

THE UNITED STATES ARMY INSPECTOR GENERAL SCHOOL

ADVANCE SHEETS



DEPARTMENT OF THE ARMY INSPECTOR GENERAL AGENCY
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KEY STUDENT REFERENCES

1. Guides:

The Inspections Guide
The Assistance and Investigations Guide
Intelligence Oversight Guide
Inspector General Reference Guide
The Teaching and Training Guide

2. References:

Advance Sheets
Profile of the Army: A Guide for Non-Army Students (as applicable)

3. Army Regulations (ARs):

AR 20-1, Inspector General Activities and Procedures
AR 1-201, Army Inspection Policy
AR 381-10, The Conduct and Oversight of U.S. Army Intelligence Activities
AR 600-20, Army Command Policy
AR 608-99, Family Support, Child Custody, and Parentage

4. Department of Defense (DoD) Publications:

DoD Directive (DoDD) 1401.03, DoD Nonappropriated Fund Instrumentality (NAFI) Employee Whistleblower Protection
DoDD 5106.04, Defense Inspectors General
DoDD 5500.07, Ethics and Standards of Conduct
DoDD 7050.06, Military Whistleblower Protection
DoD Joint Ethics Regulation (JER)
DoD Manual (DoDM) 5106.06, Joint Inspectors General Manual

HISTORY OF THE INSPECTOR GENERAL SYSTEM

TERMINAL LEARNING OBJECTIVE (TLO):

Action: Describe the history of the Army Inspector General (IG) System.

Conditions: Given the Inspector General Reference Guide (Part 1), classroom handouts, and classroom instruction.

Standard: Describe the von Steuben Model, the reasons why von Steuben was the first effective Inspector General (IG), and the origins of the Army IG system. The description must include:

- a. The von Steuben Model of warfighting and readiness.
- b. The reasons why von Steuben was the first effective IG.
- c. The origins of the Army IG system.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe the origins of the Army Inspector General (IG) System.
2. Describe the reasons why von Steuben was the first effective IG.
3. Describe the von Steuben Model and how IGs adhere to that model today.
4. Describe the meaning of the IG crest.

STUDY REFERENCE: Inspector General Reference Guide, Part 1.

IG CONCEPT AND SYSTEM OVERVIEW**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Describe the Army Inspector General (IG) System.

Conditions: Given Army Regulation (AR) 20-1, classroom handouts, and classroom instruction.

Standard: Describe the Army Inspector General (IG) System. The description must include:

- a. The four IG functions.
- b. The organization of the Army IG system.
- c. The legal origins of the IG.
- d. The role of the IG.
- e. IG technical channels.
- f. An IG's sphere of activity.
- g. The five categories of Inspectors General (IGs).
- h. The duty restrictions and special considerations for Administrative Support Personnel.
- i. The duty restrictions placed upon all IGs.
- j. The IG oath.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Identify the four functions that Inspectors General (IGs) perform.
2. Describe the legal origins of IG authority.
3. Describe the role of the IG.
4. Describe the organization of the Army IG system.
5. Describe the IG's sphere of activity.
6. Describe IG technical channels.
7. Describe the categories of IGs and the responsibilities inherent in each category.
8. Describe the duty restrictions of IGs.
9. Describe the duty restrictions and special considerations of Administrative Support Personnel.
10. Describe the IG oath.

STUDY REFERENCE: AR 20-1, Chapters 1 through 4.

THE ARMY COMPONENTS

TERMINAL LEARNING OBJECTIVE (TLO):

Action: Support active-duty, U.S. Army Reserve (USAR), and Army National Guard (ARNG) commands and organizations as part of an active-component, USAR, or ARNG Inspector General (IG) office.

Conditions: Given the Inspector General Reference Guide (Part 6), classroom handouts, and classroom instruction.

Standard: Identify the command structure of the U.S. Army Reserve (USAR) and the Army National Guard (ARNG) and describe several of the unique USAR and ARNG programs, systems, and readiness issues. The description must include:

- a. The overall command-and-control structure of the USAR and the ARNG.
- b. The various types of reserve-component duty statuses.
- c. Incapacitation pay.
- d. The types of mobilization.
- e. The five phases of mobilization.
- f. The role and responsibilities of the U.S. Property and Fiscal Officer (USPFO).
- g. The Full-Time Support (FTS) program.
- h. Active-component support to the reserve components.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe the overall command-and-control system of the Army, specifically the Army National Guard (ARNG) and the U.S. Army Reserve (USAR).
2. Describe the requirements and duties of the U.S. Property and Fiscal Officer (USPFO).
3. Describe the various Full-Time Support (FTS) programs used within the ARNG and the USAR.
4. Describe the various duty and corresponding pay statuses.
5. Describe the Incapacitation Pay Program and common problem areas and areas of concern.
6. Describe the types and phases of mobilization.

STUDY REFERENCE: Inspector General Reference Guide, Part 6.

SENSING SESSIONS**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Gather information from a group of individuals in support of the Inspector General (IG) functions.

Conditions: Given the Inspector General Reference Guide (Part 2) and classroom instruction.

Standard: Conduct a Sensing Session in accordance with the Inspector General Reference Guide (Part 2).

- a. When conducting the sensing session, the student must:
 - (1) Conduct the session with no fewer than eight individuals and no more than 15 individuals.
 - (2) Organize the room using the "U"-shape model or another acceptable model.
 - (3) Assign an assistant facilitator who will also serve as a scribe.
 - (4) Facilitate the interview within the prescribed time limit using the questions provided.
- b. Describe the purpose and objectives of a sensing session. That description must include:
 - (1) The definition of a sensing session.
 - (2) The purpose of a sensing session.
 - (3) The objectives of sensing session.

ENABLING LEARNING OBJECTIVES (ELOs):Knowledge:

1. Describe the definition, purpose, and objectives of a Sensing Session.

Application:

2. Conduct a Sensing Session.

STUDY REFERENCE: Inspector General Reference Guide, Part 2.

IG INSPECTIONS FUNCTION**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Resolve a systemic issue in a functional area.

Conditions: Given Army Regulation (AR) 1-201, AR 20-1, The Inspections Guide, Inspector General Reference Guide (Part 8), classroom handouts, classroom instruction, and an inspection topic.

Standard: Apply the three-phased, 17-step Inspector General (IG) Inspections Process, write a Findings Section that accurately reflects the information gathered during the inspection, and describe the Organizational Inspection Program (OIP).

a. The student must apply the following steps of the process:

- (1) Research.
- (2) Develop the concept.
- (3) Gain the commander's approval of the concept.
- (4) Plan in detail.
- (5) Perform train-up.
- (6) Conduct a Pre-Inspection Visit.
- (7) Visit units.
- (8) Conduct an In-Process Review (IPR).
- (9) Update the commander.
- (10) Analyze the results and conduct crosswalking.
- (11) Out-brief the proponent.
- (12) Out-brief the commander.
- (13) Establish taskers.
- (14) Finalize the report.
- (15) Conduct hand-off as necessary.
- (16) Distribute the report.
- (17) Schedule a follow-up to the inspection.

b. Write a Findings Section that accurately reflects the information gathered and apply the Root-Cause Analysis Model that correctly identifies the root cause and leads to recommendations that, when implemented, will solve the problem. The Findings Section must be in the following five-part format:

- (1) Finding statement.
- (2) Standard(s).
- (3) Inspection results.
- (4) Root cause.
- (5) Recommendations.

c. The students must describe the OIP accurately. That description must include:

- (1) The purpose of the OIP.
- (2) The IG's role in the OIP.
- (3) The three inspection categories of Command, Staff, and IG Inspections.

- (4) Initial Command Inspections (ICIs).
- (5) Subsequent Command Inspections (SCIs).

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Define the following terms: Inspection, Handoff, In-Process Review (IPR), Standard, Root Cause, Crosswalk, Initial Command Inspection (ICI), and Subsequent Command Inspection (SCI).
2. Describe the purpose of the Organizational Inspection Program (OIP).
3. Describe the Inspector General's (IG's) role in the OIP.
4. Describe the five Inspection Principles.
5. Identify the three inspection categories.
6. Identify who may direct an IG Inspection.
7. Describe the Root-Cause Analysis Model.
8. Identify the lowest level organization in which a commander has a staff to perform internal inspections on subordinate units as part of an OIP.
9. Describe the three phases of the Inspections Process and the key outputs associated with each phase.
10. Identify the five information-gathering domains.
11. Identify the five parts of the recommended Findings Section format.
12. Identify which criteria must be met for local IGs to release written inspection reports for official use.
13. Describe the nature of Compressed IG Inspections.

Application:

14. Apply the three-phased, 17-step Inspections Process.
15. Apply the Root-Cause Analysis Model.
16. Complete a Findings Section using the appropriate information.

STUDY REFERENCES:

1. AR 1-201.
2. AR 20-1, Chapters 1 through 5.
3. The Inspections Guide.
4. Inspector General Reference Guide, Parts 2 and 8.

INTELLIGENCE OVERSIGHT

TERMINAL LEARNING OBJECTIVE (TLO):

Action: Verify that U.S. Army organizations are conducting intelligence operations in accordance with law and policy.

Conditions: Given Army Regulation (AR) 20-1, AR 381-10, Intelligence Oversight Guide, classroom handouts, and classroom instruction.

Standard: Describe accurately and thoroughly the Inspector General's (IG's) Intelligence Oversight responsibilities. That description must include:

- a. The IG's responsibilities for providing independent oversight of Army intelligence activities.
- b. The various types of units and staff agencies involved in intelligence activities.
- c. The recommended inspection approach (methodology) for conducting Intelligence Oversight inspections.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe an Inspector General's (IG's) responsibilities for providing independent oversight of Army intelligence activities.

2. Describe the types of units and staffs involved in intelligence activities as defined in Army Regulation (AR) 381-10, The Conduct and Oversight of U.S. Army Intelligence Activities.

3. Describe the recommended inspection methodology used by IGs to conduct Intelligence Oversight inspections as part of their command's Organizational Inspection Program (OIP).

STUDY REFERENCES:

1. AR 20-1, Chapter 5, Section II.
2. Intelligence Oversight Guide.
3. AR 381-10.

TEACHING AND TRAINING

TERMINAL LEARNING OBJECTIVE (TLO):

Action: Conduct teaching and training throughout a command or organization.

Conditions: Given Army Regulation (AR) 20-1, The Teaching and Training Guide, and classroom instruction.

Standard: Describe how Inspector Generals (IGs) can conduct teaching and training as both an embedded and independent function. The description must include:

- a. The IG's approach to teaching and training while performing the Inspections, Assistance, and Investigations functions.
- b. The purpose and goals of IG-to-IG Staff Assistance Visits (SAVs).
- c. The purpose and objectives of a Readiness Assistance Visit.
- d. The seven steps of the Readiness Assistance Visit and their outputs as follows:
 - (1) Research.
 - (2) Concept Development.
 - (3) Detailed Planning.
 - (4) Preparation and Rehearsal.
 - (5) Conduct the Readiness Assistance Visit.
 - (6) Results to the Directing Authority.
 - (7) Follow-Up.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe how Inspector Generals (IGs) can conduct teaching and training as both an embedded and independent function.
2. Describe the purpose and goals of an IG-to-IG Staff Assistance Visit (SAV).
3. Describe the purpose and goals of a Readiness Assistance Visit.
4. Describe the seven steps of a Readiness Assistance Visit and their outputs.

STUDY REFERENCES: AR 20-1, Chapter 4 and The Teaching and Training Guide.

WARTIME AND JOINT TASK FORCE IG**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Support a command or organization as part of an Army Inspector General (IG) office or as a Joint Task Force (JTF) IG in a wartime operational environment.

Conditions: Given Army Regulation (AR) 20-1, Inspector General Reference Guide (Part 3), classroom handouts, and classroom instruction.

Standard: Describe the Inspection General's (IG's) role and functions during multi-domain operations, how Inspectors General (IGs) respond to suspected Law of War violations, how an IG provides support to all Soldiers during multi-domain operations, and how an Army IG office can organize and adapt to support a commander in a Joint environment. The description must include:

- a. The IG's role and functions in multi-domain operations.
- b. How IGs respond to suspected Law of War violations.
- c. The techniques an IG can use to ensure that all Soldiers have access to IG support during multi-domain operations.
- d. The definition and structure of a Joint Task Force (JTF).
- e. The reasons for creating a JTF.
- f. The four immediate-transition considerations when an Army IG office becomes a JTF IG office.

ENABLING LEARNING OBJECTIVES (ELOs):Knowledge:

1. Describe the Inspector General's (IG's) role and functions during multi-domain operations.
2. Describe the techniques an IG can use to ensure that all Soldiers have access to IG support during multi-domain operations.
3. Describe how IGs respond to suspected Law of War violations.
4. Describe a Joint Task Force (JTF) and the reasons for creating a JTF.
5. Describe the immediate JTF transition considerations for an Army IG office.

SUPPLEMENTARY INFORMATION: The student should have a basic knowledge of Joint Publication (JP) 3-0, Joint Campaigns and Operations, and Appendix D, Fundamentals of Joint All-Domain Operations.

STUDY REFERENCES:

1. AR 20-1, Chapters 8 and 9.
2. Inspector General Reference Guide, Part 3.

ETHICS AND STANDARDS OF CONDUCT**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Comply with the Army's ethical and moral standards as an Inspector General (IG).

Conditions: Given the Inspector General Reference Guide (Part 5), Army Regulation (AR) 20-1, Department of Defense Directive (DoDD) 5500.07 and DoD Joint Ethics Regulation (JER), classroom handouts, and classroom instruction.

Standard:

- a. Describe where to find ethics standards and the roles of the Inspector General (IG) and command ethics counselor.
- b. Apply the Standards of Conduct Rules to typical Investigations and Assistance situations. The student must apply the Standards of Conduct Rules to the following situations:
 - (1) Use of public position for private gain.
 - (2) Use of government communications and logistical resources.
 - (3) Non-Federal entities.
 - (4) Use of travel benefits.
 - (5) Conflicts of interest.
 - (6) Post-Federal employment restrictions.
 - (7) Gifts.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe where to find ethics standards.
2. Explain the roles of the Inspector General (IG) and the command ethics counselor.

Application:

3. Apply ethics principles concerning:
 - a. Use of public position for private gain.
 - b. Use of government communications and logistical resources.
 - c. Non-Federal entities.
 - d. Travel.

- e. Conflicts of interest.
- f. Post-Federal employment restrictions.
- g. Gifts.

STUDY REFERENCES:

1. AR 20-1, Chapter 1.
2. DoDD 5500.07 and DoD JER.
3. Inspector General Reference Guide, Part 5.

IG ASSISTANCE FUNCTION**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Resolve complaints and issues for an individual using the Inspector General Action Process (IGAP).

Conditions: Given Army Regulation (AR) 20-1, The Assistance and Investigations Guide, classroom handouts, classroom instruction, and Inspector General Action Request (IGAR) topics.

Standard: Correctly apply the seven-step Inspector General Action Process (IGAP) to resolve Inspector General Action Requests (IGARs), describe the Inspector General (IG) concept of confidentiality, and describe the policy guidelines regarding IG records.

a. The student must apply the following seven steps of the IGAP correctly to resolve a complaint or issue:

- (1) Receive the IGAR.
- (2) Conduct Inspector General Preliminary Analysis (IGPA).
- (3) Initiate referrals and make initial notifications.
- (4) Conduct IG fact-finding.
- (5) Make notifications of results.
- (6) Conduct follow-up.
- (7) Close the IGAR.

b. The student must accurately describe the IG tenet of confidentiality and how that tenet applies to the Assistance function.

c. The student must describe the use of IG records in the Assistance function. That description must include:

- (1) What records a local IG may release, to whom, and for what purpose.
- (2) Who is authorized to release IG records for adverse action.
- (3) Who is authorized to release IG records for non-official use outside Department of the Army (DA) channels.

ENABLING LEARNING OBJECTIVES (ELOs):Knowledge:

1. Identify who may submit an Inspector General (IG) complaint.
2. Describe the purpose and uses of DA Form 1559, Inspector General Action Request (IGAR).
3. Describe the seven-step Inspector General Action Process (IGAP) used to receive, process, and resolve IGARs.

4. Describe the IG concept of confidentiality and the authorizations needed from the complainant to release that person's personal information for the purpose of resolving the individual's issue or to inform a third party.

5. Identify issues and allegations that are not appropriate for the IG and describe how the IG must process those IGARs.

6. Describe the commander's role in receiving and resolving non-support cases in accordance with Army Regulation (AR) 608-99.

7. Describe the IG's role in receiving and resolving non-support cases in accordance with AR 20-1.

8. Describe the actions an IG should take when a complainant withdraws a complaint.

9. Describe what constitutes an untimely IGAR and the procedures for processing an untimely IGAR.

10. Identify what records a local IG may release, to whom, and for what purpose.

11. Identify who is authorized to release IG records for adverse action.

12. Identify who is authorized to release IG records outside of DA channels for non-official use and how to process a Freedom of Information Act (FOIA) request.

Application:

13. Demonstrate the process of receiving an IGAR by conducting an interview, completing a DA Form 1559 (IGAR), asking the fundamental interview questions, advising the complainant of the Privacy Act, and protecting confidentiality.

14. Demonstrate the process of opening and closing an Assistance case in the Inspector General Action Request System (IGARS) database.

STUDY REFERENCES:

1. AR 20-1, Chapters 1 through 4 and 6.
2. AR 608-99, Chapters 1, 2, and 3.
3. The Assistance and Investigations Guide, Parts One and Three.
4. Inspector General Reference Guide, Part 2.

IG INVESTIGATIONS FUNCTION**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Resolve allegations of impropriety.

Conditions: Given Army Regulation (AR) 20-1, The Assistance and Investigations Guide, AR 600-20, Department of Defense Directive (DoDD) 5500.07 and DoD Joint Ethics Regulation (JER), classroom handouts, classroom instruction, and allegations of impropriety.

Standard: Apply the seven-step Inspector General Action Process (IGAP) to resolve an allegation of impropriety, culminating in a Report of Investigation (ROI) that accurately substantiates or does not substantiate the allegation. In addition, describe special situations with regard to Inspector General (IG) investigations.

a. The student must apply the following seven steps of the IGAP to resolve an allegation correctly:

- (1) Receive the Inspector General Action Request (IGAR) (DA Form 1559).
- (2) Conduct Inspector General Preliminary Analysis (IGPA).
- (3) Initiate referrals and make initial notifications.
- (4) Conduct IG fact-finding.
- (5) Make notifications and referrals.
- (6) Conduct follow-up.
- (7) Close the IGAR.

b. As a sub-set of Step 4, Conduct IG fact-finding, the student must apply the sub-steps for conducting an IG Investigation or Investigative Inquiry as follows:

- (1) Plan the Investigation or Investigative Inquiry.
- (2) Gather the evidence through document review; observation; and recorded, transcribed testimony taken under oath.
- (3) Evaluate the evidence.
- (4) Write the report.
- (5) Obtain a legal review.
- (6) Obtain approval.

c. The student must complete a Report of Investigation using the format established in Part Two, Section 4-13, of The Assistance and Investigations Guide. The student must accurately and correctly complete the ROI by writing the following portions:

- (1) The Executive Summary.
- (2) Consideration of the Allegations (for all allegations).
- (3) Final notification letters.

d. The student must describe special situations that bear on an IG investigation. That description must include:

- (1) The procedures for referring an allegation of impropriety to the command.

- (2) The IG's actions upon receipt of an allegation against a senior official.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe a person's role and status in an Inspector General (IG) Investigation / Investigative Inquiry.
2. Describe an individual's rights or non-rights given that person's role and status.
3. Describe a fact and the levels of evidence used in the Investigations function.
4. Describe the IG standard of proof.
5. Describe the parts of an allegation.
6. Describe the actions an IG should take upon receiving an allegation against a senior official.
7. Describe an IG Investigation and an IG Investigative Inquiry and the differences between them.
8. Describe the procedures for referring allegations of impropriety to the command.
9. Describe how an IG plans an Investigative Inquiry or Investigation.
10. Describe a request for IG information and the proper actions taken by the IG.

Application:

11. Determine if an allegation received by the IG is appropriate for IG action.
12. Explain which IG method – Investigative Inquiry or Investigation – is preferable for a particular case.
13. Determine the actionability of an allegation.
14. Demonstrate evidence-gathering activities by reviewing documents; analyzing data; and interviewing witnesses, subjects, or suspects.

15. Complete a Report of Investigation (ROI).

STUDY REFERENCES:

1. AR 20-1, Chapters 1 through 4 and 7.
2. The Assistance and Investigations Guide, Parts Two and Three.

WHISTLEBLOWER PROTECTION ACT**TERMINAL LEARNING OBJECTIVE (TLO):**

Action: Resolve allegations of Whistleblower reprisal using the Inspector General Action Process (IGAP) and Department of Defense (DoD) guidance.

Conditions: Given Army Regulation (AR) 20-1, DoD Directive (DoDD) 7050.06, classroom handouts, and classroom instruction.

Standard: Identify the categories of Whistleblower complainants, the agencies responsible to receive Whistleblower complaints and conduct Whistleblower investigations, and the four questions used to establish a case of Whistleblower reprisal. The response must include:

- a. The four categories of Whistleblower complainants.
- b. The name of the agency authorized to receive allegations of Whistleblower reprisal.
- c. The agencies responsible for investigating allegations of Whistleblower reprisal based upon the complainant's category.
- d. The four questions used to establish a case of Whistleblower reprisal.

ENABLING LEARNING OBJECTIVES (ELOs):Knowledge:

1. Describe the four categories of Whistleblower complainants.
2. Describe the agency authorized to receive Whistleblower allegations.
3. Identify what agency is responsible for investigating reprisal allegations for each complainant category.
4. Describe the four questions (or factors) that establish the framework for an investigation into an allegation of Whistleblower reprisal.

STUDY REFERENCES:

1. AR 20-1, paragraphs 7-3b and c.
2. The Assistance and Investigations Guide, Part Two, Chapter 9.
3. DoDD 1401.03 and 7050.06.
4. AR 600-20.

INSPECTOR GENERAL ISSUES

TERMINAL LEARNING OBJECTIVE (TLO):

Action: Respond to complaints or issues concerning prohibited relationships; Equal Opportunity regarding sex and sexual orientation; sexual misconduct; suicide; religious accommodations; and trafficking in persons.

Conditions: Given Army Regulation (AR) 20-1, AR 600-20, AR 600-32, classroom handouts, and classroom instruction.

Standard: Describe how Inspectors General (IGs) respond to Inspector General Action Requests (IGARs) concerning sensitive topics not appropriate for the IG. That description must include:

- a. Actions upon receiving a complaint of sexual harassment or sexual assault.
- b. The office that can work complaints involving sexual harassment or sexual assault.
- c. The Army's policy regarding relationships between Soldiers of different rank.
- d. Actions upon receiving an allegation or an issue involving sex or sexual orientation.
- e. The Army's policy concerning Combating Trafficking in Persons.
- f. Actions upon receiving an allegation or an issue involving trafficking in persons.

ENABLING LEARNING OBJECTIVES (ELOs):

Knowledge:

1. Describe the Army's policy on relationships between Soldiers of different rank, to include social, family, business, and personal relationships.
2. Identify what office can work complaints regarding discrimination based on sex or sexual orientation.
3. Describe an Inspector General's (IG's) actions upon receiving an allegation of sexual harassment or sexual assault.
4. Identify what office can work a complaint involving sexual harassment or sexual assault.
5. Describe the Army's policy on Combating Trafficking in Persons (CTIP).

6. Describe an IG's actions upon receiving an allegation or an issue involving trafficking in persons.

STUDY REFERENCES:

1. AR 20-1, Chapters 1, 4, and 6.
2. AR 600-20, paragraphs 4-14, 4-16, 4-26, and 5-6; Chapters 6 and 7.