

REFLECTIONS

Apr/May 2010

>> Simulation

DEOMI... TO INFINITY AND BEYOND!!

DEOMI'S RESEARCHERS
ARE BRINGING CULTURAL
COMPETENCY TRAINING
TO THE WAR-FIGHTER
THROUGH VIRTUAL
REALITY

>> READINESS

PENTAGON'S TOP PERSONNEL & READINESS OFFICIAL VISITS THE EO CENTER OF EXCELLENCE

THE UNDER SECRETARY OF DEFENSE
FOR PERSONNEL AND READINESS
DR. CLIFFORD L. STANLEY MAKES AN
INSPIRING VISIT TO DEOMI

PATRICK AFB, FL



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REFLECTIONS

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WITH A SMILE ^^

[Patrick AFB, FL]

DEOMI HOSTED A MAY 13 VISIT BY AN AFRICAN AMERICAN MALE MENTORSHIP GROUP. THE LOCAL YOUTH TOURED THE INSTITUTE AND LISTENED TO INSPIRING PRESENTATIONS BY MANY OF DEOMI'S OWN.



THE COVER

DEOMI HOSTS A VISIT FROM THE UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND READINESS, DR. CLIFFORD L. STANLEY



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THE MISSION

THE DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE (**DEOMI**) WILL ASSIST IN OPTIMIZING MISSION READINESS AND CAPABILITIES BY PROMOTING HUMAN DIGNITY THROUGH EQUITY EDUCATION, DIVERSITY, CULTURAL COMPETENCY, RESEARCH, AND CONSULTATION WORLD-WIDE.

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THE FUTURE

Navy Captain Kathlene Contres, Commandant of the Defense Equal Opportunity Management Institute (DEOMI) since March 18, 2005 retired from the United States Navy after 30 years of service and was succeeded at the helm of DEOMI during a June 4 Change of Leadership ceremony by Mr. Ronald M. Joe, Sr. as Principal Director of DEOMI- a first in the Institute's history as he becomes its first civilian leader and a member of the Senior Executive Service (SES), an appointment that stands as a testament to the importance of DEOMI's mission as it affects personnel readiness today.





DEOMI WELCOMES ITS FIRST SENIOR EXECUTIVE SERVICE PRINCIPAL DIRECTOR AS LEADERSHIP CHANGES HANDS

By Bryan Ripple, DEOMI Public Affairs Officer

Nearly 400 people gathered in the Major General Lucius Theus Auditorium at the Defense Equal Opportunity Management Institute (DEOMI) June 4 to be part of a monumental event in DEOMI history.

Navy Captain Kathlene Contres, the Navy's highest ranking female Hispanic Line Officer on active duty and Commandant of the Defense Equal Opportunity Management Institute (DEOMI) since March 18, 2005 retired from the United States Navy after 30 years of service and was succeeded at the helm of DEOMI during a Change of Leadership ceremony by Mr. Ronald M. Joe, Sr. as Principal Director of DEOMI— a first in the Institute's history as he becomes its first civilian leader and a member of the Senior Executive Service (SES), an appointment that stands as a testament to the importance of DEOMI's mission as it affects personnel readiness today. The SES was created by the Civil Service Reform Act of 1978 and became effective in July 1979.

Ms. Lynn Simpson, performing the duties of the Principal Under Secretary of Defense for Personnel and Readiness, was the presiding official for the DEOMI Change of Leadership ceremony and said "The SES was created to be a cadre of executives with shared values, a broad perspective of government and possession of solid executive skills.

Members of the SES are the leaders in the Federal civilian workforce and are expected to create a more citizen-centered, results-oriented Federal government."

As Principal Director of DEOMI, Mr.

Joe will oversee the Joint-Service school supporting all Department of Defense and U.S. Coast Guard EO and EEO program requirements. Mr. Joe brings with him knowledge and experience supporting DEOMI's mission of assisting its customers in optimizing their mission readiness and capabilities by promoting human dignity through equity education, diversity, cross-cultural competency, research and consultation world-wide. He is a familiar face to many as Army Colonel Ron Joe who served as DEOMI's tenth Commandant from August 16, 1991 to May 30, 1996.

"Dr. Stanley [Dr. Clifford L. Stanley, Under Secretary of Defense for Personnel and Readiness] recently reached out to Mr. Joe and they discussed so many wonderful aspects of DEOMI. Impressed with Mr. Joe's experience, depth of knowledge and creativity, Dr. Stanley asked Mr. Joe to serve again in the leading role of this prestigious Institute. We're very pleased Mr. Joe's answer was "yes,"" said Ms. Simpson. "Staff, I'm back," said Mr. Joe in an enthusiastic manner to the delight of many in the audience who worked with him in the 1990's. "I'm glad to be back," he added. Colonel Joe was the first DEOMI Commandant to serve a five-year assignment as Commandant and many DEOMI achievements were realized during his tenure. Those attending the ceremonies here June 4 were sitting in one of the biggest— the new DEOMI campus. It was under his leadership and vision that approval was granted for the 92,000 square foot building.

During his 30 years of military service in the U.S. Army, Mr. Joe served four tours of duty in U.S. Army Europe. He commanded 3rd Battalion, 33rd Armor, an M-1 tank battalion, and he later was the Chief of Human Resources for U.S. Army Europe during Operation Desert Storm, providing policy and staff supervision for more than 500,000 soldiers and family members. More recently, Mr. Joe served from February 2005 to January 2008 as the Interim Vice President for University Relations and Executive Director of the Florida A&M University Foundation, Inc., managing total assets in excess of \$100 million for the foundation and providing leadership for the Office

of University Relations including varying levels of responsibility for alumni affairs, public affairs/media relations, publications and university relations. Prior to this posting, he served as an Associate Vice President of Development at the university. His service in University Relations began with his appointment as Executive Director of the university's Foundation, from January 2001 until July 2003. He also served as the Director of Student Activities and the Student Union for more than five years, beginning in June 1996 after retiring from the Army.

The incoming DEOMI Principal Director has served as a mentor and adviser to many throughout his career including young men at two Tallahassee public schools and has been nominated for appointment by the Secretary of the Army to the Army ROTC Subcommittee Advisory Board. He is a subscribing Life Member of the NAACP, President of the FAMU National ROTC Alumni Association, and President-elect and Membership Chair of the Tallahassee Area Chapter of 100 Black Men of America, Inc. He is also a recipient of the Florida

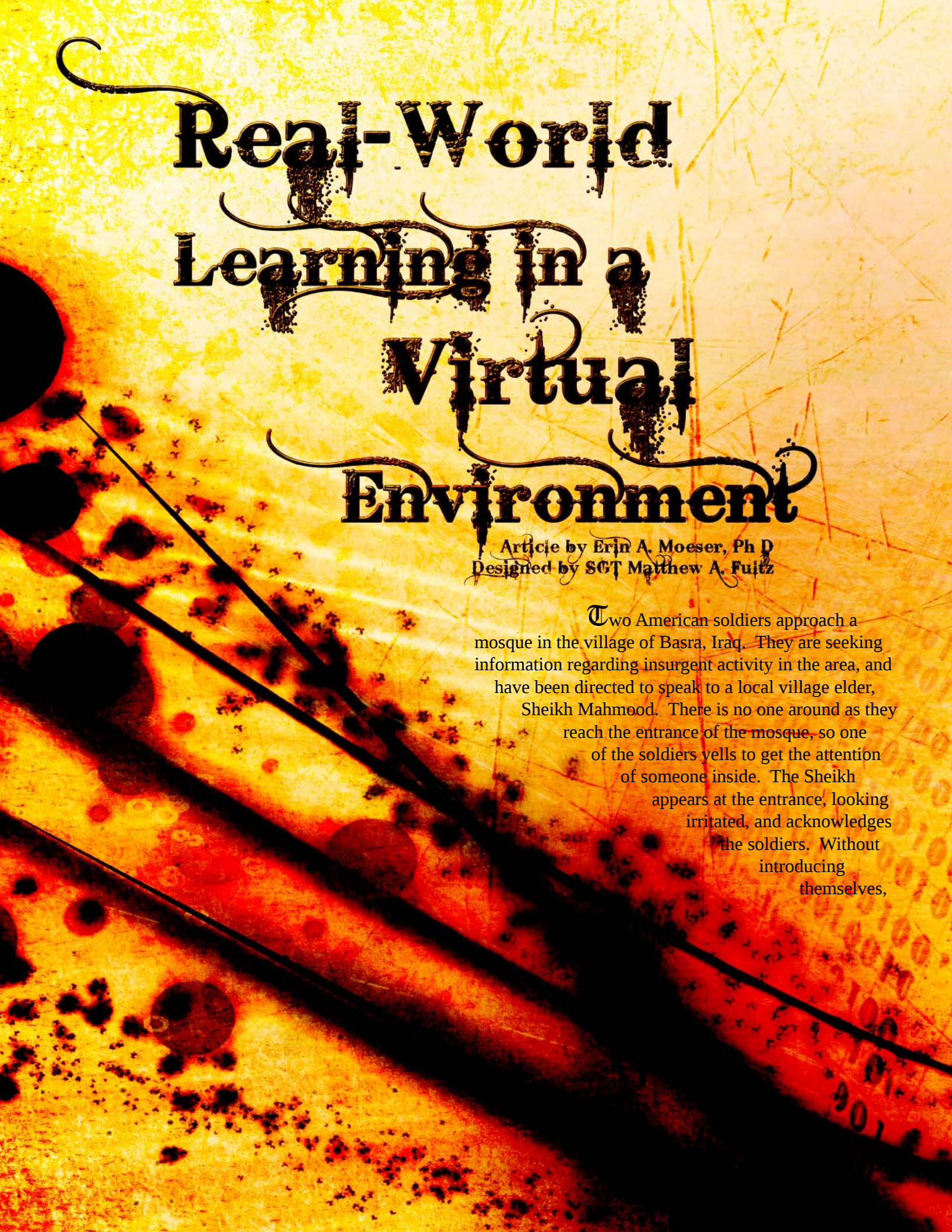


A&M University Distinguished Alumni Award and the FAMU President's Service Award and a member of the FAMU College of Arts and Sciences Hall of Fame.

Since 1971, DEOMI has enhanced the mission readiness of all Forces by fostering positive human relations throughout the Department of Defense. This mandate has been carried to the Field and Fleet by more than 38,000 DEOMI graduates from the Armed Forces, in both the active and Reserve Components, civilian employees, and the United States Coast Guard.

DEOMI graduates maximize organizational cohesion and maintain the highest degree of mission readiness while upholding the Defense Department's reputation as a place where all individuals have infinite dignity and worth. This is especially important today as the United States stands proudly and strongly beside its allies and friends around the world while upholding the cherished principles of freedom and equality for all.

Photo by Jennifer Macklin



Real-World Learning in a Virtual Environment

Article by Erin A. Moeser, Ph D
Designed by SGT Matthew A. Fultz

Two American soldiers approach a mosque in the village of Basra, Iraq. They are seeking information regarding insurgent activity in the area, and have been directed to speak to a local village elder, Sheikh Mahmood. There is no one around as they reach the entrance of the mosque, so one of the soldiers yells to get the attention of someone inside. The Sheikh appears at the entrance, looking irritated, and acknowledges the soldiers. Without introducing themselves,

the soldiers demand that the man provide them the information regarding the insurgents. Sheikh Mahmood does have critical information regarding the insurgents, but he has also had poor relations with American soldiers in the past. Angry and frustrated with their rude approach and demanding tone, he simply tells them that he knows nothing of the insurgent activities, and goes back into the mosque.

Unfortunately, this situation and its outcomes are not fiction. This is a scenario based on real-world events, and it is used in Culture Pad, a role-playing cultural training program developed by CHI Systems, Inc. and the Army Research Institute. Training using simulated environments can provide military personnel with critical knowledge and skills which can help them successfully complete their missions. SFC Michael Hertig participated in the Culture Pad study while he was attending DEOMI's Equal Opportunity Advisor's Program (EOAP). He returned in September of 2009 from his most recent deployment to Iraq. After his participation in the Culture Pad study, SFC Hertig stated that "Culture training is vital to successful operations overseas; the sim training is a great tool to enhance cultural immersion prior to a deployment."

DEOMI's simulation lab focuses on training in the areas of Equal Opportunity, diversity management, and cross-cultural interactions. "The goal of our simulation laboratory is to leverage the talent and subject matter expertise of our staff and students in such a way that we can develop, test, and validate emerging technologies in partnership with other R&D agencies," said Dr. Dan McDonald, DEOMI's Executive Director of Research. "This expertise is most valuable. The end result is a more effective simulation and training solution, delivered faster, and one with an emphasis on the needs and requirements of communities of interest (EO/Diversity/Culture). Ultimately, DEOMI Training and Education, as well as the rest of the DoD, can benefit from what we learn and develop in this lab," he said.

DEOMI's simulation training lab serves a variety of functions,

and collaboration is vital for the lab to succeed. DEOMI is working with other Department of Defense agencies and contractors to develop, validate, and transition simulation training programs. So far, DEOMI has collaborated with the Army Research Institute (ARI), the Naval Air Warfare Center, Training Systems Division (NAWCTSD), the Defense Advanced Research Projects Agency (DARPA), CHI Systems, Inc., Charles River Analytics, and VCom3D, Inc. Future collaborations with other organizations are constantly being examined and discussed. These relationships are not only important for the future of DEOMI's lab, but are valued by the developers as well. According to Thomas Santarelli, Manager of Game-Based Training for CHI Systems and Culture Pad Principle Investigator, "Our collaboration with DEOMI has been critically important, as it allows CHI as a contractor to get our tools into the hands of the eventual end-user and garner important feedback on ways to improve our tools."

The sim lab acts as a testbed for developing technologies. DEOMI provides participants, mainly through the EOAP, who use the programs and provide feedback to the developers regarding the interface, ease of use, and content. The developers then use that feedback to make improvements to the programs, based on the opinions of the targeted end-users. Participant feedback and responses also help to validate the programs, as training outcomes and effectiveness are measured to determine whether or not the training actually works. In addition to acting as a testbed, DEOMI also serves as a transition partner.

the new wave of training

Cultural training is vital to successful operations overseas; sim training is a great tool to enhance cultural immersion prior to a deployment

Programs are often developed using funding from other

Department of Defense agencies, such as the ARI, DARPA, the Air Force Research Laboratory (AFRL), and the Office of Naval Research (ONR). Developers need to work with a partner to help them transition these programs from development phase to wide-spread commercialization and distribution. DEOMI can assist by providing a starting point for the developers to begin distributing their products.

So, what does DEOMI get out of all of this? A key benefit to DEOMI is the ability to collect data in the areas of EO, diversity management, and cross-cultural competence. Feedback is usually provided to the developers in survey or questionnaire form, and DEOMI researchers are able to add surveys that look not only at the technology itself, but at the personal characteristics and experiences of the participants. The most recent study demonstrated this opportunity for data collection. CHI Systems teamed with DEOMI to gather feedback on their Culture Pad program. CHI's main concern was the user interface and usability of the program, but DEOMI was also able to collect data regarding the participants' level of cross-cultural competence. The exercise involved a role-play scenario in which two cultural experts played the parts of the Iraqi villagers, and two EOAP students played the roles of American soldiers. The goal of the scenario was for the soldiers to display proper mosque etiquette to obtain information about local insurgent activities. They then completed questionnaires about the program itself, a cross-cultural assessment, and demographic information. CHI was able to get information about the system, and DEOMI was able to get information about levels of cross-cultural competence, which can be looked at according to gender, age, branch of service, number, recency, and location of deployments, and more.

In the spirit of collaboration, developers are working to tailor and customize their programs to meet DEOMI's needs and mission. Most of the programs now focus on cross-cultural interactions,

as the need for effective cultural awareness training is becoming more and more evident. However, the increasing emphasis on culture does not mean that the areas of equal opportunity and diversity management training are no longer relevant or necessary. According to Dr. McDonald, "Historically, the Research and Development agenda of the DoD and Service Agencies has not emphasized the needs of the diversity and EO communities. These communities, by essence of their functions, have been largely ignored because perhaps they have been seen as "non-kinetic" and unrelated to operational effectiveness by those setting the agenda. We know from our experiences and research that this is an oversight of the importance of ensuring effective interpersonal interactions between people with differences, and the influence this has on areas such as leadership, communications, teamwork, and problem-solving."

DEOMI researchers have worked with the EOAP instructors to create EO and diversity management-based scenarios, which have been given to the software developers. The developers will incorporate these scenarios into their training programs, bringing in EO and diversity management in addition to cultural awareness. The goal is not to replace any of the classroom training provided to the EOAP students, but rather to supplement and enhance that training. Students can engage in realistic interactions and receive immediate feedback regarding their performance. According to DEOMI EOAP instructor Ron Martin, "This is the new wave of training. The interactivity of the sim lab provides the visual learner the ability to strengthen their comprehension of the lesson with practical applications. It also has the capability to make learning fun."

As an example of collaboration to develop EOA training, DEOMI is working with CHI Systems, Inc. to leverage their existing TEACH program and create EO-based training scenarios. TEACH was created to train medical students how to interact with

African-American breast cancer patients in a culturally sensitive manner.

The environment can be changed from a medical office setting to a general office-type setting, and the scenarios can be authored to focus on EO issues such as sexual harassment and other types of discrimination. The program allows the trainer to author the scenario according to their training objectives and to determine the level of feedback as well as the timing of that feedback (e.g. immediate versus delayed). TEACH utilizes intelligent avatars that react based on the participant's chosen actions/statements. The trainer specifies what the correct participant action should be, as well as the corresponding avatar reaction. The avatar not only replies verbally, but body language and emotions are made clear to the participant. The avatar's level of trust toward the participant is shown in a trust meter, and this meter changes depending on how effectively the participant handles the situation. Participants may receive immediate written feedback through the program, or the instructor may choose to hold all feedback until the end of the scenario, providing only an after-action review. Though these interactions may not be real-life, they are accurate portrayals of real-world situations and actual human reactions. Students get a chance to see how their actions affect others, and can utilize feedback to improve on their skills.

DEOMI instructors may benefit from the sim lab as well. Many of the programs include authoring tools which allow trainers to create their own scenarios, which they can then give to their students for practice. One example is the Culturally Aware Agents for Training Environments (CAATE) program, developed by Charles River Analytics and ARI. CAATE allows trainers to create characters, specifying their ethnicity, age, gender, attitudes, and behaviors (among other things). They can then specify relationships between characters, and the relationship between the characters and the participant. For example, they can specify that the characters Raja and Sahib are married, that Sahib dislikes the trainee, and that Raja is afraid of the trainee. Instructors

set training objectives, and the student must perform correctly to successfully complete the scenario. The program stores characters, making it easier for trainers to reuse them instead of having to create new characters each time they use the program.

The sim lab is currently staffed by members of DEOMI's Research Directorate. Dr. Erin Moeser, SFC William Johnson, and Ms. Elizabeth Trame have been involved with the lab since its beginning in the fall of 2008. Future plans include a possible physical expansion of the lab to include more workstations. The sim lab also plans to examine virtual worlds such as Second Life as a possible avenue for providing EO, diversity management, and cross-cultural training. Maj Rachel Castellon, also a member of the Research Directorate, is heading the virtual world research. As stated previously, DEOMI is continuously examining the potential for additional collaboration and research. In the end, DEOMI hopes to serve as one of the Department of Defense's preferred transition partners, as well as a Center of Excellence for simulation training in the areas of Equal Opportunity, diversity management, and cross-cultural competence.



FIELD REFLECTIONS

“IMPORTANT WORK”

BY MSGT. DARVIN MOORE, USAF

My eight year old daughter played her very first soccer game one recent Saturday morning. Her team won 8-4 and she had an outstanding game, scoring four of her team's eight goals. One of the parents on the side-line commented to another parent on how well my daughter played. The response given was “she should play well, she's a descendant of Pele.”

Obviously I was furious when I heard that. It took every drop of self control I had to not punch this guy in the mouth. What I did was gather myself and my thoughts, then waited until the game was over to tell him that I'd heard what he said and I didn't like it one bit. He went into this song and dance about how he meant it as a compliment but never once did he apologize. As we continued to debate this I began to get angry again and decided the best thing to do was walk away before the conversation/debate escalated into something ugly.

I'm sharing this story with you to let you know that the work being done at DEOMI is necessary and still very relevant. Take pride in what you do and know that you are providing an outstanding service not only to our military but to humanity as well. Thank you for what you do!

“DOES EQUAL OPPORTUNITY IMPACT GLOBALISM?”

BY CHAPLAIN (MAJ.) SUSAN CASWELL, USA

As we enter the second decade of the 21st century, equal opportunity has had no impact on globalism world-wide. The concepts and practices of equal opportunity are spread by free-flowing communication. Indeed, they require it. The Defense Equal Opportunity Management Institute's curriculum emphasizes the role of education, training, and awareness to foster and ensure equal opportunity (EOAP Study Guide). A recent Nielsen study found that the Internet is the preferred mode of communication; however, not everyone has equal access to the Internet. Therefore, equal opportunity has not—and cannot—affect globalism.

Equal opportunity is defined as “the right of all persons to participate in, and benefit from, programs and activities . . . regardless of race, color, sex, national origin, or religion” (DODD 1350.2). Globalism describes and explains “a world which is characterized by networks of connections” (Nye). Globalism is not to be confused with “globalization” which “refers to the increase or decline in the degree of globalism” (Nye). Joseph S. Nye, Dean Emeritus of the Kennedy School of Government at Harvard University writes, “There are four distinct dimensions of globalism: economic, military, environmental – and social.” Equal opportunity concerns the social dimension of globalism. Social globalism affects people's “attitudes toward culture, politics, and personal identity” (Keohane). Increasingly, the Internet drives social globalism by globalizing communications and making ideas flow independently of the other dimensions of globalism (Nye).

The Internet is both a metaphor for globalism and an example of globalization. Just as the Internet is a global system of interconnected computer networks connecting billions of users from all over the world, globalism refers to the “state of the world involving networks of interdependence at multiconti-



mental distances” (Keohane).

The Internet is also an example of the inequities of globalization. These inequities prevent equal opportunity from making a world-wide impact on globalism. Internet World Stats publishes Usage and Population Statistics. As of 2009, less than half the world population had access to the Internet, only 27 percent. In contrast, 76 percent of the U.S. population had access to the Internet, approximately three out of every four citizens. In Ethiopia, only 0.4 percent of the population had access, about one out of every 250 citizens. That means that the degree of globalization that a U.S. citizen has experienced is 190 times greater than a citizen of Ethiopia! So a U.S. citizen is 190 times more likely to be exposed to the concepts of equal opportunity. Even in the European Union, Internet penetration varies from 31 percent in Cyprus to 89 percent in Sweden.

Since equal opportunity is driven by ideas and ideas flow through the Internet—the information highway—then the majority of the world population is not

the Navy’s EO program I told him that the EO program is alive and well. I was surprised that a question about EO was even asked, but it speaks to the fact that from the moment recruits arrive at boot camp they are involved in training in the Navy’s EO program. They are also a new generation of recruits. They live in a world where the importance of diversity and understanding is stressed from the time they are very young.



MM1 Joshua J. Jackson conducts Navy EO training at the Defense Equal Opportunity Management Institute, Patrick Air Force Base, Florida

“CHARACTER GOES A LONG WAY” SPACE AND NAVAL WARFARE SYSTEMS COMMAND COURTESY STORY

SAN DIEGO – During the Space and Naval Warfare Systems Command visit to Recruit Training Command Great Lakes I had a great opportunity. I discussed the Navy’s Equal Opportunity Program with new Sailors and realized that they could teach me as much as I could teach them.

I started to introduce myself during the large-group discussion by talking about how our Navy is preparing Sailors to enter the Fleet. My main point was that our military is overflowing with diversity of all kinds and we are a Fleet that is intolerant of only one thing: intolerance.

My experience in the Navy has gone on for nine years and during that time I observed one thing over and over again: at the root of a successful Navy career is an impeccable content of character. The Sailors I came to know over the years and those I am privileged to serve under are wonderful examples of the professional Sailor. The great thing about my attendance during the SPAWAR boot camp sponsorship and being permitted to talk to these new Sailors is that they understood exactly what I was talking about.

When a newly capped Sailor asked me about

Diversity is not something that has to be trained from nothing in many people anymore. It is certainly something that must be reinforced, but the Navy, and the other branches of our military, is lucky to serve a nation that advocates the importance of understanding that we must see individuals in their entirety and not concentrate on the superficial. For the new Sailors I walked with I saw in them professionals and it was because of how many of them were brought up and the hard work of the Recruit Division Commanders.

In light of the new Navy Pride & Professionalism course, I first asked over 100 new Sailors what some of their personal values were before they enlisted in our Navy. Some Sailors answered pride, integrity, and family – and those are great examples of personal values. Honor, courage, and commitment – our Core Values – were not mentioned by name, but the new Sailors unquestionably learned those in boot camp. When explaining how our Core Values encompass all of their personal values, the Sailors started to see how their personal values meshed with those of our great Navy.

When we had the opportunity to break into small groups I talked with SPAWAR’s new Sailors about how the skills they learned in boot camp, and will continue to learn throughout their Navy career, will be put to the test when they enter the fleet. Above all else, though, it would be their personal character –

combined with honor, courage, and commitment – that will be the common factor among them and their new shipmates.

By the end of the session it was clear to me that each of the new Sailors understood that every individual possesses many different personal values. The challenge for leaders is not to get rid of personal values, but to build on them so that the Navy's Core Values become their own. Whether we are a Command Master Chief, a Petty Officer, or a Sailor new to the Fleet, we are all responsible for each other and that is a great feeling. Relating who we are to what we believe in is something that happens in Navy facilities, ships, and commands every day across the globe.

I did not think I would be able to get the attention of a new generation of Sailors as quickly as I did. But, as with all things, our new Sailors are mature beyond their years and different in many ways from the Sailors I went to boot camp with. I am very proud of the fact that I was able to participate in the trip to Great Lakes to talk with and begin the process of mentoring new Sailors.

"Honor, courage, and commitment" is more than a catch phrase. It is the ethos that we all live by and it made me very proud to represent SPAWAR and the Navy to these new Sailors. The Navy's Equal Opportunity Advisor program has played a major role in my professional development and hopefully the development of boot camp divisions 153 and 154.

MM1 Joshua J. Jackson is a native of Indiana and serves as the Equal Opportunity Advisor at the Space and Naval Warfare Systems Command. For more information on the EO program visit: www.deomi.org

"CAREER SOLDIER, ALWAYS READY"

BY SPC. JUSTIN A. NAYLOR, 2ND BRIGADE COMBAT TEAM, 1ST CAVALRY DIVISION PUBLIC AFFAIRS

FORT HOOD, Texas --Taking care of Soldiers is a responsibility shared by all Army leaders, but for some it goes a step further.

Sgt. 1st Class Robert Bee, a Rochester, Minn., native and Equal Opportunity Advisor for 2nd Brigade Combat Team, 1st Cavalry Division, is always available, 24 hours a day, with an open chair and an open mind.

For the last five years, Bee has served as both an Equal Opportunity Leader at the company and bat-

alion level, and an EOA at the brigade level.

"I have assisted Soldiers with a lot of equal opportunity issues," said Bee. "But, I have also helped Soldiers with a variety of personal and professional problems as well."

Although his duty description primarily involves issues pertaining to race, religion, national origin, color and gender; he has also helped Soldiers cope with financial concerns, educational assistance, and even suicide intervention, he explained.

"I'm an outlet," said Bee. "I feel that I have a special ability to listen to Soldiers' problems. I'm a standalone resource, much like the chaplain or inspector general, who can listen to Soldiers' issues or concerns."

Bee, like every other EOA, didn't begin his Army career as such. He first joined the Army as an armor crewman, where he progressed through the ranks to become a platoon sergeant.

According to Bee, this position gave him insight into the kinds of issues faced by EOAs. An important part of his job was helping Soldiers learn to work together cohesively. He also helped sort out issues that arose out of having people from different rac-



A very attentive Sgt. 1st Class Robert Bee (R) focuses on the concerns of a fellow 1ST CAV. Soldier

es, religions, and cultures working inside the cramped environment of a tank.

"This really helped me prepare for what I was going to experience in the future," he said.

Bee later volunteered for the position of EOA because he felt that the job would allow him the opportunity to help Soldiers understand one another better. Bee is the only EOA for the more than 4,000 Soldiers of 2nd BCT. Soldiers are required to participate in classes that focus on EO, and Bee thinks the

training reinforces the Army's commitment to his position because it emphasizes his role as a value-added member of the command team.

"The Army cares for our Soldiers, and we are serious about their well-being," he said. As the Army improves on the existing program, Soldiers can expect to see continued emphasis.

Recently, Bee competed against 10 other EOAs in the Department of the Army Equal Opportunity Advisor of the Year competition, an event designed to highlight EOAs who excel at their duties.

Bee said the competition looks at what each EOA has done to make the unit's EO program successful. "They like to see EOAs who are involved in their communities and who live the creed 'Dignity and Respect for All,'" he said.

For the competition, Bee traveled to Washington, where he and the other contestants attended a luncheon with Brig. Gen. Jeffrey Horne, the director of the Human Resources Policy Directorate. Following the luncheon, Bee and several other contestants were recognized as runner-ups with Department of the Army certificates of achievement and statues in appreciation for the work they had done.

In addition to this competition, Bee earned the EOA of the Year title for Multi-National Corps-Iraq during 2nd BCT's tour in Kirkuk in 2009.

Bee's two-year stint as an EOA, the length of time Soldiers usually spend in that position, will end soon, and he expects to return to his job as a platoon sergeant.

"In the two years that I've been the EOA for the brigade, it has been a very interesting experience in being able to talk to the Soldiers," said Bee.

Although Bee won't be in the same office, he leaves this job with an open invitation to Soldiers. "Soldiers and leaders can always come see me, call me or e-mail me," he said. "I'm available all the time."

"DOES EQUAL OPPORTUNITY CONTRIBUTE TO MISSION EFFECTIVENESS?"

BY MAJ DANIEL L. MCGEE, USA

The military has brought Equal Opportunity (EO) to the forefront as evidenced by its decades-long effort to promote equal opportunity and good race relations in the military. So it is not surprising that the

Department of Defense's (DOD) current Equal Opportunity (EO) contributes to mission effectiveness. Research clearly indicates there is a strong relationship between EO and mission effectiveness. Not to mention that the EO mission statement states that EO contributes to mission effectiveness by promoting an environment free from personal, social, or institutional barriers that prevent military personnel from achieving the highest level of responsibility based on their merit, fitness, and capability("EO"). In other words, a healthy culture is designed to contribute to readiness, cohesion, and mission accomplishment. The effectiveness of the EO relies heavily upon the ability of the commander to manage EO issues at the workplace.

EO is crucial to maintaining a high state of readiness but it is the responsibility of leadership and a function of commands. Today's military is composed of America's finest men and women who entered the military from all walks of life: rural farms, inner cities, and every place in-between. According to research conducted on military organizations, statistical data support the statement that EO does contribute to mission effectiveness by establishing the proper workplace free of discriminatory remarks. Commanders know that one simple harmless or jokingly disparaging term based on a member's race, color, gender, religion, or ethnicity tarnishes a unit's reputation. The outcome may result in the loss of confidence, respect and most importantly, the cohesion of the unit which ultimately impacts mission effectiveness. Generally, the amount of output, quality of output, and meeting suspense by a unit are perceived mission effectiveness items. Surprisingly, EO suppresses many issues prior to its becoming a major distraction to the command. In addition, EO constantly promotes a professional environment and the education of leaders on the importance of working well together in order to maintain a high state of readiness. The bottom-line is through education and prevention, our EO contributions will clearly be visible toward mission effectiveness.



DEOMI's OWN



Photo by Sgt. Mark Fayloga, 1st Marine Division Public Affairs

By Chaplain (MAJ) Susan Caswell
DEOMI Command Chaplain

"I had been there about three months when the thought hit me: 'I would not have been able to do this job if not for the training and experience that I had received at the Defense Equal Opportunity Management Institute,'" said **Army Master Sgt. Conrad Gamez**, an Equal Opportunity Advisor Instructor/Facilitator here at DEOMI.

In March 2010, MSG Gamez returned to DEOMI from a 10-month deployment to Zabul, Afghanistan. As First Sergeant of a Provincial Reconstruction Team—Zabul, he led a team of 120 personnel, comprised of Army and Air Force service members; civilians from the Department of State, United States Agency for International Development (USAID), the United States Army Corps of Engineers; and translators, both Afghan-American citizens and Afghan Local Nationals. Their mission was to provide governance and capacity building for the provincial government in Zabul province. Overall, his team completed more than 100 projects at a cost of approximately \$21 million, including building schools, hospitals, bridges, roads, and various provisions for clean water. They also provided guidance in the areas of management, administration, and training.

The lessons he learned serving as an Equal Opportunity Advisor with the 4-2 Stryker Brigade, Fort Lewis, Wash., and later taught as an instructor at DEOMI, were put on the line. MSG Gamez experienced many "ah ha" moments when he realized that he utilized a new skill, a skill that he did not even know he had, a skill that he had learned at DEOMI. Utilizing these lessons learned were what made him a success. Lessons like maximizing the potential of everyone in the unit, confronting behaviors, and reading non-verbal communication.

"Everything I learned about group development theory proved helpful and necessary," MSG Gamez said. As he brought together his diverse team, he realized, "I had to utilize the skill sets of everyone on the team." One of his challenges was working with females. Previously he had worked in all-male units. Now he had five females on his team. "I realized I had to figure out how to integrate these service members in to my team if we were going to be successful. We were a small unit. We needed everyone," he said.

MSG Gamez described a situation where his DEOMI skill of "confronting behavior" was put into practice. "There was a situation where we had a small group around the table. The female major, a doctor,

kept on trying to present her ideas about the value of doing some medical outreach. Every time she tried to speak, the male lieutenant interrupted her. Finally, I said to him, 'What is it about you that prevents you from listening to her ideas? You have interrupted her every time. Yet, when the male captain speaks, you don't interrupt him. Can you help me understand this?' Before DEOMI, I would have thought, "What's with this pushy female major?" he said, thankful for what he'd learned at DEOMI since then.

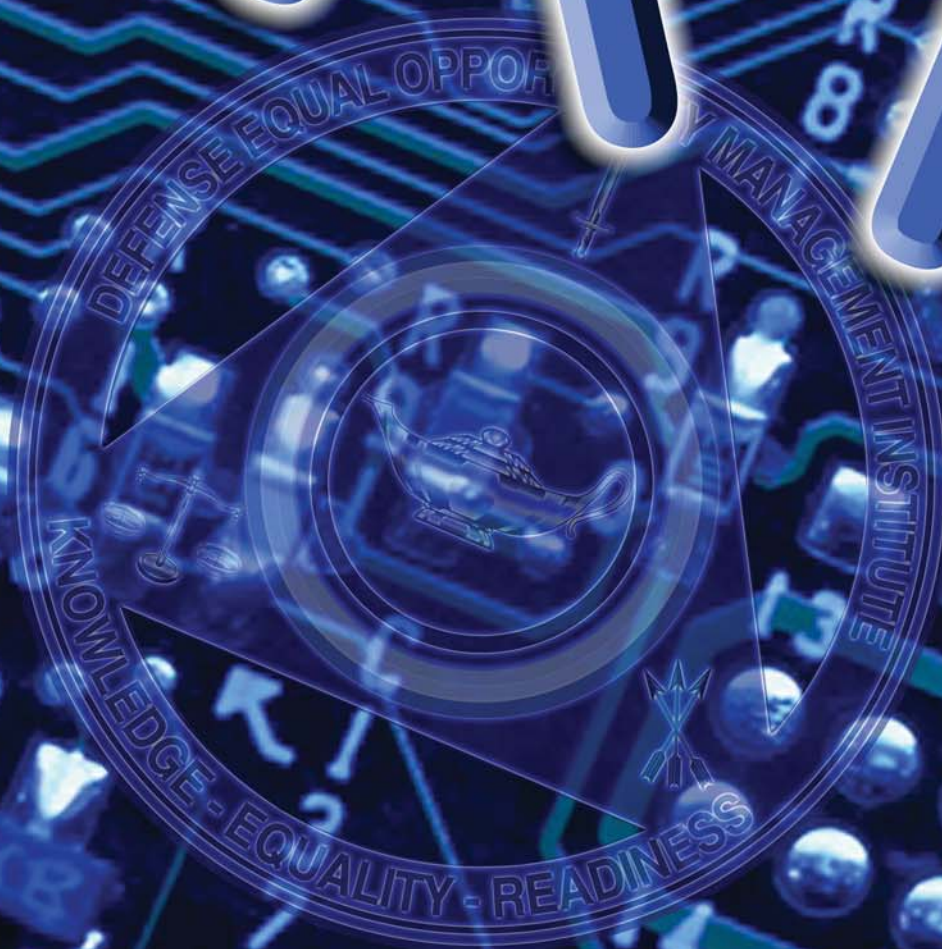
He describes another situation where his ability to read non-verbal communication proved useful. "As we were talking, I noticed that the lieutenant colonel's foot was jumping and he kept on shifting in his chair. I could tell he was having an issue with the idea. Finally, I stopped and asked him, 'What's up?' Is there a problem with what we're talking about?" Due to MSG Gamez' promptings, the officer spoke up and they were able to deal with the conflict and move on.

A sense of longing pervades the room as MSG Gamez recalls his experiences as First Sergeant of the Provincial Reconstruction Team. "I have never done anything so gratifying in my career," he states. He saw his deployment as the fruition of everything he had done in his military career, which has included previous deployments to Bosnia, Kuwait, and Iraq. Additionally, while in Iraq, he worked directly with then Major John Nagl, author of *Learning to Eat Soup with a Knife: Counterinsurgency Lessons from Malaya and Vietnam*, and had many opportunities to discuss and debate the best techniques for counterinsurgency and nation-building. (John Nagl retired as a lieutenant colonel in 2008.)

MSG Gamez describes another highlight of his work in Afghanistan—the opening of the Bibi Khala Girls School, built by his team. "Three hundred girls showed up, ages 8 to 15. Once inside the school, their black burkas came off and we saw that they had dressed up in their best clothes. They were even wearing make-up and perfume. They were beaming. They were so excited. They had never seen a school—or anything for that matter—just for girls."

"We were really making a difference there, working side-by-side with the Afghans, living in their culture, getting to know them. As a Catholic, I felt I was placed in this position to help the underprivileged." MSG Gamez appears conflicted about the possibility of returning to Afghanistan and his commitment to his family. After 19 years of military service, he has promised his wife of 20 years, Laura, and his children Alejandro, 14, and Marissa, 12 that his military career will soon end with retirement.

THE DRR



Design by SFC Brian Rhodes

DEOMI LAUNCHES NEW COMMUNICATIONS CENTER ON THE DEOMI RESOURCE NETWORK

By Bryan Ripple, DEOMI Public Affairs Officer



If you're interested in finding a single source of useful tools to enhance your Equal Opportunity or Equal Employment Opportunity training programs, or just interested in these topics as well as others including Diversity or Cross-Cultural Competency Research, then the DEOMI Resource Network (DRN), part of the public Website for the Defense Equal Opportunity Management Institute, www.deomi.org, is a great one-stop location for tools you can use to enhance your own knowledge or your organization's training program.

As the Department of Defense "Center of Excellence" for these topics, DEOMI delivers the most relevant information possible to all professionals in these fields today. Some of the most downloaded products from the DEOMI Web site are our special observance posters and presentations.

In addition, several of our training videos may now be requested in DVD format by filling out an online request form on our training media page for video files.

During Fiscal Year 2009, 97,668 DEOMI produced products were downloaded from the DEOMI Resource Network. This equates to an average of 470 products weekly.

"As we continue to add new products and tools to the site, I expect the number of downloads to grow exponentially," said Rebecca Marcum, content manager of the DRN.

Given that DEOMI's Website is updated nearly every day with new tools and information, DEOMI has made it easy for you to stay informed about new information with the creation of a "What's New" e-mail Notification Subscription, now available to help you stay informed with a monthly e-mail notification when new information is available from the Communications Center on the DRN.

The DRN topic areas you can choose to be notified about when updates are made include new postings to the Commander/Director Info, Communications Center, Cultural Readiness, Diversity Management, EO/EEO Advisor Toolkit, EO/EEO Resources, Organizational Assessment, Special Observances, and Training Media areas.

The "What's New E-Mail Notification Subscription" is easy to sign up for. Just visit the following link and get ready to be notified of "What's New" on the DEOMI Resource Network: https://www.deomi.org/CommunicationsCenter/subscription_intro.cfm.

Other new areas to explore on the Communications Center page are: Results from Previous Quick Poll Questions; an archive of previous DEOMI home page cover stories; DEOMI Frequently Asked Questions (FAQs); and a link to current and previous EO/EEO/Diversity/Cross Cultural Competency News Links.



Design by SFC Brian Rhodes

CROSS-CULTURAL COMPETENCY (3C) TO FOSTER INDIVIDUAL & ORGANIZATIONAL ADAPTABILITY IN THE ARMED FORCES

By Dr. Daniel P. McDonald, DEOMI Research Director

Today's military must be ready for a diverse range of missions that focus on humanitarian, security, stabilization, and intelligence operations. To accomplish these missions, foreign language, regional, and cultural capabilities have become increasingly important. Consequently, the U.S. Department of Defense has placed considerable emphasis on the fostering of language, regional, and cultural expertise to meet these needs. Due to the unpredictability of future needs, adaptability in these capabilities is of utmost concern.

The development of cross-cultural competence (3C) offers the means by which this adaptability can be achieved. Simply stated, 3C for individuals refers to the knowledge, skills, abilities, and attitudes (motivations or dispositions) which may enable individuals to interact with or adjust to an array of cultures other than their own, even without prior exposure to those cultures.

This differs from the concept of possessing expertise of a particular culture or region. By definition, however, 3C should also foster the development or acquisition of regional or cultural skills or expertise. 3C also not only refers to adapting to international cultures, but also to the cultures within one's own borders, institutions, and teams. Therefore, 3C also impacts intra-organizational teamwork, leadership, group-problem solving, and communications. In short 3C fosters improved human relations within units and across differences.

The objective is to capitalize on the benefits of 3C, both internally and external to the organization, as it relates to improving these processes and the ability to conduct our missions. In order to institutionalize 3C, it may require that an organization recognize individual differences as a reality and an inherent strength, and that the understanding of these differences and their value is essential for effective leaders.

For the military, placing an importance on understanding differences may require a consider-

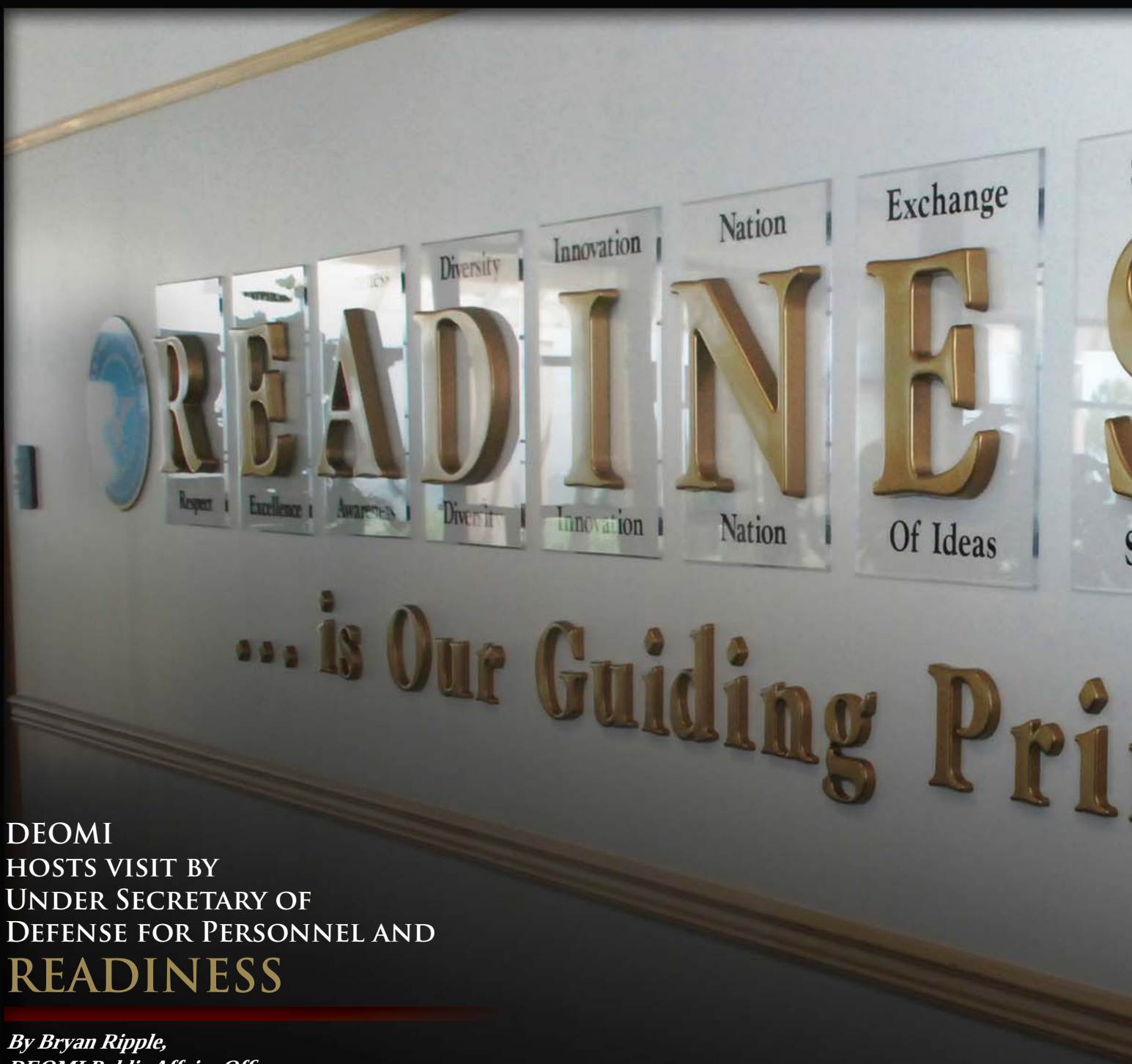
able cultural change itself, since military organizations have a tradition and history of valuing uniformity as foundations of good order. Such a cultural change requires a multifaceted approach worked through our organizational functions such as recruitment, selection, promotion, systems development, research, training, education, and mission operations for success. Moreover, priority must be given to 3C within the organization's strategic plans, policies, doctrines and budgets, and acknowledged as a force multiplier.

Successful institutionalization also requires a sound strategy for assessment. It may be important to measure not only individual leadership competency levels and how it is applied, but also a unit's or organization's level of 3C. This information can act as a demand signal back from the operational environment to the aforementioned functions and assist such activities as planning.

A comprehensive measurement strategy will allow system adjustment and thus foster "institutional adaptability" to changing cultural needs or landscapes (i.e., organizational 3C). Our organizations will be more agile and adaptive to meet the changing requirements.

Our research explores how military organizations can best implement 3C as a foundation for performance, leadership, and the development of regional expertise. We also explore how 3C can support effective diversity management strategies and foster improved command climates which ultimately impacts performance and retention of our most valued assets-our personnel.

We also consider how measures and metrics are applied and address the challenges to effective measurement. Lastly, we work to explore the concept of 3C as it relates to adaptation, both at the individual and organizational level of performance. Building an adaptive force will ensure the ultimate effectiveness across our forces and across missions into the next century.



DEOMI HOSTS VISIT BY UNDER SECRETARY OF DEFENSE FOR PERSONNEL AND **READINESS**

*By Bryan Ripple,
DEOMI Public Affairs Officer*

The Defense Equal Opportunity Management Institute (DEOMI) hosted an April 30 visit by Dr. Clifford L. Stanley, Under Secretary of Defense for Personnel and Readiness, giving him an opportunity to see first-hand how DEOMI supports the readiness of today's all-volunteer Force and their families.

As the senior policy advisor to the Secretary of Defense on recruitment, career development, pay and benefits for 1.4 million active duty military personnel, 1.3 million Guard and Reserve personnel, and 680,000 DoD civilians, he is responsible for overseeing the

overall state of military readiness.

During his visit to DEOMI, Dr. Stanley received the Institute's mission briefing, updates from curriculum designers and instructor staff members and the latest research concerning diversity, and cross-cultural competency.

Secretary Stanley, a retired United States Marine Corps infantry officer, served 33 years in uniform, retiring as a Major General. His last position was as the Deputy Commanding General, Marine Corps Combat Development Command, Quantico, Virginia.



Additionally, he served as the Marine Corps Principal Representative to the Joint Requirements Board which supported the Chairman of the Joint Chiefs of Staff in carrying out his responsibilities.

In a message to the Department when he assumed his new role, Dr. Stanley wrote “‘Readiness’ means more than simply being able to do your mission. It is a mental, physical, emotional and spiritual state. “Readiness” involves a clear understanding of your mission, being physically capable of performing it, embracing it with passion and commitment, and

connecting with the higher meaning of the role you play in it. “Readiness” has neither a beginning nor an end. It requires constant improvement.”

The staff and faculty of the Defense Department’s Center of Excellence for Equal Opportunity and Equal Employment Opportunity training, and research into diversity and cross-cultural competence continues to embrace this work with unbridled passion and commitment.

Photo by SFC Brian Rhodes



PARTING WORDS

THIS ORIGINAL DIVERSITY
ARTWORK AND MANY OTHERS
ARE AVAILABLE FOR DOWNLOAD AT...
WWW.DEOMI.ORG. DESIGN BY
SFC BRIAN G. RHODES

DIVERSITY:

"I want to celebrate
the richness and
diversity of our
faith experience
in this country."

Senator
Barack Obama
08'

THE
INBOX