ALL DOCUMENTS RELATED TO THE FORMATION OF THE OFFICE OF DEI (ODEI), THE HIRING OF ITS PERSONNEL, ALL TRAINING MATERIALS PRODUCED, ALL EMAILS THE ODEI SENT, ANY AND ALL MISSION STATEMENTS OF THE ODEI.



TJAG and DJAG SENDS

A Message from The Judge Advocate General
and the Deputy Judge Advocate General



Establishment of the Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion

We are incredibly honored to announce the establishment of the Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion. Academic Chairs at The Judge Advocate General's Legal Center and School (TJAGLCS) are a means to prioritize and focus our Corps on key aspects of our practice and to ensure that those focal areas remain featured in critical courses, publications, doctrine, and policy generated by the JAG Corps. These Chairs also provide opportunities to honor significant leaders in our Corps, and the honorees for the Chair on Diversity, Equity, and Inclusion add special distinction to this already august group of Academic Chairs.

Major General Kenneth D. Gray was the Judge Advocate General's (JAG) Corps' first Black General Officer. He was commissioned as a second lieutenant in the U.S. Army in 1966 after being named the Distinguished Military Graduate of his Army ROTC class. He then enrolled in West Virginia University's College of Law, under the Excess Leave Program, and earned his law degree in 1969. He was the only Black student in his law school class, and just the third Black student to graduate from the College of Law. Upon his graduation, he entered active duty in the JAG Corps, completed the Basic Course, and went on to serve in various duty assignments, including a deployment to Vietnam. After returning from Vietnam, he was assigned to the Personnel, Plans, and Training Office (PPTO), where he developed and implemented a program to improve the recruitment of Black and women lawyers into the Corps. He spearheaded many initiatives, including recruitment visits to law schools with large minority attendance, and the creation of a paid summer internship for law school students within Army legal offices. He excelled in multiple leadership assignments throughout his career, including serving as the Deputy Staff Judge Advocate, 1st Armored Division; Staff Judge Advocate, 2d Armored Division; Chief, PPTO; and, Staff Judge Advocate, III Corps and Fort Hood. He was promoted to Brigadier General in 1991. In 1993 he was promoted to Major General, and was selected as The Assistant Judge Advocate General of the Army (now known as the Deputy Judge Advocate General or DJAG). He retired from the Army in 1997 and has continued to serve in significant leadership roles in the civilian community to this day.

LTC Phyllis Propp-Fowle was the JAG Corps' first female judge advocate; first female post judge advocate (similar to a command judge advocate (CJA)); first female judge advocate to earn a combat patch and overseas service stripes; and, the only female judge advocate to serve overseas in World War II. She joined the Women's Army Auxiliary Corps (WAAC), commissioning as a second lieutenant on 3 October 1942. When Congress gave the WAAC military status as part of the Army and renamed it the Women's Army Corps (WAC) in September 1943, she became one of its first members. Given her legal training, she began requesting a transfer from the WAAC/WAC to the JAG Department (JAGD) in mid-1942. After two years, her transfer was finally approved and, on 4 May 1944, then-CPT Propp-Fowle became the first woman to wear the Judge Advocate (JA) insignia on her collar. CPT Propp-Fowle was assigned as the Post Judge Advocate at Fort Des Moines, Iowa. In January 1945, CPT Propp-Fowle deployed to Europe. She was assigned to the Office of the Staff Judge Advocate, European Theater, Paris. Then-MAJ Propp-Fowle transferred to Heidelberg, Germany where she served as the Chief, Legal Affairs, Judge Advocate Division, U.S. Forces European Theater. In 1947 the Army discharged all women and MAJ Propp-Fowle was released from active duty on 21 July 1947. MAJ Propp-Fowle was immediately rehired as a civilian attorney in the Military Affairs Branch, Judge Advocate Division, Headquarters, European Command in Heidelberg, Germany. She also remained in the JAGD as a reservist and was promoted to lieutenant colonel (LTC) in 1949. LTC Propp-Fowle retired from the Army Reserve as a LTC in 1968. LTC Propp-Fowle died on 12 June 2000 at the age of ninety-two.

We are excited for the inaugural chair lecture that will be given by MG (Ret) Kenneth Gray in the spring of 2022.

(b)(6)

STUART W. RISCH
Lieutenant General, USA
The Judge Advocate General

(b)(6)

(b)(6)

EPH B. BERGER III
r General, USA
Deputy Judge Advocate General

Special Announcement
A Message from the JAG Corps Foundation

Installation of (b) (6)
Director, Office of Diversity, Equity, Inclusion, and Accessibility, Judge Advocate General's Corps

In June 2021, we established the Office of Diversity, Equity, and Inclusion (ODEI) within the Office of The Judge Advocate General to provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the Judge Advocate Legal Service (JALS). From its inception, (b) (6)(b) (6) has served as the interim Director, ODEI, helping to guide our diversity and inclusion efforts, and diligently working toward the hiring of a civilian director to carry on this important work well into the future.

We are now honored to announce that (b) (6) will serve as our new Director, ODEI. (b) (6) most recently served at the State Department as the Foreign Service Institute's Diversity, Equity, Inclusion, and Accessibility (DEIA) Program Specialist. In that capacity, she provided expert advice on DEIA-related issues, and recommended appropriate courses to support DEIA processes. Previously, (b) (6) was the Equal Employment Opportunity and Diversity Coordinator for the Educational and Cultural Affairs Bureau at the State Department. In that capacity, she provided advice to senior leaders on EEO and DEIA and developed and implemented training on a variety of DEIA topics. She was also a critical member of their department DEIA Data Working Group and initiated a Pilot Climate Assessment for the Office of Civil Rights. Prior to joining the State Department, (b) (6) worked for the Air Force and the Coast Guard as an Equal Employment Opportunity (EEO) Manager. While working at the Air National Guard Readiness Center, she managed the Military Equal Opportunity Program for the Air National Guard and was responsible for training and readiness of over 200 Military Equal Opportunity Advisors.

(b) (6) served 21 years with the Air Force where she had the opportunity to serve as an Adjunct Instructor at the Defense Equal Opportunity Management Institute and served in the Air Force Strategic Diversity Office at the Pentagon. She retired from the Air Force as a lieutenant colonel in 2013. (b) (6) has been certified as an EEO counselor, a Federal Mediator, a Diversity Practitioner and a coach for Clifton's Strengths Assessment tool. She holds a Bachelor of Arts degree in Political Science from the University of Massachusetts and is currently enrolled in American University's Key Executive Leadership Master's Program.

Please join us in congratulating (b) (6) and her family on this tremendous selection! We know that she and her ODEI team, with CW3 (b) (6) as Program Coordinator, will continue to move us in a positive direction toward the high ground and help our Regiment realize its full potential.

DEI&A Performance Measures in JALS

= *Seek to Increase*
= *Seek to Reduce*

DEI&A Framework	GOAL #1: Organizational Action	GOAL #2: Integration	GOAL #3: Training and Education	GOAL #4: Lasting Sustainment
Budget & Resources • Total DEI&A budget • Percentage of total JALS budget that is allocated to DEI&A-specific matters **Personnel dedicated to DEI&A** • Number & demographic diversity of personnel formally performing DEI&A functions in JALS (by rank/pay grade) • Number & demographic diversity of JALS personnel who are part of formal DoD/Army DEI&A working groups or initiatives (by rank/pay grade) • Number of JALS offices with a DEI&A coordinator or DEIC/Fld bd member **Sourcing Talent** • Number of official event participation with demographic diverse talent organizations (HNBA, NBA, HBCUs, etc.) • Number of senior leaders participating in outreach activities in underrepresented communities • Percentage of demographic diverse talent JA candidates interviewing and applying	**Standards & Policies** • Development and dissemination of DEI&A standards, guidance, and policies • Number of barriers to inclusion in any policy, standard, guidance, or program • Number of physical barrier removal actions across JALS • Number of technological barrier removal actions across JALS • Number of existing policies amended to reflect improved DEI&A coverage (transgender, parental leave, barrier removal, etc.) **Communications** • Number of visits to internal/external DEI&A sites • Number of DEI&A-related official communications, releases, or social media posts • Number of DEI&A articles published in DoD/Army publications **Mentorship Programs** • Percentage of personnel (by rank/pay grade) involved with mentoring programs • Percentage of leaders also participating as leaders in informal mentorship affinity groups • Number & demographic diversity of personnel participation in unofficial mentorship affinity gps (BJA, HMG, APAN, PRIDE)	**Overall Representation Metrics** • Percentage of demographic diverse talent out of total workforce in JALS • Percentage of demographic diverse talent out of total senior leader population • Percentage of demographic diverse talent in nominative positions **Specific Representation Metrics** • Number of JA recruiting materials focused on recruiting demographic diverse candidates • Percentage of demographic diverse talent out of total JA candidate selection pool • Percentage of demographic diverse talent out of total JA accessed • Percentage of demographic diverse talent out of total civ. personnel hired • Percentage of demographic diverse personnel selected for promotions • Percentage of demographic diverse personnel selected for advanced schooling • Percentage of demographic diverse personnel selected as faculty • Percentage of demographic diverse guest speakers and lecturers • Percentage of demographic diverse attrition per rank or pay grade	**Participation in Education** • Percentage of personnel (by rank/pay grade) participating in DEI&A-related training/education events • Number of ODEI/DEIC/Fld bds personnel who have completed any DEI&A-related training or education programs • Number of LCS faculty who have completed any DEI&A-related training or education programs • Number of JALS personnel who have completed non-DoD/Army DEI&A-related training or education programs • Number of coaches available to teach and educate on DEI&A • Number of senior leaders (by rank/pay grade) teaching or lecturing DEI&A-related courseware **Improved Curricula** • Percentage of formal training or education curriculum w/DEI&A-related components • Number of exportable DEI&A training packages developed for the field • Number of formal training or education curriculum amended or modified to include DEI&A-related topics	**Assess Perception of Effectiveness** • Percentage of personnel agreeing in surveys the organization is a place that values DEI&A • Number of months between selection and accession of JAs • Percentage of personnel indicating confidence and transparency in talent management processes • Percentage of personnel agreeing in surveys the organization is NOT a place that values DEI&A • Number of DEI&A-related complaints in AR 15-6 investigations concerning JALS personnel • Number of DEI&A-related issues in AR 27-1 professional responsibility inquiries **Lasting Commitment** • Number of JALS engagements with organizations that have an explicitly DEI&A-driven mission statement • Number of DEI&A-related honors, awards, recognitions, or related events for JALS personnel • Number of JALS facilities or awards named for demographic diverse talent

U.S. ARMY JAG CORPS

DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COUNCIL

Standard Operating Procedures (SOP)

Headquarters, Office of the
Judge Advocate General (OTJAG)
February 2024

UNCLASSIFIED

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U.S. ARMY JAG CORPS
DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COUNCIL
Standard Operating Procedures (SOP)

1. **Vision.**

The national leader in valuing, developing and strategically employing the immense talent of Soldiers and Civilians where they connect with their purpose and teammates to be the force multiplier of a more agile, innovative, and ready JAG Corps.

2. **Mission.**

The JALS DEIA Council reviews, develops, recommends, and analyzes as appropriate programs, policies, processes, and practices to recruit, train, retain, and develop a workforce that represents the Nation we serve.

3. **Authority.**

The Judge Advocate General (TJAG) charters the Council to develop, recommend, and implement initiatives through a staffed process. Co-Chairs and Subject Matter Experts will advise on both the development and implementation of proposed initiatives. Initiatives that require a policy change or substantial change to operations will be routed through the Office of Professional and Organizational Development (OPOD) (and other stakeholders as needed) prior to approval by TJAG. All initiatives will be tracked to completion by the Council's Executive Steering Committee.

4. **Goals.**

The Council will evaluate the current culture and climate to recommend ways to increase diversity, equity, accessibility, and cement a culture of inclusivity. The Council will be volunteer led, data-driven, and sustainable. It will work with the Office of the Judge Advocate General (OTJAG) and subordinate staff or unit level stakeholders to augment/enhance existing programs. The Council will promote equity, inclusion, and accessibility for all JALS personnel throughout all its actions. Consensus building and transparency will be employed to solicit input, implement initiatives, and secure ownership of all stakeholders. As part of its mission, the DEIAC will conduct comprehensive reviews and focus its efforts across components in the following areas that align with the DEIA Annex of the JAG Corps Professional and Organizational Development Strategic Plan:

a. Obstacles to inclusion and accessibility;

b. Outreach and recruiting;

c. Talent management;

d. Training and development; and

e. Retention

5. **Membership and Terms.**

The Council will be comprised of diverse volunteers from across the Regiment. Council membership will be determined through a nomination form and process, see *enclosure 1*. Nominations will be open to all JALS personnel. Self-nominations are allowed but must be endorsed by the Staff Judge Advocate (or equivalent position). The OPOD will publish a call for nominations annually (late August), intake all nominations, and consolidate them for voting by the Council in September. The OPOD will petition nominations from council and field board members if enough nominations are not received to consolidate voting options for the Council.

The current Council members will vote on and select new Council members from the pool of those nominees who meet the nomination criteria. Council membership will be limited to between 21-25 members from the JALS and must ensure diverse representation among Council members to include a minimum of 3 junior NCOs, 3 senior NCOs, 3 company grade officers, 3 field grade officers, 3 junior civilians, 3 senior civilians, and 3 warrant officers. All compos will be considered. Of the Council members selected, they will vote on the selection of two co-chairs, an executive officer, and an assistant executive officer. On behalf of the Council, the OPOD will prepare and staff a slate of nominations with primary and alternate names for The Judge Advocate General (TJAG) to approve the new Council member appointments. TJAG will also appoint the Council's Executive Steering Committee, which consists of at least one key stakeholder from the following staff sections: POD, SES or GO, a member of the OTJAG Foundation, PPTO, JARO, and TJAGLCS Leadership Center. The Council will be advised by the Executive Steering Committee.

The OPOD will staff appointment memorandums for the DEIAC through PPTO's Chief, Professional Responsibility branch for TJAG's consideration. All Council members will be appointed via a memorandum signed and dated by TJAG and maintained by the DEIAC Executive Officer.

Council member terms will be two years. Council members can serve up to two consecutive terms. First term members shall not make up a numerical majority of the Council. Any Council members who is no longer able to satisfy their duties and responsibilities on the Council for any reason (e.g., Permanent Change of Station, new duty position, retirement, medical reason, or change in Family or personal circumstances limiting one's availability) can request relief from their position through the DEIAC Executive Officer and Co-chairs to TJAG.

6. **Council Member Roles and Responsibilities.**

The Council's structure will be organized, but flexible to respond to the needs of the JAG Corps. Informed, committed leadership exhibiting a sense of shared responsibility and individual accountability are essential for the success of the Council. The Council's executive committee and members of the Council need to be self-motivated, passionate, and willing to involve and connect with multiple stakeholders both within and outside the organization to drive the lines of effort. The Council's effectiveness depends on each member fulfilling their role. The ODEIA will also provide guidance, resources, and administrative support to the Council's XO and AXO as needed. An overview of roles and responsibilities of Council members is listed below.

a. Executive Steering Committee: Appointed by TJAG. Are non-voting members but serve as advisors for the Council members and guides their initiatives to ensure consistency with JAG Corps priorities. All Council approved initiatives will be staffed through the Executive Steering Committee for feedback and action as necessary. With the Council's feedback and recommendations, make final determinations on all reports, products, publications, and recommendations staffed for TJAG approval. The Executive Steering Committee will be responsible for ensuring Council members perform their duties and responsibilities.

b. Co-Chairs: Voted into the position by the Council members, appointed by TJAG. Jointly responsible for setting the meeting agenda; however, any Council member can request that an item be placed on the agenda. Responsible for attending Council monthly meetings with at least one co-chair present at each meeting and serving as liaisons between the Council and the Executive Steering Committee.

c. Executive Officer: Voted into the position by the Council members, appointed by TJAG. Maintains all appointment memorandums for the Council, contact roster, and distribution list for all currently appointed Council members with quarterly reviews and updates as necessary. Drafts and publishes Council meeting agendas as directed by the co-chairs using the agenda template, see *enclosure 2*. Serves as the designated facilitator or assigns a specific facilitator as required for Council meetings. Ensures all Council meetings are recorded and accessible to any members not present. Tracks the status of all initiatives, drafts TJAG bi-annual reports for the Council's feedback and co-chairs approval using the TJAG report template, *enclosure 3*. Responsible for the knowledge and content management of the Council's MS Teams page and the Field Boards' respective collaboration platforms.

d. Assistant Executive Officer: Voted into the position by the Council members, appointed by TJAG. Formally records and publishes all summary minutes of Council meetings/ proceedings using the summary minutes template, see *enclosure 4*. Administratively assists the Executive Officer with the knowledge and content management of the Council's MS Teams page, as well as any additional administrative duties as assigned. Additionally, assumes the duties and responsibilities of the Executive Officer in his or her absence.

e. Council Members: Nominated and voted on by previous Council, appointed by TJAG. All Council members have a shared responsibility for the Councils' work. All Council members are expected to attend and engage in DEI Council meetings monthly as published by the Executive Officer. Respond and provide input/ feedback on items put before the Council which may sometimes require preparation before Council meetings to read and be familiar with agenda items. Council members will notify the XO and AXO in advance of any absences and review missed meeting recordings. Council members will carry out any additional responsibilities if they are authorized to do so by a member of the Council executive committee, for example assignment as a Field Board mentor, lead on a strategic initiative working group, etc. Engage in self-learning and growth in the areas and topics associated with Diversity, Equity, Inclusion, and Accessibility.

7. **Council Membership Expectations and Team Norms.**

Team norms create a clear set of expectations for how Council members participate, contribute, and interact with one another to achieve goals and results. In March 2022, the DEIAC established a working group to study and propose Team Norms to guide and govern group dynamics. The following Team Norms were adopted by majority vote of the DEIAC on 1 April 2022 and took effect on that date:

a. Accountability – All Council members are responsible for sharing the workload.

b. Prioritization – Every Council member will make DEIAC meetings a priority, notify XO and AXO in advance of absences, and review missed meetings recorded.

c. Respect – Every Council member's time and ideas are entitled to respect.

d. DEI – The Council will model diversity, equity, and inclusion practices.

e. Agendas – Every meeting will have a published agenda and summary.

f. Facilitator – Every meeting will have a designated facilitator.

g. Non-attribution – All meetings are non-attribution unless otherwise stated.

8. **Meetings**.

Meetings of the Council are open only to members of the Council and the Executive Steering Committee, although individuals with equities on the agenda or those with subject matter expertise may be invited to attend as guests. All meetings will be annotated on the teams' page's DEIAC calendar, and a follow up email will be disseminated to all Council members with the link for the virtual meeting as required. The month prior to any TJAG bi-annual reports being due, the Executive Officer will have a proposed draft of the report for TJAG for the Council's consideration and feedback, reference *enclosure 3*.

a. Frequency. Council meetings will occur monthly on the second Thursday of the month except for any holidays, block leave, summer transition, or mission requirements causing the Council to vote on foregoing a meeting as needed. Agendas and meeting minutes shall be stored in electronic form for ease of access.

b. Quorum. A quorum for meetings of the Council shall consist of a majority of the members. Quorum is necessary to approve or change established policies, procedures, or practices. Voting rules are as follows:

(1) Quorum/ majority (>50% of members present) is required for in-meeting vote.

(2) Majority vote (>50% of members) is required to pass any vote.

(3) Members must be present for DEIAC meeting (live or virtual) or have watched the full recorded meeting to vote; and

(4) If postponing vote is proposed, majority vote (present) is required.

9. **Field Boards.**

The voices of our Corps, from around the world, are essential. Therefore, the Council shall establish subordinate advisory boards from the field ("field boards") to assist the Council in its tasks. The Council will determine the number, alignment, and distribution of field boards subject to the goal of obtaining feedback from the field and drawing from the wide range of talent across our Regiment – Civilian and Soldier, Reserve, National Guard, and Active-duty components, rank, and grade immaterial – and reflecting the diversity of our Corps. The Council will publish the process for nominations to field boards separately.

The Council will leverage the field boards to identify initiatives, assess problems, opportunities, and recommend solutions. Furthermore, the Council will identify additional areas of interest consistent with its broader mission. Reference the Field Board Standard Operating Procedures (SOP) for additional guidance pertaining to field board operations, see *enclosure 5*.

10. **Knowledge and Content Management.**

The Council will use MS Teams as the main knowledge management and content management platform. The current teams page is the JAGC DEIA Council. There is a legacy teams page: JAGC DEIC 2022 to be referenced as needed by the executive committee that includes old information awaiting archiving, documents containing Privacy Act information, internal coordination that had been removed from the Portal, drafts, internal reference documents accessed infrequently, sensitive

documents not intended for public consumption or cross-section collaboration, and documents of similar nature.

The XO and AXO will be responsible for the management of this platform to ensure all content to include meeting recordings and documents for Council members and field boards are accessible as needed. The Executive Committee and all current DEIAC members will have access/ permissions to the current MS Teams page. Permissions must be further restricted on Privacy Act information to those with a need-to-know only via the creation of private channels. This SOP along with all enclosures and revision will be posted on the teams' page for reference. Document management guidelines listed below:

a. File Naming Convention. Properly naming files when posting them to the teams' files will make accessing the correct files easier in the future. While the following naming convention takes practice, it is critical for file searches and content management. Use underscores instead of spaces in the file name:
Convention: DEIAC_or_FB_DocName_Date.DocType
Example: DEIAC_SOP_20240117.doc

b. Document File Size. All documents should be made as small as possible to facilitate data transfer. No unnecessary graphics will be used.

c. PowerPoint. The use of colors should be limited to highlighting areas of concern. Reduce file size for pictures that can dramatically increase the file size of your document. To reduce the file size, you can reduce image resolution, apply compression with no loss of quality, and discard unwanted information, (to include cropping parts of an image). To reduce the file size, do the following:

(1) Click the picture that you want to change the resolution for.

(2) Under Picture Tools, on the Format tab, in the Adjust group, click Compress Pictures.

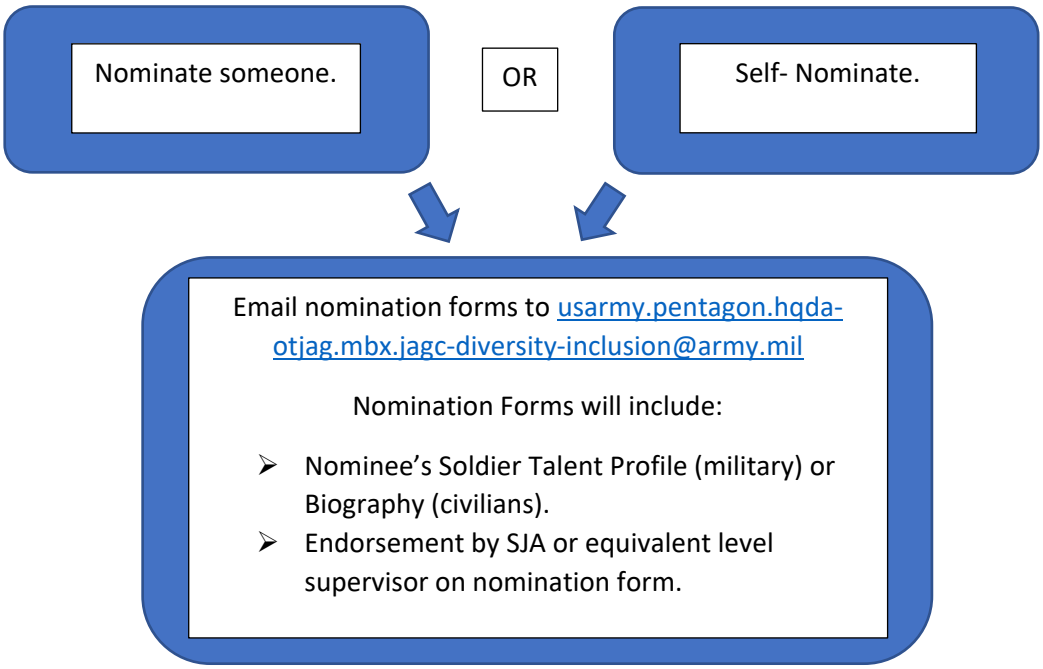
d. Word. Large word documents that are not subject to change should be converted to Adobe Acrobat or PDF files; this will greatly reduce file size.

Diversity, Equity, Inclusion, and Accessibility Council Member Nomination Process

Are you personally interested or know someone in your organization who would advocate for impactful and meaningful DEI&A changes in our regiment?

Criteria for Eligibility:

- Must currently be a US Army JALS personnel. Rank, component, and cohort (officer, enlisted, or civilian) immaterial.
- Must not be pending any adverse administrative action.
- Must be willing to volunteer their time as a DEIA Council member as an additional duty for a minimum of two years.



Nomination Form:

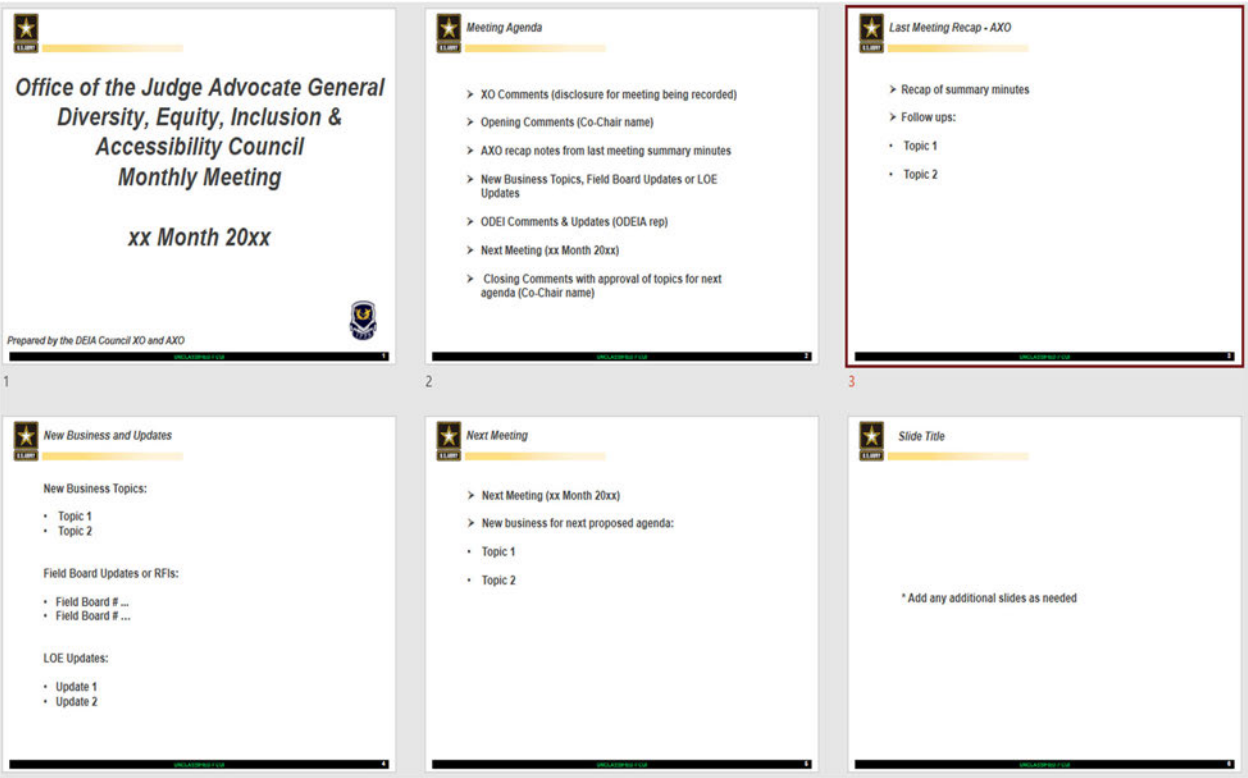
Encl 1_ Nomination Form.pdf

Sample Civilian Bio:

Encl 1_ Civ Biography_template.d

Enclosure 1

Meeting Agenda Template



DEIAC_Meeting_Agenda_Template_2024011

Enclosure 2

TJAG Report Template

1. **Demographic Analysis**

2. **Synopsis of Briefings provided by Stakeholders (PPTO, JARO, ODEIA, Wellness, etc...)**

3. **Synopsis of Field Board Initiative**

4. **Field Board Initiatives Ready for Approval/Disapproval**

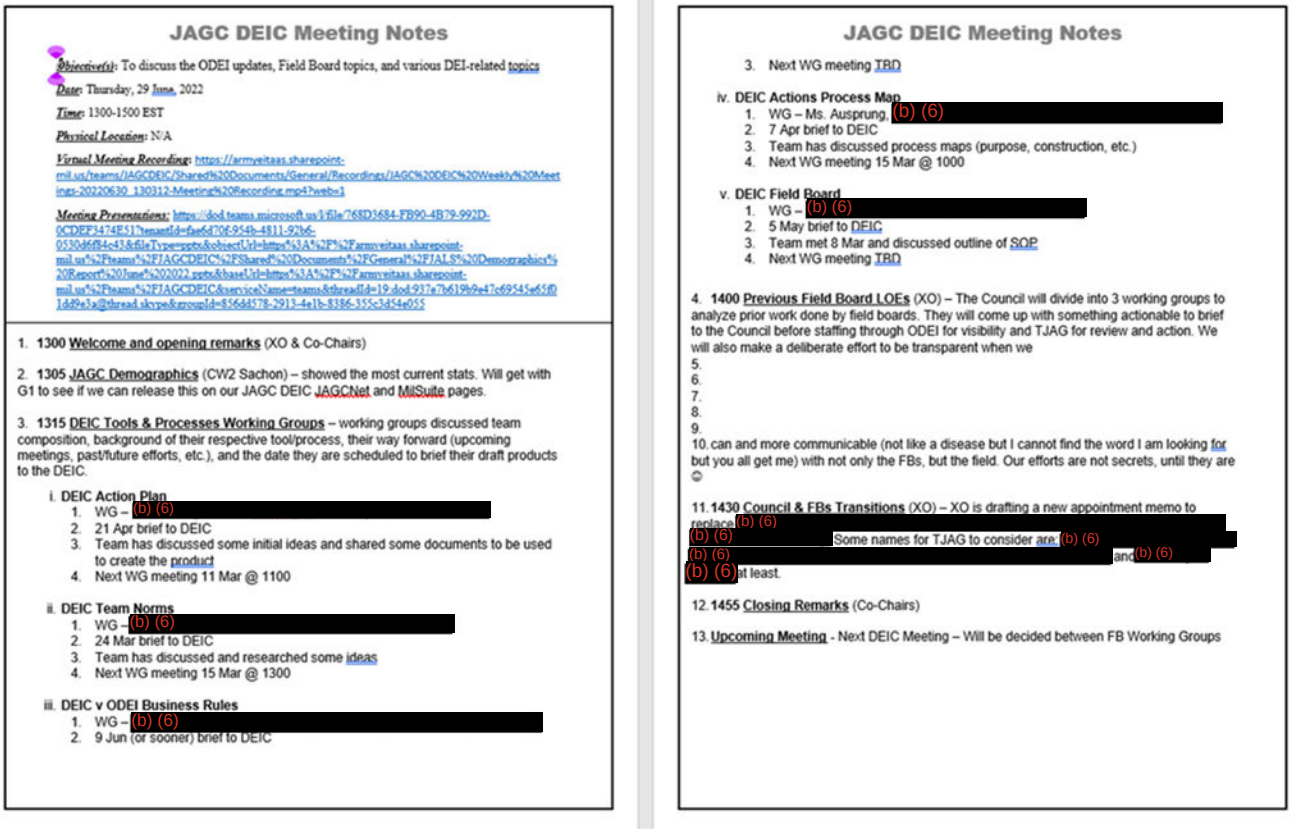
5. **Field Board Initiatives Needing Work/Resources/Tabled**

6. **New Issues/Business**

7. **TJAG Guidance Required**

Enclosure 3

Summary Minutes Template



JAGC DEIC Meeting Notes

Objective(s): To discuss the ODEI updates, Field Board topics, and various DEI-related topics

Date: Thursday, 29 June, 2022

Time: 1300-1500 EST

Physical Location: N/A

Virtual Meeting Recording: https://armyeitaas.sharepoint-mil.us/teams/JAGCDEIC/Shared%20Documents/General/Recordings/JAGC%20DEIC%20Weekly%20Meetings-20220630_130312-Meeting%20Recording.mp4?web=1

Meeting Presentations: https://dod.teams.microsoft.us/l/file/768D3684-FB90-4B79-992D-0CDEF3474F51?tenantId=fae6d70f-954b-4811-92b6-0530d6f84c43&fileType=pptx&objectUrl=https%3A%2F%2Farmyeitaas.sharepoint-mil.us%2Fteams%2FJAGCDEIC%2FShared%20Documents%2FGeneral%2FJALS%20Demographics%20Report%20June%202022.pptx&baseUrl=https%3A%2F%2Farmyeitaas.sharepoint-mil.us%2Fteams%2FJAGCDEIC&serviceName=teams&threadId=19:dod-937e7b619b9e47c69545e65f01dd9e3a@thread.skype&groupId=8566d578-2913-4e1b-8386-355c3d54e055

1. **1300 Welcome and opening remarks** (XO & Co-Chairs)

2. **1305 JAGC Demographics** (CW2 Sachon) – showed the most current stats. Will get with G1 to see if we can release this on our JAGC DEIC JAGCNet and MilSuite pages.

3. **1315 DEIC Tools & Processes Working Groups** – working groups discussed team composition, background of their respective tool/process, their way forward (upcoming meetings, past/future efforts, etc.), and the date they are scheduled to brief their draft products to the DEIC.

   i. **DEIC Action Plan**
      1. WG – (b) (6) [redacted]
      2. 21 Apr brief to DEIC
      3. Team has discussed some initial ideas and shared some documents to be used to create the product
      4. Next WG meeting 11 Mar @ 1100

   ii. **DEIC Team Norms**
      1. WG – (b) (6) [redacted]
      2. 24 Mar brief to DEIC
      3. Team has discussed and researched some ideas
      4. Next WG meeting 15 Mar @ 1300

   iii. **DEIC v ODEI Business Rules**
      1. WG – (b) (6) [redacted]
      2. 9 Jun (or sooner) brief to DEIC

JAGC DEIC Meeting Notes

   3. Next WG meeting TBD

   iv. **DEIC Actions Process Map**
      1. WG – Ms. Ausprung, (b) (6) [redacted]
      2. 7 Apr brief to DEIC
      3. Team has discussed process maps (purpose, construction, etc.)
      4. Next WG meeting 15 Mar @ 1000

   v. **DEIC Field Board**
      1. WG – (b) (6) [redacted]
      2. 5 May brief to DEIC
      3. Team met 8 Mar and discussed outline of SOP
      4. Next WG meeting TBD

4. **1400 Previous Field Board LOEs** (XO) – The Council will divide into 3 working groups to analyze prior work done by field boards. They will come up with something actionable to brief to the Council before staffing through ODEI for visibility and TJAG for review and action. We will also make a deliberate effort to be transparent when we
5.
6.
7.
8.
9.
10. can and more communicable (not like a disease but I cannot find the word I am looking for but you all get me) with not only the FBs, but the field. Our efforts are not secrets, until they are ☺

11. **1430 Council & FBs Transitions** (XO) – XO is drafting a new appointment memo to replace (b) (6) [redacted] (b) (6) [redacted] Some names for TJAG to consider are (b) (6) [redacted] (b) (6) [redacted] and (b) (6) [redacted] (b) (6) [redacted] at least.

12. **1455 Closing Remarks** (Co-Chairs)

13. **Upcoming Meeting** - Next DEIC Meeting – Will be decided between FB Working Groups

DEIAC_Summary_Minutes_Template.doc

Enclosure 4

Field Board Standard Operating Procedure (SOP)



JAG Corps DEIC
Field Board SOP 202

Enclosure 5

Diversity, Equity, Inclusion (DEI)

Since the summer of 2020, and in support of the Army People Strategy and its DEI plan, the JALS has formally incorporated DEI principles and values throughout its organization. By first constituting a DEI Council with attendant field boards in 2020, and then a full-time Office of DEI in OTJAG in the summer of 2021, the JALS aims to provide an organizational framework to enhance the Army's implementation of DEI concepts in shaping more cohesive teams, improving overall readiness, and attaining mission success.

Diversity, Equity, and Inclusion Council (DEIC)

Noting that our people are our most precious resource, TJAG established the DEIC in the summer of 2020 to take a comprehensive review at JALS and determine the organization's climate for inclusion. The initial membership of the DEIC consisted of 16 senior civilian and military leaders, an additional JA lieutenant colonel serving as its executive officer, and three other senior civilians and military officers serving as DEIC co-chairs. The 20-member DEIC was specifically charged with determining the existence of any obstacles to inclusion, and assessing how JALS recruits, assigns, trains, educates, promotes, and retains personnel.

The DEIC began to work on several initiatives in conducting its charged review of JALS, meeting with and interviewing panels of current and retired JALS personnel of all ranks, components, sexual orientation, race/ethnicity, and gender. The DEIC designated and composed 9 field boards of approximately 10 persons each to help it carry out in-depth reviews of JALS recruitment and accessions, assignments, training and education, promotions, and retention, and to further identify any additional DEI concerns in our formation. The DEIC also helped design questions for determining DEI-related concerns in a JALS-wide Defense Organizational Climate Survey (DEOCS), and established key relationships with DEI practitioners of non-Federal entities, other military services, and Federal agencies

Since its inception, the DEIC has made key recommendations to advance equitable and inclusive outcomes in JALS. The DEIC recommended the establishment of an academic chair on DEI at the Legal Center and School (LCS), the naming of the Regimental Reading Room at the LCS and courtrooms throughout JALS, and establishment of a full-time office of DEI in OTJAG to ensure permanence of relevant efforts in JALS. Several DEIC members undertook a DEI education campaign of JALS personnel, providing information and other briefs in multiple LCS courses, and making presentations in meetings of newly-created, unofficial affinity groups focused on furthering mentoring of personnel, such as the Buffalo JAGs Mentorship Group, the JAGC Pride Network, the Hispanic Mentorship Group, and the JAGC Asian-Pacific American Network.

Office of Diversity, Equity, and Inclusion (ODEI)

Consistent with the recommendation of the DEIC, TJAG constituted ODEI in the summer of 2021 and charged it with providing full-time leadership and direction in the formulation, execution, and management of all policies and practices that foster a DEI environment consistent with the core values of JALS. Currently comprised by a JA colonel serving as interim director (a senior civilian Human Resources specialist is expected to eventually assume the director's position), and a warrant officer as legal administrator, ODEI works in unison with the DEIC and the Army-level strategic DEI organization. ODEI enables the transformation of policies, practices, programs, and systems that further DEI throughout JALS, and assists JALS leaders in fostering and maintaining diverse, equitable, and inclusive work environments.

Since summer 2021, ODEI and DEIC have briefed the Army's DEI objectives and taught relevant topics to approximately 2500 JALS personnel of all components. ODEI also assisted JALS in completing a holistic review of its policies and regulations as part of the Army's effort to identify, in all its regulatory guidance, any barriers to inclusion. ODEI further obtained, tracked, and analyzed JALS demographic diversity metrics and data from all components, and provided JALS leaders with regular briefings on demographic trends to help shape strategies focused on increasing diversity and inclusion. Charged with assisting JARO and PPTO on their efforts to recruit, develop, and retain high-quality and diverse personnel, the office also provided relevant DEI considerations during the assignment cycle, and helped coordinate appropriate JALS representation at minority bar association meetings and conferences.

As 2021 came to a close, ODEI developed a DEI strategy and communication plan to issue in the coming year in support of the JAGC's overall strategic plan. Further, with the ODEI interim director poised to become a member of the Army's strategic DEI Working Group in early 2022, ODEI is expected to further the JAGC's reach in helping shape and inform future DEI guidance across the Army. Moreover, ODEI continues to work closely with the DEIC and its field boards in developing well-informed input, information, and recommendations for JALS leaders to consider while furthering diversity and inclusion in their teams.

Diversity, Equity, Inclusion (DEI)

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The DEIC helped design questions for determining DEI-related concerns in personnel surveys, and recommended the establishment of an academic chair on DEI at the Legal Center and School (LCS), the naming of the Regimental Reading Room at the LCS and courtrooms throughout JALS, and establishing a full-time office of DEI in OTJAG to ensure permanence of relevant efforts in JALS. Several DEIC members provided information briefs in multiple LCS courses, and in meetings of newly-created, unofficial affinity groups focused on furthering mentoring of JALS personnel.

Consistent with the recommendation of the DEIC, TJAG constituted ODEI in the summer of 2021 and charged it with providing full-time leadership and direction in the formulation, execution, and management of all policies and practices that foster a DEI environment consistent with the core values of JALS. Currently comprised by a JA colonel serving as interim director and a warrant officer as legal administrator, ODEI works in unison with the DEIC and the Army-level strategic DEI organization to enable the transformation of policies, practices, programs, and systems that further DEI throughout JALS.

Since summer 2021, ODEI and DEIC have briefed the Army's DEI objectives and taught relevant topics to approximately 2500 JALS personnel of all components. ODEI also assisted JALS in completing a holistic review of its policies and regulations as part of the Army's effort to identify, in all its regulatory guidance, any barriers to inclusion. ODEI further obtained, tracked, and analyzed JALS demographic diversity metrics and data from all components, and provided JALS leaders with regular briefings on demographic trends to help shape strategies focused on increasing diversity and inclusion. Further, charged with assisting JARO and PPTO on their efforts to recruit, develop, and retain high-quality and diverse personnel, the office also provided relevant DEI considerations during the assignment cycle, and helped coordinate appropriate JALS representation at minority bar association meetings and conferences.

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON
WASHINGTON, DC 20310-2200

DAJA-ZA

13 JUL 2022

MEMORANDUM FOR RECORD

SUBJECT: Consolidated Appointment to the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion (the "DEIC")

1. Reference. HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion), 17 July 2020.

2. The following individuals have been selected for continued service as members of the "DEIC" in the positions indicated below:

a. Ms. Karen Carlisle, Member and Co-Chair

b. (b)(6) Member and Co-Chair

c. (b)(6) (b) (6) Member and Executive Officer

d. (b)(6) (b) (6) Member

e. (b)(6) (b) (6) Member

f. (b)(6) (b) (6) Member

g. (b)(6) (b) (6) Member

h. (b)(6) (b) (6) Member

i. (b)(6) (b) (6) Member

j. (b)(6) (b) (6) Member

k. (b)(6) (b) (6) Member

l. Ms. Rebecca Ausprung, Member

m. (b)(6) (b) (6) Member

3. The following individuals have been appointed to serve as members of the "DEIC" in the positions indicated below:

a. (b)(6) b) (6) Member and Co-Chair

b. (b)(6) b) (6) Member

c. (b)(6) b) (6) Member

d. (b)(6) b) (6) Member

e. (b)(6) (b) (6) Member

f. (b)(6) (b) (6) Member

g. (b)(6) b) (6) Member

h. (b)(6) (b) (6) Member

i. (b)(6) (b) (6) Member

4. Effective Date: 1 August 2022

5. Period: Until relieved by proper authority.

6. Roles and Responsibilities: Please see HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion), 17 July 2020.

(b)(6)

STUART W. RISCH
Lieutenant General, USA
The Judge Advocate General

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON
WASHINGTON, DC 20310-2200

15 NOV 2022

DAJA-ZA

MEMORANDUM FOR LTC (b) (6) and (b)(6) (b) (6)

SUBJECT: Appointment to the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion (the "DEIC")

1. Reference. HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion), 17 July 2020.

2. The following individuals have been appointed to serve as members of the "DEIC" in the positions indicated below:

a. (b)(6) (b) (6) Member and Executive Officer

b. (b)(6) (b) (6) Member and Assistant Executive Officer

3. Effective Date: 1 November 2022

4. Period: Until relieved by proper authority.

5. Roles and Responsibilities: Please see HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion), 17 July 2020.

6. The following personnel are relieved from the Council:

a. (b)(6) (b) (6) Member and Executive Officer

b. (b)(6)) (6) Member and Assistant Executive Officer

7. I charge each member of the Judge Advocate Legal Services to make our Corps and the Army more reflective of our shared promise.

(b)(6)

STUART W. RISCH
Lieutenant General, USA
The Judge Advocate Genera

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON, 3B548
WASHINGTON DC 20310-2200

DAJA-ZA

17 JUL 2020

MEMORANDUM FOR Judge Advocate Legal Services Personnel

SUBJECT: Establishment of the U.S. Army Judge Advocate General's Corps Council on Diversity, Equity, and Inclusion

1. Our People are our most precious resource – Soldiers, Civilians, Family members – across component. How we value each other – and how we each perceive the resulting treatment – matters. It matters because it is essential to our effectiveness as a team. But more importantly, it matters because it is the essence of who we are and what we represent. How we treat each other reflects our values. And our values arise from our commitment to what is right, fair, and just, which are the foundations of our shared promise: Equal Justice under the Law for all.

2. Recent national events – and the dialogue it has prompted – present an opportunity to reflect on that promise. I am, therefore, establishing the Judge Advocate General's Corps Council on Diversity, Equity, and Inclusion ("the Council").

3. Mission: The Council will take a comprehensive look at ourselves as a regiment. It will ask whether the JAG Corps is truly as inclusive as it can – and therefore, should – be. Where we can improve, the council will propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps, our Army, and the Nation we serve. While the council's review is to be comprehensive, it will initially look, across component, specifically at –

a. Obstacles to inclusion;

b. Recruiting and accessions;

c. Assignments;

d. Training and education;

e. Promotions; and

f. Retention.

4. Structure: The voices of our Corps, from around the world, must be heard. Therefore, the Council shall establish subordinate advisory boards from the field ("field boards") to assist the council in its task. The Council will determine the number, alignment and distribution of field boards, subject to the goal of obtaining broad feedback from the field and drawing from the wide range of talent across our Regiment – Civilian and Soldier, Reserve

Components and Active Duty, rank and grade immaterial – and reflecting the diversity of our Corps. The Council will publish the process for nominations to field boards separately. The Council and its field boards will leverage the expertise and the experience of all members of our Corps, including that of the Legal Center and the Leadership Center.

5. Operation: The Council will leverage the field boards to identify, within each of the six categories in para 3, initiatives to identify and assess problems and opportunities, and recommend solutions. Furthermore, the Council will identify additional areas of interest consistent with its broader Mission. TJAG will review Council operations and this charter on an annual basis.

6. Deliverables: The Council will provide an initial briefing to TJAG and DJAG no later than **9 September 2020,** and quarterly reports thereafter. In each such report, the Council will make specific recommendations for improvements.

7. Composition: The initial membership of the Council will be as follows: Ms. Karen Carlisle, (b)(6) and (b)(6) will co-chair the Council. The executive officer will be (b)(6) Members will include Ms. Rebecca Ausprung, (b)(6) , (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) (b)(6) and (b)(6) TJAG will adjust the membership as dictated by mission requirements.

8. Because of the service and sacrifices of many, our Army and the JAG Corps represent our best ideals more than ever before. Yet, recent events have reminded us that there remains more that must be done. The Council is the first of our efforts in that regard, but it will not be the last. Success depends on each of us asking the hard questions, and working together to find the answers.

9. I am excited for the opportunity offered by the Council and its field boards to make us better, both individually and as a Regiment. I charge each member of the Judge Advocate Legal Services to leverage this moment – in our history as a JAG Corps and Army, and as a Nation – to make our Corps and the Army ever more reflective of our shared promise. Thank you for what you do every day.

Be Ready!

Since 1775!

(b)(6)

CHARLES N. PEDE
Lieutenant General, USA
The Judge Advocate General

ARMY POSITION DESCRIPTION

PD#: HT566681	Sequence#: VARIES	Replaces PD#:

EQUAL EMPLOYMENT MANAGER (DIRECTOR, DEI&A)

GS-0260-15

POSITION LOCATION:

Servicing CPAC: PERSONNEL AND EMP PENTAGON, DC
Installation: VARIES
Region: NORTH CENTRAL

Agency: VARIES
Army Command: VARIES
Command Code: VARIES

POSITION CLASSIFICATION STANDARDS USED IN CLASSIFYING/GRADING POSITION:

Citation 1: OPM PCS EEO SERIES, GS-260, NOV 80
Citation 2: POSITION MEETS DEFINITION OF SUPERVISOR IN 5 U.S.C. 7103 (A)(10).
Citation 3: JFS ADMIN WORK IN HUMAN RESOURCE MANAGEMENT GRP, GS-0200, DTD DEC 2000

Supervisory Certification: *I certify that this is an accurate statement of the major duties and responsibilities of this position and its organizational relationships, and that the position is necessary to carry out Government functions for which I am responsible. This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.*

Supervisor's Name: MG JOSEPH BERGER **Date Certified:** 01/05/2022

Classification Review: *This position has been classified/graded as required by Title 5, U.S. Code in conformance with standard published by the U.S. Office of Personnel Management or if no published standards apply directly, consistently with the most applicable published standards.*

Classified By: (b) (6) **Date Classified:** 01/05/2022

Position Cursory Review: *This position description (PD) has been reviewed and it is determined that: the major duties equal 100%; the statement Performs other duties as assigned (PODAA) is present; where applicable, the factors, levels, and points are identified directly under PODAA, add up correctly, and the Point Range for the grade is present; and, the Conditions of Employment are located in the Conditions of Employment & Notes section, and if required, Temporary Duty Travel (TDY) of 25% or more (may be less if requested by management), is included. The PD is in the format of the classification standard of record, and the standard(s) is/are cited properly, and the title/series/grade are properly determined based on the standard. The FLSA is correct and when it is determined that the position is Exempt, a complete explanation is provided, and all outdated/obsolete forms are removed. (All position descriptions require a cursory review upon initial*

verification in FASCLASS and may be reviewed again every 5 years thereafter, or before if OPM issues a new classification standard or guide).

Reviewed By: (b) (6) **Date Reviewed:** 01/05/2022

POSITION INFORMATION:

Cyber Workforce:

- **Primary Work Role:** VARIES
- **Additional Work Role 1:** VARIES
- **Additional Work Role 2:** VARIES

FLSA: EXEMPT
FLSA Worksheet: EXEMPT
FLSA Appeal: NO
Bus Code: VARIES
DCIPS PD: NO

- **Mission Category:**
- **Work Category:**
- **Work Level:**

Acquisition Position: NO

- **CAP:**
- **Career Category:**
- **Career Level:**

Functional Code: 00
Interdisciplinary: NO
Supervisor Status: VARIES
PD Status: VERIFIED
DCA Override: NO

CONDITION OF EMPLOYMENT:

Drug Test Required: VARIES

Financial Mgmt Cert:
Position Designation: VARIES
Position Sensitivity: VARIES
Sec. Clearance Level: VARIES
Sec. Access (Child Care Bkgd Check): VARIES
Emergency Essential:
Requires Access to Firearms: VARIES
Personnel Reliability Position: VARIES
Information Assurance: N
Influenza Vaccination:
Financial Disclosure: NO
Enterprise Position: VARIES

POSITION ASSIGNMENT:

Competitive Area: VARIES
Competitive Level: VARIES
Career Program: VARIES
Career Ladder PD: NO
Target Grade/FPL: 15
Career Pos 1:
Career Pos 2:
Career Pos 3:
Career Pos 4:
Career Pos 5:
Career Pos 6:

POSITION DUTIES:

Serves as Director of the Office of Diversity, Equity, and Inclusion (ODEI), Office of The Judge Advocate General (OTJAG), providing leadership and direction in the formulation, execution, and management of plans, policies, and practices that foster a diverse and inclusive environment consistent with the core values of the U.S. Army's Judge Advocate Legal Services (JALS) and the Department of the Army (DA). Serves as principal advisor on diversity, equity, inclusion, and accessibility (DEI&A) to The Judge Advocate General (TJAG), the Deputy Judge Advocate General (DJAG), and other officers, senior officials, senior managers, and senior staff of JALS.

1. PROGRAM MANAGEMENT, DIRECTING, AND ADVISING. Directs a staff of one Judge Advocate in the rank of lieutenant colonel or colonel, and one legal administrator in the rank of warrant officer, and provides technical and professional leadership on DEI&A policy development and implementation, review and analysis, and technical guidance for JALS. The subordinate staff is engaged in development and implementation of a JALS-wide program to improve DEI&A in recruitment, assignment, placement, training, career development, retention, employee-management relations, and other personnel areas as necessary. Reviews and consults DEI&A-focused DA guidance, regulations, reports, special studies, and programs, and similar guidance from government and non-government institutions, including academia, in order to develop JALS-wide DEI&A initiatives. Identifies problem areas, coordinates corrective action, and informs TJAG of problem resolutions and other DEI&A trends in frequent updates. Directs the development and implementation of DEI&A training and education for JALS. Participates in DA's DEI&A initiatives and projects as required. Maintains close liaison with DEI&A representatives in DA, other services, and

other federal government DEI&A to obtain or provide information on DEI&A projects and to ensure consideration of JALS' programs, policies, and recommendations. Advises JALS senior leaders, including leaders in the field, on significant DEI&A developments and trends in order to help institutionalize DEI&A throughout the JALS. Provides briefings to JALS leadership regarding general DEI&A efforts and initiatives from across the U.S. government, private industry, academia, and/or other sectors of society. Provides regular briefings and updates to TJAG on DEI&A metrics across JALS. Provides DEI&A guidance to official JALS mentorship groups. Mentors, assists, and advises the Personnel, Plans, and Training Office (PPTO), including the Judge Advocate Recruiting Office (JARO), on DEI&A during assignments, recruiting, and retention processes, and assists to communicate or shape messaging on such matters to the JALS community. Serves as a consultant, member, and advisor to the DEI&A Council and the JALS' Board of Directors (BoD). Advises the office of Professional Responsibility Branch (PRB), as needed, to address any unconscious bias inhibiting equity when making recommendations and/or disposition decisions. Assists TJAGLCS with education and training regarding roadblocks and obstacles to inclusion. (40%)

2. DATA ANALYSIS, POLICY REVIEW, INTERPRETATION, AND DEVELOPMENT. Conducts research and analytical reviews to assess DEI&A trends and issues across all the components in the JALS in order to develop a program that provides the most effective products and services focused on attracting, hiring, retaining, and developing a diverse and inclusive JALS community. Takes a quantitative and qualitative approach to assess the current state and desired future state of the JALS. Creates and implements monitoring and reporting systems to effectively benchmark organizational progress in DEI&A, and provides updates at least quarterly to JALS senior leaders. Tracks diversity metrics from JALS assignment decisions, and promotion, schooling, and accessions boards of JALS personnel. Reviews major JALS publications to help ensure diversity of authors selected for publication. Tracks diversity of invitational guest speakers and instructors at The Judge Advocate General's Legal Center and School (TJAGLCS). Reviews civilian hiring and promotion practices to identify DEI&A trends. Helps ensure JALS determinations and decisions on major policy and courses of action are consistent with applicable laws and regulations on DEI&A. Develops recommendations to apply a DEI&A framework to the JALS's policies, procedures, practices, and programs. Reviews all JALS promotion, accession, and assignment policies to identify actual or potential obstacles to inclusion. Evaluates JALS policies for DA regulatory compliance on DEI&A. Recommends implementation of specific policies and procedures to increase diversity in promotions, accessions, and assignments. Recommends new methods of recruitment for civilian employees, paralegal personnel, and Judge Advocates, based upon analysis of relevant recruitment activities and initiatives in the civilian sector, Department of Defense (DoD), and/or DA. Represents JALS on DEI&A, as required, with other DA, DoD, or non-government entities. (30%)

3. RECRUITING, TRAINING, INSTRUCTION, AND EDUCATION. Interfaces on matters of programs and policies that attract, recruit, develop and retain high quality and talented JALS personnel. Coordinates with PPTO and JARO all JALS representation at minority bar association conventions. Advises PPTO and JARO on the adoption of effective recruitment methods to improve diversity. Generates, analyzes, and maintains accessions statistics regarding diversity representation in JALS. Generates and, upon approval, executes initiatives to increase diversity within JALS. Identifies and advocates DEI&A training and awareness opportunities in JALS, as well as other organizational training needs, to improve diversity management and inclusiveness. Develops training modules and vignettes to highlight the importance and tangible benefits of DEI&A. Develops training products to distribute to units and personnel throughout the JALS community. Teaches, briefs, and instructs JALS personnel, and others as needed, on DEI&A matters. (30%)

Performs other duties as assigned.

FACTOR 1 - KNOWLEDGE REQUIRED BY THE POSITION: LEVEL 1-8, 1550 PTS

Expert knowledge of DoD/DA DEI&A management trends, best practices, and programs in order to research, analyze, and apply current findings and activities in diversity management from an overall JALS standpoint.

Expert knowledge of a wide range of external and internal data such as national demographics, emerging military, civilian, and academic labor markets, legal employment, morale and wellness

trends, employee surveys; and, a mastery of the application of a wide range of qualitative and quantitative methods in order to analyze, interpret, develop, and implement new diversity strategies/theories and initiatives. Such expert knowledge ensures the JALS provides a DEI&A environment to all personnel.

Ability to conceive, plan, and manage DEI&A large-scale programs of broad, emerging, critical, or national scope, with equivalent analytical, creative, and demanding issues, including any unprecedented factual issues stemming from the newness or complexity of the program and/or departure from previous practices which require the generation of innovative new approaches to improve DEI&A.

Subject Matter Expert knowledge of the principles, concepts, laws, and regulations of Human Resources, and consultative skill to generate new concepts, principles, and methods in the field as they relate to recruitment, retention, development, and succession planning in the legal profession.

Knowledge of specialized hiring programs and procedures, as well as incentive options. General knowledge of training and development principles and programs. Working knowledge of applicable, relevant Equal Opportunity (EO) and Equal Employment Opportunities (EEO) principles, laws, policies, and strategies.

Expert knowledge of DEI&A analytical and evaluative methods and techniques, to issues concerning the efficiency and effectiveness of DEI&A programs.

Expert knowledge of national, federal, DoD, and DA diversity issues that may impact the organizational structure, management policies, and practices of the JALS. Ability to advise managers, subordinate staff, on appropriate courses of actions to define and resolve complex and/or systemic DEI&A issues.

FACTOR 2 - SUPERVISORY CONTROLS: LEVEL 2-5, 650 POINTS

The incumbent of this position is under the general administrative supervision of the U.S. Army's DJAG, who provides broad program guidance. The incumbent is responsible for independently formulating, planning, designing, and carrying out DEI&A and other assignments, without specific instructions. The incumbent, as a technical authority on DEI&A, is relied upon to ensure that the mission objectives are appropriately addressed. Completed work is evaluated on the fulfillment of DEI&A program objectives or the overall effect of the program. The incumbent is responsible for keeping TJAG and DJAG informed of relevant DEI&A problems, political issues, and/or major impediments which may arise. The incumbent must exercise a very high degree of discretion, sensitivity, individual initiative, and imagination.

FACTOR 3 - GUIDELINES: LEVEL 3-5, 650 POINTS

Guidelines are broadly stated and some are non-specific. Incumbent must make decisions that require extensive interpretation. Complies with procedural and regulatory guidelines, internal SOPs, files of precedent material, and security regulations. Guidelines include Employment Laws (i.e. Title VII of the Civil Rights Act of 1964, as amended, Civil Rights Act of 1991, Rehabilitation Act of 1973, Age Discrimination Act of 1963), Executive Orders, OPM regulations and policies, and DoD/DA/JALS policy statements and directives. Works within guidelines that are broadly stated and non-specific, requiring the incumbent to use considerable judgment and ingenuity interpreting basic legislation, broad court decisions, and/or government-wide policies to determine appropriate actions and to establish new guidelines.

FACTOR 4 - COMPLEXITY: LEVEL 4-6, 450 POINTS

The work requires a high level of creativity and innovation analyzing key accessions, recruitment, retention, development, succession planning, and diversity programs; and involves issues of broad scope and intensity and actions that are precedent-setting, are of long duration, and/or frequently require directing team efforts for concurrent projects. Duties and responsibilities encompass broad

functions and processes and include the coordination and support of many mid- and senior-level officials. Incumbent manages many facets of the JALS DEI&A program concurrently or sequentially with the support of principal management officials within or outside of the organization. Decisions are based on comprehensive analysis of the operations, environment, and policies and practices of the organization to identify problems and define their nature and scope. Incumbent interprets and considers the inter-relationships of statutes, precedent-setting case law, civilian personnel, DoD and DA directives in implementing policies, procedures, and guidelines as it relates to DEI&A. Provides professional support and assistance to JALS leaders on DEI&A. Advisory responsibilities involve recommendations to organizational decision-makers to resolve very difficult and complex individual problems, change specific management policy or practice, take other actions to change conditions or underlying problems, and to develop diversity in JALS.

FACTOR 5 - SCOPE AND EFFECT: LEVEL 5-6, 450 POINTS

The purpose of this position is to plan, organize, develop, staff, coordinate, direct, evaluate and carry out the DEI&A program for the JALS. The incumbent manages and administers all DEI&A policies, programs, and procedures for the JALS. This includes a full gamut of administrative support to the JALS community on a long term and continuing basis. This program is essential to the equal employment opportunity mission of the OTJAG; decisions made, studies completed, and policies developed by the incumbent have implications for comparable programs in other agencies. In addition, the incumbent is responsible for advising the JALS and ensuring compliance with broader DA and DoD DEI&A policies.

FACTOR 6 - PERSONAL CONTACTS: LEVEL 6-4, 110 POINTS

Frequent interactions and personal contacts are with top management, executive, subject matter experts; mission-oriented technical, administrative and support staff; and program officials within the DOD and DA. External contacts and extensive liaison are with high level officials of other DEI&A program managers and interested groups. Contacts may occur at conferences, briefings and meetings. Sessions often require extensive preparations and current familiarity with difficult, complex, sensitive and/or political subject matter issues.

FACTOR 7 - PURPOSE OF CONTACTS: LEVEL 7-4, 220 POINTS

Contacts are to influence, persuade, negotiate, and coordinate extensive interactions and inter-dependent relationships with varied sources. Develops and establishes positions on key issues of importance when negotiating regulatory and statutory authorities or justifying strategies and operations to achieve compliance with established DEI&A policies, regulations and requirements. Applies comprehensive knowledge of major interrelationships between DoD/DA DEI&A programs to identify and solve critical operating program problems affecting JALS' overall DEI&A mission. Meets with high-level JALS officials to conduct presentations and briefings, help resolve division or operating conflicts/issues, encourage consensus, and make decisions on obtaining or committing resources. Serves as senior subject-matter expert when providing information and technical assistance on DEI&A, coordinating Joint activities, and maintaining close communications and operating relationships. Presents, explains and defends JALS' DEI&A position and proposals; special emphasis placed on establishing cooperative relations with JALS senior leaders. Contacts may occur at meetings, conferences, presentations or briefings involving issues of considerable consequence and importance to JALS programs; contacts may be skeptical and uncooperative which requires diplomatic negotiating skills to foster an understanding of DEI&A policies and regulations, obtain compliance with guidance or requirements, and to promote full cooperation.

FACTOR 8 - PHYSICAL DEMANDS: LEVEL 8-1, 5 POINTS

Work is performed in an office environment, sitting at a desk, with some walking required. The controversial nature of the work and the special demands of the position, such as long negotiation sessions often dealing with emotionally-charged issues, may result in extremely stressful periods of work for the incumbent. Some travel, including international travel, is required, and may be ordered on short notice.

FACTOR 9 - WORK ENVIRONMENT: LEVEL 9-1, 5 POINTS

The work is generally performed in a typical office setting, except for occasional travel by automobile, airplane, bus, or metro rail. Regular work is performed in a clean, well-lighted office and typically involves everyday risks and discomforts of an office environment.

TOTAL POINTS: 4090
POINT RANGE: 4055-UP = GS-15

Fair Labor Standards Act (FLSA) Determination = (EXEMPT)

- ☐ **1. Availability Pay Exemption -** (e.g., Criminal Investigators, U.S. Customs and Border Protection pilots who are also Law Enforcement Officers).
- ☐ **2. Foreign Exemption -** (Note: Puerto Rico and certain other locations do not qualify for this exemption – See 5 CFR 551.104 for a list of Nonexempt areas.)
- ☐ **3. Executive Exemption:**
  - ☐ a. Exercises appropriate management responsibility (primary duty) over a recognized organizational unit with a continuing function, AND
  - ☐ b. Customarily and regularly directs 2 or more employees, AND
  - ☐ c. Has the authority to make or recommend hiring, firing, or other status-change decisions, when such recommendations have particular weight.

  Note: Shared supervision or "matrix management" responsibility for a project team does not meet the above criteria. Limited "assistant manager" functions or "acting in the absence" of the manager does not meet the above criteria.
- ☐ **4. Professional Exemption:**
  - ☐ a. Professional work (primary duty)
  - ☐ b. Learned Professional, (See 5 CFR, 551.208) (Registered Nurses, Dental Hygienists, Physician's Assistants, Medical Technologists, Teachers, Attorneys, Physicians, Dentists, Podiatrists, Optometrists, Engineers, Architects, and Accountants at the independent level as just some of the typical examples of exempt professionals). Or
  - ☐ c. Creative Professional, (See 5 CFR, 551.209) (The primary duty requires invention and originality in a recognized artistic field (music, writing, etc.) and does not typically include newspapers or other media or work subject to control by the organization are just some examples of Creative Professionals). Or
  - ☐ d. Computer Employee, (See 5 CFR, 551.210) (must meet salary test and perform such duties as system analysis, program/system design, or program/system testing, documentation, and modification). Computer manufacture or repair is excluded (non-exempt work).
- ☑ **5. Administrative Exemption:**
  - ☑ a. Primary duty consistent with 5 CFR 551 (e.g.; non-manual work directly related to the management or general business operations of the employer or its customers), AND job duties require exercise of discretion & independent judgment.

◉ **FLSA Conclusion:**

- ☑ **Exempt**
- ☐ **Non Exempt**

FLSA Comments/Explanations:

Position duties require incumbent to evaluate and formulate DEI&A policy, and to provide expert advice to senior leaders on DEI&A issues related to developing a diverse and inclusive workforce consistent with the core values of the agency. Position is Exempt under the provisions of the Administrative Exemption.

CONDITIONS OF EMPLOYMENT & NOTES:

Occasional TDY travel may be required.

CP: 28
CA: DC
CL: 00A0
BUS: 8888

POSITION EVALUATION:

Not Listed

CHARTER AGREEMENT

The Major General (MG) Kenneth Gray & Lieutenant Colonel (LTC) Phyllis Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion (DE&I) was established in 2021. Academic Chairs at The Judge Advocate General's Legal Center and School (TJAGLCS) are a means to prioritize and focus our Corps on key aspects of our practice and to ensure that those focal areas remain featured in critical courses, publications, doctrine, and policy generated by the Judge Advocate General's Corps (JAG Corps). These Chairs also provide opportunities to honor significant leaders in our Corps, and the honorees for the Chair on Diversity, Equity, and Inclusion add special distinction to our robust group of Academic Chairs. The DE&I Chair demonstrates our commitment to DE&I within the JAG Corps. It also further emphasizes the importance of DE&I throughout our Services. Within our Corps, the namesakes of the Chair, MG Gray and LTC Propp-Fowle, are sterling examples of Judge Advocates (JAs) who rose to extraordinary feats of accomplishment and success in spite of any obstacles to DE&I they faced.

MG Gray, among many other accomplishments, was the first African American general officer in the JAG Corps; he rose to the position of Assistant Judge Advocate General (now known as Deputy Judge Advocate General) and laid the foundation for diversity recruiting within our Corps. In the Spring of 2022, MG Gray delivered the inaugural MG Gray & LTC Propp-Fowle lecture. LTC Propp-Fowle, the first female JA in our Corps, was also the first female JA to serve in a combat theater (World War II). This Chair carries the names of these two incredible officers and honors their legacies and immeasurable contributions to our Corps. The associated lecture series will ensure their contributions to DE&I within the JAG Corps are never forgotten. It will also serve as a reminder and motivator to all JAG Corps personnel to treat others with dignity and respect.

The inaugural Chairholder was (b) (6)(b) (6), who also served as the first director of the JAG Corps' Office of Diversity, Equity, & Inclusion (ODE&I). Upon his retirement, the honor of serving as Chairholder was assumed by the Director of the JAG Corps' Leadership Center, located at TJAGLCS. The Chairholder title and responsibility will pass from each subsequent Leadership Center Director to their successor, in keeping with other distinguished Academic Chairs at TJAGLCS.

Each Spring, the Leadership Center and ODE&I will jointly host the MG Gray & LTC Propp-Fowle lecture. The Leadership Center and ODE&I will work closely together to ensure the annual event is planned and executed to the highest standard of excellence. The Leadership Center will primarily coordinate the logistical needs of the lecture. The ODE&I will develop a list of potential speakers, topics, and invitees for consideration and approval by The Judge Advocate General (TJAG) and assist with preparing remarks for JAG Corps leaders. No later than 1 December of each year, the Director, ODE&I will provide proposed speakers and topics to TJAG for his selection and approval.

_____ _____

(b) (6)
Director, Leadership Center

(b) (6)
Director, ODE&I

DRAFT

Meeting Agenda

In-Brief w/ (b) (6)

Director, Office of Diversity, Equity, and Inclusion

Office of The Judge Advocate General

Background: (b) (6) arrives to OTJAG on 29 Aug 22 to assume the role of Director, ODEI. From 30 Aug – the WWCLE in Charlottesville, she is scheduled to meet with the Foundation of Five, other JAGC senior leaders (GOs and SESs), OTJAG Division Chiefs, various TJAGLCS Staff & Faculty, JARO, Army E&I, etc.

Her bio has been provided and she will receive each person's bio ahead of time as well, if available.

(b) (6) (b) (6) would like to know from you:

- What is your role in advancing DEI in our formation?
- What do you expect from her?
- What do you think she should be doing? Can do?

If you would like to schedule a subsequent meeting, please email (b) (6) (b) (6) at usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

JAG CORPS COUNCIL ON DIVERSITY, EQUITY, & INCLUSION FIELD BOARDS SOP

2022

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    b. Field Board Committee Work
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    d. Field Board Briefs
    e. Project Work
    f. Council Hotwash
    g. Action by TJAG

4. **Conclusion**

1. **Why Field Boards?**

a. Purpose. "Field Boards" are subordinate advisory boards to the Council on Diversity, Equity, and Inclusion that assist in taking a comprehensive look at ourselves as a regiment. The intent of this comprehensive look is introspective in nature and seeks to identify and assess problems and opportunities affecting diversity, equity, and obstacles to inclusion across the Judge Advocate Legal Services (JALS). The Field Boards will regularly assess the following six areas: Recruiting and Accessions, Training and Education, Retention, Promotions, Assignments, and Obstacles to Inclusion directly or through project-based tasks. Field Boards will further address additional issues and topics as deemed appropriate through discussion with the Council, or as assigned by the Council or The Judge Advocate General (TJAG).

b. Objective. Field Board members help TJAG and JAG Corps' leaders to see ourselves as a regiment from the ground up and determine if we are as diverse, equitable, and inclusive as we can be and if we are living up to our goal of being an organization that validates "our commitment to what is right, fair, and just" in our efforts to take care of our Soldiers, Civilians, and Families. The Field Boards enable the Council to assist TJAG by serving as diverse voices from around the world, and provide TJAG significant input which enables TJAG to gain an understanding about the field's perception on how we value each member of our regiment, how we treat each other, and how JALS members perceive they are treated. TJAG can then consider this information when implementing policy or organizational changes to maximize diversity, equity, and inclusion across the JALS.

c. Tenets. There are three main tenets for the effective use of the Field Boards: (1) the Field Board structure ensures autonomy, yet still remains under the overall direction of the Council; (2) the Field Board design ensures every member of the JALS has a legitimate opportunity to participate as a member of a Field Board at some point; and (3) the Field Board structure and design helps facilitate candid feedback and open and honest conversations among Field Board members.

2. **Field Board Membership.**

a. Eligibility. All members of the JALS are eligible to participate on a JAG Corps Field Board.

b. Application Process. Each September a message will go out to the entire JALS formation via email, MilSuite, and JAGCNet (Announcements) soliciting applications from those who are interested in applying to serve on a DEIC Field Board. Those interested are required to submit the application along with their respective Records Brief to usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil by the suspense date. Late applications may be denied. All applications submitted must be completed in full and supervisors must be CC'd on the application submission. The Council XO will notify members of their appointment and Field Board assignment. Field Board members will be officially appointed in writing via Appointment Memoranda.

c. Voice of the Field. Field Boards provide the Council an extraordinary opportunity to hear diverse opinions, perspectives, and perceptions from across the Army. Field Board members are encouraged to seek topical input from their local JALS personnel. While Field Board members are expected to maintain confidentiality regarding discussions on individual Field Board recommendations and pending Council decisions, the collection and assessment phase of each topic requires Field Board members to have the freedom to discuss topics within the community and solicit feedback. Field Board members are encouraged to collect feedback through interviews, surveys, focus groups, etc. from members of the JALS willing to contribute to Council lines of effort.

d. Expectations of Members. The ultimate task for each Field Board member is to help identify and assess problems and opportunities in diversity, equity, and inclusion within our regiment, and how such problems or opportunities affect, positively or negatively, our JALS members and in some cases, to come up with solutions or opportunities for those problems.

1) To accomplish this task, it is imperative that Field Board members bring the requisite level of energy and enthusiasm to this endeavor, as each member's work will have a lasting impact across our formations. Cooperation and teamwork are vital to the Field Board's success. Each Field Board is structured to incorporate diverse voices of our Corps; therefore, each Field Board member must have an opportunity to participate in the process and openly discuss topics. Field Boards are therefore "flat organizations."

2) To be effective and provide meaningful feedback, Field Board members must treat each other with the inherent dignity and respect due every person, while remembering always that how we treat each other reflects our core values. Moreover, as representative members of the JALS, how we value each other, and how we each perceive the resulting value and treatment of each other, matters.

3) The following basic rules serve to reinforce the value of all JALS members who serve on a Field Board:

- Every Field Board member is to be respected, whether you agree or disagree with their opinions or recommendations;
- Every Field Board member has a valuable opinion and needs to be heard;
- Every Field Board member must be considerate of others;
- Every Field Board member should feel comfortable in sharing experiences or opinions;
- Every Field Board member is on equal footing during Field Board discussions when voicing opinions or voting on matters—a difference in rank/grade does not equate to a more valuable opinion; and

- Disrespect for opinions of others is grounds for removal from the Field Board.

4) Field Board members are expected to participate in group work, prioritize bi-weekly Board meetings, be accountable for completing work on time, share responsibilities, divide tasks fairly, communicate obstacles and roadblocks with the group, and anything else necessary to foster a collaborative and cohesive Board.

e. Membership Tour. The period of service/commitment for Field Boards is one-year (Oct – Oct). This time completely allows for a member to experience several cycles of topics and projects and to provide their meaningful feedback. Thereafter, interested members are welcome (and encouraged) to reapply annually. If selected to continue as a Field Board member, the member will continue in that role for an additional 12 months. Membership on a Field Board is automatically terminated at the conclusion of the specified tour of duty.

1) Tours of duty as a Field Board member may be curtailed based upon (1) a change in circumstances prohibiting, or adversely impacting, a Field Board member's ability to remain a productive member of the Field Board and fulfill all duties or responsibilities as a Field Board member (e.g., Permanent Change of Station, new duty position, medical reason, or change in Family or personal circumstances limiting one's availability); (2) a failure to comply with the basic rules of service set forth above under "Expectations of Field Board Members;" or (3) a continuous failure to participate actively in Field Board meetings and events. The Council's Field Board Subcommittee will review each request or recommendation for curtailment from a Field Board Leader or Field Board Mentor and take the necessary subsequent action.

2) The ultimate responsibility to fill vacancies from resigning Field Board members belongs to the Field Board Subcommittee Leader. The Subcommittee Leader encourages departing Field Board members to submit names of colleagues who have the professional integrity as well as the personal courage and desire to serve effectively as a Field Board member.

f. Role of Mentors**.** Each Field Board is assigned a Field Board Mentor, who is also a Council member. The Field Board Mentor serves as the respective Field Board's liaison with the Council and stakeholders.

1) The Mentor assists the Field Board in identifying and assessing problems within the structure or governance of the respective Field Board. The Mentor will provide guidance or recommend solutions to any activity or Field Board procedure or policy negatively impacting the ability of the Field Board to engage in meaningful meetings or the Field Board's ability to provide substantive feedback to the Council during scheduled meetings.

2) To ensure the independence of the Field Board, the Mentor must not assume any formal role during Field Board meetings and should only act in a supporting role to the Field Board and its Leader and Deputy Leader. The Mentor must resist the urge to serve in any capacity in the Field Board's day-to-day operations, such as meetings or other planned activities unless specifically requested to do so on an infrequent basis. The Mentor is obligated to remind the Field Board of the Mentor's role as only the Field Board's designated POC on the Council for enduring support.

3) Field Board Mentor will also assist in answering and vetting any Requests for Information (RFIs) the Field Boards may have. The Mentor will collect all Board RFIs and submit them through the Field Board Subcommittee Leader who will work with the respective stakeholders (e.g., JARO, PPTO, ODEI, TJAGLCS, etc.) and attempt to answer the RFIs. The Field Board Mentor will maintain awareness of the RFIs and work to get them answered in a timely and efficient manner.

g. Elevating Issues**.** Every Field Board will have a Field Board Leader, a Deputy Leader, and a Field Board Mentor.

1) Inclusion. All Council and Field Board members are expected to respect the diverse opinions of all and encourage inclusive conversations across the organizations. If any Field Board member feels actions or statements of any member of their Board is discouraging the open and free exchange of information or devaluing anyone's opinions or perspectives, they should notify the Field Board Leader or Deputy Leader of this issue. If either the Field Board Leader or Deputy Leader is the source of the issue, the Field Board member should elevate the concern to their Field Board Mentor.

2) Mentorship. Occasionally a Field Board may feel their Mentor is unable or unwilling to provide the necessary support and mentorship to the Board. If this occurs, the Field Board Leaders should make all efforts to share their concerns with the Mentor to determine if they can improve the overall experience. If that is ineffective, or if the Field Board believes the Mentor is not encouraging an inclusive environment, the Leader and Deputy Leader should notify the Director of the Office of Diversity, Equity, and Inclusion (ODEI) and the Council XO.

3) Non-participation. While participation on a Field Board is voluntary, once someone is appointed to the Board they are fully expected to participate. If the Field Board leaders identify a member of their board who is unwilling or unable to regularly meet the requirements of the Board, they should recommend removal of the member from the Board. Any such recommendation should be made to the Field Board Mentor who will contact the member and discuss the proposal before making a recommendation to the Field Board Subcommittee Leader.

4) Special Recognition. Conversely, if any Field Board member is especially supportive or successful in their role on the Board, any member can recommend them for special recognition to the Field Board Mentor.

3. **Field Board Process**

a. Subject Matter Expert (SME) Brief and the RFI Process. The start of each topical discussion will typically begin with a brief to the Field Boards from Subject-Matter Experts on the proposed topic. Once the topic is identified, the Field Board Leader or Deputy Leader should collect and consolidate relevant requests for information (RFIs). If the DEI nexus is not readily apparent on the face of the RFI, the Field Board should identify the potential nexus with the question. RFIs must be submitted to Field Board Mentors NLT 14 days from notification of the topic. The Field Board Mentors will submit the consolidated questions to the Field Board Subcommittee Leader. The consolidated RFIs are then submitted to the SMEs enabling the SME to answer the RFIs. If additional RFIs develop after the SME briefing, those RFIs should be submitted to the Field Board Mentor at once.

b. Field Board Committee Work. After receiving the information brief from the respective SMEs (if applicable), Field Boards will commence "Field Board work" for a period of 30-90 days, as necessary. Field Boards meet at their own discretion but will meet at least bi-weekly and should keep meeting notes. Field Boards are tasked to work within their various groups, teams, cohorts, organizations, etc. to gather insight, information, and data that helps to identify and assess problems and opportunities, and recommend solutions, affecting diversity, equity, and inclusion in the area being observed during the specified topic or project period.

c. Briefing Template. Field Boards are free to create a PowerPoint presentation of choice, subject to inclusion of the following information:

Issue/Question: What is the greatest obstacle to inclusion in the topic issue of discussion during that reporting period? The Field Board should provide a clear description or explanation of the problem or obstacle. Vague information or providing merely personal grievances tend to provide little actionable information the Council could use to provide input back to JAG Corps leadership.

Discussion: Describe the actions of the Field Board during the period of consideration of the topic issue (e.g., the Field Board met on three occasions and raised the following issues for consideration). Include as much or as little detail as necessary to convey a clear description of the problem or obstacle the Field Board desires to reinforce, change, discard, or implement to provide the best opportunity to improve diversity, equity, or inclusion across the JALS. Where appropriate, Field Boards may choose to provide notes or comments raised during meetings, comments from peers consulted, articles referenced, or research conducted during the topic discussion period.

Recommendations: The Field Board is expected to provide clear and concrete recommendations the Field Board seeks the Council and/or JAG Corps leadership take to improve diversity, equity, and inclusion across the JALS. It is imperative for the Field Board to explain its recommendation with an appropriate degree of specificity (e.g., the Field Board recommends the Council and JAG Corps leaders relook the standards for

assigning mentors to judge advocates; provide additional funding to establish a civilian recruiting office to promote a more diverse civilian attorney population across the JALS; or establish a working group to determine the feasibility of centralizing 27D assignments within the JAG Corps). Field Board assessments and recommendations will be resource-informed to enable senior decisionmakers to clearly see the link between strategic change and resourcing implications.

Additional explanatory information is also appropriate to present during the back brief to the Council. Any additional resources or information, however, should streamline and aid in comprehension of the Issue, Discussion, and Recommendation being presented. This will enable the Council to provide actionable ideas for JALS leaders to implement and make a difference in the diversity, equity, and inclusion of all JALS members.

d. Field Board Briefs. At the conclusion of each assessment or project cycle, each Field Board will brief their findings and recommendations to the Council. Any member(s) of the briefing Field Board can be present for the brief to the Council. Briefers are ideally given about 30-45 minutes to present their findings and recommendations.

e. Project Work. Field Boards may at times be given projects to assume, as opposed to topics to dissect. These projects will be vetted by applicable stakeholders. Based on previous Field Board recommendations or recommendations of the Council, Field Boards will set and clearly define the project goals, define deliverables, create a project schedule, identify issues (work to resolve those through the Field Board Mentor), and ultimately present the project to the respective stakeholders and Council at the completion of the project cycle.

f. Council Hotwash. After all Field Boards have briefed the Council on their findings and proposed recommendations, the Council will meet to discuss all information and suggestions received. Thereafter, an internal Council working group will be formed to review all Field Board submissions and compile a list of actionable initiatives for stakeholder feedback and subsequently TJAG's review and approval.

g. Action by TJAG. After action by the working group, the Council, and input from the Director, ODEI, TJAG will receive the recommendations for review and action. Initiatives will be carried out per TJAG’s direction.

4. **Conclusion.** As members of the DEIC Field Boards, your commitment to providing perspectives on and solutions to diversity, equity, and inclusion issues and obstacles from our JALS is invaluable to the JAG Corps’ leadership and their decision-making process. We trust that the supervisors who nominated you or endorsed your application to serve on the Field Boards will allot you the time necessary to make valuable contributions in support of this critical mission. This Council looks forward to your service in assisting us in working towards a more diverse, equitable, and inclusive JAG Corps.

U.S. ARMY JAG CORPS

DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY COUNCIL FIELD BOARDS

Standard Operating Procedures (SOP)

Headquarters, Office of The
Judge Advocate General (OTJAG)
May 2024

UNCLASSIFIED

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4. **Conclusion**

ENCLOSURES:

A. DEIAC Field Board Application

B. Field Board Member Appointment Memorandum

C. Field Board Member Acknowledgement Memorandum

D. Field Board Project Tracker Template

E. Staffing of Actionable Initiatives Flowchart

1. **Why Field Boards?**

a. Purpose. "Field Boards" are subordinate advisory boards to the Council on Diversity, Equity, Inclusion, and Accessibility (DEIA). Field boards are introspective in nature and seek to identify and assess challenges affecting diversity, equity, obstacles to inclusion and accessibility across the Judge Advocate Legal Services (JALS). Field Boards will regularly assess the following areas: Recruiting and Accessions, Training and Education, Retention and Accessions, Talent Management, and Obstacles to Inclusion and Accessibility directly or through project-based tasks. Field Boards will further address additional issues and topics as deemed appropriate through discussion with the Council, or as assigned by the Council or (TJAG/DJAG).

b. Objective. Field Boards help TJAG and JAG Corps' leaders to see ourselves as a regiment from the ground up and determine if we are as diverse, equitable, inclusive, and accessible as we can be and if we are living up to our goal of being an organization that validates "our commitment to what is right, fair, and just" in our efforts to take care of our Soldiers, Civilians, and Families. Field Boards encompass diverse voices from around the world and reflect the field's perception of how we value and treat each member of our regiment.

c. Tenets. There are three main tenets for the effective use of the Field Boards: (1) the Field Board structure ensures autonomy, yet still remains under the overall direction of the Council; (2) the Field Board design ensures every member of the JALS has a legitimate opportunity to participate as a member of a Field Board at some point; and (3) the Field Board structure and design helps facilitate candid feedback and open and honest conversations among Field Board members.

2. **Field Board Membership.**

a. Eligibility. All members of the JALS are eligible to participate on a JAG Corps Field Board.

b. Application Process. Annually a message will go out to the entire JALS formation via email, MilSuite, and JAGCNet (Announcements) soliciting applications from those who are interested in applying to serve on a DEIAC Field Board, (*Enclosure A)*. Those interested are required to submit the application along with their respective Soldier Talent Profiles (STPs) or civilian biographies to usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil by the suspense date. Late applications may be denied. All applications submitted must be completed in full and supervisors must be CC'd on the application submission. The ODEIA will be responsible for the distribution of the announcement for Field Board Member applications and consolidating all Field Board member applications for the Council. The Council will consider and select Field Board members. The Council XO will notify selected field board members of their appointment via an Appointment Memorandum signed by the Council Co-Chairs (*Enclosure B).* All Field Board Members will sign an Acknowledgement Memorandum, *(Enclosure C)*.

c. Voice of the Field. Field Boards provide the Council an extraordinary opportunity to hear diverse opinions, perspectives, and perceptions from across the Army. Field

Board members are encouraged to seek topical input from their local JALS personnel. While Field Board members are expected to maintain confidentiality regarding discussions on individual Field Board recommendations and pending Council decisions, the collection and assessment phase of each topic requires Field Board members to have the freedom to discuss topics within the community and solicit feedback. Field Board members are encouraged to collect feedback through interviews, surveys IAW AR 25-98, Ch. 6, focus groups, etc. from members of the JALS willing to contribute to Council lines of effort.

d. Expectations of Members. Field Board members identify and assess problems and opportunities in diversity, equity, inclusion, and accessibility within our regiment; consider how such problems or opportunities affect, positively or negatively, our JALS members; and, in some cases, propose creative solutions for those problems.

1) To accomplish this task, it is imperative that Field Board members bring candor and commitment to this endeavor, as each member's work will have a lasting impact across our formations. Cooperation and teamwork are vital to the Field Board's success. Each Field Board is structured to incorporate diverse voices of our Corps; therefore, each Field Board member must have an opportunity to participate in the process and openly discuss topics. Field Boards are therefore intended to operate as closely as possible to "flat organizations," subject to existing military constraints.

2) To be effective and provide meaningful feedback, Field Board members must treat one another with the inherent dignity and respect due every person.

3) The following basic rules serve to reinforce the value of all JALS members who serve on a Field Board:

- Every Field Board member is to be respected, whether you agree or disagree with their opinions or recommendations.
- Every Field Board member has a valuable opinion and needs to be heard.
- Every Field Board member must be considerate of others.
- Every Field Board member should feel comfortable in sharing experiences or opinions.

4) Field Board members are expected to participate in group work, prioritize bi- weekly Board meetings, be accountable for completing work on time, share responsibilities, divide tasks fairly, communicate obstacles and roadblocks with the group, and anything else necessary to foster a collaborative and cohesive board.

e. Membership Tour. The period of service/commitment for Field Boards is one-year or until all assigned field board projects are complete through presentation and handed off to the DEIAC for action. This allows members to experience several cycles of topics and projects and to provide their meaningful feedback. Thereafter, interested members

are welcome (and encouraged) to reapply annually. If selected to continue as a Field Board member, the member will continue in that role for an additional 12 months. Tours of duty as a Field Board member may be curtailed at TJAG's discretion based upon:

1) a change in circumstances prohibiting, or adversely impacting, a Field Board member's ability to remain a productive member of the Field Board and fulfill all duties or responsibilities as a Field Board member (e.g., Permanent Change of Station, new duty position, medical reason, or change in Family or personal circumstances limiting one's availability);

2) a failure to comply with the basic rules of service set forth above under "Expectations of Field Board Members," or

3) a continuous failure to participate actively in Field Board meetings and events.

f. Role of Field Board Mentors**.** Each Field Board is assigned a Field Board Mentor, who is also a Council member. The Field Board Mentor serves as the respective Field Board's liaison with the Council and stakeholders for the assigned project or subcommittee task. Field Board assignments will be decided by the DEIAC and Field Board Members will be notified by their Field Mentors who will post all assignment information, with stakeholder contact information on the respective MS Team channel for the corresponding Field Board.

1) The Mentor assists the Field Board in identifying and assessing problems within the structure or governance of the respective Field Board. The Mentor will provide guidance or recommend solutions to any activity or Field Board procedure or policy negatively impacting the ability of the Field Board to engage in meaningful meetings or the Field Board's ability to provide substantive feedback to the Council during scheduled meetings.

2) To ensure the independence of the Field Board, the Mentor must not assume any formal role during Field Board meetings and should only act in a supporting role to the Field Board and its Leader and Deputy Leader. The Mentor must resist the urge to serve in any capacity in the Field Board's day-to-day operations, such as meetings or other planned activities unless specifically requested to do so on an infrequent basis. The Mentor is obligated to remind the Field Board of the Mentor's role as only the Field Board's designated POC on the Council for enduring support.

3) Field Board Mentor will also assist in answering and vetting any Requests for Information (RFIs) the Field Boards may have. The Mentor will collect all Board RFIs and submit them through the Field Board Subcommittee Leader who will work with the respective stakeholders (e.g., JARO, PPTO, ODEI, TJAGLCS, etc.) and attempt to answer the RFIs. The Field Board Mentor will maintain awareness of the RFIs and work to get them answered in a timely and efficient manner.

g. Elevating Issues**.** Every Field Board will have a Field Board Leader, a Deputy Leader, and a Field Board Mentor.

1) Inclusion. All Council and Field Board members are expected to respect the diverse opinions of all and encourage inclusive conversations across the organizations. If any Field Board member feels actions or statements of any member of their Board is discouraging the open and free exchange of information or devaluing anyone's opinions or perspectives, they should notify the Field Board Leader or Deputy Leader of this issue. If either the Field Board Leader or Deputy Leader is the source of the issue, the Field Board member should elevate the concern to their Field Board Mentor.

2) Mentorship. Occasionally a Field Board may feel their Mentor is unable or unwilling to provide the necessary support and mentorship to the Board. If this occurs, the Field Board Leaders should make all efforts to share their concerns with the Mentor to determine if they can improve the overall experience. If that is ineffective, or if the Field Board believes the Mentor is not encouraging an inclusive environment, the Leader and Deputy Leader should notify the Council XO.

3) Non-participation. While participation on a Field Board is voluntary, once someone is appointed to the Board they are fully expected to participate. If the Field Board leaders identify a member of their board who is unwilling or unable to regularly meet the requirements of the Board, they should recommend removal of the member from the Board. Any such recommendation should be made to the Field Board Mentor who will contact the member and discuss the proposal before making a recommendation to the Field Board Subcommittee Leader.

4) Special Recognition. Conversely, if any Field Board member is especially supportive or successful in their role on the Board, any member can recommend them for special recognition to the Field Board Mentor.

3. **Field Board Process**

a. Subject Matter Expert (SME) Brief and the RFI Process. The start of each topical discussion will typically begin with a brief to the Field Boards from SMEs on the proposed topic. Once the topic is identified, the Field Board Leader or Deputy Leader should collect and consolidate relevant RFIs. If the DEIA nexus is not readily apparent on the face of the RFI, the Field Board should identify the potential nexus with the question. RFIs must be submitted to Field Board Mentors NLT 14 days from notification of the topic. The Field Board Mentors will submit the consolidated questions to the Field Board Subcommittee Leader. The consolidated RFIs are then submitted to the SMEs enabling the SME to answer the RFIs. If additional RFIs develop after the SME briefing, those RFIs should be submitted to the Field Board Mentor at once.

b. Field Board Committee Work. After receiving the information brief from the respective SMEs (if applicable), Field Boards will commence "Field Board work" for a period of 30-90 days, as necessary. Field Boards meet at their own discretion but will meet at least bi-weekly and should keep meeting notes. Field Boards are tasked to work within their various groups, teams, cohorts, organizations, etc. to gather insight, information, and data that helps to identify challenges, and recommend solutions.

c. Briefing Criteria. Field Boards are required to create a PowerPoint presentation

for the council, subject to inclusion of the following information:

1) Issue/Question. What is the greatest obstacle to inclusion in the topic issue of discussion during that reporting period? The Field Board should provide a clear description or explanation of the problem or obstacle. Vague information or providing merely personal grievances tend to provide little actionable information the Council could use to provide input back to JAG Corps leadership.

2) Discussion. Describe the actions of the Field Board during the period of consideration of the topic issue (e.g., the Field Board met on three occasions and raised the following issues for consideration). Include as much or as little detail as necessary to convey a clear description of the problem or obstacle the Field Board desires to reinforce, change, discard, or implement to provide the best opportunity to improve diversity, equity, inclusion, and accessibility across the JALS. Where appropriate, Field Boards may choose to provide notes or comments raised during meetings, comments from peers consulted, surveys, articles referenced, or research conducted during the topic discussion period.

3) Recommendations. The Field Board is expected to provide clear and concrete recommendations to the Council and/or JAG Corps leadership to improve diversity, equity, inclusion, and accessibility across the JALS. It is imperative for the Field Board to explain its recommendation with an appropriate degree of specificity. Field Board recommendations will be resource-informed to enable senior decisionmakers to clearly see the link between strategic change and resourcing implications.

Additional explanatory information is also appropriate to present during the back brief to the Council. Any additional resources or information, however, should streamline and aid in comprehension of the issue, discussion, and recommendation being presented. This will enable the Council to provide actionable ideas for JALS leaders to implement and make a difference in the diversity, equity, inclusion, and accessibility of all JALS members.

d. Field Board Briefs. At the conclusion of each assessment or project cycle, each Field Board will brief their findings and recommendations to the Council. Any member(s) of the briefing Field Board can be present for the brief to the Council. Briefers are ideally given about 30-45 minutes to present their findings and recommendations.

e. Project Work. Field Boards may at times be given projects, as opposed to topics, to dissect. These projects will be identified by the Council and vetted by applicable stakeholders. Based on previous Field Board recommendations or recommendations of the Council, Field Boards will set and clearly define the project goals, define deliverables, create a project schedule, identify issues (work to resolve those through the Field Board Mentor), and ultimately present the project to the respective stakeholders and Council at the completion of the project cycle.

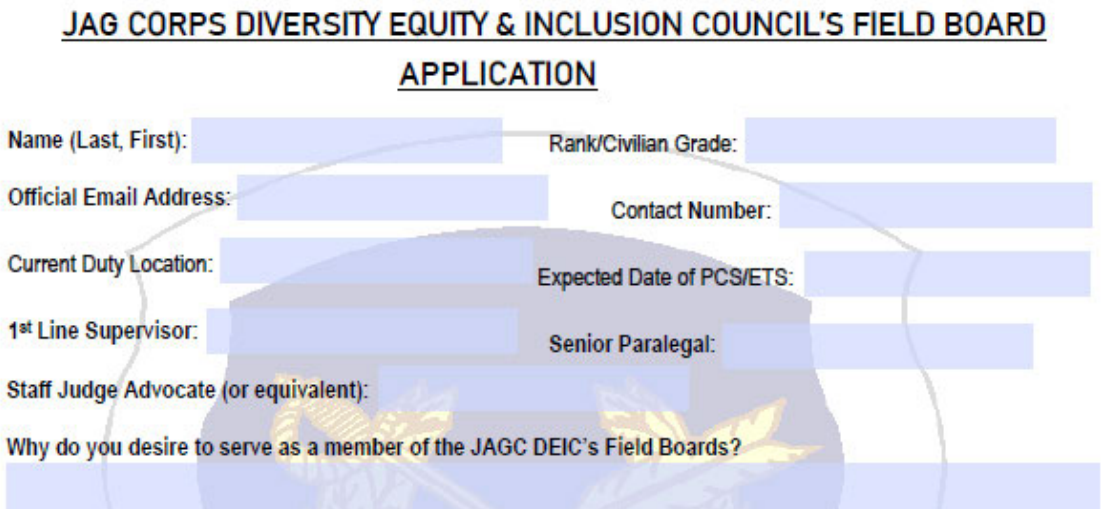
f. Council Hotwash. After Field Boards have briefed the Council on their findings and proposed recommendations, the Council will meet to discuss all information, Field Board presentations and initiatives received. The Council XO and AXO are responsible

for maintaining and tracking progress of all Field Board projects, (*Enclosure D)* for an internal council working group to be formed that reviews all Field Board submissions and compiles a list of actionable initiatives for stakeholder feedback and subsequent staffing for TJAG's review and action. A flow chart for staffing of actionable initiatives can be found in *Enclosure E*.

g. Action by TJAG. After action by the working group, the Council, and input from sthe Council's Executive Steering Committee will forward the approved initiatives to the Professional and Organizational Development team to prepare and staff the initiative to TJAG with the Council's recommendations for review and action. Initiatives will be carried out per TJAG's direction.

4. **Conclusion.** As members of the DEIC Field Boards, your commitment to providing perspectives on and solutions to diversity, equity, inclusion, and accessibility issues and obstacles from our JALS is invaluable to the JAG Corps' leadership and their decision-making process. We trust that the supervisors who nominated you or endorsed your application to serve on the Field Boards will allot you the time necessary to make valuable contributions in support of this critical mission. This Council looks forward to your service in assisting us in working towards a more diverse, equitable, and inclusive JAG Corps.

DEIAC FIELD BOARD APPLICATIONS



JAG CORPS DIVERSITY EQUITY & INCLUSION COUNCIL'S FIELD BOARD APPLICATION

Name (Last, First): Rank/Civilian Grade:

Official Email Address: Contact Number:

Current Duty Location: Expected Date of PCS/ETS:

1st Line Supervisor: Senior Paralegal:

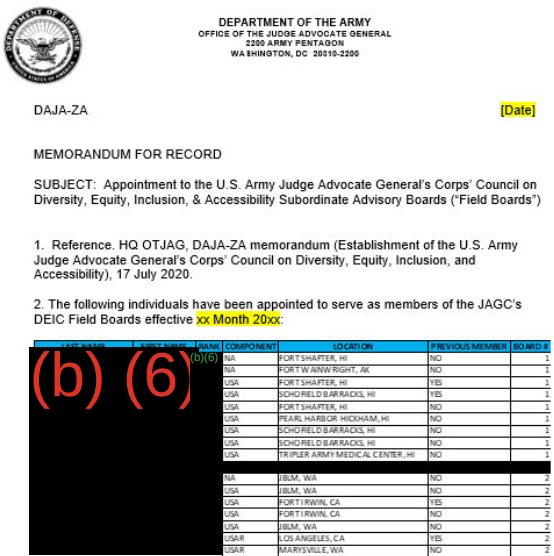
Staff Judge Advocate (or equivalent):

Why do you desire to serve as a member of the JAGC DEIC's Field Boards?

Encl 1_JAG Corps
Field Board Applicatio

Enclosure A

FIELD BOARD APPOINTMENT MEMORANDUM



DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON
WASHINGTON, DC 20310-2200

DAJA-ZA [Date]

MEMORANDUM FOR RECORD

SUBJECT: Appointment to the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, Inclusion, & Accessibility Subordinate Advisory Boards ("Field Boards")

1. Reference. HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, Inclusion, and Accessibility), 17 July 2020.

2. The following individuals have been appointed to serve as members of the JAGC's DEIC Field Boards effective xx Month 20xx:

LAST NAME	FIRST NAME	RANK	COMPONENT	LOCATION	PREVIOUS MEMBER	BOARD #
(b) (6)		(b)(6)	NA	FORT SHAFTER, HI	NO	1
			NA	FORT WAINWRIGHT, AK	NO	1
			USA	FORT SHAFTER, HI	YES	1
			USA	SCHOFIELD BARRACKS, HI	YES	1
			USA	FORT SHAFTER, HI	NO	1
			USA	PEARL HARBOR HICKHAM, HI	NO	1
			USA	SCHOFIELD BARRACKS, HI	NO	1
			USA	SCHOFIELD BARRACKS, HI	NO	1
			USA	TRIPLER ARMY MEDICAL CENTER, HI	NO	1
			NA	JBLM, WA	NO	2
			USA	JBLM, WA	NO	2
			USA	FORT IRWIN, CA	YES	2
			USA	FORT IRWIN, CA	NO	2
			USA	JBLM, WA	NO	2
			USAR	LOS ANGELES, CA	YES	2
			USAR	MARYSVILLE, WA	NO	2

DAJA-ZA
SUBJECT: Appointment to the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, Inclusion, & Accessibility Subordinate Advisory Boards ("Field Boards")

3. As members of the DEIC Field Boards, your commitment to providing perspectives on and solutions to diversity, equity, inclusion, and accessibility issues and obstacles from our Judge Advocate Legal Service is invaluable to the JAG Corps' Leadership and their decision-making process. We trust that the supervisors who nominated you or endorsed your application to serve on the Field Boards will allot you the time necessary to make valuable contributions in support of this critical mission. This Council looks forward to your service in assisting us in working towards a more diverse, equitable, and inclusive JAG Corps.

4. Period: xx Month 20xx until relieved by proper authority.

5. Roles and Responsibilities: Please see HQ OTJAG, DAJA-ZA memorandum (Establishment of the U.S. Army Judge Advocate General's Corps' Council on Diversity, Equity, and Inclusion), 17 July 2020 and DEIAC Field Board SOP, 2024.

6. Point of contact for this memorandum is _____, DEIAC Executive Officer at usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil.

KAREN H. CARLISLE
SES, USA
Council Co-Chair

(b) (6)
(b)(6)
Council Co-Chair

Council Co-Chair



Encl 2_ Field Board
Appt Memo_template

Enclosure B

FIELD BOARD ACKNOWLEDGEMENT MEMORANDUM

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON
WASHINGTON, DC 20310-2200

JALS-DEIC [Date]

MEMORANDUM FOR DEIAC FIELD BOARD MEMBERS

SUBJECT: Field Board Service Acknowledgement

1. As a member of the Diversity, Equity, Inclusion, and Accessibility Council (DEIAC) for The Judge Advocate General's Corps, I wanted to both acknowledge and thank you for your participation on the Field Boards. Your commitment of time and effort to providing perspectives and solutions from the field on the diversity, equity, inclusion, and accessibility issues facing our society, our Army, and our Corps is invaluable to the JAG Corps leaders and their decision-making process.

2. Field Boards provide the Council an extraordinary opportunity to hear diverse opinions, perspectives, and perceptions from across the Army. Field Board members must:

a) Treat each other with dignity, respect, and be inclusive;

b) Maintain confidentiality regarding discussions on individual Field Board recommendations and pending Council decisions;

c) Seek topical input from their local JALS personnel;

d) Participate in group work (which includes prioritizing bi-weekly Board meetings, being accountable for completing work on time, sharing responsibilities, dividing tasks fairly, communicating obstacles and roadblocks with the group, etc.);

e) Fulfill the required commitment of service (see SOP for exceptions); and

f) Bring the requisite level of candor and commitment to our endeavors.

3. Please let us know how we can assist you as you assist us in our efforts. Your primary contact is your respective Field Board Mentor, who serves as your liaison to the Council.

4. I can be reached at (xxx) xxx-xxxx or [enter email].

DISTRIBUTION:
Field Boards 1-14

NAME OF CO-CHAIR
RNK, JA

ACKNOWLEDGEMENT: I acknowledge receipt of this memo and accept the responsibilities of service as outlined.

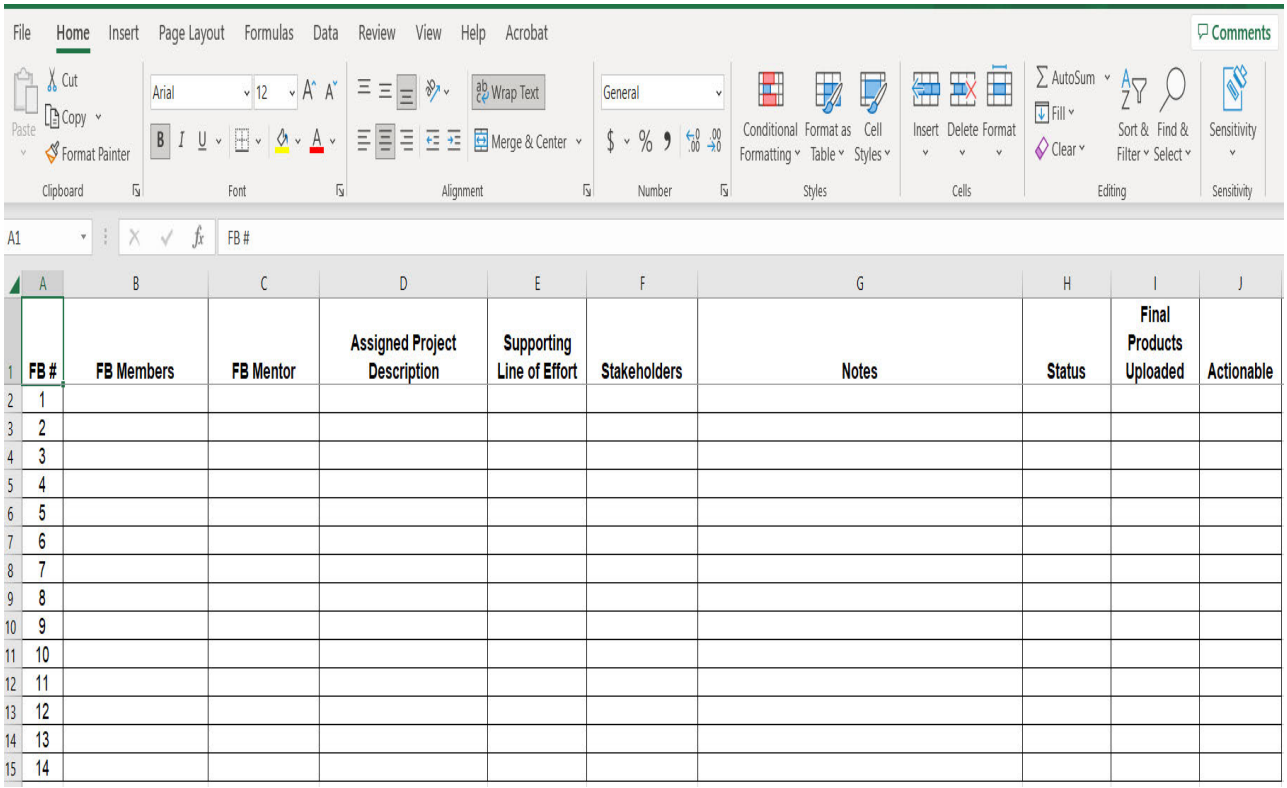
Printed Name of Field Board Member: _____
Rank: _____ (if applicable)
Unit of Assignment: _____

_____ _____
SIGNATURE DATE SIGNED

Encls 3_Field Board
Acknowledgment M

Enclosure C

FIELD BOARD PROJECTS TRACKER TEMPLATE

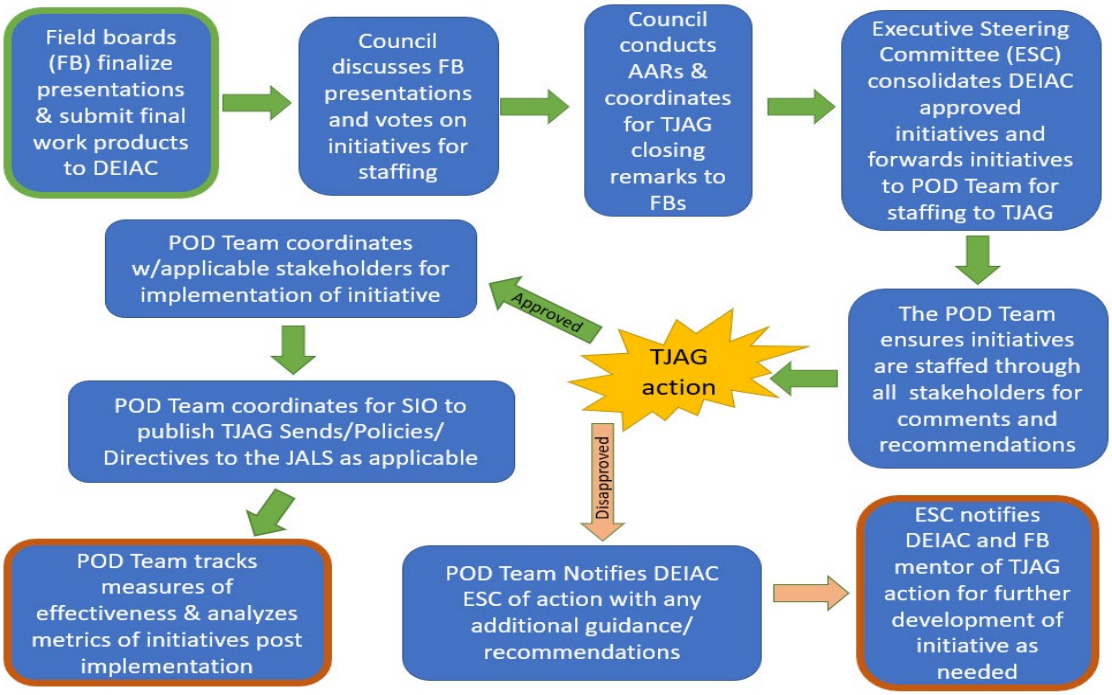


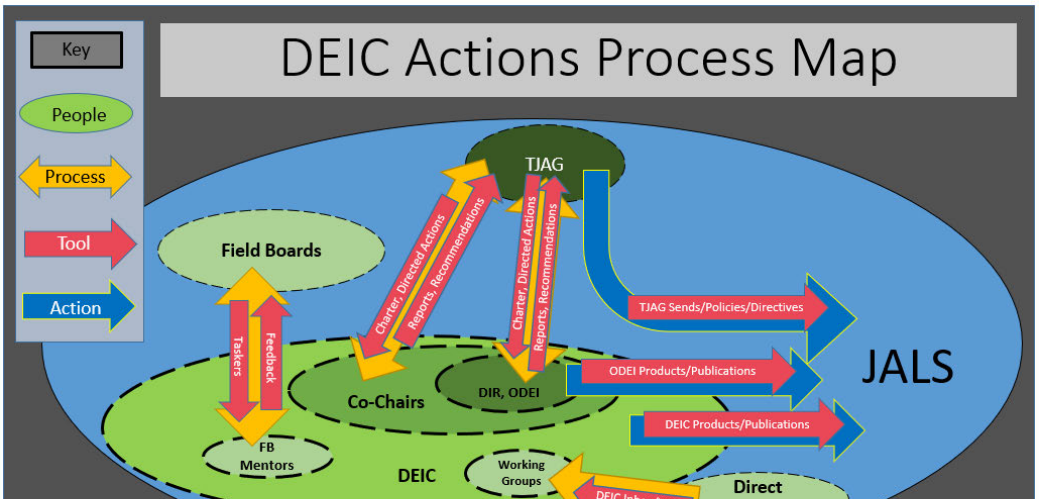
FB #	FB Members	FB Mentor	Assigned Project Description	Supporting Line of Effort	Stakeholders	Notes	Status	Final Products Uploaded	Actionable
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									

Encls 4_ FB Projects tracker.xlsx

Enclosure D

STAFFING OF ACTIONABLE INITATIVES FLOWCHART





Enclosure E

(b) (5)

(b) (5)

(b) (5)

(b) (5)

(b) (5)

(b) (5)

(b) (5)

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(b) (5)

(b) (5)

LAST NAME	FIRST NAME	RANK	COMPONENT	LOCATION	PREVIOUS MEMBER	BOARD #
(b) (6)		(b)(6)	NA	FORT SHAFTER, HI	NO	1
			NA	FORT WAINWRIGHT, AK	NO	1
			USA	FORT SHAFTER, HI	YES	1
			USA	SCHOFIELD BARRACKS, HI	YES	1
			USA	FORT SHAFTER, HI	NO	1
			USA	PEARL HARBOR-HICKHAM, HI	NO	1
			USA	SCHOFIELD BARRACKS, HI	NO	1
			USA	SCHOFIELD BARRACKS, HI	NO	1
			USA	TRIPLER ARMY MEDICAL CENTER, HI	NO	1
			NA	JBLM, WA	NO	2
			USA	JBLM, WA	NO	2
			USA	FORT IRWIN, CA	YES	2
			USA	FORT IRWIN, CA	NO	2
			USA	JBLM, WA	NO	2
			USAR	LOS ANGELES, CA	YES	2
			USAR	MARYSVILLE, WA	NO	2
			USAR	MOUNTAIN VIEW, CA	NO	2
			NA	FORT RILEY, KS	NO	3
			USA	FORT CAMPBELL, KY	NO	3
			USA	FORT HUACHUCA, AZ	NO	3
			USA	FORT SILL, OK	YES	3
			USA	FORT HUACHUCA, AZ	NO	3
			USA	FORT RILEY, KS	NO	3
			USA	FORT CAMPBELL, KY	NO	3
			USA	FORT CARSON, CO	YES	3
			USA	FORT CARSON, CO	NO	3
			USAR	FORT DOUGLAS, UT	NO	3
			USAR	SALT LAKE CITY, UT	NO	3
			ARNG	AUSTIN, TX	NO	4
			USA	FORT LEAVENWORTH, KS	NO	4
			USA	FORT HOOD, TX	NO	4
			USA	FORT HOOD, TX	YES	4
			USA	FORT LEAVENWORTH, KS	YES	4
			USA	FORT LEAVENWORTH, KS	NO	4
			USAR	FORT HOOD, TX	NO	4

(b)(6)

USA	FORT KNOX, KY	NO	5
USA	FORT KNOX, KY	NO	5
USA	FORT KNOX, KY	NO	5
USA	FORT KNOX, KY	NO	5
USA	FORT KNOX, KY	NO	5
USAR	ROCK ISLAND ARSENAL, IL	NO	5
USAR	ROCK ISLAND ARSENAL, IL	NO	5
NA	FORT MYER, VA	NO	6
USA	FORT MEADE, MD	YES	6
USA	FORT MEADE, MD	NO	6
USA	FORT MEADE, MD	NO	6
USAR	ALEXANDRIA, VA	NO	6
USAR	CRYSTAL CITY, VA	NO	6
USAR	ALEXANDRIA, VA	NO	6
USAR	ALEXANDRIA, VA	YES	6
USAR	ALEXANDRIA, VA	NO	6
ARNG	ARLINGTON, VA	YES	7
NA	PENTAGON/DC	YES	7
NA	PENTAGON/DC (DETAILED)	NO	7
USA	PENTAGON/DC	NO	7
USA	PENTAGON/DC	NO	7
USA	PENTAGON/DC	YES	7
USA	PENTAGON/DC	YES	7
USAR	PENTAGON/DC	YES	7
ARNG	CAGUAS, PR	NO	7
NA	FORT BELVOIR, VA	YES	8
USA	FORT BELVOIR, VA	YES	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	YES	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8

(b) (6) (b)(6)

USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8
USA	FORT BELVOIR, VA	NO	8
ARNG	MOBILE, AL	NO	9
ARNG	COLUMBIA, SC	NO	9
NA	REDSTONE ARSENAL, AL	NO	9
USA	FORT BENNING, GA	NO	9
USA	FORT BENNING, GA	NO	9
USA	FORT EUSTIS, VA	NO	9
USA	FORT EUSTIS, VA	YES	9
USA	FORT RUCKER, AL	NO	9
USA	REDSTONE ARSENAL, AL	NO	9
USA	FORT LEE, VA	NO	9
USAR	FORT JACKSON, SC	NO	9
USAR	GILLEM ENCLAVE, GA	NO	9
USAR	SHAW AIR FORCE BASE, SC	YES	9
USA	FORT EUSTIS, VA	YES	9
NA	ABERDEEN PROVING GROUNDS, MD	NO	10
USA	FORT DRUM, NY	NO	10
USA	FORT DRUM, NY	NO	10
USA	FORT DRUM, NY	NO	10
USA	WEST POINT, NY	NO	10
USA	CARLISLE, PA	NO	10
USAR	WHITE PLAINS, MD	NO	10
USAR	FORT TROTTEN, NY	NO	10
USAR	FORT TROTTEN, NY	NO	10
USAR	GAITHERSBURG, MD	YES	10
USA	LETTERKENNY ARMY DEPOT, PA	NO	10
ARNG	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	YES	11
USA	CHARLOTTESVILLE, VA	NO	11

(b)(6)

USA	CHARLOTTESVILLE, VA	NO	11
USA	CHARLOTTESVILLE, VA	NO	12
USA	CHARLOTTESVILLE, VA	YES	12
USA	CHARLOTTESVILLE, VA	NO	12
USA	CHARLOTTESVILLE, VA	NO	12
USA	CHARLOTTESVILLE, VA	NO	12
USA	CHARLOTTESVILLE, VA	NO	12
USA	CHARLOTTESVILLE, VA	YES	12
USA	CHARLOTTESVILLE, VA	NO	12
USAR	CHARLOTTESVILLE, VA	NO	12
USA	FORT BRAGG, NC	YES	13
USA	FORT BRAGG, NC	NO	13
USA	FORT BRAGG, NC	YES	13
USA	FORT BRAGG, NC	NO	13
USA	FORT BRAGG, NC	YES	13
USA	FORT BRAGG, NC	NO	13
USA	FORT BRAGG, NC	NO	13
USA	FORT BRAGG, NC	NO	13
USAR	FORT BRAGG, NC	NO	13
USAR	FORT BRAGG, NC	NO	13
USAR	FORT BRAGG, NC	YES	13
USAR	FORT BRAGG, NC	YES	13
USA	FORT BRAGG, NC	NO	13
ARNG	KUWAIT	NO	14
USA	CAMP ZAMA, JP	NO	14
USA	KAISERSLAUTERN, GE	NO	14
USA	KAISERSLAUTERN, GE	NO	14
USA	OSAN AIR BASE, ROK	NO	14
USA	POLAND	YES	14
USA	VINCENZA, ITALY	NO	14
USAR	KAISERSLAUTERN, GE	NO	14
USAR	KAISERSLAUTERN, GE	NO	14

HOW TO OBJECTIVELY MEASURE JALS' RESOLVE & COMMITMENT TO DEI

Organizational Measures

- Increase in number of JALS personnel formally trained in basic DEI requirements
    - *Determine JALS' DEI training requirements (DoD/DA)*
    - *Determine frequency of basic DEI training*
    - *Determine if training scores should be kept or not (another possible measurement here)*
- Increase in number of JALS leaders formally trained in "enhanced DEI requirements"
    - *Determine DEI training desired for JALS leaders to attain that is above "basic DEI"*
    - *Determine frequency of enhanced DEI training*
    - *Determine if training scores should be kept or not (another possible measurement here)*
- Increase in JALS' budget dedicated to DEI efforts (funding personnel participation in DEI events, attending relevant training, etc.)
- Increase of JALS' policies promoting DEI efforts, to include awards/citations for furthering JALS' DEI goals
    - *Determine existing policies, and improve those or develop new ones*
- Increase in number of JALS' formal DEI organizations (ODEI, DEI Council/Regional Boards/OSJA DEI committees)
- Increase of diverse talent out of total JALS' workforce
- Increase in "traffic" to JALS' DEI external/internal websites
    - *Determine whether social media participation is beneficial to overall goals*
- Increase in number of JALS personnel speaking/writing/publishing DEI articles & "lessons learned"
- Increase of personnel who agree in surveys that JALS values DEI; decrease of those who feel JALS does not
    - *Determine frequency/nature of workforce surveys*
- Increase of diverse talent out of total JALS' leaders
- Increase in diverse talent's promotions across JALS
- Increase in diverse talent's inclusion in JALS' strategic leadership positions

- *Determine what are the JALS' strategic leadership positions*

- Increase of JALS' participation (personal/official) in other Government/private organizations dedicated to further DEI knowledge/goals
    - *Determine what is permissible IAW ethics, etc.*
    - *Determine what organizations may continue welcome JALS' sponsorship/participation (HNBA, etc.), and what others to consider*
- Decrease in number of DEI-related complaints against JALS personnel/leaders
    - *Determine what is "DEI-related complaint" (EO/EEO, 27-1, etc.?)*
    - *Determine what complaints are to be counted (filed, "founded," and/or those that lead to removal or some sort of consequence)*
- Increase in achievement of DoD/DA-required (or JALS-desired), recruitment/accession goals of diverse talent
    - *Determine DoD/DA requirements or goals, if any, for recruitment/accession of diverse talent*
    - *Determine diverse talent's recruitment/accession goals for JALS*
    - *Determine number of diverse candidates who may be available, who are interviewed, who are offered positions, & who are actually accessed in JALS*
- Increase in achievement of DoD/DA-required (or JALS-desired), retention goals of diverse talent
    - *Determine DoD/DA requirements or goals, if any, for retention of diverse talent*
    - *Determine diverse talent's retention goals for JALS; measure decrease of "turn over," attrition/loss of diverse talent (determine what is acceptable)*

Personal Measures

- Increase in JALS personnel & leaders attaining DEI learning/development above requirements
    - *Determine how to measure & document*
- Increase of JALS personnel/leaders' involvement in Government/private organizations dedicated to further DEI knowledge/goals
    - *Determine what is permissible IAW ethics, etc.*
- Increase of JALS personnel/leaders involved with informal mentoring programs

HOW TO OBJECTIVELY MEASURE JALS' RESOLVE & COMMITMENT TO DEI

- Increase in voluntary participation in JALS' formal DEI efforts/programs/council/boards
- Increase in number of DEI-specific events attended or hosted
- Increase in speaking about or writing/publishing articles & "lessons learned" on DEI
- Increase in amount spent or donated to organizations that further DEI goals

Goal 1: ORGANIZATIONAL ACTION. Demonstrate Leader Commitment, Engagement, and Support for Diversity, Equity, Inclusion, and Accessibility (DEI&A) in JALS.					
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 1.1 Develop and disseminate DEI&A standards, methods, policies, procedures, and processes across all JALS components. *Office of Primary Responsibility (OPR)* *Office of Collateral Responsibility (OCR)*	1.1.1		Disseminate the Army People Strategy: DEI Annex, plus relevant JAGC DEI&A policies and strategic plan to all JALS personnel.		
	1.1.2		Develop a DEI&A strategic plan for JALS that is aligned and nested with the Army's DEI annex to the Army People Strategy and the JAGC strategic plan.		
	1.1.3		Develop and recommend criteria to assess JALS' DEI&A climate environments during Art. 6 inspection visits.		
	1.1.4		Develop and recommend policies that address and further DEI&A as an operational imperative in JALS.		
	1.1.5		Develop a plan to connect the JALS' DEI&A effort to the field and the public through appropriate social media and/or website platforms.		
	1.1.6		Develop internal and external communication strategy to demonstrate that DEI&A is expected, supported, and evaluated in JALS.		
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 1.2 Integrate and infuse DEI&A principles, equitable treatment, and inclusive leadership practices into all JALS.	1.2.1		Study and recommend methods for including and measuring support of DEI&A in individual Soldier responsibilities.		
	1.2.2		Study and recommend methods for including and measuring support of DEI&A in Civilian leader/personnel responsibilities.		
	1.2.3		Study and recommend methods for including and measuring support of DEI&A in military leaders' responsibilities.		
	1.2.4		Review JALS policies, programs, procedures, cultural norms, and guidance to identify possible obstacles, barriers, and/or exclusive practices.		
	1.2.5		Ensure DEI&A are integrated into JALS/JAGC Campaign Plan, communication plan, strategic plan, budgets, policies, and talent management processes.		
	1.2.6		Develop and recommend mentorship policies and procedures that further and enhance leaders' support for DEI&A in JALS.		
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 1.3 Develop and implement framework, structure, and procedures to assess and ensure continuous progress of DEI&A efforts.	1.3.1		Conduct an assessment of JALS current DEI&A climate and culture.		
	1.3.2		Develop outreach activities to diverse communities, universities, and organizations.		
	1.3.3		Develop DEI&A assessment and evaluation measures through surveys, listening sessions, observations, interviews, and other tools.		
	1.3.4		Constitute a DEI&A council to approve policy recommendations, develop requirements, and help provide strategic guidance on DEI&A.		
	1.3.5		Constitute field boards to help the DEI&A Council develop and examine policy, initiatives, guidance, and requirements on DEI&A.		
	1.3.6		Prepare and deliver briefings on the continuous evaluation of data and demographic reports on DEI&A trends and developments.		
	1.3.7		Develop appropriate recognition, awards, and rewards for incentivizing JALS personnel to champion and accomplish DEI&A objectives and goals.		
	1.3.8		Designate DEI&A coordinator in each JALS office or organization.		

Goal 2: INTEGRATION. Institutionalize Processes to Recruit, Select, and Retain Soldiers and Civilians from Diverse Backgrounds in JALS.					
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 2.1 Design, implement, resource, and leverage systems to assess DEI&A progress in personnel recruitment, selection, and retention.	2.1.1		Develop diversity recruitment and hiring goals, objectives, and measures of success for JALS.		
	2.1.2		Identify, locate, obtain access to, and analyze demographics and other DEI&A-related data or information.		
	2.1.3		Develop policy for permitting access to, and publishing, JALS DEI&A data.		
	2.1.4		Evaluate and analyze military and civilian personnel demographic trends in accessions, assignments, nominative positions, educational opportunities, and retention.		
	2.1.5		Evaluate and analyze demographic trends of JALS selection boards.		
	2.1.6		Track diversity of JALS guest speakers and instructors.		
	2.1.7		Coordinate all JALS recruitment, accession, or hiring advertisement to ensure they reflect JALS/Army's DEI&A goals and outcomes.		
	2.1.8				
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 2.2 Develop and implement DEI&A outreach and recruitment strategies to acquire highly-qualified Soldiers and Civilians.	2.2.1		Develop goals and objectives for JALS outreach to *underrepresented communities*.		
	2.2.2		Develop a plan for senior leadership and senior civilian participation in JALS outreach to underrepresented communities.		
	2.2.3		Update JALS Senior Leaders on outreach activities to underrepresented communities.		
	2.2.4		Develop DEI&A measures of success in military accessions.		
	2.2.5		Develop DEI&A measures of success in civilian personnel hiring.		
	2.2.6				
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 2.3 Develop and implement DEI&A considerations in employing and retaining high-performing Soldiers and Civilians.	2.3.1		Review current and existing policies on how JALS employs and retains talent.		
	2.3.2		Evaluate feasibility of means to retain high performing diverse talent (military personnel)		
	2.3.3		Evaluate feasibility of means to retain high performing diverse talent (civilian personnel)		
	2.3.4		Develop procedures to enhance career management and progression for high performing diverse military and civilian talent based on knowledge, skills, abilities, preferences and mission requirements.		
	2.3.5		Track demographic trends in selection of LCS faculty.		
	2.3.6		Develop DEI&A goals, objectives, and measures of success in military and civilian retention.		

Goal 3: TRAINING & EDUCATION. Develop and Implement DEI&A Training and Education in JALS.					
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 3.1 Develop DEI&A training and education programs for JALS.	3.1.1		Determine DEI&A training/education requirements and objectives for JALS for each level of competency and experience.		
	3.1.2		Develop best DEI&A training/education goals for JALS leaders to effectively manage and lead diverse teams.		
	3.1.3		Develop DEI&A topics for inclusion in all LCS courses and curriculum, including history.		
	3.1.4		Determine processes to integrate DEI&A training/education into existing JALS training/education framework.		
	3.1.5		Determine training/education goals for DEI&A Council, DEI&A field board members, and other DEI&A advisors, managers and professionals.		
	3.1.6		Develop DEI&A-related exportable training packages for inclusion in all Leadership Development Programs (LDP) across JALS.		
	3.1.7		Identify current non-institutional DEI&A programs of instruction for possible integration into existing JALS education/training.		
	3.1.8		Develop and implement model for assessment of DEI&A knowledge for each role, level of experience, and competency in JALS.		
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 3.2 Implement and assess DEI&A training and education in JALS.	3.2.1		Deliver DEI&A training and education at LCS.		
	3.2.2		Develop DEI&A trainers and coaches for JALS.		
	3.2.3		Integrate DEI& A findings and lessons learned in each exportable training package and related LCS lesson plan.		
	3.2.4		Develop and publish best practices that enable and encourage learning up-to-date equitable and inclusive practices.		
	3.2.5				
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 3.3 Adopt and promote a DEI&A continual learning and growth mindset across JALS.	3.3.1		Develop approaches for leaders to encourage learning, participation, and discussion of DEI&A among all assigned personnel.		
	3.3.2		Integrate DEI&A principles in all external engagements.		
	3.3.3		Increase DEI&A education and professional development opportunities for JALS personnel.		
	3.3.4		Develop and deliver DEI&A continuing legal education program for all JALS attorneys.		

Goal 4: LASTING SUSTAINMENT. Create and Maintain an Equitable and Inclusive Environment in JALS.					
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 4.1 Establish methodology and tools to assess existing organizational climate relevant to DEI&A.	4.1.1		Revise command climate surveys and data from listening sessions to identify and assess DEI&A concerns and recommended best practices or initiatives.		
	4.1.2		Collect, analyze and store survey data for future benchmarking activities and study.		
	4.1.3		Develop and periodically present findings to JALS leadership depicting current organizational DEI&A climate feedback.		
	4.1.4		Evaluate existing DEI&A survey and observation instruments, and study instruments from other sources, to determine the best tools for JALS use.		
	4.1.5		Determine equity and inclusive environment indicators for use in JALS.		
	4.1.6		Develop format for conducting "Listening Sessions" at all levels to facilitate open dialogue and enhance positive, safe expression in group interactions to help determine perceived barriers to attaining DEI&A.		
	4.1.7		Develop exit surveys and interviews to glean DEI&A-related data.		
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 4.2 Establish procedures to help Army address DEI&A challenges impacting force readiness.	4.2.1		Review reports on Military Justice and disciplinary actions to determine any racial and gender disparities.		
	4.2.2		Remove photo and all data that identifies a Soldier's race, ethnicity, and gender on any JALS selection board or assignment process.		
	4.2.3		Integrate into and participate in all command efforts concerning furtherance of DEI&A and implementation of the Army's DEI Annex to the Army People Strategy.		
	4.2.4				
	4.2.5				
	Task #	**OPR/OCR**	**Action Task**	**Suspense**	**Status/Remarks**
OBJECTIVE 4.3 Institute lasting commitment to DEI&A across JALS.	4.3.1		Highlight and honor influential JALS personnel who overcame barriers to inclusion and can serve as role models.		
	4.3.2		Develop programs to hold leadership accountable for learning about and facilitating DEI&A in JALS and the Army.		
	4.3.3		Increase collaboration with external organizations and affiliated affinity groups to advise, assist, and support JALS DEI&A efforts.		
	4.3.4		Identify and recommend appropriate memorialization of JALS buildings, courtrooms, classrooms, awards, gifts, or other institutional honors.		

[redacted] On-Boarding Plan

Sponsor: [redacted], Office: [redacted] Cell: [redacted]
Alternate: [redacted], Office: [redacted] Cell: [redacted]

Supervisor: MG Joe Berger
Higher Level Reviewer:

Primary Duty Location: Pentagon RM 3B548

- Swing space will be available in USALSA when necessary

29 AUG - Pentagon	30 AUG	31 AUG	1 SEP	2-5 SEP – Holiday
Admin Actions: • W-4 • Direct Deposit • Payroll • Security Brief • Welcome & Informational Brief Computer Issuance and Account Set Up Building Access Parking Permit Window Tour In-brief with ODEI Team Army Overview HQDA Overview JAGC Overview • OTJAG • USALSA • TJAGLCS • Field	0930 – Meeting w/ [redacted], Chief, Personnel, Plans & Training Office 1030 - Meeting w/ Mr. Will Koon, Director Civilian Personnel Labor and Employment Law & Senior Civilian of the Corps 1300 – Meeting w/ Lieutenant General (LTG) Stuart Risch, The Judge Advocate General (TJAG) 1400 – Meeting w/ [redacted] Chief Warrant Officer of the Corps (CWOC) 1430 – Meeting with [redacted], Regimental Command Sergeant Major of the Corps and Command Sergeant Major, USALSA	1030 – Meeting w/ [redacted], Chief, Strategic Initiatives Office 1100 – Meeting w/ [redacted] & Ms. [redacted], Criminal Law Division 1130 – Meeting w/ Brigadier General Dave Mendelson, Assistant Judge Advocate General for Military Law & Operations 1200 – Lunch @ARDEF w/ Ms. Karen Carlisle, Director Soldier and Family Legal Services (+ [redacted]) 1330 – Meeting w/ [redacted], Chief, Administrative Law Division	1000 – Meeting w/ Ms. Becky Ausprung, Director, Civil Law and Litigation 1030 – Meeting w/ [redacted] Chief, Judge Advocate Recruiting Office 1300 – JAGC DEIC Council Meeting Attendance +Meet-and-Greet Council	**6 SEP** 0900 – Meeting w/ Major General Joe Berger, Deputy Judge Advocate General (DJAG) 1030 – Meeting w/ [redacted] Chief, Army Diversity **7 SEP** 1600 – Meeting w/ BG George Smawley, Commander, USALSA **WEEK OF 12-16 SEP** Will schedule various meetings at TJAGLCS with CG, Dean, Leadership Center, etc. More to follow.

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON, 3B548
WASHINGTON DC 20310-2200

DAJA-ZA

JUN 04 2021

MEMORANDUM FOR Judge Advocate Legal Services Personnel

SUBJECT: Establishment and Charter of the Office of Diversity, Equity, and Inclusion, Office of The Judge Advocate General

1. Consistent with the recommendation of the Judge Advocate General's Corps Council on Diversity, Equity, and Inclusion, and following my review of feedback contained in a recent survey of Judge Advocate Legal Services (JALS) personnel on the subject of diversity, equity, and inclusion, I am establishing the Office of Diversity, Equity, and Inclusion (ODEI) within the Office of The Judge Advocate General.

2. Vision. Enable the transformation of policies, practices, programs, and systems that advance diversity, equity, and inclusion (DEI) to the fullest extent possible across the breadth (functions) and depth (hierarchy) of JALS.

3. Mission. The mission of the ODEI will be to provide leadership and direction in the formulation, execution, and management of policies and practices that foster a DEI environment consistent with the core values of the JALS. To accomplish this mission, the charter of the ODEI will be as follows:

a. Data Analysis and Metrics. The ODEI will conduct research and analytical reviews to assess diversity trends and issues in the JALS in order to develop a program that provides the most effective products and services focused on recruiting, retaining, and developing a diverse and inclusive JALS community.

(1) The ODEI will take a quantitative and qualitative approach when assessing the current state and desired future state of the JALS, and will create and implement monitoring and reporting systems to effectively benchmark progress on DEI in JALS.

(2) The ODEI will track diversity metrics from promotion and accessions boards, conduct analysis of diversity selections for key JALS leadership assignments across the formation, review major JALS publications to ensure diversity of authors selected for publication, track the diversity of guest speakers and instructors who are invited by The Judge Advocate General's Legal Center and School (TJAGLCS), and review civilian hiring and promotion practices to identify DEI trends.

b. Policy Review and Development. The ODEI will review, evaluate, recommend, and facilitate the development of JALS's policies, practices, programs, and systems that enable JALS to implement its DEI goals effectively, including those goals focused on

increasing diversity in promotions, accessions, and assignments for JALS's military personnel. The ODEI will also develop recommendations on new methods to recruit a diverse civilian workforce that is informed by analysis of civilian sector practices and programs.

c. Training. The ODEI will identify and advocate for DEI training and awareness opportunities, as well as organizational training needs in diversity management and inclusiveness. The ODEI will develop training products (such as training modules and vignettes) for distribution to units and personnel throughout the JALS that highlight the importance and tangible benefits of DEI.

d. Advisory Support. The ODEI will provide regular updates to The Judge Advocate General on DEI metrics across the JALS and recommend initiatives to improve where necessary. The ODEI will advise JALS leaders – including those in the field – on major DEI developments and trends affecting the JALS and provide assistance on interpreting and implementing policies, regulations and procedures for DEI initiatives within the JALS. The ODEI will also coordinate with, and advise and assist, the Personnel, Plans, and Training Office (PPTO) and the Judge Advocate Recruiting Office (JARO) to accomplish the mission of recruiting, retaining, and developing a diverse and inclusive Judge Advocate General's Corps (JAGC). A member of the ODEI will serve on the JAGC Council on Diversity, Equity, and Inclusion and will work with the Council on developing recommendations for DEI initiatives.

e. Diversity Recruiting. The ODEI will interface with the Director, Civilian Personnel, Labor and Employment Law, the Chief, PPTO, and the Chief, JARO on programs and policies that are focused on recruiting, retaining, and developing a high quality and diverse JALS. This interface will include coordinating JALS representation at minority bar association conventions, ensuring diversity representation in JALS recruiting materials, and generating, analyzing, and maintaining accessions statistics regarding diversity representation within the JALS.

4. The ODEI's charter does not include responsibility for or authority over matters that fall within the scope of the Equal Opportunity (EO), Equal Employment Opportunity (EEO), or Sexual Harassment / Assault Response and Prevention (SHARP) programs. If a party submits such matters to the ODEI, the ODEI will not accept the matters for action and will advise the party to consult with their EO, EEO, or SHARP program office.

5. This memorandum serves as authorization for PPTO to immediately assign: one (1) judge advocate in the grade of O6 to serve as the Interim Director, ODEI; and one (1) warrant officer in the grade of W2 or above to serve as the Legal Administrator, ODEI. In addition, PPTO is authorized to establish: one (1) permanent civilian employee

position in the grade of GS-15 to serve as the Director, ODEI; one (1) permanent judge advocate position in the grade of O6 to serve as the Deputy Director, ODEI; and one (1) permanent warrant officer position to serve as the Legal Administrator, ODEI. The Deputy Judge Advocate General and The Judge Advocate General will, respectively, serve as the rater and senior rater / higher level reviewer of the ODEI director.

6. The ODEI will accomplish its mission through mutually supportive engagements with all JALS activities that are primarily responsible for the missions of recruiting, retaining, and developing JALS personnel, which include (but are not limited to): the Director, Civilian Personnel, Labor and Employment Law; TJAGLCS; PPTO; and JARO. Neither the ODEI's mission nor charter relieves any of the aforementioned JALS activities of their current missions or authorities. Upon request by the ODEI, and when permitted by applicable laws and regulations, all JALS activities will expeditiously provide the ODEI with statistical data and other information or assistance that is necessary for ODEI to accomplish its mission.

7. Although the ODEI will play a vital role in the advancement of diversity, equity, and inclusion, it will not serve as a potential "single point of failure." Indeed, nothing in this charter relieves JALS leaders from their inherent responsibility to continue to foster and maintain equitable and inclusive work environments. The outcome of the JALS' efforts to become a more diverse, equitable, and inclusive organization will primarily depend on how sincerely we incorporate these values into our attitudes and actions. Achieving diversity, equity, and inclusion remains the responsibility of all JALS members and, most especially, leaders.

8. When I established the JAGC Council on Diversity, Equity, and Inclusion, I noted that how we value each other - and how we each perceive the resulting treatment – matter, and that recent events have reminded us that there remains more that must be done. Thanks to the Council's dedicated efforts and the invaluable survey feedback that was received from JALS members, the ODEI is a "down payment" on doing what must be done so that we – individually and as a team – can realize our full potential, for the ultimate benefit of our Army and Nation.

Be Ready!

(b)(6)

CHARLES N. PEDE
Lieutenant General, USA
The Judge Advocate General



Job Analysis

Program Coordinator

Office of Diversity, Equity, and Inclusion (ODEI)

U.S. Army Judge Advocate General's Corps (JAGC)

Prepared By

(b) (6) (b) (6)
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Executive Summary

A job analysis is defined as the practice of gathering and analyzing details about a particular job, such as the required responsibilities, day-to-day duties, hard and soft skills, qualifications, education, expected outcomes, the interaction required (both internal and external), performance standards, working conditions, required physical abilities and nature of supervision. The purpose of this document is to provide information about the duties and responsibilities of the ODEI Program Coordinator (JAGC Warrant Officer position/billet) to assist with decisions such as organizational structure development and future personnel fills. The data was collected through qualitative means via in-person interview with the incumbent and internet research conducted using various sources for occupational information such as O*NET.

The information contained in this document is a snapshot of the analyzed position. It is not meant to be considered a complete assessment. Decision makers should use this document to consult with supervisors, stakeholders, and other personnel that would have any knowledge of this position to make the best decision.

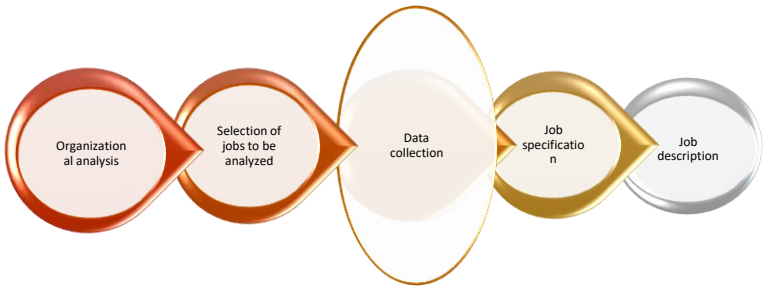


Figure 1-1: Process of Job Analysis

The process of job analysis assists the organization in developing the job description, the end-product of a job analysis, as illustrated in Figure 1-1 above. Job analysis outlines the critical KSAOs, tasks, and responsibilities needed to do the job. The ODEI Program Coordinator (CW2 billet) is housed in the e-Discovery suite at the United States Army Legal Services Agency (USALSA) at Fort Belvoir, VA (see Figure 1-2 below). The Director and Deputy Director possess hard office space at the Pentagon and the Program Coordinator (CW2 billet) and Program Specialist (detailed SGT) use cubicle space, as available. Currently, the ODEI as a Team works each Tuesday at USALSA and each Thursday at the Pentagon. They utilize remote (teleworking) options to collaborate until a permanent and adequate space is procured for the Team of four (4) office in USALSA.

The Office of Diversity, Equity, and Inclusion

Organizational Structure

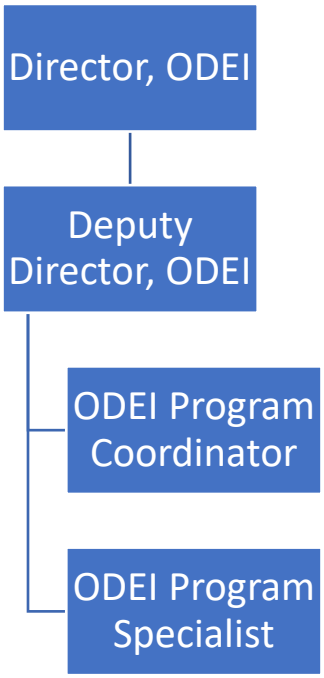


Figure 1-1: ODEI Organization Structure

Assessment Summary

The ODEI Program Coordinator is a newly developed position in its initial stages of maturation. Due to this newness, it lacks the duty and responsibility definitions required for the position. Based on thorough research of similar positions in the civilian sector and a discussion with the incumbent, this is a snapshot of what this position may be required to do.

Duties and responsibilities:

Responsible for the overall coordination of the strategies and initiatives including partnering with staff, committees, and leadership, to execute a Diversity, Equality, Inclusion, Accessibility (DEIA) work plan & activities, ensuring policies, programs, and practices are embedded with equity, and document and communicate growth and impact to a 10,000-person cohort across the JAG Corps (JAGC) enterprise. Leads and supports projects in support of JAGC DEIA strategy. Assist in influencing, and managing relationships, and drives the impact of DEIA strategic initiatives with stakeholders across leadership and cross-functional teams in the JAGC enterprise. Utilize organizational feedback for DE&I program performance metrics and track and recommend solutions. Manages the administration of the ODEI calendar, meetings, and governance, and offers administrative support for the ODEI leaders and allies. Additionally, this position will coordinate support for JAGC Field Boards, DEIA Council, and JAGC mentorship groups. This incumbent reports to and is senior rated by the Director, Diversity, Equity, and Inclusion. Assists with the planning, scheduling, and coordination of DEIA meetings including the design and development of meeting decks and other communications/tools. Leverages data to evaluate DEI&A performance to strategic objective metrics and translate data analysis into recommendations for solutions to drive continual improvement. Conduct research on key DE&I topics, programs, and initiatives to advance and support DEI&A in the JAGC. Research and establish a list of external awards, reports, and recognitions for organizational DEI&A efforts and coordinate application scheduling, collection and reporting of data, and

subsequent communications of recognitions received. Champion the values of DEI&A daily in interactions both internally and externally.

Knowledge, Skills, and Abilities (KSAs):

- Plans, Aligns and Prioritizes
- Collaboration and Leads with Influence
- Organizational Agility
- Business Acumen
- Communicates Effectively (Written and Orally)
- Knowledge of DEI&A Concepts
- Project Management
- Program Management
- Data Life Cycle Management
- Systems Thinking
- Ability to build rapport and trust
- Ability to manage cross-functional projects, as demonstrated by previous experience coordinating deadlines and deliverables with multiple stakeholders

Qualifications:

- Bachelor's degree
- Completion of the following certificate programs

    - **Diversity, Equity and Inclusion in the Workplace,** University of South Florida. Completed prior to arrival to the position (funded by OTJAG). https://www.usf.edu/business/certificates/diversity-equity-inclusion/
    - **Diversity and Inclusion**, Cornell University. Completed within the first 90 days of arrival to the position (funded by OTJAG). https://ecornell.cornell.edu/certificates/leadership-and-strategic-management/diversity-and-inclusion/
- Advanced Skills in Microsoft 365 – Word, Excel, Power Point and SharePoint

Recommendation

The Order of Merit (OML) should begin with the positions that more risk can be assumed to not fill. The ODEI Program Coordinator position should be placed lower (mid-point) on the OML for a potential non-fill for FY24.

When determining the placement on the OML, the decision makers should consider that in the past few years DEI has become a hot topic. Organizations, including the Army, strive to understand DEI concepts and the impact DEI considerations have on organizational performance and longevity (such as retention and recruitment efforts).

Since this is a new program that promises prominent changes, employees are observing to see the actions that are taken to implement those changes. If this position is not filled, it may be interpreted as not being a priority for JAGC leaders.

It is beneficial for decision-makers to understand the duties and responsibilities of all members of the ODEI when deciding whether to backfill this position. Understanding the ODEI Program Coordinator's job description will assist in identifying overlapping duties and responsibilities and potential gaps if the position is not filled. As stated in the executive summary, decision makers should use this information as a tool to inquire about other aspects of the office to identify potential risks of assignment of personnel.

Additionally, I recommend mobilizing Reserve support to fill this position if it cannot be filled by an Active Component incumbent in the summer of 2023.

SIO Sends:

Diversity, Equity, Inclusion, & Accessibility within the Corps

December 2021

SIO ✉ usarmy.pentagon.hqda-otjag.mbx.jagcorps-info@mail.mil

Army Leadership Priority and Intent

The Army is committed to developing and fostering an environment that promotes and practices diversity, equity, inclusion, and accessibility (DEI&A). Individually, these concepts emphasize the ability to create cohesive teams, which is integral to building trust at all levels. As a whole, these initiatives will achieve greater strategic advantages against adversaries by leveraging the background and diversity of all personnel, and by creating an inclusive environment in which leaders value and encourage personnel to provide ideas necessary to drive innovation and mission success. Together, we must "reinforce the ideals of a mission-ready Total Force that embraces equality, fairness, civility, and respect."
- Army DEI&A Policy Statement, 1 November 2021

TJAG's Communication Priority and Intent

Our people are, and will remain, our #1 priority. *I have just published TJAG Policy Memo _____, Diversity, Equity, Inclusion and Accessibility (DEI&A).* Within, I charge each of you to commit to treating all people equally and fairly, with dignity, civility, and respect. These values reflect the most fundamental premise of our democracy: Equal Protection under the Law for All. I expect every JALS member to embrace the principles of equality, fairness, inclusivity, and respect of others. I charge leaders across JALS to provide inclusive workplaces where all our personnel feel valued and empowered to develop, contribute, belong, and succeed while selflessly serving our Nation.

Top Line Messages

- **Promoting DEI&A Initiatives –** We are focused on recruiting and retaining a diverse workforce drawn from all segments of our population; in fostering a culture that prizes the unique attributes and backgrounds of our personnel; in encouraging collaboration, flexibility, and fairness in our teams; and in ensuring all our teammates feel valued and enabled to fully participate in our provision of principled counsel and premier legal services to our Army.

- **Taking Action -** We have updated our policies to direct change **now** – no more planning for tomorrow. Through the work of our DEI Council, field boards, and the Office of DEI, we have created a framework for action to reinforce the attitudes, behaviors, and practices that further and enhance inclusion in all our teams. We are committed to casting the widest net for qualified military and civilian applicants, retaining highly-qualified and motivated talent, and furthering the capacity of our diverse people to work in teams where they feel valued and inspired to reach their furthest potential for excellence while serving our Nation.

- **Commit to DEI&A -** I charge all JALS personnel to learn the concepts and principles of DEI&A, and all JALS leaders to advance DEI&A practices to create agile, adaptable, cohesive, and inclusive teams where all can champion their unique strengths to accomplish the mission.

- **Why DEI&A Matters –** Research-backed evidence shows that diversity drives value. Diverse, equitable, inclusive, and accessible teams think better and make better decisions. Our ability to provide principled counsel and premier legal services is what **WE** bring to the fight and why we are valued.

Talking Points

- JAGC DEI&A Strategic Plan – our roadmap to advancement.
- Engaging leaders in the right conversations; establish shareholder value.
- Eliminate the "stockpile of discussion, shortage on action" perceptions.
- How we value each other – and how we each perceive the resulting treatment – matter.
- "Diversity is the force, equity is the goal, inclusion is the way," Army People Strategy, DEI Annex, 1 September 2020.

Join the Discussion

Are you interested in serving on a Field Board in support of Council on Diversity, Equity, Inclusion & Accessibility?

Apply online within the JAGCNet DEI&A Council webpage or at https://www.jagcnet2.army.mil/Sites/DivInc.nsf/home.xsp

Have a suggestion on how to improve DEI&A within the Corps?

Submit your idea to the virtual suggestion box located within the JAGCNet DEI&A Council webpage or at https://www.jagcnet2.army.mil/Sites/DivInc.nsf/vsb.xsp

Stay connected with us on JAGCNet, Facebook, JAGConnect, JAGU, JAG Instagram, JAG LinkedIn, and TJAGLCS TV!

SIO Sends POCs:

(b) (6)(b) (6), Chief, SIO - (b) (6) (b) (6)
(b) (6), Strategic Communications Officer - (b) (6) (b) (6)
(b) (6)(b) (6) Strategic Engagements Officer - (b) (6) (b) (6)

ODEI POCs:

(b) (6) (b) (6), Director, ODEI - (b) (6) (b) (6)
(b) (6) (b) (6), Legal Administrator – (b) (6) (b) (6)
(b) (6)(b) (6), Paralegal Specialist - (b) (6) (b) (6)

Strategic Plan Goal Comparison

DoD

Goal 1. DIVERSITY: Enhanced Global Joint Warfighter Capability to Address Emerging Security Challenges

Goal 2. DIVERSITY: Culture of Organizational Resiliency

Goal 3. EQUITY: Expansion of Equity and Equality

Goal 4. INCLUSION: Workforce Inclusivity

Goal 5. ACCESSIBILITY: Commitment to Accessibility

Army

Goal 1. Demonstrate leader commitment, engagement, and support to DEI practices at all levels of the Army

Goal 2. Institutionalize talent management processes to acquire, develop, employ, and retain a cadre of high-performing Soldiers and Civilians to address diversity in senior military and civilian leaders

Goal 3. Establish and resource a governance structure to support Army DEI efforts

Goal 4. Implement DEI training and education programs that meet the demands of the total force

Goal 5. Create and maintain an equitable and inclusive environment where the value of diverse attributes, experiences, cultures, characteristics, and backgrounds ensure mission readiness

FORSCOM

Goal 1. Ensure Leader Commitment to Diversity, Equity, Inclusion and Accessibility Practices to Enhance Readiness

Goal 2. Institutionalize Comprehensive Talent Management Processes, to Acquire, Develop, Employ and Retain High-Performing, Talented Diverse Individuals

Goal 3. Cultivate an Inclusive and Engaged Workforce to Develop And Maintain a Workplace Environment Which Continually Focuses on Adoption and Improvement of DEIA Best Practices

Goal 4. Conduct Barrier Analysis and Outreach Programs/Initiatives

JAGC Draft

Goal 1. Ensure Leader Commitment and support to Diversity, Equity, Inclusion and Accessibility to Enhance Readiness

1.1 Demonstrate leadership commitment to an accountable and sustained diversity effort.

Goal 2. Institutionalize Holistic Talent Management Processes, to Acquire, Develop, Employ and Retain High-Performing, Talented Diverse Individuals (incorporate high-performing more inclusive term/wellness)

1.1 Outreach Programs/Initiatives

Goal 3. Cultivate an Inclusive and Accessible Workplace Environment where all JALS personnel can thrive.

1.1 Conduct Barrier Analysis

Strategic Plan Objectives Comparison

DoD

Goal 1. DIVERSITY: Enhanced Global Joint Warfighter Capability to Address Emerging Security Challenges

- 1.1. Leverage research and best practice information to inform DoD DEIA efforts.
- 1.2. Continue to enhance the talent management/internal employee lifecycle process by using achievable short-term milestones to affect change.

Goal 2. DIVERSITY: Culture of Organizational Resiliency

- 2.1. Incorporate a robust leadership engagement structure that includes the DWC, WMG, and other working groups to support DoD-wide DEIA efforts, including the review and appropriate adjustment of the mission, vision, key DoD strategic guidance documents, policies, and execution progress and outcomes.
- 2.2. Develop a standardized, DoD-wide data collection and analysis process leveraging Advana, the Department's largest data platform for advanced analytics, to transform relevant personnel data into actionable insights that effectively inform decision making.
- 2.3. Institute DEIA policies and related compliance guidance.
- 2.4. Enhance, align, and direct DEIA resource capabilities and mandate cross-enterprise accountability for the execution and achievement of DEIA initiatives.

Goal 3. EQUITY: Expansion of Equity and Equality

- 3.1. Increase representation of underserved populations in underrepresented career fields and at all levels of the military and civilian force.
- 3.2. Utilize procurement structures, DoD programs, and other mechanisms to enhance the DEIA inclusivity of the underserved communities surrounding DoD installations.

Goal 4. INCLUSION: Workforce Inclusivity

- 4.1. Enhance the structure of employee resource groups (ERG)/councils to enable their support for the achievement of mission-oriented DEIA objectives.
- 4.2. Enhance qualitative data gathering and analytics framework to gain military and civilian workforce feedback with a mixed-methods approach to data collection.
- 4.3. Develop a culture of inclusivity within DoD to ensure the work environment actively meets the needs of its people.

Goal 5. ACCESSIBILITY: Commitment to Accessibility

- 5.1. Develop an accessibility framework to provide comprehensive access to accessibility services and

Army

Goal 1. Demonstrate leader commitment, engagement, and support to DEI practices at all levels of the Army

- 1.1: Develop standards, methods, procedures, and processes for implementing DEI practices.
- 1.2: Integrate diversity principles, equitable treatment, and inclusive leadership practices into leader development.
- 1.3: Develop and implement procedures that ensure continuous leader awareness of DEI efforts and progress on priority tasks.
- 1.4: Develop recognition and reward programs to incentivize effective DEI leadership.
- 1.5: Create processes to measure the overall effectiveness of this annex and progress towards its vision.
- 1.6: Reconstitute an executive-level DEI council to approve policy, develop requirements, and provide strategic guidance on implementing this annex and executing future initiatives.

Goal 2. Institutionalize talent management processes to acquire, develop, employ, and retain a cadre of high-performing Soldiers and Civilians to address diversity in senior military and civilian leaders

- 2.1: Design, implement, resource, and leverage business systems to assess progress toward DEI goals and objectives in accession, development, assignment, selection, and retention outcomes in a multi-year context.
- 2.2: Develop and implement mechanisms to efficiently integrate and synchronize Army diversity outreach and recruitment strategies to achieve optimal leader participation and acquire highly qualified Soldiers and Civilians from diverse backgrounds.
- 2.3: Ensure DEI principles and policies are integrated into the Army Campaign Plan, Army People Strategy, and Army talent management processes for all military and civilian personnel.
- 2.4: Establish and implement procedures for achieving desired Army diversity outcomes through diversity policy and talent management principles and practices.
- 2.5: Enhance mentorship, coaching guidance, and processes to ensure professional development

FORSCOM

Goal 1: Ensure Leader Commitment to Diversity, Equity, Inclusion and Accessibility Practices to Enhance Readiness

- 1.1. Demonstrate leadership accountability, commitment and involvement.
- 1.2. Create a set of measurement tools that identify/measure effectiveness of inclusive
- practices NLT FY24.
- 1.3. Improve communication across, up, and down the organization.

Goal 2. Institutionalize Comprehensive Talent Management Processes, to Acquire, Develop, Employ and Retain High-Performing, Talented Diverse Individuals

- 2.1. Establish policies, expand strategic relationships with key stakeholders.
- 2.2. Implement, enhance, and sustain recruiting practices and strategies.
- 2.3. Develop and promote quality of life approaches to influence retention of top talent.

Goal 3. Cultivate an Inclusive and Engaged Workforce to Develop And Maintain a Workplace Environment Which Continually Focuses on Adoption and Improvement of DEIA Best Practices

- 3.1. Increase inclusion through training, leader development, mentorship and professional engagement programs.
- 3.2. Develop and promote quality of life approaches/practices that influence the retention of diversity.
- 3.3. Develop strategies to advance accessibility and eliminate, where applicable, barriers to equity.

Goal 4. Conduct Barrier Analysis and Outreach Programs/Initiatives

- 4.1. Promote/market student internships of diverse organizations and universities to attract top talent from all segments of society. 4.2. Increase utilization of Schedule A hiring authorities to recruit and retain a diverse workforce. 4.3. Implement military and civilian centric outreach programs to increase diversity in the workforce. 4.4. Implement Barrier Analysis teams with membership from EEO, MEO, HRD and SJA.

JAGC Draft

Goal 1. Diversity

- 1.1. Ensure leadership commitment to an accountable and sustained diversity effort.
- 1.2. Develop policies and procedures to ensure diversity and inclusion are an institutional priority.
- 1.3. Narrow the demographic gaps between JALS and the US population.
- 1.4. Educate and train all personnel on the importance of DEI&A

Goal 2. Equity

- 1.1 Design, implement, resource, and leverage systems to assess equity progress in personnel recruitment, selection, retention, and assignment, and promotion.
- 1.2. Establish effective mentoring and professional development opportunities that provide the tools for personnel to navigate personal career progression.
- 1.3. Champion, promote, and maintain an equitable environment within JALS that fosters fair, just, and equal opportunities for all

Goal 3. Inclusion

- 1.1 Develop a plan for senior leadership and senior civilian participation in JALS outreach to underrepresented communities.
- 1.2. Establish and/or leverage forums, i.e. the Council on Diversity, Equity, and Inclusion (DEIC), and subordinate advisory field boards to oversee and monitor key diversity and inclusion initiatives.
- 1.3. Collaborate with the various JAG Corps Affinity Mentorship Groups to shape our DEI&A initiatives.

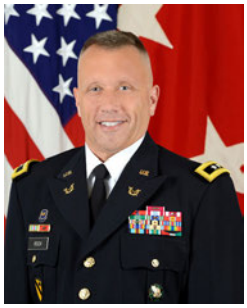
Goal 4. Accessibility

- 1.1. Develop an accessibility framework that enables all members of JALS to maximize their contribution to the success of our mission



TJAG and DJAG SENDS

A Message from The Judge Advocate General and the Deputy Judge Advocate General



Establishment of the Office of Diversity, Equity, and Inclusion, Office of The Judge Advocate General

On July 26, 1948, President Harry S. Truman signed Executive Order 9981 to end racial segregation and discrimination in the military. President Truman's order set in motion a wave of reforms for equality and inclusion, not only in the military, but across the federal work force and public education. And we all know that almost seventy-three years later, much work remains to be done. As an Army, we must lead the way to ensure opportunities for all. The Judge Advocate Legal Services (JALS) is our Nation's premier law firm. Because we are, we can and must be better. To this end, consistent with the recommendation of the JAG Corps Council on Diversity, Equity, and Inclusion and following a review of recent survey feedback from JALS personnel, we are establishing the Office of Diversity, Equity, and Inclusion (ODEI) within the Office of The Judge Advocate General.

The ODEI's mission will be to provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS. To accomplish this mission, the ODEI's charter includes data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting (EO, EEO, and SHARP are beyond the scope of the DEI's charter). The ODEI will accomplish its mission through mutually supportive engagements with all JALS activities that are primarily responsible for the missions of recruiting, retaining, and developing JALS personnel. The ODEI will also work closely with the JAG Corps Council on Diversity, Equity, and Inclusion on developing recommendations for diversity, equity, and inclusion initiatives.

We are pleased to announce (b) (6) (b) (6) as the ODEI's first director. (b) (6) (b) (6) was chosen for this extremely important assignment based on his outstanding record of leadership in our Regiment and is precisely the right person to lead the ODEI as it begins its work. In the very near term, (b) (6) will engage JALS leaders with requests for statistical data and other information that the ODEI will use to formulate initiatives in conjunction with our Council; JALS leaders will expeditiously support these requests, as they represent opportunities to support the advancement of diversity, equity, and inclusion in our formation.

Achieving diversity, equity, and inclusion is ultimately the responsibility of all JALS members and, most especially, leaders. Recognizing that the outcome of our efforts to become a more diverse, equitable, and inclusive organization will primarily depend on how sincerely we incorporate these values into our attitudes and actions, the ODEI is one more step in doing what must be done so that we – individually and as a team – can realize our full potential, for the ultimate benefit of our Army and Nation.

People First, Be Ready, and Stay Healthy!

(b)(6)

CHARLES N. PEDE
Lieutenant General, USA
The Judge Advocate General

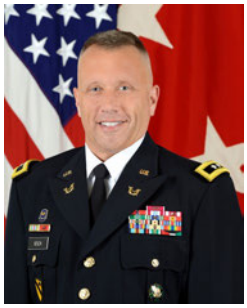
(b)(6)

STUART W. RISCH
Major General, USA
Deputy Judge Advocate General



TJAG and DJAG SENDS

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CHARLES N. PEDE
Lieutenant General, USA
The Judge Advocate General

(b)(6)

STUART W. RISCH
Major General, USA
Deputy Judge Advocate General

Office of Diversity, Equity, and Inclusion



[redacted]

(b) (6)(b) (6) [redacted]

Director

Office of Diversity, Equity, and Inclusion

(b) (6) [redacted] (b) (6) [redacted]

Answers to Questions

- **Have we done an analysis of our civilian data?** No but I have requested that information from (b) (6)
- **What policies do we have and do we need more?** Aside from the DEI policy statement, the only policy that I am aware of is the verbal direction that all boards receive instruction on mitigating bias.
  - We should put it in writing and possibly expand (could require all civilian hiring panels receive mitigating bias training)
  - As ODEI reviews hiring, promotion, and other processes there may be more policies to put in writing

Answers to Questions

- **How do we collect data?** Currently we receive demographic data from G-1. One of the tasks that will be in our DEI strategic plan will be to identify gaps in data and propose actions to mitigate.
- **How do we increase opportunities for people with disabilities?** We can utilize Schedule A hiring authority, sign up for the Workforce Recruitment Program, and ensure supervisors of civilians are aware of Reasonable Accommodation requirements.

DoD DEIA Mission and Vision

- Mission Statement: Enhance the readiness of the DoD workforce and ensure the nation's security through leveraging the pillars of diversity, equity, inclusion and accessibility, and optimizing the diverse talent in support of the Joint Warfighter.

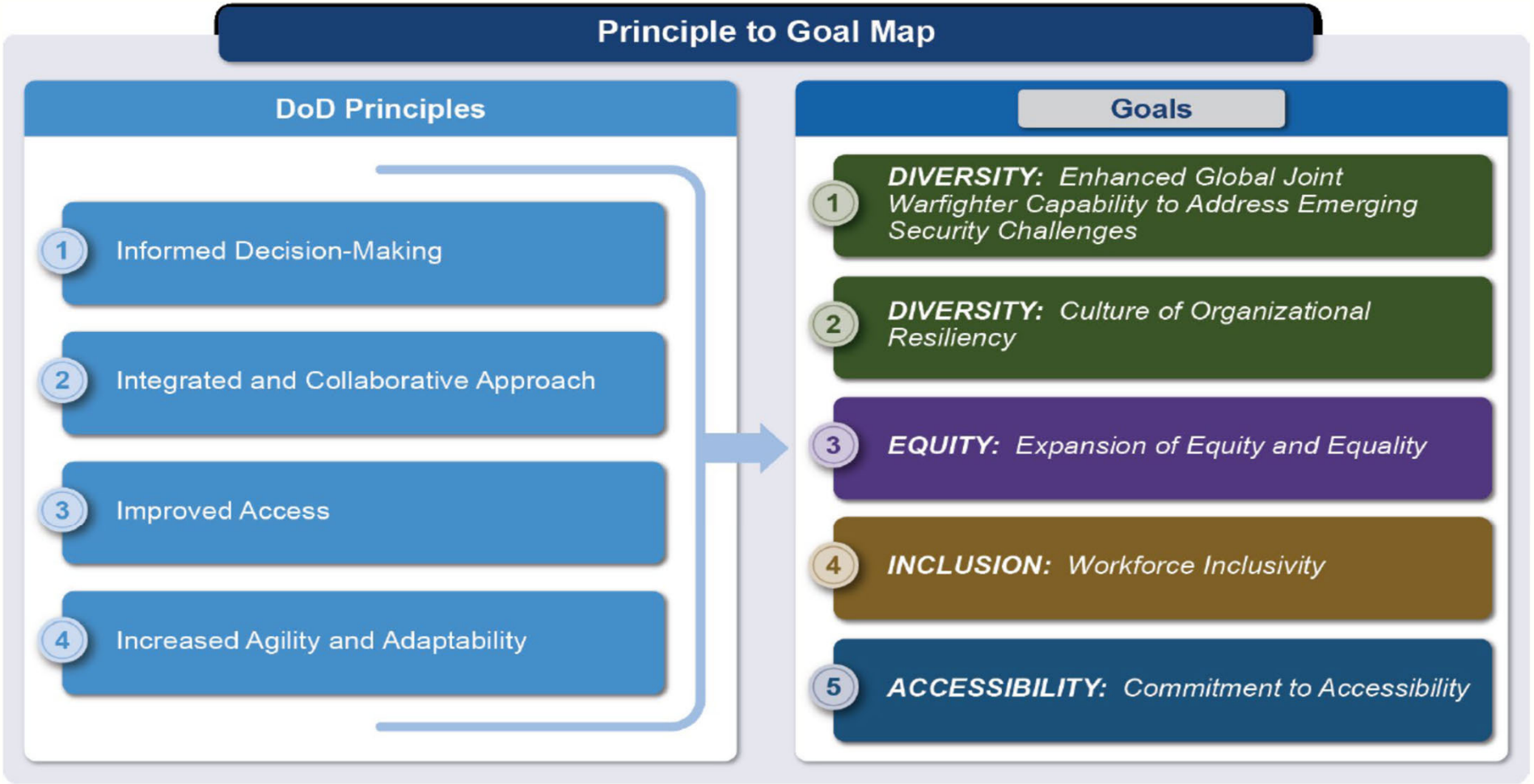
- Vision: DoD is a model employer and community partner by advancing and embedding diversity, equity, inclusion, and accessibility principles; reinforcing innovative solutions; and effectively leveraging the unique strengths of our nation's people to meet current and future global security challenges.

Army DEI Mission and Vision

- Mission Statement: Build and sustain Army readiness by developing and implementing a strategic plan to advance DEI across the Total Force and establish the Army as a global leader in DEI.

- Vision: The Army is a global leader in embracing all people of our Nation and the unique contributions of those individuals in an inclusive environment while creating war-winning capability.

DoD's DEIA Strategy (2022)



Army People Strategy

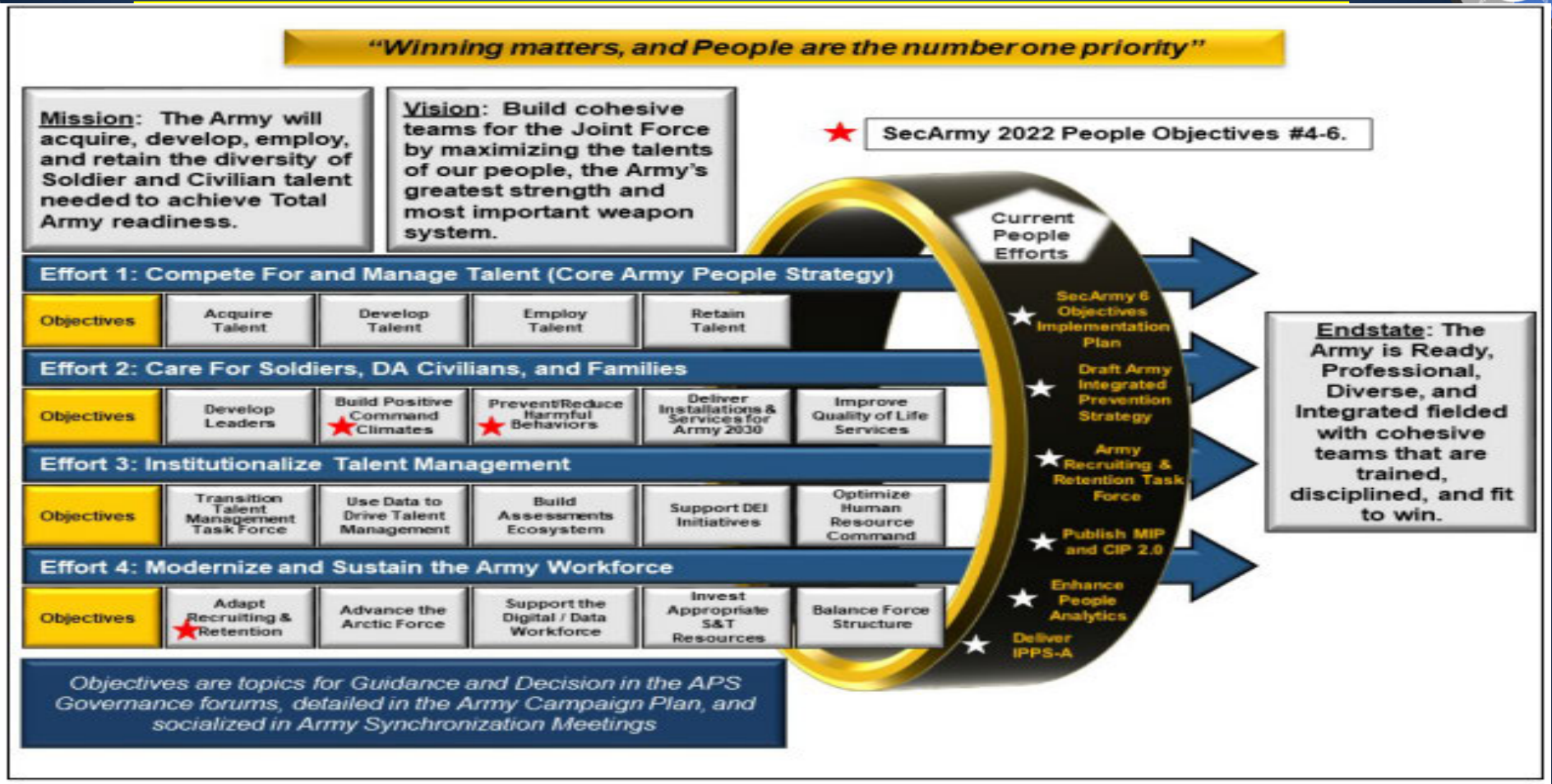


Figure 1: Strategic Approach through 2030

Army People Strategy DEI Goals/Objectives

- 1: Enhance Mission Readiness (DEI LOE 1—Diversity)
- 2: Leader Commitment and Engagement (DEI LOE 2—Equity)
- 3: Training and Education (DEI LOE 3—Inclusion)
- 4: The Employer of Choice (DEI LOE 4—Accessibility)
- 5: Army-wide Inclusive Culture (DEI LOE 3—Inclusion)

Proposed JAGC Construct for Strat Plan

- Adopt DoD's Guiding Principles unless Army DEI publishes some
- Develop Mission and Vision Statements with the intent of Army's but with the polish of DoD's
- Goals would be simplified and divided into the following categories: Goal 1 focus on Diversity, Goal 2 focus on Equity, Goal 3 focus on Inclusion, and Goal 4 focus on Accessibility
- Would adopt/adapt applicable tasks from Army People Strategy DEI Military and Civilian Implementation plans to coincide with the Army LOE's Acquire, Develop, Employ, and Retain Talent as well as Build Positive Command Climates (And JAGC LOE #1 People)
- Would add JAGC specific tasks

Example of Objectives/Tasks for Goal 1

- Goal 1: Diversity
  - Objective 1.1: Attract, recruit, develop, and retain the workforce for today and into the future
    - Task 1.1.1: Analyze outreach and recruiting efforts to expand our pool of potential applicants
  - Objective 1.2: Embed DEI principles in all we do
    - Task 1.2.1: Review strategic plans, documents, regulations for opportunities to include DEI principles
  - Objective 1.3: Strategically leverage leadership to message importance of DEI
    - Task 1.3.1: Provide regular DEI talking points to leadership

Next Steps

- Develop the draft JAGC DEI Implementation Plan (Target completion by 20 Jan)
- Staff with all stakeholders (PPTO, JARO, TJAGLCS, Civilian HR..Target completion by 10 Feb)
- DJAG Initial Review
- Share with DEIC for input (Council meets on 9 March)
- Route for final approval

QUESTIONS?

Focus Group Plan

- Targeting week of 30 Jan
- Groups will be divided by rank/grade
- Multiple sessions will be offered per group to maximize participation
- All efforts will be made to ensure people feel comfortable
- Standardized questions will be provided to leadership team for their input
- Discussions will be solution focused and quantified as much as possible

DEPARTMENT OF THE ARMY
OFFICE OF THE JUDGE ADVOCATE GENERAL
2200 ARMY PENTAGON
WASHINGTON, DC 20310-2200

1 MAR 2022

DAJA-ZA

MEMORANDUM FOR JUDGE ADVOCATE LEGAL SERVICE PERSONNEL

SUBJECT: **POLICY MEMORANDUM 22-11** – Diversity, Equity, Inclusion, and Accessibility

1. The Soldiers, Civilians, and Family members of the Judge Advocate Legal Service (JALS) are our most valuable resource and greatest strength. Comprised of all components, our team's formidable diversity of unique attributes, experiences, demographics, perspectives, and backgrounds truly enables our Army to accomplish any mission in an increasingly complex and competitive global environment. We strive to attract, recruit, develop, and retain a high quality and diverse team of legal professionals who reflect our Nation and enable those seeking to serve to see themselves in our Corps.

2. Within the JALS, we are committed to building and maintaining a work environment where Diversity, Equity, Inclusion, and Accessibility form the fundamental principles for developing and building cohesive teams. All JALS personnel will learn, understand, support, and comply with the Army's policies on Diversity, Equity, Inclusion, and Accessibility as detailed in the Diversity, Equity, and Inclusion Annex to The Army People Strategy, as amended, and related policies. The principles of these policies must be reflected and remain evident in all of our office procedures, practices, training, and education efforts.

3. Our performance as public servants demands our professional commitment to treat all people equally, fairly, and with civility and respect. These values reflect the most fundamental premises of our democracy: Equal Protection under the Law, and Liberty and Justice for All. I expect every JALS member to embrace the values of equality, fairness, unity, and respect for others. I charge leaders across JALS to be deliberate in providing inclusive workplaces where all of our personnel feel valued and empowered to develop, contribute, belong, and succeed while selflessly serving our Nation.

4. Our Army and our JALS team are stronger because of our diversity, and we have a collective responsibility to ensure every member of our force has the opportunity to reach his or her potential. I am dedicated to leveraging the strength of our diverse force and ensuring fair treatment for all its members, and I call upon all of JALS to lead with open-mindedness, respect, and tolerance. Similarly, I expect all JALS members to embrace this notion and to express it in workplace interactions and through everyday practices.

5. Proponent. The Office of The Judge Advocate General is the proponent for this policy. The point of contact is the Director, Office of Diversity, Equity, and Inclusion at 571-256-8128.

(b)(6)

STUART W. RISCH
Lieutenant General, USA
The Judge Advocate General

Encl
Definitions of Key Terms

Diversity, Equity, Inclusion, and Accessibility

Diversity. Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

Equity. Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Inclusion. Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organization objectives.

Accessibility. Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

- For the Army, Diversity isn't about reaching an exact number.
- It's about building high performing and cohesive teams.
- Its about knowing your people – from the unique attributes and characteristics that each Soldier and Civilian bring, to empowering your people as valued members of a team and using their qualities to build readiness and support the mission.

Dignity is a Given. Respect is Earned.

ACTION MEMO

ALCS-CTR-LC
11 December 2020

SUBJECT: LTC Phyllis Propp-Fowle Academic Chair on Diversity, Equity and Inclusion

1. Purpose: Establish LTC Phyllis Propp-Fowle Leadership Center Academic Chair on Diversity, Equity and Inclusion (DEI). In line with TJAG's initiatives to ensure the JAG Corps is as inclusive as it can be, education and enlightenment on the diversity of our members and our history is imperative. LTC Propp-Fowle graduated from law school in 1933, the only woman in her graduating class. In 1944 she applied to join the Judge Advocate General's Department (JAGD) but was rejected because of her gender. After applying a second time, LTC Propp-Fowle was accepted—the first female lawyer to serve as a Judge Advocate. She went on to serve as the first woman post Judge Advocate (similar to a command Judge Advocate) at Fort Des Moines. During World War II LTC Propp-Fowle was the only woman Judge Advocate to serve overseas and the first to earn a combat patch and overseas service stripes. It is only fitting that a lecture on DEI be named after LTC Propp-Fowle given the struggles she faced as a female lawyer in what was then an all-male JAGD. She remains a model for all Judge Advocates to emulate.

2. Background:

a. The Army defines diversity as the different attributes, experiences, and backgrounds of our Soldiers, Civilians and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.[1] Inclusion is defined as a process that cultivates a work environment that connects Soldiers, Civilians, and Family Members; encourages collaboration, flexibility, and fairness; and leverages diversity so that all are enabled to participate and contribute to their full potential.[2] Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians while striving to identify and eliminate barriers that have prevented the full participation of the total force.[3]

b. The LTC Phyllis Propp-Fowle Leadership Center Academic Chair on DEI would be held in February of each year. The annual lecture will host a prominent expert or leader in the Corps, the Army or in Academia who can provide a

[1] U.S. Dep't of Army Reg. 600-100, Army Profession and Leadership Policy page 32 (5 Apr. 2017).
[2] Id.
[3] ARMY PEOPLE STRATEGY Diversity, Equity, and Inclusion Annex page 4 (1 Sept. 2020). https://www.army.mil/e2/downloads/rv7/the_army_people_strategy_diversity_equity_and_inclusion_annex_2020_09_01_signed_final.pdf

relevant presentation on DEI. The Judge Advocate General Legal Center and School (TJAGLCS) does not currently have a lecture series that covers this topic. Further, this will be the first TJAGLCS Academic Chair with a woman honoree.

c. Ideal guest speaker candidates include: LTG (Ret) Flora Darpino (first female TJAG), MG Kenneth D. Gray (first Black Judge Advocate General Officer), BG Malinda Dunn (first active component woman JA to be promoted to BG), BG Coral Pietsch (first woman JA GO & first woman AP GO), Dr. Beverly Daniel Tatum (renowned scholar and race relations expert), and Eric H. Holder Jr. (first Black U.S. Attorney General).

3. Way Ahead:

a. Seek approval to begin a Leadership Center Academic Chair for DEI.

b. Seek approval to have LTC Propp-Fowle serve as the honoree.

c. Seek approval of potential guest speaker candidates.

(b) (6) / (b) (6)

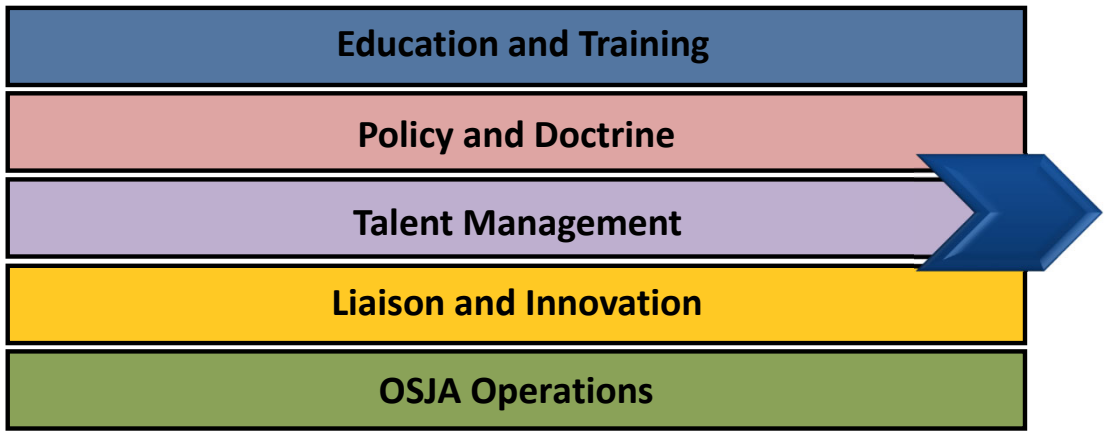
JAGC Diversity, Equity, and Inclusion Task Force

Army Mission: To deploy, fight and win our nation's wars by providing ready, prompt and sustained land dominance by Army forces across the full spectrum of conflict as part of the joint force.

JAGC Mission: Provide principled counsel and premier legal services, as committed members and leaders in the legal and Army professions, in support of a ready, globally responsive, and regionally engaged Army.

(DRAFT Mission): ***The JAG Corps Diversity, Equity, and Inclusion Task Force*** supports Army and JAG Corps leadership to consciously assess, develop, and implement D&I initiatives that optimize diversity, equity, and inclusion to best accomplish our missions and improve our organizations.



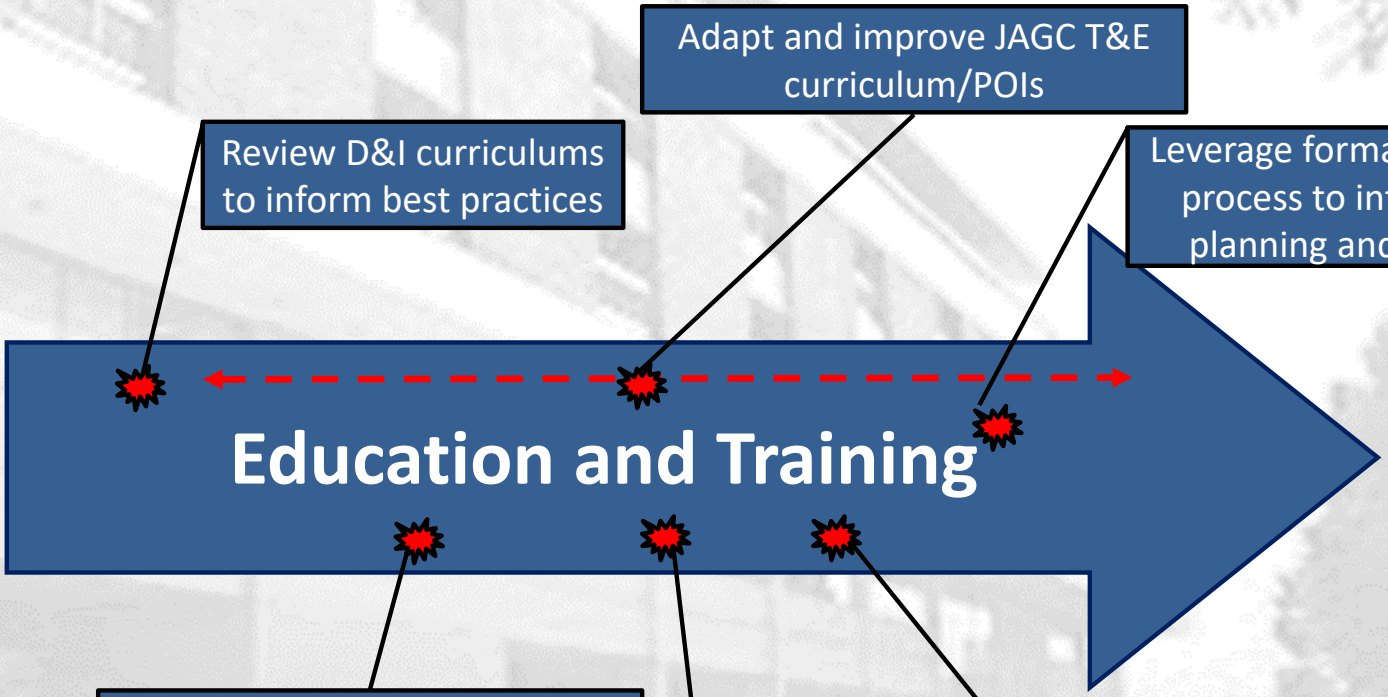


An enhanced culture of trust enabled by diverse, adaptive, and cohesive teams that increase readiness through understanding of and commitment to equity and inclusion

Principled Counsel is grounded in the Army Ethic and enduring respect for the rule of law

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Education and Training LOE



Adapt and improve JAGC T&E curriculum/POIs

Review D&I curriculums to inform best practices

Leverage formal assessment process to inform future planning and execution

WHERE WE ARE

- **Standard Army training addressing D&I**
- **Dedicated D&I plenary and seminar for GC Leadership curriculum as part of "Leads Others"**
- **Some nuanced E&T regarding specific D&I considerations including implicit bias**

WHERE WE'RE GOING

- JAGC E&T reflects importance of D&I considerations in Leadership and every core competency
- JAGC personnel and other students have increased awareness of D&I impacts and mitigation strategies
- JAGC recognized as Army, Joint Force, and legal leader

Assess JAGC E&T relevant to D&I

Incorporate D&I considerations into all relevant E&T

Support other T&E across Army/Joint Force

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Policy and Doctrine LOE

WHERE WE ARE

- **The Army recognizes the importance of diversity, but struggles with some forms of implementation**
- **The Army lacks substantive and procedural frameworks to adequately mitigate bias**
- **JAGC personnel execute duties without optimal awareness of the impacts of their biases**

ID areas of law, policy, doctrine, and regulation that can improve D&I

Prioritize D&I proposals

Plan, implement, and assess D&I proposals

Law, Policy, Doctrine, & Regulation

Solicit input for changes from across the JAGC

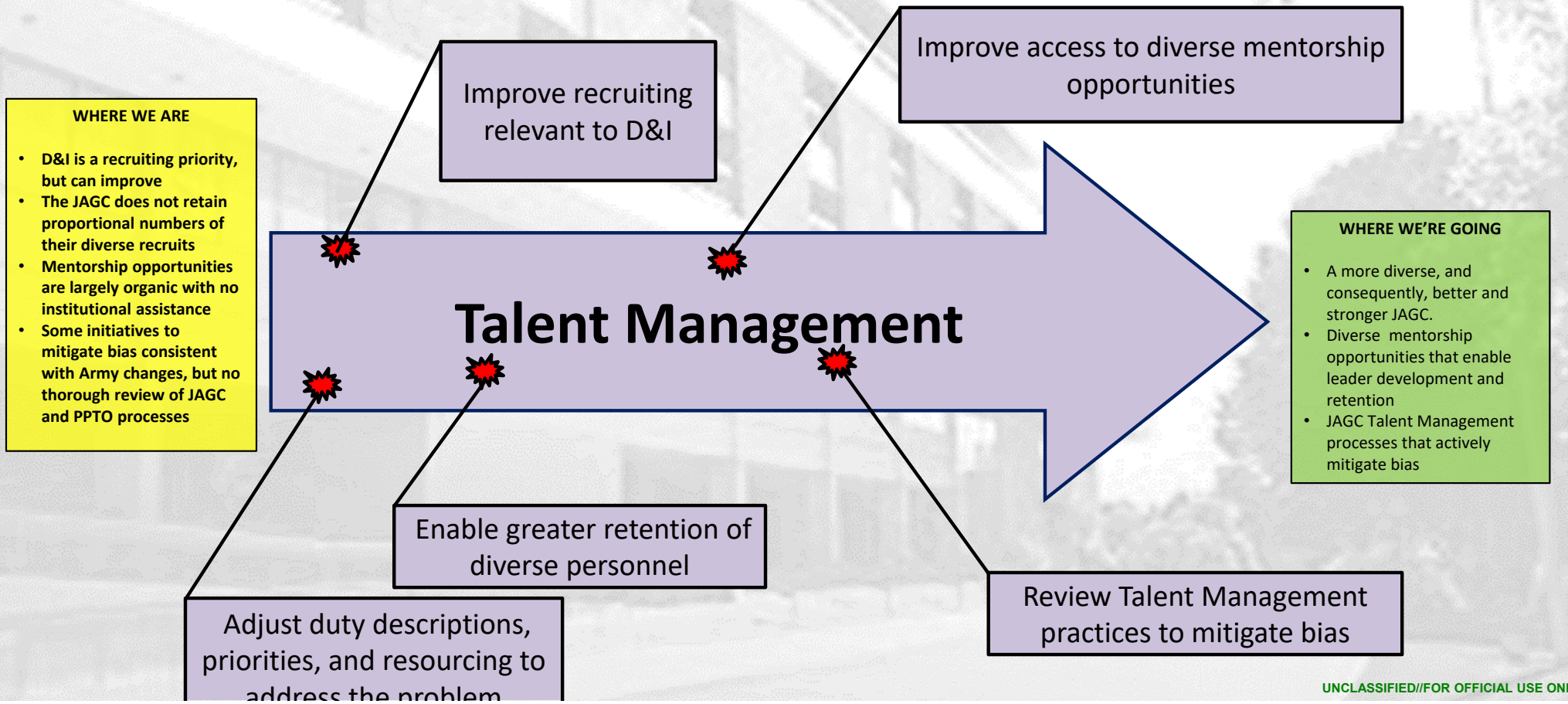
Refine proposals that contribute to D&I

WHERE WE'RE GOING

- Army and JAGC develops and publishes guidance that mitigates bias and improves D&I
- JAGC personnel are increasing aware of the impacts of bias and can rely on more robust D&I architecture to provide principled counsel to clients

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Talent Management LOE



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Liaison and Innovation LOE

ID network of D&I advocates to inform JAGC efforts

Prioritize attendance at forums dedicated to D&I

WHERE WE ARE

- **JAG Corps has the ability to be more proactive addressing D&I**
- **JAGC has some foundational relationship that could be enhanced**
- **No dedicated person or persons to evaluate D&I best practices from successful enterprises**

Liaison and Innovation

WHERE WE'RE GOING

- JAGC is networked and ready to innovate and incorporate D&I initiatives
- JAGC is model for D&I across our communities of practice (legal, Army, Joint Force)

Assess best practices from across legal communities

Dedicated time for planning sessions to identify innovative solutions

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OSJA Operations LOE

WHERE WE ARE

- **JAGC focus on implicit bias is limited to focuses on nuanced legal issues**
- **Every echelon and area of practice requires focused assessment**
- **No consistent approach across JAGC field offices regarding D&I**
- **No dedicated forum to collect best practices or innovative solutions from the teams in the field**

Leverage OSJA LPDs to educate formation on D&I, especially implicit bias

Develop forums to share and discuss best practices and lessons learned

OSJA Operations

Assess areas for improvement across JAGC at every echelon of practice

Incorporate measures to mitigate effects of bias

WHERE WE'RE GOING

- D&I issues including implicit bias are recognized as a key component to principled counsel across all core competencies
- JAGC leaders get consistent, bottom-up feedback that drives change
- JAGC maintains focus to evolve understanding and improve the organization

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FIELD ADVERTISEMENT REQUEST FORM

Active Component unit/office requests for mobilized support must be discussed with the PPTO career manager(s) that oversees the population of the rank(s) requested. Please forward this form to the appropriate career manager, who will fill out the below information and deliver the final document to the PPTO-RC Mobilization Cell.

All others may forward directly to usarmy.pentagon.hqda-otjag.mbx.ppto-rc-mobilization-mgmt@army.mil.

SUMMARY OF NEED/BLUF: Request a noncommissioned officer to serve in support of establishing the foundation of the ODEI in executing the mission as outlined in the charter (dated 4 Jun 21) to include, but not limited to data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting.

IS THIS A REQUEST TO EXTEND A CURRENTLY MOBILIZED SOLDIER? ☐

DUTY TITLE: PROGRAM COORDINATION | LOCATION: PENTAGON

SUPPORTED UNIT/UIC: WOZ7AA

FUND TYPE: ADMIN ADOS | SOURCE: TJAG FUNDS | CLEARANCE: S

REQUESTED SUPPORT: RANK: SSG | START DATE: 1 AUG JUL 2 | TOUR LENGTH: 365

IS THIS A REQUEST TO BACKFILL AN AC POSITION? No | IF YES, PROVIDE PARA/LIN:

POC: (b) (6) 6) (b) (6) (b) (6)

G1 POC: If funding source is TJAG, provide name, number, and email of this POC

G8 POC: If funding source is TJAG, provide name, number, and email of this POC

JUSTIFICATION: The mission of the ODEI, per its charter is to provide leadership and direction in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS. To accomplish this mission fairly and equitably, it is imperative that the foundation of this new organizational initiative be established by a representative of each cohort of the JALS enterprise (civilian, judge advocate, enlisted, and warrant officer) to ensure the best footing for future success.

INCUMBENT | DEPARTURE DATE | INC. COMPONENT: N/A

DUTY DESCRIPTION: Request a noncommissioned officer E6 or above to serve in support of the JAG Corps' Office of Diversity, Equity, & Inclusion (ODEI). Duties will be consistent with the mission as outlined in the ODEI Charter (dated 4 Jun 21) to include, but not limited to: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting.

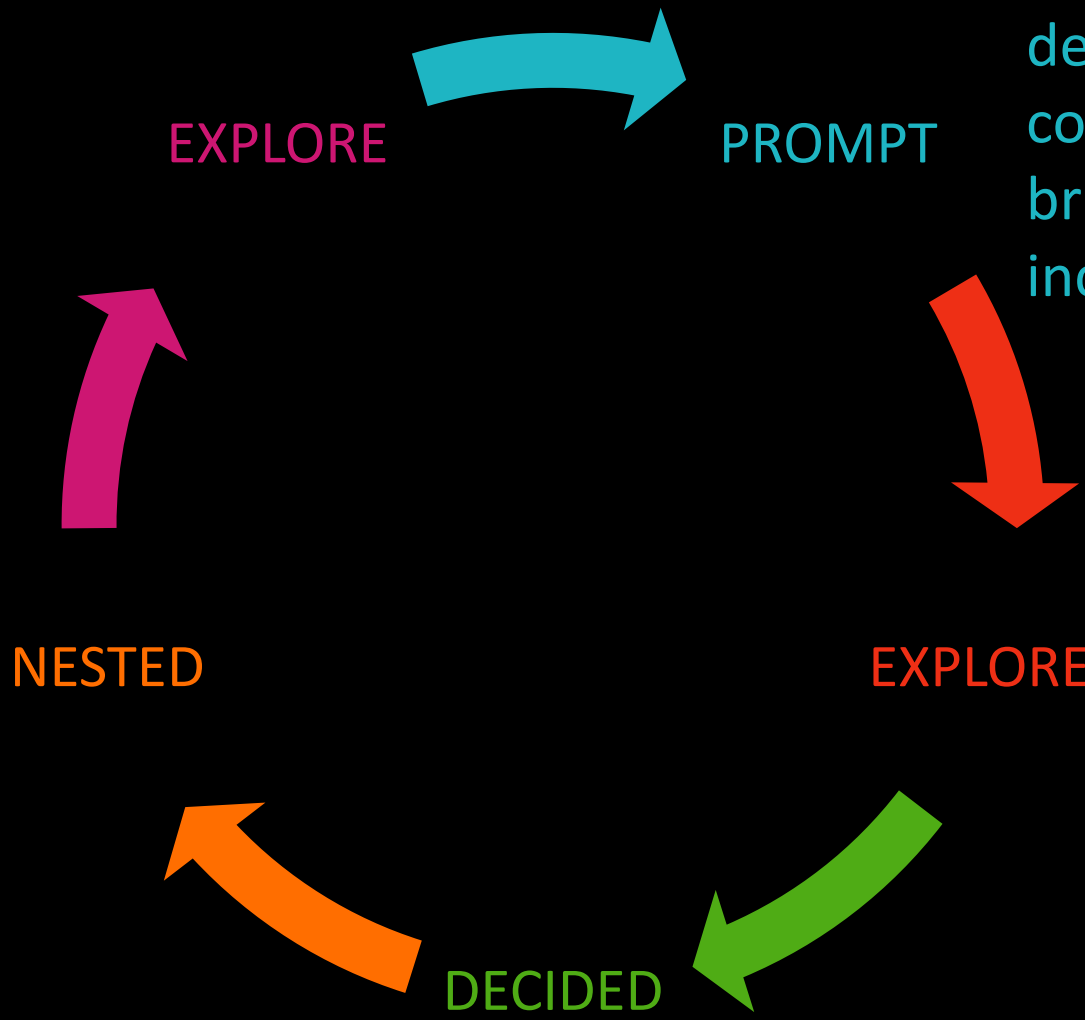
CAREER MANAGER USE ONLY

CAREER MANAGER INPUT: VALIDATED NEED? No | AC FILL AVAILABLE? No | SUPPORT RC FILL? No

COMMENTS: Is this request a valid use of TJAG funds? If so, what is the level of priority?


Tough
Conversations

Road to Field Book



developing scenarios for courageous conversations to bring down barriers to inclusion

Tough Conversations Overview



Leader Focused



Objectives



Outcomes

Planning and Executing Considerations

Step 1



Step 2



Step 3



Step 4



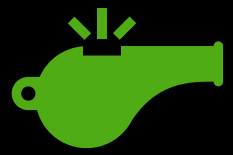
Step 5



Step 6



Step 7



Step 8



Step 9



Step 10



Step 11



Step 12



Step 13



Topic Examples







Scenarios with Prompt Questions



Gender

Marital Status

Race

Facilitator Qualities and Skills

Sensitivity to the Feelings of Individuals

Investment in the Organization

Sense of Timing

Open-Minded

Tact



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Agenda

ODEI Grad Course Engagement
Wed, 28 Sep 22 1330-1520

1330 – 1345: DEI & the JAGC (b) (6)(b) (6))

1345 – 1355: Diversity Exercise (b) (6)(b) (6))

1355 – 1405: Diversity Discussion (b) (6)(b) (6))

1405 – 1415: Equity Exercise (b) (6)(b) (6))

1415 – 1425: Equity Discussion (b) (6) (b) (6))

1425 – 1435: BREAK

1425 – 1435: Inclusion Discussion ((b) (6)(b) (6))

1445 – 1450: Accessibility Discussion (b) (6)(b) (6))

1450 – 1500 Bias Exercise (b) (6)(b) (6))

1500 – 1515: Bias Discussion (b) (6)(b) (6))

1515 – 1520: Closing Comments (Video)

https://www.youtube.com/watch?v=QDna1RV-tYo

DEI&A: An Overview



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEIA

(b) (6) , Director

(b) (6) , Program Manager

Introduction

Training creates a baseline for JALS personnel and creates a shared understanding of DEI&A

Agenda:

- Background on DEIC & ODEIA
- ODEIA Initiatives
- JALS Demographics
- DEI&A defined

Background

- Council on DE&I ("DEIC") established by TJAG on 10 July 2020
  - Lines of Effort: Recruiting & Accessions; Assignments; Training & Education; Promotions; Retention; other Obstacles to Inclusion
  - Composition: Approx. 20 members including 3 Co-Chairs and an XO
  - Field Boards: Subordinate advisory boards that act as "voices of the Corps"
- ODEIA established by TJAG on 25 March 2021
  - A major effort of the DEIC
  - Mission: To provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - Chartered Tasks: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting

Summary of Comments on DEI&A: An Overview

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Post George Floyd, in May 2020, there was much civil unrest. The DoD took a stance to address and mitigate barriers of DEI&A across the force. In turn, the JAGC followed suit with the establishment of the DEI Council and it's initial 10 Field Boards July of 2020.

The council was charged with taking a comprehensive look at our regiment and identifying where we can improve to eliminate barriers to DEI&A and propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps and our Army.

The initial council was comprised of approximately 20 members from E-4 to O-6 including civilians at nearly every installation.
To date, we have 14 field boards consisting of 138 total field board members known as the "Voice of the Corps." Over the past year our field boards along with their mentors from the DEI Council have been working on projects to make recommendations for JAGC strategic initiatives that could positively improve retention, recruiting, talent management, and training, and ODEIA efforts. We are wrapping up the presentations of their projects next month and hope to publish something in the early spring to capture and recognize all the hard work our field board members, their mentors, and the DEI Council have done.

The DEI councils' efforts are important to our senior leaders and have lasting positive impacts in our Corps. In fact, it was because of the initial DEI Council's efforts that your JAGC ODEIA was established March of 2021 with a more focused mission to provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of our regiment.

We do that through:
Analyzing data and trends to measure the effectiveness of initiatives
Reviewing and developing policy
Training
Advising
And integrating ourselves in recruiting and outreach efforts

Our office has received some questions about how the latest FY24 NDAA will impact our DEIA efforts. I would like to reassure everyone that our JAGC Foundation is committed to continuing this work within the constraints of the new NDAA. We do not expect our DEI Council nor the Field Boards to be impacted. That being said, we are awaiting guidance from the Army Equity and Inclusion Agency and OSD. Until we receive guidance, we will press on with any current initiatives. Talking about initiatives…

ODEIA Initiatives

- JALS DEI&A STRATPLAN – **to be aligned w/ Army & DoDs**
- Monthly Enterprise Virtual Training
- DEIA Train the Trainer Course
- Integrating DEI&A training at all levels of JAGC PME (TJAGLCS)
- Facilitating bias discussions at boards (GOSC, Accessions, Interns, FLEP, etc.)
- Coordinate with SIO and JARO on strategic engagement/messaging
- Engage with Army Equity & Inclusion Agency and DoD DEIA community

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Some of our current initiatives include:

Working on the development of a Strategic plan that aligns with the Army and Department of Defense's strategic plan for DEI&A. We are consolidating efforts with our new JAGC wellness director, Beth Pillsbury on this as many DEIA lines of effort also influence wellness, and retention. In fact, our office is working on the establishment of the Professional and Organizational Development Team that falls under the directorate of Soldier Family Legal Services and will include: ODEIA, Wellness, and Retention. Additional information to be published through our strategic initiative's office in coming weeks.

We are employing our FY24 Strategic Training Plan through monthly enterprise-wide virtual training. If you have not seen our training plan, it can be found on our DEI&A Training and Resources MS Team. In our strategic training plan, we have developed two tracts of training. One is focused on topics related to diversity, equity, inclusion, and accessibility (conducted the 2nd Thursday of every month) and the other is focused on highlighting the diverse talent within the JALS community (conducted on the 4th Thursday of every month). The second tract will coincide with DoD recognized Special Observance Months. We believe that sharing diverse perspectives will enable JALS personnel to foster a culture that is built on trust, acceptance, and the Army values. These trainings, like today's training, are being recorded and maintained on our teams page for ease of accessibility.

Additional to our enterprise-wide training opportunities we also offer both in-person and virtual training to all JALS personnel which can be coordinated through your OSJA or leadership using our training request form. However, please note, that we will be deferring most LPD training requests to maximize the utilization of our recordings. This will allow us the time needed to pursue the staffing of DEIA strategic initiatives and DEI Council Field Board projects. Obviously, based on the specific needs of your organizations, we will still consider in-person or virtual training options on a case-by-case basis as needed.

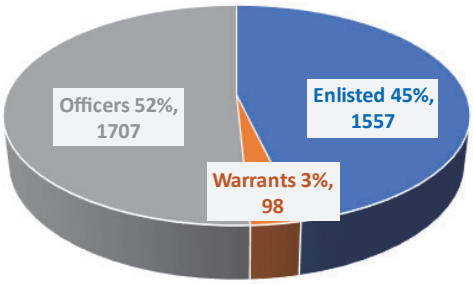
Our office has also integrated DEI blocks of instruction in our JALS PME and many other TJAGLCS resident courses.

We provide mitigating bias briefs and facilitate discussions specifically tailored to all board members on the GOSC, Accession, Interns, FSO selection and FLEP boards and work closely with our SIO and JARO counterparts to promote DEI&A in our strategic engagement and messaging.

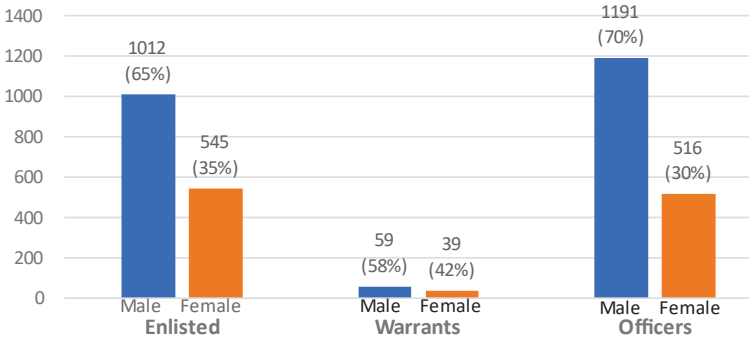
External to the JAGC, we continuously foster relationships with those agencies in the Army and the DoD DEIA Communities to include reoccurring touchpoints with our sister service DEI counterparts.

JAGC Active Component Demographics

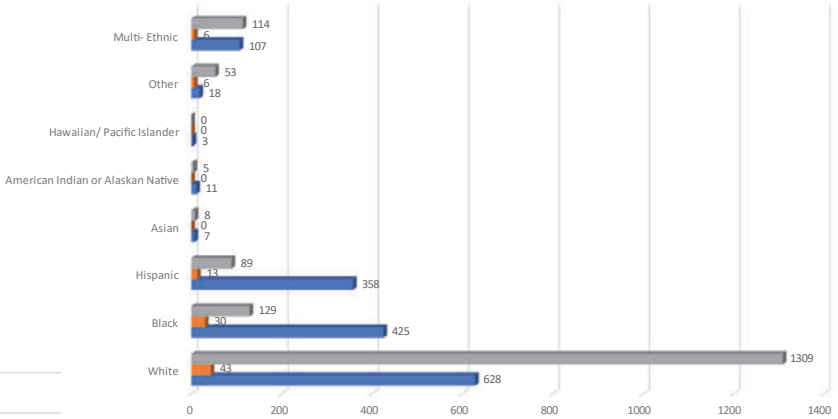
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

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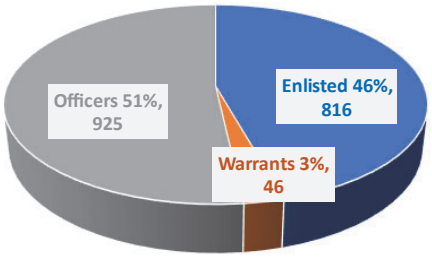
The following demographic slides were generated from metrics and data provided by the Army G1 as of December 2023. You can also find these slides in our MS Teams page files under JALS Demographics.
These slides show the current make up of the JALS demographically by component.

Here are the demographics for our JAGC Active component broken down by cohort on the top left, gender bottom left, and race/ethnicity on the right.

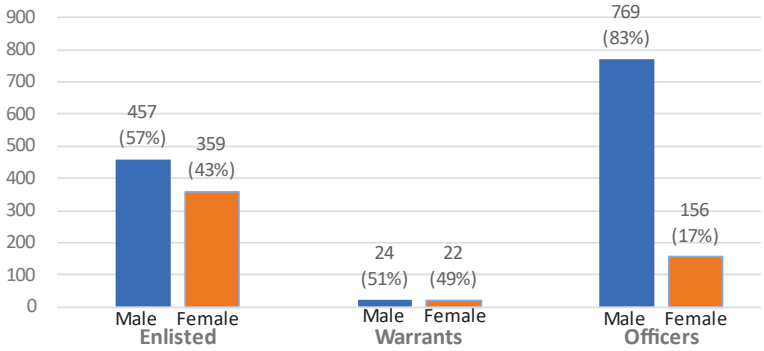
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 45%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC National Guard Component Demographics

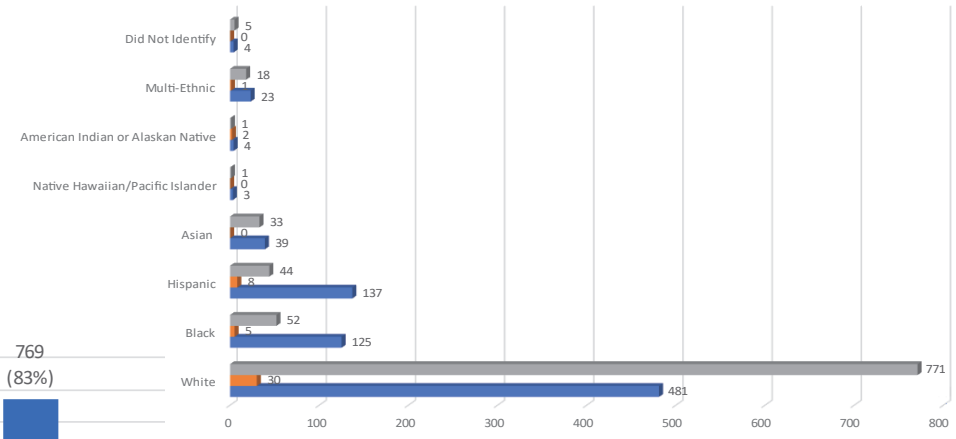
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

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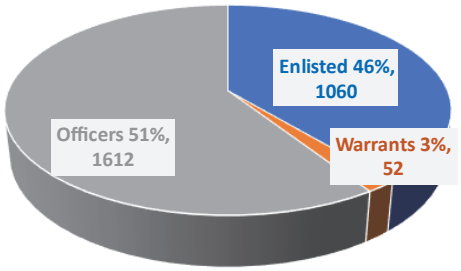
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demographics for our JAGC National Guard component.

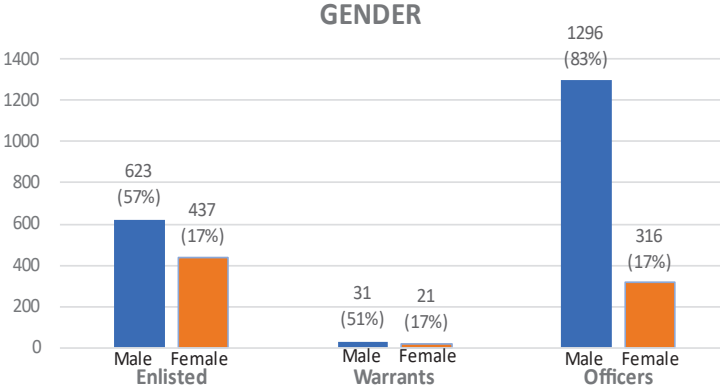
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 46%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC Reserve Component Demographics

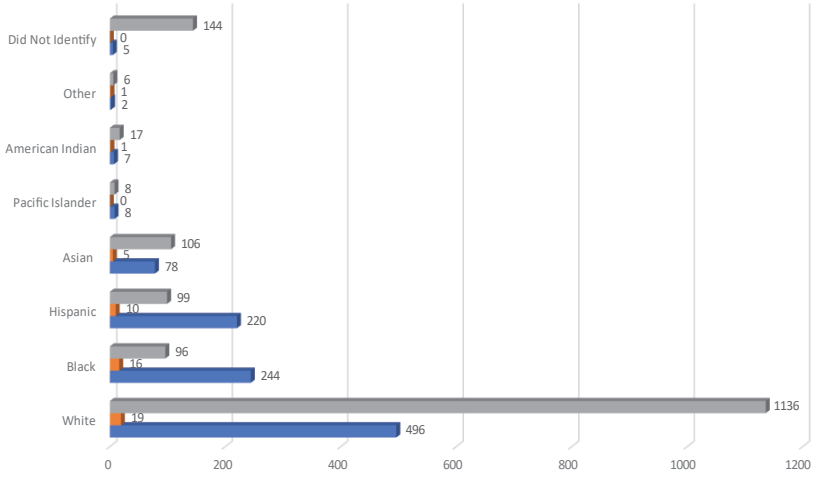
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

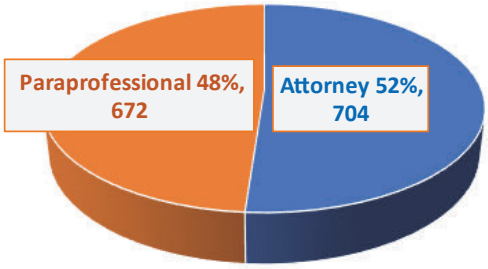
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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:15:17 AM
demographics for our JAGC Reserve component.

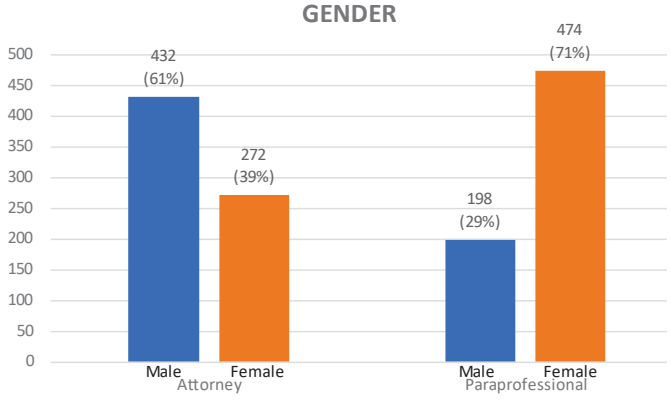
To note:
Significantly more comprised of officers at 51% (59% last qtr) here with our enlisted cohort at 46% (39% last qtr)
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JALS Civilian Demographics

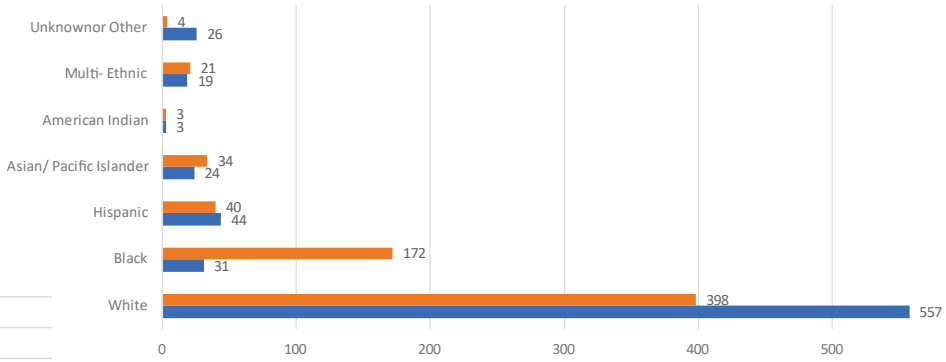
COHORT



GENDER



RACE / ETHNICITY



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

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Lastly here are the demographics for our JALS civilians.
Slightly more comprised of Attorneys at 52%, paraprofessionals at 48%
Predominantly males for attorneys but mostly females for paraprofessionals by more than half
Here our paraprofessionals are the most ethnically diverse population as well.

These demographics go to show that most of the JAG Corps demographic diversity can be found in the Warrant and Enlisted ranks.

Why do we look at demographics?
Demographic information is so much more than just providing statistics. Not only does the difference in metrics helps us identify gaps in diversity but it can also help support well-intentioned leadership directives and measure the effectiveness of strategic initiatives as it relates to recruiting and retention efforts.

Gathering and tracking this data isn't just "the right thing to do." It's the best possible thing we can do to understand the diversity of our JALS personnel and strive to be more inclusive to incorporate the variety of experiences and perspectives we have in our formations. This in turn creates an environment where everyone feels like they are valued and belong. I used the word "feel" on purpose because telling someone they are valued and belong is one thing, but making someone feel that way is different. Fostering that sense of inclusion and belonging helps drive recruitment and retention to maintain the diversity we do have in our talent pool and positively impact our organizational cultures.

Demographics are facts, like diversity is a fact. Either we are or are not diverse in certain areas. We are not going to be able to change what our demographics look like overnight or by JAGC driven efforts alone. We recruit our talent pool from the civilian sector and if you look at ABA demographics, they are consistently within 10% of our JALS demographics.

While diversity is a fact, inclusion on the other hand is a choice. So, ask yourself how are we working with ALL of the diversity that we do have to be more inclusive of their perspectives and drive better decision making in or organizations? A wise man once said, it's not all about the numbers, it's about making the numbers we have count.

DEI&A - *Defined*



1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

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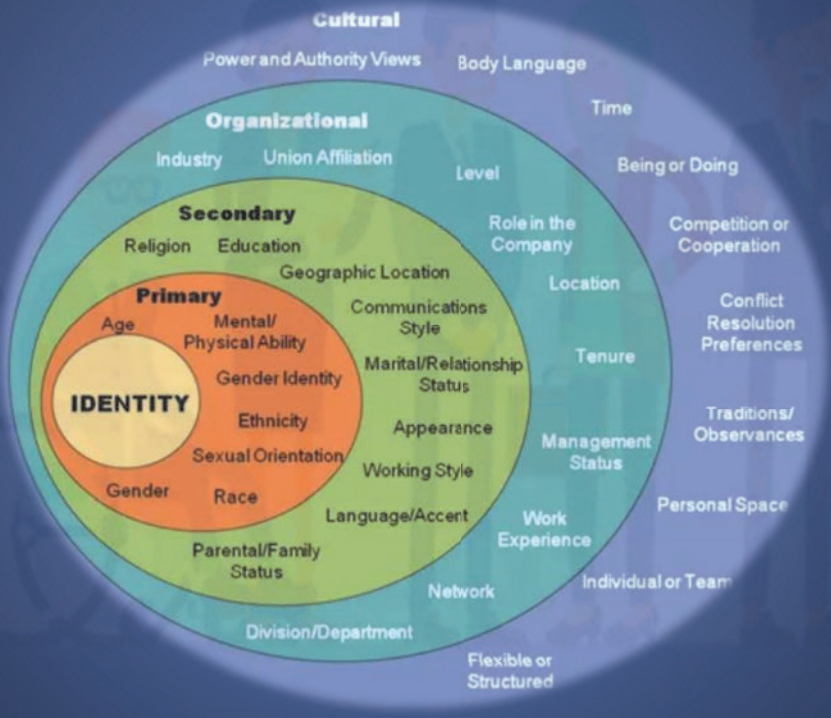
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We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities and
sexual orientation.

It essentially relates to social differences among our JALS personnel. When talking about diversity we must be cognizant of the populations that have historically been marginalized and discriminated against.

Why is diversity important?
Diversity benefits us in many ways. Not only does it enhance creativity and encourages the search for different information and unique perspectives, but it also leads to better decision making and problem solving. Managing diversity well allows the Army to build cohesive teams and build readiness, encourage diverse perspectives, enhance creativity, become more effective long-term, and diverse leadership ensures representation of the perspectives of all members at every level of the Army.

Diversity – What Does it Look Like?



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Diversity is so broad that it may be hard for some of us to recognize the many ways that we may differ or be like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all.

Our identity is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

Primary dimensions AKA Internal dimensions are those we have little control over such as sexual orientation, race, gender, age, etc. It affects how we view our workplace and the world around us.

Secondary dimensions AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

Organizational dimension relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

Cultural dimension usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those around us see the world and make sense of our experiences. This helps determine what may influence behaviors and reactions in our organizations so that we can make active choices about our behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we must be aware of these dimensions and how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and leverage the strengths that diversity brings to the organization.

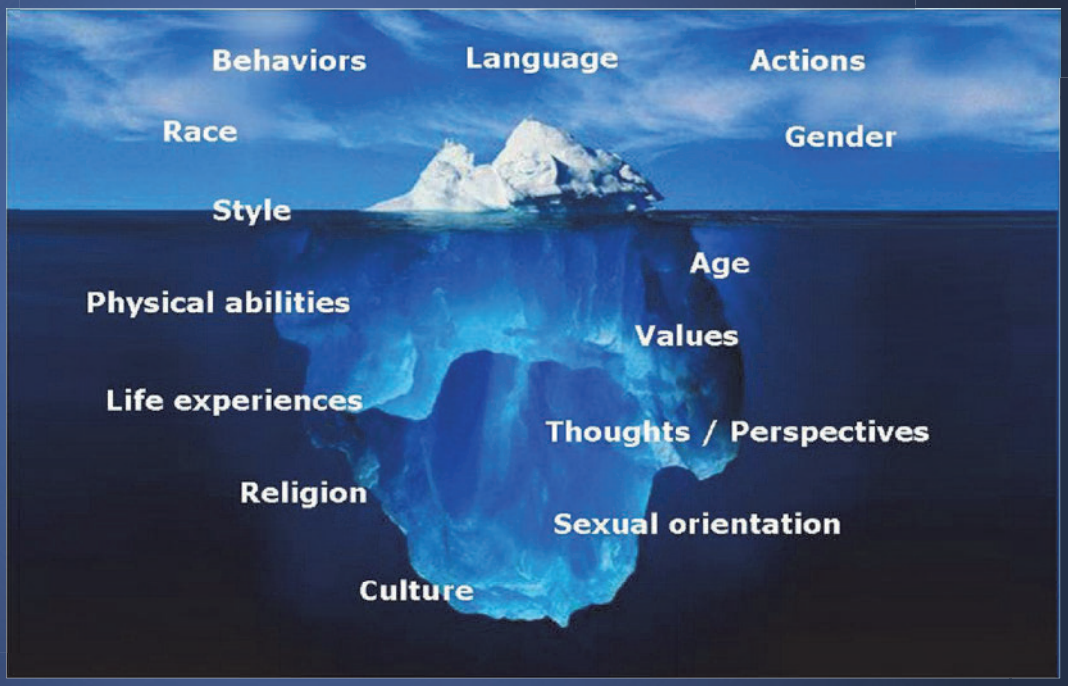
Questions:
When looking at this diversity wheel ask yourself which aspects of your own identity you feel have an impact on how you may view the world?

Give example of how your own identity colors help you see the world and how you behave in it.

Additional notes:
Loden's wheel was developed by Marilyn Loden and Judy Rosener in 1990 to facilitate conversations about similarities and differences across social and cultural boundaries. It helps individuals understand and explore the various dimensions of diversity in organizations. It is widely used as a tool for building more inclusive workplaces.

The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



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Talking about viewing… A lot of aspects of our social identity are not visible.
In fact, most of our diversity dimensions are not always visible.

How well do we really know all those Soldiers and civilians in our organizations aside from what we are able to visibly see as leaders?
Knowing and understanding your Soldiers and civilians dimensions of diversity will help you be more inclusive of their perspectives and input and will drive better decision making.

Prompting Questions for students:
What aspects of your identity are invisible to others but still make a difference to you?

1

EQUITY

Equity is the **fair treatment, access, opportunity, choice, and advancement for all** Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force



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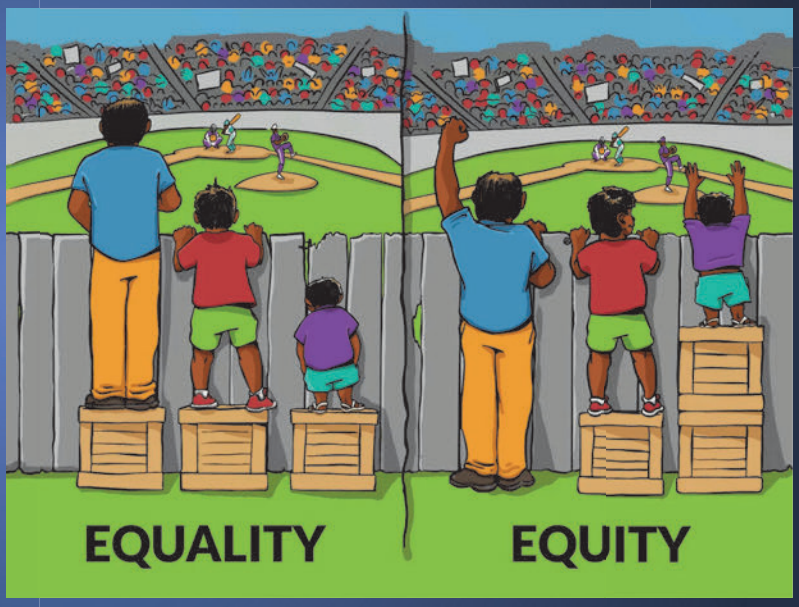
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:15:21 AM

Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity. As leaders we have a responsibility to eliminate some of these barriers that prevent the full participation of our force.

Example:
Recruiters may recognize that certain individuals may not have the access to the best education but have so much potential. Something so simple as taking the time to teach them and provide them resources for good test taking skills on the ASVAB can make a world of a difference for someone who has the potential but may not have been afforded the same educational resources as others growing up.

EQUITY v EQUALITY

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, equality means each individual or group of people is given the same resources or opportunities
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



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There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

Equality: is based on the belief that all people should have the same opportunities to be successful and have a productive, enjoyable life. Equality is rooted in fairness. But how fair does this picture on the left look to you?

"Equality is giving everyone the same pair of shoes. Equity is giving everyone a pair of shoes that fits."

Think about what can also be done in this picture that would serve a similar intent? … inclusion

1

FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

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When talking about equity, we talked about removing barriers.

As leaders we should always think outside the box to remove barriers. Just because that fence may have always been there doesn't mean it needs to stay there. Let's identify creative solutions to level the playing field so to speak and that is when we reach inclusion on the far right.

To note, when talking about equity we are assessing DEI&A barriers for an individual or specific group of individuals. However, inclusion is focused on the organization putting in place systems, processes, and procedures that are inclusive of our diverse perspectives. Just because we have always done things one way doesn't mean there isn't a better alternative.

1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



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Inclusion is the process of valuing and integrating individual's perspectives, ideas, and contributions to achieve our goals or mission.
As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are more likely to make more informed and better decisions.

Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.
People have a need to add value or uniqueness and
Need to have a sense of belonging.
These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :
Bottom left: is EXCLUSION, INVISIBLE OUTSIDER. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

Top Left: This is your VISIBLE OUTSIDER. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

Bottom right: Is an ASSIMILATION or INVISIBLE INSIDER. Your individual who feels like an insider on the team when they conform to the organizations dominant cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

Top Right: This is the ultimate goal we should be after- to create a deeper sense of INCLUSION for UNIQUE INSIDERS. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some ways you can practice inclusive behaviors which should be reinforces include:
Making an extra effort to understand problems faced by others
You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
we can also make efforts to uncover opposing or alternative views to try to better understand and solve problems.

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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Accessibility is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, can fully and independently use them.

We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals.

This is specifically something so important to consider with most of our workforce (BOTH Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

ACCESSIBILITY, cont.

- Today, more than 50 million people in the United States, approximately one in five, have some type of disability
- Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace
- Persons with disabilities face accessibility barriers in all aspects of society
- A barrier is an obstacle or anything that prevents a person with a disability from fully participating in in all aspects of society because of their disability
  - Barriers can be visible, invisible, physical, attitudinal, technological, information and communication barriers
  - By removing all unnecessary barriers, an individual can use their abilities to achieve their objectives, thus having the same opportunity to achieve success

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Approximately 1 in 5 Americans have some type of disability. They also deserve to feel welcome and included in our workplace.

Unfortunately, they often face accessibility barriers.
Some examples of accessibility barriers include:
biases in the hiring process;
a hallway or door that is too narrow to allow a person who uses a wheelchair to pass through safely;
Lack of flexible work schedules;
lack of relevant assistive technology
Lack of awareness of disability in the workplace leading to misrepresentation and stigma;
a physical environment that is not accessible;

Most of these barriers can be removed through reasonable accommodations.

ortant to note that accessibility doesn't only apply to civilians. Example, (b) (6)

(b)(6)

I think with this experience we can learn that we as leaders can make a more conscious effort to get to know our soldiers a bit better and provide that psychologically safe space for them to feel like they can come to us and discuss those not so visible disabilities so that you can help them remove barriers in that area. And as Soldiers and civilians we can learn that speaking up can truly help those leaders and teammates who unintentionally may not be able to help you simply because they don't know what they don't know about nonvisible disabilities.

When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns your personnel may struggle with.

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are linked to accomplishing the mission versus *the way we have always done business*?
- Who was this organization designed to fit?

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QUESTIONS?

Implicit (Unconscious) Bias



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

brain, you have bias."

1

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

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Ask a student to read this for you.

Note: Our brains take shortcuts

1

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

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Quick overview on how amazing our mind is and why it takes some of these “shortcuts” filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

Our minds are exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

If you want to read more about the psychology behind all this, it is discussed in further detail in this book referenced here called Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

Implicit (Unconscious) Bias

- **Implicit bias** ain's automatic, instant association oward a person or group, without
  -
  - making
  -
  -

What do you think about when you see these images?











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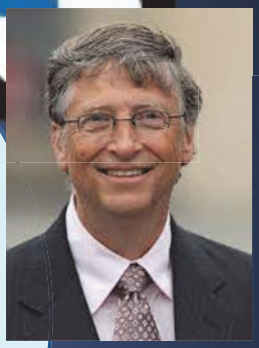
Talking about association and that fast or intuitive part of our brain at work, lets look at some of the images here.

I want you to let me know what is the very first thought that you have when you see these image comes up.

1

Our Social Identities in Bias









Cultural

Power and Authority Views

Body Language

Time

Organizational

Industry

Union Affiliation

Level

Being or Doing

Secondary

Religion

Education

Role in the Company

Competition or Cooperation

Geographic Location

Location

Primary

Age

Mental/ Physical Ability

Communications Style

Conflict Resolution Preferences

IDENTITY

Gender Identity

Marital/Relationship Status

Tenure

Ethnicity

Appearance

Traditions/

Sexual Orientation

Working Style

Management Status

Gender

Race

Language/Accent

Work Experience

Parental/Family Status

Network

Individual

Division/Department

Flexible or Structured

MEDIA

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Our social identities are often assigned to us, something we are born into and influenced by hpw we identify. So, we are going to revisit those dimensions of diversity we saw earlier here.

Examples of social identity include race, ethnicity, gender, sex, socioeconomic status, sexual orientation, age, religion/religious beliefs, national origin, and emotional, developmental disabilities and abilities.

The content we expose ourselves to on the media changes the way we think about ourselves and others. People are highly affected by the values embraced by media. In effect, media offers numerous interpretations of what is beautiful, sexy, attractive, and appropriate.
Examples:
Disney- think of family vacation, famous castle backdrop pic (secondary dimension)
Instagram logo- think of selfies, younger generation/ age association (primary dimension)
BMW logo- what do people starring in these commercials look like? Do they depict a particular socioeconomic status? (secondary dimension)
82Abn patch unit/division (organizational dimension) unit affiliation, “back at bragg” parrots, airborne troopers

These are influences by the media, our life experiences, and result in biases

1

IMPLICIT BIAS ≠

Racist
Bigoted
Sexist
[redacted]hobic
[redacted]hobic

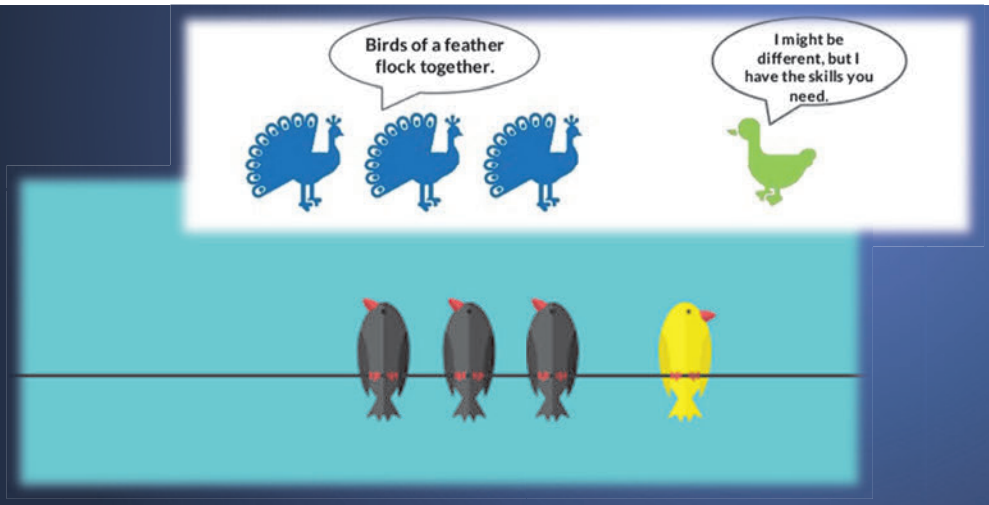
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Just because we have biases, we are not any of these things, we are human. Challenge yourself and those around you to explore those implicit biases, identify them yourself and help others identify them so that we can combat them in our day-to-day reactions, interactions and decision making and prevent them from becoming those Explicit Biases we want to stay away from.

Affinity Bias

-
  - mmon with us





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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:15:27 AM

Affinity bias is the tendency to favor people who share similar interests, backgrounds, and experiences with us. We've all heard the saying "birds of a feather flock together."
Because of affinity bias, we tend to feel more comfortable around people who are like us.
We also tend to unconsciously reject those who act or look different to us.

Examples of affinity bias AKA similarity bias in the workplace – include:
Sharing common traits (we may look alike, have similar culture/beliefs),
attended the same college (west pointers or ring knockers),
are in the same fraternity
served in the same unit at the same time (82nd paratroopers aka back at bragg parrot),
badges/tabs (your rangers, SF community)

While it is normal to have some of these unconscious biases because some of the military culture inevitably creates some of these biases, let's be AWARE of what OURS are and not let it impact our decision making or behavior.

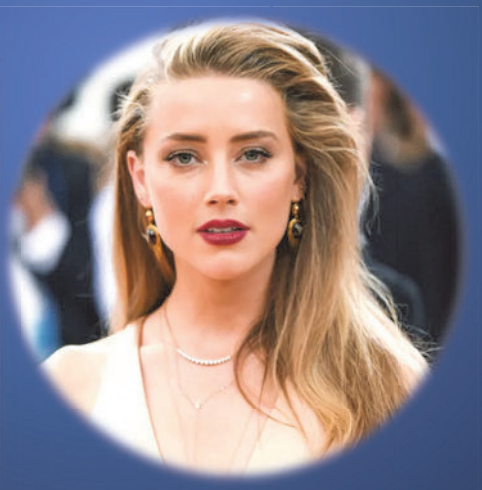
Affects the workplace by:
affect hiring decisions,
promotions, and
mentorship opportunities

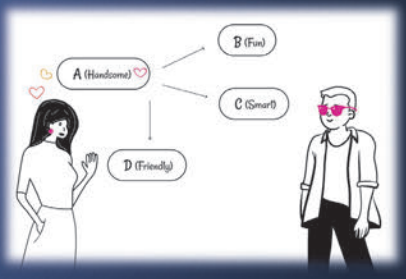
We can intervene by:
getting to know everyone better;
finding common ground; and
actively seeking diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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Halo Bias occur when we tend to allow one trait or interaction/impression to formulate an overall judgment of a person or a thing.

Examples of halo bias in the workplace –
Favoring those who max their PT,
look good in uniform,
Have an outgoing personality,
nice smile,
best athlete at frisbee or ultimate football

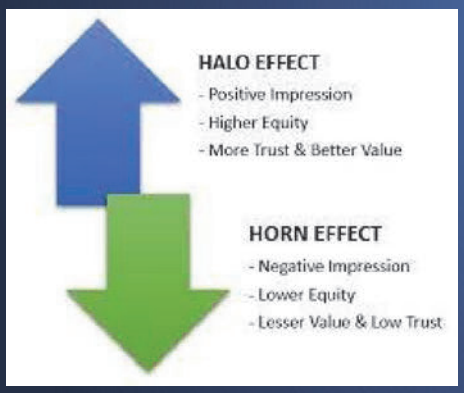
Some ways this can affect the workplace are when:
A leader always gives them the best assignments (which can negatively impact on that Soldier and the subordinates they may have);
an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas;
accountability doesn't apply to them, They can get away with showing up late;
A leader develops a reputation for "favoritism" and unfairness; if we allow these personnel to overshadow higher qualified co-workers;

This goes to show how this bias can flaw someone's decision making.

We can intervene by
Utilizing more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions;
use structured interviews for hiring civilians;
build awareness

Horn Effect

- What is it?
  - our tendency to think everything about a person is negative because our first impression of them was negative







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The opposite of the halo effect is the horn effect. It is a cognitive process in which we immediately ascribe negative attitudes or behaviors to someone based on one aspect of their appearance or character.
A common example of this is overweight people, who unfortunately are often stereotyped as being lazy or undisciplined.
These bias clouds our judgement and view of so many positive qualities they may have.
Ask for another example from the class.

Examples of horns bias in the workplace –
Being considered a bad solider for failing the ACFT once,
A soldier who has an accent being considered as someone who can't communicate effectively
Warrants being considered to not have anything in common with the JAs due to their prior enlisted service,
Thinking that the enlisted Soldiers are immature and uneducated
Believing Civilians just want to come to work and go home

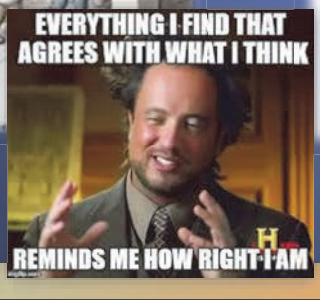
It affects the workplace –
fails to develop everyone equitably,
overlooks talent and potential,
could set a climate of "one mistake and done" type of culture
creates superficial judgement
results in social exclusion

You'd intervene similar to the halo effect:
Utilize more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions; challenge assumptions or stereotypes
Think about the accuracy of statements
use structured interviews for hiring civilians;

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Examples of confirmation bias in the workplace –
When you believe someone is incompetent, so you only focus on negative aspects,
You may view certain data or review a case file and only chose to see what you want to see,
Calling people about an inbound employee before their arrival and actively seeking out things that support that “bias”

This is dangerous because again, it not only leads to
flawed decision-making; but you also
missing out on important information and facts;

To combat this, you must
Challenge your own logic
ask neutral questions;
play devil’s advocate;
consider all the evidence and facts available;
seek and listen to others different perspectives;
be willing to change your mind in light of new evidence and facts

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Groupthink not a bias but important to discuss when we talk about things that can negatively impact our decision-making.
Group think is the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility.

Happens most when people try to fit in. When they are that “invisible insider” (the chameleon we talk about in the dimensions of inclusion and exclusion) who goes with the flow and agrees with the majority, just wants to blend in and conform with the dominant organizational norms.

This could cause leaders to stifle opinions that may differ from a group.

As for an example
Examples of groupthink in the workplace –
putting together teams that lack diversity,
Excluding or ostracizing others;
Suppression or censorship;
Conforming to have acceptance and security (getting along just to get along)

How can it affect the workplace –
can be toxic to teams and organizations;
Cause to a loss of productivity
stifles innovations;
pressures employees to conform; and not be their unique self
Can ultimately lead to poor-decision making.

While this can be an uphill battle in our military culture (unit cohesion/rank structure considered), you can intervene by
Challenging the status quo
building diverse teams
celebrating diverse perspectives;
have a devil’s advocate to encourage positive conflict;
evaluate and recognize accomplishments independently;

Best practices for leaders to mitigate group think include:
Not tell subordinates your preferred COA before giving them the opportunity to brainstorm, explore their diverse perspectives and propose various COAs to you,
don’t sit at the head of table for a discussion, and
allow a Jr SM or civilian to lead the discussion

6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

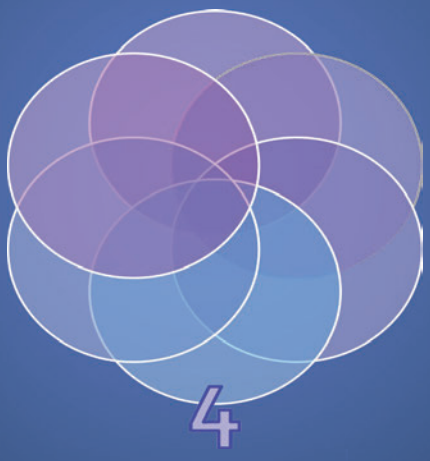
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

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What are my biases and blind spots? Pause long enough to give yourself time to process what you are thinking and doing and how it might be affecting your actions and decision.

Participate in Intentional Self-Reflection.

Question your assumptions: Ask, "Why am I thinking this way?" Turn exclamation marks in to question marks and listen to other perspectives etc.

Be Logical – Process how many people you know that conform to your actual bias.

Take a risk – Move beyond your comfort zone. Disrupt the norm – Speak out and hold yourself and others accountable. Be Intentional – Act as if the bias doesn't exist. Intentionally adjust your behavior to counter any biases you tend to exhibit.

Feedback: be open to it. Find a mentor or a person who will tell you what you need to hear not want to hear

Questions To ask yourself To check your Decision-making

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

Reference: Unconscious Bias Takeaway sheet by Cook Ross

In Conclusion

- We ALL have biases
- Understanding the various unconscious biases, can raise awareness in the workplace and build inclusivity
- Tackling bias doesn't have to be difficult—it starts with you
- Questions to ask yourself:
  - Do I have an automatic feeling or judgment about this person?
  - Am I being reminded of someone?
  - What is this person triggering in my background?
  - Do I notice any patterns in my decision making that might be impacted by my biases?
  - How might I consciously intervene to mitigate the impact of this bias?

QUESTIONS?

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEIA & the Council

Teams

JAGC ODEI- DEI&A Training and Resources

CNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

Suite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:15:32 AM

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Article 15 and Separations

Wednesday, January 25, 2023 8:36 AM

Article 15 & Separations.

Part 1. You are in the motor pool and have just had your first cup of coffee when you start hearing the chant, "Fight! Fight! Fight!" you look and see several of Soldiers in the platoon surrounding two other Soldiers engaged in physical combat in a cloud of dust. You and several other NCO's rush over and break it up. You realize with dread one of the Soldier's is in your team. They are both sporting black eyes, busted bleeding lips, and the other Soldier's nose is canted at a significant angle to his right (and yes, it is broken). Your Soldier has had several other instances of fighting with people in his unit over perceived "disrespect," and has previously received a summarized Article 15 for fighting, as well as multiple verbal and written counseling's.

Part 2. Despite his combative history, he is otherwise an excellent Soldier (a junior communications SPC). He has received several commendations and awards as both a PFC and during the last JRTC rotation he received an award for his contributions. He grew up in Brazil but immigrated to the United States when he was in his late teens and English is his second language. The 1SG comes up to you later in the day and says he and the commander have had it with your Soldier getting into fights and he wants recommendations from you by COB tomorrow on what to do. He tells you the commander is considering giving him a company grade article 15 and kicking him out with a other than honorable characterization of service or maybe a general "so he doesn't get a board."

Law. Part 1. Table 4-1, AR 190-30 details the crimes the MP's can investigate. Here, this is an assault consummated by a battery. However, AR 190-30 para. 4-4 (b) states some incidents are appropriate for the unit level, such as simple assaults not resulting in hospitalization. The primary purpose of this is to document any injuries which could result in a Line of Duty investigation and/or disability.

Law. Part 2. We are handing out to you, if you have not seen it before, an Article 15. The burden of proof at this time is "Beyond a reasonable doubt," which is the same standard for being found guilty at a courts-martial. However, this is expected to change soon to "more likely than not." However, no matter what the standard is, the Soldier can turn down the Article 15 and request a trial by courts-martial. This means, you should have the evidence, including witnesses, ready to go if the Soldier elects a trial by courts-martial. Now, we are also providing to you a chart which lists the benefits available to Soldiers for each characterization of service. As you can see loss of benefits can be substantial when a General Characterization is compared to an Other than Honorable Characterization. So what does each characterization mean? (*someone has bound to have made a cheat sheet for this stuff with examples…)*

Honorable: Appropriate when the Soldier's service has met the standards of conduct. A Soldier will not be denied an honorable discharge solely by reason of a conviction by court-martial, an Article 15 or any other administrative action. The characterization should be based upon the underlying conduct.

General: Issued to a Soldier whose military record is satisfactory but not sufficiently meritorious to warrant an honorable discharge.

Other Than Honorable Characterizations: May be issued for misconduct, fradulent entry, security reasons, or in lieu of trial by court-martial. Can be issued in several circumstances including: 1) a pattern of misconduct which constitutes a significant departure from the conduct expected of Soldiers in the Army, 2) use of force or violence to produce serious bodily injury or death, etc. etc. If a Soldier is recommended for OTH, he is entitled to a separation board. If you are not familiar with separation boards here is a sheet which

outlines what the Soldier's rights are. The easiest way to think about it is an episode of Judge Judy and sometimes it can take a while to get one scheduled.

Analysis. Part 1. You should tell the commander he probably should call the MP's for this. While some minor fighting can probably be handled without the MP's, in this case since one of the Soldier's nose is broke and this could lead to a later disability claim, and/or potentially a line of duty investigation, you should advise the commander to call the MP's.

Analysis. Part 2. Since the MP's will have to conduct an investigation you should advise the commander to wait for the MP report before rushing to any judgement. While the Soldier has a history, you and the commander should avoid falling into what is called a anchoring bias. Even if the MP report shows the Soldier started the fight because he felt disrespected, there may be alternatives to just doing a Company Grade Article 15 and then recommending separation. Doing an Article 15 does not automatically trigger, or require a separation. Maybe do the company grade Article 15 and then order the Soldier to take anger management. Since English is a second language maybe what he is perceiving as disrespect is actually just him not understanding how American English works along with tone. There is a possibility some sort of language class could actually help with this issue. Other than the fighting issue, he is a good Soldier with a critical MOS. Even if you decide he needs to be separated you should give serious consideration to what the characterization of service means, not how to avoid giving the Soldier the rights he is due.

Conclusion. Article 15's and Separations are tools for the commander and you to use to enforce military discipline. However, they are tools which can have permanent impacts on a Soldier's career and should be used as a last resort. To a hammer everything looks like a nail, but it is not always the best tool for the job. Use your common sense and you will be successful.

JAGC Attorney Demographics v. ABA Civilian Sector Demographics

Demo Category	Active Duty	Active Duty %	Reserve	Reserve %	National Guard	National Guard %	DA Civilian	DA Civilian %	All %	ABA %
Total	1846		1614		988		774		5,222	
Male	1290	70%	1314	81%	826	84%	482	63%	75%	62%
Female	556	30%	300	19%	162	16%	292	37%	25%	38%
White	1454	79%	1140	71%	821	83%	662	85%	78%	81%
Black	143	8%	99	6%	60	6%	30	4%	6%	4.5%
Hispanic	79	4%	109	7%	43	4%	37	5%	5%	5.8%
Asian/ Pacific Islander	115	6%	111	7%	55	5%	23	2%	6%	5.5%
Am Indian/ Alaska Nativ	6	>1%	23	1%	5	>1%	3	>1%	1%	.5%
Other/ Unkn	49	3%	132	8%	4	>1%	19	2%	45	

Bias Awareness Worksheet

All human beings (including you) are illogical and irrational. Our minds are generally wired to make short-term, adequate decisions, as opposed to being wired well to make long-term, great decisions. We often employ mental shortcuts, heuristics, and schemas to make fast decisions. Unfortunately, these are frequently incorrect. Though we can't totally eliminate them, if we are self-aware and establish mechanisms to override our biases, we can minimize them. Which three of these are you most likely to commit (a self-assessment)?

Common Biases/Effects

_____ 1) **Blind Spot**- the tendency to recognize others' biases while not acknowledging your own

_____ 2) **Primacy**- placing too much weight on candidates' first impression/answer

_____ 3) **Recency**- placing too much weight on candidates' final (last) impression/answer

_____ 4) **Halo/Horn**- placing too much weight on one positive or one negative thing

_____ 5) **Central Tendency**- tendency to rate most people as average (3-4 on a 7-point scale)

_____ 6) **Leniency/Severity**- being too positive (Santa Claus) or too negative (Badge Protector)

_____ 7) **Contrast**- rating candidates against each other instead of a set standard (rubric)

_____ 8) **Similar to Me** (homophily/affinity)- giving people positive ratings because of similarities to you (same branch, experiences, qualifications, etc.)

_____ 9) **Stereotyping**- believing an individual person has negative characteristics that we (usually incorrectly) assign to members of a group he or she is associated with. Common ones include:

a) **Gender bias**
b) **Racial/ethnic bias**
c) **Other biases** (Army branch, commissioning source, region from)

_____ 10) **Confirmation**- selectively looking to confirm something you noticed in the assessment data and being ready to vote when you thought you heard something that confirmed it.

_____ 11) **Implicit Leadership**- believing that one's own style of leadership is the most effective style, and assigning overly positive ratings to others who seem to have a similar style

Building Inclusive Teams



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEIA

(b) (6) (b) (6), Director

(b) (6)), Program Manager

Agenda

- Benefits of Inclusion in the Workplace
- Define Diversity, Equity, Inclusion & Accessibility
- Signature Traits of an Inclusive Leader
- Behaviors for Shaping Inclusive Climates
- Psychological Safety
- Common Pitfalls
- Conversational Traps
- Becoming an Advocate for Equity & Inclusion

Benefits of an Inclusive Work Environment

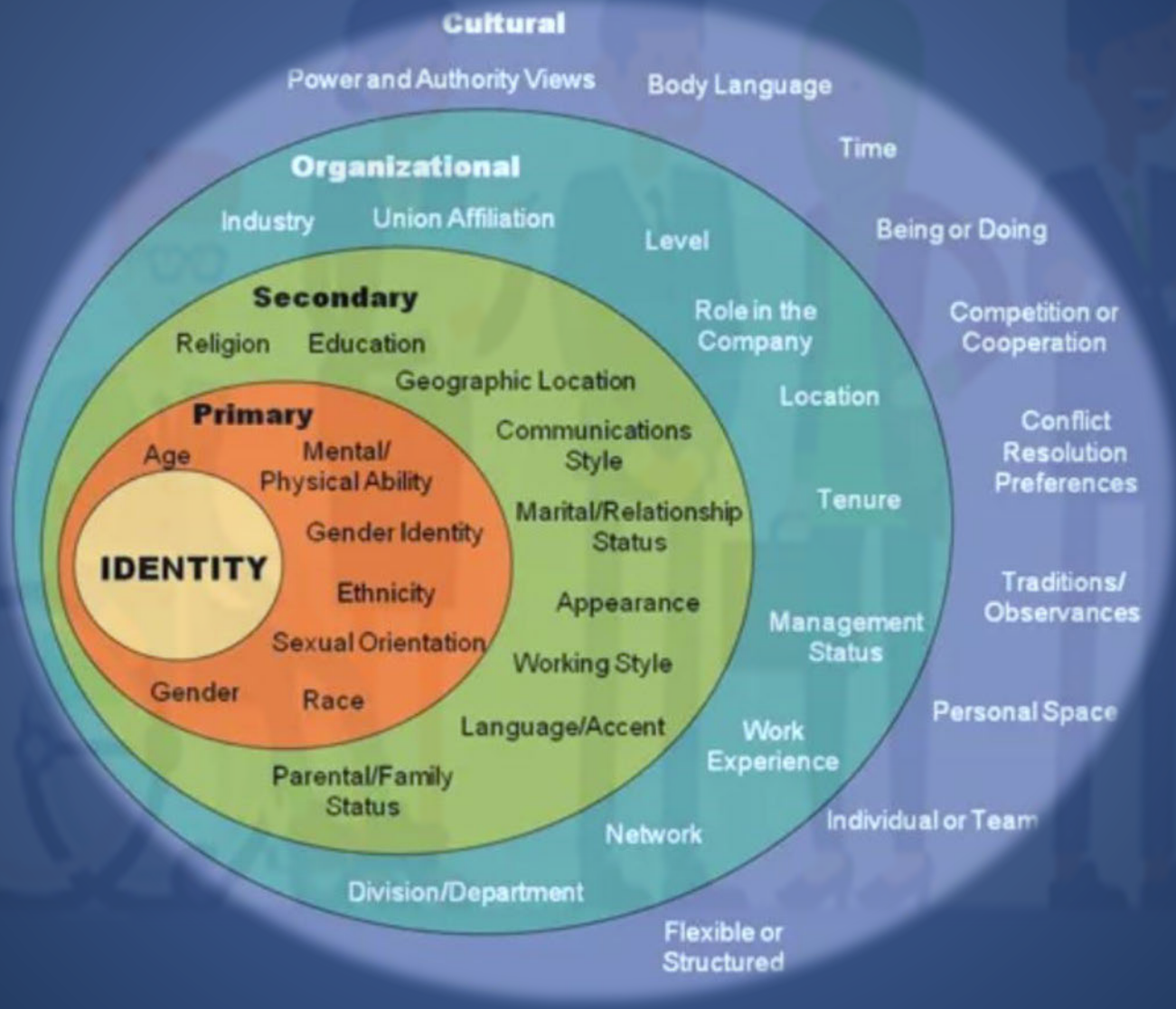
- Inclusive work environments produce higher performance
- Increases collaboration
- Builds cohesive teams that leverage talents
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



EQUITY

Equity is the **fair treatment, access, opportunity, choice, and advancement for all** Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

Barriers to Equity

- Race and ethnicity
- Cultural discrimination
- Language barrier
- Gender discrimintation
- Sexual orientation
- Religious discrimination
- Age discrimination
- Socioeconomic disparities
- Intellectual discrimination
- Physical discrimination
- Pay inequity
- Country of origin
- Inequity
- Ignorance



INCLUSION

Inclusion is the process of **valuing and integrating each individual's perspectives, ideas, and contributions** into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



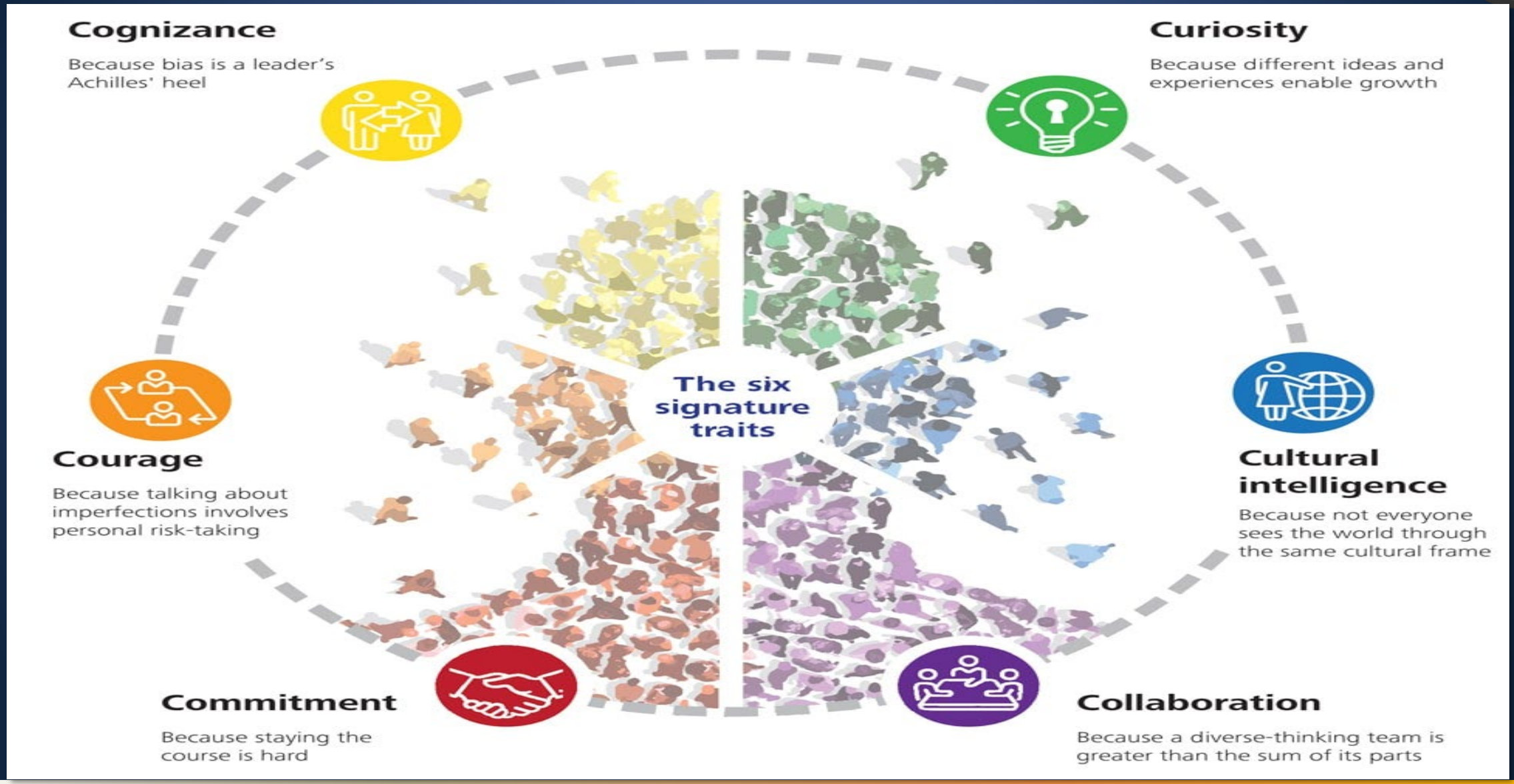
Source: Army People Strategy: DEI Annex

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



Signature Traits of an Inclusive Leader



Graphic Source: Deloitte University Press

7 Common Pitfalls (& How to Avoid Them)

1. Not clearly stating vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Lack of humility
6. Forgetting to recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

Behaviors for Shaping Inclusive Climates



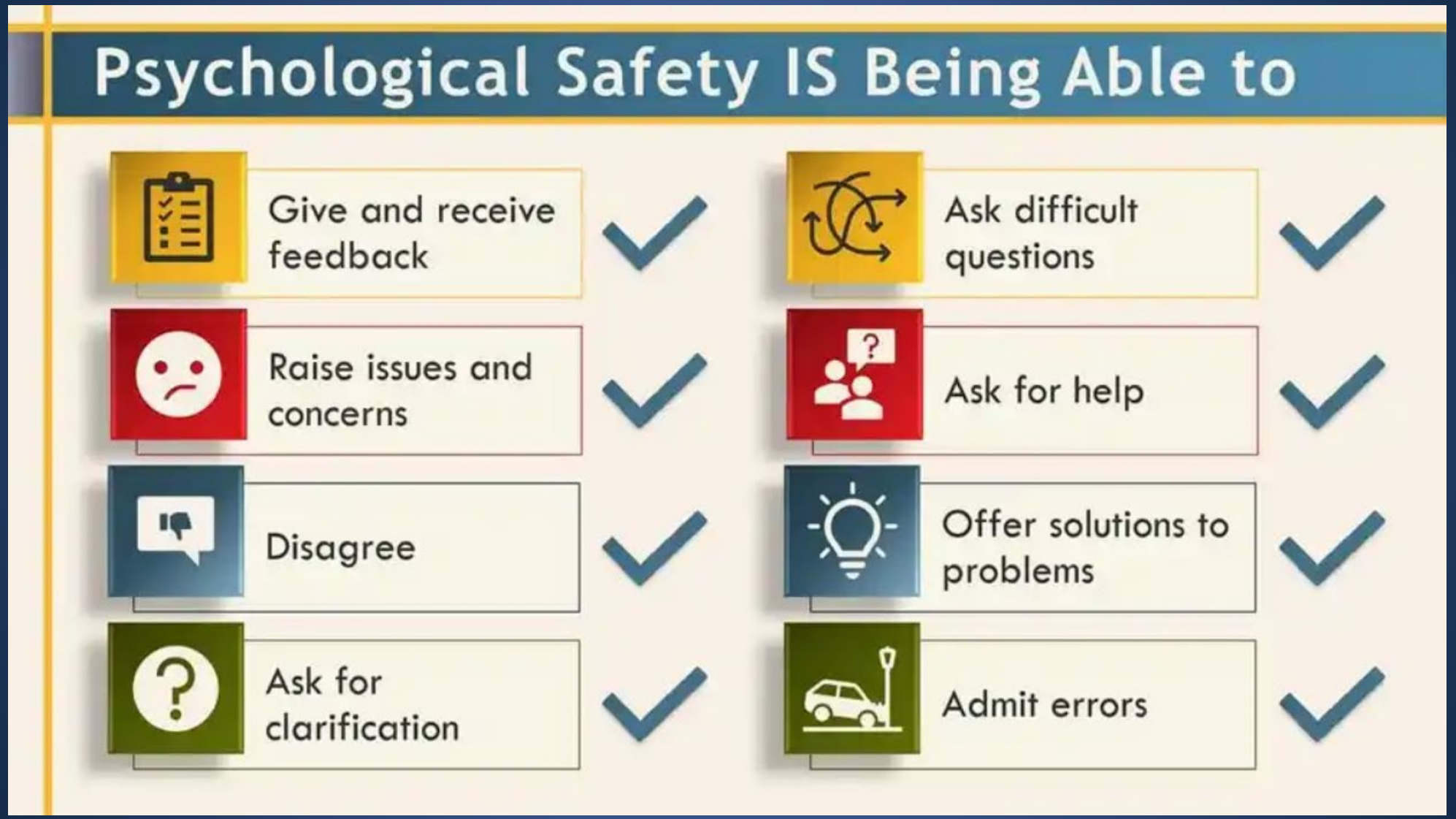








What is Psychological Safety?



Source: https://symondsresearch.com/psychological-safety/

Four Conversational Traps: ADDA

- There are 4 conversational traps that people should be wary of when it comes to discussions of identity and diversity
  - Avoid
  - Deflect
  - Deny
  - Attack

From "Say the Right Thing: How to talk about Identity, Diversity, and Justice" by Kenji Yoshino and David Glasgow



We are all starting somewhere different on this spectrum

"Inclusive leadership is not a destination. It's a journey that requires humility, curiosity and courage."

Thais Compoint Author of "Succeed as an Inclusive Leader"

Keep up with ODEI & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

QUESTIONS?

Building Inclusive Teams



(b) (6)(b) (6)

(b) (6)

Your ODEI

- (b) (6) [redacted] Director
- Vacant, Deputy Director
- (b) (6) [redacted] Program Coordinator
- (b) (6) [redacted] Program Specialist

ODEI Initiatives

- Developing JALS DEI&A STRATPLAN – **to be aligned w/ Army's**
- Conducting Multifaceted Training
  - DEI&A: An Overview; Implicit (Unconscious) Bias; Equity & Privilege; DEI in Mentorship; Mitigating Microaggressions; Race & the Law; Generations in the Workplace; Recognizing & Mitigating Bias in MJ; Disability and Accessibility; Building Inclusive Teams
- Inclusion of DEI&A training at all levels of JAGC PME (TJAGLCS)
- OPT with TJAGLCS on embedding DEI concepts in courses
- Facilitating bias discussions at various boards
- Working with SIO and JARO on strategic engagement/messaging

Summary of Comments on DEI & the JAG Corps

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:44:12 AM

We are currently working on a “menu” of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

ODEI Initiatives, cont.

- Monthly Enterprise Virtual Training Plan
- Engaged with Retention Working Group
- Engagement with Army Equity & Inclusion Agency
- Reviewing processes for equity, inclusion, and transparency
- Engagement w/ JAGC DEIC and Field Boards

Engagements

- We have recently conducted engagements/training
  - w/ student groups (i.e. OBC, Grad Course, WOILE, Law for Paralegal Course, Senior Civilian Course, etc.)
  - w/ organizations (USALSA, 8th TSC/USARPAC, 21st TSC, USARLC, Fort Eustis, Fort Campbell, Fort Bragg, etc.)
  - At various boards (GOSC, 2L Internships, Reserve Accessions, FLEP, WO Accessions Board, etc.)
- Coming up this month, we will be conducting engagements with:
  - USARJ OSJA, ARBA, 2ID OSJA, Fort Belvoir OSJA, OBC, RCT (Pinnellas Park), 1LT Summer Intern Board—and more!
- We are in there and out there!

Army People Strategy DEI Objectives

1) Enhance Mission Readiness

2) Leader Commitment and Engagement

3) Training and Education

4) The Employer of Choice

5) Army-wide Inclusive Culture

Use Your Tools









Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

1

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:44:15 AM

The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn't recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:44:15 AM

Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

1

Start Being Inclusive NOW…

1. Inclusivity starts from the top…check your practices
2. Create a culture of trust and “psychological safety”
3. Plan and host inclusive events
4. Create opportunities for conversations/feedback
5. Don’t dismiss people’s idea’s, hear them out and try to integrate them
6. Discourage groupthink
7. Encourage servant behavior
8. Be trustworthy

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1. Do you spend more time with a certain section? A certain cohort? A certain group of people within the cohort? A certain gender of people? A certain race? People from your alma mater or with certain tabs/badges?
2. Do people feel like they will be punished for speaking up for themselves or others? Do they fear retaliation or humiliation?
3. Don't just only do things during PT hours—civilians aren't getting up that early? How many Soldiers are on profile? Or pregnant? What about golf—how many people like that? How expensive it is? How many people may be on a fixed income?
4. Think about the types of topics you are discussing and who you may be isolating when discussing them? Sports, for example? Are the topics offensive? Are they inappropriate?
5. Take the time to listen to someone else and their viewpoints. You will be exposed to thoughts that never existed in your mind and perspectives you may not have considered before. Try to find ways, if possible, to integrate them in the way you do business in your organization
6. One of the most counter-intuitive things a leader can do if they're keen to build an inclusive workforce is to think about 'team fit'. Leaders may think they're doing the right thing by recruiting or placing someone who will gel with the rest of the team and work in harmony, but they're essentially hiring people who are likely to think in the same way as the rest of the existing team. This stifles innovation and pressures employees to conform; that is not inclusion.
7. An inclusive environment will foster higher levels of servant behavior, not to be confused with servant leadership. Servant behavior is where team members work collaboratively on behalf of their colleagues. For example, an idea might be initially suggested by one person, but the rest of the team will work on behalf of that idea to bring it to fruition.
8. The cornerstone of any inclusive culture is trust. You must be open and honest with you subordinates, peers, colleagues, etc. to build trust and thus create inclusive teams.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:44:16 AM

Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?

1

Building Inclusive Teams



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Summary of Comments on PowerPoint Presentation

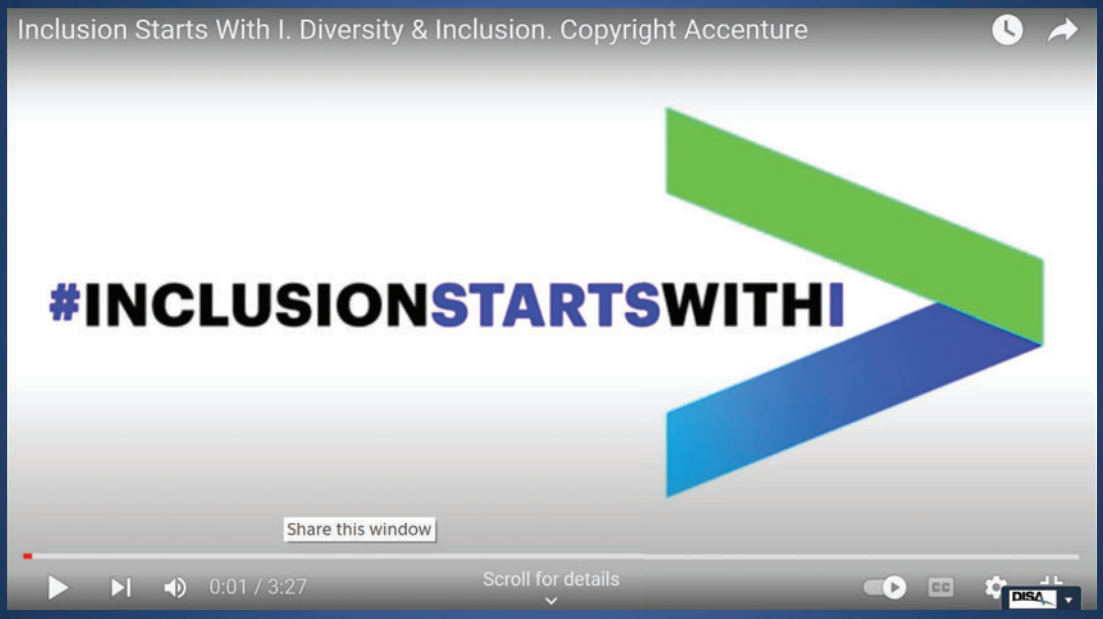
Page: 1

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:16:57 PM

Make note of any recording (if applicable)

Good morning, I am (b)(6) (b) (6) , your Office of Diversity, Equity, Inclusion & Accessibility program manager and today I will be providing you with on f ning packages on building inclusive teams, I just want to put out a quick administrative note, that this training is being recorded this morning to be used as a training aid for our JALS personnel in future but I will stop the recording after the presentation of the slides are complete and conduct an open discussion to answer any questions you may have about todays training and get your feedback on what we can do to continue making our training better.

Agenda



https://www.youtube.com/watch?v=QDna1RV-tYo

Agenda

- Benefits of Inclusion in the Workplace
- Define Diversity, Equity, Inclusion & Accessibility
- Signature Traits of an Inclusive Leader
- Behaviors for Shaping Inclusive Climates
- Psychological Safety
- Common Pitfalls
- Conversational Traps
- Becoming an Advocate for Equity & Inclusion

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:16:58 PM

This slide here provides you with our agenda on the topics we are going to address today:

We are going to go over some of the key benefits of inclusion

because we are all diverse groups of individuals in the JALS community with a breath of different backgrounds and experiences, our understanding of what the terms DEI&A are may vary. To create a shared understanding of these definitions that we will use throughout this training, we are going to define Diversity, Equity, Inclusion and Accessibility according to the Army's DEI Annex in the People Strategy.

Go over 6 signature traits of an inclusive leader, behaviors that help shape inclusive climates, the importance of psychological safety when we are trying to build these inclusive climates, 7 common pitfalls we may encounter as leaders when doing this and how to avoid them, 4 different conversational traps that we can often fall victim to and

lastly, I am going to wrap up this training with a growth model DJAG put together with (b) (6) (b) (6) a while back on the different phases along the journey to becoming an advocate for Equity and Inclusion

Our goal is that through this training you can familiarize yourself with these principles so that in your organizations, you can employ them to create or enhance positive cultures, build trust, and cohesive teams that are inclusive of all our different perspectives.

1

Benefits of an Inclusive Work Environment

- Inclusive work environments produce higher performance
- Increases collaboration
- Builds cohesive teams that leverage talents
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:16:58 PM

This slide here provides you with some key benefits of creating and fostering an inclusive work environment. Look at these bullet points here and ask yourself or make note on which of these could use improvement on your team or organization? As we go though these slides take note of the application of some of these things we will discuss and how it may be beneficial towards improving your foxholes.

Perhaps its increase performance
Increase collaboration, where you have full synergy across your team; or
Leveraging the talents of all personnel you have on your team in a more comprehensive way by understanding their dimensions of diversity and what they value, are passionate about, or have a particular area of expertise or experience in (what we now commonly refer to as talent management which we cannot do effectively if we do not understand our personnel's dimensions of diversity) and we will talk a bit more about what I refer to when I say dimensions in a little bit.
Maybe we could use more employee engagement
Innovation and creativity
Most of these things I just mentioned directly drive employee satisfaction. Satisfied employees who love what they do and love coming to work are going to express that in many different ways to their families, friends, and are more likely to support and be passionate about recruiting efforts
In turn this also helps decrease turnover in our civilians, increase retention in our uniformed JALS personnel, and overall, positively impacts our people's work experience which should be our ultimate goal as leaders

Aside from the listed benefits here of an inclusive workplace, diversity, equity, inclusion and accessibility is integral to building trust and achieving overall readiness and mission accomplishment of the total force. DEI enables organizational agility and adaptability by leveraging the attributes, experiences, cultures, characteristics, and backgrounds of the total force. DEI also ensures commanders and leaders are inclusive in their decisions, actions, and missions which enable access, opportunity, and choice for the total force.

1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

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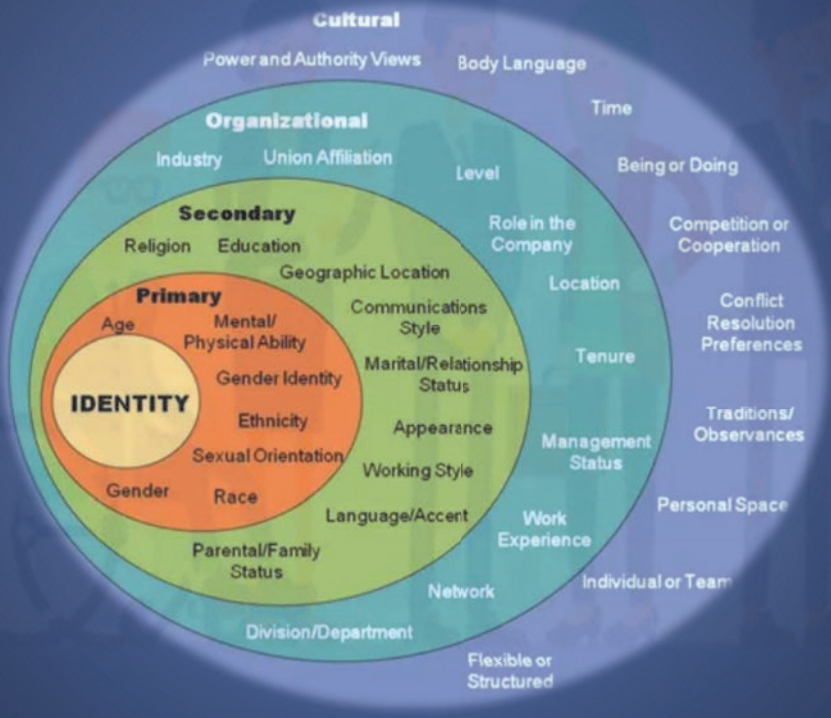
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So what do we mean when we say diversity?

We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities
sexual orientation and more

It essentially relates to social differences among our JALS personnel.

Diversity – What Does it Look Like?



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Diversity is so broad that it may be hard for some of us to recognize the many ways that we may be just like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all. Each sphere here is considered a dimension of diversity so let's talk through what each one encompasses.

Our identity is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

Primary dimensions AKA Internal dimensions are those we have little control over such as sexual orientation, race, age, and gender which is a bit more fluid now, It affects how we view our workplace and the world around us.

Secondary dimensions AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

Organizational dimension relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

Cultural dimension usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those teammates around us see the world and make sense of our experiences. Understanding our teammates dimensions of diversity can help determine what may influence behaviors and reactions in our organizations so that we can make active choices about our own behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we need to not only be aware of these dimensions but understand how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and at the same time leverage the strengths that diversity brings to the organization.

As you look through some of the dimensions of diversity listed here, you can see a lot of aspects of our social identity are not visible. In fact, most of our diversity dimensions are not always visible. For example, by simply looking at me or interacting with me in passing daily you may not know how many languages I speak, what are some traditions or cultural observances I may have, my preferred communication style, prior work experience, or if I have any nonvisible mental or physical abilities.

This is why as leaders you've heard so often the importance of knowing your Soldiers and those civilians in your organizations. Looking over a Soldier Talent Profile or civilian bio is only going to tell you so much about an individual, but making deliberate efforts to get to know and understand your Soldiers and civilians' dimensions of diversity will help you be more inclusive of their perspectives and input and will drive better decision making.

1

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

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Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity. When we talk about equity, we are assessing DEI&A barriers for an individual or specific group of individuals.

There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

Equality: equality is rooted in fairness. But if I gave everyone in my formation the same exact pair of glasses I wear with my prescription, how helpful do you think that would be? However, if I provided them with equitable solutions so they can each obtain their own personal prescription and gave everyone the equal amount of time and access to the resource to do so I would have a formation of more ready individuals.

So, there are circumstances that are going to require us to be fair and provide all equal opportunity and equal access and there are times that as leaders we need to identify when equity is required to ensure all your teammates can accomplish mission success to the best of their abilities.

1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



Source: Army People Strategy: DEI Annex

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Inclusion is focused on the organization putting in place systems, processes, and procedures to value and integrate individual's perspectives, ideas, and contributions to achieve our goals or mission. Inclusion is what we do when we value and appreciate our teammates because of their valued differences as well as their common support of Army and core values. These processes and practices help organizations reap the benefits of their diversity and develops trust and respect.

As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are likely to make more informed and better decisions.
I am not in any way saying as leaders we must make decisions that always make everyone happy because that would just not be realistic. I understand that, however, when we are inclusive of the various perspectives on our team and organization it becomes a team effort to reach decisions that all can understand and even accept often simply because their opinion, input, and feedback was valued and considered making them feel appreciated. That creates buy in, so people are also personally invested in the success of whatever decision was made.

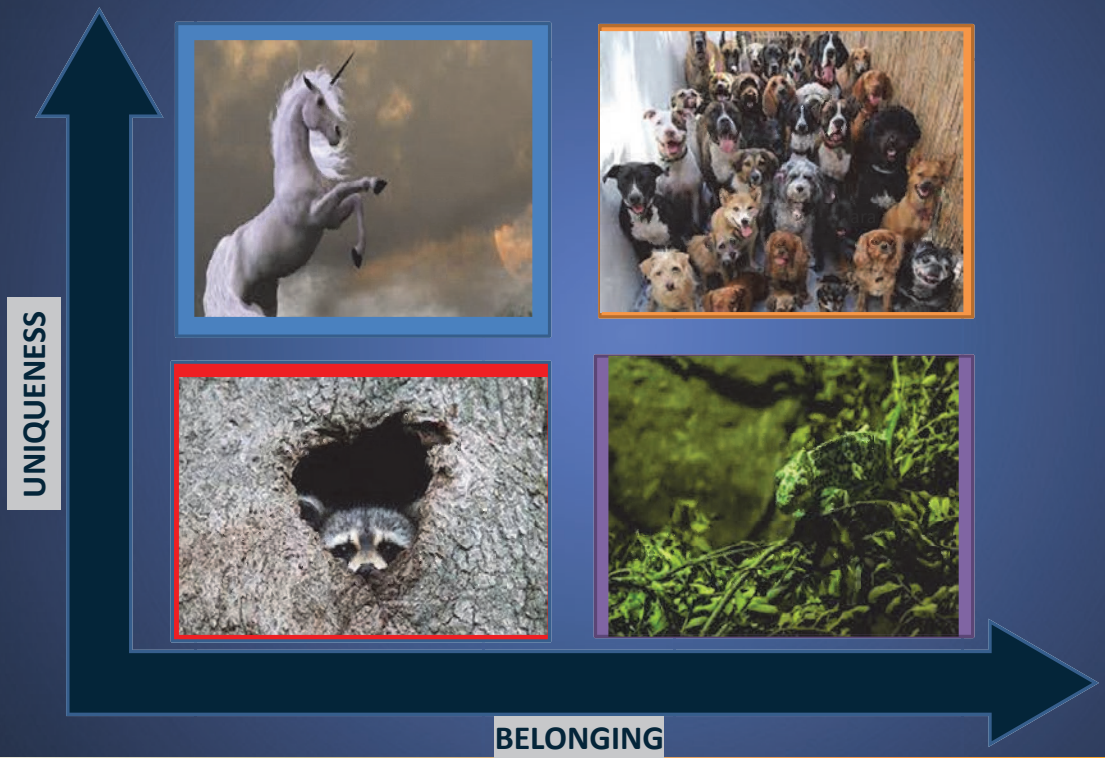
The goal we should be after is to create a deeper sense of inclusion, so our people are adding value and feel like they belong in our organization with all their unique characteristics and dimensions of diversity being valued.

Some examples of inclusive behaviors that should be reinforced include:
Making an extra effort to understand problems faced by others
Efforts to uncover opposing or alternative views to try to better understand and solve problems.

What are some things you've applied or used that have helped drive inclusion?

1

Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.
People have a need to add value or uniqueness and
Need to have a sense of belonging.
These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :
Bottom left: is EXCLUSION, INVISIBLE OUTSIDER. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

Top Left: This is your VISIBLE OUTSIDER. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

Bottom right: Is an ASSIMILATION or INVISIBLE INSIDER. Your individual who feels like an insider on the team when they conform to the organizations dominant cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

Top Right: This is the ultimate goal we should be after- to create a deeper sense of INCLUSION for UNIQUE INSIDERS. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some ways you can practice inclusive behaviors which should be reinforces include:
Making an extra effort to understand problems faced by others
You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
we can also make efforts to uncover opposing or alternative views to try to better understand and solve problems.

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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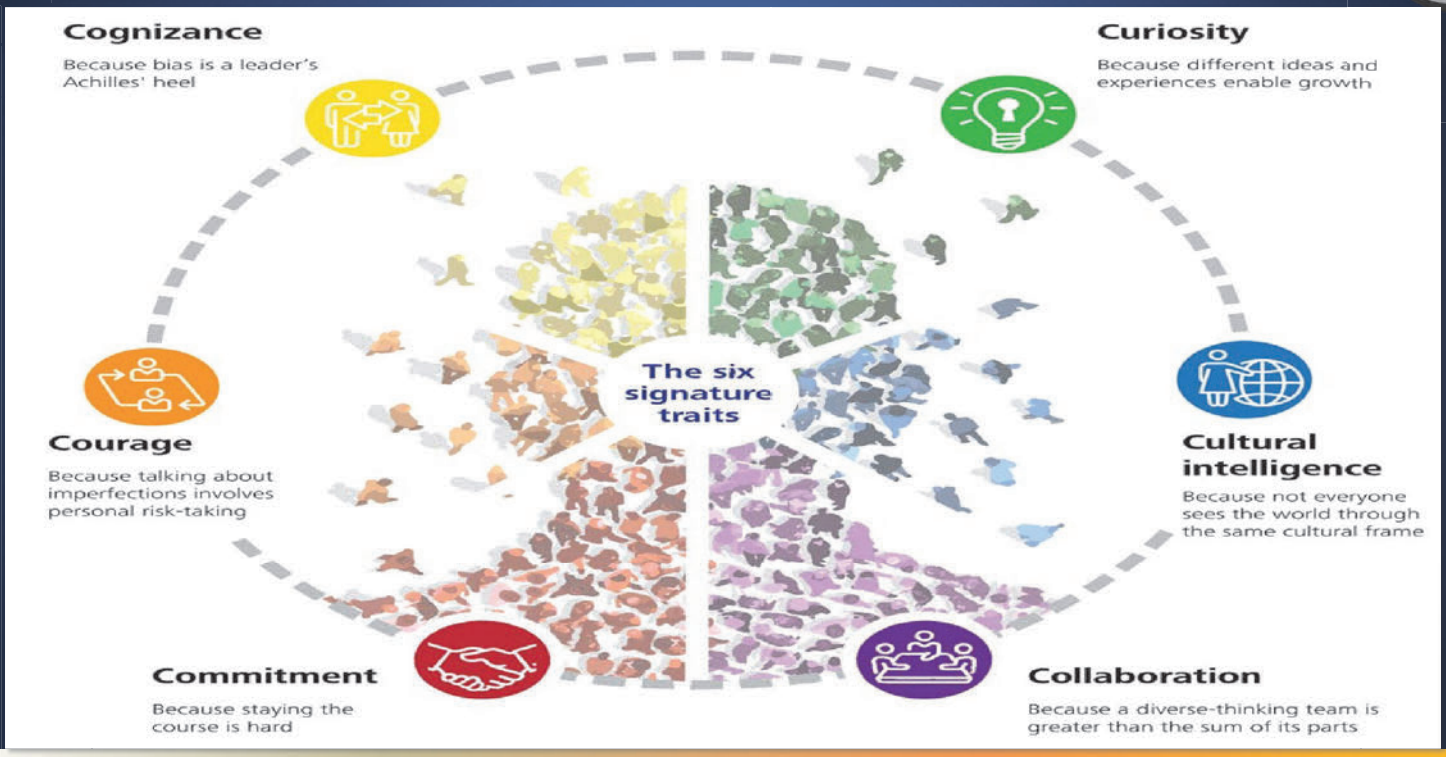
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We cannot be inclusive leaders if we have Soldiers and civilians who cannot access our facility, information, technology, programs, or services. We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals. Most accessibility barriers can be removed through reasonable accommodations. This is specifically something so important to consider with most of our workforce (Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

Notice, when talking about accessibility I mentioned both Soldiers and Civilians and that is important to point out because not only do 1 in 5 Americans have a disability but often when we think about accessibility and reasonable accommodations, we tend to associate it with most of our civilian personnel. However, there are many uniformed personnel with disabilities that are not necessarily service discrediting based on their MOS. For example, having a hearing impairment that requires hearing aids. The Army now issues Bluetooth enabled hearing aids which cannot be used in a SCIF, making that environment or conversations/meeting being had there not so accessible to those individuals. Perhaps exploring alternate options to make that SCIF environment and information accessible to someone who wears hearing aids could be so simple as forgoing protocol with seating and allowing them to sit closer to the front of the briefing room or have a seat at the table.

While you may be able to notice if someone wears hearing aids there are some disabilities that are not so visible like being color blind. Perhaps the colors on a daily tracker being used are not so user friendly for those individuals. While you need to have those individuals share those nonvisible disabilities with you, lets ask ourselves, as leaders, are we being approachable and creating the psychological safety we will talk about here in a bit so that your people feel comfortable confiding in you about some nonvisible disabilities that may be embarrassing for them to share? Or are they just coping and dealing with it silently? When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns people struggle with as well.

Signature Traits of an Inclusive Leader



Graphic Source: Deloitte University Press

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six signature traits of an inclusive leader are shown here: Commitment, Courage, Cognizance, Curiosity, Cultural Intelligence, and Collaboration.

The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders assess risk to challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster group think mentalities or are not constructive to positive work environments. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes. And most importantly have the personal courage to address tough conversations as needed.

The third trait is cognizance of bias. Inclusive leaders understand and are aware that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making because they know different ideas enable growth. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and give them a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and are frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaboration. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create the psychologically safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

What are some ways you've applied one, some, or all of these traits signature traits and found it to be successful?

I can personally share one of personal courage to have tough conversations and tactfully address an issue.

1

7 Common Pitfalls (& How to Avoid Them)

1. Not clearly stating vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Lack of humility
6. Forgetting to recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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1. Lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with their people staying focused and committed. Great leaders see the untapped potential in others, and they seek to bring out the best in them and they do this by creating a shared understanding of not only the mission but their vision with clearly outlines goals or lines of effort for their team to align their own respective accomplishments and goals with.

2. Treating everyone the same. Inclusive leaders take the time to know each person on their team individually and their individual dimensions of diversity because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they practice the platinum rule: treat others the way they want to be treated based on their own individual needs. Identifying what is equitable for your teammates here is key to avoid treating everyone the same.

3. Showing favoritism. So here you might be thinking well some may think if I don't treat everyone the same then I may be showing favoritism. But that is not what I am referring to here. Treating people equitably and showing favoritism are two different things. For example, do you have someone on your team that you consider your go-to person? The problem with that is, is that when you single someone out as your favorite, you are excluding or overlooking others by doing this. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

4. Being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives, and they create an environment where collaboration and creativity can thrive. Being flexible and adaptable despite how uncomfortable it may feel initially is what we want to strive for.

5. Lacking humility. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees appreciate it when leaders show some level of vulnerability and authenticity or humanize themselves. Inclusive leaders surround themselves with people who challenge them and have strengths that they don't, and they are not threatened by it.

6. Doesn't forget to recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty. Something so simple as a coin, a public recognition, certificate of appreciation, impact AAM or civilian award can go such a long way with reminding your teammates that you see and value all the positive contributions they bring to the team. Something important to consider here is how each one of your individuals prefer to be recognized, different generations value different ways of recognition so a handwritten note may be significant for one of your employees while an impact AAM or more public recognition on social media they can share with family may be more meaningful to others.

7. Failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. Some may think consistently may not be necessary for your top performers but even your top performers have room for growth and development or even channeling their outstanding efforts in a more impactful way for the organization and themselves. And often thinking of ways that you can improve those top performers efforts or their impact in your organization will be a lot tougher and take more of your time and effort, but it will pay dividends for you as a leader, that individual's development, and your organization. This tends to be one of the most underdeveloped skills of most leaders. We sometimes tend to avoid the tough conversations, and don't provide the specificity that employees need to course correct or just to get that positive reinforcement when they are on track. Inclusive leaders develop this skill and make it a consistent practice. Ask yourself how often are you sitting down formally or informally and doing those support forms, mid-progress reviews, and counseling with those personnel you supervise as a rater, senior rater (for military) supervisor, or reviewing official (for civilians)?

Behaviors for Shaping Inclusive Climates











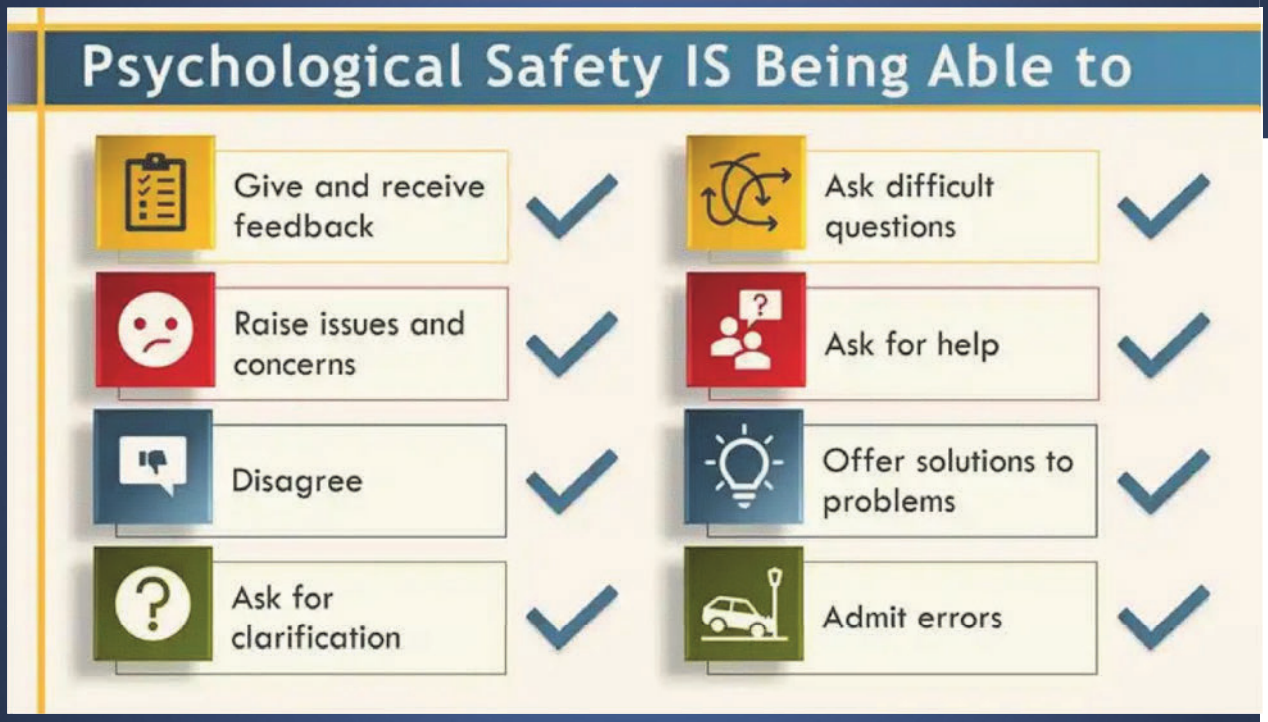
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A climate is inclusive when its norms or “Rules of Engagement” are carefully constructed to promote experiences of both belonging and uniqueness for its members. The two most essential aspects of inclusive climates are that they involve:
strong values for developing high-quality interpersonal understanding (the ability to comprehend and interpret the thoughts, feelings, and intentions of others), and competence; combined with,
a shared belief that people’s diverse backgrounds and perspectives are a source of insight that can be leveraged to enhance learning and performance. These beliefs are then translated into norms for how team members are expected to engage with each other to make that possible and create that psychological safe space .

Four sets of leader behaviors that are essential for shaping inclusive climates are shown here in this slide:
Assessing or being perceptive of the inclusiveness of a workgroup’s climate. Look out for unconscious biases and microaggressions. It's critical to remember is that the power of subtle, non-verbal cues is incredible. Each instance may seem minor, but cumulatively, they define the tone of the team, and determine people's experiences of inclusion. Both Informal assessments (direct observations, team discussions, third-party observations) and Formal assessments can be used here (interviews and/or surveys).
Articulating expectations about behaviors and norms expected to promote inclusion. This needs to include team norms or “Rules of Engagement” for psychological safety. Develop a shared understanding of your expectations, the team's goals, and align each member's contributions towards those expectations and goals. Invest the time and space necessary for team members to learn about one another as individuals. Nuanced, personalized information will replace superficial assumptions and open the door to deeper-level cooperation and trust.
Role Modeling inclusive behaviors for others. It is the consistency of what you attend to that is important.
Reinforcing desired inclusive behaviors through the timely communication of feedback and allocation of rewards we spoke about in the previous slide. Leaders are encouraged and expected to use both praise and adverse actions like counseling consistently and fairly.

What is Psychological Safety?



Source: https://symondsresearch.com/psychological-safety/

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Without psychological safety we cannot have an inclusive environment.

Psychological safety in the workplace refers to a team climate in which team members trust each other and feel comfortable expressing their opinions, admitting mistakes, giving and receiving input and feedback, suggesting improvements, and pointing out problems without fear of judgement, embarrassment, punishment, or rejection by the rest of the team.

When people lack a sense of safety or feel threatened, information processing and discussion tends to become strained and is much less effective. It's important to keep in mind that protecting psychological safety for team members to express themselves doesn't necessarily mean that everyone should be encouraged to say whatever is on their mind. People must be mindful of what they express, how they express it, and how it influences the psychological safety of others.

psychological safety has been found to greatly increase staffs:
Motivation
Commitment
Morale
Creativity
Problem-solving ability
Engagement
Productivity

Applying those 6 signature traits we spoke of and shaping inclusive climates will help protect this psychological safety in your organization.

Four Conversational Traps: ADDA

- There are 4 conversational traps that people should be wary of when it comes to discussions of identity and diversity
  - Avoid
  - Deflect
  - Deny
  - Attack

From "Say the Right Thing: How to talk about Identity, Diversity, and Justice" by Kenji Yoshino and David Glasgow

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These 4 conversational traps we are going to talk about next are from a book called “Say the Right Thing: How to talk about Identity, Diversity, and Justice” by Kenji Yoshino and David Glasgow. Not an endorsement simply siting the source here.

Key take away for this block of instruction is some conversational traps we should be aware of when discussing identity and diversity. These are:

Avoidance: This is the most common but don’t avoid discussing identity or diversity. Have the courage to have those tough conversations tactfully and respectfully. Silence may seem safe but marginalized communities see it as an abdication of responsibility sometimes. It can be seen as not caring enough to get comfortable. Here other attempts to avoid dealing with conversations can be seen as inauthentic. some examples of avoidance:
Subtly or not so subtly leaving the room,
Remember something else you need to do to get out of the conversation
Say something “nice” rather than say what you think
Expressing your views but crediting them to another source
Let’s give ourselves some grace though right because these are tough conversations so pausing the conversation so that you can process what has been said to return for a constructive dialogue is okay but articulate that.

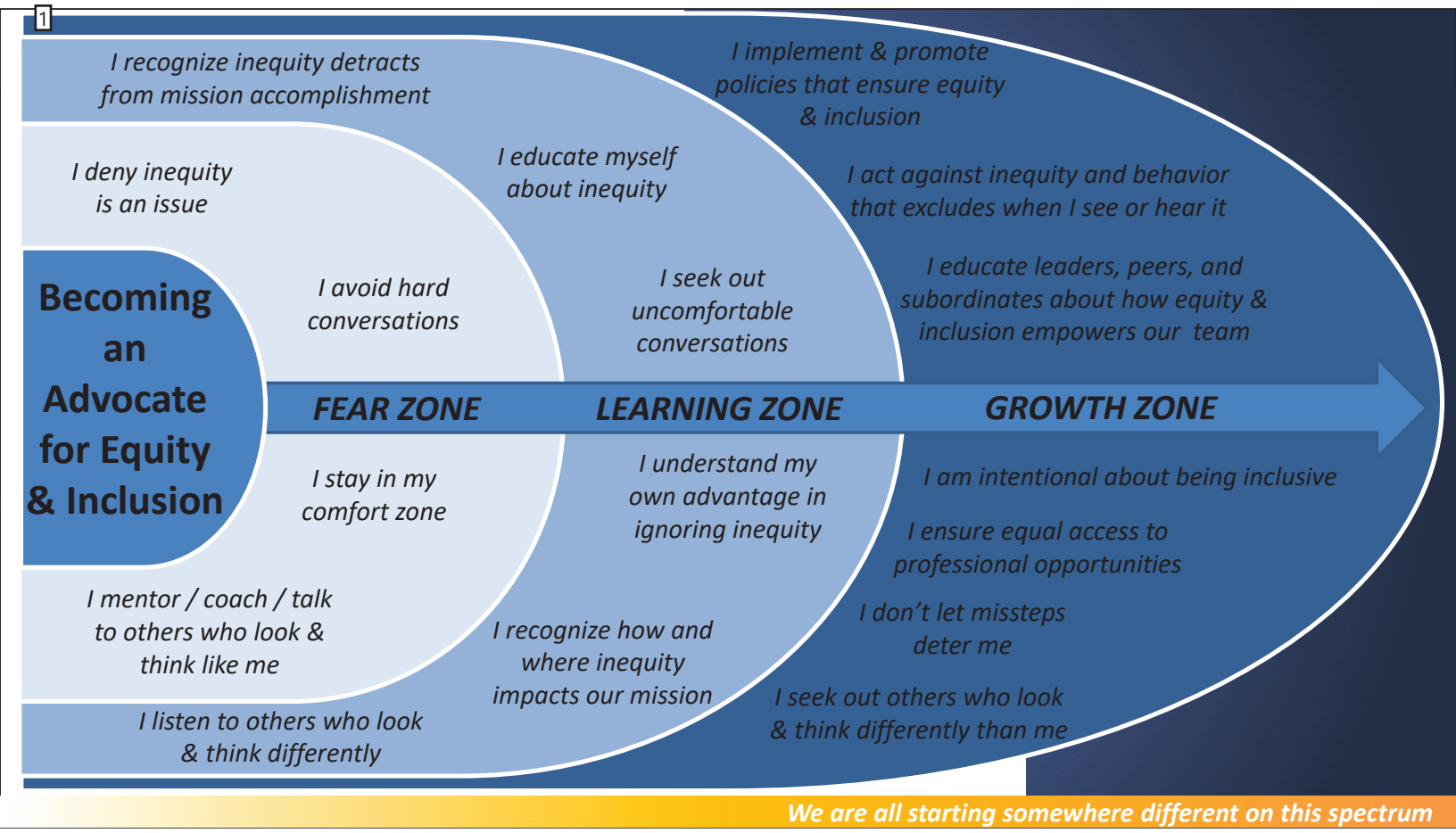
Deflection
Shift attention from the topic being discussed to one that you are more comfortable with
Deflecting to tone—focusing on how someone says something rather than on what they said
Deflecting by channel switching—shifting focus from one group to another
Deflecting to yourself—pointing out how good you are or how bad you have had it—I’m suffering too—sometimes can be an attempt to build commonalities that goes wrong or “I did not mean it like that”

Denial
Rejects others perspective without considering that you could be wrong
Announce from their “objective” perch that the other person is categorically wrong
Denies another person’s emotions are real
Acknowledges other’s feelings are real but illegitimate—oversensitive
Denier assumes the mantle of power or authority

And Attack refers to combative, personal affronts, such as insults, sarcasm, eye-rolling, and passive-aggressive behavior

All 4 ADDA are reflexive—want to get to being reflective in responses

In the next couple of slides we will go through each individually.


1
I recognize inequity detracts from mission accomplishment
I implement & promote policies that ensure equity & inclusion
I deny inequity is an issue
I educate myself about inequity
I act against inequity and behavior that excludes when I see or hear it
Becoming an Advocate for Equity & Inclusion
I avoid hard conversations
I seek out uncomfortable conversations
I educate leaders, peers, and subordinates about how equity & inclusion empowers our team
FEAR ZONE
LEARNING ZONE
GROWTH ZONE
I stay in my comfort zone
I understand my own advantage in ignoring inequity
I am intentional about being inclusive
I ensure equal access to professional opportunities
I mentor / coach / talk to others who look & think like me
I recognize how and where inequity impacts our mission
I don't let missteps deter me
I seek out others who look & think differently than me
I listen to others who look & think differently
We are all starting somewhere different on this spectrum

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This is a growth model DJAG put together with (b) (6) a while back on the different phases along the journey to becoming an advocate for Equity and Inclusion

This is a Goal is to get to and stay in the growth zone but it is a journey and I think this chart really depicts it best. Going from that fear zone where we are avoiding those tough conversations and staying in our comfort zone to the learning zone where we are recognizing how and where inequalities impact our mission, seeking out those uncomfortable conversations to finally moving into that growth zone where you are the one sharing what you've learned on your journey to educate others about equity and inclusion, you're implementing and promoting DEIA policies and are intentional about being inclusive.

"Inclusive leadership is not a destination. It's a journey that requires humility, curiosity and courage."

Thais Compoint Author of "Succeed as an Inclusive Leader"

QUESTIONS?

Recognizing & Mitigating Bias in MJ



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Agenda

- Theory of Decision Making
- Heuristics
- Social Identities
- Explicit v. Implicit Bias
- Discretionary Actors
- Studies
- Army HEARD Report Findings
- Mitigation Strategies

Intro Video

https://www.youtube.com/watch?v=bhro7IXnc2E

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Let's talk about “the look” here in this video so we can see beyond it. What are some moments throughout this video where the gentlemen who turned out to be the judge received “the look” before he entered that courtroom in a position of power.
Mom before rolling up the daughter car window
Elevator door closing after asking for it to be held open
Man, and women in the diner wanting to sit somewhere else
Gentleman in pool
Sales store associate look to security when he walked in

"The look" happens everyday for millions of people. Pay attention and although it may not happen to you, it does happen to others.

1

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe. Our brians tkae shrutctus.

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Ask a student to read this for you.

Note: Our brains take shortcuts

1

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

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Quick overview on how amazing our mind is and why it takes some of these “shortcuts“ filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

Our minds are exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

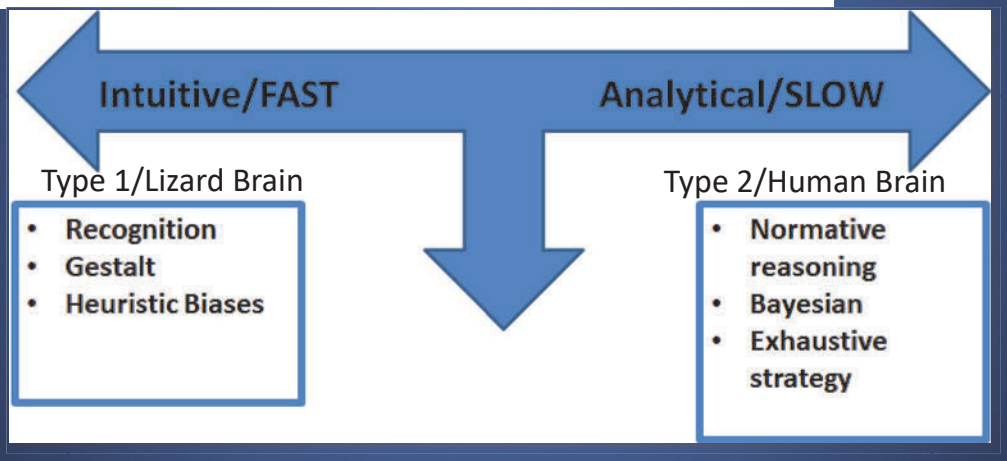
We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

If you want to read more about the psychology behind all this, it is discussed in further detail in this book referenced here called Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

ng

Dual Process Theory



Science. 1974;185(4157):1124-1131

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According to dual-process theories, thoughts and moral judgments are the result of two competing processes:
a fast, automatic, affect-driven process and
a slow, deliberative, reason-based process.

You'll see here that the
Fast or intuitive process utilizes what we call the lizard part of the brain which is where recognition, gestalt, and your heuristic biases reside. This process is more unconscious, quick, makes use of shortcuts, is a bit sloppy but is relied upon most of the time.

Analytical or slow process utilized the human brain which is intentional, calculated and often more accurate, but it takes effort and is slow.

Gestalt psychology is a school of thought that looks at the human mind and behavior as a whole. When trying to make sense of the world around us, Gestalt psychology suggests that we do not simply focus on every small component. An example of gestalt psychology in everyday life is in the way people complete jigsaw puzzles. Rather than looking at each piece as an individual unit, they form meaningful relationships between the pieces to see the big picture more quickly and efficiently.

Normative reasoning is intentional or on purpose.

Bayesian probability figures out the likelihood that something will happen based on available evidence. This is different from frequency probability which determines the likelihood something will happen based on how often it occurred in the past.

What do you think about when you see these images?











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Talking about association and that fast or intuitive part of our brain at work, lets look at some of the images here.

I want you to let me know what is the very first thought that you have when you see these image comes up.

1

Heuristics

Cognitive shortcuts that permit us to use a “FAST” thinking approach via the use of pattern recognition.

- **Advantage**:
  - Reduce time and effort to make reasonably good judgments and decisions.

- **Disadvantage**:
  - Potential to lead to systematic cognitive errors called biases

Acad Med. 2011 Mar;86(3):307-13.

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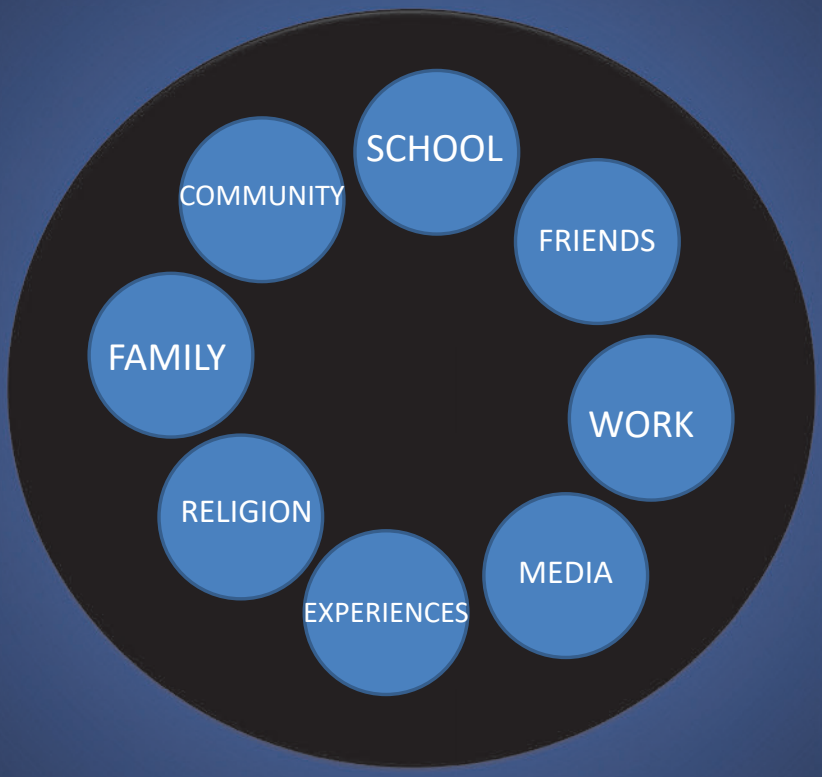
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Heuristics are mental shortcuts for solving problems in a quick way

Reduces time and effort to make decisions but can lead to biases

1

Our Heuristics Come from Our Environment



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These are shaped by our life experiences.
What we learn at school
The community we grew up in
The friends we associate with
Our family norms and values we were raised with
Religion we believe in
What we see in the media
Our experiences based on the type of work we do

This shapes how we will tend to commonly associate things with that fast or intuitive part of our brain and some of these things can sometimes lead to “the look” we saw in our intro video or how we personally tend to react or respond to things

1

Our Social Identities in Bias









Cultural

Power and Authority Views

Body Language

Time

Organizational

Industry

Union Affiliation

Level

Being or Doing

Secondary

Religion

Education

Role in the Company

Competit / Cooper

Geographic Location

Location

Primary

Age

Mental/ Physical Ability

Communications Style

Co… Resolution Preferences

IDENTITY

Gender Identity

Marital/Relationship Status

Tenure

Ethnicity

Appearance

Traditions/

Sexual Orientation

Working Style

Management Status

Gender

Race

Language/Accent

Work Experience

Parental/Family Status

Network

Individual o…

Division/Department

Flexible or Structured

MEDIA

BORNE

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Our social identities are often assigned to us, something we are born into and influenced by hpw we identify. So, we are going to revisit those dimensions of diversity we saw earlier here.

Examples of social identity include race, ethnicity, gender, sex, socioeconomic status, sexual orientation, age, religion/religious beliefs, national origin, and emotional, developmental disabilities and abilities.

The content we expose ourselves to on the media changes the way we think about ourselves and others. People are highly affected by the values embraced by media. In effect, media offers numerous interpretations of what is beautiful, sexy, attractive, and appropriate.
Examples:
Disney- think of family vacation, famous castle backdrop pic (secondary dimension)
Instagram logo- think of selfies, younger generation/ age association (primary dimension)
BMW logo- what do people starring in these commercials look like? Do they depict a particular socioeconomic status? (secondary dimension)
82Abn patch unit/division (organizational dimension) unit affiliation, “back at bragg” parrots, airborne troopers

These are influences by the media, our life experiences, and result in biases

Scenario

Hypothetical

CPT Stone, commander of HHC, gets a call from 1LT Timmons, one of his platoon leaders. 1LT Timmons is his best performing PL, and has served with CPT Stone for 18 months. 1LT Timmons tells CPT Stone that he received an allegation of misconduct.

- PVT O'Neal alleges that SPC Steele has been maltreating him.
- 1LT Timmons has looked into the matter and says there is no issue.
- CPT Stone listens to 1LT Timmons's explanation and trusts 1LT Timmons's judgment.

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Things that could influence CPT Stones judgement when it comes to LT Timmons:
- Best Platoon Leader (may favor him)
Served together 18 months (may trust him easily)

What are some things that CPT Stone should do to mitigate biases in this situation
Cdr's inquiry into the matter
Look for evidence-based facts to ID if there really is not an issue v. just taking the LTs word for it

*Putting processes in place to mitigate biases helps prevent some of those instant associations or implicit biases we have from becoming explicit and us acting on them.

Halo Effect

Effect

authority,

ctractiveness

- *My boss says because of this, it can't be this.*
- *In the past my boss handled issues this way, so I will do the same.*



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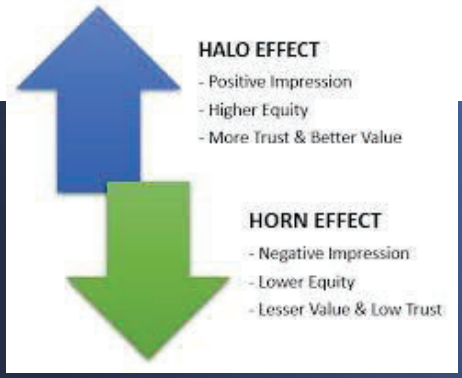
Following slides show some common biases we encounter in our day to day.

Halo Bias occur when we tend to allow one trait or interaction/impression to formulate an overall judgment of a person or a thing.

Horn Effect

-

– ing about a person is negative because vas negative







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The opposite of the halo effect is the horn effect. It is a cognitive process in which we immediately ascribe negative attitudes or behaviors to someone based on one aspect of their appearance or character.

A common example of this is overweight people, who unfortunately are often stereotyped as being lazy or undisciplined.

These bias clouds our judgement and view of so many positive qualities they may have.

Ask for another example from the class.

Anchoring Bias

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ation
cess
esired
ion
is/becomes available.



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Anchoring bias describes people's tendency to rely too heavily on the first piece of information they receive on a topic. Regardless of the accuracy of that information, people use it as a reference point, or anchor, to make subsequent judgments.

For example, if the job description requires a specific degree or certification, hiring managers become anchored on these requirements and overlook other qualities that could make a candidate a good fit for the role.

Availability Bias

or other
be a recent
nd quickly

your desk. While scanning the report you notice many details like a case you were briefed on last week. You know how this case will play out because it's a "fresh" and "available" entity in your mind.



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Availability bias is a cognitive shortcut that relies on what immediately comes to mind to make quick decisions and judgments.

For example, many people falsely assume that driving is safer than flying since it is easier to recall vivid images of deadly plane crashes than car crashes.

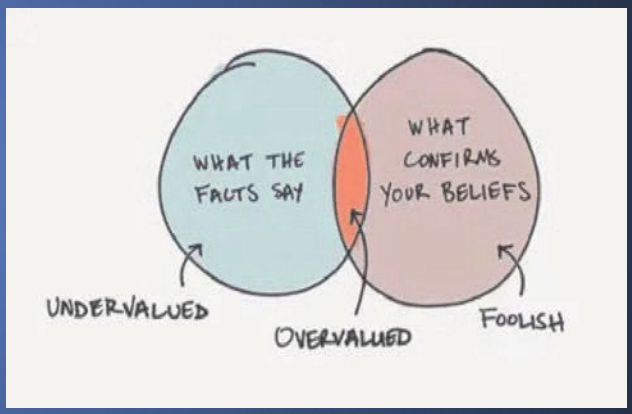
Confirmation Bias

ts and

s and

h it.

upon file review, you only look for the instances that strengthen your belief about the Soldier.



Edgar & Edgar 2016, Nickerson 1998

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Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Explicit vs. Implicit Bias

Explicit Bias: ave about a person or group on a conscious

Implicit Bias tant association of stereotypes or attitudes onscious awareness."

-
-
- nother group, or a group

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There are different types of biases.

Explicit biases are our beliefs about a person or group on a conscious level
Implicit are those fast intuitive and automatic or instant associations of certain stereotypes WITHOUT conscious awareness.

The whole concept of biases isn't new to us as legal professionals, it's why we do voir dire before a trial with a panel to weed out any biases panel members have that may be implicit but if left unchecked can become explicit and impact their decision making or judgement as a panel member on a case.

1

IMPLICIT BIAS ≠

Racist
Bigoted
Sexist
[illegible]hobic
[illegible]hobic

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Just because we have biases, we are not any of these things, we are human. Challenge yourself and those around you to explore those implicit biases, identify them yourself and help others identify them so that we can combat them in our day-to-day reactions, interactions and decision making and prevent them from becoming those Explicit Biases we want to stay away from.

(b) (5)

Numerous Past Studies, Same Conclusions

PREVIOUS FINDINGS AND RECOMMENDATIONS

STUDY/REPORT	Racial Disparities Exist across the Investigative and Military Justice Systems	Significant Discretion with Few Safeguards = Increased Disparate Outcomes	Data Collection must be Improved	ultural Competency and Cognitive Bias Training for all in the military justice system	Resource Appropriately (no unfunded mandates)	Conduct Root Cause Analysis with better data but don't wait to start making improvements
1972 Task Force on the Administration of Military Justice in the Armed Forces	●	●	●	●	●	
2011 MLDC Military Leadership Diversity Commission	●		●	●	●	
2019 GAO Government Accountability Office	●		●			●
2020 Air Force IG Independent Racial Disparities Review	●	●	●	●	●	●
2020 DAC-IPAD Racial and Ethnic Data Relating to Disparities in the Investigation, Prosecution, and Conviction of Sexual Offenses the Military	●		●	●		●
2022 CNA Exploring Racial, Ethnic, and Gender Disparities in the Militar Justice System	●	●	●		●	●

(b) (5)

(b) (5)

(b) (5)

Army HEARD Report Findings

Finding 1: Data Improvement

-

- d procedures

Finding 2: Inconsistent Racial/ Ethnic Standards

- fications

- ement and Budget standards

Finding 3: Perceptions of the Force

-

-

Army HEARD Report Findings

Finding 4: Data Collection Process

-

-

Finding 5: Over Representation

-

Actions

Finding 6: Law Enforcement MOS Representation of African American Soldiers

-

-

Where Bias Can Influence Commanders & JAs

Pre-Trial Investigation and Charging Decisions

- er & victim
- f a racial minority
- ions, not on facts (e.g., Black subject “Looks
  ooks young and naive”)
- ect/accused or other witnesses of color
- **based on stereotypes**

Trial Strategy

- applied only to racial
- ority member more
  ult case?)
- l,” “A thug”)

MITIGATION

Continue training

- Disseminate this through your office (this is not just a legal issue; it is a leadership issue)
- DEI training in office (LDP) ✓
- Identify distractions and sources of stress in the decision-making environment
- Bias awareness/interruption

Get data! Regularly track race/ethnicity, just like we track MOS, deployments, etc.

- Quarterly assessments on who is being investigated, prosecuted, separated (trend analysis)
  - MJO reports
- Part of multi-discipline team meetings (OSJA, CID, MPI, FAP)
- Continue to get feedback from trusted sources

Assess the known facts: Challenge factual assumptions

- ACKNOWLEDGE we all have biases
- Ask questions.
- Counter stereotypes (put self in their shoes, consciously challenge stereotypical views)
- "**Art vs. science**" of discipline: Focus on the "should" as much as the "can"

In Conclusion

- Everyone has unconscious biases that influence their worldview and decision making
- Data supports disparities in the Military Justice System
- Awareness of biases
- Challenge assumptions
- Help us recruit & retain

QUESTIONS?

1

Keep up with ODEI & the Council

Teams

JAGC ODEI- DEI&A Training and Resources

CNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

Suite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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1

Building Inclusive Teams



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Summary of Comments on PowerPoint Presentation

Page: 1

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:59:04 AM

Make note of any recording (if applicable)

Good morning, I am [redacted] your Office of Diversity, Equity, Inclusion & Accessibility program manager and today I will be providing you with on ning packages on building inclusive teams, I just want to put out a quick administrative note, that this training is being recorded this morning to be used as a training aid for our JALS personnel in future but I will stop the recording after the presentation of the slides are complete and conduct an open discussion to answer any questions you may have about todays training and get your feedback on what we can do to continue making our training better.

Your ODEIA

(b) (6) (b) Director

(b) (6) (b) (6) Chief Operations Officer

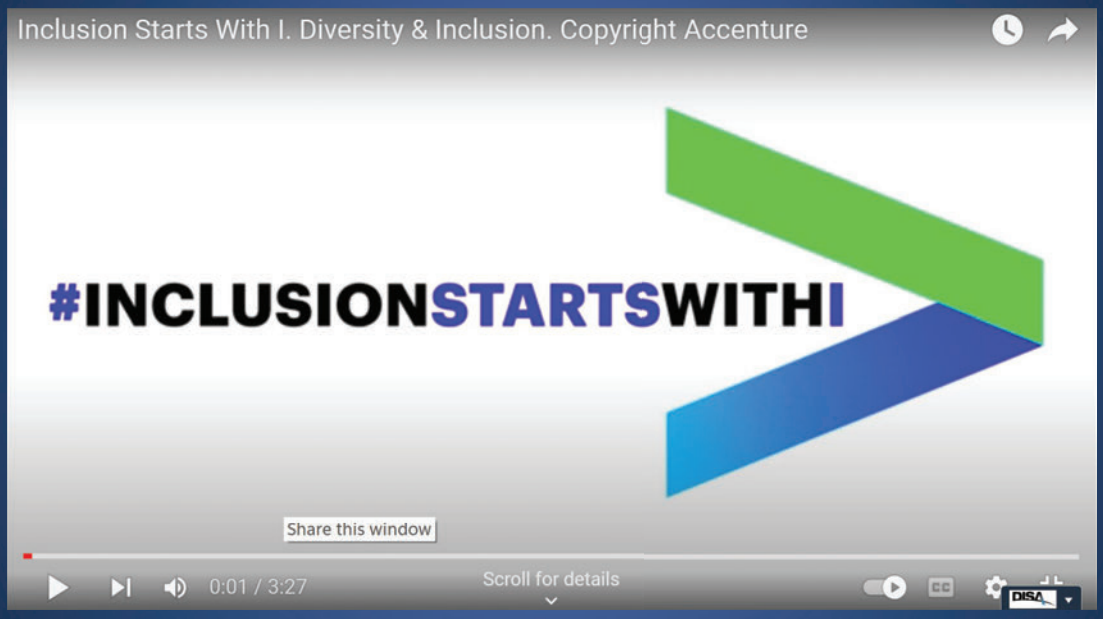
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:59:04 AM

Your ODEIA team currently consists of two personnel: (b) (6) , our director and myself, your program manager

Mission:
To provide leadership and direction in the formulation, execution, and management of policies and practices that foster a DEI environment consistent with the core values of the JALS.

Vision:
To enable the transformation of policies, practices, programs, and systems that advance diversity, equity, and inclusion (DEI) to the fullest extent possible across the breadth (functions) and depth (hierarchy) of the JALS.

Agenda



https://www.youtube.com/watch?v=QDna1RV-tYo

Agenda

- Benefits of Inclusion in the Workplace
- Define Diversity, Equity, Inclusion & Accessibility
- Signature Traits of an Inclusive Leader
- Behaviors for Shaping Inclusive Climates
- Psychological Safety
- Common Pitfalls
- Conversational Traps
- Becoming an Advocate for Equity & Inclusion

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:59:05 AM

This slide here provides you with our agenda on the topics we are going to address today:

We are going to go over some of the key benefits of inclusion

because we are all diverse groups of individuals in the JALS community with a breath of different backgrounds and experiences, our understanding of what the terms DEI&A are may vary. To create a shared understanding of these definitions that we will use throughout this training, we are going to define Diversity, Equity, Inclusion and Accessibility according to the Army's DEI Annex in the People Strategy.

Go over 6 signature traits of an inclusive leader, behaviors that help shape inclusive climates, the importance of psychological safety when we are trying to build these inclusive climates, 7 common pitfalls we may encounter as leaders when doing this and how to avoid them, 4 different conversational traps that we can often fall victim to and

lastly, I am going to wrap up this training with a growth model DJAG put together with (b) (6) (b) (6) a while back on the different phases along the journey to becoming an advocate for Equity and Inclusion

Our goal is that through this training you can familiarize yourself with these principles so that in your organizations, you can employ them to create or enhance positive cultures, build trust, and cohesive teams that are inclusive of all our different perspectives.

1

Benefits of an Inclusive Work Environment

- Inclusive work environments produce higher performance
- Increases collaboration
- Builds cohesive teams that leverage talents
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:59:05 AM

This slide here provides you with some key benefits of creating and fostering an inclusive work environment. Look at these bullet points here and ask yourself or make note on which of these could use improvement on your team or organization? As we go though these slides take note of the application of some of these things we will discuss and how it may be beneficial towards improving your foxholes.

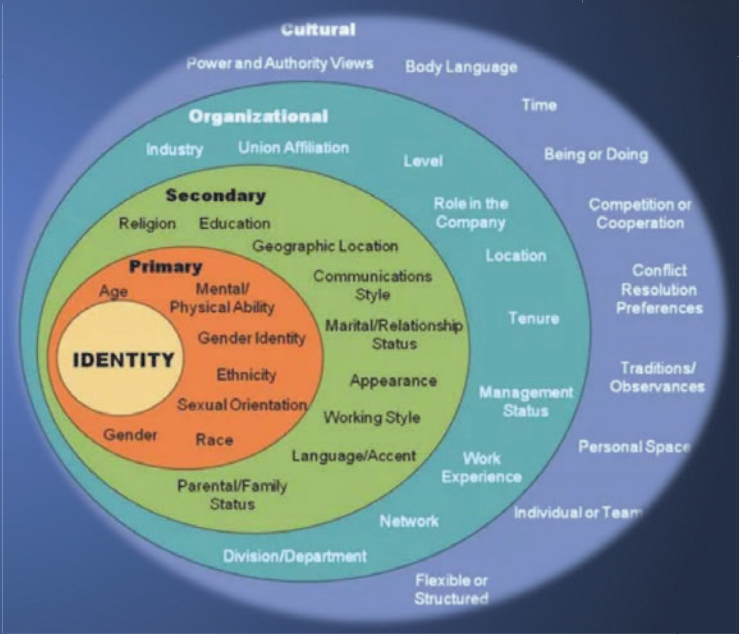
Perhaps its increase performance
Increase collaboration, where you have full synergy across your team; or
Leveraging the talents of all personnel you have on your team in a more comprehensive way by understanding their dimensions of diversity and what they value, are passionate about, or have a particular area of expertise or experience in (what we now commonly refer to as talent management which we cannot do effectively if we do not understand our personnel's dimensions of diversity) and we will talk a bit more about what I refer to when I say dimensions in a little bit.
Maybe we could use more employee engagement
Innovation and creativity
Most of these things I just mentioned directly drive employee satisfaction. Satisfied employees who love what they do and love coming to work are going to express that in many different ways to their families, friends, and are more likely to support and be passionate about recruiting efforts
In turn this also helps decrease turnover in our civilians, increase retention in our uniformed JALS personnel, and overall, positively impacts our people's work experience which should be our ultimate goal as leaders

Aside from the listed benefits here of an inclusive workplace, diversity, equity, inclusion and accessibility is integral to building trust and achieving overall readiness and mission accomplishment of the total force. DEI enables organizational agility and adaptability by leveraging the attributes, experiences, cultures, characteristics, and backgrounds of the total force. DEI also ensures commanders and leaders are inclusive in their decisions, actions, and missions which enable access, opportunity, and choice for the total force.

1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win



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So what do we mean when we say diversity?

We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities
sexual orientation and more

It essentially relates to social differences among our JALS personnel.

1

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

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Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity. When we talk about equity, we are assessing DEI&A barriers for an individual or specific group of individuals.

There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

Equality: equality is rooted in fairness. But if I gave everyone in my formation the same exact pair of glasses I wear with my prescription, how helpful do you think that would be? However, if I provided them with equitable solutions so they can each obtain their own personal prescription and gave everyone the equal amount of time and access to the resource to do so I would have a formation of more ready individuals.

So, there are circumstances that are going to require us to be fair and provide all equal opportunity and equal access and there are times that as leaders we need to identify when equity is required to ensure all your teammates can accomplish mission success to the best of their abilities.

1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



Source: Army People Strategy: DEI Annex

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Inclusion is focused on the organization putting in place systems, processes, and procedures to value and integrate individual's perspectives, ideas, and contributions to achieve our goals or mission. Inclusion is what we do when we value and appreciate our teammates because of their valued differences as well as their common support of Army and core values. These processes and practices help organizations reap the benefits of their diversity and develops trust and respect.

As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are likely to make more informed and better decisions.
I am not in any way saying as leaders we must make decisions that always make everyone happy because that would just not be realistic. I understand that, however, when we are inclusive of the various perspectives on our team and organization it becomes a team effort to reach decisions that all can understand and even accept often simply because their opinion, input, and feedback was valued and considered making them feel appreciated. That creates buy in, so people are also personally invested in the success of whatever decision was made.

The goal we should be after as leaders is to create a deeper sense of inclusion where our people are adding value, comfortable sharing their unique dimensions of diversity in the workplace and feel like they belong in our organization.
Some examples of inclusive behaviors that should be reinforced include:
Making an extra effort to understand problems faced by others
Efforts to uncover opposing or alternative views to try to better understand and solve problems.

What are some things you've applied or used that have helped drive inclusion?

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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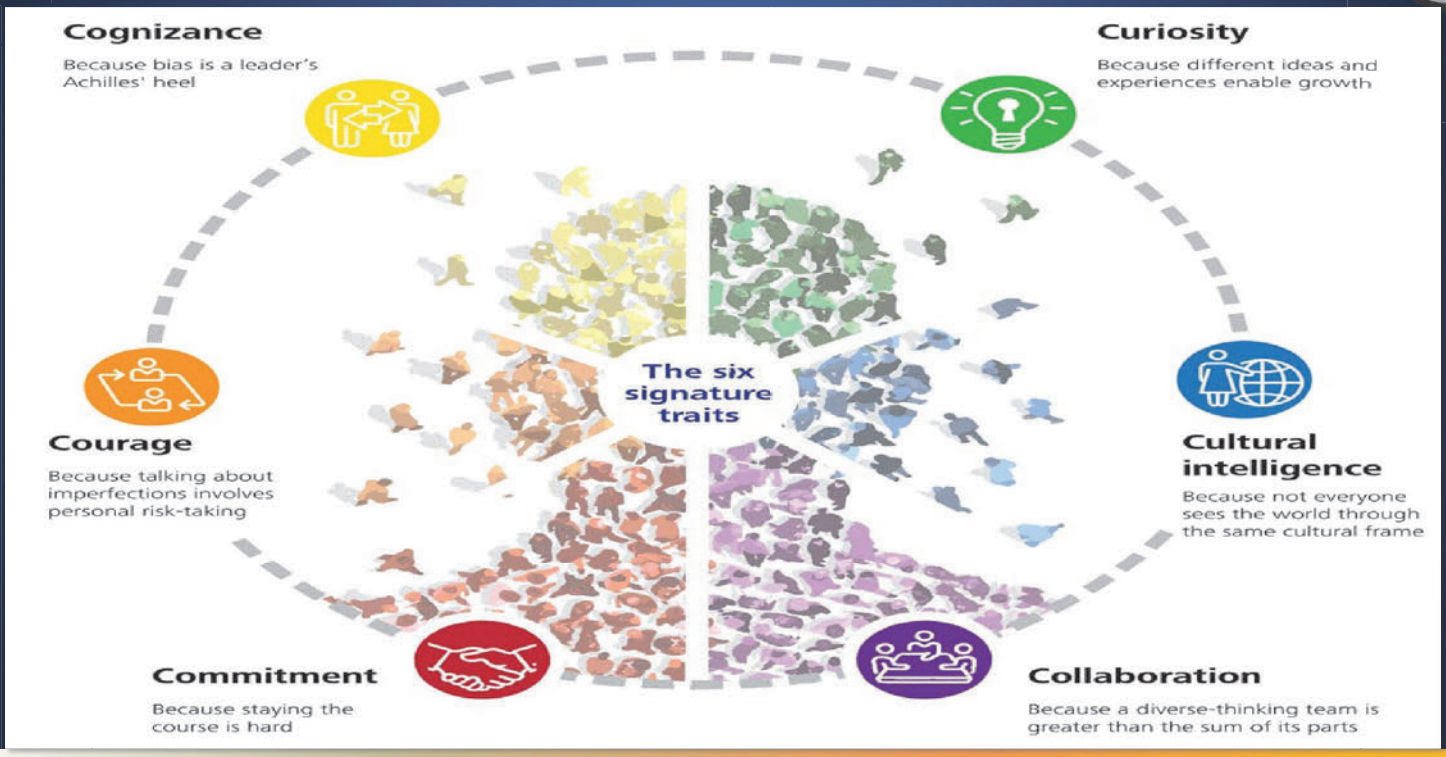
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/10/2025 10:59:06 AM

We cannot be inclusive leaders if we have Soldiers and civilians who cannot access our facility, information, technology, programs, or services. We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals. Most accessibility barriers can be removed through reasonable accommodations. This is specifically something so important to consider with most of our workforce (Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

Notice, when talking about accessibility I mentioned both Soldiers and Civilians and that is important to point out because not only do 1 in 5 Americans have a disability but often when we think about accessibility and reasonable accommodations, we tend to associate it with most of our civilian personnel. However, there are many uniformed personnel with disabilities that are not necessarily service discrediting based on their MOS. For example, having a hearing impairment that requires hearing aids. The Army now issues Bluetooth enabled hearing aids which cannot be used in a SCIF, making that environment or conversations/meeting being had there not so accessible to those individuals. Perhaps exploring alternate options to make that SCIF environment and information accessible to someone who wears hearing aids could be so simple as forgoing protocol with seating and allowing them to sit closer to the front of the briefing room or have a seat at the table.

While you may be able to notice if someone wears hearing aids there are some disabilities that are not so visible like being color blind. Perhaps the colors on a daily tracker being used are not so user friendly for those individuals. While you need to have those individuals share those nonvisible disabilities with you, lets ask ourselves, as leaders, are we being approachable and creating the psychological safety we will talk about here in a bit so that your people feel comfortable confiding in you about some nonvisible disabilities that may be embarrassing for them to share? Or are they just coping and dealing with it silently? When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns people struggle with as well.

Signature Traits of an Inclusive Leader



Graphic Source: Deloitte University Press

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six signature traits of an inclusive leader are shown here: Commitment, Courage, Cognizance, Curiosity, Cultural Intelligence, and Collaboration.

The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders assess risk to challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster group think mentalities or are not constructive to positive work environments. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes. And most importantly have the personal courage to address tough conversations as needed.

The third trait is cognizance of bias. Inclusive leaders understand and are aware that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making because they know different ideas enable growth. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and give them a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and are frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaboration. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create the psychologically safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

What are some ways you've applied one, some or all of these traits signature traits and found it to be successful?

I can personally share one of personal courage to have tough conversations and tactfully address an issue.

1

7 Common Pitfalls (& How to Avoid Them)

1. Not clearly stating vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Lack of humility
6. Forgetting to recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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1. Lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with their people staying focused and committed. Great leaders see the untapped potential in others, and they seek to bring out the best in them and they do this by creating a shared understanding of not only the mission but their vision with clearly outlines goals or lines of effort for their team to align their own respective accomplishments and goals with.

2. Treating everyone the same. Inclusive leaders take the time to know each person on their team individually and their individual dimensions of diversity because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they practice the platinum rule: treat others the way they want to be treated based on their own individual needs. Identifying what is equitable for your teammates here is key to avoid treating everyone the same.

3. Showing favoritism. So here you might be thinking well some may think if I don't treat everyone the same then I may be showing favoritism. But that is not what I am referring to here. Treating people equitably and showing favoritism are two different things. For example, do you have someone on your team that you consider your go-to person? The problem with that is, is that when you single someone out as your favorite, you are excluding or overlooking others by doing this. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

4. Being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives, and they create an environment where collaboration and creativity can thrive. Being flexible and adaptable despite how uncomfortable it may feel initially is what we want to strive for.

5. Lacking humility. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees appreciate it when leaders show some level of vulnerability and authenticity or humanize themselves. Inclusive leaders surround themselves with people who challenge them and have strengths that they don't, and they are not threatened by it.

6. Doesn't forget to recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty. Something so simple as a coin, a public recognition, certificate of appreciation, impact AAM or civilian award can go such a long way with reminding your teammates that you see and value all the positive contributions they bring to the team. Something important to consider here is how each one of your individuals prefer to be recognized, different generations value different ways of recognition so a handwritten note may be significant for one of your employees while an impact AAM or more public recognition on social media they can share with family may be more meaningful to others.

7. Failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. Some may think consistently may not be necessary for your top performers but even your top performers have room for growth and development or even channeling their outstanding efforts in a more impactful way for the organization and themselves. And often thinking of ways that you can improve those top performers efforts or their impact in your organization will be a lot tougher and take more of your time and effort, but it will pay dividends for you as a leader, that individual's development, and your organization. This tends to be one of the most underdeveloped skills of most leaders. We sometimes tend to avoid the tough conversations, and don't provide the specificity that employees need to course correct or just to get that positive reinforcement when they are on track. Inclusive leaders develop this skill and make it a consistent practice. Ask yourself how often are you sitting down formally or informally and doing those support forms, mid-progress reviews, and counseling with those personnel you supervise as a rater, senior rater (for military) supervisor, or reviewing official (for civilians)?

Behaviors for Shaping Inclusive Climates











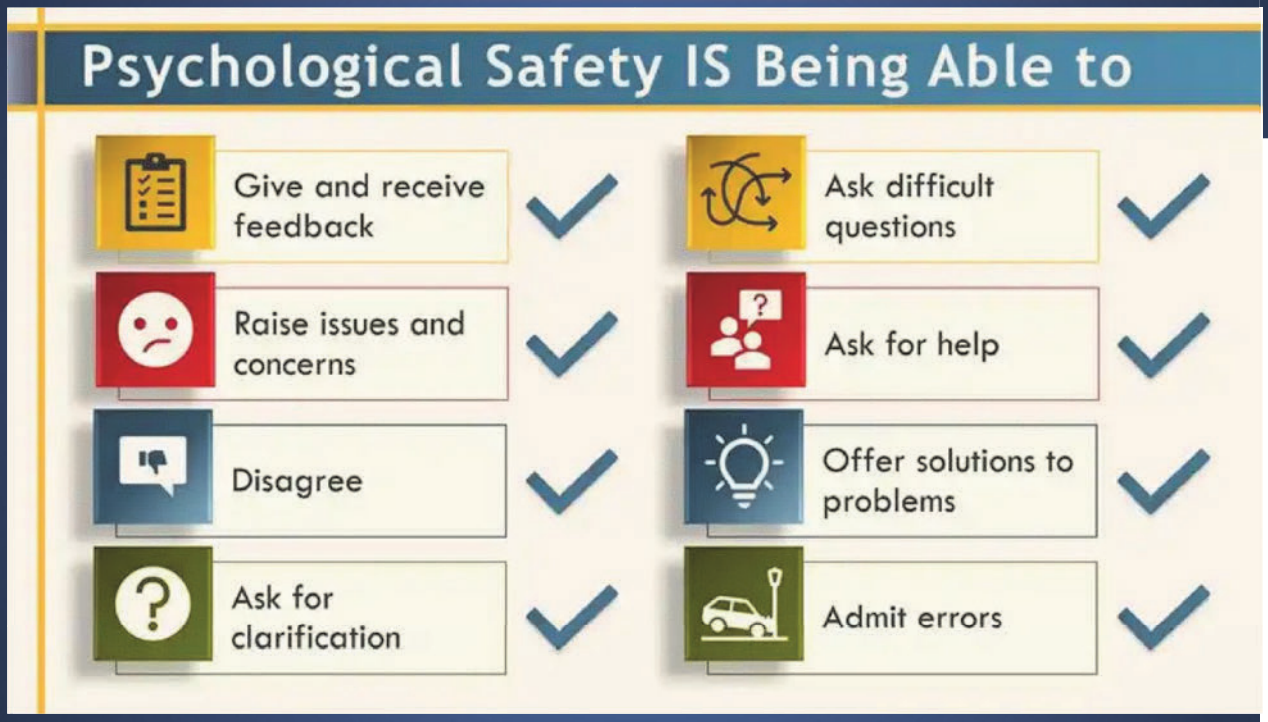
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A climate is inclusive when its norms or “Rules of Engagement” are carefully constructed to promote experiences of both belonging and uniqueness for its members. The two most essential aspects of inclusive climates are that they involve:
strong values for developing high-quality interpersonal understanding (the ability to comprehend and interpret the thoughts, feelings, and intentions of others), and competence; combined with,
a shared belief that people’s diverse backgrounds and perspectives are a source of insight that can be leveraged to enhance learning and performance. These beliefs are then translated into norms for how team members are expected to engage with each other to make that possible and create that psychological safe space .

Four sets of leader behaviors that are essential for shaping inclusive climates are shown here in this slide:
Assessing or being perceptive of the inclusiveness of a workgroup’s climate. Look out for unconscious biases and microaggressions. It's critical to remember is that the power of subtle, non-verbal cues is incredible. Each instance may seem minor, but cumulatively, they define the tone of the team, and determine people's experiences of inclusion. Both Informal assessments (direct observations, team discussions, third-party observations) and Formal assessments can be used here (interviews and/or surveys).
Articulating expectations about behaviors and norms expected to promote inclusion. This needs to include team norms or “Rules of Engagement” for psychological safety. Develop a shared understanding of your expectations, the team's goals, and align each member's contributions towards those expectations and goals. Invest the time and space necessary for team members to learn about one another as individuals. Nuanced, personalized information will replace superficial assumptions and open the door to deeper-level cooperation and trust.
Role Modeling inclusive behaviors for others. It is the consistency of what you attend to that is important.
Reinforcing desired inclusive behaviors through the timely communication of feedback and allocation of rewards we spoke about in the previous slide. Leaders are encouraged and expected to use both praise and adverse actions like counseling consistently and fairly.

What is Psychological Safety?



Source: https://symondsresearch.com/psychological-safety/

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Without psychological safety we cannot have an inclusive environment.

Psychological safety in the workplace refers to a team climate in which team members trust each other and feel comfortable expressing their opinions, admitting mistakes, giving and receiving input and feedback, suggesting improvements, and pointing out problems without fear of judgement, embarrassment, punishment, or rejection by the rest of the team.

When people lack a sense of safety or feel threatened, information processing and discussion tends to become strained and is much less effective. It's important to keep in mind that protecting psychological safety for team members to express themselves doesn't necessarily mean that everyone should be encouraged to say whatever is on their mind. People must be mindful of what they express, how they express it, and how it influences the psychological safety of others.

psychological safety has been found to greatly increase staffs:
Motivation
Commitment
Morale
Creativity
Problem-solving ability
Engagement
Productivity

Applying those 6 signature traits we spoke of and shaping inclusive climates will help protect this psychological safety in your organization.

Four Conversational Traps: ADDA

- There are 4 conversational traps that people should be wary of when it comes to discussions of identity and diversity
  - Avoid
  - Deflect
  - Deny
  - Attack

From "Say the Right Thing: How to talk about Identity, Diversity, and Justice" by Kenji Yoshino and David Glasgow

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These 4 conversational traps we are going to talk about next are from a book called “Say the Right Thing: How to talk about Identity, Diversity, and Justice” by Kenji Yoshino and David Glasgow. Not an endorsement simply siting the source here.

Key take away for this block of instruction is some conversational traps we should be aware of when discussing identity and diversity. These are:

Avoidance: This is the most common but don’t avoid discussing identity or diversity. Have the courage to have those tough conversations tactfully and respectfully. Silence may seem safe but marginalized communities see it as an abdication of responsibility sometimes. It can be seen as not caring enough to get comfortable. Here other attempts to avoid dealing with conversations can be seen as inauthentic. some examples of avoidance:
Subtly or not so subtly leaving the room,
Remember something else you need to do to get out of the conversation
Say something “nice” rather than say what you think
Expressing your views but crediting them to another source
Let’s give ourselves some grace though right because these are tough conversations so pausing the conversation so that you can process what has been said to return for a constructive dialogue is okay but articulate that.

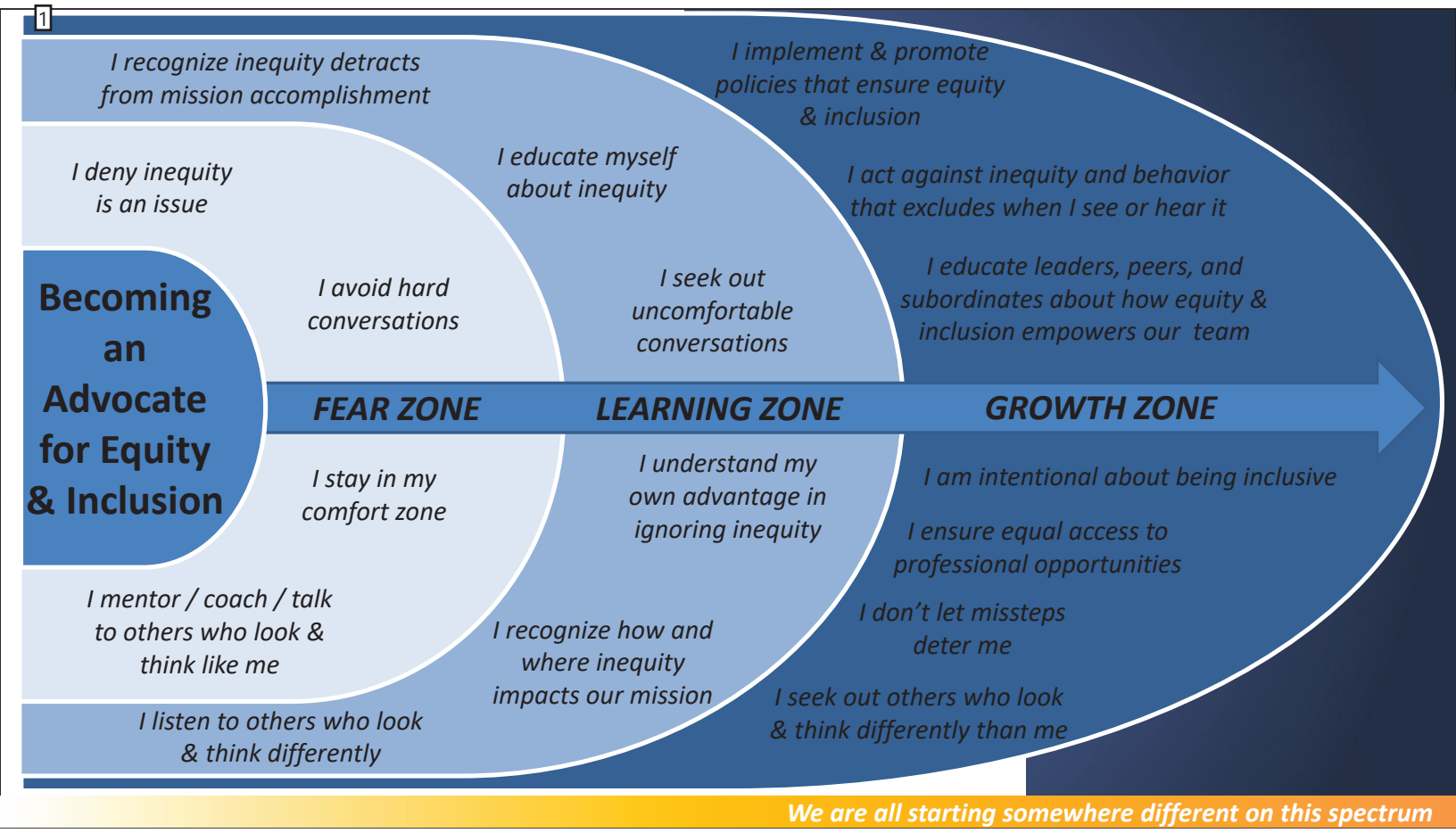
Deflection
Shift attention from the topic being discussed to one that you are more comfortable with
Deflecting to tone—focusing on how someone says something rather than on what they said
Deflecting by channel switching—shifting focus from one group to another
Deflecting to yourself—pointing out how good you are or how bad you have had it—I’m suffering too—sometimes can be an attempt to build commonalities that goes wrong or “I did not mean it like that”

Denial
Rejects others perspective without considering that you could be wrong
Announce from their “objective” perch that the other person is categorically wrong
Denies another person’s emotions are real
Acknowledges other’s feelings are real but illegitimate—oversensitive
Denier assumes the mantle of power or authority

And Attack refers to combative, personal affronts, such as insults, sarcasm, eye-rolling, and passive-aggressive behavior

All 4 ADDA are reflexive—want to get to being reflective in responses

In the next couple of slides we will go through each individually.


1
I recognize inequity detracts from mission accomplishment
I implement & promote policies that ensure equity & inclusion
I deny inequity is an issue
I educate myself about inequity
I act against inequity and behavior that excludes when I see or hear it
Becoming an Advocate for Equity & Inclusion
I avoid hard conversations
I seek out uncomfortable conversations
I educate leaders, peers, and subordinates about how equity & inclusion empowers our team
FEAR ZONE
LEARNING ZONE
GROWTH ZONE
I stay in my comfort zone
I understand my own advantage in ignoring inequity
I am intentional about being inclusive
I ensure equal access to professional opportunities
I mentor / coach / talk to others who look & think like me
I recognize how and where inequity impacts our mission
I don't let missteps deter me
I seek out others who look & think differently than me
I listen to others who look & think differently
We are all starting somewhere different on this spectrum

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This is a growth model DJAG put together with (b) (6) a while back on the different phases along the journey to becoming an advocate for Equity and Inclusion

This is a Goal is to get to and stay in the growth zone but it is a journey and I think this chart really depicts it best. Going from that fear zone where we are avoiding those tough conversations and staying in our comfort zone to the learning zone where we are recognizing how and where inequalities impact our mission, seeking out those uncomfortable conversations to finally moving into that growth zone where you are the one sharing what you've learned on your journey to educate others about equity and inclusion, you're implementing and promoting DEIA policies and are intentional about being inclusive.

"Inclusive leadership is not a destination. It's a journey that requires humility, curiosity and courage."

Thais Compoint Author of "Succeed as an Inclusive Leader"

QUESTIONS?

1

Keep up with ODEI & the Council

Teams

JAGC ODEI- DEI&A Training and Resources

CNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

Suite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











1

Building Inclusive Teams



(b) (6)

(b) (6)

Summary of Comments on PowerPoint Presentation

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:31:56 AM

1

Benefits of an Inclusive Work Environment

- Inclusive work environments produce higher performance
- Increases collaboration
- Builds cohesive teams that leverage talents
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience
- Decreases complaints

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Aside from the listed benefits of an inclusive workplace, DEI&A is integral to building trust and achieving overall readiness and mission accomplishment of the total force. DEI enables organizational agility and adaptability by leveraging the attributes, experiences, cultures, characteristics, and backgrounds of the total force. DEI also ensures commanders and leaders are inclusive in their decisions, actions, and missions which enable access, opportunity, and choice for the total force.

1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Source: Army People Strategy: DEI Annex

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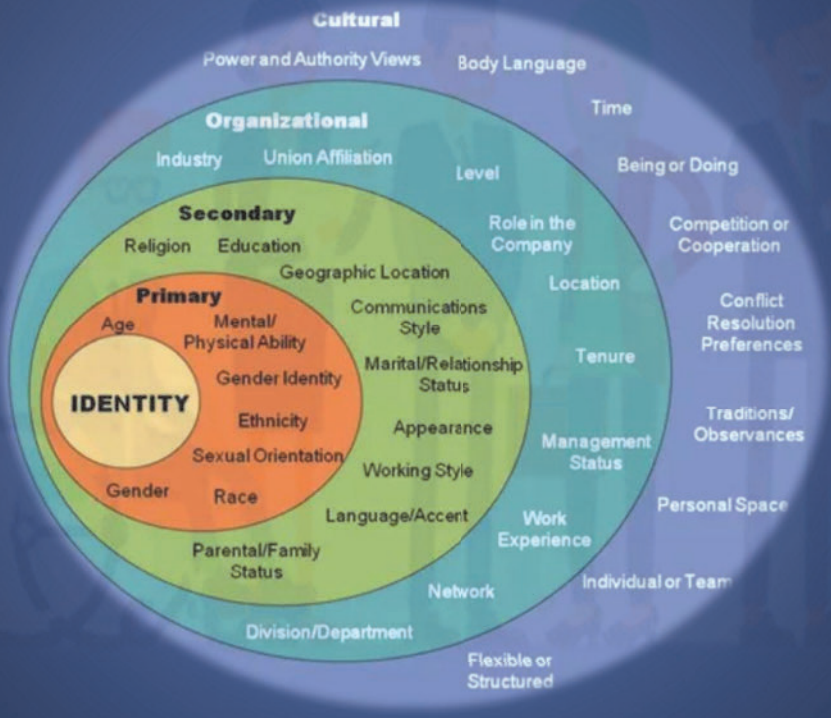
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:31:56 AM

We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities and
sexual orientation.

It essentially relates to social differences among our JALS personnel. When talking about diversity we must be cognizant of the populations that have historically been marginalized and discriminated against.

Why is diversity important?
Diversity benefits us in many ways. Not only does it enhance creativity and encourages the search for different information and unique perspectives, but it also leads to better decision making and problem solving. Managing diversity well allows the Army to build cohesive teams and build readiness, encourage more diverse perspectives, enhance creativity, become more effective long-term, and a diverse leadership ensures representation of the perspectives of all members at every level of the Army.

Diversity – What Does it Look Like?



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Diversity is so broad that it may be hard for some of us to recognize the many ways that we may differ or be like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all.

Our identity is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

Primary dimensions AKA Internal dimensions are those we have little control over such as sexual orientation, race, gender, age, etc. It affects how we view our workplace and the world around us.

Secondary dimensions AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

Organizational dimension relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

Cultural dimension usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those around us see the world and make sense of our experiences. This helps determine what may influence behaviors and reactions in our organizations so that we can make active choices about our behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we must be aware of these dimensions and how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and leverage the strengths that diversity brings to the organization.

Questions:
When looking at this diversity wheel ask yourself which aspects of your own identity you feel have an impact on how you may view the world?

Give example of how your own identity colors help you see the world and how you behave in it.

Additional notes:
Loden's wheel was developed by Marilyn Loden and Judy Rosener in 1990 to facilitate conversations about similarities and differences across social and cultural boundaries. It helps individuals understand and explore the various dimensions of diversity in organizations. It is widely used as a tool for building more inclusive workplaces.

1

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

Source: Army People Strategy: DEI Annex

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Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity. Equity recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

As leaders we have a responsibility to eliminate some of these barriers that prevent the full participation of our force.

Example "Equality is giving everyone the same pair of shoes. Equity is giving everyone a pair of shoes that fits."

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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We cannot be inclusive leaders if we have Soldiers or civilians who cannot access our facility, information, technology, programs, services etc. We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals.

Approximately 1 in 5 Americans have some type of disability. They also deserve to feel welcome and included in our workplace.

This is specifically something so important to consider with most of our workforce (Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen. When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns your personnel may struggle with.

1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



Source: Army People Strategy: DEI Annex

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Inclusion is the process of valuing and integrating individual's perspectives, ideas, and contributions to achieve our goals or mission.
As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are more likely to make more informed and better decisions.

Inclusion is what we do when we value and appreciate unit members because of their valued differences as well as their common support of Army and core values.
Processes and practices that help organizations reap the benefits of their diversity.
Helping all unit members feel accepted and appreciated.
Developing trust and respect

1

FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

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When talking about equity, we talked about removing barriers.

As leaders we should always think outside the box to remove barriers. Just because that fence may have always been there doesn't mean it needs to stay there. Let's identify creative solutions to level the playing field so to speak and that is when we reach inclusion on the far right.

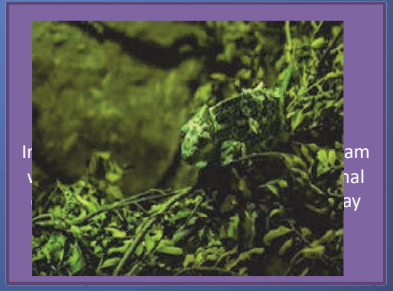
To note, when talking about equity we are assessing DEI&A barriers for an individual or specific group of individuals. However, inclusion is focused on the organization putting in place systems, processes, and procedures that are inclusive of our diverse perspectives. Just because we have always done things one way doesn't mean there isn't a better alternative.

Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.
People have a need to add value or uniqueness and
Need to have a sense of belonging.
These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :
Bottom left: is EXCLUSION, INVISIBLE OUTSIDER. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

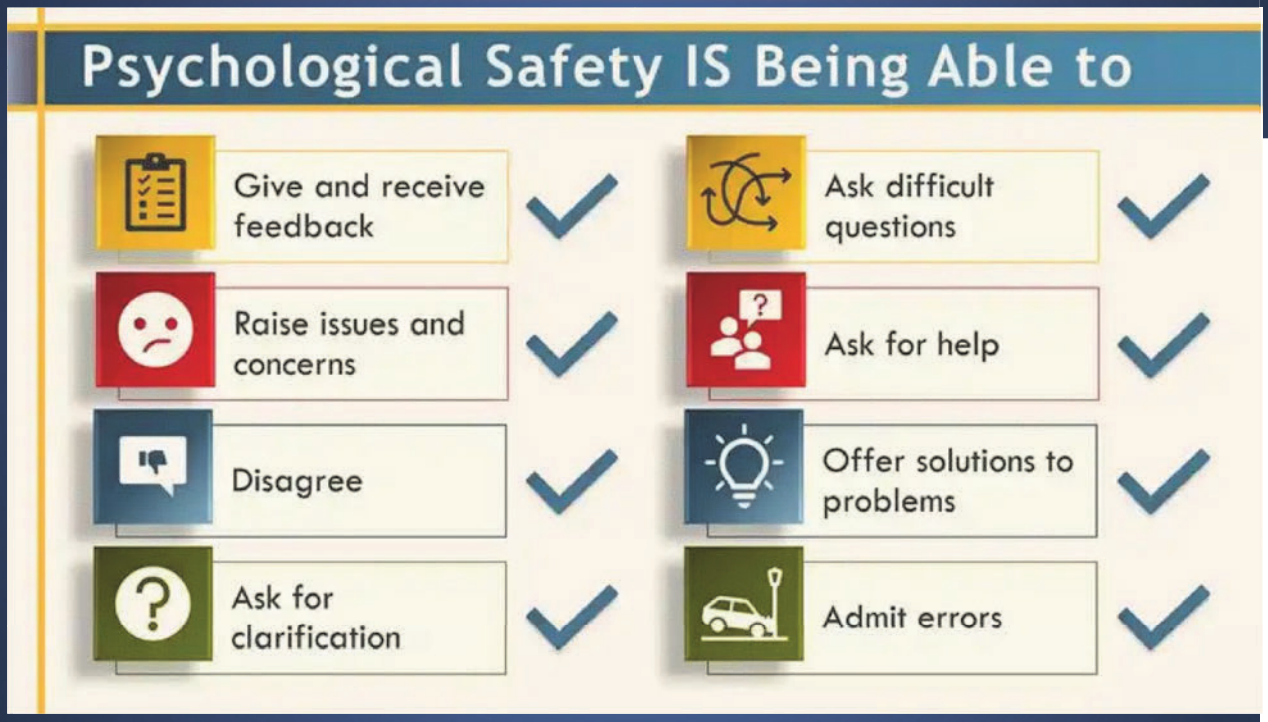
Top Left: This is your VISIBLE OUTSIDER. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

Bottom right: Is an ASSIMILATION or INVISIBLE INSIDER. Your individual who feels like an insider on the team when they conform to the organizations dominant cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

Top Right: This is the ultimate goal we should be after- to create a deeper sense of INCLUSION for UNIQUE INSIDERS. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some examples of inclusive behaviors that should be reinforced include:
Making an extra effort to understand problems faced by others
You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
Efforts to uncover opposing or alternative views to try to better understand and solve problems.

What is Psychological Safety?



Source: https://symondsresearch.com/psychological-safety/

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:32:00 AM

Without psychological safety we cannot have an inclusive environment.

Psychological safety in the workplace refers to a team climate in which team members trust each other and feel comfortable expressing their opinions, admitting mistakes, giving and receiving input and feedback, suggesting improvements, and pointing out problems without fear of judgement, embarrassment, punishment, or rejection by the rest of the team.

When people lack a sense of safety or feel threatened, information processing and discussion tends to become strained and is much less effective. It's important to keep in mind that protecting psychological safety for team members to express themselves doesn't necessarily mean that everyone should be encouraged to say whatever is on their mind. People must be mindful of what they express and how it influences the psychological safety of others.

Why should you train your staff on creating psychological safety at work?
Because psychological safety has been found to greatly increase staffs:
Motivation
Commitment
Morale
Creativity
Problem-solving ability
Engagement
Productivity

Behaviors for Shaping Inclusive Climates











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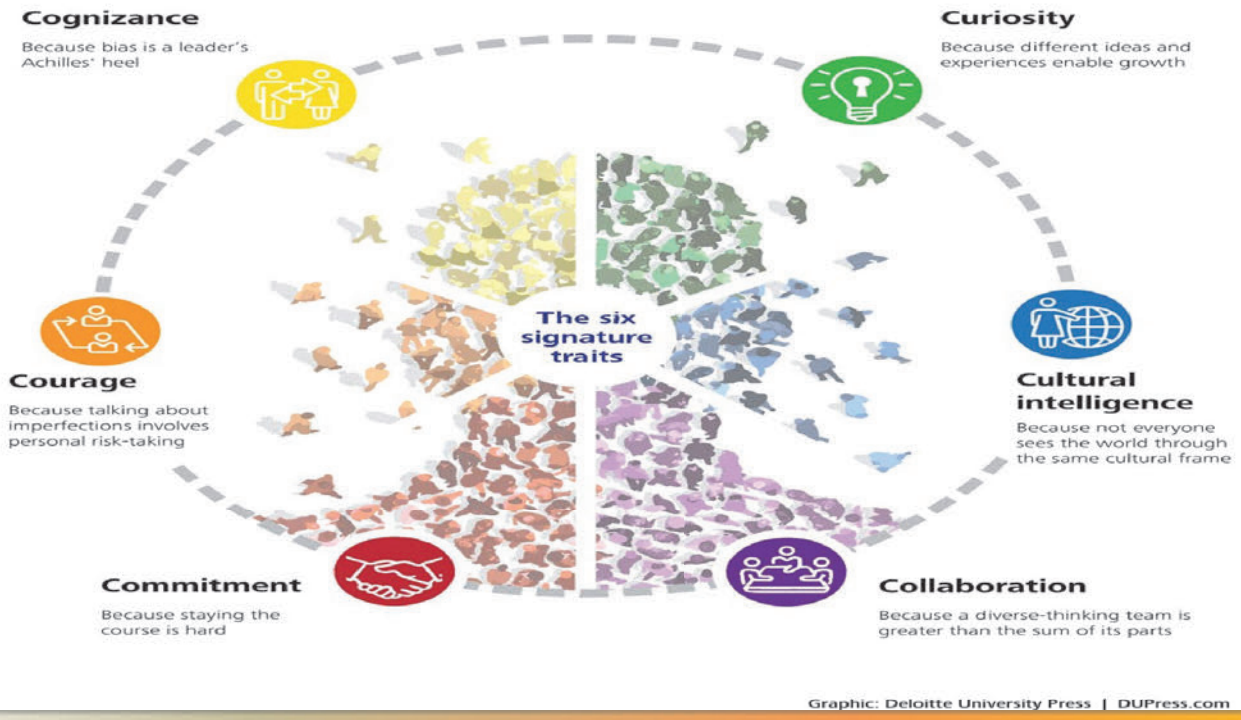
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Four sets of leader behaviors that are essential for shaping inclusive climates:
Assessing or being perceptive of the inclusiveness of a workgroup’s climate. Look out for unconscious biases and microaggressions. It's critical to remember is that the power of subtle, non-verbal cues is incredible. Each instance may seem minor, but cumulatively, they define the tone of the team, and determine people's experiences of inclusion. Both Informal assessments (direct observations, team discussions, third-party observations) and Formal assessments can be used here (interviews and/or surveys).
Articulating expectations about behaviors and norms expected to promote inclusion. This needs to include team norms or “Rules of Engagement” for psychological safety. Develop a shared understanding of your expectations, the team's goals, and align each member's contributions towards those expectations and goals. Invest the time and space necessary for team members to learn about one another as individuals. Nuanced, personalized information will replace superficial assumptions and open the door to deeper-level cooperation and trust.
Role Modeling inclusive behaviors for others. It is the consistency of what you attend to that is important.
Reinforcing desired inclusive behaviors through the timely communication of feedback and allocation of rewards. Leaders are encouraged and expected to use both praise and adverse actions like counseling consistently and fairly.

Signature Traits of an Inclusive Leader

Figure 1. The six signature traits of an inclusive leader



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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked to accomplishing the mission versus the way we have always done business?
- Who was this organization designed to fit?

7 Common Pitfalls (& How to Avoid Them)

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn't recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

Scenario

You are the Senior Legal Administrator for a Division OSJA and are assigned a junior legal administrator. Understanding junior legal administrators are not doctrinally part of the "OSJA Foundation" you intentionally try to save them some time by not having them sit in on division/section chief meetings and foundation meetings. You are also the one briefing the foundation on office management status updates during all your meetings. Your previous junior legal administrator really valued this because it allowed them the time to focus on the various tasks at hand.

One of your section chiefs, MAJ Smith who built a good relationship with your junior legal administrator approaches you to let you know your junior legal administrator they may be feeling a little excluded.

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You should reflect on what MAJ Smith said and ask her more clarifying questions.
Have a conversation with your junior LA.
Keep an open mind to their perspective. Don't get defensive or interrupt them/talk over them before sharing your perspective and intentions.
What may have motivated and seemed great to your prev. junior LA may not be what your current junior LA values.
Consider including them in some of those meetings and give them a briefing role and responsibility so they have ownership. This may very well be the best thing you can do to help them get ready to take on their own office after this assignment.

Scenario

As the Legal Administrator in your office, you routinely walk around in the mornings with your coffee and just check on how everyone is doing. As you walk by two CPTs talking, you greet them and take a seat. They awkwardly begin changing the subject before you encourage them to share what they were talking about with you.

They let you know that they are just a bit unsure of how to approach an issue and ask for your advice on how to address some microaggressions in the workplace they have observed. They know the SJA and the foundation as a whole support DEIA efforts but these microaggressions haven't stopped. In fact, the most recent incident occurred not too far from your Command Paralegal they just weren't sure if they actually picked up on the microaggression.

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Gather some more information with details and any specific examples they can remember.
Encourage them to not be a bystander the next time they witness such microaggression and ensure them they should always feel comfortable bringing it to the leadership's attention
Discuss this incident with your foundation to identify the need for a climate assessment
Make any recommendations for adverse administrative action/counseling for those individuals who were personally witnessed to have contributed to microaggressions
Recommend training for the OSJA with the SJA reinforcing the importance of training

1

Scenario

SGM Randolph has been a stellar performer. She has trained and led the paralegals to be one of the most efficient offices in the JAG Corps. She has often discussed with you that the paralegals are ready to take on more responsibility. She has mentioned more than once that several of the paralegals' enlistments are ending, and many are considering getting out because they don't feel their skills are being utilized.

She also points out that many of the paralegals are Black or Hispanic and often feel as if they are treated as "the help" instead of a member of the team. She finally says that many of the staff feel that the DEI events are simply performative to check the block and that the leadership team does not really believe creating an equitable and inclusive workplace is important.

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You should reflect on what SGM said and ask her more clarifying questions.
Ask her how you can empower the paralegals more to gain knowledge from her experience and perspective.
Get to know those Soldiers who are Black and Hispanic better to understand what they value and what their individual perspectives are.
Do not deflect and just put the sole responsibility of the paralegals on the SGM, if any of those Soldiers are in your sections or in your organization, we all have a collective responsibility to make those Soldiers feel valued and feel like they belong.
Schedule a time to talk as a foundation about these challenges and consider an assessment of your OSJA climate. Refer to the slide for shaping inclusive climates, specifically the Assessment phase.

Four Conversational Traps: ADDA

There are 4 conversational traps that people should be wary of when it comes to discussions of identity and diversity

- Avoid
- Deflect
- Deny
- Attack

From "Say the Right Thing: How to talk about Identity, Diversity, and Justice" by Kenji Yoshino and David Glasgow

Avoid

- Most common
- Fall silent
- Leave the room
- Remember something else you need to do
- Say something “nice” rather than say what you think
- Expressing your views but crediting them to another source
- Pausing the conversation so that you can process what has been said in order to return for a constructive dialogue is okay, but articulate that

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Silence may seem safe but marginalized communities see it as an abdication of responsibility

Seen as not caring enough to get uncomfortable

Other attempts to avoid dealing with conversations are seen as inauthentic

Deflect

- Shift attention from the topic being discussed to one that you are more comfortable with
- Deflecting to tone—focusing on ***how*** someone says something rather than on ***what*** they said
- Deflecting by channel switching—shifting focus from one group to another
- Deflecting to yourself—divert attention of from perceived slight to your own good character

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Deflecting to tone—may genuinely feel hurt by person's tone but changing the conversation to your hurt feelings trivializes others concern
Deflecting by channel switching—Upswitching—shunting the discussion up "Black Lives Matter" to "All Lives Matter"
Downswitching—Switching from a broad topic to a narrow one—"privilege" to topic of racial identity
Deflecting to Self—pointing out how good you are or how bad you have had it—I'm suffering too—sometimes can be an attempt to build commonalities that goes wrong or "I did not mean it like that"

Deny

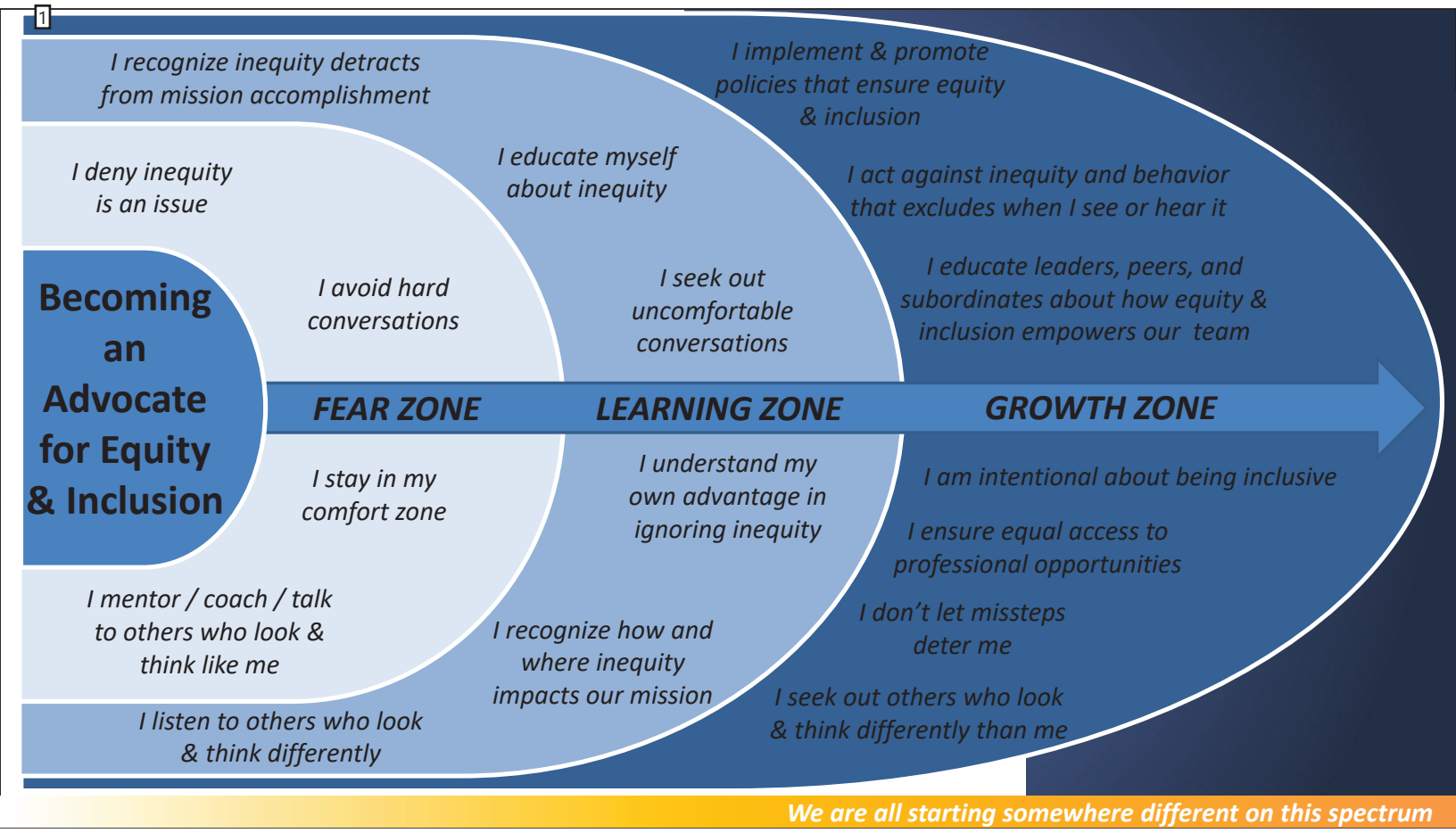
- Rejects others perspective without considering that you could be wrong
- Announce from their “objective” perch that the other person is categorically wrong
- Denies another person’s emotions are real
- Acknowledges other’s feelings are real but illegitimate—oversensitive
- Denier assumes the mantle of power or authority

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Megan Kelly—"Santa just is white…"

Attack

- Attack refers to combative, personal affronts, such as insults, sarcasm, eye-rolling, and passive-aggressive behavior
- All 4 ADDA are reflexive—want to get to being reflective in responses


1
I recognize inequity detracts from mission accomplishment
I implement & promote policies that ensure equity & inclusion
I deny inequity is an issue
I educate myself about inequity
I act against inequity and behavior that excludes when I see or hear it
Becoming an Advocate for Equity & Inclusion
I avoid hard conversations
I seek out uncomfortable conversations
I educate leaders, peers, and subordinates about how equity & inclusion empowers our team
FEAR ZONE
LEARNING ZONE
GROWTH ZONE
I stay in my comfort zone
I understand my own advantage in ignoring inequity
I am intentional about being inclusive
I ensure equal access to professional opportunities
I mentor / coach / talk to others who look & think like me
I recognize how and where inequity impacts our mission
I don't let missteps deter me
I seek out others who look & think differently than me
I listen to others who look & think differently
We are all starting somewhere different on this spectrum

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Goal is to get to and stay in the growth zone.

"Inclusive leadership is not a destination. It's a journey that requires humility, curiosity and courage."

Thais Compoint Author of "Succeed as an Inclusive Leader"

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

Teams

JAGC ODEI- DEI&A Training and Resources

CNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

Suite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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QUESTIONS?

Leading Diverse Generations

Ms. (b) (6)
Director, Office of Diversity, Equity, and Inclusion

Building Inclusive Teams



[redacted]

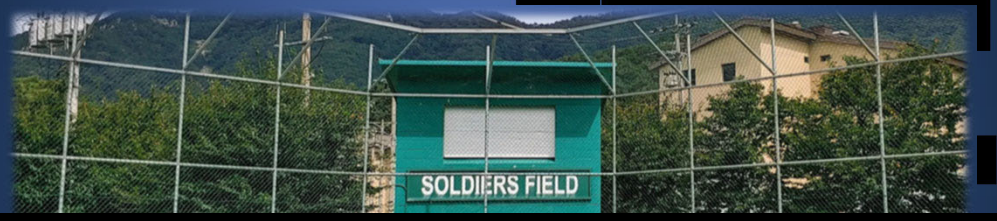
Director
Office of Diversity, Equity, and Inclusion
[redacted]

[redacted]

Program Coordinator
Office of Diversity, Equity, and Inclusion
[redacted]

TJAG's Charge

"Are we as inclusive as we can be?"



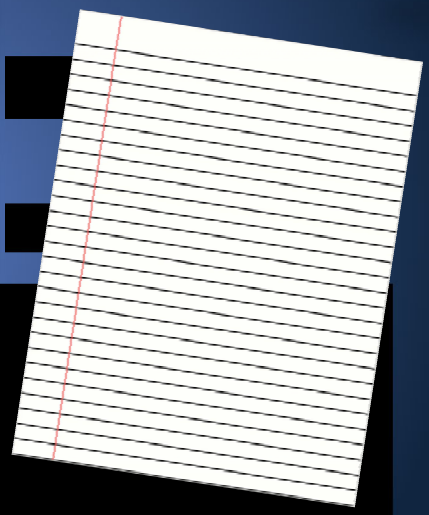
(b) (6)

Use Your Tools







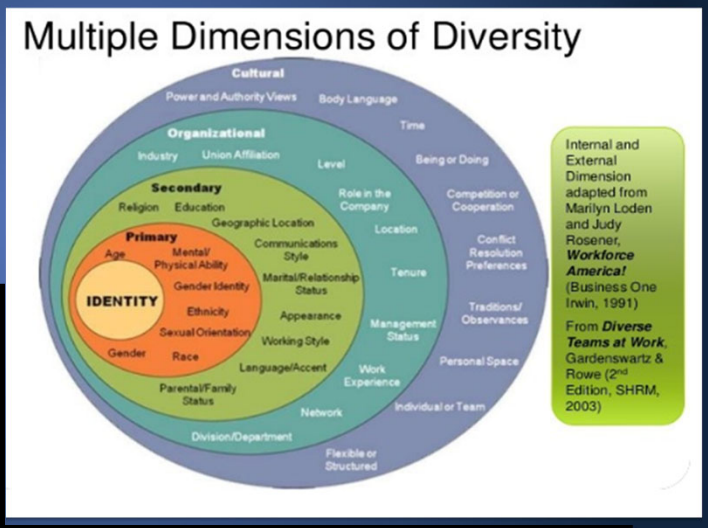


Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

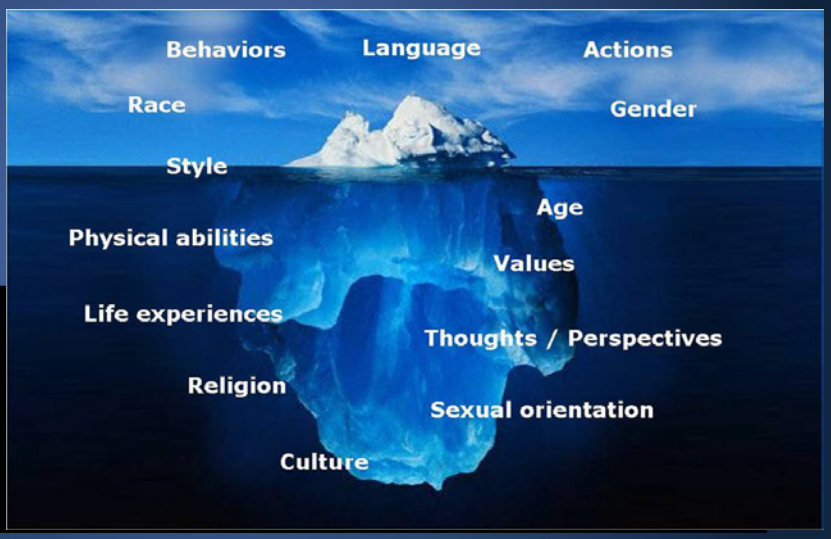
Diversity – What Does it Look Like?

- A mix of differences and similarities that make people unique
- Much broader than just race and gender
- Most companies have diversity, but lack inclusion



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

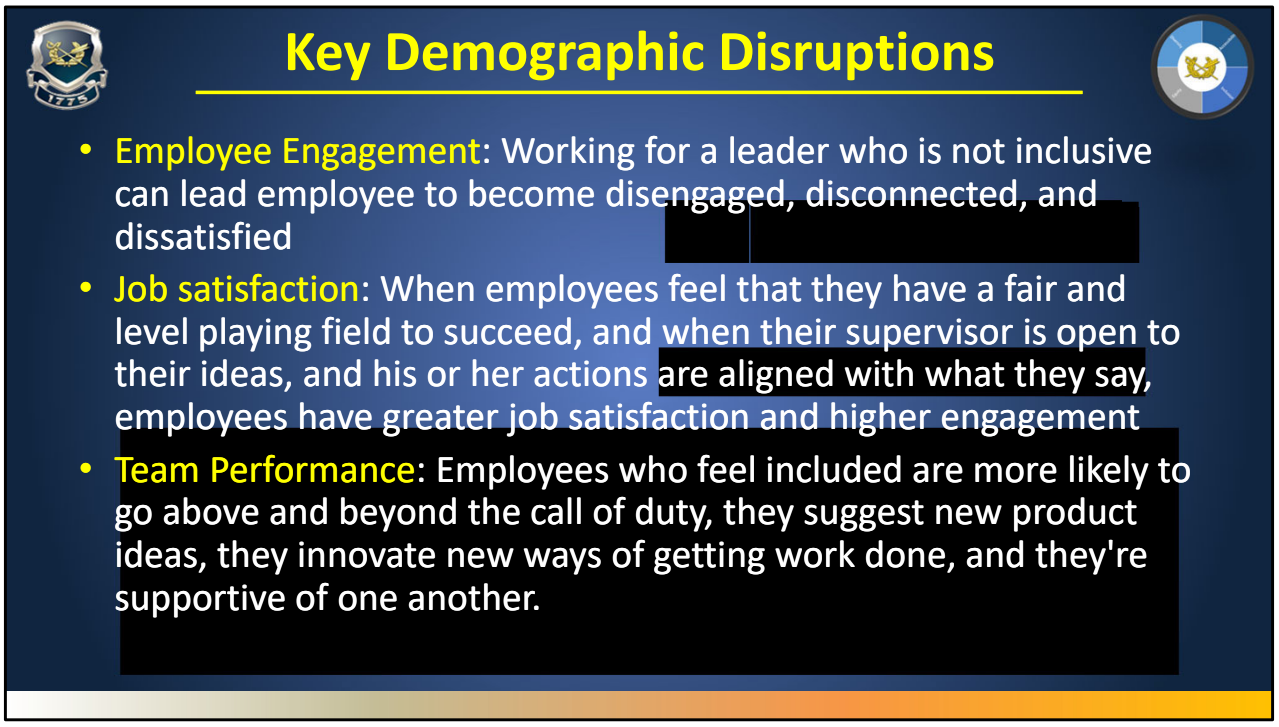
DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Benefits of an Inclusive Work Environment

- Inclusive work environments produce higher performance
- Increases collaboration
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience
- Decreases complaints

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable



Employee Engagement: Working for a leader who is not inclusive can lead employee to become disengaged, disconnected, and dissatisfied. They will dread going to work, and the work environment can become so toxic that it will affect their creativity, productivity, and attitude.

Job satisfaction: Job satisfaction refers to how employees feel about their compensation, their work environment, career development, and relationships with their manager. When employees feel that they have a fair and level playing field to succeed, and when their supervisor is open to their ideas, and his or her actions are aligned with what they say, employees have greater job satisfaction and higher engagement.

Team Performance: Employees who feel included are more likely to go above and beyond the call of duty, they suggest new product ideas, they innovate new ways of getting work done, and they're supportive of one another. Additionally, inclusive decision-making drives better company performance and gives a decisive competitive advantage. Teams outperform individual decision makers 66% of the time, and decision making improves as team diversity increases. Inclusive decision-making leads to better business decisions up to 87% of the time. Having diversity of thought brings broader perspectives and experiences to the table that would not be possible with group think.

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

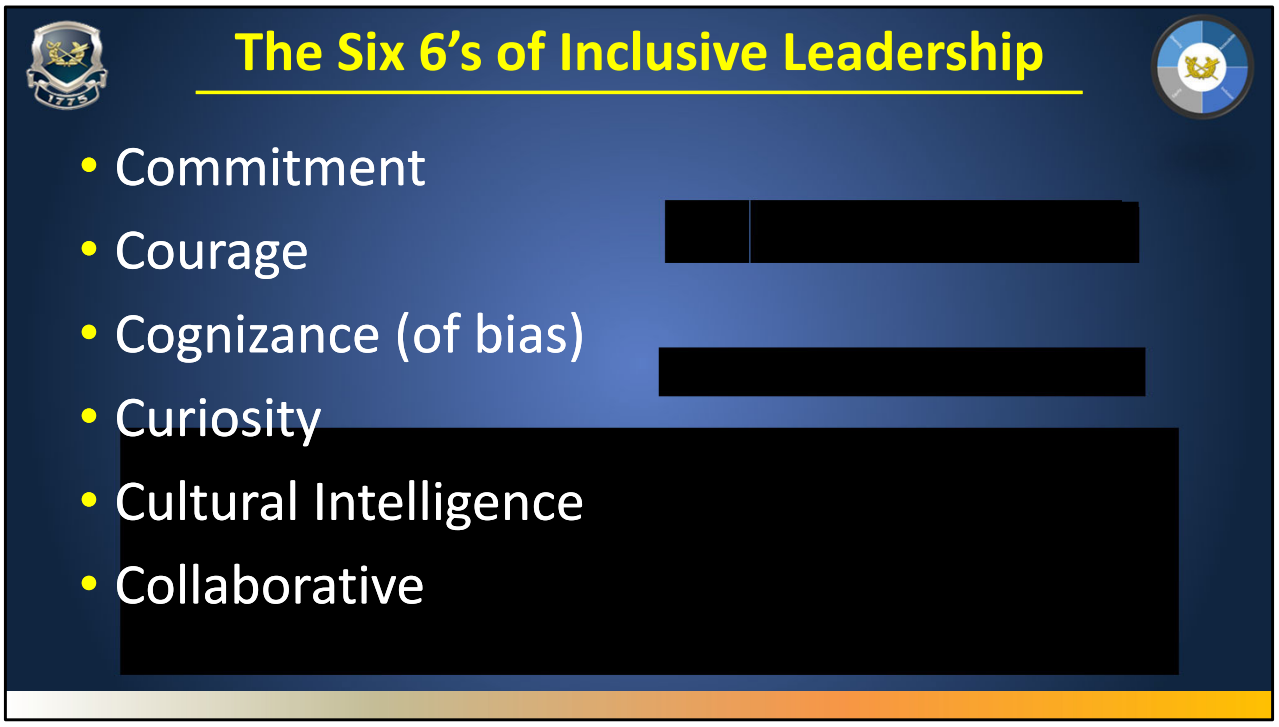
*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area



The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They

demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

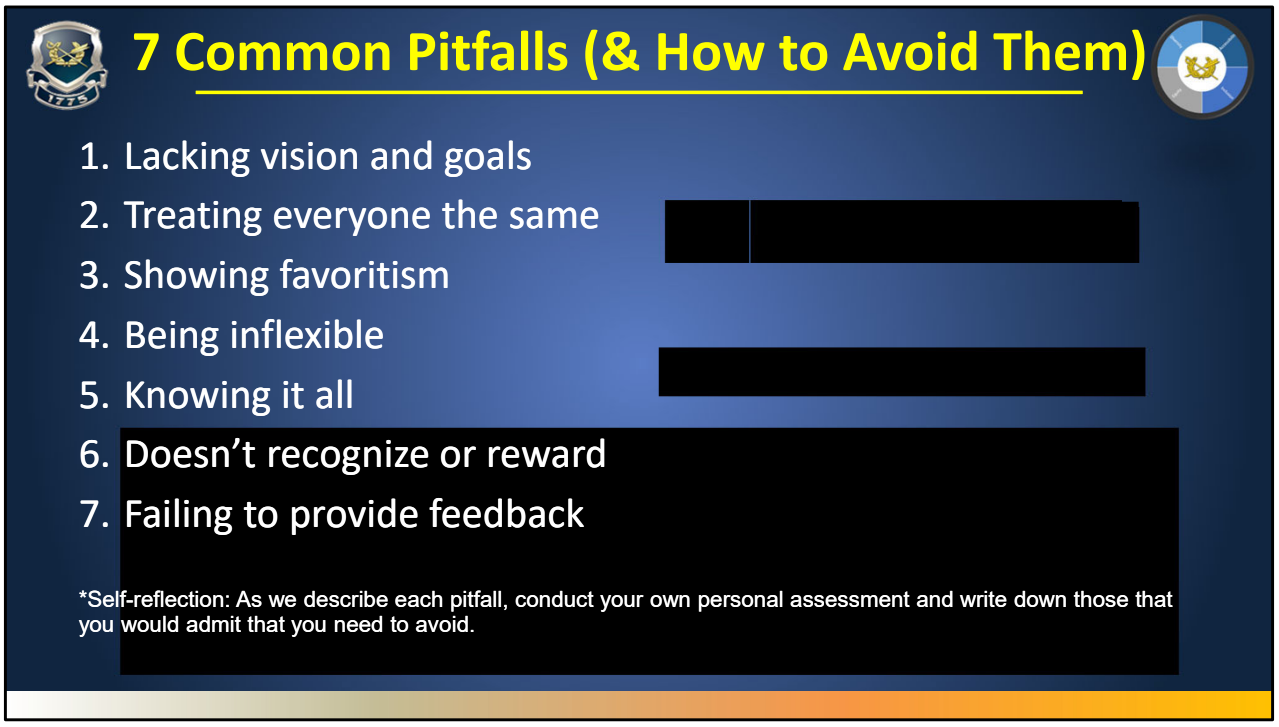
The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision

can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.



Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way.

Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

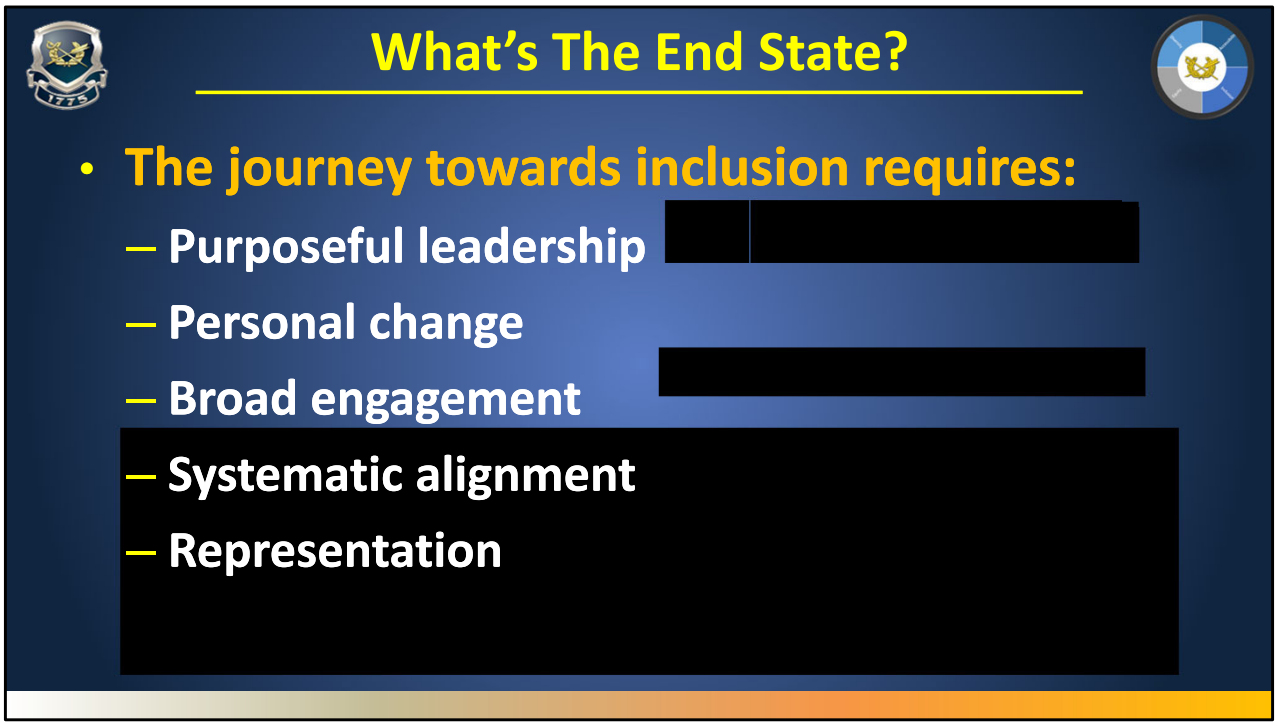
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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

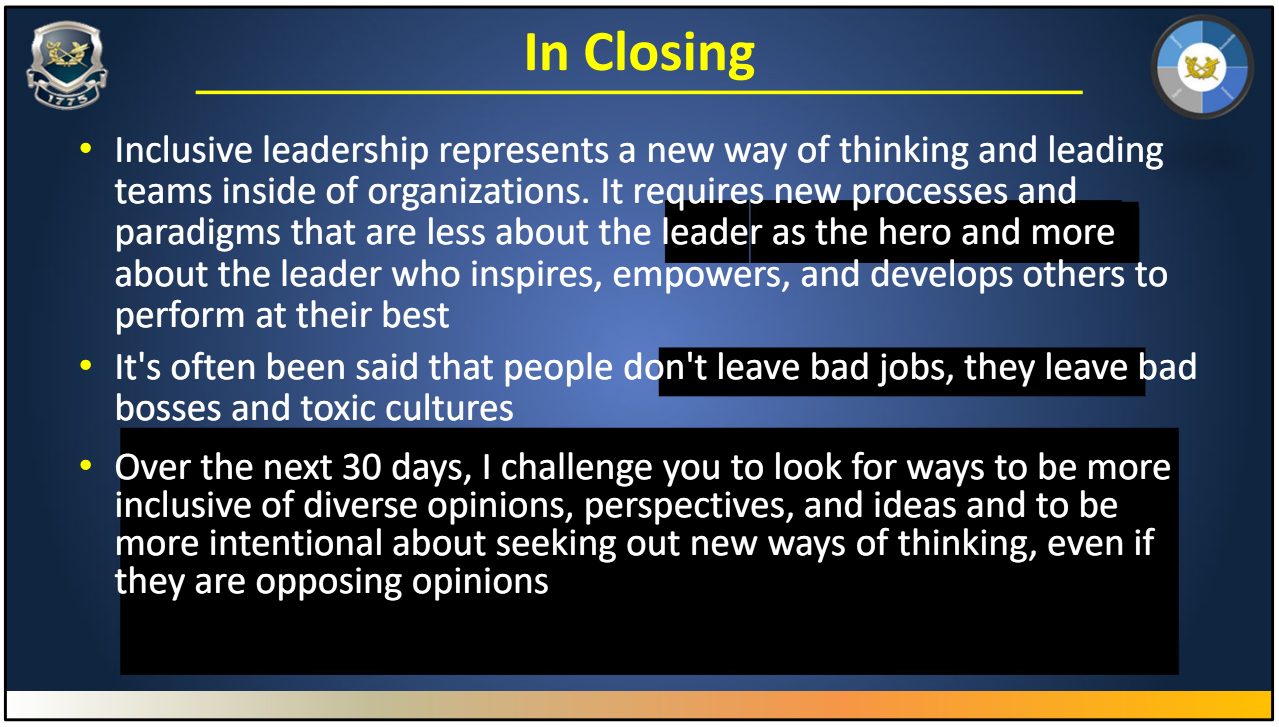
Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need

to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.



Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about

seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











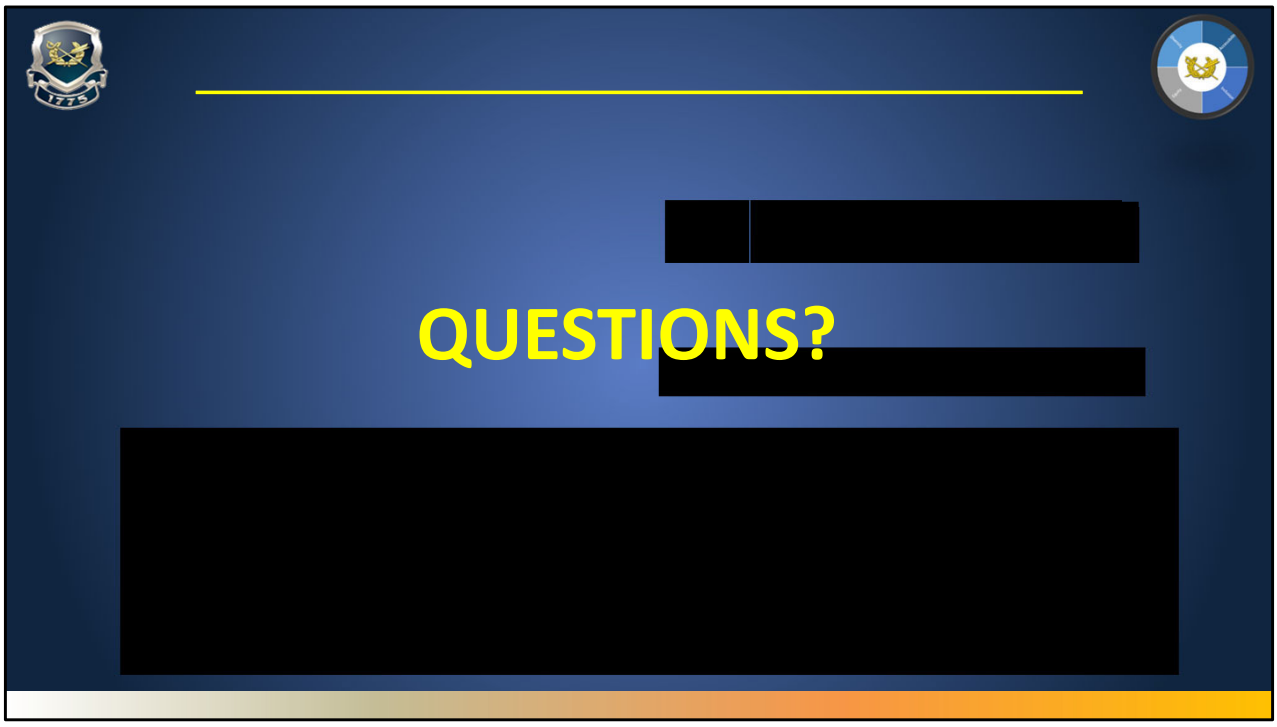
Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion


QUESTIONS?

Gender identity. An individual's internal or personal sense of gender.

Gender dysphoria. A marked incongruence between one's experienced or expressed gender and assigned gender of at least 6 months' duration.

Medically necessary. Health-care services or supplies necessary to prevent, diagnose, or treat an illness, injury, condition, disease, or its symptoms, and that meet accepted standards of medicine.

Real life experience. The phase in the gender transition process during which the individual begins living socially in the gender role consistent with their self-identified gender.

Self-identified gender. The gender with which an individual identifies.

Gender marker. Data element in DEERS that identifies a Service member's gender.

Transgender (TG) Soldier. A Soldier who has received a medical diagnosis indicating that gender transition is medically necessary, including any Soldier who intends to begin transition, is undergoing transition, or has completed transition and is stable in the self-identified gender.

Gender transition process. Gender transition in the Army begins when a Soldier receives a diagnosis from a military medical provider indicating that the Soldier's gender transition is medically necessary, and concludes when the Soldier's gender marker in DEERS.

Stable in self-identified gender. The absence of clinically significant distress or impairment in social, occupational, or other important areas of functioning.

- **Gender Transition Complete:** An administrative status indicating that a Soldier has completed the medical care necessary to achieve stability in the self-identified gender.
    - The medical care is the medical process identified or approved by a military medical provider in a documented medical treatment plan.
    - The care required to transition is individualized and often does not include surgical treatment.
    - Transition complete is an administrative status and does not preclude future medically necessary treatment.
- **Gender Marker Change:** Once gender transition is complete and the Soldier's gender marker in DEERS is changed, the Soldier is expected to adhere to all military standards associated with the Soldier's gender marker in DEERS and use billeting, bathroom, and shower facilities in accordance with the DEERS gender marker.

Brief Introduction of team members leading the listening session

GROUND RULES

1. **This is a voluntary and confidential session.** You should feel safe and comfortable sharing your experience. Outside of this session, please do not discuss individual/personal information regarding complaints or grievances. During the session please refrain from discussing ongoing investigations, and/or classified or sensitive information. Do not mention the names of individuals or organizations in this session. Recording devices are not allowed in the room. We have team members to note the subjects, issues, and concerns regarding local and Army policy that are raised and will provide The Judge Advocate General with anonymous feedback of this session.

2. **Everyone should feel comfortable in sharing their experience/opinion.** This discussion is productive only if we are respectfully honest. Every voice matters. Be willing to listen and hear what others are saying. We ask that you refrain from disparaging others or dismissing others' comments because of their perspective, experience, word choices, etc. This is a "*no judgment zone*." All participants can respectfully disagree.

3. **Consideration of Others.** Discussion regarding prejudice and discrimination can generate strong emotions. This can be an uncomfortable conversation for many, but it's a necessary conversation to make our Army and Regiment better and to contribute to an inclusive environment. Be considerate of others that may have difficulty talking about or listening to these issues.

4. **ADMINSTRATIVE NOTES FOR ZOOM**. In some cases, listening sessions will be conducted virtually, or in a hybrid environment, in that case, please mute your microphone unless you are speaking; please do not control the screen; please do not record this session; and please raise your hand to make a comment, the facilitators will address you. Comments can also be typed into the chat box.

As mentioned, we will collect information for policy review and development. but will not associate these topics with any particular person or organization. The intent of the data collection is to determine whether policies need to be reviewed, revised and/or updated based on systemic or institutional trends. If you would like to provide additional feedback, please email the Office of Diversity, Equity, & Inclusion at usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil.

DEI&A Defined:

Diversity – Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

Equity - Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Inclusion - Inclusion is the process of valuing and integrating everyone's perspectives, ideas, and contributions into the way an organization functions and make decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

Accessibility - Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

Questions to be asked:

1. What is your organization/the JAGC doing well in terms of diversity and inclusion?
2. What challenges does your organization/the JAGC face and what can be done to make your organization/the JAGC a better place in general?
3. Do you feel your organization/the JAGC celebrates diverse ideas and people?
4. Do you feel as if you can speak to your leadership about issues that pertain to DEI&A?
5. Do you feel that your opinion is heard and valued at work?
6. On a scale from 1 (lowest) to 5 (highest) how comfortable do you feel talking about your background in your organization without being judged?

Why do you feel that way?

7. How can inclusion efforts in this organization/the JAGC be improved in the future?
8. Do you feel valued for the work you complete? Do you feel that you are adequately recognized for your contributions as compared to others?
9. Do you ever feel that unconscious bias exists within the workplace culture?
10. If you could submit a comment to TJAG what would you share with him?

Conclusion

Thank you for participating in today's listening sessions. Your voice has been heard. Team members took notes of the subjects, issues, and concerns regarding local, JAGC, and Army policy that were raised and will provide The Judge Advocate General with anonymous feedback of this session. If you would like to provide additional feedback, please contact the Office of Diversity, Equity, and Inclusion, the Council on Diversity, Equity, and Inclusion, or reach out to one of the 140 members of the DEIC subordinate Field Boards.

Corrective Training Vignette

Wednesday, January 25, 2023 8:35 AM

Corrective Training.

Part 1. You are a junior SGT and have just arrived at the unit. Your first week there you are assigned to take your team to the range. After the range all the Soldiers are required to individually disassemble and clean their weapons before turn in. While you are inspecting the weapons you notice one of your Soldiers has not done a real good job of cleaning the star chamber. It is not bad, but it is not as good as it could be. You order the Soldier to low crawl through a patch of dirt outside for a few minutes while you disassemble the rifle. You then dump dirt into the fire control group of the rifle, an M4, tell the Soldier to get up and clean it again.

Part 2. There is a Soldier in your team who would be late to his own funeral. You have counseled him, orally and in writing, repeatedly and he still cannot get it right. He lives in the barracks and still shows up to formation late when it is right next to his building! Finally, one day, in frustration, you order him to do burpees while you and the rest of your squad conduct CLS training, which takes about an hour.

Question: In these scenarios did you use corrective training appropriately?
A: Various.

Law: AR 600-20 para. 4-6 lays out the appropriate left and right limits of corrective training. It states that extra training or instruction is one of the most effective nonpunitive corrective measure. However, the training or instruction must be appropriately tailored to correct the deficiency. Brief physical exercise is an acceptable form of punishment for minor acts of indiscipline (such as requiring a Soldier late to formation to do push-ups) so long as it does not violate the Army's policies on hazing, bullying, and unlawful punishment. Corrective measure may even be taken after normal duty hours but the nature of the training is instruction…not punishment.

Analysis: Part 1. Making the Soldier do a brief low crawl would probably be permissible. However, pouring dirt into the fire control group (which was clean) could be perceived as bullying. It did not show the Soldier which part of his weapon was actually dirty, nor did it teach him why the star chamber should be kept clean. An alternative would be to highlight the chamber to the Soldier and make him clean it while the rest of the team watches and waits and then make him do a short presentation later that evening (after everyone should have been released) on why keeping the star chamber clean is actually important to the proper operation and maintenance of the M4 rifle. This does not violate AR 600-20 and would emphasize to the team the importance of doing the job right the first time.

Analysis: Part 2. Physical training should be brief and not be used as punishment. The regulation however, does not define what "brief" means. However, making someone do burpees for an hour seems excessive. Furthermore, the Soldier missed out on valuable training (which coincidentally could save someone's life). If you, as the Team Leader, have made appropriate efforts to correct the Soldier and they refuse to comply it may be appropriate to request other types of corrective measures, such as denial of pass or privileges, bar to continued service or possibly non-judicial punishment (Article 15).

Conclusion: You, as an NCO, have the authority to order many forms of corrective training. However, the training should be appropriate to correct the deficiency, and should not be used as a form of punishment.

A Perspective on Counseling, Coaching, & Mentoring



(b) (6) (6) [redacted], *Director of the Office Of Diversity, Equity, & Inclusion (ODEI), OTJAG*

Agenda

- Counseling, Coaching, & Mentoring
- Questions/Comments

[redacted]

Yep, that's it – that's the agenda

Table 6-3. Counseling—Coaching—Mentoring Comparison

	Counseling	*Coaching*	*Mentoring*
Purpose	Review past or current performance to sustain and improve current or future performance.	Guide learning or improvement skills.	Provide guidance focused on professional or personal growth.
Source	Rater, chain of command.	Assigned coach or trainer with special knowledge.	Those with greater experience.
Interaction	As a formal or informal conversation between superior and subordinate.	During practice or performance between a coach/trainer and the individual, observation, guidance.	Conversation on a personal level.
How it works	The counselor identifies the need, prepares for the session, conducts counseling to encourage subordinate's active participation, sets goals, and checks on progress.	The coach demonstrates a skill, observes performance, and provides guidance and feedback.	The mentor applies experience to guide the protégé, shares knowledge, provides challenges, and addresses questions.
Outcome	Formal (Individual Development Plan) or informal goals for sustainment and improvement.	Behaviors identified for improvement, higher performance level.	Personal commitment to career choices, intent to improve, or better knowledge.
Requirement	Required—develop and counsel all subordinates.	Required or voluntary.	Voluntary, mutual agreement.
Occurrence	Prescribed times IAW performance evaluation or upon event when rater determines a need.	Training or performance events.	Initiated by either party.

Chart from ADP 6-22

As a JA/Army leader, you now develop others mainly through counseling, coaching, & mentoring

Mentoring v. Counseling v. Coaching

-mentorship is a <u>relationship</u> that is <u>strategic</u> in nature – counseling & coaching are more <u>tactical/operational</u> in nature

- while a mentor counsels and coaches mentees, mentorship focuses on improving <u>long-term professional growth</u> v. improving specific skills needed now or immediate future

- mentoring is often done subtly, in and/or out of the office, for many years – and in <u>strict confidence</u>.

- The Army's perspective on mentoring is that it's <u>expected from you as you</u> progress in rank and <u>become more experienced.</u>

- Unlike mentoring, counseling & coaching are often <u>based on events</u> (AAR, evaluation counseling, result of FTX or court-martial); mentoring is most likely done in a conversation <u>unrelated</u> to any specific event.

- **counseling & coaching <u>may be required</u> by policies or other norms; mentoring is expected but not required (yet) – some call for it to be required. <u>What are your thoughts on that?</u>**
- **counseling & coaching are based on past and present events/goals & mentoring is based on the future (long-term career hopes/goals)**

- mentoring focuses on the <u>why</u> of things v. the <u>way</u> of things
- counseling & coaching usually end with the event or formal relationship requiring them to take place, usually once a skill is attained; <u>effective mentoring never ends</u>.

My Perspective on Counseling, Coaching, & Mentoring

- We recruit mostly out of law schools – focus is on individual competition. It is different while in uniform.
- You wear the rank of a formal Army leader, and all Army leaders lead teams.
- The expectation is that you become a good leader of teams – you will be evaluated mostly on this.
- So, how do you go about it?
- One way: Learn on your own what you can about Counseling, Coaching, & Mentorship.

- **Law schools are competitive environments – individuals competing against each other.**
- **That individual competition environment prepares you to be a formidable action officer in the Army and Corps, but may not be optimal to prepare you to become a formal leader.**
- **At some point in your JAGC careers, you will be called to shift from action officer to a leader – and it will happen very quick – like now for you in the GC.**
- **One way is through these "tried and true" methods delineated in ADP 6-22 – here's the chart on our next slide**

Other Thoughts

- Mentoring v. Counseling & Coaching
  - you may do all three simultaneously in a formal supervisory role (SJA, DSJA, BJA, CJA), but mentoring is done generally voluntarily in a non-spv role.
  - a mentee tries to get several mentors for their perspectives will vary.
- Suggestions on How to Mentor Effectively
  - Share professional experiences & knowledge ("push & pull" approach).
  - Inform on the organizational culture, highlight the organizational values, & emphasize mentee's role in the organization (public servant).
  - Provide constructive feedback on strengths/developmental needs.
  - Point out opportunities to develop or demonstrate capabilities, and point out pitfalls to avoid.
  - Be humble, and know who may be a better SME for your mentee on a specific point.
  - When in an influential position, always sponsor mentee.

- **Encourage, motivate, and build the mentee's sense of self & level of self-confidence – he/she may not be aware of his/her own worth**
- **Help the mentee in expanding his/her personal network**
- **Help arrange assignments & encourage consultation of other mentors**
- **Learn of all pertinent board dates or PCS events affecting mentees, & discuss their strategy & goals on a periodic basis**
- **Discuss sources of continued inspiration & character-strengthening techniques**
- **Become a trusted advisor who ALWAYS maintains confidentiality**

Summary

- You are leaders. Counseling, coaching, & mentoring are ways to develop you & your personnel.
- Different focal points for counseling, coaching, & mentorship, mostly based on relationship & circumstances.
- Mentoring is strategic, "long-view" professional development.
- Mentorship is not an event-driven effort, and does not terminate once a particular goal/skill is attained.
- The JAGC seeks to improve leadership in our formations. We can use your help. Become involved.

QUESTIONS/COMMENTS
THANK YOU

[redacted]

WAY AHEAD:
-

Culminating Exercise

Wednesday, January 25, 2023 8:35 AM

You are brand new SGT and have been placed in charge of your old team. Prior to you becoming a SGT you had been dating a member of your unit. To celebrate you making SGT, you, your team and fellow platoon members all decide to have a party at the barracks.

Initially at the party everything seems to be okay. There are a few other E-5's and E-6's there, and a bunch of junior enlisted. There is alcohol at the party and you are not particularly concerned about anyone being underage until you see several Soldiers playing "Slappy." This is a game where two Soldiers slap each other open hand on the jaw until one quits. You have seen people play this before and even saw one person get knocked unconscious. One of the brand new Privates to the company is being goaded into playing. You know both Soldiers are under 21, and you see them drinking openly.

> Decision point: Students should spot they have the right and the duty to take action. The fact a new Soldier is being "goaded" into the game could also be perceived as hazing. The underage drinking is another problem.

While watching the two Soldiers slap each other your SO from the unit comes up to you. They are over 21 but are clearly very inebriated, staggering, slurring their words and making exaggerated hand gestures and talking very loudly.

> Decision point: Do you have to break up with them? What should you do?

Put off by their immature demeanor you break up the other Soldier. They handle it well and go back to drinking and hanging out with other Soldiers.

At this moment the game of "Slappy" you ignored spirals out of control. Soldier B, after receiving a slap from Soldier A, responds with a haymaker which originated from Mars. Soldier A is knocked down and several of his buddies cry foul and tackle Soldier B. You and the other NCO's rush in to break up the melee. Eventually you pull everyone apart. Soldier A is enraged and bleeding severely from the back of his head (looks like he may need stitches) and demands the unit discipline Soldier B.

> Decision point. Do you have to report this? If so, who would you report to.

Suddenly the MP's show up and place both Soldier B under arrest and take Soldier A to the hospital. The appearance of the MP's causes a mass scatter of Soldiers to their barracks rooms but several of the under-age Soldiers are caught and questioned by the MP's.

The next morning you are rudely awakened by the 1SG. Even though it is a Saturday, he announces they are doing a surprise Health and Welfare inspection in the units barracks. After getting dressed you, and a few other NCO's are dragged out to meet with the 1SG and the company commander. The CO orders you and the other NCO's to go through the barracks and be on the lookout for Spice and drug paraphenalia and to pay special attention to several PFC's (X, Y, and Z). He thinks they look like pot-heads.

> Decision point. Is this order appropriate? What should have happened here?

You and the other SGT's dutifully begin the barracks inspection. All the personnel in the barracks are ordered to stand outside their room. While walking down the hallway you see your ex standing outside her room. She looks like she may have been crying and appears very distraught. You are about to ask her if she is okay when you see PFC X down the hallway.

PFC X makes eye contact with you and starts to fidget. He suddenly darts into his room and slams the door. You race down the hallway with the master key and open the door quickly. PFC X has locked himself in the bathroom and you order him to come out. He says "Man, I have to go." You open the door and catch PFC X desperately flushing the toilet with what appears to be small plastic baggies with a white powder in the toilet. You grab him and drag him out of the restroom and push him to the ground and call for assistance.

> Decision point. Were these actions permissible? Did you have the authority to grab him and hold him down?

The CO calls for CID and after they detain PFC X you are able to continue to inspect the rooms, finding nothing further. After the inspection is done you are looking forward to finally enjoying your Saturday when you get a text from your ex, "I need to talk to you." Frustrated, you head to her room. When you see her they are sitting on their bed and their hair is a mess. They say, "Can I trust you to keep a secret? As my friend I need you to promise not to tell anyone." You promise and your ex then tells you they believe something bad, of a sexual nature, happened to them last night.

> Decision point. Do you have to report this? If so, why?

After hearing their story, you encourage them to think some more about it and come find you if they remember anything else.

When Monday morning PT formation rolls around, you realize one of your team is not at formation. Your squad leader looks at you and says, "They are already challenging your authority. You had better fix this quick." You are seething, first day on the job and your "friends" have already made you look bad. When the missing Soldier finally shows up you ask them what happened and they just shrug. The Soldier is a different ethnicity than you, and English is a second language. You do not really know him that well since he has not been in the unit long. You begin to publicly berate him for his tardiness (which is a recurring issue). The Soldier then begins to show you attitude and talk back, all in front of the squad leader. You promptly order the Soldier to do burpees.

> Decision point. How else could this have been handled? What are some other considerations? Was this an appropriate use of corrective PT?

A couple of weeks goes by and the CO, after hearing back from CID, makes the decision to initiate separation proceedings against PFC X. The 1SG announces this at a company formation and derisively refers to PFC X as "PFC Snorts" will be receiving a dishonorable discharge. PFC Y comes up to you after formation and asks you what a dishonorable discharge means for PFC X.

> Decision Point. Was the 1SG correct in saying PFC X will receive a dishonorable discharge? What did the 1SG actually mean? How would you explain this to PFC Y?

DE&I in Mentorship



[redacted]

Office of Diversity, Equity, & Inclusion

Office of The Judge Advocate General

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Your ODEI

(b) (6) (b) (6) Director

Vacant, Deputy Director

(b) (6)) Program Coordinator

(b) (6) (b) (6) Program Specialist

Introduction

- Mentoring is important in the workplace as employers are having a difficult job when it comes to:
  - Engaging employees through a positive workplace culture
  - Creating an inclusive work environment for employees of all backgrounds
  - Equitably providing personal growth
- Implementing a structured mentorship program, or fostering an environment where mentoring relationships form organically, is crucial to creating a diverse, equitable, and inclusive workplace culture
- The benefits of mentorship extend well beyond the domains of individual employee performance, human resources outcomes, or firm performance
- Mentoring programs are powerful tools for cultural change, particularly when it comes to addressing issues of implicit bias or other forms of discrimination in the workplace

Mentorship

According to AR 600-10, *Army Profession and Leadership Policy*, Mentorship is a voluntary and developmental relationship that exists between a person with greater experience (the mentor) a[redacted] person with less experience (the mentee), characterized [redacted]ust and respect





Why Mentorship Matters

- A large number of empirical studies confirm that positive social connections at work produce highly desirable results
- A survey conducted by Hedrick & Struggles on Mentoring Programs revealed that “more than ¾ of respondents say their most impactful mentoring relationship was either ‘very important’ or ‘extremely important’ to their career development”
- Of the upcoming Gen Z workforce, 73% are motivated to do a better job when they have a mentor that cares
- Companies that leverage mentoring programs to improve representation at the managerial position can improve the representation of ethnic and racial minorities and women by up to 25%

6 Types of Mentorship

1. One
2. Situ
3. Dev
4. Rev
5. Gro
6. Pee



One-on-One Mentoring

- Focused on building personal relationships and individual skill building
  - The most tradi
  - Only the me e of mentoring
  - Usually a m a less-experience dministrator and WO1; D e Ops NCO and new MJA)



Situational Mentorship

- A person with a special knowledge or a particular skillset helps guide the mentee's learning or improvement of a specific set of skills
- Also referred to as "coaching"
- Unlike mentoring, coaching relies primarily on teaching and guiding to help bring out and enhance current capabilities
- A coach helps those being coached to understand their current level of performance and their potential, and instructs them on how to reach the next level of knowledge and skill

Differences between Mentoring and Coaching

	Mentoring	Coaching
Focus:	Individual Development	Performance Improvement
Role:	no agenda	Specific agenda
Relationship:	Self-selecting	Comes with the position
Source of Influence:	Perceived value	Position
Arena:	Life / Career	Business or sports
Time Frame:	Long term	Short term
Agenda:	Open	Set
Orientation:	relationship related	Task related
Approach:	Non-structured	structured
Personal Objective:	Improved performance	Personal satisfaction

Developmental & Career Mentoring

- This type of mentoring i[redacted]nd typically entails managers and di[redacted]ployees as they progress in t[redacted] years
- This, accor[redacted]tification of personal g[redacted] developme[redacted]



Reverse Mentoring



- The opposite format of traditional mentoring, where the senior leader is mentored by a younger or more junior employee, possibly a new hire
  - It is also known as “upwards mentoring”
  - It’s an avenue for senior members to learn from a junior member who possess skills and/or knowledge they may not have (i.e., a client services paralegal assisting the new attorney with the use of the CIS database)
- Reverse programs are instrumental in helping achieve diversity, equity and inclusion goals by increasing visibility amongst diverse employees with senior leaders and by fostering an environment of acceptance and belonging for the employees of the organization

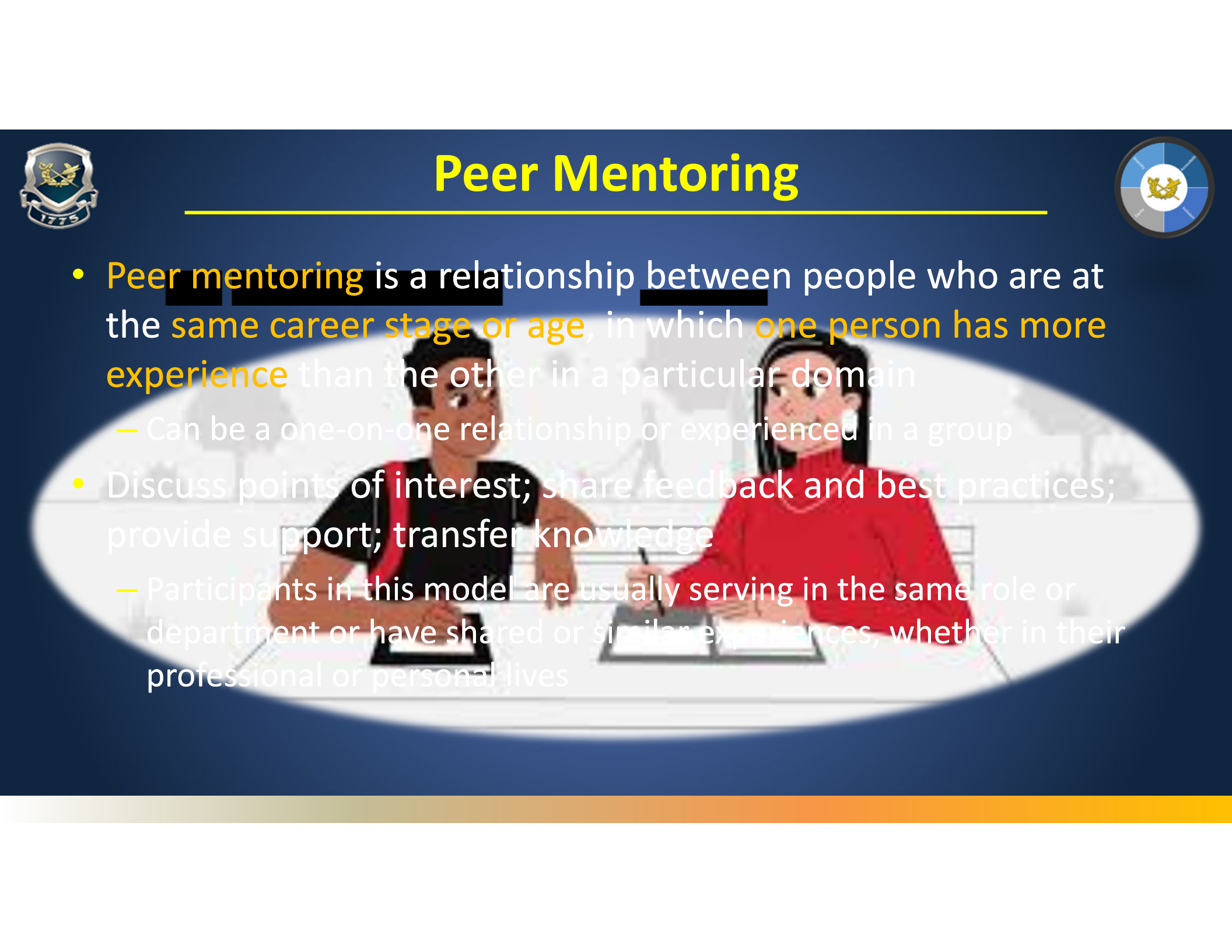
Group Mentoring



- Group mentoring, also known as "team mentoring" is where one individual acts as a mentor and oversees multiple mentees
  - With group mentoring, usually mentees have a related goal (i.e., JAGC Affinity Mentorship Groups)
  - With group mentoring, group members can help keep one another accountable and help support the learning and development of the other group members
- Helps build community, promotes allyship, and provides a space for employees to share challenges they face and helps them work to overcome them

Peer Mentoring

- Peer mentoring is a relationship between people who are at the same career stage or age, in which one person has more experience than the other in a particular domain
  - Can be a one-on-one relationship or experienced in a group
- Discuss points of interest; share feedback and best practices; provide support; transfer knowledge
  - Participants in this model are usually serving in the same role or department or have shared or similar experiences, whether in their professional or personal lives



Functions of Mentors

- Mentors provide two main functions: career functions and psychosocial functions
  - *Career functions* are meant to help the mentee advance in their career and include coaching, sponsorship, protection, and providing challenging assignments
  - *Psychosocial functions* are meant to enhance a mentee's feelings of competence, identity, and effectiveness
    - They include role-modeling, friendship, counseling, and provides acceptance and confirmation
- Research shows that mentorship is a way to create more opportunities for continued engagement and is a vital component when trying to retain diverse talent and establishing a more diverse and inclusive workplace

Building a Diversity Mentoring Program

- *Choose a goal for the program and communicate it with participants* - A mentorship program should always have a goal or objective
- *Train mentors* - Inclusive mentors will need some extra guidance
- *Pair up employees* - The pairing process is one of the key elements of good mentorship
- *Provide discussion topics and resources* - It's important to help cultivate a connection between a mentor and mentee
- *Check-in with participants and get feedback* - Asking them for feedback will help you determine what is working and what is not
- *Reporting* - Reporting on some key metrics of program effectiveness keeps senior leaders committed to diversity mentoring

DE&I Mentorship Practices

- Facilitate connections to senior leaders, experts in their professional field, and colleagues outside of the mentee's department or team
- Provide access to career opportunities
- Share professional and personal experiences and knowledge
- Inform on the organizational culture, highlight organizational values, and emphasize the mentee's role in the organization and how their experiences can contribute
- Provide constructive feedback on strengths/developmental needs
- Point out opportunities to develop or demonstrate capabilities
- Be humble and know who may be a better SME for your mentee on a specific topic
- Practice being an emotionally intelligent mentor

In Conclusion

- A close working relationship with someone who has succeeded at the highest level is beneficial for any developing professional
- By adopting the right formal structure, mentoring programs are found to be quite effective at improving the movement of especially minority mentees into leadership positions
- Regardless of the type of relationship, mentoring is focused on growth and development
- Having a mentor who's both an objective third-party and an advocate for your growth and development is crucial
- Mentoring relationships are undoubtedly beneficial, but they're critical to advancing your career
- With the support of a mentor, mentees can stay focused on their career, gain confidence, attain goals, and expand their networks

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmailcom
  - https://wwwfacebookcom/jagchispanicmentorship3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmailcom
  - https://wwwfacebookcom/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagcapan@gmailcom
  - wwwfacebookcom/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmailcom
  - https://wwwfacebookcom/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmailcom
  - https://wwwfacebookcom/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?

DE&I in Mentorship



Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

(b) (6) Director

(b) (6) (b) (6) Chief Operations Officer

Introduction

- ent where mentoring relationships form
  diverse, equitable, and inclusive

- d well beyond the domains of individual
  esources outcomes, or firm performance

- ange, particularly
  other forms of

Summary of Comments on PowerPoint Presentation

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:54 PM

Today we will be talking about what mentorship is, why it is important, and the 6 types of mentorship. We will also provide you with a few tools and DEI best practices for mentorship. By the end of this training today, we hope you have a better knowledge and understanding of the various types of mentorship, when each is most useful, and most importantly how to employ them because the benefits of mentorship are most certain in our workforce.

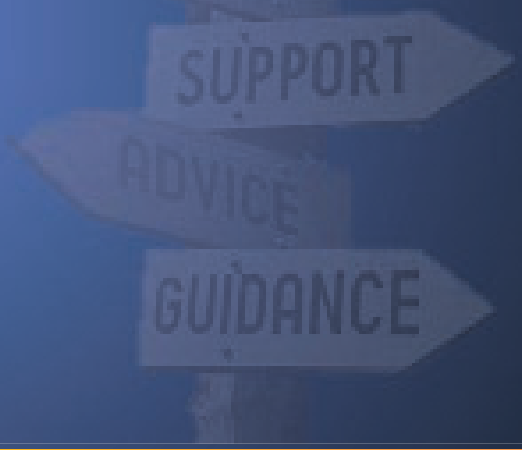
Source: https://www.mentorcloud.com/mentorship-and-dei#mentoring-important

1

Mentorship

According to AR 600-100, *Army Profession and Leadership Policy*, Mentorship is a voluntary and developmental relationship that exists between a person with greater experience (the mentor) and a person with less experience (the mentee), characterized by mutual trust and respect





Page: 4

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:54 PM

The Army defines mentorship as a voluntary and developmental relationship that exists between a person with greater experience and a person with less experience, characterized by mutual trust and respect.

Why Mentorship Matters

Mentoring helps leaders:

- Foster positive workplace cultures
- Create inclusive work environments for employees of diverse backgrounds
- Equitably provide personal growth

Many empirical studies confirm the benefits of mentorship

- A survey conducted by Heidrick & Struggles on Mentoring Programs revealed that "more than ¾ of respondents say their most impactful mentoring relationship was either 'very important' or 'extremely important' to their career development"
- 87% of mentors and mentees feel empowered by the relationship and reported greater confidence and career satisfaction.
- Companies that leverage mentoring programs to improve representation at the managerial position can improve the representation of ethnic and racial minorities and women by up to 25%

Page: 5

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:54 PM

Today's workforce highly values mentorship and mentoring programs. They help leaders foster positive cultures, more inclusive environments, and equitably provide personal growth.

There are a large number of empirical studies that affirm the correlation between positive social connections and positive work results. Some benefits shown in these studies include significant improvement to career development, empowerment, greater confidence and career satisfaction, and greater representation and inclusion in the workplace. All of which help to recruit and retain diverse talent.

Heidrick & Struggles: https://www.researchgate.net/publication/323106316_Creating_a_Culture_of_Mentorship
Forbes: https://nationalmentoringday.org/facts-and-statistics/
Mentor Cloud: https://www.mentorcloud.com/mentorship-and-dei#dei-organization

6 Types of Mentorship

1. One-on-One Mentoring
2. Situational Mentoring (Coaching)
3. Developmental & Career Mentoring
4. Reverse Mentoring
5. Group Mentoring
6. Peer Mentoring

Page: 6

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:55 PM

Here are 6 different types of mentorship I am going to introduce to you that could fall into either the formal or informal categories of mentorship.
Formal mentorship being structured. Goal oriented that match the organizational goals and culture.
Informal mentorship being unstructured. A naturally-developing relationship where one gains insight, knowledge, wisdom and support, sometimes even friendship. Formal mentorship relationships can become informal over the course of time.
Throughout the next couple of slides we are going to learn about these six different types of mentorship approaches, how to apply them, and reflect on times when we have either experienced them or saw them employed.

Sources:

1. https://hrdailyadvisor.blr.com/2018/04/16/6-types-effective-mentorship-programs-use/
2. https://www.ausa.org/articles/mentoring-division

1

One-on-One Mentoring

- Focused on building personal relationships and individual skill building
  - The most traditional type of mentoring
  - Only the mentor and mentee are involved in this type of mentoring
  - Usually a more-experienced individual is paired with a less-experienced or much younger mentee (i.e., Sr. Legal Administrator and WO1; DSJA and Chief of NSLD; Sr. Military Justice Ops NCO and new MJA)

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:55 PM

One-on-One Mentoring: This is the most common type of mentorship. Focused on building personal relationships and individual skill building. This type of mentorship always involves only two people (the mentor and mentee) and usually a more experienced individual being paired with a less experienced or younger mentee.
This can be done formally through a mentorship program or informally when a mentee or mentor seeks out one-on-one mentorship.

Can someone share when you've seen this type of mentorship employed either formally or informally?

Situational Mentorship

- A person with a special knowledge or a particular skillset helps guide the mentee's learning or improvement of a specific set of skills
- Also referred to as "coaching"
- Unlike mentoring, coaching relies primarily on teaching and guiding to help bring out and enhance current capabilities
- A coach helps those being coached to understand their current level of performance and their potential, and instructs them on how to reach the next level of knowledge and skill

Differences between Mentoring and Coaching

	Mentoring	Coaching
Focus:	Individual Development	Performance Improvement
Role:	no agenda	Specific agenda
Relationship:	Self-selecting	Comes with the position
Source of Influence:	Perceived value	Position
Arena:	Life / Career	Business or sports
Time Frame:	Long term	Short term
Agenda:	Open	Set
Orientation:	relationship related	Task related
Approach:	Non-structured	structured
Personal Objective:	Improved performance	Personal satisfaction

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Situational Mentoring: often referred to as “coaching” occurs when a person with special knowledge or a particular skill set guides the mentee’s learning or improvement in that specific set of skills. These are structured, short term, task related relationships with a specific agenda that’ll help you best be able to fulfill the roles you are about to assume or currently occupy.

This type of mentorship is most associated with sports but can be applied to a wide variety of career fields. In our profession we often see this manifested in on-the-job training or institutional training.

Paralegal out of AIT being coached by NCO on skill level 1 tasks
JA out of OBC being coached by section chief or senior NCO on use of MJO
WO if fortunate to be co-located w/Sr LA

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Developmental & Career Mentoring

- This type of mentoring is long-term and typically entails managers and directors who mentor their employees as they progress in their careers over the course of a few years
- This, according to AR 600-100, should include identification of personal goals, organizational goals, objectives, and developmental activities, at minimum

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Developmental & Career Mentoring: Many of us are familiar with this type of mentoring through the form of developmental counseling leading up to our evaluations and referenced in Army Regulations 600-100 and 623-3. In this type of mentorship, you see managers or directors' mentor their employees as they progress in their careers. This can be manifested formally through quarterly touchpoints with your rater or senior rater to discuss performance and potential, as well as more formally using the OER or NCOER support forms.

In the military we are inadvertently subjected to diverse developmental and career mentoring as every 2-3 years our supervisors often change. This gives us different perspectives on our strengths, weaknesses, and leadership attributes.

What have been your individual experiences with Developmental and Career Mentoring? How has the diversity of mentorship in this area helped you?

Reverse Mentoring

- The opposite format of traditional mentoring, where the senior leader is mentored by a younger or more junior employee, possibly a new hire
  - It is also known as “upwards mentoring” or “supportive mentorship”
  - It’s an avenue for senior members to learn from a junior member who possess skills and/or knowledge they may not have (i.e., a client services paralegal assisting the new attorney with the use of the CIS database)
- Reverse programs are instrumental in helping achieve diversity, equity and inclusion goals by increasing visibility amongst diverse employees with senior leaders and by fostering an environment of acceptance and belonging for the employees of the organization

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Reverse Mentoring: Also known as upwards mentoring or as defined in ADP 6-22 “supportive mentorship” is the opposite of traditional mentorship where you have a more experienced mentor and junior mentee and is commonly informal in practice. This is probably one of the most effective ways to achieve diversity, equity, and inclusion goals in any organization. Senior leaders who seek out diverse perspectives within their organization regardless of rank or organizational structure, are more likely to make better decisions and have the buy in necessary from their formations to effect positive change with their initiatives. This can also help break down generational barriers in the workplace by empowering your junior Soldiers or civilians and encourages inclusivity and knowledge sharing.

What are some ways in which you have seen this employed throughout your careers? How did that make you feel?

Group Mentoring

- Group mentoring, also known as "team mentoring" is where one individual acts as a mentor and oversees multiple mentees
  - With group mentoring, usually mentees have a related goal (i.e., JAGC Affinity Mentorship Groups)
  - With group mentoring, group members can help keep one another accountable and help support the learning and development of the other group members
- Helps build community, promotes allyship, and provides a space for employees to share challenges they face and helps them work to overcome them

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:09:59 PM

Group mentoring: typically involves an individual that mentors' multiple mentees usually with a common or related goal. Group mentoring can help build camaraderie and provides a space for individuals to share and overcome obstacles. Forming a community through group mentoring creates a workplace culture that feels empowered, appreciates and values learning and career progression.

We practice group mentorship through our JAGC Affinity groups. You can utilize affinity mentorship to cultivate relationships with similar and diverse individuals. You can also commonly find group mentorship employed in educational environments through breakout sessions or brown bag lunches with faculty or senior leaders.

Peer Mentoring

- Peer mentoring is a relationship between people who are at the same career stage or age, in which one person has more experience than the other in a particular domain
  - Can be a one-on-one relationship or experienced in a group
- Discuss points of interest; share feedback and best practices; provide support; transfer knowledge
  - Participants in this model are usually serving in the same role or department or have shared or similar experiences, whether in their professional or personal lives

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Peer Mentoring: Like group mentoring, this too promotes ally-ship and provides a space for individuals to share and overcome obstacles. Many of you may already be doing this. It is the relationship between people who are at the same career milestone or age, in which one person has more experience than the other in a particular domain or area of practice. It can be utilized in both formal and informal mentorship.

How many of us phone a friend we went to AIT, OBC or served in a different unit with when we come across an issue, we know they may have experience in? Or how about in a school setting when writing papers and the instructor or facilitator blocks out times for peer-reviews which promote peer mentorship?

It usually gives us the safe space to vent and obtain information, advice, and knowledge from our peers who have diverse experiences. Institutions and Organizations who employ peer mentorship find greater overall job satisfaction, increased personal growth, and expanded professional networks.

How has peer mentorship positively influenced your career?

Functions of Mentors

- Mentors provide two main functions: career functions and psychosocial functions
  - *Career functions* are meant to help the mentee advance in their career and include coaching, sponsorship, allyship, and providing challenging assignments or developmental opportunities
  - *Psychosocial functions* are meant to enhance a mentee's feelings of competence, identity, and effectiveness
- Research shows that mentorship is a way to create more opportunities for continued engagement and is a vital component when trying to retain diverse talent and establishing a more diverse and inclusive workplace

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Mentors provide two functions: career functions and psychosocial functions.

Career function's purpose is to help the mentee advance in their career and include many of the practices we just talked about.
The psychosocial function is meant to enhance a mentee's feelings of competence, identity, and effectiveness. This method provides acceptance and confirmation and include things like role modeling, friendship, and counseling.

Overall, as mentors it is our responsibility to provide guidance, advice, feedback and support to the mentee. As well as serving as their role model, teacher, counselor, advisor, sponsor, advocate and ally. The most important thing that cultivates trust in these relationships is honesty and that includes telling our mentees what they need to hear to help them develop and achieve their max potential.

Sources:
https://wwwforbescom/sites/janicegassam/2019/09/26/the-key-to-diversity-and-inclusion-is-mentorship/?sh=3f76b80a7fbd
https://wwwprnewswirecom/news-releases/study-women-and-minorities-value-mentoring-programs-but-findings-reveal-opportunities-for-improved-effectiveness-300575517html
https://hbrorg/2018/03/5-things-we-learned-about-creating-a-successful-workplace-diversity-program

DE&I Mentorship Practices

- Facilitate connections
- Know your mentees
- Provide access to career opportunities
- Share professional and personal experiences and knowledge
- Highlight the value of the mentee's role in the organization
- Help develop S.M.A.R.T goals
- Provide constructive feedback routinely
- Practice emotionally intelligence and be self-aware
- Be humble and encourage diverse mentorship

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Facilitate connections to senior leaders, experts in their professional field, and colleagues outside of the mentee's team or organization. Recommended mentorship pairings are great for formal leadership, but you cannot force mentorship on anyone, so it must be voluntary for long-term and lasting mentorship relationships.

Know your mentee! What are their goals and challenges? Do they want more of a voice in the formation? Are they looking for better access to leadership positions? What is important to them?

Provide access to career opportunities to develop or showcase their capabilities.

Share professional and personal experiences and knowledge in a way that is relevant to them and where they are in their career.

Emphasize the mentee's role in the organization and how their experiences can contribute to the organizational culture, values, and overall mission.

Help them develop Specific, Measurable, Achievable, Relevant, and Time-sensitive goals

Highlight and praise their accomplishments as well as offer constructive feedback on both strengths and developmental needs routinely. Don't always wait for your mentee to reach out to you, mentorship is a two-way street.

Practice being an emotionally intelligent mentor. Be self-aware to understand and manage your own emotions or biases, allowing you to communicate effectively, and practice empathy. Understanding how your role as a mentor supports diversity and inclusion creates a more fulfilling experience.

Be humble and inclusive. Know who may be a better Subject Matter Expert for your mentee on a specific topic or who may be able to provide alternate perspectives for them to consider. This may open the mentees position to consider more equitable options or alternatives when faced with challenges in the workplace. Just because we share similar experiences, backgrounds, or values doesn't mean we can't learn from others just as much- Seek diverse mentees and encourage diversity in mentorship.

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In Conclusion

MENTORSHIP:

- Supports Leader Competencies
- Encourages Personal & Professional Development
- Develops Leaders v. Managers
- Employed through various methods and diverse mentors/mentee relationships
- Helps retain diverse talent and foster more inclusive environments



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Developing others, creating a positive environment, and stewarding the profession are leader competencies that mentorship supports.

It encourages personal development (maturity, interpersonal and communication skills) as well as professional development (technical, tactical, and career path knowledge). Through mentorship, mentors facilitate the achievement of organizational goals through developing others. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.

Being a mentor develops your own personal ability to build trust, extend influence, lead by example, and communicate effectively. In turn those mentees learn to emulate those traits and pay it forward to develop the next generation of leaders.

Regardless of the type of mentorship relationship, we learned about the various benefits of diversity in mentorship as well as the value there is in the diversity of mentors and mentees.

Mentoring is also found to be effective at improving the opportunities for minority mentees into leadership positions, to retain diverse talent, and overall establish a more diverse and inclusive workplace.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmailcom
  - https://wwwfacebookcom/jagchispanicmentorship3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmailcom
  - https://wwwfacebookcom/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagcapan@gmailcom
  - wwwfacebookcom/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmailcom
  - https://wwwfacebookcom/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmailcom
  - https://wwwfacebookcom/groups/256231586565092











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Keep up with ODEI & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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QUESTIONS?

DEI & the JAG Corps



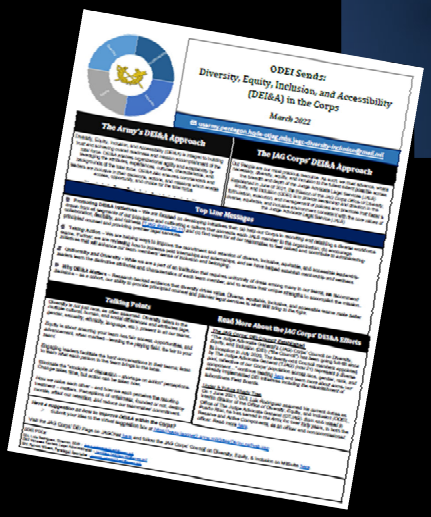
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(b) (6)

Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

Agenda

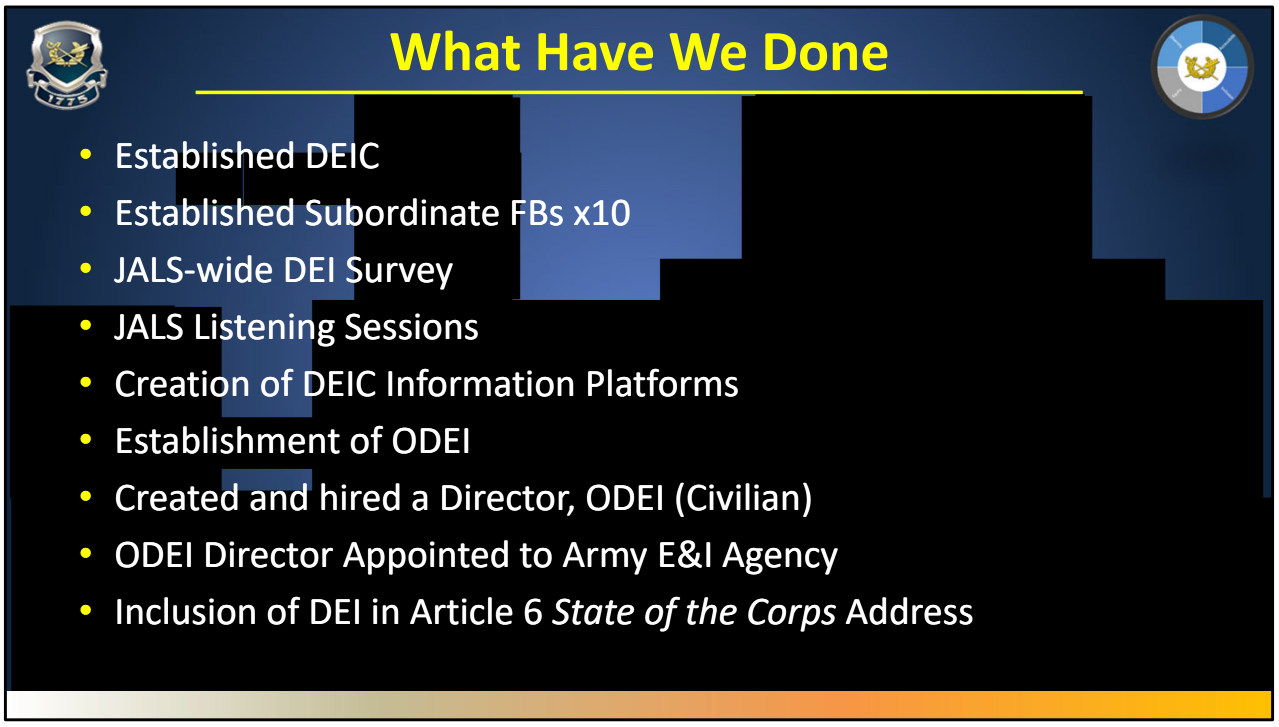
- Background
- Initiatives
- Your ODEI
- Your Council
- Your Field Boards
- Affinity Mentorship Groups
- Contact Us
- Questions



Background

- TJAG Established Council on DE&I ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO; 16 members
  - Subordinate advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021
  - provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL/JA); Program Coordinator (WO/LA)

10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application



Establishment of the Council on Diversity, Equity, and Inclusion

On 17 July 2020, TJAG established the Council on Diversity, Equity, and Inclusion (DEIC). "Mission: The Council is to take a comprehensive look at ourselves as a regiment. It will ask whether the JAG Corps is truly as inclusive as it can - and therefore, should - be. Where we can improve, the council will propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps, our Army, and the Nation we serve. While the council's review is to be comprehensive, it will initially look, across component, specifically at Obstacles to inclusion; Recruiting and accessions; Assignments; Training and education; Promotions; and Retention." Read the entire charter here: https://www.jagcnet2.army.mil/Sites/jagc.nsf/homeDisplay.xsp?open&documentId=6397617BF9CD9F9A852585AB006543AE

Establishment of DEIC Field Boards

Ten subordinate field boards were formed consisting of nearly 100 JALS officer, warrant officer, enlisted, and civilian members of all Components. These field boards are charged to identify and assess problems and opportunities, and recommend solutions, affecting diversity, equity, and inclusion in the following areas: recruiting and accessions; assignments; training and education; promotions; and retention.

JALS-wide DEI Survey

On 6 October 2020, TJAG directed a survey to better understand the issues pertaining to Diversity, Equity, and Inclusion in our Corps. Respondents were encouraged to take the time to share their thoughts and opinions. Responses to the survey were anonymous and helped focus the efforts of the JAG Corps senior leadership to positively shape the future.

JALS DEI Listening Sessions

A series of listening sessions was held in fall 2020/winter 2021 for members of the Judge Advocate Legal Service (JALS). Members of the DEI Council facilitated the sessions to gain a better understanding of the issues, if any, JALS members perceived or have faced, surrounding obstacles to diversity, equity, and inclusion in our Corps and our Army.

Creation of JAGC DEIC Information Platforms (JAGCNet/MilSuite)

The Council has established two online platforms available to any JALS member wishing to "keep up with the Council." JAGCNet (here) and MilSuite here: https://login.milsuite.mil/goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fcommunity%2Fspaces%2Farmyjag%2Fcouncil-on-diversity-equity-inclusion

Establishment of the Office of Diversity, Equity, and Inclusion (ODEI), Office of The Judge Advocate General

Established in March of 2021 under LTG Charles Pede. (b) (6) (6) was selected to serve as the inaugural Director. Once fully staffed, the ODEI will consist of a Director (GS-15), Deputy Director (COL), and a Program Coordinator (WO).

JAGC Office of Diversity, Equity, and Inclusion (ODEI) Director Appointed as a Member of the Army Equity & Inclusion Agency

The Director of our ODEI has been appointed as a member-at-large of the Army's DEI&A efforts, serving as part of their larger working group.

Inclusion of DEI in the Article 6 *State of the Corps* Address

During each Article 6, TJAG addresses DEI&A as one of his top priorities. During the engagement, the Article 6 Team also addresses recent DEI initiatives, composition of the Council, and the subordinate Field Boards program.

What Have We Done

- Published TJAG Policy Memo 22-11 (DEI&A)
- SGM Nolan Reading Room Dedication at TJAGLCS
- Establishment of Gray/Propp-Fowle Chair on DE&I at TJAGLCS
- Incorporated Implicit Bias Training in MJ Curriculum at TJAGLCS
- Magistrate No-knock Warrant Limitations
- Published Various DE&I-related articles in *The Army Lawyer*
- JAGC Affinity Group Engagements
- Various updates to Recruiting and Accessions--and more!!!

TJAG Policy Memorandum 22-11, Diversity, Equity, Inclusion, and Accessibility

On 1 Mar 22, TJAG published our first DEI&A Policy Letter. In addition to establishing DEI&A as a priority for our JALS, this policy also includes definitions and key terms. Read the entire policy here https://www.jagcnet2.army.mil/Sites/JAGC.nsf/homeDisplay.xsp?tag=TJAG+Policy+Memo

Established and Published *ODEI Sends*

The Office of Diversity, Equity, and Inclusion published their first **ODEI Sends** in March of 2022. The inaugural (monthly) publication, included both the Army and JAG Corps' DEI&A approaches, top line messages, talking points, and information about our DEI&A efforts. Check out the publication here https://www.milsuite.mil/book/docs/DOC-1124641.

SGM John Nolan Reading Room Dedication at The Judge Advocate General's Legal Center & School

With the recent passing of Sergeant Major (SGM) John H. Nolan, our first Regimental Sergeant Major and a trailblazer in our Corps, naming a room at our Regimental home honors his impact on our Corps and his dual legacy. Before becoming a legal clerk, SGM Nolan enlisted as an 11B Infantryman and then went to Officer Candidate School and became an officer. He eventually returned to the active duty enlisted ranks as a legal clerk. The Regimental Reading Room adjacent to the library and Noncommissioned Officer Academy at The Judge Advocate General's Legal Center and School in Charlottesville, Virginia, has been renamed the SGM Nolan Regimental Reading Room as of 13 September 2021. The renaming perfectly captures his dual legacy as both an officer and noncommissioned officer because the location of the room physically unites the Academy's area of operations to an area of the building frequented by officer students.

Establishment of the Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion

DEI Chair Creation/Lecture Series at TJAGLCS

Academic Chairs at The Judge Advocate General's Legal Center and School (TJAGLCS) are a means to prioritize and focus our Corps on key aspects of our practice and to ensure that those focal areas remain featured in critical courses, publications, doctrine, and policy generated by the JAG Corps. These Chairs also provide opportunities to honor significant leaders in our Corps, and the honorees for the Chair on Diversity, Equity, and Inclusion add special distinction to this already august group of Academic Chairs. Inaugural lecture was held in Spring - MG Kenneth Gray (first black GO and former DJAG) and LTC Phillis Propp-Fowle (first woman JA and first to earn a combat patch)

Implicit Bias Training in Military Justice Curriculum

Implicit bias training has been included in various military justice courses at TJAGLCS. This includes courses offered to Commanders (SOLO) and the MJ Best Practices Course that is offered to all Staff Judge Advocates.

Magistrate No-knock Warrant Limitations

In response to the Breonna Taylor tragedy, the DEIC inquired into the procedures for executing unannounced night-time search warrants of occupied dwellings in the Army. The Trial Judiciary offered to review those procedures. The entire judiciary reviewed the procedures and recommended amending the Military Magistrate SOP and training to require Magistrates to consult with a Military Judge prior to authorizing such a search warrant. The SOP and related training has since been updated to reflect this recommendation. It continues to be the case that these specific tactics, if authorized, must be in writing.

DEI-related *The Army Lawyer (TAL)* Article – Ms. Carlisle, (b) (6) & (b) (6) - published in *TAL* Issue 3, 2021

The Judge Advocate General's (JAG) Corps' Council on Diversity, Equity, and Inclusion (DEI) ("the Council") has been going full tilt since its inception in July 2020. The twenty Council members appointed by The Judge Advocate General (TJAG) represent a diverse pool, reflective of our Corps' population across race, gender, rank, and component. The Council aims to ensure our Corps is best postured for maximum talent management of every single member of our Judge Advocate Legal Services (JALS) family, ensuring we are educated and aware of DEI-related considerations at every possible turn. This article shares with the Corps some of the initiatives and engagement the Council has been involved in over the past year. Read the entire article here https://tjaglcs.army.mil/ja/tal-2021-issue-3.

DEI-related *The Army Lawyer (TAL)* Article – [redacted] published in *TAL* Issue 4, 2021

Born and raised in Puerto Rico, (b) (6) (6) Inaugural Director of the Office of Diversity, Equity, and Inclusion has served in the Army over forty years, in both the Reserve and Active Components, as an officer and noncommissioned officer. Read the entire article here for more on his plans for ODEI: https://tjaglcs.army.mil/ja/practice-notes-under-a-future-shady-tree

JAGC Affinity Group Engagements

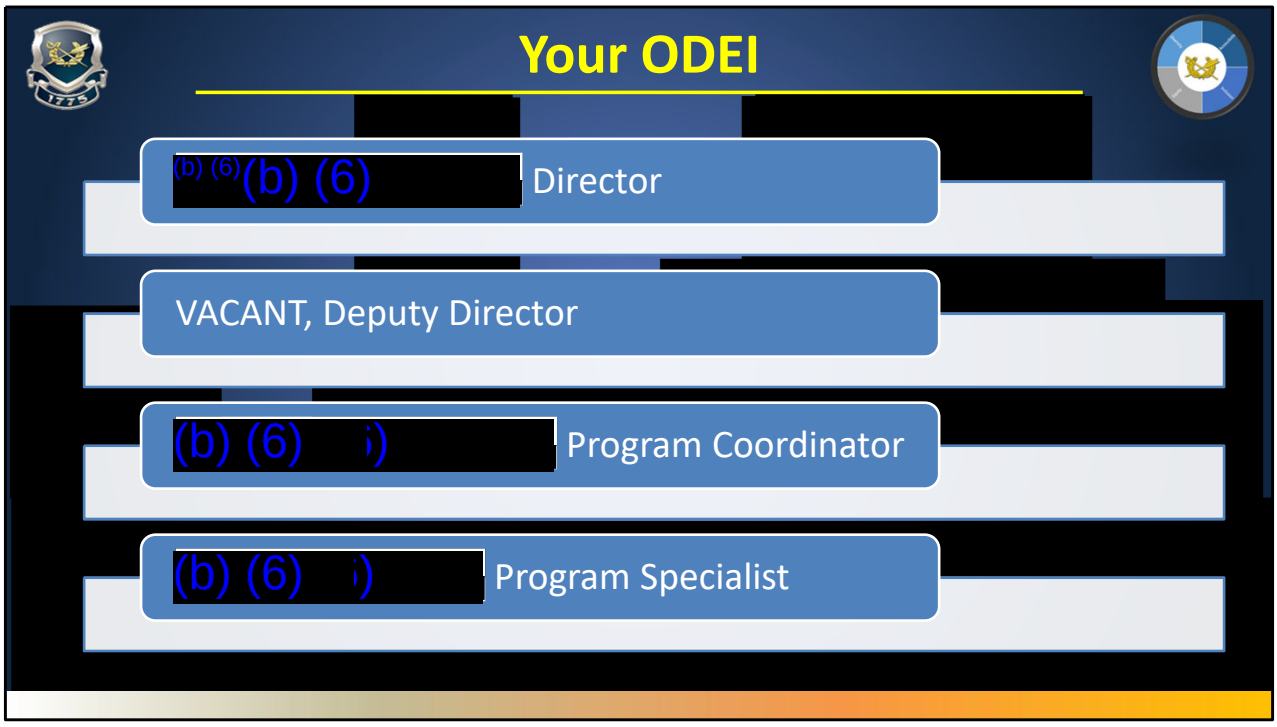
To date, the DEIC has hosted all of our JAG Corps Affinity (Mentorship) Groups to include the Buffalo JAGs Mentorship Group (BJAGs-MG), the Hispanic Mentorship Group (HMG), the Asian-Pacific American Network (APAN), the JAGC Pride Network, and the Athena's Council. These engagements have served to understand the background, purpose, composition, and goals of the respective AG. There was also opportunity to address any issues and/or recommendations perceived by the members of the groups.

What We Are Doing

- Establishing a Foundation (Norms, Process Maps, Strategic Plan, SOPs, Business Rules, etc.) for ODEI and Council
- Reviewing, analyzing, and summarizing Field Board work on Retention, Recruitment & Accessions, and Training & Education, and Assignments
- Creating & Validating an enterprise-wide Training Plan and Training Packages
- HBCU Recruitment Tour – BG Sullivan
- Writing more *TAL* Articles

What We Plan to Do

- Leverage Affinity Groups
- Launch Training & Resource Packages
  - Sr. Leaders (to include Civilian Supervisors)
  - Courses
  - Organization-level
- Issue new JALS-wide survey
- Conduct more enterprise-wide listening sessions
- Create a collaborative community w/ the field
- WHATEVER WE CAN TO IMPROVE WHEREVER NECESSARY!


Your ODEI
(b) (6) Director
VACANT, Deputy Director
(b) (6) Program Coordinator
(b) (6) Program Specialist

Your Council



(b) (6)



(b) (6)

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Your Field Boards

- Comprised of a total of 10-15 personnel each
- All ranks, components, and diverse backgrounds
- Work to propose recommendations and approaches to better foster diversity, equity, and inclusion across the JAG Corps.
- Identify and assess problems and opportunities, and recommend DE&I-related solutions, that may impact recruiting, accessions, training and education, retention, promotions, assignments, and other obstacles to inclusion.
- Application period now open through Fri, 30 Sep – APPLY!

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











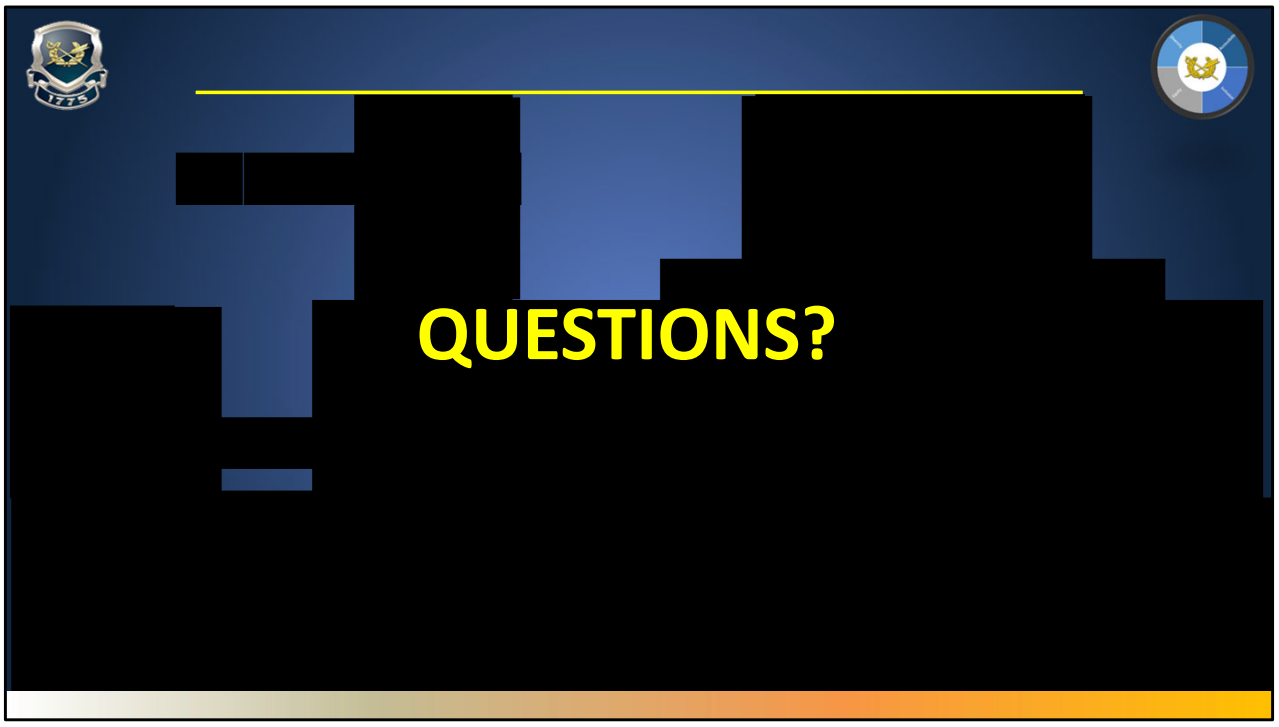
Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion


QUESTIONS?





Leadership Management

Leadership Management

Terminal Learning Objective

Action: Understand the concept of Diversity, Equity, and Inclusion and how to apply it in your leadership style and philosophy.

Conditions: In a classroom environment given PowerPoint slides, references, handouts, and classroom discussions.

Standard: Soldiers will demonstrate proficiency in facilitating discussions on Diversity, Equity, and Inclusion using three Resilience skills.

Leadership Management

Agenda

The Knowledge

- ❑ Class Rules
- ❑ The Wooly Mammoth
- ❑ What is DEI?
- ❑ History of DEI in the Army
- ❑ Inclusive Leadership
- ❑ DEI: What's In It for Me?

The Skills

- ❑ ATC
- ❑ Avoiding Thinking Traps
- ❑ Detecting Icebergs

The Practicum

Leadership Management

Class Rules

- ✓ Richard's Rule (**ALWAYS** be respectful)
- ✓ This is a learning environment, thus non-attributional; **HOWEVER**, flagrant EO and/or SHARP violations will be addressed and handled accordingly
- ✓ **DO** actively participate in all discussions, but **DO NOT** speak over or interrupt classmates, instructors, or mentors
- ✓ People matter – give classmates the benefit of the doubt (MRI)

Leadership Management

The Wooly Mammoth in the Room

The following class and subsequent conversations may will make you uncomfortable

BUT THAT IS OKAY!

We will be examining our values and beliefs and how they impact us and those around us.

Growth doesn't happen in the comfort zone!

What is DEI?

- **Diversity** – All attributes, experiences, cultures, characteristics, and backgrounds of the total force which are **reflective of the Nation** we serve and enable the Army to deploy, fight, and win.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

Leadership Management

Dimensions of Diversity



Personality

- The core of the four layers in the dimensions of diversity model
- Traits and stable characteristics that determine consistencies in the way a person behaves in any given situation over time
- Influenced by the other three layers of the model
- The other layers shape perception, disposition, and actions, as the individual interacts with the world around them

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

Leadership Management

Dimensions of Diversity



Internal Dimensions

- No control over these characteristics
- Often assigned at birth
- Often serve as the sources of prejudice and discrimination

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

Leadership Management

Dimensions of Diversity



External Dimensions

- Represents life choices
- Exercise a higher level of control over these characteristics

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

Leadership Management

Dimensions of Diversity



Organizational Dimensions

- Under the control of the organization in which one works
- Can influence this layer in a limited capacity

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

What is DEI?

- **Equity** – The fair treatment, access, opportunity, choice, and advancement for **all Soldiers and Civilians** while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

What is DEI?

- **Inclusion** – The process of valuing and integrating everyone's perspectives, ideas, and contributions into the way an organization functions and makes decisions; **enabling** the workforce members to achieve their full potential in focused pursuit of organizational objectives.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

What is DEI?

- **Accessibility**
  - The quality of being easy to approach, reach, enter, speak with, use, or understand
  - The quality of being usable, reachable, or obtainable
  - The quality of being suitable or adapted for use by people with disabilities

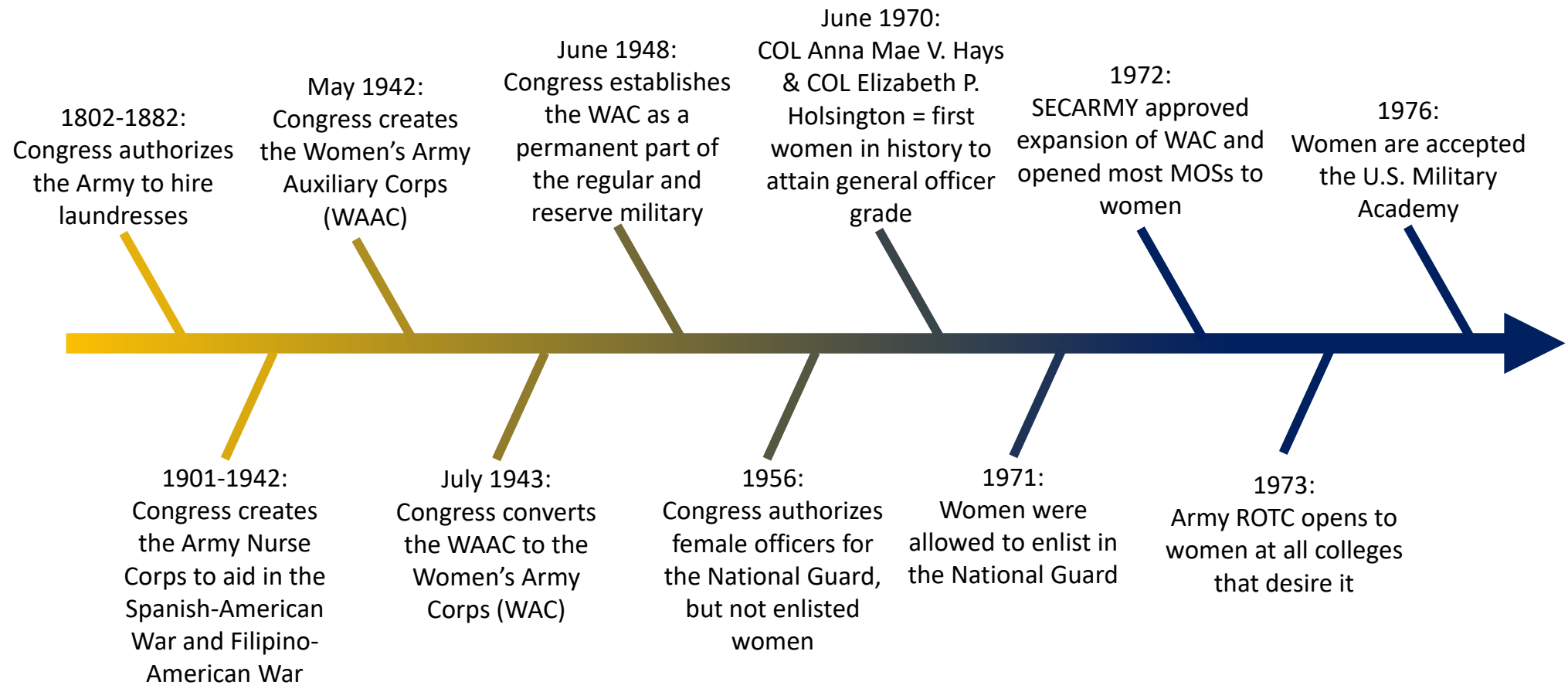
BONUS!!!

https://www.dictionary.com/browse/accessibility

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History of DEI in the Army:

Women

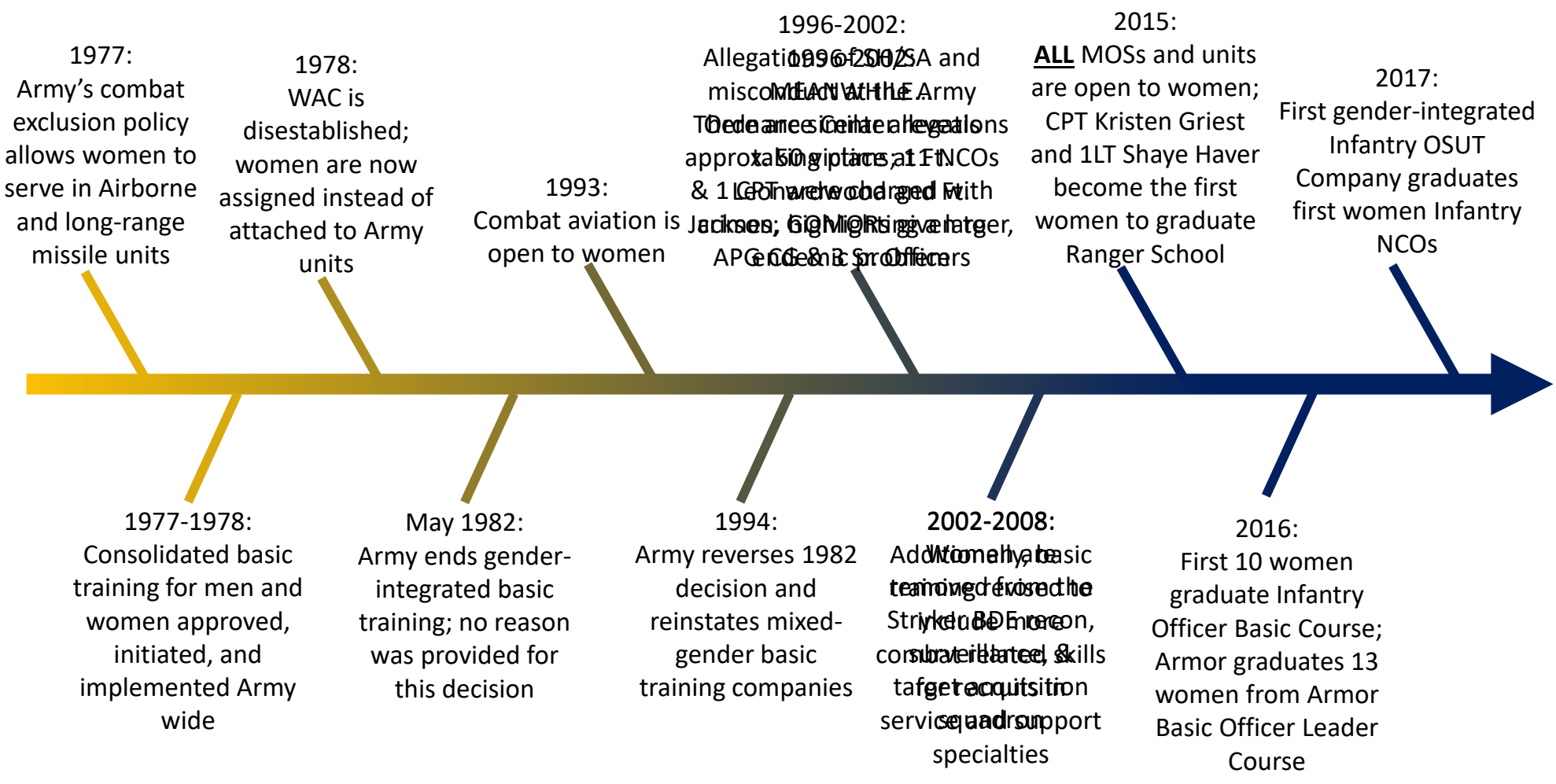


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

Leadership Management

History of DEI in the Army:

Women, cont.

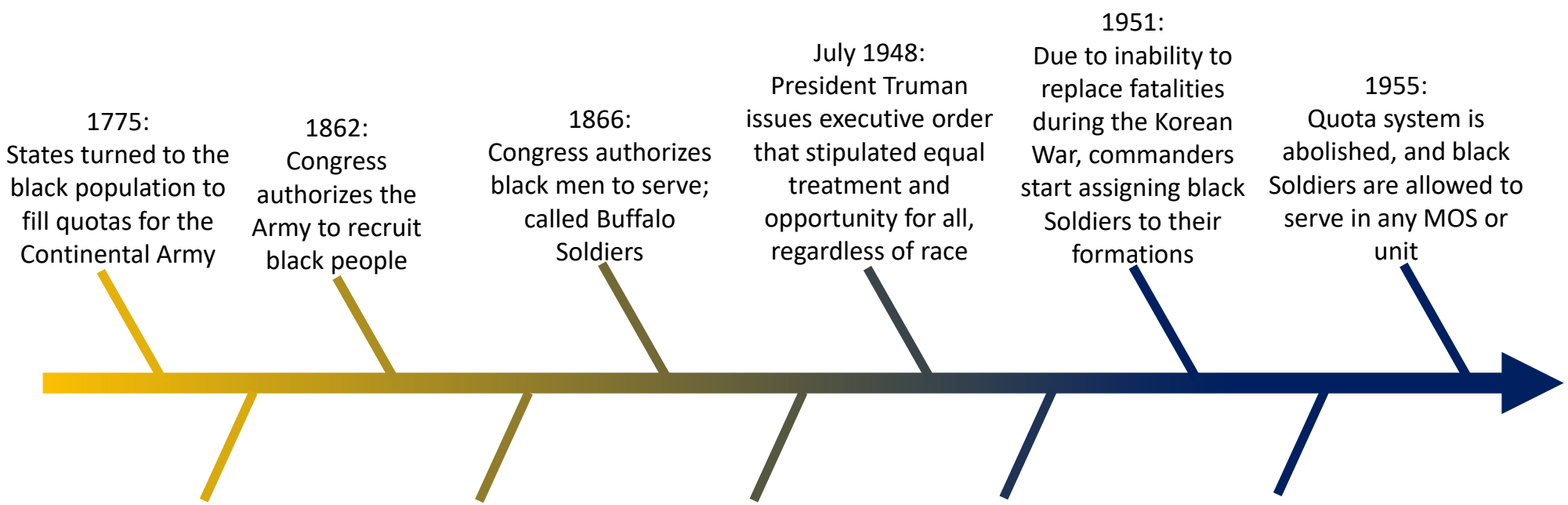


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

Leadership Management

History of DEI in the Army:

African Americans

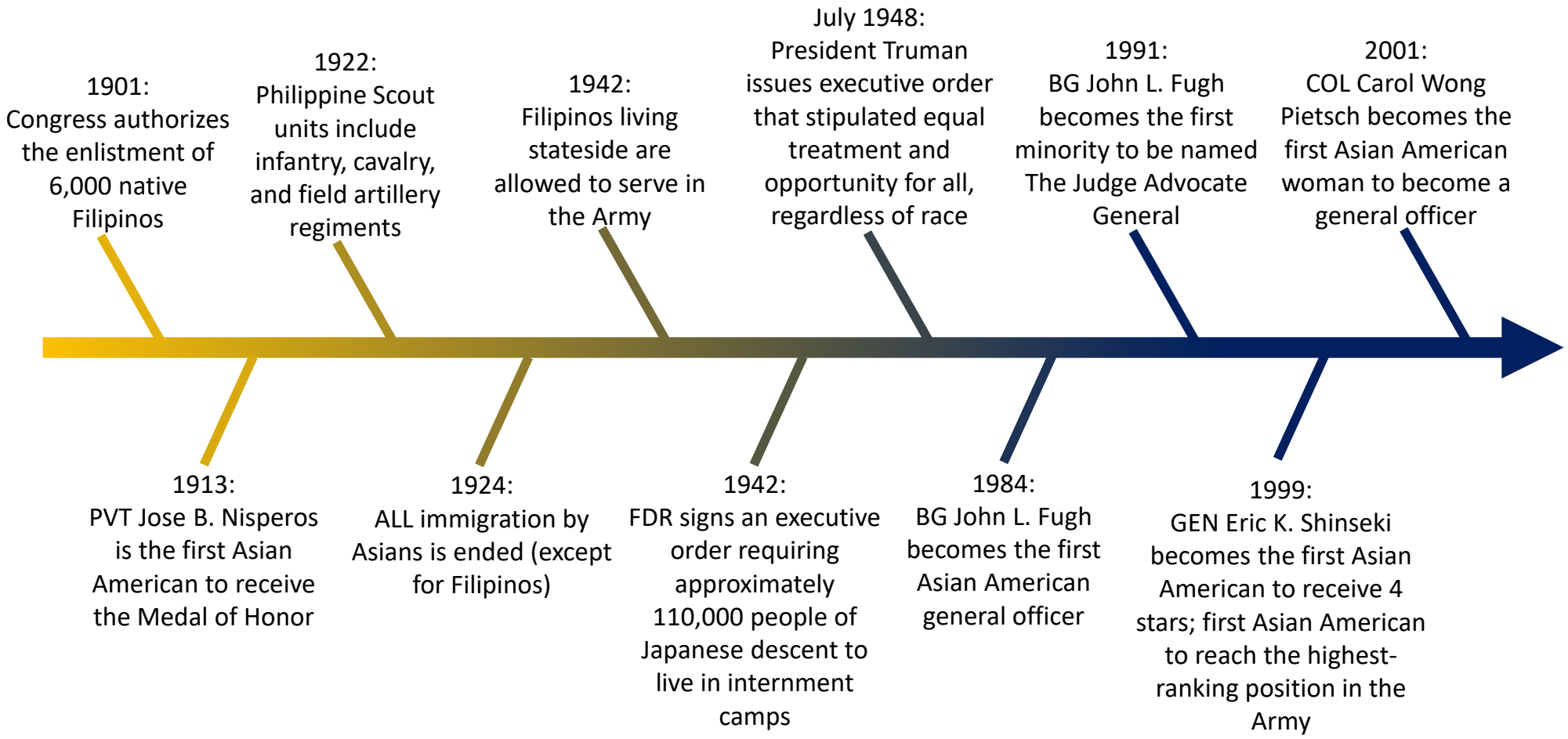


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

Leadership Management

History of DEI in the Army:

Asian Americans

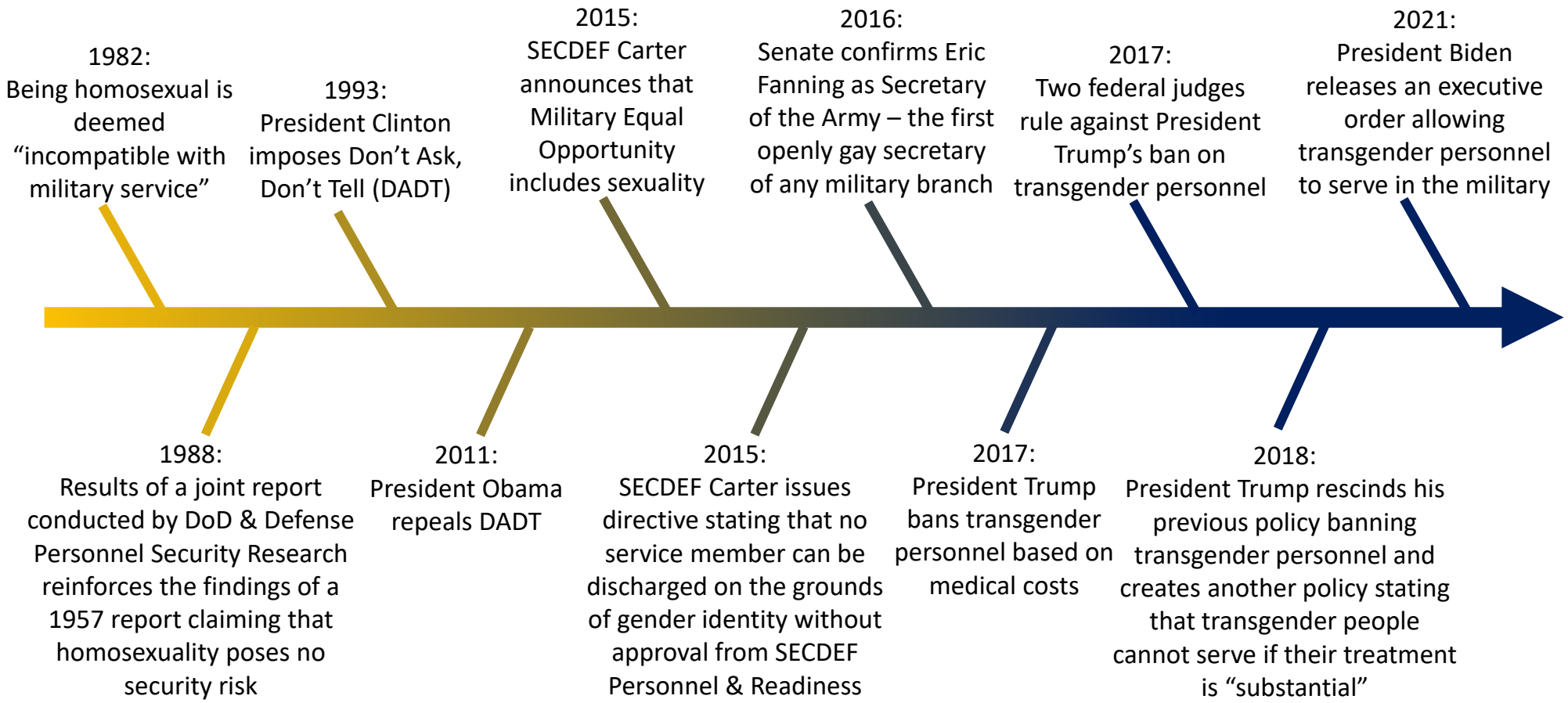


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

Leadership Management

History of DEI in the Army:

LGBTQ+ Community



USC School of Social Work, A Brief History of LGBT Military Policy and Improving Acceptance, Integration and Health among LGBT Service Members, https://dworakpeck.usc.edu

Inclusive Leadership:

Terminology – A Shared Language

- Ensures that everyone is on the same page when discussing DEI
- Enables cooperative progress towards a goal of equitable experience for everyone

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Identifying Barriers to DEI

Structural

Procedural

Attitudinal

Skills & Knowledge

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

Data shows that people with disabilities don't progress past the associate level in the organization

- **WHY** don't people with disabilities progress past the associate level?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

Some of the employees with disabilities leave the organization. The ones that do stay usually remain in the same job.

- ❑ **WHY** do some of the employees with disabilities leave?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

The exit interviews don't share much information; however, a couple have suggested a lack of support for the employee.

- ❑ **WHY** do they suggest a lack of support? What could that refer to?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

We may not be aware of the level of support employees with disabilities need and we may not make it easy for them to ask.

- **WHY** aren't we aware of the level of support that they need?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

We don't make it clear to line managers how to give the appropriate support to employees with disabilities of where they can go for help.

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

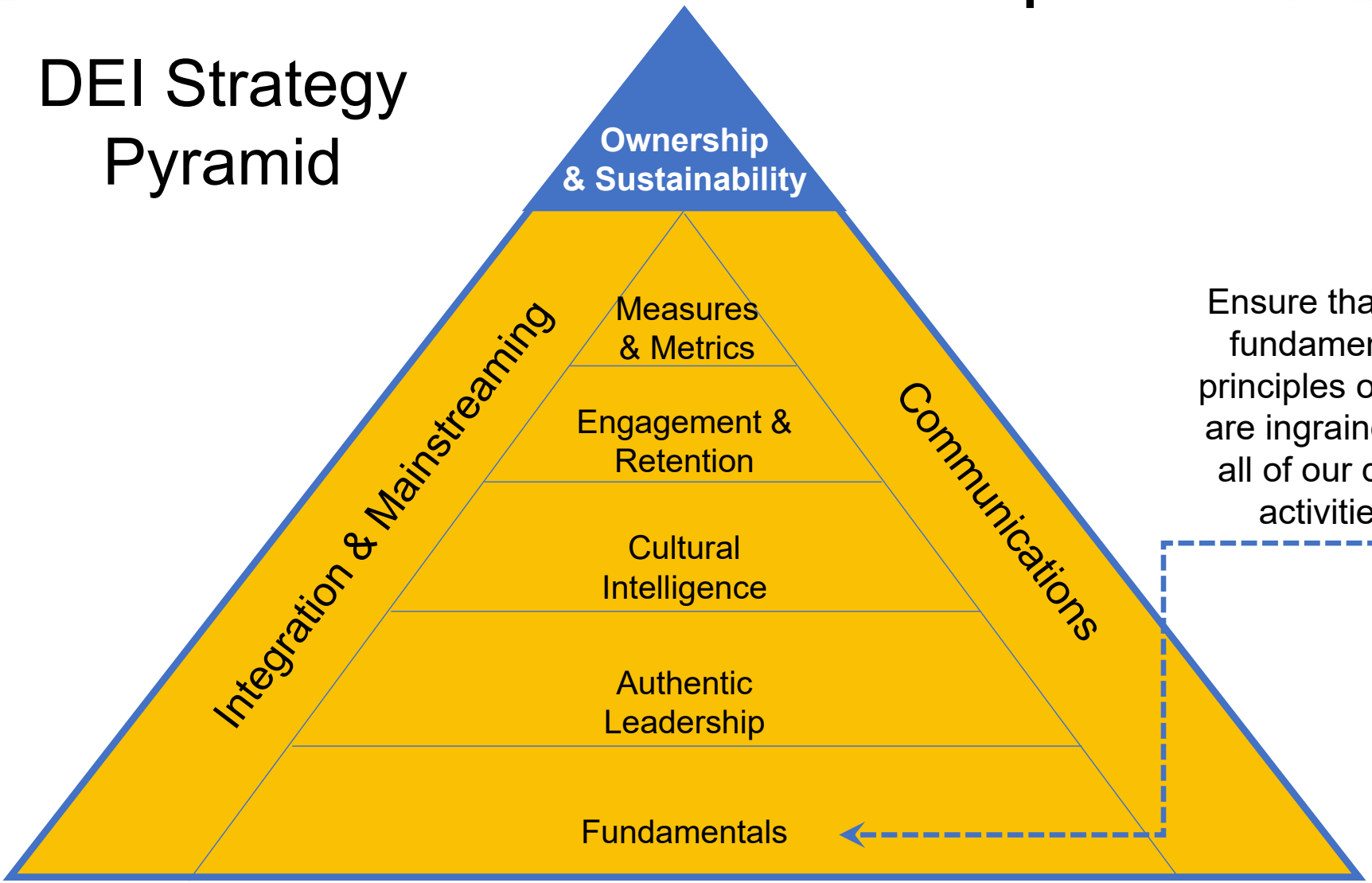
"If you take any high-potential individual out of their workplace and encourage them to open their eyes and think about what they want from their organization for their career, if they don't see role models, they don't see the commitment and they don't feel a change in the dominant culture, they will vote with their feet and leave."

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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Inclusive Leadership

DEI Strategy Pyramid



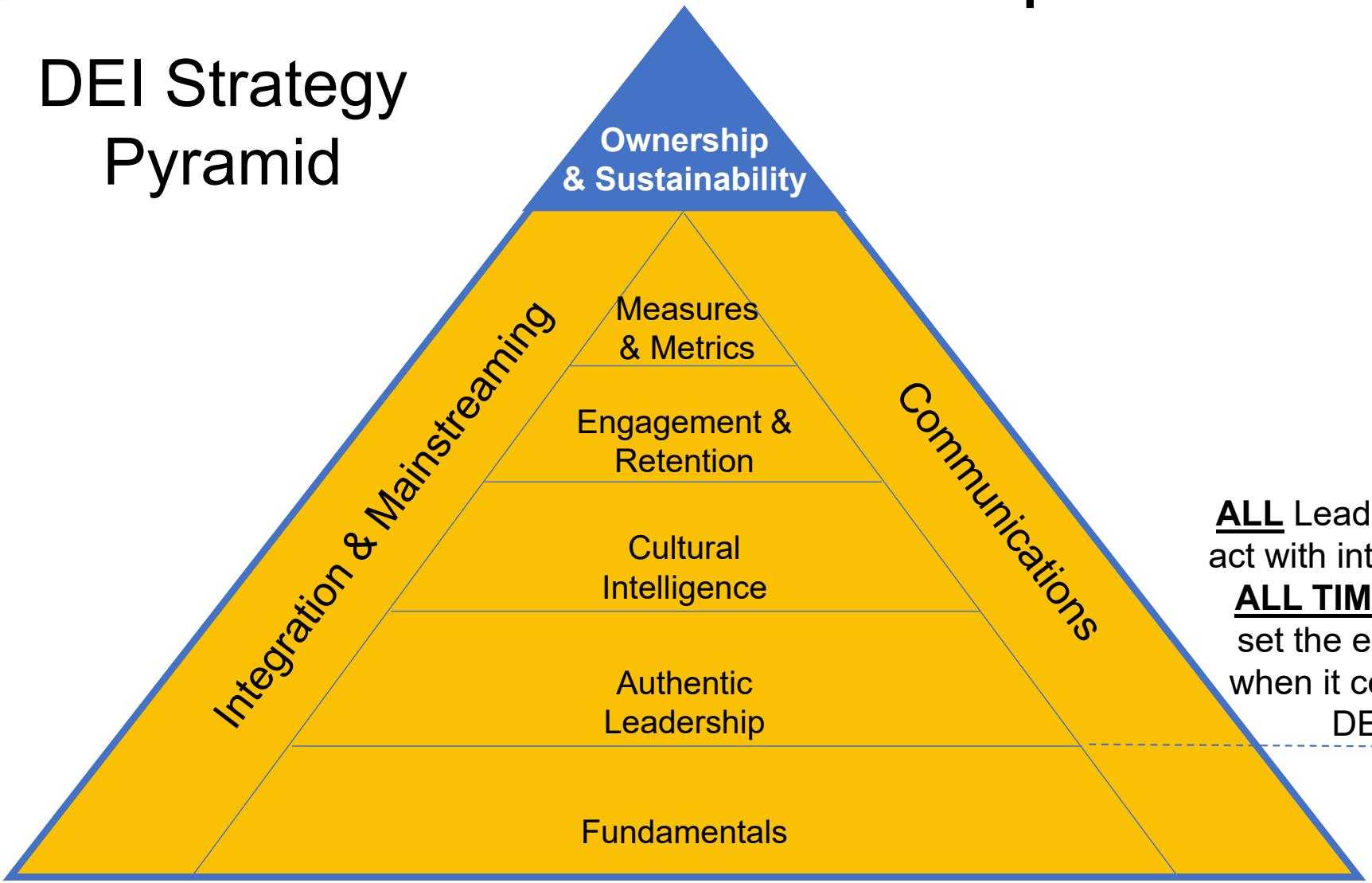
Ensure that the fundamental principles of DEI are ingrained in all of our daily activities

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



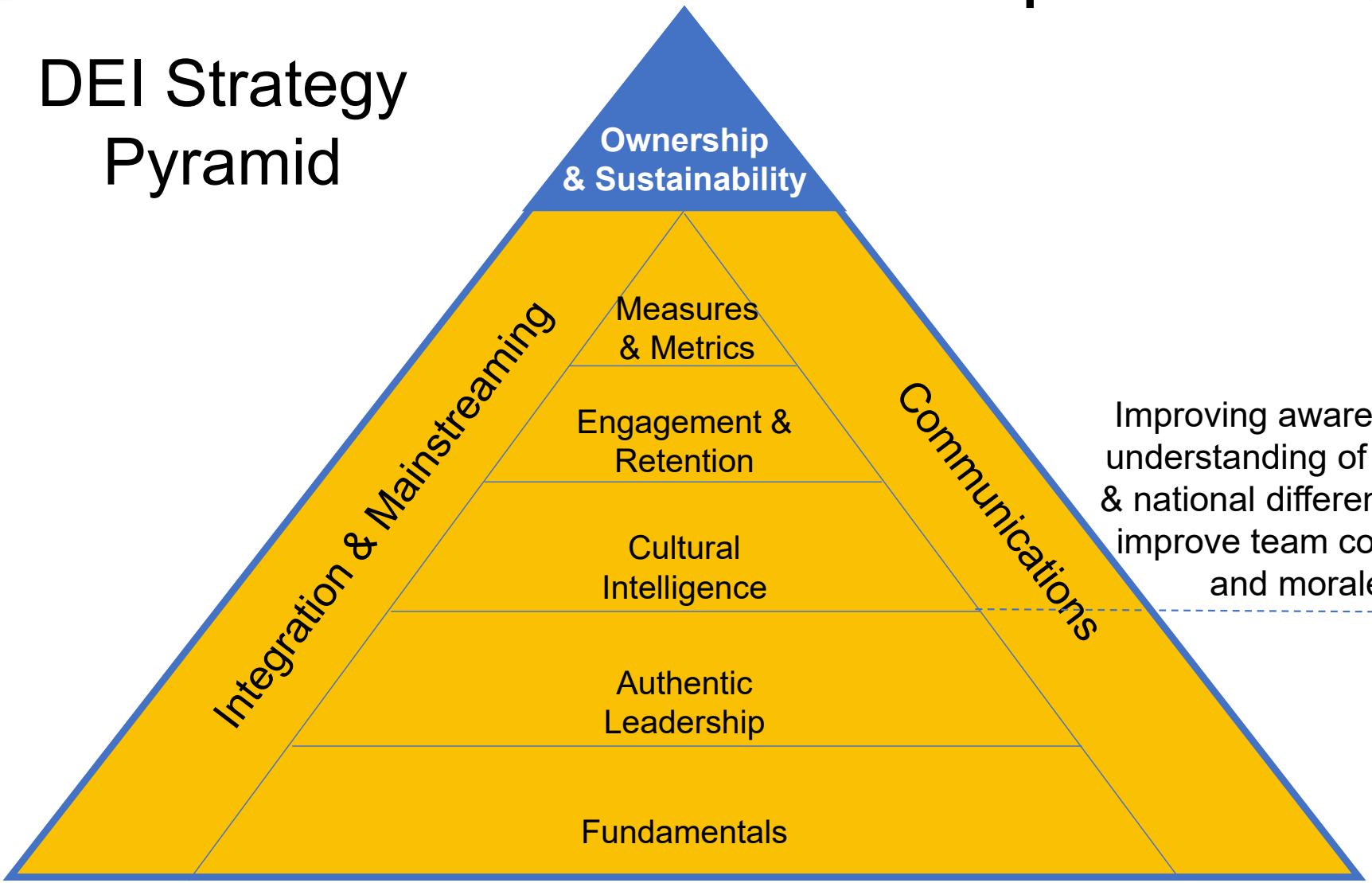
ALL Leaders must act with integrity **AT ALL TIMES** and set the example when it comes to DEI

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



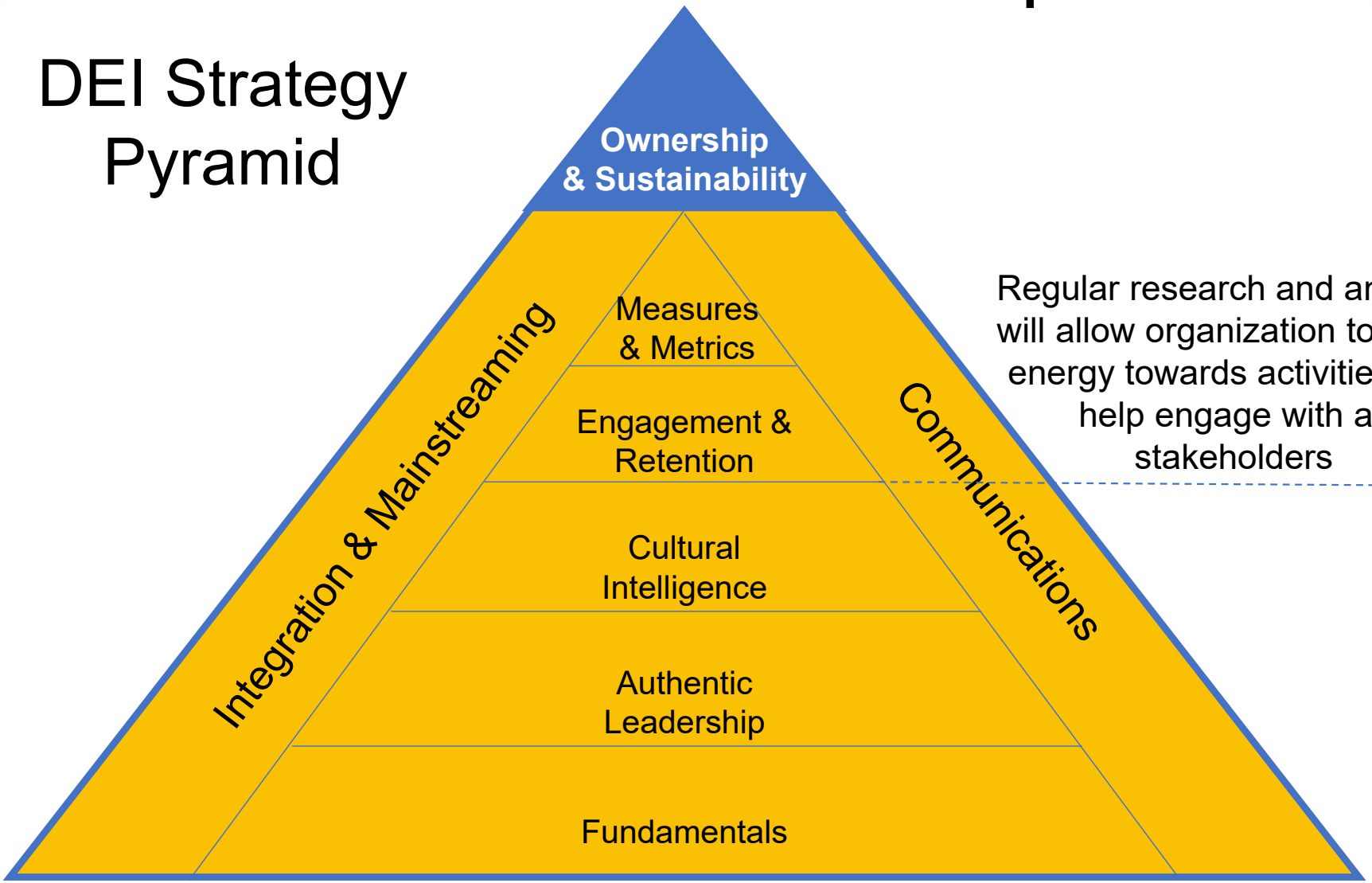
Improving awareness & understanding of cultural & national differences will improve team cohesion and morale

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



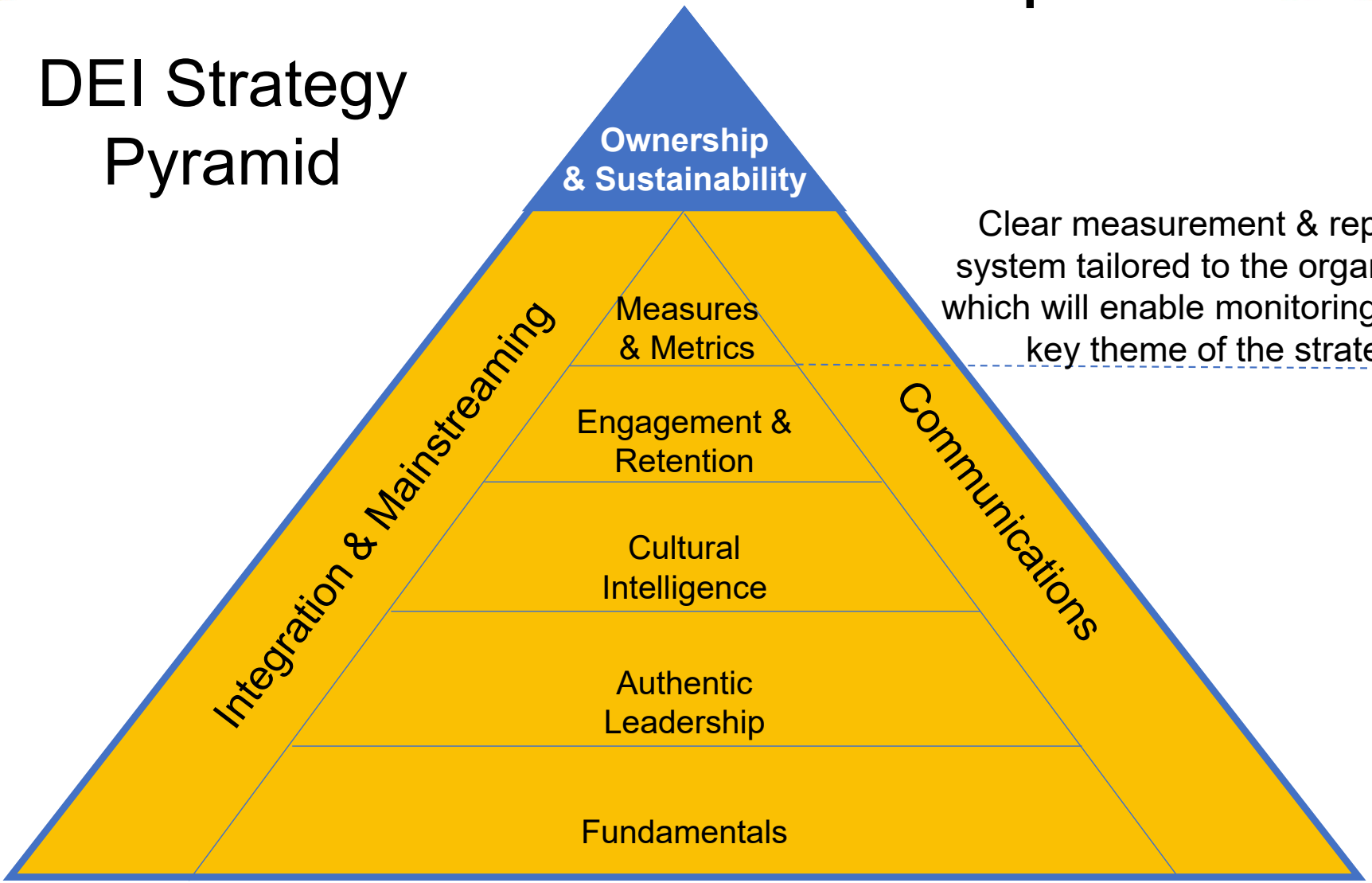
Regular research and analysis will allow organization to direct energy towards activities that help engage with all stakeholders

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



Clear measurement & reporting system tailored to the organization which will enable monitoring of each key theme of the strategy

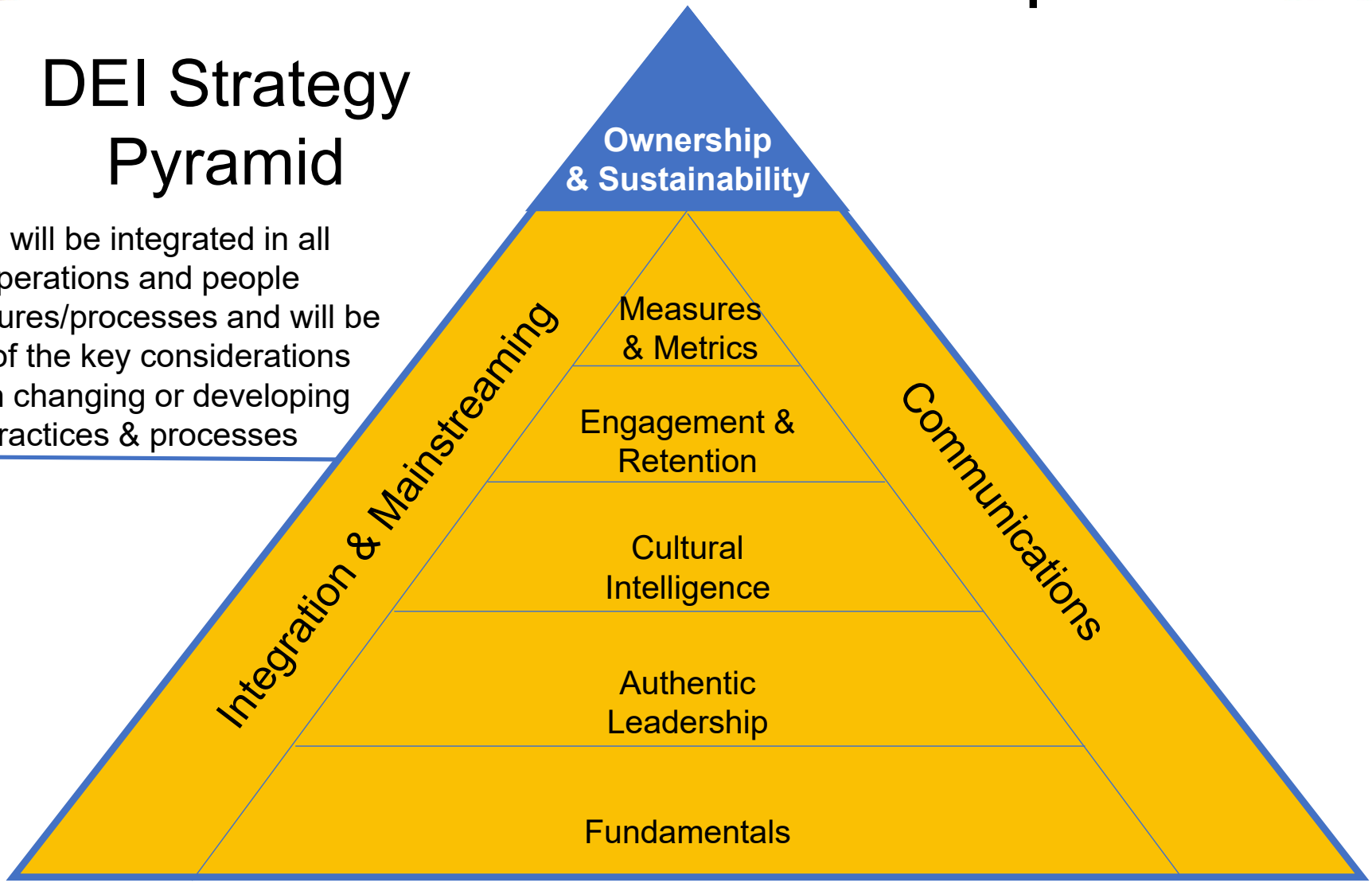
Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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Inclusive Leadership

DEI Strategy Pyramid

DEI will be integrated in all operations and people procedures/processes and will be one of the key considerations when changing or developing practices & processes

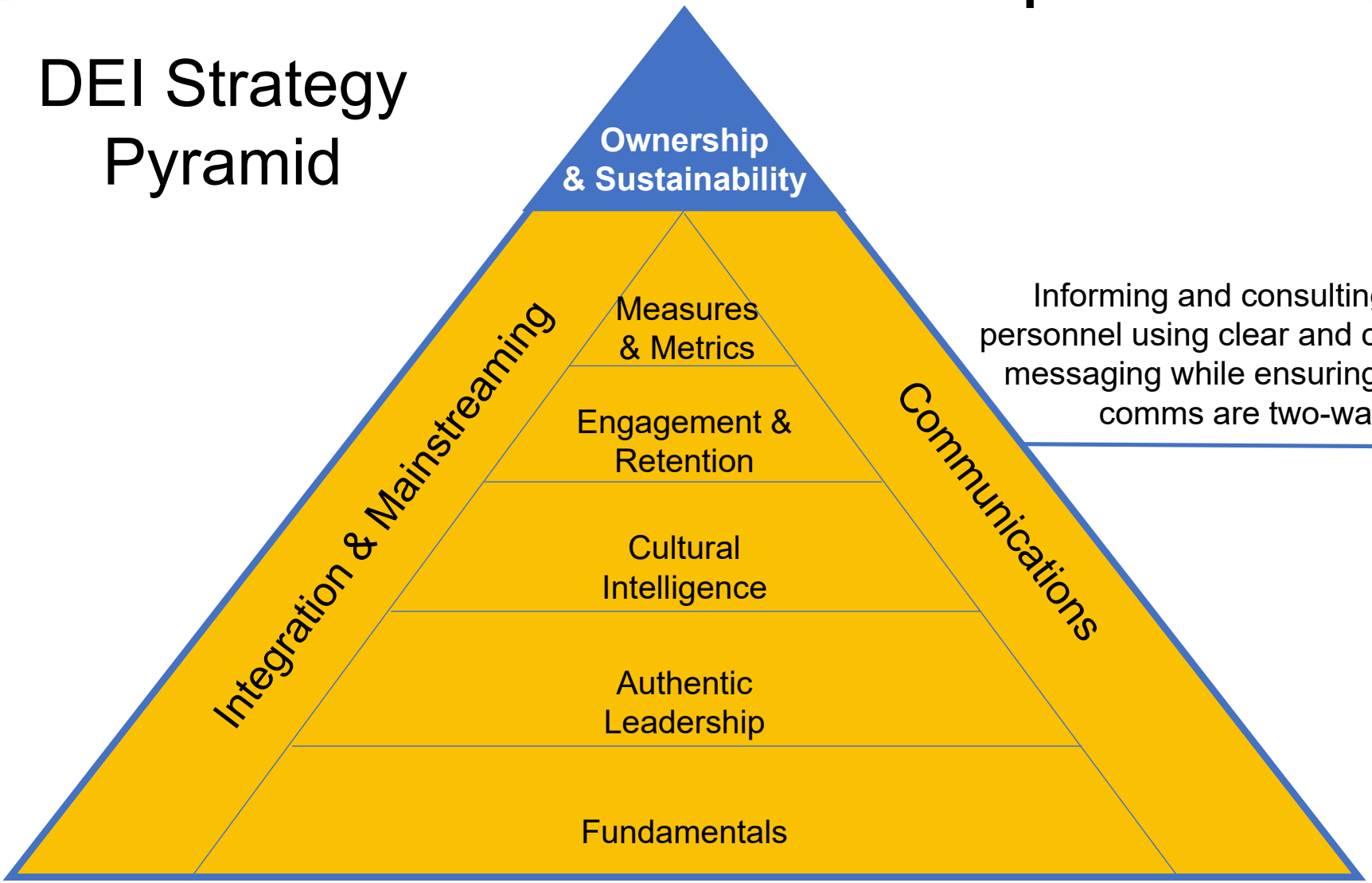


Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



Informing and consulting with personnel using clear and consistent messaging while ensuring that all comms are two-way

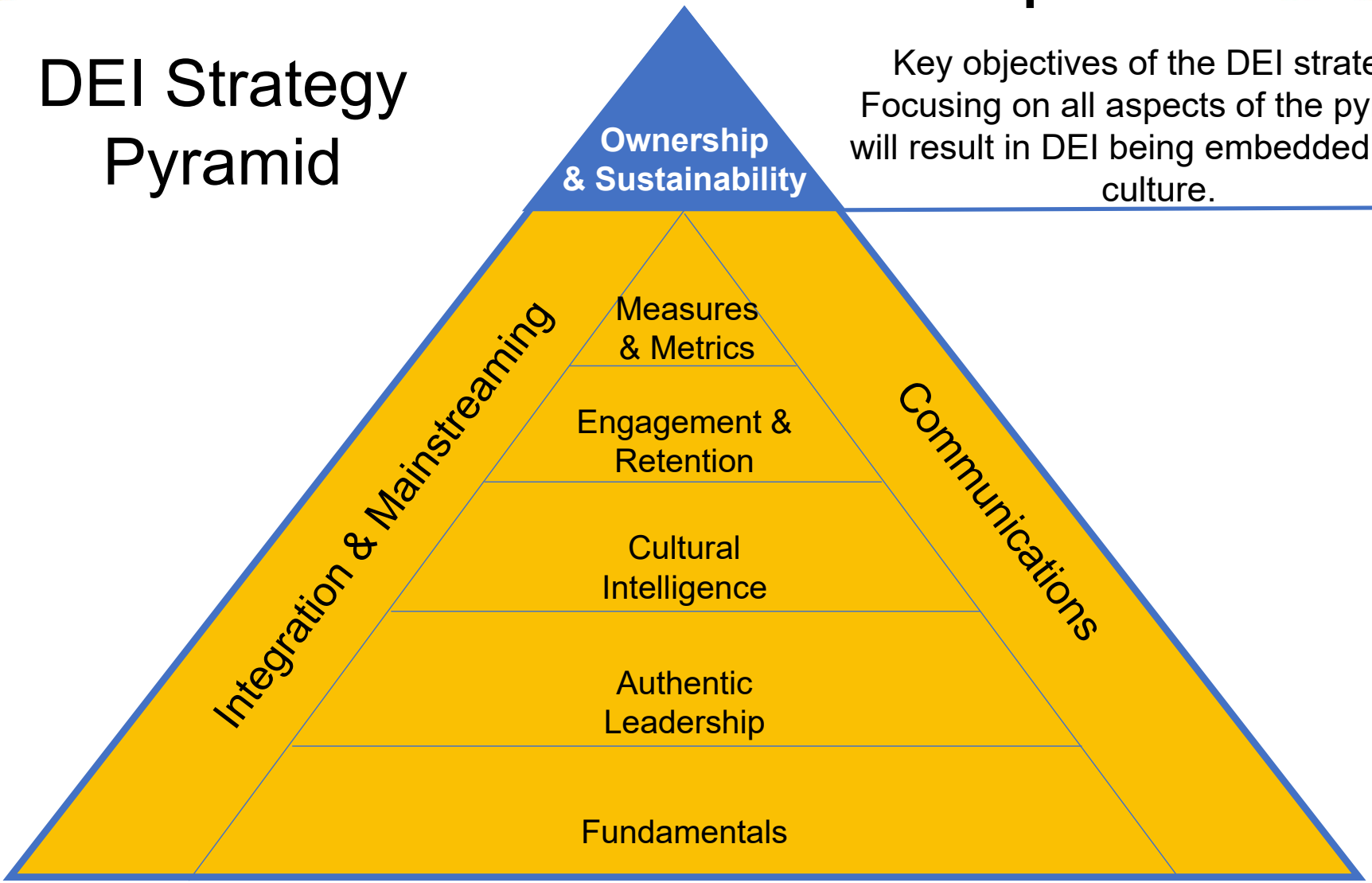
Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

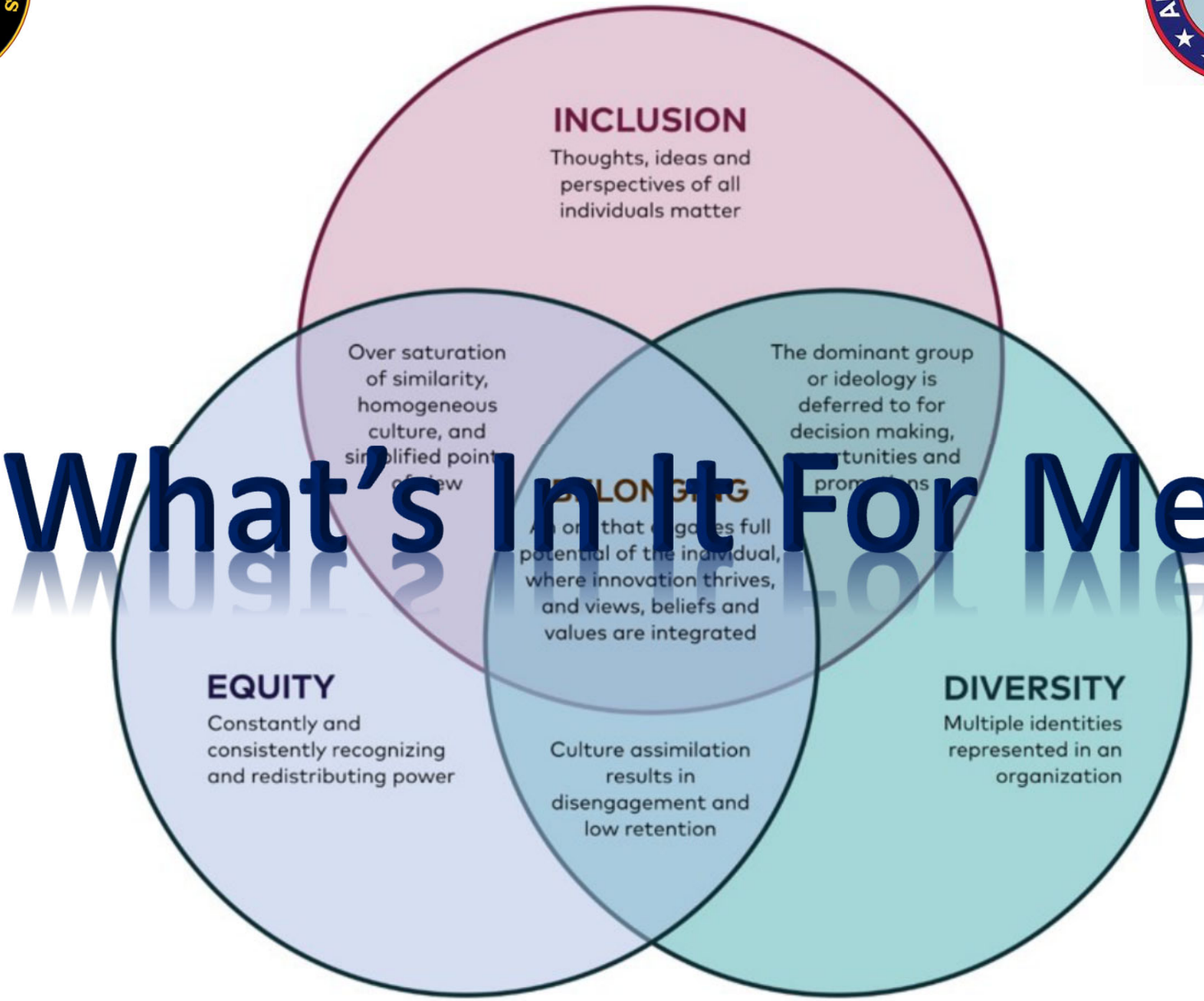
DEI Strategy Pyramid

Key objectives of the DEI strategy. Focusing on all aspects of the pyramid will result in DEI being embedded in our culture.



Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management



What's In It For Me?

REITwise 2021 Speaker Robert Greene Addresses Broad Benefits of Adopting DEI Strategies, Katie Feldman
https://www.reit.com/news/articles/reitwise-2021-speaker-robert-greene-addresses-broad-benefits-of-adopting-dei-strategies

Leadership Management

What's In It For Me?

- Bigger talent pool
- Increased engagement & trust
- New perspectives & innovation
- Improved performance
- Better decision making

REITwise 2021 Speaker Robert Greene Addresses Broad Benefits of Adopting DEI Strategies, Katie Feldman
https://www.reit.com/news/articles/reitwise-2021-speaker-robert-greene-addresses-broad-benefits-of-adopting-dei-strategies

Leadership Management

What's In It For Me?

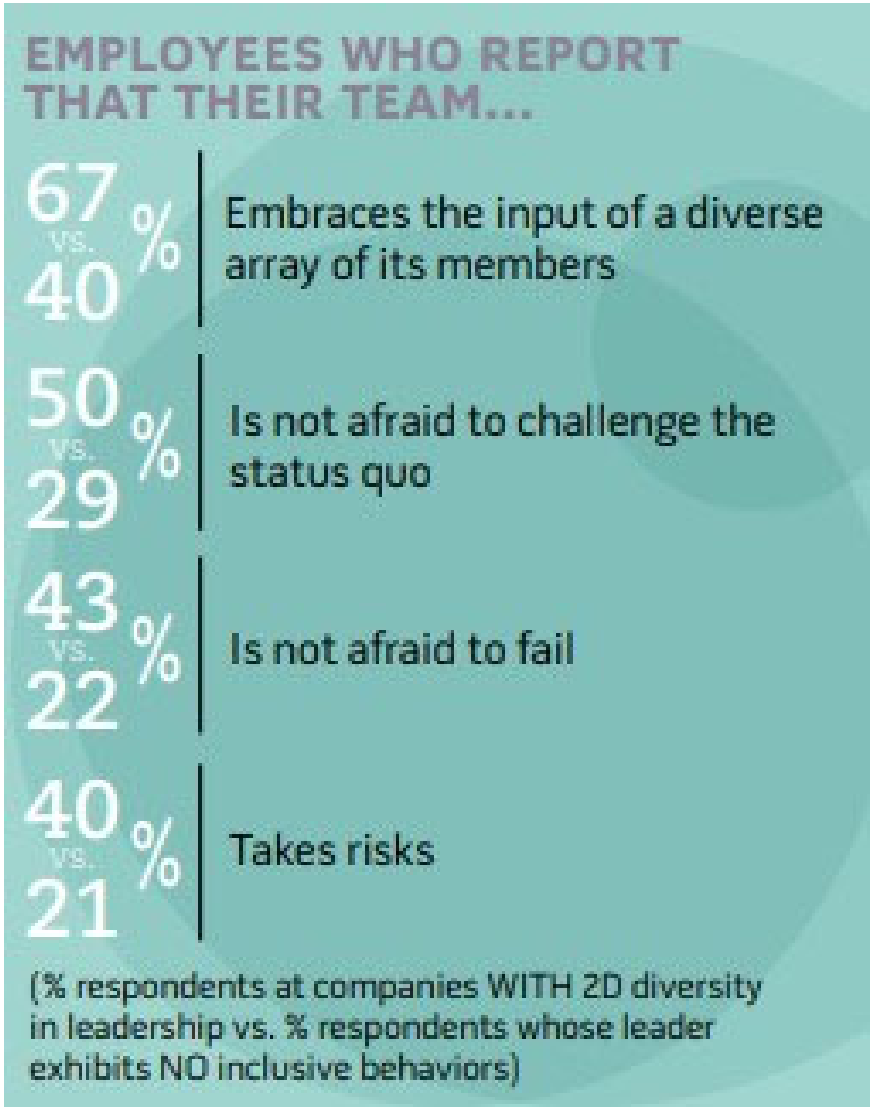


Serial Innovation

Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

Leadership Management

What's In It For Me?



Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

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What's In It For Me?



Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

Leadership Management

What's In It For Me?



Russia's invasion of Ukraine in maps – latest updates: A visual guide to the war, Financial Times Visual & Data Team, 2022

Leadership Management

What's In It For Me?



Headlines & photos: Japan bombs Pearl Harbor in Hawaii – US declares war & joins WWII, 1941

Leadership Management

What's In It For Me?



New ISIS leader captured by special forces three months after ex-boss blew himself up, Daily Star, John James, 2022

Leadership Management

Questions?

Beijing tells Nato to stop hyping up China threat, BBC News, 2021

Diversity, Equity & Inclusion



The MG Gray & LTC Propp-Fowle Leadership Center Academic Chair on Diversity, Equity and Inclusion

(b) (6)

(b) (6), Director

CW2 (b) (6), Program Manager



Assessments of JAGC Policies & Practices



Implicit Bias Briefs to GOSC, Accession, FLEP, & Intern Selection Boards

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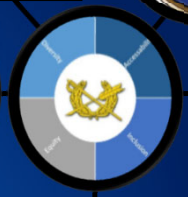




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Affinity Group Engagement

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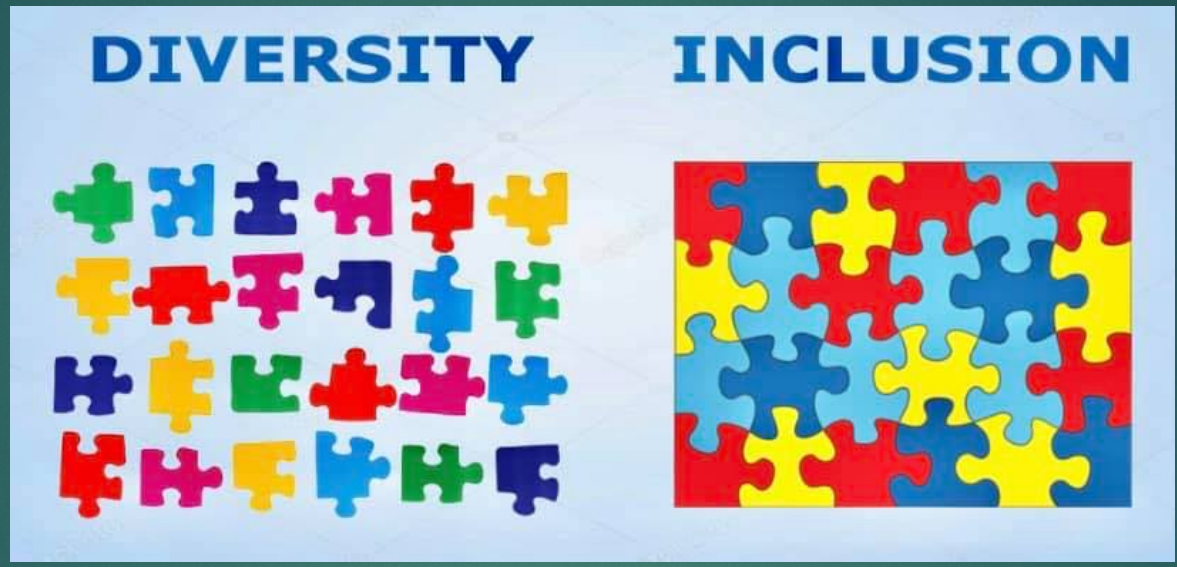


Training

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Diversity, Equity, and Inclusion (DEI)



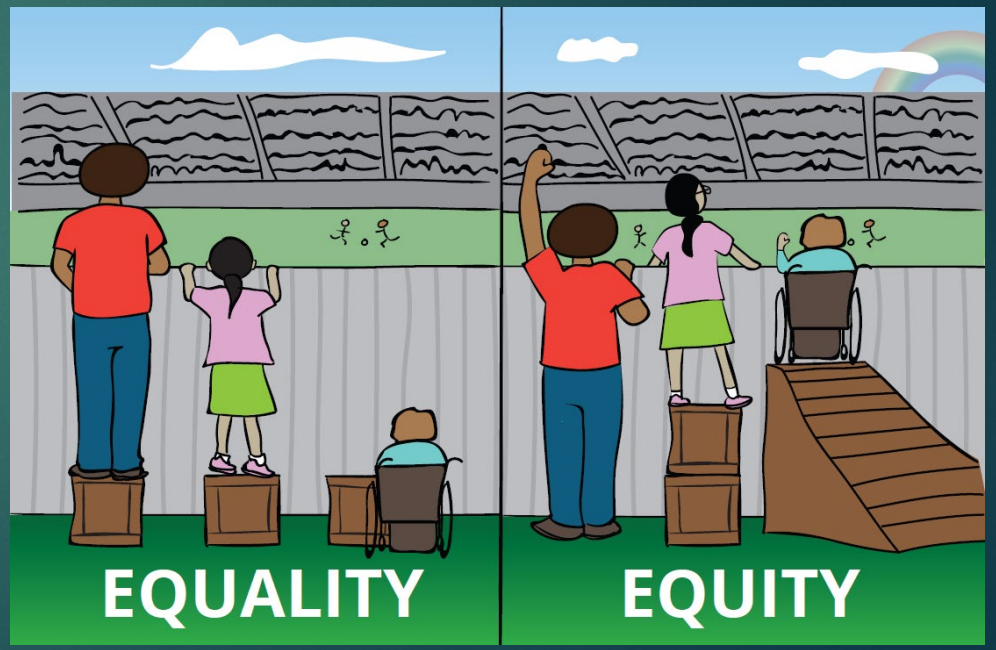
(b) (6) (6) *Director of the Office Of Diversity, Equity, & Inclusion (ODEI), OTJAG*

THE INFORMATION AND MATERIALS HEREIN ARE FOR GENERAL INFORMATIONAL PURPOSES AND SHOULD NOT BE CONSTRUED AS LEGAL ADVICE OR INTENDED TO ANSWER SPECIFIC LEGAL QUESTIONS. THE CONTENT OF THIS PRESENTATION REFLECTS ONLY A PERSONAL INTERPRETATION AND OPINION OF ANY OFFICIAL GUIDANCE CITED OR DISCUSSED. UNLESS OTHERWISE STATED, NEITHER THE DEPARTMENT OF DEFENSE, THE DEPARTMENT OF THE ARMY, NOR THE ARMY'S JUDGE ADVOCATE GENERAL'S CORPS NECESSARILY ENDORSE, SUPPORT, SANCTION, ENCOURAGE, VERIFY, OR AGREE WITH THE COMMENTS, OPINIONS, OR STATEMENTS CONTAINED HEREIN OR EXPRESSED DURING THIS PRESENTATION.

Agenda

- What is DEI?
  - *Basic Documents & Definitions*
- DEI & its Evolution
  - *Brief Historical Overview*
- Why DEI Now?
  - *Timeline of Recent Events*
- The Current DEI Problem
  - *DEI Goals for DoD/DA/Corps*
  - *Relevant Charts*
- How to DEI – One Way





DEI Basic Sources

All Open Sources- all up on JAGCNet

- US Law
  - NDAAs since at least 1997
  - 10 USC §§ 113 & 656
- Executive Orders
  - 13985 (JAN 2021)
  - 14035 (JUN 2021)
- DoD Guidance
  - D&I Strategic Plan (2012-17)
  - DoDI 1020.05 (2020)
- ARMY
  - ARs 600-20 (CMD Policy), and 690-12 (EEO & Diversity)
  - Army People Strategy (2019)
  - DEI Annex (2020)
- OTHER
  - Interim National Security Strategy (2021)
  - CRS Report on DEI in Military (2019)
  - DoD Report on D&I (DEC 2020)

What is DEI? (1 of 2)

What is Diversity?

(Army's DEI Annex): "*All attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the Nation we serve and enable the Army to deploy, fight, and win.*"

What is Equity?

(Army's DEI Annex): "*The fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians….*"



What is DEI? (2 of 2)

What is Inclusion?

(Army's DEI Annex): "*The process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions….*" & "*…behaviors (culture) that encourage employees to feel valued for their unique qualities and experience a sense of belonging…*".

What is Race & Ethnicity? Office of Management & Budget (OMB)

(https://www.census.gov/topics/population/race/about.html)

-"*OMB requires five minimum categories: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander.*"

-"*There are two categories for data on ethnicity: "Hispanic or Latino," and "Not Hispanic or Latino.*""

History/Evolution of DEI (1 of 2)



1940s–1950s

Armed Forces Desegregation

President's Committee on Civil Rights (est. 1946) investigates the status of civil rights

Fahy Committee (est. 1949) informs military leadership on racial equity and inequity

Manpower needs of the Korean War (1950–1953) catalyzes racial integration

All Armed Forces fully desegregate by 1954



1960s

DoD Diversity and Inclusion Values

Gesell Committee (est. 1962) recommends improvements for practices, structures, and trainings to promote equal treatment of Black/African American Service members

National Advisory Commission on Selective Service (est. 1966) releases Marshall report on racial discrepancies in Vietnam War causalities for Black/African American Service members



1970s–1990s

DoD D&I Implementation

DoD pioneers the Race Relations Education Board (est. 1971) and the Defense Race Relations Institute, which becomes the Defense Equal Opportunity Management Institute (DEOMI)

The Task Force on the Administration of Military Justice in the Armed Forces (est. 1972) investigates discrimination in the military justice system



2000s–2020

D&I in Military Leadership

Military Leadership Diversity Commission (est. 2009) expands beyond diversity toward inclusion, with emphasis on diversity leadership and the personnel lifecycle

Services create D&I policies focused on leadership diversity training and education, recruiting, and accessions

Secretary of Defense directs immediate actions and establishes a Board to promote D&I (2020)

In accordance with FACA, DoD establishes the independent Defense Advisory Committee on D&I (2020)

History/Evolution of DEI (2 of 2)

Race & Gender – Morality, Right to Work & the Business Case

EO 8802 (JUN 1941) – FEPC & aspirational goals

EO 9346 (MAY 1943) – Empowers FEPC

Post-War– Abuse/Lynchings/Beatings of Black Vets

President's Committee on Civil Rights (1946)

"To Secure These Rights" Report (1947)

EO 9981 (JUL 1948)

Inclusion of Women – WWI to WWII & Beyond

Civil Rights Legislation (Title VII)

End of the Draft

The Business Case for DEI





NOW, THEREFO
me as President of the
statutes of the United S
armed services, it is h

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed

Relevant Recent Events & The Issue

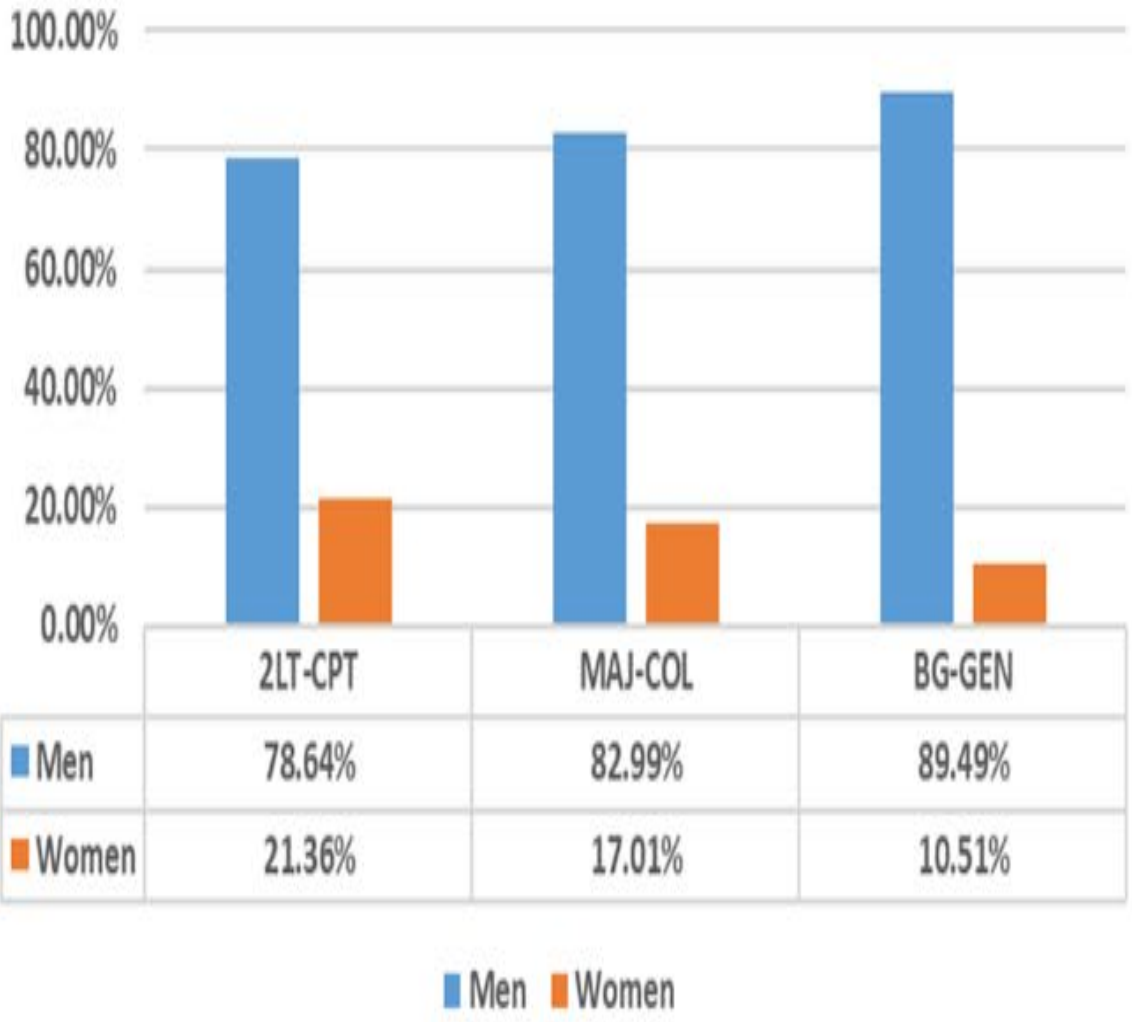
- 25 MAY 20 - George Floyd's murder
- JUN 20 - then-SecDef Esper establishes DoD Board on D&I
- JUL 20 - TJAG establishes DEI Council (DEIC)
- SEP 20 - DEI Annex to Army's People Strategy
- DEC 20 - DoD Board issues report; Act. SecDef Miller reviews/approves
- MAR 21 - TJAG approves ODEI concept plan

What is the Issue Now? Persistent under-representation in leadership roles (gender & race/ethnicity)

Two Overall Goals for DoD and DA:

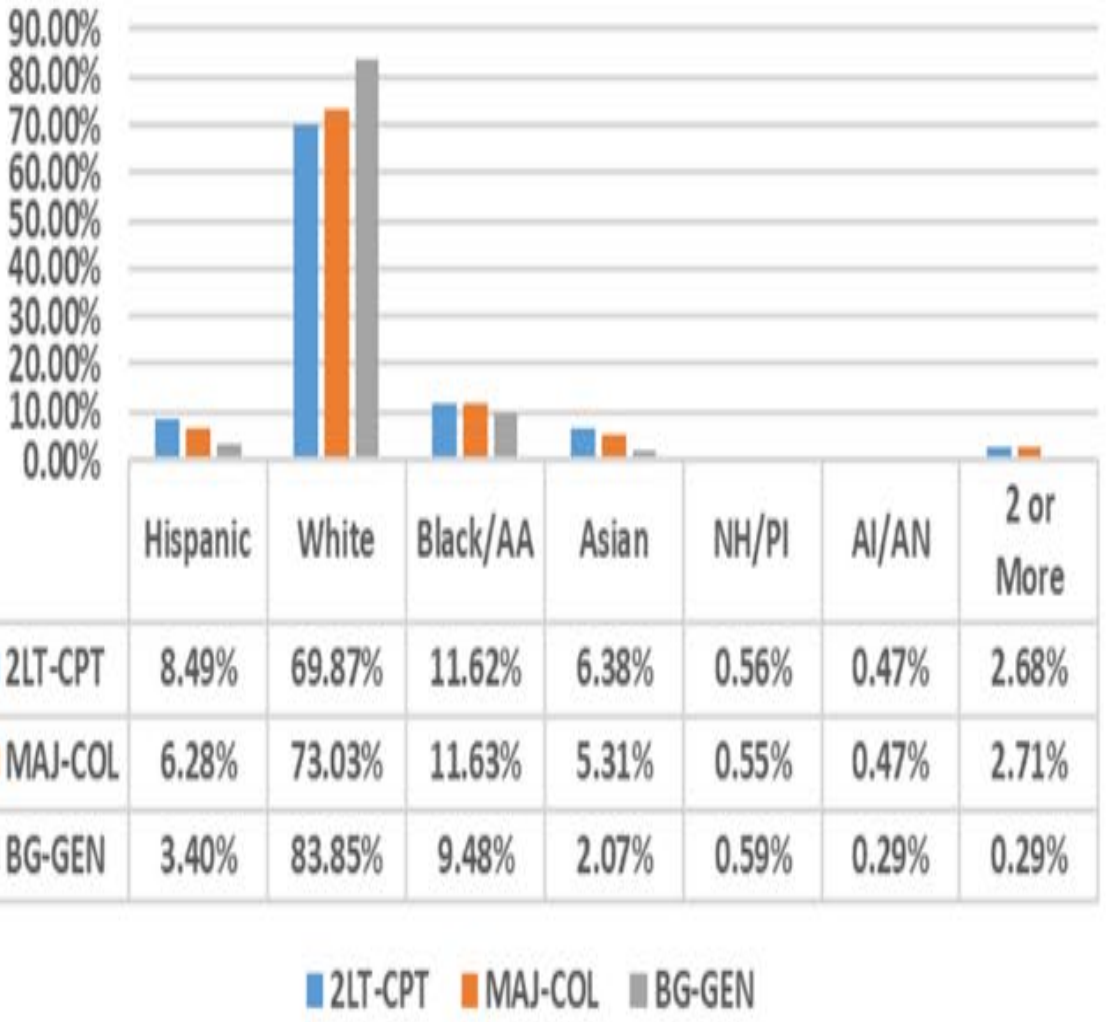
- *Systematically develop a demographically diverse leadership that reflects the public and our forces.*
- *Pursue a broader approach to diversity that includes the range of backgrounds, skill sets, and personal attributes necessary to enhancing military performance.*

FY19 Total Army Officer Population by Gender



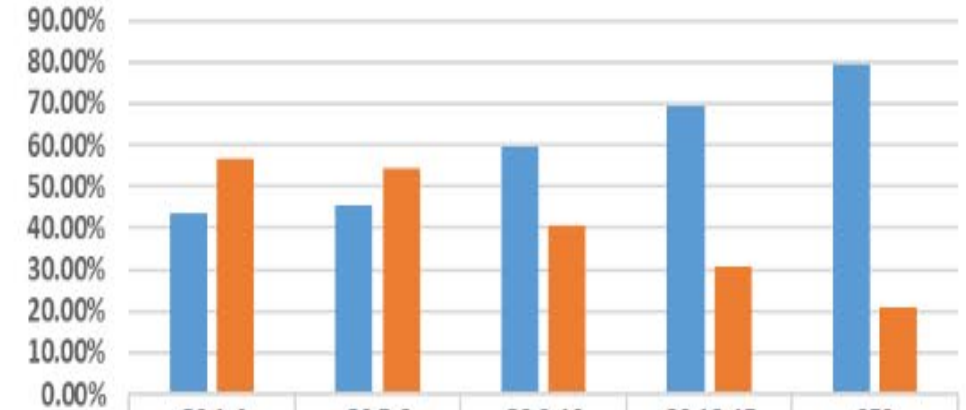
	2LT-CPT	MAJ-COL	BG-GEN
Men	78.64%	82.99%	89.49%
Women	21.36%	17.01%	10.51%

FY19 Total Army Officer Population by ERI



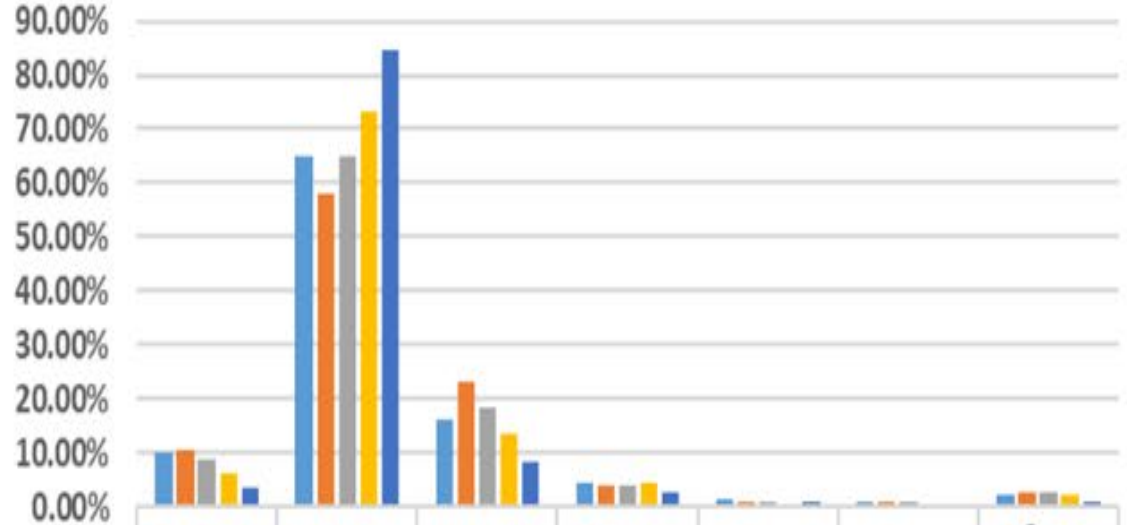
	Hispanic	White	Black/AA	Asian	NH/PI	AI/AN	2 or More
2LT-CPT	8.49%	69.87%	11.62%	6.38%	0.56%	0.47%	2.68%
MAJ-COL	6.28%	73.03%	11.63%	5.31%	0.55%	0.47%	2.71%
BG-GEN	3.40%	83.85%	9.48%	2.07%	0.59%	0.29%	0.29%

FY19 Total Army Civilian Population by Gender



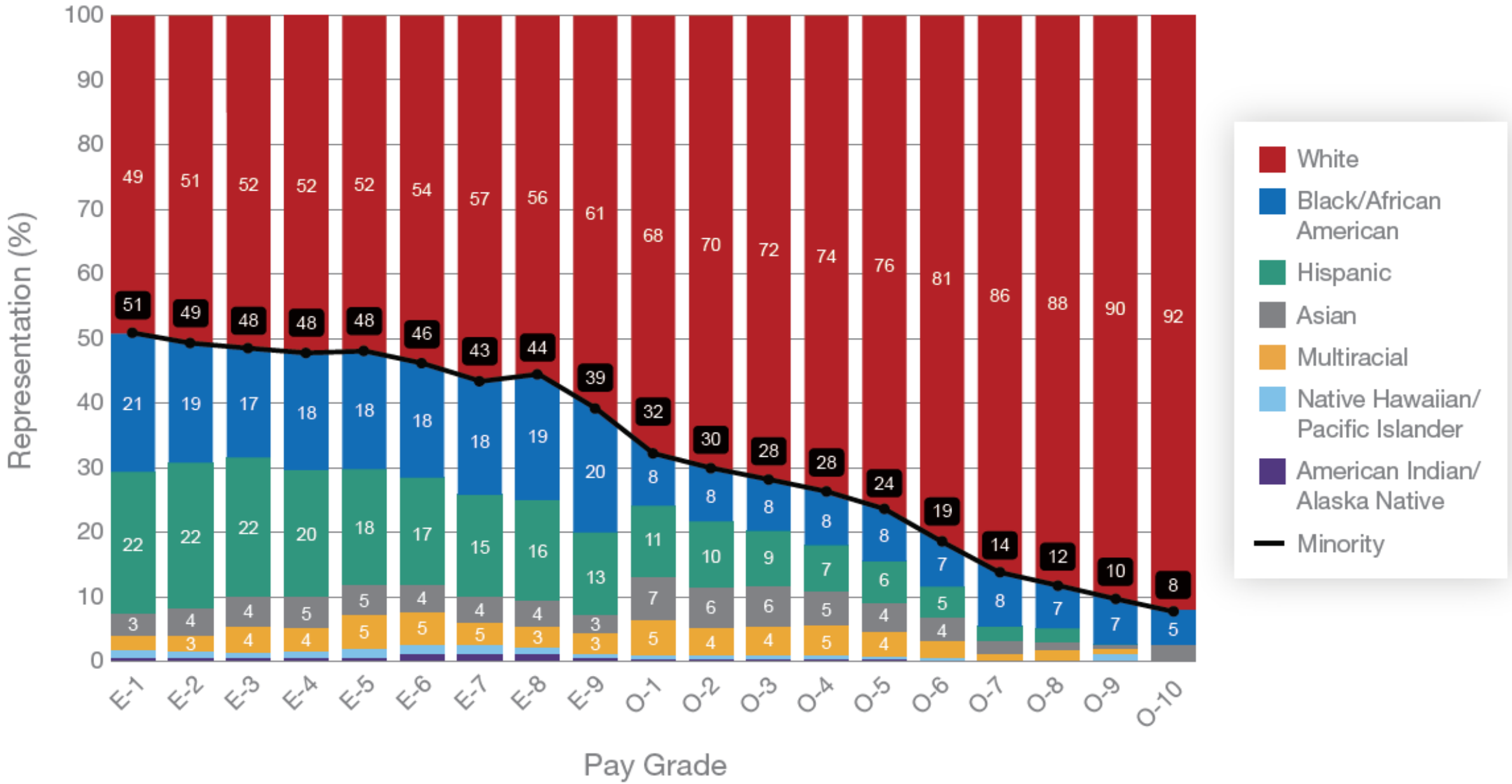
	GS 1-4	GS 5-8	GS 9-12	GS 13-15	SES
Men	43.49%	45.42%	59.51%	69.49%	79.24%
Women	56.51%	54.58%	40.49%	30.51%	20.76%

FY19 Total Army Civilian Population by ERI



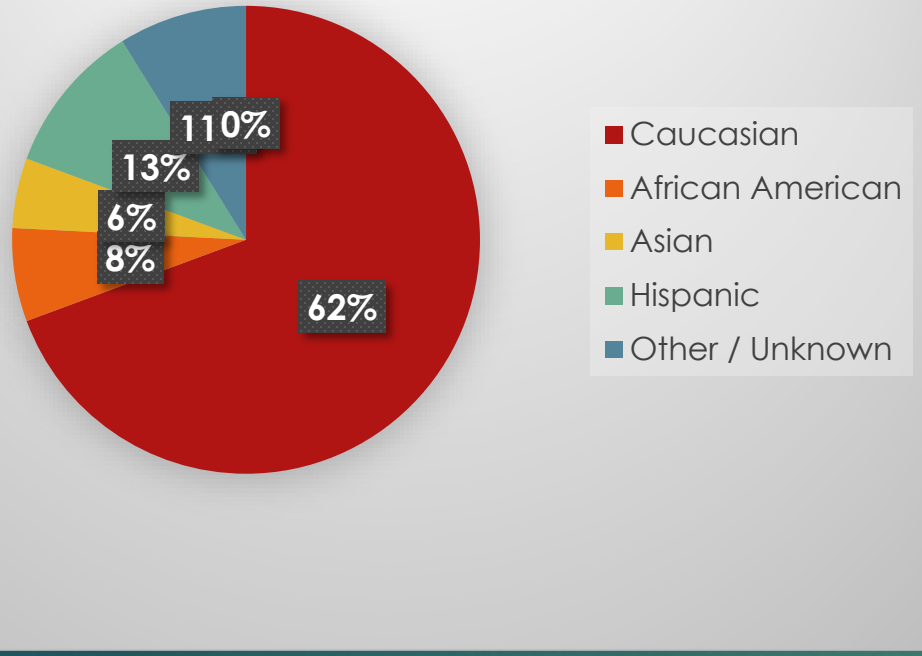
	Hispanic	White	Black/AA	Asian	NH/PI	AI/AN	2 or more Races
GS 1-4	9.92%	64.94%	16.30%	4.54%	1.20%	0.94%	2.17%
GS 5-8	10.51%	58.20%	22.97%	3.74%	1.05%	0.82%	2.72%
GS 9-12	8.82%	64.93%	18.21%	4.06%	0.75%	0.69%	2.53%
GS 13-15	6.16%	73.09%	13.43%	4.29%	0.38%	0.47%	2.19%
SES	3.46%	84.43%	8.31%	2.42%	0.69%	0.00%	0.69%

Figure 3. Racial and Ethnic Representation of Active Component Enlisted and Officer Personnel, by Pay Grade, 2020

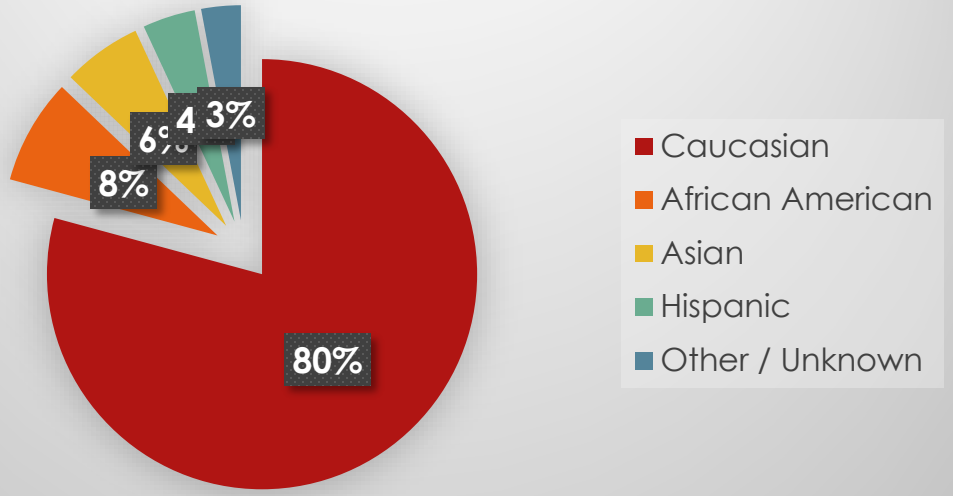


Demographics in our JAGC

CURRENT LAW STUDENTS



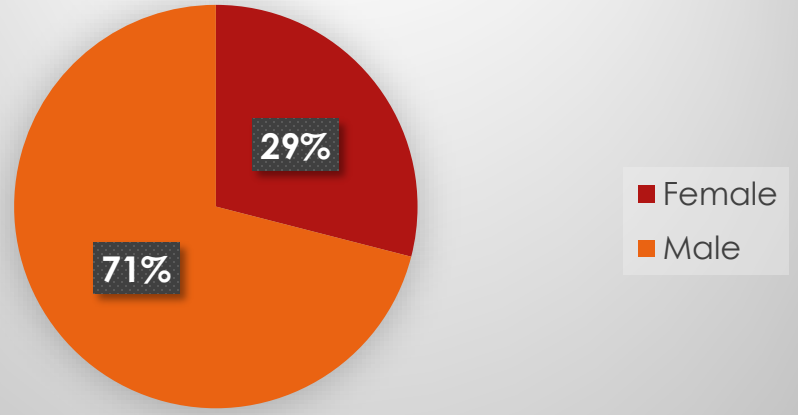
AC JAGC JAs



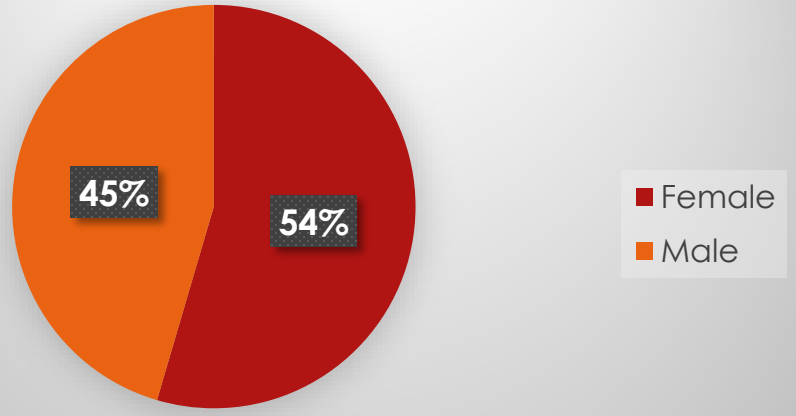
	Comparison			JAGC Comparison		
	Army	*Law Sc.*	*JAGC*	*2020*	*2019*	*2017*
Caucasian	**74%**	**62%**	**80%**	**80%**	**80%**	**81%**
African American	**12%**	**8%**	**8%**	**8%**	**7%**	**6%**
Asian	**6%**	**6%**	**6%**	**6%**	**6%**	**6%**
Hispanic	**---**	**13%**	**4%**	**4%**	**4%**	**3%**
American Indian	**1%**	**<1%**	**<1%**	**<1%**	**<1%**	**<1%**
Other / Unknown	**7%**	**6%**	**3%**	**3%**	**3%**	**4%**

AC JA Gender /ABA Gender/Marital Status

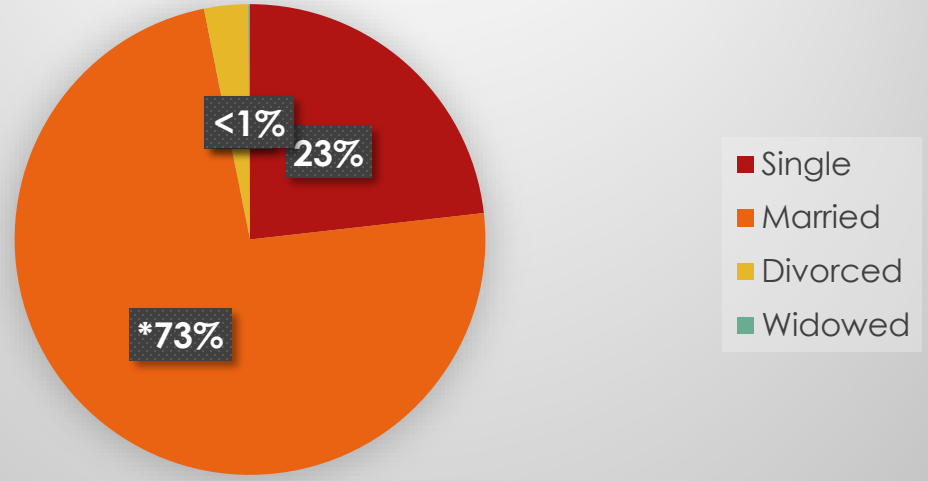
JAGC JA GENDER



LAW STUDENT GENDER



JAGC JA MARITAL STATUS



*12% of married JAs are part of the MACP

Law Student/JAGC Female Percentage Comparison

	2019	2017
JAGC	29%	28%
Law Students	53%	51%

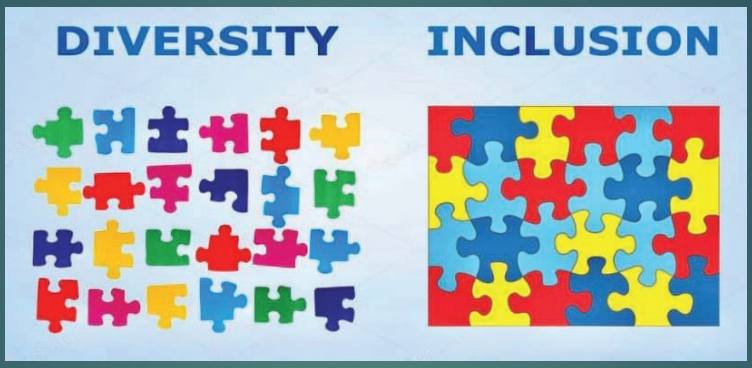
How to DEI – Learn About Bias

- Explicit and Implicit Bias
- Seek ways to mitigate impact of bias
- Addressing implicit bias helps align your actions along your consciously-held beliefs or declared values.
- Doing this furthers team cohesion and improves treatment of others.
- Requires self-assessment, honest reflection, and openness to learning.
- Why? Acting SECDEF Miller, DEC 2020: *"a moral imperative… all leaders expected to take aggressive approach to embed diversity and inclusion practices into the core of our military culture [and] eliminate potential bias, prejudice, and racism in our military."*

QUESTIONS/COMMENTS
THANK YOU

1

Diversity, Equity, and Inclusion (DEI)



(b) (6)(b) (6) *Director of the Office Of Diversity, Equity, & Inclusion (ODEI), OTJAG*

Summary of Comments on PowerPoint Presentation

Page: 1

Number: 1 Author: Presenter Subject: Presentation Notes Date: 11/30/2021 9:57:50 AM

We're Planting Trees – let's have a talk under in the shade – "Tree Talks"

Agenda

- What is DEI? Basic Documents & Definitions
- DEI – Historical Overview
- Why DEI Now? Timeline of Recent Events
- The Current Problem & Relevant Charts
- Questions/Comments

1

DEI Basic Sources

All Open Sources

- US Law
  - NDAAs since at least 1997
  - 10 USC §§ 113 & 656
- Executive Orders
  - 13985 (JAN 2021)
  - 14035 (JUN 2021)
- DoD Guidance
  - D&I Strategic Plan (2012-17)
  - DoDI 1020.05 (2020)
- ARMY
  - ARs 600-20 (CMD Policy), and 690-12 (EEO & Diversity)
  - Army People Strategy (2019)
  - DEI Annex (2020)
- OTHER
  - Interim National Security Strategy (2021)
  - CRS Report on DEI in Military (2019)
  - DoD Report on D&I (DEC 2020)

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Good legal professionals go to the Sources, and I encourage you to do this – if nothing else, you will learn nomenclature, and the fact that requirements for DEI are embedded in law and policy – and have been there for a long time!! Examples:
10 USC 113 – on SecDef – includes NDAA 1997's mandate for human relations training, which includes race relations, EO, gender discrimination, and sensitivity to hate group activities. This stemmed from a series of hate crimes that Soldiers committed (Fort Campbell killing of gay Soldier)….
10 USC 656 – requires DoD to develop and implement diversity plan in military leadership.
An example of how this happens: 2009 NDAA Congress mandates a Commission (MLDC) to conduct a comprehensive evaluation and assessment of policies that provide opportunities for promotion and advancement of Latest most important EO is #14035 (issued in JUN) – this is the most essential policy document concerning DEI in US Gov you can read.

The 13 new DEI-related provisions in the law (NDAA 2021) affecting us in DoD in Pub Law PL 116-283:
Sec 551 – requires DoD to produce annual D&I reports and D&I coord among departments, & annual meetings among Secretaries.
Sec 502 – Requires DoD to ensure diversity in all selection boards
Sec 524 – redact PII in promotion boards and requires Congressional reports on further redactions that could eliminate bias
Sec 913 – Establishes Chief Diversity Officer and senior advisors in each department and DOD
Sec 554 – creates position of Deputy IG for D&I – requires tracking of extremist, supremacist, criminal gang activity
Sec 519 – pilot program in historically black colleges and others to provide financial assistance for flight tng
Sec 557 - eval barriers to minority participation in SF units
Sec 571 – mentoring and career counseling required for officers with the goal to increase diversity
Sec 555 – DoD plan to prevent discrimination and reduce negative career impacts for pregnant service personnel within 180 days
Sec 556 – training on certain religious accommodations
Sec 553 – DoD's DEOCS survey to specifically include questions on racism, xenophobic, anti-Semitic, or supremacist activity
Sec 519D – study whether JROTC and SROTC participants are more likely to join military
Sec 558 – requiring service academies' EO & inclusion surveys

Interim National Security Strategy Guidance (MAR 2021): "We will enhance diversity, equity, and inclusion, and prioritize flexibility and improve training across our national security workforce."
ADP 6-22 (Leadership Army Doctrine): Army culture is one of inclusion.

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What is DEI? (1 of 3)

What is Diversity?

- (Army's definition): "*All attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the Nation we serve and enable the Army to deploy, fight, and win.*"
  - Attributes are defined as:
  - "*…national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures…*" (not an exclusive list).
  - These attributes "*further enhance our global capabilities and contribute to an adaptive, culturally astute Army.*"
- (EO 14035, 25 JUN 21): "*…the practice of including the many communities, identities, races, ethnicities, backgrounds, abilities, cultures, and beliefs of the American people, including underserved communities.*"

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LEARN THE TERMS AND KEY NOMENCLATURE!!!

YOU CAN LOOK AT THE EO's definitions, which may end up changing slightly our current guidance. Recommend you read the Regs, the Annex, and the EO for the best and most up to date understanding of these terms.

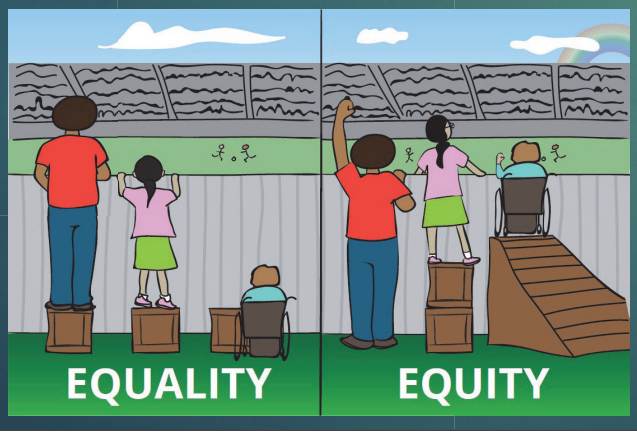
What are "underserved communities" as defined in the EO, by the way??? Helpful to read the definition of this term because it informs us of aspects on DEI much further than current DoD and Army policies: (EO 14035, 25 JUN 21): "…populations sharing a particular characteristic, as well as geographic communities, who have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life. …, [T]his term includes individuals who belong to communities of color, such as Black and African American, Hispanic and Latino, Native American, Alaska Native and Indigenous, Asian American, Native Hawaiian and Pacific Islander, Middle Eastern, and North African persons. It also includes individuals who belong to communities that face discrimination based on sex, sexual orientation, and gender identity (including lesbian, gay, bisexual, transgender, queer, gender non-conforming, and non-binary (LGBTQ+) persons who face discrimination based on pregnancy or pregnancy-related conditions; parents; and caregivers. It also includes individuals who belong to communities that face discrimination based on their religion or disability; first-generation professionals or first-generation college students; individuals with limited English proficiency; immigrants; individuals who belong to communities that may face employment barriers based on older age or former incarceration; persons who live in rural areas; veterans and military spouses; and persons otherwise adversely affected by persistent poverty, discrimination, or inequality. Individuals may belong to more than one underserved community and face intersecting barriers."

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What is DEI? (2 of 3)

What is Equity?

- (Army): "*The fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians….*"
- (EO 14035, 25 JUN 21): "*…the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment.*"





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Fair = NOT Equal, not same – fairly is what it means – equitably. What do you think?
Equality is not enough because it presumes all are similarly situated. Are we? Where in life, military life, do we already see equity at work?
EQUAL would be shoes of same size, or no difference from lefts or rights, like in Civil War. Suck it up and march.
EQUAL would be uniforms of one size, regardless. Suck it up and put it on.
EQUAL would be body armor of one size, fitting only men of a particular size. Suck it up and that's all I got.
EQUITY enables all in our team to perform with the most basic tools of the trade and accomplish the assigned mission. Think of the "staggered start" in a long-distance race. Makes the conditions of the race FAIR for all runners.
For another example, maybe our mission one day is to suppress the enemy somewhere. All our squad's M4s are the same, but some of us use glasses to see better, and can better shoot the M4s wearing those glasses than without. We don't say, "suck it up and go on shooting, blind kid; you can see alright." We've never done that. We've always tried to treat all fairly so the mission gets done.

What is DEI? (3 of 3)

What is Inclusion?

- (Army): "*The process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions….*" & "*…behaviors (culture) that encourage employees to feel valued for their unique qualities and experience a sense of belonging…*".
- (EO 14035, 25 JUN 21): "*…the recognition, appreciation, and use of the talents and skills of employees of all backgrounds.*"

Other Questions

What is Race?

- Office of Management & Budget (OMB) (https://www.census.gov/topics/population/race/about.html)

- *"OMB requires five minimum categories: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander."*

What is Ethnicity?

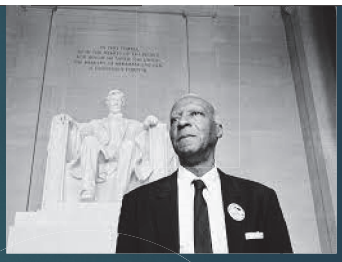
- *"There are two categories for data on ethnicity: "Hispanic or Latino," and "Not Hispanic or Latino.""*

Why Diversity?

- Acting SECDEF Miller, DEC 2020: *"a moral imperative… all leaders expected to take aggressive approach to embed diversity and inclusion practices into the core of our military culture [and] eliminate potential bias, prejudice, and racism in our military."*

1

History/Evolution of DEI (1 of 5)



Race & Gender Inlusion

EO 8802 (JUN 1941)

-Establishes a Fair Employment Practices Committee (FEPC).

-FEPC was solely an investigative and advisory committee and lacked enforcement powers.

-*"[T]here shall be no discrimination in the employment of workers in defense industries or government because of race, creed, color, or national origin, …. it is the duty of employers and of labor organizations, in furtherance of said policy and of this order, to provide for the full and equitable participation of all workers in defense industries, without discrimination because of race, creed, color, or national origin."*

EO 9346 (MAY 1943)

-Empowers FEPC to "*receive and investigate complaints of discrimination forbidden by this Order. It may conduct hearings, make findings of fact, and take appropriate steps to obtain elimination of such discrimination.*"

-*"successful prosecution of the war demands the maximum employment of all available workers regardless of race, creed, color, or national origin."*

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https://www.blackpast.org/african-american-history/executive-order-8802-1941-2/

-Even before the Japanese attack on the U.S. naval base at Pearl Harbor, Hawaii, in December 1941, World War II had created millions of new jobs in defense industries as the United States engaged in a massive military buildup to prepare for the possibility of war. Because of discrimination in employment, African Americans gained little from this buildup, getting only the low-end jobs if any at all. African American labor leader A. Philip Randolph, head of the Brotherhood of Sleeping Car Porters, had long fought for African American rights in employment opportunity and other realms. At the time when the United States was preparing for war, however, President Roosevelt had evinced little interest in civil rights, being more concerned with having the war mobilization go smoothly and quickly. Roosevelt was also following a political strategy of appeasing southern Democrats, who were extremely powerful in Congress and opposed federal programs aimed at uplifting African Americans. When Randolph and other civil rights leaders tried to persuade Roosevelt to end discrimination in defense-industry employment, the president rebuffed them. Randolph responded by threatening to organize a large march on Washington, D.C. Roosevelt recognized that the presence of possibly 100,000 or more protesters in the capital could be embarrassing and would distract attention from more pressing matters. In order to appease the civil rights leaders, especially Randolph, the president issued Executive Order 8802, which specified that there would be no discrimination in the U.S. defense industry on the basis of race, color, or national origin. The executive order did not establish full employment equality, but it did establish a Fair Employment Practices Committee (FEPC). The FEPC was solely an investigative and advisory committee and lacked enforcement powers. It did, however, symbolize at least some commitment to nondiscrimination and set a precedent for the postwar civil rights achievements that occurred during the administration of Pres. Truman.

-The FEPC encountered great resistance in the South, where states had disfranchised blacks since the turn of the century and maintained legal segregation in public facilities under their Jim Crow laws. The Executive Order was strongly opposed by local employers and elected officials, as well as most white workers, and the civil rights organizations were not as influential because blacks were generally closed out of the political system, despite their significant portion of the population in many areas of the region. Black activists were effective in some areas in getting local officials to address discrimination in employment. As historian Thomas Maloney noted in a review of Andrew E. Kersten's book on the FEPC, "Success in promoting greater labor market equality was dependent on support from local government, federal government offices in the city, and local activist organizations." The FEPC had little power and no authority to regulate employment practices. The FEPC was given a very low budget, small staff, and little means for reinforcement.

-In May 1943, Roosevelt strengthened the FEPC by EO 9346, giving it independence by placing it within the Office for Emergency Management in the Executive Office of the President. The new executive order required that all government contracts have a mandatory non-discrimination clause, authorized twelve regional offices and appropriate staff and broadened the jurisdiction of the agency to federal government agencies. During the war the federal government was operating airfields, shipyards, supply centers, ammunition plants, and other facilities that employed millions. The FEPC operated until the end of the war overseeing defense industries and federal agencies. The FEPC expanded its jurisdiction to federal government departments and agencies as employers; they were "now were explicitly covered along with war industries, unions, and war-training programs." Agency records show that New York, Chicago, Philadelphia, and San Francisco, all major sites of defense industries, were the cities with the largest number of cases filed with the FEPC, about 200 in each place. With the help of the FEPC, black men outside the South made substantial economic progress in the 1940s.

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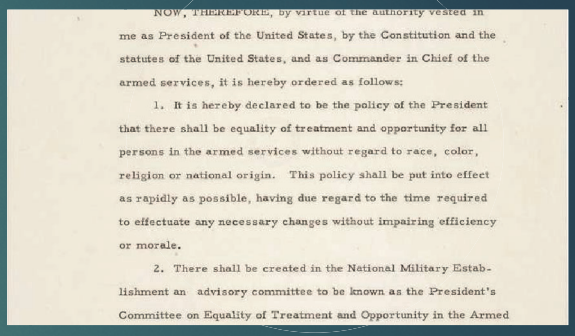
History/Evolution of DEI (2 of 5)

Post-War Lynchings/Beatings of Black Vets

President's Committee on Civil Rights (1946)

-"*To Secure These Rights*" Report (1947)

- Truman addresses the NAACP:"It is my deep conviction that we have reached a turning point in the long history of our country's efforts to guarantee freedom and equality to all of our citizens."



NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, by the Constitution and the statutes of the United States, and as Commander in Chief of the armed services, it is hereby ordered as follows:

1. It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate any necessary changes without impairing efficiency or morale.

2. There shall be created in the National Military Establishment an advisory committee to be known as the President's Committee on Equality of Treatment and Opportunity in the Armed

EO 9981 (JUL 1948)

-"*…it is essential that there be maintained in the armed services of the United States the highest standards of democracy, with equality of treatment and opportunity for all those who serve in our country's defense.*"

-"*It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible,…*"

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https://www.blackpast.org/african-american-history/executive-order-9981-desegregation-armed-forces-1948-2/

-In 1948, Prez Truman asked Congress to approve a permanent FEPC, anti-lynching legislation, and the abolition of poll taxes in federal elections. A Democratic coalition prevented the legislation's passage. Still operating effectively with one-party systems in their states due to disenfranchisement of Blacks after the Civil War, Southern Democrats had powerful positions in Congress, controlling chairmanships of important committees, and opposed these measures. In 1950, the House eventually approved a permanent FEPC bill, but Southern senators filibustered and the bill failed. Congress never enacted the FEPC into law. But Connecticut, Massachusetts, New Jersey, New York, Ohio, and Washington successfully enacted and enforced their own FEPC laws at the state level.

-The path to official integration began with the signing of EO 8802, as it signaled the end of racial discrimination in the U.S. defense industry. The efforts of the National Urban League, the National Association for the Advancement of Colored People (NAACP), and civil rights leaders such as A. Philip Randolph spurred President Truman to extend the protections afforded to African Americans in the civilian Department of Defense to the uniformed military. In April 1946 a review board chaired by Gen. Alvan Gillem, Jr., advised that the U.S. Army's policy should be to "eliminate, at the earliest practicable moment, any special consideration based on race." While the Gillem Board did not specifically endorse integration, it did note that the army had already desegregated its hospitals because of the unnecessary cost and inefficiency created by the maintenance of separate facilities for white and black patients.

-Later in 1946 Truman convened the President's Committee on Civil Rights. That group's landmark report, To Secure These Rights, was published in October 1947. It proposed "to end immediately all discrimination and segregation based on race, color, creed, or national origin, in the organization and activities of all branches of the Armed Services." Facing resistance from Southern senators, Truman circumvented a threatened Senate filibuster by issuing Executive Order 9981 in July 1948, integrating the armed forces and establishing the President's Committee on Equality of Treatment and Opportunity in the Armed Services, an advisory body tasked with determining the best possible way to implement the new policy.

-The initial response to the order was mixed. The U.S. Navy, which had maintained some degree of integration throughout its history, was the most accommodating branch of service—although African Americans remained primarily concentrated in the separate Steward's Branch in the short term. The Marine Corps (the smallest of the armed services) and the Air Force (the youngest) responded to integration as a matter of efficiency. The U.S. Army flatly opposed the change, with Secretary of the Army Kenneth Royall going so far as to state in 1949 that the army "was not an instrument for social evolution." Nevertheless, the President's Committee pressed the army to accept integration. Ultimately, losses in the Korean War rendered the discussion moot, as under-strength white units were forced to accept black recruits to maintain combat effectiveness. In October 1953 the army announced that it had integrated more than 90 percent of black troops in its ranks.

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1940s–1950s

Armed Forces Desegregation

President's Committee on Civil Rights (est. 1946) investigates the status of civil rights

Fahy Committee (est. 1949) informs military leadership on racial equity and inequity

Manpower needs of the Korean War (1950–1953) catalyzes racial integration

All Armed Forces fully desegregate by 1954



1960s

DoD Diversity and Inclusion Values

Gesell Committee (est. 1962) recommends improvements for practices, structures, and trainings to promote equal treatment of Black/African American Service members

National Advisory Commission on Selective Service (est. 1966) releases Marshall report on racial discrepancies in Vietnam War causalities for Black/African American Service members



1970s–1990s

DoD D&I Implementation

DoD pioneers the Race Relations Education Board (est. 1971) and the Defense Race Relations Institute, which becomes the Defense Equal Opportunity Management Institute (DEOMI)

The Task Force on the Administration of Military Justice in the Armed Forces (est. 1972) investigates discrimination in the military justice system



2000s–2020

D&I in Military Leadership

Military Leadership Diversity Commission (est. 2009) expands beyond diversity toward inclusion, with emphasis on diversity leadership and the personnel lifecycle

Services create D&I policies focused on leadership diversity training and education, recruiting, and accessions

Secretary of Defense directs immediate actions and establishes a Board to promote D&I (2020)

In accordance with FACA, DoD establishes the independent Defense Advisory Committee on D&I (2020)

History/Evolution of DEI (3 of 5)

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Need to learn history of this effort – DEI is not new – it has been around for a long time – DoD has been engaged in a deliberate, consistent, conscious effort to make things better.

We (in DoD) know we're not going to change THE world, but we can try to change OUR world.

FACA=Fed Advisory Committee Act

-Choosing the second column as a start point - Propelled by the civil rights movement of the 1960s and to counteract a national policy of segregation and inequality, DoD mandated race relations training in 1971. The violent and nonviolent disorders of the late 1960s were the catalyst that convinced military leaders that race relations education must be provided to every member of the Armed Forces. An inter-service task force examined the causes and possible cures of these racial disorders within the military. The task force resulted in Department of Defense Directive 1322.11. This directive established the Race Relations Education Board and in 1971, created the Defense Race Relations Institute (DRRI), the original name for DEOMI, the Defense Equal Opportunity Management Institute, where much of the relevant training for our DoD EO/EEO professionals takes place.

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History/Evolution of DEI (4 of 5)



Inclusion of Women – WWI to WWII

-WWI and after:

-Nurses and clerks.

-Some were not eligible for retirement/Vet's benefits.

-WWII:

-Acute labor shortages bring women (and minorities) to factories.

-WAAC/WAC/WAVES/SPARs/WASPs/Marines (1942-46) – 350K served.

Inclusion of Women – Post-WWII

-Women's Armed Services Integration Act (1948) - *not in combat roles; ceiling on #s; under 21 require parental consent to enlist; no rank above O-5; male spouses had to prove dependency.*

-DACOWITS (1951) – civilian advisors to DoD

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Historically within the US military, women have occupied official and unofficial roles: predominantly as nurses, launderers, and cooks but also serving alongside their husbands or disguised as men. Over time, their positions evolved to include clerking and supply, then espionage assignments. During WWI, nursing became the big issue (copying the British and French armies), but women already served in uniform in the Army Nurse Corps (est. 1901) and the Navy Nurse Corps (est. 1908). During WWI, increasing #s of women served as nurses but were not eligible for retirement or veteran's benefits. In the Navy, they did serve as clerk citizens (around 13K), and did get same pay/benefits.

World War II finally formalized their involvement with the introduction of the Women's Auxiliary Army Corps in 1942 and the Women's Army Corps in 1943. Navy created the Women Accepted for Volunteer Emergency Service, and Coast Guard stood up the Semper Paratus Always Ready. Women Airforce Service Pilots (paramilitary organization that didn't get any benefits until 1977). Marines called them Marines.

In 1948, Army Chief of Staff General Dwight D. Eisenhower led a successful campaign to allow women to join the Regular Army, and legislation and policy have continued to adapt to the growing role of women in the military.
Defense Advisory Committee on Women in Services (DACOWITS).

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History/Evolution of DEI (5 of 5)

Civil Rights Legislation (Title VII)

-1960s, Vietnam, Civil Rights movement, EEOC

-Focus is on attaining "equality of opportunity" to work, among other rights.

End of the Draft -1970s

-Military life and work now a choice of an all-volunteer force.

The Business Case for DEI

-In 1987, Secretary of Labor commissions study of economic trends.

-*"Workforce 2000"* highlighted upcoming demographic changes, such as slow pop. growth, more minorities/women in workforce, and predicted impact it would have on economy.

-Companies/private industry began shifting to include more women/minorities in their workforce in order to remain competitive in future.

-Focus shifts to improving retention, measure turnover trends, increase productivity, public image, flex schedules, daycare, non-standard career paths

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Ironically, authors of Workforce 2000 (in their follow-up Workforce 2020) revealed they never intended their work to spawn diversity industry. The white male workforce numbers are stagnant, but they still come in to industry – it's only new growth that is in women/minorities.

DoD encounter groups.

In the 2000s, CNN and the San Jose Mercury News began investigating workplace diversity trends at Silicon Valley. The companies block release of diversity numbers, but now the companies began to worry about bottom line and markets, and began to release diversity stats and numbers willingly.

1

DEI – Key Events Since MAY 2020

- 25 MAY 20
  - George Floyd's murder
- JUN 20
  - then-SecDef Esper establishes DoD Board on D&I
- JUL 20
  - TJAG establishes DEI Council (DEIC)
- SEP 20
  - DEI Annex to Army's People Strategy
- DEC 20
  - DoD Board issues report; Act. SecDef Miller reviews/approves
- MAR 21
  - TJAG approves ODEI concept plan

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George Floyd and Vanessa Guillén and the Pandemic Summer of 2020 – these recent events gave urgency to DoD's ongoing DEI efforts.

Esper: Active component officer population is less diverse than eligible civilian population, and "significantly less racially and ethnically diverse than enlisted population"

DOD Report: "[M]odest increases in minority demographic representation in officer grades since the transition to an all-volunteer force, but persistent underrepresentation in senior officer grades continues." 15 recommendations on recruiting/accessions, retention, barriers to inclusion, career development, organizational climate, and culture/worldview/identity.

Acting SECDEF Miller: "a moral imperative… all leaders expected to take aggressive approach to embed diversity and inclusion practices into the core of our military culture…" Implement the 15 recommendations to "eliminate potential bias, prejudice, and racism in our military."

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DEI – The Current Problem

- Under-representation in leadership roles (gender & race/ethnicity)
- 2011 Military Leadership Diversity Commission's report lays out DoD's dual overall objectives to this day:
  - That the Armed Forces systematically develop a demographically diverse leadership that reflects the public it serves and the forces it leads.
  - That the Services pursue a broader approach to diversity that includes the range of backgrounds, skill sets, and personal attributes that are necessary to enhancing military performance.

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So, what is the issue – what is the problem for DoD and the Army? The Army and DOD have made clear that the issue is under-representation. In senior/leader ranks.

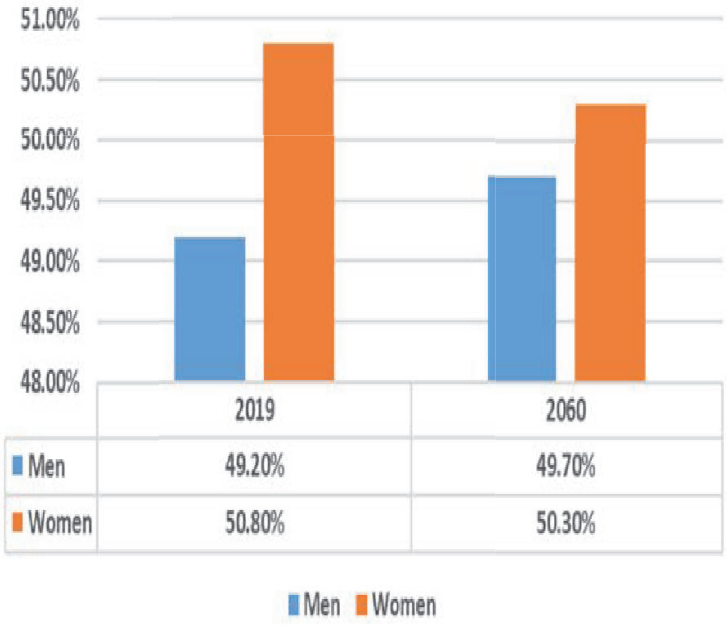
Underrepresentation is us NOT looking like our nation; the officers NOT looking like the troops they lead. PARTICULARLY IN SENIOR GRADES (those occupying influential, strategic decision-making billets).

THIS IS WHAT DoD IS GOING AFTER in DEI:

- Recruitment and Accessions: Strengthen both community engagement and the narrative about military service opportunities during recruiting to attract more diverse candidates.
- Retention: Retain minorities beyond initial commitment and into leadership ranks.
- Barriers: Address barriers confronted by minority members in the workplace.
- Career Development: Improve advancement opportunities (e.g., promotion boards, command selection, professional military education, assignments).
- Organizational Climate: Address command and organizational climate issues that may negatively impact retention of minority members.
- Culture, Worldview, and Identity: Promote inclusion of minority groups in military culture and strengthen aspects of individual and cultural identity.

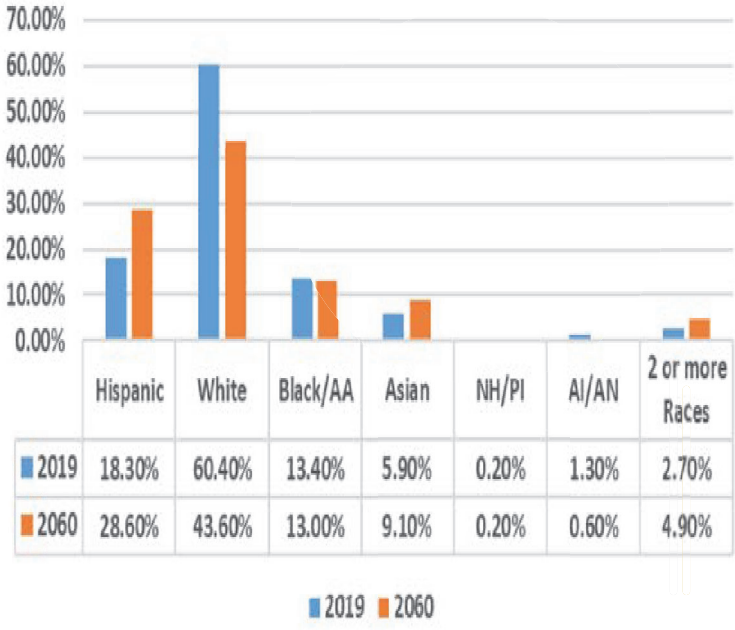
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2019 Total U.S. Population by Gender



	2019	2060
Men	49.20%	49.70%
Women	50.80%	50.30%

2019 and 2060 U.S. Projected Population by ERI



	Hispanic	White	Black/AA	Asian	NH/PI	AI/AN	2 or more Races
2019	18.30%	60.40%	13.40%	5.90%	0.20%	1.30%	2.70%
2060	28.60%	43.60%	13.00%	9.10%	0.20%	0.60%	4.90%

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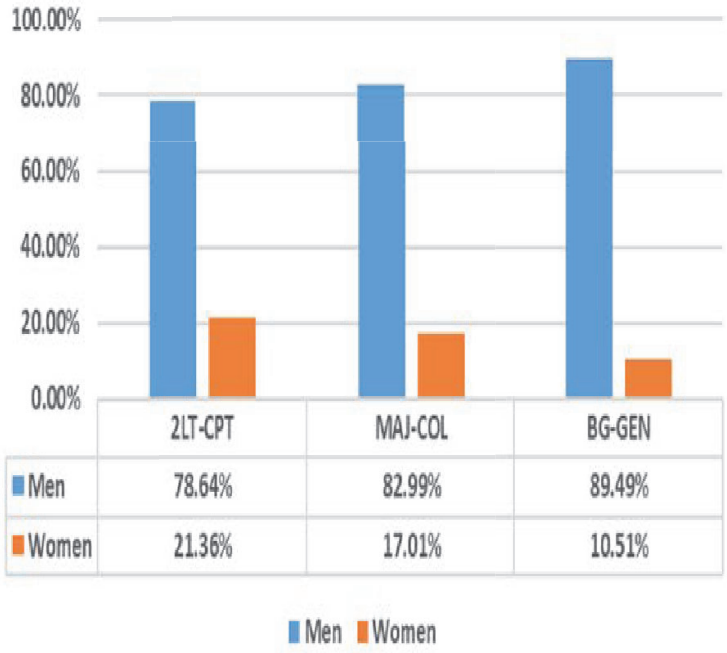
Charts are from Army's DEI Annex

BLUE on left chart is Men; Blue on right chart is 2019

ERI = Ethnic Race Identifier

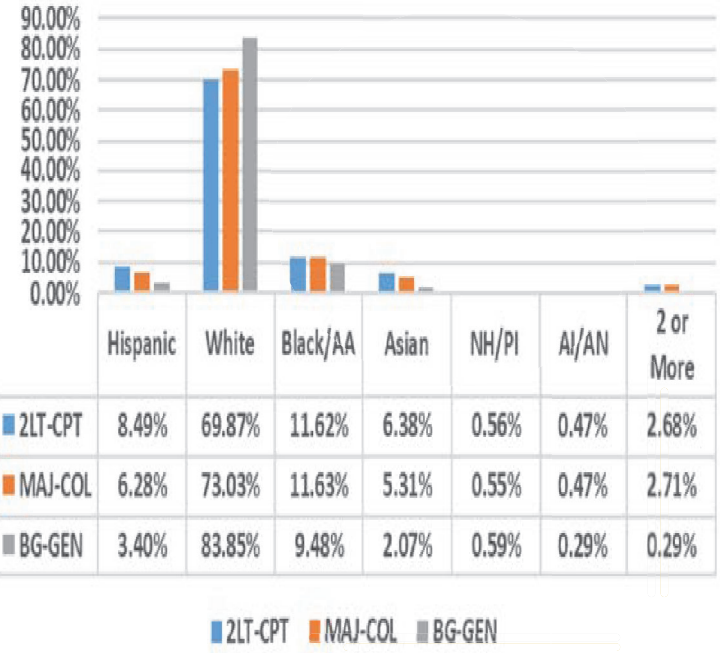
1

FY19 Total Army Officer Population by Gender



	2LT-CPT	MAJ-COL	BG-GEN
Men	78.64%	82.99%	89.49%
Women	21.36%	17.01%	10.51%

FY19 Total Army Officer Population by ERI



	Hispanic	White	Black/AA	Asian	NH/PI	AI/AN	2 or More
2LT-CPT	8.49%	69.87%	11.62%	6.38%	0.56%	0.47%	2.68%
MAJ-COL	6.28%	73.03%	11.63%	5.31%	0.55%	0.47%	2.71%
BG-GEN	3.40%	83.85%	9.48%	2.07%	0.59%	0.29%	0.29%

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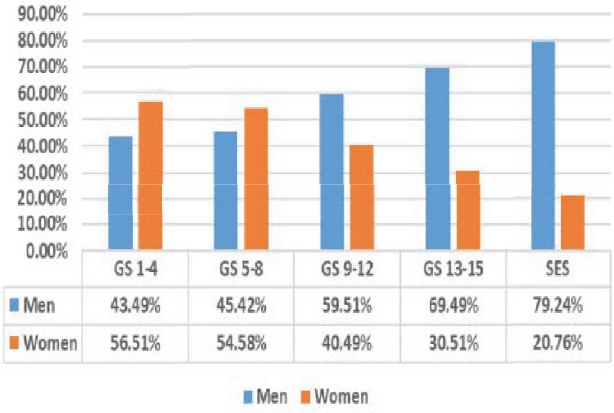
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Army DEI Annex charts

WHO is trending down here? Women on left, all non-white on right?? Who's trending up according to rank?

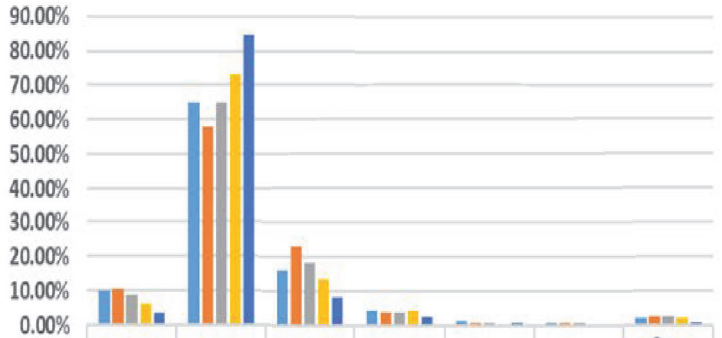
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FY19 Total Army Civilian Population by Gender



	GS 1-4	GS 5-8	GS 9-12	GS 13-15	SES
Men	43.49%	45.42%	59.51%	69.49%	79.24%
Women	56.51%	54.58%	40.49%	30.51%	20.76%

FY19 Total Army Civilian Population by ERI



	Hispanic	White	Black/AA	Asian	NH/PI	AI/AN	2 or more Races
GS 1-4	9.92%	64.94%	16.30%	4.54%	1.20%	0.94%	2.17%
GS 5-8	10.51%	58.20%	22.97%	3.74%	1.05%	0.82%	2.72%
GS 9-12	8.82%	64.93%	18.21%	4.06%	0.75%	0.69%	2.53%
GS 13-15	6.16%	73.09%	13.43%	4.29%	0.38%	0.47%	2.19%
SES	3.46%	84.43%	8.31%	2.42%	0.69%	0.00%	0.69%

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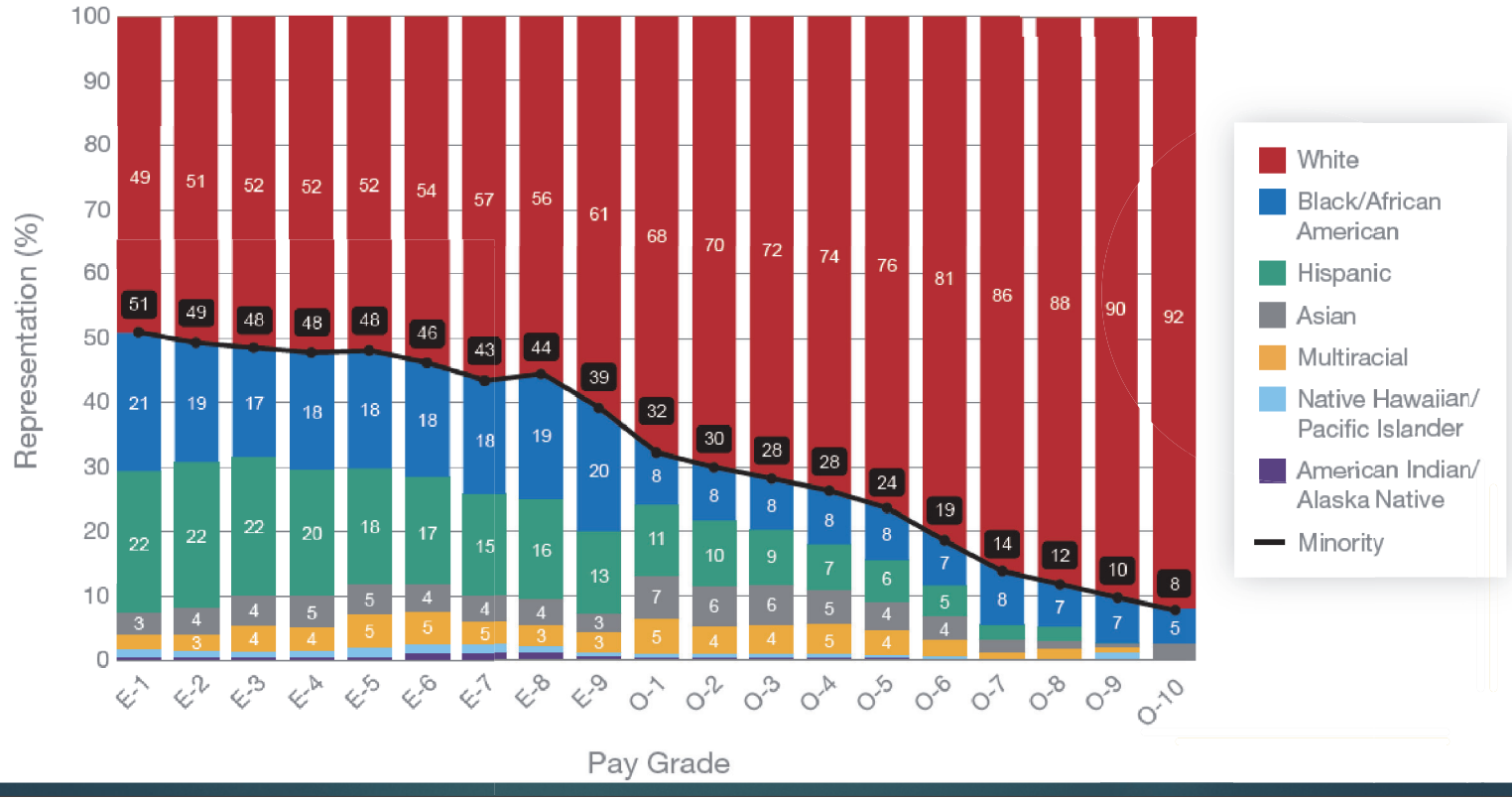
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Army's DEI Annex charts – civilian numbers aren't any better.

Men are blue on left – you see women trending down in rank

Who's trending down and up on ERI on the right chart?

Figure 3. Racial and Ethnic Representation of Active Component Enlisted and Officer Personnel, by Pay Grade, 2020

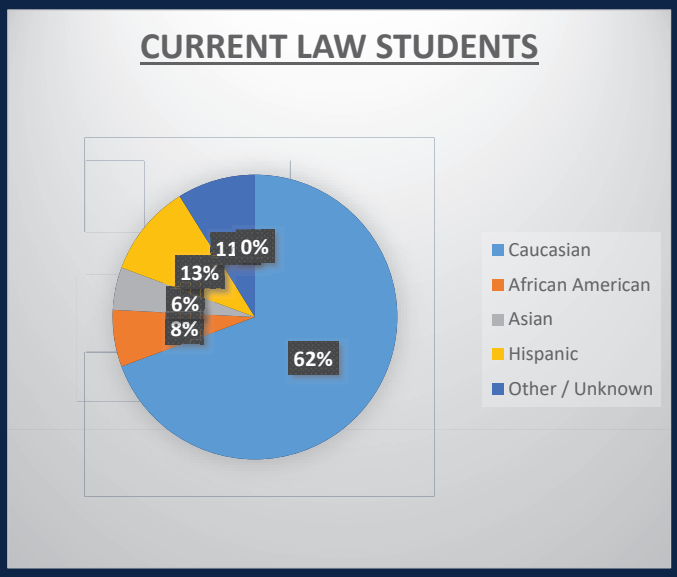


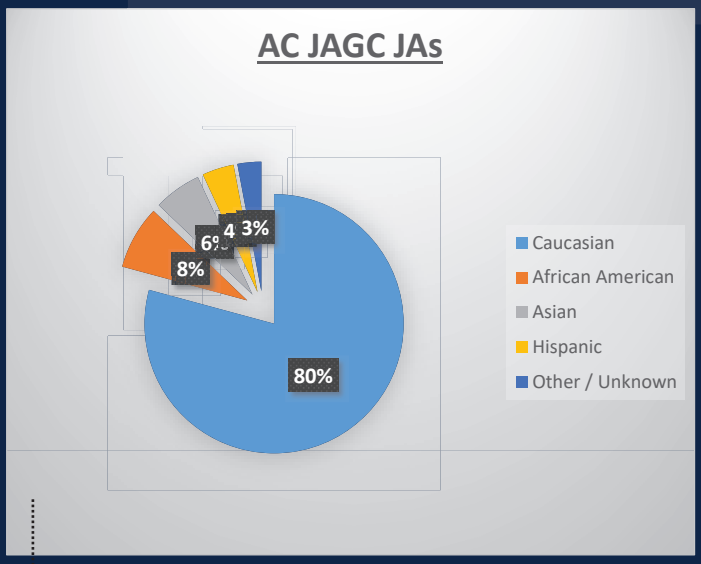
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Phenomenon is not limited to Army. This is from the 2020 DoD Report on D&I. This is across all services – DoD-wide

Demographics in our JAGC



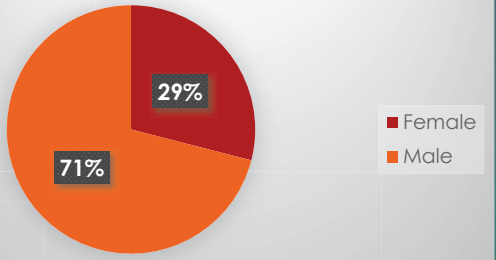


	Comparison			JAGC Comparison		
	Army	*Law Sc.*	*JAGC*	*2020*	*2019*	*2017*
Caucasian	74%	62%	80%	80%	80%	81%
African American	12%	8%	8%	8%	7%	6%
Asian	6%	6%	6%	6%	6%	6%
Hispanic	---	13%	4%	4%	4%	3%
American Indian	1%	<1%	<1%	<1%	<1%	<1%
Other / Unknown	7%	6%	3%	3%	3%	4%

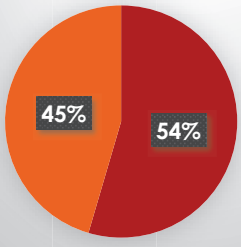
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AC JA Gender /ABA Gender/Marital Status

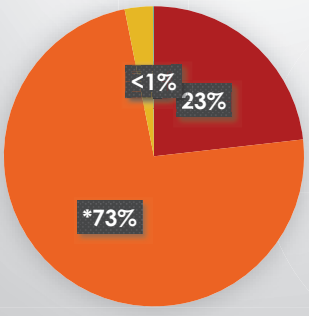
JAGC JA GENDER



LAW STUDENT GENDER



JAGC JA MARITAL STATUS



*12% of married JAs are part of the MACP

Law Student/JAGC Female Percentage Comparison

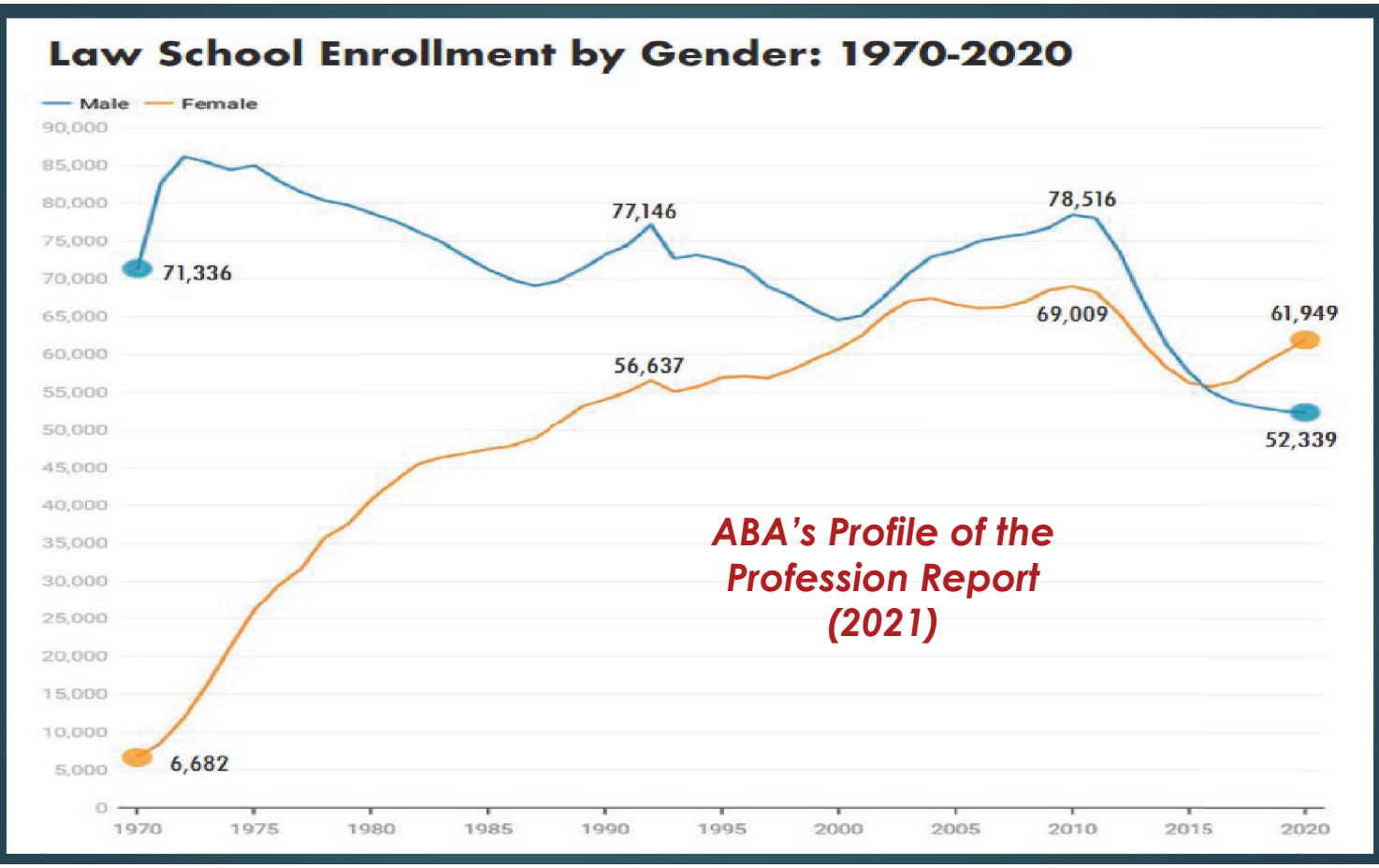
	2019	2017
JAGC	29%	28%
Law Students	53%	51%

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AC Army Officers - http://www.armyg1.army.mil/hr/demographics.asp
Law School Statistics - http://abarequireddisclosures.org/Disclosure509.aspx

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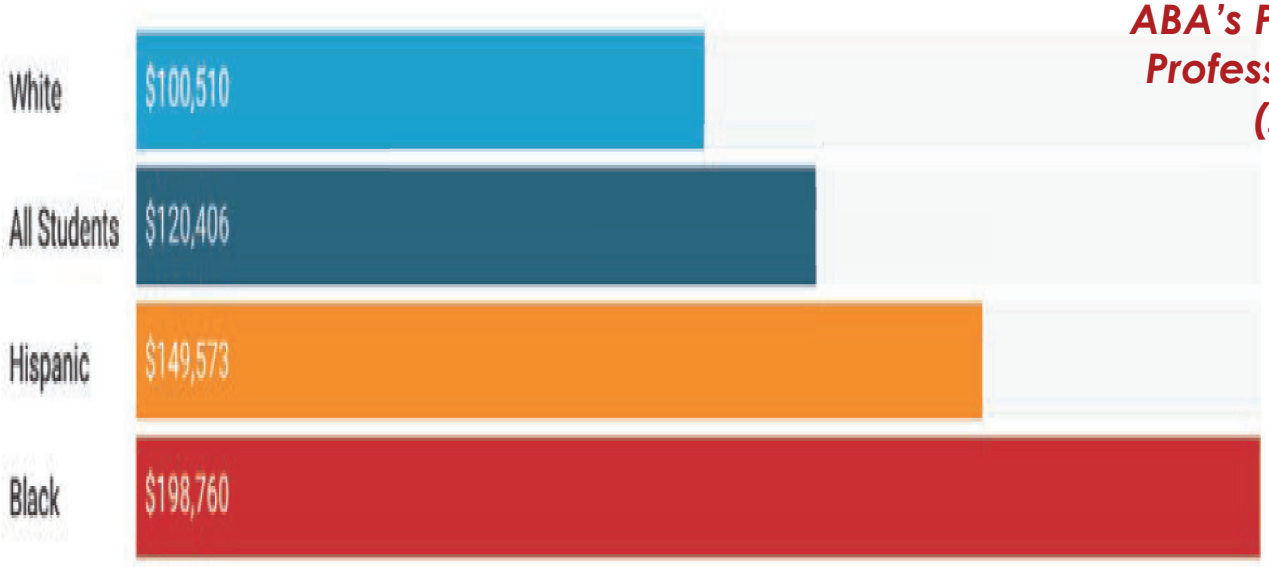

Law School Enrollment by Gender: 1970-2020
Male
Female
90,000
85,000
80,000
75,000
70,000
65,000
60,000
55,000
50,000
45,000
40,000
35,000
30,000
25,000
20,000
15,000
10,000
5,000
0
71,336
77,146
78,516
69,009
61,949
56,637
52,339
6,682
1970
1975
1980
1985
1990
1995
2000
2005
2010
2015
2020
ABA's Profile of the Profession Report (2021)

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Average Cumulative Student Law School Debt by Race and Ethnicity: 2016



ABA's Profile of the Profession Report (2021)

Not enough available data for Asian students.

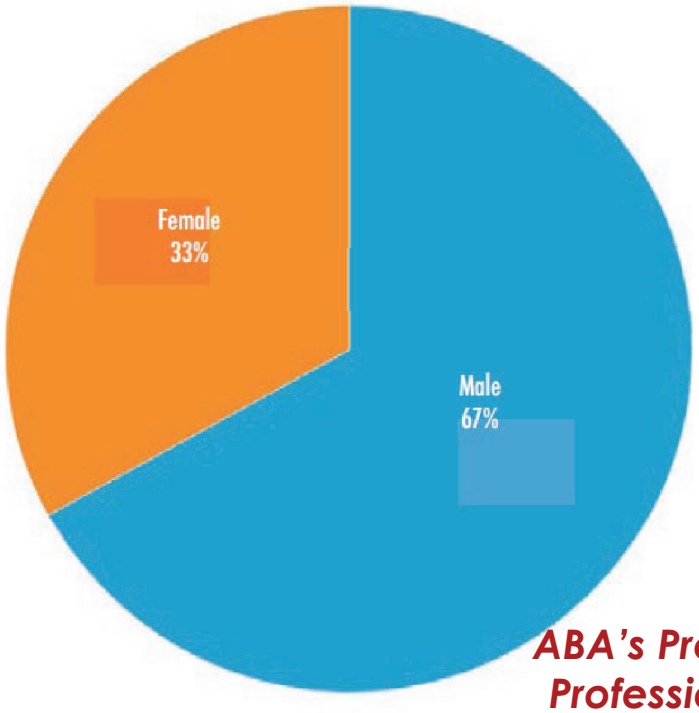
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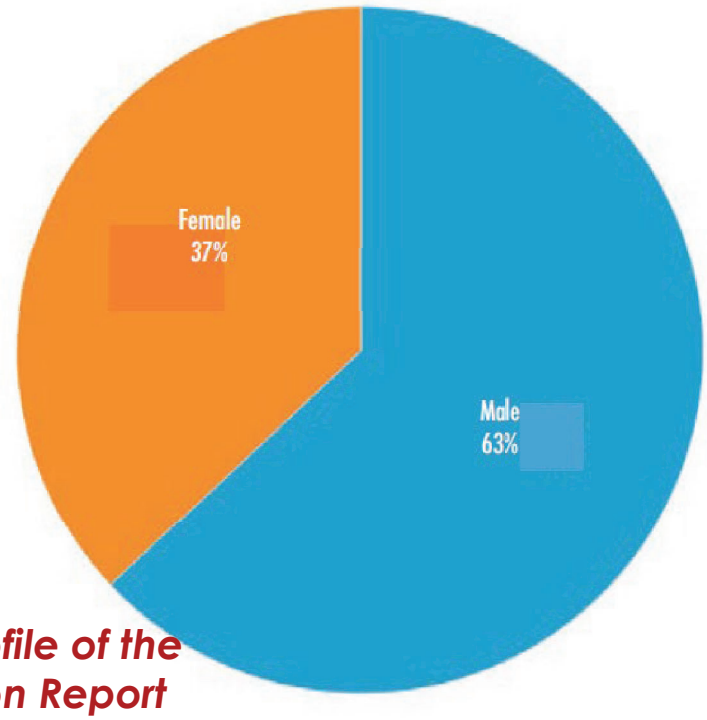
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Lawyer Gender: 2011



Lawyer Gender: 2021

ABA's Profile of the Profession Report (2021)

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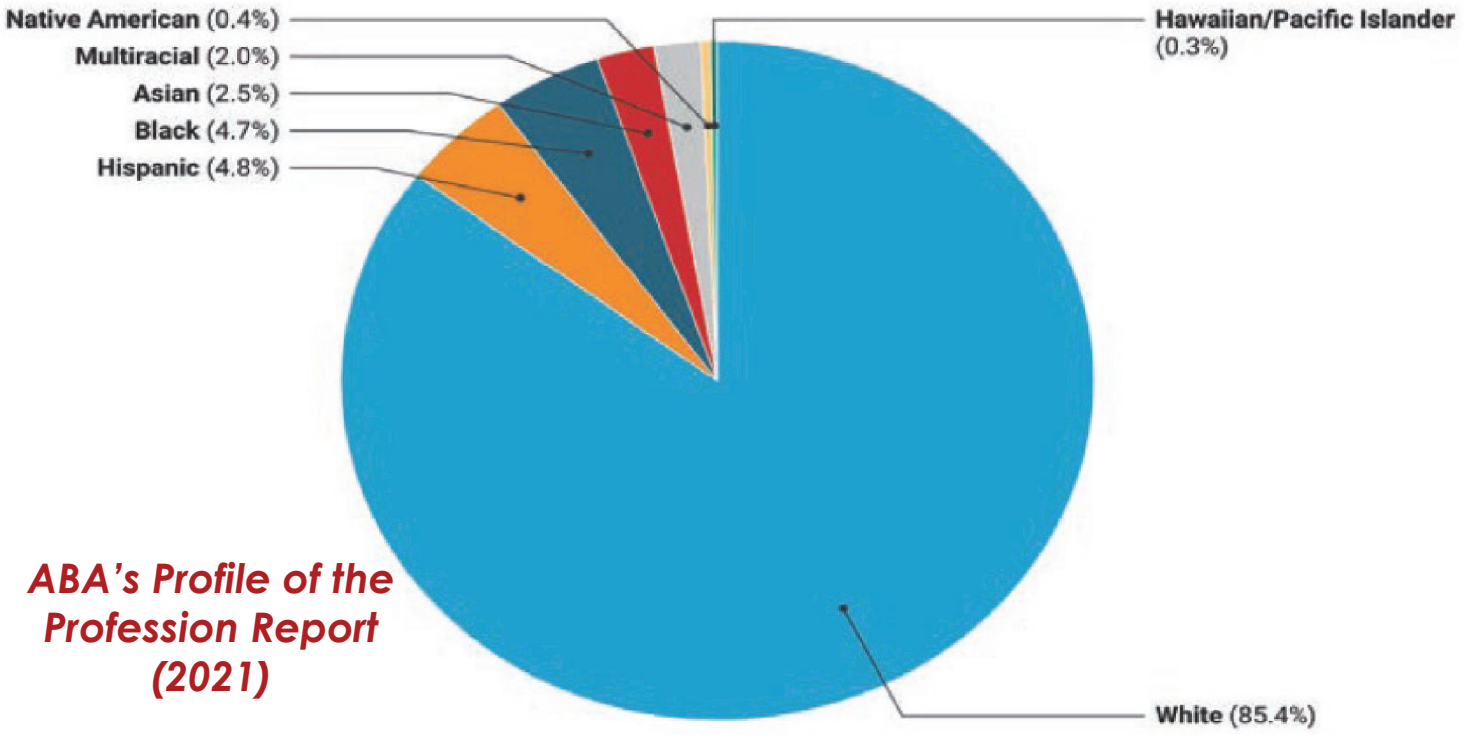
Number: 1 Author: Presenter Subject: Presentation Notes Date: 11/30/2021 9:58:03 AM

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Lawyers by Race and Ethnicity: 2021



ABA's Profile of the Profession Report (2021)

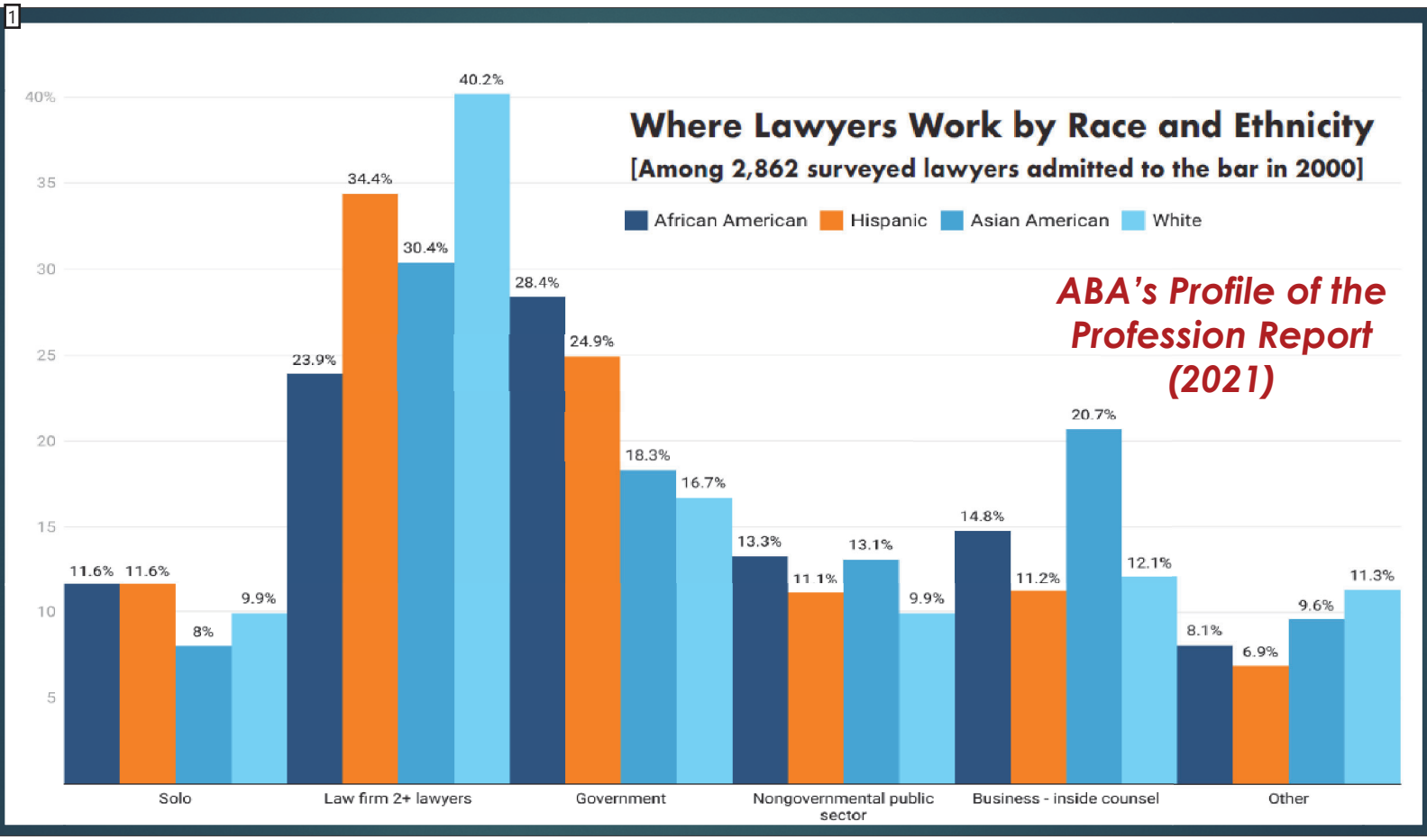
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1


Where Lawyers Work by Race and Ethnicity
[Among 2,862 surveyed lawyers admitted to the bar in 2000]
African American
Hispanic
Asian American
White
ABA's Profile of the Profession Report (2021)
40%
35
30
25
20
15
10
5
11.6%
11.6%
8%
9.9%
23.9%
34.4%
30.4%
40.2%
28.4%
24.9%
18.3%
16.7%
13.3%
11.1%
13.1%
9.9%
14.8%
11.2%
20.7%
12.1%
8.1%
6.9%
9.6%
11.3%
Solo
Law firm 2+ lawyers
Government
Nongovernmental public sector
Business - inside counsel
Other

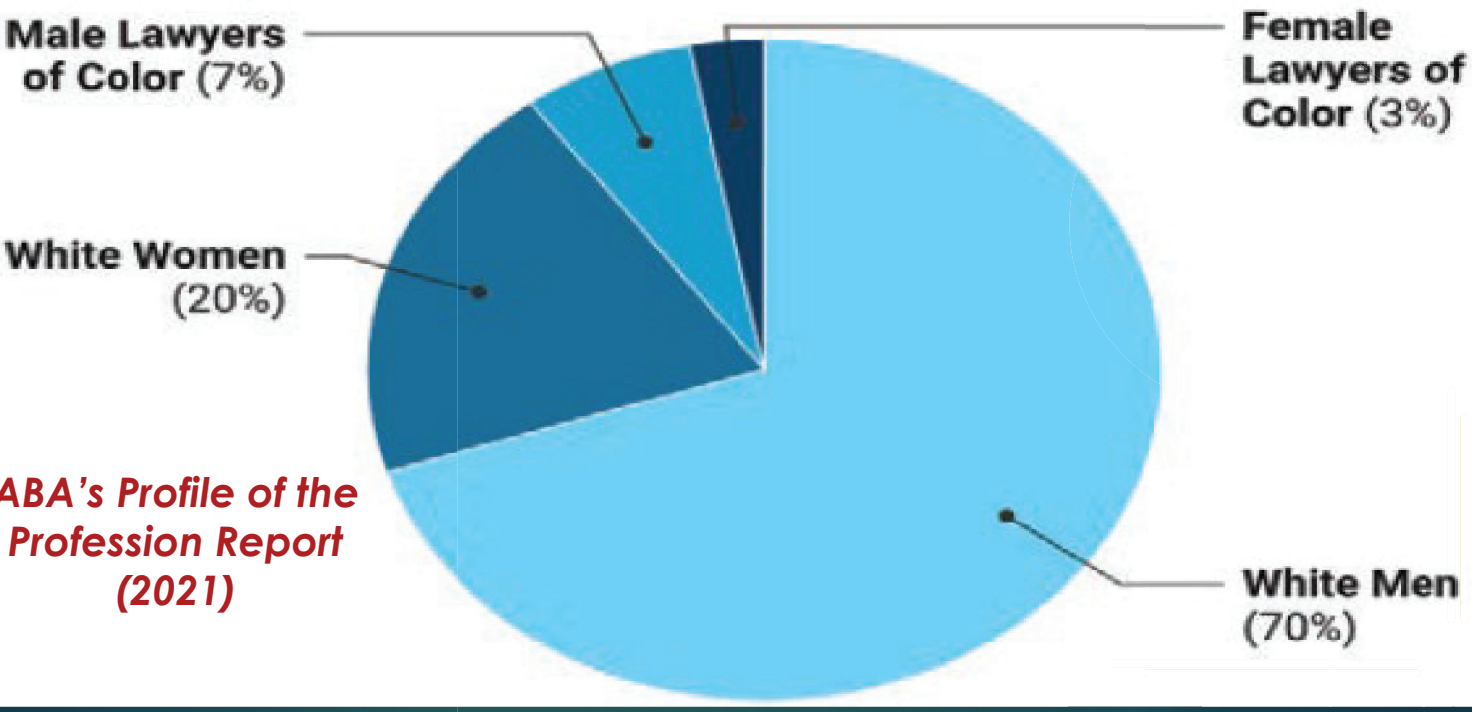
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WAY AHEAD:

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Law Firm Leadership Positions



ABA's Profile of the Profession Report (2021)

1

Army's Recent DEI Efforts

- Army People Strategy – Fall 2019
- Summer 2020: George Floyd & "Project Inclusion"
- SEP 2020: Publication of the DEI Annex to Army's People Strategy
  - 5 Strategic Goals
- Project Inclusion to date:
  - Listening sessions, draft training packets, DEI guides, drafting overall Army D&I Strategic Plan, ACFT, Reg Review, HT & WT/grooming standards, addressing ongoing concerns of disproportionate disciplinary actions

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Goal 1: Demonstrate Senior Leader Commitment, Engagement, and Support for DEI Practices at all Levels of the Army
Goal 2: Institutionalize Talent Management Processes that Acquire, Develop, Employ and Retain a Cadre of High-Performing Soldiers and Civilians from Diverse Backgrounds to Address the Army's Concern with the Trajectory of Senior Military and Civilian Leaders.
Goal 3: Establish and Resource a Governance Structure to Support the Army DEI efforts.
Goal 4: Implement DEI Training and Education Programs that meet demands of the Total Force.
Goal 5: Create and Maintain an Equitable and Inclusive Environment where the Value of Diverse Attributes, Experiences, Cultures, Characteristics and Backgrounds Enhances Mission Readiness.

1

The DEI End State

- *"You are planting trees whose shade your young folks one day will enjoy."*
- What is required:
  - to act in good faith.
  - to engage in sincere & active listening.
  - to read and learn more about DEI.
  - to maintain willingness to re-examine behavior.
- This is a journey towards inclusion.

Nation asks for it, the law mandates it, the leadership expects it, and MORE IMPORTANTLY, our team & clientele demand it.

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"Have the courage to question yourself, and the wisdom to change your mind." -"Have the courage to question yourself, and the wisdom to change your mind."

Online bias tests: https://www.bitbrain.com/blog/implicit-association-test-iat or https://implicit.harvard.edu/implicit/takeatest.html

-Is your tent inclusive of even those who may be outside it, or are you in a SCIF chamber with bolted door always – listening to your own echo? Make room for new team members whose view differ from yours.

-This is an existential (of paramount importance) matter to many in your team – are you listening to them and why they feel that way?

-Never present a problem without also recommending possible solution

Is your video matching your audio?

Beware of Implicit or Unconscious Bias!!

Are the sides up on your tent?

Leaders need informed decisions – inform yourself

Go to fundamentals – the law

This is existential to team members

ID problem – recommend solution

Never lose your cool – move between grim determination and tempered optimism

Let those you influenced become your credentials

QUESTIONS/COMMENTS
THANK YOU

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JAG Corps D,E, & I Efforts

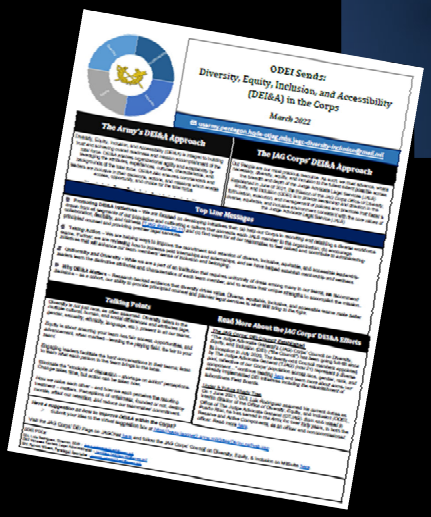


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(b) (6) (b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

Agenda

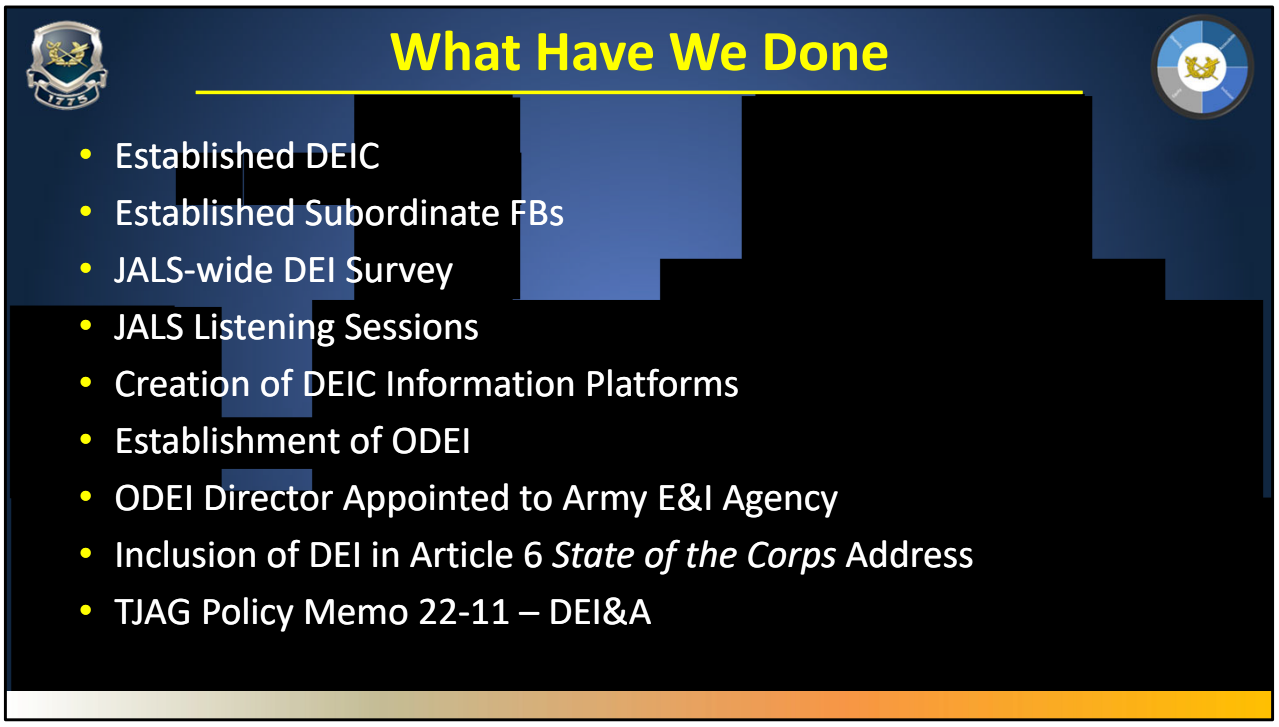
- Background
- Initiatives
- Your ODEI
- Your Council
- Your Field Boards
- Affinity Mentorship Groups
- Contact Us
- Questions



Background

- TJAG Established Council on DE&I ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO; 16 members
  - Subordinate advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021
  - provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL/JA); Program Coordinator (WO/LA)

10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application



Establishment of the Council on Diversity, Equity, and Inclusion

On 17 July 2020, TJAG established the Council on Diversity, Equity, and Inclusion (DEIC). "Mission: The Council is to take a comprehensive look at ourselves as a regiment. It will ask whether the JAG Corps is truly as inclusive as it can - and therefore, should - be. Where we can improve, the council will propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps, our Army, and the Nation we serve. While the council's review is to be comprehensive, it will initially look, across component, specifically at Obstacles to inclusion; Recruiting and accessions; Assignments; Training and education; Promotions; and Retention." Read the entire charter here: https://www.jagcnet2.army.mil/Sites/jagc.nsf/homeDisplay.xsp?open&documentId=6397617BF9CD9F9A852585AB006543AE

Establishment of DEIC Field Boards

Ten subordinate field boards were formed consisting of nearly 100 JALS officer, warrant officer, enlisted, and civilian members of all Components. These field boards are charged to identify and assess problems and opportunities, and recommend solutions, affecting diversity, equity, and inclusion in the following areas: recruiting and accessions; assignments; training and education; promotions; and retention.

JALS-wide DEI Survey

On 6 October 2020, TJAG directed a survey to better understand the issues pertaining to Diversity, Equity, and Inclusion in our Corps. Respondents were encouraged to take the time to share their thoughts and opinions. Responses to the survey were anonymous and helped focus the efforts of the JAG Corps senior leadership to positively shape the future.

JALS DEI Listening Sessions

A series of listening sessions was held in fall 2020/winter 2021 for members of the Judge Advocate Legal Service (JALS). Members of the DEI Council facilitated the sessions to gain a better understanding of the issues, if any, JALS members perceived or have faced, surrounding obstacles to diversity, equity, and inclusion in our Corps and our Army.

Creation of JAGC DEIC Information Platforms (JAGCNet/MilSuite)

The Council has established two online platforms available to any JALS member wishing to "keep up with the Council." JAGCNet (here) and MilSuite here: https://login.milsuite.mil/goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fcommunity%2Fspaces%2Farmyjag%2Fcouncil-on-diversity-equity-inclusion

Establishment of the Office of Diversity, Equity, and Inclusion (ODEI), Office of The Judge Advocate General

Established in March of 2021 under LTG Charles Pede. (b)(6) (b) (6) was selected to serve as the inaugural Director. Once fully staffed, the ODEI will consist of a Director (GS-15), Deputy Director (COL), and a Program Coordinator (WO).

JAGC Office of Diversity, Equity, and Inclusion (ODEI) Director Appointed as a Member of the Army Equity & Inclusion Agency

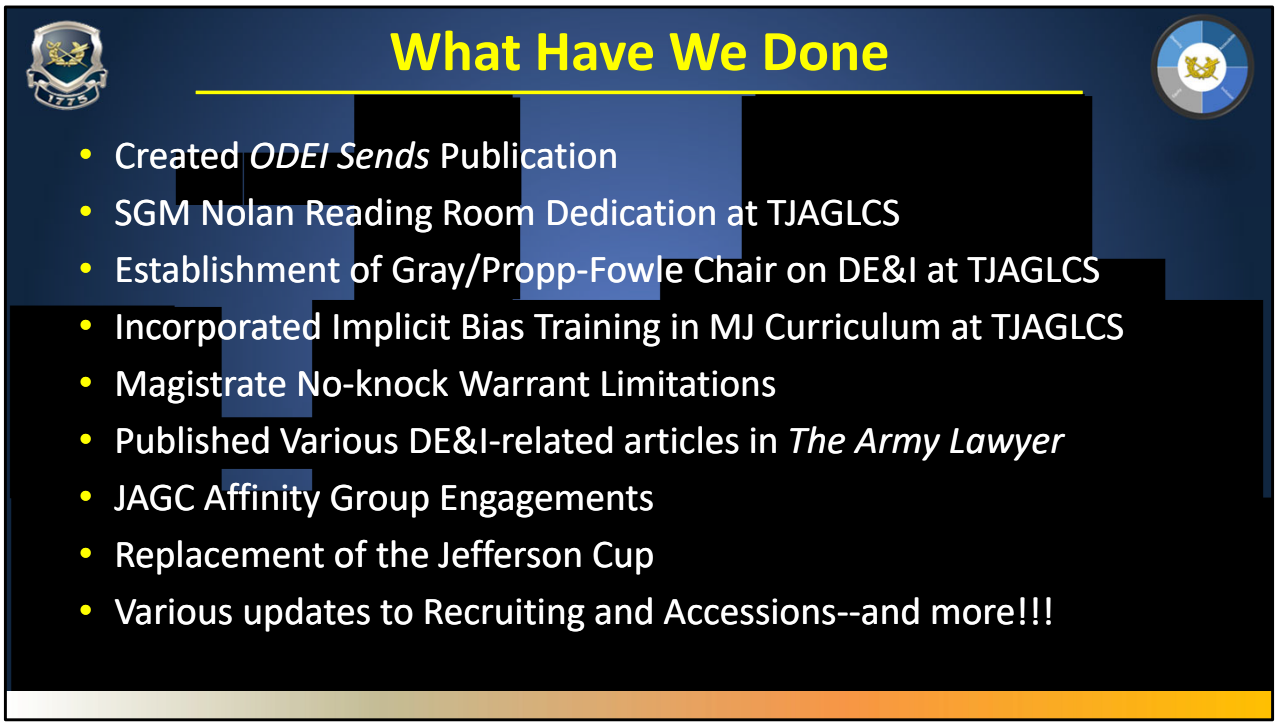
The Director of our ODEI has been appointed as a member-at-large of the Army's DEI&A efforts, serving as part of their larger working group.

Inclusion of DEI in the Article 6 *State of the Corps* Address

During each Article 6, TJAG addresses DEI&A as one of his top priorities. During the engagement, the Article 6 Team also addresses recent DEI initiatives, composition of the Council, and the subordinate Field Boards program.

TJAG Policy Memorandum 22-11, Diversity, Equity, Inclusion, and Accessibility

On 1 Mar 22, TJAG published our first DEI&A Policy Letter. In addition to establishing DEI&A as a priority for our JALS, this policy also includes definitions and key terms. Read the entire policy here https://www.jagcnet2.army.mil/Sites/JAGC.nsf/homeDisplay.xsp?tag=TJAG+Policy+Memo



Established and Published *ODEI Sends*

The Office of Diversity, Equity, and Inclusion published their first **ODEI Sends** in March of 2022. The inaugural (monthly) publication, included both the Army and JAG Corps' DEI&A approaches, top line messages, talking points, and information about our DEI&A efforts. Check out the publication here https://www.milsuite.mil/book/docs/DOC-1124641.

SGM John Nolan Reading Room Dedication at The Judge Advocate General's Legal Center & School

With the recent passing of Sergeant Major (SGM) John H. Nolan, our first Regimental Sergeant Major and a trailblazer in our Corps, naming a room at our Regimental home honors his impact on our Corps and his dual legacy. Before becoming a legal clerk, SGM Nolan enlisted as an 11B Infantryman and then went to Officer Candidate School and became an officer. He eventually returned to the active duty enlisted ranks as a legal clerk. The Regimental Reading Room adjacent to the library and Noncommissioned Officer Academy at The Judge Advocate General's Legal Center and School in Charlottesville, Virginia, has been renamed the SGM Nolan Regimental Reading Room as of 13 September 2021. The renaming perfectly captures his dual legacy as both an officer and noncommissioned officer because the location of the room physically unites the Academy's area of operations to an area of the building frequented by officer students.

Establishment of the Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion

Academic Chairs at The Judge Advocate General's Legal Center and School (TJAGLCS) are a means to prioritize and focus our Corps on key aspects of our practice and to ensure that those focal areas remain featured in critical courses, publications, doctrine, and policy generated by the JAG Corps. These Chairs also provide opportunities to honor significant leaders in our Corps, and the honorees for the Chair on Diversity, Equity, and Inclusion add special distinction to this already august group of Academic Chairs. Announced in October of 2021, the inaugural chair lecture that will be given by MG (Ret) Kenneth Gray in the spring of 2022.

Implicit Bias Training in Military Justice Curriculum

Implicit bias training has been included in various military justice courses at TJAGLCS. This includes courses offered to Commanders (SOLO) and the MJ Best Practices Course that is offered to all Staff Judge Advocates.

Magistrate No-knock Warrant Limitations

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DEI-related *The Army Lawyer* (*TAL*) Article – Ms. Carlisle, (b) (6) (b) (6) - published in *TAL* Issue 3, 2021

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DEI-related *The Army Lawyer (TAL)* Article – (b) (6) - published in *TAL* Issue 4, 2021

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JAGC Affinity Group Engagements

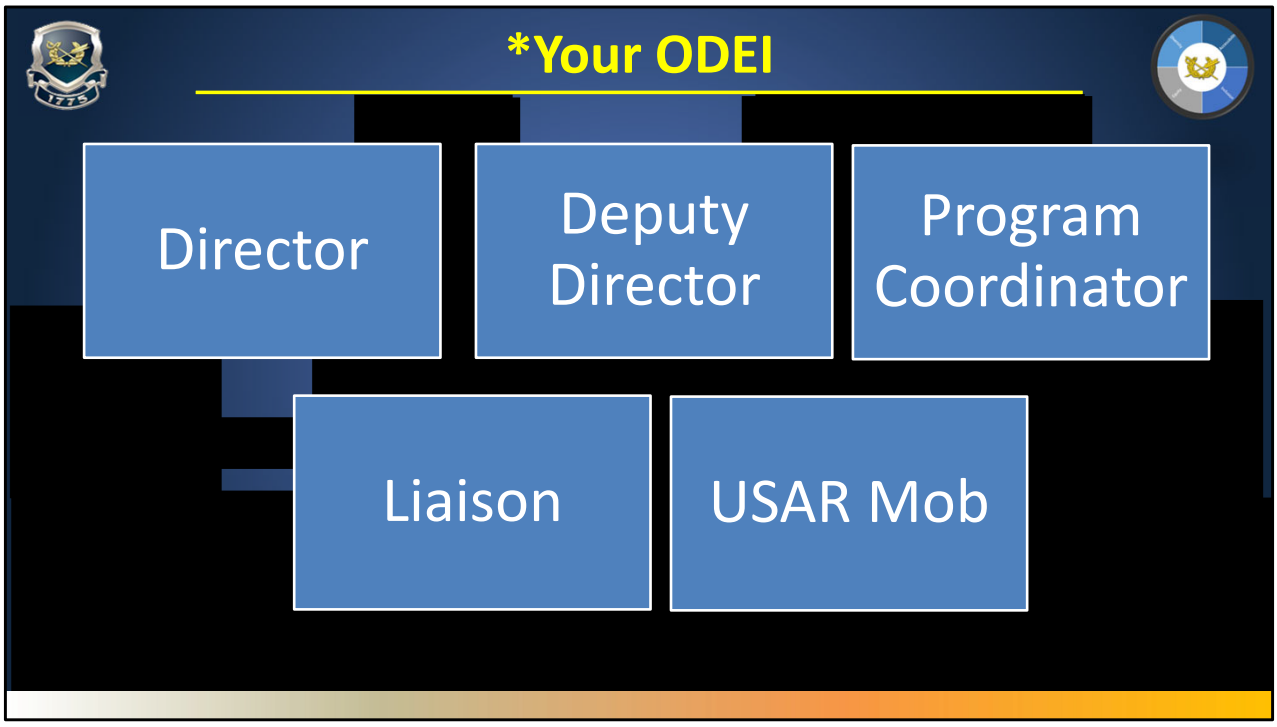
To date, the DEIC has hosted all of our JAG Corps Affinity (Mentorship) Groups to include the Buffalo JAGs Mentorship Group (BJAGs-MG), the Hispanic Mentorship Group (HMG), the Asian-Pacific American Network (APAN), the JAGC Pride Network, and the Athena's Council. These engagements have served to understand the background, purpose, composition, and goals of the respective AG. There was also opportunity to address any issues and/or recommendations perceived by the members of the groups.

What We Are Doing

- Finalizing ODEI Director Hiring Action
- Establishing a Foundation (Norms, Process Maps, Strategic Plan, SOPs, Business Rules, etc.)
- Reviewing, analyzing, and summarizing prior FB work on Retention, Recruitment & Accessions, and Training & Education
- FBs currently looking at Assignments LOE
- Creating Training Packages
- Writing more *TAL* Articles

What We Plan to Do

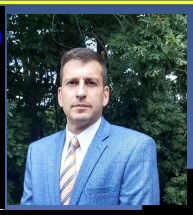
- Storyboard Project
- DEIC Liaison w/ Affinity Groups
- Training Packages
  - Senior Leader DE&I Training
  - OSJA-level DE&I Training
    - Eliminating Bias Training (in evaluations/assignments, for example)
- New JALS-wide Survey
- More Listening Sessions
- WHATEVER WE CAN TO IMPROVE WHEREVER NECESSARY!


*Your ODEI
Director
Deputy Director
Program Coordinator
Liaison
USAR Mob

Your Council



(b) (6)



(b) (6)

(b) (6)



(b) (6)

(b) (6)

Your Field Boards

- Comprised of a total of 10-15 personnel each
- All ranks, components, and diverse backgrounds
- Work to propose recommendations and approaches to better foster diversity, equity, and inclusion across the JAG Corps.
- Identify and assess problems and opportunities, and recommend DE&I-related solutions, that may impact recruiting, accessions, training and education, retention, promotions, assignments, and other obstacles to inclusion.
- For the complete list of FB members and application, please visit the JAGCNet DEIC page

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











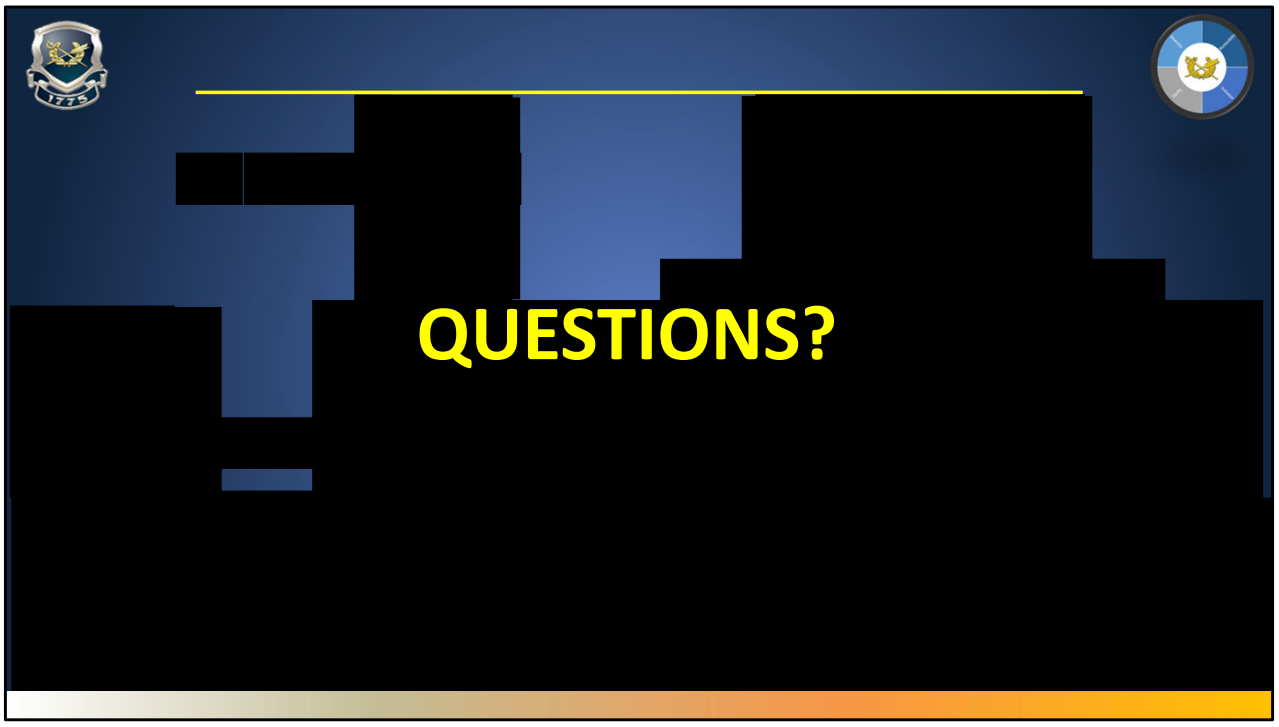
Keeping up With the Kouncil

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

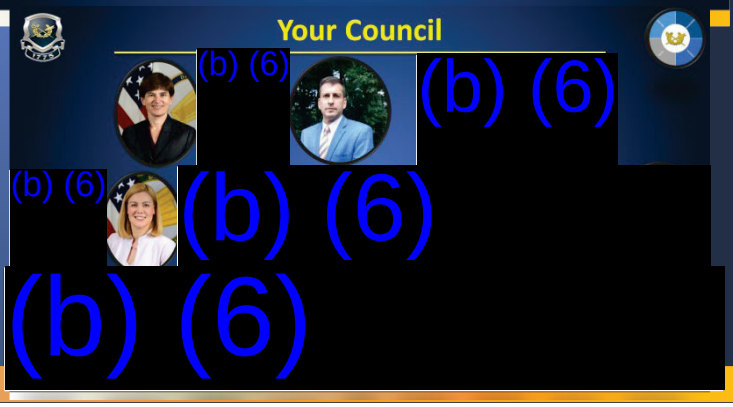
https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion


QUESTIONS?

DEI & the JAG Corps

- George Floyd and the Summer 2020 Reckoning
- TJAG Established Council on DEI ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO/AXO; @16-20 members
  - Subordinate DEIC advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021; Operational Since June 2021
  - *"[To] provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS."*
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL or LTC/JA); Program Coordinator (WO/LA); Program Specialist (27D NCO)





What Have We Done

- Established DEIC (10 Jul 20)
- Established Subordinate FBs (effective 3 Oct – 14 FBs, 140 members)
- JALS-wide DEI Survey
- JALS Listening Sessions
- Creation of DEIC Information Platforms (JAGCNet/MilSuite)
- Establishment of ODEI (25 Mar 21)
  - Recently hired new Director, Ms. Kristin Damigella (29 Aug 22)
- ODEI Director Appointed to Army E&I Agency
- Published TJAG Policy Memo 22-11 – DEI&A
- SGM Nolan Reading Room Dedication at TJAGLCS
- Establishment of Gray/Propp-Fowle Chair on DE&I at TJAGLCS
- Incorporated Implicit Bias Training in MJ Curriculum at TJAGLCS
- Magistrate No-knock Warrant Limitations
- Published Various DE&I-related articles in *The Army Lawyer*
- JAGC Affinity Group Engagements
- Replacement of the Jefferson Cup w/ "Our Constants" Compass
- Various updates to Recruiting and Accessions--and more!!!

Summary of Comments on PowerPoint Presentation

Page: 2

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:09:45 PM

Establishment of the Council on Diversity, Equity, and Inclusion

On 17 July 2020, TJAG established the Council on Diversity, Equity, and Inclusion (DEIC). "Mission: The Council is to take a comprehensive look at ourselves as a regiment. It will ask whether the JAG Corps is truly as inclusive as it can - and therefore, should - be. Where we can improve, the council will propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps, our Army, and the Nation we serve. While the council's review is to be comprehensive, it will initially look, across component, specifically at Obstacles to inclusion; Recruiting and accessions; Assignments; Training and education; Promotions; and Retention." Read the entire charter here: https://www.jagcnet2.army.mil/Sites/jagc.nsf/homeDisplay.xsp?open&documentId=6397617BF9CD9F9A852585AB006543AE

Establishment of DEIC Field Boards

Ten subordinate field boards were formed consisting of nearly 100 JALS officer, warrant officer, enlisted, and civilian members of all Components. These field boards are charged to identify and assess problems and opportunities, and recommend solutions, affecting diversity, equity, and inclusion in the following areas: recruiting and accessions; assignments; training and education; promotions; and retention.

JALS-wide DEI Survey

On 6 October 2020, TJAG directed a survey to better understand the issues pertaining to Diversity, Equity, and Inclusion in our Corps. Respondents were encouraged to take the time to share their thoughts and opinions. Responses to the survey were anonymous and helped focus the efforts of the JAG Corps senior leadership to positively shape the future.

JALS DEI Listening Sessions

A series of listening sessions was held in fall 2020/winter 2021 for members of the Judge Advocate Legal Service (JALS). Members of the DEI Council facilitated the sessions to gain a better understanding of the issues, if any, JALS members perceived or have faced, surrounding obstacles to diversity, equity, and inclusion in our Corps and our Army.

Creation of JAGC DEIC Information Platforms (JAGCNet/MilSuite)

The Council has established two online platforms available to any JALS member wishing to "keep up with the Council." JAGCNet (here) and MilSuite here:
https://login.milsuite.mil/goto=https%3A%2F%2Fwww.milsuite.mil%3A443%2Fbook%2Fcommunity%2Fspaces%2Farmyjag%2Fcouncil-on-diversity-equity-inclusion

Establishment of the Office of Diversity, Equity, and Inclusion (ODEI), Office of The Judge Advocate General

Established in March of 2021 under LTG Charles Pede. (b) (6) (b) (6) was selected to serve as the inaugural Director. Once fully staffed, the ODEI will consist of a Director (GS-15), Deputy Director L am Coordinator (WO).

JAGC Office of Diversity, Equity, and Inclusion (ODEI) Director Appointed as a Member of the Army Equity & Inclusion Agency

The Director of our ODEI has been appointed as a member-at-large of the Army's DEI&A efforts, serving as part of their larger working group.

Inclusion of DEI in the Article 6 State of the Corps Address

During each Article 6, TJAG addresses DEI&A as one of his top priorities. During the engagement, the Article 6 Team also addresses recent DEI initiatives, composition of the Council, and the subordinate Field Boards program.

TJAG Policy Memorandum 22-11, Diversity, Equity, Inclusion, and Accessibility

On 1 Mar 22, TJAG published our first DEI&A Policy Letter. In addition to establishing DEI&A as a priority for our JALS, this policy also includes definitions and key terms. Read the entire policy here https://www.jagcnet2.army.mil/Sites/JAGC.nsf/homeDisplay.xsp?tag=TJAG+Policy+Memo

The Way Forward

- Aligning JALS DEIA Strategy w/ Army's
- Identifying "Obstacles to Inclusion" in Our Formation
- Comparison Point – What Should We Look Like?
- Education & Training
- Improve Diversity in Civilian Workforce
- Geographical Assignment Concerns
- Performance Measures – How to Measure Effectiveness
- Data Collection & Analysis
- ***Continuously improving however and wherever we can!***

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:09:46 PM

Established and Published ODEI Sends

The Office of Diversity, Equity, and Inclusion published their first ODEI Sends in March of 2022. The inaugural (monthly) publication, included both the Army and JAG Corps' DEI&A approaches, top line messages, talking points, and information about our DEI&A efforts. Check out the publication here https://www.milsuite.mil/book/docs/DOC-1124641.

SGM John Nolan Reading Room Dedication at The Judge Advocate General's Legal Center & School

With the recent passing of Sergeant Major (SGM) John H. Nolan, our first Regimental Sergeant Major and a trailblazer in our Corps, naming a room at our Regimental home honors his impact on our Corps and his dual legacy. Before becoming a legal clerk, SGM Nolan enlisted as an 11B Infantryman and then went to Officer Candidate School and became an officer. He eventually returned to the active duty enlisted ranks as a legal clerk. The Regimental Reading Room adjacent to the library and Noncommissioned Officer Academy at The Judge Advocate General's Legal Center and School in Charlottesville, Virginia, has been renamed the SGM Nolan Regimental Reading Room as of 13 September 2021. The renaming perfectly captures his dual legacy as both an officer and noncommissioned officer because the location of the room physically unites the Academy's area of operations to an area of the building frequented by officer students.

Establishment of the Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity, and Inclusion

Academic Chairs at The Judge Advocate General's Legal Center and School (TJAGLCS) are a means to prioritize and focus our Corps on key aspects of our practice and to ensure that those focal areas remain featured in critical courses, publications, doctrine, and policy generated by the JAG Corps. These Chairs also provide opportunities to honor significant leaders in our Corps, and the honorees for the Chair on Diversity, Equity, and Inclusion add special distinction to this already august group of Academic Chairs. Announced in October of 2021, the inaugural chair lecture that will be given by MG (Ret) Kenneth Gray in the spring of 2022.

Implicit Bias Training in Military Justice Curriculum

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DEI in Mentorship



(b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Agenda

- What is Mentorship?
- Types of Mentorship
- Why does Mentorship matter?
- Mentorship within DEI
- Affinity Mentorship Groups
- DEI Mentorship practices
- Contact Us
- Questions

Mentorship

Mentorship is a voluntary mutual agreement where guidance is given by those with greater experience and focused on professional or personal growth.

6 Types of Mentorship

- One-on-One Mentoring
- Situational Mentoring (Coaching)
- Developmental & Career Mentoring
- Reverse Mentoring
- Group-Based Mentoring
- Peer-Based Mentoring

Summary of Comments on PowerPoint Presentation

Page: 4

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:07:47 PM

One-on-One Mentoring: Focused on building personal relationships and individual skill building
Situational Mentoring (Coaching): A person with a special knowledge or a particular skillset helps guide the mentee's learning or improvement of a specific set of skills (coaching
Developmental & Career Mentoring: This type of mentoring is long term and typically entails managers and directors who mentor their employees as they progress in their careers over the course of a few years.
Reverse Mentoring: A new hire possess skills and knowledge, their bosses and coworkers may not have. For instance, a junior enlisted military justice paralegal assisting a newly appointed Military Justice NCO with no prior MJ experience.
Group-Based Mentoring: With group-based mentoring, group members can help keep one another on track and are also able to meet with their mentors one-on-one when needed. This type of mentorship is often intertwined with situational mentoring.
Peer-Based Mentoring: Peers meet in small groups to help mentor one another by discussing points of interest and by sharing feedback and best practices as they're learning about a new company, honing a skill, or advancing in their career paths.
SOURCE: https://hrdailyadvisor.blr.com/2018/04/16/6-types-effective-mentorship-programs-use/

Mentorship Matters

- Large number of empirical studies confirm that positive social connections at work produce highly desirable results.
  - A study conducted by Sarah Pressman at the University of California, Irvine, found that the probability of dying early is 70% higher for people with poor social relationships.
  - A survey conducted by Hedrick & Struggles on Mentoring Programs revealed that “more than three-fourths of respondents say their most impactful mentoring relationship was either ‘very important’ or ‘extremely important’ to their career development.

Page: 5

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:07:48 PM

Pressman Study: Greater than obesity (20%), excessive drinkers (30%), and smokers (50%).
https://hbr.org/2015/12/proof-that-positive-work-cultures-are-more-productive
Hendrick & Struggle: https://heidrick.mediaroom.com/2017-12-27-Study-Women-and-Minorities-Value-Mentoring-Programs-But-Findings-Reveal-Opportunities-for-Improved-Effectiveness

Mentorship within DEI

- Mentors provide two main functions: career functions and psychosocial functions.
  - Career functions are meant to help the mentee advance in their career and include coaching, sponsorship, protection, and providing challenging assignments.
  - Psychosocial functions are meant to enhance a mentee's feelings of competence, identity, and effectiveness. It includes role-modeling, friendship, counseling, and provides acceptance and confirmation.
- Research shows that mentorship is a way to create more opportunities for continued engagement and is a vital component when trying to retain diverse talent and establishing a more diverse and inclusive workplace.

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:07:48 PM

Mentorship in DEI:
https://www.forbes.com/sites/janicegassam/2019/09/26/the-key-to-diversity-and-inclusion-is-mentorship/?sh=3f76b80a7fbd
https://www.prnewswire.com/news-releases/study-women-and-minorities-value-mentoring-programs-but-findings-reveal-opportunities-for-improved-effectiveness-300575517.html
https://hbr.org/2018/03/5-things-we-learned-about-creating-a-successful-workplace-diversity-program

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











DEI Mentorship Practices

- Develop and incorporate mentorship programs within your office.
  - Developmental/Career Mentoring & Reverse Mentoring have been shown to improve inclusion initiatives within companies.
- Share professional and personal experiences and knowledge.
- Inform on the organizational culture, highlight organizational values, & emphasize the mentee's role in the organization and how their experiences can contribute.
- Provide constructive feedback on strengths/developmental needs.
- Point out opportunities to develop or demonstrate capabilities.
- Be HUMBLE and know who may be a better SME for your mentee on a specific point.

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:07:49 PM

Career Mentoring & Reverse Mentoring: https://www.asaecenter.org/resources/articles/an_plus/2021/november/how-a-mentorship-program-can-boost-internal-dei-initiatives

Contact Us

(b) (6) Director

(b) (6) Program Coordinator

(b) (6) Program Specialist

Email: usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

QUESTIONS?

DEI in Mentorship

Wednesday, April 26, 2023 15:12

INTRODUCTION

Today we will be talking about what mentorship is, why it is important, and the 6 types of mentorship. We will also provide you with a few tools on how to implement a structured mentorship program and DEI mentorship practices. By the end of this training today, we hope you have a better knowledge and understanding of the various types of mentorship, when each is most useful, and how to employ them.

WHY MENTORSHIP MATTERS

Let's talk about why mentorship matters. First and foremost there has been a large number of empirical studies that affirm the correlation between positive social connections and positive work results and today's workforce highly values mentorship and mentoring programs. In companies that leverage mentoring programs that are aimed to improve representation within the managerial position, the representation of women, ethnic, and racial minorities improved by up to 25%. In an effort to recruit and retain diverse talent, mentorship has shown to be very advantageous.

6 TYPES OF MENTORSHIP

What are the six types of mentorship? (Read the slide) … Let's discuss each of these in more detail.

ONE-ON-ONE MENTORING

This is the most common type of mentorship. It focuses on building personal relationships and individual skill building. This type of mentorship always involve only two people (the mentor and mentee) and usually a more experienced individual being paired with a less experienced or younger mentee

SITUATIONAL MENTORSHIP

Or often referred to as “coaching” occurs when a person with special knowledge or a particular skill set guides the mentee’s learning or improvement in that specific set of skills. Sports is often many people’s first thought when it comes to the application of this type of mentorship but there are some military applications as well. Any paralegal who’s been through AIT and learned how to create and process actions through MJO, or Judge Advocates who have attend OBC has been the recipient of this type of mentorship. These are structured, short term, task related relationships with a specific agenda that’ll help you best be able to fulfill the roles you are about to assume or currently occupy.

DEVELOPMENTAL & CAREER MENTORING

Many of you may be familiar with this type of mentoring as what it encompasses can be found in Army Regulation 600-100. In this type of mentorship you see managers or directors mentor their employees as they progress in their careers. These are our NCOers and our OERs.

REVERSE MENTORING

As stated on the slide this is the opposite of traditional mentoring known as upwards mentoring. As an E4 that had PCS’d to Ft. Meade, I was in this position for a few months with our Military Justice NCOIC. I had come from Fort Rucker where I worked in Military Justice for about a year and half and our NCOIC at the time had recently joined the Army and had no Military Justice experience. This was a rewarding experience for the both of us as I was able to share my knowledge of Military Justice proceedings and matters and she was able to share her knowledge of benign a leader and an NCO.

GROUP MENTORING

Group mentoring typically involves an individual that mentors multiple mentees usually with a common or related goal. Group mentoring can help build camaraderie and provides a space for individuals to share and overcome obstacles.

PEER MENTORING

(READ DEFINITION ON SLIDE). Like group mentoring, this too promotes ally-ship and provide a space for individuals to share and overcome obstacles. Many of you may already be doing this. I know I have a few battle buddies at other installations I call up from time to time when I am faced with a problem I haven't seen before or want to know more information about a particular subject. Peer mentoring is a great way to share knowledge and advice on tackling some of the most complex JAG issues.

FUNCTIONS OF MENTORS

Mentors provide two functions: career functions and psychosocial functions. Career functions purpose is to help the mentee advance in their career and include many of the practices we just talked about.

The psychosocial function is meant to enhance a mentee's feelings of competence, identity, and effectiveness. This method provides acceptance and confirmation and include things like role modeling, friendship, and counseling.

BUILDING A DIVERSITY MENTORING PROGRAM

When considering inclusive mentorships, find out what the aim is for your diverse employees.

Do they want more of a a. voice in the company?

Are they looking for better access to leadership positions?

b.

c. Do they want to build a community at work?

1.

Be sure to train your mentors on topics like prejudice on unconscious bias. Provide them with resources about empathy in the workplace.

2.

Make matching an opt-in process, so employees have a choice. You do not want to force them to participate because they are diverse employees. Ensure that the mentor has the

skills or experiences that the mentee wants and check with the participants to see if their expectations for the mentoring relationship are similar. Give the participants a voice.
3.
These can be articles, TED Talks, discussion topics, or sample questions. These resources can help guide mentors and mentees through the experience, including setting goals and providing feedback.
4.
Getting feedback from participants is essential. You'll want to know if your program is resonating with minority employees, but it also allows you to solve issues that may come up during mentorships such as a poor pairing that needs to be rematched.
5.
Creating reports can be difficult without a platform that can track all the data, however the benefits are endless. It can be great for informing managers on how they can improve the program, but can also be used to support the business case for a mentoring program.
6.

DEI MENTORSHIP PRACTICES

Facilitate connections to leaders and experts in your mentee's career field

1.
2. Provide access to career opportunities

1

DEI&A in Outreach & Recruiting



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Summary of Comments on DEI&A in Outreach & Recruiting

Page: 1

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:00:38 PM

Good morning, I am (b) (6) (b) (6) your Office of Diversity, Equity, Inclusion & Accessibility program manager and today I will be providing you with ou Workplace training package which is an overview of managing and communicating with the five generations in today's workforce, to include their characteristics, relationships with authority and the organization, and common stereotypes. Thank you for those of you logged in today attending our training, before we get into slides, I just want to put out a quick administrative note, that this training is being recorded this morning for ease of access and viewing across multiple time zones our JALS personnel are located in. I will be monitoring the chat and looking out for any hands being raised and will stop the recording after slide presentation so that I can facilitate any discussion with the personnel logged in and answer any specific questions as well.

1

Your ODEIA

(b) (6) [redacted] Director

(b) (6) [redacted] Chief Operations Officer

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:00:38 PM

Your ODEIA team currently consists of two personnel: (b) (6) 6) our director and myself, your program manager

Mission:
To provide leadership and direction in the formulation, execution, and management of policies and practices that foster a DEI environment consistent with the core values of the JALS.

Vision:
To enable the transformation of policies, practices, programs, and systems that advance diversity, equity, and inclusion (DEI) to the fullest extent possible across the breadth (functions) and depth (hierarchy) of the JALS.

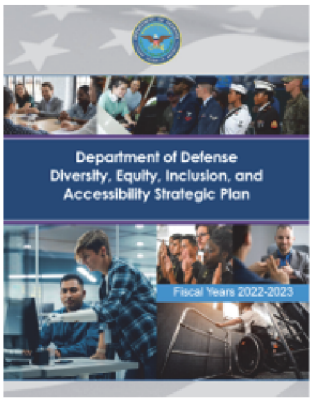
Agenda

- DoD, Army & JAGC Commitment to DEI&A
- Affinity Mentorship Groups
- Demographics Legal Profession & JALS
- Diversity – What does that look like?
- Generational differences
- Equity for Outreach & Recruiting
- Inclusion for Outreach & Recruiting
- Accessibility in the Army

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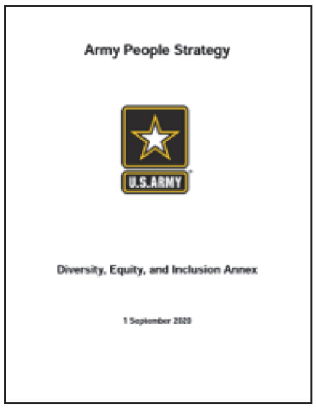
DoD & Army Commitment to DEIA

Department of Defense DEI&A Strategic Plan



Army Equity & Inclusion Agency Resources & Reports

Army People Strategy: DEI Annex



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Having a diverse force enables us as an organization to understand people from diverse perspectives and create an atmosphere that supports a variety of ideas, knowledge, processes, and approaches to decision making.

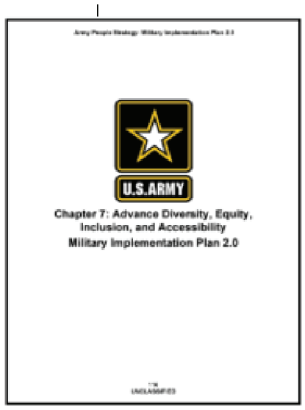
Now a days not only are potential recruits looking at what you say about DEIA, but they're also not shy about holding organizations accountable. About 80% of job candidates today have checked a company's website for their stance on DEI&A before applying. And 57% of employees ask their employer about the culture of DEIA at the company in job interviews.

Therefore, data reveals that companies must clearly communicate their commitment to diversity, equity, and inclusion, but also execute these programs well to attract (and keep) top talent.

Source: https://www.jobvite.com/blog/dei-recruiting/

DoD & Army Commitment to DEIA

Military Implementation Plan for DEI&A



Executive Orders on Diversity, Equity, Inclusion and Accessibility

Office of Civil Rights

CRS Report on Diversity, Inclusion, & Equal Opportunity in the Armed Services



JAGC Commitment to DEI&A

- DEIA Council established May 2020
- Affinity Mentorship Groups
- ODEIA established March 2021
- Propp-Fowle DEIA Lecture Chair
- Assignment, Accession, Selection Board Bias Briefs
- DEIA Training incorporated in all levels of PME
- DEIA Strategic Training Calendar
- POD Strategic Plan w/ DEIA & Wellness Annexes

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Make sure each FSO can competently answer questions about workplace diversity.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092





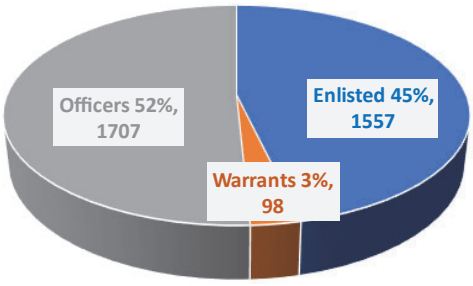




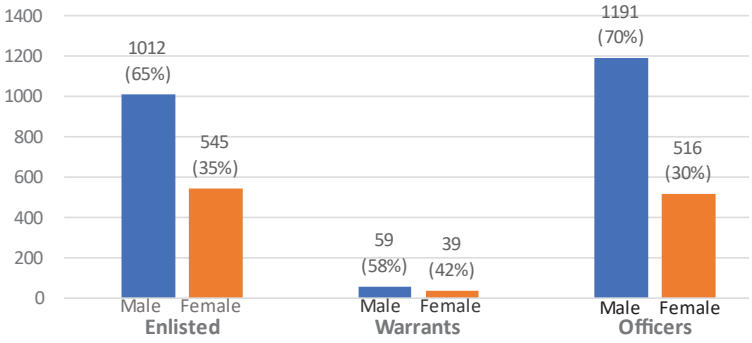


JAGC Active Component Demographics

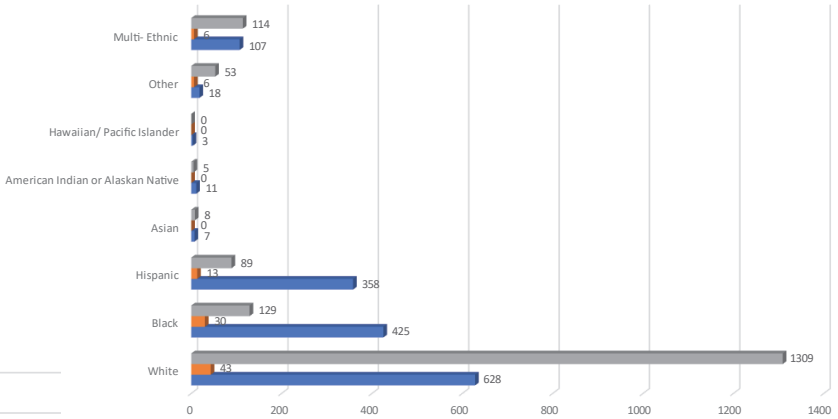
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

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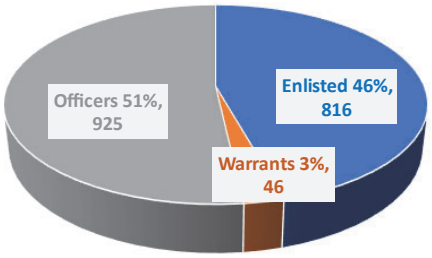
The following demographic slides were generated from metrics and data provided by the Army G1 as of December 2023. You can also find these slides in our MS Teams page files under JALS Demographics.
These slides show the current make up of the JALS demographically by component.

Here are the demographics for our JAGC Active component broken down by cohort on the top left, gender bottom left, and race/ethnicity on the right.

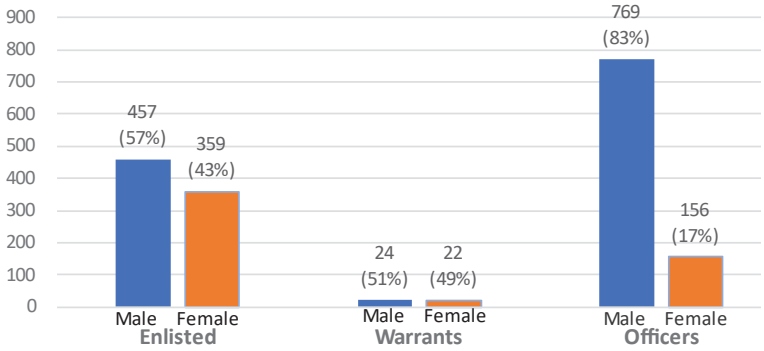
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 45%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC National Guard Component Demographics

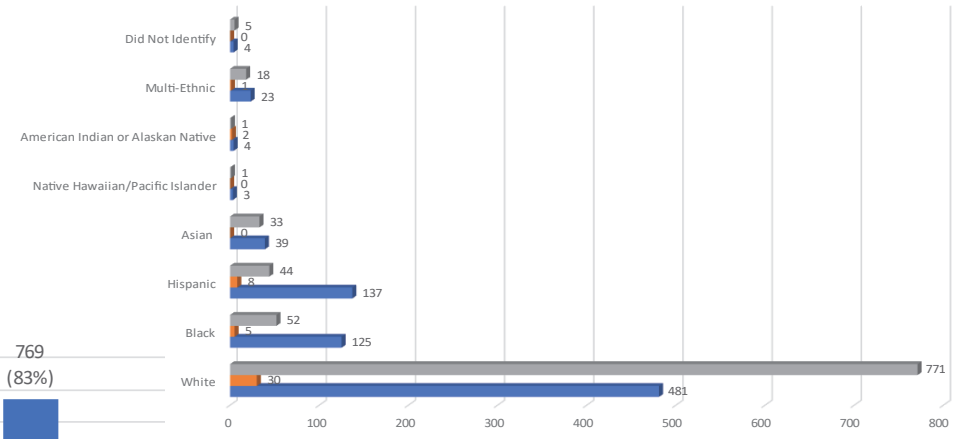
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

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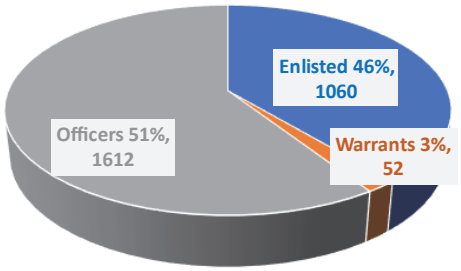
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demographics for our JAGC National Guard component.

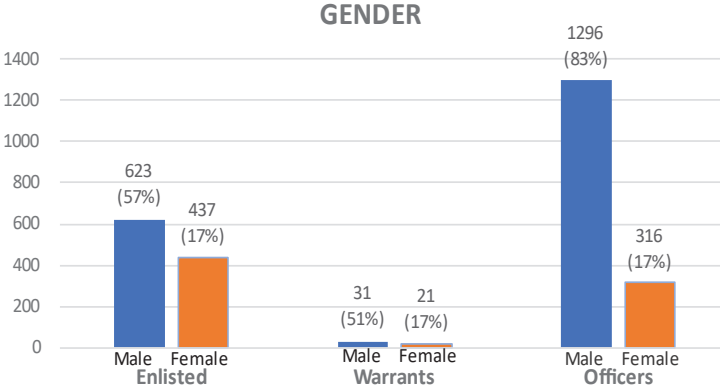
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 46%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC Reserve Component Demographics

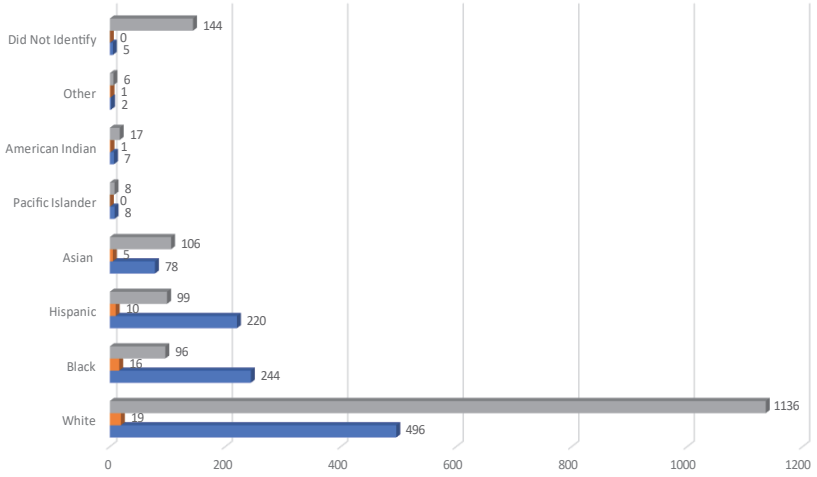
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

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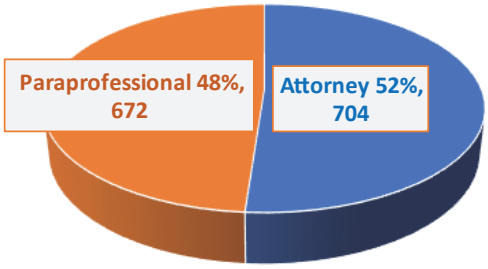
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demographics for our JAGC Reserve component.

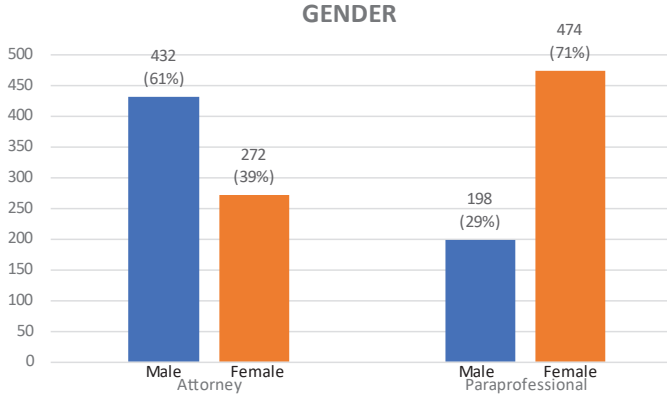
To note:
Significantly more comprised of officers at 51% (59% last qtr) here with our enlisted cohort at 46% (39% last qtr)
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JALS Civilian Demographics

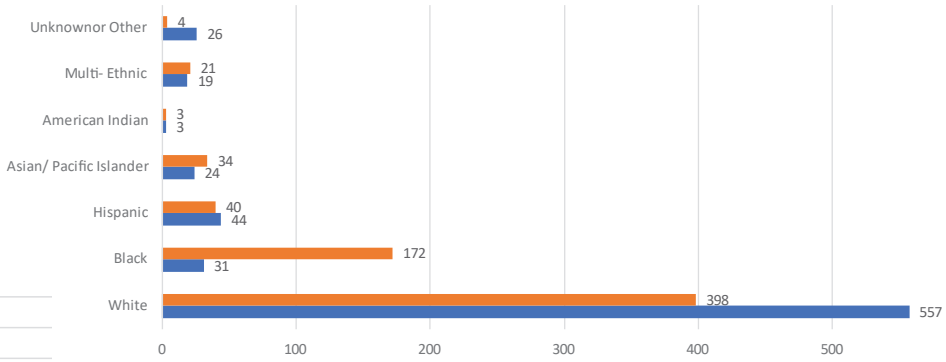
COHORT



GENDER



RACE / ETHNICITY



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

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Lastly here are the demographics for our JALS civilians.
Slightly more comprised of Attorneys at 52%, paraprofessionals at 48%
Predominantly males for attorneys but mostly females for paraprofessionals by more than half
Here our paraprofessionals are the most ethnically diverse population as well.

These demographics go to show that most of the JAG Corps demographic diversity can be found in the Warrant and Enlisted ranks.

Why do we look at demographics?
Demographic information is so much more than just providing statistics. Not only does the difference in metrics helps us identify gaps in diversity but it can also help support well-intentioned leadership directives and measure the effectiveness of strategic initiatives as it relates to recruiting and retention efforts.

Gathering and tracking this data isn't just "the right thing to do." It's the best possible thing we can do to understand the diversity of our JALS personnel and strive to be more inclusive to incorporate the variety of experiences and perspectives we have in our formations. This in turn creates an environment where everyone feels like they are valued and belong. I used the word "feel" on purpose because telling someone they are valued and belong is one thing, but making someone feel that way is different. Fostering that sense of inclusion and belonging helps drive recruitment and retention to maintain the diversity we do have in our talent pool and positively impact our organizational cultures.

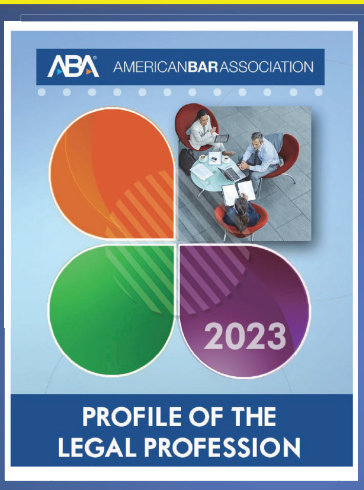
Demographics are facts, like diversity is a fact. Either we are or are not diverse in certain areas. We are not going to be able to change what our demographics look like overnight or by JAGC driven efforts alone. We recruit our talent pool from the civilian sector and if you look at ABA demographics, they are consistently within 5% of our JALS demographics.

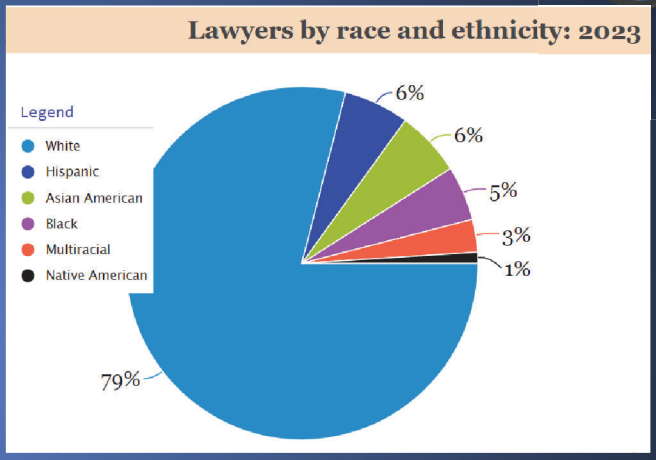
While diversity is a fact, inclusion on the other hand is a choice. So, ask yourself how are we working with ALL of the diversity that we do have to be more inclusive of their perspectives and drive better decision making in or organizations? It's not all about the numbers, it's about making the numbers we have count.

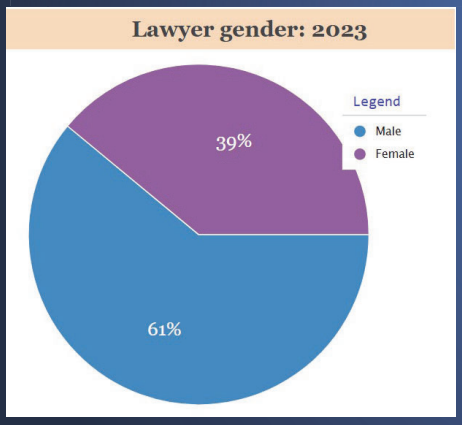
1

The Profile of the Legal Profession

Know the Generation you are recruiting, the demographics, & what they value!









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Race/ Ethnicity: The percentage of lawyers of color nearly doubled in the past decade, according to the ABA National Lawyer Population Survey. White lawyers are still overrepresented in the legal profession compared with their presence in the U.S. population, but that is slowly changing. Ten years ago, in 2013, lawyers of color were 11% of the profession. A decade later, in 2023, they were 21% of the profession.

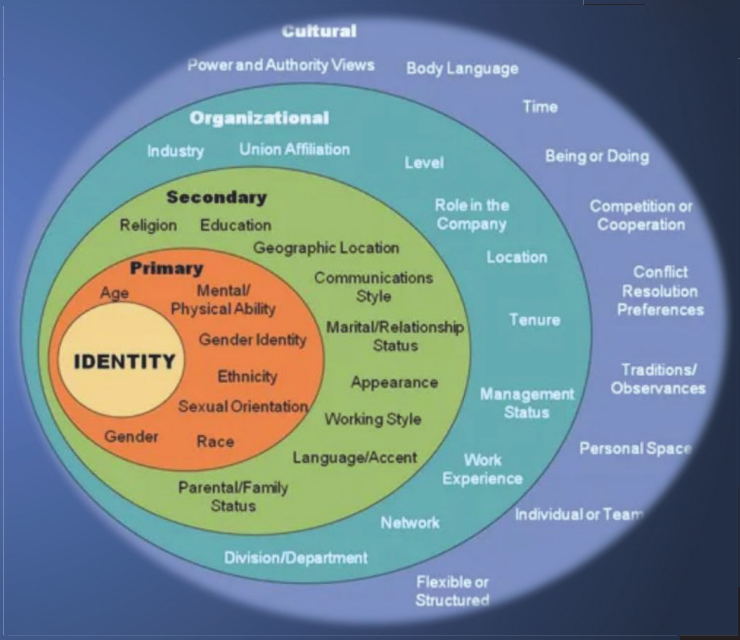
Gender: Over the past decade, the percentage of female lawyers has increased slowly. It stood at 34% in 2013 and grew to 39% a decade later in 2023. In other words, male attorneys still greatly outnumber female attorneys, but that is gradually changing as more women, and fewer men, are enrolling in law school every year.

Age: The legal profession skews older than most professions in the U.S., according to the U.S. Bureau of Labor Statistics. Going back several decades, the typical lawyer was younger than today. In 1980, the median age for all U.S. lawyers was 39. That's seven years younger than the median age of 46 in 2022.

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DIVERSITY- What does it look like?

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win



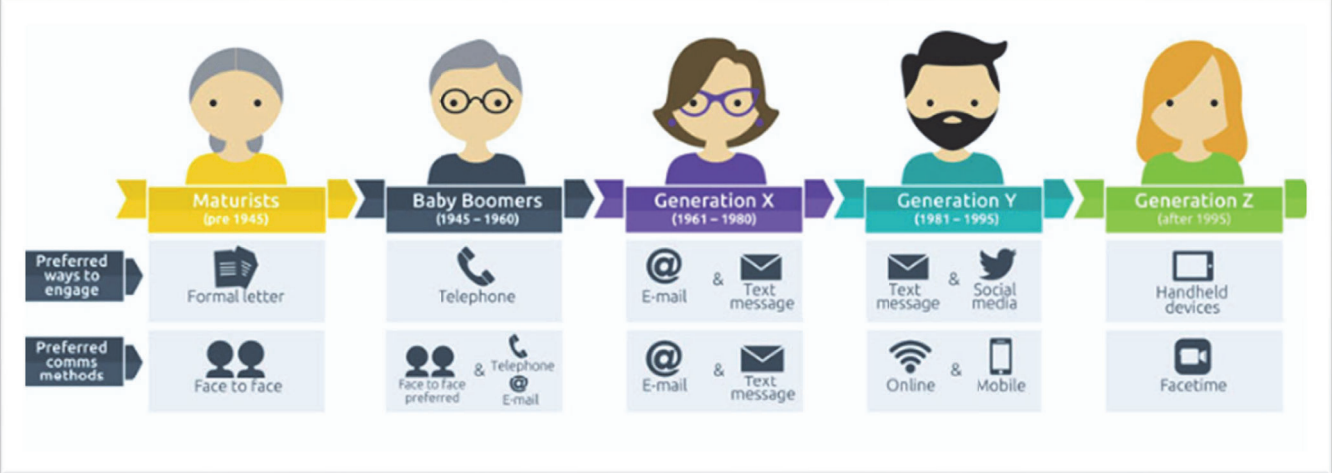
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Demographic diversity is only one aspect. Our Leaders want our force to reflect the racial, ethnic, gender, socioeconomic, ideological, and generational makeup of society. The Army adopted a broader definition of diversity that includes differences in experience, skills, educational background, and so much more.

Generations

Preferred Methods of Communication



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Communication preferences and generational dialects can be major obstacles to collaboration. Different age groups have preferred methods of communication. To address the communication preferences of a multigenerational workplace, you'll need a healthy mix of verbal, written, and digital communication. These are some preferred methods of communication by generation.
Maturists AKA Silent Generation tend to prefer formal letters and face to face.
Baby Boomers prefer phone calls, face to face, and email.
Generation X prefer email and text messages or instant messages.
Generation Y AKA Millennials prefer text, social media, online communication and mobile devices being easily accessible.
Generation Z prefers any handheld devices for that instant communication and video chat for communication methods vs. face-to-face interactions.

Our older generations tend to prefer face-to-face communication and are frustrated when attempts at communication are ignored or misconstrued because of technology overuse. Younger generations rely on technology for communication, which can be difficult for older generations to understand. For example, if one employee likes to send emails to make sure everything is documented, but the person they're communicating with prefers a phone call, there could be some miscommunication.

Each generation has its own distinct characteristics and ways they commonly prefer to communicate. I say commonly because there are some who may not fall into these common norms and statistics simply based on their generations. In fact, most individuals who have either managed or led diverse generations and explored effective ways to do things outside of their comfort zone or what they were commonly exposed to would break some of these generational stereotypes. However, as leaders it is important for us to be aware of and identify the diversity in the preferred methods of communication within our teams and organization to establish common practices and procedures that include your teams' diverse perspectives and buy in.

Source: https://harver.com/blog/generational-diversity-in-the-workplace/

Millennials

- Currently make up **38.6%** of the U.S. workforce
- ***Did you know?***
  - By 2025, millennials will comprise 75% of the global workforce
  - About 15% of millennials age 25–35 live at home with their parents



- Experienced: 9/11, multiple school shootings, the internet, mobile technology
- Common stereotypes: sheltered; few practical skills; technologically obsessed; job-hoppers; entitled; praise-hungry

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Generation Y, also referred to as Millennials, was born between 1981 and 1996 (age 28-43). The currently make up 38.6 % of our workforce. This generation, which is already the largest in the workforce, will make up three-quarters of the global workforce by 2025. Millennials thrive on new innovations and the scrappy “startup” mentality.

Similar to the Generation X who paved the way, Millennials desire work/life balance and crave flexibility in the workplace, such as working from home and casual dress. They aim to work smarter, rather than harder—making them excellent at multitasking.
Despite the eagerness that Millennials bring to the table, this generation is often criticized for being self-involved and overly dependent on technology. They also require a significant amount of feedback from employers.

Some life changing events they experienced include the 9/11, school shootings became a thing, they were introduced to world wide web, on demand entertainment, and handheld devices.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Millennials, cont.

- See themselves as: innovative, ambitious, multi-taskers, tenacious, entrepreneurial
- Relationships w/ Authority: respect authority figures who demonstrate competence; their attitude tends to be "show me what you can do for me right now"
- Relationships w/ Organizations: loyal to colleagues; expect equitable treatment; see their careers as an opportunity to add value and contribute
- Work Styles: digital natives; have more fluid work styles; expect to create the rules with change equaling improvement
- Motivated By: responsibility, the quality of their manager, unique work experiences, flexibility, immediate feedback

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This generation see themselves as innovative, ambitious, multi-taskers, tenacious, and entrepreneurial. Some additional common stereotypes include:

Their respect for authority figures who demonstrate competence instead of respect for authority figures simply based on their positions; their attitude tends to be more of "show me what you can do for me right now"

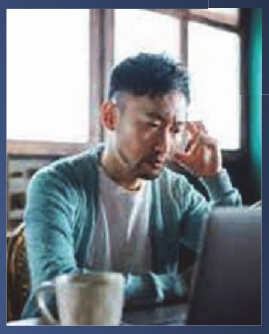
This generation tend to be more loyal to their co-workers and teammates, most similar to baby boomers in that loyalty aspect. Millennials expect equitable treatment and see their careers as an opportunity to add value and contribute to the organization.

This generation is considered digital natives who have more fluid work styles and expect to create the procedures with change for improvement.

This individuals are mostly motivated by responsibility, good leaders instead of just managers, unique work experiences, flexibility, and again, like our generation x, they want that immediate feedback.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation Z



- Currently make up **6.1%** of the U.S. workforce
- ***Did you know?***
  - 40% of Gen Z wants to interact with their boss daily or several times each day
  - 84% of Gen Z expects their employer to provide formal training
- Experienced: Economic downturn, global warming, COVID
- Common stereotypes: obsessed with social media; self-centered; technologically dependent; have a short attention span; reward seekers

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Generation Z was born between 1997 and 2015 (age 9-27) making them the youngest generation in the current workforce. The currently make up 6.1 % of our workforce. They are the first generation to grow up in a world that is completely wireless. As true digital natives – even more so than Millennials – Generation Z is constantly connected and is considered the most tech-savvy of these groups.

This generation is known for being creative, flexible, and self-reliant. While Gen Z-ers share many similarities to Millennials, they're more cautious and concerned with career stability. Because they're always connected, Gen Z-ers are excellent multitaskers, but also easily distracted. With shorter attention spans at work, they require bite-sized, immediate feedback from their employers.

Some life changing events they experienced include the 2008 great recession, smart phones, global warming, and the covid pandemic.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation Z, *cont.*

- See themselves as: competitive, tech-savvy, interactive, social, progressive
- Relationships w/ Authority: respect the process and follow direction but want to be engaged; management shouldn't have a one-way conversation with them
- Relationships w/ Organizations: tend to be loyal to the experience; are invested in their careers
- Work Styles: agile; seek balanced rules; see change as simply reality
- Motivated By: diversity, personalization, individuality, creativity, opportunities to work on multiple projects at the same time, independence

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This generation see themselves as competitive, tech-savvy, interactive, social, and progressive. Some additional common stereotypes include:

A bit more unconventional in their Relationships w/ Authority because while they respect the process and follow direction they want to be engaged. They don't necessarily believe in management having what we call one-way conversations with them. They value providing their input and perspective.

This generation tends to be more loyal to the experience vs. the team, a specific manager, leader, or organization. They are invested in their careers, which they see as a way to grow personally and professionally yet still very much so compartmentalize work and their careers as just one aspect of who they are or how they identify.

This generation is agile and adaptive. They look for balanced rules and understands change to simply be a reality or inevitable.

Gen Z is very much motivated by diversity, personalization, individuality, creativity, independence, and opportunities to work on multiple projects simultaneously.

Sources:
1 – 4 https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

1

Equity for Outreach & Recruiting

More equitable outreach and recruiting processes take commitment from individuals at all levels in the organization.

- Adopt an Equity based mindset
- Mitigate biases – Don't making assumptions!
- Value soft skills AKA people skills as much as technical skills
- Equity v. Equality
- Consider what equity looks like for individual or group of individuals

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Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Equitable mindset: As we continue to strive for progress, the next question we are asking ourselves is how we can adopt an equity-based mindset in recruiting, one that recognizes the merit of candidates who do not fit our typical narratives of successful or qualified applicants. Challenging ourselves to adopt an equity-based mindset will take practice and deliberate action. It will require us to question our own thinking openly and actively.

Ask yourself - What assumptions are we making about this applicant? And what could we "miss out" by not considering this perspective or experience? Disrupt your typical actions and way of thinking. This will help eliminate biases.

Stop overvaluing technical skills at the expense of people skills. Recognize that soft skills such as managing people, negotiating, coaching, facilitating, mentoring, and communicating are as important as the technical skills and know-how of a position.

Equity v. Equality. Know the difference. Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals. Equality: is rooted in fairness and the belief that everyone should be given the same exact resources. But we all have individual needs and my ability to be successful increases when I am afforded the resources and opportunities based on my individual needs.

What does equity look like for others if I cannot relate? Consider reaching out to people who are underrepresented.

Sources:
https://www.forbes.com/sites/forbeshumanresourcescouncil/2022/03/09/five-diversity-recruitment-best-practices-for-2022/?sh=1f628f496a5d

https://www.aam-us.org/2021/08/25/what-does-a-truly-equitable-recruiting-process-look-like/?gad_source=1&gclid=Cj0KCQjwlZixBhCoARIsAIC745D4JWMqO4CnbHeMaUcP8PgQudkUNjN7NfK7U0H56XJ4NvycTImAcXgaAhBsEALw_wcB

Inclusion for Outreach & Recruiting

Inclusion is a CHOICE and we all have a responsibility.

- Enable participation from the diverse teammates you have
- Know who your Compo 2/3 counterparts are
- Utilize your summer interns & FLEPs
- Younger generational engagement
- Not all will meet physical requirements - recruit JALS civilians

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Take an NCO or warrant with you to participate in some outreach or recruiting efforts. Make the numbers and diversity we do have count. Showcase the diversity we have (in age, ranks, gender, education, etc.) and the cohesion we develop. Encourage others to share their stories and share their WHY. Everyone is a recruiter.

Know and be inclusive of your NG and Reserve counterparts in your geographical location who may want to join you for an outreach and/or recruiting event and can use it as AT time.

Plan some summer intern & FLEP engagements in your local community or schools when they are interning in the summer. Coordinate for your PAO to do a video you can share on unit and JAGC social media mages for outreach and recruiting about their experiences.

Be inclusive of more generations. Don't just target those in law schools or college. Plant the seed early! Find your local OSJA elementary school, middle school, and high school mock trail teams or future lawyer clubs. Volunteer for those local community engagements where you have career days at local schools. Share your Army story, the opportunities you've been afforded and how your family has benefitted from it.

Just because someone doesn't meet physical requirements for service doesn't mean there isn't a place for them in the JAGC. Fun fact: People with disabilities are often rated above average for performance and even outperform their peers without disabilities in productivity. Identify potential for JALS civilian hires and share that information too!

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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What good is information, facilities, technology, programs and services when they are not accessible?

Today, approximately one in five Americans, have some type of disability. Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace.

1

ACCESSIBILITY

Consider the following:

- Accessibility considerations are for all
- Are your resources accessible? QR code v. hyperlink on a handout.
- Are your videos accessible? Live captions or audible audio?
- Do you know which disabilities may not be service discrediting for our MOS?
- How well versed are you in reasonable accommodations?

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Think through some of these ways you can consider accessibility in outreach and Recruiting. Outreach and recruiting resources are not just for eligible recruits… they are for their family members who hold a huge influence in their decision to serve as well. Consider someone's reason for service being medical care for a dependent like a spouse or child with a disability.

1

DOD's Accessibility Goals

Foster a DoD-wide culture and spirit of accessibility and intersectionality for individuals with disabilities, including Disabled Veterans

[redacted]

5 ACCESSIBILITY: *Commitment to Accessibility*

5.1. Develop an accessibility framework to provide comprehensive access to accessibility services and tools to the workforce and community.

5.2. Improve DoD's ability to attract, accommodate, advance, and retain qualified individuals with disabilities, including Veterans and individuals with targeted disabilities.

DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023 (DOD DEI Strategy Map)

[redacted]

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Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023 (DOD DEI Strategy Map)

Key Players

- As a large institution, DoD's accessibility support is not centralized, nor is it practical to collapse support into a singular DoD-level entity
  - Program offices include the *Disability Program*, the *Workforce Recruitment Program* (WRP), the *Computer/Electronic Accommodations Program*, the *Section 508 Program*, and the *Equal Employment Opportunity (EEO) Program*. In addition, *Human Resources* offices and the *Office of the Chief Information Officer* play a role
  - DoD recognizes that **a cohesive solution for accessibility requires coordination and integration of these multiple organizational functions across the enterprise**

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Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023

QUESTIONS?

1

Keep up with ODEIA

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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DEI, Bias, & Teams



(b) (6)(b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6)(b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Background

- TJAG Established Council on DE&I ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO; 16 members
  - Subordinate advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021
  - provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL/JA); Program Coordinator (WO/LA)

Summary of Comments on DEI & the JAG Corps

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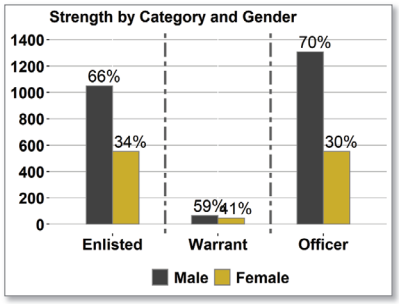
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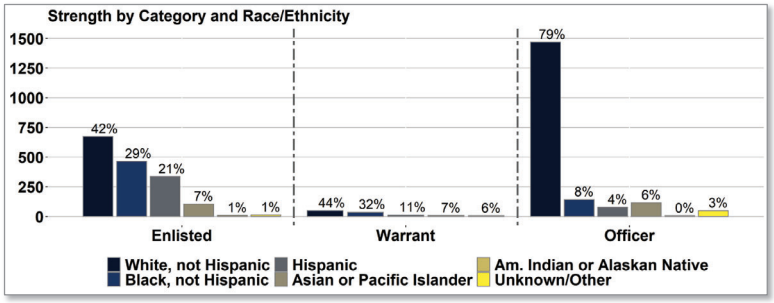
10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application

JAG Active Component Demographics

Data as of 31 August 2022

As of 31 August 2022, the total number of Soldiers in the JAG Corps Active Component is 3,575. Males account for 68% and Females account for 32% of the total. The Racial/Ethnic distribution of the JAG Corps is as follows – White, Not Hispanic: 61.3%, Black, Not Hispanic: 18%, Hispanic: 11.9%, Asian or Pacific Islander: 6.4%, American Indian or Alaskan Native: 0.4%, and Unknown/Other: 2%.





Grade	Inventory	Gender		Race/Ethnicity					
		Male	Female	Hispanic	Am. Indian or Alaskan Native	Asian or Pacific Islander	White, not Hispanic	Black, not Hispanic	Unknown/ Other
Enlisted Subtotal	1,602	1,050	552	336	10	105	673	465	13
Enlisted %	45%	66%	34%	21%	1%	7%	42%	29%	1%
Officer Subtotal	1,861	1,308	553	78	6	116	1,469	142	50
Officer %	52%	70%	30%	4%	0%	6%	79%	8%	3%
Warrant Officer Subtotal	112	66	46	12	0	8	49	36	7
Warrant Officer %	3%	59%	41%	11%	0%	7%	44%	32%	6%
Active Component Total	**3,575**	**2,424**	**1,151**	**426**	**16**	**229**	**2,191**	**643**	**70**
Active Component %		**67.8%**	**32.2%**	**11.9%**	**0.4%**	**6.4%**	**61.3%**	**18.0%**	**2.0%**

Unclassified

Your ODEI

(b) (6) (b) Director

Vacant, Deputy Director

(b) (6) (b) Program Coordinator

(b) (6) (b) Program Specialist

ODEI Initiatives

- JALS DEIA Strategy – **to be aligned w/ Army's**
- Developing Training
  - DEI&A (general), Bias, Equity, Inclusion, DEI in Mentorship, Mitigating Microaggressions, Generations in the Workplace, etc.
- Inclusion at all levels of JAGC PME training (TJAGLCS)
- OPT with TJAGLCS on embedding DEI concepts in courses
- Facilitating Bias discussions at boards
- Working with SIO and JARO on Strategic Engagement/Messaging

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We are currently working on a “menu” of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

ODEI Initiatives, cont.

- Developing Communication Plan – JAGCNET/MilSuite/Teams
- Engaged with Retention Working Group
- Assisting Labor & Employment with imbedding DEI&A in their products and resources (i.e. Deskbook)
- Engagement with Army Equity Agency
- Reviewing processes for equity, inclusion, and transparency
- DEI Council and Field Boards
  - 140 personnel have volunteered

Engagements

- Recently returned from a Fort Bragg tour
  - Trained and conducted listening sessions w/ USARC, FORSCOM, XVIII ABC, 82nd ABN Div, 1 SFC (A), and USASOC
- Over the last 90 days, have conducted engagements/training
  - w/ student groups (i.e. OBC, Grad Course, WOILE, etc.)
  - w/ organizations (USALSA, 8th TSC/USARPAC, USARLC, Fort Rucker, etc.)
  - At various boards (GOSC, 2L Internships, Reserve Accessions, FLEP, etc.)
  - TX colleges recruitment tour w/ BG Sullivan
  - Served on Hispanic Heritage Month panel at TJAGLCS
- We are in there and out there!

Army People Strategy DEI Objectives

1) Enhance Mission Readiness

2) Leader Commitment and Engagement

3) Training and Education

4) The Employer of Choice

5) Army-wide Inclusive Culture

DEI&A - *Defined*



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(b) (6)(b) (6)

Program Specialist

Office of Diversity, Equity, and Inclusion

(b) (6)

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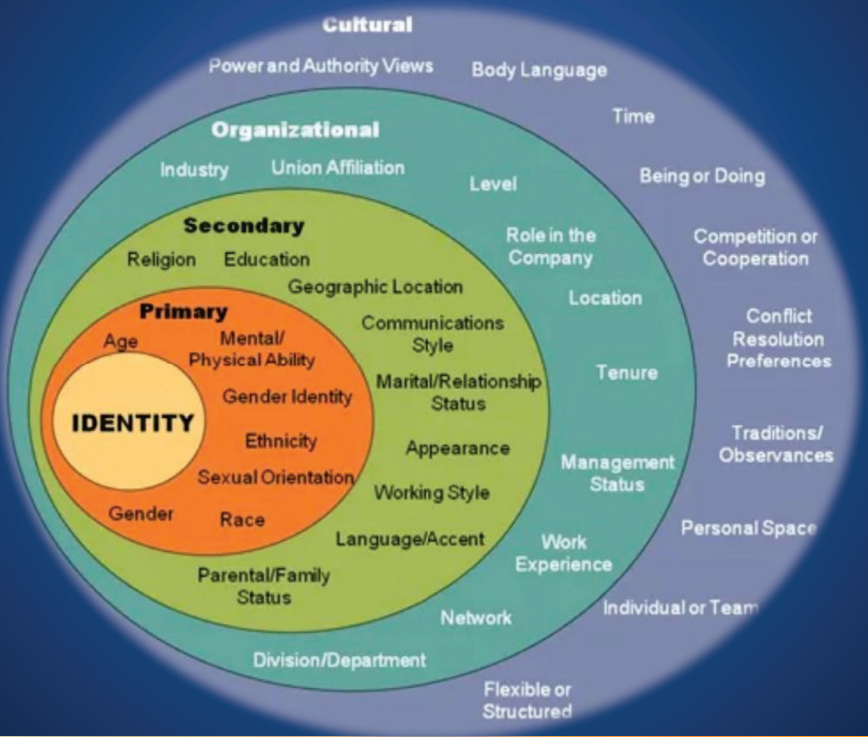
DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

--Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

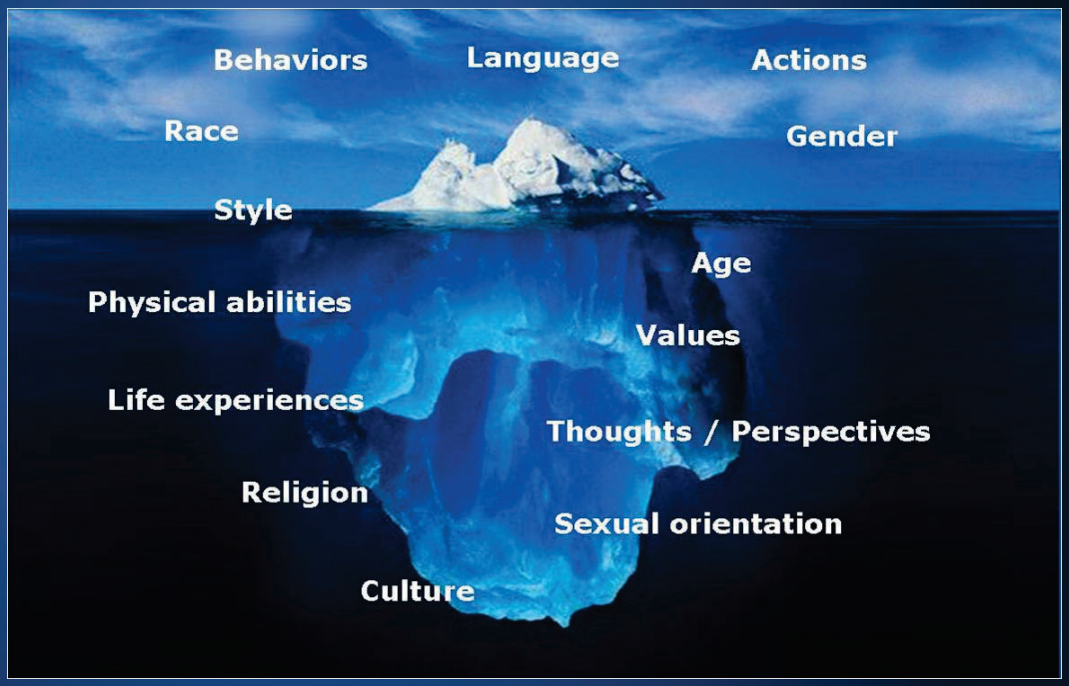
--It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

EQUITY AND EQUALITY | VIDEO

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked, to accomplishing the mission verse the way we have always done business?
- Who was this organization designed to fit?

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

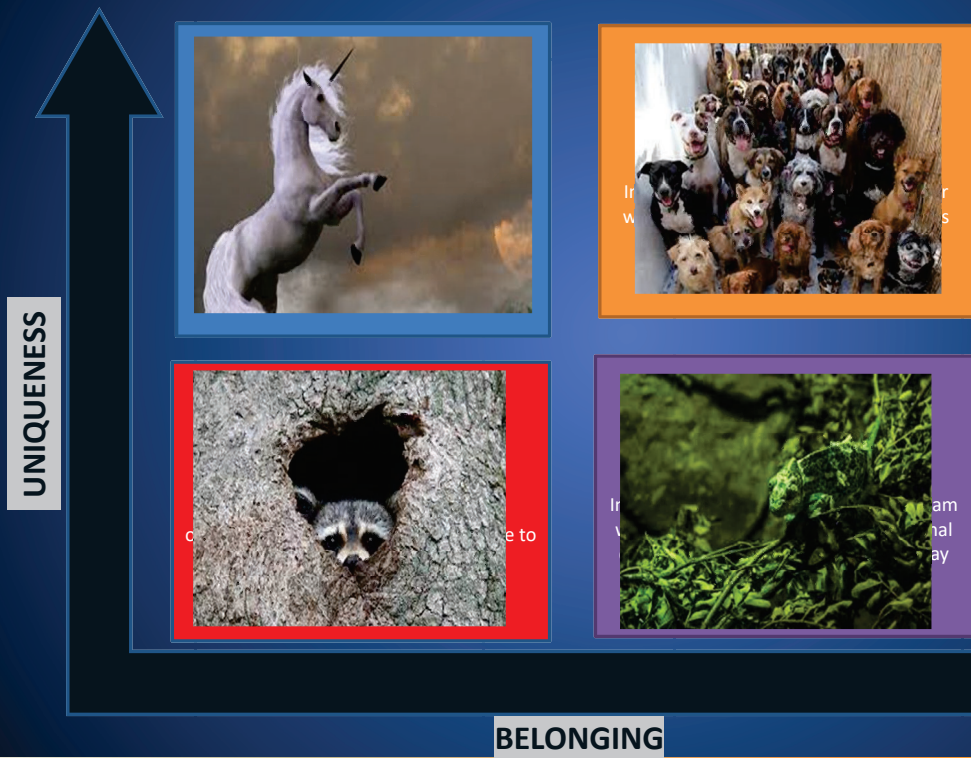
TJAG's Charge

"Are we as inclusive as we can be?"



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Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

- Includes the provision of accommodations and modifications to ensure equal access to employment
- Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
- A commitment to ensuring that people with disabilities can independently access activities and spaces

Implicit Bias – *Unconscious Cognition*



(b) (6) (b) (6)
Program Coordinator

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

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Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

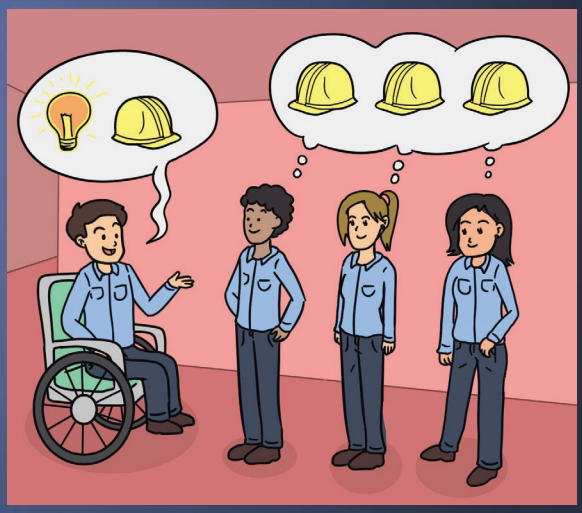
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us
- Have you seen it?



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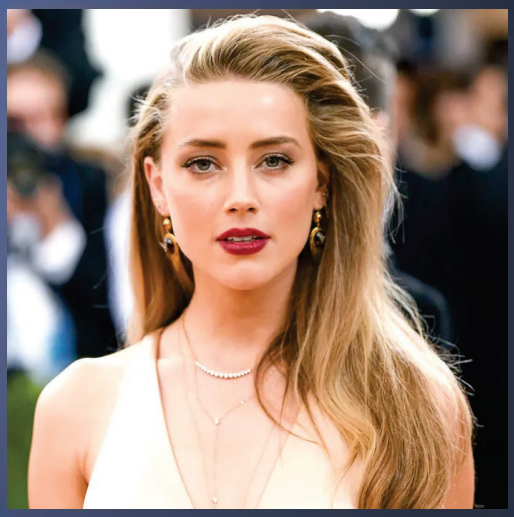
Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good
- Have you seen it?



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Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

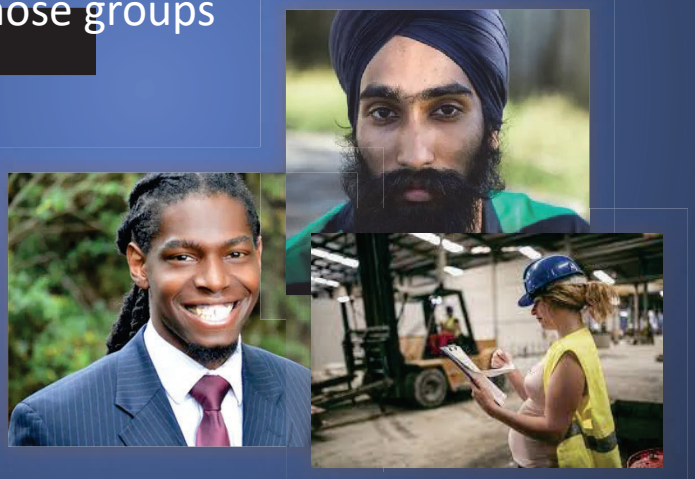
How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

1

Perception Bias

- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups
- Have you seen it?



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Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along
- Have you seen it?





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Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group
- Have you seen it?



"Everyone in favor raise your hand!"

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Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”

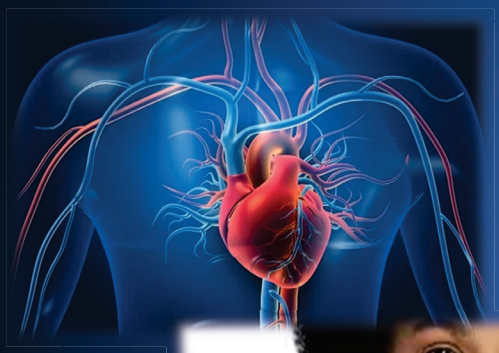


Building Inclusive Teams



(b) (6)
(b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

Use Your Tools









Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

1

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn’t recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion

QUESTIONS?

DEI, Bias, & Teams



(b) (6) (b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6) (b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Your ODEI

- (b) (6)(b) (6) Director
- Vacant, Deputy Director
- (b) (6)(b) (6) Program Coordinator
- (b) (6)(b) (6) Program Specialist

Background

- ODEI established by TJAG on 25 March 2021
  - Mission: To provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - Chartered Tasks: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting

- Council on DE&I ("DEIC") established by TJAG on 10 July 2020
  - Lines of Effort: Recruiting & Accessions; Assignments; Training & Education; Promotions; Retention; other Obstacles to Inclusion
  - Composition: Approx. 20 members including 3 Co-Chairs and an XO
  - Field Boards: Subordinate advisory boards that act as "voices of the Corps"

Summary of Comments on DEI & the JAG Corps

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10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application

ODEI Initiatives

- Developing JALS DEI&A STRATPLAN – **to be aligned w/ Army's**
- Monthly Enterprise Virtual Training
- Conducting Training In Person and Virtual Training for SJA Offices
  - Unconscious Bias; DEI in Mentorship; Mitigating Microaggressions; Generations in the Workplace; Recognizing & Mitigating Bias in MJ; Building Inclusive Teams; LGBTQIA+ Topics; The Color of Law
- Conducting DEI&A training at all levels of JAGC PME (TJAGLCS)
- Engage with Army Equity & Inclusion Agency and DoD DEIA community
- Facilitating bias discussions at various boards (GOSC, Reserve Accessions, Interns, FLEP, WO Accessions, etc.)
- Working with SIO and JARO on strategic engagement/messaging

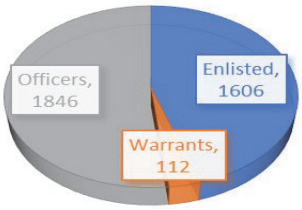
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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 4:02:01 PM

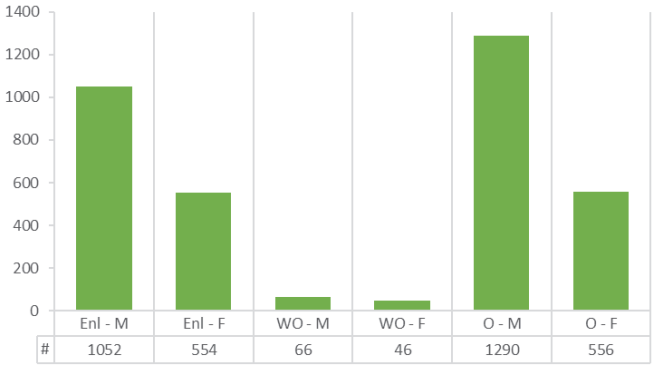
We are currently working on a “menu” of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

JAGC Active Component Demographics

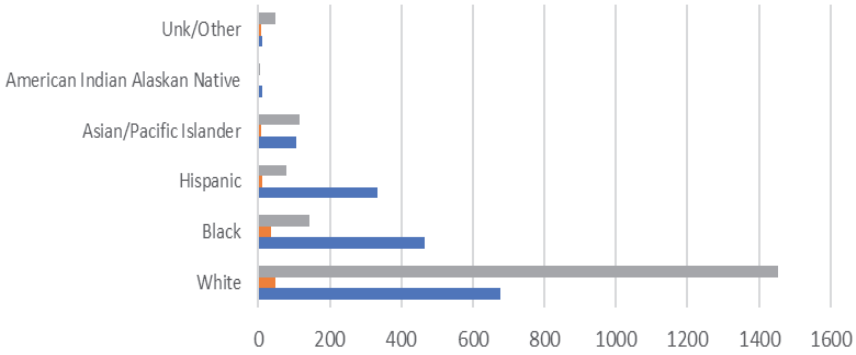
COHORT



GENDER



RACE/ETHNICITY

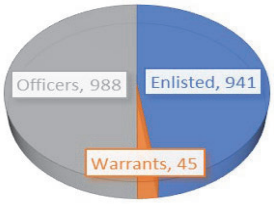


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1454	143	79	115	6	49
Warrants	49	36	12	8	0	7
Enlisted	678	464	334	107	11	12

JAGC National Guard Component Demographics

Data as of 31 August 2022

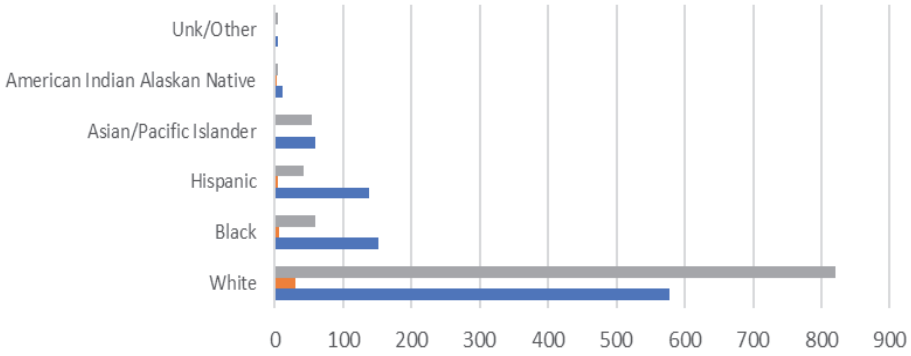
COHORT



GENDER



RACE/ETHNICITY

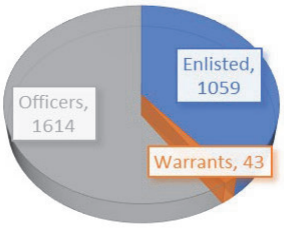


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	821	60	43	55	5	4
Warrants	30	6	5	1	3	0
Enlisted	577	152	138	59	11	4

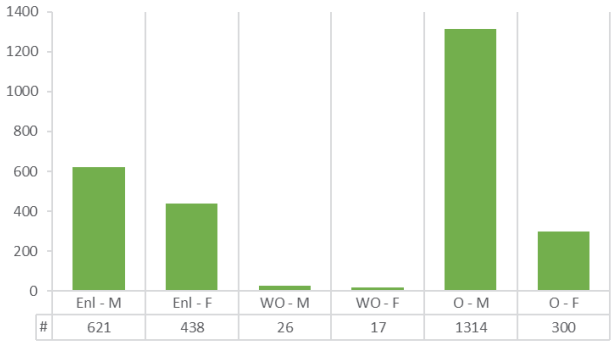
JAGC Reserve Component Demographics

Data as of 31 August 2022

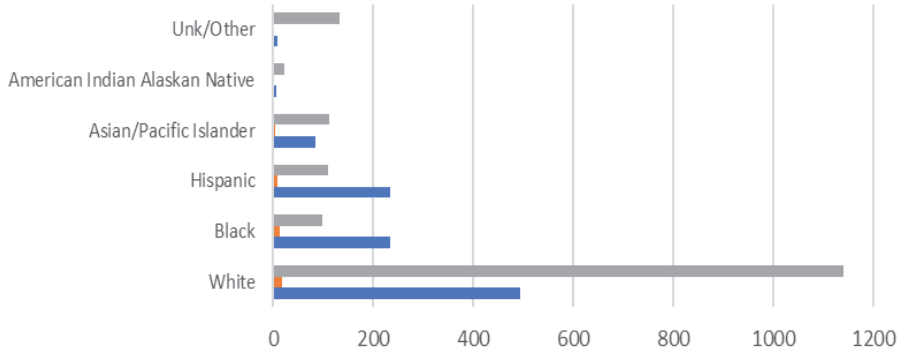
COHORT



GENDER



RACE/ETHNICITY

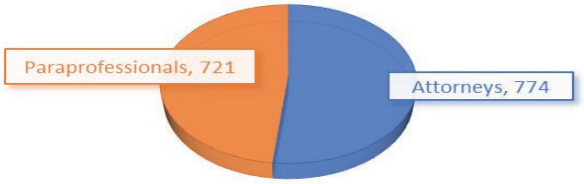


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1140	99	109	111	23	132
Warrants	17	13	8	4	1	0
Enlisted	493	234	233	84	7	8

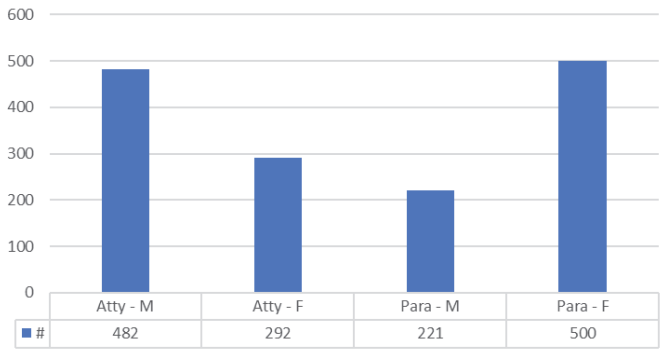
JALS Civilian Demographics

Data as of 31 August 2022

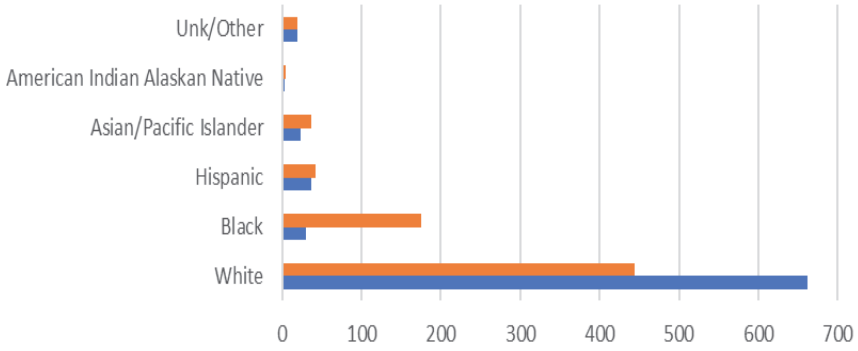
COHORT



GENDER



RACE/ETHNICITY



	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Para	444	175	42	37	4	19
Atty	662	30	37	23	3	19

Para Atty

DEI&A - *Defined*



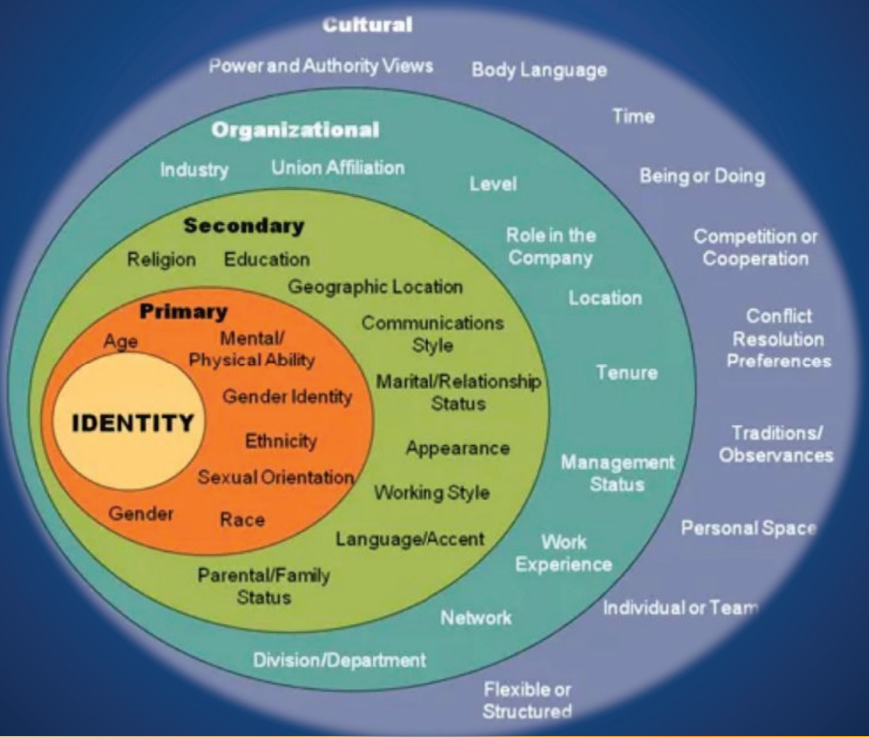
DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

--Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

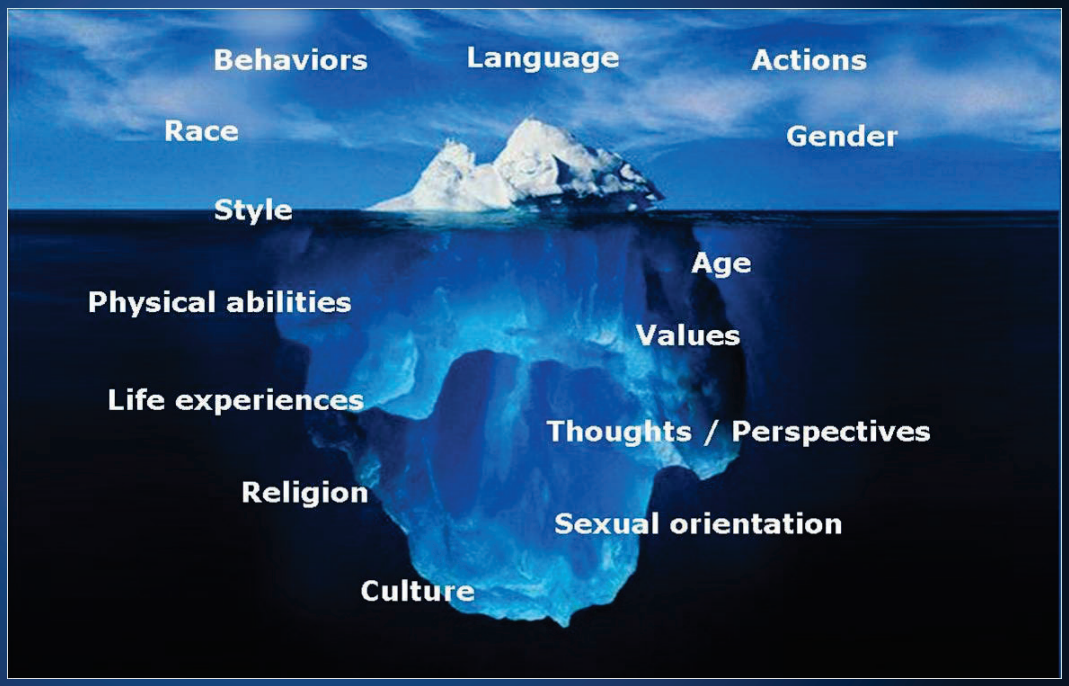
--It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

EQUITY AND EQUALITY | VIDEO

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked, to accomplishing the mission verse the way we have always done business?
- Who was this organization designed to fit?

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

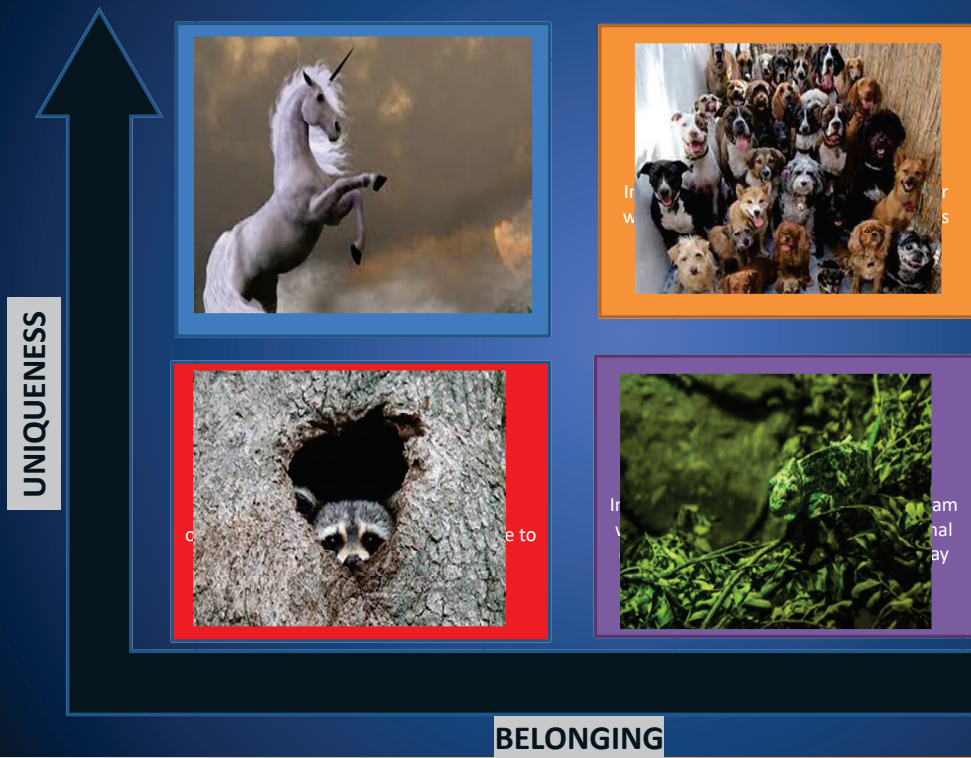
TJAG's Charge

"Are we as inclusive as we can be?"



(b) (6)

Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

- Includes the provision of accommodations and modifications to ensure equal access to employment
- Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
- A commitment to ensuring that people with disabilities can independently access activities and spaces

Implicit Bias – *Unconscious Cognition*



Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

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Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

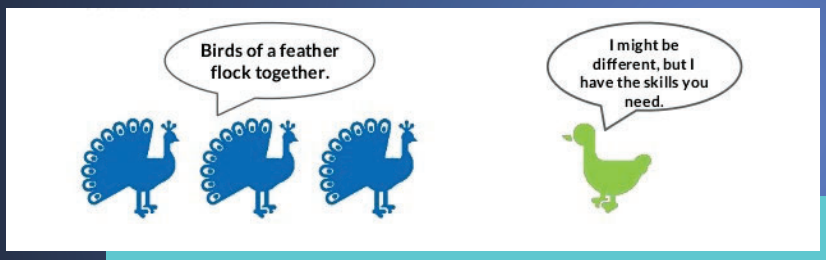
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

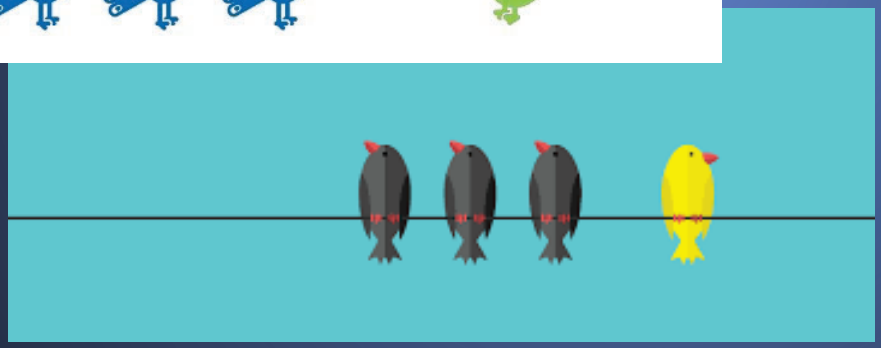
Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us







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Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

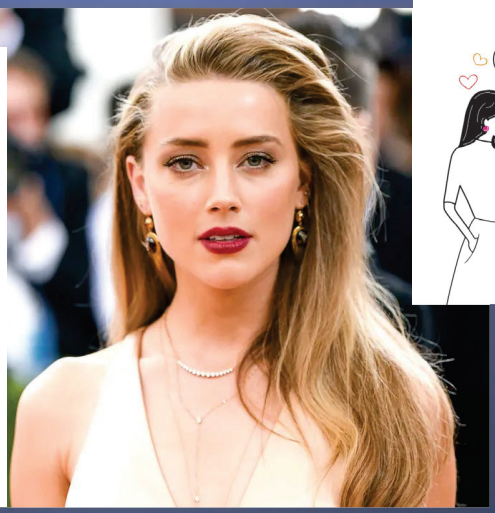
How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

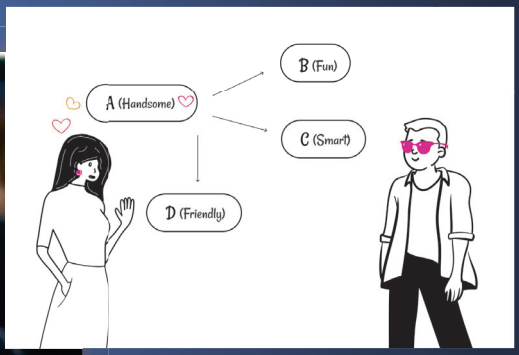
How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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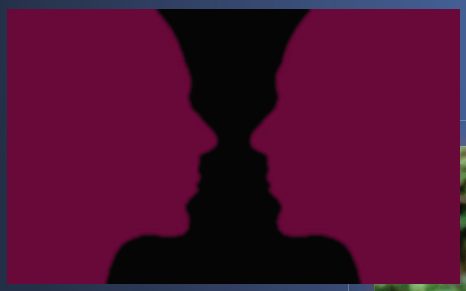
Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Perception Bias

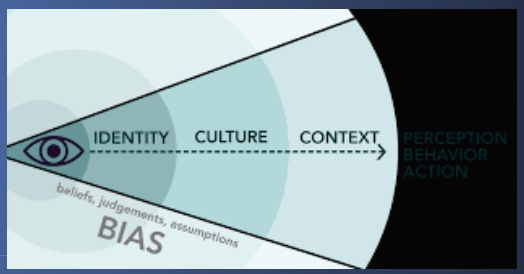
- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups

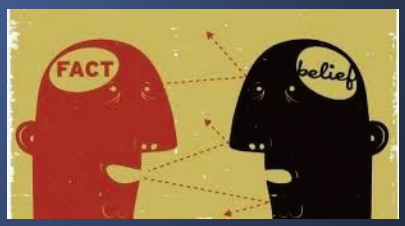












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Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

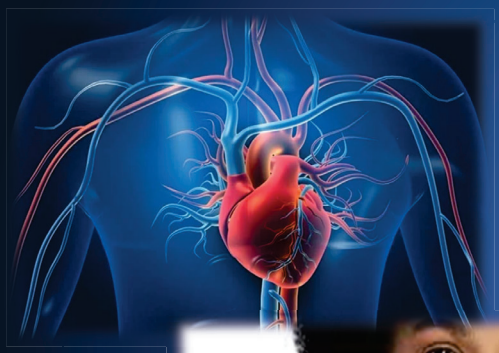
- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”



Building Inclusive Teams



Use Your Tools









Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
  - If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work *or* to do just enough to complete the task; *or*
- Does your leadership empower you or others to want to do your best work *or* to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

Introduction

Leadership is a responsibility and a privilege, not a position or status



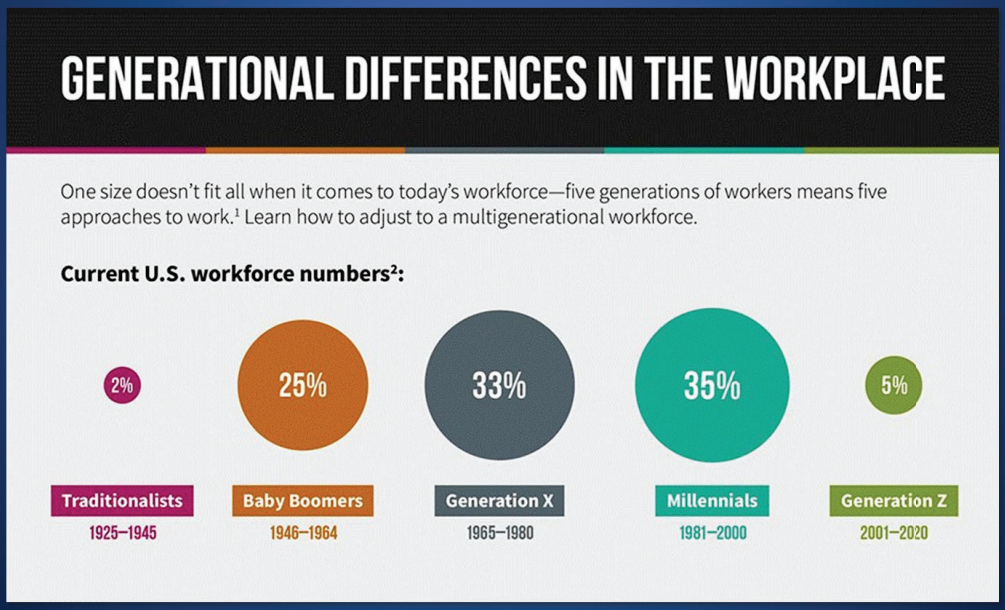
Today's Workforce

The workforce has become…more diverse and multicultural



Today's Workforce

The workforce has become…multigenerational



Today's Workforce

The workforce has become…mobile and hyperconnected





Today's Workforce

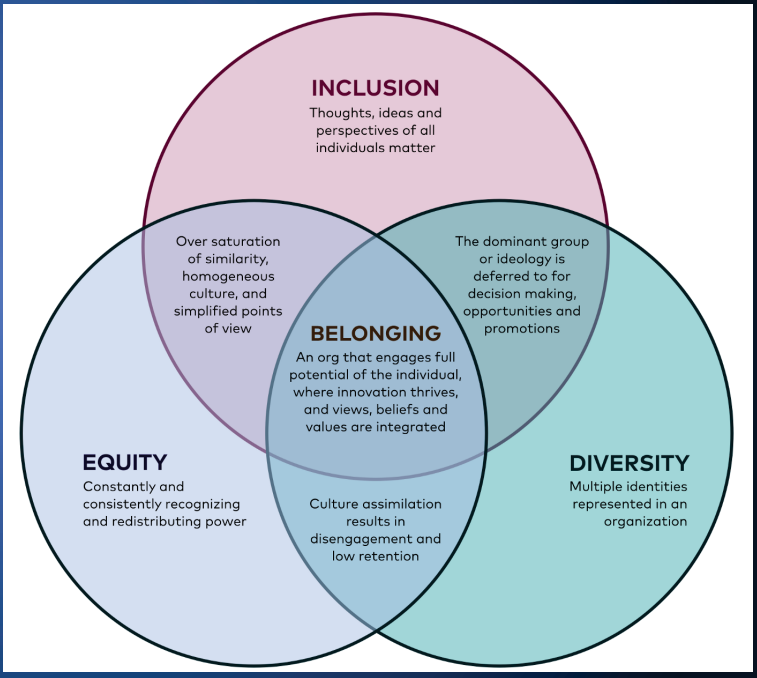
The workforce gets work done more virtually





Inclusive Leaders

As a leader, you need to know how to navigate this complex and rapidly changing landscape, because **inclusive leaders create inclusive work environments and creates a sense of belonging**



What is *Inclusion*?

The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Inclusive Environments

The objective is to create an environment where your people can bring their full selves to work



1

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn’t recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

Start Being Inclusive NOW…

1. Inclusivity starts from the top…check your practices
2. Create a culture of trust and “psychological safety”
3. Encourage inclusive behaviors and self-awareness (of biases)
4. Create opportunities for conversations/feedback
5. Don’t dismiss people’s idea’s, hear them out and try to integrate them
6. Discourage groupthink
7. Encourage servant behavior
8. Be trustworthy
9. Plan and host inclusive events
10. Be authentic in your efforts

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1. Do you spend more time with a certain section? A certain cohort? A certain group of people within the cohort? A certain gender of people? A certain race? People from your alma mater or with certain tabs/badges?
2. Do people feel like they will be punished for speaking up for themselves or others? Do they fear retaliation or humiliation?
3. Don't just only do things during PT hours—civilians aren't getting up that early? How many Soldiers are on profile? Or pregnant? What about golf—how many people like that? How expensive it is? How many people may be on a fixed income?
4. Think about the types of topics you are discussing and who you may be isolating when discussing them? Sports, for example? Are the topics offensive? Are they inappropriate?
5. Take the time to listen to someone else and their viewpoints. You will be exposed to thoughts that never existed in your mind and perspectives you may not have considered before. Try to find ways, if possible, to integrate them in the way you do business in your organization
6. One of the most counter-intuitive things a leader can do if they're keen to build an inclusive workforce is to think about 'team fit'. Leaders may think they're doing the right thing by recruiting or placing someone who will gel with the rest of the team and work in harmony, but they're essentially hiring people who are likely to think in the same way as the rest of the existing team. This stifles innovation and pressures employees to conform; that is not inclusion.
7. An inclusive environment will foster higher levels of servant behavior, not to be confused with servant leadership. Servant behavior is where team members work collaboratively on behalf of their colleagues. For example, an idea might be initially suggested by one person, but the rest of the team will work on behalf of that idea to bring it to fruition.
8. The cornerstone of any inclusive culture is trust. You must be open and honest with you subordinates, peers, colleagues, etc. to build trust and thus create inclusive teams.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Challenge: Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?

DE&I, Bias, & Teams

[redacted]



[redacted]

Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

(b) (6)(b) (6) Director

Vacant, Deputy Director

(b) (6)(b) (6) Program Coordinator

(b) (6)(b) (6) Program Specialist

Introduction

- Training creates a baseline for the whole staff
  - Everyone of us are from different backgrounds, have different experiences, and may have a different understanding of what DEI&A means
- Training sets the standard and expectations for how an organization is approaching DEI&A and what it means for its people
- Training gets everyone on the same page, and creates shared language, especially around the meaning of terms like “equity” and “inclusion” in an organization
- These trainings are a chance to bring people together who may not typically work together to hear different perspectives or experiences

Background

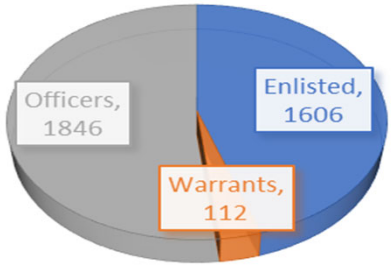
- Council on DE&I ("DEIC") established by TJAG on 10 July 2020
  - Lines of Effort: Recruiting & Accessions; Assignments; Training & Education; Promotions; Retention; other Obstacles to Inclusion
  - Composition: Approx. 20 members including 3 Co-Chairs and an XO
  - Field Boards: Subordinate advisory boards that act as "voices of the Corps"
- ODEI established by TJAG on 25 March 2021
  - A major effort of the DEIC
  - Mission: To provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - Chartered Tasks: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting

ODEI Initiatives

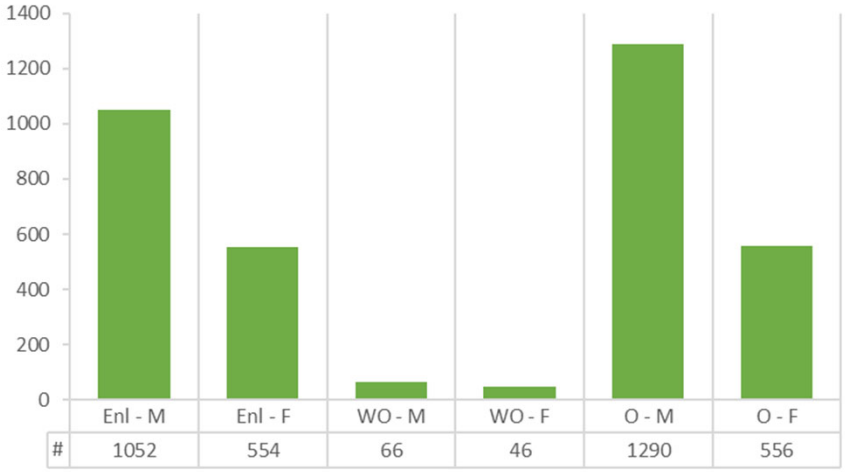
- Developing JALS DEI&A STRATPLAN – **to be aligned w/ Army's**
- Monthly Enterprise Virtual Training
  - Every 2nd/4th Thursday of each month
- Conducting In-person and Virtual Training for Legal Organizations
  - DEI&A: An Overview; Unconscious Bias; DEI in Mentorship; Mitigating Microaggressions; Equity & Privilege; Generations in the Workplace; Recognizing & Mitigating Bias in MJ; Building Inclusive Teams; LGBTQIA+ Topics; The Color of Law; Disability & Accessibility
- Conducting DEI&A training at all levels of JAGC PME (TJAGLCS)
- Engage with Army Equity & Inclusion Agency and DoD DEIA community
- Facilitating bias discussions at boards (GOSC, Accessions, Interns, FLEP, etc.)
- Working with SIO and JARO on strategic engagement/messaging

JAGC Active Component Demographics

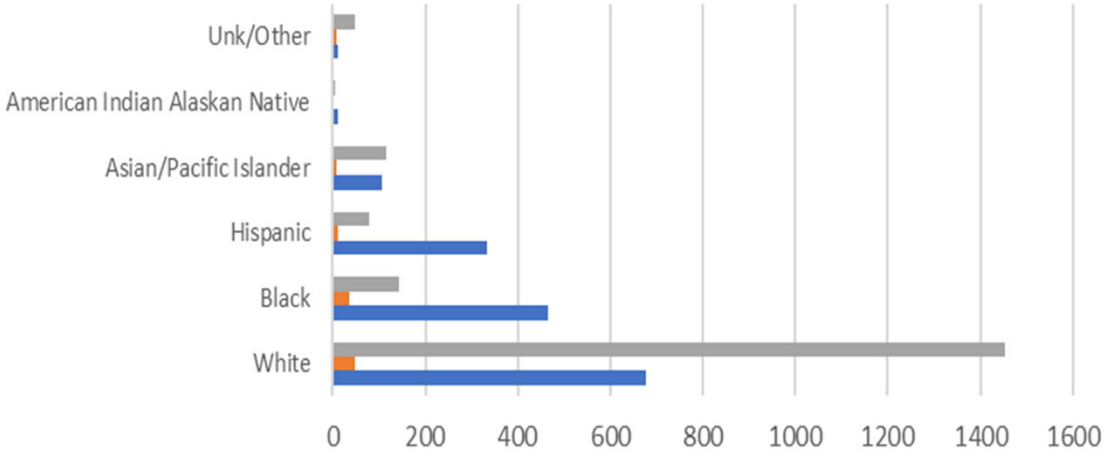
COHORT



GENDER



RACE/ETHNICITY

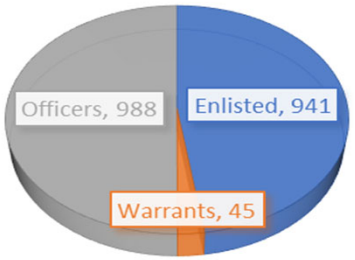


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1454	143	79	115	6	49
Warrants	49	36	12	8	0	7
Enlisted	678	464	334	107	11	12

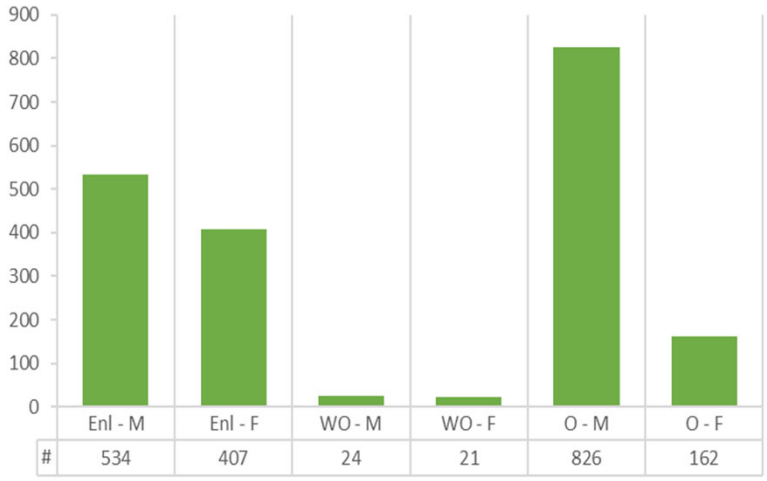
JAGC National Guard Component Demographics

Data as of 31 August 2022

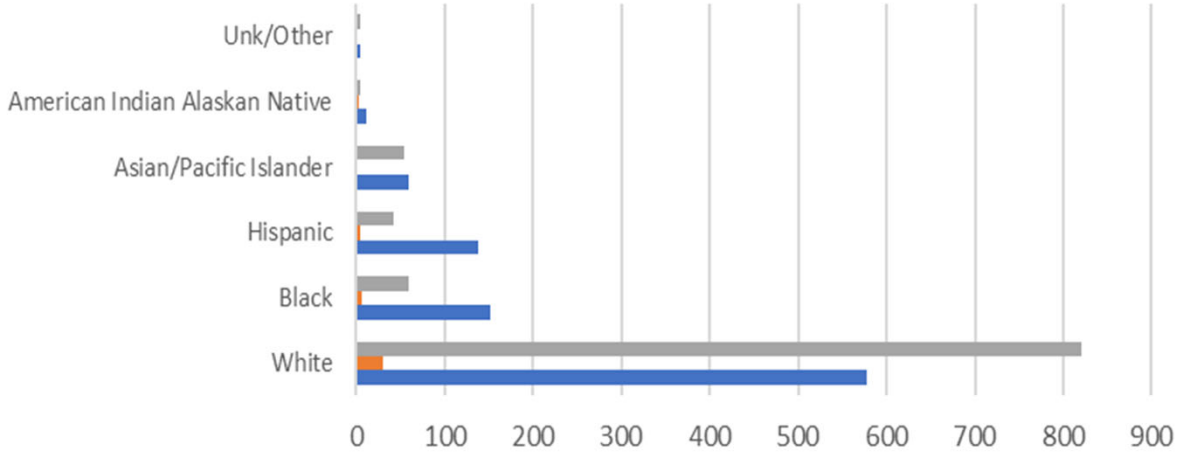
COHORT



GENDER



RACE/ETHNICITY

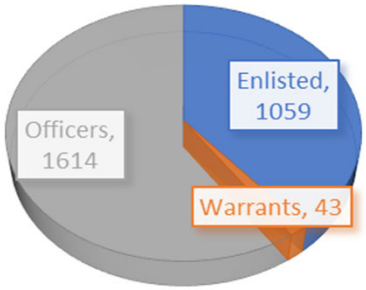


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	821	60	43	55	5	4
Warrants	30	6	5	1	3	0
Enlisted	577	152	138	59	11	4

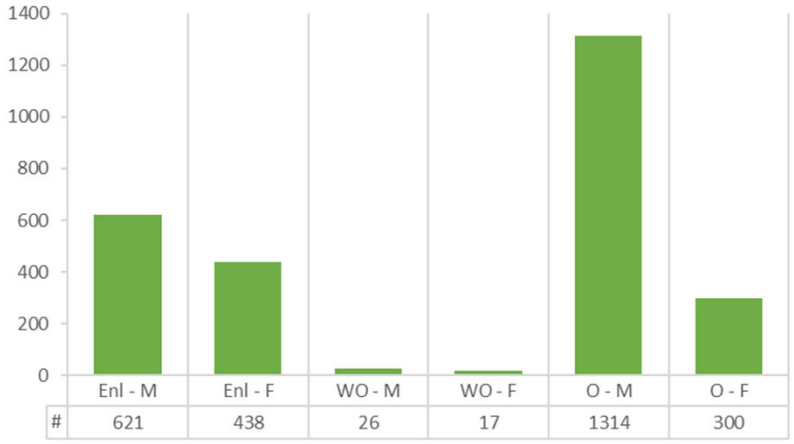
JAGC Reserve Component Demographics

Data as of 31 August 2022

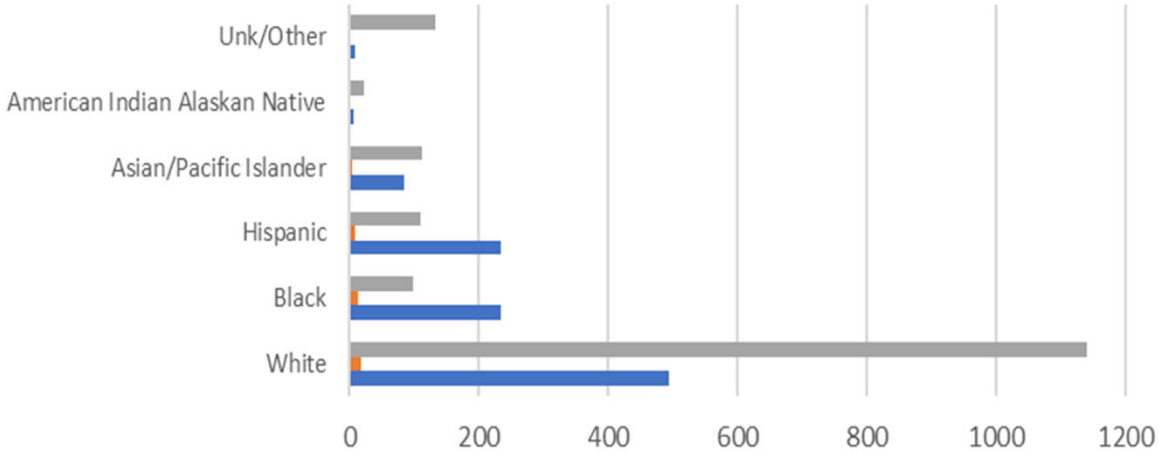
COHORT



GENDER



RACE/ETHNICITY

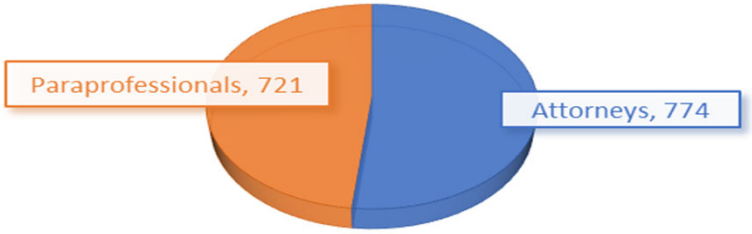


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1140	99	109	111	23	132
Warrants	17	13	8	4	1	0
Enlisted	493	234	233	84	7	8

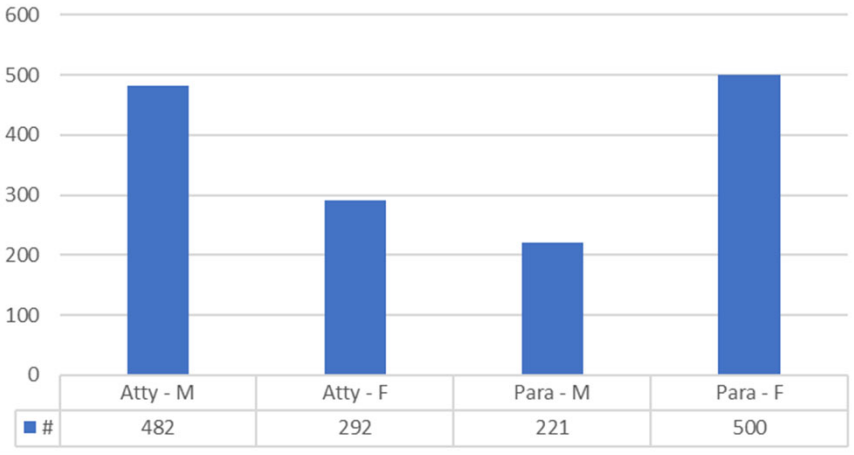
JALS Civilian Demographics

Data as of 31 August 2022

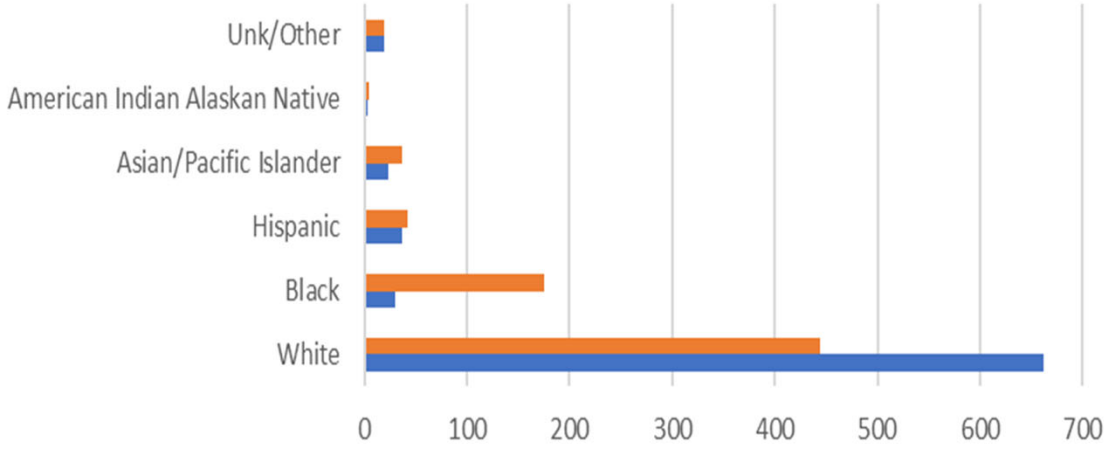
COHORT



GENDER



RACE/ETHNICITY



	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Para	444	175	42	37	4	19
Atty	662	30	37	23	3	19

Para Atty

DEI&A - *Defined*

[redacted]

[redacted]

[redacted]



DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

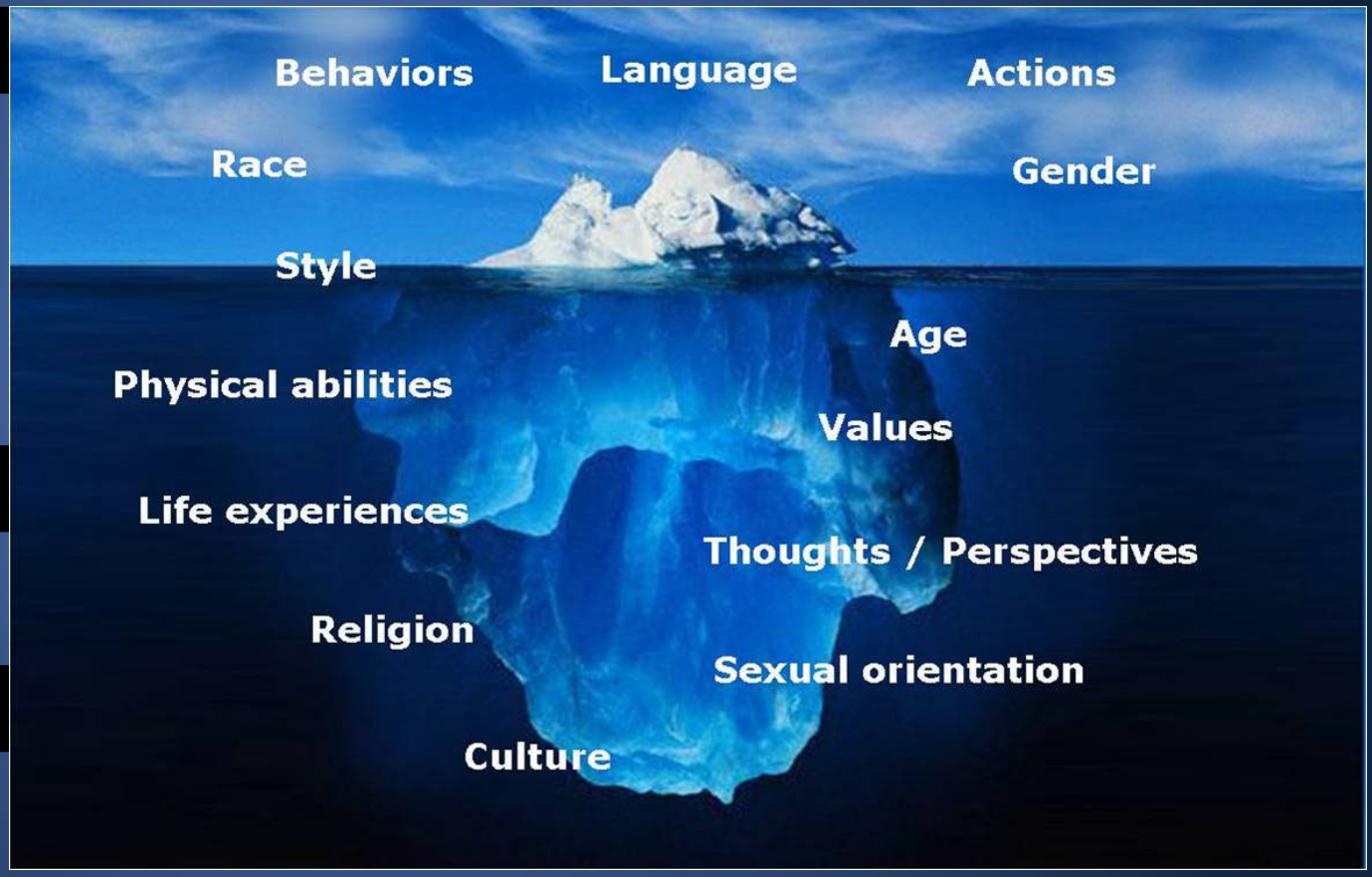
- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



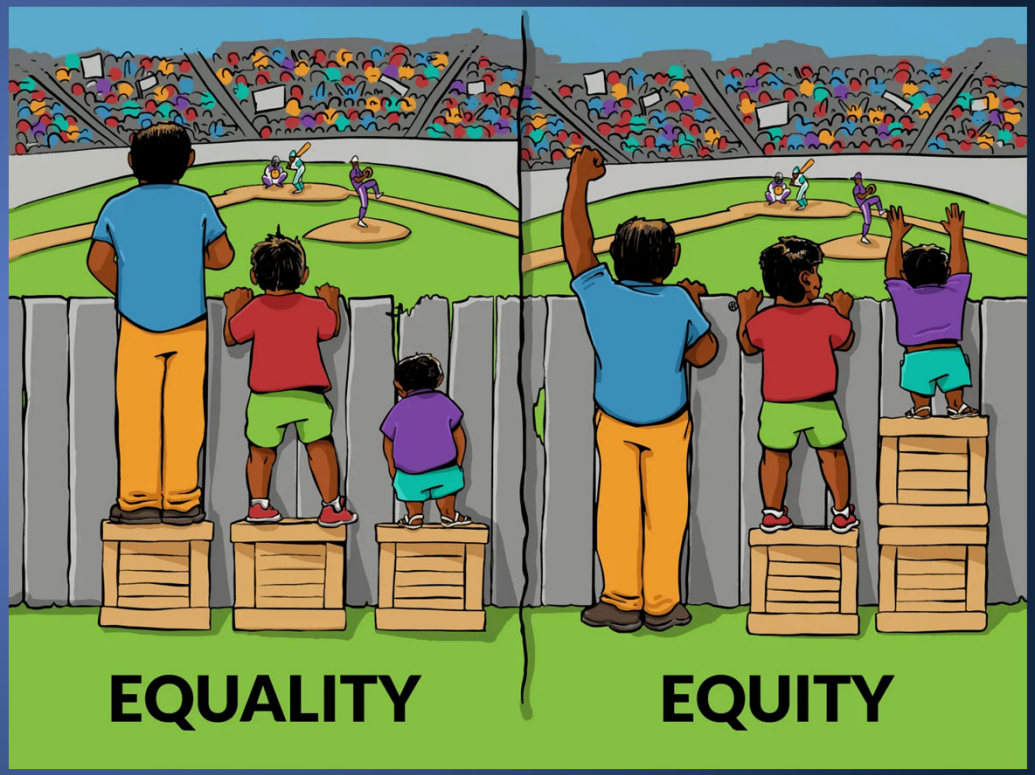
EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force



EQUITY v EQUALITY

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, **equality means** each individual or group of people is **given the same resources or opportunities**
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



[redacted]

EQUITY AND EQUALITY | VIDEO

[redacted]

[redacted]

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are linked to accomplishing the mission versus *the way we have always done business*?
- Who was this organization designed to fit?

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



ACCESSIBILITY, cont.

- Today, more than 50 million people in the United States, approximately one in five, have some type of disability
- Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace
- Persons with disabilities face accessibility barriers in all aspects of society
- A barrier is an obstacle or anything that prevents a person with a disability from fully participating in in all aspects of society because of their disability
  - Barriers can be visible, invisible, physical, attitudinal, technological, information and communication barriers
  - By removing all unnecessary barriers, an individual can use their abilities to achieve their objectives, thus having the same opportunity to achieve success

In Conclusion

- It's clear that there's a social and moral case for diversity and inclusion training, as well as a business case
- The atmosphere of the working environment is shaped by its people
- A company where everyone feels valued and included will have a positive impact on everything from recruitment to engagement to productivity
- Organizations that focus on DEI&A tend to attract and recruit the best talent
- With DEI&A part of the strategic plan, an organization can improve their reputation
- More diverse teams can help your business avoid groupthink and produce more creative outputs
- Company culture is enhanced when all backgrounds are welcomed and celebrated
- It is therefore important that all members of the organization have a basic understanding of the principles of DEI&A

Implicit (Unconscious) Bias

[redacted]



[redacted]

Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Introduction

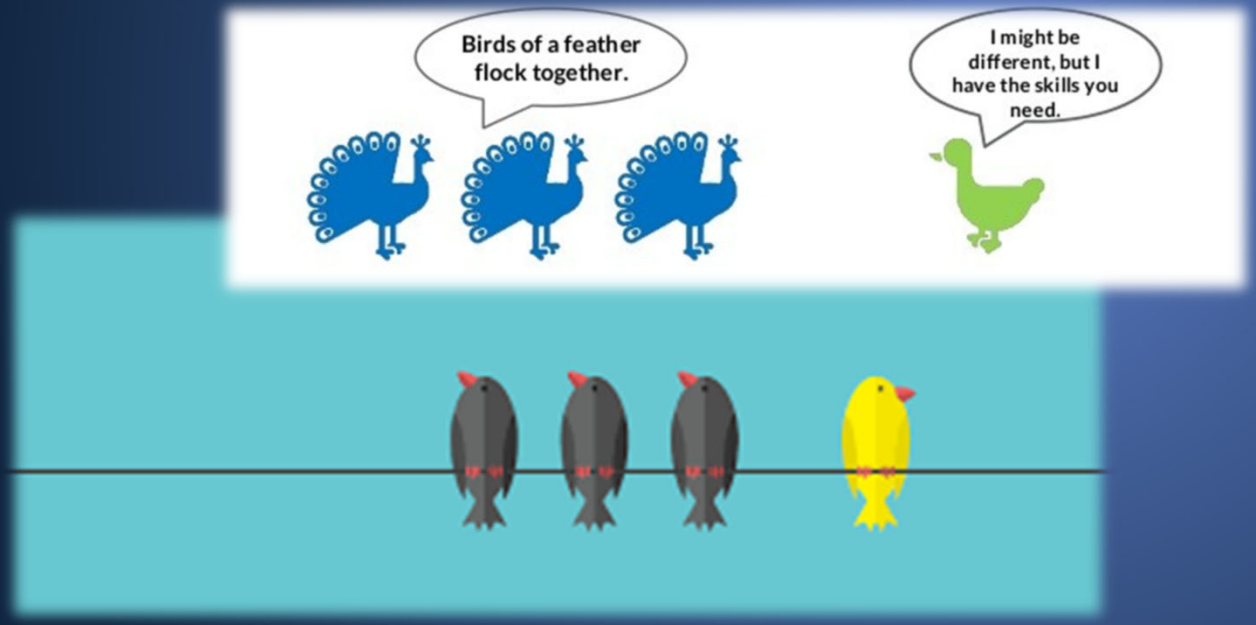
- Often, it's easy to "call out" people when we notice their microaggressions or biased behaviors, but it can be challenging to recognize and acknowledge our own unconscious biases
- We typically develop unconscious biases as a result of the things we were taught and the observations we made throughout our childhoods and adolescence
- The first step is to acknowledge that you have biases and educate yourself to do better
- Change – of any kind – is uncomfortable. The most important thing you can do, especially as a leader, is prepare for that discomfort

Implicit (Unconscious) Bias

- **Implicit bias** refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are…
  - and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other factors…
  - **impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and **that is okay**

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





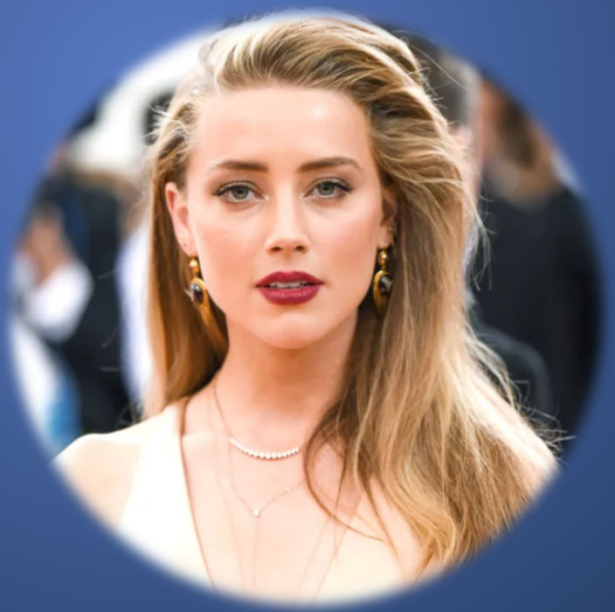
Affinity Bias, *cont.*

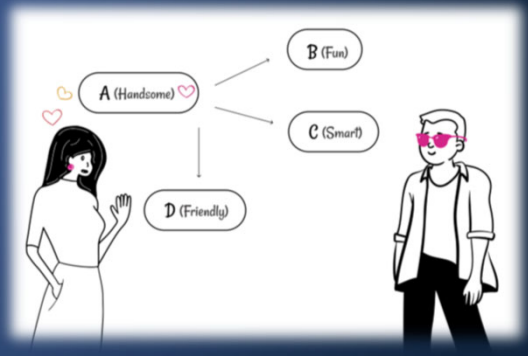
- Some examples of affinity bias (similarity bias) in the workplace:
  - common traits, attended the same college, served in the same unit at the same time, badges/tabs
- How it affects the workplace:
  - hiring decisions; promotions; mentorship opportunities; and how certain people's ideas are received
- Combat it by:
  - take time to get to know everyone better; find common ground; actively seek diversity

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
  - PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football
- How it affects the workplace;
  - gives one the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; creates reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; one gets away with showing up late
- Combat it by:
  - change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Perception Bias

- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups









Perception Bias, *cont.*

- Some examples of perception bias in the workplace:
  - Warrant officers don't do PT, single employees have nothing in common with those who are married with children, enlisted Soldiers don't have college degrees, Civilians just want to come to work and go home
- How it affects the workplace:
  - creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion
- Combat it by:
  - notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









Confirmation Bias, *cont.*

- Some examples of confirmation bias in the workplace:
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get "a feel" for an inbound employee before their arrival and actively seeking out things that support that "bias"
- How it affects the workplace:
  - leads to flawed decision-making; miss out on important information and facts; "what we see depends mainly on what we look for"
- Combat it by:
  - ask neutral questions; play devil's advocate; consider all the evidence and facts available; seek out different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







Groupthink, *cont.*

- Some examples of groupthink in the workplace:
  - putting together teams that lack diversity, ostracizing others, censorship, going along to get along
- How it affects the workplace:
  - can be toxic to teams and organizations; stifles innovations; pressures employees to conform
- Combat it by:
  - celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless

In Conclusion

- We ALL have biases
- Bias is an unavoidable part of personal and professional life
- Unlike conscious bias, people who exhibit unconscious bias have no idea they're acting in a way that favors some people and excludes others
- With training and awareness however, you can limit or eliminate the impact of bias in your organization
- By understanding the various unconscious biases, you can raise awareness in the workplace and build a more inclusive work environment
- Tackling bias doesn't have to be difficult—it starts with you

Building Inclusive Teams

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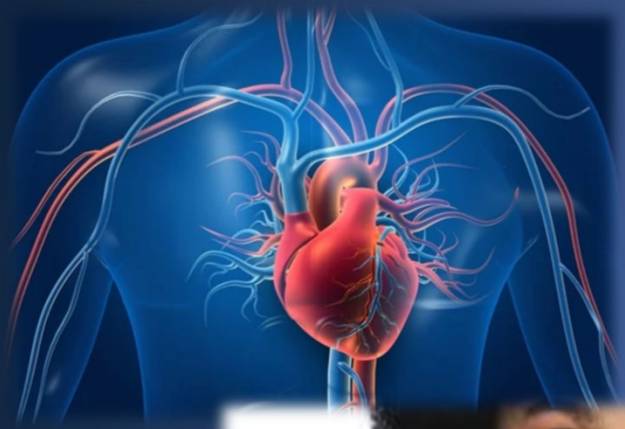
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Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Introduction

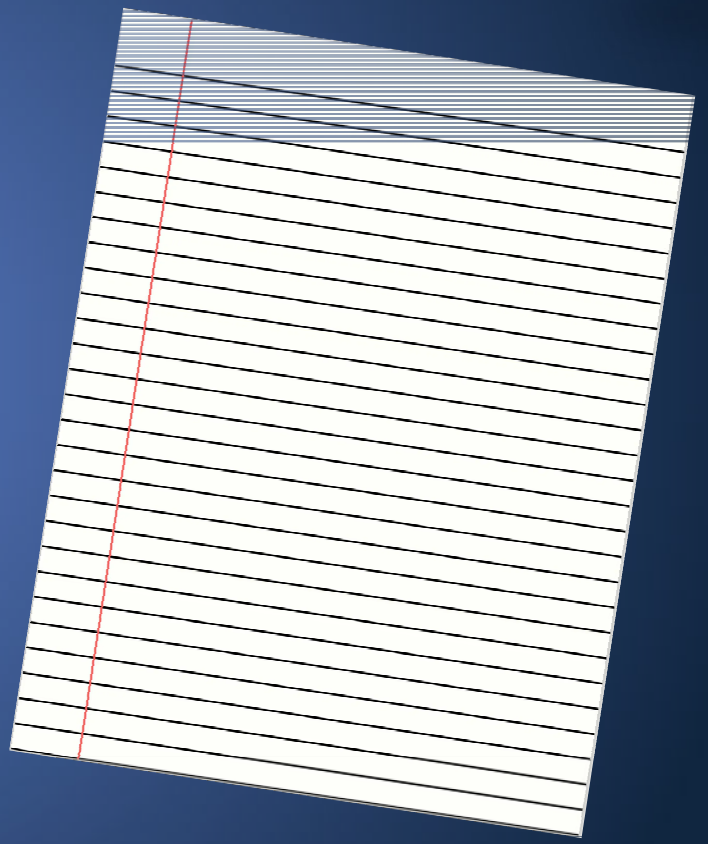
- An inclusive culture is essential for recruiting and retaining the type of talent needed to succeed as a business
- When employees don't feel that their ideas, presence or contributions are truly valued or taken seriously by their organization, they will eventually leave
- The workplace of today is very different that the workplace of the 1960s and for the first time ever we have five generations in the workplace
- Inclusive leaders are leaders who interact with the diversity around them, build interpersonal trust, take the views of others into account, and are adaptive

Use Your Tools









Self-Reflection

- Rate *your organization's* level of inclusion on a scale from 1-5
- Rate *your* level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- **For the Leaders**: Do you empower people to want to do their best work *or* to do just enough to complete the task
- **For the Led**: Does your leadership empower you or others to want to do your best work *or* to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage I - Meeting compliance and avoiding complaints
  - Stage II - Doing the right thing
  - Stage III - Doing what's good for business
  - Stage IV - Driving greater innovation and creativity

***Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?**

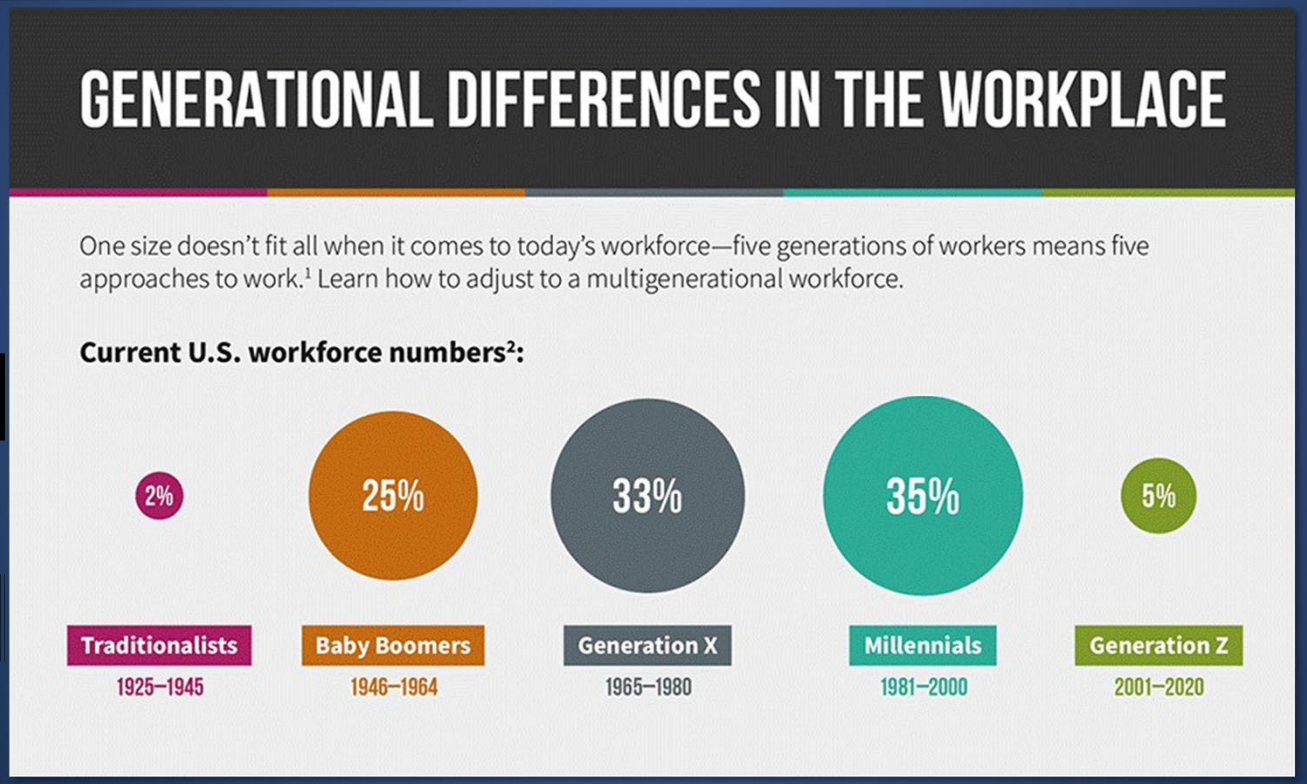
Today's Workforce

The workforce has become…more diverse and multicultural



Today's Workforce

The workforce has become…multigenerational



Today's Workforce

The workforce has become…mobile and hyperconnected





Today's Workforce

The workforce gets work done more virtually





What is *Inclusion*?

The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Leadership

Leadership is a responsibility and a privilege, not a position or status



Inclusive Leadership Behaviors

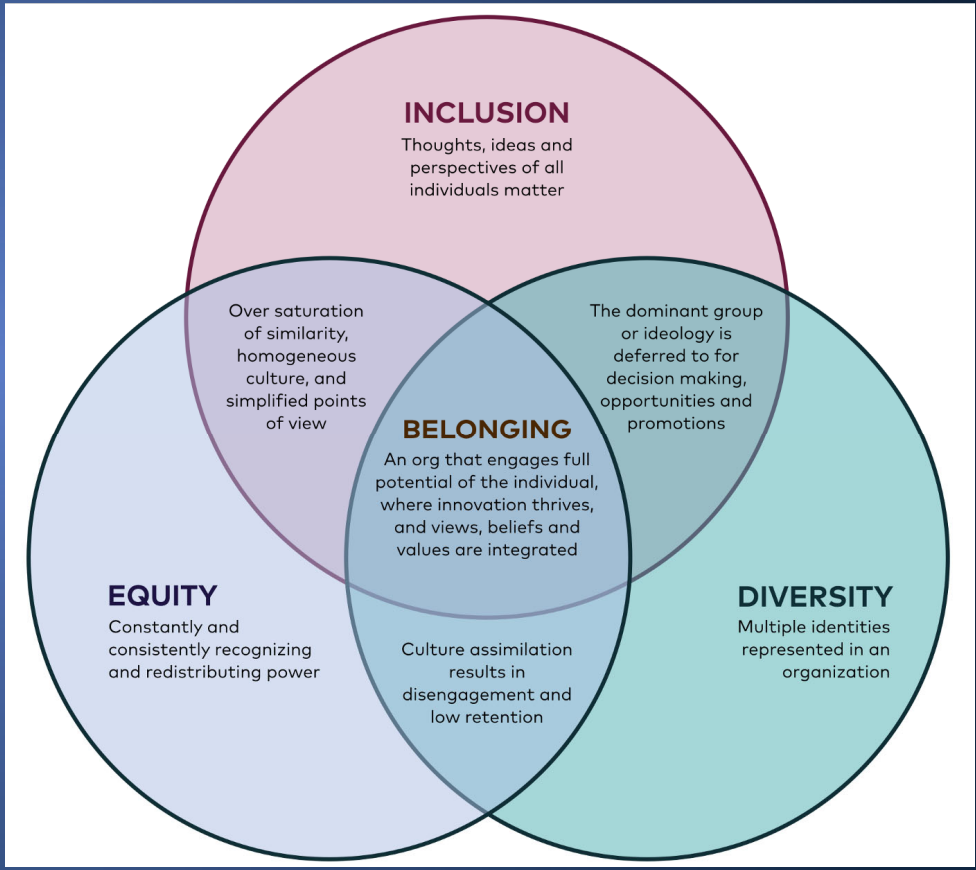
1. Identify *your* top and bottom 3
2. Identify *your leader's* top and bottom 3

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- good people skills
- empowering
- considers different perspectives
- accountable
- knowledgeable
- keeps it fun

***For those you would rate low, make an intentional effort to improve in that area**

Inclusive Leaders

As a leader, you need to know how to navigate this complex and rapidly changing landscape, because **inclusive leaders create inclusive work environments and create a sense of belonging**



Inclusive Environments

The objective is to create an environment where your people can bring their full selves to work



Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn't recognize or reward
7. Failing to provide feedback

***Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.**

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

Start Being Inclusive NOW…

1. Inclusivity starts from the top…check your practices
2. Create a culture of trust and “psychological safety”
3. Encourage inclusive behaviors and self-awareness (of biases)
4. Create opportunities for conversations/feedback
5. Don’t dismiss people’s ideas; hear them out and try to integrate them
6. Discourage groupthink
7. Encourage servant behavior
8. Be trustworthy
9. Plan and host inclusive events
10. Be authentic in your efforts

In Conclusion

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Challenge: Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

[redacted] JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

[redacted] MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

[redacted]

[redacted]

QUESTIONS?

[redacted]

[redacted]

DEI, Bias, & Teams



[redacted]

(b) (6) (b) (6)

Program Coordinator

Office of Diversity, Equity, and Inclusion

(b) (6)

[redacted]

Background

- TJAG Established Council on DE&I ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO; 16 members
  - Subordinate advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021
  - provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL/JA); Program Coordinator (WO/LA)

Summary of Comments on DEI & the JAG Corps

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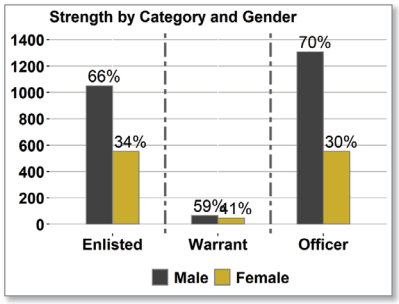
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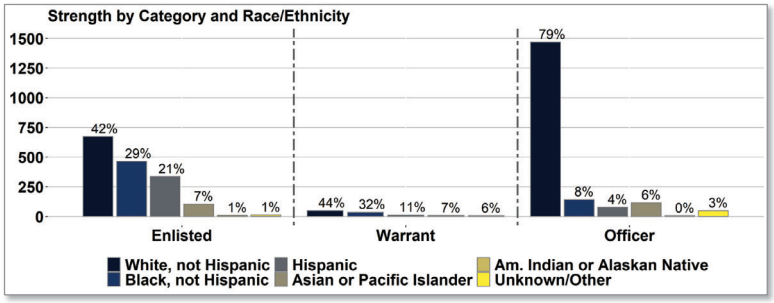
10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application

JAG Active Component Demographics

Data as of 31 August 2022

As of 31 August 2022, the total number of Soldiers in the JAG Corps Active Component is 3,575. Males account for 68% and Females account for 32% of the total. The Racial/Ethnic distribution of the JAG Corps is as follows – White, Not Hispanic: 61.3%, Black, Not Hispanic: 18%, Hispanic: 11.9%, Asian or Pacific Islander: 6.4%, American Indian or Alaskan Native: 0.4%, and Unknown/Other: 2%.





Grade	Inventory	Gender		Race/Ethnicity					
		Male	Female	Hispanic	Am. Indian or Alaskan Native	Asian or Pacific Islander	White, not Hispanic	Black, not Hispanic	Unknown/ Other
Enlisted Subtotal	1,602	1,050	552	336	10	105	673	465	13
Enlisted %	45%	66%	34%	21%	1%	7%	42%	29%	1%
Officer Subtotal	1,861	1,308	553	78	6	116	1,469	142	50
Officer %	52%	70%	30%	4%	0%	6%	79%	8%	3%
Warrant Officer Subtotal	112	66	46	12	0	8	49	36	7
Warrant Officer %	3%	59%	41%	11%	0%	7%	44%	32%	6%
Active Component Total	**3,575**	**2,424**	**1,151**	**426**	**16**	**229**	**2,191**	**643**	**70**
Active Component %		**67.8%**	**32.2%**	**11.9%**	**0.4%**	**6.4%**	**61.3%**	**18.0%**	**2.0%**

Unclassified

Your ODEI

Ms. (b) (6) Director

Vacant, Deputy Director

CW3 (b) (6) Program Coordinator

SGT (b) (6) Program Specialist

ODEI Initiatives

- JALS DEIA Strategy – **to be aligned w/ Army's**
- Developing Training
  - DEI&A (general), Bias, Equity, Inclusion, DEI in Mentorship, Mitigating Microaggressions, Generations in the Workplace, etc.
- Inclusion at all levels of JAGC PME training (TJAGLCS)
- OPT with TJAGLCS on embedding DEI concepts in courses
- Facilitating Bias discussions at boards
- Working with SIO and JARO on Strategic Engagement/Messaging

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We are currently working on a “menu” of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

ODEI Initiatives, cont.

- Developing Communication Plan – JAGCNET/MilSuite/Teams
- Engaged with Retention Working Group
- Assisting Labor & Employment with imbedding DEI&A in their products and resources (i.e. Deskbook)
- Engagement with Army Equity Agency
- Reviewing processes for equity, inclusion, and transparency
- DEI Council and Field Boards
  - 140 personnel have volunteered

Engagements

- Recently returned from a Fort Bragg tour
  - Trained and conducted listening sessions w/ USARC, FORSCOM, XVIII ABC, 82nd ABN Div, 1 SFC (A), and USASOC
- Over the last 90 days, have conducted engagements/training
  - w/ student groups (i.e. OBC, Grad Course, WOILE, etc.)
  - w/ organizations (USALSA, 8th TSC/USARPAC, USARLC, Fort Rucker, etc.)
  - At various boards (GOSC, 2L Internships, Reserve Accessions, FLEP, etc.)
  - TX colleges recruitment tour w/ BG Sullivan
  - Served on Hispanic Heritage Month panel at TJAGLCS
- We are in there and out there!

Army People Strategy DEI Objectives

1) Enhance Mission Readiness

2) Leader Commitment and Engagement

3) Training and Education

4) The Employer of Choice

5) Army-wide Inclusive Culture

DEI&A - *Defined*



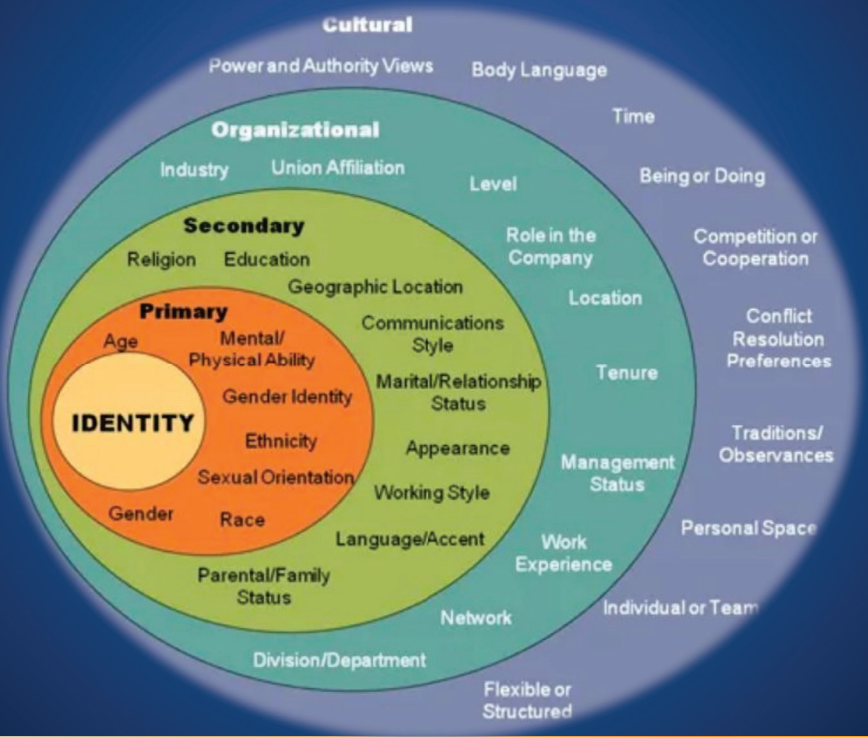
DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

--Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

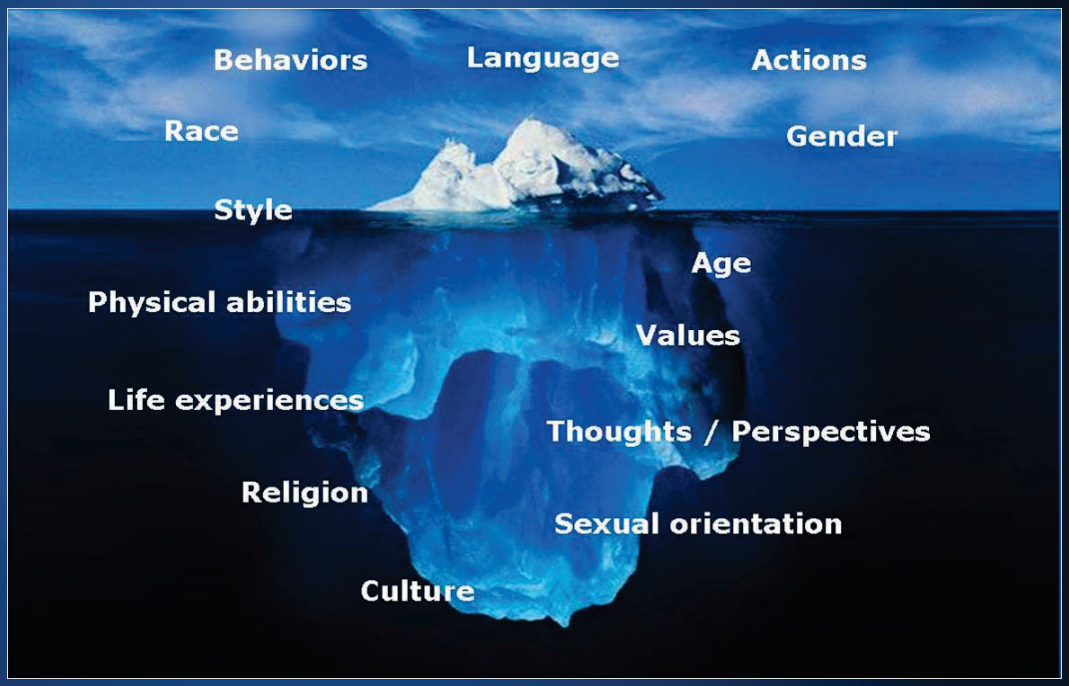
--It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

EQUITY AND EQUALITY | VIDEO

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked, to accomplishing the mission verse the way we have always done business?
- Who was this organization designed to fit?

INCLUSION

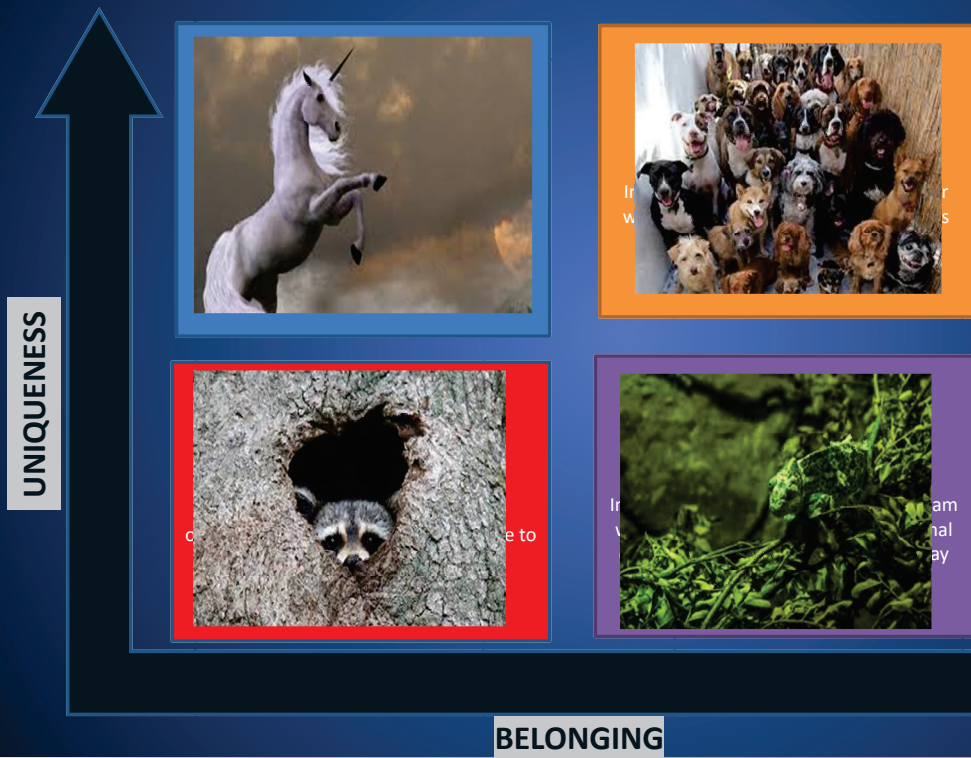
Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

TJAG's Charge

"Are we as inclusive as we can be?"



Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

- Includes the provision of accommodations and modifications to ensure equal access to employment
- Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
- A commitment to ensuring that people with disabilities can independently access activities and spaces

Implicit Bias – *Unconscious Cognition*



(b) (6)(b) (6)
Program Coordinator

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

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Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

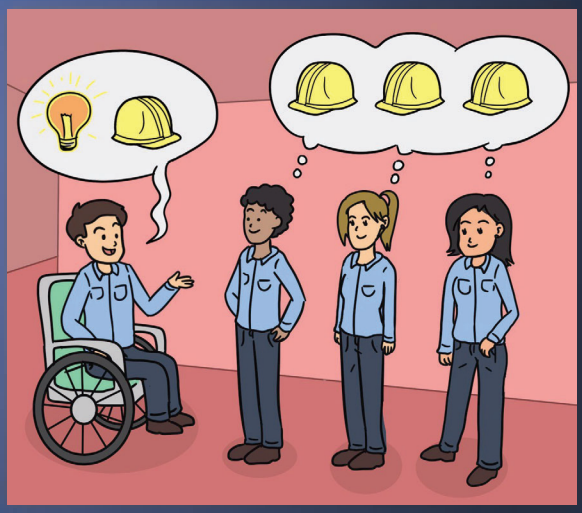
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us
- Have you seen it?



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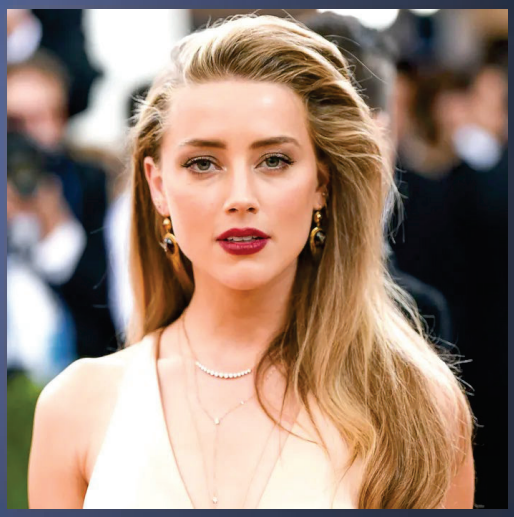
Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good
- Have you seen it?



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Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

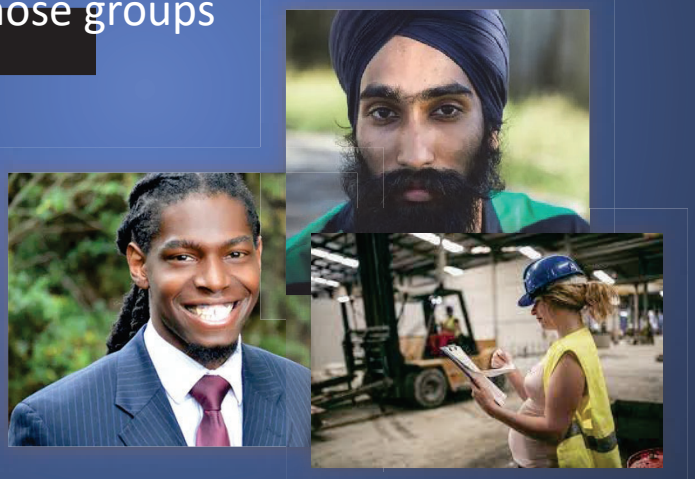
How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

1

Perception Bias

- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups
- Have you seen it?



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Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along
- Have you seen it?





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Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group
- Have you seen it?



"Everyone in favor raise your hand!"

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Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”



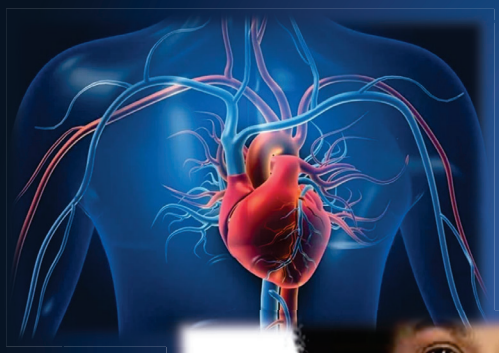
Building Inclusive Teams



(b) (6)(b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6)(b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Use Your Tools









Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

1

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn’t recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion

QUESTIONS?

DEI, Bias, & Teams



[redacted]

(b) (6)(b) (6)

Program Coordinator

Office of Diversity, Equity, and Inclusion

(b) (6)

[redacted]

Background

- ODEI established by TJAG on 25 March 2021
  - Mission: To provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - Chartered Tasks: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting

- Council on DE&I ("DEIC") established by TJAG on 10 July 2020
  - Lines of Effort: Recruiting & Accessions; Assignments; Training & Education; Promotions; Retention; other Obstacles to Inclusion
  - Composition: Approx. 20 members including 3 Co-Chairs and an XO
  - Field Boards: Subordinate advisory boards that act as "voices of the Corps"

Summary of Comments on DEI & the JAG Corps

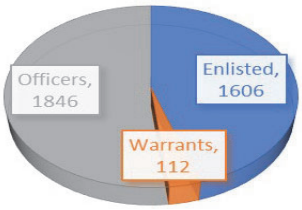
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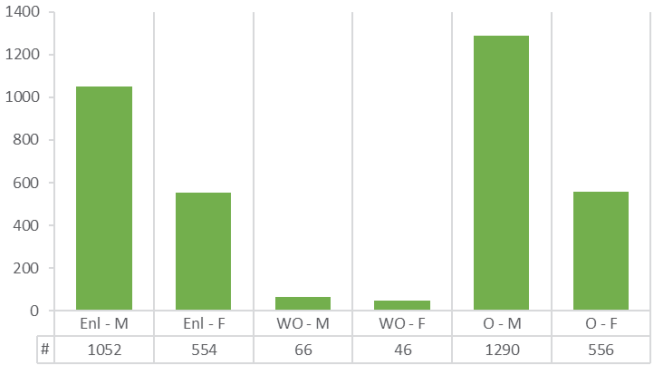
10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application

JAGC Active Component Demographics

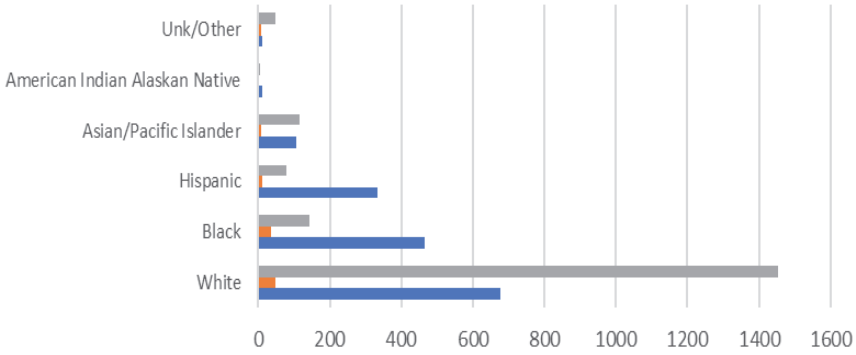
COHORT



GENDER



RACE/ETHNICITY

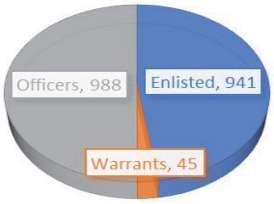


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1454	143	79	115	6	49
Warrants	49	36	12	8	0	7
Enlisted	678	464	334	107	11	12

JAGC National Guard Component Demographics

Data as of 31 August 2022

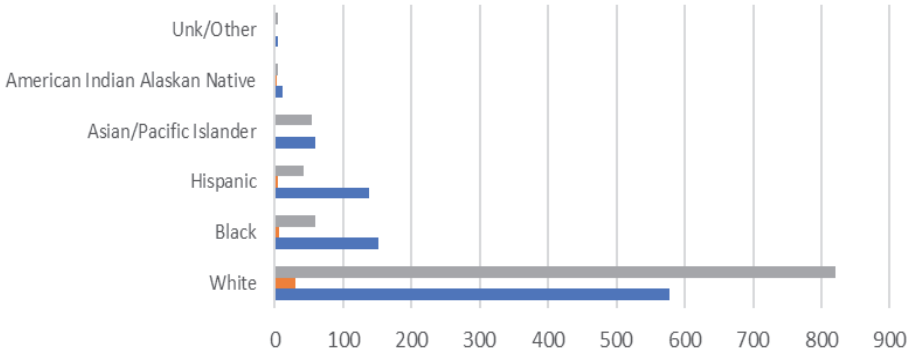
COHORT



GENDER



RACE/ETHNICITY

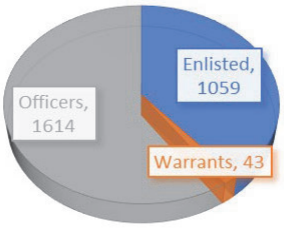


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	821	60	43	55	5	4
Warrants	30	6	5	1	3	0
Enlisted	577	152	138	59	11	4

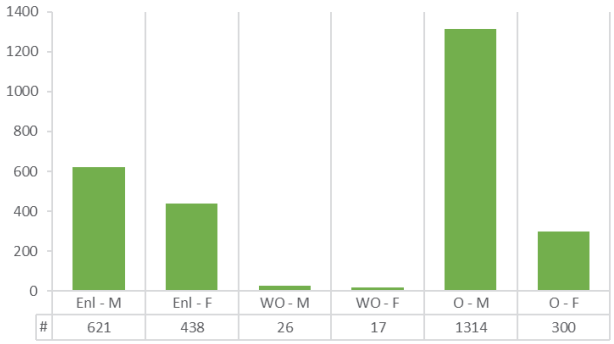
JAGC Reserve Component Demographics

Data as of 31 August 2022

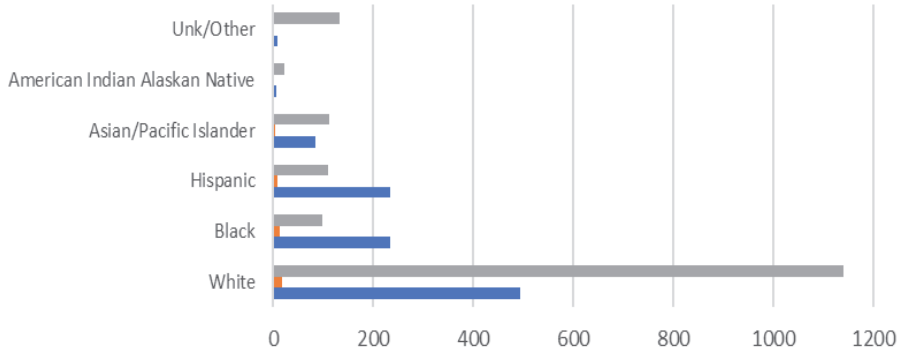
COHORT



GENDER



RACE/ETHNICITY

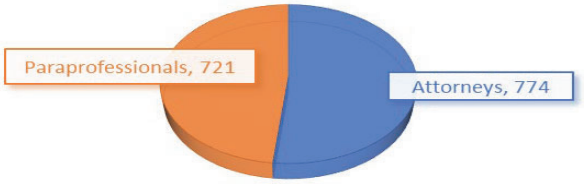


	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Officers	1140	99	109	111	23	132
Warrants	17	13	8	4	1	0
Enlisted	493	234	233	84	7	8

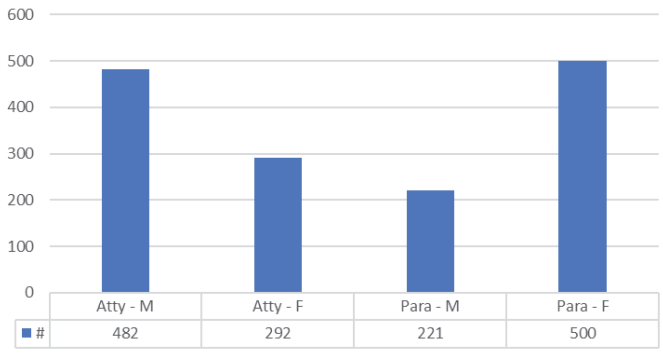
JALS Civilian Demographics

Data as of 31 August 2022

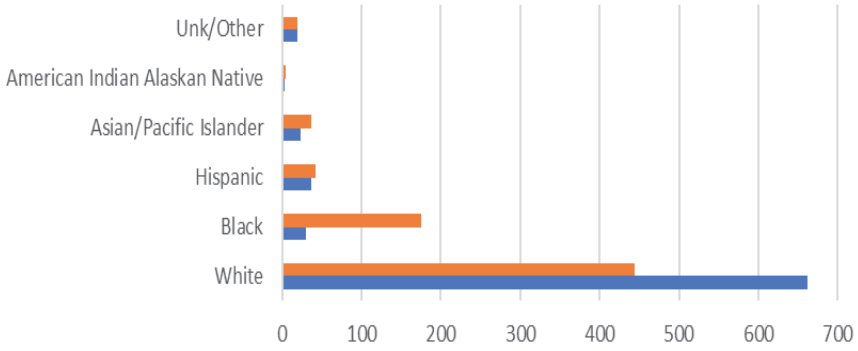
COHORT



GENDER



RACE/ETHNICITY



	White	Black	Hispanic	Asian/Pacific Islander	American Indian Alaskan Native	Unk/Other
Para	444	175	42	37	4	19
Atty	662	30	37	23	3	19

Para Atty

Your ODEI

(b) (6) (b) (6) Director

Vacant, Deputy Director

(b) (6) i) Program Coordinator

(b) (6) i) Program Specialist

ODEI Initiatives

- Developing JALS DEI&A STRATPLAN – **to be aligned w/ Army's**
- Monthly Enterprise Virtual Training
- Conducting Training In Person and Virtual Training for SJA Offices
  - Unconscious Bias; DEI in Mentorship; Mitigating Microaggressions; Generations in the Workplace; Recognizing & Mitigating Bias in MJ; Building Inclusive Teams, LGBTQIA+ Topics
- Conducting DEI&A training at all levels of JAGC PME (TJAGLCS)
- Engage with Army Equity & Inclusion Agency and DoD DEIA community
- Facilitating bias discussions at various boards (GOSC, Reserve Accessions, Interns, FLEP, WO Accessions, etc.)
- Working with SIO and JARO on strategic engagement/messaging

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We are currently working on a “menu” of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

Engagements

- We have recently conducted engagements/training
  - w/ student groups (i.e. OBC, Grad Course, WOILE, Law for Paralegal Course, Senior Civilian Course, etc.)
  - w/ organizations (USALSA, 8th TSC/USARPAC, 21st TSC, USARLC, Fort Eustis, Fort Campbell, Fort Bragg, USARJ OSJA, ARBA, 2ID etc.)
  - At various boards (GOSC, 2L Internships, Reserve Accessions, FLEP, WO Accessions Board, etc.)
- Coming up this month, we will be conducting engagements with:
  - Fort Belvoir OSJA, OBC, RCT (Pinnellas Park), 1LT Summer Intern Board—and more!
- We are in there and out there!

Army People Strategy DEI Objectives

1) Enhance Mission Readiness

2) Leader Commitment and Engagement

3) Training and Education

4) The Employer of Choice

5) Army-wide Inclusive Culture

DEI&A - *Defined*



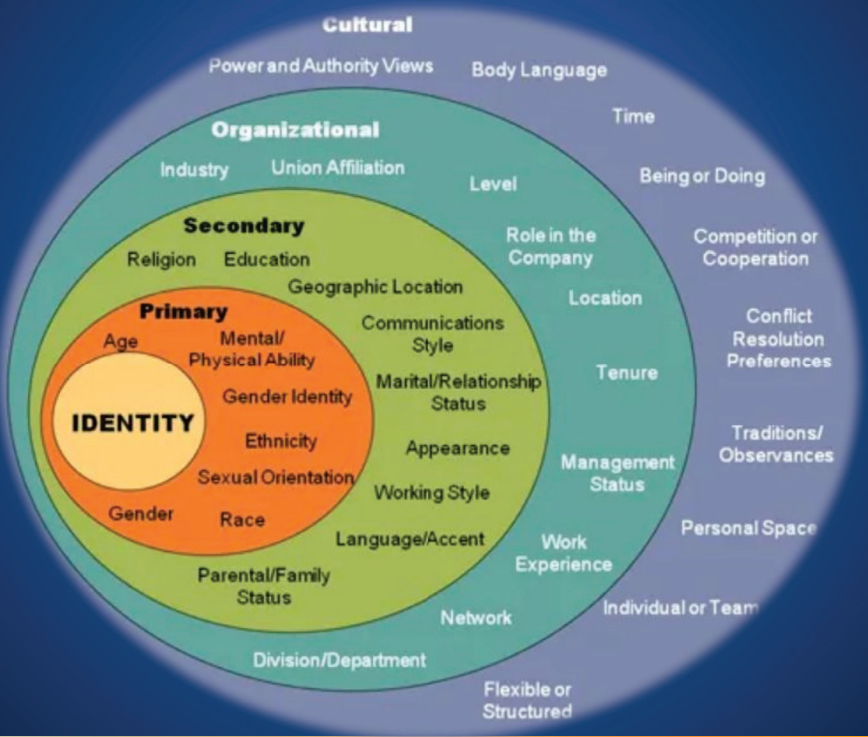
DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

--Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

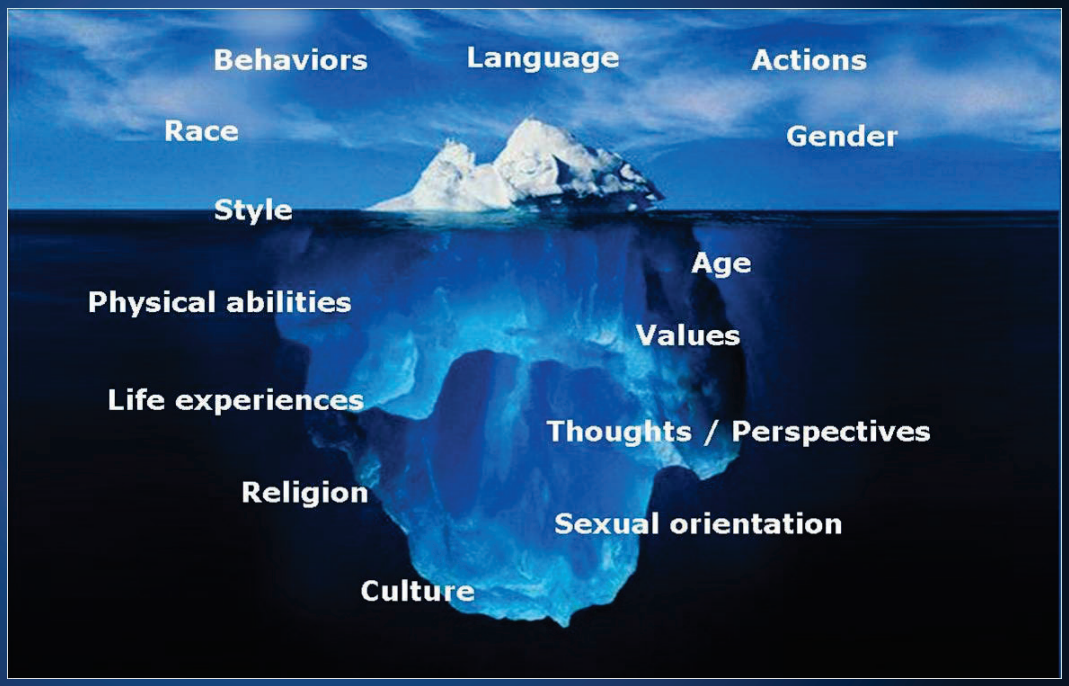
--It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

EQUITY AND EQUALITY | VIDEO

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked, to accomplishing the mission verse the way we have always done business?
- Who was this organization designed to fit?

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

TJAG's Charge

"Are we as inclusive as we can be?"



Dimensions of Inclusion and Exclusion



ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

- Includes the provision of accommodations and modifications to ensure equal access to employment
- Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
- A commitment to ensuring that people with disabilities can independently access activities and spaces

Implicit Bias – *Unconscious Cognition*



Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

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Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

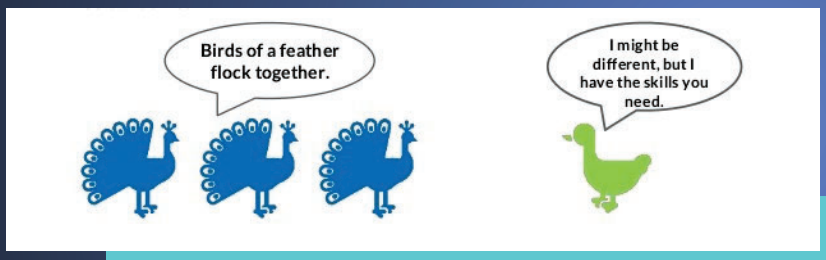
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

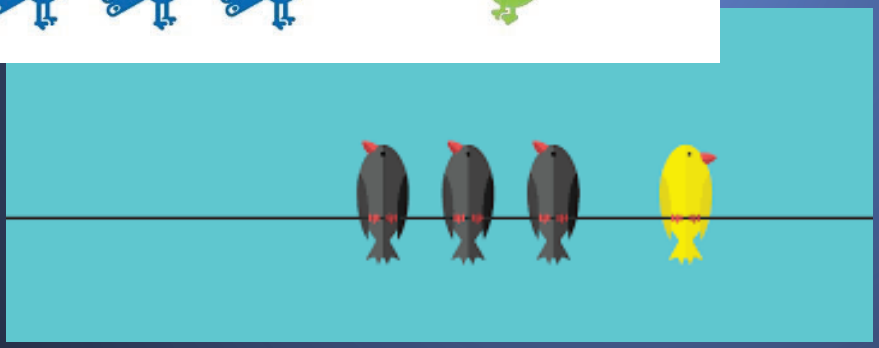
Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us







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Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

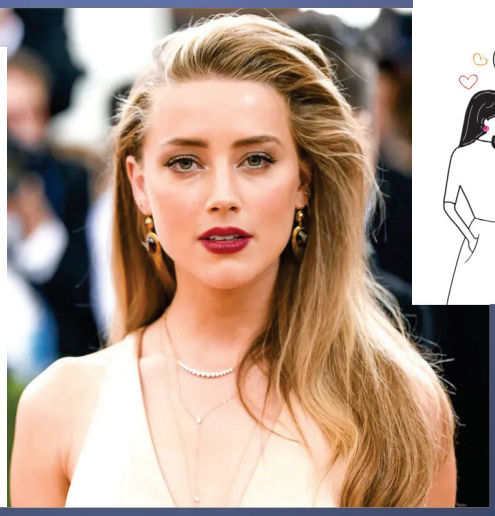
How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

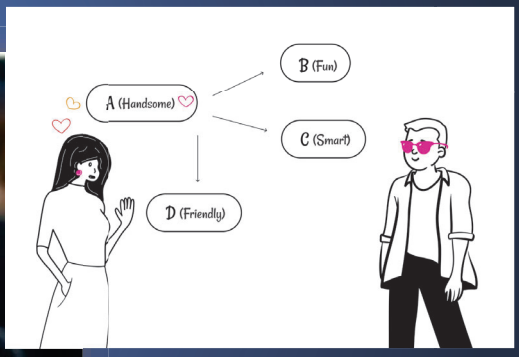
How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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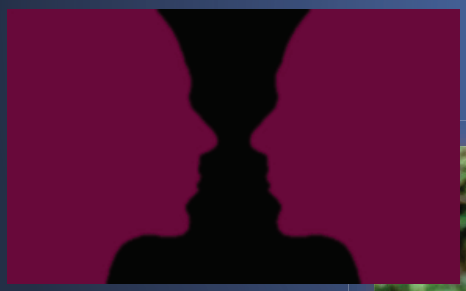
Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Perception Bias

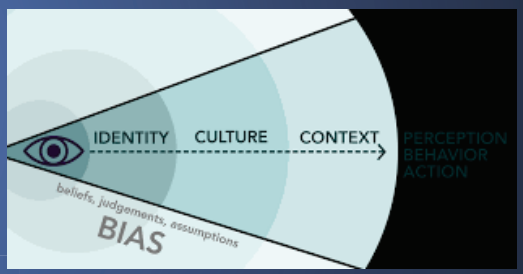
- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups

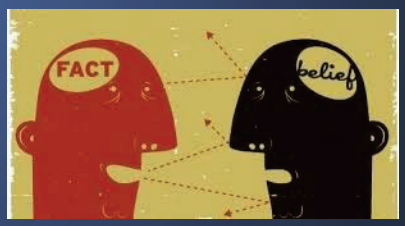












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Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

1

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

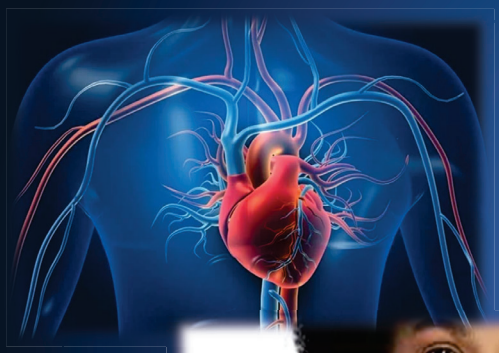
- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”



Building Inclusive Teams



Use Your Tools









Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

1

The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn’t recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?

Leadership Management

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Terminal Learning Objective

Action: Understand the concept of Diversity, Equity, and Inclusion and how to apply it in your leadership style and philosophy.

Conditions: In a classroom environment given PowerPoint slides, references, handouts, and classroom discussions.

Standard: Soldiers will demonstrate proficiency in facilitating discussions on Diversity, Equity, and Inclusion using three Resilience skills.

Agenda

The Knowledge

- ❑ Class Rules
- ❑ The Wooly Mammoth
- ❑ What is DEI?
- ❑ History of DEI in the Army
- ❑ Inclusive Leadership
- ❑ DEI: What's In It for Me?

The Skills

- ❑ ATC
- ❑ Avoiding Thinking Traps
- ❑ Detecting Icebergs

The Practicum

Class Rules

- ✓ Richard's Rule (**ALWAYS** be respectful)
- ✓ This is a learning environment, thus non-attributional; **HOWEVER**, flagrant EO and/or SHARP violations will be addressed and handled accordingly
- ✓ **DO** actively participate in all discussions, but **DO NOT** speak over or interrupt classmates, instructors, or mentors
- ✓ People matter – give classmates the benefit of the doubt (MRI)

The Wooly Mammoth in the Room

The following class and subsequent conversations may will make you uncomfortable

AND THAT IS OKAY!

We will be examining our values and beliefs and how they impact us and those around us.

Growth doesn't happen in the comfort zone!

What is DEI?

- **Diversity** – All attributes, experiences, cultures, characteristics, and backgrounds of the total force which are **reflective of the Nation** we serve and enable the Army to deploy, fight, and win.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

Leadership Management

Dimensions of Diversity



Personality

- The core of the four layers in the dimensions of diversity model
- Traits and stable characteristics that determine consistencies in the way a person behaves in any given situation over time
- Influenced by the other three layers of the model
- The other layers shape perception, disposition, and actions, as the individual interacts with the world around them

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

Leadership Management

Dimensions of Diversity



Internal Dimensions

- No control over these characteristics
- Often assigned at birth
- Often serve as the sources of prejudice and discrimination

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

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Dimensions of Diversity



External Dimensions

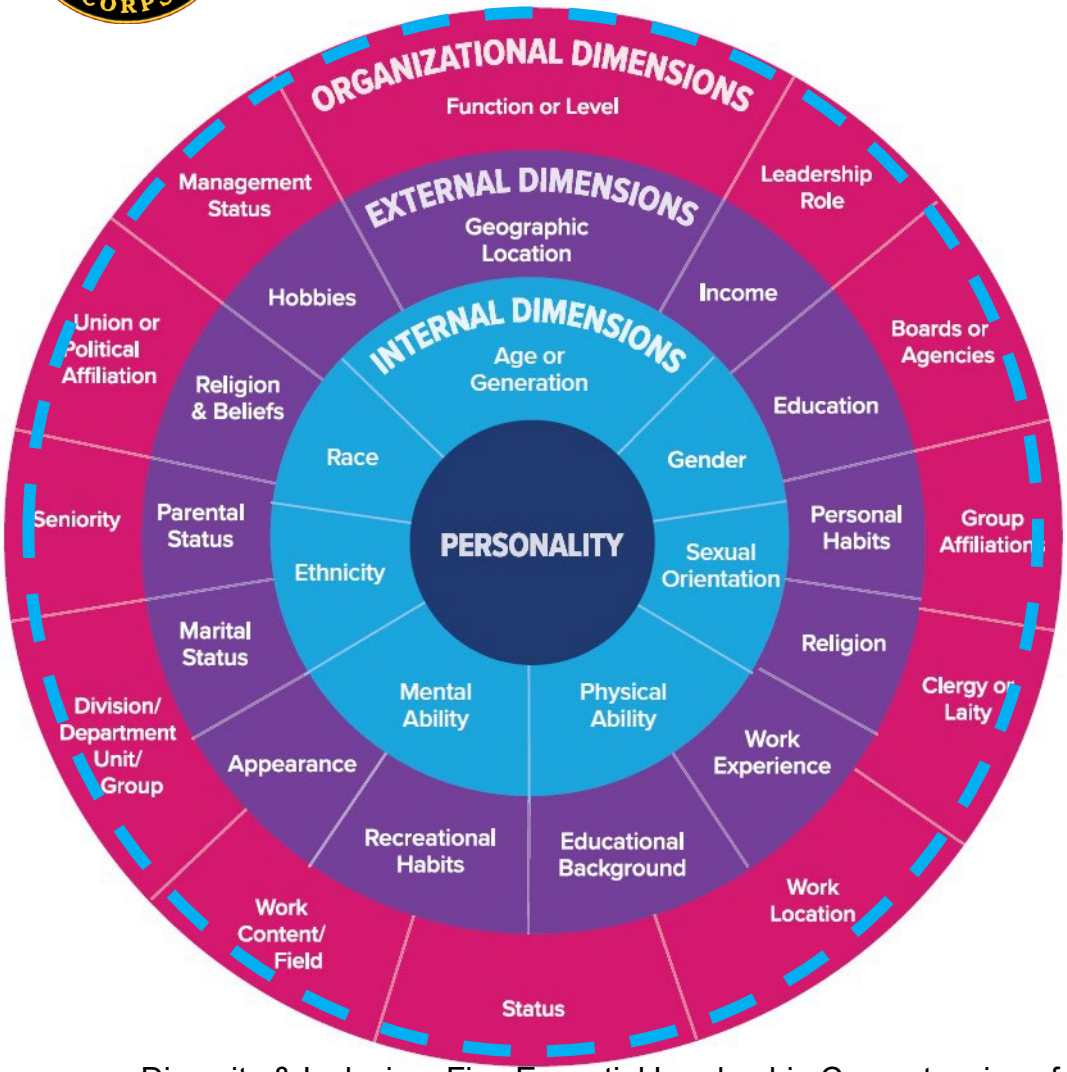
- Represents life choices
- Exercise a higher level of control over these characteristics

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

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Dimensions of Diversity



Organizational Dimensions

- Under the control of the organization in which one works
- Can influence this layer in a limited capacity

The Concept of Diversity, Dr. David Washington

Diversity & Inclusion: Five Essential Leadership Competencies of an Effective D&I Practitioner, Whitney White

What is DEI?

- **Equity** – The fair treatment, access, opportunity, choice, and advancement for **all Soldiers and Civilians** while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

What is DEI?

- **Inclusion** – The process of valuing and integrating everyone's perspectives, ideas, and contributions into the way an organization functions and makes decisions; **enabling** the workforce members to achieve their full potential in focused pursuit of organizational objectives.

Army People Strategy: Diversity, Equity, and Inclusion Annex, dated 1 September 2020

What is DEI?

- **Accessibility**
  - The quality of being easy to approach, reach, enter, speak with, use, or understand
  - The quality of being usable, reachable, or obtainable
  - The quality of being suitable or adapted for use by people with disabilities

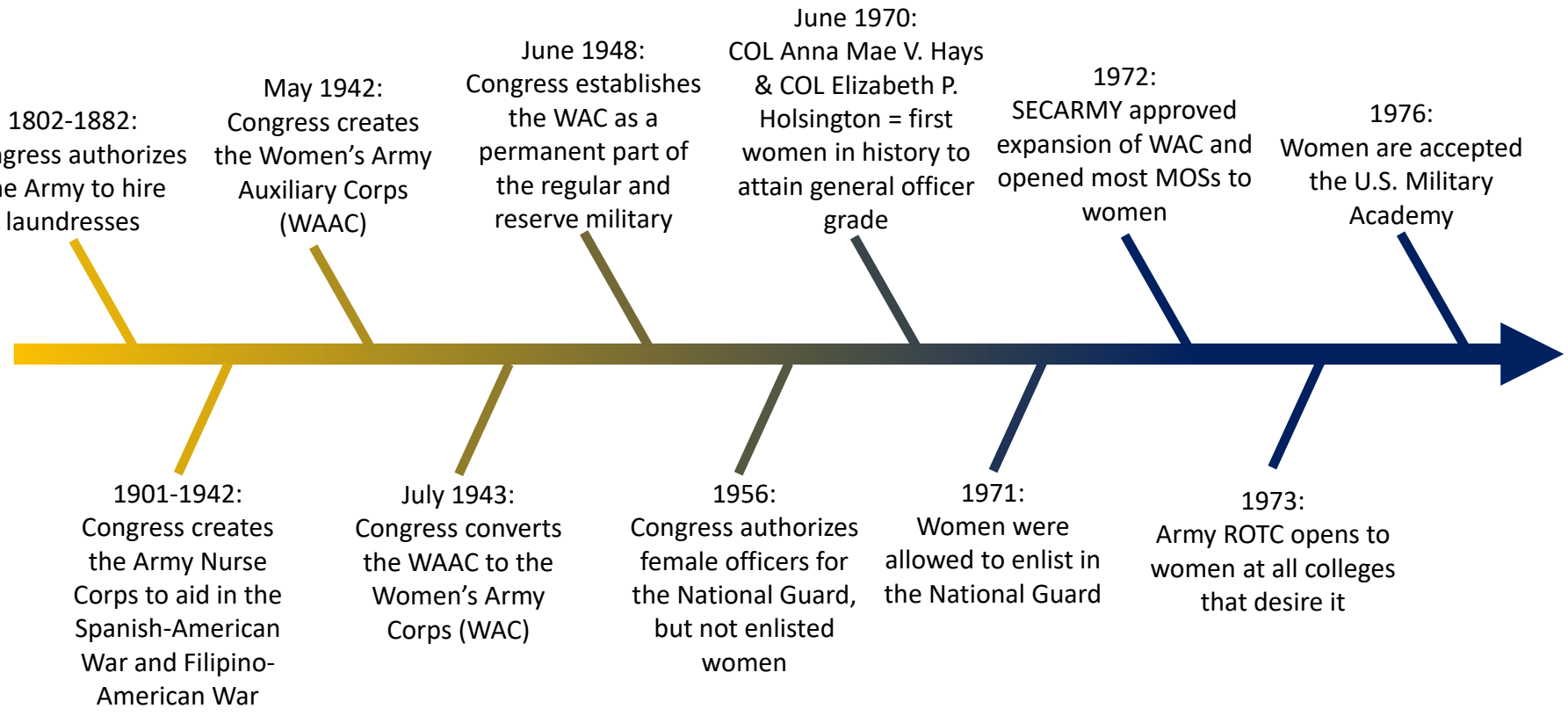
BONUS!!!

https://www.dictionary.com/browse/accessibility

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History of DEI in the Army:

Women

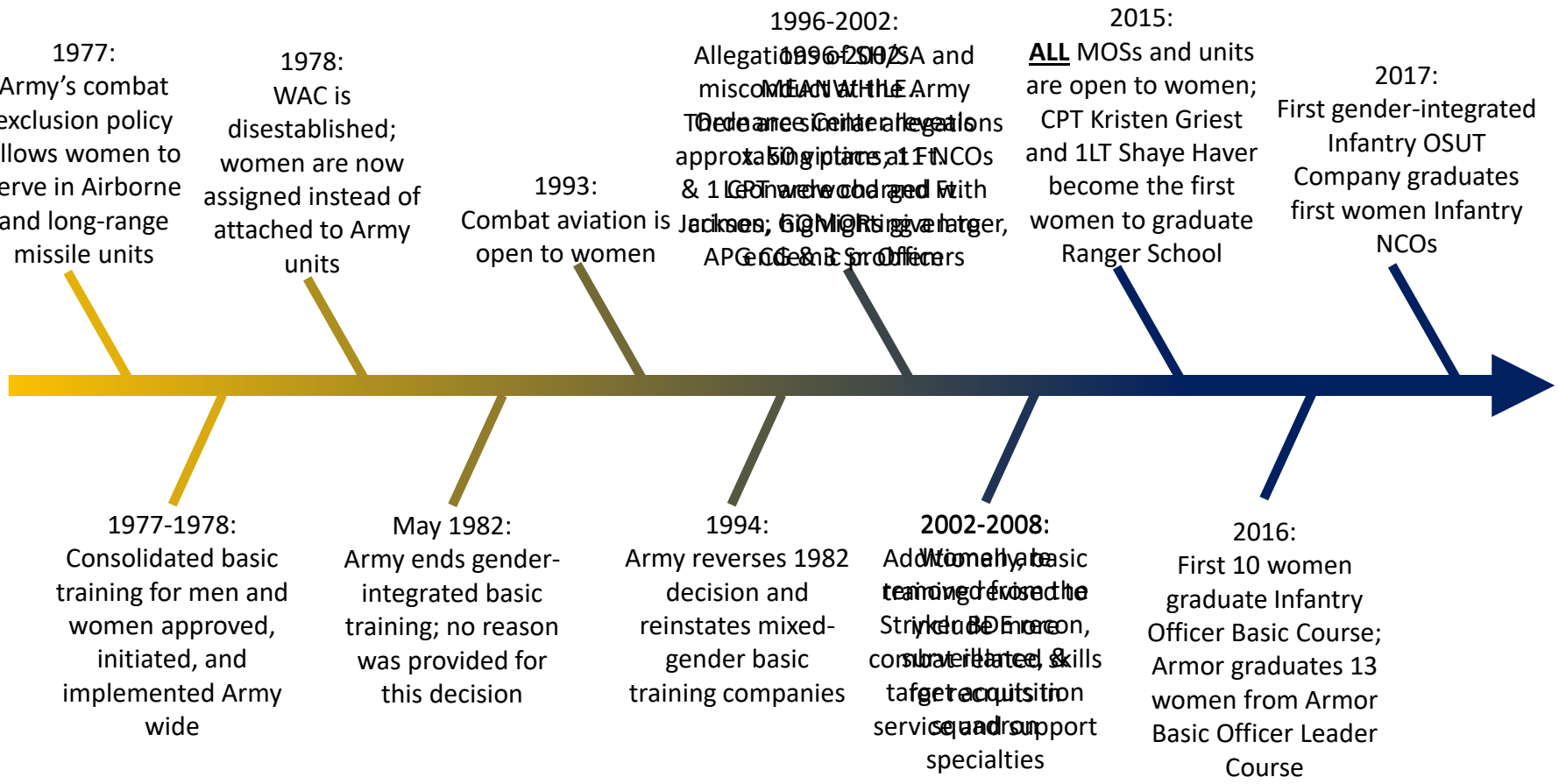


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

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History of DEI in the Army:

Women, cont.

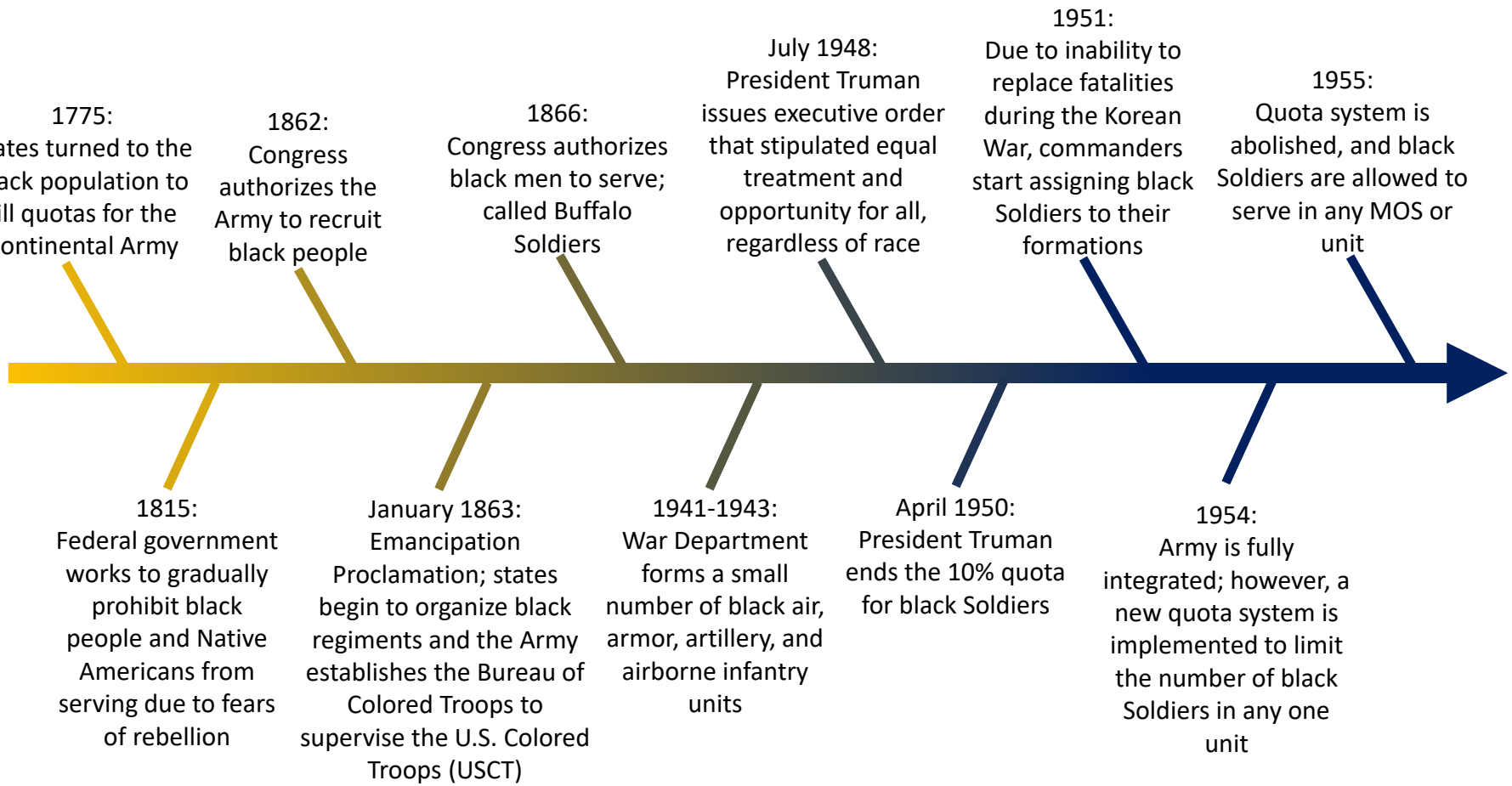


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

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History of DEI in the Army:

African Americans

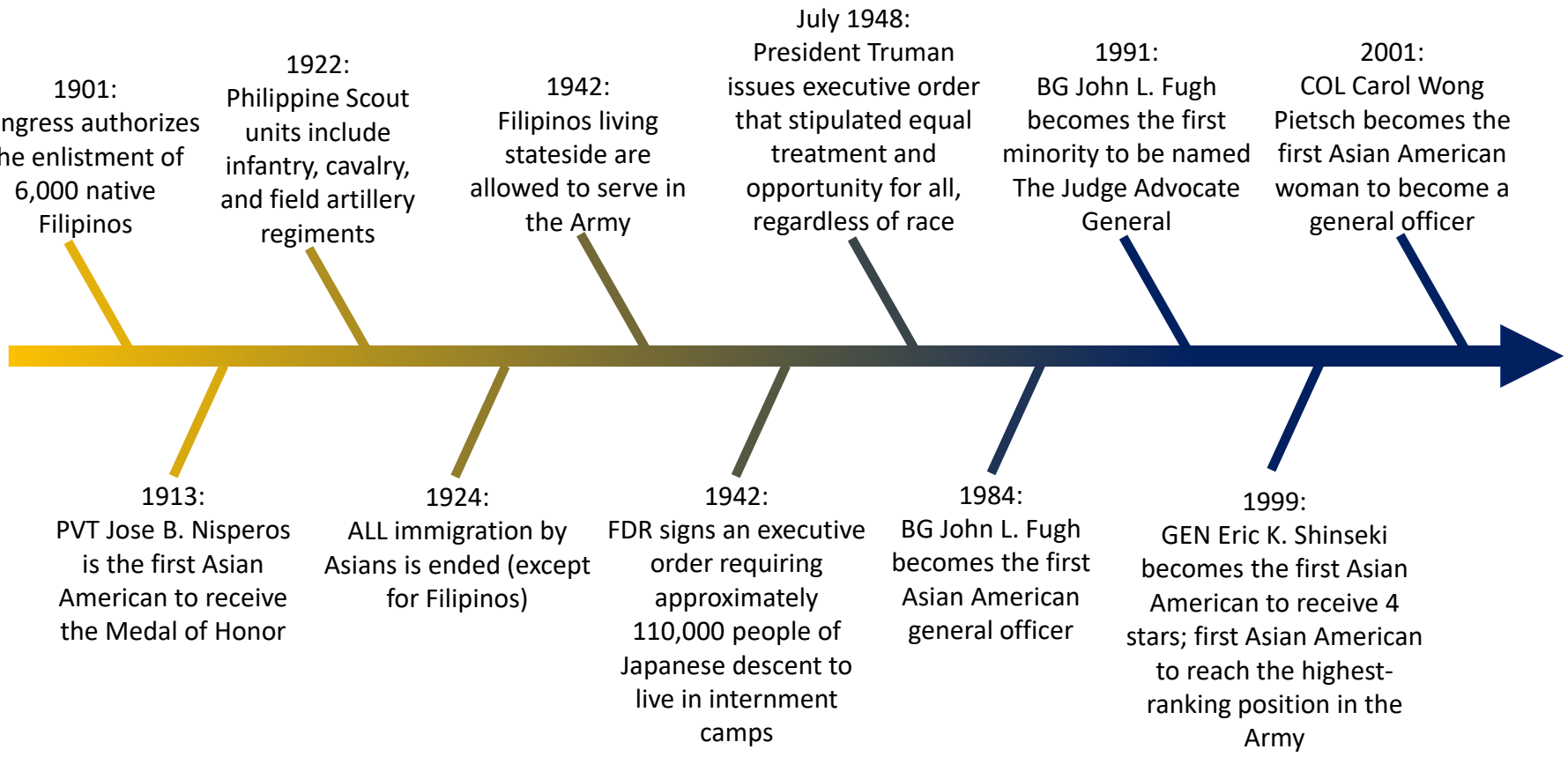


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History of DEI in the Army:

Asian Americans

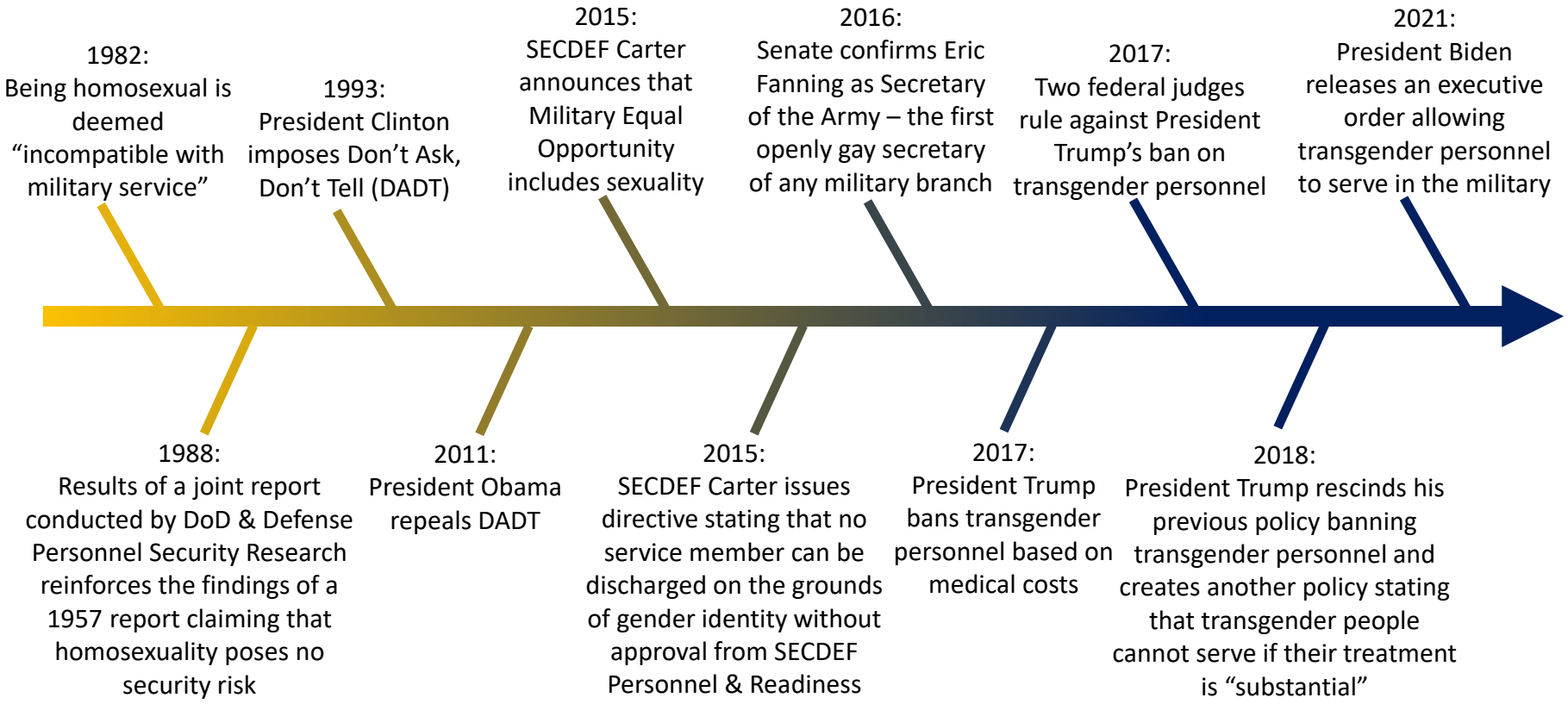


U.S. Army Center for Military History: The Army and Diversity, https://history.army.mil/html/faq/diversity.html

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History of DEI in the Army:

LGBTQ+ Community



USC School of Social Work, A Brief History of LGBT Military Policy and Improving Acceptance, Integration and Health among LGBT Service Members, https://dworakpeck.usc.edu

Inclusive Leadership:

Terminology – A Shared Language

- Ensures that everyone is on the same page when discussing DEI
- Enables cooperative progress towards a goal of equitable experience for everyone

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:
Identifying Barriers to DEI

Structural

Procedural

Attitudinal

Skills & Knowledge

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

Data shows that people with disabilities don't progress past the associate level in the organization

- ❑ **WHY** don't people with disabilities progress past the associate level?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

Some of the employees with disabilities leave the organization. The ones that do stay usually remain in the same job.

- **WHY** do some of the employees with disabilities leave?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

The exit interviews don't share much information; however, a couple have suggested a lack of support for the employee.

- ❑ **WHY** do they suggest a lack of support? What could that refer to?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

We may not be aware of the level of support employees with disabilities need and we may not make it easy for them to ask.

- **WHY** aren't we aware of the level of support that they need?

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Inclusive Leadership:

Finding the Root Cause of Barriers

Use the "Five Whys" strategy

We don't make it clear to line managers how to give the appropriate support to employees with disabilities of where they can go for help.

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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Inclusive Leadership

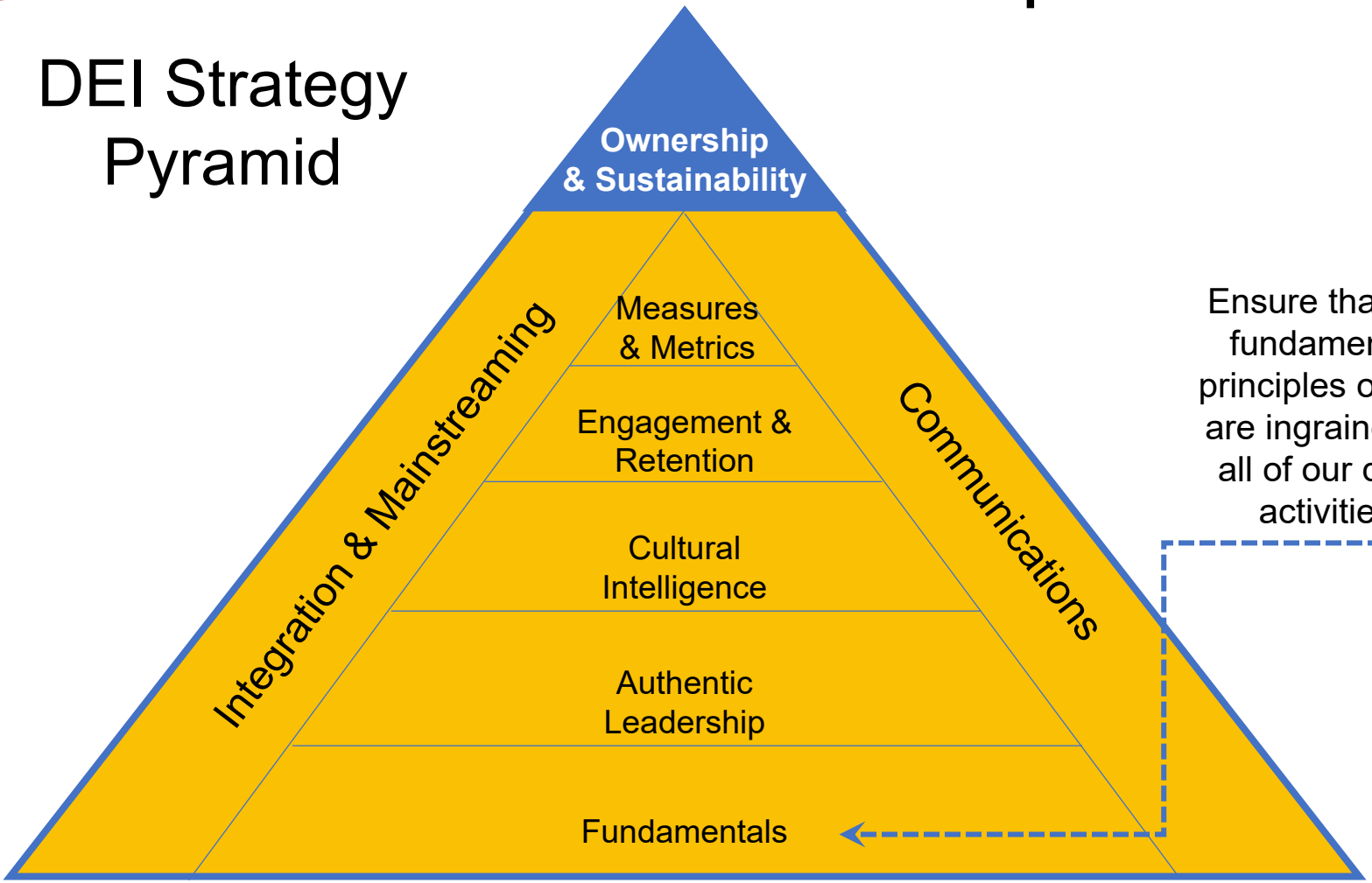
"If you take any high-potential individual out of their workplace and encourage them to open their eyes and think about what they want from their organization for their career, if they don't see role models, they don't see the commitment and they don't feel a change in the dominant culture, they will vote with their feet and leave."

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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Inclusive Leadership

DEI Strategy Pyramid



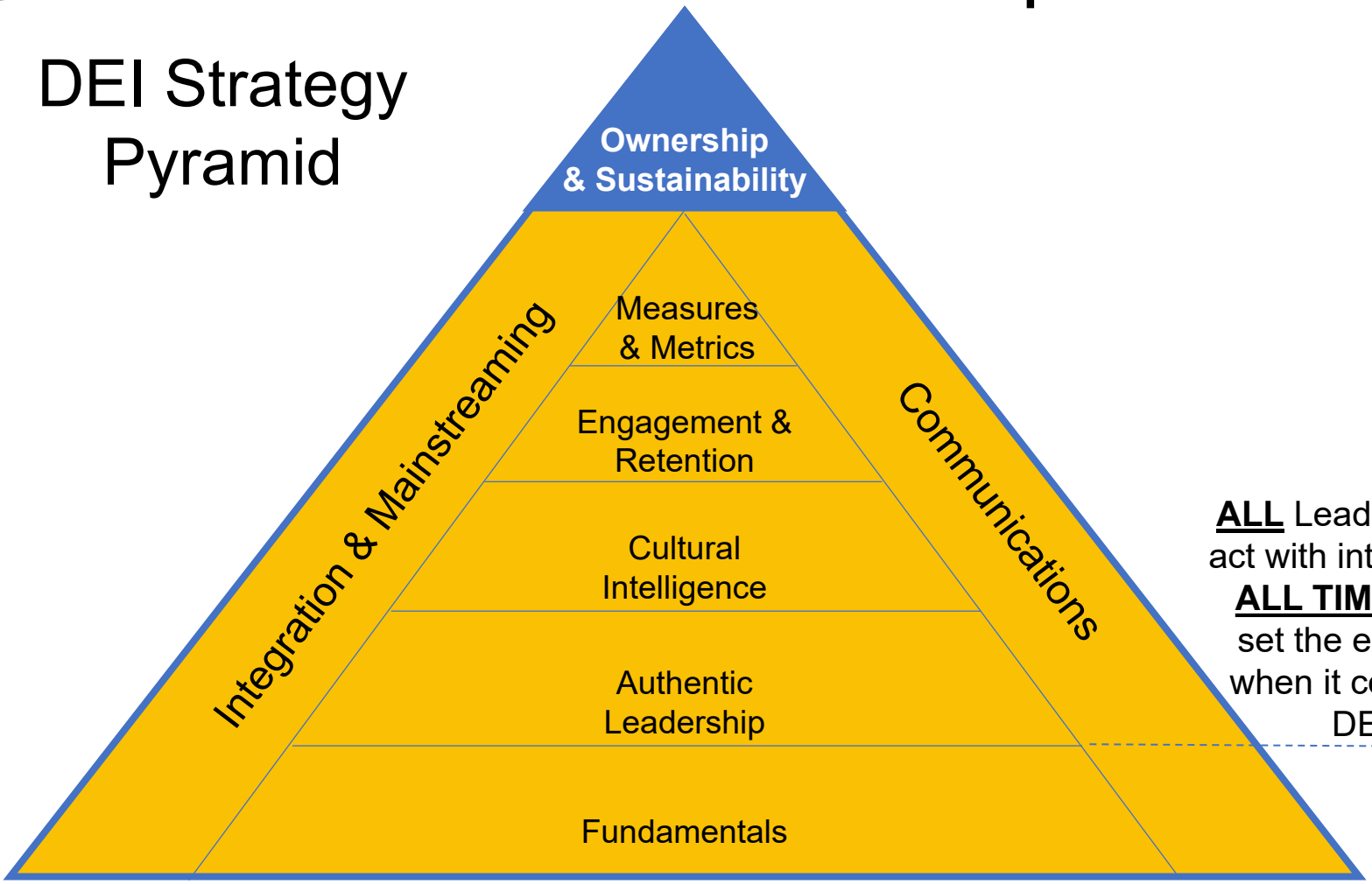
Ensure that the fundamental principles of DEI are ingrained in all of our daily activities

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



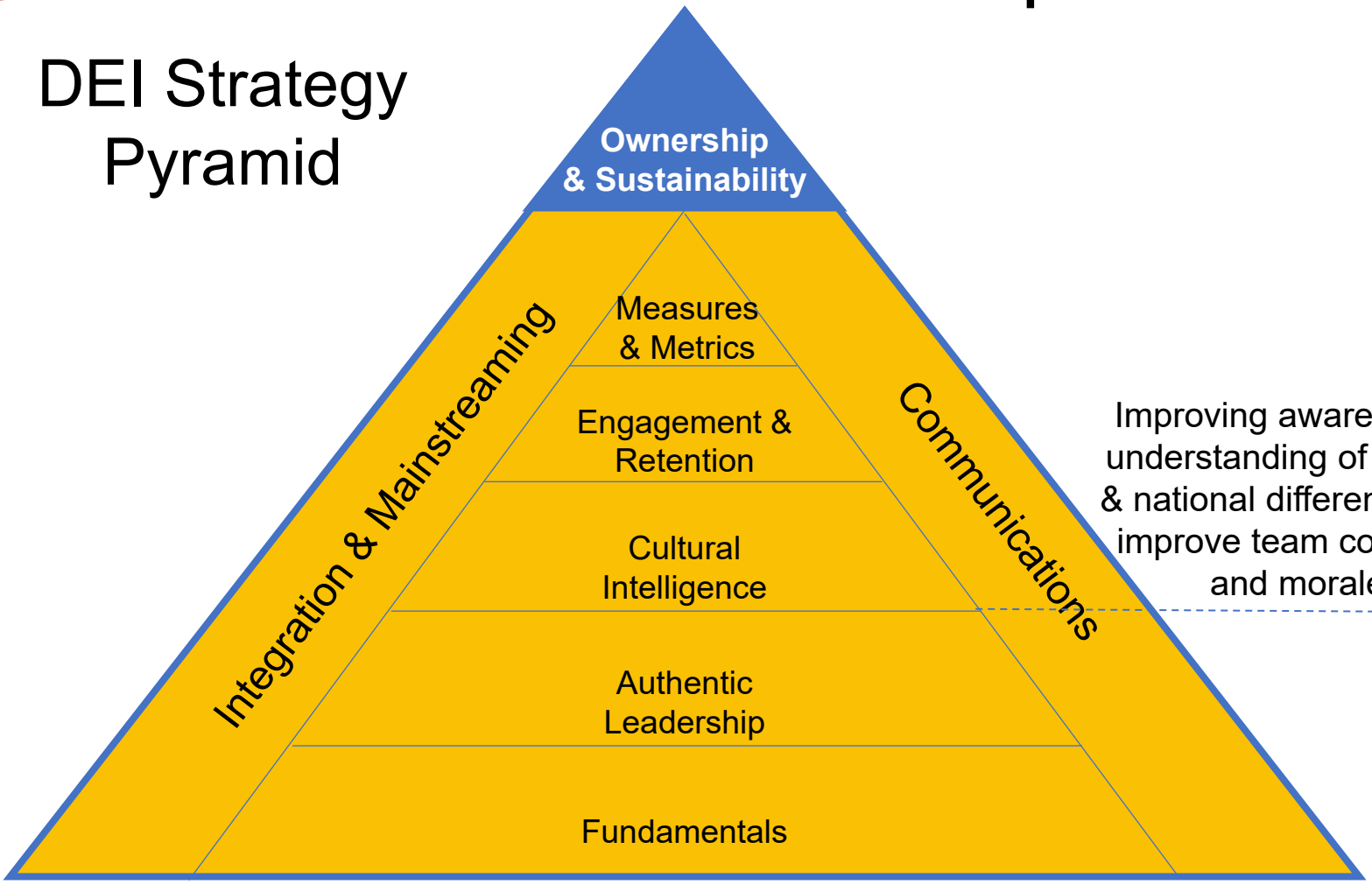
ALL Leaders must act with integrity **AT ALL TIMES** and set the example when it comes to DEI

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



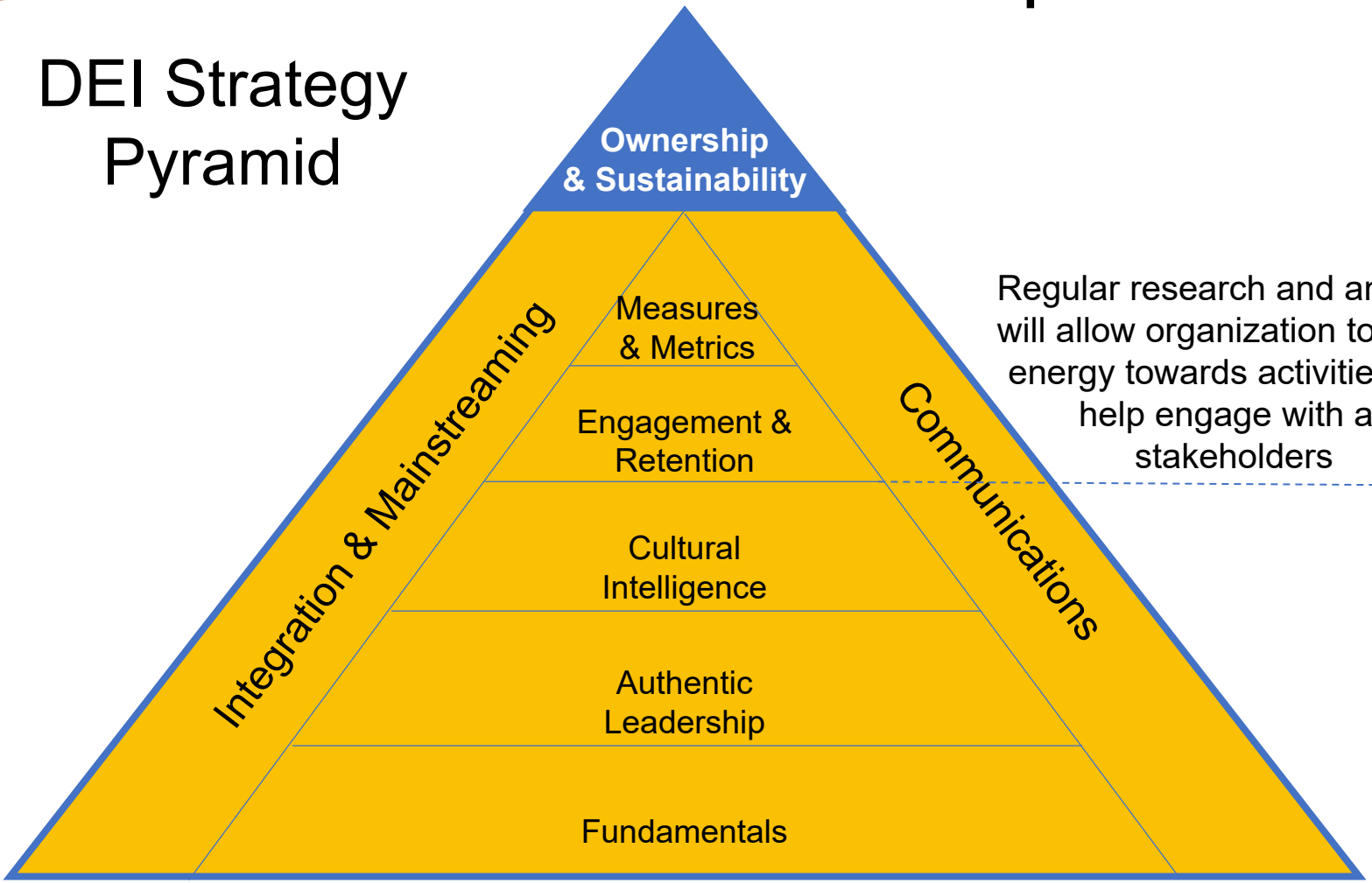
Improving awareness & understanding of cultural & national differences will improve team cohesion and morale

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

DEI Strategy Pyramid



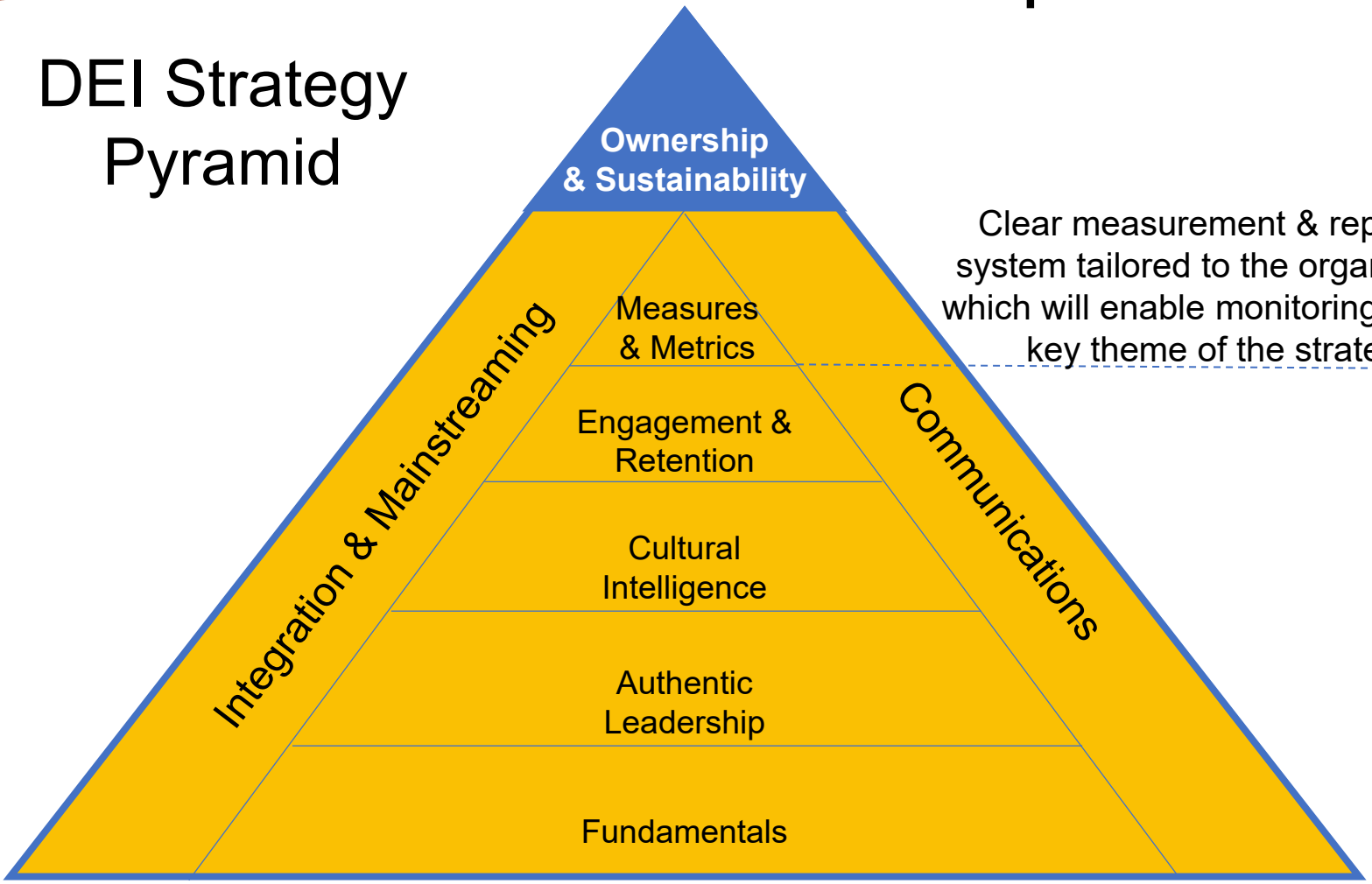
Regular research and analysis will allow organization to direct energy towards activities that help engage with all stakeholders

Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

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DEI Strategy Pyramid



Clear measurement & reporting system tailored to the organization which will enable monitoring of each key theme of the strategy

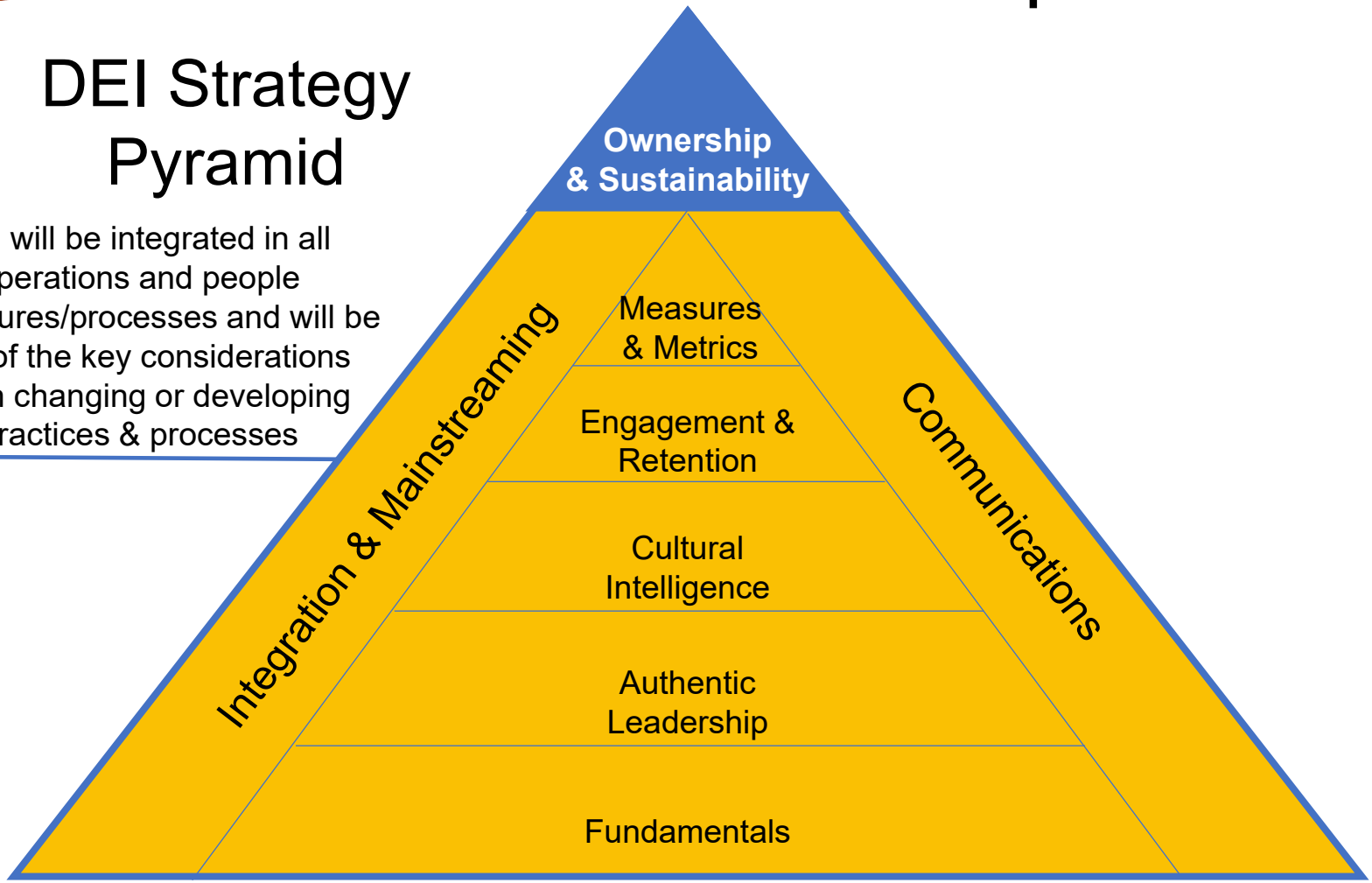
Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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Inclusive Leadership

DEI Strategy Pyramid

DEI will be integrated in all operations and people procedures/processes and will be one of the key considerations when changing or developing practices & processes

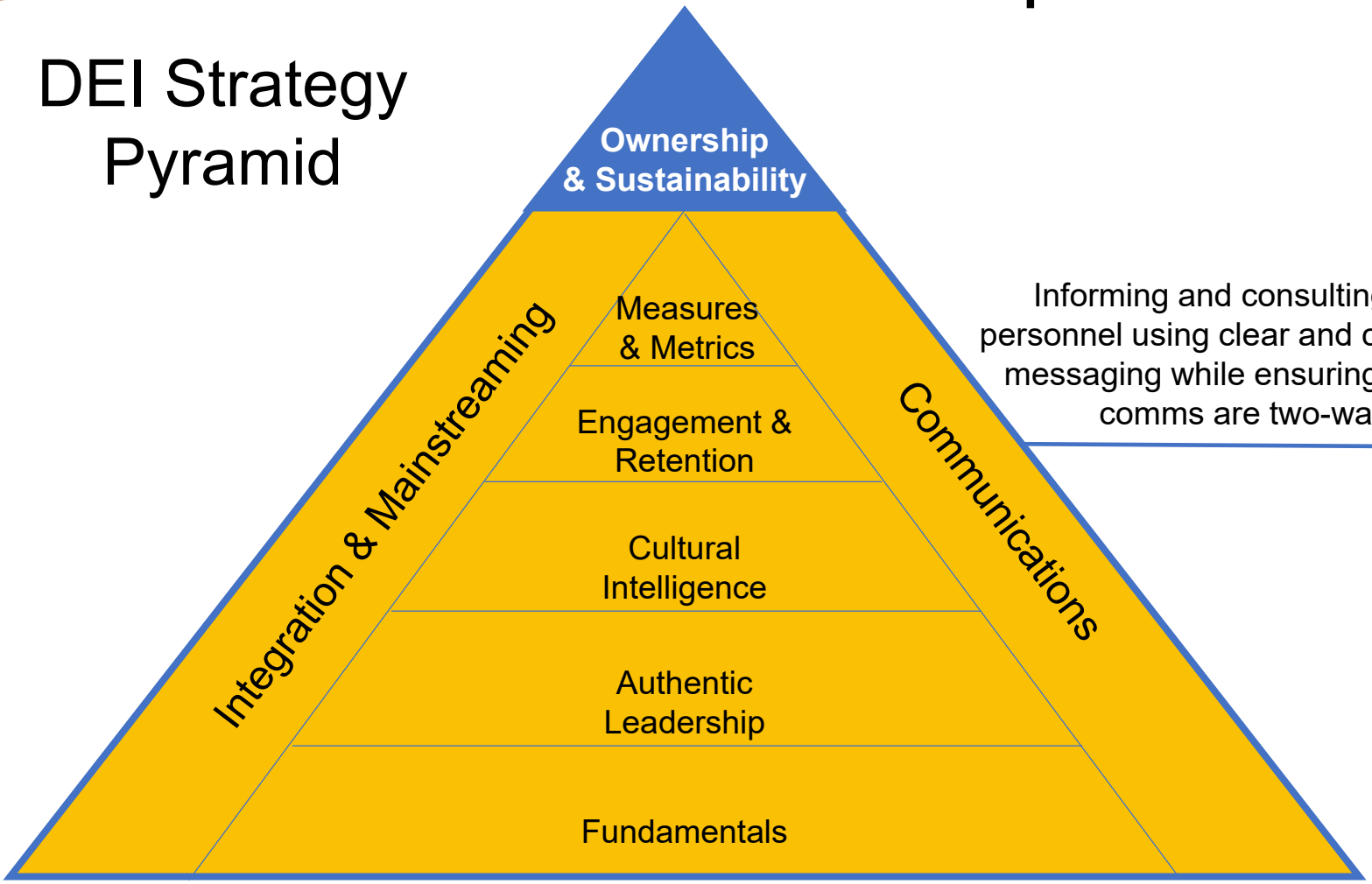


Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

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DEI Strategy Pyramid



Informing and consulting with personnel using clear and consistent messaging while ensuring that all comms are two-way

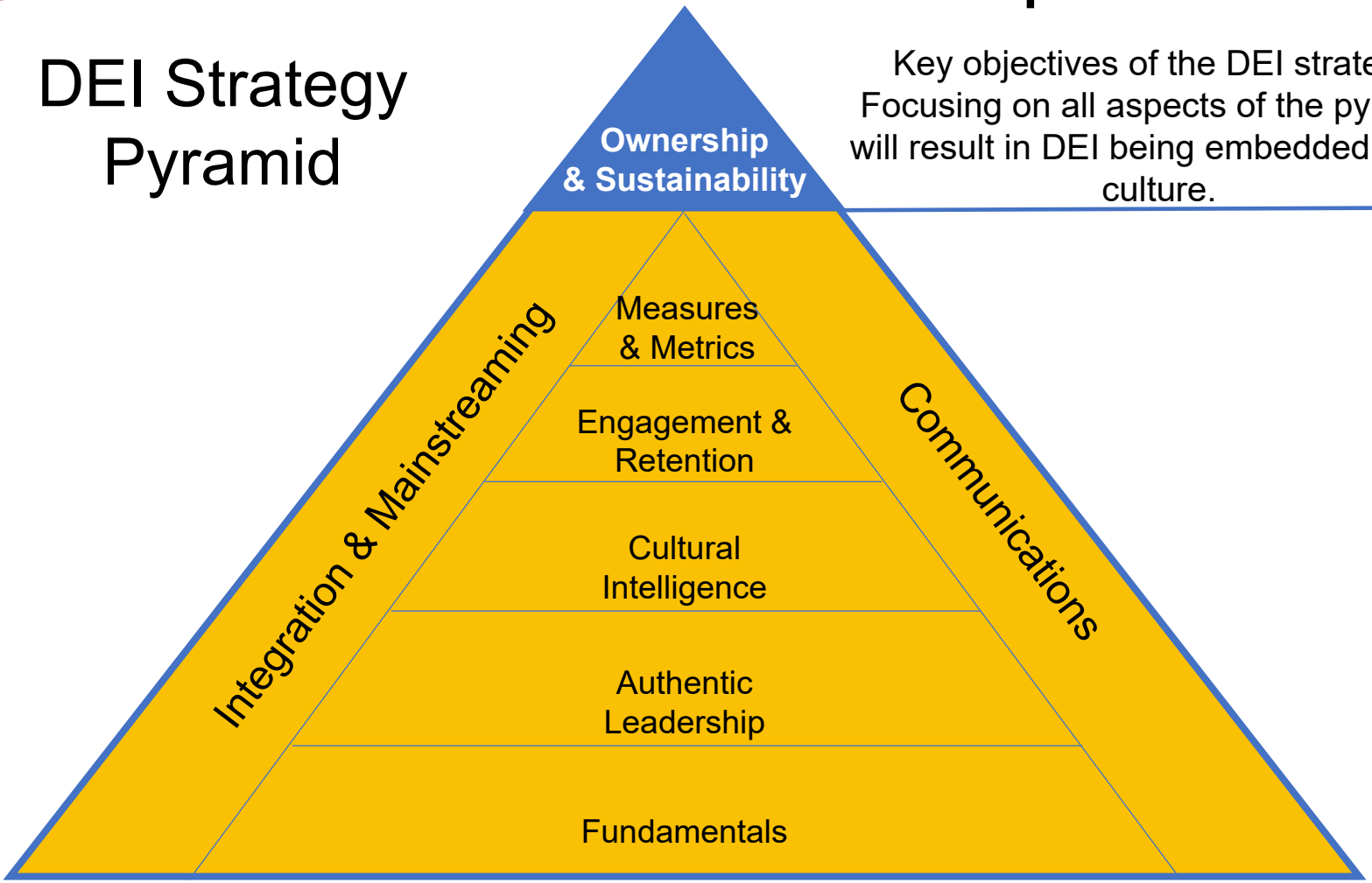
Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management

Inclusive Leadership

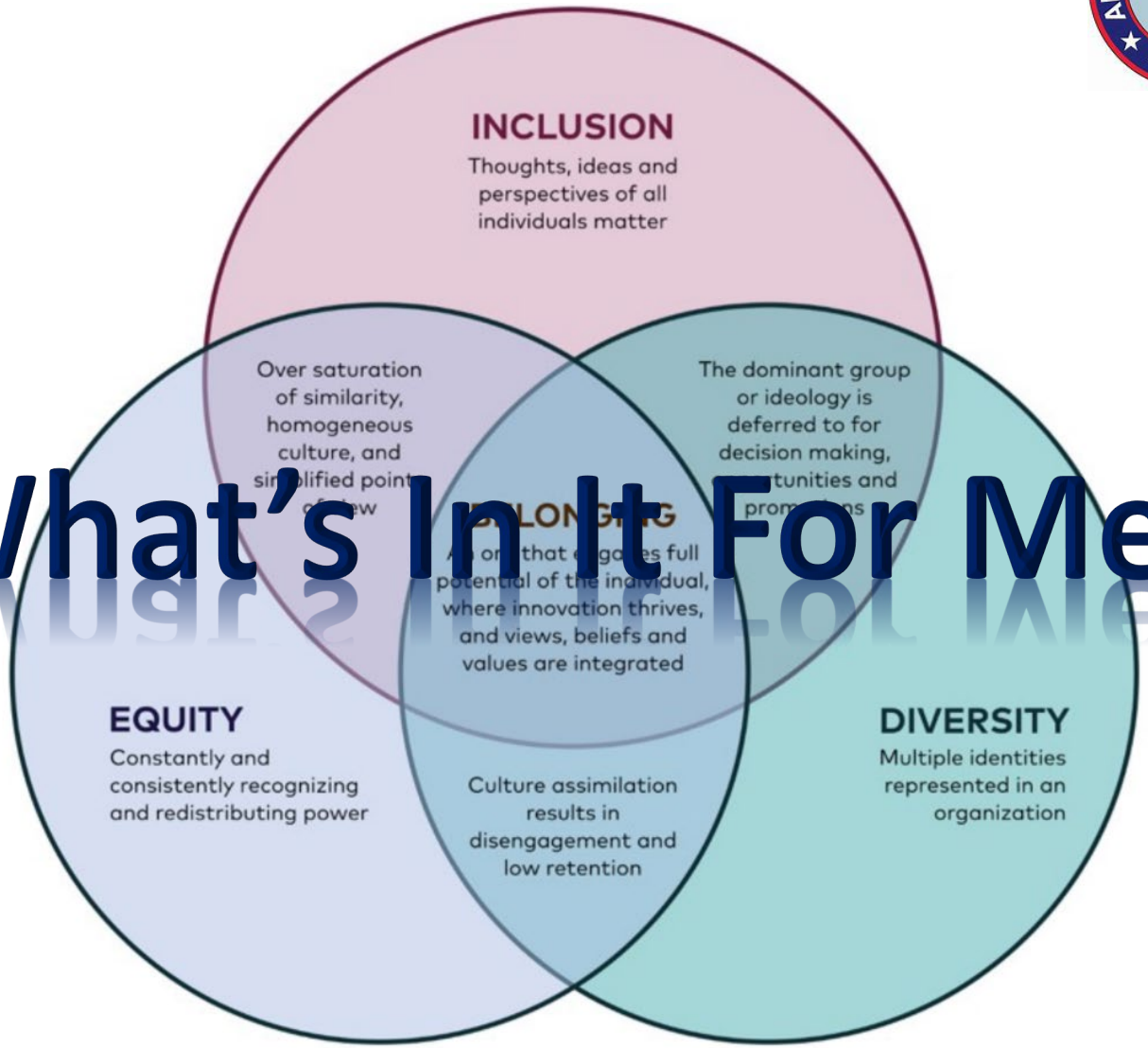
DEI Strategy Pyramid

Key objectives of the DEI strategy. Focusing on all aspects of the pyramid will result in DEI being embedded in our culture.



Inclusive Leadership: The definitive guide to developing and executing an impactful diversity and inclusion strategy – locally and globally, Charlotte Sweeney and Fleur Bothwick, 2016

Leadership Management



What's In It For Me?

REITwise 2021 Speaker Robert Greene Addresses Broad Benefits of Adopting DEI Strategies, Katie Feldman
https://www.reit.com/news/articles/reitwise-2021-speaker-robert-greene-addresses-broad-benefits-of-adopting-dei-strategies

Leadership Management

What's In It For Me?

- Bigger talent pool
- Increased engagement & trust
- New perspectives & innovation
- Improved performance
- Better decision making

REITwise 2021 Speaker Robert Greene Addresses Broad Benefits of Adopting DEI Strategies, Katie Feldman
https://www.reit.com/news/articles/reitwise-2021-speaker-robert-greene-addresses-broad-benefits-of-adopting-dei-strategies

Leadership Management

What's In It For Me?

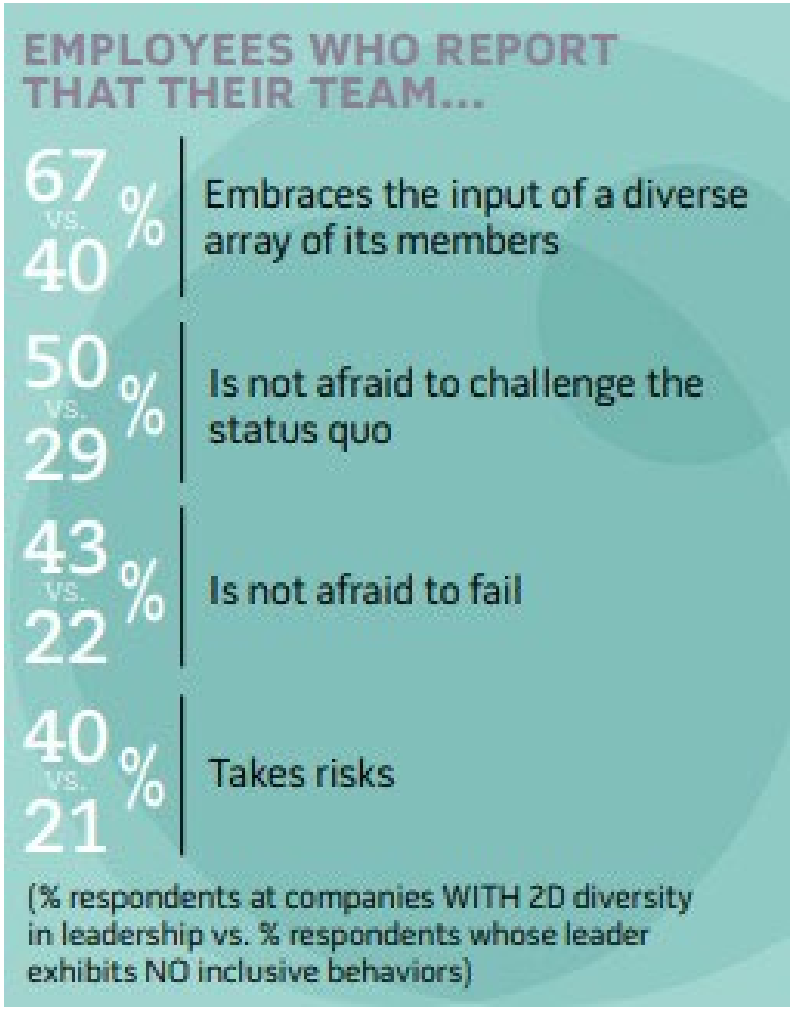


Serial Innovation

Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

Leadership Management

What's In It For Me?



Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

Leadership Management

What's In It For Me?



Innovation, Diversity, and Market Growth, Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin with Tara Gonsalves, 2013

Leadership Management

What's In It For Me?



Russia's invasion of Ukraine in maps – latest updates: A visual guide to the war, Financial Times Visual & Data Team, 2022

Leadership Management

What's In It For Me?



Headlines & photos: Japan bombs Pearl Harbor in Hawaii – US declares war & joins WWII, 1941

Leadership Management

What's In It For Me?



New ISIS leader captured by special forces three months after ex-boss blew himself up, Daily Star, John James, 2022

Questions?

Beijing tells Nato to stop hyping up China threat, BBC News, 2021

U.S. ARMY

IMPLICIT BIAS

OFFICE OF DIVERSITY, EQUITY, INCLUSION & ACCESSIBILITY

THE JUDGE ADVOCATE GENERAL'S LEGAL CENTER AND SCHOOL

ICE BREAKER

1. Name (go by..)
2. Current and Future Unit of Assignment
3. Enlisted MOS(s)
4. Component
5. Describe yourself using at least one aspect from each of these dimensions of diversity.



AGENDA

- Establishment of PODT
- Define DEIA
- Implicit Bias
- Theory of Decision Making
- Common Types of Biases
- Mitigation Strategies

AGENDA


Professional and Organizational Development Team
Diversity
Accessibility
Equity
Inclusion
WELLNESS PROGRAM
DEPARTMENT OF THE ARMY JAG CORPS
RETENTION
DEI&A
Wellness
Retention

1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

Summary of Comments on PowerPoint Presentation

Page: 5

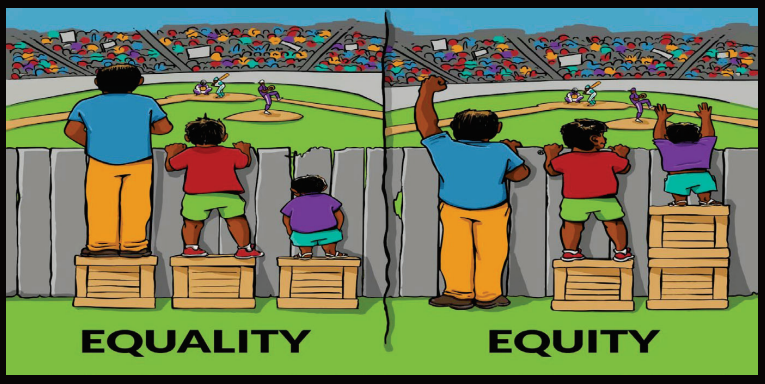
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:51 PM

Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force



1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives

Page: 7

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:52 PM

Inclusion is the process of valuing and integrating individual's perspectives, ideas, and contributions to achieve our goals or mission.
As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are more likely to make more informed and better decisions.

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:52 PM

Accessibility is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, can fully and independently use them.

We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals.

This is specifically something so important to consider with most of our workforce (BOTH Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

JOURNEY TO EQUITY & INCLUSION



IMPLICIT (UNCONSCIOUS) BIAS

Implicit bias refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

- Not good or bad…just is
- Can unintentionally affect our decision-making
- Influenced by our experiences
- **impacts the lens with which we view the world**

If you have a brain, you have a BIAS.

AMAZING MIND

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.
Our brians tkae shrutctus.

1

THEORY OF DECISION MAKING



THE UNCONSCIOUS MIND

In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:53 PM

quick overview on how amazing our mind is and why it takes some of these “shortcuts” filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

With our minds being exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

If you want to read more about the psychology behind all this, it is discussed in further detail in this book referenced here called Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

IMPLICIT BIAS ≠

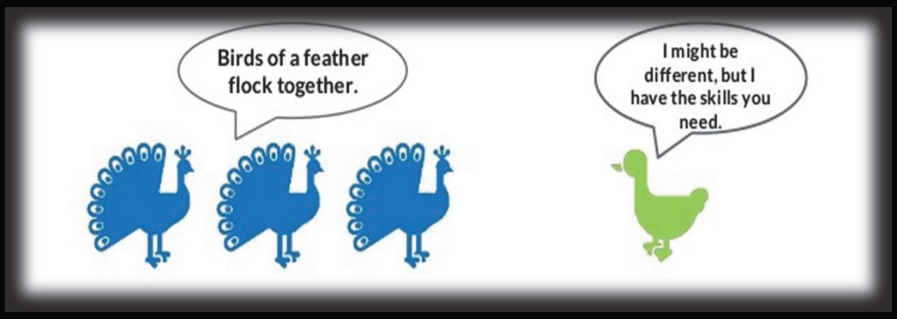
Racist
Bigoted
Sexist
Homophobic
Transphobic

1

AFFINITY BIAS

What is it?

Favoring those who tend to have something in common with us







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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:54 PM

Examples of affinity bias AKA similarity bias in the workplace – include:
Sharing common traits (we may look alike, have similar culture/beliefs),
attended the same college (west pointers or ring knockers),
are in the same fraternity
served in the same unit at the same time (82nd paratroopers aka back at bragg parrot),
badges/tabs (your rangers, SF community)

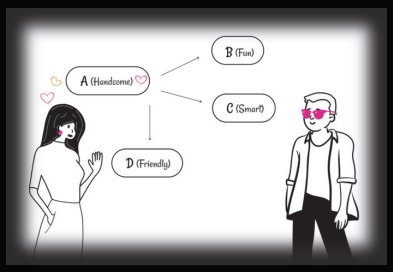
HALO BIAS

What is it?

Our tendency to think everything about a person is good because our first impression of them was good







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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:54 PM

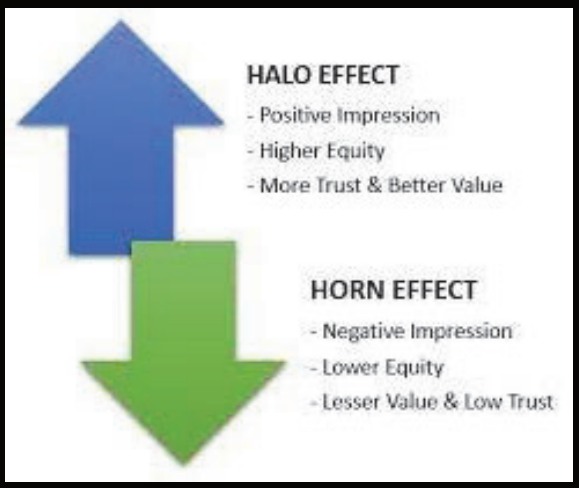
Examples of halo bias in the workplace –
Favoring those who max their PT,
look good in uniform,
Have an outgoing personality,
nice smile,
best athlete at frisbee or ultimate football

1

HORN BIAS

What is it?

The tendency to think everything about a person is negative because our first impression of them was negative







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Examples of horns bias in the workplace –
Being considered a bad solider for failing the ACFT once,
A soldier who has an accent being considered as someone who can't communicate effectively
Warrants being considered to not have anything in common with the JAs due to their prior enlisted service,
Thinking that the enlisted Soldiers are immature and uneducated
Believing Civilians just want to come to work and go home

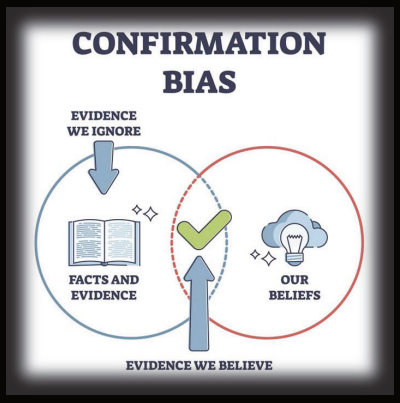
CONFIRMATION BIAS

What is it?

Seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:55 PM

Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Examples of confirmation bias in the workplace –
When you believe someone is incompetent, so you only focus on negative aspects,
You may view certain data or review a case file and only chose to see what you want to see,
Calling people about an inbound employee before their arrival and actively seeking out things that support that “bias”

1

GROUP THINK

What is it?

The bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Groupthink not a bias but important to discuss when we talk about things that can negatively impact our decision-making.
Group think is the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility.

Happens most when people try to fit in. When they are that “invisible insider” (the chameleon we talk about in the dimensions of inclusion and exclusion) who goes with the flow and agrees with the majority, just wants to blend in and conform with the dominant organizational norms.

This could cause leaders to stifle opinions that may differ from a group.

Examples of groupthink in the workplace –
putting together teams that lack diversity,
Excluding or ostracizing others;
Suppression or censorship;
Conforming to have acceptance and security (getting along just to get along)

SLOW DOWN…

Turn . or ! Into ?

6 WAYS TO MITIGATE UNCONSIOUS BIAS

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

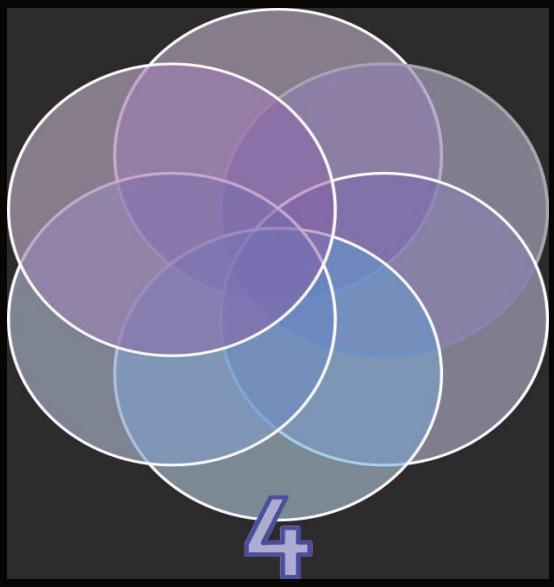
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Unconscious Bias Takeaway Sheet by Cook Ross

Page: 20

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 1:24:56 PM

What are my biases and blind spots? Pause long enough to give yourself time to process what you are thinking and doing and how it might be affecting your actions and decision.

Participate in Intentional Self-Reflection.

Question your assumptions: Ask, “Why am I thinking this way?” Turn exclamation marks in to question marks and listen to other perspectives etc.

Be Logical – Process how many people you know that conform to your actual bias.

Take a risk – Move beyond your comfort zone. Disrupt the norm – Speak out and hold yourself and others accountable. Be Intentional – Act as if the bias doesn’t exist. Intentionally adjust your behavior to counter any biases you tend to exhibit.

Feedback: be open to it. Find a mentor or a person who will tell you what you need to hear not want to hear

Reference: Unconscious Bias Takeaway sheet by Cook Ross

TAKE AWAYS

Understanding the various unconscious biases, can raise awareness in the workplace and build inclusivity

Tackling bias doesn't have to be difficult—it starts with you
Questions to ask yourself:

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

AFFINITY MENTORSHIP GROUPS

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092



U.S. ARMY

QUESTIONS?



MS Teams
JAGC ODEI- DEI&A Training and Resources
Group Mailbox
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

DEIA, Bias, & Teams



(b) (6)(b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Background

- TJAG Established Council on DE&I ("DEIC") on 10 July 2020
  - Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
  - 3 Co-Chairs; XO; 16 members
  - Subordinate advisory boards ("Field Boards")
- TJAG Established ODEI on 25 March 2021
  - provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
  - Director (GS-15); Deputy Director (COL/JA); Program Coordinator (WO/LA)

Summary of Comments on DEI & the JAG Corps

Page: 2

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:47:38 PM

10 DEI Field Boards with members from E-4 to O-6 at nearly every installation.
Charged with developing ideas on how the JAGC can eliminate barriers to DEI&A for the DEIC
To join, visit the JAGC DEIC page and submit application

DEI&A - *Defined*



(b) (6)
Program Specialist

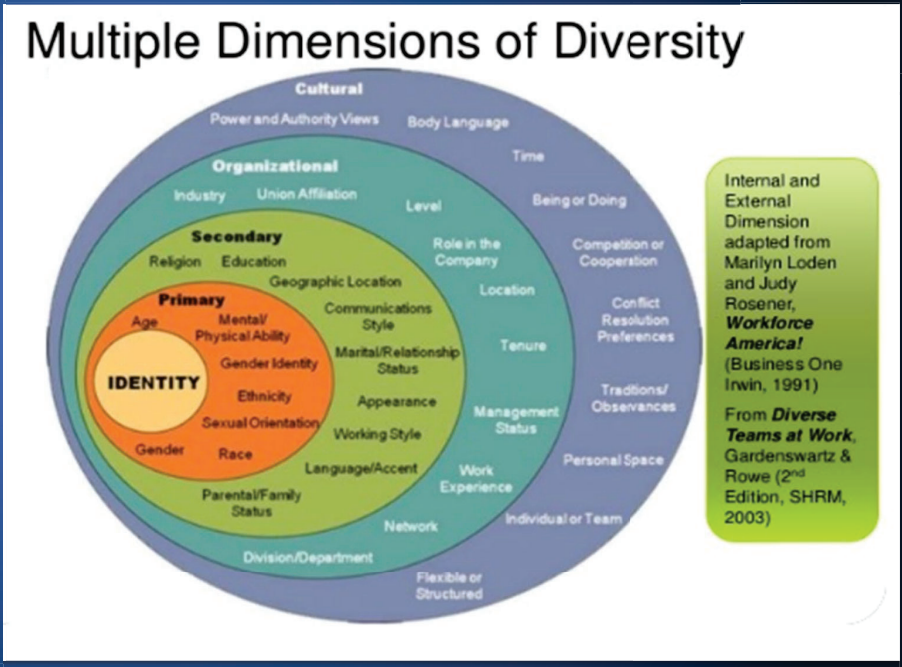
Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

DIVERSITY

- Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.
  - --Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
  - --It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

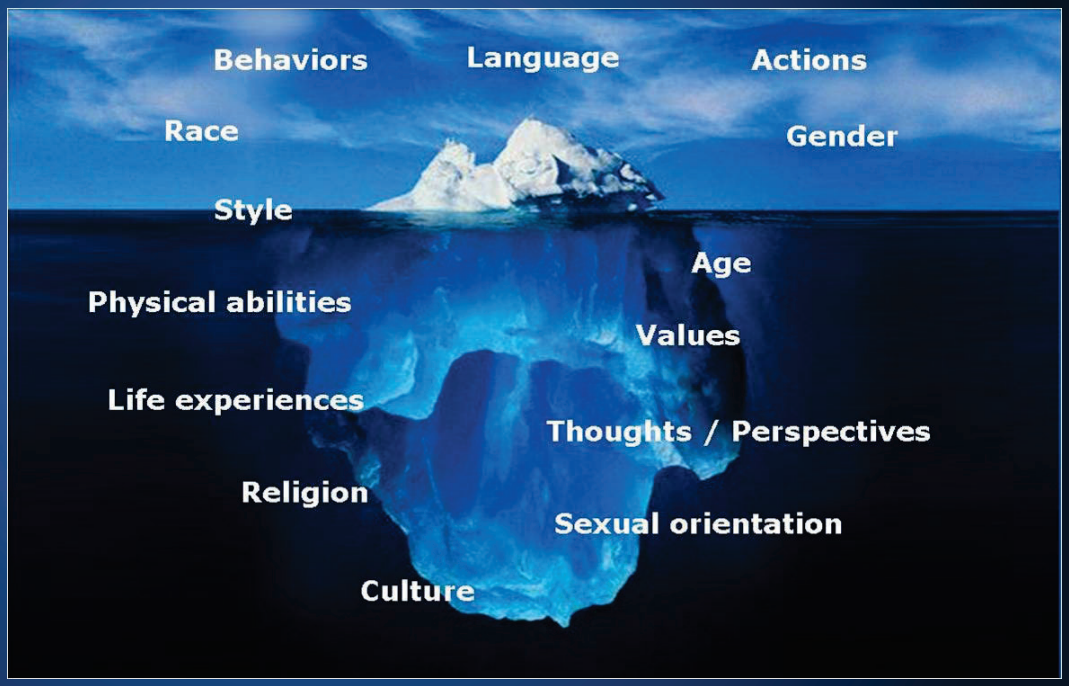
Diversity – What Does it Look Like?

- A mix of differences and similarities that make people unique
- Much broader than just race and gender
- Most companies have diversity, but lack inclusion



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

- Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

INCLUSION

- Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

ACCESSIBILITY

- **Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them**
  - Includes the provision of accommodations and modifications to ensure equal access to employment
  - Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
  - A commitment to ensuring that people with disabilities can independently access activities and spaces

Implicit Bias – *Unconscious Cognition*



(b) (6)(b) (6)
Program Coordinator

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:47:41 PM

Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

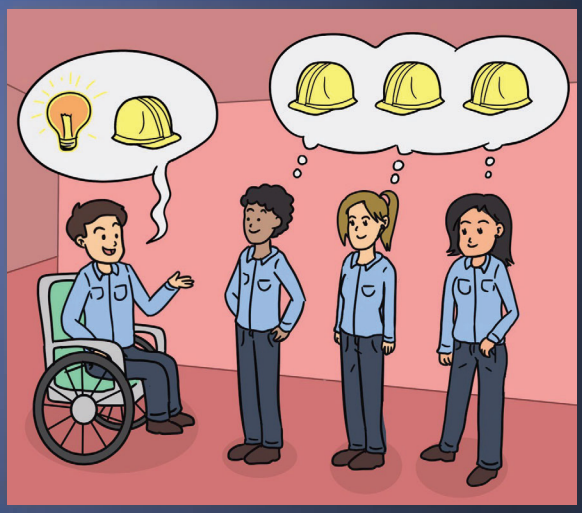
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us
- Have you seen it?



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:47:41 PM

Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

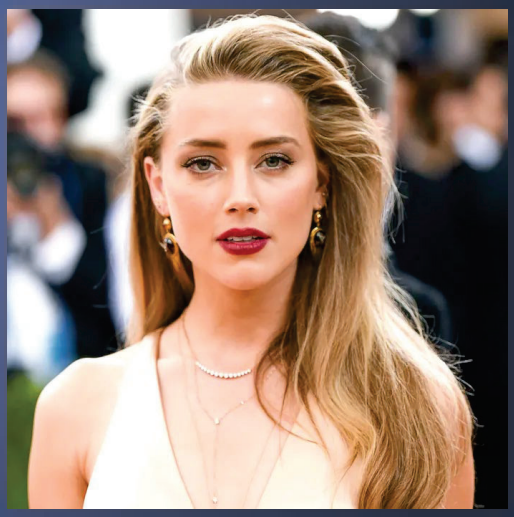
How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

1

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good
- Have you seen it?



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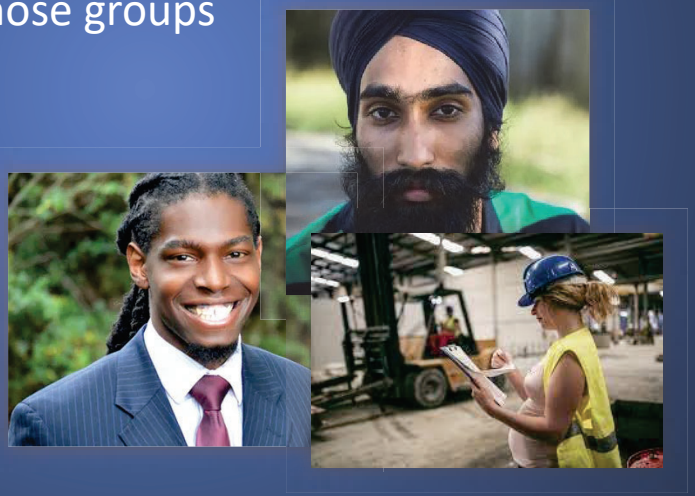
Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Perception Bias

- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups
- Have you seen it?



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Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along
- Have you seen it?





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Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group
- Have you seen it?



"Everyone in favor raise your hand!"

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Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”



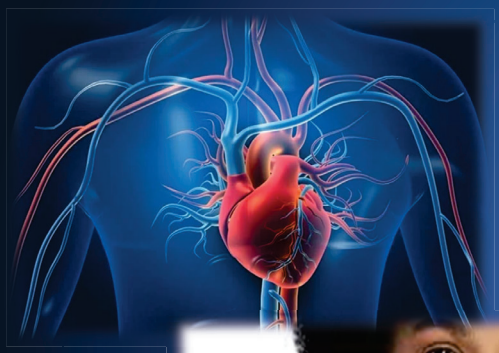
Building Inclusive Teams



(b) (6) (b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

Use Your Tools









Introduction

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Inclusion

- The achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

DIVERSITY	INCLUSION
Who is here?	How can we best benefit from their knowledge and talents?
Being given a plate of food	Getting to choose from, or help to create a menu
What you have	What you do
You're there	You're valued
Addresses difference	Addresses equality

Self-Reflection

- Rate your organization's level of inclusion on a scale from 1-5
- If you are a leader yourself, rate your level of inclusion on a scale from 1-5
- Write down three things you can do to be more inclusive in your organization
  - In the next 60 days, be intentional about doing those three things
  - Share with another member of your team and have then hold you accountable

Self-Reflection

- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Stages of Maturity

- In which stage is your organization's diversity and inclusion efforts?
  - Stage one, meeting compliance and avoiding complaints.
  - Stage two, doing the right thing
  - Stage three, doing what's good for business
  - Stage four, driving greater innovation and creativity

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area

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The Six C's of Inclusive Leadership

- Commitment
- Courage
- Cognizance (of bias)
- Curiosity
- Cultural Intelligence
- Collaborative

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The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

1

7 Common Pitfalls

1. Lacking vision and goals
2. Treating everyone the same
3. Showing favoritism
4. Being inflexible
5. Knowing it all
6. Doesn’t recognize or reward
7. Failing to provide feedback

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

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Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

Number six, doesn't recognize or reward. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

What's The End State?

- **The journey towards inclusion requires:**
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation

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Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

In Closing

- Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best
- It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures
- Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions

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Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion

QUESTIONS?

1

DEI&A: An Overview



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Summary of Comments on DEI & the JAG Corps

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Make note of any recording (if applicable)

1

Your ODEIA

(b) (6)(b) (6) Director

(b) (6)(b) (6) Chief Operations Officer

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Your ODEIA team currently consists of two personnel: [redacted] our director and myself, your program manager

Mission:
To provide leadership and direction in the formulation, execution, and management of policies and practices that foster a DEI environment consistent with the core values of the JALS.

Vision:
To enable the transformation of policies, practices, programs, and systems that advance diversity, equity, and inclusion (DEI) to the fullest extent possible across the breadth (functions) and depth (hierarchy) of the JALS.

Introduction

Training creates a baseline for JALS personnel and creates a shared understanding of DEI&A

Agenda:

- ODEIA Initiatives
- JALS Demographics
- DEI&A defined

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Because we have such a diverse group of individuals in the JALS community with a breath of different backgrounds and experiences our understanding of what DEI&A is may vary. Our goal is that through this training we create that base line shared understanding so you can all familiarize yourself with these principles to create positive cultures that build trust, and cohesive teams inclusive of our different perspectives. Additionally, understanding and employing DEI&A principles directly feed into professional and organizational development.

The JAG Corps wants to make a positive change to our culture in a way that we are eventually employing these DEI&A principles at all levels of our organizations. Change takes time, and it can be uncomfortable until we reach that level of shared understanding. Because of that, we also must be understanding that people are going to initially have different interpretations of what Diversity, Equity, Inclusion & Accessibility means to them and may make some mistakes or say something when genuinely trying to influence positive change and employ some of these principles, but we all make mistakes because it is human nature. But what can you do? Encourage max participation in your organizations for this type of training. This is not a no-fault kind of Army. We all learn and grow from our experiences.

Today's training is going to provide you with a brief overview on how the Diversity Equity and Inclusion Council (DEIC) and the Office of Diversity, Equity, Inclusion & Accessibility (ODEIA) came to be, some of our ODEI initiatives, the latest JALS demographics for this current quarter in FY24 by component, and we will wrap up training with defining Diversity, Equity, Inclusion, and Accessibility according to the Army's DEI Annex in the People Strategy.

1

ODEIA Initiatives

- JALS DEI&A STRATPLAN – **to be aligned w/ Army & DoDs**
- Monthly Enterprise Virtual Training
- DEI&A training at all levels of JAGC PME (TJAGLCS)
- Facilitating bias discussions at boards (GOSC, Accessions, Interns, FLEP, etc.)
- Engage with Army Equity & Inclusion Agency and DoD DEIA community

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Some of our current initiatives include:

Working on the development of a Strategic plan that aligns with the Army and Department of Defense's strategic plan for DEI&A. We are consolidating efforts with our new JAGC wellness director, Beth Pillsbury on this as many DEIA lines of effort also influence wellness, and retention. Additional information to be published through our strategic initiative's office in coming weeks.

We are employing our FY24 Strategic Training Plan through monthly enterprise-wide virtual training. If you have not seen our training plan, it can be found on our DEI&A Training and Resources MS Team. In our strategic training plan, we have developed two tracts of training. One is focused on topics related to diversity, equity, inclusion, and accessibility (conducted the 2nd Thursday of every month) and the other is focused on highlighting the diverse talent within the JALS community (conducted on the 4th Thursday of every month). The second tract will coincide with DoD recognized Special Observance Months. We believe that sharing diverse perspectives will enable JALS personnel to foster a culture that is built on trust, acceptance, and the Army values. These trainings, like today's training, are being recorded and maintained on our teams page for ease of accessibility.

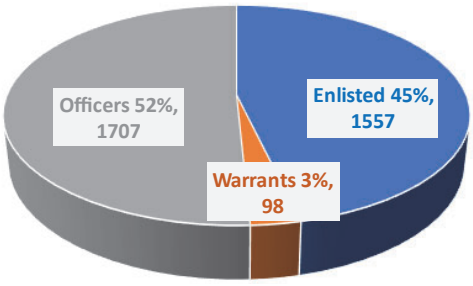
Our office has also integrated DEIA blocks of instruction in our JALS PME and many other TJAGLCS resident courses.

We provide mitigating bias briefs and facilitate discussions specifically tailored to all board members on the GOSC, Accession, Interns, FSO selection and FLEP boards

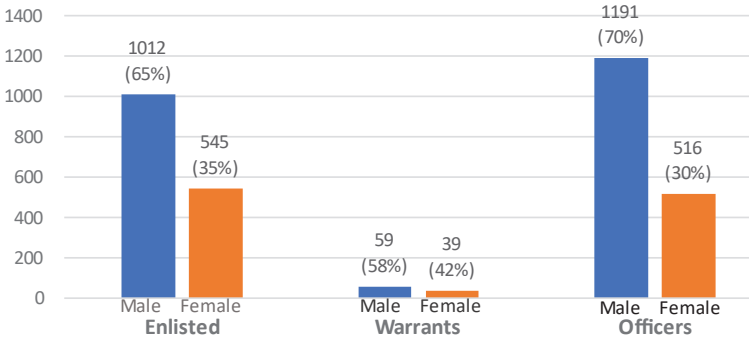
External to the JAGC, we continuously foster relationships with those agencies in the Army and the DoD DEIA Communities to include reoccurring touchpoints with our sister service DEI counterparts.

JAGC Active Component Demographics

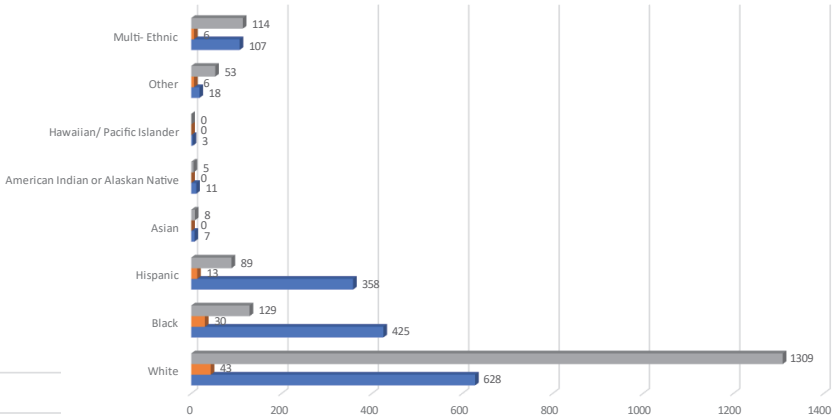
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RACE/ ETHNICITY



	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

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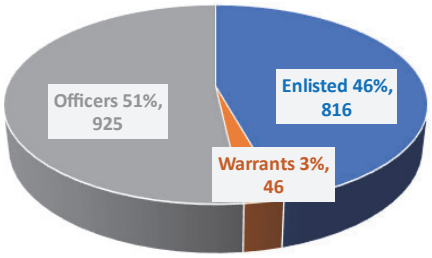
The following demographic slides were generated from metrics and data provided by the Army G1 as of December 2023. You can also find these slides in our MS Teams page files under JALS Demographics.
These slides show the current make up of the JALS demographically by component.

Here are the demographics for our JAGC Active component broken down by cohort on the top left, gender bottom left, and race/ethnicity on the right.

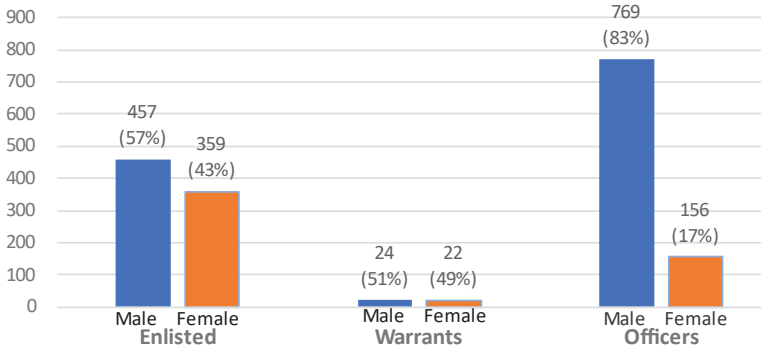
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 45%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC National Guard Component Demographics

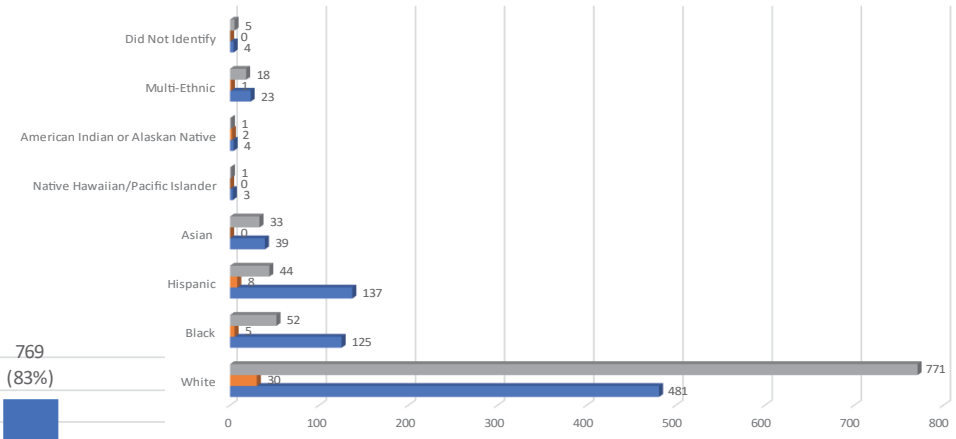
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RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

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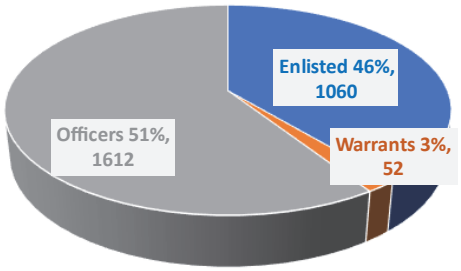
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demographics for our JAGC National Guard component.

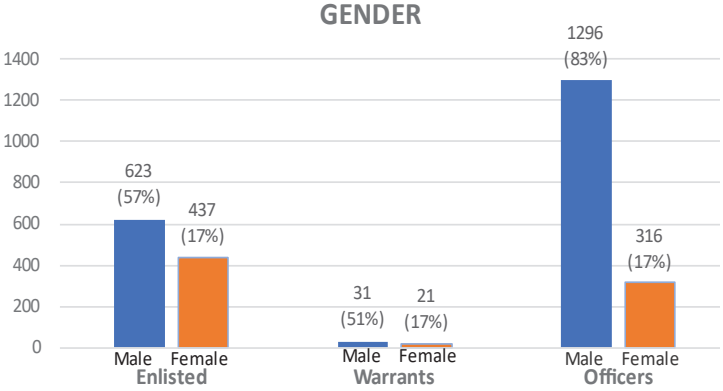
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 46%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC Reserve Component Demographics

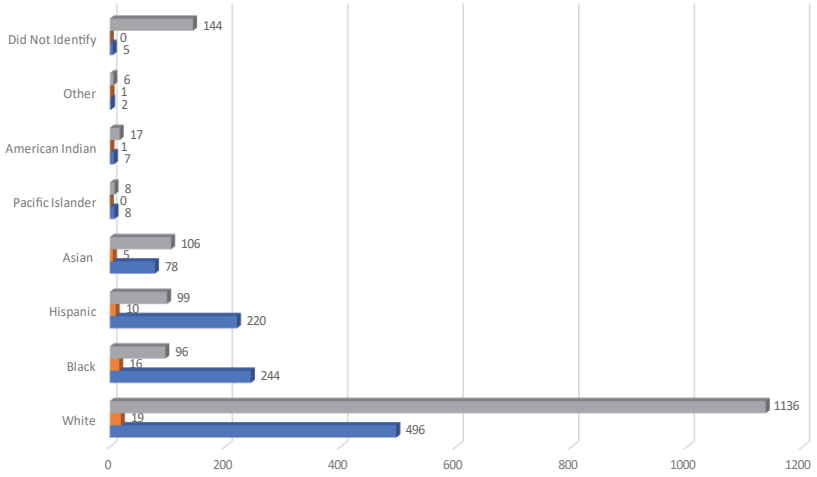
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RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

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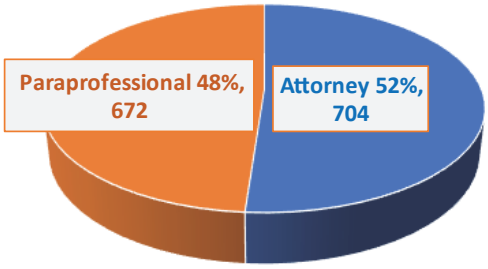
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demographics for our JAGC Reserve component.

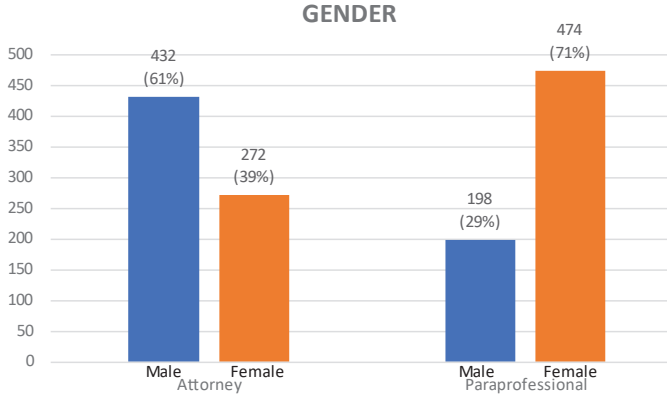
To note:
Significantly more comprised of officers at 51% (59% last qtr) here with our enlisted cohort at 46% (39% last qtr)
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JALS Civilian Demographics

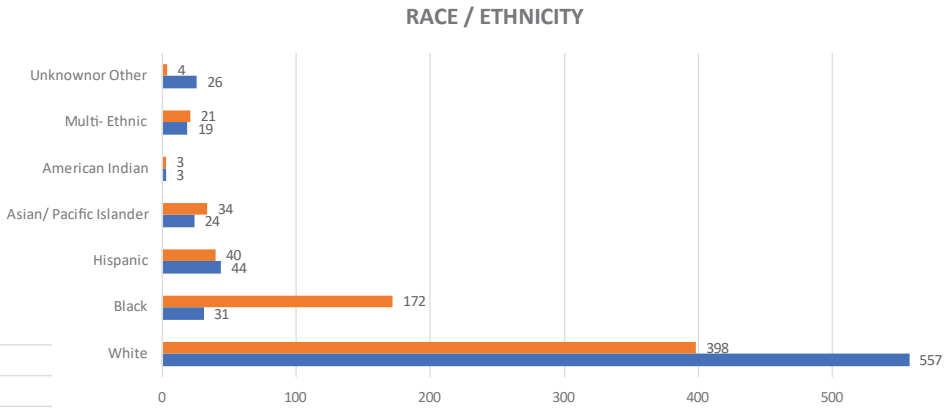
COHORT



GENDER



RACE / ETHNICITY



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

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Lastly here are the demographics for our JALS civilians.
Slightly more comprised of Attorneys at 52%, paraprofessionals at 48%
Predominantly males for attorneys but mostly females for paraprofessionals by more than half
Here our paraprofessionals are the most ethnically diverse population as well.

These demographics go to show that most of the JAG Corps demographic diversity can be found in the Warrant and Enlisted ranks.

Why do we look at demographics?
Demographic information is so much more than just providing statistics. Not only does the difference in metrics helps us identify gaps in diversity but it can also help support well-intentioned leadership directives and measure the effectiveness of strategic initiatives as it relates to recruiting and retention efforts.

Demographics are facts, like diversity is a fact. Either we are or are not diverse in certain areas. We are not going to be able to change what our demographics look like overnight or by JAGC driven efforts alone. We recruit our talent pool from the civilian sector and if you look at ABA demographics, they are consistently within 10% of our JALS demographics.

Gathering and tracking this data isn't just "the right thing to do." It's the best possible thing we can do to understand the diversity of our JALS personnel and strive to be more inclusive and incorporate the variety of experiences and perspectives we have in our formations. This in turn creates an environment where everyone feels like they are valued and belong. I used the word "feel" on purpose because telling someone they are valued and belong is one thing, but making someone feel that way is different. Fostering that sense of inclusion and belonging helps drive recruitment and retention to maintain the diversity we do have in our talent pool and positively impact our organizational cultures.

While diversity is a fact, inclusion on the other hand is a choice. So, ask yourself how are we working with ALL of the diversity that we do have to be more inclusive of their perspectives and drive better decision making in or organizations? A wise man once said, it's not all about the numbers, it's about making the numbers we have count.

DEI&A - *Defined*



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DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

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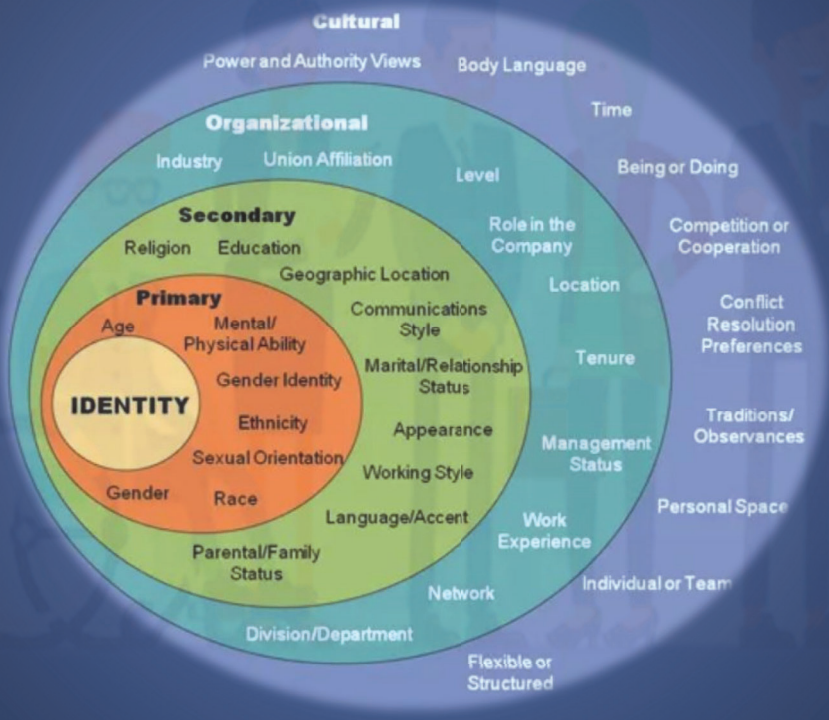
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We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities and
sexual orientation.

It essentially relates to social differences among our JALS personnel. When talking about diversity we must be cognizant of the populations that have historically been marginalized and discriminated against.

Why is diversity important?
Diversity benefits us in many ways. Not only does it enhance creativity and encourages the search for different information and unique perspectives, but it also leads to better decision making and problem solving. Managing diversity well allows the Army to build cohesive teams and build readiness, encourage diverse perspectives, enhance creativity, become more effective long-term, and diverse leadership ensures representation of the perspectives of all members at every level of the Army.

Diversity – What Does it Look Like?



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Diversity is so broad that it may be hard for some of us to recognize the many ways that we may differ or be like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all.

Our identity is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

Primary dimensions AKA Internal dimensions are those we have little control over such as sexual orientation, race, gender, age, etc. It affects how we view our workplace and the world around us.

Secondary dimensions AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

Organizational dimension relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

Cultural dimension usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those around us see the world and make sense of our experiences. This helps determine what may influence behaviors and reactions in our organizations so that we can make active choices about our behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we must be aware of these dimensions and how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and leverage the strengths that diversity brings to the organization.

Questions:
When looking at this diversity wheel ask yourself which aspects of your own identity you feel have an impact on how you may view the world?

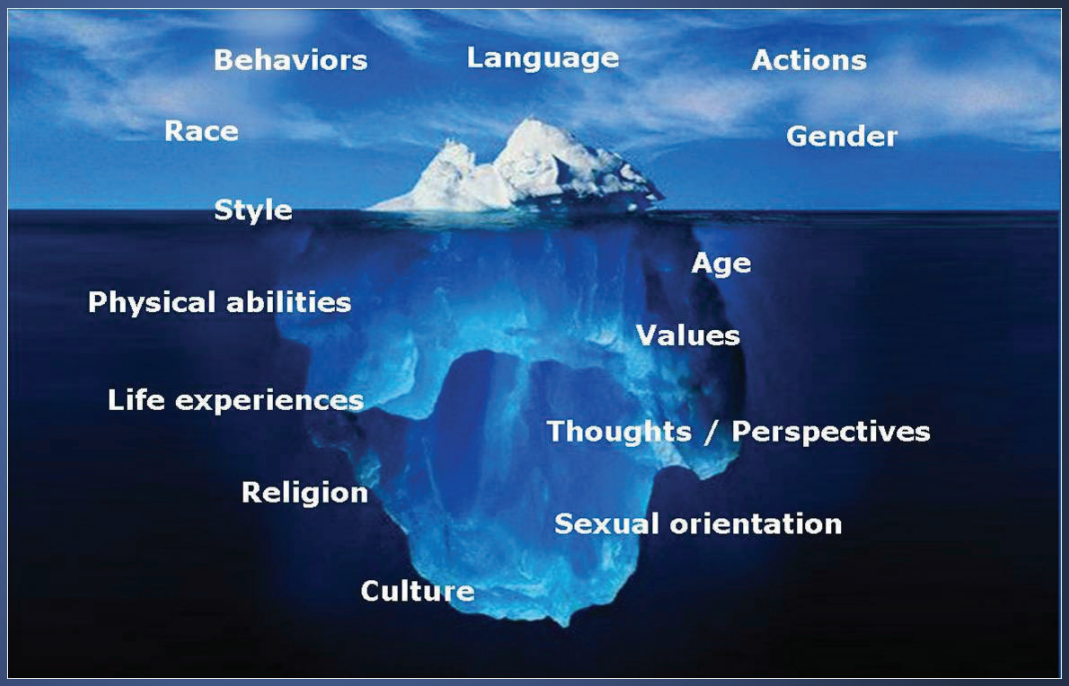
Give example of how your own identity colors help you see the world and how you behave in it.

Additional notes:
Loden's wheel was developed by Marilyn Loden and Judy Rosener in 1990 to facilitate conversations about similarities and differences across social and cultural boundaries. It helps individuals understand and explore the various dimensions of diversity in organizations. It is widely used as a tool for building more inclusive workplaces.

1

The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



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Talking about viewing… A lot of aspects of our social identity are not visible.
In fact, most of our diversity dimensions are not always visible.

How well do we really know all those Soldiers and civilians in our organizations aside from what we are able to visibly see as leaders?
Knowing and understanding your Soldiers and civilians dimensions of diversity will help you be more inclusive of their perspectives and input and will drive better decision making.

Prompting Questions for students:
What aspects of your identity are invisible to others but still make a difference to you?

1

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

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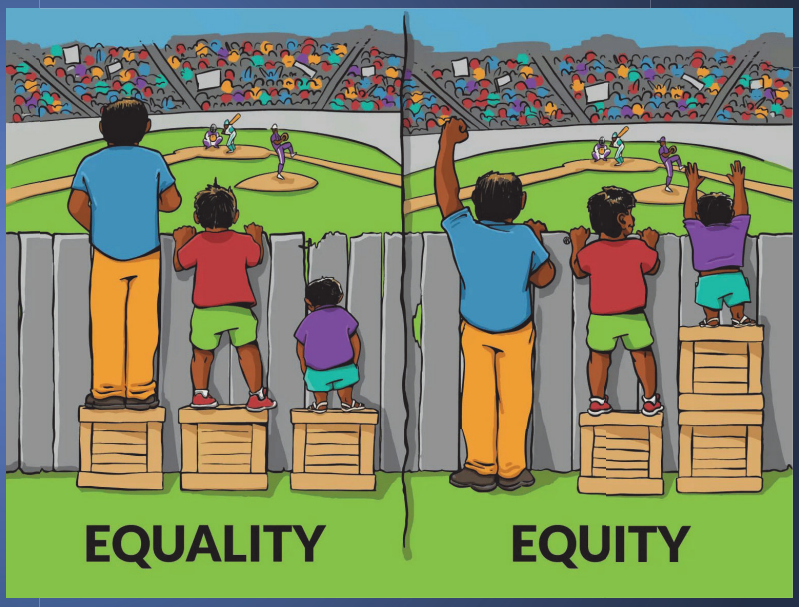
Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity.
As leaders we have a responsibility to eliminate some of these barriers that prevent the full participation of our force.

Example:
Recruiters may recognize that certain individuals may not have the access to the best education but have so much potential. Something so simple as taking the time to teach them and provide them resources for good test taking skills on the ASVAB can make a world of a difference for someone who has the potential but may not have been afforded the same educational resources as others growing up.

1

EQUITY v EQUALITY

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, equality means each individual or group of people is given the same resources or opportunities
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



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There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

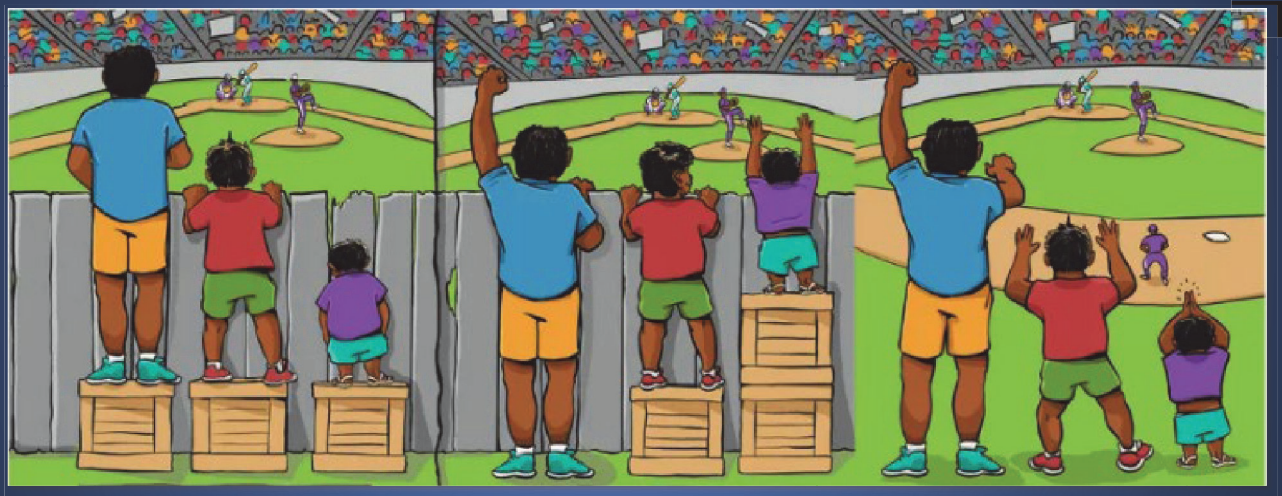
Equality: is based on the belief that all people should have the same opportunities to be successful and have a productive, enjoyable life. Equality is rooted in fairness. But how fair does this picture on the left look to you?

"Equality is giving everyone the same pair of shoes. Equity is giving everyone a pair of shoes that fits."

Think about what can also be done in this picture that would serve a similar intent? … inclusion

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FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

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When talking about equity, we talked about removing barriers.

As leaders we should always think outside the box to remove barriers. Just because that fence may have always been there doesn't mean it needs to stay there. Let's identify creative solutions to level the playing field so to speak and that is when we reach inclusion on the far right.

To note, when talking about equity we are assessing DEI&A barriers for an individual or specific group of individuals. However, inclusion is focused on the organization putting in place systems, processes, and procedures that are inclusive of our diverse perspectives. Just because we have always done things one way doesn't mean there isn't a better alternative.

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INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



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Inclusion is the process of valuing and integrating individual's perspectives, ideas, and contributions to achieve our goals or mission.
As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are more likely to make more informed and better decisions.

Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.
People have a need to add value or uniqueness and
Need to have a sense of belonging.
These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :
Bottom left: is EXCLUSION, INVISIBLE OUTSIDER. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

Top Left: This is your VISIBLE OUTSIDER. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

Bottom right: Is an ASSIMILATION or INVISIBLE INSIDER. Your individual who feels like an insider on the team when they conform to the organizations dominant cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

Top Right: This is the ultimate goal we should be after- to create a deeper sense of INCLUSION for UNIQUE INSIDERS. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some ways you can practice inclusive behaviors which should be reinforces include:
Making an extra effort to understand problems faced by others
You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
we can also make efforts to uncover opposing or alternative views to try to better understand and solve problems.

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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Accessibility is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, can fully and independently use them.

We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals.

This is specifically something so important to consider with most of our workforce (BOTH Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

Notice, when talking about accessibility I mentioned both Soldiers and Civilians and that is important to point out because not only do 1 in 5 Americans have a disability but often when we think about accessibility and reasonable accommodations, we tend to associate it with most of our civilian personnel. However, there are many uniformed personnel with disabilities that are not necessarily service discrediting based on their MOS. For example, having a hearing impairment that requires hearing aids. The Army now issues Bluetooth enabled hearing aids which cannot be used in a SCIF, making that environment or conversations/meeting being had there not so accessible to those individuals. Perhaps exploring alternate options to make that SCIF environment and information accessible to someone who wears hearing aids could be so simple as forgoing protocol with seating and allowing them to sit closer to the front of the briefing room or have a seat at the table.

While you may be able to notice if someone wears hearing aids there are some disabilities that are not so visible like being color blind. Perhaps the colors on a daily tracker being used are not so user friendly for those individuals. While you need to have those individuals share those nonvisible disabilities with you, lets ask ourselves, as leaders, are we being approachable and creating the psychological safety we will talk about here in a bit so that your people feel comfortable confiding in you about some nonvisible disabilities that may be embarrassing for them to share? Or are they just coping and dealing with it silently? When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns people struggle with as well.

ACCESSIBILITY, cont.

- Today, more than 50 million people in the United States, approximately one in five, have some type of disability
- Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace
- Persons with disabilities face accessibility barriers in all aspects of society
- A barrier is an obstacle or anything that prevents a person with a disability from fully participating in in all aspects of society because of their disability
  - Barriers can be visible, invisible, physical, attitudinal, technological, information and communication barriers
  - By removing all unnecessary barriers, an individual can use their abilities to achieve their objectives, thus having the same opportunity to achieve success

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Approximately 1 in 5 Americans have some type of disability. They also deserve to feel welcome and included in our workplace.

Unfortunately, they often face accessibility barriers.
Some examples of accessibility barriers include:
biases in the hiring process;
a hallway or door that is too narrow to allow a person who uses a wheelchair to pass through safely;
Lack of flexible work schedules;
lack of relevant assistive technology
Lack of awareness of disability in the workplace leading to misrepresentation and stigma;
a physical environment that is not accessible;

Most of these barriers can be removed through reasonable accommodations.

It is important to note that accessibility doesn't only apply to civilians. Example, my husband (who has given his permission for me to use him as an example in training) has service-related hearing loss but is still fit to serve. He didn't start wearing hearing aids until 2 years ago. He is issued a Bluetooth enabled hearing aid which he cannot wear in a SCIF. He discreetly finds himself sitting in an area where he can favor his good ear. He actively looks to sit in an area that he can hear the meeting even if it may not be with his section. If there are no seats available where he can hear he isn't able to actively participate in those meetings as much as he should to provide his technical expertise and advice when needed. He had to bring it to the attention of his supervisor and teammates who now know him well enough to know the reasons behind seating accommodations in less accessible environments for him. He's embraced that unique dimension of his diversity and is comfortable speaking up. Now with that information his teammates usually save him a seat where they know he will be able to actively listen and participate in the meeting or discussion.

I think with this experience we can learn that we as leaders can make a more conscious effort to get to know our soldiers a bit better and provide that psychologically safe space for them to feel like they can come to us and discuss those not so visible disabilities so that you can help them remove barriers in that area. And as Soldiers and civilians we can learn that speaking up can truly help those leaders and teammates who unintentionally may not be able to help you simply because they don't know what they don't know about nonvisible disabilities.

When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns your personnel may struggle with.

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are linked to accomplishing the mission versus *the way we have always done business*?
- Who was this organization designed to fit?

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Here are just some questions to consider in your organizations.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











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This is not an endorsement in any way shape of form, just sharing the various JAGC affinity mentorship groups and how to contact or join each if you are interested. These are great opportunities for us to seek diversity in mentorship.

QUESTIONS?

DE&I in Mentorship



Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

(b) (6) [redacted] Director

(b) (6) [redacted] Chief Operations Officer

1

Introduction

- Benefits of fostering an environment where mentoring relationships form organically, is crucial to creating a diverse, equitable, and inclusive workplace culture

- The benefits of mentorship extend well beyond the domains of individual employee performance, human resources outcomes, or firm performance

- Mentoring programs are powerful tools for cultural change, particularly when it comes to addressing issues of implicit bias or other forms of discrimination in the workplace

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Today we will be talking about what mentorship is, why it is important, and the 6 types of mentorship. We will also provide you with a few tools and DEI best practices for mentorship. By the end of this training today, we hope you have a better knowledge and understanding of the various types of mentorship, when each is most useful, and most importantly how to employ them because the benefits of mentorship are most certain in our workforce.

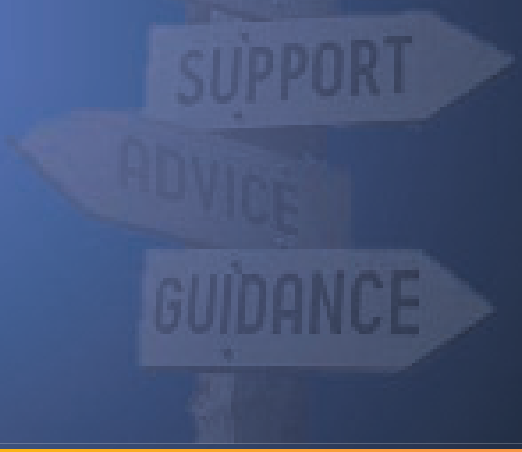
Source: https://www.mentorcloud.com/mentorship-and-dei#mentoring-important

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Mentorship

According to AR 600-100, *Army Profession and Leadership Policy*, Mentorship is a voluntary and developmental relationship that exists between a person with greater experience (the mentor) and a person with less experience (the mentee), characterized by mutual trust and respect





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The Army defines mentorship as a voluntary and developmental relationship that exists between a person with greater experience and a person with less experience, characterized by mutual trust and respect.

Why Mentorship Matters

Mentoring helps leaders:

- Foster positive workplace cultures
- Create inclusive work environments for employees of diverse backgrounds
- Equitably provide personal growth

Many empirical studies confirm the benefits of mentorship

- A survey conducted by Heidrick & Struggles on Mentoring Programs revealed that "more than ¾ of respondents say their most impactful mentoring relationship was either 'very important' or 'extremely important' to their career development"
- 87% of mentors and mentees feel empowered by the relationship and reported greater confidence and career satisfaction.
- Companies that leverage mentoring programs to improve representation at the managerial position can improve the representation of ethnic and racial minorities and women by up to 25%

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Today's workforce highly values mentorship and mentoring programs. They help leaders foster positive cultures, more inclusive environments, and equitably provide personal growth.

There are a large number of empirical studies that affirm the correlation between positive social connections and positive work results. Some benefits shown in these studies include significant improvement to career development, empowerment, greater confidence and career satisfaction, and greater representation and inclusion in the workplace. All of which help to recruit and retain diverse talent.

Heidrick & Struggles: https://www.researchgate.net/publication/323106316_Creating_a_Culture_of_Mentorship
Forbes: https://nationalmentoringday.org/facts-and-statistics/
Mentor Cloud: https://www.mentorcloud.com/mentorship-and-dei#dei-organization

6 Types of Mentorship

1. One-on-One Mentoring
2. Situational Mentoring (Coaching)
3. Developmental & Career Mentoring
4. Reverse Mentoring
5. Group Mentoring
6. Peer Mentoring

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Here are 6 different types of mentorship I am going to introduce to you that could fall into either the formal or informal categories of mentorship.
Formal mentorship being structured. Goal oriented that match the organizational goals and culture.
Informal mentorship being unstructured. A naturally-developing relationship where one gains insight, knowledge, wisdom and support, sometimes even friendship. Formal mentorship relationships can become informal over the course of time.
Throughout the next couple of slides we are going to learn about these six different types of mentorship approaches, how to apply them, and reflect on times when we have either experienced them or saw them employed.

Sources:

1. https://hrdailyadvisor.blr.com/2018/04/16/6-types-effective-mentorship-programs-use/
2. https://www.ausa.org/articles/mentoring-division

1

One-on-One Mentoring

- Focused on building personal relationships and individual skill building
  - The most traditional type of mentoring
  - Only the mentor and mentee are involved in this type of mentoring
  - Usually a more-experienced individual is paired with a less-experienced or much younger mentee (i.e., Sr. Legal Administrator and WO1; DSJA and Chief of NSLD; Sr. Military Justice Ops NCO and new MJA)

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One-on-One Mentoring: This is the most common type of mentorship. Focused on building personal relationships and individual skill building. This type of mentorship always involves only two people (the mentor and mentee) and usually a more experienced individual being paired with a less experienced or younger mentee.
This can be done formally through a mentorship program or informally when a mentee or mentor seeks out one-on-one mentorship.

Can someone share when you've seen this type of mentorship employed either formally or informally?

Situational Mentorship

- A person with a special knowledge or a particular skillset helps guide the mentee's learning or improvement of a specific set of skills
- Also referred to as "coaching"
- Unlike mentoring, coaching relies primarily on teaching and guiding to help bring out and enhance current capabilities
- A coach helps those being coached to understand their current level of performance and their potential, and instructs them on how to reach the next level of knowledge and skill

Differences between Mentoring and Coaching

	Mentoring	Coaching
Focus:	Individual Development	Performance Improvement
Role:	no agenda	Specific agenda
Relationship:	Self-selecting	Comes with the position
Source of Influence:	Perceived value	Position
Arena:	Life / Career	Business or sports
Time Frame:	Long term	Short term
Agenda:	Open	Set
Orientation:	relationship related	Task related
Approach:	Non-structured	structured
Personal Objective:	Improved performance	Personal satisfaction

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Situational Mentoring: often referred to as “coaching” occurs when a person with special knowledge or a particular skill set guides the mentee’s learning or improvement in that specific set of skills. These are structured, short term, task related relationships with a specific agenda that’ll help you best be able to fulfill the roles you are about to assume or currently occupy.

This type of mentorship is most associated with sports but can be applied to a wide variety of career fields. In our profession we often see this manifested in on-the-job training or institutional training.

Paralegal out of AIT being coached by NCO on skill level 1 tasks
JA out of OBC being coached by section chief or senior NCO on use of MJO
WO if fortunate to be co-located w/Sr LA

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Developmental & Career Mentoring

- This type of mentoring is long-term and typically entails managers and directors who mentor their employees as they progress in their careers over the course of a few years
- This, according to AR 600-100, should include identification of personal goals, organizational goals, objectives, and developmental activities, at minimum

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Developmental & Career Mentoring: Many of us are familiar with this type of mentoring through the form of developmental counseling leading up to our evaluations and referenced in Army Regulations 600-100 and 623-3. In this type of mentorship, you see managers or directors' mentor their employees as they progress in their careers. This can be manifested formally through quarterly touchpoints with your rater or senior rater to discuss performance and potential, as well as more formally using the OER or NCOER support forms.

In the military we are inadvertently subjected to diverse developmental and career mentoring as every 2-3 years our supervisors often change. This gives us different perspectives on our strengths, weaknesses, and leadership attributes.

What have been your individual experiences with Developmental and Career Mentoring? How has the diversity of mentorship in this area helped you?

Reverse Mentoring

- The opposite format of traditional mentoring, where the senior leader is mentored by a younger or more junior employee, possibly a new hire
  - It is also known as “upwards mentoring” or “supportive mentorship”
  - It’s an avenue for senior members to learn from a junior member who possess skills and/or knowledge they may not have (i.e., a client services paralegal assisting the new attorney with the use of the CIS database)
- Reverse programs are instrumental in helping achieve diversity, equity and inclusion goals by increasing visibility amongst diverse employees with senior leaders and by fostering an environment of acceptance and belonging for the employees of the organization

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Reverse Mentoring: Also known as upwards mentoring or as defined in ADP 6-22 “supportive mentorship” is the opposite of traditional mentorship where you have a more experienced mentor and junior mentee and is commonly informal in practice. This is probably one of the most effective ways to achieve diversity, equity, and inclusion goals in any organization. Senior leaders who seek out diverse perspectives within their organization regardless of rank or organizational structure, are more likely to make better decisions and have the buy in necessary from their formations to effect positive change with their initiatives. This can also help break down generational barriers in the workplace by empowering your junior Soldiers or civilians and encourages inclusivity and knowledge sharing.

What are some ways in which you have seen this employed throughout your careers? How did that make you feel?

Group Mentoring

- Group mentoring, also known as "team mentoring" is where one individual acts as a mentor and oversees multiple mentees
  - With group mentoring, usually mentees have a related goal (i.e., JAGC Affinity Mentorship Groups)
  - With group mentoring, group members can help keep one another accountable and help support the learning and development of the other group members
- Helps build community, promotes allyship, and provides a space for employees to share challenges they face and helps them work to overcome them

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Group mentoring: typically involves an individual that mentors' multiple mentees usually with a common or related goal. Group mentoring can help build camaraderie and provides a space for individuals to share and overcome obstacles. Forming a community through group mentoring creates a workplace culture that feels empowered, appreciates and values learning and career progression.

We practice group mentorship through our JAGC Affinity groups. You can utilize affinity mentorship to cultivate relationships with similar and diverse individuals. You can also commonly find group mentorship employed in educational environments through breakout sessions or brown bag lunches with faculty or senior leaders.

Peer Mentoring

- Peer mentoring is a relationship between people who are at the same career stage or age, in which one person has more experience than the other in a particular domain
  - Can be a one-on-one relationship or experienced in a group
- Discuss points of interest; share feedback and best practices; provide support; transfer knowledge
  - Participants in this model are usually serving in the same role or department or have shared or similar experiences, whether in their professional or personal lives

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Peer Mentoring: Like group mentoring, this too promotes ally-ship and provides a space for individuals to share and overcome obstacles. Many of you may already be doing this. It is the relationship between people who are at the same career milestone or age, in which one person has more experience than the other in a particular domain or area of practice. It can be utilized in both formal and informal mentorship.

How many of us phone a friend we went to AIT, OBC or served in a different unit with when we come across an issue, we know they may have experience in? Or how about in a school setting when writing papers and the instructor or facilitator blocks out times for peer-reviews which promote peer mentorship?

It usually gives us the safe space to vent and obtain information, advice, and knowledge from our peers who have diverse experiences. Institutions and Organizations who employ peer mentorship find greater overall job satisfaction, increased personal growth, and expanded professional networks.

How has peer mentorship positively influenced your career?

Functions of Mentors

- Mentors provide two main functions: career functions and psychosocial functions
  - *Career functions* are meant to help the mentee advance in their career and include coaching, sponsorship, allyship, and providing challenging assignments or developmental opportunities
  - *Psychosocial functions* are meant to enhance a mentee's feelings of competence, identity, and effectiveness
- Research shows that mentorship is a way to create more opportunities for continued engagement and is a vital component when trying to retain diverse talent and establishing a more diverse and inclusive workplace

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Mentors provide two functions: career functions and psychosocial functions.

Career function's purpose is to help the mentee advance in their career and include many of the practices we just talked about.
The psychosocial function is meant to enhance a mentee's feelings of competence, identity, and effectiveness. This method provides acceptance and confirmation and include things like role modeling, friendship, and counseling.

Overall, as mentors it is our responsibility to provide guidance, advice, feedback and support to the mentee. As well as serving as their role model, teacher, counselor, advisor, sponsor, advocate and ally. The most important thing that cultivates trust in these relationships is honesty and that includes telling our mentees what they need to hear to help them develop and achieve their max potential.

Sources:
https://wwwforbescom/sites/janicegassam/2019/09/26/the-key-to-diversity-and-inclusion-is-mentorship/?sh=3f76b80a7fbd
https://wwwprnewswirecom/news-releases/study-women-and-minorities-value-mentoring-programs-but-findings-reveal-opportunities-for-improved-effectiveness-300575517html
https://hbrorg/2018/03/5-things-we-learned-about-creating-a-successful-workplace-diversity-program

DE&I Mentorship Practices

- Facilitate connections
- Know your mentees
- Provide access to career opportunities
- Share professional and personal experiences and knowledge
- Highlight the value of the mentee's role in the organization
- Help develop S.M.A.R.T goals
- Provide constructive feedback routinely
- Practice emotionally intelligence and be self-aware
- Be humble and encourage diverse mentorship

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Facilitate connections to senior leaders, experts in their professional field, and colleagues outside of the mentee's team or organization. Recommended mentorship pairings are great for formal leadership, but you cannot force mentorship on anyone, so it must be voluntary for long-term and lasting mentorship relationships.

Know your mentee! What are their goals and challenges? Do they want more of a voice in the formation? Are they looking for better access to leadership positions? What is important to them?

Provide access to career opportunities to develop or showcase their capabilities.

Share professional and personal experiences and knowledge in a way that is relevant to them and where they are in their career.

Emphasize the mentee's role in the organization and how their experiences can contribute to the organizational culture, values, and overall mission.

Help them develop Specific, Measurable, Achievable, Relevant, and Time-sensitive goals

Highlight and praise their accomplishments as well as offer constructive feedback on both strengths and developmental needs routinely. Don't always wait for your mentee to reach out to you, mentorship is a two-way street.

Practice being an emotionally intelligent mentor. Be self-aware to understand and manage your own emotions or biases, allowing you to communicate effectively, and practice empathy. Understanding how your role as a mentor supports diversity and inclusion creates a more fulfilling experience.

Be humble and inclusive. Know who may be a better Subject Matter Expert for your mentee on a specific topic or who may be able to provide alternate perspectives for them to consider. This may open the mentees position to consider more equitable options or alternatives when faced with challenges in the workplace. Just because we share similar experiences, backgrounds, or values doesn't mean we can't learn from others just as much- Seek diverse mentees and encourage diversity in mentorship.

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In Conclusion

MENTORSHIP:

- Supports Leader Competencies
- Encourages Personal & Professional Development
- Develops Leaders v. Managers
- Employed through various methods and diverse mentors/mentee relationships
- Helps retain diverse talent and foster more inclusive environments



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Developing others, creating a positive environment, and stewarding the profession are leader competencies that mentorship supports.

It encourages personal development (maturity, interpersonal and communication skills) as well as professional development (technical, tactical, and career path knowledge). Through mentorship, mentors facilitate the achievement of organizational goals through developing others. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.

Being a mentor develops your own personal ability to build trust, extend influence, lead by example, and communicate effectively. In turn those mentees learn to emulate those traits and pay it forward to develop the next generation of leaders.

Regardless of the type of mentorship relationship, we learned about the various benefits of diversity in mentorship as well as the value there is in the diversity of mentors and mentees.

Mentoring is also found to be effective at improving the opportunities for minority mentees into leadership positions, to retain diverse talent, and overall establish a more diverse and inclusive workplace.

Source:
https://www.radicalcandor.com/7-reasons-mentorship-career/

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Keep up with ODEIA & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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QUESTIONS?

DEI&A: An Overview

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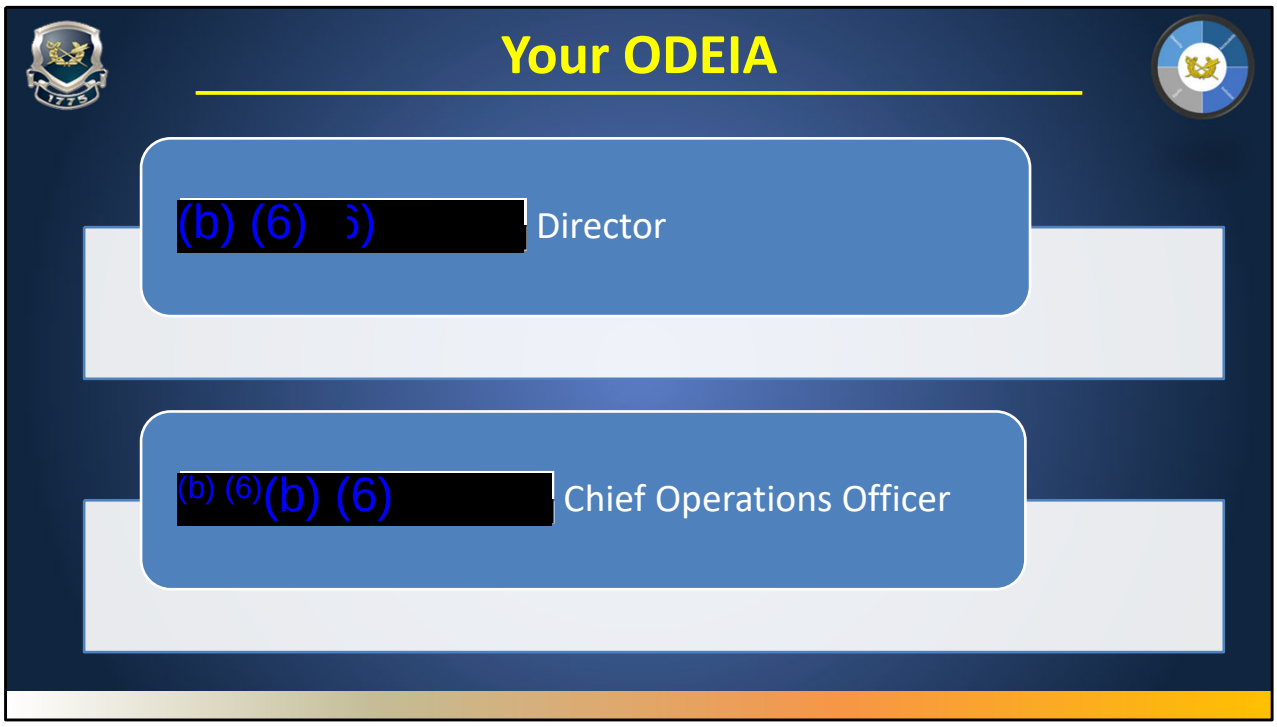
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Office of Diversity, Equity, Inclusion & Accessibility

Office of The Judge Advocate General

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Make note of any recording (if applicable)



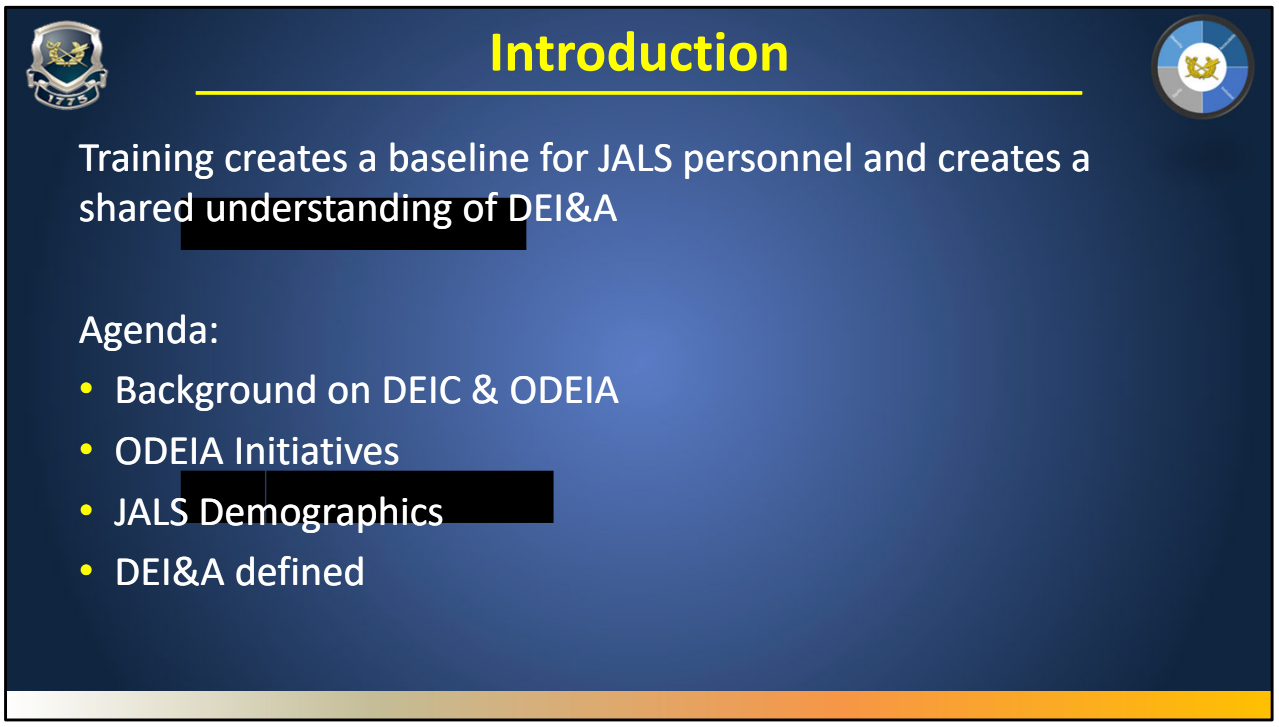
Your ODEIA team currently consists of two personnel: (b) (6)(b) (6) our director and myself, your program manager

Mission:

To provide leadership and direction in the formulation, execution, and management of policies and practices that foster a DEI environment consistent with the core values of the JALS.

Vision:

To enable the transformation of policies, practices, programs, and systems that advance diversity, equity, and inclusion (DEI) to the fullest extent possible across the breadth (functions) and depth (hierarchy) of the JALS.

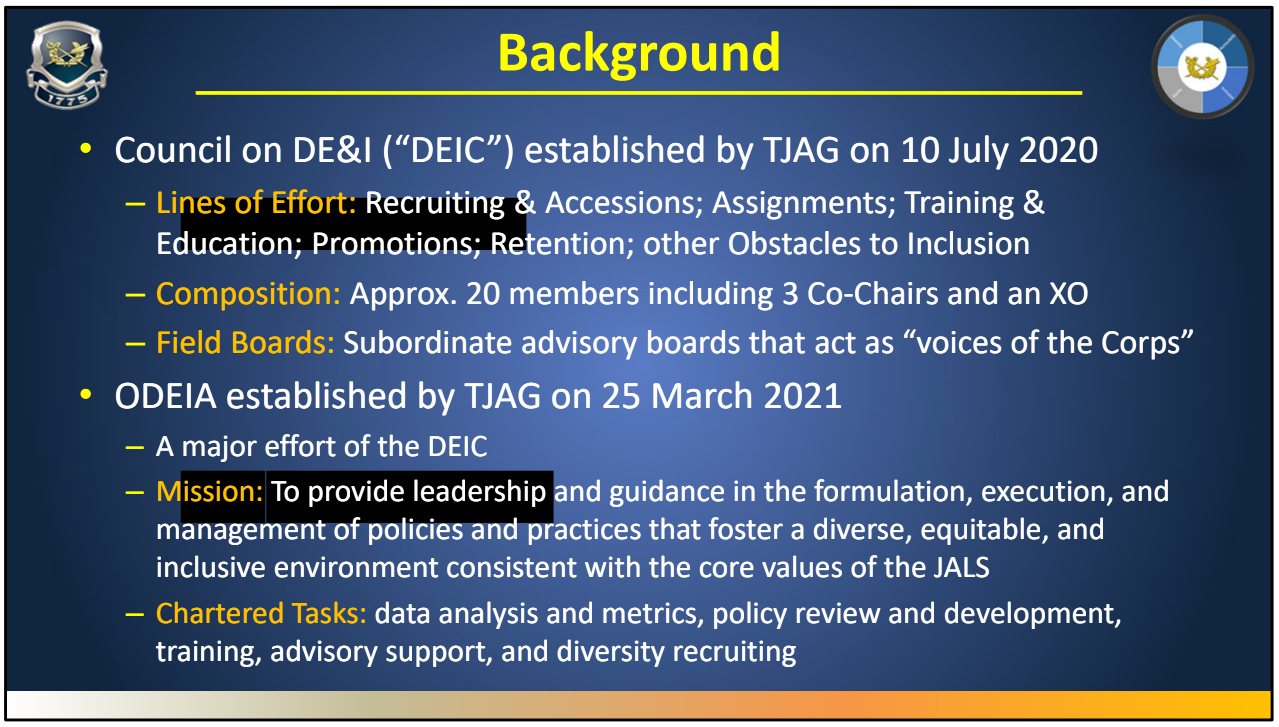


- Because we have such a diverse group of individuals in the JALS community with a breath of different backgrounds and experiences our understanding of what DEI&A is may vary. Our goal is that through this training we create that base line shared understanding so you can all familiarize yourself with these principles to create positive cultures that build trust, and cohesive teams inclusive of our different perspectives. Additionally, understanding and employing DEI&A principles directly feed into professional and organizational development.

- The JAG Corps wants to make a positive change to our culture in a way that we are eventually employing these DEI&A principles at all levels of our organizations. Change takes time, and it can be uncomfortable until we reach that level of shared understanding. Because of that, we also must be understanding that people are going to initially have different interpretations of what Diversity, Equity, Inclusion & Accessibility means to them and may make some mistakes or say something when genuinely trying to influence positive change and employ some of these principles, but we all make mistakes because it is human nature. But what can you do? Encourage max participation in your organizations for this type of training. This is not a no-fault kind of Army. We all learn and grow from our experiences.

Today's training is going to provide you with a brief overview on how the Diversity Equity and Inclusion Council (DEIC) and the

(ODEIA) came to be, some of our ODEI initiatives, the latest JALS demographics for this current quarter in FY24 by component, and we will wrap up training with defining Diversity, Equity, Inclusion, and Accessibility according to the Army's DEI Annex in the People Strategy.



Post George Floyd, in May 2020, there was much civil unrest. The DoD took a stance to address and mitigate barriers of DEI&A across the force. In turn, the JAGC followed suit with the establishment of the DEI Council and it's initial 10 Field Boards July of 2020.

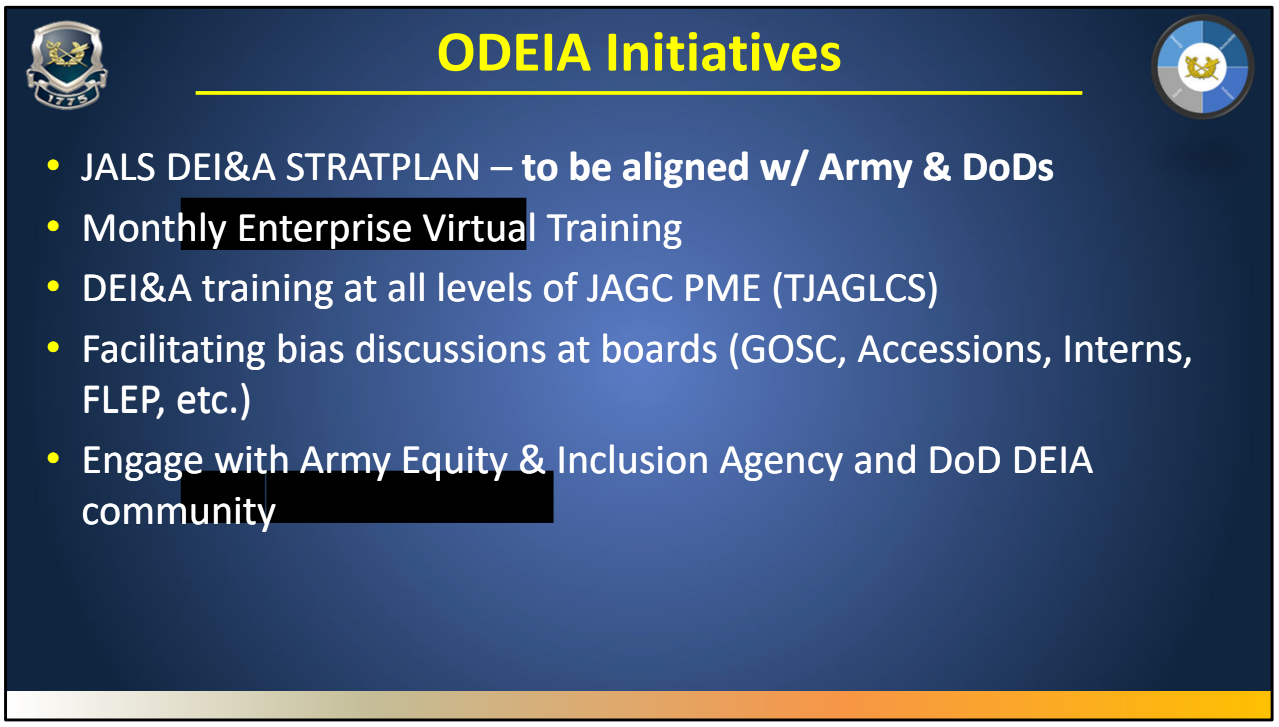
The council was charged with taking a comprehensive look at our regiment and identifying where we can improve to eliminate barriers to DEI&A and propose approaches to make our organization more inclusive of the diversity that is the strength of the JAG Corps and our Army.

The initial council was comprised of approximately 20 members from E-4 to O-6 including civilians at nearly every installation. To date, we have 14 field boards consisting of 138 total field board members known as the "Voice of the Corps." Over the past year, our field boards along with their mentors from the DEI Council have been working on DEIA projects to make recommendations for JAGC strategic initiatives that could positively improve retention, recruiting, talent management, and training. We wrapped up final presentations of their projects in March and will publish something in the coming weeks to capture and recognize all the hard work our field board members, their mentors, and the DEI Council have done. After the FY24 NDAA's guidance the Council may be shepherding significant DEIA initiatives through the Professional and Organizational Development Team.

The DEI councils' efforts are important to our senior leaders and have lasting positive impacts in our Corps. In fact, it was because of the initial DEI Council's efforts that your JAGC ODEIA was established March of 2021 with a more focused mission to provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of our regiment.

We do that through:
- Analyzing data and trends to measure the effectiveness of initiatives
- Reviewing and developing policy
- Training
- Advising
- And integrating ourselves in recruiting and outreach efforts

Our office has received some questions about how the latest FY24 NDAA will impact our DEIA efforts. I would like to reassure everyone that our JAGC Foundation is committed to continuing this work within the constraints of the new NDAA. We do not expect our DEI Council nor the Field Boards to be impacted. That being said, we are awaiting guidance from the Army Equity and Inclusion Agency and OSD. Until we receive guidance, we will press on with any current initiatives. Talking about initiatives…



Some of our current initiatives include:

- Working on the development of a Strategic plan that aligns with the Army and Department of Defense's strategic plan for DEI&A. We are consolidating efforts with our new JAGC wellness director, (b) (6) on this as many DEIA lines of effort also influence wellness, and retention. In fact, our office is working on the establishment of the Professional and Organizational Development Team that falls under the directorate of Soldier Family Legal Services and will include: ODEIA, Wellness, and Retention. Additional information to be published through our strategic initiative's office in coming weeks.

- Our office is also currently developing a train the trainer DEIA course to get staff and faculty at the LCS and out in the field trained to facilitate DEIA discussions and basic blocks of instruction.

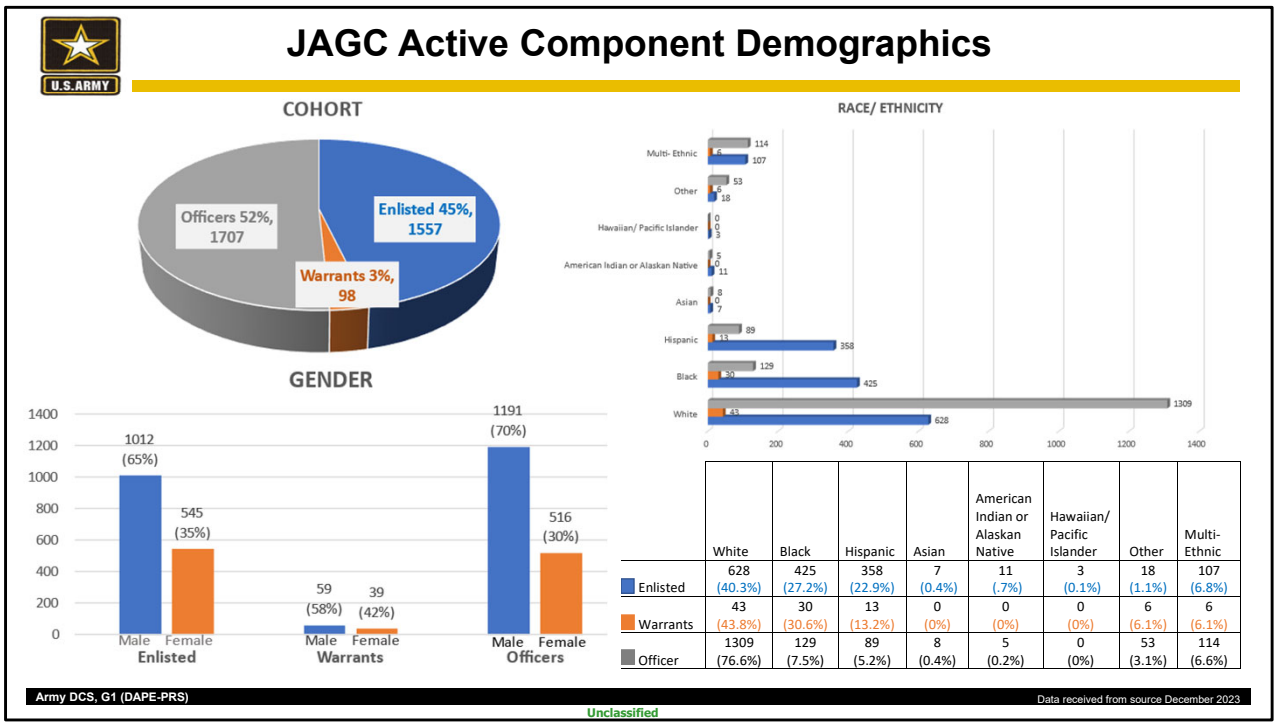
- Our office is also exploring options for the development of an Organizational Development Assessment that our leaders in the field can utilize to assess inclusivity, belonging, wellness, retention and more.

- We are employing our FY24 Strategic Training Plan through monthly enterprise-wide virtual training. If you have not seen our training plan, it can be found on our DEI&A Training and Resources MS Team. In our strategic training plan, we have developed two tracts of training. One is focused on topics related to diversity, equity, inclusion, and accessibility (conducted the 2nd Thursday of every month) and the other is focused on highlighting the diverse talent within the JALS community (conducted on the 4th Thursday of every month). The second tract will coincide with DoD recognized Special Observance Months. We believe that sharing diverse perspectives will enable JALS personnel to foster a culture that is built on trust, acceptance, and the Army values. These trainings, like today's training, are being recorded and maintained on our teams page for ease of accessibility.

- Our office has also integrated DEIA blocks of instruction in our JALS PME and many other TJAGLCS resident courses.

- We provide mitigating bias briefs and facilitate discussions specifically tailored to all board members on the GOSC, Accession, Interns, FSO selection and FLEP boards

- External to the JAGC, we continuously foster relationships with those agencies in the Army and the DoD DEIA Communities to include reoccurring touchpoints with our sister service DEI counterparts.



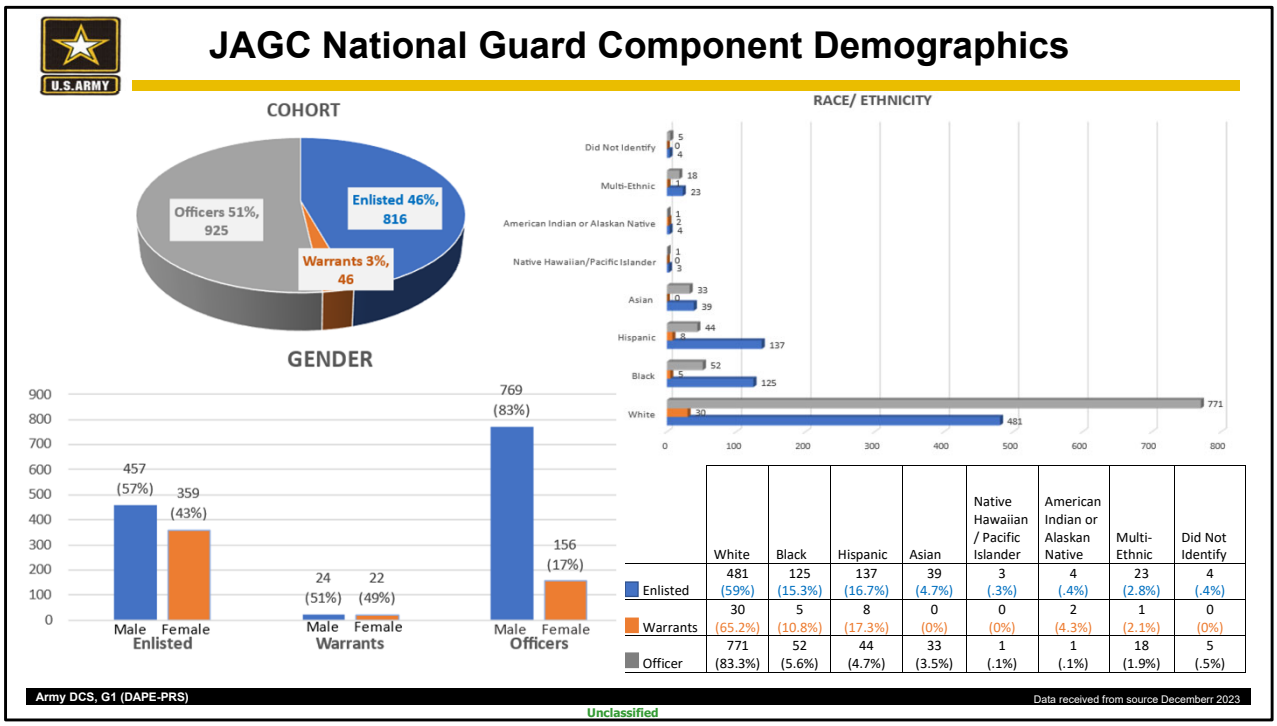
	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

The following demographic slides were generated from metrics and data provided by the Army G1 as of December 2023. You can also find these slides in our MS Teams page files under JALS Demographics.
These slides show the current make up of the JALS demographically by component.

Here are the demographics for our JAGC Active component broken down by cohort on the top left, gender bottom left, and race/ethnicity on the right.

To note:

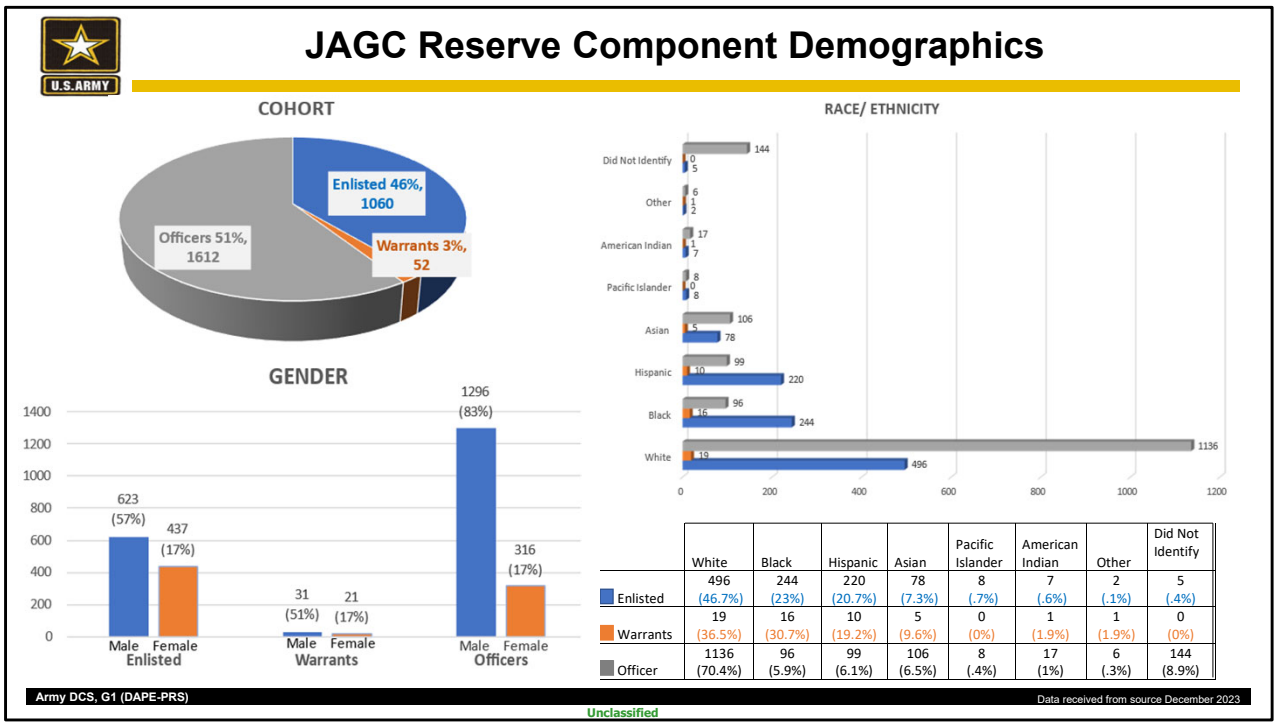
- Mostly comprised of officers with our enlisted cohort not too far off at 45%
- Predominantly males'
- With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks



	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

demographics for our JAGC National Guard component.

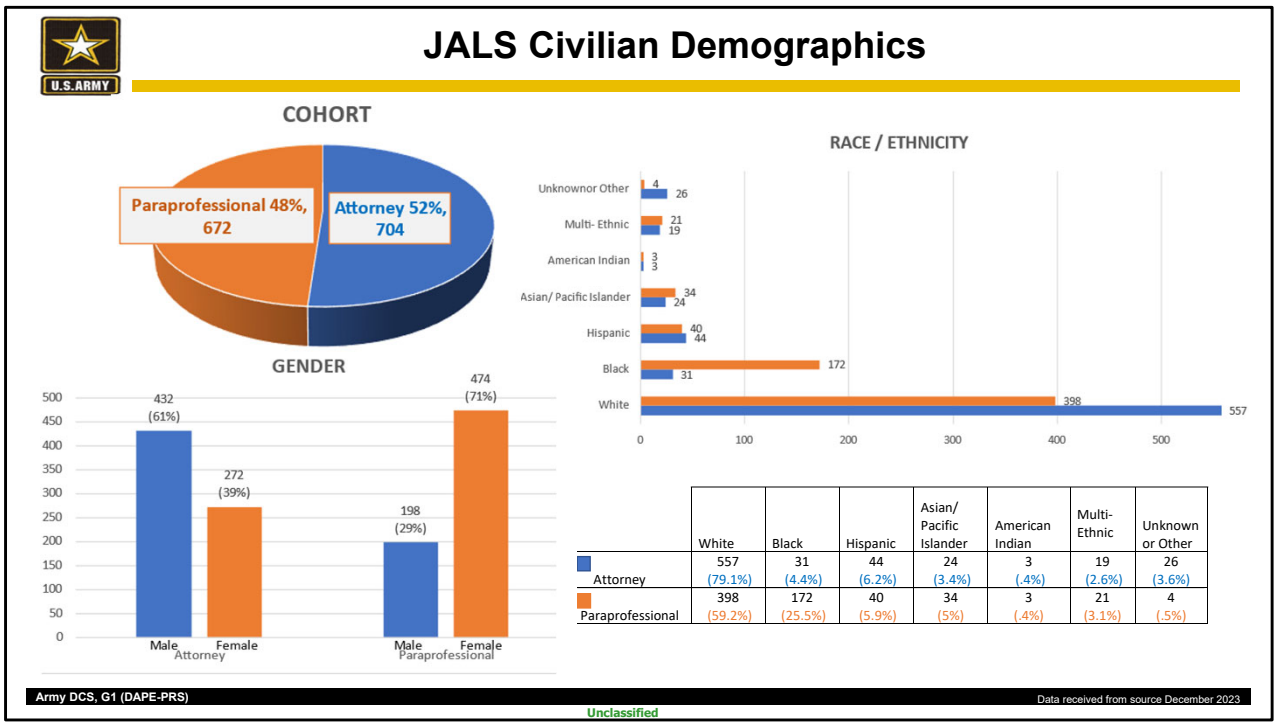
- To note:
- Mostly comprised of officers with our enlisted cohort not too far off at 46%
- Predominantly males'
- With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks



	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

demographics for our JAGC Reserve component.

- To note:
- Significantly more comprised of officers at 51% (59% last qtr) here with our enlisted cohort at 46% (39% last qtr)
- Predominantly males'
- With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

Lastly here are the demographics for our JALS civilians.

- Slightly more comprised of Attorneys at 52%, paraprofessionals at 48%
- Predominantly males for attorneys but mostly females for paraprofessionals by more than half
- Here our paraprofessionals are the most ethnically diverse population as well.

These demographics go to show that most of the JAG Corps demographic diversity can be found in the Warrant and Enlisted ranks.

Why do we look at demographics?

➢ Demographic information is so much more than just providing statistics. Not only does the difference in metrics helps us identify gaps in diversity but it can also help support well-intentioned leadership directives and measure the effectiveness of strategic initiatives as it relates to recruiting and retention efforts.

- Gathering and tracking this data isn't just "the right thing to do." It's the best possible thing we can do to understand the diversity of our JALS personnel and strive to be more inclusive to incorporate the variety of experiences and perspectives we have in our formations. This in turn creates an environment where everyone feels like they are valued and belong. I used the word "feel" on purpose because telling someone they are valued and belong is one thing, but making someone feel that way is different. Fostering that sense of inclusion and belonging helps drive recruitment and retention to maintain the diversity we do have in our talent pool and positively impact our organizational cultures.

- Demographics are facts, like diversity is a fact. Either we are or are not diverse in certain areas. We are not going to be able to change what our demographics look like overnight or by JAGC driven efforts alone. We recruit our talent pool from the civilian sector and if you look at ABA demographics, they are consistently within 10% of our JALS demographics.

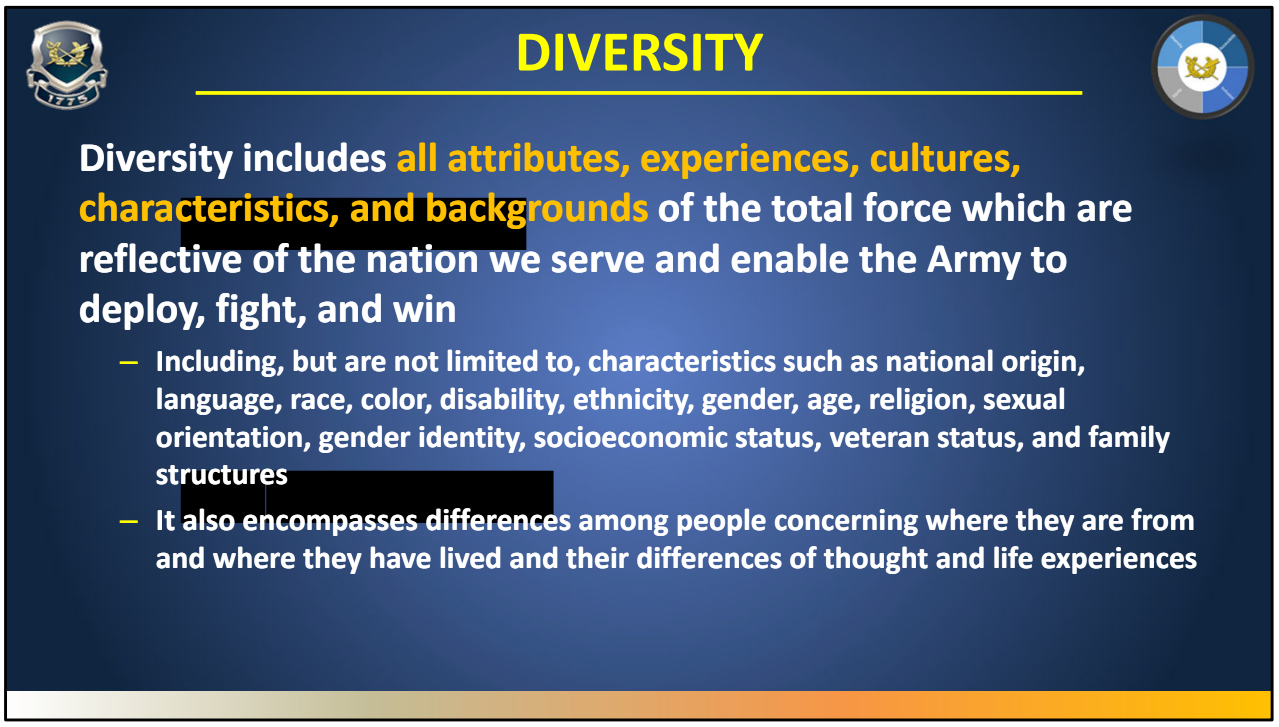
- While diversity is a fact, inclusion on the other hand is a choice. So, ask yourself how are we working with ALL of the diversity that we do have to be more inclusive of their perspectives and drive better decision making in or organizations? A wise man once said, it's not all about the numbers, it's about making the numbers we have count.

DEI&A - *Defined*

[redacted]

[redacted]





We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life. These could be personal, physical and social characteristics. Diversity includes

- gender
- ethnicity
- age,
- income
- education
- various physical or mental disabilities and
- sexual orientation.

It essentially relates to social differences among our JALS personnel. When talking about diversity we must be cognizant of the populations that have historically been marginalized and discriminated against.

Why is diversity important?
Diversity benefits us in many ways. Not only does it enhance creativity and encourages the search for different information and unique perspectives, but it also leads to better decision making and problem solving. Managing diversity well allows the Army to build

cohesive teams and build readiness, encourage diverse perspectives, enhance creativity, become more effective long-term, and diverse leadership ensures representation of the perspectives of all members at every level of the Army.



Diversity is so broad that it may be hard for some of us to recognize the many ways that we may differ or be like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all.

- Our **identity** is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

- **Primary dimensions** AKA Internal dimensions are those we have little control over such as sexual orientation, race, gender, age, etc. It affects how we view our workplace and the world around us.

- **Secondary dimensions** AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

- **Organizational dimension** relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

- **Cultural dimension** usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those around us see the world and make sense of our experiences. This helps determine what may influence behaviors and reactions in our organizations so that we can make active choices about our behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we must be aware of these dimensions and how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and leverage the strengths that diversity brings to the organization.

Questions:

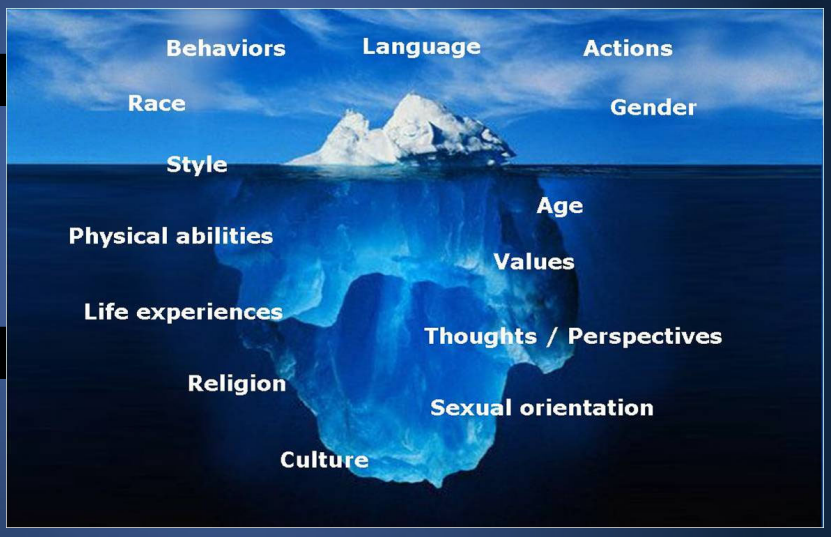
- When looking at this diversity wheel ask yourself which aspects of your own identity you feel have an impact on how you may view the world?

- Give example of how your own identity colors help you see the world and how you behave in it.

Additional notes:
Loden's wheel was developed by Marilyn Loden and Judy Rosener in 1990 to facilitate conversations about similarities and differences across social and cultural boundaries. It helps individuals understand and explore the various dimensions of diversity in organizations. It is widely used as a tool for building more inclusive workplaces.

The Diversity Iceberg

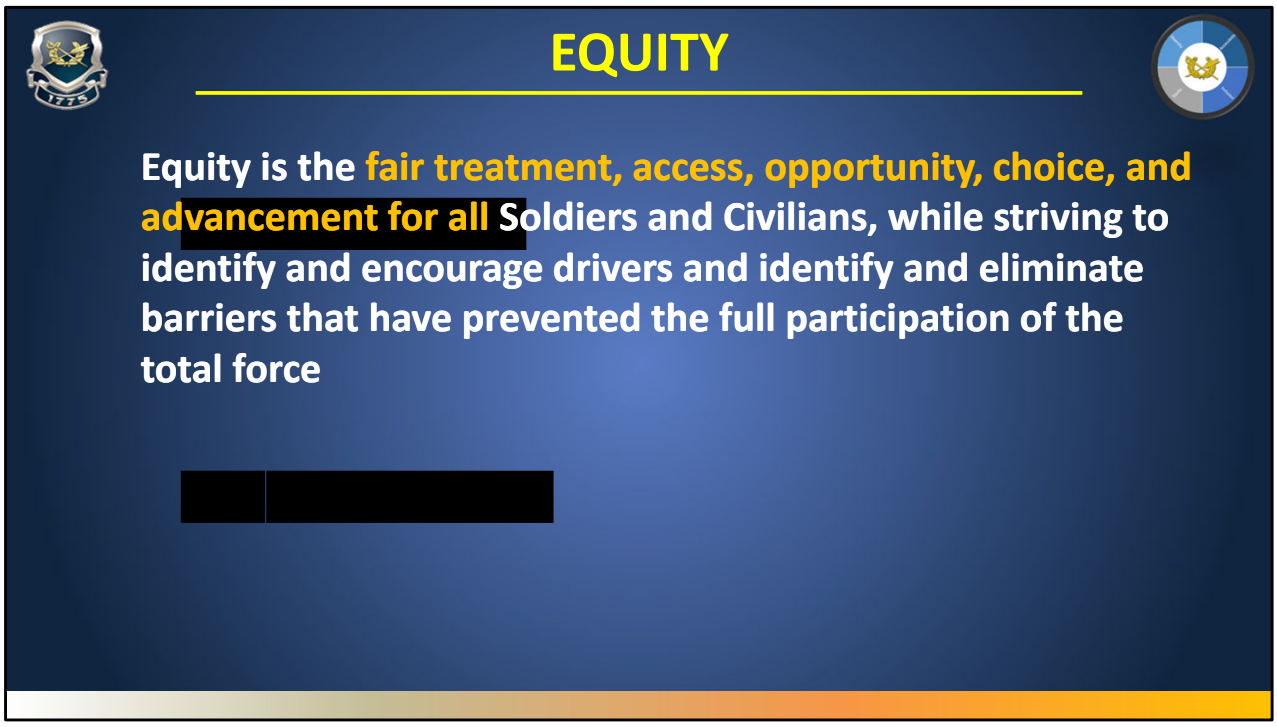
- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



Talking about viewing… A lot of aspects of our social identity are not visible.
In fact, most of our diversity dimensions are not always visible.

How well do we really know all those Soldiers and civilians in our organizations aside from what we are able to visibly see as leaders?
Knowing and understanding your Soldiers and civilians dimensions of diversity will help you be more inclusive of their perspectives and input and will drive better decision making.

Prompting Questions for students:
What aspects of your identity are invisible to others but still make a difference to you?

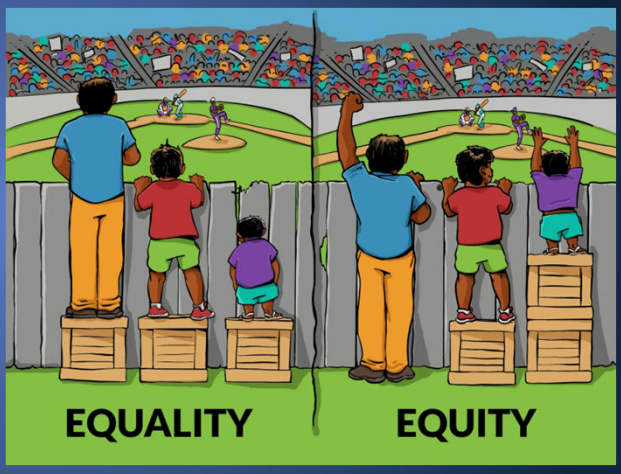


Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity.
As leaders we have a responsibility to eliminate some of these barriers that prevent the full participation of our force.

Example:
Recruiters may recognize that certain individuals may not have the access to the best education but have so much potential. Something so simple as taking the time to teach them and provide them resources for good test taking skills on the ASVAB can make a world of a difference for someone who has the potential but may not have been afforded the same educational resources as others growing up.

EQUITY v EQUALITY

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, **equality means** each individual or group of people is **given the same resources or opportunities**
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

Equality: is based on the belief that all people should have the same opportunities to be successful and have a productive, enjoyable life. Equality is rooted in fairness. But how fair does this picture on the left look to you?

"*Equality* is giving everyone the same pair of shoes. *Equity* is giving everyone a pair of shoes that fits."

Think about what can also be done in this picture that would serve a similar intent? … inclusion

FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

When talking about equity, we talked about removing barriers.

As leaders we should always think outside the box to remove barriers. Just because that fence may have always been there doesn't mean it needs to stay there. Let's identify creative solutions to level the playing field so to speak and that is when we reach inclusion on the far right.

To note, when talking about equity we are assessing DEI&A barriers for an individual or specific group of individuals. However, inclusion is focused on the organization putting in place systems, processes, and procedures that are inclusive of our diverse perspectives. Just because we have always done things one way doesn't mean there isn't a better alternative.

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



Inclusion is the process of valuing and integrating individual's perspectives, ideas, and contributions to achieve our goals or mission.
As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are more likely to make more informed and better decisions.



There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.

1. People have a need to add value or uniqueness and
2. Need to have a sense of belonging.

These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :

- Bottom left: is **EXCLUSION, INVISIBLE OUTSIDER**. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

- Top Left: This is your **VISIBLE OUTSIDER**. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

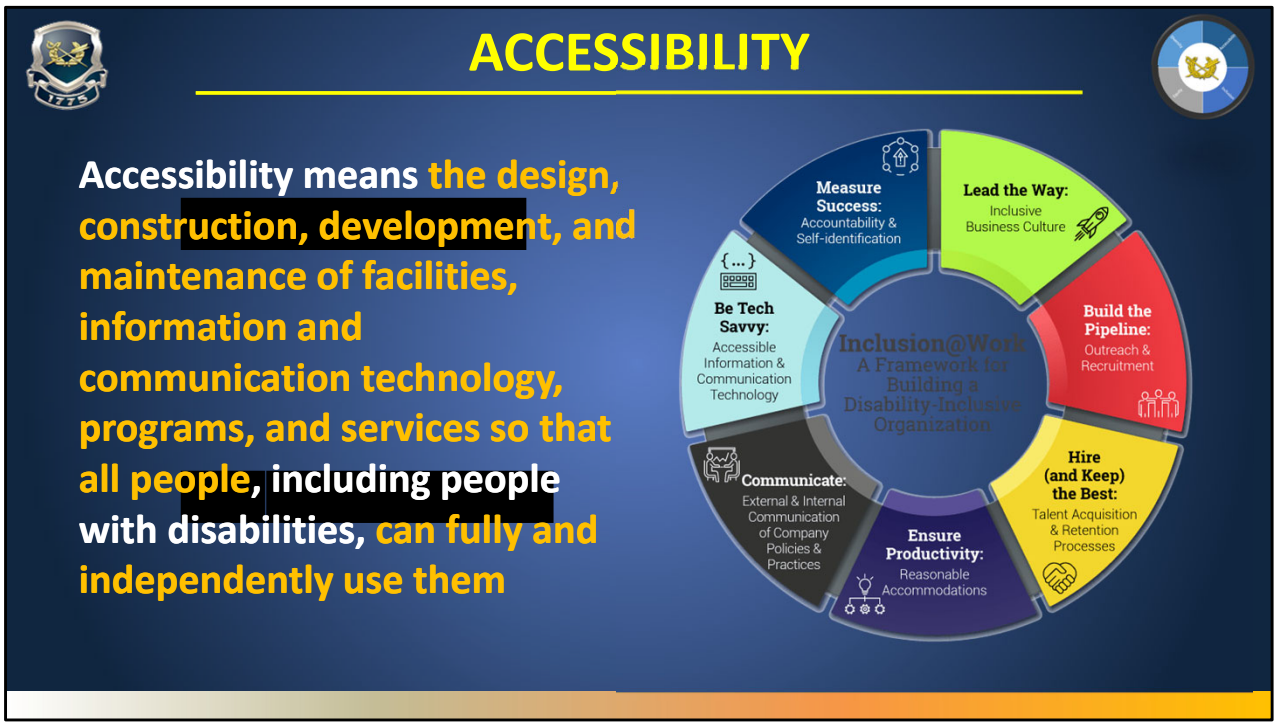
- Bottom right: Is an **ASSIMILATION or INVISIBLE INSIDER**. Your individual who feels like an insider on the team when they conform to the organizations dominant

cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

- Top Right: This is the ultimate goal we should be after- to create a deeper sense of **INCLUSION for UNIQUE INSIDERS**. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some ways you can practice inclusive behaviors which should be reinforces include:

- Making an extra effort to understand problems faced by others
- You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
- we can also make efforts to uncover opposing or alternative views to try to better understand and solve problems.



Accessibility is the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, can fully and independently use them.

We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals.

This is specifically something so important to consider with most of our workforce (BOTH Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

Notice, when talking about accessibility I mentioned both Soldiers and Civilians and that is important to point out because not only do 1 in 5 Americans have a disability but often when we think about accessibility and reasonable accommodations, we tend to associate it with most of our civilian personnel. However, there are many uniformed personnel with disabilities that are not necessarily service discrediting based on their MOS. For example, having a hearing impairment that requires hearing aids. The Army now issues Bluetooth enabled hearing aids which cannot be used in a SCIF, making that environment or conversations/meeting being had there not so accessible to those

individuals. Perhaps exploring alternate options to make that SCIF environment and information accessible to someone who wears hearing aids could be so simple as forgoing protocol with seating and allowing them to sit closer to the front of the briefing room or have a seat at the table.

While you may be able to notice if someone wears hearing aids there are some disabilities that are not so visible like being color blind. Perhaps the colors on a daily tracker being used are not so user friendly for those individuals. While you need to have those individuals share those nonvisible disabilities with you, lets ask ourselves, as leaders, are we being approachable and creating the psychological safety we will talk about here in a bit so that your people feel comfortable confiding in you about some nonvisible disabilities that may be embarrassing for them to share? Or are they just coping and dealing with it silently? When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns people struggle with as well.



Approximately 1 in 5 Americans have some type of disability. They also deserve to feel welcome and included in our workplace.

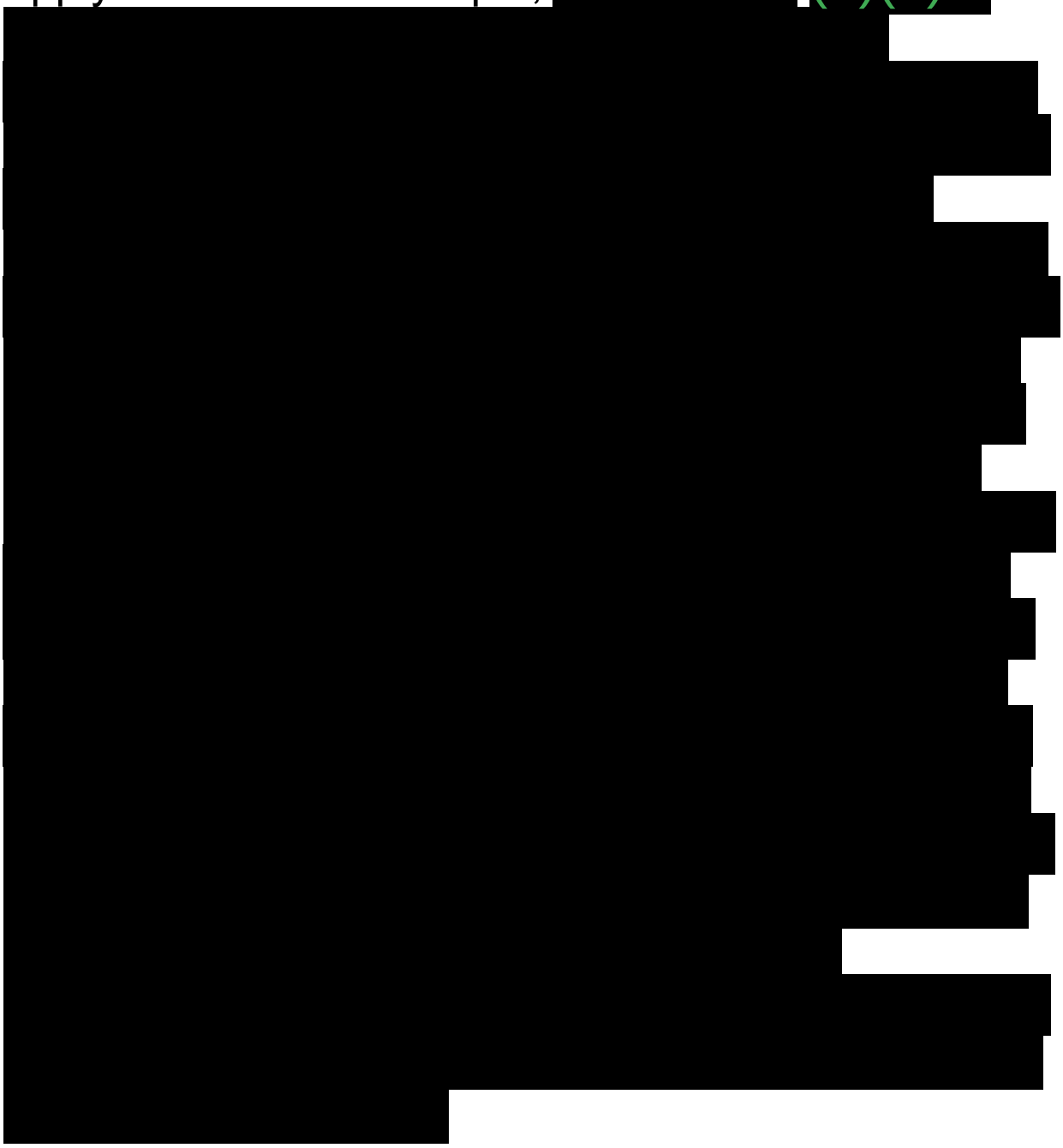
Unfortunately, they often face accessibility barriers.
Some examples of accessibility barriers include:

- biases in the hiring process;
- a hallway or door that is too narrow to allow a person who uses a wheelchair to pass through safely;
- Lack of flexible work schedules;
- lack of relevant assistive technology
- Lack of awareness of disability in the workplace leading to misrepresentation and stigma;
- a physical environment that is not accessible;

Most of these barriers can be removed through reasonable accommodations.

It is important to note that accessibility doesn't only

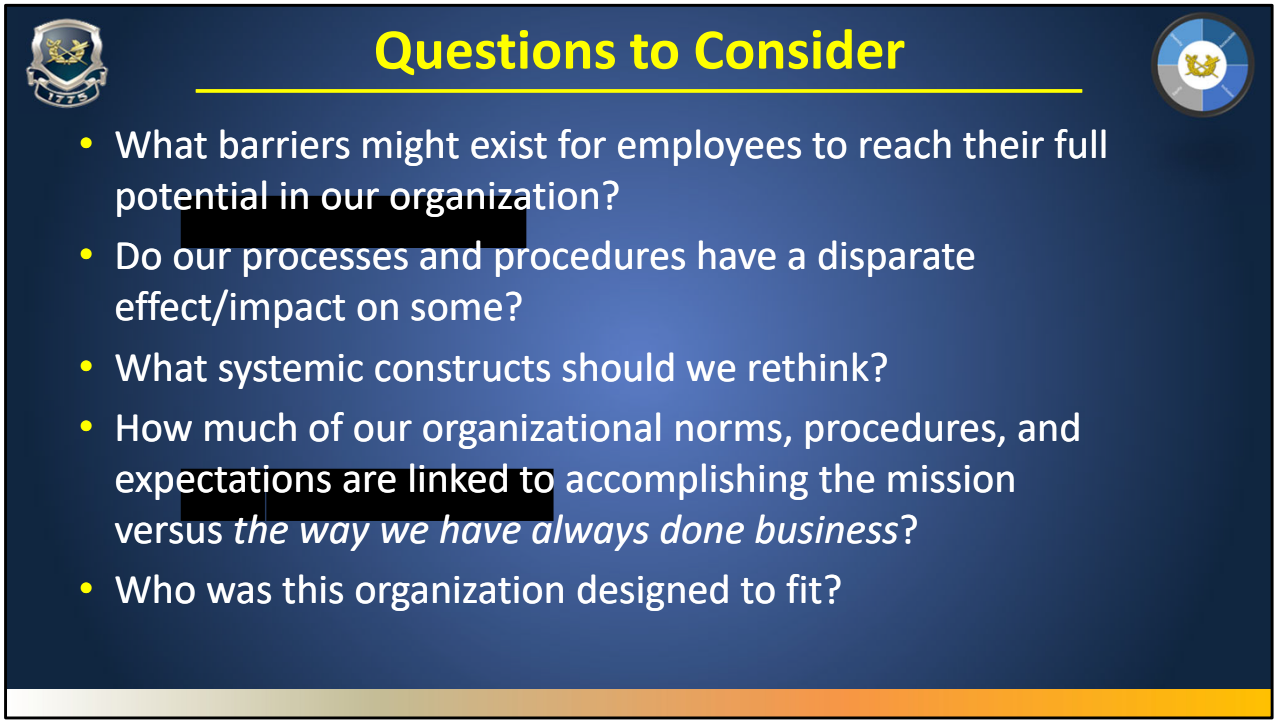
apply to civilians. Example, [redacted] (b)(6)



I think with this experience we can learn that we as leaders can make a more conscious effort to get to know our soldiers a bit better and provide that psychologically safe space for them to feel like they can come to us and discuss those not so visible

disabilities so that you can help them remove barriers in that area. And as Soldiers and civilians we can learn that speaking up can truly help those leaders and teammates who unintentionally may not be able to help you simply because they don't know what they don't know about nonvisible disabilities.

When we talk about nonvisible disabilities, we need to Consider injuries such as depression, anxiety, and any behavioral health concerns your personnel may struggle with.



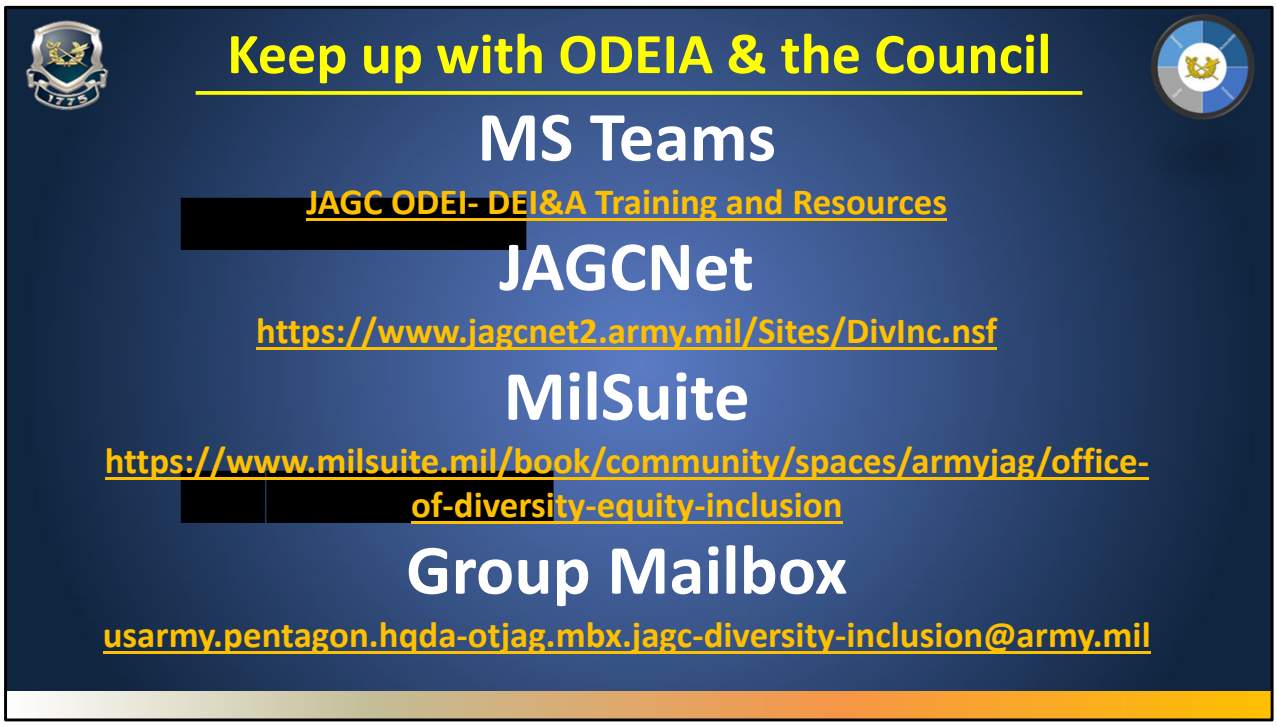
Here are just some questions to consider in your organizations.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092

This is not an endorsement in any way shape of form, just sharing the various JAGC affinity mentorship groups and how to contact or join each if you are interested. These are great opportunities for us to seek diversity in mentorship.


Keep up with ODEIA & the Council
MS Teams
JAGC ODEI- DEI&A Training and Resources
JAGCNet
https://www.jagcnet2.army.mil/Sites/DivInc.nsf
MilSuite
https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion
Group Mailbox
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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[redacted]

QUESTIONS?

[redacted]

Disability & Accessibility



Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

- (b) (6) (b) (6) Director
- Vacant, Deputy Director
- (b) (6) i) Program Coordinator
- (b) (6) i) Program Specialist

Introduction

- Today, more than 50 million people in the United States--approximately one in five--have some type of disability
- Persons with disabilities face accessibility barriers in all aspects of society
- Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace
- Differences are everywhere and need to be normalized
- Differences create diversity and lead to a stronger approach to problem solving, which can have a positive impact on productivity

Summary of Comments on DEI & the JAG Corps

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:23 PM

Sources:
https://equalrightscenter.org/our-programs/disability-accessibility/
Supporting Workers with Disabilities (LinkedIn Learning)

Disability

- **Disability** –any condition of the body or mind that makes it more difficult for the individual with said condition or conditions to do certain things or activities and or interact with the world around them compared with what is typical
  - Having a disability is a trait, it's static. Being disabled is a state, it's dynamic
- Hidden disabilities can be:
  - **physical** – hearing loss, chronic pain, fatigue disorders, cerebral palsy, or fibromyalgia
  - **neurological** – learning disabilities, autism spectrum disorders (ASD), Multiple Sclerosis (MS), or epilepsy
  - **mental** – depression, anxiety, or ADHD
- As many as 10% of Americans live with some form of non-visible disability

Page: 4

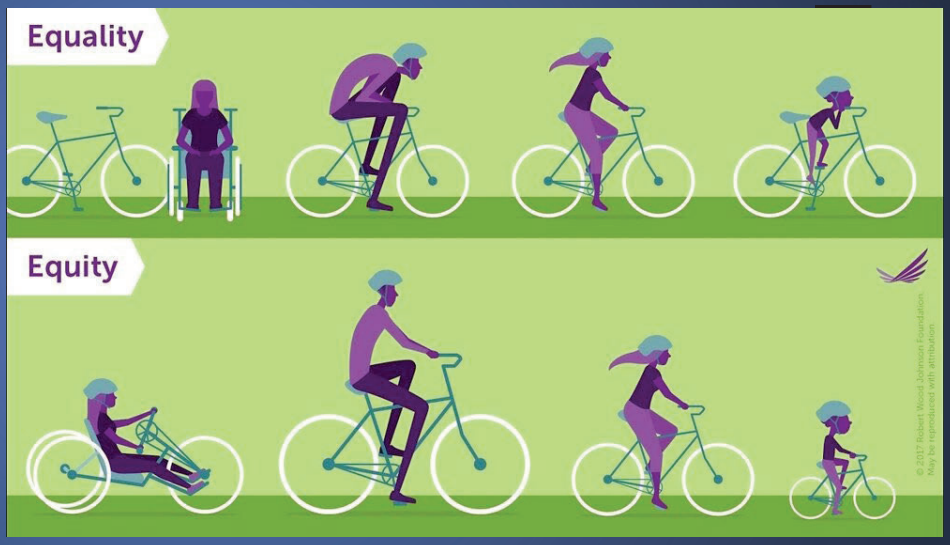
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:23 PM

Source:
Supporting Workers with Disabilities (LinkedIn Learning)
https://robinpowered.com/blog/accessibility-inclusion-in-the-workplace

1

Equity v Equality

- **Equality** is about **treating everyone the same**
- **Equity** is about **giving an individual what they need to be successful**
- Accessibility is about making sure people with disabilities have the same chances and access as anybody else



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:23 PM

Create a variety of options for the individual to have an equitable experience, meaning that they don't have to do anything different from their colleagues to access the same opportunities. The allows them to have choice and act independently.

Remote and flexible working options are critically important factors for employees with disability. You don’t want to lose reliable qualified employees just because your company is too stuck in its ways to change.

Sources:

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



Page: 6

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:23 PM

Inclusion@Work: A Framework for Building a Disability-Inclusive Organization that helps you to explore strategies for creating disability-inclusive workplace cultures and meet your organization's diversity, equity, inclusion and accessibility (DEIA) goals. Source: https://askearn.org/ - the Employee Assistance and Resource Network on Disability Inclusion

Accessibility Requirements

- Accessibility isn't just about adding wheelchair ramps and Braille on signage
  - Includes the provision of accommodations and modifications to ensure equal access to employment
  - Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
  - A commitment to ensuring that people with disabilities can independently access activities and spaces

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:24 PM

Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023

Accessibility also involves looking at technology and how it can improve an employee's ability to be a top performer. Think adjustable desks and monitors, improved lighting, colour-coded keyboards, screen reader software, and sign language apps. Source: https://energyresourcing.com/blog/inclusive-employers

This includes not only physical accessibility, but also accessibility of information and communication technology, such as virtual meeting platforms. Physical accessibility is essential for everyone's participation in onsite events, as is digital accessibility for online training and meetings. Source: https://askearn.org/page/disability-etiquette

1

DOD's Accessibility Goals

Foster a DoD-wide culture and spirit of accessibility and intersectionality for individuals with disabilities, including Disabled Veterans

[redacted]

5 ACCESSIBILITY: *Commitment to Accessibility*

5.1. Develop an accessibility framework to provide comprehensive access to accessibility services and tools to the workforce and community.

5.2. Improve DoD's ability to attract, accommodate, advance, and retain qualified individuals with disabilities, including Veterans and individuals with targeted disabilities.

DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023 (DOD DEI Strategy Map)

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:24 PM

Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023 (DOD DEI Strategy Map)

Key Players

- As a large institution, DoD's accessibility support is not centralized, nor is it practical to collapse support into a singular DoD-level entity
  - Program offices include the *Disability Program*, the *Workforce Recruitment Program* (WRP), the *Computer/Electronic Accommodations Program*, the *Section 508 Program*, and the *Equal Employment Opportunity (EEO) Program*. In addition, *Human Resources* offices and the *Office of the Chief Information Officer* play a role
  - DoD recognizes that **a cohesive solution for accessibility requires coordination and integration of these multiple organizational functions across the enterprise**

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:24 PM

Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023

Barriers to Accessibility

- A **barrier** is an obstacle or **anything that prevents a person with a disability from fully participating in in all aspects of society because of their disability**
- Barriers can be visible, invisible, physical, attitudinal, technological, information and communication barriers
- It is important to consider a solution that combats a multitude of barriers, so that you do not risk creating additional barriers in solving the one that you are immediately faced with
- By removing all unnecessary barriers, an individual can use their abilities to achieve their objectives, thus having the same opportunity to achieve success
- Offering accessibility tools with no training on how to use them is a barrier

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:24 PM

To remain a model employer, DoD will develop processes to identify and remove employment barriers and provide enhanced opportunities to all individuals, including individuals with disabilities. Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023

Your end goal is to be as accessible to everyone as possible. However, you must look at your current workforce and start your accessibility efforts there to make relevant changes as quickly as possible.

Attitudinal Barriers

- **Attitudinal barriers** are **behaviors, perceptions and assumptions that discriminate against persons with disabilities**
- These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability
- Examples of attitudinal barriers include:
  - Assuming a person with a disability is inferior
  - Assuming someone with a speech impairment cannot understand you
  - Forming ideas about a person because of stereotypes or a lack of knowledge
  - Making a person feel as though you are doing them a “special favor” by providing their accommodations

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:25 PM
Source: https://accessiblecampus.ca/understanding-accessibility/what-are-the-barriers/

1

Organizational/Systemic Barriers

- **Organizational or systemic barriers** are **policies, procedures or practices that unfairly discriminate and can prevent individuals from participating fully in a situation**. Organizational or systemic barriers are often put into place unintentionally
- Examples of organizational or systemic barriers include:
  - A hiring process that is not open to people with disabilities
  - Not considering the needs of people with disabilities when planning office events, thus excluding them

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:25 PM

Source: https://accessiblecampus.ca/understanding-accessibility/what-are-the-barriers/

Remote and flexible working options are critically important factors for employees with disability

Architectural/Physical Barriers

- **Architectural or physical barriers** are **elements of buildings or outdoor spaces that create barriers to persons with disabilities**. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks
- Examples of architectural or physical barriers include:
  - Sidewalks and doorways that are too narrow for a wheelchair, scooter or walker
  - Desks that are too high for a person who is using a wheelchair or other mobility device
  - Poor lighting that makes it difficult to see for a person with low vision or a person who lip-reads
  - Doorknobs that are difficult to grasp for a person with arthritis

Information/Communication Barriers

- **Information or communications barriers occur when sensory disabilities, such as hearing, seeing or learning disabilities, have not been considered**. These barriers relate to both the sending and receiving of information
- Examples of information or communications barriers include:
  - Electronic documents that are not properly formatted and cannot be read by a screen reader
  - Lectures that are confusing and poorly organized
  - Language that is not clear
  - Print that is too small or in a font that is difficult to read
  - Videos that are not captioned and don't have transcriptions

Technological Barriers

- **Technological barriers occur when a device or technological platform is not accessible to its intended audience and cannot be used with an assistive device**. Technology can enhance the user experience, but it can also create unintentional barriers for some users. Technological barriers are often related to information and communications barriers
- Examples of technological barriers include:
  - Electronic documents without accessibility features, such as alternative text (Alt Text), which screen readers read to describe an image
  - Handouts or course material that is available only in hard copies
  - Requiring students to use a website that does not meet accessibility standards
  - Learning Management Systems or course websites that cannot be accessed using screen-reading software

Building an Inclusive Environment

- To create an inclusive environment, invest in the tools that people need to do their job successfully
- A truly inclusive culture is built from the inside out
- Celebrate the differences within your team and ensure that every member is treated fairly and feels valued
- Work together with employees who have disabilities to highlight issues that could be resolved or improved
- Make sure your company celebrates inclusion and doesn't leave disability out of its diversity conversations
- Adapt an "access for all" mindset to prevent unintentional exclusion of employees with disabilities

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:26 PM

To create an inclusive environment, invest in the tools that people need to do their job successfully. Accessibility needs to cover both visible and invisible disabilities

Remote and flexible working options are critically important factors for employees with disability

Is your online job application system accessible for those that are impaired?
Provide disability inclusion training for hiring managers to avoid these situations occurring in your organization.

It's hard to be all things to all people when resources are limited, but taking continuous small steps to improve workplace equality and accessibility will help you get there.

Sources: https://energyresourcing.com/blog/inclusive-employers

Humanize Your Interactions

- Act in the same manner as you would with a person without a disability
- Speak directly to the person
- Use common sense
- Avoid intrusive questions
- Focus on skills
- Be mindful about the language you use
- Ask first when offering assistance
- Don’t be afraid to have discussions
- Don’t be afraid to make a mistake

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:27 PM

Avoid euphemisms for disability/disabled, such as “differently abled” or “special needs." Do not use words or phrases such as “handicapped,” “the disabled,” “wheelchair bound,” “victim of” or “suffers from” when describing a person's disability. These words and phrases are offensive to many people with disabilities.

Source: https://askearn.org/page/disability-etiquette

In Conclusion

- Companies are legally required to provide reasonable accommodations to disabled employees and qualified candidates
- It's critical to ensure your diversity and inclusion policies specifically mention disabilities, disability discrimination, and work to remove conscious and unconscious biases
- Remember that new technologies will be introduced, or a new employee requiring different accommodations will join the team
- As with all your inclusion policies, accessibility is an ever-evolving process that requires conscious effort and constant evaluation

Page: 18

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:06:27 PM

To remain a model employer, DoD will develop processes to identify and remove employment barriers and provide enhanced opportunities to all individuals, including individuals with disabilities. Source: DoD Diversity, Equity, Inclusion, and Accessibility Strategic Plan | Fiscal Years 2022-2023

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

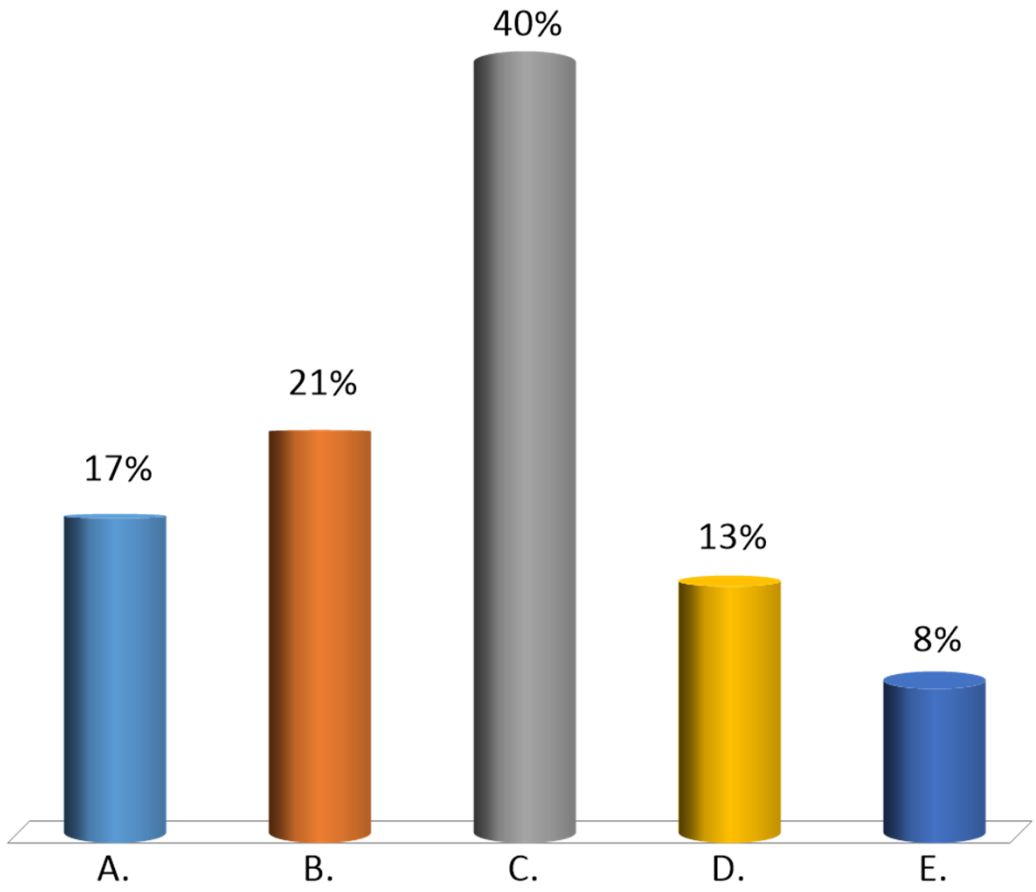
QUESTIONS?

DIVERSITY AND INCLUSION

UNCLASSIFIED//FOR OFFICIAL USE ONLY//

My last SJA was sensitive to cultural factors when communicating with subordinates.

A. Strongly Agree
B. Agree
C. Neither Agree nor Disagree
D. Disagree
E. Strongly Disagree



Recognizing Diversity 4-12.

Personal perspectives vary within every individual human being and societal groups. *Understanding the different backgrounds, qualifications, experiences, and potential of each of the individuals in an organization is an important part of being an effective leader.* It is fundamental to knowing your people and harnessing their diverse skills and perspectives to build cohesive teams. Good leaders create conditions where subordinates know they are valued for their individual talents, skills, and perspectives that contribute to mission accomplishment.

Values and Beliefs (Character) 2-14.

Values and beliefs affect how people think and act. People join the Army from a society with diverse personal values and beliefs respected within the standards of legal and ethical behavior. Variation in upbringing, culture, religious belief, and tradition is reflected among those who choose to serve in the Army. *Such diversity provides many benefits for a force globally engaged around the world. Good leaders value this diversity* of outlook and experience and must treat all individuals with the inherent dignity and respect due every person.

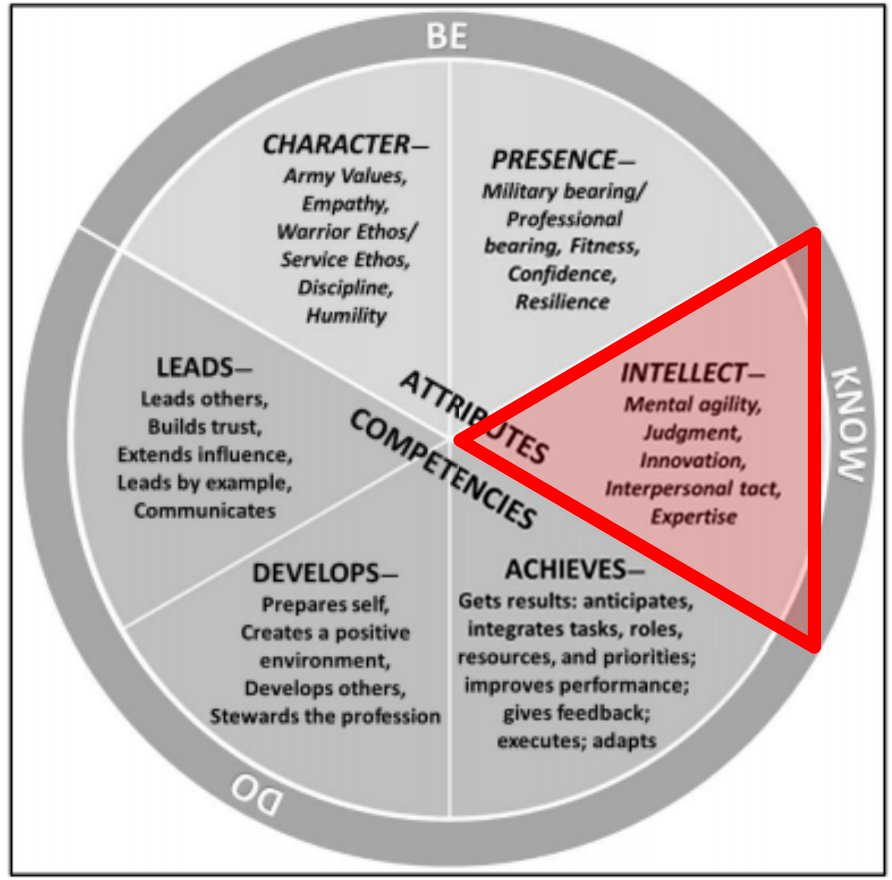
Creates a Positive Environment (Develops) 6-24.

The Army culture is one of inclusion that demands diversity of knowledge and perspectives to accomplish missions ethically, effectively, and efficiently.

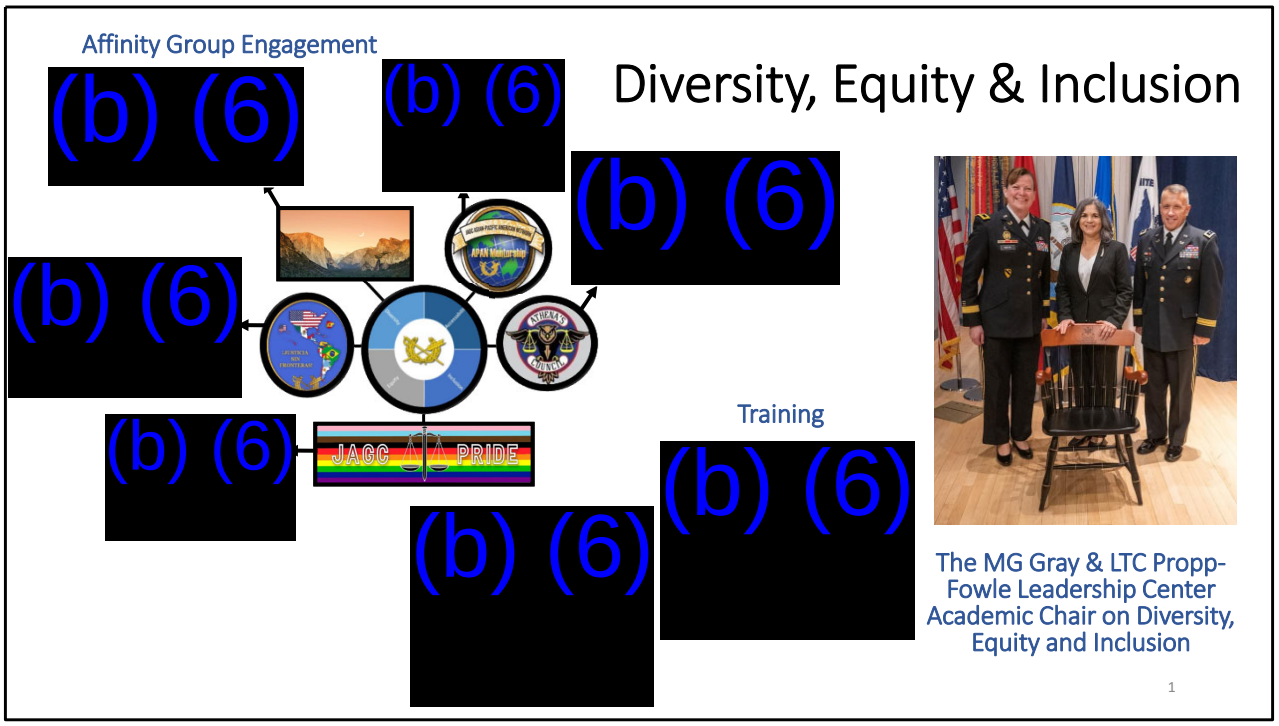
Unconscious Bias

A bias that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our brain making quick judgments and assessments of people and situations, influenced by our background, cultural environment and personal experiences.

Where are we?



UNCLASSIFIED//FOR OFFICIAL USE ONLY



The **Office of Diversity, Equity and Inclusion** has focused on developing and executing training over the last year. They have traveled to many installations, provided implicit Bias training before all boards, facilitated DEI discussions at many of the courses at TJAGLCS and established a monthly virtual training program for all JALS personnel. All together the office has trained over 2,000 JALS personnel.

With the foundation of training established, in 2024 the office will focus on strategic initiatives to further our progress in diversity, equity, inclusion and accessibility.

The Major General Gray & Lieutenant Colonel Propp-Fowle Leadership Center Academic Chair on Diversity, Equity and Inclusion was held in March 2023 and the featured speaker was General Darpino. The Academic Chairs at The Judge Advocate General's Legal Center and School are a means to prioritize and focus our law firm on key aspects of our practice as principled counsel, and to ensure that those focal areas remain featured in all of our Corps' educational courses, publications, doctrine, and policies. These Chairs also provide us with opportunities to honor significant leaders in our Corps not only for their past contributions to our legal practice, but also for their contributions to date and those contributions they will continue to make well into our firm's future. The honorees for the Chair on Diversity, Equity, and Inclusion

add special distinction to our formidable group of Academic Chairs in the clear display of their contributions to our Corps.

The 14 OTJAG DEI Council Field Boards have been hard at work on multiple projects to such as; developing a field guide for leaders on executing tough conversations, highlighting JAGC DEI&A Trailblazers, and so much more. The “Voice of the Corps” is currently comprised of 138 field board members from nearly every installation where we have JALS personnel.

Assignment, Accession, Selection Board Bias Briefs. All members of the GOSC, WO Accession boards, FLEP and intern selection boards have an implicit bias brief provided by our ODEI immediately before the board convening.

Affinity Groups. Throughout the past year, you likely noticed the phenomenal efforts of five Affinity Groups: The Buffalo JAGs Mentorship Group, the Hispanic Mentorship Group, the Asian-Pacific American Network, the JAGC Pride Network, and the Athena’s Council.

(b) (6) (b)(6) USARMY HQDA OTJAG (USA)

From: (b) (6) F CIV USARMY HQDA (USA)
Sent: Tuesday, April 16, 2024 9:29 PM
To: (b) (6) (b) (6) USARMY HQDA OTJAG (USA); (b) (6) CIV USARMY HQDA OTJAG (USA)
Subject: 20240411_DRAFT_Field_Book_Guide_to_Planning_Executing_Tough_Conversations pillsbury
Attachments: 20240411_DRAFT_Field_Book_Guide_to_Planning_Executing_Tough_Conversations pillsbury.docx
Signed By: (b) (6)

Attached, please find my comments for the field guide. Some global feedback:

1. Overall, well written and clearly a lot of time and passion went into this!

2. I suggest changing the word “tough” to courageous, challenging, or difficult conversations- see comment in doc

3. I would include additional communication skills for facilitators to use based on validated instruments and rigorous scientific study. A few off the top of my head:

   PEARLS for responding to strong emotions
   SCARF to respond when someone feels threatened
   SPIKES for bad news
   Respectful Interruption
   Appreciative Inquiry
   Beginner’s Mind
   Mindfulness

4. There needs to be explicit, formal training for these facilitators, with experiential learning and skills practice. I would not require someone to have all the “desired skills” listed, but rather a willingness to learn and apply them.

Made lots of other comments in the document. Hope it’s helpful.

Equity & Privilege



[redacted]

Office of Diversity, Equity, & Inclusion
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

(b) (6) Director

Vacant, Deputy Director

(b) (6) Program Coordinator

(b) (6) Program Specialist

Introduction

- Acknowledging and understanding privilege allows us to recognize there are things we may take for granted that are not afforded to everyone
- Understanding that others may not have had the same experiences that we had, is a crucial part of developing cultural competence and humility
- Recognizing our own privilege is not about guilt, but allows us to better work within the diverse communities of which we may be a part
- We must understand that others may have faced barriers to equity that we may not have

Source: https://servicelearning.ctb.ku.edu/understanding-equity-and-privilege/

Equity

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

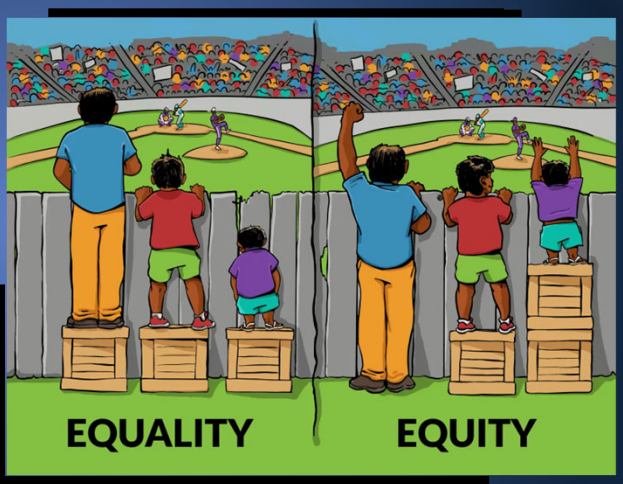
Barriers to Equity

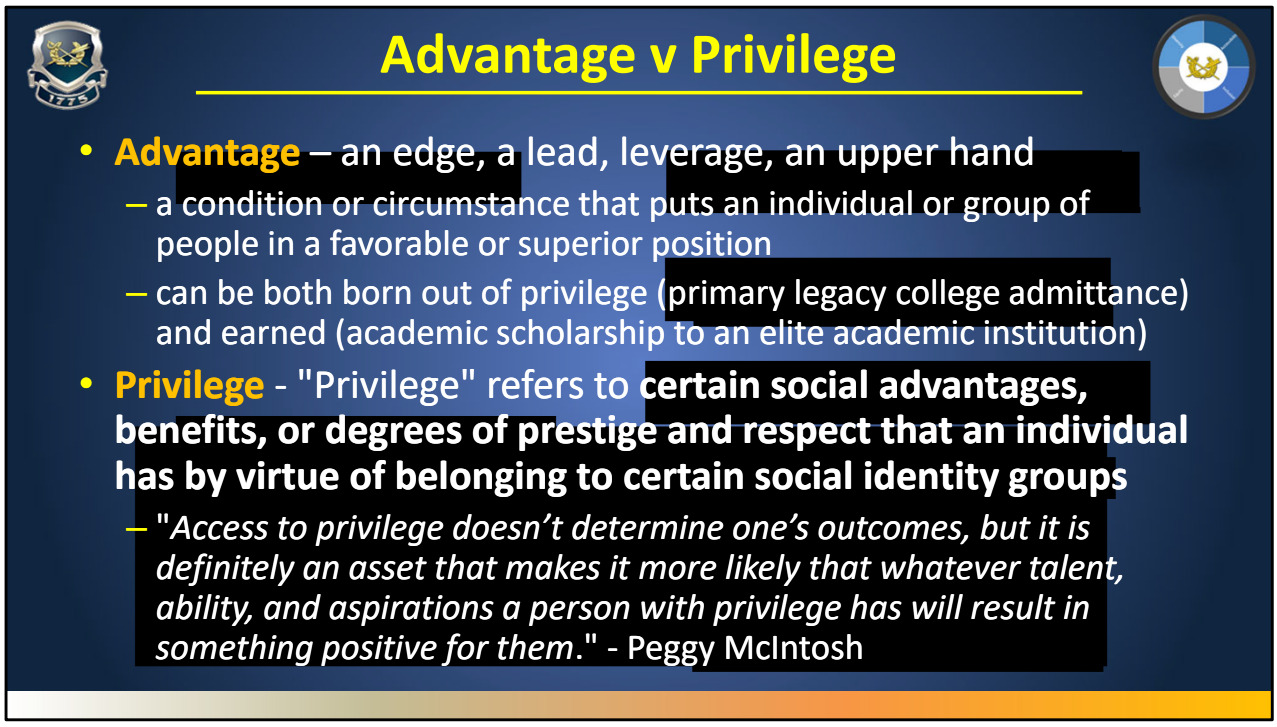
- Race and ethnicity
- Cultural discrimination
- Language barrier
- Gender discrimintation
- Sexual orientation
- Religious discrimination
- Age discrimination
- Socioeconomic disparities
- Intellectual discrimination
- Physical discrimination
- Pay inequity
- Country of origin
- Inequity
- Ignorance



Equity v Equality

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, **equality means** each individual or group of people is **given the same resources or opportunities**
- Leaders cannot fulfill the promise of equal opportunity without giving equal access





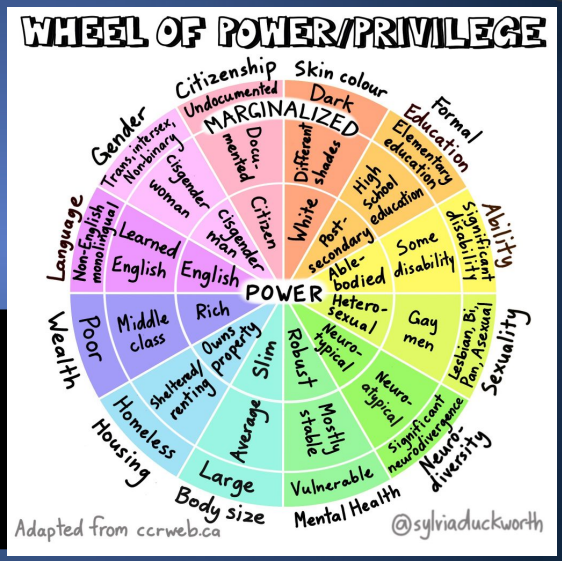
An example of a privilege would be being born able-bodied This privilege could then be used to my advantage in activities such as playing sports

SOURCES:

1. https://libguidesgreenriveredu/DEI/Privilege

Power & Privilege

- Sylvia Duckworth's illustration of Wheel of Power/Privilege can help us get a more intricate visualization of the term "marginalized" - treated as insignificant or peripheral
- The further you are from power, the more ignored and unimportant you may feel
- As you try to place yourself in the different categories, notice how your level of power/marginalization shifts between categories
- A different way to interpret this illustration is through an intersectionality lens



SOURCE:
https://www.thisishowyoucan.com/post/__wheel_of_power_and_privilege

Examples of Privilege

- Gender Privilege
- Racial Privilege
- Heterosexual Privilege
- Socioeconomic Privilege
- Able-Bodied Privilege
- Language Privilege
- Religious Privilege
- Age Privilege
- Beauty Privilege
- Couple Privilege



SOURCES:

1. https://libguidesgreenriveredu/DEI/Privilege

Gender Privilege

The unearned social, economic, and political advantages or rights that are granted a specific gender solely on the basis of their sex

- I'm almost never asked "when do you plan on having children" by my colleagues
- I can easily find a professional mentor of my gender
- The presence of my gender will not be billed as a "perk" at a conference
- I will never hear "the first male" when holding a title or status
- My relationship status is not a primary topic of conversation
- I rarely worry about unsolicited sexual advances at a professional or social gathering
- I never feel anxious about "sticking out" as one of the few members of my gender in attendance



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://www.itspronouncedmetrosexual.com/2012/01/29-examples-of-heterosexual-privilege/

Racial Privilege

The unearned advantages afforded to people based largely on complexion and related physical features

- I am never asked to speak for all people of my racial group
- My children will be given an academic curriculum that can testify to the existence of their race
- I can count on my skin color to not work against the appearance of financial reliability
- I can do well in challenging situations without having it be called a credit to my race
- I can take a job or enroll in a college that has affirmative action policies and not have my peers assume I got it because of my race



This privilege is afforded primarily to those of European ancestry—it is commonly referred to as “white privilege”

SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://www.itspronouncedmetrosexual.com/2012/01/29-examples-of-heterosexual-privilege/

Heterosexual Privilege

Unearned, often unconscious benefits afforded to heterosexuals based on their sexual orientation

- I can express affection in most social situations and not expect hostile or violent reactions from others
- I feel comfortable living with my partner openly
- It is easy for me to find role models of my gender and sexual orientation
- I can raise, adopt, and teach my children without people believing that I will force them into my sexuality



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://www.itspronouncedmetrosexual.com/2012/01/29-examples-of-heterosexual-privilege/

Socioeconomic Privilege

The benefit from one's hierarchical standing within a society based on social identity, economic factors, and access to diverse forms of capital

- ❑ I buy what I need and want without worry
- ❑ I do not fear being homeless or hungry
- ❑ I am free of the burden of debt
- ❑ I can get a loan/mortgage at a bank with little nuisance
- ❑ I can live where I choose and expect that I will be welcomed there
- ❑ I can sleep all day and still make money
- ❑ I am believed to be innocent by the criminal justice system until proven guilty
- ❑ I can give my children an inheritance



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/355/2017/08/Examples-of-Socioeconomic-Status-Privilege.pdf

Able-Bodied Privilege

Able-bodied privilege is an advantage people gain simply because they are not limited by physical or mental impairments

- I can walk, see, talk, hear, and feel
- I can drive and access public transportation
- I do not need help communicating
- My achievements are not deemed as an inspiration
- I am not the punchline of ableist jokes



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://thebodyisnotanapology.com/magazine/21-ways-able-bodied-privilege-looks/

Language Privilege

Language privilege refers to the benefits and advantages a person receives due to the language they speak and its prevalence worldwide

- I can travel the world with a reasonable assumption that someone will speak my native language
- I do not have to "code-switch" between dialects based on my surroundings
- My dialect is preferred in business and educational settings



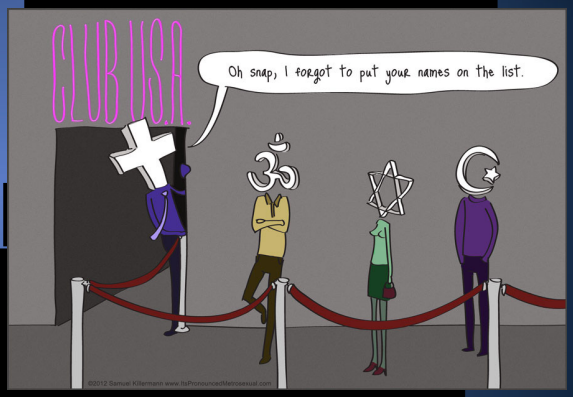
SOURCES:

1. https://libguidesgreenriveredu/DEI/Privilege

Religious Privilege

Religious privilege is a social advantage that is bestowed upon members of the dominant group where unconscious or conscious attitudes and beliefs are advantageous to group member over non-members in society

- I can expect to have time off to celebrate holidays that align with my religion
- I can worship freely without fear of violence or threats
- When swearing an oath, you will place your hand on a religious scripture pertaining to your faith



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://www.itspronouncedmetrosexual.com/2012/05/list-of-examples-of-christian-privileg/

Age Privilege

Age is *a double-edged sword* when it comes to privilege and should be viewed as a factor with multiple facets of influence

- My age is not used as the punchline of a joke
- I am not assumed to be technologically illiterate
- I am not assumed to lack knowledge because of my age
- Beauty products are not designed to avoid the signs of my current age
- People do not talk down to me or patronize me because of my age
- People do talk down to me or patronize me because of my age
- People never say "You're too young to do that job"



SOURCES:

1. https://libguidesgreenriver.edu/DEI/Privilege
2. https://everydayfeminism.com/2013/01/20-examples-of-age-privilege/

Beauty Privilege

A principle that people who are deemed attractive based on beauty standards that stand in society, have an upper hand, and are afforded many opportunities that regular people who society regards as unattractive don't have

- ❑ I am more likely to be hired than someone who is unattractive
- ❑ I am more likely to get out of doing unpleasant tasks
- ❑ People often assume I am rude or unapproachable
- ❑ I have been unjustly criticized for being cocky or conceited
- ❑ I've intentionally "dressed down" in an effort to be taken more seriously in the workplace
- ❑ I have been given assignments that my other more qualified colleagues deserve



SOURCES:

1. https://libguidesgreenriveredu/DEI/Privilege

Couple Privilege

The advantages, benefits and accommodations that couples are automatically given in society over single people or non-nested partners

- I feel awkward dining in a restaurant alone
- It's difficult getting medical treatment without a ride home
- Valentine's Day…bah humbug
- I never get invited to "couples" events
- I have no one to split the bills with
- I never get the option of bringing a plus-one to an event—friends don't count
- I don't get the benefit of a co-signer on a loan

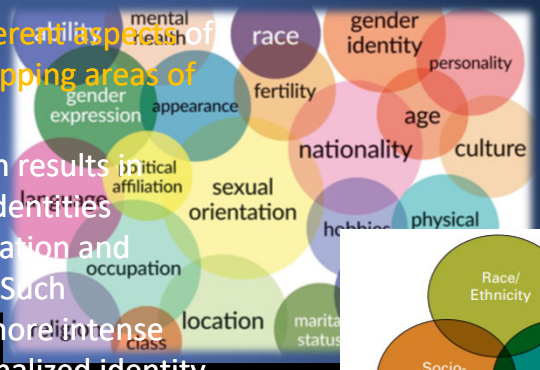


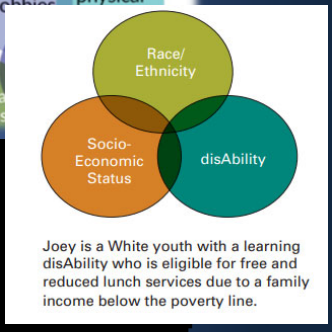
SOURCES:

1. https://libguidesgreenriveredu/DEI/Privilege

Intersectionality

- Intersectionality - refers to how different aspects of a person combine and create overlapping areas of privilege and oppression
- Holding one of these identities often results in facing discrimination. When these identities intersect, the likelihood of discrimination and oppression increases exponentially. Such experiences are distinct and often more intense than those related to a single marginalized identity and can magnify social and economic disadvantage. *Or the inverse when speaking of privilege



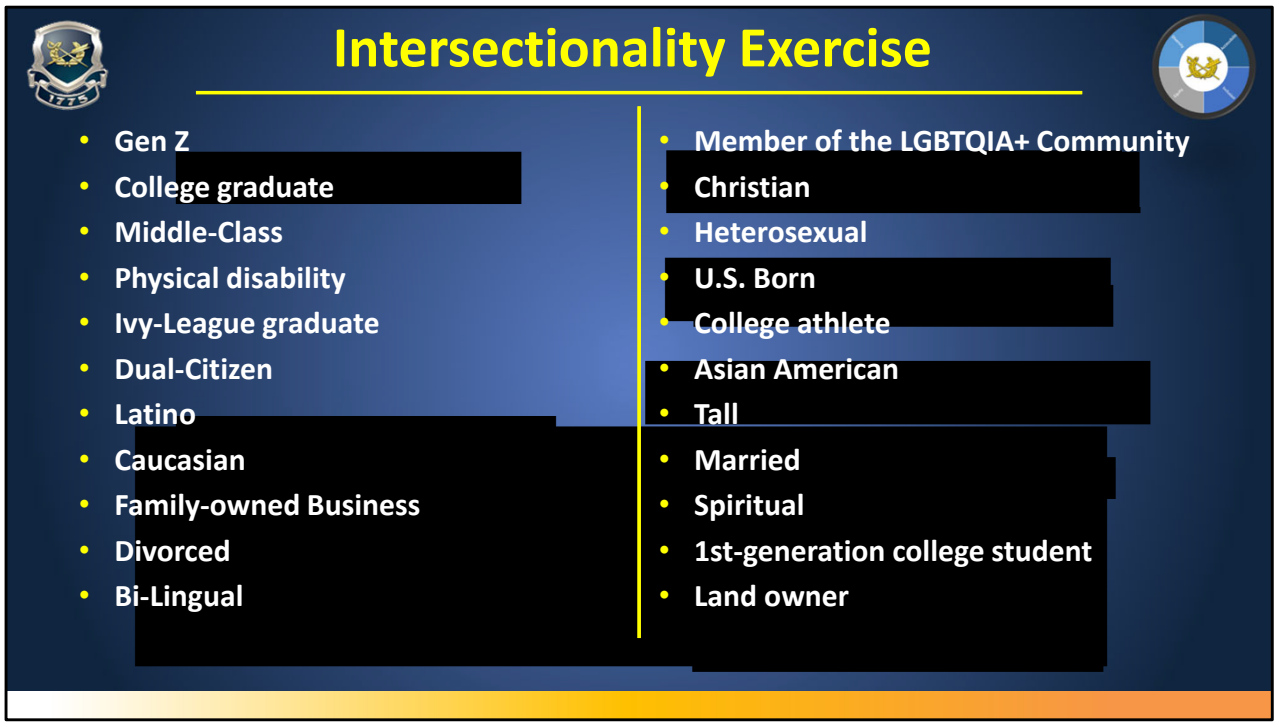


Joey is a White youth with a learning disAbility who is eligible for free and reduced lunch services due to a family income below the poverty line.

The term "intersectionality" was coined by Black legal theorist Kimberlé Williams Crenshaw, in a famous 1989 essay titled "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics."

Sources:

1. https://researchguideslibrarysyredu/fys101/intersectionality
2. Association for Women in Science - https://awisorg/intersectionality/
3. https://guides.rider.edu/privilege/intersectionality
4. https://us-east-1-02880055-inspect.menlosecurity.com/safeview-fileserv/tc_download/5c0c69cdb7946fd8d8d7b9cdff72a5b30da27d6ba693ad60678250c7c769e74e/?&cid=N3520848BDBBB_&rid=2f32bff14e271e67f4bc8674ef924d05&file_url=https%3A%2F%2Fwww.nasponline.org%2FDocuments%2FResources%2520and%2520Publications%2FResources%2FDiversity%2FSocial%2520Justice%2F2017-Intersectionality-Infographic-cmyk.pdf&type=original



Exercise Instructions:

1. Have participants select from the list of attributes all that contribute to their identity. They may come up with their own as well
2. Ask how many of them selected 5, 10, 15, 20+
3. Ask them if they were only allowed to bring one to their workplace, a social gathering, or at home how would that make them feel? Would they be able to pick just one?

EXPLAIN: We call the complexity of your identity "intersectionality". It is the intersection of social identities that makes an individual who they are. External research has shown that when individuals are forced to suppress and hide attributes of their identity, it impacts their ability to perform, to connect, and their commitment to the organization. This causes individuals to expend more energy working on suppressing their identify versus doing their job.

4. Are there areas where you might be unintentionally asking your people to cover attributes of their identity?
5. How might you create a more inclusive culture where this doesn't happen?

SOURCE:

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pccetforg/wp-content/uploads/2021/02/Intersectionality-Exercisepdf

Questions to Consider

- Which aspect(s) of your identity provide the most access or privileges?
- Which aspect(s) of your identity hurt your options or opportunities the most? Why?
- What aspect(s) of your identity have the strongest effect on your self-image? How?
- What aspect(s) of your identity play a greater role in how others see you? How?
- How can you use your privilege to support others?

In Conclusion

- We all have been afforded certain privileges and advantages at one time or another
- Having privilege does not mean that an individual is immune to life's hardships, but it does mean they have--at some time or another--received an unearned benefit or advantage, by nature of their social identity
- Certain aspects of our identity can be privileged while others can be marginalized
- Intersectionality shows us how some aspects of our identity result in privilege and more opportunities, while others result in oppression and/or additional barriers
- Equity requires us to acknowledge our privileges so that we may assist in the equitable distribution and management of resources and opportunities **for all**

SOURCES:

1. https://cihr-irscgcca/e/52352html

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmailcom
  - https://wwwfacebookcom/jagchispanicmentorship3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmailcom
  - https://wwwfacebookcom/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagcapan@gmailcom
  - wwwfacebookcom/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmailcom
  - https://wwwfacebookcom/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmailcom
  - https://wwwfacebookcom/groups/256231586565092

Keep up with ODEI & the Council

JAGCNet

https://wwwjagcnet2armymil/Sites/DivIncnsf

MilSuite

https://wwwmilsuitemil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion


QUESTIONS?

Equity & Privilege

Thursday, March 23, 2023 09:59

INTRODUCTION

Privilege allows us to recognize that there are things we may take for granted that are not afforded to everyone and understanding that is a crucial part of developing cultural competence and humility. In a few moments we are going to talk about what privilege is but I want to first say what is is NOT. Privilege is NOT saying that you were born with a silver spoon in your mouth or that you never have to face any obstacles or overcome adversity. It is simply saying that you have been the beneficiary of certain tailwinds because of aspects of your diversity or identity. Now today we will be discussing a few types of privilege and you will be given some statements or examples for you to review. When reading the statement ask yourself is it applicable to you. If one or more of the statements are applicable, then you may have that privilege.\

EQUITY

"Equity is the fair treatment, access, …". Off to the side there are a few barriers to equity listed. Can anyone think of any additional barriers? Has anyone seen any of these barriers at play? Experienced any of these barriers?

EQUITY v EQUALITY

Now I know some of you may be wondering, "what is the difference between equity and equality?" Well simply put, equality is giving everyone a pair of shoes, but equity is giving everyone a pair of shoes that fit. Equity recognizes that every person has been awarded certain advantages and privileges and simply allocates the resources and opportunities NEEDED to reach an equal outcome. Equality just gives everyone the exact same resources and opportunities with no regard to people's circumstances.

ADVANTAGE v PRIVILEGE

Now I mentioned advantages and privileges when talking about equity

and equality but I think it's important that I discern between the two as they are not the same. An advantage much like privilege can put an individual or group of people in a favorable or superior position, however, advantages can be both born out of privilege and EARNED. Privilege on the other hand refers to social advantages and benefits that are given to an individual on the basis of the properties and demographics they were born with. These cannot be earned. However, access to privilege does not determine one's outcome but is merely an asset that makes it more likely that a person with privilege will have their circumstances result in a positive outcome.

EXAMPLES OF PRIVILEGE

Here are some further examples of privilege..

POWER & PRIVILEGE

So lets discuss what are some different types of privileges, but first I would like you all to take a look at something. This is the wheel of power or privilege. Those that are in the inner circle are aspects of individuals identity that have historically been the dominant or majority of our country's demographic. As you begin to move outward from the innercircle you have demographics of individuals or groups that are the nondominant demographics or those who have been marginalized. Try to place yourself in the different categories. Did you notice how much your level of power and privilege shifts between categories?

INTERSECTIONALITY

The term intersectionality was coined by a Black legal theorist in 1989 named Kimberlé Williams Crenshaw. Intersectionality refers to how different aspects of a person combine and create overlapping areas of privilege and oppression. Holding one of these identities often results in facing discrimination. When these identities intersect, the likelihood of discrimination and oppression increases exponentially. Such experiences are distinct and often more intense than those related to a single marginalized identity and can magnify social and economic disadvantage. *Or the inverse when speaking of privilege.

INTERSECTIONALITY EXERCISE

Generate a list of attributes that contribute to your identity. You may choose from the list above as well as come up with your own. (1 minute to do so)

1.

Ask how many of them had 5 or more 2. aspects? 10? 15? 20+? Ask them if they were only allowed to bring one aspect to their workplace, a social gathering, or at home. How would that make them feel? Would they be able to pick just one?

3.

We call the complexity of your identity ”intersectionality”. It is the intersection of social identities that makes an individual who they are. External research has shown that when individuals are forced to suppress and hide attributes of their identity, it impacts their ability to perform, to connect, and their commitment to the organization. This causes individuals to expend more energy working on suppressing their identify versus doing their job. Ask them are there areas where you might be unintentionally asking your people to cover attributes of their identity?

4.

How might you create a more inclusive culture where this doesn’t happen?

5.

QUESTIONS TO CONSIDER

READ SLIDE

CONCLUSION

We all have been afforded certain privileges and advantages at one time or another, and certain aspects of our identity can be privileged while other can be marginalized. This is what intersectionality has taught us. However, having privilege does not mean that an individual will never be faced with adversity or that life will not knock them down. Equity is about recognizing in which

circles and circumstances do we have privileged so that we can better help facilitate the resources and opportunities necessary for those who are disadvantaged to reach an equal outcome.

***Complete exercise prior to each lecture/definition**

Diversity Exercise/Discussion -

- Using the stage and 2 teams of 6 people each - one more diverse than the other
- Need 2 jars and cotton balls (2 if not shared, 1 if shared)
- Is there someone on the team who:
  - Is the first in the their family to join the Army?
  - Speaks a foreign language?
  - Was pushed to excel is sports?
  - Has a same-sex partner?
  - Has a close relative living with diabetes?
  - Grew up watching futbol?
  - Received time-outs as punishment?
  - Grew up in a household were the idea was that children were to be seen and not heard?
  - Was pushed to excel in academics?
  - Grew up in a Catholic household?

Diversity is a strength--we can accomplish more with a diverse team with diverse perspectives and input

Equity Exercise/Discussion -

- Using the stairs in decker and 4 volunteers
- https://youtu.be/4K5fbQ1-zps
- Need monopoly $
- Take two steps forward if:

You grew up in a 2 parent household
You had access to a tutor
You went to a private school
You had your own car in high school
Never had to worry about your electric being turned off
If it weren't for your athletic ability, you could still afford college
Never had to worry about where your next meal would come from
Everyone has to run their own race, but some of us have been given a head start!

Bias Exercise/Discussion -

Using the stage and 4 volunteers
Need mini white boards.
- Give people the following careers and ask them to write the race and gender that first comes to mind for that occupation:

Entrepreneur (Oprah, Rihanna, Warren Buffett, Elon Musk, Amancio Ortega)
Rapper (Eminem, Jack Harlow, Post Malone, Cardi B, Nicki Minaj, MC Jin)
Country Singer (Kane Brown, Allison Russell, Diarius Rucker)
Basketball player (Luke Doncic, Sue Bird, Diana Terazzi, Brittney Griner, Yao Ming, Lisa Leslie)
CEO
Teacher

Housekeeper
Software Engineer
Judge Advocate
General Officer
Our thoughts affect our behavior, and our behavior affects everyone around us. By understanding that we're all biased we can aim to be more conscious of our thoughts and actions when relating to others. And while we can't always stop ourselves in the moment, over time, it's possible to learn to think and behave differently.

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Fostering DE&I – *Holistically & Atomically*



[redacted]
Program Coordinator
Office of Diversity, Equity, and Inclusion
[redacted]

[redacted]
Program Coordinator
[redacted]

[redacted]
Program Specialist
[redacted]

Your ODEI

(b) (6) Director

Vacant, Deputy Director

(b) (6) Program Coordinator

(b) (6) Program Specialist

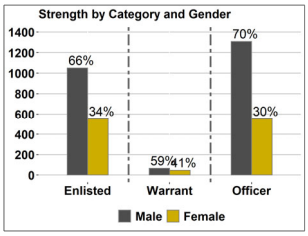
Army People Strategy DEI Objectives

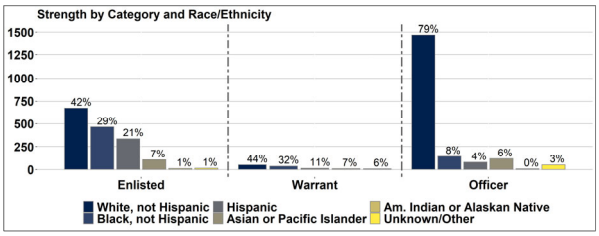
1) Enhance Mission Readiness [redacted]
2) Leader Commitment and Engagement [redacted]
3) Training and Education [redacted]
4) The Employer of Choice [redacted]
5) Army-wide Inclusive Culture [redacted]

JAG Active Component Demographics

Data as of 31 August 2022

As of 31 August 2022, the total number of Soldiers in the JAG Corps Active Component is 3,575. Males account for 68% and Females account for 32% of the total. The Racial/Ethnic distribution of the JAG Corps is as follows – White, Not Hispanic: 61.3%, Black, Not Hispanic: 18%, Hispanic: 11.9%, Asian or Pacific Islander: 6.4%, American Indian or Alaskan Native: 0.4%, and Unknown/Other: 2%.

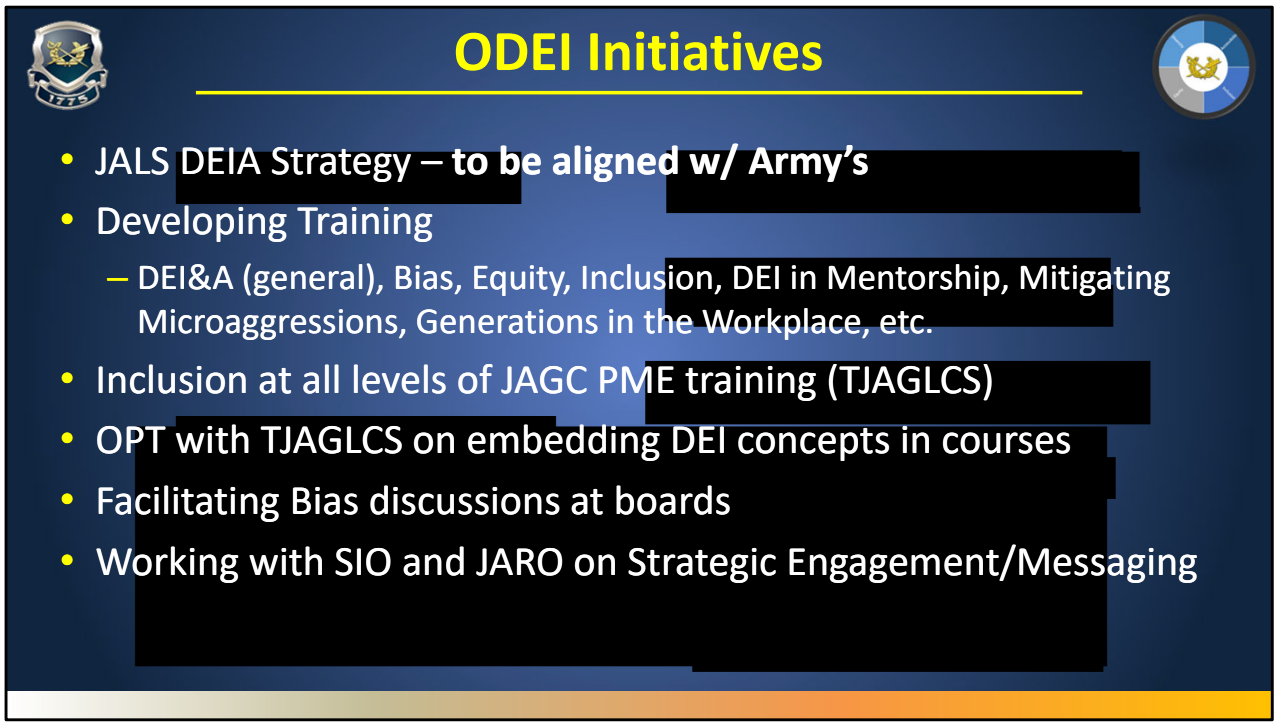




Grade	Inventory	Gender		Race/Ethnicity					
		Male	Female	Hispanic	Am. Indian or Alaskan Native	Asian or Pacific Islander	White, not Hispanic	Black, not Hispanic	Unknown/ Other
Enlisted Subtotal	1,602	1,050	552	336	10	105	673	465	13
Enlisted %	45%	66%	34%	21%	1%	7%	42%	29%	1%
Officer Subtotal	1,861	1,308	553	78	6	116	1,469	142	50
Officer %	52%	70%	30%	4%	0%	6%	79%	8%	3%
Warrant Officer Subtotal	112	66	46	12	0	8	49	36	7
Warrant Officer %	3%	59%	41%	11%	0%	7%	44%	32%	6%
Active Component Total	**3,575**	**2,424**	**1,151**	**426**	**16**	**229**	**2,191**	**643**	**70**
Active Component %		**67.8%**	**32.2%**	**11.9%**	**0.4%**	**6.4%**	**61.3%**	**18.0%**	**2.0%**

Army DCS, G1 (DAPE-PRS)

Unclassified



We are currently working on a "menu" of training plans and packages to include DEI & the JAGC (history), DEI&A (generally), Recognizing & Mitigating Bias, Building Inclusive Teams, DEI in Mentorship, Generations in the Workplace, Equity, Contemporary Issues in DEI&A, etc.

ODEI Initiatives, cont.

- Developing Communication Plan – JAGCNET/MilSuite/Teams
- Engaged with Retention Working Group
- Assisting Labor & Employment with imbedding DEI&A in their products and resources (i.e. Deskbook)
- Engagement with Army Equity Agency
- Reviewing processes for equity, inclusion, and transparency
- DEI Council and Field Boards
  - 140 personnel have volunteered

Engagements

- Recently returned from a Fort Bragg tour
  - Trained and conducted listening sessions w/ USARC, FORSCOM, XVIII ABC, 82nd ABN Div, 1 SFC (A), and USASOC
- Over the last 90 days, have conducted engagements/training
  - w/ student groups (i.e. OBC, Grad Course, WOILE, etc.)
  - w/ organizations (USALSA, 8th TSC/USARPAC, Fort Rucker, etc.)
  - At various boards (GOSC, 2L Internships, Reserve Accessions, FLEP, etc.)
  - TX colleges recruitment tour w/ BG Sullivan
  - Served on Hispanic Heritage Month panel at TJAGLCS
- We are in there and out there!

DEI&A - *Defined*



[redacted]

(b) (6) [redacted]

Program Specialist

[redacted]

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

[redacted]

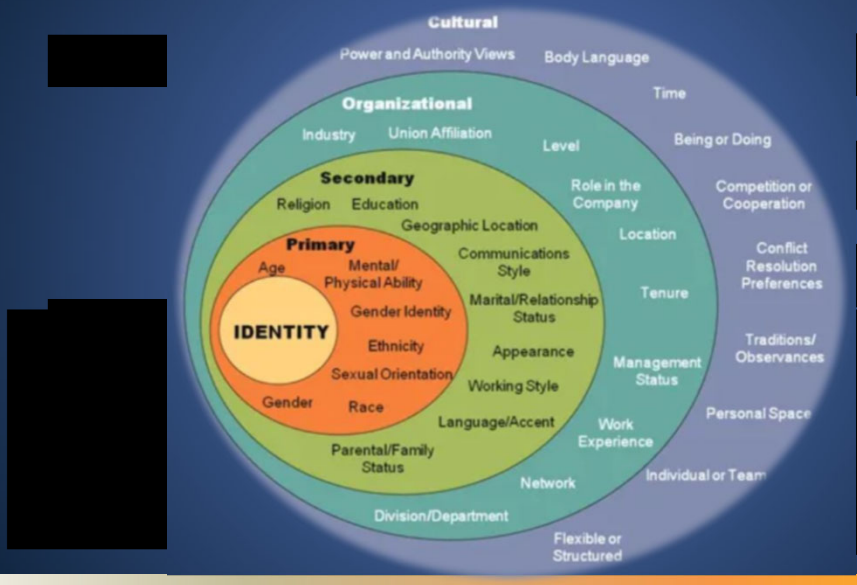
DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

--Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures

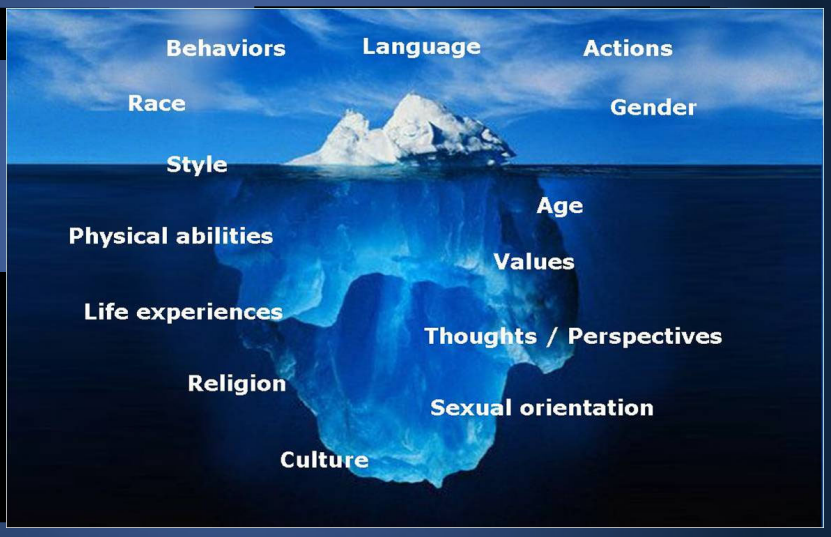
--It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force


EQUITY AND EQUALITY | VIDEO

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are actually linked, to accomplishing the mission verse the way we have always done business?
- Who was this organization designed to fit?

PRIVILEGE (ADVANTAGES) | EXERCISE

[redacted]

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

TJAG's Charge

"Are we as inclusive as we can be?"



(b) (6)

Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them

- Includes the provision of accommodations and modifications to ensure equal access to employment
- Includes the reduction or elimination of physical and attitudinal barriers to equitable opportunities
- A commitment to ensuring that people with disabilities can independently access activities and spaces

Microagressions OR Subtle Acts of Exclusion?



[redacted]

(b) (6)(b) (6)

Program Director

[redacted]

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

[redacted]

Subtle Acts of Exclusion (Microaggressions)

- The subtle, confusing, insidious things that people say and do that end up excluding people with marginalized identities.
- Intention is not to exclude usually the opposite
- Can be hard to identify
- Challenging to speak about
- Can cause "attributional ambiguity" –the sense of anxiety created when someone with a marginalized identity is unable to ascertain if action was based on their identity or some other factor
- Cumulative effects can be devastating for individual and ultimately impact organization's bottom line (death of a thousand cuts)

Messages Received by Subject

- You are invisible
- You are inadequate
- You don't belong
- You are not normal
- You are a threat
- You are a burden

Questions to Ask Yourself

- Is what I am about to say/ask:
  - Based on stereotype or assumption
  - Unnecessarily Intrusive
  - Overstepping
  - Based in kindness
  - Good use of my authority/privilege
  - Going to make the person feel inadequate or excluded
  - Question their normalcy
  - Make them feel invisible
  - Would I say the same thing to a person of a different gender/race/color/ability

*From "Subtle Acts of Exclusion" by Tiffany Jana and Michael Baran

Examples of Subtle Acts of Exclusion

Gender & Sexuality

- Someone that has a wedding ring on assuming they are heterosexual—"Bring your husband" to a woman
- Assuming the man is in charge
- Talking over women in a meeting (or men if more women in the room)
- Assuming all people identify as either male or female
- For Transgender—not learning which pronouns they prefer

Examples of Subtle Acts of Exclusion

Race and Ethnicity

- Calling a Black man Articulate
- Clutching purse if person of color approaches
- Being questioned as to whether you belong in a particular group, place, neighborhood
- "Where are you really from"
- "What are you?"
- "I don't even see you as Black"
- Not trying to learn how to pronounce someone's name and then joking about it
- Touching a Black person's hair
- "You People"
- "Your accent is so cute."

Examples of Subtle Acts of Exclusion

Religion

- Scheduling important events or deadlines on religious holiday
- December Holiday season—assuming everyone celebrates the same
- Prayer in workplace
- Religion, politics and Islam

Examples of Subtle Acts of Exclusion

Ability

- "You are such an inspiration!"—highlights low expectations
- Providing assistance without asking—"Anything I can do to assist you?" better
- Only making eye contact with the translator for a deaf person
- Speaking slowly to person in a wheelchair

Examples of Subtle Acts of Exclusion

Age

- "When are you going to retire?"
- "You're not like other millennials."
- "Your too young/old_____."
- "Boomer"

Building Inclusive Teams



[redacted]

(b) (6)(b) (6)

Program Coordinator

[redacted]

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

[redacted]

Leadership

- Leadership is a responsibility and a privilege, not a position or status
- The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually
  - As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments

Self-Reflection

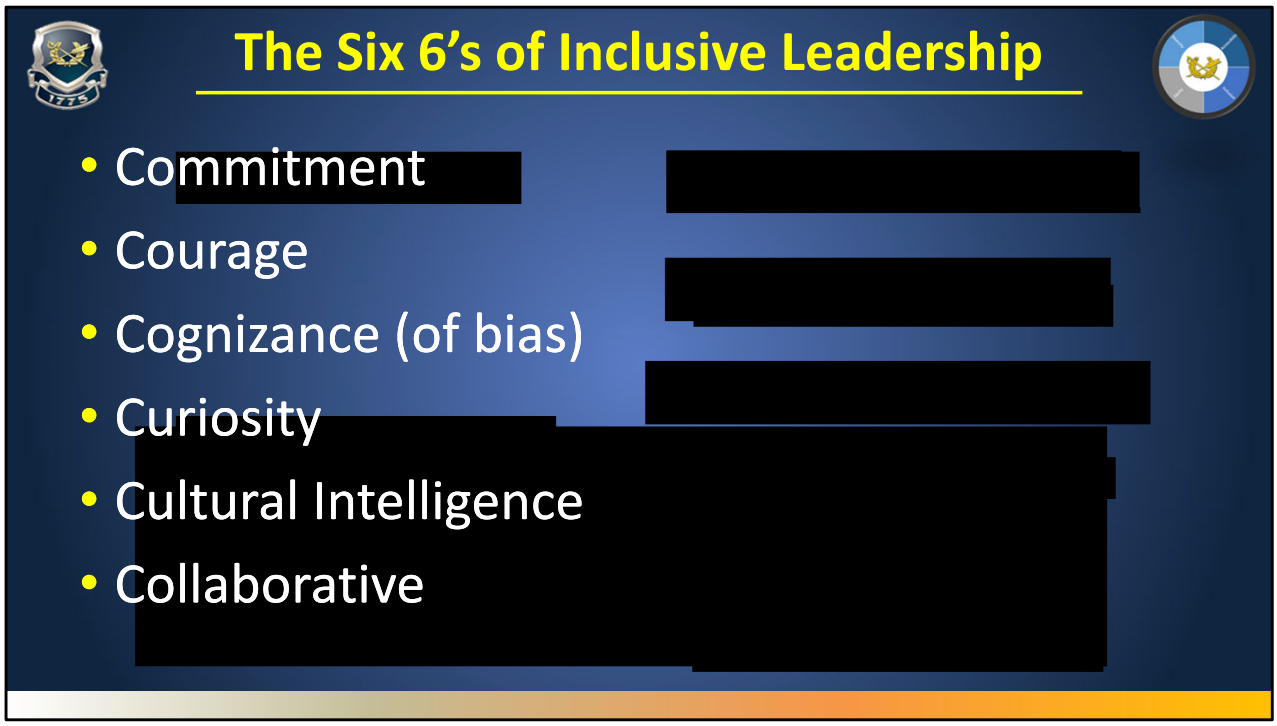
- Do you empower people to want to do their best work or to do just enough to complete the task; or
- Does your leadership empower you or others to want to do your best work or to do just enough to complete your tasks

Inclusive Leadership Behaviors

- Which of these would your subordinates rate you good or higher at; lower; (if you are a subordinate, rate your leader):

- adaptable
- passionate
- strategic (visionary)
- risk-taker
- decision-maker
- inspirational
- good people skills
- empowering
- considers different perspectives
- technologically savvy
- trustworthy
- team-oriented
- results-oriented
- authentic and transparent
- self-aware
- accountable
- knowledgeable
- keeps it fun

*For those you would rate low, make an intentional effort to improve in that area



The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They

demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

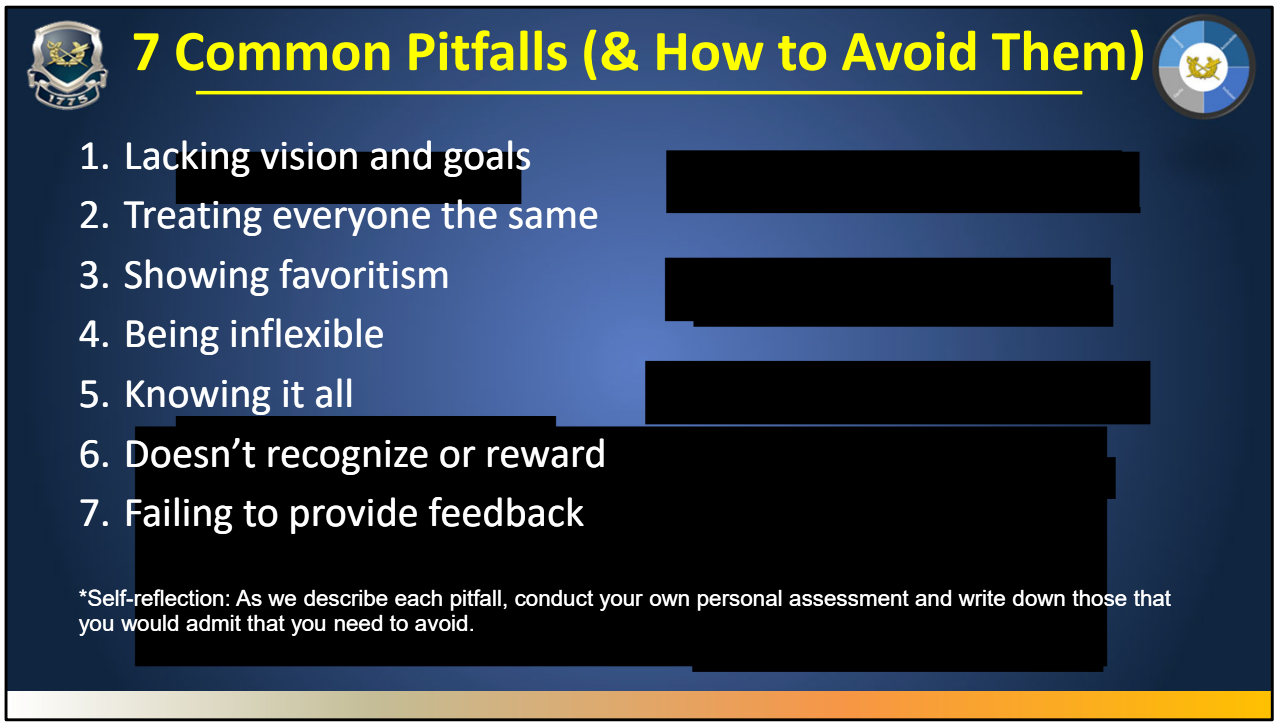
The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and

frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.



Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way.

Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

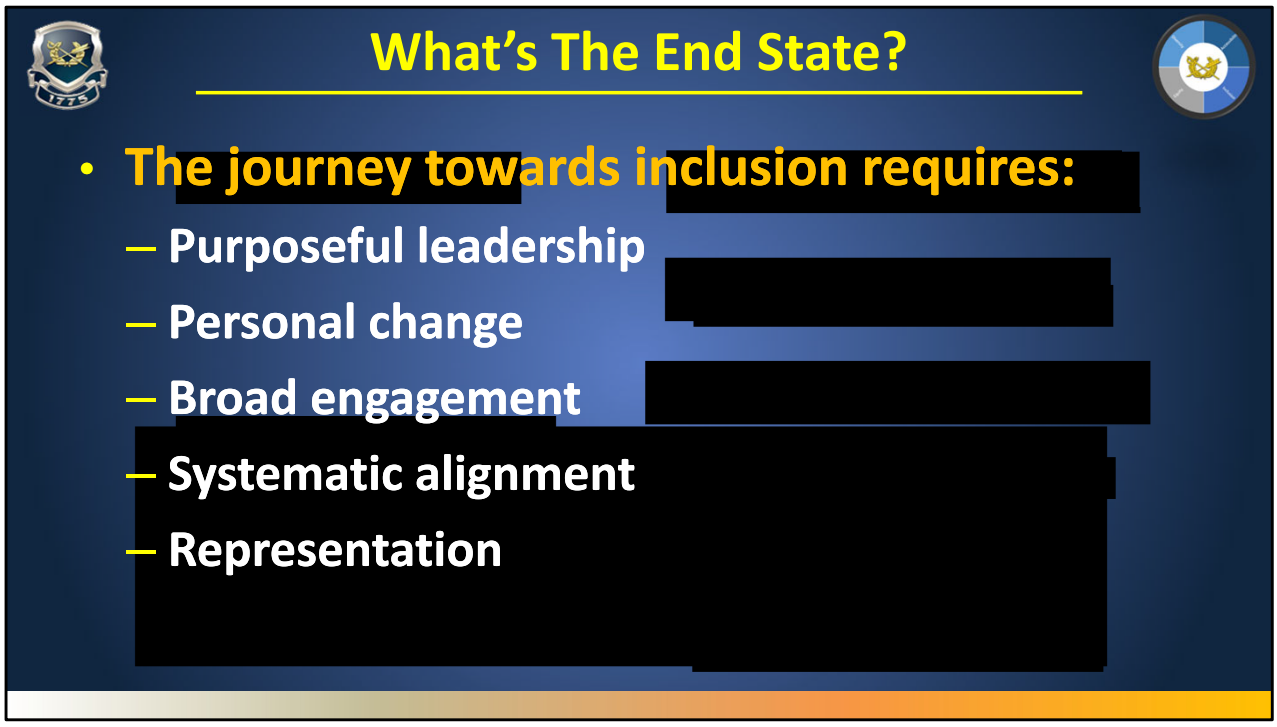
Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

N**umber six, doesn't recognize or reward**. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

Benefits of an Inclusive Work Environment

- Inclusive work environments produce higher performance
- Increases collaboration
- Increase employee engagement
- Fuels innovation and creativity
- Increases recruiting
- Decreases turnover, increases retention
- Positively impacts the workers' experience
- Decreases complaints



Purposeful leadership: A business-driven, leader-led process to activate and inspire change. That's why it is critical that leaders, starting with the top team, are aligned with the objectives of their company's DE&I strategy and are committed and prepared to lead the change.

Personal change: Building inclusive mindsets and behaviors. To make the behavioral changes necessary to become fully inclusive, leaders must usually address some personal blind spots as well as shift their mindsets.

Broad engagement: Creating a sense of belonging for all and knowing how to bring people along on the journey. When people thrive, business can thrive. In an inclusive environment, people feel valued, respected, and supported. This allows them to feel a stronger sense of connection and the positive emotion of belonging.

Systemic alignment: Embedding inclusion in processes, policies, systems, and day-to-day business operations. For inclusion to be sustainable, it must become embedded into an organization's systems, processes, and policies. Companies must review each and remove any biases that may be holding certain employee groups back or resulting in different systematic outcomes for different groups. Leaders need

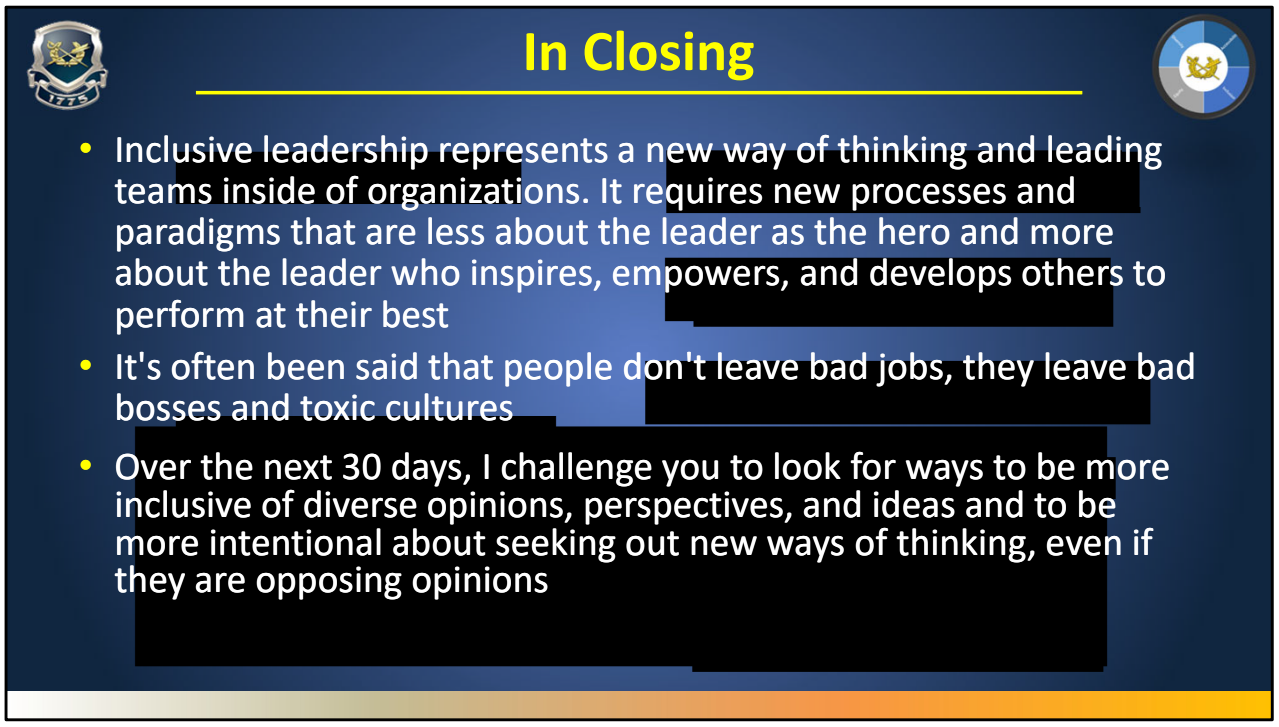
to do this work across all the HR touchpoints, including hiring, performance management, assessment, promotion, and reward.

Representation: Intentionally evolving the mix of talent to better reflect today's markets and talent pools. For a company to be inclusive, people must be able to "see" themselves in the organization, particularly in leadership roles. However, many companies still have very homogenous leadership teams, dominated by one gender, culture, or nationality, with perhaps a single "token" representative of another group.

[redacted]

INCLUSION STARTS WITH I | VIDEO

[redacted]



Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most

likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - [redacted]
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - [redacted]
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/council-on-diversity-equity-inclusion


QUESTIONS?

Recognizing and Eliminating Bias



(b) (6) & (b) (6) (b) (6)

ROADMAP

What is Implicit Bias? What is cognitive bias?

Why Implicit Bias training?

Racial Anxiety

Stereotype Threat

How it can influence our work

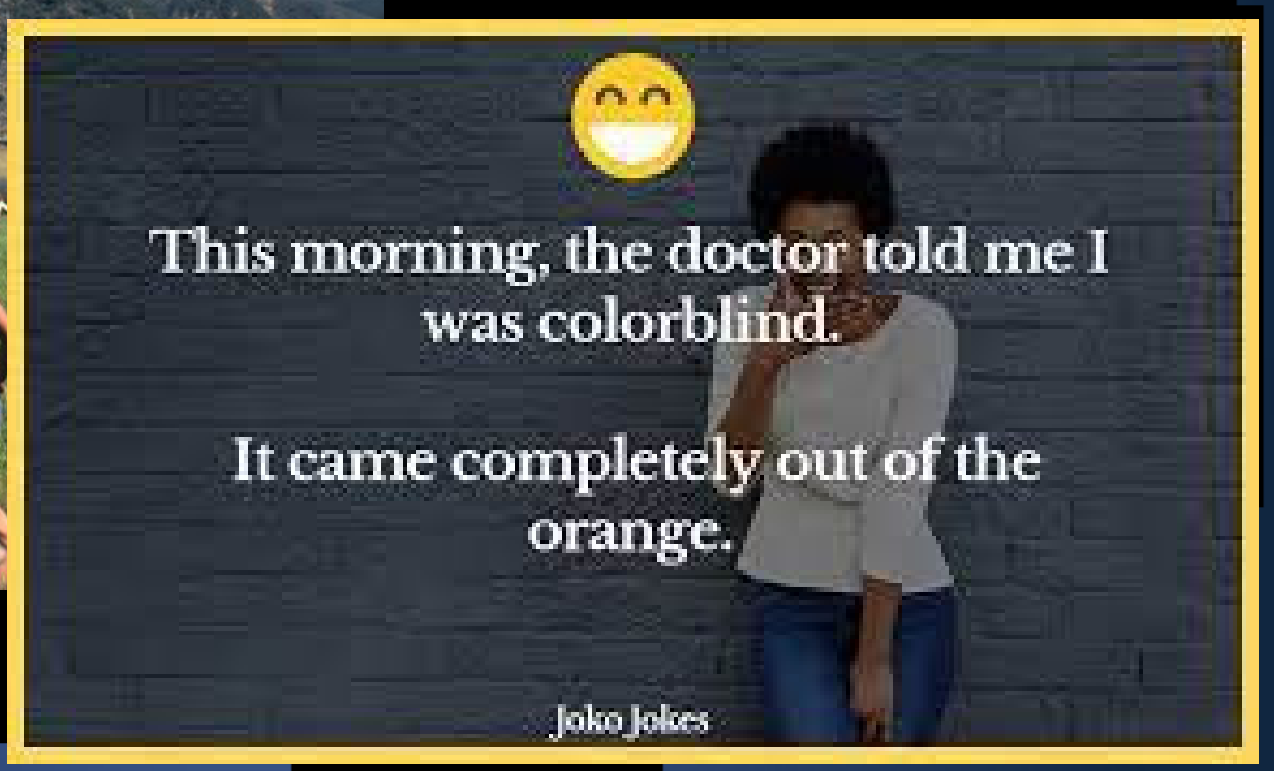
Mitigation

BEFORE WE GET STARTED



WHAT THIS CLASS IS NOT





Which dog is more aggressive?



1



2



Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

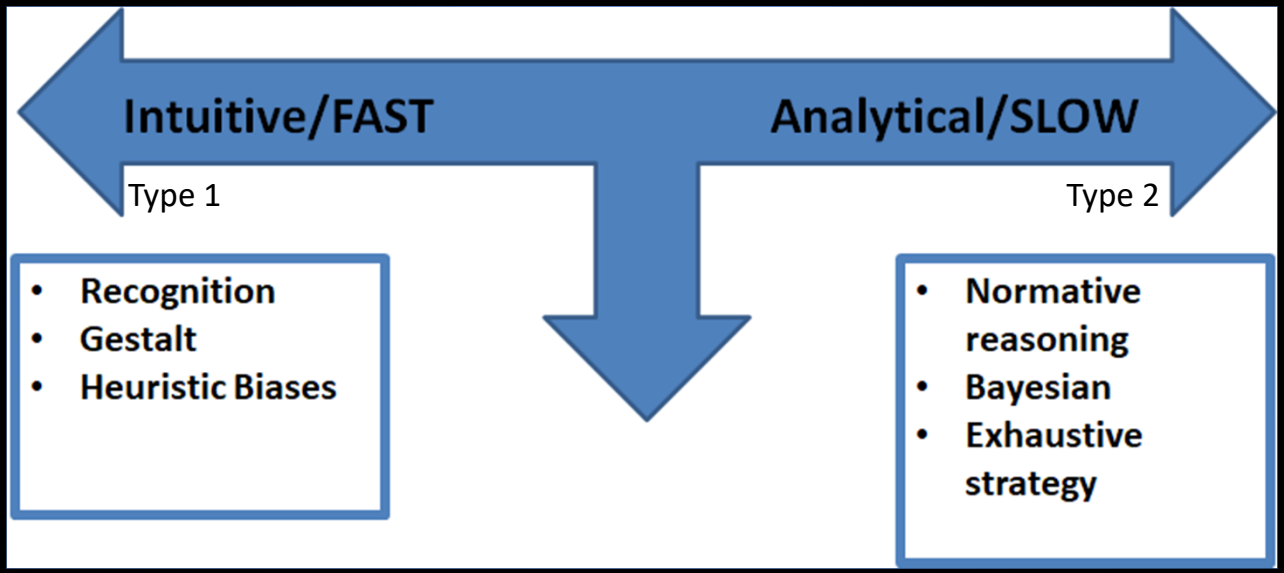
Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

Theory of Decision Making

Dual Process Theory



Science. 1974;185(4157):1124-1131

Heuristics

Cognitive shortcuts that permit us to use a “FAST” thinking approach via the use of pattern recognition.

- **Advantage**:
  - Reduce time and effort to make reasonably good judgments and decisions.
- **Disadvantage**:
  - Potential to lead to systematic cognitive errors called biases

Acad Med. 2011 Mar;86(3):307-13.

Heuristics

Use of Heuristics, with its intent on speed, can lead to biased reasoning and decisions.

Often, we are completely unaware of these biases and their impact on our decisions

Numerous patterns of erroneous thinking have been identified and are now labeled

Who do you want to do your taxes?

(b) (6)

1 2 3 4



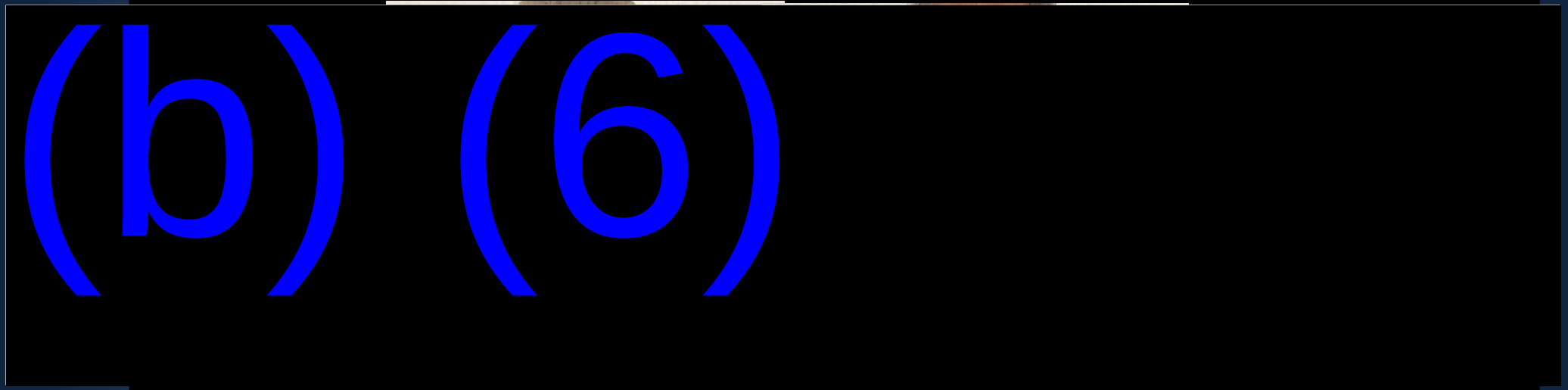
Explicit vs. Implicit Bias

Explicit Bias: "attitudes and beliefs we have about a person or group on a conscious level"

Implicit Bias: "The brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness."

- In-group favoritism
- Positive emotions like admiration, sympathy and trust
- Alternatively, can have negative emotions to people from another group, or a group associated with negative stereotype

Who do you want as your doctor?



1 2 3 4



EVERYONE Has Implicit Biases

Everyone has unconscious biases that influence their worldview and decision making

Harvard University's Implicit Association Test (IAT)

- Web-based
- Association of different racial groups with negative words, or weapons
- Just an indicator; can reveal patterns and tendencies among large groups of people
- implicit.harvard.edu/implicit/takeatest.html

Key takeaway: Have more awareness of biases and challenging your assumptions

Gender-Science IAT	***Gender - Science.*** This IAT often reveals a relative link between liberal arts and females and between science and males.
Weapons IAT	***Weapons*** **('Weapons - Harmless Objects' IAT).** This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.
Sexuality IAT	***Sexuality*** **('Gay - Straight' IAT).** This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.
Religion IAT	***Religion*** **('Religions' IAT).** This IAT requires some familiarity with religious terms from various world religions.
Asian IAT	***Asian American*** **('Asian - European American' IAT).** This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.
Disability IAT	***Disability*** **('Physically Disabled – Physically Abled' IAT).** This IAT requires the ability to recognize figures representing physically disabled and physically abled people.
Presidents IAT	***Presidents*** **('Presidential Popularity' IAT).** This IAT requires the ability to recognize photos of Joseph Biden and one or more previous presidents.
Gender-Career IAT	***Gender - Career.*** This IAT often reveals a relative link between family and females and between career and males.
Skin-tone IAT	***Skin-tone*** **('Light Skin - Dark Skin' IAT).** This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.
Native IAT	***Native American*** **('Native - White American' IAT).** This IAT requires the ability to recognize typically White and typically Native last names.
Transgender IAT	***Transgender*** **('Transgender People - Cisgender People' IAT).** This IAT requires the ability to distinguish photos of transgender celebrity faces from photos of cisgender celebrity faces.
Race IAT	***Race*** **('Black - White' IAT).** This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.
Weight IAT	***Weight*** **('Fat - Thin' IAT).** This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.
Age IAT	***Age*** **('Young - Old' IAT).** This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.
Arab-Muslim IAT	***Arab-Muslim*** **('Arab Muslim - Other People' IAT).** This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.

Copyright © Project Implicit

Implicit Association Test

Next, you will use the 'E' and 'I' computer keys to categorize items into groups as fast as you can. These are the four groups and the items that belong to each:

Category	Items
Harmless Objects	
Weapons	
Black Americans	
White Americans	

There are seven parts. The instructions change for each part. Pay attention!

Continue

Who's got the higher PT score?

(b) (6)

1

(b) (6)

2



Hypothetical

CPT Stone, commander of HHC, gets a call from 1LT Timmons, one of his platoon leaders. 1LT Timmons is his best performing PL, and has served with CPT Stone for 18 months. 1LT Timmons tells CPT Stone that he received an allegation of misconduct.

- PVT O'Neal alleges that SPC Steele has been sexually harassing her.
- 1LT Timmons has looked into the matter, and says there is no issue.
- CPT Stone listens to 1LT Timmons's explanation and trusts 1LT Timmons's judgment.

Heuristics

Blind Obedience / Halo Effect

Showing undue deference to authority, technology, or factors such as attractiveness

My boss says because of this, it can't be this. In the past my boss handled issues this way, so I will do the same.



Heuristics

Emotional Bias

Negative or positive feelings towards Soldiers influences view of case of disposition (counter-transference)



E.g Soldier with background notable for previous Art 15 for disrespect, saying they didn't say what they're accused of saying, …… "Yeah, they said it"

- *Black Soldier tests positive for marijuana*
- *White Soldier tests positive for cocaine*

Hypothetical (Continued)

CPT Stone reports the sexual harassment allegation to his BN commander, LTC Boggs.

- LTC Boggs has recently completed another sexual harassment investigation from another company where the alleged victim eventually admitted that she exaggerated her allegations because she felt her supervisor was too hard on her. He is dubious of this new allegation and asks about the accuser's duty performance.

Heuristics

Availability Bias

Recall a similar situation, case, or other information because it happens to be a recent experience or comes to your mind quickly

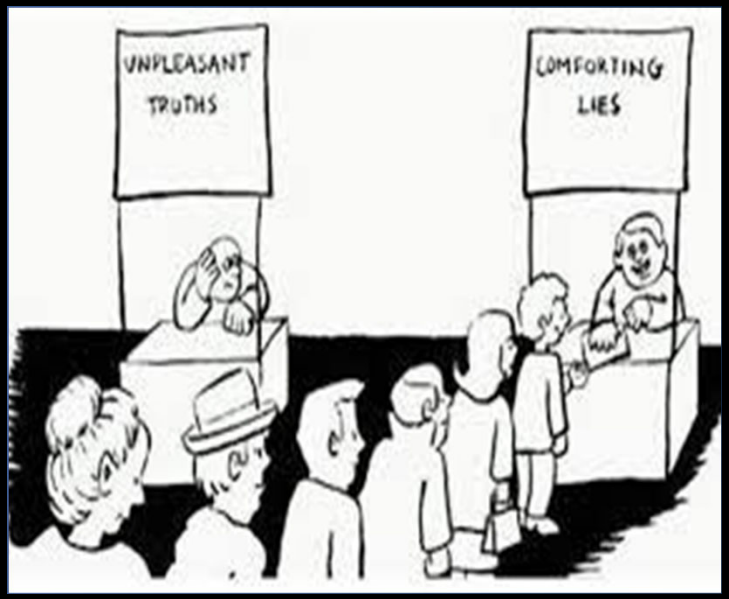
E.g. A commander's incident report lands are your desk. While scanning the report you notice many details similar to a case you were briefed on last week. You know how this case will play out because it's a "fresh" and "available" entity in your mind.



Heuristics

Unpacking Bias

Failure to elicit all pertinent information before deciding to pursue a course of action.



Hypothetical (Continued)

LTC Boggs, in accordance with policy, sends an initial report to COL Larson, the BDE commander.

- “Sir, looks like we have another one. All indications are that the low performing female Soldier is trying to deflect from her deficiencies by pointing a finger at a great young trooper. I can get you more information as we go along.”
- COL Larson: “Boggsy, I got it. Get with JAG so we can close this out, but I fully understand what is going on.”

Heuristics

Anchoring Bias

Focus on features in the Soldier's initial presentation or first bits of information too early in the investigative process without adjusting the charges or desired outcome when further information is/becomes available.

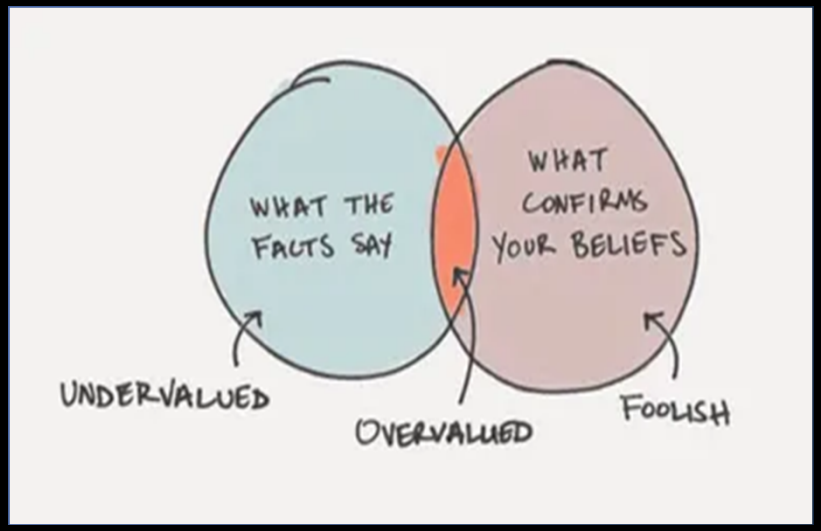


Heuristics

Confirmation Bias

Notice and consider only the facts and details that favor our hypothesis and ignore aspects inconsistent with it.

Example: A Soldier with a history of …… charges, upon file review, you only look for the instances that strengthen your belief about the Soldier.



Edgar & Edgar 2016, Nickerson 1998

WHY DO WE NEED IMPLICIT BIAS TRAINING?



Amy Cooper Faces Charges After Calling Police on Black Bird-Watcher

Ms. Cooper was captured on video calling the police after Christian Cooper asked her to keep her dog on a leash in Central Park.

2295



Amy Cooper was captured on video reporting Christian Cooper to the police. Christian Cooper

By Jan Ransom

Published July 6, 2020 Updated Oct. 14, 2020

When Amy Cooper, a white woman, called 911 from an isolated patch in Central Park where she was standing with her unleashed dog on Memorial Day, she said an "African-American man" was threatening her, emphasizing his race to the operator.

Who do you want as the BN commander?

(b) (6)

1

2



Why do WE need implicit bias training?

Inside the Army's Decision to Eliminate Photos from Officer Promotion Boards

The study showed that using official photos led to decisions from board members that appeared to reveal unconscious bias, Army officials say.

"It's just that people, even if they don't think about it, they tend to want to be around people that look and think and act like them," said Army Chief of Staff

Why We Need Implicit Bias Training

2018 Defense Advisory Committee on Women in the Services (DACOWITS):
"[I]mplicit biases could be partially responsible for the lack of women in legal professions, particularly in positions of power. An implicit belief in gender stereotypes can also lead to biased assessments of individuals, especially when those individuals do not adhere to the roles or behaviors associated with their gender's stereotype . . . The persistence of gendered stereotypes shown through these military evaluations, particularly stereotypes with negative and/or less valued traits, makes it more difficult for women to be taken seriously as leaders."

10 U.S.C. 113(g)(1)(B): "Each national defense strategy shall include . . . Strategic goals related to diversity and inclusion in the armed forces, and an assessment of measures of performance related to the efforts of the armed forces to reflect the diverse population of the United States eligible to serve in the armed forces."

Why We Need Implicit Bias Training

2017 Protect Our Defenders Report: "[F]or every year reported (2006 – 2015) and across all service branches, black service members were substantially more likely than white service members to face military justice or disciplinary action, and these disparities failed to improve or even increased in recent years." **Black Soldiers were 1.61 times more likely to face GCM or SPCM than White Soldiers.**

2019 Government Accountability Office Report: Services uniformly track subjects by gender, but not by race/ethnicity. "Racial and gender disparities exist in investigations, disciplinary actions, and punishment of servicemembers in the military justice system[.]" **Black Soldiers were 2.11 times more likely to be the subject of an investigation than a White Soldier.**

2022 Holistic Evaluation and Assessment of Army Racial Disparities (HEARD): Army-specific analysis of racial disparity in minorities subjected to the Military Justice system. Findings & recommendations pending release.

Explicit vs. Implicit Bias

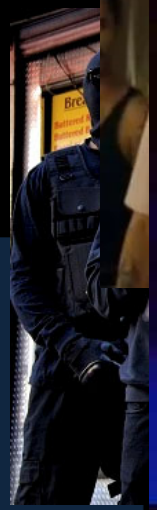
Explicit Bias: “Consciously held hostilities or stereotypes about groups of people.”

Implicit Bias: “The brain’s automatic, instant association of stereotypes or attitudes toward particular groups, without our conscious awareness.”

Far

Loc

Rel





Racial Anxiety

Discomfort about the potential consequences of interracial interactions.

- For racial minorities, it can be the expectation that they will receive discrimination, hostility, or disparate treatment.
- For a White person, they may fear they are assumed to be racist by racial minorities and face corresponding feelings of hostility.

Day-to-Day Impact in a Unit:

- White commander may be uncomfortable making direct eye contact with racial minority Soldier during a conversation.
- Racial minority Soldier might conclude that poor eval/counseling is racially-motivated and not based solely on performance.

Military Justice:

- Black or Brown Soldier: “Am I not going to be believed if a White Soldier accuses me of misconduct?”

Stereotype Threat

The frequently unconscious fear that one's actions may confirm stereotypes about their identity group(s).

- Can cause individuals to attempt to discern whether they are confirming negative racial/gender stereotypes or being judged based on them.

- Often triggered by high-pressure situations.

- Impacts cognitive ability and causes physiological change (increased HR, BP, part of brain regulating emotion).

Where Bias Can Influence Commanders & JAs

Pre-Trial Investigation and Charging Decisions

- Assumptions as to who may be offender & victim
- Lack of empathy of suspect/accused of a racial minority
- Assigning attributes based on impressions, not on facts (e.g., Black subject "Looks angry/mean" where White subject "Looks young and naive")
- Informs beliefs as to credibility of subject/accused or other witnesses of color
- **Fill in factual gaps with assumptions based on stereotypes**

Trial Strategy

- Peremptory challenges for facially race-neutral reasons but applied only to racial minorities (see *Flowers v. Mississippi* (2019)).
- Assumptions about how panel members see evidence (Minority member more sympathetic? Female member less sympathetic in sex assault case?)
- Closing argument tinged with racial animus ("He's an animal," "A thug")

MITIGATION

Continue training

- Disseminate this through your office (this is not just a legal issue; it is a leadership issue)
- DEI training in office (LDP)
- Bias awareness/interruption (work with Operational Psychologists)

Get data!: Regularly track race/ethnicity, just like we track MOS, deployments, etc.

- Quarterly assessments on who is being investigated, prosecuted, separated
- Part of multi-discipline team meetings (OSJA, CID, MPI, FAP)

Assess the known facts: Challenge factual assumptions

- ACKNOWLEDGE we all have biases
- Bias reduction
- Counter stereotypes (put self in their shoes, consciously challenge stereotypical views)

Tips For Overcoming Biases

- Implement standardized processes for evaluation & decision making
  - Have a standardized, objective method for evaluating candidates/applicants/etc.
  - Have a standardized, objective framework for handing out punishment
  - Apply the same decisional criteria to everyone when evaluating _____ (capabilities, qualifications, skills, performance, potential, etc.)

- Have a confidential gut check
  - Have a trusted person you can confidentially discuss, cross check, think out loud with
  - Be open to receiving feedback/observations about your decision making

Tips For Overcoming Biases

- Receive Feedback
  - If you are a supervisor, review cases with intentional focus on areas where biases may occur and make it a point to discuss cognitive biases during supervision
  - If you are being supervised, make it a point to discuss areas you feel a bias may be present and ask your supervisor for feedback specific to this topic
- Self – Development
  - Consider the factors that influence how you make decisions, what areas tend to be more important to you than others, what topics or situations evoke strong positive or negative emotions.
    - Is it possible that these influences or factors could create or contribute to biases?
- Don't Deny…… Challenge
  - If you believe you may have a bias, instead of denying it, seek to understand it so you can challenge the bias if and when it arises again in the future

THIS IS THE START, NOT THE END, OF THE PROCESS

"Not everything that is faced can be changed, but nothing can be changed until it is faced."

~ James Baldwin.

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QUESTIONS?



BE MINDFUL ABOUT STEREOTYPES!

ONLY ONE OF THEM IS A CONVICTED FELON.

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ADDITIONAL FORMS OF COGNATIVE BIAS

Heuristics

Actor-Observer Bias

Tendency to attribute your own actions to external causes while attributing other people's behaviors to internal causes.

E.g. You attribute your high cholesterol levels to genetics while you consider others to have a high level due to poor diet and lack of exercise

Heuristics

False Consensus Bias

This bias leads one to overestimate how much other people agree with you.

E.g. A battalion commander has a reputation for yelling at subordinates who disagree. During a staff meeting, he proposes a certain COA and asks the commanders and staff if they agree. Everyone looks down at the table, not saying anything. The commander takes this silence to be agreement and that he has a consensus support for his COA.

Heuristics

Functional Fixedness Bias

The tendency to see objects or people as only working in a particular way or having a single purpose.

E.g. Your staff assistant is great at following instructions and completing tasks but when opportunities for assuming leadership duties arise they are not considered

Heuristics

Misinformation Bias

The tendency for post-event information to interfere with the memory of the original event.

E.g. BDE commander witnesses a certain event happen in the field and asks her staff to discuss. One subordinate commander mentions that, during the time of the incident, another event was happening. The BDE commander now thinks that maybe the event she witnessed didn't happen the way she remembered it.

Heuristics

Optimism Bias

This bias leads you to believe that you are less likely to suffer from misfortune and more likely to obtain success than others.

E.g. "I've studied dice rolling and have a spreadsheet detailing probabilities based on how I hold the dice. I know I'll beat the house when I hit the casino this weekend."

Heuristics

Self-Serving Bias

This bias leads you to blame external forces when bad things happen and give yourself credit when good things happen.

E.g. Following an unsuccessful field exercise you tell yourself (perhaps others?) that if your junior leaders had followed your OPORD as instructed the exercise would have been a success. Following a successful field exercise, you pat yourself on the back for your amazing strategy and OPORD.

Heuristics

Gambler's Bias

This bias leads you to believe that something will happen because it hasn't happened yet.

E.g. When betting on a roulette table, if multiple previous outcomes have landed on red, then you might mistakenly assume that the next outcome will be black. However, these events are completely independent of each other.

Ayton & Fischer 2004, Clotfelter & Cook 1993

Heuristics

Gender Bias

This bias describes our tendency to assign specific behavior and characteristics to a particular gender without supporting evidence.

E.g. When a male Soldier complains of foot pain after a long run, he likely has an injury. But, when a female Soldier complains of foot pain after a long run, she just wants to get out of running for the next week.

Garb 1997, Gawande 2014

Heuristics

Group Attribution Bias

This bias describes our tendency to overgeneralize how a group of people will behave based on an interaction with only one or a few persons from that group.

E.g. Battalion commander receives brief from young Air Force intelligence officer, who wears cokebottle glasses and discusses the weather at length. Commander believes all Air Force intelligence officers are "nerds" who don't know how to brief.

Pettigrew 1979

Heuristics

Hindsight Bias

This bias describes our tendency to see events, even random ones, as more predictable than they actually are. Also called the “I knew it all along” phenomenon.

E.g. You decide to place a bet on team favored to win the Superbowl. When the underdog wins you say “I knew they were unfairly listed as an underdog and were going to win, why didn’t I follow my gut”

Heuristics

The Dunning-Kruger Effect

This bias leads you to believe that you are smarter and more capable than you really are.

E.g. "I've been promoted to O-6 in under 20 years of service, two of those promotions were BZ. I've read this DSM5 the psychs use, the recommendations in this Soldier's profile are over the top and unnecessary. Give that Soldier a weapon and send them to the field with the rest of the unit."

Cognitive Bias

- If it takes 5 machines 5 minutes to make 5 widgets, how long would it take 100 machines to make 100 widgets? _____
  - A: 5 minutes
  - B: 50 minutes
  - C: 100 minutes
  - D: 150 minutes

- How many animals did Moses place in the arc?
  - A: 0
  - B: 100,000
  - C: unable to determine
  - D: N (2) (where N = number of species)

Type I Thinking

In rough order of complexity, here are some examples of the automatic activities that are attributed to System 1:

- Detect that one object is more distant than another.
- Orient to the source of a sudden sound.
- Complete the phrase “bread and . . .”
- Make a “disgust face” when shown a horrible picture.
- Detect hostility in a voice.
- Answer to 2 + 2 = ?
- Read words on large billboards.
- Drive a car on an empty road.
- Find a strong move in chess (if you are a chess master).
- Understand simple sentences.
- Recognize that a “meek and tidy soul with a passion for detail” resembles an occupational stereotype.

Type II Thinking

The highly diverse operations of System 2 have one feature in common: they require attention and are disrupted when attention is drawn away. Here are some examples:

- Brace for the starter gun in a race.
- Focus attention on the clowns in the circus.
- Focus on the voice of a particular person in a crowded and noisy room.
- Look for a woman with white hair.
- Search memory to identify a surprising sound.
- Maintain a faster walking speed than is natural for you.
- Monitor the appropriateness of your behavior in a social situation.
- Count the occurrences of the letter a in a page of text.
- Tell someone your phone number.
- Park in a narrow space (for most people except garage attendants).
- Compare two washing machines for overall value.
- Fill out a tax form.
- Check the validity of a complex logical argument.

Fort Gregg Adams Listening Sessions

What ‘s the best thing about your assignment at Fort Gregg-Adams?

How inclusive would you say is your office?

What can be done to be more inclusive?

What is the one thing you know about your work environment you think the SJA needs to know?

If you were the SJA for the day, what would you change?

DEI&A: An Overview



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEIA

(b) (6) Director

(b) (6) Program Manager

Introduction

Training creates a baseline for JALS personnel and creates a shared understanding of DEI&A

Agenda:

- ODEIA Initiatives
- JALS Demographics
- DEI&A defined

Summary of Comments on DEI&A: An Overview

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Because we have such a diverse group of individuals in the JALS community with a breath of different backgrounds and experiences our understanding of what DEI&A is may vary. Our goal is that through this training we create that base line shared understanding so you can all familiarize yourself with these principles to create positive cultures that build trust, and cohesive teams inclusive of our different perspectives. Additionally, understanding and employing DEI&A principles directly feed into professional and organizational development.

The JAG Corps wants to make a positive change to our culture in a way that we are eventually employing these DEI&A principles at all levels of our organizations. Change takes time, and it can be uncomfortable until we reach that level of shared understanding. Because of that, we also must be understanding that people are going to initially have different interpretations of what Diversity, Equity, Inclusion & Accessibility means to them and may make some mistakes or say something when genuinely trying to influence positive change and employ some of these principles, but we all make mistakes because it is human nature. But what can you do? Encourage max participation in your organizations for this type of training. This is not a no-fault kind of Army. We all learn and grow from our experiences.

Today's training is going to provide you with a brief overview on some of our ODEIA initiatives, the latest JALS demographics for this current quarter in FY24 by component, and we will wrap up this block of instruction with defining Diversity, Equity, Inclusion, and Accessibility according to the Army's DEI Annex in the People Strategy.

ODEIA Initiatives

- JALS DEI&A STRATPLAN – **to be aligned w/ Army & DoDs**
- DEIA Train-the-Trainer
- Organizational Development Assessment
- Monthly Enterprise Virtual Training
- DEI&A training at all levels of JAGC PME (TJAGLCS)
- Facilitating bias discussions at boards (GOSC, Accessions, Interns, FLEP, etc.)
- Engage with Army Equity & Inclusion Agency and DoD DEIA community

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Some of our current initiatives include:

Working on the development of a Strategic plan that aligns with the Army and Department of Defense's strategic plan for DEI&A. We are consolidating efforts with our new JAGC wellness director, (b) (6) on this as many DEIA lines of effort also influence wellness, and retention. In fact, our office is working on the establishment of the Professional and Organizational Development Team that falls under the directorate of Soldier Family Legal Services and will include: ODEIA, Wellness, and Retention. Additional information to be published through our strategic initiative's office in coming weeks.

Our office is also currently developing a train the trainer DEIA course to get staff and faculty at the LCS and out in the field trained to facilitate DEIA discussions and basic blocks of instruction.

Our office is also exploring options for the development of an Organizational Development Assessment that our leaders in the field can utilize to assess inclusivity, belonging, wellness, retention and more.

We are employing our FY24 Strategic Training Plan through monthly enterprise-wide virtual training. If you have not seen our training plan, it can be found on our DEI&A Training and Resources MS Team. In our strategic training plan, we have developed two tracts of training. One is focused on topics related to diversity, equity, inclusion, and accessibility (conducted the 2nd Thursday of every month) and the other is focused on highlighting the diverse talent within the JALS community (conducted on the 4th Thursday of every month). The second tract will coincide with DoD recognized Special Observance Months. We believe that sharing diverse perspectives will enable JALS personnel to foster a culture that is built on trust, acceptance, and the Army values. These trainings, like today's training, are being recorded and maintained on our teams page for ease of accessibility.

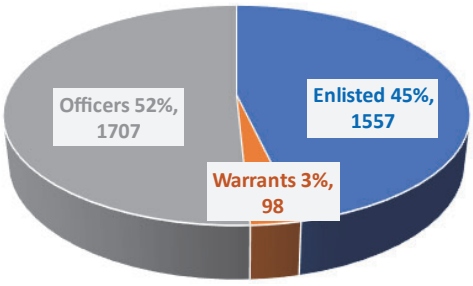
Our office has also integrated DEIA blocks of instruction in our JALS PME and many other TJAGLCS resident courses.

We provide mitigating bias briefs and facilitate discussions specifically tailored to all board members on the GOSC, Accession, Interns, FSO selection and FLEP boards

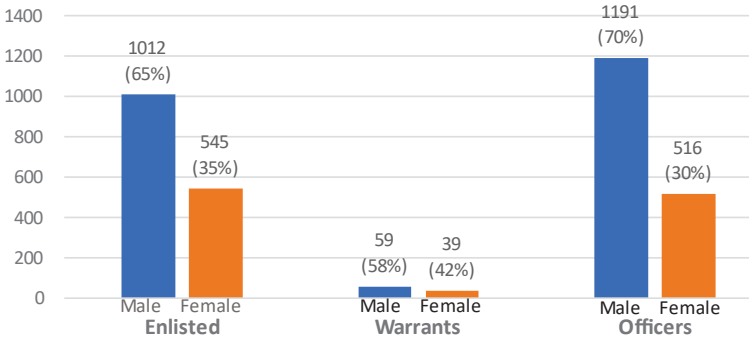
External to the JAGC, we continuously foster relationships with those agencies in the Army and the DoD DEIA Communities to include reoccurring touchpoints with our sister service DEI counterparts.

JAGC Active Component Demographics

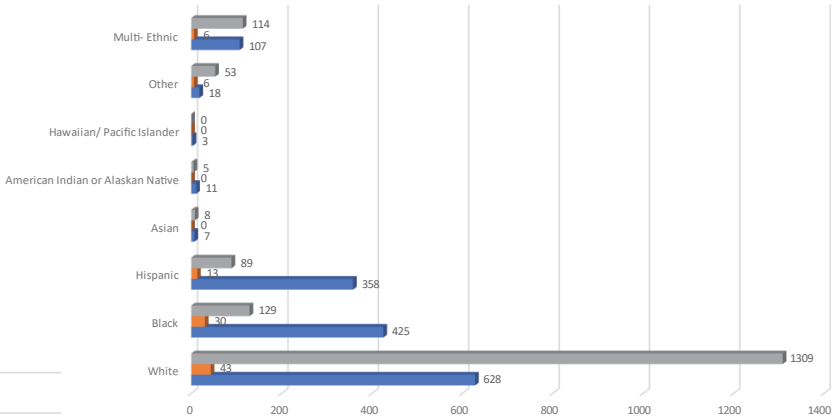
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

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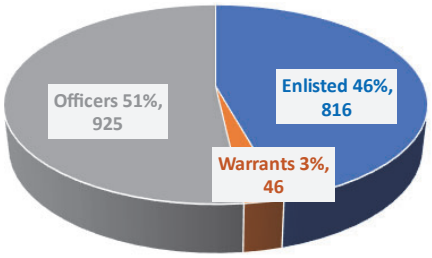
The following demographic slides were generated from metrics and data provided by the Army G1 as of December 2023. You can also find these slides in our MS Teams page files under JALS Demographics.
These slides show the current make up of the JALS demographically by component.

Here are the demographics for our JAGC Active component broken down by cohort on the top left, gender bottom left, and race/ethnicity on the right.

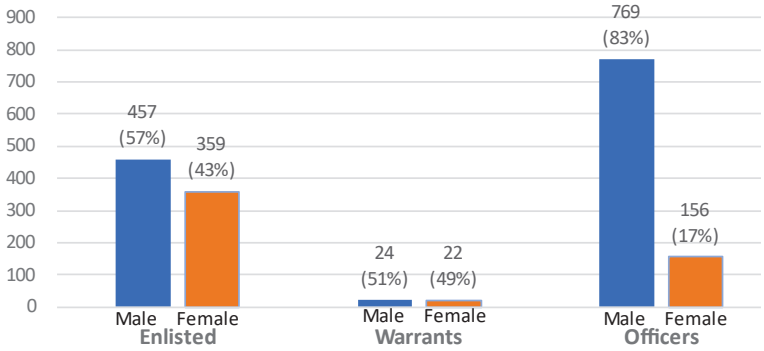
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 45%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC National Guard Component Demographics

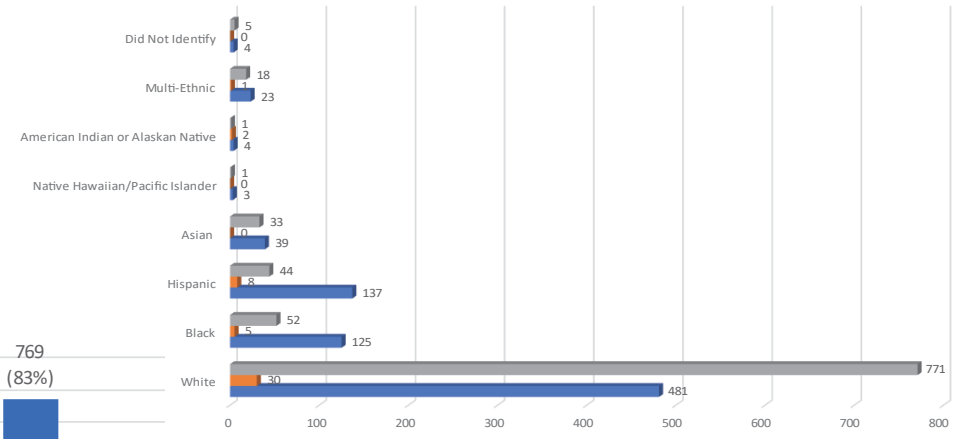
COHORT



GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

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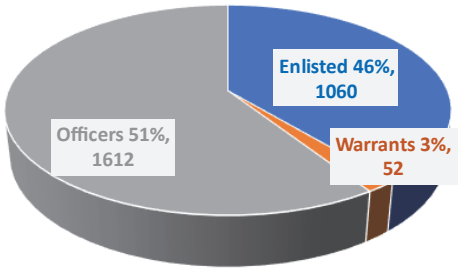
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demographics for our JAGC National Guard component.

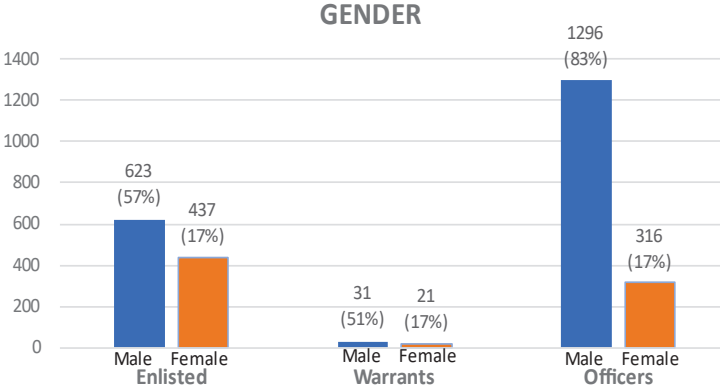
To note:
Mostly comprised of officers with our enlisted cohort not too far off at 46%
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JAGC Reserve Component Demographics

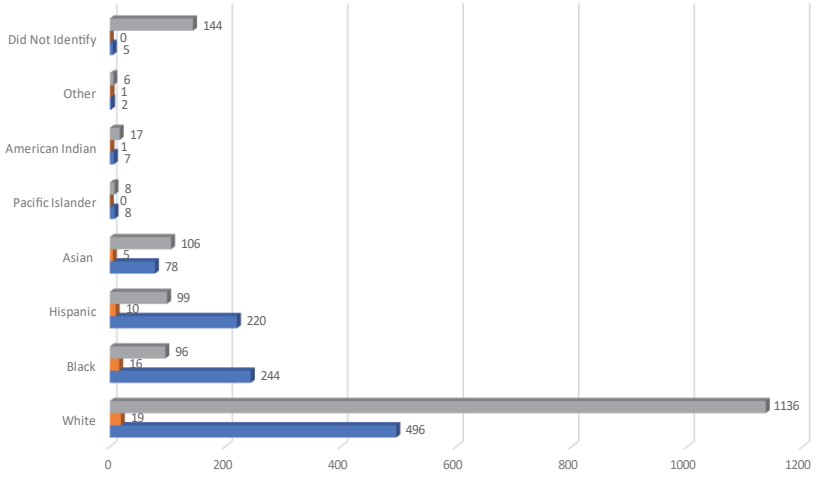
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GENDER



RACE/ ETHNICITY



	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

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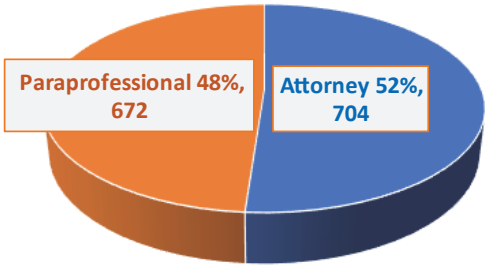
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demographics for our JAGC Reserve component.

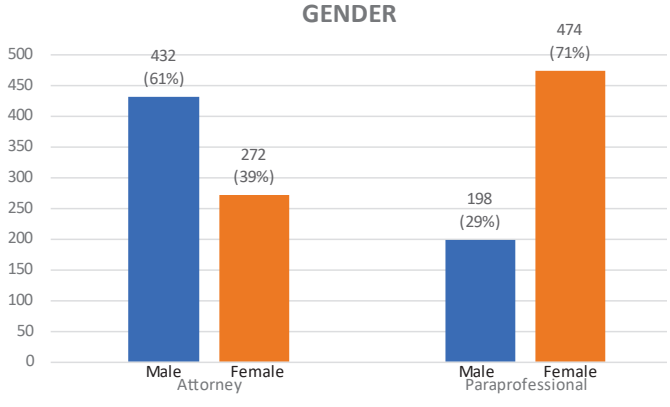
To note:
Significantly more comprised of officers at 51% (59% last qtr) here with our enlisted cohort at 46% (39% last qtr)
Predominantly males'
With most of our diversity in race and ethnicity in our enlisted and warrant officer ranks

JALS Civilian Demographics

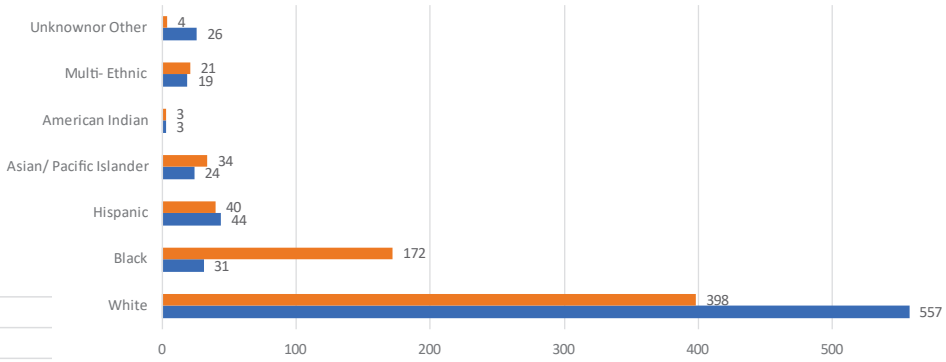
COHORT



GENDER



RACE / ETHNICITY



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

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Lastly here are the demographics for our JALS civilians.
Slightly more comprised of Attorneys at 52%, paraprofessionals at 48%
Predominantly males for attorneys but mostly females for paraprofessionals by more than half
Here our paraprofessionals are the most ethnically diverse population as well.

These demographics go to show that most of the JAG Corps demographic diversity can be found in the Warrant and Enlisted ranks.

Why do we look at demographics?
Demographic information is so much more than just providing statistics. Not only does the difference in metrics helps us identify gaps in diversity but it can also help support well-intentioned leadership directives and measure the effectiveness of strategic initiatives as it relates to recruiting and retention efforts.

Gathering and tracking this data isn't just "the right thing to do." It's the best possible thing we can do to understand the diversity of our JALS personnel and strive to be more inclusive to incorporate the variety of experiences and perspectives we have in our formations. This in turn creates an environment where everyone feels like they are valued and belong. I used the word "feel" on purpose because telling someone they are valued and belong is one thing, but making someone feel that way is different. Fostering that sense of inclusion and belonging helps drive recruitment and retention to maintain the diversity we do have in our talent pool and positively impact our organizational cultures.

Demographics are facts, like diversity is a fact. Either we are or are not diverse in certain areas. We are not going to be able to change what our demographics look like overnight or by JAGC driven efforts alone. We recruit our talent pool from the civilian sector and if you look at ABA demographics, they are consistently within 10% of our JALS demographics.

While diversity is a fact, inclusion on the other hand is a choice. So, ask yourself how are we working with ALL of the diversity that we do have to be more inclusive of their perspectives and drive better decision making in or organizations? A wise man once said, it's not all about the numbers, it's about making the numbers we have count.

DEI&A - *Defined*



1

DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

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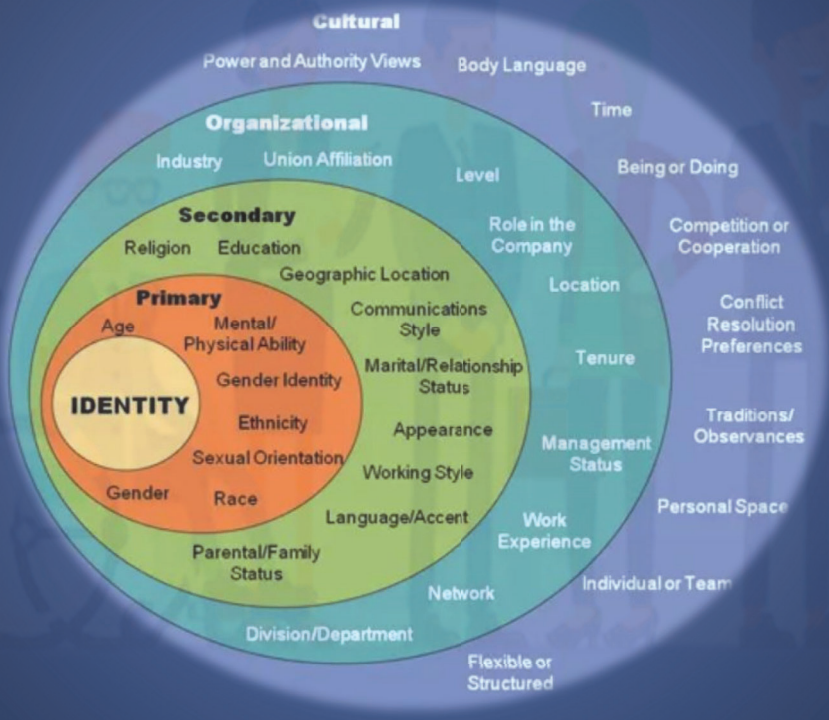
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So what do we mean when we say diversity?

We all bring different aspects of diversity to this team and diversity can be defined as the practice of including people from a wide range of different aspects of life.
These could be personal, physical and social characteristics. Diversity includes
gender
ethnicity
age,
income
education
various physical or mental disabilities
sexual orientation and more

It essentially relates to social differences among our JALS personnel.

Diversity – What Does it Look Like?



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Diversity is so broad that it may be hard for some of us to recognize the many ways that we may differ or be like those around us. For example, many people simply think of physical differences when they hear the word diversity, but there are dimensions of diversity, and this is one of many charts that shows it best. We should aim to understand and represent them all.

Our identity is a unique aspect that shapes us, and we can do very little about. We can't change this. It is the core of who we are.

Primary dimensions AKA Internal dimensions are those we have little control over such as sexual orientation, race, gender, age, etc. It affects how we view our workplace and the world around us.

Secondary dimensions AKA External dimensions are related to social factors and are shaped by our life experiences. These can change over time like our geographic location (when we PCS and move), marital status, and education to name a few, and we do have some control over them. But they still impact our behavior and attitude as well as how we view others and the world around us.

Organizational dimension relates to our functional levels or management status such as our division/section, our union affiliation, professional certifications, time in service and such.

Cultural dimension usually influences the other layers contained therein. People are typically influenced by the culture they are from, and this includes their body language, personal space, conflict resolution preferences, and observances.

*People Identify in different ways. Understanding this helps us recognize how we and those around us see the world and make sense of our experiences. This helps determine what may influence behaviors and reactions in our organizations so that we can make active choices about our behaviors and reactions. To capitalize on the benefits of diversity and the challenges it can present, we must be aware of these dimensions and how they can impact the workplace. This helps us develop strategies for building more inclusive workplaces that value and respect the differences among individuals, and leverage the strengths that diversity brings to the organization.

Questions:
When looking at this diversity wheel ask yourself which aspects of your own identity you feel have an impact on how you may view the world?

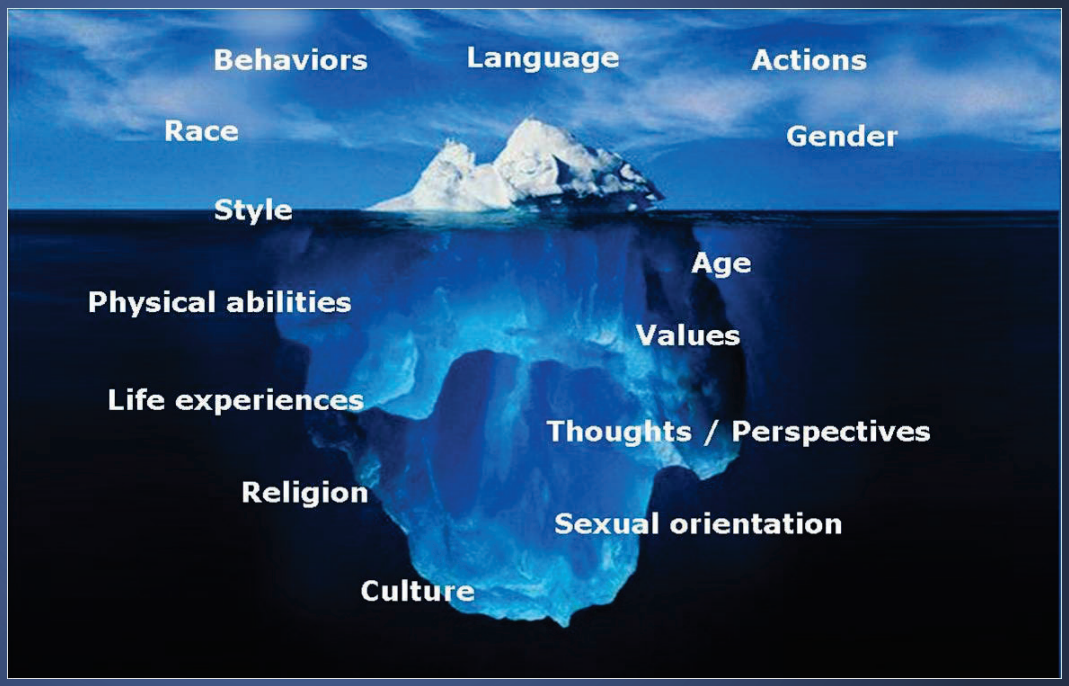
Give example of how your own identity colors help you see the world and how you behave in it.

Additional notes:
Loden's wheel was developed by Marilyn Loden and Judy Rosener in 1990 to facilitate conversations about similarities and differences across social and cultural boundaries. It helps individuals understand and explore the various dimensions of diversity in organizations. It is widely used as a tool for building more inclusive workplaces.

1

The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



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Talking about viewing… A lot of aspects of our social identity are not visible.
In fact, most of our dimensions of diversity are not always visible.

How well do we really know all those Soldiers and civilians in our organizations aside from what we are able to visibly see as leaders?
Knowing and understanding your Soldiers and civilians dimensions of diversity will help you be more inclusive of their perspectives and input and will drive better decision making.

Prompting Questions for students:
What aspects of your identity are invisible to others but still make a difference to you?

1

EQUITY

Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

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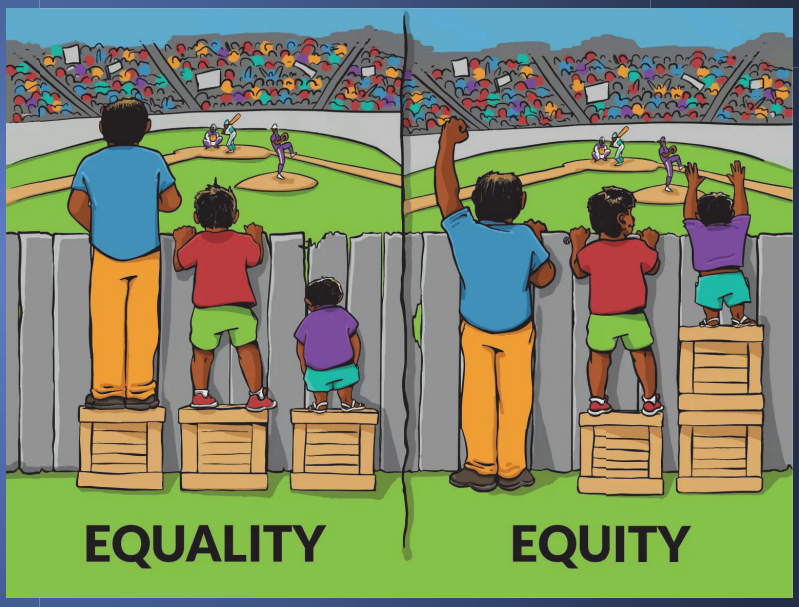
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Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit, a resource, and or an opportunity. When we talk about equity, we are assessing DEI&A barriers for an individual or specific group of individuals.

1

EQUITY v EQUALITY

- Whereas ***equity*** recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, **equality means** each individual or group of people is **given the same resources or opportunities**
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



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There is a difference between equity and equality.

Equity: recognizes that everyone doesn't begin in the same place in society. Some people face adverse conditions and circumstances making it more challenging for them with the same effort and resources to achieve similar goals.

Equality: equality is rooted in fairness. But how fair does this picture on the left look to you?

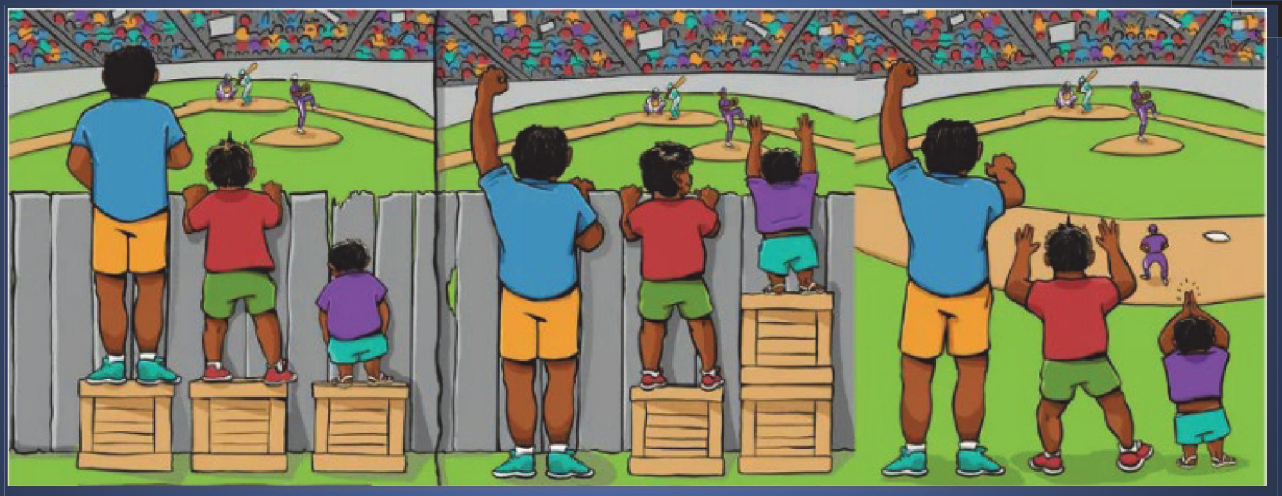
if I gave everyone in my formation the same exact pair of glasses I wear with my prescription, how helpful do you think that would be? However, if I provided them with equitable solutions so they can each obtain their own personal prescription and gave everyone the equal amount of time and access to the resource to do so I would have a formation of more ready individuals.

So, there are circumstances that are going to require us to be fair and provide all equal opportunity and equal access and there are times that as leaders we need to identify when equity is required to ensure all your teammates can accomplish mission success to the best of their abilities.

Now look at this picture and as we look at equality and equity think a bit outside the box for me. What do you think can be done even better here? … inclusion

1

FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

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When talking about equity, we talked about removing barriers and when we do that the result is often a greater sense of inclusion.

As leaders we should always think outside the box to remove barriers. Just because that fence may have always been there doesn't mean it needs to stay there. Let's identify creative solutions to level the playing field so to speak and that is when we reach inclusion on the far right.

When talking about equity we are assessing DEI&A barriers for an individual or specific group of individuals. However, inclusion is focused on the organization putting in place systems, processes, and procedures that are inclusive of our diverse perspectives. Just because we have always done things one way doesn't mean there isn't a better alternative.

1

INCLUSION

Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



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Inclusion is focused on the organization putting in place systems, processes, and procedures to value and integrate individual's perspectives, ideas, and contributions to achieve our goals or mission. Inclusion is what we do when we value and appreciate our teammates because of their valued differences as well as their common support of Army and core values. These processes and practices help organizations reap the benefits of their diversity and develops trust and respect.

As leaders we don't always have the right answer but if we are including the diverse perspectives in our organizations, we are likely to make more informed and better decisions.
I am not in any way saying as leaders we must make decisions that always make everyone happy because that would just not be realistic. I understand that, however, when we are inclusive of the various perspectives on our team and organization it becomes a team effort to reach decisions that all can understand and even accept often simply because their opinion, input, and feedback was valued and considered making them feel appreciated. That creates buy in, so people are also personally invested in the success of whatever decision was made.

The goal we should be after is to create a deeper sense of inclusion, so our people are adding value and feel like they belong in our organization with all their unique characteristics and dimensions of diversity being valued.

Some examples of inclusive behaviors that should be reinforced include:
Making an extra effort to understand problems faced by others
Efforts to uncover opposing or alternative views to try to better understand and solve problems.

What are some things you've applied or used that have helped drive inclusion?

Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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There are dimensions of inclusion and exclusion which are based on long standing research around two fundamental needs that people have at work.
People have a need to add value or uniqueness and
Need to have a sense of belonging.
These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be feeling at work.

4 dimensions :
Bottom left: is EXCLUSION, INVISIBLE OUTSIDER. An individual who does not feel like an organizational insider but brings unique value to the team, This is your outsider looking in.

Top Left: This is your VISIBLE OUTSIDER. Their unique characteristics are seen as valuable and required for the group/organization's success, but this individual does not feel like they are an insider on the team. This person is often ostracized for bringing their whole self to work.

Bottom right: Is an ASSIMILATION or INVISIBLE INSIDER. Your individual who feels like an insider on the team when they conform to the organizations dominant cultural norms and downplay their uniqueness. This here contributes to some group think mentality here.

Top Right: This is the ultimate goal we should be after- to create a deeper sense of INCLUSION for UNIQUE INSIDERS. Our people here are adding value and feel like they belong. This is your energetic insider who retains their unique characteristics and feels they are part of the team.

Some ways you can practice inclusive behaviors which should be reinforces include:
Making an extra effort to understand problems faced by others
You can't always make everyone happy, but you can work together to arrive at decisions that all can understand and even accept
we can also make efforts to uncover opposing or alternative views to try to better understand and solve problems.

1

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



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We cannot be inclusive leaders if we have Soldiers and civilians who cannot access our facility, information, technology, programs, or services.

We should explore strategies for creating disability-inclusive workplace cultures that meet our organization's diversity, equity, inclusion and accessibility (DEIA) goals. Most accessibility barriers can be removed through reasonable accommodations. This is specifically something so important to consider with most of our workforce (Soldiers and civilian veterans) suffering from service-related injuries both seen and unseen.

Notice, when talking about accessibility I mentioned both Soldiers and Civilians and that is important to point out because not only do 1 in 5 Americans have a disability but often when we think about accessibility and reasonable accommodations, we tend to associate it with most of our civilian personnel. However, there are many uniformed personnel with disabilities that are not necessarily service discrediting based on their MOS. For example, having a hearing impairment that requires hearing aids. The Army now issues Bluetooth enabled hearing aids which cannot be used in a SCIF, making that environment or conversations/meeting being had there not so accessible to those individuals. Perhaps exploring alternate options to make that SCIF environment and information accessible to someone who wears hearing aids could be so simple as forgoing protocol with seating and allowing them to sit closer to the front of the briefing room or have a seat at the table.

While you may be able to notice if someone wears hearing aids there are some disabilities that are not so visible like being color blind. Perhaps the colors on a daily tracker being used are not so user friendly for those individuals. While you need to have those individuals share those nonvisible disabilities with you, lets ask ourselves, as leaders, are we being approachable and creating the psychological safety so that your people feel comfortable confiding in you about some nonvisible disabilities that may be embarrassing for them to share? Or are they just coping and dealing with it silently? When we talk about nonvisible disabilities, we need to consider injuries such as depression, anxiety, and any behavioral health concerns people struggle with as well.

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are linked to accomplishing the mission versus *the way we have always done business*?
- Who was this organization designed to fit?

QUESTIONS?

Implicit (Unconscious) Bias



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

[redacted]

[redacted]

"If you have a brain, you have bias."

[redacted]Sondra Thiederman

[redacted]

1

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

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Note: Our brains take shortcuts

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

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Quick overview on how amazing our mind is and why it takes some of these “shortcuts“ filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

Our minds are exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

If you want to read more about the psychology behind all this, it is discussed in further detail in this book referenced here called Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

1

Implicit (Unconscious) Bias

- **Implicit bias** refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

  - Not good or bad…just is
  - Often can affect our decision-making
  - Influenced by our experiences
  - **impacts the lens with which we view the world**

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Implicit are those fast intuitive and automatic or instant associations of certain stereotypes WITHOUT conscious awareness. They are often based on our experiences, learned behaviors, or associations which shape how we view the world, our actions, and our decision making.

The whole concept of biases isn't new to us as legal professionals, it's why we do voir dire before a trial with a panel to weed out any biases panel members have that may be implicit but if left unchecked can become explicit and impact their decision making or judgement as a panel member on a case.

What do you think about when you see these images?











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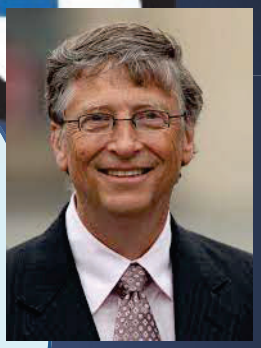
Talking about association and that fast or intuitive part of our brain at work, lets look at some of the images here.

I want you to let me know what is the very first thought that you have when you see these image comes up.

1

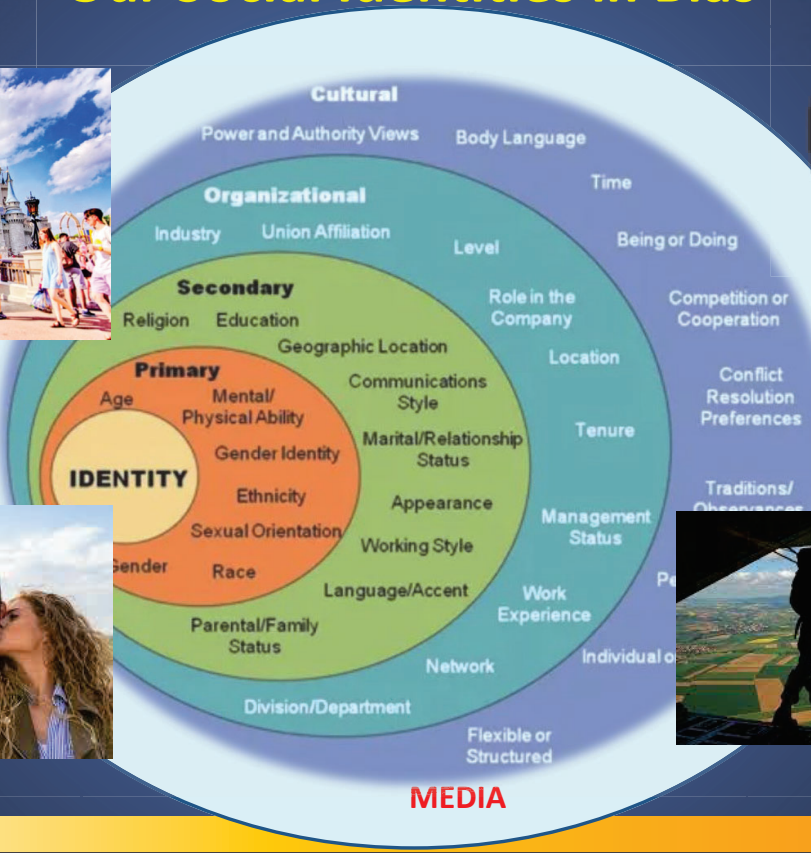
Our Social Identities in Bias











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Our social identities are often assigned to us, something we are born into and influenced by how we identify. So, we are going to revisit those dimensions of diversity we saw earlier here.

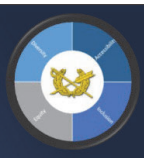
Examples of social identity include race, ethnicity, gender, sex, socioeconomic status, sexual orientation, age, religion/religious beliefs, national origin, and emotional, developmental disabilities and abilities.

The content we expose ourselves to on the media changes the way we think about ourselves and others. People are highly affected by the values embraced by media. In effect, media offers numerous interpretations of what is beautiful, sexy, attractive, and appropriate.
Examples:
Disney- think of family vacation, famous castle backdrop pic (secondary dimension)
Instagram logo- think of selfies, younger generation/ age association (primary dimension)
BMW logo- what do people starring in these commercials look like? Do they depict a particular socioeconomic status? (secondary dimension)
82Abn patch unit/division (organizational dimension) unit affiliation, “back at bragg” parrots, airborne troopers

These are influences by the media, our life experiences, and result in biases

1





[redacted]

IMPLICIT BIAS ≠

[redacted]

[redacted]

Racist

[redacted]

Bigoted

Sexist

Homophobic

Transphobic

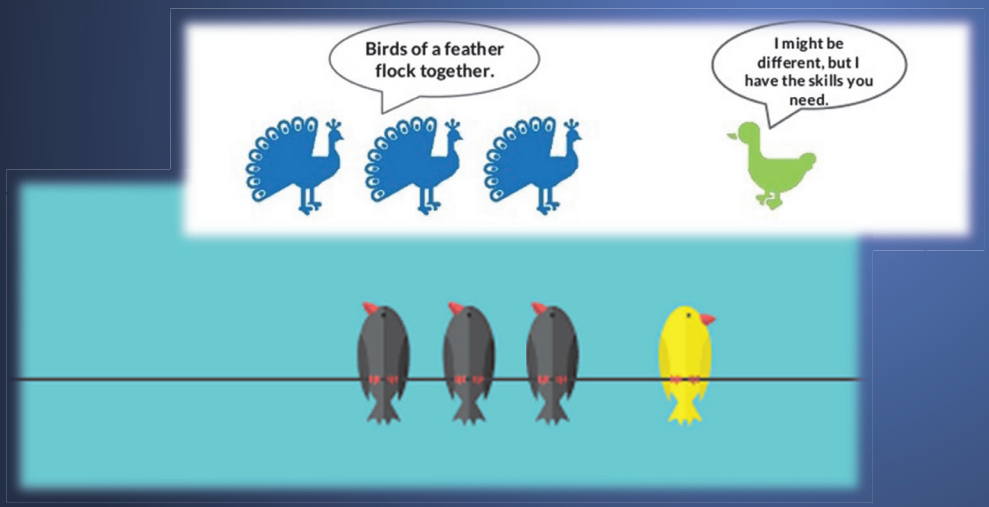
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Just because we have biases, we are not any of these things, we are human. Challenge yourself and those around you to explore those implicit biases, identify them yourself and help others identify them so that we can combat them in our day-to-day reactions, interactions and decision making and prevent them from becoming those Explicit Biases we want to stay away from.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





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Affinity bias is the tendency to favor people who share similar interests, backgrounds, and experiences with us. We've all heard the saying "birds of a feather flock together."

Because of affinity bias, we tend to feel more comfortable around people who are like us.

We also tend to unconsciously reject those who act or look different to us.

Affinity Bias, *cont.*

- Some examples of affinity bias (similarity bias) in the workplace:
  - common traits, attended the same college, served in the same unit at the same time, badges/tabs
- How it affects the workplace:
  - hiring decisions; promotions; mentorship opportunities; and how certain people's ideas are received
- Combat it by:
  - take time to get to know everyone better; find common ground; actively seek diversity

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Examples of affinity bias AKA similarity bias in the workplace – include:
Sharing common traits (we may look alike, have similar culture/beliefs),
attended the same college (west pointers or ring knockers),
are in the same fraternity
served in the same unit at the same time (82nd paratroopers aka back at bragg parrot),
badges/tabs (your rangers, SF community)

While it is normal to have some of these unconscious biases because some of the military culture inevitably creates some of these biases, let's be AWARE of what OURS are and not let it impact our decision making or behavior.

Affects the workplace by:
affect hiring decisions,
promotions, and
mentorship opportunities

We can intervene by:
getting to know everyone better;
finding common ground; and
actively seeking diversity;

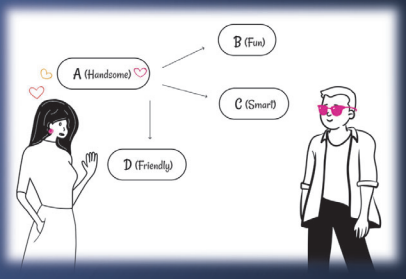
1

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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Halo Bias occur when we tend to allow one trait or interaction/impression to formulate an overall judgment of a person or a thing.

Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
  - Maxing PT, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football
- How it affects the workplace;
  - gives one the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; creates reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; one gets away with showing up late
- Combat it by:
  - Utilize objective assessments for skills and competencies; don’t over rely on first impressions; use structured interviews; build awareness

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Examples of halo bias in the workplace –
Favoring those who max their PT,
look good in uniform,
Have an outgoing personality,
nice smile,
best athlete at frisbee or ultimate football

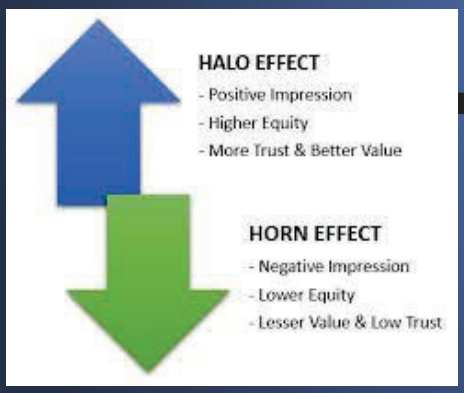
Some ways this can affect the workplace are when:
A leader always gives them the best assignments (which can negatively impact on that Soldier and the subordinates they may have);
an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas;
accountability doesn't apply to them, They can get away with showing up late;
A leader develops a reputation for "favoritism" and unfairness; if we allow these personnel to overshadow higher qualified co-workers;

This goes to show how this bias can flaw someone's decision making.

We can intervene by
Utilizing more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions;
use structured interviews for hiring civilians;
build awareness

Horn Effect

- What is it?
  - our tendency to think everything about a person is negative because our first impression of them was negative







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The opposite of the halo effect is the horn effect. It is a cognitive process in which we immediately ascribe negative attitudes or behaviors to someone based on one aspect of their appearance or character.

A common example of this is overweight people, who unfortunately are often stereotyped as being lazy or undisciplined.

These bias clouds our judgement and view of so many positive qualities they may have.

Ask for another example from the class.

Horn Affect Bias, *cont.*

- Some examples of horn bias in the workplace:
  - Show-up late once, fails PT once , made one mistake, not given any opportunities, also could apply to one characteristic (ex: accent)
- How it affects the workplace;
  - fail to develop equitably, overlook talent and potential, could set a climate of “one mistake and done”
- Combat it by:
  - Objectively assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

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Examples of horns bias in the workplace –
Being considered a bad solider for failing the ACFT once,
A soldier who has an accent being considered as someone who can't communicate effectively
Warrants being considered to not have anything in common with the JAs due to their prior enlisted service,
Thinking that the enlisted Soldiers are immature and uneducated
Believing Civilians just want to come to work and go home

It affects the workplace –
fails to develop everyone equitably,
overlooks talent and potential,
could set a climate of "one mistake and done" type of culture
creates superficial judgement
results in social exclusion

You'd intervene similar to the halo effect:
Utilize more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions; challenge assumptions or stereotypes
Think about the accuracy of statements
use structured interviews for hiring civilians;

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Confirmation Bias, *cont.*

- Some examples of confirmation bias in the workplace:
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get "a feel" for an inbound employee before their arrival and actively seeking out things that support that "bias"
- How it affects the workplace:
  - leads to flawed decision-making; miss out on important information and facts; "what we see depends mainly on what we look for"
- Combat it by:
  - ask neutral questions; play devil's advocate; consider all the evidence and facts available; seek out different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

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Examples of confirmation bias in the workplace –
When you believe someone is incompetent, so you only focus on negative aspects,
You may view certain data or review a case file and only chose to see what you want to see,
Calling people about an inbound employee before their arrival and actively seeking out things that support that “bias”

This is dangerous because again, it not only leads to
flawed decision-making; but you also
missing out on important information and facts;

To combat this, you must
Challenge your own logic
ask neutral questions;
play devil’s advocate;
consider all the evidence and facts available;
seek and listen to others different perspectives;
be willing to change your mind in light of new evidence and facts

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Groupthink not a bias but important to discuss when we talk about things that can negatively impact our decision-making.
Group think is the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility.

Happens most when people try to fit in. When they are that “invisible insider” (the chameleon we talk about in the dimensions of inclusion and exclusion) who goes with the flow and agrees with the majority, just wants to blend in and conform with the dominant organizational norms.

This could cause leaders to stifle opinions that may differ from a group.

Can someone give me an example?

Groupthink, *cont.*

- Some examples of groupthink in the workplace:
  - putting together teams that lack diversity, ostracizing others, censorship, going along to get along
- How it affects the workplace:
  - can be toxic to teams and organizations; stifles innovations; pressures employees to conform
- Combat it by:
  - celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

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Examples of groupthink in the workplace –
putting together teams that lack diversity,
Excluding or ostracizing others;
Suppression or censorship;
Conforming to have acceptance and security (getting along just to get along)

How can it affect the workplace –
can be toxic to teams and organizations;
Cause to a loss of productivity
stifles innovations;
pressures employees to conform; and not be their unique self
Can ultimately lead to poor-decision making.

While this can be an uphill battle in our military culture (unit cohesion/rank structure considered), you can intervene by
Challenging the status quo
building diverse teams
celebrating diverse perspectives;
have a devil's advocate to encourage positive conflict;
evaluate and recognize accomplishments independently;

Best practices for leaders to mitigate group think include:
Not tell subordinates your preferred COA before giving them the opportunity to brainstorm, explore their diverse perspectives and propose various COAs to you,
don't sit at the head of table for a discussion, and
allow a Jr SM or civilian to lead the discussion

6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

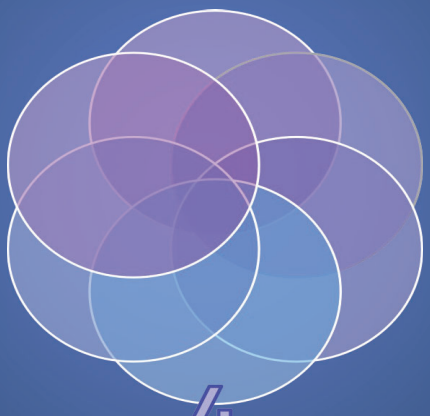
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

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What are my biases and blind spots? Pause long enough to give yourself time to process what you are thinking and doing and how it might be affecting your actions and decision.

Participate in Intentional Self-Reflection.

Question your assumptions: Ask, “Why am I thinking this way?” Turn exclamation marks in to question marks and listen to other perspectives etc.

Be Logical – Process how many people you know that conform to your actual bias.

Take a risk – Move beyond your comfort zone. Disrupt the norm – Speak out and hold yourself and others accountable. Be Intentional – Act as if the bias doesn’t exist. Intentionally adjust your behavior to counter any biases you tend to exhibit.

Feedback: be open to it. Find a mentor or a person who will tell you what you need to hear not want to hear

Questions To ask yourself To check your Decision-making

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

Reference: Unconscious Bias Takeaway sheet by Cook Ross

Questions to Ask Yourself

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

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There are some common questions to ask yourself and do a little self reflection with that will help you mitigate and combat some of your own biases.

QUESTIONS?

1

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











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This is not an endorsement in any way shape of form, just sharing the various JAGC affinity mentorship groups and how to contact or join each if you are interested. These are great opportunities for us to seek diversity in mentorship.

1

Keep up with ODEIA & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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1

Generations in the Workplace



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Summary of Comments on DEI & the JAG Corps

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:26:58 AM

Generations in the Workplace training package is an overview of managing and communicating with the five generations in today's workforce, to include their characteristics, relationships with authority and the organization, and common stereotypes.

Your ODEI

(b) (6) Director

(b) (6) Program Manager

Generations in the Workplace



https://youtu.be/NsWn16SvhVQ?si=slt5-YlfQUhulqjj

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:26:59 AM

Going to get us started with a little ice breaker video to kick off our training and hopefully lighten the mood a bit early.

Introduction

With five generations working together in today's organizations, diverse generations have diverse expectations and life experiences.

Agenda:

- Generations in the Workplace
- Statistics and Stereotypes of the diverse generations
- Preferred Methods of communication
- Recognition & Benefits
- Workforce Changes since the COVID pandemic
- Advantages to Generational Diversity
- Managing a Multi-generational Workforce

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:26:59 AM

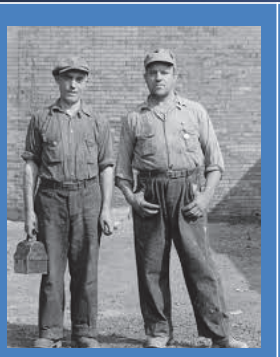
The “working-age population” in the U.S. today ranges between 16 to most commonly 64+ on the high end. With five generations working together in today’s workforce, it is more important than ever for organizations and leaders to understand the generational differences that set us apart. This is important to recognize because those differences impact the way people communicate and how they want to be managed and led.

Diverse generations also bring diverse expectations and life experiences to the workplace which can make it particularly challenging for managers attempting to lead teams of diverse generations. Different generations can have vastly different work styles as well. This could stem from a variety of reasons, such as technology and education to name a few. But, as leaders we know that it’s not just about how to get the most out of your team but valuing the advantage of the diversity we currently have—it’s about making sure everyone has a satisfying experience at work by reaching that ultimate goal of Inclusion where our people not only add value but feel like they belong with all their unique set of traits, characteristics, attributes, values, and perspectives.

Today we are going to discuss the:
Five commonly seen generations in the workplace today
Go though some of the statistics and common stereotypes specific to those 5 generations
Take a look at the commonly preferred methods of communication for each generation
Identify how each generations prefers to be recognized and what they value as beneficial
Discuss some of the changes we have experienced in the workforce post the COVID pandemic
Highlight the advantages to generational diversity
And close out training with some useful tips all leaders can employ when managing this multi-generational workforce today.

Sources:
https://www.knowledgecity.com/blog/generational-differences-in-the-workplace/
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generations in the Workplace

				
The Silent Generation	**Baby Boomers**	**Generation X**	**Millennials**	**Generation Z**
1928 – 1945	**1946 – 1964**	**1965 - 1980**	**1981 – 1996**	**1997 - 2012**

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There are five predominant generations in today's workforce you can see here commonly known as:
Generation Z: born between 1997 and 2012
Millennials: born between 1981 and 1996
Generation X: born between 1965 and 1980
Baby Boomers: born between 1946 and 1964
Silent Generation: born between 1925 and 1945

While every individual is different, there are some common differences in how people born at different times perceive their work and their workplace simply based on their some defining moments or experiences that contribute to the generations perspectives. In a workplace where people of different generations work together, there's a chance for conflict due to the attitudes, values, and beliefs of the different age groups. As a result, stereotypes are common. For example, older employees may label younger employees as lazy or lacking in respect for authority. However, younger employees may label older employees as out-of-date and unwilling to try new ideas. Understanding these differences can help us recognize what's causing some conflicts and identify innovative ways to resolve it. These next couple of slides we are going to take a look at some data and information pertaining to each generation shown here.

The Silent Generation

- Currently make up **2%** of the U.S. workforce
- ***Did you know?***
  - About 19 million people belong to the silent generation (compared to 70 million baby boomers)
  - Many traditionalists have stayed with the same employer throughout their entire working lives



- Experienced: Great Depression, WWII, radio, telephone
- Common stereotypes: "old" in thoughts and attitudes; "silent"--when actually outspoken and curious; rigid in opinions; nothing to contribute to today's problems

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Silent Generation: born between 1925 and 1945 (age 79-99)
They make up approximately 2% of our workforce. Also commonly known as being traditionalists and have stayed with the same employer throughout most of their adult lives.
Unlike the previous generation who had fought for "changing the system," the Silent Generation were about "working within the system." They did this by keeping their heads down and working hard, thus earning themselves the "silent" label. Their attitudes leaned toward not being risk-takers and playing it safe. Also, kids during this time were “to be seen and not heard.”

Some life changing events they experienced include the great depression, WWII, the invention of the radio and telephone.
Some common stereotypes include being old in thoughts and attitudes with not many contributions to today's problems

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/

The Silent Generation, *cont.*

- See themselves as: hardworking, respectful of authority, conservative, ethical, dedicated, task-oriented
- Relationships w/ Authority: have respect for authority and the hierarchical system
- Relationships w/ Organizations: tend to be loyal to the organization; often have long-term commitment and tenures
- Work Styles: linear and follow the rules; believe change is necessary mainly when something is broken
- Motivated By: respect, recognition, providing long-term value, and stability

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This generation Often see themselves as hardworking, respectful of authority, conservative, ethical, dedicated, and task-oriented.
But are stereotyped to have respect for authority and the hierarchical system; having a "tell me what I should do for you" attitude
Tend to be loyal to the organization; often make long-term commitments and tenures and see a career as equaling opportunity
Work Styles: tend to be linear and follow the rules; they don't deviate much and mostly believe that change is necessary mainly when something is broken. We've all heard the saying "if it isn't broken don't fix it"
This generation is often motivated by respect, recognition, providing long-term value to the company, satisfying work, opportunities to contribute, and stability

Sources:
1 – https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Baby Boomers

- Currently make up **18.6%** of the U.S. workforce
- ***Did you know?***
  - 65% of baby boomers plan to work past age 65
  - 10,000 baby boomers reach retirement age every day
- Experienced: Moon Landing, Watergate, Vietnam War, Civil Rights Movement, TV
- Common stereotypes: behind the times; don't embrace technology; grouchy; disinterested in learning new things



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Baby Boomers were born between 1946 and 1964 (age 60-78). The currently make up 18.6 % of our workforce. This generation is known for having a strong work ethic, placing significant importance on professional accomplishments, and for being somewhat reserved from a social perspective.
Because they're so hardworking, the Baby Boomers are often considered the "workaholic" generation. Not surprisingly, they're also very goal-oriented and competitive. Because they grew up making phone calls and writing letters, Boomers often prefer one-on-one communication, phone calls and rolodexes over email, digital contact cards, and instant messaging leading to the belief that they simply don't embrace technology or may be disinterested in learning new things.

Some life changing events they experienced include the moon landing, Watergate, Vietnam wat, civ rights act 1964, and the invention of the television.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
https://imagine.jhu.edu/blog/2023/04/18/gen-z-in-the-workplace-how-should-companies-adapt/
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/

Baby Boomers, cont.

- See themselves as: optimistic, competitive, competent, ambitious, multi-taskers
- Relationships w/ Authority: challenge authority and desire flat organizations that are democratic
- Relationships w/ Organizations: tend to be loyal to the team, adding value by going the extra mile
- Work Styles: digital immigrants; like a structured organization; are cautious about change; work long hours; value face-to-face interactions
- Motivated By: company loyalty, teamwork, duty, specific goals, coaching-style feedback

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This generation see themselves as optimistic, competitive, competent, ambitious, and multi-taskers. Some additional common stereotypes can be seen here.

These individuals usually tend to challenge authority and desire flat organizations that are democratic; tend to have the mindset of "let me show you what I can do for you“

They tend to be loyal to the team vs. loyal to the organization like the previous generation. They believe in adding value by going the extra mile and often see their career as translating into self-worth.

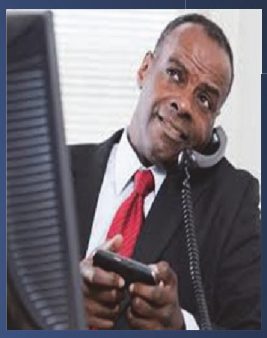
This generation is commonly stereotyped as digital immigrants who may not be tech-savvy; like a structured organization but challenge the rules; are cautious about change; tend to believe that working long hours is what defines success; value face-to-face interactions with co-workers

They are motivated by loyalty, teamwork, duty, specific goals and deadlines, and prefer coaching-style feedback

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation X

- Currently make up **34.8%** of the U.S. workforce
- ***Did you know?***
  - Gen Xers make up the highest percentage of startup founders at 55%
  - Gen Xers will outnumber baby boomers by 2028



- Experienced: the fall of the Berlin Wall, Nintendo, pagers, cell phones, PCs, rising divorce rates
- Common stereotypes: lazy and skeptical; known for questioning authority; cynical & poor team members; spoiled

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Generation X was born between 1965 and 1980 (age 44-59). The currently make up 34.8 % of our workforce. Because they're the least studied of the current generations at work, Gen X is sometimes referred to as the "middle child" between the ever-popular Boomers and Millennials.

Joining the workforce after the hardworking Baby Boomer generation, Generation X is widely credited for creating the concept of work/life balance. They're known for being extremely independent and self-sufficient, valuing freedom, and shunning micro-management in the workplace.

While they may not be as tech-savvy as the younger generations, Gen X-ers are actually quite technologically adept. A study revealed that 54% of Generation X leaders are digitally savvy—which is on pace with 56% of Millennial leaders.

Some life changing events they experienced include the fall of the Berlin Wall, Nintendo, pagers, cell phones, Personal computers also known as PCs, and rising divorce rates leading to an influx in single parent households.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/

Generation X, *cont.*

- See themselves as: adaptable, flexible, pragmatic, independent, results-focused, self-starters
- Relationships w/ Authority: unimpressed by authority; expect respect v. earning respect
- Relationships w/ Organizations: loyal to supervisor; exceed expectations and deliver results; perceive career as just one part of who they are
- Work Styles: flexible; sees change as opportunity
- Motivated By: diversity, work-life balance, personal-professional interests, immediate feedback, flexible work arrangements

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This generation see themselves as adaptable, flexible, pragmatic, independent, results-focused, and self-starters. Some additional common stereotypes include:

They may be unimpressed by authority; expect their competence and skills to be respected v. earning the respect; often have a "tell me what you can do for me" mentality
These individuals are often loyal to their supervisor instead of the team like your boomers or the organization like your silent generation. However, they often exceed expectations and deliver results and perceive their career as just one part of who they are.

This generation is seen to be more flexible or adaptable; they often want to change the rules and see change as opportunity.
Mostly motivated and value diversity, work-life balance, their personal-professional interests rather than the organizations interests. They like immediate feedback, flexible work arrangements, and opportunities for personal development as well.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Millennials

- Currently make up **38.6%** of the U.S. workforce
- ***Did you know?***
  - By 2025, millennials will comprise 75% of the global workforce
  - About 15% of millennials age 25–35 live at home with their parents



- Experienced: 9/11, multiple school shootings, the internet, mobile technology
- Common stereotypes: sheltered; few practical skills; technologically obsessed; job-hoppers; entitled; praise-hungry

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Generation Y, also referred to as Millennials, was born between 1981 and 1996 (age 28-43). The currently make up 38.6 % of our workforce. This generation, which is already the largest in the workforce, will make up three-quarters of the global workforce by 2025. Millennials thrive on new innovations and the scrappy “startup” mentality.

Similar to the Generation X who paved the way, Millennials desire work/life balance and crave flexibility in the workplace, such as working from home and casual dress. They aim to work smarter, rather than harder—making them excellent at multitasking.
Despite the eagerness that Millennials bring to the table, this generation is often criticized for being self-involved and overly dependent on technology. They also require a significant amount of feedback from employers.

Some life changing events they experienced include the 9/11, school shootings became a thing, they were introduced to world wide web, on demand entertainment, and handheld devices.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Millennials, cont.

- See themselves as: innovative, ambitious, multi-taskers, tenacious, entrepreneurial
- Relationships w/ Authority: respect authority figures who demonstrate competence; their attitude tends to be "show me what you can do for me right now"
- Relationships w/ Organizations: loyal to colleagues; expect equitable treatment; see their careers as an opportunity to add value and contribute
- Work Styles: digital natives; have more fluid work styles; expect to create the rules with change equaling improvement
- Motivated By: responsibility, the quality of their manager, unique work experiences, flexibility, immediate feedback

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:27:01 AM

This generation see themselves as innovative, ambitious, multi-taskers, tenacious, and entrepreneurial. Some additional common stereotypes include:

Their respect for authority figures who demonstrate competence instead of respect for authority figures simply based on their positions; their attitude tends to be more of "show me what you can do for me right now"

This generation tend to be more loyal to their co-workers and teammates, most similar to baby boomers in that loyalty aspect. Millennials expect equitable treatment and see their careers as an opportunity to add value and contribute to the organization.

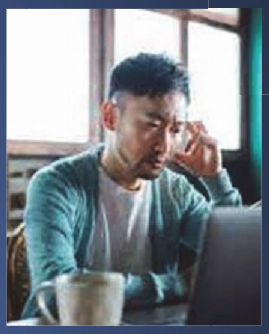
This generation is considered digital natives who have more fluid work styles and expect to create the procedures with change for improvement.

This individuals are mostly motivated by responsibility, good leaders instead of just managers, unique work experiences, flexibility, and again, like our generation x, they want that immediate feedback.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation Z

- Currently make up **6.1%** of the U.S. workforce
- ***Did you know?***
  - 40% of Gen Z wants to interact with their boss daily or several times each day
  - 84% of Gen Z expects their employer to provide formal training



- Experienced: Economic downturn, global warming, COVID
- Common stereotypes: obsessed with social media; self-centered; technologically dependent; have a short attention span; reward seekers

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:27:01 AM

Generation Z was born between 1997 and 2015 (age 9-27) making them the youngest generation in the current workforce. The currently make up 6.1 % of our workforce. They are the first generation to grow up in a world that is completely wireless. As true digital natives – even more so than Millennials – Generation Z is constantly connected and is considered the most tech-savvy of these groups.

This generation is known for being creative, flexible, and self-reliant. While Gen Z-ers share many similarities to Millennials, they're more cautious and concerned with career stability. Because they're always connected, Gen Z-ers are excellent multitaskers, but also easily distracted. With shorter attention spans at work, they require bite-sized, immediate feedback from their employers.

Some life changing events they experienced include the 2008 great recession, smart phones, global warming, and the covid pandemic.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation Z, *cont.*

- See themselves as: competitive, tech-savvy, interactive, social, progressive
- Relationships w/ Authority: respect the process and follow direction but want to be engaged; management shouldn't have a one-way conversation with them
- Relationships w/ Organizations: tend to be loyal to the experience; are invested in their careers
- Work Styles: agile; seek balanced rules; see change as simply reality
- Motivated By: diversity, personalization, individuality, creativity, opportunities to work on multiple projects at the same time, independence

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:27:02 AM

This generation see themselves as competitive, tech-savvy, interactive, social, and progressive. Some additional common stereotypes include:

A bit more unconventional in their Relationships w/ Authority because while they respect the process and follow direction they want to be engaged. They don't necessarily believe in management having what we call one-way conversations with them. They value providing their input and perspective.

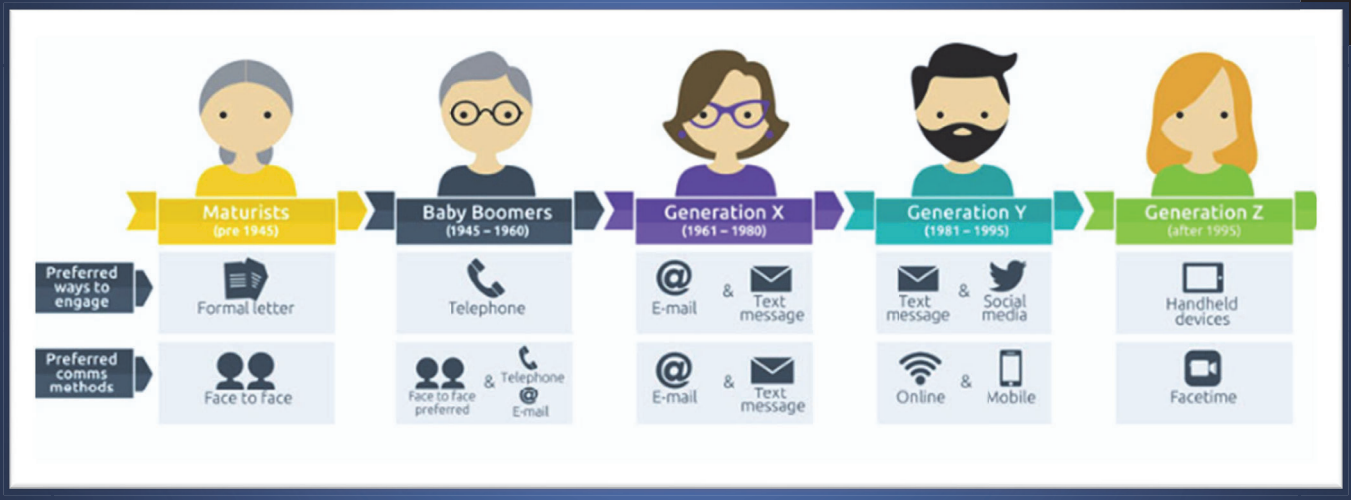
This generation tends to be more loyal to the experience vs. the team, a specific manager, leader, or organization. They are invested in their careers, which they see as a way to grow personally and professionally yet still very much so compartmentalize work and their careers as just one aspect of who they are or how they identify.

This generation is agile and adaptive. They look for balanced rules and understands change to simply be a reality or inevitable.

Gen Z is very much motivated by diversity, personalization, individuality, creativity, independence, and opportunities to work on multiple projects simultaneously.

Sources:
1 – 4 https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Preferred Methods of Communication



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:27:03 AM

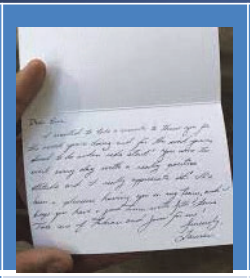
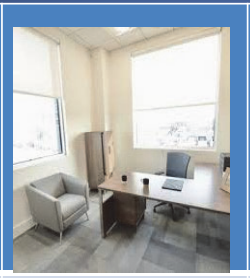
Communication preferences and generational dialects can be major obstacles to collaboration. Different age groups have preferred methods of communication. To address the communication preferences of a multigenerational workplace, you'll need a healthy mix of verbal, written, and digital communication. These are some preferred methods of communication by generation.
Maturists AKA Silent Generation tend to prefer formal letters and face to face.
Baby Boomers prefer phone calls, face to face, and email.
Generation X prefer email and text messages or instant messages.
Generation Y AKA Millennials prefer text, social media, online communication and mobile devices being easily accessible.
Generation Z prefers any handheld devices for that instant communication and video chat for communication methods vs. face-to-face interactions.

Our older generations tend to prefer face-to-face communication and are frustrated when attempts at communication are ignored or misconstrued because of technology overuse. Younger generations rely on technology for communication, which can be difficult for older generations to understand. For example, if one employee likes to send emails to make sure everything is documented, but the person they're communicating with prefers a phone call, there could be some miscommunication.

Each generation has its own distinct characteristics and ways they commonly prefer to communicate. I say commonly because there are some who may not fall into these common norms and statistics simply based on their generations. In fact, most individuals who have either managed or led diverse generations and explored effective ways to do things outside of their comfort zone or what they were commonly exposed to would break some of these generational stereotypes. However, as leaders it is important for us to be aware of and identify the diversity in the preferred methods of communication within our teams and organization to establish common practices and procedures that include your teams' diverse perspectives and buy in.

Source: https://harver.com/blog/generational-diversity-in-the-workplace/

Recognition & Benefits

					
	The Silent Generation	**Baby Boomers**	**Generation X**	**Millennials**	**Generation Z**
Recognition	**Subtle, personalized**	**Job titles, parking spaces, office size**	**Informal, rapid and publicly communicated**	**Regular, informal**	**Regular, in-person**
Benefits	**Long-term care insurance**	**Sabbaticals, pension plan employer "matching"**	**Remote work and tuition reimbursement**	**Flexible schedules, continuous learning**	**Online training & Certification Programs**

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:27:03 AM

These are just some examples of commonly preferred recognition and benefits that our various generations value.

Recognition and benefits are some of the keys behind being able to keep employees engaged and motivated as well as creating that organizational culture where they feel like they are valued and belong. Leaders should be aware of and ask individuals what their personal preferences are for recognition and what they value as benefits so that we can tailor our approach to these things when dealing with the diversity we have among our teammates.

For example, if I am an SJA and I came up through the ranks receiving star notes and notes from senior leaders that motivated me I need to consider that the junior Soldiers and civilians in my formation would likely value that in person recognition more like a coin or an impact AAM being presented. Or for benefits where our older generation may have preferred long-term care and insurance, our younger generations value remote work, flexible schedules, and online training and certifications as benefits.

Source: https://harver.com/blog/generational-diversity-in-the-workplace/

Workforce Changes Since the Pandemic

- Millennials and Gen Z are taking over the workforce
- The Great Resignation is likely to continue, with 36% of Millennials and 53% of Gen Z saying they will leave their current employers within 2 years
- Following the pandemic, 25% of Millennials and 22% of Gen Z would like to work in the office "a little to a lot less often" than they did before
- As a result of the pandemic, 41% of Millennials and 46% of Gen Z feel stressed all or most of the time
- The younger workforce generations are putting more value on work-life balance

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Due largely to early retirements and a mix of ageism and cost-cutting measures, businesses let a significant number of older employees go during the pandemic — and when they left, so did a lot of institutional knowledge, expertise, and loyalty.

With Millennials and Gen Z taking over majority of the workforce in both numbers and influence, Baby boomers are entering retirement or “semi-retirement”, and Gen X is becoming the “forgotten” workforce and are experiencing more ageism. Millennials are taking over management roles and are shifting career paths altogether.

The Great Resignation, also known as the Big Quit and the Great Reshuffle, began in early 2021 in the wake of the COVID-19. It is known as an American economic trend where employees voluntarily resigned from their jobs en mass due to the pandemic. However, this is projected to continue with 36% of Millennials and 53% of Gen Z expressing their interest to leave their current employers within 2 years.

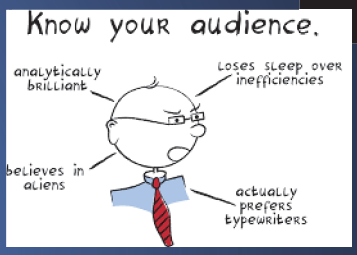
Additionally, with the capabilities of technology explored and maximized during the pandemic, 25% of Millennials and 22% of Gen Z prefer and value remote work more so than your older generations. The reintegration of in-person work among many additional changes in the workplace post the pandemic, has also increased the level of stress in the workplace and has our younger generation recognizing the impacts of work stressors on their personal life and having them place more value on work-life balance or harmony, physical, and mental well-being.

Sources:
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
https://www.halpernadvisors.com/thought_leadership/multigenerational-workforce-post-pandemic-challenges/

Advantages to Generational Diversity

- Problem Solving
- Understanding Different Audiences
- Learning Opportunities
- Mentoring









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Here we are just going to go over some of the main advantages to generational diversity.

Problem-solving for starters. Because each generation has a different approach to solving problems, having a multigenerational workforce can be very beneficial when it comes to identifying potential solutions and new ways of addressing day-to-day issues. There are the possibilities of so many different methods to approach solutions, creativity, and innovation.

Being able to understand and connect with different audience is so valuable. Each generation is very unique—which is a great asset to our organization. By employing people from each of these generations, we better understand the different target audiences that we're trying to reach.

Generational diversity at work also presents learning opportunities for all employees—and not just the younger ones. Across generations, employees can teach each other new ways of approaching things and more efficient ways of doing business. For example, a more technologically adept employee might know a faster way for an older employee to approach a manual, tedious task at work.

Mentoring: A multigenerational workforce is the perfect environment for mentoring. Many organizations opt to start a mentoring program to allow employees the opportunity to educate one another. This not only helps employees gain new skills and information but also improves how they work alongside each other and identifying ways in which they actually have more in common than they may believe.

Sources:
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
https://www.halpernadvisors.com/thought_leadership/multigenerational-workforce-post-pandemic-challenges/

Managing a Multi-generational Workforce

- View generational diversity as an advantage, not a disadvantage
- Check any assumptions or biases you might hold
- Avoid generational stereotypes
- Focus on common ground to build trust
- Adapt leadership styles to motivate each generation
- Create psychological safety and encourage candor

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Here are some key takeaways for managing a multigenerational workforce:

First and foremost, we need to view generational diversity as an advantage. The most effective leaders and managers understand the advantages we discussed and how different generations bring unique strengths to the workplace.

Let's check our own assumptions and biases and avoid some of those generational stereotypes we talked about in previous slides for each generation because not every member of a particular generation is going to behave the same way. Research has shown that actual differences between generations are not as great as stereotypes might suggest, because there are some wide variances (and intersectionality) within generations. Which is why it is important to keep in mind that tensions can escalate when people make assumptions and objectify each other. But assumptions can be contagious and beliefs that age-based generalizations are accurate can impact the way we manage and interact.

Focus on common ground to build trust. A common obstacle in team effectiveness is the absence of trust. When colleagues are afraid to be vulnerable with one another and are unwilling to admit their mistakes or need for help, competition and intimidation undercut connecting. There are no shortcuts to building trust among generations at work. We can break through those stereotypes we talked about by finding commonalities across generations. Creating opportunities for co-workers with shared strengths, passions, and life experiences to connect on projects, day-to-day operational requirements, and in social events.

We want leaders who engage and motivate our mutigenerational teams and that may mean we need to do some self reflection and identify ways we can adapt our own personal leadership styles to do so. Some approaches are including Older Generations' Knowledge in Training to pass on their expertise while also helping younger employees learn valuable skills; considering benefits that are reflective of all generational needs because generations come with different needs and expectations. If you don't tailor your benefits to the needs of each generation, you run the risk of alienating or losing their buy in.

Last but not least and probably the most important is creating psychological safety in our organizations, so people feel comfortable speaking with candor. Psychological safety is key to having high-performing teams, reducing turnover, and increasing efficiency. By creating psychologically safe team environments, we build trust for welcoming broader perspectives, new ideas, and dissenting positions — without judgement — and avoid the inertia of groupthink. When employees of different generations shut down each other's contributions as either outdated or naïve, resentments grow, and trust diminishes. People will stop speaking up. Leaders who can reframe generational differences as opportunities for collective learning can facilitate respectful discussions that are more productive and create shared understanding. Once you do this you will be able to actually identify what are some of the age-related biases or obstacles to inclusion that are unique in your organization ad begin addressing them.

Sources:
https://www.knowledgecity.com/blog/generational-differences-in-the-workplace/
Managing a Multigenerational Team (LinkedIn Learning)
https://www.getsmarter.com/blog/market-trends/the-future-of-work-changing-values-in-a-multi-generational-workforce/

In Conclusion

- There are countless benefits to generational diversity
- Avoid making age-based assumptions and stereotyping
- Get to know your teams' diverse preferences and values
- Employ advantages to diversity
- Inspire each other to grow

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The beauty and actual value of generation diversity in the workplace lie in the fact that all age groups bring different skills to the table. The productivity of both older and younger employees is higher in companies with mixed-age work teams. A wide array of available life experiences makes a great source of creative solutions and different perspectives. No matter whether it comes to age, gender, ethnicity, or sexual orientation, a diversified workforce is an open-minded workforce.

Avoid making age-based assumptions and stereotyping. Turn exclamation marks into question marks when it comes to some of these common generational assumptions or stereotypes. Because some of you may have been looking at the slides for your generation earlier and thinking that's not necessarily true about me particularly. So how are we as leaders opening that dialogue within our organization to have some of these discussions with our people and truly understand and get to know the preferences, values, and things that motivate our teams? Utilize some of these key take aways for managing a multi-generational workplace we discussed and practice employing those advantages to diversity.

And last but not least let's inspire each other to grow. Everyone has something to teach and something to learn.

SOURCES:
https://www.livecareer.com/resources/careers/planning/generation-diversity-in-the-workplace

QUESTIONS?

Keep up with ODEIA & the Council

MS Teams

[redacted]

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

[redacted]

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

[redacted]

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Generations in the Workplace



[redacted]

[redacted]

Office of Diversity, Equity, Inclusion & Accessibility

Office of The Judge Advocate General

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Good morning, I am [redacted] (b) (6) [redacted] your program manager and today I will be providing you with our training package which is an overview of managing and communicating with the five generations in today's workforce, to include their characteristics, relationships with authority and the organization, and common stereotypes. Thank you for those of you logged in today attending our training, before we get into slides, I just want to put out a quick administrative note, that this training is being recorded this morning for ease of access and viewing across multiple time zones our JALS personnel are located in. I will be monitoring the chat and looking out for any hands being raised and will stop the recording after slide presentation so that I can facilitate any discussion with the personnel logged in and answer any specific questions as well.

Your ODEI

(b) (6) - Director

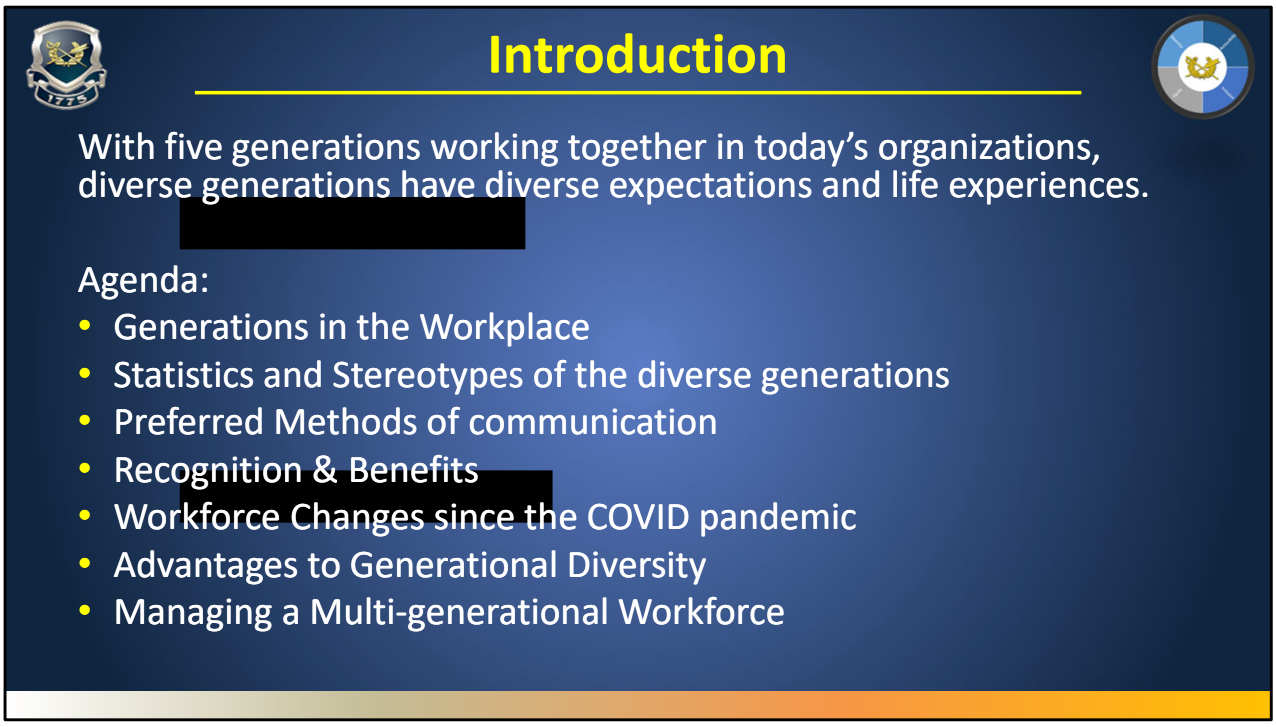
(b) (6) - Program Manager

Generations in the Workplace



https://youtu.be/NsWn16SvhVQ?si=slt5-YlfQUhulqjj

Going to get us started with a little ice breaker video to kick off our training and hopefully lighten the mood a bit early.



The "working-age population" in the U.S. today ranges between 16 to most commonly 64+ on the high end. With five generations working together in today's workforce, it is more important than ever for organizations and leaders to understand the generational differences that set us apart. This is important to recognize because those differences impact the way people communicate and how they want to be managed and led.

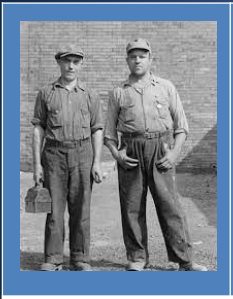
Diverse generations also bring diverse expectations and life experiences to the workplace which can make it particularly challenging for managers attempting to lead teams of diverse generations. Different generations can have vastly different work styles as well. This could stem from a variety of reasons, such as technology and education to name a few. But, as leaders we know that it's not just about how to get the most out of your team but valuing the advantage of the diversity we currently have—it's about making sure everyone has a satisfying experience at work by reaching that ultimate goal of Inclusion where our people not only add value but feel like they belong with all their unique set of traits, characteristics, attributes, values, and perspectives.

Today we are going to discuss the:

- Five commonly seen generations in the workplace today
- Go though some of the statistics and common stereotypes specific to those 5 generations
- Take a look at the commonly preferred methods of communication for each generation
- Identify how each generations prefers to be recognized and what they value as beneficial
- Discuss some of the changes we have experienced in the workforce post the COVID pandemic
- Highlight the advantages to generational diversity
- And close out training with some useful tips all leaders can employ when managing this multi-generational workforce today.

Sources:
https://www.knowledgecity.com/blog/generational-differences-in-the-workplace/
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generations in the Workplace

The Silent Generation	Baby Boomers	Generation X	Millennials	Generation Z
				
1928 – 1945	1946 – 1964	1965 - 1980	1981 – 1996	1997 - 2012

There are five predominant generations in today's workforce you can see here commonly known as:

- Generation Z: born between 1997 and 2012
- Millennials: born between 1981 and 1996
- Generation X: born between 1965 and 1980
- Baby Boomers: born between 1946 and 1964
- Silent Generation: born between 1925 and 1945

While every individual is different, there are some common differences in how people born at different times perceive their work and their workplace simply based on their some defining moments or experiences that contribute to the generations perspectives. In a workplace where people of different generations work together, there's a chance for conflict due to the attitudes, values, and beliefs of the different age groups. As a result, stereotypes are common. For example, older employees may label younger employees as lazy or lacking in respect for authority. However, younger employees may label older employees as out-of-date and unwilling to try new ideas. Understanding these differences can help us recognize what's causing some conflicts and identify innovative ways to resolve it. These next couple of slides we are going to take a look at some data and information pertaining to each generation shown here.

The Silent Generation

- Currently make up **2%** of the U.S. workforce
- ***Did you know?***
  - About 19 million people belong to the silent generation (compared to 70 million baby boomers)
  - Many traditionalists have stayed with the same employer throughout their entire working lives



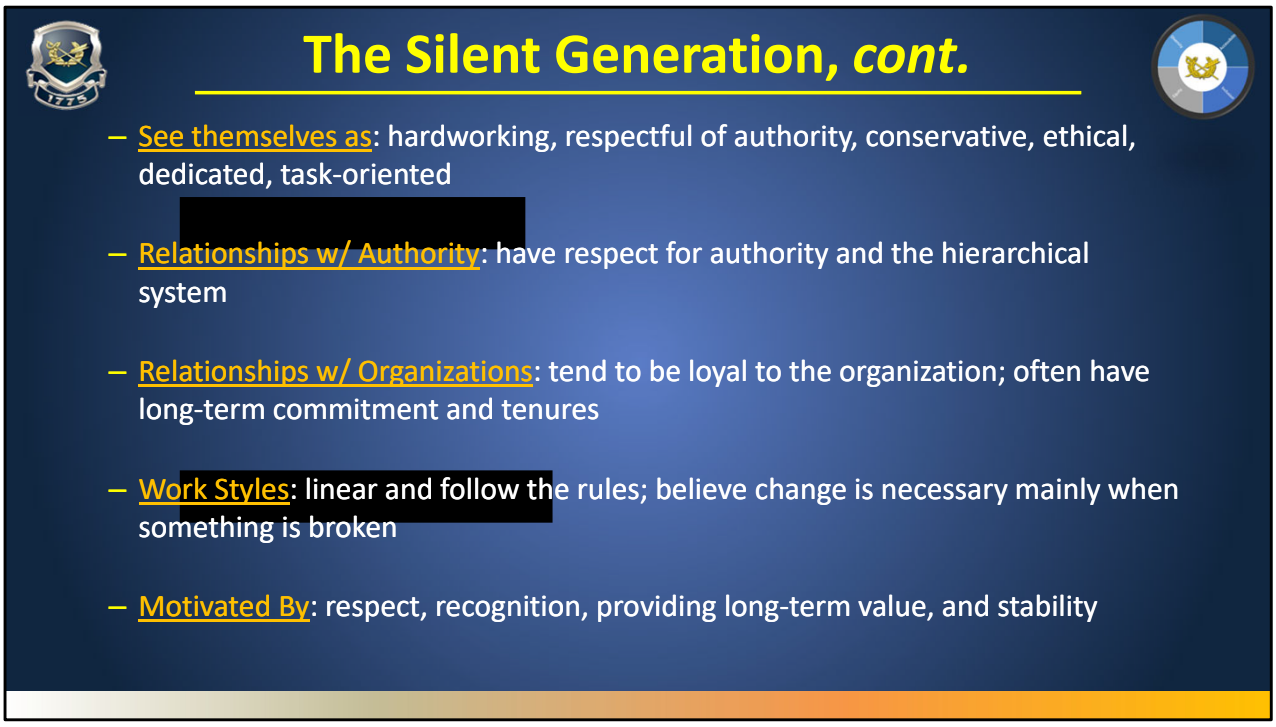
- Experienced: Great Depression, WWII, radio, telephone
- Common stereotypes: "old" in thoughts and attitudes; "silent"-- when actually outspoken and curious; rigid in opinions; nothing to contribute to today's problems

Silent Generation: born between 1925 and 1945 (age 79-99)
They make up approximately 2% of our workforce. Also commonly known as being traditionalists and have stayed with the same employer throughout most of their adult lives.
Unlike the previous generation who had fought for "changing the system," the Silent Generation were about "working within the system." They did this by keeping their heads down and working hard, thus earning themselves the "silent" label. Their attitudes leaned toward not being risk-takers and playing it safe. Also, kids during this time were "to be seen and not heard."

Some life changing events they experienced include the great depression, WWII, the invention of the radio and telephone.
Some common stereotypes include being old in thoughts and attitudes with not many contributions to today's problems

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)

3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/



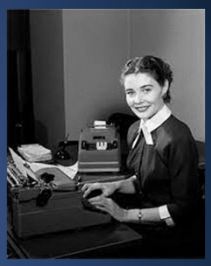
This generation Often see themselves as

- But are stereotyped to have respect for authority and the hierarchical system; having a "tell me what I should do for you“ attitude
- Tend to be loyal to the organization; often make long-term commitments and tenures and see a career as equaling opportunity
- Work Styles: tend to be linear and follow the rules; they don’t deviate much and mostly believe that change is necessary mainly when something is broken. We’ve all heard the saying “if it isn’t broken don’t fix it”
- This generation is often motivated by respect, recognition, providing long-term value to the company, satisfying work, opportunities to contribute, and stability

Sources:
1 – https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Baby Boomers

- Currently make up **18.6%** of the U.S. workforce
- ***Did you know?***
  - 65% of baby boomers plan to work past age 65
  - 10,000 baby boomers reach retirement age every day
- Experienced: Moon Landing, Watergate, Vietnam War, Civil Rights Movement, TV
- Common stereotypes: behind the times; don't embrace technology; grouchy; disinterested in learning new things

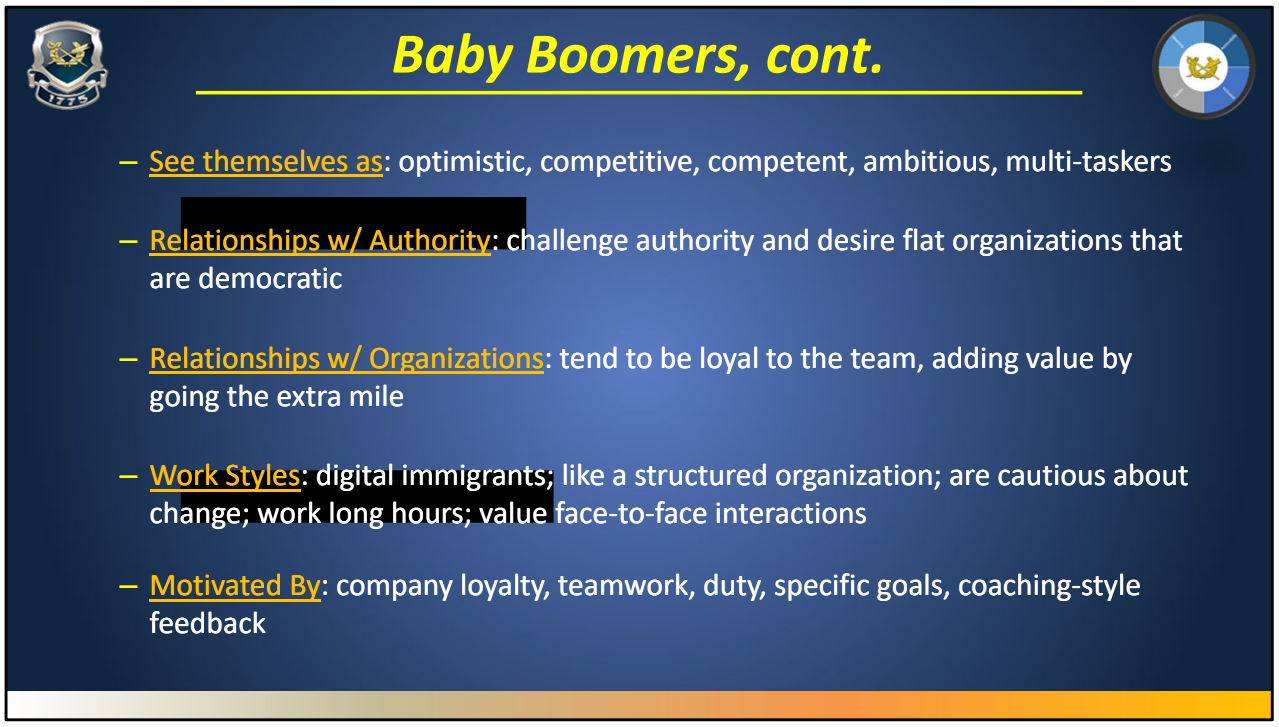


Baby Boomers were born between 1946 and 1964 (age 60-78). The currently make up 18.6 % of our workforce. This generation is known for having a strong work ethic, placing significant importance on professional accomplishments, and for being somewhat reserved from a social perspective.
Because they're so hardworking, the Baby Boomers are often considered the "workaholic" generation. Not surprisingly, they're also very goal-oriented and competitive. Because they grew up making phone calls and writing letters, Boomers often prefer one-on-one communication, phone calls and rolodexes over email, digital contact cards, and instant messaging leading to the belief that they simply don't embrace technology or may be disinterested in learning new things.

Some life changing events they experienced include the moon landing, Watergate, Vietnam wat, civ rights act 1964, and the invention of the television.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8

https://imagine.jhu.edu/blog/2023/04/18/gen-z-in-the-workplace-how-should-companies-adapt/
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/



This generation see themselves as optimistic, competitive, competent, ambitious, and multi-taskers. Some additional common stereotypes can be seen here.

These individuals usually tend to challenge authority and desire flat organizations that are democratic; tend to have the mindset of "let me show you what I can do for you“

They tend to be loyal to the team vs. loyal to the organization like the previous generation. They believe in adding value by going the extra mile and often see their career as translating into self-worth.

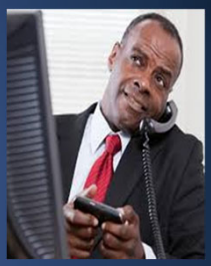
This generation is commonly stereotyped as digital immigrants who may not be tech-savvy; like a structured organization but challenge the rules; are cautious about change; tend to believe that working long hours is what defines success; value face-to-face interactions with co-workers

They are motivated by loyalty, teamwork, duty, specific goals and deadlines, and prefer coaching-style feedback

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation X

- Currently make up **34.8%** of the U.S. workforce
- ***Did you know?***
  - Gen Xers make up the highest percentage of startup founders at 55%
  - Gen Xers will outnumber baby boomers by 2028



- Experienced: the fall of the Berlin Wall, Nintendo, pagers, cell phones, PCs, rising divorce rates
- Common stereotypes: lazy and skeptical; known for questioning authority; cynical & poor team members; spoiled

Generation X was born between 1965 and 1980 (age 44-59). The currently make up 34.8 % of our workforce. Because they're the least studied of the current generations at work, Gen X is sometimes referred to as the "middle child" between the ever-popular Boomers and Millennials.

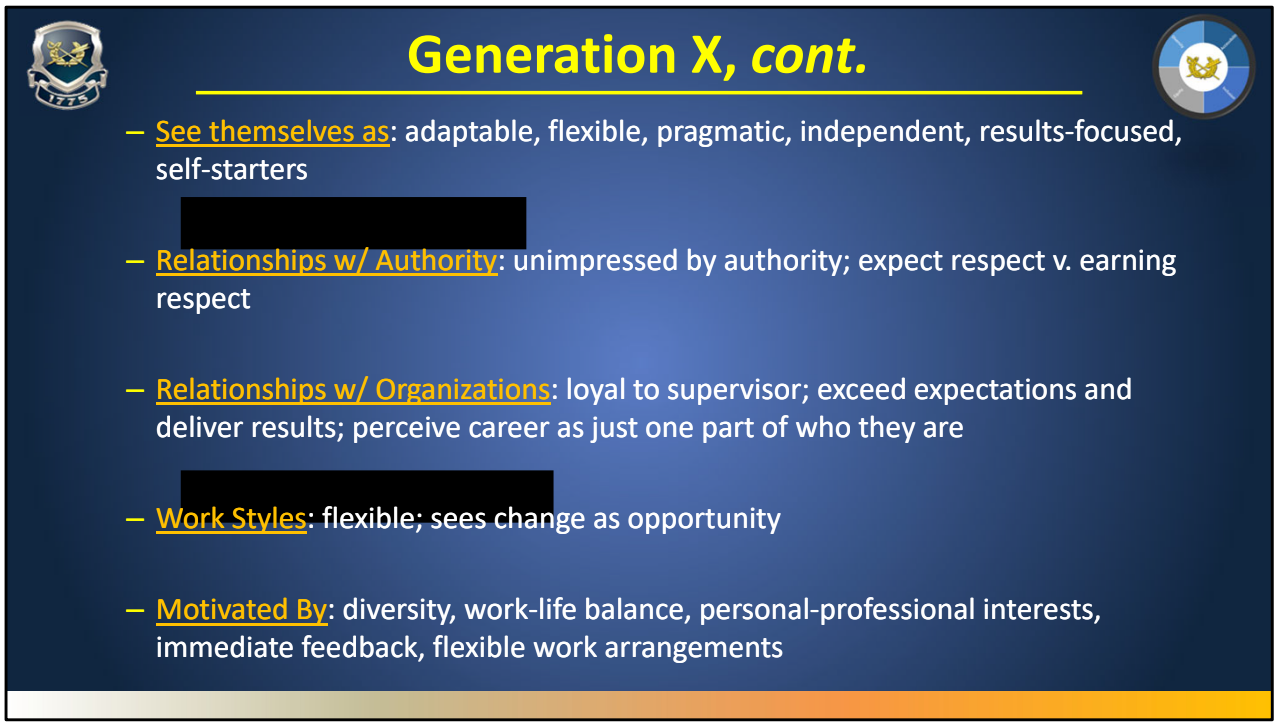
Joining the workforce after the hardworking Baby Boomer generation, Generation X is widely credited for creating the concept of work/life balance. They're known for being extremely independent and self-sufficient, valuing freedom, and shunning micro-management in the workplace.

While they may not be as tech-savvy as the younger generations, Gen X-ers are actually quite technologically adept. A study revealed that 54% of Generation X leaders are digitally savvy—which is on pace with 56% of Millennial leaders.

Some life changing events they experienced include the fall of the Berlin Wall, Nintendo, pagers, cell phones, Personal computers also known as PCs, and rising divorce rates leading to an influx in single parent households.

Sources:

1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
4 - http://www.vernonresearch.com/biggest-generational-stereotypes/



This generation see themselves as adaptable, flexible, pragmatic, independent, results-focused, and self-starters. Some additional common stereotypes include:

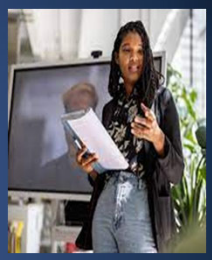
They may be unimpressed by authority; expect their competence and skills to be respected v. earning the respect; often have a "tell me what you can do for me“ mentality
These individuals are often loyal to their supervisor instead of the team like your boomers or the organization like your silent generation. However, they often exceed expectations and deliver results and perceive their career as just one part of who they are.

This generation is seen to be more flexible or adaptable; they often want to change the rules and see change as opportunity.
Mostly motivated and value diversity, work-life balance, their personal-professional interests rather than the organizations interests. They like immediate feedback, flexible work arrangements, and opportunities for personal development as well.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Millennials

- Currently make up **38.6%** of the U.S. workforce
- ***Did you know?***
  - By 2025, millennials will comprise 75% of the global workforce
  - About 15% of millennials age 25–35 live at home with their parents



- Experienced: 9/11, multiple school shootings, the internet, mobile technology
- Common stereotypes: sheltered; few practical skills; technologically obsessed; job-hoppers; entitled; praise-hungry

Generation Y, also referred to as Millennials, was born between 1981 and 1996 (age 28-43). The currently make up 38.6 % of our workforce. This generation, which is already the largest in the workforce, will make up three-quarters of the global workforce by 2025. Millennials thrive on new innovations and the scrappy "startup" mentality.

Similar to the Generation X who paved the way, Millennials desire work/life balance and crave flexibility in the workplace, such as working from home and casual dress. They aim to work smarter, rather than harder—making them excellent at multitasking.
Despite the eagerness that Millennials bring to the table, this generation is often criticized for being self-involved and overly dependent on technology. They also require a significant amount of feedback from employers.

Some life changing events they experienced include the 9/11, school shootings became a thing, they were introduced to world wide web, on demand entertainment, and handheld devices.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx



This generation see themselves as innovative, ambitious, multi-taskers, tenacious, and entrepreneurial. Some additional common stereotypes include:

Their respect for authority figures who demonstrate competence instead of respect for authority figures simply based on their positions; their attitude tends to be more of "show me what you can do for me right now"

This generation tend to be more loyal to their co-workers and teammates, most similar to baby boomers in that loyalty aspect. Millennials expect equitable treatment and see their careers as an opportunity to add value and contribute to the organization.

This generation is considered digital natives who have more fluid work styles and expect to create the procedures with change for improvement.

This individuals are mostly motivated by responsibility, good leaders instead of just managers, unique work experiences, flexibility, and again, like our generation x, they want that immediate feedback.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx

Generation Z

- Currently make up **6.1%** of the U.S. workforce
- ***Did you know?***
  - 40% of Gen Z wants to interact with their boss daily or several times each day
  - 84% of Gen Z expects their employer to provide formal training



- Experienced: Economic downturn, global warming, COVID
- Common stereotypes: obsessed with social media; self-centered; technologically dependent; have a short attention span; reward seekers

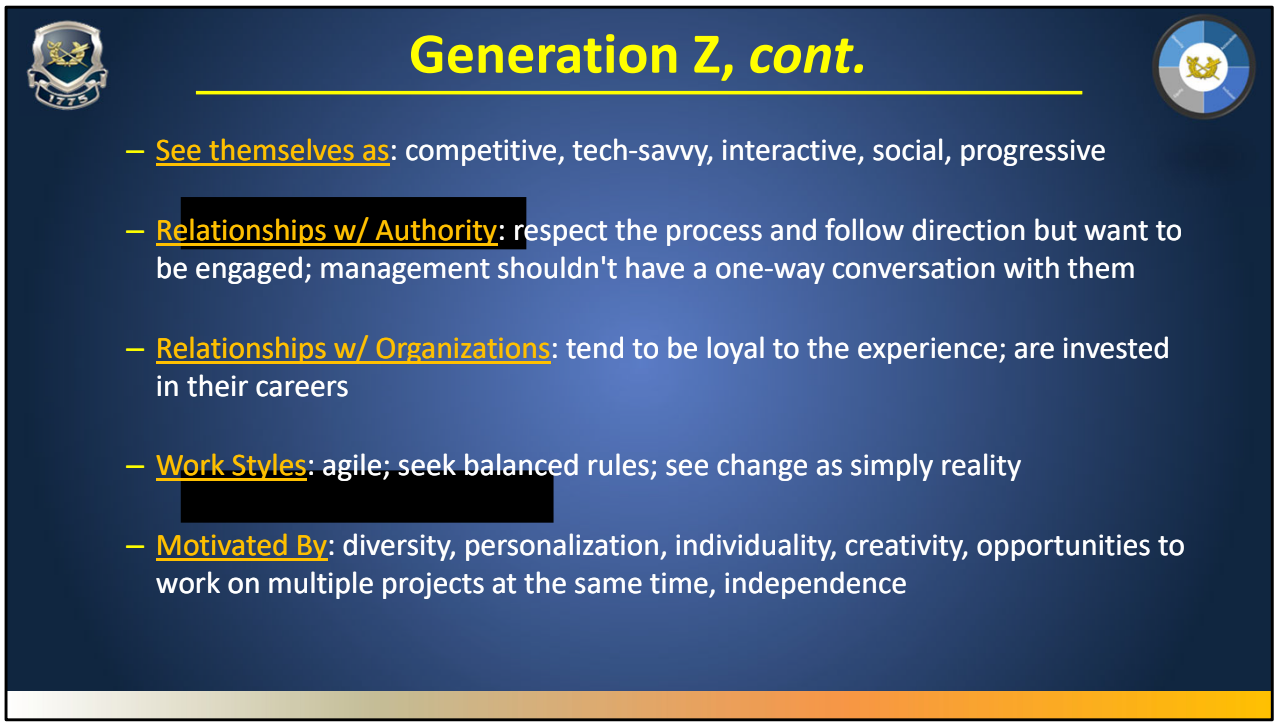
Generation Z was born between 1997 and 2015 (age 9-27) making them the youngest generation in the current workforce. The currently make up 6.1 % of our workforce. They are the first generation to grow up in a world that is completely wireless. As true digital natives – even more so than Millennials – Generation Z is constantly connected and is considered the most tech-savvy of these groups.

This generation is known for being creative, flexible, and self-reliant. While Gen Z-ers share many similarities to Millennials, they're more cautious and concerned with career stability. Because they're always connected, Gen Z-ers are excellent multitaskers, but also easily distracted. With shorter attention spans at work, they require bite-sized, immediate feedback from their employers.

Some life changing events they experienced include the 2008 great recession, smart phones, global warming, and the covid pandemic.

Sources:
1 - https://www.purdueglobal.edu/education-partnerships/generational-workforce-differences-infographic/ (as of 2020)
2 - https://www.informationweek.com/it-life/generations-in-the-workplace-

stereotypes-and-facts?slide=8
3 - https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx



This generation see themselves as competitive, tech-savvy, interactive, social, and progressive. Some additional common stereotypes include:

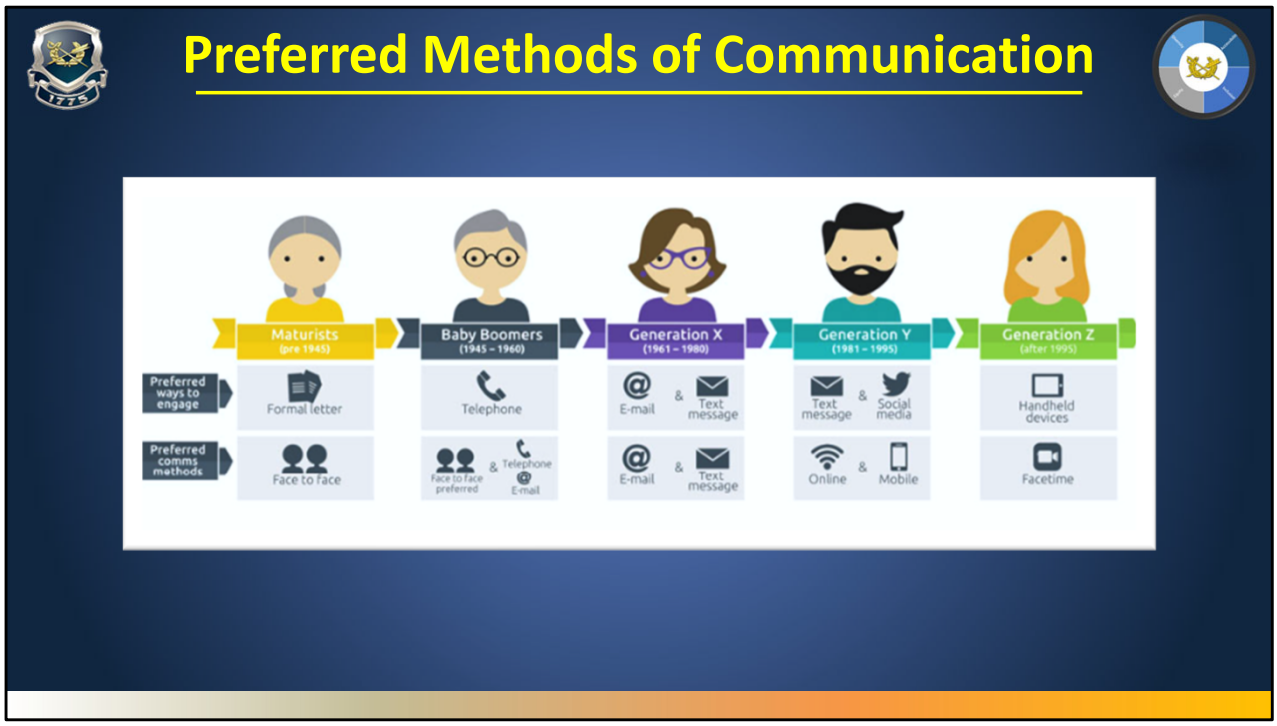
A bit more unconventional in their Relationships w/ Authority because while they respect the process and follow direction they want to be engaged. They don't necessarily believe in management having what we call one-way conversations with them. They value providing their input and perspective.

This generation tends to be more loyal to the experience vs. the team, a specific manager, leader, or organization. They are invested in their careers, which they see as a way to grow personally and professionally yet still very much so compartmentalize work and their careers as just one aspect of who they are or how they identify.

This generation is agile and adaptive. They look for balanced rules and understands change to simply be a reality or inevitable.

Gen Z is very much motivated by diversity, personalization, individuality, creativity, independence, and opportunities to work on multiple projects simultaneously.

Sources:
1 – 4 https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx



Communication preferences and generational dialects can be major obstacles to collaboration. Different age groups have preferred methods of communication. To address the communication preferences of a multigenerational workplace, you'll need a healthy mix of verbal, written, and digital communication. These are some preferred methods of communication by generation.

- Maturists AKA Silent Generation tend to prefer formal letters and face to face.
- Baby Boomers prefer phone calls, face to face, and email.
- Generation X prefer email and text messages or instant messages.
- Generation Y AKA Millennials prefer text, social media, online communication and mobile devices being easily accessible.
- Generation Z prefers any handheld devices for that instant communication and video chat for communication methods vs. face-to-face interactions.

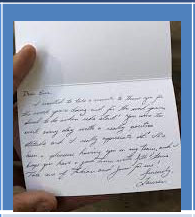
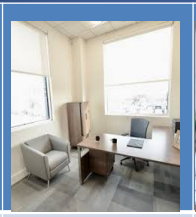
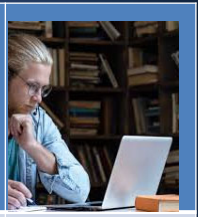
Our older generations tend to prefer face-to-face communication and are frustrated when attempts at communication are ignored or misconstrued because of technology overuse. Younger generations rely on technology for communication, which can be difficult for older generations to understand. For example, if one employee likes to send emails to make sure everything is documented, but the person they're communicating with prefers a phone call, there could be some

miscommunication.

Each generation has its own distinct characteristics and ways they commonly prefer to communicate. I say commonly because there are some who may not fall into these common norms and statistics simply based on their generations. In fact, most individuals who have either managed or led diverse generations and explored effective ways to do things outside of their comfort zone or what they were commonly exposed to would break some of these generational stereotypes. However, as leaders it is important for us to be aware of and identify the diversity in the preferred methods of communication within our teams and organization to establish common practices and procedures that include your teams' diverse perspectives and buy in.

Source: https://harver.com/blog/generational-diversity-in-the-workplace/

Recognition & Benefits

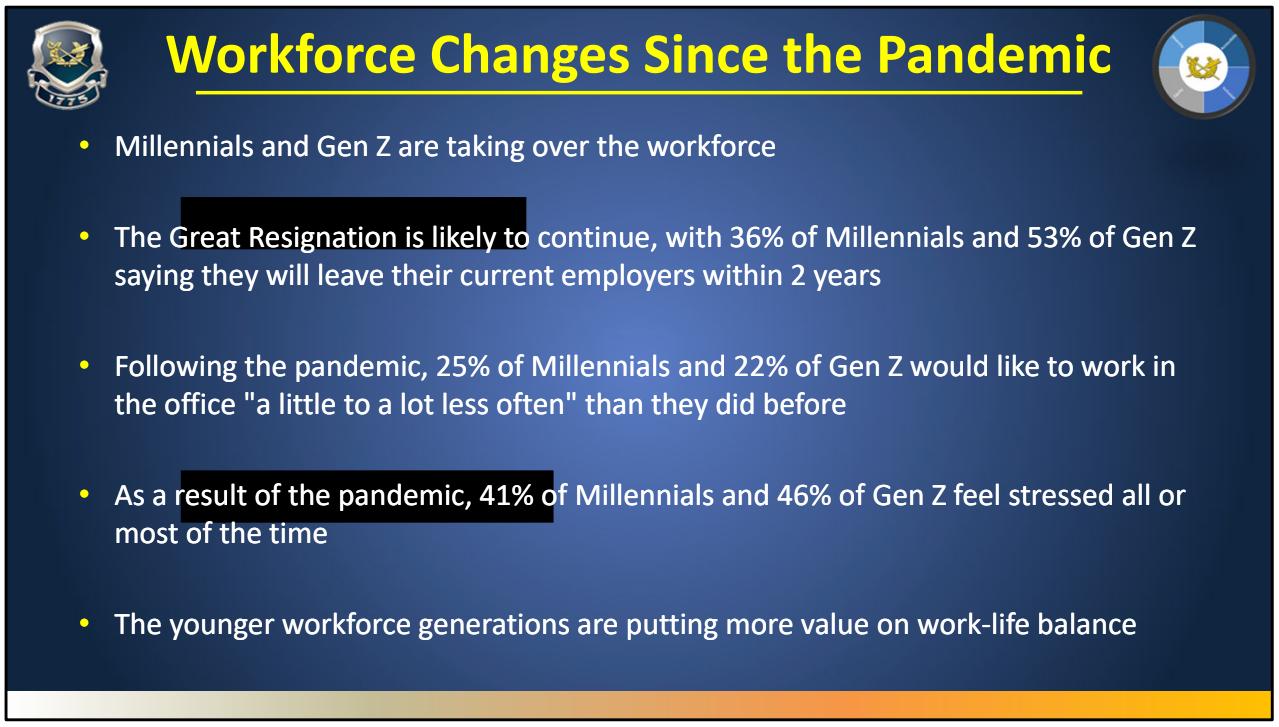
					
	The Silent Generation	**Baby Boomers**	**Generation X**	**Millennials**	**Generation Z**
Recognition	**Subtle, personalized**	**Job titles, parking spaces, office size**	**Informal, rapid and publicly communicated**	**Regular, informal**	**Regular, in-person**
Benefits	**Long-term care insurance**	**Sabbaticals, pension plan employer "matching"**	**Remote work and tuition reimbursement**	**Flexible schedules, continuous learning**	**Online training & Certification Programs**

These are just some examples of commonly preferred recognition and benefits that our various generations value.

Recognition and benefits are some of the keys behind being able to keep employees engaged and motivated as well as creating that organizational culture where they feel like they are valued and belong. Leaders should be aware of and ask individuals what their personal preferences are for recognition and what they value as benefits so that we can tailor our approach to these things when dealing with the diversity we have among our teammates.

For example, if I am an SJA and I came up through the ranks receiving star notes and notes from senior leaders that motivated me I need to consider that the junior Soldiers and civilians in my formation would likely value that in person recognition more like a coin or an impact AAM being presented. Or for benefits where our older generation may have preferred long-term care and insurance, our younger generations value remote work, flexible schedules, and online training and certifications as benefits.

Source: https://harver.com/blog/generational-diversity-in-the-workplace/



Due largely to early retirements and a mix of ageism and cost-cutting measures, businesses let a significant number of older employees go during the pandemic — and when they left, so did a lot of institutional knowledge, expertise, and loyalty.

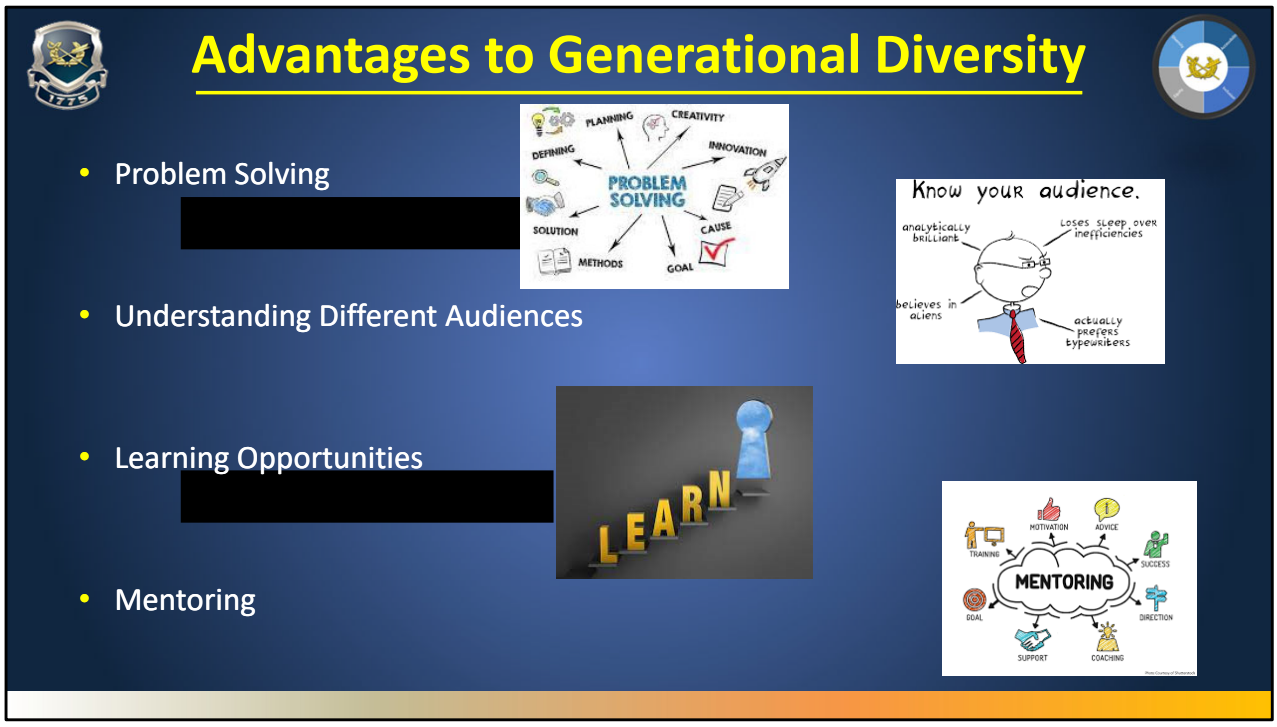
With Millennials and Gen Z taking over majority of the workforce in both numbers and influence, Baby boomers are entering retirement or “semi-retirement”, and Gen X is becoming the “forgotten” workforce and are experiencing more ageism. Millennials are taking over management roles and are shifting career paths altogether.

The Great Resignation, also known as the Big Quit and the Great Reshuffle, began in early 2021 in the wake of the COVID-19. It is known as an American economic trend where employees voluntarily resigned from their jobs en mass due to the pandemic. However, this is projected to continue with 36% of Millennials and 53% of Gen Z expressing their interest to leave their current employers within 2 years.

Additionally, with the capabilities of technology explored and maximized during the pandemic, 25% of Millennials and 22% of Gen Z prefer and value remote work more so than your older generations. The reintegration of in-person work among many

additional changes in the workplace post the pandemic, has also increased the level of stress in the workplace and has our younger generation recognizing the impacts of work stressors on their personal life and having them place more value on work-life balance or harmony, physical, and mental well-being.

Sources:
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
https://www.halpernadvisors.com/thought_leadership/multigenerational-workforce-post-pandemic-challenges/



Here we are just going to go over some of the main advantages to generational diversity.

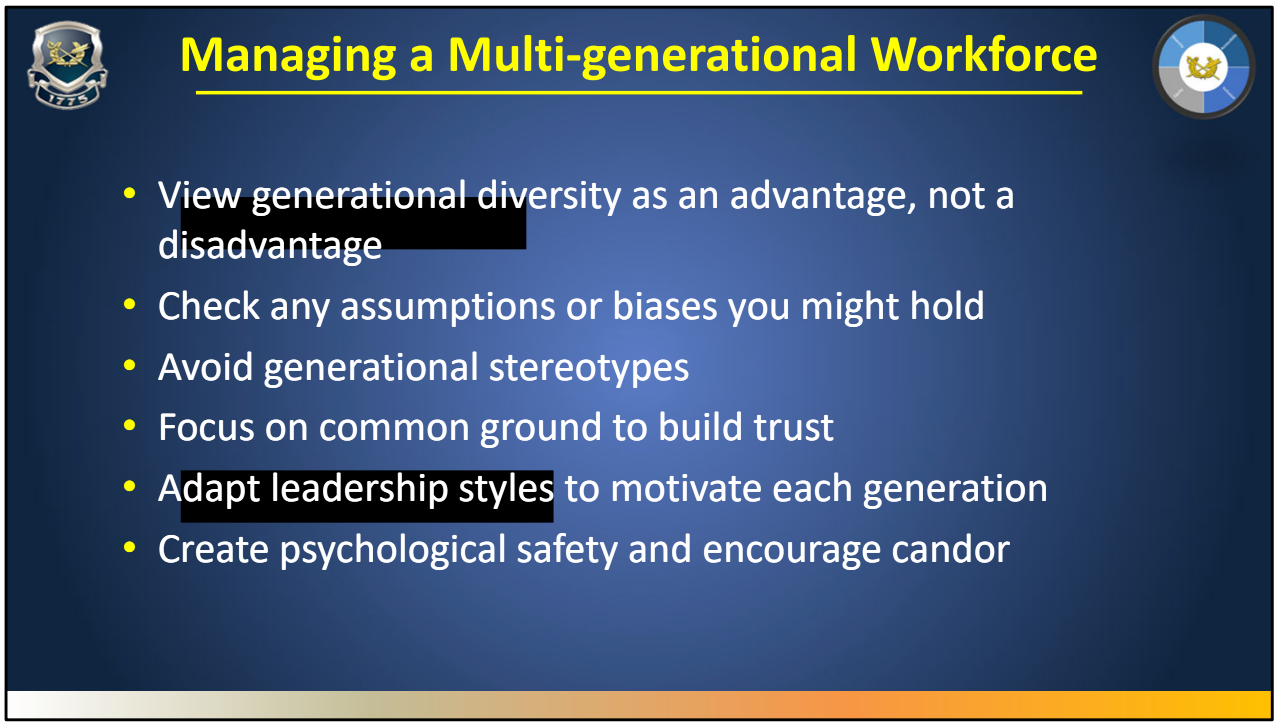
- Problem-solving for starters. Because each generation has a different approach to solving problems, having a multigenerational workforce can be very beneficial when it comes to identifying potential solutions and new ways of addressing day-to-day issues. There are the possibilities of so many different methods to approach solutions, creativity, and innovation.

- Being able to understand and connect with different audience is so valuable. Each generation is very unique—which is a great asset to our organization. By employing people from each of these generations, we better understand the different target audiences that we're trying to reach.

- Generational diversity at work also presents learning opportunities for all employees—and not just the younger ones. Across generations, employees can teach each other new ways of approaching things and more efficient ways of doing business. For example, a more technologically adept employee might know a faster way for an older employee to approach a manual, tedious task at work.

- Mentoring: A multigenerational workforce is the perfect environment for mentoring. Many organizations opt to start a mentoring program to allow employees the opportunity to educate one another. This not only helps employees gain new skills and information but also improves how they work alongside each other and identifying ways in which they actually have more in common than they may believe.

Sources:
https://www.shrm.org/resourcesandtools/hr-topics/global-hr/pages/generational-mindsets-affect-workforce.aspx
https://www.halpernadvisors.com/thought_leadership/multigenerational-workforce-post-pandemic-challenges/



Here are some key takeaways for managing a multigenerational workforce:

First and foremost, we need to view generational diversity as an advantage. The most effective leaders and managers understand the advantages we discussed and how different generations bring unique strengths to the workplace.

Let's check our own assumptions and biases and avoid some of those generational stereotypes we talked about in previous slides for each generation because not every member of a particular generation is going to behave the same way. Research has shown that actual differences between generations are not as great as stereotypes might suggest, because there are some wide variances (and intersectionality) within generations. Which is why it is important to keep in mind that tensions can escalate when people make assumptions and objectify each other. But assumptions can be contagious and beliefs that age-based generalizations are accurate can impact the way we manage and interact.

Focus on common ground to build trust. A common obstacle in team effectiveness is the absence of trust. When colleagues are afraid to be vulnerable with one another and are unwilling to admit their mistakes or need for help, competition and

intimidation undercut connecting. There are no shortcuts to building trust among generations at work. We can break through those stereotypes we talked about by finding commonalities across generations. Creating opportunities for co-workers with shared strengths, passions, and life experiences to connect on projects, day-to-day operational requirements, and in social events.

We want leaders who engage and motivate our mutigenerational teams and that may mean we need to do some self reflection and identify ways we can adapt our own personal leadership styles to do so. Some approaches are including Older Generations' Knowledge in Training to pass on their expertise while also helping younger employees learn valuable skills; considering benefits that are reflective of all generational needs because generations come with different needs and expectations. If you don't tailor your benefits to the needs of each generation, you run the risk of alienating or losing their buy in.

Last but not least and probably the most important is creating psychological safety in our organizations, so people feel comfortable speaking with candor. Psychological safety is key to having high-performing teams, reducing turnover, and increasing efficiency. By creating psychologically safe team environments, we build trust for welcoming broader perspectives, new ideas, and dissenting positions — without judgement — and avoid the inertia of groupthink. When employees of different generations shut down each other's contributions as either outdated or naïve, resentments grow, and trust diminishes. People will stop speaking up. Leaders who can reframe generational differences as opportunities for collective learning can facilitate respectful discussions that are more productive and create shared understanding. Once you do this you will be able to actually identify what are some of the age-related biases or obstacles to inclusion that are unique in your organization ad begin addressing them.

Sources:
https://www.knowledgecity.com/blog/generational-differences-in-the-workplace/
Managing a Multigenerational Team (LinkedIn Learning)
https://www.getsmarter.com/blog/market-trends/the-future-of-work-changing-values-in-a-multi-generational-workforce/

In Conclusion

- There are countless benefits to generational diversity
- [redacted]
- Avoid making age-based assumptions and stereotyping
- Get to know your teams' diverse preferences and values
- Employ advantages to diversity
- Inspire each other to grow

SOURCES:

1. https://www.livecareer.com/resources/careers/planning/generation-diversity-in-the-workplace

[redacted]

QUESTIONS?

[redacted]

Keep up with ODEIA & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Health and Welfare

Wednesday, January 25, 2023 8:36 AM

Part 1. The commander has ordered a health and welfare inspection. He has also mandated all privately owned vehicles be inspected for safety IAW with unit policy. You and some other NCO's start randomly going into Soldier's rooms (with the Soldier's present). You have been provided no instruction on how to search the rooms or what exactly you are supposed to be looking for other than a vague order to "Make sure no one has any drugs or anything."

Part 2. You open one Soldier's room and almost gag. The Soldier has been making his own meals and he explains the smell comes from his countries favorite dish. You respond that it smells like something from the south-end of a north bound goose. Looking at the room however you see several articles of what appear to be dirty clothes and also some little baggies of some drab colored seeds on a desk. You ask him what those are and he says it spices his family sent him from overseas. What is more concerning is what appears to be an unused aeronautical flare the Soldier claims he found on a drop zone.

After you report mission complete to the 1SG, he remarks, "Not yet we're not, we have to go over the privatized housing area and do some searches there."

Law: Commanders are responsible for the health, safety, and readiness of their units. Only a commander may order an inspection. It may include POV's if they are parked in a parking lot under the commander's control Military Rules of Evidence 313. Commander's do not have the authority to conduct inspections, or authorize searches in privatized housing or in a Soldier's off-post quarters. Additionally, the commander directing the inspection must provide clear guidance to the members of the CoC conducting the inspection. Each Soldier must be subject to the same level of inspection. The commander should tell them where they may look, what to look for, and what to do if illegal contraband is found. An inspection cannot be a subterfuge to find criminal activity.

Part 1. Analysis: In this case, the commander failed to provide clear guidance to the NCO's and set him, and them up for failure. Additionally, if you are not going to inspect every room, there should be a clear reason why, such as you are only inspecting every other room.

Part 2. Analysis: The Army recruits from a very diverse field of applicants. While the smell may be abhorrent to you, you should be sensitive to his cultural background and avoid making commentary regarding his dietary choices. However, it would be appropriate to tell him to clean up the dirty clothes. Upon spotting the little baggies you could either a) assume he is telling the truth or b) order the Soldier to leave the room and wait with you outside while you request assistance from the MP's/CID to determine whether or not it is actually a contraband item. As regards to the aeronautical flare, this is based off a real incident where a Soldier picked up a "dud" flare on a drop zone. While on a Skype call with his girlfriend he picked up the flare…which promptly went off and put a hole in his ceiling much to his surprise.

Part 3. Analysis: Commander's do not have the authority to authorize an inspection or search of privatized housing. However, you may ask the Soldier residing in the privatized housing for consent to inspect. If the Soldier consents, then you may inspect with him present and to the extent he lets you. If he says, "Do not go into my bedroom," do not go into the bedroom. However, it is imperative you speak with your unit's legal representative before embarking on such an adventure because this can very quickly turn into an adventure.

Conclusion. Health and Welfare inspections are an invaluable tool if used correctly. However, if done wrong it can turn into a disaster of epic proportions. So if you remember nothing else, remember, if you hear about an barracks inspection your first thought should be, "Has anyone talked to JAG?"

Recognizing and Eliminating Bias



(b) (6) & (b) (6) (b) (6)

ROADMAP

Why Implicit Bias training?

What is Implicit Bias? What is cognitive bias?

Racial Anxiety

Stereotype Threat

How it can influence our work

Mitigation

Explicit vs. Implicit Bias

Explicit Bias: "attitudes and beliefs we have about a person or group on a conscious level"

Implicit Bias: "The brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness."

- In-group favoritism
- Positive emotions like admiration, sympathy and trust
- Alternatively, can have negative emotions to people from another group, or a group associated with negative stereotype

EVERYONE Has Implicit Biases

Everyone has unconscious biases that influence their worldview and decisionmaking

Harvard University's Implicit Association Test (IAT)

- Web-based
- Association of different racial groups with negative words, or weapons
- Just an indicator; can reveal patterns and tendencies among large groups of people
- implicit.harvard.edu/implicit/takeatest.html

Key takeaway: Have more awareness of biases and challenging your assumptions

Cognitive Bias

- If it takes 5 machines 5 minutes to make 5 widgets, how long would it take 100 machines to make 100 widgets? _____

  - A: 5 minutes
  - B: 50 minutes
  - C: 100 minutes
  - D: 150 minutes

- How many animals did Moses place in the arc?
-
  - A: 0
  - B: 100,000
  - C: unable to determine
  - D: N (2) (where N = number of species)

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

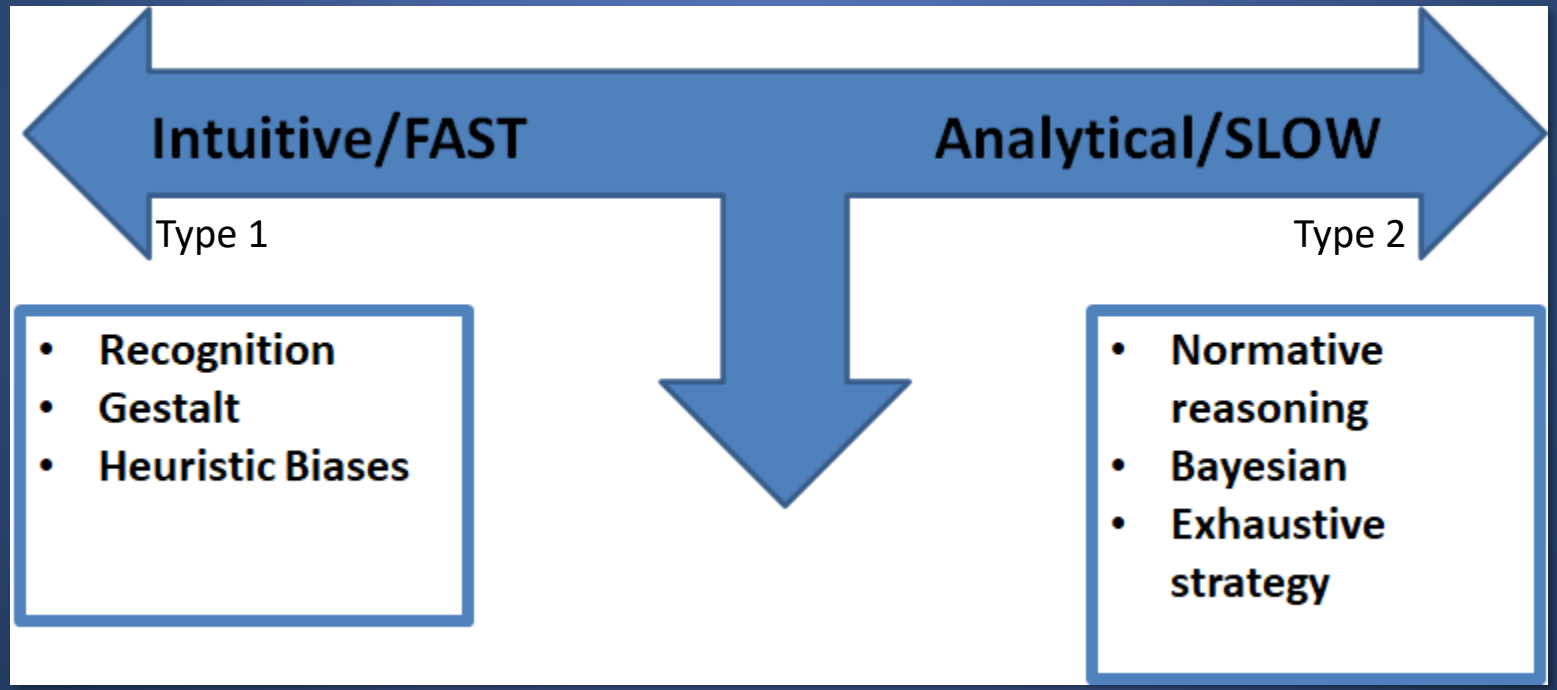
Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

Theory of Decision Making

Dual Process Theory



Science. 1974;185(4157):1124-1131

Heuristics

Heuristics

Cognitive shortcuts that permit us to use a “FAST” thinking approach via the use of pattern recognition.

- **Advantage**:
  - Reduce time and effort to make reasonably good judgments and decisions.

- **Disadvantage**:
  - Potential to lead to systematic cognitive errors called biases

Acad Med. 2011 Mar;86(3):307-13.

Heuristics

- Use of Heuristics, with its intent on speed, can lead to biased reasoning and decisions.
  - Often, we are completely unaware of these biases and their impact on our decisions
- Numerous patterns of erroneous thinking have been identified and are now labeled

Hypothetical

CPT Stone, commander of HHC, gets a call from 1LT Timmons, one of his platoon leaders. 1LT Timmons is his best performing PL, and has served with CPT Stone for 18 months. 1LT Timmons tells CPT Stone that he received an allegation of misconduct.

- PVT O'Neal alleges that SPC Steele has been sexually harassing her.
- 1LT Timmons has looked into the matter, and says there is no issue.
- CPT Stone listens to 1LT Timmons's explanation and trusts 1LT Timmons's judgment.

Heuristics

Blind Obedience / Halo Effect

Showing undue deference to authority, technology, or factors such as attractiveness

- *My boss says because of this, it can't be this.*
- *In the past my boss handled issues this way, so I will do the same.*

Heuristics

Emotional Bias

Negative or positive feelings towards Soldiers influences view of case of disposition (counter-transference)

E.g Soldier with background notable for previous Art 15 for disrespect, saying they didn't say what they're accused of saying, …… "Yeah, they said it"

- *Black Soldier tests positive for marijuana*
- *White Soldier tests positive for cocaine*

Hypothetical (Continued)

CPT Stone reports the sexual harassment allegation to his BN commander, LTC Boggs.

- LTC Boggs has recently completed another sexual harassment investigation from another company where the alleged victim eventually admitted that she exaggerated her allegations because she felt her supervisor was too hard on her.

Heuristics

Availability Bias

Recall a similar situation, case, or other information because it happens to be a recent experience or comes to your mind quickly

E.g. A commander's incident report lands are your desk. While scanning the report you notice many details similar to a case you were briefed on last week. You know how this case will play out because it's a "fresh" and "available" entity in your mind.

Hypothetical (Continued)

LTC Boggs, in accordance with policy, sends an initial report to COL Larson, the BDE commander.

- “Sir, looks like we have another one. All indications are that the low performing female Soldier is trying to deflect from her deficiencies by pointing a finger at a great young trooper. I can get you more information as we go along.”
- COL Larson: “Boggsy, I got it. Get with JAG so we can close this out, but I fully understand what is going on.”

Heuristics

Anchoring Bias

Focus on features in the Soldier's initial presentation or first bits of information too early in the investigative process without adjusting the charges or desired outcome when further information is/becomes available.

Heuristics

Confirmation Bias

Notice and consider only the facts and details that favor our hypothesis and ignore aspects inconsistent with it.

Example: A Soldier with a history of …… charges, upon file review, you only look for the instances that strengthen your belief about the Soldier.

Edgar & Edgar 2016, Nickerson 1998

Heuristics

Unpacking Bias

Failure to elicit all pertinent information before deciding to pursue a course of action.

WHY DO WE NEED IMPLICIT BIAS TRAINING?

Why We Need Implicit Bias Training

2018 Defense Advisory Committee on Women in the Services (DACOWITS):
"[I]mplicit biases could be partially responsible for the lack of women in legal professions, particularly in positions of power. An implicit belief in gender stereotypes can also lead to biased assessments of individuals, especially when those individuals do not adhere to the roles or behaviors associated with their gender's stereotype . . . The persistence of gendered stereotypes shown through these military evaluations, particularly stereotypes with negative and/or less valued traits, makes it more difficult for women to be taken seriously as leaders."

10 U.S.C. 113(g)(1)(B): "Each national defense strategy shall include . . . Strategic goals related to diversity and inclusion in the armed forces, and an assessment of measures of performance related to the efforts of the armed forces to reflect the diverse population of the United States eligible to serve in the armed forces."

Why We Need Implicit Bias Training

2017 Protect Our Defenders Report: "[F]or every year reported (2006 – 2015) and across all service branches, black service members were substantially more likely than white service members to face military justice or disciplinary action, and these disparities failed to improve or even increased in recent years."

2019 Government Accountability Office Report: Services uniformly track subjects by gender, but not by race/ethnicity. "Racial and gender disparities exist in investigations, disciplinary actions, and punishment of servicemembers in the military justice system[.]"

2022 Holistic Evaluation and Assessment of Army Racial Disparities (HEARD): Army-specific analysis of racial disparity in minorities subjected to the Military Justice system. Findings & recommendations pending release.

Explicit vs. Implicit Bias

Explicit Bias: “Consciously held hostilities or stereotypes about groups of people.”

Implicit Bias: “The brain’s automatic, instant association of stereotypes or attitudes toward particular groups, without our conscious awareness.”

OUR BIASES COME FROM OUR ENVIRONMENT

Family

Local community

Religious upbringing

Friends

Lives experiences

Media

Racial Anxiety

Discomfort about the potential consequences of interracial interactions.

- For racial minorities, it can be the expectation that they will receive discrimination, hostility, or disparate treatment.
- For a white person, they may fear they are assumed to be racist by racial minorities and face corresponding feelings of hostility.

Day-to-Day Impact in a Unit:

- Commander may be uncomfortable making direct eye contact with Soldier of a different race
- Racial minority Soldier might conclude that poor eval/counseling is racially-motivated and not based solely on performance.

Military Justice:

- Black Soldier: “Am I not going to be believed if a white Soldier accuses me of misconduct?”

Stereotype Threat

The frequently unconscious fear that one's actions may confirm stereotypes about their identity group(s).

- Can cause individuals to attempt to discern whether they are confirming negative racial/gender stereotypes or being judged based on them.

- Often triggered by high-pressure situations.

- Impacts cognitive ability and causes physiological change (increased HR, BP, part of brain regulating emotion)

Where Bias Can Influence Commanders & JAs

Pre-Trial Investigation and Charging Decisions

- Assumptions as to who may be offender & victim
- Lack of empathy of suspect/accused of a racial minority
- Assigning attributes based on impressions, not on facts (e.g., black subject "Looks angry/mean" where white subject "Looks young and naive.")
- Informs beliefs as to credibility of subject/accused or other witnesses of color
- **Fill in factual gaps with assumptions based on stereotypes**

Trial Strategy

- Peremptory challenges for facially race-neutral reasons but applied only to racial minorities (see *Flowers v. Mississippi* (2019)).
- Closing argument tinged with racial animus ("He's an animal," "A thug")

MITIGATION

Continue training

- Disseminate this through your office (this is not just a legal issue; it is a leadership issue)
- DEI training in office (LDP)
- Bias awareness/interruption (work with Operational Psychologists)

Get data!: Regularly track race/ethnicity, just like we track MOS, deployments, etc.

- Quarterly assessments on who is being investigated, prosecuted, separated
- Part of multi-discipline team meetings (OSJA, CID, MPI, FAP)

Assess the known facts: Challenge factual assumptions

- ACKNOWLEDGE we all have biases
- Bias reduction
- Counter stereotypes (put self in their shoes, consciously challenge stereotypical views)

Tips For Overcoming Biases

- Receive Feedback
  - If you are a supervisor, review cases with intentional focus on areas where biases may occur and make it a point to discuss cognitive biases during supervision
  - If you are being supervised, make it a point to discuss areas you feel a bias may be present and ask your supervisor for feedback specific to this topic
- Self – Development
  - Consider the factors that influence how you make decisions, what areas tend to be more important to you than others, what topics or situations evoke strong positive or negative emotions.
    - Is it possible that these influences or factors could create or contribute to biases?
- Don’t Deny…… Challenge
  - If you believe you may have a bias, instead of denying it, seek to understand it so you can challenge the bias if and when it arises again in the future

THIS IS THE START, NOT THE END, OF THE PROCESS

"Not everything that is faced can be changed, but nothing can be changed until it is faced."

~ James Baldwin.

REFERENCES

Matt Barreto, et al., *The Impact of Media Stereotypes on Opinions and Attitudes Towards Latinos* (Sep. 2012) National Hispanic Media Coalition and Latino Decisions.

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Patricia D. Devine and Kristen A. Vasquez, "The Rocky Road to Positive Intergroup Relations" in *Confronting Racism: The Problem and the Response*, edited by Jennifer L. Eberhardt and Susan T. Fiske (1998).

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QUESTIONS?

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ADDITIONAL FORMS OF COGNATIVE BIAS

Heuristics

Actor-Observer Bias

Tendency to attribute your own actions to external causes while attributing other people's behaviors to internal causes.

E.g. You attribute your high cholesterol levels to genetics while you consider others to have a high level due to poor diet and lack of exercise

Heuristics

False Consensus Bias

This bias leads one to overestimate how much other people agree with you.

E.g. A battalion commander has a reputation for yelling at subordinates who disagree. During a staff meeting, he proposes a certain COA and asks the commanders and staff if they agree. Everyone looks down at the table, not saying anything. The commander takes this silence to be agreement and that he has a consensus support for his COA.

Heuristics

Functional Fixedness Bias

The tendency to see objects or people as only working in a particular way or having a single purpose.

E.g. Your staff assistant is great at following instructions and completing tasks but when opportunities for assuming leadership duties arise they are not considered

Heuristics

Misinformation Bias

The tendency for post-event information to interfere with the memory of the original event.

E.g. BDE commander witnesses a certain event happen in the field and asks her staff to discuss. One subordinate commander mentions that, during the time of the incident, another event was happening. The BDE commander now thinks that maybe the event she witnessed didn't happen the way she remembered it.

Heuristics

Optimism Bias

This bias leads you to believe that you are less likely to suffer from misfortune and more likely to obtain success than others.

E.g. "I've studied dice rolling and have a spreadsheet detailing probabilities based on how I hold the dice. I know I'll beat the house when I hit the casino this weekend."

Heuristics

Self-Serving Bias

This bias leads you to blame external forces when bad things happen and give yourself credit when good things happen.

E.g. Following an unsuccessful field exercise you tell yourself (perhaps others?) that if your junior leaders had followed your OPORD as instructed the exercise would have been a success. Following a successful field exercise, you pat yourself on the back for your amazing strategy and OPORD.

Heuristics

Gambler's Bias

This bias leads you to believe that something will happen because it hasn't happened yet.

E.g. When betting on a roulette table, if multiple previous outcomes have landed on red, then you might mistakenly assume that the next outcome will be black. However, these events are completely independent of each other.

Ayton & Fischer 2004, Clotfelter & Cook 1993

Heuristics

Gender Bias

This bias describes our tendency to assign specific behavior and characteristics to a particular gender without supporting evidence.

E.g. When a male Soldier complains of foot pain after a long run, he likely has an injury. But, when a female Soldier complains of foot pain after a long run, she just wants to get out of running for the next week.

Garb 1997, Gawande 2014

Heuristics

Group Attribution Bias

This bias describes our tendency to overgeneralize how a group of people will behave based on an interaction with only one or a few persons from that group.

E.g. Battalion commander receives brief from young Air Force intelligence officer, who wears cokebottle glasses and discusses the weather at length. Commander believes all Air Force intelligence officers are "nerds" who don't know how to brief.

Pettigrew 1979

Heuristics

Hindsight Bias

This bias describes our tendency to see events, even random ones, as more predictable than they actually are. Also called the “I knew it all along” phenomenon.

E.g. You decide to place a bet on team favored to win the Superbowl. When the underdog wins you say “I knew they were unfairly listed as an underdog and were going to win, why didn’t I follow my gut”

Heuristics

The Dunning-Kruger Effect

This bias leads you to believe that you are smarter and more capable than you really are.

E.g. "I've been promoted to O-6 in under 20 years of service, two of those promotions were BZ. I've read this DSM5 the psychs use, the recommendations in this Soldier's profile are over the top and unnecessary. Give that Soldier a weapon and send them to the field with the rest of the unit."

Implicit Bias Discussion Questions

1. Change to "**How would you define implicit bias**?"
2. We don't believe you can define something that doesn't exist—and we know that IB/unconscious bias does in fact exist, so we recommend replacing Q2 with this "**What are some factors that influence how we view the world**?"
    a. Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other factors impact the lens with which we view the world.
3. Let's discuss the different types of unconscious biases and the impact they can have on the organization.
    a. **Affinity bias** – favoring those who tend to have something in common with us.
    b. **Halo bias** – The Halo Effect is our tendency to think everything about a person is good because our first impression of them was good.
    c. **Perception bias** – the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups.
    d. **Confirmation bias** – seeking out information and evidence that justifies our position or makes us feel like we were right all along
    e. **Groupthink** - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group
4. Which of these biases do you believe most influenced your responses during the bias exercise?
5. Which of these biases would be most detrimental within an organization? Why?
6. Have you witnessed these or been victim to them in your organizations? How did it make you feel?
7. How would you handle them as future organizational leaders?

Implicit Bias LPD

Concept: "Implicit bias," is "the brain's automatic, instantaneous association of stereotypes and attitudes with particular groups."[1] Some of these biases center around our unconscious perceptions of racial stereotypes, which can have unintended, yet profound, effects on the decisions we make every day.

Army doctrine recognizes the importance of diversity awareness and inclusion within our formations. Leaders must value "diversity of outlook and experience and must treat all individuals with the inherent dignity and respect due every person."[2] Implied in this express need for respecting diversity is a requirement to set aside personal biases and beliefs to further unit cohesion and ensure treatment of all individuals with dignity. After all, our "values and beliefs create a foundation for ethical conduct" and wavering from the ideals of ethical conduct "quickly destroys organizational morale and cohesion—it undermines the trust and confidence essential to teamwork and mission accomplishment."[3]

To set aside biases that you may not know exist requires self-assessment, honest reflection, and the intellectual openness to see and understand your own faults. All leaders are expected to use their interpersonal tact to recognize diversity and "create conditions where subordinates know they are valued."[4] As legal professionals, we are required to not only care for our subordinates, but we also have the added demand of providing principled counsel to our clients. It is impossible to optimize our leadership potential and provide principled counsel to our clients, if we do not recognize and understand our biases and actively mitigate them.

With this in mind, the purpose of this LPD session is to explore the existence of implicit bias and the role that it can play in our capacity as judge advocates, paralegals, and DA civilians. Performance of duties or decisions rendered as a paralegal, attorney, or paraprofessional across all our core competencies may be affected by our own implicit biases.

Keeping both academic research and Army doctrine in mind, it is imperative that we recognize and reflect upon our implied biases and mitigate their effects on our decision making. The following readings and discussion will provide information to help you identify and understand your own implicit biases, and develop means and methods to mitigate them.

---

[1] Rachel D. Godsil et al., *Prosecuting Fairly: Addressing the Challenges of Implicit Bias, Racial Anxiety, and Stereotype Threat*, 40 CDAA PROSECUTOR'S BRIEF 2, 3 (Winter 2018).
[2] U.S. DEP'T OF ARMY DOCTRINE PUB. 6-22, ARMY LEADERSHIP para. 2-14 (1 Aug. 2019) (C1, 1 Nov. 2019)[hereinafter ADP 6-22].
[3] *Id*., para. 2-16.
[4] *Id*., para. 4-12.

Prior to LPD:

1. Read the following articles:

a. Beverly D. Tatum, *Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom*, 62 HARV. EDUC. REV. 1, 1 (Spring 1992).

b. Rachel D. Godsil et al., *Prosecuting Fairly: Addressing the Challenges of Implicit Bias, Racial Anxiety, and Stereotype Threat*, 40 CDAA PROSECUTOR'S BRIEF 2 (Winter 2018).

2. Watch the following videos:

a. Beverly D. Tatum, *Is My Skin Brown Because I Drink Chocolate Milk?*, TEDX STAN. (May 19, 2017), https://tedx.stanford.edu/lineup/beverly-daniel-tatum; and

b. Baratunde Thurston, "*How to Deconstruct Racism one Headline at a Time*, https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time?language=en.

3. SJAs and/or their designees will facilitate open, candid, conversation. It is recommended that at least two individuals are designated to facilitate the conversation. It is recommended that groups not exceed 25 people, and so for large offices, there may need to be more than one session.[5] The facilitator(s) should be familiar with Professor Tatum's method, especially:

a. The rules of the conversation must be stated clearly upfront;[6]

(1) All personnel must honor a code of non-attribution
(2) No put-downs, or "zaps," used for comic relief; this is a serious discussion
(3) All students will speak from the personal experience, attributing their thoughts to themselves and not others.
(4) Personnel will demonstrate mutual respect for one another at all times. Consistent with Army Leadership doctrine, personnel should be more than sympathetic and try genuinely to relate to other participants' situation, motives and feelings.[7]

b. The "working assumptions" she makes that form the basis of the conversation;[8] and

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[5] For large offices, consider breaking groups up by rank (E-1 to E-4, NCOs, and Officers). Carefully select facilitators for each group, especially for the junior enlisted group, consider a facilitator that will not be a member of a promotion or Soldier of the Quarter board.
[6] Beverly D. Tatum, *Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom*, 62 HAR. EDUC. REV. 1, 4 (Spring 1992).
[7] ADP 6-22, *supra* note 2, para. 2-23.
[8] Tatum, *supra* note 4. at 3.

c. The “three sources of resistance and their descriptions.[9]

LPD COA:

1. The discussion facilitator will introduce the topic, and properly set the parameters of the discussion. From the outset, acknowledge that the discussion may be uncomfortable and that this is expected, appropriate, and a positive thing.[10]

2. Start with a general discussion of the topics from the articles. This can come in a variety of forms, and should be facilitated with questions similar to the following:

a. Ask the group whether they think Dr. Tatum is correct when she argues that “racism” and “race” are “taboo” topics of discussion

b. Ask whether the group believes that the Army or society at large is a true “meritocracy.”

c. Ask participants to provide their opinions about the existence of implicit bias, whether they think it exists and, if so, whether it is as influential as the read-ahead articles tend to indicate.

d. With every question and answer, the facilitator must listen carefully and build upon what the participant is saying. Much like a direct examination, the facilitator should ask for more information if she or he believes the participant has more to offer that will be of value for the group. Similarly, after a student has finished, affirm their statement and see if any member of the group has something to add. The goal is to limit the amount of time the facilitator speaks, and to create a discussion about implicit bias that is includes the entire group and promotes sharing of perceptions and experiences. The facilitator should be less concerned with “sticking to the script” than allowing the conversation to evolve naturally.

3. Move from general questions to the specific circumstances of the Group.

a. Use Professor Tatum’s Tedx Talk exercise and ask participants to think about their first memory of experiencing “race.”

b. Have participants voluntarily share those memories, and any associated feelings they have about them.

c. Have participants identify personal implicit biases they may have.

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[9] Tatum, *supra* note 4. at 5.

[10] The facilitator(s) may also consider emphasizing that this discussion is for everyone and not intended to be a venue where minority members of the group are expected to teach the office about their experience. Though the minority members may share more than others, all participants are expected to participate.

4. Having identified some implicit biases, bring the conversation back to the OSJA's roles and responsibilities:

a. Have participants from different practice areas talk about how their own implicit biases may affect how they do their job. Make sure the SJA and the DSJA contribute.

b. Based on responses, discuss possible methods to mitigate those biases.

Post LPD:

1. OSJA Leadership:

a. Provide a written AAR to the Commander, TJAGLCS (ATTN: ALCS-CTR-LC), highlighting the "improves" and "sustains" from the LPD. Differentiate between what you will sustain locally, and what you believe the JAG Corps owes from the institutional perspective.

b. Provide an assessment of the impact on the formation, focusing on where or why the discussion was successful and/or not successful.

c. OSJAs should find ways in which to continue this conversation within their offices. Some ideas include:

(1) regular opportunities set aside to discuss issues of diversity and inclusion, implicit bias or any related topic within the office;
(2) a follow-up discussion focused on identifying implicit biases within each sections practice, and developing ways to mitigate it;

2. Participants: In writing, answer the following questions:

a. For officers and NCOs, what are you going to change on your support form based on your experience during this LPD? How will you mitigate your implicit biases?

b. For junior Soldiers, what ideas can you bring to your next counseling session?

c. Where can you develop an initiative that will improve your organization and get in front of issues related to implicit bias? These include, but are not limited to:

(1) review of office SOPs to proactively address implicit bias,
(2) recommendations for changes to Army regulations, doctrine, or policy,
(3) recommendations for changes to local, state, and national law or policy,
(4) suggestions for new or improved trainings and/or discussions relevant to implicit bias,
(5) any other ideas that can help the JAG Corps, Army, or our fellow citizens better understand and mitigate the effects of implicit bias.

Implicit Bias Discussion

Concept: "Implicit bias," is "the brain's automatic, instantaneous association of stereotypes and attitudes with particular groups."[1] Some of these biases center around our unconscious perceptions of racial stereotypes, which can have unintended, yet profound, effects on the decisions we make every day.

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Implicit (Unconscious) Bias



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Your ODEI

- (b) (6) (b) (6) Director
- Vacant, Deputy Director
- (b) (6)) Program Coordinator
- (b) (6) (b) (6) Program Specialist

Introduction

- It is challenging to recognize and acknowledge our own unconscious biases
- Biases result from the things we were taught and the observations we make throughout our life
- Biases can be mitigated
- Change – of any kind – is uncomfortable. The most important thing you can do, especially as a leader, is prepare for that discomfort

Summary of Comments on DEI & the JAG Corps

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:52:20 PM

Most of us may often notice & “call out” others microaggressions or bias behaviors but we are having this training today because it is not so simple or easy to recognize our own biases because we develop these biases from things we were taught, observed, and were exposed to throughout our life growing up

To get after mitigating biases we must
Acknowledge that we have a bias; and
Educate ourselves on these beliefs

This isn’t going to be easy to do and will be uncomfortable for you to break a strongly rooted belief you’ve held onto or believed to be true your entire life. But we must start somewhere and have these tough conversations and reflections to instill positive change moving forward.

We are going to talk about:
why we have biases,
the different types of Biases,
their impact, and
how to mitigate them.

1

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

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Ask a student to read this for you.

Note: Our brains take shortcuts

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

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Sondra Thiederman, a professional speaker, author, and expert on unconscious biases asserts “if you have a brain, you have bias”

Why is that?
It’s not because we are bad people or ill intentioned.
That is not what this training is about.
I am going to say it’s because we have an amazing mind.

Our mind takes “shortcuts” filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

With our minds being exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

References:
Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

1

Implicit (Unconscious) Bias

- **Implicit bias** refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

  - Not good or bad…just is
  - Often can affect our decision-making
  - Influenced by our experiences
  - **impacts the lens with which we view the world**

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Often encompasses a Stereotype which is – a widely held but fixed and oversimplified image or idea of a particular type of person or thing

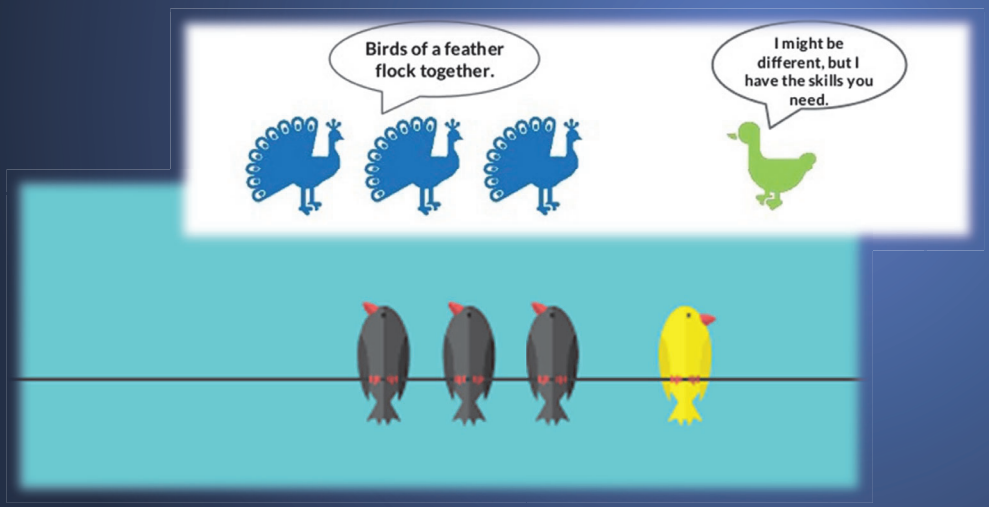
Some factors that influence the type of implicit biases we have and how we view the world are:
Race - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.
** Give some examples of stereotypes and implicit bias

If this discussion evokes emotional response, take note. Come back to it. Question it. Ask yourself what part of your diversity dimensions may influence these thoughts making you believe this to be true? Or jump to these conclusions? Just because the majority of your experiences growing up confirmed this belief, is it truly accurate?

Take the time to reflect on this because while biases are normal acting on them is not because it affects our decision-making.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





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Affinity bias is the tendency to favor people who share similar interests, backgrounds, and experiences with us. We've all heard the saying "birds of a feather flock together."

Because of affinity bias, we tend to feel more comfortable around people who are like us.

We also tend to unconsciously reject those who act or look different to us.

Affinity Bias, *cont.*

- Some examples of affinity bias (similarity bias) in the workplace:
  - common traits, attended the same college, served in the same unit at the same time, badges/tabs
- How it affects the workplace:
  - hiring decisions; promotions; mentorship opportunities; and how certain people's ideas are received
- Combat it by:
  - take time to get to know everyone better; find common ground; actively seek diversity

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Examples of affinity bias AKA similarity bias in the workplace – include:
common traits (we may look alike, have similar culture/beliefs),
attended the same college (west pointers),
served in the same unit at the same time (82nd paratroopers, back at bragg),
badges/tabs (your rangers, SF community)

While it is normal to have some of these unconscious biases because some of the military culture inevitably creates some of these biases, let's be AWARE of what OURS are and not let it impact our decision making.

Affects the workplace by:
affect hiring decisions,
promotions,
mentorship opportunities, and

We can intervene by:
getting to know everyone better;
finding common ground; and
actively seeking diversity;

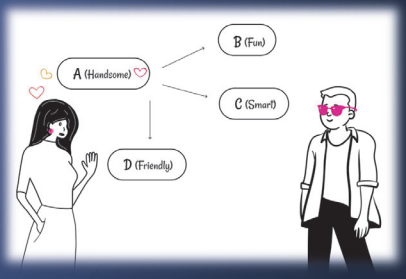
1

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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Halo Bias occur when we tend to allow one trait or interaction/impression to formulate an overall judgment of a person or a thing.

Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
  - PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football
- How it affects the workplace;
  - gives one the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; creates reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; one gets away with showing up late
- Combat it by:
  - change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

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Examples of halo bias in the workplace –
maxes PT,
looks good in uniform,
outgoing personality,
nice smile,
best athlete at frisbee or football

It can affect the workplace when:
A leader always gives them the best assignments (which can negatively impact on that Soldier and the subordinates they may have);
an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas;
A leader develops a reputation for “favoritism” and unfairness;
These personnel overshadows higher qualified co-workers;
They can get away with showing up late;
This goes to show how this bias can flaw someone's decision making.

We can intervene and combat this by
Utilize more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions;
use structured interviews for hiring;
build awareness

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Confirmation Bias, *cont.*

- Some examples of confirmation bias in the workplace:
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get "a feel" for an inbound employee before their arrival and actively seeking out things that support that "bias"
- How it affects the workplace:
  - leads to flawed decision-making; miss out on important information and facts; "what we see depends mainly on what we look for"
- Combat it by:
  - ask neutral questions; play devil's advocate; consider all the evidence and facts available; seek out different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

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Examples of confirmation bias in the workplace –
When you believe someone is incompetent, so you only focus on only negative aspects,
You may view certain data or review a case file and only chose to see what you want to see,
Calling people about an inbound employee before their arrival and actively seeking out things that support that “bias”

This is dangerous because again, it not only leads to
flawed decision-making; but you also
miss out on important information and facts;

To combat this, you must
Challenge your own logic
ask neutral questions;
play devil’s advocate;
consider all the evidence and facts available;
seek and listen to others different perspectives;
be willing to change your mind in light of new evidence and facts

6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

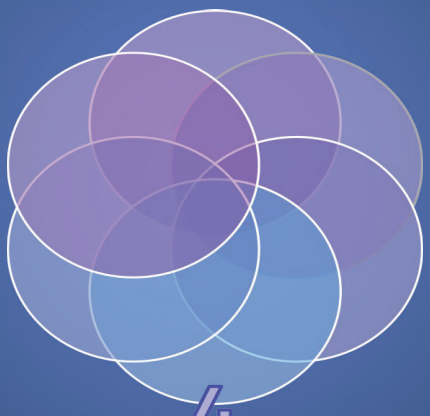
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:52:24 PM

What are my biases and blind spots? Pause long enough to give yourself time to process what you are thinking and doing and how it might be affecting your actions and decision.

Participate in Intentional Self-Reflection.

Question your assumptions: Ask, "Why am I thinking this way?" Turn exclamation marks in to question marks and listen to other perspectives etc.

Be Logical – Process how many people you know that conform to your actual bias.

Take a risk – Move beyond your comfort zone. Disrupt the norm – Speak out and hold yourself and others accountable.

Be Intentional – Act as if the bias doesn't exist. Intentionally adjust your behavior to counter any biases you tend to exhibit. Intentionally associate with others that you wouldn't normally gravitate towards.

Feedback: be open to it. Find a mentor or a person who will tell you what you need to hear not want to hear

Questions To ask yourself To check your Decision-making

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

Reference: Unconscious Bias Takeaway sheet by Cook Ross

In Conclusion

- We ALL have biases
- Bias is an unavoidable part of personal and professional life
- Unlike conscious bias, people who exhibit unconscious bias have no idea they're acting in a way that favors some people and excludes others
- With training and awareness however, you can limit or eliminate the impact of bias in your organization
- By understanding the various unconscious biases, you can raise awareness in the workplace and build a more inclusive work environment
- Tackling bias doesn't have to be difficult—it starts with you

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We all have biases.
They are unconscious and unavoidable but acting on them is not ok especially when they impact your decision making.
That's how we can go from Implicit to Explicit Bias which is conscious!
We went over some of the impacts of implicit bias
Skew decision-making…
decrease morale…
affects retention….
Ruins trust and our reputation…
And hurt our recruitment…
We discussed ways to intervene and mitigate the different types of implicit biases.
This all should help us be able to tackle these biases and build more inclusive teams.

SOURCES:
https://cihr-irscgcca/e/52352html
https://www.indeed.com/hire/c/info/types-of-bias

QUESTIONS?

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Implicit Bias – *Unconscious Cognition*



(b) (6)(b) (6)
Program Specialist

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
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  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

Summary of Comments on PowerPoint Presentation

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:41:46 PM

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Race (in bold) - biological, describing physical traits inherited from your parents
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Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

1

Your Trusted 10

Level 1 – "Hi Ya"

FN or Initials	Gender	Race/Ethnicity	Sexual Orientation	Education	Disability	Marital Status
GM	M	B	HETEROSEXUAL	4 YR	Y	M
AC	F	B	HETEROSEXUAL	4 YR	Y	M
PB	F	B	HETEROSEXUAL	4 YR+	Y	M
SS	F	B	HETEROSEXUAL	4 YR+	N	M
EC	F	B	HETEROSEXUAL	4 YR+	N	M
RP	M	B	HETEROSEXUAL	4 YR+	N	M
PD	F	B	HETEROSEXUAL	4 YR+	N	D
BP	M	W	HETEROSEXUAL	HS OR EQ	N	S
NC	F	B	HETEROSEXUAL	4 YR+	N	S
LR	M	H	HETEROSEXUAL	4 YR+	N	M

Page: 4

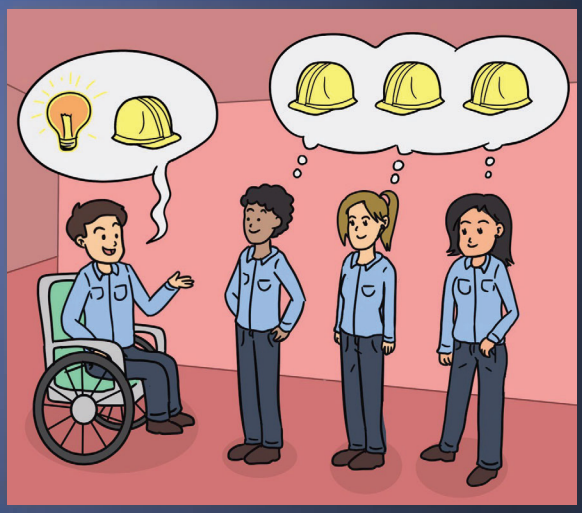
Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:41:47 PM

Level 1 – Very Diverse (just getting to know or acquainted with)
Level 2 – Thins Out (relationship building, trust is growing)
Level 3 – Typically Not as Diverse

Usually we don't give people in level 1 opportunities, promotions, assignments. Think about some conscious things we can do over the next weeks or days to take what you learn about these biases we will discuss and put them into practice. See how they influence your decision making or the guidance you'll give to others in their decision making. See how you can learn more about those in your level 1 bubble to bring them in to level 2, for example. You may learn that you have more in common with them than you think.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?



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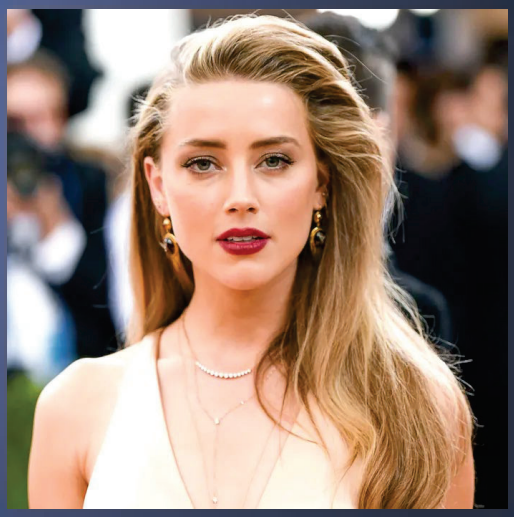
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Halo Bias

- What is it?
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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:41:47 PM

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:41:47 PM

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How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
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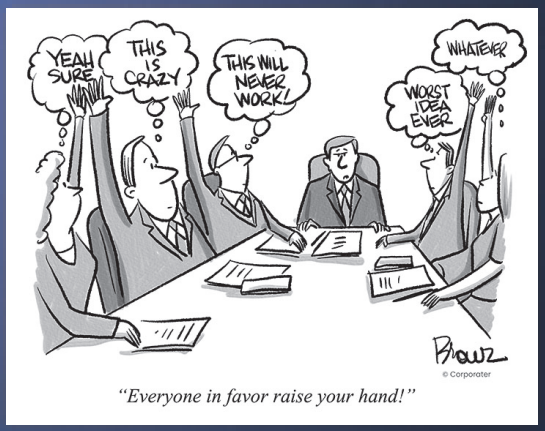
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Groupthink

- What is it?
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"Everyone in favor raise your hand!"

Page: 9

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:41:48 PM

Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!



QUESTIONS

Implicit Bias – *Unconscious Cognition*



(b) (6) (b) (6)
Program Coordinator

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

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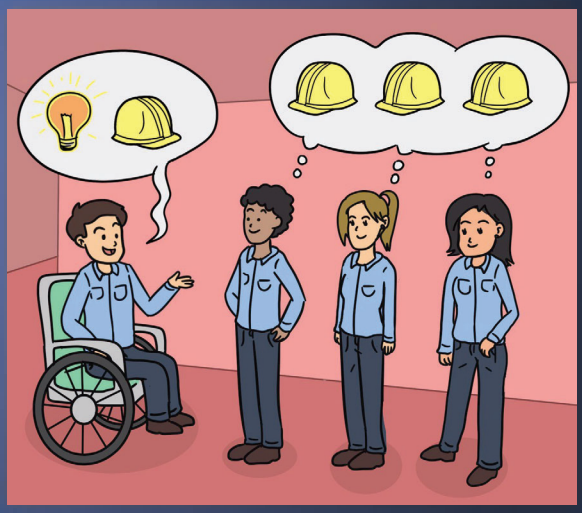
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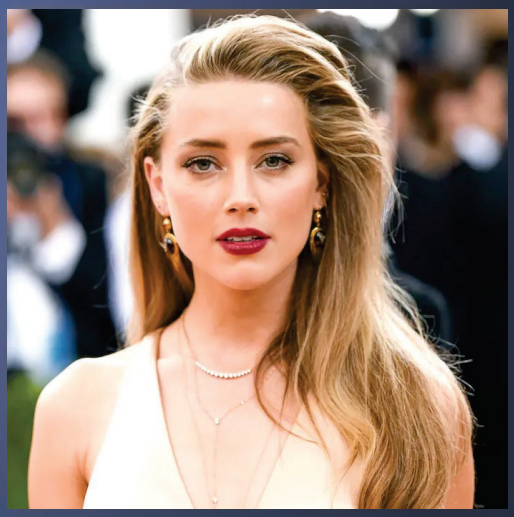
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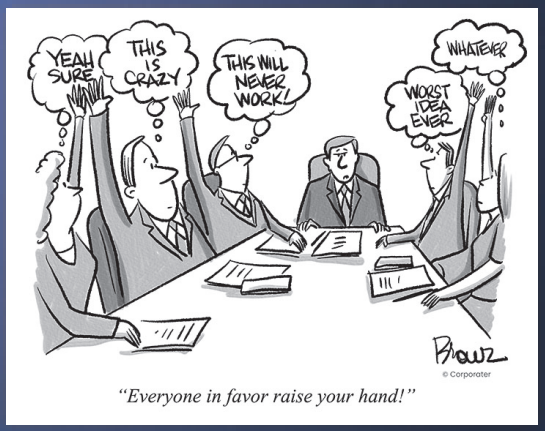
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Implicit Bias – *Unconscious Cognition*



(b) (6)(b) (6)
Program Coordinator
Office of Diversity, Equity, and Inclusion
(b) (6)

(b) (6) (b) (6)
Program Specialist
Office of Diversity, Equity, and Inclusion
(b) (6)

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Summary of Comments on DEI & the JAG Corps

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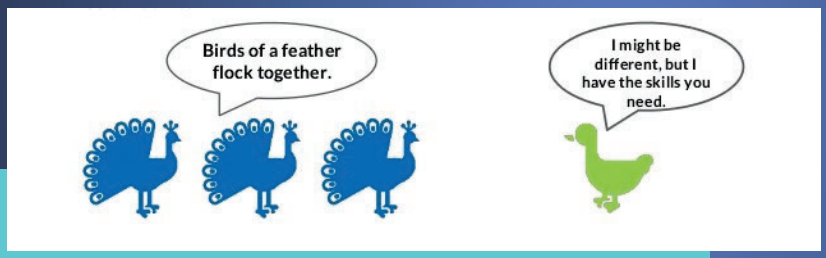
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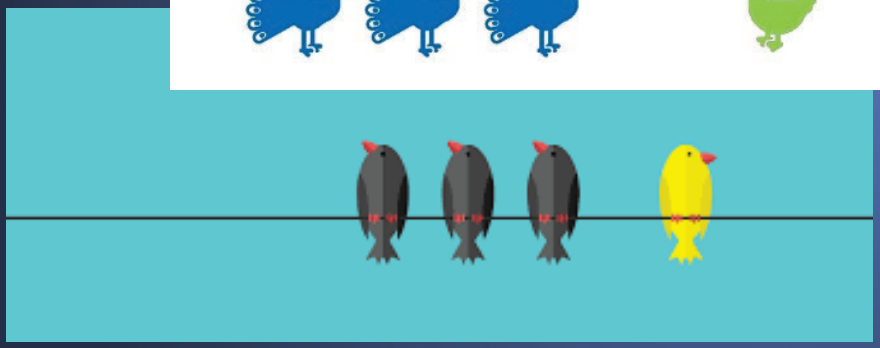
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Affinity Bias, *cont.*

- What are some examples of affinity bias (similarity bias) in the workplace?
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- How can we intervene?
  - Take time to get to know everyone better; find common ground; actively seek diversity

Page: 5

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:37:18 PM

Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

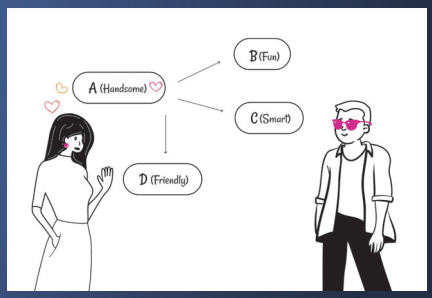
1

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







Page: 6

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:37:18 PM

Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Halo Bias, *cont.*

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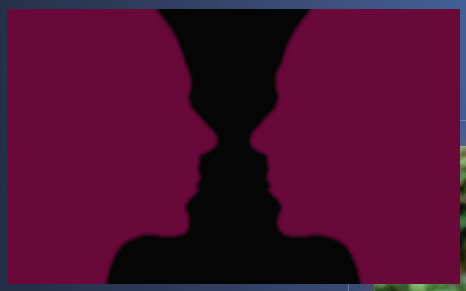
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Perception Bias

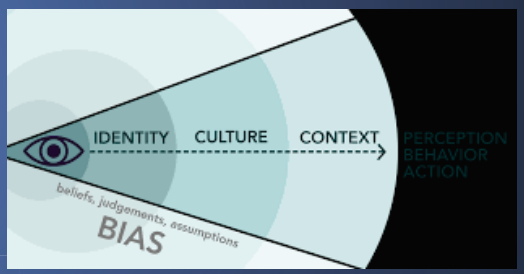
- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups

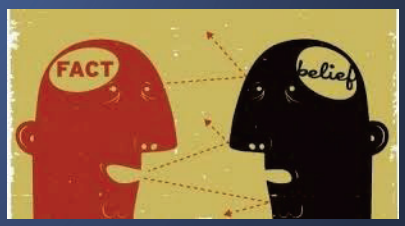












Page: 8

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:37:18 PM

Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Perception Bias, *cont.*

- What are some examples of perception bias in the workplace?
  - Warrant officers don't do PT, single employees have nothing in common with those who are married with children, enlisted Soldiers don't have college degrees, Civilians just want to come to work and go home
- How can it affect the workplace?
  - creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion
- How can we intervene?
  - notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

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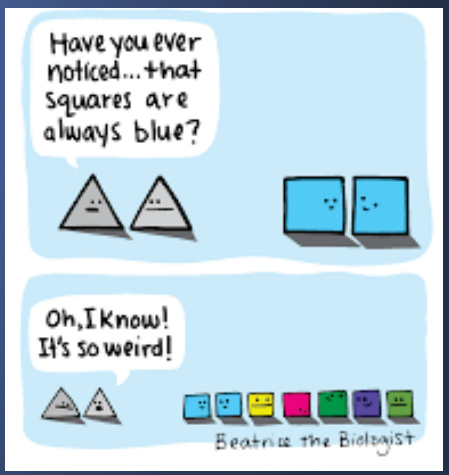
Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









Page: 10

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:37:19 PM

Examples of confirmation bias in the workplace – interpretations of issues, personal relationships, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”

How can it affect the workplace – leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”

How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Confirmation Bias, *cont.*

- What are some examples of confirmation bias in the workplace?
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get "a feel" for an inbound employee before their arrival and actively seeking out things that support that "bias"
- How can it affect the workplace?
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1

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







Page: 12

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:37:19 PM

Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

Groupthink, *cont.*

- What are some examples of groupthink in the workplace?
  - putting together teams that lack diversity, ostracizing others, censorship, going along to get along
- How can it affect the workplace?
  - can be toxic to teams and organizations, stifles innovations, pressures employees to conform
- How can we intervene?
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The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact the organization…
- They can decrease morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!
- Ask yourself, “what can I do to intervene?”



Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?

Implicit (Unconscious) Bias



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

"If you have a brain, you have bias."

Sondra Thiederman

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

Implicit (Unconscious) Bias

- **Implicit bias** refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

  - Not good or bad…just is
  - Often can affect our decision-making
  - Influenced by our experiences
  - **impacts the lens with which we view the world**

What do you think about when you see these images?





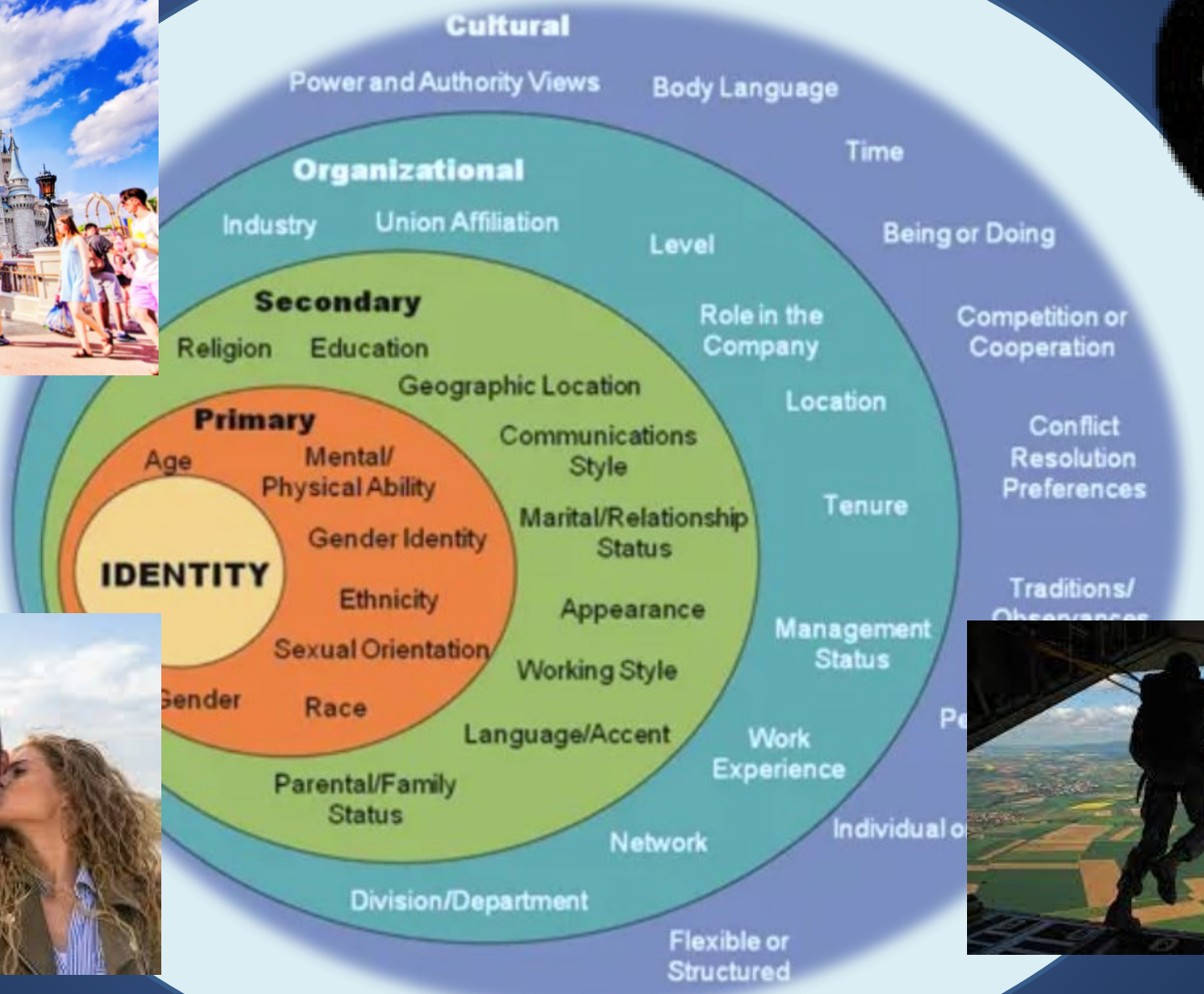






Our Social Identities in Bias











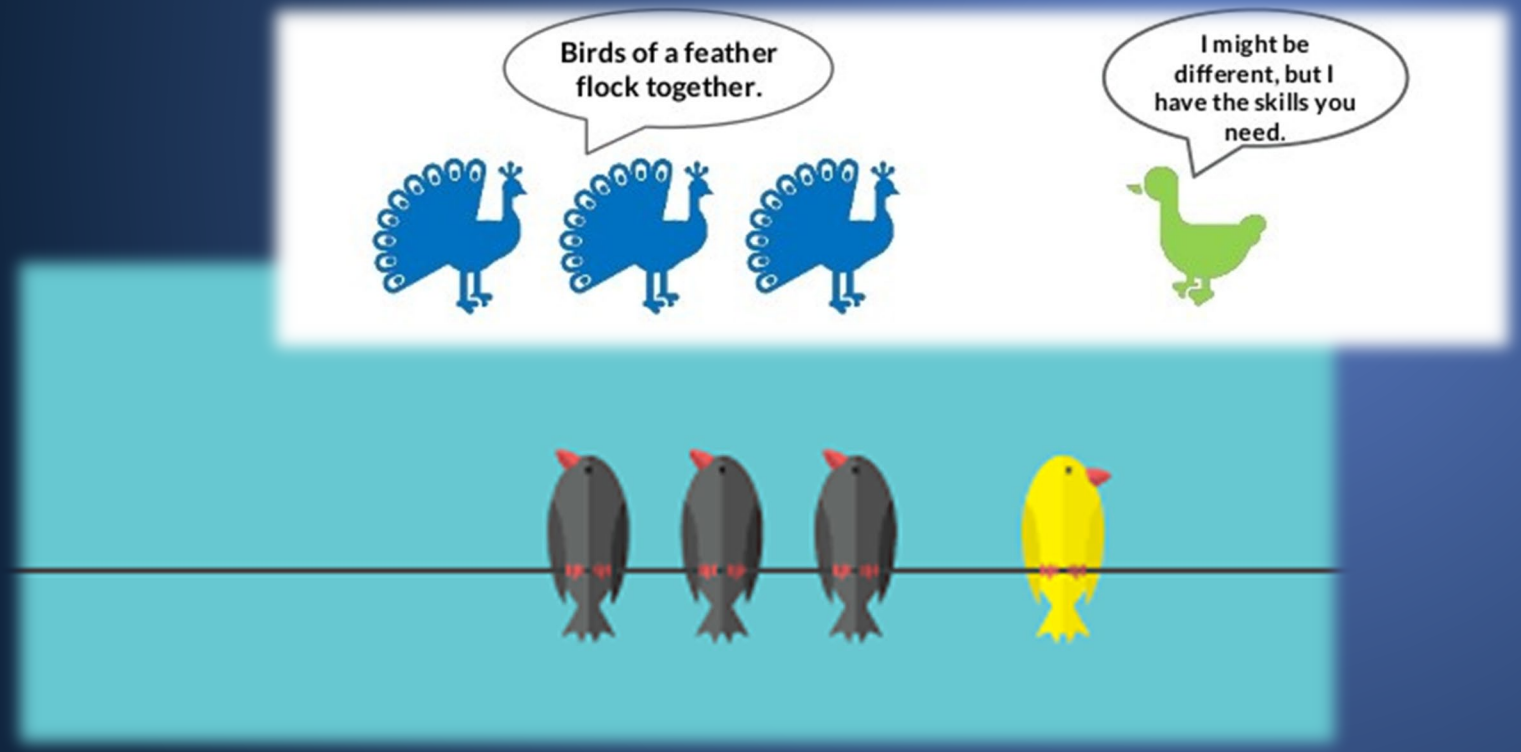
MEDIA

IMPLICIT BIAS ≠

Racist
Bigoted
Sexist
Homophobic
Transphobic

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





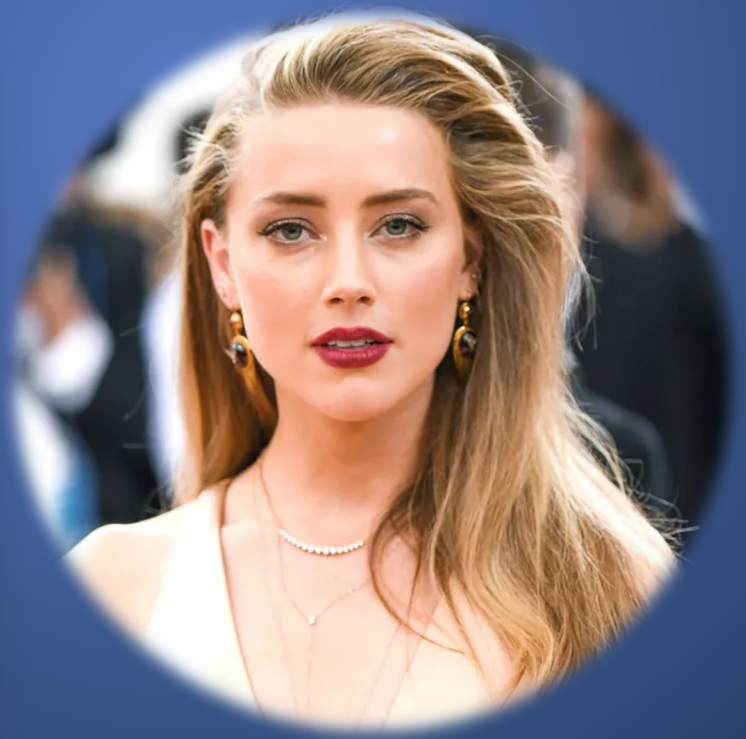
Affinity Bias, *cont.*

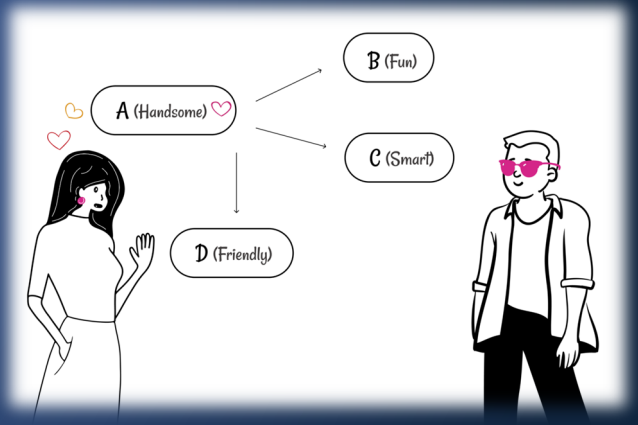
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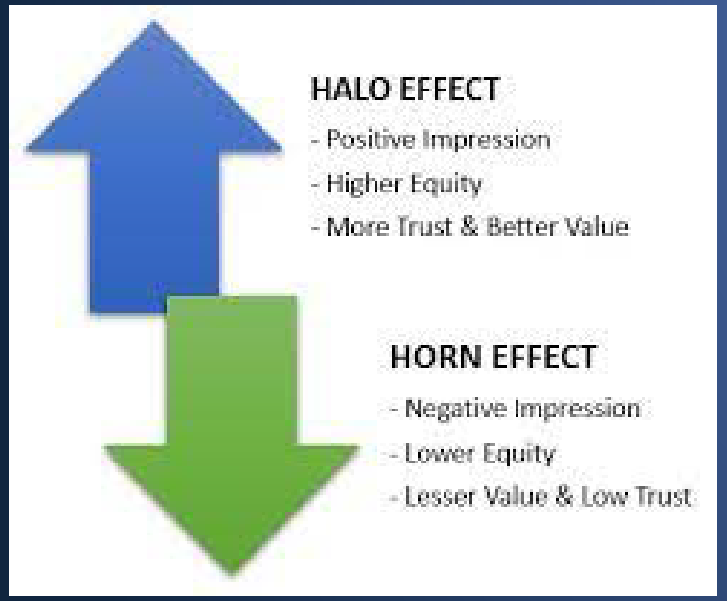


Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
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- Combat it by:
  - Utilize objective assessments for skills and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Horn Effect

- What is it?
  - our tendency to think everything about a person is negative because our first impression of them was negative







Horn Affect Bias, *cont.*

- Some examples of horn bias in the workplace:
  - Show-up late once, fails PT once , made one mistake, not given any opportunities, also could apply to one characteristic (ex: accent)
- How it affects the workplace;
  - fail to develop equitably, overlook talent and potential, could set a climate of “one mistake and done”
- Combat it by:
  - Objectively assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









Confirmation Bias, *cont.*

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6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

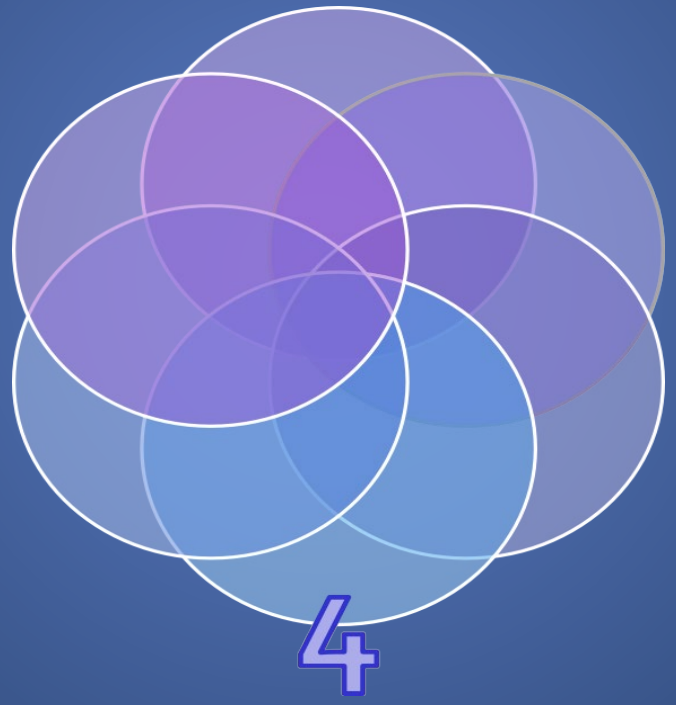
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

In Conclusion

- We ALL have biases
- Understanding the various unconscious biases, can raise awareness in the workplace and build inclusivity
- Tackling bias doesn't have to be difficult—it starts with you
- Questions to ask yourself:
  - Do I have an automatic feeling or judgment about this person?
  - Am I being reminded of someone?
  - What is this person triggering in my background?
  - Do I notice any patterns in my decision making that might be impacted by my biases?
  - How might I consciously intervene to mitigate the impact of this bias?

QUESTIONS?

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEIA & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Implicit (Unconscious) Bias



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEI

(b) (6) Director

Vacant, Deputy Director

(b) (6) Program Manager

(b) (6) Program Specialist

Introduction

- It is challenging to recognize and acknowledge our own unconscious biases
- Biases result from the things we were taught and the observations we make throughout our life
- Biases can be mitigated
- Change – of any kind – is uncomfortable. The most important thing you can do, especially as a leader, is prepare for that discomfort

Summary of Comments on DEI & the JAG Corps

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:27 PM

This training today is going to address:
why we have biases,
the different types of Biases,
their impact, and
how to mitigate them.

Most of us may often notice & “call out” others microaggressions or bias behaviors but it is not so simple or easy to recognize our own biases especially when they may be unintentional.
Studies shoe that this is mainly b/c we develop these biases from things we were taught, observed, and were exposed to throughout our life growing up

To get after mitigating biases we must
Acknowledge that we have a bias; and
Educate ourselves on these beliefs

I understand that this isn’t going to be easy to do and will be uncomfortable for some of us to break a strongly rooted belief you’ve held onto or believed to be true growing up. But we must start somewhere and have these tough conversations and reflections to instill positive change moving forward.

"If you have a brain, you have bias."

[redacted]Sondra Thiederman

Page: 4

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:28 PM

Sondra Thiederman, a professional speaker, author, and expert on unconscious biases asserts “if you have a brain, you have bias”

Why is that?
It’s not because we are bad people or ill intentioned.
That is not what this training is about.
I am going to say it’s because we have an amazing mind.

Entertain me for a minute.

1

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

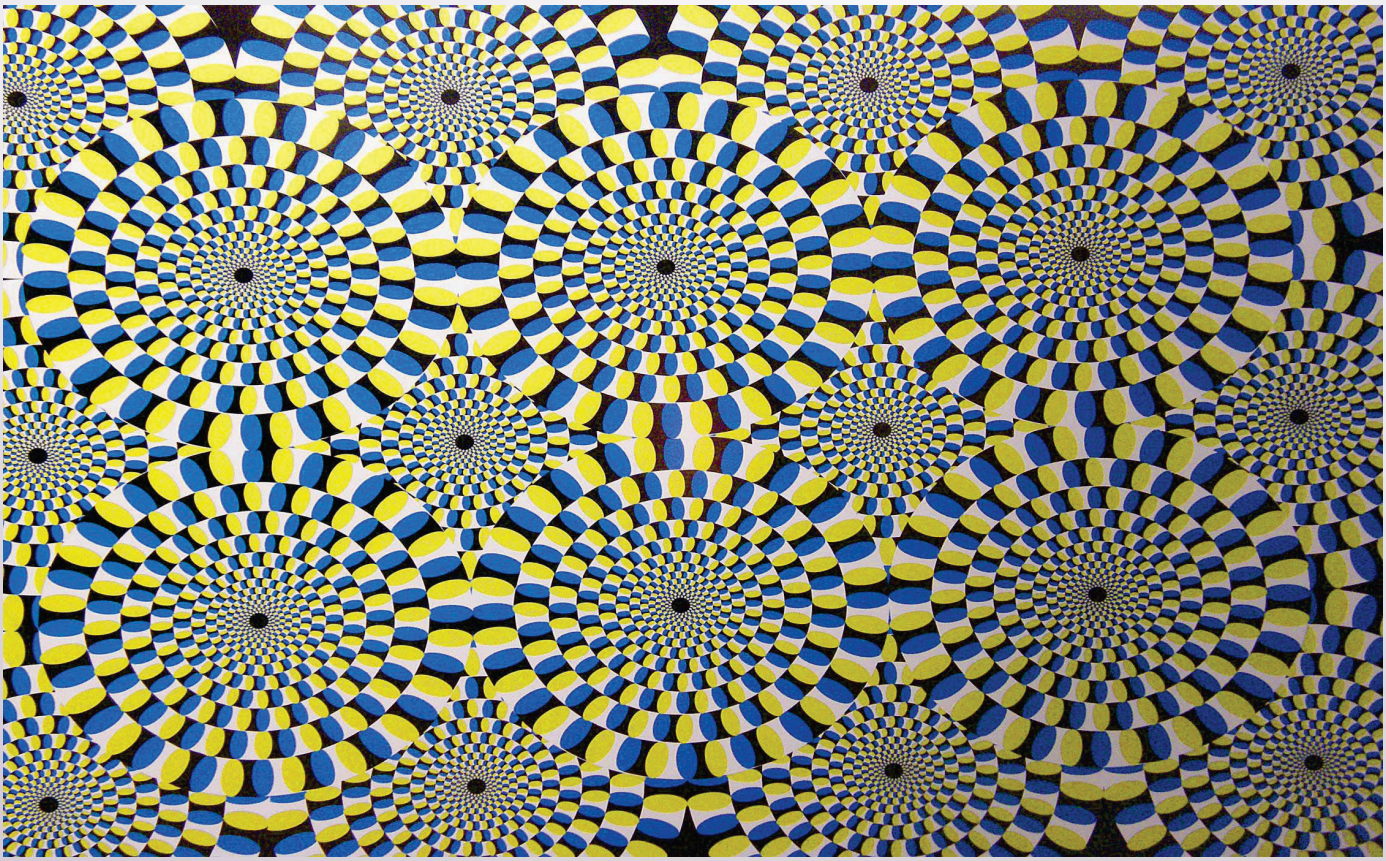
Page: 5

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:28 PM

Ask a student to read this for you.

Note: Our brains take shortcuts

1



Page: 6

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:28 PM

Please raise your hand if you see the wheels in this image turning either clockwise or counterclockwise. Maybe both ways?

This is 100% a static image. This is an illusory motion.

“Visual illusions like this demonstrate the ways in which the brain creates a mental representation that differs from the physical world,” quote: Susana Martinez-Conde, a Barrow Institute Neurological researcher.

Researchers study these types of images to learn the mechanisms by which the brain constructs our conscious experience of the world.” The way in which we view the world impacts our thoughts, decision making, and behavior.

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

Page: 7

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:28 PM

I am going to give you a quick overview on how amazing our mind is and why it takes some of these “shortcuts“ filled in by mostly assumptions to process things or see an image through a lens that may not be 100% accurate based on our conscious experience of the world.

With our minds being exposed to proximately 11 million bits of information, only 40-50 are consciously processed.
The unconscious mind processes the rest. The unconscious mind is a reservoir of feelings, thoughts, urges, and memories that are outside of our conscious awareness.

We all have some unconscious biases because our brain wants to make sense of the world and the people around us through the lens, we see it through. These lenses we see the world through are developed based on our own personal dimensions of diversity that make us who we are based on where we came from, how we all grew up, and live our lives.

When processing so much information at once categorizing and labeling people and situations based on our experiences is our brain’s way of speeding up our decision-making process. So, we fill in the blanks between consciously and unconsciously processed information based on our experiences so we invertedly make certain assumptions we believe to be true. One could say its almost like a survival instinct.

If you want to read more about the psychology behind all this, it is discussed in further detail in this book referenced here called Strangers to Ourselves: Discovering the Adaptive Unconscious by Timothy Wilson.

1

Implicit (Unconscious) Bias

- **Implicit bias** refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

  - Not good or bad…just is
  - Often can affect our decision-making
  - Influenced by our experiences
  - **impacts the lens with which we view the world**

Page: 8

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:28 PM

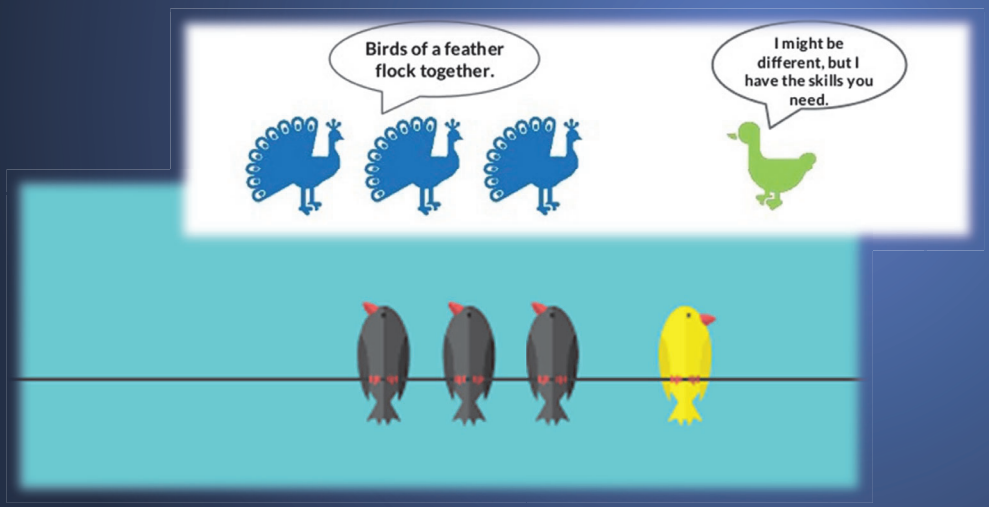
Implicit biases occur unconsciously and unintentionally based on learned behaviors or associations which shape how we view the world, our actions, and our decision making.

Often encompasses a Stereotype which is – a widely held but fixed and oversimplified image or idea of a particular type of person or thing

Some factors that influence the type of implicit biases we have and how we view the world are:
Race/Ethnicity – Jewish people are cheap; Hispanics are immigrants and not American; Black people are uneducated;
Gender – gender roles and socialization. Women are better caregivers and better suited for domesticated work. Men don't cry; women are fragile.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – Overweight people are lazy. Skinny people have an eating disorder.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.
** Give some examples of stereotypes and implicit bias
Based on our life experiences and the diversity we have been exposed to in the Army alone and throughout our lives, we know these stereotypes not to be true.
If this discussion evokes emotional response, take note. Come back to it. Question it. Ask yourself what part of your diversity dimensions may influence these thoughts making you believe this to be true? Or jump to these conclusions? Just because the majority of, or some of your experiences growing up confirmed this belief, is it truly accurate?
Take the time to reflect on this because while biases are normal acting on them is not because it affects our decision-making. It is the same reason we have voir dire before a trial. We recognize that certain individuals life experiences can create biases that if left unchecked can impact their decision making.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





Page: 9

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:56:29 PM

Affinity bias is the tendency to favor people who share similar interests, backgrounds, and experiences with us. We've all heard the saying "birds of a feather flock together."

Because of affinity bias, we tend to feel more comfortable around people who are like us.

We also tend to unconsciously reject those who act or look different to us.

Affinity Bias, *cont.*

- Some examples of affinity bias (similarity bias) in the workplace:
  - common traits, attended the same college, served in the same unit at the same time, badges/tabs
- How it affects the workplace:
  - hiring decisions; promotions; mentorship opportunities; and how certain people's ideas are received
- Combat it by:
  - take time to get to know everyone better; find common ground; actively seek diversity

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Examples of affinity bias AKA similarity bias in the workplace – include:
Sharing common traits (we may look alike, have similar culture/beliefs),
attended the same college (west pointers or ring knockers),
are in the same fraternity
served in the same unit at the same time (82nd paratroopers aka back at bragg parrot),
badges/tabs (your rangers, SF community)

While it is normal to have some of these unconscious biases because some of the military culture inevitably creates some of these biases, let's be AWARE of what OURS are and not let it impact our decision making or behavior.

Affects the workplace by:
affect hiring decisions,
promotions, and
mentorship opportunities

We can intervene by:
getting to know everyone better;
finding common ground; and
actively seeking diversity;

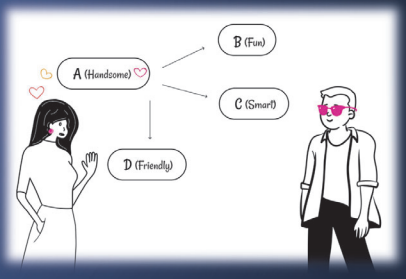
1

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good







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Halo Bias occur when we tend to allow one trait or interaction/impression to formulate an overall judgment of a person or a thing.

Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
  - Maxing PT, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football
- How it affects the workplace;
  - gives one the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; creates reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; one gets away with showing up late
- Combat it by:
  - Utilize objective assessments for skills and competencies; don’t over rely on first impressions; use structured interviews; build awareness

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Examples of halo bias in the workplace –
Favoring those who max their PT,
look good in uniform,
Have an outgoing personality,
nice smile,
best athlete at frisbee or ultimate football

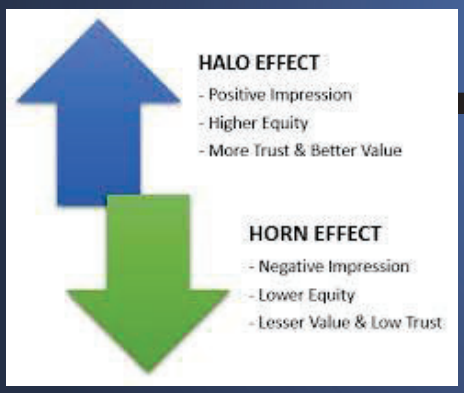
Some ways this can affect the workplace are when:
A leader always gives them the best assignments (which can negatively impact on that Soldier and the subordinates they may have);
an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas;
accountability doesn't apply to them, They can get away with showing up late;
A leader develops a reputation for "favoritism" and unfairness; if we allow these personnel to overshadow higher qualified co-workers;

This goes to show how this bias can flaw someone's decision making.

We can intervene by
Utilizing more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions;
use structured interviews for hiring civilians;
build awareness

Horn Effect

- What is it?
  - our tendency to think everything about a person is negative because our first impression of them was negative







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The opposite of the halo effect is the horn effect. It is a cognitive process in which we immediately ascribe negative attitudes or behaviors to someone based on one aspect of their appearance or character.

A common example of this is overweight people, who unfortunately are often stereotyped as being lazy or undisciplined.

These bias clouds our judgement and view of so many positive qualities they may have.

Ask for another example from the class.

Horn Affect Bias, *cont.*

- Some examples of horn bias in the workplace:
  - Show-up late once, fails PT once , made one mistake, not given any opportunities, also could apply to one characteristic (ex: accent)
- How it affects the workplace;
  - fail to develop equitably, overlook talent and potential, could set a climate of “one mistake and done”
- Combat it by:
  - Objectively assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

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Examples of horns bias in the workplace –
Being considered a bad solider for failing the ACFT once,
A soldier who has an accent being considered as someone who can't communicate effectively
Warrants being considered to not have anything in common with the JAs due to their prior enlisted service,
Thinking that the enlisted Soldiers are immature and uneducated
Believing Civilians just want to come to work and go home

It affects the workplace –
fails to develop everyone equitably,
overlooks talent and potential,
could set a climate of "one mistake and done" type of culture
creates superficial judgement
results in social exclusion

You'd intervene similar to the halo effect:
Utilize more objective assessments for employees' performance, skills, and competencies;
Challenge ourselves to reconsider first impressions; challenge assumptions or stereotypes
Think about the accuracy of statements
use structured interviews for hiring civilians;

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









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Confirmation Bias is the tendency to interpret new evidence as confirmation of one's existing beliefs or theories.

Ask for examples

Confirmation Bias, *cont.*

- Some examples of confirmation bias in the workplace:
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get "a feel" for an inbound employee before their arrival and actively seeking out things that support that "bias"
- How it affects the workplace:
  - leads to flawed decision-making; miss out on important information and facts; "what we see depends mainly on what we look for"
- Combat it by:
  - ask neutral questions; play devil's advocate; consider all the evidence and facts available; seek out different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

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Examples of confirmation bias in the workplace –
When you believe someone is incompetent, so you only focus on negative aspects,
You may view certain data or review a case file and only chose to see what you want to see,
Calling people about an inbound employee before their arrival and actively seeking out things that support that “bias”

This is dangerous because again, it not only leads to
flawed decision-making; but you also
missing out on important information and facts;

To combat this, you must
Challenge your own logic
ask neutral questions;
play devil’s advocate;
consider all the evidence and facts available;
seek and listen to others different perspectives;
be willing to change your mind in light of new evidence and facts

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







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Groupthink not a bias but important to discuss when we talk about things that can negatively impact our decision-making.
Group think is the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility.

Happens most when people try to fit in. When they are that “invisible insider” (the chameleon we talk about in the dimensions of inclusion and exclusion) who goes with the flow and agrees with the majority, just wants to blend in and conform with the dominant organizational norms.

This could cause leaders to stifle opinions that may differ from a group.

Can someone give me an example?

Groupthink, *cont.*

- Some examples of groupthink in the workplace:
  - putting together teams that lack diversity, ostracizing others, censorship, going along to get along
- How it affects the workplace:
  - can be toxic to teams and organizations; stifles innovations; pressures employees to conform
- Combat it by:
  - celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

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Examples of groupthink in the workplace –
putting together teams that lack diversity,
Excluding or ostracizing others;
Suppression or censorship;
Conforming to have acceptance and security (getting along just to get along)

How can it affect the workplace –
can be toxic to teams and organizations;
Cause to a loss of productivity
stifles innovations;
pressures employees to conform; and not be their unique self
Can ultimately lead to poor-decision making.

While this can be an uphill battle in our military culture (unit cohesion/rank structure considered), you can intervene by
Challenging the status quo
building diverse teams
celebrating diverse perspectives;
have a devil's advocate to encourage positive conflict;
evaluate and recognize accomplishments independently;

Best practices for leaders to mitigate group think include:
Not tell subordinates your preferred COA before giving them the opportunity to brainstorm, explore their diverse perspectives and propose various COAs to you,
don't sit at the head of table for a discussion, and
allow a Jr SM or civilian to lead the discussion

6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

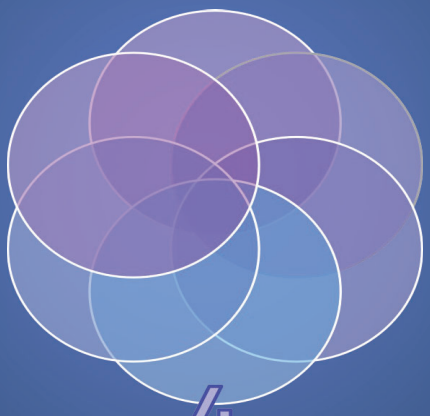
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

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What are my biases and blind spots? Pause long enough to give yourself time to process what you are thinking and doing and how it might be affecting your actions and decision.

Participate in Intentional Self-Reflection.

Question your assumptions: Ask, “Why am I thinking this way?” Turn exclamation marks in to question marks and listen to other perspectives etc.

Be Logical – Process how many people you know that conform to your actual bias.

Take a risk – Move beyond your comfort zone. Disrupt the norm – Speak out and hold yourself and others accountable. Be Intentional – Act as if the bias doesn’t exist. Intentionally adjust your behavior to counter any biases you tend to exhibit.

Feedback: be open to it. Find a mentor or a person who will tell you what you need to hear not want to hear

Questions To ask yourself To check your Decision-making

- Do I have an automatic feeling or judgment about this person?
- Am I being reminded of someone?
- What is this person triggering in my background?
- Do I notice any patterns in my decision making that might be impacted by my biases?
- How might I consciously intervene to mitigate the impact of this bias?

Reference: Unconscious Bias Takeaway sheet by Cook Ross

In Conclusion

- We ALL have biases
- Bias is an unavoidable part of personal and professional life
- Unlike conscious bias, people who exhibit unconscious bias have no idea they're acting in a way that favors some people and excludes others
- With training and awareness however, you can limit or eliminate the impact of bias in your organization
- By understanding the various unconscious biases, you can raise awareness in the workplace and build a more inclusive work environment
- Tackling bias doesn't have to be difficult—it starts with you

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We all have biases.
They are unconscious and unavoidable but acting on them is not ok especially when they impact our decision making.
That's how we can go from Implicit to Explicit Bias which are conscious!
The negative impacts of implicit bias include
Skew decision-making…
decrease morale…
Negative affects on retention….
Hurts our recruitment…
Ruins trust and our reputation…
We discussed ways to intervene and mitigate the different types of implicit biases to help us tackle these biases and build more inclusive teams.

SOURCES:
https://cihr-irscgcca/e/52352html
https://www.indeed.com/hire/c/info/types-of-bias

QUESTIONS?

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











1

Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

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I referenced our JAGCnet and Milsuite page, here are the links to both our pages for your ease of access and our group mailbox email.
Please bookmark, follow these sites, and reach out to your ODEI anytime.
We are always happy to support your organizations.

Implicit Bias – *Unconscious Cognition*



(b) (6)
Program Coordinator

Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General

Let’s Talk About It



1

Let's Define It

- How would you define implicit bias?
  - Unconscious bias refers to the attitudes or stereotypes that affect our views, our actions, and our decision-making ability
- What are some factors that influence how we view the world?
  - Our experiences shape who we are, and our race, ethnicity, gender, height, weight, sexual orientation, place of birth, and other **factors impact the lens with which we view the world**
- At Ease
  - Discussions of this type can evoke emotional responses, and that is okay

Summary of Comments on PowerPoint Presentation

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:25 PM

Stereotype – a widely held but fixed and oversimplified image or idea of a particular type of person or thin

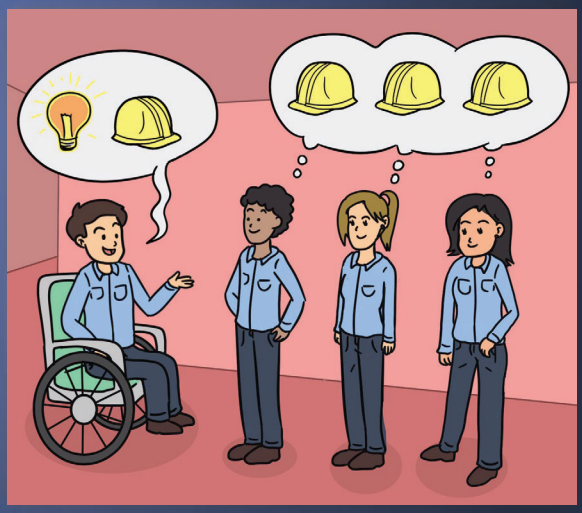
Race (in bold) - biological, describing physical traits inherited from your parents
Ethnicity - a social group that has a common national or cultural tradition:
American Indian or Alaska Native. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Black or African American. A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."
Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Gender – gender roles and socialization, for example.
Height – taller people may view shorter people as weaker and more vulnerable. Shorter people may view taller people as having higher self esteem.
Weight – people may see an overweight person as lazy, for example. They may see a thin person as having an eating disorder or caring too much about their appearance.
Sexual orientation – people may make assumptions about someone's religion, health, and think they get special privileges when in fact they are often bullied and discriminated against (housing, health care, employment)
Place of Birth – values, culture, social norms, community, etc.

If this discussion evokes emotional response, take note. Come back to it. Question it.

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:25 PM

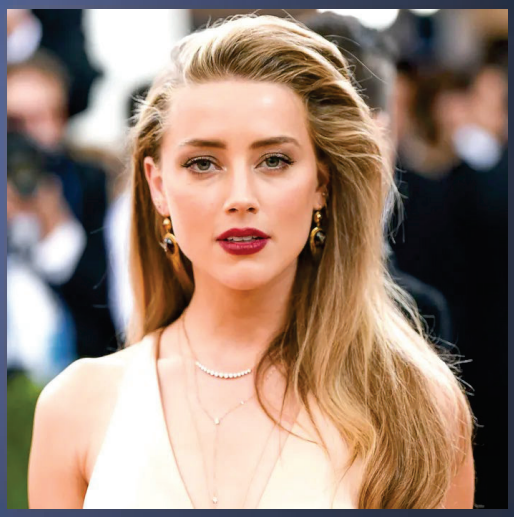
Examples of affinity bias (similarity bias) in the workplace – common traits, attended the same college, served in the same unit at the same time, badges/tabs

How can it affect the workplace - it can affect hiring decisions, promotions, mentorship opportunities, and how certain people's ideas are received.

How can we intervene – Take time to get to know everyone better; find common ground; actively seek diversity;

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:25 PM

Examples of halo bias in the workplace – PT stud, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football

How can it affect the workplace – always gives them the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; gets away with showing up late;

How can we intervene – change the tools you're using to assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

1

Perception Bias

- What is it?
  - the tendency to form stereotypes and assumptions about certain groups that makes it difficult to make an objective judgment about individual members of those groups
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?



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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:25 PM

Examples of perception bias in the workplace – Warrants have nothing in common with the JAs, single employees have nothing in common with those who are married with children, the enlisted Soldiers are immature and uneducated, the Civilians just want to come to work and go home

How can it affect the workplace – creates superficial judgments and poor decisions; results in an uninteresting, monotonous workforce that is unfulfilled and disengaged; results in poor communication; results in social exclusion

How can we intervene – Notice positive examples; be specific in your intent; think about the accuracy of statements; challenge assumptions

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?





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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:25 PM

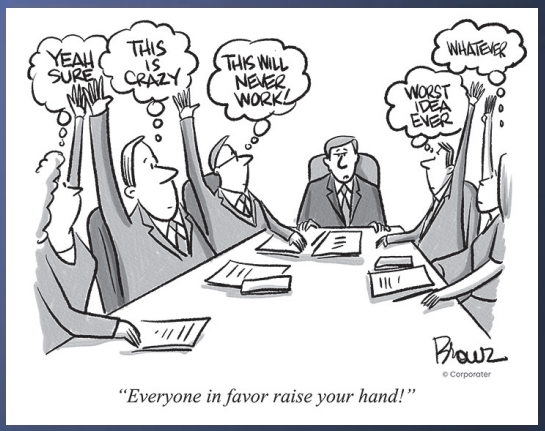
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How can we intervene – ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek of different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group
- Have you seen it?
- How can it impact the organization?
- What can you do to intervene?



"Everyone in favor raise your hand!"

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 3:35:26 PM

Examples of groupthink in the workplace – putting together teams that lack diversity, ostracizing others; censorship; getting along to get along

How can it affect the workplace – can be toxic to teams and organizations; stifles innovations; pressures employees to conform;

How can we intervene – celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

The Impact of Bias

- It's natural but…
- It can color our decision-making…
- And those decisions cost…
- They impact morale…
- And affect our retention….
- They ruin our reputation…
- And hurt our recruitment…
- The consequences are endless.

Tackling Bias

- Doesn't have to be difficult
- It starts with you!



QUESTIONS

Implicit Bias Training - Timeline

- Three Phases:
  - Phase 1: Build the Training (now- 15 DEC 21)
    - Cognitive Bias based
    - Incorporate relevant material from Army, BCAP/CCAP, ABA, USMC, and other sources.
  - Phase 2: Beta Testing (1 Jan – 30 Mar)
    - Grad Course/OBC/NCOA/Warrant Officer Courses
    - Incorporate Feedback
  - Phase 3: Exportable Training Package (NLT 15 APR)
    - KLE discussion
    - Train-the-trainer

Slide 1:

Inclusive Leadership

Office of Diversity, Equity, & Inclusion

Slide 2: For this brief you will need (slide w/ pics of a heart, mind, eyes, notepad)

Slide 3: Introduction

*Leadership is a responsibility and a privilege, not a position or status.

The workforce has become more diverse, multicultural, multigenerational, mobile, and hyper-connected, and work gets done more virtually. As a leader, you need to know how to navigate this complex and rapidly changing landscape, because inclusive leaders create inclusive work environments.

Slide 4: Diversity - (we need to add a slide with picture of JALS members to show our diversity--pictures say 1,000 words)

Explain that diversity is mix of differences and similarities that make people unique (values, preferences, beliefs, backgrounds, experiences, and physical attributes), much broader than just race and gender. Most companies have diversity, but lack inclusion.

Slide 5: Have to look below the surface to see the remaining 90% of the iceberg (show pic of the iceberg).

Slide 6: Inclusion - the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully toward an organization's success.

Benefits of an inclusive work environment - Inclusive work environments produce higher performance, increases collaboration, increase employee engagement, fuel innovation and creativity, increase recruiting and retention, and positively impact the workers' experience. Complaints decrease, and turnover is low.

Slide 7: (A bit of self-reflection)

*RATE YOUR ORGANIZATION'S LEVEL OF INCLUSION ON A SCALE FROM 1-5

*Are you an inclusive leader? Why or why not?

*Write down three things you can do to be more inclusive in your organization. In the next 60 days, be intentional about doing those three things. Share with another membor of your team (Foundation) and have then hold you accountable).

Slide 8: Key demographic disruptions and the impact that inclusiveness has on the workplace culture and its workers:

Employee Engagement: Working for a leader who is not inclusive can lead employee to become disengaged, disconnected, and dissatisfied. They will dread going to work, and the work environment can become so toxic that it will affect their creativity, productivity, and attitude.

Job satisfaction: Job satisfaction refers to how employees feel about their compensation, their work environment, career development, and relationships with their manager. When employees feel that they have a fair and level playing field to succeed, and when their supervisor is open to their ideas, and his or her actions are aligned with what they say, employees have greater job satisfaction and higher engagement.

Team Performance: Employees who feel included are more likely to go above and beyond the call of duty, they suggest new product ideas, they innovate new ways of getting work done, and they're supportive of one another. Additionally, inclusive decision making drives better company performance and gives a decisive competitive advantage. Teams outperform individual decision makers 66% of the time, and decision making improves as team diversity increases. Inclusive decision making leads to better business decisions up to 87% of the time. Having diversity of thought brings broader perspectives and experiences to the table that would not be possible with group think.

Slide 9: Self Reflection: Do you empower people to want to do their best work or to do just enough to complete the task?

Slide 10: Stages of maturity. In which stage is your organization's diversity and inclusion efforts?

Stage one, to meet compliance and avoiding complaints.

Stage two, to do the right thing.

Stage three, to do what's good for business.

And stage four, to drive greater innovation and creativity.

*Self-reflection: If you are not at stage four yet, what needs to happen in order for your company to reach it?

Slide 11: Show this list of inclusive leadership behaviors and ask the audience to think about which of these their subordinates would rate then good or higher at. For those they would rate low, ask them to make an intentional effort to improve in that area:

-adaptability

-passionate

-strategic (visionary)

- risk-taker

- decision-maker

- inspirational

- people skills

- empowering

- manage less

- technologically savvy

- trustworthy

- team oriented

- result oriented

- authentic and transparent

- self-awareness

- accountable

- knowledgeable

- keep it fun

Slide 12: The six Cs of inclusive leadership (make a pizza chart):

The first trait is commitment. Inclusive leaders know that by committing their time, energy, and support to investing in people that they engender inclusive workplaces. By demonstrating this level of commitment, they empower and inspire others to achieve their potential.

The second trait is courage. Inclusive leaders challenge the status quo and aren't afraid to call out deeply held and ingrained beliefs, attitudes, and behaviors that foster homogeneity. They demonstrate humility by recognizing their own shortcomings and are willing to admit to their mistakes.

The third trait is cognizance of bias. Inclusive leaders understand that personal and organizational biases narrow their field of vision and preclude them from making objective decisions. They exert considerable effort to identify their own biases and learn ways to prevent them from influencing talent decisions. They also seek to implement policies, processes, and structure to prevent organizational biases from stifling diversity and inclusion.

The fourth trait, curiosity. Inclusive leaders have an open mindset and a hunger for other perspectives and new experiences to minimize their blind spots and improve their decision making. Additionally, their ability to engage in respectful questioning, active listening to others, and synthesizing a range of ideas makes the people around them feel valued and respected and a sense of belonging. Inclusive leaders also refrain from making quick judgments, knowing snap decision can stifle the flow of ideas on their teams and frequently marked with bias.

The fifth trait is cultural intelligence. Inclusive leaders have an ability to function effectively in different cultural settings. They also recognize how their own culture impacts their personal worldview, as well as how cultural stereotypes can influence their expectations of others. They know when and how to adapt while maintaining their own cultural authenticity.

The sixth trait, collaborative. Inclusive leaders understand that collaboration is the key to team performance and success. As a result, they create a safe space in which all individuals feel empowered to express their opinions freely within the group without judgment or retribution. They also realize that diversity of thought is critical to effective collaboration, thus they pay close attention to team composition and team processes.

Slide 13: Seven of the most common pitfalls and strategies for how to avoid common pitfalls of leadership:

*Self-reflection: As we describe each pitfall, conduct your own personal assessment and write down those that you would admit that you need to avoid.

Number one, lacking vision and goals. If you're a leader and no one is following you, you're just taking a walk. Leaders who don't provide a compelling vision for others to follow will struggle with them staying focused and committed. Great leaders see the untapped potential in others and they seek to bring out the best in them.

Number two, treating everyone the same. Inclusive leaders take the time to know each person on their team individually because they understand that every person is not motivated in the same way. Instead of practicing the golden rule, they should practice the platinum rule. Treat others the way they want to be treated.

Number three, showing favoritism. Do you have someone on your team that you consider your go-to person? The problem is, is that when you single someone out as your favorite, you are excluding or overlooking others. When leaders avoid showing favoritism and provide a sense of belonging and equity, a level playing field and a sense of trust can be established.

Number four, being inflexible. When leaders are rigid and unwilling to consider new ideas or new ways of doing things, they squelch innovation. Inclusive leaders welcome diverse perspectives and they create an environment where collaboration and creativity can thrive.

Number five, knowing it all. Leaders who think that they are never wrong or won't admit that they don't know it all are sadly misguided. Employees today appreciate it when leaders show some level of vulnerability and authenticity. Inclusive leaders surround themselves with people who are smarter than they are and who have strengths that they don't and they are not threatened by it.

N**umber six, doesn't recognize or reward**. Everyone desires to feel valued and appreciated, yet so often leaders acknowledge employees only when they make mistakes. When leaders take the time to recognize employee's achievements, the result is improved morale, performance, and loyalty.

And the last one, number seven, failing to provide feedback. All employees need feedback on how they're doing, positive and corrective, and they need it consistently. This tends to be one of the most underdeveloped skills of most leaders. They avoid the tough conversations and they don't provide the specificity that employees need to course correct. Inclusive leaders develop the skill and make it a consistent practice.

*Self-reflection: Now that you've heard about the most common pitfalls of leaders, how did you do? How many pitfalls do you need to avoid? Strong leadership is undeniably the strength of an organization, yet good leaders are hard to find. Make a decision today to avoid the pitfalls just laid out, and seek ways to be the kind of leader that motivates, engages, includes, and celebrates your followers.

Slide 14: Closing statement

Inclusive leadership represents a new way of thinking and leading teams inside of organizations. It requires new processes and paradigms that are less about the leader as the hero and more about the leader who inspires, empowers, and develops others to perform at their best.

The workforce will continue to shift in dramatic ways of the next 15 years. The ability for leaders to create more inclusive work environments in a wide variety of contexts, cultures, and complexities will be a key lever for attracting, engaging, and retaining top talent. The reality in today's competitive job market is that top talent has options of what kinds of jobs they want, what types of leaders they want to work for, and what kind of coach they will thrive. If organizations want to set themselves apart from their competitors, who are seeking the same top talent as well, they must focus on building a strong employer brand and tout that. It's often been said that people don't leave bad jobs, they leave bad bosses and toxic cultures.

Over the next 30 days, I challenge you to look for ways to be more inclusive of diverse opinions, perspectives, and ideas and to be more intentional about seeking out new ways of thinking, even if they are opposing opinions. Most likely you will find new and better solutions to tackling some of the complex business challenges that companies face today.

Become an Inclusive Leader



(b) (6) (6)
Interim Director
Office of Diversity, Equity, and Inclusion
Office of The Judge Advocate General
(b) (6)
(b) (6)

Agenda

- TJAG's Charge & a Brief DEIA Adventure
  - ✓*How inclusive are we JAs?*
- Why You Should Build Inclusive Teams
- What You Can Do
- The End State

TJAG's Charge

"Are we as inclusive as we can be?"



George Floyd and the Summer 2020 Reckoning
TJAG Established Council on DEI ("DEIC") on 10 July 2020
Recruiting & Accessions; Assignments; Training & Education; Promotions; and Retention; other Obstacles to Inclusion
3 Co-Chairs; XO; @16 members
Subordinate advisory boards ("Field Boards")
TJAG Established ODEI on 25 March 2021; operational since June 2021
"[To] provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS."
data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting
Director (GS-15); Deputy Director (COL or LTC/JA); Program Coordinator (WO/LA)

Army DEIA

Diversity. Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win.

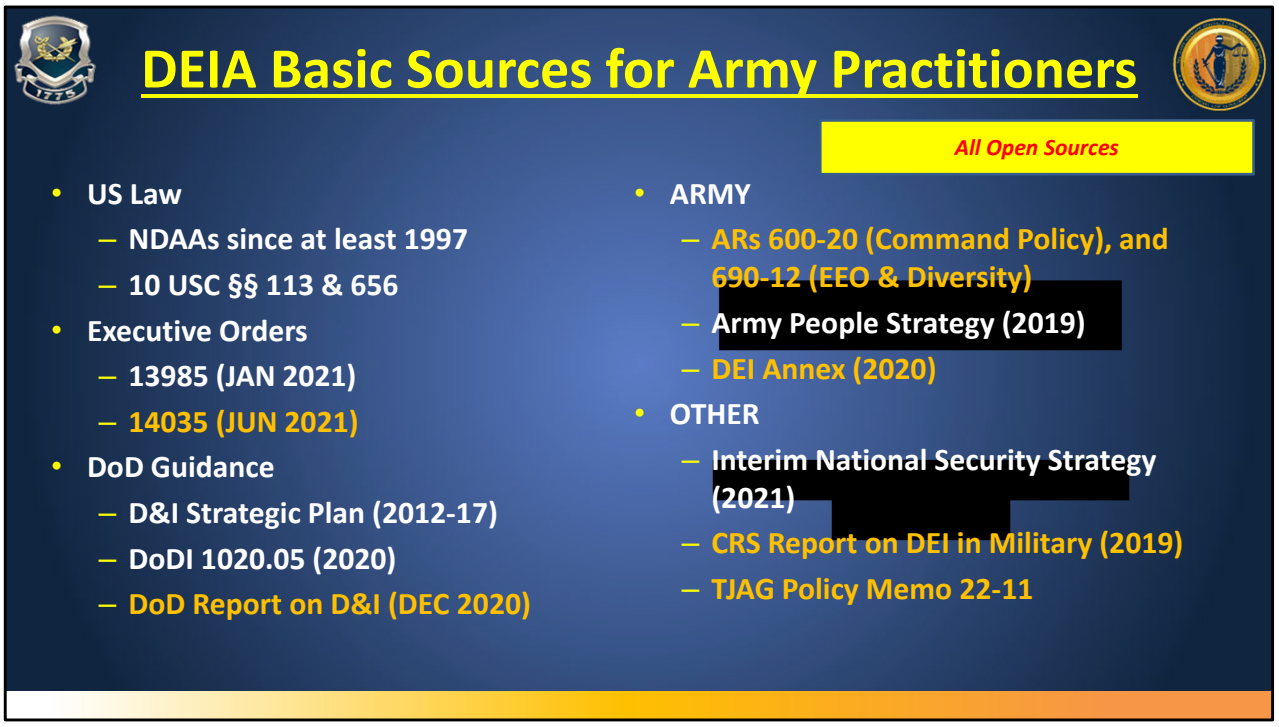
Equity. Equity is the fair treatment, access, opportunity, choice, and advancement for all Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force.

Inclusion. Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

Accessibility. Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them.

- For the Army, Diversity isn't about reaching an exact number.
- It's about building high performing and cohesive teams.
- It's about knowing your people – from the unique attributes and characteristics that each Soldier and Civilian brings, to empowering your people as valued members of a team and using their qualities to build readiness and support the mission.

Everyone should be treated with Dignity and Respect!



Good legal professionals go to the Sources, and I encourage you to do this – if nothing else, you will learn nomenclature, and the fact that requirements for DEI are embedded in law and policy – and have been there for a long time!! Examples:

10 USC 113 – on SecDef – includes NDAA 1997's mandate for human relations training, which includes race relations, EO, gender discrimination, and sensitivity to hate group activities. This stemmed from a series of hate crimes that Soldiers committed (Fort Campbell killing of gay Soldier)….

10 USC 656 – requires DoD to develop and implement diversity plan in military leadership.

An example of how this happens: 2009 NDAA Congress mandates a Commission (MLDC) to conduct a comprehensive evaluation and assessment of policies that provide opportunities for promotion and advancement of Latest most important EO is #14035 (issued in JUN) – this is the most essential policy document concerning DEI in US Gov you can read.

Interim National Security Strategy Guidance (MAR 2021): *"We will enhance diversity, equity, and inclusion, and prioritize flexibility and improve training across our national security workforce."*

ADP 6-22 (Leadership Army Doctrine): Army culture is one of inclusion.

What is Race? Office of Management & Budget (OMB)
(https://www.census.gov/topics/population/race/about.html)

"OMB requires five minimum categories: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander."

What is Ethnicity?

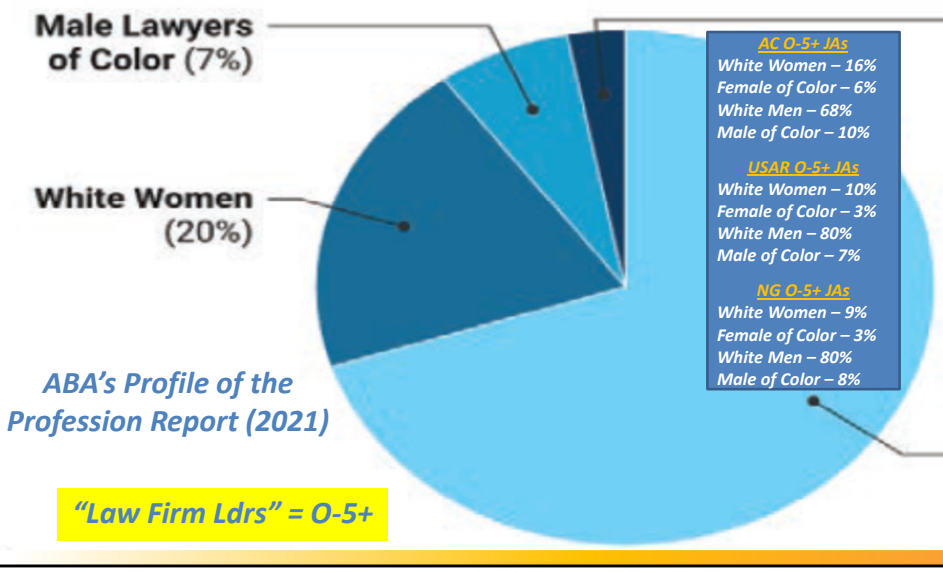
"There are two categories for data on ethnicity: "Hispanic or Latino," and "Not Hispanic or Latino.""

What @ Sexual Orientation?

- Since 2011, openly gay, lesbian and bisexual men and women have been permitted

to serve in the military. Acceptance expanded with the lifting of the transgender ban in 2021 (AD 2021-22).
BL: "*fair treatment* *for military personnel, family members, and civilians without regard to race, color, sex (gender identity), religion, national origin, or sexual orientation*."

Law Firm Leadership Positions



ABA's Profile of the Profession Report (2021)

"Law Firm Ldrs" = O-5+

Why Should You Build Inclusive Teams

- **Fosters a greater senses of safety and belonging**
  - ✓ *It starts with you*
- **Strengthens resilience and ability to adapt to change**
  - ✓ *Increases productivity and engagement* [redacted]
- **Improves conflict-resolution and problem-solving amongst the team**
  - ✓ *Creates a culture of empathy and understanding of one another*
- **Leads to cohesiveness** [redacted]
  - ✓ *Creates a more positive workplace atmosphere*
- ***More open to discussing personal issues***
  - ✓ *Improves mental health and well-being of teammates*

What You Can Do: Know Your Team

- **Know the Labels They Carry**
  - ✓ *Tell them your label*
- **Know the Wounds They Have Suffered** [redacted]
  - ✓ *Tell them your wounds*
- **Know their Values**
  - ✓ *Share your values*
- **Be Kind v. Become Kind** [redacted]
  - ✓ *Learn about "Kaizen" and gradual change*

What You Can Do: Examine Team's Behaviors

- **Are we engaged in constructive debate?**
  - ✓*Indicates trust & commitment to the team's success*
- **Courage**
  - ✓*Know when to become vulnerable*
- **Empathy**
  - ✓*How are you doing? Why? How am I helping? How can I help?*
- **Solidarity**
  - ✓*Advocate for all in the team, and become their champion chef*

What You Can Do: Build/Convey Your Attributes

- **You Listen**
  - ✓*Suspend judgment*
- **You Have Courage**
  - ✓*Know when to become vulnerable*
- **You Display Empathy**
  - ✓*How are you doing? Why? How am I helping? How can I help?*
- **You Are Accountable/Display Solidarity**
  - ✓*Advocate for all in the team, and become their champion chef*

What You Can Do: Challenge Your Assumptions

- **Learn more about Decision Making, Heuristics, & Cognitive Biases (https://thedecisionlab.com/biases)**
  - ✓ *Army's Bias Awareness/Mitigation – already being done!*
  - ✓ *Harvard's Implicit Association Test (IAT) (https://implicit.harvard.edu/implicit/takeatest.html)*
- **Stop & Think Before Deciding:**
  - ✓ *"Am I exercising my discretion?;" if so,*
  - ✓ *"Have I challenged my assumptions in these circumstances before making a decision?"*

What You Can Do: Mentorship

- Army's Guidance is in ADP 6-22
- Five JAGC Mentorship Affinity Groups (NFEs)
  - ✓Athena's Council, JAGC Pride Network, Hispanic Mentorship Group (HMG), Asian-Pacific American Network (APAN), & Buffalo JAGs (BJAGs)
- All Army leaders lead teams and mentor personnel
- My suggestions on how to mentor:
  - ✓ Share professional experiences & knowledge ("push & pull" approach)
  - ✓ Inform on the organizational culture, highlight the organizational values, & emphasize mentee's role in the organization (public servant)
  - ✓ Provide constructive feedback on strengths/developmental needs
  - ✓ Be humble, and know who may be a better SME for your mentee
  - ✓ When in an influential position, seek to sponsor your mentee

What You Can Do: Fun Stuff!

- Diverse Book Club
- "Get to know you" discussions
- Celebrate cultural holidays
- Team-building activities
- Lunch & Learn workshops
- Job shadowing
- Game nights
- Diversity & Inclusion Activities –
  - ✓ *https://officevibe.com/blog/diversity-and-inclusion-activities*

[redacted]

[redacted]

The End State

- This is a journey towards inclusion and it requires:
  - Purposeful leadership
  - Personal change
  - Broad engagement
  - Systematic alignment
  - Representation



-Is your tent inclusive of even those who may be outside it, or are you in a SCIF chamber with bolted door always – listening to your own echo? Make room for new team members whose view differ from yours.
-This is an existential (of paramount importance) matter to many in your team – are you listening to them and why they feel that way?
-Never present a problem without also recommending possible solution
Is your video matching your audio?
Beware of Unconscious Bias!!
Are the sides up on your tent?
Leaders need informed decisions – inform yourself
Go to fundamentals – the law
This is existential to team members
ID problem – recommend solution
Never lose your cool – move between grim determination and tempered optimism
Let those you influenced become your credentials

QUESTIONS?

Labor & Employment Resources

Wednesday, September 21, 2022 4:18 PM

1st SCLL Course Su...
2nd SCLL Course Su...
Foundations of CPM ...
2022 Senior Civilian D...

Past Survey Comments:

(b)(6)

[redacted]

Foundations of CPM Deskbook Comments:

Pre-Hiring Process:

- Write a job posting with inclusive language
- Circulate job postings through diverse hiring websites, listservs, and networks.
- Before the interview, identify and define the most important competencies for this specific position.
- Develop a candidate evaluation form that will minimize bias and assess each candidate equitably.

Hiring Process:

- Include at least one diversity, equity, and inclusion question for the interview and confirm components of "quality" answer for each question.
- Ensure you are auditing and mitigating your bias throughout the interview process (e.g. questioning assumptions or conclusions made, considering your privilege, etc.)

Onboarding and Acculturation:

- Put Diversity & Inclusion front and center.
  - Define inclusion, explain why it matters, and open a dialogue.
- Focus on settling in and not getting to work.
  - Share your strategy, org chart, the history, and teach the lingo.
- Explain how the team works.
  - Explain how decisions are made, how information is communicated, and how to collaborate.
- Assign a mentor

Senior Civilian Deskbook:

*Is Senior civilian the right word? LTG Chipman referred to it as the "civilian advisor"

History of Army Civilian Service - add something at the end about inclusivility and how our Army and Regiment benefits from the service of our Civilians (see LTG Chipman's 8 Nov 10 note and build on that).

History of Senior Civilian in the JAG Corps and the role of the Senior Civilian -

Pre-Hiring Process - in paragraph 3, there is an opportunity to add the need to review PDs for inclusivity and accessibility issues; in paragraph 7, there is an opportunity to note the importance of putting together a diverse panel who are educated on unconscious biases; attracting and recruiting diverse talent is a goal of the JAGC, diversity is not just about race

Hiring Process - Recommend including some of the language and ideas from this Hiring & Bias article. https://hr.uw.edu/diversity/hiring/bias-and-hiring/

Onboarding and Acculturation - Mortimer Shea's 11 May 16 noted sharing of admin burden with the Legal Administrator as it relates to civilian employees. This is also a great opportunity to discuss the importance of building an inclusive climate--not just as noted about keeping them engaged (but that's good too)!

Training and Professional Development - Senior Civilians are informal mentors--mention this somewhere in this portion. Also, this is a great opportunity to discuss inclusive training with the other members of the

- Explain how the team works.
    - Explain how decisions are made, how information is communicated, and how to collaborate.
- Assign a mentor
- Don't neglect existing employees

Employee Engagement:

- Use consistent messaging on how diversity improves your organization's financial and cultural health.
    - Use social media, newsletters, intranet, seminars, meetings, posters, brochures and more.
- Provide benefits that matter.
- Recognize and celebrate holidays that promotes and celebrate diversity

Training and Professional Development:

- Build DEI training competencies that prioritize cultural humility, awareness of social identity, and challenging of structural inequalities.

Civilian Appraisals:

- Generate a list of activities categorized within Diversity, Equity, and Inclusion but based on impact to the person (personal impact), functional unit or department (group impact), and organizational impact.
- For further information please visit: perf-appraisal-dei-goals-guidance.pdf (bnl.gov)

Planning Performance:

-

Monitoring Performance:

Evaluating Performance:

- A person's participation and contribution to the activities proposed above should be assessed and made part of their overall performance score.
- For further information please visit: perf-appraisal-dei-goals-guidance.pdf (bnl.gov)

Overview of DA Disciplinary Actions:

Civilian Awards:

- Encourage DEI initiatives by offering awards and recognitions for contributions to a DEI initiatives in the workplace and/or after work hours.

Morale in the Office:

- Some of the recommendations and suggestions for ways to boost morale in the office were great. However, one way to incorporate DEI principles is to allow Civilians to take the lead on some of the events. Give them an opportunity to share a bit about themselves, their culture, and personal lives and experiences, through food, music, art.
    - Some suggestions would be a potluck where everyone brings a dish that was a staple in their home growing up and give some background information on how the dish came to be or what's in it.
    - Hosting office events that celebrate and recognizes pride month, international women's day, or Juneteenth.
    - Bringing in more diverse speakers to discuss matters that may be impacting various demographics in your workplace.

Networking:

- Mentorship would be a great way to encourage and enhance networking.
- Encourage the establishment of affinity groups

Managing your Civilians:

Training and Professional Development - Senior Civilians are informal mentors--mention this somewhere in this portion. Also, this is a great opportunity to discuss inclusive training with the other members of the organization and how the diversity of perspectives contributes to the overall success of the organization.

Civilian Appraisals - using multiple feedback sources helps the supervisor minimize/avoid any bias they may have towards the employees, conscious or not; add the importance of using inclusive language;

Civilian Awards - Paragraph 9 is a great opportunity to add the importance of employee inclusion and equity.

Resources at the installations - add in the ODEI and JAGC DEIC + field boards info (albeit not necessarily at the installations)

Best Practices - add info on facilitating inclusive environments where the Civilian employees feel welcome and valued;

Critical Information Requirements -

Reference Glossary -

KEY LEADER
Course

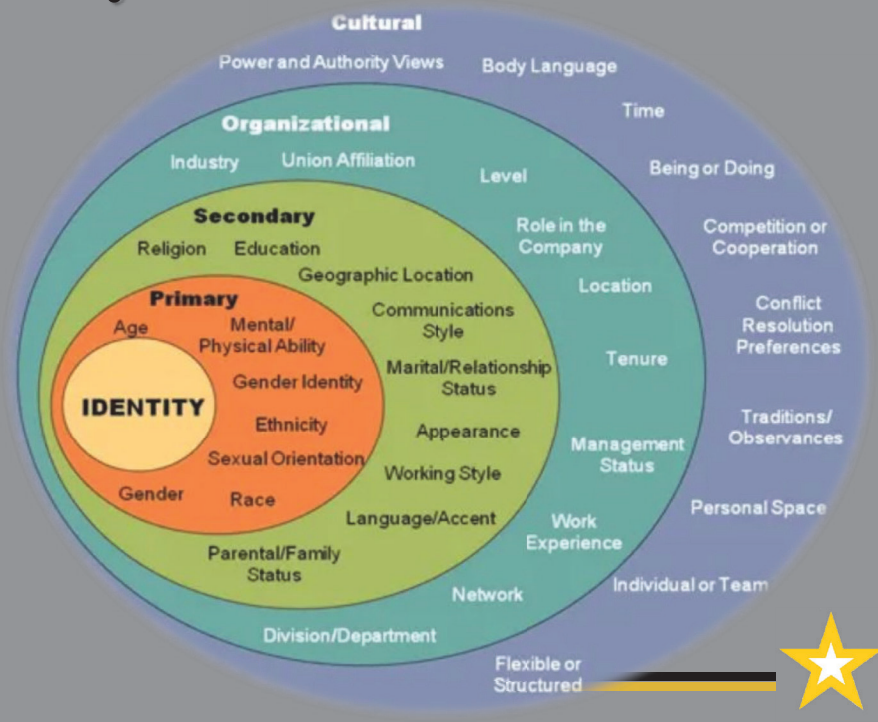
Best Leadership Practices in Diversity, Equity and Inclusion

(b) (6)(b) (6)
Director, Office of Diversity, Equity and Inclusion

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1

Diversity – What Does it Look Like?



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Summary of Comments on PowerPoint Presentation

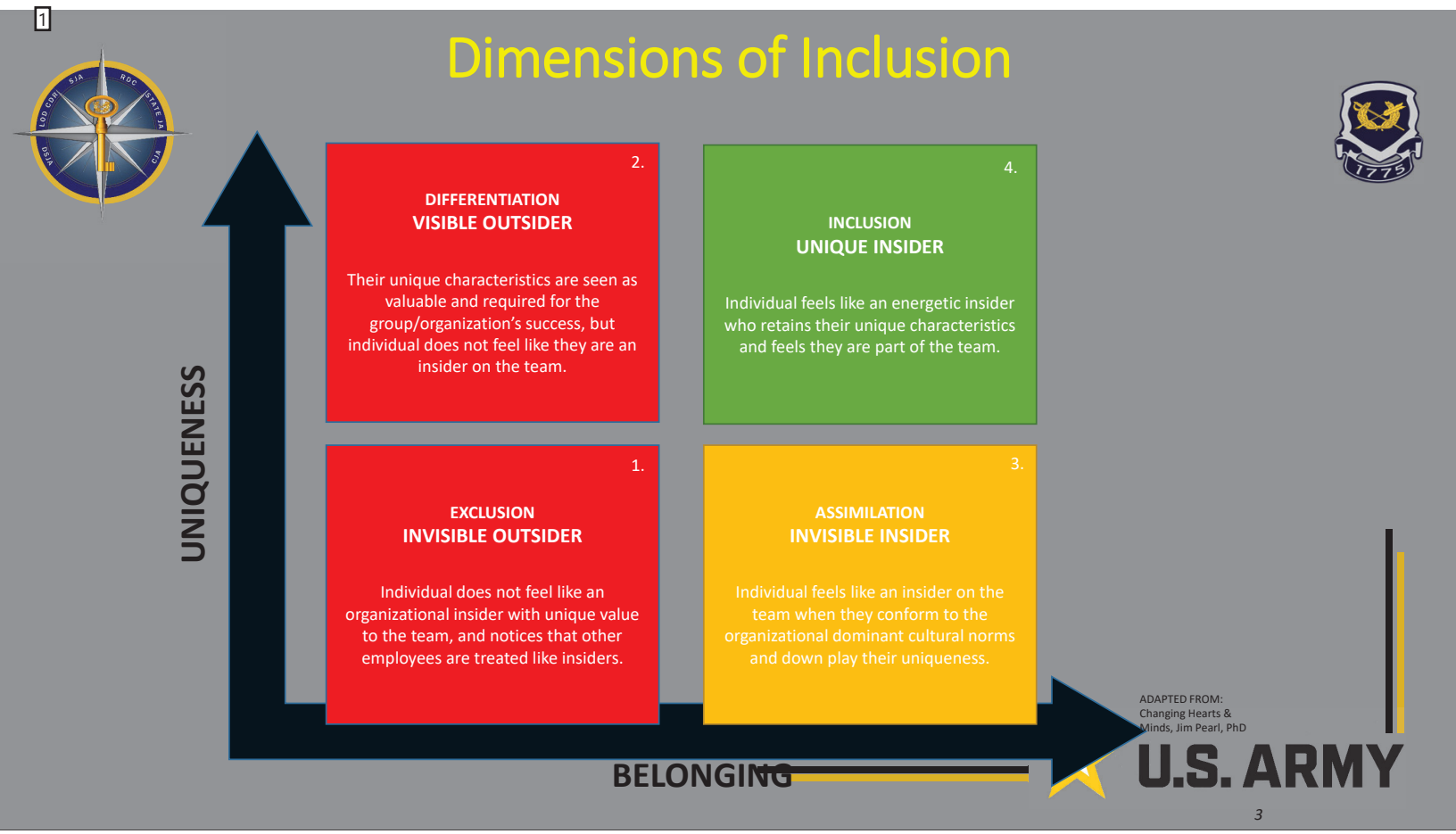
Page: 2

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:46 AM

Explain social identity and that we all bring diverse perspectives to the workplace. Our social identity is the frame of which we see the world through.

1

Dimensions of Inclusion



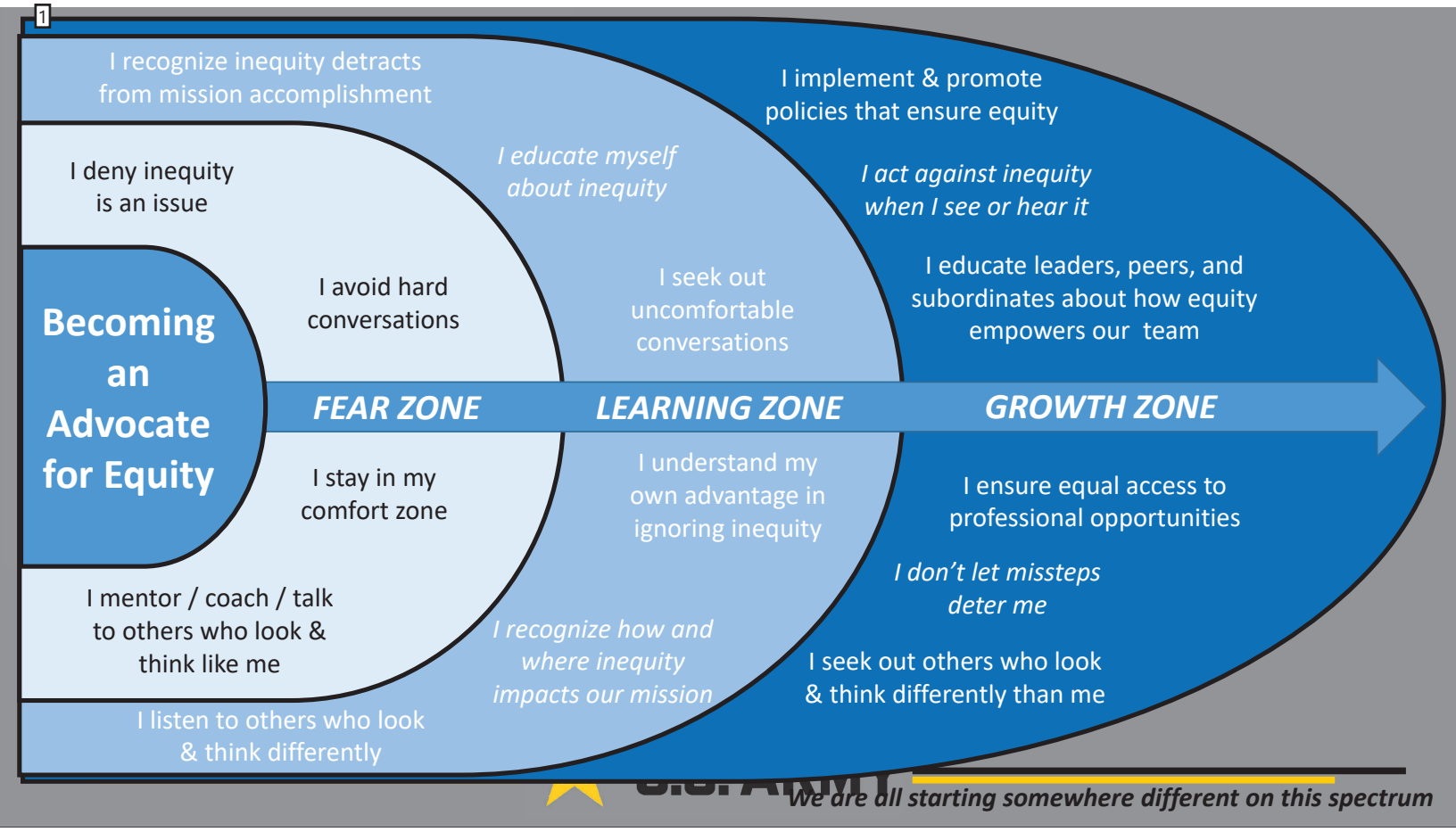
ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

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Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:46 AM

How comfortable we are with our own social identity and how inclusive our workplaces are will determine whether we are a “Unique Insider” . The goal is to ensure our people feel that they can maintain their social identity while feeling part of the team.


1
I recognize inequity detracts from mission accomplishment
I deny inequity is an issue
I avoid hard conversations
I stay in my comfort zone
I mentor / coach / talk to others who look & think like me
I listen to others who look & think differently
Becoming an Advocate for Equity
FEAR ZONE
I educate myself about inequity
I seek out uncomfortable conversations
I understand my own advantage in ignoring inequity
I recognize how and where inequity impacts our mission
LEARNING ZONE
I implement & promote policies that ensure equity
I act against inequity when I see or hear it
I educate leaders, peers, and subordinates about how equity empowers our team
I ensure equal access to professional opportunities
I don't let missteps deter me
I seek out others who look & think differently than me
GROWTH ZONE
We are all starting somewhere different on this spectrum

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:47 AM

We all are on different places within the spectrum of becoming an advocate for equity and inclusion. The goal is to be in the growth zone. Discuss a fixed mindset verse a growth mindset. When we are not in a growth zone, we can fall into four conversational traps coined by Kenji Yoshino and David Glasgow.

Four Conversational Traps: ADDA

- **There are 4 conversational traps that people should be wary of when it comes to discussions of identity and diversity**
  - ✓**Avoid**
  - ✓**Deflect**
  - ✓**Deny**
  - ✓**Attack**

From "Say the Right Thing: How to talk about Identity, Diversity, and Justice" by Kenji Yoshino and David Glasgow

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1

Avoid

- Most common
- Fall silent
- Leave the room
- Remember something else you need to do
- Say something “nice” rather than say what you think
- Expressing your views but crediting them to another source
- Pausing the conversation so that you can process what has been said in order to return for a constructive dialogue is okay, but articulate that

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:47 AM

Silence may seem safe but marginalized communities see it as an abdication of responsibility

Seen as not caring enough to get uncomfortable

Other attempts to avoid dealing with conversations are seen as inauthentic

1

Scenario 1

- During All Hands, MAJ Joseph stood up and articulated that with all the pushing of DEI in the organization, he felt there was no longer a place for him in the JAG Corps. The focus on recruiting minorities and the constant drumbeat that we need to be more diverse makes him feel as if he is not valued for what he brings to the corps. He feels that he will not have an equal opportunity to progress and asked the SJA what kind of future is he going to have in the JAG Corps?
- You respond by touting the party line and quickly move on to another's question

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:48 AM

You should explain to the MAJ that the DEI initiatives are about everyone reaching their full potential. It is about ensuring all our processes are equitable and transparent. It is about ensuring we are casting a wide net when looking to fill positions and not letting our biases influence the decisions. It is about ensuring all voices are heard and considered. It is about tapping into everyone's talents to get after the complex problems we face. The JAG Corps needs every person we have.

1

Deflect

- Shift attention from the topic being discussed to one that you are more comfortable with
- Deflecting to tone—focusing on *how* someone says something rather than on *what* they said
- Deflecting by channel switching—shifting focus from one group to another
- Deflecting to yourself—divert attention of from perceived slight to your own good character

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:48 AM

Deflecting to tone—may genuinely feel hurt by person's tone but changing the conversation to your hurt feelings trivializes others concern
Deflecting by channel switching—Upswitching—shunting the discussion up "Black Lives Matter" to "All Lives Matter"
Downswitching—Switching from a broad topic to a narrow one—"privilege" to topic of racial identity
Deflecting to Self—pointing out how good you are or how bad you have had it—I'm suffering too—sometimes can be an attempt to build commonalities that goes wrong or "I did not mean it like that"

1

Scenario 2

- CAPT Mejia comes to you and complains that the Chief of Admin Law will not counsel her with the door closed. She has noticed when all the men get counseled the door is closed. When she asked why he did not close the door to ensure their conversation was private, he said it was to protect him and her. When she asked what he was protecting himself from, he said in the "Me Too" era we just have to be careful. She is offended and told her supervisor that he should not assume she would file a sexual harassment complaint. He repeated that it was just to protect them both from any allegations. She leaves his office feeling ostracized. She wants you to address the issue because she knows other women in the unit have experienced this situation with their supervisors.
- You respond by going into a dissertation about the statistics of sexual harassment and assault cases and keep talking until CAPT Mejia gets up to leave

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:49 AM

Leadership should talk with the other women to understand the scope of the issue. Treating women differently buys into the stereotype that women are a threat and should not be treated as professionals. It also reinforces that the system of justice is biased.

1

Deny

- Rejects others perspective without considering that you could be wrong
- Announce from their "objective" perch that the other person is categorically wrong
- Denies another person's emotions are real
- Acknowledges other's feelings are real but illegitimate—oversensitive
- Denier assumes the mantle of power or authority

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:50 AM

(b) (6) Santa just is white…"

1

Scenario 4

- CW1 Pratt approaches you to discuss some issues he has been having with the office. He is the first Black Gay man in the unit, and he feels that many of the officers avoid him because they do not know how to talk to him. Many of the casual conversations in the office center around the officer's spouses and families. When it comes to work issues, they have no problem talking with him, but he constantly feels isolated from any of the office socializing. When CAPT Smith came around the office selling tickets to the Regimental Ball, she chatted with all the other officers about giving their spouses a night out. When she came to CW1 Pratt's desk, she paused and looked very awkward. She finally said, "Do you want to buy a ticket….I mean it is not required, but if you wanted to…..your ticket would be $50." CW1 Pratt felt that he would not be welcome, and neither would his partner.
- You respond that you know CAPT Smith and she would never intentionally ostracize anyone. You also state that CW1 Pratt is new and it will just take time for people to warm up.

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:51 AM

As the leader, you should find a way to bring CW1 into the fold of the organization.

Attack

- Attack refers to combative, personal affronts, such as insults, sarcasm, eye-rolling, and passive-aggressive behavior

- All 4 ADDA are reflexive—want to get to being reflective in responses

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1

Scenario 3

- SGM Randolph has been a stellar performer. She has trained and led the paralegals to be one of the most efficient offices in the JAG Corps. She has often discussed with you that the paralegals are ready to take on more responsibility. She has mentioned more than once that several of the paralegals' enlistments are ending, and many are considering getting out because they don't feel their skills are being utilized. She also points out that many of the paralegals are Black or Hispanic and often feel as if they are treated as the help instead of a member of the team. She finally says that many of the staff feel that the DEI events are simply performative to check the block and that the leadership team does not really believe creating an equitable and inclusive workplace is important.

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/4/2025 9:38:52 AM
You should reflect on what SGM said and ask her more clarifying questions. Ask her how you can empower the paralegals more.

1

Scenario 5

- SGT Habib is a devout Muslim and has asked for an accommodation to be able to pray twice during the day. He also needs a private area to pray as the office is too far away from the Chapel. Space is tight but you have been able to find a way to accommodate him. He also has requested to go to the local Mosque for Friday noon prayer, and you have approved his request. He works hard all day and does not seem to engage in much of the office conversations. He has not come to any of the off-duty events either. SGT Habib does not seem to have developed any relationships with his co-workers. Although everyone seems to respect his religion, you have heard some commenting about the amount of time he is out of the workplace.
- What do you do?

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SGT Habib has not attended any social functions as they all seem to center around alcohol…and one of biggest dinner parties was during Ramadan. He does not engage in chit chat around the office because he is cognizant of the amount of time he is out of the office and does not want his coworkers to feel he is not pulling his load. As the leader you should recognize that SGT Habib's isolation is not good for the team and the lack of connection to him has probably exacerbated any grumbling about him being out of the office.

1

Scenario 6

- 1LT Flowers has just arrived at your office. She is very excited about the opportunities she will have to help the JAG Corps fix the racial disparities in the Army. She has read all the studies, majored in criminal justice and African American studies in undergrad, and is very happy to educate her peers. She also spent some time working civil rights cases for a non-profit. She keeps a copy of Michelle Alexander's "The New Jim Crow" prominently displayed on her bookshelf in the office. She will often get into heated discussions with others in the workplace and has told her co-workers they need to "check their privilege". She has already demonstrated that she has a keen legal mind however, some are starting to avoid getting into conversations with her. The Chief of Military Justice and her have had some loud disagreements.
- What do you do?

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1LT Flowers is Black and you have been uneasy about addressing her behavior because you do not want to be viewed as racist by her. Maybe you ask her to provide a LDP on disparities in criminal justice to allow her to demonstrate her knowledge in a formal setting. You should discuss the “check their privilege“ comment with her and find a more constructive way to have that discussion.

1

Build Resilience

- Adopt a growth mindset
- Know your own insecurities
- Get clarity from the person
- Identify your discomfort
  - ✓Fear
  - ✓Anger
  - ✓Guilt
  - ✓Hopelessness

  Phone a friend ……

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Share information about consequences of a fixed mindset

Younger generations tend to use a lot diversity terminology freely and they may not have meant what you think they meant

1

Cultivate Curiosity

- Increase your knowledge
- Adopt a learning posture
  - ✓Known and unknown knowns
  - ✓Listen generously, share tentatively
- Interrupt the running commentary of skepticism
  - ✓Question your gut reaction

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People in the margins have to know about you—it does not take much effort to learn about them

Disagree Respectfully

- Locate disagreement on controversy scale for you and your conversation partner (insert graphic)
- Find uncommon commonalities to surprise you out of your default
- Explain your thought process
- Manage your expectations
- Evaluate the disagreements impact

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1

Apologize Authentically

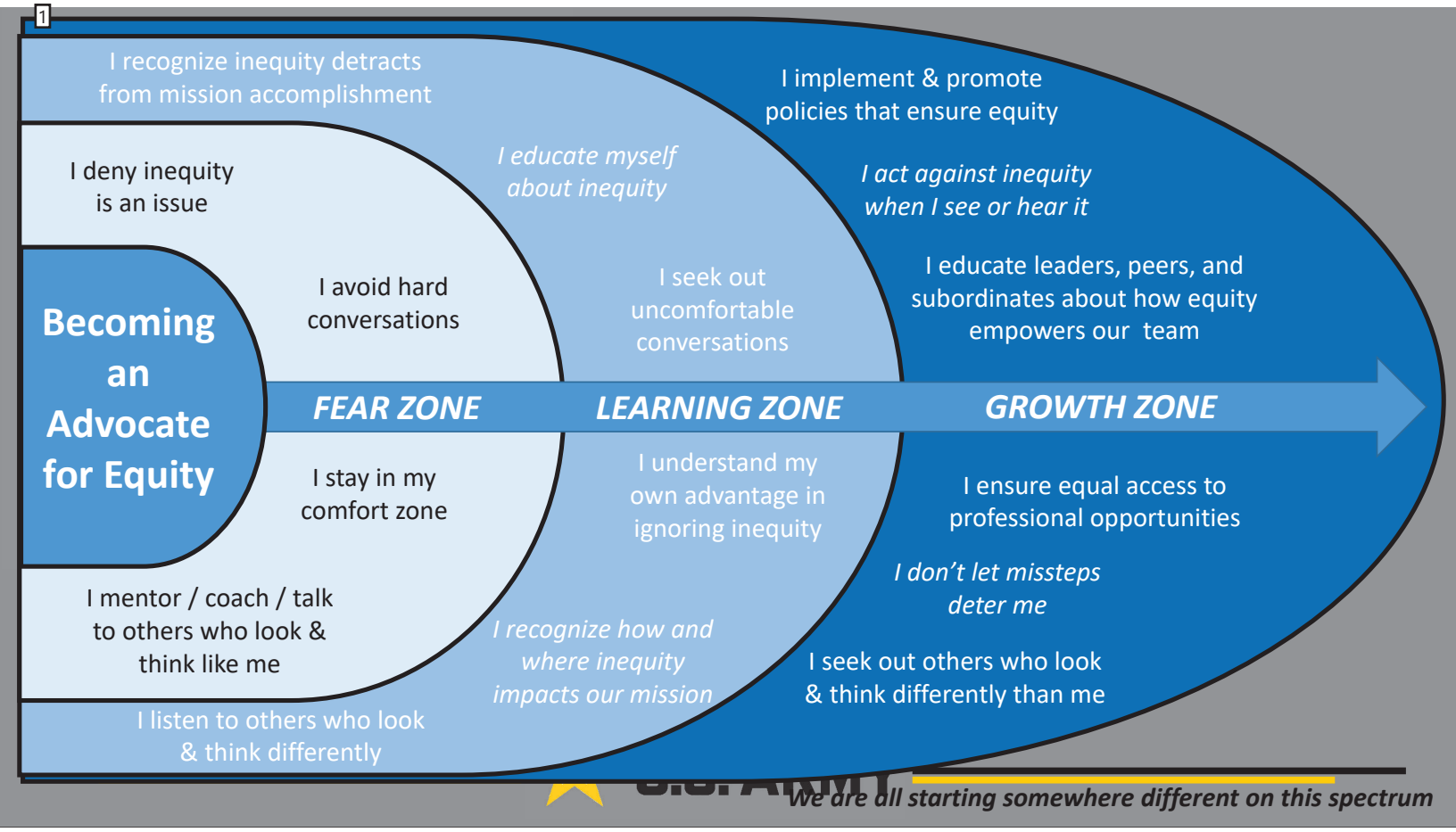
- Recognize the harm—No Ifpologies
- Take responsibility—No Butpologies
- Show remorse—No Fauxpologies
- Redress (take action)—No Talkpologies
- Apply a growth mindset
- Apply platinum rule
- Be generous to the source
  - ✓Separate behavior from the person, show you are learning too, have some responses ready, know when you can opt out

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If I harmed you or offended you…..
I'm sorry I offended you, but……


1
I recognize inequity detracts from mission accomplishment
I deny inequity is an issue
I avoid hard conversations
I stay in my comfort zone
I mentor / coach / talk to others who look & think like me
I listen to others who look & think differently
Becoming an Advocate for Equity
FEAR ZONE
I educate myself about inequity
I seek out uncomfortable conversations
I understand my own advantage in ignoring inequity
I recognize how and where inequity impacts our mission
LEARNING ZONE
I implement & promote policies that ensure equity
I act against inequity when I see or hear it
I educate leaders, peers, and subordinates about how equity empowers our team
I ensure equal access to professional opportunities
I don't let missteps deter me
I seek out others who look & think differently than me
GROWTH ZONE
We are all starting somewhere different on this spectrum

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Goal is to get to and stay in the growth zone.

1

Centering exercise

- Identify the categories of people that are marginalized within your formation (Marginalized means those that are furthest from power)
- Using the list of marginalized, identify those that might be in the “center”

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Utilize butcher block to write the marginalized in a circle. For centered group write in the center.
Learning objective:

DEI&A: An Overview



Office of Diversity, Equity, Inclusion & Accessibility

Office of The Judge Advocate General

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Your ODEIA

(b) (6) Director

(b) (6) Program Manager

Introduction

Training creates a baseline for JALS personnel and creates a shared understanding of DEI&A

Agenda:

- Background on DEIC & ODEIA
- ODEIA Initiatives
- JALS Demographics
- DEI&A defined

Background

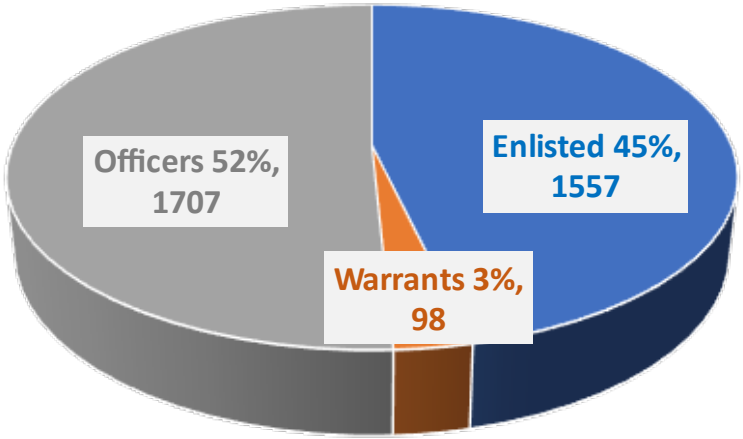
- Council on DE&I ("DEIC") established by TJAG on 10 July 2020
  - Lines of Effort: Recruiting & Accessions; Assignments; Training & Education; Promotions; Retention; other Obstacles to Inclusion
  - Composition: Approx. 20 members including 3 Co-Chairs and an XO
  - Field Boards: Subordinate advisory boards that act as "voices of the Corps"
- ODEIA established by TJAG on 25 March 2021
  - A major effort of the DEIC
  - Mission: To provide leadership and guidance in the formulation, execution, and management of policies and practices that foster a diverse, equitable, and inclusive environment consistent with the core values of the JALS
  - Chartered Tasks: data analysis and metrics, policy review and development, training, advisory support, and diversity recruiting

ODEIA Initiatives

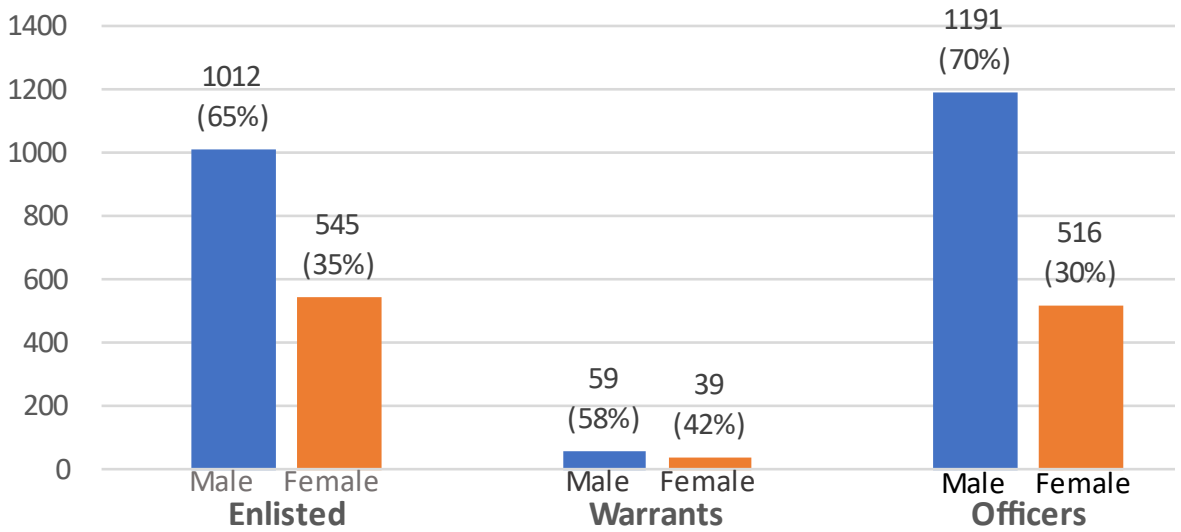
- JALS DEI&A STRATPLAN – **to be aligned w/ Army & DoDs**
- Monthly Enterprise Virtual Training
- In-person and Virtual Training for Legal Organizations
- Integrating DEI&A training at all levels of JAGC PME (TJAGLCS)
- Facilitating bias discussions at boards (GOSC, Accessions, Interns, FLEP, etc.)
- Coordinate with SIO and JARO on strategic engagement/messaging
- Engage with Army Equity & Inclusion Agency and DoD DEIA community

JAGC Active Component Demographics

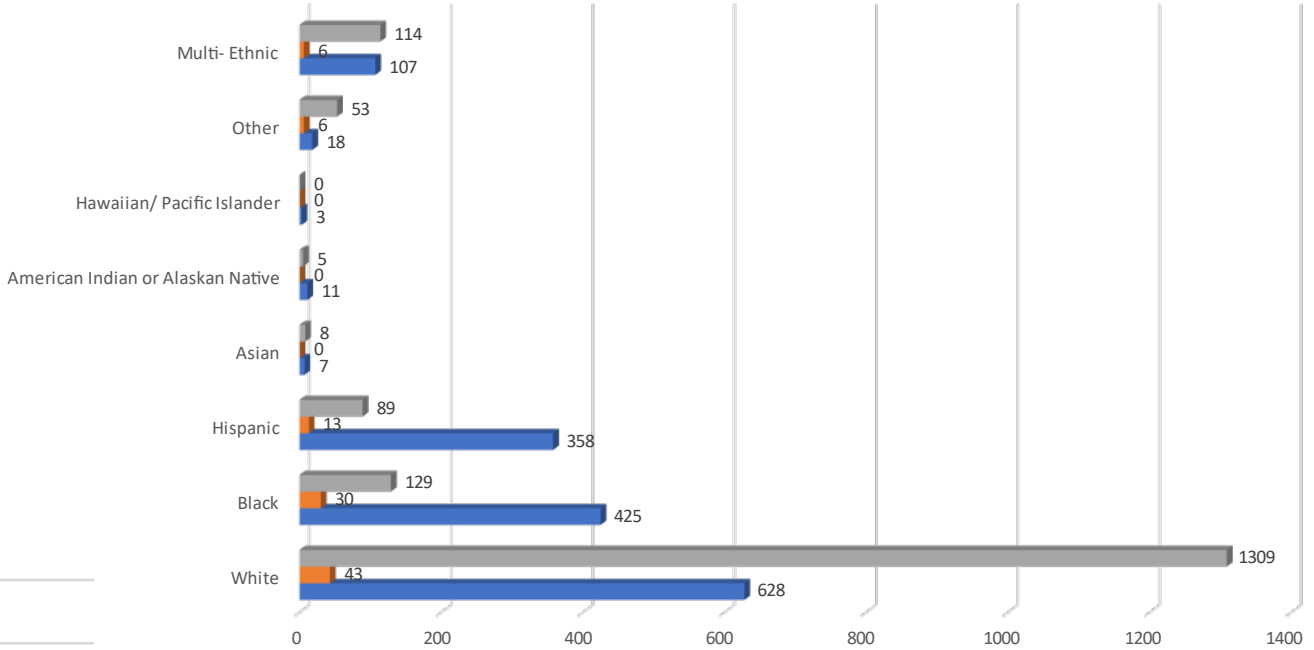
COHORT



GENDER



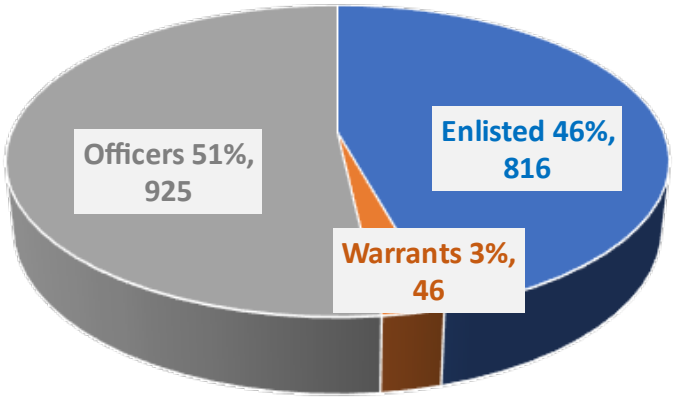
RACE/ ETHNICITY



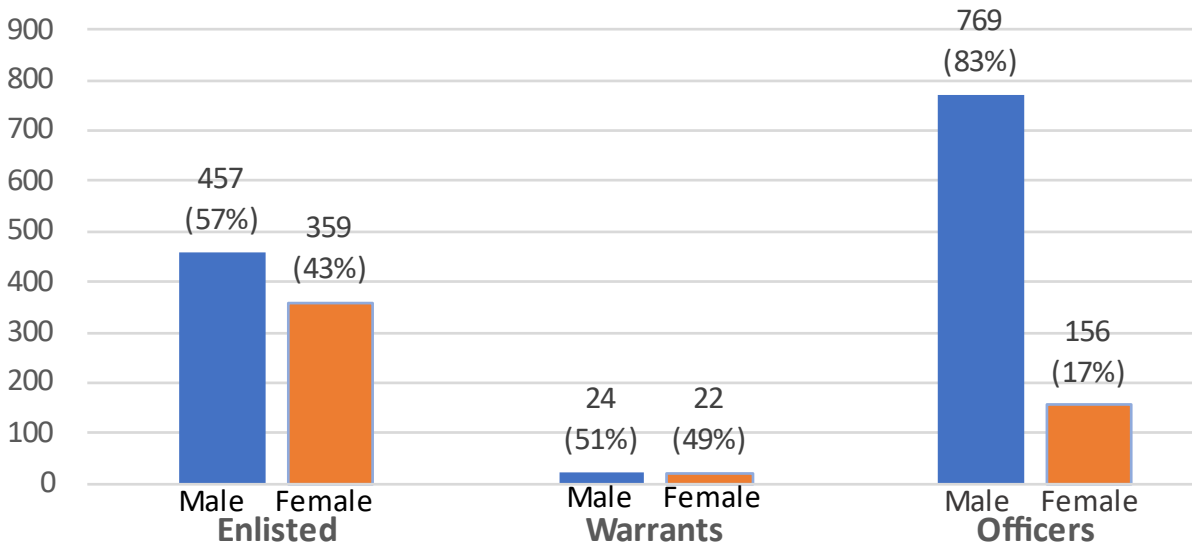
	White	Black	Hispanic	Asian	American Indian or Alaskan Native	Hawaiian/ Pacific Islander	Other	Multi-Ethnic
Enlisted	628 (40.3%)	425 (27.2%)	358 (22.9%)	7 (0.4%)	11 (.7%)	3 (0.1%)	18 (1.1%)	107 (6.8%)
Warrants	43 (43.8%)	30 (30.6%)	13 (13.2%)	0 (0%)	0 (0%)	0 (0%)	6 (6.1%)	6 (6.1%)
Officer	1309 (76.6%)	129 (7.5%)	89 (5.2%)	8 (0.4%)	5 (0.2%)	0 (0%)	53 (3.1%)	114 (6.6%)

JAGC National Guard Component Demographics

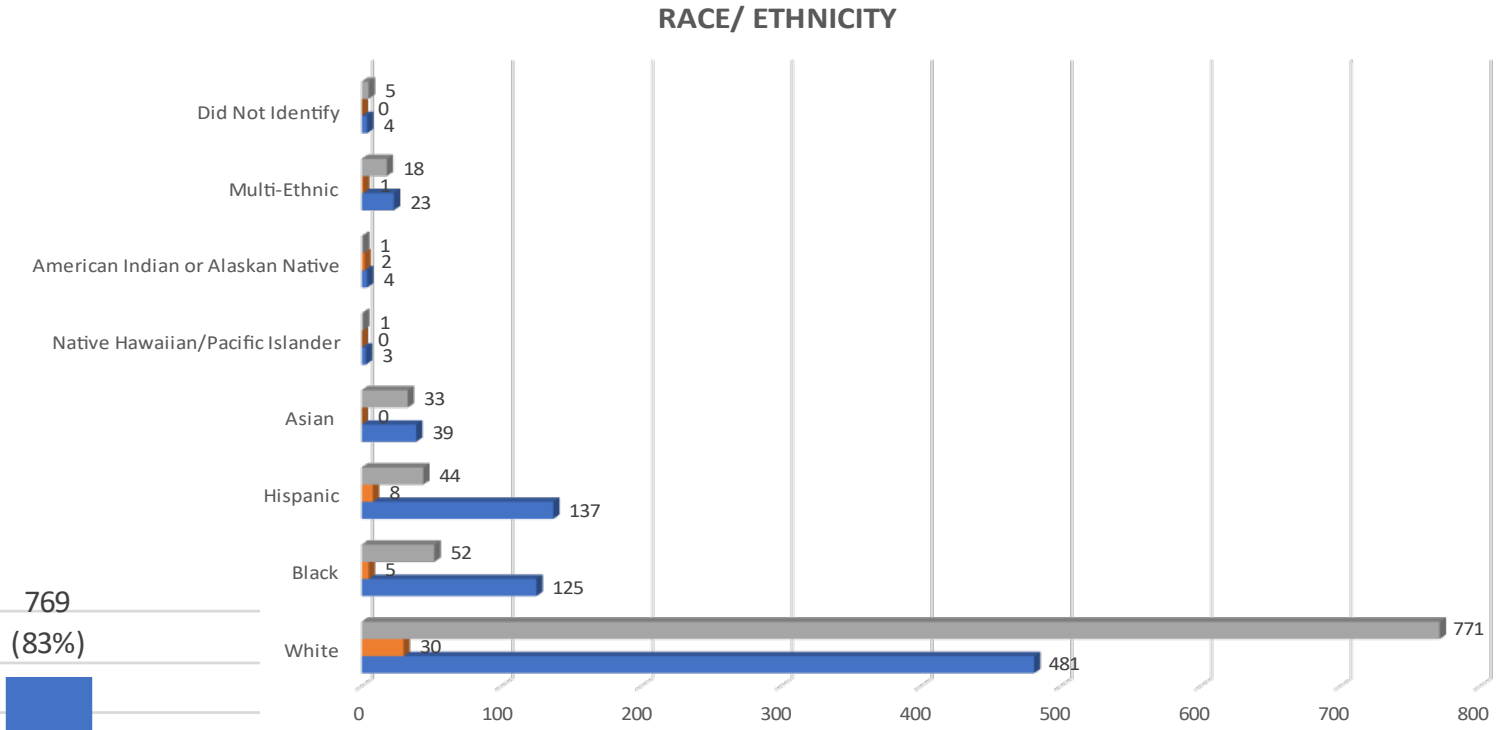
COHORT



GENDER



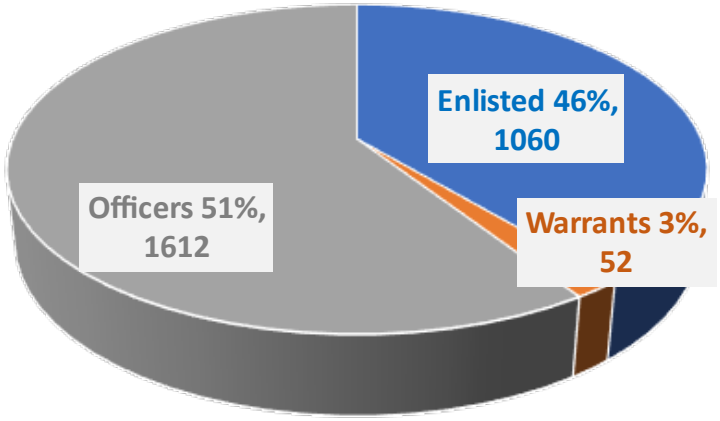
RACE/ ETHNICITY



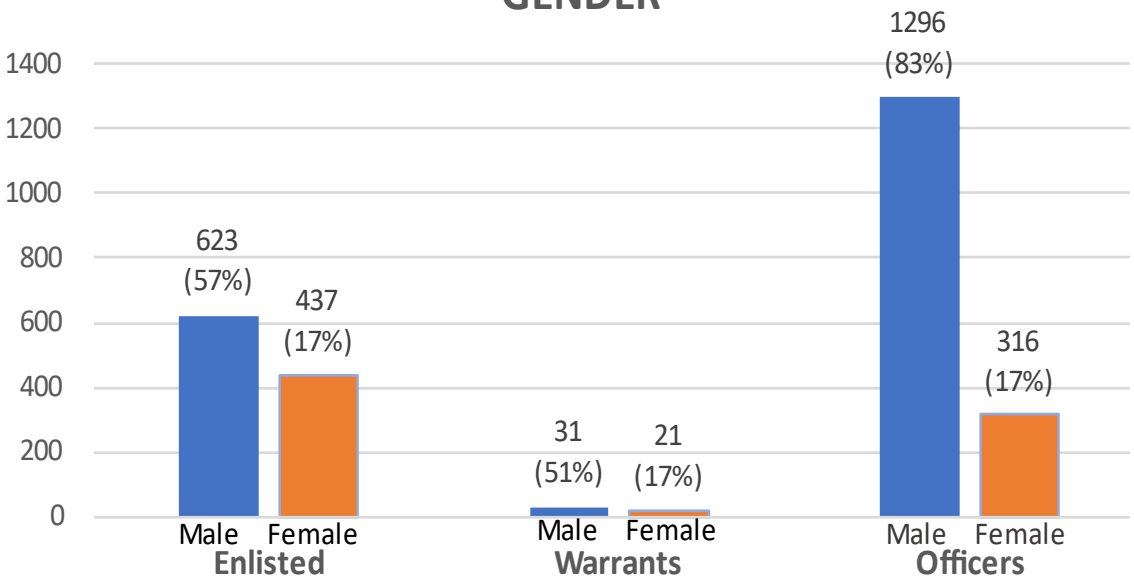
	White	Black	Hispanic	Asian	Native Hawaiian / Pacific Islander	American Indian or Alaskan Native	Multi-Ethnic	Did Not Identify
Enlisted	481 (59%)	125 (15.3%)	137 (16.7%)	39 (4.7%)	3 (.3%)	4 (.4%)	23 (2.8%)	4 (.4%)
Warrants	30 (65.2%)	5 (10.8%)	8 (17.3%)	0 (0%)	0 (0%)	2 (4.3%)	1 (2.1%)	0 (0%)
Officer	771 (83.3%)	52 (5.6%)	44 (4.7%)	33 (3.5%)	1 (.1%)	1 (.1%)	18 (1.9%)	5 (.5%)

JAGC Reserve Component Demographics

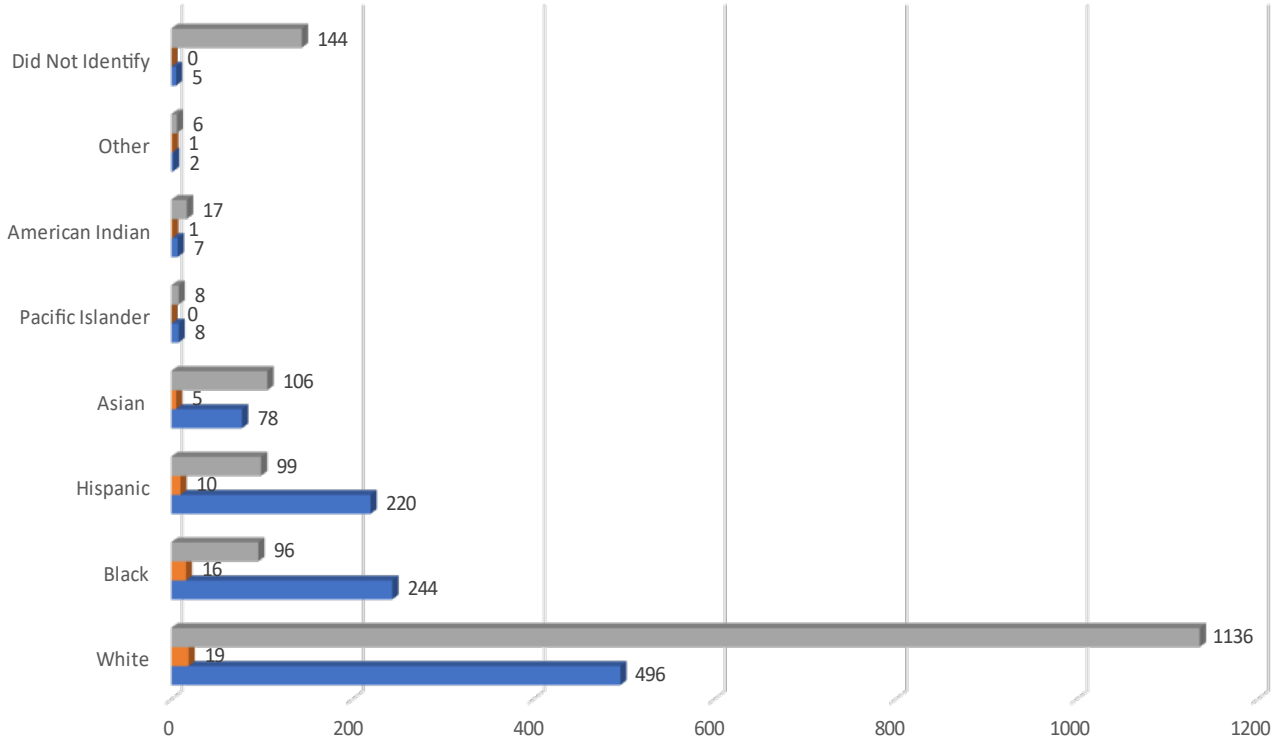
COHORT



GENDER



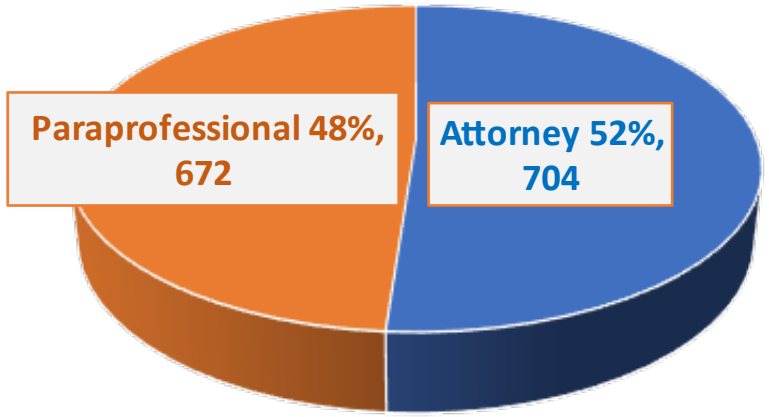
RACE/ ETHNICITY



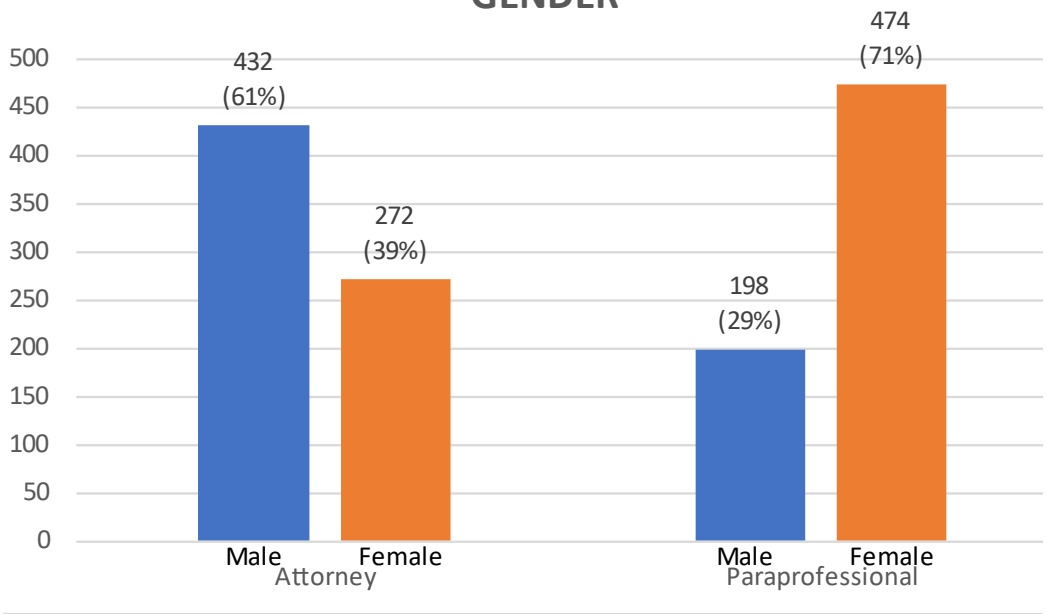
	White	Black	Hispanic	Asian	Pacific Islander	American Indian	Other	Did Not Identify
Enlisted	496 (46.7%)	244 (23%)	220 (20.7%)	78 (7.3%)	8 (.7%)	7 (.6%)	2 (.1%)	5 (.4%)
Warrants	19 (36.5%)	16 (30.7%)	10 (19.2%)	5 (9.6%)	0 (0%)	1 (1.9%)	1 (1.9%)	0 (0%)
Officer	1136 (70.4%)	96 (5.9%)	99 (6.1%)	106 (6.5%)	8 (.4%)	17 (1%)	6 (.3%)	144 (8.9%)

JALS Civilian Demographics

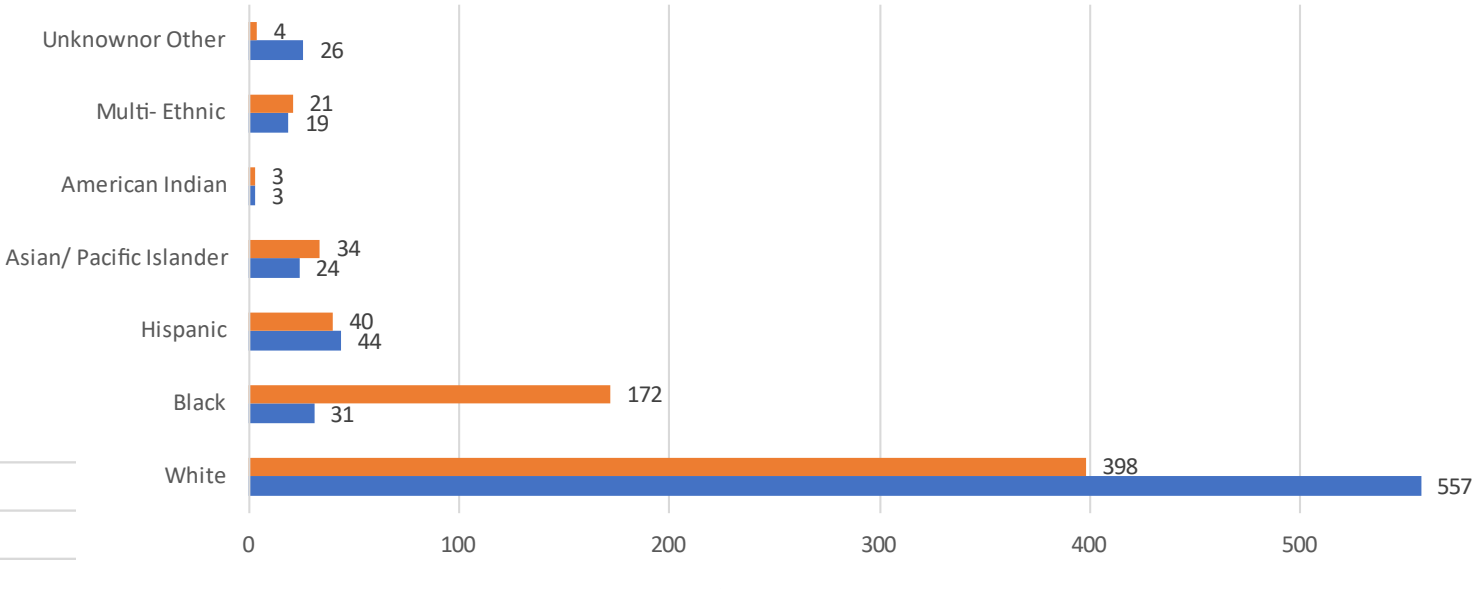
COHORT



GENDER



RACE / ETHNICITY



	White	Black	Hispanic	Asian/ Pacific Islander	American Indian	Multi-Ethnic	Unknown or Other
Attorney	557 (79.1%)	31 (4.4%)	44 (6.2%)	24 (3.4%)	3 (.4%)	19 (2.6%)	26 (3.6%)
Paraprofessional	398 (59.2%)	172 (25.5%)	40 (5.9%)	34 (5%)	3 (.4%)	21 (3.1%)	4 (.5%)

DEI&A - *Defined*

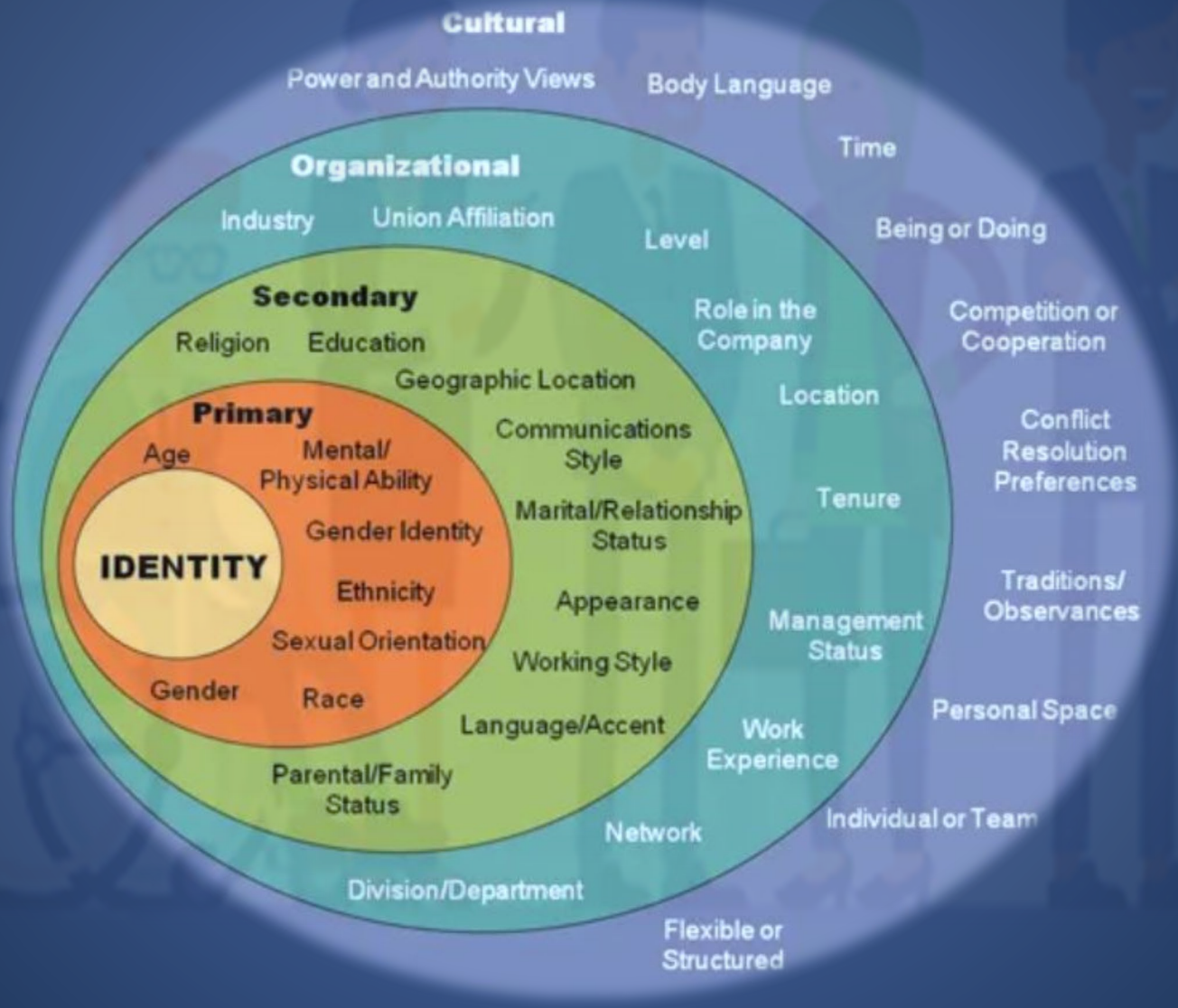


DIVERSITY

Diversity includes all attributes, experiences, cultures, characteristics, and backgrounds of the total force which are reflective of the nation we serve and enable the Army to deploy, fight, and win

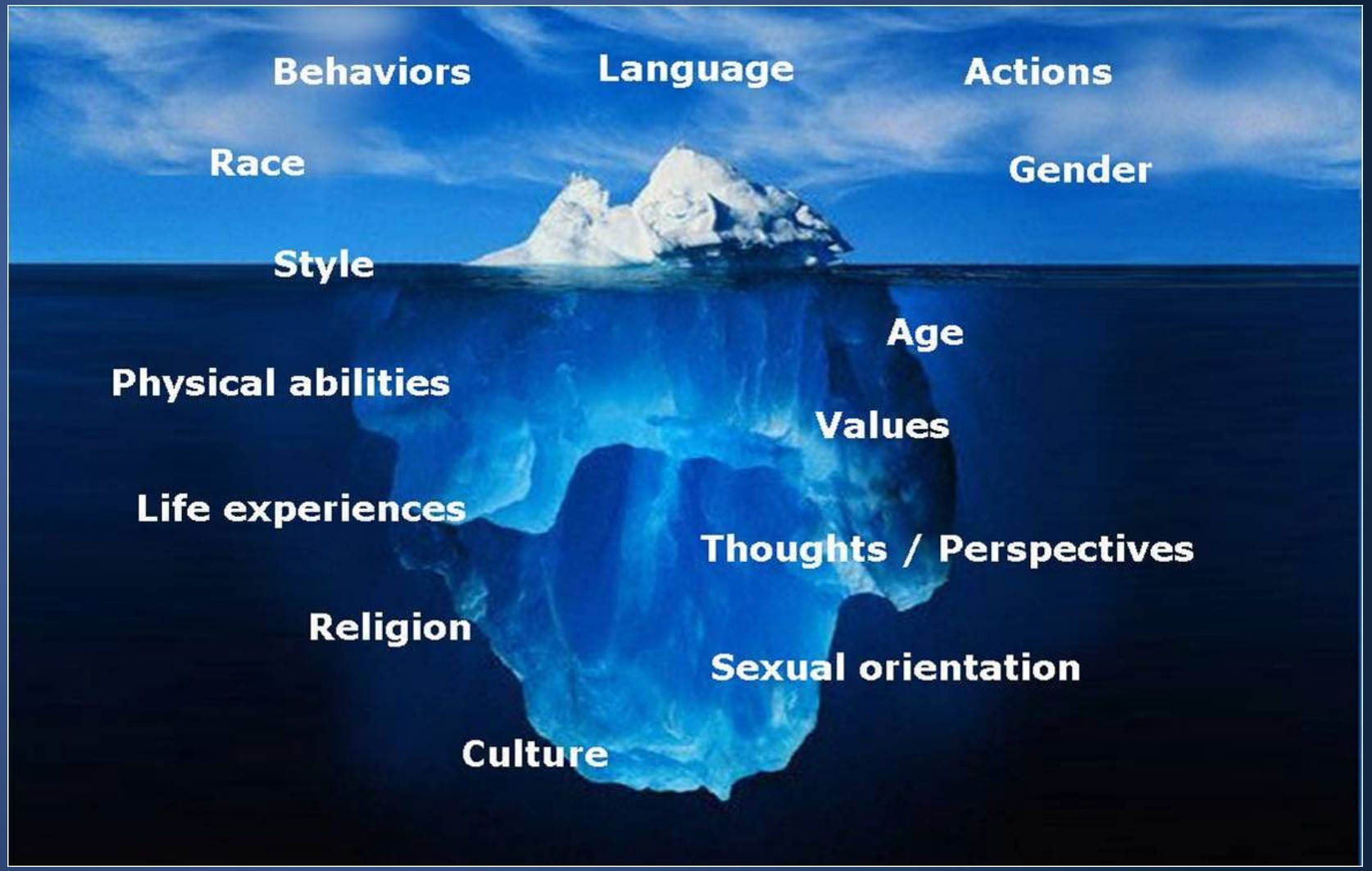
- Including, but are not limited to, characteristics such as national origin, language, race, color, disability, ethnicity, gender, age, religion, sexual orientation, gender identity, socioeconomic status, veteran status, and family structures
- It also encompasses differences among people concerning where they are from and where they have lived and their differences of thought and life experiences

Diversity – What Does it Look Like?



The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



EQUITY

Equity is the **fair treatment, access, opportunity, choice, and advancement for all** Soldiers and Civilians, while striving to identify and encourage drivers and identify and eliminate barriers that have prevented the full participation of the total force

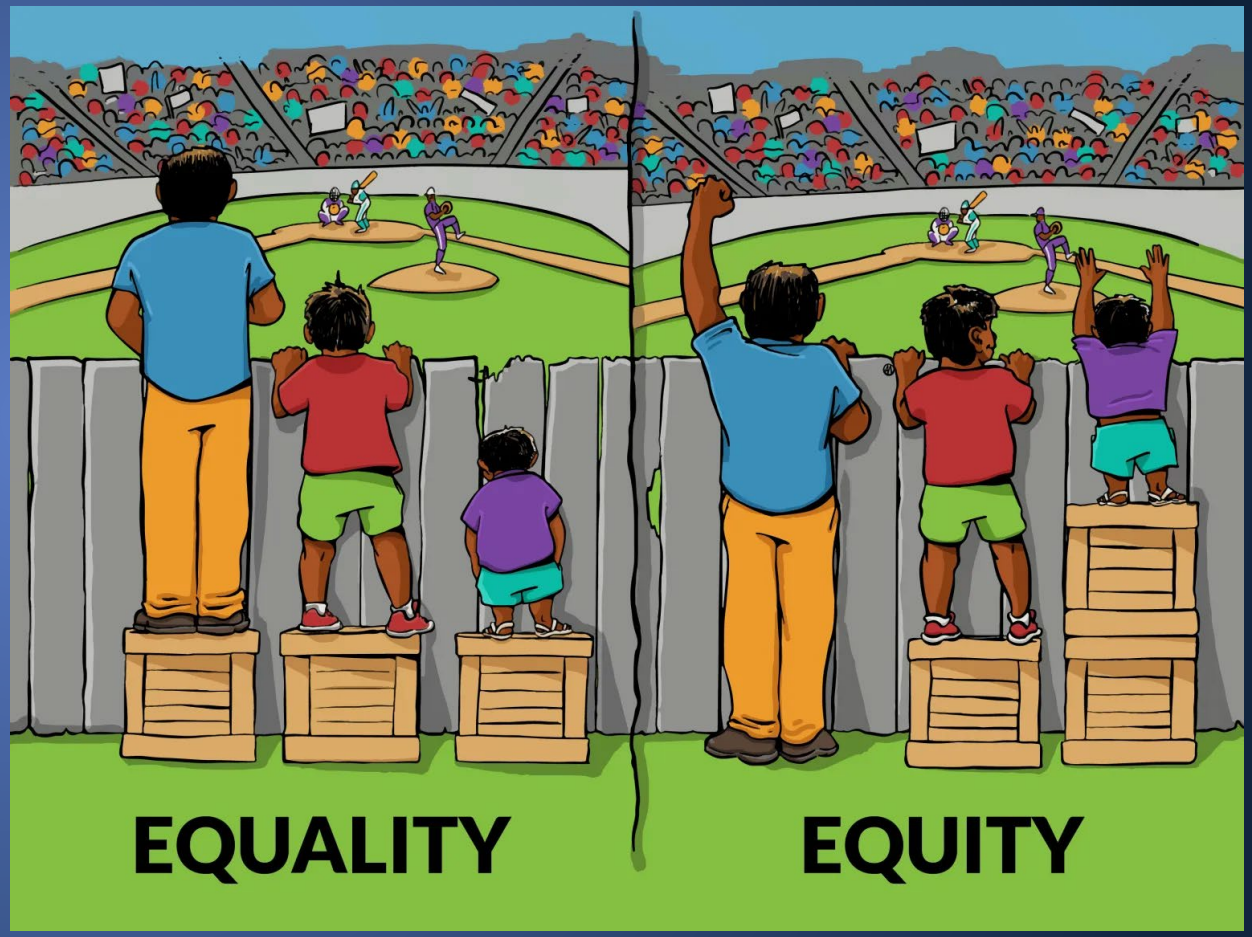
Barriers to Equity

- Race and ethnicity
- Cultural discrimination
- Language barrier
- Gender discrimintation
- Sexual orientation
- Religious discrimination
- Age discrimination
- Socioeconomic disparities
- Intellectual discrimination
- Physical discrimination
- Pay inequity
- Country of origin
- Inequity
- Ignorance



EQUITY v EQUALITY

- Whereas *equity* recognizes that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome, equality means each individual or group of people is given the same resources or opportunities
- Leaders cannot fulfill the promise of equal opportunity without giving equal access



FROM EQUALITY TO EQUITY TO INCLUSION



EQUALITY EQUITY INCLUSION

INCLUSION

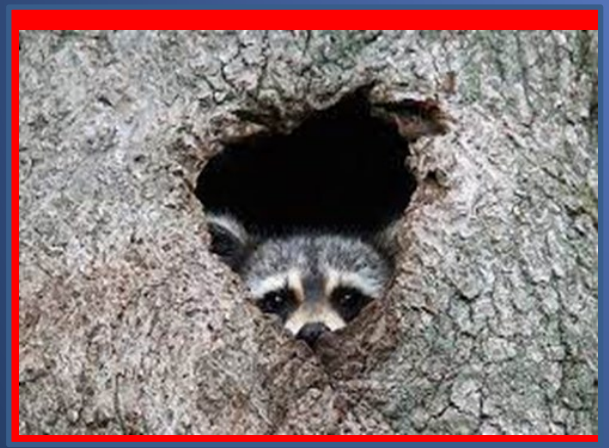
Inclusion is the process of valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives



Dimensions of Inclusion and Exclusion









UNIQUENESS

BELONGING

ADAPTED FROM:
Changing Hearts & Minds, Jim Pearl, PhD

ACCESSIBILITY

Accessibility means the design, construction, development, and maintenance of facilities, information and communication technology, programs, and services so that all people, including people with disabilities, can fully and independently use them



ACCESSIBILITY, cont.

- Today, more than 50 million people in the United States, approximately one in five, have some type of disability
- Accessibility is a vital part of ensuring people with disabilities feel welcome and fully included in the workplace
- Persons with disabilities face accessibility barriers in all aspects of society
- A barrier is an obstacle or anything that prevents a person with a disability from fully participating in in all aspects of society because of their disability
  - Barriers can be visible, invisible, physical, attitudinal, technological, information and communication barriers
  - By removing all unnecessary barriers, an individual can use their abilities to achieve their objectives, thus having the same opportunity to achieve success

Questions to Consider

- What barriers might exist for employees to reach their full potential in our organization?
- Do our processes and procedures have a disparate effect/impact on some?
- What systemic constructs should we rethink?
- How much of our organizational norms, procedures, and expectations are linked to accomplishing the mission versus *the way we have always done business*?
- Who was this organization designed to fit?

QUESTIONS?

Implicit (Unconscious) Bias



Office of Diversity, Equity, Inclusion & Accessibility
Office of The Judge Advocate General
usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

"If you have a brain, you have bias."

Sondra Thiederman

Amazing Mind

We cna raed tihs bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Our brians tkae shrutctus.

Theory of Decision Making



In One Second….

You're exposed to 11 million bits of information.

Only 40-50 bits are consciously processed!

THE UNCONSCIOUS MIND

Wilson, T.D. (2004). Strangers to ourselves: Discovering the adaptive unconscious. Cambridge, Mass: Belknap

Implicit (Unconscious) Bias

- **Implicit bias** refers to the brain's automatic, instant association of stereotypes or attitudes toward a person or group, without our conscious awareness

  - Not good or bad…just is
  - Often can affect our decision-making
  - Influenced by our experiences
  - **impacts the lens with which we view the world**

What do you think about when you see these images?





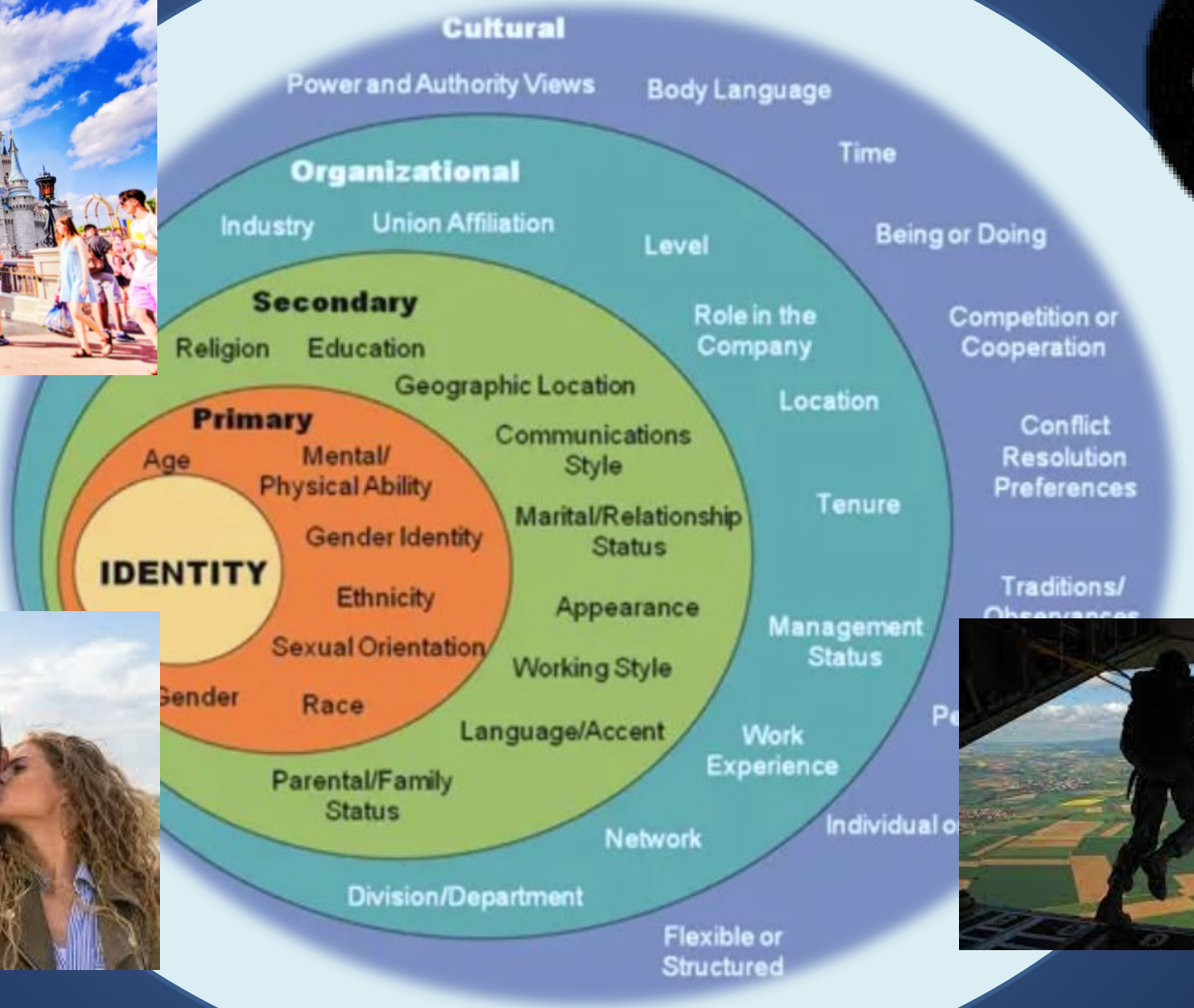






Our Social Identities in Bias











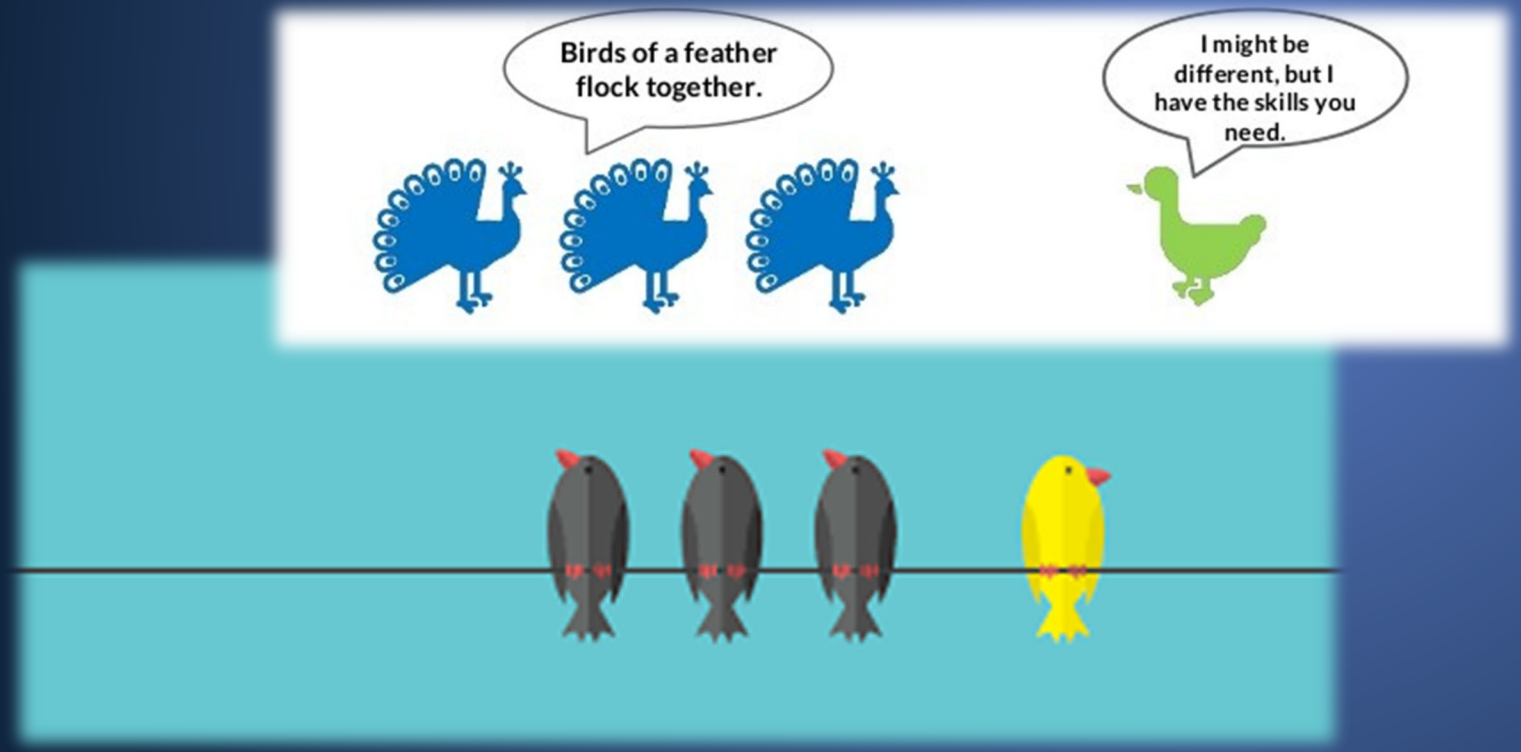
MEDIA

IMPLICIT BIAS ≠

Racist
Bigoted
Sexist
Homophobic
Transphobic

Affinity Bias

- What is it?
  - favoring those who tend to have something in common with us





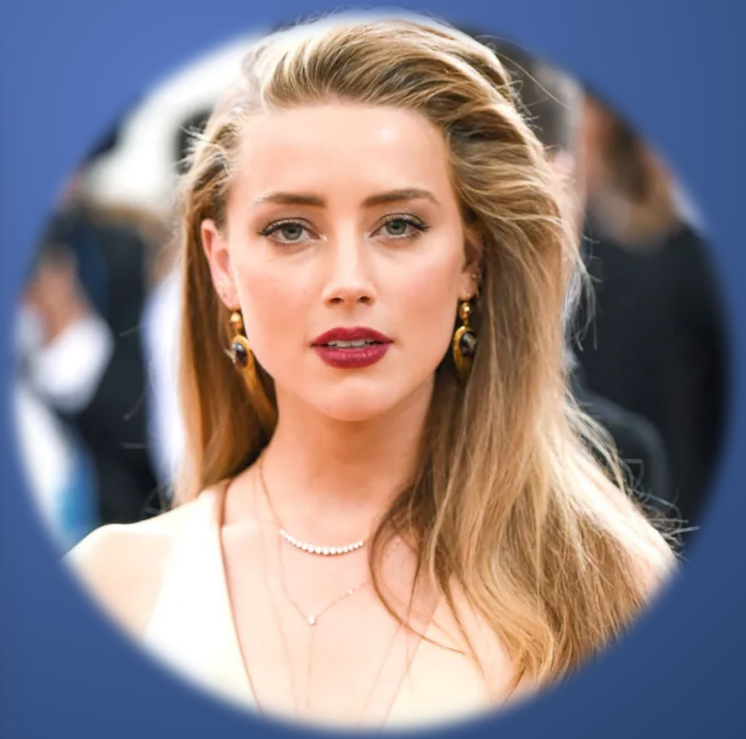
Affinity Bias, *cont.*

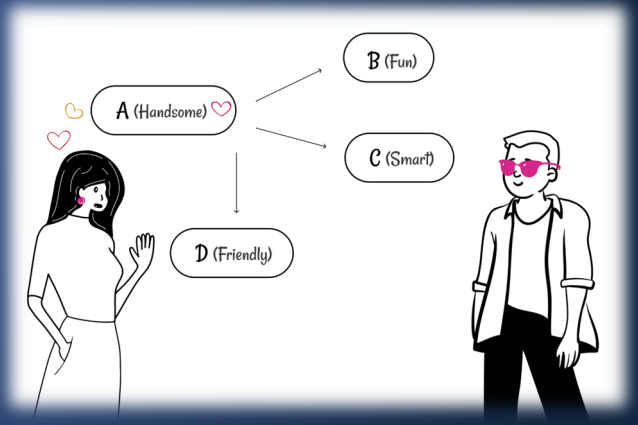
- Some examples of affinity bias (similarity bias) in the workplace:
  - common traits, attended the same college, served in the same unit at the same time, badges/tabs
- How it affects the workplace:
  - hiring decisions; promotions; mentorship opportunities; and how certain people's ideas are received
- Combat it by:
  - take time to get to know everyone better; find common ground; actively seek diversity

Halo Bias

- What is it?
  - our tendency to think everything about a person is good because our first impression of them was good





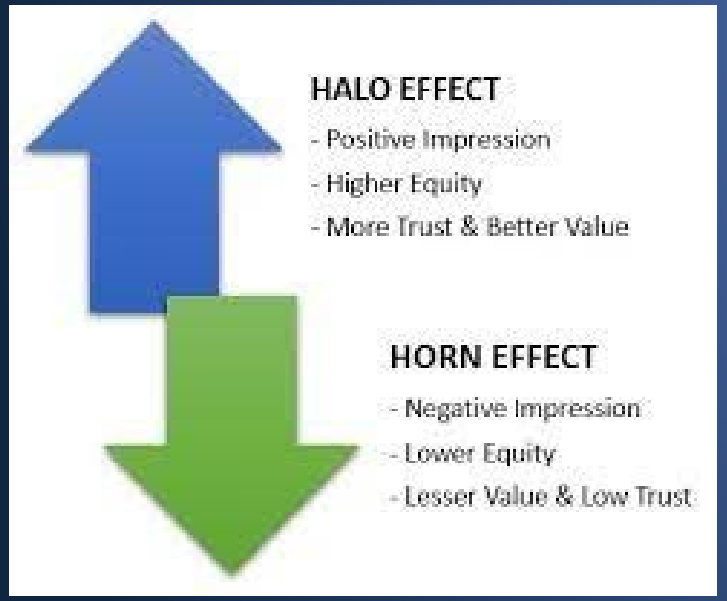


Halo Bias, *cont.*

- Some examples of halo bias in the workplace:
  - Maxing PT, looks good in uniform, outgoing personality, nice smile, best athlete at frisbee football
- How it affects the workplace;
  - gives one the best assignments; an employee is highly competent in one area, and the supervisor rates the employee correspondingly high in all areas; creates reputation for “favoritism” and unfairness; overshadows higher qualified co-workers; one gets away with showing up late
- Combat it by:
  - Utilize objective assessments for skills and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Horn Effect

- What is it?
  - our tendency to think everything about a person is negative because our first impression of them was negative







Horn Affect Bias, *cont.*

- Some examples of horn bias in the workplace:
  - Show-up late once, fails PT once , made one mistake, not given any opportunities, also could apply to one characteristic (ex: accent)
- How it affects the workplace;
  - fail to develop equitably, overlook talent and potential, could set a climate of “one mistake and done”
- Combat it by:
  - Objectively assess employees' performance, skills, and competencies; don’t over rely on first impressions; use structured interviews; build awareness

Confirmation Bias

- What is it?
  - seeking out information and evidence that justifies our position or makes us feel like we were right all along









Confirmation Bias, *cont.*

- Some examples of confirmation bias in the workplace:
  - interpretations of issues, resume review, singling out a colleague as lazy, calling ahead to get “a feel” for an inbound employee before their arrival and actively seeking out things that support that “bias”
- How it affects the workplace:
  - leads to flawed decision-making; miss out on important information and facts; “what we see depends mainly on what we look for”
- Combat it by:
  - ask neutral questions; play devil’s advocate; consider all the evidence and facts available; seek out different perspectives; be willing to change your mind in light of new evidence and facts; listen to what others have to say

Groupthink

- What is it?
  - the bandwagon effect, or group think, occurs when individuals try too hard to fit into a group, by agreeing with the majority, or by stifling opinions that may differ from the group







Groupthink, *cont.*

- Some examples of groupthink in the workplace:
  - putting together teams that lack diversity, ostracizing others, censorship, going along to get along
- How it affects the workplace:
  - can be toxic to teams and organizations; stifles innovations; pressures employees to conform
- Combat it by:
  - celebrate diverse perspectives; encourage personal and professional development; evaluate and recognize independently; encourage conflict; encourage psychological safety; build diverse teams

6 Ways to Mitigate Unconscious Bias

1

Recognize and accept that you have bias

2

Develop the capacity to use a flashlight on yourself

3

Practice "Constructive Uncertainty"

4

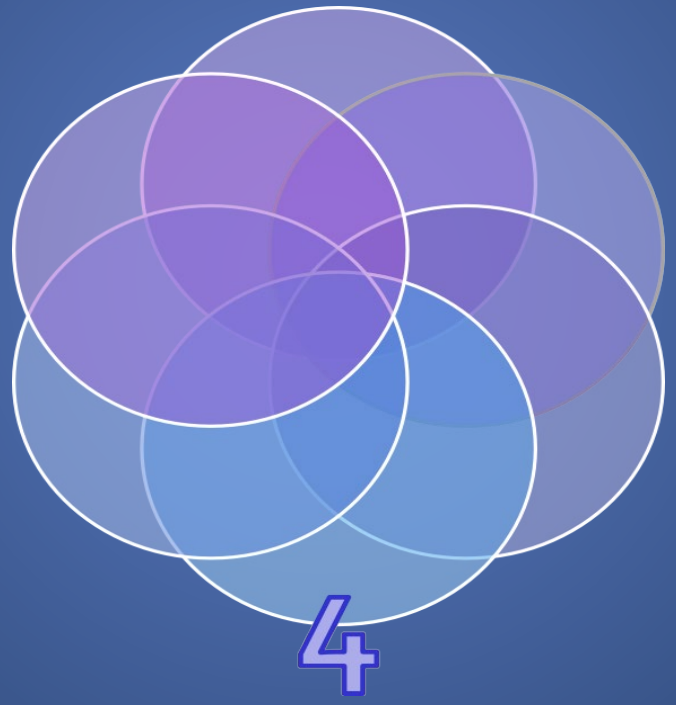
Explore awkwardness, and discomfort

5

Engage with people you consider "others" and expose yourself to positive role models in that group

6

Get feedback



Source: Cook Ross

In Conclusion

- We ALL have biases
- Understanding the various unconscious biases, can raise awareness in the workplace and build inclusivity
- Tackling bias doesn't have to be difficult—it starts with you
- Questions to ask yourself:
  - Do I have an automatic feeling or judgment about this person?
  - Am I being reminded of someone?
  - What is this person triggering in my background?
  - Do I notice any patterns in my decision making that might be impacted by my biases?
  - How might I consciously intervene to mitigate the impact of this bias?

QUESTIONS?

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEIA & the Council

MS Teams

JAGC ODEI- DEI&A Training and Resources

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

Group Mailbox

usarmy.pentagon.hqda-otjag.mbx.jagc-diversity-inclusion@army.mil

Lesson Plan for DEIA Overview

Course Objective: Understand the terms diversity, equity , inclusion and accessibility and how they apply to your workcenter.

Demographic slides (6-9) objective: Understand make up of JALS demographically

--Points to make—Officer Corps is less demographically diverse

Most of JAG Corps demographic diversity is in Warrant and Enlisted force

Prompting Questions: Why do we look at demographics?

How do you think the difference in demographics impacts the organization?

Slide 10 DEA defined:

Slide 11 Definition of Diversity:

--Points to make: Diversity is a broad definition….we all bring different aspects of diversity to the table. One of the reasons we do look at demographic diversity is because it is often a bell weather to how equitable and inclusive we are. We also have to be cognizant of the populations that have historically been marginalized and discriminated against.

Slide 12- Diversity What does it look like

Resources:

Really good one on diversity Wheel: https://www.youtube.com/watch?v=c_V9bXgbTOk

Good on cultural diversity https://www.youtube.com/watch?v=SUvZsAUbjM0

Article on updates to Loden's Wheel: http://www.loden.com/Web_Stuff/Articles_-_Videos_-_Survey/Entries/2010/9/3_Global_Diversity_Puts_New_Spin_on_Lodens_Diversity_Wheel.html

https://www.google.com/search?q=Diversity+Wheel+worksheet&tbm=isch&source=iu&ictx=1&vet=1&biw=1920&bih=937&dpr=1#imgrc=PWKOK8dRIANVGM&imgdii=rgBgHu_FeJpYQM

https://medium.com/the-red-elephant-foundation/understanding-intersectionality-a1da46e2e0b2

https://www.slideshare.net/ymcausa/dimensions-of-diversity-glossary?next_slideshow=116488177

--Points to make: Explain the concept of Marilyn Loden's Social Identity Wheel

Prompting questions: Have participants look at the wheel and identify which aspects of their own identity they feel has an impact on how they view the world.

Give example of how your own identity colors how you see the world and how you behave in it.

Social identity is the lens that you view the world through.

Slide 13 The Diversity Iceberg

--Points to make: A lot of aspects of our social identity is not visible

Prompting Questions: What aspects of your identity are invisible to others but still make a difference to you?

Slide 14 Equity:

Points to make: Equity is about ensuring that people that do not start out with the same resources still have the same access to a benefit

Example: Students from a JROTC unit in inner city had difficulty scoring high enough on the ASVAB to come into the service—Local Reserve base assisted students in learning good test taking skills

Slide 16 Delete

Slide 17 Inclusion

Go over definition

Prompting question: Ask What types of behaviors make you feel valued?

What types of behaviors don't make you feel valued?

Slide 18 Dimensions of Inclusion and Exclusion

The dimensions of inclusion and exclusion are based on long standing research around two fundamental needs that people have at work. People have a need to add value and need a sense of belonging. These needs are not mutually exclusive, so we can put them in two different axes and create four squares to describe how people might be experiencing themselves at work. The goal is to create a deeper sense of inclusion, that is that they are adding value and they belong. Adding value is also the same as feeling that you can be your unique self. Go through the 4 dimensions ending with the inclusion block.

Prompting questions: Which square do you think most people experience in your organization?

What needs to occur for your organization to live in the inclusion block?

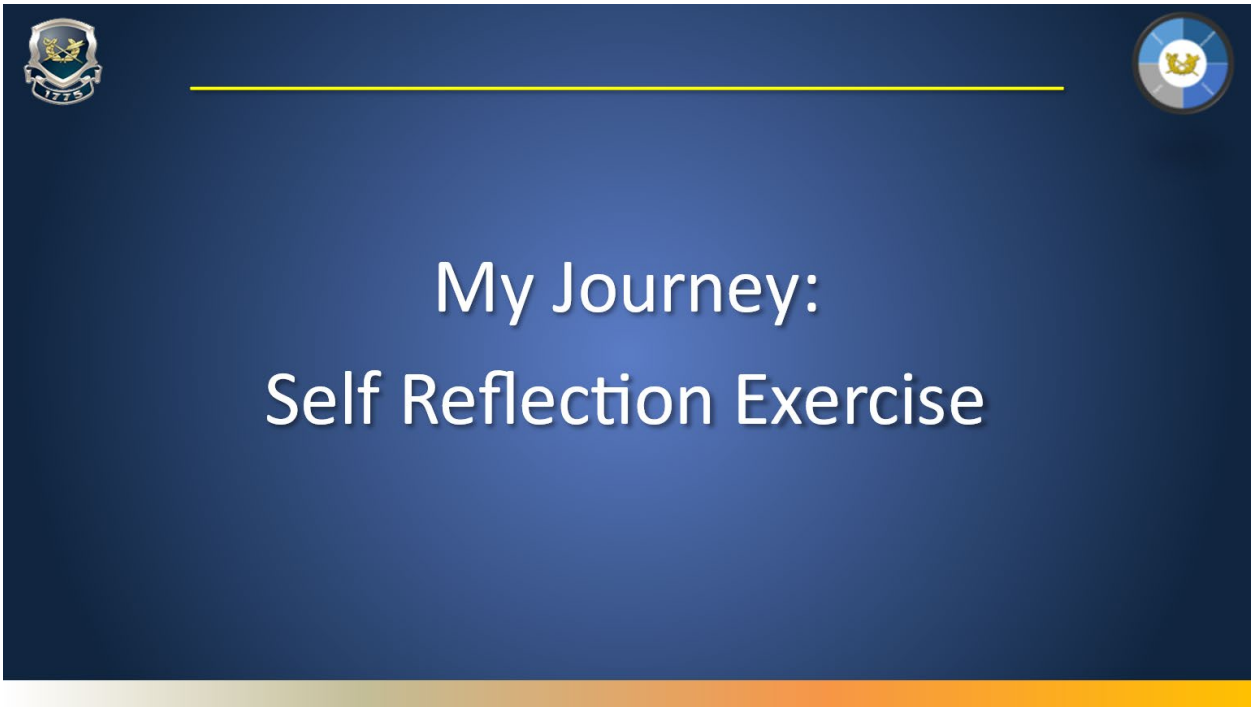
Slide 19 and 20 Accessibility: Slides are self explanatory….Accessibility is really focused on people with disabilities.

Slide 22- 25 Self-explanatory

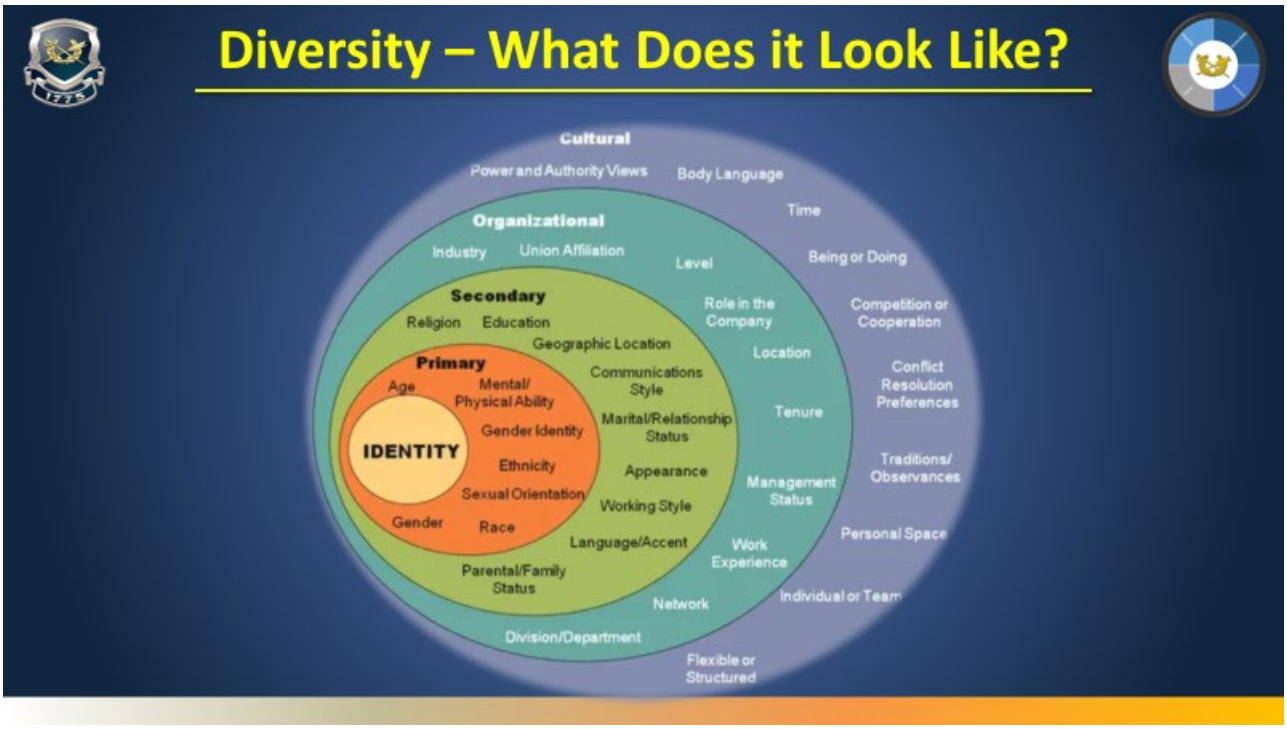
Lesson Plan for Special Victim's Counsel Training: Social Identity in Action

Course Objective: Familiarize students with concepts of their social identity, how it impacts development of their values, how their values and biases could impact their interactions with their clients.

Method: Brief explanation of concepts followed up with exercises to apply the concepts to their interactions with clients.



1. My Journey Self-reflective Exercise: Close your eyes, or if not comfortable closing your eyes, find a point in front of you to softly focus on. Think about the journey you have taken to get here today. Think about the path you took to the seat you have in this classroom today. I want you to think about how you grew up? (pause after each questions to give students a chance to think and be in that moment) Where did you grow up? What part of the country did you grow up in? What type of family structure did you have? Were you raised by a biological parent? One, or both? Or by extended family or friends? What was your family's socioeconomic status? Were you comfortable, struggling, or maybe you were not aware as a child? Were you raised in a religious tradition? If so, what did that religion teach you about gender roles? Marriage? Sexuality? Good/Evil? How has it shaped your perspective? What was your early school experience like? High School? If you attended college, what was your journey like to get there? As you think through these questions, is there an aspect of your experiences that was not mentioned that has had a significant impact or shaping you? Please take a minute to come back to the room…….What types of thoughts or feelings did this exercise bring up for you? Process the responses and tie into the Social Identity Wheel.



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Good on cultural diversity https://www.youtube.com/watch?v=SUvZsAUbjM0

Article on updates to Loden's Wheel: http://www.loden.com/Web_Stuff/Articles_-_Videos_-_Survey/Entries/2010/9/3_Global_Diversity_Puts_New_Spin_on_Lodens_Diversity_Wheel.html

https://www.google.com/search?q=Diversity+Wheel+worksheet&tbm=isch&source=iu&ictx=1&vet=1&biw=1920&bih=937&dpr=1#imgrc=PWKOK8dRIANVGM&imgdii=rgBgHu_FeJpYQM

https://medium.com/the-red-elephant-foundation/understanding-intersectionality-a1da46e2e0b2

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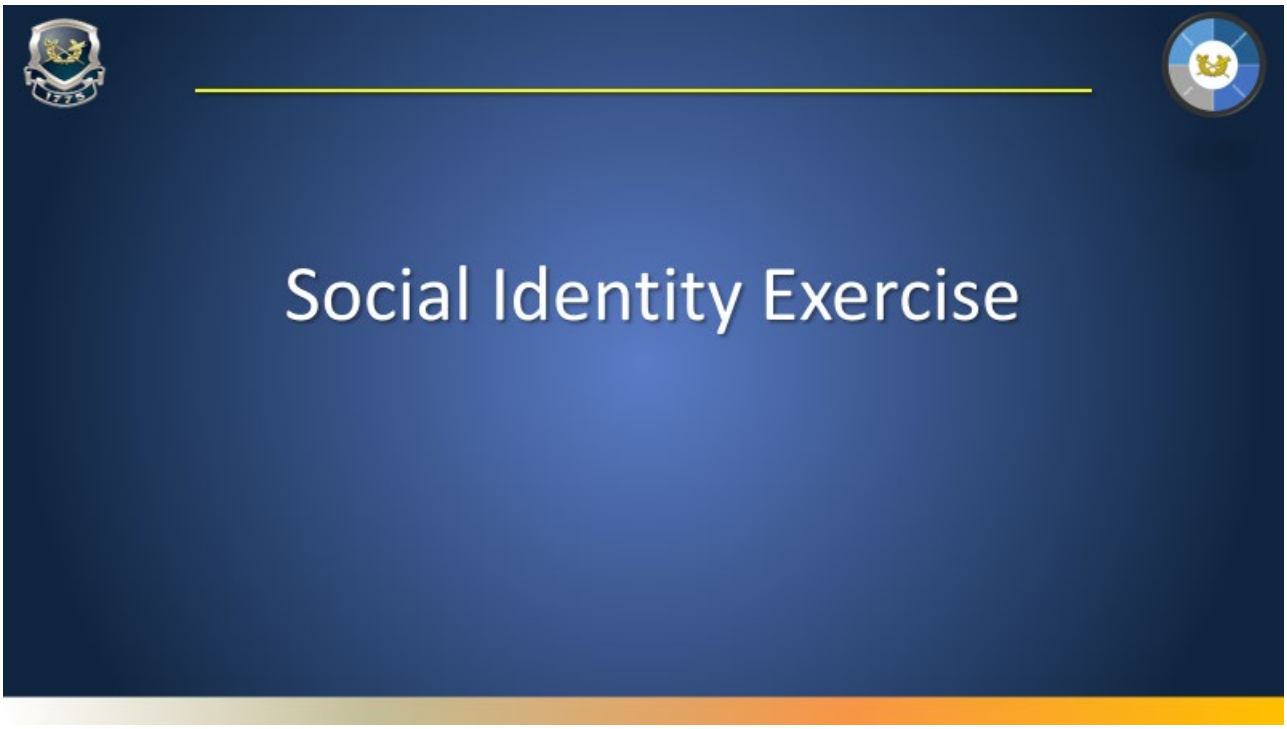
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Give example of how your own identity colors how you see the world and how you behave in it.

Social identity is the lens that you view the world through.

Personal Experiences:

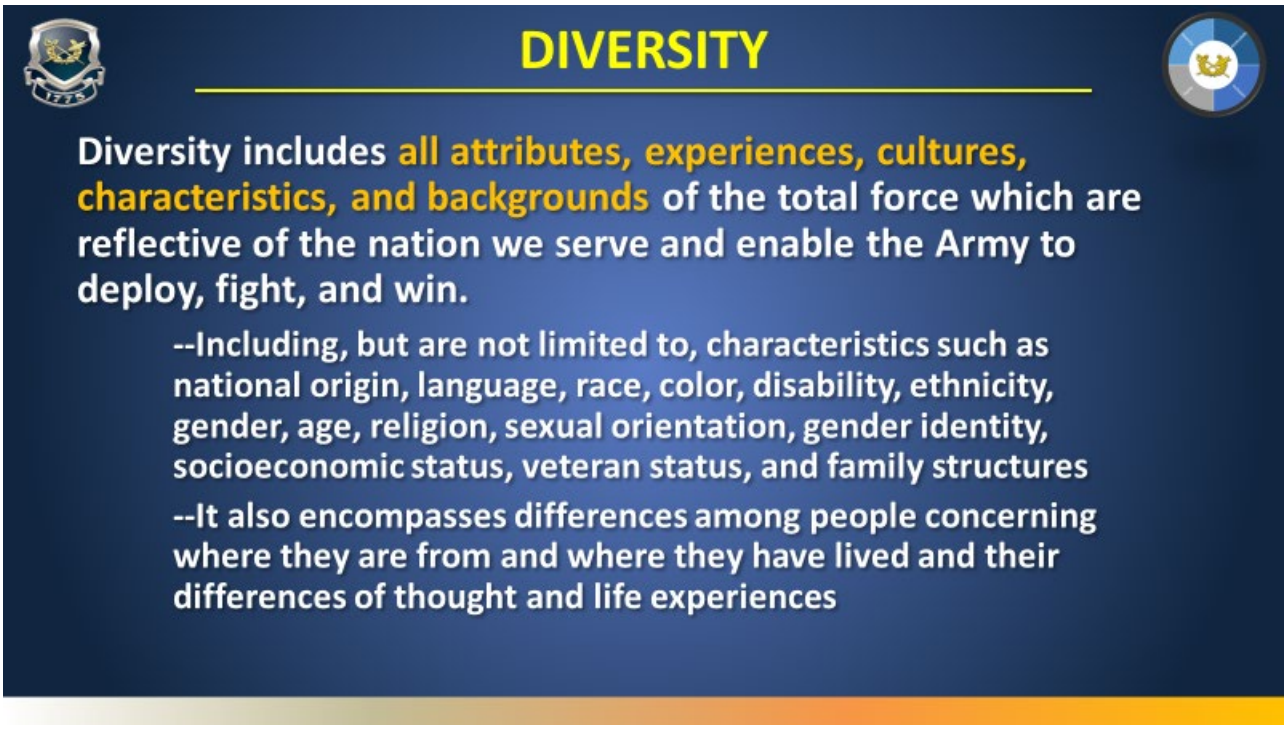


1. Have students take a few minutes to silently identify several aspects of their social identity that influence how they see the world. Have the students pair up and discuss their social identity and how it impacts how they see the world. Process what students have learned from each other.

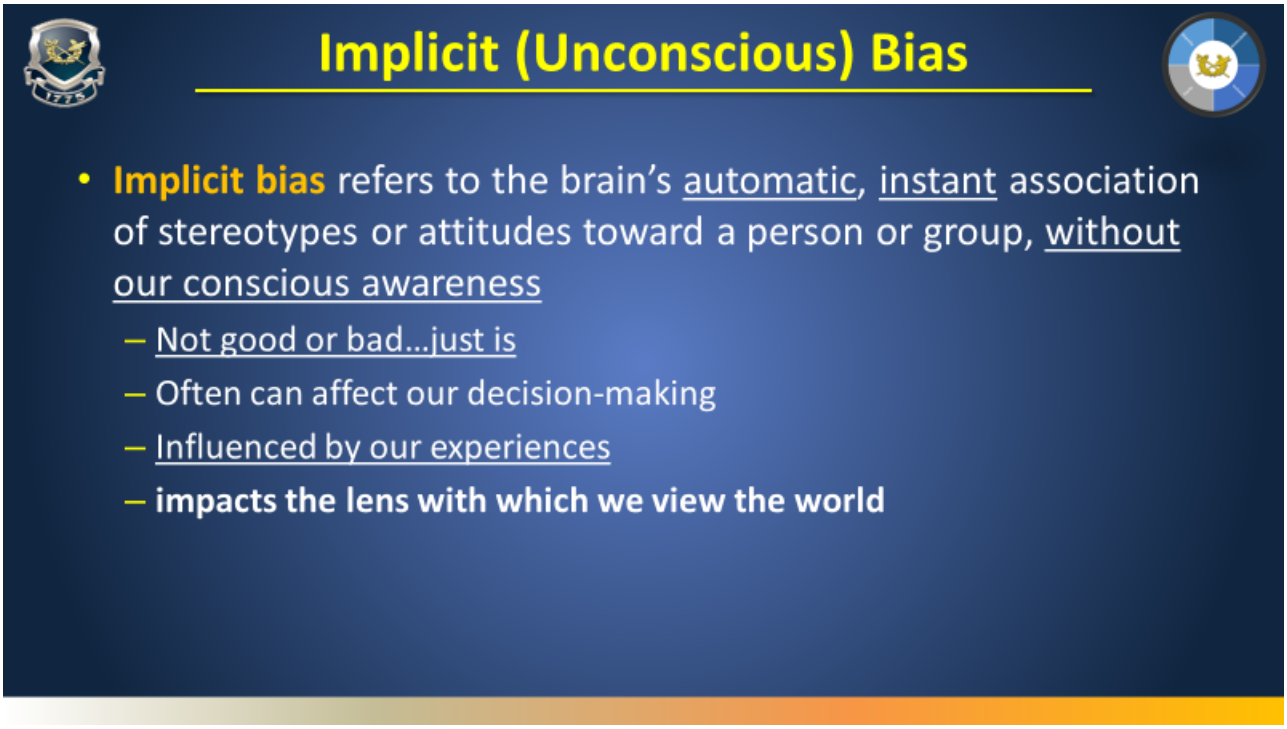
Prompting Questions: What did you learn about your partner that surprised you?

What did you learn about commonalities?

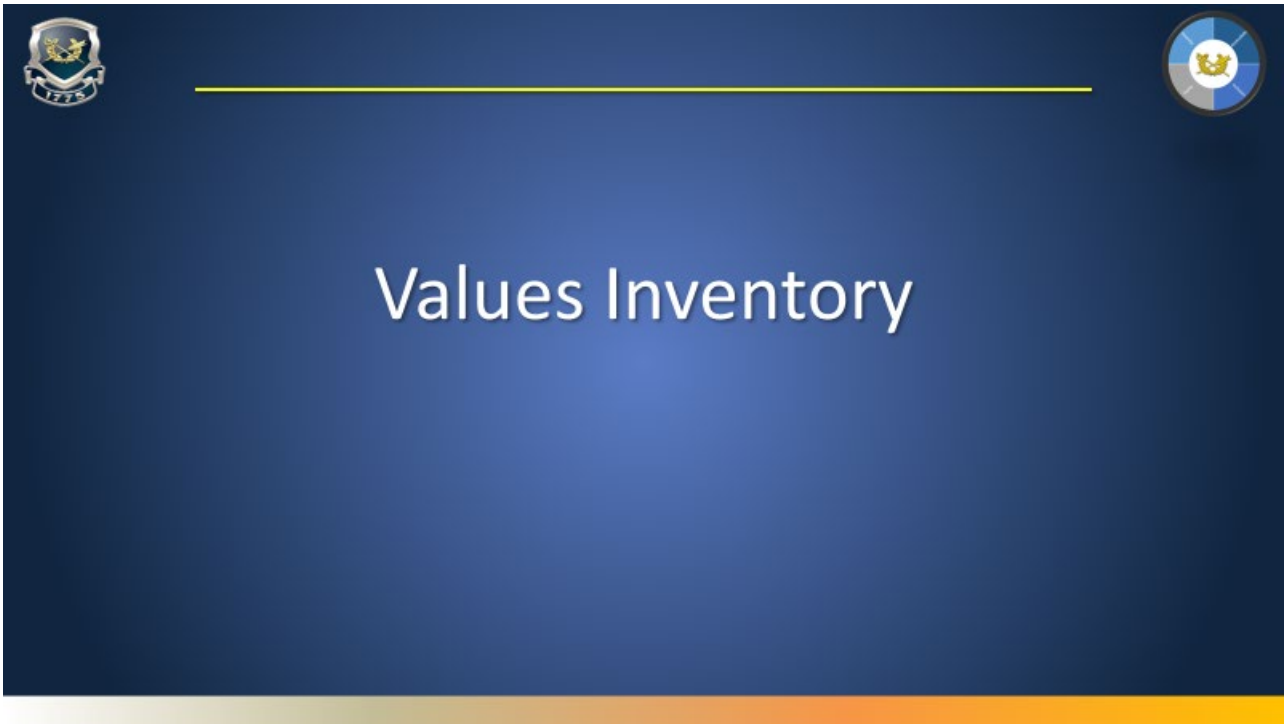
Personal Examples:



Go over definition of diversity stressing that it is much broader than EEO protected categories



Provide brief overview of implicit Bias stressing that bias is a result of how our brains function for survival.



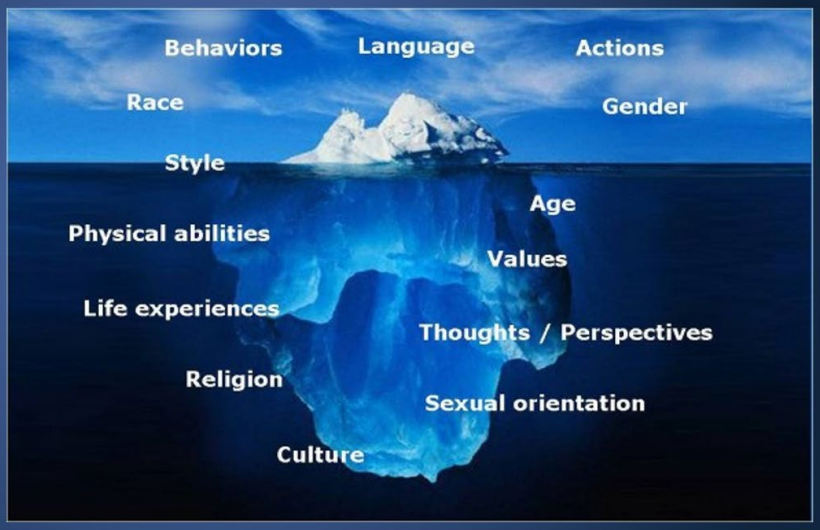
Have students write down top 10 values that they live their life by. Once complete have them pare it down to 5. Have students pair up and discuss their values and how their social identity and values can impact how they communicate and relate to clients.

Process the exercise and ask students how they can mitigate potential barriers to connecting with their clients.

Personal Examples:

The Diversity Iceberg

- There's more to a person than meets the eye - you must look below the surface to see the remaining 90%



Discuss that psychological safety is necessary for clients to share. Until they feel safe, they may only get a portion of the story. If they have not examined their own biases and values, they may be viewing the story the client tells through those lenses. If they do not establish psychological safety, that could be another barrier to serving the client.

Let's Talk LGBTQIA+



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Your ODEI

(b) (6) (b) (6) Director

Vacant, Deputy Director

(b) (6) i) Program Coordinator

(b) (6) i) Program Specialist

Introduction

- As LGBTQIA+ professionals are more able to be out at work, it's every company's responsibility to make its employees feel safe, welcome, and accepted
- Equitable policies and benefits are critical to LGBTQIA+ inclusion in the workforce but alone are not sufficient to support a truly inclusive culture
- In some cases, a company's policy may be the only thing an employee can point to in the event of discrimination
- The best way to keep someone from feeling "othered" is by making an effort toward inclusion in your day-to-day workplace operations
- Effective LGBTQIA+ training is therefore critical for job satisfaction, company reputation, and continuous improvement

Summary of Comments on DEI & the JAG Corps

Page: 3

Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:01 PM

Sources:
https://www.getimpactly.com/post/lgbtq-diversity-training
https://www.fastcompany.com/90811055/6-ways-to-build-a-more-lgbtq-friendly-workplace

1

Defining LGBTQIA+

- **L**esbian - A woman whose enduring physical, romantic, and/or emotional attraction is to other women
- **G**ay - The adjective describes people whose enduring physical, romantic, and/or emotional attractions are to people of the same sex
- **B**isexual - A person who can form enduring physical, romantic, and/or emotional attractions to those of the same gender or more than one gender
- **T**ransgender - An umbrella term for people whose gender identity and/or gender expression differs from what is typically associated with the sex they were assigned at birth

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:02 PM

L – Some lesbians may prefer to identify as gay or as gay women.

G – Sometimes lesbian is the preferred term for women.

B - People may experience this attraction in differing ways and degrees over their lifetime. Bisexual people need not have had specific sexual experiences to be bisexual; they need not have had any sexual experience at all to identify as bisexual.

T - People under the transgender umbrella may describe themselves using one or more of a wide variety of terms— including transgender or nonbinary. Some transgender people are prescribed hormones by their doctors to bring their bodies into alignment with their gender identity. Some undergo surgery as well. But not all transgender people can or will take those steps, and a transgender identity is not dependent upon physical appearance or medical procedures.

Q - This umbrella term includes people who have nonbinary, gender-fluid, or gender nonconforming identities. Once considered a pejorative term, queer has been reclaimed by some LGBTQIA+ people to describe themselves; however, it is not a universally accepted term even within the LGBTQIA+ community.

I - Intersex people are assigned a sex at birth — either male or female — and that decision by medical providers and parents may not match the gender identity of the child. Not all intersex folks identify as being part of the LGBTQIA+ community.

A - Sometimes shortened to “ace,” it is an umbrella term that can also include people who are demisexual, meaning they do experience some sexual attraction; graysexual, meaning those who may not fit the strictest definition of the word asexual; and aromantic, meaning they experience little to no romantic attraction and/or has little to no desire to form romantic relationships.

Questioning - sometimes, when the Q is seen at the end of LGBT, it can also mean questioning. This term describes someone who is questioning their sexual orientation or gender identity.

Source: https://gaycenter.org/about/lgbtq/#lesbian

Defining LGBTQIA+

- **Q**ueer - An adjective used by some people whose sexual orientation is not exclusively heterosexual or straight
- **I**ntersex - An adjective used to describe a person with one or more innate sex characteristics, including genitals, internal reproductive organs, and chromosomes, that fall outside of traditional conceptions of male or female bodies
- **A**sexual - The adjective describes a person who does not experience sexual attraction
- **+** Plus - The 'plus' is used to signify all of the gender identities and sexual orientations that letters and words cannot yet fully describe

Page: 5

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Gender & Sexual Orientation

- **Gender identity** is one's innermost concept of self as male, female, a blend of both or neither
  - how individuals perceive themselves and what they call themselves
  - can be the same or different from their sex assigned at birth
- **Gender expression** is the way we present our gender to society
  - It may include our clothing, our body language, hairstyles, voice inflection, mannerisms, behaviors, and even interests
  - Avoid making assumptions
- **Sexual orientation** refers to our emotional, psychological, physical and sexual attraction to other people of the same, different or no gender at all

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:02 PM

1 – if same as at birth = cisgender; if opposite than at birth = transgender; if no gender identity = non-binary

Gender and sexual orientation do not have a direct correlation. For example, transgender people may identify as straight, gay, lesbian, bisexual, etc.

Source: https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions

Pronouns

- In relation to gender identity, pronouns refer to an individual in place of their name in the third-person
- You can't always know what someone's pronouns are by looking at them
- It's okay to ask, "What pronouns do you use?" or "Can you remind me what pronouns you use?"
- She/her/hers and he/him/his are a few commonly used pronouns
- They/them/theirs ("Shea ate their food because they were hungry.") is a common gender-neutral pronoun and it can be used in the singular
- Some people also use more than one set of pronouns
- Some people prefer to use their name and not to use pronouns at all

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:04 PM

1 - Traditionally, a woman would be referred to as she/her and a man would be referred to as he/him. For instance, when introducing herself, a woman might say “I use she/her pronouns.” Some, but not all, non-binary people may choose to continue using the pronouns associated with their assigned gender at birth. Other non-binary people, commonly, use they/them as their pronoun.

2- Asking and correctly using someone’s pronouns is one of the most basic ways to show your respect for their gender identity.

3- The best thing to do if you use the wrong pronoun for someone is to say something right away, like “Sorry, I meant (insert pronoun)”. If you realize your mistake after the fact, apologize in private and move on.

4 - Some people call these “feminine” and “masculine” pronouns, but many people avoid these labels because not everyone who uses he/him/his feels “masculine” and not everyone who uses she/her/hers feels “feminine”.

5 - When someone uses multiple sets of pronouns, it could mean that they are okay with either one being used, or that they accept both, but have a preference towards the one that is listed first.

Purposefully misgendering (using the wrong pronouns, ignoring someone’s pronouns in use, or using incorrect gendered language for someone) is offensive and disrespectful to anyone, but especially to trans and gender non-confirming individuals.

Sources: https://uwm.edu/lgbtrc/support/gender-pronouns/

1

History of LGBTQIA+ in the Military

- In the early 1940s, homosexuality was classified as a mental illness, disqualifying gay men and lesbians from military service
- In 1982 the military enacted a policy explicitly banning gay men and lesbians from their ranks
- In 1993, the “Don’t Ask, Don’t Tell” policy went into effect allowing closeted LGBTQ people to serve in the military
- Since 2011, openly gay, lesbian and bisexual men and women have been permitted to serve in the military
- In 2013, spousal and family benefits were extended to same-sex married partners in the military
- In 2021, acceptance for LGBTQ in the military expanded with the lifting of the transgender ban

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:04 PM

1 - In December 1940, Harry Stack Sullivan, a psychoanalyst, joined the Selective Service System as a consultant to develop a screening program. Sullivan believed that the US armed forces should exclude not only individuals suffering from mental illness but also those with neurosis or maladjustment.8 He reasoned that individuals who had been unable to adjust to the demands of American society would never adjust to the demands of army life. Military officials were particularly interested in detecting homosexuality, which they believed destroyed combat effectiveness and morale.9 In addition, homosexuality was an offense for which one could be court-martialed. Source: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2089086/

2 - Before 1982, however, same-sex relations were criminalized and cause for discharge. Source: https://www.gao.gov/assets/nsiad-92-98.pdf

3 - DADT - Under the policy, service members would not be asked about their sexual orientation, but would be discharged for disclosing it. Eighteen years later, Congress repealed the policy, allowing openly gay, lesbian and bisexual people to serve in the military. Source: https://www.history.com/news/dont-ask-dont-tell-repeal-compromise

4 – Source: Don't Ask, Don't Tell Repeal Act of 2010

5 – Source: https://www.army.mil/article/109347/

6 – Source: https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/25/executive-order-on-enabling-all-qualified-americans-to-serve-their-country-in-uniform/

Given the military's 245-year history, its policy to accept LGBTQ service members into its ranks is still relatively new. Cultural changes take time; stigma against LGBTQ service members may linger. This can be a barrier to living openly as an LGBTQ person in the military. Still, some LGBTQ service members worry about living openly. They may fear being harassed or passed over for assignments or promotions.

Sources: https://www.militaryonesource.mil/relationships/support-community/lgbtq-in-the-military/

Covering

- LGBTQ+ often “cover” or reveal only aspects of their identity that they feel are safe or relevant
- May provide a sense of security were coming out could be risky and
- Covering deprives one of the ability to bring their full self to work
  - 46% of LGBTQ+ employees are closeted on the job
  - LGBTQ+ employees often face hostility on the job, even in companies that offer inclusive benefits
  - This mistreatment becomes even more severe for BIPOC LGBTQ+ people

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:05 PM

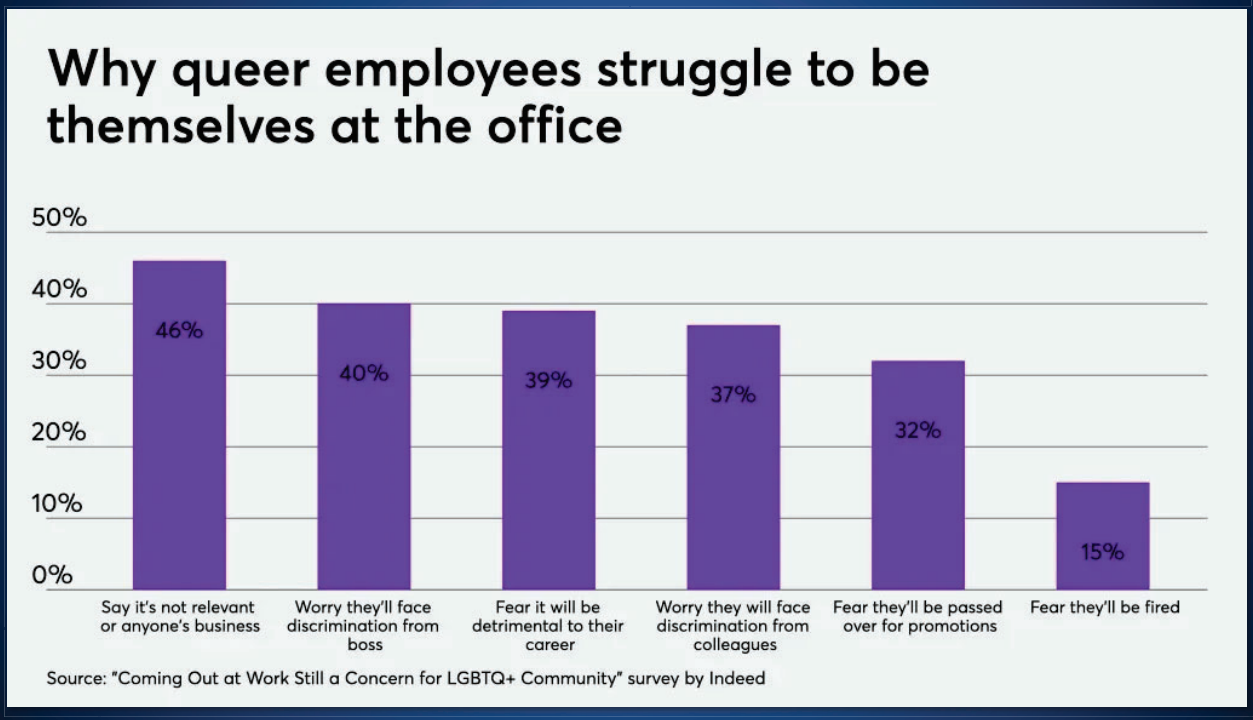
For fear of safety, LGBTQIA+ may cover their appearance, behaviors affiliated with their identity; advocacy and actions toward the safety and respect of their identity; and/or their association with other affiliate group members

The good news, nearly all Fortune 500 companies offer LGBTQ+ benefits, including non-discrimination policies, domestic partner benefits, and gender affirming healthcare coverage. Yet, even with these benefits, the majority of workplaces have an uphill battle to transform their workplace culture.

LGBTQ+ employees often face hostility on the job, even in companies that offer inclusive benefits. This includes discrimination when applying for jobs, receiving equal pay, and overhearing biased jokes. Transgender and non-binary employees also endure specific barriers. From accessing restrooms and locker rooms, being deliberately misgendered, and enduring inappropriate questions that challenge who we are. This mistreatment becomes even more severe for BIPOC LGBTQ+ people who endure the compounding impacts of racism, coupled with homophobia and transphobia.

Sources: NYU law professor, Kenji Yoshino and Understanding and Supporting LGBTQ+ Employees (LinkedIn Learning)

Covering, *cont.*



1

Microaggressions Against LGBTQIA+

- **Microaggressions**, or subtle acts of exclusion, **are subtle**, intentional — and oftentimes unintentional — **interactions or behaviors that communicate some sort of bias toward historically marginalized groups**
- Include misgendering, or using the wrong pronouns, using offensive language, invalidating families, excluding LGBTQ+ employees from social activities, assuming a status about their health

- “You look so beautiful for a transwoman."
- "Did you have the surgery?“
- “You should dress more (feminine/masculine).”
- “You realize your pronouns are grammatically incorrect?“
- "The team is uncomfortable "seeing two men holding his hands in the photo.“
- “Which one of you is the wife?”
- “I would have never guessed you were gay!”
- “Being gay is no big deal.”

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:06 PM

One in five LGBTQ+ workers have been told or had coworkers imply that they should dress in a more feminine or masculine manner, even though they were dressed professionally.

Someone making a surface level comment or action can either intentionally, or unintentionally cause harm and drives exclusion and disengagement.

More than one in three LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer, and other sexual and gender identities) Americans have faced discrimination due to their sexual orientation or gender identity in the past year, according to a national public opinion study. Among transgender individuals, that rate is even higher: 62% reported being discriminated against in the past year, the survey found. Source: https://healthmatters.nyp.org/how-microaggressions-affect-the-lgbtq-community/

Microaggressions have the potential of making people feel or believe that they are devalued. They have cumulative effects on one's self-esteem and can breed chronic mistrust, compound the effects of past traumatic discriminatory situations, and be a risk factor to higher rates of mental health difficulties.

Discrimination & Harassment

- LGBTQIA+ people face discrimination in their personal lives, employment, housing, and health care, as well as in the public sphere
- According to a 2022 CAP study, more than 1 in 3 LGBTQIA+ adults reported facing some kind of discrimination in the year prior
- Half of LGBTQIA+ adults reported experiencing some form of workplace discrimination or harassment in the past year
  - including being fired; being denied a promotion; having their work hours cut; or experiencing verbal, physical, or sexual harassment
- Nearly 3 in 10 LGBTQIA+ adults reported experiencing some kind of housing discrimination or harassment in the past year
  - including being prevented or discouraged from buying a home, being denied access to a shelter, or experiencing harassment from housemates or neighbors

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:06 PM

*because of their sexual orientation, gender identity, or intersex status

Source: Center for American Progress Study 2022 at https://www.americanprogress.org/article/discrimination-and-barriers-to-well-being-the-state-of-the-lgbtqi-community-in-2022/

Discrimination & Harassment, *cont.*

- Nearly 4 in 5 LGBTQIA+ adults reported they took at least one action to avoid experiencing discrimination
  - including hiding a personal relationship, avoiding law enforcement, avoiding medical offices, or changing the way they dressed.
- More than 1 in 5 LGBTQIA+ adults reported postponing or avoiding medical care in the past year due to disrespect or discrimination by providers
- Approximately 1 in 3 LGBTQIA+ adults reported encountering at least one kind of negative experience or form of mistreatment when interacting with a mental health professional in the past year

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:06 PM

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Source: Center for American Progress Study 2022 at https://www.americanprogress.org/article/discrimination-and-barriers-to-well-being-the-state-of-the-lgbtqi-community-in-2022/

How to Be More Inclusive

- Activate your **allyship** by building and nurturing supportive relationships with your LGBTQIA+ colleagues with the aim of advancing inclusion
- The process of changing an organization's culture starts with a single ripple—turns into a tidal wave
- Ask colleagues about their spouses and partners
- Learn about the value of using gender inclusive language
- Model inclusive behavior
- Inspire other people to become more aware and to shift their behaviors
- Recognize how negative social stereotypes and unconscious beliefs cause harm
- Be intentionally inclusive and avoid making assumptions about others' identities
- Speak out and speak up when the situation calls for it
- Share & teach what you've learned to help others grow
- Promote high potential LGBTQ+ talent to leadership positions

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:06 PM

The LGBTQIA+ community has come a long way in the fight for acceptance. Their voices matter. Many of our LGBTQIA+ community members have fought for decades for the right to be seen and heard.

Source: https://gaycenter.org/about/allyship/#more

In Conclusion

- Employees' motivation and confidence can be impacted by callous work settings, which can undermine productivity, workplace cohesiveness, and employee happiness
- Organizations must establish a supportive, tolerant, and inclusive work environment as society continues to diversify
- We want people to be efficient and attentive at work without having to worry about self-censoring
- Employees who feel at ease being "out" at work are more likely to disclose their true selves and form greater bonds with their coworkers
- Organizations should foster a culture that recognizes the diversity of their workforce and demands that all employees be treated equally
- No one expects your allyship to be perfect right off the bat – acknowledge your shortcomings and commit to improving

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Number: 1 Author: Presenter Notes Subject: Presentation Notes Date: 2/3/2025 2:45:07 PM
Source: https://www.getimpactly.com/post/lgbtq-diversity-training

Affinity Mentorship Groups

OPEN TO EVERYONE

- JAGC Hispanic Mentorship Group:
  - hmgjagc@gmail.com
  - https://www.facebook.com/jagchispanic.mentorship.3
- Buffalo JAGs Mentorship Group
  - buffalojagsmentorshipgroup@gmail.com
  - https://www.facebook.com/groups/bjagsmentorshipgroup
- JAGC Asian-Pacific American Network:
  - Jagc.apan@gmail.com
  - www.facebook.com/groups/jagcapan/
- JAGC Pride Network:
  - jagcpridenetwork@gmail.com
  - https://www.facebook.com/groups/jagpride
- Athena's Council Mentorship Group:
  - athenascouncil1775@gmail.com
  - https://www.facebook.com/groups/256231586565092











Keep up with ODEI & the Council

JAGCNet

https://www.jagcnet2.army.mil/Sites/DivInc.nsf

MilSuite

https://www.milsuite.mil/book/community/spaces/armyjag/office-of-diversity-equity-inclusion

QUESTIONS?