



DEPARTMENT OF THE ARMY  
3RD CHEMICAL BRIGADE  
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ATSN-CBZ

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MEMORANDUM FOR 3<sup>rd</sup> Chemical Brigade Personnel

SUBJECT: Command Policy #8, Equal Opportunity Action Plan

1. PURPOSE: This memorandum establishes policy for the Equal Opportunity Action Plan (EOAP) for personnel assigned or attached to the 3<sup>rd</sup> Chemical Brigade. Members of this brigade are responsible to support this EOAP and to ensure its success.
2. To accomplish the Army's mission, we must preserve a high state of discipline and good order. This goal demands an environment that assures equal opportunity for every member of this brigade regardless of race, religion, gender, national origin or color. This affirmative action plan is a directive that outlines positive steps for leaders in the 3<sup>rd</sup> Chemical Brigade to take.
3. The EOAP is a leadership tool designed to assist commanders and supervisors in assuring the professional growth of all brigade members based on merit, potential and ability. This plan not only identifies areas of interest for commanders and supervisors, but also outlines monitoring systems that help ensure a healthy equal opportunity climate.
4. 3<sup>rd</sup> Chemical Brigade personnel must exhibit this positive and professional attitude in order to achieve fair and equal treatment for all persons.

  
LESLIE C. SMITH  
COL, CM  
Commanding

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## CHAPTER 1 Policy and Guidance

1.1. Purpose: This document presents the 3<sup>rd</sup> Chemical Brigade Equal Opportunity Action Plan (EOAP). It sets forth goals, responsibilities and policies that ensure equal opportunity and fair treatment based solely on merit, performance, and potential for all 3<sup>rd</sup> Chemical Brigade personnel.

1.2. Scope: This plan is a personnel management document that fulfills a specific Department of the Army requirement for brigade level commanders to develop and publish a comprehensive EOAP. The EOAP implements requirements outlined in AR 600-20, paragraph 6-13, DA Pam 600-26, TRADOC Reg. 600-11, paragraph 1-4d, and Fort Leonard Wood Equal Opportunity Action Plan dated FEB 06.

### 1.3. Applicability

- a. Active and reserve personnel assigned or attached to 3<sup>rd</sup> Chemical Brigade.
- b. Civilians assigned or attached to 3<sup>rd</sup> Chemical Brigade.
- c. Units attached to this brigade, addressed as tenant units.

1.4. Explanation of Abbreviations and Terms: See Section II of Glossary in AR 600-20, TRADOC Reg. 600-11.

### 1.5. Objectives

- a. Use EOAPs in management by placing the responsibility for action plans into the hands of commanders and supervisors.
- b. Correct structural imbalances, and eliminate personal and institutional discrimination.
- c. Provide the opportunity and encourage the growth and effective use of all 3<sup>rd</sup> Chemical Brigade personnel, and facilitate a climate of openness and mutual trust that promotes interpersonal and inter-group relations.
- d. Provide a mechanism to assess the 3<sup>rd</sup> Chemical Brigade Equal Opportunity (EO) Program.

### 1.6. Principles:

- a. The chain of command is the primary channel for correcting and eliminating discriminatory practices and for communicating equal opportunity matters.
- b. Equal opportunity activities are action plans that take positive steps to identify and correct existing and potential discrepancies and inequities.

c. Commanders and supervisors will take action to provide supplemental training and education for individuals on an as needed basis. Standards will be commensurate with the missions of the 3<sup>rd</sup> Chemical Brigade, and AR 600-20, CH 6.

1.7. Policy: It is the policy of 3<sup>rd</sup> Chemical Brigade to provide an environment that ensures equal opportunity and fair treatment to all brigade members and their families regardless of race, religion, color, national origin or gender.

1.8. Responsibilities:

a. Brigade Commander:

- (1) EO Officer for the command.
- (2) Approves the brigade EOAP.

b. 3<sup>rd</sup> Chemical Brigade Staff:

- (1) Staff responsibility for EO matters falling within their areas of functional responsibility.
- (2) Proponent for respective actions directed in Chapter 2 of this document.
- (3) Monitors subject areas as outlined in Chapter 3 of this document.

c. Subordinate Commanders:

- (1) Actively seek identification of detriments to EO.
- (2) Initiate actions to remove detriments to EO.
- (3) Ensure compliance with EO directives from higher headquarters.
- (4) Establish a policy on each the following, complaint procedures, equal opportunity, sexual harassment, open door, and consideration of others. Post policies in an area where personnel have access to them.
- (5) Ensure unit personnel are familiar with EO complaint procedures and have access to their Equal Opportunity Representative (EOR) and Equal Opportunity Advisor (EOA).
- (6) Schedule, conduct, and participate in EO training IAW TRADOC Reg. 600-11, AR 600-20, and FLW AAP.
- (7) Ensure newly assigned personnel attend post level prevention of sexual

harassment (POSH) training within 30 days of arrival.

d. Brigade Equal Opportunity Advisor (EOA):

(1) Staff responsibility for plans, policies and programs pertaining to 3<sup>rd</sup> Chemical Brigade EO Program.

(2) Act as principal advisor to the Brigade Commander on EO matters.

(3) Implement DA, TRADOC, FLW, and 3<sup>rd</sup> Chemical Brigade EO policies, programs, and procedures.

(4) Conduct inspections of subordinate commands as part of the Organizational Inspection Program (OIP).

(5) Develop, coordinate and monitor the implementation of affirmative action programs for the brigade.

1.9. References:

a. DOD Directive 1100.15, The DoD Equal Opportunity Program.

b. AR 600-20, Chapter 4-12, Extremist Organizations, and Chapter 6, Equal Opportunity Program in the Army.

c. DA Pam 600-26, The DA Equal Opportunity Action Plan.

d. TRADOC Reg. 600-11, TRADOC Equal Opportunity Action Plan.

e. FLW Equal Opportunity Action Plan.

## CHAPTER 2 ASSESSMENT AND REPORTING

2.1. Measurement. Measurement is an essential element of EO action planning. Measurement provides a basis to illustrate trends, highlight disparities, and point to the direction of change.

a. Staff proponents will use the representation index as a method of measurement in this EOAP. A condensed explanation of this technique is found in appendix D.

b. Other assessment tools.

(1) Subjective assessment. Subjective assessment methods include interpretation of the following: serious incident reports, inspector general reports, congressional complaints, staff visits, perceptual surveys and feedback received during EO training sessions.

(2) Other measurement tools. These include assessment tools in use or generated through contractual research efforts (i.e., standardized surveys, and focus groups).

## 2.2. Reporting Requirements.

a. Battalions must present the following data quarterly:

(1) Awards: AAM, ARCOM, MSM by Racial, Ethnic Designation Category (REDCAT), rank and gender.

(2) POSH: List of all newly arrived soldiers that have attended post level prevention of sexual harassment training within the first 30 days of assignment.

(3) UCMJ Statistics: Court martials, company, and field grade article 15s by REDCAT, rank and gender.

(4) Discharges: Chapter numbers by REDCAT, rank, and gender.

(5) EO Complaints: Commanders will forward Formal complaints to the Bde EOA. The unit EOR will report Informal complaints to the Brigade EOA.

(6) EOR: Equal Opportunity Representatives must complete the 80 hour Equal Opportunity Representative Course (EORC) and annually must complete EOR refresher training. Commanders must appoint EORs in the rank of SGT (P) and above or 1LT.

b. Reporting:

(1) HHD, 3<sup>rd</sup> Chemical Brigade, and Battalions must submit the previous listed reports to the Brigade EOA at the end of each quarter.

(2) Brigade EOA must conduct statistical analysis, graphic representation and consolidation of the reports.

(3) Brigade EO Council consists of the Brigade Commander, Brigade CSM, Brigade XO, Brigade EOA, Battalion Commanders, and Battalion Equal Opportunity Representatives. The council meets as needed to discuss trends, and areas of concern.

c. Proponents. Proponents have the responsibility for AAP goals in their functional areas. These responsibilities include:

(1) Reporting achieved goals, and explaining unmet goals.

(2) Action planned to achieve and modify goals.

CHAPTER 3  
AFFIRMATIVE ACTION GOALS

3.1. General: This chapter contains Equal Opportunity Action Plan (EOAP) goals.

3.2. Format: Format elements contained in the EOAP are explained below.

a. Goal: The goal is the commander's intent and desired endstate.

b. Background: The background is a description of a situation identified as a condition or method of operation within the scope of a given organization. The background should reflect facts and, if available, statistical data.

c. Objectives and Milestones.

(1) Objectives and milestones are a timetable to facilitate management effort. They are not ceilings, nor are they base figures reached at the expense of requisite qualifications. In EO action planning, objectives are not quotas.

(2) Objectives should be realistic and attainable with "good faith" effort, time phased, measurable, and within the span of control or responsibility of the commander.

(3) Objectives, responsibilities, and accountability for EO actions and goals will be with the command or proponents that have the resources and authority to control or influence the outcome of specific EO actions.

d. Timetable and reporting schedule. The timetable and reporting schedule may use fiscal year or calendar year requirements. The reporting schedules are expressed in quarters. The timetable and report schedule is a primary management tool for the EOAP.

e. Proponent. The proponent block must reflect a specific agency designated for each EOAP goal. That agency must have the inherent responsibility for the goal described in an applicable directive.

3.3. 3rd Chemical Brigade EOAP goals are contained on pages 7 thru 11.

INDEX OF AFFIRMATIVE ACTION GOALS

| <u>GOAL</u>                                      | <u>PAGE</u> |
|--|-------------|
| Unit Demographic Profile                         | 7           |
| Military Justice Actions Non-judicial Punishment | 7           |

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## 1. SUBJECT: UNIT DEMOGRAPHIC PROFILE

### GOAL:

Collect and report battalion and brigade demographics of permanent party soldiers separated by grade, REDCAT, and gender. Collect and report brigade IET Soldier demographics separated by REDCAT.

### BACKGROUND:

Battalion and brigade demographics are the basic tool used to evaluate EOAP data. Historically, analysis of punishments, discharges, promotions, and awards has shown disparities when compared to demographic data. The data assists commanders in ensuring race, color, religion, national origin, and gender groups do not inappropriately influence the areas mentioned above.

### TIMETABLE, REPORTING SCHEDULE and PROPONENT:

a. Collect, and report unit demographics of permanent party soldiers separated by grade, REDCAT, and gender.

Quarterly

b. Collect and report unit IET Soldier demographics separated by REDCAT and gender.

Quarterly

c. Proponent: Brigade & Battalion S-1s, Battalion EORs, and Brigade EOA.

## 2. SUBJECT: NONJUDICIAL PUNISHMENT

### GOAL:

Commanders must ensure race, color, religion, national origin, and gender do not inappropriately

influence unit non-judicial punishments. Evaluate data for inappropriate influences and implement measures to prevent them.

**BACKGROUND:**

Historically, analysis of non-judicial punishments has shown disparities when compared to population demographics in REDCAT and gender categories.

**TIMETABLE AND REPORTING SCHEDULE and PROPONENT:**

- |   |           |
|---|-----------|
| a. Collect and report demographics of non-judicial punishments submitted by units.  | Quarterly |
| b. Evaluate PP and IET summarized, company grade, and field grade non-judicial punishment with the expected numbers based upon unit REDCAT, gender, and grade demographics. | Quarterly |
| c. Report data to assess representation of the brigade in four separate categories in graphical and tabular formats.  | Quarterly |
| d. Evaluate data for any significant disparity.   | Quarterly |
| e. PROPONENT: Brigade & Battalion S-1s (Legal), Battalion EORs, BDE EOA, and Unit Training NCO.   |           |

**3. SUBJECT: PROFESSIONAL MILITARY EDUCATION**

**GOAL:**

Commanders will ensure that academic policies and special recognition awards are not inappropriately influenced by race, color, religion, national origin, and gender groups.

**BACKGROUND:**

There is a perception among soldiers that career progression opportunities are based on REDCAT and gender.

**TIMETABLE, REPORTING SCHEDULE, and PROPONENT:**

- |  |           |
|--|-----------|
| a. Collect and report demographic data of professional development courses for separations and awards. | Quarterly |
| b. Evaluate data for any significant   | Quarterly |

disparity.

c. PROPONENT: Brigade & Battalion S-1s, Battalion EORs, and Brigade EOA

#### 4. SUBJECT: EQUAL OPPORTUNITY PROGRAM STAFFING

##### GOAL:

Ensure that directorates with 10 or more military personnel, companies, and battalion size units assign a trained staff sergeant through first lieutenant as an Equal Opportunity Representative (EOR). EOR must successfully complete an 80-hour EOR Course.

##### BACKGROUND:

DA and 3<sup>rd</sup> Chemical Brigade are committed to assisting directorate, company, and battalion commanders by providing trained EORs to help manage their EO programs. Installation EO and brigade EOA's conduct an Equal Opportunity Representative Course (EORC) quarterly.

##### TIMETABLE, REPORTING SCHEDULE, and PROPONENT:

- |   |           |
|---|-----------|
| a. Brigade EOA must assist installation in conducting the EORC.   | Quarterly |
| b. Commanders must appoint at least one qualified Sergeant (P) through Lieutenant per unit to serve as an EOR.  | Sustain   |
| c. Commanders must interview, approve, appoint, and send perspective EORs to the EORC.  | Sustain   |
| d. Units must request slots for quarterly EORCs through BDE schools. Brigade schools will request slots from the installation EO office.                          | Quarterly |
| e. Units must maintain and report a list of trained EORs identified by name, rank, unit, position, REDCAT, and gender, and forward it to the BDE EOA as required. | Sustain   |
| f. PROPONENT: Brigade and Battalion S3s, Battalion EORs, and Brigade EOA.   |           |

#### 5. SUBJECT: ENTRY LEVEL SEPARATION (ELS) and EXISTING PRIOR TO SERVICE (EPTS).

##### GOAL:

Commanders must ensure race, color, religion, national origin, and gender groups do not inappropriately influence ELS and EPTS separations.

BACKGROUND:

Historically, analysis of ELS and EPTS rates of different racial, ethnic, and gender groups has shown disparity when compared to population demographics.

TIMETABLE, REPORTING SCHEDULE, and PROPONENT:

- a. Collect and report ELS, and EPTS data by REDCAT and gender demographics in graphic and tabular form. Quarterly
- b. Evaluate data for any significant disparity. Quarterly
- c. PROPONENT: Commanders, Brigade and Battalion S-1s, Battalion EORs, and Brigade EOA

6. SUBJECT: RETENTION

GOAL:

Commanders must ensure reenlistment and separation policies are not inappropriately influenced by race, color, religion, national origin, or gender.

BACKGROUND:

Historically, separations have been given to different race, ethnic, and gender groups in numbers that were disparate in relation to population demographics.

TIMETABLE, REPORTING SCHEDULE and PROPONENT:

- a. Collect and report demographic data of unit reenlistment and separation categories. Quarterly
- b. Evaluate data for any significant disparity. Quarterly
- c. PROPONENT: Commanders, Brigade and Battalion S-1s (Legal)/Retention, EORs, and Brigade EOA

7. SUBJECT: PROMOTIONS

GOAL:

Commanders must ensure race, color, religion, national origin, and gender, do not inappropriately influence promotions. Ensure eligible Soldiers have equal opportunity for promotion.

BACKGROUND:

There is a perception among Soldiers that promotions are based on REDCAT and gender.

TIMETABLE, REPORTING SCHEDULE, and PROPONENT:

- a. Collect and report data for Specialists and Sergeants, eligible for promotion, by REDCAT and gender. Compare data to unit demographics in separate graphic and tabular forms. Quarterly
- b. Evaluate data for any significant disparity with brigade demographics. Quarterly
- c. PROPONENT: Commanders, Brigade and Battalion S-1s, Battalion EORs, and Brigade EOA

8. SUBJECT: AWARDS (AAM, ARCOM, MSM)

GOAL:

Commanders must ensure race, color, religion, national origin, and gender do not inappropriately influence recommendations for awards and that recommendations are based on merit, and performance.

BACKGROUND:

Historically, awards have been presented to different race, ethnic, and gender groups in numbers that were disparate in relation to population demographics.

TIMETABLE, REPORTING SCHEDULE, and PROPONENT:

- a. Collect and report data by REDCAT, gender, and grade. Compare data to unit demographics in separate graphic and tabular forms. Quarterly
- b. Evaluate data for any significant disparity. Quarterly
- c. PROPONENT: Commanders, Brigade and Battalion S-1s, Battalion EORs, and Brigade EOA

9. SUBJECT: EQUAL OPPORTUNITY COMPLAINTS (FORMAL, INFORMAL)

GOAL:

Ensure Soldiers are familiar with grievance redress procedures, and that grievances are addressed quickly, fairly, and at the lowest level.

BACKGROUND:

IAW AR 600-20, PARA 6-8, commanders must ensure Soldiers are fully aware of procedures for obtaining redress of complaints, including those against members of the chain of command. In the past, Soldiers did not know how to process such grievances. Units did not publish complaint procedures and Soldiers were contacting external agencies to file complaints.

TIMETABLE, REPORTING SCHEDULE, and PROPONENT:

- |  |         |
|--|---------|
| a. Ensure complaint procedures are in writing and posted in a location accessible to all soldiers. | Sustain |
| b. Resolve complaints fairly, as quickly as possible, and at the lowest appropriate level.         | Sustain |
| c. Report informal complaints to battalion EORs and the brigade EOA.                               | Sustain |
| d. Report formal complaints to the BDE EOA.  | Sustain |
| e. Brigade EOA reviews informal and formal EO complaints LAW AR 600-20.                            | Sustain |
| f. PROPONENT: Commanders, Unit Command, S-1s, Battalion EORs, and Brigade EOA                      |         |

APPENDIX A

Reporting Requirement List

| <u>STAFF OFFICE</u>                | <u>SUBJECT AREA</u>                         | <u>REPORT REQ.</u> | <u>REMARK</u> |
|------------------------------------|---|--------------------|---------------|
| Unit S1s, EORs,<br>and brigade EOA | Unit demographic profile                    | Quarterly          | TRADOC        |
|                                    | a. REDCAT                                   |                    |               |
|                                    | b. Gender                                   |                    |               |
|                                    | c. Grade                                    |                    |               |
| Unit S1s, EORs<br>and brigade EOA  | Non-Judicial Punishment                     | Monthly/Quarterly  | TRADOC        |
|                                    | a. IET summarized and Company Grade AR 15s. |                    |               |

- b. IET field grade AR 15s.
- c. PP summarized and Company Grade AR 15s.
- d. PP field grade AR15s.

|                                    |   |           |        |
|------------------------------------|---|-----------|--------|
| Unit S1s, EORs,<br>and brigade EOA | Professional Military<br>Education  | Quarterly | TRADOC |
|                                    | <ul style="list-style-type: none"> <li>a. CCC, COBC, ANCOB<br/>BNCOC, PLDC and ASI<br/>course, by REDCAT,<br/>rank and gender.</li> <li>b. CCC, COBC, ANCOB,<br/>BNCOC, PLDC, and ASI<br/>course academic policies by<br/>REDCAT, rank and gender.</li> </ul> |           |        |

|                     |                     |                    |               |
|---------------------|---------------------|--------------------|---------------|
| <u>STAFF OFFICE</u> | <u>SUBJECT AREA</u> | <u>REPORT REQ.</u> | <u>REMARK</u> |
|---------------------|---------------------|--------------------|---------------|

|                                      |   |           |      |
|--------------------------------------|---|-----------|------|
| Commanders, EORs,<br>and brigade EOA | Equal Opportunity<br>Program Staffing   | Quarterly | POST |
|                                      | <ul style="list-style-type: none"> <li>a. Units maintain and report, as required, a list of trained EORs identified by name, rank, unit, position, REDCAT, and gender.</li> <li>b. Maintain 100% level of school trained EORs.</li> </ul> |           |      |

|   |  |           |        |
|---|--|-----------|--------|
| Commanders, Unit S1s,<br>EOR's, and brigade EOA | Entry Level Separation   | Quarterly | TRADOC |
|   | <ul style="list-style-type: none"> <li>a. Collect and report ELS and EPTS data with REDCAT and gender demographics in separate graphic and tabular forms.</li> </ul> |           |        |

Commanders, Unit S1,  
retention EORs, and Brigade  
EOA

Retention

Quarterly

TRADOC

- a. Collect and report first term, mid-term, careerist, and barred retention data with REDCAT, rank, and gender demographics in separate graphic and tabular forms.

Commanders, Unit S1s  
EORs and Brigade EOA

Promotions

Quarterly  
(Excluding standing lists)

TRADOC

- a. Collect and report E4-E5 promotion data with REDCAT, rank, and gender demographics in separate graphic and tabular forms.

STAFF OFFICE

SUBJECT AREA

REPORT REQ.

REMARK

Commanders, Unit S1s,  
EORs and brigade EOA

Awards (by grade, gender  
achievement, service, or  
retirement)

Quarterly

TRADOC

- a. Collect and report AAM, ARCOM, and MSM data with REDCAT, rank, and gender demographics in separate graphic and tabular forms.

Commanders,  
unit command, EORs  
and Brigade EOA

Equal Opportunity  
complaints

Sustain

TRADOC

- a. Report informal complaints to battalion EOR and the Brigade EOA
- b. Report formal complaints to the Brigade EOA

APPENDIX B

ETHNIC CODE REPORTING GUIDE

| DATA CODE: | MEANING OF CODE   | RACE |
|------------|---|------|
| 1          | WHITE (Not of Hispanic Origin).<br>A person having origins in any of the original peoples of Europe, North Africa or the Middle East.   | W    |
| 2          | BLACK (Not of Hispanic Origin).<br>A person having origins in any of the original peoples of Africa.  | B    |
| 3          | HISPANIC. A person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, Central or South America or of other Spanish Cultures, regardless of race.   | H    |
| 4          | American Indian or Alaskan Native. A person having origins in the original peoples of North America.  | N    |
| 5          | ASIAN or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific islands. This area includes China, India, Japan, Korea, the Philippine Islands and Samoa. | A    |
| 6          | OTHER. A member of an ethnic group not mentioned above.   | O    |

APPENDIX C

REPRESENTATION INDEX (RI)

Representation indices are used to measure changes in what happens to individuals as a result of normal functions of a system. RI's identify, and provide valuable insights of institutional practices that are operating to the disadvantage of a particular group of people. The RI does not determine cause nor does it imply any intent to discriminate; rather, the RI measures the effects of what has occurred.

Calculation. Use the following formula to derive RI's from a comparison of the actual number and the expected number of people in a particular situation, i.e., those selected, promoted, or assigned, etc.

$$\text{Representation Index} = \frac{\text{Actual Number}}{\text{Expected Number}} \times 100 - 100 = \% \text{ of over or under representation.}$$

Example. The following are results of a hypothetical promotion selection board and illustrate the RI in use:

Promotion E-4 to E-5 (Males)

|               | Eligible | Selected | Selection rate |
|---------------|----------|----------|----------------|
| White         | 750      | 425      | 56.7%          |
| Black (b)     | 160      | (f) 60   | 37.5%          |
| Hispanic      | 60       | 10       | 16.7%          |
| Asian         | 30       | 5        | 16.7%          |
| Native        | 0        | 0        | 0.0%           |
| Other/Unknown | 0        | 0        | 0.0%           |
| Total (a)     | 1000     | (d) 500  |                |

From this source data, the RI can be computed by following the procedure outlined below:

- |         |  |          |
|---------|--|----------|
| Step 1: | Find the total number of soldiers considered eligible.                           | (a) 1000 |
| Step 2: | Find total number of group (i.e., black males) eligible.                         | (b) 160  |
| Step 3: | Determine the expected percentage $b/a = 160/1000 =$                             | (c) 16   |
| Step 4: | Total number selected  | (d) 500  |
| Step 5: | Expected number of black males $16 \times 500$                                   | (e) 80   |
| Step 6: | Actual number of blacks selected =   | (f) 60   |
| Step 7: | Representation Index $(f/e \times 100) - 100 = (60/80 \times 100) - 100 = -25\%$ |          |

The resultant percentage that Blacks were under represented by 25% in this selection board. The percentage does not say anything about what caused the difference. Leaders will collect and analyze data from different points in time so they may discern trends and arrive at conclusions regarding institutional discrimination. The goal is to arrive at that point where the RI approaches zero. The RI would have been zero, for example, if the selection rate for blacks had been 80. Through chance though, the RI will usually fall on either side of the baseline. Commanders, staffs, and managers must scrutinize high values (+ or -) at different data points and analyze problem areas.