

**U.S. Navy**

**Pride and Professionalism Workshop**

**Prepared by:**

**General Dynamics Information Technology**

**Prepared for:**

**Center for Personal and Professional Development**

**August 15, 2008**

LESSON PLAN

Navy Pride and Professionalism

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DEPARTMENT OF THE NAVY  
CENTER FOR PERSONAL AND PROFESSIONAL DEVELOPMENT  
1905 REGULUS AVENUE, SUITE 114  
VIRGINIA BEACH, VA 23461-2009

1500  
Ser 00/333  
2 Sep 08

From: Commanding Officer, Center for Personal and Professional Development

Subj: LETTER OF PROMULGATION FOR NAVY PRIDE AND PROFESSIONALISM

Ref: (a) OPNAVINST 5354.1F

Encl: (1) Navy Pride and Professionalism

1. Background. The Navy Rights and Responsibilities (NR&R) Course has been replaced by Navy Pride and Professionalism (NP&P). The NP&P Workshop places a greater emphasis on Navy Core Values and ethical decision-making.

2. Action:

a. Implement enclosure (1), Navy Pride and Professionalism.

b. The Lesson Plans and related instructional materials constitute the approved curriculum, developed in accordance with Naval Education and Training Command guidelines.

c. Delivery of this course falls within the mandate of reference (a) and is to be included in command indoctrination when new personnel report onboard.

d. This new curriculum replaces all previous curricula for the NR&R course.

3. Future Revisions. Corrections and recommended changes are invited and shall be submitted in accordance with directions and procedures provided in approved references, to the CPPD Navy Pride and Professionalism Training Manager, who may be contacted at DSN 492-6130, COMM: 757-492-6130, or Email: cppd\_npp\_admin@navy.mil.

A handwritten signature in black ink, appearing to read "J. Picker", is located below the text.

J. PICKER

## LESSON PLAN

Navy Pride and Professionalism

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LESSON PLAN

Navy Pride and Professionalism

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## LESSON PLAN

Navy Pride and Professionalism

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### TABLE OF CONTENTS

<u>Content</u>	<u>Page</u>
FRONT MATTER	
Letter of Promulgation .....	iii
Change Record.....	v
Table of Contents.....	vi
Security Awareness Notice.....	viii
Safety/Hazard Awareness Notice .....	ix
Terminal Objectives.....	x
Lesson 1.1 Introduction and Navy Core Values .....	1.1.1
Lesson 1.2 Decision Making.....	1.2.1
Lesson 1.3 Communication and Conflict Management.....	1.3.1
Lesson 1.4 Mentoring .....	1.4.1
Lesson 1.5 Diversity .....	1.5.1
Lesson 1.6 Equal Opportunity .....	1.6.1
Lesson 1.7 Violent Crime and Suicide Awareness.....	1.7.1
Lesson 1.8 Military Etiquette and Courtesy .....	1.8.1
Lesson 1.9 Uniform Wear.....	1.9.1
Lesson 1.10 Navy Family Readiness.....	1.10.1

## LESSON PLAN

Navy Pride and Professionalism

---

### SECURITY AWARENESS NOTICE

The material presented and discussed in this workshop is unclassified.

## LESSON PLAN

Navy Pride and Professionalism

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### SAFETY/HAZARD AWARENESS NOTICE

Observe all electrical safety procedures precautions when connecting and disconnecting any electrical equipment such as computers and/or digital video projectors.

Explain procedures to follow in the event of an emergency, such as fire, flooding etc.

## LESSON PLAN

### Navy Pride and Professionalism

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#### TERMINAL OBJECTIVES

- 1.1 RECOGNIZE situations when Navy Core Values are being compromised.
- 1.2 APPLY the five-step decision-making model.
- 1.3 DEVELOP effective verbal communication skills.
- 1.4 DESCRIBE the characteristics, goals, and benefits of the Navy Mentoring Program.
- 1.5 EXPLAIN the relationship between diversity and Navy Core Values.
- 1.6 COMPLY with the Navy's Equal Opportunity Policy.
- 1.7 APPLY violent crime and suicide awareness and prevention principles.
- 1.8 DISTINGUISH between appropriate and inappropriate behaviors for military members.
- 1.9 DETERMINE proper wear of Navy uniforms.
- 1.10 EXPLAIN the responsibilities of servicemembers subject to the Navy Family Care Policy.

## LESSON PLAN

### PRIDE AND PROFESSIONALISM

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#### Lesson 1.1 Introduction and Navy Core Values

##### Enabling Objectives:

- 1.1.1 LIST personal values in order of priority.
- 1.1.2 DEFINE the terms Honor, Courage, Commitment, values, Navy Core Values, military responsibilities, and compromise.
- 1.1.3 IDENTIFY attributes of Honor.
- 1.1.4 IDENTIFY attributes of Courage.
- 1.1.5 IDENTIFY attributes of Commitment.
- 1.1.6 ALIGN personal values with Navy Core Values.
- 1.1.7 IDENTIFY sources of military responsibilities.
- 1.1.8 IDENTIFY two requirements to carry out military responsibilities.
- 1.1.9 IDENTIFY three Navy policies that conflict with personal values.

##### Trainee Preparation Material:

- A. Trainee Support Materials:
  - 1. Outline Sheet 1-1-1
  - 2. Information Sheet 1-1-1
- B. Reference Publications: None

##### Instructor Preparation:

- A. Review Assigned Training Material
  - 1. Instructors for all lessons must read and familiarize themselves with, at minimum, the “Introduction/Navy Core Values” and “Decision Making” lessons. This will allow instructors to relate their lesson’s material to Navy Core Values, the Four Universal Ethical Principles, and the Five-Step Decision Making Process. Instructors should bring these into their discussion whenever the opportunity presents itself, whether in the form of the instructional material itself or questions from trainees.
- B. Reference Publications:
  - 1. None
- C. Training Materials Required:
  - 1. Computer and Compatible Projector
  - 2. Navy Pride and Professionalism Presentation CD
  - 3. White Board or Newsprint
  - 4. Colored Markers
  - 5. Trainee Guide
  - 6. PowerPoint Slides 1-1-1 through 1-1-17

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

1. Introduction and Navy Core Values

##### RELATED INSTRUCTOR ACTIVITY

1. **Slide 1-1-1**, Introduction and Navy Core Values

Establish Contact.

Introduce yourself, and provide any background about yourself that might be of interest.

**Slide 1-1-2**, Is this who we are?

Establish Readiness:

Note that these are “extreme” cases. But, they are cases that have gained international attention. They point to a lack of personal values and of commitment to internalize the Navy Core Values.

The obvious answer is NO!

Contrast these situations with some examples of situations from your experience where civilians commit crimes and do not receive the same level of media attention. Impress upon attendees that they are representatives of the Navy as a whole and are therefore subject to more scrutiny than their civilian counterparts.

Motivating Statements:

Tell trainees how they will use the course material.

Tell trainees why they need to know the lesson material – tie it back to NAVY CORE VALUES, decision making process, and making the right choices.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

#### DISCUSSION POINT

2. Personal Values - Ice Breaker Activity
  - a. Values and Standards - We all have a set of personal values and standards that govern our behavior. Sometimes we don't give them a lot of thought instead we act or react to situations out of instinct. Many times we see characteristics in others that we identify with and seek to emulate.
  - b. Ice Breaker Activity

#### RELATED INSTRUCTOR ACTIVITY

Safety- Review any local safety related issues, i.e., fire drills, emergency egress routes.

#### **Slide 1-1-3, Workshop Outline**

Remind the students that there are copies of each lesson's outline in the Trainee Guide.

#### **Slide 1-1-4, Lesson Overview**

Note: If applicable, introduce the CO/XO or CMC and provide opportunity to address the class.

2. **Slide 1-1-5, Personal Values Exercise**
  - a. Discuss the characteristics of someone in your life who you looked up to and admired. The discussion of values and standards are key points that are embedded throughout this training, drive home their importance!
  - b. Have participants pair off. Have them introduce themselves to one another and identify the characteristics, in order of importance, that they admire and look for in the people they associate with. Allow about 10 minutes then ask them to report out "Key Words."

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

##### DISCUSSION POINT

- c. Characteristics - Stopping to think about what we value is an interesting exercise. What sort of attributes did you identify?
  
  
  
  
  
  
  
  
  
  
- d. Personal Importance of Characteristics

##### RELATED INSTRUCTOR ACTIVITY

- c. Record Key Words on white board or newsprint.

Look for “Trustworthy,” “Reliable,” “Responsible,” “Accountable,” “Honor,” “Courage,” “Commitment.”

Save this information and refer back to it throughout the lessons, reinforcing the alignment of personal standards and values with Navy Core Values.

- d. Open discussion as to why these characteristics are important to them.

Use the following open-ended questions to discuss situations in which their behavior is contrary to the values they profess. Don’t expect a lot of answers. But explore any that are volunteered.

**QUESTION:** Do you see these same qualities in yourself?

**ANSWER:** Expect affirmative replies.

**QUESTION:** Ever find yourself in situations where you fail live up to these qualities? Are there situations where your values and the Navy’s collide?

**ANSWER:** Expect affirmative replies.

**QUESTION:** Ever turn the other way when someone, maybe a senior, is “involved” with a subordinate?

**ANSWER:** Probably yes.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

#### DISCUSSION POINT

- e. Life is full of choices. The choices we make are driven by how we live up to our values and standards. They say a lot about us, our character, morals and ethics, and the qualities we are committed to.
- f. Activity Summary. The purpose of this activity was to get you to open up and explore your values, to see where it is you are coming from. The exercise sets the stage for the remainder of this workshop, the purpose of which is to renew our commitment to Pride and Professionalism; look at our values and how they stack up against the Navy Core Values – Honor, Courage, and Commitment, and how we can make our Navy better – Its' already GREAT - but like every society it has its problems.

#### RELATED INSTRUCTOR ACTIVITY

**QUESTION:** Or how about witnessing a fight between two Sailors? Or witnessing someone physically or verbally abusing others.

**ANSWER:** Yes.

**QUESTION:** Aren't these the types of things that go against your personal values?

**ANSWER:** Expect affirmative replies.  
Explore the contradictions and bridge into next segment,

- e. Life is full of choices.
- f. **Slide 1-1-6, Pride and Professionalism**

Impress upon the attendees that what is important here is that we internalize and accept the Navy Core Values, and that we base our decisions upon these values. If we can do this, it is much more likely that the potential for improper behavior will be reduced.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

- g. Problem areas: For example, Sailors involved in “**Blue-on-Blue**” (Sailor-on-Sailor) violence such as assault or rape. There are also other issues that don’t end up in the news, issues that are localized to a command, a work center, or the home. Many times such incidents don’t go unnoticed, just unreported – WHY? Where’s the accountability; who’s responsible? We all are. It’s our Navy, and incidents such as these have broad reaching impact.

h. NCIS Examples

(1) Aggravated Assault

##### RELATED INSTRUCTOR ACTIVITY

- g. **Slide 1-1-7**, News Headlines

(Cite local Sailor, and/or reports of Blue-on-Blue violence or other inappropriate activities that found their way into the news. e.g., Bahrain incident (see note). Cite some of the NCIS background statistics. Note that relative to the civilian world, these numbers are generally lower, but they still cause concern and signal the need to look at what WE can do to reduce problems. Point out that “Blue-on-Blue” also refers to military on dependents and dependents on military.

Note: In October of 2007, an armed, on-duty Sailor attached to the Security Detachment at Naval Support Activity, Bahrain is alleged to have shot and killed two female Sailors then attempted suicide. This was widely reported by the national print and television news media.

- h. **Slide 1-1-8**, NCIS Reported Incidents:

Briefly touch on each of the following as examples, or cite examples you are acquainted with that demonstrate how Sailor’s negative behavior points to a lack of personal values and standards.

(1) Aggravated Assault: Subject and victim became involved in an altercation which escalated when subject stabbed victim in the left side of his chest with a knife. Subject fled the scene and was pursued by an officer on foot. Subject was arrested and a 5 ½ inch knife was recovered.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

#### DISCUSSION POINT

#### RELATED INSTRUCTOR ACTIVITY

(2) Domestic Violence and Abuse

(2) Domestic Violence and Abuse: Victim's husband assaulted her after she confronted him with information about him committing adultery. Victim was punched in her left shoulder, punched in her stomach, and slapped in the face. Victim also suffered bruises on both knees during the assault.

(3) Child Abuse

(3) Child Abuse: When a neighbor noticed that the victim, a young boy, had patches of hair missing, and the mother confided in the neighbor that the subject, the man they were living with, routinely abused the victim. The neighbor notified the authorities. The victim and his infant sister were examined at the Naval Hospital and the victim was found to have multiple bruises of differing ages on his legs, back, and arms and several patches of hair loss consistent with having been pulled out.

(4) Rape

(4) Rape: The victim stated she was raped by the subject in her barracks room while she was severely intoxicated. The victim stated that she, the subject, and another person were in her room drinking liquor when she passed out. The victim stated that she remembers the subject removing her shorts and remembers the subject being on top of her. The victim related that when she woke up the next morning, she was in her bed, fully clothed. The victim said when she woke, all of her clothes and bedding were wet and the subject was sitting across the room watching her.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

- i. Expectations: The Navy has set high expectations for its Sailors. Navy Core Values, which we will discuss in the next session, spell out very specifically what is expected of every Sailor.

But we aren't a perfect society, and not everyone lives up to those expectations, so there are policies, and standards of behavior in place that we are bound by "regulation" to follow and support, for example:

- 1) Navy Regulations
- 2) Uniform Regulations
- 3) Uniform Code of Military Justice

And when we don't, there are consequences.

##### 3. Navy Core Values

##### RELATED INSTRUCTOR ACTIVITY

Make it a point to note that these examples were real incidents NCIS was involved with. Also stress that compared to the larger civilian populations, these cases represent a much smaller percentage.

**QUESTION:** Can you really trust a shipmate who physically abuses another shipmate, spouse, or children? Or one whose behaviors go against your personal value systems and beliefs? The probable answer is NO!

The Navy is full of Sailors who have strong personal values and are committed to doing what is right.

**QUESTION:** Ask if there are any questions.

##### 3. Slide 1-1-9, Navy Core Values

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

- a. Bedrock Principles: You've heard these values mentioned many times. They aren't new; they originate from the earliest days of our Navy; these bedrock principles or Navy Core Values have carried on to today.
  
- b. Honor: "I will bear **true faith and allegiance ...**" Accordingly, we will: Conduct ourselves in the **highest ethical manner** in all relationships with peers, superiors and subordinates; Be **honest and truthful** in our dealings with each other, and with those outside the Navy; Be willing to **make honest recommendations** and accept those of junior personnel; **Encourage new ideas** and **deliver the bad news, even when it is unpopular**; Abide by an **uncompromising code of integrity**, taking **responsibility for our actions** and **keeping our word**; **Fulfill or exceed our legal and ethical responsibilities** in our public and personal lives **twenty-four hours a day**. **Illegal or improper behavior** or even the appearance of such behavior **will not be tolerated**. We are **accountable** for our professional and personal behavior. We will be mindful of the **privilege to serve our fellow Americans**.

##### RELATED INSTRUCTOR ACTIVITY

For more information about Navy Core Values, refer trainees to Information Sheet 1-1-1 (page 70 in the Trainee Guide Volume 1 and page 1 in Volume 3).

- a. **QUESTION:** What expectations are tied to these three terms?

**ANSWER:** Let the students respond then use Slides 1-1-10 through 1-1-12 to further answer the question.

- b. **Slide 1-1-10**, Honor

Define it – key in on highlighted words and phrases; link it back to opening exercise and the tie in to decision making.

**QUESTION:** Anyone want to give an example of where they have seen this Core Value demonstrated?

**ANSWER:** Someone taking personal responsibility for failing to carry out a duty assignment, task, or order. Use these three open ended questions to explore student responses:

What about the opposite?  
How did it make you feel?  
What did you do about it?

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

- c. Courage: "I will **support and defend ...**" Accordingly, we will have: **courage to meet the demands of our profession** and the mission when it is hazardous, demanding, or otherwise difficult; **Make decisions in the best interest of the navy and the nation**, without regard to personal consequences; Meet these challenges while **adhering to a higher standard of personal conduct and decency**; Be **loyal to our nation**, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. **Courage is the value that gives us the moral and mental strength** to do what is right, even in the face of personal or professional adversity.
- d. Commitment: "I will **obey the orders ...**" Accordingly, we will: **Demand respect up and down the chain of command**; **Care for** the safety, professional, personal and spiritual **well-being of our people**; **Show respect** toward all people **without regard to race, religion, or gender**; Treat each individual with **human dignity**; Be **committed to positive change and constant improvement**; **Exhibit the highest degree of moral character, technical excellence, quality, and competence** in what we have been trained to do. The day-to-day duty of every Navy man and woman is to **work together as a team to improve the quality of our work, our people and ourselves.**

##### RELATED INSTRUCTOR ACTIVITY

- c. **Slide 1-1-11**, Courage

Define it – key in on the highlighted words and terms.

**QUESTION:** Can anyone give an example of where they have seen this Core Value demonstrated?

**POSSIBLE ANSWER:** Sailors and Marines in Iraq

- d. **Slide 1-1-12**, Commitment

Define it – key in on the highlighted words and terms.  
Provide an example from your career of someone who has demonstrated commitment to the Navy in a strong way.

Before moving on, summarize the expectations from the three previous slides; reflect on the examples provided; refer back to the examples of values and standards that were identified in the opening exercise. Can they see the connection?

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

##### DISCUSSION POINT

- e. Meeting Expectations: The Navy expects a lot from its Sailors, and meeting and living up to those expectations isn't always easy. You all will, or probably have, experienced some occasion when your values collided with Navy Core Values in some way.
  
- f. Doing the "Right Thing:" living these values isn't always easy. There will be times when your personal and professional commitments collide. There is no slide for this
  
  
  
  
  
  
  
  
  
  
- g. The Navy is an Honor-bound organization. It is one that abides by an "uncompromising code of integrity, taking responsibility for our actions and keeping our word."

##### RELATED INSTRUCTOR ACTIVITY

- e. **QUESTION:** Can anyone cite an example of a Navy policy or regulation that they find difficult to support or disagree with entirely?  
  
**POSSIBLE ANSWERS:** Grooming standards, clothing, and smoking restrictions.  
Follow up with why, and briefly discuss the conflicts.
  
- f. Cite Moral courage - having the courage to step forward and do the right thing knowing that your decision to do so may not be the favorable one, and it could even put your or someone else's life in jeopardy. Site the example of the RP1 who was recommended for the Bronze Star for protecting his Chaplain (See Note).

Note: A Navy Chaplain and his RP were headed through an Iraqi town when they came under fire from a bus full of Iraqi soldiers who were using innocent civilian passengers as human shields. The RP forced the Chaplain down and physically laid on top of him, protecting him from enemy fire. In doing so, he placed his own life in jeopardy.

- g. Stress a commitment to integrity, ethics, and moral behavior. Stress that the military, the Navy, are disciplined organizations. The Navy expects and relies upon its Sailors to make the hard choices. We as individuals need to be able to have confidence in and rely on our shipmates to make the right decisions. We don't get to pick and choose which decisions we have to make. When presented with a situation or dilemma, we have to make a choice that is right for the situation. That is what is expected of us.

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

- h. Alignment with Rules and Regulations: The Navy expects that we align ourselves with its rules and regulations and internalize the Navy Core Values. We did “VOLUNTEER” to support and defend the constitution, obey all orders etc. Earlier we talked about situations where personal and Navy values may be in conflict with one another.

Article 1110 of Navy Regulations, Standards of Conduct is pretty clear:

“All Department of the Navy **personnel are expected to conduct themselves** in accordance with the **highest standards of personal and professional integrity and ethics**. At a minimum, **all personnel shall comply with directives issued** by the Secretary of Defense and the Secretary of the Navy **regarding the Standards of Conduct and Government Ethics.**”

And Article 1132, Compliance with Lawful Orders:

##### RELATED INSTRUCTOR ACTIVITY

- h. Point out we are a volunteer force, no one forced us to join the Navy – it was a choice we made; we agreed to abide by the rules.

Ask the following question before showing Slide 1-1-13.

**QUESTION:** So what happens when we see our Navy Core Values being violated or regulations or policy being ignored or disobeyed? Don't we have some responsibility in such situations – personally, militarily?

**ANSWER:** Of course we do!

**Slide 1-1-13**, NAVREGS Art. 1110 Standards of Conduct

Encourage discussion of conflicts with regulations and policies and how they resolve the conflict.

**QUESTION:** Can you cite any other examples where your personal values and Navy values collide?

**ANSWER:** Article 1132, Compliance with lawful orders, i.e., what's lawful? After answering the question show the next slide.

**Slide 1-1-14**, NAVREGS Art. 1132 Compliance with Lawful Orders

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

---

##### DISCUSSION POINT

**All persons** in the naval service **are required to obey** readily and **strictly**, and to **execute promptly**, the **lawful orders** of their superiors.

And then of course there's Article 1137, Obligation to Report Offenses:

Persons in the naval service **shall report** as soon as possible to superior authority **all offenses under the Uniform Code of Military Justice** which come under their observation, except when such persons are themselves already criminally involved in such offenses at the time such offenses first come under their observation.

##### RELATED INSTRUCTOR ACTIVITY

Use the following to encourage students to respond. Certainly there must be some Navy directives or policies you don't quite agree with? Smoking, drinking, drugs, fraternization, etc.

Ask them to cite some examples and how they resolve conflicts – stress the importance of “because it's the right thing to do” as opposed to “I'll get in trouble if I don't comply.” Follow-up the discussion by showing the next slide.

**Slide 1-1-15**, NAVREGS Art. 1137 Obligation to Report Offenses

We already **agreed** that we have an obligation to do this and we all know that there are instances when we don't do this.

**QUESTION:** So what's the problem? Why don't we act according to regulations? The regulations are only expressions of what is the right thing to do!

**POSSIBLE ANSWER:** Fear, disagreement with regulations, etc.

Use the question to explore the reasons but keep the focus on “doing what is right.”

## LESSON PLAN

### Navy Pride and Professionalism

#### Lesson 1.1 Introduction and Navy Core Values

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##### DISCUSSION POINT

i. Summary

Who are we?  
Personal and Navy Core Values  
More Bad Press  
High Expectations  
Regulations

- j. Summary: Living out the Navy Core Values. This means having to demonstrate “honesty and truthfulness” in all we do; “accepting responsibility and accountability” for our actions; having the integrity to make the uncomfortable decision, the one that goes against the “easy” way out, and to acknowledge we are part of a committed team dedicated to “positive change and constant improvement.” Living out these values will sometimes put us at odds with our peers and others within the chain of command. On some occasions we will be faced with some pretty difficult decisions, but ones we must make.

##### RELATED INSTRUCTOR ACTIVITY

i. **Slide 1-1-16**, Summary

Summarize that by who we are is a result of our own personal value system, and while we all have people we look up to because of their value systems we don’t always model our behavior after theirs. Sailors are under a magnifying glass. Their behavior is judged by different standards than their civilian counterparts. The Navy has high expectations that Sailors exhibit the type of behavior that brings credit upon themselves, the Navy, and the country, and there are regulations that spell out clearly what those expectations are. Unfortunately, these expectations are not always realized.

That is what the remainder of this workshop is about, to look at how we can make the Navy a better place to live and work, not by enforcing regulations and penalties for failing to comply, but, by reinforcing Navy Core Values and doing what is right because it’s the right thing.

j. **Slide 1-1-17**, Summary Cont.

Review the lesson’s main points.

Remind the students that it is understood that living these values isn’t always easy but it is the “right thing to do!”

Ask if there are any questions before continuing.

## LESSON PLAN

Navy Pride and Professionalism

Lesson 1.1 Introduction and Navy Core Values

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### DISCUSSION POINT

- k. Next Lesson: In the next lesson, we'll discuss a simple but effective decision making model that will help making that hard decision a little easier.

### RELATED INSTRUCTOR ACTIVITY

- k. If timing is appropriate, take a ten-minute break.