are essential for the creation of the strategy, called the "internal key stakeholders" (Fried & Johnson, 2002, p. 13). In the MTF, the key internal stakeholders are the soldiers and civilian employees who work in the military hospital. The healthcare workers or key stakeholders in the MTF consist of physicians, nurses, healthcare administrators, and senior non-commissioned officers. This leadership group shares the responsibility of carrying out the duties and responsibilities of executing healthcare delivery in the MTF. Each occupation has its unique interests and goals within the MTF, therefore

necessitating various approaches to their management. A fundamental element of HR management strategy in the military is the EO program; therefore, the HR strategy is implemented through training designed to motivate and encourage each person in the medical treatment facility to treat every person with dignity and respect (Fried & Johnson, 2002).

Another critical component in establishing a successful HR strategy for a healthcare organization is creating and preserving a workplace environment that is conducive to growth and fosters development of those who work in the organization (Fried & Johnson, 2002). The Army EO program particularly focuses on unhealthy influences that have plagued the military organization in recent years. For example, the “no tolerance” rule for sexual harassment and the elimination of extremist or hate groups has been a focus of the EO program. Furthermore, the recognition of diversity in the military unit through commemorations of various racial, gender, and ethnic and religious groups serves to foster communication and understanding among subcultures within the unit (USDA, 2005).

Equal Opportunity Program Elements

The intention of the Army EO mission as described in *The Commander's Equal Opportunity Handbook*, (USDA, 2005) is to optimize organizational performance by empowering each individual with a supportive workplace environment. Individual advancement must be entirely based on “merit, fitness and capability in support of readiness” (p. 1-2). The purpose of the EO program is to provide a workplace environment where those of disparate cultures and ethnicity can work together for mission accomplishment. Therefore, the soldier will not be punished or fail to be promoted due to discriminatory practices on the basis of race or gender (USDA, 2005). Purposely omitted from the manual are the variables of age and disability;

this omission is due to the overriding constraints of mandatory readiness in the Army (USDA, 2005).

The military's noble directive of the EO program that individuals be judged on the basis of their performance rather than by the color of their skin may, on the face, seem to be consistent with human resources programs of large civilian industries. What renders the military's EO program philosophy unique is the fact that directives are based on readiness—that is on the soldier's ability to accomplish the military mission. In the military, every soldier is evaluated on that extraordinarily high standard of military readiness, or ability to perform his or her wartime mission. Likewise, in the peacetime Army, this high standard is the fulcrum upon which every military plan rests (USDA, 2005).

The Army's EO program guidelines have been recently updated to reflect the changes. *The Commander's Equal Opportunity Handbook* (USDA, 2005) identifies recent changes in the strategies for EO program management; it was designed to give the commander an overview of the EO program and provide guidelines for establishing the unit-level EO programs. The EO program now consists of a myriad of elements that must be established and sustained by the command team, including the following: (a) leadership's dedication to the EO program; (b) EO program tenets; (c) EO action plans; (d) EO complaint response policy; (e) ethnic and cultural observations; (f) the consideration of others (COO) program; (g) policies dealing with extremist groups, gangs, and terrorists; and (h) prevention of sexual harassment. A concise review of the EO program tenets is delineated as the EO model (USDA, 2005). The most critical element of the EO model is the leadership's dedication to the program.

Leadership's Dedication to the Equal Opportunity Program

The EO program is described as the commander's program, which must be mandated with a strong commitment from leadership. The most credible leadership technique a commander can utilize is leadership by example. This is especially important in demonstrating to a unit effective EO program management. Leaders must demonstrate commitment to the program to unit members at each level. It is imperative that the unit understand that EO infractions are not to be tolerated in any form. EO mandates are inherent to the morale structure of the unit, and, therefore, violations from the smallest to the most egregious must be fairly adjudicated by command. As stated in *The Commander's Equal Opportunity Handbook*, "Punishment must be timely, appropriate and administered fair and equitably" (USDA, 2005, p. 2-2).

The EO principles define what unit commanders and leaders must do in order to carry out the tenets of the EO program. These principles ensure EO program management at every level in the organization and endorsement from the top down. A unit environment must be cultivated by leadership that promotes unity of all service members irrespective of their backgrounds. Cultural diversity should be celebrated, and unity of all groups from disparate genders, religious and cultural backgrounds should be encouraged. The commander must guarantee that the EO policies will be adhered to by each member of the organization at all times. It is also essential that the commander guarantees equal and fair discipline and personnel management throughout the command (USDA, 2005).

Each commander is responsible for establishing his/her personal EO program in the immediate time period following taking command of the unit. The commander's first step in the establishment of that EO program is through the publication of the EO policy letters. The three policy documents that form the basis of the EO program are: (a) EO policy letter, (b) POSH

policy letter, and (c) EO complaint processing policy. The purpose of these EO policy letters is to inform the unit of the new commander's personal commitment to upholding the tenets of the EO program and processes. The letters communicate the commander's pledge to the unit soldiers to uphold the directives as outlined in the mission of the EO program, and they must include specific goals and targets.

The POSH policy letter is a directive that establishes the commitment of all members of the unit to the eradication of all forms of sexual harassment. It establishes leadership's guarantee to the organization that breeches in the sexual harassment policy will be reported and dealt with expeditiously.

The third required policy letter establishes the procedures for processing EO complaints, assuring the unit that the commander will uphold the right to a fair and just review of perceived EO injustices by soldiers and family members. It publishes the procedures and timetables for grievance investigation and adjudication, and it includes whistleblower protection and additional governmental grievance channels available to the unit members.

All of the policy letters include the contact numbers and location of the members of the EO program team, which are the equal opportunity administrators (EOA) and EO representatives (EORs). Commanders must establish a full time EOA who is responsible for processing complaints, mediating, and executing the EO training for the unit (DOD, 2003; USDA, 2005). The EOA initially receives 15-week training at the Defense Equal Opportunity Management Institute (DEOMI).

Equal Opportunity Program Tenets

The DODD 1350.2 (USDA, 2005) issues from Presidential level the mandatory requirement for education and training of EO program tenets. These tenets are taught on a

recurring basis from the time the soldier initially enters the services and to each pay grade, from the lowest to the highest ranking officers. Each soldier entering the unit is required to receive a copy of the commander's EO policy letters as part of new member unit orientation during the in-processing procedure.

It is imperative that unit leaders at all levels fully support the EO program. In human resources terms, the leadership must have significant buy-in to the EO program to ensure its success. If the importance of the EO program tenets of fairness and just treatment of all are not demonstrated from the lowest to the highest level in the unit, the effectiveness of the program cannot be assured.

Equal Opportunity Action Plans

The EO action philosophy is designed as an effort to place all racial and ethnic groups on equal footing within the organization. It is a philosophy designed at removing barriers that have been identified to exist between racial and ethnic groups. Furthermore, equal opportunity actions are those "positive" actions that guarantee equal opportunity for all soldiers and their families in the military. These actions were previously referred to as "affirmative actions" (U.S.D.A., 2005, p. 8-1).

The DODD 1350.2 (USDA, 2006) outlines the responsibility of the military services to establish MEO and affirmative action programs with affirmative action plans that contain established goals and targets. Additionally, this directive mandates the commander's accountability for personnel management. Commanders are directed to develop an EO action plans (EOAP) for the unit that describes the procedures the command will institute to eliminate discriminatory practices and the means by which those practices can undergo periodic monitoring (USDA, 2006).

The Major Army Commands (MACOMS) are directed to publish, evaluate, and monitor progress of their EOAPs. These plans are to be developed at each Army installation down to the brigade level. The objective of the EOAP is to establish steadfast unit cohesion. The success of the military unit is based on mission accomplishment, which is dependent upon unit cohesion and team work. Unit cohesion is based on strong allegiance and soldier commitment at every level as well as a strong belief in leadership. Leadership is responsible for developing confidence of the soldiers in their equipment, peers, and their leaders. The military has long recognized that soldiers must perceive they will be treated equally with respect to race, national origin, color, and ethnic background in order to develop confidence in themselves, their peer, and their leadership (USDA, 2006).

Equal Opportunity Complaint Response Policy

The military services are directed through DODD 1350.2 (USDA, 2006) to establish an EO complaint response policy. This directive identifies the chain of command's responsibility in recognizing and resolving discriminatory activities as well as outlines the command's accountability for EO complaint investigation and resolution. In addition, this directive categorizes complaints as informal or formal and requires that commands establish expedited timelines for complaint resolution.

The commanders are given responsibility for punitive action against service members who are not abiding by EO tenets. Commanders are directed to protect complainants against the possibility of reprisals in response to their complaint. If the service member is hesitant in using his chain of command for complaint processing, higher levels of resolution will be made available to the service member up to the highest levels (Department of Defense, 2003). In the

case of substantiated formal complaints, the term “does not support EO” will be added to the individual’s yearly performance appraisal (USDA, 2005, p. 1-3).

Ethnic and Cultural Observances

A critical component of every commander’s EO program is the need to sustain ethnic and cultural observances for the unit. By becoming familiar with their ethnic and cultural differences, soldiers can learn how to work together more effectively. The unit’s observance of these special events affords the command an opportunity to augment human relations in the unit. It gives the command eight to ten opportunities for the organization to come together for the sole purpose of celebrating the various disparate groups of the military family. In 2005, the DOD established new guidelines in for the funding of ethnic and special cultural observances to include food samplings. The program also includes honorariums for guest speakers.

The U.S. military’s EO program has broadened its scope of practice from its inception in the 1960s. It has numerous programs which are related to, but not formally part of the Army EO Program. One of the most important topics closely aligned to, but separate from the EO program is the commander’s COO program. The COO program is the human relations training program for the unit, which is managed by the EO program office. It is a distinct but allied program that is fundamental to EO program management. As the success of EO program management is dependent upon sound unit human relations, the COO program will be delineated.

Consideration of Others Program

DODD 1350.2 (2003) mandates that the military services will establish compulsory human relations training on the unit level. The Army established the COO program training in the fulfillment of this requirement, which was added to the EO training program at the U.S. Military Academy in the 1990s. The COO program can be customized by each commander to

best fit the unit's needs. The potential program composition is limited only by the imagination of the commander and those assigned to carry out the program's intent.

Although the EO program itself is not regarded as part of the COO program, EO program tenets can be included in the COO presentation. The COO program was designed to assist the command team with the multifaceted and sometimes formidable leadership task of building unit cohesion for the purpose of maximizing unit efficiency and effectiveness. Furthermore, the COO program is designed to address the difficult and increasing complex issues that can divide individuals in today's military workforce. It is designed to increase dignity and respect in the unit by increasing awareness of and sensitivity to those topics that can quickly lead to derision and decrease in mission effectiveness in the unit. Additionally, COO promotes leadership and positive qualities of individual empowerment in the military unit (USDA, 2005).

Sayles (1999), a preeminent author on the subject of racial equality in the armed forces, restated the COO motto as a modified Golden Rule: "Do unto others as they would have you do unto them" (p. 111). He further explained that the basis of the COO program is the belief that everyone should be treated at all times with the same "respect and dignity" (p. 111). He emphasized that the COO program draws from a philosophy of mutual understanding independent of "circumstances or physical characteristics" which can be taught through sensitivity training (p. 111). He stipulated that the program's small group discussions are designed to maximize communal understanding between diverse groups in the Army.

The COO program's success is dependent upon repetitive training of core principles over the course of an Army career. He stated that only through constant communication can people understand how to treat others with consideration. Without frank open discussion, people cannot gain an awareness of each other's sensitivities. This lack of awareness inhibits their ability to

avoid inconsiderate talk and behaviors that can contribute to confrontation. The COO program is designed to promote organizational change in the Army from the lowest to the highest levels. It is designed to promote organizational change by changing individual behavior to align with what is in the best interest of the overall organization (Sayles, 1999).

Extremist Groups, Gangs, and Terrorists

The DODD 1350.2 (2003) also addresses the subject of extremist groups, including the sensitive topic in the EO training curriculum by specifying that commanders and leaders discourage service member participation in these groups (DOD, 2003). Extremist groups, gangs, and terrorists are modern overt areas of concentration for the EO program. The military hosts training symposiums in these areas, leading the public in constraining the modern pariahs of hate crimes.

Prevention of Sexual Harassment

Soldiers working in medical treatment facilities experience unique human relations challenges because the workplace environment contends with issues that are highly personal in nature. In the outpatient setting, on the inpatient wards, and in the operating room, members of the healthcare team are often exposed to topics that are sexual in nature (Fried & Johnson, 2002). According to the authors, healthcare organizations are ripe for sexual harassment due to the traditional basis of healthcare roles. Historically, those in power have been male physicians, whereas those in submissive positions have been predominately female. Supervision of male physicians has been primarily self-governed and unregimented (Fried & Johnson, 2002).

The POSH program is designed to provide a safe and healthy work environment with regard to sexual relations in the military. Sexual harassment is defined as discrimination based on gender. It can consist of unsolicited sexual advances, enticements of sexual favors, or other

physical or verbal conduct with sexual connotations. Sexual harassment “can victimize males as well as females, can occur between the same sex, and third parties” (USDA, 2005, p. 9-1).

This form of harassment can happen at work or during off-duty hours at off-duty locations. Sexual harassment is divided into two categories: (a) quid pro quo (i.e., this for that) and (b) hostile work environment. Quid pro quo refers to an offer of a favorable personnel action (i.e., a promotion) or the threat of an adverse action (i.e., a poor job evaluation) in exchange for sexual performance. These actions can affect a third person who feels unjustly treated due to preferences shown to a coworker (USDA, 2005).

The hostile work environment category of harassment can consist of comments or jokes of a sexual nature, photographs with a sexual connotation disseminated by e-mail or displayed to the workforce, or unsolicited displays of sexual behavior. Moreover, sexual harassment behaviors can be divided into the following categories: verbal, nonverbal, and physical. More subtle forms of sexual harassment may be terms of endearment expressed such as “dear,” or refusing to use a person’s formal title. A commander utilizes two major determinates to decide whether a behavior constitutes sexual harassment: (a) the impact of the act on the victim, as opposed to the intent of the harasser, and (b) the appropriateness of the behavior from the viewpoint of a reasonable person (USDA, 2005).

Due the severe effect of sexual harassment on unit morale, sexual harassment can never be tolerated in any form within the military (Fitzgerald et al., 1999). A commander’s response to sexual harassment in the unit must be swift and strong enough to effect change. The commander must evaluate the “totality of the circumstances” (USDA, 2005, p. 9-6) to determine both the severity of the sexual harassment incident and its punishment. Characteristics of sexual harassment (frequency of behavior, impact, rank, position, and past history) can be considered

when determining the severity of the event. The protection of unit members against sexual harassment is paramount in establishing a climate of equal opportunity for all members of the unit (USDA, 2005). A no-tolerance policy has been established with respect to sexual harassment in the military due to the detrimental effects of sexual harassments on unit morale and, consequently, on unit effectiveness and readiness (Murray, 2000). Commanders and their leadership teams must stress to their unit members the importance of the no-tolerance policy with regards to sexual harassment in the unit. Sexual harassment decimates work performance, placing stress on the victim and fear of retribution throughout the organization (USDA, 2005).

Whenever a person in a leadership or command position exerts control over a subordinate with behavior of a sexual nature, or threatens with job related recourse, such behavior is deemed sexual harassment. Sexual harassment also exists if such behavior is carried out by others in the organization with the supervisor's knowledge. Sexual harassment can be as bold as blatant sexual advancements, or as subtle as intentional comments or contact of a sexual nature (USDA, 2005).

The laws upholding the policies of Respondeat Superior (RS) are the basis of the military leadership responsibility for the prevention of sexual harassment. The RS policy holds the organization responsible for the activities of its members. Therefore, it is imperative that leadership training emphasizes the prevention of sexual harassment through unit training and command and control on every level. Likewise this same law applies to discrimination, which is why EO training and monitoring is an essential part of the Army's EO program (Fried & Johnson, 2002).

Sexual misconduct and other criminal behaviors of a sexual nature must be differentiated from sexual harassment. It is the commander's responsibility to ensure that soldiers know that sexual assault and rape are criminal acts that are punishable under the laws of military justice

(US.D.A., 2005). Sexual relations between supervisors and soldiers, on the other hand, equate to fraternization, which the commander reprimands as consensual sexual misconduct. Adultery is also consensual and disciplined by the commander as such. Non-consensual sexual misconduct is classified as “rape, forcible sodomy, and indecent assault” (USDA, 2005, p. 9-1).

METHODOLOGY

The purpose of this study was to review and describe the sequence of events and issues that influenced and informed the development of *The Commander’s Equal Opportunity Handbook* (USDA, 2005) and the handbook’s relevance for AMEDD commanders. Furthermore, that research led to the development of an abridged and user-friendly EO field guide that AMEDD commanders can access for quick reference.

The multiple sources from which this researcher compiled information for the historical review included: (a) interviews; (b) review of internal Army documents (i.e., *The Commander’s Equal Opportunity Handbook*, various formal reports and informational pamphlets); and (c) review of archival records (i.e., DODD; Army Medical Command EO data management system).

The EO field guide addresses the problem of the lack of a user-friendly field reference guide for AMEDD commanders. The abridged field guide is formatted in a question-and-answer format, responding to the following research questions: (a) What were the historical catalysts of the EO program? (b) What are the responsibilities of the AMEDD command team with respect to EO program management? (c) What are the resources available to the AMEDD command team in establishing, implementing, and evaluating their EO program? (d) What is the methodology of EO program review and analysis? How should units use the automated demographic entry analysis system for identifying trends in EO management in the AMEDD?

RESULTS

This abridged and user-friendly AMEDD Commander's EO Field Guide (see Appendix A) is presented in a question-and-answer format, addressing each of the project's research questions: (a) What were the historical catalysts of the EO program? (b) What are the responsibilities of the AMEDD command team with respect to EO program management? (c) What are the resources available to the AMEDD command team in establishing, implementing, and evaluating their EO program? (d) What is the methodology of EO program review and analysis? How should units use the automated demographic entry analysis system for identifying trends in EO management in the AMEDD?

Historical Catalysts of the EO Program

During the years of 1969 and 1970, violent confrontations between racial and ethnic groups took place at Army posts and installations in the U.S. and abroad. The common belief was that these confrontations were mirroring the race riots taking place in major U.S. cities at the time (USDA, 2005). As a result of task force studies, soldier surveys, and numerous reports, it was determined that low soldier morale and poor communication across racial lines were contributing to soldiers' perceptions of discrimination within the Army. Clearly, these perceptions were undermining the combat readiness; therefore the Army expanded what had before been merely an educational and training approach to EO (institutionalized under President Truman's administration in the mid-1940s) to a "multifaceted EO management program with clear goals and objectives" (USDA, 2005, p. 1-2). It is this multifaceted EO program, an integral component of human relations, that today's AMEDD commanders participate in as a means of ensuring and improving combat readiness.

Responsibilities of the AMEDD Command Team with Respect to EO Program Management

The Army's EO program mission is to optimize organizational performance by empowering each individual with a supportive workplace environment. Individual advancement must be entirely based on "merit, fitness and capability in support of readiness" (USDA, 2005, p. 1-2). The purpose of the EO program is to provide a workplace environment where those of disparate cultures and ethnicity can work together for mission accomplishment. Therefore, the soldier will not be punished or fail to be promoted due to discriminatory practices on the basis of race or gender (USDA, 2005). Furthermore the Army EO policy applies to "both on and off post, during duty and non-duty hours [and] to working, living, and recreational environments (including both on and off-post housing" (USDA, 2005, p. 1-2). In order to adhere to policies, AMEDD commanders must be aware of the principles guiding the EO program.

EO Program Management Principles

To achieve the Army's EO mission at the unit level, the AMEDD commander has specific responsibilities identified by four EO program management principles: (a) promote harmony, (b) support diversity, (c) uphold discipline, and (d) deliver fair and equal treatment (see Figure 1). In order to first promote harmony among unit members, commanders must aspire to move beyond merely correcting deficiencies as a means of avoiding disorder within the unit. Harmony is achieved when commanders lead with "reasonable and consistent standards" (USDA, 2005, p. 1-3) that apply equally to all members.

Secondly, diversity is supported when AMEDD commanders are committed to acquiring an awareness of and showing respect for those religions, cultures, and genders represented in

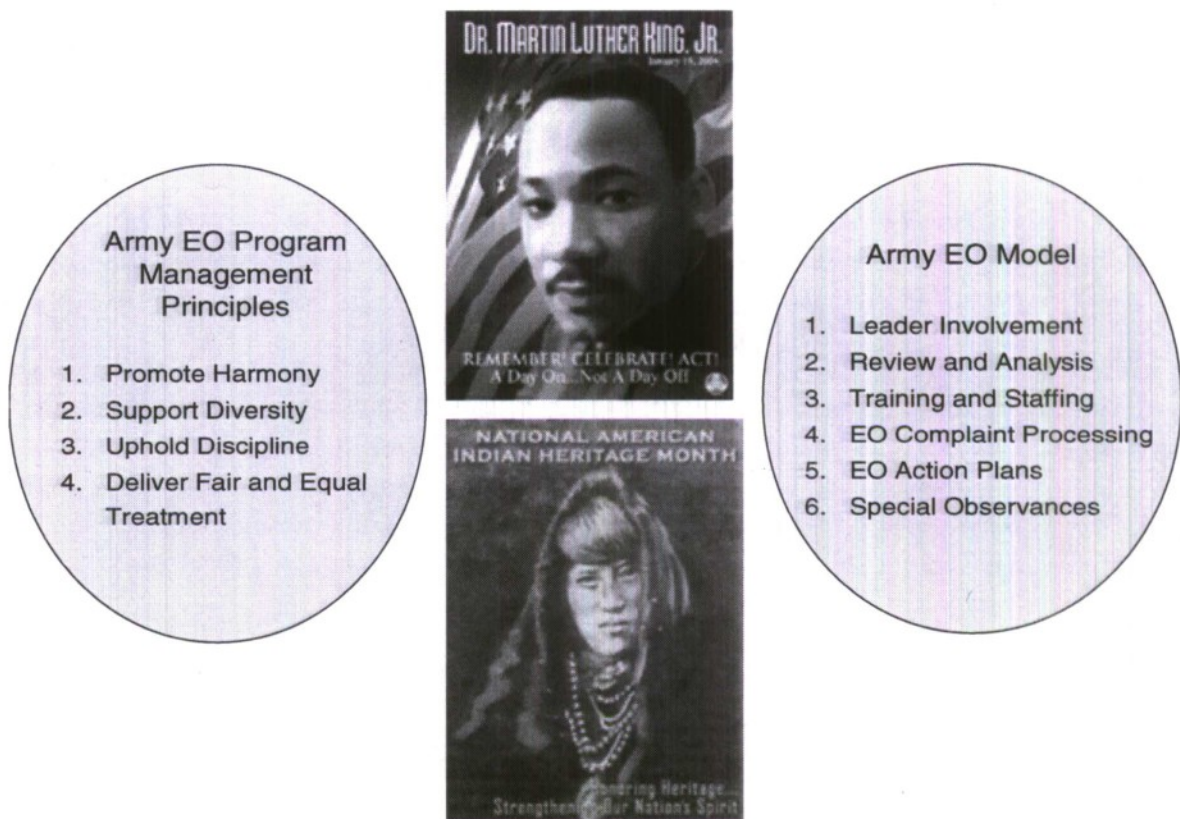


Figure 1. EO principles and EO model. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005); posters courtesy of DEOMI (2003).

their units. By modeling an acceptance of differences from one's own personal and military background, the commander encourages unit members to learn more about each other's diverse backgrounds while accepting the multitude of traditions that comprise the unit culture.

Pivotal to the development of a shared unit culture is the need for the commander to uphold discipline at all times, which is the third EO program management principle. However, the application of the discipline must be appropriate for the given situation and "should not

reflect, or be perceived by others as unjust, or a reflection of race, religion, color, gender, or national origin” (USDA, 2005, p. 4).

Lastly, the AMMED commander must ensure that fair and equal treatment is delivered. Yet the leader ought to consider the unit members perceptions when taking action. Not only must the commander take the appropriate steps to ensure that fair and equal treatment is delivered in a given situation, he or she should communicate clearly with unit members so all realize that the treatment was fair to all persons involved. In addition to the principles guiding the EO program, there are a several tenets comprising the EO model that must be established and sustained by the AMEDD command team.

EO Program Model Components

The Army EO model contains six components: (a) leader involvement, (b) review and analysis, (c) training and staffing, (d) EO complaint processing, (e) EO action plans, and (f) special observances (USDA, 2005) (see Figure 1).

The most critical component of the model is the leader’s commitment to and involvement in his or her EO program. The most credible leadership technique a commander can utilize is leadership by example. This is especially important in demonstrating to a unit effective EO program management.

The second component of the EO model involves the review and analysis of EO programs at the unit level. Responsible and accountable for the EO climate (or culture) within their respective units, AMEDD commanders are required to review and assess the implementation and adherence to EO policies and related responsibilities.

Culture is defined as learned behavior acquired by association with a certain group, such as language, traditions and beliefs or mores (USDA, 2005). It is essential that the leadership be

aware that the ideal command climate breaks down usual barriers associated with interaction between different cultural groups in the military such as depicted in Figure 2 (Dansby & Landis, 1994; USDA, 2005).



Figure 2. Cultural barriers to healthy interaction between different groups. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005); posters courtesy of DEOMI (2003).

The first EO climate assessment must be conducted when assuming a command (within 90 days) and on an annual basis thereafter. There are five conditions requiring climate assessments: (a) regulatory requirement, (b) command directed, (c) driven by events, (d) staff assistance visit, and (e) monitoring affirmative actions (USDA, 2005).

Thirdly, the AMEDD Commanders are responsible for the staffing of and EO training for their command units. All training must be administered to soldiers, using the DA PAM 350-20 Unit EO Training Guide, on a quarterly basis and well documented. Two quarters should be devoted to EO training, and two quarters should focus on sexual harassment training (USDA, 2005).

Soldiers must to be able to differentiate sexual misconduct (and other criminal behaviors of a sexual nature) from sexual harassment. It is the commander's responsibility to ensure that their unit members know that sexual assault and rape are criminal acts that are punishable under the laws of military justice (USDA, 2005). Sexual relations between supervisors and soldiers, however is called fraternization, which the commander reprimands as consensual sexual misconduct. Adultery is also consensual and disciplined by the commander as such. Non-consensual sexual misconduct is classified as "rape, forcible sodomy, and indecent assault" (USDA, 2005, p. 9-1). The criminal aspects of sexual assault are differentiated from sexual harassment in Table 1.

Commanders are required to have a working knowledge of the fifth component of the EO model—the EO complaint processing system, which aims to provide "the maximum protection for soldiers by providing a means for them to bring a complaint to the Army, and have full confidence the Army will investigate and where appropriate, make an appropriate response to resolve the complaint" (USDA, 2005, p. 5-1).

EO complaints can be either informal or formal in nature. Informal complaints are verbal reports of inappropriate behavior that can be resolved at the lowest possible level without further action being required. At his level, the commander encourages individuals to resolve their complaints through direct confrontation with the offender. Formal complaints, on the other hand,

involve written reports that require “specific actions, are subject to timelines, and require documentation of the action taken” (USDA, 2005, p. 5-2).

Table 1

Sexual Assault Differentiated from Sexual Harassment

Sexual Assault or Misconduct (Criminal and punishable under laws of military justice)		Sexual Harassment (Non-criminal)	
Consensual Crimes	Nonconsensual Crimes	Quid Pro Quo	Hostile Work Environment (verbal or nonverbal)
Fraternization	Rape	Promises or threats of favorable or unfavorable personnel actions Based on gender	Unsolicited sexual advancements/behavior
Adultery	Sodomy Indecent assault		Enticed sexual favors Sexual touching Sexual jokes, photos

Note. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005).

Whether informal or formal in nature, AMEDD commanders must take all allegations of noncompliance of EO policies seriously. The following actions are required when processing EO complaints: (a) take all complaints seriously, investigating allegations when necessary; (b) determine the appropriate course of action; and (c) take steps to prevent reprisal against the complainant (USDA, 2005).

The U.S. DOD mandates that all military services develop equal opportunity action plans (EOAP) for both soldiers and civilian employees. The commander's aim with EOAPs is to

develop and implement “planned, achievable steps that eliminate practices that deny EO to soldiers and their families” (USDA, 2005, p. 8-2). These steps ought to be designed to accomplish the following: (a) provide growth opportunities and encouragement for the purpose of maximizing the capabilities of all soldiers, (b) correct structural imbalances so as to assure upwardly mobile opportunities for all qualified soldiers, (c) provide reliable demographic information on the Army (unit) population, and (d) infusing affirmative actions into the entire management system.

The Army has a specific format AMEDD commanders must follow when developing affirmative action plans for their units. For a detailed description of this format, consult chapter eight of *The Commander’s Equal Opportunity Handbook* (USDA, 2005). The EOAP must be reviewed on an annual basis “to assess the effectiveness of past actions; to initiate new actions; and to sustain, monitor, or delete goals already achieved” (USDA, 2005, p. 8-2).

The sixth EO model component is that of special observances. The recognition of ethnic and special observances is the responsibility of the commander and is designed to increase “unity, awareness, and mutual understanding of the accomplishments and contributions of all members of the Army” (USDA, 2005, p. 7-1). The AMEDD commander can delegate tasks and authority related to these special observances but not the responsibility for such. Table 2 summarizes the special and ethnic observances the Army recognizes, which are held annually in accordance with Joint Congressional Resolution, Presidential Proclamation, and Chief of Staff directives.

Resources Available to the AMEDD Command Team in Establishing, Implementing, and
Evaluating EO Programs

Each commander is responsible for establishing his/her personal EO program in the immediate time period following taking command of the unit.

Table 2

Ethnic and Special Observances

Month	Observance	When	Authority
January	Martin Luther King, Jr. Birthday	Third Monday	Public Law 98-144, Nov. 1983 (federal holiday)
February	African-American/ Black History Month	Entire month	First Presidential Proclamation, Feb. 1976
March	Women's History Month	Entire moth	Public Law 100-9, March 1987
April/May	Days of Remembrance	Sunday to Sunday for week incorporating <i>Yom Hashoah</i>	Public Law 96-388, Oct. 1980
May	Asian Pacific Heritage Month	Entire month	First Presidential Proclamation, May 1991
August	Women's Equality Day	August 26	First Presidential Proclamation, Aug. 1973
September/October	National Hispanic Heritage Month	Sept. 15 to Oct. 15	Public Law 100-402, Aug. 1988
November	National Native American Indian Heritage Month	Entire month	Public Law 102-188, March 1992

Note. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005).

EO Policy Memorandums

The commander's first step in the establishment of the EO program is through the distribution of the EO policy memorandums, the aim of which is to inform unit members of the new commander's personal commitment to upholding the tenets of the EO program. The three policy memorandums that form the basis of the EO program are: (a) EO policy memorandum, (b) POSH policy memorandum, and (c) EO complaint processing memorandum. The EO policy memorandum communicates the commander's pledge to the unit soldiers to uphold the directives as outlined in the mission of the EO program and includes specific goals and targets.

The POSH policy memorandum is a directive that establishes the commitment of all unit members to the eradication of all forms of sexual harassment. This second memorandum establishes leadership's guarantee to the organization that breeches in the sexual harassment policy will be reported and dealt with expeditiously.

The third required policy memorandum establishes the procedures for processing EO complaints, including procedures and timetables for grievance investigation and adjudication. This policy letter assures the unit that the commander will uphold the right to a fair and just review of perceived EO injustices by soldiers and family members.

All three policy memorandums must include the contact numbers and location of the members of the EO program team, which are the EOA and EO representatives (EORs). Templates of these memorandums are available as resources for the AMEDD commander and can be found in *The Commander's Equal Opportunity Handbook* as Appendix C (USDA, 2005).

Equal Opportunity Complaint Process

The process for making a complaint relative to equal opportunity or sexual harassment policy violation can be overwhelming to a unit member without knowledge of the workings of

the system. Figure 3 provides an overview of the process for making informal or formal complaints. Furthermore, Appendix D of *The Commander's Equal Opportunity Handbook* (USDA, 2005) provides a detailed timeline of the formal complaint process as well as the commander's briefing, reprisal plan, complaint extension, and initial notification templates.

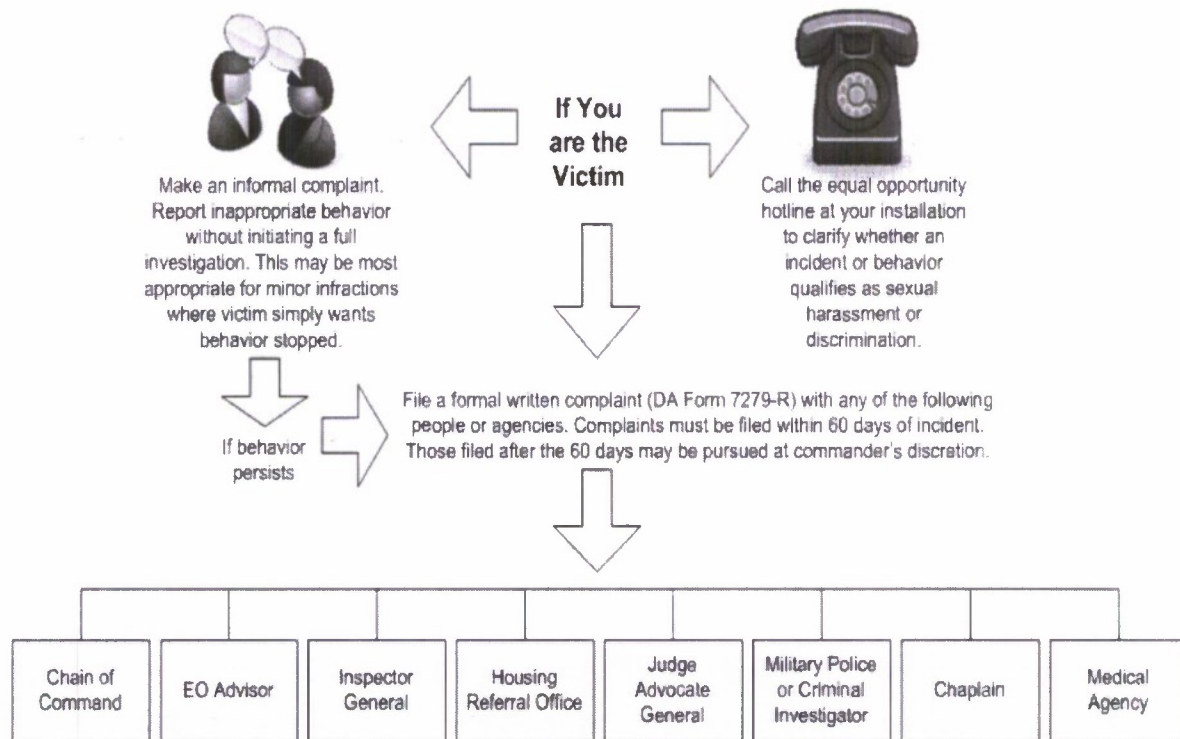


Figure 3. EO/sexual harassment complaint process. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005).

Commander's EO Checklist

The AMEDD commander must consider numerous aspects that contribute to establishing and maintaining a positive and healthy EO environment within the unit. Appendix A of *The Commander's Equal Opportunity* (USDA, 2005) provides a checklist of seven aspects: (a) leader

involvement, (b) training, (c) assessments at company/battery/ detachment level, (d) staffing, (e) complaint process, (f) equal opportunity action plan, and (g) ethnic and special observations.

Checklist for Planning and Conducting Climate Assessments

Commanders are required to conduct climate assessments within 90 days of assuming command of a unit and on an annual basis thereafter. Appendix E of *The Commander's Equal Opportunity Handbook* (USDA, 2005) provides a checklist for planning and conducting unit climate assessments. This resource helps the AMEDD commander determine readiness for conducting the actual assessment.

DEOMI Posters

The DEOMI provides ethic and special observance posters (see Figure 4). In addition, the DEOMI makes posters available for AMEDD commanders to communicate to unit members the importance of "Consideration of Others" topics and Army EO values (see Figure 5). Diversity management emphasizes recognizing differences in backgrounds of soldiers for the purpose of training to improve unit cohesion and effectiveness (Reyes, 2006). Figure 6 illustrates the relationship between the Army EO program and diversity management. The DEOMI provides posters that are helpful for communicating to unit members this relationship.

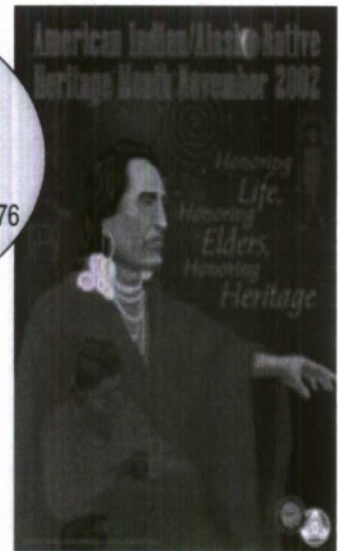
Additional EO resources

There are several additional EO resources available for AMEDD commanders to assist with the implementation, monitoring and reporting on their units' EO program(s). See Table 3 Table 4 for further information.



January
 Martin Luther King, Jr.
 Public Law 98-144, Nov 83
 Federal Holiday: Third Monday

February
 African-American
 History Month
 Presidential Proclamation, Feb 76



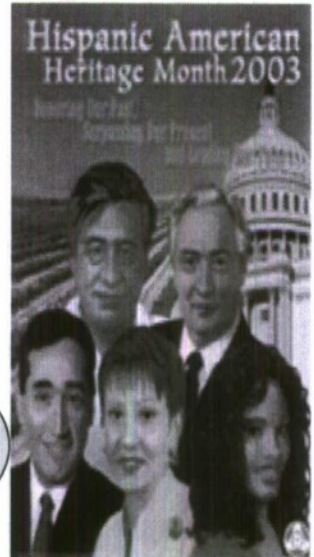
November
 National Native American Indian
 Heritage Month
 Public Law 102-188, Mar 92



March
 Women's History Month
 Public Law 100-9 Mar 87

Sep/Oct
 National Hispanic Heritage Month
 Public Law 100-402, Aug 88

August
 Woman's Equality Day
 Presidential Proclamation Aug 73



May
 Asian Pacific Heritage Month
 Presidential Proclamation May 91

April/May
 Day's of Remembrance
 For Victims of the Holocaust
 Week in Yom Hashoah
 Public Law 96-388, Oct 80

Figure 4. DEOMI ethnic and special observance posters. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005); posters courtesy of DEOMI (2003).

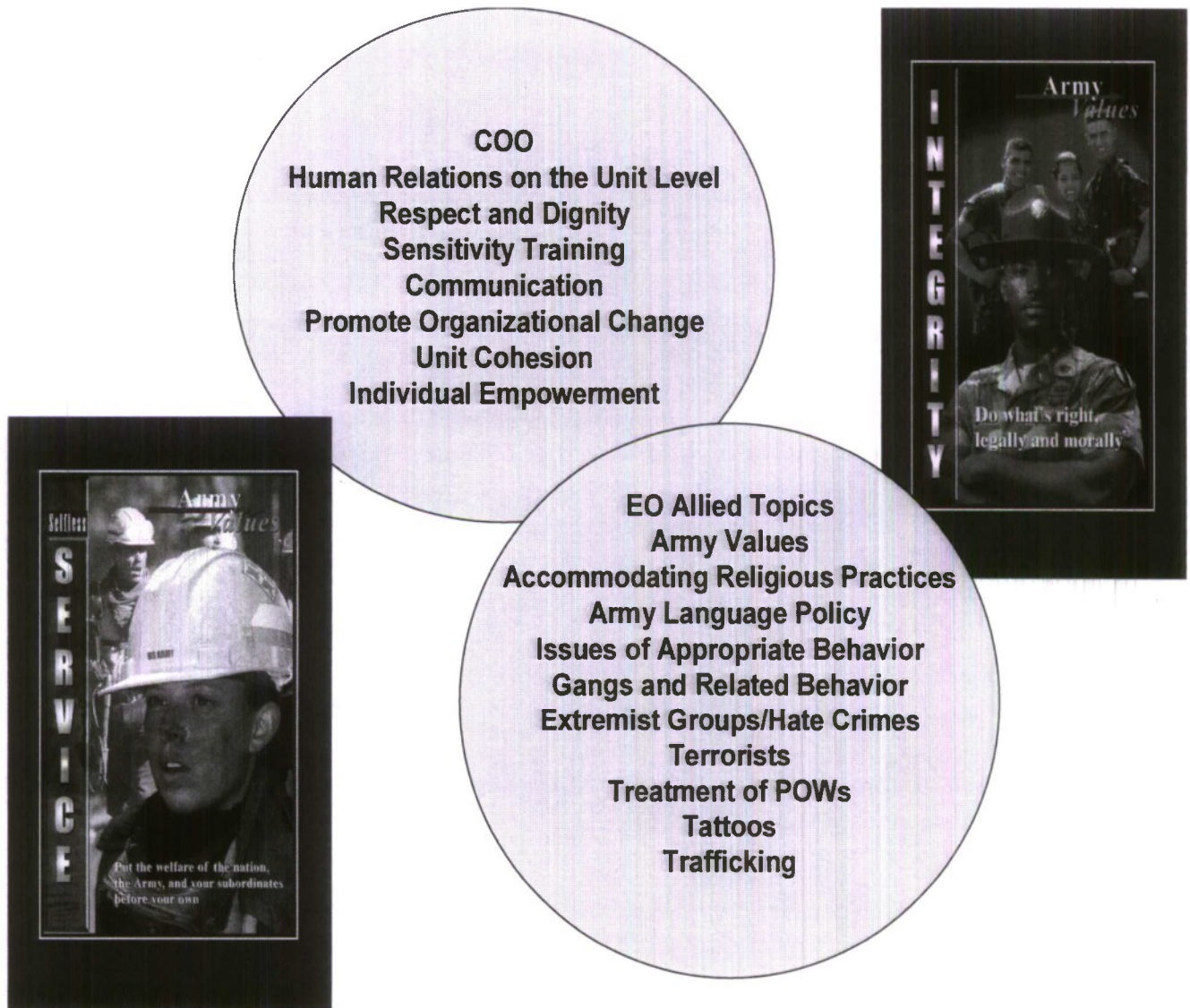


Figure 5. Consideration of others topics and Army values. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005); posters courtesy of DEOMI (2003).



Figure 6. EO program and diversity management relationship. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005); posters courtesy of DEOMI (2003).
Additional Resources

Table 3

Equal Opportunity Management Program Regulations

Regulation	Title/Date	Web Site
AR 600-13	Army Policy for Assignment of Female Soldiers, HQDA, March 27, 1992	http://www.armyg1.army.mil/eo/documents/tc26-6.doc
AR 600-20	Army Command Policy, June 7, 2006	http://www.army.mil/usapa/epubs/pdf/r600_20.pdf
	Army Consideration of Others Handbook	http://www.know.army.mil/center/eo/documents/CONSIDERATION_OF_OTHERS_HANDBOOK.doc
DA Pam 350-20	Army EO Training Guide, June 1, 1994	http://www.army.mil/usapa/epubs/pdf/p350_20.pdf
DA Pam 600-15	Army Extremist Activities, HQDA June 1, 2000	http://www.army.mil/usapa/epubs/pdf/p600_15.pdf
DA Pam 600-26	Army Affirmative Action Plan, HQDA, May 23, 1990	http://www.usapa.army.mil/pdffiles/p600_26.pdf
DA Pam 600-69	Army Unit Climate Profile Commander's Handbook, HQDA, October 1, 1986	http://www.armyg1.army.mil/eo/documents/dap600_69.pdf
DODD 1350.2	DOD MEO Program, DOD November 21, 2003	http://www.dtic.mil/whs/directives/corres/pdf/d13502wch1_081895/d13502p.pdf
	Secretary of the Army Senior Review Panel on Sexual Harassment	http://www.armyg1.army.mil/eo/eo_conf/docs/Senior%20Review%20panel%20on%20Sexual%20Harassment.pdf

Table 4

Equal Opportunity Management Program Web Sites

Resource	Web Address
Army Diversity Office Early Research and Development	http://www.armyg1.army.mil/eo/conferences/EO05/2005%20Conference%20Slides/Army%20Diversity%20Update.ppt
Army Diversity Office New Division Website	http://www.armyg1.army.mil/hr/ado.asp
Center for Strategic and International Studies Publications	http://www.csis.org/
Consideration of Others Handbook	http://www.knox.army.mil/center/eo/documents/CONSIDERATIONOFOTHERSHANDBOOK.doc
DA EO (G1)	http://www.armyg1.army.mil/eo/default.asp
DA EO G1 Database	http://www.armyg1.army.mil/eo/database.asp
DA EO G1 List of EO Conferences	http://www.armyg1.army.mil/eo/Conferences.asp
DA G1 Demographics	http://www.armyg1.army.mil/hr/demographics.asp
DOD Publications	http://www.defenselink.mil/pubs/
DEOMI	https://www.deomi.org/deomi.htm
Ethnic Observations	https://www.deomi.org/Observances%20&%20Demographics/observances.htm and http://www.knox.army.mil/center/eo/ethnic_observances.htm
Ft. Knox EO Office Document Library with EO Tools	http://www.knox.army.mil/center/eo/document_library.htm
Policy Letters	http://www.knox.army.mil/center/eo/document_library.htm
<i>The Commander's Equal Opportunity Handbook (TC 26-6)</i>	http://www.carson.army.mil/eo/docs/Regulations/TC26-6.pdf

Resource	Web Address
Under Secretary of Defense Personnel and Readiness (EO)	http://www.dod.mil/prhome/index.html
U.S. Army Research Institute for the Behavioral and Social Sciences	http://www.dod.mil/prhome/index.html
U.S. Army Sexual Assault, Prevention, and Response Program	http://www.sexualassault.army.mil/
U.S. Army War College (Research and Publications)	http://www.carlisle.army.mil/

Management in the AMEDD

What is the methodology of EO Program Review and Analysis and how should units use the Automated Demographic Entry Analysis System for identifying trends in EO? The Defense Management Data Center (DMDC) is the source of the data for the DOD. Demographic data are compiled and reported by the Research Directorate at the Defense EO Management Institute. The data are published twice a year for the use of EOAs, commanders, and DOD leaders. These statistical reports are available to command teams and EOAs on the MACOM EO and DEOMI web sites under secured password access. The DEOMI data reports assist AMEDD commanders when interpreting their unit demographics (DEOMI, 2005). Furthermore, the DEOMI reports are valuable resources for commanders when they are conducting review and analysis for their unit EO program assessments (USDA, 2006).

Commanders are required to review EO program goals and action plans at least twice a year. These assessments include examining the unit's demographic racial and ethnic designation

categories (REDCAT). The current REDCAT designations are “American Indian/Alaskan Native, Asian/Pacific Islander, Black, White, Hispanic, Multiracial and Other/Unknown” (DEOMI, 2005, p.3). Commander’s must review unit goals in the areas of EO training, EO complaint outcomes; review positions by REDCAT and gender, REDCAT review of promotions, awards, schoolings, and disciplinary actions. The commander also reviews member participation in ethnic and special observances. Analysis of the REDCAT data helps AMEDD commanders identify trends, highlight major differences, and make changes to unit-based EO programs.

The purpose of analyzing and monitoring unit personnel demographic data on a semi-annual basis is for MACOMS to establish obtainable targets based on projected REDCAT and gender goals. The objective is not to establish quotas, which can cause organizations to lower qualifications in order to satisfy target measures (USDA, 2006). Rather, the purpose of data analysis of EO demographic parameters in the unit is to elucidate areas that are of command emphasis (USDA Regulation 600-20, 2006). The commander can then tailor the EO program development to address those target issues. The aim of early identification and remedy of areas of disparate treatment between demographic groups within the AMEDD is critical to the establishment of healthy unit command climate (DOD, 2003).

The challenges of MEDCOM EO program management review and analysis project were reviewed by the MEDCOM EO program manager in 2003. The project began with an examination of the EO program elements to seek answers regarding the relevance of the EO program in today’s AMEDD. As such, the EO program management data from the MEDCOM EO program office were reviewed. Data were prepared for the EO MEDCOM brief for submittal to the Army Surgeon General in February 2004 (MEDCOM EO VTC minutes to LTG Peake, February 6, 2004; LTC Anne Horrell, personal communication, February 6, 2004).

Prior to October 2005, review and analysis in the EO program was not uniform. MEDCOM units reported their demographic data to the EO program manager's office as a result of individual computation. Furthermore, an automated system for reporting EO program demographics for the purpose of review and analysis by AMEDD command teams did not exist. During the years of 2003 and 2004, the MEDCOM EO program manager's staff, in collaboration with the Department of the Army data management team and EO offices throughout the Department of Defense, worked to design and develop a standardized web-based data entry system for the purpose of collecting unit demographics. The aim of the automated tool was to render the periodic review and analysis of unit demographics a straightforward task by command teams (LTC Horrell, personal communication, March 1, 2003). The demographic variables for the automated evaluation of promotions, awards, and disciplinary actions were introduced to the AMEDD EO program managers through the MEDCOM EO program manager's office. A Microsoft® Excel spreadsheet was developed while working in conjunction with the MEDCOM EO program manager's office, which gave unit command teams the ability to populate the datasheet with unit demographics (LTC Horrell, personal communication, March 1, 2003).

The early designs for the automated demographic entry system began with *chi square* analysis. During 2003, the MEDCOM EO program management team conducted a site assessment at each of the regional medical commands and their MTFs throughout the AMEDD. The data sets were accumulated during the site visits by the EO program management team. The MEDCOM EO program managers in each of the regional commands provided demographic parameters of their commands with regard to gender, rank, and ethnic background. These independent variables were then correlated with the dependent variables of military awards (see Table 5), promotions (see Table 6), and article 15s (see Table 7). The percentages were obtained

by determining the number represented based on the appropriate population. By referencing this data, leaders can determine if specific personnel actions are evenly distributed across ethnic/racial groups and gender or if they are present in a significantly higher percentage in one or more groups. Ethnicity and race are self-determined by the individual service member.

It is important for the unit command team, when collecting and analyzing unit data, to separate military occupational specialty (MOS) or jobs into demographic categories. In the AMEDD the major MOS groups are: (a) medical corps, (b) nurse corps, (c) specialty corps, and (d) medical service corps. The demographic categories are also be distinguished by rank.

The DA EOAP uses a representation index (RI) or discrimination index to monitor change affected by the AAP. It can be used to identify practices that may possibly be resulting in disadvantages on behalf of a particular group. The RI was first described by Dr. Peter Nordlie at the Army Research Institute in 1977 (USDA, 1990); it is designed to measure how demographic groups of soldiers are affected by the normal operating procedures in the unit. The primary objective of the RI is to identify organizational practices that may be operating to the disadvantage of minorities and women. The RI, however, was not designed to identify intent or cause and effect of discriminatory practices. The goal of the RI index computation is that by giving the command team the ability to measure the effects of what has occurred, team members can identify areas that demand closer scrutiny. The RI computation is the statistical basis for the web-based EO program analysis system used by AMEDD command teams. The EO data analysis tool is accessible on the FT Knox EO Web site (see Table 4). This tool enables AMEDD commanders to adhere to Army regulations mandating the establishment, maintenance, and ongoing evaluation of unit-based EO programs.

Table 5

Chi Square Analysis of Awards

	<i>N</i>	Award	%	No Award	%	Chi-Square Value (df)	<i>p</i>	Significance	Cramer's <i>V</i>
Race						20.9771(4)	0.0003	yes	0.0280
African American	6,848	1,682	(24.6%)	5,166	(75.4%)				
Caucasian	16,363	3,874	(23.7%)	12,489	(76.3%)				
American Indian	176	30	(17.0%)	146	(83.0%)				
Asian	1,004	201	(20.0%)	803	(80.0%)				
Hispanic	2,348	612	(26.1%)	1,736	(73.9%)				
Total Race	26,739	6,399	(23.9%)	20,340	(76.1%)				
Gender						0.0004(1)	0.9844	no	n/a
Female	9,512	2,277	(23.9%)	7,235	(76.1%)				
Male	17,227	4,122	(23.9%)	13,105	(76.1%)				
Total Gender	26,739	6,399	(23.9%)	20,340	(76.1%)				
Rank						113.4408(1)	<0.0001	yes	0.0651
Officers	9,742	2,689	(27.6%)	7,053	(72.4%)				
Enlisted	16,997	3,710	(21.8%)	13,287	(78.2%)				
Total Rank	26,739	6,399	(23.9%)	20,340	(76.1%)				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

Table 6

Chi Square Analysis of Promotions

	Eligible	Promoted	%	Not Promoted	Chi-Square Value (df)	p	Significance	Cramer's V
Race					116.0239(4)	<0.0001	yes	0.1112
African American	3,802	805	(21.2%)	2,997				
Caucasian	3,931	985	(25.1%)	2,946				
American Indian	88	27	(30.7%)	61				
Asian	382	68	(17.8%)	314				
Hispanic	1,184	424	(35.8%)	760				
Total Race	9,387	2,309	(24.6%)	7,078				
Gender					9.0717(1)	0.0026	yes	0.0311
Female	3,767	865	(23.0%)	2,902				
Male	5,620	1,444	(25.7%)	4,176				
Total Gender	9,387	2,309	(24.6%)	7,078				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

Table 7

Chi Square Analysis of Article 15

	N	Percent	Percent	Chi-Square Value (df)	Probability	Stat. Signif.	Cramer's V
Race				118.7722(4)	<0.001	yes	0.0666
African American	6,848	352 (5.1%)	6,496 (94.9%)				
Caucasian	16,363	438 (2.7%)	15,925 (97.3%)				
American Indian	176	5 (2.8%)	171 (97.2%)				
Asian	1,004	14 (1.4%)	990 (98.6%)				
Hispanic	2,348	119 (5.1%)	2,229 (94.9%)				
Total Race	26,739	928 (3.5%)	25,811 (96.5%)				
Gender				41.3361(1)	<0.0001	yes	0.0393
Female	9,512	238 (2.5%)	9,274 (97.5%)				
Male	17,227	690 (4.0%)	16,537 (96%)				
Total Gender	26,739	928 (3.5%)	25,811 (96.5%)				
Rank				457.5708(1)	<0.0001	yes	0.1308
Officers	9,742	30 (0.3%)	9,712 (99.7%)				
Enlisted	16,997	898 (5.3%)	16,099 (94.7%)				
Total Rank	26,739	928 (3.5%)	25,811 (96.5%)				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

EO Program Definitions and Acronyms

AAP: Affirmative Action Plan.

Affirmative Actions: Methods used to achieve the objectives of the EO Program. They are processes, activities, and systems designed to identify, eliminate, prevent, and work to overcome the effects of discriminatory treatment as it affects the upward mobility and quality of life for DOD Personnel.

Affirmative Action Plan (AAP): A management document that consists of statements of attainable goals and timetables. The document is required of all Army organizations, commands, agencies, and activities down to brigade (or equivalent) level. It is designed to achieve equal opportunity for all military personnel. Affirmative Action Plans will concern conditions whereby: (a) affirmative action is needed; (b) practical strategies to remedy conditions are available and explained; and (c) the end-conditions sought are clearly expressed.

AMEDD: Army Medical Department.

Anti-Semitism: Discrimination, prejudice, or hostility directed towards Jews. It is often expressed in the curtailment of their religious, social, economic, or civil rights.

AR: Army Regulation.

ARI: U.S. Army Research Institute for the Behavioral and Social Sciences.

Chain of Command: An organization's sequence of commanders who have direct authority and primary responsibility for accomplishing the assigned unit mission while caring for personnel and property in their charge.

COO: Consideration of Others program.

DEOC: Defense Equal Opportunity Council.

DEOMI: Defense Equal Opportunity Management Institute. The DEOMI has links to DEOMI management technical reports such as DOD Command Climate survey data, demographic reports, and it contains EO links for DOD organizations. The DEOMI is also the resource for descriptions of student courses, research and conferences.

Discrimination: Treating people differently on a basis other than individual merit.

DOD: Department of Defense.

DODD: Department of Defense Directive.

DRRI: Defense Race Relations Institute (DRRI).

EEO: Equal Employment Opportunity.

EOAP: Equal Opportunity Action Plan.

EOR: Equal Opportunity Representative.

Equal Opportunity (EO): Equal consideration and treatment based upon merit, potential, and capability.

Equal Opportunity Advisor (EOA): An officer and noncommissioned officer serving in a full time equal opportunity position at brigade (or equivalent) level or higher.

Ethnic Group: A group which is socially distinguishable or set apart by others and/or by itself mainly on the basis of cultural or nationality characteristics.

Ethnic Origin: The quality of being distinguishable from the general population on the basis of actual or perceived cultural criteria such as language, religion, national origin(i.e. Puerto Rico) and mores.

Housing Discrimination: Denying or attempting to deny housing to Army personnel because of race, color, religion, gender, or national origin.

HRM: Human Resources Management.

Institutional Discrimination: Different treatment of individuals in an organization which: (a) occurs based on race, color, gender, or natural origin; (b) results from the normal functioning of the organization; or (c) operates to the consistent disadvantage of a particular group.

MACOM: Major Army Command.

MEDCOM: U.S. Army Medical Command.

MEO: Military Equal Opportunity Program.

MEOCS: Military Equal Opportunity Climate Survey.

Minority Group: Any group distinguished from the dominant population in terms of race, color, religion, gender, or national origin.

MTF: Medical Treatment Facility.

National Origin: A person's or ancestor's place of origin. The term also applies to someone who has the physical, cultural, or linguistic characteristics of a national group.

Personal Racism, Sexism, or Bigotry: The acting out of prejudices by an individual or group because of race, color, religion, gender, or national origin.

POSH: Prevention of Sexual Harassment.

Prejudice: A negative feeling or dislike based on a faulty or inflexible generalization. It is prejudging a person or group without knowledge or facts.

Race: A division of mankind having certain traits transmissible by descent which are enough to characterize it as a distinct human type.

Racism: An attitude or action that race is the main determinant of human traits and capabilities and that racial difference makes one race inherently superior to another.

Religion: A system of institutionalized attitudes, moral or ethical beliefs, and practices.

SECDEF: Secretary of Defense.

Sexism: Any attitude or action, personal or institutional, which subordinates a person or group because of gender (sex).

Sexual Harassment: A form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career; (b) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or (c) such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.

Stereotype: An over-generalization or fixed idea that is thought to apply to an entire category or group.

USD, P&R: Undersecretary of Defense for Personnel and Readiness.

Note. Adapted from DA PAM 350-20: Unit Equal Opportunity Training Guide, June 1, 1994.

DISCUSSION

Recent Reformation of the Army EO Program

The recent EO program reformation is reflected in the publication of updated regulations in this field in the past three years (USDA, 2005, 2006). Designations of ethnic groups were transformed, human resources databases were automated, and Web sites for the EO management teams were created. A major change in EO program management is reflected in review and analysis of unit demographics. The unit command team must evaluate its EO program and

determine its success or failure. The unit is required to review the demographics of the unit using the variables of promotions, disciplinary actions, and awards (USDA, 2006).

One of the most significant characteristics of the EO program is that although the program itself is mandated, the specifics of each unit's EO program is uniquely designed by the new commander and his command team as directed by the recently revised *The Commander's Equal Opportunity Handbook* (USDA, 2005). Each command team meets challenges that are unique to their unit relative to EO program management and execution. The command team must assess the EO issues characteristic of their organization by taking a pulse of individual perceptions through the unit command climate survey. This requires significant self reflection and openness on the part of the command when interpreting perceptions of the unit regarding discriminatory practices or sexual harassment characteristics. This can be particularly challenging as noted by Dansby and Landis (1994), who reported that the majority of leaders has little or no perception of discriminatory practices or sexual harassment within specific units or in the military as a whole.

A key factor emphasized in EO program management is leadership from the top and by example. A no-tolerance rule regarding discrimination and hostile work environment is mandatory to promote maximum unit cohesion (Secretary of the Army, 1996). One of the most important recent changes in EO training was the requirement for senior leadership (including general officers) to travel to DEOMI and attend EO program management classes (USDA, 2006).

This graduate management project differentiated the EO program elements from the allied human relations programs that have developed in recent years. The allied programs include the subjects of diversity, extremist group management and the human relations program

“Consideration of Others.” The relationship of these programs with the EO program is vital in the execution of EO program management (USDA, 2006). Interestingly, the Army G1 recently established a diversity management office, which is addressing the new concept of human relations diversity within the Army.

REDCAT Data Management System

The literature reveals the complex nature of racial disparities in the military with respect to awards, disciplinary actions, and promotions. The REDCAT data reflecting awards (see Table 5), promotions (see Table 6), and disciplinary actions (see Table 7) demonstrate statistical significance; however, the meaning of unit statistical results is open to interpretation by the unit command. As such, it is imperative for AMEDD commanders to utilize the REDCAT data management system for the purpose of identifying trends with respect to gender and demographic data that represent disparities in treatment. Trends do not necessarily represent disparate treatment, but they should be evaluated as possible sources of inequity within the unit.

Command teams now have a standardized automated template in which they can populate the unit demographic information. A web-based format is available that allows them a straightforward method of entering their REDCAT data into a template. Statistical analysis of their unit data is now automated to give them real time results. Equal opportunity program data are presented in a pictorial format that is easily interpretable by EOAs and command teams. Historical trends in unit demographic activity are thus transparent to command teams and their higher headquarters for the purpose of EO program management. These real time diversity results are password protected and only available to the commands who manage them. Trends can be discerned from demographic analysis from multiple years. Areas of notable significance can then be considered for action.

The EO program web-based analysis tool provides command teams with a necessary framework for conducting EO program review and analysis. By populating the unit demographic data, commanders have a snapshot of their unit demographics. Through representation index (RI) analysis, the changes in unit demographics can be monitored. The web-based data analysis template can be easily populated by the unit.

When examining the REDCAT promotion data specific to trends in gender and ethnic groups (see Table 6), command teams should seek to determine if unit leadership is diverse in its racial and ethnic background, and they should look for inequities in opportunities for advancement within the unit. Perhaps the lack of diversity representation among the leadership is a reflection of inequities in ability to obtain promotions due to training or schooling opportunities.

The representation index (RI) is determined by a comparison of the actual number and expected number of soldiers in a particular category if the minority characteristics of color, ethnicity, and gender were unrelated to promotion, awards, and disciplinary actions. The difference between the actual and expected number is the difference associated with minority status. If the difference between the two is zero, there is no difference between the soldiers, regardless of minority status. If the actual number is greater than the expected number, the result is a positive percentage, which means the group is over represented with respect to the categories in question. If the actual number is less than the expected number, a negative percentage is reflected. In that case, the group is underrepresented by the reflected percentage (USDA, 2006).

As is emphasized in the Army's affirmative action plan (USDA, 1990), the RI should not be used to establish quotas. The RI does not imply the intent to discriminate. Rather, the RI can reveal over-representation and under-representation in specific areas, which are indicators that

soldiers are being treated differently. Command teams should interpret what these results mean to their individual units. For instance what do the findings of occupational code disparities in the DOD mean? Is the Army successful in its recruitment of leaders from diverse backgrounds, or are the majority of the recruitment efforts and dollars concentrated on diverse Soldiers without the background and education which qualifies them for leadership positions? Are soldiers chosen for leadership positions, advanced schooling and command without regard to race or ethnicity or gender in the military?

The purpose of the Army's EO program is to ensure every individual's right to equal treatment and a healthy, safe work environment. Furthermore, individual motivation in the U.S. Army is tied to the belief that with hard work, success will come—fairly and equitably. Unit cohesion, a mainstay of mission effectiveness in the military, is dependant upon respect for others (USDA, 2006). Yet when exploring the topic of equal opportunity for this project, this researcher discovered that the enigma of Army EO program management lies within the complexity of the science of human relations itself. The question of the necessity of the EO program is itself a demonstration of a significant human relations variable—individual perception. While some well-meaning members of the AMEDD unit ask why there are still EO programs, others ask why more advances in equal opportunity program management within the military have not been made. But in order to achieve the objectives of the Army's EO program, one must go beyond individual perceptions to examine factual data.

Disparate Treatment vs. Disparate Impact

While some strides in EO for all people—regardless of ethnic or racial background—have been made, current statistical comparison of minority representation in the Army by occupational code reveals that little significant change has occurred over the years in EO

management in terms of Army leadership today. Examples from differing ethnic groups exist, but the majority of historical accounts come from the literature surrounding disparities in African-American representation in the Army leadership (DEOMI, 2003). While the largest numbers of White officers in the Army are in leadership positions represented by the occupational codes of "general officer," "executive," and "not elsewhere classified (NEC)" categories, African-Americans are grossly underrepresented in officer leadership positions, except in supply, logistical, and support officer occupations (DEOMI, 2003). Disparate treatment vs. disparate impact remains a vital question for today's Army.

EO Program Management: A State of Constant Flux

One of the most important concepts emanating from this graduate management project is that EO program management should not be simplified by use of a fixed statistical equation. Equal opportunity program management is in a state of constant flux. It is as fluid as the demographics of the members that make up the individual unit programs. Furthermore, EO program management as a human relations program is influenced by politics as well as world and societal events. EO Program management is a human relations concept that, by definition, is unique to each unit based on the members therein.

As long as human relations inequities and challenges persist, there will be a role for EO management programs in the military. A key element of the EO program is the review and analysis of the unit's demographic composite with respect to key variables of disciplinary actions, promotions, and awards. These variables are linked to individual soldier success in the military. Review and analysis with respect to promotions, awards, and disciplinary actions can surface trends and suggest areas necessitating further analysis by the command team. Therefore,

command teams are now directed to use EO program review and analysis as an essential component of their human resource management and human relations program for the unit.

Commanders Must Exhibit Sensitivity, Awareness, and Commitment

Commanders must be sensitive to the individual backgrounds of their unit members and aware of invisible signs of discrimination. Mentorship for success, inclusion in social and sports activities, and equanimity in choices for leadership positions within the unit and throughout the Army are all leader-driven actions that can even the field with respect to increasing diversity in the AMEDD leadership (Reyes, 2006). Programs to recruit diverse inductees for the AMEDD officer corps will assure there is a pool of diverse leaders so soldiers from all backgrounds will be motivated for retention in the Army. By exhibiting compassion, willingness to listen, and an unerring commitment to upholding the truths of equality for all soldiers, commanders can contribute to the building up of the next generation of AMEDD leaders. It is in the field of military diversity management that the military is called to lead the battle—not for one, but for all; not for the present, but for the future; not just for today’s units and soldiers on the present battlefield, but for those who will fight on battlefields yet to come.

Unit management positions are conventionally held by members of the majority race (DEOMI, 2005). Historically, it has been extremely difficult, if not impossible, for leaders to be aware of the perceptions of the minority members of the unit with respect to equal opportunity. It is imperative that command teams recognize that perceptions of unequal treatment lie with the minority and female members of the unit. The unit EO survey will quickly point out to the command team where unit perceptions warrant attention. To the members of the majority race of the military, discrimination is typically imperceptible. Contrarily, minority race and gender

members perceive their promotion potential and career characteristics from significantly different viewpoints.

Military healthcare institutions are susceptible to significant risks for discrimination and sexual harassment. Yet, the Army's EO Program management review and analysis process continues to be a work in progress. There are unique human relations challenges among military healthcare teams and the patients they serve. What will the next decade in military healthcare produce in the field of diversity management? Will the army lead the way in the next generation of change in human relations management, or will it fall behind the private sector in developing a diversity management program that is both relevant to those who administer it and valuable to those it is intended to serve?

This researcher remains optimistic that AMEDD command teams can learn to manage human diversity with the same zeal mustered to battle the enemy on the battlefield and with the same enthusiasm exhibited when quelling disease in the hospital. As such, future research ought to be extended to consider a longitudinal study for the purpose of examining trends in EO demographic data over a period of years. A cohort study that looks only at the AMEDD would be appropriate for evaluating the effects of the reformed EO management program on a critical subpopulation of the U.S. Army. Such research would be valuable for determining which variables of the EO management program are having the greatest positive impact and those variables that are having the least impact on the Army's equal opportunity goals and objectives.

CONCLUSION

EO Program management begins anew with the assumption of command by each new commander. EO doctrine and policies must remain as the moral fiber upon which each new

command teams is based. It is the hope of the author that this study will make that primary duty of each new AMEDD commander more transparent and therefore attainable.

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APPENDIX

Abridged Pamphlet for AMEDD Commanders Regarding EO Programs



Army EO Program Management Principles

1. Promote Harmony
2. Support Diversity
3. Uphold Discipline
4. Deliver Fair and Equal Treatment



Army EO Model

1. Leader Involvement
2. Review and Analysis
3. Training and Staffing
4. EO Complaint Processing
5. EO Action Plans
6. Special Observances

An abridged and user-friendly EO field guide for AMEDD commanders

The following is an abridged and user-friendly EO field guide that AMEDD commanders can access for quick reference. The EO field guide presents the variegated EO Program elements and describes how they are related to one another; it defines the purpose of each element and its relevance to today's Army healthcare team. The guide reviews how the military healthcare team establishes, maintains, and assesses the EO Program and provides examples of how the military healthcare management team can ensure that its EO Program is accomplishing its goals. It should assist you with the following information:

1. The historical catalysts of the EO program
2. The responsibilities of the AMEDD command team with respect to EO program management
3. (abridged) Resources available to the AMEDD command team in establishing, implementing, and evaluating their EO program
 - Promote Harmony
 - Support Diversity
 - Uphold Discipline
 - Deliver Fair & Equal Treatment
 - Leader Involvement
 - Review & Analysis
 - Training and Staffing
 - EO Complaint Processing

Development of *The Commander's Equal Opportunity Handbook*

At the beginning of this GMP in 2002, Army EO directives were numerous and fell under different program titles within the human relations field. Subsequently, the directives were not easily accessible to leaders; they were difficult to interpret and the majority of them had not been updated since the 1990s. The EO program now consists of a myriad of elements that must be established and sustained by the command team, including the following: (a) leadership's dedication to the EO program; (b) EO program tenets; (c) EO action plans; (d) EO complaint response policy; (e) ethnic and cultural observations; (f) the consideration of others (COO) program; (g) policies dealing with extremist groups, gangs, and terrorists; and (h) prevention of sexual harassment. A concise review of the EO program tenets is delineated as the EO model (USDA, 2005). The most critical element of the EO model is the leadership's dedication to the program. All this can be found in *The Commander's Equal Opportunity Handbook* (USDA, 2005).

Leadership's Dedication to the Equal Opportunity Program

The EO program is described as the commander's program, which must be mandated with a strong commitment from leadership. The most credible leadership technique a commander can utilize is leadership by example. This is especially important in demonstrating to a unit effective EO program management. Leaders must demonstrate commitment to the program to unit members at each level. It is imperative that the unit understand that EO infractions are not to be tolerated in any form. EO mandates are inherent to the morale structure of the unit, and, therefore, violations from the smallest to the most egregious must be fairly adjudicated by command. As stated in *The Commander's Equal Opportunity Handbook*, "Punishment must be timely, appropriate and administered fair and equitably" (USDA, 2005, p. 2-2). EO principles define what unit commanders and leaders must do in order to carry out the

tenets of the EO program. These principles ensure EO program management at every level in the organization and endorsement from the top down. A unit environment must be cultivated by leadership that promotes unity of all service members irrespective of their backgrounds. Cultural diversity should be celebrated, and unity of all groups from disparate genders, religious and cultural backgrounds should be encouraged. The commander must guarantee that the EO policies will be adhered to by each member of the organization at all times. It is also essential that the commander guarantees equal and fair discipline and personnel management throughout the command (USDA, 2005).

Each commander is responsible for establishing his/her personal EO program in the immediate time period following taking command of the unit. The commander's first step in the establishment of that EO program is through the publication of the EO policy letters. The three policy documents that form the basis of the EO program are: (a) EO policy letter, (b) POSH policy letter, and (c) EO complaint processing policy. The purpose of these EO policy letters is to inform the unit of the new commander's personal commitment to upholding the tenets of the EO program and processes. The letters communicate the commander's pledge to the unit soldiers to uphold the directives as outlined in the mission of the EO program, and they must include specific goals and targets.

The POSH policy letter is a directive that establishes the commitment of all members of the unit to the eradication of all forms of sexual harassment. It establishes leadership's guarantee to the organization that breaches in the sexual harassment policy will be reported and dealt with expeditiously.

The third required policy letter establishes the procedures for processing EO complaints, assuring the unit that the commander will uphold the right to a fair and just review of perceived EO injustices by soldiers and family members. It publishes the procedures

and timetables for grievance investigation and adjudication, and it includes whistleblower protection and additional governmental grievance channels available to the unit members.

All of the policy letters include the contact numbers and location of the members of the EO program team, which are the equal opportunity administrators (EOA) and EO representatives (EORs). Commanders must establish a full time EOA who is responsible for processing complaints, mediating, and executing the EO training for the unit (DOD, 2003; USDA, 2005). The EOA initially receives 15-week training at the Defense Equal Opportunity Management Institute (DEOMI).

Equal Opportunity Program Tenets

The DODD 1350.2 (USDA, 2005) issues from Presidential level the mandatory requirement for education and training of EO program tenets. These tenets are taught on a recurring basis from the time the soldier initially enters the services and to each pay grade, from the lowest to the highest ranking officers. Each soldier entering the unit is required to receive a copy of the commander's EO policy letters as part of new member unit orientation during the in-processing procedure.

It is imperative that unit leaders at all levels fully support the EO program. In human resources terms, the leadership must have significant buy-in to the EO program to ensure its success. If the importance of the EO program tenets of fairness and just treatment of all are not demonstrated from the lowest to the highest level in the unit, the effectiveness of the program cannot be assured.

Equal Opportunity Action Plans

The EO action philosophy is designed as an effort to place all racial and ethnic groups on equal footing within the organization. It is a philosophy designed at removing barriers that have been identified to exist between racial and ethnic groups.

Furthermore, equal opportunity actions are those “positive” actions that guarantee equal opportunity for all soldiers and their families in the military. These actions were previously referred to as “affirmative actions” (U.S.D.A., 2005, p. 8-1).

The DODD 1350.2 (USDA, 2006) outlines the responsibility of the military services to establish MEO and affirmative action programs with affirmative action plans that contain established goals and targets. Additionally, this directive mandates the commander’s accountability for personnel management. Commanders are directed to develop an EO action plans (EOAP) for the unit that describes the procedures the command will institute to eliminate discriminatory practices and the means by which those practices can undergo periodic monitoring (USDA, 2006).

The Major Army Commands (MACOMS) are directed to publish, evaluate, and monitor progress of their EOAPs. These plans are to be developed at each Army installation down to the brigade level. The objective of the EOAP is to establish steadfast unit cohesion. The success of the military unit is based on mission accomplishment, which is dependent upon unit cohesion and team work. Unit cohesion is based on strong allegiance and soldier commitment at every level as well as a strong belief in leadership. Leadership is responsible for developing confidence of the soldiers in their equipment, peers, and their leaders. The military has long recognized that soldiers must perceive they will be treated equally with respect to race, national origin, color, and ethnic background in order to develop confidence in themselves, their peer, and their leadership (USDA, 2006).

Equal Opportunity Complaint Response Policy

The military services are directed through DODD 1350.2 (USDA, 2006) to establish an EO complaint response policy. This directive identifies the chain of command’s responsibility in recognizing and resolving discriminatory activities as well as outlines the

command's accountability for EO complaint investigation and resolution. In addition, this directive categorizes complaints as informal or informal and requires that commands establish expedited timelines for complaint resolution.

The commanders are given responsibility for punitive action against service members who are not abiding by EO tenets.

Commanders are directed to protect complainants against the possibility of reprisals in response to their complaint. If the service member is hesitant in using his chain of command for complaint processing, higher levels of resolution will be made available to the service member up to the highest levels (Department of Defense, 2003). In the case of substantiated formal complaints, the term "does not support EO" will be added to the individual's yearly performance appraisal (USDA, 2005, p. 1-3).

Ethnic and Cultural Observances

A critical component of every commander's EO program is the need to sustain ethnic and cultural observances for the unit. By becoming familiar with their ethnic and cultural differences, soldiers can learn how to work together more effectively. The unit's observance of these special events affords the command an opportunity to augment human relations in the unit. It gives the command eight to ten opportunities for the organization to come together for the sole purpose of celebrating the various disparate groups of the military family. In 2005, the DOD established new guidelines in for the funding of ethnic and special cultural observances to include food samplings. The program also includes honorariums for guest speakers.

The U.S. military's EO program has broadened its scope of practice from its inception in the 1960s. It has numerous programs which are related to, but not formally part of the Army EO Program. One of the most important topics closely aligned to, but separate from the EO program is the commander's COO program. The COO program is the human relations training program for the unit,

which is managed by the EO program office. It is a distinct but allied program that is fundamental to EO program management. As the success of EO program management is dependent upon sound unit human relations, the COO program will be delineated.

Consideration of Others Program

DODD 1350.2 (2003) mandates that the military services will establish compulsory human relations training on the unit level. The Army established the COO program training in the fulfillment of this requirement, which was added to the EO training program at the U.S. Military Academy in the 1990s. The COO program can be customized by each commander to best fit the unit's needs. The potential program composition is limited only by the imagination of the commander and those assigned to carry out the program's intent. Although the EO program itself is not regarded as part of the COO program, EO program tenets can be included in the COO presentation. The COO program was designed to assist the command team with the multifaceted and sometimes formidable leadership task of building unit cohesion for the purpose of maximizing unit efficiency and effectiveness. Furthermore, the COO program is designed to address the difficult and increasing complex issues that can divide individuals in today's military workforce. It is designed to increase dignity and respect in the unit by increasing awareness of and sensitivity to those topics that can quickly lead to derision and decrease in mission effectiveness in the unit. Additionally, COO promotes leadership and positive qualities of individual empowerment in the military unit (USDA, 2005).

Sayles (1999), a preeminent author on the subject of racial equality in the armed forces, restated the COO motto as a modified Golden Rule: "Do unto others as they would have you do unto them" (p. 111). He further explained that the basis of the COO program is the belief that everyone should be treated at all times with the same "respect and dignity" (p. 111). He emphasized that the COO

program draws from a philosophy of mutual understanding independent of “circumstances or physical characteristics” which can be taught through sensitivity training (p. 111). He stipulated that the program’s small group discussions are designed to maximize communal understanding between diverse groups in the Army.

The COO program’s success is dependent upon repetitive training of core principles over the course of an Army career. He stated that only through constant communication can people understand how to treat others with consideration. Without frank open discussion, people cannot gain an awareness of each other’s sensitivities. This lack of awareness inhibits their ability to avoid inconsiderate talk and behaviors that can contribute to confrontation. The COO program is designed to promote organizational change in the Army from the lowest to the highest levels. It is designed to promote organizational change by changing individual behavior to align with what is in the best interest of the overall organization (Sayless, 1999).

Extremist Groups, Gangs, and Terrorists

The DODD 1350.2 (2003) also addresses the subject of extremist groups, including the sensitive topic in the EO training curriculum by specifying that commanders and leaders discourage service member participation in these groups (DOD, 2003). Extremist groups, gangs, and terrorists are modern overt areas of concentration for the EO program. The military hosts training symposiums in these areas, leading the public in constraining the modern pariahs of hate crimes.

Prevention of Sexual Harassment

Soldiers working in medical treatment facilities experience unique human relations challenges because the workplace environment contends with issues that are highly personal in nature. In the outpatient setting, on the inpatient wards, and in the

operating room, members of the healthcare team are often exposed to topics that are sexual in nature (Fried & Johnson, 2002). According to the authors, healthcare organizations are ripe for sexual harassment due to the traditional basis of healthcare roles. Historically, those in power have been male physicians, whereas those in submissive positions have been predominately female. Supervision of male physicians has been primarily self-governed and unregulated (Fried & Johnson, 2002). The POSH program is designed to provide a safe and healthy work environment with regard to sexual relations in the military. Sexual harassment is defined as discrimination based on gender. It can consist of unsolicited sexual advances, enticements of sexual favors, or other physical or verbal conduct with sexual connotations. Sexual harassment “can victimize males as well as females, can occur between the same sex, and third parties” (USDA, 2005, p. 9-1). This form of harassment can happen at work or during off-duty hours at off-duty locations. Sexual harassment is divided into two categories: (a) *quid pro quo* (i.e., this for that) and (b) hostile work environment. *Quid pro quo* refers to an offer of a favorable personnel action (i.e., a promotion) or the threat of an adverse action (i.e., a poor job evaluation) in exchange for sexual performance. These actions can affect a third person who feels unjustly treated due to preferences shown to a coworker (USDA, 2005).

The hostile work environment category of harassment can consist of comments or jokes of a sexual nature, photographs with a sexual connotation disseminated by e-mail or displayed to the workforce, or unsolicited displays of sexual behavior. Moreover, sexual harassment behaviors can be divided into the following categories: verbal, nonverbal, and physical. More subtle forms of sexual harassment may be terms of endearment expressed such as “dear,” or refusing to use a person’s formal title. A commander utilizes two

major determinates to decide whether a behavior constitutes sexual harassment: (a) the impact of the act on the victim, as opposed to the intent of the harasser, and (b) the appropriateness of the behavior from the viewpoint of a reasonable person (USDA, 2005).

Due the severe effect of sexual harassment on unit morale, sexual harassment can never be tolerated in any form within the military (Fitzgerald et al., 1999). A commander's response to sexual harassment in the unit must be swift and strong enough to effect change. The commander must evaluate the "totality of the circumstances" (USDA, 2005, p. 9-6) to determine both the severity of the sexual harassment incident and its punishment. Characteristics of sexual harassment (frequency of behavior, impact, rank, position, and past history) can be considered when determining the severity of the event. The protection of unit members against sexual harassment is paramount in establishing a climate of equal opportunity for all members of the unit (USDA, 2005). A no-tolerance policy has been established with respect to sexual harassment in the military due to the detrimental effects of sexual harassments on unit morale and, consequently, on unit effectiveness and readiness (Murray, 2000). Commanders and their leadership teams must stress to their unit members the importance of the no-tolerance policy with regards to sexual harassment in the unit. Sexual harassment decimates work performance, placing stress on the victim and fear of retribution throughout the organization (USDA, 2005).

Whenever a person in a leadership or command position exerts control over a subordinate with behavior of a sexual nature, or threatens with job related recourse, such behavior is deemed sexual harassment. Sexual harassment also exists if such behavior is carried out by others in the organization with the supervisor's knowledge. Sexual harassment can be as bold as blatant sexual advancements, or as subtle as intentional comments or contact of a sexual nature (USDA, 2005).

The laws upholding the policies of Respondeat Superior (RS) are the basis of the military leadership responsibility for the prevention of sexual harassment. The RS policy holds the organization responsible for the activities of its members. Therefore, it is imperative that leadership training emphasizes the prevention of sexual harassment through unit training and command and control on every level. Likewise this same law applies to discrimination, which is why EO training and monitoring is an essential part of the Army's EO program (Fried & Johnson, 2002).

Sexual misconduct and other criminal behaviors of a sexual nature must be differentiated from sexual harassment. It is the commander's responsibility to ensure that soldiers know that sexual assault and rape are criminal acts that are punishable under the laws of military justice (USDA, 2005). Sexual relations between supervisors and soldiers, on the other hand, equate to fraternization, which the commander reprimands as consensual sexual misconduct. Adultery is also consensual and disciplined by the commander as such. Non-consensual sexual misconduct is classified as "rape, forcible sodomy, and indecent assault" (USDA, 2005, p. 9-1).

EO Program Management

The Army's EO program mission is to optimize organizational performance by empowering each individual with a supportive workplace environment. Individual advancement must be entirely based on "merit, fitness and capability in support of readiness" (USDA, 2005, p. 1-2). The purpose of the EO program is to provide a workplace environment where those of disparate cultures and ethnicity can work together for mission accomplishment. Therefore, the soldier will not be punished or fail to be promoted due to discriminatory practices on the basis of race or gender (USDA, 2005). Furthermore the Army EO policy applies to "both on and off

post, during duty and non-duty hours [and] to working, living, and recreational environments (including both on and off-post housing” (USDA, 2005, p. 1-2). In order to adhere to policies, AMEDD commanders must be aware of the principles guiding the EO program.

EO Program Management Principles

To achieve the Army’s EO mission at the unit level, the AMEDD commander has specific responsibilities identified by four EO program management principles: (a) promote harmony, (b) support diversity, (c) uphold discipline, and (d) deliver fair and equal treatment. In order to first promote harmony among unit members, commanders must aspire to move beyond merely correcting deficiencies as a means of avoiding disorder within the unit. Harmony is achieved when commanders lead with “reasonable and consistent standards” (USDA, 2005, p. 1-3) that apply equally to all members. Secondly, diversity is supported when AMEDD commanders are committed to acquiring an awareness of and showing respect for those religions, cultures, and genders represented in their units. By modeling an acceptance of differences from one’s own personal and military background, the commander encourages unit members to learn more about each other’s diverse backgrounds while accepting the multitude of traditions that comprise the unit culture. Pivotal to the development of a shared unit culture is the need for the commander to uphold discipline at all times, which is the third EO program management principle. However, the application of the discipline must be appropriate for the given situation and “should not reflect, or be perceived by others as unjust, or a reflection of race, religion, color, gender, or national origin” (USDA, 2005, p. 4). Lastly, the AMMED commander must ensure that fair and equal treatment is delivered. Yet the leader ought to consider the unit members perceptions when taking action. Not only must the commander take the appropriate steps to ensure that fair and equal treatment is delivered in a given situation, he or she should communicate clearly with unit members so all realize that the

treatment was fair to all persons involved. In addition to the principles guiding the EO program, there are a several tenets comprising the EO model that must be established and sustained by the AMEDD command team.

EO Program Model Components

The Army EO model contains six components: (a) leader involvement, (b) review and analysis, (c) training and staffing, (d) EO complaint processing, (e) EO action plans, and (f) special observances (USDA, 2005). The most critical component of the model is the leader's commitment to and involvement in his or her EO program. The most credible leadership technique a commander can utilize is leadership by example. This is especially important in demonstrating to a unit effective EO program management.

The second component of the EO model involves the review and analysis of EO programs at the unit level. Responsible and accountable for the EO climate (or culture) within their respective units, AMEDD commanders are required to review and assess the implementation and adherence to EO policies and related responsibilities.

Culture is defined as learned behavior acquired by association with a certain group, such as language, traditions and beliefs or mores (USDA, 2005). It is essential that the leadership be aware that the ideal command climate breaks down usual barriers associated with interaction between different cultural groups in the military (Dansby & Landis, 1994; USDA, 2005).

The first EO climate assessment must be conducted when assuming a command (within 90 days) and on an annual basis thereafter. There are five conditions requiring climate assessments: (a) regulatory requirement, (b) command directed, (c) driven by events, (d) staff assistance visit, and (e) monitoring affirmative actions (USDA, 2005).

Thirdly, the AMEDD Commanders are responsible for the staffing of and EO training for their command units. All training must be administered to soldiers, using the DA PAM 350-20 Unit EO Training Guide, on a quarterly basis and well documented. Two quarters should be devoted to EO training, and two quarters should focus on sexual harassment training (USDA, 2005).

Soldiers must be able to differentiate sexual misconduct (and other criminal behaviors of a sexual nature) from sexual harassment. It is the commander's responsibility to ensure that their unit members know that sexual assault and rape are criminal acts that are punishable under the laws of military justice (USDA, 2005). Sexual relations between supervisors and soldiers, however is called fraternization, which the commander reprimands as consensual sexual misconduct. Adultery is also consensual and disciplined by the commander as such. Non-consensual sexual misconduct is classified as "rape, forcible sodomy, and indecent assault" (USDA, 2005, p. 9-1). The criminal aspects of sexual assault are differentiated from sexual harassment in Table 1.

Commanders are required to have a working knowledge of the fifth component of the EO model—the EO complaint processing system, which aims to provide "the maximum protection for soldiers by providing a means for them to bring a complaint to the Army, and have full confidence the Army will investigate and where appropriate, make an appropriate response to resolve the complaint" (USDA, 2005, p. 5-1).

EO complaints can be either informal or formal in nature. Informal complaints are verbal reports of inappropriate behavior that can be resolved at the lowest possible level without further action being required. At his level, the commander encourages individuals to resolve their complaints through direct confrontation with the offender. Formal complaints, on the other hand, involve written reports that require "specific actions, are subject to timelines, and require documentation of the action taken" (USDA, 2005, p. 5-2).

Table 1

Sexual Assault Differentiated from Sexual Harassment

Sexual Assault or Misconduct (Criminal and punishable under laws of military justice)		Sexual Harassment (Non-criminal)
Consensual Crimes	Nonconsensual Crimes	Hostile Work Environment (verbal or nonverbal)
Fraternalization Adultery	Rape Sodomy Indecent assault	Unsolicited sexual advancements/ behavior Enticed sexual favors Sexual touching Sexual jokes, photos
		Promises or threats of favorable or unfavorable personnel actions Based on gender
		Quid Pro Quo

Note. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005).

Whether informal or formal in nature, AMEDD commanders must take all allegations of noncompliance of EO policies seriously. The following actions are required when processing EO complaints: (a) take all complaints seriously, investigating allegations when necessary; (b) determine the appropriate course of action; and (c) take steps to prevent reprisal against the complainant (USDA, 2005).

The U.S. DOD mandates that all military services develop equal opportunity action plans (EOAP) for both soldiers and civilian employees. The commander's aim with EOAPs is to develop and implement "planned, achievable steps that eliminate practices that deny EO to soldiers and their families" (USDA, 2005, p. 8-2). These steps ought to be designed to accomplish the following: (a) provide growth opportunities and encouragement for the purpose of maximizing the capabilities of all soldiers, (b) correct structural imbalances so as to assure upwardly mobile opportunities for all qualified soldiers, (c) provide reliable demographic information on the Army (unit) population, and (d) infusing affirmative actions into the entire management system.

The Army has a specific format AMEDD commanders must follow when developing affirmative action plans for their units. For a detailed description of this format, consult chapter eight of *The Commander's Equal Opportunity Handbook* (USDA, 2005). The EOAP must be reviewed on an annual basis "to assess the effectiveness of past actions; to initiate new actions; and to sustain, monitor, or delete goals already achieved" (USDA, 2005, p. 8-2).

The sixth EO model component is that of special observances. The recognition of ethnic and special observances is the responsibility of the commander and is designed to increase "unity, awareness, and mutual understanding of the accomplishments and contributions of all members of the Army" (USDA, 2005, p. 7-1). The AMEDD commander can delegate tasks and authority related to these special observances but not the responsibility for such. Table 2 summarizes the special and ethnic observances the Army recognizes, which are held annually in accordance with Joint Congressional Resolution, Presidential Proclamation, and Chief of Staff directives.

Resources Available to the AMEDD Command Team

Each commander is responsible for establishing his/her personal EO program in the immediate time period following taking command of the unit.

Table 2

Ethnic and Special Observances

Month	Observance	When	Authority
Jan.	Martin Luther King, Jr. Birthday	Third Monday	Public Law 98-144, Nov. 1983 (federal holiday)
Feb.	African-American/ Black History Month	Entire month	First Presidential Proclamation, Feb. 1976
Mar.	Women's History Month	Entire month	Public Law 100-9, March 1987
Apr.	Days of Remembrance	Sunday to Sunday for week incorporating Yom Hashoah	Public Law 96-388, Oct. 1980
May	Asian Pacific Heritage Month	Entire month	First Presidential Proclamation, May 1991
Aug.	Women's Equality Day	August 26	First Presidential Proclamation, Aug. 1973
Sep.	National Hispanic Heritage Month	Sept. 15 to Oct. 15	Public Law 100-402, Aug. 1988
Oct.			
Nov.	National Native American Indian Heritage Month	Entire month	Public Law 102-188, March 1992

Note. Adapted from *The Commander's Equal Opportunity Handbook* (USDA, 2005).

EO Policy Memorandums

The commander's first step in the establishment of the EO program is through the distribution of the EO policy memorandums, the aim of which is to inform unit members of the new commander's personal commitment to upholding the tenets of the EO program.

The three policy memorandums that form the basis of the EO program are: (a) EO policy memorandum, (b) POSH policy memorandum, and (c) EO complaint processing memorandum. The EO policy memorandum communicates the commander's pledge to the unit soldiers to uphold the directives as outlined in the mission of the EO program and includes specific goals and targets.

The POSH policy memorandum is a directive that establishes the commitment of all unit members to the eradication of all forms of sexual harassment. This second memorandum establishes leadership's guarantee to the organization that breeches in the sexual harassment policy will be reported and dealt with expeditiously.

The third required policy memorandum establishes the procedures for processing EO complaints, including procedures and timetables for grievance investigation and adjudication. This policy letter assures the unit that the commander will uphold the right to a fair and just review of perceived EO injustices by soldiers and family members.

All three policy memorandums must include the contact numbers and location of the members of the EO program team, which are the EOA and EO representatives (EORs). Templates of these memorandums are available as resources for the AMEDD commander and can be found in *The Commander's Equal Opportunity Handbook* as Appendix C (USDA, 2005).

Equal Opportunity Complaint Process

The process for making a complaint relative to equal opportunity or sexual harassment policy violation can be overwhelming to a unit member without knowledge of the workings of the system. Furthermore, Appendix D of *The Commander's Equal Opportunity Handbook* (USDA, 2005) provides a detailed timeline of the formal complaint process as well as the commander's briefing, reprisal plan, complaint extension, and initial notification templates.

Commander's EO Checklist

The AMEDD commander must consider numerous aspects that contribute to establishing and maintaining a positive and healthy EO environment within the unit. Appendix A of *The Commander's Equal Opportunity* (USDA, 2005) provides a checklist of seven aspects: (a) leader involvement, (b) training, (c) assessments at company/battery/ detachment level, (d) staffing, (e) complaint process, (f) equal opportunity action plan, and (g) ethnic and special observations.

Checklist for Planning and Conducting Climate Assessments

Commanders are required to conduct climate assessments within 90 days of assuming command of a unit and on an annual basis thereafter. Appendix E of *The Commander's Equal Opportunity Handbook* (USDA, 2005) provides a checklist for planning and conducting unit climate assessments. This resource helps the AMEDD commander determine readiness for conducting the actual assessment.

DEOMI Posters

The DEOMI provides ethic and special observance posters. In addition, the DEOMI makes posters available for AMEDD commanders to communicate to unit members the importance of "Consideration of Others" topics and Army EO values. Diversity management emphasizes recognizing differences in backgrounds of soldiers for the purpose of training to improve unit cohesion and effectiveness (Reyes, 2006).

Additional EO resources

There are several additional EO resources available for AMEDD commanders to assist with the implementation, monitoring and reporting on their units' EO program(s). See Table 3 and Table 4 for further information.

Table 3

Equal Opportunity Management Program Regulations

Regulation	Title/Date	Web Site
AR 600-13	Army Policy for Assignment of Female Soldiers, HQDA, March 27, 1992	http://www.armyg1.army.mil/eo/documents/tc26-6.doc
AR 600-20	Army Command Policy, June 7, 2006	http://www.army.mil/usapa/epubs/pdf/r600_20.pdf
	Army Consideration of Others Handbook	http://www.know.army.mil/center/eo/documents/CONSIDERATION_OF_OTHERS_HANDBOOK.doc

DA Pam 350-20 Army EO Training Guide, June 1, 1994 http://www.army.mil/usapa/epubs/pdf/p350_20.pdf

DA Pam 600-15 Army Extremist Activities, HQDA June 1, 2000 http://www.army.mil/usapa/epubs/pdf/p600_15.pdf

DA Pam 600-26 Army Affirmative Action Plan, HQDA, May 23, 1990 http://www.usapa.army.mil/pdffiles/p600_26.pdf

DA Pam 600-69 Army Unit Climate Profile Commander's Handbook, HQDA, October 1, 1986 http://www.armyg1.army.mil/eo/documents/dap600_69.pdf

DODD 1350.2 DOD MEO Program, DOD November 21, 2003 http://www.dtic.mil/whs/directives/corres/pdf/d13502wch1_081895/d13502p.pdf

Secretary of the Army Senior Review Panel on Sexual Harassment http://www.armyg1.army.mil/eo/eo_conf/docs/Senior%20Review%20panel%20on%20Sexual%20Harassment.pdf

Table 4

Equal Opportunity Management Program Web Sites

Resource	Web Address
Army Diversity Office Early Research and Development	http://www.armyg1.army.mil/eo/conferences/EO05/2005%20Conference%20Slides/Army%20Diversity%20Update.ppt
Army Diversity Office New Division Website	http://www.armyg1.army.mil/hr/ado.asp
Center for Strategic and International Studies Publications	http://www.csis.org/
Consideration of Others Handbook	http://www.know.army.mil/center/eo/documents/CONSIDERATIONOFOTHERSHANDBOOK.doc
DA EO (G1)	http://www.armyg1.army.mil/eo/default.asp
DA EO G1 Database	http://www.armyg1.army.mil/eo/database.asp
DA EO G1 List of EO Conferences	http://www.armyg1.army.mil/eo/Conferences.asp
DA G1 Demographics	http://www.armyg1.army.mil/hr/demographics.asp
DOD Publications	http://www.defenselink.mil/pubs/
DEOMI	https://www.deomi.org/deomi.htm
Ethnic Observations	https://www.deomi.org/Observances%20&%20Demographics/observances.htm and http://www.knox.army.mil/center/eo/ethnic_observances.htm

Ft. Knox EO Office Document Library with EO Tools http://www.knox.army.mil/center/eo/document_library.htm

Policy Letters http://www.knox.army.mil/center/eo/document_library.htm

The Commander's Equal Opportunity Handbook (TC 26-6) <http://www.carson.army.mil/eo/docs/Regulations/TC26-6.pdf>

Resource	Web Address
Under Secretary of Defense Personnel and Readiness (EO)	http://www.dod.mil/prhome/index.html
U.S. Army Research Institute for the Behavioral and Social Sciences	http://www.dod.mil/prhome/index.html
U.S. Army Sexual Assault, Prevention, and Response Program	http://www.sexualassault.army.mil/
U.S. Army War College (Research and Publications)	http://www.carlisle.army.mil/

Management in the AMEDD

What is the methodology of EO Program Review and Analysis and how should units use the Automated Demographic Entry Analysis System for identifying trends in EO? The Defense Management Data Center (DMDC) is the source of the data for the DOD. Demographic data are compiled and reported by the Research Directorate at the Defense EO Management Institute. The data are published twice a year for the use of EOAs, commanders, and DOD leaders. These statistical reports are available to command teams

and EOAs on the MACOM EO and DEOMI web sites under secured password access. The DEOMI data reports assist AMEDD commanders when interpreting their unit demographics (DEOMI, 2005). Furthermore, the DEOMI reports are valuable resources for commanders when they are conducting review and analysis for their unit EO program assessments (USDA, 2006).

Commanders are required to review EO program goals and action plans at least twice a year. These assessments include examining the unit's demographic racial and ethnic designation categories (REDCAT). The current REDCAT designations are "American Indian/Alaskan Native, Asian/Pacific Islander, Black, White, Hispanic, Multiracial and Other/Unknown" (DEOMI, 2005, p.3). Commander's must review unit goals in the areas of EO training, EO complaint outcomes; review positions by REDCAT and gender, REDCAT review of promotions, awards, schoolings, and disciplinary actions. The commander also reviews member participation in ethnic and special observances. Analysis of the REDCAT data helps AMEDD commanders identify trends, highlight major differences, and make changes to unit-based EO programs.

The purpose of analyzing and monitoring unit personnel demographic data on a semi-annual basis is for MACOMS to establish obtainable targets based on projected REDCAT and gender goals. The objective is not to establish quotas, which can cause organizations to lower qualifications in order to satisfy target measures (USDA, 2006). Rather, the purpose of data analysis of EO demographic parameters in the unit is to elucidate areas that are of command emphasis (USDA Regulation 600-20, 2006). The commander can then tailor the EO program development to address those target issues. The aim of early identification and remedy of areas of disparate treatment between demographic groups within the AMEDD is critical to the establishment of healthy unit command climate (DOD, 2003). The challenges of MEDCOM EO program management review and analysis project were reviewed by the

MEDCOM EO program manager in 2003. The project began with an examination of the EO program elements to seek answers regarding the relevance of the EO program in today's AMEDD. As such, the EO program management data from the MEDCOM EO program office were reviewed. Data were prepared for the EO MEDCOM brief for submittal to the Army Surgeon General in February 2004 (MEDCOM EO VTC minutes to LTG Peake, February 6, 2004; LTC Anne Horrell, personal communication, February 6, 2004).

Prior to October 2005, review and analysis in the EO program was not uniform. MEDCOM units reported their demographic data to the EO program manager's office as a result of individual computation. Furthermore, an automated system for reporting EO program demographics for the purpose of review and analysis by AMEDD command teams did not exist. During the years of 2003 and 2004, the MEDCOM EO program manager's staff, in collaboration with the Department of the Army data management team and EO offices throughout the Department of Defense, worked to design and develop a standardized web-based data entry system for the purpose of collecting unit demographics. The aim of the automated tool was to render the periodic review and analysis of unit demographics a straightforward task by command teams (LTC Horrell, personal communication, March 1, 2003). The demographic variables for the automated evaluation of promotions, awards, and disciplinary actions were introduced to the AMEDD EO program managers through the MEDCOM EO program manager's office. A Microsoft® Excel spreadsheet was developed while working in conjunction with the MEDCOM EO program manager's office, which gave unit command teams the ability to populate the datasheet with unit demographics (LTC Horrell, personal communication, March 1, 2003).

The early designs for the automated demographic entry system began with *chi square* analysis. During 2003, the MEDCOM EO program management team conducted a site assessment at each of the regional medical commands and their MTFs throughout the AMEDD. The data sets were accumulated during the site visits by the EO program management team. The MEDCOM EO program managers in each of the regional commands provided demographic parameters of their commands with regard to gender, rank, and ethnic background. These independent variables were then correlated with the dependent variables of military awards (see Table 5), promotions (see Table 6), and article 15s (see Table 7). The percentages were obtained by determining the number represented based on the appropriate population. By referencing this data, leaders can determine if specific personnel actions are evenly distributed across ethnic/racial groups and gender or if they are present in a significantly higher percentage in one or more groups. Ethnicity and race are self-determined by the individual service member. It is important for the unit command team, when collecting and analyzing unit data, to separate military occupational specialty (MOS) or jobs into demographic categories. In the AMEDD the major MOS groups are: (a) medical corps, (b) nurse corps, (c) specialty corps, and (d) medical service corps. The demographic categories are also be distinguished by rank.

The DA EOAP uses a representation index (RI) or discrimination index to monitor change affected by the AAP. It can be used to identify practices that may possibly be resulting in disadvantages on behalf of a particular group. The RI was first described by Dr. Peter Nordlie at the Army Research Institute in 1977 (USDA, 1990); it is designed to measure how demographic groups of soldiers are affected by the normal operating procedures in the unit. The primary objective of the RI is to identify organizational practices that may be operating to the disadvantage of minorities and women. The RI, however, was not designed to identify intent or cause and effect of

discriminatory practices. The goal of the RI index computation is that by giving the command team the ability to measure the effects of what has occurred, team members can identify areas that demand closer scrutiny. The RI computation is the statistical basis for the web-based EO program analysis system used by AMEDD command teams. The EO data analysis tool is accessible on the FT Knox EO Web site (see Table 4). This tool enables AMEDD commanders to adhere to Army regulations mandating the establishment, maintenance, and ongoing evaluation of unit-based EO programs.

Table 5

Chi Square Analysis of Awards

	N	Award	%	No Award	%	Chi-Square Value (df)	p	Significance	Cramer's V
Race						20.9771(4)	0.0003	yes	0.0280
African American	6,848	1,682	(24.6%)	5,166	(75.4%)				
Caucasian	16,363	3,874	(23.7%)	12,489	(76.3%)				
American Indian	176	30	(17.0%)	146	(83.0%)				
Asian	1,004	201	(20.0%)	803	(80.0%)				
Hispanic	2,348	612	(26.1%)	1,736	(73.9%)				
Total Race	26,739	6,399	(23.9%)	20,340	(76.1%)				
Gender						0.0004(1)	0.9844	no	n/a
Female	9,512	2,277	(23.9%)	7,235	(76.1%)				
Male	17,227	4,122	(23.9%)	13,105	(76.1%)				
Total Gender	26,739	6,399	(23.9%)	20,340	(76.1%)				
Rank						113.4408(1)	<0.0001	yes	0.0651
Officers	9,742	2,689	(27.6%)	7,053	(72.4%)				
Enlisted	16,997	3,710	(21.8%)	13,287	(78.2%)				
Total Rank	26,739	6,399	(23.9%)	20,340	(76.1%)				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

Table 6

Chi Square Analysis of Promotions

	Eligible	Promoted	%	Not Promoted	Chi-Square Value (df)	p	Significance	Cramer's V
Race					116.0239(4)	<0.0001	yes	0.1112
African American	3,802	805	(21.2%)	2,997				
Caucasian	3,931	985	(25.1%)	2,946				
American Indian	88	27	(30.7%)	61				
Asian	382	68	(17.8%)	314				
Hispanic	1,184	424	(35.8%)	760				
Total Race	9,387	2,309	(24.6%)	7,078				
Gender					9.0717(1)	0.0026	yes	0.0311
Female	3,767	865	(23.0%)	2,902				
Male	5,620	1,444	(25.7%)	4,176				
Total Gender	9,387	2,309	(24.6%)	7,078				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

Table 7

Chi Square Analysis of Article 15

	N	Percent	Percent	Chi-Square Value (df)	Probability	Stat. Signif.	Cramer's V
Race				118.7722(4)	<0.001	yes	0.0666
African American	6,848	352 (5.1%)	6,496 (94.9%)				
Caucasian	16,363	438 (2.7%)	15,925 (97.3%)				
American Indian	176	5 (2.8%)	171 (97.2%)				
Asian	1,004	14 (1.4%)	990 (98.6%)				
Hispanic	2,348	119 (5.1%)	2,229 (94.9%)				
Total Race	26,739	928 (3.5%)	25,811 (96.5%)				
Gender				41.3361(1)	<0.0001	yes	0.0393
Female	9,512	238 (2.5%)	9,274 (97.5%)				
Male	17,227	690 (4.0%)	16,537 (96%)				
Total Gender	26,739	928 (3.5%)	25,811 (96.5%)				
Rank				457.5708(1)	<0.0001	yes	0.1308
Officers	9,742	30 (0.3%)	9,712 (99.7%)				
Enlisted	16,997	898 (5.3%)	16,099 (94.7%)				
Total Rank	26,739	928 (3.5%)	25,811 (96.5%)				

Note. Adapted from EO brief, February, 2004; courtesy of LTC Anne Horrell.

EO Program Definitions and Acronyms

- *AAP*: Affirmative Action Plan.
- *Affirmative Actions*: Methods used to achieve the objectives of the EO Program. They are processes, activities, and systems designed to identify, eliminate, prevent, and work to overcome the effects of discriminatory treatment as it affects the upward mobility and quality of life for DOD Personnel.
- *Affirmative Action Plan (AAP)*: A management document that consists of statements of attainable goals and timetables. The document is required of all Army organizations, commands, agencies, and activities down to brigade (or equivalent) level. It is designed to achieve equal opportunity for all military personnel. Affirmative Action Plans will concern conditions whereby:
 - (a) affirmative action is needed; (b) practical strategies to remedy conditions are available and explained; and (c) the end-conditions sought are clearly expressed.
- *AMEDD*: Army Medical Department.
- *Anti-Semitism*: Discrimination, prejudice, or hostility directed towards Jews. It is often expressed in the curtailment of their religious, social, economic, or civil rights.
- *AR*: Army Regulation.
- *ARI*: U.S. Army Research Institute for the Behavioral and Social Sciences.

- *Chain of Command*: An organization's sequence of commanders who have direct authority and primary responsibility for accomplishing the assigned unit mission while caring for personnel and property in their charge.
- *COO*: Consideration of Others program.
- *DEOC*: Defense Equal Opportunity Council.
- *DEOMI*: Defense Equal Opportunity Management Institute. The DEOMI has links to DEOMI management technical reports such as DOD Command Climate survey data, demographic reports, and it contains EO links for DOD organizations. The DEOMI is also the resource for descriptions of student courses, research and conferences.
- *Discrimination*: Treating people differently on a basis other than individual merit.
- *DOD*: Department of Defense.
- *DODD*: Department of Defense Directive.
- *DRRI*: Defense Race Relations Institute (DRRI).
- *EEO*: Equal Employment Opportunity.
- *EOAP*: Equal Opportunity Action Plan.
- *EOR*: Equal Opportunity Representative.
- *Equal Opportunity (EO)*: Equal consideration and treatment based upon merit, potential, and capability.

- *Equal Opportunity Advisor (EOA)*: An officer and noncommissioned officer serving in a full time equal opportunity position at brigade (or equivalent) level or higher.
- *Ethnic Group*: A group which is socially distinguishable or set apart by others and/or by itself mainly on the basis of cultural or nationality characteristics.
- *Ethnic Origin*: The quality of being distinguishable from the general population on the basis of actual or perceived cultural criteria such as language, religion, national origin(i.e. Puerto Rico) and mores.
- *Housing Discrimination*: Denying or attempting to deny housing to Army personnel because of race, color, religion, gender, or national origin.
- *HRM*: Human Resources Management.
- *Institutional Discrimination*: Different treatment of individuals in an organization which: (a) occurs based on race, color, gender, or natural origin; (b) results from the normal functioning of the organization; or (c) operates to the consistent disadvantage of a particular group.
- *MACOM*: Major Army Command.
- *MEDCOM*: U.S. Army Medical Command.
- *MEO*: Military Equal Opportunity Program.
- *MEOCS*: Military Equal Opportunity Climate Survey.

- *Minority Group*: Any group distinguished from the dominant population in terms of race, color, religion, gender, or national origin.
- *MTF*: Medical Treatment Facility.
- *National Origin*: A person's or ancestor's place of origin. The term also applies to someone who has the physical, cultural, or linguistic characteristics of a national group.
- *Personal Racism, Sexism, or Bigotry*: The acting out of prejudices by an individual or group because of race, color, religion, gender, or national origin.
- *POSH*: Prevention of Sexual Harassment.
- *Prejudice*: A negative feeling or dislike based on a faulty or inflexible generalization. It is prejudging a person or group without knowledge or facts.
- *Race*: A division of mankind having certain traits transmissible by descent which are enough to characterize it as a distinct human type.
- *Racism*: An attitude or action that race is the main determinant of human traits and capabilities and that racial difference makes one race inherently superior to another.
- *Religion*: A system of institutionalized attitudes, moral or ethical beliefs, and practices.
- *SECDEF*: Secretary of Defense.

- *Sexism*: Any attitude or action, personal or institutional, which subordinates a person or group because of gender (sex).
- *Sexual Harassment*: A form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (a) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, or career; (b) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or (c) such conduct interferes with an individual's performance or creates an intimidating, hostile, or offensive environment.
- *Stereotype*: An over-generalization or fixed idea that is thought to apply to an entire category or group.
- *USD, P&R*: Undersecretary of Defense for Personnel and Readiness.

Note. Adapted from DA PAM 350-20: Unit Equal Opportunity Training Guide, June 1, 1994.

Recent Reformation of the Army EO Program

The recent EO program reformation is reflected in the publication of updated regulations in this field in the past three years (USDA, 2005, 2006). Designations of ethnic groups were transformed, human resources databases were automated, and Web sites for the EO management teams were created. A major change in EO program management is reflected in review and analysis of unit demographics. The unit command team must evaluate its EO program and determine its success or failure. The unit is required to review the demographics of the unit using the variables of promotions, disciplinary actions, and awards (USDA, 2006).

One of the most significant characteristics of the EO program is that although the program itself is mandated, the specifics of each unit's EO program is uniquely designed by the new commander and his command team as directed by the recently revised *The Commander's Equal Opportunity Handbook* (USDA, 2005). Each command team meets challenges that are unique to their unit relative to EO program management and execution. The command team must assess the EO issues characteristic of their organization by taking a pulse of individual perceptions through the unit command climate survey. This requires significant self reflection and openness on the part of the command when interpreting perceptions of the unit regarding discriminatory practices or sexual harassment characteristics. This can be particularly challenging as noted by Dansby and Landis (1994), who reported that the majority of leaders has little or no perception of discriminatory practices or sexual harassment within specific units or in the military as a whole.

A key factor emphasized in EO program management is leadership from the top and by example. A no-tolerance rule regarding discrimination and hostile work environment is mandatory to promote maximum unit cohesion (Secretary of the Army, 1996). One of the most important recent changes in EO training was the requirement for senior leadership (including general officers) to travel to DEOMI and attend EO program management classes (USDA, 2006).

This graduate management project differentiated the EO program elements from the allied human relations programs that have developed in recent years. The allied programs include the subjects of diversity, extremist group management and the human relations program "Consideration of Others." The relationship of these programs with the EO program is vital in the execution of EO program

management (USDA, 2006). Interestingly, the Army G1 recently established a diversity management office, which is addressing the new concept of human relations diversity within the Army.

REDCAT Data Management System

The literature reveals the complex nature of racial disparities in the military with respect to awards, disciplinary actions, and promotions. The REDCAT data reflecting awards (see Table 5), promotions (see Table 6), and disciplinary actions (see Table 7) demonstrate statistical significance; however, the meaning of unit statistical results is open to interpretation by the unit command. As such, it is imperative for AMEDD commanders to utilize the REDCAT data management system for the purpose of identifying trends with respect to gender and demographic data that represent disparities in treatment. Trends do not necessarily represent disparate treatment, but they should be evaluated as possible sources of inequity within the unit.

Command teams now have a standardized automated template in which they can populate the unit demographic information. A web-based format is available that allows them a straightforward method of entering their REDCAT data into a template. Statistical analysis of their unit data is now automated to give them real time results. Equal opportunity program data are presented in a pictorial format that is easily interpretable by EOAs and command teams. Historical trends in unit demographic activity are thus transparent to command teams and their higher headquarters for the purpose of EO program management. These real time diversity results are password protected and only available to the commands who manage them. Trends can be discerned from demographic analysis from multiple years. Areas of notable significance can then be considered for action.

The EO program web-based analysis tool provides command teams with a necessary framework for conducting EO program review and analysis. By populating the unit demographic data, commanders have a snapshot of their unit demographics. Through representation index (RI) analysis, the changes in unit demographics can be monitored. The Web-based data analysis template can be easily populated by the unit.

When examining the REDCAT promotion data specific to trends in gender and ethnic groups (see Table 6), command teams should seek to determine if unit leadership is diverse in its racial and ethnic background, and they should look for inequities in opportunities for advancement within the unit. Perhaps the lack of diversity representation among the leadership is a reflection of inequities in ability to obtain promotions due to training or schooling opportunities.

The representation index (RI) is determined by a comparison of the actual number and expected number of soldiers in a particular category if the minority characteristics of color, ethnicity, and gender were unrelated to promotion, awards, and disciplinary actions. The difference between the actual and expected number is the difference associated with minority status. If the difference between the two is zero, there is no difference between the soldiers, regardless of minority status. If the actual number is greater than the expected number, the result is a positive percentage, which means the group is over represented with respect to the categories in question. If the actual number is less than the expected number, a negative percentage is reflected. In that case, the group is underrepresented by the reflected percentage (USDA, 2006).

As is emphasized in the Army's affirmative action plan (USDA, 1990), the RI should not be used to establish quotas. The RI does not imply the intent to discriminate. Rather, the RI can reveal over-representation and under-representation in specific areas,

which are indicators that soldiers are being treated differently. Command teams should interpret what these results mean to their individual units. For instance what do the findings of occupational code disparities in the DOD mean? Is the Army successful in its recruitment of leaders from diverse backgrounds, or are the majority of the recruitment efforts and dollars concentrated on diverse Soldiers without the background and education which qualifies them for leadership positions? Are soldiers chosen for leadership positions, advanced schooling and command without regard to race or ethnicity or gender in the military?

Commanders Must Exhibit Sensitivity, Awareness, and Commitment

Commanders must be sensitive to the individual backgrounds of their unit members and aware of invisible signs of discrimination. Mentorship for success, inclusion in social and sports activities, and equanimity in choices for leadership positions within the unit and throughout the Army are all leader-driven actions that can even the field with respect to increasing diversity in the AMEDD leadership (Reyes, 2006). Programs to recruit diverse inductees for the AMEDD officer corps will assure there is a pool of diverse leaders so soldiers from all backgrounds will be motivated for retention in the Army. By exhibiting compassion, willingness to listen, and an unerring commitment to upholding the truths of equality for all soldiers, commanders can contribute to the building up of the next generation of AMEDD leaders. It is in the field of military diversity management that the military is called to lead the battle—not for one, but for all; not for the present, but for the future; not just for today's units and soldiers on the present battlefield, but for those who will fight on battlefields yet to come.

The Future of EO

The purpose of the Army's EO program is to ensure every individual's right to equal treatment and a healthy, safe work environment. Furthermore, individual motivation in the U.S. Army is tied to the belief that with hard work, success will come—fairly and equitably. Unit cohesion, a mainstay of mission effectiveness in the military, is dependant upon respect for others (USDA, 2006). As long as human relations inequities and challenges persist, there will be a role for EO management programs in the military. A key element of the EO program is the review and analysis of the unit's demographic composite with respect to key variables of disciplinary actions, promotions, and awards. These variables are linked to individual soldier success in the military. Review and analysis with respect to promotions, awards, and disciplinary actions can surface trends and suggest areas necessitating further analysis by the command team. Therefore, command teams are now directed to use EO program review and analysis as an essential component of their human resource management and human relations program for the unit.