

LESSON NUMBER 1

TASK: ALCOHOL AND DRUG ABUSE

CONDITION: In a small group discussion environment.

STANDARD:

- All participants will be able to define prevention.
- All participants will be able to explain the three levels of prevention.
- All participants will be able to explain three models of prevention.

TIME OF INSTRUCTION: 1 Hour

Notes to instructor: This lesson is a summary of several longer classes, which deal extensively in these areas. Your local military medical facility and/or Alcohol & Drug agency can assist you if you choose to explore these subjects in more depth with your soldiers.

LEAD IN: Drug and alcohol abuse is a serious problem whenever and wherever it occurs. Both drug and alcohol abuse often result in tragic circumstances. The real cost can be measured not in broken laws but in broken lives. This lesson will help you understand preventive steps that you can take to reduce drug and alcohol abuse. Some of the concepts are fairly simple others are more difficult. This effort, however, is vital and deserves your full attention—not only in this class but also in your day-by-day duty conduct.

PART I: PREVENTION

1. Prevention may be defined as: A proactive process which empowers soldiers to meet the challenges of life (and life changing events) by creating and reinforcing conditions which promote healthy behaviors and lifestyles.

2. What does this mean? "Proactive" means that prevention looks ahead, focusing on seeing problems before they occur, rather than simply reacting to them. Both individual soldiers" and "systems" (like the chain of command) are involved in prevention. Prevention deals with both day-by-day life and with major, stressful events (like divorce or death). Finally, prevention involves positive lifestyles, not simply avoiding harmful practices.

Discussion Question: What are some examples of prevention, that you see, happening in this unit?

PART II: THREE LEVELS OF PREVENTION

- 1. Primary Prevention.* This type of prevention promotes healthy individuals, lifestyles, and behavior. An Army-wide example is the Fit to Win program.
- 2. Secondary Prevention.* This type of prevention intervenes at the early signs of trouble or disease to change troubled behaviors, reduce the crisis, or stop disease. An individual example might be a First Sergeant noticing that a soldier is experiencing a great deal of stress and recommending that it would be a good time to take a few days leave.
- 3. Tertiary Prevention.* Tertiary means third or third level. Tertiary prevention treats, rehabilitates, or reconstructs. An example of tertiary prevention is the military's Track III Alcohol Abuse Program.

Discussion Questions: Other than the examples given above, what are some examples of each level of prevention in this unit or in your community? Prior to enlistment, what were your experiences with prevention?

PART III: THREE MODELS OF PREVENTION

Although individual responsibility is the key to prevention of drug and alcohol abuse, there are many things which commanders, installation agencies, and the Army as a whole can do to help individual soldiers choose healthy lifestyles. Since these things involve many different people working together, they are called systemic models. There are three of these models which are often used as a means to plan the mission of prevention.

a. The Public Health Model. This model is based on identifying three things which lead to a problem: the host (or individual), the agent (or substance), and the environment (which is the conditions in which the host and agent exist). For example, in the case of alcohol abuse the host is the soldier abusing the alcohol, the agent is the alcohol itself, and the environment is where the soldier drinks. (Actually there can be several environments. The physical environment is where the soldier drinks, the social environment involves when and with whom the soldier drinks.) The point of this model is that prevention involves dealing with each aspect of this problem, host, agent, and environment, not just one. Using the example above, it would do little good to try and attack the environment (i.e. closing down the club and placing all off-post bars off limits); an alcoholic will always find a place to buy liquor. Likewise it is probably not very practical to solely attack the agent—alcohol itself—which is present almost everywhere in one form or another. However, trying to deal with the host, the soldier, without providing that soldier some tools to resist the environment where drinking occurs or with the affects which alcohol may have already had on his or her body, is also an incomplete approach.

Discussion questions. How would you use this model to examine a health or safety problem you are aware of?

b. The Risk Reduction Model: This model focuses on primary and secondary prevention. It attempts to identify behaviors (and occasions) which are high risk, and reduce or eliminate them. Importantly, this approach includes discouraging things, which lead soldiers to believe that high-risk behaviors are a good or cool thing. A specific example might involve prohibiting soldiers from displaying drug-related symbols or posters in the barracks.

Discussion questions: What are some behaviors or beliefs in your unit that could benefit from this model?

c. The Systems Thinking Model. This model emphasizes that solutions to problems often involve the commitment of a system in addition to assumption of responsibility by individuals. This model involves multiple agencies or commander, assumes that they will work together (collaborate), and understanding that prevention efforts must involve support and mobilization of the community (just like Block Watch programs assist in crime prevention).

Discussion questions: Do you think there are other ways to look at these problems? Which of these models do you see at work in this unit? Do you think this unit is doing a good job? How would you do it better and how would you suggest that the commander do it better?

PART IV: CLOSING

Soldiers who are involved in drug and alcohol abuse are not combat ready. Their conduct affects their units, their families, and destroys their own lives. It is important that we reinforce responsible behavior and choices with prevention at every level.

LESSON NUMBER 2

TASK: COLD AND HOT WEATHER INJURIES

CONDITION: In a small group discussion environment.

STANDARD: Be familiar with the following:

- Environmental Factors
- Soldier Factors
- Prevention

TIME OF INSTRUCTION: 1 Hour

PART I: COLD WEATHER INJURIES

1. Environmental Factors: Temperature, humidity, precipitation, and wind modify the rate of body heat loss. Low temperatures and low relative humidity favor development of frostbite. Higher temperatures (just above freezing to 50 degrees F) together with moisture are usually associated with trench foot. Wind velocity accelerates body heat loss under conditions of both coldness and wetness. The effect of low temperatures is intensified as air movement passing the body increases. This can be the result of wind against the body or the effect of a body moving rapidly through the air, such as in running, skiing, or riding in an open tactical vehicle.

2. Individual soldier factors leading to cold injury. Trench foot and frostbite injuries are higher in front-line riflemen, and predominate in the lower ranks because they have greater exposure. The decreased incidence of cold injury among higher ranks is due to a combination of factors, such as experience, leadership, receptivity to training, and less exposure. Other factors, which contribute to cold injuries, are:

- a. Previous cold injury.
- b. Fatigue.
- c. Discipline, training and experience.
- d. Geographic origin.
- e. Nutrition.
- f. Activity level (more is better).
- g. Drugs and Medications (talk to the doctor if you are in a cold environment).

3. Prevention of Cold Injuries

- a. Meteorological Data - know the weather.
- b. Cold Injury Control Officer.
- c. The Buddy system - check each other for frostbite.
- d. Personal Measures - dry clothes when possible and in layers.
- e. Avoid immobilization - keep moving.
- f. Clothing - maintain your issue gear.

Suggested vignette for discussion:

A 20-year-old female PFC is diagnosed with first degree frostbite in her left toe. When asked if she informed her supervisor of her cold feet she stated she never complained because she was afraid of being labeled as "not tough enough" to take the cold.

Discussion Questions: What could have been done to avoid that situation? Does the "Buddy System" in your (our) unit work? How can you help other soldiers in this unit avoid cold injury?

References: AR 40-5, FM 21-10

PART II: HEAT INJURIES

1. *Environmental Factors:* Exposure to high environmental temperature produces stress on the body, which may lead to a heat injury. The conditions which influence the heat equilibrium of the body and its adjustments are the air temperature; the temperature of surrounding objects; the sun's radiant heat; the vapor pressure of the water in the air (relative humidity); the air movement; and the amount and type of clothing worn. Another important factor, which influences the heat equilibrium, is the metabolic heat produced by the body as a result of physical activity.

2. *Types of heat injury:*

- a. Heat cramps.
- b. Heat exhaustion.
- c. Heat stroke.

3. *Individual soldier factors leading to heat injury:*

- a. Overweight.
- b. Alcoholic beverages.
- c. Fever.
- d. Drugs.
- e. Tight clothing.
- f. Fatigue.
- g. Water intake.

4. *Prevention of heat injuries:*

- a. Water.
- b. Salt.
- c. Acclimatization.
- d. Physical condition.
- e. Protection from the environment.

f. Education.

g. The WBGT Index.

Suggested vignette for discussion:

A 35 year old SFC is diagnosed with heat cramps and dehydration. Stated he never felt thirsty so he gave his canteen to the soldier next to him who didn't have enough water with him.

Discussion Questions: What were the leaders responsibilities in this case? How did they fail? Do we hold our leaders accountable?

References: AR 40-5, FM 21-10

LESSON NUMBER 3

TASK: COMMUNICATIONS PROCESS

CONDITION: In a small group discussion environment.

STANDARD:

- Define effective communication.
- Understand communication styles and barriers, cross-cultural misunderstandings and barriers.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: One of the most important leadership skills is the ability to communicate effectively. Not only must you understand what you think you hear, you must understand what was actually said (and what is not said). During this block of instruction you will learn the importance of effective communication, and how it relates to you as a leader.

PART I. DEFINITION

Effective communications is defined as the successful exchange of information between individuals. An effective communicator is successful in establishing an active two-way link with another individual or group.

a. Prepare yourself by being focused. If you are not focused on receiving the message, you may not fully receive or understand. Listen closely to the words, voice, and non-verbal behavior of the other person and be aware of your own feelings.

b. Check partner. Verify what the individual communicating the message said. This ensures there is no misunderstanding.

c. Be positive and specific. Tell the person how their behavior will affect you or the unit; do not tell them that it may affect him/her. Tell the person exactly what you see and hear, but do not judge and/or evaluate their behavior (In other words do not threaten the person). Once you have threatened the person, the anxiety level rises and can block accurate hearing. When this occurs the communication process is hindered.

Suggested vignette for discussion: PVT Smith, came to work late and offers no reason why.

Discussion Questions: What would be an example of an improper response? What would be an example of a good response?

d. Congruent Behavior: means that your behavior matches your words (talking the talk and walking the walk).

e. *Incongruent Behavior*: is when your actions do not match what you say (talking the talk and not walking the walk).

Suggested vignette for discussion: If I tell you Army policy prohibits senior NCOs from dating subordinates in the same command, but as a senior NCO, I date my subordinates.

Discussion Questions: What type of behavior am I displaying? Are there instances in this unit where incongruent behavior has happened? If so, around what issues? Were they solved?

PART II: COMMUNICATION STYLES

1. *Styles of communication*. Styles are how you talk about something. Different styles result from different intentions. The Army contains soldiers who speak different languages, but even soldiers who speak the same language may use that language in different ways. What everyone must understand is that being different does not mean being inferior.

2. *There are four different styles of communication*. These styles when shifted dramatically change the message. Effective communication involves matching your intention with your style.

a. Style I is friendly, sociable, or playful. Used to keep things on an "even keel." Passes time and fills social voids. Not intended to change anything.

b. Style II is directive, persuasive, demanding, evaluative, blaming, or praising. This style usually involves tension or dissatisfaction; often involves an attempt to force change, shutting off exploration of issues; may lead to misunderstanding.

NOTE: Style II is usually ineffective for resolving issues. Not all style II is negative. Selling, bargaining, promoting, advocating, preaching, and lecturing often use Style II communication.

c. Style III is speculative, tentative, uncertain, searching, reflecting, exploring, or intellectual. It demonstrates willingness to examine, explore, and understand self or others.

NOTE: Style III is a limited style. Creates a climate for further exploration, but does little to encourage significant change in relationships.

d. Style IV is disclosing, revealing, explicit, responsive, accepting, and aware. Intentions and behaviors demonstrate a commitment to deal completely and congruently with an issue; expresses an intention to pursue an issue openly and directly.

NOTE: Style IV seeks to share a complete picture of self-awareness, fully and honestly with partner.

Discussion questions: Which is your communication style? Why does it work for you?

PART III. COMMUNICATION BARRIERS

1. *Communication Barriers.* The need to communicate is universal. The way we communicate are not universal and can cause problems in your unit. It is obvious that the Army consists of individuals who speak different languages, and even those who speak the same language speak in different ways. Misunderstanding is often a problem between soldiers who are very much alike, and poses an even greater barrier between those who are ethnically or culturally different.

2. *Language Barriers.* It is easy to see how misunderstandings can occur between individuals who speak different languages. Even with the use of a skilled translator, important meanings of a message may be lost. A language also functions more effectively when used in its cultural context. Mistakes in translation or interpretation between soldiers can be very costly. They can do a great deal of harm by creating misunderstandings within a unit.

3. *Physical Barriers.* Distance, heat and cold, individual's physical health, speech pattern, articulation, and pronunciation can hinder communication.

4. *Perceptual Barriers.* Past experience, hidden agendas (getting even with someone), stereotypes, noise and any factor that disrupts or confuses communication can the communication process.

Discussion questions: Have you seen or experienced any of these barriers demonstrated in this unit? How can we eliminate these barriers, so that we can work better?

PART IV. CROSS CULTURAL MISUNDERSTANDING

Most misunderstandings among soldiers result from cross-cultural experiences and do not necessarily occur from only one episode or misunderstanding. One misunderstanding leads to another, which can lead to an unsuccessful encounter. Each side begins to blame the other. Sometimes soldiers involved in a cross-cultural exchange will become emotionally hooked on one or two components and miss the meaning or purpose of the message.

Discussion questions: Can you remember your last misunderstanding with another person in this section? Was it just one incident or more?

What have you heard said about people from the city, country, north, south, east or west?

PART V. BARRIERS TO CROSS-CULTURE COMMUNICATIONS

BARRIERS TO CROSS-CULTURAL COMMUNICATIONS

- **SONGS, SYMBOLS, AND GESTURES**
- **ACCENTS**
- **JIVE AND JARGON**
- **LACK OF TRUST**

Discussion questions: Have the students give some examples of the above, and discuss how they may prevent some misunderstandings. If the class is diversely mixed, have students share with the class some examples of their experiences.

PART VI. CLOSING

During this block of instructions you learned the importance of communication, both verbal and non-verbal. As a soldier, effective communication is critical. What you say, and how well you say it, will be a major factor in your leadership abilities.

LESSON NUMBER 4

TASK: CONFLICT MANAGEMENT

CONDITION: In a small group discussion environment.

STANDARD:

- Define conflict.
- Define the levels of conflict.
- Describe the sources of conflict.
- Explain the positive and negative factors of conflict.
- Describe the methods for managing conflict.

TIME OF INSTRUCTION: 2 Hours

INSTRUCTOR NOTE: If possible, obtain and show videotape of The Abilene Paradox.

LEAD IN: During this lesson we will discuss conflict and conflict management. Unfortunately, conflict can lead to a variety of communication problems and misunderstandings. Conflict in and of itself is neither bad nor good, but in our attempt to deal with conflict, we determine its constructive or destructive consequences. The purpose of this training is to help you understand how and why interpersonal conflict can occur and provide you with some strategies for positive or constructive resolution.

PART I. DEFINITION

- 1. The Nature of Conflict.* The term conflict was originally defined as "striking at another", "to fight with an enemy or do battle with opposing forces." Later meanings included "being antagonistic", or "a clash between contradictory impulses within an individual."
2. Conflict is inevitable because people will always have different viewpoints, ideas, and opinions. The issue is how will you deal with or relate to these differences. It is unfortunate that negative connotations are often associated with conflict, because, if properly managed, conflict is highly constructive and essential to cross-cultural interactions.
- 3. Levels of Conflict.* There are three levels of conflict. If we are to have a clear understanding of conflict, it is important to know the three levels and their relationship to each other.
 - a. Level one: Intrapersonal conflict is an experience that takes place within the individual.

Ask the group for an example. (An example would be a soldier who feels guilty about telling sexual or ethnic jokes but vigorously participates when friends are around.)

b. Level Two: Interpersonal conflict is experienced between individuals in the same location, e.g., coworkers, roommates, team members. It exists whenever people interact or come together to accomplish a common goal or objective.

c. Level Three: Intragroup conflict is defined as conflict between groups in the same organization or command. Sources of intragroup conflict are often caused by issues of group cohesion, such as "sticking together, leadership and status, power or influence and lack of or limited resources."

Ask the group for examples. (An example would be NCOs versus Officers or senior NCOs versus the junior enlisted.)

4. *Sources of Conflict.* Trying to identify or determine the cause of conflict is sometimes difficult. Heightened emotions or bad feelings may cloud the real cause of any conflict and detract soldiers from examining the facts. The cause of conflict can also have multiple factors which makes it difficult to isolate just one cause. The following is a list of common causes in conflict situations:

- a. Different values and beliefs.
- b. Perception differences.
- c. Diverse goals or objectives.
- d. Group status or identity.
- e. Race, ethnicity, or gender differences.
- f. Personality clash or conflict.
- g. Disagreement on how things should be done.
- h. Tension and stress.

Discussion Question: Ask the group if they have had a recent conflict situation that depicted a situation involving one of these factors in this unit. How did it affect teamwork?

5. *Characteristics of Negative Forces.* Many believe that the negative characteristics of conflict occur because group members become closed minded to any compromises. It often occurs when someone wants his or her own way. Hostility among group members is normally followed by an assumption of competition that someone will win and someone will lose. These negative forces have destructive consequences.

6. *Characteristics of Positive Forces.* Earlier we stated conflict was neither good nor bad. If viewed as a natural process, conflict is the opportunity to explore and resolve differences in a constructive manner. Conflict is constructive when individuals or group members have a new understanding of the functions of healthy conflict and avoid the destructive negative forces.

Discussion Question: Ask the group if they have had a recent conflict situation where there was a positive force working. How did it affect teamwork? (Examples: Increase individuals pride and group cohesiveness; promotes personal and social change; provides opportunity to work towards a common goal.)

PART II. STRATEGIES FOR EFFECTIVELY MANAGING INTERPERSONAL CONFLICT

1. *Methods for managing conflict.* Given the right opportunity and motivation all conflict can be resolved but not always to the satisfaction of all parties. The effect of disagreement and the methods for resolution depend on how conflict is managed by the participants.

2. The following are some common methods that can help to effectively manage conflict.

a. Denial or Avoidance. With this approach, individuals attempt to reduce or get rid of the conflict by denying it exists, both parties shun each other or dodge the issue of disagreement.

b. Suppression. "We all get along here", "we run a happy ship", "don't rock the boat", and "nice people don't fight", are the voices of suppression. People who use suppression play down their differences in a belief it is better to "go along to get along."

c. Power or Dominance. Power is often used to settle differences. The source of power may be physical, or vested by authority or position. Power strategies, however, result in a win-lose situation. In other words, in order for somebody to gain something, somebody else has to lose something. Normally the loser will not support the final decision in the same way as the winner, and may even attempt to sabotage the decision.

d. Third Party Intervention. Using this strategy requires a third party that is unbiased and is not taking sides to support either party in conflict. The third party may be known or unknown to the parties involved or may even be from a different location. Some assumptions in using a third party are:

- (1) The third party is trusted or respected by participants.
- (2) All parties involved will accept the decision of the third party.
- (3) The third party has the power or authority to rule over the decision.

(4) The third party is an expert, has knowledge or is competent to give a decision about the issue(s) in dispute.

(5) All parties believe a just and fair decision will be rendered.

Discussion Question: Can you see any drawbacks in using a third party? (A: third party may consciously or unconsciously instigate or aggravate a conflict by playing individuals against each other.)

e. **Compromise or Negotiation.** Compromise and negotiation are often regarded as virtues in our culture. Compromise is an agreement between parties about what each should give or get in a particular situation. "You give a little, and I'll give a little so we can meet each other halfway", is a way we have been taught to get along with others. It is believed all parties will profit from the compromise or at least have a feeling of being treated fairly. Negotiation reaches an impasse when one or all participants become set in what they are willing to give and limits have been reached. The compromise, therefore, would allow all parties to reach an agreement with which all would be somewhat satisfied or rewarded.

f. **Integration or Collaboration.** This approach requires all parties in a conflict situation to recognize the legitimate abilities and expertise of each other in the process of resolution. This method attempts to find an acceptable solution that does not necessarily require giving and getting as in a compromised solution. The group problem solving concept is considered the optimum form of managing conflict because it encourages a common search for creative alternatives to resolve the conflict that is rewarding to all parties.

Discussion Questions: During this squad's/unit last conflict, what method of conflict management was used to resolve the conflict? Did this method work? If not which method would have worked?

PART III. CLOSING

During this period of instruction we defined conflict, explored various levels of conflict, and identified sources of conflict, and strategies to manage interpersonal conflict. Additionally we discussed the positive aspects, components of conflict and how it can contribute to individual and group problem solving. We examined six strategies for effectively managing interpersonal conflict and the negative and positive attributes of each. Are there any questions about the methods for resolving conflict?

LESSON NUMBER 5

TASK: CULTURAL DIVERSITY

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to describe leadership issues related to cultural diversity.

TIME OF INSTRUCTION: 1 Hour

1. *Diversity is defined as the condition of being different.* In other words, it means dissimilarity and variance between things. The differences could be in size, weight, age, texture, and so on.

Discussion Question: What are some of the major concerns or problems a leader might face in a culturally diverse organization?

2. English is the sole operational language used by the Army, communication problems, however, can still exist. Here are some of the reasons:

a. *Communication style.* Even when the same language is used, people interpret information differently. Therefore, the message sent is not always the message received. Differences in communication styles can make the sender of the message appear to be pushy, rude, aggressive, passive, etc. Factors involved in this are volume and rapidity of speech, tone of voice, and emphasis on key words.

Discussion Question: Have you ever experienced this?

b. *Nonverbal Communication.* Nonverbal communication is the sum total of our body's communication. It is how our body communicates or sends a message. Nonverbal communication has different meanings for different people or groups. Studies show that 50 percent of a message's impact comes from body movements or nonverbal communication. For example, crossing your arms may indicate defiance. Putting your hand on your chin may show thought. Leaders need to understand the importance of checking nonverbals when communicating. This might give them a clearer picture of how the soldier is reacting to the discussion.

Discussion Question: What types of body language do you see in this group right now?

c. *Trust.* Trust plays an important role in intercultural, interracial, and inter-gender communication. A lack of trust can result not only in miscommunications, but even in no communication-taking place.

Discussion Question: Have you ever experienced this?

d. Accents. Some people react negatively to accents. They may even be rude when someone does not speak "proper" English. People have accents either because of ethnicity or region of country from which they come or because English is their second language. Some people consider them to be less intelligent, less competent, and even less trustworthy. Leaders need to judge if accent interferes with the ability to communicate or perform. If accents do not interfere, then our focus needs to be on listening to what is being said, not on how it is said.

Discussion Question: Are you bothered by accents?

e. Regional Jargon. People make judgments about others based on the kinds of expressions they use because of the region of country from which they come. These speakers are sometimes thought to be uneducated, or less intelligent than soldiers who do not use regional jargon. Leaders need to understand that certain terms are unique to individuals from certain regions and do not indicate their level of intelligence.

Discussion Question: Are you bothered by regional jargon? Why?

f. Stereotypes. A stereotype is a standardized mental picture that one person or group of people holds in common about another person or group of people. Stereotyping is very common. Many people do it to justify their conduct in relation to the group they have stereotyped. Stereotypes can either be positive or negative, for example, "Asians are intelligent" or "Hispanics are emotional." Positive stereotyping can be just as dangerous for a leader to use as negative stereotyping.

Discussion Question: Do you see stereotyping as a problem in the unit?

g. Lack of Common Experiences. The fact that people have different experiences accounts for many of the problems that occur when they try to interact cross-culturally or across genders. Cultural, racial, and gender differences affect our experiences. Our experiences directly relate to our ability to communicate. For example, if you are from a broken family, the word "family" might have a different meaning or emotional charge for you than for someone from a different family situation, or home of orphan.

Discussion Question: What are the key experiences that shape soldiers?

h. Responses to Physical Differences. Emotional responses to physical differences may hinder effective communications between or among groups. Beliefs about superiority or inferiority associated with physical differences interfere with the communication process. They may be related to racism or sexism, but in the Army, where outward appearance and bearing are so important, physical differences may also affect communications in such areas as weight, grooming, or posture.

Discussion Question: What physical characteristics bother you the worst when you see them in another soldier?

i. Values and Beliefs. Values are beliefs, which regulate how we should or should not behave. Our values often reflect a larger, social value system. How we interact with others is quite often based on our value systems and beliefs. When people hold different values or have different beliefs, communication may be very difficult. For example, some people value extended families and have close kinship ties. A leader who does not have the same values on extended family members might not be willing to grant leave to a soldier wanting to attend a great-uncle's funeral. This can have a negative impact on the relationship between the soldier requesting the leave and the commander, or may create anger among other similar soldiers in the organization who hear the story.

Discussion Questions: What are your top three values? What do you think the Army's values are? What do you think our Commander's (or 1SG's or CSM's) values are?



LESSON NUMBER 6

TASK: "THE DRINK"

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to explain how pressure from others can influence personal decisions and relate that understanding to their military duties.

LEAD IN: The Army does not prohibit drinking by soldiers of legal age, except in certain circumstances (such as training environments or exercises, during some operational missions, etc.). There are soldiers however, who choose not to drink alcohol. There can be many reasons for this choice. Among them are:

- **Just don't like the taste**
- **Family history of abuse (for example, an alcoholic parent)**
- **Specific health reasons**
- **Religious beliefs**
- **Commitment to overall fitness/healthy lifestyle**
- **Family upbringing/personal value**

Discussion Questions: What do all of you think about drinking, or not drinking? What are the reasons for your choices in this matter?

We are now going to consider the following situation. The "star" of this story is PFC Leadbetter, a new, 20-year-old soldier in a unit. PFC Leadbetter is a great soldier, squared away in appearance and bearing, good PT score, hits 40 out of 40 for weapons qualification, and brings a positive attitude to his job. PFC Leadbetter is single, and often frequents the clubs and other places where unit members socialize. But, PFC Leadbetter only drinks soda. When asked about this, he simply replies that "Beer isn't my style."

After being in the unit for about six months, PFC Leadbetter turned 21. A group of soldiers from PFC Leadbetter's platoon threw a birthday party at a local club. All present had a great time, giving PFC Leadbetter (rather rude) presents, listening to him make a small speech, eating, and drinking. After his speech, one of his friends brought him a beer, saying, "You're 21 now! Time to assume the responsibilities of adulthood! Drink up!" PFC Leadbetter laughed it off, but some of the others joined in encouraging him to drink. He, cheerfully, refused.

At that moment SFC Martin, the platoon sergeant walked in. PFC Leadbetter respected this NCO greatly, both for his outstanding combat record and for his appearance and bearing. He had been known to say that he thought his platoon sergeant was "the best in the Army."

SFC Martin walked over to the table, asked what was going on, and congratulated PFC Leadbetter, wishing him a happy birthday. He told the soldiers that he had been

aware that they were having a party and was just stopping by to make sure that everything was under control. At this point one of the soldiers said, "Sure, everything is squared away, except that we can't get this adult PFC to celebrate his birthday with a beer!" SFC Martin, without hesitation, replied, "Well, it seems to me that every soldier in my platoon ought to be able to handle one beer!" Then he left.

Discussion Questions:

What do you think that PFC Leadbetter did next? (Did he drink or not?)

Did SFC Martin handle this situation correctly?

What elements in this situation make SFC Martin's remarks so important?

Are there instances in your life where you have acted like SFC Martin?

Are there instances in your life where you have acted like PFC Leadbetter?

Do you think that a situation like this could happen in this unit? If so, around what issues?

How do you think that PFC Leadbetter **should** respond to this situation? What values or reasons do you think should guide his response?

In a similar situation what would you tell a friend to do? Drink or not drink? Why?

How do you think **you** would respond? Why?

LESSON NUMBER 7

TASK: EQUAL OPPORTUNITY COMPLAINT PROCEDURES

CONDITION: In a small group discussion environment.

STANDARD: All participants will be able to describe equal opportunity complaint procedures.

TIME OF INSTRUCTION: 2 Hours

LEAD IN: The EO complaints processing system addresses complaints that allege unlawful discrimination or unfair treatment on the basis of race, national origin, color, gender, and/or religious affiliation, or sexual harassment. Attempts should always be made to solve the problem at the lowest possible level within an organization.

PART I: TYPES OF COMPLAINTS

The Army has two types of EO complaints within its EO complaint process. They are informal and formal.

a. Informal Complaints. 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.

b. Formal Complaints. 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. An individual files a formal complaint using a DA Form 7279-R, Equal Opportunity Complaint Form.

Discussion Question: (Facilitator provide each member of the group a copy of DA Form 7279R) Review and discuss the each part of the complaint form.

(1) 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). The complainant will also state the equal opportunity basis of the complaint (e.g., unlawful discrimination based upon gender, race, color, national origin, religious affiliation, or sexual harassment). Complainant will be advised of the importance of describing the incident(s) in as much detail as possible to assist in the investigative process.

(2) 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. 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.

PART II: ALTERNATIVE AGENCIES

1. Although handling EO complaints through the chain of command is strongly encouraged, this is not the only channel. Should the soldier feel uncomfortable in filing a complaint with the chain of command, or should the complaint be against a member of the chain of command, a number of alternative agencies.

2. The following are frequently used agencies with a brief description of each agency:

a. Equal Opportunity Adviser (EOA): The EOA is trained to receive, process, and conduct inquiries into complaints of discrimination and sexual harassment.

Discussion Questions: Who is the EOA for this unit? Where is the EOA's office? Who is the unit Equal Opportunity Representatives?

b. Chaplain: The chaplain is the subject matter expert on addressing issues concerning religious discrimination or accommodation.

Discussion Questions: Does this unit have a Chaplain assigned? If so where is their office?

c. Provost Marshal (PM): Is primarily responsible for receiving and investigating violations of the UCMJ, which are criminal in nature.

d. Staff Judge Advocate (SJA): The SJA serves as an advisor and may receive complaints about discrimination in legal proceedings.

e. Housing Referral Office (HRO): 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 residents.

f. Inspector General (IG): The IG's office is the principal agency for receiving and investigating complaints about command environment and leadership. The timelines and procedures outlined in this lesson plan do not apply to complaints filed with the IG. Complaints filed with the IG will be processed outside of EO channels in accordance with AR 20-1.

g. EO Hotline: In addition to the alternative agencies, each installation has an EO Hotline. This hotline is normally used to provide information on discrimination and sexual harassment. EO complaints cannot be received over the phone.

Note: Insure everyone knows what the phone number is to the EO Hotline.

PART III: ENTERING THE EO COMPLAINT PROCESS

1. Submission of EO complaints to the chain of command is strongly encouraged. Regardless of what agency handles a formal complaint, the complainant **must be sworn to the complaint** on DA Form 7279-R.

Discussion Question: Why do you think a complainant must swear to the complaint? (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.)

2. Complaints filed with the IG's office will be processed as an Inspector General Action Requests (IGARS) IAW AR 20-1. No timeline will be imposed on conducting the investigation or feedback to the complainant.

3. Regardless of what agency or commander receives the complaint, the chain of command has 14 calendar days in which to resolve or refer it to a higher echelon commander. The commander who has the responsibility for resolving the complaint may request an extension of up to 30 additional calendar days after the initial 14-day suspense.

4. Receipt of complaints will be annotated in writing on a DA Form 7279-R, Part Id. If the receiving agency decides not to investigate but to refer the complaint to another agency or, back to the appropriate commander, the referral must be made within 3 calendar days with the written acknowledgment of the commander or agency receiving the referral (DA Form 7279-R, Part 10a).

5. The commander will provide written feedback to the complainant not later than the 14th calendar day after receiving the complaint and then provide updates every 14-calendar days until final resolution.

PART IV: THE RIGHT TO APPEAL

1. 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.

2. The appeal must be presented within 7 calendar days 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.

3. Once the complainant initiates the appeal, the commander has 3 calendar days to refer the appeal to the next higher unit commander. The commander to which the appeal is made has 14 calendar days 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 this commander shall provide written feedback, consistent with Privacy Act and FOIA limitations, to the complainant on the results of the 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**