

**WARRIOR LEADER COURSE  
MODIFIED (MOD), OCT 2005**

**BOOK 2C**

**Instructor Book, Training Support Packages**

**600-WLC (MOD)**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

**The Army Training System (TATS)  
Courseware**

**Prepared by  
The United States Army Sergeants Major Academy  
Fort Bliss, Texas 79918-8002**

**FOR THE ARMY SCHOOL SYSTEM (TASS)  
INSTITUTIONS**

**FIELDING DATE: As Directed**

This page intentionally left blank

## **INSTRUCTOR / STUDENT RECOVERABLE MATERIAL**

---

This instruction material is ACCOUNTABLE/RECOVERABLE. Instructors and students MUST TURN IN this material upon course completion or upon reassignment to other duties.

The Army School System (TASS) Institutions are responsible for the issue and control of this material.

To receive additional or replacement material requires that a WRITTEN JUSTIFICATION be forwarded to ATSC through Command Channels.

Instructor book 2 is broken down into six books (Book 2A, 2B, 2C, 2D, 2E, and 2F). This is Instructor Book 2C.

This instructor book contains the following Training Support Packages:  
(NOTE) The order given below is in the same order as the recommended sequence found in the Course Map in the Course Management Plan.

<b>TSP#</b>	<b>Title</b>
L226	Maintain Discipline
L227	Equal Opportunity / Sexual Harassment
T229	Wear and Appearance of the Uniform
L228	Conduct Developmental Counseling
L235	Sexual Assault Prevention and Response Training (New Leader)

Printed and distributed by: U.S. Army Training Support Center, Training Media Support Directorate, Training Media Management Team, Fort Eustis, VA 23604-5168

This page intentionally left blank

L226

Maintain Discipline

OCT 03

# U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course  
(PLDC)

The Army Training System

**TRAINING SUPPORT PACKAGE**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

This page intentionally left blank

Maintain Discipline

**CHANGE SHEET 2**

1. Synopsis. This change sheet corrects minor administrative errors in the L226, Maintain Discipline Training Support Package.
2. Pen and ink changes: none.
3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

2 and 4

**Insert Pages**

2 and 4

4. Additional changes that need explaining: none.
5. File this sheet in front of the TSP for reference purposes.
6. Approval of change sheet.

<b>Name/Signature</b>	<b>Rank</b>	<b>Position</b>	<b>Date</b>
Frank W. Berta	GS11	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

This page intentionally left blank



Maintain Discipline

**CHANGE SHEET 1**

1. Synopsis. This change sheet corrects minor administrative errors in the L226, Maintain Discipline Training Support Package.
2. Pen and ink changes: none.
3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

1 thru 9

**Insert Pages**

1 thru 9

4. Additional changes that need explaining: none.
5. File this sheet in front of the TSP for reference purposes.
6. Approval of change sheet.

<b>Name/Signature</b>	<b>Rank</b>	<b>Position</b>	<b>Date</b>
Karen M. Wilson	GS-09	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Marion Lemon	SGM	Chief, CDDD	

This page intentionally left blank

## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L226 / MAINTAIN DISCIPLINE
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	P206, Maintain Discipline, May 00.
<b>TSP Users</b>	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="text-align: center;">E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

---

**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number****Task Title****Individual**

158-100-1183

Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians

181-301-0001

Identify the Legal Implications of the Homosexual Conduct Policy

181-331-1001

Employ Military Justice

---

This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data .....	4
Section II Introduction.....	8
Terminal Learning Objective – Determine the leader’s role in maintaining unit discipline. ....	8
Section III Presentation .....	10
Enabling Learning Objective A – Identify the differences between discipline and self-discipline.....	10
Enabling Learning Objective B – Identify the types of military authority. ....	13
Enabling Learning Objective C – Identify the difference between individual and command responsibility. ....	15
Enabling Learning Objective D – Identify noncommissioned officer responsibilities and associated duties. ....	18
Enabling Learning Objective E – Identify command relationships desired between officers, NCOs, and their subordinates. ....	20
Enabling Learning Objective F – Identify the difference between nonjudicial punishment and nonpunitive measures. ....	28
Enabling Learning Objective G – Determine which corrective measures are available that best support your role in maintaining unit discipline. ....	30
Enabling Learning Objective H – Identify the legal implications of the DOD homosexual conduct policy.....	34
Section IV Summary.....	46
Section V Student Evaluation.....	51
Appendix A Viewgraph Masters A - .....	1
Appendix B Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C Practical Exercises and Solutions (N/A) C - .....	1
Appendix D Student Handouts D - .....	1

---

**MAINTAIN DISCIPLINE**  
**L226 / Version 1**  
**01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<b><u>Course Number</u></b>	<b><u>Version</u></b>	<b><u>Course Title</u></b>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)
<b>Task(s) Taught(*) or Supported</b>	<b><u>Task Number</u></b>	<b><u>Task Title</u></b>	
		<b><u>INDIVIDUAL</u></b>	
	158-100-1110	Apply the Essential Elements of Army Leadership Doctrine to a Given Situation	
	158-100-1132	Identify Ways National, Army, and Individual Values and Professional Obligations Relate to Each Other	
	158-100-1134	Resolve an Ethical Problem	
	158-100-1135	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior	
	158-100-1183 (*)	Identify Duties, Responsibilities, and Authority of Officers, Warrant Officers, Noncommissioned Officers, and Civilians	
	181-301-0001 (*)	Identify the Legal Implications of the Homosexual Conduct Policy	
	181-331-1001 (*)	Employ Military Justice	
<b>Reinforced Task(s)</b>	<b><u>Task Number</u></b>	<b><u>Task Title</u></b>	
	None		
<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:		
		<b><u>Resident</u></b>	
		<b><u>Hours/Methods</u></b>	
		4 hrs	/ Conference / Discussion
	Test	0 hrs	
	Test Review	0 hrs	
	<b>Total Hours:</b>	4 hrs	
<b>Test Lesson Number</b>		<b><u>Hours</u></b>	<b><u>Lesson No.</u></b>
	Testing (to include test review)	<u>2 hrs, 30 mins</u>	<u>WE01 Version 1</u>
		<u>2 hrs, 30 mins</u>	<u>WE Version 2</u>
<b>Prerequisite Lesson(s)</b>	<b><u>Lesson Number</u></b>	<b><u>Lesson Title</u></b>	
	None		

---

**Clearance Access** Security Level: Unclassified  
Requirements: There are no clearance or access requirements for the lesson.

---

**Foreign Disclosure Restrictions** FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

---

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 27-14	LEGAL GUIDE FOR SOLDIERS	16 Apr 1991	
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
AR 27-10	MILITARY JUSTICE	6 Sep 2002	
AR 600-20	ARMY COMMAND POLICY	13 May 2002	
TSP 181-A-0001	IDENTIFY THE LEGAL IMPLICATIONS OF THE HOMOSEXUAL CONDUCT POLICY	15 Sep 2000	

---

**Student Study Assignments**

Before class--

- Read Student Handout 1, Appendix D, for study and reading assignments.

During class--

- Participate in classroom discussions.

After class--

- Turn in recoverable reference materials after the examination.
- 

**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

---

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

---

<b>Equipment Required for Instruction</b>	<b><u>ID Name</u></b>	<b><u>Stu Ratio</u></b>	<b><u>Instr Ratio</u></b>	<b><u>Spt</u></b>	<b><u>Qty</u></b>	<b><u>Exp</u></b>
	6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
	6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
	7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
	7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
	7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
	* Before Id indicates a TADSS					

**Materials Required**

**Instructor Materials:**

- TSP.
- VGT's: 1 thru 21.
- Any materials required by the NCOA's SOP.

**Student Materials:**

- SH-1, Advance Sheet.
- SH-2, Extracted Material from AR 600-20.
- SH-3, Extracted Material from AR 27-10.
- SH-4, Extracted Material from FM 27-14.
- SH-5, Extracted Material from TSP 181-A-0001.
- FM 22-100.
- Pen or pencil and writing paper.
- Any materials required by the NCOA's SOP.

**Classroom, Training Area, and Range Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40x40 PER 16 STU)

**Ammunition Requirements**

<b><u>Id</u></b>	<b><u>Name</u></b>	<b><u>Exp</u></b>	<b><u>Stu Ratio</u></b>	<b><u>Instr Ratio</u></b>	<b><u>Spt Qty</u></b>
	None				



**Instructional Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group members. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- USASMA expects you to know the information in this TSP well enough to teach from it, not read from it.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

**Proponent Lesson Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Randolph E. Kelly /t/Kelly, Randolph E.	GS09	Training Specialist	15 Jul 03
/s/Brian H. Lawson /t/Barnes, Ronnie G.	MSG	Chief, PLDC	17 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	17 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	18 Jul 03

**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

Have you ever thought about everything that goes into maintaining discipline? Do you think the Army would be successful without discipline? Imagine trying to lead soldiers without discipline. Do you think you could? How effective do you think you would be? Without discipline, most likely everyone would end up doing his or her own thing. As you know, the Army requires leaders and soldiers that can act responsibly in any given situation. This means that your soldiers have the ability to do what they need to do with or without you. Therefore, discipline is inevitable. During this lesson we'll discuss several topics that have an impact on discipline. These include self-discipline, types of authority, building discipline, officer and NCO relationships, and NCO responsibilities and associated duties. We'll conclude this lesson by discussing the legal implications of the DOD homosexual conduct policy.

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

<b>Action:</b>	Determine the leader's role in maintaining unit discipline.
<b>Conditions:</b>	In a classroom or field environment (culminating in a situational training exercise) and given a squad and extracts from FM 22-100, FM 27-14, AR 27-10, AR 600-20, and TSP 181-A-1001.
<b>Standards:</b>	Determined the leader's role in maintaining unit discipline by identifying the difference between types of discipline, types of military authority, and individual and command responsibilities; identifying NCO responsibilities and associated duties, command relationships between officers, NCOs, and their subordinates; identifying the difference between nonjudicial punishment and nonpunitive measures; determining which corrective measures are available that best support the NCO's role in maintaining discipline; and identifying the legal implications of the DOD homosexual conduct policy IAW FM 22-100, AR 27-10, FM 27-14, AR 600-20, and TSP 181-A-0001.

**Safety Requirements**

None

**Risk Assessment Level**

Low

**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

**Evaluation**

You will take a written examination. The examination will contain some questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

**NOTE:**

- Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.
- Inform the students that they must turn in all recoverable reference material after the examination.

**Instructional Lead-In**

Everything we do or teach in the Army revolves around teamwork. As a leader, you must instill discipline in your subordinates due to the critical nature of the Army's mission and severe consequences (death) of failure in combat or dangerous training events.

In order to maintain discipline, we must learn about the types of discipline and authority, our role and responsibilities as NCOs, and our relationships with our superiors and subordinates. This aids in the development of the warrior ethos of being a member of a team serving with people who have discipline and trust their leaders and peers. Discipline is one of the key ingredients to the Soldier's Creed. Discipline instills in the warrior to place the mission first, never accepting defeat, and never quitting. They would never leave a fallen comrade behind. Discipline drives them to be physically and mentally tough, trained, proficient, and professional and ready to engage any enemy that threatens America.

Many times we only think of punishment as discipline, overlooking the reality that self-will, determination, responsibility, desire, warrior ethos, and our ability to understand our roles and responsibilities, impact heavily on unit discipline. You must identify your role and assist in maintaining discipline.

**SECTION III. PRESENTATION**

---

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the differences between discipline and self-discipline.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100.
<b>STANDARDS:</b>	Identified the differences between discipline and self-discipline IAW FM 22-100.

1. Learning Step / Activity 1. Identify the differences between discipline and self-discipline  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction  
Instructor to Student Ratio: 1:8  
Time of Instruction: 20 mins  
Media: None

Discipline is a combination of Army values, attributes, skills, and actions that relate directly to the physical and mental sides of each soldier. An army without discipline is ineffective and unmanageable. On the other hand, a disciplined army has esprit, purpose, courage, high morale, and with adequate support, can accomplish any mission. With discipline being so important to the character of the Army, noncommissioned officers must do everything within their power to identify and preserve military standards and traditions that encourage discipline.

You achieve excellence when your people have discipline and commitment to Army values. Leaders know that the path to excellence is a leader with strong discipline and Army values. This type of leader, in turn, produces disciplined soldiers with strong Army values. Together--the leader and his soldiers--become a disciplined cohesive unit that trains hard, fights honorably, and wins decisively.

You learned that warrior ethos refer to the professional attitudes and beliefs that characterize the American soldier. Discipline is one of the keys to the development of warrior ethos. Warrior ethos motivate soldiers and leaders to continue the mission while discipline holds the team together.

Ref: FM 22-100, p 1-17, para 1-71 and 1-72; p 2-21, para 2-85; and p 3-6, para 3-28

Discipline plays a key role in the coming together of a team. Team identities come out of mutual respect and trust that forms a bond between leaders and subordinates. The highest form of discipline is the willing obedience of subordinates who--

- trust their leaders,
- understand and believe in the mission's purpose,
- value the team and their place in it, and
- have the will to see the mission through.

This form of discipline produces soldiers and teams--who in the really tough moments--come up with solutions themselves.

Discipline is a moral, mental, and physical state in which all ranks respond to the will of the leader. Soldiers who understand the purpose of the mission, trust the leader, and share Army values will take the right action even if they don't feel like it. True discipline demands an obedience that preserves initiative and works even when the leader gets killed, wounded, or just isn't around.

Discipline doesn't just mean barking orders and demanding an instant response--it's more complex than that. You build discipline by training to standards, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will.

Ref: FM 22-100, p 3-1 and 3-2, para 3-6 thru 3-9

QUESTION: What three things must a disciplined unit have that are crucial in combat?

ANSWER: Confidence, trust, and collective will.

Ref: FM 22-100, p 3-2, para 3-9

The confidence, trust, and collective will of a disciplined cohesive unit are crucial in combat. Soldiers fighting, despite their wounds and fighting for their comrades, have proved these three important characteristics over and over again in the Army's history. Soldiers draw strength from their own and their unit's discipline. They know that other members of the team are depending on them. Soldiers fight through

because they have confidence in themselves, their buddies, their leaders, their equipment, and their training. Also, because they have discipline and will. Even in the most complex operations, the performance of the Army comes down to the training and disciplined performance of soldiers and teams on the ground.

### **Self-Discipline**

Self-discipline is drawing upon Army values, attributes, skills, and actions in order to do the right thing and get the job done, regardless of the consequences to you or your subordinates.

Former SMA Bainbridge said of self-discipline, “The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. Total discipline overcomes adversity, and physical stamina draws on an inner strength that says, ‘drive on.’ “

Under the extreme stresses of combat, you and your team might be cutoff and alone, fearing for your lives, and having to act without guidance or knowledge of what is going on around you. Still, you must think clearly and act reasonably. Self-discipline is the key to this kind of behavior. In peacetime, self-discipline gets you and your squad out for the hard training. It makes you require your squad to repeat a drill if the squad’s performance didn’t meet the standard—even though everyone is long past ready to quit. Self-discipline doesn’t mean that you never get tired or discouraged—you are only human. However, it does mean that you need to do what you have to do regardless of your feelings.

Ref: FM 22-100, p 2-12, para 2-46 and 2-47

### **CHECK ON LEARNING:**

QUESTION: As a leader, how can you build discipline in your squad?

ANSWER: By training to standard, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

QUESTION: What is it that makes leaders do what they need to do regardless of how they feel?

ANSWER: Self-discipline.

Ref: FM 22-100, p 2-12, para 2-47

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the types of military authority.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100.
<b>STANDARDS:</b>	Identified authority, command authority, and general military authority in relation to unit discipline IAW FM 22-100.

1. Learning Step / Activity 1. Authority

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 10 mins

Media: None

**Authority**

Authority is the legitimate power of leaders to direct subordinates or to take action within the scope of their positions. Military authority begins with the Constitution, which divides it between Congress and the President. There are two types of military authority--command and general military authority.

Ref: FM 22-100, App A, p A-3, para A-7

**Command Authority**

Command is the authority that commissioned officers and warrant officers lawfully exercise over subordinates by virtue of their rank or assignment. The Army grants commissioned officers and warrant officers command authority when they fill a command-designated position. Command includes the authority and responsibility for effectively using available resources to organize, direct, coordinate, employ, and control military forces so that they accomplish assigned missions. It also includes responsibility for the health, welfare, morale, and discipline of assigned personnel.

Ref: FM 22-100, App A, p A-3, para A-8

## **General Military Authority**

NCOs get their authority from general military authority that originates in oaths of office, law, rank structure, traditions, and regulations. This broad-based authority also allows leaders to take appropriate actions whenever a member of any armed service, anywhere, commits an act involving a breach of good order or discipline. AR 600-20, paragraph 4-5, (SH-1, page SH-1-4) states this specifically, authorizing commissioned, warrant, and noncommissioned officers authority to “quell all quarrels, frays, and disorders among persons subject to military law”—in other words, to maintain good order and discipline. As stated, all NCOs have general military authority. For example, dining facility managers, platoon sergeants, squad leaders, and tank commanders all use general military authority when they issue orders to direct and control their subordinates. Army leaders may exercise general military authority over soldiers from different units.

NCOs have another source of general military authority that stems from the combination of the chain of command and the NCO support channel. The chain of command passes orders and policies through the NCO support channel and provides authority for NCOs to do their job.

Ref: FM 22-100, App A, p A-3, para A-11, A-12, and A-13

### **CHECK ON LEARNING:**

QUESTION: What type of authority do NCOs have in order to maintain good order and discipline?

ANSWER: General military authority.

Ref: FM 22-100, App A, p A-3, para A-11

QUESTION: What type of authority does the Army give an officer when assigned as a company commander?

ANSWER: Command authority.

Ref: FM 22-100, App A, p A-3, para A-10



QUESTION: What provides the NCO with another source of general military authority when combined with the chain of command?

ANSWER: The NCO support channel.

Ref: FM 22-100, App A, p A-3, para A-13

QUESTION: What type of authority includes the authority and responsibility for effectively using available resources to organize, direct, coordinate, employ, and control military forces so that they can accomplish assigned missions?

ANSWER: Command authority.

Ref: FM 22-100, App A, p A-3, para A-8

C. **ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the difference between individual and command responsibility.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100 and extract from AR 600-20.
<b>STANDARDS:</b>	Identified the difference between individual and command responsibility IAW FM 22-100, App A, and AR 600-20, Chap 4 (SH-2).

1. Learning Step / Activity 1. Command and Individual Responsibility

Method of Instruction: Conference / Discussion

Technique of delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 15 mins

Media: VGT-1 and VGT-2

**Command and Individual Responsibility**

During your time in the military, you have probably noticed that no definitive lines separate officer, NCO, and DA civilian responsibilities. Officers, NCOs, and DA civilians lead other officers, NCOs, and DA civilians and help them carry out their responsibilities. Commanders set overall policies and standards, but all leaders must provide the guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. Similarly, subordinates must assist and advise their leaders. Mission accomplishment demands that officers, NCOs, and DA civilians work together to advise, assist, and learn from each other. These

responsibilities fall into two categories--command and individual.

Ref: FM 22-100, App A, para A-17

The first category we'll discuss is command responsibility.

**NOTE:** Allow students to respond to the following question before showing VA-1.

**QUESTION:** What is the meaning of command responsibility and provide an example?

**ANSWER:** See VGT-1.

**SHOW VGT-1, COMMAND RESPONSIBILITY**

**Command Responsibility**

Refers to collective or organizational accountability and includes how well units perform their missions.

**EXAMPLE:** A company commander is responsible for all the tasks and missions assigned to his company.

L226/OCT 03/VGT-1

Ref: FM 22-100, App A, p A-4, para A-18

As you can see by the example, a company commander is responsible for all the tasks and missions assigned to his company and his leaders hold him accountable for completing them. Both military and DA civilian leaders have responsibility for what their sections, units, or organizations do or fail to do.

**REMOVE VGT-1**

This leads us to the second category, individual responsibility. What do we mean by individual responsibility, and when do you take on that responsibility?

**NOTE:** Allow the class to answer before showing the visual aid to confirm their answers.

## SHOW VGT-2, INDIVIDUAL RESPONSIBILITY

### Individual Responsibility

- **Accounting for your personal conduct.**
- **Commissioned officers, warrant officers, and DA civilians assume this responsibility when they take their oath.**
- **Soldiers assume this responsibility with their initial oath of enlistment.**

L226/OCT 03/VG T-2

Ref: FM 22-100, App A, p A-4, para A-19

DA civilians take the same oath as commissioned officers. You and your fellow soldiers assumed this responsibility when you took your initial oath of enlistment. Members of the Army account for their actions to their fellow soldiers or coworkers, the appointed leader, their unit or organization, the Army, and the American people.

### **REMOVE VGT-2**

**NOTE:** Tell the students to take out SH-2, Extracted Material from AR 600-20.

Let's discuss an example of individual responsibility. A soldier writes a check to the PX and does not have sufficient funds in his bank account, and the PX returns the check for lack of funds after the soldier departs from the station. Who is responsible for making the check good?

**NOTE:** Solicit responses from several students before providing the answer.

**ANSWER:** The individual. The commander is responsible to initiate actions to ensure payment of the debt IAW AR 600-15, after the soldier departs.

Ref: AR 600-20 (SH-2), p 16 and 17, para 4-8

### **CHECK ON LEARNING:**

**QUESTION:** A company commander is responsible for all the tasks and missions assigned to his company and his leaders hold him accountable for completing them. This is an example of what type of responsibility?

**ANSWER:** Command responsibility.

Ref: FM 22-100, App A, p A-4, para A-18

QUESTION: An individual responsibility that all soldiers and DA civilians have is to account for what?

ANSWER: Their personal conduct.

Ref: FM 22-100, App A, p A-4, para A-19

**Break:** TIME: 00:50 to 01:00

D. **ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify noncommissioned officer responsibilities and associated duties.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given an extract from AR 600-20.
<b>STANDARDS:</b>	Identified noncommissioned officer responsibilities and associated duties IAW AR 600-20, Chap 3 (SH-2).

1. Learning Step / Activity 1. NCO Responsibilities  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 20 mins  
Media: VGT-3 thru VGT-5

**NCO Responsibilities**

**NOTE:** Tell the students to take out SH-2, Extracted Material from AR 600-20.

Commanders must define the responsibilities and authority of their NCOs to their staffs and subordinates. You learned earlier that the NCO support channel parallels, compliments, and supports the chain of command. Since you are a member of the NCO support channel, you are responsible to assist the chain of command.

Ref: AR 600-20 (SH-2), p 12, para 3-2a

We will now cover your responsibilities as NCOs in supporting the chain of command.

**NOTE:** When you show VGTs 3 thru 5, call on students to read each bullet comment and provide their perspectives of its importance based on their studies and personal experiences.

**SHOW VGT-3, NCO RESPONSIBILITIES**

### **NCO Responsibilities**

- Transmitting, instilling, and ensuring the efficacy of the professional Army ethic.
- Planning and conducting the day-to-day unit operations within prescribed policies and directives.
- Training of enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

L226/OCT 03/VGT-3

Ref: AR 600-20 (SH-2), p 12, para 3-2a(1) thru (3)

**REMOVE VGT-3**

**SHOW VGT-4, NCO RESPONSIBILITIES, (cont)**

### **NCO Responsibilities (cont)**

- Supervising unit physical fitness training and ensuring soldiers comply with the weight and appearance standards of ARs 600-9 and 670-1.
- Teaching soldiers the history of the Army, to include military customs, courtesies, and traditions.
- Caring for soldiers and their families, on and off duty.
- Teaching soldiers the mission of the unit and developing individual training programs to support the mission.

L226/OCT 03/VGT-4

Ref: AR 600-20 (SH-2), p 12, para 3-2a(4) thru (7)

**REMOVE VGT-4**

**SHOW VGT-5, NCO RESPONSIBILITIES (cont)**

### **NCO Responsibilities (cont)**

- Accounting for and maintaining individual arms and equipment of enlisted soldiers, and unit equipment under their control.
- Administering and monitoring the NCO professional development program, and other unit training programs.
- Achieving and maintaining courage, candor, competence, commitment, and compassion.

L226/OCT 03/VGT-5

Ref: AR 600-20 (SH-2), p 12, para 3-2a(8) thru (10)

This may seem like an awesome array of responsibilities, and, to successfully meet your responsibilities, your leaders are responsible to provide you with the guidance, resources, assistance, and supervision necessary to help you perform your duties. This means you must also provide the same to your subordinates.

**REMOVE VGT-5**

**CHECK ON LEARNING:**

QUESTION: As part of your duties in supporting the chain of command, what does teaching soldiers the history of the Army include?

ANSWER: Military customs, courtesies, and traditions.

Ref: AR 600-20 (SH-2), p 12, 3-2a(5)

QUESTION: As part of your duties in supporting the chain of command, what does the training of enlisted soldiers include?

ANSWER: Training enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

Ref: AR 600-20 (SH-2), p 12, para 3-2a(3)

QUESTION: As part of your duties in supporting the chain of command, what does accounting for and maintaining include?

ANSWER: Individual arms and equipment of enlisted soldiers, and unit equipment under their control.

Ref: AR 600-20 (SH-2), p 12, para 3-2a(8)

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify command relationships desired between officers, NCOs, and their subordinates.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100 and extract from AR 600-20.
<b>STANDARDS:</b>	Identified the division of responsibilities between officers and NCOs and the prohibited relationships between soldiers of different ranks that lead to desired command relationships IAW FM 22-100, Appendix A, and AR 600-20 (SH-2).

1. Learning Step / Activity 1. Officer/NCO Relationships
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 10 mins
  - Media: VGT-6 thru VGT-8

## **Officer/NCO Roles and Relationships**

**NOTE:** Inform the students to refer to FM 22-100.

As you probably know, when we speak of soldiers, we refer to the men and women filling the positions of commissioned officers, warrant officers, noncommissioned officers (NCOs), and enlisted personnel. You use the terms commissioned officer, warrant officer, and noncommissioned officer when it is necessary to specifically address or refer to a particular group. All Army leaders--soldiers and DA civilians--share the same goal to accomplish their organization's mission. No doubt you have probably noticed that the roles and responsibilities of Army leaders overlap.

Ref: FM 22-100, App A, p A-1, para A-1

## **Commissioned Officers Roles and Responsibilities**

Commissioned officers are direct representatives of the President of the United States. Commissions are legal instruments the president uses to appoint and exercise direct control over qualified people to act as his legal agents and help him carry out his duties. The Army retains this direct-agent relationship with the President through its commissioned officers. The commission serves as the basis for a commissioned officer's legal authority. Lets take a look at just a few of the roles and responsibilities of the commissioned officer.

## **Officer/NCO Roles and Responsibilities**

**NOTE:** Call on a student to read the bullet comments.

### **SHOW VGT-6, COMMISSIONED OFFICERS ROLES AND RESPONSIBILITIES**

#### **Commissioned Officers Roles and Responsibilities**

- Command, establish policy, and manage Army resources.
- Integrate collective, leader, and soldier training to accomplish missions.
- Deal primarily with units and unit operations.
- Concentrate on unit effectiveness and readiness.

L226/OCT 03/VGT-6

Ref: FM 22-100, App A, p A-2, Fig A-1

**REMOVE VGT-6**

**Warrant Officers Roles and Responsibilities**

Warrant officers are highly specialized, single-track specialty officers who receive their authority from the Secretary of the Army upon their initial appointment. However, upon promotion to chief warrant officer (CW2) they become commissioned warrant officers. These commissioned warrant officers are direct representatives of the President of the United States. They derive their authority from the same source as commissioned officers but remain specialists--in contrast to commissioned officers--who are generalists.

Warrant officers can and do command detachments, units, activities, and vessels as well as lead, coach, train, and counsel subordinates. As leaders and technical experts, they provide valuable skills, guidance, and expertise to commanders and organizations in their particular field. Now let's review some of the roles and responsibilities of warrant officers.

Ref: FM 22-100, App A, p A-1, para A-3

**NOTE:** Have students read the bullets on VGT-7.

**SHOW VGT-7, WARRANT OFFICERS ROLES AND RESPONSIBILITIES**

<p style="text-align: center;"><b>Warrant Officers Roles and Responsibilities</b></p> <ul style="list-style-type: none"><li>• Provide quality advice, counsel, and solutions to support the command.</li><li>• Execute policy and manage Army systems.</li><li>• Command special-purpose units and task-organized operational elements.</li><li>• Focus on collective, leader, and individual training.</li><li>• Operate, maintain, administer, and manage Army equipment, support activities, and technical systems.</li></ul> <p><small>L226/OCT 03/VGT-7</small></p>
--

Ref: FM 22-100, App A, p A-2, Fig A-1

**REMOVE VGT-7**



## **NCO Roles and Relationships**

Now we are going to discuss our roles and responsibilities as NCOs. We are the backbone of the Army. We train, lead, and take care of enlisted soldiers. We receive our authority from oaths of office, law, rank structure, traditions, and regulations. This authority allows us to direct soldiers, take actions required to accomplish the mission, and enforce good order and discipline. NCOs represent officers, and sometimes DA civilian leaders. We ensure our subordinates, along with their personal equipment, are ready to function as an effective unit and team members. While commissioned officers command, establish policy, and manage resources, NCOs conduct the Army's daily business.

QUESTION: What are some of our roles and responsibilities as NCOs?

ANSWER: See VGT-8.

**NOTE:** Call on students to read the bullet comments.

### **SHOW VGT-8, NONCOMMISSIONED OFFICERS ROLES AND RESPONSIBILITIES**

<p style="text-align: center;"><b><u>Noncommissioned Officers Roles and Responsibilities</u></b></p> <ul style="list-style-type: none"><li>• Train soldiers and conduct the daily business of the Army within established policy.</li><li>• Focus on individual soldier training.</li><li>• Deal primarily with individual soldier training and team leading.</li><li>• Ensure that subordinate teams, NCOs, and soldiers have properly prepared to function as effective unit and team members.</li></ul> <p style="font-size: small; margin-top: 10px;">L226/OCT 03/VGT-8</p>
---

Ref: FM 22-100, App A, p A-2, Fig A-1

### **REMOVE VGT-8**

#### **Officer/NCO Roles and Relationships**

When asked, what is "officer business" and what is "NCO business," is there really any distinct difference? You and your officers share the same goal--to accomplish

your unit's mission. As you can see by what we have just discussed, many responsibilities and duties overlap. No strict rule covers every relationship between officers and NCOs. We must work together and advise, assist, and learn from each other.

**CHECK ON LEARNING:** The discussion of each bullet on the three visual aids suffices as a check on learning for this learning step / activity.

2. Learning Step / Activity 2. Relationships of Soldiers of Different Rank  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 20 mins  
Media: VGT-9 thru VGT-12

### **Relationships of Soldiers of Different Rank**

Note: Tell the student to refer to AR 600-20 (SH-2).

We will now discuss prohibited relationships between soldiers of different rank and some relationships that may be detrimental to a unit's moral and discipline.

**NOTE:** Call on students to read the comments on the following VGTs and explain or offer an example of a violation of one of the items that they may have observed or feel they may have encountered. Stay in sequence with the VGTs.

### **SHOW VGT-9, PROHIBITED SOLDIER RELATIONSHIPS**

#### **Prohibited Soldier Relationships**

- Compromises, or appears to compromise, the integrity of supervisory authority, or the chain of command.
- Causes actual or perceived partiality or unfairness.
- Involves, or appears to involve, the improper use of rank or position for personal gain.

L2226/OCT 03/VGT-9

Ref: AR 600-20 (SH-2), p 19, para 4-14b(1) thru (3)

**REMOVE VGT-9**

**SHOW VGT-10, PROHIBITED SOLDIER RELATIONSHIPS (cont)**

**Prohibited Soldier Relationships (cont)**

- Are, or someone perceives to be, exploitative or coercive in nature.
- Creates an actual or clearly predictable adverse impact on--
  - Discipline.
  - Authority.
  - Morale.
  - Ability of the command to accomplish its mission.

L226/OCT 03/VGT-10

Ref: AR 600-20 (SH-2), p 19, para 4-14b (4) and (5)

**REMOVE VGT-10**

NCOs must also know and adhere to the standards of Army policy in order to maintain good order and discipline. We must use good judgment in our relationships with soldiers of different ranks. Some relationships are punishable under the provisions of the Uniform Code of Military Justice (UCMJ). Keep in mind that other relationships may not be against the law but may be detrimental to the unit's moral and discipline.

The next visual aid provides you some of the prohibited relationships between officer and enlisted personnel.

**NOTE:** Have the students read the examples one by one and generate a brief discussion of each.

**SHOW VGT-11, OFFICER AND ENLISTED PROHIBITED RELATIONSHIP EXAMPLES**

**Officer and Enlisted Prohibited Relationship Examples**

- Financial or business relationships.
- Dating, sharing living accommodations.
- Gambling.

L226/OCT 03/VGT-11

Ref: AR 600-20 (SH-2), p 19, para 4-14c(1) thru (3)

The prohibition of “ongoing business relationships” between officers and enlisted personnel does not apply to landlord/tenant relationships or to one-time transactions such as the sale of an automobile or house. The prohibition does apply to borrowing or lending money, commercial solicitation, and any other type of ongoing financial or business relationship. In the case of the Army National Guard or United States Army Reserve soldiers, this prohibition does not apply to relationships that exist due to their civilian occupation or employment.

The prohibition of “dating,” shared living accommodations other than those directed by operational requirements, and intimate or sexual relationships between officers and enlisted personnel, does not apply under certain conditions. For example, married enlisted members, and one becomes commissioned or gets selected as a warrant officer.

**REMOVE VGT-11**

**NOTE:** Allow students time to respond to the following question before showing VGT-12. Select students to read the bullet comments and generate a brief discussion.

**QUESTION:** Can anyone provide any other examples of prohibited relationships that affect good order and discipline?

**ANSWER:** See VGT-12.

**SHOW VGT-12, OTHER PROHIBITED RELATIONSHIPS**

<p style="text-align: center;"><b><u>Other Prohibited Relationships</u></b></p> <ul style="list-style-type: none"><li>• Trainee and soldier.</li><li>• Recruiter and recruit.</li></ul> <p style="font-size: small; margin-top: 10px;">L226/OCT 03/VGT-12</p>
---

Ref: AR 600-20 (SH-2), p 20, para 4-15a and b

**REMOVE VGT-12**

You must be aware of, and make your peers and subordinates aware of the fact that violations of these rules may be punishable under Article 92, UCMJ, as a violation of a lawful general regulation.

You have a responsibility for maintaining professional relationships. However, in any relationship between soldiers of different grade or rank, the “senior member” is generally in the best position to terminate or limit the extent of the relationship. Nevertheless, all members may be accountable for relationships that violate the professional relationship policy. To maintain good order and discipline, you must support your leaders in preventing inappropriate or unprofessional relationships through proper training and leadership by example.

**CHECK ON LEARNING:**

QUESTION: What are the three types of prohibited personal relationships between officer and enlisted personnel?

ANSWER: Ongoing business relationships between officer and enlisted personnel; dating, shared living accommodations other than those directed by operational requirements, and intimate or sexual relationships between officers and enlisted personnel; gambling between officers and enlisted personnel.

Ref: AR 600-20 (SH-2), p 19, para 4-14c(1) thru (3)

QUESTION: In any relationship between soldiers of different grades or rank, who is generally in the best position to terminate or limit the extent of the relationship and what are the consequences for not doing so?

ANSWER: The senior member; all members may be accountable for violation of an inappropriate relationship.

Ref: AR 600-20 (SH-2), p 19, para 4-14e

QUESTION: What Army leaders deal primarily with individual soldier training and team leading?

ANSWER: Noncommissioned officers.

Ref: FM 22-100, App A, p A-2, Fig A-1

QUESTION: What Army leader is responsible for establishing the leadership climate of the unit and developing disciplined and cohesive units?

ANSWER: The commander.

Ref: AR 600-20 (SH-2), p 1, para 1-5c

**Break:** TIME: 01:50 to 02:00

F. **ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identified the difference between nonjudicial punishment and nonpunitive measures.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given an extract from AR 27-10.
<b>STANDARDS:</b>	Identified the difference between nonjudicial punishment and nonpunitive measures IAW AR 27-10 (SH-3).

1. Learning Step / Activity 1. Nonjudicial Punishment  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 15 mins  
Media: VGT-13

**Nonjudicial Punishment**

**NOTE:** Refer the students to AR 27-10 (SH-3).

Commanders should impose nonjudicial punishment to correct soldiers' misconduct that's in violation of the Uniform Code of Military Justice (UCMJ). Commanders normally impose nonjudicial punishment when soldiers intentionally disregard or fail to follow the prescribed standards of military conduct.

Nonjudicial punishment is proper in all cases involving minor offenses in which the leader considers that nonpunitive measures are inadequate or inappropriate. If it is clear that nonjudicial punishment will not be sufficient to meet the ends of justice, leaders must take more stringent measures. Prompt action is essential for non-judicial punishment to have the proper corrective effect.

**Nonpunitive Measures**

The commander and NCO have at their disposal nonpunitive measures they may use for soldiers whose misconduct or actions may not require nonjudicial or judicial punishment.

**NOTE:** After asking the following question, give the group some time to respond before showing VGT-13.

QUESTION: What are the intended effects of nonpunitive measures?

ANSWER: Show VGT-13.

## SHOW VGT-13, EFFECTS OF NONPUNITIVE MEASURES

### Effects of Nonpunitive Measures

To teach proper standards of conduct and performance, not to punish.

L226/OCT 03/VGT-13

Ref: AR 27-10 (SH-3), p 3, para 3-3a

### REMOVE VGT-13

Commanders should use nonpunitive measures to the fullest extent to further the efficiency of the command before resorting to nonjudicial punishment. Nonpunitive measures usually deal with misconduct resulting from simple neglect, forgetfulness, laziness, inattention to instruction, sloppy habits, immaturity, difficulty in adjusting to a disciplined military life, and similar deficiencies.

Leaders use nonpunitive actions primarily as tools for teaching soldiers the standards of conduct and performance and do not constitute punishment. Often these actions have a rehabilitative effect on the soldiers and benefit them and the Army.

### CHECK ON LEARNING:

QUESTION: When do commanders normally impose nonjudicial punishment?

ANSWER: When soldiers intentionally disregard or fail to follow the prescribed standards of military conduct.

Ref: AR 27-10 (SH-3), p 3, para 3-3a

QUESTION: When a commander opts to use nonpunitive measures, what type of misconduct has the soldier most likely displayed?

ANSWER: Simple neglect, forgetfulness, laziness, inattention to detail, sloppy habits, immaturity, difficulty in adjusting to military life, and similar deficiencies.

Ref: AR 27-10 (SH-3), p 3, para 3-3a

**G. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine which corrective measures are available that best support your role in maintaining unit discipline.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given extracts from AR 27-10 and FM 27-14.
<b>STANDARDS:</b>	Determined which corrective measures are available that best support your role in maintaining unit discipline IAW AR 27-10 (SH-3) and FM 27-14 (SH-4).

1. Learning Step / Activity 1. Options for Enforcing Discipline  
 Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:8  
 Time of Instruction: 20 mins  
 Media: VGT-14

**Options for Enforcing Discipline**

**NOTE:** Refer the students to AR 27-10 (SH-3) and FM 27-14 (SH-4).

**NOTE:** When you ask the following question, allow the class to give some responses before showing VGT-14.

**QUESTION:** Based on your homework readings and your experience in the Army, what do you see as some options that NCOs have available or that they may request to enforce discipline?

**ANSWER:** See VGT-14.

**SHOW VGT-14, OPTIONS FOR ENFORCING DISCIPLINE**

<p><b><u>Options for Enforcing Discipline</u></b></p> <ul style="list-style-type: none"> <li>• Corrective admonition and reprimand.</li> <li>• Counseling.</li> <li>• Corrective training.</li> <li>• Withholding discretionary benefits, award, or promotion.</li> <li>• Administrative reduction.</li> <li>• Article 15.</li> <li>• Courts-martial.</li> </ul> <p><small>L226/OCT 03/VGT-14</small></p>
---

Ref: AR 27-10 (SH-3), p 3, para 3-3 and FM 27-14 (SH-4), p 8 and 9, para titled Withholding of Privileges

Leaders use nonpunitive measures to maintain discipline through corrective actions. Your use of corrective actions allows you to emphasize correction and not



punishment. You use corrective action because it implies that the soldier, with proper guidance, will become efficient and competent.

#### **REMOVE VGT-14**

We will now discuss some of the corrective actions that are available to the NCO. The actions are reprimands and admonitions, counseling, and extra training or instruction.

#### **Admonitions and Reprimands**

An admonition is the act of counseling, advising, or cautioning. It is a mild reproof or warning expressing your disapproval of a soldier's actions or lack of action. In other words, a warning or "chewing out." It may be a written or oral admonition that you or an officer may impose.

A reprimand is similar to an admonition, however it is a severe, usually formal reproof or rebuke, a formal act of scolding, a strong criticism, or a severe "chewing out." Like the admonition, it may be an oral or written reprimand, and an NCO or officer may impose it.

When a commander imposes a written admonition or reprimand, he has the option of using it as an administrative measure or as nonjudicial punishment. If he decides to impose an admonition or reprimand as a punitive measure under Article 15, then he must follow the procedures set fourth in the Manual for Courts-Martial and AR 27-10.

When a commander imposes a written admonition or reprimand as nonpunitive punishment, he must ensure the admonition or reprimand contains a statement to indicate that he imposed it as an administrative measure and not as punishment under Article 15, UCMJ. This admonition or reprimand is in a memorandum format to the soldier for acknowledgment and rebuttal. Admonitions and reprimands that a commander does impose as punishment under Article 15, whether administered orally or in writing, should state clearly that the commander imposed them as punishment under that Article.

## **Counseling**

Counseling is a dimension of discipline that adds to the leadership climate of the unit. You will learn later in this course the different types of developmental counseling that deals with disciplinary matters.

## **Extra Training or Instruction**

One of the most effective nonpunitive measures you have available to you is extra training or instruction. You use it when one of your soldier's duty performance is substandard or deficient. As an example, a soldier may lack in the proper wear of the class A uniform. You may require him to attend classes--maybe after duty hours--on the proper wear of the class A uniform and stand an inspection until he corrects the deficiency.

Ref: AR 27-10 (SH-3), p 3 and 4, para 3-3

**NOTE:** Read the following situation and ask the questions following the situation.

A week earlier, SGT Jones counseled PFC Smith about PFC Smith's problem in maintaining his M16, particularly the weapon's cleanliness. After inspecting PFC Smith's weapon, SGT Jones found the weapon dirty. SGT Jones decided that PFC Smith needed some extra training. SGT Jones called PFC Smith into the squad room and told him the following:

"PFC you are to report to the arms room after duty hours for the next three days. You will sign out your weapon and report to me at the PT track. There you will run at port arms for two miles. Maybe after the three days you'll learn to keep your weapon clean. I'm sick and tired of always finding your weapon dirty."

**QUESTION:** Is the extra training or instruction that SGT Jones gave PFC Smith proper?

**ANSWER:** No. SGT Jones must select some type of extra training or instruction that aims at correcting the particular deficiency, in this situation, something to teach PFC Smith how to clean his M-16 properly.

Ref: AR 27-10 (SH-3), p 4, para 3-3c

**QUESTION:** Was the time of extra training that SGT Jones selected proper?

**ANSWER:** Yes, SGT Jones may conduct extra training or instruction after duty hours.

Ref: AR 27-10 (SH-3), p 4, para 3-3c

## **Withholding of Privileges**

NOTE: Refer the students to FM 27-14 (SH-4).

At times it may be necessary to withhold privileges in order to maintain good order and discipline. You may recommend to the commander that he withhold an award, promotion, or other certain benefits from a soldier. The commander does not have direct control over some privileges; therefore, before you initiate or recommend any action concerning benefits, consult with someone, e.g., the platoon sergeant or the first sergeant, to ensure your commander has the authority to withhold certain benefits. Although not true in all cases, privileges withheld are normally those that a soldier may have misused.

Ref: FM 27-14 (SH-4), p 8 and 9, para Withholding of Privileges

You must keep in mind that you need the assistance and cooperation of the unit commander to impose some of these corrective nonpunitive measures. Having a good working knowledge of these nonpunitive measures allows you to provide the commander with a knowledgeable and sound recommendation. Proper use of administrative action will motivate the soldier to adjust and improve his conduct and not become a candidate for punitive actions later.

### **CHECK ON LEARNING:**

QUESTION: When do leaders use extra training or instruction?

ANSWER: When a soldier's duty performance has been substandard or deficient.

Ref: AR 27-10 (SH-3), p 4, para 3-3c

QUESTION: Does a company commander have the authority to withhold all privileges from a soldier in his command?

ANSWER: No, only those privileges he has direct control/authority over.

Ref: FM 27-14 (SH-4), p 8 and 9, para Withholding of Privileges

H.

**ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the legal implications of the DOD homosexual conduct policy.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given an extract from TSP 181-A-0001
<b>STANDARDS:</b>	Identified what constitutes homosexual conduct. Further, identified the responsibilities of a commander when inquiring into an allegation of homosexual conduct, including the rights of the soldier under inquiry. Finally, identified the rights of a soldier who is being harassed or threatened based on a perceived sexual orientation. Included in this last standard is the ability to identify the commander's responsibilities toward a harassed or threatened soldier, as well as the commander's duty to properly investigate the soldier(s) who is alleged to have committed the harassment and/or threat.

1.

Learning Step / Activity 1. Focus of DOD Policy

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 15 mins

Media: VGT-15 and VGT-16

**Focus of DOD Policy**

**NOTE:** The material in this ELO comes straight from the JAG School with directions prohibiting any rewriting due to legal jargon. Therefore, you will find passive voice and possibly other items that do not follow the Army Writing Style.

**NOTE:** Direct the students to SH-5, Extracted Material from TSP 181-A-0001.

**General Policy**

For soldiers who have been in the Army since 1994, it is important to realize that the DOD policy on homosexual conduct has not changed since then. Under this policy, soldiers still have certain rights, and commanders have certain responsibilities when investigating allegations of homosexual conduct. Based on recent Army guidance, this lesson plan also focuses on the right of soldiers, and the responsibilities of the command, when faced with a soldier being harassed or threatened because of a perceived sexual, orientation.

Ref: SH-5, p SH-5-3, para 1

QUESTION: What are the two key areas to remember in understanding the DOD policy on homosexual conduct?

ANSWER: Show VGT-15.

**NOTE:** Allow the students a moment to answer before showing VGT-15.

**SHOW VGT-15, DOD HOMOSEXUAL CONDUCT POLICY**

<p style="text-align: center;"><b><u>DOD Homosexual Conduct Policy</u></b></p> <ul style="list-style-type: none"><li>• Focus of policy is homosexual <u>conduct</u>, NOT sexual <u>orientation</u>.</li><li>• Command will separate soldiers for homosexual:<ul style="list-style-type: none"><li>- Statements (e.g. "I am gay").</li><li>- Acts.</li><li>- Marriages (actual or attempted).</li></ul></li><li>• NOTE: A soldier who makes a homosexual statement, but who also convinces a separation board that he or she will not engage in homosexual acts, can be retained by the Army.</li></ul> <p style="font-size: small;">L226/OCT 03/VGT-15</p>
--

Ref: SH-5, p SH-5-3 and SH-5-4, para 2a and b

**Conduct**

The key to understanding the DOD policy on homosexual conduct is to remember that it focuses on homosexual conduct (what a soldier says or does) not on sexual orientation alone (how a soldier feels about himself or herself as a heterosexual [straight] or homosexual [gay or lesbian] or bisexual [sexually attracted to both genders]).

The easiest way to remember the key features of the DOD policy on homosexual conduct is to remember the acronym "SAM," which stands for Statements – Acts – Marriages.

**Statements**

The command will take action to separate a soldier who says he or she is gay, or a lesbian, or has a homosexual orientation, because the law says that it is reasonable to presume that someone who says he or she has such an orientation will act on that orientation. However, there is a special rule about statements that we will discuss later.

## **Acts**

The command will take action to separate a soldier who performs a homosexual act. A homosexual act is:

Any bodily contact, actively taken or passively permitted,  
Between members of the same sex, for the purpose of satisfying  
sexual desire. It does not require any particular form of  
intercourse or penetration. Any bodily contact that a reasonable  
person would understand to demonstrate a likelihood that the  
person will engage in homosexual acts. Depending on the  
circumstances, this could include handholding, kissing, or "slow"  
dancing with a member of the same sex.

## **Marriages**

The command will take action to separate a soldier who marries or attempts to marry a person of the same biological gender (a male soldier who marries or tries to marry another man, or a female soldier who marries or tries to marry another woman).

## **Special Rule About Statements**

As previously stated, a soldier who says that he or she is homosexual (e.g., "I am gay," or "I am a lesbian," or "I have a homosexual orientation," or similar language), will be processed for separation. Why? Because it is reasonable to presume that someone who says that he or she has such an orientation will act on the orientation and engage in a homosexual act. However, such a soldier may attempt to convince an administrative separation board, that despite having made a statement that he or she is a homosexual, the soldier will not engage in homosexual acts. If the soldier can convince the separation board that he or she will not engage in homosexual acts, the board can choose to recommend the soldier be retained in the Army.

## **REMOVE VGT-15**

It is your duty and legal obligation to follow the Army's rules and policies. You demonstrate your loyalty to the Army and your fellow soldiers by behaving in accordance with Army policies. You also serve honorably when you adhere to the Army's regulation, policies, and laws.

Ref: SH-5, p SH-5-4, para 2c

If you take any of the following actions, you will violate the Army's homosexual conduct policy and the Army may discharge you.

#### **SHOW VGT-16, DOD HOMOSEXUAL CONDUCT POLICY (cont)**

<p style="text-align: center;"><b><u>DOD Homosexual Conduct Policy (cont)</u></b></p> <ul style="list-style-type: none"><li>• A soldier who takes any of the following actions violates the homosexual conduct policy, and the Army may discharge him or her:<ul style="list-style-type: none"><li>– Makes a homosexual statement.</li><li>– Commits a homosexual act.</li><li>– Enters, or attempts to enter into a homosexual marriage.</li></ul></li><li>• A soldier, who for the purpose of avoiding military duty, engages in any of the behaviors listed above, may be subject to disciplinary actions under the UCMJ.</li></ul> <p style="font-size: small; margin-top: 10px;">L226/OCT 03/VGT-16</p>
--

Ref. SH-5, p SH-5-4, para 2d

#### **Consequences**

You will violate the Army's homosexual policy and the Army will discharge you should you take any of the following actions:

- Make a homosexual statement (for example, "I am gay," "I am a lesbian," "I am homosexual," or "I have a homosexual orientation.")
- Engage in a homosexual act.
- Enter, or attempt to enter, into a homosexual marriage.

#### **A Special Point**

Saying that you are a homosexual or committing other homosexual conduct to avoid a military obligation (e.g., Deployment) violates Army policy and betrays your military duty. Making such statements or committing such acts may subject you to disciplinary action under the Uniform Code of Military Justice.

#### **REMOVE VGT-16**

**CHECK ON LEARNING:**

QUESTION: The DOD categorized the policy on homosexual conduct into which of the following areas:?

- a. Orientation, perceptions, statements.
- b. Marriages, acts, perceptions.
- c. Acts, orientation, marriage.
- d. Statements, acts, marriage.

ANSWER: d. Statements, acts, marriage.

Ref: SH-5, p SH-5-3, para 2b

QUESTION: True or False: The Army will recognize a same sex marriage between soldiers so long as the soldiers married in a state that legally recognizes same sex marriages?

ANSWER: False

Ref: SH-5, p SH-5-4, para 2b(3)

QUESTION: What can be the consequences for making a statement that you are homosexual or committed other homosexual conduct to avoid a deployment?

ANSWER: You may be subject to disciplinary action under the UCMJ.

Ref: SH-5, p SH-5-4, para 2e

**Break:** TIME: 02:50 to 03:00

2. Learning Step / Activity 2. Investigating Homosexual Conduct
- Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 20 mins
  - Media: VGT-17 and VGT-18

Let's take a second to review. Remember, DOD's policy on homosexual conduct is "conduct-based," focusing on what a soldier does or says, not on the soldier's orientation alone.

QUESTION: Who may conduct and on what basis may he conduct an investigation concerning homosexual conduct?

ANSWER: Show VGT-17.

**NOTE:** Allow a moment for the students to answer the question before showing VGT-17.



## SHOW VGT-17, INVESTIGATING HOMOSEXUAL CONDUCT

### **Investigating Homosexual Conduct**

- Only commanders initiate inquiries.
- An inquiry must be based on **Credible** information.
- Examples of information that is **NOT** credible:
  - Mere suspicion, opinion or rumors.
  - Reading homosexual publications/Going to “gay bars.”
  - Homosexual statements made to avoid duty.
- Conduct the inquiry (**informal inquiries preferred**):
  - Right against self-incrimination (Article 31, UCMJ).
  - Cannot ask soldier about his/her sexual orientation.
  - Can question soldier's supervisory chain of command.
  - Can question persons suggested by the soldier.

L226/OCT 03/VGT-17

Ref: SH-5, p SH-5-4 and SH-5-5, para 3a thru 3e(2)(c)

Only the commander can initiate fact-finding inquiries into homosexual conduct.

You may not, on your own, do any investigation or inquiring into whether a soldier is homosexual or has committed homosexual conduct. Subordinate leaders should direct questions and report grounds for separation to their commanders. A soldier's duty to do the right thing extends to reporting observed incidents of harassment. Soldiers and subordinate leaders should remain sensitive to instances of harassment based on perceived sexual orientation. They must report such incidents to the chain of command.

Commanders investigate homosexual conduct only if there is credible evidence of homosexual statement, act, or marriage (remember “SAM”). Credible evidence is any information, considering its source and the surrounding circumstances, that supports a reasonable belief that there is a basis for discharge. Commanders should not investigate (or take other actions) when there is NO credible evidence of a basis for discharge. Examples of NO credible evidence include:

- Mere suspicion of homosexual conduct.

Other peoples' opinions or rumors about a soldier's homosexual orientation, when the opinion or rumor is NOT based on factual evidence is not a basis for discharge.

Statements made by a soldier claiming homosexuality when the evidence available at the time of the statement supports an attempt to avoid duty, or to void an enlistment. Commanders should exercise care before determining that such

statements do not meet the requirements of "SAM" as outlined in the DOD Homosexual Conduct Policy guidelines.

Informal inquiries are preferred. The CID or MPI usually should not become involved in an investigation to determine whether homosexual conduct took place.

When interviewing a soldier believed to have committed homosexual conduct, explain the Army's homosexual conduct policy before questioning. The interviewer will begin the interview by informing the soldier of his or her rights against self-incrimination under Article 31, UCMJ. If the soldier does not want to make a statement, the interviewer will not ask further questions. An interviewer shall not ask, and a soldier does not have to reveal whether he or she is a heterosexual, homosexual, or a bisexual. For example, you cannot ask either, "Are you homosexual?" or "Are you gay?"

If the inquiry is only about a statement the soldier made ("I am gay"), in most cases, the admission by the soldier is sufficient; and no further investigation is required. If a commander wishes to inquire further whether the statement is credible, the commander may do so in the following manner:

If the soldier is to be interviewed about the statement, he or she must first be read his or her rights against self-incrimination under Article 31, UCMJ. The soldier can then be asked if he or she has committed, or attempted to commit homosexual acts. The soldier may be asked if he or she intends to commit homosexual acts in the future. The soldier may be asked why he or she made the statement and what the statement meant.

Members of the soldier's supervisory chain-of-command may be questioned. Other persons suggested by the soldier in the interview may also be questioned.

#### **REMOVE VGT-17**

Any inquiry beyond that which we just covered is considered a "Substantial Investigation." A Substantial Investigation requires approval from the Department of the Army.

## SHOW VGT-18, INVESTIGATING HOMOSEXUAL CONDUCT (cont)

<p style="text-align: center;"><b><u>Investigating Homosexual Conduct (cont)</u></b></p> <ul style="list-style-type: none"><li>• “Substantial investigation” requires DA approval.</li><li>• Statements to chaplains, attorneys, and spouses may be considered confidential.</li><li>• You will violate the policy IF:<ul style="list-style-type: none"><li>- You investigate a soldier for homosexual conduct without a commander’s permission, or</li><li>- Accuse a soldier of violating the homosexual conduct policy based on:<ul style="list-style-type: none"><li>* Suspicion without credible evidence.</li><li>* Rumors.</li><li>* Observing a soldier with homosexual materials or in certain locations (e.g. “gay bars”).</li></ul></li></ul></li></ul> <p><small>L226/OCT 03/VGT-18</small></p>
---

Ref: SH-5, p SH-5-5 and SH-5-6, para 3e(2)(d) thru 3h

Statements made by the soldier to certain individuals, e.g., chaplains, attorneys, and spouses, may be considered confidential. However, such statements must be looked at separately on a “case by case” basis to determine whether or not the statements are confidential.

### **Your Responsibilities as a Soldier**

It is your duty, as well as your legal obligation, to follow the Army’s rules and policies. When you behave in accordance with Army policies you demonstrate your loyalty to the Army and your fellow soldiers. You also serve honorably when you adhere to the Army’s regulations, policies, and laws.

If you take any of the following actions, you have violated the homosexual conduct policy:

- Investigate a soldier for homosexual conduct without a commander’s permission.
- Accuse a soldier of violating the homosexual conduct policy based on:
  - Suspicion without credible evidence.
  - Rumors.
  - Observing a soldier with homosexual materials or in certain locations (e.g., gay bars).

### **REMOVE VGT-18**

**CHECK ON LEARNING:**

QUESTION: Who is the only person that can initiate a fact-finding inquiry into an allegation of homosexual conduct?

ANSWER: A commander.

Ref: SH-5, p SH-5-5, para 3a

QUESTION: A commander sees one of his soldiers entering a bar that is a known homosexual establishment. May the commander initiate an inquiry as to the soldier's sexual preferences?

ANSWER: No. Just because the soldier enters such a bar does not provide credible evidence that the soldier is a homosexual.

Ref: SH-5, p SH-5-5, para 3c

QUESTION: What is the preferred type of inquiry into homosexual conduct?

ANSWER: Informal.

Ref: SH-5, p SH-5-6, para 3d

- 3. Learning Step / Activity 3. Anti-Harassment Policy
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 15 mins
  - Media: VGT-19 thru VGT-21

**SHOW VGT-19, ANTI-HARASSMENT POLICY**

**Anti-Harassment Policy**

---

- A soldier being harassed should seek out the chain of command, a chaplain, the IG, or a legal assistance attorney.
- A harassed or threatened soldier should not be investigated simply because of the harassment or threat.
- The DOD Homosexual Conduct Policy does not, however, prohibit investigating the soldier(s) who harass(es) or threaten(s) another soldier for possible violations of the UCMJ.

L226/OCT 03/VGT-19

Ref: SH-5, p SH-5-6, para 4

A soldier who is being threatened or harassed because he or she is perceived to be homosexual should always seek out his or her chain of command to get help. If the soldier doesn't feel comfortable using the chain of command, he or she should go

to the chaplain, the inspector general, or the judge advocate general legal assistance attorney.

### **Harassed Soldiers Are Not Investigated**

If a soldier is being harassed or threatened because the soldier is said or perceived to be homosexual, the harassment or threat is not enough by itself to justify investigating the harassed/threatened soldier for homosexual conduct. This bar to investigation concerning the harassed soldier's sexual orientation does not prevent the investigation of the soldier(s) committing the harassment for possible violations of the UCMJ.

**REMOVE VGT-19**

**SHOW VGT-20, ANTI-HARASSMENT POLICY (cont)**

<p style="text-align: center;"><b>Anti-Harassment Policy (cont)</b></p> <ul style="list-style-type: none"><li>• Commanders need credible information other than harassment to investigate a soldier for homosexual conduct. HARASSMENT ALONE IS NOT CREDIBLE INFORMATION.</li><li>• Absent credible information, an investigation into a complaint or either harassment or of a threat must focus on the harassment or threat, ONLY.</li><li>• Credible information discovered during the course of an investigation does NOT stop the requirement to properly dispose of allegations of harassment.</li></ul> <p style="font-size: small;">L228/OCT 03/VGT-20</p>
--

Ref: SH-5, SH-5-6, para 4b thru d

### **There Must Be Credible Information Apart From Harassment**

A commander still needs credible information apart from any threat or harassment to justify an investigation into homosexual conduct.

### **When Investigating Harassment, a Harassed Soldier's Orientation/Conduct Should Not Be Investigated**

When investigating a threat or harassment, the harassed/threatened soldier's sexual orientation should not be investigated, nor whether he or she committed homosexual conduct. The focus should be on the harassment or threat itself.

**If Credible Information Comes Up During the Investigation, It Must Be Carefully Reviewed.**

The information must be credible, apart from the harassment or threat. Receiving this information does not stop the requirement to investigate and take appropriate action against any harasser.

**REMOVE VGT-20**

**SHOW VGT-21, ANTI-HARASSMENT POLICY (cont)**

<p style="text-align: center;"><b>Anti- Harassment Policy (cont)</b></p> <ul style="list-style-type: none"><li>• <b>The Command cannot make harassment stop if its is not reported.</b></li><li>• <b>Commander must adequate address reported instances of harassment</b><ul style="list-style-type: none"><li>- <b>The focus of any investigation into alleged harassment must be on the soldier (s) committing the harassment.</b></li><li>- <b>Harassed or threatened soldiers must know that their own sexual orientation will not be the subject of the investigation.</b></li><li>- <b>When conducting the investigation, a commander can request the assistance of either MPI or CID.</b></li></ul></li></ul> <p><small>L226/OCT 03/VGT-21</small></p>
---

**Soldiers Being Harassed/Threatened Should Seek Their Chain of Command**

Soldier who are being harassed or threatened because they are perceived to be homosexual should seek their chain of command for assistance. They should understand that reporting harassment or threats does not support an investigation into whether they have committed homosexual conduct. The command cannot make harassment stop if it is not reported. Commanders must adequately address reported instances of harassment, to include initiating a commander's inquiry under Rule for courts-martial 303, or referring the case to Military Police Investigators or the Criminal Investigation Division for investigation of the individuals committing the harassment. Harassed soldiers must know that they will not be investigated regarding their sexual orientation as a result of telling the chain of command about the harassment.

**REMOVE VGT-21**

**CHECK ON LEARNING:**

QUESTION: When a commander is investigating a threat or harassment against a soldier perceived to be homosexual, does he also initiate an investigation into whether the soldier is homosexual?

ANSWER: No. The commander should not investigate the threatened or harassed soldier's sexual orientation, nor whether the soldier committed homosexual conduct. The focus should be on the harassment or threat, only.

Ref: SH-5, SH-5-6, para 4c

QUESTION: What should the commander's actions be if credible information comes up during an investigation of threats to or harassment of a soldier perceived to be homosexual?

ANSWER: The commander must carefully review the information to determine its credibility. However, receiving this information does not stop the requirement to investigate and take appropriate action against any harasser.

Ref: SH-5, p SH-5-6, para 4d

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>15 mins</u>
Media: <u>None</u>

**Check on Learning**

---

QUESTION: As a leader, how can you build discipline in your squad?

ANSWER: By training to standard, using rewards and punishment judiciously, instilling confidence in and building trust among team members, and creating a knowledgeable collective will.

Ref: FM 22-100, p 3-2, para 3-9

QUESTION: What is it that makes a leader do what he needs to do regardless of his personal feelings?

ANSWER: Self-discipline.

Ref: FM 22-100, p 2-12, para 2-47

QUESTION: A company commander is responsible for all the tasks and missions assigned to his company, and his leaders hold him accountable for completing them. This is an example of what type of responsibility?

ANSWER: Command responsibility.

Ref: FM 22-100, App A, p A-4, para A-18

QUESTION: What type of authority do NCOs have in order to maintain good order and discipline?

ANSWER: General military authority.

Ref: FM 22-100, App A, p A-3, para A-11 and A-12

QUESTION: As part of your duties in supporting the chain of command, what does teaching soldiers the history of the Army include?

ANSWER: Military customs, courtesies, and traditions.

Ref: AR 600-20 (SH-2), p 12, para 3-2a(5)

QUESTION: As part of your duties in supporting the chain of command, what does the training of enlisted soldiers include?

ANSWER: Training enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

Ref: AR 600-20 (SH-2), p 12, para 3-2a(3)

---



---

QUESTION: As part of your duties in supporting the chain of command, what does accounting for and maintaining include?

ANSWER: Individual arms and equipment of enlisted soldiers, and unit equipment under their control.

Ref: AR 600-20 (SH-2), p 12, para 3-2a(8)

QUESTION: SPC Smith and SGT Smith have been married for five years. SGT Smith just received word that the Army selected her for warrant officer. Is the couple in compliance with what the Army allows for relationships?

ANSWER: Yes, since they were already a married couple prior to the selection.

Ref: AR 600-20 (SH-2), p 19, para 4-14c(2)(c)

QUESTION: In any relationship between soldiers of different grades or rank, who is generally in the best position to terminate or limit the extent of the relationship?

ANSWER: The senior member.

Ref: AR 600-20 (SH-2), p 19, para 4-14e

QUESTION: What Army leaders deal primarily with individual soldier training and team leading?

ANSWER: Noncommissioned officers.

Ref: FM 22-100, App A, p A-2, Fig A-1

QUESTION: What Army leader is responsible for establishing the leadership climate?

ANSWER: The commander.

Ref: AR 600-20 (SH-2), p 1, para 1-5c

QUESTION: When do commanders normally impose nonjudicial punishment?

ANSWER: When soldiers intentionally disregard or fail to follow the prescribed standards of military conduct.

Ref: AR 27-10 (SH-3), p 3, para 3-3a

QUESTION: When do leaders use extra training or instruction?

ANSWER: When a soldier's duty performance has been substandard or deficient.

Ref: AR 27-10 (SH-3), p 4, para 3-3c

---

---

QUESTION: When a commander is investigating a threat or harassment against a soldier perceived to be homosexual, does he also initiate an investigation into whether the soldier is homosexual?

ANSWER: No. The commander should not investigate the threatened or harassed soldier's sexual orientation, nor whether the soldier committed homosexual conduct. The focus should be on the harassment or threat.

Ref: SH-5, p SH-5-6, para 4c

QUESTION: What should the commander's actions be if credible information comes up during an investigation of threats to or harassment of a soldier perceived to be homosexual?

ANSWER: The commander must carefully review the information to determine its credibility. However, receiving this information does not stop the requirement to investigate and take appropriate action against any harasser.

Ref: SH-5, p SH-5-6, para 4d

QUESTION: What acronym can you use to remember the key features of the DOD policy on homosexual conduct?

ANSWER: SAM, Statements – Acts – Marriages.

Ref: SH-5, p SH-5-3, para 2b

QUESTION: Who is the only person that can initiate a fact-finding inquiry into an allegation of homosexual conduct?

ANSWER: A commander.

Ref: SH-5, SH-5-5, para 3a

---

**Review /  
Summarize  
Lesson**

---

During this lesson you studied the definition of discipline and the difference between discipline and self-discipline. You studied the terms “authority, command authority, and general military authority.” You learned the differences between individual and command responsibilities and their role in maintaining discipline.

You also studied NCO responsibilities in supporting and assisting the commander in accomplishing the mission and maintaining discipline by supporting the chain of command. You learned about relationships between officers, warrant officers, NCOs and enlisted soldiers, and you learned how different relationships affect unit morale and discipline.

You read about the options of nonpunitive and punitive actions. Remember that nonpunitive actions are to help the soldier make corrections, NOT to punish him. In dealing with the lesser range of misconduct, the noncommissioned officer’s primary concern is to teach discipline and train to the proper standards of conduct.

You learned about the DOD policy on homosexual conduct focusing on homosexual “conduct” and not on sexual “orientation.” You also learned that the policy covers homosexual conduct, which includes statements, acts, and marriages, and that soldiers could be separated for such conduct. However, remember the special rule about homosexual statements that allows a soldier to remain in the Army, even after making a homosexual statement, provided the soldier can convince a separation board that he or she will not engage in homosexual acts.

You also learned that only commanders can initiate fact-finding inquiries into homosexual conduct. They may inquire into possible homosexual conduct only if there is credible evidence, meaning more than mere suspicion or rumor, of a homosexual statement, act, or marriage.

---

---

Finally, you learned that soldiers who feel threatened /harassed because of being perceived as a homosexual are advised to seek assistance from the chain of command, chaplain, IG, or JAG legal assistance attorney. When investigating a threat or harassment, the focus should be on the threat or harassment and NOT on the perceived sexual orientation or alleged homosexual conduct of the threatened/harassed soldier. If the commander has credible information regarding any homosexual conduct, apart from the threat or harassment, the commander could then initiate an inquiry into these allegations.

---

**Transition to  
Next Lesson**

None

---

**SECTION V. STUDENT EVALUATION**

---

**Testing Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written leadership examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

---

**Feedback Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

Inform the students where their examination will take place as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

---

This page intentionally left blank

Terminal Learning Objective

VGT-1, Command Responsibility

## **Command Responsibility**

Refers to collective or organizational accountability and includes how well units perform their missions.

**EXAMPLE:** A company commander is responsible for all the tasks and missions assigned to his company.

L226/OCT 03/VGT-1

## **Individual Responsibility**

- **Accounting for your personal conduct.**
- **Commissioned officers, warrant officers, and DA civilians assume this responsibility when they take their oath.**
- **Soldiers assume this responsibility with their initial oath of enlistment.**



## **NCO Responsibilities**

- Transmitting, instilling, and ensuring the efficacy of the professional Army ethic.
- Planning and conducting the day-to-day unit operations within prescribed policies and directives.
- Training of enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

## **NCO Responsibilities (cont)**

- Supervising unit physical fitness training and ensuring soldiers comply with the weight and appearance standards of ARs 600-9 and 670-1.
- Teaching soldiers the history of the Army, to include military customs, courtesies, and traditions.
- Caring for soldiers and their families, on and off duty.
- Teaching soldiers the mission of the unit and developing individual training programs to support the mission.

## **NCO Responsibilities (cont)**

- Accounting for and maintaining individual arms and equipment of enlisted soldiers, and unit equipment under their control.
- Administering and monitoring the NCO professional development program, and other unit training programs.
- Achieving and maintaining courage, candor, competence, commitment, and compassion.

## **Commissioned Officers Roles and Responsibilities**

- Command, establish policy, and manage Army resources.
- Integrate collective, leader, and soldier training to accomplish missions.
- Deal primarily with units and unit operations.
- Concentrate on unit effectiveness and readiness.

L226/OCT 03/VGT-6

## **Warrant Officers Roles and Responsibilities**

- Provide quality advice, counsel, and solutions to support the command.
- Execute policy and manage Army systems.
- Command special-purpose units and task-organized operational elements.
- Focus on collective, leader, and individual training.
- Operate, maintain, administer, and manage Army equipment, support activities, and technical systems.

L226/OCT 03/VGT-7

## **Noncommissioned Officers Roles and Responsibilities**

- Train soldiers and conduct the daily business of the Army within established policy.
- Focus on individual soldier training.
- Deal primarily with individual soldier training and team leading.
- Ensure that subordinate teams, NCOs, and soldiers have properly prepared to function as effective unit and team members.

L226/OCT 03/VGT-8

## **Prohibited Soldier Relationships**

- Compromises, or appears to compromise, the integrity of supervisory authority, or the chain of command.
- Causes actual or perceived partiality or unfairness.
- Involves, or appears to involve, the improper use of rank or position for personal gain.

L226/OCT 03/VGT-9

## **Prohibited Soldier Relationships (cont)**

- Are, or someone perceives to be, exploitative or coercive in nature.
- Creates an actual or clearly predictable adverse impact on--
  - Discipline.
  - Authority.
  - Morale.
  - Ability of the command to accomplish its mission.

L226/OCT 03/VGT-10



## **Officer and Enlisted Prohibited Relationship Examples**

- Financial or business relationships.
- Dating, sharing living accommodations.
- Gambling.

L226/OCT 03/VGT-11

## **Other Prohibited Relationships**

- Trainee and soldier.
- Recruiter and recruit.

L226/OCT 03/VGT-12

## **Effects of Nonpunitive Measures**

To teach proper standards of conduct and performance, not to punish.

L226/OCT 03/VGT-13

## **Options for Enforcing Discipline**

- Corrective admonition and reprimand.
- Counseling.
- Corrective training.
- Withholding discretionary benefits, award, or promotion.
- Administrative reduction.
- Article 15.
- Courts-martial.

L226/OCT 03/VGT-14

## **DOD Homosexual Conduct Policy**

- Focus of policy is homosexual conduct, NOT sexual orientation.
- Command will separate soldiers for homosexual:
  - Statements (e.g. “I am gay”).
  - Acts.
  - Marriages (actual or attempted).
- NOTE: A soldier who makes a homosexual statement, but who also convinces a separation board that he or she will not engage in homosexual acts, can be retained by the Army.

L226/OCT 03/VGT-15

## **DOD Homosexual Conduct Policy (cont)**

- A soldier who takes any of the following actions violates the homosexual conduct policy, and the Army may discharge him or her:
  - Makes a homosexual statement.
  - Commits a homosexual act.
  - Enters, or attempts to enter into a homosexual marriage.
- A soldier, who for the purpose of avoiding military duty, engages in any of the behaviors listed above, may be subject to disciplinary actions under the UCMJ.

L226/OCT 03/VGT-16

## **Investigating Homosexual Conduct**

- **Only commanders initiate inquiries.**
- **An inquiry must be based on Credible Information.**
- **Examples of information that is NOT credible:**
  - Mere suspicion, opinion or rumors.
  - Reading homosexual publications/Going to “gay bars.”
  - Homosexual statements made to avoid duty.
- **Conduct the inquiry (informal inquiries preferred):**
  - Right against self-incrimination (Article 31, UCMJ).
  - Cannot ask soldier about his/her sexual orientation.
  - Can question soldier's supervisory chain of command.
  - Can question persons suggested by the soldier.

L226/OCT 03/VGT-17

## **Investigating Homosexual Conduct (cont)**

- **“Substantial investigation” requires DA approval.**
- **Statements to chaplains, attorneys, and spouses may be considered confidential.**
- **You will violate the policy IF:**
  - You investigate a soldier for homosexual conduct without a commander’s permission, or
  - Accuse a soldier of violating the homosexual conduct policy based on:
    - \* Suspicion without credible evidence.
    - \* Rumors.
    - \* Observing a soldier with homosexual materials or in certain locations (e.g. “gay bars”).

L226/OCT 03/VGT-18



## **Anti-Harassment Policy**

---

- A soldier being harassed should seek out the chain of command, a chaplain, the IG, or a legal assistance attorney.
- A harassed or threatened soldier should not be investigated simply because of the harassment or threat.
- The DOD Homosexual Conduct Policy does not, however, prohibit investigating the soldier(s) who harass(es) or threaten(s) another soldier for possible violations of the UCMJ.

L226/OCT 03/VGT-19

## **Anti-Harassment Policy (cont)**

- Commanders need credible information other than harassment to investigate a soldier for homosexual conduct. **HARASSMENT ALONE IS NOT CREDIBLE INFORMATION.**
- Absent credible information, an investigation into a complaint or either harassment or of a threat must focus on the harassment or threat, **ONLY.**
- Credible information discovered during the course of an investigation does **NOT** stop the requirement to properly dispose of allegations of harassment.

L226/OCT 03/VGT-20

## **Anti-Harassment Policy (cont)**

- The command cannot make harassment stop if it is not reported.
- Commanders must adequately address reported instances of harassment.
  - The focus of any investigation into alleged harassment must be on the soldier(s) committing the harassment.
  - Harassed or threatened soldiers must know that their own sexual orientation will not be the subject of the investigation.
  - When conducting the investigation, a commander can request the assistance of either MPI or CID.

L226/OCT 03/VGT-21

This page intentionally left blank

**Appendix B Test(s) and Test Solution(s) (N/A)**

**Appendix C Practical Exercises and Solutions (N/A)**

---

**Appendix D, HANDOUTS FOR LESSON 1: L226 version 1**

---

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
Extracted Material from AR 600-20	SH-2-1
Extracted Material from AR 27-10	SH-3-1
Extracted Material from FM 27-14	SH-4-1
SH-5, Extracted Material from TSP 181-A-0001	SH-5-1 thru SH-5-11

---

This page intentionally left blank



# Student Handout 1

## Advance Sheet

---

**Lesson Hours** This lesson consists of four hours of conference/discussion.

---

**Overview** During this lesson you will learn that, as a noncommissioned officer you are the commander's front-line in the continuing effort to gain and maintain a high standard of discipline in the unit. This lesson explains the options available to the NCO support channel and the chain of command to enforce unit discipline.

---

**Learning Objective** Terminal Learning Objective (TLO).

<b>Action:</b>	Determine the leader's role in maintaining unit discipline.
<b>Conditions:</b>	In a classroom or field environment (culminating in a situational training exercise) and given a squad and extracts from FM 22-100, FM 27-14, AR 27-10, AR 600-20, and TSP 181-A-1001.
<b>Standards:</b>	Determined the leader's role in maintaining unit discipline by identifying the difference between types of discipline, types of military authority, and individual and command responsibilities; identifying NCO responsibilities and associated duties, command relationships between officers, NCOs, and their subordinates; identifying the difference between nonjudicial punishment and nonpunitive measures; determining which corrective measures are available that best support the NCO's role in maintaining discipline; and identifying the legal implications of the DOD homosexual conduct policy IAW FM 22-100, AR 27-10, FM 27-14, AR 600-20, and TSP 181-A-0001.

- ELO A** Identify the differences between discipline and self-discipline.
  - ELO B** Identify the types of military authority.
  - ELO C** Identify the difference between individual and command responsibility.
  - ELO D** Identify noncommissioned officer responsibilities and associated duties.
  - ELO E** Identify command relationships desired between officers, NCOs, and their subordinates.
  - ELO F** Identify the difference between nonjudicial punishment and nonpunitive measures.
  - ELO G** Determine which corrective measures are available that best support your role in maintaining unit discipline.
  - ELO H** Identify the legal implications of the DOD homosexual conduct policy.
-

---

**Assignment**

The student assignments for this lesson are:

- Student Handout 1, Advance Sheet
- Student Handout 2, Extracted Material from AR 600-20
- Student Handout 3, Extracted Material from AR 27-10
- Student Handout 4, Extracted Material from FM 27-14
- Student Handout 5, Extracted Material from TSP 181-A-0001
- FM 22-100, p 1-17 and 1-18, para 1-71 and 1-72; p 2-12, para 2-46 and 2-47; p 2-21, para 2-85; p 3-1 thru 3-3, para 3-6 thru 3-13; p 3-6, para 3-28; App A, p A-1 thru A-4, para A-1 thru A-19 and Fig A-1.

---

**Additional  
Subject Area  
Resources**

None

---

**Bring to Class**

- All reference material received for this lesson.
  - Pencil or pen and writing paper
-

## Student Handout 2

### Extracted Material from AR 600-20

---

This student handout contains 10 pages of extracted material from the following publication:

AR 600-20, Army Command Policy, 15 May 2002

Item/Title	Reading Assignment
Chap 1, p 1 and 2	para 1-5
Chap 2, p 5 and 6	para 2-1 thru 2-4
Chap 3, p 12 and 13	para 3-1 and 3-2
Chap 4, p 15 thru 17, 19, and 20	para 4-5, 4-8, and 4-14 thru 4-16

**Disclaimer:** The training developer downloaded this extract from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

#### RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

## Chapter 1 Introduction

### 1–1. Purpose

This regulation prescribes the policies and responsibilities of command, which include military discipline and conduct, and the Army Equal Opportunity Program.

### 1–2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

### 1–3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are listed in the glossary.

### 1–4. Responsibilities

The detailed responsibilities are listed and described in separate chapters under specific programs and command functions. This paragraph outlines those general responsibilities.

*a.* The Deputy Chief of Staff , G–1 (DCS, G-1) will formulate, manage, and evaluate command policies, plans, and programs that relate to:

(1) Chain of command (para 2-1); designation of junior in the same grade to command (para 2-7); and assumption of command by the senior when the commander dies, is disabled, resigns, retires, or is absent (para 2-8).

(2) Extremist organizations and activities (para 4-12), relationships between soldiers of different rank (para 4-14), other prohibited relationships (4-15), and homosexual conduct policy (para 4-19).

(3) Political activities (para 5-3), Family Care Plans (para 5-5), and accommodation of religious practices (para 5-6).

(4) The Army Equal Opportunity (EO) Program (paras 6-2 and 6-18)

*b.* The officials listed below have responsibilities for specific groups of personnel concerning awareness of the Army's accommodation of religious practices policies. Every enlisted soldier (including reenlistment), cadet, warrant officer, and commissioned officer applicant needs to be informed of the Army's accommodation of religious practices policies under this regulation (para 5-6).

(1) The Judge Advocate General. All judge advocate officer accessions.

(2) The Chief of Chaplains. All chaplain officer accessions. This principal HQDA official will also formulate and disseminate education and training programs regarding religious traditions and practices within the U.S. Army.

(3) The Superintendent, U. S. Military Academy. All U.S. Military Academy cadet applicants.

(4) The CG, U.S. Army Training and Doctrine Command (TRADOC). All Reserve Officer Training Corps cadets and all officer and warrant officer candidates.

(5) The CG, U.S. Army Recruiting Command (USAREC). All enlisted and AMEDD officer accessions.

*c.* Commanders at all levels will implement and enforce the chain of command and Army command policies.

### 1–5. Command

*a. Privilege to command.* Command is exercised by virtue of office and the special assignment of members of the United States Armed Forces holding military grade who are eligible to exercise command. A commander is therefore a commissioned or warrant officer who, by virtue of grade and assignment, exercises primary command authority over a military organization or prescribed territorial area that under pertinent official directives is recognized as “command.” The privilege to command is not limited solely by branch of Service except as indicated in chapter 2. A civilian, other than the President as Commander-in Chief (or National Command Authority), may not exercise command. However, a civilian may be designated to exercise general supervision over an Army installation or activity under the command of a military superior.

*b. Elements of command.* The key elements of command are authority and responsibility. Formal authority for command is derived from the policies, procedures, and precedents presented in chapters 1 through 3.

*c. Characteristics of command leadership.* The commander is responsible for establishing leadership climate of the unit and developing disciplined and cohesive units . This sets the parameters within which command will be exercised and, therefore, sets the tone for social and duty relationships within the command. Commanders are also responsible for the professional development of their soldiers. To this end, they encourage self-study, professional development, and continued growth of their subordinates' military careers.

(1) Commanders and other leaders committed to the professional Army ethic promote a positive environment. If leaders show loyalty to their soldiers, the Army, and the Nation, they earn the loyalty of their soldiers. If leaders consider their soldiers' needs and care for their well-being, and if they demonstrate genuine concern, these leaders build a positive command climate.

(2) Duty is obedient and disciplined performance. Soldiers with a sense of duty accomplish tasks given them, seize opportunities for self-improvement, and accept responsibility from their superiors. Soldiers, leader and led alike, work together to accomplish the mission rather than feed their self-interest.

(3) Integrity is a way of life. Demonstrated integrity is the basis for dependable, consistent information, decision-making, and delegation of authority.

(4) Professionally competent leaders will develop respect for their authority by-

(a) Striving to develop, maintain, and use the full range of human potential in their organization. This potential is a critical factor in ensuring that the organization is capable of accomplishing its mission.

(b) Giving troops constructive information on the need for and purpose of military discipline. Articles in the UCMJ which require explanation will be presented in such a way to ensure that soldiers are fully aware of the controls and obligations imposed on them by virtue of their military service. (See Art 137, UCMJ.)

(c) Properly training their soldiers and ensuring that both soldiers and equipment are in the proper state of readiness at all times. Commanders should assess the command climate periodically to analyze the human dimension of combat readiness. Soldiers must be committed to accomplishing the mission through the unit cohesion developed as a result of a healthy leadership climate established by the command. Leaders at all levels promote the individual readiness of their soldiers by developing competence and confidence in their subordinates. In addition to being mentally, physically, tactically, and technically competent, soldiers must have confidence in themselves, their equipment, their peers, and their leaders. A leadership climate in which all soldiers are treated with fairness, justice, and equity will be crucial to development of this confidence within soldiers. Commanders are responsible for developing disciplined and cohesive units sustained at the highest readiness level possible.

d. *Assignment and command.* Soldiers are assigned to stations or units where their services are required. The commanding officer then assigns appropriate duties. Without orders from proper authority, a soldier may only assume command when eligible according to chapter 2.

## 1-6. Military grade and rank

a. Military rank among officers of the same grade or of equivalent grade is determined by comparing dates of rank. An officer whose date of rank is earlier than the date of rank of another officer of the same or equivalent grade is senior to that officer. Grade and precedence of rank confers eligibility to exercise command or authority in the United States military within limits prescribed by law. (10 USC 741)

b. Grade is generally held by virtue of office or position in the Army. For example, second lieutenant (2LT), captain (CPT), sergeant first class (SFC), chief warrant officer two (CW2) are grades. Table 1-1 shows the grades in the Army in order of their precedence. It indicates the grouping of grades into classes, pay grades, titles of address, and abbreviations.

c. The pay grade is also an abbreviated numerical device with useful applications in pay management, personnel accounting, automated data organization, and other administrative fields. However, the numerical pay grade will not be used as a form of address or title in place of the proper title of address of grade. A soldier holding the numerical pay grade of E-5 will be addressed as Sergeant, not as "E-5." (See table 1-1.)

d. All chaplains are addressed as "Chaplain," regardless of military grade or professional title. When a chaplain is addressed in writing, grade is indicated in parentheses; for example, Chaplain (Major) John F. Doe.

e. Conferring honorary titles of military grade upon civilians is prohibited. However, honorary titles already conferred will not be withdrawn.

---

**Table 1-1**  
**Grades of rank, U.S. Army**

General Officers	
<b>Grade of rank:</b> General of the Army <b>Pay grade:</b> Special <b>Title of address:</b> General <b>Abbreviation:</b> GA (See footnote 1)	<b>Grade of rank:</b> Major General <b>Pay grade:</b> O-8 <b>Title of address:</b> General <b>Abbreviation:</b> MG
<b>Grade of rank:</b> General <b>Pay grade:</b> O-10 <b>Title of address:</b> General <b>Abbreviation:</b> GEN	<b>Grade of rank:</b> Brigadier General <b>Pay grade:</b> O-7 <b>Title of address:</b> General <b>Abbreviation:</b> BG
<b>Grade of rank:</b> Lieutenant General <b>Pay grade:</b> O-9 <b>Title of address:</b> General <b>Abbreviation:</b> LTG	
Field Grade Officers	

**Table 1–2  
Comparable rank among the Services—Continued**

Army	Air Force	Marine Corps	Navy
Chief Warrant Office One	Chief Warrant Officer One	Chief Warrant Officer One	Chief Warrant Officer
<b>Cadets</b>			
Cadet	Cadet	---	Midshipman
<b>Enlisted</b>			
Sergeant Major of the Army	Chief Master Sergeant of the Air Force	Sergeant Major of the Marine Corps	Master Chief Petty Officer of the Navy
Command Sergeant Major	Chief Master Sergeant	Sergeant Major	Command Master Chief Petty Officer
Sergeant Major		Master Gunnery Sergeant	Master Chief Petty Officer
First Sergeant	Senior Master Sergeant	First Sergeant Officer	Senior Chief Petty
Master Sergeant	---	Master Sergeant	---
Sergeant First Class	Master Sergeant	Gunnery Sergeant	Chief Petty Officer
Staff Sergeant	Technical Sergeant	Staff Sergeant Class	Petty Officer First
Sergeant	Staff Sergeant	Sergeant Class	Petty Officer Second
Corporal	Sergeant	Corporal Class	Petty Officer Third
Specialist	---	---	---
Private First Class	Airman First Class	Lance Corporal	Seaman
Private	Airman	Private First Class	Seaman Apprentice
Private	Basic Airman	Private	Seaman Recruit

### **1–8. Precedence between members of the Army and members of foreign military services serving with the Army**

Members of foreign military services serving with the U.S. Army have equal status with Army members of equivalent grade. When authorized by the President or the Secretary of Defense, members of foreign military service serving with the U.S. Army may exercise operational or tactical control, but may not exercise command over soldiers of the United States Army.

## **Chapter 2 Command Policies**

### **2–1. Chain of Command**

*a.* The chain of command assists commanders at all levels to achieve their primary function of accomplishing the unit's assigned mission while caring for personnel and property in their charge. A simple and direct chain of command facilitates the transmittal of orders from the highest to the lowest levels in a minimum of time and with the least chance of misinterpretation. The command channel extends upward in the same manner for matters requiring official communication from subordinate to senior.

*b.* Commanders are responsible for everything their command does or fails to do. However, commanders subdivide responsibility and authority and assign portions of both to various subordinate commanders and staff members. In this way, a proper degree of responsibility becomes inherent in each command echelon. Commanders delegate sufficient authority to soldiers in the chain of command to accomplish their assigned duties, and commanders may hold these soldiers responsible for their actions. The need for a commander or staff officer to observe proper channels in issuing instructions or orders to subordinates must be recognized.

*c.* Proper use of the chain of command is vital to the overall effectiveness of the Army. Commanders must acquaint all their soldiers with its existence and proper function. Effective communication between senior and subordinate soldiers within the chain of command is crucial to the proper functioning of all units. Therefore, soldiers will use the chain of command when communicating issues and problems to their leaders and commanders.

### **2–2. Open Door Policies**

Commanders will establish an open door policy within their commands. Soldiers are responsible to ensure that the

commander is made aware of problems that affect discipline, morale, and mission effectiveness; and an open door policy allows members of the command to present facts, concerns, problems of a personal or professional nature, or other issues which the soldier has been unable to resolve. The timing, conduct, and specific procedures of the open door policy are determined by the commander. He or she is responsible for ensuring that soldiers are aware of the command's open door policy.

### **2-3. Performance Counseling**

Commanders will ensure that all members of their command receive timely performance counseling. Effective performance counseling of officer, noncommissioned officer (NCO), enlisted soldiers, and DA civilian employees helps to ensure that they are prepared to efficiently carry out their duties and accomplish the mission. AR 623-105 and AR 623-205 contain counseling requirements in conjunction with the evaluation reporting systems. Unit commanders will determine the timing and specific methods used to provide guidance and direction through counseling. FM 22-101 provides advice and makes suggestions concerning effective counseling. Providing regular and effective performance counseling to all soldiers, not just those whose performance fails to meet unit standards, is a command function. All commanders will ensure that their subordinate commanders have implemented and are maintaining an effective performance counseling program.

### **2-4. Staff or technical channels**

Staff or technical channels may be used for sending reports, information, or instructions not involving variations from command policy and directives.

### **2-5. Command of installations, activities, and units**

*a. Responsibility.* The senior regularly assigned United States Army officer present for duty normally has responsibility for the command of units, platoon level and above, except as shown in paragraphs 2-8a, 2-15, and 2-16.

*b. Command of installations.* Army installations are assigned to and operate under commanders of major Army commands (MACOMs) or, in selected cases, field operating agencies (FOAs). The installation commander is normally the senior commander on the installation. In addition to mission functions, the installation commander has overall responsibility for all real estate, facilities, base support operations, and activities on the installation. At those installations where the senior commander is assigned to a tenant organization, the MACOM/FOA to which the installation is assigned may designate the garrison commander as the installation commander subject to the following restrictions:

(1) Installation commanders will not exercise operational control over tenant organization missions. Relationships and responsibilities of the installation and tenant organizations should be established by support agreements. See FM 100-22.

(2) Installation commanders who are junior-in-grade will not exercise any aspect of command over senior officers.

*c. UCMJ authority* will be governed by AR 27-10, para 5-2.

(1) Army commanders in the grade of lieutenant general or above may not assume command of Army installations, except where the installation serves as the location for an Army Corps, continental United States Army (CONUSA), or higher headquarters. An exception to this policy must be approved by GENERAL OFFICER MANAGEMENT OFFICE, CHIEF OF STAFF (DACS-GOM), 200 ARMY PENTAGON, WASH DC 20310-0200.

(2) MACOM commanders may relieve tactical commanders of installation responsibilities by designating a junior officer of the permanent station as installation commander.

(3) Command of installations and units under the Army Medical Department (AMEDD) will be as prescribed in AR 40-1.

*c. Announcement of assumption of command.* Assumption of command will be announced in a memorandum and will contain the information shown in figure 2-1. To preclude two separate documents, appointment (applies only to three and four star general officers) and assumption announcements may be included in a single memorandum as shown in figure 2-2.



than those specified above, will be submitted to GENERAL OFFICER MANAGEMENT OFFICE, CHIEF OF STAFF (DACS-GOM), 200 ARMY PENTAGON, WASH DC 20310-0200.

*j. Professors at the United States Military Academy.* Officers appointed as permanent professors at the United States Military Academy (USMA) exercise command only in the academic departments of USMA. (10 USC 4334).

## **2-17. Relief for cause**

*a.* When a senior commander loses confidence in a subordinate commander's ability to command due to misconduct, poor judgment, the subordinate's inability to complete assigned duties, or for other similar reasons, the senior commander has the authority to relieve the subordinate commander. Relief is preceded with formal counseling by the commander or supervisor unless such action is not deemed appropriate or practical under the circumstances. Although any commander may temporarily suspend a subordinate from command, final action to relieve an officer from any command position will not be taken until after written approval by the first general officer (to include one frocked to the grade of brigadier general) in the chain of command of the officer being relieved is obtained. Any action purporting to finally relieve an officer from any command position prior to the required written approval will be considered for all purposes as a temporary suspension from assigned duties rather than a final relief from command for cause. If a general officer (to include one frocked to the grade of brigadier general) is the relieving official, no further approval of the relief action is required, however, AR 623-105 and AR 623-205 concerning administrative review of relief reports remain applicable.

*b.* If a relief for cause is contemplated on the basis of an informal investigation under AR 15-6, the referral and comment procedures of that regulation must be followed before initiating or directing the relief. This does not preclude a temporary suspension from assigned duties pending completion of the procedural safeguards contained in AR 15-6. Any action purporting to initiate or direct a relief for cause on the basis of an informal investigation under AR 15-6 taken prior to completion of the procedural safeguards of AR 15-6 will be considered for all purposes as a temporary suspension from assigned duties.

## **Chapter 3 Enlisted Aspects of Command**

### **3-1. Delegation of authority**

Commanders and their staffs, at all levels of command, are responsible for ensuring proper delegation of authority to NCOs by their seniors. This policy applies whether the senior is an officer, WO, or another NCO.

### **3-2. Noncommissioned officer support channel**

*a.* The NCO support channel (leadership chain) parallels and complements the chain of command. It is a channel of communication and supervision from the command sergeant major to first sergeant and then to other NCOs and enlisted personnel of the units. Commanders will define responsibilities and authority of their NCOs to their staffs and subordinates. This NCO support channel will assist the chain of command in accomplishing the following-

(1) Transmitting, instilling, and ensuring the efficacy of the professional Army ethic. (See FM 100-1 for an explanation of the professional Army ethic.)

(2) Planning and conducting the day-to-day unit operations within prescribed policies and directives.

(3) Training of enlisted soldiers in their MOS as well as in the basic skills and attributes of a soldier.

(4) Supervising unit physical fitness training and ensuring that unit soldiers comply with the weight and appearance standards of AR 600-9 and AR 670-1.

(5) Teaching soldiers the history of the Army, to include military customs, courtesies, and traditions.

(6) Caring for individual soldiers and their families both on and off duty.

(7) Teaching soldiers the mission of the unit and developing individual training programs to support the mission.

(8) Accounting for and maintaining individual arms and equipment of enlisted soldiers, and unit equipment under their control.

(9) Administering and monitoring the NCO professional development program, and other unit training programs.

(10) Achieving and maintaining courage, candor, competence, commitment, and compassion.

*b.* AR 611-201 and TC 22-6 contain specific information concerning the responsibilities, command functions, and scope of NCO duties.

(1) Sergeant Major of the Army. This is the senior sergeant major grade and designates the senior enlisted position of the Army. The sergeant major in this position serves as the senior enlisted adviser and consultant to the Chief of Staff, Army.

(2) Command Sergeant Major. This position title designates the senior NCO of the command at battalion or higher levels. He or she carries out policies and standards, and advises the commander on the performance, training,

appearance, and conduct of enlisted soldiers. The command sergeant major administers the unit Noncommissioned Officer's Professional Development Program (NCODP).

(3) First Sergeant. The position of first sergeant designates the senior NCO at company level. The first sergeant of a separate company or equivalent level organization administers the unit NCODP.

(4) Platoon Sergeant. The platoon sergeant is the key assistant and adviser to the platoon leader. In the absence of the platoon leader, the platoon sergeant leads the platoon.

(5) Section, squad, and team leaders. These direct leaders are the NCOs responsible at this level.

c. NCO disciplinary policies are shown below.

(1) NCOs are important to maintaining discipline in the Army. The policies prescribed in this subparagraph should be considered together with the provisions of chapter 4 of this regulation, AR 27-10, and the MCM.

(a) NCOs have the authority to apprehend any person subject to trial by court-martial under the MCM (Article 7, UCMJ, and para 302(b), Rules for Courts-Martial (RCM)) and chapter 4 of this regulation.

(b) NCOs may be authorized by their commanders to order enlisted soldiers of the commanding officer's command or enlisted soldiers subject to the authority of that commanding officer into arrest or confinement per the MCM (para 304(b), RCM).

(2) NCOs do not have authority to impose nonjudicial punishment on other enlisted soldiers under the MCM (Article 15, UCMJ.) However, the commander may authorize an NCO in the grade of sergeant first class or above, provided such person is senior to the soldier being notified, to deliver the DA Form 2627 (Record of Proceedings under Article 15, UCMJ) and inform the soldier of his or her rights. In cases of nonjudicial punishment, the recommendations of NCOs should be sought and considered by the unit commanders.

(3) As enlisted leaders of soldiers, NCOs are essential to furthering the efficiency of the company, battery, or troop. This function includes preventing incidents that make it necessary to resort to trial by courts-martial or to impose nonjudicial punishment. Thus, NCOs are assistants to commanders in administering minor nonpunitive corrective actions as found in AR 27-10 and Part V, paragraph 1g of the MCM. "Nonpunitive measures" are not "nonjudicial punishment."

(4) In taking corrective action with regard to subordinates, NCOs will be guided by and observe the principles listed in chapter 4.

d. NCO prerogatives and privileges are shown below. NCOs will-

(1) Function only in supervisory roles on work details and only as NCOs of the guard on guard duty, except when temporary personnel shortages requires the NCO to actively participate in the work detail.

(2) Be granted such privileges as organization and installation commanders are capable of granting and consider proper to enhance the prestige of their enlisted troop leaders.

### **3-3. Precedence of relative grade**

Among enlisted soldiers of the same grade in active military service to include retired enlisted soldiers on active duty, precedence or relative grade will be determined as follows-  
According to date of rank.

b. By length of active Federal Service in the Army when dates of rank are the same.

c. By length of total active Federal Service when a and b above are the same.

d. By date of birth when a, b, and c are the same-older is more senior.

### **3-4. Date of rank, enlisted soldiers**

a. On enlistment in the-

(1) U.S. Army (any component) with no previous military service, the Date of rank (DOR) of the enlistment grade is the same as the date of enlistment.

(2) Regular Army (RA) following discharge from the USAR (Delayed Entry Program) (DEP), the DOR of the enlistment grade is the same as the date of enlistment in the RA.

(3) U.S. Army (any component) of a former commissioned officer or warrant officer with no previous enlisted military service, the DOR of the enlistment grade is the same as the date of enlistment.

(4) U.S. Army (any component) of a former enlisted member of the Armed Forces, other than the Army, if enlisted in the-

(a) RA, the DOR of the enlistment grade is the date of enlistment in the RA.

(b) ARNGUS and enlists-

1. More than 24 months after discharge, the DOR of enlistment grade is the date of enlistment.

2. Within 24 months of the last discharge in the same grade held at the discharge, the DOR will be adjusted to reflect the original DOR plus elapsed time since discharge.

3. Within 24 months of last discharge in a grade lower than held at discharge, the DOR will be adjusted to reflect the original DOR (of the grade in which enlisting) plus elapsed time since discharge.

(c) USAR and enlists-

which ordered to AD will be stated on the AD orders. It is computed by adding, at the time of retirement, the period of time between the date of the retirement and the date of return to AD. In case of additional periods of inactive service, the DOR is adjusted further.

*d.* On advancement, promotion, reduction, and grade restoration.

(1) The DOR for advancement and promotion to a higher grade is the date specified in the instrument of promotion or, when no date is specified, is the date of the instrument of promotion.

(2) The DOR for the lateral appointment to a different grade within the same pay grade is date held in the grade from which the appointment was made.

(3) The DOR for the grade held during a period in which lost time occurs will be adjusted to reflect lost time accumulated for any reason. This paragraph is retroactive to include adjustment of DOR held during previous periods of lost time.

(4) The DOR of a grade to which reduced for inefficiency or failure to complete a school course is the same as that previously held in that grade. If reduction is to a higher grade than that previously held, it is the date the soldier was eligible for promotion under the promotion criteria set forth for that grade.

(5) The DOR on reduction for all other reasons is the effective date of reduction. (See AR 27-10, chapter 3, when a soldier is reduced under Article 15, UCMJ.)

(6) The DOR on restoration to a grade from which reduced following a successful appeal of the reduction or action by a superior authority to mitigate the punishment, is the date held before the reduction. (See AR 27-10, chap 3 when a soldier is reduced under the MCM (Article 15, UCMJ).)

(7) The DOR on restoration to a higher grade held before reduction to comply with requirements to enter initial active duty for training (IADT), or to attend school under an Army program will be the DOR held prior to reduction.

(8) The DOR of an ARNGUS/USAR soldier promoted to a higher grade held before acceptance of the reduction of one or more grades, without prejudice, due to lack of position vacancy, unit reorganization, unit inactivation/deactivation, or for entry on FTNGD, AD, or ADT will be a date preceding the promotion by a period equal to the length of time previously served in the grade to which promoted.

## **Chapter 4**

### **Military Discipline and Conduct**

#### **4-1. Military discipline**

*a.* Military discipline is founded upon self-discipline, respect for properly constituted authority, and the embracing of the professional Army ethic with its supporting individual values. Military discipline will be developed by individual and group training to create a mental attitude resulting in proper conduct and prompt obedience to lawful military authority.

*b.* While military discipline is the result of effective training, it is affected by every feature of military life. It is manifested in individuals and units by cohesion, bonding, and a spirit of teamwork; by smartness of appearance and action; by cleanliness and maintenance of dress, equipment, and quarters; by deference to seniors and mutual respect between senior and subordinate personnel; by the prompt and willing execution of both the letter and the spirit of the legal orders of their lawful commanders; and by fairness, justice, and equity for all soldiers, regardless of race, religion, color, gender, and national origin.

*c.* Commanders and other leaders will maintain discipline according to the policies of this chapter, applicable laws and regulations, and the orders of seniors.

#### **4-2. Obedience to orders**

All persons in the military service are required to strictly obey and promptly execute the legal orders of their lawful seniors.

#### **4-3. Military courtesy**

*a.* Courtesy among members of the Armed Forces is vital to maintain military discipline. Respect to seniors will be extended at all times. (See AR 600-25, chap 4.)

*b.* The actions of military personnel will reflect respect to both the National Anthem and the National Colors. The courtesies listed in AR 600-25, appendix A, should be rendered the National Colors and National Anthem at public events whether the soldier is off or on duty, whether he or she is in or out of uniform. Intentional disrespect to the National Colors or National Anthem is conduct prejudicial to good order and discipline and discredits the military service.

#### **4-4. Soldier conduct**

*a.* Ensuring the proper conduct of soldiers is a function of command. Commanders and leaders in the Army, whether on or off duty or in a leave status, will-

- (1) Ensure all military personnel present a neat, soldierly appearance.
- (2) Take action consistent with Army regulation in any case where a soldier's conduct violates good order and military discipline.

*b.* On public conveyances in the absence of military police, the person in charge of the conveyance will be asked to notify the nearest military police and arrange to have them, if necessary, take custody of military personnel. In serious situations, such as physical assault, the person in charge of the conveyance will be asked to stop at the first opportunity and request local police assistance. In all such cases, the local police will be advised to telephone (collect) the nearest Army post or Army headquarters.

*c.* When an offense endangering the reputation of the Army is committed elsewhere (not on a public conveyance) and military police are not available, civilian police will be requested to take appropriate action.

*d.* When military police are not present, the senior officer, WO, or NCO present will obtain the soldier's name, grade, social security number, organization, and station. The information and a statement of the circumstances will be sent to the soldier's commanding officer without delay. If the soldier is turned over to the civilian police, the above information will be sent to the civilian police for transmittal to the proper military authorities.

#### **4-5. Maintenance of order**

Army and Marine Corps Military Police, Air Force Security Police, and members of the Navy and Coast Guard Shore Patrols are authorized and directed to apprehend Armed Forces members who commit offenses punishable under the UCMJ. Officers, WOs, NCOs, and petty officers of the Armed Forces are authorized and directed to quell all quarrels, frays, and disorders among persons subject to military law and to apprehend participants. Those exercising this authority should do so with judgment and tact. Personnel so apprehended will be returned to the jurisdiction of their respective Service as soon as practical. Confinement of females will be according to AR 190-47.

#### **4-6. Exercising military authority**

*a.* Military authority is exercised promptly, firmly, courteously and fairly. Commanders should consider administrative corrective measures before deciding to impose nonjudicial punishment. Trial by court-martial is ordinarily inappropriate for minor offenses unless lesser forms of administering discipline would be ineffective. (See MCM, Part V, and chap 3, AR 27-10.)

*b.* One of the most effective administrative corrective measures is extra training or instruction (including on-the-spot correction). For example, if soldiers appear in an improper uniform, they are required to correct it immediately; if they do not maintain their housing area properly, they must correct the deficiency in a timely manner. If soldiers have training deficiencies, they will be required to take extra training or instruction in subjects directly related to the shortcoming.

(1) The training, instruction, or correction given to a soldier to correct deficiencies must be directly related to the deficiency. It must be oriented to improving the soldier's performance in his or her problem area. Corrective measures may be taken after normal duty hours. Such measures assume the nature of training or instruction, not punishment. Corrective training should continue only until the training deficiency is overcome. Authority to use it is part of the inherent powers of command.

(2) Care should be taken at all levels of command to ensure that training and instruction are not used in an oppressive manner to evade the procedural safeguards applying to imposing nonjudicial punishment. Deficiencies satisfactorily corrected by means of training and instruction will not be noted in the official records of the soldiers concerned.

#### **4-7. Disciplinary powers of the commanding officer**

*a.* Commanding officers exercise broad disciplinary powers in furtherance of their command responsibilities. Discretion, fairness, and sound judgment are essential ingredients of military justice.

*b.* Commanders will familiarize themselves with their powers and responsibilities as outlined in MCM, AR 27-10, AR 600-37, AR 635-200 and other authorities. Legal advice is available from supporting judge advocates.

*c.* Disciplinary measures are tailored to specific offenses and individual offenders. Commanders will neither direct subordinates to take particular disciplinary actions, nor unnecessarily restrict disciplinary authority of subordinates. (See Articles 37, and 98, UCMJ, and AR 27-10 regarding the proper exercise of authority by commanders.)

#### **4-8. Settlement of local accounts on change of station**

To ensure organizations and individuals have properly settled their accounts, commanders will-

- a.* Make every effort to settle local accounts of their organizations before movement.
- b.* Take action to promptly settle organizational accounts with local firms when unable to settle before movement.
- c.* Take action as needed when soldiers under their command issue checks against an account with insufficient funds

or fail to clear their personal accounts before departure from their stations. This includes consideration under Articles 15, 121, 123a, 133, or 134, Uniform Code of Military Justice. When indebtedness information is received after a soldier departs from the station, the commanding officer of the station at which personal accounts remain unsettled will take action outlined in AR 600-15.

#### **4-9. Civil status of members of the Reserve component**

*a.* Reserve Component members, not serving on active duty, are not for most purposes considered officers or employees of the United States solely by reason of their Reserve status. They may accept and receive pay for employment in any civil branch of the public service, in addition to any pay and allowances they may be entitled to under the laws governing members of RCs.

*b.* A member of the RC, not serving on active duty, may practice his or her civilian profession or occupation before or in connection with any department of the Federal Government unless prohibited by law.

*c.* Conflict of interest laws impose limitations on activities in which persons may engage after terminating active duty or employment by the United States. A reservist who has handled a government matter shall not, while in a civilian status, represent any party, other than the government, in connection with the same particular matter. (See 18 USC 207.) While handling government matters, reservists will not take any direct or indirect action in a particular matter in which they have an outside financial interest. (See 18 USC 208; DODD 5500.7-R, para 5-408.)

*d.* ARNG and USAR soldiers who are officers and employees of the United States or the District of Columbia are entitled to a leave of absence from their civilian employment when ordered under Title 39, District of Columbia Code to ADT or annual training (AT). This leave of absence will be granted without loss of pay, time, or efficiency rating on all days during which they are ordered to duty with troops or field exercises, or for instruction, for periods not over 15 days in any calendar year. As an exception, officers and employees of the United States or of the District of Columbia who are members of the Army National Guard of the District of Columbia are authorized leave for all days (no limit) on which they are ordered under Title 39, District of Columbia Code to duty for parades or encampment under 5 USC 6323.

*e.* ARNG and USAR soldiers may accept and be paid for civil employment with any foreign government, when approved by the Secretary of the Army and the Secretary of State. This includes any concern controlled in whole or in part by a foreign government. AR 600-291 is used for processing applications.

#### **4-10. Participation in support of civilian law enforcement agencies**

*a.* Military support of civilian law enforcement is governed by the Posse Comitatus Act (18 USC 1385), 10 USC Sections 371-382, DODD 5525.5, and AR 500-51. Commanders will not sanction use of military personnel in support of civilian law enforcement agencies in the 50 states, the District of Columbia, the Commonwealth of Puerto Rico, or United States Territories, except when authorized by law. Because this is a complex area of the law, commanders and law enforcement personnel should consult with their servicing judge advocate or legal advisor.

*b.* Military personnel may report crimes or other suspicious activities to civilian police agencies or cooperate with civilian authorities in their capacities as private citizens. Military law enforcement personnel may exchange information with civilian authorities according to AR 500-51.

#### **4-11. Membership campaigns**

DA recognizes and benefits from the activities of many worthy organizations, associations, and clubs. Many of these organizations enjoy close, historical ties with the military community and are composed largely of active or retired military personnel. DA support of private organizations is strictly regulated by DODI 1000.15 and DODD 5500.7-R.

*a.* In supporting such organizations and associations, post commanders and heads of DA Staff agencies will-

(1) Ensure membership among personnel under their jurisdiction is truly voluntary.

(2) Prohibit any practice that involves or implies compulsion, coercion, influence, or reprisal in the conduct of membership campaigns. This prohibition includes repeated orientations, meetings, or similar counseling of persons who have chosen not to join after given a chance to do so. It also includes using membership statistics in support of supervisory influence.

(3) Prohibit any practice that involves or implies DA sponsorship or endorsement of the organization and its activities.

(4) Prohibit the use of government property, facilities, or services, e.g., golf course membership, as an inducement to join a private organization.

*b.* This policy does not prohibit commanders from informing personnel without coercion about membership in such organizations. When doing so, commanders will ensure they do not favor one organization over others.

#### **4-12. Extremist organizations and activities**

Participation in extremist organizations and activities by Army personnel is inconsistent with the responsibilities of military service. It is the policy of the United States Army to provide equal opportunity and treatment for all soldiers without regard to race, color, religion, gender, or national origin. Enforcement of this policy is a responsibility of

(3) The commander of a military installation or other military controlled facility under the jurisdiction of the United States shall prohibit any demonstration or activity on the installation or facility that could result in interference with or prevention of orderly accomplishment of the mission of the installation or facility, or present a clear danger to loyalty, discipline, or morale of the troops. Further, such commanders shall deny requests for the use of military controlled facilities by individuals or groups that engage in discriminatory practices or for activities involving such practices.

f. Commanders should seek the advice and counsel of their legal advisor when taking actions pursuant to this policy.

#### **4-13. Army language policy**

English is the operational language of the Army. Soldiers must maintain sufficient proficiency in English to perform their military duties. Their operational communications must be understood by everyone who has an official need to know their content, and, therefore, must normally be English. However, commanders may not require soldiers to use English unless such use is clearly necessary and proper for the performance of military functions. Accordingly, commanders may not require the use of English for personal communications which are unrelated to military functions.

#### **4-14. Relationships between soldiers of different rank**

a. The term “officer,” as used in this paragraph, includes both commissioned and warrant officers unless otherwise stated. The provisions of this paragraph apply to both relationships between Army personnel and between Army personnel and personnel of other military services. This policy is effective immediately, except where noted below, and applies to different-gender relationships and same-gender relationships.

b. Relationships between soldiers of different rank are prohibited if they:

- (1) Compromise, or appear to compromise, the integrity of supervisory authority or the chain of command.
- (2) Cause actual or perceived partiality or unfairness.
- (3) Involve, or appear to involve, the improper use of rank or position for personal gain.
- (4) Are, or are perceived to be, exploitative or coercive in nature.
- (5) Create an actual or clearly predictable adverse impact on discipline, authority, morale, or the ability of the command to accomplish its mission.

c. Certain types of personal relationships between officers and enlisted personnel are prohibited. Prohibited relationships include-

(1) On-going business relationships between officers and enlisted personnel. This prohibition does not apply to landlord/tenant relationships or to one-time transactions such as the sale of an automobile or house, but does apply to borrowing or lending money, commercial solicitation, and any other type of on-going financial or business relationship. Business relationships which exist at the time this policy becomes effective, and that were authorized under previously existing rules and regulations, are exempt until March 1, 2000. In the case of Army National Guard or United States Army Reserve personnel, this prohibition does not apply to relationships that exist due to their civilian occupation or employment.

(2) Dating, shared living accommodations other than those directed by operational requirements, and intimate or sexual relationships between officers and enlisted personnel. This prohibition does not apply to-

(a) Marriages.

(b) Relationships (dating, shared living accommodations, and intimate or sexual relationships) outside of marriage that predate the effective date of this policy until 1 March 2000.

(c) Situations in which a relationship which complies with this policy would move into non-compliance due to a change in status of one of the members (for instance, a case where two enlisted members are married and one is subsequently commissioned or selected as a warrant officer).

(d) Personal relationships outside of marriage between members of the National Guard or Army Reserve, when the relationship primarily exists due to civilian acquaintanceships, unless the individuals are on active duty (other than annual training) or Full-time National Guard duty (other than annual training).

(e) Personal relationships outside of marriage between members of the Regular Army and members of the National Guard or Army Reserve when the relationships primarily exists due to civilian association and the Reserve component member is not on active duty (other than annual training) or Full-time National Guard duty (other than annual training).

(f) Soldiers and leaders share responsibility, however, for ensuring that these relationships do not interfere with good order and discipline. Commanders will ensure that personal relationships which exist between soldiers of different ranks emanating from their civilian careers will not influence training, readiness, or personnel actions.

(3) Gambling between officers and enlisted personnel.

d. These prohibitions are not intended to preclude normal team building associations which occur in the context of activities such as community organizations, religious activities, family gatherings, unit-based social functions, or athletic teams or events.

e. All military personnel share the responsibility for maintaining professional relationships. However, in any relationship between soldiers of different grade or rank the senior member is generally in the best position to terminate or limit the extent of the relationship. Nevertheless, all members may be held accountable for relationships that violate this policy.

f. Commanders should seek to prevent inappropriate or unprofessional relationships through proper training and leadership by example. Should inappropriate relationships occur, commanders have available a wide range of responses. These responses may include counseling, reprimand, order to cease, reassignment, or adverse action. Potential adverse action may include official reprimand, adverse evaluation report(s), nonjudicial punishment, separation, bar to reenlistment, promotion denial, demotion; and courts martial. Commanders must carefully consider all of the facts and circumstances in reaching a disposition that is warranted, appropriate, and fair.

#### **4-15. Other prohibited relationships**

a. *Trainee and soldier relationships.* Any relationship between permanent party personnel and IET trainees not required by the training mission is prohibited. This prohibition applies to permanent party personnel without regard to the installation of assignment of the permanent party member or the trainee.

b. *Recruiter and recruit relationships.* Any relationship between permanent party personnel assigned or attached to the United States Army Recruiting Command and potential prospects, applicants, members of the Delayed Entry Program (DEP), or Members of the Delayed Training Program (DTP) not required by the recruiting mission is prohibited. This prohibition applies to United States Army Recruiting Command Personnel without regard to the unit of assignment of the permanent party member and the potential prospects, applicants, DEP members, or DTP members.

#### **4-16. Fraternalization**

Violations of paragraphs 4-14b, 4-14c, and 4-15 may be punished under Article 92, UCMJ, as a violation of a lawful general regulation.

#### **4-17. Standards of conduct**

Department of the Army personnel must place loyalty to country, ethical principles, and law above private gain and other personal interests. The performance of their duties should be in keeping with the highest tradition of military and civilian service to the U.S. Government.

a. *Guidance.* Minimum standards of conduct required of all Soldiers and Army civilians are prescribed by the Joint Ethics Regulation, DODD 5500.7-R. That regulation provides Army personnel with guidance on a multitude of ethical issues including the avoidance of conflicts of interests between their commercial/financial interest and their official duties.

b. *Annual training.* Commanders at all levels will ensure that all Army personnel required to file either a public or confidential financial disclosure report, contracting officers, procurement officials, and others identified by an Army ethics counselor, receive annual ethics training as prescribed by DODD 5500.7-R.

#### **4-18. Employment and volunteer work of spouse**

a. The Army affirms the rights of a spouse of a soldier to pursue and hold a job, attend school, or perform volunteer services on or off a military installation. No DA official will, directly or indirectly, impede or otherwise interfere with these rights. Moreover, no DA official will use the preferences and requirements of the Army or any other DOD component to influence the employment, educational, or volunteer service decisions of a spouse. Neither will such decision of a spouse, nor the marital status of the soldier affect, favorably or adversely, the performance evaluations, assignments, or promotion opportunities of the soldier.

(1) In discharging their responsibilities, members of military promotion, continuation, and similar personnel selection boards are prohibited from considering the marital status of a soldier, or the employment, educational, or volunteer service activities of a soldier's spouse. AR 135-155, AR 135-205, AR 140-158, and AR 600-8-29 provide specific policies governing board conduct.

(2) Personnel decisions, including those related to the assignments of soldiers, will not be affected favorably or adversely, by the employment, educational or volunteer services activities of a soldier's spouse, or solely by reason of a soldier's marital status. AR 140-10, AR 614-30, AR 614-100, AR 614-200, and AR 690-700 provide specific policies. Exceptions may be-

(a) Necessary to alleviate the personal hardship of a soldier or spouse upon the request of the soldier concerned, such as when a family member requires specialized medical treatment or educational provisions or similar personal preference accommodations.

(b) Needed to facilitate the assignment of dual-military couples to the same geographic area.

(c) Required by law such as instances in which a prohibited conflict of interest may exist between the official duties of a soldier and the employment of the soldier's spouse. DODD 5500.7-R, The Joint Ethics Regulation, provides specific policies.

(d) Made by the Assistant Secretary of Defense (Personnel and Readiness), with the concurrence of the General Counsel, on a case-by-case basis, for reasons of national security, that marital status is an essential assignment qualification for particular military billets or positions.

(3) Performance appraisals on soldiers, including officer and enlisted evaluations reports, will not contain any information regarding the employment, educational or volunteer service activities of the soldier's spouse, or reflect

This page intentionally left blank



## Student Handout 3

### Extracted Material from AR 27-10

---

This student handout contains 3 pages of extracted material from the following publication:

AR 27-10, Military Justice, 6 September 2002

Item/Title	Reading Assignment
Chap 3, p 3 thru 5	para 3-1 thru 3-6

**Disclaimer:** The training developer downloaded this extract from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

have national security implications. This is in addition to the reporting requirements set forth for cases involving a threat to U.S. national security in which a grant of immunity is being proposed in accordance with paragraph 2–4*d*. SJAs will also provide a copy of the unclassified executive summary via e-mail to HQDA, International and Operational Law Division (DAJA–IO) of The Judge Advocate General. These cases involve offenses such as—

- (1) Sedition (UCMJ Articles 82 and 94) when foreign power involvement is suspected.
  - (2) Aiding the enemy by giving intelligence to the enemy (Article 104 element).
  - (3) Spying (Article 106).
  - (4) Espionage (Article 106a).
  - (5) Suspected or actual unauthorized acquisition of military technology, research and development information, or Army acquisition program information, by or on behalf of a foreign power.
  - (6) Violation of rules or statutes concerning classified information, or the foreign relations of the United States.
  - (7) Sabotage conducted by or on behalf of a foreign power.
  - (8) Subversion, treason, domestic terrorism, and known or suspected unauthorized disclosure of classified information or material.
  - (9) Attempts (Article 80), solicitations (Article 134) or conspiracies (Article 81) to commit (1) through (8) above.
- b.* SJA notification is designed to improve force protection and security while at the same time protecting the accused’s right to a fair trial, free from unlawful command influence.

## **Chapter 3 Nonjudicial Punishment**

### **Section I Applicable Policies (para 1, part V, MCM)**

#### **3–1. General**

This chapter implements and amplifies Article 15, UCMJ, and part V, MCM. No action should be taken under the authority of Article 15, UCMJ, without referring to the appropriate provisions of the MCM and this chapter. This chapter prescribes requirements, policies, limitations, and procedures for—

- a.* Commanders at all levels imposing nonjudicial punishment.
- b.* Members on whom this punishment is to be imposed.
- c.* Other persons who may take some action with respect to the proceedings.

#### **3–2. Use of nonjudicial punishment**

A commander should use nonpunitive measures to the fullest extent to further the efficiency of the command before resorting to nonjudicial punishment (para 1*d*(1), part V, MCM). Use of nonjudicial punishment is proper in all cases involving minor offenses in which nonpunitive measures are considered inadequate or inappropriate. If it is clear that nonjudicial punishment will not be sufficient to meet the ends of justice, more stringent measures must be taken. Prompt action is essential for nonjudicial punishment to have the proper corrective effect. Nonjudicial punishment may be imposed to—

- a.* Correct, educate, and reform offenders who the imposing commander determines cannot benefit from less stringent measures.
- b.* Preserve a soldier’s record of service from unnecessary stigma by record of court-martial conviction.
- c.* Further military efficiency by disposing of minor offenses in a manner requiring less time and personnel than trial by court-martial.

#### **3–3. Relationship of nonjudicial punishment to nonpunitive measures (para 1*g*, part V, MCM)**

*a. General.* Nonjudicial punishment is imposed to correct misconduct in violation of the UCMJ. Such conduct may result from intentional disregard of or failure to comply with prescribed standards of military conduct. Nonpunitive measures usually deal with misconduct resulting from simple neglect, forgetfulness, laziness, inattention to instructions, sloppy habits, immaturity, difficulty in adjusting to disciplined military life, and similar deficiencies. These measures are primarily tools for teaching proper standards of conduct and performance and do not constitute punishment. Included among nonpunitive measures are denial of pass or other privileges, counseling, administrative reduction in grade, administrative reprimands and admonitions, extra training (Army Regulation (AR) 600–20), bar to reenlistment, and military occupational specialty (MOS) reclassification. Certain commanders may administratively reduce enlisted personnel for inefficiency and other reasons. This authority exists apart from any authority to punish misconduct under Article 15. These two separate and distinct kinds of authority should not be confused.

*b. Reprimands and admonitions.*

- (1) Commanding officers have authority to give admonitions or reprimands either as an administrative measure or as

nonjudicial punishment. If imposed as a punitive measure under Article 15, the procedure set forth in paragraph 4, part V, MCM, and in section III of this chapter must be followed.

(2) A written administrative admonition or reprimand will contain a statement that it has been imposed as an administrative measure and not as punishment under Article 15 (AR 600–37). Admonitions and reprimands imposed as punishment under Article 15, whether administered orally or in writing (para 5c(1), part V, MCM), should state clearly that they were imposed as punishment under that Article.

*c. Extra training or instruction.* One of the most effective nonpunitive measures available to a commander is extra training or instruction (AR 600–20). It is used when a soldier’s duty performance has been substandard or deficient; for example, a soldier who fails to maintain proper attire may be required to attend classes on the wearing of the uniform and stand inspection until the deficiency is corrected. The training or instruction must relate directly to the deficiency observed and must be oriented to correct that particular deficiency. Extra training or instruction may be conducted after duty hours.

### **3–4. Personal exercise of discretion (para 1d(2), part V, MCM)**

*a.* A commander will personally exercise discretion in the nonjudicial punishment process by—

- (1) Evaluating the case to determine whether proceedings under Article 15 should be initiated.
- (2) Determining whether the soldier committed the offense(s) where Article 15 proceedings are initiated and the soldier does not demand trial by court-martial.
- (3) Determining the amount and nature of any punishment, if punishment is appropriate.

*b.* No superior may direct that a subordinate authority impose punishment under Article 15 or issue regulations, orders, or so-called “guides” that either directly or indirectly suggest to subordinate commanders that—

- (1) Certain categories of offenders or offenses should be disposed of by punishment under Article 15.
- (2) Predetermined kinds or amounts of punishment should be imposed for certain categories of offenders or offenses.

*c.* A superior commander may send or return a case to a subordinate for appropriate disposition if necessary and within the jurisdiction of the subordinate. A superior commander may also reserve personally, or to the superior commander’s delegate, the right to exercise Article 15 authority over a particular case or over certain categories of offenders or offenses (para 3–7d).

### **3–5. Reference to superior**

*a.* See R.C.M. 306(b). Nonjudicial punishment should be administered at the lowest level of command commensurate with the needs of discipline, after thoroughly considering—

- (1) The nature and circumstances of the offense.
- (2) The age, previous record, maturity, and experience of the offender.

*b.* If a commander determines that the commander’s authority under Article 15 is insufficient to impose a proper punishment, the case may be referred to an appropriate superior. The same procedure will be followed if the authority of the commander to exercise Article 15 powers has been withheld or limited (paras 3–4 and 3–7d). In transmitting a case for action by a superior, no recommendation of the nature or extent of the punishment to be imposed will be made. Transmittal should normally be accomplished by written correspondence using DA Form 5109 (Request to Superior to Exercise Article 15, UCMJ, Jurisdiction).

### **3–6. Filing determination**

*a.* A commander’s decision whether to file a record of nonjudicial punishment on the performance section of a soldier’s Official Military Personnel File (OMPF) is as important as the decision relating to the imposition of nonjudicial punishment itself. In making a filing determination, the imposing commander must weigh carefully the interests of the soldier’s career against those of the Army to produce and advance only the most qualified personnel for positions of leadership, trust, and responsibility. In this regard, the imposing commander should consider the soldier’s age, grade, total service (with particular attention to the soldier’s recent performance and past misconduct), and whether the soldier has more than one record of nonjudicial punishment directed for filing in the restricted section (see *b* below). However, the interests of the Army are compelling when the record of nonjudicial punishment reflects unmitigated moral turpitude or lack of integrity, patterns of misconduct, or evidence of serious character deficiency or substantial breach of military discipline. In such cases, the record should be filed in the performance section.

*b.* If a record of nonjudicial punishment has been designated for filing in a soldier’s restricted section, the soldier’s OMPF will be reviewed to determine if the restricted section contains a previous record of nonjudicial punishment. In those cases in which a previous DA Form 2627 (Record of Proceedings under Article 15, UCMJ) that has not been wholly set aside has been filed in the restricted section and in which prior to that punishment, the soldier was in the grade of SGT or higher, the present DA Form 2627 will be filed in the performance section. The filing should be recorded on the present DA Form 2627 in block 11. The soldier concerned and the imposing commander will be informed of the filing of the DA Form 2627 in the performance section.

*c.* The filing of a record of nonjudicial punishment imposed upon a member of another armed service will be done

in a manner consistent with the governing regulations of that member's parent Service (see Manual of The Judge Advocate General, Navy (JAG-MAN) 0112 for Navy and Marine Corps personnel; paragraphs 2.2 and 2.2.1, Air Force Instruction (AFI) 51-202, for Air Force personnel; and U.S. Coast Guard Military Justice Manual (MJM) for Coast Guard personnel).

## Section II

### Authority (para 2, part V, MCM)

#### 3-7. Who may impose nonjudicial punishment

*a. Commanders.* Unless otherwise specified in this regulation or if authority to impose nonjudicial punishment has been limited or withheld by a superior commander (see *d* below), any commander is authorized to exercise the disciplinary powers conferred by Article 15.

(1) The term commander, as used in this chapter, means a commissioned or warrant officer who, by virtue of that officer's grade and assignment, exercises primary command authority over a military organization or prescribed territorial area, that under pertinent official directives is recognized as a command.

(2) The term imposing commander refers to the commander or other officer who actually imposes the nonjudicial punishment.

(3) Commands include the following:

(a) Companies, troops, and batteries.

(b) Numbered units and detachments.

(c) Missions.

(d) Army elements of unified commands and joint task forces.

(e) Service schools.

(f) Area commands.

(4) Commands also include, in general, any other organization of the kind mentioned in (1) above (for example, a provisional unit designated under AR 220-5), the commander of which is the one looked to by superior authority as the individual chiefly responsible for maintaining discipline in that organization. Thus, an infantry company, whether or not separate or detached (R.C.M. 504(b)(2)), is considered to be a command. However, an infantry platoon that is part of a company and is not separate or detached is not considered to be a command. Although a commissioned or warrant officer exercising command is usually designated as the commander, this position may be designated by various other titles having the same official connotation; for example, commandant, chief of mission, or superintendent. Whether an officer is a commander is determined by the duties he or she performs, not necessarily by the title of the position occupied.

*b. Multi-Service commanders and officers in charge.* A multi-Service commander or officer in charge, to whose command members of the Army are assigned or attached, may impose nonjudicial punishment upon such soldiers. A multi-Service commander or officer in charge, alternatively, may designate one or more Army units and will for each such Army unit designate an Army commissioned or warrant officer as commanding officer for the administration of discipline under Article 15, UCMJ. A copy of such designation will be furnished to Criminal Law Division (DAJA-CL), HQDA, The Judge Advocate General, 1777 North Kent Street, Rosslyn, VA 22203-2194. A multi-Service commander or officer in charge, when imposing nonjudicial punishment upon a military member of their command, will apply the provisions of this regulation.

*c. Delegation.* The authority given to a commander under Article 15 is an attribute of command and, except as provided in this paragraph, may not be delegated. Pursuant to the authority vested in the SA under the provisions of Article 15(a), UCMJ, the following rules with respect to delegation of powers are announced:

(1) Any commander authorized to exercise GCM jurisdiction or any commanding general may delegate that commander's or commanding general's powers under Article 15 to one commissioned officer actually exercising the function of deputy or assistant commander. A commander may instead of delegating powers under Article 15 to a deputy or assistant commander, delegate such powers to the chief of staff of the command, provided the chief of staff is a general officer, or frocked to a general officer grade. An officer in command who is frocked to the grade of brigadier general is not a general officer in command as defined in para 2c, part V, MCM, and lacks the authority to impose some punishments, including forfeitures and arrest upon commissioned and warrant officers. See paragraph 5(b)(1)(B), part V, MCM, table 3-1B (Maximum Punishment for Commissioned and Warrant Officers that may be imposed by a general officer in command or GCMCA), and AR 600-8-29, paragraph 6-1a, figure 6-1 (limitations of frocked officers).

(2) Authority delegated under *c*(1) above may be exercised only when the delegate is senior in grade to the person punished. A delegate need not, when acting as a superior authority on an appeal, be senior in grade to the imposing commander.

(3) Delegations of authority to exercise Article 15 powers will be made in writing; for example, a memorandum. It will designate the officer on whom the powers are conferred by name and position. Unless limited by the terms of such delegation or by (2) above, an officer to whom this authority is granted may exercise any power that is possessed by

This page intentionally left blank

## Student Handout 4

### Extracted Material from FM 27-14

---

This student handout contains 2 pages of extracted material from the following publication:

FM 27-14, Legal Guide for Soldiers, 16 April 1991

Item/Title	Reading Assignment
Chap 2, p 8 and 9	p 8 and p 9 up to the para titled ADMINISTRATIVE REDUCTIONS

**Disclaimer:** The training developer downloaded this extract from the General Dennis J. Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank



## TYPES OF DISCHARGE

The separation authority decides what type of discharge you will receive based on your military record. If you are separated for administrative reasons other than for completion of term of service, you may receive an honorable, general, other-than-honorable, or entry level discharge.

### Honorable Discharge

Issuance of an honorable discharge depends upon your proper military behavior and performance of duty. The separation authority may disregard isolated incidents of minor misconduct if, overall, your service record is good.

### General Discharge Under Honorable Conditions

General discharges are appropriate for those whose military records are satisfactory but are not good enough to warrant honorable discharge. You may have had frequent nonjudicial punishments or may have been a troublemaker, but your conduct has not warranted less than a general discharge.

### Discharge Under Other Than Honorable Conditions

Only a general court-martial convening authority or general officer in command may give a discharge under other than honorable conditions. AR 635-200, Chapter 10, delegates that authority, in limited circumstances, to the special court-martial convening authority. Such a discharge will usually be given to those who have shown, for example, one or more incidents of serious misconduct.

Discharge under other than honorable conditions is the most severe of the administrative discharges and may result in your loss of veterans' benefits, as determined by the Department of Veterans' Affairs. If you receive this type of discharge, you will not receive a discharge certificate.

### Entry Level Separation

The separation authority will give you an entry level separation if you are within the first 180 days of continuous active duty and your records do not warrant a discharge under other than honorable conditions.

## REVIEW BOARDS

If you have been separated from the Army, you may have your discharge reviewed by two

boards established by Congress—the Army Discharge Review Board (ADRB) and the Army Board for Correction of Military Records (ABCMR).

### Army Discharge Review Board

The ADRB will review any discharge, unless the discharge resulted from a general court-martial. If the ADRB decides that the action was improper, it may change the type of discharge, but it may not revoke it and return you to active duty. If you want a review, you must request it within 15 years after the date of your discharge. (See AR 15-180.)

### Army Board for Correction of Military Records

The ABCMR may review any discharge, and it may revoke an improper discharge and give a proper discharge in its place. It reports its findings and recommendations directly to the Secretary of the Army for final action. If your discharge is declared improper, you may receive back pay. The ABCMR does not return soldiers to active duty. You must request an ABCMR review within three years after you discover the claimed error or injustice, but the ABCMR may waive the time limitations when appropriate. Normally, applications for an upgraded discharge should go first to the ADRB. (See AR 15-185.)

## NONPUNITIVE DISCIPLINARY MEASURES

The most familiar measures used in the military to enforce discipline and good order are the court-martial and UCMJ, Article 15. A commander, however, may opt for a variety of administrative actions in cases of poor duty performance or minor misconduct. Often these actions have a rehabilitative effect on you, benefiting both you and the Army.

### WITHHOLDING OF PRIVILEGES

When necessary to maintain good order and discipline, the unit commander has the authority to withhold many privileges, such as the pass privilege. The unit commander does not have direct control over some privileges, such as use of post facilities and on-post driving. Only a higher commander having the authority to grant these privileges may revoke them. Although not true in all cases, privileges withheld normally are those that you have misused.

For example, you may be denied use of the service club if you have been disorderly in the club, be denied government quarters if you have misused them, or lose on-post driving privileges if you commit a serious driving offense.

### **ADMONITIONS AND REPRIMANDS**

The unit commander may give an oral or written admonition or reprimand for a specific act of misconduct. He submits a written admonition or reprimand in memorandum format to you for acknowledgment and rebuttal. The written admonition or reprimand may be filed in either the military personnel records jacket (MPRJ) (field 201 file) or official military personnel file (OMPF). Only a general officer or GCM convening authority (GCMCA) may direct that a written reprimand or admonition be filed in your OMPF. It is filed in your performance fiche until you successfully appeal it. (See AR 600-37.)

An admonition or reprimand that is filed in your MPRJ stays there until the soonest of the following occurs:

- You are transferred to another general court-martial (GCM) jurisdiction.
- The commander removes it.
- A maximum of three years has elapsed.
- You successfully appeal the reprimand.

### **ADMINISTRATIVE REDUCTIONS**

The rank of enlisted soldiers maybe reduced by court-martial. The rank of staff sergeants and below may also be reduced under UCMJ, Article 15. Commanders may administratively reduce your rank for inefficiency or civilian conviction. (See AR 600-200, Chapter 6.)

A company, battery, or separate detachment commander has the authority to reduce the rank of private through specialist or corporal. Field grade commanders of organizations authorized a lieutenant colonel or higher may reduce the rank of sergeant and staff sergeant. Commanders of organizations authorized a colonel or higher may reduce the rank of sergeant first class through command sergeant major. A commander may reduce corporals or specialists and below without convening a board to consider the case.

Commanders wanting to reduce the rank of sergeant through command sergeant major must first refer the case to a board of officers and enlisted soldiers for a hearing and recommendation. The exception is a mandatory reduction

to private due to a serious civilian conviction. All board members must be senior in rank to the soldier under consideration. You may decline to appear before the board, or you may appear with an appointed or detailed judge advocate or with civilian counsel, at your own expense. You may request a non-lawyer military counsel if you wish. You may question the witnesses against you and present evidence in your own behalf. The commander may not take any action more severe than that the board recommends. Army regulations provide that if you have had your rank reduced due to inefficiency or due to conviction by civil court, you may appeal that reduction through command channels within 30 days.

### **Inefficiency**

Commanders may evaluate you for inefficiency when your misconduct shows a lack of abilities or qualities expected of you. If you are an assigned soldier and have served in the same unit for at least 90 days, you may have your rank reduced by one pay grade for inefficiency.

### **Civilian Conviction**

If you are sentenced to death or to confinement for one year or more and the sentence is not suspended, you will be reduced to private. If you are sentenced to confinement for more than 30 days but less than one year and the sentence is not suspended, you might have your rank reduced one or more pay grades. You might also have your rank reduced one or more pay grades for sentences less severe than those already mentioned. If you lose your rank, but your conviction by a civil court is reversed because of some error or irregularity, your rank will be restored. You may also be promoted if promotion was denied because of the reversed conviction. AR 600-200, Table 6-1, details administrative reduction based on a civilian conviction.

### **REVOCAION OF SECURITY CLEARANCE**

Conduct that merits revocation or suspension of a security clearance includes criminal and immoral activities. Abuse of drugs and alcohol, excessive indebtedness, and repeated AWOL are grounds for such action. A clearance may also be denied or suspended if you are subject to coercion or undue influence, perhaps because you have a close relative living in a communist country.

## Student Handout 5

### Extracted Material from TSP 181-A-0001

---

This student handout contains 10 pages of extracted material from the following document:

TSP 181-A-001, Identify the Legal Implications of the Homosexual Conduct Policy, (Revised 15 Sep 2000)

Item/Title	Pages
Homosexual Conduct Policy, Student Handout to Accompany TSP 181-A-0001	SH-5-2 thru SH-5-13

**Disclaimer:** The training developer downloaded this extract from the General Dennis J. Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

# **Homosexual Conduct Policy**

**Student Handout to Accompany TSP 181-A-0001**

**The Judge Advocate General's School  
United States Army  
Charlottesville, Virginia**

**6 Mar 2000**

# Homosexual Conduct Policy

## 1. INTRODUCTION.

This lesson will reacquaint you with, or inform you of, the DoD policy on homosexual conduct policy. Specifically, you will learn about the policy's provisions regarding what constitutes homosexual conduct. Further, you will also learn about your rights, the rights of your soldiers, as well as the command's responsibilities, during the conduct of an inquiry into allegations of homosexual conduct. Finally, you will be provided guidance of which you, your soldiers, and the command should be aware should any soldier feel harassed or threatened because of a perceived sexual orientation.

Terminal Learning Objective: At the conclusion of this lesson you will:

<i>Action:</i>	Identify the legal implications of the homosexual conduct policy
<i>Conditions:</i>	Given information on the Army's guidance regarding the DoD policy on homosexual conduct.
<i>Standards:</i>	Define what constitutes homosexual conduct. Further, identify the responsibilities of a commander when inquiring into an allegation of homosexual conduct, including the rights of the soldier under inquiry. Finally, identify the rights of a soldier who is being harassed or threatened based on a perceived sexual orientation. Included in this last standard is the ability to identify the commander's responsibilities toward a harassed or threatened soldier, as well as the commander's duty to properly investigate the soldier(s) who are alleged to have committed the harassment and/or threat.

For soldiers who have been in the Army since 1994, it is important to realize that the DoD policy on homosexual conduct has not changed since then. Under this policy, soldiers still have certain rights, and commanders still have certain responsibilities when investigating allegations of homosexual conduct. Based on recent Army guidance, this lesson plan also focuses on the rights of soldiers, and the responsibilities of the command, when faced with a soldier being harassed or threatened because of a perceived sexual orientation.

## 2. KEY ELEMENTS OF THE HOMOSEXUAL CONDUCT POLICY.

**NOTE:** See Figure 1, DoD Homosexual Conduct Policy.

a. Conduct. The key to understanding the DoD policy on homosexual conduct is to remember that it focuses on homosexual conduct (what a soldier does or says) not on sexual orientation alone (how a soldier feels about himself or herself as a heterosexual ("straight") or homosexual ("gay" or "lesbian") or bisexual (sexually attracted to both genders)).

b. "SAM". The easiest way to remember the key features of the DoD policy on homosexual conduct is to remember the acronym "SAM." "SAM" stands for:

Statements – Acts – Marriages.

(1) Statements. The command will take action to separate a soldier who says he or she is gay, or a lesbian, or has a homosexual orientation, because the law says it is reasonable to presume that someone who says he or she has such an orientation will act on that orientation. There is, however, a special rule about statements that we'll discuss later.

(2) Acts. The command will take action to separate a soldier who performs a homosexual act.

(a) A homosexual act is any bodily contact, actively taken or passively permitted, between members of the same sex, for the purpose of satisfying sexual desire. It does not require any particular form of intercourse or penetration.

(b) A homosexual act also includes any bodily contact that a reasonable person would understand to demonstrate a likelihood that the person will engage in homosexual acts. Depending on the circumstances, this could include handholding, kissing, or "slow" dancing with a member of the same sex.

(3) Marriages. The command will take action to separate a soldier who marries or attempts to marry a person of the same biological gender (a male soldier who marries or tries to marry another man, or a female soldier who marries or tries to marry another woman).

(4) Special Rule about Statements. As previously stated, a soldier who says that he or she is homosexual (e.g., "I'm gay," or "I'm a lesbian," or "I have a homosexual orientation," or similar such language) will be processed for separation. Why? Because it is reasonable to presume that someone who says that he or she has such an orientation will act on the orientation and engage in a homosexual act. However, such a soldier may attempt to convince an administrative separation board that despite having made a statement that he or she is homosexual, the soldier will not engage in homosexual acts. If the soldier can convince the separation board that he or she will not engage in homosexual acts, the board can choose to recommend the soldier be retained in the Army.

c. It is your duty, as well as your legal obligation, to follow the Army's rules and policies. You demonstrate your loyalty to the Army and your fellow soldiers by behaving in accordance with Army policies. You also serve honorably when you adhere to the Army's regulations, policies, and laws.

**NOTE:** See Figure 2, DoD Homosexual Conduct Policy.

d. If you, as a soldier, take any of the following actions, you have violated the homosexual conduct policy and may be discharged:

(1) Make a homosexual statement (for example, "I am gay," "I am a lesbian," "I am homosexual," or "I have a homosexual orientation").

(2) Engage in a homosexual act.

(3) Enter, or attempt to enter, into a homosexual marriage.

e. A special point: Saying that you are a homosexual or committing other homosexual conduct so you can avoid a military obligation not only violates Army policy, it betrays your military duty. If you make such a statement or commit such conduct to avoid a military obligation (such as a deployment), you may also be subject to disciplinary action under the UCMJ.

### 3. HOMOSEXUAL CONDUCT INQUIRIES.

**NOTE:** See Figure 3, Investigating Homosexual Conduct.

Before discussing the topic of investigating homosexual conduct, you first need to have a clear understanding of the DoD policy on homosexual conduct. Remember that the policy is conduct-based: it focuses on what a soldier does or says, not on the soldier's orientation alone.

a. Only commanders can initiate fact-finding inquiries into homosexual conduct. You may not, on your own, do any investigation or inquiry into whether a soldier is homosexual or has committed homosexual conduct. Subordinate leaders should direct questions and report grounds for separation to their commanders.

b. Commanders inquire about possible homosexual conduct only if there is credible evidence of a homosexual statement, act, or marriage (remember "SAM"). What is credible evidence? Credible evidence is any information, considering its source and the surrounding circumstances, which supports a reasonable belief that there is a basis for discharge.

c. Commanders are not supposed to investigate (or take other action) when there is NO credible evidence of a basis for discharge. Examples of NO credible evidence include:

(1) Mere suspicion of homosexual conduct, without any credible evidence.

(2) Other people's opinions or rumors about a soldier's homosexual orientation, when the opinion or rumor is not based on factual evidence of a basis for discharge.

(3) The fact that a soldier reads a homosexual publication or goes to a homosexual bar.

(4) Statements made by a soldier claiming homosexuality when the evidence available at the time of the statement supports an attempt to avoid duty, or to void an enlistment. Commanders should exercise care before determining that such statements do not meet the requirements of "SAM" as outlined in the DoD Homosexual Conduct Policy guidelines.

d. Informal inquiries are preferred. CID or MPI usually should not become involved in an investigation to determine whether homosexual conduct took place.

e. When interviewing a soldier believed to have committed homosexual conduct, explain the homosexual conduct policy to the soldier before questioning. The interviewer will begin the interview by informing the soldier of his or her rights against self-incrimination under Article 31, UCMJ. If the soldier does not want to make a statement, the interviewer will not ask further questions.

(1) An interviewer shall not ask, and a soldier shall not be required to reveal, whether a soldier is heterosexual, homosexual, or bisexual. For example, you cannot ask either, "Are you homosexual?" or "Are you gay?"

(2) If the inquiry is only about a statement (e.g., "I am gay") the soldier has made, in most cases, the admission by the soldier is sufficient and no further investigation is required. If a commander wishes to inquire further to determine whether the statement is credible, the commander may do the following:

(a) If the soldier is to be interviewed about the statement, he or she must first be read his or her rights against self-incrimination under Article 31, UCMJ.

(b) The soldier can then be asked if he or she has committed, or attempted to commit, homosexual acts. The soldier may be asked if he or she intends to commit homosexual acts in the future. The soldier may be asked why he or she made the statement and what the statement meant.

(c) Members of the soldier's supervisory chain-of-command may be questioned. Other persons suggested by the soldier in the interview may also be questioned.

**NOTE:** See Figure 4, Investigating Homosexual Conduct.

(d) Any inquiry beyond that stated in paragraphs (a), (b) and (c) above is considered a "substantial investigation" requiring approval from DA level.



f. Statements made by a soldier to certain individuals (e.g., chaplains, attorneys, and spouses) may be considered confidential. However, such statements must be looked at separately on a "case by case" basis to determine whether or not the statements are confidential.

g. It is your duty, as well as your legal obligation, to follow the Army's rules and policies. You demonstrate your loyalty to the Army and your fellow soldiers by behaving in accordance with Army policies. You also serve honorably when you adhere to the Army's regulations, policies, and laws.

h. If you, as a soldier, take any of the following actions, you have violated the homosexual conduct policy:

- (1) Investigate a soldier for homosexual conduct without a commander's permission.
- (2) Accuse a soldier of violating the homosexual conduct policy based on:
  - Suspicion without credible evidence;
  - Rumors;
  - Observing a soldier with homosexual materials or in certain locations (e.g., gay bars).

#### **4. GUIDANCE REGARDING SOLDIERS BEING HARASSED OR THREATENED BECAUSE OF A PERCEIVED SEXUAL ORIENTATION.**

**NOTE:** See Figure 5, Anti-Harassment Policy.

A soldier who is being threatened or harassed because he or she is perceived to be homosexual should always seek out his or her chain-of-command to get help. Alternatively, the soldier should go to the chaplain, IG, or a JAG legal assistance attorney.

a. Harassed soldiers are not investigated. If a soldier is being harassed or threatened because the soldier is said or perceived to be homosexual, the harassment or threat is not enough by itself to justify investigating the harassed/threatened soldier for homosexual conduct. This bar to investigation concerning the harassed soldier's sexual orientation does not prevent investigation of the soldier(s) committing the harassment for possible violations of the UCMJ.

**NOTE:** See Figure 6, Anti-Harassment Policy.

b. There must be credible information apart from harassment. A commander still needs credible information apart from any threat or harassment to justify an inquiry into homosexual conduct.

c. When investigating harassment, a harassed soldier's orientation/conduct should not be investigated. When investigating a threat or harassment, the threatened/harassed soldier's sexual orientation should not be investigated, nor whether he or she committed homosexual conduct. The focus should be on the harassment or threat itself.

d. If credible information comes up during the investigation, it must be carefully reviewed. The information must be credible, apart from the harassment or threat. Receiving this information does not stop the requirement to investigate and take appropriate action against any harasser.

**NOTE:** See Figure 7, Anti-Harassment Policy.

e. Soldiers being harassed/threatened should seek out their chain-of-command. Soldiers who are being harassed or threatened because they are perceived to be homosexual should seek their chain-of-command for assistance. They should understand that reporting harassment or threats does not support an investigation into whether they have committed homosexual conduct. The command cannot make harassment stop if it is not reported. Commanders must adequately address reported instances of harassment, to include initiating a commander's inquiries under R.C.M. 303, or referring the case to MPI or CID for investigation of the individuals committing the harassment. Soldiers who are being harassed must know that they will not be investigated regarding their sexual orientation as a result of telling the chain-of-command about the harassment.

## 5. SUMMARY.

a. During this lesson, you learned that the DoD and Army policy on homosexual conduct focused on homosexual conduct and not on sexual orientation. You were advised that the policy covered homosexual conduct, which includes statements, act, and marriages, and that soldiers could be separated from the Army for such conduct. However, you should remember that there is a special rule about homosexual statements. This means that even if a soldier makes a statement that he or she is homosexual, the soldier may still be retained in the U.S. Army if the soldier can convince a separation board that he or she will not actually engage in homosexual acts.

b. The lesson also advised you that only commanders can initiate fact-finding inquiries into homosexual conduct. CID or MPI investigators usually should not become involved in an investigation to determine whether homosexual conduct took place. Commanders may inquire into possible homosexual conduct only if there is credible evidence, meaning more than mere suspicion or rumor, of a homosexual statement, act, or marriage. A commander must explain the homosexual conduct policy to any soldier alleged to have been involved in homosexual conduct before inquiring further. The interviewer, before asking any questions, must first inform the soldier of his or her rights against self-incrimination under Article 31, UCMJ. A "substantial investigation" requires approval from Department of the Army level (see Learning Step/Activity 2, Paragraph g).

c. Finally, the lesson advised soldiers, who feel threatened or harassed because of perceived homosexual orientation, to seek assistance from their chain-of-command, chaplain, IG, or JAG legal assistance attorney. When investigating a threat or harassment, the focus should be on the threat or harassment and not on the perceived sexual orientation or alleged homosexual conduct of the threatened/harassed soldier. If the commander has credible information regarding any homosexual conduct apart from the threat or harassment, the commander could then initiate an inquiry into these allegations.

### **DoD Homosexual Conduct Policy**

- Focus on the policy is Homosexual Conduct, NOT Sexual Orientation.
- Command will separate soldiers for homosexual:
  - Statements (e.g. “I am gay”).
  - Acts.
  - Marriages (actual or attempted).
- **NOTE:** A soldier who makes a homosexual statement, but who also convinces a separation board that he or she will not engage in homosexual acts, can be retained in the Army.

Figure 1

### ***DoD Homosexual Conduct Policy***

- A soldier who takes any of the following actions violates the homosexual conduct policy and may be discharged from the Army:
  - Makes a homosexual statement.
  - Commits a homosexual act.
  - Enters, or attempts to enter, into a homosexual marriage.
- A soldier who, for the purpose of avoiding military duty, engages in any of the behaviors listed above may be subject to disciplinary action under the UCMJ.

Figure 2

### ***Investigating Homosexual Conduct***

- Only commanders initiate inquiries.
- An inquiry must be based on Credible information.
- Examples of information that is NOT Credible:
  - Mere suspicion, opinion, or rumors
  - Reading Homosexual Publications/Going to “gay bars.”
  - Homosexual statements made to avoid duty.
- Conduct the inquiry (informal inquiries preferred):
  - Right against self-incrimination (Article 31, UCMJ).
  - Cannot ask soldier about his/her sexual orientation.
  - Can question soldier’s supervisory chain-of-command
  - Can question persons suggested by the soldier.

Figure 3

### ***Investigating Homosexual Conduct***

- “Substantial investigation” requires DA approval.
- Statements to chaplains, attorneys, and spouses may be considered confidential.
- You will violate the Policy IF:
  - You investigate a soldier for homosexual conduct without a commander’s permission; or
  - Accuse a soldier of violating the homosexual conduct policy based on:
    - ◆ Suspicion without credible evidence.
    - ◆ Rumors.
    - ◆ Observing a soldier with homosexual materials or in certain locations (e.g. “gay bars”).

Figure 4

### ***Anti-Harassment Policy***

- A soldier being harassed should seek out the chain-of-command, a chaplain, the IG, or a legal assistance attorney.
- A harassed or threatened soldier should not be investigated simply because of the harassment or threat.
- The DoD Homosexual Conduct Policy does not, however, prohibit investigating the soldier(s) who harass(es) or threaten(s) another soldier for possible violations of the UCMJ.

Figure 5

### **Anti-Harassment Policy**

- Commanders need credible information other than harassment to investigate a soldier for homosexual conduct. **HARASSMENT ALONE IS NOT CREDIBLE INFORMATION.**
- Absent credible information, an investigation into a complaint or either harassment or of a threat must focus on the harassment or threat, **ONLY.**
- Credible information discovered during the course of an investigation does **NOT** stop the requirement to properly dispose of allegations of harassment.

Figure 6

***Anti-Harassment Policy***

- The command cannot make harassment stop if it is not reported.
- Commanders must adequately address reported instances of harassment:
  - The focus of any investigation into alleged harassment must be on the soldier(s) committing the harassment.
  - Harassed or threatened soldiers must know that their own sexual orientation will not be the subject of the investigation.
  - When conducting the investigation, a commander can request the assistance of either MPI or CID.

Figure 7

L227

Enforce the Equal Opportunity  
Program

OCT 03

## U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course  
(PLDC)

The Army Training System

**TRAINING SUPPORT PACKAGE**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

This page intentionally left blank



Enforce the Equal Opportunity Program

**CHANGE SHEET 2**

1. Synopsis. This change sheet corrects minor administrative errors in the L227, Enforce the Equal Opportunity Program Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Page**

**Insert Page**

4

4

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
----------------	------	----------	------

---

Frank W. Berta                      GS11      Training Specialist

---

Victor A. LeGloahec              SGM      Chief, PLDC

---

Marion Lemon                      SGM      Chief, CDDD

---

This page intentionally left blank

Enforce the Equal Opportunity Program

**CHANGE SHEET 1**

1. Synopsis. This change sheet corrects minor administrative errors in the L227, Enforce the Equal Opportunity Program Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

1 thru 9

**Insert Pages**

1 thru 9

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
----------------	------	----------	------

---

Karen M. Wilson                      GS09              Training Specialist

---

Victor A. LeGloahec                      SGM              Chief, PLDC

---

Marion Lemon                      SGM              Chief, CDDD

This page intentionally left blank

## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L227 / ENFORCE THE EQUAL OPPORTUNITY PROGRAM
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	L206, Enforce the Equal Opportunity Program, Oct 00.
<b>TSP Users</b>	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p style="text-align: center;">E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

---

**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number****Task Title****Individual**

121-050-8010

Enforce Compliance with the Army's Equal Opportunity and Sexual Harassment Policies

---

This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data .....	4
Section II Introduction.....	7
Terminal Learning Objective - Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies. ....	8
Section III Presentation .....	10
Enabling Learning Objective A - Define the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies. ....	10
Enabling Learning Objective B - Identify unit leadership responsibilities for Equal Opportunity and Sexual Harassment policies compliance. ....	15
Enabling Learning Objective C - Identify actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations. ....	16
Enabling Learning Objective D - Identify the appropriate actions that leaders must take to prevent sexual harassment. ....	29
Enabling Learning Objective E - Describe leader roles and responsibilities for resolving EO complaints. ....	32
Enabling Learning Objective F - Implement the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies. ....	36
Section IV Summary.....	37
Section V Student Evaluation.....	37
Appendix A Viewgraph Masters A - .....	1
Appendix B Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C Practical Exercises and Solutions C - .....	1
Appendix D Student Handouts D - .....	1

---

**ENFORCE THE EQUAL OPPORTUNITY PROGRAM  
L227 / Version 1  
01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
	<u>INDIVIDUAL</u>	
	121-050-8010 (*)	Enforce Compliance with the Army's Equal Opportunity and Sexual Harassment Policies and Program

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	None	

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
		<u>Resident Hours/Methods</u>
		2 hrs 5 mins / Conference / Discussion
		45 mins / Role Playing
	Test	0 hrs
	Test Review	0 hrs
	Total Hours:	3 hrs

<b>Test Lesson Number</b>		<u>Hours</u>	<u>Lesson No.</u>
	Testing		
	(to include test review)	<u>2 hrs, 30 mins</u>	<u>WE01 Version 1</u>
		<u>2 hrs, 30 mins</u>	<u>WE Version 2</u>

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

**Clearance Access** Security Level: Unclassified  
Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions** FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

<b>References</b>	<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
	AR 600-20	ARMY COMMAND POLICY	13 May 2002	Chapters 6,7, and Appendix E
	TSP NUMBER 121-A-8010	Enforce Compliance with the Army's Equal Opportunity and Sexual Harassment Program	July 1997+	SH-3-2 thru SH-3-24



**Student Study Assignments**


---

Before class--

- Read Student Handouts 1 thru 3.

During class--

- Participate in classroom discussion.
- Complete Practical Exercise 1.

After class--

- Turn in recoverable reference materials.
- 

**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

---

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

---

**Equipment Required for Instruction**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
559359 SCREEN PROJECTION	1:16	1:2	No	1	No
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	No	1	No

---

**Materials Required****Instructor Materials:**

- Training support package.
- VGTs: -1 thru VGT-16.
- Copies of PE-1, Role-Play Exercise, p C-1 and C-2 (1 per student).
- Copies of PE-1, Role-Play Exercise, p C-3 thru C-5 (5 copies).
- Solution for PE-1, p C-6.

**Student Materials:**

- Pen or pencil and notepaper.
  - Reading material listed on the Advance Sheet in Appendix D.
- 

**Classroom, Training Area, and Range Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

---

**Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

---

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue SH-1 thru SH-3 during inprocessing.
- Inform students that they must read SH-1 thru SH-3 before class.
- At least 3 days prior to class, select 5 people IAW the requirements of PE-1 to participate in the role-playing exercise. Issue each of the participants a copy of PE-1, p C-3 thru C-5 and tell them to practice the role-playing exercise prior to class.
- Study and be ready to conduct PE-1.

During class--

- Conduct the class in accordance with this TSP.
- Conduct PE-1.
- Issue students Solution for PE-1, p C-6.

After class--

- Collect and turn in all recoverable materials.

**Proponent  
Lesson Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Elliott T. McGough /t/McGough, Elliott T.	GS09	Training Specialist	24 Jul 03
/s/Frank W. Berta /t/Berta, Frank W.	MSG	Course Chief, PLDC	24 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	24 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	24 Jul 03

**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

---

You are responsible for providing the strong leadership that develops effective teams, leading to success on the battlefield. Ultimate success in battle will depend largely on the development of well trained and highly motivated cohesive combat ready teams. These soldiers must not only share a common belief in the cause for which they fight, but the mutual respect, trust, and confidence required of today's soldiers.

An essential condition for the Army to accomplish its mission of national defense is the preservation of discipline and order. While it is true that we cannot compromise discipline, it is just as true that we cannot achieve discipline and teamwork in an atmosphere of dissension and distrust.

It is imperative that you recognize and manage diversity so that it does not interfere with the Army's mission effectiveness or ability to fight and win on the battlefield. Your challenge is to execute your leadership duties so as to support the Army's Equal Opportunity/Equal Employment Opportunity (EO/EEO) programs, by fostering mutual respect and dignity for soldiers through your personal conduct and professional leadership.

---

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.
<b>Conditions:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>Standards:</b>	<p>Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by--</p> <ul style="list-style-type: none"> <li>• defining EO and EEO policies,</li> <li>• identifying unit leadership responsibilities for EO and sexual harassment policies,</li> <li>• identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations,</li> <li>• identifying appropriate actions that leaders must take to prevent sexual harassment, and</li> <li>• describing leader roles and responsibilities for resolving EO complaints</li> </ul> <p>IAW AR 600-20 (SH-2) and SH-3.</p>

**Safety Requirements**

None

**Risk Assessment Level**

Low

**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

**Evaluation**

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

**Instructional  
Lead-In**

---

The Army's equal opportunity training you receive is part of the continuous, sequential, and progressive training that you will receive throughout your military career. Each phase of training will build on the last as you acquire greater levels of leadership and responsibility. This phase raises your level of leadership through awareness about equal opportunity issues, yourself, and those you lead. At the completion of this training you should have a better understanding about how you, as Army leaders, are to enforce the Army's EO/EEO programs.

Developing a team and the warrior ethos of the soldiers is impossible if the squad you lead is experiencing problems with EO/EEO. You must act quickly to recognize and relieve the squad of the EO/EEO problems by using the means explained in this lesson.

---

**SECTION III. PRESENTATION**

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Define the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Defined the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies IAW AR 600-20 (SH-2) and SH-3.

1. Learning Step / Activity 1. Equal Opportunity and Equal Employment Opportunity Policies

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 15 mins

Media: VGT-1 thru VGT-3

**Equal Opportunity**

**QUESTION:** What is the US Army's Policy on Equal Opportunity?

**ANSWER:** Select students to read the bullets after showing VGT-1.

**SHOW VGT-1, EQUAL OPPORTUNITY POLICY**

**EQUAL OPPORTUNITY  
POLICY**

- Provide equal opportunity and fair treatment for military personnel, family members, and DA civilians without regard to race, color, gender, religion, or national origin.
  
- Provide an environment free from unlawful discrimination and offensive behavior.

L227/OCT 03/VGT-1

Ref: AR 600-20, p 44, para 6-3a (SH-2)

The Army's Equal Opportunity policy is to provide equal opportunity and fair treatment for military personnel, family members, and DA civilians without regard to race, color, gender, religion, or national origin, and to provide an environment free from unlawful discrimination and

offensive behavior. This policy applies both on and off post, during duty and non-duty hours. It applies to working, living, and recreational environments (including both on and off-post housing).

REMOVE VGT-1

### **Equal Employment Opportunity (EEO) Policy**

Civilian government employees (DA civilians) have the same EO protection as do military personnel. In addition to race, color, religion, gender, or national origin, DA protects DA civilians from discrimination based on disability and age. The EEO complaint process, timelines, and other actions are similar, except the EEO Office processes the complaints. Assistance and guidance for supervisors is available from EEO counselors for resolving complaints or other EO related actions. As leaders, you must always remember that it is just as important to act on EO problems from civilian employees as you would from military members.

### **Equal Opportunity Program Components**

The Army's EO Program strives to ensure fair treatment of all based solely on merit, fitness, and capability, which supports readiness. EO is a responsibility of leadership and a function of command. Essential to having a successful EO program a combination of components must be in place.

**NOTE:** Select students to read bullets and generate a brief discussion on each bullet listed.

### **SHOW VGT-2, EO PROGRAM COMPONENTS**

**EO PROGRAM COMPONENTS**

- Leader Commitment
- Sequential and Progressive Training
- Effective and Responsive Complaint Process
- Affirmative Action Plan
- Feedback Mechanisms
- Equal Opportunity Advisors

L227/OCT 03/VGT-2

Ref: SH-3-2 and SH-3-3, para d(1) thru (6)

**Leader Commitment.** As a leader in today's Army you must consistently demonstrate your support and commitment for the Army's EO Program. Leaders are the individuals responsible for ensuring that all individuals know the clearly stated policy on equal opportunity and sexual harassment. The commander should present his policy statement during initial orientation of all incoming soldiers and the written policy statement should be available for review at a convenient location within the unit.

**Sequential and Progressive Training.** The primary method used to teach soldiers and civilians new skills and prevent inappropriate behavior is training. Through training and education, the Army seeks to influence and promote an environment that treats everyone with dignity and respect. Training is also the Army's method for improving communications and awareness that is vital to team building and unit cohesion. The Army wants to ensure that soldiers and DA civilians not only understand the consequences of their actions but also feel assured of command intervention to correct EO problems.

**Effective and Responsive Complaint Process.** The Army has established a comprehensive complaint system for military personnel. The Army wants to ensure that every soldier and DA Civilian has a readily available system for submitting grievances without intimidation or threat of reprisal. You will receive additional instruction on the Army's complaint procedures during this period of instruction.

**Affirmative Action Plan.** Affirmative Action Plans (AAP) contain planned, achievable steps designed to prevent, identify, and eliminate unlawful discriminatory treatment of soldiers. These plans also assist in monitoring the progress of meeting the goals of equal opportunity.

**Feedback Mechanisms.** The Army has various methods of obtaining feedback on how well the EO program is working. These methods include tracking the number of complaints, sensing sessions with soldiers, EO surveys and climate assessments. All of these provide feedback to the chain of command and other senior leaders on the effectiveness of the Army's EO program and policies.



**EO Advisors (EOA).** Every unit in the Army from brigade level to major commands must have an EOA. The EOA receives special training in the area of equal opportunity. The primary responsibility of the EOA includes receiving and assisting in processing individual complaints of unlawful discrimination or sexual harassment; assisting commanders in assessing, planning, implementing, and evaluating EO action plans; and understanding and articulating Army policy concerning equal opportunity.

## **REMOVE VGT-2**

### **Related Leadership Elements**

In addition to the program components, there are six leadership elements that have special significance to Army leaders.

**NOTE:** Select students to read bullets and generate a brief discussion on each bullet listed.

### **SHOW VGT-3, LEADERSHIP ELEMENTS**

**LEADERSHIP ELEMENTS**

- Military Discipline and Conduct
- Issues of Appropriate Behavior
- Extremist Organizations
- Army Language Policy
- Accommodating Religious Practices
- Women in the Army

L227/OCT 03/VGT-3

Ref: SH-3-3 and SH-3-4, para a thru h

**Military Discipline and Conduct.** The principles of self-discipline, professional Army ethics, and supporting individual values are the basis of military discipline. You demonstrate your commitment to these values by exhibiting fairness and equity for all soldiers and DA civilians regardless of race, ethnic origin, gender, or religion.

**Issues of Appropriate Behavior.** Within the civilian work environment, the pursuit of a romantic relationship may not receive the same level of scrutiny as it would for those in uniform.

When such attractions exist between soldiers of unequal rank and position, you, as leaders, must assess if it is appropriate as it relates to senior subordinate relationships.

**Extremist Organizations and Activities.** Extremist organizations and activities are those that advocate racial, gender, or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin or advocate the use of or use force or violence or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States.

**Army Language Policy.** English is the operational language of the Army. All soldiers must have sufficient proficiency in English to perform their military duties. We must speak English on duty when doing so is clearly necessary to perform military functions, promote safety, or other legitimate reasons to accomplish the mission. Speaking a language other than English on the job is in no way totally prohibited.

**Accommodating Religious Practices.** The Army's policy is to grant requests for accommodation of religious practices when they have no adverse impact on readiness. However, as you know, the Army cannot always guarantee such accommodations; the Army must consider each request on a case-by-case basis.

**Women in the Army.** Women can serve in 87 percent of the enlisted military occupational specialties, 97 percent of the warrant officer specialties, and 97 percent of the officer specialties.

### **REMOVE VGT-3**

#### **CHECK ON LEARNING:**

QUESTION: What is the Army's EO Policy?

ANSWER: Equal opportunity and fair treatment for military personnel, family members, and DA civilians without regard to race, color, gender, religion, or national origin, and to provide an environment free from unlawful discrimination and offensive behavior.

Ref: AR 600-20, p 44, para 6-3a (SH-2)

QUESTION: What are the components that make up the EO program?

ANSWER: Leader commitment, sequential and progressive training, effective and responsive complaint system, affirmative action plan, feedback mechanisms, and EO advisors.

Ref: SH-3-2 and SH-3-3, para d(1) thru (6)

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify unit leadership responsibilities for Equal Opportunity and Sexual Harassment policies compliance.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Identified the responsibilities of the chain of command, NCO support channel, equal opportunity advisor, and equal opportunity representative that support unit leader's compliance with EO policies IAW AR 600-20 (SH-2) and SH-3.

1. Learning Step / Activity 1. Leadership Responsibilities

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: None

**Leadership Responsibilities**

As Army leaders, you are responsible not only for enforcing acceptable standards of behavior within your areas of responsibility but also for monitoring events to ensure that soldiers maintain Army standards. You must constantly be alert and aware of what is happening. Remember, as discussed in a previous lesson, the chain of command and the NCO support channel exist to assist the commander in achieving primary goals and objectives to successfully accomplish the unit's assigned mission. Your commander is ultimately responsible for everything the command does or fails to do. However, to be effective, commanders must subdivide responsibility and authority to subordinate leaders and staff members. This ensures a proper degree of EO responsibility with each member of the chain of command. The role and responsibilities of the unit leadership, whether enlisted or officer, is to assist the chain of command in meeting Army EO program objectives.

Ref: SH-3-4 and SH-3-5, Lead-in thru para 3

### **Equal Opportunity Advisor Responsibilities**

Equal Opportunity Advisors (EOA) are officers and NCOs serving in full-time EO positions at brigade (or equivalent) level, or higher. EOAs attend training which enables them to assist their commanders in developing their EO programs and assessing program effectiveness.

Ref: AR 600-20, p 42 and 43, para 6-2h and SH-3-5 and SH-3-6, para 5

### **Equal Opportunity Representatives Responsibilities**

Equal opportunity representatives (EOR) assist commanders at battalion-level (or equivalent) and below in carrying out the EO program within their units. EORs serve a special duty (additional duty) at the small unit level. Commanders must appoint EORs in their units who are members of the chain of command in the rank of SSG through 1LT.

Ref: AR 600-20, p 43, para 6-2i and SH-3-5, para 4

### **CHECK ON LEARNING:**

QUESTION: Who is personally responsible and accountable for the EO climate in a unit?

ANSWER: The commander.

Ref: AR 600-20, p 41, para 6-2g(1) (SH-2)

QUESTION: At what unit level do EORs assist commanders in carrying out their EO Programs?

ANSWER: Battalion-level or equivalent and below.

Ref: AR 600-20, p 43, para 6-2i (SH-2)

### **C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Identified actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations IAW AR 600-20 (SH-2) and SH-3.

1. Learning Step / Activity 1. EO and Sexual Harassment Policy Violations  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 30 mins  
Media: VGT-4 thru VGT-12

### **EO Violations**

In order for you, as leaders in the Army, to know how to respond to violations of EO, you must be aware of the specific behaviors and actions that are unacceptable. There are four basic concepts that define behaviors or actions, which violate the Army's EO policies: racism, sexism, prejudice, and discrimination. You should be familiar with these terms from your quarterly unit EO training and the information in your student handout, but let's briefly review the definitions of each term.

#### **SHOW VGT-4, RACISM**

**RACISM**

Any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group.

**Racism consists primarily of two types:**

- Personal or individual
- Institutional

L227/ OCT 03/VGT-4

Ref: SH-3-6, para b

Racism is any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group. There is more than one type of racism.

**Personal or individual racism** refers to a person's prejudicial belief and discriminatory behavior against certain groups because of their race or skin color.

You must understand, as leaders, whether military or civilian, you derive your

seniority over your subordinates solely from your rank and position, not your race or other physical characteristics.

**Institutional racism** refers to the policies of schools, businesses, law enforcement agencies, and other community and governmental activities that restrict the opportunities of certain groups because of race or skin color. Unlike personal racism, institutional racism does not have to be a deliberate or intentional practice on the part of the institution.

**NOTE:** Generate discussion by asking students if they have ever encountered racism in the military. If anyone states they did, have them share their experiences.

**REMOVE VGT-4**

**SHOW VGT-5, SEXISM**

**SEXISM**

An attitude, behavior, or conditioning which fosters stereotypes of social roles based on sex or gender.

**SEXIST BEHAVIORS INCLUDE:**

- Ignoring women or women's issues
- Exclusionary language
- Speaking for women
- Paternalism

L227/ OCT 03/VGT-5

Ref: SH-3-6 and SH-3-7, para c

Sexism has many similarities to racism. However, the bases for sexism is an attitude of superiority or inferiority because of gender differences. We define sexism as an attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender. Women leaders, just as men, can demonstrate sexist or pro-sexist behaviors. Let's discuss some types of sexist behavior:

**Ignoring women or women's issues.** The failure to acknowledge contributions made by women in the organizational discussion of a business or duty performance issue.

**Exclusionary language.** Exclusive use of the pronouns "he" and "his," or the word "guys."

**Speaking for women.** This is typically a tendency for a male to interject an answer to a question directed at a female, denying the female the opportunity to answer for herself.

**Paternalism.** This involves the assumption of a role as the "father figure" to a female. A "daddy knows best" attitude.

**NOTE:** Generate discussion by asking students if they have ever encountered sexism in the military. If any state they did, have them share their experiences.

**REMOVE VGT-5**

**SHOW VGT-6, PREJUDICE**

**PREJUDICE**

A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. Any preconceived opinion or feeling which is favorable or unfavorable toward certain groups.

**Prejudicial behaviors include:**

- Disparaging terms
- Discrimination
- Avoidance
- Physical attacks
- Extermination or genocide

L227/OCT 03/VGT-6

Ref: SH-3-7 and SH-3-8, para d and e

Prejudice is a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. The behavior that you, as leaders, or your soldiers may exhibit in acting out prejudices translate into five basic levels of action:

**Disparaging Terms.** People who are prejudice might act out their feelings in a variety of ways. The first and most common form of prejudicial behavior is using degrading terms or words to describe members of a different gender or racial group.

**Avoidance.** Another behavior soldiers may exhibit as a result of personal prejudice is the use of avoidance. If the feelings and emotions associated with the prejudice are intense a leader may feel compelled to avoid contact with the disliked group. The

need to avoid a specific group can come at a high cost in personal inconvenience and professional ineffectiveness.

**Discrimination**. Prejudiced leaders may make personal distinctions in their treatment of a specific racial or gender group. Prejudiced leaders often actively strive to exclude or deny opportunities or fair treatment to soldiers and civilians in the disliked group that they offer to more favored groups.

**NOTE:** Point out to the students that discrimination here is a subtopic of prejudice. In a minute we will discuss discrimination as the fourth basic concept that defines behaviors or actions which violate the Army's EO policy.

**Physical Attacks**. Under conditions of heightened emotions, prejudice may lead to acts of direct or indirect violence. Direct violence is the actual assault on a person or group, while the focus of indirect violence is more at the property or institutions of the disliked group.

**Extermination or Genocide**. This is the ultimate degree of violent expression because of prejudice. Acts such as lynching, massacres, holocaust, ethnic cleansing, and terrorism are some of the methods used, from a historic perspective, that define types of group extermination based on prejudice. Activities such as these are not usually against an individual or on a personal level.

#### **REMOVE VGT-6**

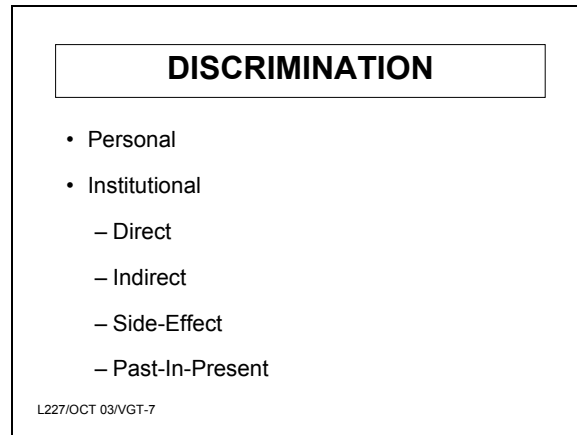
Now let's talk about the fourth basic concept that defines behaviors or actions which violate the Army's EO policy--discrimination. The definition of discrimination is the actions or practices carried out by members of dominant groups, or their representatives, who have a differential and harmful impact on members of subordinate groups. This is one way individuals act out their prejudices. Since prejudice is a mind-set or attitude, some experts suggest that our most successful strategy might be to prevent the prejudice from being acted on or exhibited in discrimination rather than trying to mount a direct attack on prejudice.



**NOTE:** At this time direct the students to SH-3, p SH-3-8 thru SH-3-10. Inform the students that the lesson developer confirmed with the EO Proponency Office that while the information contained about discrimination on these three pages is correct, the outline format in the student handout doesn't present it in a sequence or outline format. Tell the students to take notes while discussing discrimination.

You, as a leader, must be especially sensitive to and understand the direct link between discrimination and power. Without power, discrimination is ineffective; with power, prejudiced individuals can discriminate and maintain the dominance of one individual or group over another. There are two types of discrimination--personal and institutional.

### **SHOW VGT-7, DISCRIMINATION**



Ref: SH-3-8 thru SH-3-10, para a thru e

**Personal.** Personal discrimination is the action taken by an individual to deprive a person of a right because of race, color, religion, national origin, sex, or age. Of special concern to you, the leader, is that these actions may be open or hidden, direct or indirect, intentional or unintentional.

**Institutional.** Within the military, we can define institutional discrimination as any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender.

There are several types of institutional discrimination: direct, indirect, side-effect, and past-in-present. Let's look at these more closely.

**Direct.** Direct institutional discrimination refers to socially prescribed actions that, by intention, have a differential and adverse impact on members of subordinate groups.

**Indirect.** As stated in SH-3, "indirect institutional discrimination refers to institutional practices that have a negative or differential impact even though the Army established the policies or regulations guiding those actions with no intent to do harm.

**Side-Effect.** Side-effect discrimination refers to practices in one institutional area that have an adverse impact because there is an indirect link to discriminatory practices in another institutional area.

**Past-In-Present.** Past-in-present discrimination refers to the neutral practices of an institution (or organizational area) that inevitably reflect or perpetuate the effects of intentional discriminatory practices in the past.

#### **REMOVE VGT-7**

Now, let's discuss a special form of gender discrimination, sexual harassment.

#### **SHOW VGT-8, SEXUAL HARASSMENT**

**SEXUAL HARASSMENT**

A form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of--

- when someone makes this conduct either explicitly or implicitly a term or condition of a person's job, pay, career, or
- someone uses such conduct as a basis for career or employment decisions affecting that person, or
- such conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

L227/OCT 03/VGT-8

Ref: AR 600-20, p 52, para 7-4a (SH-2)

Sexual harassment is a form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when--submission to or rejection of is made either explicitly or implicitly a term or condition of a person's job, pay, career, or the basis for such conduct is for career or employment decisions affecting that person, or such

conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Although either gender may be the target of sexual discrimination or harassment, the majority of complaints come from women. The underlying distinction between sexual harassment and other forms of discrimination is that the differential treatment is the result of the demand for or denial of sexual favors.

QUESTION: What are the categories of sexual harassment?

ANSWER: Verbal, nonverbal, and physical contact.

Ref: AR 600-20, p 52 and 53, para 7-5a thru c (SH-2)

**NOTE:** Using the information in AR 600-20, p 52 and 53, para 7-5a thru c, lead a discussion explaining verbal, nonverbal, and physical sexual harassment.

QUESTION: What are the types of sexual harassment?

ANSWER: Quid Pro Quo (this for that) and hostile environment.

Ref: AR 600-20, p 53, para 7-6 (SH-2)

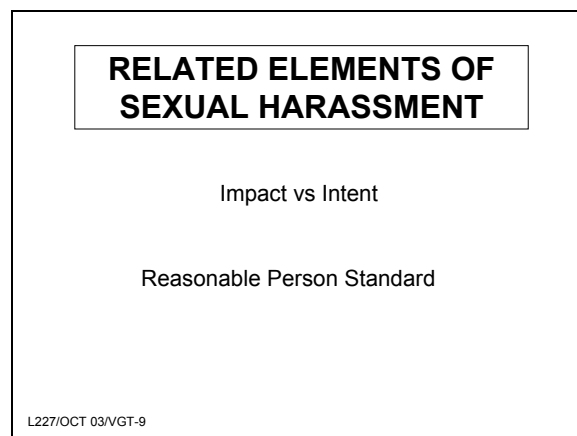
**NOTE:** Using the information in AR 600-20, p 53, para 7-6, lead a discussion explaining Quid Pro Quo and hostile environment.

## **REMOVE VGT-8**

### **Related Elements of Sexual Harassment**

There are two important elements related to defining sexual harassment that you must understand in order to assess the appropriateness of your behavior and the behavior of those you lead.

### **SHOW VGT-9, RELATED ELEMENTS OF SEXUAL HARASSMENT**



Ref: SH-3-12 and SH-3-13, para m thru p

**Impact vs Intent.** In addition to the policy definition of sexual harassment, it is vital to have a firm understanding of the concept of "impact vs intent." You must evaluate what some may consider to be joking or horseplay on its appropriateness or offensiveness as perceived by the recipient. Assessing whether a behavior is appropriate or offensive is a leadership responsibility determined from the perspective of the recipient, not the alleged harasser.

**Reasonable Person Standard.** We use the reasonable person standard to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. The standard asks, "How would a reasonable person under similar circumstances react or be affected by such behavior?" You, as an Army leader must be aware that (because of our socialization) men and women can watch the same behavior but have a very different perspective about what they saw and what they were feeling.

#### **REMOVE VGT-9**

**NOTE:** Direct the students to SH-3-13 and SH-3-14. Using the information on p SH-3-13 and SH-3-14, para (1) thru (3) discuss the three sexual harassment behaviors: verbal comments, nonverbal gestures, and physical contact.

**BREAK TIME:** 00:50 to 01:00

#### **Impact of Sexual Harassment**

As Army leaders, you must have a sense of how sexual harassment affects the victims as well as the organization. You must be familiar with the kinds of behaviors victims may use to cope with sexual harassment. Problems due to sexual harassment can manifest themselves in a number of ways. Some are very obvious, while others not so visible. Let's look at some ways sexual harassment may manifest itself.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

## SHOW VGT-10, IMPACT OF SEXUAL HARASSMENT

**IMPACT OF SEXUAL HARASSMENT**

- Interferes with work performance
- Creates a hostile work environment
- When “Quid Pro Quo” (this for that) undermines unit teamwork and morale

L227/OCT 03/VGT-10

Ref: SH-3-14, para a

The most obvious impact on victims is that it interferes with their work performance. A soldier or civilian who has to fend off offensive and repeated sexual attacks does not perform quality work.

Another impact is that it creates a hostile work environment by creating unreasonable stress in the work place and promotes a negative form of stress that can affect everyone in the work place.

When the harassment is “quid pro quo” (this for that), the fear of loss of job or diminishing career opportunities can undermine a unit's teamwork and morale. Anyone who is sexually harassed is less productive, and the command climate, as well as mission effectiveness, will likely suffer. There must be zero tolerance for discrimination and sexual harassment.

### **REMOVE VGT-10**

#### **Victims Reactions to Sexual Harassment**

You must learn to recognize the behavior patterns victims' show in attempting to cope with a stressful situation. Let's look at some of the reactions victims may display.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

## SHOW VGT-11, VICTIM REACTIONS

**VICTIM REACTIONS**

- Denial
- Rationalization
- Joking
- Avoidance

Clarification--

Is the behavior sexual in nature?  
Is the behavior unwelcome?  
Does the behavior create a hostile or offensive environment?  
Has someone demanded, requested, or suggested sexual favors?

L227/OCT 03/VGT-11

Ref: SH-3-14 and SH-3-15, para b and d

**Denial.** This is the most common reaction to a sexual harassment incident. It allows the victim to write the incident off as if it did not take place. A person in denial will not admit that the incident ever took place

**Rationalization.** Allows the victim to avoid dealing with an emotional incident.

Rationalizing as well as denial precludes or reduces personal feelings of pain and injustice.

**Joking.** Another form of rationalization used to release tension and strengthen one's self-esteem. Making fun out of a sexually harassing situation allows the victims to consider the actions of the perpetrator as circumstantial and to negate their own feelings about the incident.

**Avoidance.** This can have a detrimental effect on victims. Unlike denial and rationalization, you can easily misinterpret the behavior associated with avoidance as abnormal, inappropriate, or bizarre. Depending on the severity of the harassment, avoidance can cause actual physical ailments such as an upset stomach, headaches, or other health problems.

Soldiers and civilians who fail to come to work because of sexual harassment increase absenteeism which hinders the Army's ability to accomplish its mission.

The following questions are not all inclusive, but they can help in clarifying whether a sexual harassment incident occurred:

**Is** the behavior sexual in nature?

**Is** the behavior unwelcome?

**Does** the behavior create a hostile or offensive environment?

**Has** someone demanded, requested or suggested sexual favors?

Ref: SH-3-15, para d

### **REMOVE VGT-11**

#### **Sexual Harassment Assessment**

As leaders you must be able to assess the totality of circumstances surrounding a sexual harassment incident or event to evaluate the impact of the alleged behavior, judge its severity, and determine corrective actions and/or recommendations for sanctions. Here are a few of the issues that you should consider in that assessment.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

### **SHOW VGT-12, ASSESSMENT**

<b>ASSESSMENT</b>
<ul style="list-style-type: none"><li>• Nature of the incident</li><li>• Frequency of behavior</li><li>• Impact of behavior on the victim</li><li>• Appropriateness of behavior</li><li>• Rank and position</li><li>• Past history</li><li>• Consequences of your actions</li><li>• Environment assessment</li></ul>
<small>L227/OCT 03/VGT-12</small>

Ref: SH-3-15 and SH-3-16, para a thru h

**Nature of the Incident.** This should be your first priority for assessment. You may take more severe action to correct a soldier or civilian who continually makes jokes of a sexual nature in the work place, even after you asked the person to stop or you

previously counseled the person that the behavior was inappropriate, than a person who committed the same offense for the first time.

**Frequency of Behavior.** Was this a one-time event or repeated behavior? One act of sexual harassment viewed by itself might seem relatively insignificant and easily resolved by on-the-spot correction. If your inquiry determines that the incident is a culmination of a series of such acts, you can assume its impact could logically be greater and more severe.

**Impact of Behavior on the Victim.** While this issue should have less weight in your determining appropriate corrective actions or punishment, it may give you insight into other extenuating conditions or circumstances that contributed to the harassment. You must determine whether the perpetrator intended or succeeded in doing harm.

**Appropriateness of Behavior.** Evaluating appropriateness of behavior forces the question that even if your soldier was not aware that the behavior was inappropriate, military bearing, discipline, and professionalism should have deterred any acts of offensive behavior. In many instances, the violation of military standards and decorum requires you to take some form of corrective action.

**Rank and Position.** You, and other unit subordinate leaders, have the responsibility and authority to take care of soldiers. Failure by any leader in a position of authority to correct the offensive behavior of a subordinate is also a misuse of that position.

**Past History.** You should also consider other allegations, past or present, directly or indirectly related to the case. Although it is important to consider each complaint on its own merit, the uniqueness of sexual harassment (i.e., one-on-one) may make it necessary to review issues related to past history as well as current behavior characteristics during an inquiry.

**Consequences of Your Actions.** Here you must ascertain such issues as the impact and other potential problems created as a result of the incident. You must also determine what is the goal or desired outcome of your actions to correct the



incident. It is equally important to consider what consequences and/or repercussions might result if you decide not to take any action.

**Environment Assessment.** This entails a number of factors such as the state of your section or squad's EO climate, your support and enforcement of sexual harassment policies, outside influences, and the present state of EO training for your soldiers and civilian personnel. And ask the question, "Was the alleged harasser trained that such behavior was inappropriate?"

**REMOVE VGT-12**

**CHECK ON LEARNING:**

QUESTION: What are the four behaviors that violate Equal Opportunity Policies?

ANSWER: Racism, sexism, prejudice, and discrimination.

Ref: SH-3-6 thru SH-3-8

QUESTION: What is sexism?

ANSWER: An attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender.

Ref: SH-3-6 and SH-3-7, para c

**D. ENABLING LEARNING OBJECTIVE**

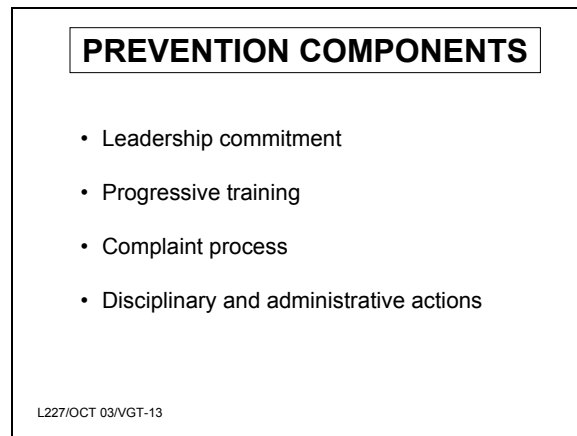
<b>ACTION:</b>	Identify the appropriate actions that leaders must take to prevent sexual harassment.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Identified the appropriate actions that leaders need to take to prevent sexual harassment IAW AR 600-20 (SH-2) and SH-3.

1. Learning Step / Activity 1. Prevention of Sexual Harassment
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 20 mins
  - Media: VGT-13 and VGT-14

The components of a sound unit program to prevent sexual harassment are the same as those for the Army's EO program.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

## SHOW VGT-13, PREVENTION COMPONENTS



Ref: SH-3-17 and SH-3-18

**Leader Commitment.** The effectiveness and success of any Army program is dependent upon leader support. Without your support, the Army's effort to prevent and eradicate sexual harassment will lose its momentum and effectiveness. You must instill in your subordinates a sense of caring, dignity, and respect for one another. The most effective way that you, as a leader, can demonstrate your support for the program is through personal example, ensuring that your behavior is above reproach at all times.

**Progressive Training.** The elimination of sexual harassment begins with a policy of progressive and sequential training to identify and prevent inappropriate behavior. A requirement for training in the Prevention of Sexual Harassment (POSH) is an integral part of your unit's training program.

**Complaint Process.** The key to a healthy unit climate that is free of sexual harassment is a caring leadership environment in which leaders handle complaints fairly and expeditiously. When leaders demonstrate awareness and accept and support the complaint investigation process, they improve the unit's climate by creating a sense of openness and caring. You may not always please complainants with the results. However, the fact that you made a sincere effort to resolve their complaint will leave a lasting impression with the individual as well as the unit.

Ref: SH-3-17

**Administrative Disciplinary Actions.** An often quoted maxim in the Army is, "Never give an order you are not prepared to enforce." Soldiers and civilian employees quickly ascertain which policies are mere lip service and which lines they should not cross. This is especially true when enforcing sanctions against personnel found guilty of sexual harassment.

Ref: SH-3-18

### **REMOVE VGT-13**

**Administrative Actions.** There are several administrative leader actions that you may recommend in dealing with sexual harassment incidents.

QUESTION: What are some of the administrative leader actions available for you to recommend?

ANSWER: Allow students to answer and then show VGT-14.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

### **SHOW VGT-14, LEADER ACTIONS**

**LEADER ACTIONS**

- Bar to reenlistment
- Letter of admonishment and reprimand
- Relief for cause
- Rehabilitative transfer
- Additional training
- Required counseling
- Denial of certain privileges

L227/OCT 03/VGT-14

Ref: SH-3-18, para c(1)

### **CHECK ON LEARNING:**

QUESTION: What is the most effective way that you as a leader can demonstrate your support for the sexual harassment program?

ANSWER: By demonstrating your support for the program through personal example.

Ref: SH-3-17, para c(1)

E. **ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Describe leader roles and responsibilities for resolving EO complaints.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Described the Army's EO complaint system policy and appropriate actions to prevent incidents of intimidation, harassment, or reprisal IAW AR 600-20 (SH-2) and SH-3.

1. Learning Step / Activity 1. Resolving EO Complaints  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 20 mins  
Media: VGT-15 and VGT-16

**Policy**

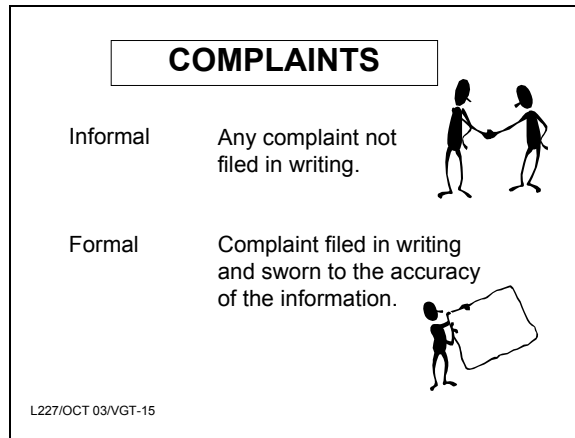
You must be aware that the Department of the Army prohibits personnel from taking any action that might discourage any soldiers, family members or DA civilians from filing a complaint or seeking assistance to resolve an EO grievance. The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, color, religion, gender, and national origin. You should always attempt to solve the problem at the lowest possible level within your organization.

Ref: SH-3-22, para a

EO complaints fall into two distinct categories: informal and formal.

**NOTE:** Select students to read each of the two categories on VGT-15 and generate a brief discussion of each.

**SHOW VGT-15, COMPLAINTS**



Ref: SH-3-19 and SH-3-20, para d(1) and (2)

**An informal complaint** is any complaint that a soldier, family member or DA civilian does not wish to file in writing. The individual may resolve the complaint directly or, with the help of another unit member, commander, or other person in the complainant's chain of command.

Ref: AR 600-20, p 66, para a(1) (SH-2)

**A formal complaint** is one that a complainant files in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subject to timelines, and require documentation of the actions taken.

Ref: AR 600-20, p 67, para b(1) (SH-2)

### **REMOVE VGT-15**

In regards to EO complaints the Army prohibits personnel from taking any disciplinary or other adverse action against a complainant, or other DA personnel, seeking assistance, or cooperating with investigating officers, Inspector General, or other law enforcement agencies. Let's discuss a few definitions.

**NOTE:** Select students to read the bullets and generate a brief discussion of each.

### **SHOW VGT-16, DEFINITIONS**

## DEFINITIONS

- Reprisal
- Threatening
- Intimidation
- Harassment

L227/OCT 03/VGT-16

Ref: SH-3-22, para b

**Reprisal** is taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.

**Threatening** is to give signs or warning of, or to announce as intended or possible actions.

**Intimidation** means to make timid, frighten, to inhibit or discourage by or threaten with harm or adverse treatment.

**Harassment** is to annoy or torment repeatedly and persistently, to wear out, exhaust or impede by repeated attacks.

Ref: SH-3-22, para b(1) thru (4)

### **REMOVE VGT-16**

One of the best ways of preventing reprisal, intimidation, and harassment is by simply informing soldiers of the consequences of their actions. This is normally enough to prevent such actions, but remember that as a leader, if you are knowledgeable of harassment or intimidation you have a responsibility to do something about it.

## **Reporting Incidents of Reprisal**

It is the responsibility of the chain of command to protect all complainants against reprisal or retaliation for filing an EO complaint. Should a military member, civilian, or your family member receive a threat they should immediately report the incident to the chain of command, the Inspector General, or higher echelon commander.

The following should help as a guide to making that determination:

**Did** the complainant make a protected disclosure or complaint prior to the incident?

**Was** an unfavorable action threatened or taken after making the disclosure or complaint?

**Did** the person or official taking action know of the complaint or disclosure?

**Does** the complainant believe the action taken would not have occurred if the soldier had not made the complaint?

**Does** the complainant have evidence or other information that supports or indicates there was a reprisal because of the complaint or disclosure? (Not required to report actions of reprisal.)

Ref: SH-3-23, para f(1) thru (4)

## **Follow up Assessment**

You should know that the Equal Opportunity Advisor (EOA) must conduct a follow-up assessment of all formal equal opportunity complaints, both substantiated and unsubstantiated. He must complete this assessment in 30 to 45 calendar days (3-4 weekend drill periods for Reserve Component personnel) after final action of the complaint. The purpose of this assessment is to measure the effectiveness of the actions taken and to detect and deter any acts or threats of reprisal. EOAs will also assess the complainant's satisfaction with the procedures followed in the complaint process to include timeliness, staff responsiveness and helpfulness, and resolution of the complaint. The EOA will provide findings of the assessment to the commander for further consideration or action within 15 calendar days. Keep in mind, soldiers who knowingly submit a false equal opportunity complaint (a complaint containing information or allegations that the complainant knew to be false) may receive

punishment under the provisions of the UCMJ. Filing and processing of sexual harassment complaints follow the same procedures as EO complaints.

Ref: AR 600-20, p 72 (SH-2)

**CHECK ON LEARNING:**

QUESTION: What are the two distinct categories of EO complaints?

ANSWER: Informal and formal.

Ref: SH-3-19, para d

QUESTION: The complainant should file his or her complaint with the commander at which echelon of command?

ANSWER: AR 600-20 states: "The complainant should file his or her complaint with their commander at the lowest echelon of command at which the complainant may be assured of receiving a thorough, expeditious, and unbiased investigation of the allegations."

Ref: AR 600-20, p 67, para E-1b(6) (SH-2)

**Break** TIME: 01:50 to 02:00

**F. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Implement the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.
<b>CONDITIONS:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>STANDARDS:</b>	Implemented the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies IAW AR 600-20 (SH2) and SH-3.

1. Learning Step / Activity 1. Practical Exercise  
Method of Instruction: Role Playing  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 45 mins  
Media: PE-1

**NOTE:** Distribute PE-1. Tell the students they will observe a role-playing exercise. At the completion of the role-playing exercise, they will have 10 minutes to answer the 4 questions on p C-2. After they answer the questions they will share their answers with the rest of the group. Issue Solution to PE-1, p c-6.

**CHECK ON LEARNING:** Practical Exercise 1 serves as the check on learning for this lesson.



**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

---

Practical Exercise 1 serves as a check on learning for this lesson.

---

**Review / Summarize Lesson**

During this lesson we discussed the Army's Equal Opportunity and Equal Employment Opportunity programs to include the prevention of sexual harassment. We have emphasized the policy, individual and leader responsibilities, and your rights. We also identified behaviors that violate the Army's EO/EEO programs and policies and procedures for filing EO complaints. As a leader, your actions and the actions of your soldiers must contribute to the Army's ultimate goal to foster mutual dignity and respect among all personnel.

---

**SECTION V. SECTION V. STUDENT EVALUATION**

**Testing Requirements**

---

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

---

**Feedback Requirements**

Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

---

This page intentionally left blank

Enabling Learning Objective A

VGT-1, EQUAL OPPORTUNITY POLICY

## **EQUAL OPPORTUNITY POLICY**

- Provide equal opportunity and fair treatment for military personnel, family members, and DA civilians without regard to race, color, gender, religion, or national origin.
- Provide an environment free from unlawful discrimination and offensive behavior.

L227/OCT 03/VGT-1

## **EO PROGRAM COMPONENTS**

- Leader Commitment
- Sequential and Progressive Training
- Effective and Responsive Complaint Process
- Affirmative Action Plan
- Feedback Mechanisms
- Equal Opportunity Advisors

L227/OCT 03/VGT-2

## **LEADERSHIP ELEMENTS**

- Military Discipline and Conduct
- Issues of Appropriate Behavior
- Extremist Organizations
- Army Language Policy
- Accommodating Religious Practices
- Women in the Army

L227/ OCT 03/VGT-3

# RACISM

Any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group.

**Racism consists primarily of two types:**

- Personal or individual
- Institutional

# SEXISM

An attitude, behavior, or conditioning which fosters stereotypes of social roles based on sex or gender.

## **SEXIST BEHAVIORS INCLUDE:**

- Ignoring women or women's issues
- Exclusionary language
- Speaking for women
- Paternalism

L227/ OCT 03/VGT-5

# PREJUDICE

A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. Any preconceived opinion or feeling which is favorable or unfavorable toward certain groups.

## **Prejudicial behaviors include:**

- Disparaging terms
- Avoidance
- Discrimination
- Physical attacks
- Extermination or genocide

L227/OCT 03/VGT-6



# DISCRIMINATION

- Personal
- Institutional
  - Direct
  - Indirect
  - Side-Effect
  - Past-In-Present

L227/OCT 03/VGT-7

## **SEXUAL HARASSMENT**

A form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of--

when someone makes this conduct either explicitly or implicitly a term or condition of a person's job, pay, career, or

someone uses such conduct as a basis for career or employment decisions affecting that person, or

such conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

L227/OCT 03/VGT-8

# **RELATED ELEMENTS OF SEXUAL HARASSMENT**

Impact vs Intent

Reasonable Person Standard

L227/OCT 03/VGT-9

## **IMPACT OF SEXUAL HARASSMENT**

- Interferes with work performance
- Creates a hostile work environment
- When “Quid Pro Quo” (this for that) undermines unit teamwork and morale

L227/OCT 03/VGT-10

## VICTIM REACTIONS

- Denial
- Rationalization
- Joking
- Avoidance

### Clarification--

Is the behavior sexual in nature?

Is the behavior unwelcome?

Does the behavior create a hostile or offensive environment?

Has someone demanded, requested, or suggested sexual favors?

L227/OCT 03/VGT-11

# ASSESSMENT

- Nature of the incident
- Frequency of behavior
- Impact of behavior on the victim
- Appropriateness of behavior
- Rank and position
- Past history
- Consequences of your actions
- Environment assessment

L227/OCT 03/VGT-12

Enabling Learning Objective D

Learning Step 1

VGT-13, PREVENTION COMPONENTS

## **PREVENTION COMPONENTS**

- Leadership commitment
- Progressive training
- Complaint process
- Disciplinary and administrative actions

L227/OCT 03/VGT-13

## **LEADER ACTIONS**

- Bar to reenlistment
- Letter of admonishment and reprimand
- Relief for cause
- Rehabilitative transfer
- Additional training
- Required counseling
- Denial of certain privileges

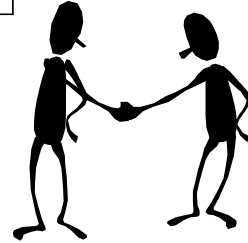
L227/OCT 03/VGT-14



# COMPLAINTS

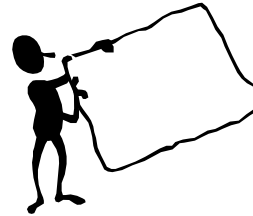
Informal

Any complaint not filed in writing.



Formal

Complaint filed in writing and sworn to the accuracy of the information.



## **DEFINITIONS**

- Reprisal
- Threatening
- Intimidation
- Harassment

L227/OCT 03/VGT-16

**Appendix B Test(s) and Test Solution(s) (N/A)**

This page intentionally left blank

## Appendix C Practical Exercises and Solutions)

---

This appendix contains the items listed in this table:

<b>Item/Title</b>	<b>Pages</b>
PE-1, Role Play Exercise	C-1 thru C-5
SPE-1, Role Play Exercise	C-6

This page intentionally left blank

## Appendix C Practical Exercise and Solution for PRACTICAL EXERCISE PE- 1

<b>Title</b>	ROLE-PLAY EXERCISE							
<b>Lesson Number/Title</b>	L227 version 1 / Enforce the Equal Opportunity Program							
<b>Introduction</b>	The design of this practical exercise (PE) includes a role play of real world issues that requires you as a leader to demonstrate your ability to resolve the issues using the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.							
<b>Motivator</b>	The Army holds you personally responsible for training and protecting your soldiers in order to accomplish your unit's mission. You learned in Army Leadership that you are a direct leader, and it is your duty to train your soldiers. Your ability to apply the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.							
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.</td> </tr> <tr> <td><b>Standards:</b></td> <td>           Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by--           <ul style="list-style-type: none"> <li>• defining EO and EEO policies,</li> <li>• identifying unit leadership responsibilities for EO and sexual harassment policies,</li> <li>• identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations,</li> <li>• identifying appropriate actions that leaders must take to prevent sexual harassment, and</li> <li>• describing leader roles and responsibilities for resolving EO complaints</li> </ul>           IAW AR 600-20 (SH-2) and SH-3.         </td> </tr> </table>		<b>Action:</b>	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.	<b>Conditions:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.	<b>Standards:</b>	Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by-- <ul style="list-style-type: none"> <li>• defining EO and EEO policies,</li> <li>• identifying unit leadership responsibilities for EO and sexual harassment policies,</li> <li>• identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations,</li> <li>• identifying appropriate actions that leaders must take to prevent sexual harassment, and</li> <li>• describing leader roles and responsibilities for resolving EO complaints</li> </ul> IAW AR 600-20 (SH-2) and SH-3.
<b>Action:</b>	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.							
<b>Conditions:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.							
<b>Standards:</b>	Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by-- <ul style="list-style-type: none"> <li>• defining EO and EEO policies,</li> <li>• identifying unit leadership responsibilities for EO and sexual harassment policies,</li> <li>• identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations,</li> <li>• identifying appropriate actions that leaders must take to prevent sexual harassment, and</li> <li>• describing leader roles and responsibilities for resolving EO complaints</li> </ul> IAW AR 600-20 (SH-2) and SH-3.							
<b>Safety Requirements</b>	None							

<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	This is a nongraded PE. You will discuss your solution with that of your classmates, and then compare your solution against a solution sheet. The results of the PE will have no bearing on your academic standings. However, the skills you learn in this PE will help you when you return to your units and become involved in training your squad or section.
<b>Instructional Lead-In</b>	During this ELO you will watch a 20-minute role-playing exercise in which you will see several different issues taking place. You will then you have 10 minutes to answer four questions. After the 10 minutes, you will have approximately 15 minutes to discuss your solution with your classmates and then compare your solution with a solution sheet.
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"> <li>• PE-1, Role-Play Exercise, p C-3 thru C-5, 5 copies, issued at least 3 days prior to the selected role-play participants.</li> <li>• PE-1, Role-Play Exercise, p C-1 and C-2, (1 per student).</li> <li>• Pencil and paper.</li> <li>• After role-play exercise issue Solution to PE-1, C-6.</li> </ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>• AR 600-20 (SH-2).</li> <li>• SH-3.</li> <li>• Pencil and paper.</li> </ul>
<b>Special Instructions</b>	<ul style="list-style-type: none"> <li>• At least 3 days prior to class, the instructor will select 5 people IAW the requirements of PE-1 to participate in the role-playing exercise. The instructor will issue each of the selected participants a copy of PE-1, p C-3 thru C-5 and tell them to practice the role-playing exercise prior to class.</li> </ul>
<b>Procedures</b>	<ul style="list-style-type: none"> <li>• The instructor will set the stage for the role-playing exercise.</li> <li>• The selected students will act out their roles in the exercise.</li> <li>• Upon completion of the exercise answer the following questions: <ul style="list-style-type: none"> <li>(1) How would you classify the issues that PFC Brown raised, racial or sexual discrimination, and why?</li> <li>(2) What type of sexual harassment was the platoon sergeant's comment to SPC Wilson and why?</li> <li>(3) As a leader did the squad leader use the proper channel to address the issue?</li> <li>(4) What issues must the first sergeant deal with?</li> </ul> </li> </ul>
<b>Feedback Requirements</b>	After you answer the questions above, you will discuss your solution with your classmates. The instructor will then give you a school solution with which you will compare your solution. There is no one correct solution to the role-playing exercise.



## **Role-Play Exercise**

### **PFC Brown**

**E-3 (male, must be a different ethnic background than the E-4 female)**

**(Talking to the squad leader)**

SGT Jones, I feel mistreated. I scored 298 on my PT test and fired expert with the M-16. They promoted SPC Wilson this morning and she scored 297 on her PT test and scored expert as well with the weapon. I know my qualifications are better than hers. Was my race or gender a factor in the selection process? Really, the reason, all jokes aside, can you tell me why she got the promotion instead of me? What do I need to do to get promoted?

### **Squad Leader SGT Jones**

**E-5 ( Can be male or female ethnic background unspecified)**

**(Talking to E-3 male)**

PFC Brown, I cannot answer that question for you right now, but I will get you the answer. I feel you should have received the promotion, because you are a hard charger and you get the job done. Let me check with the PSG and I will get back to you, OK?

### **PSG SFC Jordan**

**E-7 ( Must be male ethnic background unspecified)**

**(Talking in a low tone to SPC Wilson in private)**

OK soldier now that I have promoted you, it's time to repay me. Remember what we talked about; I'll take care of you and you would do the same for me.

### **SPC Wilson**

**E-4 (Must be female, a different ethnic background from E-3 male)**

**(Talking to the PSG)**

Come on Sarge, I thought you were joking with me. You know we can't do that because . . . I'm . . . (interrupted as SGT Jones enters the area)

### **Squad Leader SGT Jones**

**(Walking over to the PSG and SPC Wilson)**

Excuse me SFC Jordan, I need to discuss an issue that PFC Brown requested an answer on, do you have time to talk about it?

**PSG**  
**SFC Jordan**

**(Looking surprised to see SGT Jones)**

Hey SGT Jones sure, I have time to talk to you.

(Then turning to SPC Wilson)

You think about what we were talking about and let me know when we can make that happen OK, SPC Wilson?

**SPC Wilson**

**(Walking away from the group)**

OK, SFC Jordan.

Hi SGT Jones, I'm going on police call right now.

**Squad Leader**  
**SGT Jones**

**(Talking to the PSG)**

SFC Jordan, PFC Brown feels that he should have received the promotion before SPC Wilson. He brought up the point that his PT score is higher than hers, and we both know he is a real hard charger and he wants to know why he didn't get promoted. He asked if it was because of his race or his gender? Anyway he wants to know what he needs to do to get promoted?

**PSG**  
**SFC Jordan**

**(Getting upset)**

Well who does he think he is, questioning my judgment? Well I felt she was ready and I'll call him in and talk to him myself. Thank you for your information. (Walking off)

**Squad Leader**  
**SGT Jones**

**(Going to the 1SG's office looking in)**

Hey Top, can we talk? I seem to have a problem on my hands and I think I have just added fuel to the fire.

**1SG**

Sure, we can talk what seems to be the problem, come on in and have a seat.

**Squad Leader  
SGT Jones**

**(Takes a seat)**

Well 1SG, one of my soldiers feels the promotion board wrongfully overlooked him for promotion. He asked me if it was because of his race or gender? I told him I would talk to the PSG and get an answer. So I went to the PSG and I think I overheard him asking for sexual favors from SPC Wilson, but I'm not sure. Now, the reason why I think this is because of the way she answered him when she walked off. Anyway when I tried talking to my PSG, he seemed to have gotten upset and told me he would handle it, and thanks for the information. So 1SG, what should I do?

**1SG**

Well now, let me do some investigating and I will talk to you later. Keep this to yourself until we talk again. By the way tell PFC Brown that you will get back to him with an answer by tomorrow. Do me a favor, on your way back to your section, ask SPC Wilson to come to my office? (SGT Jones leaves the office and relays the message to SPC Wilson)

**SPC Wilson**

**(Knocking on the door, entering the 1SG office)**

Yes 1SG, my squad leader said you wanted to see me?

**1SG**

Yes, come in and have a seat. Well, SPC Wilson your squad leader has brought to my attention that one of my senior NCOs is asking you for sexual favors because of your promotion, is that true? Because if it is, I will not stand for this type of behavior to exist in my company.

This page intentionally left blank

## SOLUTION FOR PRACTICAL EXERCISE PE-1

### Title ROLE-PLAY EXERCISE

1. How would you classify the issues that PFC Brown raised, racial or sexual discrimination, and why?

You can view PFC Brown's issue as racial or as sexual discrimination.

You could perceive the issue as racial because the soldiers are of a different race. However, you must establish a pattern of proof (e.g., other acts have taken place within the platoon that shows racial discrimination.)

**Racism** is any attitude or action by an individual, group, or institution to subordinate another person or group because of the color or other physical traits associated with a particular group.

### OR

You could perceive the issue as sexual discrimination if you could prove that the platoon sergeant does favor for the females over the male soldiers in the platoon.

**Sexism** is an attitude, behavior, or conditioning which foster stereotypes or social roles based on sex or gender.

2. What type of sexual harassment was the platoon sergeants's comment to SPC Wilson and why?

Quid Pro Quo is the type of sexual harassment that applies to the platoon sergeant's comment.

Quid Pro Quo is making promises of advancement, promotions, or other benefits in exchange for sexual favors.

3. As a leader did the squad leader use the proper channel to raise the issue?

Yes, because as a leader, it is your responsibility to comply with the Equal Opportunity Policy.

The Equal Opportunity Policy provides an environment free from unlawful discrimination and offensive behavior.

4. What issues must the first sergeant deal with?

The first sergeant faces two issues:

1. Discrimination.
2. Quid Pro Quo (this for that).

This page intentionally left blank

---

**Appendix D, HANDOUTS FOR LESSON 1: L227 version 1**

---

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extracted Material from AR 600-20	SH-2-1
SH-3, Extracted Material from TSP Number 121-A-8010	SH-3-1 thru SH-3-23

---

This page intentionally left blank



# Student Handout 1

**Advance Sheet**

**Lesson Hours** This lesson consists of 2 hours 5 minutes of conference and 45 minutes of practical exercise.

**Overview** This lesson will refresh your awareness of the Army's Equal Opportunity (EO)/Equal Employment Opportunity (EEO) programs and provides training in the prevention of sexual harassment. These will familiarize you with your role and responsibilities for enforcing the Army's policy; its commitment to fair and equal treatment, perceptions and EO/EEO behavior patterns, the complaint process, and methods to resolve problems.

**Learning Objective** Terminal Learning Objective (TLO).

<b>Action:</b>	Enforce compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.
<b>Conditions:</b>	While serving as a squad leader in simulated operational conditions in a classroom environment given an extract from AR 600-20 (SH-2) and SH-3.
<b>Standard:</b>	<p>Complied and enforced compliance with the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies by--</p> <ul style="list-style-type: none"> <li>• defining EO and EEO policies,</li> <li>• identifying unit leadership responsibilities for EO and sexual harassment policies,</li> <li>• identifying actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations,</li> <li>• identifying appropriate actions that leaders must take to prevent sexual harassment, and</li> <li>• describing leader roles and responsibilities for resolving EO complaints</li> </ul> <p>IAW AR 600-20 (SH-2) and SH-3.</p>

**ELO A** Define the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.

**ELO B** Identify unit leadership responsibilities for Equal Opportunity and Sexual Harassment policies compliance.

**ELO C** Identify actions that constitute violations of EO and sexual harassment policies and leaders' appropriate response to the violations.

**ELO D** Identify the appropriate actions that leaders must take to prevent sexual harassment.

**ELO E** Describe leader roles and responsibilities for resolving EO complaints.

**ELO F** Implement the Army's Equal Opportunity (EO) and Equal Employment Opportunity (EEO) policies.

---

**Assignments**

The student assignments for this lesson are:

- Read Student Handouts 1, 2, and 3.
- 

**Additional  
Subject Area  
Resources**

None

---

**Bring to Class**

- All reference material received for this lesson.
  - Pencil/pen and notepaper.
-

## Student Handout 2

---

This student handout contains 23 pages of extracted material from the following publication:

AR 600-20, Army Command Policy, 13 May 2002

Chapter 6, pages 40 thru 51  
Chapter 7, pages 52 thru 54  
Appendix E, pages 66 thru 73

**Disclaimer:** The training developer downloaded the material from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

### RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

*d.* The chain of command shall ensure complainants are protected from reprisal or retaliation for filing equal opportunity complaints. Should soldiers be threatened with such an act, or should an act of reprisal occur, they must report these circumstances to the DoD Inspector General. If the allegation of reprisal is made known to any agency authorized in this regulation to receive complaints, the agency should refer the complaint to the DoD Inspector General. It is strongly encouraged to simultaneously report such threats or acts of reprisal to the appropriate chain of command. The DoD IG Hotline number is 1(800) 424-9098 or DSN 664-8799, and may be used to report threats or acts of reprisal. Personnel calling from outside the continental United States may dial (703) 604-8569; or, mail a letter to Department Of Defense Inspector General, ATTN: Defense Hotline, 1900 Defense Pentagon, Washington, DC 20301-1900.

## **Chapter 6**

### **Equal Opportunity Program In The Army**

#### **6-1. Purpose**

The Equal Opportunity (EO) program formulates, directs, and sustains a comprehensive effort to maximize human potential and to ensure fair treatment for all persons based solely on merit, fitness, and capability in support of readiness. EO philosophy is based on fairness, justice, and equity. Commanders are responsible for sustaining a positive EO climate within their units. Specifically, the goals of the EO program are to-

- a.* Provide EO for military personnel, and family members, both on and off post and within the limits of the laws of localities, states, and host nations.
- b.* Create and sustain effective units by eliminating discriminatory behaviors or practices that undermine teamwork, mutual respect, loyalty, and shared sacrifice of the men and women of America's Army.
- c.* Additionally, in many circumstances, DA civilians may use the Equal Employment Opportunity complaint system. AR 690-600 provides further guidance.

#### **6-2. Responsibilities**

- a.* The Deputy Deputy Chief of Staff, G-1. The DCS, G-1 will-
  - (1) Be responsible for Army-wide policies, doctrine, plans, and initiatives pertaining to the Army EO Program.
  - (2) Be responsible for overall evaluation and assessment of the Army's EO Program.
  - (3) Write, coordinate, maintain, and implement the Headquarters, Department of the Army (HQDA) Affirmative Action Plan (AAP).
  - (4) Establish selection criteria, in coordination with the CG, U.S. Total Army Personnel Command (PERSCOM), for Army personnel to attend the Defense Equal Opportunity Management Institute (DEOMI).
  - (5) Coordinate, in conjunction with the CG, PERSCOM, EO training seat allocations at DEOMI.
  - (6) Coordinate the distribution of training seats at DEOMI between the Active Army and the U.S. Army Reserve (USAR).
  - (7) Include Equal Opportunity Advisor (EOA) staffing requirements in authorization documents.
  - (8) Establish and maintain a sexual harassment and sexual abuse assistance line to assist victims of harassment or abuse with information which will allow them to report the harassment or abuse to their local authorities and/or seek emotional counseling from local resources. Army Assistance Line number is 1-800-267-9964.
- b.* Chief, National Guard Bureau (CNGB), and Chief, U.S. Army Reserve (CAR). The CNGB and CAR will-
  - (1) Develop, monitor, and evaluate the implementation of EO policies and programs in their components.
  - (2) Establish requisite staff positions in their offices and make resources available to adequately carry out EO Program requirements.
  - (3) Select Army National Guard and Reserve personnel to attend the DEOMI.
  - (4) Develop information management and reporting requirements to determine the progress made toward affirmative action goals.
  - (5) Establish EO training for units and professional military education courses consistent with HQDA policy and command needs.
- c.* Commanding General, U.S. Army Forces Command (CG, FORSCOM). The CG, FORSCOM, will-
  - (1) Supervise and evaluate the unit EO training program conducted by the numbered armies in continental United States (CONUS).
  - (2) Coordinate, on a continuing basis with the Office of the Chief, Army Reserve (OCAR), to conduct EO seminars for USAR general officers assigned to Army Reserve Commands/General Officer Commands (RSCs/GOCOMs) and for key military and civilian staff assigned to those commands.
  - (3) Assess and evaluate USAR EO programs.
- d.* Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC). The CG, TRADOC, will-

- (1) Develop EO training doctrine and training materials. Coordinate development with HQDA.
- (2) Develop EO instruction and associated training materials for use in the accession/initial-entry-training base, in professional military education courses throughout the Army and in units. Training will be interactive, small group oriented and testable.
- (3) Conduct required EO education and training in TRADOC Service schools and training centers.
- (4) Evaluate the effectiveness of training conducted in TRADOC Service schools and training centers.
- (5) Provide assistance and instructional materials to schools not under the jurisdiction of TRADOC. These schools include, but are not limited to The Judge Advocate General's School, Army Medical Department Center and School, Inspector General Course, and U.S. Army War College.
- (6) Develop the program of instruction and evaluate the conduct of the Army Service Specific Training (ASST) for Army personnel attending the resident and reserve training courses at DEOMI.
- (7) Develop EO correspondence courses available to all Army personnel.
- (8) Establish the Soldier Support Institute (SSI) as the proponent for EO training.
  - e. Commanders of Major Army Commands (MACOM).* These commanders will-
    - (1) Monitor the execution of the EO Program in all commands, installations, agencies, and activities (to include Army Reserve and Army National Guard units when activated) under their jurisdiction.
    - (2) Schedule EO training for units consistent with HQDA policy and command needs.
    - (3) Provide support, as appropriate, for EO matters in all host and tenant support agreements.
    - (4) Ensure EOAs deploy with assigned units.
    - (5) Ensure military and civilian EO/EEO programs complement each other.
    - (6) Provide personnel, funding, and other resources to carry out the EO Program. Funding may be used for the continuous education of command EOAs, local training for equal opportunity representatives (EORs), staff assistance visits (SAVs) by headquarters personnel, and ethnic observances/special commemorations for the entire installation's personnel.
    - (7) Ensure installations maintain EO assistance lines to provide advice and information on unlawful discrimination and sexual harassment. These assistance lines shall provide procedural information on the filing of EO complaints and clarify what constitutes acts of sexual harassment. Complaints shall not be received over the telephone. Personnel with complaints must file them in person. The assistance line shall also provide information on the complaint appeals process to include access to higher levels of authority if resolution cannot be accomplished at the installation level. The assistance line may also be used to provide information to leaders on the procedures to follow in handling sexual harassment complaints. Personnel serving as assistance line operators must be well trained in Army policies and procedures for processing EO complaints.
    - (8) Submit Quarterly Narrative and Statistical Report (QNSR) IAW procedures outlined in para 6-16.
  - f. Commanding General, U.S. Total Army Personnel Command (CG, PERSCOM).* The CG, PERSCOM, will-
    - (1) Maintain statistical data concerning racial/ethnic designation category (REDCAT) and gender for the management of personnel systems and affirmative action initiatives.
    - (2) Determine the need for training seats at DEOMI for the Annual Structure Manning and Decision Review (SMDR) for the Program Objective Memorandum (POM) years.
    - (3) Program personnel, in coordination with HQDA, ODCS, G-1, ATTN: DAPE-HR-L, to attend DEOMI.
    - (4) Control DEOMI military student training allocations for the Army.
    - (5) Assign active duty military personnel to meet Army EOA requirements.
    - (6) Demographically align EOAs with population of the U.S. Army as a whole.
  - g. Commanders at all levels.* Commanders at all levels are the EO officers for their commands. All commanders will-
    - (1) Be personally responsible and accountable for the EO climate within their units.
    - (2) Develop and implement EO programs for their organizations that enhance unit cohesion, esprit, and morale.
    - (3) Upon receipt of a DA Form 7279-R (Equal Opportunity Complaint Form), the Commander will, within 72 hours, provide a description of the allegations through command channels to their general court-martial convening authority. DA Form 7279 will be locally reproduced on 8 1/2 by 11-inch paper. A copy for reproduction purposes is located at the back of this regulation. DA Form 7279-R will also be available on the USAPA web site and the Army Electronic Library (AEL) CD-ROM
    - (4) Identify unlawful discriminatory practices affecting military personnel and family members, initiate corrective actions, and provide follow-up and feedback throughout problem resolution.
    - (5) Promote EO and interpersonal harmony for all military personnel and family members.
    - (6) Assign EOAs to their personal or coordinating staff as prescribed in paragraph 6-4, below. The EOAs must attend staff meetings and be included in unit training exercises and deployments in order to accomplish their EO mission.
    - (7) The commander will be in the EOA rating scheme.

(8) Conduct EO training on a continuing basis for all assigned and attached personnel. Training must be consistent with this regulation, MACOM directives, and local guidance.

(9) Monitor and assess the execution of EO programs and policies at all levels within their areas of responsibility.

(10) Involve public affairs personnel at every level of command in planning and publicizing EO programs and initiatives.

(11) Publish and post separate, written command policy statements for EO, the prevention of sexual harassment, and equal opportunity complaint procedures. All statements will be consistent with Army policy. Statements must include an overview of the command's commitment to the EO program and reaffirm that unlawful discrimination and sexual harassment will not be practiced, condoned, or tolerated. The policy statements will explain how and where to file complaints. Additionally, the statements shall include complainant's protection from acts or threats of reprisal. These statements are required for each MACOM, installation, separate unit, agency, and activity down to company/troop/battery or equivalent level. For more information on sexual harassment policy statements, see para 7-2b.

(12) Company level commanders will conduct a unit climate assessment within 90 days (180 days for USAR units) of assuming command and annually thereafter. Administration of the Command Climate Survey must be a part of the assessment for battery/company commanders. Information on conducting this assessment may be found in appendix F. Commanders should supplement any survey efforts with individual and group interviews, the analysis of unit records and statistical information (awards, promotions, reenlistment, incidents of misconduct resulting in punishment under the Uniform Code of Military Justice (UCMJ)), and with complaint reports. This assessment will provide a baseline for the commanders to develop action plans and implement program initiatives.

(13) Encourage soldiers to use their chain of command to address issues.

(14) Take appropriate action to prevent incidents of intimidation, harassment, or reprisal against individuals who file an EO complaint.

(15) Take appropriate action against those who violate Army policy.

(16) Monitor the demographics of the Equal Opportunity Representatives (EORs) in their command to ensure it reflects that of the unit as a whole.

(17) Report all EO training at the quarterly training brief.

*h. EOA Responsibilities.* The actual duties of EOAs, relative emphasis, and time allotted to each duty vary according to type of unit or level of command, unit composition, and location. EOAs are agents for cultural change and act as the eyes and ears for the commander. EOAs will not be assigned further duties that may create a conflict of interest. Equal Opportunity Advisors will -

(1) Understand and articulate Department of Defense (DOD) and Army policies concerning equal opportunity.

(2) Assist the commander in implementing a Consideration of Others Program.

(3) Recognize and assess indicators of institutional and individual discrimination in organizations.

(4) Recognize sexual harassment in both overt and subtle forms.

(5) Recommend appropriate remedies to eliminate and prevent unlawful discrimination and sexual harassment.

(6) Continuously assess the command climate through formal surveys, interviews and accessibility to the unit.

(7) Collect, organize, and interpret demographic data concerning all aspects of EO climate assessment.

(8) Assist commanders in assessing, planning, implementing and evaluating the EO program.

(9) Prepare input for the Quarterly Narrative Statistical Review (QNSR), which supports the Army's Military Equal Opportunity Assessment (MEOA).

(10) Train unit EORs and institutional training course\ service school instructors to assist commanders/commandants in meeting their EO responsibilities.

(11) Organize or assist with training sessions that pertain to equal opportunity, unlawful discrimination, prevention of sexual harassment, and the Consideration of Others Program.

(12) Assist in evaluating the effectiveness of unit training conducted by commanders.

(13) Plan and help conduct executive seminars for senior leadership, on EO action plans and affirmative actions, equal opportunity, unlawful discrimination, the Consideration of Others Program and the prevention of sexual harassment.

(14) Receive and assist in processing individual complaints of unlawful discrimination and sexual harassment and conduct EO inquiries according to the commander's guidance.

(15) Provide advisory assistance to commanders and investigating officers in the investigation and resolution of unlawful discrimination and sexual harassment complaints.

(16) Review and comment on investigative reports of equal opportunity complaints for compliance with DoD and DA EO policy and objectives.

(17) Conduct follow-up assessments of all formal EO complaints.

(18) Assist in the planning and conduct of ethnic observances/special commemorations, as outlined in table 6-1.

(19) Assist commanders in developing the EO policy for their unit.

(20) Maintain, where appropriate, informal liaison with community organizations fostering civil rights. If the EOA

decides to become a member of such organizations in his/her private capacity, he/she must coordinate with the servicing judge advocate to preclude possible conflicts of interest.

- (21) Conduct staff assistance visits to subordinate units and other headquarters (equivalent or lower).
- (22) Conduct or attend Equal Opportunity coordination training at least once quarterly at the installation level.
- (23) Assist commanders in the development of realistic affirmative action plans and monitor progress of plans.

---

**Table 6-1**  
**Special commemorations/ethnic observances timetable**

---

**Month:** January  
**Dates:** 3d Monday  
**Observance:** Martin Luther King, Jr., Birthday  
**Authority/comment:** Public Law 98-144, Nov. 83 (Federal holiday)

---

**Month:** February  
**Dates:** 1-28/29  
**Observance:** African-American/Black History Month  
**Authority/comment:** First Presidential Proclamation, Feb. 76

---

**Month:** March  
**Dates:** 1-31  
**Observance:** Women's History Month  
**Authority/comment:** Public Law 100-9, Mar 87

---

**Month:** April/May  
**Dates:** Sunday to Sunday for Week Incorporating Yom Hashoah  
**Observance:** "Days of Remembrance" for Victims of the Holocaust  
**Authority/comment:** Public Law 96-388, Oct. 80

---

**Month:** May  
**Dates:** 1-31  
**Observance:** Asian Pacific Heritage Month  
**Authority/comment:** First Presidential Proclamation, May 91

---

**Month:** August  
**Dates:** 26  
**Observance:** Women's Equality Day  
**Authority/comment:** First Presidential Proclamation, Aug. 73

---

**Month:** September/October  
**Dates:** 15 Sep. - 15 Oct.  
**Observance:** National Hispanic Heritage Month  
**Authority/comment:** Public Law 100-402, Aug. 88

---

**Month:** November  
**Dates:** 1-30  
**Observance:** National Native American Indian Heritage Month  
**Authority/comment:** Public Law 102-188, Mar 92

---

*i. Equal opportunity representatives/leaders (EORs/EOLs) Responsibilities.* EORs will assist commanders at the battalion-level or equivalent and below in carrying out the EO Program within their units. EORs serve a special duty at small unit level. Commanders must appoint EORs in their units who are members of the chain of command in the rank of SSG through 1LT. Soldiers who are graduates of DEOMI and have been awarded enlisted Skill Qualifying Identifier (SQI) Q or officer Additional Skill Identifier (ASI) 5T are still available to perform as additional unit EORs after successful completion of their special duty tour as an EOA. Brigade or higher headquarters' EOAs are available to train unit EORs using the 80 hour Training Support Package (TSP) published by the EO Proponency Office, Soldier Support Institute. EOAs are authorized to supplement that training package to meet local needs and conditions. Instruction in other subject areas related to, or supportive of EO objectives, such as the Consideration of Others Program, may be provided by personnel from other agencies or program areas during this training. Typical roles and duties of EORs are as follows-

- (1) Assist commanders in the recognition of detractors from a healthy unit EO climate.
- (2) Continuously assist commanders in the conduct of unit climate assessments.
- (3) Prepare and assist the commander in the conduct of EO training.
- (4) Establish and maintain liaison with other EORs and with the EOA at higher headquarters.
- (5) Assist commanders and assigned project officers in preparing and conducting ethnic observances and special commemorations.
- (6) Assist complainants by referring them to an appropriate agency for assistance. Complaints referred to another



agency will be reported to the EOA. EORs may not conduct investigations and are not trained to fully advise AR 15-6 investigating officers in their conduct of EO complaint investigations. Any commissioned officer performing the additional duty of an EOR, may be asked (in the capacity of a commissioned officer and as a disinterested, third party) to conduct investigations. Yet, those situations should not concern EO complaints within their organization.

(7) Serve as a resource person for EO matters in the unit.

### **6-3. Equal Opportunity Policy**

a. The U.S. Army will provide equal opportunity and fair treatment for military personnel, family members and DA civilians without regard to race, color, gender, religion, or national origin, and provide an environment free unlawful discrimination and offensive behavior. This policy-

(1) Applies both on and off post, during duty and non-duty hours.

(2) Applies to working, living, and recreational environments (including both on and off-post housing).

b. Soldiers will not be accessed, classified, trained, assigned, promoted, or otherwise managed on the basis of race, color, religion, gender, or national origin. The assignment and utilization of female soldiers is partially governed by federal law. AR 600-13, Army Policy for the Assignment of Female Soldiers, prescribes policies, procedures, responsibilities, and the position coding system for female soldiers.

c. Rating and reviewing officials shall evaluate each member's commitment to elimination of unlawful discrimination and/or sexual harassment and document significant deviations from that commitment in evaluation reports. Substantiated formal complaints require a "Does not support EO" on the NCOER or the OER. This documentation includes administering appropriate administrative, disciplinary, or legal action(s) to correct inappropriate behavior.

d. This chapter does not implement the provisions of either the Age Discrimination in Employment Act of 1967 (Sections 630 through 634, Title 29, United States Code) or Title VII of the Civil Rights Act of 1964 (Section 2000e, Title 42, United States Code). Physical disability and age controls are not addressed due to overriding concerns of medical fitness and deployability of military personnel.

### **6-4. Staffing**

a. *Minimum military staffing requirements.*

(1) EOAs will be assigned to the personal or coordinating staff of commanders at installations, organizations, and agencies that are brigade-level (or equivalent) and higher. Assignments will not be as collateral or part-time duty. Primary duty position authorizations and requirements that comply with this guidance are to be documented in applicable personnel management authorization documents. Authorized positions will not be eliminated without prior approval by the Secretary of the Army.

(2) Active duty military staffing.

(a) Each brigade-level or equivalent unit will have, as a minimum, one full-time EOA with the rank of SFC or higher. Each division will have four EOAs: one officer (LTC) and three noncommissioned officers (NCOs) (one MSG and two SFC). Corps staff will have one officer (LTC) and three NCOs (one SGM, one MSG and a SFC). At most Major Army Commands (MACOM), there will be three EOAs: one officer (LTC) and two NCOs (one SGM and one MSG or SFC). FORSCOM, TRADOC and USAREUR will have an additional NCO in the grade of SFC. At HQDA there will be four officers (LTC and three MAJs) and four NCOs (one SGM and three SFCs) At the Soldier Support Institute (SSI) there will be three EOAs: one officer (LTC) and two NCOs (one SGM and one MSG).

(b) In addition to the above-stated unit staffing requirements, small installations (less than 10,000 soldiers) or base support battalions (BSBs) are authorized one enlisted EOA (SFC). Large installations (greater than 10,000) and area support groups (ASGs) are authorized two enlisted EOAs (MSG and SFC).

(c) Installation EOAs will provide geographic support for units without a dedicated EOA in their specific region. Installation commanders will establish Memoranda of Agreement with tenant units without EOA support to ensure that those tenant units receive EOA support from the installation. Installation EOAs will also support non-deploying soldiers whose unit EOA deployed with their unit.

(d) Civilian substitutions for the above minimum staffing requirements are not authorized. Any staffing authorized beyond these minimum requirements may be either military EOAs or civilians officially assigned to and trained for such duties. Assignment of EO duties to civilians must be in strict accordance with applicable position classification standards and guidelines.

(3) US Army Reserve (USAR) staffing. An EOA will be assigned to the staff of each brigade-level unit or brigade equivalent unit. One officer EOA (minimum rank LTC) and one enlisted EOA (minimum rank MSG) will be assigned to the staff of each RSC/GOCOM and division-level or equivalent unit. Civilian substitutions are not authorized.

(4) Army National Guard (ARNG) staffing requirements are established by the CNGB. Civilian substitutions are not authorized.

b. *Location in the organizational structure.* EOAs assigned on the unit's Table of Distribution and Allowances (TDA), should be attached to a specified unit (as described above) for duty, administration, and UCMI, because they support that specific commander.

c. *The EO Program and the Equal Employment Opportunity (EEO) Program relationship.* The EO program for

military personnel and the EEO program for civilian personnel share the same foundations in similar goals and objectives. However, their practice and execution are considerably different. Separate laws and/or regulatory guidance and policy guide each program. The EEO Program implements laws which address employment issues for civilian employees and applicants for employment. The roles and missions of the EOA and EEO officer are not interchangeable. EOAs will not supervise EEO personnel, nor will EEO personnel supervise EOAs. EO and EEO offices will not be consolidated under the direction of one or the other program principals. There are areas in which EO and EEO programs can and should be integrated when doing so promotes understanding, efficiency, economy and common interests of both programs. These areas include the planning and execution of special observances, Consideration of Others Program, development of affirmative action plans, some aspects of training, and coordination of administrative support.

## **6-5. EOA Selection And Assignment Policy**

*a. Selection Policy.* The CG, PERSCOM, will select qualified officers and NCOs for duty as EOAs in accordance with the following selection requirements -

- (1) *Outstanding duty performance.* Includes a review of the individual's evaluation reports.
  - (2) *Stability in personal affairs.* Soldier will not have a recent history of severe domestic or personal problems (excluding divorce), chronic indebtedness, excessive use of alcohol, or any use of illegal drugs. Individuals withdrawn for cause from any Human Reliability or Personal Reliability Program during the two years preceding the nomination will need a waiver from HQDA, ODCS, G-1, ATTN: DAPE-HR-L, 300 Army Pentagon, Washington, DC 20310-0300.
  - (3) Must not have been punished under the provisions of the UCMJ during the 5 years preceding the nomination or have a history of frequent punishments under Article 15, UCMJ.
  - (4) Must have a minimum of 2 years of service remaining upon completion of the DEOMI course.
  - (5) Must meet Army fitness and body composition standards.
  - (6) Must be competitive for promotion.
  - (7) Must have not previously declined or been disenrolled (academic or disciplinary) from NCOES or Officer Professional Development Course.
  - (8) Have a GT score of 110 (waiverable).
  - (9) Maintain a minimum PULHES profile of 111221 (waiverable).
  - (10) Must maintain qualification standards throughout tour. Units will notify PERSCOM through channels when an EOA fails to meet minimum qualification standards.
  - (11) In addition to the above requirements, officers must-
    - (a) Have a bachelor's degree.
    - (b) Be an active duty officer in the grade of LTC or above, except as noted in paragraph 6-4a(2)(a). USAR officers must be at least in the grade of LTC. ARNG officer grade requirements are established by CNGB.
    - (c) Officers assigned to the DEOMI as instructors can be in the grade of CPT or above.
    - (d) Field Grade officers must be graduates of, or have received Military Education Level (MEL) 4 credit for, Command and General Staff College.
  - (12) In addition to requirements (1) through (10) above, active duty and USAR enlisted soldiers (requirements for ARNG enlisted soldiers are established by the CNGB) must-
    - (a) Be a high school graduate (or equivalent) and possess the potential to complete college-level courses. Soldiers who are unable to score at a 12th grade level in all measured areas of the Test of Adult Basic Education (TABE) will not be assigned to EOA duty. The soldier's test results will become part of their out-processing paperwork that will be checked off by the unit commander prior to travel to DEOMI, and taken to DEOMI for inclusion in their student packet.
    - (b) Be a SFC or SSG(P), or above, with less than 18 years time in service upon completion of DEOMI (Waiverable for SGM and MSG).
    - (c) Have served in a leadership position.
    - (d) Not be assigned to back-to-back special duty assignments (e.g., drill sergeant to EOA or recruiter to EOA).
- b. Volunteers.* Any officer or NCO who meets the selection criteria in paragraph 6-5a may volunteer for duty as an EOA by submitting a written request to his/her Branch Manager. Enlisted requests will be submitted through the first LTC in the chain of command, who will endorse the request with a statement of suitability for EOA duties.
- c. Tour lengths for EOAs.*
- (1) *Active Duty Enlisted.* Tours for enlisted personnel assigned to CONUS units will be 24 months (exclusive of training time) with the possibility for extension of one year. Tours for enlisted personnel assigned OCONUS will be the prescribed tour length of that assignment based on status (accompanied/ unaccompanied). Those soldiers assigned to a one-year OCONUS tour will be assigned the additional one-year in CONUS.
  - (2) *Active Duty Officer.* Tours for officers assigned to CONUS units will be 24 months (exclusive of training time). Tours for officers assigned OCONUS will be the prescribed tour length for short tours or 18 months (exclusive of training time) for long tours.

(3) *USAR or NGB.* USAR or NGB EOA tours will be a minimum of three years upon completion of DEOMI and a maximum of six years. Reserve Component EOAs will obtain school quotas through the Army Training Requirements and Resource System (ATRRS) for course attendance in either the 15-week resident course or the three-phase Reserve Component (RC) EOA course at the DEOMI within 60 days of assignment as an EOA. USAR soldiers must complete the Reserve Component course within 1 training year of completion of the initial resident phase. Requests to exceed the 1-year completion requirement must be forwarded through the chain of command to the Commandant, DEOMI, Patrick AFB, FL 32925-3399. Each request will be handled on a case-by-case basis and will require justification of the soldier's inability to complete the course within the allotted time. However, commanders must closely monitor training status to ensure course completion is expedited to the maximum extent possible. Army National Guard soldiers must complete the course within 18 months of assignment to duty position. Failure to complete the course will result in removal from the EOA position.

*d. Early Release.*

(1) The Director, Enlisted Personnel Management Directorate (EPMD), PERSCOM is authorized to approve/disapprove the early release of enlisted EOAs from the EO program when:

(a) The EOA has been selected for promotion to SGM and the current unit of assignment cannot place him or her; the EOA will be moving to a command NCO position (1SG); or the EOA is a CSM designee.

(b) The EOA's commander has notified PERSCOM in writing, through the MACOM, that the EOA is being reassigned as a 1SG or CSM.

(c) PERSCOM is able to select, train, and assign a replacement for the outgoing EOA expeditiously to eliminate a gap in coverage.

(d) necessary for cause.

(2) The CG, PERSCOM, is authorized to approve/disapprove the early release of officer EOAs from the EO program when:

(a) The EOA has been selected for promotion and the current unit of assignment cannot place him or her.

(b) The EOA has been selected for a Command Selection List (CSL).

*e. Relieved from EO duty.* The active Army EOA relieved from EO duty will receive a Relief for Cause Evaluation Report. This will occur immediately following the removal from duty.

*f. Removal of the EOA SQI.* The EO SQI or ASI may be withdrawn from the active Army EOA only if approved by HQDA for active Army soldiers, a state AG for ARNG, or the Chief, Army Reserve for USAR. A memorandum signed by the commander, with a copy of the Relief for Cause Evaluation Report will be forwarded through the MACOM and PERSCOM to HQDA, ODCS, G-1, ATTN: DAPE-HR 300 Army Pentagon, Washington DC 20310-0300.

*g. Recurring EOA duty.* EOAs will not serve consecutive EOA duties without prior approval from CG, PERSCOM, a state AG, or OCAR.

## **6-6. Attendance At The Defense Equal Opportunity Management Institute (DEOMI)**

*a. Attendance.*

(1) Enlisted personnel selected for EOA duty by PERSCOM will be programmed to attend the 15-week EO Advisor course at DEOMI. The course is described in paragraph 6-6b below.

(2) Officers in the grade of LTC will attend the 6-week EO Program Manager Course (EOPMC). Officers may attend the 15-week course when space is available.

(3) Reserve Component Full Time Support (FTS) EO personnel filling an authorized, full-time EO Specialist position, who have previously completed one or more phases of the RC EOA Course (resident or non-resident) at DEOMI are eligible to attend and complete the 15-week course. Even if these soldiers are reassigned to another military occupational specialty-enlisted (MOS-ENLD) or specialty skill identifier (SSI), they can complete the course.

*b. Resident Courses.* The DEOMI curriculum consists of two resident courses: a 15-week EO advisor course and a 6-week EO Program Manager course. The 15-week course is designated to train personnel for assignment as full-time EOAs. The 6-week EO Program Manager Course (EOPMC) is intended for those personnel who have supervisory or managerial responsibilities or to train officers serving as EOAs at division level and above. A three-phase Reserve Component EO Advisor Course, consisting of two 2-week resident phases and one nonresident phase, is conducted for ARNG and USAR personnel.

*c. Certification.* Upon successful completion of the 15-week Equal Opportunity Advisor Course and the resident/non-resident RC Equal Opportunity Advisor Course, DEOMI recommends graduates for the awarding of SQI Q (enlisted) and ASI 5T (officers). Officers attending the 6-week EO Program Manager Course will receive course code PAQ in their official records. The CG, PERSCOM, will award the appropriate designator upon the soldiers' successful completion of DEOMI. Only graduates of the DEOMI courses listed above are designated as EOAs.

*d. Scheduling of training.* The CG, PERSCOM, programs qualified active duty officers and NCOs for training and duty as EOAs. The CNGB and CAR program Army National Guard and U.S. Army Reserve soldiers for EOA duty. CG PERSCOM controls DEOMI training seats for active duty and USAR personnel. CNGB controls training seats for

Army National Guard for the DEOMI Reserve Component and EO Program Orientation for Managers Courses. Commands will use the following procedures to acquire these allocations:

(1) Commanders desiring to send officers and NCOs on temporary duty (TDY) to DEOMI and then return to their units as EOAs will send their requests through their MACOMs. MACOMs will forward applications for officers to CG, PERSCOM, 200 Stovall Street, ATTN: TAPC-OPB-D, Alexandria, VA 22332-0400. For NCOs, forward applications to CG, PERSCOM, ATTN: TAPC-EPM-A, 2461 Eisenhower Ave., Alexandria, VA 22331-0454.

(2) Units must request training seats in writing and requests must arrive at PERSCOM no later than 45 days before the starting date of a requested class.

(3) Reserve Component personnel must have an ATRRS allocation to be considered for attendance. This is applicable to ARNG unit members, and USAR troop program unit (TPU) members, AGR and military technicians assigned to a major Army National Guard or Army Reserve Command (MUSARC) headquarters and performing day-to-day EO duties as listed in their job descriptions or performance standards.

## **6–7. Off-Post Activities, On-Post Activities, And Off-Limit Actions**

*a. Off-post activities.* Title II of the Civil Rights Act of 1964 addresses the practice of discrimination and segregation in public establishments. These public establishments include privately owned establishments such as hotels, restaurants, gasoline stations, theaters, places of entertainment, and community housing (e.g., apartments). The installation commander will ensure that the facts surrounding allegations of discriminatory practices are fully developed. The commander will also ensure those individuals and organizations alleged to practice such unlawful discrimination are given a full and fair opportunity to challenge particular allegations. If all reasonable efforts and alternatives fail to eliminate off-post discriminatory practices in public accommodations, installation commanders are authorized to place those facilities off-limits after requesting such action through the servicing Armed Forces Disciplinary Control Board (AFDCB). Military personnel outside the United States are not protected under the Civil Rights Act of 1964 while off-post. However, the commander will take whatever actions are available and appropriate to eliminate discriminatory practices in public accommodations outside the United States that affect soldiers, civilians or family members of his/her command. Commanders must promote awareness of the pertinent laws of the host nation.

*b. Off-limits sanctions.* Off-limits sanctions may be appropriate for public accommodations and establishments falsely claiming to be private clubs (fraternal or otherwise) with discriminatory policies and practices. If discriminatory practices off-post are found to be directed at selected soldiers in a command and efforts at conciliation prove unsuccessful, imposition of off-limits sanctions according to AR 190-24 may be appropriate.

*c. Off-limits sanctions and private establishments.* An installation commander ordinarily may not apply off-limits sanctions to a bona fide private establishment, club, activity, or organization. However, such an entity may be placed off-limits if the following conditions exist-

(1) It is open to military personnel in general or to soldiers who meet specific objective criteria (such as sergeant and above) but segregates or discriminates against other soldiers solely on the basis of race, color, religion, gender, or national origin.

(2) It is not primarily political or religious in nature.

(3) The installation commander, in consultation with his/her key staff, determines that the available facts support the allegations of unlawful discrimination after affording the management of the establishment, club, activity, or organization a full and fair opportunity to challenge or refute allegations.

(4) Reasonable efforts by the commander to bring about voluntary termination of the discriminatory practices are unsuccessful.

(5) The commander determines that continued unlawful discrimination by the establishment, club, activity, or organization undermines the morale, discipline, or loyalty of soldiers in the command.

*d. On-post activities.* All on-post facilities and official activities are open, as appropriate, to all DoD personnel and family members without regard to race, color, religion, gender, or national origin. Installation commanders are responsible for ensuring that an organization taking advantage of or using on-post facilities (whether on a reimbursable basis or otherwise) does not engage in unlawful discriminatory practices. It is not enough to depend solely on the published bylaws or the constitution of the organization. The installation commander must assess the organization's actual membership practices and their effect upon the command. In cases where the installation commander determines that credible information of discriminatory practices by an on-post private organization has been presented, the organization has the burden of proving it did not engage in discriminatory practices. Failure to substantiate the absence of discriminatory practices will result in a denial of the use of on-post facilities. However, the provisions of this paragraph do not prohibit the installation commander from approving the operation of private organizations that restrict membership to one gender if one or more of the following apply-

(1) The private organization's purpose is philanthropic and, by tradition, its membership has been of one sex

(2) The private organization's purpose and functions is to benefit one sex, and its membership is composed of that sex (Examples are scouting organizations or women's and men's sporting associations.)

(3) The private organization has a specific purpose and function that restricts membership to one sex, but also has a

counterpart organization with the same purpose and function. (Examples are women's and men's sport club, women's and men's civic associations, and boy and girl scouting organizations.)

## **6-8. Procedures For Processing Equal Opportunity Complaints**

*a. Individual rights.* Soldiers, family members and DA civilians have the right to-

- (1) Present a complaint to the command without fear of intimidation, reprisal, or harassment.
- (2) Communicate with the commander concerning their complaints.
- (3) Receive assistance when submitting a complaint.
- (4) Receive training on the Army's Equal Opportunity complaint and appeals process.

*b. Individual responsibility.* Individuals are responsible for:

(1) Advising the command of the specifics of sexual harassment and unlawful discrimination complaints and providing the command an opportunity to take appropriate action to rectify/resolve the issue.

(2) Submitting only legitimate complaints and exercising caution against unfounded or reckless charges.

*c. While not required,* it is recommended that the individual attempt to resolve a complaint by first informing the alleged offender that the behavior must stop.

*d. Filing and Processing Equal Opportunity Complaints.* For filing and processing of EO or sexual harassment complaints, follow the procedures as outlined in appendix E.

## **6-9. Housing complaints**

Complaints of housing discrimination involving unequal treatment because of race, color, religion, gender, or national origin will be forwarded to the local housing division for processing. AR 210-50 provides policy for housing issues.

## **6-10. Evaluation reports**

*a. Entries.* The performance evaluation process provides commanders and supervisors an excellent opportunity to discuss their goals, objectives and expectations of the EO and EEO programs. In counseling session, commanders and supervisors should discuss these programs as expressions of the Army's Values and encourage support of these programs and how they intend to evaluate individual behaviors and actions. When evaluating officers or enlisted soldiers, or Department of the Army civilian employees, rating officials will evaluate those individuals' commitment to the goals and objectives of the EO or EEO program. This includes the individuals' actions or non-actions toward the prevention and elimination of unlawful discrimination and/or sexual harassment. Raters are required to document significant deviations from that commitment and identify instances of reprisal/retaliation taken by the rated individual in that evaluation report. (See AR 623-105, para 4-13; AR 623-205, paras 6-5 and 6-6)

*b. Appeals.* Appeals of officer evaluation reports due to alleged unlawful discrimination, sexual harassment, or reprisal will be conducted according to the procedures specified in AR 623-105. Appeals of noncommissioned officer evaluation reports, based on allegations of unlawful discrimination, sexual harassment, or reprisal, will be submitted according to the procedures outlined in AR 623-205.

## **6-11. Civilian schooling**

Army personnel pursuing an educational program at an institution that unlawfully discriminates in the admission or subsequent treatment of students will not be financially assisted from appropriated fund resources. Exceptions to this policy will be considered when the applicant has previously attended the institution in question and will suffer personal hardship through loss of earned credits if a transfer is required. When soldiers seek continuation of civilian schooling with schools barred from receiving DoD or DA funds because they discriminate in their admission practices or subsequent treatment of students, they will request an exception to policy through command channels.

## **6-12. Legal assistance**

Within the framework of the legal assistance program, legal assistance may be provided to soldiers who believe they have been denied federally protected rights. If the civil rights of soldiers seem endangered and an appearance in court or other legal action beyond the authority of the legal assistance officer is required, the matter will be reported to The Judge Advocate General (HQDA (DAJA-CL), Washington DC 20310-2200) for possible referral to the Department of Justice. (See AR 27-40)

## **6-13. Affirmative Action plans**

Affirmative Action Plans (AAPs) are planned, achievable steps that eliminate practices denying equal opportunity to soldiers and their families, and that monitor progress toward these goals.

*a.* Each MACOM, installation, separate unit, agency, and activity down to and including brigade-level or equivalent will develop and implement AAPs. DA Pam 600-26 is the HQDA AAP that monitors the centralized personnel management processes for which HQDA has responsibility. Heads of staff proponent agencies and their field operating agencies provide input to this AAP. Unit AAPs will be written IAW DA PAM 600-26.

- b.* Units will review AAPs annually to assess the effectiveness of past actions; to initiate new actions, and to sustain, monitor, or delete goals already achieved.
- c.* Commanders will provide a copy of their AAP to the next higher commander.
- d.* Affirmative action plans for civilian employees will be established in accordance with Army Regulation 690-12, Equal Employment Opportunity and Affirmative Action.

## **6-14. Training**

- a.* Minimum criteria for local unit training programs.

(1) The commander will incorporate EO training into the overall training plan for the unit. The Soldier Support Institute publishes training tools (DA Pam 350-20, Unit Equal Opportunity Training Guide, and TC 26-6, Commander's Equal Opportunity Handbook) that may assist commanders in developing required training. Active Army and reserve components commanders of TOE/MTOE/TDA units will add the following topics to their quarterly or yearly training briefings:

- (a)* Type and dates of human relations training conducted by the unit since last Quarterly Training Brief (QTB) / Yearly Training Brief (YTB).
- (b)* Type and dates of human relations training scheduled for the unit before the next QTB/YTB.
- (c)* The number of EOAs/EORs required, authorized, on hand and the training they have completed or scheduled prior to next QTB/YTB.
- (d)* Date last command climate survey was conducted and date next command climate survey is scheduled.

(2) Leaders will conduct mandatory unit EO/sexual harassment training quarterly. Commanders will document training on the unit's training schedule and lead the training. In their training documentation, commanders must include type of training; instructor; date, time and length of training; roster of attendees and issues covered in the session. From time to time, different issues will be of local or Army-wide importance and require special emphasis and attention by unit commanders. As a minimum, two of the quarters will consist of Prevention of Sexual Harassment training. (see paragraph 7-8) The other two quarters will consist of training that is interactive, small group, discussion-based, and can focus on these topics-

- (a)* Objectives of the Army EO program.
- (b)* Army and local command policies on EO and affirmative action.
- (c)* Objectives of AAPs and EO action plans.
- (d)* Behavioral characteristics and other indicators of EO problems, what are and are not appropriate and acceptable behaviors leading to unit cohesion and teamwork.
- (e)* The impact of individual and institutional discrimination on mission accomplishment.
- (f)* Proper handling of EO complaints and the EO complaint system.
- (g)* Identifying, dealing with, preventing, and eliminating racial and ethnic discrimination and sexual harassment.
- (h)* Legal and administrative consequences of participating in acts of unlawful discrimination and sexual harassment.
- (i)* Individual responsibilities of both soldiers and DA civilians concerning equal opportunity and the prevention and eradication of sexual harassment (i.e., identifying inappropriate behaviors, handling complaints, developing techniques in dealing with sexual harassment, developing assertiveness skills, submitting complaints in the event the situation cannot be handled on-the-spot or one-on-one, and reporting incidents to the chain of command).
- (j)* The importance of honest and open interpersonal communications in promoting a healthy unit climate.
- (k)* Unit climate assessment-what it is, what it is used for, what makes it important, how it is done, what its results mean and what to do about various results.
- (l)* Review of actual unit climate assessment findings and amplification of issues raised. If appropriate, the commander will discuss issues that surface from assessment and develop an action plan to improve unit climate with unit members.

(3) The chain of command and other leaders (commander, command sergeant major, sergeant major, first sergeant, civilian supervisors, and others) will be present and participate in unit EO sessions.

(4) Brigade-sized units and higher headquarters will conduct EO and prevention/eradication of sexual harassment training (executive level seminars) twice a year. Training will be small group, interactive and discussion-based. It should emphasize findings determined as a result of unit command climate assessments.

- b.* Generally, training for Army War College (AWC) and Pre-Command Course (PCC) will cover-

- (1) Planning and resourcing the implementation of the Army's EO program.
- (2) Creating positive command climates that promote fair and equal treatment and that create opportunities for all soldiers, civilians, and family members by-
  - (a)* Publishing policies and evaluating subordinate unit EO initiatives.
  - (b)* Ensuring that EO training is focused on the roles, duties, and responsibilities for EO and the prevention and eradication of sexual harassment; on leader skills needed to handle soldier issues to include racial, cultural, and gender considerations; and on preventing, detecting, and avoiding conditions and situations that could lead to unprofessional behaviors and acts.

(c) Conducting unit climate assessments, analyzing the data, and using feedback to improve living and working environments.

(d) Promptly investigating complaints and incident reports, taking action against offenders, correcting conditions and situations that could lead to incidents/complaints, and implementing actions to prevent recurrence.

(e) Utilizing EOAs to monitor unit environment and to assist in the development of unit training and in the resolution of complaints.

(f) Planning and conducting special/ethnic observance activities.

(g) Monitoring and evaluating own and subordinate unit AAPs.

c. Generally, training for the Brigadier General Orientation Course and the Assistant Division Commander Course will cover:

(1) Planning and resourcing the implementation of the Army's EO program.

(2) Creating positive command climates that promote fair and equal treatment and that create opportunities for all soldiers, civilians, and family members.

(3) Contemporary issues in EO and the prevention and eradication of sexual harassment.

### **6-15. Authority to collect and maintain data**

The ODCS, G-1, HQDA, will collect, record, and maintain racial, ethnic group, and gender data and statistics needed to support the Army EO Program, to include AAP reporting requirements. Heads of DA Staff elements, MACOMs, separate agencies, and other activities and units required to support these efforts are authorized to collect, record, and maintain data and statistics. Statistical data is maintained for various aspects of the personnel management subject areas, using the racial, ethnic, and gender codes found in AR 680-29.

### **6-16. Narrative and statistical reports on equal opportunity progress**

All MACOMs will submit a Quarterly Narrative and Statistical Report (QNSR) on equal opportunity progress to HQDA NLT 30 days following the end of each quarter. Reports will be submitted to the Human Resources Directorate, ODCS, G-1 via electronic mail. Units will utilize the automated EO database. Reports will include the following information:

a. *Complaint information.* Total number of formal Army complaints filed by quarter, according to type (i.e. gender, ethnicity, racial, religious, or sexual) the report information. Reports are pending, substantiated or unsubstantiated. Data also include information on the complainant's unit, rank, race, gender, date of complaint, method of resolution, action taken, the commander's assessment of the Human Relations Climate of his or her unit and comments.

b. *Command profile.* Command position breakout (brigade, battalion, company commanders, CSMs and 1SGs) by racial, ethnic and gender groups.

c. *Population report.* Unit population racial, ethnicity and gender groups.

d. *Major Subordinate Command (MSC) data.* Listing of all MSCs with breakout of total number of brigades, battalions and companies (MSC MACOM will be included). Also reflects number of EOAs required, authorized, and on hand.

e. *EOA listing.* Alphabetical listing of all EOAs with information on race, gender, unit, level, staffing (TDA or TOE) and comments. Also includes date EOA arrived and replacement data.

f. *Quarterly EO report.* Who conducted Command Inspection Programs (CIP)/Staff Assistance Visits (SAV), numbers of training sessions conducted, and number of Commanders and 1SGs who attended commander's courses.

g. *Unit assessment (UA) report.* Listing of UAs conducted for the quarter by MSC or unit level to include the tool (MEOCS, TDAS, DA Pam 600-69, the Command Climate Survey that is mandatory for company commanders, etc.) used to conduct the UA, and comments.

### **6-17. Training for civilian duty positions In the Military Equal Opportunity Program at the Defense Equal Opportunity Management Institute**

a. *Allocations.* Civilian allocations for the DEOMI will be controlled by the CG, PERSCOM. The CNGB, CG FORSCOM, and the CAR will control allocations for their respective Reserve elements and will prescribe the way in which civilian requests are submitted.

b. *Application.* Commanders desiring to send civilians who are officially assigned to duties in the Army EO Program to the DEOMI will send an application to the appropriate MACOM. If approved, the MACOM will request a training seat from PERSCOM (TAPC-OPA-E), Alexandria, VA 22332-0400. If all training seats are filled, the request will be considered for a later class if the MACOM desires. Requests for allocations must be submitted in writing to arrive at PERSCOM no later than 45 days before the starting date of the requested class.

c. When the requesting command receives an approved training seat, the command will provide the Commandant at DEOMI: Command notification of the DEOMI name, grade, SSN, educational level, military mailing address, and telephone number of the candidate for training and the desired course number.

d. *Civilian personnel selection requirements.* Civilian personnel prerequisites for attendance at the DEOMI are as follows:

- (1) Be in grade GS-7 or above or be slated for promotion to GS-7 upon completion of the course.
  - (2) Occupy or be scheduled to occupy an officially assigned position in the military EO program in accordance with applicable position classification standards and guidelines.
  - (3) Be considered suitable for EO duties as determined in an interview conducted by the commander on whose staff the person will be assigned.
- e. Request procedures.* MACOMs, when requesting allocations, will send the following information to PERSCOM:
- (1) Class desired to attend.
  - (2) Willingness to accept an allocation in a subsequent class if the requested class is filled.
- f. Funding.* Attendee's current unit of assignment provides funding for any "temporary duty and return".

### **6-18. Equal opportunity special/ethnic observances**

Equal opportunity special/ethnic observances are conducted to enhance cross-cultural awareness among all soldiers, civilian employees and their families. These observances recognize the achievements and contributions made by members of specific racial, ethnic, or gender groups in our society. The observances should also promote understanding, teamwork, harmony, pride and esprit among all groups, not just within the specific group being honored.

*a.* HQDA, ODCS, G-1 possesses general staff responsibility for establishing policy and identifying the time period for each observance.

*b.* MACOM and installation commanders will-

(1) Develop, plan and conduct observances during the designated time frame as outlined in Table 6-1 or as otherwise directed by HQDA.

(2) Program necessary funding to conduct annual observance activities within the EO program budget.

(3) Encourage all members of the military community to contribute to and participate in the planning, implementation and conduct of the observance activities.

(4) Involve members of the staff elements and subordinate units in the development and conduct of observance functions.

(5) Select and announce an appropriate theme for the observance, consistent with the spirit of the event and the needs of the local community. National or DoD themes are often published which may be used to augment the activities.

*c.* EO Program management or education and training funds may be spent on activities and publications which are intended to promote cross-cultural harmony and awareness. Examples of permissible expenditures include guest speakers, artistic or cultural activities, food exhibits or samples (samples are not intended as meals or refreshments). Additionally, funds may be allocated to commercial entertainment as part of an educational awareness program. Commanders will ensure that projected events amplify the contributions made to the Army and to society by the featured ethnic, gender or racial group.

*d.* Commanders will publicize the cultural/ethnic event in post newspapers and bulletins to provide widest dissemination possible.

*e.* Commanders will form a standing committee to plan cultural observances. Members of the committee may include the EOA, Morale, Welfare and Receptions (MWR) officer, Public Affairs Officer (PAO), club managers, unit chaplains, DoD dependent school representatives, resource management personnel, and other individuals as necessary.

*f.* Commanders will encourage maximum use of recreational facilities to include the post library, recreation center, theater, etc. for use during observation of the special events. Suggested activities include the following:

(1) Special displays in libraries

(2) Expositions and displays of arts and crafts

(3) Special music or drama programs

(4) Programs featuring historical achievements and contributions by various ethnic groups to government, education, industry, religion, music and theater

(5) Speeches from local chain of command and DoD civilians

*g.* Activities will be designated and scheduled to allow for maximum attendance by all soldiers and civilians within the command. Commanders will establish a policy that ensures that all personnel desiring to participate in these observances are given a reasonable opportunity to do so.

*h.* A consolidated annual observance recognizing members of all racial/ethnic/gender groups may be conducted in addition to (but will not be used in place of) the observances listed in table 6-1.



## **Chapter 7**

### **Prevention Of Sexual Harassment**

#### **7-1. Overview**

The prevention of sexual harassment is a commander's responsibility. The EOA plays a pivotal role by assisting the commander with policy awareness, training, command climate assessments, complaints processing and overall advisory assistance concerning the prevention of sexual harassment.

#### **7-2. Chain Of Command Responsibilities**

Commanders and supervisors will-

- a. Ensure that assigned personnel are familiar with the Army policy on sexual harassment.
- b. Publish and post written command policy statements for the prevention of sexual harassment. All statements will be consistent with Army policy. They will include the local command's commitment to the Army's policy against sexual harassment and will reaffirm that sexual harassment will not be tolerated. The statement will explain how and where to file complaints and shall include the fact that all complainants will be protected from acts or threats of reprisal. Each MACOM, installation, separate unit, agency, and activity down to company, troop or battery level will publish a sexual harassment command policy statement. Units should coordinate these policy statements with the servicing staff judge advocate or legal advisor before publishing them.
- c. Continually assess and be aware of the climate of command regarding sexual harassment. Identify problems or potential problems. Take prompt, decisive action to investigate all complaints of sexual harassment. Either resolve the problem at the lowest possible level or, if necessary, take formal disciplinary or administrative action. Do not allow soldiers to be retaliated against for filing complaints. Continually monitor the unit and assess sexual harassment prevention policies and programs at all levels within area of responsibility. Ensure all leaders understand that if they witness or otherwise know of incidents of sexual harassment, they are obligated to act. If they do not, they themselves are also guilty of sexual harassment.
- d. Set the standard.

#### **7-3. Policy**

- a. The policy of the Army is that sexual harassment is unacceptable conduct and will not be tolerated. Army leadership at all levels will be committed to creating and maintaining an environment conducive to maximum productivity and respect for human dignity. Sexual harassment destroys teamwork and negatively affects combat readiness. The Army bases its success on mission accomplishment. Successful mission accomplishment can be achieved only in an environment free of sexual harassment for all personnel.
- b. The prevention of sexual harassment is the responsibility of every soldier and DA civilian. Leaders set the standard for soldiers and DA civilians to follow.

#### **7-4. Definition**

- a. Sexual harassment is a form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when-
  - (1) Submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of a person's job, pay, career, or
  - (2) Submission to, or rejection of, such conduct by a person is used as a basis for career or employment decisions affecting that person, or
  - (3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment.
- b. Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a soldier or civilian employee is engaging in sexual harassment. Similarly, any soldier or civilian employee who makes deliberate or repeated unwelcomed verbal comments, gestures, or physical contact of a sexual nature is engaging in sexual harassment.

#### **7-5. Categories of sexual harassment**

- a. *Verbal.* Examples of verbal sexual harassment may include telling sexual jokes, using sexually explicit profanity, threats, sexually oriented jody calls, sexual comments, whistling in a sexually suggestive manner, and describing certain sexual attributes about one's physical appearance. Verbal sexual harassment may also include using terms of endearment such as "honey", "babe", "sweetheart", "dear", "stud" or "hunk" in referring to soldiers, civilian co-workers or family members.
- b. *Nonverbal.* Examples of nonverbal sexual harassment may include staring at someone (i.e. "undressing someone with one's eyes"), blowing kisses, winking, or licking one's lips in a suggestive manner. Nonverbal sexual harassment also includes printed material. Examples may include displaying sexually oriented pictures, cartoons or using sexually

oriented screen savers on one's computer. Further examples include sending sexually oriented notes, letters, faxes, or e-mail.

*c. Physical Contact.* Examples of physical sexual harassment may include touching, patting, pinching, bumping, grabbing, cornering or blocking a passageway, kissing, and providing unsolicited back or neck rubs. Sexual assault and rape, which may be extreme forms of sexual harassment, are serious criminal acts. When these acts occur, report them immediately to the chain of command, military police, or other law enforcement agencies.

## **7-6. Types of sexual harassment**

*a. Quid Pro Quo.* Quid Pro Quo is a Latin term meaning "this for that". This term refers to conditions placed on a person's career or terms of employment in return. It involves implicit or explicit threats of adverse action if the person does not submit or promises of favorable actions if the person does submit. Examples include demanding sexual favors in exchange for a promotion; award or favorable assignment; disciplining or relieving a subordinate who refuses sexual advances and threats of poor job evaluation for refusing sexual advances. Incidents of "quid pro quo" may also have a harassing effect on third persons. It may result in allegations of sexual favoritism or general discrimination when a person feels unfairly deprived of recognition, advancement or career opportunities due to favoritism shown to another soldier or civilian employee based on a sexual relationship. An example would be a soldier who is not recommended for promotion and who believes that his or her squad leader recommended another soldier in his or her squad for promotion based upon provided or promised sexual favors, not upon merit or ability.

*b. Hostile environment.* A hostile environment occurs when soldiers or civilians are subjected to offensive, unwanted and unsolicited comments or behaviors of a sexual nature. If these behaviors unreasonably interfere with their performance, then the environment is classified as hostile. A hostile environment brings interference into the workplace in any one of a number of forms. It does not necessarily include the more blatant acts of "quid pro quo." It normally includes nonviolent sexual behaviors that are gender-biased. Examples include use of derogatory gender-biased terms, comments about body parts, suggestive pictures, explicit jokes and unwanted touching.

## **7-7. Techniques of dealing with sexual harassment**

All soldiers and civilians have a responsibility to help resolve acts of sexual harassment. Examples of how to accomplish this follow:

*a. Direct approach.* Confront the harasser and tell him/her that the behavior is not appreciated, not welcomed and that it must stop. Stay focused on the behavior and its impact. Use common courtesy. Write down thoughts before approaching the individual involved.

*b. Indirect approach.* Send a letter to the harasser stating the facts, personal feelings about the inappropriate behavior and expected resolution.

*c. Third party.* Request assistance from another person. Ask someone else to talk to the harasser, to accompany the victim, or to intervene on behalf of the victim to resolve the conflict.

*d. Chain of Command.* Report the behavior to immediate supervisor or others in chain of command and ask for assistance in resolving the situation.

*e. File a formal complaint.* Details for filing an informal or formal complaint are included in Appendix E.

## **7-8. Training**

The elimination of sexual harassment within a unit begins with a policy of aggressive and progressive training to identify and prevent inappropriate behavior. Conduct progressive, interactive small group sexual harassment training twice each year. Soldiers must understand what sexual harassment is, how to recognize it, how to prevent it, how to report it and the consequences of engaging in sexual harassment.

*a.* The quality and effectiveness of unit training are of primary concern. The most effective approach to training to prevent sexual harassment is through interactive discussion in small groups of mixed gender. Situation vignettes or scenarios should be used to facilitate discussion among unit soldiers and civilians. Role playing is also an effective training means. The training focus should be appropriate to the level of the experience and breadth of responsibilities of each target audience. Unit commanders must attend this training and evaluate its content and quality.

*b.* Unit training for junior enlisted and civilian employees will focus on defining sexual harassment and gender discrimination, sanctions which may be used to punish harassers, techniques for soldiers to deal with sexual harassment and methods of filing a complaint through the complaint system.

*c.* Unit training or professional development training for junior officers, noncommissioned officers and civilian supervisors will reinforce the aforementioned training. In addition, emphasis should be placed on promoting a healthy work environment within the section or unit as well as on techniques for receiving, handling and resolving complaints. Training on the EO complaint system must include leader responsibilities in processing informal and formal complaints. It must emphasize the prevention of reprisal actions against complainants.

*d.* Training at unit level for senior noncommissioned officers, warrant officers, officers, civilian managers and senior executive service will focus on fostering a healthy command climate and using appropriate means for determining a

healthy command climate. This training will also focus on sanctions for offenders. In addition, it will reinforce the elements of training they receive at a more junior level.

*e.* Leaders may enlist the service of their brigade or higher level Equal Opportunity Advisor or DA PAM 350-20 (Unit Equal Opportunity Training Guide), Chapter 4, to help prepare and conduct Prevention of Sexual Harassment (POSH) training.

*f.* Commanders will document POSH training on the unit's training schedule and on individual soldier training records. Documentation will include type, instructor, date, time, length of training, roster of attendees, and issues covered in the session.

*g.* The chain of command and EOA's will attend and participate in POSH sessions.

*h.* Sexual misconduct training is not an Equal Opportunity issue. This training must be conducted by qualified personnel, separately from sexual harassment training, so as not to confuse the two.

### **7-9. Complaints**

Filing and processing of sexual harassment complaints follow the same procedures as outlined in appendix E for EO complaints. Charges of sexual misconduct are to be processed through legal/ law enforcement channels, not equal opportunity channels.

**D-12.**

The worldwide deployment of United States military forces, the international responsibilities of the United States, and the potential for involvement of the Armed Forces in actual combat routinely make it necessary for members of the Armed Forces involuntarily to accept living conditions and working conditions that are often spartan, primitive, and characterized by forced intimacy with little or no privacy.

**D-13.**

The prohibition against homosexual conduct is a longstanding element of military law that continues to be necessary in the unique circumstances of military service.

**D-14.**

The Armed Forces must maintain personnel policies that exclude persons whose presence in the Armed Forces would create an unacceptable risk to the Armed Forces' high standards of morale, good order and discipline, and unit cohesion that are the essence of military capability.

**D-15.**

The presence in the Armed Forces of person's who demonstrate a propensity or intent to engage in homosexual acts would create an unacceptable risk to the high standards of morale, good order and discipline, and unit cohesion that are the essence of military capability.

## **Appendix E EO/Sexual Harassment Complaint Processing System**

### **E-1. Entering the complaints processing system**

The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, color, religion, gender, and national origin. Attempts should always be made to solve the problem at the lowest possible level within an organization. Complaints by civilian personnel alleging discrimination should be handled in accordance with the procedures contained in AR 690-600, or as described in DoD and Department of the Army policy implementing 10 U.S. Code 1561, or as provided for in any applicable collective bargaining agreement.

*a.* Informal complaint.

(1) An informal complaint is any complaint that a soldier, family member or DA civilian does not wish to file in writing. Informal complaints may be resolved directly by the individual, with the help of another unit member, the commander or other person in the complainant's chain of command. Typically, those issues that can be taken care of informally can be resolved through discussion, problem identification, and clarification of the issues. An informal complaint is not subject to time suspense nor is it reportable. It is recommended that anyone working on the resolution of informal complaints should prepare a memorandum of record (MFR). The MFR would include information indicating nature of complaint and identifying pertinent information to assist in the identification of unit's command climate.

(2) Although the processing of EO complaints through the unit chain of command is strongly encouraged, it will not serve as the only channel available to soldiers to resolve complaints. Should the complainant feel uncomfortable in filing a complaint with his/her unit chain of command, or should the complaint be against a member of that chain of command, a number of alternative agencies exist through which the issues may be identified for resolution. Each of these agencies provides expertise in very specific subject areas. Commanders will not preclude soldiers from using these channels in accordance with the procedures inherent/established by these agencies:

- (a)* Someone in a higher echelon of the complainant's chain of command
- (b)* Equal Opportunity Advisor
- (c)* Inspector General
- (d)* Chaplain
- (e)* Provost Marshal
- (f)* Medical agency personnel
- (g)* Staff Judge Advocate
- (h)* Chief, Community Housing Referral and Relocation Services Office (CHRRS)

(3) In some informal complaints, the person or agency receiving the complaint may be able to resolve the issue while maintaining the confidentiality of the complainant, as in the case of the chaplain or a lawyer. While maintenance of confidentiality should be attempted, it will neither be guaranteed nor promised to the complainant by agencies other than the chaplain or a lawyer.

(4) Initial actions by these alternative agencies are the same for informal and formal complaints. Any alternative agency that receives an informal complaint of unlawful discrimination or sexual harassment has the obligation to talk

with the complainant. The agency should advise the complainant of his/her rights and responsibilities; listen to the complainant and find out as much information as possible concerning the complaint (including what the reasons are behind the complaint and why the individual is using the alternative agency opposed to his or her chain of command); tell the complainant what role that agency has (e.g., direct action on behalf of the complainant, information gathering, or referral to another agency or the commander for their action); what support services are available from other organizations that may help resolve the issues; explain the complaint system (principally, the differences between informal and formal complaints); and, then attempt to assure resolution of the issue (through mediation, intervention, counseling, training, etc.).

(5) The commander must eliminate underlying causes of all complaints. More members of the unit, other than complainant and alleged perpetrator, are affected by complaints, especially those that go unresolved.

*b. Formal complaint.*

(1) A formal complaint is one that a complainant files in writing and swears to the accuracy of the information. Formal complaints require specific actions, are subject to timelines, and require documentation of the actions taken.

(2) An individual files a formal complaint using a DA Form 7279-R

(3) In Part I of DA Form 7279-R, the complainant will specify the alleged concern, provide the names of the parties involved and witnesses, describe the incident(s)/behavior(s), and indicate the date(s) of the occurrence(s). For EO complaints, the complainant will also state the equal opportunity basis of the complaint (e.g., unlawful discrimination based upon race, color, religion, gender, or national origin. Complainant will be advised of the importance of describing the incident(s) in as much detail as possible to assist in the investigative process).

(4) The block entitled, “ Requested Remedy” serves a variety of purposes for both the complainant and the command. The information in this block can vary in terms of the complainant’s expectations of the investigative process and his or her reasonableness and credibility. If expectations that are not likely to be met come to the surface, they should be dispelled by the receiving agency (during acceptance of the complaint) through an explanation of the process and the possible outcomes. If the complainant’s response is vindictive, vengeful, or malicious, and seems extreme in light of the events or circumstances, this may be helpful to the commander or investigating officer in terms of motive and believability.

(5) Soldiers have 60 calendar days from the date of the alleged incident in which to file a formal complaint. This time limit is established to set reasonable parameters for the inquiry or investigation and resolution of complaints, to include ensuring the availability of witnesses, accurate recollection of events, and timely remedial action. If a complaint is received after 60 calendar days, the commander may conduct an investigation into the allegations or appoint an investigating officer according to paragraph 5 below. In deciding whether to conduct an investigation, the commander should consider the reason for the delay, the availability of witnesses, and whether a full and fair inquiry or investigation can be conducted.

(6) The complainant should file his or her complaint with the commander at the lowest echelon of command at which the complainant may be assured of receiving a thorough, expeditious, and unbiased investigation of the allegations. Depending on the various aspects of the complaint and individuals involved, that lowest level commander may not be the immediate company or even battalion level commander of the complainant.

## **E-2. Actions of alternative agencies**

The agencies listed in paragraph 1a(2) of this Appendix also serve as alternative avenues available to soldiers for registering formal EO complaints. Initial actions by these alternative agencies are the same for informal and formal complaints. Upon receipt of a formal EO complaint of unlawful discrimination or sexual harassment, the alternative agency has the obligation to talk with the complainant, advise him/her of his/her rights and responsibilities, find out as much information as possible concerning the complaint (including what the reasons were for using the alternative agency and what the complainant’s expectations might be for resolution of the complaint). The agency should also tell the complainant what role that agency has (action, information gathering, or referral to another agency or the commander for their action), what support services are available from other organizations, what the complaint processing procedures are (principally, the differences between informal and formal complaints) and what will be done with the individual’s complaint. Receipt of formal complaints by any alternative agency (except Inspector General) will be annotated in writing on the DA Form 7279-R, Part I, item 9b. If the alternative agency decides not to do an inquiry or conduct its own investigation and decides to refer the complaint to another agency or to the appropriate commander for his/her investigation, that referral must be made within 3 calendar days (at the next MUTA 4 or other regularly scheduled training for Reserve components). For the purposes of receiving EO complaints, any commissioned officer is authorized to administer oaths and should do so in block 9a, DA Form 7279-R prior to referring the complaint to the appropriate commander. The commander or agency receiving the referral will acknowledge receipt of the complaint (DA Form 7279-R, Part I, item 10a). In cases where the complaint is best resolved by the chain of command, the alternative agency would refer the complaint to the commander at the lowest echelon of command at which the complainant may be assured of receiving a thorough, expeditious, and unbiased investigation of the allegations.

*a.* If during the course of an inquiry or investigation the receiving agency or commander identifies criminal activity, the complaint will be immediately referred to the proper agency (Provost Marshal or CID) for investigation.

*b.* Incidents of sexual assault and rape will immediately be referred to medical agencies for the procurement of forensic evidence and for assistance in the treatment and counseling of the victim.

*c.* Allegations of unlawful discrimination in housing, both on and off post, will be referred to the housing division for processing under the provisions of AR 210-50.

*d.* If a complaint is filed against a promotable colonel, an active or retired general officer, inspectors general of any component, members of the Senior Executive Service, or Executive Schedule personnel, the allegation will be transferred directly to the Investigations Division, U.S. Army Inspector General Agency, ATTN: SAIG-IN, Pentagon, Washington, DC 20310-1700 by rapid but confidential means within 5 calendar days of receipt.

### **E-3. Complaints filed with the Inspector General**

*a.* Complaints filed with the Inspector General will be processed as Inspector General Action Requests (IGARS) according to AR 20-1, rather than under the procedures outlined in this regulation. As such, no timelines will be imposed on the conduct of the investigation and/or on feedback to the complainant, and DA Form 7279-R will not be maintained.

*b.* Inspector General investigations are confidential and protected from unauthorized disclosure. They will include consultations with persons or activities as deemed appropriate by the Inspector General.

*c.* Receipt of the complaint will be acknowledged to the complainant and an estimated completion date provided. If the action is not completed by that date, the complainant will be notified and given a new estimated completion date.

### **E-4. Actions of the Commander upon receipt of complaint**

*a.* Upon receipt of a complaint, the commander will ensure that the complainant has been sworn to the complaint (Block 9a, DA Form 7279-R). If not, the commander will administer the oath and annotate it on the complaint form. The commander will fill out block 10a acknowledging receipt of the complaint form. All formal complaints will be reported within 72 hours to the first General Courts-Martial Convening Authority (GCMCA) in the chain of command. Additionally, the commander will provide a progress report to the GCMCA authority 20 days after the date on which the investigation commenced and 14 days thereafter until completion.

*b.* The commander will either conduct an investigation personally or immediately appoint an investigating officer according to the provisions of AR 15-6. Depending on the magnitude of the complaint, the commander may deem it necessary to ask the next senior commander in the chain of command to appoint the investigating officer.

*c.* The commander will establish and implement a plan to protect the complainant, any named witnesses, and the alleged perpetrator from acts of reprisal. The plan will include, as a minimum, specified meetings and discussions with the complainant, alleged perpetrator, named witnesses, and selected members of the chain of command and coworkers.

(1) Content of the discussions with the above named individuals will include the definition of reprisal with examples of such behavior; the Army's policy prohibiting reprisal; the complainant's rights and extent of Whistleblower Protection afforded complainants, witnesses, and the alleged perpetrator under DoD Directive 7050.6; encouragement to all the aforementioned individuals to report incidents and/or threats of reprisal; the procedures to report acts and/or threats of reprisal; the consequences of reprisal; possible sanctions against violators; a reminder of the roles and responsibilities of the leadership in the prevention of reprisal and protection of all parties involved; the command's support of a thorough, expeditious and unbiased investigation and good faith in attempting to resolve the complaint; and the need to treat all parties in a professional manner both during and following the conduct of the investigation.

(2) Discretion will be used to determine the extent of information provided and the numbers of personnel addressed in the discussions with the chain of command and coworkers. Investigating officers will treat all those they interview professionally and courteously and will limit their discussion to only those issues relating to the specific complaint.

(3) To prevent the plan from becoming an administrative burden, the plan need only consist of a one-page list (in bullet format) of actions to be accomplished. The commander shall annotate the names of the personnel addressed and initial and date the actions as they are completed. The commander shall provide a copy of the completed plan to the investigating officer and the EOA. The investigating officer will include the commander's plan to prevent reprisal as an exhibit in the investigative findings. The EOA will retain a copy of the commander's plan to prevent reprisal with the completed case file and use the plan to conduct follow-up assessment of the complaint.

### **E-5. Timeliness of action**

Rapid resolution of EO complaints is in the best interest of both the complainant and the command. After receipt of the complaint, the commander to whom the complaint was given has 14 calendar days (or three weekend drill periods for Reserve components) in which to conduct an investigation, either personally or through appointment of an investigating officer. If the complaint was referred to the commander from an alternate agency, or if the commander refers the complaint to an alternate agency, the 14 calendar days begins from the date the complaint was referred. If, due to extenuating circumstances, it becomes impossible to conduct a complete investigation within the 14 calendar days allowed (or three MUTA 4 training drill periods for Reserve components), that commander may obtain an extension from the next higher commander for usually not more than 30 calendar days (or two MUTA 4 drill periods for Reserve components). After the initial 14-day suspense, all requests for extension must be requested in writing from the next higher echelon commander. Upon receipt of an extension, the commander must inform the complainant of the

extension, its duration, and the reasons for which it was requested. Any additional extensions must be approved in writing by the first general officer in the chain of command. Failure to adhere to prescribed timelines will result in automatic referral of the complaint to the next higher echelon commander for investigation and resolution.

## **E-6. Conduct of the investigation**

*a.* Investigation. The purpose of any investigation of unlawful discrimination or sexual harassment is to determine to the maximum extent possible what actually occurred, to assess the validity of allegations made by the complainant, to advise the commander of any leadership or management concerns which might contribute to perceptions of unlawful discrimination and poor unit command climate, and to recommend appropriate corrective actions. The commanding officer is responsible for ensuring the investigation is complete, thorough, and unbiased.

*b.* Initial actions. The commander who acts as the appointing authority shall provide the investigating officer (IO) a copy of orders assigning him or her as the IO officer and the initiated DA Form 7279-R, which identifies the complainant and lists the allegations to be investigated. The IO shall review AR 15-6, Procedure for Investigating Officers and Boards of Officers, and AR 600-20, Army Command Policy, to review procedures applicable to the conduct of the investigation. Should the commander elect to investigate the allegations him or herself, the procedures for investigating officer apply to the commander.

*c.* Legal advice. The investigating officer will meet with the servicing Staff Judge Advocate or legal advisor to review how the conduct of the investigation should be conducted under AR 15-6 and AR 600-20. The discussion should include the specific requirements of both regulations, advice on how investigations are conducted, and advice on how to question an interviewee who is suspected of committing a violation of the UCMJ.

*d.* EOA assistance. The investigating officer (the commander or appointed investigating officer) will meet with the unit's Equal Opportunity Advisor prior to conducting the investigation. The EOA will assist the investigating officer in the development of questions to be addressed to the complainant, the alleged perpetrator, and any witnesses or third parties. The EOA's skills in complaint handling, conflict resolution, and training in the subtleties of discrimination and sexual harassment enable him or her to advise investigative officers in these complex areas. The EOA will ensure the focus of the investigation is placed squarely on assessing the validity of the allegations and avoids shifting the focus of the investigation against the complainant. The EOA will remain available to the investigating officer for consultation and assistance throughout the conduct of the investigation.

*e.* Conduct of interviews. The investigating officer must interview every individual who may have first-hand knowledge of the facts surrounding the validity of the allegations. The investigating officer must also interview everyone who can substantiate the relationship or corroborate the relationship between the complainant and the alleged perpetrator. The investigating officer must interview the person who initially received the formal complaint, the complainant(s), any named witnesses, and the alleged perpetrator. The investigating officer should normally interview the alleged perpetrator after interviewing other witnesses, so that he or she will have a complete understanding of the alleged incident. If needed prior to the conclusion of the investigation, the investigating officer should conduct a second interview of the complainant and the alleged perpetrator. The investigating officer may choose to re-interview certain witnesses for clarification of conflicting statements. Should unit policies or procedures be called into question as contributing factors to perceptions of unlawful discrimination or hostile environment, the investigating officer will interview responsible members of the chain of command. It may be advisable to interview coworkers of the complainant and the alleged perpetrator for knowledge they may have about the alleged incidents or the relationship that exists between the complainant and alleged perpetrator.

*f.* Identification of criminal act. If, when interviewing any soldier, including the alleged perpetrator, the investigating officer reasonably suspects that the individual has committed an offense in violation of the UCMJ, the investigating officer must advise the soldier of his/her rights under Article 31, UCMJ. Investigating officers should consult with their servicing judge advocate or legal advisor before giving Article 31 rights warnings, and should record the suspect's election on DA Form 3881 (Rights Warning Procedure/Waiver Certificate). If the soldier being questioned asks for a lawyer (i.e., asserts his or her right to counsel), questioning must stop immediately and the interview must be terminated. Questioning may resume only in the presence of a lawyer, if the soldier initiates further discussion or if the soldier has consulted with a lawyer and thereafter waives his/her rights pursuant to a proper rights advisement. Similarly, questioning of a soldier must stop immediately if a soldier indicates the desire to remain silent. Once this right is asserted, questioning may resume only if the soldier initiates further questioning or if after an appropriate interval, the soldier waives his or her rights pursuant to a proper rights advisement. (See Article 31, UCMJ; Military Rules of Evidence 304 and 305, Manual for Courts-Martial).

*g.* Supporting documents. The investigating officer should secure copies of any documents that might substantiate or refute the testimony of the complainant, alleged perpetrator, or named witnesses. These documents may include copies of unit and personnel records and the complainant's personal documents. The investigating officer will also procure a copy of the Commander's plan to prevent reprisal for inclusion in the final report of investigation.

*h.* Unit climate, policies and procedures. During the course of the investigation, the investigative officer should note concerns or observations of unit policy, procedures, and individual leadership or management techniques that may have a dysfunctional effect upon unit climate and foster discriminatory behavior and/or a hostile environment.

*i.* Investigative findings and recommendations. When the investigation is completed, the investigating officer should

review the evidence, determine if the investigation adequately addresses allegations, make factual findings about what occurred, and provide recommendations consistent with the findings.

*j.* EOA review. Prior to submission of the report to the appointing authority, the investigating officer and EOA will meet and review the report. The EOA will attach a memorandum documenting his/her review.

*k.* Investigative report. The following items are required enclosures to the report presented to the appointing authority-

- (1) Orders of appointment as investigating officer.
- (2) Copy of the DA Form 7279-R with attached continuation sheets.
- (3) Copy of the completed/initialed Commander's Plan to prevent reprisal.
- (4) List of questions developed with Equal Opportunity Advisor.
- (5) Statements/synopses of interviews with complainant(s), named witnesses, and alleged perpetrator(s) and relevant members of the chain(s) of command.
- (6) Copies of supporting documents.
- (7) Description/assessment of unit policies, procedures which may have contributed to perceptions of unlawful discrimination or sexual harassment within the unit.
- (8) Written approval of next higher echelon commander for any approved extensions.
- (9) Written explanation of extenuating circumstances that prevented the investigating officer from interviewing any named witnesses, complainants, or alleged perpetrators.
- (10) Written review by the Equal Opportunity Advisor.

### **E-7. Actions By The Appointing Authority (Commander) Upon Receipt Of The Report Of The Investigation**

The appointing authority will submit the report of investigation to the servicing Staff or Command Judge Advocate for a determination of legal sufficiency. After the legal review is completed, the appointing authority will decide whether further investigation is necessary or whether to approve all or part of the findings and recommendations. If the appointing authority is senior to the alleged perpetrator's commander, the appointing authority may refer the matter to that unit commander for appropriate action(s), unless the appointing authority or a more senior commander has reserved authority to take action on Equal Opportunity matters.

*a.* Actions to resolve complaints. A complaint is resolved by action to restore benefits and privileges lost because of unlawful discrimination or sexual harassment. Punitive or administrative actions against an offender do not necessarily change offending behaviors or rectify the situation for the individual complainant or unit. Commanders will take corrective action to preclude recurrence of discriminatory or sexually harassing conduct and address any management deficiencies or other contributing factors that caused the allegations to be raised. Commanders will also look at the causes of why complainants raised unsubstantiated complaints. Actions taken (or to be taken) by the commander and the chain of command will be annotated on DA Form 7279-R, Part III. Specific actions taken against the perpetrator will not be annotated on the form. This information will be discussed with the complainant. The commander and/or EOA will also inform the complainant and the subject(s) of the complaint of his/her right to appeal and make them aware of timelines and procedures to file that appeal. The complainant and subject(s) will sign and date the DA Form 7279-R to acknowledge receiving this information. This acknowledgment does not necessarily signify the complainant's agreement with the findings or actions taken to resolve the complaint.

(1) Actions upon substantiated complaint(s). A substantiated EO discrimination or sexual harassment complaint is a complaint that, after the completion of an inquiry or investigation, provides evidence to indicate that the complainant was more likely than not treated differently because of his or her race, color, national origin, gender, or religious affiliation. The standard of proof is a "preponderance of the evidence" standard. This means that the findings of the investigation must be supported by a greater weight of evidence than supports a contrary conclusion, or-in other words-evidence which, after considering everything that is presented, points to one particular conclusion as being more credible and probable than any other conclusion. The "weight of the evidence" is not determined by the number of witnesses or volume of exhibits, but by considering all the evidence and evaluating such factors as the witness's demeanor, opportunity for knowledge, information possessed, ability to recall and relate events, and other indications of veracity. When an allegation of discrimination is substantiated, that finding is annotated on the DA Form 7279-R, Part II. The commander must decide what corrective action to take. Corrective action may be administrative or punitive.

*(a)* Administrative action. Offenders will, as a minimum, undergo counseling by a member of the chain of command, presumably their company-level commander. Commanders have the full range of administrative actions available to them to deal with offenders of Army policy on equal opportunity (including the prevention/eradication of sexual harassment), to include discharge from the Service, bar to reenlistment, adverse performance evaluations and/or specific comments concerning non-support of EO/EEO programs on evaluation reports, relief for cause, administrative reduction, admonition, reprimand, administrative withholding of privileges, and rehabilitative transfer to another unit. Commanders should determine whether the victim desires to be transferred to another unit, but should not subject the



complainant to “ double victimization” by requiring that he or she be transferred to another unit while leaving the offender in the unit.

(b) UCMJ. Violators of Army policies on equal opportunity and the prevention/eradication of sexual harassment, whose conduct violates a punitive article of the UCMJ, may be charged and prosecuted. Nonjudicial punishments (e.g., Article 15) will be posted in the unit area in accordance with AR 27-10. Courts-Martial convictions may be published in installation newspapers and/or posted in the unit area where deemed appropriate.

(2) Actions upon an unsubstantiated complaint. An unsubstantiated complaint is one for which the preponderance of evidence (i.e., the greater weight of evidence) does not support and verify that the alleged unlawful discrimination or sexual harassment occurred. In this situation, the commander should determine whether the allegations, though unsubstantiated, might be indicative of problems in the unit, which require resolution through EO initiatives or other leadership actions. Should the complaint be found unsubstantiated, the commander will notify the complainant in writing (DA Form 7279-R, Part II) and, consistent with the limitations of the Privacy Act and the Freedom of Information Act (FOIA), provide the complainant with a copy of the results of the investigation. The complainant will sign and date the DA Form 7279-R to acknowledge receiving this information. This acknowledgment does not necessarily signify the complainant’s agreement with the actions taken.

(3) Avoid victim focus. Actions to resolve complaints should focus on changing inappropriate behavior of offending personnel and avoid targeting the complainant. The complainant’s job and status should not be affected unless he or she requests such a remedy, and the chain of command will do so only after weighing the impact on readiness.

b. Feedback. The commander shall provide periodic feedback, throughout the process, to the complainant and the alleged perpetrator on the status of the investigation.

(1) The commander shall provide written feedback to the complainant not later than the 14th calendar day (by the end of the third MUTA 4 period for Reserve components) after receiving the complaint and then provide updates every 14 calendar days (three MUTA 4 drill periods) until final resolution. Written feedback should incorporate any verbal updates provided to the complainant. Written feedback will be as complete as possible consistent with limitations of the Privacy Act and the FOIA. Whenever possible, the commander should meet with the complainant to discuss the status of the investigation to include findings and actions to resolve the issue. Oral feedback should be consistent with the limitations of the Privacy Act and the FOIA.

(2) Commanders shall also provide written feedback to the alleged perpetrator on the outcome of the investigation and subsequent actions to be taken by the chain of command. The chain of command is advised to use discretion in limiting feedback to personnel involved. This feedback should also be consistent with the limitations of the Privacy Act and the FOIA.

## **E-8. Appeals process**

If the complainant perceives the investigation failed to reveal all relevant facts to substantiate the allegations, or that the actions taken by the command on his or her behalf were insufficient to resolve the complaint, the complainant has the right to appeal to the next higher commander in his or her chain of command. The complainant may not appeal the action taken against the perpetrator, if any is taken. If subject(s) of the complaint perceive the investigation has failed to reveal all relevant facts to prove his or her innocence, he or she has the right to appeal to the next higher commander in his or her chain of command. Geographically remote units, field operating agencies, and various other organizations (including tenant units on the installation) shall promulgate Memoranda of Understanding or Installation Standing Support Agreements between the installation (supporting) commander and their units. These documents will serve to provide the necessary guidance to unit personnel for the courses of action to be taken with appeals. EO appeals that may potentially leave the Army chain of command must be forwarded to HQDA, ODCS, G-1, Attention: DAPE-HR-L for resolution.

a. The appeal must be presented within 7 calendar days (at the next MUTA 4 drill period for Reserve components) following notification of the results of investigation and acknowledgment of the actions of the command to resolve the complaint. The complainant must provide a brief statement that identifies the basis of the appeal. This will be done in writing on the DA Form 7279-R, Part IV, and the complaint form will be returned to the commander in the chain of command who either conducted the investigation or appointed the investigating officer.

b. Once the appeal is initiated by the complainant, the commander has three calendar days (or one MUTA 4 drill period for Reserve components) to refer the appeal to the next higher unit commander (or installation commander for those tenant units with Memoranda of Understanding that designate an appellate authority).

c. The commander to which the appeal is made has 14 calendar days (or three MUTA 4 periods for Reserve components) to review the case and act on the appeal (i.e. approve it, deny it, or conduct an additional investigation). Not later than the 14th calendar day following receipt of the appeal (or appropriate RC timelines), this commander shall provide written feedback, consistent with Privacy Act and FOIA limitations, to the complainant on the results of the appeal. This process applies equally to subsequent appeals submitted through the chain of command.

## **E-9. Final Resolution Upon Appeal**

Complaints that are not resolved at brigade level may be appealed to the General Courts-Martial Convening Authority.

The only exception to this is where organizations have Memorandums of Understanding or Support that delegate Uniform Code of Military Justice authority to a local commander. Decisions at this level are final.

#### **E-10. Follow-up assessment**

The Equal Opportunity Advisor (EOA) will conduct a follow-up assessment of all formal equal opportunity and sexual harassment complaints, both for substantiated and unsubstantiated complaints, 30 to 45 calendar days (four to six MUTA 4 drill periods for Reserve components) following the final decision rendered on the complaint. The purpose of the assessment is to measure the effectiveness of the actions taken and to detect and deter any acts or threats of reprisal. The EOA will also assess the complainant's satisfaction with the procedures followed in the complaint process to include timeliness, staff responsiveness and helpfulness, and resolution of the complaint. The findings of this assessment will be annotated on DA Form 7279-1-R (Equal Opportunity Complaint Resolution Assessment) and maintained by the EOA. The EOA shall present findings and recommendations to the commander for further consideration/action within 15 calendar days (second MUTA 4 drill period for Reserve components). After the commander reviews the EOA findings and recommendation, the assessment is attached to the original complaint and maintained with the rest of the file. DA Form 7279-1-R will be locally reproduced on 8 1/2 by 11-inch paper. A copy for reproduction purposes is located at the back of the regulation. DA Form 7279-1-R will also be available on the USAPA web site and the Army Electronic Library (AEL) CD-ROM.

#### **E-11. Documentation/reporting of formal complaints**

a. After the complainant's case is closed, the entire complaint packet will be filed by the EOA who is the first in the complainant's chain of command.

b. The EOA retains the complaint file. Complaints will be retained on file for 2 years from the date of the final decision on the case, using Army Management and Record Keeping System (MARKS).

c. In addition to the completed DA Forms 7279-R and 7279-1-R, the EOA will retain the following information (using the memorandum for record format) for each case:

- (1) The name, rank, and organization of the individual who conducted the inquiry/investigation;
- (2) Complete report of investigation to include written review by EOA and servicing Staff Judge Advocate; and,
- (3) The status or results of any judicial action, nonjudicial punishment, or other action taken to resolve the case.

d. Numbers of formal EO and sexual harassment complaints received in units will be reported to and then consolidated by MACOMs. MACOMs will submit a quarterly narrative and statistical report to HQDA, ODCS, G-1, ATTN: DAPE-HR-L, 300 Army Pentagon, Washington, DC 20310-0300.

#### **E-12. Actions Against Soldiers Submitting False Complaints**

Soldiers who knowingly submit a false equal opportunity complaint (a complaint containing information or allegations that the complainant knew to be false) may be punished under the UCMJ.

#### **E-13. Complaint procedures for reservists serving in the Individual Ready Reserve Or those reservists not assigned to a unit**

a. Complaint filed during active duty tour. Complaint procedures will remain the same as for active duty personnel. Active and reserve Army commanders, upon receiving a complaint from members of the Individual Ready Reserve (IRR) or IMA, from soldiers performing active duty for special work or temporary tour of active duty, or from any reservist who is not a member of a troop program unit, will make every attempt to resolve the complaint prior to the completion of the soldier's active duty tour.

(1) Timelines. Should the complaint be filed but not resolved prior to the soldier's release from active duty (REFRAD), the timelines will be modified. The active or reserve component commander will have 30 calendar days from the filing of the complaint to notify the complainant of the results of the investigation/actions taken to resolve the complaint.

(2) Appeals. The complainant and subject(s) of the complaint will have 30 calendar days from notification of the results of the investigation to file an appeal. Appeals filed more than 30 calendar days after notification must be accompanied by a written explanation of the reasons for delay. The commander has the discretion to consider an appeal based on its merits.

(3) Final decision. Notification of the commander's final decision will be provided to the complainant and subject(s) of the complaint with information copies to the next higher headquarters and Army Reserve Personnel Command (AR-PERSCOM) within 30 calendar days of the receipt of the appeal.

b. Complaint filed subsequent to REFRAD. In the event the complaint is filed after the active duty tour has ended, the complainant will file a sworn complaint on DA Form 7279-R (Part I through item 9a) to the AR-PERSCOM EOA. (Soldiers may contact the AR-PERSCOM EO office for this form at Commander, AR-PERSCOM, ATTN: ARPC-ZEQ, 9700 Page Boulevard, St. Louis, MO 63132-5200.) Upon the receipt of DA Form 7279-R, AR-PERSCOM will forward the complaint to the appropriate commander of the subject(s) of the complaint active duty unit for investigation.

(1) Timelines. That commander will have 30 calendar days from date of receipt of the complaint to conduct an investigation and to provide feedback to the complainant. (Extensions, not to exceed an additional 45 calendar days, may be granted by higher echelon commander.)

(2) Appeals. Complainants and subject(s) of the complaint will have 30 calendar days from notification of the results of investigation/to appeal/decline appeal. Appeals filed more than 30 calendar days after notification must be accompanied by a written explanation of the reasons for delay. The commander has the discretion to consider an appeal based on its merits.

(3) Final notification. Within 30 calendar days of receipt of appeal, the commander will provide notification of final decision to the complainant and subject(s) of the complaint, next higher headquarters, and AR-PERSCOM.

#### **E-14. Complaint procedures for Army National Guard soldiers called to active duty**

While on active duty, to include active duty training, Active Guard/Reserve (AGR) under Title 10, USC, and Active Duty Special Work (ADSW) under Title 10, USC, Army National Guard soldiers will follow the complaint procedure outlined in this regulation. When not on active duty under Title 10, USC, National Guard Soldiers will follow the complaints procedures outlined in NGR (AR) 600-22, National Guard Military Discrimination Complaint System.

*a.* Complaints filed during active duty tour. Complaint procedures will remain the same as for active duty personnel. Commanders receiving a complaint from Army National Guard soldiers on active duty will make every attempt to resolve the complaint prior to the completion of the soldier's active duty tour.

(1) Timelines. When an Army National Guard unit is to be released from active duty and the commander of that unit has an unresolved complaint against a member or facility of the active duty component, the commander will turn over the complaint for processing to the first active component commander in the chain of command. Should a complaint be filed but not resolved prior to the soldier's completion of active duty or the release of the National Guard unit from active duty, the timelines will be modified. The active component commander will have 30 calendar days from the filing of the complaint to notify the complainant and subject(s) of the complaint of the results of the investigation. Should the complaint be filed against a member of the Army National Guard unit and the Army National Guard unit is released from active duty prior to resolution, the complaint will be processed filed according to NGR (AR) 600-22.

(2) Appeals. The complainant and subject(s) of the complaint will have 30 calendar days from receipt of the notification of the results of the investigation to file an appeal. Appeals filed more than 30 calendar days after notification must be accompanied by a written explanation of the reasons for delay. The commander has the discretion to consider an appeal based on its merits.

(3) Final decision. Written notification of the final decision will be made to the complainant and subject(s) of the complaint with information copies to the next higher headquarters, the Adjutant General of the complainant's state, and the Army National Guard Bureau Complaints Management and Support Activity (NGB CMSA) within 30 calendar days of receipt of the appeal.

*b.* Complaints filed after release from active duty. An Army National Guard soldier may file a complaint with the State Equal Employment Manager (SEEM) based upon unlawful discrimination that occurred while the soldier was on active duty. The complaint must be filed within 180 calendar days of the date of the alleged unlawful discrimination or of the time that the soldier knew or reasonably should have known of the unlawful discrimination. The complainant must file a sworn statement on DA Form 7279-R, Part I. Upon the receipt of DA Form 7279-R, the SEEM will forward the complaint to the appropriate active component commander for processing with a copy to NGB CMSA.

(1) Timelines. The active component commander will have 30 calendar days from the receipt of the complaint to conduct an investigation and to provide feedback to the complainant. (Extensions, not to exceed an additional 45 calendar days, may be granted by higher echelon commander.)

(2) Appeals. The complainant and subject(s) of the complaint will have 30 calendar days from receipt of the notification of the results of the investigation to file an appeal. Appeals filed more than 30 calendar days after notification must be accompanied by a written explanation of the reasons for delay. The commander has the discretion to consider an appeal based on its merits.

(3) Final decision. Notification of the final decision will be provided to the complainant and subject(s) of the complaint with information copies to the next higher headquarters, the Adjutant General of the complainant's state, and NGB CMSA within 30 calendar days of the receipt of the appeal.

## **Appendix F Command Climate Survey**

### **F-1. Requirement**

Company commanders (company-level equivalents) will administer the Command Climate Survey as follows: (1) within 90 days (Active Army) or 180 days (Army National Guard, U.S. Army Reserve) of assuming command and (2)

This page intentionally left blank

## Student Handout 3

---

This student handout contains 22 pages of extracted material from TSP 121-A-8010, Enforce Compliance with the Army's Equal Opportunity and Sexual Harassment Policies, dated Jul 97.

Title/Synopsis	Pages
TSP 121-A-8010, Enforce Compliance with the Army's Equal Opportunity and Sexual Harassment Program	SH-3-2 thru SH-3-23

**Disclaimer:** The training developer downloaded this extract from the General Reimer Training and Doctrine Digital library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

### **RECOVERABLE PUBLICATION**

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER COSTS.

This page intentionally left blank

**From TSP 121-A-8010, pages 8 and 9, paragraphs  
c and d (this handout does not include NOTES contained in TSP 121-A-8010)**

c. EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY. Civilian government employees (DA civilians) have the same EO protection as do military personnel. In addition to race, color, religion, gender, or national origin, DA civilians are also protected from discrimination based on disability and age. The EEO compliant process, timelines, and other actions, while similar, are processed through the EEO Office. Assistance and guidance for supervisors is available from EEO counselors for resolving complaints or other EO related actions. As leaders, you must always remember that it is just as important to act on EO problems from civilian employees and you would from military members.

d. EO PROGRAM COMPONENTS. The Army's EO Program strives to ensure fair treatment of all based solely on merit, fitness, and capability, which supports readiness. EO is a responsibility of leadership and a function of command. Essential to having a successful EO program a combination of elements must be in place. These elements include a strong commitment by leaders to support the program, sequential and progressive training at all levels, an effective and responsive complaint system, affirmative action plans, feed back mechanisms and Equal Opportunity Advisors.

(1) Leader Commitment. As a leader in today's Army, you are obligated to consistently demonstrate your support and commitment for the Army's EO Program. Leaders are the individuals responsible for ensuring a clearly stated policy on equal opportunity and sexual harassment is known by all individuals. Leaders must also ensure the use of prompt and even handed enforcement for discrimination or sexual harassment violations. The commander's personal policy statement should be presented during initial orientation for all incoming soldiers and be available for review at a convenient location within the unit.

(2) Sequential and Progressive Training. Training is the primary method used to teach soldiers and civilians new skills and prevent inappropriate behavior. Through training and education, the Army seeks to influence and promote an environment that treats everyone with dignity and respect. Training is also the Army's method for improving communications and awareness that is vital to team building and unit cohesion. The Army wants to ensure that soldiers and DA civilians understand not only the consequences of their actions but also feel assured of command intervention to correct EO problems.

(3) Effective and Responsive Complaint Process. A key component of the Army's EO Program is an effective and responsive complaint system. The Army has established a comprehensive complaint system for military personnel. The Army wants to ensure that every soldier and DA Civilian has a readily available system for submitting their grievances without intimidation or threat of reprisal. You will receive additional instruction on the Army's complaint procedures during this period of instruction.

(4) Affirmative Action Plan. Affirmative Action Plans (AAP) are planned, achievable steps that are designed to prevent, identify, and eliminate unlawful discriminatory treatment of soldiers. These plans also assist in monitoring the progress of meeting the goals of equal opportunity.

(5) Feedback Mechanisms. The Army has various methods of obtaining feedback on how well the EO program is working. These methods include tracking the number of complaints, sensing sessions with soldiers, EO surveys and climate assessments. All of these provide feedback to the chain of command and other senior leaders on the effectiveness of the Army's EO programs and policies.

(6) Equal Opportunity Advisors. Another key component of the Army's EO program is the Equal Opportunity Advisor (EOA). Every unit in the Army from brigade level to major commands is required to have an EOA. The EOA is the individual who receives special training in the area of equal opportunity. Their primary responsibility includes receiving and assisting in processing individual complaints of unlawful discrimination or sexual harassment; assisting commanders in assessing, planning,

implementing, and evaluating EO action plans; and understanding and articulating Army policy concerning equal opportunity.

**From TSP 121-A-8010, pages 9 and 10, paragraph titled RELATED LEADERSHIP ELEMENTS and paragraphs a thru h (this handout does not include NOTES contained in TSP 121-A-8010)**

RELATED LEADERSHIP ELEMENTS. In addition to the program components there are five leadership elements that have special significance to Army leaders.

- a. **Military Discipline and Conduct.** Military discipline is founded on the principles of self-discipline, the professional Army ethics and supporting individual values. You demonstrate your commitment to these values in your leadership, by exhibiting fairness and equity for all soldiers and DA civilians regardless of race, ethnic origin, gender, or religion.
- b. **Issues of Appropriate Behavior.** Members of the military services are subject to a different set of behavioral standards than their civilian counterparts. Within the civilian work environment, the pursuit of a romantic relationship may not receive the same level of scrutiny as it would for those in uniform. When such attractions exist between soldiers of unequal rank and position, you, as leaders, must assess if it is appropriate as it relates to senior subordinate relationships.
- c. **During your military or civilian career, you will receive training on Army policy regarding senior-subordinate relationships, fraternization, standards of conduct, and the Army ethic.** The appropriateness of your conduct, with regard to EO and sexual harassment, will always be under close scrutiny, not only by your leaders but also by those you lead.
- d. **Extremist Organizations:** As leaders in today's Army, you have additional challenges to deal with than existed a few years before. You must not only reject participation in any organizations that may espouse extremist views, you must also be alert to signs and signals from your soldiers that might warn you to their personal involvement in such organizations. You must thoroughly understand Para 4-12 of Chapter 4 in AR 600-20. Definition of "extremism": Advocating the supremacy of one race over another; creating or engaging in illegal discrimination based on race, color, gender, religion, or national origin; advocating use of or using force or violence, or unlawful means or laws of the United States or of any state; advocating or seeking to overthrow the government of the United States or any state by unlawful means. Military personnel must reject participation in organizations or activities that advocate any of the activities detailed in Para 4-12 b. of Student Handout # 9. The commander has considerable authority to prohibit a soldier's involvement or participation in extremist organizations.
- e. **Army Language Policy.** All soldiers are required to have sufficient proficiency in English to enlist and must maintain or improve that proficiency to perform their military duties. We are all required to speak English on duty when doing so is clearly necessary to perform military functions, promote safety, or other legitimate reasons to accomplish the mission. Speaking a language other than English on the job is in no way totally prohibited. Leaders should not require soldiers to speak English for personal communications that are unrelated to the mission. Your sound judgment in such situations and an ability to communicate policy and rationale clearly will promote a healthy EO climate in your unit and ensure that operational communications are understood by everyone.
- f. **Accommodating Religious Practices.** The Army places a high value on the rights of soldiers to observe and practice their respective religions. Therefore, the Army's policy is to grant requests for accommodation of religious practices when they have no adverse impact on readiness. However, as you know, such accommodations cannot be guaranteed and must be considered on a case-by-case basis.
- g. **Requests for religious accommodation apply to four general areas: worship, dietary practices, medical practices, and religious dress and appearance.** Although such requests are approved or denied by the commander, your challenge as a leader is to assist the commander in finding ways to grant



accommodation while maintaining a sense of balance and equity and not arousing perceptions of preferential treatment or discrimination based on religion.

h. Women in the Army. As a result of the new Secretary of Defense policy on the assignment of women, as of 1 October 1994, ninety-one percent of all Army career fields and 67 percent of all Army positions became open to women. Women are now authorized in 87 percent of the enlisted military occupational specialties, 97 percent of the warrant office specialties, and 97 percent of the officer specialties.

**From TSP 121-A-8010, pages 11 thru 14, paragraph titled LEAD-IN and paragraphs 1 thru 5 (this handout does not include NOTES contained in TSP 121-A-8010)**

LEAD-IN: As Army leaders, you are responsible not only for establishing acceptable standards of behavior within your areas of responsibility, but you are also responsible for monitoring constantly to ensure that your standards are being maintained. You cannot simply post a policy, or say that soldiers will or will not act or behave in certain ways. You must constantly be alert and aware of what is happening. To this end the Army's EO program calls upon you, as leaders, to perform certain duties and responsibilities in support of the Army EO Program. To make the program effective, you and other unit leaders must take a positive, proactive approach in carrying out your EO duties and responsibilities. This requires that you know and understand your EO role as it relates to those of the commander and other members of the chain of command.

1. UNIT CHAIN OF COMMAND. The unit chain of command is designed to assist the commander in achieving primary goals and objectives to successfully accomplish the unit's assigned mission. The command channel extends both upward and downward for transmittal of orders and other official communications between senior and subordinate personnel. Equal opportunity is an integral part of unit leadership and therefore is a responsibility of the chain of command.

a. Your commander is ultimately responsible for everything the command does or fails to do. However to be effective, commanders must subdivide responsibility and authority to subordinate leaders and staff members. This ensures a proper degree of EO responsibility with each member of the chain of command. It is critical to the Army's EO Program, that unit commanders train subordinate leaders on the importance and function of this relationship.

b. The proper use of the chain of command with regard to EO matters is vital to the overall effectiveness of the program. Soldiers must be aware of its existence and proper functioning within the unit. The relationship between the chain of command and soldiers must be a reciprocal commitment. You must help ensure that effective communications and trust are important cornerstones in this relationship. The chain of command is expected to resolve EO problems or complaints. Therefore, soldiers are also expected to use the chain of command when communicating their issues and concerns about unit EO matters. You have the responsibility to ensure through the chain of command that the commander is aware of problems which can affect discipline, morale and unit readiness.

2. NCO SUPPORT CHANNEL. The NCO support channel parallels and complements the unit chain of command. The NCO support channel represents a line of communication and supervision from the battalion command sergeant major (CSM) to the unit first sergeant (1SG) and then to other NCOs and enlisted personnel of the unit. The scope of responsibility and authority to accomplish assigned tasks are defined by your commander. The support and commitment of the NCO support channel is essential for implementing and maintaining a viable EO program.

3. The role and responsibilities of the unit leadership, whether it is enlisted or officer, is to assist the chain of command in meeting Army EO program objectives and should as a minimum accomplish the following:

- a. Transmit and instill the value and importance of professional Army ethics.
- b. Plan, supervise, and manage day-to-day activities necessary for unit operations.
- c. Train soldiers on EO policies and regulations, to include behaviors that communicates dignity and respect and the unit's EO complaint procedure.
- d. Assist soldiers and their family members in resolving EO issues and complaints of sexual harassment.
- e. Teach soldiers the history of the Army, a national leader in EO, to include military customs, courtesies, and traditions.
- f. Teach soldiers about the mission of the unit and develop individual and team training programs to support the mission.
- g. Administer and monitor NCO professional development programs, ensuring EO is an integral part of the NCO duty and responsibility.
- h. Monitor and evaluate soldiers' performance, unit morale, and discipline. Report EO deficiencies and problems to the chain of command.
- i. Assist the chain of command in identifying and resolving EO issues within the unit.
- j. Provide individual counseling, on-the-spot correction, and team training to correct inappropriate behaviors or violations to EO policies.

4. Equal Opportunity Representative (EOR). EORs assist commanders at battalion-level and below in carrying out the EO program within their units. An EOR is tasked to perform EO duties as a part-time or secondary responsibility. In addition the unit EOR assumes a special relationship with the chain of command and the leadership channels. Soldiers who are appointed as unit EORs receive training on a variety of EO subjects and can advise and assist unit leaders in carrying out their EO responsibilities. The EOR's EO duties and responsibilities include the following:

- a. Recognize the detractors from healthy EO climate
- b. Assist in conducting unit climate assessments
- c. Assist unit leaders in conducting EO training
- d. Liaison with other EORs and command/installation EOAs
- e. Assist in planning and conducting ethnic observances
- f. Serve as an EO resource person

5. Equal Opportunity Advisor (EOA). Equal Opportunity Advisors are assigned as full-time EO duty positions at brigade or higher echelons. They are trained to assist their commanders in developing their EO programs and assessing program effectiveness. In addition they may be called upon to assist unit commanders in identifying and resolving EO problems and developing appropriate training.

Commanders who require EOA support, but do not have a full-time EOA available through their command, may request EO support from the nearest installation commander through an Installation Support Agreement. The actual duties of an EOA and the relative emphasis on each duty varies according to type of unit, level of command, unit composition, location, and commander's guidance. Some of these duties will include the following:

- a. Assess indicators of discrimination
- b. Recognize overt and subtle forms of sexual harassment
- c. Collect and interpret demographic data
- d. Assist in evaluating effectiveness of EO training
- e. Process individual EO complaints
- f. Conduct inquiries IAW commander's guidance
- g. Assist in planning and conducting ethnic observances
- h. Conduct unit command climate assessments
- i. Assist commander in resolving command EO issues and concerns.

**From TSP 121-A-8010, pages 16 thru 19, paragraphs a thru e (this handout does not include NOTES contained in TSP 121-A-8010)**

a. **EO VIOLATIONS.** These are the four basic concepts that define behaviors or actions which violate the Army's EO policies.

b. **RACISM.** Racism is defined as any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group. As a leader, just being aware of a soldier's race or color, even for decisions about behaviors or other perceptual qualities, is not in and of itself racist. Your behavior is racist when your reaction to such distinctions is to dominate or subordinate an individual or group on the basis of their race, skin color, or other physical traits. There are more than one type of racism.

(1) Personal or Individual Racism. Personal or individual racism refers to a person's prejudicial belief and discriminatory behavior against certain groups because of their race or skin color. Personal or individual racism is motivated by a belief or assumption of superiority or inferiority based on skin color or some other physical trait associated with race. Generally, minorities, who lack power and institutional support, cannot practice racism. They can, however, act out racist behaviors. As leaders, whether military or civilian, your superiority over your subordinates is derived solely from your rank and position, not your race or other physical characteristics.

(2) Institutional Racism. Institutional racism refers to the policies of schools, businesses, law enforcement agencies, and other community and governmental activities that restrict the opportunities of certain groups because of race or skin color. Unlike personal racism, institutional racism does not have to be a deliberate or intentional practice on the part of the institution. The mere fact that certain groups are victims of unequal treatment due to their race or skin color is sufficient to classify an institution as practicing a form of racism. Another aspect or way of viewing institutional racism is that the institution assumes no responsibility or blame for its actions or impact on others. Examples of typical reactions or attempts to justify such actions are "These are the rules" or "I was just following orders".

c. **SEXISM.** Sexism has many similarities to racism. However, it is based on an attitude of superiority or inferiority because of gender differences. Sexism is defined as an attitude, behavior, or conditioning that

fosters stereotypes of social roles based on sex or gender. Another aspect of sexism is the individual or group belief that the differences between genders allow members of one gender rights and privileges that are not extended to the other gender. A leader of either gender can be sexist. However, the greatest number of complaints about sexist behaviors come from women. One of the reasons that sexism is so prevalent within American society is the socialization process. This may also explain why sexual harassment, a by-product of sexism, is so prevalent in our society and so difficult to eliminate. As with racism, it is difficult for women, who lack power and institutional support, to practice sexism. Women leaders, however, just as men, can demonstrate sexist or pro-sexist behaviors. Some types of sexist behavior include:

(1) Ignoring women or women's issues. The failure to acknowledge contributions made by women in the organizational discussion of a business or duty performance issue. Other issues may typically include privacy in separate latrine facilities or special medical requirements.

(2) Exclusionary language. Exclusive use of the pronouns "he" and "his", or the word "guys". The habitual use of such expressions as "this man's Army".

(3) Speaking for women. This is typically a tendency for a male to interject an answer to a question directed at a female, denying the female the opportunity to answer for herself.

(4) Paternalism. This involves the assumption of a role as the "father figure" to a female. A "daddy knows best" attitude. The male attempts to take charge of the female in a fatherly way that is not in keeping with the work environment or any legitimate work relationship between the man and the woman, in the belief that women are the weaker sex, deserving man's care and protection.

d. PREJUDICE. Prejudice is a negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations. A leader is prejudice if he or she holds an unfavorable opinion or feeling formed beforehand without knowledge, thought, or reason. As a leader, you should be on guard against any preconceived opinion or feeling which is favorable or unfavorable toward certain groups. You must also be prepared to combat the existence of such preconceptions among those you lead. Prejudice is a major component of personal racism or sexism which is an over generalization of facts and erroneous beliefs. Prejudice is first developed and manifested with two components: the attitude or thinking component and the emotional or feeling component. Attitudes of superiority and stereotypes are formed at the thinking level by people who believe they are better because of their race or gender. Emotions such as fear, hate, or anxiety caused by close association with other racial or ethnic groups are strong by-products of prejudice at an emotional or feeling level.

e. Prejudice Behaviors. Another component of prejudice is the behavior associated with acting out the prejudice. As a leader, you must be careful not to act out your prejudices by discriminating against any group or its individual members. The more intense your prejudice is, the more likely your leadership will, either consciously or unconsciously, be affected by it. The behaviors that you, as leaders, or your soldiers may exhibit in acting out prejudices translate into five basic levels of action:

(1) Disparaging Terms. People who are prejudice might act out their feelings in a variety of ways. The first and most common form of prejudicial behavior is using degrading terms or words to describe members of a different gender or racial group. This behavior can be shown in a number of ways such as using phrases of color ("Male, white, and 21" or "barefoot and pregnant"), testimonials ("Some of my best friends are..."), and stereotype language ("We jewed him down"). Ethnic and sexist jokes are the most common and continue to get a lot of attention in the entertainment media. Another common behavior is the use of negative ethnic or gender characteristics as metaphors. Examples of these are: "This whole operation looked like a Chinese fire drill." "The detail was a Mexican showdown." "The 1SG is an Indian giver.", or "The defending force in this exercise didn't have a Chinaman's chance."

(2) Avoidance. Another behavior soldiers may exhibit as a result of personal prejudice is the use of avoidance. If the feelings and emotions associated with the prejudice are intense, a leader may feel compelled to avoid contact with the disliked group. A soldier who is prejudiced may not wish to inflict

harm upon members of the disliked group but simply withdraw entirely from them. The need to avoid a specific group can come at a high cost in personal inconvenience and professional ineffectiveness.

(3) Discrimination. A third method of acting out prejudicial behaviors is discrimination. Prejudiced leaders may make personal distinctions in their treatment of a specific racial or gender group. They often actively strive to exclude or deny opportunities or fair treatment to soldiers and civilians in the disliked group that they offer to more favored groups.

(4) Physical Attacks. A fourth type of behavior in acting out prejudice is to engage in physical attacks. Under conditions of heightened emotions, prejudice may lead to acts of direct or indirect violence. Direct violence is the actual assault on a person or group, while indirect violence is focused more at the property or institutions of the disliked group. An example of such behavior would be the race riots that occurred on many installations in the late 1960s. While such violence was once commonplace in the military, an improved EO climate along with a system of training and education has rendered such incidents almost nonexistent. Physical attacks constitute assault and, as such, are violations of the UCMJ which are addressed in Handout # 4.

(5) Extermination or Genocide. The final and most extreme form of prejudicial behavior is extermination or genocide. This is the ultimate degree of violent expression because of prejudice. Acts such as lynching, massacres, holocaust, ethnic cleansing, and terrorism are some of the methods used, from a historic perspective, that define types of group extermination based on prejudice. Activities such as these are not usually performed on an individual or personal level. However, as demonstrated by a number of world conflicts, when enough political and cultural pressure is applied to military leaders and they acquire enough power to exercise their perceived ethnic superiority, then genocide is a real possibility.

**From TSP 121-A-8010, pages 19 thru 22, paragraphs a thru f (this handout does not include NOTES contained in TSP 121-A-8010)**

a. DISCRIMINATION. Discrimination can be defined as "the actions or practices carried out by members of dominant groups, or their representatives, which have a differential and harmful impact on members of subordinate groups." As discussed during the previous learning activity, discrimination is one way individuals "act out" their prejudices. Since prejudice is a mind-set or attitude, it has been suggested by some experts that our most successful strategy might be to prevent the prejudice from being acted on or exhibited in discrimination rather than trying to mount a direct attack on prejudice. Discrimination can be broken down into two types.

(1) Discrimination and Power. You, as a leader, must be especially sensitive to and understand the direct link between discrimination and power. Without power, discrimination is ineffective; with power, prejudiced individuals can discriminate and maintain the dominance of one individual or group over another. We use the term power in this context to describe the expenditure of energy to control or influence others, or to control resources, to get things done. An Army leader is given power to make decisions or rules which can effectively discriminate and define who belongs and does not. Without power, discrimination is relatively passive. With power, unlawful discrimination is an unethical violation of the Army's policy because it denies fair treatment or any chance for equal opportunity.

(2) Personal Discrimination. Personal discrimination is the action taken by an individual to deprive a person of a right because of race, color, religion, national origin, sex, or age. Of special concern to you, the leader, is that these actions may be open or hidden, direct or indirect, intentional or unintentional. Such discrimination might involve arbitrary decisions concerning personnel actions, awards, disciplinary actions, or punishments. In your role as a leader, you may find it necessary to take actions which others may perceive as discriminatory. You have the authority to use people effectively to get things done. You may have to assign PVT Sue Blue to clerical work and SPC Jim Slim to a cleanup detail. Although your decision may be based on training, their specific skills, or past performance, both individuals could perceive this as discrimination. As the leader, you may be called upon to show that you

had a legitimate reason for your decision and that your purpose was simply to make the most effective use of your personnel.

b. **INSTITUTIONAL DISCRIMINATION.** Discrimination can occur on a personal level or it may exist embedded in an institution. As discussed earlier, prejudiced leaders practice discrimination by making personal distinctions in their treatment of other individuals or groups. When whole organizations or societies practice this behavior, it is called institutional discrimination. Within the military, institutional discrimination could be defined as any systemic or functional practices that discriminate or manifest unequal treatment because of race, color, national origin, religion, or gender. Unlike other forms of discrimination discussed earlier, institutional discrimination is multifaceted and more complex. Institutional discrimination, in most cases, is systemic because the institution's practices are legal and/or supported by the society.

(1) Just as with institutional racism, it is irrelevant whether the actions of the institution were intentional or not. What matters is the disparate treatment or impact suffered by members of subordinate groups.

(2) **Direct Institutional Discrimination.** There are two basic types of institutional discrimination: Direct and Indirect. Direct institutional discrimination refers to socially prescribed actions which, by intention, have a differential and adverse impact on members of subordinate groups. In most instances, direct institutional discrimination is shaped by formal laws or informal rules that are imbedded in the routine operations or functions of the institution. Today, such discrimination might be more prevalent in recruiting and hiring practices that are linked to traditional gender roles.

(3) **Indirect Institutional Discrimination.** Indirect institutional discrimination refers to institutional practices that have a negative or differential impact even though the policies or regulations guiding those actions were established with no intent to do harm. What is confusing and difficult to understand is that these policies and regulations, which appear to be written in neutral language, would produce unfair practices. As leaders, you have a responsibility to help the Army identify such activities you may discover within your area of responsibility.

c. **Side-Effect Discrimination.** Side-effect discrimination refers to practices in one institutional area which have an adverse impact because they are indirectly linked to discriminatory practices in another institutional area. An example in the military might be the competitive advantage that is recognized for combat experience. For instance, a woman who, during her military career, was excluded from certain combat roles, would be disadvantaged for assignments and promotions at higher levels where combat training or experience gave male competitors an edge for selection. Another example of side-effect discrimination would be a policy that required all MSM award recipients in a particular command to be in the grades of E7 and above. If the racial representation at those upper levels was out of balance, in other words one racial group was predominant, then the awarding of MSMs would be equally disproportionate.

d. **Past-In-Present Discrimination.** Past-in-present discrimination refers to the neutral practices of an institution (or organizational area) which inevitably reflect or perpetuate the effects of intentional discriminatory practices in the past. The most prevalent form of past-in-present discrimination is one in which minorities or women are penalized because they lacked some ability or qualification that was denied to them in the past. As an example: if an organization required its highest level managers to have served in numerous or all lower levels of management in order to be qualified for a certain promotion, and some of those lower levels had previously been closed to minorities, then there would be no minorities (or fewer) who met the criteria for consideration to the highest levels within the organization. They are not excluded today because of their minority status, but they lack the mandated criteria because of past hiring and promotions policies.

e. Another example of this form of discrimination in the civilian arena, one that receives a great deal of attention today, is the seniority rule used by employers and unions who in the past intentionally discriminated against minorities or women, but no longer do so today. However, when seniority is used

as the primary factor for determining who is fired or laid off, minorities and women who were last hired will be the first to go. In the side-effect example given earlier, if the racial imbalance at the designated grades was a result of previous discrimination in promotion practices, then the resulting imbalance in MSM awards would also be a form of past-in-present discrimination.

f. **SEXUAL HARASSMENT.** Sexual harassment is a special form of gender discrimination. Although either gender may be the target of sexual discrimination or harassment, the majority of complaints come from women. Similarly, under Title IX of the 1972 Education Act Amendments, academic advancement conditioned upon submission to sexual demands constitutes sex discrimination in education. The underlying distinction between sexual harassment and other forms of discrimination is that the disparate or differential treatment is based on the demand for or denial of sexual favors. The behavior can be overtly threatening and offensive, such as a demand for sexual favors, or it may be something as seemingly innocent as referring to a co-worker as "sweetie" or "babe". In either event, whether the recipient is offended or not, the behavior is inappropriate for the work place and illegal under both military and civilian law. Sexual harassment will be discussed in more detail later in this lesson.

**From TSP 121-A-8010, page 22, paragraphs a thru c (this handout does not include NOTES contained in TSP 121-A-8010)**

a. **EQUAL OPPORTUNITY AND THE UCMJ.** As a soldier, and especially as a leader of soldiers, any disobedience or misconduct on your part may have consequences unlike any in civilian life. For example, sexual harassment by you or a soldier can seriously disrupt mission accomplishment. It can also have fatal outcome on the battlefield.

b. Because of the serious consequences, we must approach and carry out the Army's EO program in a spirit of total commitment. As Army leaders, you must ensure that all violations of EO policies are dealt with promptly, effectively and fully investigated when appropriate. You must identify inappropriate behaviors and apply corrective actions which match the severity of the behavior. Less severe acts might be dealt with by training or on-the-spot corrections, while more serious violations may require formal counseling or a recommendation for UCMJ action. Accused persons must have full access to all legal and regulatory protection. Taking these measures will help your soldiers to have trust and confidence in you and the chain of command.

c. The UCMJ provides a number articles which may be used to deal with EO and sexual harassment violations. Refer students to the Student Handouts for a listing of the UCMJ Articles and actions relevant to EO Violations.

**From TSP 121-A-8010, pages 23 and 24, paragraph titled LEAD-IN and paragraphs a thru i (this handout does not include NOTES contained in TSP 121-A-8010)**

**LEAD-IN:** As a leader, you are not only charged with the responsibility to recognize violations of the equal opportunity policies, you are responsible for taking actions to stop them and keep them from being repeated. We will discuss what some of your options are during this block. These are not all inclusive and you may find different alternatives available as time goes on. The important lesson to be gained is that you must take appropriate actions when you observe violations of the equal opportunity policies. It is important for you as leaders to know that there is no one correct way to handle all situations. What might work for one soldier, at a given time may not be how a different soldier in a different situation should be handled. This is where leadership, and supervisory skills must be applied.

a. **On-the-Spot Corrections.** The easiest, and a very effective tool to deal with violations which you observe is immediate confrontation of the offender when you observe something that is wrong. Whether this would serve as a final action depends upon the gravity of the offense. For example, suppose you overheard soldiers making a sexist remark toward another soldier. Directly confronting them, clearly explaining what you found offensive, and explaining that this type of behavior constitutes sexism, or perhaps sexual harassment, and will not be tolerated could very well end the issue. You have put them

on notice that you are aware of their behavior and will not accept it. If the soldiers learn from this, and change their behavior, you have solved the problem and it might not be necessary to take it any further.

b. Counseling - Verbal and/or Written. Counseling a soldier for violations of EO and sexual harassment policies is another option. This provides the soldier with reinforcement that you find a particular action unacceptable and that you are concerned enough you want to make a record. It demonstrates that he or she is going to be monitored in the future. It also drives home the point that when you are keeping a documented record of their actions and any future violations could incur even more serious consequences.

c. Training/Education. As a leader, you should be attuned to the climate in your section or unit. As you develop your impressions over a period of time, you may decide that training is in order to raise the sensitivity level within your area of responsibility. You can contact your unit Equal Opportunity Representative (EOR) and ask for a class to be presented. It can be tailored to fit whatever area you feel is a problem. If you do not have a unit EOR, then your installation or command has a Equal Opportunity Advisor (EOA) who will be able to assist you in presenting training. This can be done over and above the mandatory requirements for equal opportunity training your unit should already be providing.

d. Deny Promotion/Advancements. If a soldier has committed actions which constitute violations of the EO or sexual harassment policies, and you have documented them via counseling statements, then the commander can take these past actions into consideration when deciding who should be selected for promotion and who should wait or not be selected at all. Promotion is not a right but rather a reward for service performed.

e. Decisions concerning awards, training, or schools. A soldier who has violated equal opportunity policies - especially more than once - might not be a good candidate for an award. Simply PCSing does not automatically mean you should receive an award. If incidents which have resulted in counseling have occurred during a soldier's tour, not giving an award may be an appropriate response. The soldier should certainly be counseled as to why they are not receiving an award. Decisions involving a soldier attending a specific course or school should take into consideration the soldier's past performance. This would include his or her job performance and any record of counseling statements. Of course, this is not to say the soldier hasn't learned and has modified his or her behavior. A single incident should never disqualify a soldier, only be taken into consideration along with recent behavior.

f. Changes in duties or responsibilities. If a soldier has committed violations of the Army's equal opportunity policies, and they are in a leadership position or high profile position, it may be appropriate to remove them from that position. For example, if a soldier is a Squad Leader, then perhaps they should be removed from that position. This is not meant to imply they must be removed. Other actions or solutions might be more appropriate. It simply points out that this is an option that can be reviewed and/or considered.

g. Transfer or reassignment. It is possible that a soldier should be transferred to another unit if they are guilty of violating equal opportunity policies. An NCO, for example, might not have any credibility if they have been found violating policies. If this happens, then transferring them to another unit might be best for the soldier who was violated, the NCO, and the unit in general. This action should not be taken lightly. The supervisory chain and the commander must evaluate the situation and make a determination as to whether this is a reasonable action or not.

h. Bar to Reenlistment. If a pattern of behavior is established in which a soldier violates equal opportunity policies, a Bar to Reenlistment may be in order. A Bar to reenlistment can be an extremely affective tool to modify a soldier's behavior. It strongly points out to the soldier that his or her behavior does not meet the Army's standard and continued service would not be appropriate. If however, a soldier modifies their behavior, a Bar can relatively easily be removed and the soldier allowed to remain in the service of the Army. Any consideration of Bar to Reenlistment initiation should be discussed with the commander and appropriate legal channels.



i. Separation. If a soldier's actions are severe enough, then mandating exit from the Army may well be warranted. This can be accomplished in several different manners. Leaving an imposed Bar to Reenlistment in place is the easiest means. If the behavior or action which caused the Bar to be implemented have not changed, then the soldier should be permitted to leave at the end of the current term of service. Another means of forcing a separation might be the result of a courts martial proceedings. This action of course would be under the control of the court martial convening authority at the appropriate level. It is also possible that a combination of actions, including such things as Counseling Statements, Article 15s, and other administrative actions could result in sufficient documentation to warrant separation. This is routinely referred to as a 'Chapter Discharge.' Any consideration of separation should be discussed with the commander and appropriate legal channels.

**From TSP 121-A-8010, pages 27 and 29, paragraph titled LEAD-IN and paragraphs m thru p (this handout does not include NOTES contained in TSP 121-A-8010)**

LEAD-IN: The elimination of sexual harassment has been a long-standing goal of the Army's EO program. The Army has made a great deal of progress toward a policy of preventing sexual harassment. During recent years the issue of sexual harassment has received significant media attention in both government and private sectors. This heightened awareness has intensified national debate on causes and prevention strategies.

Sexual harassment affects everyone. It victimizes males as well as females, can occur at any time, and is not limited to the work place.

The eradication and prevention of sexual harassment is not just a moral imperative. As Army leaders, you must acknowledge that sexual harassment is a readiness issue. Sexual harassment affects unit cohesion and mission effectiveness and violates acceptable standards of equality and fair play. It drains our limited resources and destroys unit morale. It detracts from a leadership climate that promotes individual growth and teamwork vital to combat readiness. For these reasons sexual harassment cannot and will not be tolerated in the Army.

m. RELATED ELEMENTS OF SEXUAL HARASSMENT. There are other elements related to defining sexual harassment which must be understood in order to assess the appropriateness of your behavior and the behavior of those you lead. Two important elements that you should be aware of are:

- (1) Impact vs Intent.
- (2) Reasonable Person Standard.

n. Impact Vs Intent. In addition to the policy definition of sexual harassment, it is vital to have a firm understanding of the concept of "impact vs. intent". What soldiers or leaders may consider to be joking or horseplay must be evaluated on its appropriateness or offensiveness as perceived by the recipient. Assessing whether a behavior is appropriate or offensive is a leadership responsibility and must be done from the perspective of the recipient, not the alleged harasser. An excuse such as "I was only joking" is irrelevant. In the event of a complaint, the leader or supervisor must view the impact of an incident or series of incidents from the complainant's perspective.

o. However, whether or not the victim is emotionally effected and/or willingly submitted to the behavior of the harasser is irrelevant in determining whether sexual harassment occurred. The only relevant question to be answered is "Was the behavior appropriate or inappropriate?" As a leader, you must be willing to ask and seek an answer to that question, not only with regard to your behavior but also regarding the behavior of your subordinates and other leaders whose behaviors you will have occasion to observe.

p. Reasonable Person Standard. The reasonable person standard is used to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. The standard asks "How would a reasonable person under similar circumstances react or be affected by such behavior?" When the complainant is a woman, the evaluation would pose, "How would a reasonable woman be affected or

react?" You, as Army leaders must be aware that, because of our socialization, men and women can watch the same behavior, but have a very different perspective about what they saw and what they were feeling. For example: Only in recent years have states changed laws which could convict a man of rape because he forced his wife to have sex. The reasonable person standard is an essential tool for leaders at all levels when determining the appropriateness of an individual's behavior.

**From TSP 121-A-8010, pages 30 and 31, paragraphs a thru c (this handout does not include NOTES contained in TSP 121-A-8010)**

a. **SEXUAL HARASSMENT BEHAVIORS.** The traditional view of sexual harassment of women involves the belief that harassing behavior is biologically based, that men cannot help themselves. Thus sexual harassment is labeled "normal". Harassment, however, is not "normal", nor is it related to sexuality. Rather in many instances, it is a question of power and control.

b. This type of behavior existing in the work or duty area is a major factor in determining a hostile work environment. As an Army leader you will be concerned for the most part with the detection and prevention of three types or categories of sexual harassment behaviors:

(1) Verbal Comments. These include telling sexual jokes and using profanity, off color sexual comments, threats; or barking, growling, oinking, and whistling at passersby in describing certain sexual attributes about one's physical appearance.

(a) Telling of sexual jokes is one of the toughest forms of sexual harassment you will have to confront. This is not necessarily because of the different perceptions about the offensiveness of the joke, but rather the intent of the person telling the joke is often viewed as being "all in fun" with no deliberate intent to hurt or do harm. Even those who are offended may laugh, rationalizing that tolerating the storyteller is a form of group camaraderie. However, this rarely is the case. Often the opposite reaction occurs creating a lack of respect and a "here we go again" response when the joker approaches.

(b) Another form of verbal behavior is using innocent "terms of endearment" such as "honey," "baby," "sweetheart" or "dear" in referring to soldiers or civilian co-workers. This behavior is defined as a form of sexual harassment and is a more or less common in many segments of our society. This is a form of sexual harassment that is sometimes difficult to confront. Initially, this form of harassment may appear to be innocent. However, it may have the effect of demeaning the person to whom the terms are used. It downgrades their position or authority, especially if the terms are overheard by others who may be peers or subordinates to the victim. Even if this is not the case, it has the potential to make the victim feel the user does not consider them to be worthy of the title by which they should be called. The victim may prefer, and certainly should, be called by their title. When the victim's request is not honored and the behavior is repeated or escalated to another form, it can be classified as creating a hostile environment.

(2) Nonverbal Gestures. Examples of nonverbal gestures are leering, ogling (giving the person "the eye" or "once over"), blowing kisses, licking lips, or winking. These should be of special concern to you as leaders, since left unchecked, they can sometimes lead to other more serious behaviors. Nonverbal forms of sexual harassment may take on a more hostile appearance after the victim has rejected the advances of the harasser. Examples in males could be gestures of impending violence such as a clinched fist, stern facial expressions, or lowering their pants to tuck in their shirts in the presence of women. Examples in females could be suggestively adjusting their clothing, showing their legs, cleavage, or wiggling in the presence of men. Printed materials are other types of nonverbal gestures. Examples of printed materials include sexually oriented notes, letters, faxes, or computer e-mail. Other examples include posting sexual sayings such as bumper stickers, cartoons, posters, calendars, pin-ups or sex-oriented pictures and quotations found on seat covers or sun-visors where people work or meet. As a leader, it is your responsibility to ensure that your personnel work in an environment free from such items.

(3) Physical Contact. Examples of physical contact are touching, patting, hugging, pinching, grabbing, cornering, and kissing. Other examples include playing footsie or kneesie, blocking a passageway, providing unsolicited back and neck rubs, and unsolicited adjusting of a person's clothing. It is important to remember that whether or not the receiver of such attention is offended, the behavior is inappropriate in a working environment.

c. LEADER LIABILITY. The current policy on sexual harassment states that, "any soldier or civilian employee in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of another soldier or civilian employee is engaging in sexual harassment." The term "condones" as used in this definition does not just mean that a leader has specific knowledge on a specific incident, but also takes into account the amount of attention that is given to policing the environment. Although a leader may not be held legally liable in a given case (except perhaps in some EEO cases involving civilian personnel), there are at least three reasons why leaders should accept responsibility and be held accountable:

(1) The leader is responsible for ensuring that the environment is safe and clean for everyone.

(2) The leader is responsible for training subordinates to behave appropriately, especially in the work place. This includes modeling and enforcing behaviors that emulate dignity and mutual respect.

(3) The leader is responsible for maintaining a climate of openness and mutual trust for all personnel. This means individuals should feel free in seeking redress of grievances or filing a complaint of discrimination or sexual harassment without fear of reprisals.

**From TSP 121-A-8010, pages 32 and 33, paragraphs a thru d (this handout does not include NOTES contained in TSP 121-A-8010)**

a. IMPACT OF SEXUAL HARASSMENT. As Army leaders, you must have a sense of how sexual harassment affects the victims as well as the organization. You must be familiar with the kinds of behaviors victims may use to cope with sexual harassment.

A number of variables exist in assessing the impact on, or expected reactions of the victim. Leaders at all levels must be able to explain to their soldiers and civilians the devastating affects sexual harassment can have on a victim and on organizational readiness. Problems due to sexual harassment can manifest themselves in a number of ways. Some are very obvious, while others may be well hidden and not so visible.

(1) The first and most obvious impact sexual harassment has on victims is that it interferes with their work performance. A soldier or civilian who has to fend off offensive and repeated sexual attacks does not perform quality work.

(2) Another impact of sexual harassment has on the victim is that it creates a hostile environment by creating unreasonable stress in the work place. Sexual harassment promotes a negative form of stress that can affect everyone in the work place. Sexual harassment also puts a high degree of fear and anxiety into the work place.

(3) When the harassment is "quid pro quo," the fear of loss of job or diminishing career opportunities can undermine a unit's teamwork and morale. The bottom line for commanders and their subordinate leaders is clear: Anyone who is sexually harassed is less productive, and the command climate, as well as mission effectiveness, will likely suffer. Soldiers and civilian employees can only reach their full potential in an environment that fosters dignity and respect. There must be zero tolerance for discrimination and sexual harassment.

b. VICTIM REACTIONS TO SEXUAL HARASSMENT. To adequately assess the impact that sexual harassment can have on a victim, you must know the kinds of reactions that victims frequently have to a sexual harassment incident. You must learn to recognize the behavior patterns victims show in attempting to cope with a stressful situation.

(1) Denial. Denial is the most common reaction to a sexual harassment incident. It allows the victim to "write the incident off" as if it did not take place. It provides relief by removing the victim from the incident which keeps the person from feeling negative emotions and the necessity to respond. The incident may occur again, but a victim in complete denial may never acknowledge the existence of the behavior. A person in denial will not admit that the incident ever took place.

(2) Rationalization. Rationalization is another reaction that allows the victim to avoid dealing with an emotional incident. It gives the victim a logical way of making personal excuses for his or her behavior as well as for the behavior of others. Comments such as "It wasn't really directed at me" and "I'm not that kind of person" are frequently heard. Another version would be a person dealing with a sense of power: "What can I do?" or "I'm just a private." Sometimes the victim will rationalize to excuse the behavior of the harasser: "Surely he isn't really like that" or "She was just having fun." Rationalizing as well as denial precludes or reduces personal feelings of pain and injustice.

(3) Joking. Joking about the harassment is another form of rationalization used to release tension and strengthen one's self-esteem. Making fun out of a sexually harassing situation allows the victims to consider the actions of the perpetrator as circumstantial and to negate their own feelings about the incident.

(4) Avoidance. Avoidance can have a detrimental effect on victims of sexual harassment. Unlike denial and rationalization, the behavior associated with avoidance is easily misinterpreted as abnormal, inappropriate, or bizarre. Victims of sexual harassment will sometimes behave out of character, exhibiting a host of excuses in an attempt to remove themselves from the harasser or, an offensive environment. Claiming illness can keep a soldier on sick-call or in the case of civilians, on sick leave. Depending on the severity of the harassment, avoidance can cause actual physical ailments such as an upset stomach, headaches, or other health problems.

c. Soldiers and civilians who fail to come to work because of sexual harassment increase absenteeism which hinders the Army's ability to accomplish its mission.

d. The following questions are not meant to be all inclusive, but they can help in clarifying whether a sexual harassment incident has occurred.

- (1) Is the behavior sexual in nature?
- (2) Is the behavior unwelcome?
- (3) Does the behavior create a hostile or offensive environment?
- (4) Have sexual favors been demanded, requested or suggested?

**From TSP 121-A-8010, pages 34 and 35, paragraph titled SEXUAL HARASSMENT ASSESSMENT and paragraphs a thru h (this handout does not include NOTES contained in TSP 121-A-8010)**

SEXUAL HARASSMENT ASSESSMENT. As leaders, you must be able to assess the "totality of circumstances surrounding a sexual harassment incident or event to evaluate the impact of the alleged behavior, judge its severity, and determine corrective actions and/or recommendations for sanctions. Taking into account the "totality of circumstances" of a sexual harassment incident will give you enough information to make an unbiased decision. Assessing all issues of an event allows for you to formulate an action plan to prevent similar incidents from occurring in the future. Here are a few of the issues that you should consider in that assessment.

a. Nature of the Incident. What was the actual behavior exhibited by the perpetrator? The nature of the act should be your first priority for assessment. You may take more severe action to correct a soldier or

civilian who continually makes jokes of a sexual nature in the work place, even after being asked to stop or having been previously counseled that the behavior was inappropriate, than a person who committed the same offense for the first time. While allegations of verbal abuse are significant, stronger leader action would be in order if it were proven that someone was threatened because they failed to comply with another person's sexual advances.

b. Frequency of Behavior. Frequency of the act is the next issue to be addressed in the assessment process. Was this a one-time event or repeated behavior? One act of sexual harassment viewed by itself might seem relatively insignificant and easily resolved by on-the-spot correction. If your inquiry determines that the incident is a culmination of a series of such acts, its impact could logically be assumed to be greater and more severe.

c. Impact of Behavior on the Victim. While this issue should have less weight in your determining appropriate corrective actions or punishment, it may give you insight into other extenuating conditions or circumstances that contributed to the harassment. Be aware, however, that just because a victim is not physically or emotionally effected, should not detract from your evaluation of the severity of the behavior. Determine whether the perpetrator intended or succeeded in doing harm.

d. Appropriateness of Behavior. The issue of appropriateness as applied to behavior in alleged acts of sexual harassment must be determined in every case. Evaluating appropriateness of behavior forces the question that even if your soldier was not aware that the behavior was inappropriate, military bearing, discipline, and professionalism should have deterred any acts of offensive behavior. In many instances, even when no one is offended or sexual harassment cannot be proven, the violation of military standards and decorum will require you to take corrective action.

e. Rank and Position. You, and other unit subordinate leaders, are given the responsibility and authority to take care of soldiers. Leaders are empowered with a great deal of trust and confidence. When leaders elect to violate that trust by misusing their authority or position, then sanctions should be imposed accordingly. On the other hand, supervisors and leaders can also be intimidated by their subordinates on the basis of gender differences. Failure by any leader in a position of authority to correct the offensive behavior of a subordinate is also a misuse of that position and should be challenged regardless of the circumstances.

f. Past History. In reviewing the incident, you should also consider other allegations, past or present, directly or indirectly related to the case. Although it is important to consider each complaint on its own merit, the uniqueness of sexual harassment (i.e., one-on-one) may make it necessary to review issues related to past history as well as current behavior characteristics during inquiry. It is sometimes appropriate to draw conclusions and take corrective action even though you may not have sufficient evidence to recommend punishment or other sanctions.

g. Consequences of Your Actions. Here you must ascertain such issues as the impact and other potential problems created as a result of the incident. Will the problem be resolved with minor corrective action or should you report it to the chain of command? You must also determine what is the goal or desired outcome of your actions to correct the incident. Do you only want the behavior to stop? What is your next step if desired results are not achieved? It is equally important to consider what consequences and/or repercussions might result if you decide not to take any action.

h. Environment Assessment. The environment in which the incident occurred must also be part of your assessment. This entails a number of factors such as the state of your section or squad's EO climate, your support and enforcement of sexual harassment policies, outside influences, and the present state of EO training for your soldiers and civilian personnel. Constant jokes of a sexual nature made by you, your soldiers, or civilians in effect constitute a "hostile environment". Another consideration is whether the alleged harasser was trained that such behavior was inappropriate.

**From TSP 121-A-8010, pages 35 thru 38, paragraphs a thru e (this handout does not include NOTES contained in TSP 121-A-8010)**

a. PREVENTION PROGRAM ACTION PLANNING. The potential for sexual harassment allegations exists in any work place or duty environment. Both women and men can be victims. Organizations that are highly structured and stratified are more conducive to sexual harassment because the potential for negative consequences is high if the victim fails to "give in" to sexual demands. Those more vulnerable in the organization, such as trainees or those who "need" their jobs, are more likely to be harassed. This fact, combined with other social-cultural factors, makes women the more likely victims.

b. Sexual harassment occurs when employers, leaders, soldiers, and co-workers confuse employment, or duty expectations with sex-role expectations or when males are threatened because females have invaded what they believe is their territory, the traditionally all-male jobs. The bottom line is that sexual harassment is pervasive and affects both morale and productivity. Therefore, increased emphasis on dealing with sexual harassment in the Army is a leadership imperative.

c. The components of a sound unit program to end sexual harassment are the same as those for the Army's EO program. It includes total leadership commitment, career-long mandatory training in the prevention of sexual harassment, clearly established ways to report sexual harassment, and clear demonstration through disciplinary and administrative action that certain behaviors will not be tolerated.

(1) Leadership Commitment. The effectiveness and success of any Army program is dependent upon leader support. Without your support, the Army's effort to prevent and eradicate sexual harassment will lose its momentum and effectiveness. Your commitment is multifaceted. It starts with your understanding and total support of the commander's published policy. You must provide clarification and ensure that you and your subordinates understand the Army's policy on the Prevention of Sexual Harassment (POSH). You must instill in your subordinates a sense of caring, dignity, and respect one another. The most effective way that you, as a leader, can demonstrate your support for the program is through personal example, ensuring that your behavior is above reproach at all times. You must also demonstrate a commitment to enforcement, especially for those soldiers who "just don't get it", by taking "on-the-spot" appropriate action to correct inappropriate behavior. Counsel subordinates and, if necessary, report incidents.

(2) Progressive Training. The elimination of sexual harassment begins with a policy of progressive and sequential training to identify and prevent inappropriate behavior. Training in the Prevention of Sexual Harassment (POSH) is required as an integral part of a unit's training program.

(3) The most effective approach to training to prevent sexual harassment is through interactive discussion in small groups of mixed gender. Situational vignettes or scenarios can also be used to facilitate discussion among unit personnel. You should ensure that your training focus is equal to the level of experience and breadth of responsibilities for your soldiers.

(4) Complaint Process. The key to a healthy unit climate that is free of sexual harassment is a caring leadership environment in which complaints are handled fairly and expeditiously. Sometimes unit leaders might treat sexual harassment complaints as a threat to their competency or as a "stain" on the unit's performance. As a result, complaints are implicitly or explicitly discouraged and soldiers who do file complaints may find themselves threatened with intimidating reprisals. This is noticed by other soldiers and civilians and results in a hard-to-erase impression of uncaring leadership that lessens their willingness to use the chain of command as an avenue of redress. Leaders who demonstrate awareness, accept and support the complaint investigation process, improve the unit's climate by creating a sense of openness and caring. Complainants may not always be pleased with the results. However, the fact that you made a sincere effort to resolve their complaint will leave a lasting impression with the individual as well as the unit. Sometimes your effort may reveal the true problem to be a lack of communication rather than deliberate harassment. By bridging this communication gap, you can help eliminate misunderstanding and improve the working environment.

(5) Be aware that inquiry or investigation into allegations of sexual harassment require special attention. Unlike other EO complaints, you may find that allegations of sexual harassment may sometimes lack sufficient information for you to take decisive actions. Also, the one-on-one nature of sexual harassment sometimes causes evidence to be in dispute. You should not discharge claims of sexual harassment simply because the victim has failed to make a case by providing you with sufficient evidence. For this reason, your commander may consider an investigation whenever a claim of sexual harassment is raised.

c. ADMINISTRATIVE/DISCIPLINARY ACTIONS. An often quoted maxim in the Army has been, "Never give an order you are not prepared to enforce." Soldiers and civilian employees quickly ascertain which policies are mere "lip service" and which lines should not be crossed. This is especially true when enforcing sanctions against personnel guilty of sexual harassment. Leaders who clearly support a zero tolerance for sexual harassment and recommend appropriate actions against offenders greatly contribute to a healthy command climate. On the other hand, leaders who fail to support sanctions that are equal to the offense, despite a publicized written policy, send a message that sexual harassment is tolerated.

(1) Administrative Actions. There are several administrative actions available to commanders, or that you may recommend, in dealing with sexual harassment incidents. These include, but are not limited to: bar to reenlistment, letter of admonishment and reprimand, relief for cause, rehabilitative transfer, additional training, required counseling, and denial of certain privileges. When commanders administer punishment for sexual harassment violations, the block "Supports EO/EEO" on military rating forms must be marked accordingly.

(2) UCMJ Actions. Your commander has a wide variety of options available for the punishment of inappropriate behavior. The offenses shown here identify the more severe forms of sexual harassment which are subject to disciplinary actions under the UCMJ. The right combination of punishment and administrative sanctions sends a clear message that sexual harassment will not be condoned or tolerated. When commanders administer punishment for sexual harassment violations, the "NO" block "Supports EO/EEO" on military rating forms should be marked accordingly

d. Sexual Misconduct. While sexual harassment is generally not considered criminal in nature, some actions and behaviors clearly "cross the line" and become sexual misconduct and even criminal acts, punishable under one of more Articles of the UCMJ. The obvious examples of these types of actions include sexual abuse, battery, and rape. Although Equal Opportunity does not normally include issues involving criminal activity, sexual misconduct is related enough to warrant discussion.

e. Laws and Regulations Governing Sexual Misconduct. The UCMJ makes some conduct criminal, and some sexual conduct may violate more than one article of the UCMJ. The UCMJ applies to you 24 hours a day, 7 days a week, for as long as you are in the Army. It applies on duty and off duty, in or out of uniform, on or off a military installation, in the United States and overseas, and while you are on pass or leave. The UCMJ applies to you regardless of whether you consider yourself a heterosexual, a homosexual, or a bisexual. The penalties for violating the UCMJ articles are severe. Sex crimes are no joke and the Army takes these matters very seriously, and so should you.

**From TSP 121-A-8010, pages 40 thru 44, paragraph titled LEAD-IN, paragraph titled Findings on Complaint System, and paragraphs a thru p (this handout does not include NOTES contained in TSP 121-A-8010)**

LEAD-IN: A major aspect of your EO duties and responsibilities as an Army leader is to identify and resolve EO issues and concerns that affect your soldiers. However, you are not expected nor is it possible for you to be aware of or respond to all allegations and concerns from your soldiers. You will find that from time to time EO allegations and complaints from your soldiers will have to be forwarded to the commander for resolution. In many instances even after you have taken what you perceived to be the appropriate actions, your soldiers or civilian employees may not be satisfied with the results. Army

surveys, field reports, inspections and consultant visits since 1990, found soldiers, and their leaders had lost faith or confidence in the existing systems. Here are a few of those findings.

Findings on Complaint System:

- a. Frequent complaints about little or no feedback once complaint was filed.
- b. Both investigations and processing of complaints move very slowly.
- c. No action taken because witnesses, complainants, or alleged offenders moved or changed duty assignments.
- d. No action taken if complaint was unsubstantiated.
- e. No appeal process if complainant was dissatisfied with results.
- f. Fear of reprisal, intimidation, or harassment for reporting acts of discrimination.
- g. No action being taken if complaint was substantiated, when the alleged offender was senior in rank or had a personal relationship with the chain of command.

As a result of these findings, there have been many significant changes.

- a. ARMY EO COMPLAINT SYSTEM. The Army's current EO complaint system is defined in Chapter 6, AR 600-20 (Army Command Policy) and addresses many of the concerns which you and your soldiers may have about procedures for processing an EO allegation or grievance.
- b. A major component of the Army's EO Program is an effective and responsive complaint system. The Army has established two separate but comprehensive complaint systems for military personnel and civilian employees. The Army wants to ensure that every soldier and DA civilian has a readily available system that treats all complaints seriously. Soldiers, family members, and DA civilians have the right to present their complaints to their leaders without fear of intimidation, harassment, or reprisal.
- c. Soldiers are encouraged to attempt to resolve their complaints by confronting the alleged offender or by informing you, their immediate leader, supervisor, or other appropriate officials about the offensive behavior or other allegations of disparate or unfair treatment. However, depending on the severity of the offense or the nature of the allegation, this may not always be appropriate. Individuals are responsible to advise the command of the specifics of discrimination or sexual harassment and provide their leaders an opportunity to take appropriate action to resolve the issue(s). All personnel are responsible to submit only legitimate complaints and exercise caution against frivolous or reckless allegations.
- d. TYPES OF EO COMPLAINTS. Within the current Army's EO Complaint System, EO complaints fall into two distinct categories: formal and informal.

(1) Informal Complaints. An informal complaint is any complaint not submitted in writing. Informal complaints are not subject to any time line suspense, nor are they reportable to higher headquarters. However, you should ensure that informal complaints receive the appropriate amount of attention for quick and thorough resolutions. Of up most concern for you as a leader is that informal complaints process facilitates the resolution of your soldier's grievances at the lowest possible level. When considering the use of the informal process, there are several factors to consider.



- (a) The complaint does not require chain of command intervention.
- (b) The complainant wants the assistance of other unit members.
- (c) Confidentiality is possible, but cannot be guaranteed.
- (d) Request for assistance not required in writing.
- (e) Soldiers feel informal process has good chance for success.
- (f) Severity of complaint does not warrant reporting to chain of command.
- (g) The mere fact that a soldier or complainant wants their complaint handled informally does not prevent or exempt allegations from intervention by the chain of command. Should it be necessary to conduct a formal investigation to resolve an informal complaint, the complainant may be required to make a sworn statement or be asked to submit a formal complaint.

(2) Formal Complaint. A formal EO complaint is submitted in writing using DA Form 7279-R (EO Complaint Form). This form is available at your unit, installation, and selected agencies. Unlike the informal process, the formal complaint system will require your chain of command to investigate the complainants allegations and, if warranted, take necessary corrective actions. The formal complaint process contains specific time lines for the accomplishment of certain actions. All formal EO complaints are reportable to higher headquarters.

(a) Soldiers and family members have 60 calendar days from the date of the alleged offense in which to file a formal complaint. This time limit was established to set a reasonable parameter for investigation and resolving complaints (e.g., availability of witnesses, accurate recollection of events, and timely remedial action). The commander may, at his or her discretion, choose to investigate and take action on complaints filed after the 60 calendar day period. Allegations that are criminal in nature are exempt from the 60-day rule and should be immediately referred to your chain of command, the Military Police, CID, or other law enforcement agencies.

(b) Formal Complaint Factors: The complainants decision to file a formal EO complaint may be based on the following factors:

- 1- Complainant is uncomfortable with the informal process.
- 2- Complainant determines that one or more of the informal factors will not help in resolving their complaint.
- 3- An attempt at informal resolution was tried and failed.
- 4- The complainant desires an official record be on file.
- 5- The complaint is against a commander or another member of the chain of command.
- 6- The complainant wants to use an outside agency or higher echelon commander in resolve the complaint.

e. USE ALTERNATIVE AGENCIES. Soldiers are encouraged to submit their complaints to their commander whenever possible. However, it is always their choice whether to take their complaint directly to the chain of command or an alternative agency. In the event that their complaint is against the commander or other members of the immediate chain of command, they may elect to submit their complaint to the next higher echelon commander. Alternative agencies are also responsible to a

commander. However, these agencies may be at a higher or different command level. Alternative agencies have special expertise which can be helpful in resolving issues related to EO, housing, religion, or legal affairs. If you believe or determine that the incident or behavior alleged by the complainant constitutes a criminal offense, you must ensure that it is brought to the attention of the chain of command or law enforcement agency. The following agencies and services are available on most installations throughout the Army:

**NOTE:** Depending on the course curriculum and timing of this training, discussion of the scope of responsibilities for each agency beyond EO issues is not required. If the students have had instruction on these agencies, discuss role of EOA and EOR, refer students to Handout # 5 for future reference and begin the next learning activity.

(1) A Higher Echelon Commander. Complainants are encouraged to use their immediate chain for resolving complaints. However, if they feel uncomfortable about submitting it to someone in their chain or the complaint is against the chain of command, submitting their complaint to a higher echelon, such as the battalion, brigade, or installation Commander, may be their next best option. This action also places the complaint in the hands of a commander who has the authority to conduct an AR 15-6 investigation if one is warranted.

(2) Equal Opportunity Advisor (EOA). The EOA is assigned at brigade or higher levels to help commanders implement their EO program. The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment. In addition, the EOA has the expertise to make recommendations for corrective actions and sanctions against violators of EO policies.

(3) Chaplain. Serves as advisor to the command on all religious matters and provides guidance on religious practices, family and marital counseling, and other secular or non-secular services. The chaplain is the main subject matter expert on addressing issues about religious discrimination or accommodation.

(4) Staff Judge Advocate (SJA). Is primarily responsible to the Commander on all legal matters. The SJA serves as an advisor in litigating criminal charges and prosecuting soldiers for criminal offenses; assesses trends in administering punishment and allegations of discrimination in administering military justice; may receive complaints about discrimination in legal proceedings or about administering judicial and nonjudicial punishment.

(5) Provost Marshal (PM). Is primarily responsible for receiving and investigating violations of the UCMJ which are criminal in nature. The PM is responsible to the Commander for monitoring the treatment of soldiers and investigating complaints of discrimination or unfair treatment by off-post activities.

(6) Inspector General (IG). Serves as advisor to the commander on all matters of command. The IG is responsible for monitoring and inspecting command functions which are essential to mission effectiveness and combat readiness. The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership. (You should be aware that time lines specified in the EO Complaints process do not apply to complaints filed with the IG. IG Complaints are processed outside EO channels in accordance with AR 20-1, IG Activities and Procedures.)

**NOTE:** SJA is also responsible for administering the Army's victim rights training and counseling in criminal procedures and investigations.

(7) Community Homefinding Referral and Relocation Services Office. Is responsible for monitoring and administering the installation's housing referral program. The HRO will receive and investigate complaints of discrimination in rental or sale of off-post housing.

(8) Medical Agency Personnel. Medical agency personnel are assigned primarily at installation clinics and hospitals, but are also available at separate units, battalions, and brigades up to and including the Command Surgeon. These personnel advise and assist the commander on matters about conserving and replenishing the command's fighting strength, by prevention, curative, restorative care, and other medical related services. In the event of an incident of sexual assault or rape, medical agency personnel will be immediately contacted for procurement of criminal evidence and assistance in the treatment and counseling of the victim.

**From TSP 121-A-8010, pages 48 thru 50, paragraphs a thru d, f, and g (this handout does not include NOTES contained in TSP 121-A-8010)**

a. POLICY. All Department of the Army personnel are prohibited from taking any action that might discourage soldiers, any family member or DA civilian from filing a complaint or seeking assistance to resolve an EO grievance. Army personnel are prohibited from taking any disciplinary or other adverse action against a complainant, or other DA personnel, seeking assistance, or cooperating with investigating officers, Inspector General or other law enforcement agencies. However, this does not preclude commanders from taking action against soldiers who file fraudulent complaints or give false statements.

b. DEFINITIONS:

(1) Reprisal: Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.

(2) Threatening: Give signs or warning of, or to announce as intended or possible actions.

(3) Intimidation: Make timid, frighten, to inhibit or discourage by or threaten with harm or adverse treatment.

(4) Harassment: Annoy or torment repeatedly and persistently, to wear out, exhaust or impede by repeated attacks.

c. PROTECTED DISCLOSURE. Any lawful communication or disclosure to a Member of Congress, Inspector General of any Service, members of any DOD audit or inspection teams, Chain of Command, investigative or law enforcement agencies in which a military member or DA civilian makes a complaint or provides information that he or she reasonably believe is evidence for the following:

(1) A violation of law or regulations.

(2) Severe case of mismanagement.

(3) Fraud or a gross waste of public funds.

(4) An abuse of authority or position.

(5) Protected disclosure also includes circumstances where a military member:

(a) Were preparing to make a lawful communication but it was not actually submitted, or delivered.

(b) Did not actually communicate or complain, but was believed to have done so.

(c) Cooperated with or otherwise assisted in an audit, inspection, or investigation by providing information that you believed evidenced wrongdoing. (Example: acted as a witness or responded to request for information in a lawful communication.)

d. UNFAVORABLE ACTIONS. Any action taken that might affect or have the potential to affect a persons current position or career opportunity. Such actions include, but are not limited to the following:

- (1) Promotions or other types of advancement.
- (2) Administrative disciplinary or other corrective or punitive actions.
- (3) Transfers or reassignments.
- (4) Decisions concerning pay, benefits, awards, training, or schools.
- (5) Counseling, reprimands, or performance evaluation.
- (6) Other changes in duties or responsibilities inconsistent with military rank or position.

e. MILITARY WHISTLEBLOWER PROTECTION. Section 1034, Title 10, United States Code (U.S.C.), requires an expeditious investigation of all allegations of reprisal for whistleblowing submitted by military members. DOD Directive 7050.6, Military Whistleblower Protection, implements Section 1034, Title 10, U.S.C. The military whistleblower protection law and regulation prohibit:

- (1) Restricting a military member from communicating with Members of Congress, DOD officials, or other law enforcement agencies.
- (2) Taking or threatening to take an unfavorable personnel action or withholding or threatening to withhold a favorable personnel action as reprisal for making or preparing a lawful communication.

f. REPORTING INCIDENTS OF REPRISAL. It is the responsibility of the chain of command to ensure that all complainants are protected against reprisal or retaliation for filing an EO complaint. Should a military member, civilian, or your family member be threatened with such action they should immediately report the incident to the chain of command, the Inspector General, or higher echelon commander. The following should help as a guide to making that determination:

- (1) Did the complainant make a protected disclosure or complaint prior to the incident?
- (2) Was an unfavorable action threatened or taken after the disclosure or complaint was made?
- (3) Did the person or official taking action know of the complaint or disclosure?
- (4) Does the complainant believe the action taken would not have occurred if the complaint had not been made?
- (5) Does the complainant have evidence or other information that supports or indicates reprisal was taken because of the complaint or disclosure? (Not required to report actions of reprisal.)

g. FOLLOW-UP ASSESSMENT. The Equal Opportunity Advisor (EOA) is required to conduct a follow-up assessment of all formal equal opportunity complaints, both substantiated and unsubstantiated. This assessment will be completed 30-45 calendar days (3-4 weekend drill periods for Reserve Component) after final action of the complaint. The purpose of the assessment is to measure the effectiveness of the actions taken and to detect and deter any acts or threats of reprisal. EOAs will also assess the complainant's satisfaction with the procedures followed in the complaint process to include timeliness, staff responsiveness and helpfulness, and resolution of the complaint. Findings on the assessment is provided to the commander for further consideration or action within 15 calendar days.

T229

Wear and Appearance of the Uniform

Oct 03

# U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course  
(PLDC)

The Army Training System

**TRAINING SUPPORT PACKAGE**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

This page intentionally left blank

Wear and Appearance of the Uniform

**CHANGE SHEET 5**

1. Synopsis. This change sheet corrects minor administrative errors in the T229, Wear and Appearance of the Uniform Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

**Insert Pages**

SH-1-1

SH-1-1

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
----------------	------	----------	------

---

Billy R. Williams	GS-9	Training Specialist	
-------------------	------	---------------------	--

---

Victor A. LeGloahec	SGM	Chief, PLDC	
---------------------	-----	-------------	--

---

Agnes D. Bennett-Green	SGM	Chief, CMDD	
------------------------	-----	-------------	--

This page intentionally left blank



Wear and Appearance of the Uniform

**CHANGE SHEET 4**

1. Synopsis. This change sheet corrects minor administrative errors in the T229, Wear and Appearance of the Uniform Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

3 and 4  
8  
28  
SH-1-1 and SH1-2  
C 1 thru C-3

**Insert Pages**

3 and 4  
8  
28  
SH-1-1 and SH-1-2

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
/s/Billy R. Williams /t/Billy R. Williams	GS-9	Training Specialist	2 Mar 05
/s/Victor A. LeGloahec /t/Victor A. LeGloahec	SGM	Chief, PLDC	2 Mar 05
/s/Agnes D. Bennett-Green /t/Agnes D. Bennett-Green	SGM	Chief, CMDD	2 Mar 05

This page intentionally left blank

Wear and Appearance of the Uniform

**CHANGE SHEET 3**

1. Synopsis. This change sheet corrects minor administrative errors in the T229, Wear and Appearance of the Uniform Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

**Insert Pages**

2 thru 4  
8  
10  
17  
20  
26  
C-1  
SH-1

2 thru 4  
8  
10  
17  
20  
26  
C-1  
SH-1

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

Name/Signature	Rank	Position	Date
/s/Billy R. Williams /t/Billy R. Williams	GS-9	Training Specialist	5 Jan 05
/s/Victor A. LeGloahec /t/Victor A. LeGloahec	SGM	Chief, PLDC	5 Jan 05
/s/Marion Lemon /t/Marion Lemon	SGM	Chief, CDDD	5 Jan 05

This page intentionally left blank

U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

T229

20 AUG 04

Wear and Appearance of the Uniform

**CHANGE SHEET 2**

1. Synopsis. This change sheet corrects minor administrative errors in the T229, Wear and Appearance of the Uniform Training Support Package.

2. Pen and ink changes: none.

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

1 thru 9

**Insert Pages**

1 thru 9

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

<b>Name/Signature</b>	<b>Rank</b>	<b>Position</b>	<b>Date</b>
/s/ Billy R. Williams /t/ Billy R. Williams	GS-9	Training Specialist	10 Sept 04
/s/ Victor A. LeGloahec /t/ Victor A. LeGloahec	SGM	Chief, PLDC	10 Sept 04
/s/ Marion Lemon /t/ Marion Lemon	SGM	Chief, CDDD	10 Sept 04

This page intentionally left blank

U.S. ARMY SERGEANTS MAJOR ACADEMY (PLDC)

T229

27 October 2003

Wear and Appearance of the Uniform

**CHANGE SHEET 1**

1. Synopsis. This change sheet corrects minor administrative errors in the T229, Wear and Appearance of the Uniform Training Support Package.

2. Pen and ink changes:

a. Page 4, Reference block, date column

AS READS: "03 Jul 2002"

TO READ: "05 Sep 2003"

b. Page 22, Ref for 2d ANSWER.

AS READS: Ref: ". . . SH-2-28, para 28-22f(2)"

TO READ: Ref: ". . . SH-2-28, para 28-3a(2)"

c. Page 25, CHECK ON LEARNING; 2d QUESTION, ANSWER, and "Ref:."

AS READS: QUESTION: ". . . placement of service ribbons on the AG 415 shirt?"

ANSWER: "Figure 29-3."

Ref: ". . . p SH-2-66, para 29-7a(2)(d)"

TO READ: QUESTION: ". . . placement of service ribbons on the AG 415 shirt for males and females?"

ANSWER: Figures 29-2 and 29-3.

Ref: ". . . p SH-2-66, para 29-7a(2)(c)(d)"

3. Page change(s): Remove old pages and insert revised page(s) as indicated.

**Remove Pages**

Appendix A, pp A-6, A-7, and A-8

Student Handout 2 (SH-2-1 thru SH-2-85)

**Insert Pages**

Appendix A, pp A-6, A-7, and A-8

Student Handout 2 (SH-2-1 thru SH-2-85)

4. Additional changes that need explaining: none.

5. File this sheet in front of the TSP for reference purposes.

6. Approval of change sheet.

<b>Name/Signature</b>	<b>Rank</b>	<b>Position</b>	<b>Date</b>
/s/Donald J. Colyer /t/Colyer, Donald J.	GS-9	Training Specialist	29 Oct 03
/s/Frank W. Berta /t/Berta, Frank W.	GS-9	Chief, PLDC	29 Oct 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, CDDD	29 Oct 03

This page intentionally left blank



## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	T229 / WEAR AND APPEARANCE OF THE UNIFORM
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	P203, Wear of the Uniform, Nov 98. P203-RC, Wear of the Uniform, Jun 01.
<b>TSP Users</b>	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p style="text-align: center;">COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p style="text-align: center;">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875 E-mail: atss-dcd@bliss.army.mil</p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**PREFACE**

---

**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

**Individual**

---

**This TSP  
Contains**

**TABLE OF CONTENTS**

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data.....	4
Section II Introduction.....	7
Terminal Learning Objective - Demonstrate personal grooming, proper fit, and correct wear of the Army uniform(s).....	8
Section III Presentation .....	10
Enabling Learning Objective A - Exhibit standards for basic grooming and personal appearance.....	10
Enabling Learning Objective B - Exhibit guidelines for "good fit and appearance" of Army uniforms.....	17
Enabling Learning Objective C - Exhibit the appropriate wear and appearance of the Army green service uniform.....	20
Enabling Learning Objective D - Exhibit the appropriate wear and appearance of the temperate and hot weather battle dress uniforms.....	26
Section IV Summary.....	29
Section V Student Evaluation.....	31
Appendix A - Viewgraph Masters A - .....	1
Appendix B - Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C - Practical Exercises and Solutions (N/A) C - .....	1
Appendix D - Student Handouts D - .....	1

---

**WEAR AND APPEARANCE OF THE UNIFORM  
T229 / Version 1  
01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
		<u>INDIVIDUAL</u>
	071-990-0006	Conduct Drill and Ceremonies

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	None	

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
	<u>Resident Hours/Methods</u>	
	2 hrs	/ Conference / Discussion
	0 hrs	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	2 hrs	

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	2 hrs 30 mins	WE02

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
-------------------------	---

<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
--	--

<b>References</b>	<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
	AR 670-1	WEAR AND APPEARANCE OF ARMY UNIFORMS AND INSIGNIA	05 Sep 2003	

**Student Study Assignments**

Before class--

- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 670-1.

During class--

- Participate in classroom discussion.
- Complete Practical Exercise 1.

After class--

- Turn in recoverable reference materials.

**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	0	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	0	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	0	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	0	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	0	Yes

\* Before Id indicates a TADSS

**Materials Required**

**Instructor Materials:**

- VGTs: 1 thru 8.
- TSP.

**Student Materials:**

- Student Handout 1, Advance Sheet.
- Student Handout 2, Extracted Material from AR 670-1.
- Pen or pencil and writing paper.
- Class A uniform with all authorized awards and decorations.

**Classroom, Training Area, and Range Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

**Ammunition Requirements**

<u>ID</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning to generate discussion among the group members. Add any questions you deem necessary to bring a point across to the group or expand on the subject matter.
- You must know the information in this TSP well enough to teach from it, not read from it.
- Determine where you will conduct the PE, either in the classroom or in the barracks.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.

**Proponent Lesson Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Donald J. Colyer /t/Colyer, Donald J.	GS09	Training Specialist	28 Jul 03
/s/Frank W. Berta /t/Berta, Frank W.	GS09	Chief, PLDC	28 Jul 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	28 Jul 03
/s/Albert J. Mays /t/Mays, Albert J.	SGM	Chief, CDDD	29 Jul 03

**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**


---

As we start this lesson on proper wear of the uniform, you should know that according to AR 670-1 (SH-2), it is the commander's responsibility to ensure that military personnel under his command present a neat and soldierly appearance. The duty of ensuring proper personal grooming and wear of the uniform belongs to the noncommissioned officer. It is also the duty of each individual soldier to take pride in his own uniform and appearance at all times. This instills pride and esprit de corps within one's self and unit.

In the earliest times of recorded history, soldiers wore distinctive items of clothing and equipment to set them apart from the common people or civilian noncombatants. Traditionally, uniforms and accessories were easily recognizable and they readily identified the individual as a soldier.

Maintaining the uniform appearance and grooming standards of our soldiers has always concerned the Army. The public's initial perception of you is by how you look. A soldier that looks good in their uniform tells a lot about the discipline of the individual and pride they have in their unit and the Army.

---

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Demonstrate personal grooming, proper fit, and correct wear of the Army uniform(s).
<b>Conditions:</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>Standards:</b>	<p>Demonstrated personal grooming, proper fit, and correct wear of the Army uniform(s) by--</p> <ul style="list-style-type: none"> <li>• Exhibiting standards for basic grooming and personal appearance,</li> <li>• Exhibiting guidelines for “good fit and appearance” of Army uniforms,</li> <li>• Exhibiting the appropriate wear and appearance of the Army green service uniform,</li> <li>• Exhibiting the appropriate wear and appearance of temperate and hot weather battle dress uniforms,</li> </ul> <p>IAW AR 670-1 (SH-2).</p>

**Safety Requirements**

None

**Risk Assessment Level**

Low

**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None



---

**Evaluation**

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer at least 70 percent of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

---

**Instructional  
Lead-In**

You are an American soldier. You are a warrior and a member of a team. You serve the people of the United States and live the Army Values. You always place the mission first. You never accept defeat. You never quit. You never leave a fallen comrade. You are disciplined, physically and mentally tough, trained, and proficient in your warrior task and drills. You always maintain your individual weapons, equipment, and yourself. You are an expert and you are a professional. You stand ready to deploy, engage, and destroy the enemies of the United States of America in close combat. You are a guardian of freedom and the American way of life. By wearing your uniform correctly and maintaining a well-groomed appearance, you demonstrate the warrior ethos. You show your fellow soldiers and civilians that you are an American soldier, that you are part of the Army team, and that you are proud to serve your country by living the Army values.

During this lesson we will discuss what “good fit and appearance” of Army uniforms means and the appropriate wear and appearance of the basic Army uniforms to include--

- Standards for basic grooming and personal appearance.
  - The Army green service uniform(s).
  - The temperate and hot weather battle dress uniform.
-

**SECTION III. PRESENTATION**

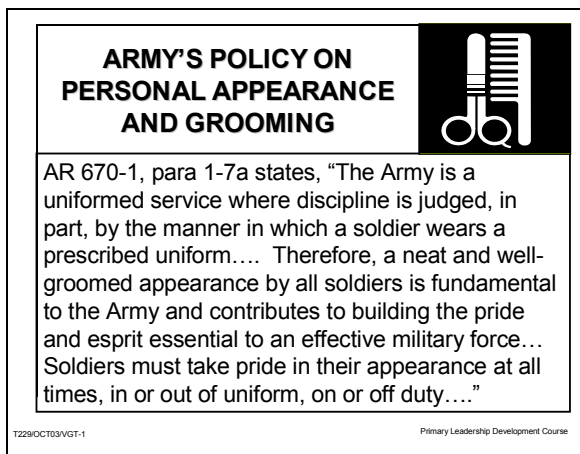
**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Exhibit standards for basic grooming and personal appearance.
<b>CONDITIONS:</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>STANDARDS:</b>	Exhibited standards for basic grooming and personal appearance in accordance with AR 670-1 (SH-2).

1. Learning Step / Activity 1. Army Policy on Personal Appearance and Grooming
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 15 mins
  - Media: VGT-1 thru VGT-4

**SHOW VGT-1, ARMY’S POLICY ON PERSONAL APPEARANCE AND GROOMING**



Ref: AR 670-1 (SH-2), pp SH-2-2 thru SH-2-6

Let’s begin by discussing standards for basic grooming and personal appearance. The Army is a uniformed service where you can judge discipline, in part, by the manner in which the individual wears the uniform as prescribed. Therefore, a neat and well-groomed appearance by soldiers is fundamental to the Army and contributes to building the pride and esprit essential to an effective military force. A vital ingredient of the Army’s strength and military effectiveness is the pride and self-




discipline that American soldiers possess. Although it is the responsibility of commanders to ensure that military personnel under their command present a neat and soldierly appearance, it is the duty of all soldiers to take pride in their appearance at all times. Physical fitness and acceptable weight standards are also factors in personal appearance.

Soldiers may wear religious apparel, or articles of jewelry with the uniform if they are neat, conservative, and discreet. In other words, when a soldier wears religious jewelry, the uniform must meet the same standards of wear as if not wearing religious jewelry. Soldiers may not wear these items when doing so would interfere with the performance of their duties or present a safety concern.

### REMOVE VGT-1

There are many hairstyles that are acceptable in the Army. The Army does not authorize (or allow) extreme or fad style haircuts or hairstyles. If a soldier uses dyes, tints, or bleaches, the colors must be natural to human hair and not present an extreme appearance. Lines or designs will not be cut into the hair or scalp. Styles of hair and texture differ among different ethnic groups and these differences affect the length and bulk of the hair as well as the style worn by each soldier. Haircuts, without reference to style, will conform to the following standards:

### SHOW VGT-2, MALE APPEARANCE STANDARDS

<b>MALE APPEARANCE STANDARDS</b>	
<ul style="list-style-type: none"> <li>➤ Hair will be neatly groomed.</li> <li>➤ Length and bulk of hair will not be excessive.</li> <li>➤ Will not fall over the ears or touch the collar.</li> <li>➤ Will not interfere with normal wear of headgear or protective masks.</li> <li>➤ Keep sideburns neatly trimmed and not extending below the lowest part of ear opening.</li> <li>➤ Face will be clean-shaven, mustaches will not cover upper lip nor extend below corners of mouth.</li> <li>➤ Wigs/hairpieces can be worn to cover natural baldness or disfiguration.</li> </ul> <p style="text-align: right; font-size: small;">(IAW AR 670-1)</p>	  
TZ29/OCT03/VGT-2	Primary Leadership Development Course

Ref: AR 670-1 (SH-2), p SH-2-3 and SH-2-4, para 1-8a(2)(a) thru (d)

## **MALES**

Males will keep the hair on the top of the head neatly groomed. The length and bulk of the hair may not be excessive or present a ragged, unkempt, or extreme appearance.

There are two types of authorized hairstyles; they are the tapered appearance and the block-cut fullness appearance. A tapered appearance is one where the outline of the soldier's hair conforms to the shape of the head, curving inward to the natural termination point at the base of the neck. The block-cut fullness hairstyle will present a tapered cut in appearance. Combed hair will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. In all cases, the bulk or length of hair may not interfere with the normal wear of headgear (see para 1-8a (2)(a)) or protective masks or equipment.

Sideburns will not present a flared appearance. The base of the sideburn will be a clean-shaven, horizontal line, and will not extend below the lowest part of the exterior ear opening.




Males will keep their face clean-shaven when in uniform or in civilian clothes on duty. Mustaches, if worn will present a neatly trimmed, tapered, and tidy appearance. Mustaches will not present a chopped-off or bushy appearance, and no portion of the mustache will cover the upper lip line or extend sideways beyond a vertical line drawn upward from the corners of the mouth. Handlebar mustaches, goatees, and beards are not authorized.

Males can wear wigs or hairpieces while in uniform or in civilian clothes on duty, to cover natural baldness or physical disfiguration caused by accident or medical procedure. When worn, wigs or hairpieces will conform to the standard haircut criteria as stated in 1-8a(2)(d).

## **REMOVE VGT-2**

## SHOW VGT-3, FEMALE APPEARANCE STANDARDS

**FEMALE APPEARANCE STANDARDS**



- Hair neatly groomed, length and bulk not excessive.
- Hair does not extend below bottom edge of collar.
- Hair does not interfere with normal wear of headgear or protective masks.
- Hairnets worn only for health or safety reasons.
- Wigs/hairpieces allowed if of natural hair color.
- Hair holding ornaments must be unadorned.
- Cosmetics (lipstick, nail polish) allowed if applied conservatively.

(IAW AR 670-1)

T229/OCT03/VGT-3Primary Leadership Development Course

Ref: AR 670-1 (SH-2), p SH-2-4 and SH-2-5, para 1-8a(3)(a) thru b(2)

### FEMALES

Females will keep their hair neatly groomed, and the length and bulk of the hair is not excessive, and the hair will not present a ragged, unkempt, or extreme appearance. Females will not have trendy styles, such as, shaved portions of the scalp (other than the neckline) or designs cut into the hair. Females may wear braids or cornrows as long as the braided style is conservative, the braids and cornrows lie snugly on the head, and any hair holding devices will comply with the standards in 1-8a(3)(a). Females will not wear dreadlocks (unkempt, twisted, matted individual parts of hair) in uniform or in civilian clothes while on duty. The hair will not fall over the eyebrows or extend below the bottom edge of the collar at any time during normal activity or when standing in formation. Keep long hair that falls naturally below the bottom edge of the collar, to include braids, fastened or pinned, so no free-hanging hair is visible. This includes styles worn with the physical fitness uniform/improved physical fitness uniform (PFU/IPFU).

Females will not have styles that are lopsided or distinctly unbalanced.

Females with ponytails, pigtails, or braids will secure the hair to the head; the same standard applies to widely spaced individual hanging locks, and other extreme styles that protrude from the head. Females can wear extensions, weaves, wigs, and

hairpieces; however, these additions must have the same general appearance as the individual's natural hair. Additionally, any wigs, extensions, hairpieces, or weaves must comply with the grooming policies set forth in this paragraph.

Females will ensure that hairstyles do not interfere with proper wear of military headgear or protective masks or equipment at any time (see 1-8a (1)(a)). The hair will not extend below the bottom edge of the front of the headgear when worn, nor will it extend below the bottom edge of the collar.

Hair-holding devices are for the purpose of securing the hair. Soldiers will not place hair-holding devices in the hair for decorative purposes. All hair-holding devices must be plain and of a color as close to the soldier's hair as is possible or clear. Authorized devices include, small, plain scrunchies (elastic hair bands covered with material), barrettes, combs, pins, clips, rubber bands, and hair bands. Females will not wear devices that are conspicuous, excessive, or decorative in nature. Some examples of prohibited devices include, but are not limited to, large, lacy scrunchies; beads, bows, or claws clips; clips, pins, or barrettes with butterflies, flowers, sparkles, gems, or scalloped edges; and bows made from hairpieces.

When required, soldiers may wear hairnets for health or safety reasons, or in the performance of duties (such as those of a cook). No other type of hair covering is authorized in lieu of the hairnet. The commander will provide the hairnet to the soldier at no cost.

As with hairstyles, the requirement for standards regarding cosmetics is necessary to maintain uniformity and to avoid an extreme or unmilitary appearance. Males will not wear cosmetics, to include nail polish. Females can wear cosmetics with all uniforms, provided they are conservative, and in good taste, and complement the uniform. Cosmetic styles and colors that are eccentric, exaggerated, or trendy, to include makeup designed to cover tattoos, are inappropriate with the uniform. Permanent makeup, such as eyebrow or eyeliner, can be worn as long as the

makeup conforms to the standards outlined above. Leaders at all levels must exercise good judgment in the enforcement of this policy.

Females will not wear shades of lipstick and nail polish that distinctly contrast with their complexion, detract from the uniform, or are extreme. Some examples of extreme colors include, purple, gold, blue, black, white, bright (fire-engine) red, khaki, camouflage colors, and fluorescent colors. Soldiers will not apply designs to nails or apply two-tone or multi-tone colors to nails.

Females will comply with the cosmetics policy while in any military uniform or while in civilian clothes on duty.


### **REMOVE VGT-3**

All personnel will keep fingernails clean and neatly trimmed. Males will keep nails trimmed so as not to extend beyond the fingertip. Females will not exceed a nail length of 1/4 inch, as measured from the tip of the finger. Females will trim nails shorter if the commander determines that the longer length detracts from the military image, presents a safety concern, or interferes with the performance of duties.

Soldiers will maintain good personal hygiene and grooming on a daily basis and wear the uniform so as not to detract from their overall military appearance.

### **SHOW VGT-4, THE ARMY'S TATTOO POLICY**

**THE ARMY'S TATTOO POLICY**



1. Soldiers will not have tattoos or brands that are visible in a class A uniform.
2. Soldier will not have extremist, indecent, sexist, or racist tattoos.
3. For soldiers who are not in compliance, commanders may not order the removal of a tattoo or brand. However, the commander must counsel soldiers and afford them the opportunity to seek medical advice about the possible removal/alteration of the tattoo or brand.
4. Existing tattoos or brands on the hands that are not extremist, indecent, sexist, or racist, but are visible in the class A uniform are authorized for current soldiers only. This "grandfather" provision does not apply to soldiers enlisting after 1 July 2002.
5. Soldiers may not cover tattoos or brands in order to comply.

**(IAW AR 670-1)**

T229/OCT03/VGT-4Primary Leadership Development Course

Ref: AR 670-1 (SH-2), p SH-2-5 and SH-2-6, para 1-8e(1) thru (7)

The Army prohibits tattoos or brands deemed prejudicial to good order and discipline in areas of the body, (i.e., face, legs) that are visible when wearing the class A uniform. The Army prohibits tattoos or brands deemed extremist, indecent, sexist, or racist, in nature, regardless of the location on the body. Commanders can not order any soldier to remove a tattoo or brand, however, the commander must counsel the soldier, and give him the opportunity to seek medical advice about the removal or alteration of the tattoo or brand. One exception to the rule when wearing the class A uniform, are soldiers enlisting in the Army prior to 1 July 2002. This "grandfather" provision only applies to existing tattoos or brands on their hands that are not extremist, indecent, sexist, or racist.

#### **REMOVE VGT-4**

#### **CHECK ON LEARNING:**

QUESTION: The bulk or length of the hair must not interfere with what three things?

ANSWER: The normal wear of headgear or protective masks or equipment.

Ref: AR 670-1 (SH-2), p SH-2-3, para 1-8a(2)(a)

QUESTION: What is the Army's policy on tattooing?

ANSWER: You cannot have a tattoo on areas of the body that would cause exposure of the tattoo while in class A uniform, detracting from a soldierly appearance (current soldiers excluded). Also, tattoos cannot be extremist, indecent, sexist, or racist in nature.

Ref: AR 670-1 (SH-2), p SH-2-5, para 1-8e



**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Exhibit guidelines for "good fit and appearance" of Army uniforms.
<b>CONDITIONS:</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>STANDARDS:</b>	Exhibited guidelines for "good fit and appearance" of Army uniforms in accordance with AR 670-1 (SH-2).

1. Learning Step / Activity 1. Good Fit and Appearance of Uniforms

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

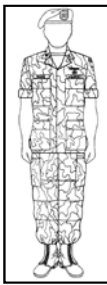
Instructor to Student Ratio: 1:8

Time of Instruction: 15 mins

Media: VGT-5

**SHOW VGT-5, GOOD FIT AND APPEARANCE OF UNIFORMS**

**GOOD FIT AND APPEARANCE OF UNIFORMS**



- > Ensure uniform fits properly, is clean, serviceable, and pressed.
- > Checkbooks, combs, pens or pencils must not protrude from pockets or present bulky appearance.
- > Fasten all buttons, zip all zippers, and snap all snaps.
- > Keep all metallic devices in proper luster.
- > Keep shoes and boots clean and shined or brushed.
- > When required, soldiers may attach keys or key chains to the belt, belt loops, or waistband.
- > Authorized to wear only one electronic device (cell phone or pager), and it must be black.
- > May starch BDUs and the maternity work uniform.

(IAW AR 670-1, para 1-9)

T229/OCT03/VGT-5 Primary Leadership Development Course

Ref: AR 670-1 (SH-2), p SH-2-6, para 1-9

Soldiers must project a military image that leaves no doubt that they live by a common military standard and are responsible to military order and discipline. This pertains to all military personnel and simply means that all of your uniform items should fit properly and they are clean, serviceable, and pressed as necessary. Soldiers will ensure that articles carried in pockets, such as wallets, checkbooks, combs, and keys, do not protrude from the pocket or present a bulky appearance. Soldiers will keep uniforms buttoned, zipped, and snapped. You must keep any metallic devices such as metal insignia, belt buckles, and belt tips in proper luster (free of scratches and corrosion), and you must keep shoes and boots clean and shined.

When required and prescribed by the commander, soldiers may attach keys or key chains to the uniform when performing certain duties such as charge of quarter's armorer, or other duties prescribed by the commander. You will attach them to the uniform on the belt, belt loops, or waistband.

At the discretion of the commander, and when required in the performance of duties, soldiers may wear an electronic device on the belt, belt loops, or waistband of the uniform. Remember, you can only wear one electronic device; it may be either a pager or a cell phone. The body of the device may not exceed 4x2x1 inches, and the device and carrying case must be black. The Army does not authorize the wear of other types of electronic devices on the uniform.

Although some uniform items are wash-and-wear materials and treated with a permanent-press finish, soldiers may need to press these items to maintain a neat, military appearance. However, before pressing uniform items, soldiers should read and comply with care instruction labels attached to the items. Soldiers may starch BDUs and the maternity work uniform, at their option. Commanders will not require soldiers to starch their uniforms, and soldiers will not receive an increase in their clothing replacement allowance to compensate for potential premature wear caused by starching uniforms.

**NOTE:** Have the students open SH-2, page SH-2-6 and SH-2-7. Explain that this is the reference if they have questions concerning proper uniform appearance and fit.

Now let's discuss the meaning of proper fitting uniforms. General fitting guidelines are in AR 670-1 (SH-2), page SH-2-7, paragraph 1-9b. If you need more detail on fitting instructions and alterations, you can refer to AR 700-84 and TM 10-227. AR 670-1 (SH-2), p SH-2-7, para 1-9b covers the length of the trousers/skirts, how long the coat and jacket sleeves should be, and that you must wear appropriate undergarments with all uniforms.

QUESTION: What is the proper length of the sleeve of the uniform coat and jacket for both male and female soldiers?

ANSWER: The sleeve length is 1 inch below the bottom of the wrist bone.

Ref: AR 670-1 (SH-2), p SH-2-7, para 1-9b(2)

QUESTION: What is the proper length of the sleeve of the black all-weather coat for males?

ANSWER: The length of the sleeve is 1/2 inch longer than the service coat.

Ref: AR 670-1 (SH-2), p SH-2-7, para 1-9b(1)(a)

This is just a general sample of what to look for when discussing the proper fit of a uniform. Now, we will discuss one of the biggest uniform violations: the length of the trousers/slacks. The proper length is to have the front crease of the trousers reach the top of the instep and be cut on a diagonal line to reach a point approximately midway between the top of the heel and the top of the standard shoe in the back. The trousers/slacks may break slightly in the front.

Another possible problem area is the length of skirts and dresses. The skirt length can be no more than 1 inch above or 2 inches below the crease in the back of the knee. There are many more items described in greater detail in AR 670-1, and we will try to cover the most important issues during the remainder of this lesson.

## **REMOVE VGT-5**

### **CHECK ON LEARNING:**

QUESTION: If you carry articles such as a wallet or comb in your pocket, what two things must you ensure?

ANSWER: That they do not protrude from the pocket or present a bulky appearance.

Ref: AR 670-1 (SH-2), p SH-2-6, para 1-9a(1)

QUESTION: What primary reference should you refer to concerning proper uniform appearance and fit?

ANSWER: AR 670-1.

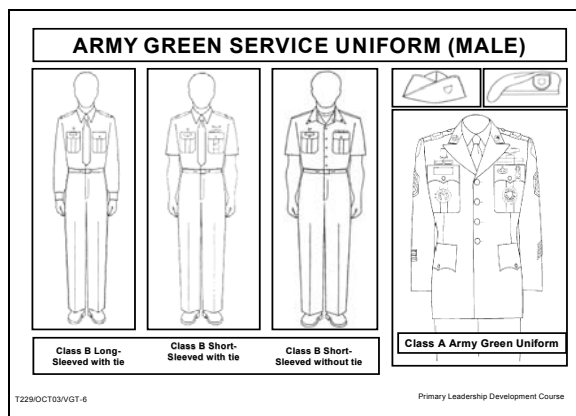
Ref: AR 670-1 (SH-2), p SH-2-6, para 1-9

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Exhibit the appropriate wear and appearance of the Army green service uniform.
<b>CONDITIONS:</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>STANDARDS:</b>	Exhibited the appropriate wear and appearance of the Army green service uniform IAW AR 670-1 (SH-2).

- Learning Step / Activity 1. Army Green Service Uniform (Male)  
 Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:8  
 Time of Instruction: 15 mins  
 Media: VGT-6

**SHOW VGT-6, ARMY GREEN SERVICE UNIFORM (MALE)**



Ref: AR 670-1 (SH-2), pp SH-2-13 thru SH-2-20

We will now discuss the Army green service uniform for males.

QUESTION: What are the three variations of the Army green service uniform for males?

ANSWER: Class A green service uniform, class B green uniform, and the Army green dress uniform.

Ref: AR 670-1 (SH-2), p SH-2-16, para 15-2a thru c

First we'll discuss the class A green service uniform. Open your student handout to Chapter 15. The composition of the uniform is the Army green coat and trousers, an Army green shade 415 short or long-sleeved shirt, and a black four-in-hand necktie. Figure 15-5, SH-2-14, provides an illustration of the uniform.

Accessories and other items authorized for wear on the class A green service uniform are in paragraph 15-10, page SH-2-18 and SH-2-19. Let's go to paragraph 15-10 on page SH-2-18 and look at the common accessories worn with the uniform. Subparagraph "a" is a list of accessories worn with the uniform. This paragraph lists the accessories in alphabetical order. Subparagraph "b" is a list of insignia, awards, badges, and accouterments worn with the uniform. This paragraph is not in any particular order, so you have to browse through the listing to find an item. Both paragraphs provide a reference for detailed information on how to wear the items.

QUESTION: What paragraph of AR 670-1 explains the proper wear of the nameplate on the class A green service uniform?

ANSWER: Para 28-24c.

Ref: AR 670-1 (SH-2), p SH-2-19, para 15-10b(16)

Let's turn to paragraph 28-24c in your student handout, on page SH-2-51.

Notice that this paragraph provides a description of the nameplate and how to wear it on the male and female uniforms. This paragraph provides a figure that shows the proper wear of the nameplate or directs you to the illustrations in the individual uniform chapters. For male personnel, the illustration is in the individual uniform chapter. Since we are discussing the class A green service uniform for males, we know that it is in Chapter 15, page SH-2-13. An illustration of the wear of the nameplate is in Figure 15-5, SH-2-14. Go to that figure.

Notice that the figure provides a good illustration of the proper wear of the nameplate. Return to paragraph 15-10, page SH-2-18. We will choose another common item worn on the uniform and find the paragraph and illustration that provide its proper wear. Look at the distinctive unit insignia, commonly referred to as the unit crest.

QUESTION: What is the reference for this item?

ANSWER: Paragraph 28-22.

Ref: AR 670-1 (SH-2), p SH-2-19, para 15-10b(10)

Turn to paragraph 28-22 on page SH-2-46. Notice that the paragraph provides information about the insignia and how to wear it.

QUESTION: What figure provides an illustration of how enlisted personnel wear the distinctive unit insignia on the garrison cap?

ANSWER: Fig 28-2.

Ref: AR 670-1 (SH-2), p SH-2-28, para 28-3a(2)

Look at Figure 28-2 on page SH-2-28. Notice that it provides an illustration of the distinctive unit insignia for both the male and female on the garrison cap.

The procedure we just completed is the proper way to find the correct wear of the uniform and any accessories or insignia that go with the uniform. You cannot remember the proper wear of every item authorized for each uniform, so it is very important that you know how to find the appropriate instructions.

Now we will move on to the class B green uniform. This uniform consists of the Army green trousers and Army green shade 415 short or long sleeve shirt. If you wear the long sleeve shirt, you must also wear the four-in-hand necktie. Open your student handout to Figures 15-7 thru 15-9, pp SH-2-15 and SH-2-17.

These figures provide illustrations of the authorized variations of the class B green uniform. While you are looking at these illustrations, notice the accessories and insignia worn with each. To find out what you can wear on the class B green uniform, you use the same procedure as you did for the class A uniform. Again, paragraph 15-10, page SH-2-18 provides information on the wear of items normally worn with the uniform. Subparagraph "c" on page SH-2-19 provides information for the insignia authorized for wear with the class B green uniform.

**QUESTION:** Where do male personnel wear decoration and service medal ribbons on the class B green uniform?

**ANSWER:** On the AG 415 shirt centered 1/8 inch above the left breast pocket in as many rows as necessary.

Ref: AR 670-1 (SH-2), p SH-2-65, para 29-7a(2)(a)

Additional information to the above question is on page SH-2-66, paragraph 29-7a(2)(c) and Figure 29-2 provides an illustration of how to wear the ribbons.

The third Army green uniform is the Army green dress uniform composed of the Army green coat and trousers, commercial long sleeve white shirt, and black bow tie or black four-in-hand tie. Paragraph 15-2c, page SH-2-16 and paragraph 15-10, page SH-2-18 provides information on items authorized for wear with the uniform.

#### **REMOVE VGT-6**

**QUESTION:** Where do male personnel place the first row of service ribbons on the coat of the Army green uniform?

**ANSWER:** Centered 1/8 inch above the left breast pocket.

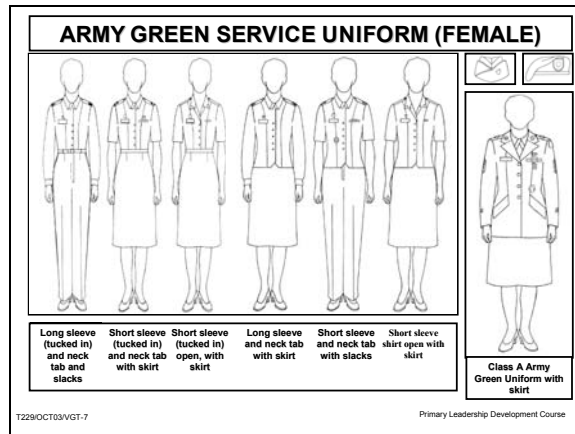
Ref: AR 670-1 (SH-2), p SH-2-65, para 29-7a(2)(a)

**NOTE:** If time permits, walk the students through the process of determining the proper wear for more items normally worn on the Army green uniform for males. Use the branch insignia, the U.S. insignia, and the regimental distinctive insignia.

**Break:** Time: 00:50 to 01:00

2. Learning Step / Activity 2. Army Green Service Uniform (Female)
  - Method of Instruction: Conference / Discussion
  - Technique of Delivery: Small Group Instruction (SGI)
  - Instructor to Student Ratio: 1:8
  - Time of Instruction: 25 mins
  - Media: VGT-7

## SHOW VGT-7, ARMY GREEN SERVICE UNIFORM (FEMALE)



Ref: AR 670-1 (SH-2), Chap 16, p SH-2-20

Now we will discuss the Army green service uniform for females.

QUESTION: What are the three variations of the Army green service uniform for females?

ANSWER: Class A green service uniform, class B green uniform, and the Army green dress uniform.

Ref: AR 670-1 (SH-2), p SH-2-23, para 16-2a thru c

Notice that the variations of the Army green service uniform are the same for both male and female. Let's start by discussing the class A green service uniform composed of the Army green coat, a skirt or slacks, an Army green shade 415 short or long sleeve shirt, and a black neck tab. Open your student handout to page SH-2-21, Figure 16-5 that provides an illustration of the class A uniform. Notice the accessories and insignias on the uniform.

The procedure for determining how to wear items normally worn with this uniform is the same as the male uniform. Paragraph 16-11, page SH-2-25 provides that information. Let's find out how to wear the nameplate on the class A green service uniform for females.

QUESTION: What paragraph in AR 670-1 (SH-2) provides the information for wear of the nameplate?

ANSWER: Para 28-24c.

Ref: AR 670-1 (SH-2), para 16-11b(15)



Turn to paragraph 28-24c in SH-2, page SH-2-51. Does this paragraph look familiar? It is the same paragraph that we referenced for the male uniform.

Paragraph 28-24c(2)(b) provides the information for the female uniform and Figure 28-144 provides an illustration of the proper wear. Each uniform listed in AR 670-1 follows the same procedures, so you can easily find out how to wear the uniform.

Now let's discuss the class B green uniform for females consisting of the Army green skirt or slacks and an Army green shade 415 long or short sleeve shirt. When you wear the long sleeve shirt you must also wear a black neck tab, AR 670-1 (SH-2), page SH-2-24, paragraph 16-9c(1).

Open your student handout to Figure 16-7 on page SH-2-22. Figure 16-7 provides an illustration of the six variations of the class B Army green uniform for females. Once again, paragraph 16-11, page SH-2-25 provides information for the accessories and other items authorized for wear with the class B uniform for females.

The third Army green service uniform for females is the Army green dress uniform consisting of the Army green coat and skirt, white shirt, and black neck tab. Paragraph 16-11, page SH-2-25 is also where you will find the proper wear of accessories and other items authorized for wear on this uniform.

### **REMOVE VGT-7**

**NOTE:** If time permits, walk the students through the process of determining the proper wear for more items normally worn on the Army green uniform for females. Use the insignia of grade and the service stripes.

### **CHECK ON LEARNING:**

**QUESTION:** Which paragraph in AR 670-1 (SH-2) should you refer to concerning the wear of the regimental distinctive insignia?

**ANSWER:** Paragraph 28-23.

Ref: AR 670-1 (SH-2), p SH-2-26, para 16-11b(10)

**QUESTION:** What figures provide an illustration for the placement of service ribbons on the AG 415 shirt for males and females?

**ANSWER:** Figures 29-2 and 29-3.

Ref: AR 670-1 (SH-2), p SH-2-66, para 29-7a(2)(c)(d)

QUESTION: Which paragraph in AR 670-1 (SH-2) should you refer to concerning the requirements to wear the four-in-hand necktie with the variations of the class B green uniform?

ANSWER: Para 27-19c.

Ref: AR 670-1 (SH-2), p SH-2-18, para 15-10a(12)(b)

QUESTION: Which paragraph in AR 670-1 (SH-2) should you refer to concerning headgear insignia requirements for the garrison cap?

ANSWER: Para 28-3.

Ref: AR 670-1 (SH-2), p SH 2-19, para 15-10b(9)

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Exhibit the appropriate wear and appearance of the temperate and hot weather battle dress uniforms.
<b>CONDITIONS:</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>STANDARDS:</b>	Exhibited the appropriate wear and appearance of the temperate and hot weather battle dress uniforms in accordance with AR 670-1 (SH-2).

1. Learning Step / Activity 1. Temperate and Hot Weather Battle Dress Uniforms

Method of Instruction: Conference / Discussion

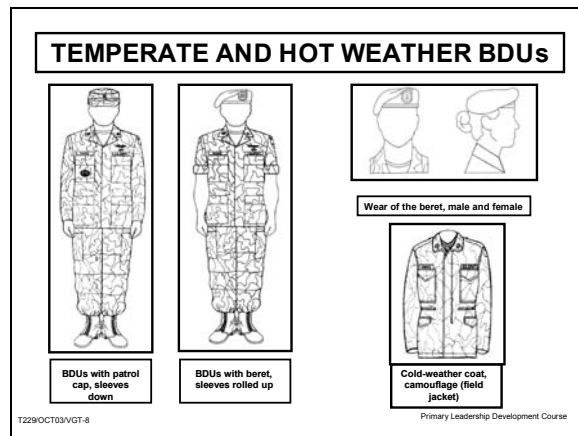
Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 20 mins

Media: VGT-8

**SHOW VGT-8, TEMPERATE AND HOT WEATHER BDUs**



Ref: AR 670-1 (SH-2), p SH-2-8, Chap 3

The temperate and hot weather battle dress uniforms consist of a cap, a beret, a cold weather coat, a coat, and trousers, all of which have a woodland camouflage pattern. Open your student handout to Figures 3-1 and 3-2 on page SH-2-8 that provides illustrations of the BDU with the sleeves rolled up and with sleeves rolled down.

QUESTION: What paragraph of AR 670-1 (SH-2) lists the accessories normally worn with the temperate and hot weather battle dress uniform?

ANSWER: Para 3-2c.

Ref: AR 670-1 (SH-2), p SH-2-9, para 3-2c

Turn to paragraph 3-2c, page SH-2-9. Notice that this paragraph follows the same format as the paragraph for the other uniforms we have discussed. The insignia and accouterments authorized for wear with this uniform are in paragraph 3-4, page SH-2-10.

QUESTION: How is the grade insignia for enlisted personnel worn on the battle dress uniform?

ANSWER: Center the insignia on both collars of the utility uniform with the centerline of the insignia bisecting the points of the collar and the bottom of the insignia positioned 1 inch up from the collar point.

Ref: AR 670-1 (SH-2), p SH-2-34, para 28-7e(3)(a)

To find the answer to this question, you had to look at paragraph 3-4, page SH-2-10. Paragraph 3-4 referred you to paragraphs 28-5 thru 28-7. By reading the paragraphs, you discovered that paragraph 28-7, page SH-2-32 pertained to enlisted personnel. By reading the paragraph, you determined the correct answer. You will use this procedure any time you need to find out how to wear a uniform or the items authorized to wear on the uniform.

The beret is the basic headgear for utility uniforms in garrison environments. The beret is not worn in the field, in training environments, or in environments where the wear of the beret is impractical, as determined by the commander. Wear the beret so that the headband (edge binding) is straight across the forehead, 1 inch above the eyebrows. Position the flash over the left eye, and drape the excess material over to the right ear, extending to at least the top of the ear, and no lower than the middle of the ear, and form the beret to the shape of your head. Soldiers may not wear hairstyles that cause distortion of the beret.

**REMOVE VGT-8**

**CHECK ON LEARNING:**

QUESTION: Can you wear foreign insignias and accouterments on the BDU?

ANSWER: No.

Ref: AR 670-1 (SH-2), SH-2-10, para 3-4k

QUESTION: What paragraph in AR 670-1 (SH-2) provides information on the wear of the insignia of grade on the BDU cap?

ANSWER: Para 28-3h(1) and Figure 28-18.

Ref: AR 670-1 (SH-2), p SH 2-10, para 3-4f.

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

---

QUESTION: Which regulation governs the wear and appearance of Army uniforms and insignia?

ANSWER: AR 670-1.

QUESTION: Which paragraphs in AR 670-1 provide guidance on personal appearance and grooming policies?

ANSWER: para 1-7 and 1-8.

Ref: AR 670-1 (SH-2), pp SH-2-2 thru SH-2-8

QUESTION: What paragraph in AR 670-1 should you refer to if you have questions concerning proper uniform appearance and fit?

ANSWER: para 1-9.

Ref: AR 670-1 (SH-2), p SH-2-6

QUESTION: How far above the left pocket on the coat of the Army class A green uniform for male soldiers should you center the first row of service ribbons?

ANSWER: 1/8 inch.

Ref: AR 670-1 (SH-2), p SH-2-65, para 29-7a(2)(a)

QUESTION: Where should you place the U.S. insignia disk on the male Army green coat?

ANSWER: Approximately 1 inch above the notch centered on the right collar with the centerline of the insignia parallel to the inside edge of the lapel.

Ref: AR 670-1 (SH-2), p SH-2-31, para 28-4b(2)(a)

QUESTION: What figure provides illustrations of the 6 variations of the class B uniforms for females?

ANSWER: Fig 16-7.

Ref: AR 670-1 (SH-2), p SH-2-22, Fig 16-7

---

**Review /  
Summarize  
Lesson**

---

During this class you learned the guidelines for proper personal grooming, the proper fit and appearance of Army uniforms, the appropriate wear and appearance of the Army green service uniform for males and females, and the appropriate wear and appearance of the temperate and hot weather battle dress uniforms. You cannot memorize every item authorized for every uniform, use AR 670-1 the same way we did today and remember, "We are judged, in part, by the manner in which we wear the uniform."

---

**SECTION V. STUDENT EVALUATION**

---

**Testing Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure on the retest could result in your dismissal from the course.

---

**Feedback Requirements**

Inform the students of where the examination will take place, as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

---

This page intentionally left blank

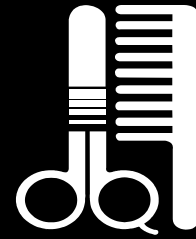


Enabling Learning Objective A

Learning Step 1

VGT-1, Army's Policy on Personal Appearance and Grooming

**ARMY'S POLICY ON  
PERSONAL APPEARANCE  
AND GROOMING**



AR 670-1, para 1-7a states, “The Army is a uniformed service where discipline is judged, in part, by the manner in which a soldier wears a prescribed uniform.... Therefore, a neat and well-groomed appearance by all soldiers is fundamental to the Army and contributes to building the pride and esprit essential to an effective military force... Soldiers must take pride in their appearance at all times, in or out of uniform, on or off duty....”

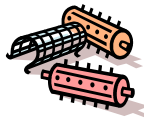
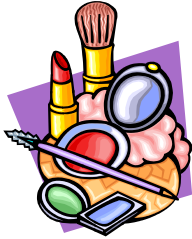
## MALE APPEARANCE STANDARDS

- Hair will be neatly groomed.
- Length and bulk of hair will not be excessive.
- Will not fall over the ears or touch the collar.
- Will not interfere with normal wear of headgear or protective masks.
- Keep sideburns neatly trimmed and not extending below the lowest part of ear opening.
- Face will be clean-shaven, mustaches will not cover upper lip nor extend below corners of mouth.
- Wigs/hairpieces can be worn to cover natural baldness or disfiguration.

(IAW AR 670-1)



## FEMALE APPEARANCE STANDARDS



- Hair neatly groomed, length and bulk not excessive.
- Hair does not extend below bottom edge of collar.
- Hair does not interfere with normal wear of headgear or protective masks.
- Hairnets worn only for health or safety reasons.
- Wigs/hairpieces allowed if of natural hair color.
- Hair holding ornaments must be unadorned.
- Cosmetics (lipstick, nail polish) allowed if applied conservatively.

(IAW AR 670-1)

## THE ARMY'S TATTOO POLICY



1. **Soldiers will not have tattoos or brands that are visible in a class A uniform.**
2. **Soldier will not have extremist, indecent, sexist, or racist tattoos.**
3. **For soldiers who are not in compliance, commanders may not order the removal of a tattoo or brand. However, the commander must counsel soldiers and afford them the opportunity to seek medical advice about the possible removal/alteration of the tattoo or brand.**
4. **Existing tattoos or brands on the hands that are not extremist, indecent, sexist, or racist, but are visible in the class A uniform are authorized for current soldiers only. This “grandfather” provision does not apply to soldiers enlisting after 1 July 2002.**
5. **Soldiers may not cover tattoos or brands in order to comply.**

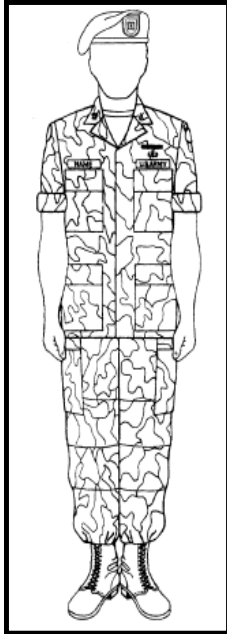
**(IAW AR 670-1)**

Enabling Learning Objective B

Learning Step 1

VGT-5, Good Fit and Appearance of Uniforms

## GOOD FIT AND APPEARANCE OF UNIFORMS



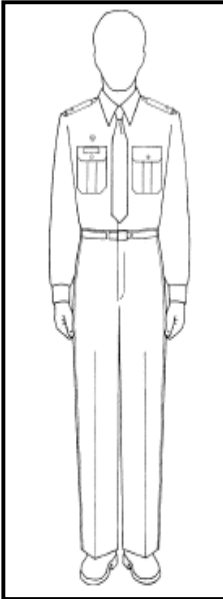
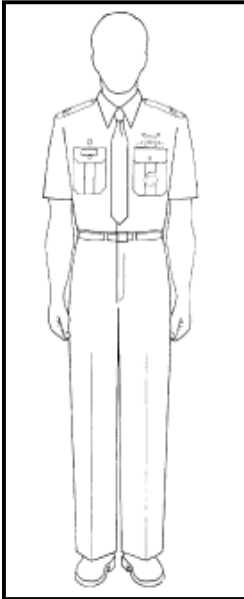
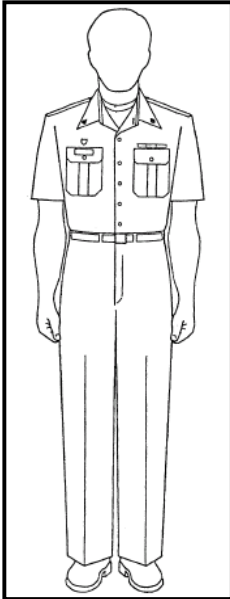

- Ensure uniform fits properly, is clean, serviceable, and pressed.
- Checkbooks, combs, pens or pencils must not protrude from pockets or present bulky appearance.
- Fasten all buttons, zip all zippers, and snap all snaps.
- Keep all metallic devices in proper luster.
- Keep shoes and boots clean and shined or brushed.
- When required, soldiers may attach keys or key chains to the belt, belt loops, or waistband.
- Authorized to wear only one electronic device (cell phone or pager), and it must be black.
- May starch BDUs and the maternity work uniform.

(IAW AR 670-1, para 1-9)

Enabling Learning Objective C

Learning Step 1

VGT-6, Army Green Service Uniform (Male)

<b>ARMY GREEN SERVICE UNIFORM (MALE)</b>			
			
<b>Class B Long-Sleeved with tie</b>	<b>Class B Short-Sleeved with tie</b>	<b>Class B Short-Sleeved without tie</b>	<b>Class A Army Green Uniform</b>

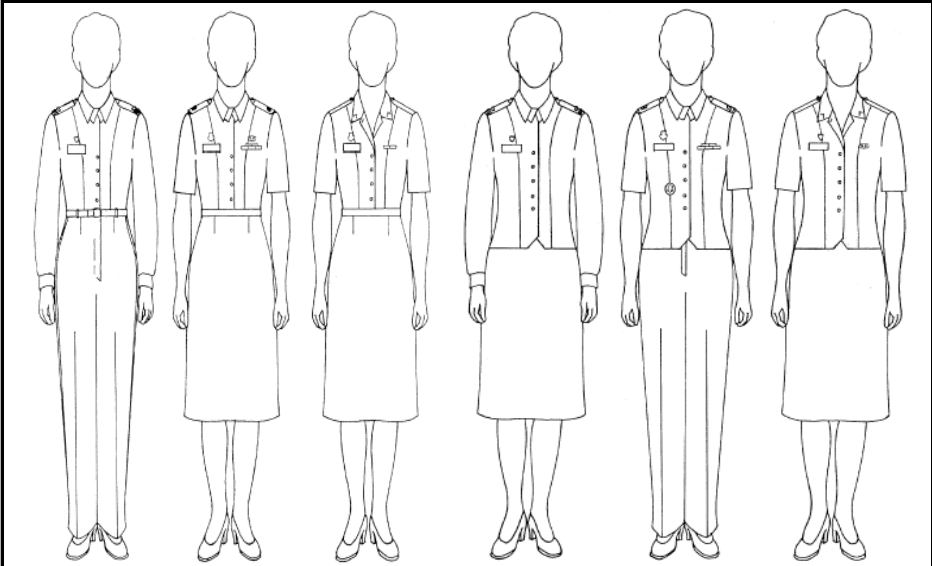
T229/OCT03/VGT-6



Primary Leadership Development Course

Learning Step 2

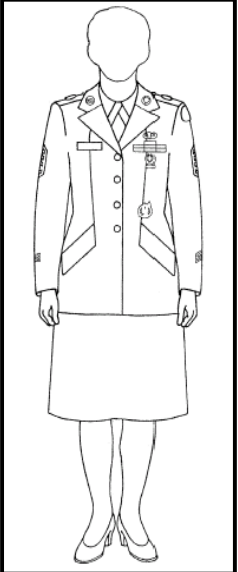
VGT-7, Army Green Service Uniform (Female)

## ARMY GREEN SERVICE UNIFORM (FEMALE)





<b>Long sleeve (tucked in) and neck tab and slacks</b>	<b>Short sleeve (tucked in) and neck tab with skirt</b>	<b>Short sleeve (tucked in) open, with skirt</b>	<b>Long sleeve and neck tab with skirt</b>	<b>Short sleeve and neck tab with slacks</b>	<b>Short sleeve shirt open with skirt</b>
--	---	--	--	--	---



**Class A Army Green Uniform with skirt**

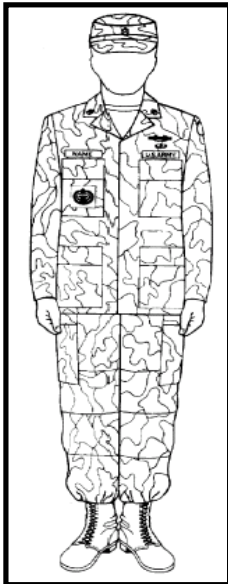
T229/OCT03/VGT-7 Primary Leadership Development Course

Enabling Learning Objective D

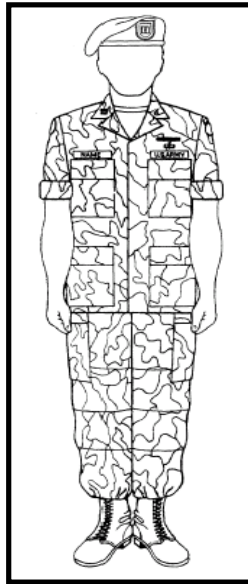
Learning Step 1

VGT-8, Temperate and Hot Weather BDUs

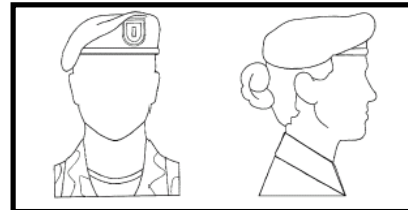
# TEMPERATE AND HOT WEATHER BDUs



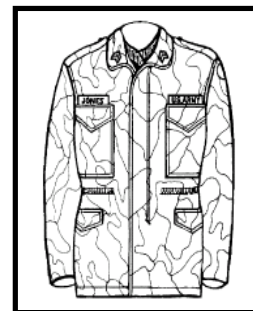
**BDUs with patrol cap, sleeves down**



**BDUs with beret, sleeves rolled up**



**Wear of the beret, male and female**



**Cold-weather coat, camouflage (field jacket)**

T229/OCT03/VGT-8

Primary Leadership Development Course



**Appendix B Test(s) and Test Solution(s) (N/A)**

## **Appendix C Practical Exercises and Solutions (N/A)**

---

**Appendix D, HANDOUTS FOR LESSON 1: T229 version 1**

---

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from AR 670-1	SH-2-1 thru SH-2-85

---

This page intentionally left blank

## Student Handout 1

**Advance Sheet**


---

**Lesson Hours**

This lesson consists of two hours of small group instruction.

---

**Overview**

Part of your daily duties is to ensure that you and your soldiers meet the highest standards of appearance possible. For you to accomplish this task, you must first know how to wear your uniform properly.

---

**Learning Objective**

Terminal Learning Objective (TLO).

<b>Action</b>	Demonstrate personal grooming, proper fit, and correct wear of the Army uniform(s).
<b>Conditions</b>	As a squad leader given a squad of soldiers in a classroom environment and AR 670-1 (SH-2).
<b>Standards</b>	<p>Demonstrated personal grooming, and proper fit, and correct wear of the Army uniform(s) by--</p> <ul style="list-style-type: none"> <li>• Exhibiting standards for personal grooming and appearance,</li> <li>• Exhibiting guidelines for “good fit and appearance” of Army uniforms,</li> <li>• Exhibiting the appropriate wear and appearance of the Army green service uniform.</li> <li>• Exhibiting the appropriate wear and appearance of temperate and hot weather battle dress uniforms,</li> </ul> <p>IAW AR 670-1 (SH-2).</p>

- ELO A** Exhibit standards for basic grooming and personal appearance.
- ELO B** Exhibit guidelines for “good fit and appearance” of Army uniforms.
- ELO C** Exhibit the appropriate wear and appearance of the Army green service uniform.
- ELO D** Exhibit the appropriate wear and appearance of the temperate and hot weather battle dress uniforms.

---

**Assignment**

Before class--

- Read Student Handout 1, Advance Sheet.
- Read Student Handout 2, Extracted Material from AR 670-1.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable reference materials.
- 

**Additional  
Subject Area  
Resources**

None

---

**Bring to Class**

- SH-2, extract from AR 670-1.
  - Pencil or pen and writing paper.
-

## Student Handout 2

### Extracted Material from AR 670-1

---

This student handout contains 84 pages of extracted material from the following publication:

AR 670-1, Wear and Appearance of Army Uniforms and Insignia, 5 Sep 03

Chapter 1	SH 2-2 thru SH 2-7
Chapter 3	SH 2-8 thru 2-13
Chapter 15	SH 2-13 thru 2-20
Chapter 16	SH-2-20 thru 2-27
Chapter 28	SH-2-27 thru 2-60
Chapter 29	SH 2-60 thru 2-85

**Disclaimer:** The developer downloaded the text in this student handout from the U.S. Army Publishing Directorate Home Page. The text may contain passive voice, misspellings, grammatical errors, etc., and may not conform to the Army Writing Style Program.

---

### RECOVERABLE PUBLICATION

**YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COST.**

This page intentionally left blank



## Part One General Information and Responsibilities

### Chapter 1 Introduction

#### 1-7. Personal appearance policies

*a.* General. The Army is a uniformed service where discipline is judged, in part, by the manner in which a soldier wears a prescribed uniform, as well as by the individual's personal appearance. Therefore, a neat and well-groomed appearance by all soldiers is fundamental to the Army and contributes to building the pride and esprit essential to an effective military force. A vital ingredient of the Army's strength and military effectiveness is the pride and self-discipline that American soldiers bring to their Service through a conservative military image. It is the responsibility of commanders to ensure that military personnel under their command present a neat and soldierly appearance. Therefore, in the absence of specific procedures or guidelines, commanders must determine a soldier's compliance with standards in this regulation. Soldiers must take pride in their appearance at all times, in or out of uniform, on and off duty. Pride in appearance includes soldiers' physical fitness and adherence to acceptable weight standards, in accordance with AR 600-9.

*b.* Exceptions to appearance standards based on religious practices.

(1) As provided by AR 600-20, paragraph 5-6, and subject to temporary revocation because of health, safety, or mission requirements, the following applies to the wear of religious apparel, articles, or jewelry. The term "religious apparel" is defined as articles of clothing worn as part of the observance of the religious faith practiced by the soldier. Religious articles include, but are not limited to, medallions, small booklets, pictures, or copies of religious symbols or writing carried by the individual in wallets or pockets. Except as noted below, personnel may not wear religious items if they do not meet the standards of this regulation, and requests for accommodation will not be entertained (see AR 600-20, para 5-6g(2)(d)).

*(a)* Soldiers may wear religious apparel, articles, or jewelry with the uniform, to include the physical fitness uniform, if they are neat, conservative, and discreet. "Neat conservative, and discreet" is defined as meeting the uniform criteria of this regulation. In other words, when religious jewelry is worn, the uniform must meet the same standards of wear as if the religious jewelry were not worn. For example, a religious item worn on a chain may not be visible when worn with the utility, service, dress, or mess uniforms. When worn with the physical fitness uniform, the item should be no more visible than identification (ID) tags would be in the same uniform. The width of chains worn with religious items should be approximately the same size as the width of the ID tag chain.

*(b)* Soldiers may not wear these items when doing so would interfere with the performance of their duties or present a safety concern. Soldiers may not be prohibited, however, from wearing religious apparel, articles, or jewelry meeting the criteria of this regulation simply because they are religious in nature, if wear is permitted of similar items of a nonreligious nature. A specific example would be wearing a ring with a religious symbol. If the ring meets the uniform standards for jewelry and is not worn in a work area where rings are prohibited because of safety concerns, then wear is allowed and may not be prohibited simply because the ring bears a religious symbol.

*(c)* During a worship service, rite, or ritual, soldiers may wear visible or apparent religious articles, symbols, jewelry, and apparel that do not meet normal uniform standards. Commanders, however, may place reasonable limits on the wear of non-subdued items of religious apparel during worship services, rites, or rituals conducted in the field for operational or safety reasons. When soldiers in uniform wear visible religious articles on such occasions, they must ensure that these articles are not permanently affixed or appended to any prescribed article of the uniform.

*(d)* Chaplains may wear religious attire as described in this regulation, CTA 50-909, and AR 165-1 in the performance of religious services and other official duties, as required. Commanders may not prohibit chaplains from wearing religious symbols that are part of the chaplain's duty uniform. (See AR 600-20, para 5-6g(7).)

- (2) Soldiers may wear religious headgear while in uniform if the headgear meets the following criteria.
- (a) It must be subdued in color (black, brown, green, dark or navy blue, or a combination of these colors).
  - (b) It must be of a style and size that can be completely covered by standard military headgear, and it cannot interfere with the proper wear or functioning of protective clothing or equipment.
  - (c) The headgear cannot bear any writing, symbols, or pictures.
  - (d) Personnel will not wear religious headgear in place of military headgear when military headgear is required (outdoors, or indoors when required for duties or ceremonies).
- (3) Personal grooming. Hair and grooming practices are governed by paragraph 1–8 of this regulation, and exceptions or accommodations based on religious practices will not be granted. As an exception, policy exceptions based on religious practice given to soldiers in accordance with AR 600–20 on or prior to 1 January 1986 remain in effect as long as the soldier remains otherwise qualified for retention.

## **1–8. Hair and fingernail standards and grooming policies**

### *a. Hair.*

(1) General. The requirement for hair grooming standards is necessary to maintain uniformity within a military population. Many hairstyles are acceptable, as long as they are neat and conservative. It is not possible to address every acceptable hairstyle, or what constitutes eccentric or conservative grooming. Therefore, it is the responsibility of leaders at all levels to exercise good judgment in the enforcement of Army policy. All soldiers will comply with the hair, fingernail, and grooming policies while in any military uniform or while in civilian clothes on duty.

(a) Leaders will judge the appropriateness of a particular hairstyle by the appearance of headgear when worn. Soldiers will wear headgear as described in the applicable chapters of this regulation. Headgear will fit snugly and comfortably, without distortion or excessive gaps. Hairstyles that do not allow soldiers to wear the headgear properly, or that interfere with the proper wear of the protective mask or other protective equipment, are prohibited.

(b) Extreme, eccentric, or trendy haircuts or hairstyles are not authorized. If soldiers use dyes, tints, or bleaches, they must choose those that result in natural hair colors. Colors that detract from a professional military appearance are prohibited. Therefore, soldiers should avoid using colors that result in an extreme appearance. Applied hair colors that are prohibited include, but are not limited to, purple, blue, pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of leaders to use good judgment in determining if applied colors are acceptable, based upon the overall effect on soldiers' appearance.

(c) Soldiers who have a texture of hair that does not part naturally may cut a part into the hair. The part will be one straight line, not slanted or curved, and will fall in the area where the soldier would normally part the hair. Soldiers will not cut designs into their hair or scalp.

(2) Male haircuts will conform to the following standards.

(a) The hair on top of the head must be neatly groomed. The length and bulk of the hair may not be excessive or present a ragged, unkempt, or extreme appearance. The hair must present a tapered appearance. A tapered appearance is one where the outline of the soldier's hair conforms to the shape of the head, curving inward to the natural termination point at the base of the neck. When the hair is combed, it will not fall over the ears or eyebrows, or touch the collar, except for the closely cut hair at the back of the neck. The block-cut fullness in the back is permitted to a moderate degree, as long as the tapered look is maintained. In all cases, the bulk or length of hair may not interfere with the normal wear of headgear (see para 1–8a(1)(a), above) or protective masks or equipment. Males are not authorized to wear braids, cornrows, or dreadlocks (unkempt, twisted, matted, individual parts of hair) while in uniform or in civilian clothes on duty. Hair that is clipped closely or shaved to the scalp is authorized.

(b) Males will keep sideburns neatly trimmed. Sideburns may not be flared; the base of the sideburn will be a clean shaven, horizontal line. Sideburns will not extend below the lowest part of the exterior ear opening.

(c) Males will keep their face clean-shaven when in uniform or in civilian clothes on duty. Mustaches are permitted; if worn, males will keep mustaches neatly trimmed, tapered, and tidy. Mustaches will not present a chopped off or bushy appearance, and no portion of the mustache will cover the upper lip line or extend sideways beyond a vertical line drawn upward from the corners of the mouth (see figure 1–1). Handlebar mustaches, goatees, and beards are not authorized. If appropriate medical authority prescribes beard growth, the length required for medical treatment must be specified. For example, “The length of the beard will not exceed 1/4 inch” (see TB MED 287). Soldiers will keep the growth trimmed to the level specified by appropriate medical authority, but they are not authorized to shape the growth into goatees, or “Fu Manchu” or handlebar mustaches.



Figure 1–1. Wear of mustache

(d) Males are prohibited from wearing wigs or hairpieces while in uniform or in civilian clothes on duty, except to cover natural baldness or physical disfiguration caused by accident or medical procedure. When worn, wigs or hairpieces will conform to the standard haircut criteria as stated in 1–8a(2)(a), above.

(3) Female haircuts will conform to the following standards.

(a) Females will ensure their hair is neatly groomed, that the length and bulk of the hair are not excessive, and that the hair does not present a ragged, unkempt, or extreme appearance. Likewise, trendy styles that result in shaved portions of the scalp (other than the neckline) or designs cut into the hair are prohibited. Females may wear braids and cornrows as long as the braided style is conservative, the braids and cornrows lie snugly on the head, and any hair holding devices comply with the standards in 1–8a(3)(d) below. Dreadlocks (unkempt, twisted, matted individual parts of hair) are prohibited in uniform or in civilian clothes on duty. Hair will not fall over the eyebrows or extend below the bottom edge of the collar at any time during normal activity or when standing in formation. Long hair that falls naturally below the bottom edge of the collar, to include braids, will be neatly and inconspicuously fastened or pinned, so no free-hanging hair is visible. This includes styles worn with the physical fitness uniform/improved physical fitness uniform (PFU/IPFU).

(b) Styles that are lopsided or distinctly unbalanced are prohibited. Ponytails, pigtails, or braids that are not secured to the head (allowing hair to hang freely), widely spaced individual hanging locks, and other extreme styles that protrude from the head are prohibited. Extensions, weaves, wigs, and hairpieces are authorized; however, these additions must have the same general appearance as the individual’s natural hair. Additionally, any wigs, extensions, hairpieces, or weaves must comply with the grooming policies set forth in this paragraph.

(c) Females will ensure that hairstyles do not interfere with proper wear of military headgear and protective masks or equipment at any time (see 1–8a(1)(a), above). When headgear is worn, the hair will not extend below the bottom edge of the front of the headgear, nor will it extend below the bottom edge of the collar.

(d) Hair-holding devices are authorized only for the purpose of securing the hair. Soldiers will not place hair-holding devices in the hair for decorative purposes. All hair-holding devices must be plain and of a color as close to the soldier’s hair as is possible or clear. Authorized devices include, but are not limited to, small, plain scrunchies (elastic hair bands covered with material), barrettes, combs, pins, clips, rubber bands, and hair bands. Devices that are conspicuous, excessive, or decorative are prohibited. Some examples of prohibited devices include, but are not limited to, large, lacy scrunchies; beads, bows, or claw clips; clips, pins, or barrettes with butterflies, flowers, sparkles, gems, or scalloped edges; and bows made from hairpieces.

(e) Soldiers may not wear hairnets unless they are required for health or safety reasons, or in the performance of duties (such as those of a cook). No other type of hair covering is authorized in lieu of the hairnet. The commander will provide the hairnet to the soldier at no cost.

*b. Cosmetics.*

(1) General. As with hairstyles, the requirement for standards regarding cosmetics is necessary to maintain uniformity and to avoid an extreme or unmilitary appearance. Males are prohibited from wearing cosmetics, to include nail polish. Females are authorized to wear cosmetics with all uniforms, provided they are applied conservatively and in good taste and complement the uniform. Leaders at all levels must exercise good judgment in the enforcement of this policy.

(a) Females may wear cosmetics if they are conservative and complement the uniform and their complexion. Eccentric, exaggerated, or trendy cosmetic styles and colors, to include makeup designed to cover tattoos, are inappropriate with the uniform and are prohibited. Permanent makeup, such as eyebrow or eyeliner, is authorized as long as the makeup conforms to the standards outlined above.

(b) Females will not wear shades of lipstick and nail polish that distinctly contrast with their complexion, that detract from the uniform, or that are extreme. Some examples of extreme colors include, but are not limited to, purple, gold, blue, black, white, bright (fire-engine) red, khaki, camouflage colors, and fluorescent colors. Soldiers will not apply designs to nails or apply two-tone or multi-tone colors to nails.

(2) Females will comply with the cosmetics policy while in any military uniform or while in civilian clothes on duty.

*c. Fingernails.* All personnel will keep fingernails clean and neatly trimmed. Males will keep nails trimmed so as not to extend beyond the fingertip. Females will not exceed a nail length of 1/4 inch, as measured from the tip of the finger. Females will trim nails shorter if the commander determines that the longer length detracts from the military image, presents a safety concern, or interferes with the performance of duties.

*d. Hygiene and body grooming.* Soldiers will maintain good personal hygiene and grooming on a daily basis and wear the uniform so as not to detract from their overall military appearance.

*e. Tattoo policy*

(1) Tattoos or brands that are visible in a class A uniform (worn with slacks/trousers) are prohibited.

(2) Tattoos or brands that are extremist, indecent, sexist, or racist are prohibited, regardless of location on the body, as they are prejudicial to good order and discipline within units.

(a) Extremist tattoos or brands are those affiliated with, depicting, or symbolizing extremist philosophies, organizations, or activities. Extremist philosophies, organizations, and activities are those which advocate racial, gender or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, ethnicity, religion, or national origin; or advocate violence or other unlawful means of depriving individual rights under the U.S. Constitution, Federal, or State law (see para 4–12, AR 600–20).

(b) Indecent tattoos or brands are those that are grossly offensive to modesty, decency, or propriety; shock the moral sense because of their vulgar, filthy, or disgusting nature or tendency to incite lustful thought; or tend reasonably to corrupt morals or incite libidinous thoughts.

(c) Sexist tattoos or brands are those that advocate a philosophy that degrades or demeans a person based on gender, but that may not meet the same definition of “indecent.”

(d) Racist tattoos or brands are those that advocate a philosophy that degrades or demeans a person based on race, ethnicity, or national origin.

(3) Counseling requirements.

(a) Commanders will ensure soldiers understand the tattoo policy.

(b) For soldiers who are not in compliance, commanders may not order the removal of a tattoo or brand. However, the commander must counsel soldiers, and afford them the opportunity to seek medical advice about removal or alteration of the tattoo or brand.

(4) If soldiers are not in compliance with the policy, and refuse to remove or alter the tattoos or brands, commanders will:

(a) Ensure the soldier understands the policy.

(b) Ensure the soldier has been afforded the opportunity to seek medical advice about removal or alteration.

(c) Counsel the soldier in writing. The counseling form will state that the soldier’s refusal to remove extremist, indecent, sexist, or racist tattoos or brands anywhere on the body, or refusal to remove any type of tattoo or brand visible in the class A uniform (worn with slacks/trousers), will result in discharge.

(5) Existing tattoos or brands on the hands that are not extremist, indecent, sexist, or racist, but are visible in the class A uniform (worn with slacks/trousers) are authorized for current soldiers only. This “grandfather” provision does not apply to soldiers enlisting as of the effective date of this regulation.

(6) Finality of determination.

(a) Recruiting battalion commanders or recruiting battalion executive officers will make initial entry determinations that tattoos or brands comply with this policy. This authority will not be delegated further.

(b) Unit commanders or unit executive officers will make determinations for soldiers currently on active duty. This authority will not be delegated further.

(c) Determinations will be fully documented in writing, and will include a description of existing tattoos or brands and their location on the body. A copy of the determination will be provided to the soldier. Unless otherwise directed by the Army Deputy Chief of Staff, G-1, these determinations are final. If a tattoo or brand is discovered to violate this policy after an initial determination has been documented, commanders must submit requests for an exception to policy or for discharge of the soldier through their chain of command to the Army Deputy Chief of Staff, G-1, for approval.

(7) Soldiers may not cover tattoos or brands in order to comply with the tattoo policy.

## **1-9. Uniform appearance and fit**

*a. Appearance.*

(1) All personnel will maintain a high standard of dress and appearance. Uniforms will fit properly; trousers, pants, or skirts should not fit tightly; and personnel must keep uniforms clean and serviceable and press them as necessary. Soldiers must project a military image that leaves no doubt that they live by a common military standard and are responsible to military order and discipline. Soldiers will ensure that articles carried in pockets, such as wallets, checkbooks, combs, and keys, do not protrude from the pocket or present a bulky appearance.

(2) Wear of items on uniforms.

(a) When required and prescribed by the commander, soldiers may attach keys or key chains to the uniform when performing duties such as charge of quarters, armorer, duty officer/NCO, or other duties as prescribed by the commander. Keys or key chains will be attached to the uniform on the belt, belt loops, or waistband.

(b) At the discretion of the commander, and when required in the performance of duties listed above, soldiers may wear an electronic device on the belt, belt loops, or waistband of the uniform. Only one electronic device may be worn; it may be either a pager or a cell phone. The body of the device may not exceed 4x2x1 inches, and the device and carrying case must be black; no other colors are authorized. If security cords or chains are attached to the device, soldiers will conceal the cord or chain from view. Other types of electronic devices are not authorized for wear on the uniform. If the commander issues and requires the use of other electronic devices in the performance of duties, the soldier will carry them in the hand, pocket, briefcase, purse, bag, or in some other carrying container.

(c) Soldiers will not wear keys, key chains, or electronic devices on the uniform when the commander determines such wear is inappropriate, such as in formation, or during parades or ceremonies. Soldiers will not wear items or devices on the uniform when not performing required duties.

(3) While in uniform, personnel will not place their hands in their pockets, except momentarily to place or retrieve objects. Soldiers will keep uniforms buttoned, zipped, and snapped. They will ensure metallic devices such as metal insignia, belt buckles, and belt tips are free of scratches and corrosion and are in proper luster or remain properly subdued, as applicable; and that all medals and ribbons are clean and not frayed. Personnel will keep shoes and boots cleaned and shined. Soldiers will replace the insignia listed in AR 700-84, paragraph 5-5, when it becomes unserviceable or no longer conforms to standards.

(4) Lapels and sleeves of service, dress, and mess coats and jackets will be roll-pressed, without creasing. Skirts will not be creased. Trousers, slacks, and the sleeves of shirts and blouses will be creased. Soldiers may add military creases to the AG shade 415 shirt and the BDU coat (not the field jacket). Personnel will center the front creases on each side of the shirt, centered on the pockets, for those garments that have front pockets. Soldiers may press a horizontal crease across the upper back of the shirt or coat (not necessary on the male shirt due to the yoke seam), and they may press three equally spaced vertical creases down the back, beginning at the yoke seam or the horizontal crease. Additionally, personnel may crease the sleeves of the battle dress uniform (BDU) coat. Personnel are not authorized to sew military creases into the uniform.

(5) Although some uniform items are made of wash-and-wear materials or are treated with a permanent-press finish, soldiers may need to press these items to maintain a neat, military appearance. However, before pressing uniform items, soldiers should read and comply with care instruction labels attached to the items. Soldiers may starch BDUs and the maternity work uniform, at their option. Commanders will not require soldiers to starch these uniforms, and soldiers will not receive an increase in their clothing replacement allowance to compensate for potential premature wear that may be caused by starching uniforms.

*b.* Fit. Fitting instructions and alterations of uniforms will be made in accordance with AR 700–84 and TM 10–227.

The following is a summary of general fitting guidelines.

(1) Black all-weather coat.

*(a)* Males. The length of the sleeves of the all-weather coat will be 1/2 inch longer than the service coat. The bottom of the black all weather coat will reach to a point 1 1/2 inches below the center of the knee.

*(b)* Females. The length of the sleeves of the all-weather coat will be 1/2 inch longer than the service coat. The bottom of the coat will reach a point at least 1 inch below the skirt hem, but not less than 1-1/2 inches below the center of the knee.

(2) Uniform coats and jackets (male and female). The sleeve length will be 1 inch below the bottom of the wrist bone.

(3) Trousers and slacks.

*(a)* Trousers will be fitted and worn with the lower edge of the waistband at the top of the hipbone, plus or minus 1/2 inch. The front crease of the trousers will reach the top of the instep, touching the top of the shoe at the shoelaces.

Trousers will be cut on a diagonal line to reach a point approximately midway between the top of the heel and the top of the standard shoe in the back. The trousers may have a slight break in the front.

*(b)* Slacks will be fitted and worn so that the center of the waistband is at the natural waistline. The front crease of the slacks will reach the top of the instep, touching the top of the foot or the shoe at the shoelaces. Slacks will be cut on a diagonal line to reach a point approximately midway between the top of the heel and the top of the standard shoe in the back. The slacks may have a slight break in the front.

(4) Knee-length skirts. Skirt lengths will be no more than 1 inch above or 2 inches below the center of the knee.

(5) Long-sleeved shirts. The sleeve length will extend to the center of the wrist bone.

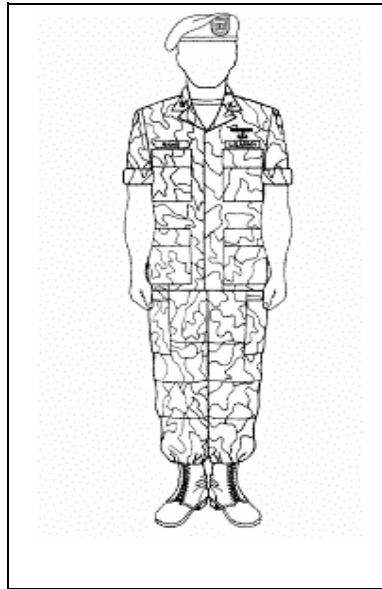
(6) Other. Personnel will wear appropriate undergarments with all uniforms, in accordance with paragraph 27–28.

**Part Two**  
**Utility and Selected Organization Uniforms**

**Chapter 3**  
**Temperate, Hot-Weather, and Enhanced Hot-Weather Battle Dress Uniforms**

**3-1. Authorization for wear**

The temperate, hot-weather (HW), and enhanced hot-weather (EHW) battle dress uniforms (BDUs) are authorized for year-round wear by all personnel when prescribed by the commander. (See figs 3-1 and 3-2.)



**Figure 3-1. Temperate and hot-weather battle dress uniform, with beret, sleeves rolled**



**Figure 3-2. Temperate and hot-weather battle dress uniform, with patrol cap, sleeves down**

### 3-2. Composition and classification

#### a. Material composition.

(1) Coat, cold weather, woodland camouflage pattern (field jacket). Fabric is nylon and cotton sateen, wind resistant.

(2) Enhanced hot-weather coat and trousers. Fabric is 50/50 ripstop nylon and cotton poplin, in a four-color woodland camouflage pattern.

(3) Hot-weather coat and trousers. Fabric is 100 percent ripstop cotton, in a four-color woodland camouflage pattern.

(4) Temperate coat and trousers. Fabric is 50/50 nylon and cotton twill, in a four-color woodland camouflage pattern.

#### b. Uniform composition.

(1) Beret. The black beret became the standard headgear for utility uniforms on 14 June 2001. The beret consists of a woolen knitted outer shell (lined or unlined) with a leather sweatband and an adjusting ribbon threaded through the binding. The beret is equipped with a stiffener on the left front for the attachment of organizational flashes and insignia.

(2) Cap, woodland camouflage pattern (patrol cap). The cap has a visor, a circular top crown, a side crown with an outside crown band, and retractable earflaps (temperate cap only; the hot-weather caps do not have retractable earflaps).

(3) Coat, cold weather, woodland camouflage pattern (field jacket). The coat is lined, hip length with a bi-swing back, with a convertible stand-up collar with concealed hood and a slide-fastener front closure, with two breast and two lower pockets. (See fig 3-3.)



Figure 3-3. Cold-weather coat, camouflage (field jacket)

(4) Coat, woodland camouflage pattern. The coat is a single-breasted “bush type” design with a collar and four patch bellows-type pockets with flaps (two chest and two lower). The coat has a straight-cut bottom, waist take-up tabs on both sides (old version only), and cuffed sleeves with reinforcement patches at the elbows. The enhanced hotweather coat has a fused collar and pocket flaps, a suppressed waist (3 inches), and no waist adjustment tabs.

(5) Trousers, woodland camouflage pattern. The trousers have four standard type pockets and two leg bellows-type pockets, and reinforcement patches at the knees and buttocks. The trousers have a buttonhole fly with protective flap (hot-weather battle dress uniform: (HWBDU)), adjustable waist tabs (old version only), and leg-hem draw cords. The HWBDU trousers with knee pleats are authorized for wear until current stocks are exhausted. The knee pleats were removed from the enhanced hot-weather battle dress uniform (EHWBDU) trousers.

#### c. Accessories. The following accessories are normally worn with these uniforms:

(1) Belt, web with open-faced black buckle (para 27-2a and b).

(2) Boots, combat, leather black (para 27-3).

(3) Chaplain’s apparel (para 27-7).

(4) Coat, black all weather (para 27-8).

(5) Gloves, black leather shell with inserts (para 27-12a).

(6) Handbags.

(a) Black, clutch type, optional purchase (para 27-13a).

(b) Black, shoulder (para 27-13d).

(7) Hat, drill sergeant (para 27-14).



- (8) Military police accessories (para 27–16).
- (9) Neckgaiter, optional purchase (para 27–17).
- (10) Scarves.
  - (a) Black (with black overcoat only) (para 27–21a).
  - (b) Olive-green 208 (para 27–21b).
- (11) Socks, black, cushion sole (para 27–24a).
- (12) Undergarments (para 27–28).
- (13) Undershirt, brown (para 27–28e).
- (14) Organizational clothing and equipment, as determined by the commander in accordance with CTA 50–900 or CTA 8–100 (medical personnel).
- (15) Personal hydration systems, as determined by the commander.
  - d. Classification. The temperate, enhanced hot-weather, and hot-weather BDUs are clothing bag issue utility uniforms. The beret is an organizational issue item. DA Pam 710–2–1 governs turn-in and reissue of the beret.

### **3–3. Occasions for wear**

a. Soldiers may wear BDUs on duty when prescribed by the commander. Soldiers may wear BDUs off post unless prohibited by the commander. They may not wear BDUs for commercial travel, unless authorized by para 1–10c of this regulation. Personnel may not wear BDUs in establishments that primarily sell alcohol. If the establishment sells alcohol and food, soldiers may not wear utility uniforms if their activities in the establishment center on drinking alcohol only.

b. Utility uniforms are not normally considered appropriate for social or official functions off the installation, such as memorial services and funerals. These uniforms are issued as utility, field, training, or combat uniforms and are not intended for wear as all-purpose uniforms when other uniforms are more appropriate.

### **3–4. Insignia and accouterments**

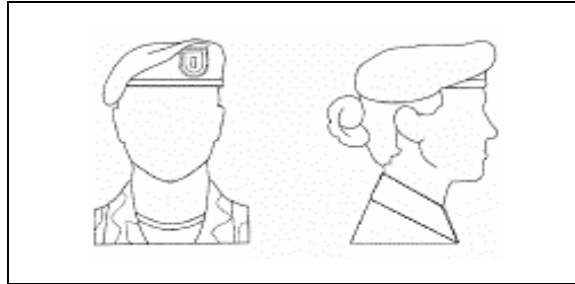
The following insignia and accouterments are authorized for wear on these uniforms:

- a. Badges (subdued).
  - (1) Combat and special skill badges (pin on or embroidered sew on) (para 29–17d).
  - (2) Special skill tabs (para 29–17d).
  - (3) Subdued identification badges (para 29–18d).
- b. Brassards (para 28–29).
- c. Branch insignia (paras 28–10b and 28–12b).
- d. Combat leaders identification (para 28–21).
- e. Grade insignia (paras 28–5 through 28–7).
- f. Headgear insignia (para 28–3).
- g. Subdued shoulder sleeve insignia, current organization (para 28–16e(2)).
- h. Subdued shoulder sleeve insignia, former wartime service (para 28–17c(2)).
- i. Name and U.S. Army distinguishing tapes (paras 28–24a and 28–24b).
- j. Organizational flash (para 28–31a).
- k. Foreign badges are not authorized for wear on these uniforms.

### **3–5. Headgear**

a. Beret.

(1) General. The beret is the basic headgear for utility uniforms in garrison environments. The beret is not worn in the field, in training environments, or in environments where the wear of the beret is impractical, as determined by the commander. Additionally, the beret is not worn on deployments unless authorized by the commander. Personnel being transferred from one organization to another may continue to wear the beret and flash of the former unit until they report for duty at the new organization.



**Figure 3-4. Wear of the beret, male and female**

(2) Wear. The beret is worn so that the headband (edge binding) is straight across the forehead, 1 inch above the eyebrows. The flash is positioned over the left eye, and the excess material is draped over to the right ear, extending to at least the top of the ear, and no lower than the middle of the ear. Personnel will cut off the ends of the adjusting ribbon and secure the ribbon knot inside the edge binding at the back of the beret. When worn properly, the beret is formed to the shape of the head; therefore, soldiers may not wear hairstyles that cause distortion of the beret. Paragraph 3-5c, below, addresses wear of headgear insignia. Figures 3-1 and 3-4 show wear of the beret. Soldiers wear berets as indicated below:

(3) Black beret.

(a) Soldiers who are not assigned to units or positions authorized wear of the tan, green, or maroon berets will wear the black beret. This includes senior and junior ROTC instructors, unless otherwise indicated below.

(b) Soldiers are issued the black beret upon assignment to their first permanent duty assignment after the completion of initial entry training or officer/warrant officer basic courses. Cadets and officer/warrant officer candidates will not wear the black beret. Split-option soldiers or soldiers in the simultaneous membership program will wear the black beret only when performing duties with their units, and they will wear the patrol cap with the BDU, as described in paragraph 3-5b below, when in a cadet or trainee status. Soldiers who have not been issued or who do not wear the black beret will wear the patrol cap with the BDU, as indicated in paragraph 3-5b below. In those cases where beret sustainment levels are not sufficient for turn-in and reissue of unserviceable berets, the commander can authorize the temporary wear of the patrol cap until the beret can be replaced.

(c) The Army flash is the only flash authorized for wear on the black beret, unless authorization for another flash was granted before the implementation of the black beret as the standard Army headgear (for example, Opposing Forces (OPFOR) elements).

(4) Ranger tan beret. Soldiers currently assigned to the following units are authorized wear of the Ranger tan beret. Personnel will wear the approved flash of the unit to which they are assigned.

(a) 75th Ranger Regiment.

(b) Ranger Training Brigade.

(c) Ranger-qualified soldiers in the following units or positions, if they previously served in the 75th Ranger Regiment: U.S. Special Operations Command; U.S. Army Special Operations Command; U.S. Special Operations Command Joint Task Force; and Theater Special Operations Command. The 75th Ranger Regiment is the sole authority for validation of service in the Ranger Regiment.

(5) Green beret.

(a) If approved by local commanders, all Special Forces-qualified personnel (those carrying the Special Forces MOSs of 18A or 180A, CMF 18, and CSMs reclassified from 18Z to OOO) are authorized to wear the green beret. This includes senior and junior ROTC instructors and those attending training at an Army service school in a student status (for example, CGSC, DLI, or USASMA).

(b) Special Forces personnel will wear the approved flash of the unit to which they are assigned. Special Forces personnel who are assigned to an organization without an approved flash will wear the generic SF flash (the flash approved for personnel assigned to SF positions, but not assigned to SF units).

(6) Maroon beret. All personnel assigned to airborne units whose primary missions are airborne operations wear the maroon beret. The airborne designation for a unit is found in the unit modification table of organization and equipment (MTOE). Other soldiers authorized to wear the maroon beret are indicated below. Personnel will wear the approved flash of the unit to which they are assigned.

(a) Active Army advisors to reserve airborne units on jump status.

(b) All personnel assigned to the airborne departments of the U.S. Army Infantry School and the U.S. Army Quartermaster School.

(c) All personnel assigned to long-range surveillance detachments designated as airborne.

(d) All personnel assigned to the airborne/airlift action office.

(e) Recruiters of the Special Operations Recruiting Company (SORC), U.S. Army Recruiting Command. Personnel will wear the USASOC flash.

(f) All personnel assigned to the airborne procurement team.

(g) All personnel assigned to 55th Signal Company Airborne Combat Camera Documentation Team.

(h) All personnel assigned to 982d Combat Signal Company airborne platoons.

(i) All personnel assigned to rigger detachments.

b. Patrol cap.

(1) The patrol cap (formerly called the BDU cap) is worn with the BDU in field environments when the Kevlar helmet is not worn; on work details; or in other environments where the wear of the beret is impractical, as determined by the commander. Additionally, personnel in initial training categories who do not wear the black beret (see para 3–5a(3)(b), above) wear the patrol cap with the BDU. The patrol cap is available in the hot-weather and temperate fabrics.

(2) Personnel wear the patrol cap straight on the head so that the cap band creates a straight line around the head, parallel to the ground. The patrol cap will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. The cap is worn so that no hair is visible on the forehead beneath the cap. At their discretion, individuals may wear the earflaps down during cold weather, except in formation when the commander may prescribe wear policy (see fig 3–2).

c. Headgear insignia. (See para 28–3 for placement of headgear insignia and beret flashes.)

(1) Beret. Officers and warrant officers wear non-subdued grade insignia centered on the beret flash, and chaplains wear their branch insignia. Enlisted personnel wear their distinctive unit insignia (DUI) centered on the beret flash. Enlisted personnel assigned to units not authorized the DUI wear their regimental distinctive insignia (RDI). General officers may wear full-, medium-, or miniature-sized stars on the beret. Stars are centered horizontally on the flash point-to-point, and they may be mounted on a bar as an option. Overlap of the stars beyond the flash is authorized.

(2) Patrol cap. Commissioned and warrant officers wear non-subdued grade insignia on the patrol cap in garrison environments; chaplains wear non-subdued branch insignia. In field environments, commissioned and warrant officers wear subdued grade insignia; chaplains wear subdued branch insignia. Enlisted personnel wear subdued grade insignia on the patrol cap in garrison and field environments.

### **3–6. General guidelines**

a. These uniforms are designed to fit loosely; alterations to make them fit tightly are not authorized. A tight fit reduces the airflow needed for ventilation and cooling. The only alterations authorized are those listed in AR 700–84. Personnel are authorized to mix and match hot-weather and enhanced hot-weather coats, trousers, and patrol caps. However, personnel may not mix hot-weather and temperate uniform items, to include the patrol cap.

b. The coat is worn outside the trousers, and the trousers are worn with a belt. The coat will not extend below the top of the cargo pocket on the pants and will not be higher than the bottom of the side pocket on the pants. Commanders may authorize exceptions to this policy under conditions deemed appropriate in the interest of health, comfort, and efficiency because of climatic conditions, or to accommodate a soldier's religious practices in accordance with AR 600–20, para 5–6.

c. Soldiers will wear the trousers bloused, using the draw cords or blousing rubbers, if the trousers are not tucked into the boots. Personnel will not wrap the trouser leg around the leg tightly enough to present a pegged appearance. Soldiers will not blouse the boots so that the trouser leg extends down to the ankle area. When bloused, the trousers should not extend below the third eyelet from the top of the boot. When soldiers wear the sleeves of the coat rolled up, the camouflage pattern will remain exposed. Personnel will roll the sleeves neatly above the elbow, no more than 3 inches above the elbow.

d. The commander may require that soldiers press these uniforms for special occasions when an especially sharp appearance is required, such as parades, reviews, inspections, or other ceremonial occasions. Although soldiers are authorized to starch the BDU, commanders may not require them to do so. Soldiers are authorized to press military creases in the BDU coat (see para 1-9a(4)).

e. When uniformity in appearance is required, commanders may prescribe a specific uniform for formations or ceremonial occasions, such as parades. When a specific uniform is not prescribed, soldiers may wear the enhanced hotweather, hot-weather, or temperate BDU, or other authorized utility uniforms.

f. Soldiers may wear the black leather shell gloves with utility uniforms without cold-weather outer garments, provided that sleeves are rolled down. Personnel may wear the woodland camouflage cold-weather coat with all utility uniforms. Soldiers may wear the black all-weather coat as a raincoat with these uniforms only in a garrison environment when they have not been issued organizational raingear. When the cold-weather coat or other authorized cold-weather outer garments are worn, personnel may wear the olive-green scarf and the black leather shell gloves, but are not required to do so. Coats are worn buttoned and zipped, and the shirt collar is worn inside the cold-weather coat and other outer garments. Soldiers may wear the hood of the cold-weather coat at their option. However, when the hood is not worn, soldiers will tuck it into the jacket and will zip the zipper. Female personnel may carry handbags with these uniforms only while in a garrison environment.

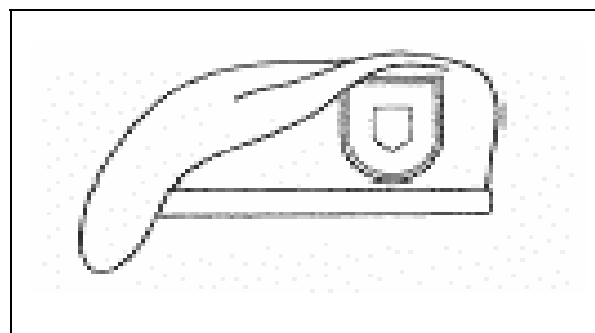
g. Commanders may authorize the use of a camouflage personal hydration system only in the following situations: in a field environment, in high-heat areas, or on work details. Soldiers will not carry hydration systems in a garrison environment unless the commander has authorized it for one of the situations described above. Soldiers will not let the drinking tube hang from their mouths when the device is not in use.

## **Part Three Service Uniforms**

### **Chapter 15 Army Green Service Uniform—Male**

#### **15-1. Authorization for wear**

The class A and B Army green uniforms are authorized for year-round wear by all male personnel. The class A service uniform is an optional dress uniform for all male enlisted personnel when worn with the white shirt and bow tie. The Army green dress uniform, with white shirt and bow tie, is equivalent to the Army blue and white uniforms. (For the officer Army green service uniform, see fig 15-1; for officer and enlisted berets, see fig 15-2 and 15-3; for garrison cap, officer, see fig 15-4; for Army green uniform, enlisted, see fig 15-5; for garrison cap, officer, see fig 15-5, for garrison cap, enlisted, see fig 15-6; and for shirt and tie options with class B Army green uniforms, see fig 15-7, 15-8, and 15-9.)



**Figure 15-3. Beret, enlisted**

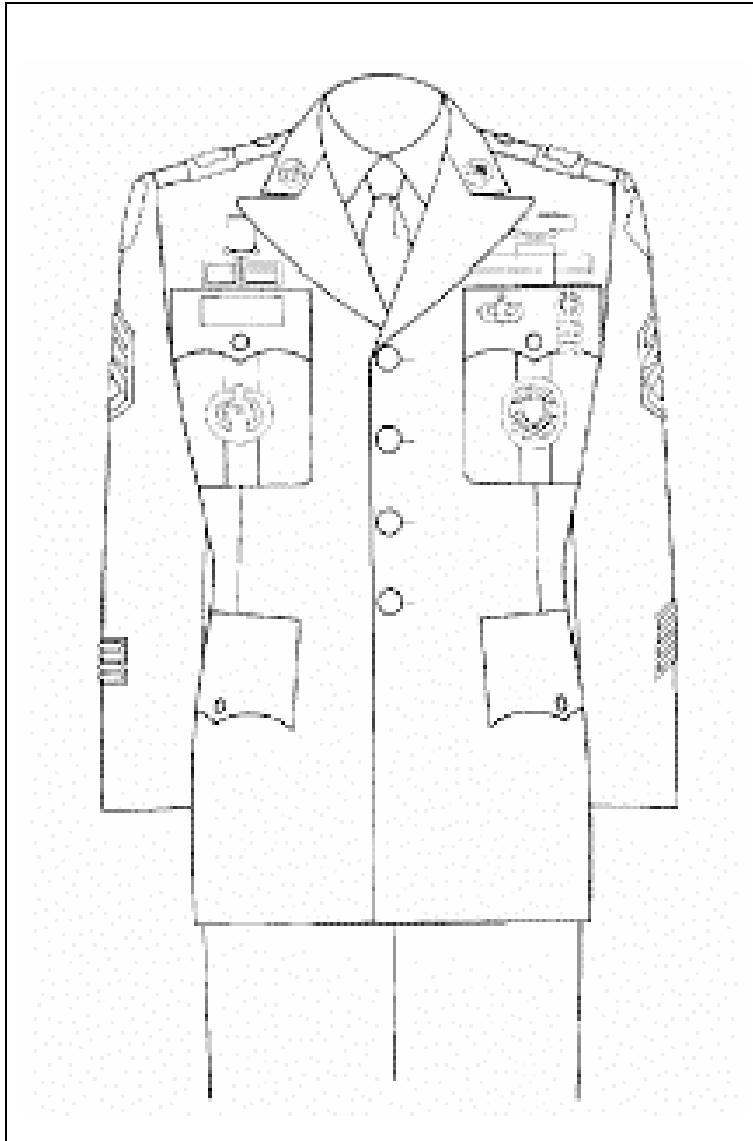


Figure 15-5. Army green uniform, enlisted

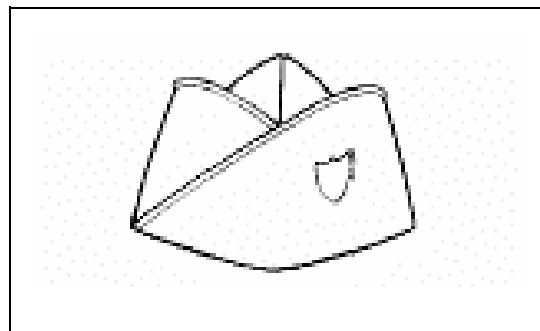


Figure 15-6. Garrison cap, enlisted

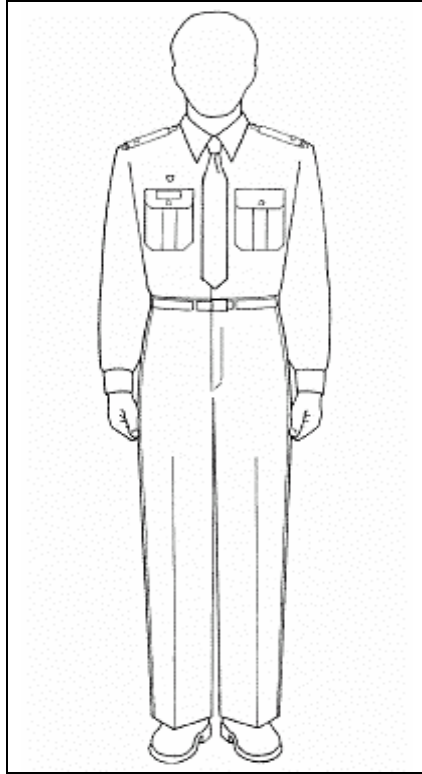


Figure 15–7. Class B Army green uniform, long-sleeved shirt and tie

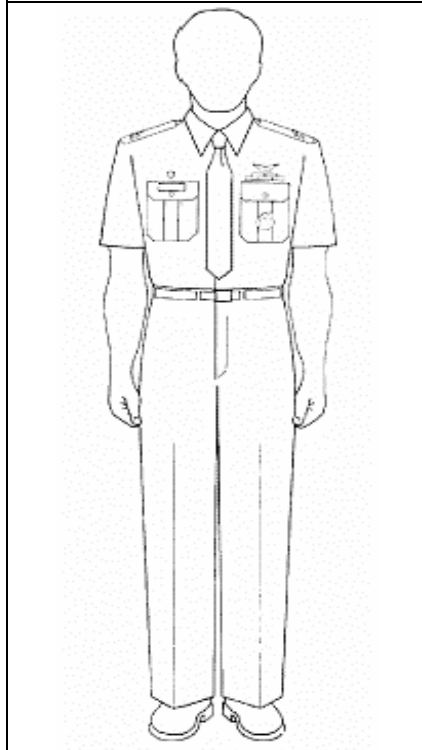


Figure 15–8. Class B Army green uniform, short-sleeved shirt and tie

## 15–2. Composition

*a.* The class A green service uniform comprises the Army green coat and trousers, an Army green (AG) shade 415 short- or long-sleeved shirt, and a black four-in-hand necktie. (For accessories and other items authorized for wear on the class A green service uniform, see para 15–10.)

*b.* The class B green uniform comprises the Army green trousers and AG shade 415 short- or long-sleeved shirt. Soldiers will wear a four-in-hand necktie with the long-sleeved AG shade 415 shirt when it is worn without the class A coat, as an outer garment. (See para 15–10 for accessories and other items authorized for wear with the class B uniform.)

*c.* The Army green dress uniform (authorized for enlisted personnel only) comprises the Army green coat and trousers, a commercial long-sleeved white shirt, and a black four-in-hand tie (before retreat) or a black bow tie (after retreat). The black beret is authorized for wear with this uniform. When the enlisted Army green dress uniform is worn for evening social occasions (after retreat), headgear is not required. Combat boots and organizational items, such as brassards and military police (MP) accessories, are not authorized for wear with the Army green dress uniform. All other accessories and insignia that are authorized for wear with the class A service uniform are authorized for wear on the Army green dress uniform (see para 15–10).

## 15–3. Classification

The Army green service uniform is a clothing bag issue item. The Army green dress uniform is an optional dress uniform for enlisted personnel when worn with a white shirt and black four-in-hand tie (before retreat) or black bow tie (after retreat). The beret is an organizational issue item. DA Pam 710–2–1 governs turn-in and reissue of the beret.

## 15–4. Occasions for wear

*a.* The Army green service uniform (class A) and authorized variations (class B) are authorized for wear by all male personnel when on duty, off duty, or during travel. These uniforms also are acceptable for informal social functions after retreat, unless the host prescribes other uniforms.

*b.* The following are appropriate occasions for enlisted personnel to wear the Army green dress uniform.

(1) At social functions of a private or official nature, either before or after retreat, and while in transit to and from such functions. Otherwise, it is not authorized for travel.

(2) When designated by the host.

## 15–6. Coat, Army green

*a.* Design. The coat will be made from an approved specification or pattern.

*b.* General description. The coat is a single-breasted, peak-lapel, four-button coat extending below the crotch, fitting easily over the chest and shoulders, with a slight draped effect in the front and back. The coat is fitted slightly at the waist, conforming to body shape without tightness and with no prominent flare.

*c.* Coat sleeve ornamentation.

(1) General officers. The sleeve has a band of black mohair, polyester, or mercerized cotton braid 1 1/2 inches wide, sewn on each sleeve with the lower edge parallel to, and 3 inches above the bottom edge of each sleeve.

(2) Other officers. The sleeve has a band of black mohair, polyester, or mercerized cotton braid 3/4-inch wide, sewn on each sleeve with the lower edge parallel to, and 3 inches above the bottom edge of each sleeve.

(3) Enlisted personnel. The sleeve is plain.

## 15–7. Trousers, Army green

*a.* Design. The trousers will be made from an approved specification or pattern.

*b.* General description. The trousers are straight legged without cuffs, and with side and hip pockets. The left hip pocket has a buttonhole tab and button.

*c.* Trousers leg ornamentation. Ornamental braid is sewn on each outside seam of the trouser leg, from the bottom of the waistband to the bottom of the trouser leg, as follows.

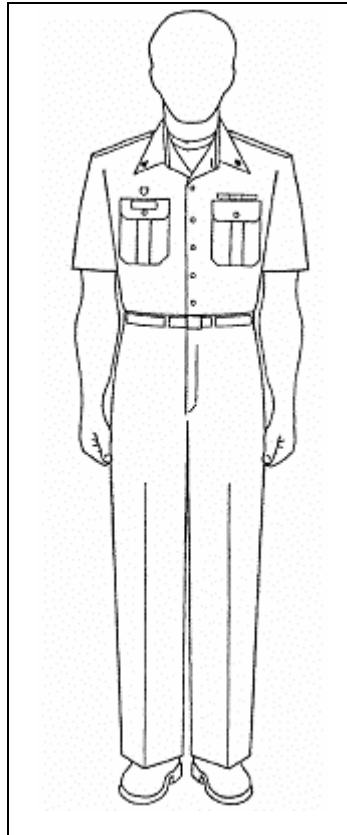
(1) General officers. Each trouser leg has two 1/2-inch wide black mohair, polyester, or mercerized cotton braids sewn 1/2 inch apart.

(2) Other officers. Each leg has one braid, 1 1/2 inches in width, made of black mohair, polyester, or mercerized cotton braid.

(3) Enlisted personnel. The trouser leg is plain.

### 15-8. Shirt, long- and short-sleeved

*a.* The clothing bag (issue) shirt is a pre-cured durable press, 65/35 polyester and cotton broadcloth shirt, AG shade 415, in short- and long-sleeved versions. (See figs 15-7, 15-8, and 15-9.) The shirt is a dress type with shoulder loops, a seven-button front, and two pleated pockets with button-down flaps.



**Figure 15-9. Class B Army green uniform, short-sleeved shirt without tie**

*b.* Soldiers are authorized to wear the optional purchase polyester/wool short-sleeved (AG shade 469) and long-sleeved shade 428) shirts. In accordance with care instructions provided on the shirts, soldiers may not starch or bleach the AG shades 415, 428, or 469 shirts.

*c.* Soldiers are authorized to wear the short- and long-sleeved shirts with the class A coat, black unisex pullover and cardigan sweaters, and the windbreaker.

(1) Soldiers must wear a black four-in-hand necktie when wearing the short- or long-sleeved shirt with the class A coat, or when wearing the long-sleeved shirt as an outer garment without the class A coat. They have the option of wearing a tie when the short-sleeved shirt is worn as an outer garment.

(2) Soldiers have the option of wearing a tie when they wear the short- or long-sleeved shirts with the pullover sweater or cardigan sweaters. If a tie is worn with the pullover or cardigan sweaters, soldiers will wear the collar of the shirt inside the sweater. If no tie is worn with the pullover sweater, the collar is worn outside. If no tie is worn with the cardigan sweater, soldiers may wear the collar inside or outside the sweater. Soldiers may wear the cardigan sweater buttoned or unbuttoned while indoors, but they must button it when outdoors.



## **15–9. Headgear**

*a.* Beret (para 3–2*b*(1)). (See figs 15–2 and 15–3.)

*b.* Garrison cap, Army green. (See figs 15–4 and 15–6.)

(1) Design. The cap will be made from an approved specification or pattern.

(2) Ornamental braid. Garrison cap braid refers to the piping that is secured to the tip edge of the curtain of the garrison cap, and that is used for additional identification purposes. Descriptions of the type of braid used on the garrison cap follow.

*(a)* General officers. The cap has a cord edge braid of gold bullion or synthetic metallic gold yarn.

*(b)* Company and field grade officers. The cap has a cord edge braid of gold bullion, or synthetic metallic gold yarn with black rayon or black polyester intertwined.

*(c)* Warrant officers. The cap has a cord edge braid of silver bullion, synthetic metallic silver yarn, or silver rayon with black rayon or black polyester intertwined.

*(d)* Enlisted personnel. The cap has a cord edge braid of the same material as the cap, in AG shade 489 or 491.

(3) Wear. The beret became the standard headgear for class A and B Army green service uniforms, and the enlisted Army green dress uniform, on 14 June 2001. Therefore, only soldiers in initial training categories, or soldiers who have not been issued a beret will wear the garrison cap with the class A and B Army green service uniforms and the enlisted Army green dress uniform. In those cases where beret sustainment levels are not sufficient for turn-in and reissue of unserviceable berets, the commander can authorize the temporary wear of the garrison cap until the beret can be replaced.

(4) Proper wear position.

*(a)* See para 3–5 for wear policy on the beret.

*(b)* The garrison cap is worn with the front vertical crease of the cap centered on the forehead in a straight line with the nose, with the front lower portion of the cap approximately 1 inch above the eyebrows (approximately the width of the first two fingers). The cap is placed on the head in such a manner that the front and rear vertical creases and the top edge of the crown form unbroken lines in silhouette, and so the ridge of the cap is parallel to the ground while standing at attention. Personnel will not crush or shape the crown of the cap to form peaks at the top front or top rear of the cap.

## **15–10. Items normally worn with the Army green uniform**

*a.* Accessories. The following accessories are worn with the Army green uniform:

(1) Belt, black web, with brass tip (para 27–2*b*).

(2) Boots, combat, leather, black (only when bloused trousers are authorized; not authorized with the enlisted Army green dress uniform) (para 27–3).

(3) Buckle, solid brass (para 27–2*d*).

(4) Buttons (para 27–4).

(5) Cap, cold-weather, AG shade 489 (only when wearing the black all-weather coat or black windbreaker) (para 27–5).

(6) Chaplain's apparel (para 27–7).

(7) Coat, black all-weather (para 27–8).

(8) Gloves, black, leather, unisex, dress (only when worn with the class A, Army enlisted green dress uniform, black all-weather coat, or windbreaker) (para 27–12*b*).

(9) Hat, drill sergeant (not authorized with the enlisted Army green dress uniform) (para 27–14*b*).

(10) Judge's apparel (para 27–15).

(11) Military police accessories (not authorized with the enlisted Army green dress uniform) (para 27–16).

(12) Neckties.

*(a)* Black, bow (only with the enlisted Army green dress uniform) (para 27–19*a*).

*(b)* Black, four-in-hand (para 27–19*c*).

(13) Scarf, black (only with black all-weather coat or windbreaker) (para 27–21*a*).

(14) Shirt, white (only with the enlisted Army green dress uniform) (para 27–22*c*).

(15) Shoes, oxford, black, and overshoes (paras 27–23*c* and 27–20).

(16) Socks.

(a) Black, cushion sole (worn with boots only) (para 27–24a).

(b) Black, dress (para 27–24b).

(17) Sweater, unisex cardigan, black (para 27–26a).

(18) Sweater, pullover, black (para 27–26c).

(19) Undershirt, white (para 27–28f).

(20) Windbreaker, black (only with class B uniform) (para 27–30).

b. Insignia, awards, badges, and accouterments worn on the Army green uniform (class A and B) and the enlisted Army green dress uniform. Note the following exceptions:

(1) Aiguillette, service (officers only) (not authorized on the class B uniform) (para 28–25).

(2) Brassards (not authorized on the enlisted Army green dress uniform) (para 28–29).

(3) Branch of service scarves (not authorized on the enlisted Army green dress uniform) (para 28–20).

(4) Fourragere/lanyards (not authorized on the class B uniform) (para 29–11).

(5) Distinctive items for infantry personnel (para 28–30).

(6) Branch insignia (not authorized on the class B uniform) (paras 28–10 and 28–12a).

(7) U.S. insignia (not authorized on the class B uniform) (para 28–4).

(8) Insignia of grade (paras 28–5, 28–6, and 28–7).

(9) Headgear insignia (para 28–3).

(10) Distinctive unit insignia (DUI) (not authorized on the enlisted Army green dress uniform and the class B uniform) (para 28–22).

(11) Regimental distinctive insignia (RDI) (para 28–23).

(12) Combat leaders identification (not authorized on the class B uniform or enlisted Army green dress uniform) (para 28–21).

(13) OCS/WOC insignia (paras 28–14 and 28–15).

(14) Shoulder sleeve insignia, current organization, full color (not authorized on the class B uniform) (para 28–16).

(15) Shoulder sleeve insignia, former wartime service, full color (not authorized on the class B uniform) (para 28–17).

(16) Nameplate (para 28–24c).

(17) Organizational flash (para 28–31a).

(18) Airborne background trimming (para 28–31b).

(19) Overseas service bars (not authorized on the class B uniform) (para 28–28).

(20) Service stripes (enlisted personnel only; not authorized on the class B uniform) (para 28–27).

(21) Decorations and service medal ribbons (soldiers may not wear miniature medals on the enlisted Army green dress uniform; they may wear full-size or miniature medals on the class B uniform) (paras 29–7, 29–8, and 29–9).

(22) Unit awards (para 29–11).

(23) U.S. badges (identification, marksmanship, combat, and special skill) (cloth special skill and marksmanship badges and tabs are not authorized on the class B uniform; full, miniature, and dress miniature badges are authorized on the class B uniform) (paras 29–13, 29–16, and 29–18).

(24) Foreign badges (para 29–19).

c. Insignia authorized for wear with the class B uniform.

(1) Same as paragraph 15–10b, except that the distinctive unit insignia (DUI), branch and U.S. insignia, sew-on insignia, and combat leaders identification are not authorized for wear.

(2) The DUI is authorized for wear on the black pullover sweater. If no DUI is authorized, then the RDI is worn (para 28–23b(1)). Recruiters will wear the recruiting badge in lieu of the DUI or RDI.

## **15–11. General guidelines**

a. The Army green service uniforms are intended for wear during most duty, non-field, or utility occasions, and for travel and off-duty purposes. While both the class A and B uniforms are authorized for year-round wear, the appropriate uniform is worn based on weather conditions, duties, and the formality of the occasion. When a specific service uniform is not prescribed for formations or other occasions when uniformity in appearance is not required, soldiers may wear the class A or any of the variations of the class B uniform, with the accessories authorized for these uniforms.

b. Soldiers will not wear those awards and decorations on the AG shade 415 shirt that they cannot wear properly because of size or configuration. Commanders will not require the wear of optional items, such as windbreakers or sweaters, unless such items are provided to the soldier without cost.

c. Soldiers may purchase and wear the Army green service uniform in any of the authorized fabrics listed in paragraph 15–5. However, individuals who purchase uniforms or uniform items from commercial sources are responsible for ensuring that the items conform to military specifications, or are manufactured in accordance with the procedures prescribed by the uniform quality control program (see chap 2 for details). Only those alterations authorized by AR 700–84 and TM 10–227 are authorized. General fitting instructions for these uniforms are provided in chapter 1 of this regulation. Soldiers will wear these uniforms with the shirt tucked into the trousers so that the shirt edge is aligned with the front fly opening, so the outside edge of the belt buckle forms a straight “gig line.” Only soldiers authorized to wear the tan, green, or maroon berets, those assigned to Air Assault coded positions, and MPs performing MP duties may wear bloused trousers with black leather combat boots. Figures 15–1 through 15–9 show the class A and B Army green service uniforms and authorized headgear.

## Chapter 16 Army Green Service Uniform—Female

### 16–1. Authorization for wear

The class A and B Army green uniforms are authorized for year-round wear by all female personnel. The class A service uniform is an optional dress uniform for all female enlisted personnel when worn with the skirt, a white shirt and the neck tab. The Army green dress uniform, with white shirt and neck tab, is equivalent to the Army blue and white uniforms. (For the Army green uniform with slacks, officer, see fig 16–1; for the garrison cap, officer, see fig 16–2; for the beret, officer, see fig 16–3; for the beret, enlisted, see fig 16–4; for the Army green uniform with skirt, enlisted, see fig 16–5; for the garrison cap, enlisted, see fig 16–6; and for the class B variations of the Army green uniform, female, see fig 16–7.)

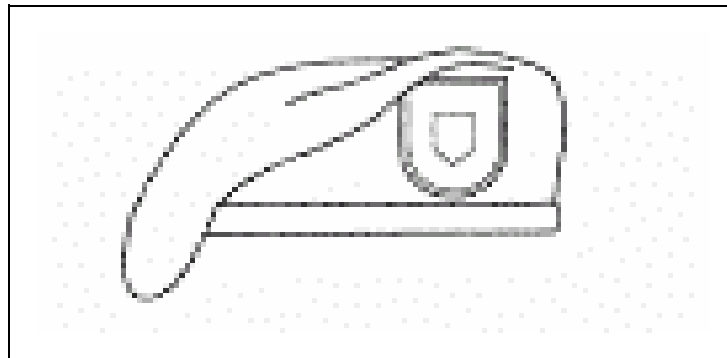


Figure 16–4. Beret, enlisted

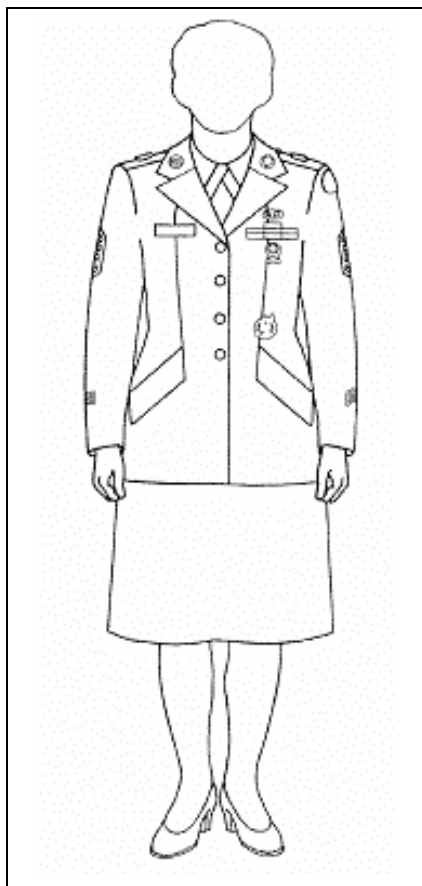


Figure 16-5. Army green uniform with skirt, enlisted

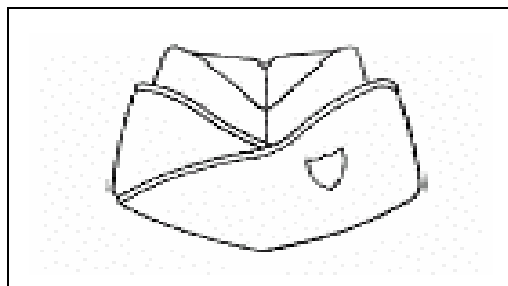


Figure 16-6. Garrison cap, enlisted

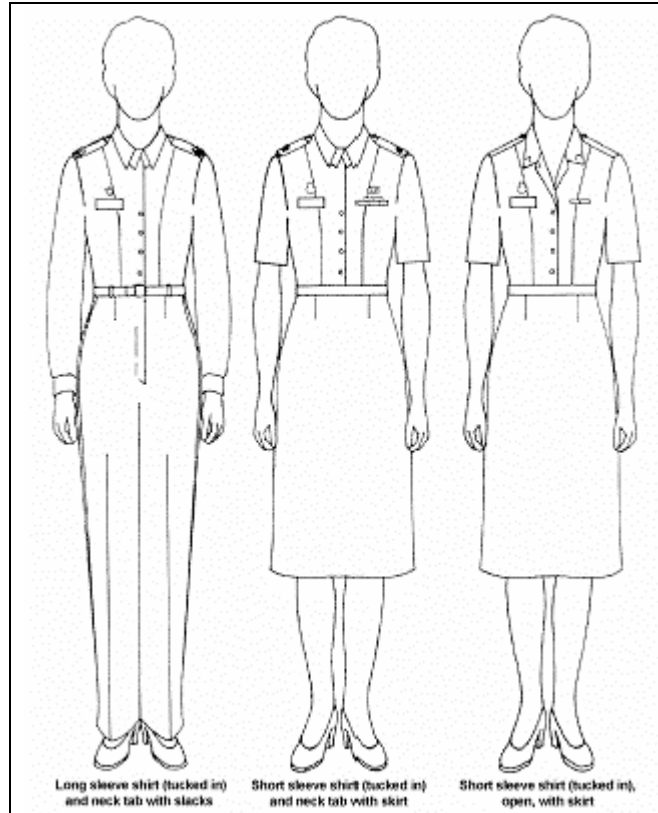


Figure 16-7. Class B variations of the Army green uniform, female

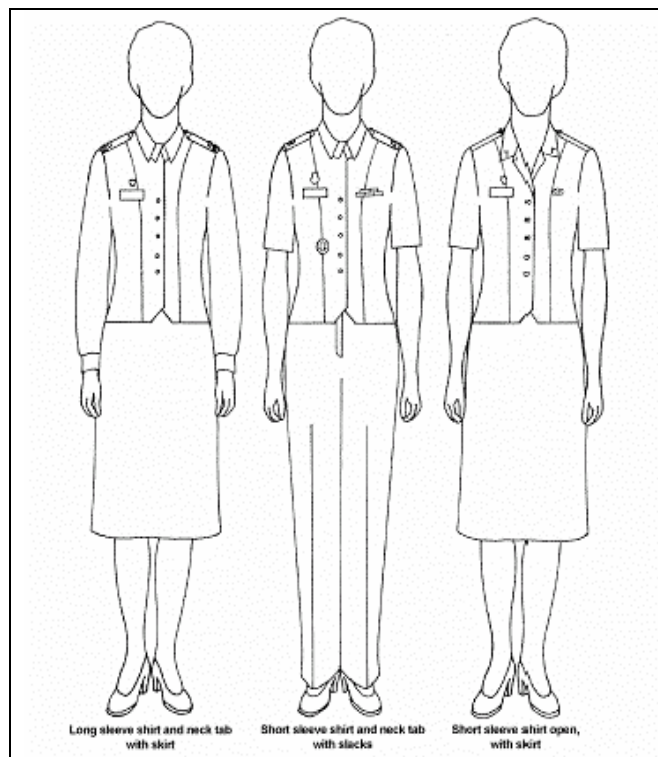


Figure 16-7. Class B variations of the Army green uniform, female—Continued

## **16-2. Composition**

*a.* The class A green service uniform consists of the Army green coat, skirt or slacks, an AG shade 415 short- or long-sleeved tuck-in shirt, and a black neck tab. (For accessories and other items authorized for wear on the class A green service uniform see para 16-11.)

*b.* The class B green uniform consists of the Army green skirt or slacks and an AG shade 415 long- or short-sleeved tuck-in shirt. Soldiers will wear a black neck tab with the long-sleeved AG shade 415 shirt when it is worn without the class A coat, as an outer garment. (See para 16-11 for accessories and other items authorized for wear with the class B uniform.)

*c.* The Army green dress uniform (authorized for enlisted personnel only) consists of the Army green coat and skirt, white shirt with black neck tab, and black service pumps. The black beret is authorized for wear with this uniform. When the enlisted Army green dress uniform is worn for evening social occasions (after retreat), headgear is not required. Combat boots, oxford shoes, and organizational items, such as brassards and MP accessories, are not authorized for wear with the enlisted Army green dress uniform. All other accessories and insignia that are authorized for wear with the class A service uniform are authorized for wear with the enlisted Army green dress uniform (see para 16-11 below).

## **16-3. Classification**

The Army green service uniform is a clothing bag issue item. The Army green dress uniform is an optional dress uniform for enlisted personnel when worn with the skirt and white shirt with black neck tab. The beret is an organizational issue item. DA Pam 710-2-1 governs turn-in and reissue of the beret.

## **16-4. Occasions for wear**

*a.* The Army green service uniform (class A) and authorized variations (class B) are authorized for wear by all female personnel when on duty, off duty, or during travel. These uniforms also are acceptable for informal social functions after retreat, unless the host prescribes other uniforms.

*b.* The following are appropriate occasions for enlisted personnel to wear the Army green dress uniform.

(1) At social functions of a private or official nature either before or after retreat, and while in transit to and from such functions. Otherwise, it is not authorized for travel.

(2) When designated by the host.

## **16-5. Materials**

*a.* The mandatory date for possession of the materials described in paragraph 16-5*b*, below, is extended until 1 Oct 2003. Until that time, females are authorized to wear the green service uniform components in AG shades 344 (poly/wool) and 434 (polyester).

## **16-6. Coat, Army green**

*a.* Design. The coat will be made from an approved specification or pattern.

*b.* General description. The coat is a single-breasted, four-button, hip-length coat, with two slanted, flap front pockets, button-down shoulder loops, a notched collar, and side-body construction.

*c.* Coat sleeve ornamentation.

(3) Enlisted personnel. The sleeve is plain.

## **16-7. Slacks, Army green**

*a.* Design. The slacks will be made from an approved specification or pattern.

*b.* General description.

(1) The slacks are straight legged, have a zipper front closure on the center front with a button fly tab, and two side pockets. These slacks are authorized for wear until 30 September 2003.

(2) Newly designed slacks replace the older style as of 1 October 2003. The newer design incorporates belt loops and a non-slip waistband. When wearing the slacks with belt loops with the tuck-in versions of the AG shade 415 blouse, personnel will wear a 1-inch black web belt with brass tip, and a 1 1/8 inch yellow brass buckle. Soldiers are not required to wear a belt when wearing the new style slacks with the overblouse version of the AG shade 415 blouse.

c. Slack leg ornamentation. Ornamental braid is sewn on each outside seam of the slack leg, from the bottom of the waistband to the bottom of the slack leg, as follows:

(3) Enlisted personnel. The slack leg is plain.

### **16–8. Skirt, Army green**

a. Design. The skirt will be made from an approved specification or pattern.

b. General description.

(1) The skirt is knee length, slightly flared, with a waistband and zipper closure on the left side. This skirt is authorized for wear until 30 September 2003.

(2) A newly designed skirt replaces the older style, as of 1 October 2003. The new design skirt is tapered and incorporates a non-slip waistband, back zipper closure, back open (kick) pleat, two darts each in the front and back; it is fully lined.

### **16–9. Shirts, long- and short-sleeved**

a. The clothing bag (issue) shirt is a pre-cured, durable press, 65/35 polyester and cotton broadcloth shirt, AG shade 415, in short- and long-sleeved versions. The shirt is a tuck-in design with front princess seams, a convertible collar, and shoulder loops. The collar and shoulder loops have fusible interlinings, and the collar has stays.

b. Optional purchase shirts. Soldiers are authorized to wear the optional purchase polyester/wool (AG shade 469) and polyester/cotton (AG shade 415) short- and long-sleeved overblouse shirts. This shirt is a semi-fitted, hip-length, overblouse style shirt with front princess seams, and a three-piece back. The shirt has shoulder loops, a convertible collar, and a six-button front. The collar and shoulder loops have fusible interlinings and the collar has stays. In accordance with care instructions provided on the shirts, soldiers may not starch or bleach the AG shades 415 or 469 shirts.

c. Soldiers are authorized to wear the short- and long-sleeved shirts with the class A coat, black unisex pullover and cardigan sweaters, and the windbreaker.

(1) Soldiers must wear the black neck tab when wearing the short- or long-sleeved shirt with the class A coat, or when wearing the long-sleeved shirt as an outer garment (without the class A coat). Soldiers have the option of wearing the neck tab with the short-sleeved shirt when it is worn as an outer garment.

(2) Soldiers have the option of wearing a neck tab when they wear the short- or long-sleeved shirts with the pullover sweater or cardigan sweaters. If a neck tab is worn with the pullover or cardigan sweaters, soldiers will wear the collar of the shirt inside the sweater. If no neck tab is worn with the pullover sweater, the collar is worn outside. If no neck tab is worn with the cardigan sweater, soldiers may wear the collar inside or outside the sweater. Soldiers may wear the cardigan sweater buttoned or unbuttoned while indoors, but they must button it when outdoors.

### **16–10. Headgear**

a. Beret (para 3–2b(1)). (See figs 16–3 and 16–4.)

b. Garrison cap, Army green. (See figs 16–2 and 16–6.)

(1) Design. The cap will be made from an approved specification or pattern.

(2) Ornamental braid. Garrison cap braid refers to the piping that is secured to the tip edge of the curtain of the garrison cap and that is used for additional identification purposes. Descriptions of the type of braid used on the garrison cap follow.

(d) Enlisted personnel. The cap has a cord edge braid of the same material as the cap, in AG shade 489 or 491.

(3) Wear. The beret became the standard headgear for class A and B Army green service uniforms, and the enlisted Army green dress uniform, on 14 June 2001. Therefore, only soldiers in initial training categories, or

soldiers who have not been issued the black beret will wear the garrison cap with the class A and B Army green service uniforms. In those cases where beret sustainment levels are not sufficient for turn-in and reissue of unserviceable berets, the commander can authorize the temporary wear of the garrison cap until the beret can be replaced.

(4) Proper wear position.

(a) See para 3–5 for wear policy on the beret.

(b) The garrison cap is worn with the front vertical crease of the cap centered on the forehead, with the front lower portion of the cap approximately 1 inch above the eyebrows (approximately the width of the first two fingers). The top of the cap is opened to cover the crown of the head. The bottom of the rear vertical crease will fit snugly to the back of the head. Hair will not be visible on the forehead below the front bottom edge of the cap.

#### **16–11. Items normally worn with the Army green uniform**

a. Accessories. The following accessories are worn with the Army green uniform.

(1) Belt, black web, 1–inch, with brass tip (para 27–2b).

(2) Boots, combat, leather, black (only when bloused slacks are authorized; not authorized with the enlisted Army green dress uniform) (para 27–3).

(3) Buckle, solid brass, 11/8 inch (para 27–2d).

(4) Buttons (para 27–4).

(5) Cap, service, cold weather, AG shade 489 (only when wearing the black all-weather coat or black windbreaker) (para 27–5).

(6) Chaplain’s apparel (para 27–7).

(7) Coat, black, all weather (para 27–8).

(8) Gloves, black, leather, unisex, dress (only when worn with the class A, enlisted Army green dress uniform, black all-weather coat, or windbreaker) (para 27–12b).

(9) Handbags.

(a) Black, clutch type, optional purchase (para 27–13a).

(b) Black, shoulder (para 27–13d).

(10) Hat, drill sergeant (not authorized with Army green dress uniform) (para 27–14a).

(11) Judge’s apparel (para 27–15).

(12) Military police accessories (not authorized with the enlisted Army green dress uniform) (para 27–16).

(13) Scarf, black (only with black all-weather coat or windbreaker) (para 27–21a)

(14) Shirt, white (only with enlisted Army green dress uniform) para 27–22a).

(15) Shoes.

(a) Oxford, black (not authorized with the enlisted Army green dress uniform) (para 27–23a).

(b) Pumps, black (para 27–23f).

(16) Socks.

(a) Black, cushion sole (worn with boots only) (para 27–24a).

(b) Black, dress (authorized only with the slacks) (para 27–24b).

(17) Stockings, sheer (para 27–24d).

(18) Sweater, unisex cardigan, black (para 27–26a).

(19) Sweater, pullover, black (para 27–26c).

(20) Umbrella, black (para 27–27).

(21) Undergarments (para 27–29).

(22) Windbreaker, black (only with class B uniform) (para 27–30).

b. Insignia, awards, badges, and accouterments worn on the Army green uniforms (class A and B) and the enlisted Army green dress uniform; note exceptions.

(1) Aiguillette, service (officers only) (not authorized on the class B uniform) (para 28–25).

(2) Brassards (not authorized on the enlisted Army green dress uniform) (para 28–29).

(3) Branch of service scarves (not authorized on the enlisted Army green dress uniform) (para 28–20).

(4) Fourragere/lanyard (not authorized on the class B uniform) (para 29–11).



- (5) Branch insignia (not authorized on the class B uniform) (paras 28–10 and 28–12*a*).
  - (6) U.S. insignia (not authorized on the class B uniform) (para 28–4).
  - (7) Insignia of grade (paras 28–5, 28–6, and 28–7).
  - (8) Headgear insignia (para 28–3).
  - (9) Distinctive unit insignia (DUI) (not authorized on the enlisted Army green dress uniform and the class B uniform) (para 28–22).
  - (10) Regimental distinctive insignia (RDI) (para 28–23).
  - (11) Combat leaders identification (not authorized on the class B uniform or the enlisted Army green dress uniform) (para 28–21).
  - (12) OCS/WOC insignia (paras 28–14 and 28–15).
  - (13) Shoulder sleeve insignia, current organization, full color (not authorized on the class B uniform) (para 28–16).
  - (14) Shoulder sleeve insignia, former wartime service, full color (not authorized on the class B uniform) (para 28–17).
  - (15) Nameplate (para 28–24*c*).
  - (16) Organizational flash (para 28–31*a*).
  - (17) Airborne background trimming (para 28–31*b*).
  - (18) Overseas service bars (not authorized on the class B uniform) (para 28–28).
  - (19) Service stripes (enlisted personnel only; not authorized on the class B uniform) (para 28–27).
  - (20) Decorations and service medal ribbons (soldiers may not wear miniature medals on the enlisted Army green dress uniform; they may wear full-size or miniature medals on the class B uniform) (paras 29–7, 29–8, and 29–9).
  - (21) Unit awards (para 29–11).
  - (22) U.S. badges (identification, marksmanship, combat, and special skill) (cloth special skill and marksmanship badges and tabs are not authorized on the class B uniform; full, miniature, and dress miniature badges are authorized on the class B uniform) (paras 29–13, 29–16, 29–17, and 29–18).
  - (23) Foreign badges (para 29–19).
- c.* Insignia authorized for wear with the class B uniform.
- (1) Same as paragraph 16–11*b*, except that the DUI, branch and U.S. insignia, sew-on insignia, and combat leaders identification are not authorized for wear.
  - (2) The DUI is authorized for wear on the black pullover sweater. If no DUI is authorized, then the RDI is worn (para 28–23*b*(2)). Recruiters will wear the recruiting badge in lieu of the DUI or RDI.

## **16–12. General guidelines**

*a.* The Army green service uniforms are intended for wear during most duty, non-field, or utility occasions, and for travel and off-duty purposes. While both the class A and B uniforms are authorized for year-round wear, the appropriate uniform is worn based on weather conditions, duties, and the formality of the occasion. When a specific service uniform is not prescribed for formations or other occasions when uniformity in appearance is not required, soldiers may wear the class A or any of the variations of the class B uniform, with the accessories authorized for these uniforms.

*b.* Soldiers will not wear those awards and decorations on the AG shade 415 shirt that they cannot wear properly because of size or configuration. Commanders will not require the wear of optional items, such as windbreakers or sweaters, unless such items are provided to the soldier without cost.

*c.* Soldiers may purchase and wear the Army green service uniform in any of the authorized fabrics listed in paragraph 16–5. However, individuals who purchase uniforms or uniform items from commercial sources are responsible for ensuring that the items conform to military specifications, or are manufactured in accordance with the procedures prescribed by the uniform quality control program (see chapter 2 for details). Only those alterations authorized by AR 700–84 and TM 10–227 are authorized. General fitting instructions for these uniforms are provided in chapter 1 of this regulation.

*d.* When soldiers wear these uniforms with the tuck-in version of the shirt, they will tuck the shirt into the slacks or skirt. When tucked into the slacks, the shirt edge is aligned with the front fly opening, so the outside edge of the belt buckle forms a straight “gig line.” The overblouse version of the shirt is worn outside the slacks or skirt. Only soldiers authorized to wear the tan, green, or maroon berets, those assigned to Air Assault coded positions, and MPs performing MP duties may wear bloused slacks with black leather combat boots.

## **Chapter 28**

### **Wear of Insignia and Accouterments**

#### **28–1. General**

- a.* This regulation, CTA 50–900, and special authorization by HQDA specify the only items of insignia that personnel may wear on any of the U.S. Army uniforms.
- b.* The insignia worn by military personnel designates grade, branch, organization, duty assignments, and prior Army service.
- c.* When authorized by the commander, members of honor guards, color guards, and similar details will wear the prescribed uniform with authorized accouterments and those accessories authorized in CTA 50–900 (see para 2–6e).
- d.* Personnel will submit all requests for insignia designs to The Institute of Heraldry, U.S. Army, 9325 Gunston Road, Room S112, Fort Belvoir, VA 22060–5579.

#### **28–2. General description**

- a.* Material. Insignia will meet the approved military specifications and conform to proper color designation (gold, silver, or subdued). Officers may wear embroidered insignia in lieu of non-subdued metal insignia on mess and evening mess uniforms. All personnel may wear either subdued embroidered cloth insignia or subdued metal insignia on utility uniforms; they may not mix the two. Subdued embroidered insignia is on a cloth backing and will not be embroidered directly on the uniform. Personnel may not wear embroidered, sew-on subdued insignia on organizational items, unless otherwise specified in this regulation. Subdued, embroidered insignia for woodland camouflage uniforms is black block lettering or appropriate design, on olive-green cloth backing. For desert camouflage uniforms, it is spice-brown block lettering, or appropriate design, on khaki cloth backing.
- b.* Attachment. Personnel will attach insignia on the uniform so that it rests firmly without turning. Soldiers will ensure that embroidered cloth insignia is sewn on the uniform so the stitching blends inconspicuously with the background material.

### 28-3. Headgear insignia

a. Garrison cap, Army green, male and female.

(2) Enlisted personnel wear their DUI on the garrison cap, centered vertically on the left curtain, 1 inch from the front crease (see fig 28-2).

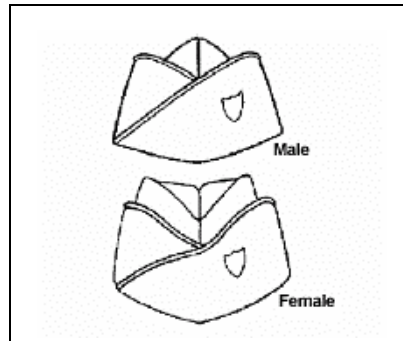


Figure 28-2. Garrison cap, enlisted, DUI

b. Service cap, Army blue and white; and drill sergeant hat, male personnel. Male personnel wear the following insignia, secured through the front eyelet, on the service caps and drill sergeant hat.

(4) Enlisted personnel. The insignia is a plain, gold-colored disk, 1 1/2 inches in diameter, with a gold-colored metal coat of arms of the United States attached to the disk (see fig 28-7).



Figure 28-7. Service cap insignia, enlisted, male

c. Service hat, Army blue, and white; and drill sergeant hat, female personnel. Female personnel wear the headgear insignia centered on the hatband of the service hat. On the drill sergeant hat, the insignia is worn centered between the top of the hat and the hatband.

(3) Enlisted personnel. The insignia is the coat of arms of the United States, within a ring that is 1 3/4 inches in diameter, in gold-colored metal (see fig 28-8).



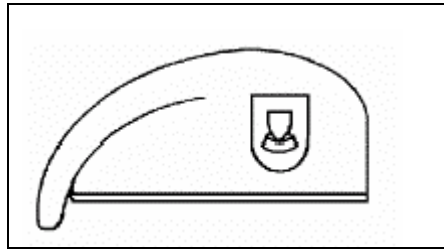
Figure 28-8. Service cap insignia, enlisted female

d. Cold-weather cap, AG 489. Because of the thickness of the fur pile, headgear insignia worn on the cap must have a center post and screw. Therefore, all soldiers will wear the male headgear insignia on the cold-weather cap (see fig 27-3).

e. Beret, black/tan/green/maroon. Personnel will wear the following insignia on berets:

(1) Airborne, Ranger, and Special Forces soldiers wear their distinctive flashes on their berets. All other soldiers wear the Army flash on the black beret, unless authorization for another flash was granted before implementation of the black beret as the standard Army headgear (see para 3-5a(3)). The flash is sewn centered on the stiffener of the beret, with non-contrasting thread (see fig 28-9).

(3) Enlisted personnel wear their DUI centered on the flash. Soldiers assigned to units without a DUI wear the regimental distinctive insignia (RDI) on the flash. (see fig 28-11).



**Figure 28-11. Beret with flash, enlisted**

f. Cap, organizational, baseball-style. Personnel will wear non-subdued grade insignia on the front of the cap, centered left to right and top to bottom (see fig 28-12).



**Figure 28-12. Organizational baseball cap, enlisted**

g. Helmet liner and helmet camouflage cover. Only the insignia prescribed below is authorized for wear on the helmet liner or helmet camouflage cover, as indicated. Personnel will not alter the color of the helmet except for safety or training requirements.

(1) All personnel, except chaplains, wear their subdued grade insignia centered on the front of the camouflage cover, approximately 2 1/2 inches up from the bottom rim. Subdued pin-on or embroidered sew-on grade insignia is authorized for wear on the camouflage cover. Commanders may not require enlisted soldiers to attach embroidered grade insignia, unless it is issued and attached without cost to the soldier (see fig 28–13). Chaplains wear their subdued branch insignia, in lieu of grade insignia. Wear of nametapes or the use of other means to apply names to helmet bands is determined by the commander and is provided to soldiers at no cost.

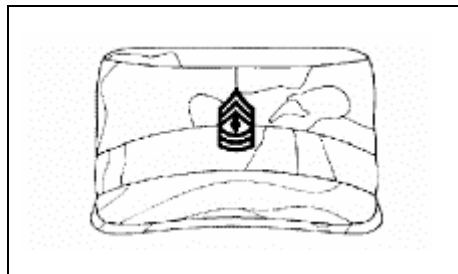


**Figure 28–13. Helmet cover with rank insignia**

(2) Military Police (MP) personnel. Military Police may have the letters “MP” in white, centered on the front of the helmet liner, 1 1/2 inches up from the bottom rim (see fig 28–14). On helmets with camouflage covers, MP personnel are authorized to have the letters “MP” in black, 1 1/2 inches up from the rim. Personnel will center their grade insignia 1/2–inch above the white or black “MP” letters. Helmets also must have a painted stripe, 1 1/4 inches wide and 2 inches up from the bottom rim, parallel to the rim and following the contour of the helmet liner. As an option, MP personnel may wear the numerical designation of their unit and distinctive unit insignia over the left and right ears, respectively, centered on the painted stripe. Personnel will wear the following color stripes on the helmet liner.

*h.* Woodland and desert camouflage patrol (formerly the BDU and DBDU) caps, desert camouflage hat, and coldweather utility caps.

(1) Enlisted personnel wear subdued grade insignia on the patrol caps, the desert patrol hat, and cold-weather utility caps. The grade insignia is centered on the front of the headgear left to right, and top to bottom (see fig 28–18).



**Figure 28–18. Patrol cap insignia, enlisted**

(2) Grade insignia (branch insignia for chaplains) is centered on the front of the headgear left to right, and top to bottom; no other insignia is worn on the headgear listed above (see fig 28–19).

## 28-4. U.S. insignia

### *b.* Enlisted personnel.

(1) Description. The enlisted U.S. insignia consists of the block letters “U.S.” in gold-colored metal,  $\frac{7}{16}$  inch in height, with each letter followed by a period. The “U.S.” is placed on a 1-inch diameter disk in gold-colored metal (see fig 28-24).

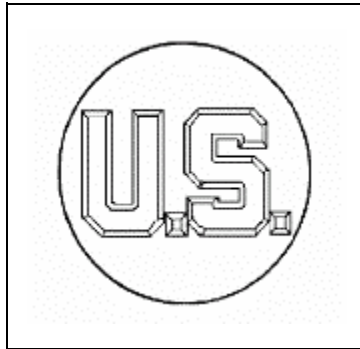


Figure 28-24. U.S. insignia, enlisted

### (2) How worn.

(a) All male enlisted personnel except basic trainees. On the Army green, white, and blue uniform coats, the bottom of the U.S. insignia disk is placed approximately 1 inch above the notch, centered on the right collar, with the centerline of the insignia parallel to the inside edge of the lapel (see fig 28-25).

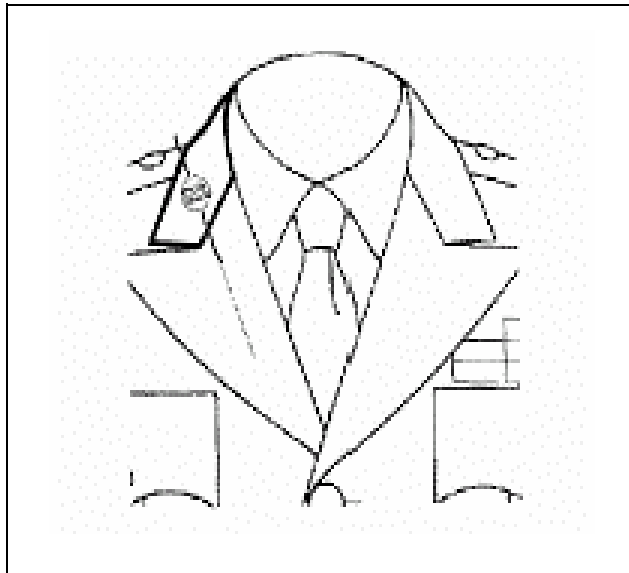


Figure 28-25. Wear of U.S. insignia, male

(b) All female enlisted personnel except basic trainees. There are two versions of the white and blue uniform coats: the old version produced prior to 10 August 1992, and the new version produced after that date. On the old version of the white and blue uniform coats, the bottom of the U.S. insignia disk is centered approximately 1 inch above the notch on the right collar, with the centerline of the insignia bisecting the notch, and parallel to the inside edge of the lapel (see fig 28-26). On the new versions of the white and blue uniform coats, and on the Army green coat, the bottom of the U.S. insignia disk is centered on the right collar, approximately  $\frac{5}{8}$  inch up from the collar and lapel seam, with the centerline of the insignia parallel to the inside edge of the lapel (see fig 28-27).



**Figure 28–27. Wear of U.S. insignia, enlisted, female, Army green uniform and new version blue and white**

(c) Basic trainee personnel. The U.S. insignia is worn on both collars in the same manner as described for enlisted male and female personnel above. Upon award of their primary military occupational specialty (PMOS), trainee personnel will wear the appropriate branch insignia on the left collar, in accordance with paragraphs 28–12a(2) and (4), below.

c. CID special agents. When wearing utility uniforms, special agents of the CID (MOS 95D and 311A) may wear the subdued U.S. insignia in lieu of insignia of rank, as directed by the Commanding General, U.S. Army Criminal Investigation Command.

(1) Description. The subdued U.S. insignia consists of the block letters “U.S.” in black-colored metal, 7/16 inch in height, with each letter followed by a period.

(2) How worn.

(a) Utility shirts. The insignia is worn centered horizontally on the left and right collars, 1 inch up from the lower edge.

(b) Cold-weather coat. The insignia is worn centered on the shoulder loops, 5/8 inch from the outside shoulder seam, with the bottom edge of the insignia facing the shoulder seam.

(c) Patrol (formerly BDU) caps. The insignia is worn centered on the front of the cap, left to right, and top to bottom.

(d) Helmet camouflage covers. The insignia is worn centered on the front of the cover, approximately 2 1/2 inches up from the bottom rim.

## **28–7. Grade insignia for enlisted personnel**

a. Non-subdued, sew-on grade insignia for ranks other than specialist.

(1) Large insignia. The large, embroidered, sew-on grade insignia is goldenlite color. The width of each chevron and arc is 5/16–inch, with a 3/16–inch space between each chevron and each arc. The insignia has a background in Army green, blue, or white cloth, 3 inches wide, which provides a 1/8–inch edging around the entire insignia. The lowest chevron joins the topmost arc at each side of the insignia.

(2) Small insignia. The small, embroidered, sew-on grade insignia is goldenlite color. The width of each chevron and arc is 1/4 inch with a 5/32–inch space between each chevron and each arc. The insignia has a background of Army green, blue, or white cloth, 2 1/2 inches wide, which provides a 1/8–inch edging around the entire insignia. The lowest chevron joins the topmost arc at each side of the insignia. (Note: The old “female” size insignia is no longer authorized for wear.)

(3) Description. A description of enlisted grades follows.

(a) The Sergeant Major of the Army: three chevrons above three arcs, with the eagle from the Great Seal of the United States centered between two five-pointed stars centered horizontally between the chevrons and arcs (see fig 28–48).

**Figure 28–48. Insignia of grade, sergeant major of the Army**

(b) Command sergeant major: three chevrons above three arcs, with a five-pointed star within a wreath between the chevrons and arcs (see fig 28–49).

**Figure 28–49. Insignia of grade, command sergeant major**

(c) Sergeant major: three chevrons above three arcs, with a five-pointed star between the chevrons and arcs (see fig 28–50).

**Figure 28–50. Insignia of grade, sergeant major**

(d) First sergeant: three chevrons above three arcs, with a pierced lozenge between the chevrons and arcs (see fig 28–51).

**Figure 28–51. Insignia of grade, first sergeant**

(e) Master sergeant: three chevrons above three arcs (see fig 28–52).

**Figure 28–52. Insignia of grade, master sergeant**

(f) Sergeant first class: three chevrons above two arcs (see fig 28–53).

**Figure 28–53. Insignia of grade, sergeant first class**

(g) Staff sergeant: three chevrons above one arc (see fig 28–54).

**Figure 28–54. Insignia of grade, staff sergeant**

(h) Sergeant: three chevrons (see fig 28–55).

**Figure 28–55. Insignia of grade, sergeant**

(i) Corporal: two chevrons (see fig 28–56).

**Figure 28–56. Insignia of grade, corporal**

(j) Private first class: one chevron above one arc (see fig 28–57).

**Figure 28–57. Insignia of grade, private first class**

(k) Private (E–2): one chevron (see fig 28–58).

**Figure 28–58. Insignia of grade, private, E–2**

(l) Private (E–1): no insignia.

b. Non-subdued, sew-on grade insignia for specialist.

(1) Large insignia. The large embroidered, sew-on grade insignia is goldenlite in color, shaped like an inverted chevron at the bottom, with an eagle device in the center. The insignia has a background of Army green, blue, or white cloth, 27.8 inches wide, which provides a 1/8–inch edging around the entire insignia (see fig 28–59).

**Figure 28–59. Insignia of grade, specialist**

(2) Small insignia. The small embroidered, sew-on grade insignia is goldenlite, shaped like an inverted chevron at the bottom, with an eagle device in the center. The insignia has a background of Army green, blue, or white cloth, 2 1/2 inches wide, which provides a 1/8–inch edging around the entire insignia (see fig 28–59).

*Note.* The old “female” size insignia is no longer authorized for wear.

c. Non-subdued pin-on grade insignia for enlisted personnel. Polished brass, pin-on grade insignia for all enlisted personnel is identical in design to the non-subdued grade insignia described above, except that the width of each chevron and arc is 3/32 inch, with a 1/16–inch open space between the chevrons and arcs (see fig 28–61).

**Figure 28–61. Pin-on insignia of grade, enlisted**

d. Subdued pin-on grade insignia for enlisted personnel. Subdued metal pin-on grade insignia is identical to the nonsubdued pin-on grade insignia described above, except the insignia has a dull, flat black finish.

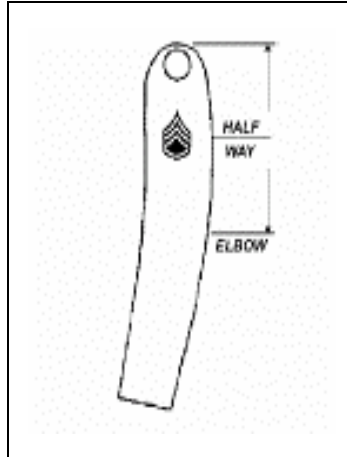
e. How worn.

(1) Non-subdued grade insignia, sew-on.

(a) Enlisted non-subdued cloth grade insignia is sewn on each sleeve of the Army green, blue, and white uniform coats, and on each sleeve of the mess and evening mess jackets. Insignia with a green background is worn on the Army green uniform coat; insignia with a white background is worn on the white uniform coat, and on the white mess and white evening mess jackets. Insignia with a blue background is worn on the Army blue coat, and on the blue mess and blue evening mess jackets. Enlisted personnel may wear either the large- or small-size insignia.

(b) The insignia is worn centered between the shoulder seam and elbow on all uniform coats. When the position of the shoulder sleeve insignia (SSI) does not allow for proper placement of the grade insignia as stated above, the grade insignia is placed 1/2 inch below the SSI, on the left or right side of the coat, as applicable (see fig 28–60).



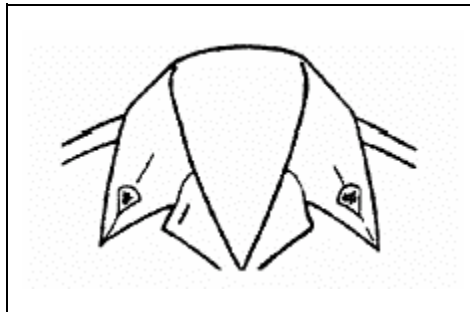


**Figure 28–60. Wear of sew-on insignia of grade, enlisted**

(2) Non-subdued grade insignia, pin-on.

(a) All enlisted personnel will wear non-subdued, pin-on grade insignia on the black all-weather coat and the windbreaker. All hospital and food service enlisted personnel will wear non-subdued, pin-on, insignia on the hospital duty and food service utility uniforms. All specialists and below will wear the non-subdued, pin-on grade insignia on the AG 415 shirt.

(b) Personnel will wear the non-subdued pin-on insignia centered on both collars, with the centerline of the insignia bisecting the points of the collar, 1 inch up from the collar point (see fig 28–62).



**Figure 28–62. Wear of pin-on insignia of grade on collars, subdued and non-subdued**

(3) Subdued grade insignia.

(a) All enlisted personnel will wear subdued grade insignia on utility uniforms, the cold-weather coat, and on the ECWCS (Gortex) parka. On utility uniforms and the cold-weather coat, the insignia is worn centered on the collar so that the centerline of the insignia bisects the points of the collar, and the bottom of the insignia (not the cloth backing, if sew-on insignia is worn) is positioned 1 inch up from the collar point. On the ECWCS parka, the subdued insignia is worn centered on the front tab of the parka. Wear of the cloth rank insignia tab on the front tab of the ECWCS parka is authorized, as described in paragraph 28–8c, below.

(b) Personnel may wear pin-on or sew-on, embroidered or woven, subdued grade insignia on the uniforms described above. Only subdued pin-on grade insignia is worn on organizational clothing unless otherwise specified in this regulation. Personnel may not mix pin-on and sew-on grade insignia on the uniform. However, if personnel wear sew-on insignia on the shirts, they may wear pin-on insignia on the field jacket or headgear, and vice versa (see fig 28–63).

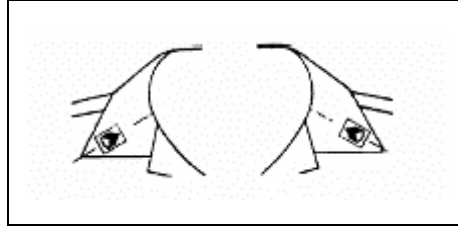


Figure 28-63. Wear of embroidered insignia of grade on collars

## 28-8. Other grade insignia

### a. Shoulder marks.

(2) Enlisted personnel. Shoulder marks for enlisted personnel are black with grade insignia embroidered 5/8 inch from the lower end of the shoulder mark (see fig 28-65).

(3) Sizes. Shoulder marks come in two sizes to accommodate differences in the manufacturing of shoulder loops on shirts and sweaters. All personnel may wear either size of the shoulder marks. The shoulder mark fits the shoulder loop properly when the Velcro attachments or buttons are completely exposed, enabling exact alignment of the Velcro hook and pile attachments, or fastening of buttons.

(a) Large. The large shoulder mark is 2 1/8 inches wide at the base and 4 1/4 inches in length, tapering to 1 3/4 inches wide at the top.

(b) Small. The small shoulder mark is 2 1/8 inches wide at the base and 3 1/4 inches in length, tapering to 1-25/32 inches wide at the top.

(4) How worn. Shoulder marks are worn by all personnel in the rank of corporal and above on the shoulder loops of the AG 415 shirt, the AG 415 maternity shirt, the black unisex cardigan, and the black pullover sweater. When the tunic is worn, pregnant soldiers will button the shoulder loop of the AG 415 maternity shirt over the top of the tunic shoulder piece, so the shoulder mark is visible.

## 28-9. Branch insignia—authority for

j. Enlisted personnel. All enlisted personnel will wear the branch insignia of their PMOS, with the following exceptions.

(1) Basic trainees will wear the U.S. insignia on both collars; they will not wear branch insignia (see para 28-4b(2)(c)).

(2) Noncommissioned officers in authorized Inspector General MTOE or TDA positions will wear the Inspector General insignia.

(3) Command sergeants major will wear command sergeant major collar insignia in lieu of branch insignia.

(4) The Sergeant Major of the Army (SMA) will wear SMA insignia in lieu of branch insignia.

## 28-10. Branch insignia

### a. Regimental collar insignia.

(1) Regimental collar insignia is the soldier's branch insignia on which the numerical designation of the regiment is affixed. Regimental collar insignia is worn in lieu of the branch insignia by officer and enlisted soldiers affiliated with infantry, armor, field artillery, air defense artillery, cavalry, special forces, or aviation regiments. Soldiers affiliated with these regiments also will wear the regimental collar insignia when not assigned to the regiment, except as provided in paragraph 28-9, above. A soldier affiliated to a regiment but having a branch other than the currently assigned branch will wear the assigned branch insignia without a numeral. Soldiers will not wear numerals designating battalions on regimental collar insignia. Regimental collar insignia is locally procured and furnished as an organizational item to affiliated enlisted soldiers. Commanders will permit enlisted soldiers who are affiliated with the regiment to retain regimental collar insignia when reassigned from the affiliated regiment.

(2) The regimental number for the combat arms branches is positioned as shown in figure 28-176. For armor, cavalry, special forces, infantry, aviation and field artillery officer branches, personnel may wear the regimental number as a separate item, positioned in the same location as illustrated for the one-piece insignia.

**Figure 28–176. Regimental numbers attached to insignia**

*b.* Branch insignia. Soldiers not affiliated with an infantry, armor, field artillery, air defense artillery, cavalry, special forces, or aviation regiment, except as provided for in paragraph 28–9, above, wear appropriate branch insignia. As an option, soldiers who are not affiliated with one of the above regiments, but who are assigned to a color-bearing regiment or separate TOE battalion of their branch, may wear the branch insignia with the numerical designation of the battalion or regiment affixed, when approved by the MACOM. Numerals are 1/4 inch for officers and 3/16 inch for enlisted soldiers. All optional branch insignia are authorized for wear only while personnel are assigned to the designated unit. Soldiers will not purchase optional branch insignia using appropriated funds. Commanders will not require soldiers to purchase optional branch insignia. Listed below are the branch insignia authorized for wear:

(1) Adjutant General’s Corps. The officer branch insignia is a silver-colored shield 1 inch in height, with a chief of blue upon which there are 1 large and 12 small silver stars, and 13 vertical stripes, 7 silver and 6 red. Enlisted personnel have the same design centered on a 1–inch disk in gold-colored metal (see fig 28–68).

**Figure 28–68. Insignia of branch, Adjutant General’s Corps**

(2) Air Defense Artillery. The officer branch insignia is a missile surmounting two crossed field guns, in gold colored metal 1 1/8 inches in height. Enlisted personnel have the same design centered on a 1–inch disk in gold-colored metal (see fig 28–69).

**Figure 28–69. Insignia of branch, Air Defense Artillery**

(3) Armor. The officer branch insignia is the front view of an M-26 tank gun, slightly raised and superimposed on two crossed cavalry sabers in scabbards with the cutting edge up, 13/16–inch in height overall, in gold-colored metal. Enlisted personnel have the same design centered on a 1–inch disk in gold-colored metal (see fig 28–70).

**Figure 28–70. Insignia of branch, Armor**

(4) Army Medical Specialist Corps (officers only). The branch insignia is a gold-colored metal caduceus, 1 inch in height, with a 3/8–inch monogram consisting of the letter “S” in black enamel, superimposed upon the caduceus (see fig 28–71).

**Figure 28–71. Insignia of branch, Army Medical Specialist Corps, officer**

(5) Army Nurse Corps (officers only). The branch insignia is a gold-colored metal caduceus, 1 inch in height, with a 3/8–inch monogram consisting of the letter “N” in black enamel, superimposed upon the caduceus (see fig 28–72).

**Figure 28–72. Insignia of branch, Army Nurse Corps, officer**

(6) Command Sergeant Major collar insignia (enlisted personnel only). The branch insignia is the coat of arms of the United States on a 1–inch disk, in gold-colored metal (see fig 28–73).

**Figure 28–73. Collar insignia, command sergeant major**

(7) Aviation branch. The officer branch insignia is a vertical silver propeller between two horizontal gold wings, 1 1/8 inches in width. Enlisted personnel have the same design on a 1–inch disk in gold-colored metal (see fig 28–74).

**Figure 28–74. Insignia of branch, Aviation**

(8) Cavalry collar insignia. Officers and enlisted personnel assigned to cavalry regiments, cavalry squadrons, or separate cavalry troops are authorized to wear cavalry insignia in lieu of the branch insignia, when approved by the MACOM commander. The officer collar insignia is two crossed sabers in scabbards with the cutting edge up, 11/16 inch in height, in gold-colored metal. The enlisted collar insignia is the same design on a 1–inch disk in gold-colored metal (see fig 28–75).

**Figure 28–75. Insignia of branch, Cavalry**

(9) Chaplains (see fig 28–76).

**Figure 28–76. Insignia of branch, Chaplain, officer**

(a) Christian faith (officers only). The insignia is a silver-colored Latin cross, 1 inch in height.

(b) Jewish faith (officers only). The insignia is a silver-colored double tablet bearing Hebrew numerals from I to X, surmounted by two interlaced, equilateral triangles, 1 inch in height.

(c) Buddhist faith (officers only). The insignia is a silver-colored dharma cakra (8–spoked wheel), 1 inch in height.

(d) Muslim faith (officers only). The insignia is a silver-colored crescent moon.

(e) Chaplain’s assistant collar insignia (enlisted personnel only). The insignia is a gold-colored pair of stylized hands enclosing a chapel with the door open, on a 1–inch disk (see fig 28–77).

**Figure 28-77. Collar insignia, chaplain assistant, enlisted**

(10) Chemical Corps. The officer insignia is a benzene ring of cobalt blue enamel, superimposed in the center of crossed gold-colored retorts, 1/2 inch in height and 1-13/16 inch in width overall. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-78).

**Figure 28-78. Insignia of branch, Chemical Corps**

(11) Civil Affairs. USAR. The officer branch insignia is a gold-colored globe, 5/8 inch in diameter, upon which is superimposed a torch of liberty, 1 inch in height, surmounted by a scroll and sword crossed in saltire. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-79).

**Figure 28-79. Insignia of branch, Civil Affairs**

(12) Corps of Engineers. The officer branch insignia is a gold-colored, triple-turreted castle, 11/16 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-80).

**Figure 28-80. Insignia of branch, Corps of Engineers**

(13) Dental Corps (officers only). The insignia is a gold-colored metal caduceus, 1 inch in height, with a 3.8-inch monogram consisting of the letter "D" in black enamel, superimposed upon the caduceus (see fig 28-81).

**Figure 28-81. Insignia of branch, Dental Corps, officer**

(14) Field Artillery. The officer branch insignia is two crossed field guns in gold-colored metal, 13/16 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-82).

**Figure 28-82. Insignia of branch, Field Artillery**

(15) Finance Corps. The officer branch insignia is a gold-colored metal diamond, 1 inch by 3/4 inch, with the short axis vertical. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-83).

**Figure 28-83. Insignia of branch, Finance Corps**

(16) General Staff (officers only). The insignia is the coat of arms of the United States, 5/8 inch in height, in gold-colored metal, superimposed on a five-pointed, silver-colored star, 1 inch in diameter. The shield consists of enamel stripes of white and red, with a chief of blue, and a blue glory (see fig 28-84).

**Figure 28-84. Insignia of branch, General Staff, officer**

(17) Infantry. The officer branch insignia is two gold-colored crossed muskets, 3/4 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-85).

**Figure 28-85. Insignia of branch, Infantry**

(18) Inspector General. The officer branch insignia is a sword and fasces, 3/4 inch in height, crossed and wreathed in gold-colored metal with the inscription "DROIT ET AVANT" (Right and Forward) in blue enamel, on the upper part of wreath. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-86).

**Figure 28-86. Insignia of branch, Inspector General Corps**

(19) Judge Advocate General's Corps. The officer branch insignia is a gold-colored sword and pen, crossed and wreathed, 11/16 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-87).

**Figure 28-87. Insignia of branch, Judge Advocate General's Corps**

(20) Medical Corps. The officer branch insignia is a gold-colored caduceus, 1 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-88).

**Figure 28-88. Insignia of branch, Medical Corps**

(21) Medical Service Corps (officers only). The branch of insignia is a silver-colored caduceus, 1 inch in height, with a 3/8-inch monogram consisting of the letters "MS" in black enamel, superimposed upon the caduceus (see fig 28-89).

**Figure 28-89. Insignia of branch, Medical Service Corps, officer**

(22) Military Intelligence. The officer branch insignia is a gold-colored metal dagger, point up, 1 1/4 inches overall in height, upon which there is a gold-colored metal heraldic sun composed of four straight and four wavy alternating rays, surmounted by a gold heraldic rose with dark blue enamel petals. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-90).

**Figure 28-90. Insignia of branch, Military Intelligence**

(23) Military Police Corps. The officer branch insignia is two crossed gold-colored metal pistols, 3/4 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28-91).

**Figure 28-91. Insignia of branch, Military Police Corps**

(24) National Guard Bureau (officers only). The branch insignia is two crossed gold-colored fasces superimposed on an eagle displayed with wings reversed, 3/4 inch in height (see fig 28-92).

**Figure 28-92. Insignia of branch, National Guard Bureau, officer**

(25) Ordnance Corps. The officer branch insignia is a gold-colored shell and flame, 1 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28–93).

**Figure 28–93. Insignia of branch, Ordnance Corps**

(26) Psychological Operations collar insignia (enlisted personnel only). The insignia is a Trojan horse with lightning bolts and two swords, on a 1-inch disk, in gold-colored metal (see fig 28–94).

**Figure 28–94. Insignia of branch, Psychological Operations, enlisted**

(27) Public Affairs collar insignia (enlisted personnel only). The insignia consists of a quill crossed with an electronic flash with a broadsword, on a 1-inch disk, in gold-colored metal (see fig 28–95).

**Figure 28–95. Insignia of branch, Public Affairs, enlisted**

(28) Quartermaster Corps. The officer branch insignia is a gold-colored sword and key crossed on a wheel surmounted by a flying eagle, with the felloe of the wheel set with 13 stars, 3/4 inch in height. The felloe of the wheel is blue enamel, and the hub center is red, edged with white. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28–96).

**Figure 28–96. Insignia of branch, Quartermaster Corps**

(29) Signal Corps. The officer branch insignia is two signal flags crossed, the dexter flag white with a red center, the other flag red with a white center, with staffs of gold and a flaming torch in gold-colored metal, upright at the center of the crossed flags, 7/8 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28–97).

**Figure 28–97. Insignia of branch, Signal Corps**

(30) Staff Specialist, ARNG and USAR (officers only). The branch insignia is a sword, 1 3/8 inches in length, laid horizontally across the upper part of an open book. Below the sword and across the lower corners of the book are two laurel branches crossed at the stems. The insignia is 13/16 inch in height, in gold-colored metal (see fig 28–98).

**Figure 28–98. Insignia of branch, Staff Specialist, ARNG/USAR, officer**

(31) Special Forces. The officer branch insignia is two crossed, gold-colored arrows, 3/4 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28–99).

**Figure 28–99. Insignia of branch, Special Forces**

(32) The Sergeant Major of the Army collar insignia. The insignia is a gold-colored shield, 3/4 inch in height, with the base divided diagonally from the upper left to the lower right. The upper part of the insignia is red and the lower part is white. The insignia consists of a silver five-pointed star surmounted by the coat of arms of the United States, in color, between two white five-pointed stars at the top, and two red five-pointed stars at the base. The shield is on a 1-inch disk, in gold-colored metal (see fig 28–100).

**Figure 28–100. Collar insignia, Sergeant Major of the Army**

(33) Transportation Corps. The officer branch insignia is a ship's steering wheel, upon which is superimposed a shield charged with a winged car wheel on a rail, all in gold-colored metal, 1 inch in height. Enlisted personnel have the same design on a 1-inch disk, in gold-colored metal (see fig 28–101).

**Figure 28–101. Insignia of branch, Transportation Corps**

*c. Subdued branch insignia.*

(1) All subdued branch insignia is of the same design and size as the non-subdued insignia described above, except they are black-colored enamel, or black embroidery on green background cloth, with the exception of the following.

*Note.* Variations of spice-brown embroidery on khaki cloth are used for desert insignia.

(a) Army Medical Specialist Corps, Nurse Corps, Dental Corps, Medical Corps, Medical Service Corps, and Veterinary Corps. The embroidered caduceus is black and the superimposed letters are olive-drab.

(b) General Staff. The embroidered star is black and the eagle is olive drab.

(2) Enlisted personnel do not wear branch insignia on field or utility uniforms, therefore, subdued enlisted branch insignia is not authorized.

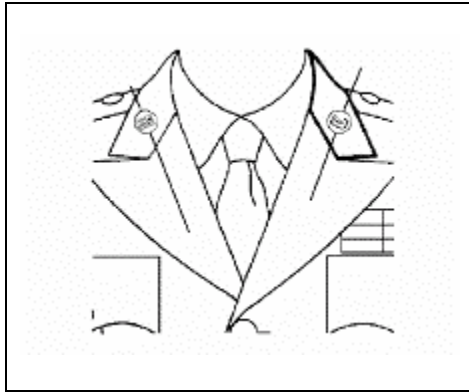
*d.* Branch insignia signified on the lapel of mess and evening mess uniforms. The lapels of the male and female Army blue mess and evening mess jackets are made from rayon, acetate, or other synthetic fabric with a satin face, in the following colors.

## **28–12. Branch insignia—how worn**

As used in this paragraph, the word “collar” refers to that part of the coat or shirt (around the neck) that forms a neckband and turnover piece. Bold borders on figs 28–21 through 28–27 depict the collar area. The word “lapel” is used when referring to the fold of the front of the coat that is a continuation of the collar, and which usually is separated by a notch in the collar.

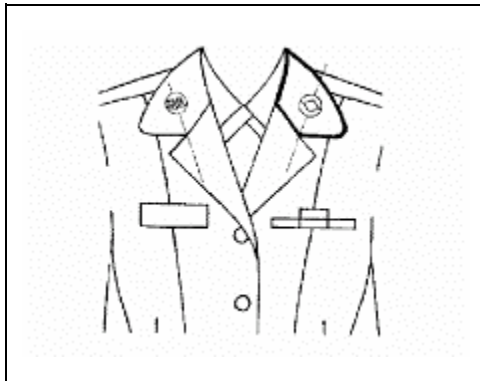
*a.* Non-subdued branch insignia.

(1) Male enlisted personnel. On the Army green, blue, and white coats, enlisted males wear their branch insignia centered on the left collar, with the bottom of the disk approximately 1 inch above the notch, with the centerline of the insignia parallel to the inside edge of the lapel (see fig 28–121).



**Figure 28–121. Wear of insignia of branch on the Army green, blue, and white uniforms, male enlisted**

(4) Female enlisted personnel. On the old versions of the Army blue and white coats, enlisted females wear branch insignia on the left collar. The insignia is worn 1 inch above the notch and centered, with the centerline of the insignia bisecting the notch, and parallel to the inside edge of the collar (see fig 28–124). On the Army green coat and the new versions of the Army blue and white coats, enlisted females wear their branch insignia on the left collar. The insignia is worn so the bottom of the disk is centered between the outside point and inside edge of the collar, approximately 5/8 inch up from the notch, with the centerline of the branch insignia parallel to the inside edge of the lapel (see fig 28–125).



**Figure 28–124. Wear of insignia of branch, enlisted female, on the old version Army blue and white uniforms**



Figure 28–125. Wear of insignia of branch, enlisted female, on the Army green uniform and the new version blue and white uniforms

*b.* Subdued branch insignia.

(2) Enlisted personnel are not authorized to wear subdued branch insignia on Army uniforms.

### **28–16. Shoulder sleeve insignia-current organization**

*a.* Authorization. Shoulder sleeve insignia (SSI) of a design approved by The Institute of Heraldry, U.S. Army, are authorized and prescribed for wear on the service uniforms of the following echelons.

- (1) MACOMs (as defined by AR 10–5).
- (2) Armies.
- (3) Corps.
- (4) U.S. Army Reserve Command.
  - (a)* Regional support commands.
  - (b)* U.S. Army Reserve commands
- (5) Divisions.
- (6) Separate TOE brigades (not organic to divisions).
- (7) Separate regiments (not organic to a group, brigade, or division), except training support regiments/battalions, which will wear the SSI of the training support division to which assigned.
- (8) General officer commands, USAR.
- (9) U.S. Army element of unified commands.
- (10) DA field operating agencies based on the following:
  - (a)* An identifiable command structure.
  - (b)* A valid justification in terms of unit mission, improving unit morale, and degree of unit permanency.
  - (c)* At least 250 military personnel assigned to the organization.
- (11) Other organizations, except U.S. Army garrisons, meeting the following criteria.
  - (a)* An identifiable command structure.
  - (b)* A valid justification in terms of unit mission, improving unit morale, and degree of unit permanency.
  - (c)* At least 500 military personnel assigned to the organization.

*b.* Approval of design. Units meeting the criteria established above will submit requests for authorization of SSI through command channels, with a copy of permanent orders activating the unit, to: Director, The Institute of Heraldry, U.S. Army, 9325 Gunston Road, Room S112, Fort Belvoir, VA 22060–5579.

*c.* Provisional units. The authorization of SSI will not be granted for provisional units.

*d.* By whom worn. Personnel assigned to units not authorized SSI will wear the SSI of the command to which the unit is assigned. As an exception, personnel assigned to training support regiments/battalions will wear the SSI of the training support division to which assigned or aligned.

(1) MACOM commanders are authorized to permit, on a case-by-case basis, the wear of corps or separate brigade SSI by members of units attached to specific corps or separate brigades on a permanent basis. The term “permanent” applies to those units that are, have been, or expect to be attached for an extended period of time. Units that are temporarily attached for activation, training, and deployment are not considered permanently attached.

(2) Enlisted personnel attached to Headquarters Company, U.S. Army, who are assigned to or performing duty with HQDA staff agencies and offices of the Department of Defense, will wear the Headquarters Company, U.S. Army, SSI.

(3) The DA staff support SSI is worn by personnel assigned to DA field operating agencies, unless the agency is authorized an SSI within its own right.

(4) Personnel assigned to corps artillery, division artillery, division brigades, and division support commands will wear the SSI of the corps or division.

(5) Army personnel assigned or attached for duty with advisors to foreign governments, except Army attachés, will wear the U.S. Army Mission SSI.

(6) Individuals being transferred from one organization to another may continue to wear the insignia of the former unit until they report for duty at the new organization.

(7) Officer personnel assigned, and ARNG Title 10 Long-Tour Program officers attached to HQDA, will not wear SSI on the left sleeve. There is no SSI authorized for wear by officer personnel assigned or attached to HQDA. (See para (2), above, for insignia worn by enlisted personnel assigned to HQDA.)

(8) Army personnel assigned to a joint command, DOD, or federal agencies will wear the SSI designated for joint or DOD agencies, unless agencies are entitled to an SSI within their own right.

(9) ROTC program. Army personnel, and ARNG and USAR AGR personnel assigned as ROTC instructors will wear the Cadet Command SSI.

(10) Army National Guard.

(a) Members of the ARNG not in active Federal service will wear the SSI of the division, separate brigade, or separate cavalry regiment to which assigned, including brigades integrated into active Army divisions.

(b) Members of the ARNG assigned to the State Area Command (STARC), and its detachments (troop command, recruiting and retention, medical detachment, training sites, and support units) will wear the STARC SSI designed for that state (state, commonwealth, territory, or district). However, members of the Selective Service System (SSS) section will wear the SSS SSI.

(c) Assigned and attached staff and faculty members of ARNG activities that are part of the Total Army School System (TASS) will wear the ARNG TASS SSI. These activities include TASS regional training institute (RTI), brigades, regiments, battalions or squadrons, companies, batteries and troops, NCO academies, special training sites, the National Guard professional education center, and the National Guard marksmanship training unit.

(d) Members of ARNG units not authorized a distinctive SSI, other than those indicated in paragraphs (a), (b), or (c) above, will wear the insignia of their STARC.

(e) Army National Guard Title 10 Active Guard Reserve (AGR) Program. Army National Guard soldiers in this program will wear the SSI of the command, unit or agency to which attached, when one is authorized, except as indicated in paragraphs (7) or (8) above.

(11) United States Army Reserve.

(a) Units not authorized an organizational SSI that are assigned to a general officer command authorized an organizational SSI will wear the SSI of the general officer command, even though the general officer command may be assigned to a regional support command (RSC).

(b) Units not authorized an organizational SSI, but that are under the command of the U.S. Army Reserve Command, will wear the SSI of the U.S. Army Reserve Command.

(c) Units not authorized an SSI, but that are under the command of a general officer command that is authorized an SSI, will wear the insignia of the general officer command.

(d) Units assigned directly to a CONUS Army Headquarters and not authorized an SSI, or units under the command of a general officer command that is assigned directly to a CONUS Army Headquarters, will wear the insignia of the appropriate CONUS Army.



(e) Members of the Individual Ready Reserve (IRR) will wear the IRR SSI. Individual mobilization augmentees (IMAs) will wear the SSI of the organization to which designated. Personnel participating in the AGR or ROTC simultaneous membership programs will wear the SSI of commands, units, and agencies to which attached.

(12) Initial entry training (IET) soldiers who are in one of the following categories may wear organizational SSI:

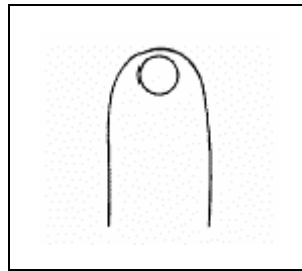
(a) Army National Guard and USAR trainees will wear the insignia of their parent ARNG or USAR organization, as soon as they are issued uniforms. Their parent units will provide IET soldiers their SSI before they enter initial entry training.

(b) Unit-of-choice trainees are authorized to wear the insignia of the specific unit for which they enlisted.

(13) Reserve component units with WARTRACE alignments under the provisions of AR 11–30 may wear the SSI of the Active unit to which they are aligned, in lieu of their peacetime SSI, provided major RSC or state TAG, and MACOM commanders agree on such wear.

e. How worn.

(1) Non-subdued. All personnel will wear the non-subdued SSI of their current organization centered on the left sleeve, 1/2-inch below the top of the shoulder seam, on the coat of the Army green uniform. When the Ranger, Special Forces, or President's Hundred tab is worn, the tab is placed 1/2 inch below the top of the shoulder seam. The SSI is worn 1/4 inch below special skill or marksmanship tabs. If there is simultaneous wear of two tabs, the SSI remains at 1/4 inch below the tabs. Tabs that are an integral part of SSI, such as airborne or mountain, are worn directly above the SSI with no space between the insignia and tab. Personnel will not wear non-subdued SSI on uniforms other than those specified above (see fig 28–134).



**Figure 28–134. Wear of shoulder sleeve insignia, current organization**

(2) Subdued. All personnel wear the subdued SSI on the temperate, hot-weather, enhanced hot-weather, aviation, and desert BDU; flight suit and flight jacket; combat vehicle crewman uniform; and the BDU field jacket. Personnel will not wear subdued SSI on hospital duty and food service uniforms. Positioning of the insignia is identical to the non-subdued insignia, covered above.

### **28–17. Shoulder sleeve insignia-former wartime service (SSI–FWTS)**

a. General. Authorization to wear a shoulder sleeve insignia indicating former wartime service applies only to soldiers who are assigned to U.S. Army units that meet all the following criteria. Soldiers who were prior members of other Services that participated in operations that would otherwise meet the criteria below are not authorized to wear the SSI–FWTS. Wear is reserved for individuals who were members of U.S. Army units during the operations.

(1) The Secretary of the Army or higher must declare as a hostile environment the theater or area of operation to which the unit is assigned, or Congress must pass a Declaration of War.

(2) The units must have actively participated in, or supported ground combat operations against hostile forces in which they were exposed to the threat of enemy action or fire, either directly or indirectly.

(3) The military operation normally must have lasted for a period of thirty (30) days or longer. An exception may be made when U.S. Army forces are engaged with a hostile force for a shorter period of time, when they meet all other criteria, and a recommendation from the general or flag officer in command is forwarded to the Chief of Staff, Army.

(4) The Chief of Staff, Army, must approve the authorization for wear of the shoulder sleeve insignia for former wartime service.

*b.* Authorization. Authorization applies only to members of the Army who were assigned overseas with U.S. Army organizations during the following periods.

(1) World War II: between 7 December 1941 and 2 September 1946, both dates inclusive.

(2) Korea: between 27 June 1950 and 27 July 1954, both dates inclusive. Also from 1 April 1968 to 31 August 1973, for those personnel who were awarded the Purple Heart, Combat Infantryman badge, Combat Medical badge, or who qualified for at least one month's hostile fire pay for service in a hostile fire area in Korea.

(3) The Vietnam theater, including Thailand, Laos and Cambodia: from 1 July 1958 to 28 March 1973, both dates inclusive.

(4) The Dominican Republic: 29 April 1965 to 21 September 1966, both dates inclusive. Individuals are authorized to wear one of three organizational SSI: XVIII Airborne Corps, 82d Airborne Division, or 5th Logistical Command. Individuals previously attached, assigned, or under the operational control of these units will wear their respective insignia. A fourth organizational SSI (OEA-Spanish equivalent of Organization of American States) is authorized for individuals who were not in one of the three units listed above.

(5) Grenada, to include the Green and Carriacou Islands: between 24 October 1983 and 21 November 1983, both dates inclusive. Personnel are authorized to wear one of the following organizational SSI: XVIII Airborne Corps; 82d Airborne Division; 1st Special Operations Command (ABN); 1st Corps Support Command; 20th Engineer Brigade; 35<sup>th</sup> Signal Brigade; 16th Military Police Brigade; 44th Medical Brigade; 1st Battalion (Ranger), 75th Ranger Regiment; 2d Battalion (Ranger), 75th Ranger Regiment; and 101st Airborne Division (AASLT). Individuals attached to, or under the operational control of these units will wear their respective organizational SSI. Individuals attached to, or under the operational control of any unit whose parent organization is not authorized SSI, will wear the SSI of the unit to which attached or the unit that had operational control.

(6) Lebanon: from 6 August 1983 to 24 April 1984, for soldiers assigned to the Field Artillery School Target Acquisition Battery or the 214th Field Artillery Brigade, who were attached to the U.S. Marine Corps forces in and around Beirut, Lebanon, for the purpose of counterfire support.

(7) Korea: 23 November 1984, for soldiers who directly participated in the firefight with North Korean guards at the Joint Security Area (JSA), Panmunjom, Korea.

(8) Persian Gulf: from 27 July 1987 to 1 August 1990 for soldiers assigned or attached to, or under the operational control of a unit whose mission was direct support to Operation Earnest Will. Soldiers must have been eligible for the Armed Forces Expeditionary Medal and imminent danger pay.

(9) Panama: from 20 December 1989 to 31 January 1990 for soldiers assigned to the following units, and who participated in Operation Just Cause: XVIII Airborne Corps; U.S. Army Special Operations Command; U.S. Army South; 7th Infantry Division (Light); 82d Airborne Division; 5th Infantry Division (M); 1st Special Operations Command; 193d Infantry Brigade; 1st Corps Support Command; 16th Military Police Brigade; 18th Aviation Brigade; 35<sup>th</sup> Signal Brigade; 7th Special Forces Group; 75th Ranger Regiment; 1st, 2d, and 3d Battalions, 75th Ranger Regiment; 470th Military Intelligence Brigade; 525th Military Intelligence Brigade; 44th Medical Brigade; 1109th Signal Brigade; MTMC; and CIDC. Soldiers assigned to units not listed above will wear the shoulder sleeve insignia of the unit to which attached, or the unit that had operational control. Soldiers assigned to units not listed above and not attached to, or under the operational control of any of the units listed above, will wear the SSI of the U.S. Army South.

(10) The Persian Gulf: from 17 January 1991 to 31 August 1993, both dates inclusive, for soldiers participating in Operation Desert Storm. Soldiers must have been assigned or attached to, or under the operational control of a unit whose mission was direct support to Operation Desert Storm; they must have received imminent danger pay and been under the command and control of U.S. Army Element Central Command (USAE CENTCOM).

(11) El Salvador: from 1 January 1981 to 1 February 1992, both dates inclusive, for those personnel who participated in El Salvador operations.

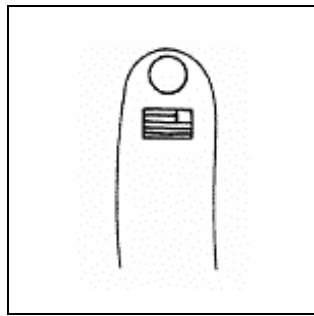
(12) Somalia: from 5 December 1992 to 31 March 1995, both dates inclusive, for soldiers who participated in Operation Restore Hope/Continue Hope/United Shield. Exceptions are for Joint Task Forces: Patriot Defender, Elusive Concept, and Proven Force; those personnel are authorized to wear SSI-FWTS even though they were not under the command and control of USAE CENTCOM.

(13) Operation Enduring Freedom: from 19 September 2001 to a date to be determined, for soldiers assigned to units participating in Operation Enduring Freedom. Soldiers must have been deployed in the CENTCOM area of operations and been under the command of the CINC, CENTCOM. Soldiers who were deployed in the area of operations on training exercises or in support of operations other than Enduring Freedom are not authorized the SSI-FWTS, unless those exercises or operations became combat or support missions to Operation Enduring Freedom.

(14) Operation Iraqi Freedom: from 19 March 2003 to a date to be determined, for soldiers assigned to units participating in Operation Iraqi Freedom. Soldiers must have been deployed in the CENTCOM area of operations and been under the command of the CG, CENTCOM. Soldiers who were deployed in the area of operations on training exercises or in support of operations other than Iraqi Freedom are not authorized the SSI-FWTS, unless those exercises or operations became combat or support missions to Operation Iraqi Freedom.

*c. How worn.*

(1) Non-subdued. At the option of the wearer, individuals who were members of an Army unit during one of the operations listed above may wear the non-subdued U.S. Army organizational SSI of a wartime unit (para 28-17b) that was approved by HQDA on the right sleeve of the Army green uniform coat. The insignia is worn centered, 1/2 inch below the top of the right shoulder seam (see fig 28-136).



**Figure 28-136. Wear of shoulder sleeve insignia-former wartime service, with flag replica, right sleeve**

(2) Subdued. Authorized personnel may wear the subdued SSI-FWTS on the right sleeve of the temperate, hotweather, enhanced hot-weather, and desert BDU, and the BDU field jacket, as described above. The SSI-FWTS is not authorized for wear on organizational uniforms, except as prescribed in this paragraph.

(3) Other services. The Department of the Navy, the United States Marine Corps (USMC), and the Air Force do not authorize wear of SSI. Therefore, personnel who served in one of the designated areas during one of the specified periods, but who were not members of the U.S. Army, are not authorized to wear the SSI-FWTS on their right shoulder. The only exception to this policy is for U.S. Army members who served with the USMC during World War II from 15 March 1943 through 2 September 1946.

*d.* Soldiers who are authorized to wear more than one SSI-FWTS have the option of choosing which SSI-FWTS they will wear. Soldiers may elect not to wear SSI-FWTS. (See appendix F for further guidance on the wear of the SSI-FWTS.)

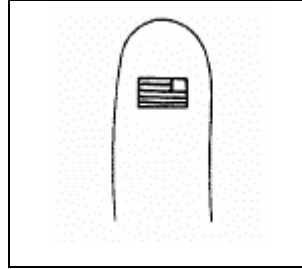
## **28-18. Wear of full-color U.S. flag cloth replica**

*a. General.* During joint or multi-nation operations, soldiers are authorized to wear the full-color U.S. flag cloth replica on utility and organizational uniforms. Wear of the full-color U.S. flag cloth replica is at the discretion of the organizational commander, when the distinguishing of individual national soldiers is desired, and overrides the tactical consideration of full-color insignia on uniforms. During joint operations, the joint commander normally will prescribe the policy for wear. Soldiers are not authorized to wear the full-color U.S. flag cloth replica upon their return to home station.

*b. Description.* Chapter 1, Title 4, United States Code, provides for the design of the U.S. flag and specifies the colors as red, white, and blue. Colors other than red, white, and blue violate the U.S. Code; therefore, subdued-colored flags are not authorized for wear. The size of the full-color cloth U.S. flag replica is approximately 2 inches by 3 inches.

c. How worn.

(1) When approved for wear, the full-color U.S. flag cloth replica is sewn 1/2 inch below the right shoulder seam of the temperate, hot-weather, enhanced hot-weather, and desert BDU; the BDU field jacket; and the cold-weather uniform (see fig 28–135). If the SSI–FWTS is worn on the right shoulder of the utility uniform, the full-color U.S. flag cloth replica is placed 1/8 inch below the right shoulder sleeve insignia (see fig 28–136). The SSI–FWTS is not authorized for wear on organizational uniforms, unless indicated above.



**Figure 28–135. Wear of full-color flag cloth replica, right sleeve**

(2) The full-color U.S. flag cloth replica is worn so that the star field faces forward, or to the flag’s own right. When worn in this manner, the flag is facing to the observer’s right, and gives the effect of the flag flying in the breeze as the wearer moves forward. The appropriate replica for the right shoulder sleeve is identified as the reverse side flag.

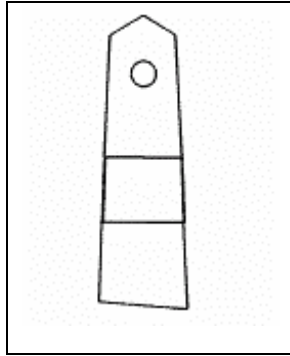
## **28–21. Combat leaders identification**

a. Leaders in the following units will wear the combat leaders identification (CLI): category I units (specified in organization MTOE: armor, infantry, combat engineers, field artillery, air defense artillery, aviation, and special forces (SF)); and category II assault helicopter units. It is also worn by leaders in Active Army, Army National Guard, and U.S. Army Reserve organizations, corps and division commanders, and commanders of category II organizations, the majority of whose subordinate elements are category I units.

b. The following specific leaders in units referred to above are authorized to wear the CLI.

- (1) Commanders.
- (2) Deputy commanders.
- (3) Platoon leaders.
- (4) Command sergeants major.
- (5) First sergeants.
- (6) Platoon sergeants.
- (7) Section leaders (when so designated in the unit MTOE).
- (8) Squad leaders and tank commanders.
- (9) Team leaders.
- (10) Assistant SF detachment commanders.
- (11) SF operational detachment “B” sergeants major.
- (12) SF operational detachment “A” senior sergeants.

c. The CLI insignia is a green cloth loop, 1 5/8 inches wide, worn in the middle of both shoulder loops on the Army green coat, the cold-weather coat (field jacket) and on the center tab of the extended cold-weather clothing system (ECWCS) (Gortex) parka. When the CLI is worn on the parka, personnel wear their grade insignia centered on the CLI. Personnel may wear pin-on grade insignia, or they may sew onto the CLI the same cloth grade insignia that is worn on the collars of the utility uniform (see fig 28–137).



**Figure 28–137. Wear of combat leaders identification on shoulder loops**

*d.* Personnel will not wear the CLI when reassigned from a command position or from an organization designated above, or when taking an official photo.

### **28–22. Distinctive unit insignia**

*a.* Authorization. Distinctive unit insignia (DUI) of a design approved by The Institute of Heraldry, U.S. Army, are authorized and prescribed for wear on the service uniforms of personnel in the following echelons.

- (1) MACOM: one design for each MACOM.
- (2) Field armies: one design for each field Army.
- (3) The United States Army Reserve Command, and each of the U.S. Army regional support commands: one design for each command.
- (4) Corps: one design for each corps.
- (5) Division: one design for each division.
- (6) Separate brigades: one design for each separate TOE brigade.
- (7) Numbered group: one design for each TOE numbered group.
- (8) Color-bearing regiments; training support battalions aligned to color-bearing regiments; and separate battalions, fixed type: one design for each regiment and separate TOE battalion.
- (9) Battalions, flexible: one design for each TOE battalion.
- (10) Hospitals: one design for each TOE hospital.
- (11) U.S. Army service schools established by the Department of the Army: one design for each service school.
- (12) U.S. Army Training and Doctrine Command training centers: one design for each training center.
- (13) U.S. Army medical centers: one design for each center.
- (14) U.S. Army medical department activities: one design for each activity.
- (15) U.S. Army hospital centers: one design for each center.
- (16) U.S. Army dental activities (DENTAC): one design for each activity.
- (17) Army National Guard TASS: one design for all TASS activities identified in paragraph 28–16*d*(10)(*c*), above.
- (18) U.S. Army Reserve schools: one design for all USAR schools.
- (19) Field operating agencies: one design for each activity based on the following criteria.
  - (*a*) An identifiable command structure.
  - (*b*) A valid justification in terms of unit mission, enhancement of unit morale, and degree of unit permanency.
  - (*c*) At least 250 military personnel assigned to the activity.
- (20) Other organizations: one design for each organization, except U.S. Army garrison (active and reserve), meeting the following criteria.
  - (*a*) An identifiable command structure.
  - (*b*) A valid justification in terms of unit mission, enhancement of unit morale, and degree of unit permanency.
  - (*c*) At least 500 military personnel assigned to the organization.

(21) Other.

(a) Organizations not in the categories listed above, which have a DUI by virtue of previous HQDA authority, are permitted to retain that DUI if it was manufactured and worn by members of the subject organization. In each case, such insignia is authorized for wear only after The Institute of Heraldry, U.S. Army, has determined the propriety, and granted approval of the insignia.

(b) Units not authorized a DUI in their own right will wear the DUI of the command to which assigned. Those units not authorized a DUI in their own right, and not assigned to a higher echelon that is authorized a DUI, may, with the approval of the Army commander concerned, wear the DUI of the Army area in which located. Personnel participating in the AGR and ROTC simultaneous membership programs will wear the DUI of the commands, units, and agencies to which attached.

(c) Personnel assigned to a joint command, DOD, or Federal agency will wear the DUI designated for joint or DOD agencies.

b. Approval of design. Units meeting the criteria established above will submit requests for authorization of DUI through channels, with a copy of permanent orders activating the unit to: Director, The Institute of Heraldry, U.S. Army, 9325 Gunston Road, Room S112, Fort Belvoir, VA 22060-5579. Requests will include three proposed mottoes, if the organization requests a motto with the design. Once approved, no changes are made in a design of the insignia.

c. Provisional units. The authorization of a DUI will not be granted for provisional units.

d. By whom worn.

(1) When a DUI is authorized, all personnel assigned to the organization wear the insignia, except general officers and the Sergeant Major of the Army. General officers wear their regimental distinctive insignia (RDI) on the black pullover sweater. The Sergeant Major of the Army wears the SMA insignia in lieu of the DUI. Reserve component units with WARTRACE alignments under the provisions of AR 11-30 may wear the DUI of the Active unit to which they are aligned, in lieu of their peacetime DUI, provided major RSC or state TAG, and MACOM commanders agree on such wear.

(2) A complete set of the distinctive unit insignia consists of three pieces. The procurement of distinctive insignia not approved by The Institute of Heraldry, U.S. Army, is prohibited. Units may purchase approved DUIs through the use of appropriated or nonappropriated funds.

e. Where worn. The design of the DUI is metal, or metal and enamel, only. Enlisted personnel wear the insignia on the Army green uniform coat, the black pullover sweater, the beret, and the garrison cap. Other enlisted personnel authorized to wear the DUI are those assigned to TOE bands, selected honor guards, or other ceremonial units authorized by CTA 50-900 to wear dress uniforms as organizational uniforms.

f. How worn.

(1) Enlisted personnel wear the DUI on the green service uniform coat, centered on the shoulder loops an equal distance from the outside shoulder seam to the outside edge of the button, with the base of the insignia toward the outside shoulder seam. Enlisted personnel are not authorized to wear the DUI on the enlisted green dress uniform (worn with white shirt and necktie/neck tab). Officers wear the DUI centered on the shoulder loops, an equal distance from the inside edge of their grade insignia to the outside edge of the button, with the base of the insignia toward the outside shoulder seam (see fig 28-138).

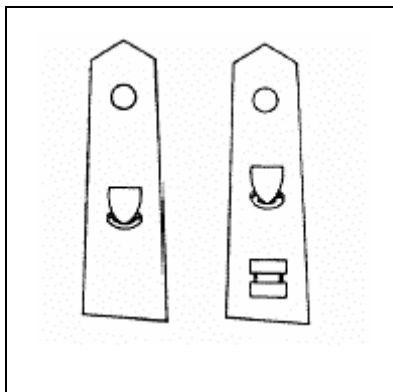
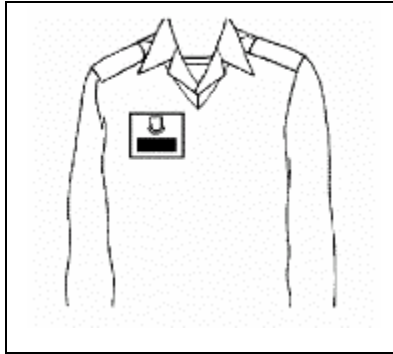


Figure 28-138. Wear of distinctive unit insignia on shoulder loops

(2) On the beret, enlisted personnel wear the DUI centered on the organizational flash. On the garrison cap, the DUI is centered on the left curtain of the cap, 1 inch from the front crease (see figs 28–2 and 28–11). Soldiers assigned to units not authorized a DUI wear the RDI on the garrison cap and beret in the same manner as the DUI.

(3) Soldiers (except chaplains, general officers, and the SMA) wear the DUI centered above the nameplate on the black pullover sweater, with the top edge of the insignia 1/4 inch below the top edge of the patch on the sweater. Soldiers assigned to units not authorized the DUI wear the RDI on the black pullover sweater in the same manner as the DUI (see fig 28–139). Chaplains wear their branch insignia, general officers wear the RDI, and the SMA wears the SMA insignia in the same manner. All soldiers may adjust the placement of the DUI or RDI, up or down on the patch, to allow for large size DUI or RDI, or to adjust to body configuration.



**Figure 28–139. Wear of distinctive unit insignia/regimental distinctive insignia, on black pullover sweater**

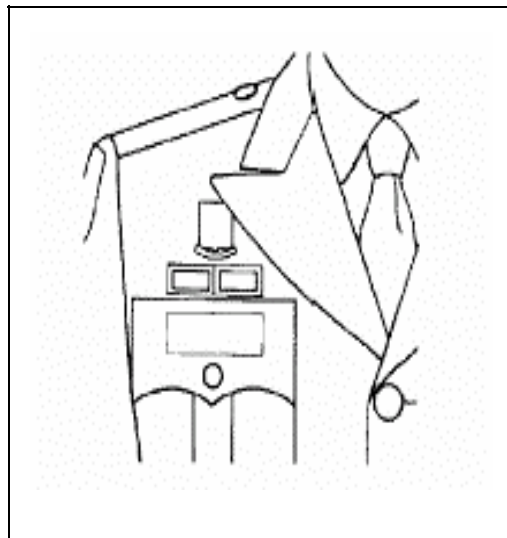
### **28–23. Regimental distinctive insignia**

*a.* Authorization. Regimental distinctive insignia (RDI) of a design approved by the Institute of Heraldry, U.S. Army, are authorized and prescribed for wear by all soldiers affiliated with a regiment or whole-corps regiment, as described in AR 600–82 and NGR 600–82.

*b.* How worn.

(1) Males.

*(a)* On the Army green, white, and blue uniforms, and the AG 415 shirt, males wear the RDI centered 1/8 inch above the top of the pocket flap, or 1/4 inch above any unit awards or foreign badges that are worn. When the coat lapel obscures the insignia, soldiers may wear the RDI aligned to the right edge of unit awards or the nameplate. Wear of the RDI on the AG 415 shirt is optional (see fig 28–140).



**Figure 28–140. Wear of regimental distinctive insignia on Army green, blue, and white uniforms, male**

(b) On the white and blue mess and evening mess uniforms, male personnel wear the RDI on the right lapel. On the blue mess uniform, the RDI is worn centered on the satin facing, 1/2 inch below the notch in the lapel. On the white mess uniform, the RDI is worn 1/2 inch below the notch, centered on the lapel. The RDI is worn so that the vertical axis of the insignia is perpendicular to the ground (see fig 28–141).

(2) Females.

(a) On the Army green, blue, and white uniforms, the Army maternity tunic, and the AG 415 shirt, females wear the RDI centered 1/2 inch above the nameplate, or 1/4 inch above any unit awards or foreign badges that are worn. When the coat lapel obscures the RDI, soldiers may wear the RDI aligned to the right edge of unit awards or the nameplate. Wear of the RDI on the AG 415 shirt is optional (see fig 28–144).

(b) On the blue mess and evening mess, and the new version white mess and evening mess uniforms, females wear the RDI centered on the right lapel, with the top of the RDI aligned with the top row of miniature medals. On the black mess and evening mess, and the old version white mess and evening mess uniforms, females wear the RDI centered on the right side of the jacket (not on the lapels). The RDI is centered between the lapel and shoulder seam, with the top of the RDI aligned with the top row of miniature medals. The RDI is worn so that the vertical axis is perpendicular to the ground (see fig 25–2).

(3) The RDI and DUI will be the same for soldiers who are assigned to, and affiliated with the same unit. Soldiers who are assigned to a unit or agency not authorized a DUI will wear the RDI on the beret and the black pullover sweater in lieu of a DUI (see fig 28–139).

## 28–24. Insignia, distinguishing, U.S. Army nametape and nameplate

a. Insignia, distinguishing, U.S. Army.

(1) Description.

(a) For woodland camouflage or olive-green uniforms, the insignia is a woven tape of olive-green cloth, 1 inch wide, with the inscription “U.S. ARMY” in black block letters, 3/4 inch high. For desert camouflage uniforms, the insignia is a woven tape of khaki, 1 inch wide, with the inscription “U.S. ARMY” in spice-brown block letters, 3/4 inch high.

(b) As an option, soldiers may purchase and wear 1–inch wide tape with embroidered 3/4–inch block letters. The length of the U.S. Army distinguishing insignia tape is 4 1/2 inches, or it extends to the edge of the pocket flap when sewn on the uniform (see fig 28–142).



Figure 28–142. Insignia, distinguishing, U.S. Army tape

(2) How worn. The U.S. Army distinguishing insignia tape is worn immediately above, and parallel to the top edge of the left breast pocket of the uniform shirt, only. The insignia is worn on the temperate, hot-weather, enhanced hotweather, maternity, aviation, and desert BDU shirts; BDU field jackets; and on organizational clothing when required and prescribed by the commander issuing the organizational clothing. Personnel will not wear the U.S. Army insignia tape on the hospital duty and food service uniforms. Personnel are not authorized to have the words U.S. Army embroidered directly on the uniform (see fig 28–143).





**Figure 28–143. Wear of nametape and U.S. Army distinguishing tape**

*b.* Insignia, nametape.

(1) Description.

(a) For woodland camouflage or olive-green uniforms (except for the ECWCS parka), the nametape is a strip of olive-green cloth, 1 inch wide, with the individual's last name in black block letters, 3/4 inch in height. Last names consisting of 11 letters or more are constructed using Franklin gothic extra-condensed print (48 point), 1/2 inch high. The nametape insignia is 4 1/2 inches in length, or extends to the edge of the pocket flap when sewn on the uniform.

(b) For desert camouflage uniforms, the nametape is a strip of khaki tape with spice-brown lettering, of the same description as in paragraph *b*(1)(a), above.

(c) For the extended cold-weather clothing system (ECWCS) (Gortex) parka, the nametape is a strip of olive-green cloth, 3 1/2 inches long and 1/2-inch wide, with 1/4-inch black block lettering. The nametape can accommodate up to 14 characters. No other size nametape is authorized for wear on the Gortex parka.

(d) See para 28–3g(1) for wear of nametapes on helmet bands.

(2) How worn.

(a) All personnel will wear the nametape above the top right breast pocket on the same uniforms and in the same manner as described for the "U.S. ARMY" tape in paragraph *a*(1)(a), above. When the nametape is worn with the U.S. Army tape, both must be the same size, 4 1/2 inches in length, or they must extend to the edge of the pocket flaps. Personnel are not authorized to have the last name embroidered directly onto the uniform. Personnel may wear embroidered nametapes with woven U.S. Army insignia (see fig 28–143).

(b) All personnel will wear the nametape on the ECWCS (Gortex) parka, on the left-sleeve pocket flap, 1/4 inch above the bottom of the flap, and centered left to right on the flap. Personnel are not authorized to wear the nametape in any other location on the parka than the pocket flap, and they are not authorized to embroider the name directly on the pocket flap.

(3) How to obtain. Initial and replacement nametapes are provided at no cost to enlisted members and are procured from appropriated funds. If facilities are not available at installations for inscribing and attaching nametapes, contracting for such services with local vendors is authorized.

c. Nameplate.

(1) Description.

(a) The nameplate is a black, laminated plastic plate, 1 inch by 3 inches, 1/16 inch thick, with a white border not to exceed 1/32 inch in width. Lettering is block type, indented white lettering, 3/8 inch in height, and centered on the plate. Only last names are used on the nameplates. Gloss or non-gloss finish is authorized on the nameplate.

(b) Modifications to the nameplate to add other insignia or information are prohibited unless authorized by HQDA. Personnel will not wear nameplates with authorized additions or translations outside of the area for which they are authorized.

(2) How worn.

(a) Male personnel. On the AG shade 415 shirts, and on the coats of the Army green, white, and blue uniforms, the nameplate is worn centered left to right on the flap of the right breast pocket, and centered between the top of the button and the top of the pocket. (See illustrations in individual uniform chapters.) On the black pullover sweater, the nameplate is worn centered on the black patch of the sweater, except when wearing the DUI or RDI. When wearing a DUI or RDI, the nameplate is placed 1/4 inch above the bottom of the black patch, with the top of the DUI or RDI placed 1/4 inch below the top edge of the patch, and centered left to right. Personnel may adjust the placement of the nameplate and DUI or RDI, up or down on the patch, to allow for large size DUI or RDI, or to adjust to body configuration (see fig 28-139).

(b) Female personnel. On the Army green uniform, and the new style Army blue and white uniforms, the nameplate is worn 1 to 2 inches above the top button of the coat and centered horizontally on the wearer's right side (see fig 28-144). On the AG 415 shirts, maternity tunic, hospital duty, and food service uniforms, the nameplate is worn in a comparable position. On the old-style Army blue and white uniforms the nameplate is worn centered horizontally on the wearer's right side, slightly above the top edge of the top button. (See illustrations in individual uniform chapters.) On the black pullover sweater, the nameplate is worn centered on the black patch of the sweater, except when the DUI or RDI is worn. When wearing a DUI or RDI, the nameplate is placed 1/4 inch above the bottom of the black patch, with the top of the DUI or RDI placed 1/4 inch below the top edge of the patch, and centered left to right. Personnel may adjust the placement of the nameplate and DUI or RDI, up or down on the patch, to allow for large size DUI or RDI, or to adjust to body configuration (see fig 28-139).

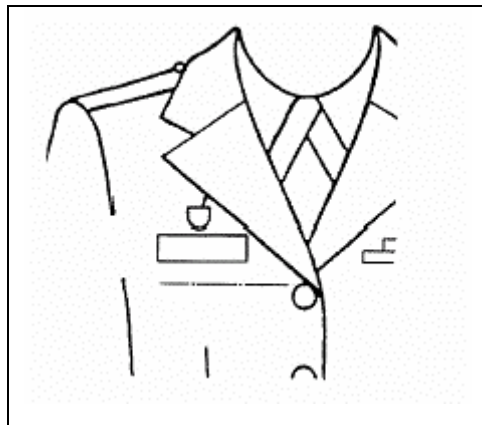


Figure 28-144. Wear of nameplate on Army green and new version blue and white uniforms, female

### 28–25. Aiguillette, service

*a.* Description. The service aiguillette is a one-piece braided gold, gold-colored nylon, or synthetic metallic gold-colored cord, 3/16 inch in diameter, and 30 1/2 inches in length, with each end equipped with a hook, and one end equipped with an eye. The front part of the aiguillette is 8 1/2 inches in length and consists of 1 1/2 inches of cord equipped with a hook, a knot 1 3/4 inches in length, a cord 2 inches in length, and a 3-inch ferrule.

*b.* How worn. The military aide to the President, White House social aides while on duty with the First Family, and officers designated as aides to foreign heads of state wear the service aiguillette on the right side of the uniform. All other aides wear aiguillettes on the left side. The cord is placed under the arm with the hook engaging the eyes on each side of the appropriate shoulder loop. The end equipped with the eye is worn to the front. The hook of the front part of the aiguillette is engaged in the eye of the cord (see fig 28–145).

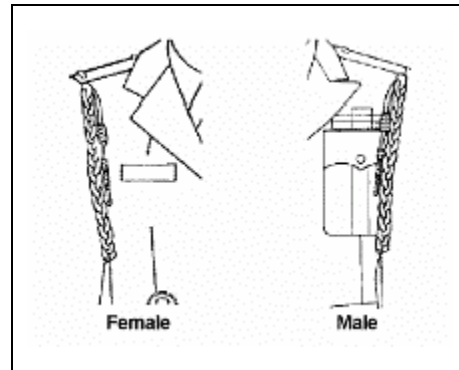


Figure 28–145. Wear of service aiguillettes

*c.* By whom worn. Army attachés, assistant Army attachés, and aides wear the service aiguillette on the Army green, blue, and white uniforms when they are worn for informal occasions. Males will wear the four-in-hand necktie with the uniform when wearing the service aiguillette. When personnel wear the black all-weather coat, they may wear the service aiguillette on the outside of the garment. The aiguillette is worn only when personnel are performing duties as aides.

### 28–26. Aiguillette, dress

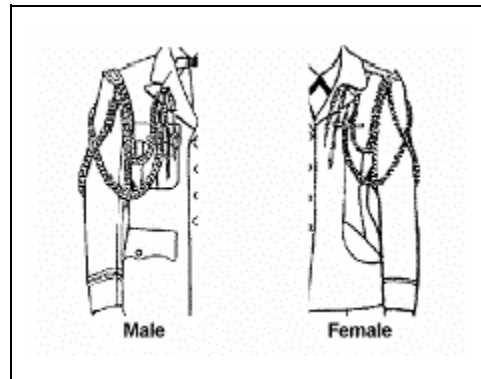
*a.* Description.

(1) The front of the dress aiguillette is the same as the service aiguillette, except the front part is replaced by a piece that is 25 inches in length, with 15 inches of braiding, with 2 inches from the braiding to the button loop and knot. The knot is 1 3/4 inches in length, the cord is 3 1/4 inches, and the ferrule is 3 inches. The braided end is equipped with a hook.

(2) The back of the dress aiguillette consists of a braided gold cord, or gold-colored nylon cord, 3/16 inch in diameter and 30 1/2 inches in length, with an additional part 34 inches in length that consists of 24 inches of braiding, with 2 inches from the braiding to the button loop and knot. The knot is 1 3/4 inches in length, the cord is 3 1/4 inches, and the ferrule is 3 inches and is fastened to a triangular piece of brass with a hook on the inside. This hook is attached to a small strip of brass which slips under the shoulder loop, shoulder strap, or shoulder knot. The brass strip for the shoulder strap is curved to conform to the contour of the shoulder, and is 5/8 inch in width and 3 7/8 inches in length, with a rectangular opening at each end, 3/8 inches in length. The brass strip for shoulder knots is 5/8 inch in width and 3 3/8 inches in length, with an extra piece fastened to form a standing loop 1 inch in length, that permits the flexible backing of the shoulder knot to pass through. The brass strip for the shoulder loop of the Army white mess uniform coat is the same as that used for the shoulder knot, without the standing loop.

*b.* How worn. The military aide to the President, White House social aides while on duty with the First Family, and officers designated as aides to foreign heads of state wear the aiguillette on the right side of the uniform. All other authorized personnel wear aiguillettes on the left side. Aiguillettes are secured to the coat before the opening of the brass strip, and the front part is hooked into the eye of the service aiguillette. The 34-inch part is passed under

the arm, and the button loop of the 25-inch part is inserted through the button loop of the 34-inch part, past the button loop of the 25-inch part notch in the lapel, and attached to the button under the collar. The button under the collar is attached to the body of the coat so that the knot of the 25-inch part will easily clear the notch in the lapel. The loops of both cords cross on the outside of the arm with front loop on top. Either gold cord or gold-colored nylon cord may be worn, depending upon the importance of the occasion and the individual's preference (see fig 28-146).



**Figure 28-146. Wear of dress aiguillettes**

*c.* By whom worn. The dress aiguillette is worn only when personnel are performing duties as aides. Army attachés, assistant Army attachés, and aides wear the dress aiguillette with the Army blue, white, and black mess and evening mess uniforms, when prescribed. Personnel may wear the dress aiguillette with the Army blue or white uniform only at formal occasions (when the bow tie is worn).

*d.* How to obtain. Aiguillettes are procured locally as expendable property by the organization to which the individual is assigned for supply purposes. A gold cord, gold-colored nylon cord, or synthetic metallic gold-colored cord are authorized for purchase.

## **28-27. Service stripes**

### *a.* Large.

(1) A goldenlite, rayon-embroidered diagonal stripe, 3/16 inch wide and 1-5/16 inches long, on an Army green background that forms a 3/32-inch border around the stripe. All soldiers are authorized to wear the large service stripes on the green background on the Army green uniform. Soldiers must wear the large service stripes with large rank insignia.

(2) A gold-colored rayon or a goldenlite rayon or nylon braid, 1/2 inch wide, and of variable length. The large service stripe braid is authorized for wear by all enlisted soldiers on the Army blue and white dress, mess, and evening mess uniforms. Soldiers must wear the large service stripes with large rank insignia.

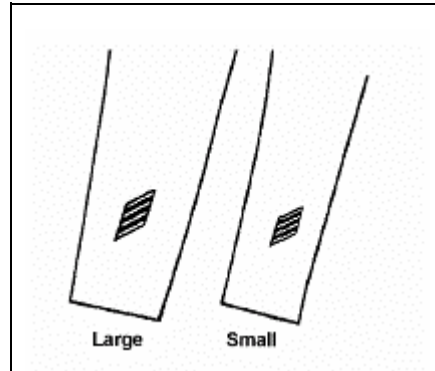
### *b.* Small.

(1) A goldenlite rayon-embroidered diagonal stripe, 5/32 inch wide and 1 1/4 inches long on an Army green background, which forms a 5/64 inch border around the stripe. All enlisted soldiers are authorized to wear the small service stripes on the green background on the Army green uniform. Soldiers must wear the small service stripes with small rank insignia.

(2) A gold-colored rayon or goldenlite rayon or nylon braid, 1/4 inch wide, and of variable length. The small service stripe braid is authorized for wear by all enlisted soldiers on the Army blue and white dress, mess, and evening mess uniforms. Soldiers must wear the small service stripes with small rank insignia.

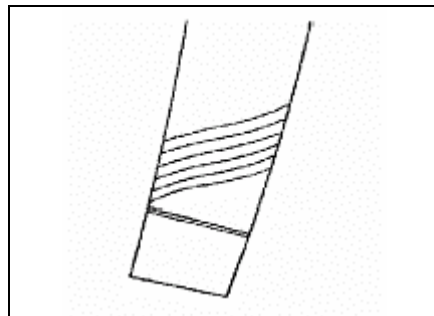
*c.* How worn.

(1) The service stripes are worn centered on the outside bottom half of the left sleeve on the Army green uniform coat. The service stripe is placed at an angle of 45 degrees with the lower end toward the inside seam of the sleeve, and it is placed 4 inches from the bottom of the sleeve. For each additional period of 3 years honorable service, another service stripe is added above and parallel to the first stripe, with a 1/16-inch space between stripes (see fig 28–147.)



**Figure 28–147. Wear of service stripes, enlisted**

(2) Service stripes covered in paragraphs *a*(2) and *b*(2), above, are worn on the Army blue and white dress, mess, and evening mess uniforms. The service stripe is worn centered from seam-to-seam on the outside bottom half of both sleeves. The first stripe is sewn on an angle of 30 degrees, with the lower end inserted in the front inside seam, 1/4 inch above the cuff braid. The upper end of the stripe is inserted in the back seam of the sleeve on the Army blue dress, mess, and evening mess uniforms, and on the Army white mess and evening mess uniforms; and 3 inches above the bottom of the sleeve on the Army white dress uniform. Each additional stripe is spaced 1/8 inch apart from the last, and above the first stripe (see fig 28–148).



**Figure 28–148. Wear of service stripes on Army blue and white uniforms, enlisted**

*d.* By whom worn. Enlisted personnel wear the service stripes as members of the Active Army, Army National Guard, and U.S. Army Reserve, when they have served honorably, as indicated below.

(1) In Active Federal service as a commissioned officer, warrant officer, or enlisted member of the Army, Navy, Air Force, Marine Corps, or Coast Guard.

(2) In Active Reserve service creditable for retirement for non-regular service, in accordance with chapter 1223, title 10, United States Code, as a commissioned officer, warrant officer, or enlisted member of any reserve component of the Armed Forces, including the Women's Army Auxiliary Corps.

*e.* One stripe is authorized for each 3 years of honorable active Federal service; active Reserve service creditable for retired pay for non-regular service; or a combination. There is no limit to the number of stripes worn; however, service stripes will not cover the chevrons. Service need not have been continuous, and the 10th stripe is authorized after 29 1/2 years. Individuals authorized more than 10 service stripes may elect whether or not to wear them.

## 28–28. Overseas service bars

*a. Large.* A goldenlite rayon-embroidered bar,  $\frac{3}{16}$  inches wide  $1\text{--}\frac{5}{16}$  inches long, on a green background that forms a  $\frac{3}{32}$ -inch border around the bar. All personnel are authorized to wear the large overseas service bar. Enlisted soldiers must wear large overseas service bars with large rank and service stripe insignia.

*b. Small.* A goldenlite rayon-embroidered bar,  $\frac{5}{32}$  inch wide and  $\frac{13}{32}$  inch long, on a green background that forms a  $\frac{5}{64}$ -inch border around the bar. All personnel are authorized to wear the small overseas service bar. Enlisted soldiers must wear small overseas service bars with small rank and service stripe insignia.

*c. How worn.* The overseas service bar is worn centered on the outside bottom half of the right sleeve of the Army green uniform coat. The lower edge of the overseas service bar is placed  $\frac{1}{4}$  inch above the sleeve braid of the coat for officer personnel, and 4 inches above and parallel to the bottom of the sleeve for enlisted personnel. Each additional bar is spaced  $\frac{1}{16}$  inch above, and parallel to the first bar (see fig 28–149).

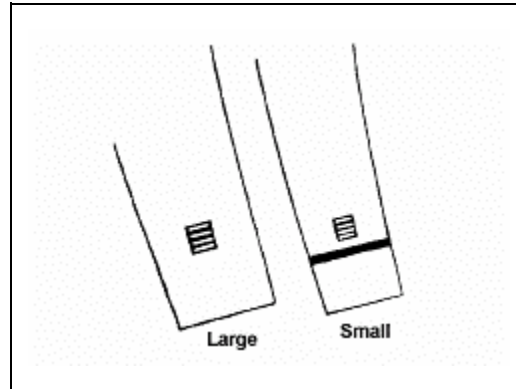


Figure 28–149. Wear of overseas service bars, all ranks

*d. By whom worn.* Soldiers are authorized wear of the overseas service bar as indicated below.

(1) One overseas service bar is authorized for each 6-month period of active Federal service as a member of a U.S. Service outside CONUS, from 7 December 1941 until 2 September 1946, both dates inclusive. In computing overseas service, Alaska is considered outside CONUS. An overseas service bar is not authorized for a fraction of a 6-month period.

(2) One overseas service bar is authorized for each 6-month period of active Federal service as a member of a U.S. Service in Korea, from 27 June 1950 until 27 July 1954, both dates inclusive. Credit toward an overseas service bar is authorized for each month of active Federal service as a member of the U.S. Army serving in the designated hostile fire area in Korea from 1 April 1968 until 31 August 1973. The months of arrival to, and departure from the hostile fire pay area are counted as whole months. When credit is given for a month for hostile fire pay, credit for a corresponding month is given toward an overseas service bar.

(3) One overseas service bar is authorized for each 6-month period active Federal service as a member of a U.S. Service in Vietnam, from 1 July 1958 to 28 March 1973. The months of arrival to, and departure from Vietnam are counted as whole months for credit toward the overseas service bar. Periods of TDY service in Vietnam where credit is given for hostile fire pay for 1 month, also may be given credit for a corresponding month towards award of an overseas service bar.

(4) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in the Dominican Republic, from 29 April 1965 to 21 September 1966, both dates inclusive.

(5) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in Laos, from 1 January 1966 to 28 March 1973.

(6) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in Cambodia from 1 January 1971 until 28 March 1973. Personnel must qualify for hostile fire pay to receive credit for an overseas service bar. The months of arrival to, and departure from the hostile fire pay area are counted as whole months.

(7) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in Lebanon, from 6 August 1983 to 24 April 1984, for the two units listed in paragraph 28-17b(6). The months of arrival to, and departure from the hostile fire pay area are counted as whole months.

(8) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in the Persian Gulf from 27 July 1987 to 1 August 1990, for Operation Earnest Will. The months of arrival to, and departure from Operation Earnest Will are counted as whole months.

(9) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in the Persian Gulf from 17 January 1991 to 31 August 1993, for Operation Desert Storm. The months of arrival to, and departure from Operation Desert Storm are counted as whole months.

(10) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service who participated in El Salvador, from 1 January 1981 to 1 February 1992. The months of arrival to, and departure from El Salvador are counted as whole months.

(11) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service in Somalia, from 5 December 1992 to 31 March 1995. The months of arrival to, and departure from Somalia are counted as whole months.

(12) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service participating in Operation Enduring Freedom, the CENTCOM area of operations, or under the control of the CINC, CENTCOM, from 19 September 2001 to a date to be determined. The months of arrival to, and departure from the CENTCOM area of operations are counted as whole months.

(13) One overseas service bar is authorized for each 6-month period of Federal service as a member of a U.S. Service participating in Operation Iraqi Freedom, the CENTCOM area of operations, or under the control of the CG, CENTCOM, from 19 March 2003 to a date to be determined. The months of arrival to, and departure from the CENTCOM area of operations are counted as whole months.

(14) Service as a member of a U.S. Armed Service for periods of less than 6 months duration, which otherwise meets the requirements for the award of overseas service bars, may be combined by adding the number of months to determine creditable service toward the total number of overseas service bars authorized for the following: World War II, Korea, Vietnam, The Dominican Republic, Laos, Cambodia, Lebanon, Operation Earnest Will, Grenada, Operation Just Cause, Operation Desert Storm, El Salvador, Somalia, Operation Enduring Freedom, and Operation Iraqi Freedom.

*e. Computation of World War II service.*

(1) Service is computed between the dates of departure from, and arrival to a port in the United States or the boundary of CONUS. The day of departure and the day of return are included. The expression "each 6-month period of Federal service" is interpreted to authorize the wear of an overseas service bar for overseas service of various lengths, performed either continuously or at intervals, when the total service equaled or exceeded 6 months. Thus, an individual who served 4 months and 10 days outside CONUS and returned there, and subsequently departed from the United States to the same or another theater or country, and served an additional 1 month and 20 days, is entitled to one bar. All active duty or service outside CONUS (permanent, temporary, detached, and so forth) is included in computing length of service, provided that the official duty of the individual required his or her presence outside CONUS.

(2) Military personnel who served on transport vessels and on aircraft became eligible to wear the bar when their total service outside CONUS equaled or exceeded 6 months.

(3) Service on the Great Lakes and in any harbor, bay, or other enclosed arm of the sea along the coast, and that part of the sea which is within 3 miles of the continental limits of the United States, is not included in computing length of service required.

(4) Periods during which military personnel were absent without leave or were in a desertion status, are not included in computing length of service required.

(5) Periods during which military personnel were in the United States on temporary duty, detached service, or leave (even though the individual was assigned overseas) are not included in computing length of service required.

(6) Periods during which military personnel were in confinement, which resulted in time lost as described in section 6 of the Uniform Code of Military Justice (chapter 47, title 10, United States Code), are not included in computing length of service required.

## 28–29. Brassards

*a.* Brassards are worn as identification to designate personnel who are required to perform a special task or to deal with the public. Brassards are made of cloth; they are 17 to 20 inches long and 4 inches wide and of colors specified. When more than one color is specified for the brassard, the colors are of equal width and run lengthwise on the brassard. Brassards are worn on the left sleeve of the outer garment, with the bottom edge of the brassard approximately 2 inches above the elbow (see fig 28–150).

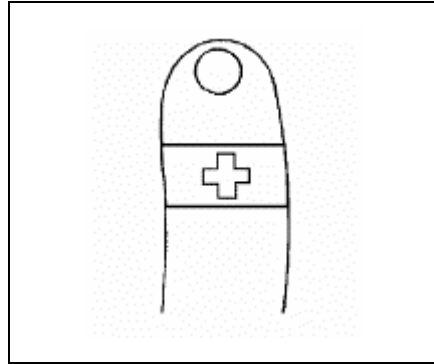


Figure 28–150. Wear of brassards

*b.* Descriptions of current authorized brassards.

(1) Acting noncommissioned officer brassard. The brassard consists of gold-colored chevrons on a dark blue background. Trainees or candidates acting as noncommissioned officers in schools or training centers wear this brassard. (See figs 28–151 and 28–152 for the sergeant and corporal brassards.)

**Figure 28–151. Brassard, sergeant**

**Figure 28–152. Brassard, corporal**

**Figure 28–164. Brassard, officer of the day**

(12) Officer of the guard brassard. The brassard consists of the letters “OG” in yellow block letters on a dark blue background. The officer of the guard wears the brassard, as designated by the appropriate commander (see fig 28–165).

**Figure 28–165. Brassard, officer of the guard**

## 28–30. Distinctive items authorized for infantry personnel

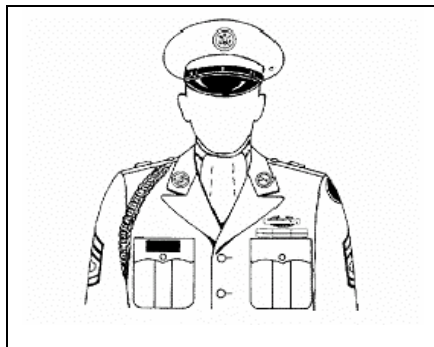
*a.* Cord, shoulder.

(1) Description. The shoulder cord is infantry blue, and it is formed by a series of interlocking square knots around a center cord.

(2) Approval authority. The commanding general of the U.S. Army Infantry Center authorizes the award of the shoulder cord to infantrymen who have successfully completed the appropriate training. For Army National Guard soldiers, commanders of divisions, separate brigades, infantry regiments, the infantry scout group, and state adjutants general for separate infantry battalions and companies are authorized to award the shoulder cord to Army National Guard soldiers who have successfully completed the appropriate training.

(3) How worn. The shoulder cord is worn on the right shoulder of the Army green, blue, and white uniform coats, and the AG 415 shirts. The cord is passed under the arm and over the right shoulder under the shoulder loop, and secured to the button on the shoulder loop. In order to attach the cord, officer personnel will attach a 20-ligne button to the right shoulder seam,  $\frac{1}{2}$  inch outside the collar edge (see fig 28–173).





**Figure 28–173. Distinctive items authorized for infantry personnel**

(4) By whom worn.

(a) Officers and enlisted personnel of the infantry, holding an infantry PMOS or specialty, who have been awarded the Combat Infantryman badge, the Expert Infantry badge, or who have successfully completed the basic unit phase of an Army training program or equivalent.

(b) Enlisted personnel who have completed one station unit training (OSUT) resulting in the award of an infantry PMOS.

(c) Infantry officers who have graduated from the resident infantry officer basic or advanced course.

(d) Infantry officers who have graduated from the Infantry Officer Candidate Course (during mobilization).

(e) Infantry officers and enlisted personnel in the Reserve components who hold an infantry PMOS or specialty.

(5) When worn. Infantry personnel (as described above) may wear the infantry cord as follows.

(a) During the period of assignment to an infantry regiment, brigade, separate infantry battalion, infantry company (including the headquarters and headquarters company of an infantry division), infantry platoon, or infantry TDA unit. In addition, infantrymen assigned to infantry sections or squads within units other than infantry units may wear the cord when authorized by battalion or higher-level commanders.

(b) During the period assigned for duty as an Army recruiter or advisor, ROTC instructor, or member of the staff and faculty of the U.S. Military Academy, as long as personnel retain their infantry PMOS.

(c) During the period of assignment at brigade- or lower-level BT or AIT units, or in OSUT infantry units, as long as personnel retain their infantry PMOS.

(d) Infantry OSUT and IOBC graduates may wear the cord en route to their initial follow-on infantry assignment.

(e) Soldiers en route from an assignment where wear of the shoulder cord was authorized are permitted to wear the shoulder cord if they are pending reassignment to another organization authorized wear of the cord, or when assigned to a separation point for discharge purposes.

b. Insignia disk; branch and U.S. insignia.

(1) Description. A plastic disk in infantry blue, 1–1/14 inches in diameter.

(2) Approval authority. The same as in paragraph a(2), above. The insignia is issued without cost to enlisted personnel.

(3) How worn. The blue infantry disk is worn secured beneath the branch and U.S. insignia disks, with a 1/8-inch border around the insignia. Infantry personnel wear the insignia on the Army green, blue, and white uniforms (see fig 28–173).

(4) By whom worn.

(a) Enlisted infantry personnel, who hold an infantry PMOS; who were awarded the Combat Infantryman badge or the Expert Infantry badge, or who have successfully completed the basic unit phase of an Army training program, or the equivalent.

(b) Enlisted personnel who completed one station unit training (OSUT) and were awarded an infantry PMOS.

(c) Enlisted personnel of the Reserve components holding an infantry PMOS.

(5) When worn. The same as in paragraph *a*(5), above.

*c.* Insignia disk, service cap.

(1) Description. A plastic disk in infantry blue, 1 3/4 inches in diameter.

(2) Approval authority. The same as in paragraph *a*(2), above. The insignia is issued without cost to enlisted personnel.

(3) How worn. The blue infantry disk is worn secured beneath the insignia on the blue and green service caps and the male drill sergeant hat (see fig 28–173).

(4) By whom worn. The same as in paragraph *b*(4), above.

(5) When worn. The same as in *b*(5), above.

## **28–31. Distinctive items authorized for other than infantry personnel**

*a.* Organizational flash.

(1) Description. A shield-shaped embroidered patch, with a semicircular bottom, approximately 2 1/4 inches long and 1 7/8 inches wide.

(2) Approval authority. The Institute of Heraldry, U.S. Army, approves the color selection or color combination of the flash for each organization. The flash is provided without cost to enlisted personnel.

(3) How worn. The flash is sewn centered on the stiffener of the beret (see figs 28–11 and 28–12).

(4) By whom worn. Personnel authorized to wear the maroon, tan, or green berets wear their distinctive organizational flash. All other soldiers wear the Army flash on the black beret, unless authorization for another flash was granted before the implementation of the black beret as the standard Army headgear (see para 3–5*a*(3)(*c*)).

*b.* Airborne background trimming.

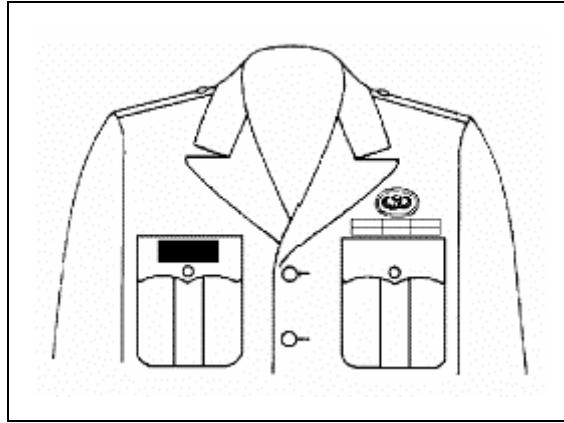
(1) Description. An oval-shaped embroidered device in distinctive colors, 1 3/8 inches in height and 2 1/4 inches in width.

(2) Approval authority. Subject to the approval of The Institute of Heraldry, U.S. Army, a background trimming is authorized for organizations designated “Airborne” or “Air Assault” by HQDA. Qualified personnel are authorized to wear the background trimming with the Parachutist or Air Assault badges. Personnel wear only one background trimming at a time. Appropriated funds are used to provide enlisted personnel with the background trimming without cost. If appropriated funds are not available, units may purchase background trimming with non-appropriated funds.

(3) How worn.

(*a*) Personnel wear the background trimming beneath any of the authorized parachutist or air assault badges on the Army green coat and AG 415 shirt. The basic portion of the badge is centered on the background trimming; however, the wreath and star on the Master and Senior Parachutist badges project slightly above the background trimming. On the AG 415 shirt when ribbons are worn, all personnel wear the trimming so the bottom edge of the trimming is 1/4 inch above the ribbons. When ribbons are not worn, males wear the trimming 1/4–inch above the pocket seam, and females wear the trimming in a comparable position.

(*b*) On the green uniform coat, males wear the background trimming and applicable badge on the pocket flap so the space between the seam of the pocket flap and the top of the background trimming, wreath, or star is 1/8 inch (see fig 28–174). Females wear the trimming and applicable badge on the green coat and the maternity uniform tunic so the bottom edge of the background trimming is 1/4 inch above the ribbons (see fig 28–175). When worn below the ribbons, the top of the background trimming is 1/4 inch below the bottom ribbon row.



**Figure 28–174. Wear of airborne background trimming**

**Figure 28–175. Wear of airborne background trimming, maternity tunic**

(4) By whom worn. All personnel of an organization authorized a background trimming, and who were awarded one of the parachutist or air assault badges.

c. Cord, shoulder, marksmanship.

(1) Description. A blue cord, 3/16 inch in diameter, bearing a band composed of serrated markings at 9/16-inch intervals. Each marking consists of 1/16-inch white, 1/16-inch red, and 1/16-inch white markings. The overall length of the shoulder cord will not exceed 52 inches (includes double cord).

(2) By whom worn. All personnel assigned to the U.S. Army marksmanship unit, subordinate marksmanship training units, and the ARNG marksmanship training unit. The shoulder cord is issued at no cost to the individual.

(3) How worn. The shoulder cord is worn on the right shoulder of the Army green uniform coats and the AG 415 shirt, when it is worn as an outer garment. The cord is passed under the arm and over the right shoulder under the shoulder loops, and secured to the button on the shoulder loop.

(4) When worn. Personnel wear the marksmanship cord during the period of assignment to the U.S. Army marksmanship unit, one of the marksmanship training units, or the ARNG marksmanship training unit. Personnel who are transferred from these units are not authorized to wear the shoulder cord. Personnel in an attached or TDY status with these units, or the State small arms readiness training (SMART) teams, are not authorized to wear the shoulder cord.

## **Chapter 29**

### **Wear of Decorations, Service Medals, Badges, Unit Awards, and Appurtenances**

#### **29–1. General**

This chapter covers the decorations, medals, badges, unit awards and appurtenances, both U.S. and foreign, authorized for wear on Army uniforms. The term “awards” is an all-inclusive term covering any decoration, medal, badge, ribbon, or appurtenance bestowed on an individual or unit. The term “awards” is used throughout this chapter. The term “ribbon” is an all-inclusive term covering that portion of the suspension ribbon of a service medal or decoration that is worn instead of the service medal or decoration. The ribbon is made in the form of a ribbon bar, 1 3/8 inches long by 3/8 inches wide. The term “ribbon” is used throughout this chapter, and it includes service and training ribbons.

## **29–2. Authorization**

*a.* Commanders may require the wear of awards on the following occasions.

- (1) Parades, reviews, inspections, and funerals.
- (2) Ceremonial and social occasions.

*b.* Awards are worn at the option of the wearer when not prohibited during normal duty hours. Personnel also may wear awards on appropriate uniforms when off duty (see para 29–4, below). Personnel are encouraged to wear authorized awards on the service, dress, and mess uniforms.

*c.* Soldiers may wear awards on the class B uniform during duty hours and when off duty, at their option.

## **29–4. When wear of awards is prohibited.**

The wear of awards is prohibited in the following circumstances.

*a.* On any uniform other than those authorized in this regulation. (See section 704, title 18, United States Code (18 USC 704) for the penalty for unauthorized wear of the uniform.)

*b.* When serving a sentence of confinement.

*c.* When wearing civilian clothing, except for civilian awards, lapel buttons, or rosettes intended for wear with civilian clothing. Soldiers may wear miniature medals on formal civilian attire at formal social functions, when the wear of the Army uniform is inappropriate or not authorized.

## **29–5. Order of precedence by category of medal**

The following list indicates the order of precedence by category when medals from two or more categories are worn at the same time.

- a.* U.S. military decorations.
- b.* U.S. unit awards.
- c.* U.S. non-military decorations.
- d.* U.S. service (campaign) medals, and service and training ribbons.
- e.* U.S. Merchant Marine awards.
- f.* Foreign military decorations.
- g.* Foreign unit awards.
- h.* Non-U.S. service awards.
- i.* State awards for ARNG soldiers.

## **29–6. Order of precedence within categories of medals**

The following lists indicate the order of precedence within each category, when two or more medals from each category are worn at the same time.

*a.* U.S. military decorations. A decoration is an award given to an individual as a distinctively designed mark of honor denoting heroism, or meritorious or outstanding service or achievement. U.S. military decorations authorized for wear on Army uniforms are listed below in order of precedence.

- (1) Medal of Honor (Army, Navy, Air Force).
- (2) Distinguished Service Cross.
- (3) Navy Cross.
- (4) Air Force Cross.
- (5) Defense Distinguished Service Medal.
- (6) Distinguished Service Medal (Army, Navy, Air Force, Coast Guard).
- (7) Silver Star.
- (8) Defense Superior Service Medal.
- (9) Legion of Merit.
- (10) Distinguished Flying Cross.
- (11) Soldier's Medal.
- (12) Navy and Marine Corps Medal.

- (13) Airman's Medal.
- (14) Coast Guard Medal.
- (15) Bronze Star Medal.
- (16) Purple Heart.
- (17) Defense Meritorious Service Medal.
- (18) Meritorious Service Medal.
- (19) Air Medal.
- (20) Aerial Achievement Medal
- (21) Joint Service Commendation Medal.
- (22) Army Commendation Medal.
- (23) Navy Commendation Medal.
- (24) Air Force Commendation Medal.
- (25) Coast Guard Commendation Medal.
- (26) Joint Service Achievement Medal.
- (27) Army Achievement Medal.
- (28) Navy Achievement Medal.
- (29) Air Force Achievement Medal.
- (30) Coast Guard Achievement Medal.
- (31) Combat Action Ribbon.

*b.* U.S. unit awards. A unit award is given to an operating unit and is worn by members of that unit who participated in the cited action. Personnel who did not participate in the cited action, but who are assigned in the cited unit, are authorized temporary wear of some unit awards. U. S. unit awards authorized for wear on Army uniforms are listed below in their order of precedence.

- (1) Presidential Unit Citation (Army, Air Force).
- (2) Presidential Unit Citation (Navy).
- (3) Joint Meritorious Unit Award.
- (4) Valorous Unit Award.
- (5) Meritorious Unit Commendation (Army).
- (6) Navy Unit Commendation.
- (7) Air Force Outstanding Unit Award.
- (8) Coast Guard Unit Commendation.
- (9) Army Superior Unit Award.
- (10) Meritorious Unit Commendation (Navy).
- (11) Navy "E" Ribbon.
- (12) Air Force Organizational Excellence Award.
- (13) Coast Guard Meritorious Unit Commendation.

*c.* U.S. non-military decorations. U.S. non-military decorations authorized for wear on Army uniforms are listed below in their order of precedence. Personnel will wear other U.S. non-military (Federal agency) decorations based upon date of receipt. If more than one decoration is awarded by the same agency, the decorations are worn in the order of precedence, as established by the awarding agency. Personnel will not wear U.S. non-military decorations that duplicate recognition for service or an act for which a military decoration has already been awarded. Awards given by a jurisdiction inferior to the Federal Government are not authorized for wear on the Army uniform, except as specified in paragraph *k*, below.

- (1) Presidential Medal of Freedom.
- (2) Presidential Citizen's Medal.
- (3) President's Award for Distinguished Federal Civilian Service.
- (4) Department of Defense Distinguished Civilian Service Award.
- (5) Secretary of Defense Exceptional Civilian Service Award.
- (6) Secretary of Defense Meritorious Civilian Service Award.

- (7) Surgeon General's Exemplary Service Medal.
- (8) NASA Space Flight Medal.
- (9) Public Health Service Commendation Medal.
- (10) Public Health Service Achievement Medal.
- (11) Department of State Superior Honor Award.
- (12) Decoration for Exceptional Civilian Service.
- (13) Meritorious Civilian Service Award.
- (14) Superior Civilian Service Award.
- (15) Commander's Award for Civilian Service.
- (16) Achievement Medal for Civilian Service.

*d.* U.S. service (campaign) medals, and service and training ribbons. U.S. service (campaign) medals, and service and training ribbons authorized for wear on the uniform are listed below, in their order of precedence. Personnel may wear service medals and service and training ribbons awarded by other U.S. Services on the Army uniform, except for the Air Force Longevity Service Award ribbon and Air Force, Navy, and Coast Guard marksmanship medals and ribbons. Personnel will wear service and training medals and ribbons awarded by other U.S. Services after U.S. Army service and training ribbons, and before foreign awards.

(1) Prisoner of War Medal.

(2) Good Conduct Medal. Good Conduct Medals from the other Services follow the Army Good Conduct Medal in order of precedence. The Army reserve components' Achievement Medal and equivalents awarded by other Service reserve components follow the Army Good Conduct Medal and Good Conduct Medals from the other U.S. Services, in order of precedence.

(3) American Defense Service Medal.

(4) Women's Army Corps Service Medal.

(5) American Campaign Medal.

(6) Asiatic-Pacific Campaign Medal.

(7) European-African-Middle Eastern Campaign Medal.

(8) World War II Victory Medal.

(9) Army of Occupation Medal.

(10) Medal for Humane Action.

(11) National Defense Service Medal.

(12) Korean Service Medal.

(13) Antarctica Service Medal.

(14) Armed Forces Expeditionary Medal.

(15) Vietnam Service Medal.

(16) Southwest Asia Service Medal.

(17) Kosovo Campaign Medal

(18) Armed Forces Service Medal.

(19) Humanitarian Service Medal.

(20) Military Outstanding Volunteer Service Medal.

(21) Armed Forces Reserve Medal.

(22) NCO Professional Development Ribbon.

(23) Army Service Ribbon.

(24) Overseas Service Ribbon.

(25) Army Reserve Components Overseas Training Ribbon.

(26) Coast Guard Special Operations Service Ribbon.

(27) Air Force Combat Readiness Medal

*e.* U.S. Merchant Marine awards. Listed below in their order of precedence are the U.S. Merchant Marine awards authorized for wear on the Army uniform.

- (1) Distinguished Service Medal.
- (2) Meritorious Service Medal.
- (3) Gallant Ship Citation.
- (4) Mariner's Medal.
- (5) Combat Medal.
- (6) Defense Medal.
- (7) Atlantic War Zone Medal.
- (8) Pacific War Zone Medal.
- (9) Mediterranean-Middle East War Zone Medal.
- (10) Victory Medal.
- (11) Korean Service Medal.
- (12) Vietnam Service Medal.
- (13) Expeditionary Medal.
- (14) Philippine Defense Ribbon.
- (15) Philippine Liberation Ribbon.

*f.* U.S. non-military unit awards. The Public Health Service Unit Award and the National Intelligence Meritorious Unit Citation are authorized for wear on the Army uniform.

*g.* Foreign military decorations. Personnel who are specifically authorized by law to accept decorations from foreign governments may wear them in the order of their receipt after all U.S. decorations, the Good Conduct Medal, campaign and service medals, and service and training ribbons. (See chap 9, AR 600-8-22, for application procedures to request authorization to accept and wear foreign decorations.) Personnel may not wear any foreign decorations on the uniform unless at least one U.S. decoration or service medal is worn at the same time. Personnel will not wear foreign awards that do not conform to the standard U.S. size ribbon bar or medal.

*h.* Foreign unit awards. The following foreign unit awards, listed in their order of precedence, are authorized for wear on the Army uniform, when at least one U.S. decoration, service medal, or ribbon is worn at the same time.

- (1) Philippine Republic Presidential Unit Citation.
- (2) Republic of Korea Presidential Unit Citation.
- (3) Vietnam Presidential Unit Citation.
- (4) Republic of Vietnam Gallantry Cross Unit Citation.
- (5) Republic of Vietnam Civil Actions Unit Citation.
- (6) Fourrageres (no order of precedence).
  - (a) French Fourragere.
  - (b) Belgian Fourragere.
  - (c) Netherlands Orange Lanyard.

*i.* Non-U.S. service medals and ribbons. The following non-U.S. service awards, listed in their order of precedence, are authorized for wear on the Army uniform when at least one U.S. decoration, service medal, or ribbon is worn at the same time. An individual may not wear any other foreign service medal, unless the wearer was awarded such medal while a bona fide member of the armed forces of a friendly foreign nation and has received HQDA approval to wear the medal or ribbon. (See chap 9, AR 600-8-22, for application procedures to request authorization to accept and wear foreign service medals or ribbons.)

- (1) Philippine Defense Ribbon.
- (2) Philippine Liberation Ribbon.
- (3) Philippine Independence Ribbon.
- (4) United Nations Service Medal.
- (5) Inter-American Defense Board Medal.
- (6) United Nations Medal.
- (7) NATO Medal.
- (8) Multinational Force and Observers Medal.

- (9) Republic of Vietnam Campaign Medal.
- (10) Kuwait Liberation Medal (Saudi Arabia).
- (11) Kuwait Liberation Medal (Government of Kuwait).
- (12) Republic of Korea War Service Medal.

*j.* Army National Guard personnel are authorized to wear State awards under applicable State laws or regulations when assigned to the ARNG under the command and control of the Governor or Adjutant General, under the provisions of title 32, United States Code. The term “State” includes the 50 states, U.S. territories (which include Guam and the U.S. Virgin Islands), Puerto Rico, and the District of Columbia. The following personnel statuses are included in this authorization: Active Guard Reserve (AGR); active duty for training (ADT), active duty for special work (ADSW); full-time National Guard duty (FTNGD) for special work or training, annual training; and inactive duty training (drill status), including periods when personnel may be attached to the active component or reserve of any service, whether paid or unpaid. Personnel will wear such awards in the State order of precedence, after Federal and foreign awards. Soldiers on active Federal Service, under the provisions of title 10, United States Code, are authorized to accept but not wear State or Territory awards.

## **29–7. Wear of service ribbons and lapel buttons**

### *a.* Ribbons.

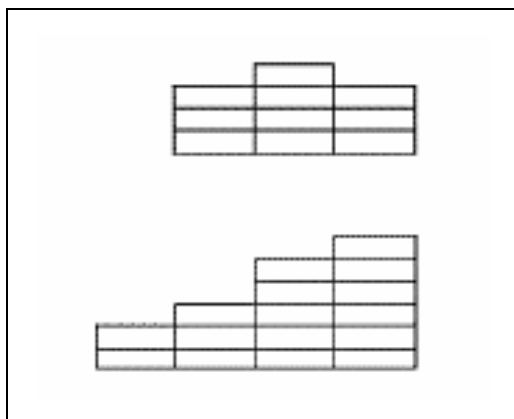
(1) Where worn. Personnel may wear ribbons representing decorations, service medals, service ribbons, and training ribbons on the following uniforms.

(*a*) Male personnel. On the coats of the Army green, blue, and white uniforms, and on the AG shade 415 shirt.

(*b*) Female personnel. On the coats of the Army green, blue, and white uniforms, the maternity tunic, and the AG shade 415 shirt.

(2) How worn.

(*a*) General. Ribbons are worn in order of precedence from the wearer’s right to left, in one or more rows, with either no space between rows or 1/8–inch space between rows. No more than four ribbons are worn in any one row. Soldiers will not start a second row unless they are authorized to wear four or more ribbons. The determination of whether three or four ribbons are worn in each row is based upon the size of the coat and the position of the lapel. The first and second rows will contain the same number of ribbons (three or four) before starting a third row. The third and succeeding rows will contain the same number of ribbons as the first two rows, but may contain less. The top row is centered on the row beneath, or may be aligned to the wearer’s left, whichever presents the best appearance (see fig 29–1).

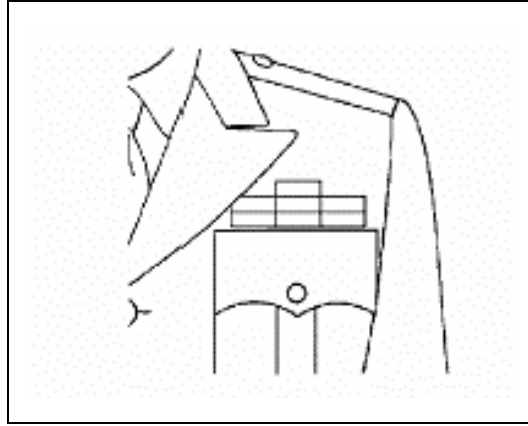


**Figure 29–1. Wear of ribbons centered and aligned to the left**

(*b*) Personnel are authorized to have their ribbons commercially mounted on a cloth background, on an optional basis. Soldiers who choose this option must ensure the color of the cloth background is black, or that it matches the color of the uniform fabric. The border trim should not exceed 1/8 inch. Soldiers will not wear a black background on the AG shade 415 and 469 shirts. Plastic or plastic-coated, commercially mounted ribbons are not authorized.



(c) Male personnel. On the coats of the Army green, blue, and white uniforms, and on the AG shade 415 shirt, males wear the ribbons centered 1/8 inch above the left breast pocket. Ribbon mounts will remain centered above the pocket even if the top ribbon row is offset (see fig 29-2).



**Figure 29-2. Wear of ribbons, Army green, blue, and white uniforms, male**

(d) Female personnel. On the coats of the Army green, blue, and white uniforms, the maternity tunic, and the AG shade 415 shirt, females wear the ribbons centered on the left side, with the bottom row positioned parallel to the bottom edge of the nameplate. Females may adjust the placement of the ribbons to conform to individual body-shape differences (see fig 29-3).



**Figure 29-3. Wear of ribbons, Army green, blue, and white uniforms, female (new version coats)**

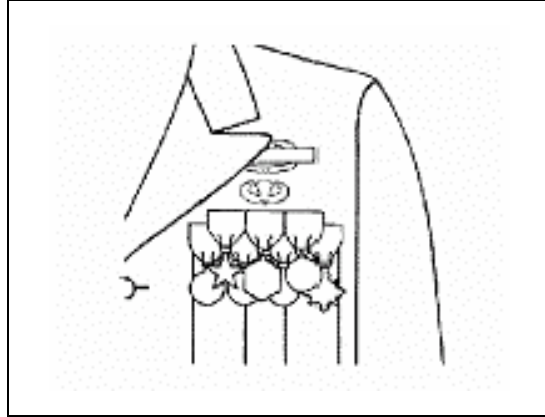
*b.* Lapel buttons. Lapel buttons are miniature enameled replicas of an award that are worn only on civilian clothing. Males wear the buttons on the left lapel of civilian clothing; females wear the buttons in a similar location on their civilian attire.

### **29-8. Wear of full-size U.S. and foreign decorations and service medals**

*a.* Where worn. All personnel may wear full-size decorations and service medals on the Army blue and white uniforms. When the Army green dress uniform is worn to social functions, enlisted personnel may wear full-size decorations and service medals on the coat of the green dress uniform.

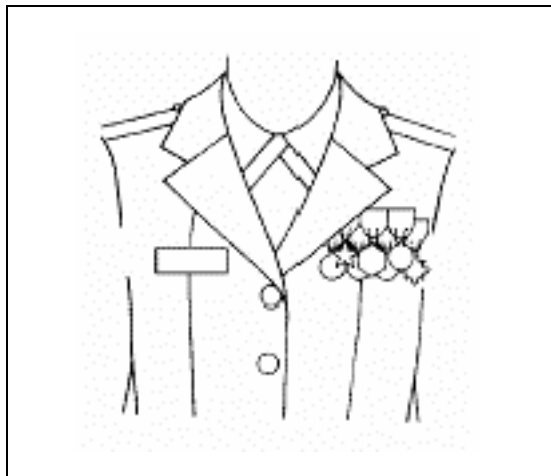
*b.* How worn. Personnel wear all full-size decorations, except the Medal of Honor (see para *c*, below) in the order of precedence from the wearer's right to left, in one or more rows, with 1/8 inch space between rows. Second and subsequent rows will not contain more medals than the row below. Personnel will not wear service and training ribbons when full-size decorations and service medals are worn. Personnel may wear U.S. and foreign unit award emblems as prescribed, when wearing full-size medals. Full-size medals are worn as follows:

(1) Males wear full-size medals immediately above the left breast pocket, in as many rows as necessary. The number of medals worn in each row depends upon the size of the coat. Full-size decorations or medals will not overlap within a row. When full-size medals are worn, up to three full-size or miniature combat and special skill badges from groups 1 to 5 are authorized for wear above the medals, in order of group precedence (see para 29-17a). Males may not wear the Driver and Mechanic badges with full-size medals, and they may not wear special skill and marksmanship badges on the pocket flap below the medals (see fig 29-4).



**Figure 29-4. Wear of full-size and miniature medals, Army blue and white uniforms, male**

(2) Females wear full-size medals centered on the left side of the coat. The bottom row of the medal pendants are positioned parallel to the bottom of the nameplate. Females may adjust the placement of the medals and nameplate to conform to individual body shape differences. The number of medals worn in each row depends upon the size of the coat. When full-size medals are worn, up to three full-size or miniature combat and special skill badges from groups 1 to 5 are authorized for wear above the medals, in order of group precedence (see para 29-17a). Females may not wear the Driver and Mechanic badges with full-size medals, and they may not wear special skill and marksmanship badges below the medals (see fig 29-5).



**Figure 29-5. Wear of full-size and miniature medals, Army blue and white uniforms, female (new version coats)**

c. Medal of Honor. The Medal of Honor is worn with the neckband ribbon around the neck, outside the shirt collar and inside the coat collar, with the medal hanging over the necktie. Authorized foreign neck decorations are worn beneath the Medal of Honor (see fig 29-6).

**Figure 29-6. Wear of Medal of Honor**

### **29-9. Wear of miniature decorations and service medals**

*a.* Miniature medals are replicas of regular size medals, made to a scale of one-half the size of the original. Except for the Medal of Honor, for which there is no miniature, only miniature decorations and service medals are authorized for wear on the mess and evening mess uniforms. Personnel will not wear full-size medals, service and training ribbons, or U.S. and foreign unit award emblems with miniature medals. Only the dress miniature-size combat and special skill badges are worn with miniature medals.

*b.* Miniature decorations and service medals are authorized for wear on the following uniforms.

(1) Male personnel. On the Army white and blue uniforms, the white and blue mess and evening mess uniforms; and on the left lapel of formal civilian attire, when wear of Army uniforms is inappropriate or not authorized. Miniature badges are authorized for wear on the AG shade 415 shirt. (See para 29-17*b* for wear of combat and special skill badges with miniature medals; see paragraphs 29-17*c* and 29-18*d* for wear of combat and special skill badges on the AG shade 415 shirt.)

(2) Female personnel. On the Army white and blue uniforms; the white, all-white, black, or blue mess uniforms; the Army white, blue, or black evening mess uniforms; and on the left side of formal civilian attire when wear of Army uniforms is inappropriate or not authorized. Miniature badges are authorized for wear on the AG shade 415 shirt. (See para 29-17*b* for wear of combat and special skill badges with miniature medals; see paragraphs 29-17*c* and 29-18*d* for wear of combat and special skill badges on the AG shade 415 shirt.)

*c.* The maximum length of holding bars for miniature medals is 2 3/4 inches. Miniature decorations and service medals are worn in the order of precedence from the wearer's right to left, with the medal of highest precedence worn on the top row, if more than one row is required. Miniature medals are worn side by side when four or less are worn in the same row, and they may be overlapped. If the medals are overlapped, the overlap will not exceed 50 percent and will be equal for all medals. When more than one row of miniature medals are worn, the second and subsequent rows are positioned so that the medal pendants on the row below are visible. The top row of miniature medals is centered over the row immediately below. Miniature medals are worn as follows:

(1) Male personnel. Miniature medals are worn centered on the left lapel, approximately 1/2 inch below the notch of the mess and evening mess uniforms, and will not extend beyond the edge of the lapel. Personnel may adjust placement of the medals to accommodate the wear of dress miniature badges (see fig 29-7). Personnel will wear miniature medals on the Army blue and white uniforms only when these uniforms are worn as formal dress uniforms (with bow tie). When worn on the blue and white uniforms, the miniature medals are worn above the left breast pocket in the same position as full-size medals (see fig 29-4). (See para 29-17*c* for wear of dress miniature badges with miniature medals on the blue and white uniforms.)

#### **Figure 29-7. Wear of miniature medals on mess uniforms, male**

(2) Female personnel. Miniature medals are worn centered on the left lapel of the Army blue mess and the new versions of the Army white mess uniforms. On the black mess uniform, the old version of the white mess jackets, and on the Army white and blue uniform coats, females wear the medals centered on the left side of the jacket (not on the lapels). The medals are placed so the bottom line is positioned parallel to the top edge of the top button of the Army white and blue uniform coats, and in a similar position on the new version of the white mess uniforms, and the blue mess and evening mess uniforms (see fig 29-8). Females may adjust placement of the medals to conform to differences in individual body shape. Personnel may wear miniature medals on the Army blue and white uniform coats only when these uniforms are worn as formal dress uniforms. (See para 29-17*c* for wear of dress miniature badges with miniature medals on the Army blue and white dress uniforms.)

#### **Figure 29-8. Wear of miniature medals on mess uniforms, female**

### **29-10. Wear of multiple neck ribbons, broad sashes, and stars**

*a.* An individual awarded more than one decoration that includes a broad ribbon, sash, or star, will wear only one broad ribbon or sash, and no more than four stars at one time. The Presidential Medal of Freedom broad ribbon with badge and star has precedence over all other broad ribbons, sashes, or stars. Stars are worn above the waistline on the side, as described by the awarding country (see figs 29-11 and 29-12). Stars are worn as follows:

- (1) Two stars. Along side or above the first star.
- (2) Three stars. In a triangle, with the point of the triangle up.
- (3) Four stars. The fourth star is centered beneath the triangle of three stars.

*b.* An individual may not wear more than two decorations with neck ribbons at one time. The decoration with the highest precedence is worn suspended above the other. The Medal of Honor takes precedence over all other decorations with neck ribbons (see figs 29–6, 29–9, and 29–10).

**Figure 29–9. Wear of multiple neck ribbons, male**

**Figure 29–10. Wear of multiple neck ribbons, female**

**Figure 29–11. Wear of sash and stars, male**

**Figure 29–12. Wear of sash and stars, female**

### **29–11. Wear of U.S. and foreign unit awards**

*a.* Description. Unit award emblems awarded with frames are worn with the laurel leaves of the frame pointing upward. Unit awards are worn on the right side of the uniform, regardless of which service awarded them. Only one emblem representing the same unit award is worn at one time. Personnel may wear unit awards when wearing full-size medals or service ribbons, but they may not wear them with miniature medals. Unit awards received from other U.S. Services that have a frame are worn with the Army (large-size) unit award citation frame. Unit awards of the other U.S. Services that do not have frames are worn on the right side, without frames. (See table 29–1 for authority to wear U.S. unit awards on a temporary or permanent basis.) The criteria for permanent and temporary wear of foreign unit awards are contained in AR 600–8–22.

#### **Table 29–1**

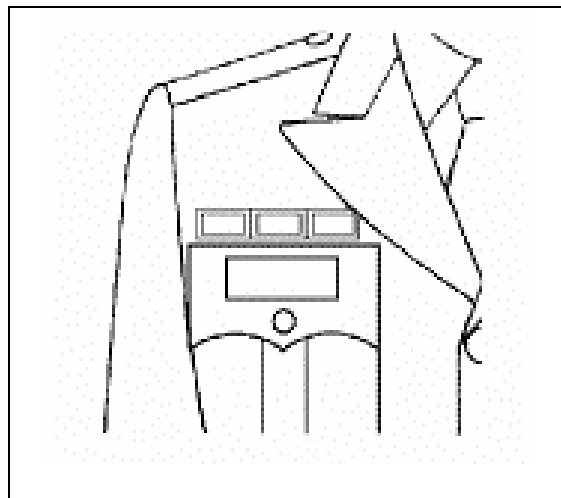
##### **Authority for wear—U.S. unit award emblems**

*b.* Where worn. Personnel may wear U.S. and foreign unit award emblems on the following uniforms.

- (1) Male personnel. On the coats of the Army green, blue, and white uniforms, and the AG shade 415 shirt.
- (2) Female personnel. On the coats of the Army green, blue, and white uniforms, the Army green maternity tunic, and the AG shade 415 shirt.
- (3) Foursrageres and lanyards. Foursrageres and lanyards are authorized for wear on the coats of the uniforms listed in paragraphs (1) and (2), above.

*c.* How worn. All permanent and temporary unit award emblems, with and without frames, are worn in the order of precedence from the wearer’s right to left. Award emblems are worn in rows containing no more than three emblems per row, with no space between emblems, and with up to 1/8 inch space between rows, depending upon the size of emblems with frames. The emblems are worn as follows:

- (1) Male personnel. Emblems with or without frames are worn centered and 1/8 inch above the right breast pocket flap (see fig 29–13).



**Figure 29–13. Wear of unit awards, male**

(2) Female personnel. Emblems with or without frames are worn centered on the right side of the uniform, with the bottom edge 1/2 inch above the top edge of the nameplate (see fig 29–14).



**Figure 29–14. Wear of unit awards, female**

(3) Fourrageres and lanyards. Permanent and temporary fourrageres and lanyards, when authorized for wear according to AR 600–8–22, are worn on the left shoulder, with the cord passing under the sleeve and attached to the shoulder loop on the coat of the green and white uniforms, and on the enlisted blue uniforms. Officer personnel authorized to wear a fourragere or lanyard on the blue coat must attach a 20-ligne button to the left shoulder seam, 1/2 inch outside the collar edge, to attach these awards. Only one fourragere, lanyard, aiguillette, or cord is authorized for wear on each shoulder.

*d.* Foreign unit awards. If a foreign unit award is worn, personnel must wear at least one other U.S. decoration, service medal, or unit award. Foreign unit awards are worn after U.S. unit awards, by date of receipt. (See AR 600–8–22 for criteria for acceptance of foreign unit awards.) Foreign unit awards are worn as follows:

- (1) French fourragere: when authorized for permanent or temporary wear.
- (2) Belgian fourragere: only when authorized for permanent wear.
- (3) Netherlands orange lanyard: only when authorized for permanent wear.
- (4) The Philippine Republic Presidential Unit Citation is authorized for permanent wear, only. The blue portion of the badge is worn to the wearer's right. No oak leaf cluster or other appurtenance is authorized for wear with this award.
- (5) The Republic of Korea Presidential Unit Citation is authorized for temporary or permanent wear, when authorized. The red portion of the central figure is worn uppermost. No oak leaf cluster or other appurtenance is authorized for wear with this award.
- (6) The Vietnam Presidential Unit Citation is authorized for permanent wear only.
- (7) The Republic of Vietnam Gallantry Cross Unit Citation is authorized for permanent wear only.
- (8) The Republic of Vietnam Civil Actions Unit Citation is authorized for permanent wear only.
- (9) Individuals may not wear more than one Gallantry Cross Unit Citation and one Civil Actions Unit Citation; this precludes wear of the Vietnamese fourrageres, which represent additional unit awards.

## **29–12. Wear of appurtenances**

Appurtenances are devices affixed to service or suspension ribbons, or worn in lieu of medals or ribbons. They are worn to denote an additional award, participation in a specific event, or some other distinguishing characteristic of an award. The following appurtenances are authorized for wear on decorations, medals, ribbons and other awards, when authorized by appropriate authority. When more than one appurtenance is worn, soldiers will ensure all devices are centered on the ribbon. (See AR 600–8–22 for additional information.)

*a.* Oak leaf clusters.

(1) A bronze twig of four oak leaves with three acorns on each stem is worn to denote award of second and succeeding awards of decorations (other than the Air Medal), the Army Reserve Components Achievement Medal, and unit awards. A silver oak leaf cluster is worn in lieu of five bronze oak leaf clusters. It is worn to the wearer's

right of a bronze oak leaf cluster and to the left of the “V” device. Oak leaf clusters, 5/16 inch in length, are worn on service ribbons, the suspension ribbon of miniature medals, and unit awards. Oak leaf clusters, 13/32 inch in length, are worn on the suspension ribbon of full-size medals. Oak leaf clusters 5/16 inch in length, joined together in series of two, three, and four clusters, are authorized for optional purchase and wear on service ribbons and unit award emblems. Personnel wear oak leaf clusters centered on the service ribbon and suspension ribbon, with the stems of the leaves pointing to the wearer’s right. If four oak leaf clusters are worn on the suspension ribbon on either full-size or miniature medals, the fourth one is placed above the middle one in the row of three. No more than four oak leaf clusters can be worn side-by-side on service ribbons.

(2) If the number of authorized oak leaf clusters exceeds four and will not fit on a single ribbon, a second ribbon is authorized for wear. When the second ribbon is worn, it is placed after the first ribbon; the second ribbon counts as one award. Personnel may wear no more than four oak leaf clusters on each ribbon. If the receipt of future awards reduces the number of oak leaf clusters sufficiently (that is, a silver oak leaf for five awards), personnel will remove the second ribbon and place the appropriate number of devices on a single ribbon.

b. “V” device. The “V” device is a bronze block letter, “V,” 1/4 inch high. It is worn to denote participation in acts of heroism involving conflict with an armed enemy. The “V” device is worn centered on the suspension ribbon and service ribbon on the Air Medal, Bronze Star Medal, Army Commendation Medal, and the Joint Service Commendation Medal. Not more than one “V” device is worn on a ribbon. When worn with an oak leaf cluster or numerals, the “V” device is worn on the wearer’s right.

c. Numerals. Arabic numerals, 3/16 inch in height, are issued in lieu of a medal or ribbon for second and succeeding awards of the Air Medal, Army Reserve Components Overseas Training Ribbon, the Overseas Service Ribbon, the Multinational Force and Observers Medal (MFO), and with succeeding awards of the “M” device with the Armed Forces Reserve Medal. The ribbon denotes the first award, and numerals starting with the numeral 2 denote second and subsequent awards. The numeral worn on the NCO Professional Development Ribbon denotes the highest level of NCO development, as follows:(ribbon=the primary course; 2=basic course; 3=advanced course; 4=U.S. Army sergeants major academy course completion, or equivalent level training approved by HQDA.) The numerals are worn centered on the suspension ribbon of the medal or the ribbon. (See para *i*, below, for placement of a numeral with the “M” device.)

d. Clasps.

(1) The Good Conduct Medal clasp is worn on the service ribbon and suspension ribbon of the Good Conduct Medal to denote second and subsequent awards. The clasp is worn centered on the Good Conduct Medal suspension ribbon and service ribbon. The clasp of the full-size medal and service ribbon is a bar, 1/8 inch by 1 3/8 inches, made of bronze, silver, or gold, with loops to indicate each period of service. The clasp for the miniature medal is 1/16 inch by 5/8 inch. (See table 29–2 for a description of the clasps authorized for second and subsequent awards. See chap 4, AR 600–8–22, for criteria for award of the Good Conduct Medal.)

(2) The Antarctic wintered-over clasp is a clasp, with the words “Wintered Over,” that is worn centered on the suspension ribbon of the Antarctica service medal. A disk with an outline of the Antarctic Continent is worn on the service ribbon. The clasp and disc are bronze for the first winter, gold for the second winter, and silver for three or more winters.

(3) All other clasps are worn only on the suspension ribbon of the award and denote battle campaigns and service campaigns; they are not worn on the service ribbon.

**Table 29–2**  
**Clasps authorized for second and subsequent awards of the Good Conduct Medal.**

Award	Clasp
2d	Bronze, 2 loops
3d	Bronze, 3 loops
4th	Bronze, 4 loops
5th	Bronze, 5 loops
6th	Silver, 1 loop
7th	Silver, 2 loops
8th	Silver, 3 loops
9th	Silver, 4 loops
10th	Silver, 5 loops
11th	Gold, 1 loop
12th	Gold, 2 loops
13th	Gold, 3 loops
14th	Gold, 4 loops
15th	Gold, 5 loops

*e.* Service stars. The service star is a bronze or silver five-pointed star, 3/16 inch in diameter. A silver service star is worn in lieu of five bronze service stars. It is worn to the wearer's right of a bronze service star and to the left of an arrowhead. (See AR 600–8–22 for the criteria for wear.) Service stars are worn to denote an additional award or service in a named campaign and are centered on the ribbon and suspension ribbon with one point upward.

Additional service stars are worn side by side, each with one point upward. Three-sixteenths-inch service stars, joined together in a series of two, three, and four stars, are authorized for optional purchase and wear on ribbons. The bronze service star is affixed to the parachutist badge to denote participation in a combat parachute jump.

*f.* Arrowhead. The arrowhead is a bronze replica of an Indian arrowhead, 1/4 inch high. It denotes participation in a combat parachute jump, combat glider landing, or an amphibious assault landing while assigned or attached as a member of an organized force carrying out an assigned tactical mission. It is worn on the suspension ribbon and service ribbon of the Asiatic-Pacific Campaign, European-African-Middle Eastern Campaign, and World War II Campaign medals; the Korean Service and Vietnam Service medals; and the Armed Forces Expeditionary Medal. The arrowhead is worn with the point facing upward, and is worn to the wearer's right of all service stars. Only one arrowhead is worn on any ribbon.

*g.* Berlin Airlift device. The Berlin Airlift device is a miniature replica of a C-54 aircraft and is worn on the suspension and service ribbons of the Army of Occupation Medal, with the nose pointed upward at a 30-degree angle, to the wearer's right. When the device is worn on the suspension ribbon of the medal, it is centered above the "Germany" clasp.

*h.* Ten-Year device. The Ten-Year device is an hourglass that is worn centered on the suspension ribbon or service ribbon of the Armed Forces Reserve Medal to denote each succeeding 10-year period in addition to, and under the same conditions as prescribed for the award of the Armed Forces Reserve Medal. If two or more devices are authorized, they are placed side-by-side. A bronze device denotes the completion of the first 10-year period (10 years); a silver device denotes completion of the second period (20 years); a gold device denotes completion of the third period (30 years), and a gold device followed by a bronze device denotes completion of the fourth period (40 years). The Ten-Year device, 11/32 inch in height, is worn on the suspension ribbon of full-size medals and on the service ribbon; the Ten-Year device, 3/16 inch in height, is worn on the suspension ribbon of miniature medals.

*i.* "M" device. The "M" device is a bronze letter "M" that is worn on the suspension ribbon or service ribbon of the Armed Forces Reserve Medal to denote service during a mobilization or contingency designated by the Secretary of Defense. If personnel served during more than one mobilization or contingency, a numeral is worn to the wearer's left of the "M" device, to indicate the number of times mobilized. If worn alone, the "M" device is worn centered on the ribbon. When worn with the Ten-Year device, the "M" device is centered on the ribbon, and the Ten-Year device is worn to the wearer's right. If a numeral is worn, it is placed on the ribbon to the wearer's left, with the "M" device in the center and the Ten-Year device to the wearer's right.

### **29–13. Badges authorized for wear on Army uniforms**

A badge is awarded to an individual for identification purposes, or for attaining a special skill or proficiency. The criteria for the award of Army badges are contained in AR 600–8–22, and in NGR 601–1 for Army National Guard Recruiting and Retention identification badges. Most combat and special skill badges are available in full, miniature, and dress miniature sizes. The following badges are authorized for wear on the Army uniform.

*a.* Military badges awarded by the Department of Army, U.S. Air Force, Navy, Coast Guard, and the Director of Civilian Marksmanship. (See para *g*, below, for additional information.)

*b.* Badges awarded by the Regular Army and Navy Union, and by the Army and Navy Union of the United States.

*c.* Marksmanship badges pertaining to national matches and approved by HQDA. Marksmanship badges from other U.S. Services are not authorized for wear on the Army uniform.

*d.* Badges of civic and quasi-military societies of the United States, and international organizations of a military nature. These include badges of organizations originally composed of members who served in a U.S. force during the Revolutionary War; the War of 1812; the Mexican War; the Civil War; the Spanish-American War; the Philippine Insurrection; and the Chinese Relief Expedition of 1900. The badges are worn only while the wearer is actually attending meetings or functions of such organizations, or on occasions of ceremony. Personnel will not wear these badges to and from such meetings or events.

*e.* Badges awarded by friendly foreign nations in recognition of military activities, and as authorized by AR 600–8–22.

*f.* Tabs indicating marksmanship or special skill. The President's Hundred, Ranger, and Special Forces tabs are the only tabs authorized for permanent wear. Tabs such as Airborne, Honor Guard, Mountain, and Pershing are authorized for temporary wear only. These tabs are considered an integral part of the shoulder sleeve insignia and soldiers are not authorized to wear them when they are reassigned from the organization that prescribed wear of the shoulder sleeve insignia with tab.

*g.* In accordance with AR 600–8–22, personnel must obtain authority from HQDA before wearing badges on the uniform that were awarded by other U.S. Services, or by the Director of Civilian Marksmanship. The following rules apply when wearing badges from other U.S. Services.

(1) Military combat or special skill badges awarded by other U.S. Services that are similar to U.S. Army combat or special skill badges are worn on the Army uniform in the same manner as U.S. Army combat or special skill badges, only if no Army badges are authorized for wear in the same group. For example, a soldier who had no group 3 badges could wear aviation badges awarded by the U.S. Air Force (USAF) as group 3 badges (as Army Aviation and Aviator badges are worn). However, if the individual was authorized to wear an Army badge in group 3, the soldier would not be authorized to wear the group 3 badge from the USAF.

(2) Skill badges awarded by other U.S. Services that are not similar to Army skill badges are worn as group 4 badges.

(3) Badges from other U.S. Services that indicate career fields are not authorized for wear, such as USAF medical insignia, or badges used to identify the duty, function, or classification of the wearer. Some examples are USAF fire protection, air training command instructor, security police, or the Naval aviation warfare specialist.

(4) Personnel will not wear badges awarded by other U.S. Services which, because of size or configuration, cannot be worn as group 4 badges. Subdued embroidered or metal skill badges authorized for wear by another U.S. Service, and that are authorized for wear on the Army uniform, may be worn on utility uniforms in the same manner as prescribed for Army badges.

#### **29–14. Badges not authorized for wear on Army uniforms**

- a.* Badges awarded by States and other jurisdictions inferior to the U.S. Government, except as provided in paragraph 29–6*j* for ARNG soldiers in their state status.
- b.* Badges awarded by jurisdictions inferior to foreign national governments.
- c.* Badges awarded by foreign civilian organizations.
- d.* Foreign military badges, except as previously authorized.
- e.* Marksmanship badges awarded by other U.S. Services.
- f.* Locally authorized badges.

#### **29–15. Categories of badges authorized for wear on Army uniforms**

The following categories of badges are worn on the Army uniform.

- a.* Marksmanship badges and tab.
- b.* Combat and special skill badges and tabs.
- c.* Identification badges.
- d.* Foreign badges.

#### **29–16. Marksmanship badges and tab**

*a.* Listed below in their order of precedence are the marksmanship badges authorized for wear on the Army uniform.

- (1) Distinguished International Shooter badge (see fig 29–15).

##### **Figure 29–15. U.S. Distinguished International Shooter badge**

- (2) Distinguished Rifleman badge (see fig 29–16).

##### **Figure 29–16. Distinguished Rifleman badge**

- (3) Distinguished Pistol Shot badge (see fig 29–17).

##### **Figure 29–17. Distinguished Pistol Shot badge**

- (4) National Trophy Match badge.
- (5) Interservice Competition badge.
- (6) U.S. Army Excellence in Competition Rifleman badge (see fig 29–18).



**Figure 29–18. U.S. Army Excellence in Competition Rifleman badge**

(7) U.S. Army Excellence in Competition Pistol Shot badge (see fig 29–19).

**Figure 29–19. U.S. Army Excellence in Competition Pistol Shot badge**

(8) Marksmanship Qualification badges (Expert, Sharpshooter and Marksman) (see fig 29–20).

**Figure 29–20. Marksmanship qualification badges**

*b.* No more than three marksmanship badges (does not include marksmanship tab; see para *c*, below) are authorized for wear. Personnel will not attach more than three clasps to marksmanship badges. The total number of marksmanship and special skill badges worn on the pocket flap or below the ribbons will not exceed three.

(1) Where worn. Marksmanship badges are authorized for wear on the following uniforms.

(a) Male personnel. On the coat of the Army green, white, and blue uniforms, and the AG shade 415 shirt.

(b) Female personnel. On the coats of the Army green, white, and blue uniforms, maternity tunic, and the AG shade 415 shirt.

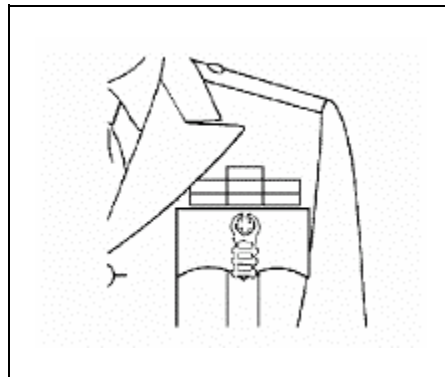
(2) How worn. Marksmanship badges are worn in order of precedence from the wearer's right, and to the left of any special skill badges that are worn. Normally, all soldiers wear at least one marksmanship badge, unless they fail to qualify or are exempt from qualification by Army regulations.

(a) Male personnel. Marksmanship badges are worn on the upper portion of the left breast pocket flap, or on the lower portion of the pocket flap, if special skill badges are worn. (See para 29–17 for a description and the wear policy for special skill badges.) Marksmanship badges and special skill badges are authorized for wear on the pocket flap of the Army green, blue, and white uniforms, as prescribed below, with the exception of the Ranger and Special Forces tab metal replicas. When either the Special Forces or Ranger metal tab replicas are worn on the pocket flap of the blue or white dress uniforms, the replicas are worn approximately 1/8 inch below the top of the pocket. (See para 29–17*e* for a description of, and the wear policy for metal tab replicas.) When airborne background trimming is worn beneath the Parachutist or Air Assault badge, personnel will center the badge on the trimming and place it so that the space between the pocket flap seam and the top of the background trimming is 1/8 inch.

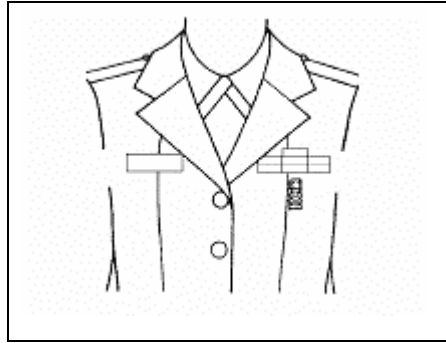
(b) Female personnel. On the service or dress uniform coats and on the maternity tunic, marksmanship badges are worn on the left side, 1/4 inch below the bottom ribbon row, or in a similar location if ribbons are not worn. Personnel may adjust the placement of badges to conform to individual body-shape differences. Marksmanship badges and special skill badges authorized for wear below ribbons are worn as prescribed below. (See para 29–17 for a description and the wear policy for special skill badges.) When airborne background trimming is worn beneath the Parachutist or Air Assault badge, personnel will center the badge on the trimming and place it so that the space between the bottom of the ribbon bar and the top of the background trimming is 1/4 inch.

(3) Following are descriptions of the placement of badges when more than one marksmanship badge is worn, or when special skill badges are worn with marksmanship badges.

(a) One marksmanship or one special skill badge. Males wear the badge centered on the pocket flap, from left to right, with the upper portion of the badge approximately 1/8 inch below the top of the pocket (see fig 29–21). Females wear the badge on the left side, centered below the ribbons, with the upper portion of the badge 1/4-inch below the ribbon bar (see fig 29–22).



**Figure 29–21. Wear of one marksmanship or special skill badge on pocket flap, male**



**Figure 29–22. Wear of one special skill or one marksmanship badge, female**

(b) Two special skill or two marksmanship badges, or one special skill and one marksmanship badge. Males wear these badges equally spaced on the pocket flap, from left to right, with the upper portion of the badges approximately 1/8 inch below the top of the pocket, and with at least 1 inch between badges (see figs 29–23 and 29–25). Females wear these badges with the upper portion 1/4-inch below the ribbon bar, and with at least 1 inch between badges (see figs 29–24 and 29–26). Special skill badges are worn to the wearer’s right of the marksmanship badges.

**Figure 29–23. Wear of two marksmanship or two special skill badges on pocket flap, male**

**Figure 29–24. Wear of two marksmanship or two special skill badges below ribbons, female**

**Figure 29–25. Wear of one marksmanship and one special skill badge on pocket flap, male**

**Figure 29–26. Wear of one marksmanship and one special skill badge below ribbons, female**

(c) One special skill and two marksmanship badges. Males wear these badges equally spaced on the pocket flap, from left to right, with the upper portion of the badges approximately 1/8 inch below the top of the pocket. Males will wear marksmanship badges that have attaching devices at the top of the badge, such as the Excellence in Competition Rifleman badge, in this manner (see fig 29–27). When no badges are worn that have devices attached at the top, males have the option of wearing the special skill badge centered on the pocket flap, from left to right, with the upper portion of the badge approximately 1/8 inch below the top of the pocket. Each marksmanship badge is centered between the button and the left or right side of the pocket. The bottom of the badges (not the clasp holder or clasps) is adjacent to the bottom of the pocket flap (see fig 29–28). Females wear these badges with the upper portion of the badges 1/4 inch below the ribbon bar and spaced an equal distance apart (see fig 29–30).

**Figure 29–27. Wear of one special skill and two marksmanship badges on pocket flap, male**

**Figure 29–28. Wear of one special skill and two marksmanship badges on pocket flap, male**

**Figure 29–29. Wear of two special skill and one marksmanship badge on pocket flap, male**

**Figure 29–30. Wear of two special skill and one marksmanship; or one special skill and two marksmanship badges, female**

(d) Two special skill and one marksmanship badge, or one special skill and two marksmanship badges, or three marksmanship badges. Males wear these badges equally spaced on the pocket flap, approximately 1/8-inch below the top of the pocket (see fig 29–29). Females wear these badges with the upper portion of the badges 1/4 inch below the ribbon bar and spaced an equal distance apart (see fig 29–30).

c. President’s Hundred tab (rifle or pistol). The President’s Hundred tab is a full-color tab of yellow cloth, 4 ¼ inches long and 5/8 inch high, with the words “President’s Hundred” centered in 1/4-inch-high green letters (see fig 29–31). The President’s Hundred tab is worn 1/2 inch below the shoulder seam on the left sleeve of the male and female Army green uniform coats (see fig 29–32). The President’s Hundred tab is available in a subdued version for wear on the BDUs. The President’s Hundred bronze metallic brassard is not authorized for wear on the Army uniform.

**Figure 29–31. President’s Hundred tab**

**Figure 29–32. Wear of President’s Hundred tab**

## 29–17. Combat and special skill badges and tabs

*a.* Listed below in order of group precedence are combat and special skill badges authorized for wear on the Army uniform.

(1) Group 1. Combat Infantryman badges (three awards)(see fig 29–33); Expert Infantryman badge (see fig 29–34).

**Figure 29–33. Combat Infantryman badges**

**Figure 29–34. Expert Infantryman badge**

(2) Group 2. Combat Medical badges: (three awards) (see fig 29–35); Expert Field Medical badge (see fig 29–36).

**Figure 29–35. Combat medical badges**

**Figure 29–36. Expert Field Medical badge**

(3) Group 3. Army Astronaut device (worn attached to any aviation badge) (see fig 29–37); Army Aviator badges (three degrees) (see fig 29–38); Flight Surgeon badges (three degrees) (see fig 29–39); Aviation badges (three degrees) (see fig 29–40); Explosive Ordnance Disposal badges (three degrees) (see fig 29–41).

**Figure 29–37. Army Astronaut device**

**Figure 29–38. Army Aviator badges**

**Figure 29–39. Flight Surgeon badges**

**Figure 29–40. Aviation badges**

**Figure 29–41. Explosive Ordnance Disposal badges**

(4) Group 4. Glider badge (see fig 29–42); Parachutist badges (three degrees) (see fig 29–43); Parachutist badges with combat jump device (four degrees are shown at Figure 29–44); Pathfinder badge (see fig 29–45); Military Freefall Parachutist badges (two degrees) (see fig 29–46); Air Assault badge (see fig 29–47); Ranger and Special Forces tab metal replicas (see figs 29–59 and 29–63).

**Figure 29–42. Glider badge**

**Figure 29–43. Parachutist badges**

**Figure 29–44. Parachutist badges with Combat Jump device**

**Figure 29–45. Pathfinder badge**

**Figure 29–46. Military Freefall Parachutist badge**

**Figure 29–47. Air Assault badge**

**Figure 29–59. Ranger tab**

**Figure 29–63. Special Forces tab**

(5) Group 5. Diver badges (five badges) (see fig 29–48); Driver and Mechanic badge (see fig 29–49); Parachute Rigger badge (see fig 29–50).

**Figure 29–48. Diver badges**

**Figure 29–49. Driver and Mechanic badges and clasps**

**Figure 29–50. Parachute Rigger badge**

(6) Physical Fitness badge. The Physical Fitness badge is authorized for wear on the Physical fitness uniform and the improved physical fitness uniform, only (see fig 29–51).

**Figure 29–51. Physical Fitness badge**

*b.* Wear of combat and special skill badges.

(1) Wear of commercial, mirror-like finish combat and special skill badges is authorized. However, soldiers may not mix these badges with combat and special skill badges that do not have the mirror-like finish.

(2) A total of five combat and special skill badges are authorized for wear at one time; this total does not include special skill tabs (see figs 29–52 and 29–53). Personnel may wear only one badge each from groups 1, 2, and 3, as listed in paragraph *a*, above. Personnel also may wear three badges from group 4, and two badges from group 5, but the total number of badges cannot exceed five. Combat badges have precedence over special skill badges within the same group. For example, if an individual is authorized to wear the Combat Infantry badge and the Expert Infantry badge, the Combat Infantry badge is worn. There is no precedence for special skill badges within the same group. For example, personnel who are authorized to wear the Parachutist and Air Assault badges may determine the order of wear. The above policies apply to the wear of both non-subdued and subdued badges.

**Figure 29–52. Wear of five badges, male**

**Figure 29–53. Wear of five badges, female**

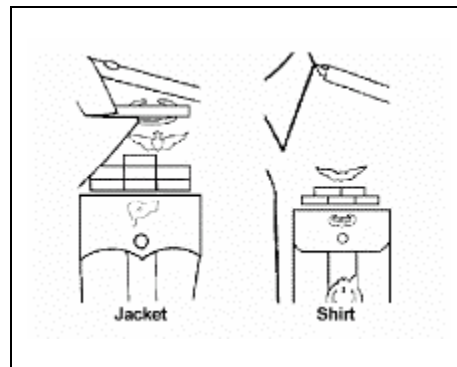
(3) Only three badges, to include marksmanship badges, can be worn on the pocket flap at one time. Personnel will wear the Driver and Mechanic badges only on the left pocket flap of service and dress uniforms, or in a similar location on uniforms without pockets. Personnel may attach no more than three clasps to the Driver and Mechanic badges. The Driver and Mechanic badges are not authorized for wear on utility uniforms.

(4) The Physical Fitness badge is authorized only as a cloth badge and is worn on the physical fitness uniform and on the improved physical fitness uniform, only. The badge is worn centered on the left front side above the breast on the PFU or IPFU T-shirt, and on the PFU sweatshirt. On the IPFU running jacket, the insignia is sewn centered 1/2 inch above the word "Army."

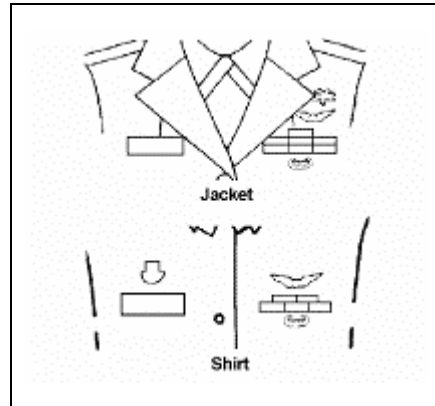
*d.* Wear of non-subdued full-size and miniature combat and special skill badges, with or without ribbons, on male and female service and dress uniforms.

(1) On the service and dress uniforms, personnel may wear up to three combat and special skill badges from groups 1 through 3, above the ribbons or pocket flap, or in a similar location for uniforms without pockets. When no badges from groups 1 through 3 are worn, personnel may wear a total of three combat and special skill badges from groups 4 and 5 above the ribbons or pocket flap, or in a similar location on uniforms without pockets. When three badges are worn above the ribbons or pocket flap, three badges, to include marksmanship badges, can be worn side-by-side on the pocket flap, or below the ribbons on uniforms without pockets, in order of group precedence from the wearer's right to left. (Para 29-8*b* describes wear of combat and special skill badges with full-size medals; para 29-16*b* describes wear of badges on the pocket flap, or below the ribbons.)

(3) How worn. Combat and special skill badges are worn on the coats of the Army green, blue, and white uniforms; the AG shade 415 shirt, and on the Army maternity tunic (females only). Personnel wear the badges 1/4 inch above the ribbons or the top of the pocket, one above the other, with 1/2 inch between badges, or they are worn on the pocket flap, as described in paragraph 29-16*b*, or in a similar location for uniforms without pockets. In those instances where the coat lapel obscures the ribbons or medals, personnel may wear the badges (or airborne background trimming, if worn beneath the badge) aligned with the left edge of the ribbons or medals (see figs 29-54 through 29-57).



**Figure 29-54.** Wear of combat and special skill badges above and below ribbons, Army green, white, or blue coats and AG 415 shirt, male



**Figure 29–55. Wear of combat and special skill badges above and below ribbons, Army green, white, or blue coats and AG 415 shirt, female (new version coats)**

**Figure 29–56. Wear of special skill badges above ribbons, male**

**Figure 29–57. Wear of special skill badges above ribbons, female**

(3) Dress miniature badges.

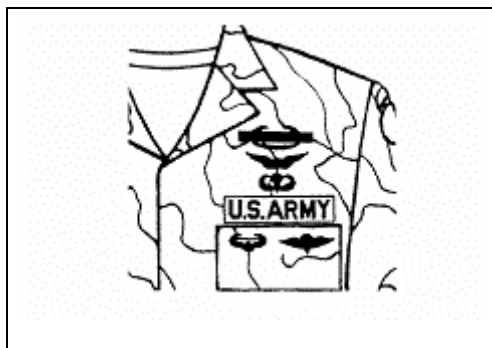
(a) The dress miniature combat and special skill badges are worn on the blue and white dress uniforms only when miniature medals are worn. (Dress miniature badges and miniature medals are worn on the Army blue and white dress uniforms only when these uniforms are worn as formal dress uniforms (with bow tie).) When miniature medals are worn on these uniforms, personnel may wear up to three dress miniature combat and special skill badges from groups 1 through 5 (see para 29–17a, above), one above the other, above the miniature medals in order of group precedence. When miniature medals are worn, personnel will not wear dress miniature combat and special skill and marksmanship badges on the pocket flap, or below the medals on uniforms without pockets.

(b) Dress miniature combat and special skill badges are worn on all mess and evening mess uniforms. Personnel may wear up to five combat and special skill badges from groups 1 through 5. If no badge from groups 1 through 3 is worn, personnel may wear five badges from groups 4 and 5. When two badges are worn, they are placed side-by-side immediately above the miniature medals. When three badges are worn, two are placed side-by-side immediately above the medals, and the third is centered 1/4 inch above the other two badges. When four badges are worn, the third and fourth badges are centered side-by-side 1/4 inch above the other two badges. When five badges are worn, the fifth will be worn centered 1/4 inch above the third and fourth badges. Badges are worn in order of group precedence; on the male mess uniform, badges will not extend beyond the lapel. (Para 29–9 describes wear of miniature medals on the mess uniforms (see figs 29–7 and 29–8).)

(c) Personnel may wear dress miniature combat and special skill badges on the AG shade 415 shirt. However, they may not mix dress miniature combat and special skill badges with full-size and miniature combat and special skill badges on the shirt.

d. Subdued pin-on and embroidered sew-on combat and special skill badges. Personnel may wear no more than five subdued combat and special skill badges on the temperate, hot weather, enhanced hot weather, maternity, aviation, and desert BDU shirts. Badges are worn one above the other, centered above the U.S. Army tape, in order of group precedence. When five badges are worn, three are centered 1/4 inch above the U.S. Army tape in a vertical line with 1/2 inch between badges, and two are worn on the pocket flap, 1/8 inch below the top of the pocket, with at least 1 inch between badges. When four badges are worn, three are centered 1/4 inch above the U.S. Army tape in a vertical line with 1/2 inch between badges, and one is worn on the pocket flap, 1/8 inch below the top of the pocket, with at least 1 inch between badges. When three badges are worn, two badges are centered 1/4 inch above the U.S.

Army tape in a vertical line with 1/2 inch between badges, and one is worn centered on the pocket flap, 1/8 inch below the top of the pocket. When two badges are worn, both are centered 1/4 inch above the U.S. Army tape in a vertical line with 1/2 inch between badges. If only one badge is worn, it is centered 1/4 inch above the U.S. Army tape (see fig 29–58).



**Figure 29–58. Wear of subdued combat and special skill badges**

e. Wear of special skill tabs.

(1) Ranger tab.

(a) The full-color tab is 2 3/8 inches long, 1 1/16 inch wide, with a 1/8-inch yellow border and the word “RANGER” inscribed in yellow letters 5/16 inch high. The subdued tab is identical, except the background is olive-drab and the word “RANGER” is in black letters (see fig 29–59).

(b) How worn. The full-color tab is worn 1/2 inch below the shoulder seam on the left sleeve of the Army green coat. The subdued tab is worn 1/2 inch below the shoulder seam on the left sleeve of utility uniforms, field jackets, and the desert BDU.

(c) By whom worn. All personnel who are authorized, in accordance with the criteria provided in AR 600–8–22.

(d) Ranger tab metal replica. The Ranger tab metal replica is available in two sizes, full and dress miniature. Soldiers authorized to wear the Ranger tab may wear the Ranger tab metal replica as prescribed below. The full-size version is approximately 1–5/32 inches wide and is worn only on the blue and white dress uniforms, and the AG shade 415 shirt. The dress miniature version is 1 3/16 inch wide and is worn on the blue and white mess and evening mess uniforms. When miniature medals are worn on the blue and white dress uniforms, personnel may wear the dress miniature Ranger tab metal replica (see figs 29–60 and 29–61).

**Figure 29–60. Wear of multiple special skill tabs**

**Figure 29–61. Wear of metal tab replicas on Army blue or white uniforms, male**

(2) Special Forces tab.

(a) Description. The Special Forces tab is a teal blue arc, 3 1/4 inches wide and 11/16 inch high, with the designation “SPECIAL FORCES” in yellow letters, 5/16 inch high. The subdued tab is identical in shape to the full-color tab, but the background color is olive-drab and the words “SPECIAL FORCES” are in black letters (see fig 29–63).

(b) How worn. The Special Forces tab is worn the same as the Ranger tab (see para (1)(b) above).

(c) By whom worn. All personnel who are authorized, in accordance with the criteria provided in AR 600–8–22.

(d) Special Forces tab metal replica. The Special Forces tab metal replica is available in two sizes. Soldiers authorized to wear the Special Forces tab may wear the Special Forces tab metal replica, as prescribed below. The fullsize version is approximately 1–9/16 inches wide and is worn on the blue and white dress uniforms (see figs 29–61 and 29–62). The dress miniature version is 1 inch wide and is worn on the blue and white mess and evening mess uniforms (see fig 29–62). When miniature medals are worn on the blue and white dress uniforms, personnel may wear the dress miniature Special Forces tab metal replica.

(3) For purposes of classification and wear policy, the Ranger and Special Forces tab metal replicas are classified as group 4 special skill badges.

(4) As an option, soldiers may wear the full-size and dress miniature Ranger and Special Forces tab metal replicas on the AG shade 415 shirt. If soldiers wear the dress miniature versions of the tabs, they cannot mix them with other sizes of combat and special skill badges on the shirts. When personnel wear metal tab replicas on the pocket flap of the blue or white dress uniforms, or the AG shade 415 shirt, the tab is placed approximately 1/8 inch below the top of the pocket. If no badges are worn from groups 1 to 3, personnel may wear the metal tab replica above the ribbons.

*f.* Wear of two special skill tabs. Soldiers may wear the full-color Special Forces and Ranger tabs together on Army uniforms.

(1) On the Army green service uniform, the Special Forces tab is centered on the left shoulder sleeve, 1/2 inch from the shoulder seam, and the Ranger tab is centered 1/8 inch below the Special Forces tab. The current unit shoulder sleeve insignia is centered 1/4 inch below the Ranger tab. On the utility uniforms and the cold weather jackets, personnel wear the subdued tabs in the same positions as on the Army green service uniform (see fig 29–60).

(2) On the Army blue and white uniforms, and on the AG shade 415 shirt, personnel wear the full-size metal tab replicas on the pocket flap, 1/8 inch from the top of the pocket, with approximately 1 inch between the tabs. If no badges are worn from groups 1 to 3, personnel may wear the metal tab replicas above the ribbons (see fig 29–61).

(3) See paragraph 29–17*b*(3)(*b*) for a description of how to wear the dress miniature metal Special Forces and Ranger tab replicas together on the Army blue and white mess and evening mess uniforms (see fig 29–62).

**Figure 29–62. Wear of metal tab replicas on Army mess uniforms, male**

## **29–18. Identification badges**

*a.* The following is the order of precedence of U.S. military identification (ID) badges authorized for wear on the Army uniform:

(1) Presidential Service identification badge (see fig 29–64).

**Figure 29–64. Presidential Service identification badge**

(2) Vice-Presidential Service identification badge (see fig 29–65).

**Figure 29–65. Vice-presidential Service identification badge**

(3) Secretary of Defense identification badge (see fig 29–66).

**Figure 29–66. Secretary of Defense identification badge**

(4) Joint Chiefs of Staff identification badge (see fig 29–67).

**Figure 29–67. Joint Chiefs of Staff identification badge**

(5) Army Staff identification badge (see fig 29–68).

**Figure 29–68. Army Staff identification badge**

(6) Guard, Tomb of the Unknown Soldier identification badge (see fig 29–69).

**Figure 29–69. Guard, Tomb of the Unknown Soldier identification badge**

(7) Drill Sergeant identification badge (see fig 29–70).

**Figure 29–70. Drill Sergeant identification badge**

(8) U.S. Army Recruiter identification badge (Active Army/Army Reserve) (see fig 29–71).

**Figure 29–71. U.S. Army Recruiter identification badge, Active Army and Army Reserve**

(9) Army Career Counselor identification badge (see fig 29–72).

**Figure 29–72. Army Career Counselor identification badge**

(10) Recruiting and Retention identification badge, Master (ARNG) (see fig 29–73).

**Figure 29–73. Army National Guard Recruiting and Retention identification badge, Master**

*b.* Temporary badges. The following badges are authorized for temporary wear. Personnel will not wear these badges for official photographs or for promotion/selection boards. Upon termination of assignment to the command that directs the wear of these badges, soldiers will discontinue wearing these badges on the uniform.

(1) Unified Commander in Chief (CINC) Command identification badge. The order of precedence for this badge is after the Joint Chiefs of Staff identification badge.

(2) National Defense University identification badge. The order of precedence for this badge is after the CINC Command identification badge.

(3) The following badges do not have an order of precedence in relation to other identification badges in this chapter.

(a) Recruiting and Retention identification badge, Basic and Senior (ARNG) (see fig 29-74).

**Figure 29-74. Army National Guard Recruiting and Retention identification badge, Basic and Senior**

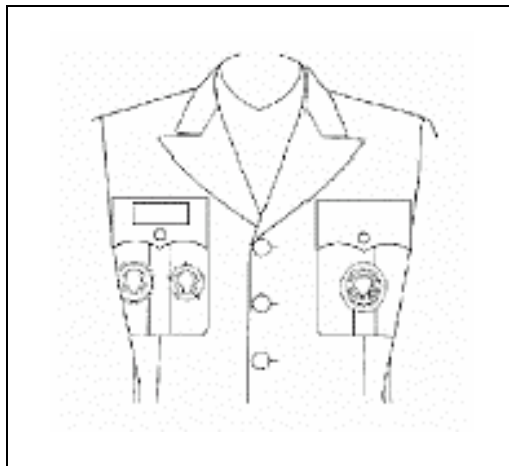
(b) Military Police identification badge (see fig 29-75).

**Figure 29-75. Military Police identification badge**

(c) U.S. non-military identification badges. The Secretary of Health and Human Services identification badge is authorized for wear on the uniform (see fig 29-76).

**Figure 29-76. Secretary of Health and Human Services identification badge**

(d) Wear of identification badges. Personnel may wear no more than two identification badges on one pocket or side of the coat of the uniforms prescribed below. When two identification badges are worn on the same side or pocket, the precedence of the badges is from the wearer's right to left, as listed in a. above. When more than two badges are awarded that are worn on the same side, the individual may determine which two badges are worn on the uniform (see fig 29-77). Identification badges are worn as follows.



**Figure 29-77. Wear of identification badges on Army green, blue, and white uniforms, male**

(1) Male personnel.

(a) On service and dress uniforms, and the AG 415 shirt, ID badges are worn centered on the pocket of the coat or shirt. The badge is centered between the bottom of the pocket flap and the bottom of the pocket, and centered from left to right. When two badges are worn on the same side, they are spaced equally from left to right on the pocket. Personnel may wear miniature badges on the AG 415 shirt.

(b) Subdued badges are worn on the temperate, hot weather, enhanced hot weather, maternity, aviation, and desert BDU shirts, and on the field jacket, with the badge centered on the appropriate breast pocket between the bottom of the pocket flap and the bottom of the pocket, or in a similar location on uniforms without pockets. When two badges are worn on the same side, they are spaced equally from left to right on the pocket.

(c) On the mess and evening mess uniforms, ID badges are worn centered between the upper two buttons of the jacket, with one inch between badges when two are worn on the same side (see fig 29-78). Personnel are authorized to wear full-size identification badges on the mess and evening mess uniforms when the badges are not available in miniature size.

**Figure 29-78. Wear of identification badges on white and blue mess uniforms, male**

(2) Female personnel.

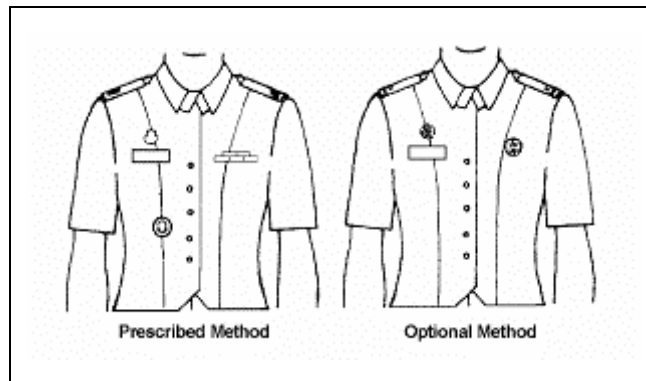
(a) On service and dress uniforms, the identification badge is worn parallel to the waistline on the coat of the Army green uniform, with one inch between badges when two are worn on the same side. Badges are worn in a comparable position on the Army blue and white uniform coats, the maternity tunic, and the AG shade 415 shirt (see fig 29-79). If no other awards, decorations, or insignia (other than the nameplate and rank) are worn on the



AG shade 415 shirt, females may place the ID badge parallel to the nameplate, or approximately 1 inch above the nameplate, depending upon which side the badge is worn (see fig 29–80). Females may adjust placement of badges to conform to individual body-shape differences. Personnel may wear miniature badges on the AG 415 shirt.



**Figure 29–79. Wear of identification badges on Army green, blue, and white uniforms, female**



**Figure 29–80. Wear of identification badges on AG 415 shirt, female**

(b) Subdued badges are worn on the utility uniforms, the field jacket, and the desert BDU with the badge centered on the appropriate breast pocket between the bottom of the pocket flap and the bottom of the pocket, or in a similar location on uniforms without pockets. When two badges are worn on the same side, they are spaced equally from left to right on the pocket.

(c) On the mess and evening mess uniforms, ID badges are worn centered between the lower two buttons of the jacket, with one inch between badges when two are worn on the same side (see fig 29–81). Personnel are authorized to wear full-size identification badges on the mess and evening mess uniforms when the badges are not available in miniature size.

**Figure 29–81. Wear of identification badges on white and blue mess uniforms, female**

e. Position of wear of identification badges. Badges are worn as prescribed in paragraph c, above.

- (1) The Presidential Service identification badge is worn on the right side.
- (2) Vice-Presidential Service identification badge is worn on the right side.
- (3) The Secretary of Defense identification badge is worn on the left side.
- (4) The Joint Chiefs of Staff identification badge is worn on the left side.
- (5) The Army Staff identification badge is worn on the right side.
- (6) The Guard, Tomb of the Unknown Soldier identification badge is worn on the right side. This badge is authorized as a non-subdued metal badge, and as a subdued embroidered cloth badge.

(7) The Drill Sergeant identification badge is worn on the right side.

(a) This badge is authorized as a non-subdued metal badge, and as a subdued embroidered cloth badge. The subdued badge has black details and letters embroidered on olive green cloth. The subdued badge is worn on utility uniforms and field jackets, with the badge centered on the right breast pocket between the bottom of the pocket flap and the bottom of the pocket, as measured from the insignia, not the cloth backing. Personnel will wear the subdued badge with the background material intact.

(b) When personnel wear both the subdued Drill Sergeant and Career Counselor badges on utility uniforms, the Drill Sergeant badge is worn to the right of the Career Counselor badge. Officers who were awarded the Drill Sergeant badge as a permanent award while in an enlisted status are authorized to wear the badge.

(8) The U.S. Army Recruiter identification badge, Active Army/Army Reserve, is worn on the left side.

(a) This badge is authorized for wear by military personnel assigned or attached to the U.S. Army Recruiting Command (USAREC) as designated by the CG, USAREC. (See AR 600–8–22 for eligibility criteria.) Personnel may wear only one recruiter badge at a time.

(b) This badge is authorized as a non-subdued metal badge and as a subdued embroidered cloth badge. The subdued badge is embroidered on olive-green cloth (silver badge) or black cloth (gold badge). The subdued badge is worn on utility uniforms and field jackets, with the badge centered on the left breast pocket between the bottom of the pocket flap and the bottom of the pocket, as measured from the insignia, not the cloth backing. Personnel will wear the subdued badge with the background material intact.

(c) Officers who were awarded the U.S. Army Recruiter badge as a permanent award while in an enlisted status are authorized to wear the badge.

(9) The Career Counselor identification badge is worn on the right side. Only enlisted personnel in CMF 79 are authorized wear of this badge. (See AR 600–8–22 for eligibility criteria.)

(a) The badge is authorized as a non-subdued metal badge in a small and large version, and as a subdued embroidered cloth badge. The subdued badge is embroidered on green cloth and is worn on the utility uniforms and field jackets with the badge centered on the right breast pocket, between the bottom of the pocket flap and the bottom of the pocket, as measured from the insignia, not the cloth backing. Personnel will wear the subdued badge with the background material intact.

(b) When both the Career Counselor identification and Drill Sergeant badges are worn, the Drill Sergeant badge is worn to the right of the Career Counselor badge. Personnel wear the non-subdued Career Counselor badge on the black pullover sweater instead of the DUI or RDI.

(10) The Recruiting and Retention identification badges, ARNG, are worn on the left side.

(a) Basic and Senior badges. (See NGR 601–1 for eligibility criteria.) These badges are authorized as non-subdued metal badges and as subdued embroidered cloth badges. The non-subdued basic badge is silver and the senior badge is gold. The subdued basic badge is a black minuteman on green cloth, and the subdued senior badge is a green minuteman on black cloth. The basic and senior badges are authorized for temporary wear only while assigned to a recruiting position, or to occasional recruiting duties. Officers may wear this as a temporary badge if assigned to recruiting duties.

(b) Master badge. The non-subdued master badge is a gold badge surrounded by a wreath. The subdued badge is a black minuteman on green cloth, surrounded by a black wreath. This badge is authorized for permanent wear. After ARNG master-level recruiters leave recruiting duty, they may wear the master badge on the class A uniform; they may wear the badge on the AG shade 415 shirt only when all other awards and decorations are worn. Officers who were awarded the Recruiting and Retention badge, Master, as a permanent award while in an enlisted recruiter status, or as an AMEDD recruiter, are authorized to wear the badge.

(c) Personnel wear the subdued badges on utility uniforms and field jackets, with the badge centered on the left breast pocket between the bottom of the pocket flap and the bottom of the pocket, as measured from the insignia, not the cloth backing. Personnel will wear the subdued badge with the background material intact. Only one recruiter badge is authorized for wear at a time. Soldiers currently on recruiting duty will wear the recruiter badge of their component.

(11) The Unified Commander in Chief (CINC) Command identification badge is worn on the left side. The design of the badge is unique to the respective command. The badge is authorized for wear by personnel assigned to the CINC's staff, and by personnel assigned to subordinate unified commands and direct reporting units to the unified command, at the direction of the Unified CINC. The badge is worn on the class A and B uniforms, and on the Army dress, mess, and evening mess uniforms.

(12) The National Defense University (NDU) identification badge is worn on the right side. Personnel assigned to the faculty or staff of NDU; the National War College, Industrial College of the Armed Forces; or the Armed Forces Staff College are authorized to wear the badge during their assignment.

(13) The Military Police badge is worn on the left side. The Military Police badge is the symbol of law enforcement authority vested in Military Police and is worn only in the performance of law enforcement duties.

(a) The Military Police badge is worn on the Army green uniform coat when MPs wear the coat as an outer garment. Males wear the badge centered below the pocket flap on the left breast pocket (see fig 29–82). Females wear the badge centered or aligned to the left above the service ribbons (see fig 29–83). The badge is attached to the outer garment by using a pin clasp or a leather fob.

**Figure 29–82. Wear of Military Police identification badge, male**

**Figure 29–83. Wear of Military Police identification badge, female**

(b) Brassards are worn when MPs wear utility uniforms, the AG shade 415 shirt, the black pullover sweater, black windbreaker, or black overcoat as outer garments. (See paragraph 28–29b(9) for brassard wear policy.)

(14) DOD/Joint Agency identification badges. DOD/Joint Agency badges are worn by personnel during their assignment to specific DOD and Joint Agencies. Badges may be worn on either pocket/side of the uniform, as long as they do not interfere with the positioning of other badges listed in this chapter. Manner of wear is determined by the agency.

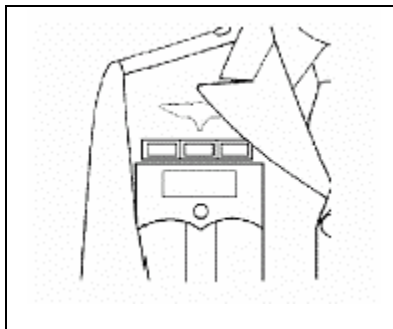
(15) The Secretary of Health and Human Services badge is worn on the right side. Officers wear this badge temporarily upon initial assignment within the Office of the Secretary of Health and Human Services (OSHHS). After one year of duty in OSHHS, officers may wear the badge permanently.

*Note.* Subdued badges, worn on desert BDUs, are available in spicebrown/brown/khaki.

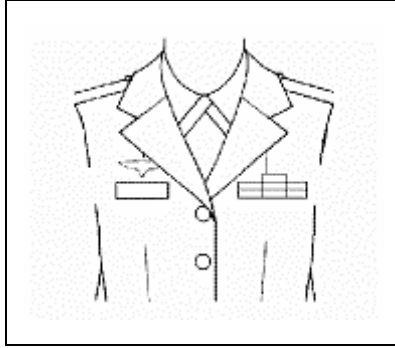
## 29–19. Wear of foreign badges

a. Personnel may not wear more than one foreign badge at a time. Only those badges awarded in recognition of military activities by the military department of the host country are authorized for acceptance and permanent wear on the Army uniform. The only Vietnamese badges authorized for wear are the parachute, ranger, and explosive ordnance disposal badges. Soldiers must obtain approval from HQDA, in accordance with the procedures provided in AR 600–8–22, to accept, retain, and wear a foreign badge.

b. Males wear a foreign badge 1/8–inch above the right pocket flap, or 1/2–inch above any unit awards that are worn (see fig 29–84). Females wear the badge 1/2–inch above the nameplate, or 1/2–inch above any unit awards that are worn (see fig 29–85). Personnel may not wear a foreign badge unless at least one U.S. medal or service ribbon is worn at the same time. Foreign badges are not authorized for wear on mess or utility uniforms. Personnel may not wear foreign badges that are awarded only as cloth badges. Personnel may not wear foreign badges that cannot be worn properly because of size or configuration.



**Figure 29–84. Wear of foreign award, male**



**Figure 29–85. Wear of foreign award, female**

c. The German Marksmanship Award (Schuetzenschnur) is authorized for wear only by enlisted personnel. Officers may accept, but may not wear the Schuetzenschnur. If authorized, personnel wear the award on the right side of the uniform coat, with the upper portion attached under the center of the shoulder loop, and the bottom portion attached under the lapel to a button mounted specifically for wear of this award.

L228

Conduct Developmental Counseling

Mar 05

# U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course  
(PLDC)

The Army Training System

**TRAINING SUPPORT PACKAGE**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

This page intentionally left blank

## TRAINING SUPPORT PACKAGE (TSP)

---

<b>TSP Number / Title</b>	L228 / CONDUCT DEVELOPMENTAL COUNSELING
<b>Effective Date</b>	31 March 2005
<b>Supersedes TSP(s) / Lesson(s)</b>	L228, Conduct Developmental Counseling, Oct 03
<b>TSP Users</b>	600-PLDC, Primary Leadership Development Course 600-PLDC (MOD), Primary Leadership Development Course (Modified)
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:  COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002  Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875  E-mail: atss-dcd@bliss.army.mil
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

---

## PREFACE

---

**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
158-100-1180	Develop Subordinate Leaders in a Squad
158-100-1260	Counsel Subordinates

---



This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data .....	4
Section II Introduction.....	8
Terminal Learning Objective - Conduct developmental counseling .....	8
Section III Presentation .....	10
Enabling Learning Objective A - Identify the developmental counseling process. ....	10
Enabling Learning Objective B - Identify the types of developmental counseling. ....	20
Enabling Learning Objective C - Identify correct and incorrect counseling procedures.....	42
Section IV Summary.....	45
Section V Student Evaluation.....	46
Appendix A Viewgraph Masters A - .....	1
Appendix B Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C Practical Exercises and Solutions C - .....	1
Appendix D Student Handouts D - .....	1

---

**CONDUCT DEVELOPMENTAL COUNSELING**  
**L228 / Version 1**  
**31 Mar 2005**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course
	600-PLDC MOD	1	Primary Leadership Development Course (Modified)

<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
		<u>INDIVIDUAL</u>
	158-100-1180 (*)	Develop Subordinate Leaders in a Squad
	158-100-1260 (*)	Counsel Subordinates

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	158-100-1140	Communicate Effectiveness in a Given Situation

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
	<u>Resident</u>	
	<u>Hours/Methods</u>	
	2 hrs	5 mins / Conference / Discussion
	2 hrs	45 mins / Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
	<b>Total Hours:</b>	5 hrs

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	<u>2 hrs 30 mins</u>	<u>WE02 version 1</u>
	<u>2 hrs 30 mins</u>	<u>WE version 2</u>

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	L226	Maintain Discipline

<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
-------------------------	---

<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
--	--

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	FM 22-100

**Student Study Assignments**

Before class—

- Study Student Handouts 1, 2, and 5.
- Study FM 22-100, Chapters 1, 2, 5, and Appendix C.
- Complete Conduct Developmental Counseling Student Homework assignment (SH-2).

During class--

- Participate in class discussion, role-plays, and complete the Observer's Check Sheet on each session.

After class--

- Review all reference material.
- Turn in all recoverable materials.

**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
5820-00-P54-5863 TV COLOR, 19 Inch.	1:16	1:2	No	1	No
5820-00-T39-0694 VCR	1:16	1:2	No	1	No
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes
PIN 710943 TVT COUNSEL SUBORDINATES	1:16	1:2	No	1	No

\* Before Id indicates a TADSS

**Materials  
Required**

---

**Instructor Materials:**

- VGTs: 1 thru 19.
- TSP.
- TVT, Counseling Subordinates.
- Copies of practical exercises (1 per student) for subsequent issue.
- Copies of Student Handouts 2 and 3 (1 per student) for subsequent issue.
- Observer Check Sheet, p C-4 (15 copies for subsequent issue during PE-2).
- DA Form 4856, p C-22 and C-23 (15 copies for subsequent issue during PE-3).
- FM 22-100.
- SH-4, Extracted Material from FM 7-22.7.

**Student Materials:**

- Student Handouts 1 and 4.
- Pen or pencil and writing paper.
- FM 22-100.

---

**Classroom,  
Training Area,  
and Range  
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

---

**Ammunition  
Requirements**

<u><b>Id</b></u>	<u><b>Name</b></u>	<u><b>Exp</b></u>	<u><b>Stu Ratio</b></u>	<u><b>Instr Ratio</b></u>	<u><b>Spt Qty</b></u>
None					

---

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Issue all required materials (SH-1, SH-4, and PE-4) during in processing or NLT three days prior to class.
- Read TSP and all references.
- Study and prepare to conduct all practical exercises.

During class--

- Facilitate the small group process IAW TSP.

After class--

- Report any TSP discrepancies to the Senior Small Group Leader.
  - Conduct after action review for this TSP.
  - Collect all recoverable materials after the examination for this lesson.
-

**Proponent  
Lesson Plan  
Approvals**

---

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Lorna R. Isaac	CIV	Training Specialist	
Victor A. LeGloahec	SGM	Chief, PLDC	
Agnes D. Bennett-Green	SGM	Chief, CMDD	

---

## SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

### Motivator

You are under observation at all times whether you know it or not. Your subordinates watch your every move to see what kind of leader they want to be. You set the example in everything you do or fail to do. The example you set in counseling is especially important. Your subordinates will copy your behavior, and the example you set is a powerful teaching tool whose power we cannot overstate.

Developing leaders who follow you should be one of your highest priorities, and it supports the warrior ethos of training and developing soldiers into warriors and warrior leaders. Counseling tells soldiers what they are doing right, wrong, and how to improve on their weaknesses in order to become disciplined, physically and mentally tough, trained, and proficient in their duties, standing ready to deploy, engage, and destroy the enemy when so called to do so.

### Terminal Learning Objective

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Conduct developmental counseling.
<b>Conditions:</b>	As a squad leader in a classroom environment given FM 22-100 and an extract from FM 7-22.7, as well as role-play exercises that require developmental counseling.
<b>Standards:</b>	Prepared for counseling and conducted a subordinate-centered counseling session that produced a plan of action focusing the subordinates on individual and unit goal accomplishment IAW FM 22-100 and FM 7-22.7 (SH-4).

### Safety Requirements

None

---

**Risk  
Assessment  
Level**

Low

---

**Environmental  
Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

---

**Evaluation**

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

**NOTE:** Inform the students of where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.

---

**Instructional  
Lead-In**

Developmental counseling isn't a time for war stories or for tales of how we did things way back when. We must not always consider counseling as negative. It is not a means to create a "packet" on that substandard soldier. You must focus on today's performance and problems, as well as tomorrow's plans and solutions. Rather than being a punitive action, developmental counseling should turn negative events into developmental opportunities. Effective developmental counseling centers on the subordinate who actively involves himself in producing a plan outlining the actions he must take to achieve individual and organizational goals. As a leader you're responsible for developing your subordinates; however, no leader can be all things to all people. You must be sensitive to your subordinates' professional development and remember counseling is an important responsibility of all leaders.

During this period of training, you will learn how to counsel your subordinates with techniques that focus on subordinate-centered communication and the developmental process.

---

**SECTION III. PRESENTATION**

---

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the developmental counseling process.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100 and an extract from FM 7-22.7.
<b>STANDARDS:</b>	Identified the developmental counseling process by-- <ul style="list-style-type: none"><li>• reviewing leader's responsibilities,</li><li>• reviewing characteristics of counseling, and</li><li>• reviewing leader counseling skills,</li></ul> IAW FM 22-100, Chap 1, 2, and App C and FM 7-22.7, Chap 5 (SH-4).

1. Learning Step / Activity 1. Developmental Counseling Process

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 35 mins  
Media: VGT-1 thru VGT-7

Counseling is not just an occasional or quarterly event leaders accomplish and shelve until someone begins screaming about a late Noncommissioned Officer Evaluation Report (NCOER). It's about taking care of your subordinates on a regular basis. It's about developing your subordinate soldiers to become future leaders. Just what do we mean? Let's begin our discussion with a description of developmental counseling.

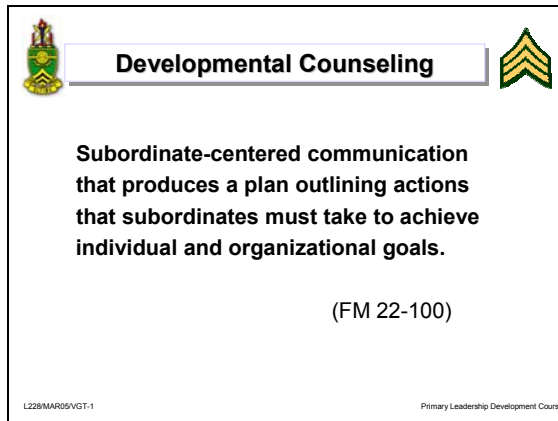
QUESTION: What is developmental counseling?

ANSWER: Solicit answers from several soldiers before showing VGT.

Ref: FM 22-100, App C, para C-4



## SHOW VGT-1, DEVELOPMENTAL COUNSELING



The slide features a title box at the top with the text "Developmental Counseling" flanked by a crest on the left and a chevron symbol on the right. Below the title, the definition of developmental counseling is provided in bold text. At the bottom, the reference "(FM 22-100)" is centered. Small text at the bottom left reads "L228MAR05VGT-1" and at the bottom right reads "Primary Leadership Development Course".

**Developmental Counseling**

**Subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals.**

(FM 22-100)

L228MAR05VGT-1 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-4

Developmental counseling is subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual or organizational goals. As a leader you must ensure that you use developmental counseling as a shared effort with your subordinates. You assist your subordinates in identifying strengths and weaknesses and creating plans of action. Then you support them throughout the implementation of the plan and assessment. Developmental counseling is not always an adverse action; it is a skill you use to help your subordinates become better team members while improving performance and preparing them for the future.

Ref: FM 22-100, App C, para C-4

### REMOVE VGT-1

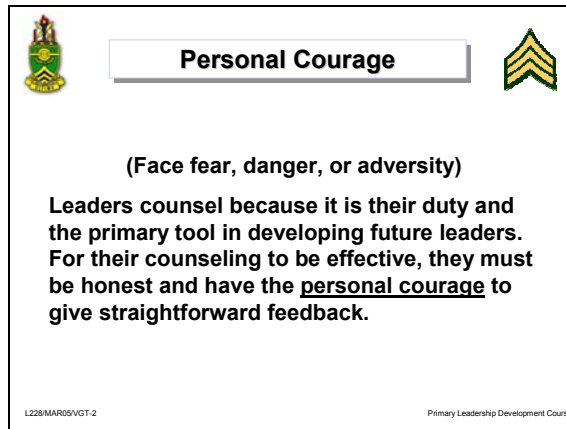
Earlier in your studies, you became familiar with the definition of leadership. As you recall, leadership is **influencing** people--by providing purpose, direction, and motivation--while **operating** to accomplish the mission and **improving** the organization. Developmental counseling will require you to put them all to use, to be an effective coach, mentor, and leader. You must learn to assess mistakes and identify honest mistakes that did not result from negligence.

Ref: FM 22-100, Chap 1, para 1-7 thru 1-20

Let's take a moment to refresh your memory and look at the last, but not the least, Army value, "Personal Courage."

**NOTE:** Have one student read VGT-2 and generate a brief discussion on personal courage.

**SHOW VGT-2, PERSONAL COURAGE**



Ref: FM 22-100, Chap 2, para 2-34 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

Personal courage isn't the absence of fear; rather, it's the ability to put fear aside and do what's necessary. Personal courage is a required Army value needed to conduct effective developmental counseling. Personal courage takes two forms: physical and moral. Good leaders demonstrate both. Situations requiring physical courage are rare, but as you have probably already experienced, situations requiring moral courage occur frequently.

Ref: FM 22-100, Chap 2, para 2-34 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

Moral courage is an integral part of personal courage that counseling will demand of you, especially when it comes to specific counseling instances for substandard performance. For you, consistent moral courage is every bit as important as momentary physical courage. Moral courage is essential to living the Army values of integrity and honor every day. As a successful leader you must be willing to demonstrate physical and moral courage. Sometimes you may have to demonstrate both simultaneously.

Ref: FM 22-100, Chap 2, para 2-37 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

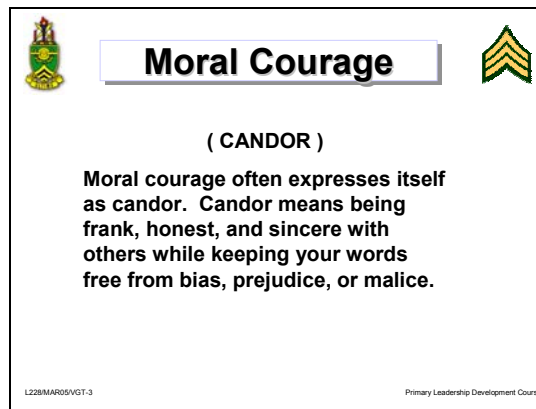
## REMOVE VGT-2

QUESTION: How does moral courage often express itself?

ANSWER: As candor.

Ref: FM 22-100, Chap 2, para 2-38

## SHOW VGT-3, MORAL COURAGE



Ref: FM 22-100, Chap 2, para 2-38

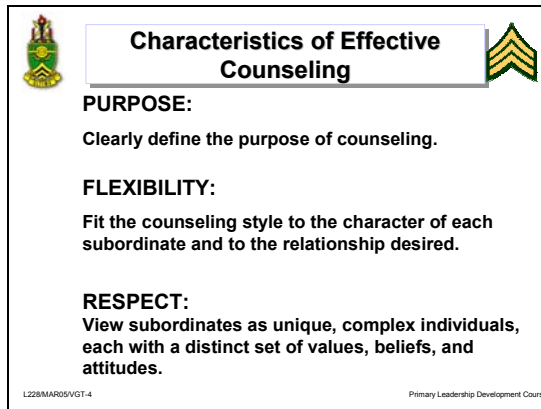
And just what do we mean by candor? It means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice and not allowing your personal feelings to affect what you say about a person or situation.

## REMOVE VGT-3

Being candid is not the only answer for effective counseling in all leadership or counseling situations. There is no single solution to counseling. However, there is one thing you can do to assist you in conducting effective counseling--that is to develop a counseling style using the characteristics of counseling.

**NOTE:** Uncover each characteristic on the next VGT one at a time. Solicit responses from several students before showing each characteristic.

## SHOW VGT-4, CHARACTERISTICS OF EFFECTIVE COUNSELING



The slide is titled "Characteristics of Effective Counseling" and is framed by a black border. On the left side, there is a small crest featuring a shield with a cross and a crown above it. On the right side, there is a yellow and black chevron symbol. The text is organized into three sections: "PURPOSE:", "FLEXIBILITY:", and "RESPECT:". Each section has a bold heading followed by a descriptive sentence. At the bottom left, there is a small text "L228MAR05VGT-4" and at the bottom right, "Primary Leadership Development Course".

**Characteristics of Effective Counseling**

**PURPOSE:**  
Clearly define the purpose of counseling.

**FLEXIBILITY:**  
Fit the counseling style to the character of each subordinate and to the relationship desired.

**RESPECT:**  
View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.

L228MAR05VGT-4 Primary Leadership Development Course

Ref: FM 22-100, Chap 1, para 1-8 and Fig C-1

**Purpose:** This means you must clearly define the purpose of the counseling to the subordinate.

**NOTE:** Ask the students why they think it is important to define the purpose of counseling? Ensure answer covers the following statement: simply to avoid confusion between yourself and the subordinate on the specific matters you are preparing to discuss.

Now that we have defined the purpose for the counseling, what is another characteristic that we should take into consideration?

**NOTE:** Solicit responses from several students before showing the second characteristic.

**Flexibility:** Why do you need flexibility? To fit the counseling style to the character of each subordinate and to establish the relationship desired. Once you have achieved flexibility you must consider respect. Why respect?

Ref: FM 22-100, App C, Fig C-1

**NOTE:** Display the third characteristic.


**Respect:** No two subordinates are alike; each has his or her own distinct set of values, beliefs, and attitudes making them unique, complex individuals. Using the same approach to counseling for every individual will not work.

Ref: FM 22-100, App C, Fig C-1.


**REMOVE VGT-4**

## SHOW VGT-5, CHARACTERISTICS OF EFFECTIVE COUNSELING (cont)

**NOTE:** Uncover only the first characteristic.



**Characteristics of Effective Counseling (cont)**



**COMMUNICATION:**  
Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.

**SUPPORT:**  
Encourage subordinates through actions while guiding them through their problems.

L228MAR05VGT-5 Primary Leadership Development Course

Ref: FM 22-100, App C, Fig C-1

**Communication:** What about communication? Will just any technique work? Do we even consider communication to be a part of counseling? Yes, we do. Let's talk about communication.

In the lessons "The Four Leadership Skills" and "Direct Leadership Actions" you learned there are several ways to communicate. As you should remember, we begin by establishing open, two-way communication using a combination of verbal and nonverbal language, actions, and gestures. Your nonverbal actions alone may be enough to convince your subordinate of your support in a particular matter. Speaking of support, is this a characteristic of counseling? Yes! Very much so. At this time, let's take a shot at support.

**NOTE:** Solicit responses from several students before showing second characteristic.

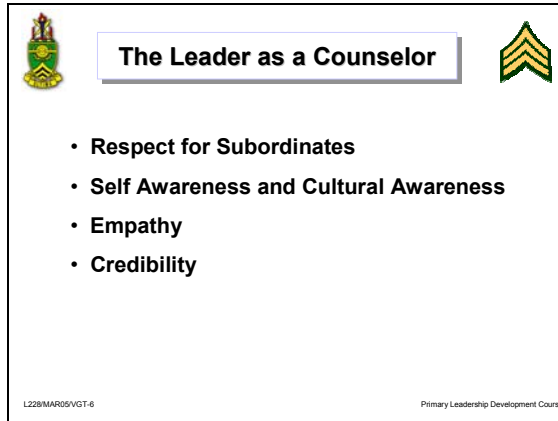
**Support:** You support subordinates by encouraging them through actions and by providing guidance while they work through their problems. In order to accomplish this, you must be aware of your role as not only a leader, but as a counselor as well. So, let's check out the counselor part.

Ref: FM 22-100, App C, Fig C-1

**REMOVE VGT-5**

You, as a leader and counselor, must be fully aware of your own values, needs, and biases prior to taking on any counseling of subordinates.

## **SHOW VGT-6, THE LEADER AS A COUNSELOR**



**The Leader as a Counselor**

- **Respect for Subordinates**
- **Self Awareness and Cultural Awareness**
- **Empathy**
- **Credibility**

L228MARG5VGT-6 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-9

**NOTE:** Discuss each bullet one at a time.

### **Respect for Subordinates**

As an Army leader, you show respect for your subordinates when you allow them to take responsibility for their own ideas and actions. Mutual respect improves the chances of changing or maintaining behavior and achieving both personal and organizational goals.

### **Self Awareness and Cultural Awareness**

Being a self-aware leader makes you less likely to project any biases onto your subordinates and more likely to act consistently within your own values. In your previous studies, you learned about the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Cultural awareness will enhance your ability to display empathy.

### **Empathy**

How is this? Simply put, this means when you experience empathy you can place yourself in your subordinate's shoes and see the situation from this

subordinate's perspective. In so doing, you can better help your subordinates develop a plan of action that fits their needs and personality and most importantly, works for them. This will also aid you in gaining credibility with your subordinates.

### **Credibility**

To be credible, you must be straightforward in dealing with your subordinates. Behave in a manner that allows you to gain their trust and respect. You can accomplish this by demonstrating your willingness to assist a subordinate and being consistent in what you say and do.

Ref: FM 22-100, App C, para C-9 thru C-14

### **REMOVE VGT-6**

This leads us to explore the leader counseling skills for effective counseling. As a counselor you must select the proper approach to specific situations in order to be effective. Whatever technique you choose must fit the situation, your capabilities, and the subordinate's expectations. Regardless of the situations you may have already encountered, you should continue to seek ways to further develop and improve on your counseling abilities. How can you do this? Here are just a few ways:

- Studying human behavior.
- Learning the kinds of problems that affect your subordinates.
- Developing interpersonal skills.
- During the counseling identify and discuss the soldier's strengths and weaknesses and create a plan of action to build upon the soldier's strengths and weaknesses and create a plan of action to build upon strengths and weaknesses.

Ref: FM 22-100, App C, para C-15 and C-16 and FM 7-22.7, Chapter 5, para 5-41

In order to be able to be an effective counselor, you must be able to communicate with the soldier. As you learned during L224, an important form of

communication is active listening; Sending and receiving signals to the speaker verbally and nonverbally, through eye contact, body posture, head nods, facial expression, and verbal expression.

You also learned that active listening means listening thoughtfully and deliberately to the way a subordinate says things. A subordinate's opening and closing statements, as well as recurring references may indicate the subordinate's priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the REAL issues. While listening, pay attention to the subordinate's nonverbal indicators: such as boredom, self-confidence, defensiveness, frustration, interest, friendliness, openness or anxiety.

By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of subordinates' feelings, but you should take them into consideration.

Responding skills follow up on active listening skills. A leader responds to communicate that the leader understands the subordinate.

### **SHOW VGT-7, LEADER COUNSELING SKILLS**

**Leader Counseling Skills**

- Responding
- Questioning
- Counseling Errors

L228/MAR05/VGT-7 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-21 thru C-23

Respond to subordinates both verbally and nonverbally. Although questioning is a necessary skill, you must use it with caution. Too many questions can aggravate



the power differential between a leader and a subordinate and place the subordinate in a passive mode. Effective leaders avoid common counseling mistakes. Dominating the counseling by talking too much, giving unnecessary or inappropriate advice, not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. An effective counselor continually strives to improve his counseling skills.

Ref: FM 22-100, App C, para C-21 thru C-23

**REMOVE VGT-7**

Let's play a simple game for approximately five minutes and really see how well you listen.

**NOTE:** Tell the students that they cannot write anything down. Select one student to begin the game. You will whisper a sentence to the selected student. Inform that student to pass the sentence to the student to his immediate right. Each student will pass the sentence in the same manner until it returns to the student who began the game. Ask the student who began the game to share the sentence you told him, and then share the sentence that the last student told him. Normally there will be a difference between the initial sentence and the sentence he received last. Use this as a teaching point to address active listening. If the last sentence received is the same as the sentence started you have a room full of active listeners.

**NOTE:** Conduct a check on learning and summarize the learning activity.

**NOTE:** Inform the students of the Enabling Learning Objective requirements

**B. ENABLING LEARNING OBJECTIVE**

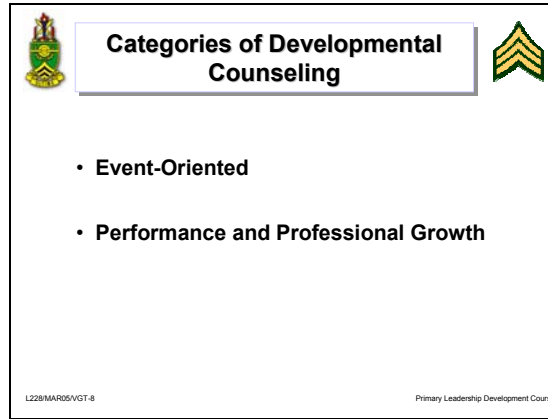
<b>ACTION:</b>	Identify the types of developmental counseling.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100.
<b>STANDARDS:</b>	Identified the types of developmental counseling IAW FM 22-100, App C.

1. Learning Step / Activity 1. Types of Developmental Counseling

Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:8  
 Time of Instruction: 20 mins  
 Media: VGT-8 thru VGT-10

You can normally categorize developmental counseling based on the topic of the discussion. Let's take a look at the two major categories of developmental counseling. **NOTE:** Cover bullets; uncover each one as you discuss it.

**SHOW VGT-8, CATEGORIES OF DEVELOPMENTAL COUNSELING**



The slide features a title box at the top center containing the text "Categories of Developmental Counseling". To the left of the title box is a small crest icon, and to the right is a green chevron icon. Below the title box, there are two bullet points: "• Event-Oriented" and "• Performance and Professional Growth". At the bottom left of the slide, the text "L228MAR05VGT-8" is visible, and at the bottom right, "Primary Leadership Development Course" is visible.

Ref: FM 22-100, App C, para C-26

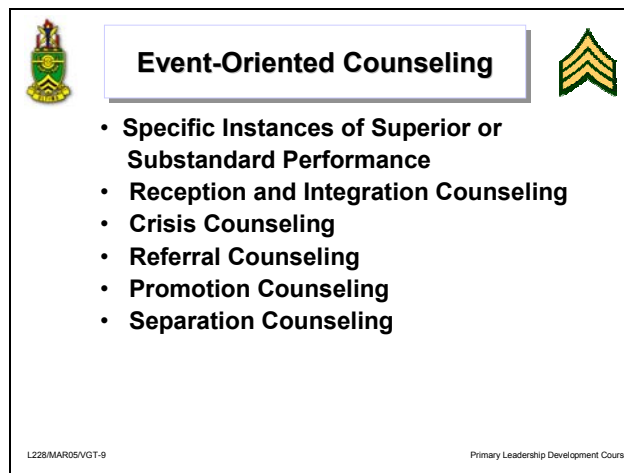
**Event-oriented:** What do we mean by “event-oriented” counseling? Counseling that involves a specific event or situation. It may precede the event or follow the event.

**Performance and Professional Growth:** You and the subordinate jointly establish performance objectives and standards for the next period. You should focus the session on the subordinate’s strengths, areas needing improvement, and potential.

Ref: FM 22-100, App C, para C-26 and C-38

**REMOVE VGT-8**

**SHOW VGT-9, EVENT-ORIENTED COUNSELING**



The slide features a title box at the top center containing the text "Event-Oriented Counseling". To the left of the title box is a small crest icon, and to the right is a green chevron icon. Below the title box, there is a list of six bullet points: "• Specific Instances of Superior or Substandard Performance", "• Reception and Integration Counseling", "• Crisis Counseling", "• Referral Counseling", "• Promotion Counseling", and "• Separation Counseling". At the bottom left of the slide, the text "L228MAR05VGT-9" is visible, and at the bottom right, "Primary Leadership Development Course" is visible.

Ref: FM 22-100, App C, para C-27

**Specific Instances:** Too many leaders focus this counseling on poor performance and fail to acknowledge excellent performance or put it off until they inadvertently forget about it. To be successful, you must conduct this counseling as close to the event as possible. To conduct a check on yourself, you may want to occasionally keep track of superior and substandard performance counseling incidents. When preparing to conduct substandard performance counseling, you must ensure the subordinate knew the standards expected of him, if not, and then you, with the subordinate should develop a plan to improve his performance or skills. This may be where you have to administer corrective training until the subordinate knows and achieves the standard. Once he meets the standard, this training should end. When counseling a subordinate for a specific performance, you should take the following actions:

**NOTE:** Initiate a discussion on each bullet and have students provide an example as you have the students follow along in FM 22-100, App C, para C-31.

- Tell the subordinate the purpose of the counseling, what you expected, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the subordinate the effect of the behavior, action, or performance on the rest of the organization.
- Actively listen to the subordinate's response.
- Remain unemotional.
- Teach the subordinate how to meet the standard.
- Prepare to do some personal counseling, since a failure to meet the standard may relate to or be the result of an unresolved personal problem.
- Explain to the subordinate what he must do to improve performance (plan of action).
- Identify your responsibilities in implementing the plan of action; continue to assess and follow up on the subordinate's progress.
- Adjust plan of action as necessary.

Ref: FM 22-100, App C, para C-31

**NOTE:** Clarify any questions the students may have before moving on.

**NOTE:** Have students follow along in FM 22-100, App C, para C-32 and Fig C-4 as you generate a discussion of each of the following. Solicit other possible areas of discussion from students.

**Reception and Integration Counseling:** As a leader, you must counsel new team members when they arrive in your organization. This reception and integration counseling serves two purposes. First, it identifies and gives you a chance to help fix any problems or concerns that new members may have, especially any issues resulting from the new duty assignment. Second, it lets them know the organizational standards and how they fit into the team. It clarifies job titles and sends the message that the NCO support channel and chain of command care. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. What are some possible areas of discussion for this type of counseling?

- Organizational standards.
- Chain of command.
- NCO support channel (who and how used).
- On-and-off duty conduct.
- Personnel/personal affairs/initial clothing issue.
- Organizational history, organization, and mission.
- Soldier programs within the organization, such as soldier of the month/quarter/year and Audie Murphy/SGT Morales clubs.
- Off limits and danger areas.
- Functions and locations of support activities (see FM 22-100, Figure C-3).
- On- and off-post recreational, educational, cultural, and historical opportunities.
- Foreign nation or host nation orientation.
- Other areas the individual should be aware of, as determined by the leader.

These are just a few of the possible areas available to you for this type of counseling.

Ref: FM 22-100 App C, Fig C-4

**Crisis Counseling:** You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one.

You may assist the subordinate by listening and, as appropriate, providing assistance.

Assistance may include referring the subordinate to a support activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs. Normally during this type of counseling you and your chain of command will have heavy involvement.

QUESTION: What type of counseling might a subordinate require in solving a personal problem or situation?

ANSWER: Solicit answers from several students before going on to "Referral Counseling."

Ref: FM 22-100, App C, para C-34

**Referral Counseling:** This provides you the opportunity to help subordinates work

through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem. Usually, the leader assists the subordinate in identifying the problem and refers him or her to the appropriate activity. Generally, it is a good idea to keep your NCO support channel informed in situations such as these. Keep in mind, more than one activity may apply depending on the situation.

**NOTE:** Have students follow along in FM 22-100, App C, Fig C-3 as you ask the following questions.

**QUESTION:** What activity might you refer a subordinate to that needs educational financial assistance?

**ANSWER:** Army Emergency Relief or local Army Education Center.

Ref: FM 22-100, App C, Fig C-3

**QUESTION:** What activity might you refer a newly arrived subordinate to that is experiencing difficulty in obtaining identification cards for his family?

**ANSWER:** The local Adjutant General.

Ref: FM 22-100, App C, Fig C-3

As you can see in the list of activities, you have an array of resources available to you to help assist in taking care of your subordinates. Remember, a listing such as this is a good reference, but with a little research on your behalf, you will probably find others. Never hesitate to use them when required. What about promotions? Is there a need to conduct any counseling? Yes, in fact some are mandatory.

**Promotion Counseling:** AR 600-8-19 requires counseling of soldiers not recommended for promotion, but who are eligible for promotion to PV2 through SSG without a waiver (fully qualified). This counseling must be in writing and take place initially when the soldier attains eligibility and then periodically (at least every 3 months) after that. It includes information as to why you did not recommend the soldier for promotion and what he must do to correct deficiencies or qualities that impede promotion potential. Keeping your subordinates informed on their promotion eligibility is a valuable morale-enhancing tool.

**NOTE:** Ask the students the following question. Now, what about the subordinate who, regardless of how much effort you expend, fails to conform to standards or commits serious acts of misconduct? Solicit responses from students.

QUESTION: What type of counseling should you consider?

ANSWER: Adverse Separation Counseling.

Ref: FM 22-100, App C, para C-36

**Adverse Separation Counseling:** FM 22-100 states, adverse separation counseling may require you to inform the soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences involved.


Developmental counseling may not apply when a subordinate has engaged in serious acts of misconduct. Normally, in those situations, the chain of command and the servicing staff judge advocate take this out of your hands and provide the notification requirements. This does not mean you abandon or shun the subordinate; it is still your responsibility to take proper care of the subordinate up until discharge. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge.

Ref: FM 22-100, App C, para C-36 and C-37


### **REMOVE VGT-9**

**NOTE:** Cover the bullets on the next VGT and uncover each one as you generate discussion.

### **SHOW VGT-10, PERFORMANCE AND PROFESSIONAL COUNSELING**



**Performance and Professional Counseling**



- **Performance: (Quarterly)**  
Review Past Performance  
Focus on Future Objectives and Goal
- **Professional Growth: (Future Oriented)**  
Short- and Long-Term Goals  
Career Map

L228MAR05VGT-10Primary Leadership Development Course

Ref: FM 22-100, App C, para C-38 and C-42

**Performance Counseling:** During performance counseling, you conduct a review of a subordinate's duty performance during a certain time period. You and the subordinate jointly establish performance objectives and standards for the next time period. Rather than dwelling on the past, you should focus the session on the subordinate's strengths, areas needing improvement, and potential. Regulatory evaluation reporting system guidance requires you to conduct face-to-face performance counseling, but this should not be the only driving factor. Counseling at the beginning of and during the evaluation period facilitates a subordinate's involvement in the evaluation process. Performance counseling communicates standards and is also an opportunity for you to establish and clarify the expected values, attributes, skills, and actions desired. You, as a leader, must ensure you've tied your expectations to performance objectives and appropriate standards. This means that the plan of action must address how to achieve the goals and performance objectives set during the counseling session. For example: rather than the leader stating "I want you to be squared away!", he should state "You need to improve your performance in the pushup portion of the APFT by working on pushup improvement exercises in order to achieve your goal of scoring 90 points in the pushup event. Some pushup improvement exercises are . . . ." You must establish standards that your subordinates can work towards and teach them how to achieve the standards in the developmental process. We will cover these two types of counseling in depth during another lesson.

Ref: FM 22-100, App C, para C-38 thru C-41

**Professional Growth Counseling:** This counseling includes planning for the accomplishment of individual and professional goals. You conduct this counseling to assist subordinates in achieving organizational and individual goals. During the counseling, you and your subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling isn't normally event-driven. As part of professional growth

counseling, you may choose to discuss and develop a “pathway to success” with the subordinate. This future-oriented counseling establishes short- and long-term goals and objectives. You may want to include opportunities for civilian or military schooling, future duty assignments, special programs, and reenlistment options. Each subordinate’s needs are different and you must apply specific courses of action tailored to each individual.

While these categories can help you organize and focus counseling sessions, you should not view them as separate, distinct, or exhaustive. For example, a counseling session that focuses on resolving a problem may also address improving duty performance. A session focused on performance may also include a discussion on opportunities for professional growth.

Ref: FM 22-100, App C, para C-42 thru C-45

**REMOVE VGT-10**

**Break:** TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Approaches to Counseling

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-11 thru VGT-13

Regardless of the topic of the counseling session, you should follow the same basic format to prepare for and conduct it and select the best approach to use. In choosing the approach, you must keep in mind that different people and different situations require different approaches.

There are as many approaches to counseling as there are counselors. You, as an effective leader, must approach each subordinate as an individual and will probably never use exactly the same approach with all subordinates.

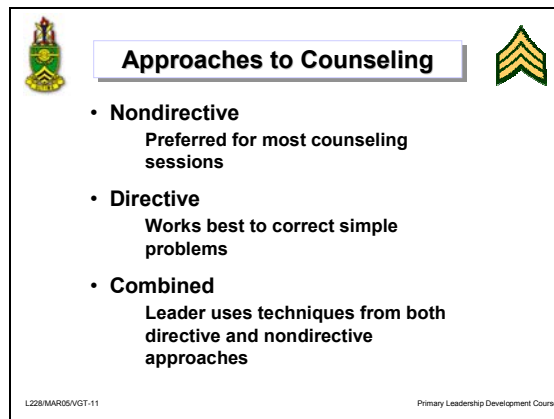
QUESTION: What are some approaches to counseling?

ANSWER: Nondirective, directive, and combined.

Ref: FM 22-100, App C, para C-46



## SHOW VGT-11, APPROACHES TO COUNSELING



**Approaches to Counseling**

- **Nondirective**  
Preferred for most counseling sessions
- **Directive**  
Works best to correct simple problems
- **Combined**  
Leader uses techniques from both directive and nondirective approaches

L228/MAR06/VGT-11 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-46 thru C-52

There are three main approaches to counseling--the directive approach at one extreme, the nondirective approach at the other, and the combined approach in the middle. You will notice these approaches all differ in the techniques but they are similar in keeping with the overall purpose and definition of counseling. You should also recognize the major difference between these three approaches to counseling is the degree to which the subordinate participates and "interacts" within the counseling session.

**Nondirective:** This approach to counseling is subordinate-centered and preferred in most situations. Use your experience, insight, and judgment to assist the subordinate in developing solutions. Inform the subordinate about the counseling process and explain what you expect. Listen, rather than make decisions or give advice, and as appropriate, summarize the discussion. Cause the subordinate to bring out important points; this allows you to better understand the situation. Avoid providing solutions or giving your opinion and maintain focus on the individual, organizational goals, and objectives.

QUESTION: What are some of the advantages of this nondirective approach?

ANSWER: It encourages maturity and open communication, and develops personal responsibility.

QUESTION: What are the disadvantages of the nondirective approach?

ANSWER: It's more time-consuming and requires the greatest amount of counseling skills.

Ref: FM 22-100, App C, Fig C-5

**Directive:** This approach is more counselor-centered versus subordinate-centered. You normally use this approach to correct simple problems, make on-the-spot corrections, and correct certain aspects of duty performance. Here you will do most, if not all of the talking--telling the subordinate what to do and when to do it. You should consider using this when a subordinate needs firm guidance, may be immature, or is insecure.

QUESTION: What are some of the advantages of this directive approach?

ANSWER: It's the quickest approach, it's good for subordinates requiring clear and concise direction, and it gives counselors the opportunity to use their experience.

QUESTION: Are there any disadvantages to this directive approach?

ANSWER: Yes! It discourages the subordinate from being a part of the solution, treats symptoms (not problems), discourages free talking, and is the counselors' solution.

Ref: FM 22-100, App C, Fig C-5

**Combined:** Just what it says; you combine and use part of the directive and nondirective approaches. The combined approach emphasizes that the subordinate must be responsible for the planning and decision-making responsibilities. You listen and suggest possible courses of action, and help analyze each possible solution to determine its good and bad points. You then ensure the subordinate fully understands all aspects of the situation and encourage him to decide which solution is best.

Ref: FM 22-100, App C, para C-51 and C-52

### **REMOVE VGT-11**

QUESTION: What are some of the advantages of this combined approach?


ANSWER: It's moderately quick, encourages maturity and open communication, and counselors can use their experiences.

QUESTION: Are there any disadvantages to this combined approach?


ANSWER: Yes, in some situations it takes too much time.

Ref: FM 22-100, App C, Fig C-5

## SHOW VGT-12, COUNSELING TECHNIQUES -NONDIRECTIVE OR COMBINED-



**Counseling Techniques  
-Nondirective or Combined-**



- **Suggesting Alternatives**  
Discuss alternative actions -- you and subordinate decide appropriate course of action
- **Recommending**  
One course of action -- subordinate makes decision
- **Persuading**  
Best course of action -- subordinate makes decision
- **Advising**  
Strongly influencing best course of action

L228/MAR05/VGT-12 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-53

There are a variety of techniques you may choose from, depending on the type of counseling you plan to conduct. Let's discuss a few of those you can use in nondirective and combined approaches; keep in mind they are not all inclusive.

**Suggesting Alternatives:** Here, you simply discuss alternative solutions for the subordinate to consider, but you and the subordinate decide the appropriate course of action.

**Recommending:** Providing one course of action and leaving the decision whether or not to accept it, up to the subordinate.

**Persuading:** Attempting to persuade the subordinate that a particular course of action is in his best interest but leaving the decision up to him. Success here depends on how much credibility, willingness to listen, and mutual trust your subordinate has in you.

**Advising:** Informing the subordinate that a particular course of action is in his best interest. This is the strongest form of influence you can exert without giving an order.

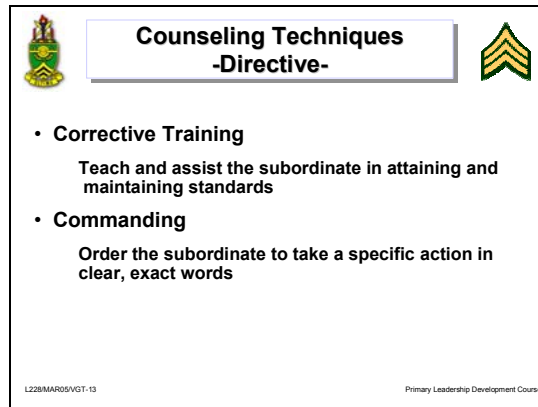
If you use these techniques appropriately, you can cause subordinates to do things to improve their performance. However, there are some other techniques you may have to resort to when using the directive approach to counseling.

Ref: FM 22-100, App C, para C-53

### REMOVE VGT-12

**NOTE:** Ask the students what other techniques are available for use in the directive approach? Solicit answers from several students before showing the next VGT. Cover bullets and display as discussed.

## SHOW VGT-13, COUNSELING TECHNIQUES -DIRECTIVE-



Ref: FM 22-100, App C, para C-54

**Corrective Training:** Here you teach and assist the subordinate in attaining and maintaining the standards. Consider the training to be successful and complete when the subordinate meets or exceeds the standards.

**Commanding:** When you have exhausted all other possible techniques, you may have to resort to ordering the subordinate to take a specific course of action. When doing so, state the course of action in clear concise words, and make sure the subordinate understands that failure to follow an order has its consequences. Let him know you will hold him fully accountable for his failure to obey the order.

Now that we have discussed some of the techniques of counseling, let's discuss the counseling process itself.

Ref: FM 22-100, App C, para C-54

### REMOVE VGT-13

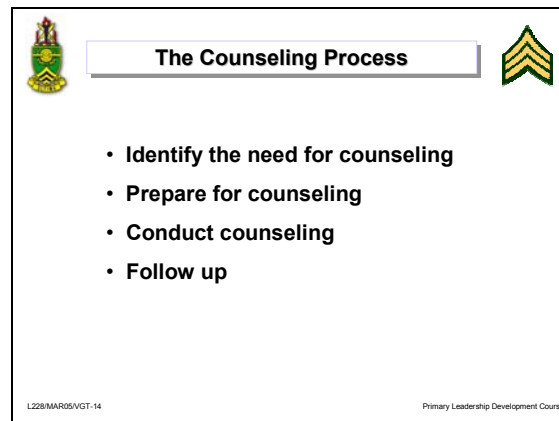
#### 3. Learning Step / Activity 3. Counseling Process

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-14 thru VGT-15

To be an effective leader in the counseling process there are four stages in the process that you need to become familiar with.

**NOTE:** Ask the students what the four stages in the process are? Solicit answers from several students before showing the next VGT. Cover bullets and display as discussed.

## SHOW VGT-14, THE COUNSELING PROCESS



Ref: FM 22-100, App C, para C-55

**NOTE:** Distribute SH-2 and SH-3. Allow the students a couple of minutes to read the student handouts.

We will use the Student Handout 2 scenario (worthless check) to illustrate the developmental counseling process. Let's begin our discussion of the developmental counseling process with the following points:

**Identify the need for counseling:** You may conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development.

Quite often organizational policies, such as counseling associated with an evaluation or counseling required by the command require a counseling session. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

**NOTE:** Ask the students what is the need for counseling and generate a brief discussion.

**Prepare for counseling:** Successful counseling requires preparation.

To prepare for counseling, you should do the following:

**Select a suitable place:** Schedule counseling in an environment that minimizes the chance of interruptions and is generally free from distracting sights and sounds.

**NOTE:** Ask the students where a suitable place for counseling is and generate a brief discussion.

**Schedule the time during duty:** Schedule times free from other competitive activities so as to prevent rushing during the session. Important events can distract a subordinate from concentrating on the counseling. The length of time required for counseling depends on the complexity of the issue. Generally a counseling session should last no more than an hour. If you need more time, schedule a second session.

Ref: FM 22-100, App C, para C-59

**Notify the subordinate well in advance:** For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate must know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible. However, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

**NOTE:** Ask the students if SGT Mitchell properly notified PVT Donaldson well in advance for preparing for counseling and generate a brief discussion.

**Organize information and review all pertinent information:** This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the subordinate must maintain or improve as well as a plan of action with clear, obtainable goals. This is the best time to complete Part I – Administrative Data and Part II – Background Information, on the DA Form 4856, Developmental Counseling Form.

**NOTE:** Ask the students what information should be entered on Part II of DA Form 4856 and generate a brief discussion.

**Outline the components of the counseling session:** Use the information obtained to determine what to discuss during the session. Note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. Identify possible comments or questions to help you keep the counseling session subordinate-centered and help the subordinate progress through its stages. Although you never know what a subordinate will

say or do during counseling, a written outline helps organize the session and enhances the chance of positive results. The counselor should take this time to record the outline for the counseling session in Part III – Summary of Counseling. The outline should list important points that the counselor must address in order to keep the session focused on the purpose of the counseling.

**QUESTION:** What are some of the key discussion points that SGT Mitchell could include in his outline?

**ANSWER:** There are several correct answers, but they should consider what caused PVT Donaldson to write a worthless check and inform him of the consequences of issuing checks without sufficient funds.

Ref: FM 22-100, App C, para C-62

**Plan your counseling strategy:** Keep in mind the nondirective, directive, and combined approaches to counseling we discussed earlier. Use a strategy that suits your subordinates and the situation.

**QUESTION:** What counseling strategy should SGT Mitchell use in this situation?

**ANSWER:** SGT Mitchell should use the nondirective approach because it develops personal responsibility in the subordinate and encourages open communication. He is probably going to end up using the counseling technique of “advising” since PVT Donaldson is immature, but has a good attitude. Advising is the strongest form of influence not involving a command.

Ref: FM 22-100, App C, para C-63

**Establish the right atmosphere:** You should establish the right atmosphere in order to promote two-way communication between yourself and the subordinate. To establish a relaxed atmosphere, you may want to offer the subordinate a seat or a cup of coffee. You may want to sit in a chair facing the subordinate since a desk can act as a barrier. Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you might direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere, normally used to give specific guidance, reinforces the leader’s rank, position in the chain of command, and authority.

Ref: FM 22-100, App C, para C-64 and C-65

**Conduct the counseling session:** Be flexible when conducting a counseling session.

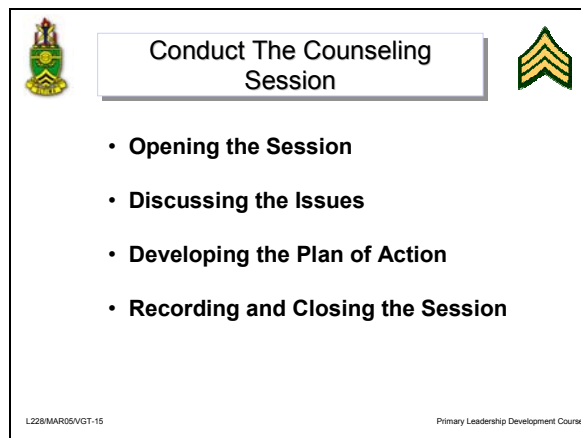
Often counseling for a specific incident occurs spontaneously as you encounter subordinates in their daily activities. You may counsel in the field, motor park, or billets--wherever subordinates perform their duties. You should take advantage of naturally occurring events to provide subordinates with feedback. Even when you haven't prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to serve as a guide to effective counseling rather than mandate a series of rigid steps.

Ref: FM 22-100, App C, para C-66 and C-67

**REMOVE VGT-14** (Set aside for showing later.)

**NOTE:** Ask the students what some of the steps in conducting a counseling session are. Solicit responses from several students before showing VGT. Cover the bullets and uncover as discussed.

### **SHOW VGT-15, CONDUCT THE COUNSELING SESSION**



**Conduct The Counseling Session**

- **Opening the Session**
- **Discussing the Issues**
- **Developing the Plan of Action**
- **Recording and Closing the Session**

L228MAR05VGT-15 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-67

Let's discuss the following points:

**Opening the Session/Discussing the Issues:** You should state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose. For example, the purpose of this counseling is to **discuss** your duty performance over the past month. If applicable, start the counseling session by reviewing the status of the previous plan of action. You and the subordinate should attempt



to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking depending on the type of counseling. Use active listening; respond and question the subordinate without dominating the conversation. Your aim should be to help the subordinate better understand the subject of the counseling. You should also identify goals the subordinate should achieve. The most achievable goals are those the subordinate develops. A good counselor will use the counseling techniques to guide the subordinate to develop goals that the counselor has already identified during the preparation stage of counseling. This is where the counselor records the key points of the subordinate-centered communication, as well as goals developed. The counselor legibly hand writes these key points in Part III – Summary of Counseling during the counseling session.

**NOTE:** Ask the students how you persuade PVT Donaldson to do most of the talking during the counseling session and generate a brief discussion.

**NOTE:** Ask the students to name some key points that should be recorded during the counseling session and generate a brief discussion.

**Developing the Plan of Action:** Your plan of action should identify a method for achieving a desired result. It should specify what the subordinate must do to reach the goals set during the counseling session, and it should show the subordinate how to modify or maintain his behavior. A specific and achievable plan of action sets the stage for successful development. The plan of action must be specific and should contain the outline, guidelines, and a time line that the subordinate follows. Effective counselors cause the subordinate to actively participate in developing the plan of action. By developing personal responsibility in the planning and decision making, the subordinate will be more enthusiastic to follow the plan of action to accomplish the established goals.

**NOTE:** Ask the students to name some possible concrete courses of action that SGT Mitchell should guide PVT Donaldson through and generate a brief discussion.

**Record and Close the Session:** Although requirements to record counseling sessions vary, both the leader and the subordinate always benefit by documenting the main points of a counseling session. Documentation serves as a reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems.

Providing the subordinate with a copy of the developmental counseling form enables him to refer back to the established goals, the concrete actions set in the plan of action, and the time frames to accomplish these actions. A complete record of counseling enables you to better make recommendations for professional development, schools, promotions, and evaluation reports.

Additionally, Army regulations require written records of counseling for certain personnel actions, such as barring a soldier from reenlisting, processing a soldier for administrative separation, providing factual evidence for punitive as well as non-punitive actions, or placing a soldier in the overweight program. When a soldier faces involuntary separation, the leader must take special care to maintain accurate counseling records. Documentation of substandard actions conveys a strong corrective message to subordinates.

In closing the session, verbally summarize its key points and ask your subordinate if he understands the plan of action. Have the subordinate review the plan of action and what's expected of you, the leader. Write your responsibilities, as the leader, in the Leader Responsibilities block of DA Form 4856. By demonstrating that you plan to actively support the plan of action, the subordinate will respond to your care and concern for his success.

#### **REMOVE VGT-15**

Establish any follow-up measures necessary for successful implementation. You should schedule any future meetings and assessment sessions before releasing the subordinate. The last item recorded in the plan of action block is a specific time line for assessment.

Ref: FM 22-100, App C, para C-72 thru C-74

#### **RESHOW VGT-14**

**Follow-up:** The counseling process doesn't end with the counseling session; it continues through implementation of the plan of action and evaluation of results.

After counseling, you must support subordinates as they implement their plans of action.

Support may include:

- Teaching,

- Coaching,
- Providing time and resources,
- Conducting follow-up counseling,
- Making referrals,
- Informing the NCO support channel/chain of command,
- Taking additional corrective measures and assessment.

Ref: FM 22-100, App C, para C-75

**Assessing the plan of action** allows you to ensure that you are developing subordinates who are better able to achieve personal, professional, and organizational goals. Assessment also provides useful information for future follow-up counseling. Professional growth counseling for ALL soldiers occurs quarterly with a face-to-face assessment at a minimum of once a month. The assessment determines how well the plan of action accomplished the goals. If the plan of action is not effective, adjustments may be made to better focus the plan in achieving those goals and objectives. The assessment provides useful information for follow-up counseling, as well as quantitative input for NCOERs, award recommendations, promotions, and schools. Complete the assessment block prior to the start of the subsequent developmental counseling session. No counseling session is complete until the counselor and counselee complete the assessment block. The assessment block serves as the starting point for future counseling sessions.

**NOTE:** Ask the students if the plan of action achieved the desired result and generate a brief discussion.

#### **REMOVE VGT-14**

**NOTE:** Conduct a check on learning and summarize the learning objective.

QUESTION: What are the two directive counseling techniques?

ANSWER: Corrective Training and Commanding.

Ref: FM 22-100, App C, para C-54

QUESTION: What are some advantages of the nondirective approach to counseling?

ANSWER: It encourages maturity and open communication, and developments personal responsibility.

Ref: FM 22-100, App C, Fig C-5

QUESTION: What type of counseling might a subordinate require in solving a personal problem or situation?

ANSWER: Referral Counseling.

Ref: FM 22-100, App C, para C-34

4. Learning Step / Activity 4. Developmental Counseling Form

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 20 mins  
Media: VGT-16 and VGT-17

**NOTE:** Direct the students to SH-3.

Let's take this opportunity to discuss the Developmental Counseling Form, DA Form 4856, dated June 1999 which replaced the General Counseling Form, DA Form 4856, dated June 1985.

**SHOW VGT-16, DEVELOPMENTAL COUNSELING FORM**

**Part I: (Administrative Data)**

**Part II: (Background Information) Leader states the reason for the counseling and includes the leader's facts and observations prior to the counseling.**

**Part III: (Summary of Counseling) Key Points of Discussion**

Ref: FM 22-100, App C, Fig C-9

**NOTE:** Transition to Part I Administrative Data.

As you can see, Part I, Administrative Data, is self-explanatory. Here you enter the name, rank, social security number, organization of the counselee; the date of counseling; and the name and title of the counselor.

**NOTE:** Direct the students to SH-3-2, Part I, Administrative Data.

This is how you would fill in the administrative data from your Student Handout scenario.

**NOTE:** Transition to PART II BACKGROUND INFORMATION.

We discussed the information you use to make these entries during the “Prepare for Counseling” stage, when you “organize and review the pertinent information.” In Part II you enter the purpose of the counseling and state the reason for the counseling, such as, performance, professional growth, or event-oriented counseling. This will include your facts and observations prior to the counseling. You will annotate pertinent, specific, and objective facts and observations.

**NOTE:** Direct the students to SH-3-2, Part II, and review the information in the example, and then transition to PART III SUMMARY of COUNSELING.

PART III, Summary of Counseling, Key Points of Discussion: When preparing for counseling, you outlined the components of the counseling session. You will put that outline in this block.

**NOTE:** Transition to OUTLINE TEXT

QUESTION: When do you fill in Parts I, II, and III of the Developmental Counseling Form?

ANSWER: The counselor fills in Parts I, II, and the outline for Part III while preparing for session. The key points of discussion, as well as the goals and objectives, should be handwritten during the counseling session.

Ref: FM 22-100, App C, para C-57 and C-62

**NOTE:** Transition to the KEY POINTS AND GOALS

Once you open the session, you and your subordinate attempt to develop a mutual understanding of the issues. Both you and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental. Goals, objectives, and key points of discussion covered during the subordinate-centered communication should be handwritten in Part III.

Ref: FM 22-100, App C, para C-57 and C-62

**REMOVE VGT-16**

## SHOW VGT-17, DEVELOPMENTAL COUNSELING FORM (cont)

<p><b>Plan of Action:</b> (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):</p>	
<p><b>Session Closing:</b> (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate.)</p> <p>Individual counseled: _____ I agree / disagree with the information above _____</p> <p>Individual counseled remarks: _____</p> <p>Signature of Individual Counseled: _____ Date: _____</p>	<p><b>Leader Responsibilities:</b> (Leader's responsibilities in implementing the plan of action):</p> <p>Signature of Counselor: _____ Date: _____</p>
<p><b>Part IV - ASSESSMENT OF THE PLAN OF ACTION</b></p> <p><b>Assessment:</b> (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling): _____ Date of Assessment: _____</p>	

L228/MAR05/VGT-17 Primary Leadership Development Course

Ref: FM 22-100, App C, Fig C-9

The plan of action outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment.

**NOTE:** Direct the students to SH-3-3, Plan of Action, and have the students discuss the plans in this block. Are they all appropriate? Ask the students if anyone has other plans that would be appropriate.

The last line of the plan of action should schedule a tentative date for the assessment session.

During the **session closing**, you summarize the key points of the session and check to see if the subordinate understands the plan of action. The subordinate circles either "agree" or "disagree," provides remarks as appropriate, and signs and dates the form.

**NOTE:** Transition to LEADER RESPONSIBILITIES

In the leader's responsibilities block, you annotate your responsibilities in supporting and assisting the subordinate to implement the plan of action. You list the resources necessary to accomplish the plan of action and commit to providing them to the subordinate. This is where the leader signs and dates the form.

**NOTE:** Direct the students to SH-3-3, Leader Responsibilities block and have them discuss the information in this block.

QUESTION: What is the importance of annotating leader's responsibilities?

ANSWER: When you demonstrate that you plan for agreement to actively support the plan of action, the subordinate will respond to your care and concern for his success.

Ref: FM 22-100, App C, para C-75

And now, on to the final part of completing the form.

**NOTE:** Transition to Assessment

Professional growth counseling for ALL soldiers occurs quarterly with a face-to-face assessment at a minimum of once a month. During the assessment portion of the plan of action, you and the subordinate review the plan of action to determine if the subordinate achieved the desired results.

Both you and the subordinate complete this section, which provides useful information for any follow-up counseling. You should complete this block prior to the start of any follow-up counseling sessions. Do not start a counseling session until you complete this block. During performance/professional growth counseling, this block serves as the starting point for future counseling endeavors. You must remember to conduct this assessment based on resolution of the situation or the established time line discussed in the plan of action. You and the subordinate should determine **a date for the next session and both of you should keep a record of the counseling form.**

Ref: FM 22-100, App C, para C-76 and Fig C-9

**REMOVE VGT-17**

**NOTE:** Conduct a check on learning and summarize the learning activity.

**Break:** TIME: 01:50 to 02:00

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify correct and incorrect counseling procedures.
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given FM 22-100, TVT: Counseling Subordinates.
<b>STANDARDS:</b>	Identified correct and incorrect counseling procedures by: <ul style="list-style-type: none"><li>• Observing a Developmental Counseling Session.</li><li>• Conducting a Developmental Counseling Session.</li><li>• Recording a Developmental Counseling Session.</li></ul> IAW FM 22-100, App C.

1. Learning Step / Activity 1. Observe Developmental Counseling Sessions

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 1 hr  
Media: PE-1 and TVT

During this ELO you will watch a television tape (TVT) entitled, Counseling Subordinates. The TVT contains two counseling sessions. During each session, you must correctly identify the components of the counseling session, proper leader counseling skills, and the weaknesses and strengths of the counselor and the counseling session. You will record your observations on the Observer Check Sheet, p C-4. At the conclusion of each session, you will share your observations with the group.

**NOTE:** Issue PE-1 to the students. Review the rating procedures, and clarify any questions the students may have.

I will now begin the video; remember, you must enter your observations on the check sheet as you view the video. Do not wait until the counseling session ends to record your observations. After the completion of the first session, we will discuss it before viewing the second counseling session.

**NOTE:** Show the first counseling session on the TVT. At the conclusion of the first counseling session, have the students share their observations of the leader counseling skills and some of the strengths and weaknesses of the counselor. Also have them share their overall rating of the session as annotated on their Observer



Check Sheet. Use the Developmental Counseling Form and the Observer Check Sheet to guide the discussion.

**NOTE:** Before showing the second session tell the students to use the same Observation Check List. Tell them to put their observation ratings for the second session to the right of the first session.

**NOTE:** Show the second counseling session on the TVT. At the conclusion of the second counseling session, have the students share their observations of the leader counseling skills and some of the strengths and weaknesses of the counselor. Also have them share their overall rating of the session as annotated on their Observer Check Sheet. Use the Developmental Counseling Form and the Observer Check Sheet to guide the discussion.

**NOTE:** Clarify any questions the student may have. Tell them when they return from break they will participate in another PE in which they role-play some counseling sessions.

**Break:** TIME: 02:50 to 03:00

2. Learning Step / Activity 2. Conduct a Developmental Counseling Session

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 1 hr  
Media: PE-2

Now that you have observed some counseling sessions, we will conduct a PE in which you will participate by role-playing in some counseling exercises. This will allow you to practice conducting a developmental counseling session. You will perform this exercise while working in a triad. The triad will consist of three students, one playing the role of counselor, one playing the role of counselee, and one acting as an observer. You will rotate through each role giving everyone the opportunity to counsel and to give and receive feedback.

**NOTE:** Ask the students if they have any questions about the process and provide answers. At this time break the students down into triads and distribute PE-2. Make maximum use of space to separate the triads. Give each group 3 copies of the Observer Check Sheet, p C-4 and 3 copies of DA Form 4856, p C-22 and C-23. Tell the students they will have approximately 15 minutes for each role-play exercise. This includes time to prepare for, to conduct the counseling session, and to receive feedback from the observer. When issuing PE-2, give each student only the situation he will role-play.

As you can see, counseling is a complicated skill. To become proficient at counseling; you must practice. You will improve on this skill as you counsel your

soldiers in your units. Remember, if you feel that you cannot properly assist the soldier when conducting counseling, you should stop and get help or refer the soldier to someone more capable. Referring the soldier to someone else is not a sign of weakness--it is recognizing your limitations and properly taking care of your subordinates.

**Break:** TIME: 03:50 to 04:00

### 3. Learning Step / Activity 3. Record a Developmental Counseling Session

Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 45 mins  
Media: PE-3

Now that you have conducted a counseling session, it's time to practice your recording skills. During this PE you will record a counseling session.

#### **Record a Developmental Counseling Session**

The most important remaining aspect of counseling is recording the session. There are different requirements for maintaining records of counseling, but regardless of the requirements, you always benefit by recording the main points of the session. There are instances where Army regulations require you to maintain accurate counseling records to support certain personnel actions, such as, barring a soldier from reenlistment, processing for adverse separation, or placement in the overweight program. This PE provides you with a counseling situation that requires you to record a previously conducted session on the Developmental Counseling Form. After you have completed the PE, we will compare your form with the solution and discuss some possible solutions. Keep in mind there is no one right solution for this PE.

**NOTE:** At this time distribute PE-3 and inform the students they have 20 minutes to complete the PE. After 20 minutes stop the exercise and for approximately 20 minutes have students share their solutions. Then pass out the solution to PE-3 and have the students compare their recordings to the solution.

**NOTE:** PE-3 serves as a check on learning for this lesson.

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Techniques of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

---

**NOTE:** Conduct a check on learning for this lesson by reviewing the correct answers for PE-4, Conduct Developmental Counseling Student Home Work Assignment using the Instructor Only Solution Sheet at App C, p C-29 and C-30. Clarify any questions the students have and briefly summarize the material covered.

---

**Review / Summarize Lesson**

During the last five hours we discussed and practiced developmental counseling and how to conduct counseling. We have given you the basic knowledge needed to properly conduct developmental counseling with your subordinates. You will not become an instant expert at counseling, but with time and practice, you'll become proficient enough at it to help your soldiers. Remember, counseling is a soldier-to-soldier relationship that recognizes and encourages good performance. It is not solely a means of confronting poor performance. Rather than being punitive, developmental counseling should turn negative events into developmental opportunities. Effective developmental counseling centers on the subordinate, who actively involves himself in producing a plan outlining the actions he must take to achieve individual and organizational goals. It is your responsibility to share with your soldiers your experience, knowledge, and ability to solve problems. Learn to use counseling as a means of developing and preparing soldiers to assume higher positions of authority and responsibility.

---

**SECTION V. SECTION V. STUDENT EVALUATION**

---

**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

---

**Feedback  
Requirements**

Inform the students of where the examination will take place, as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

---

Enabling Learning Objective A

Learning Step 1

VGT-1, Developmental Counseling



## Developmental Counseling



**Subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals.**

(FM 22-100)



## Personal Courage



**(Face fear, danger, or adversity)**

**Leaders counsel because it is their duty and the primary tool in developing future leaders. For their counseling to be effective, they must be honest and have the personal courage to give straightforward feedback.**



# Moral Courage



( CANDOR )

**Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice.**



## Characteristics of Effective Counseling



### **PURPOSE:**

Clearly define the purpose of counseling.

### **FLEXIBILITY:**

Fit the counseling style to the character of each subordinate and to the relationship desired.

### **RESPECT:**

View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.





## Characteristics of Effective Counseling (cont)



### **COMMUNICATION:**

Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.

### **SUPPORT:**

Encourage subordinates through actions while guiding them through their problems.



## The Leader as a Counselor



- **Respect for Subordinates**
- **Self Awareness and Cultural Awareness**
- **Empathy**
- **Credibility**



## Leader Counseling Skills



- **Responding**
- **Questioning**
- **Counseling Errors**

Enabling Learning Objective B

Learning Step 1

VGT-8, Categories of Developmental Counseling



## Categories of Developmental Counseling



- **Event-Oriented**
- **Performance and Professional Growth**

L228/MAR05/VGT-8

Primary Leadership Development Course



## **Event-Oriented Counseling**



- **Specific Instances of Superior or Substandard Performance**
- **Reception and Integration Counseling**
- **Crisis Counseling**
- **Referral Counseling**
- **Promotion Counseling**
- **Separation Counseling**



## **Performance and Professional Counseling**



- **Performance: (Quarterly)**  
**Review Past Performance**  
**Focus on Future Objectives and Goal**
- **Professional Growth: (Future Oriented)**  
**Short- and Long-Term Goals**  
**Career Map**

Learning Step 2

VGT-11, Approaches to Counseling



## Approaches to Counseling



- **Nondirective**  
Preferred for most counseling sessions
- **Directive**  
Works best to correct simple problems
- **Combined**  
Leader uses techniques from both directive and nondirective approaches

L228/MAR05/VGT-11

Primary Leadership Development Course



## **Counseling Techniques -Nondirective or Combined-**



- **Suggesting Alternatives**

**Discuss alternative actions -- you and subordinate decide appropriate course of action**

- **Recommending**

**One course of action -- subordinate makes decision**

- **Persuading**

**Best course of action -- subordinate makes decision**

- **Advising**

**Strongly influencing best course of action**





## **Counseling Techniques -Directive-**



- **Corrective Training**

**Teach and assist the subordinate in attaining and maintaining standards**

- **Commanding**

**Order the subordinate to take a specific action in clear, exact words**

Learning Step 3

VGT-14, The Counseling Process



## The Counseling Process



- **Identify the need for counseling**
- **Prepare for counseling**
- **Conduct counseling**
- **Follow up**

L228/MAR05/VGT-14

Primary Leadership Development Course



## Conduct The Counseling Session



- **Opening the Session**
- **Discussing the Issues**
- **Developing the Plan of Action**
- **Recording and Closing the Session**



VGT-17, Developmental Counseling Form (cont)

<p><b>Plan of Action:</b> (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):</p> <p><b>Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):</b></p>
<p><b>Session Closing:</b> (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):</p> <p>Individual counseled: _____ I agree / disagree with the information above</p> <p>Individual counseled remarks:</p> <p>Signature of Individual Counseled: _____ Date: _____</p>
<p><b>Leader Responsibilities</b> (Leader's responsibilities in implementing the plan of action):</p> <p><b>Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):</b></p> <p>Signature of Counselor: _____ Date: _____</p>
<p><b>PART IV - ASSESSMENT OF THE PLAN OF ACTION</b></p> <p><b>Assessment:</b> (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):</p> <p><b>Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):</b></p> <p>Counselor: _____ Date of Assessment: _____</p> <p><b>Note: Both the counselor and the individual counseled should retain a record of the counseling.</b></p>

DA FORM 4856 (Reverse)

L228/MAR05/VGT-17

Primary Leadership Development Course

This page intentionally left blank

**Appendix B Test(s) and Test Solution(s) (N/A)**

This page intentionally left blank



## Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table--

<b>Item/Title</b>	<b>Pages</b>
PE-1, Observe a Developmental Counseling Session	C-2 thru C-4
SPE-1, Observe a Developmental Counseling Session	C-5
PE-2, Conduct a Developmental Counseling Session	C-6 thru C-10
SPE-2, Conduct a Development Counseling Session	C-11 thru C-18
PE-3, Record a Developmental Counseling Session	C-19 thru C-23
SPE-3, Solution for Practical Exercise 3	C-24 and C-25
PE-4, Conduct Developmental Counseling Student Homework Assignment	C-26 thru C-28
Instructor Only Solution Sheet to PE-4	C-29 and C-30

This page intentionally left blank

## PRACTICAL EXERCISE 1

---

**Title** Observe a Developmental Counseling Session

---

**Lesson Number/Title** L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING

---

**Introduction** As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to critique a leader conducting an actual developmental counseling session with a subordinate.

---

**Motivator** One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. By being as objective as possible in your observations you will enhance your own counseling skills.

---

**Learning Step/Activity** **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Observe Developmental Counseling Sessions
----------------	---

**Safety Requirements** None

---

**Risk Assessment Level** Low

---

**Environmental Considerations** None

---

**Evaluation** This is not a graded exercise.

---

**Instructional Lead-In** This PE requires you to apply the information you have learned in this lesson by having you evaluate the leader counseling skills of the counselor in the videotape, Counsel Subordinates. Remember, you should be as objective as possible.

---

---

**Resource  
Requirements**

**Instructor Materials:**

- TVT, Counsel Subordinates, PIN: 710943, Run Time: 22 minutes 32 seconds

**Student Materials:**

- Pen or pencil.
  - Observer Check Sheet p C-4.
- 

**Special  
Instructions**

You will use the Observer Check Sheet, p C-4, for both situations in the video.

---

**Procedures**

During this practical exercise you will watch a television tape (TVT) entitled, Counsel Subordinates. The TVT contains two counseling sessions. During each session, you must correctly identify the components of the counseling session, proper leader counseling skills, and the weaknesses and strengths of the counselor and the counseling session. You will record your observations on the Observer Check Sheet, p C-4. At the conclusion of each session, you will share your observations with the group.

---

**Feedback  
Requirements**

When Situation 1 is complete stop the video and conduct a brief discussion with the students using their observations on the scenario. Once the discussion is complete, continue with Situation 2 using the same procedures.

---

**Practical Exercise 1 and 2 Observer Check Sheet (OCS)**

1. Directions for use:
  - (a) Place an "X" in the appropriate response block to the right of each question and in the overall assessment rating at the bottom of the form based on your observations.
  - (b) See rating chart at bottom of form for scoring; each step carries a weight of 1 point, e.g., 19 X's in the "Yes" column is satisfactory.
  - (c) **DO NOT WAIT FOR THE VIDEO/COUNSELING SESSION TO END BEFORE BEGINNING YOUR EVALUATION**
  - (d) A "GO" is not a graduation requirement for this exercise.

2. You may make notes on the form to refresh your memory for the discussion to follow.

Ref: FM 22-100, App C

<b>1. Did the leader--</b>	<b>YES</b>	<b>NO</b>	
a. State the reason for the counseling e.g., performance, professional growth, or event oriented?			
b. Include facts and observations made prior to the counseling?			
c. Attempt to develop a mutual understanding with the subordinate?			
d. Appear to annotate pertinent, specific, objective facts and observations?			
e. Appear to be unnecessarily biased or judgmental?			
<b>2. Did the leader demonstrate the following leader counseling skills:</b>			
a. Actively listened?			
b. Verbally communicated?			
c. Nonverbally communicated?			
d. Responded adequately?			
e. Questioned adequately?			
f. Provided appropriate agency referral if required?			
g. Selected the proper approach to counseling?			
h. Avoided counseling errors?			
<b>3. Did the leader use the proper counseling techniques:</b>			
a. Suggested alternatives?			
b. Made appropriate recommendations?			
c. Persuaded, but left the decision to the subordinate?			
d. Advised on a given course of action?			
e. Taught and assisted the subordinate?			
f. Ordered the subordinate to take a course of action?			
<b>4. Did the leader in the counseling process:</b>			
a. Appear to have selected a suitable place?			
b. Appear to have an outline?			
c. Establish the right atmosphere?			
d. Develop a plan of action?			
e. Record the session?			
f. Close the session?			
g. Schedule a follow up?			
h. Determine date for assessment of the plan of action?			
<b>5. Overall assessment rating</b>	Unsatisfactory	Satisfactory	Superior
<b>RATINGS CHART:</b> 1-18 = Unsatisfactory 19-25 = Satisfactory 26-27 = Superior			

This page intentionally left blank

**SOLUTION TO  
PRACTICAL EXERCISE PE-1**

---

This is not a graded exercise and there is no one right solution for this PE.

---

This page intentionally left blank



## PRACTICAL EXERCISE 2

---

<b>Title</b>	Conduct a Developmental Counseling Session		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to conduct a developmental counseling session.		
<b>Motivator</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling, you prepare your subordinates of today to be leaders of tomorrow. As you participate in the role play, remember, your subordinate is sitting there and that subordinate in the real world is your observer.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Conduct a Developmental Counseling Session</td></tr></table>	<b>Action:</b>	Conduct a Developmental Counseling Session
<b>Action:</b>	Conduct a Developmental Counseling Session		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded practical exercise		
<b>Instructional Lead-In</b>	This PE requires you to apply the information you have learned in this lesson to conduct a developmental counseling session. You must attempt to make this as realistic as possible.		

---

---

**Resource  
Requirements**

**Instructor Materials:**

- Developmental Counseling Form, DA Form 4856, p C-22 and C-23
- (15 copies - issue 3 copies per triad).
- Observer Check Sheet, p C-4 (15 copies - issue 3 copies per triad).

**Student Materials:**

- FM 22-100.
  - Pen or pencil.
- 

**Special  
Instructions**

None

---

**Counseling Situation**

**Counselor:** In this situation you are SGT Stevens, a section leader. One of your soldiers, SPC Tobler, has worked for you for the past year. You have observed his duty performance and feel that he may have potential for promotion. You have scheduled a 15 minute counseling session with SPC Tobler this afternoon in the section office.

**Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of SPC Tobler also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

**Counseling Situation**

**Counselee:** In this situation you are SPC Tobler, a soldier working for SGT Stevens. You are 23 years old and have been in the Army for two years. You are married with two small children and have two years remaining in the Army. SGT Stevens informed you that he would meet with you this afternoon in the section office.

**Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
  2. The student playing the role of SGT Stevens also has a situation to follow.
  3. During the counseling session, you will relate to the counselor the following facts:
    - (a) You have two years left in the Army and as of now plan to make it a career.
    - (b) You have a high school diploma and no college.
    - (c) You have no idea how to prepare yourself to be successful and develop professionally to enable you to get promoted.
    - (d) You have heard about a PLDC course and would like to know more about it.
-

This page intentionally left blank

---

**Role-Play # 2**

**Counseling Situation**

**Counselor:** In this situation you are SGT Niccum, a section leader. One of your soldiers, PVT Meldrum, has worked for you in an outstanding manner for the past year. You notice that for the last month she appears tired, is frequently late, and does not seem to have the same motivation. You have scheduled a 15-minute counseling session with PVT Meldrum this afternoon in the section office.

**Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PVT Meldrum also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

**Counseling Situation**

**Counselee:** In this situation you are PVT Meldrum, a soldier working for SGT Niccum. You are 22 years old and have been in the Army for a year and a half. You are single and your parents live 50 miles from the installation. SGT Niccum informed you that he would like to talk to you this afternoon in the section office.

**Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
  2. The student playing the role of SGT Niccum also has a situation to follow.
  3. During the counseling session, you will relate to the counselor the following facts:
    - (a) Your parents live nearby, so you frequently visit them and return late to the installation, which gives you little time to sleep.
    - (b) Your mother is ill and bedridden. Your father does not make enough money to hire a nurse and wants you to get out of the Army and help out.
    - (c) You enjoy the Army and do not want to get out, but, you do not know what else to do.
    - (d) You need help, but you are normally a private person and do not know how to ask for help.
-

This page intentionally left blank

---

**Role-Play # 3**

**Counseling Situation**

**Counselor:** In this situation you are SGT Keller, a section leader. A new soldier, PFC Roberts, just arrived (a PCS) from overseas into your section. PFC Roberts appears receptive but confused as most new soldiers are. You have scheduled a 15-minute counseling session with PFC Roberts this afternoon.

**Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PFC Roberts also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

**Counseling Situation**

**Counselee:** In this situation you are PFC Roberts, a newly assigned soldier working for SGT Keller. You are 21 years old and have been in the Army for 2 years. You got married while home on leave prior to signing in to this unit. SGT Keller informed you that he wanted to talk to you this afternoon in your room.

**Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
2. The student playing the role of SGT Keller also has a situation to follow.
3. During the counseling session, you will relate to the counselor the following facts:
  - (a) Your wife wants to come to your location to live next month.
  - (b) You have told no one other than SGT Keller that you recently got married. Your wife is not in the Defense Eligibility Enrollment Program (DEERS), does not have an ID card, nor is finance aware of her existence.
  - (c) You have an ill stepchild in need of a doctor's care, but your wife does not have the money to take the child to a civilian doctor.
  - (d) You did not get promoted at your last unit, but someone said you should have. You do not know how to find out if you should have gotten promoted or not.

**Feedback  
Requirements**

---

There is no one right solution for this PE. The instructor will hand out the solution sheet (DA Form 4856) so that students can see a possible solution to the scenario, including possible follow-up comments in the assessment block. Role play scenario number 3 has 2 possible solutions of DA Form 4856. Ask for feedback from several students and discuss the different strengths and weaknesses recorded while observing the counselor during the session.

---

This page intentionally left blank



**SOLUTION TO  
PRACTICAL EXERCISE PE-2**

<b><u>DEVELOPMENTAL COUNSELING FORM</u></b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) Tobler, Billy B.	Rank / Grade SPC/E-4	Social Security No. 123-45-6789	Date of Counseling 2 JUL 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Stevens, Ray G. / Section SGT	
<b>PART II - BACKGROUND INFORMATION</b>			
<b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling): Event-Oriented: Preparation for Promotion Counseling			
Facts: I've observed SPC Tobler's duty performance over the past year and feel that he may have potential for promotion.			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<b>Key Points of Discussion:</b>			
o Observations on leadership potential			
o Requirements for SECONDARY Zone of Consideration: 4 Months Time in Grade 16 Months Time in Service Your Current Status: 8 Months Time in Grade 24 Months Time in Service			
o Study Material: <i>Review question subject area checklist</i> <i>Read selected Army Regulations and Field Manuals</i> <i>Drill questions and answers</i>			
o APFT score and weapons qualification: <i>Due record APFT next month</i> <i>Current weapons qualification is expert with 39 out of 40 hits</i>			
o PLDC: <i>Heard about PLDC and needs more information</i> <i>Conduct inventory of personal clothing and equipment using PLDC checklist</i>			
o Mock Board: <i>Plan for mock board in near future</i>			
o Uniform inspection: <i>Check for proper fit</i> <i>Ensure all awards, tabs, and unit insignia are correct and up-to-date</i>			
o Short- and Long-term professional goals: <i>Plan to reenlist and make the Army a career</i> <i>Wants to prepare to be successful and develop professionally</i>			
o Short- and Long-term individual goals: <i>Has no college now, wants to get started</i>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**DA FORM 4856, JUN 99**

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Review promotion board subject area checklist, begin studying ASAP and prepare for mock board on 5 August 2002*

*o Prepare to give best effort on record APFT on 1 August 2002*

*o Research installation PLDC website to obtain student guide and pre-execution checklist; address any questions or concerns to SGT Stevens; prepare for inventory of clothing/equipment on 10 August 2002*

*o Check fit of uniform, update ribbons and badges, and prepare for inspection on 25 July 2002*

*o Visit education center next week to explore secondary education options and increase promotion potential*

*o Assessment date: After mock board on 12 August 2002*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Billy Bob Tobler Date: 2 Jul 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Provide with subject area checklist, reference materials and websites to visit; Schedule and conduct mock board; Conduct pre-PLDC clothing/equipment inventory/inspection; Conduct uniform inspection; Allow time to visit ed-center and attend classes within mission constraints*

Signature of Counselor: Ray G. Stevens Date: 2 Jul 02

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*8 July 2002 SPC Tobler visited the ed-center and enrolled in an English Composition course that begins on 15 August 2002*

*1 August 2002 SPC Tobler scored 298 on the APFT*

*5 August 2002 SPC Tobler displayed tremendous knowledge in all subject areas when he appeared before the mock board*

*10 August 2002 SPC Tobler's had all serviceable clothing and equipment*

Counselor: Ray G. Stevens Individual Counseled: Billy Bob Tobler Date of Assessment: 12 August 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

REVERSE, DA FORM 4856, JUN 1999

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) Meldrum, Sally S.	Rank / Grade PVT/E-1	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Niccum, Billy B. / Section SGT		

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  
Event-Oriented: I am counseling PVT Meldrum for a noticeable drop in her duty performance and motivation.  
Facts: I have noticed that for the last month PVT Meldrum appears tired, is frequently late, and doesn't seem to have the same motivation.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

o Reasons for drop in duty performance:

- *PVT Meldrum stated that her parents live nearby so she frequently visits them and returns late to the installation, which gives her little time to sleep.*
- *PVT Meldrum stated that her mother is ill and bedridden, and her father doesn't make enough money to hire a nurse and wants her to get out of the Army and help out.*
- *PVT Meldrum enjoys the Army and does not want to get out, but she doesn't know what else to do.*
- *PVT Meldrum stated that she needs help, but she's normally a private person and doesn't know how to ask for help.*

o Consequences of continued poor duty performance:

In addition to being counseled on the points above, he/she received counseling on the following: (1) That continued behavior similar to that for which he/she has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he/she could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his/her character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him/her being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him/her from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him/her to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his/her characterization of service upgraded would be successful; (12) That he/she is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he/she would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**DA FORM 4856, JUN 99**

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Develop a better plan to manage off-duty time to allow for visits to parents without sacrificing sleep time-- which is also very important to a soldier; discuss plan with SGT Niccum*

*o Consider the possibility of moving in with parents and driving to the installation in the morning after a good night's rest (may be a safer option). This may also allow for meeting family and Army needs at the same time; Inform SGT Niccum of decision*

*o Report to AER for the appointment SGT Niccum will make to discuss financial assistance for parents and link with civilian community resources*

*o Report to the Chaplain for the appointment that SGT Niccum will make to discuss family situation and communication issues*

*o Assessment date: On or about 2 September 2002*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Sally Sue Meldrum Date: 2 Aug 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Work with PVT Meldrum in her development of a better time-management plan; Make appointments with AER and the Chaplain's office, follow-up with PVT Meldrum on their recommendations*

Signature of Counselor: Billy Bob Niccum Date: 2 Aug 02

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*PVT Meldrum moved in with parents and developed a time management plan that freed up enough time enabling her to get plenty of rest, report to duty on time, and help care for her mother. As a result PVT Meldrum's motivation and productivity now exceeds her previous level.*

*AER assisted PVT Meldrum in the coordination with a community outreach program that now provides her mother with intermittent care.*

*As a result of this situation and the counseling provided by the Chaplain, PVT Meldrum has become more open with private issues.*

Counselor: Billy B. Niccum Individual Counseled: Sally S. Meldrum Date of Assessment: 2 SEP 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

REVERSE, DA FORM 4856, JUN 1999

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
 PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
 ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
 DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Keller, Jimmy J. / Section Leader	

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

Event-Oriented: PFC Roberts is receiving his Reception and Integration Counseling

Facts: PFC Roberts is just arriving from overseas; The CO assigned him to my section.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

## o Family Issues:

- PFC Roberts informed me that he got married while home on leave and he wants to bring his spouse here next month.

- PFC Roberts stated that no one else on the installation knows of his marriage; neither his spouse nor her child has enrolled in DEERS or has an have ID card; and finance isn't aware of her existence.

- PFC Roberts stated that his stepchild is ill and his spouse does not have the money for a civilian doctor.

## o Command Policies and SOPs:

## o Review job description, areas of special emphasis, and Army Values:

## o Personal and organizational goals – short- and long-term goals:

## o Physical fitness:

## o Promotions, leaves, pay, schools:

## o Training:

## o Standards:

## o Problems:

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**DA FORM 4856, JUN 99**



**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 5 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Keller, Jimmy J. / Section Leader	

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  
Event-Oriented: PFC Roberts is receiving his Reception and Integration Counseling  
Facts: PFC Roberts is just arriving from overseas and assigned to my section.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

- o Family Issues:
  - PFC Roberts still wants to bring spouse and child here next month.
  - PFC Roberts is already on housing waiting list; can't expect quarters for at least 3 months.
  - Dependents aren't on PCS orders, so move will be at own expense.
- o Command Policies and SOPs:
- o Review job description, areas of special emphasis, and Army Values:
- o Personal and organizational goals – short- and long-term goals:
  - Short-term goals are to get family relocated and settled and become familiar with job so he can get fully integrated as a section member.
  - Long-term goals are to become a Sergeant and obtain an Associates degree in Automotive maintenance.
- o Physical fitness:
  - PFC Roberts scored a 240 on his last APFT and I informed him of the unit goal of 260 for all.
- o Promotions, leaves, pay, schools:
  - PFC Roberts stated that someone told him he should have gotten promoted at his last unit.
  - PFC Roberts expressed interest in attending NBC school.
- o Training/Standards:
  - Informed PFC Roberts of upcoming exercises and deployments.
  - Outlined standards and duty performance expectations.
- o Problems:
  - PFC Roberts may need financial assistance to relocate family.

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Estimate cost to relocate, house, and support family, assess financial status and determine if family should wait until quarters are available, within 7 days review plan with SGT Keller.*
- o Become familiar with Command Policies and SOPs by 12 Aug 02.*
- o In support of short-term goals determine family move timeline and study appropriate STP for current skill level.*
- o In support of long-term goals seek out opportunities to develop leadership abilities, prepare for and attend SOM board, and visit education center to explore available degree programs.*
- o Apply myself during unit PT/personal PT to improve APFT score by 20 points.*
- o Enroll in an NBC correspondence course and decide if it is a real interest.*
- o Inform spouse of upcoming exercises and deployments.*
- o Adhere to the standards at all times and strive to meet the Section leader's performance expectations.*
- o Research all options for financial assistance and determine which would be most feasible.*
- o Assessment dates: On or about 5 Sep 02, 5 Oct 02, and 5 Nov 02*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Billy Bob Roberts Date: 5 Aug 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Review family relocation plan; Provide a copy of Command Policies and SOPs; Take PFC Roberts to MOS library; Provide opportunities for leader development; Provide study material for SOM board; Afford time to visit ed-center; Assist with PT improvement and enrollment into ACCP; Apply experience when guiding in financial decisions*

Signature of Counselor: Jimmy Joe Keller Date: 5 Aug 02

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Assessments Done on: JJK/BBR 3 Sep 02 , JJK/BBR 6 Oct 02

*12 Aug 02, PFC Roberts' decision to move his family when quarters become available, demonstrated maturity and sound reasoning ability; 18 Aug 02, enrolled in the NBC correspondence course;*

*10 Sep 02, PFC Roberts displayed knowledge of SOPs and professionalism by conducting an on-the-spot correction of a safety violation;*

*13 Oct 02, PFC Roberts took record APFT and increased score by 12 points*

Counselor: Jimmy J. Keller Individual Counseled: Billy B. Roberts Date of Assessment: 7 Nov 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**DA FORM 4856 (Reverse)**



### PRACTICAL EXERCISE 3

<b>Title</b>	Record a Developmental Counseling Session		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Along with the counseling comes the responsibility to accurately record the session.		
<b>Motivator</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. In order to do this you must have the moral courage to look that subordinate in the eyes and tell the soldier his strengths and weaknesses. Then, work out a plan of action with the subordinate that provides the right guidance for the soldier to reach his personal, professional, and organizational goals. You owe this to your subordinates and a record provides facts that cannot be denied.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.3)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Record a Developmental Counseling Session</td></tr></table>	<b>Action:</b>	Record a Developmental Counseling Session
<b>Action:</b>	Record a Developmental Counseling Session		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded exercise.		
<b>Instructional Lead-In</b>	This PE requires you to apply the information you have learned in this lesson by having you record a counseling session.		

---

**Resource Requirements****Instructor Materials:**  
None**Student Materials:**

- Pen or Pencil.
  - DA Form 4856.
- 

**Special Instructions**

You have 20 minutes to complete this exercise.

---

**Procedures**

Complete DA Form 4856 based on the situation provided below to complete this PE requirement. Leave signature blocks empty that require the counseled soldiers' signature. You may use any of your own notes taken to assist you in completion of this exercise.

**Situation**

Use today's date and your current unit address. You are SGT Paul P. Moore, a section leader, counseling PFC Iron B. Smith, SSN: 123-45-7899, a soldier in your section. The reason for the counseling is that you observed PFC Smith not wearing his seatbelt while operating a unit vehicle. This is in violation of Army Regulation 190-5 and your unit safety SOP. You mentioned the incident to the platoon sergeant and he said that is not the first time this had happened. He said that on two previous occasions he handled the problem by making verbal on-the-spot corrections. He tells you to counsel PFC Smith to ensure that there will be no further reoccurrences of this problem. PFC Smith is a good soldier and you want to ensure there are no future violations. You conducted a 15-minute counseling session with PFC Smith in your sections office this afternoon and recorded the following notes.

---

**Counseling Notes:**

- PFC Smith is 19 years old and has been in the unit for six months. He seems to like the Army and has had no problems since his assignment to the unit.
- You discover the verbal counseling the platoon sergeant referred to was nothing more than him yelling across the motor park telling PFC Smith to put the seat belt on, but, with no explanation as to why.
- PFC Smith stated to you, that no one had ever informed him of any regulation or SOP requiring the use of seat belts.
- He displayed a positive attitude and was very receptive to the counseling content. He stated that even though he does not believe in the wearing of seatbelts, he will comply with the guidance provided.
- You told PFC Smith to prepare to conduct a class for his fellow soldiers on the proper use and safety of seat belts, and be sure to include why it is important to wear seatbelts.

---

<b>Feedback Requirements</b>	Your instructor will discuss some possible solutions with you based on the Solution to Practical Exercise (C-24 and C-25).
------------------------------	--

---

This page intentionally left blank

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
------------------------	--------------	---------------------	--------------------

Organization	Name and Title of Counselor
--------------	-----------------------------

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

**PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

SOLUTION FOR  
PRACTICAL EXERCISE PE-3

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) Smith, Iron B.	Rank / Grade PFC/E-3	Social Security No. 123-45-7899	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Moore, Paul P. / Section Leader	

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  
Event-Oriented: PFC Smith counseled for violation of Army Regulation 190-5 and unit safety SOP.  
Facts: I observed PFC Smith yesterday operating a military vehicle without wearing a seatbelt. The PSG saw him doing the same thing on two previous occasions and made verbal on-the-spot-corrections. PFC Smith displays a positive attitude hasn't previously had any adverse counseling.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

o Reason for not following AR 190-5 and safety SOP:

- PFC Smith stated that no one ever informed him of the regulation that requires seatbelt use while operating a military vehicle.
- PFC Smith stated that the verbal on-the-spot-corrections by the PSG were nothing more than yelling across the motor pool to have him put his seatbelt on.
- PFC Smith wants to comply with regulations and doesn't want to cause problems.

o Reviewed portions of AR 190-5 and safety SOP covering use of seatbelts in both military vehicles and POVs with PFC Smith

O Failure to obey an order (safety SOP) or regulation is punishable under UCMJ Article 92;

In addition to being counseled on the points above, he received counseling on the following: (1) That continued behavior similar to that for which he has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his characterization of service upgraded would be successful; (12) That he is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.

o Goals to improve performance:

- PFC Smith will always wear his seatbelt when operating any motor vehicle
- PFC Smith will familiarize himself with AR 190-5 and the unit safety SOP

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Always wear a seatbelt when operating motor vehicles in compliance with Army Regulation 190-5 and safety SOP*

*o Review AR 190-5 and the safety SOP paying particular attention to the section on safe motor vehicle operation and the importance of wearing seatbelts*

*o Prepare a class on the proper use and safety of seatbelts and stress the importance of wearing seatbelts whenever operating motor vehicles, present the class to the section on 16 August 2002*

*o Present your class to SGT Moore on 9 August 2002 as a practice and to make changes as needed*

*o Assessment date: After class on 16 August 2002*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: \_\_\_\_\_ I agree / disagree with the information above

Individual counseled remarks: \_\_\_\_\_

Signature of Individual Counseled: Iron B. Smith Date: 2 Aug 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Spot check periodically to ensure that PFC Smith is using seatbelt in compliance with AR 190-5 and unit SOP; Schedule class on proper use of seatbelts for section and evaluate practice class before PFC Smith presents it to the rest of the section; Follow-up assessment on seatbelt class.*

Signature of Counselor: Paul P. Moore Date: 2 Aug 02

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*PFC Smith reviewed AR 190-5 and the safety SOP and stated he now understands the policy on seatbelt use and other safety requirements.*

*Presented a good class to the section on 16 Aug 02 and displayed a good attitude when explaining the proper use of seatbelts for the other section members*

*PFC Smith has been utilizing his seat belt during all spot checks since 2 Aug 02*

Counselor: Paul P. Moore Individual Counseled: Iron B. Smith Date of Assessment: 16 Aug 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**



## PRACTICAL EXERCISE 4

---

<b>Title</b>	Conduct Developmental Counseling Student Homework Assignment		
<hr/>			
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<hr/>			
<b>Introduction</b>	As a leader, you on many occasions must conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to check your strength and weakness of your counseling skills.		
<hr/>			
<b>Motivator</b>	The tasks you will perform during this PE will help you to counsel your subordinates correctly.		
<hr/>			
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;"><b>Action:</b></td><td>Conduct Developmental Counseling Student Homework Assignment.</td></tr></table>	<b>Action:</b>	Conduct Developmental Counseling Student Homework Assignment.
<b>Action:</b>	Conduct Developmental Counseling Student Homework Assignment.		
<hr/>			
<b>Safety Requirements</b>	None		
<hr/>			
<b>Risk Assessment Level</b>	Low		
<hr/>			
<b>Environmental Considerations</b>	None		
<hr/>			
<b>Evaluation</b>	This is not a graded PE. During the classroom instruction as a group you will discuss the solution and resolve any misunderstandings with your small group leader.		
<hr/>			
<b>Instructional Lead-In</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. As a leader you must know where to find the information for providing correct counseling procedures to your subordinates.		
<hr/>			

**Resource Requirements**

---

**Instructor Materials:**

- None

**Student Materials:**

- Pen or pencil.
  - FM 22-100.
- 

**Special Instructions**

The student must complete this Conduct Developmental Counseling Student Homework Assignment before class.

---

**Procedures**

Students can use FM 22-100 or any other reference materials received for this lesson to complete this home work assignment.

Fill in the blanks.

1. Identify some of the characteristics you should include in your counseling style.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.
- e. \_\_\_\_\_.

2. To be an effective counselor, what qualities must you demonstrate?

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.

3. How can you improve your counseling techniques?

- a. \_\_\_\_\_.
- b. \_\_\_\_\_ the kinds of problems that affect your subordinates.
- c. \_\_\_\_\_ your interpersonal skills.

4. List the agency that provides financial assistance and personal budget counseling and coordinates student loans through education loan programs.

\_\_\_\_\_ (\_\_\_\_\_).

5. List the two major categories of developmental counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

6. List some examples of event-oriented counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_ and \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.
- e. \_\_\_\_\_.
- f. \_\_\_\_\_.

7. List the two types of counseling in the second major category.

- a. \_\_\_\_\_.
  - b. \_\_\_\_\_.
-

**Procedures,  
continued**

---

8. List the approaches to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.

9. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.

\_\_\_\_\_.

10. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.

11. Identify some counseling techniques you can use during the directive approach to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

**Feedback  
Requirement**

---

Your instructor will discuss the solutions with you based on the Instructor Only Solution Sheet to Practical Exercise 4.

---

This page intentionally left blank

---

### Instructor Only Solution Sheet to PE-4

---

**NOTE:** This solution sheet is for use by the instructor for conducting the check on learning requirement with the student using the Conduct Developmental Counseling Student Homework Assignment for L228.

1. Identify some of the characteristics you should include in your counseling style.

- a. Purpose.
- b. Flexibility.
- c. Respect.
- d. Communication.
- e. Support.

Ref: FM 22-100, App C, para C-8 and Fig C-1

2. To be an effective counselor, what qualities must you demonstrate?

- a. Respect for subordinates.
- b. Self-awareness and cultural awareness.
- c. Empathy.
- d. Credibility.

Ref: FM 22-100, App C, para C-9

3. How can you improve your counseling techniques?

- a. Studying human behavior.
- b. Learning the kinds of problems that affect your subordinates.
- c. Developing your interpersonal skills.

Ref: FM 22-100, App C, para C-16

4. List the agency that provides financial assistance and personal budget counseling and coordinates student loans through education loan programs.

- a. Army Emergency Relief (AER)

Ref: FM 22-100, App C, para C-25, and Fig C-3

5. List the two major categories of developmental counseling.

- a. Event-oriented.
- b. Performance/professional growth.

Ref: FM 22-100, App C, para C-26

6. List some examples of event-oriented counseling.

- a. Specific instances.
- b. Reception and integration.
- c. Crisis counseling.
- d. Referral counseling.
- e. Promotion.
- f. Separation.

Ref: FM 22-100, App C, para C-27

7. List the two types of counseling in the second major category.

- a. Performance.
- b. Professional growth.

Ref: FM 22-100, App C, para C-38

8. List the approaches to counseling.

- a. Nondirective.
- b. Directive.
- c. Combined.

Ref: FM 22-100, App C, para C-46

9. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.

- a. Directive.

Ref: FM 22-100, App C, para C-49

10. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.

- a. Suggesting alternatives.
- b. Recommending.
- c. Persuading.
- d. Advising.

Ref: FM 22-100, App C, para C-53

11. Identify some counseling techniques you can use during the directive approach to counseling.

- a. Corrective training.
- b. Commanding.

Ref: FM 22-100, App C, para C-54

Appendix D, **HANDOUTS FOR LESSON 1: L228 version 1**

---

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1
SH-2, Developmental Counseling Situation	SH-2-1 and SH-2-2
SH-3, Developmental Counseling Form	SH-3-1 thru SH-3-3
SH-4, Extracted Material from FM 7-22.7	SH-4-1

This page intentionally left blank



# Student Handout 1

## Advance Sheet

### Lesson Hours

This lesson consists of two hours and five minutes of small group instruction and two hours and forty-five minutes of practical exercise.

### Overview

In the military, all soldiers must have some form of counseling to gain enough experience to assist them in using basic counseling techniques. During this class, we will introduce you to the Developmental Counseling Form and the fundamentals and techniques of developmental counseling. We will provide you the opportunity to apply these fundamentals and techniques in some realistic counseling situations.

### Learning Objective

The Terminal Learning Objective (TLO)

<b>Action</b>	Conduct developmental counseling,
<b>Condition</b>	As a squad leader, in a classroom environment given FM 22-100 and an extract from FM7-22.7, as well as role-play exercises that require developmental counseling,
<b>Standards</b>	Prepared for counseling and conducted a subordinate-centered counseling session that produced a plan of action focusing the subordinates on individual and unit goal accomplishment IAW FM 22-100 and FM 7-22.7, (SH-4).

**ELO A** Identify the developmental counseling process.

**ELO B** Identify the types of developmental counseling.

**ELO C** Identify correct and incorrect counseling procedures.

### Assignments

The student assignments for this lesson are:

- Read SH-1, Advance Sheet
- Read FM 22-100, Chap 1, 2, 5, and App C.
- Read SH-4, Extracted Material from FM 7-22.7.
- Complete PE-4, Conduct Developmental Counseling Student Homework Assignment.

### Additional Subject Area Resources

None

### Bring to Class

- Pen or pencil.
- All reference material received for this lesson.

This page intentionally left blank

## **Student Handout 2**

---

This student handout contains a developmental counseling situation.

---

This page intentionally left blank

## Student Handout 2

### Developmental Counseling Situation

#### Counseling Situation

**Counselor:** In this situation, SGT Mitchell, a squad leader, must counsel one of his subordinates. Yesterday his platoon sergeant gave him a letter from the Post Exchange stating that PVT Donaldson, one of his soldiers, had written a bad check. The platoon sergeant told SGT Mitchell to counsel PVT Donaldson to prevent any future occurrences. SGT Mitchell has scheduled a 15-minute session with PVT Donaldson this afternoon. He has been a good soldier up to this point, and SGT Mitchell wants to find out what caused him to write a bad check.

**Counselee:** In this situation PVT Donaldson is a soldier working for SGT Mitchell. He is 19 years old and has been in the unit for six months. He likes the Army and has had no problems since coming to the unit. SGT Mitchell informed him that he wanted to talk to him this afternoon in his office. PVT Donaldson has no idea what he wants.

---

#### Requirements

During the counseling session, PVT Donaldson will relate the following facts to SGT Mitchell::

- (a) He was not aware that he wrote a bad check.
  - (b) No one taught him how to balance a checkbook.
  - (c) He wrote the check to the PX two days prior to payday thinking that the bank would get his paycheck before that personal check.
  - (d) PVT Donaldson has a good attitude and did not mean to write a bad check. He has no idea what to do to remedy the situation.
-

This page intentionally left blank

## **Student Handout 3**

---

This student handout contains a developmental counseling form.

---

This page intentionally left blank



## Developmental Counseling Form

### DEVELOPMENTAL COUNSELING FORM

For use of this form see FM 22-100.

#### DATA REQUIRED BY THE PRIVACY ACT OF 1974

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
 PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
 ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
 DISCLOSURE: Disclosure is voluntary.

#### PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Donaldson, Joseph	PVT/E-1	123-45-6789	2 Aug 02
Organization		Name and Title of Counselor	
HHC, Your Unit, APO AE 09123		SGT Mitchell, David / Squad Leader	

#### PART II - BACKGROUND INFORMATION

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  
 Event-Oriented: I am counseling PVT Donaldson for writing a worthless check at the Post Exchange.  
 Facts: The chain of command received a letter from the Post Exchange stating that PVT Donaldson had written a bad check.

#### PART III - SUMMARY OF COUNSELING

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

**o Root cause for the worthless check**

- *PVT Donaldson stated he didn't realize that he'd written a bad check because he thought that writing a check 2 days before payday would allow time for his paycheck to reach the bank before the personal check*
- *No one had every taught PVT Donaldson how to balance a checkbook*
- *PVT Donaldson requested help in remedying the situation*

**o Uttering checks without sufficient funds is punishable under UCMJ Article 123A**

In addition to being counseled on the points above, he/she received counseling on the following: (1) That continued behavior similar to that for which he/she has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he/she could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his/her character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him/her being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him/her from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him/her to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his/her characterization of service upgraded would be successful; (12) That he/she is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he/she would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.

**o Goals to correct problem**

- *Pay off the bad check written at the PX*
- *Learn how to balance checkbook and manage budget properly*

#### OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Go to Post Exchange, make arrangements to settle the worthless check and surcharges today and provide SGT Mitchell a copy of receipt*

*o Attend the post budget counseling class 10 Aug 02*

*o Make an appointment with the Unit Financial Advisor to get a budget drawn up within two weeks*

*o Based on the budget, draft a plan to ensure finances extend throughout the month; Stick with the budget*

*o If over budgeted, consider consolidating some of the bills*

*o Attend AER checkbook management class, 12 Aug 02 and keep checkbook balanced*

*o Follow-up with the chain-of-command monthly until you have taken care of the financial problem.*

*o Assessment date: On or about 1 Oct 02*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Donaldson Date: 2 Aug 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Enroll soldier in the post budget counseling and AER checkbook management classes. Schedule an appointment for the soldier with the Unit Financial Advisor. Review the budget plan. Follow-up monthly to ensure the soldier is staying within budget.*

Signature of Counselor: David Mitchell Date: 2 Aug 02

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*PVT Donaldson cleared up worthless check on 2 Aug 02 and provided receipt*

*Attended budget counseling class on 10 Aug; stated he now understands the need*

*Developed a budget with the assistance of the Unit Financial Advisor 11 Aug 02*

*Attended the checkbook management class on 12 Aug and stated he realizes where he made his mistakes.*

*PVT Donaldson's budget enabled him to have a surplus in his checking account; he has committed to sticking with it.*

Counselor: David Mitchell Individual Counseled: Joseph Donaldson Date of Assessment: 2 Oct 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

DA FORM 4856 (Reverse)

## Student Handout 4

### Extracted Material from FM 7-22.7

---

This student handout contains 20 pages of extracted material from the following publication:

FM 7-22.7, The Army Noncommissioned Officer Guide, 23 Dec 02

Chapter 5

pages 5-1 thru 5-20

**Disclaimer:** The training developer downloaded this extract from the General Dennis J. Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

#### RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE, IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

Chapter 5

## Counseling and Mentorship



***We have the best doctrine, the best training and the best equipment in the world – but our people are the Army’s greatest resource***

	Page
Leader’s Responsibility.....	5-3
Effective Army Counseling Program.....	5-5
The Counseling Process.....	5-6
Assess the Plan of Action.....	5-7
Types of Developmental Counseling .....	5-7
Event-Oriented Counseling.....	5-7
Counseling for Specific Instances.....	5-7
Performance and Professional Growth Counseling.....	5-10
The Counseling Session .....	5-13
Mentorship .....	5-16
Developmental Relationship .....	5-16
Sustain Mentorship.....	5-17
NCO Mentorship of Officers.....	5-18
Mentorship Builds the Future .....	5-19

**FM 7-22.7**

**For more information on Counseling and Mentorship see FM 6-22 (22-100) *Army Leadership*, Appendix C, Counseling; The Army Leadership Homepage, [www.leadership.army.mil](http://www.leadership.army.mil); and the Army Counseling Homepage, [www.counseling.army.mil](http://www.counseling.army.mil).**

**For more information on the NCO Evaluation System, see AR 623-205, "Noncommissioned Officer Evaluation Reporting System," 15 May 2002.**

**For more information on mentorship, see DA PAM 600-XX, "Army Mentorship," TBP.**

## **Counseling and Mentorship**

5-1. At the time of the American Revolution, European armies were held together by the most severe discipline. Enlistments in Europe and England were often as long as twenty-five years, pay was very low and punishments were cruel by today's standards. To reduce desertion and motivate troops for battle, the threat of flogging, even death, was held over soldier's heads. Frederick the Great of Prussia set the tone of the period with his view that soldiers should be more afraid of their NCOs than the enemy. From the founding of the Continental Army, the European tradition of harsh discipline was rejected. Friedrich von Steuben, the Army's first trainer and himself a product of the old Prussian tradition, quickly came to understand that it would take more than threats to get American recruits to perform well on the battlefield. General George Washington agreed and together, both leaders recognized that the American soldier was an individual citizen, not an interchangeable commodity. Citizen-soldiers would have to be led, inspired and disciplined by reason, creating the need to counsel.

5-2. To best understand the value of counseling it is best to first understand its definition. Counseling is a type of communication that leaders use to empower soldiers to achieve goals. It is much more than providing feedback or direction. It is communication aimed at developing a soldier's ability to achieve individual and unit goals. Soldiers want to be counseled and will respond to counseling because they want to know what it takes to be successful in today's Army. Regardless of your leadership position, your soldiers see you as successful simply because you have achieved the level they are striving to accomplish. Leaders must provide each of their soldiers with the best possible road map to success. Today's leadership doctrine incorporates this definition in subordinate-centered communication, which leads to the achievement of individual and unit goals.

### **LEADER'S RESPONSIBILITY**

5-3. Today's Army demands effective counseling. Due to the complexity of equipment, diversity of personnel and organizational structure, we have unique challenges. To overcome these problems, a leader has talent, experience and the desire to succeed. Leaders help soldiers solve their problems by guiding them to a workable solution through effective counseling. Counseling is so important it should be on the training schedule to ensure sufficient time is available to do it.

5-4. The Army's values of Loyalty, Duty and Selfless Service require us to counsel. The Army's values of Honor, Integrity and Personal Courage also require us to give straightforward feedback and the Army's value of Respect requires us to find the best way to communicate that feedback.

## FM 7-22.7

5-5. Leaders conduct counseling to develop soldiers to achieve personal, professional development and organizational goals, and to prepare them for increased responsibilities. Leaders are responsible for developing their soldiers. Unit readiness and mission accomplishment depend on every member's ability to perform to established standards. Supervisors must develop their subordinates through teaching, coaching and counseling. Leaders coach soldiers the same way any sports coach improves their team: by identifying weaknesses, setting goals, developing and implementing a plan of action and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses and professional goals of their soldiers.

*"In developmental counseling, it's a matter of sitting the soldier down and telling him not only how well he did over the last thirty days, but also of telling the soldier how he or she can improve their performance and then looking deeper down the road."*

CSM Anthony Williams

5-6. Leaders counsel because it is their duty and the primary tool in developing future leaders. For their counseling to be effective they must be honest and have the personal courage to give straightforward feedback. Through respect for the individual, leaders find the best way to communicate that guidance. Senior NCOs should develop the counseling skills of their subordinate leaders. One way to do this is for the senior NCO to sit in on a counseling session, perhaps a reception and integration counseling, and then do an AAR with the junior NCO.

- Purpose: Clearly define the purpose of the counseling.
- Flexibility: Fit the counseling style to the character of each soldier and to the relationship desired.
- Respect: View soldiers as unique, complex individuals, each with their own sets of values, beliefs and attitudes.
- Communication: Establish open, two-way communication with soldiers using spoken language, nonverbal actions, gestures and body language. Effective counselors listen more than they speak.
- Support: Encourage soldiers through actions while guiding them through their problems.
- Motivation: Get every soldier to actively participate in counseling and understand its value.

**Figure 5-1. Characteristics of Effective Counseling**

5-7. Some soldiers may perceive counseling as an adverse action. Effective leaders who counsel properly and regularly can change that perception.



## Counseling and Mentorship

Leaders conduct counseling to help soldiers become better members of the team, maintain or improve performance and prepare for the future. No easy answers exist for exactly what to do in all leadership and counseling situations. However, to conduct effective counseling, leaders should develop counseling style with the characteristics listed in Figure 5-1.

*“You also must ensure the session is not done in a threatening manner. Nothing will destroy communications faster than if the soldier thinks there will be negative consequences to that conversation.”*

CSM Daniel E. Wright

### EFFECTIVE ARMY COUNSELING PROGRAM

5-8. Four elements are essential to the creation of an effective counseling program:

- **Education and Training:** Institutional and in units, through mentorship and self-development. The Army must first provide a base line of education to its soldiers to “show what right looks like.” The Noncommissioned Officer Education System (NCOES) has the primary responsibility to educate the NCO Corps on counseling. However, NCOES cannot accomplish this alone. Unit NCO Development Programs can and must conduct training workshops to provide that base of education of what right looks like to our junior leaders.
- **Experience:** Learn by doing coupled with guidance from more senior leaders. After initial education and training, all leaders must put their skills to use. NCOs must practice counseling while at the same time receiving guidance and mentoring on how to improve counseling techniques.
- **Continued support from both the Army and leaders:** The Army’s Counseling Website ([www.counseling.army.mil](http://www.counseling.army.mil)), FM 6-22 (22-100), Appendix B and C and leaders (through spot checks and random monitoring of counseling sessions) provide the necessary support and critiques that will improve a young leader’s counseling skills.
- **Enforcement:** Once NCOs have the tools (both education and support) necessary for quality counseling, leaders must hold them accountable to ensure acceptable counseling standards for both frequency and content. This is accomplished through some type of compliance program on unit inspections.

**FM 7-22.7**

**THE COUNSELING PROCESS**

5-9. Effective leaders use the counseling process. It consists of four stages:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct counseling.
- Follow-up.

*“Listen to what soldiers have to say- they’ll tell you everything if you listen openly. Criticize and they’ll clam up. Ask what isn’t working about programs even if company statistics indicate that they are running well. Soldier comments often provide insight into ways to improve things to save time and make things more meaningful.”*

COL David Reaney

<p>Leaders must demonstrate certain qualities to counsel effectively:</p> <ul style="list-style-type: none"><li>• Respect for soldiers.</li><li>• Self and cultural awareness.</li><li>• Credibility.</li><li>• Empathy.</li></ul> <p>Leaders must possess certain counseling skills:</p> <ul style="list-style-type: none"><li>• Active listening.</li><li>• Responding.</li><li>• Questioning.</li></ul> <p>Effective leaders avoid common counseling mistakes. Leaders should avoid the influence of:</p> <ul style="list-style-type: none"><li>• Personal bias.</li><li>• Rash judgments.</li><li>• Stereotyping.</li><li>• The loss of emotional control.</li><li>• Inflexible methods of counseling.</li><li>• Improper follow-up.</li></ul>	<p>The Counseling Process:</p> <ol style="list-style-type: none"><li>1. Identify the need for counseling.</li><li>2. Prepare for counseling:<ul style="list-style-type: none"><li>• Select a suitable place.</li><li>• Schedule the time.</li><li>• Notify the counselee well in advance.</li><li>• Organize information.</li><li>• Outline the components of the counseling session.</li><li>• Plan counseling strategy.</li><li>• Establish the right atmosphere.</li></ul></li><li>3. Conduct the counseling session:<ul style="list-style-type: none"><li>• Open the session.</li><li>• Discuss the issue.</li><li>• Develop a plan of action (to include the leader’s responsibilities).</li><li>• Record and Close the session.</li></ul></li><li>4. Follow-up.<ul style="list-style-type: none"><li>• Support Plan of Action Implementation.</li><li>• Assess Plan of Action.</li></ul></li></ol>
--	--

**Figure 5-2. Major Aspects of Counseling Process**

## Counseling and Mentorship

### ASSESS THE PLAN OF ACTION

5-10. The purpose of counseling is to develop soldiers who are better able to achieve personal, professional and organizational goals. During the assessment, review the plan of action with the soldier to determine if the desired results were achieved. The leader and soldier should schedule future follow-up counseling sessions. Figure 5-2 summarizes the major aspects of the counseling process. Additional information on counseling is in Appendix C of FM 6-22 (22-100) and on the Army Counseling Homepage ([www.counseling.army.mil](http://www.counseling.army.mil)).

*“Nothing will ever replace one person looking another in the eyes and telling the soldier his strengths and weaknesses. [Counseling] charts a path to success and diverts soldiers from heading down the wrong road.”*

SGM Randolph S. Hollingsworth

### TYPES OF DEVELOPMENTAL COUNSELING

5-11. You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance and professional growth.

#### EVENT-ORIENTED COUNSELING

5-12. Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to these types:

- Specific instances of superior or substandard performance.
- Reception and integration counseling.
- Crisis counseling.
- Referral counseling.
- Promotion counseling.
- Separation counseling.

#### COUNSELING FOR SPECIFIC INSTANCES

5-13. Sometimes counseling is tied to specific instances of superior or substandard duty performance. For example, you tell your soldier whether or not the performance met the standard and what the soldier did right or wrong. The key to successful counseling for specific performance is to conduct the counseling session as close to the time of the event as possible.

## **FM 7-22.7**

5-14. When counseling a soldier for specific performance take the following actions:

- Tell the soldier the purpose of the counseling, what was expected and how they failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the soldier the effect of the performance on the rest of the unit.
- Actively listen to the soldier's response.
- Remain unemotional.
- Teach the soldier how to meet the standard.
- Be prepared to do some personal counseling since the lack of performance may be related to or the result of a personal problem.
- Explain to the soldier what will be done to improve performance (plan of action). Identify your responsibilities in implementing the plan of action.
- Continue to assess and follow-up on the soldier's progress. Adjust the plan of action as necessary.

### **Reception and Integration Counseling**

5-15. Leaders must counsel new team members when they report in. Reception and integration counseling serves two purposes: First, it identifies and helps fix any problems or concerns that new members have, especially any issues resulting from the new duty assignment. Second, it lets them know the unit standards and how they fit into the team. Reception and integration counseling starts the team building process and lets the soldier know the leadership cares. Reception and integration counseling clarifies job titles and it sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. Figure 5-3 gives some possible discussion points.

## Counseling and Mentorship

- Unit standards.
- Chain of command.
- NCO support channel (who and how used).
- On and off duty conduct.
- Personnel/personal affairs/initial clothing issue.
- Unit history, organization and mission.
- Soldier programs within the unit, such as soldier of the month/quarter/year and Audie Murphy and Sergeant Morales Board.
- Off limits and danger areas.
- Functions and locations of support activities.
- On and off post recreational, educational, cultural and historical opportunities.
- Foreign nation or host nation orientation.
- Other areas the individual should be aware of, as determined by the rater.

**Figure 5-3. Reception and Integration Counseling Points**

### **Crisis Counseling**

5-16. You may conduct crisis counseling to get a soldier through the initial shock after receiving negative news, such as notification of the death of a loved one. You help the soldier by listening and providing assistance, as appropriate. Assistance may include referring the soldier to a support activity or coordinating external agency support. Crisis counseling focuses on the soldier's immediate, short-term needs.

### **Referral Counseling**

5-17. Referral counseling helps soldiers work through a personal situation and may follow crisis counseling. Referral counseling also acts as preventative counseling before the situation becomes a problem. Usually, the leader assists the soldier in identifying the problem.

5-18. Outside agencies can help leaders resolve problems. Although it is generally in an individual's best interest to seek help first from his first line leader, leaders must always respect an individual's right to contact these agencies on their own. Leaders can refer the soldier to the appropriate resource, such as Army Community Services, a Chaplain, or a substance abuse counselor. Additional information on support activities can be found in Appendix B, Army Programs or in FM 6-22 (22-100), Appendix C.

## **FM 7-22.7**

*[Helping] soldiers cope with personal problems...means more than referring the soldier to another person- the chaplain, a doctor, or counselor. Until the problem is resolved, you have a soldier with a problem in your unit, so it's your problem.... Let your soldiers know what you're doing to help them solve their problems.*

FM 22-600-20, *The Army Noncommissioned Officer Guide*, 1980

### **Promotion Counseling**

5-19. Commanders or their designated representatives must conduct promotion counseling for all specialists, corporals and sergeants who are eligible for advancement without waiver, but are not recommended for promotion to the next higher grade. Army regulations require that soldiers within this category receive initial (event-oriented) counseling when they attain full eligibility and then periodic (performance and personal growth) counseling at least quarterly.

### **Adverse Separation Counseling**

5-20. Adverse separation counseling may involve informing the soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions. (See AR 635-200, Chapter 1, Paragraph 1-16 and Chapter 17.)

5-21. Developmental counseling may not apply when a soldier has engaged in more serious acts of misconduct. In those situations, the leader should refer the matter to the commander and the servicing staff judge advocate's office. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In many cases, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. The first sergeant or commander should inform the soldier of the notification requirements outlined in AR 635-200.

## **PERFORMANCE AND PROFESSIONAL GROWTH COUNSELING**

### **Performance Counseling**

5-22. During performance counseling, the leader conducts a review of the soldier's duty performance during the previous quarter. The leader and soldier jointly establish performance objectives and standards for the next quarter. Rather than dwelling on the past, leaders should focus the session on the soldier's strengths, areas needing improvement and potential.

## **5-10**

## Counseling and Mentorship

*Performance counseling informs soldiers about their jobs and the expected performance standards and provides feedback on actual performance -- the best counseling is always looking forward. It does not dwell on the past and what was done, rather on the future and what can be done better.*

DA Pam 623-205, "The NCO Evaluation Reporting System 'In Brief,'" 1988

5-23. Performance counseling is required for noncommissioned officers; mandatory, face-to-face performance counseling between the rater and the rated NCO is required under the NCOER system.

5-24. Performance counseling at the beginning of and during the evaluation period facilitates a soldier's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, skills and actions.

5-25. As an Army leader, you must ensure you've tied your expectations to performance objectives and appropriate standards. **You must establish standards that your soldiers can work towards and must teach them how to achieve those standards if they are to develop.**

### The NCO Evaluation Report

5-26. The Noncommissioned Officer Evaluation Reporting System (NCOERS) is designed to –

- Strengthen the ability of the NCO Corps to meet the professional challenges of the future through the indoctrination of Army values and basic NCO responsibilities. The continued use of Army values and NCO responsibilities as evaluation criteria provides and reinforces a professional focus for the rating chain's view of performance. Over time, this results in acceptance of the values and NCO responsibilities, better performance and a stronger NCO Corps.
- Ensure the selection of the best qualified noncommissioned officers to serve in positions of increasing responsibility by providing rating chain view of performance/potential for use in centralized selection, assignment and other Enlisted Personnel Management System (EPMS) decisions. The information in evaluation reports, the Army's needs and the individual NCO's qualifications are used together as a basis for such personnel actions as school selection, promotion, assignment, military occupational specialty (MOS) classification, command sergeant major (CSM) designation and qualitative management.
- Contribute to Army-wide improved performance and professional development by increased emphasis on performance counseling. Evaluation reports provide the NCO formal recognition for performance of duty, measurement of professional values and personal traits and along with the NCO Counseling Checklist/Records are the basis for performance counseling

## FM 7-22.7

by rating officials. Senior/subordinate communication is necessary to maintain high professional standards and is key to an effective evaluation system.

5-27. To ensure that sound personnel management decisions can be made and that an NCO's potential can be fully developed, evaluation reports must be accurate and complete. Each report must be a thoughtful, fair appraisal of an NCO's ability and potential. Reports that are incomplete or fail to provide a realistic and objective evaluation make personnel management decisions difficult.

5-28. A single report should not, by itself, determine an NCO's career. An appraisal philosophy that recognizes continuous professional development and growth (rather than one that demands immediate, uncompromising perfection) best serves the Army and the NCO.

### Professional Growth Counseling

5-29. Professional growth counseling is subordinate-centered communication that outlines actions necessary for soldiers to achieve individual and organizational goals and objectives. It is imperative for all leaders to conduct professional growth counseling with their soldiers to develop the leaders of tomorrow.

5-30. Professional growth counseling begins an initial counseling within 30 days of arrival. Additional counseling occurs **quarterly thereafter with an assessment at a minimum of once a month**. Counseling is a continuous process. Reception/Integration/Initial counseling must include goals/expectations for most current quarter along with long term goals and expectations.

5-31. During the counseling session a review is conducted jointly by the leader and soldier to identify and discuss the soldier's strengths/weaknesses and to create a plan of action to build upon strengths and overcome weaknesses. The leader must encourage, remain objective/positive, assist the soldier help himself and focus more towards the future. This future-oriented approach establishes short and long-term goals and objectives.

5-32. FM 6-22 (22-100), Appendix B, provides the necessary tools for the soldier to do a self-assessment based on performance indicators outlined in the leadership dimension. This self-assessment will assist soldiers in identifying their weaknesses and strengths and provide a means of improving their leadership abilities/skills. All leaders should use the performance indicators in FM 6-22 (22-100), Appendix B, as an assessment tool when counseling their



## Counseling and Mentorship

soldiers. This will assist them in providing specific, precise and objective guidance to their soldiers.

### THE COUNSELING SESSION

**This is an example of Performance/Professional Growth counseling session presented in four parts. It shows disagreement between the leader and led on the leadership assessment. This makes the counseling session difficult for both at first (each is a little defensive). SFC Lang has difficulty getting SSG Rovero to do an honest self-appraisal of his performance. The strategy in this situation is to provide SSG Rovero with clear examples of his leader behavior along with the adverse effects it is having on the soldiers and the unit.**

**SFC LANG:** Come in.

**SSG ROVERO:** Sorry I'm late, SFC Lang. I got tied up on a job that's been running late.

**SFC LANG:** Have a seat SSG Rovero and lets get started. Do you have your self-assessment with you? *[This reinforces the expectation that all leaders will prepare a self-assessment prior to developmental counseling. This also is a good technique to try in order to get the subordinate leader to start with most of the talking]*

**SSG ROVERO:** I have it here somewhere. Yes here it is. You know, SFC Lang, after I finished reading my self-assessment, I realized, hey, I'm pretty good!

**SFC LANG:** You want to know the truth? You are pretty good, but... *[Here, the leader is trying to reinforce and recognize good performance even though it's clear the leader is not satisfied with some other aspects of the subordinate leader's performance]*

**SSG ROVERO:** Thanks. But?

**SFC LANG:** Well, like you said; you always seem to be running late on jobs.

**SSG ROVERO:** Well, some of the guys have been goofing off lately and I just haven't been able to get them back in line yet, that's all. *[There can be a tendency to place blame or identify causal factors that may or may not be beyond the control of the subordinate leader]*

**SFC LANG:** Well that's why we're here.

**SSG ROVERO:** What do you mean? *[The leader can expect that some subordinates will be pretty defensive when it comes to leadership assessment. It will be viewed by some as threatening]*

**SFC LANG:** I thought we went over this last week when we set up this meeting. What'd I say then?

**SSG ROVERO:** Something about assessing my leadership strengths; areas I can improve in...

**SFC LANG:** That's part of it. The focus is on developing your leadership.

**SSG ROVERO:** That's funny, Sergeant. I was a squared away NCO until I got here. Now, all of a sudden I've got all this stuff to improve on. *[Initially, leaders can expect to have many soldiers who have never received feedback on their leadership. As developmental counseling becomes ingrained in the Army, more*

## FM 7-22.7

*soldiers will be comfortable and familiar with leadership assessment and development]*

**SFC LANG:** Well, leadership is a bigger part of your job now. Leadership responsibilities increase as you move up in the ranks. You've got a lot of attributes in your favor. Like I said, you have very good technical skills, but...

*[Again, the leader reinforces the good performance while still trying to get the subordinate leader to admit and 'own up' to the shortcomings that need improvement]*

**SSG ROVERO:** I run a good shop. Our supply room is always stocked – nobody ever has to borrow a tool from another company. And I go to bat for my soldiers. Like when Hennessey needed time to take care of some family business. I helped him with that. Right? Isn't that leadership?

**SFC LANG:** Yes, but that's not the whole story... *[SFC Lang has already mentioned she has concerns with SSG Rovero's leadership. She wants SSG Rovero to tell his side of the story and complete his self-assessment. Does he think everything is going well?]*

**SSG ROVERO:** Well, okay, maybe things in the shop aren't going as smoothly as they should be. And maybe it is my fault, but...

### **SSG Rovero realizes he could make some improvements in some areas.**

**SFC LANG:** The way I see it, you act like you're still a mechanic instead of a supervisor. Every time I walk through the bays you're under some vehicle turning wrenches. But while you're doing that, who's making sure all the jobs in the shop are getting done? Sometimes these young mechanics we've got are just spinning their wheels. Maybe if you spent more time making the rounds and checking up on each job, we'd have a better OR rate. Plus we might be able to get out of here at a decent hour. *[SFC Lang knew this would probably*

## Counseling and Mentorship

*be a sore spot with SSG Rovero. But, this is what the supervisor is observing along with the general effect it is having on soldiers and the unit]*

**SSG ROVERO:** I don't think that is what's really happening.

**SFC LANG:** OK, I've got several observations here; let's take yesterday for example. We had three HMMWVs deadlined with electrical problems. Those new soldiers, Harris, Jones and Wilson, worked on them all day and still couldn't figure out what was causing the problem. Meanwhile, you're over with another HMMWV changing tires. *[SFC Lang did her homework. Observing and assessing is part of her daily activity around the motor pool. Specific observations of leader behavior along with the effects they are having on individuals, the unit and operational outcomes are key prerequisites to developmental activities]*

**SSG ROVERO:** Somebody had to do it.

**SFC LANG:** And are the HMMWVs up? *[Links behavior to outcomes]*

**SSG ROVERO:** We're working on it.

**SFC LANG:** And when did everybody finish and leave last night? *[Again this question links leader behavior to outcomes. SFC Lang asks SSG Rovero rather than tells him the outcome to promote ownership]*

**SSG ROVERO:** About twenty-one hundred.

**SFC LANG:** We have to agree on what's happening here.

**SSG ROVERO:** Maybe you're right, Sergeant. I need to work on my organizational skills. I'm not comfortable walking around with a list of jobs and checking up on people. I'd rather do it myself. *[It appears as though SFC Lang's detailed assessment resulted in SSG Rovero becoming a little more honest with himself. Given that SFC Lang also evaluates SSG Rovero, leaders can expect that soldiers might hesitate to admit to shortcomings]*

**SFC LANG:** I understand, but leaders have to learn how to assign tasks and supervise. That's the only way our soldier's will learn.

**SSG ROVERO:** OK, Sergeant.

**Once they both agree on the assessment, both SFC Lang and SSG Rovero visibly relax. From this point on, the tone of the counseling session turns visibly positive and developmental as they talk about ways to improve SSG Rovero's performance.**

**SFC LANG:** So what could you do to improve your leadership skills? *[Action plan development is a joint activity. The leader should refrain from prescribing developmental tasks unless the subordinate has no clue what to do or where to begin. Having the soldier identify the developmental task also promotes ownership and additional motivation to follow through]*

**SSG ROVERO:** I know I need to learn how to delegate tasks. I could prioritize the work that needs to be done and assign jobs based on experience. That way I could spend more time training and supervising my more inexperienced soldiers. *[This reinforces the concept that leaders should solicit the input of their soldiers and peers and include them in the decision-making process]*

**SFC LANG:** Sounds like you have a good plan. Remember, all your soldiers need your supervision. *[SFC Lang is making a subtle correction here to put a little more structure into this developmental plan.]*

**SSG ROVERO:** Thanks for your help, Sergeant.

## FM 7-22.7

### MENTORSHIP

5-33. Mentorship, probably the singular most misunderstood word surrounding counseling and leadership. To best understand mentorship, it is best to first define it. Mentorship is a voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience. Mentorship is not just a fancy buzzword. It is a proven approach and a valuable tool for NCO leaders.

*“The experiences of the mentor when shared gives the soldier a comparative view to allow the soldier to develop and grow. The mentor is the sage old owl who has been there and done that and uses the experience to counsel wisely that young soldier.”*

CSM A. Frank Lever, III

5-34. Note that no specific action is exclusively “mentoring.” In fact, the term “mentoring” is often used to describe a wide array of actions that outside of a mentorship relationship refer to the core of leader development such as counseling, teaching, coaching, role modeling, advising and guiding.

*To be an effective mentor, you need the experience and wisdom of your years. You also have to care. If you really care about your soldiers, then you will devote the necessary time and attention to guiding them. Mentoring can take place anywhere. It is a key way to lead and to strengthen Army values.*

DA Pam 600-25, “NCO Development Program,” 1987

### DEVELOPMENTAL RELATIONSHIP

5-35. Mentorship is clearly a developmental relationship and noncommissioned officers have a mandate to develop their soldiers. Given that fact, shouldn’t all leader-follower relationships be considered mentorship? Or why confuse the issue by labeling as mentorship what is in the essence, good leadership? Why do we need mentorship? When those mandated leader development actions occur within a mentorship relationship, their potential impact is greatly magnified, both for the individual and for the Army. This increase in development is due primarily because of the high degree of trust and respect that characterizes a mentoring relationship. Simply put good leadership stimulates development; mentorship magnifies that development. See Figure 5-4.

*“One of the most important responsibilities of a leader is to train, coach and mentor subordinates... Some folks might maintain a relationship with an old mentor throughout their careers and use them as a sounding board and for guidance, but most people will have several mentors over their careers. Keep in mind that a **mentor** is not a substitute for personal research, personal planning, hard work and dedication to service.”*

CSM Larry W. Gammon

## Counseling and Mentorship

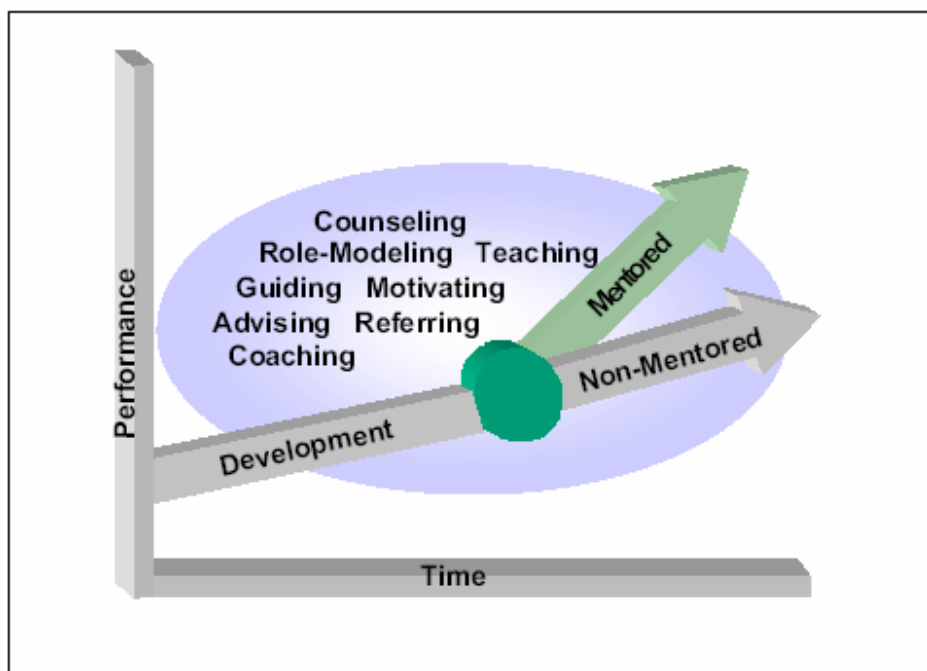


Figure 5-4. Mentorship Development

5-36. Mentorship can and will augment the natural development that occurs in leadership, but it is not necessary or practical in all leader-follower relationships. Soldiers will still develop if they are not mentored, but mentorship can be a key element in the development of soldiers, contributing to their greater well-being. We all have experience to give if we have the heart, the spirit and the caring attitude to share these experiences and the lessons we derive from them. Mentoring is simply giving of your knowledge to other people. To be an effective mentor, all you need is experience and the wisdom of your years and one other vital quality — **you have to care!**

*"Soldiers want to know what's going on. They don't want to reinvent the wheel to address problems that someone else has already solved."*

CSM Cynthia A. Pritchett

### SUSTAIN MENTORSHIP

5-37. Mentorship is demanding business, but the future of the Army depends on the trained and effective leaders whom you leave behind. Sometimes it requires you to set priorities, to balance short-term readiness with long-term leader development. The commitment to mentoring future leaders may require you to take risks. It requires you to give soldiers the opportunity to learn and develop them while using your experience to guide them without micromanaging. Mentoring will lead your soldiers to successes that build their confidence and skills for the future. The key to mentorship in the US Army is

## FM 7-22.7

that it is a sustained relationship and may last through the entire career of a young soldier and even into retirement.

5-38. While not a formal, mandated program like counseling, mentorship does have some very distinct characteristics that we can use as a guide for our mentoring. See Figure 5-5.

- Personal, voluntary developmental relationship existing between soldiers.
- Mentor is a close, trusted and experienced counselor or guide.
- Not bound by geographical location.
- Mutual agreement on mentoring relationship.
- Mentoring relationship devoid of conflicting interests.
- Common professional interests.
- Enduring relationship, frequency based on need, not predetermined event or time.
- Shared Army Values.
- Soldier may have more than one mentor over time.
- Two-way communications.
- Mentor must be willing to share professional knowledge, training and experience in a trusted and respected atmosphere.
- Mentor maintains confidentiality and trust.
- Sincere caring on part of the mentor.
- Relationship may be initiated by superior, peer, or subordinate.
- Can cross military, civilian, active or retired lines.

**Figure 5-5. Mentorship Characteristics**

*“Soldiers can solve 98 percent of their problems by just talking to someone about them. All you have to do is listen.”*

SMA William G. Bainbridge

## NCO MENTORSHIP OF OFFICERS

5-39. Senior NCOs have a great deal of experience that is valuable to officers. An officer who has an NCO as a mentor is taking advantage of that experience and also of the unique perspective NCOs develop in leadership, training and professionalism. Even very senior officers seek trusted NCOs' advice and counsel. A mentorship relationship that is unique in the Army and the NCO Corps is the relationship between a platoon sergeant and his young platoon leader. Especially in their early years, young officers need to be paired with senior experienced NCOs. The relationship that frequently comes from this experience tends to be instrumental in the young officers' development. Young

## Counseling and Mentorship

officers may forget a lot of things about their time in the military, but they will never forget, good or bad, their first platoon sergeant.



### MENTORSHIP BUILDS THE FUTURE

5-40. Mentorship offers unparalleled opportunities to build a better Army. If you are a noncommissioned officer and are not mentoring several promising young leaders, you are missing an important opportunity to contribute to the Army's future. Mentorship is the single, easiest way to develop young leaders. But to do so, the mentor must be willing to commit the time and energy necessary to do it right and to set the conditions for success so young leaders will seek him out to be their mentor.

*"Becoming a mentor should not be a hasty endeavor. It is not a part-time job. It is an intense relationship between teacher and student. The process requires time and caring. Effective mentors are totally committed to spending the necessary time and attention it takes to share values, attitudes and beliefs. This includes helping a soldier make career decisions and providing support and encouragement that allow leaders to grow."*

CSM Christine E. Seitzinger

**Near the end of the session, SSG Rovero starts taking charge of his action plan – identifying, without SFC Lang's assistance, things he can do to improve his leadership. As the session closes, there is a renewed air of respect and understanding between SFC Lang and SSG Rovero.**

## FM 7-22.7

**SFC LANG:** Why don't you read back to me what you've got. *[As developmental sessions come to a close, it is important to review tasks and confirm what was said earlier in the session]*

**SSG ROVERO:** Okay. *[Making notes to himself.]* "Conduct an AAR with the maintenance section; observe Sergeant Leroy supervising maintenance operations."

**SFC LANG:** Those should both work to improve Executing. *[SFC Lang reinforces the leadership doctrinal framework by listing developmental tasks IAW with the value, attribute, skill and/or action it is designed to improve]*

**SSG ROVERO:** One I just thought of, "develop a daily plan for supervising maintenance operations." I think if I just sat down each morning and split up the jobs better, plus figure out where I'm needed most... *[This is an ideal outcome to be sought after in developmental counseling — the subordinate leader coming up with and identifying developmental tasks. Also note the total number of tasks identified. A few clearly defined tasks with high potential for improvement and are better than numerous, ill-defined tasks with questionable outcomes]*

**SFC LANG:** Sounds good. OR rate is bound to go up. And just think of what this is going to do to everybody's motivation around here – getting home at a decent hour. And I'll let Sergeant LeRoy know you're coming over to have a look at his maintenance operations. *[Again, the action plan may very well require action on the part of the leader, not just the subordinate leader. At a minimum the leader is going to have to plan and allocate time to get out and make subsequent observations of the leader to assess whether or not improvement is being made and perhaps conduct some on-the-spot coaching].* Well, Sergeant, we've had some pretty straight talk here on things that need to improve. And don't forget you've got a lot going for you. Best technical skill I've seen. Keep up the good work. *[Action plans are also about sustaining the 'good stuff.' In closing the session, SFC Lang is conscience of the need to reinforce and communicate what SSG Rovero is doing well]*

**SSG ROVERO:** Appreciate that, SFC Lang.

5-41. During the counseling, the leader and soldier conduct a review to identify and discuss the soldier's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling is not normally event-driven. The discussion may include opportunities for civilian or military schooling, future duty assignments, special programs and reenlistment options. Every person's needs are different and leaders must apply specific courses of action tailored to each soldier.



L235

Sexual Assault Prevention and Response  
Training (New Leader)

Nov 04

## U.S. ARMY SERGEANTS MAJOR ACADEMY

Primary Leadership Development Course  
(PLDC)

The Army Training System

**TRAINING SUPPORT PACKAGE**



**"NO ONE IS MORE PROFESSIONAL THAN I"**

This page intentionally left blank

## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L235 / SEXUAL ASSAULT PREVENTION AND RESPONSE TRAINING (NEW LEADER)
<b>Effective Date</b>	30 Nov 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	None
<b>TSP Users</b>	600-PLDC, Primary Leadership Development Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

---

**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

**Task Number**

**Task Title**

805C-010-0104

Army's Sexual Assault Prevention and Response  
Training

---

This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data .....	4
Section II Introduction.....	7
Terminal Learning Objective - Implement the Army's Sexual Assault Prevention and Response Program.....	8
Section III Presentation .....	8
Enabling Learning Objective A - Define Army's Sexual Assault Policy.....	10
Enabling Learning Objective B - Discuss sexual assault definitions.....	13
Enabling Learning Objective C - Identify sexual assault trends in the Army environment..	16
Enabling Learning Objective D - Identify Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program.....	20
Enabling Learning Objective E - Identify types of sexual assault and influencing factors.....	25
Enabling Learning Objective F - Identify rights of victim and alleged perpetrator.....	35
Enabling Learning Objective G - Identify individual responsibilities.....	40
Enabling Learning Objective H - Identify procedures for timely reporting of sexual assault....	44
Enabling Learning Objective I - Identify resources for victims of sexual assault....	49
Section IV Summary.....	52
Section V Student Evaluation.....	53
Appendix A Viewgraph Masters A - .....	1
Appendix B Test(s) and Test Solution(s) (N/A) B - .....	1
Appendix C Practical Exercises and Solutions (N/A) C - .....	1
Appendix D Student Handouts D - .....	1

---

**SEXUAL ASSAULT PREVENTION  
AND RESPONSE TRAINING (NEW LEADER)  
L235 / Version 1  
01 Nov 2004**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-PLDC	1	Primary Leadership Development Course

<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
	805C-010-0104 (*)	Army's Sexual Assault Prevention and Response Training

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	None	

**Academic Hours**      The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
	1 hrs 30 mins / Conference / Discussion
Test Review	0 hrs
<b>Total Hours:</b>	1 hrs 30 mins

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	_____	N/A _____

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
-------------------------	---

<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
--	--

---

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
0805C-010-0104	Sexual Assault Prevention and response training (New Leader) Training Support Package	28 Oct 2004	

---

**Student Study Assignments**

Before class--

- Read Student Handout 1, Appendix D, for reading and study assignments.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

---

**Instructor Requirements**

1:8, SSG, PLDC graduate, ITC, and SGITC qualified

---

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

---

**Equipment Required**

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:2	No	1	No
6730-00-P53-8147 Projector, Overhead	1:16	1:2	No	1	No
7110-00-132-6651 CHALKBOARD	1:16	1:2	No	1	Yes
7520-01-424-4867 EASEL, DISPLAY AND TRAINING	1:16	1:2	No	1	Yes
7530-00-619-8880 PAD, WRITING PAPER	1:16	1:2	No	1	Yes

---

**Materials Required****Instructor Materials:**

- TSP.
- Any equipment required by the NCOA's SOP.

**Student Materials:**

- Advance sheet in Appendix D.
  - Pen or pencil and writing paper.
  - Any materials required by the NCOA's SOP.
-

**Classroom,  
Training Area,  
and Range  
Requirements**

---

CLASSROOM (40X40 PER 16 STUDENTS)

---

**Ammunition  
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

---

**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read and study all TSP material and be ready to conduct the class.
- This TSP has questions throughout to check learning or generate discussion among the group members. You may add any questions you deem necessary to bring a point across to the group or expand on any matters discussed.
- You must know the information in this TSP well enough to teach from it, not read from it.
- This TSP presents references at the beginning of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.

During class--

- Conduct the class in accordance with this TSP.

After class--

- Collect all recoverable materials after the examination for this lesson.
- 

**Proponent  
Lesson Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Wilson, Karen M.	GS09	Training Specialist	
LeGloahec, Victor A.	SGM	Chief, PLDC	
Lemon, Marion	SGM	Chief, CDDD	

---



**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

---

As a junior leader you will be directly responsible for the Soldiers under your care. The training you have received thus far has prepared you to be a good Soldier and leader. As you are aware, to be an effective leader you must lead by example and follow the Army Values, Warrior Ethos, and Soldiers Creed. By doing so, you will reinforce these values within your Soldiers.

As a leader you will be confronted with numerous leadership challenges, one of which is sexual assault. The challenge is to be aware of the conditions under which sexual assault may occur, to educate your Soldiers regarding these conditions, and how to avoid sexual assault, as well as, how to handle sexual assault in your unit or organization if it occurs.

In the past few years the Army has faced intense scrutiny on its sexual assault prevention programs. Media reports have alleged that the Army was insufficient and unresponsive in dealing with reports of sexual assault. As a result, the Army has conducted a thorough review of these allegations and strengthened its procedures and processes where needed.

This design of this lesson is to provide you with the information necessary to prepare you to deal with the issue of sexual assault. It will provide you with the knowledge, awareness, and prevention techniques that you can apply to your current daily activities and your future leadership responsibilities. Also, this lesson stresses the seriousness of sexual assault and to ensure that the Army's contemporary operational environment is safe and keeps to the highest standards.

---

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.  
At the completion of this lesson, you [the student] will:

<b>Action:</b>	Implement the Army's Sexual Assault Prevention and Response Program
<b>Conditions:</b>	In a classroom environment using the material contained in this lesson.
<b>Standards:</b>	<p>Implement the Army's Sexual Assault Prevention and Response Program by:</p> <ul style="list-style-type: none"> <li>• Defining Army's Sexual Assault Policy.</li> <li>• Discussing sexual assault definitions.</li> <li>• Identifying sexual assault trends in the Army environment.</li> <li>• Identifying Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program.</li> <li>• Identifying types of sexual assault and influencing factors.</li> <li>• Identifying rights of victim and alleged perpetrator.</li> <li>• Identifying individual responsibilities.</li> <li>• Identifying procedures for timely reporting of sexual assault.</li> <li>• Identifying resources for victims of sexual assault.</li> </ul> <p>IAW TSP 805C-010-0104 (SH-2).</p>

**Safety Requirements**

None

**Risk Assessment Level**

Low

**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

**Evaluation**

None

**Instructional  
Lead-In**

---

Welcome to the Army's Sexual Assault Prevention and Response Training for New Leaders. This lesson is part of the Army's Sexual Assault Prevention and Response Program. We will be referring to the Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, dated 27 May 04.

The purpose of the Army's Sexual Assault Prevention and Response Program is to eliminate incidents of sexual assault through a comprehensive policy that centers on:

- Prevention
  - Immediate response
  - Long-term support and
  - Evaluation process.
-

**SECTION III. PRESENTATION**

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

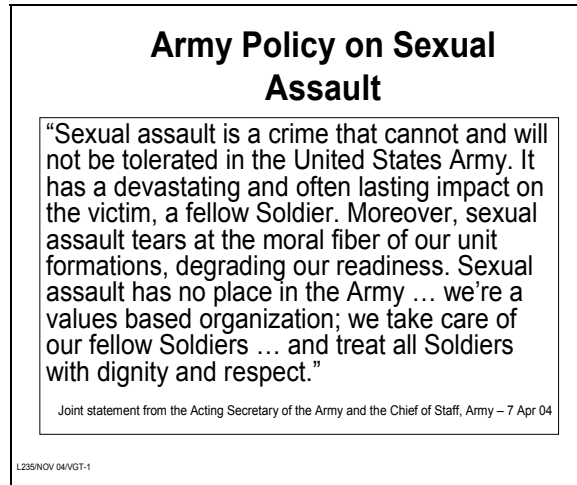
<b>ACTION:</b>	Define Army's Sexual Assault Policy.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Defined Army's Sexual Assault Policy IAW TSP 805C-010-0104 (SH-2).

1. Learning Step / Activity 1. Army's Sexual Assault Policy

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-1 thru VGT-3

Ref: SH-2, TSP 805C-010-0104, p 8

**SHOW VGT-1, ARMY POLICY ON SEXUAL ASSUALT**



Ref: TSP 805C-010-0104 (SH-2), p 8

“Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formation, degrading our readiness. Sexual assault has no place in the Army . . . we're a values based organization; we take care of our fellow Soldiers . . . and treat all Soldiers with dignity and respect.”

**REMOVE VGT-1**

Ref: TSP 805C-010-0104 (SH-2), p 9

**SHOW VGT-2, ARMY POLICY ON SEXUAL ASSUALT (CONT)**

**Army Policy on Sexual Assault (cont)**

- States that sexual assault is a criminal offense that is punishable under the provisions of the UCMJ.
- Uses training, education and awareness to prevent sexual assault.
- Promotes the sensitive handling of victims.
- Requires aggressive, timely, and thorough investigations.
- Holds those who commit offenses accountable.
- Treats all victims with dignity, fairness, and respect.
- Creates and promotes a positive command climate.

L235NOV 04VGT-2

Ref: TSP 805C-010-0104 (SH-2), p 9

“Army policy promotes awareness and education to prevent sexual assault; provides sensitive care for sexual assault victims; aggressive, timely, and thorough investigations of all reported sexual assaults; and accountability for those who commit these crimes. Further, we demand and expect that leaders at every level will create and promote a positive command climate in which victims have the confidences in their Chain of Command and criminal investigators to report these crimes immediately. Additionally, leaders must ensure that Soldiers and other members of the Army community treat sexual assault victims with dignity, fairness, and respect for their privacy. The Army has existing medical and legal policies and programs to assist leaders. Use these resources to provide victims with immediate medical care, follow-up counseling, and seamless victim assistance.”

**REMOVE VGT-2**

Ref: TSP 805C-010-0104 (SH-2), p 10

**SHOW VGT-3, ARMY POLICY APPLIES**

**Army Policy Applies**

- Both on and off post.
- During duty and non-duty hours.
- To working, living and recreational environments.

L235NOV 04VGT-3

Ref: TSP 805C-010-0104 (SH-2), p 10

The stated policy applies both on and off post, during duty and non-duty hours, and in the working, living, and recreational environments.

**REMOVE VGT-3**

**CHECK ON LEARNING:**

QUESTION: When and where does the sexual policy apply?

ANSWER: Any place you are 24 hours, 7 days a week.

Ref: TSP 805C-010-0104 (SH-2), p 10

QUESTION: Whose responsibility is it to make Sexual assault Prevention and Response program work?

ANSWER: Leaders at all levels.

Ref: TSP 805C-010-0104 (SH-2), p 10

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss sexual assault definitions.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Discussed sexual assault definitions TSP 805C-010-0104 (SH-2).

1. Learning Step / Activity 1. Sexual Assault Definitions

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-4 thru VGT-6

Ref: TSP 805C-010-0104 (SH-2), p 11

**SHOW VGT-4, SEXUAL ASSAULT DEFINED**

### Sexual Assault Defined

**Sexual assault:** Refers to offenses of a sexual nature committed without the lawful consent of the victim. These offenses, which are punishable as crimes under the UCMJ, include the following:

- Rape – sexual intercourse by force and without consent.
- Forcible sodomy – oral or anal sex by force and without consent.
- Indecent assault – any non-consensual touching done with the intent to gratify lust or sexual desires.
- Carnal knowledge – sexual intercourse with a minor.

L235NOV 04/VGT-4

Ref: TSP 805C-010-0104 (SH-2), p 11

Sexual assault, as the term refers, deals with offenses of a sexual nature committed without the lawful consent of the victim. These offenses, punishable as crimes under UCMJ, include the following:

- Rape, sexual intercourse by force and without consent
- Forcible sodomy, oral or anal sex by force and without consent
- Indecent assault, any non-consensual touching done with the intent to gratify lust or sexual desires
- Carnal knowledge is sex with a minor. In most states, a minor is anyone under the age of 16. There is a perception of young teenagers being sexually active. Consensual sex with a minor is still illegal. You

may still be prosecuted for having sex with a minor, even if it was consensual.

**REMOVE VGT-4**

Ref: TSP 805C-010-0104 (SH-2), p 11

**SHOW VGT-5, OTHER DEFINITIONS**

### Other Definitions

- Victim – one who has been sexually assaulted.
- Alleged perpetrator – one who has been **accused** of committing a crime.
- Perpetrator – one who has committed a crime.

L235NOV 04/VGT-5

Ref: TSP 805C-010-0104 (SH-2), p 11

Other definitions that you must know that Army regulations include that are important to the topic of sexual assault:

- Victim, defined as “any person who reports the commission of a sexual assault upon himself or herself, or is identified, based upon the report of another person, or other information, as a person who has been subjected to a sexual offense.”
- Alleged perpetrator, defined as “one who has been accused of committing a crime including any report of a crime to police authorities of a known or unknown person.” (i.e., subject).”
- Perpetrator, defined as “one who has committed a crime,” (i.e., offender, subject).”

**REMOVE VGT-5**



Ref: TSP 805C-010-0104 (SH-2), p 11

### **SHOW VGT-6 CASES DEFINED**

### **Cases Defined**

- Case – a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators)
  - Founded Case
  - Unfounded Case

L235NOV 04VGT-6

Ref: TSP 805C-010-0104 (SH-2), p 11

### **Cases Defined**

- Case, a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators).
- Founded Case, a determination made by the Criminal Investigation Division (CID) that a criminal offense has been committed. The determination that a founded offense exists is an investigative decision independent of any judicial opinion or disciplinary action.
- Unfounded Case, a determination made by the CID that a criminal offense did not occur. This determination must be based on demonstrative evidence. A lack of evidence to support a complaint or questioning of certain elements of a complaint is not sufficient to categorize an incident as unfounded. A finding of insufficient evidence is not a basis for labeling an offense as unfounded.

### **REMOVE VGT-6**

#### **CHECK ON LEARNING:**

QUESTION: What is the term for one who has been sexually assaulted?

ANSWER: Victim.

Ref: TSP 805C-010-0104 (SH-2), p 12

QUESTION: What is the term for one who has committed a crime?

ANSWER: Perpetrator.

Ref: TSP 805C-010-0104 (SH-2), p 12

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify sexual assault trends in the Army environment.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identifying sexual assault trends in the Army environment. IAW TSP 805C-010-0104 (SH-2).

1. Learning Step / Activity 1. Sexual Assault Trends in the Army Environment

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-7 thru VGT-10

Ref: TSP 805C-010-0104 (SH-2), p 12

**SHOW VGT-7, ARMY CRIME TRENDS**

### Army Crime Trends

Most Rape Victims:

- Know the perpetrator.
- Were assaulted in the barracks or victim's home.
- Were intoxicated or drug impaired.
- Barracks rooms were left unsecured.
- Delayed reporting.

L235/NOV 04/VGT-7

Ref: TSP 805C-010-0104 (SH-2), p 12

The Task Force Report on Sexual Assault Policies dated 27 May 2004 includes an overview of Army data relating to sexual assault. The Task Force reviewed crime statistics from the Army Crime Records Center's (CRC) database between 1999-2004 with 2002 and 2003 analyzed in greater detail.

The CRC stores records of all criminal allegations investigated by the CID, offenses that carry six months or more of confinement, and cases investigated by installation provost marshals. The Task Force examined criminal data that included

cases involving Soldiers, family members, civilians, contractors, and members of other services, as well as cases that occurred on and off military installations. The records of criminal allegations include cases determined to be founded, unfounded, or of insufficient evidence.

The Army sexual trends indicated that most--

- Rape victims knew the perpetrator.
- Incidents occurred in the barracks or the victim's home (personal living areas).
- Victims had been intoxicated or drug impaired.
- Barracks rooms were left unsecured.
- Victims delayed reporting the assault.

Alcohol and drug use on the part of the assailant and/or the victim is one of the most common factors that contribute to date or acquaintance rape.

#### **REMOVE VGT-7**

Ref: TSP 805C-010-0104 (SH-2), p 13

**NOTE:** Show VGT-8 (Number of Sexual Assault Victims and Perpetrators). Discuss the statistics with the students. Ask them if they thought the numbers are higher, lower, or about what they thought the numbers would be?

#### **SHOW VGT-8, NUMBER OF SEXUAL ASSUALT VICTIMS AND PERPATRATORS**

**Number of Sexual Assault  
Victims and Perpetrators**

- The actual number of cases was higher.
- The Soldier victim rate was:
  - 0.8 per 1,000 in 2002
  - 0.7 per 1,000 in 2003
- The highest number of victims came from the junior enlisted ranks.

L235NOV 04/VGT-8

Ref: TSP 805C-010-0104 (SH-2), p 13

Let's take a look at some statistics. Keep in mind that a single sexual assault case can involve multiple victims and or perpetrators. The actual number of victims was higher than the number of cases.

- In 2002, 353 of the 783 sexual assault cases, or 45%, involved one or more Soldier victims.
- In 2003, 407 of the 822 sexual assault cases, 50%, involved one or more Soldier victims.
- In 2002, 79% of total alleged perpetrators were Soldiers. 55% of the cases involved Soldier victims.
- In 2003, 68% of alleged perpetrators were Soldiers. 48% of the cases involved Soldier victims.

The junior enlisted rank has the highest number of victims. The victim rate for junior enlisted Soldiers was 1.7 per 1,000 Soldiers in 2002 and 2003. The NCO victim rate was 0.3 and 0.2 per 1,000 for the same years.

**REMOVE VGT-8**

Ref: TSP 805C-010-0104 (SH-2), p 14

**SHOW VGT-9, NUMBER OF ALLEGATIONS BY RANK**

Number of Allegations by Rank	
<p><b>Victim rates per 1,000</b></p> <ul style="list-style-type: none"> <li>• Female junior enlisted Soldiers               <ul style="list-style-type: none"> <li>- 6.8 (2002)</li> <li>- 7.3 (2003)</li> </ul> </li> <li>• Female NCOs               <ul style="list-style-type: none"> <li>- 1.2 (2002)</li> <li>- 1.3 (2003)</li> </ul> </li> <li>• Female officers               <ul style="list-style-type: none"> <li>- 0.3 (2002)</li> <li>- 0.9 (2003)</li> </ul> </li> <li>• Male junior enlisted Soldiers – 0.2 (2002 and 2003)</li> <li>• Male NCOs – &lt; 0.1 (2002 and 2003)</li> <li>• Male officers               <ul style="list-style-type: none"> <li>- &lt; 0.1 (2002)</li> <li>- No reports (2003)</li> </ul> </li> </ul>	<p><b>Alleged perpetrator rates per 1,000</b></p> <ul style="list-style-type: none"> <li>• Female junior enlisted Soldiers – 0.1 (2002 and 2003)</li> <li>• Female NCOs – &lt;0.1 (2002 and 2003)</li> <li>• Female officers               <ul style="list-style-type: none"> <li>- &lt; 0.1 (2002)</li> <li>- No reports (2003)</li> </ul> </li> <li>• Male junior enlisted Soldiers               <ul style="list-style-type: none"> <li>- 2.2 (2002)</li> <li>- 1.8 (2003)</li> </ul> </li> <li>• Male NCOs               <ul style="list-style-type: none"> <li>- 1.5 (2002)</li> <li>- 1.3 (2003)</li> </ul> </li> <li>• Male officers               <ul style="list-style-type: none"> <li>- 0.3 (2002)</li> <li>- 0.4 (2003)</li> </ul> </li> </ul>

L235NOV 04/VGT-9

Ref: TSP 805C-010-0104 (SH-2), p 14

The perpetrator sexual assault rates also differed by rank, although the difference across rank for perpetrators varied less than the difference across rank for victims.

- In 2002, the perpetrator rates for junior enlisted Soldiers, and NCOs were 1.7, and 1.3 respectively.
- In 2003, the perpetrator rates for junior enlisted Soldiers, and NCOs were 1.2, and 1.0 respectively.

The highest rate of allegations of sexual assaults involved female junior enlisted Soldier victims. The numbers of victims and alleged perpetrators, by rank, for 2002 and 2003, you can see in the table on the slide.

**NOTE:** Discuss the figures with the class.

**REMOVE VGT-9**

Ref: TSP 805C-010-0104 (SH-2), p 14

**SHOW VGT-10, RISK FACTORS**

### Risk Factors

- Alcohol was a significant risk factor
  - 57 % in 2002
  - 52 % in 2003
- Drugs were less involved
  - 4 % in 2002
  - < 3 % in 2003
- The largest percentage of cases occurred in barracks in a permanent duty environment.

L235NOV 04/VGT-10

Ref: TSP 805C-010-0104 (SH-2), p 14

The Task Force examined possible risk factors for sexual assaults including alcohol, drugs, and location. Alcohol was found to be a significant risk factor. Of the 353 cases that involved Soldier victims in 2002, the available data indicated more than half, 57%, involved alcohol. In 2003, available data indicated that the percentage decreased to 52%.

Drugs were a far less significant factor; the available data indicated drug involvement in only 14 cases (4%) in 2002 and 10 cases (less than 3 %) in 2003.

The largest percentage of cases that involved a Soldier victim occurred in barracks in a permanent duty environment, and the training environment was the second most common environment in 2002. Sexual assault cases in the CENTCOM Theater of Operations increased from 10 in 2002 to 74 in 2003. During this time, active duty strength in the CENTCOM Theater of Operations increased from 20,284 Soldiers to 165,085 Soldiers.

**REMOVE VGT-10**

**CHECK ON LEARNING:**

QUESTION: What is the most significant risk factor for sexual assault?

ANSWER: Drinking alcohol.

Ref: TSP 805C-010-0104 (SH-2), p 14

QUESTION: Where did the largest percentage of sexual assault occur?

ANSWER: Barracks in a permanent duty environment.

Ref: TSP 805C-010-0104 (SH-2), p 14

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify chain of command responsibilities within the Army's Sexual Assault Prevention and Response Program.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified chain of command responsibilities within the Army's Sexual Assault Prevention and Response Program IAW TSP 805C-010-0104 (SH-2).

1. Learning Step / Activity 1. Chain of Command Responsibilities

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-11 thru VGT-13

Ref: TSP 805C-010-0104 (SH-2), pp 16 and 17

**Chain of Command Responsibilities**

It is up to the leaders to make the Sexual Assault Prevention and Response Program work. As leaders we need to reinforce appropriate and values based attitudes and behaviors related to sexual assault in both verbal and non-verbal spheres of influence. The message to convey is that sexual assault can and is preventable and will not be tolerated. Leaders WILL act to support any victim should an assault occur.

## SHOW VGT-11, CHAIN OF COMMAND'S RESPONSIBILITY TOWARDS VICTIM

**Chain of Command's  
Responsibility Towards Victim**

- Foster a supportive environment.
- Take action.
- Implement the chain of command's right to know:
  - No anonymous reporting mechanism.
  - Safeguard Soldiers and mission.
  - Follow-on criminal investigation.
- Protect victim's confidentiality:
  - Multiple options.
  - Ensure treatment.

L235/NOV 04/VGT-11

Ref: TSP 805C-010-0104 (SH-2), p 16

You should act in a manner that helps the victim. You should be supportive, sensitive and compassionate. A supportive environment is critical since the victim may experience feelings of shame, guilt and powerlessness. Be warm and show empathy but don't be overly protective.

You foster a supportive environment by--

- Listening, without judgment, giving advice or asking why questions.
- Repeating the message: You are not to blame.
- Encouraging official reporting by notifying the chain of command.
- Treating the victims as injured adults, not as children. That means do not make all the decisions!

The next step is to take immediate action. Ordinarily you refer reports of misconduct to the alleged perpetrator's immediate command. The immediate commander of the accused or suspect uses his position to make a preliminary inquiry into the charges or suspected offenses. The commander must report rape and other serious offenses to the CID for investigation. The Staff Judge Advocates normally assist commanders in determining the disposition of serious misconduct cases.

- Army Regulation 195-1, Para. 6 (a) and (b) requires that:
  - "Criminal incidents are reported to military police. These criminal incidents include persons subject to the UCMJ, civilian employees of the DOD in connection with assigned duties and Government property under Army jurisdiction."

- “All serious crimes/incidents as defined in AR 195-2 are reported to and investigated by CID.”
- The commander will insure the completion and submission of the DA Form 4833, Commander’s Report of Disciplinary or Administrative Action, to appropriate personnel. This allows the Army to maintain an accurate database that will support the Army’s Sexual Assault Prevention and Response Program.
- Leaders who do not report such crimes give their Soldiers the impression that those commanders are “indifferent to sexual assaults.”

There is no anonymous reporting mechanism in the Army. An anonymous reporting mechanism would be detrimental to maintaining unit effectiveness, morale, and safety. The Army must balance the need for a thorough investigation of allegations against the need for victim privacy. However, there are several confidential avenues of communication that Soldiers can use to seek assistance and guidance, such as unit chaplains, legal assistance attorneys, psychotherapist, and the Army’s One Source (AOS) Program.

- The following illustrates the Army’s need to know: In a deployed combat environment, a commander or supervisor without knowledge of an allegation of sexual assault may unknowingly assign a victim and the alleged perpetrator to patrol in the same area or guard the same installation.
- A commander needs to know in order to provide for the safety of each Soldier and to ensure mission accomplishment.
- Without knowledge of a sexual assault incident and a follow-on thorough criminal investigation, commanders cannot take appropriate actions to maintain unit discipline, protect the victim, and prevent future sexual assaults.

Commands must protect the victim’s confidentiality. Soldier must fully understand the avenues of confidential and privileged communications available and the responsibilities and limitation of each avenue. Commanders have multiple options at their disposal to protect the victim. Existing legal options include:

- Imposition of pretrial confinement or restriction on the alleged perpetrator.
- Use of Military Protective Order (MPO) – DD Form 2873 – on the alleged perpetrator. The MPO is a “no contact order” that helps to ensure the safety of the victims and witnesses.



- Relocation or reassignment of either the alleged perpetrator or the victim.
  - Temporary relocation lowers the chances of incidental contact prior to resolution of the case.
  - Determine whether the victim desires relocation (transfer to another unit) to avoid subjecting the victim to double victimization that may create a perception through arbitrary transfers.
  
- As a leader, you need to ensure the sensitive, confidential, and comprehensive treatment of the victims in order to restore their health and well-being. Your quick action will enable a thorough investigation of the sexual assault.
  
- No one wants to be the topic of discussion within the unit or elsewhere, especially if the event is traumatic. You can provide a supportive environment by contacting **ONLY** those who need to know.

**REMOVE VGT-11**

Ref: TSP 805C-010-0104 (SH-2), pp 17 and 18

**SHOW VGT-12, UNIT RISK FACTORS**

### Unit Risk Factors

- When:
  - Pre- and post deployment.
  - Leisure time.
- Where:
  - Home base.
  - Deployed.
  - In Theater.

L235/NOV 04/VGT-12

Ref: TSP 805C-010-0104 (SH-2), pp 17 and 18

**REMOVE VGT-12**

Ref: TSP 805C-010-0104 (SH-2), pp 17 and 18

## SHOW VGT-13, UNIT RISK FACTORS (CONT)

### Unit Risk Factors (cont)

- Preventive actions:
  - Use the buddy system.
  - Report inappropriate behavior immediately (on and off duty).
  - Practice Army Values.
  - Never leave a fallen comrade.

L235/NOV 04/VGT-13

Ref: TSP 805C-010-0104 (SH-2), pp 17 and 18

You must always stand guard and be aware of the sexual assault risk factors that may impact unit readiness. Leaders should reiterate correct Soldier behaviors that help to prevent sexual assaults. Leaders can stress this during unit safety briefings, before high-risk periods, such as pre- and post-deployment, and leisure time (training holidays and holiday weekends). Point out the following:

- Use the buddy system – look out for each other.
- Report inappropriate behavior immediately (both on & off duty) to chain of command.
- Practice Army Values.
- Never leave a fallen comrade.

### REMOVE VGT-13

#### CHECK ON LEARNING:

QUESTION: What are your actions if you became aware of a Soldier who has been sexually assaulted earlier in the evening?

ANSWER: Report the incident to chain of command, protect victim's privacy, and provide supportive environment.

Ref: TSP 805C-010-0104 (SH-2), p 18

QUESTION: What are some prevention actions a unit takes to help prevent sexual assaults?

ANSWER: Unit actions to help prevent sexual assaults are: use the buddy system, report inappropriate behavior immediately (both on and off duty) to chain of command, practice Army values, and never leave a fallen comrade,

Ref: TSP 805C-010-0104 (SH-2), p 18

**E. ENABLING LEARNING OBJECTIVE**

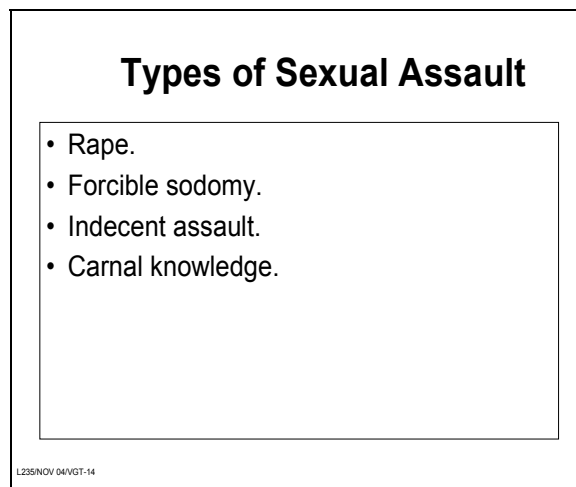
<b>ACTION:</b>	Identify types of sexual assault and influencing factors; effects of sexual assault on the victim, the alleged perpetrator, and the unit, and techniques used to prevent the occurrence of sexual assaults.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified types of sexual assault and influencing factors; effects of sexual assault on the victim, the alleged perpetrator, and the unit, and techniques used to prevent the occurrence of sexual assaults IAW TSP 805C-010-010 (SH-2).

1. Learning Step / Activity 1. Types of Sexual Assault

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-14 and VGT-19

Ref: SH-2, TSP 805C-010-0104, pp 18 and 19

**SHOW VGT-14, TYPES OF SEXUAL ASSUALT**



Ref: TSP 805C-010-0104 (SH-2), pp 18 and 19

As stated earlier, sexual assault can take on many forms, and knowing these

forms and being ready to prevent them, and if committed, handle them appropriately as leaders, and maintain the best climate for organization to perform their mission.

We discussed earlier the definitions of rape, forcible sodomy, indecent assault and carnal knowledge. We will now discuss the different types of rape.

Ref: TSP 805C-010-0104 (SH-2), p 19

### **SHOW VGT-15, RAPE DEFINED**

**Rape Defined**

- Sexual intercourse by force and without consent.
- The UCMJ identifies four types of rape:
  - Physical force.
  - Constructive force.
  - Date/Acquaintance rape.
  - Marital rape.

L235/NOV 04/VGT-15

Ref: TSP 805C-010-0104 (SH-2), p 19

Before discussing different types of rape, let's review the definition of the word "rape." Article 120 of the UCMJ reads, "Any person subject to this chapter who commits an act of sexual intercourse by force and without consent, is guilty of rape." Article 120 also identifies four types of rape: There may be other types of rape, but these are the four on which this lesson focuses:

- Physical force.
- Constructive force.
- Date/Acquaintance rape.
- Marital rape.

Physical force is an act of forced sexual intercourse without consent when the perpetrator is physically stronger than the victim and can overcome the victim with bodily strength. The victim may have physical injuries such as bruises from the force of the perpetrator.

Constructive force is the use of threats, intimidation or the abuse of authority,

which can cause the victim to believe that death or injury, would occur if he or she resists. An example of constructive force is the perpetrator has a gun or knife and threatens to kill the victim if he/she resist.

Date/Acquaintance rape is an attack by someone the victim knows. This is the most unreported of the four rapes we are discussing. Often the victim assumes blame or feels embarrassed to report the incident.

Marital rape is intercourse by the victim's spouse without consent. Some people who are drunk or high get mean (you all probably know someone like that) it could be an uncle or someone your family talked about when you were growing up. These individuals may tend to pick fights when they're drunk. When they're sober, they're as nice as can be. Unfortunately, there are soldiers who get mean and take it out on their spouses.

**Scenario:** A Soldier goes home drunk after a night out with his buddies. He comes in and trips on something on the floor (a kid's toy). Something that simple sets him off and he goes into a rage. He wakes up his wife to complain about the toy on the floor and ends up raping her. When he sobers up the next day, he doesn't remember a thing.

**REMOVE VGT-15**

## 2. Learning Step / Activity 2. Adverse Effects

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-16 and VGT -17

Ref: TSP 805C-010-0104 (SH-2), p 21

**NOTE:** During this LSA we will discuss the adverse effects of sexual assault.

Sexual assault is a traumatic event which can lead to emotional distress, self destructive behavior, interpersonal problems, and behavioral disorders. A Soldier who has been sexually assaulted may experience short and/or long-term effects. Moreover, sexual assault breaks down the cohesive unit, degrading mission readiness.

The Army Policy on Sexual Assault Memorandum that we discussed earlier is the guidance for dealing with sexual assaults. While we can read the guidance and know the reporting systems and how to handle the perpetrators, we must be ever mindful of what effects sexual assault has on the victims both physically and emotionally.

### **SHOW VGT-16, SEXUAL ASSUALT EFFECTS**

### Sexual Assault Effects

- Victim effects:
  - Emotional/behavioral effects.
  - Physical effects.
- Unit and perpetrator effects:
  - Combat readiness.
  - Unit cohesion and teamwork.
  - Physical injury.
  - Infectious diseases.

L236/NOV 04/VGT-16

Ref: TSP 805C-010-0104(SH-2), p 21

Ref: TSP 805C-010-0104 (SH-2), pp 21 and 22

**Emotional Trauma.** The emotional trauma can be more harmful than the actual physical assault. Some of the emotional and behavioral effects on the victim include:

- Anxiety. The most common debilitating. The victim feels out of control and has a sense of impending unfavorable events.
- Powerlessness. Forced to participate against their will and the feeling continues after the assault.
- Perseverance. Victim has intrusive memories of the event, bad dreams, even some sight and smells may elicit fear.
- Disorganization. Feels frustrated in their inability to concentrate on important tasks, compounding the sense of loss of control.
- Self-blame. The soldier feels guilty over the inability to prevent the attack, and shame over the act forced to perform.
- Distorted self-image. They feel dirty and have a generalized devaluation of their self and they possess an exaggerated sense of vulnerability.
- Depression. Is very a very common reaction. The attack rips away all feeling of security and safety. It is in a very real sense extremely depressing to acknowledge that someone can violate their safety so easily. Self-mutilization or cutting oneself is common. The following are all symptoms of post-traumatic stress disorder:
  - Suicidal thoughts.
  - No interest in previously enjoyed activities.
  - Frequent crying.
  - Fatigue.
  - Emotional, dazed, numb, detached.
  - Sense of hopelessness.
  - Sleep pattern disturbance: Unable to fall asleep, Wakes up and can't go back to sleep, and screaming, crying out while sleeping.
- Withdrawal - Victims may avoid conversation with their friends because they think the conversation is embarrassing. In addition, if a dozen friends ask what happened, the victim will feel obligated to repeat the same painful details twelve separate times. Re-telling the assault may progressively deepen the suffering. The following are symptoms of withdrawal:
  - Emotionally pulls away from close friend which prevents discussing embarrassing details.
  - Understandable loss of libido; Long-term sexual dysfunction is not uncommon
  - Further constricts range of activities
- Individual reactions vary widely. Victims may smile, seem unfazed or calm. Others often regrettably misinterpret these emotional reactions as the assault didn't affect the victim significantly, or the assault didn't really occur. The emotional impact may simply be delayed, which is most common when the victim knows the assailant. A common misconception assumes the victim is making up the story because the victim appears emotionally unaffected by the event.

**Physical Trauma.** Just like the many types of emotional trauma a victim may experience, physical trauma can have an adverse effect on the victim. Let's look at the types of physical trauma the victim may experience after a sexual assault.

- Physical trauma includes general soreness, bruising from the assault; specific to areas injured and delayed appearances of the trauma.
- Skeletal muscle tension includes headaches, back pain, fatigue, and sleep pattern disturbance.
- Gastrointestinal issues include, stomach pains, diarrhea, nausea, especially if anti-pregnancy medicine is given.
- Eating pattern disturbances include, appetite decrease, complaints of food not tasting right, and overeating.
- Genitourinary, defined in Merriam-Webster as, "of or relating to the genital and urinary organs or function." Genitourinary issues include Pelvic pain, vaginal discharge, assault-induced infection, such as an STD, and pregnancy.

Sexual assault not only affects the victim, but may also affect the unit and the perpetrator. Such effects include:

- Combat readiness suffers.
- Unit cohesion and teamwork are destroyed.
- Possible physical injury.
- Possible disease/infection.

#### **REMOVE VGT-16**

Ref: TSP 805C-010-0104 (SH-2), p 23

#### **SHOW VGT-17, VICTIM RESPONSES TO BEING ASSAULTED**

**Victim Responses to  
Being Assaulted**

Common victim responses:

- Recall the event.
- Clean themselves, repeatedly.
- Destroy evidence.

Bottom Line:

- Report to the emergency room in the same clothes and condition in which assaulted.

L235NOV 04/VGT-17

Ref: TSP 805C-010-0104 (SH-2), p 23



Ref: TSP 805C-010-0104 (SH-2), p 23

Victims often recall the event and say, "If I would have only just not gone into that room, not smiled at him when I first met him. Victims will often shower repeatedly, douche, brush their teeth, or gargle because they feel dirty and want to feel clean. This is especially troubling if they wash before reporting the assault, as much forensic evidence goes, literally, down the drain. Smoking, eating, urinating, defecating, inserting or removing a tampon, vomiting, wiping or cleaning the genital area, chewing gum, taking medications, or even hair combing can destroy critical evidence. Ideally, victims should report to the emergency room in the same clothes they were attacked in, and disrobe there for the first time while standing on a large sheet of paper to collect every last bit of forensic evidence.

#### **REMOVE VGT-17**

#### 3. Learning Step / Activity 3. Sexual Assault Prevention Techniques

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 10 mins

Media: VGT-18 and VGT -19

Ref: TSP 805C-010-0104 (SH-2), p 24

Although it may not be possible to guarantee 100% protection against sexual assault, there are measures that the chain of command can take to help prevent it. While we cover these techniques, think about how they compare to your habits and routines. Are there changes that you can make in your lifestyle or daily routines that can help prevent such a devastating attack? Individual Soldiers and the Army community need to work hand-in-hand to build the best contemporary operational environment that excludes sexual assault. To accomplish this task, the chain of command leads by implementing the Sexual Assault Prevention and Response program that will help Soldiers from becoming victims. Let's look at some messages that need to be relayed to the Soldiers.

## SHOW VGT-18, SEXUAL ASSAULT PREVENTION STEPS

**Sexual Assault Prevention Steps**

- Avoid the use of alcohol and other drugs, practice responsible and legal indulgence of alcohol.
- Rely on your instincts and be watchful.
- Establish and maintain your limits.

L235/NOV 04/VGT-18

Ref: TSP 805C-010-0104 (SH-2), p 24

The command can address sexual assault in three easy steps:

Step 1: Avoid alcohol and other drugs. In military sexual assault cases, over 50% involve the use of drugs and/or alcohol. Alcohol and other drugs can cloud Soldiers' judgment and impair their ability to respond quickly to the situation. One message to communicate is: If you drink, never leave your drink unattended. There are many "date rape" drugs used today that perpetrators slip into their victim's drink to make them incoherent and unable to fight off an assault. Rohypnol and GHB are the most common of these "date rape drugs."

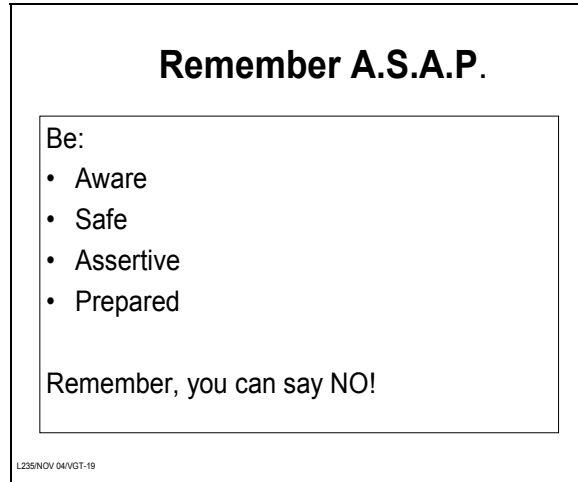
Step 2: Rely on your instincts and be watchful. Sexual assault, including rape, can happen to anyone. Remember, dark alleys are not the only places where rapes occur. New people and new places can be risky. Use the buddy system. Spend time with someone new while you are with a group of people, before being alone with him or her. Trust your own judgment and intuition.

Step 3: Establish and maintain your limits. Don't be afraid of hurting someone's feelings if you have any doubts about your safety. If someone makes unwanted and inappropriate sexual advances, say "NO" loudly, forcefully and frequently.

**REMEMBER A. S. A. P.**

Ref: TSP 805C-010-0104 (SH-2), pp 24 and 25

**SHOW VGT-19. REMEMBER A. S. A. P.**



Ref: TSP 805C-010-0104 (SH-2), pp 24 and 25

**NOTE:** Explain to the students that A.S.A.P. is an easy to remember acronym to remind Soldiers what to do to help prevent sexual assault. The remainder of this topic discusses each letter of the acronym in detail.

The chain of command can augment these preventive steps through the use of an acronym reminder, A.S.A.P.

- **AWARE:** Be Aware, watch for signs that trouble may be coming. For example:
  - The other person won't stop when you say "NO".
  - He or she threatens to hurt you.
  - He or she physically restrains you.
  - The person uses, or threatens to use, a weapon.
  - He or she tries to have sex with you when you are too drunk to say "NO".
  - The person suggests something bad may happen to you if you don't give in.
  
- **SAFE:** Be Safe:
  - Walk in lighted areas after dark.
  - If you feel you may be getting into an uncomfortable situation, get to a safe place as soon as possible.
  - Don't drink or use drugs.
  - If you do drink, never leave your drink unattended.
  - Be careful if anyone in a car asks you for directions. If you answer, keep your distance from the car.
  - Have your key ready before you reach the door of your home, barracks, car, or office.
  
- **ASSERTIVE:** Be Assertive:

- If someone is pressuring you to have sex and you don't want to, say "NO" clearly.
  - Move away from the person while saying "NO."
  - If the person does not listen, say, "Stop! You are raping me!"
  - Try to escape. If there are people nearby, make a lot of noise.
  - If necessary, fight back, but **ONLY** if you feel you can do so without putting yourself at greater risk.
- **PREPARED:** Be Prepared.
    - When on a date, drive yourself or bring enough money for taxi fare.
    - Know where a phone is and have the required change if using a pay phone.
    - Communicate your sexual limits early and clearly.
    - Don't be afraid of hurting the other person's feelings.
    - Know your environment. Different settings have different risks. There may be higher risks associated when stationed in different countries with different cultures. Learn the cultures and know the associated risks.

### CHECK ON LEARNING:

QUESTION: Two male Soldiers and one female Soldier attend a ball game together. After the game, they go out drinking. They return to the barracks. When one of the males leaves the room, the female and the remaining male Soldier have consensual sexual relations. When the Soldier leaves the room, the other male returns. The room is dark and he starts kissing and caressing the female, leading toward sexual intimacy. She realizes that her partner is a different male and insists on stopping the act, but the second male continues. This is an example of what type of sexual assault?

ANSWER: Date / Acquaintance rape.

Ref: TSP 805C-010-0104 (SH-2), p 20

QUESTION: A wife is beaten and raped by her husband. This is example of what type of sexual assault?

ANSWER: Marital rape.

Ref: TSP 805C-010-0104 (SH-2), p 20

QUESTION: A Soldier has consensual sex off base with a minor. This is an example of what type of sexual assault?

ANSWER: Carnal knowledge.

Ref: TSP 805C-010-0104 (SH-2), p 20

QUESTION: Can you list the adverse effects the victim may feel after a sexual incident?

ANSWER: Anxiety, powerlessness, intrusive memories of the event, loss of concentration, distorted self-image, depressed, suicidal thoughts, withdrawn from normal activities and friends, as well as calmness.

Ref: TSP 805C-010-0104 (SH-2), p 23

QUESTION: How does the sexual assault affect the perpetrator?

ANSWER: Arrested, punished under UCMJ, contracts sexually transmitted disease, and is injured.

Ref: TSP 805C-010-0104 (SH-2), p 23

QUESTION: What are the three basic messages that protect the Army community from sexual assaults that the chain of command needs to communicate?

ANSWER: Avoid alcohol and other drugs, rely on your instincts and be watchful; and establish and maintain your limits.

Ref: TSP 805C-010-0104 (SH-2), p 25

**F. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify rights of victim and alleged perpetrator.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified rights of victim and alleged perpetrator IAW (SH-2) TSP 805C-010-010.

1. Learning Step / Activity 1. Rights of Victim and Alleged Perpetrator

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 10 mins

Media: VGT-20 thru VGT-23

Ref: TSP 805C-010-0104 (SH-2), pp 24 and 25

**SHOW VGT-20, RIGHTS OF THE VICTIM**

### Rights of the Victim

**They have the right to be:**

- Treated with fairness and respect.
- Protected.
- Notified of court proceedings.
- Present at all court proceedings.
- To confer with legal counsel.
- Able to seek/obtain information about the current status of the case.

L235/NOV 04/VGT-20

Ref: TSP 805C-010-0104 (SH-2), pp 24 and 25

To ensure the fair and sensitive handling of all sexual assault cases, personnel at every level of victim assistance working with sexual assault victims shall, where possible, ensure the following rights are maintained as outlined in AR 27-10, Section 18-10:

- The right to be treated with fairness, dignity, and a respect for privacy.
- The right to be reasonably protected from the accused offender.
- The right to be notified of court proceedings.
- The right to be present at all public court proceedings related to the offense, unless the court determines that testimony by the victim would be materially affected if the victim heard other testimony at trial, or for other good cause.
- The right to confer with legal counsel.
- The right to information regarding conviction, sentencing, imprisonment, and release of the offender from custody.

The Army will put forth its best effort to accommodate victims with these rights while maintaining good order and discipline. Remember, privacy is a victim's right. Keep all information confidential. The victim has the right NOT to discuss the incident with anyone!

**REMOVE VGT-20**

Ref: TSP 805C-010-0104 (SH-2), pp 26 and 27

**SHOW VGT-21, PROTECTION OF VICTIMS AND WITNESSES**

**Protection of Victims and Witnesses**

- Victim/witness interests are protected by administrative and criminal sanctions.
- In cases where there is concern for the safety of victim/witness, appropriate law enforcement agencies.
- In courts-martial/investigative proceedings, victims or witnesses wait in separate areas.
- A Victim/Witness Liaison may act as an intermediary.

L235/NOV 04/VGT-21

Ref: TSP 805C-010-0104 (SH-2), pp 26 and 27

The Staff Judge Advocate (SJA) ensures that victims and witnesses understand that an administrative and criminal sanction protects their interest. The

SJA will also ensure immediate notification of appropriate law enforcement agencies when the witnesses and victims participation in a; criminal investigation or prosecution process jeopardizes the victims and witnesses life, well being, or safety.

At courts-martial and investigative proceedings, victims and Government witnesses have the opportunity to wait in an area separate from the accused or defense witnesses to avoid embarrassment, coercion, or similar emotional distress.

A Victim/Witness Liaison may act as an intermediary between a witness and representatives of the Government and the defense for the purpose of arranging witness interviews in preparation for trial.

#### **REMOVE VGT-21**

Ref: TSP 805C-010-0104 (SH-2), p 27

#### **SHOW VGT-22, RIGHTS OF THE ALLEGED PERPETRATOR**

### **Rights of the Alleged Perpetrator**

**They have the right to be :**

- Afforded legal counsel.
- Assumed innocent until proven guilty.
- Given a fair trial.
- To have privacy/confidentiality.
- Protected from false allegations.

L235/NOV 04/VGT-22

Ref: TSP 805C-010-0104 (SH-2), p 27

Military personnel alleged to have committed a sexual assault offense may be subject to trial, and if found guilty, punished by courts-martial. Additionally, the Army will process such military personnel for administrative separation.

Like the victim, the alleged perpetrator has certain rights, which include:

- A right to legal counsel.
- The assumption of innocence until proven guilty, a fundamental principle in the United States legal system.
- A right to a fair trial.
- Remember, privacy is the alleged perpetrator's right. Keep all information

confidential.

- The alleged perpetrator should be protected from false allegations.

**REMOVE VGT-22**

**False Reporting**

Ref: TSP 805C-010-0104 (SH-2), p 27

**SHOW VGT-23, FALSE REPORTING**

### False Reporting

- False allegations are a crime under the UCMJ.
- Types of false reporting:
  - False official statement.
  - False swearing.

L235NOV 04/VGT-23

Ref: TSP 805C-010-0104 (SH-2), p 27

False reporting of any crime, including sexual offenses, can be a violation under the UCMJ. A false reporting may include a false official statement and or a false sworn statement. A false official statement requires that the person making the statement knows that the statement is false at the time they made the statement, made in the line of duty (e.g., made to military police authorities or someone in the chain of command) and given either orally or written. False swearing only requires that the person making the statement knows that the statement is false. It may be oral or written, but requires that the statement be made under oath.

**REMOVE VGT-23**



**CHECK ON LEARNING:**

QUESTION: What are the rights of the victim?

ANSWER: To be treated with fairness and respect; to be protected from the alleged perpetrator; to be notified of court proceeding ; to be present at all court proceedings related to the offense; to confer with trail counsel and the Staff Judge Advocate; and to information about the conviction, sentencing, imprisonment, and release of the offender / perpetrator.

Ref: TSP 805C-010-0104 (SH-2), p 27

QUESTION: What are the rights of the alleged perpetrator?

ANSWER: To be assumed innocent until proven guilty, a fair trial, the right to confer with legal counsel, and to privacy.

Ref: TSP 805C-010-0104 (SH-2), p 27

**G. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify Soldier's responsibility within the Army's Sexual Assault Prevention Response Program
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified Soldier's responsibility within the Army's Sexual Assault Prevention Response Program IAW TSP 805C-010-010 (SH-2).

1. Learning Step / Activity 1. Identify Soldier's Responsibility

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 10 mins

Media: VGT-24 thru VGT-26

Ref: TSP 805C-010-0104 (SH-2), p 28

How you respond to sexual assault events affects the climate under which you and your Soldiers live and operate. The Army's Sexual Assault Policy states that you will treat all victims of sexual assault with dignity, fairness, and respect. You will treat each incident seriously and keep all information confidential. So how do you, as an individual Soldier, act when you witness or become aware of a sexual assault?

Ref: TSP 805C-010-0104 (SH-2), p 28

## SHOW VGT-24, WARRIOR'S RESPONSIBILITY TOWARDS VICTIM

**Warrior's Responsibility Towards Victim**

- Give support.
- Notify chain of command.
- Get assistance.
- Protect victim's confidentiality.

L235/NOV 04/VGT-24

Ref: TSP 805C-010-0104 (SH-2), p 28

**Give Support.** Your responsibility toward an assault victim is extremely important. You give your support by acting in a manner that helps the victim. You should be supportive, sensitive, and compassionate. Be warm and show empathy but don't be overly protective. Whether the victim is a friend or battle buddy, these are good guidelines to follow:

- Listening, without judgment, giving advice or asking why questions.
- Repeating the message: You are not to blame.
- Encouraging official reporting by notifying the chain of command.
- Treating the victims as injured adults, not as children. That means do not make all the decisions!

**Get Assistance.** The next step is getting assistance. As a supportive Warrior, you should never leave the victim alone!

**NOTE:** Solicit the students to provide suggestions by asking the question, "How would you get assistance?"

Here are some of the resources that are available to you:

- Emergency medical facilities.
- Law enforcement (military or civilian).
- Unit chaplain.
- Civilian agencies, hotlines, and family/friends.

**NOTE:** Additional information will follow in the resources topic.

**Protect victim's confidentiality.** No one wants to be the topic of discussion within the unit or elsewhere, especially if the event is traumatic. You can continue to provide support by speaking only to those who need to know. Don't bother the victim for details. Just LISTEN. Use your ears not your mouth!

**REMOVE VGT-24**

Ref: TSP 805C-010-0104 (SH-2), pp 28 and 29

**SHOW VGT-25, INDIVIDUAL WARRIOR'S RESPONSIBILITIES**

**Individual Warrior's Responsibilities**

- Reinforce value based attitudes/behaviors:
  - Avoid the use of alcohol and other drugs.
  - Rely on your instincts and be watchful.
  - Establish and maintain your limits.
- Practice appropriate verbal/non-verbal influences.
- Support the victim.

L235/NOV 04/VGT-25

Ref: TSP 805C-010-0104 (SH-2), pp 28 and 29

You have two roles, leader and warrior. Your leaders, subordinates, and peers are watching your actions. So, how do you project both images successfully and support the Sexual Assault Prevention and Response Program? By:

- Reinforcing value based attitudes/behaviors.
  - Avoid the use of alcohol and other drugs.
  - Rely on your instincts and be watchful.
  - Establish and maintain your limits.
- Practice appropriate verbal/non-verbal influences.
  - Use the buddy system – look out for each other.
  - Report inappropriate behavior immediately (both on & off duty) to chain of command.
  - Practice Army Values.
- Support the victim.

**REMOVE VGT-25**

Ref: TSP 805C-010-0104 (SH-2), p 29

### **SHOW VGT-26, VICTIM'S ACTIONS**

### **Victim's Actions**

- Go to a safe place.
- Contact the authorities.
- Do not destroy evidence by "cleaning up."
- Seek assistance from a fellow Warrior or appropriate authorities.

L235NOV 04/VGT-26

Ref: TSP 805C-010-0104 (SH-2), p 29

Statistically you are at risk of being a victim of sexual assault. The proper victim actions are to:

- Go to a safe place.
- Contact the authorities.
- Do not destroy evidence by "cleaning up."
- Seek assistance from a fellow Warrior or appropriate authorities.

### **CHECK ON LEARNING:**

QUESTION: As an individual Soldier who is made aware of sexual assault, what actions should you perform?

ANSWER: Support the victim, get assistance, contact chain of command, and protect victims privacy/confidentially.

Ref: TSP 805C-010-0104 (SH-2), p 29

QUESTION: As a member of the chain of command who is made are of asexual assault, what actions should you perform?

ANSWER: Foster a supportive environment, act according to appropriate authorities, MP or CID, notify chain of command, protect victim's privacy / confidentially, begin paper trail by completing appropriate forms, and safe guard the victim and unit mission.

Ref: TSP 805C-010-0104 (SH-2), p 29

## H. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Identify procedures for timely reporting of sexual assault
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified procedures for timely reporting of sexual assault IAW TSP 805C-010-010 (SH-2).

### 1. Learning Step / Activity 1. Procedures for Reporting of Sexual Assault

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-27 thru VGT-31

Ref: TSP 805C-010-0104 (SH-2), p 30

Reporting sexual assaults is more than just trying to get justice for the victim.

Sexual assault discrimination, drug and alcohol abuse, and other similar behaviors are barriers to good order, discipline, and unit readiness. In order to prevent sexual assaults, the Army needs to know who, what, where, when, and how. The Army needs to know what is working and what isn't. The Army also needs to eliminate the climate that hinders reporting. This topic addresses this issue and defines reporting procedures.

### **SHOW VGT-27, REPORT CRIMES IMMEDIATELY**

### Report Crimes Immediately

Sexual assault is a crime!

- Report to your chain of command.
- Report as a friend, acquaintance, family member, or fellow Warrior.

L235/NOV 04/VGT-27

Ref: TSP 805C-010-0104 (SH-2), p 30

Let's look at who to report to, what to report, as well as why soldiers should report sexual assaults. No one should have to remind you that you must report sexual assault immediately. Sexual assault is a crime! The victim (best case) or a friend, acquaintance, family member, or fellow warrior may report the assault to the chain of command.

**REMOVE VGT-27**

Ref: TSP 805C-010-0104 (SH-2), p 30

**SHOW VGT-28, INFORMATION TO REPORT**

**Information to Report**

Contact authorities with the following information:

- Date, time, and location of incident.
- Name of individual making report and relationship to incident or victim.
- Victim's name and location.
- Victim's injuries and medical needs.
- Who, if anyone, is there to assist the victim.
- Identity, description, and location of alleged perpetrator.

L235/NOV 04/VGT-28

Ref: TSP 805C-010-0104 (SH-2), p 30

The quickness of your report will aid in the apprehension of the alleged perpetrator and enhance the investigation of the alleged assault. The individual that reports the assault should provide the following information.

- Date, time, and location of incident.
- Name of individual making report and relationship to incident (if not victim, friend, spouse or family member).
- Victim's name and location.
- Victim's injuries and medical needs.
- Who, if anyone, is there to assist the victim?
- Identity and/or description of the alleged perpetrator.
- Location of alleged perpetrator (if known).

**REMOVE VGT-28**

Ref: TSP 805C-010-0104 (SH-2), p 30

**SHOW VGT-29, PRIVILEGED & CONFIDENTIAL AVENUES**

**Privileged & Confidential  
Avenues**

- Unit chaplains.
- Legal assistance attorneys.
- Medical personnel.
- Army One Source Program.

L235NOV 04/VGT-29

Ref: TSP 805C-010-0104 (SH-2), p 30

As you learned earlier, the Army has no anonymous reporting mechanism. However, there are several privileged and confidential communication avenues that exist for Soldiers seeking assistance and guidance. Existing avenues include unit chaplains, legal assistance attorneys, medical personnel, and the Army's One Source Program. Each of these avenues has different responsibilities and limitations.

**REMOVE VGT-29**

Ref: TSP 805C-010-0104 (SH-2), p 30

### **SHOW VGT-30, CONSEQUENCES OF NOT REPORTING**

#### **Consequences of Not Reporting**

- Inconsistent with Army Values, Warrior Ethos, and Soldier's Creed.
- Inability of authorities to conduct a timely and thorough investigation.
- Inability of chain of command to:
  - Appropriately care for victims.
  - Discipline perpetrators.
- Possibility that perpetrator may assault others.
- Risk of sexually transmitted diseases.

L235NOV 04/VGT-30

Ref: TSP 805C-010-0104 (SH-2), p 30

There are many consequences of not reporting sexual assault. Some are very obvious and some are not so obvious. Remember, sexual assault is inconsistent with the Army values, warrior ethos, and the Soldier's Creed.

Some real consequences of not reporting sexual assault include the following situations:

- Inability of authorities to conduct a timely and thorough investigation.
- Inability of the chain of command to appropriately care for the victims and discipline the perpetrators.
- Possibility that perpetrator may assault others.
- Risk of sexually transmitted diseases.

**REMOVE VGT-30**



Ref: TSP 805C-010-0104 (SH-2), p 31

**SHOW VGT-31, LEGAL SANCTIONS**

### Legal Sanctions

- Punishable under UCMJ.
- Punishment may be:
  - Confinement.
  - Legal or administrative action.

L235NOV 04/VGT-31

Ref: TSP 805C-010-0104 (SH-2), p 31

Sexual assault is punishable under different articles of the UCMJ. Depending on the actual sexual assault committed, punishments range from confinement to legal or administrative actions. According to AR 195-1 paragraph 6, "Criminal incidents in the Army will be reported to military police." CID personnel must receive and investigate all serious crimes and incidents as defined by AR 195-2. UCMJ Articles 120, Rape or Carnal Knowledge; 125, Sodomy; and 134, Indecent Acts with Another, fall under the CID investigative responsibility. You can associate sexual assaults with other serious crimes, but the listed articles focus only on sexual assault crimes.

**REMOVE VGT-31**

**CHECK ON LEARNING:**

QUESTION: What are the consequences of not reporting sexual assault?

ANSWER: Inability of authorities to conduct a timely and thorough investigation, inability of the chain of command to appropriately care for the victims and discipline the perpetrators, possibility that perpetrator may assault others, risk of sexually transmitted diseases and is inconsistent with the Army values, Warrior Ethos and Soldier's Creed.

Ref: TSP 805C-010-0104 (SH-2), p 31

QUESTION: What are the consequences of not reporting sexual assault?

ANSWER: Confinement, legal or administrative actions.

Ref: TSP 805C-010-0104 (SH-2), p 31

**I. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify resources for victims of sexual assault.
<b>CONDITIONS:</b>	In a classroom environment using the material contained in this lesson.
<b>STANDARDS:</b>	Identified procedures for timely reporting of sexual assault IAW TSP 805C-010-010 (SH-2).

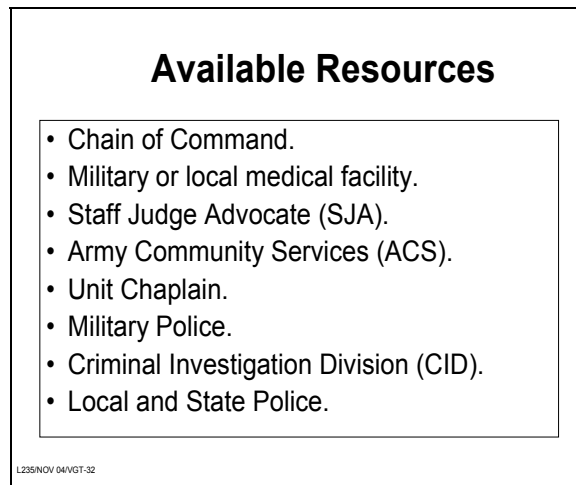
1. Learning Step / Activity 1. Resources for Victims

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 10 mins  
Media: VGT-32 and VGT-33

Ref: SH-2, TSP 805C-010-0104, p 32

The effects of sexual assault on victims can be tremendous. Sexual assault victims need qualified help immediately. Many people hear about various resources available to victims but pay little attention thinking that something like that will never happen to them. It doesn't matter who you are, what sex you are, how old you are, what you look like, where you work, what rank you are, or how you dress; you are a potential victim for sexual assault. Hopefully it will never happen to you, but if it does, it's not only important to know that help is available, but it's also important to know where to find it. Even if you are fortunate enough to never be a sexual assault victim, it might happen to one of your closest friends. You can be of great assistance to your friend or fellow Soldier with the information you are about to learn.

## SHOW VGT-32, AVAILABLE RESOURCES



Ref: TSP 805C-010-0104 (SH-2), p 32

Resources available to sexual assault victims exist at the local level. In addition, both military and civilian resources are available to military personnel and their families. You must know what resources are available to protect yourself or help your fellow Soldiers. The following resources are available for victims:

- Chain of command.
- Medical or local civilian medical facilities. They will provide prompt medical care (e.g., evaluation, care of victim, evidence collection, forensics support, and initial and follow-up mental health counseling).
- Staff Judge Advocate (SJA). Will appoint a Victim/Witness Liaison to help victims and witnesses with the courts marital process.
- Army Community Services (ACS). Will provide a victim advocate for victims where a family member is the alleged perpetrator.
- Unit Chaplain. Can provide counseling and spiritual care services.
- Military Police. Can get the investigative process started and refer you to additional resources.
- Criminal Investigation Division (CID). They will conduct the investigation.
- Local or State Police. Contact the local or state police if the incident happened off post or if the alleged perpetrator is a civilian.

**NOTE:** Calling 911 in an emergency, it is usually the quickest and easiest way to get the appropriate help.

**REMOVE VGT-32**

Ref: TSP 805C-010-0104 (SH-2), p 33

### SHOW VGT-33, AVAILABLE RESOURCES, CONT

### Available Resources (cont.)

- **Army One Source (AOS):**
  - Available 24 hours a day, 7 days a week.
  - 1-800-464-8107 (CONUS and International Toll Free).
  - 484-530-5889 (International collect).
  - [www.armyonesource.com](http://www.armyonesource.com).
- **DoD Sexual Assault Hot Line:**
  - Supplements AOS. 9 am to 9 pm EST Monday thru Friday.
  - Available to Active and Mobilized Reserve Component Soldiers, deployed Soldiers and their families worldwide 1-800-497-6261.

L235NOV 04/VGT-33

Ref: TSP 805C-010-0104 (SH-2), p 33

- Army One Source (AOS). AOS will help Soldiers and their families deal with life's issues. AOS provides confidential assistance to sexual assault victims, 24 hours a day, 7 days a week. They are available to active and mobilized reserve component Soldiers, deployed civilians, and their families worldwide.
- Call 1-800-464-8107 (CONUS) and 484-530-5889 (International collect) and on line: [www.armyonesource.com](http://www.armyonesource.com).
- DOD Sexual Assault Hot Line:
  - Supplements AOS with providing confidential assistance to sexual assault victims, 9 a.m. to 9 p.m. EST, Monday through Friday.
  - Available to active and mobilized Reserve Component (RC) Soldiers, deployed civilians, and their families worldwide by calling 1-800-497-6261.

### REMOVE VGT-33

#### CHECK ON LEARNING:

QUESTION: Which resources for sexual assault is available 24 hours a day, 7 days a week?

ANSWER: Army One Source (AOS).

Ref: TSP 805C-010-0104 (SH-2), p 33

QUESTION: What usually the quickest, easiest way to get the appropriate help in the case of an emergency?

ANSWER: Call 911.

Ref: TSP 805C-010-0104 (SH-2), p 33

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

---

QUESTION: When and where does the sexual policy apply?

ANSWER: Any place you are 24 hours, 7 days a week.

Ref: TSP 805C-010-0104 (SH-2), p 10

QUESTION: Whose responsibility is it to make Sexual assault Prevention and Response program work?

ANSWER: Leaders at all levels.

Ref: TSP 805C-010-0104 (SH-2), p 10

QUESTION: What are the three basic messages that protect the Army community from sexual assaults that the chain of command needs to communicate?

ANSWER: Avoid alcohol and other drugs, relay on your instincts and be watchful; and establish and maintain your limits.

Ref: TSP 805C-010-0104 (SH-2), p 25

**Review / Summarize Lesson**

---

In this lesson we discussed how to implement the Army's Sexual Assault Prevention and Response Program. We defined the Army's Sexual Assault Policy; discussed Army Values; discussed sexual assault definitions and trends; identified the chain of command's responsibility within the Army's Sexual Assault Prevention and Response Program; identified types of sexual assaults, effects and preventive techniques; identified the rights of the victim and alleged perpetrator; identified individual Soldier responsibilities as a witness or victim; identified procedures for timely reporting of sexual assault; and identified resources for victims of sexual assault. Sexual assault has no place in the Army and will not be tolerated. You should now know how to report an assault and the resources available to sexual assault victims.

---

**SECTION V. STUDENT EVALUATION**

---

**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

There is no testing requirement for this lesson.

---

**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

---

Enabling Learning Objective A

Learning Step Activity 1

VGT-1, Army Policy on Sexual Assault

## **Army Policy on Sexual Assault**

**“Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formations, degrading our readiness. Sexual assault has no place in the Army ... we’re a values based organization; we take care of our fellow Soldiers ... and treat all Soldiers with dignity and respect.”**

Joint statement from the Acting Secretary of the Army and the Chief of Staff, Army – 7 Apr 04

## **Army Policy on Sexual Assault (cont)**

- States that sexual assault is a criminal offense that is punishable under the provisions of the UCMJ.
- Uses training, education and awareness to prevent sexual assault.
- Promotes the sensitive handling of victims.
- Requires aggressive, timely, and thorough investigations.
- Holds those who commit offenses accountable.
- Treats all victims with dignity, fairness, and respect.
- Creates and promotes a positive command climate.



# **Army Policy Applies**

- **Both on and off post.**
- **During duty and non-duty hours.**
- **To working, living and recreational environments.**

## Sexual Assault Defined

**Sexual assault:** Refers to offenses of a sexual nature committed without the lawful consent of the victim. These offenses, which are punishable as crimes under the UCMJ, include the following:

- Rape – sexual intercourse by force and without consent.
- Forcible sodomy – oral or anal sex by force and without consent.
- Indecent assault – any non-consensual touching done with the intent to gratify lust or sexual desires.
- Carnal knowledge – sexual intercourse with a minor.

## **Other Definitions**

- **Victim – one who has been sexually assaulted.**
- **Alleged perpetrator – one who has been accused of committing a crime.**
- **Perpetrator – one who has committed a crime.**

## **Cases Defined**

- **Case – a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators)**
  - Founded Case
  - Unfounded Case

# Army Crime Trends

## Most Rape Victims:

- Know the perpetrator.
- Were assaulted in the barracks or victim's home.
- Were intoxicated or drug impaired.
- Barracks rooms were left unsecured.
- Delayed reporting.

## **Number of Sexual Assault Victims and Perpetrators**

- **The actual number of cases was higher.**
- **The Soldier victim rate was:**
  - 0.8 per 1,000 in 2002
  - 0.7 per 1,000 in 2003
- **The highest number of victims came from the junior enlisted ranks.**

L235/NOV 04/VGT-8

## Number of Allegations by Rank

### Victim rates per 1,000

- Female junior enlisted Soldiers
  - 6.8 (2002)
  - 7.3 (2003)
- Female NCOs
  - 1.2 (2002)
  - 1.3 (2003)
- Female officers
  - 0.3 (2002)
  - 0.9 (2003)
- Male junior enlisted Soldiers – 0.2 (2002 and 2003)
- Male NCOs – < 0.1 (2002 and 2003)
- Male officers
  - < 0.1 (2002)
  - No reports (2003)

### Alleged perpetrator rates per 1,000

- Female junior enlisted Soldiers – 0.1 (2002 and 2003)
- Female NCOs – <0.1 (2002 and 2003)
- Female officers
  - < 0.1 (2002)
  - No reports (2003)
- Male junior enlisted Soldiers
  - 2.2 (2002)
  - 1.8 (2003)
- Male NCOs
  - 1.5 (2002)
  - 1.3 (2003)
- Male officers
  - 0.3 (2002)
  - 0.4 (2003)

## **Risk Factors**

- **Alcohol was a significant risk factor**
  - 57 % in 2002
  - 52 % in 2003
- **Drugs were less involved**
  - 4 % in 2002
  - < 3 % in 2003
- **The largest percentage of cases occurred in barracks in a permanent duty environment.**



## **Chain of Command's Responsibility Toward Victim**

- **Foster a supportive environment.**
- **Take action.**
- **Implement the chain of command's right to know:**
  - No anonymous reporting mechanism.
  - Safeguard Soldiers and mission.
  - Follow-on criminal investigation.
- **Protect victim's confidentiality:**
  - Multiple options.
  - Ensure treatment.

# Unit Risk Factors

- **When:**
  - Pre- and post deployment.
  - Leisure time.
- **Where:**
  - Home base.
  - Deployed.
  - In Theater.

## **Unit Risk Factors (cont)**

- **Preventive actions:**
  - **Use the buddy system.**
  - **Report inappropriate behavior immediately (on and off duty).**
  - **Practice Army Values.**
  - **Never leave a fallen comrade.**

Enabling Learning Objective E

Learning Step Activity 1

VGT-14, Types of Sexual Assault

## **Types of Sexual Assault**

- **Rape.**
- **Forcible sodomy.**
- **Indecent assault.**
- **Carnal knowledge.**

L235/NOV 04/VGT-14

# Rape Defined

- **Sexual intercourse by force and without consent.**
- **The UCMJ identifies four types of rape:**
  - Physical force.
  - Constructive force.
  - Date/Acquaintance rape.
  - Marital rape.

L235/NOV 04/VGT-15

## **Sexual Assault Effects**

- **Victim effects:**
  - Emotional/behavioral effects.
  - Physical effects.
- **Unit and perpetrator effects:**
  - Combat readiness.
  - Unit cohesion and teamwork.
  - Physical injury.
  - Infectious diseases.

## **Victim Responses to Being Assaulted**

### **Common victim responses:**

- Recall the event.
- Clean themselves, repeatedly.
- Destroy evidence.

### **Bottom Line:**

- Report to the emergency room in the same clothes and condition in which assaulted.

## **Sexual Assault Prevention Steps**

- **Avoid the use of alcohol and other drugs, practice responsible and legal indulgence of alcohol.**
- **Rely on your instincts and be watchful.**
- **Establish and maintain your limits.**



# **Remember A.S.A.P.**

**Be:**

- **Aware**
- **Safe**
- **Assertive**
- **Prepared**

**Remember, you can say NO!**

## **Rights of the Victim**

### **They have the right to be:**

- Treated with fairness and respect.
- Protected.
- Notified of court proceedings.
- Present at all court proceedings.
- To confer with legal counsel.
- Able to seek/obtain information about the current status of the case.

## **Protection of Victims and Witnesses**

- Victim/witness interests are protected by administrative and criminal sanctions.
- In cases where there is concern for the safety of victim/witness, appropriate law enforcement agencies.
- In courts-martial/investigative proceedings, victims or witnesses wait in separate areas.
- A Victim/Witness Liaison may act as an intermediary.

## **Rights of the Alleged Perpetrator**

**They have the right to be :**

- **Afforded legal counsel.**
- **Assumed innocent until proven guilty.**
- **Given a fair trial.**
- **To have privacy/confidentiality.**
- **Protected from false allegations.**

# False Reporting

- **False allegations are a crime under the UCMJ.**
- **Types of false reporting:**
  - False official statement.
  - False swearing.

Enabling Learning Objective G

Learning Step Activity 1

VGT-24, Warrior's Responsibility Towards Victim

## **Warrior's Responsibility Towards Victim**

- Give support.
- Notify chain of command.
- Get assistance.
- Protect victim's confidentiality.

L235/NOV 04/VGT-24

## **Individual Warrior's Responsibilities**

- **Reinforce value based attitudes/behaviors:**
  - Avoid the use of alcohol and other drugs.
  - Rely on your instincts and be watchful.
  - Establish and maintain your limits.
- **Practice appropriate verbal/non-verbal influences.**
- **Support the victim.**

## **Victim's Actions**

- **Go to a safe place.**
- **Contact the authorities.**
- **Do not destroy evidence by "cleaning up."**
- **Seek assistance from a fellow Warrior or appropriate authorities.**



# **Report Crimes Immediately**

## **Sexual assault is a crime!**

- **Report to your chain of command.**
- **Report as a friend, acquaintance, family member, or fellow Warrior.**

## Information to Report

Contact authorities with the following information:

- Date, time, and location of incident.
- Name of individual making report and relationship to incident or victim.
- Victim's name and location.
- Victim's injuries and medical needs.
- Who, if anyone, is there to assist the victim.
- Identity, description, and location of alleged perpetrator.

## **Privileged & Confidential Avenues**

- **Unit chaplains.**
- **Legal assistance attorneys.**
- **Medical personnel.**
- **Army One Source Program.**

## **Consequences of Not Reporting**

- Inconsistent with Army Values, Warrior Ethos, and Soldier's Creed.
- Inability of authorities to conduct a timely and thorough investigation.
- Inability of chain of command to:
  - Appropriately care for victims.
  - Discipline perpetrators.
- Possibility that perpetrator may assault others.
- Risk of sexually transmitted diseases.

# Legal Sanctions

- Punishable under UCMJ.
- Punishment may be:
  - Confinement.
  - Legal or administrative action.

## **Available Resources**

- **Chain of Command.**
- **Military or local medical facility.**
- **Staff Judge Advocate (SJA).**
- **Army Community Services (ACS).**
- **Unit Chaplain.**
- **Military Police.**
- **Criminal Investigation Division (CID).**
- **Local and State Police.**

## Available Resources (cont.)

- **Army One Source (AOS):**
  - Available 24 hours a day, 7 days a week.
  - 1-800-464-8107 (CONUS and International Toll Free).
  - 484-530-5889 (International collect).
  - [www.armyonesource.com](http://www.armyonesource.com).
  
- **DoD Sexual Assault Hot Line:**
  - Supplements AOS. 9 am to 9 pm EST Monday thru Friday.
  - Available to Active and Mobilized Reserve Component Soldiers, deployed Soldiers and their families worldwide 1-800-497-6261.

This page intentionally left blank



**Appendix B Test(s) and Test Solution(s) (N/A)**

## **Appendix C Practical Exercises and Solutions (N/A)**

---

**Appendix D, HANDOUTS FOR LESSON 1: L235 version 1**

---

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 thru SH-1-2
SH-2, Extracted Material from IAW TSP 805C-010-0104	SH-2-1

---

This page intentionally left blank

## **Student Handout 1**

---

This student handout contains the Advance Sheet.

---

This page intentionally left blank

## Student Handout 1

**Advance Sheet**

**Lesson Hours**

---

This lesson consists of one hour and thirty minutes of small group instruction.

---

**Overview**

---

This lesson provides you with some basic

---

**Learning Objective**

---

Terminal Learning Objective (TLO).

---

<b>Action:</b>	Implement the Army's Sexual Assault Prevention and Response Program.
<b>Conditions:</b>	In a classroom environment culminating in a situational training exercise and given a team/squad.
<b>Standards:</b>	<p>Implement the Army's Sexual Assault Prevention and Response Program by:</p> <ul style="list-style-type: none"> <li>• Defining Army's Sexual Assault Policy.</li> <li>• Discussing sexual assault definitions.</li> <li>• Identifying sexual assault trends in the Army environment.</li> <li>• Identifying Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program.</li> <li>• Identifying types of sexual assault and influencing factors.</li> <li>• Identifying rights of victim and alleged perpetrator.</li> <li>• Identifying individual responsibilities.</li> <li>• Identifying procedures for timely reporting of sexual assault.</li> <li>• Identify resources for victims of sexual assault.</li> </ul> <p>IAW TSP 805C-010-0104 (SH-2).</p>

- 
- ELO A** Define Army's Sexual Assault Policy.
  - ELO B** Discuss sexual assault definitions.
  - ELO C** Identify sexual assault trends in the Army environment.
  - ELO D** Identify Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program.
  - ELO E** Identify types of sexual assault and influencing factors.
  - ELO F** Identify rights of victim and alleged perpetrator.
  - ELO G** Identify individual responsibilities.
  - ELO H** Identify procedures for timely reporting of sexual assault.
  - ELO I** Identify resources for victims of sexual assault.
-

---

**Assignments**

The student assignments for this lesson are:

- Read SH-2 extracted material from TSP 805C-010-0104.
- 

**Additional  
Subject Area  
Resources**

None

---

**Bring to Class**

You must bring the following materials to class:

- SH-2, extract from TSP 805C-010-0104.
  - Pencil or pen and writing paper.
- 

**Note to Students**

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss fully the information.

---



## Student Handout 2

### Extracted Material from TSP 805C-010-0104

---

This student handout contains 52 pages of extracted material from the following publication:

TSP 805C-010-0104, Sexual Assault Prevention and Response Training (New Leader) dated 24 Oct 2004

**Disclaimer:** The training developer extracted the materials from the General Dennis J. Reimer Training and Doctrine Digital library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

---

### RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTIONS ETC.) TO RECOVER PRINTING COSTS.

This page intentionally left blank

## TRAINING SUPPORT PACKAGE (TSP)

---

<b>TSP Number / Title</b>	CJASA104 (New Leader) / Army's Sexual Assault Prevention and Response Training
<b>Effective Date</b>	30 NOV 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	
<b>TSP Users</b>	New Leader (PLDC, BOLC II, WOBC)
<b>Proponent</b>	The proponent for this document is the Soldier Support Institute, Fort Jackson, SC.
<b>Improvement Comments</b>	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:  Commander U.S. Army Soldier Support Institute 10000 Hampton Parkway Fort Jackson, SC 29207-7025
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the Commander, U.S. Army Soldier Support Institute, Fort Jackson foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

---

## PREFACE

**Purpose**

---

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

---

CJASA104

Army's Sexual Assault Prevention and Response Training  
(PLDC, BOLC II, WOBC )

**Delivery  
Technique**

Lesson Number

Technique of Delivery

---

Conference/Discussion

---

This TSP  
Contains

## TABLE OF CONTENTS

	<u>PAGE</u>
Preface .....	2
Lesson Plan .....	4
Section I Administrative Data .....	4
Section II Introduction .....	7
TLO: Implement the Army's Sexual Assault Prevention and Response Program.....	7
Section III Presentation .....	9
ELO A: Define Army's Sexual Assault Policy.....	9
ELO B: Discuss sexual assault definitions.....	11
ELO C: Identify trends of sexual assault.....	12
ELO D: Identify Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program .....	14
ELO E: Identify types of sexual assault; influencing factors; effects of sexual assault on the victim, the alleged perpetrator, and the unit; and techniques used to prevent the occurrence of sexual assaults .....	18
ELO F: Identify rights of victim and alleged perpetrator .....	26
ELO G: Identify Soldier's responsibility within the Army's Sexual Assault Prevention and Response Program .....	28
ELO H: Identify procedures for timely reporting of sexual assault.....	30
ELO I: Identify resources for victims of sexual assault.....	32
Section IV Summary .....	35
Section V Student Evaluation .....	36
Appendix A - Viewgraph Masters.....	A-1
Appendix B - Test(s) and Test Solution(s) .....	B-1
Appendix C - Practical Exercises and Solutions (N/A) .....	C-1
Appendix D - Student Handouts .....	D-1

---

**Army's Sexual Assault Prevention and Response Training  
CJASA104 / Version 1 – 30 Nov 2004**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
CJASA104	1	Army's Sexual Assault Prevention and Response Training

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
--------------------	-------------------

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
--------------------	-------------------

**Academic Hours**

The academic hours required to teach this lesson are as follows:

	<u>IDT Hours/Methods</u>	
	1 hr	30 min / Conference/Discussion
Test	0 hrs	20 min
Test Review	0 hrs	10 min
<b>Total Hours:</b>	<b>2.0 hrs</b>	

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	N/A	

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance Access**

Security Level: Unclassified  
Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the Commander, U.S. Army Soldier Support Institute, Fort Jackson foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

\*Be sure to include all references used.

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
	The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies	27 May 04	
	Memo for the Commanders of Combatant Commands	30 Apr 04	
	Army Policy on Sexual Assault Memorandum	7 Apr 04	
DODD 1030.1	Victim and Witness Assistance	13 Apr 04	
	Manual For Courts-Martial United States (2002 Edition)		
AR 27-10	Military Justice	6 Sep 02	

AR 195-1	Army Criminal Investigation Program	12 Aug 74	
AR 195-2	Criminal Investigation Activities	30 Oct 85	
	Sexual Assault @ www.hooah-4health.com	Accessed 3 Aug 04	
T342	Cultural Awareness Consideration	01 Oct 04	
081-PS-SA-1	AMEDD Officer Leadership Training	21 Apr 04	
	National Center on Domestic and Sexual Violence	Accessed 19 Sep 04	

**Student Study Assignments**

None

**Instructor Requirements**

Instructor should prepare for this class by reading the lesson and have a thorough understanding of the content being presented.

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
Computer with DVD or CD capabilities	1:16	1:1	No	1	No
Screen, Projector			No	1	No
Receiver, Television			No	1	No
			No	1	No

\* Before Id indicates a TADSS

**Materials Required**

**Instructor Materials:**

- TSP Lesson Plan
- References
  - Army Policy on Sexual Assault Memorandum, 7 Apr 04
  - The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04
  - Memo for the Commanders of Combatant Commands, 30 Apr 04
  - DOD Directive 1030.1, Victim and Witness Assistance, 13 Apr 04
  - AR 27-10, Military Justice, 6 Sep 02
  - AR 195-1, Army Criminal Investigation Program, 12 Aug 74
  - AR 195-2, Criminal Investigation Activities, 30 Oct 85
  - www.hooah-4health.com
  - T342 / Cultural Awareness Considerations, 1 Oct 04
  - AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04
  - National Center on Domestic and Sexual Violence
  - Manual For Courts-Martial United States (2002 Edition)
- Viewgraphs: VGT-1 thru 50

**Student Materials:**

- Student handouts

**Classroom, Training Area, and Range Requirements**

Classroom, General Purpose, 750SF, 30 PM

---

**Ammunition Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

---

**Instructional Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Instructor must complete Student Handout 7 (SH-7) (Resources for Sexual Assault Victims) by filling in the applicable local information.

Instructor should arrange for printing of Tip Card, SH-8 (Sexual Assault Tip Card).

---

**Proponent Lesson Plan Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Knighton, Christine	COL	Director, Training Development Directorate (TDD)	
Jones, Anita	GS13	Chief, Human Resources Division (HRD)	
Kimberley, Rose	GS12	Chief, Quality Assurance (HRD)	
White, Nanette	MSG	EO Proponency NCO	

---



## SECTION II. INTRODUCTION

Method of Instruction: <u>Conference/Discussion</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGTs 1-3</u>
References: <u>N/A</u>
Security Classification: <u>Unclassified</u>

### Motivator

As a junior leader you will be directly responsible for the Soldiers under your care. The training you have received thus far has prepared you to be a good Soldier and leader. As you are aware, to be an effective leader you must lead by example and follow the Army Values, Warrior Ethos and Soldiers Creed. By doing so, you will reinforce these values within your Soldiers.

As a leader you will be confronted with numerous leadership challenges, one of which is sexual assault. The challenge is to be aware of the conditions under which sexual assault may occur, to educate your Soldiers regarding these conditions and how to avoid sexual assault, as well as, how to handle sexual assault in your unit or organization if it occurs.

In the past few years the Army has faced intense scrutiny on its sexual assault prevention programs. Media reports have alleged that the Army was insufficient and unresponsive in dealing with reports of sexual assault. As a result the Army has conducted a thorough review of these allegations and strengthened its procedures and processes where needed.

This lesson is designed to provide you with the information necessary to prepare you to deal with the issue of sexual assault. It will provide you with the knowledge, awareness and prevention techniques that you can apply to your current daily activities and your future leadership responsibilities. Also, this lesson is designed to stress the seriousness of sexual assault and to ensure that the Army's contemporary operational environment is safe and keeps to the highest standards.

### Terminal Learning Objective

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Implement the Army's Sexual Assault Prevention and Response Program
<b>Conditions:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>Standards:</b>	<p>Completed the lesson on the Army's Sexual Assault Prevention and Response Program and achieved a passing score on a separately administered test.</p> <ul style="list-style-type: none"> <li>A. Defined Army's Sexual Assault Policy.</li> <li>B. Discussed sexual assault definitions.</li> <li>C. Identified sexual assault trends in the Army environment.</li> <li>D. Identified Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program.</li> <li>E. Identified types of sexual assault and influencing factors.</li> <li>F. Identified rights of victim and alleged perpetrator.</li> <li>G. Identified individual responsibilities</li> <li>H. Identified procedures for timely reporting of sexual assault.</li> <li>I. Identified resources for victims of sexual assault.</li> </ul>

### Safety

No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in

<b>Requirements</b>	personal movement in and through such areas. Avoid all electrical cords and associated wiring. In event of electrical storms, you will be instructed to power down equipment.
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	<b>NOTE:</b> It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.
<b>Evaluation</b>	During this course you will take a multiple choice test. The test includes questions on the ELOs and TLO from this lesson. You must receive a minimum score of 70% to receive a GO.
<b>Instructional Lead-In</b>	<p><b>NOTE: Show VGT-1 (Army’s Sexual Assault Prevention and Response Training)</b></p> <p>Welcome to the Army’s Sexual Assault Prevention and Response Training for New Leaders. This lesson is part of the Army’s Sexual Assault Prevention and Response Program. We will be referring to the Acting Secretary of the Army’s Task Force Report on Sexual Assault Policies, dated 27 May 04.</p> <p><b>NOTE: Show VGT-2 (Terminal Learning Objective)</b></p> <p>At the completion of this lesson, you [the student] will be able to implement the Army’s Sexual Assault Prevention and Response Program in a classroom environment, having completed the lesson on the Army’s Sexual Assault Prevention and Response Training, and achieved a passing score on a separately administered test. The passing score is 70% correct.</p> <p><b>NOTE: Show VGT-3 (Program Purpose)</b></p> <p>The purpose of the Army’s Sexual Assault Prevention and Response Program is to eliminate incidents of sexual assault through a comprehensive policy that centers on</p> <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Immediate response</li> <li>• Long-term support</li> <li>• Evaluation process</li> </ul> <p>Now let’s look at the Army’s Sexual Assault Policy.</p>

### SECTION III. PRESENTATION

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

#### A. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Define Army's Sexual Assault Policy
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Stated the Army's Sexual Assault Policy

#### 1. Learning Step / Activity 1. Army's Sexual Assault Policy

Method of Instruction: Conference/Discussion  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: **VGTs 4-7**  
References: Army Policy on Sexual Assault Memorandum, 7 Apr 04  
Memo for the Commanders of Combatant Commands, 30 Apr 04  
Security Classification: Unclassified

**Lead-In:** It is important that you understand the Army's policy on preventing and responding to sexual assault in the contemporary operational environment. Your response to these events affects the climate under which you and your Soldiers live and operate. The Sexual Assault Policy states that all victims of sexual assault will be treated with dignity, fairness and respect. Each incident will be treated seriously and all information will be kept confidential. The Secretary of Defense in his memo to commanders of the combatant commands said that the sexual assault problem can only be solved by commanders exercising strong leadership. He further stated that commanders and noncommissioned officers at every organizational level are responsible for success. The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, dated 27 May 2004, findings reinforced the Task's Force's belief that "**proactive involvement by leaders at all levels is the key to successfully addressing sexual assault in the Army.**"

So how do you, as new leaders, foster the climate that helps to implement and maintain the Army's Sexual Assault Prevention and Response Program?

**NOTE:** Instructors should inform students that the Army's Sexual Assault Policy is located in SH -1 (Army Policy on Sexual Assault Memorandum), which will be provided at the conclusion of this lesson.

#### **NOTE: Show VGT-4 (Army's Policy on Sexual Assault)**

1. The first topic of this lesson is "Army's Sexual Assault Policy." You should know this policy and be able to explain and implement it.
2. The Army Policy on Sexual Assault Memorandum, dated 7 April 2004, documents the Army's Policy on Sexual Assault. The policy states, "Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formations, degrading our readiness. Sexual assault has no place in the Army ... we're a values based organization; we take care of our fellow Soldiers ... and treat all Soldiers with dignity and respect."

#### **NOTE: Show VGT-5 (Army's Sexual Assault Policy)**

1. The Army's Sexual Assault Policy states that sexual assault is a criminal offense that is punishable. The policy promotes training, education and awareness to prevent sexual assault; sensitive handling of victims of sexual assault; aggressive, timely and thorough investigations; and accountability of those who commit sexual assault offenses."
2. Other topics in this lesson will go into more detail regarding victim assistance and counseling, as well as accountability of persons who conduct these offenses.

3. The Army's Sexual Assault Policy states the Army will treat all victims of sexual assault with dignity, fairness and respect. We want to encourage victims to report sexual assault so they can be given proper medical treatment and support. Sensitive treatment of victims is critical to support this objective.
4. We will be discussing victim's rights as well as those of the alleged perpetrator in a later topic.
5. The Army's Sexual Assault Policy states, leaders at every level will create and promote a positive command climate in which victims have confidence in the chain of command and criminal investigators to report these crimes immediately. Leaders are responsible for making the program work.
6. Sexual assaults are **serious!** It is important that proper guidelines be followed by everyone so that victims receive the attention and care that they need. It is important, also, that alleged perpetrators be given due process. These guidelines will help ensure that sexual assaults are handled consistently throughout the Army. We will expand of various points of this policy in other lesson topics.

**NOTE: Show VGT-6 (Army Policy Applies...)**

The Army's Sexual Assault Policy applies:

1. Both on and off post
2. During duty and non-duty hours
3. To working, living, and recreational environments

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What document provides the Army's Sexual Assault Policy?

**A:** Army Policy on Sexual Assault Memorandum

**Q:** When and where does the sexual assault policy apply?

**A:** Any place you are 24 hours, 7 days a week.

**Q:** Whose responsibility is it to make the Sexual Assault Prevention and Response Program work?

**A:** Leaders at all levels

**Review/ Summarize Lesson**

**NOTE: Show VGT-7 (Review)**

In this topic we looked at the Army's Sexual Assault Policy. A synopsis of the policy states that:

1. Sexual assault is a criminal offense that has no place in the Army
2. Training, education and awareness will be used to prevent it; victims will be offered assistance and counseling; and offenders will be held accountable
3. All victims will be treated with dignity, fairness and respect
4. Leaders will create and promote a positive command climate that responds to sexual assault crimes immediately

**Transition to Next Lesson**

Now that you are aware of the policy, let's look at definitions and terms used in conjunction with sexual assault.

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Discuss sexual assault definitions
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Stated sexual assault definitions

1. Learning Step / Activity 1. Sexual Assault Definitions

Method of Instruction: Conference/Discussion  
Instructor to Student Ratio: 1:16  
Time of Instruction: 5 mins  
Media: **VGTs 8-11**  
References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
Security Classification: Unclassified

**NOTE:** Instructors should inform students that a list of terms and definitions associated with Sexual assault is located in SH-2 (Sexual Assault Terms and Definitions), will be provided at the conclusion of this lesson.

**NOTE: Show VGT-8 (Sexual Assault Defined)**

**NOTE:** Instructor should define carnal knowledge for the state or location where training is being conducted.

Sexual assault refers to offenses of a sexual nature committed without the lawful consent of the victim. These offenses, which are punishable as crimes under UCMJ, include the following:

1. Rape – sexual intercourse by force and without consent
2. Forcible sodomy – oral or anal sex by force and without consent
3. Indecent assault – any non-consensual touching done with the intent to gratify lust or sexual desires
4. Carnal knowledge – sexual intercourse with a minor

**NOTE: Show VGT-9 (Other Definitions)**

Army regulations include several definitions that are important to the topic of sexual assault.

1. The term "Victim" is defined as "any person who reports the commission of a sexual assault upon himself or herself, or is identified, based upon the report of another person, or other information, as a person who has been subjected to a sexual offense."
2. The term "Alleged perpetrator" is defined as "one who has been accused of committing a crime including any report of a crime to police authorities of a known or unknown person." (i.e., subject)
3. The term "Perpetrator" is defined as "one who has committed a crime," (i.e., offender, subject)

**NOTE: Show VGT-10 (Cases Defined)**

1. Case – a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators).
2. Founded Case – a determination made by the Criminal Investigation Division (CID) that a criminal offense has been committed. The determination that a founded offense exists is an investigative decision independent of any judicial opinion or disciplinary action.
3. Unfounded Case – a determination made by the CID that a criminal offense did not occur. This determination must be based on demonstrative evidence. A lack of evidence to support a complaint or questioning of certain elements of a complaint is not sufficient to categorize an incident as unfounded. A finding of insufficient evidence is not a basis for labeling an offense as unfounded.

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.  
Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What is the term for one who has been sexually assaulted?

**A:** Victim

**Q:** What is the term for one who has committed a crime?

**A:** Perpetrator

**Review/ Summarize Lesson**

**NOTE: Show VGT-11 (Review)**

In this topic, we looked at terms associated with sexual assault – victim, alleged perpetrator, perpetrator, and cases.

**Transition to Next Lesson**

Now that you understand sexual assault related definitions, we will look trends of sexual assaults in our community.

**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify trends of sexual assault
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Selected the correct trends by examining trend statements that pertain to sexual assault in the Army environment

1. Learning Step / Activity 1. Sexual Assault Trends

Instructor to Student Ratio: 1:16

Time of Instruction: 10 mins

Media: **VGTs # 12-16**

References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
HOOAH 4 Health

National Center on Domestic and Sexual Violence

Security Classification: Unclassified

**Lead-In:** Sexual assault is one of the most serious and fastest growing violent crimes in the United States. The exact number of sexual assault crimes is hard to determine because it is significantly underreported. Sexual assault affects about 1.3 women per minute in the United States. That is, approximately 683,000 women are sexually assaulted each year. An alarming statistic! What is even more alarming is that nearly half of all sexual assault victims never discuss the attack with anyone and only about 16% are reported to the police.

**NOTE:** Instructors should inform students that Sexual Assault Trend tables are located in SH-3 (Sexual Assault Trends), which will be provided at the conclusion of this lesson.

**NOTE: Show VGT-12 (Army Crime Trends)**

1. The Task Force Report on Sexual Assault Policies dated 27 May 2004 includes an overview of Army data relating to sexual assault. The Task Force reviewed crime statistics from the Army Crime Records Center's (CRC) database between 1999-2004 with 2002 and 2003 analyzed in greater detail.
2. The CRC stores records of all criminal allegations investigated by CID, offenses that carry six months or more confinement, and cases that are investigated by installation provost marshals. The Task Force examined criminal data that included cases involving Soldiers, family members, civilians, contractors, and members of other services, as well as cases that occurred on and off military installations. **Records of criminal allegations include cases determined to be founded, unfounded, or of insufficient evidence.**
3. Army sexual trends indicate that most

- a. Rape victims knew the perpetrator
  - b. Incidents occurred in the barracks or victim's home (personal living areas)
  - c. Victims were intoxicated or drug impaired
  - d. Barracks rooms were unsecured
  - e. Victims delayed reporting
4. Alcohol and drug use on the part of the assailant and/or the victim is one of the most common factors that contribute to date or acquaintance rape.

**NOTE: Show VGT-13(Number of Sexual Assault Victims and Perpetrators)**

1. Because a single sexual assault case can involve multiple victims and/or perpetrators, the actual number of victims was higher than the number of cases.
  - a. In 2002, 353 of the 783 sexual assault cases, or 45%, involved one or more Soldier victims.
  - b. In 2003, 407 of the 822 sexual assault cases, 50%, involved one or more Soldier victims.
2. In 2002, 79% of total alleged perpetrators were Soldiers. Of these, 55% were involved in cases with Soldier victims.
3. In 2003, 68% of alleged perpetrators were Soldiers. Of these, 48% were involved in cases with Soldier victims.
4. The overall Soldier victim rate for sexual assault was 0.8 per 1,000 in 2002 and 0.7 in 2003. Because a single sexual assault case can involve multiple victims and/or perpetrators, the actual number of victims is higher than the number of cases.
5. The highest number of victims is concentrated in the junior enlisted ranks. The victim rate for junior enlisted Soldiers was 1.7 per 1,000 in 2002 and 2003, compared with an NCO victim rate of 0.3 and 0.2 per 1,000, respectively, for the same years. Sexual assault victim rates for officers were 0.1 in 2002 and 0.2 in 2003.

**NOTE: Show VGT-14(Number of Allegations by Rank)**

1. Perpetrator sexual assault rates also differed by rank, although the difference across rank for perpetrators varied less than the difference across rank for victims.
  - a. In 2002, the perpetrator rates for junior enlisted Soldiers, NCOs, and officers were 1.7, 1.3, and 0.3, respectively.
  - b. In 2003, the perpetrator rates for junior enlisted Soldiers, NCOs, and officers were 1.2, 1.0, and 0.3, respectively.
2. The highest rate of allegations of sexual assaults involved female junior enlisted Soldiers victims. Numbers of victims and alleged perpetrators, by rank, for 2002 and 2003, are depicted in the table on the slide.
  - a. Victim Rates per 1,000 Soldiers -
    - i. Female junior enlisted – 6.8 reported being sexual assault victims in 2002; in 2003, this rate rose to 7.3.
    - ii. Female NCOs – 1.2 reported being sexual assault victims in 2002; in 2003, this rate rose to 1.3.
    - iii. Female officers – 0.3 reported being sexual assault victims in 2002; in 2003, this rate rose to 0.9.
    - iv. Male junior enlisted – 0.2 reported being victims of sexual assault in 2002 and 2003.
    - v. Male NCOs – less than 0.1 reported being victims of sexual assault in 2002 and 2003.
    - vi. Male officers – fewer than 0.1 reported being victims of sexual assault in 2002. In 2003, there were no reports of male officer victims.
  - b. Alleged Perpetrator Rates per 1,000 Soldiers -
    - i. Female junior enlisted – 0.1 were reported as perpetrators in 2002 and 2003.
    - ii. Female NCOs – less than 0.1 were reported as perpetrators in 2002 and 2003.

- iii. Female officers – less than 0.1 were reported as perpetrators in 2002; no female officers were reported as perpetrators in 2003.
- iv. Male junior enlisted – in 2002, 2.2 were reported as perpetrators; in 2003 this rate decreased to 1.8.
- v. Male NCOs – in 2002, 1.5 were reported as perpetrators; in 2003, this rate decreased to 1.3.
- vi. Male officers – in 2002, 0.3 were reported as perpetrators; in 2003, this rate increased to 0.4.

**NOTE: Show VGT-15(Risk Factors)**

- 1. The Task Force examined possible risk factors for sexual assaults including alcohol, drugs, and location. Alcohol was found to be a significant risk factor. Of the 353 cases that involved Soldier victims in 2002, the available data indicated more than half, 57%, involved alcohol. In 2003, available data indicated that the percentage decreased to 52%.
- 2. Drugs were a far less significant factor; the available data indicated that drugs were involved in only 14 cases (4%) in 2002 and 10 cases (less than 3 %) in 2003.
- 3. The largest percentage of cases that involved a Soldier victim occurred in barracks in a permanent duty environment. The training environment was the second most common environment in 2002. Sexual assault cases in the CENTCOM Theater of Operations increased from 10 in 2002 to 74 in 2003. During this time, active duty strength in the CENTCOM Theater of Operations increased from 20,284 Soldiers to 165,085 Soldiers.

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What is the most significant risk factor for sexual assault?

**A:** Drinking alcohol

**Q:** Where did the largest percentage of sexual assault occur?

**A:** Barracks in a permanent duty environment

**Review/ Summarize Lesson**

**NOTE: Show VGT-16(Review)**

In this topic, we identified the trends associated with sexual assault in the Army and the United States. Data analyzed by the Task Force revealed the following about sexual assault cases in the Army:

- 1. More than half of sexual assault offenses involved alcohol.
- 2. The largest percentage of sexual assault offenses occurred in barracks.
- 3. The majority of alleged victims were junior enlisted Soldiers.
- 4. The majority of alleged perpetrators were junior enlisted Soldiers or NCOs.

**Transition to Next Lesson**

Now that you are aware of sexual assault trends, we will look at the Chain of Command's responsibility to the Army's Sexual Assault Prevention and Response Program.

**NOTE:** Inform the students of the Enabling Learning Objective requirements.



**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Stated Chain of Command responsibilities within the Army's Sexual Assault Prevention and Response Program

1. Learning Step / Activity 1. Command Climate

Method of Instruction: Conference/Discussion  
Instructor to Student Ratio: 1:16  
Time of Instruction: 5 mins  
Media: **VGTs 17**  
References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
Security Classification: Unclassified

**NOTE: Show VGT-17 The Army vs. Sexual Assault)**

**NOTE:** This is a multiple click slide.

1. The Army's Sexual Assault Policy states that sexual assault is incompatible with the Army Values.
2. What are the Army Values? (**Click to reveal "Army Values" and the acronym, LDRSHIP.**)
  - a. Ask, "How does that degrade Army Values?"
  - b. Answer: It affects Respect, Honor, and Integrity.
3. **Click.** Sexual assault is a criminal offense. It is punishable under the Uniform Code of Military Justice (UCMJ).
4. **Click.** Sexual assault degrades mission readiness.
  - a. Ask, "How does that degrade Army Values?"
  - b. Answer: It affects Duty and Personal Courage.
  - c. Sexual assault certainly is incompatible with Army Values.
5. The Army's Sexual Assault Policy states that sexual assault is incompatible with Warrior Ethos.
6. What is Warrior Ethos? (**Click to reveal "Warrior Ethos."**)
7. Sexual assault degrades mission readiness by impacting unit cohesion.
8. **Click.** Sexual assault erodes the bond that makes Soldiers willing to die for one another.
  - a. Sexual assault is a cowardly act perpetrated by those who have given up on Army Values.
  - b. Sexual assault is an act carried out by individuals without a moral compass – quitters.
  - c. Sexual assault certainly is incompatible with Warrior Ethos.
9. The Army's Sexual Assault Policy states that sexual assault is incompatible with the Soldier's Creed.
10. What is the Soldier's Creed? (**Click to reveal "Soldier's Creed."**)
  - a. Sexual assault degrades readiness.
  - b. Sexual assault breaks down the ability to work effectively as a team.
  - c. **Click.** Sexual assault represents a lack of discipline.
  - d. **Click.** Sexual assault is a non-professional action.
  - e. Sexual assault contradicts American values.
  - f. Sexual assault certainly is incompatible with the Soldier's Creed.
11. **Click.** Sexual assault is not the Army's way! Sexual assault is incompatible with Army Values, Warrior Ethos and the Soldier's Creed" because it affects

- a. Teamwork
- b. Self discipline
- c. The mission
- d. The victim's freedom

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What basic Army principles are degraded by sexual assault?

**A:** Army Values, Warrior Ethos and Soldier's Creed

**Q:** Sexual assault affects four main elements of the Army community. What elements are affected?

**A:** Teamwork, self discipline, the mission, and the victim's freedom

**Review/ Summarize Lesson**

Sexual assault is the basis of Army Values, Warrior Ethos, and the Soldier's Creed. It destroys our culture. Sexual assault has no place in the contemporary operational environment.

**Transition to Next Lesson**

Now that you know what constitutes the unit culture, let's look at your chain of command responsibilities.

2. Learning Step / Activity 2. Identify Chain of Command's Responsibilities

- Method of Instruction: Conference/Discussion
- Instructor to Student Ratio: 1:16
- Time of Instruction: 5 mins
- Media: **VGTs 18-20**
- References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
 AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04  
 AR 195-1, Army Criminal Investigation Program, 12 Aug 74  
 AR 195-2, Criminal Investigation Activities, 30 Oct 85
- Security Classification: Unclassified

**Lead-In:** It is up to the leaders to make the Sexual Assault Prevention and Response Program work. As leaders we need to reinforce appropriate and values based attitudes and behaviors related to sexual assault in both verbal and non-verbal spheres of influence. The message to convey is that sexual assault can and be prevented. Leaders WILL act to support any victim should an assault occur.

**NOTE: Show VGT-18 (Chain of Command's Responsibility Toward Victim)**

1. You should act in a manner that helps the victim. You should be supportive, sensitive and compassionate. A supportive environment is critical since the victim may experience feelings of shame, guilt and powerlessness. Be warm and show empathy but don't be overly protective.
2. Foster a supportive environment.
  - a. Just LISTEN!
    - i. Without judgment
    - ii. Without giving advice
    - iii. Without asking 'why' questions
  - b. Repeat the message: You are not the blame!
  - c. Encourage official reporting – notify chain of command
  - d. Treat victims as injured adults, not as children. That means do not make all the decisions!

3. The next step is to take immediate action. Reports of misconduct are ordinarily referred to the alleged perpetrator's immediate command. Upon notification that a member of the command has been accused or is suspected of committing such an offense, the immediate commander uses his position to make a preliminary inquiry into the charges or suspected offenses. Rape and other serious offenses MUST be reported to CID for investigation. The Staff Judge Advocates normally assist commanders in determining the disposition of serious misconduct cases.
  - a. Army Regulation 195-1, Para. 6 (a) and (b) require that:
    - i. Criminal incidents are reported to military police. These criminal incidents include persons subject to the UCMJ, civilian employees of the DOD in connection with assigned duties and Government property under Army jurisdiction.
    - ii. All serious crimes/incidents as defined in AR 195-2 are reported to and investigated by CID.
  - b. DA Form 4833, Commander's Report of Disciplinary or Administrative Action, should be completed and submitted to the appropriate personnel. This allows the Army to maintain an accurate database that will support the Army's Sexual Assault Prevention and Response Program.
  - c. Leaders who do not report such crimes give their Soldiers the impression that those commanders are "indifferent to sexual assaults."
4. There is no anonymous reporting mechanism in the Army. An anonymous reporting mechanism would be detrimental to maintaining unit effectiveness, morale and safety. The Army must balance the need for a thorough investigation of allegations against the need for victim privacy. However, there are several confidential avenues of communication that Soldiers can use to seek assistance and guidance such as unit chaplains, legal assistance attorneys, psychotherapist, and the Army's One Source (AOS) Program.
  - a. The following illustrates the Army's need to know:
 

In a deployed combat environment, a commander or supervisor without knowledge of an allegation of sexual assault may unknowingly assign a victim and the alleged perpetrator to patrol in the same area or guard the same installation.
  - b. A commander needs to know in order to provide for the safety of each Soldier and to ensure mission accomplishment.
  - c. Without knowledge of a sexual assault incident and a follow-on thorough criminal investigation, commanders cannot take appropriate action to maintain unit discipline, protect the victim and prevent future sexual assaults.
5. Protect victim's confidentiality
  - a. All Soldiers must fully understand the avenues of confidential and privileged communication available and the responsibilities and limitations of each avenue.
  - b. Commanders have multiple options at their disposal to protect the victim. Existing legal options include:
    - i. Imposition of pretrial confinement or restriction on the alleged perpetrator
    - ii. Use of Military Protective Order (MPO) – DD Form 2873 – on the alleged perpetrator. The MPO is a "no contact order" that helps to ensure the safety of the victims and witnesses
    - iii. Relocation or reassignment of either the alleged perpetrator or the victim
      - 1) Temporary relocation lowers the chances of incidental contact prior to resolution of the case.
      - 2) Determine whether the victim desires relocation (transfer to another unit) to avoid subjecting the victim to double victimization that may be perceived through arbitrary transfers.
  - c. As a leader, you need to ensure the sensitive, confidential, and comprehensive treatment of the victims in order to restore their health and well-being. Your quick action will enable a thorough investigation of the sexual assault.
  - d. No one wants to be the topic of discussion within the unit or elsewhere, especially if the event is traumatic. You can provide a supportive environment by contacting ONLY those who need to know.

**NOTE: Show VGT 19 (Unit Risk Factors)**

Be aware of sexual assault risk factors that may impact unit readiness. During unit safety briefings, before high-risk periods, such as pre- and post-deployment, and leisure time (training holidays and holiday weekends), leaders should reiterate correct Soldier behaviors that help to prevent sexual assaults!

1. Use the buddy system – look out for each other.
2. Report inappropriate behavior immediately (both on & off duty) to chain of command.
3. Practice Army Values.
4. Never leave a fallen comrade.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What are your actions if you became aware of a Soldier who had been sexually assaulted earlier in the evening?

**A:** Report the incident to chain of command; protect victims privacy, provide supportive environment

**Review/ Summarize Lesson**

**NOTE: Show VGT 20 (Review)**

During this topic, we reviewed the Army's sexual assault policy as it refers to your responsibility as leaders to your Soldiers. You need to foster a supportive environment, act immediately, get assistance for the victim, contact criminal investigators, provide confidentiality to the victim, and make the right things happen.

**Transition to Next Lesson**

Another aspect of providing a supportive environment is knowing what the threats are. In order to protect against sexual assault, you need to recognize the types of sexual assaults, the influencing factors and preventive actions.

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify types of sexual assault; influencing factors; effects of sexual assault on the victim, the alleged perpetrator, and the unit; and techniques used to prevent the occurrence of sexual assaults
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Defined the types of sexual assaults and influencing factors <ul style="list-style-type: none"> <li>• Sexual assault types</li> <li>• Factors that influence the occurrence of sexual assaults</li> <li>• At least two effects of sexual assault on the victim, the alleged perpetrator, and the unit</li> <li>• Techniques used to prevent the occurrence of sexual assaults.</li> </ul>

1. Learning Step / Activity 1. Types of Sexual Assault

- Method of Instruction: Conference/Discussion
- Instructor to Student Ratio: 1:16
- Time of Instruction: 10 mins
- Media: **VGTs 21-24**
- References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
Manual for Courts-Martial United States (2002 Edition)
- Security Classification: Unclassified

**Lead-In:** Sexual assault can take on many forms. Knowing what these forms are and being prepared to prevent them, and if committed, handle them appropriately as leaders, maintains the best climate for organizations to perform their mission.

**NOTE: Show VGT-21 (Types of Sexual Assault)**

1. Sexual assault includes
  - a. Rape
  - b. Forcible sodomy
  - c. Indecent assault
  - d. Carnal knowledge
2. The first type of sexual assault to be covered is rape.

**NOTE: Show VGT-22 (Rape Defined)**

Before discussing different types of rape, let's define the word "rape." Rape is sexual intercourse by force and without consent.

1. Article 120 of the UCMJ reads "Any person subject to this chapter who commits an act of sexual intercourse by force and without consent, is guilty of rape ..."
2. Article 120 of the UCMJ identifies four types of rape:
  - a. Physical force
  - b. Constructive force
  - c. Date/Acquaintance rape
  - d. Marital rape
3. There may be other types of rape, but these are the four on which this lesson focuses.
4. Physical force is an act of forced sexual intercourse without consent when:
  - a. The perpetrator is physically stronger than the victim.
  - b. The perpetrator overcomes the victim with bodily strength.
  - c. The victim may have physical injuries such as bruises from the force of the perpetrator.
5. Constructive force is the use of threats, intimidation or the abuse of authority, which can cause the victim to believe that death or injury would occur if he or she resists.

Example of constructive force: The perpetrator has a gun or knife and threatens to kill the victim if he/she resists.
6. Date/Acquaintance rape is an attack by someone the victim knows.
  - a. Date/Acquaintance Rape accounts for 60 to 80% of all rapes.
  - b. This type of rape is the most unreported.
  - c. Often the victim assumes blame or is embarrassed to report the incident.
7. Marital rape is intercourse by the victim's spouse without consent.
  - a. Some people who are drunk or high get mean – you all probably know someone like that – it could be an uncle or someone your family talked about when you were growing up. These individuals may tend to pick fights when they're drunk. When they're sober, they're as nice as can be. Unfortunately, there are soldiers who get mean and take it out on their spouses.
  - b. **Scenario:** A Soldier goes home drunk after a night out with his buddies. He comes in and trips on something on the floor – say a kid's toy. Something that simple sets him off and he goes into a rage. He wakes up his wife to complain about the toy on the floor and ends up raping her. When he sobers up the next day, he doesn't remember a thing.

**NOTE: Show VGT-23 (Other Types of Sexual Assault)**

**NOTE:** Instructor should define carnal knowledge for the state or location where training is being conducted.

So far we've looked at one type of sexual assault, rape. Now let's look at the remaining types of sexual assault.

1. Forcible sodomy is oral or anal sex forced upon a person without his or her consent.
2. Indecent assault is any non-consensual touching done with the intent to gratify lust or sexual desires. This includes same gender sexual assault.

Examples of indecent assault: fondling a woman's breasts or touching genital area.

3. Carnal knowledge is sex with a minor. In most states, a minor is anyone under the age of 16.
  - a. There is a perception of young teenagers being sexually active. Consensual sex with a minor is still illegal!
  - b. You will be prosecuted for having sex with a minor, even if it was consensual.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** A Soldier puts drugs in a female's drink at a bar, takes her for a ride in his car, and convinces her to perform oral sex on him. This is an example of what type of sexual assault?

**A:** Forcible sodomy

**Q:** A Soldier has consensual sex off base with a minor. This is an example of what type of sexual assault?

**A:** Carnal knowledge

**Q:** A wife is beaten and raped by her husband. This is an example of what type of sexual assault?

**A:** Marital rape

**Q:** Two male Soldiers and one female Soldier attend a ball game together. After the game, they go out drinking. They return to the barracks. When one of the males leaves the room, the female and remaining male Soldier have consensual sexual relations. When this Soldier leaves the room, the other male returns. The room is dark and he starts kissing and caressing the female, leading toward sexual intimacy. She realizes that her partner is a different male and insists on stopping the act, but the second male continues. This is an example of what type of sexual assault?

**A:** Date/Acquaintance rape

**Review/  
Summarize  
Lesson**

**NOTE: Show VGT-24 (Review)**

1. In this topic, we identified the types of sexual assault to include:
  - a. Rape
  - b. Forcible sodomy
  - c. Indecent assault
  - d. Carnal knowledge
2. In this topic, we also defined rape to include:
  - a. Physical force
  - b. Constructive force
  - c. Date/Acquaintance rape
  - d. Marital rape

**Transition to Next Lesson** Now that we have identified the types of sexual assaults, let's look at the effects sexual assault has on our community, individually and collectively.

2. Learning Step / Activity 2. Adverse Effects

Method of Instruction: Conference/Discussion  
Instructor to Student Ratio: 1:16  
Time of Instruction: 15 mins  
Media: **VGTs 25-27**  
References: AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04  
Security Classification: Unclassified

**Lead-in:** Sexual assault is a traumatic event which can lead to emotional distress, self destructive behavior, interpersonal problems and behavioral disorders. Sexual assault is not tolerated in the Army. A Soldier who has been sexually assaulted may experience short and/or long-term effects. Moreover, sexual assault breaks down the cohesive unit, degrading mission readiness.

The Army Policy on Sexual Assault Memorandum, dated 7 Apr 04, is the guidance for dealing with sexual assaults. It states:

- a. Sexual assault is a crime
- b. Has devastating and often lasting impact on the victim
- c. Sexual assault has no place in the Army...we're a values-based organization; we take care of our fellow Soldiers...and treat all Soldiers with dignity and respect.

Thus Army Policy on Sexual Assault provides for:

- a. Awareness and education to prevent sexual assault
- b. Sensitive care for sexual assault victims
- c. Aggressive, timely, and thorough investigation of all reported sexual assaults and
- d. Accountability for those who commit these crimes

**NOTE: Show VGT-25 (Sexual Assault Effects)**

1. Sexual assault victims experience trauma both physically and emotionally. The emotional trauma can be more harmful than the actual physical assault. Some of the emotional and behavioral effects on the victim include
  - a. Anxiety
    - i. Most common, most debilitating
    - ii. Life feels out of control
    - iii. Sense of impending unfavorable events
  - b. Powerlessness
    - i. Forced to participate against will
    - ii. Feeling continues after assault
  - c. Perseverance
    - i. Intrusive memories of event; bad dreams
    - ii. Some sights, smells may now elicit fear
  - d. Disorganization
    - i. Frustrating inability to concentrate on important tasks
    - ii. Compounds sense of control loss
  - e. Self-blame

- i. Guilt over inability to prevent attack
    - ii. Shame over acts forced to perform
  - f. Distorted self-image
    - i. Feels “dirty”
    - ii. Generalized devaluation of self
    - iii. Exaggerated sense of vulnerability
  - g. Depression is a very common reaction. The attack rips away all feeling of security and safety. It is, in a very real sense, extremely depressing to acknowledge that your safety can be so easily violated. Self-mutilation, or cutting oneself, is common. The following are all symptoms of post-traumatic stress disorder:
    - i. Suicidal thoughts
    - ii. No interest in previously enjoyed activities
    - iii. Frequent crying
    - iv. Fatigue
    - v. Emotional, dazed, numb, detached
    - vi. Sense of hopelessness
    - vii. Sleep pattern disturbance
      - 1) Unable to fall asleep
      - 2) Wakes up, can't go back to sleep
      - 3) Screaming, crying out while sleeping
  - h. Withdrawal - Victims may avoid conversation with their friends because they think the conversation is embarrassing. In addition, if a dozen friends ask what happened, the victim will feel obligated to repeat the same painful details twelve separate times. Re-telling the assault may progressively deepen the suffering.
    - i. Emotionally pulls away from close friend which prevents discussing embarrassing details
    - ii. Understandable loss of libido; Long-term sexual dysfunction not uncommon
    - iii. Further constricts range of activities
  - i. Individual reactions vary widely
    - i. Victim may smile, seem unfazed, calm
    - ii. Other often regrettably misinterpreted emotional reactions:
      - 1) Assault didn't affect victim significantly
      - 2) Assault didn't really occur
    - iii. Emotional impact may simply be delayed, most common when victim knows assailant. A common misconception assumes the victim is making up the story because the victim appears emotionally unaffected by the event.
- 2. Just like the many types of emotional trauma a victim may experience, physical trauma can have an adverse effect on the victim. Let's look at the types of physical trauma the victim may experience after a sexual assault.
  - a. Physical trauma includes:
    - i. General soreness
    - ii. Bruising from assault
      - 1) Specific to areas injured
      - 2) Appearance may be delayed
  - b. Skeletal muscle tension includes:



- i. Headaches
    - ii. Back pain
    - iii. Fatigue
    - iv. Sleep pattern disturbance
  - c. Gastrointestinal issues include:
    - i. Stomach pains
    - ii. Diarrhea
    - iii. Nausea - especially if anti-pregnancy medicine is given
  - d. Eating pattern disturbances include:
    - i. Appetite decrease
    - ii. Complaints of food not “tasting right”
    - iii. Overeating
  - e. Genitourinary is defined in Merriam-Webster as, “of or relating to the genital and urinary organs or functions.” Genitourinary issues include:
    - i. Pelvic pain
    - ii. Vaginal discharge
    - iii. Assault-induced infection, such as an STD
    - iv. Pregnancy
3. Sexual assault not only affects the victim, but may also affect the unit and the perpetrator. Such effects include:
- a. Combat readiness suffers
  - b. Unit cohesion and teamwork are destroyed
  - c. Possible physical injury
  - d. Possible disease/infection

**NOTE: Show VGT-26 (Victim Responses to Being Assaulted)**

Victims often recall the event and say, “If I would have only just...not gone into that room...not smiled at him when I first met him... Victims will often shower repeatedly, douche, brush their teeth or gargle because they feel dirty and want to feel clean. This is especially troubling if they wash before reporting the assault, as much forensic evidence goes, literally, down the drain. Smoking, eating, urinating, defecating, inserting or removing a tampon, vomiting, wiping or cleaning the genital area, chewing gum, taking medications or even hair combing can destroy critical evidence. Ideally, victims should report to the emergency room in the same clothes they were attacked in, and disrobe there for the first time while standing on a large sheet of paper to collect every last bit of forensic evidence.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let’s review what we’ve covered so far.

**NOTE:** Read the question.

**Q:** Can you list the adverse effects the victim may feel after a sexual assault incident?

**A:** Anxiety, powerlessness, intrusive memories of the event, loss of concentration, distorted self-image, depressed, suicidal thoughts, withdrawal from normal activities and friends, as well as calmness.

**Q:** How does sexual assault affect the perpetrator?

**A:** Arrested, punished under UCMJ, contracts sexually transmitted disease, and is injured.

**Q:** How does sexual assault affect the unit?

**A:** Unit cohesion and team work destroyed, combat readiness suffers and Army Values are violated as

well.

**Review/  
Summarize  
Lesson**

**NOTE: Show VGT-27 (Review)**

Sexual assault can have numerous adverse effects. In this topic you learned about the emotional and physical effects on the victim, the unit and the subject as well as the climate in which we perform our duties. We examined the physical and mental conditions that accompany the assault, as well as, the numerous victim reactions.

**Transition to  
Next Lesson**

Sexual assaults definitely affect the Army community in an adverse manner. Are there techniques that the chain of command can encourage that would lessen the occurrence of sexual assaults?

3. Learning Step / Activity 3. Sexual Assault Prevention Techniques

Method of Instruction: Conference/Discussion

Instructor to Student Ratio: 1:16

Time of Instruction: 10 mins

Media: **VGTs 28-30**

References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04  
Hooah4health.com

T342 / Cultural Awareness Considerations, 1 Oct 04

Security Classification: Unclassified

**Lead-In:** Although it may not be possible to guarantee 100% protection against sexual assault, there are measures that the chain of command can take to help prevent it. While we cover these techniques, think about how they compare to your habits and routines. Are there changes that you can make in your lifestyle or daily routines that can help prevent such a devastating attack? Individual Soldiers and the Army community need to work hand-in-hand to build the best contemporary operational environment that excludes sexual assault. To accomplish this task, the chain of command leads by implementing the Sexual Assault Prevention and Response program that will help Soldiers from becoming victims. Let's look at some messages that need to be relayed to the Soldiers.

**NOTE: Show VGT-28 (Sexual Assault Prevention)**

Sexual assault prevention can be addressed in three easy steps.

1. Step 1: Avoid alcohol and other drugs. In military sexual assault cases, over 50% involve the use of drugs and/or alcohol. Alcohol and other drugs can cloud Soldiers' judgment and impair their ability to respond quickly to the situation. One message to communicate is: If you drink, never leave it unattended. There are many "date rape" drugs being used today that perpetrators slip into their victim's drink to make them incoherent and unable to fight off an assault. Rohypnol and GHB are the most common of these "date rape" drugs.
2. Step 2: Rely on your instincts and be watchful. Sexual assault, including rape, can happen to anyone. Remember, dark alleys are not the only places where rapes occur. New people and new places can be risky. Use the buddy system. Spend time with someone new while you are with a group of people, before being alone with him or her. Trust your own judgment and intuition.
3. Step 3: Establish and maintain your limits. Don't be afraid of hurting someone's feelings if you have any doubts about your safety. If someone makes unwanted and inappropriate sexual advances, say "NO" loudly, forcefully and frequently.

**NOTE: Show VGT-29 (Remember A.S.A.P.)**

**NOTE:** Explain to the students that A.S.A.P. is an easy to remember acronym to remind Soldiers what to do to help prevent sexual assault. The remainder of this topic discusses each letter of the acronym in detail.

The chain of command can augment these preventive steps through the use of an acronym reminder, A.S.A.P.

1. Be Aware - Watch for signs that trouble may be coming. For example:
  - a. The other person won't stop when you say "NO".

- b. He or she threatens to hurt you.
  - c. He or she physically restrains you.
  - d. The person uses, or threatens to use, a weapon.
  - e. He or she tries to have sex with you when you are too drunk to say "NO".
  - f. The person suggests something bad may happen to you if you don't give in.
2. Be Safe
- a. Walk in lighted areas after dark.
  - b. If you feel you may be getting into an uncomfortable situation, get to a safe place as soon as possible.
  - c. Don't drink or use drugs.
  - d. If you do drink, never leave your drink unattended.
  - e. Be careful if anyone in a car asks you for directions. If you answer, keep your distance from the car.
  - f. Have your key ready before you reach the door of your home, barracks, car, or office.
3. Be Assertive
- a. If someone is pressuring you to have sex and you don't want to, say "NO" clearly.
  - b. Move away from the person while saying "NO."
  - c. If the person does not listen, say, "Stop! You are raping me!"
  - d. Try to escape. If there are people nearby, make a lot of noise.
  - e. If necessary, fight back, but **ONLY** if you feel you can do so without putting yourself at greater risk.
4. Be Prepared
- a. When on a date, drive yourself or bring enough money for taxi fare.
  - b. Know where a phone is and have the required change if using a pay phone.
  - c. Communicate your sexual limits early and clearly.
  - d. Don't be afraid of hurting the other person's feelings.
  - e. Know your environment. Different settings have different risks. There may be higher risks associated when stationed in different countries with different cultures. Learn the cultures and know the associated risks.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What are the three basic messages that protect the Army community from sexual assaults that the chain of command needs to communicate?

**A:** Avoid the use of alcohol and drugs; rely on your instincts and be watchful; and establish and maintain your limits.

**Review/ Summarize Lesson**

**NOTE: Show VGT-30 (Review)**

Remember that preventing techniques can help reduce the risk of someone sexually assaulting your Soldiers.

- 1. Avoid alcohol and other drugs.
- 2. Rely on your instincts and be watchful.
- 3. Establish and maintain your limits.

4. Remember to be aware, safe, assertive, and prepared.
5. Remember that you always have the right to say "NO".

**Transition to Next Lesson** Now that you know how to foster a safer community, we should look at the rights of the victims, alleged perpetrators, and perpetrators.

**F. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify rights of victim and alleged perpetrator
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Stated rights of victim and alleged perpetrator

1. Learning Step / Activity 1. Rights of Victim and Alleged Perpetrator

Method of Instruction: Conference/Discussion  
 Instructor to Student Ratio: 1:16  
 Time of Instruction: 10 mins  
 Media: **VGTs 31-35**  
 References: AR 27-10, Military Justice, 6 Sep 02  
 Manual for Courts-Martial United States (2002 Edition)  
 DODD 1030.1, Victim and Witness Assistance, 13 Apr 2004  
 Security Classification: Unclassified

**Lead-In:** Until recently, the protection of offenders' rights took precedence over those of the innocent victims of crime.

**NOTE:** Instructors should inform students that SH-4 (Rights of the Victim), which will be provided at the conclusion of this lesson.

**NOTE: Show VGT-31 (Rights of the Victim)**

1. A victim has the following rights according to AR 27-10, Section 18-10.  
 To ensure the fair and sensitive handling of all sexual assault cases, personnel at every level of victim assistance working with sexual assault victims shall, where possible, ensure the following rights are maintained:
  - a. The right to be treated with fairness, dignity, and a respect for privacy.
  - b. The right to be reasonably protected from the accused offender.
  - c. The right to be notified of court proceedings.
  - d. The right to be present at all public court proceedings related to the offense, unless the court determines that testimony by the victim would be materially affected if the victim heard other testimony at trial, or for other good cause.
  - e. The right to confer with legal counsel.
  - f. The right to information regarding conviction, sentencing, imprisonment, and release of the offender from custody.
2. The Army will put forth its best effort to accommodate victims with these rights while maintaining good order and discipline.
3. Remember, privacy is a victim's right. Keep all information confidential. The victim has the right NOT to discuss the incident with anyone!

**NOTE: Show VGT-32 (Protection of Victims and Witnesses)**

1. The Staff Judge Advocate (SJA) ensures that victims and witnesses are advised that their interests are protected by administrative and criminal sanctions.
2. In cases where the life, well-being, or safety of a victim or witness is jeopardized by his or her participation in the criminal investigation or prosecution process, the SJA will ensure that appropriate law enforcement agencies are immediately notified.

3. At courts-martial and investigative proceedings, victims and Government witnesses are given the opportunity to wait in an area separate from the accused or defense witnesses to avoid embarrassment, coercion, or similar emotional distress.
4. A Victim/Witness Liaison may act as an intermediary between a witness and representatives of the Government and the defense for the purpose of arranging witness interviews in preparation for trial.

**NOTE: Show VGT-33 (Rights of the Alleged Perpetrator)**

1. Military personnel who are alleged to have committed a sexual assault offense may be subject to trial, and if found guilty, punishment by courts-martial. Additionally, such military personnel are subject to being processed for administrative separation.
2. Sexual assault is a criminal act incompatible with the Army's core values, high standards of professionalism, and personal discipline.
3. Like the victim, the alleged perpetrator has certain rights, which include
  - a. A right to legal counsel
  - b. The assumption of innocence until proven guilty, a fundamental principle in the United States legal system
  - c. A right to a fair trial
4. Remember, privacy is the alleged perpetrator's right. Keep all information confidential.
5. The alleged perpetrator should be protected from false allegations.

**NOTE: Show VGT-34 (False Reporting)**

1. False reporting of any crime, including sexual offenses, can be a violation under the UCMJ. A false reporting may include a false official statement and or a false sworn statement.
2. A false official statement requires that the person making the statement knows that the statement is false at the time the statement was made, is made in the line of duty (e.g., made to military police authorities or someone in the chain of command) and is given either orally or written.
3. False swearing only requires that the person making the statement knows that the statement is false. It may be oral or written, but requires that the statement be made under oath.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What are the rights of the victim?

**A:** To be treated with fairness and respect; to be protected from the alleged perpetrator; to be notified of court proceedings; to be present at all court proceedings related to the offense; to confer with trial counsel and the Staff Judge Advocate; and to information about the conviction, sentencing, imprisonment, and release of the offender/perpetrator.

**Q:** What are the rights of the alleged perpetrator?

**A:** To be assumed innocent until proved guilty; a fair trial; the right to confer with legal counsel; and to privacy.

**Review/ Summarize Lesson**

**NOTE: Show VGT-35 (Review)**

In this topic, you learned about the rights of the victim and the alleged perpetrator. Victim's rights are very important not only in the Army, but also in the United States legal system. Until recently, the alleged perpetrator's rights were regarded more important than the victim's rights. Falsely reporting a sexual assault is a crime as well.

**Transition to Next Lesson** The rights of the victim and alleged perpetrator are important concepts. As a Soldier in today's Army, you have the responsibility to support the Army's Sexual Assault Prevention and Response Program. Let's look at these individual responsibilities.

**G. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify Soldier's responsibility within the Army's Sexual Assault Prevention and Response Program
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Selected the correct behaviors

1. Learning Step / Activity 1. Identify Soldier's Responsibility

Method of Instruction: Conference/Discussion  
 Instructor to Student Ratio: 1:16  
 Time of Instruction: 10 mins  
 Media: **VGTs 36-39**  
 References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
 AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04  
 Security Classification: Unclassified

**Lead-In:** Your response to sexual assault events affects the climate under which you and your Soldiers live and operate. The Army's Sexual Assault Policy states that all victims of sexual assault will be treated with dignity, fairness and respect. Each incident will be treated seriously and all information will be kept confidential. So how do you, as an individual Soldier, act when you witness or become aware of a sexual assault?

**NOTE: Show VGT-36 (Warrior's Responsibility Toward Victim)**

1. Give support
  - a. You should act in a manner that helps the victim. You should be supportive, sensitive, and compassionate. Be warm and show empathy but don't be overly protective.
  - b. Whether the victim is a friend or battle buddy, these are good guidelines to follow:
    - i. Just LISTEN!
      - 1) Without judgment
      - 2) Without giving advice
      - 3) Without asking 'why' questions
    - ii. Repeat the message: You are not the blame!
    - iii. Encourage official reporting – notify chain of command
    - iv. Treat the victims as injured adults, not as children. That means don't make all the decisions!
2. Get assistance
  - a. The next step is getting assistance. As a supportive Warrior, you should never leave the victim alone!
 

**NOTE:** Solicit the students to provide suggestions by asking the question, "How would you get assistance?"
  - b. Here are some of the resources that are available to you: emergency medical facilities, law enforcement (military or civilian), unit chaplains, civilian agencies, hotlines, and family/friends. Additional information will follow in the resources topic.
3. Protect victim's confidentiality
 

No one wants to be the topic of discussion within the unit or elsewhere, especially if the event is traumatic. You can continue to provide support by speaking only to those who need to know. Do not bother the victim for details. Just LISTEN. Use your ears not your mouth!

**NOTE: Show VGT-37 (Individual Warrior's Responsibilities)**

You have two roles, leader and warrior. Your actions are watched and observed! So how do you project both images successfully and support the Sexual Assault Prevention and Response Program?

1. Reinforce value based attitudes/behaviors
  - a. Avoid the use of alcohol and other drugs.
  - b. Rely on your instincts and be watchful.
  - c. Establish and maintain your limits.
2. Practice appropriate verbal/non-verbal influences
  - a. Use the buddy system – look out for each other.
  - b. Report inappropriate behavior immediately (both on & off duty) to chain of command.
  - c. Practice Army Values.
3. Support the victim

**NOTE: Show VGT-38 (Victim Actions)**

Statistically you are at risk of being a victim of sexual assault. The proper victim actions are to:

1. Go to a safe place.
2. Contact the authorities.
3. Do not destroy evidence by “cleaning up.”
4. Seek assistance from a fellow Warrior or appropriate authorities.

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let’s review what we’ve covered so far.

**NOTE:** Read the question.

**Q:** As an individual Soldier who is made aware of a sexual assault, what actions should you perform?

**A:** Support the victim, get assistance, contact chain of command, protect victim’s privacy/confidentiality

**Q:** As a member of the chain of command who is made aware of a sexual assault, what actions should you perform?

**A:** Foster a supportive environment, act by reporting to appropriate authorities, MP or CID, notify chain of command, protect victim’s privacy/confidentiality, begin paper trail by completing appropriate forms, and safe-guard the victim and unit mission

**Review/ Summarize Lesson**

**NOTE: Show VGT-39 (Review)**

In this topic, you learned about your responsibilities as a leader and as an individual soldier. You have to practice what you preach by being a role model – give support to the victim, notify the chain of command, get assistance by acting quickly, and protect the victim’s privacy. You have to behave in a manner that exemplifies the behaviors that prevent sexual assaults – use the buddy system; avoid alcohol and drug usage; trust your instincts and are watchful for situations that test the boundaries of your established limits; and project an image that supports the Army’s Sexual Assault Prevention And Response Program. Lastly you must support the victim and if you happen to be the victim (worse case scenario), you go to a safe place, contact authorities, avoid destroying evidence by cleaning up, and seek assistance from others. Remember, actions speak louder than words.

**Transition to Next Lesson**

We have reviewed your responsibilities as a member of the chain of command and as an individual Soldier as they refer to victims of sexual assault. Now we will look at the formal reporting procedures that apply to sexual assault cases.

## H. ENABLING LEARNING OBJECTIVE

<b>ACTION:</b>	Identify procedures for timely reporting of sexual assault
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Stated the sexual assault reporting procedure

### 1. Learning Step / Activity 1. Procedures for Reporting Sexual Assault

Method of Instruction: Conference/Discussion

Instructor to Student Ratio: 1:16

Time of Instruction: 10 mins

Media: **VGTS 40-46**

References: The Acting Secretary of the Army's Task Force Report on Sexual Assault Policies, 27 May 04  
Army Policy on Sexual Assault Memorandum  
AR 195-1, Army Criminal Investigation Program, 12 Aug 74  
AR 195-2, Criminal Investigation Activities, 30 Oct 85  
AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04

Security Classification: Unclassified

**Lead-In:** Reporting sexual assaults is more than just trying to get justice for the victim. Sexual assault discrimination, drug and alcohol abuse, and other similar behaviors are barriers to good order, discipline, and unit readiness. In order to prevent sexual assaults, the Army needs to know who, what, where, when, and how. The Army needs to know what is working and what isn't. The Army needs to eliminate the climate that hinders reporting. This topic addresses this issue and defines reporting procedures.

#### **NOTE: Show VGT-40 (Report Crimes Immediately)**

1. Let's look at who to report to, what to report, as well as why sexual assaults should be reported. You should not have to be reminded that sexual assault should be reported immediately. Sexual assault is a crime! The assault can be reported by the victim (best case) or by a friend, acquaintance, family member, or fellow Warrior.
2. Report the sexual assault to the chain of command. Communities and units do not want predators in their midst.

#### **NOTE: Show VGT-41 (Information to Report)**

The quickness of your report will aid in the apprehension of the alleged perpetrator and enhance the investigation of the alleged assault. The following information should be provided:

1. Date, time, and location of incident
2. Name of individual making report and relationship to incident (if not victim, friend, spouse or family member)
3. Victim's name and location
4. Victim's injuries and medical needs
5. Who, if anyone, is there to assist the victim
6. Identity and/or description of the alleged perpetrator
7. Location of alleged perpetrator (if known)

#### **NOTE: Show VGT-42 (Privileged & Confidential Avenues)**

1. There is no anonymous reporting mechanism in the Army. An anonymous reporting mechanism would be detrimental to maintaining unit effectiveness, morale and safety. The Army must balance the need for a thorough investigation of allegations against the need for victim privacy.
2. There are several privileged and confidential communication avenues that exist for Soldiers seeking assistance and guidance. Existing avenues include unit chaplains, legal assistance attorneys, medical personnel, and the Army's One Source Program.
3. Each of these avenues has different responsibilities and limitations.



**NOTE: Show VGT-43 (Reasons to Report Sexual Assault)**

1. Sexual assault is a serious crime, a crime punishable under the Uniform Code of Military Justice, as well as federal and state laws. The Acting Secretary of the Army and the Chief of Staff of the Army provided us with a memo that states, "Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formation, degrading our readiness. Sexual assault has no place in the Army . . . we're a values based organization; we take care of our fellow Soldiers . . . and treat all Soldiers with dignity and respect."
2. Reporting is the right thing to do!

**NOTE: Show VGT-44 (Consequences of Not Reporting)**

1. There are many consequences of not reporting! Some are very obvious; some are not. Sexual assault is inconsistent with the Army Values, Warrior Ethos and the Soldier's Creed.
2. Some real consequences of not reporting include the:
  - a. Inability of authorities to conduct a timely and thorough investigation
  - b. Inability of chain of command to
    - i. Appropriately care for victims
    - ii. Discipline perpetrators
  - c. Possibility that perpetrator may assault others
  - d. Risk of sexually transmitted diseases

**NOTE:** Instructors should inform students that the SH-5 (Sexual Behaviors Subject to UCMJ Actions), which will be provided at the conclusion of this lesson.

**NOTE: Show VGT-45 (Legal Sanctions)**

1. Sexual assault is punishable under different articles of the UCMJ. Depending on the actual sexual assault committed, punishments range from confinement to legal or administrative actions.
2. According to AR 195-1 paragraph 6, "Criminal incidents in the Army will be reported to military police.... Serious crimes and incidents as defined by AR 195-2 will be reported and investigated by CID personnel." UCMJ articles 120, Rape or carnal knowledge; 125, Sodomy; and 134, Indecent acts with another, fall under the CID investigative responsibility. Sexual assaults may be associated with other serious crimes but the listed articles focus only on sexual assault crimes.
3. Remember, sexual assault is a violation of Army Values, contradicts Warrior Ethos and is contrary to the Soldier's Creed.
4. Sexual assault has NO place in our Army!

**NOTE:** Are there any questions about the material covered?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let's review what we've covered so far.

**NOTE:** Read the question.

**Q:** What are the consequences of not reporting sexual assault?

**A:** Inability of authorities to conduct a timely and thorough investigation; inability of chain of command to appropriately care for victims and discipline perpetrators; possibility that perpetrator may assault others; risk of sexually-transmitted diseases; and is inconsistent with the Army Values, Warrior Ethos and Soldier's Creed.

**Q:** What are the punishments for those convicted of sexual assault crimes?

**A:** Confinement, legal or administrative actions

**Review/**

**NOTE: Show VGT-46 (Review)**

- Summarize Lesson**
1. During this topic, we looked at reporting – reasons why to report, avenues of confidentiality and the consequences of not reporting.
  2. Reporting should occur as soon as possible to provide assistance to the victim, to apprehend the alleged perpetrator, to gather evidence for the investigation and to maintain the unit cohesiveness.

**Transition to Next Lesson** We have discussed the proper reporting procedures and identified what information to report. Now we will look at the resources that are available to victims and their families.

**I. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify resources for victims of sexual assault
<b>CONDITIONS:</b>	In a classroom environment with facilitated group discussions or scenarios
<b>STANDARDS:</b>	Selected resources for victims of sexual assault

1. Learning Step / Activity 1. Resources for Victims

- Method of Instruction: Conference/Discussion
- Instructor to Student Ratio: 1:16
- Time of Instruction: 10 mins
- Media: **VGTs 47-49**
- References: The Acting Secretary of the Army’s Task Force Report on Sexual Assault Policies, 27 May 04  
AMEDD Officer Leadership Training, 081-PS-SA-1 / Sexual Assault, 21 Apr 04
- Security Classification: Unclassified

**Lead-In:** The effects of sexual assault on victims can be tremendous. Sexual assault victims need qualified help immediately. Many people hear about various resources available to victims but pay little attention thinking that something like that will never happen to them. It doesn’t matter who you are, what sex you are, how old you are, what you look like, where you work, what rank you are, or how you dress; you are a potential victim for sexual assault. Hopefully it will never happen to you, but if it does, it’s not only important to know that help is available, but it’s also important to know where to find it. Even if you are fortunate enough to never be a sexual assault victim, it might happen to one of your closest friends. You can be of great assistance to your friend or fellow Soldier with the information you are about to learn.

**NOTE:** Instructors should inform students that SH-6 (Resources for Sexual Assault Victims) contains contact information for resources and will be provided at the conclusion of this lesson.

**NOTE: Show VGT-47 (Available Resources)**

Resources available to sexual assault victims exist at the local level. In addition, both military and civilian resources are available to military personnel and their families. You must know what resources are available to protect yourself or help your fellow Soldiers. The following resources are available for victims:

1. Chain of command
2. Medical or local civilian medical facilities – provide prompt medical care (e.g., evaluation, care of victim, evidence collection, forensics support, and initial and follow-up mental health counseling).
3. Staff Judge Advocate (SJA) – appoints Victim/Witness Liaison to help victims and witnesses with the court-marital process.
4. Army Community Services (ACS) – provide a victim advocate for victims where a family member is the alleged perpetrator.
5. Unit Chaplain – provides counseling and spiritual care services.
6. Military Police – can get the investigative process started and refer you to additional resources.
7. Local or State Police – should be contacted if the incident happened off post or if the alleged perpetrator is a civilian.
8. Call 911 -
  - a. To be used in an emergency.

- b. Usually the quickest, easiest way to get the appropriate help.

**NOTE: Show VGT-48 (Available Resources cont.)**

1. Army One Source (AOS) – designed to help Soldiers and their families deal with life’s issues.
  - a. Provides confidential assistance to sexual assault victims
  - b. Available 24 hours a day, 7 days a week
  - c. Available to active and mobilized Reserve Component (RC) Soldiers, deployed civilians, and their families worldwide
  - d. Call 1-800-464-8107 (CONUS)
2. DOD Sexual Assault Hotline
  - a. Supplements AOS with providing confidential assistance to sexual assault victims
  - b. 9 a.m. to 9 p.m. EST, Monday through Friday
  - c. Available to active and mobilized Reserve Component (RC) Soldiers, deployed civilians, and their families worldwide
  - d. Call 1-800-497-6261

**NOTE:** Are there any questions on the material covered before we continue?

**Check on Learning**

**CHECK ON LEARNING:** Conduct a check on learning and summarize the ELO.

Let’s review what we’ve covered so far.

**NOTE:** Read the question.

**Q:** Which resource for sexual assault is available 24 hours a day, 7 days a week?

**A:** Army One Source (AOS)

**Q:** What’s usually the quickest, easiest way to get the appropriate help in the case of an emergency?

**A:** Call 911

**Review/  
Summarize  
Lesson**

Summarize the learning activity.

**NOTE:** Instructors should inform students that there is a tip card, SH-7 (Sexual Assault Tip Card), which will be provided at the conclusion of this lesson.

**NOTE:** : Distribute SH-8 (Sexual Assault Scenarios)

**NOTE: Show VGT-49 (Review)**

The resources available to a sexual assault victim are:

1. Chain of command
2. Medical facilities
3. Staff Judge Advocate (SJA)
4. Army Community Services (ACS)
5. Unit Chaplain
6. Military Police
7. Criminal Investigation Division (CID)
8. Local or State Police
9. Army One Source (AOS)
10. Hotline

**Transition to  
Next Lesson**

This concludes the basic elements of the Army's Sexual Assault Prevention and Response Training. Let's review the main points of this program.

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference/Discussion</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT 50</u>
References: <u>Army Policy on Sexual Assault Memorandum, 7 Apr 04</u>
Security Classification: <u>Unclassified</u>

**Check on Learning**

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Let's review what we've covered so far.

**NOTE:** Read the question. .

**Q:** Physical Force, Constructive Force, Date/Acquaintance Rape, and Marital Rape are types of which sexual assault?

**A:** Rape

**Q:** Whose responsibility is it to report a sexual assault incident?

**A:** Victim, friend, fellow warrior, or witness

**Q:** What does the Army's Sexual Assault Policy say?

**A:** Sexual assault is a crime. Sexual assault has a devastating and often lasting impact on the victim. Sexual assault has no place in the Army. Sexual assault tears at the moral fiber of our unit formation thus degrading our readiness. The Army will use awareness and education to prevent sexual assault; provide sensitive care to victims; hold those who commit such acts accountable. Victims will be treated with dignity, fairness and respect. Victims will be provided with medical care, counseling and assistance.

**NOTE:** Student is not expected to state this verbatim but should be able to recall the high points of the policy.

**Review / Summarize Lesson**

**NOTE: Show VGT-50 (Terminal Learning Objective)**

In this lesson, we discussed how to implement the Army's Sexual Assault Prevention and Response Program. We defined the Army's Sexual Assault Policy; discussed Army Values; discussed sexual assault definitions and trends; identified the chain of command's responsibility within the Army's Sexual Assault Prevention and Response Program; identified types of sexual assaults, effects and preventive techniques; identified rights of victim and alleged perpetrator; identified individual Soldier responsibilities as witness or victim; identified procedures for timely reporting of sexual assault; and identified resources for victims of sexual assault. Sexual assault has no place in the Army and will not be tolerated. You should now know how to report an assault and the resources available to sexual assault victims.

**SECTION V. STUDENT EVALUATION**

---

**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this course you will take a 25-question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 18 questions or more to receive a GO.

---

**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

## Appendix A - Viewgraph Masters

### VIEWGRAPHS FOR LESSON #: version #

---

Terminal Learning Objective

VGT-#, Title

**Multi Media Attached! [Click here](#) and then press F9 to view.**

## Appendix B - Test(s) and Test Solution(s)



## Appendix C - Practical Exercises and Solutions (N/A)

**Appendix D - Student Handouts**

**Student Handout # 1**

**Army Policy on Sexual Assault Memorandum**

**DEPARTMENT OF THE ARMY**  
WASHINGTON DC 20310-0200

7 April 2004

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Army Policy on Sexual Assault

Sexual assault is a crime that cannot and will not be tolerated in the United States Army. It has a devastating and often lasting impact on the victim, a fellow Soldier. Moreover, sexual assault tears at the moral fiber of our unit formation, degrading our readiness. Sexual assault has no place in the Army . . . we're a values based organization; we take care of our fellow Soldiers . . . and treat all Soldiers with dignity and respect.

Army policy promotes awareness and education to prevent sexual assault; sensitive care for sexual assault victims; aggressive, timely, and thorough investigation of all reported sexual assaults; and accountability for those who commit these crimes. Further, we demand and expect that leaders at every level will create and promote a positive command climate in which victims have the confidence in the Chain of Command and criminal investigators to report these crimes immediately. Additionally, leaders must ensure that Soldiers and other members of the Army community treat sexual assault victims with dignity, fairness, and respect for their privacy. The Army has existing medical and legal policies and programs to assist leaders. Use these resources to provide victims with immediate medical care, follow-up counseling, and seamless victim assistance.

Bottom line: this is a leadership and chain of command issue. Let's make the right things happen.

PETER J. SCHOOMAKER  
General, US Army  
Chief of Staff

R. L. Brownlee  
Acting Secretary of the Army

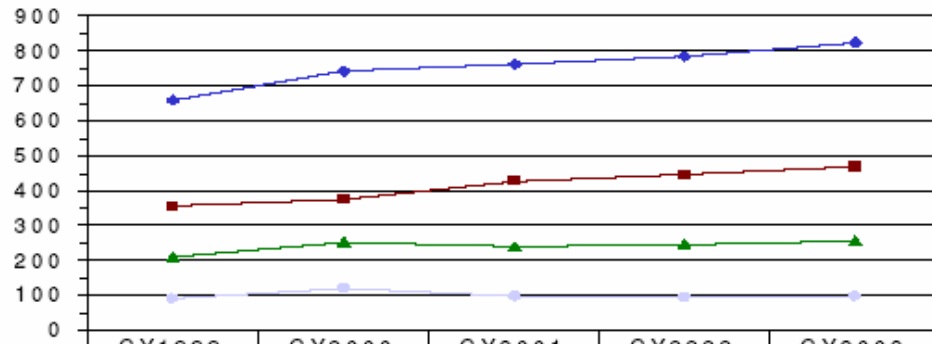
## Student Handout # 2

### Sexual Assault Terms and Definitions

1. **Sexual assault** refers to offenses of a sexual nature committed without the lawful consent of the victim. These offenses, which are punishable as crimes under UCMJ, include the following:
  - a. Rape – Sexual intercourse by force and without consent
  - b. Forcible sodomy – Oral or anal sex by force and without consent
  - c. Indecent assault – Any non-consensual touching done with the intent to gratify lust or sexual desires
  - d. Carnal knowledge – Sexual intercourse with a child under age 16
2. **Victim** is defined as “any person who reports the commission of a sexual assault upon himself or herself, or is identified, based upon the report of another person, or other information, as a person who has been subjected to a sexual offense.”
3. **Alleged perpetrator** is defined as “one who has been accused of committing a crime including any report of a crime to police authorities of a known or unknown person.”
4. **Perpetrator** is defined as “one who has committed a crime;” (i.e., offender, subject).
5. **Case** is a formal investigative file that may contain multiple incidents, offenses, victims, and offenders (i.e., perpetrators).
6. **Founded Case** is a determination made by the CID that a criminal offense has been committed. The determination that a founded offense exists is an investigative decision independent of any judicial opinion or disciplinary action.
7. **Unfounded Case** is a determination made by the CID that a criminal offense did not occur. This determination must be based on demonstrative evidence. A lack of evidence to support a complaint or questioning of certain elements of a complaint is not sufficient to categorize an incident as unfounded. A finding of insufficient evidence is not a basis for labeling an offense as unfounded.

## Student Handout # 3

### Sexual Assault Trends



	CY1999	CY2000	CY2001	CY2002	CY2003
◆ Total	658	743	762	783	822
■ Rape	356	373	425	445	469
▲ Indecent Assault	211	251	239	245	255
● Sodomy	91	119	98	93	98
Soldiers on active Federal service	473,879	482,176	479,591	518,320	620,812
Others	Unknown	Unknown	Unknown	Unknown	Unknown

### Number of Alleged Rape, Sodomy and Indecent Assault Cases

	2002	2003
<b>Soldiers on Active Duty (Including Mobilized Army Reserve/National Guard)</b>	518,320	620,812
<i>Total Cases</i>	783	822
<b>Cases Involving Soldier Victims</b>	353	407
<i>Total Number of Victims</i>	894	909
<b>Number of Soldier Victims</b>	422	459
<i>Female Soldier Victims</i>	372	405
<i>Male Soldier Victims</i>	50	54
<i>Total Number of Alleged Perpetrators</i>	870	894
<b>Number of Alleged Soldier Perpetrators</b>	688	611
<b>Number of Alleged Soldier Perpetrators (in Cases With Soldier Victims)</b>	375	295

Number of Sexual Assault Cases, Victims and Alleged Perpetrators

	2002	2003
Victim Rate Per 1,000 Soldiers	0.8	0.7
<i>Female Victim Rate</i>	4.8	4.4
<i>Male Victim Rate</i>	0.1	0.1
Alleged Perpetrator Rate Per 1,000 Soldiers	1.3	1.0

Sexual Assault Soldier Victims and Alleged Soldier Perpetrators – Rates Per 1,000

Rank	2002		2003	
	Number	Rate/1,000	Number	Rate/1,000
<b>Victims</b>				
Junior Enlisted	372	1.7	401	1.7
Noncommissioned Officer	45	0.3	45	0.2
Officer	5	0.1	13	0.2
<b>Alleged Perpetrators</b>				
Junior Enlisted	410	1.7	356	1.2
Noncommissioned Officer	253	1.3	227	1.0
Officer	25	0.3	28	0.3

Victim and Alleged Perpetrator Rank Distribution

Rank	2002		2003	
	Male	Female	Male	Female
<b>Victims</b>				
Junior Enlisted	41	331	48	353
Noncommissioned Officer	8	37	6	39
Officer	1	4	0	13
<b>Alleged Perpetrators</b>				
Junior Enlisted	407	3	351	5
Noncommissioned Officer	252	1	226	1
Officer	24	1	28	0

Male and Female Victims and Alleged Perpetrators by Rank

	2002		2003	
	Female	Male	Female	Male
	<b>Average Age</b>			
Victim	21.8	22.5	22.4	22.9
Alleged Perpetrator	24	26.3	20.3	29.5
	<b>Median Age</b>			
Victim	21	21	21	21
Alleged Perpetrator	21	24	21	28

Male and Female Alleged Perpetrators and Victims by Age (2002 and 2003)

## **Student Handout # 4**

### **Rights of the Victim**

Victims have the following rights:

1. The right to be treated with fairness, dignity, and a respect for privacy.
2. The right to be reasonably protected from the accused offender.
3. The right to be notified of court proceedings.
4. The right to be present at all public court proceedings related to the offense, unless the court determines that testimony by the victim would be materially affected if the victim heard other testimony at trial, or for other good cause.
5. The right to confer with legal counsel
6. The right to information regarding conviction, sentencing, imprisonment, and release of the offender from custody.



## Student Handout # 5

### Sexual Behaviors Subject to UCMJ Actions\*

Offense/Behavior	Article	
Making unsolicited and unwelcomed sexual contact with intent to satisfy lust or sexual desire	Art. 134	General Article (Indecent assault)
Sexual intercourse was done by force and without consent (A husband can be punished for raping his wife)	Art. 120	Rape and carnal knowledge
Unnatural sexual intercourse with another person of either gender or animal	Art. 125	Sodomy
General Actions	Art. 134	General Article (Adultery; Assault to commit rape or sodomy; Bribery and graft; Wrongful cohabitation; Fraternalization; Indecent acts of liberties with a child; Indecent exposure; Indecent acts with another; Pandering; and prostitution)

\*Student Handout #4 is modified from L327/Enforce the Equal Opportunity Program TSP

## Student Handout # 6

### Resources for Sexual Assault Victims

#### Army One Source (AOS) – [www.armyonesource.com](http://www.armyonesource.com)

Designed to help Soldiers and their families deal with life's issues and provides confidential assistance to sexual assault victims. Available 24 hours a day, 7 days a week to active and mobilized reserve component (RC) Soldiers, deployed civilians, and their families worldwide.

- CONUS: 1-800-464-8107
- International toll free: 1-800-464-8107
- International collect: 484-530-5889
- Spanish: 1-800-732-0920

#### DOD Sexual Assault Hotline

Supplements AOS with providing confidential assistance to sexual assault victims. Available 9 a.m. to 9 p.m. EST, Monday through Friday to active and mobilized reserve component (RC) Soldiers, deployed civilians, and their families worldwide.

(800) 497-6261

#### Medical

Provides prompt medical care (e.g., evaluation, care of victim, evidence collection, forensics support and mental health counseling).

<b>Location</b>	
<b>Phone</b>	

#### Local hospital/emergency room

<b>Location</b>	
<b>Phone</b>	

#### Staff Judge Advocate (SJA)

Appoints Victim/Witness Liaison (VWL) to help victims and witnesses with the court-martial process.

<b>Name/Rank</b>	
<b>Location</b>	
<b>Phone</b>	
<b>E-mail</b>	

#### Army Community Services (ACS)

Provides a victim advocate for family member victims where alleged perpetrator is another family member.

<b>Location</b>	
<b>Phone</b>	

**Unit Chaplain**

Provides counseling and spiritual care services.

<b>Name/Rank</b>	
<b>Location</b>	
<b>Phone</b>	
<b>E-mail</b>	

**Military Police**

Can get the investigative process started and refer additional resources.

<b>Location</b>	
<b>Phone</b>	

**Local or State Police**

Should be contacted if incident happened off post or if the alleged perpetrator is a civilian.

<b>Local Police Location</b>	
<b>Local Police Phone</b>	
<b>State Police Location</b>	
<b>State Police Phone</b>	

## Student Handout # 7

### Sexual Assault Tip Card

#### Army Sexual Assault Prevention & Reporting Program

##### Sexual Assault Prevention Tips

- ✓ Rely on your instincts and be watchful..
- ✓ Use the buddy system.
- ✓ Establish and maintain your limits.
- ✓ Avoid alcohol and drugs.  
In your car:
  - ✓ Always lock doors.
  - ✓ Park in well-lighted areas.
  - ✓ Check interior before entering.
  - ✓ Have keys ready and enter quickly.
  - ✓ Lock door immediately.

##### If you are sexually assaulted:

- ✓ Contact the authorities.
- ✓ Do not "clean up."
- ✓ Call a friend, a help hotline or social services.
- ✓ Go to a hospital or clinic and have the medical personnel notify the authorities.

Front

#### In case of sexual assault, contact:

Army One Source:

CONUS: 1-800-464-8107

International toll free:  
1-800-464-8107

International collect:  
484-530-5889

Spanish: 1-800-732-0920

[www.armyonesource.com](http://www.armyonesource.com)

DOD Sexual Assault Hotline:  
1-800-497-6261

Local emergency: 911

Other:

Back

## **Student Handout # 8**

### **Sexual Assault Scenarios**

<b>PLDC/BOLC II/WOBC (New Leaders Level)</b>
--

#### **Scenario #1**

2LT Chris Dotson and 2LT Angela Mack have become really good friends since they met day one of the basic course. They are also in the same squad. Dotson and Mack spend a lot of time together studying and going out to eat. Fellow students refer to the two as an "item". During week eight of the course 2Lt Mack has a birthday and is going to turn 21 years of age. The students decide to throw a surprise party at her apartment for her. 2LT Dotson has agreed to keep her out of the house until her classmates can decorate and set up the bar. Dotson takes Mack to the gym to work on her pushups for an upcoming PT test and after they were done he asked if he could make dinner for Mack opposed to taking her out. Upon arrival at the apartment she is quite surprised when she walks in. The students began to tell Mack to have her first legal drink and she decides to only have a soda because she doesn't like alcohol. Classmates continuously asked Mack what Dotson was going to give her as a gift for her birthday and she responded with "we are just friends". As the night went on, Mack began to get tired, so to a point that Dotson took her and put her to bed. When the guests all left Dotson decided that he had been drinking and that he would sleep at the Apartment with Mack and her roommate Dixon. Dotson decided to leave around 0900 and as he left Dixon was coming from her room, she saw Dotson leaving Mack's room and said good-bye to him as she smiled and Dotson smiled back. Mack woke up around 1300 crying, stating that she had no clothes on and that there was semen on her legs. Mack told Dixon that she couldn't remember anything from last night. Dixon told Mack that she appeared drunk and Dotson took her to her bed and that she saw him leaving her room this morning around 0900. Mack stated that she had no knowledge of anything of the sort especially Dotson taking her to her room and that she had nothing to drink but she feels as though she did. Mack later found after going to the hospital that she had not only had sex but test revealed that she had ingested rohypnol. Dotson admitted to having sex with Mack but stated that it was consensual.

#### **Scenario #2**

While attending the Warrant Officer's Basic Course, a few male soldiers were in the barracks getting ready to go to sleep at approximately 2100 hours. WOC Shell, the acting squad leader, told WOC Barnes, a squad member, to meet him in the bathroom to help clean up. WOC Shell told WOC Barnes that the Course Manager was planning a surprise inspection of the facilities in the morning and he wanted the bathroom to shine. He told WOC Barnes that it was very important for the squad to do well on this inspection since they failed the last two. When they entered the bathroom, WOC Shell forced WOC Barnes on the cold floor and drew a knife to his throat. WOC Shell told WOC Barnes to perform fellatio or else he would cut his throat.

#### **Scenario #3**

While attending the Warrant Officer's Basic Course, WOC Mary Williams, a loner, had become close friends to several of her male classmates. When she was invited to attend a party on the 4<sup>th</sup> Friday night of the course at the home of a fellow candidate, she decided to go. The party kicked into full swing with loud music and plenty of drinking. After several hours of partying and drinking five of Mary's classmates became rowdy, picked her up and carried her to the master bedroom. The men thought it would be funny to tie her up on the bed. After they tied her to the bedpost they took turns fondling her breasts. Mary begged them to stop, however they laughed at her and continued fondling her making statements that she should just relax and enjoy all of the attention.

#### **Scenario #4**

1LT Wendy Jordan had just been promoted to the rank of Captain. It was an exciting moment in her career and she wanted to celebrate with her fellow officers. CPT Jordan had a promotion party at the Officer's Club where the drinks and food were endless. After the celebration, her entire group ended up at a big house party. As Wendy continued to drink, her friends realized that she was really far gone and needed to lie down. One of the officers who lived in the house offered his room for her to rest. Some other female officers got her settled, and CPT Jordan quickly passed out. Figuring she just needed to sleep it off, they went back to the party, intending to get her before they left. An hour later, CPT Jordan awoke to find a strange man on top of her having intercourse, and two others standing by the bed. She tried to tell them to stop and go away, but the combination of alcohol and fear rendered her unable to scream or struggle. All three of the officers had sex with her, making jokes about how much she must be enjoying it. CPT Jordan faded in and out of consciousness. When she next awoke, her friends were there, preparing to take her home and laughing about the hangover she'd have tomorrow. CPT Jordan didn't know if it had been a bad dream or if it had really happened, but as the next few days passed, she realized it wasn't a dream.

#### **Scenario #5**

1LT Jason Smith and 2LT Laura Edwards began dating at the beginning of their military career. Their relationship was intense; they spent nearly all of their off duty time together. When Laura's roommate came down on orders for Korea, it seemed natural that Jason would move into Laura's apartment with her. Jason said he could protect Laura better if he lived with her. He was jealous of time she spent away from him with female or platonic male friends, but Laura took this as evidence of his deep love for her. One night Laura stayed late after work preparing for an inspection with a fellow officer. When she got home, Jason was angry and demanded to know where she had been and whom she had been with. Laura told him about the inspection, but he accused her of having an affair and lying to cover it up. Jason hit Laura, pushed her onto the bed and demanded sex from her as proof of her fidelity. Shocked and angry, she told him he was out of line and tried to leave the room. Jason restrained her and forced her to have intercourse, despite her pleas for him to stop. Later he apologized and asked for forgiveness, but Laura was left with frightening and confusing feelings of anger, sadness, fear and betrayal.