

# **BEYOND THE JOB ANALYSIS: A DESCRIPTIVE ANALYSIS OF EOA ORGANIZATIONAL ASSESSMENT**

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## Executive Summary

Organizational/Climate Assessment is defined by Department of Defense Directive (DOD) 1350.2 as “determining the ‘health’ and functioning effectiveness of an organization by examining such factors as morale, teamwork, and communication.” The purpose of military organizational assessment is to 1) assist commanders at all levels in assessing the organization’s equal opportunity climate, 2) provide commanders insight into other personnel issues that may impact unit effectiveness, 3) identify positive and negative factors that may affect mission readiness, such as morale, equal opportunity and treatment, interpersonal and organizational relationships, and 4) propose corrective actions when appropriate (Commanders Handbook, 2005). Although it is clear that climate assessment is of great importance, and an essential duty in the Equal Opportunity Advisor (EOA) position, there is still much more that needs to be uncovered about climate assessment in the EOA position.

The purpose of this project is to gain an in-depth understanding of the climate assessment role in the EOA position and to present the information in a manner that will benefit both the Defense Equal Opportunity Management Institute (DEOMI) Curriculum and Research Directorates. Specifically, it is the aim of this research to provide a finished product that can be used to aid in the revision of the curriculum and give information not yet collected or offered by Occupational Measurement Squadron (OMS) or in EOA job analyses previously conducted. Simultaneously, it is the aim of this research to produce a finished product that will be used to assist future test creation, determine additional criteria for exemplary EOAs, and provide a standard protocol for future detailed analysis of this nature.

Using exemplary EOAs, two separate methods are proposed in this research study; an online survey and an expert focus group. Following these proposed methods DEOMI can gain insight into current climate assessment tasks that should be implemented immediately and the knowledge, skills, abilities, and work styles necessary to accomplish these tasks. In addition, DEOMI will have insight into the level of proficiency, the amount of training, the tools and resources required to accomplish tasks, and understand the obstacles that may hinder task completion.

Data obtained from the online survey and expert focus group will be analyzed and presented in a detailed report. The finished report should prove to be an advantageous resource in the revision of the EOA curriculum, as it will offer an in-depth task analysis, needs assessment, and will utilize the expertise of exemplary EOAs in the field. It will also be valuable for determining EOA proficiency, quantitatively measuring exemplary EOA performance, and for empirically evaluating DEOMI’s EOA training program. In addition, supplementary training modules can be created based on the additional information provided through this detailed analysis.

Opinions expressed in this report are those of the author and should not be construed to represent the official position of DEOMI, the U.S. military services, or the Department of Defense.
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## CONTENTS

<b>Acknowledgements</b> .....	<b>i</b>
<b>Executive Summary</b> .....	<b>ii</b>
<b>Introduction</b> .....	<b>1</b>
Climate Assessment .....	1
Background .....	1
Overview .....	2
<b>Method</b> .....	<b>3</b>
Participants .....	3
Procedure .....	3
<b>Discussion</b> .....	<b>4</b>
Presentation of Findings .....	4
Recommendations .....	4
<b>References</b> .....	<b>5</b>
Table 1 .....	6
Table 2 .....	8
Table 3 .....	9
Appendix A .....	13
Appendix B .....	14
Appendix C .....	31

## **Introduction**

### *Climate Assessment*

Organizational/climate assessment is defined by Department of Defense Directive (DODD) 1350.2 as “determining the ‘health’ and functioning effectiveness of an organization by examining such factors as morale, teamwork, and communication.” According to the Commanders Handbook 2005, “An assessment is a systematic procedure to gather data about an organization and provides insight into how that organization is functioning to meet its mission.” The Commanders Handbook also states, “Organizational Assessment is a tool for commanders that provides a ‘snap shot’ of a unit as it is perceived by members of the organization as it relates to race, gender, color, religion, national origin, and sexual harassment.”

The purpose of military organizational assessment is to 1) assist commanders at all levels in assessing the organization’s equal opportunity climate, 2) provide commanders insight into other personnel issues that may impact unit effectiveness, 3) identify positive and negative factors that may affect mission readiness, such as morale, equal opportunity and treatment, interpersonal and organizational relationships, and 4) propose corrective actions when appropriate (Commanders Handbook, 2005). Organizational/climate assessment can be accomplished through the following means: Group and/or individual interviews, observations, surveys or questionnaires, and reviews of records and reports (DOD Directive 1350.2). According to the prior Equal Opportunity Advisor (EOA) job analysis data, 60-65% of EOA time in the field is spent completing climate assessment tasks (McGee, 2006). Organizational/climate assessment was also touted in prior EOA job analyses as one of the most challenging and critical EOA duties (Truhon, 2006, and McGee, 2006). Although it is clear that climate assessment is of great importance and an essential duty in the EOA position, there is still much more that needs to be uncovered about climate assessment in the EOA position.

The purpose of this project is to gain an in-depth understanding of the organizational/climate assessment role in the EOA position and to present the information in a manner that will benefit both the Defense Equal Opportunity Management Institute (DEOMI) Curriculum and Research Directorates. Specifically, it is the aim of this research to provide a finished product that can be used to aid in the revision of the curriculum and give information not yet collected/offered by Occupational Measurement Squadron (OMS) or past researchers. Simultaneously, it is the aim of this research to produce a finished product that will be used to assist future test creation, determine criteria for exemplary EOAs, and provide a standard protocol for future detailed analysis of this nature.

### *Background*

Determining the duties, tasks, and responsibilities of Military Equal Opportunity Advisors (MEOAs) in the field has long since been a goal of DEOMI. In 1999, OMS identified 817 tasks, organized under nine duty headings, as functions of MEOAs. OMS, for the purpose of “providing current job and task data and to substantiate and update the curriculum at DEOMI,” surveyed 254 MEOAs, which was at the time 32 percent of the EOA workforce in the Department of Defense (DOD), in regards to these 817 tasks.

During the summer of 2006, to further clarify the responsibilities of the MEOA and reduce the task listing to a manageable list comprised of core EOA tasks, Dr. Stephen Truhon conducted a job analysis of the MEOA position. Dr. Truhon narrowed the 817 tasks identified by OMS down to 61 core tasks based on the following criteria: 1) tasks identified as being among the top 10 tasks in a respective duty classification, 2) MEOAs that spent at least .25 percent of their time on the tasks, 3) tasks rated above average in terms of importance in training emphasis, and 4) tasks shared across the services.

In March of 2007, DEOMI Directorate of Research further streamlined the task listing by combining duties and tasks that logically fit together.<sup>1</sup> In total 17 edited tasks were formed by combining and/or rewording tasks to include other very similar tasks. The final EOA task listing was 44 EOA tasks, organized under five duties. This EOA duty and task listing is presented in Table 1. The five EOA duties are Education, Training and Awareness; General Equal Opportunity (EO) Administration; Complaint Processing; Special Observance Functions; and Climate Assessment (CA) Functions. Of importance to the current research endeavor is the CA Function. There are 14 EOA core tasks identified under the CA Function. The climate assessment tasks are presented in Table 2.

In addition, Truhon's 2006 MEOA Job Analysis delved into the knowledge areas, skills, abilities, and work styles necessary for the EOA position. Knowledge areas are defined as the degree to which personnel have mastered a technical body of material directly involved in the performance of a job (e.g. mathematics). Skills are defined as the capacity for personnel to perform tasks with given resources, may it be tools, equipment, data, or people (e.g. negotiation). Abilities are defined as the capacity for personnel to perform tasks where the involvement of things, data, and people is not a dominant factor (e.g. ability to communicate orally). Work styles are defined as personal characteristics that can affect how well someone does a job (e.g. independence). In total, 64 knowledge areas, skills, abilities (KSAs) and work styles were established. The full list is presented in Table 3. Specifically, 14 knowledge areas, 21 skills, 13 abilities, and 16 work styles are necessary to perform the EOA position. While this information is a solid starting place, more information can be gathered, as these KSAs and work styles have not yet been linked to specific EOA duties.

### *Overview*

This research project is focused on gaining a deeper understanding of the EOA CA duty by going beyond the EOA job analyses that was previously conducted and extracting information specific to CA. Following the proposed methodology in this report, DEOMI can gain insight into current CA tasks (tasks that should be currently performed) and the knowledge, skills, abilities, and work styles necessary to accomplish them. In addition, DEOMI will have insight into the level of proficiency, amount of training, tools and resources required to accomplish tasks, and the obstacles that may hinder task completion.

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<sup>1</sup> A detailed explanation of the task listing evolution is available in the report, "The Evolution of Task Classifications for Military Equal Opportunity Advisors," Findlay and Marcum, 2007

## Method

### *Participants*

In order to gain insight into the CA duties of EOAs, Subject Matter Experts (SMEs) must be employed. The most appropriate SMEs would be seasoned EOAs who are not typical but are instead exemplary in their position. It is believed that their insight is invaluable in this effort. Using qualitative criteria established by McGee & Talbert (2006), service liaisons for the Air Force, Army, Coast Guard, Marines, and Navy were asked to select five EOAs who were considered exemplary performers within their respective service. The qualitative criteria used to select the exemplary EOAs for each service is presented in Appendix A. A full list of the exemplary EOAs was provided to the Directorate of Research for future efforts that require the identification of exemplary performers. In total, the list comprises the names and contact information for 25 exemplary EOAs, five from each military service.

### *Procedure*

Two separate methods will be employed in this research study. For the first method, an online survey, each SME will receive an individual email soliciting their participation in this project. Participants will be asked to follow the detailed instructions in the email and complete the online survey. The online survey will be hosted on Virginia Tech's survey creation server ([www.vt.survey.edu](http://www.vt.survey.edu)). Directions on accessing the survey will be provided in the email along with details including completion dates. A paper version of the survey is presented in Appendix B. Data obtained from the survey will yield insight into the knowledge areas, skills, abilities, and work styles necessary for climate assessment.

The second method of data collection is a SME focus group. The focus group will take place on DEOMI's campus, Patrick AFB, FL. The participating SMEs will be a subset of the identified exemplary EOAs who are available to participate in a two-day focus group. Several focus groups will take place during this two day event, but the climate assessment SME focus group will take approximately 3 to 3.5 hours. The focus group will be led by an experienced focus group facilitator. Each focus group will be recorded to ensure no valuable information is lost during the sessions.

To ensure consistency in data collection, a detailed structured interview protocol will be adhered to in an effort to gain insight into the following information regarding climate assessment: 1) tasks EOAs ought to be doing, 2) description, frequency, criticality, difficulty of new tasks, 3) level of proficiency and amount/type of training required to accomplish tasks, 4) tools and resources required to accomplish tasks, and 5) obstacles faced when attempting to complete tasks. Discussion for each of these items will continue until consensus is reached, or until it is clear that a consensus cannot be reached. The detailed focus group protocol is presented in Appendix C.

## Discussion

### *Presentation of Findings*

Findings from the survey and focus groups will be analyzed and synthesized by the author of this paper and presented in a detailed report. This report will specify the knowledge areas, skills, abilities, and work styles that are necessary for core task completion in climate assessment. Exemplary EOA insight of tasks that should be considered core tasks for climate assessment will also be furnished in this report. Furthermore, information such as level of proficiency and amount and type of training required for core task completion in climate assessment will be presented. An understanding of the tools and resources needed to accomplish tasks in an exemplary fashion will be provided. Obstacles faced in the field, along with possible solutions will also be presented. Applicable examples will be provided throughout the report for ensured understanding.

### *Recommendations*

It is recommended that the results from this detailed analysis are used by both the Curriculum and Research Directorates at DEOMI. The Curriculum Directorate will find abundant insight into the climate assessment role that has not been gathered thus far. This report should prove to be an advantageous resource in the revision of the EOA curriculum, as it offers an in-depth task analysis and a needs assessment, and uses the expertise of exemplary EOAs in the field. The report will also highlight information and experiences that occur and are useful across the services. This will help illuminate areas that can and should be taught in core DEOMI training courses to increase efficiency and effectiveness.

The finished report will aid DEOMI's Curriculum Directorate in its aim to develop a variety of possible EOA training and development programs. The report will also provide substantive evidence that the chosen training course is most appropriate to prepare EOAs in the field, and also is conducive to DOD and DEOMI objectives.

It is also recommended that the Directorate of Research use this protocol to conduct detailed analysis for the remaining four EOA duties: Education, Training, and Awareness; General EO Administration; Complaint Processing; and Special Observance Functions. The data obtained and presented, in regards to climate assessment and the remaining four EOA duty areas, can be used to create instruments for determining EOA proficiency, quantitatively measuring exemplary EOA performance, and for empirically evaluating DEOMI's EOA training program. In addition, supplementary scenario-based training modules can be created based on the additional information provided through this type of detailed analysis.

The better understanding the Curriculum and Research Directorates have on what EOAs do and must face in the field, the better both Directorates will be able to serve present and future EOAs and complete the missions set forth by DEOMI and the DOD.



## References

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Table 1: EOA Duties and Task Listing

Duty and Related Tasks	OMS #
<b>Education, Training, and Awareness</b>	
Conduct and monitor equal opportunity or civil rights training	D0288/D0295/ D0365
Conduct equal opportunity or civil rights leadership training	D0291
Conduct sexual harassment awareness classes	D0308
Develop and/or revise lesson plans and training aids	D0327/D0339
<b>General EO Administration</b>	
Brief and/or advise commanders, department heads, respective chiefs, or other staff agency personnel on equal opportunity, human relations, or civil rights capabilities, procedures, policies, and programs	A0001/D0284
Conduct and participate in equal opportunity (EO) or civil rights (CR) - related meetings, conferences, or working groups	A0034/
Prepare and conduct informal and/or formal briefings	A0035/A0036/ A0125/A00126
Draft or write memorandum for record (MFRs), point, position, or talking papers	A0070/A0074
Participate in staff or planning meetings	A0121
Read technical publications, such as DEOMI reports, bulletins or cross-feed information	A0131
Counsel or mentor equal opportunity representatives, civil rights officers, or Command Managed equal opportunity officers	D0324
Answer telephone questions on general equal opportunity (EO) or civil rights (CR) - related issues	E0405
<b>Climate Assessment Functions</b>	
Conduct climate assessment (CA) to subordinate equal opportunity (EO) or civil rights (CR) offices	C0253
Conduct unit self-inspections	C0255
Conduct focus groups	E0411
Administer and collect climate assessment surveys	F0473
Advise commanders on results of climate assessment and recommend corrective actions addressing problem areas observed in the climate assessment survey	F0475/F0477
Analyze and document results of climate assessment surveys combined with results from interviews and focus groups	F0479/ F0513/ F0485
Conduct climate assessment in- and out-briefings	F0486/ F0487
Conduct out-and-about assessments	F0497
Determine target population for climate assessment survey questionnaire	F0510
Develop climate assessment interview questions	F0511
Draft or write climate assessment reports and maintain historical assessment data for comparison	F0515/F0550

Recognize sexual harassment in both overt and subtle forms	F0562
Recognize and assess indicators of institutional and individual discrimination	F0563
Schedule climate assessments	F0570
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<b>Complaint Processing</b>	
Advise commanders on results of equal opportunity or civil rights complaint inquiries, clarification reports, and equal opportunity or civil rights recommendations	G0578/ G0580
Advise commanders and legal consults of alleged discrimination complaints and status of complaints	G0581/ G0602
Advise complainants on alternate resolution avenues	G0582/ G0587
Advise complainants on final results of equal opportunity or civil rights complaints	G0583
Advise complainants on interim status of equal opportunity or civil rights classifications, inquiry investigations, or complaint status	G0584
Advise complainants on reprisal and the Whistle Blower Protection Program	G0585
Advise complainant of his/her right to file a formal discrimination complaint if resolution fails	G0590
Close discrimination and sexual harassment reports	G0616
Interview equal opportunity or civil rights complainants	G0689/ G0620
Monitor complaint processing time limitations	G0691
Refer individuals to unit chain of command or other agencies for resolution of non-equal opportunity or civil rights grievances	G0713
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<b>Special Observances Functions</b>	
Advise special observance committees or unit human relations counsel on procedures for celebrations, events, guest speakers, or displays	I0792
Brief commanders on special observance celebrations, events, guest speakers, or displays	I0794
Coordinate proposed actions or recommendations for special observance committees	I0797
Participate in special observance events	I0808
Prepare, review, and distribute special observance advertisements, such as invitations, flyers, and programs	I0811/I0814
Schedule guest speakers for special observance events	I0815/ I0798
Set-up special observance display booths	I0816
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Table 2: Climate Assessment Tasks

Duty and Related Tasks	
<b>Climate Assessment Functions</b>	
Conduct climate assessment (CA) to subordinate equal opportunity (EO) or civil rights (CR) offices	C0253
Conduct unit self-inspections	C0255
Conduct focus groups	E0411
Administer and collect climate assessment surveys	F0473
Advise commanders on results of climate assessment and recommend corrective actions addressing problem areas observed in the climate assessment survey	F0475/F0477
Analyze and document results of climate assessment surveys combined with results from interviews and focus groups	F0479/ F0513/ F0485
Conduct climate assessment in- and out-briefings	F0486/ F0487
Conduct out-and-about assessments	F0497
Determine target population for climate assessment survey questionnaire	F0510
Develop climate assessment interview questions	F0511
Draft or write climate assessment reports and maintain historical assessment data for comparison	F0515/F0550
Recognize sexual harassment in both overt and subtle forms	F0562
Recognize and assess indicators of institutional and individual discrimination	F0563
Schedule climate assessments	F0570

Table 3: EOA Knowledge Areas, Skills, Abilities and Work Styles

<b>Knowledge</b>	<b>Definition</b>
Administration and Management	Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources
Clerical	Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology
Sales and Marketing	Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems
Customer and Personal Service	Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction
Mathematics	Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications
Psychology	Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders
Sociology and Anthropology	Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins
Education and Training	Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects
English Language	Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar
History and Archeology	Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures
Philosophy and Theology	Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture
Public Safety and Security	Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions
Law and Government	Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process

Communication and Media	Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.
<b>Skills</b>	<b>Definitions</b>
Reading Comprehension	Understanding written sentences and paragraphs in work-related documents
Active Listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times
Writing	Communicating effectively in writing as appropriate for the needs of the audience
Speaking	Talking to others to convey information effectively
Mathematics	Using mathematics to solve problems
Critical Thinking	Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems
Active Learning	Understanding the implications of new information for both current and future problem-solving and decision-making
Learning Strategies	Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things
Monitoring	Monitoring/Assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action
Social Perceptiveness	Being aware of others' reactions and understanding why they react as they do
Coordination	Adjusting actions in relation to others' actions
Persuasion	Persuading others to change their minds or behavior
Negotiation	Bringing others together and trying to reconcile differences
Instructing	Teaching others how to do something
Service Orientation	Actively looking for ways to help people
Complex Problem Solving	Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions
Judgment and Decision Making	Considering the relative costs and benefits of potential actions to choose the most appropriate one
Time Management	Managing one's own time and the time of others
Management of Financial Resources	Determining how money will be spent to get the work done and accounting for the expenditures
Management of Material Resources	Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work
Management of Personal Resources	Motivating, developing, and directing people as they work, identifying the best people for the job
<b>Abilities</b>	<b>Definitions</b>
Oral Comprehension	The ability to listen to and understand information and ideas presented through spoken words and sentences
Written Comprehension	The ability to read and understand information and ideas presented in writing
Oral Expression	The ability to communicate information and ideas in speaking so

	others will understand
Written Expression	The ability to communicate information and ideas in writing so others will understand
Fluency of Ideas	The ability to come up with a number of ideas about a topic (the <i>number</i> of ideas is important, not their quality, correctness, or creativity)
Originality	The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem
Problem Sensitivity	The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem
Deductive Reasoning	The ability to apply general rules to specific problems to produce answers that make sense
Inductive Reasoning	The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events)
Information Ordering	The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations)
Memorization	The ability to remember information such as words, numbers, pictures, and procedures
Flexibility of Closure	The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material
Selective Attention	The ability to concentrate on a task over a period of time without being distracted

<b>Work Styles</b>	<b>Definitions</b>
Achievement/ Effort	Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.
Persistence	Job requires persistence in the face of obstacles.
Initiative	Job requires a willingness to take on responsibilities and challenges.
Leadership	Job requires a willingness to lead, take charge, and offer opinions and direction.
Cooperation	Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
Concern for Others	Job requires being sensitive to others needs and feelings and being understanding and helpful to others on the job.
Social Orientation	Job requires preferring to work with others rather than alone, and being personally connected with others on the job.
Self-Control	Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.
Stress Tolerance	Job requires accepting criticism and dealing calmly and effectively with high-stress situations.
Adaptability/ Flexibility	Job requires being open to change (positive or negative) and to considerable variety in the workplace.

Dependability	Job requires being reliable, responsible, and dependable, and fulfilling obligations.
Attention to Detail	Job requires being careful about details and thorough in completing tasks.
Integrity	Job requires being honest and ethical.
Independence	Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.
Innovation	Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.
Analytical Thinking	Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.



## Appendix A

### **Criteria for Exemplary EOA selection (McGee 2006)**

1. Proactively prevent problems
2. Collects and analyzes data at the right time
3. Able to determine what the collected data means
4. Interprets findings and proposes solutions
5. Can communicate to multiple audiences in person or with technology
6. Proactive vs. reactive
7. Has a well-articulated EO program
8. Does not limit climate assessment to survey distribution and compilation
9. Knows that surveying is not enough for an assessment (other ways to assess climate/organization)
10. Looks at the whole situation and the larger picture (rather than seeing something and going after it)
11. Does not rely on others to problem-solve or understand situation
12. Does not only document what has been reported
13. Plan is situated around commands' commitment or mission
14. Takes time to explain the differences in types of complaints and attempts to resolve at the lowest level.
15. Takes time to process and work through complaints
16. Deals with people involved in complaints objectively
17. Able to differentiate between leadership and EO issues
18. Takes action on all complaints regardless of personal beliefs

Appendix B

**Climate Assessment Survey**

**KNOWLEDGE**

These 14 terms are about work-related areas of knowledge. **Knowledge areas** are sets of facts and principles needed to deal with problems and issues that are part of a job. Please fill in the appropriate circles as they apply to the above task for *Equal Opportunity Advisors*.

For each knowledge area, there is a question regarding the importance of the knowledge area and a question regarding the level of knowledge required. If you indicate that a particular area is not important, do not answer the level question. To help you understand *level*, there are examples of job-related activities at different levels of knowledge.

**1. ADMINISTRATION AND MANAGEMENT**

**Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.**

How critical is ADMINISTRATION AND MANAGEMENT knowledge to the performance of the job?

1	2	3	4	5
Not Critical*	Somewhat Critical	Critical	Very Critical	Extremely Critical

**2. CLERICAL**

**Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.**

How critical is CLERICAL knowledge to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

**3. SALES AND MARKETING**

**Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.**

How critical is SALES AND MARKETING knowledge to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 4. CUSTOMER AND PERSONAL SERVICE

Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

How critical is CUSTOMER AND PERSONAL SERVICE knowledge to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 5. MATHEMATICS

Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

How critical is knowledge of MATHEMATICS to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 6. PSYCHOLOGY

Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

How critical is knowledge of PSYCHOLOGY to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 7. SOCIOLOGY AND ANTHROPOLOGY

Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

How critical is knowledge of SOCIOLOGY AND ANTHROPOLOGY to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 8. EDUCATION AND TRAINING

Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

How critical is knowledge of EDUCATION AND TRAINING in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 9. ENGLISH LANGUAGE

Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

How critical is knowledge of the ENGLISH LANGUAGE in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 10. HISTORY AND ARCHEOLOGY

Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.

How critical is knowledge of HISTORY AND ARCHEOLOGY in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 11. PHILOSOPHY AND THEOLOGY

Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.

How critical is knowledge of PHILOSOPHY AND THEOLOGY in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

**12. PUBLIC SAFETY AND SECURITY**

Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions

How critical is PUBLIC SAFETY AND SECURITY knowledge in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

**13. LAW AND GOVERNMENT**

Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

How critical is knowledge of LAW AND GOVERNMENT in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

**14. COMMUNICATIONS AND MEDIA**

Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

How critical is knowledge of COMMUNICATIONS AND MEDIA in the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## SKILLS

These 21 terms are about work-related skills. A **skill** is the ability to perform a task well. It is usually developed over time through training or experience. A skill can be used to do work in many jobs or it can be used in learning. Please fill in the appropriate circles as they apply to the above duty for *equal opportunity advisors*.

For each skill, there is a question regarding the importance of the skill and a question regarding the level of skill required. If you indicate that a particular skill is not important, do not answer the level question. To help you understand *level*, there are examples of job-related activities at different levels of skill.

### 1. READING COMPREHENSION

**Understanding written sentences and paragraphs in work-related documents.**

How critical is READING COMPREHENSION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 2. ACTIVE LISTENING

**Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.**

How critical is ACTIVE LISTENING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 3. WRITING

**Communicating effectively in writing as appropriate for the needs of the audience.**

How critical is WRITING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 4. SPEAKING

**Talking to others to convey information effectively.**

How critical is **SPEAKING** to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## 5. MATHEMATICS

Using mathematics to solve problems.

How critical is **MATHEMATICS** to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## 6. CRITICAL THINKING

Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

How critical is **CRITICAL THINKING** to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## 7. ACTIVE LEARNING

Understanding the implications of new information for both current and future problem-solving and decision-making.

How critical is **ACTIVE LEARNING** to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## 8. LEARNING STRATEGIES

Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

How critical is **LEARNING STRATEGIES** to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very critical	Extremely Critical

### 9. MONITORING

Monitoring/Assessing performance of oneself, other individuals, or organizations to make improvements or take corrective action.

How critical is MONITORING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 10. SOCIAL PERCEPTIVENESS

Being aware of others' reactions and understanding why they react as they do.

How critical is SOCIAL PERCEPTIVENESS to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 11. COORDINATION

Adjusting actions in relation to others' actions.

How critical is COORDINATION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 12. PERSUASION

Persuading others to change their minds or behavior.

How critical is PERSUASION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 13. NEGOTIATION



**Bringing others together and trying to reconcile differences.**

**How critical is NEGOTIATION to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### **14. INSTRUCTING**

**Teaching others how to do something.**

**How critical is INSTRUCTING to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### **15. SERVICE ORIENTATION**

**Actively looking for ways to help people.**

**How critical is SERVICE ORIENTATION to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### **16. COMPLEX PROBLEM SOLVING**

**Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.**

**How critical is COMPLEX PROBLEM SOLVING to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### **17. JUDGMENT AND DECISION MAKING**

**Considering the relative costs and benefits of potential actions to choose the most appropriate one.**

**How critical is JUDGMENT AND DECISION MAKING to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 18. TIME MANAGEMENT

Managing one's own time and the time of others.

How critical is TIME MANAGEMENT to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 19. MANAGEMENT OF FINANCIAL RESOURCES

Determining how money will be spent to get the work done and accounting for the expenditures.

How critical is MANAGEMENT OF FINANCIAL RESOURCES to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 20. MANAGEMENT OF MATERIAL RESOURCES

Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

How critical is MANAGEMENT OF MATERIAL RESOURCES to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 21. MANAGEMENT OF PERSONAL RESOURCES

Motivating, developing, and directing people as they work, identifying the best people for the job.

How critical is MANAGEMENT OF PERSONAL RESOURCES to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## ABILITIES

These 13 terms are about job-related abilities. **Ability** is enduring talent that can help a person do a job. Please fill in the appropriate circles as they apply to the above duty for *equal opportunity advisors*.

For each ability, there is a question regarding the importance of the ability and a question regarding the level of skill required. If you indicate that a particular ability is not important, do not answer the level question. To help you understand *level*, there are examples of job-related activities at different levels of ability.

### 1. ORAL COMPREHENSION

The ability to listen to and understand information and ideas presented through spoken words and sentences.

How critical is ORAL COMPREHENSION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 2. WRITTEN COMPREHENSION

The ability to read and understand information and ideas presented in writing.

How critical is WRITTEN COMPREHENSION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 3. ORAL EXPRESSION

The ability to communicate information and ideas in speaking so others will understand.

How critical is ORAL EXPRESSION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 4. WRITTEN EXPRESSION

The ability to communicate information and ideas in writing so others will understand.

How critical is WRITTEN EXPRESSION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 5. FLUENCY OF IDEAS

The ability to come up with a number of ideas about a topic (the *number* of ideas is important, not their quality, correctness, or creativity).

How critical is FLUENCY OF IDEAS to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 6. ORIGINALITY

The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

How critical is ORIGINALITY to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 7. PROBLEM SENSITIVITY

The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing that there is a problem.

How critical is PROBLEM SENSITIVITY to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 8. DEDUCTIVE REASONING

The ability to apply general rules to specific problems to produce answers that make sense.

How critical is DEDUCTIVE REASONING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 9. INDUCTIVE REASONING

The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

How critical is INDUCTIVE REASONING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 10. INFORMATION ORDERING

The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

How critical is INFORMATION ORDERING to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 11. MEMORIZATION

The ability to remember information such as words, numbers, pictures, and procedures.

How critical is MEMORIZATION to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 12. FLEXIBILITY OF CLOSURE

The ability to identify or detect a known pattern (a figure, object, word, or sound) that is hidden in other distracting material.

How critical is FLEXIBILITY OF CLOSURE to the performance of the job?

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

**13. SELECTIVE ATTENTION**

**The ability to concentrate on a task over a period of time without being distracted.**

**How critical is SELECTIVE ATTENTION to the performance of the job?**

1	2	3	4	5
Not Critical *	Somewhat Critical	Critical	Very Critical	Extremely Critical

## WORK STYLES

These 16 terms are about work styles. A **work style** is a personal characteristic that can affect how well someone does a job. Please fill in the appropriate circles as they apply to the above duty for *equal opportunity advisors*.

For each work style, there is a question regarding the importance of the work style.

### 1. ACHIEVEMENT/EFFORT

**Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.**

How critical is ACHIEVEMENT/EFFORT to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 2. PERSISTENCE

**Job requires persistence in the face of obstacles.**

How critical is PERSISTENCE to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 3. INITIATIVE

**Job requires a willingness to take on responsibilities and challenges.**

How critical is INITIATIVE to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 4. LEADERSHIP

**Job requires a willingness to lead, take charge, and offer opinions and direction.**

How critical is LEADERSHIP to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 5. COOPERATION

Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

How critical is COOPERATION to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 6. CONCERN FOR OTHERS

Job requires being sensitive to others needs and feelings and being understanding and helpful to others on the job.

How critical is CONCERN FOR OTHERS to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 7. SOCIAL ORIENTATION

Job requires preferring to work with others rather than alone and being personally connected with others on the job.

How critical is SOCIAL ORIENTATION to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 8. SELF-CONTROL

Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

How critical is SELECTIVE ATTENTION to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat	Critical	Very Critical	Extremely



Critical

Critical

### 9. STRESS TOLERANCE

Job requires accepting criticism and dealing calmly and effectively with high-stress situations.

How critical is STRESS TOLERANCE to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 10. ADAPTABILITY/FLEXIBILITY

Job requires being open to change (positive or negative) and to considerable variety in the workplace.

How critical is ADAPTABILITY/FLEXIBILITY to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 11. DEPENDABILITY

Job requires being reliable, responsible, dependable, and fulfilling obligations.

How critical is DEPENDABILITY to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 12. ATTENTION TO DETAIL

Job requires being careful about details and thorough in completing tasks.

How critical is ATTENTION TO DETAIL to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

### 13. INTEGRITY

Job requires being honest and ethical.

How critical is INTEGRITY to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 14. INDEPENDENCE

Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

How critical is INDEPENDENCE to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 15. INNOVATION

Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

How critical is INNOVATION to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

#### 16. ANALYTICAL THINKING

Job requires analyzing information and using logic to address work-related issues and problems.

How critical is SELECTIVE ATTENTION to the performance of the job?

1	2	3	4	5
Not Critical	Somewhat Critical	Critical	Very Critical	Extremely Critical

## Appendix C

### Focus Group Structured Interview

Materials Needed: Tape/Digital recorder, notepads for participants, overhead projector/computer projector, refreshments, name tags, handout.

#### I. Welcome and Introduction

*Sample:* My name is \_\_\_\_\_. First I would like to extend my congratulations to everyone! Each of you was referred to us by your service liaisons as exemplary EOAs. As elite EOAs in the field we are seeking to gain critical information into your position and insight into how you have become such top performers.

*\*Present welcome slide and schedule for day's events.*

#### II. Purpose

*Sample:* We are particularly looking to gain deeper understanding into the role of climate assessment. As you are already aware, the DOD defines climate assessment as “determining the ‘health’ and functioning effectiveness of an organization by examining such factors as morale, teamwork, and communication.” Currently to accomplish this goal, EOAs are to complete the following tasks.

*\*Present EOA climate assessment tasks on overhead and via handout to each SME.*

#### III. Stage 1

Ask the SMEs what climate assessment tasks EOAs ought to be doing that are not already listed. Obtain layman description of these tasks. Inquire about the desired frequency of these tasks (e.g. daily, weekly, etc.). Inquire how critical and difficult this task can be considered (use the 1-5 rating scale).

#### IV. Stage 2

Ask the SMEs the level of EOA proficiency after training required to accomplish the tasks presented on the overhead (e.g. after training, after 1 month, after 1 year, EOAs must be able to accomplish task). In this same vein, inquire into the amount and type of training required to accomplish tasks (e.g. core DEOMI training, service-specific training, on-the-job training, conferences, mentorship, etc.).

#### V. Stage 3

Ask the SMEs what tools and resources are required to accomplish the presented tasks (e.g. specific hardware, software, literature/books, human resources, etc).

## **VI. Stage 4**

Ask the SMEs what types of obstacles they face in accomplishing the presented tasks (e.g. lack of commander support, lack of communication, etc). Inquire into SMEs personal experiences of facing climate assessment obstacles. Strive to gain information about the possible solutions and various methods of resolution for these obstacles.

## **VII. Dismissal**

Ask for any additional information, questions, comments, or concerns that they wish to share. Sincerely thank each SME for their time. Reiterate how their contributions will benefit them and current EOAs, future EOAs, DEOMI, the military, and the DOD mission. Adjourn.

*\* Present adjournment slide with contact information.*