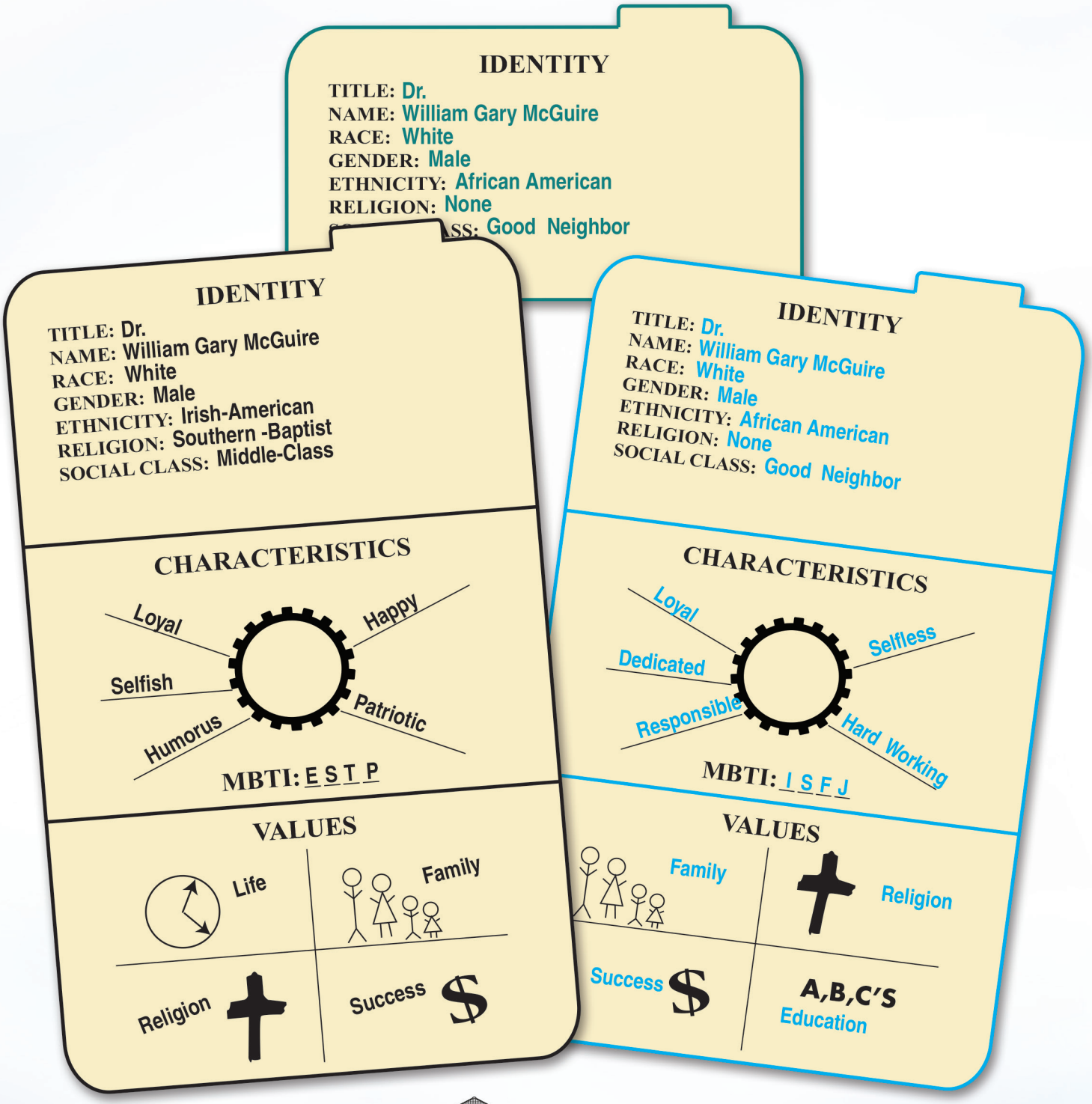
# THE EVOLUTION OF DEOMI

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE

By William Gary McGuire, PhD

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# The Evolution of DEOMI

Defense Equal Opportunity Management Institute
Research Directorate

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**Disclaimer**

*The opinions expressed in this report ore those of the author and should not be construed to represent the official position of the U.S. military services, or the Department of Defense, or DEOMI.*

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**Preface from the Author**

It is my intent to tell a story from my personal point of view about the evolving history of the Defense Equal Opportunity Management Institute (DEOMI). My perspective is that of someone who has cared for and implemented the DEOMI Learning Model for years. There are actually two learning models discussed throughout this document: (1) traditional and (2) non-traditional. DEOMI's Learning Model has tended to be of the non-traditional type since inception. Additionally, part of the intent is to provide examples from others (listed as references in each of the chapters of the document) who have contributed to maintaining a way of learning that might be perceived by some as antiquated but necessary to teach people in the facets of equity and diversity. While there does not appear to be a formal DEOMI Learning Model, I will use experiences from the Defense Race Relations Institute (DRRI), Defense Equal Opportunity Management Institute (DEOMI) and the National Training Laboratory (NTL) in Bethel, Maine to bring into the story an education program that was very direct when instituted in the early 1970s and has transitioned to a more persuasive and modern approach to education and training in the early years of the 21st Century. DEOMI is not the first institute to use behavior change as a way to teach people that a change might be needed at home and in the workplace or community. One of the earliest approaches was a non-traditional model used by the National Training Laboratory (NTL) during the early stages of DRRI and DEOMI. This method is still used today in a more passive way to educate the equal opportunity students at the institute. At the same time, a traditional approach to learning is not conducive to the generations of participants as they pursue academic excellence. Throughout this book, I give opinions and facts about other approaches used by academic institutions globally to show methods at work today and planned for the future. There is much to understand about learning models as well as the intent of the legendary process from forty-five years ago that could help many to better understand the mission of DEOMI. The collection of research papers, technical reports, samples of internal standard operating procedures, and operating instructions included in this document will help the reader better understand the way it was back in the beginning of DEOMI. Many historical documents were inadvertently lost and deleted from the archives held in the curriculum division back in 1998 and 1999. What remains tends to be recently transferred electronic archive storage to the DEOMI Library. Some former members of DEOMI turned over their personal copies of documents and electronic files to boost what is archived in the library.

The DEOMI Library personnel works hard to maintain files commonly denoted as *archives* or *archived literature*. As long as the current employees are in the library, anyone could ask about the archives and most would find a plethora of information in one file or another showing the history of DEOMI. As new employees arrive at DEOMI, they must know the history of DEOMI to help them in building a foundation of their knowledge base while transferring new learning ideas and models to the archives.

This book is my attempt to logically capture as much information concerning the existing learning model and other models to come up with a way to maintain the training development and education of everyone entering DEOMI. This document includes information concerning research, education and training programs, curriculum design, distributed learning, and other associative ideas about learning. There will be some disagreement with some of the material—and that's okay. The idea is to document a single source reference and learning model for future use in the institute. The reader must keep in mind there are three different learning programs used at DEOMI. Those programs are the Equal Employment Opportunity, Equal Opportunity Advisors, and Senior Leader programs. As the Equal Employment Opportunity (EEO) Program expands during the early part of the 21st Century, it must be noted that EEO has only recently begun a formal process of teaching and training in all of their courses. All EEO and EO courses are accredited by the Council on Occupational Education (COE) and some are awarded American Council on Education (ACE) credits for college equivalency. During each accreditation visit DEOMI members work hard to develop courses for more accreditation under COE and ACE guidelines.

Another part of this document will discuss the Equal Opportunity Advisors Course (EOAC) commonly called the "flagship course" and the small group process used during this twelve-week course. This document includes more than forty years of information gathered from former members of DRRI and DEOMI as well as those documents collected by the author from two previous assignments to the institute. Much of the information discussed will show the patterns of behavior exhibited by students and techniques provided to the trainers and instructors to help the students (as well as staff and faculty) grow in learning. Several patterns of behavior will be discussed along with diagrams depicting the setup, stages of growth and development, expected behaviors, interventions and techniques for intervening in a conversation, styles of learning, and probably the most critical behavioral assessment instrument ever used at DEOMI: the Interpersonal Skills Development Evaluation (ISDE). Several developmental evaluation

instruments have been created over the last forty-five years, but only the ISDE has survived the test of time and quality, making it the ideal instrument for measuring growth and change in the small group at the individual level. The ISDE (though believed to be subjective) can only be as objective as the training staff is trained to use the instrument to evaluate student behavior. Observing an individual's behavior can be objectively evaluated when all training staff is consistently trained in behavior identification.

Additionally, I developed a chapter on mentoring and the ways in which DEOMI Staff and Faculty could make mentoring a more viable program, benefiting the staff and students in the workforce. I believe that mentorship can build a better quality employee and military member in any organization. I have included a model built by the Canadian Forces to show how a mentoring program at DEOMI might look and best complement each person in the organization.

Finally, the last few chapters will talk about the conduct of the small group process to include the five stages groups go through while participating in the DEOMI Small Group and the training needed to keep the staff and faculty sharp and in tune with the happenings of individuals and groups as they go through this life-changing process. The document will end with much discussion about the future of distributive learning, technology and the use of such items in the classrooms of today. There is much to learn about the way education and training are heading as we get deeper into the 21st Century but as of 2017, there is no one way to accomplish learning for our coming generational groups. We must be prudent and persistent in our education and training processes while we make adjustments in our learning programs. The old models of learning must not be thrown out as invalid when we haven't shown the latest learning model used in academia as being the best for future generations. We must mimic local colleges and universities to stay up with society. We have infused a Science Technology Engineer and Mathematics (STEM) Program into the Research Directorate and have introduced interns to all members of the organization to show progression for the future. As these young folks come into DEOMI, they are looking for our leadership to take them where they need to go in their future. Their hope for the future could be influenced by anyone at DEOMI and we must strive to enhance and develop this program to be the absolute best.

It seems we shall not forget "*why we do what we do at DEOMI*." I hope this book will help some to open their eyes about infinite dignity and worth for all.

# Introduction

## Background

There are numerous documents scattered throughout the personal archives of many members of DEOMI and the DEOMI Library describing the education and training process used in the institute. In those documents, readers can find several models or processes for DEOMI's education and training programs specifically focused on that of the Equal Opportunity Advisor (EOA). The same model tended to be copied for use with the Equal Employment Opportunity Course but shortly after development the model proved to not be most effective for the amount of time students attended the courses. That model as modified in early 2000 has become the one most frequently used in EEO education programs. There is not an officially designated or identified model used at DEOMI. The Theus Report did not specify any particular model, but there is reason to believe the DEOMI Model is, in fact, the Theus Report Model, and is more non-traditional than traditional learning as well as teaching/training. The basic models of education are considered traditional or non-traditional, though during the early years of the Defense Race Relations Institute (DRRI), social scientists might have disagreed with the model and would have classified it as the Laboratory Method of Learning. The Laboratory Method of Learning created by the NTL, simply put, is a learning environment where all teaching and training is conducted in an area monitored by outside agents (people or electronic devices) and in a closed in group area where participants have a sensation of being protected from outside intrusion.

The traditional and non-traditional methods of learning will be discussed in much more detail later in this document. There are members remaining at the Institute who were here during the beginning of the DRRI. In their possession, you might find operational and educational literature from the birth of DRRI as well as documents from the National Training Laboratory (NTL) used to form the DRRI and eventually the DEOMI Education and Training Model. An expansion of the Theus Report and can be easily compared to a particular learning model at the earliest starting of the DRRI. The former Deputy Director of the Directorate of Academics collected various documents from CMSgt (R) Eugene Johnson (the former Legacy Person for DRRI and DEOMI historical files) and other directorates, then prepared a report (*Why We Do What*

*We Do at the DEOMI* [2004]) to establish an electronically-archived file to be used by anyone coming into DEOMI for employment or staff and faculty assignment.

This work did not include a stated or applied DEOMI Model for learning (the DEOMI Way). The failure of historical staff and faculty members to document and then archive such frameworks to sustain a particular model should not delay existing members to recall and document as much as possible from memory and personal archives of events to rebuild the model. This writing provides the intent to establish and categorize the DEOMI Learning Model for 2017 and this document should help to capture the model for the future.

**Purpose**

The purpose of this document is to present a model showing progressive processes to sustain levels of education and training in all that is done at DEOMI. It seems the past effective methods have given way to more contemporary approaches to learning and education. Thus, the constant state of change in DEOMI to alter or improve the way we do what we do. During the last 7 years, the Institute has changed the Equal Opportunity Advisor Course 6 times—each change causing disruption among the staff and faculty as well as with the EO Professional. The addition of topics of instruction to include sexual assault prevention, suicide prevention, diversity management, diversity leadership, sexual orientation, transgender, LGBT, and bystander intervention, with respect to religious accommodation have added a level of chaos to the already stretched courses of instruction. Some recent developments in the Department of Defense have been the DADT Repeal in 2011, Sexual Assault Prevention Training in 2012, Full acceptance of LGB as a discriminatory practice for the United States military in 2015, and most recently, the study of Transgender for inclusion into the military in 2015. Each of these topics could easily be transitioned to instruction for the equal opportunity courses.

The idea of having a solid directorate of education including an overall Dean and sub-directorates of EO Education and Training, EEO Education and Training, EO Reserve Components, Curriculum Development and Testing, and if possible a Mobile Training Team of military and civilians would best fit the vision for a future academic institution. The current configuration tends to weaken solidarity while merging sub-directorates causing internal struggles for people and power. This could create a lack of harmony and teamwork throughout the education

and training directorate. Teamwork must be dual functioning to encourage working within and outside the directorate and the entire DEOMI.

There seems to be an improving communicating relationship among all directorates in DEOMI. The education and training directorate seems supportive of newer studies on small group facilitation and various technological advancements used to enhance and improve skill building. Some of the most noteworthy training development sessions are involved with the human in the loop and avatar training programs developed by the University of Central Florida in Orlando. Once finalized, this form of training will positively help to grow a more seasoned and experienced facilitator for the small group. The curriculum directorate can easily make this training a lifelong process for the institute using it in other areas across the institute.

The changing command structure tends to elicit major structural changes throughout the organization. There doesn't tend to be stability for the sustainment of academic processes. It's time to stop the insanity with respect to changes and to stabilize the academic future for DEOMI. Every new commandant (currently military though the billet can be filled by a senior civilian or Senior Executive Service (SES)) should not come into the position with the intent to change the whole academic process to appease their indifference as to what is being taught. The Institute has transformed more than enough to keep up with academia in the community. Might it help to have at least ten years of academic stability? Establish a written goal to relook this learning model in the years 2028 through 2030. This provides 10 years of stabilization (or sustainment) to the education and training development process and permits internal adjustments as needed by the changing leadership.

The changing structure of the command is only one part of the varying changes taking place in DEOMI. The stability or sustainment of any educational program is fostered through key assignments to positions of responsibility throughout the organization. The way it works at DEOMI, the likelihood of any military leader to come to the institute with sufficient experience (educational as well as subject experience) is not highly anticipated. Incoming leaders can take as long as their entire three-year assignment to acclimate to the DEOMI process. In addition to the expected changes these leaders are burdened with from their senior-most leaders, the learning curve seems repetitive and happens about every two to three years (depending on the directorate and level of position). This situation could be minimized by hiring full-time civil servants at the GS 13 through GS 15 level. There is no basis to continue to assign military to the directorate

positions within education and training. The current process is only in place because of a dislike of change, and with each military service difference comes a new set of service rules to add to or remove from the curriculum. Military leadership changes tend to change the way the curriculum is taught, regardless of the primary topic. It is most important to provide stability by having more qualified civil servants employed as directors and command leaders.

The DEOMI curriculum process might better benefit all services when the curriculum is more Department of Defense-generic. There seems to be a push to make the curriculum like a particular service (i.e., Army, Air Force, or Navy). The curriculum should be the DEOMI way and fully supported by the Council on Occupational Education (COE). At a minimum, the COE Team could help DEOMI adjust their curriculum to make all future accreditation visits worthwhile and less stressful for the entire organization. The National Defense University (NDU) should be the model DEOMI is lined up with to show consistent processes are applied, especially with respect to non-attribution with topics and people discussing what might not be the party line. Many academic institutions in the public and private sectors have academic freedom to talk about current events without fear of attribution by the leadership or the public and private sector members. DEOMI must have academic freedom and non-attribution policies in place to protect against outside influence to change the way DEOMI uses education and training in its programs.

**Chapter 1**

# The Mission to Change Behavior at DEOMI

It all started during a critical time in society and the Military around 1968. There was significant concern about how people could live and work together as members of groups—especially in the federal government (military). United States Navy ships were delayed debarkation while sailors declined to board due to racial strife. Army bases secured their perimeters due to racial riots and demands at gate entrances. Air Force pilots refused to have Black members of the Air Force work on their planes while they sat idle on runways. Changes were radical at best, and there didn't seem to be a concern for the welfare of all involved. Most social scientists know, "for a person to change it takes individual commitment to their self-identity and a basic understanding about what should be changed before a person or people can change" (Massey, 1988).

The interest to change behavior in people goes back to the early 1940's and 50's in the United States. Some of the greatest social scientists of those times were limited with experimenting to find the ways in which people could and would change. Events such as conditioning, psychodrama, electric shock, and other individual and group processes were infused into both society and the US Military as possible ways to generate change. Of particular noteworthiness for the Defense Race Relations Institute (DRRI) was the early work in the National Training Laboratory (NTL) in Bethel, Maine. The founder of the social-psychology movement concerning behavior change, Dr. Kurt Lewin, perfected the group change process to include individuals changing in thought and behavior. Dr. Lewin used a process known as "Building Block," wherein the training and educational environment established lessons and learning situations that built upon each other while making these sessions foundational during the two phases of growth (intrapersonal, interpersonal) as well as linked (building) from inception to the final week of learning.

The NTL and Dr. Lewin could not establish a change course accepted in society, so he and his team of social science experts assisted DEOMI in forming the first 16-week course to change

behavior. Dr. Lewin started the course with intra-personal and inter-personal growth, anticipating additional concepts to be later included in the model. DEOMI added Organizational Growth and Service Specific Training (SST) as the third and fourth phases of Lewin's growth model in 1977. His theory was that the longer participants stayed in a structured experience, the higher probability some form of change would happen with individuals. At the time, the Theus Committee recommended a course critical in changing behaviors that might have been held since birth by many military members. Dr. Lewin introduced this process to the DRRI during a visit by senior members from the NTL in the early part of 1972, and his ideas have remained in use.

Another part of the process is the Structured Group Experience, consisting of large group lectures where participants are set up in a traditional educational environment (seating in columns and rows in a rectangular shape,) (see appendix I, II, and III for group layouts) and after the lecture, the class proceeds to their assigned small group where experiential learning takes place. This concept led to the non-traditional approach to learning at DEOMI. Students are assigned to small groups after they are sorted by their Service, rank (military) or title (civilians), race, gender, religious beliefs, and Myers Briggs Type Indicator (MBTI). This process is supported by the Laboratory Method of Learning and Behavior Change as adapted to the DEOMI Learning Experience.

The small group uses the Clarification Group Experience (C-Group, first introduced in 1960 by Kenneth Benne) as the catalyst for facilitation and intervention techniques. The C-Group was originally used in the NTL as the flagship method of changing behavior in a 4 to 5-week course and structured environment. In 2013, a push began within DEOMI to transition from the Clarification Group (C-Group) to the Training Group (T-Group) as a way to reduce the structure to the small group process. This push could be the result of the training development program not having the background and experience in either of the two group processes. The lack of experience causes a tendency to avoid teaching trainers how to facilitate in the C-Group.

The institute is not attempting to train students how to be small group facilitators of the DEOMI process. Students graduating from the EOAC and serving two years (minimal) in the position can request through their Service Assignments section a follow-on assignment to DEOMI as a faculty or staff member. Upon arrival, each instructor and trainer will attend several weeks of facilitation and instruction training to bring them to a basic level of performance. There have been some assignments from the Services of non-qualified or previous serving EOA's to DEOMI. This

is not the best practice, but the institute does not turn down these members. It does, however, take more time to get these individuals up to the basic level of instructing and facilitating.

*The Skilled Facilitator Book* (Roger Schwarz, 2002) and a series of facilitation handbooks produced by the Phieffer and Jones Training Group are used to infuse various facilitation techniques into the group environment. Some of the older processes from the 1970's are still used today and are noted in updated versions of *The Skilled Facilitator Book*. DEOMI uses the internally-generated DEOMI Facilitator Guide (or Handbook) compiled from research and documents back in 1995 through 2006 as the DEOMI Model for facilitation and intervention. When the Facilitator Guide is distributed to small group trainers, it can be used to help trainers answer questions they might not address while conducting a small group, Faculty Training Development Program (FTDP), or Cycle Break Training (CBT). If the trainers are not provided a copy of this handbook, they could be left to learn from the FTDP or CBT experience and never hear a solution to their question or scenario. All possible scenarios and outcomes are not mentioned in the Facilitator Handbook. However, sufficient examples are presented to help groom facilitators to be the best they can be in resolving conflict or dealing with difficult people in the small group.

DEOMI rarely—if ever—uses a single facilitation model. However, with budget cuts causing personnel reductions in the 21st Century, there could be changes coming in the philosophy of co-facilitation as people suggest that single facilitation can provide similar changes in people experiencing the structured group process. When all facilitators have the same level of skills, single facilitation could work at DEOMI. The use of a single facilitator will require the reduction in group members to no more than eight per single facilitator. However, DEOMI uses the co-facilitation method in a small group where no more than 15 students and two facilitators are assigned to each small group. The facilitators and students remain together for eight of the 12 weeks (in the current system) before the students are divided into Mediation Groups and Service Specific Training (SST) Groups with different facilitators from their particular Service. The facilitators are sorted as much as possible in a similar way to the students. The sorting method is mentioned under Standard 2 of the Council on Occupational Education (COE) standards for accreditation and can be reviewed by COE Team Members during the reaccreditation process. If DEOMI transitions to a single facilitation model it is the author's recommendation to reduce the number of group members to no more than eight, allowing for the facilitator to adjust observation and intervention skills and strategies. Single facilitation will require more focused observation and intervention since the

facilitator is now observing all group members and not just the half assigned while in the co-facilitation model.

The Model mentioned above is not always used for the education and development of the Equal Employment Opportunity (EEO) courses. The EEO model is a more traditional learning model. There are some similarities in topical discussion and reinforcing learning exercises, but the delivery of large group and small group experience does not flow the same as for the EO. The EEO Courses are not designed to elicit behavior change other than to change the way a person takes in and completes a complaint. The idea with training EEO students is to give them a brief introduction (awareness) to some of the intrapersonal topics and focus more on the complaint process for their primary growth and development. There have been recent developments to build online modules supporting the reach back for EEO Professionals in becoming experts in the overall process of learning.

DEOMI was established by the 1969 Theus Committee to become the Educational Facility for changing the behaviors of military members in the United States to conform to the Law of the Civil Rights Act of 1964. It was the best attempt to get people cognitively thinking about changing what their heart and gut was telling them about dignity and respect for all. The Theus Committee, henceforth called the Theus Report, established the basic educational goals required to get people to change behaviors brought from society in the form of open bigotry into the U.S. Military.

As established at DEOMI in the early 1970 pilot course, the mindset of the DEOMI Team was to believe everyone coming in was a closet bigot and their job was to coax them out of that closet and recondition them the DEOMI way. This thought seems to linger at DEOMI and appears to be passed from one trainer to the next. The idea of everyone coming to DEOMI being a closet bigot isn't so far-fetched when the behavior exhibited in word and deed support the hidden bigotry. However, it is true that DEOMI trainers should not be attempting to recondition people through the use of intense direct facilitation causing emotional outbursts. Emotions tend to come out naturally during a discussion process. The trainers should know how to diffuse those emotions without discounting the emotional display of the individual. The trainers should never attempt to make people cry or show other emotions as part of the small group process. Trainers are not psychologists.

Reconditioning of the human mind wasn't always part of the DEOMI process. There certainly were facilitators who believed they were chartered to change the hearts and minds of

people and bring them over to the DEOMI side while forcing change. There was a time at DEOMI when students submitted to changing and treating people better just to graduate the 16-week course. If they didn't socially mask themselves, they would be removed and returned to their home station as non-graduates. There were very few disenrollees during this period.

This period was a terrible time in both society and DEOMI, and not much better in the military around the world. The battle verbally and physically was that the majority members (white folks) were the oppressors while all minorities were considered second-class citizens. The changes in attitudinal and behavioral facets were long overdue when DEOMI finally adjusted the training program to accommodate better-trained staff and faculty seeking the philosophy of making a difference as the mantra for its people.

The core members of DEOMI were not social scientists. They knew their academic and education limitations. This concept has not changed over DEOMI's existence. As mentioned previously, it is important to know DEOMI trainers must not be in the habit of practicing to change behaviors. The changes will happen over a natural process of development. Though the DEOMI team was onboard with the mission to change people, the Institute didn't have sufficient tools to make such a drastic change in the overall Department of Defense—especially on the military side of the department.

Civilians were not included in the first iteration of students and did not receive any form of education or training from DEOMI until 1994. There was never any intent to change the behavior of our civil servants, including the initial staff and faculty for the Equal Employment Opportunity (EEO) course. If a staff and faculty member did not attend the 16-week course in the Equal Opportunity career field, they would not be assigned to teach or facilitate the EO student. The same requirement was not used for the EEO staff and faculty. Since there was no requirement to change behavior for the eventual EEO students, the EEO staff and faculty simply copied the best topics and teaching processes used to develop the EO advisor attending the EOA course. This process has become the foundation for the EEO and EO courses today. DEOMI started the change process by using a long-tested method similar to what was being used in many colleges throughout the United States. The Institute was thrust into various university social science and psychology departments to help it identify the best course structure in the behavior modification programs. Fortunately, there was interest from the National Training Laboratory (NTL) located in Bethel,

Maine to assist the Department of Defense—and specifically DEOMI—with such foundational development.

During that time, there were multitudes of change agents at the university and societal levels, but very few were part of the US Military. At the time of publication of this book, NTL still exists and continues their influence at DEOMI while growing and developing the experiential growth group. The Fiske University Race Relations Institute located in Nashville, Tennessee is conducting a more abbreviated form of the Training Group experience. The faculty at Fiske University are somewhat familiar with the Clarification Group Method, but their program is based on the Training Group (T-Group).

There appears to be a move to transition DEOMI from the C-Group to the T-Group. This change could take place with minimal effort to support the action.

## Chapter 2

# Some Basics of the DEOMI Process

The basics in any instructional and facilitation model should be included in historically archived documents throughout an organization and like most educational institutions, DEOMI has such documents. Some of the basics include and are not limited to; the DEOMI way of teaching (or instructing), how to prepare a strong partnership for facilitation, the use of exercises as icebreakers and group adjournment, reading people like reading a book, knowing how gender communication impacts different and like genders, diversity awareness, how to include everyone (inclusion), the social self and how it is used in the C-Group, how to conduct a C-Group, how to conduct a T-Group, interventions in the C-Group, styles of facilitation, building strong facilitation partnerships, understanding people in small groups, evaluating behavior in small groups, the interpersonal skills development evaluation (ISDE), the evaluative feedback tools for facilitators, critiques for facilitators in small group, how to train the trainers, how to build and sustain a training development program, how technology and media can be used to augment the learning, modular or online learning, electronic corresponding studies, reach back courses, to name a few.

Such basics as the large and small group set up must be indoctrinated into the minds of the facilitators and all must apply the same basics to their particular groups. It is imperative that the total student body is getting the same information the same way from all instructors and facilitators. There should not be a perception of 'competition' among the instructors and facilitators that has them matching or comparing the groups to their instructor or facilitators. This process could also lower the morale among the instructors and facilitators when they find the students attempting to put their facilitators above others. The goal of all facilitators should be to teach and train students and staff and faculty members to be the best team members they can while at DEOMI. The senior staff can determine the best trainers and instructors without using the group scores to taint the performance of co-facilitators or instructors.

The Basic Feedback form used for the student has been adapted to provide instructors and co-facilitators the necessary feedback to help the growth of the trainers. The EEO and EO Training Directors should be responsible for designating team members as the evaluative feedback champions for their particular directorate. The end of each course of instruction should consist of

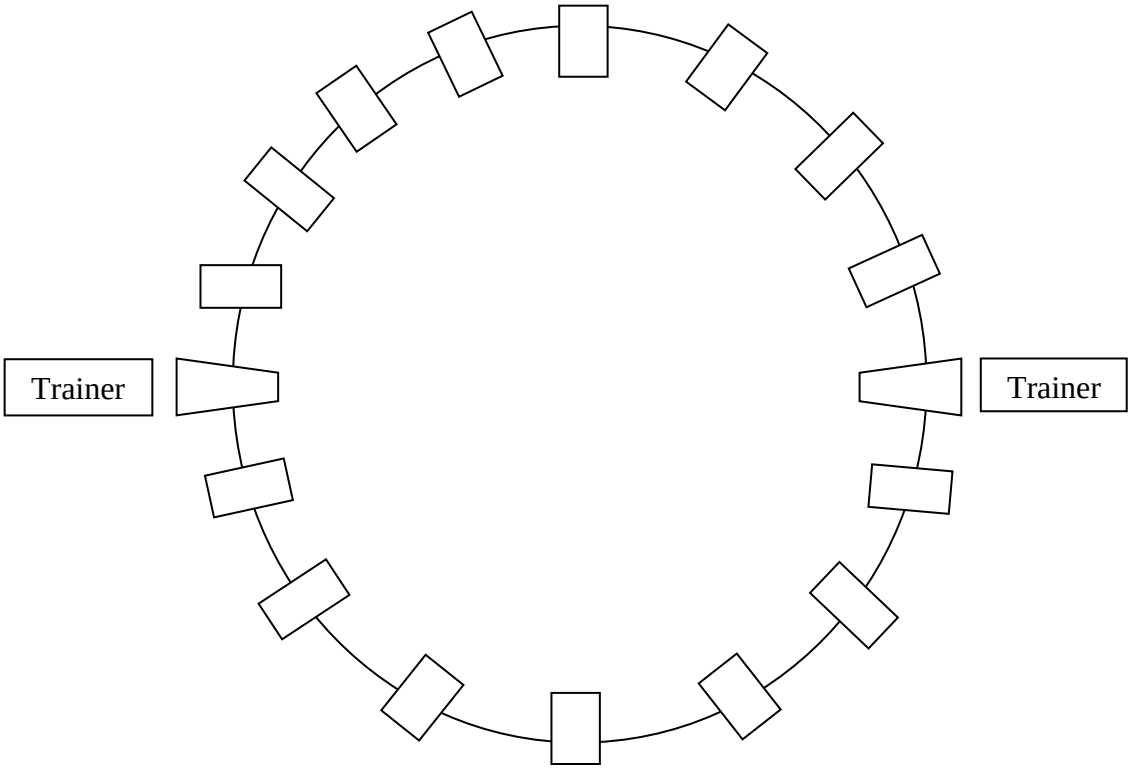
combining all evaluative feedback in one place and retained by the evaluation team wherever they might be located. This feedback can be stored in electronic archives within the DEOMI Education and Training and the Research Directorate. It is important to have multiple files to insure the appropriate linkage to the COE and reaccreditation.

Additional basics to include in the overall developmental model should include such items as (not all inclusive); the auditorium and small group room set up, all small groups should be set up in the same way (there will be several small group rooms requiring slight adjustments) to give all students equal participation processes, all displays on the walls will be the same, television and computers are all located in the same configuration in every room, student personal materials will be stored in the same location in every room, bulletin boards will be attached to the entry door (backside or in room side), credenzas will be located below and in front of the viewing window when feasible, DEOMI Badges will be posted along the walls to the left and right centers of the viewing window, facilitators will be positioned directly across from their co-facilitator partner to the left and right of the viewing window, students will be walked through the Laboratory Room and briefed on the purpose of recording and monitoring, facilitators will receive three or more stages of facilitation skills during an eighteen month assignment to education and training (basic, intermediate, and advanced/mastering), exercise materials will be stored in the credenzas located in each small group room, variety of dry erase markers will be located in the small group room (replaced when no longer working), video equipment will be tested throughout the course cycle and during course breaks, co-facilitator inventory will be completed for each facilitator and rehearsed at least a month before students are picked up, the MBTI will be used in each course, coffee pots are the responsibility of the students if maintained in the small group rooms, to name a few basics.

The small group circle will be setup as depicted below. The diagram indicates the seating arrangement for fifteen students and two facilitators. The positioning of the facilitators will not change when processing of any small group discussion. Some exercises will permit a modified circle and positioning for facilitators. Though not indicated in the diagram, it must be understood that the bottom of the page should provide the location for the laboratory window or one way mirror. Notice the facilitator chairs are located to the left and right of the Laboratory window.

**Group Number _____ Date_____**

**Facilitators _____**




The left and right location of the Trainers permits a more clear observation of their behaviors by an observer or evaluator from behind the glass. This process should only be modified to accommodate the angle of the observation window in several small group rooms. The angled rooms are designated by the education and training team and trainers are alerted at the beginning of each course cycle of the variances in the group rooms.

**Chapter 3**

# Traditional vs Non-Traditional Classrooms

In the 1800's there was some work on the study of human behavior conducted by a limited number of social scientists. Those scientists helped to pave the way for theorists like Pavlov, Freud, and Jung to name a few, in the field of human development. Sigmund Freud was thrust to the top of social science when he started studying the mind and how people behaved in their mind. Not long after his first working group met he had developed a list of rules for engaging people to interact verbally and non-verbally in pairs and then in small groups of 6 to 8 people. From his work came the *Laboratory Method of Learning and Behavior Change*, instituted by Kenneth Benne and the NTL. The NTL is still operating, but not to the extent it did in the 1950's. Today's NTL leader is more about training people to be trainers and facilitators for guided discussions. The old way of seeking clarification and asking questions about the process of the group is slowly getting out of the way for technology and media to drive learning. Learners are now being told they will learn more information quicker by seeing and doing rather than hearing. In order to be successful, students must have parts of learning for visual (see), auditory (hear), and kinesthetic (do) learners in the classroom environment.

The learning environment must also be adapted to better suit the learner and accommodate the methodology being used in the learning program. Today's traditional classroom, where chairs are lined by columns and rows forming a box for students to learn, might not be conducive to an interactive learning environment. The interaction is controlled by the teacher or leader of the class or group. There is normally a single teacher and all eyes are focused on his or her actions. In a non-traditional environment, the students might be kept together in group identities throughout a particular course and rotated to the front or back of the large group for structure in the process. This process is normally facilitated by more than one teacher or facilitator, but because it is only used by a few institutions it is believed to be a non-traditional method for learning. As a matter of fact, the non-traditional method is believed to only be used in environments such as mental facilities, as exhibited in the movie "*One Flew over the Cuckoo's Nest*."

The DEOMI Learning Model is more of a non-traditional learning approach to helping students better understand their behaviors and cultural development since birth. It allows for opportunities to talk about the impacts of social development and opens doors for more awareness about the self and its impact on others in the workplace.

There is always much discussion about what form of educational process should be used from one generation to the next. American educators and social scientists remain at ends in 2017 about how people should be taught and how they differ in learning. As technology improves and is increasingly utilized in business and industry, so shall it be a catalyst for technological people to add it as a primary dimension for educational learning. Technology improvement tends to be the expected educational wave for the future. American children and many young adults develop educational learning from their years of study in what is called the traditional classroom. The academicians of today learned in the traditional classroom from traditional teachers where knowledge came from textbooks that where often not updated for twenty or more years in history.

Although there are some differences in the use of traditional methods, most remain the same in 2017 as they did during the pioneer days. There was only one room that included a traditional teacher (usually a woman) and children seated in columns and rows. There was a chalkboard, commonly called a blackboard with varying versions of educational memorabilia attached. As years, decades, and centuries passed the style of educational media changed to include more current media, books, magazines, radio, television, computers, and virtual learning. The 1600's, 1700's and 1800's did not show many changes in traditional education in America, but the coming of the 1900's brought new ideas and concepts into the classroom. The early classes of chemistry and biology included separate laboratories for various subject topics. Until 1939, there were no universities using laboratories that included human subjects' behavior modification.

The beginning of the non-traditional movement by sociologists and psychologists to test how people learned and would behave was initially tested during World War I when veterans returning from the war were seriously injured physically and mentally. The veterans were admitted to mental institutions and were studied and conditioned to conform to their former sociological processes. Many of those veterans would end their lives in these medical facilities (seen more so as prisons) built to help the wounded to recover into society. The patients were once considered honorable people.

The staff was not sufficiently trained to handle the injured and was even less trained to provide medical comfort, much less educational development. No longer could we have traditional learning and development schools for our wounded warriors. Thus, the development of non-traditional models of learning developed throughout society, while the state-supported schools of learning remained traditional.

There was still some overlapping in styles and methods of delivery, but overall, state-funded schools did not change and have changed very little since the beginning of the 19th century. Other than the severely mentally disabled, most brain trauma people are being admitted into traditional classrooms throughout the world. Specialized learning takes place for early childhood through adulthood for many people having some form of learning disability.

The institutions of learning are still more of a traditional classroom, having one teacher with students seated in columns and rows. Some schools have adapted to a form of a more open classroom with limited access to other students in the traditional environment—especially for people with disabilities. In this example, the non-traditional method of learning seems to help people grow mentally and physically. Teachers and staff take on the role of being a parent while having work-stations for the student to navigate through. The students are aided through phases of learning in their laboratory experiences that are not considered traditional. By the time the student completes their tenure in these classrooms, they are considered functional and normal enough to navigate through other classes (mainstreaming). This mainstreaming into normal classrooms can become a shock for the normal participants as well as for the person having a disability.

Although DEOMI is not a learning environment for severely mentally disabled people, some of the methods used for those types of students have been adapted into the Laboratory Method of Learning and Behavior Change for students participating in an occupational educational course. The DEOMI non-traditional learning model tends to conclude that people placed in learning situations that are non-traditional in nature will change or adapt existing behavior to accommodate what they would normally consider to be dysfunctional for them in life. The 21st century brings a multitude of technology and educational change philosophy to DEOMI and the Institute is finding ways to infuse the future into sustained education and training development. Even with this mindset, the non-traditional model still prevails at DEOMI.

Some examples of the non-traditional learning environment include but are not limited to: (1) progressive levels of growth, (2) intrapersonal development, (3) interpersonal development,

(4) organizational development, and (5) service-specific development. These levels of growth are directly connected to head, heart, and hand styles of teaching and facilitating where the teacher talks to a large group subdivided into smaller groups in a main or central auditorium, followed by experiential small group discussions used to reinforce the learning through intrapersonal and interpersonal development. The small groups are sorted into 12 to 15 diverse students based on race, gender, uniformed Service, educational experience, and Myers Briggs Type Indicator (MBTI). The MBTI has recently been removed from DEOMI as a sorting mechanism for the small group members. The Facilitators are not operating as single facilitators though each of the co-facilitation team members have primary and secondary principles to prompt and intervene in the dialogue provided by each participant in the small group process. Other items to consider in the non-traditional experience are: the fish-bowl method, monitoring through the use of cameras, observing through a one-way glass where the students and facilitators are watched by master facilitators and evaluated using an Interpersonal Skills Development Evaluation (ISDE) tool generated by DEOMI. Facilitators are monitored through a similar feedback assessment conducted several times throughout the 5 and 12-week EOAC.

The capability and sustainment of such recording and playback of strengths and weaknesses in the large classroom and more specifically the small group enhances the long term memory for students and staff alike using the non-traditional approach. DEOMI boldly attempted to employ the traditional learning style for a year or so and the leadership (as reluctant as they were) decided to revert back to the non-traditional way (The DEOMI Way) as students were leaving and arriving to their units no better than they were when they departed.

Another sub-topic for expanding the DEOMI Learning environment is distributed learning, sometimes called online learning. There are some values to adopting some computer-based learning to the EO and EEO career fields as well as for Diversity and Inclusion Practitioners. DEOMI should consider (through proper budget and funding) the long-term use of computer modular courses and topics for the learner of the future—year 2020 and beyond. Several organizational level growth topics can be streamlined into distance learning products to provide a refresher for practitioners to maintain skills. The modular courses could also be used by anyone, anywhere, anytime, thus providing commanders and leaders quick and modern training programs for use in the whole organization or small team. Distributed learning is a supplemented educational goal for the future of DEOMI and will be successful as a primary reach-back and online tool to

enhance the technology learners until such virtual learning becomes the norm in learning. Imagine one day when everyone can sit in the comfort of their homes and complete all educational learning from some computer source not so similar to what is being used in 2017. The problem is the possibility for loss of behavior change when the face-to-face discussions are diminished.

## Chapter 4

# Facilitating the Large Group at DEOMI

DEOMI's use of the large group teaching method has transformed over the years. Without some historical perspective about the types of learning groups as well as the styles of learning used in the academic institutions of today, there could be some resistance to changing the way DEOMI lectures are currently conducted. Past practices have been proven to be most effective in academics regardless of the generational group of student participants. As a note of interest, in 2017, social scientists and academicians conducted a sampling of styles of learning needed by the generation groups: Baby Boomers, Generation X, Millennials (Generation Y), and Linksters (Generation Z). Some conclusions from the study were: earlier generational groups could learn using technology and advancements as well as the newest generation, technology is integrated into the lecture programs, stand up lectures are needed by all generation groups, repetitive reinforcement is still practiced in the learning institutes of the 21st century, using electronic media in a large group lecture is a necessary evil of today's lecture halls, advanced distributive learning is growing but is still not the most used way to teach, and traditional learning is still taking place from the elementary level into colleges and universities globally.

There is still a large percentage (45-50%) of all education being conducted through the online processes, where students can attend lectures at home on their computers. Testing online has grown in popularity because of the convenience as well as increased security of test materials, making it more difficult to duplicate questions or answers. In spite of increased difficulty, the newest generation has already figured a way to duplicate testing materials and in some situations have created a test bank of questions and answers hacked from online instructors.

Creating a large group learning environment where various types of learning can be infused into the daily lectures tends to extend the amount of learning retained by each participant. The use of dramatic skits or even psycho-dramas tends to expand the interest of most participants, especially those going through a social science and human relations course. Learning institutions

must be cautious when using psycho-dramas and such techniques. Experienced educators will be able to guide participants through the experiences with minimal psychological impact or trauma on the participants. DEOMI stopped using psycho-drama techniques in 2012, and the participants have not had an opportunity to test their inferences about what they might have learned at the mid-point of the 12-week EOAC.

The large group method varies based on the type of course. As an example, the Equal Employment Opportunity Courses are primarily taught in the traditional large group, using columns and rows. In this setup, participants aren't assigned to a numerical group until they are broken out for small group training and teaching. There is no need to put this group through a behavior change even though some do change their behaviors as they go through the course (s). DEOMI uses a non-traditional method of instruction in their education and training model. The learning takes place in the large group lectures, and the participants typically will go to their small groups where they will process the experience and what they learned in the large group lecture. These small group exercises reinforce individual similarities and differences about how learning takes place. This type of learning can become very emotional and small group trainers must receive repetitive training about how to intervene with participants and keep the group focused on the ideas about what is learned and where to take the group discussion from the point of intervention.

**The Large Group Lecture.** The large group educational method is the most traditional way to put out information to the masses of students. This method tends to have one instructor using various teaching techniques to hold the students' attention for anywhere from one to eight hours each day. Though the single instructor tends to be the preferred method of delivery, the DEOMI instructional process does allow for co-teaching (discussed in the next chapter) as a form of adapting to the newer DEOMI style of traditional learning. The traditional classroom technique in classrooms from kindergarten through the doctorate level seems to conform to larger learning groups and a guided discussion for periods of approximately 50 minutes followed by 10-minute comfort breaks throughout the learning day. The times are controlled a little differently in the early childhood and elementary education fields where the teacher holds power for breaks or recess throughout the school day. The secondary education program normally has six to eight one-hour (50 minutes) periods each day for students to listen or interact with teachers in a larger group and

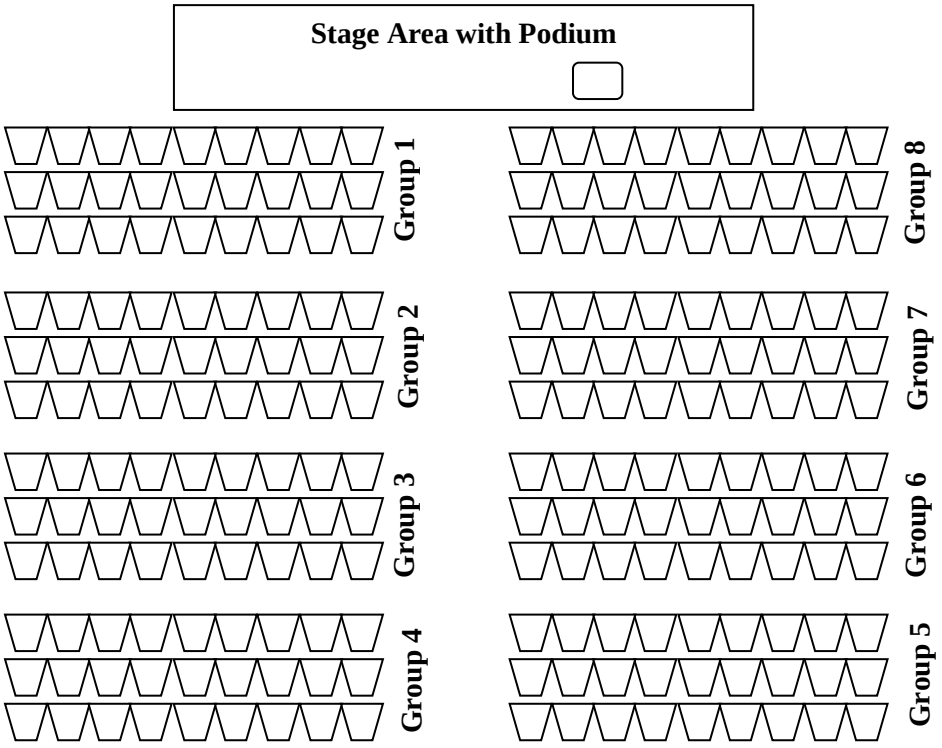
then break for 10 minutes to travel between classes. Interwoven are a lunch break and physical education period to help students unwind from the arduous lectures and discussions of the day. College and university-level students will normally attend more than one educational session, having guided discussions controlled by one teacher, taking breaks at the 50-minute mark for every discussion taking more than one hour. The classroom size for collegiate learners tends to conform to the traditional educational philosophy, having 18 to 150 students in a classroom or auditorium setup. Most classrooms have columns and rows for students while auditoriums allow for some mobility in where students sit throughout the lecture format. This type of learning does not normally include a transition to a small group discussion, unless the larger group is subdivided in the auditorium by the instructor.

The DEOMI large group instruction process tends to match the typical secondary and collegiate model for the delivery of lessons to the student participants. There is typically a single instructor presenting information from a topical lesson plan created in the curriculum division and expanded to add flexibility in the delivery of the lesson. The instructor will use supporting power point slides and a brief video to show examples of the lesson topic. Sometimes a commercial movie will help to strengthen the learning in the large group and could be expanded to a follow-on video in the small group to repeat the learning acuity. Academicians have learned that repetition in the learning process helps students retain learning for longer periods of time. This is often referred to as the building block method.

The instructor is encouraged to use a series of checks on learning throughout the lesson or period. A check on learning is simply a question asking participants to define or describe what they have learned. Sometimes, checks on learning are directly linked to the test or examination that comes at the end of a series of lessons.

Diagrams are included to show the group set up for learning.

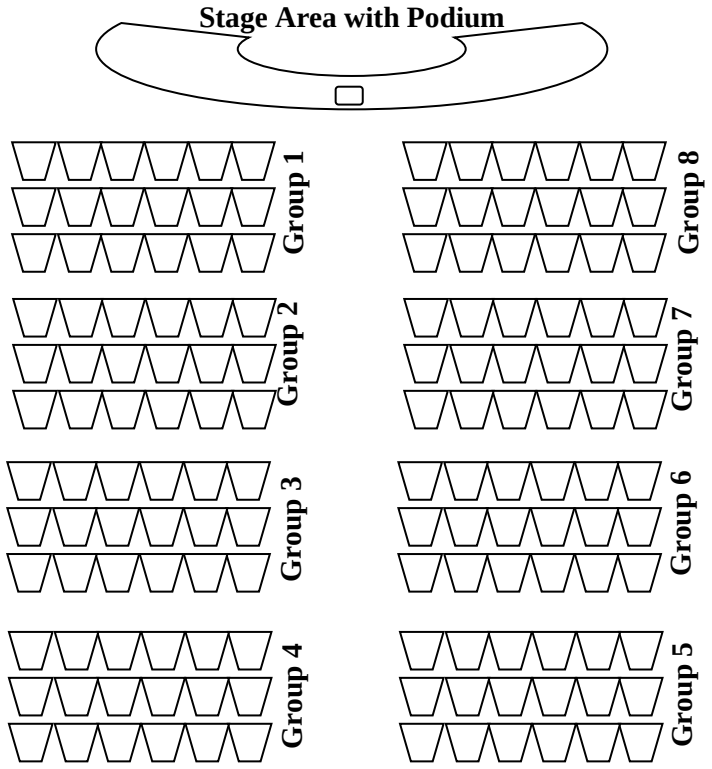
## The Auditorium Large Group Configuration (Building 558)



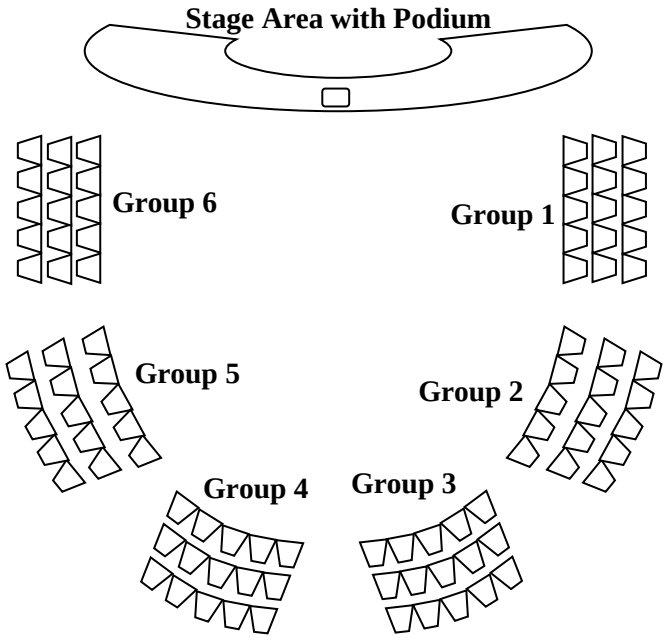

Student groups rotate each week from the left group (Group 1) downward to Group 2 and so forth until Group 4 moves to the right to replace Group 5. Groups 5, 6, and 7 move to the group position in front of them while Group 8 moves to the left to replace Group 1. This technique permits each group to sit in the front for at least one week before graduation.

## The Auditorium Large Group Configuration (Building 352)

Student groups rotate each week from the left group (Group 1) downward to Group 2 and so forth until Group 4 moves to the right to replace Group 5. Groups 5, 6, and 7 move to the group position in front of them while Group 8 moves to the left to replace Group 1. This technique permits each group to sit in the front for at least one week before graduation.



## The Auditorium Large Group Configuration
## (Building 352)




Students remain in this configuration without rotating from front to back in the auditorium for the entire EOAC.

**Chapter 5**

# Co-Teaching or Team Teaching in the Large Group at DEOMI

The co-teaching (or team-teaching) method is not typically used in the DEOMI learning model. The Directors of Equal Opportunity and Equal Employment Opportunity use varying training methods to deliver the fundamental large group learning objectives. While most sessions prior to 2010 were conducted using one instructor in a traditional large group environment, a change to allow for co-teaching came about by way of the first Senior Executive Service Principle Director (PD). The PD at that time institutionalized the concept of co-teaching as the way ahead for an already downtrodden group of instructors having no experience or training in the co-teaching method. The EO Director made the new method the standard for teaching, but no formal teaching guide or formal training process supported the way instructors would teach and train in the future. The fallback method was to have a single teacher for each topic facilitating a guided discussion with the traditional student in the large group.

The team-teaching method permitted several faculty members to combine efforts while teaching various objectives of a topic for instruction. One method was to have one instructor teach the first three objectives while the second instructor would be positioned at the opposite end of the lecture area to provide additional comments throughout the teaching process. There is no obvious prime location for the co-teacher, however, there are several locations in the large group environment that could be distracting to the learners as well as to the co-teacher. It is not appropriate to have a co-teacher or team-teacher positioned in the front of the lecture group where the focus of the participants could be on the lead teacher. The co-teacher might appear to be following along with their partner when in reality their posture could be very distracting. On occasion, the co-teacher might be asked to walk around the room as the lead teacher walks from left to right or right to left. They might come into the view of the participants as long as they are not distracting to the participants.

In the DEOMI Method of Instruction, co-teaching requires both teachers to wear a microphone. In some situations, the use of microphones (ceiling, belt, or fixed) tends to be

disruptive. Sometimes the radio waves within DEOMI auditoriums will be broken up by external radio transmissions from local citizens band (CB), police, firefighters, television, radio, and transportation communications devices. The instructor must recognize any hot spots for disruptions in order to minimize the distractions in the learning environment. There are no frequency-hopping devices used in the DEOMI technological teaching process. If such devices become available and are proven to be the ideal piece of equipment to enable clear and uninterrupted transmissions, the Institute will purchase and infuse these into the instruction process.

The co-teaching method at DEOMI is not designed to be a fixed delivery method. Teaching from behind a podium, lectern, or tape box on the floor might be used for some types of learning, i.e., satellite lessons or video teleprompter communications conferences where the sender and receiver are both viewed within limits of movement on the projection and receiving screens. Instructors have the freedom to move around in patterns around the auditorium when lessons are not being projected through satellite imagery to other locations.

The Information Technology (IT)/J6 members located behind the curtain and stage in the main auditoriums have the ability to manipulate cameras to assist in recording the instructor(s) as well as the participants in any lecture or presentation in an auditorium. The twelve cameras divided equally in the three auditoriums can pan, scan, tilt, or zoom to capture the images of participants and faculty for future feedback or learning.

The team-teaching method is only slightly different from co-teaching and is generally not used in the intrapersonal, interpersonal, or organizational methods of learning. Team-teaching is used more frequently during the Service Specific Training, where multiple faculty members from a specific service group will combine scenarios for students to resolve from multiple sources. A team can be two or more people working or teaching any particular topic, but in the DEOMI method, the team is normally any of the five specific services operating independently to teach their particular service. (Generally, there is no overlap in the processes for the Service Specific Training, other than the US Navy and US Marine Corps.)

The typical team-teaching process will include more than two people each having equal parts of the particular lesson topic. The idea is for each team member to have an opportunity to teach a portion of the topic being discussed while having the subject matter expertise in the entire topic. The team-teaching model works best in lessons that are more service-specific, but could be

used in the race and ethnic studies block with various racial identity members working within the racial and ethnic group topic.

Another possible technique could be to have all certified instructors in a particular topic rotating from one class to the next as the primary instructor so they remain proficient in the lesson topic and method of delivery yet they can decide how frequently they desire to teach a particular topic. The more knowledge they have about a topic, the more comfort they might have in teaching a large group.

## Chapter 6

# Facilitating the Small Group at DEOMI

Several resources are used to define the DEOMI Small Group Facilitation model. The first and most significant document is the Facilitator Handbook, developed by retired USN Chief Petty Officer Joseph Gassman and William Gary McGuire, Ph.D. in 1999. There have been updated versions of this handbook that have included changes to the facilitator evaluation and feedback as well as Affective Assessment Evaluation (AAE) development and Interpersonal Skills Development Evaluation (ISDE), but since the handbook was built there have been little to no changes affecting the facilitation model at DEOMI. Also, there was no Operating Instruction (OI) or Standard Operating Procedure (SOP) defining the small group set up or the numbers of students to facilitator ratio required for the DEOMI Model.

It must be noted that several papers describing the DEOMI Small Group Process were used back during the early 1980's and 1990's to condition incoming trainers to the standards for facilitation. The Faculty Training Team (FTT), a subcomponent of the Directorate of Academics (later Director of Education and then Director of Training) was the governing body for the developmental program of all trainers and instructors. The FTT members were assigned to the team after completing no less than three small group experiences as part of three consecutive EOAC courses of 16 weeks. These more seasoned trainers were respected for their experience as well as their skills developed throughout the year. In some situations, FTT members would spend 18 months as an instructor or trainer followed by 18 months as a member of the FTT. This process helped to stabilize the developmental program while providing expertise in the areas of faculty development and instruction techniques.

Some of the more experienced trainers began documenting their experiences and put together a series of Standard Operating Procedures (SOP's) and Operating Instructions (OI's) describing the small group process. The way the small groups operated was rather archaic, yet it was the best process during that particular time at DEOMI. Face-to-face was not the best method

of getting people to talk about life experiences from their point of view. As the trainers adapted newer techniques and a softer approach to communication, students began to value the opportunity to tell their stories about themselves and others to broaden the awareness about the discriminatory practices they would eventually be faced with resolving. These SOP's and OI's have since been discarded or taken from the Institute as staff and faculty rotated in and out of DEOMI. After several years of attempting to standardize the model and process, the Facilitator Handbook became a reality for use by all trainers regardless of being EO or EEO.

The Facilitator Handbook tends to combine the EEO and EO learning environments, but the main model is the EO Small Group where a diagnosis and intervention cycle is used to facilitate discussions towards changing behavior. The goal of the DEOMI Small Group is and always has been to elicit a change in behavior for all participants attending the EOA course. DEOMI worked through many versions of evaluation instruments to determine the best tool to measure the behavior of participants, even if the instrument was and is "as objective as it can subjectively be" labeled (McGuire, 1999). Facilitators are taught to intervene in discussions to prompt participants on their individual and group views about certain topics. There are different levels of intervening (basic, intermediate, advanced) as there are different levels of facilitation. Another resource used to help clarify facilitation techniques is *Skilled Facilitator*, authored by Roger Schwarz and usually updated every five years. Numerous copies were purchased by the DEOMI Library to be assigned to facilitators at DEOMI. The *Skilled Facilitator* does not completely apply to the DEOMI facilitation method, but it is a great foundation providing the basics to any facilitator. There are discussions about scanning and observation abilities, mostly from a single facilitation process. But, when combined with the DEOMI Facilitator Handbook, these techniques can improve any facilitator from a novice to a more experienced basic facilitator. More recent authors (Schaefer and Peyton, 2015) provide current information about the old ways to facilitate a small group. The old ways remain in use today, though some of the terms have changed.

The configuration of the small group and the ratio of facilitators/trainers to students is something to consider. Keep the group structured and facilitators working on knowledge, skills, and abilities (KSA's) to improve their interventions while working towards master efficiency at facilitating a small group. It is important to recognize the ratio of participants in the DEOMI Small Group. DEOMI uses co-facilitation as the primary method for facilitation. The co-facilitators should be paired by differences to include; service, gender, race and ethnic identity, religious

belief, educational experience, facilitation experience, social class, and Myers Briggs Type Instrument (MBTI) results or some other form of personality instrument (Four Lenses, DiSC, etc.). The Institute might determine other identities to use in sorting, but there should be very limited times for having two similar individuals paired for co-facilitation. Of course, this is determined by the differences in people coming into the Institute. There will be times when there are limited options in the sorting process, but the bottom line is—we should do all we can to sort our facilitators as much as we do our students especially in the small groups. The more differences we can sort, the more discussion we will have in the process.

Additionally, the size (or ratio) of the group is pretty important. When DEOMI operated in buildings 559, 560, and 561 (not including the external training directorate or auditoriums) on Patrick Air Force Base, the co-facilitation method was greatly hampered by the number of students in the small group circle. At times, there would be as many as 30 students in a circle with two facilitators. Research conducted by Dr. Robert McIntyre and Dr. Judith Johnson strongly supports the maximum number of participants in the newer campus small group rooms being no more than 15 participants and two facilitators for a total of 17 participants. The facilitators' "limits of observation, scanning, and interpretation of behaviors" are significantly inhibited with more than 15 participants (McIntyre, 2003).

This number combined with the environmental conditions (smoking [once allowed] in the small group rooms) and the lack of facilitator training opened the Institute for many issues to overcome. Also, there was only one fishbowl room for small groups to rotate into for one week throughout the old 16-week EOAC. When the new campus building (352) was being planned, there was thought put into the design of the small group rooms and the learning environment. The trainer to student ratio was one of the first items of interest to consider for the building of the small group rooms and the viewing laboratory (11 fishbowl rooms and two rooms designed to be viewed with cameras only). The planning committee established the number of students to be ideally 12 with two facilitators. The maximum number of students would not exceed 15 with the standard of 2 facilitators. The size of the small group room does not seem to work as efficiently if the maximum number is exceeded, whether the group is configured in a traditional or non-traditional method.

There are several enhancements to the DEOMI Small Group Method that differ from the service traditional learning method where a single facilitator might be used. As described in

another chapter, facilitators split the group in half for observation, where each facilitator is scanning their portion of the small group. They look for non-verbal gestures while listening to what is being said by their portion of the group as well as what all group members are saying. Scanning is conducted using the clock method, where the 9 o'clock position to the facilitators' left (regardless of which one is scanning) becomes the left limit for scanning, while the 3 o'clock position is the right limit for scanning. This should not imply that the facilitators are only scanning from 9 to 3 o'clock positions. It implies designated scanning ranges for a natural process of observation in the group. Rotations of facilitators and students throughout the learning process help to further develop the facilitators' observation and monitoring skills.

Another series of facilitator handbooks include many exercises that link facilitation to participant learning through the experiential learning process. The handbooks started back in 1970 and were written by the Phieffer and Jones team for learning facilitation skills. Phieffer has split from the original company and has merged with another facilitator to continue the development and distribution of exercise handbooks to link small group learning. The series can be found in the training materials section of the DEOMI Library.

One of the key components for the DEOMI Small Group is the layout of the group and the positioning of the participants and the facilitators. The small group is shaped like an oval or circle having no more than fifteen participants and two facilitators. The interaction plays out in the fishbowl and participants are observed through a one-way glass in a series of laboratories throughout the DEOMI Building. The Laboratory Method of Learning and Behavior Change is the main process used to evaluate the co-facilitation team and the participants. The evaluation process is designed to provide evaluative feedback to the facilitators from the perspective of an experienced and previous small group facilitator. The Faculty Training Team usually provides such feedback at least three times for each EOA Course.

The small group process used with the EO participants is different from the small group used in the EEO courses. The EO Course is a structured small group experience where a more rigid process for facilitation is conducted. The way each participant is prompted to talk about how topics impact them from their heart and gut versus their cognitive mind tends to create more opportunities for changing behavior. The EEO Courses are much more informal and use an open horseshoe shape with a single facilitator teaching more than facilitating a discussion. The teaching

process is more or less a guided discussion used to help small group members come to the resolution of a scenario or problem solve.

The EEO Small Group will normally have ten to twelve participants and a single facilitator serving as both an instructor and small group facilitator. Some of the small group facilitation techniques, as shared in the *Skilled Facilitator* book, seem to fit in better with the EEO Small Group learning process than they do with the EO Small Group. A list of the differences can be found in the original DEOMI Facilitation Handbook (also called Facilitation Guide).

The EO Small Groups are always recorded through the video monitoring system established back in the early 1970's. The monitoring is designed to be as unobtrusive as possible for the learner and the facilitators. Curtains cover the viewing windows will reduce the stress presented by many participants when they are told they are being recorded or there are people behind the glass monitoring the group. Though most humans will adapt to their environment in the small group room, they could come to a quicker and better understanding of the requirements needed for their participation in the small group when fewer distractions are presented.

It must be emphasized that the IT individuals are not the people determining the significance of the stresses people endure during any EO Small Group process. The subject matter experts must be the EO and EEO Training Teams, or there will be non-academicians or non-social science people making decisions about what is the best way to record or monitor the participants. It must be mentioned at this point that the participants are not to be considered guinea pigs for the purpose of disclosing participants' behaviors to others not participating in that particular group. The same must be expressed about the visiting to the viewing Laboratory when visitors are permitted entrance and to observe small groups without an experienced facilitator escorting guests in the area. The command group must be responsible for protecting the human subjects' processes for all participants in a small group process. The primary members of the command group having that responsibility are the Commandant and Dean of Education. The Chief of Staff and the Senior Enlisted Advisor should always be considered as part of the Command Team but limited for access to the laboratories. Participants must be informed they are being recorded and the purpose of the recording must be explained.

All video recordings of any small group would be deleted at the end of the twelve-week EOAC unless there were any significant events that might warrant the future use of recordings for the administrative or otherwise removal of a particular participant. When a student is disenrolled

from the EOAC, the EO Training Team must collect the DVD Recordings (or other computer-enhanced recordings) and review the student's behavior to justify the removal for attitudinal or behavior reasons. Such recordings must be sent to the Command Group to help with any decision making processes.

If in the event a follow-on appellate process or investigation is launched, the recordings will be retained until the investigation determines what actions will be taken to resolve the allegations or complaints. At that particular time, the DVD will be degaussed or a competent legal authority will determine the disposition of the DVD recordings.

## A. Facilitator Skill Training—Mastering the Art of Facilitation Concept

**Group Dynamics and Strategy Training**

History and Philosophy of the Present Training Model: "It has been said that a people with no knowledge of their past will never be able to understand their future."

**Origins of the Method.** The beginnings of the laboratory method may properly be said to have started during the summer of 1946 at a state workshop on inter-group relations at the State Teachers College in New Britain, Connecticut. It was there that the concept of the unstructured T Group (Training or Therapy) was first discovered. Since then, the concepts and methods have diversified and spread into many institutional settings and parts of the world.

While this method of education had its origin in 1946, there were antecedent concepts and events that contributed to the main discovery. The four major leaders at Connecticut: Kurt Lewin, Kenneth Benne, Leland P. Bradford, and Ronald Lippitt; each brought different knowledge and experiences that made the events at Connecticut feasible. Kurt Lewin brought high competence in research concepts and methodologies, original theories of group dynamics and the processes of social change, and an active interest in action research as a tool for social improvement. Kenneth Benne brought knowledge of philosophy, particularly educational philosophy, as well as experiences in the use of workshop and discussion methods of learning and intercultural education.

Leland Bradford contributed knowledge and experience from the growing field of adult education and a background in educational psychology and knowledge of workshop methods and discussion experiments in adult education. Ronald Lippitt brought knowledge of social

psychology, particularly of group behavior, through his work with Lewin, skills in research technologies, and a background in educational theory through his work with Piaget (a noted child psychologist).

The events and discovery at Connecticut were serendipitously reached. Observations fed back to groups, group members, and leaders, about their individual and group behavior at the end of each day by trained research observers on the staff seemed to do more to stimulate interest in the behavior of those involved. This created more learning; more change and insights than did the formal program itself.

Furthermore, it seemed clear that the experience, plus feedback and analysis, induced more learning about personal and group behavior than lectures or seminars on the subject.

It was on the basis of experience with a method of stimulating and supporting learning that seemed more effective than any other tried before, that "The National Training Laboratory in Group Development (NTLGD)" was organized by Benne, Bradford and Lippitt (Kurt Lewin died in early 1947) and held its first residential laboratory in the summer of 1947 at Gould Academy in Bethel, Maine. This laboratory was sponsored by the Research Center for Group Dynamics then Michigan Institute of Technology (MIT), The National Education Association; Teachers College, Columbia University; Springfield College; University of California at Los Angeles (UCLA); and Cornell University.

A basic grant for research was made by the Office of Naval Research. The extensive research projects (there were six members on the training and more than 30 on the research staff of the first laboratory) were under the direction of John R. P. French, Jr., of the Research Center for Group Dynamics.

**Heterogeneous Laboratories in Bethel, Maine.** In the beginning, the laboratory sessions at Bethel were the heterogeneous as far as delegate composition was concerned. Such laboratories have continued through the years, although many other kinds of sessions with different and more heterogeneous populations have been designed since. In preparation for the first three-week session in 1947, three staff papers were prepared as basic documents for NTLGD.

They were an analysis of the Change Agent Role, an analysis of the Phases of Group Growth and Development, and a paper prepared by Kenneth Benne dealing with democratic ethnics, scientific method, and social engineering. The basic design of the three-week laboratory

session, with an announced purpose of helping participants gain in self-understanding, understanding group membership and leadership, understanding the processes of encouraging social change and understanding the skills required in such efforts, was to divide participants into Basic Skill Training Groups (later to become T Groups) for a large part of each day with a trainer and a training observer (later to become a co-facilitator) in each group. The observer fed back his/her observations during the last half-hour of each two-hour session and invited group discussion of his/her observations.

Supplementing sessions of these face-to-face groups, there were theory lectures in the morning, dealing with individual and group behavior and change; skill-practice exercises and special interest groups in the afternoon, dealing with skills of encouraging change back home and problems of resistance to be faced.

Skills of role-playing and action-research were also included in the afternoon program. Evenings were spent in general sessions focused on current social issues of the times, or on problems within the laboratory community. The session in the summer of 1948 was largely a duplication of the 1947 session with a few exceptions. The observer became part of the trainer team in each group, and feedback was introduced immediately after each event rather than at the end of a session. Participants were trained to be observers as well as participants and were encouraged to feed back their feelings and observations where appropriate. In 1948 a psychiatrist was brought on the staff as a counselor to any individual who experienced undue stress. Thus, the first two years formed a foundational block in the development of laboratory method.

The 1949 session saw the beginning of major changes in the heterogeneous laboratory programs. More clinically oriented staff members were added and greater attention was given to intra-personal and inter-personal behavior, with less attention paid to group behavior and problems of social change.

Naturally, there were disagreements between sociologists and social and clinical psychologists over the major emphasis to be given in the program. For some years, this issue was compromised by devoting half the day, with one set of staff, to individual behavior and the other half of the day to role behavior and problems of organizational and societal change.

As the years have gone by, the Basic Human Relations Laboratory (as it has come to be called) has turned its attention more to intra- and inter-personal behavior, while other programs have become more concerned with problems and skills in the area of social change.

In the middle and later fifties and in the sixties, nonverbal, body-awareness, and movement methods became prevalent and fitted into the Personal Growth Laboratories and programs labeled Therapy for Normals and Encounter Groups in many parts of the country. Their emphasis was emphatically on individual behavior.

Regional Developments

It was inevitable and wise that many regional counterparts to NTLGD (by the middle fifties it was renamed National Training Laboratories) should be established. In 1952, the Western Training Laboratory, sponsored by U.C.L.A., was organized.

By 1954 a few more major laboratories, sponsored by various universities, had formed. By the sixties, nearly a dozen such programs were in existence in the United States. Many of these later merged with NTL to widen the scope of the movement. Happily, the regional laboratories were in divergent in the foci of their experimentation.

The Development of Occupational Laboratories

The founders of NTL at first had held to the idea that it would be unwise to hold laboratory programs for a single occupation because it was felt that such groups would tend to deal with only "there and then" work situations rather than "here and now" laboratory behavior.

But practitioners were urged to try and launched a number of occupational programs. In 1956, they started the first Management Work Conference for middle management people, largely from business and industry. This program still is going strong. The first Church Workers Laboratory was sponsored in conjunction with the National Council of Churches in the same year. In 1957, the first Key Executive Laboratory for top managers in industry and business was begun.

In 1959, NTL sponsored the first Educators Laboratory. And in 1960 the first Community Workers Laboratory and the first Higher Education Laboratory, which eventually included teams of faculty members and administrators, along with students, were launched. In 1965, NTL held the first Presidents Conference, still being offered, for presidents of major industries and businesses, along with heads of other kinds of organizations.

Occupational laboratories have proved to be of great value to their participants. They have brought laboratory methods into organizations as part of internal processes of organizational change. They have, while maintaining some emphasis on training in intra- and inter-personal

behavior, given greater emphasis on skill practice to the back-home situations participants face and have encouraged training processes of social change. The Basic Human Relations programs and the occupational laboratories have, taken together, continued, though somewhat divergently, the purposes inherent in the origins of laboratory method.

Organizational Development

While the originators of NTL had done pioneer organizational development work before NTL was started, it was not until the late fifties and early sixties that organizational development work became an important part of NTL's activities.

Since the formation of an organizational development network of leaders within various organizations concerned with continuing renewal of their organizations, many contracts for developmental work with institutions were carried out by NTL and by members of its network of trainers. Laboratory programs concerned with organizational development and skills of effective consulting were conducted by NTL and increasingly by other organizations, including universities and other centers and consulting firms. The range of organizations worked with has extended from industries to educational systems, to health agencies, to churches, and to a variety of other community organizations.

Community Development

Although the first Community Workers Laboratory was held in 1960 and signaled NTL's entrance into this field, the founders of NTL had been concerned with training community leaders as far back as the Connecticut program of 1946 and had worked with various community groups and national organizations almost from the beginning. Keep in mind that the Community Workers Laboratory was another program designed to assist with getting World War II Veterans and their families settled into communities at the end of the war. Neighborhoods were established for the purpose of controlling the amount of intra-personal and inter-personal behavior wanted in small meeting groups within the community. Sometimes with grants and sometimes with payments from local organizations, NTL has worked in community development programs from the beginning sixties through the present.

Movement into Other Countries

Although the first European team from Austria came to Bethel (Maine) in 1954, and a group of twenty-seven Europeans came as teams from seven nations in 1955, the major growth of laboratory method in other countries really developed in the sixties. In Puerto Rico from 1956 until the middle sixties, NTL helped to conduct laboratories and trained trainers who worked not only in Puerto Rico, but from time to time in various countries of Central and South America. In 1964, the European Institute for Trans-national Studies in Group and Organization Development (KIT) was formed, with members from most West European countries. This organization is still viable. The Australian Institute of Human Relations began its work in 1968.

In 1960-1961, Donald Nylen, working with the Ford Foundation, experimented, first in Nigeria and then in other African countries, in adapting laboratory methods for training leaders in those countries. India has developed programs of laboratory training and organizational development with centers in Calcutta, Bombay, New Delhi, and Udaipur Laboratory training and consultations have developed in Canada, Japan, New Zealand, and in various countries as well.

Career of the NTL Institute

As already mentioned, NTL started out in 1947 as the National Training Laboratory in Group Development. With the help of grants from Carnegie Corporation in the late forties and early fifties, NTL developed a national headquarters and a year-round program as part of the Division of Adult Education of the National Education Association. In the middle fifties, its name was changed to the National Training Laboratories as more representative of its changing activities. In 1963, it was separated from the Adult Education Division and made a separate unit in the National Education Association.

In 1967, the NTL Institute for Applied Behavioral Science was established as an institution separate from but affiliated with NEA. It is now known as the NTL Institute and has removed itself from connection with any other organization or institution. In 1967, when NTL Institute for Applied Behavioral Science was formed, several program divisions were established within it: the Center for Community Affairs; the Center for Educational Programs; the Center for International Programs; the Center for Organizational Development; the Black Affairs Center, and the Center for Administration. In 1968-69, a Center for Voluntarism was added on a special basis. Some of these Centers still exist in the latest reorganization of NTL Institute.

The four major centers that now compose it are the Center for Development of Individual Potential, the Center for Macro-System Change, the Center for Professional Development, and the Center for System Development. These four centers now conduct over a hundred laboratory programs each year and fulfill contracts with many organizations and institutions. The brief account of the changing organization of NTL gives an accurate (although sketchy) picture of the evolution of laboratory practice both in the varying demands of its changing clientele for services and the specializations that have emerged among laboratory practitioners. I have chosen to highlight the career of NTL because of its role in originating and spreading laboratory practices. I recognize that laboratory practices are now sponsored by many centers other than NTL. Massachusetts Institute of Technology (MIT) continues to be a world leader in laboratory and group behavior methods.

Professional Training of Laboratory Practitioners

With the advent of the European teams in the middle fifties, the beginnings of formal programs for training trainers, change agents, and consultants began. Up to that time, most training was accomplished through processes of apprenticeship. It was not until 1960 that such programs were given focal attention.

During the sixties, four programs emerged. One was for behavioral scientists seeking professional training in laboratory method, most of whom had their homes in colleges and universities. A second dealt primarily with individuals doing laboratory training and consultation within organizations and who did not necessarily have advanced degrees in the social and behavioral sciences. The third endeavored to train consultants, trainers, and counselors for work in school systems. The fourth offered training for consultants, change agents, and trainers who worked in community situations. Many of the trainers were indigenous leaders from poverty areas of cities. They included both blacks and whites.

In 1970, the concept of the Learning Community was born as a format for professional development. In this format, after a core of basic training, simultaneous modules are scheduled. Each person may elect a module that fits his/her learning needs. Trainers, of course, have been developed in other NTL programs. And other organizations and institutions, including universities with degree programs, have joined the effort to professionalize training in laboratory methods. In the Netherlands, for example, a highly effective program, supported by governmental funding and

with collaboration between professional and university resources has been in existence for some time.

Thematic Programs

Beginning in the sixties a number of programs directed toward specific conceptual and skill areas have been planned and tested. Examples of these are laboratories and workshops in consultation skills, negotiation skills, power and system change, open systems planning, conflict management, and the use of media in human relations education. The latest trends indicate diversity and mediation as up and coming in behavioral training.

## B. The Structured Group Interview

### Initial Impetus

In each training session, the major ingredient is an initial structured-group interview which asks each person to explore the attitudes and feelings toward other racial, religious, cultural and ethnic groups arising from his/her background and to pool the resources of the group to attain a perspective on the intergroup issues which are impinging on the school system. DEOMI captured this process through the use of an identity badge to help each individual to identify themselves from their own perspectives. Over the years the identity badge has morphed into the DEOMI badge and is used only during the Equal Opportunity Advisors Course (EOAC) and the Equal Opportunity Advisors Course for Reserve Components (EOARCC). The Equal Employment Opportunity Course (EEOC) Program Manager tried a compressed version of the DEOMI badge as a way to have students attending EEO Courses to better introduce themselves. This process was only used during the initial 1994 education and training sessions and has not been attempted since.

Although this frequently leads to individual reconsideration attitudes, it is a secondary consequence of the process. The primary thrust being to stimulate consideration of how to deal effectively with the concrete problems of intergroup conflicts (e.g. physical violence, discipline, fear and hostility, real or imagined exclusion or preferential treatment, student protest, irate parents, etc.)

It should be emphasized that there is no therapeutic or para-therapeutic effort in this process in that individual attitudes and feelings are not pursued as such, but rather are generalized to help

clarify the kinds of dynamics that underlie conflicts in the school (e.g. black/white, Protestant-Catholic, black-Jewish, etc.)

Group Factors (DEOMI Small Groups)

Most sessions involve approximately 17 participants (not more than 15 students and two facilitators) seated in a small group circle designed by the faculty of DEOMI. A particular effort is made to involve each person's crucial life to the change process. Working with groups of this size allows sufficient heterogeneity for most major subgroups within the system to be presented. Thus significant intergroup and interface issues can be explored, according to the group composition. One can work with differences within a faculty with a group of teachers/facilitators, issues with a group of commanders or supervisors. Working with participants from throughout the social system in a large group created a sense of community and an awareness of the group as a microcosm of the larger group. One may break the group into subgroups at any given time, but the large reference group remains most significant in the experience rather than the small group, as is usual in many training situations. It is the positive feeling about sharing an experience as a total group which opens the way to significant internalized learning.

With a large heterogeneous group, most major subgroup points of view are presented, and the wealth of dynamics supplied by the resources within the group provides the raw material for exploring a large range of issues (e.g. racial, ethnic, facilitator-student, post-community, etc.).

Method

The structured group interview procedure consists of interviewing each participant in a group in succession. Participants are seated in a circle and are identified by the name on their uniform and their rank. Civilian participants are identified by their given name and title (titles tend to be Mr. or Ms. and last name or Dr. or Investigator/Inspector). The opened circle or horseshoe-shaped circle maximizes people's ability to see one another. This physical structuring seems to be conducive to the formation of a group feeling and a work orientation. Usually, the process appears to be most successful with one interviewer, or one person taking the most active role during the interview. The content of the successive individual interviews varies according to the roles of the interviewers and participants, the goals of the session and the place of the session in an overall

design. There are more specific rules of engagement that will be explained in another chapter defining the Small Group Process.

For instance, if the interviewer is functioning as a consultant (EOA) to an on-going group that will work together in the future, he/she may use the group interview for problem census and diagnosis. The EOA can ask each participant his/her view of the problem and help the group to sort out discrepant views to arrive at short and long-term goals for concrete steps toward problem solution. The interviewer's question might be, "What would you like to see changed if it were up to you?" The group interview would then be an initial step in the group attempting to organize or reorganizing itself to solve specific problems.

The interviewer would help each participant to reconsider his/her attitudes and his/her job functioning to consider whether they are appropriate to his/her job goals and to entertain alternative approaches to handling problem situations. The timing of the individual interviews varies, depending upon the individual's response and the avenues it opens for exploration of significant issues. Also critical is the degree of trust that needs to be developed, often more time is spent in drawing out a resistant participant and negotiating common understanding necessary for minimal rapport, even if it only agrees to disagree in a mutually respectful way.

In a human relations training session where the interviewer is functioning as a trainer (co-facilitator), initial questions might focus on aspects of the person, relevant to the training goal, e.g. "What would you like to get out of this session?"

We have used the structured group interview to begin the clarification group which is the basic affective group of the laboratory, focusing on participants' feelings about their own group identification, attitudes toward other groups and perceptions of how other groups view their own.

In this setting, the basic question is "Who are you?" regarding group identification (age, sex, religion, race, social class, ethnicity) and "What does your group identification mean to you?" A group member's characteristics and values must be included to bring out a wider perspective of the interviewee's life stories. The interviewer asks each participant of his/her membership group identifications influence on his/her attitudes, feelings and actions on the job. He/she attempts to legitimize speaking freely about group differences rather than avoiding or minimizing them.

Each group member is asked to discuss their characteristics by drawing a symbol they believe best depicts them followed by adding no more than five descriptive words about their

characteristics. These five words are placed on lines (like spokes on a wheel) surrounding the symbol drawn.

The five descriptive words will consist of single words that fill in the simple sentence "I am ____." An example might be "I am happy" or "I am honest." Participants should avoid the use of physical characteristics to fill in the simple sentence. Such things as "I am fat" or "I am ugly" must be avoided.

The third and final part of the DEOMI badge is the values section where the participants will place their four most important values. The values are depicted through each persons' drawing of pictures to indicate the value. When the picture does not help to define the value, a one-word title will be placed in one of the four quadrants of the Badge. Over the years, as technology and media have become more advanced, participants have wanted to place photographs, holograms, avatars, or material items on the badge, but this must not happen. When the badge is not a personal depiction of participants' identity, the posting can become fun. When this happens, the sincerity is removed from the structured process.

## Chapter 7

# The Co-Facilitating Model

The facilitating model used at DEOMI is different from those used in various growth groups. It is typically a co-facilitation (partnership) and is specifically focused on the equal opportunity advisors course. This is not to say the co-facilitation process is not used in other types of groups or courses. There are other groups needing co-facilitation, and the technique is determined by the size/number, and need(s) of the group. Most behavior groups are co-facilitated to help control the multiplicity of events taking place in the dynamics of the group. The equal employment opportunity courses are typically single facilitation. The primary growth group used is the clarification, or C group, with the training group (T group) used as the secondary group. The specifics of both types used at DEOMI are discussed throughout this book and can be found in detail in *The Laboratory Method of Learning and Behavior Change* (1975), by Benne, Lippitt, and Lewin. In this model, the facilitation conducted in the small group process is co-facilitation and not single facilitation. There is significant structure to the small group members, and seating co-facilitators must be fully aware of and able to apply in the learning process. Small group members are sorted into group numbers (i.e., 1, 2, 3, etc.) and then further sorted by military service (uniform), civilian (GS), rank, race, gender, foreign military service, and Myers Briggs Type Indicator (MBTI). The co-facilitators are sorted similarly with additional information such as education, previous EOA experience, and MBTI included assisting with sorting.

The seating position for the co-facilitators is established as facing each other to the left and right of the lab room observation window. There could be some adjustments to accommodate the configuration of equipment and the viewing window (glass) in several rooms. This position provides the best observation of the co-facilitators by trained evaluators (observers). Several rooms tend to be angled to the left or right of the viewing window (glass) and will need adjusting for evaluators or observers to better see the process. Facilitators must avoid positioning in front of the observation window with their back to the evaluator. No matter the exercise or discussion, facilitators must habitually sit directly across from each other while facilitating a group. Co-facilitators must keep in mind that there will be equal numbers of participants to the left and right

of each facilitator except when the number of small group participants is maximized at fifteen (or any odd number). The co-facilitators at DEOMI are trained to guide the group through three levels (sometimes called stages) of growth: intrapersonal, interpersonal, and organizational. The fourth level of growth is the Service-Specific Training, where a team-teaching process tends to best accommodate the continuing learning model.

Co-facilitating in DEOMI is a structured small group process where most participants are trained to become aware of their attitudinal and behavioral impacts they could have on other group members during a twelve-week building block equal opportunity course. Co-facilitators are trained to introduce everyone in the small group to the happenings of the twelve-week process from the first day of the course through the day of graduation. The small group facilitators are trained throughout the year on techniques used to facilitate others to talk about their understanding of feelings and thoughts of specific topics. Additional training is presented to demonstrate similar participant responses and how or what facilitators might use to guide the group through the scenario (s) presented. The training also includes interventions (could be called methods) to find out the deep rooted meaning and how to keep the group focused on the discussion topic. The diagnosis intervention cycle trained and used at DEOMI is not like any other professional development school in the United States or the World. There are some portions of the model used in business and industry today that could be labeled as psychology or sociology groups. The diagnosis intervention cycle must be used by all facilitators during any group session (large group lecture or small group) and all levels/phases of growth. The more frequently the cycle is performed, the more experienced the facilitator becomes and over a period will become the natural performer facilitating occurrences.

The co-facilitators must work to help each other progress through each stage of the cycle making certain to not skip through randomly to expedite or minimize the cycle.

There is one other sorting for the co-facilitator process to be most effective. The co-facilitators are normally sorted into male and female pairings having as many differences as possible in all of the other sorting characters (uniform, race, experience, MBTI (removed in 2013), etc.). Due to some males and females assigned to the Institute, it is typical to see two males assigned as co-facilitators (partners) and normally from two different military services or civilian contractors. There are very few times when two females are assigned as co-facilitators and when the balance of assigned personnel is best mixed there should not be two females assigned as co-

facilitators. Those in positions to select or sort co-facilitators must be tuned in to the complexities of including gender sorting of their teams. The leaders making the decision must strive for sorting males and females along with all of the additional sorting characteristics and avoid having two females as co-facilitators. The majority of sorting will be two males assigned to work together versus two females. When opportunities prevail where more females are assigned to the education and training section of the equal opportunity advisors course than males, a time may come to make a decision about two females working as co-facilitators. This should be a very infrequent opportunity and should be avoided if possible.

Also, consider that as the forces begin to reduce in size, there could be a tendency to reduce in gender male over female or female over male. Jobs that were normally worked by males only have opened for females, but it does not mean more women will want or desire to join the forces of male-dominant organizations. This could lead to a decrease in the recruiting of more females or even males. The leadership will need to be intuitive and perceptive about the impacts of the process for co-facilitation as the make-up of the forces continues to change. When opportunities for co-facilitators to form pairings are both male and both female, the leadership and evaluation team must know, understand, and act on what is known about styles and applications of facilitation techniques using all of the characteristics of a facilitator. Sorting into two males or two females must be avoided especially when there is a balance of gender assigned to the Directorate. The Commandant and Command Group must not be included in the sorting process for co-facilitators. They must remain neutral and when needed can become the deciding factor for conflicts. The newest trend for pairings might include a person transitioning from one gender to another or transgender person. When this situation is presented, the person transitioning will be paired based on their gender identity as they choose when they first identify their gender.

Here are some things to consider when sorting based on gender: there are more women than there are men having personality similarities as compared to men, there are more F feeling types as women who use the human dimension of making decisions, there appears to be more emotional release by females as compared to males, males tend to discount or have difficulty with emotions from females and more so when emotions are exuded by males, females tend to facilitate from the rational heart more so than the rational mind, males tend to be more hardened in their heart and authoritative in their mind, rarely is there a natural balance without significant conditioning/training development. The last 15 years of war efforts have changed the way

facilitators are groomed to conduct the job or mentor each other through this often rigid process. DEOMI's old small group facilitation process has not been kept in tune with the changes for the future. The books/references are still very effective even as old as the 1950's through the 1970's. The most significant changes for the 21st Century and beyond must be adapted to bring the facilitator into the future.

The 1993 President Clinton Policy of Don't Ask, Don't Harass, Don't Tell, and Don't Pursue or DADT has been rescinded as of September of 2011, and in the military, sexual orientation/preference can still be a form of legal discrimination in the military. In June of 2015, the Secretary of Defense established the policy that LGBT members or anyone could file an EO complaint with their organizational EO Advisor when they believe they have been discriminated based on their sexual orientation. In March of 2015, the United States Army initiated their first case for retaining an active duty transgender followed in May of 2015 with the Air Force opening their doors for Transgender to be accepted and retained. As of June 2015, the recruiting program does not recruit open transgender into the military. The transgender community is experiencing this phenomenon across the government and is still not accepted across the United States Military. Transgender individuals are accepted in the civil service, and this could cause some conflict if our facilitators are left out of the educational development phases that help them to become subject matter experts in the career field of equity and diversity. More will be added to this document as this topic continues to develop. DEOMI cannot avoid being involved with the LGBT community. There should be valid lesson plans developed to show the inclusion of LGBT in the EO and EEO Career Fields as well as into Diversity and Inclusion Programs.

**Facilitating in the Clarification Group (C-Group)** The Clarification Group or C-Group is one of many methods of group processes used to open participants up to past discriminations they have experienced without being resolved in a 'therapy group' setting. This group type should not be confused with the Psychological Counselling Group also referred to as the C-Group used by psychologists in therapy sessions. The Clarification C-Group can be very therapeutic for some while being conflicting for others. It takes a series of preparatory training for facilitators to understand the basic and developmental strategies they might employ to help the group move along in the group growth process. The C-Group is best used to seek clarification to understand the multiplicities of things that could happen once a person discloses their life experiences.

The strength of efficiency for the C-Group is the knowledge, skills, and abilities gained by the co-facilitation team assigned to each of the small groups at DEOMI. Of course, the way in which co-facilitators apply their skills to the group will help leadership to determine the continued usefulness of the C-Group or any other group process for the future.

The C-Group can be very volatile when the facilitators and training team are not informed or trained on the skills required to become a seasoned practitioner in the methods of the C-Group. Additionally, when co-facilitators are not rotated and remain together for more than one training cycle (cycle established by the SOP's in DEOMI) the level of burn-out for partners increases exponentially throughout a given calendar year. The mental and physical stress endured could become a significant contributor to negative mental health leading to one of the many symptoms for suicide. The same can be said for the students engaged in conversations in the C-Group. Student participants could be pushed or prodded to provide deep rooted emotional comments about their personal life while thinking the group will help to get through the situation. This type of thinking can complicate the outcomes in group processes and lead people in the group to feel as if the facilitators are conducting therapy group by the outcomes inflicted in the group.

**Facilitating in the Training Group (T-Group)** The T-Group varies slightly from the C-Group in that it is not as structured and open to participants disclosing their past life stories as a way to move the group along in specific discussions. The T-Group tends to be more open to allowing back home experiences as a catalyst for the discussion topics. The facilitators do not spend as much time in the intervention strategy mode to gain information about how a particular event or series of events impact the person disclosing about their values or beliefs. The intervention technique used in the T-Group is more about keeping the group talking about the *what if* part of a scenario versus the how someone feels about the impact of their values or beliefs.

The T-Group can be formed in the same design as the C-Group, but the tightness of the group configuration is not as much of a concern. The location or positioning of the co-facilitators starts the same way as the C-Group, but the big difference is the co-facilitators are not as actively engaged with facilitating an intervention strategy as they are at pointing out the path the group can take to bring them to cohesion and self-paced learning.

The T-Group can take on any shape and will normally have as few as eight to as many as forty people working to accomplish a specific training task such as weapons

assembly/disassembly, giving an IV, drawing blood, reading maps, or other events requiring the majority of the group to work together to accomplish a task or series of tasks. The T-Group is used more frequently to train the trainer and can be used as a prelude to a C-Group. It has and can be used as a variation of the C-Group when limited skill development for the facilitators is a repetitive method used to develop long-term skills to intervene and guide the group to an ending of an event or discussion.

Whether the T-Group is used or not will be determined by a new group of leadership having no experience in the types of Growth Groups designed to change the behavior of people attending the DEOMI EOAC. This group method could be a better-structured group than the C-Group if the trainers are taught to adapt to situations within the training environment. There must be series of feedback and evaluation processes to oversee the quality of the training in the small group especially that developmental training in the Laboratory Method of Learning and Behavior Change. As old as the Laboratory Method is, it can still be effective for another twenty years when it is properly facilitated, and the correct oversight methods are used to deter rogue facilitation and cause mental anguish.

**Chapter 8**

# The Structured Group Interview and the DEOMI Badge Posting Process

The DEOMI badge consists of three parts formed by placing two manila folders together or cutting one of the folders in half and taping it to the back of the other folder. When it closes or opens, it forms three parts (examples included). The badge is always presented using the sequence of Identity, Characteristics, and Values. The information presented on the badge must be printed large enough for words to be read from one side of the small group room to the opposite side. Avoid using cursive or manuscript writing as the information is not clear or understood. The block printing form of writing tends to be easily read and understood by most American participants.

The current method used to conduct the Structured Interview is to use only the Identity part of the Badge. This one-part badge consists of 7 characteristics of an individual's identity to include: Rank or Title, Name (Full given name, first and last), Race, Gender, Ethnicity, Religion, and Social Class. When responding to each of these characteristics of identity, each person should provide responses from their perspective or ways of defining each subtitle. There is sufficient time in the interview process to ask questions to clarify understanding.

Large print is accomplished by using the chisel tip markers used for chart pack writing. This will provide a larger than 72 pitch font for writing. Facilitators/Trainers will provide chisel tip markers and magnets to each participant used for hanging the 'Badge' on the dry erase boards in the small group rooms. Trainers will provide the magnet to the students on the morning of the 'Badge Posting' process.

Here is the break out of the badge, as used in the DEOMI small group. Facilitators must become familiar with the step-by-step process in order to alleviate potential confusion during the building and posting of the badge.

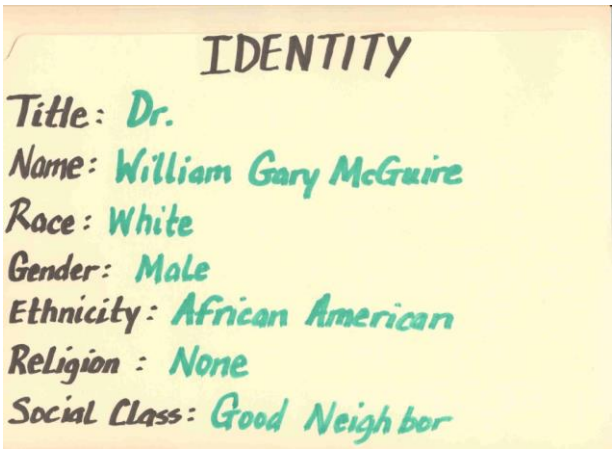
**PART 1**

**Identity**

This part of the badge is labeled as *Identity*. Label the seven sub-parts of the section. Words defining your identity are listed starting in the left margin. (See examples.)

**Rank/Title: (Choose Rank or Title, not both)** Rank is SFC, MSgt, Major, Master Chief, etc. Title for Civilians is Mr., Ms., Mrs., Dr., etc.

**Name:** Name should include your full given name, e.g. Taylor Anne Jones. Maiden Names are appropriate as well as hyphenated family names, such as Price-Jones, and such other variations.




**Race:** Race should include categories used by DoD or how you see and define race.

**NOTE:** 'Human' is not an option for the badge! Please remind your students to not print in the word Human as their definition of or how they describe their race. You should explain the reasoning for not posting Human and the possible impacts on the group. Colloquially, Humans and the Human Race tend to be presented more so as a species. If and after this explanation, a student still desires to print Human as their race, do not have them remove it from the Badge. There will come a time in the small group when they might desire to reconsider their race and re-post that part of their Badge. Students are naturally inquisitive about their identity throughout the intrapersonal and interpersonal growth cycles.

**Gender:** The words gender and sex are used interchangeably at DEOMI, whereas gender equates to female/male or man/woman.

**Ethnicity:** Includes your cultural heritage or upbringing. Modeling up front during the intrapersonal growth process will assist students in understanding the ways to behave in the group and generate later changes to the badge based on increased self-awareness. Most people posting will use their own understanding of the hyphenated American groups to define their ethnicity.

Trainers should not be concerned with this other than to ask appropriate questions concerning how the student concluded their ethnicity.

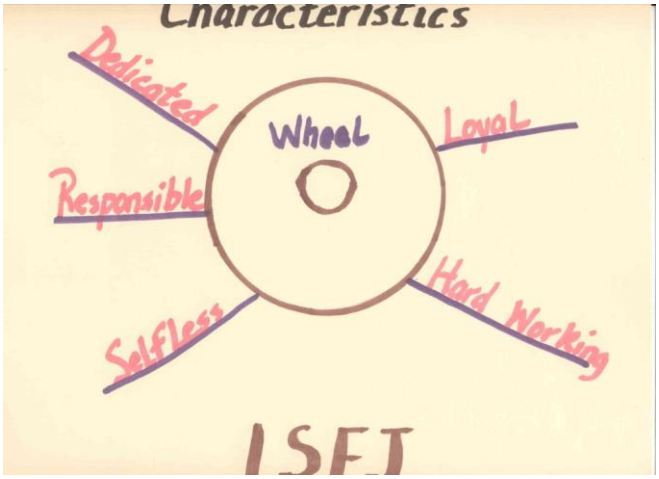
**Religion:** The religion that I identify as mine (or not). Do not use the term *born into* the religion as a statement to help define it. Some students may be atheist or agnostic or may even print they have no religious belief, and that too is okay. Students who identify themselves as American Indian or Native American may post 'spirituality' under their religion….don't be surprised when this happens. You might decide to help the group to link the spirituality of American Indians or Native Americans to their culture or ethnic identity.

**Social Class:** The social class that I identify as mine (normally based on socio-economic groupings) though military might use 'military' or 'working' as their social class. Some students might use lower, middle, or upper as their class. This is acceptable, and trainers should be on guard to ask students how they defined or described their social class.

**NOTE:** Avoid letting participants say or declare when to move to the next person posting. Participants might develop their list of who goes first, second, etc. This process of posting out the badge is 'how I see myself,' and when properly facilitated, will help the group to become better at deep listening for the meaning of what each group member is saying about their overall identity. When other group members start (or facilitator starts) asking questions, the 'how others see *me*' becomes important to the questioning process. As discussed in the social self, the self-concept will identify each of the three parts during the posting. 'How I wish others to see me' might not be as clear during the process, but it is important not to let the students process this event. The structured questions will help trainers to move the group along.

**PART 2**

**Characteristics**



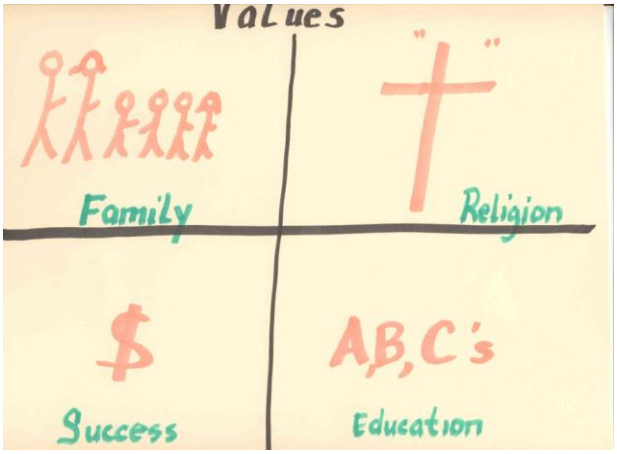

This part of the badge is to be used to depict a symbol that best portrays me. Photographs or computer-generated or enhanced photographs to include photographs from magazines or other newspaper images are not allowed. Draw symbols to help you such as tree roots, a wheel with spokes, a gear, a diamond shape, or others. If the symbol is not clear to the observer (and most are not), use a single word to label the symbol. Make certain the symbol is centered on part two of the badge. Draw five lines extending from the outer edge of the symbol to the edge of the characteristics portion of the badge and place descriptive words (adjectives) you select that define your characteristics. The symbol and the words extending from the symbol will appear as spokes on an old covered wagon wheel. Try to use words that describe you based on using that particular descriptive word in a short sentence. **Example:** I am *trustworthy*, I am *confident*, I am *happy*, I am *enthusiastic*, I am *humorous*, etc. It is not appropriate to extend the short sentence by including 'I am a _____.' or 'I see myself as _____.' These methods are not considered 'descriptive words' for the purpose of the DEOMI badge. Here are some examples of the sentence and words to not use: I am a soldier, I am a father/mother, I am fat/skinny, or I am ugly/pretty.

At the bottom center of this part of the badge, place your Myers Briggs Type Indicator (MBTI) letters, i.e., ISTJ, ENFP, ESTJ, INTJ, etc.

NOTE: The MBTI is not used in the current version of Badge Posting or Display.

**PART 3**

**Values**




The third and final part of the badge is the values portion. This part of the badge includes your most significant or important values. The values are shown pictorially (drawn using your artistic hand drawing skills) on this part of the badge. Remind participants that this is not a contest to determine the best or prettiest appearing badge. This particular part of the badge is divided into four equal quadrants and values are drawn from left to right and top to bottom in order of significance or importance to you. Place a number (i.e., 1, 2, 3, 4) in the left corner of each quadrant to identify the Value importance/significance. If the picture drawn is not sufficient to stand alone in identifying your value, then a word below the picture will be used (most pictures don't stand alone and must have a word to identify the picture).

For clarity, the '$' sign might indicate valuing dollars or money, but the person putting that particular drawing in the quadrant may be thinking *success*. A word printed below the symbol or picture clears up what the picture is.

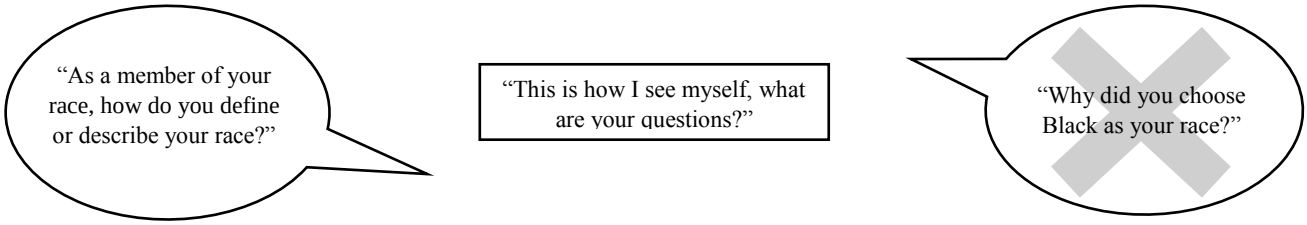
**Questioning Process for Clarity**

The purpose of conducting a Structured Group Interview is to enable groups of people with common and uncommon values, beliefs, and attitudes to come together in a group discussion format to help resolve issues relative to race relations in a group or organization. The SGI should be presented in a "non-threatening" environment and location (normally away from the organization). The SGI could be recorded, but not without the permission of the group and using concealed cameras and recorders. If the group does not give permission to record the session, the leader of the training must have experienced facilitators observing to maintain control of the group.

All questions are to be asked after the person has posted (revealed/ validated/ verified/ acknowledged) her/his entire badge. To end the posting portion of the badge, the participant might say, "This is how I see myself, what are your questions?" or "This is me, what are your questions for clarification?"

Any question to be asked should not challenge the individuals' badge. A facilitator's ears should perk up when someone asks, for example, "Why did you choose Black as your race?"

The questioning word *why* elicits a challenge to ones being and must be avoided, or, when it is asked, the Facilitator could use this time to conduct a teaching intervention.




It must be the intent of the facilitators to intervene quickly when such questioning happens. The facilitators must stop the question of *why* from being answered. A good strategy is to redirect the question using one of many techniques. Here's an example:

Ask the person this: "Captain Jones, I see that you have posted 'Black' as your race. As a member of your race (or as a member of the Black race), how do you define or describe your race?" (You could also say, "How do you see race?")

Try to ask all questions relative to the identity portion using the prelude or phrase *as a member of...* to preface what is asked. Remember that the person can only answer for him or herself. They can't answer for the whole race when they are asked as a member of a particular group. Example: "Chief Jones, as a member of the Southern Baptist religion, how does your religion differ from being Baptist?" A challenge might be: "Why did you put Southern Baptist on your badge when I believe all Baptist are just Baptist?"

Intervene quickly! Define/explain the difference in asking the question versus challenging the existence of Southern Baptists and them not being the same as you might see them. This can and will normally diffuse the difference in someone's personal belief or description of religious identity. There are groups of people that will identify Southern Baptists as racists or even terrorists and White only.

Sometimes using the phrase (from the facilitator to the participant), "What do you want to know?" or "Is there another way to ask a question without challenging?" is very appropriate. Don't allow the question to be answered.

Another example of a challenging question is: *What made you choose religion as your 4$^{th}$ most significant value?* This is smooth way to ask the same *why* type of question. In other words,

*why did you place it 4th and not 1st?* A clarifying question might be: *How does your religion impact your belief in the military core values?* Or, *how might your value of religion conflict with or support the military core values?* This type of questioning helps the student to think deeper about how they interpret their understanding of the process and the impact of certain questions.

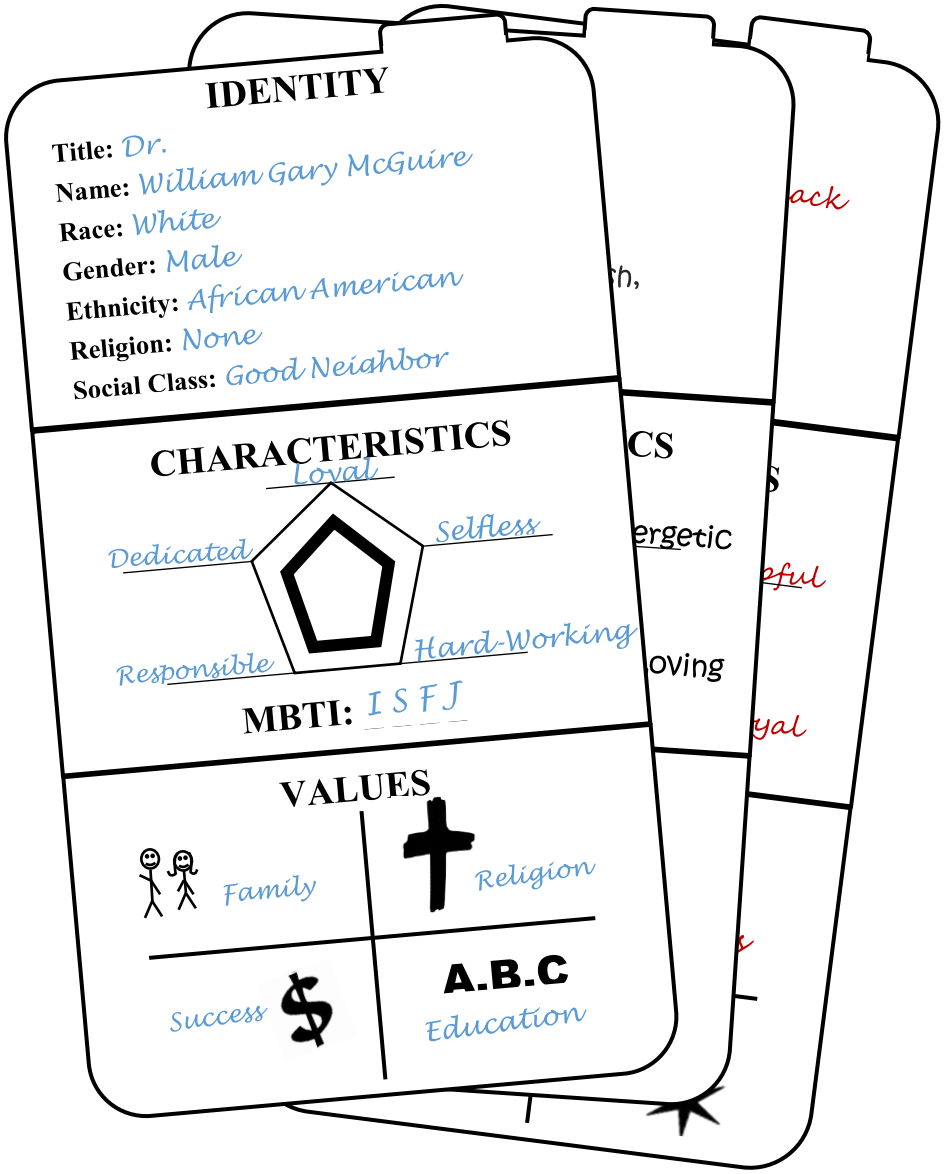
*Please tell me about your race* is not a Clarification question. This type of questioning is labeled as the investigation or the lawyer questioning process where individuals are led to providing additional information concerning a case or scenario. It's another way of saying *tell me about your race*. Simply ask the question by restating it. *How do you describe your race? What does your race mean to you?*

Another phrase attempted is "Help me understand what race means to you!" This could easily be perceived as *I don't agree with your self-identification of race, so explain it to me so I'll understand*. This statement usually comes from a poorly trained facilitator and it becomes a crutch to lean on while asking for clarity from the students. Shortly after you make such an intervention, you will hear your students making the same statement to help them understand.

The fact that someone doesn't understand can easily be overcome by stating, "I don't understand what you mean by saying, 'Southern Baptist are racists.' How are they racist? What makes them different from Baptists? How do you interpret that?"

Avoid the *help me understand* questioning technique by asking the person how they define or describe race. Even if you don't agree, you'll get the person posting to describe it from their point of view. It might take a few times to get the technique down, but repetition will help to improve the questioning process.

Facilitators should strive to ask one or more leading questions for each person posting their badge (including their co-facilitator/partner). Constant and consistent intervention must be used to set the tone for the questioning process. Facilitators should strive for 5-10 clarifying questions throughout the badge-posting process. Some questions may lead to another question for clarity. Don't let the structured interview become a bloodletting. A reasonable number of questions is somewhere around 10-15, if not more. However, your group might need more clarification on some badges. It is important to focus on time and modeling the clarification question(s) process. When students start asking redundant questions just to ask a question, the clarification might be finished. Facilitators must also consider time used when planning the posting process (i.e. *how much time is needed for each person posting?*).




Here are a few other key things about the process of the structured group interviews to remember:

- Students are seated at the open end of the horseshoe where their faces are viewed from the Laboratory Window and the recording cameras can be focused on them when posting their badge.
- Students are not permitted to stand while posting their badge. They are seated during the entire badge posting process and will answer questions while seated.
- Badges will be held in front (not covering the face and below the shoulders) or to the side of the speaker. Only show one part of the badge at a time.

- After posting the last part (part 3 or the values section) of the badge, the participant will reveal all three parts of their badge for all to see. The student will show their entire badge to their group members by turning left to right for all to see the badge. This time will allow other participants to formulate questions to be asking.
- After the participant has completed her/his badge posting, he/she might say, "This is me" or another similar phrase indicating they are finished.

There is no particular leading question, and most students will not be quick to ask a question until they become somewhat comfortable in the overall process. This could take two or three people posting to overcome the nervousness or tension. The facilitators should ask the first question. Either one may initiate the question by thinking through the format that you want the students to learn from modeling. Questions are asked for clarity to guide the group in reaching an understanding of the structured group process.

Here's an example:

"Chief Johnson, I see that you put American as your Ethnicity. As a member of the American ethnicity, how do you define or describe an American?" Or, "How do you determine 'non-Americans?'"

When the person answers, simply thank them for their response: "Now that I've heard your definition of an American, I can better understand how you identify that group. Thank you for making that clarification for me. This is also a good time to explain the idea of speaking for self and being inclusive. It will enhance your follow-on interventions for those comments."

Don't ask a question using the long repetitive process (known as the four-part process). "Master Sergeant Amy Devon Johnson, Asian, Female, Vietnamese American, Catholic, Middle Class….etc., How do you see race?" It is important to have the students take ownership for the group they choose. The way to have them take ownership is to preface the question with, "…as a member of the _____ group, how would you define or describe _____?" This technique allows the person a chance to reveal her/his true self and not reveal about others in the same group. You should always use this technique during the discussion of the identity portion of the badge. You may find it more difficult to ask questions this way when comparing another portion of the badge (characteristics and values) to the identity portion.

Allow breaks to keep you on schedule. Some participants may go longer than others when disclosing or posting their badge, which is okay; just chart and plan your time wisely to accommodate everyone to get their badge posted in the time allotted on the training schedule. It

should take between 15 and 20 minutes to post a badge. You should average three badges to be posted per hour after the first Trainer has posted their badge. The training schedule will typically allow eight hours for badge posting.

You should use the hours from 0800 until 1500 to complete the posting process and the last two hours of the day (1500-1700) to process the experience. The schedule will accommodate no more than 18 participants (including the two trainers) in the 6-hour posting process.

**SAMPLE**

Structured Group Interview "Badge Posting" 2150 Socialization Timeline
4 April 2005
Exercise 3 Badge Posting
800-1700

Breaks should be planned so as to get all participants posted out NLT 1500. The last two hours should be used to process the experience (1500-1700 or later).

Follow instructions provided in exercise guide (dated August 2002) and supplemental instructions (from facilitator university training) for **Structured Group Interview**/Badge Posting. Plan your time to get all group members published by 1500 hours. Use the last two hours for processing the **Structured Group Interview/Badge Posting** experience. Provide tie-ins to previous learning as well as what is expected in the future.

Do not exceed 20 minutes for each person to share their badge (to include questions from group members and facilitators). Every opportunity must be made to use the full 20 minutes to gain information about the participant.

Remind students of how they were set up in life to behave the way it was learned back home. Ask them to start taking steps to better understand "self" and help provide strategies to make this a better life experience for everyone.

Emphasize "Clarifying Questions", "Speaking for Self", and "Exclusionary Language", i.e., what do you need to know about Chief Jones' religion? What does 11B mean? What is the Chiefs' mess? What does Head mean? What does the 922nd mean? Does the field and fleet include all Services? Where have you served when women were commanders? Does the word He include She? When I hear you say guys, I believe you are talking about boys/men or male figures. Gender free and gender fair, etc.

It is important to link two additional exercises conducted on the afternoon of the Socialization Lecture to the Badge Posting Experience at the end of the posting process. The fill in the blank activities of 'How Am I Different' and 'What I Was When' are processed as two separate exercises to help students better understand what makes them believe they are who they are and how they were raised in their back home experiences.

Do not allow participants to take notes on how their neighbors are posting out. Facilitators should take brief notes during the breaks and in the laboratory if needed. Use the sanctity of the laboratory to recall key things said and done by participants. This quick brainstorming process will help trainers to clear their minds about what was said and help them to link things to other people posting.

Intervene often during the badge-posting process as this builds confidence and trust between trainers as well as the students during the modeling time in the small group. Remember, this is the foundation of the course. The more you intervene with your group during this process,

the less you will need to intervene during the later weeks (five through nine for the 15-week EOAC course, four through seven for the 12-week EOAC course) or each day after posting the badges (for the EOARCC).

You must role play with your partner prior to going into small group. Ask her/him some questions about the badge that you want to know. Most students won't ask those hard or difficult questions. You must ask each other to alleviate confusion during the process.

Allow the first 5 to 10 minutes in the group for all members (including facilitators and shadows of that particular group) to hang their badges around the room for all to see. Ask the group members to look at how others see themselves on their badges. Note particular badges that have things not clear in your mind and be formulating questions to ask during the posting process of the badge. You will need to remember and not write what you see.

Display badges equally on each side of the small group room so as to allow them to be viewed from behind the Laboratory Window. The badges will be placed in the center and on the left and right of the room as viewed from behind the Laboratory Window. Do not cluster the badges so as to have two or three rows one on top of the other. Spread the badges starting at one and to the left or right after one and up to nine in a side by side or linear line along the top edge of the dry-erase boards. Do not hide the badges in a corner. Center the badges on the dry-erase boards to the immediate left and right of the one-way observation glass in your room. Exceptions can be made for the group rooms not having an observation window. When taking breaks, it is important to close the group room door to stop any outside observation of the badges.

Facilitators sit in the group during the entire structured interview process. Do not leave the small group room to go behind the glass (inside the laboratory) to observe. It is not appropriate to divide the facilitators to conquer a situation or group with a single facilitator. You might need to rotate positions in the small group (that's perfectly normal). Keep your cameras focused on the group participants and keep yourself visible on the camera recording screen. Make adjustments prior to the arrival of the students. Trainers will not sit side by side during any portion of the small group. Sit across from one another or diagonally. When the students are posting, their movement from one chair to another could cause one of you to not be across from the other. In this case, you must make the adjustment even if it is to tell a student or two to move from their particular seat so you can be positioned directly across from your partner. Do not let the students' movement dictate your partnership and positioning. This process allows visual contact with group members for

observing behaviors in the group. When using the 3 Facilitators concept (one facilitator included as the shadow), it is important to adjust your positioning to form a facilitator triangle within the small group circle and to keep all three facilitators present when and after the first person has posted until all group members have completed posting. Remember that all of you are observing the behaviors of the group members (reactions to the badges being posted or comments being made by the posting member) while participating in the process. Avoid focus on the person posting the badge and use your scanning skills to observe behaviors and reactions to what is being heard by all group members.

Prepare your group room by having it neat and orderly before the students' arrival. Refreshments are acceptable during this process. Participants might want to provide their own. Set the configuration for badge posting as a horseshoe shape with the opening end of the horseshoe furthest away from the laboratory window. The person posting their badge must be viewed from the front as they face the viewing window in the laboratory. Do not use the circle method for posting the badge, as it will limit visibility of the badge. Facilitating partners will not leave the group room (except during normal breaks) until all participants (trainers included) have posted their badge. It is very important to have all assigned trainers remain in the group during the interview process. You will have plenty of time for sitting in the laboratory in the future.

Give examples of both productive and non-productive questions group members might ask during the clarification process. Some examples might read like this:

*Why is your badge so colorful?*

*How did you decide which value was first?*

Both of these questions are considered non-productive. What does the person asking the question need to know? Model the way to ask questions throughout the badge posting and better opportunities will come later in the course for understanding the impacts of good questioning techniques.

Here's another example: Staff Sergeant Smith, I see under ethnicity you identified yourself as African American. As a member of the African American ethnicity, how do you see other African Americans differently from you? As a member of the Christian religion, how might your religious beliefs complement or conflict with your values?

Remember to identify those participants failing to follow instructions and remind them of what is expected to complete the process. Look, listen, and learn all you can about your group members. All they will know is what you teach them. Plant the seeds early, and they will blossom later.

Here is a list of questions to be asked during the badge posting:

1. How do you define race? (Should be used when a person presents their race as other or human.)
2. How do you describe your 'other' race? (The same way for the human race versus human species.)
3. How do you describe race?
4. What does race mean to you?
5. When did you first discover you were (as defined by race, i.e., White, Black, Asian, Brown or other color groups)?
6. Which race(s) (other than your own) do you feel you are closest to and which is/are most distant? What causes you to select those groups? Where did that statement come from?
7. What is the history of your name?
8. How do you describe ethnicity?
9. How do you define ethnicity?
10. When did you first discover you were a male or female?
11. How did you decide to prioritize your values from first most to fourth most important?
12. Which value can you link to your immediate family (mother/father) that you have adopted as yours?
13. How do your values agree with or differ from your siblings? Your family?
14. How did you choose your religion?
15. How do the Ten Commandments sway your decisions as a member of the US Military? (Be careful when asking such a question about the biblical translations as a specific belief group. Be cognizant of the spirituality groups you might have in the group as well as the non-believers of a particular religious sect.)
16. What characteristic best describes your way of communicating with others who are not like you?
17. When selecting a partner or friend for life, what characteristics and values do you find the most significant?
18. How will you display your badge for all to see when you depart DEOMI?
19. How do you think others see you and your badge?
20. Am I different *like* you? What makes us different (gender, clothes, service, skin color, etc.)?

**Facilitator Note**: Accept what responses you get and do not confront or challenge what is said. If you do find yourself becoming frustrated, ask the group how they might answer the same question. This diffuses the individual and lets the group attempt to get the discussion back on track. Sometimes the group can become overwhelmed, and you might need to take a break.

21. Sometimes a fixed-ending question is appropriate. It is okay to allow a yes or no-answered question, especially if this type of question is used as a follow-on to a previously answered question. Most participants in the small group will always disclose more than just a yes or no when they are responding to questions. It is important to let them continue their disclosure until you and your partner determine they have disclosed enough to answer a particular question.

## Chapter 9

# The DEOMI Mentoring Program

**Mentoring and Leadership.** In recent years, the United States Military has seen a shift in the way leaders convey their leadership. This shift is a reflection of the new complex environment in which United States Military members operate. The combining of four different generations in the workforce and the military has caused leaders to pursue different styles of leadership to get even simple tasks accomplished using varying skills. The United States Military has adopted a more holistic approach to leadership while seeming to embrace a more open culture, encouraging members to engage in broad inquiry, to think critically, and to venture and debate new ideas in the interest of contributing to collective effectiveness.

As a result, the importance of creating a learning environment which ensures that members are developed professionally and personally through knowledge and experience is increasingly recognized. Such learning environment allows future leaders to adapt themselves and be receptive to internal and external changes, as well as adopt and demonstrate a more transformational approach to leadership. Transformational leadership entails that members are committed to the values of the military and bring about significant change in the individual, group, or system outcomes. The double commitment suggests and calls for a learning process in which future leaders learn to identify themselves with this approach to leadership.

Mentoring is a proven learning process and leadership developmental tool. Indeed, to be effective, mentoring cannot be separated from the critical role of development. The question of mentoring regarding leaders' development has to be addressed in regards to leadership, career, as well as professional and personal development. Leaders in the United States military are responsible for mentoring people in apprenticeship positions and challenging assignments, and encourage and support subordinate participation in educational, professional, and personal growth activities over their career span. Thus, leaders are entrusted with the duty to challenge, encourage and support subordinates. By participating in their leadership, professional, career and personal development, leaders as mentors embrace mentoring as a learning capacity in enhancing future

leader's abilities. Furthermore, by providing the appropriate mentoring relationship, leaders as mentors ensure that future leaders possess capacities that are needed for an effective workforce—both military and civilian.

**Definitions.** Understanding the concept of mentoring requires the understanding of the rapport between a mentor and mentee. Here are some definitions for key terms relating to mentoring.

*Mentoring* is a professional relationship in which a more experienced person (a mentor) voluntarily shares knowledge, insights, and wisdom with a less-experienced person (a mentee) who wishes to benefit from that exchange. It is a medium, to long-term learning relationship founded on respect, honesty, trust and mutual goals.

Mentoring focuses on four long-term developmental areas namely:

- ✓ Leadership development
- ✓ Professional development
- ✓ Career development
- ✓ Personal development

A mentor is an experienced, trusted person who is interested and willing to provide guidance regarding leadership, career, professional, and personal development. A mentor motivates, encourages, and supports the mentee to the best of their abilities.

*Mentors* empower their mentees to find answers by sharing their knowledge and experience with them.

A mentee (or associate, protégé, apprentice) is (typically) a more junior individual with less experience who is highly motivated to learn, develop and grow professionally. It is not uncommon to find peer mentors at DEOMI who are less experienced in life but more experienced in the DEOMI way of doing things in education and training as well as other areas throughout the Institute. So, a mentor at DEOMI could be a junior, or less experienced member of the team.

A *mentee* seeks out and is receptive to feedback and welcomes new challenges and new responsibilities.

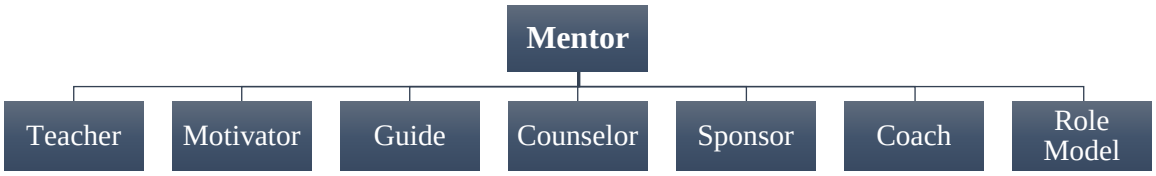
*Coaching* is a short-term relationship in which one person (coach) is focused on the development and enhancement of performance, skills, effectiveness, and potential of another person (coachee).

A *coach* is more job-focused in directing a person to achieve a specific result.

**Mentoring vs. Coaching.** The terms *mentoring* and *coaching* have come to be used interchangeably, and the meanings are often confused. Whatever developmental tool used (be it mentoring or coaching), it is important to understand the unique mentee needs and the suitable action to be taken. The chart below highlights some of the major distinctions between mentoring and coaching.

| Mentoring | Coaching |
|---|---|
| Long-term relationship usually lasting several years. | Short-term relationship lasting until the individual acquires the skills and behaviors sought out. |
| Mentoring is an integral part of leadership. | Coaching is an integral part of mentoring. |
| Holistic; focused on empowering the individual to build insights, self-awareness, and unique ways of handling issues. | Focused on helping the individual develop specific skills and behaviors. |
| Mentors provide guidance regarding leadership, career, professional, and personal development. | Coaches observe the individual doing a specific task and provide feedback and encouragement. |
| Mentors are sought when individuals:<br>-are keen to increase the pace of their learning.<br>-recognize the need for constructive challenges.<br>-want to build and follow through personal learning plans.<br>-want to explore a wide range of issues as they emerge and become important. | Coaches are sought when individuals:<br>-are concerned about some aspect of their performance.<br>-want to make some specific changes in behavior.<br>-want to acquire some specific skills. |

**Functions of a Mentor.** Mentoring encompasses many functions. During the development of a mentoring relationship, a mentor may be called to be a teacher, a motivator, a guide, a counselor, a sponsor, a coach and a role model. Because the mentoring relationship is usually mentee-driven, these functions are determined by the mentee's needs. The chart below highlights some of the functions of a mentor. A brief description of those functions is also provided.




*Teacher:* to help set realistic goals, to inform about professional obligations.

*Motivator:* to recognize strengths and areas of development, to empower.

*Guide:* to share experience, to act as a resource person.

*Counselor:* to listen, to assist in developing self-awareness, to encourage and support.

*Sponsor:* to introduce the mentee to other key players in the organization.

*Coach:* to develop strategies for leadership, to empower.

*Role Model:* to act as a person with integrity, one who's actions and values are to be emulated.

As you may have noticed, the aspect of coaching is included as one of the mentor's roles in the mentoring relationship. Although mentoring does encompass coaching as one of its processes, it is not synonymous with it. In essence, mentoring includes all the roles above at different times in the relationship. This should certainly be applied in the DEOMI Mentoring program since most people assigned to the Institute are more senior military and civilian employees.

**Formal vs. Informal Mentoring.** How a mentor and mentee develop a mentoring relationship at DEOMI is a key aspect of mentoring. This initial phase will determine how the relationship will evolve and which functions (e.g., teacher, guide…) the mentor will undertake.

The more suitable type of mentoring relationship depends on the needs and goals to achieve by the parties involved. The DEOMI Directors may elect to use both forms of mentoring throughout a specific assignment time frame to build a strong mentoring program. Formal and informal mentoring relationships are briefly described here. A third type is also described and is a compromise between formal and informal and called semi-formal. This type of mentorship is often the most effective in large organizations. Since DEOMI isn't considered a large organization, the best method seems to be an informal mentoring along the lines of being structured and monitored

yet not requiring a mentoring evaluation process as a way to test the functioning of a good mentoring program.

| | |
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| *Formal Mentoring* | Formal mentoring is a structured and managed relationship usually based on organizational needs and goals. There is a formal mentoring program coordinator and funds are allocated. There are some pressures to participate. Mentors and mentees are paired based on compatibility and competencies required for development. Mentoring training is usually provided for both parties. The mentee, mentor and the organization alike benefit directly from this type of relationship. The outcomes are measured to ensure efficiency of the program and continued funding. The DEOMI Mentoring Program might better progress without formal funding. It can operate as a self-sustaining program established through a standard operating procedure (SOP). |
| *Semi-Formal Mentoring* | Semi-formal mentoring includes many of the attributes of a formal program, except matching mentors and mentees. It is more flexible but available to all personnel as part of the organization's developmental programs. There may be a program coordinator assigned and there may be funding. For the purpose of use at DEOMI, we will assume there is no funding allocated for such programs and the SOP will note the instructions for a good mentoring program. |
| *Informal Mentoring* | Informal mentoring happens spontaneously. There is a self-selection process between a person who believes in someone's potential, and an individual who views someone as a role model. The organization benefits indirectly. DEOMI uses this process more indirectly with people arriving into positions throughout |

the Institute. The difference is, the mentee is still assigned to a mentor, and someone is accountable to monitor the mentoring program.

**Different Forms of Mentorship.** There are different forms of mentoring relationships. As mentioned in the previous section, the more suitable type depends on the needs and goals to achieve by the parties involved as well as the resources of the organization.

*Group Mentoring*

Group mentoring allows a group of people to share common experiences and support one another. The average group size is ten. This is often used when few mentors are available. An added benefit of this format is the development of peer mentorships between directors.

*An executive officer meets once a month with several directors of various departments to discuss specific developmental issues related to leadership, professional, career and personal development.*

*Tri-Mentoring*

Tri-mentoring involves a mentor who shares skills, experience, and knowledge with a mentee who in turn, acts as a mentor and shares skills, experience and knowledge with another less experienced mentee. Occasionally the three parties get together to share skills, experience, and knowledge.

*A senior officer, a junior officer, and a non-commissioned officer (NCO) or a civilian. Contractors are not included in the DEOMI Mentoring Program, but they can establish their own internal program to support the contracted organization.*

*Reverse Mentoring*

Reverse mentoring occurs when a person seeks out an expert who has less job experience but holds a wealth of information

| | |
|---|---|
| | on a topic that is ever-changing and growing and often has a good understanding of the pulse of the organization.<br>*The commanding officer of an organization and a junior NCO.* |
| *Cross-Functional Mentoring* | Cross-functional mentoring occurs between people from significantly different work backgrounds with the specific purpose of learning from each other.<br>*A human resources manager and an engineer; operations and support; Navy and Air Force; private versus government sector; GS-9 Manager and logistics corporal.* |
| *E-Mentoring* | E-mail mentoring is the result of technological innovation with attempts to implement mentoring in geographically dispersed organizations. It is usually best when the parties have initially met in person beforehand.<br>*The mentor is in the Department of Defense Headquarters and the mentee in the DEOMI schoolhouse. Both are of the same military occupation.* |

**Benefits to the Organization.** Organizations recognize that workforce demographics have changed dramatically in recent years, and find it difficult to recruit and retain qualified personnel. An organization might look at implementing a mentoring initiative for the following reasons:

- Passing on corporate memory
- Enhancing knowledge transfer
- Bringing new members up to speed better
- Increasing commitment to the organization
- Decreasing attrition
- Improving succession planning
- Reaching individuals in remote and isolated regions
- Increasing productivity
- Strengthening the organizational image

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The following questions serve as a self-reflection exercise. As part of this exercise, you may want to add your own questions and comments.

1. How would you envision your organization (e.g. unit, group) benefiting from a mentoring initiative?
2. Identify some potential obstacles and how they could be overcome.

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**Why Should I Become a Mentor?** At DEOMI, experienced persons gain a great deal from a mentoring relationship. Mentors receive feedback and new ideas from mentees. Being a mentor can be an exhilarating experience that enhances self-esteem and provides opportunities that may vary from one person to the other. Here are some examples of the benefits derived by mentors:

- Challenging discussions and fresh perspectives
- Developing personal satisfaction
- Contributing to someone's development
- Sharing experience and knowledge
- Reflecting on personal and professional achievements
- Understanding of leadership strength within the organization
- Providing opportunities to inspire and encourage
- Contributing to the next generation in a positive way
- Fulfilling own developmental needs
- Fostering collaboration and collegiality
- Passing on one's legacy before changing positions or retiring

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The following questions serve as a self-reflection exercise or assessment. As part of this exercise, you may want to add your own questions and comments.

1. What can I offer as a mentor?
2. Are there any areas in my professional leadership journey that I want to enhance through a mentoring relationship?

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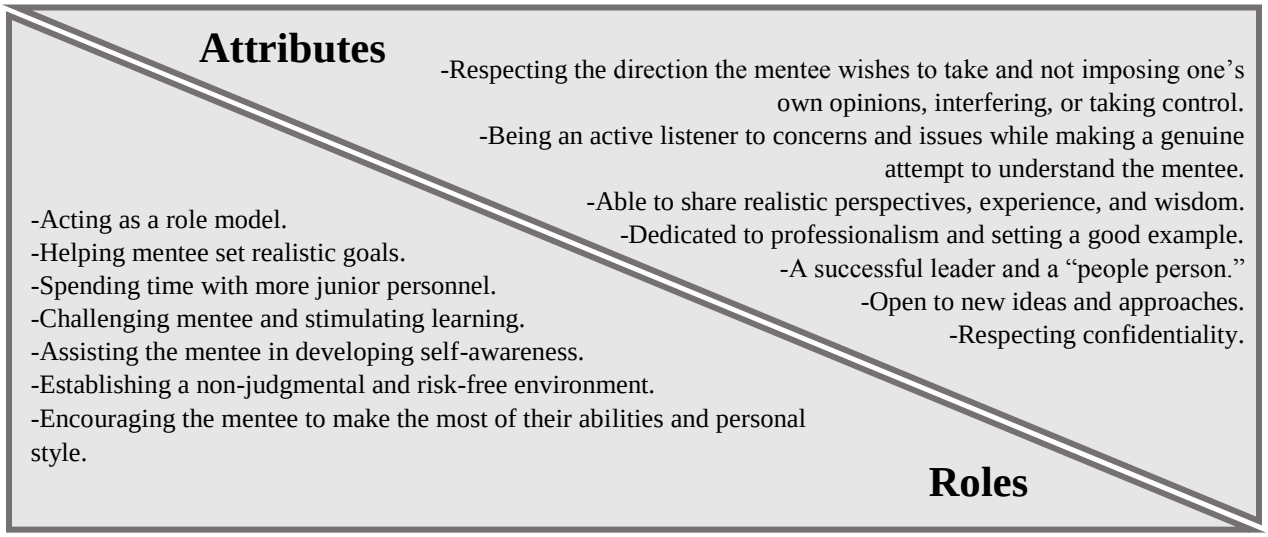
**Roles and Attributes of a Mentor.** Effective mentors wear different hats and make use of diverse skills to guide, support, and motivate their mentees. A mentor may need to coach or counsel their mentee. A mentor will need to know how to communicate effectively, listen actively and provide support in the way of feedback and motivation. Some skills are used more often than others, but all are essential skills and will be used at some point during the mentoring relationship. It is important to understand that a mentor does not need to be an expert in all areas, but they should at least have a working experience and level of comfort with each of the following roles and attributes.



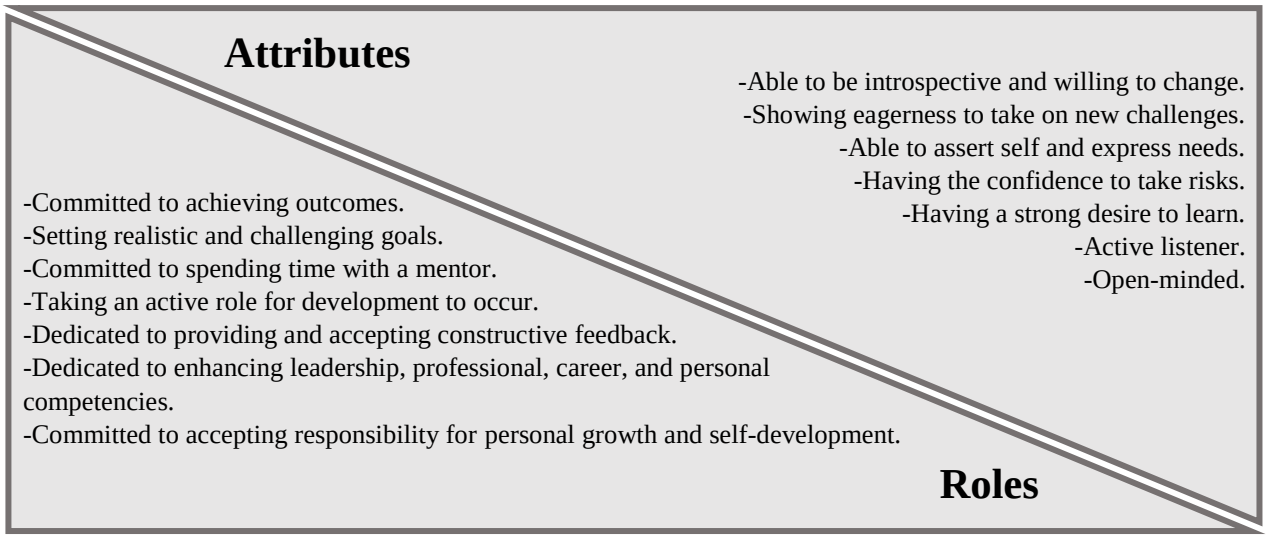

**Why do I Need a Mentor?** There are many reasons why an individual would seek a mentor. Before approaching a potential mentor or being assigned to a mentor, the person needs to identify what they hope to gain from a mentoring relationship. The reasons below are just a few amongst a long list of reasons. Never forget that developmental needs are unique to each individual.

- Better understand the roles and expectations within the organization
- Learn from previously successful experiences
- Increase self-confidence
- Learn how to deal with conflicts of interest
- Increase organizational knowledge
- Target developmental activities
- Discuss alternate solutions on difficult ethical dilemmas and/or leadership situations
- Receive career guidance

The following questions serve as a self-reflection exercise. As part of that exercise, you may want to add your own questions and comments.

1. Are there aspects of my professional life in which I feel I am not reaching my full potential? My career? My leadership style? My personal development?
2. How would mentoring most benefit me?

**Roles and Attributes of a Mentee.** The roles and attributes of a mentee are essential for development and growth and provide the foundation for a successful mentoring relationship. Some key attributes of a mentee are an eagerness to learn, active listening, and soliciting feedback. A mentee should evaluate if the mentoring relationship is effective and useful. Here are some roles and attributes of a mentee.




**Essential Components of a Mentoring Relationship.** In a mentoring relationship the mentor and the mentee are willing to commit time and energy to make it work. The following elements are essential to a successful relationship.

1. Voluntary

No one can be forced into a mentoring relationship.

2. Confidentiality

Information discussed between a mentor and a mentee is strictly confidential. Both parties will share more if they do not fear a breach of confidentiality.

3. Respect

Respect is established when the mentee recognizes the knowledge, skills, and abilities of the mentor and when the mentor appreciates the success the mentee has reached to date and the mentee's desire to develop to their full potential.

4. Trust

Trust is learned and built gradually. Mentors and mentees should build trust through communicating and being available to each other, reliable and loyal.

5. Communication

Communication is a two-way street. Mentors and mentees need to talk and actively listen. They also need to discuss mutual expectations.

6. Commitment

Set time aside to meet outside or during the working hours. Both mentor and mentee have to agree with the frequency and duration of meetings.

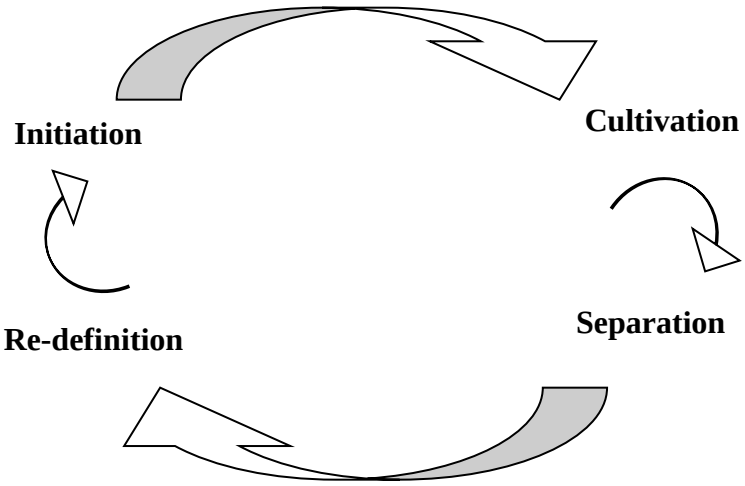
7. No-Fault Conclusion

Understand that either party can withdraw from the mentoring relationship at any time. It is not necessary to provide an explanation. However many issues can be resolved if both partners discuss how the relationship is going and review mutual expectations from time to time.

8. Mentee-Driven

A successful mentoring relationship is based on the mentee's needs. It is those needs that determine, as an example, the matching process, and provide guidance on how the relationship will evolve. The mentee should be proactive in contacting the mentor and not wait for the mentor to take them by the hand.

**The Mentoring Process.** Mentoring relationships evolve and change over time. As they move from one phase to another, different developmental experiences take place. The proposed conceptual model from Kram (1983) identifies four predictable phases during a mentoring relationship.




*Initiation* – In the first phase of the mentoring relationship, it is important for the mentor and the mentee to clarify goals, objectives, process and the length of the engagement. It does not matter how the relationship was initiated (sponsored by the organization or initiated informally by both parties), it is key that these terms are discussed upfront. This gives the engagement a structure where both parties have a common understanding of mutual expectations, the plan of action and desired outcomes.

*Cultivation* **–** Guided by the objectives, the two parties work together to build the mentor-mentee relationship. This is when most of the true mentoring takes place.

*Separation* **–** At this stage, the two parties decide to end the mentor-mentee relationship, for whatever reason. They could both agree, but this may not necessarily be the case. They could agree that the mentee has met the objectives set at the outset. The mentee may no longer need mentoring, or the mentor may be unable to provide additional mentoring.

*Re-definition* **–** During the last stage of the mentorship, the two parties discuss the nature of their relationship moving forward. The relationship may take a peer-like or friendship aspect where sporadic informal contact and mutual support is encouraged, or it ends entirely.

**Common Misconceptions and Myths.** Misperceptions and myths undermine the efforts to implement a coordinated mentoring initiative and are often detrimental to those involved in mentoring relationships. Here are some popular misperceptions and myths.

*"You need to be in a senior position to be a mentor."*

It does not matter what is the seniority level of the mentor. An effective mentor helps mentees achieve their long-term professional goals and aspirations. If an individual can accomplish this, s/he can be a mentor, regardless of the position in the organization. It is, in fact, common to have peer mentors.

*"A good mentoring relationship simply needs a good mentor."*

It takes two to tango – and two to form an effective mentoring relationship. It doesn't matter how good the mentor is, if s/he is doing all the work, the relationship will not succeed. Both parties need to be committed to the process and the outcome.

*"Mentoring takes place naturally."*

There are a handful of people who are naturally gifted at assisting others to reach their goals. With this exception, mentoring takes planning and perseverance to be effective – it doesn't just happen.

*"Mentoring has to be face-to-face."*

With advancements in telephones, emails, and other communication devices, mentoring no longer has to be face-to-face. Many successful mentoring relationships take place wherein the mentor and mentee have never met. However, it is ideal to meet face-to-face during the first few meetings before relying on technology for communicating.

*"A good boss is a good mentor."*

A mentor's responsibilities may be similar to those of a good supervisor. However, while supervision emphasizes immediate tasks and short-term needs, mentoring stresses the professional and long-term needs of an individual. Mentoring is an integral part of leadership, even though it is often absent or lacking in supervisory relationships.

*"Mentoring involves favoritism."*

For a number of reasons, those unable or unwilling to participate in a coordinated mentoring initiative may be jealous of the relationship the mentee has with her/his mentor. For instance, when mentors arrange new opportunities for mentees, this may be perceived as favoritism. Proper orientation ensures that this is kept to a minimum. Mentors, however, should not be involved or interfere with career matters such as performance appraisals, promotions, and transfers.

*"A good mentoring relationship needs chemistry."*

Mentors and mentees in a number of coordinated mentoring initiatives were asked to rank the need for special chemistry in the relationship they had just formally wrapped up. The majority ranked special chemistry #12 (least needed) out of 12. In a formally coordinated program, the relationship operates out of commitment and a desire to improve/develop. Keep in mind that each person has unique needs and some people may not insist on 'chemistry' with their counterpart.

*"Mentoring is a one-way process."*

Learning goes both ways, and the mentor usually learns as much from the mentee. The growth is reciprocal.

*"High profile people make the best mentors."*

Prestige and success can be good qualities. However, good advice, exemplary leadership styles, strong work ethics are qualities that vary with individuals. Good mentors are people who challenge the mentee according to her/his needs, readiness, and aspirations.

*"Mentor-mentee expectations are the same for everyone."*

Individuals seek mentors for similar reasons: resources, visibility, enhanced skills, and counsel. But each individual brings different expectations. The key is to understand where the mentee is now, not where he/she should be. Furthermore, mentors must be very cognizant not to develop clones of themselves and respect their mentee's choice.

**Frequently Asked Questions.** The following questions are important and are briefly addressed here to avoid barriers to mentoring relationships.

- **Who can participate in a mentoring relationship?**

Anyone can participate in a mentoring relationship, either as a mentor or as a mentee, or both, depending on individual's particular needs and experiences. In fact, a person can be a mentor in one relationship while simultaneously being a mentee to a more experienced mentor.

- **How do I find a mentor?**

It isn't difficult to find a mentor at DEMOI—all one has to do is ask. A person should spend time thinking about their needs before seeking for a mentor. The key is to find a mentor who is willing to devote the necessary time and is respected by the mentee and acts as a role model.

- **As a mentor, do I select my mentee?**

A mentoring relationship is more likely to succeed if the mentee chooses a preferred mentor. However, either party may initiate the mentoring relationship. Often, the mentee attracts the attention of the mentor through excellent performance or similar interests. Similarly, the mentee may seek out a more experienced individual to answer work-related questions and explain the informal politics of the organization. Sometimes, it can be very difficult to see through the politics—informal or formal.

- **What rank difference should there be between mentor and mentee?**

The mentor is usually two levels above the mentee (especially when the program is designed to support succession planning). However, it is most important to find a mentor that is more experienced than the mentee.

- **What is discussed in a mentoring relationship?**

Every mentoring relationship is unique. Each relationship is based upon the personal styles of each partner, the commitments they have agreed to, and the strengths both bring to the relationship. The topics of discussion will largely depend on the mentee's needs and the issues that the mentor feels

are important for a long-term professional development. Topics are unlimited, but here are some examples:

- ✓ Leadership issues
- ✓ Ethical dilemmas
- ✓ Coping with difficult situations, people, and stress
- ✓ Balancing work, family, and health
- ✓ Feedback on performance
- ✓ Organizational issues and politics
- ✓ Understanding organizational culture

- **How often should we meet and for how long?**

The mentor and mentee decide on how often they will meet. Meetings should be scheduled regularly (two or three times a month). The frequency of contact is usually discretionary for both parties. However, the bottom line is to balance the work schedule and the needs of each person. The usual length of meetings is anywhere from 30 minutes to an hour, but can easily take longer if the parties do not meet regularly. In most instances, a one-year agreement with the option for renewal is most appropriate in formal or semi-formal mentoring initiatives. Agreeing to an end date for the mentoring relationship will help prevent dependency and possessive behavior.

- **Do we meet during working hours or after hours?**

Mentoring is a professional development activity and it should be recognized as such. In this regard, mentees in formal or semi-formal mentoring programs (i.e. sanctioned by the organization) should be able to meet with their mentors during work hours, and recognition initiatives should take into account the efforts of mentors as key agents of professional development. However, mentor and mentee often meet over their lunch hour because of different factors: time constraint, workload, etc.

- **How long does a mentoring relationship usually last?**

While some relationships last for years, it is common for a mentee to outgrow his/her mentor and seek another. Sometimes it is a good idea to set milestones to review the relationship, to allow both parties to discuss where they are at and what their ongoing needs may be. This also gives either

person an out should things move on or the relationship does not meet the developmental needs of either person. Usually, mentoring relationships should be adjusted after an initial one-year program commitment by both parties.

- **Is mentoring in a formalized format 'real' mentoring?**

A formal relationship is real mentoring because it is entered into as a voluntary agreement between two parties to accomplish a specific purpose. Each party understands the need to build the relationship. The commitment of both parties is essential and documented in the form of a written agreement or learning plan, which contains their own ground rules for the partnership, statement of roles, expectations, learning objectives and discussion topics. Often, once the formal aspect of the mentoring relationship is over (in formal or semi-formal mentoring initiatives), the mentoring relationship continues to develop informally and usually becomes even richer regarding learning over the years.

- **Is it best to have a mentoring relationship between two people of the same gender or the same cultural background?**

Not necessarily. The purpose of mentoring is to learn. Choosing a mentor of the opposite sex or from a different cultural background can provide new opportunities for professional development and personal growth. That relationship can also provide the right setting for learning different techniques of communicating, teaching and coaching to better adapt to the cross-gender and cross-cultural experience. Furthermore, it offers both parties the opportunity to grow professionally and personally regardless of gender or race.

- **Why can't my supervisor or manager be my mentor?**

Most supervisors do mentor somewhat, but the most effective mentor is usually not the first or second level supervisor. The mentor does not evaluate the mentee on his or her current work, does not conduct performance reviews of the mentee, and does not provide input on promotions. There are drawbacks to the supervisor mentoring his or her subordinate. One is a perception of favoritism, based on the time that can be required in mentoring. Additionally, mentees are often reluctant to be open about their developmental needs and weaknesses to their direct supervisor. The mentee

has to feel free to discuss issues openly and honestly, without worrying about possible negative repercussions on their performance appraisal and their career.

- **Can someone have more than one mentor?**

Yes, especially when a mentee has needs in more than one area. Forming relationships with several mentors that you can turn to for advice is wise. However, it can be difficult to find the time and energy for multiple mentoring relationships. Quality relationships can be hard to manage if the mentee spreads him/herself too thin. If the mentee is new to this type of relationship, it is recommended to begin with only one mentor before seeking additional mentors. However, we can have multiple mentors for other needs (e.g., family, health, fitness, and spirituality), unrelated to work.

- **What do we do if our mentoring relationship does not work?**

A mentoring relationship can be terminated at any time. In formal and semi-formal mentoring programs, mentors and mentees are usually matched based on similarities in personality, learning styles, competencies, and interests. This is not always infallible and sometimes one or both partners may feel uneasy in the relationship, or may not be able to achieve the level of rapport necessary for rich communication. Under such circumstances, it may be necessary to terminate the relationship. The success of the relationship will depend on the effort and commitment each partner puts in. Many problems can be avoided by discussing expectations at the onset of the relationship.

- **How do we know that it is time to end a mentoring relationship?**

The mentee should not become dependent on the mentoring relationship for survival. It is important for the mentor to manage the development of the relationship and the dependence of the mentee, and discuss situations where it is becoming obvious that a relationship should be ended. Wherever possible it is important that the partners reflect on the development and lessons learned to allow for a smooth and planned closure rather than ending on a sour note. Again, discussing mutual expectations will avoid uncomfortable situations.

**Chapter 10**

# Technology and Online (Virtual) Learning

One of the most significant improvements in education and training in the early years of the 21st century is the use of and the advancements in technology. The old television series *Star Trek* from the 1960's and 1970's developed by Gene Roddenberry is slowly starting to develop in media material such as digital video disks, video teleconferencing, virtual reality, and avatars. The old saying, *beam me up, Scotty*, using a human particle transporter to move people from one location to another could be on the verge of transitioning into reality in the next twenty years. Unfortunately, we are not quite there yet at DEOMI.

The technology tends to be driving the education for the future as children today are so transitioned into electronic gadgetry that it is difficult to keep up with the latest model of one mastered instrument before children are begging for the next level. There are studies showing how infants at birth are soothed by the sounds of music delivered through a stuffed fluffy animal and at around two years of age these same infants have mastered the gaming included on their parents' cellular telephone. In recent news reports, 2-year-old children have made telephone calls to the United Kingdom from California on the Pacific Coast and North Carolina on the Atlantic Coast without their parents' knowledge until the telephone bill arrives in their mailbox. These calls are not freak calls—they are planned in the child's mind to help them understand how the telephone can be used by anyone.

Technology and cyberspace are quickly becoming new instruments used to enhance learning for everyone. Young and old alike are pursuing their understanding to keep them in touch in the future. The technologies used in the homes of today have started their transition into the classrooms of the future.

One of the concerns parents and students have with their educational programs is the number of untrained teachers and staff members in advancements in technology used in today's

classrooms. Simple technological advancements such as having a television or monitor connected to a local cable or satellite system are missing from many schools in the state of Florida and probably in many states across the nation. When such events as a school intrusion or weather conditions change so rapidly as to disrupt the normal school day, having a monitoring system in place could deter major traumatic events we may see in the schools of today regardless of their location or social identity.

Many of the younger generational teachers monitor outside events through their cellular phone and applications (apps) to help them to stay in touch with what is happening outside as well as inside the classrooms and schools of today. The days of cellphones and tablets seem to remain current in 2017, but at the same time, there are so many advancements in technology that the teachers of today seem to be pushing for more and better advances in technology to expand their classrooms with techno-learners to expand the awareness of all students. Could the traditional classroom of yesterday be slowly forming a newer, non-traditional way of teaching and learning?

Another technological advancement in the classroom of today is the Desktop Computer and the Server System included in most schools of today. Where it is going next is yet to be defined, but it could be overwhelming if teachers are not trained to keep up with the learners in their classrooms. In the elementary and secondary schools of today, most individual classrooms have at least one desktop computer for students and faculty use in research and yes, gaming. The types of gaming might be of concern if the parents and teachers are not involved with what learning can come from the gaming process. The gaming video disks help to expand the knowledge, skills, and abilities of the learner while curbing access to restricted websites or games. Also, the international connection to learners around the world is easily accomplished with website connections to the cyber classroom included in such search engines as Google, Bing, Chrome, and others opening the world to instant communication. Some colleges and universities are conducting video teleconferencing (VTC) sessions in real time between the United States and places as far away as Australia, England, Saudi Arabia, Kenya, and Japan so students can practice their instant communications between classrooms.

We have come a long way since the 1990's and the *Oregon Trail* video game to help students learn problem-solving with mathematics and English grammar. Such games are used today as early as pre-kindergarten, and in many situations in the home environment young

children are manipulating games on their parents' cellular phones. In some situations, parents are purchasing I-Pads for first graders to bring to their school to stay connected. Most elementary students of today will bring cellular phones to the classroom to stay in touch with their parents or peers and friends. Teachers of today are finding it more and more difficult to control the learning environment, and must rely on technology to keep up with the demands imposed in education.

Additionally, the need for a mobile classroom or learning environment might help students to advance skills in developing cultural awareness, language skills, science, or technology while they take a cyber hike through the systems of today and the future. There is much to do with the way technology can be used in the classrooms of today and yes, even at DEOMI technology learning can enhance and further develop the EOA of today and tomorrow.

**a. Technology Used in the Large and Small Groups (2015)**

There have been significant improvements in the quality and quantity of Technology over the last four decades of learning at DEOMI. The Laboratory Method of Learning and Behavior Change has not changed significantly, but how the learning is monitored to protect human subjects has improved exponentially. During the 1970's most of the recordings were Audio Cassette recordings requiring a technician to observe the teaching of the large group and hoping to not distract from the vital bits of information being shared throughout a particular lesson. Some of the Audio Cassettes have been archived in the DEOMI Library. Many of the cassettes were carried away or discarded when someone in the staff section decided to downsize and threw away filing cabinets of what was called old useless material about the way DEOMI was before the turn of the 21st Century. Some of the paper materials found its way to tenured employees who kept the material and eventually turned it into the DEOMI Library for archiving.

The late 1970's we started to see the Video Cassette Recorders (VCR) and the old three-quarter inch video tapes being used to record and playback. The age of VCR movies started a new trend across the United States while DEOMI lagged behind in using movie presentations on VHS Tape to reinforce educational learning points. The 1980's arrived and the lecture room, smaller classrooms, and small group rooms would all have VCR's installed to record the behaviors taking place with participants. Some of those VCR recordings have been archived in the library. Many were transferred to Digital Video Disks (DVD) in the early part of the 2000's and might still be found in the Library or the Information Technology section at DEOMI. The problem encountered

with VHS recordings of the small group process mostly focused on the human subjects' protection policies from the Office of the Secretary of Defense. Such recordings are legal and can be kept when there appears to be a problem encountered during any small (or large) group process. Once the course is completed, all VHS recordings must be degaussed or erased to protect any possible public disclosure of students participating in DEOMI. If there is a problem or situation in the small group where questions could be asked about a student (or staff/faculty) being dysfunctional, these recordings can be held until some form of investigation is conducted by DEOMI or outside command.

The use of zoom types of cameras in the lecture auditoriums and small group rooms is the standard for the 2015 classroom. The size of the camera depends on the location and how the camera is displayed. The large group auditoriums have a larger camera having the ability to pan from left to right for up to 180 degrees. If a student were to observe the camera, they could see when the technician in the control booth is panning the room to observe students and staff interaction. The cameras are fixed in various locations at the front and back of each section of the main auditoriums. These cameras go through a minimum five-year life cycle before upgrading to more enhanced camera. The recording of large groups will continue as it supports the philosophy of the Laboratory Method of Learning.

The cameras used in the small group are somewhat different than what is used in the auditoriums. To maintain a level of unobtrusiveness to the students attending and participating in the small group discussions, cameras are concealed providing less negative impact to the participants. During the 1970's and through the late 1980's the same size cameras used in the auditorium were used in a single fishbowl type of classroom for the purpose of creating a laboratory environment. All small group rooms had similar cameras transmitting to a component hub in the one laboratory control room. Staff members could manipulate a joystick to move the positioning of the small group room cameras and zoom on students being observed.

The monitoring in the fishbowl was specifically denoted to monitor the two small group trainers while providing evaluative feedback about their partnership and interaction during the small group. Unfortunately, the cameras in the old small group rooms (Building 559) never lived up to expectations as they were never concealed. Every class would get an explanation of the laboratory method of learning and behavior change during their welcoming to the small group rooms. This discussion tended to reduce most of the uncomfortableness, but participants still

complained of the legality and about how they felt when talking about sensitive issues. The original intent was never to make the participants feel as if they were Guinea Pigs or going through some experiment about how humans behave when placed in smaller learning groups. The impact was just the opposite when students would frequently complain about being watched and their privacy being violated. DEOMI stayed with this type of learning especially in the small group until the late 1990's.

During the 1990's a newer and less obtrusive camera was installed in the small group rooms using a dome (or bubble) to hide the camera lens. At first, the students were not aware of what the two-two inch round bubbles were located on each end of the group room. Trainers would tell the students they were sensors for the conditions in the room only to hide the reality they were cameras recording everything taking place in the group. There was still only one fishbowl room where a one-way glass was installed to monitor the trainers and students in the room for one or two weeks of the 16-week course. The new DEOMI Campus building opened in 2004 and when the small group rooms were built, each room had a one-way observation window and two of the two inch bubbles covering the camera lens. By this time, students were aware of the bubble covers and their purpose in hiding the cameras. The impact on the students seemed to reduce when little or no discussion came about questioning the validity or legality of the recording of small group. During 2012 a technology life cycle upgrade declared by the information technology directorate required the removal of the two-inch camera bubbles in the small group room and installed a larger more cumbersome ten-inch bubble to cover the camera lens. Since the time these larger more obtrusive lenses were installed, students have complained about how they feel very uncomfortable being watched with these larger camera covers.

Shortly after each small group is welcomed into the small group classroom environment, the trainers will escort all students through the laboratory to see the daily functioning of the cameras and trainers in the fishbowl environment. All students are provided a detailed explanation about the use of the cameras and the laboratory method of learning and behavior change.

All recording of the small group goes directly to a server file on the DEOMI hard drive, and unless needed for resolution of a claim of inappropriate use, the recording is erased at the end of each class. The video projection is usually a computer disk or digital video disk of a movie or training event placed on a DVD. Older VHS movies or training videos have been legally transferred to the DVD method for delivery in the small group rooms or auditoriums by the control

booth technician. As the institute moves towards a more virtual classroom in some of the courses, it is possible to envision the entire DEOMI EO Coursework as a virtual course. When that might happen is only limited by the time it might take to develop and institute such an environment.

Even in the generation of technology, Human Subjects Protections must be the pentacle of concern for recording and transmitting of any small group experience outside the Laboratory. The entrance to the laboratory is controlled with very limited access by guests/visitors to DEOMI as well as limited for staff and faculty members of DEOMI. The students/participants are not to be used as Guinea Pigs or Rats in human research experiments. The experiential learning cycle has far exceeded the experimental stages of research and interaction. It is in the Institute's best interest to not broadcast or send any small group activity through cyberspace outside the internal laboratory(s).

Large group lectures do not fall under the same protections as the small groups. Large groups can be projected across social media in the form of television broadcasts or satellite distribution within limits of projection. The need to do such projections will be determined by the commandant and the Office of Diversity Management and Equal Opportunity (ODMEO) at the Pentagon.

**b. Online (Virtual) Learning**

The first form of distributive learning used at DEOMI was corresponding studies where the materials were sent to each prospective student six months before their arrival to the resident course(s). This form of pre-learning provided additional learning hours to the resident students used for academic credit towards undergraduate or graduate degrees. DEOMI stopped using the corresponding studies method in 2002 and have since upgraded to a combination of online modules and some virtual learning as pre-learning for incoming students and reach back for graduates once they complete the resident course and return to the field and fleet.

Some of the virtual learning taking place is being produced at the University of Central Florida through a process called Human in the Loop, using Avatars to simulate human characteristics in varied military uniforms. DEOMI conducted a pilot training program to show small group trainers the usefulness of the Human in the Loop to enhance and develop trainer skills in facilitation of discussions in the small group. The initial diversity of the Avatars seemed to work well when Avatars were of different race, color, military uniform, and gender. Other dimensions

of diversity could be programmed into the Avatar for future use. Trainers provided feedback about the usefulness of the Avatar and Human in the Loop and most feedback was positive about how they might use this type of training in the future. Some expressed a desire to infuse the Avatar into the small group. An additional Virtual Learning program called 2nd Life has been used to demonstrate the interactive communications between humans and Avatars through the DEOMI Campus model created by the technician in the Hope Research Center. There is also a strong possibility for using the Avatar in a virtual environment learning situation within the large group process at DEOMI.

Most recently (July 2017), a partnership between DEOMI and the Army Research Laboratory on the campus of the University of Central Florida in Orlando opened venues of transferring instruction from an offsite location through cyberspace directly to the DEOMI campus classrooms. This virtual education technique is on the rise for the future classrooms and students.

**c. Blended Learning**

The term blended learning came about during the late 1980's when a team of academicians in the New York City public school system met to talk about how they could improve the learning in intercity schools. The old traditional classroom had long since been removed from the educational programs throughout the state. The National Education Agency held a conference to solicit ways to improve learning, and several teachers mentioned the use of numerous types of delivery methods as better ways to gain and keep students attention. Once the idea was developed, the Blended Learning approach seemed to take off across the nation. The method remains in some school systems today, but the military has not completely embraced the concept.

Blended Learning is simply the use of some lecture, some audiovisual, some gaming, some problem solving, and a daily capstone or test of the day's process. Technology of today adds several modern dimensions to blended learning. First, technology opens the world to information in the computer database to all learners without the use of a human teacher other than the controller or manager of the virtual materials. Secondly, technology provides varying games and learning situations that reinforce the classroom roles and responsibilities while matching societal norms of the back-home experience for the students. Lastly, blended learning opens the student to choose their own learning process they believe is most beneficial to their retention and learning (gaming, math strategies, language, etc.) without the use of a human repeating the learning environment.

DEOMI is catching up with other institutions using blended learning especially in the non-traditional classroom and small group process. DEOMI has adapted to the use of videos both commercial and training as a way to reinforce learning retention. The DEOMI Library is stocked with videos that support each lesson taught during any given EO or EEO course. Students can check the videos out to watch after class or download videos to IPads or computers for viewing in their residence on base. The old student handbook or study guide is now installed on an e-learner pad for each student to have while sitting in the lectures in the auditorium. Though there are opportunities for the student to check their email or conduct other personal affairs in the auditorium most students have remained committed to the lecture and following along with the slides and lesson plan. The e-learners are not able to transfer information from system to a personal computer so the material remains educationally protected for any copyright violations.

Another form of blended learning happens when students are required to present a lesson on a racial or ethnic group (culture block) in their small groups. Students gather materials from the DEOMI Library or other online sources and while working with several partners develop a lesson plan, slides or video to share with the student body about their chosen topic. This learning process takes about four to six weeks of after classroom work for each of the students in the course. When the final product is completed students must present the topic in the small group room using any and all forms of media available to the student. Some students have blended their personal computers into the lesson plan and can project large images onto any of the dry erase boards located in the classroom making the monitoring screen larger than the television monitor in the room. Students have developed animatronics and avatars as part of their presentation and there have not been any limitations on what the students can do to enhance their blended learning process. Of course, students must present their program to their mentors before using it in the small group. This helps to limit the amount of learning time a particular topic will take in the small group.

Of course, what would any learning be without some form of a testing process added to the lesson? DEOMI uses a fixed testing process for all learning. All topics taught are tested throughout the courses. There are four or five major exams conducted during the 11-12 week EOAC and two held during the four-week EOARCC. There is one exam held for the EEO Counselors Course. The testing process is conducted in accordance with DEOMI and DoD Academic Evaluation Policies and Guidance.

**Epilogue**

# The Stability of DEOMI's Future

The future of DEOMI's stability or future varies, depending on who is asked. The social setting for the 21st century is holding onto the need for education and training, though two different viewpoints continue to clash about the need for race relations training. One view is there will always be a need to conduct race relations, and it doesn't take much to see the need as we view the massive barrage of media in our daily lives. Such organizations as the Southern Poverty Law Center (SPLC) and the National Association for the Advancement of Colored People (NAACP) remains active in showing how racial discrimination divides the people of the United States to include the military. The topic of discrimination and derogatory mascots has become a hot button and reactionary conversation across high school, college, and professional sports and the news media in such a way that it's hard to understand the importance of broadening the horizons for learning more about others. Another view might be 'having an institute such as the DEOMI is not conducive to helping the military to get along better with members who are different like them in the workplace.' Race relations is not needed for the generations of the future.

The workplace of tomorrow changes with each day that passes and there doesn't seem to be any one particular environment better or worse than another, but there is one thing for certain we can count on as we progress into the future. There seems to always be the need for 'how we as human beings act and interact with others who are different like us.' Many of the examples used for how we at DEOMI process students through what we have identified as a 'behavior modification' in places such as; large group auditoriums, small group rooms (having electronic monitoring capability upon walking into the room), and other laboratory rooms can and does cause a sense of uncomfortableness with the participants. This way for teaching and learning tends to be accepted by the Department of Defense though the method has been questioned after many years of review by outside agencies and groups. Until something comes into the educational arena as the 'be all and end all' way of conducting education and training, the DEOMI Way will hopefully remain solid as the best approach to changing behavior.

It is often thought that there is no reason to conduct any form of race relations training because the generations of today are so diverse (or mixed) that the younger members are not talking about race relations or racial discrimination as an issue of concern. Of course, this mindset might be very true for the generations of the 21st century and certainly the early part of the century when we as people attempt to rationalize how group identities don't impact views of difference as a deficit.

When we look at the way youngsters of today identify themselves with respect to their racial, ethnic, or color group, it is difficult not to accept that we are all human beings and there is only one way to identify all of us and that way is as human beings. As one of the DEOMI small group trainers said, "'Other' is my race and how I see myself." When asked, "How do you describe your race of 'other'?" it was difficult for this person to not challenge their understanding of the social mask they might be wearing to hide their identity. The older term of mixed race has changed over the past ten to twenty years to be identified as multi-race or multi-racial while the use of the term other and human (or human race) seem to be more socially acceptable to Generation X and Millennials.

It is not the author's intent to suggest the closing or doing away with DEOMI. The need for human relations, diversity, and race relations seems to be growing more and more in the future. Hate Groups of all types still exist in the United States and globally and until they are torn apart we will be battling with words and in some situations actions to stop their infestation into society, individuals, or homes across the world. The approach to a strong educational foundation might need some fine tuning, but the Institute doesn't seem to be on a path for removal from the educational track for the federal government and United States military.

The DEOMI of the future will still require such events as the 'structured group interview' and discussions among students and staff about 'who they are' in terms of group identities. A plan to initiate some form of 'Virtual Avatar' as a participant or instructor/facilitator is close to being realized at DEOMI over the next two years. How the 'Virtual Avatar' can and will be used is yet to be determined but it is important to understand such strategies are being developed by researchers and information technology experts everywhere to make a better workplace for the future. Technology is the future for everyone. How we 'best use' those technologies are not yet known but lots of work is being made to show the world how efficient and effective technology can be for the world.

In closing, as First Officer Spock from the starship Enterprise once said, “Humans are not Logical, Live Long and Prosper.” Read through this document to see one way of applying education and training techniques to humans while changing behaviors that have existed within many since their birth. The moment some form of bigotry is revealed (whether internally or externally), then and only then can we see what a person thinks and feels about themselves or others. Let’s work together to *Live Long and Prosper*.

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## Appendix

Technical Reports referenced in this document can be found at DEOMI.org, or by contacting the DEOMI Research Editor.


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