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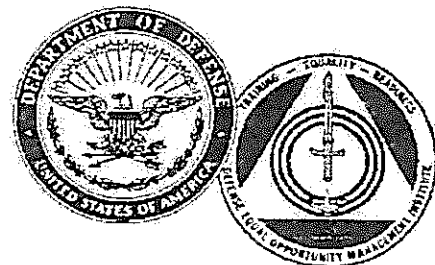
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## A PRELIMINARY INVESTIGATION INTO DEOMI TRAINING EFFECTIVENESS

by

Judith Lynn Johnson, Ph.D.  
Department of Psychology  
Villanova University  
Philadelphia, PA  
Summer Faculty Research Fellow

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## **A Preliminary Investigation into DEOMI Training Effectiveness**

### **Abstract**

This manuscript summarizes several data sources regarding evaluation and performance of recent DEOMI graduates. Although ratings from commanders'/supervisors' evaluations are generally positive, qualitative information regarding future areas for improvement is provided. Achievement of DEOMI trainees on selected EO content tests is also reported, and the majority of trainees demonstrate significant improvement in their knowledge base upon graduation from the Institute. Recommendations are made for more systematic program evaluation within a conceptual model. Specific recommendations are made regarding optimal and pragmatic methods for assessing DEOMI training impact.

Judith Lynn Johnson, Ph.D.

Villanova University

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

## **Introduction**

The Defense Race Relations Institute (DRRI) was established by the Department of Defense in June 1971 to "change behavior through education." (Hope, 1979 p. 4). The DRRI began in September 1971 at Patrick Air Force Base, Florida, as a seven-week educational program designed to train equal opportunity advisors (EOAs) in the areas of racial/ethnic diversity and civil rights. In order to accomplish the mission of behavioral change through education, a variety of modalities were used including individual group discussions, lectures, and field experiences. The DRRI is now known as the Defense Equal Opportunity Management Institute (DEOMI), and the training program has been expanded to 16 weeks. The scope of DEOMI has expanded to include gender issues and other organizational concerns. DEOMI's broad goal is to improve combat readiness through improved human relations throughout the Services. Although a variety of modalities are presently used for instruction, the primary one is the small group discussion seminar. Initially, graduates conducted similar training at their home installations. Currently, students are trained as advisors for commanders on EO and human relations issues, and not as trainers per se.

The early DRRI program used feedback from the field to modify and improve the curriculum. It was viewed as important to have sufficient feedback and a flexible curriculum to facilitate the student's ability to adapt to the requirements of individual installations.

Early reports of actual behavioral change of DRRI graduates subsequent to training were anecdotal in nature. For example, it was initially noted that graduates frequently returned to their installations with "drastic attitudinal and behavioral changes" (Hope, 1979, p.52) and that these changes were observed by peers, family members, and friends. Indeed, some changes were so pronounced that some base commanders became concerned and raised the issue with Pentagon officials. Certain commanders perceived the trained students as "militant" and the DRRI was asked to modify its approach so that graduates of the Institute would not appear too militant.

Internal evaluation regarding the content of the curriculum in the form of adding objective tests of achievement was initiated in 1972. However, external evaluation of the program's effectiveness and overall impact proved difficult. Although the directive establishing DRRI assigned a primary function to conduct "research and perform evaluations of program effectiveness" (Hope, 1979, p.60), evaluating the impact of DRRI-trained instructors on personnel at military installations posed a challenge. For example, in the early 1970's, the DRRI Director of Research and Evaluation requested permission to observe and study graduates at their respective facilities. However, this was met with extreme resistance on the part of the Services and the prevalent sentiment was that DRRI had no authority to study its graduates. In short, the Services frequently reserved the right to perform their own evaluations. Nonetheless, some external evaluation in the form of survey research was performed within the first several years of DRRI (Hope, 1979).

One major change accruing from early external feedback related to DRRI training and the need for greater specificity. Feedback from the field suggested the need for DRRI to cope with policy and regulation changes established by the respective Services. Hence, early 1974 saw a modification in DRRI training in that it was divided into two phases. Essentially, Phase I was more generic and encompassed most of the original curriculum. Phase II was designed to impart more Service-specific instruction such as principles of management and administrative duties. Thus, the trainee received more administrative training in Phase II that would impart skills necessary to perform EO tasks.

### **Evaluating content**

The early mandate regarding program evaluation was perhaps more successful when performed within DRRI. These in-house evaluations indicated the content of DRRI courses to be appropriate and effective. For example, R. O. Hope (1979) conducted a controlled study to evaluate the impact of DEOMI-trained instructors on their students. Hope administered a series of pre-tests and post-tests with DEOMI students and compared their responses to a control group of military personnel not attending the Institute. Measures were obtained on extent of student change, commander evaluations, student critiques of DRRI training, graduate's assessment of DRRI, instructor's perceptions of the DRRI program, prejudice, racial attitudes, and other target areas of the training program.

Although the sample of DEOMI students are acknowledged as volunteers (introducing a strong selection bias), Hope noted a significant improvement in racial attitudes and decrease in racial prejudice. The control group maintained nearly identical racial prejudice mean scores on both the pre- and post-test ratings, and the DEOMI training group showed significant decreases. In a follow-up study, these effects were still manifest (Fiman, 1977).

Curiously, Hope did not demonstrate an immediate increase in content knowledge within the students. However, he found that their knowledge did increase with the passage of time. This was attributed to DEOMI-led classes introducing the student to new ideas which were later pursued. Hope notes that curiosity may have led students to explore libraries and other sources they may not have initially explored. Hence, they improved their knowledge base secondary to DEOMI training since they were motivated to seek out further information related to EO concerns.

In summary, results from these DRRI in-house evaluations largely demonstrated improvement in individual attitudes. Further, strong appreciation and support for the training program were generally expressed by both commanders and trainees. An independent entity, Human Sciences Research, Inc. (HSR), essentially agreed with findings from DRRI and noted the conclusions of DRRI were consistent with findings from their report (Fiman, 1977). Furthermore, other independent entities validated the DEOMI curriculum in terms of Service needs (Kinton & Associates, 1988; ManTech, Inc., 1988), and found the curriculum to be adequate.

## **Evaluating Impact**

Research examining the impact of DEOMI training in field settings has also been conducted. The issue of impact extends beyond the training facility into home organizations and addresses an ultimate question regarding whether the organizations are demonstrably improved because of the training program. In the present instance, impact refers to the question of whether the military services have benefited from DEOMI. Although a comprehensive evaluation of impact requires a broad scope and extensive resources, impact can also be readily investigated through gathering information from commanders or supervisors in the field regarding a DEOMI graduate's EO task performance. The assumption here is that an external evaluator's satisfaction with a DEOMI graduate's task performance provides an indirect measure of the impact of DEOMI.

Impact has been evaluated through field surveys and early findings were positive. Hope (1979) gathered information from a variety of sources. With respect to DEOMI training, 85 to 90 percent of all graduates claimed satisfaction with their training. The overall rating of the DRRI training program was high, with over 94 percent of all graduates indicating they were either very satisfied or satisfied with their training (Hope, 1979).

Fiman (1977) used an interview format with graduates and found that the majority of them were satisfied with training they had received. However, Phase II training (see above) was viewed as satisfactory by only 64 percent of the graduates.

Commanders have also been surveyed with respect to the training provided at the DRRI. The research and evaluation staff of the DRRI conducted a survey covering the first six classes conducted at the Institute (Defense Race Relations Institute, 1974). Both graduates and their commanders were surveyed. The response rates were reasonably high (60% of the graduates and 75% of the commanders returned surveys). Most of the respondents indicated they perceived that DRRI training had a positive effect on intergroup relations. Specifically, 55% of graduates and 68% of commanders reported "some or significant improvement" in race relations in the unit subsequent to the graduate's DRRI training.

A second survey found these figures to be even higher (Defense Race Relations Institute, 1975). That is, 76% of graduates and 78% of commanders perceived "some or significant improvement" in intergroup relations. In both the 1974 and 1975 studies, less than 5% of either graduates or commanders felt that DRRI training resulted in "no improvement" or "made things worse."

## **Problem Statement**

The purpose of the present research was to further pursue program evaluation of DEOMI and its graduates. The primary focus was perceived effectiveness of the graduates, and satisfaction of commanders with their DEOMI-trained graduate. Additionally, some in-house data were examined with respect to pre-test and post-test academic achievement in the EO content area.

## Method

Three data sources were accessed in order to assess impact and field satisfaction with DEOMI graduates.

1) Senior leadership indices of satisfaction with EO programs in the military. Five indices were compiled from the Senior Leader Equal Opportunity Survey (SLEOS) and included fairness, value of EO training and assessment, mission-relatedness, leadership, and personal preparation for EO issues.

2) Commanders'/Supervisors' field evaluations of DEOMI graduates. A survey was sent out for field evaluations for the class of 94-2. This archival data yielded some useful information regarding field satisfaction.

3) A brief survey was designed to be completed by commanders regarding their satisfaction with task performance of DEOMI graduates under their command. This survey may be found in Appendix 1. At present, data are still being collected; however, this report will focus on approximately 70 commanders/supervisors who responded to the survey.

Additionally, some in-house program evaluation was conducted by examining extent of EO material mastered by trainees.

Each of these data sources will be summarized below.

## Results

It is important to remember that group averages do not necessarily apply to an individual respondent. That is, it is expected that any single individual may have responded contrary to the group average. Thus, group averages should not be applied to an individual case.

### Senior Leadership Indices of Satisfaction with EO programs (SLIES) in the military.

General and flag officers and Senior Executive Service participants ( $N = 346$ ) in the General/Flag/SES EO Seminar conducted by DEOMI completed the Senior Leader Equal Opportunity Survey. This report details findings regarding perceived fairness of EO, value of EO training, mission-relatedness of EO, and leadership's relationship to EO climate. Additionally, information was gathered from the senior leadership regarding perceived understanding and training regarding EO issues.

This sample was composed of 316 men and 30 women, and 79% of them were between the ages of 46 and 55. Most of these individuals were officers (265) or DoD Federal Civilians (78). Represented services included the Navy (138), Air Force (112), Army (57), and Marine Corps (13). Although the sample was largely White (326), other represented groups included African-Americans (14) and Hispanic (5).

### Index One: Fairness

With respect to fairness, these officers obtained an average score of 4.3 in rating extent of perceived fairness of EO within their Service. This rating is on a five point scale ranging from "strongly disagree" (rating of 1) to "strongly agree" (rating of 5). Therefore, there is generally agreement that the overall EO system is a fair one.

More specifically, it is perceived that their Services do an excellent job in EO. That is, the Service handles EO issues in an equitable manner, and is perceived to have a fair disciplinary system. Further, the assignment system and promotion decisions are perceived as generally fair.

Overall, officers are satisfied with EO personnel practices, and perceive them to be fair and equitable.

### Index Two: Value of EO training and assessment

Officers obtained an average of 4.0 on this Index, indicating agreement with the general principle that EO training and assessment is valuable. Specifically, these individuals believe that EO training in their agency is helpful and that affirmative action is an important element of an EO program. There was nearly a consensus that EO climate assessment is an important tool and that EO education is critical to any EO program.

To summarize, results from this Index demonstrate strong support for EO assessment and education. Although still within the range of agreement, slightly less support was indicated for affirmative action as an important element of an EO program.

### Index Three: Mission-relatedness

The general importance of EO in performing Service goals is represented in this Index. The average of 4.4 indicates agreement with the idea that EO plays a critical part in readiness. Furthermore, there was agreement that there exists a strong link between EO and getting the job done.

This suggests that officers do not view EO as interfering with performance of missions and they instead view EO as facilitative of their mission. This is consistent with the notion that non-conflictual relationships in an environment of fairness is likely necessary for maximum readiness. An environment of cooperation and respect for individual diversity likely promotes both productivity and goal-directed behavior that influences long-term goals such as mission readiness.

### Index Four: Leadership

This Index represents the perceived importance of leadership regarding EO climate and behaviors. The Index of 4.7 indicates strong agreement that a commander's leadership is important for the EO climate. Additionally, there was strong agreement the commander should model appropriate EO behaviors and EO promotion should be a joint effort of all staff.

Further information was obtained regarding relative comparisons of perceived internal EO climate with external agencies. Generally, these officers perceived their agencies' EO climates to be substantially better than climates in the private sector. With respect to other non-federal government agencies, there was agreement that their agency's climate is likely better.

Therefore, leadership is perceived as an integral and important aspect of EO implementation and behavior. One important implication that deserves further scrutiny would be the effects of a lack of leadership (or apathy) regarding EO concerns. That is, it is likely the EO climate would suffer in units where leaders do not take an active role regarding EO. Thus, leadership commitment to EO is vital to continued success of DEOMI training.

Index Five: Personal Preparation for EO Issues

This Index was 4.0, indicating agreement with the provided amount of EO training. Over their career, these individuals report receiving sufficient EO training. Additionally, there is agreement that the goals of the EO programs are fully understood. The general agreement regarding sufficiency of EO training and education is consistent with the significant gains evidenced by DEOMI trainees in the area of EO content achievement. This will be discussed further below.

The following table summarizes these findings.

Table One	
Senior Leadership Indices of EO Satisfaction	
Index	Mean Rating
Fairness	4.3
Value of Training and Assessment	4.0
Mission Relatedness	4.4
Leadership	4.7
Personal Preparation	4.0

Qualitative items of interest

Although the above Indices are revealing and generally indicate satisfaction with EO issues, some further information was obtained that can be regarded as indirect measures of senior leaders' satisfaction with the effectiveness of EO training and programs.

For example, a mean of 1.7 was obtained for the item "The EO program in my Service or agency has served its purpose and should be eliminated." This score indicates moderate to total disagreement with this statement.

Similarly, senior leaders averaged 4.8 on a statement that says "I fully support the EO program in my Service or agency." This score indicates almost total agreement with this statement.

Together, these statements indicate that senior leaders view EO as a necessary and ongoing process within their Services. That is, EO training and awareness of issues is not a static process where information is transmitted and the purpose is accomplished. Instead, EO may be viewed as a dynamic process requiring ongoing education, updates, and flexibility. Within this context, these individuals report strong support for EO.

### Commander's/Supervisor's field evaluation of DEOMI graduates

Two data sources were used. First, a field survey performed within the Curriculum Directorate of the class of 94-2 resulted in a return of 20 commander evaluations of their DEOMI graduates.

Second, a survey was designed by the author and Dr. Mickey R. Dansby, DEOMI's Director of Research, and mailed to a sample of 157 commanders/supervisors, who were asked to evaluate their DEOMI-trained EOAs from the classes of 94-3 and 95-1. This latter survey is presently ongoing, but results from 71 individuals are reported.

The archival data from the class of 94-2 will be summarized first. Surveys were mailed to commanders/supervisors of DEOMI graduates from the class of 94-2. Although the precise return rate is unavailable, it is estimated that perhaps 20% of the surveys were returned. Supervisors/commanders were asked to rate their graduate on a five-point scale ranging from "not proficient" to "highly proficient." These ratings were compiled across six dimensions with a seventh score representing overall satisfaction with the training the graduate received. Further, an open-ended question elicited information regarding the areas in which the DEOMI graduate was especially well trained as well as recommendations for additional training.

Table Two summarizes the findings across the seven dimensions.

In general, a positive response was noted across dimensions contained in the survey. All mean scores were above a rating of "4" and approaching the rating of "5" or "highly proficient." Thus, although this sample of commanders is admittedly small and likely introduces a strong selection bias, it would appear that this sample is generally satisfied with the DEOMI graduate.

Table Two	
Supervisors/Commanders Field Evaluation (N = 20; Class of 94-2)	
Item	Mean Rating (S.D.)
A. Ability to function as a staff advisor on equal opportunity issues	4.50 (.61)
B. Ability to process complaints and incidents involving equal opportunity issues	4.70 (.66)
C. Ability to assess the equal opportunity climate of your unit or installation	4.70 (.57)
D. Ability to write effectively on equal opportunity matters	4.10 (.97)
E. Ability to brief effectively on equal opportunity matters	4.70 (.57)
F. Ability to conduct equal opportunity training	4.70 (.73)
G. Overall satisfaction with the training the graduate received	2.90 (.45)

(NOTE: Mean scores for Items A-F are based on a five-point scale, while Item G uses a three-point scale.)

In addition to quantitative data, some responses to open-ended questions were noteworthy. Although these responses are not representative of the group of supervisors/commanders at large, they do suggest further areas of inquiry. Out of 20 respondents, several comments were made and are included in Appendix I.

In the present survey of recent graduates, 157 surveys regarding specific aspects of DEOMI graduates' performance were sent to commanders/supervisors (See Appendix II). Additionally, three general questions regarding overall evaluation and an open-ended question were included. A follow-up procedure resulted in an overall return rate of 48%.

The sample included 71 individuals who were presently supervising a DEOMI graduate of the classes of 94-3 and 95-1. These individuals were composed of 66 men and five women from all Services. They included Whites (52), African-Americans (12), Hispanic-Americans (5), and Asian-Americans (2). The commander's/supervisor's evaluation questionnaire was derived through a rational-theoretical approach and modeled after previous DEOMI questionnaires. Respondents rated the graduates on a five-point Likert scale ranging from "Totally Satisfied" (5) to "Totally Dissatisfied" (1). The small number of respondents did not allow for psychometric analyses to be performed. However, with an increased sample size, factor analyses and subscale formation would be both desirable and necessary.

With respect to commander's/supervisor's evaluation of specific tasks performed by their DEOMI graduates, five indices were derived. Each index is composed of several performance-based criteria. The five indices include: EO Issues; Guidance, Advisement, & Processing; Command & Leadership; Administrative, Meetings, & Training; and General Satisfaction.

In addition to these Indices, an open-ended question provided useful comments for future inquiry. See Appendix III for selected comments.

Table Three	
Commander's/Supervisor's Evaluation of DEOMI Graduates' Knowledge and Performance (N = 71; Classes of 94-3, 95-1)	
Index	Mean Rating
EO Issues	4.73
Guidance, Advisement, & Processing	4.65
Command & Leadership	4.69
Administrative, Meetings, & Training	4.61
General Satisfaction	4.45

#### Index One: EO Issues

This Index received a mean rating of 4.73, indicating almost total satisfaction with the DEOMI graduate's ability to handle intercultural/ethnic issues. Additionally, the graduate is viewed as proficient in managing issues related to racism, sexism, and sexual harassment.

This Index reflects a degree of sensitivity on the part of the DEOMI graduate in that effectively managing these issues requires sound interpersonal skills and respect for diversity. Additionally, it is likely that effective communication relates to this Index, in that mediating these sensitive issues between individuals requires the ability for verbal expression and facilitation of such expression in others.

#### Index Two: Guidance, Advisement, & Processing

The Index of 4.65 indicates close to total satisfaction with the DEOMI graduate's performance of tasks involving assessment of EO climate trends within the command or unit. There is also strong satisfaction with provision of guidance and assistance to personnel who perceive themselves to be victims of discrimination, and in the processing of discrimination complaints. Similarly, satisfaction was expressed regarding the graduate's ability to manage institutional discrimination issues.

#### Index Three: Command & Leadership

An Index of 4.69 was obtained indicating almost total satisfaction with graduate's performance of tasks related to leadership. Specifically, moderate satisfaction was expressed in

performance of tasks such as advisement of commanders and staff agencies on EO matters and provision of recommendations to improve the EO climate. Furthermore, the graduate's ability to address leadership and management issues that potentially impact upon EO climate is also rated as satisfactory. Finally, overall satisfaction was expressed regarding performance of assisting the command in planning and conducting EO observance activities.

#### Index Four: Administrative, Meetings, & Training

This Index addresses administrative and pragmatic areas associated with EO task performance. The Index of 4.61 indicates moderate to total satisfaction. There is specific satisfaction with the graduate's ability to conduct EO-related meetings, conferences, and briefings. Additionally, strong satisfaction was expressed on conduct of EO training and on interfacing with the civilian Equal Employment Opportunity (EEO) office on EO/EEO related matters.

#### Index Five: General Satisfaction

The commanders/supervisors also responded to a set of three questions assessing overall satisfaction with the DEOMI graduate's performance. The overall Index of 4.45 indicates close to total satisfaction when rating general categories.

A question that asked respondents to rate their satisfaction with the overall performance of their EO advisor resulted in a mean of 4.72 (SD = .68). This suggests moderate to total satisfaction with the DEOMI graduate when they return to their home installations.

In response to the specific question of "My overall evaluation of DEOMI's effectiveness in training EO/EEO advisors," the mean response was 4.34 (SD = .85) which demonstrates close to total satisfaction.

The specific question of "My overall evaluation of the impact of DEOMI training or other services (e.g., surveys, consulting, mobile training) in improving the EO climate in the military" received a mean response of 4.25 (SD = .86). This suggests moderate satisfaction regarding impact of training within the home installation.

#### Mastery of Content

The class of 95-1 was analyzed with respect to mastery of EO content. Essentially, this consisted of a pre-test/post-test design with test scores as the dependent measure. This can best be viewed as a measure of achievement in learning the EO curriculum. A paired sample t-test indicates significant improvement in test scores ( $t = -31.92$ , 75 degrees of freedom;  $p < .0001$ ). The pre-test mean was 59.21 (SD = 7.4) and the post-test mean was 77.66 (SD = 5.6). Thus, the average improvement was approximately 18 percentage points. Out of the entire sample, thirty students improved more than 20 points on post-test.

The class of 95-2 was also analyzed with respect to mastery of EO content. The sample consisted of 75 individuals. The gender and ethnic composition was unavailable at the time of this report. A paired sample t-test indicates significant improvement in test scores ( $t = -15.54$ ; 74 degrees of freedom;  $p < .0001$ ). The pre-test mean was 56.17 (SD = 8.8) and the post-test mean was 75.04 (10.7). There was an average improvement of approximately 18 points between pre- and post-tests.

These data indicate that there is learning of EO content for both of these classes. However, the significant improvements are a product of both learning and statistical artifacts in that baseline performance was very low for many individuals. Further, the post-test means of 77.66 and 75.04, respectively, could be improved. Although these percentages coincide with a letter grade of "C" in most traditional academic institutions, elevation of three to five percentage points would bring these scores to within a letter grade of "B."

## **Recommendations**

### **Introductory Statements**

With respect to evaluating cross-cultural training efforts, Blake & Heslin (1971) suggest "truly successful evaluations represent a wedding of the scientific method with an awareness of the organizational context in which the evaluation is conducted." (p. 203) Although specifically addressing cross-cultural training, this statement is applicable to the type of training conducted at DEOMI. That is, an individual is receiving specific training to carry back to a host institution. Thus, evaluation should ideally encompass data sources from both the training institution and home installation.

Hence, the scope of any program evaluation is by necessity broad and comprehensive. For example, in a conceptual model put forth for program evaluation within DEOMI (see below) Tallarigo, Landis, and Howard (personal communication, 1995) note at least 24 studies would be required for appropriate internal and external analysis of DEOMI training. Of course, implementation of full program evaluation would be time-consuming and expensive, and requires extensive resources.

Although DEOMI evaluation efforts have included evaluations of both the training curriculum and field assessments, it is recommended these could be improved. Primarily, evaluation should be systematic and ongoing, and as many data sources as possible accessed. Multidimensional and multimethod assessment (c.f. Campbell & Fiske) is optimal, and allows for maximal knowledge regarding impact of DEOMI training. With the above statements in mind, the following specific recommendations can be made.

### **A General Conceptual Model**

Tallarigo, Landis, and Howard (personal communication, 1995) have formulated an excellent conceptual framework for program evaluation within DEOMI. These authors view program impact as including both local and global effects. Local impact includes both internal

and external evaluation strategies. For example, within the domain of training effectiveness, assessment of local impact would use internal measures of training such as knowledge tests or attrition rates. External measures of training impact would include measures of commander satisfaction, job performance, and career success. With respect to the area of research, internal measures would include number of requests for information or number of submitted papers. External measures for research would be measures of unit EO impact or number of repeated requests for surveys.

Global impact is conceptualized as larger effects that may be directly or indirectly attributable to DEOMI training. Examples include EO climate trends as measured by the Military Equal Opportunity Climate Survey, and longitudinal EO trends (as measured in large scale surveys of DoD personnel). Global impact can also be accessed through public opinion surveys regarding perceptions of affirmative action, equal opportunity, or diversity within the military.

### **Specific Recommendations for Local Impact**

Although local impact efforts have been ongoing within DEOMI, it is recommended this be more systematic and focused on assessing longitudinal maintenance of gains. The two primary areas would be content achievement and individual change as a result of training and commander/supervisor (or customer) satisfaction with field performance.

#### Content Achievement and Individual Change

1. To assess internal impact of DEOMI training, a packet of questionnaires should be prepared and distributed to trainees when they arrive at DEOMI. Standardized and psychometrically established questionnaires should be used. For example, if it is thought that prejudice should decrease as a result of training, then a standardized and normed instrument to measure this construct should be included in this packet. It is extremely important to document baseline with respect to any construct or attitude targeted by DEOMI training, in that change related to training can only be inferred through comparing baseline measures with measures subsequent to training.

2. Each class should receive baseline measures for areas targeted for training. In this fashion, comparative analyses can be conducted between classes.

3. Upon completion of training, the same packet or a parallel forms packet should be completed. This pre-test/post-test design allows for assessment of change presumably due to training conducted at DEOMI.

4. Upon completion of training, each graduate should complete a standardized survey regarding their evaluation of the training program and suggestions for improvement.

5. When feasible, a comparison group should be surveyed. This would consist of the questionnaire packet being distributed to a similar sample of individuals who are not attending the

Institute. The use of a comparison group would yield stronger inferences regarding extent of change within DEOMI-trained graduates.

6. When graduates have returned to their field installations and practiced their EO responsibilities for three to six months, they should be surveyed with respect to the following. First, the packet of questionnaires should again be completed to ascertain maintenance of DEOMI-based training. A major issue of any training or intervention program is that of maintenance of gains with respect to target issues of the program. Second, a standardized assessment of where these individuals would desire further training should be conducted. With training and the profit of experience, these new graduates are able to formulate intelligent questions regarding areas of DEOMI training that would have facilitated their missions.

7. Blake & Heslin's (1993) admonition regarding performing evaluation within the organizational context is an important one. It is recommended that an individual performing program evaluation be one who is familiar with DEOMI, its personnel, and milieu. For an organization such as DEOMI, a large amount of initial time is spent on learning about the different divisions and their mission. For effective program evaluation, the individuals must be both objective and well-acquainted with the complexities of the organization.

#### Commander/Supervisor Evaluations

To further assess local impact, systematic external evaluations would assess both consumer satisfaction with DEOMI training and maintenance of training gains.

#### **Specific Recommendations for Global Impact**

Program evaluation of global impact of DEOMI training is a much more elusive construct and thus more difficult to assess than local impact. Within the Tallarigo, et al, model, global impact refers to demonstrable impact on an entire organization. In terms of DEOMI, the presence of such impact can be addressed through the question: "Does the military generally have better race relations than other, similar organizations?"

Global impact is similar to Dansby's (1995) Type 3 evaluation. In this type of evaluation, the main emphasis is to demonstrate that DEOMI has had an impact on the mission of the military that can be documented through comparison with a similar organization that does not have an institute or mechanism such as DEOMI. Ideally, this would be accomplished through assessment of the EO climate within the services, and comparison of results with a similar organization such as a large metropolitan police force.

As Dansby (1995) points out, this type of evaluation is "extremely difficult and expensive." Additionally, despite such effort and expenditure, there are still many scientific challenges to the veracity of the findings (c.f. Dansby, 1995). Hence, such a large scale project would likely not be feasible within present resource constraints.

With these thoughts in mind, a measure of global impact could be obtained with existing MEOCS data regarding EO/EEO climate. Longitudinally, this could be accomplished through a time series analysis or other trend analysis designed to detect trends within the military. The basic assumption would be that MEOCS data would reflect DEOMI-based training. The hypothesis would thus be that a longitudinal analysis would demonstrate a gradual upward trend and improvement in EO climate as measured through the MEOCS. However, this strategy may be suspect if other conditions (e.g., a general rise in racism in society) also change over time.

Longitudinal trend analysis could be integrated with objective data such as the number of EO complaints. However, it is difficult to postulate hypotheses. On the one hand, improvement in EO climate may be associated with an increase in EO complaints. A more positive EO climate may heighten awareness of possible offenses--resulting in increased reporting of perceived difficulty. On the other hand, improvement in EO climate may be associated with a decrease in EO complaints insofar as individuals perceive a less hostile climate and are therefore not motivated to file complaints. Despite the difficulties associated with an *a priori* hypothesis, global impact could still be assessed through comparing MEOCS trends with objective data such as number of EO complaints.

### **The Program Evaluator**

Program evaluation can be performed either through an outside contractor or through internal mechanisms. Each of these modalities has both negative and positive aspects.

An outside contractor obtained through competitive bidding processes has the advantage of seeming objectivity and lack of bias. However, risks include the possibility of reduced internal cooperation (with an outside agent) and a lower level of organizational understanding achieved by the external agent. Furthermore, recommendations for change accruing from an outside agent may not be readily accepted or implemented by the participants in the program. Of course, program evaluation efforts that yield disregarded recommendations result in wasted time and resources.

If outside evaluators are to be contracted, it is critical they be selected for their expertise in program evaluation within organizations similar to DEOMI. In order to accomplish this, it is recommended that any request for proposals be peer-reviewed by those familiar with the needs of DEOMI. A pool of such individuals may be found within the Directorate of Research as well as from visiting professors (either summer or sabbatical). By virtue of their experience within the research dimension of DEOMI, these individuals are uniquely qualified to evaluate submitted proposals.

Use of an internal program evaluator also has both positive and negative aspects. They may not have as much perceived objectivity as one who is selected through the competitive bidding process. However, familiarity with the organizational climate of DEOMI and their ability to access data sources may outweigh this concern. Further, an internal program evaluator may have a higher probability of formulating recommendations that are relevant and germane to the needs of DEOMI training.

Despite the source of program evaluation, it is critical to reemphasize the need for systematic, longstanding, and ongoing program evaluation efforts.

## **Summary**

Briefly, content mastery of EO curriculum is highly satisfactory and approaches a criterion of 80%. It is assumed that achievement in this area is manifest in field performance. Indeed, when commanders and supervisors rated their DEOMI graduate, performance was found to be generally excellent across a wide variety of job-related duties. These duties ranged from specific ability to communicate EO concerns to more general levels of satisfaction.

This report also emphasized the need for comprehensive, ongoing, and longitudinal program evaluation efforts. Several conceptual issues are presented, and a working model for DEOMI-specific evaluation is discussed. It is noted that such efforts are typically time-consuming and require readily available resources. Nonetheless, it is critical to continue to demonstrate training efficacy. It is equally important to ascertain senior leader and commander satisfaction with DEOMI graduate performance. This latter goal serves the dual purpose of highlighting the mission of DEOMI, and conveying an interest in quality assurance through continual feedback from field installations.

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## Appendix I (Open-ended comments from Class of 94-2)

1. During the Navy's Service specific period, time could be better utilized by covering reporting requirements and more indepth study of the Navy's EO instructions.
2. Overall outstanding training, could beef up some day-to-day business functions such as: 1. DASH/RASUS, specific reporting functioning block by block; 2. MEOA, step through each functional area and why; 3. Procedures (check-list) when a SH/EO call comes in.
3. The EOA has great ability to clearly evaluate an EO complaint/problem. He quickly identifies the problem area and connects, advises, and educates.
4. Very well trained! A real asset to the organization. Works extremely well with all grades. Investigation and reporting of EO complaints which cross organizational lines is unclear as to responsibilities.
5. Recommendations: Add Command Inspection Program to Service Specifics. Other areas of discrimination other than those covered in the reg i.e. Cdr. Discriminating against soldiers because of a medical profile. Civilians EEO issues.
6. This NCO is lacking in leadership, drive, and ambition.

**COMMANDER'S/SUPERVISOR'S EVALUATION OF DEOMI GRADUATES**

The Defense Equal Opportunity Management Institute (DEOMI) is interested in your satisfaction regarding performance of a recent DEOMI graduate in your unit. This is a voluntary questionnaire, but we solicit your participation to improve our training and the quality of service provided by future graduates. Your responses are fully confidential. Please circle or write in the correct response.

1. I am:            1) Male            2) Female
  
2. My racial/ethnic group: 1) Native American or Alaskan Native  
                           2) Asian or Pacific Islander    3) African-American (not of Hispanic origin)    4) Hispanic  
                           5) White (not of Hispanic origin)    6) Other \_\_\_\_\_
  
3. I am a(an): 1) officer            2) enlisted member    3) warrant officer            2) Federal civilian (DoD affiliated)  
                           3) Federal civilian (non-DoD)    4) Other \_\_\_\_\_
  
4. My pay grade is (e.g., O-4, E-8, GS-13, etc.): \_\_\_\_\_
  
5. My military or civilian appointment is with the: 1) Air Force    2) Army    3) Navy    4) Marine Corps  
                           5) Coast Guard    6) Other Federal Civil Service    7) Other \_\_\_\_\_
  
6. My organization is best described as: 1) Active Duty Military    2) Reserve    3) National Guard  
                           4) DoD Federal Civilian    5) Non-DoD Federal Civilian    6) Other \_\_\_\_\_
  
7. If you are a member of the National Guard or Reserve, your duty would be classified as:  
                           1) Primarily weekends and annual training    2) Individual Mobilization Augmentee    3) Technician  
                           4) Active Guard/Reserve    5) Other Guard or Reserve employee    6) I am not a guard or Reserve member

**PLEASE USE THE FOLLOWING SCALE TO RATE YOUR DEGREE OF SATISFACTION WITH THE TASK PERFORMANCE OF THE DEOMI GRADUATE. PLEASE CIRCLE THE CORRESPONDING NUMBER.**

1 = Totally dissatisfied 2 = Moderately dissatisfied 3 = Neither satisfied nor dissatisfied 4 = Moderately satisfied 5 = Totally satisfied 6 = Not applicable
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1. Advising commanders and staff agencies on EO matters . . . . .	1	2	3	4	5	6
2. Conducting EO related meetings or conferences. . . . .	1	2	3	4	5	6
3. Assessing and identifying trends with respect to the EO climate in the command or unit. . . . .	1	2	3	4	5	6
4. Formulating and providing commanders with recommendations to improve the EO climate based on areas of concern . . . . .	1	2	3	4	5	6
5. Preparing and conducting briefings on EO matters. . . . .	1	2	3	4	5	6

1 = Totally dissatisfied 2 = Moderately dissatisfied 3 = Neither satisfied nor dissatisfied 4 = Moderately satisfied 5 = Totally satisfied 6 = Not applicable
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- 6. Providing guidance and assistance to personnel who feel they are victims of discrimination. . . . . 1 2 3 4 5 6
- 7. Processing discrimination complaints . . . . . 1 2 3 4 5 6
- 8. Developing and conducting EO training. . . . . 1 2 3 4 5 6
- 9. Planning, writing, and monitoring an Affirmative Action Plan . . . . . 1 2 3 4 5 6
- 10. Interfacing with civilian EEO office on EO/EEO related matters. . . . . 1 2 3 4 5 6
- 11. Dealing with leadership and management issues which impact on EO climate . . . . . 1 2 3 4 5 6
- 12. Dealing with intercultural/ethnic issues . . . . . 1 2 3 4 5 6
- 13. Dealing with racism and sexism issues. . . . . 1 2 3 4 5 6
- 14. Dealing with sexual harassment issues. . . . . 1 2 3 4 5 6
- 15. Dealing with institutional discrimination issues . . . . . 1 2 3 4 5 6
- 16. Assisting the command with planning and conducting EO observances . . . . . 1 2 3 4 5 6
- 17. In general, how satisfied are you with the performance of your EO advisor? . . . . . 1 2 3 4 5 6

18. My overall evaluation of DEOMI's effectiveness in training EO/EEO advisors (circle one):

poor                  fair                  adequate                  good                  excellent

19. My overall evaluation of the impact of DEOMI training or other services (e.g., surveys, consulting, mobile training) in improving the EO climate in the military (circle one):

poor                  fair                  adequate                  good                  excellent

20. From your experience with your DEOMI graduate, please indicate below any areas where you believe additional training would be beneficial to future graduates entering your command:

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### Appendix III (Open-ended Comments from Class of 94-3 & 95-1)

1. Incorporation of instructor training techniques into the DEOMI curriculum would be beneficial. We have all our CMEO instructors attend officer instructor training school (2 weeks) and it has proven to be very effective. The DEOMI graduates feel they benefit from this course.
2. EOA must have detailed knowledge on complaint processing and the responsibilities of supporting agencies. EOAs must be the experts in the complaint process, not the SAG or IG.
3. More briefings and writing of staff paper for General Officer level.
4. Need to develop a course (and not the two week staff course) that prepares DEOMI graduates for assignment to a major staff.
5. Processing EOT complaints--quarterly reports--basically more service specific training.
6. She functions as a MACOM EOA who supervises about 20 other EOA's throughout the command. Her duties are markedly different from what is expected of a Brigade EOA. DEOMI provided her no guidance or training for duties required at this high level of command. Perhaps during service specific training, more emphasis could be placed on understanding and utilizing the regulation (AR 600-20). Train EOAs on how to analyze and utilize data from assessments to reflect in AAPs. My EOA was a previous instructor in her MOS and functions well during the EORC. But other EOAs need training on how to effectively facilitate classes and give interesting, comprehensive classes. Train the trainer!
7. Additional formal complaint training, in depth coverage of AR 600-20-C4.
8. Send them on actual training/EO evaluations to do surveys and provide plans for these commands and get actual experience on how the EO climate can be (or not be) affected.
9. Renewed emphasis needs to be placed on the billet as a combat enhancer. I.e. Poor EO climate degrades operational effectiveness.
10. The Navy's service specific course is not much help to me. I've learned a lot on my own. Areas of improvement are: 1. quarterly reports; 2. annual required training; 3. How to do TAO visits and inspections.
11. I am completely satisfied with the training received by and given by my E.O. Excellent testament to a superb program. He gives freely of his time and has a wealth of knowledge he imparts throughout the command.
12. "NONE." You are doing a great job. I have been an 004 for 23 years.