

TRAINEE GUIDE FOR
NAVY PRIDE AND PROFESSIONALISM WORKSHOP

VOLUME 1

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TRAINEE GUIDE – PRIDE AND PROFESSIONALISM

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SECURITY AWARENESS NOTICE

This course does not contain any classified material.

SAFETY/HAZARD AWARENESS NOTICE

Trainees must follow all safety procedures that apply in the individual command in which this workshop is presented.

HOW TO USE THE TRAINEE GUIDE

This publication has been prepared for your use while under instruction. It is arranged in accordance with the lessons taught, and is in sequence with those lessons. By using the table of contents you should be able to locate the lesson lessons easily. By following the enclosed course schedule, you should be able to follow the course of instruction in a logical manner.

Under each lesson there may be the following instruction sheets:

- **OUTLINE SHEETS**: Provide a listing of major teaching points. The outline is consistent with the outline of the discussion points contained in the lesson plan. It allows the trainee to follow the progress of lesson information for future reference.
- **INFORMATION SHEETS**: Amplify supplemental information from the reference materials for the course, from technical manuals, or from instruction books.
- **PROBLEM SHEETS**: Will provide scenarios and questions for discussion or drill and practice problems related to the lesson.
- **DIAGRAM SHEETS**: Are used as necessary to simplify the instruction. They are to aid you in understanding the lessons and concepts presented.

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 Readiness.

TRAINEE GUIDE – PRIDE AND PROFESSIONALISM

COURSE MASTER SCHEDULE

Day 1

Introduction and Navy Core Values	0800-0900
Decision Making	0910-1000
Communication and Conflict Management	1010-1100
Mentoring	1110-1200
Lunch	1200-1300
Diversity/Equal Opportunity	1300-1630

Day 2

Violent Crime and Suicide Awareness	0800-0910
Military Etiquette and Courtesy	0920-1000
Uniform Wear	1010-1050
Navy Family Readiness	1100-1230

OUTLINE SHEET 1-1-1

Introduction and Navy Core Values

A. Introduction

This lesson introduces trainees to the Navy's Core Values and shows how those values can and should inform choices.

B. Enabling Objectives

- 1.1.1 LIST personal values in order of priority.
- 1.1.2 DEFINE the terms Honor, Courage, Commitment, values, core values, military responsibilities, 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.

C. Lesson Outline

- 1. Introduction and Navy Core Values
- 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
 - 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
 - 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.

OUTLINE SHEET 1-1-1

Introduction and Navy Core Values

- 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’s 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.
- 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
 - (2) Domestic Violence and Abuse
 - (3) Child Abuse
 - (4) Rape
- i. Expectations: The Navy has set high expectations for its Sailors. Navy Core Values, which we will discuss in the next session, spells 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

OUTLINE SHEET 1-1-1

Introduction and Navy Core Values

- 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 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**.
- 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**.
- 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.

OUTLINE SHEET 1-1-1

Introduction and Navy Core Values

- 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.”
- h. Alignment with Rules and Regulations: The Navy expects that we align ourselves with its rules, regulations and internalize the 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:

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.

- i. Summary

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

- j. Summary: Living out the 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

OUTLINE SHEET 1-1-1

Introduction and Navy Core Values

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.

- 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.

OUTLINE SHEET 1-2-1

Decision Making

A. Introduction

This lesson introduces trainees to the five step decision-making process and how to apply it to everyday decisions.

B. Enabling Objectives

- 1.2.1 EXPLAIN the importance of a decision-making process.
- 1.2.2 LIST decisions types.
- 1.2.3 DESCRIBE the steps of the Five-Step decision model.
- 1.2.4 RECOGNIZE conflicts between military duties and personal commitments.

C. Lesson Outline

1. Decision Making
2. Decision Making: You are making decisions every waking moment of your life. All of them are impacted in some way by your career, your family and your friends.
3. Command Decisions - Everyday the CO of this command and the COs everywhere have to make difficult and sometimes unpopular decisions; some of them are critical, maybe even life threatening. Individual Sailors like yourselves are no different. You make decisions continuously. What do I wear on liberty? What movie should I see? Should I handle Seaman Burns' lateness officially, or let the chief take care of it? I think I'll get drunk tonight – then do! I'm not going to work on my PQS today. I saw my LPO hugging a female crew member in the maintenance office last night. Should I tell the chief or ignore it? What am I going to have for dinner? In answering these questions and coming to decisions, mentally you follow a process.
4. Three Contexts - In any decision there are always three contexts. Whether one is aware of it or not, they all exist. It is important to understand these concepts. The better they are understood, the more they can help in making the steps of a decision and to arrive at the best decision. The three contexts are very helpful in the first two steps of making a decision.

The **situation** is normally what is most visible and what you will be most aware of.

The **social situation** is the effect or affect on other people that may be involved or influenced in a decision.

The **personal situation** is the effect or affect on you as an individual.

OUTLINE SHEET 1-2-1

Decision Making

5. The Iceberg - The three contexts are illustrated with an iceberg. There is always more than what is visible on the surface.
 - a. **Situation** - The tip is the situation. This is not to say that every issue is visible in the tip of the iceberg. But the apparent issue or problem can be seen. This is the awareness necessary to gather information that will help in effective decision making.
 - b. **Social** - There are social implications to all our decisions.
 - c. **Personal** - What is going on personally in the life of the decision maker that may be impacting how decisions are being made.
 - d. Understand the contexts—the situation, social and personal considerations.
6. Example - DUI = (**situation context**). A Sailor blows a .16 on a breathalyzer test after being stopped by base police. How does that impact others (**social context**). Were there any injuries at the scene? Were there other in the car? Will the Sailor go to mast? What is going on with the individual (**personal context**) such as depression, addictive patterns, immaturity, etc.? Is this just the behavior of an immature Sailor, or is it indicative of something more serious? You can come up with a hundred other examples of the three contexts and their importance to understanding an issue and providing necessary information when making a decision.
7. Universal Ethical Principles - There are always four principles at work in good decision making.
 - Do the best good
 - Do no harm
 - Respect of self and others
 - Be fair with wisdomThe important application of these principles for an individual is to understand which one will take the highest priority in a given situation. The Universal Principles are especially helpful in steps three and four of the decision making process. But first, let's look at an example of how these principles apply.

Incident: A Sailor is seriously injured while performing PMS on electrical equipment. An investigation of the situation reveals that the Sailor failed to follow the electrical safety tag out procedures. The division officer orders a safety stand down to repeat the importance of following Tag-out procedures. All four principles apply to this case. Here is how they get prioritized.

OUTLINE SHEET 1-2-1

Decision Making

- a. **Do the best good:** To do the best good is just that; to do good, to be proactive in looking to have the greatest good for all involved as the outcome of ones decisions and life. Suspending work to address safety concerns will create a work backlog that will require some extra effort to overcome. But the division officer is concerned for the safety of the Sailors in the division. Taking the time now may result in the need fewer work stoppages in the future.
 - b. **Do no harm:** This ethical principle is one that holds that above all other things one is to cause no more harm than is absolutely necessary. The Sailor involved could end up at Captains Mast for violating safety procedures. If disciplined at mast, this action could repeat to others their personal responsibility and accountability relative to electrical safety policy and procedures, and hopefully reduce possibility of future instances.
 - c. **Respect for self and others:** This ethical principle holds that all people deserve the right to have input on making decisions for themselves wherever possible. In conducting the stand down, the division officer is giving members of the division a chance to discuss the situation and any concerns or possible recommendations they may have that would help reduce the possibility of future instances.
 - d. **Be fair with wisdom:** This ethical principle stresses that an ethical decision is one that is as fair as possible to all involved. It means considering other factors that effect this decision. Ethical decisions that are fair with wisdom have a respect for all people's rights, for all morally acceptable laws, and give a fair hearing to competing claims when making ethical decisions. In this case, breaching electrical safety procedures is serious and could result in injury to others. Doing so violates many rules and regulations. The division officer will have to make a decision of what, if any, disciplinary action should be recommended.
 - e. You can **apply** these principles to virtually any situation and any decision. Not every situation will have the same priority for the principles—that is part of what makes decision making difficult sometimes.
8. Five Step Decision Model -
- Step 1 - Define the issue
 - Step 2 - Gather information
 - Step 3 - Evaluate the information
 - Step 4 - Consider alternatives and implications
 - Step 5 - Implement the decision

The three contexts are helpful in the first two steps of decision-making.
Situation

OUTLINE SHEET 1-2-1

Decision Making

Social
Personal

The four universal principles are most helpful in steps three and four of the decision-making process.

- a. Do the best good
 - b. Do no harm
 - c. Respect for self and others
 - d. Be fair with wisdom
-
- a. Step 1: Define the Issue - ask yourself some questions:
 - (1) What is the real issue or problem?
 - (2) What concerns me?
 - (3) Who is involved?
 - (4) Who's responsible to make the decision?
 - (5) Will my decision have an impact?
 - b. Step 2: Gather information – Keep asking questions.
 - (1) Ask the chain of command.
 - (2) Check the regulations.
 - (3) Identify resources to call on for help, like the Fleet and Family Support Center or banks, legal, or medical departments.
 - (4) Ask others for their thoughts and opinions.
 - (5) Make sure you understand who is responsible for making the decision? If you do not know who is responsible for making a decision, you can not know how to solve a problem. If you are the person who is going to be held responsible for a decision, you are more likely going to want an outcome you can live with. If someone else is making the decision, your needs, wants, or feelings may not be considered.
 - (6) You may have no control over another person's decisions, but you may have to live with them. Others may also have to live with the decisions you make. **Remember good decisions are made with good information!**
 - c. Step 3: Evaluate the information –

OUTLINE SHEET 1-2-1

Decision Making

- (1) Is it reliable?
- (2) Does it represent various points of view?
- (3) Is it fact or fiction?
- (4) What is most relevant to this decision? Contact any resources that can help you.

Too much information could lead to unnecessary delays, so the evaluation process gets you to the point where you can determine what you really need to know to make the decision. Remember, time tells everything. If you come up with the wrong decision, it will be because you did not give enough attention to evaluating the information.

Find the balance of information, because lack of information could result in a poor decision while too much information bogs down the decision-making process.

- d. Step 4: Consider alternatives and implications - A good situation for the decision-maker is to know they have right **choices** to make after eliminating any wrong choices. Sometimes it is clear and obvious what choices will bring the best solution. Other times there will be more than one right choice or no right choice. Obviously, the wrong choices are eliminated! Based on time available, give serious examination (analysis). Weigh the pros and cons. Look at the future by anticipating how a choice will bring possible effects.
- e. Step 5: Implement the decision - All the steps that have been done lead to this moment. Ask yourself if you need moral courage to make this decision. Have the courage to make the best choice—implement the decision.
- f. Problem Scenario: Your ship is on a port call to a foreign port. Previously, Sailors from another ship that visited the port were involved in a number of incidents that involved the Shore Patrol and the local police. Prior to commencing liberty, your CO briefed the crew about the previous ship's problems and described how she expected the crew to behave while on liberty. Later that same evening two second class petty officers were returned to the ship by Shore Patrol. They were involved in an altercation that resulted in some minor personal property damage, about \$50.00. The Sailors, who were from the same work center, were having dinner at a local restaurant when an argument broke out concerning the faithfulness of one of the Sailor's girlfriends. The offended Sailor threw a glass of water at the other Sailor who abruptly stood up causing the table to turn breaking the dishes and glasses when they hit the floor. At that point the waiter stepped in and separated the two and asked them to leave. However, members of the Shore Patrol were standing outside the restaurant, heard the commotion and took the two Sailors into custody and returned them to the ship.

OUTLINE SHEET 1-2-1

Decision Making

What do you think should be done in this case and why?

g. Scenario Results

(1) Begin with Step 1: Define the issue:

(2) Step 2: Gather information

(3) Step 3: Evaluate the information

(4) Step 4: Consider alternatives and implications

(5) Step 5: Implement the decision

9. Final Closing Comment: “The truth of the matter is that you always know the right thing to do. The hard part is doing it. General Norman Schwarzkopf.”

10. Summary

OUTLINE SHEET 1-3-1

Communication and Conflict Management

A. Introduction

This lesson discusses the basics of the communication process and how to improve your communication skills.

B. Enabling Objectives

- 1.3.1 DEFINE the terms verbal, non-verbal, communication, listener, sender, receiver, and sender.
- 1.3.2 LIST the components of verbal communication.
- 1.3.3 LIST five non-verbal clues common to interpersonal communication.
- 1.3.4 IDENTIFY how verbal and non-verbal components of communication affect management of conflict.
- 1.3.5 DEFINE the terms conflict, anger, aggression, assertive, suppressing, expressing, calming, stress, antagonistic, incompatible, contradictory, disagreement, and opposition.
- 1.3.6 LIST three ways unresolved conflict is destructive.
- 1.3.7 LIST four ways conflict can be constructive.
- 1.3.8 IDENTIFY the principle Conflict Resolution Systems used in the Navy

C. Lesson Outline

1. Communication and Conflict Management

- a. Ice Breaker Activity
- b. The Communication Process

The reason the message did not survive the trip from first hearer to last is that breakdowns occurred in the communication process. Here are the basic elements of that process:

- (1) **Message** - Not only the conveyed information, but the emotions that give the words meaning.
- (2) **Sender** - The source of communication. The sender **encodes** the message, that is, formulates a message and puts it into some form for transmission. That form can range from simply stringing words together to actually putting the message into some kind of code. The sender then transmits the message to a receiver. Transmission is not the final step of sending communication. A good communicator immediately becomes a receiver to accept feedback to verify message delivery.

OUTLINE SHEET 1-3-1

Communication and Conflict Management

- (3) **Transmission Medium** - The pathway by which the message flows, the vehicle that carries the message from sender to receiver and back. It can be electronic, written, verbal or non-verbal.
- (4) **Receiver** – The receiver **decodes** the message, that is, interprets and understands its meaning. Only when the receiver has understood the message has true communication taken place.
- (5) **Feedback** – The element of the communication process that confirms whether or not the message has been received and understood. Perhaps the greatest cause of ineffective communication is failure to request or to provide feedback.

c. Non-Verbal Communication

Factors other than words help determine what a sender means and a receiver should understand. Together, these cues are called non-verbal communication. Non-verbal communication is an important part of the communication process. The following are some **non-verbal cues** that affect the meaning of a message.

Note: Not all cultures use non-verbal cues the same way. The cues examined below apply to American culture, but they may not apply to others.

- (1) **Personal Space** - This is our “bubble,” the space between people at which we feel comfortable. When someone violates our “bubble,” i.e., gets too close to us, we feel uncomfortable or even hostile. Culture determines the specific distance of personal space. In American culture, we have three zones of interaction we expect others to recognize and respect:
 - (a) **Intimate Zone** – This zone extends from body contact to about 18 inches away. We reserve this zone for intimate acquaintances like family, spouses, and very close friends. When anyone else enters this zone, we feel extremely uncomfortable, nervous, and/or hostile.
 - (b) **Personal Zone** – This zone ranges from 1 to 4 feet from our body. When we have personal conversations with our friends, this is the comfortable zone. Some people get hostile when strangers “intrude” on this space.
 - (c) **Social Zone** – This is the zone for public interactions. It has two areas, close and far.

OUTLINE SHEET 1-3-1

Communication and Conflict Management

- i. The close zone ranges from 4 to 12 feet away, the usual width of a boss’s desk or the distance between work stations. We are comfortable within this distance for professional conversation or conversation with those we do not know well.
 - ii. The far zone ranges outward from 12 feet. We use it for one-way communication such as lectures or public speeches.
- (2) **Gestures** – Gestures express as much as or more than words. Be acutely aware of your body language and that of your shipmates. Crossed arms could indicate defensiveness. Clenched or wringing hands can indicate tension, strong disagreement or feeling pressured. Tapping fingers, looking at a watch, or foot-swinging often convey boredom.
 - (3) **Eyes** – Eye contact, or lack of it, can convey a wide range of non-verbal messages. Too little eye contact, for example, can cause a person to feel ignored; too much might make that person feel self-conscious or threatened. People who wish to hide their feelings or avoid social interaction with others often avoid eye contact.
 - (4) **Voice** – Our voice can convey more than just words. Loudness, pitch, emphasis, and tone of voice can change the meaning of any particular statement. Saying “That was a *great* movie!” in an enthusiastic tone means exactly the opposite of saying “*That* was a great movie” in a sarcastic tone. “Sit down” said in a moderate volume and a polite tone means something different than “SIT DOWN!” shouted in a commanding tone.
 - (5) **Facial Expression** – The human face can change expression at any time to reflect honesty, friendliness, guilt, happiness, sadness, surprise, fear, and many other feelings. Unlike verbal sentences that must be sent word by word, facial expressions can express the entire message in an instant.
- d. Communication and Conflict
 - e. Terms Used in Conflict Management
 - (1) **Anger** – A strong feeling of displeasure and usually of antagonism.
 - (2) **Aggression** - A forceful action or procedure (as an unprovoked attack) especially when intended to dominate or master. Hostile, injurious, or destructive behavior or outlook especially when caused by frustration.
 - (3) **Assertive** - Inclined to be bold and confident; self-assured.

OUTLINE SHEET 1-3-1

Communication and Conflict Management

- (4) **Suppressing** - Control and refrain from showing of emotions. Keep under control; keep in check; "suppress a smile"; "keep your temper"; "keep your cool".
- (5) **Expressing** - Articulate; either verbally or with a cry, shout, or noise
- (6) **Calming** - Causing to become peaceful. Freeing from fear and anxiety.
- (7) **Stress** - A state of mental or emotional strain or suspense. Difficulty that causes worry or emotional tension.
- (8) **Antagonistic** - Indicating opposition or resistance. Arousing bad feelings or hostility. Incapable of getting along with.
- (9) **Disagreement** - A conflict of people's opinions or actions or characters. A difference between conflicting facts or claims or opinions. The speech act of or arguing or disputing.
- (10) **Opposition** - The action of resisting something that you disapprove or disagree with. A body of people united in being against something.

f. Conflict

Any time two or more human beings spend time together (e.g., marriage, school, or work) conflict will arise at some point. Conflict can be defined as follows:

Disagreements between and among individuals; to fight, battle, or contend. These interactions can be antagonistic, incompatible or contradictory. Conflict can also be a sharp disagreement or opposition.

(1) Destructive Conflict

As you can easily imagine, unresolved conflict can be very destructive. Some destructive effects of conflict within a group are:

- (a) Diverts energy
- (b) Destroys morale

OUTLINE SHEET 1-3-1

Communication and Conflict Management

- (c) Hardens opposing positions in the group, which reduces group members' ability to work together
- (d) Produces irresponsible and regrettable behavior
- (e) In extreme cases, it can even threaten the survival of the group

(2) Constructive Conflict

We are used to thinking of conflict as something negative and always to be avoided. However, conflict can be constructive. There is even some research indicating that groups with no conflict are less productive than those with resolved and well-managed conflict.

So how can conflict be constructive? It can:

- (a) Open up issues of importance.
- (b) Result in the solution of problems.
- (c) Increase the involvement of other individuals.
- (d) Cause sincere desire to communicate.
- (e) Serve as release to pent-up emotion, anxiety, and stress.
- (f) Help build cohesiveness among people.
- (g) Help individuals grow personally.

g. The Navy's Conflict Resolution System

Since conflict can only be constructive if it is resolved and well-managed and destructive conflicts can spiral out of control, the Navy has developed a system for resolving disputes. It consists of the Informal Resolution System (IRS) and provisions for filing formal grievances.

(1) Informal Resolution System (IRS)

The IRS attempts to resolve complaints within the chain of command and at the lowest possible level.

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Communication and Conflict Management

Keep in mind, though, that the complainant in a dispute can initiate formal grievance procedures at any time during IRS.

(a) Resolution Options under IRS

- i. Two-party approach - With this option, parties to a conflict discuss and resolve it among themselves.
- ii. Three- party approach - A supervisor, co-worker, Command Managed Equal Opportunity (CMEO) Manager, or counselor can get involved when:

One party to the conflict does not feel comfortable approaching the other.

The parties cannot reach an agreement.

Since both parties don't always agree with a third party decision, the complainant may ask for additional relief.

If a complainant disagrees with a supervisor's decision he or she can submit a request chit up the chain of command for relief. Each supervisor has the responsibility to try to resolve the dispute before it reaches the next level.

iii Commanding Officer's Request Mast

If a resolution recommended by the chain of command fails to resolve the complaint, a complainant has the right to communicate with the CO via request mast.

If the CO cannot resolve the complaint, the complainant has the right to file a formal grievance.

(2) Formal Grievances

Sometimes disputes cannot be settled informally or within the chain of command. In those cases, there are channels for filing formal grievances.

If you are involved in a dispute or you have a complaint that involves criminal acts, you should immediately report it to the Navy Criminal Investigative Service.

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Communication and Conflict Management

h. Communication, Conflict Management and Values

How do communication and conflict management relate to your personal values and the Navy's Core Values?

i. Summary

- (1) Communication Process: Sender encodes message, transmits it through a transmission medium (speech, writing, electronic media) to a receiver, who decodes it and provides feedback.
- (2) Non-verbal communication (personal space, gestures, eye contact, facial expression etc.) is as important as verbal communication. It can vary from culture to culture
- (3) Conflict can be destructive, but if handled properly, can also be constructive.
- (4) The Navy has two methods of resolving disputes, the Informal Resolution System (IRS) and Formal Grievance Procedures. The Navy's preferred method of conflict resolution is the IRS. If that does not resolve the conflict, then a formal grievance can be filed.

OUTLINE SHEET 1-4-1

Mentoring

A. Introduction

This lesson discusses mentoring in a specifically Navy setting and the benefits and responsibilities of both mentor and protégé.

B. Enabling Objectives

- 1.4.1 DEFINE the terms role model, mentor, protégé, guide, teacher.
- 1.4.2 DETERMINE attributes necessary for selecting a positive role model.
- 1.4.3 DESCRIBE the mentor's responsibilities.
- 1.4.4 DESCRIBE a protégé's responsibilities.
- 1.4.5 DESCRIBE the benefits of mentoring.
- 1.4.6 IDENTIFY characteristics of a positive role model.
- 1.4.7 DESCRIBE the components of the Navy's Mentoring program.

C. Lesson Outline

1. Mentoring

2. Mentorship

- a. The Navy's Mentoring Program: Successful commands have active mentoring programs. They encourage Sailors to become involved for their benefit and the benefit of the Navy.

The Navy Knowledge Online Mentoring Guide points out the following about Mentoring:

- (1) Mentor/Protégé Relationship: Mentoring is a mutually beneficial relationship between a **Mentor** and a **Protégé (Mentee)** to share resources, time, experiences and expertise to help with **personal and professional growth**. The program can be used by both officers and enlisted personnel, for a variety of reasons:

- (a) Education
- (b) Career
- (c) Finance/Investing
- (d) Cultural
- (e) Spiritual

- (2) Shared Experiences: Mentoring is a way for more experienced Sailors to share their experiences with new or less experienced "protégés." A mentor acts as a **trusted counselor**,

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or **guide**, who assists the mentored protégé in **setting and achieving goals for developing career direction and skills**. Terms like **role model** or **teacher** are sometimes considered characteristics of a mentor.

(3) Mentoring and Coaching:

- (a) Coaching: Coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success. In other words, we need both mentoring and coaching to maximize learning and development.
- (b) Mentoring: Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development
- (c) The Difference. Essentially then, coaching is technical support focused on development of the techniques effective employees must know and be able to do, while mentoring is the larger context and developmentally appropriate process for learning of technique and all of the other professional and personal skills and understandings needed for success.

(4) Types of Relationships. There are two types of mentoring relationships one is informal which can occur naturally and the other is formal, a more planned process.

- (a) Natural or Informal: It occurs through friendship, collegiality, teaching, coaching, and counseling.
- (b) Planned or Formal: it occurs through structured programs in which mentors and participants are selected and matched through formal processes.

(5) Targeting Goals and Objectives: In a formal or planned mentoring relationship, mentor and protégé:

- (a) Identify objectives, goals, and developmental needs.
- (b) Define and establish a plan to accomplish protégé goals objectives and development need.
- (c) Meet regularly in person or via phone or e-mail to review and evaluate progress.

b. Mentoring is **NOT** – as you can see from the discussion, mentoring is not:

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Mentoring

- (1) Casual advice; it is structured and planned.
 - (2) Necessarily for everyone; some individuals do well on their own.
 - (3) On-the-job training (OJT); the mentor is not looking over your shoulder while you are working. The mentor may even be located at another command, in another state or country.
 - (4) Not a guarantee of a successful career; it involves hard work, commitment and dedication.
- c. The Benefits. The benefits of mentoring are many, and for both the mentor and the protégé.
- (1) Let's start with the mentor. - By participating in a mentor/protégé relationship, mentors develop valuable skills that can further their personal and professional development as well. By engaging in successful mentor/protégé relationships, mentors can take pride in the fact that they are helping to shape the future leadership of the Navy.
 - (2) And what about the protégé? The benefits are numerous:
 - (a) Listening ear: Every one of us is ultimately responsible for our own career. However, it can help tremendously to have someone to talk with who can provide a listening ear and share what they've learned about the organization and the things that helped them succeed.
 - (b) Valuable direction: Mentors can provide valuable direction and clarification at times when the protégé "can't see the forest for the trees."
 - (c) Gaps filled in: Mentors can help the protégé figure out what they need to do to fill in the gaps between where they are now and where they want to be in the future.
 - (d) Doors opened: Mentors can sometimes serve as "door openers," informing the protégé of opportunities they may not have been aware of (for example, referral to a program or training, introducing them to people in their field of interest, or recommending them to assist in a project that expands their skills).
 - (e) Different perspective: The most valuable and important assets mentors contribute are a listening ear and a different perspective.
 - (f) Growth and Development: Mentors can provide protégés with valuable experience by allowing them to benefit from the mentor's experiences (good and bad) and lessons

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learned over their career. The mentor can only suggest growth opportunities and provide career guidance; **it is the protégé who is ultimately responsible for their own career development.**

- (3) For the Navy. Besides the obvious personal and professional advantages that the mentor and protégé receive, the Navy also receives tremendous benefit through a much more skilled and qualified workforce. The mentoring program builds tomorrow's leaders.
- d. Finding a Mentor: OK, those are some of the benefits of the program. Now how does one find a mentor or protégé to work with, and what are their responsibilities?
- (1) Look Locally: If you have the option to find a mentor locally or within your command, you might begin by reviewing Sailors who exhibit the qualities you identified at the outset of this workshop, Sailors who possess the qualities, and “values” you admire. That’s a good place to start. Consider also someone who:
 - (a) Has experience in your rating or professional area of responsibility.
 - (b) Is well connected in the professional community (i.e., networking).
 - (c) Is honestly interest in helping you advance your career.
 - (d) Has the time and ability to work with you.
 - (e) Is trustworthy, non-judgmental, ethical and self-confident.
 - (f) Is a good listener.
 - (2) Pay Grade Relationship: It’s a good idea to seek out someone who is senior to you, someone at least two pay grades above your own.

Exceptions: we have people in partnerships that are the same grade or lower grade than their protégés; it all depends on the goals and *needs of the protégé.*
 - (3) Help in Locating a Mentor. If for whatever reason you can’t find a mentor locally, the Center for Personal and Professional Development has established a Mentoring page on Navy Knowledge Office (NKO).
- e. Components of the Program: Four Steps

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Mentoring

Learn what mentoring is about.
Enter into a Mentoring/Protégé agreement.
Use your Individual Development Plan (IDP) to improve.
Spread the word!

- (1) Learn what mentoring is all about; we've pretty much covered this area.
 - (2) Enter into the Mentoring/Protégé Agreement: remember, it's a formal agreement you are signing. You essentially are giving your word, expressing your **COMMITMENT** to completing the program.
 - (a) Plan to commit to a one-year partnership. It takes a while to develop the trust and rapport necessary to begin working on identifying goals and an action plan to achieve them.
 - (b) Plan to discuss a "no-fault" termination clause, in which either party can back out if it's not working for them.
 - (c) Plan to have a six-month checkup point to evaluate how it's working out for each of you.
 - (3) Individual Development Plan: Prepare an IDP to improve – the IDP is used to objectively measure how well the protégé is doing toward meeting their goals and objectives.
 - (a) Goals and Objectives: we all have goals and objectives, something that provides direction. Most of the time we keep them in our heads and review them (maybe) occasionally. How do you measure your success against them? How committed to them are you?
 - (b) Get involved: Give some hard thought to entering into a mentoring relationship it's good for you and the Navy.
 - (4) Lastly, Spread the word: Tell your shipmates about your experiences with mentoring, encourage other to become involved. The Navy as a whole benefits enormously from the mentoring program. It is within this type of program that many of the leaders who will take the Navy forward are being developed. So prepare to take on a new (or improved) mentor role with others in the future! Your future mentees are out there waiting for you, and nothing would honor your mentors more!
- f. Much more information about mentoring is available on Navy Knowledge Online via the Navy E-learning (NEL) courses.
3. Summarize the lesson.

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Mentoring

- a. Mentoring – What is it?
- b. Types of Mentoring Relationships
- c. The Benefits
- d. Mentoring Resources – Look locally; use the chain of command and NKO.
- e. Four Steps of Mentoring -
 - 1. Learn what mentoring is about
 - 2. Enter into a Mentoring/Protégé agreement.
 - 3. Use your Individual development Plan to improve.
 - 4. Spread the word!

OUTLINE SHEET 1-5-1

Diversity

A. Introduction

This lesson examines the importance of, and barriers to, diversity in the Navy.

B. Enabling Objectives

- 1.5.1 DEFINE Diversity.
- 1.5.2 LIST the benefits of diversity.
- 1.5.3 LIST barriers to diversity.
- 1.5.4 EXPLAIN the relationship between valuing diversity and Navy Core Values.
- 1.5.5 EXPLAIN how alignment of individual values and behaviors with Navy Core Values fosters a positive command climate.

C. Lesson Outline

1. Diversity

a. What is diversity?

(1) Chief of Naval Operations (CNO) Diversity Policy

We are privileged to serve in the world's finest Navy. We're great, in part, because we have the most technologically advanced and capable ships and air planes and submarines. But our true strength comes from the professionalism of our Sailors and Navy civilians. It's the diversity of our people which allows us to bring together different perspectives, backgrounds, ideas, opinions and thoughts; we can use to be more effective in defending our nation. To operate successfully around the world our global Navy depends upon the many skills and talents individuals bring to the team. A diverse Navy team has greater insight and understanding of the different cultures and people with whom we operate and interact. That awareness, in part, enables us to move forward, cooperatively with maritime partners to ensure the safety and security of the world's oceans. Our Navy must protect our nation and we must reflect our nation. When our nation looks at our Navy, it should see itself reflected back. I believe it is the responsibility of every Sailor and Navy civilian, each and every one of us, to make a personal commitment as leaders to create an environment that attracts young men and women to a Navy where their views and perspectives are respected and valued. But your obligation does not end there; you must also mentor them as they develop into our next generation of leaders. You are our nations best and brightest, and it's by your example and your commitment and your dedication that we achieve greatness today and will well into the future.

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Diversity

- (2) On their website, the Navy Personnel Command (NPC) defines diversity as: “all the different characteristics & attributes of individual Sailors & civilians which enhance the mission readiness of the Navy.”
- (3) In 2007, the Secretary of the Navy said this: “The term diversity encompasses not only the traditional categories of race, religion, age, gender, national origin, but also all the different characteristics that enhance the mission readiness of the Department of the Navy and strengthen the capabilities of our Total Force – Sailors, Marines, Government Civilians, and Contractors.”
- (4) Some of the ways in which our Navy is diverse, such as race, gender, and religion, are fairly obvious. Some, like culture, subculture or geographic origin are less so. Below are some specific types of diversity you are likely to encounter:
- (a) **Race/Ethnicity** – A division of human beings identifiable by inherited traits sufficient to characterize persons possessing these traits as a genetically distinctive human type. Or a group of whose members identify with each other, usually on the basis of a presumed common ancestry. Examples would be African-American, Native American, Caucasian (white), and Asian (such as Chinese, Japanese, and Indian).
 - (b) **Gender** – Being male or female
 - (c) **Religion** – A personal set or institutionalized system of attitudes, moral or ethical beliefs, and practices that are held with the strength of traditional religious views, characterized by ardor and faith, and generally evidenced through specific religious observances.

At one time, the United States was, religiously speaking, almost entirely Christian. Immigration from various parts of the world and personal choice have created a larger diversity of religions in the U.S. today. So along with Christianity; Islam, Buddhism, and Neo-paganism (Wicca), among others, have gained significant followings. All people equally deserve religious freedom and respect for their faith.

- (d) **National Origin** – An individual's or ancestor's place of origin. Also applies to a person who has the physical, cultural, or linguistic characteristics of a national group.

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- (e) **Culture** – Culture is the learned and shared behaviors and perceptions of a group which have been transmitted from generation to generation through a shared symbol system, i.e., shared language, food, dress, customs, traditions, attitudes etc.
- (f) **Subculture** – Subculture is a group of people within a larger social structure who share cultural and linguistic characteristics which are different enough to distinguish it from others in the same society. Examples would be the hip-hop, raver, or goth subcultures of American culture.
- (g) **Geographic Origin** – People from different parts of the same country can be different in many ways. Rural and urban, Northern and Southern, or inner-city and suburban Americans may look, act, think, and speak differently from each other.
- (h) **Language Differences** – These are closely related to cultural or even sub-cultural differences. Some of your supervisors, peers, or subordinates may speak English as a second language. People from different parts of the country or different subcultures may use different slang or have different accents.

b. Benefits of Diversity

- (1) The Navy increasingly must recruit from a diverse population. In 2006, the American work force was 66% majority Caucasian and 34% minority (African-American, Hispanic, Asian, and “Other”). By 2020, projections are that it will be 60% majority Caucasian and 40% minority; by 2050 it is projected to be fully half minority. The Navy does not have to wait until 2020. The enlisted population as of 2007 is already 38% minority. The total force is 35% minority.

What difference does this make? This shift in demographics means a shift in the distribution of talent in the workforce. The Navy must be able to recruit and retain that talent.

This is especially important because the Navy competes directly with the other services and the private sector for that talent.

- (2) Here are some specific benefits of harvesting that diversity of talent:
 - (a) Full utilization of personnel
 - (b) Reduced conflict between individuals
 - (c) Enhanced work relationships
 - (d) Shared organizational vision

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Diversity

- (e) Greater innovation and flexibility
- (f) Improved productivity

c. Barriers to Diversity

- (1) Diversity is clearly a necessity and an asset for the Navy. However, human beings have a tendency to associate with those who are like them more than with those who are not.

When people of different races, genders, cultures, religions, etc., with different values are gathered together in one place, barriers can arise between them which prevent them from taking full advantage of their potential.

The following are some specific barriers to diversity that must be overcome:

- (a) **Stereotypes** – A rigid or biased perception in which individuals are ascribed certain traits whether they possess these traits or not, merely because of their membership in a specific national or social group; an exaggerated belief associated with a category.

Stereotypes can be negative (African Americans are lazy; Jewish people are stingy, Southerners are stupid) or positive (Asians are hard-working; African Americans are natural athletes; Southerners are friendly and hospitable). The point is that people who hold stereotypes act on their ideas and perceptions and not on reality.

- (b) **Prejudice** – A feeling (usually negative) based upon a faulty and inflexible generalization. It may be felt or expressed. It may be directed toward a group as a whole or toward an individual because he or she is a member of that group.

- (c) **Discrimination** – Any act or failure to act that is based in whole or in part on a person's membership or association with a certain group. Discrimination adversely affects privileges, benefits, dignity, working conditions, or treatment. Below are some specific types of discrimination:

- i **Racism/Sexism** – Any action or institutional structure which subordinates a person or group on the basis of race, color, or gender.
- ii **Religious Discrimination** – Any action, intended or unintended, that results in unjust treatment of persons or groups based on religion and for which distinctions are not supported by valid justification for religious discrimination, or rational considerations.

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(d) Epithets, Slurs, and Jokes

- i **Epithet** – Often a negatively characterizing, disparaging, or abusive word or phrase accompanying or occurring in place of a person or thing.
- ii **Slur** – An insulting or disparaging remark or innuendo with shaming or degrading effect.
- iii **Jokes** – The Navy does not find racist or sexist jokes amusing. They are prohibited in the Navy workplace.

(e) **Underutilization** – In the context of equal opportunity, the failure of supervisors to allow individuals to fill certain duty assignments and/or roles for which they are qualified solely because they belong to a certain group.

(2) Diversity is not just a good idea. The discrimination that can create barriers to diversity can also violate the Uniform Code of Military Justice (Art. 117) and Navy Regulations (Art. 1110).

(a) UCMJ Article 117 Provoking Speeches or Gestures - Any person subject to this chapter who uses provoking or reproachful words or gestures towards any other person subject to this chapter shall be punished as a court-martial may direct.

(b) Navy Regulations Article 1110 Standards of Conduct - 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.

d. Diversity and Navy Core Values

(1) Up to now, we've only listed the benefits of diversity and the consequences of erecting barriers to it. But diversity is not just a practical issue. It is also a moral and ethical issue.

The Navy exists to defend a nation whose ideals include equality and freedom for all. As an organization, the Navy should reflect the values it defends.

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- (2) Honor – Under the value of honor, the Navy Core Values Charter says we will: “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.” Unlawful discrimination is both illegal and unethical.

The Charter also says of honor, “We will be mindful of the privilege to serve our fellow Americans.” We serve *all* our fellow Americans, not just those who are like us, and we serve them better when we use our differences to create a better, stronger Navy.

- (3) Courage – According to the Charter, “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.” That means not only refraining from unethical discriminatory practices yourself, but having the courage to report them when you see or experience them.

We must also have the courage to “Be loyal to our Nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way.” People are the most important resource of any organization. Using that resource in the most “honest, careful, and efficient way” means uniting despite our differences and using those differences themselves to maximize our contributions to the Navy and the Nation.

- (4) Commitment – In reference to commitment, the Charter says we will: “Demand respect up and down the chain of command; Care for the safety, professional, personal and spiritual wellbeing of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity.”

In addition, “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.” As has already been demonstrated, respecting and leveraging diversity will improve the quality of our work, people, and selves.

- (5) Sailor’s Creed

Conclude with a review of how Navy Core Values directly relate to diversity.

e. Individual and Navy Core Values: Fostering a Positive Command Climate

- (1) Not many people would prefer to work in a climate in which they are victims of discrimination, underutilized, or harassed. A racist or sexist joke is rarely funny to those at

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Diversity

whom it is directed. And while conflict resulting from honest disagreement and respectful debate can be productive, conflict resulting from hostility, insults, and resentment rarely is.

Aligning your values with Navy Core Values by respecting diversity and leveraging its strength helps create an environment where everyone contributes to mission accomplishment, helps minimize unproductive conflict, and makes for a more pleasant and efficient workplace. It is also the right thing to do.

f. Summary.

- (1) Diversity is “all the different characteristics and attributes of individual Sailors and civilians which enhance the readiness of the Navy.”
- (2) Diversity is more than just race and gender. It includes religion, culture, language, and much more.
- (3) Diversity has many benefits for the Navy.
- (4) Barriers to diversity, such as stereotypes, prejudice, racism, sexism, and discrimination exist and need to be overcome.
- (5) Diversity is not just a good idea. It is required by regulation and by Navy Core Values.

OUTLINE SHEET 1-6-1

Equal Opportunity

A. Introduction

This lesson discusses the importance of Equal Opportunity to the Navy and the ethics, rules and regulations relating to Equal Opportunity.

B. Enabling Objective

- 1.6.1 DEFINE terms (Equal Opportunity, CMEO, EOA, discrimination, IG Hotline, whistle blower, extremist group, religious accommodation, Sexual Harassment, Green-light, Yellow-light, Red light behaviors, Don't Ask, Don't Tell, homosexual conduct, hazing).
- 1.6.2 IDENTIFY the Navy Regulations and Standard Organization and Regulations Manual (SORM) articles pertaining to EO and Administrative Corrective Measures.
- 1.6.3 IDENTIFY the reporting requirements for illegal discrimination.
- 1.6.4 IDENTIFY methods of reporting illegal discrimination.
- 1.6.5 IDENTIFY the consequences of illegal discrimination.
- 1.6.6 IDENTIFY methods for resolving discrimination complaints.
- 1.6.7 IDENTIFY components of the Navy's Sexual Harassment Policy.
- 1.6.8 DIFFERENTIATE behaviors that are sexual harassment from those that are not.
- 1.6.9 IDENTIFY key components of the Navy's Religious Accommodation Policy.
- 1.6.10 IDENTIFY key components of the Navy's Homosexual Conduct Policy.
- 1.6.11 LIST parameters for investigating threats or harassment for alleged homosexual conduct.
- 1.6.12 IDENTIFY components of the Navy's Hazing Policy.
- 1.6.13 IDENTIFY reporting requirements for hazing.
- 1.6.14 LIST consequences of hazing.
- 1.6.15 IDENTIFY components of the Navy's Fraternalization Policy.
- 1.6.16 IDENTIFY prohibited relationships under the Navy's Fraternalization Policy.

C. Lesson Outline

1. Equal Opportunity

a. Definitions

- (1) **Equal Opportunity (EO)** – The right of all persons to participate in, and benefit from, programs and activities for which they are qualified. These programs and activities shall be free from social, personal or institutional barriers that prevent people from rising to the highest level of responsibility possible. Persons shall be evaluated on individual merit, fitness and capability, regardless of race, color, national origin, gender, or religion.

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Equal Opportunity

- (2) **Command Managed Equal Opportunity (CMEO) Manager** – Command member (recommend E-7 to E-9 or officer with four years of service) appointed in writing by the Commanding Officer, who functions as the single point of contact for EO issues within the command. Coordinates complaint reporting and tracking.
 - (3) **Equal Opportunity Advisor (EOA)** – The EOA serves as primary advisor and subject matter expert to Commanding Officers and Command Managed Equal Opportunity (CMEO) Managers, and provide assistance to other members in the chain of command on EO issues. In this capacity, EOAs provide EO briefings, training, and assist visits to subordinate commands. EOAs typically do not conduct command investigations into EO issues, but instead serve as EO process advisors and reviewing subject matter experts.
- b. Navy Regulations and the Standard Organization and Regulations Manual (SORM) and Equal Opportunity
- (1) Navy Regulations – The following regulations are applicable to Equal Opportunity policy:
 - (a) NAVREG Article 1110, Standards of Conduct – 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.
 - (b) NAVREG Article 1133, Language Reflecting on a Superior – No person in the naval service shall use language which may tend to diminish the confidence in or respect due to his or her superior officer.
 - (c) NAVREG 1151, Direct Communication with the Commanding Officer - The right of any person in the naval service to communicate with the Commanding Officer in a proper manner, and a proper time and place, shall not be denied or restricted.
 - (d) NAVREG 1156, Forwarding Individual Requests – Requests from persons in the naval service shall be acted upon promptly. When addressed to higher authority, requests shall
 - (2) Standard Organization and Regulations Manual (SORM) of the US Navy:
 - (a) SORM Article 142.1, Administrative Corrective Measures – The UCMJ provides for judicial and non-judicial (Article 15) punishment for violations of law or regulations.

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Equal Opportunity

SORM provides for certain non-punitive measures to correct deficiencies in performance. These include the following:

- i. Extra Military Instruction (EMI)
- ii. Withholding of Privileges
- iii. Extension of Working Hours

c. Reporting Requirements for Illegal Discrimination

- (1) What is illegal discrimination? Discrimination was covered in “Diversity.” As we saw in that lesson, discrimination can be legal or illegal. Illegal discrimination is discrimination on the basis of race, color, national origin, gender, or religion that is not otherwise authorized by law or regulation.

If you are a victim or witness of illegal discrimination, you have both a right and a duty to report it. That right and duty are spelled out in the Navy Regulations and the Uniform Code of Military Justice (UCMJ).

- (2) NAVREG Article 1137, Obligation to Report Offenses
- (3) NAVREG Article 1150, Redress of Wrong Committed by a Superior
- (4) If the superior by whom a Sailor feels wronged is his or her commanding officer, UCMJ Article 138, Complaints of Wrongs, provides for complaints against that commanding officer.
- (5) Anyone making a complaint of discrimination must do so in good faith. False accusations are punishable under Article 107 False Official Statements of the UCMJ.

d. Methods of Reporting Illegal Discrimination

- (1) The Navy prefers individuals who believe they have experienced or witnessed illegal discrimination to use the informal resolution system (IRS). However, there is no requirement to attempt informal resolution before filing a formal complaint. The IRS was covered in the “Communication and Conflict Resolution” lesson.

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Equal Opportunity

(2) If informal resolution fails or an individual chooses to go straight to a formal complaint, that individual has several options:

(a) File an Equal Opportunity complaint form with the command- designated Point of Contact for receiving EO complaints, usually the Equal Opportunity Advisor (EOA) or Command Managed Equal Opportunity (CMEO) Manager.

(b) An individual alleging illegal discrimination, and who feels that the command is not acting on it, may file a complaint with an Echelon II or Navy Inspector General (IG) using the IG Hotline.

Information on the IG Hotline, how to use it, and contact information for Echelon II and Navy Inspectors General is available on the Navy Inspector General's Website, <http://www.ig.navy.mil>.

(c) A Sailor with an Equal Opportunity grievance has the right to contact his or her elected representatives.

e. Consequences of Involvement in Illegal Discrimination

(1) The consequences of illegal discrimination are not limited to just perpetrators, witnesses, and victims. A work place filled with hostility and destructive conflict is neither pleasant nor efficient.

(2) Perpetrators of illegal discrimination can be subject to both courts-martial and non-judicial punishment (NJP).

In addition, that court martial or NJP will be noted on the perpetrators Fitness Report or Enlisted Evaluation and become part of his or her permanent service record. Not only can this have adverse consequences for a Navy career, but also efforts to secure a career outside the military. What company will want to risk costly lawsuits by hiring someone prone to committing acts of discrimination?

(3) According to Navy EO policy, a "Whistle Blower" is someone in an organization who witnesses behavior by members that is either contrary to the mission of the organization, or threatening to the public interest, and who decides to speak out publicly about it.

Whistle blowers are protected by federal law and Navy policy from reprisals. A reprisal is: Taking or threatening to take an unfavorable personnel action or withholding or threatening

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to withhold a favorable personnel action, or any other act of retaliation, against a military member for making or preparing a protected communication.

The same law and policy forbid anyone from denying any servicemember the right to communicate with inspectors general or elected officials.

f. Resolution of Discrimination Complaints

- (1) Informal Resolution System (IRS) – As previously noted, the IRS was covered in Communications and Conflict Resolution.
- (2) Resolution of Formal Complaints – An individual who files a formal complaint of illegal discrimination can expect the following resolution process:
 - (a) The complaint should be filed within 60 days of the incident or, if there has been a series of incidents, within 60 days of the most recent one. A Commanding Officer who feels the circumstances warrant it may accept complaints beyond the 60 days.
 - (b) The person receiving the complaint submits it to the commanding officer within 24 hours..
 - (c) When the CO receives the complaint, the CO assigns a primary investigating officer (PIO) and assigns advocates to each complainant, the alleged offender, and any witnesses.
 - (d) The investigating officer notifies the complainant that the investigation has begun.
 - (e) When the investigation is complete, the complaint is adjudicated by the appropriate authority. The investigator notifies the complainant that the complaint has been resolved and informs the complainant of the right to request a review by the next higher authority. The command then conducts a follow-up debrief.
 - (f) Both the complainant and the alleged offender have the right to appeal the decision.

Note: This process also applies to complaints of Sexual Harassment.

g. Sexual Harassment

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- (1) Definition – A form of discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

For an act to be considered sexual harassment it must meet three criteria:

- i. It must be unwanted, unsolicited
 - ii. It must happen in or impact the workplace
 - iii. It must be sexual in nature
- (2) Sexual Harassment Policy – The Navy’s policy is that sexual harassment is prohibited. All personnel will be provided a work environment free of sexual harassment. Off duty or non-duty behavior that affects the military workplace may also be considered sexual harassment.
- (3) Traffic Lights and Sexual Harassment – For behavior to constitute sexual harassment, it must be sexual in nature, unwanted, and work connected. That covers a wide range of behaviors. Harassment is also based on the perceptions of those who feel victimized by it. That adds a subjective element (even though there is a common sense “reasonable person” standard, i.e. would a reasonable person find the behavior offensive).

To clarify what behaviors constitute sexual harassment, the Navy uses the “Traffic Light” analogy. That analogy divides behaviors into three zones corresponding to the colors on a traffic light:

- (a) Green-light – “Green” behaviors are acceptable. They clearly do not constitute sexual harassment. This light includes such behavior as non-sexual touching (shaking hands, a pat on the shoulder), counseling on military appearance, social interaction, showing concern or encouragement, a polite compliment, or friendly conversation.
- (b) Yellow-light – “Yellow” behaviors are less clear and more risky. They skirt the line and occasionally cross it. They *can* be sexual harassment, but aren’t necessarily. This light includes behaviors like violating personal space, whistling, questions about personal life, lewd or sexually suggestive comments, leering, staring, repeated requests for dates, foul language, or sexually suggestive touching or gesturing.
- (c) Red-light – No doubts here. “Red” behaviors are *always* unacceptable and *always* constitute sexual harassment. Behaviors in this light include (but are not limited to) sexual favors in return for employment rewards, threats if sexual favors are not provided

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(*Quid Pro Quo* Sexual Harassment), sexually explicit pictures (including calendars or posters) or remarks, using status to request dates, or obscene letters or comments (Hostile or Intimidating Work Environment).

(d) Traffic Lights and Sexual Harassment – Red or Yellow?

(4) Traffic Light Case Studies

h. Religious Accommodation

(1) SECNAVINST 1730.8 (series) – This instruction clearly lays out the Navy’s Religious Accommodation policy in some detail. The instruction covers:

- (a) Religious Observance – Religious observances and Sabbaths are accommodated unless some necessity prevents accommodation. Commanding officers decide whether non-accommodation is necessary.
- (b) Dietary Observance – If it does not affect the health, safety, or readiness of a unit, commanding officers may grant requests for separate rations for individuals because of their religious traditions or observances.
- (c) Immunizations – Individuals with religious objections to immunization may apply for a waiver to Surgeon General. Those religious objections are balanced against the medical risk to the individual and the unit and against military requirements like alert status, deployment potential, and availability of the individual for reassignment to units requiring full medical readiness.
- (d) Uniforms – Members of the Navy may wear religious articles under the following circumstances:
 - i. The articles are not visible and do not interfere with the performance of the member’s military duties or the proper wearing of any authorized article of the uniform
 - ii. If they are visible, they are neat, tidy, conservative, and not showy in size, style, or color
 - iii. They cannot be temporarily or permanently affixed or appended to any article of the uniform

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- iv. They are worn while the member is attending an organized worship service
- (2) If you are outside the U.S. you must and should follow NAVREG Article 1136, Foreign Religious Institutions. It reads: “Persons in the Department of the Navy shall respect the religious institutions and customs of the foreign countries they visit.”

i. Homosexual Conduct Policy

- (1) Under Title X, Section 654 of the U.S. Code (USC), implemented in the Navy by NAVADMIN 33/94, a member of the armed forces shall be separated from the armed forces under one or more of the following conditions:
- (a) That member engages in, attempts to engage in, or attempts to influence someone else to engage in homosexual acts. The USC defines “homosexual act” as:
 - i. Any bodily contact, taken or allowed, between members of the same sex for the purpose of satisfying sexual desire
 - ii. Any bodily contact a reasonable person would understand to demonstrate a desire or intent to engage in the act described above
 - (b) The member has claimed to be a homosexual or bisexual
 - i. A “homosexual” is a person of either sex who engages or intends to engage in homosexual acts. It includes the terms “gay” and “lesbian.”
 - ii. A “bisexual” is a person of either sex who engages or intends to engage in both homosexual and heterosexual acts.
 - (c) The member has married or attempted to marry someone of the same sex.
- (2) Exceptions to the Policy. According to MILPERSMAN 1910-148, the member may be allowed to stay in the Navy if an investigation finds that:
- (a) The homosexual conduct is not the member’s usual behavior.
 - (b) It is not likely to happen again

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- (c) It was accomplished by force
 - (d) Keeping the member is consistent with the Navy's interest in discipline, good order, and morale.
- (3) NAVADMIN 33/94 makes clear that a person's sexual orientation is a personal and private matter. A Sailor cannot be separated from the Navy for sexual orientation, only for sexual conduct.
- (4) An investigation into charges of homosexual conduct can *only* be initiated on credible evidence about a members *conduct*.
- (a) Perception and rumor are not credible evidence. Neither are such activities as attending gay rights rallies, going to homosexual bars, or possessing and reading homosexual oriented publications.
 - (b) Credible evidence includes:
 - i. A claim by a member to be homosexual or bisexual.
 - ii. A reliable person observing or hearing a member engage in homosexual acts.
 - iii. A reliable person observing or discovering a member writing or speaking a statement conveying intent to engage in homosexual behavior.
 - iv. A reliable person observing behavior that a reasonable person would believe indicates intent to commit homosexual acts.
- (5) Claiming to be homosexual or bisexual to avoid military obligation or deployment is illegal as well as dishonest. You have made a commitment. False claims of homosexuality or bisexuality are a failure to honor that commitment. It is dishonest and punishable under regulations and the UCMJ.
- j. Hazing
- (1) Definition: Hazing is any conduct by which one military member or members, regardless of service or rank, exposes another military member or members, regardless of service or rank, to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful.

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- (2) Hazing includes (but is not limited to): threatening or giving bodily harm, striking, branding, taping, tattooing, shaving, greasing, painting, requiring more physical exercise than necessary to meet standards, “pinning”, “tacking on”, “blood wings”, or forcing or requiring consumption of food, alcohol, or other substances.
- (3) Hazing does *not* include command-authorized or operational activities, training to prepare for such missions or operations, administrative corrective measures, extra military instruction; athletics events, command-authorized physical training, contests or competitions and other similar activities authorized by the chain of command.
- (4) Reporting hazing – Incidents of hazing must be reported to the commanding officer. After the CO has been informed an Investigating Officer is appointed. The CO must report substantiated incidents of hazing via Special Incident Reporting Procedures in accordance with OPNAVINST 3100.6H.
- (5) Consequences of Hazing - Hazing can have terrible consequences for the individual, the unit, and the Navy.
 - (a) It degrades and diminishes the ability of victims to function within their unit.
 - (b) It destroys self-confidence and trust in their fellow Sailors.
 - (c) It is destructive to combat readiness.
 - (d) Hazing violates Navy policy and can violate UCMJ articles against assault, sexual assault, and others. Involvement in committing hazing can lead to court martial or non-judicial punishment. Involvement in submission to hazing can result in serious injury or even death. It also violates Navy Core Values.

k. Fraternalization Policy

- (1) Definition – Fraternalization is a personal relationship that violates the acceptable boundaries of senior-subordinate relationships.

Fraternalization undermines good order and discipline. It can call into question a senior’s objectivity, result in actual or apparent preferential treatment, undermine the authority of a senior, and compromise the chain of command.

- (2) Components of Navy policy on Fraternalization

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- (a) Personal relationships between seniors and subordinates that are unduly familiar and do not respect differences of rank and grade are prohibited.
- (b) Those relationships are prohibited regardless of rank, grade, gender, or service affiliation, including unduly familiar relationships with members of foreign military services.
- (c) Commands are expected to take necessary administrative or disciplinary action to correct such inappropriate behavior.

(3) Prohibited Relationships

- (a) Personal relationships between officers and enlisted members that do not respect differences in grade or rank.
- (b) Personal relationships between chief petty officers (E-7 through E-9) and junior personnel (E-1 through E-6) within their own command. Commanding officers can modify this policy for their commands at their discretion.
- (c) Previously existing relationships may be exempt. For example, if a husband and wife are both enlisted, and one becomes an LDO or completes an officer accession program, the relationship can continue.

If this occurs in pre-existing relationship, according to OPNAV INSTRUCTION 5370.2C, “servicemembers who are married or otherwise related (i.e., father, son, etc.) to other servicemembers, must maintain the requisite respect and decorum attending the official relationship while either is on duty or in uniform in public.”

1. Summary

- (1) Equal Opportunity exists to allow the Navy to take full advantage of its diversity and to provide fair and equitable treatment of all Sailors regardless of race, religion, national origin, or gender.
- (2) Informal resolution of such complaints is best because it is most efficient and saves the most time and resources. However, informal resolution is not required before filing a formal complaint.

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- (3) The Navy respects the religious diversity of its members and accommodates their religious practices as far as possible consistent with unit cohesion, health of its members, and combat readiness.
- (4) Hazing is any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Victims and witnesses of it are obligated to report it.
- (5) Fraternization is a personal relationship that violates the acceptable boundaries of senior-subordinate relationships. It undermines discipline, order, and morale.
- (6) People who live by Navy Core Values respect other individuals. Your commitment to the Navy includes treating your diverse shipmates equitably and fairly. To do otherwise is dishonorable. Have the courage to refrain from discrimination, sexual harassment, hazing, and fraternization and to report it when you encounter it.

OUTLINE SHEET 1-7-1

Violent Crime and Suicide Awareness

A. Introduction

This lesson discusses Violent Crime and Suicide in the Navy and what you can do about them.

B. Enabling Objectives

- 1.7.1 DEFINE terms (Blue-on-Blue, assault, domestic violence, child abuse).
- 1.7.2 IDENTIFY the reporting requirements for violent crime.
- 1.7.3 IDENTIFY how to report a violent crime.
- 1.7.4 STATE what a victim or witness to a violent crime should do.
- 1.7.5 LIST two consequences of being involved in a violent crime.
- 1.7.6 DEFINE terms (suicide, suicide attempt, first responder).
- 1.7.7 IDENTIFY three things you should do to help someone who is suicidal.
- 1.7.8 IDENTIFY three things you should **never** do to help someone who is suicidal.
- 1.7.9 LIST three sources of help for someone who is suicidal

C. Lesson Outline

1. Violent Crime and Suicide Awareness

a. Violent Crime

(1) Definitions

- (a) **“Blue-on-Blue” Violence** – Violence committed by a military member against another military member, a military member against a military dependent, or a military dependent against a military member.
- (b) **Assault** – According to the UCMJ, attempting or offering to do bodily harm to another person, whether or not the attempt is successful.

The UCMJ defines aggravated assault as:

- i. Assault with a dangerous weapon or other means or force likely to produce death or grievous bodily harm, or
- ii. Committing assault and intentionally inflicting grievous bodily harm with or without a weapon.

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Sexual assault is intentional sexual contact characterized by the use of force, physical threat, or abuse of authority when the victim does not or cannot consent. It includes the following:

- iii. Rape
 - iv. Non-consensual Sodomy (oral or anal sex)
 - v. Indecent assault (unwanted sexual contact or fondling with intent to satisfy sexual desire)
 - vi. Attempts to commit any of these acts
- (c) **Domestic Violence** – The use, attempted use, or threatened use of violence against a person of the opposite sex, who is a current or former spouse, a person with whom the abuser shares a child in common, or a current or former intimate partner with whom the abuser shares or has shared a common domicile.
- (d) **Child Abuse** – Child abuse can be physical, emotional, or sexual. It also includes neglect.
- i. **Child Physical Abuse** – Any non-accidental injury to a child or any act that results in physical impairment of a child. An act is child physical abuse when bodily harm occurs, the bodily harm was done with unlawful force or violence, and the person harmed was a child under the age of 16 years.
 - ii. **Child Emotional Abuse** – Actions including acts or a pattern of acts, omissions or a pattern of omissions, or passive or passive-aggressive inattention to a child's emotional needs resulting in an adverse affect on the child's psychological well being. It also includes intentional berating, disparaging or other verbally abusive behavior toward the child, and violent acts that may not cause observable physical injury.
 - iii. **Child Sexual Abuse** – Includes rape, attempted rape, carnal knowledge, attempted carnal knowledge, molestation, sodomy, assault with intent to commit sodomy, indecent acts not amounting to sodomy, and other sex-related crimes (incest, indecent exposure, obscene telephone calls, child pornography, voyeurism, etc.) with a person who is younger than sixteen (16) years of age.

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- iv. Child Neglect – Actions or omissions by a parent, guardian, or caretaker, including, but not limited to, deliberate or negligent withholding or deprivation of necessities like food, shelter, clothing, and health care; lack of adequate supervision, emotional or educational neglect, and abandonment.

(2) Extremist Groups and Gangs

- (a) We have previously discussed crimes committed by individuals or within families. There are also groups organized to commit crimes, extremist groups and gangs.

Extremist groups and gangs are not common in the Navy. They do, however, exist, and they could attempt to recruit Sailors, join the Navy, or—if they are already in the Navy—cause problems in Navy workplaces. Even one extremist or gang member in the Navy is a problem. So knowing who they are will be beneficial to Sailors.

(b) Definitions

- i. **Extremist Group** – An organization that advocates supremacist causes; attempts to create illegal discrimination based on race, creed, color, ethnicity, national origin, gender, religion, advocates using force or violence; or otherwise engages in efforts to deprive individuals of their civil rights.
 - ii. **Gang** – A group of individuals whose acts of crime are committed against the public at large as well as other groups. A gang usually has in common one or more of the following traits: geographic area of residence; race, or ethnic background. They usually have a defined hierarchy that controls the general activities of gang members.
- (c) It is important to understand that people who disagree with you, are of different beliefs, or support different causes, are *not*, by virtue of that fact, extremists.

Also, the U.S. Constitution guarantees every American the right of free association. Therefore, simply belonging to a particular group or gang is not, in itself, illegal or forbidden by Navy policy.

What *is* forbidden by Navy policy is active participation in extremist groups or the kinds of criminal activities associated with gangs. Active participation is defined as:

- i. Publicly demonstrating or rallying

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- ii. Fund raising
 - iii. Recruiting and training members
 - vi. Otherwise engaging in activities in relation to or in furtherance of the objectives of such organizations.
- (d) We've already discussed stereotyping and prejudice in the "Diversity" lesson. Be wary of making snap judgments. A young person with a gang tattoo may not know it is a gang tattoo or may be a former gang member trying to straighten out by joining the Navy. Gang hand signals may indicate nothing more than young people being "cool."

The same is true of extremist groups. Tattoos or other symbols may not be what they seem. The Celtic Cross, for example, is a neo-Nazi symbol but also an Irish Catholic symbol. Such tattoos may also indicate a person with a supremacist past trying to get away from it.

(3) Reporting requirements for violent crimes.

- (a) Navy Regulations (NAVREG) Article 1137 Obligation to Report Offenses obligates Sailors to report "all offenses under the Uniform Code of Military Justice (UCMJ).

Failure to report a crime can be considered Dereliction of Duty under UCMJ Article 92 Failure to Obey an Order or Regulation.

- (b) You are required not only by law and regulation to report violent crime, but by Navy Core Values as well.

(4) Reporting violent crime

- (a) If you are witnessing a crime or have reason to believe one is or will be occurring, call 911 (or the international equivalent if you are overseas).

- (b) Other options are to contact:

- i. Your command
- ii. Your Chaplain
- iii. The Naval Criminal Investigative Service (NCIS)

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- iv. Family Advocacy Program (FAP) for domestic violence or child abuse
- v. Base security

(5) Victims and Witnesses of Violent crime – What should you do?

- (a) Report the crime.
- (b) If you are a victim, seek medical attention if you need it.
- (c) If you witness a violent crime and the victim is not able to seek medical attention, seek it for him or her. Take care of your shipmates.
- (d) If you are a victim of rape or sexual assault avoid destroying potential evidence (by showering, bathing, washing garments, etc.) until after a medical examination is completed.
- (e) Violent crime, especially sexual assault and rape, can result in Post Traumatic Stress Disorder (PTSD) in victims. If you are a victim, seek counseling. If you know a victim, advise that person to seek counseling.

A victim of sexual assault may also contact the command Sexual Assault Victim Intervention (SAVI) program Point of Contact (POC), Victim Advocate, or Sexual Assault Resource Coordinator (SARC). SAVI personnel are trained in handling sexual assault cases. Victims can make an “unrestricted report” which results in command notification and official investigation. They may also make a “restricted report” after which they will receive all SAVI services but with no command notification or official investigation. Your command should identify your command POC for this.

- (6) Violent crime is a serious issue, and being found guilty of a violent crime can have severe consequences for the offender. Those can include:
- (a) Courts-Martial
 - (b) Dismissal with Other Than Honorable (OTH) discharge
 - (c) Judicial punishment (encompasses Courts-Martial)

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- (d) Non-judicial punishment (encompasses Captain's Mast)
- (e) Loss of pay and other financial consequences
- (f) Administrative consequences
- (g) Civil consequences

b. Suicide Awareness and Prevention

Violence can be directed at oneself as well as at others. Suicide affects not only the one who commits it, but also family, friends, co-workers, and the Navy. Just as we must do all we can to prevent other kinds of violent crime, we must do our part to prevent suicide.

(1) Definitions

- (a) **Suicide** – An intentional act resulting in one's own death.
- (b) **Suicide Attempt** – An intentional act causing self-harm, where death would have occurred without direct intervention.
- (c) **First Responder** – A person who first recognizes the threat or risk of suicide and responds to prevent the possibility of a suicide.

(2) Warning signs/Risk factors for suicide

- (a) Talk about committing suicide
- (b) Depression
- (c) Substance abuse
- (d) Previous suicide attempt(s)
- (e) Recent trouble with:
 - i. An intimate relationship
 - ii. Finances

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iii. Work/Career

vi. The law

(3) How to help someone who is suicidal – ACT: Ask, Care, Treat

(a) **Ask** – If you believe someone is considering suicide, ask them directly. Then actively listen and acknowledge their talk, behavior and feelings.

(b) **Care** – Let the individual know you care and understand. Care about your shipmate.

(c) **Treat** – Inform the chain of command, and obtain professional help as soon as possible.

(4) What *not* to do:

(a) Debate the right or wrong of suicide or of the individual's thoughts or feelings or lecture on the value of life.

(b) Encourage the individual to do it.

(c) Ignore the problem or be sworn to secrecy. GET HELP.

(d) Act shocked.

(e) Leave a suicidal individual alone

(5) Where to go for help

(a) Command leadership

(b) Medical services

(c) Chaplains

(6) Post Traumatic Stress Disorder (PTSD) and Combat Operational Stress Injury (COSI) can be other risk factors for suicide. PTSD can result from any traumatic event such as an automobile accident, a rape, or an assault. With the wars in Iraq and Afghanistan, more and more Sailors are Individual Augmentees returning from the battlefields to their units. These

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Violent Crime and Suicide Awareness

Sailors may be suffering from COSI. Suicidal individuals suffering from PTSD or COSI exhibit many of the same symptoms as other suicidal individuals and can use many of the same sources for help. In addition, they have unique symptoms and needs.

c. Summary

OUTLINE SHEET 1-8-1

Military Etiquette and Courtesy

A. Introduction

This lesson discusses etiquette and courtesy and how those are expressed in a specifically Navy setting.

B. Enabling Objectives

1.8.1 OBSERVE proper military etiquette

1.8.2 RENDER proper military courtesy

1.8.3 RENDER a proper salute

C. Lesson Outline

1. Military Etiquette and Courtesy

2. Military Etiquette: The information in the slide is taken directly from the Basic Military Requirements, NAVEDTRA 14325; they apply to us all, officer and enlisted. The root of each of these statements can be found in the Navy's Core Values – Honor, Courage and Commitment. The first word in each bullet is a verb, implying that some action or decision is required.

a. Etiquette and Courtesy defined.

(1) Etiquette: A code of ethical behavior regarding professional practice or action among the members of a profession in their dealings with each other: military etiquette. (Webster's Dictionary).

(2) Courtesy: An excellence of manners or social conduct; polite behavior; done or performed as a matter of courtesy or protocol: a courtesy call on the base commander. (Webster's Dictionary).

A common example is removing your cover while on the mess decks.

b. Respect for Seniors: Juniors should show respect to seniors at all times by recognizing their presence and by being courteous and respectful in speech and manner.

c. Respect for Juniors: Seniors have an ethical obligation to show respect for juniors, through leading by example and being courteous and respectful through speech and manner.

d. Officer and CPO Country: Officer Country is that part of the ship where officers have their staterooms and wardrooms. CPO Country is where the chief petty officers have their living

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Military Etiquette and Courtesy

spaces and mess. Besides being the private areas in which officers and chiefs eat, sleep, and interface with one another, other activities relating to the operation of the ship or command happen in these spaces.

- e. Divine Worship Service: Whether a command has a chaplain assigned or not, Sailors are entitled to come together to worship. Just like religious services in the civilian community, there are certain courtesies to follow when Divine Worship Services are underway.
- f. Military Ceremonies
 - (1) Change of Command
 - (2) Flag Folding Ceremony
 - (3) Awards Ceremonies
 - (4) Retirement Ceremonies
- g. The Quarterdeck: is an area designated by the commanding officer to serve as the focal point for official and ceremonial functions. The Quarterdeck, consequently, is treated as a “sacred” part of the ship.
- h. Small Boat Etiquette: The basic rule in Navy etiquette, to make way for seniors.
- i. Addressing and Introducing Personnel: Custom, tradition, and social situation determine how members of the naval service are introduced. Although tradition and military customs generally hold true, there are some differences in methods of addressing and introducing military personnel, depending on whether you are in civilian or military circles.
 - (1) Captain’s or Admiral’s Call – While these are somewhat less formal situations that are designed to allow Sailors to question their superiors, there are still formalities that should be followed.
 - (2) Language to Avoid – Always avoid things like “Yea!” “Uh huh,” “Yep!,” “Yo!”
- j. Saluting and Flag Etiquette
 - (1) The rendering of a proper salute is a required act of military courtesy. Founded on military custom deeply rooted in tradition. The salute is a symbol of respect and a sign of comradeship among service personnel.
 - (2) What is a “proper salute?”

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Military Etiquette and Courtesy

- (a) Raise the right hand smartly until the tip of the forefingers touches the lower part of the headgear or forehead above and slightly to the right of the eye (fig. 9-1).
 - (b) Extend and join the thumb and fingers.
 - (c) Turn the palm slightly inward until the person saluting can just see its surface from the corner of the right eye.
 - (d) The upper arm is parallel to the ground; the elbow is slightly in front of the body.
 - (e) Incline the forearm at a 45° angle; hand and wrist are in a straight line.
 - (f) Complete the salute (after it is returned) by dropping the arm to its normal position in one sharp, clean motion.
- (3) Simple and Dignified: The salute is simple yet dignified; a gesture that carries great significance. It is a time-honored demonstration of courtesy among all military personnel that expresses mutual respect and pride in the service. Saluting, it's a Privilege - Never resent or try to avoid saluting persons entitled to receive the salute. (The privilege of saluting is generally denied prisoners because their status is considered unworthy of the comradeship of military personnel.)
- (4) The Flag: Courtesy and etiquette play a large role in how we handle, and show respect for our National Ensign. The Title 4, Chapter 1 of the U.S. Code sets out standards of respect that should be observed.
- (a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.
 - (b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.
 - (c) The flag should never be carried flat or horizontally, but always aloft and free.
 - (d) The flag should never be used as wearing apparel, bedding, or drapery.
 - (e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.
 - (f) The flag should never be used as a covering for a ceiling.
 - (g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

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Military Etiquette and Courtesy

- (h) The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.
 - (i) The flag should never be used for advertising purposes in any manner whatsoever.
 - (j) No part of the flag should ever be used as a costume or athletic uniform.
 - (k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.
3. Summary: This lesson is all about military courtesy, etiquette, and respect. Military etiquette and courtesy have evolved over time with one central theme, an outward demonstration of respect – respect that flows both up and down the chain of command. The definitions of both words etiquette, and courtesy, speak to issues of behavior and social conduct. How that respect is demonstrated can be seen in a variety of ways, some of which include:
- Respect for seniors
 - Respect for juniors
 - Entering into Officer or CPO Country
 - Divine Worship Services
 - Quarterdeck
 - Small boat etiquette
 - Addressing and introducing personnel
 - Saluting and flag etiquette
- a. Military etiquette and courtesies are part of our day-to-day lives. Sometimes we forget to follow them or maybe bend them a little and, unfortunately, we sometimes actively avoid them. Our commitment to Navy Core Values shouldn't let us do that.
 - b. Our commitment to Honor says that we will “conduct ourselves in the highest ethical manner in all relationships with peers, superiors, and subordinates:
 - c. In acknowledging our commitment to Courage, we accept that “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. Lastly, our Commitment to these core values acknowledges that “I will obey the orders . . .” those words we uttered when we swore to support and defend the constitution.
 - e. As Navy men and women, we are proud professionals; it's our duty to work as a team.

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Military Etiquette and Courtesy

We cannot achieve this type of professionalism without maintaining a mutual level of respect for one another. The job will be made a bit easier if we observe the principles of military etiquette and courtesy.

f. Questions

OUTLINE SHEET 1-9-1

Uniform Wear

A. Introduction

This lesson discusses the proper way to wear a Navy Uniform.

B. Enabling Objectives

- 1.9.1 DEFINE terms: uniform items, prescribed items, organizational clothing, accessories, conservative dress, appropriate clothing, inappropriate clothing, pregnancy uniforms.
- 1.9.2 STATE the relationship between personal appearance and pride in wearing the uniform.
- 1.9.3 IDENTIFY the proper use of accessories (backpack cell phone, PDA, bags, earrings, jewelry) while in uniform.
- 1.9.4 DISTINGUISH between Navy uniforms and organizational clothing.

C. Lesson Outline

1. Uniform Wear

2. Old and the New – The uniforms that we wear have changed many times in the over 200 plus years our Navy has been around. There are some similarities, and those are part of the traditions and heritage we carry forward.
3. Old Expression - There’s an old expression that says “*you never get a second chance to make a good first impression.*” Who and what you are, or at least who and what you are perceived to be, is determined in a few moments. It may not be a correct perception, but it happens, and you do have some control over how others perceive you, your Navy, and your country.
 - a. You **shall** wear your uniforms properly as described in these regulations. Naval personnel **must present a proud and professional** appearance that **will reflect positively** on the individual, the Navy, and the United States. The uniforms of the United States Navy and the indications of rank and specialty displayed thereon, are but outward symbols of naval organization and military rank or rating. As such, **the Navy uniform is a visibly important element in the morale, pride, discipline, and effectiveness of the organization.**
—U.S. Navy Uniform Regulations, NAVPERS 15665
 - b. Maternity Uniforms – Pride and professionalism extends to pregnant Sailors as well. At some point, to maintain a sharp image they will have to shift to maternity uniforms. The design of these uniforms enables them to perform their duties while maintaining a sharp appearance, one that continues to demonstrate personal pride.

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Uniform Wear

- c. Certified maternity uniforms are mandatory for all pregnant women in the Navy when a uniform is prescribed and regular uniforms no longer fit. Personnel are expected to wear regular uniforms upon return from convalescent leave; however, commanding officers may approve the wear of maternity uniforms up to six months from the date of delivery based on medical officer diagnosis/recommendation.
- d. Representing the Navy – Regardless of where we are, what our jobs may be, how we are perceived by others has an impact upon how they perceive the Navy as a whole, and when in foreign countries or ports, how they perceive the United States.
- e. Detractors – those things that might lead to forming an unfavorable perception of a Sailor or the Navy.
 - (1) Sloppy Uniforms – Probably the most obvious of the detractors is a sloppy looking uniform. Recalling an excerpt from Navy Uniform Regulations we saw earlier, “Naval personnel **must present a proud and professional appearance that will reflect positively** on the individual, the Navy, and the United States.”
 - (2) Fingernails
 - (a) Length
 - (b) Color
 - (3) Cosmetics
 - (4) Tattoos/Body Art/Brands. Four Criteria are used to determine whether tattoos/body art/brands are permitted for Navy personnel while wearing civilian clothing: content, location, size, and cosmetic.
 - (a) Content - Tattoos/body art/brands located anywhere on the body that are prejudicial to good order, discipline, and morale or are of a nature to bring discredit upon the naval service are prohibited.
 - (b) Location - No tattoos/body art/brands on the head, face, neck, or scalp.
 - (c) Size – Individual tattoos/body art/brands exposed by wearing a short sleeve uniform shirt shall be no larger in size than the wearer’s hand with fingers extended and joined with

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the thumb touching the base of the index finger. Those that are larger than this are waivable provided they do not violate content and/or location criteria.

- (d) Cosmetic – This refers to medical or surgical procedures conducted by licensed, qualified medical personnel to correct medical conditions requiring such treatment.
- (5) Mutilations - Intentional mutilation of any part of the body is prohibited. Mutilation is defined as the intentional radical alteration of the body, head, face, or skin for the purpose of and/or resulting in an abnormal appearance.
 - (a) Split or forked tongue
 - (b) Foreign objects inserted under the skin to create a design or pattern.
 - (c) Enlarged or stretched out holes in ears (other than a normal piercing)
 - (d) Intentional scarring on neck, face, or scalp
 - (e) Intentional burns creating a design or pattern
- (6) Jewelry
 - (a) No oddness or faddishness of dress, jewelry, or grooming is permitted.
 - (b) No pencils, pens, pins, handkerchiefs, or jewelry may be worn or exposed **on the uniform**
- (7) Earrings for Women in Uniform;
 - (a) Must be the 6 mm-ball (approximately 1/4 to 1/8th inch) type with a plain brushed matte finish or a shiny finish; either the screw-on or post type.
 - (b) E-6 and below must wear silver earrings
 - (c) CPOs and officers must wear gold earrings.
 - (d) Small single pearl earrings are authorized for dinner or formal dress uniforms.
- (8) Earrings for Men - are not authorized while in uniform. Additionally, earrings are not authorized in civilian attire when in a duty status or while in/aboard any ship, craft, aircraft, or in any military vehicle or within any base or other place under military jurisdiction, or while participating in any organized military recreational activities. When considered appropriate by the prescribing authority under article 7201.2, earrings may be prohibited while in foreign countries.

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- (a) Art 7201.2: WEAR OF CIVILIAN CLOTHES IN FOREIGN FORTS. Personnel traveling in a foreign country may wear civilian clothes, but wearing civilian clothes shall not conflict with article 1301.4. Prescribing authorities are responsible for setting civilian clothes guidelines appropriate for foreign countries.
- (b) Art 1301.4: COMMERCIAL TRANSPORTATION. When traveling on commercial international flights, Navy personnel in a duty, leave, or liberty status will wear an appropriate uniform or civilian clothing as required by the USAF Foreign Clearance Guide. For travel in the United States, Navy personnel using a commercial mode of transportation may wear appropriate uniform or civilian clothing.

(9) Body Piercing.

These are not authorized while in uniform. No articles, other than earrings for women specified above, shall be attached to or through the ear, nose, or any other body part. Additionally, body piercing is not authorized in civilian attire when in a duty status or while in/aboard any ship, craft, aircraft, or in any military vehicle or within any base or other place under military jurisdiction, or while participating in any organized military recreational activities. When considered appropriate by the prescribing authority under Art 7201.2, body piercing may be prohibited while in foreign countries.

(10) Cell Phones and PDAs

- (a) When in working or service uniforms **one wireless communications device** (e.g., cell phone, personal digital assistant (PDA), pagers, etc.) may be worn on the belt, either side of the body and aft of the elbow. Devices will not be visible from the front or worn in such a manner as to impede the normal wear and appearance of the uniform (e.g., sagging, bunching, etc.).
- (b) Service dress and above uniforms: wireless communication devices are not to be worn in such a manner as to be visible (i.e., front, side or rear, bulging, or protruding) when wearing dress uniforms.

(11) Computer Bags and Backpacks - Uniform Regulations say that civilian bags (e.g., computer bags/briefcases, gym bags, backpacks, garment bags, etc.) may be worn with the working and service uniforms as prescribed in the manner below:

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Uniform Wear

- (a) Computer bag/brief case and backpacks: may be worn across the left shoulder of service and working uniforms.
- (b) When wearing a bag, the strap must be worn across the left shoulder (fore and aft) with the bag hanging on the same side of the body.

The case or bag **will not be** worn with the strap and bag on the opposite sides of the body (diagonally).

Backpacks may also be worn over both shoulders when wearing the working uniform (e.g., coveralls, utilities, and camouflage).

- (c) All bags worn with the uniform must conceal its contents and be either solid black or navy blue in color. There shall be no personal ornamentation attached on or to the bag.
- f. Organizational Clothing - Much of what has been discussed to this point in this lesson dealt with issues concerning normal working and dress uniforms, and personal appearance. In many work situations, aboard ship and ashore Sailors have to work in less than ideal working environments. If forced to wear a working uniform it might get pretty soiled or damaged. So let's briefly talk about some uniform items issued to avoid such situations.

4. Lesson Summary

- a. Naval personnel must present a proud and professional appearance that will reflect positively on the individual, the Navy, and the United States.
 - (1) You never get a second chance to make a good first impression.
 - (2) Uniform Regulations specifics are clearly stated in terms of:
 - (a) Personal appearance
 - (b) Uniform wear requirements
 - (c) Jewelry
 - (d) Bags, back packs and cell phones
 - (3) It's all about Pride and Professionalism, representing your Navy and your country.
- b. Whether on duty or on liberty, in or outside of CONUS, we all have a responsibility to carry out our commitment to excellence in all we do. In a way, we are all sales men and woman. The way we dress and act, in or out of uniform is a reflection upon our Navy. We started out by saying "you never get a second chance to make a good first impression." While no one is asking you to be a "Poster Child" for the Navy's next recruiting campaign – although it would probably be

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Uniform Wear

appreciated – you *are* expected to follow established regulation and policy and to take pride in yourself, your Navy, and your country.

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Navy Family Readiness

A. Introduction

This lesson discusses the responsibilities of servicemembers subject to the Navy Family Readiness

B. Enabling Objectives

- 1.10.1 IDENTIFY expectations for worldwide deployability of Sailors.
- 1.10.2 IDENTIFY who is required to have a Family Care Plan.
- 1.10.3 SUMMARIZE the key requirements for a Family Care Plan.
- 1.10.4 IDENTIFY three sources of help in preparing a Family Care Plan.
- 1.10.5 IDENTIFY expectations for financial preparedness of Sailors.
- 1.10.6 LIST the consequences of not being financially responsible while in the Navy.
- 1.10.7 IDENTIFY times when a will/powers of attorney should be created.
- 1.10.8 LIST at least two sources of help creating a will or powers of attorney.
- 1.10.9 IDENTIFY the impact of pregnant servicewomen on command readiness.
- 1.10.10 IDENTIFY key components of the Navy policy on pregnant servicewomen.
- 1.10.11 DESCRIBE command responsibilities and issues concerning pregnant servicewomen.
- 1.10.12 LIST a pregnant servicemember's responsibilities.

C. Lesson Outline

1. Family Care Plan

2. Worldwide Deployability:

- a. Are you ready to deploy?
- b. We all made a **voluntary commitment** when we entered the Navy, and renewed that commitment each time we re-enlisted. That commitment, “**to support and defend the constitution. . .**” has no geographic boundaries; it doesn't have any time limits, and there are few, if any, exceptions.

(1) Exceptions

(a) Medical Issues

(b) Pregnancy and Adoption

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Navy Family Readiness

- c. There is a **real expectation** that we are **ready and able** to deploy anywhere in the world on very little notice. The OPNAV Instruction states that:

“The nature of naval service dictates that servicemembers must be ready to deploy throughout the world on short notice and be able to fully execute their military and professional duties.”

Within our commands we are part of a team, and our skills are counted on to help the command achieve its mission.

- d. Need for Proactive Approach: For the single Sailor, with no dependents, it’s not too difficult. But for the single dad or mom, or Sailors with spouses or other dependents that depend on them, the situation becomes more complicated and requires a proactive approach to family care planning.

3. Applicability and Responsibility

- a. Individual Responsibility: Each one of us is responsible to ensure that our family members/dependents are cared for during deployments, reserve mobilizations, and temporary duty assignments, as well as at all other times during which the servicemember is unavailable.
- b. The Family Care Planning Conditions: To properly provide for our dependents requires good upfront planning. The Navy requires us to complete a Family Care Plan. This plan is formally documented using NAVPERS 1740/6, Department of the Navy Family Care Plan Certificate and NAVPERS 1740/7, Care Plan Arrangements are required under any of the following conditions:
 - (1) Unmarried Servicemembers: A servicemember with primary or shared physical custody of a minor child or children who is not married to the other natural or adoptive parent of the minor child or children.
 - (2) Dual Military Couples: Both members of a married dual military couple where one or both have primary or shared physical custody of a minor child or children.
 - (3) Care for Adult Members: Servicemembers who are legally responsible for an adult family member who is incapable of providing for themselves in the absence of the servicemember.
 - (4) Personal Status Changes: Family circumstances or other personal status changes may result in a servicemember becoming legally and primarily responsible for the care of another person and require implementation of a Family Care Plan. Such circumstances include, but are not limited to:

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Navy Family Readiness

- (a) Birth, adoption, or guardianship of a minor child or children.
 - (b) There is a need to care for minor children or adult family members/dependents.
 - (c) Dual military couple with minor children or adult family members/dependents
 - (d) Assumption of legal responsibility for the sole care for an elderly, disabled, or chronically sick family member
 - (e) A family member who has a limited command of the local language or is unable to drive or otherwise gain access to basic life-sustaining facilities
- (5) Commanding officers can mandate Family Care Plans for all members of a command.
- (6) Applicability. Some of you here today are a thinking “None of this applies to me, what do I need to know about a Family Care Plan for?” There are a couple of good reasons.
- (a) You might be planning to get married in the future. It’s always best to know ahead of time what lies ahead, rather than “Oh, by the way, you need to complete this Family Care Plan before we deploy next week!”
 - (b) The commanding officer can direct everyone in the command to have a Family Care Plan regardless of family status.
 - (c) FOREWARNED IS FOREARMED!
 - (1) It is your responsibility to ensure that the family members who depend on you are properly provided for.
 - (2) Provide the folks who may be called on the help you in providing care for family members during a deployment receive with all of the information and documentation they will need to provide the much needed support.
4. Key Components of a Family Care Plan: If you are required to complete a Family Care Plan there is a standard format to follow, and a checklist that will help you keep things organized. One of the first things to identify is who is going to be the responsible caregiver while you are gone?
- a. Caregivers

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- (1) Primary: An individual at least 21 years of age, capable of providing care and maintenance to the minor children and/or adult family members/dependents of the servicemember, must be lawfully entitled or obligated to assume custodial responsibilities, or have the express written consent of the servicemember to assume such responsibility.
 - (2) Alternate: Alternate caregiver must be designated in the event primary caregiver is unable to provide support.
- b. Financial Responsibility – Deployment, and separation from our dependents, is hard enough on us all without problems on the home front. What might appear to be one Sailor’s problem can have a ripple effect. But good planning up front, especially financial planning, can reduce the potential for problems. All **Sailors are expected** to be financially responsible. **Sailors are expected to provide proper financial support for their dependents. Single Sailors are also expected to have their personal affairs in order;** there are consequences for all for failing to do so.

Sailors who exercise good financial planning practices take the following into account:

- (1) Allotments and direct deposits
 - (2) Access to bank accounts: direct deposit, dependent account access, automatic bill pay
 - (3) Sources of Help: If you need help preparing a Family Care Plan it is available from the Command Financial Specialist, Navy Legal Services Office, Navy-Marine Corps Relief Society (NMCRS) and the Disbursing Office (allotments)
- c. Logistical arrangements
- (1) Relocation of the family or caregiver(s): Arrangements shall include plans for relocation, if necessary, of the caregiver and/or family to a new location and the financial, medical, and legal arrangements necessary to ensure continuity of care of family members/dependents during the movement.
 - (2) Legal Issues: Relocation of minor child(ren) may violate civil and criminal laws if the act of relocation interferes with the legally established custody and/or visitation rights of natural or adoptive parents or others with a legal right to visit the child(ren). Additionally, many school systems and childcare facilities will not accept a power of attorney for enrollment. If minor children are relocated and will be enrolled in a new school or childcare facility, such institutions may require a court order to establish proper custody of the child(ren).

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d. Medical and Dental

e. Legal issues that must be addressed in the Family Care Plan include:

- (1) **Wills:** Responsible Sailors (which we all are) should have a will, especially in light of the possibility of an Individual Augmentee (IA) assignment or unexpected deployment. A will is an instruction by you directing the disposition of particular property upon your death, and it will ensure that your dependents will be cared for in the event you are killed.

Other considerations for instance for single parents and guardians for their dependent minor children. A guardian is the individual who manages the person and/or property of any minor children following your death. Some one should be identified in the will who will take over guardianship of any dependent children in the event the Sailor is killed or incapacitated and physically unable to care for the children.

- (2) **Powers of Attorney:** A power of attorney is usually given by someone who will be unable to be present at a particular time and/or place when important transactions must be conducted. The scope of a power of attorney may be very broad or very narrow, depending upon your needs. In a power of attorney you give another person (called your "agent" or "attorney-in-fact") the legal authority to act in your place and on your behalf in your absence. Every act your agent does within the authority granted in the document is legally binding upon you. There are two types of powers of attorney to consider:

(a) **GENERAL POWER OF ATTORNEY:** A general power of attorney gives your agent all the power you possess to act with respect to any matter. It allows your agent the power to do all the things you could do yourself, such as sell or mortgage a home, deposit and withdraw money from accounts, borrow, and sign contracts.

(b) **SPECIAL POWER OF ATTORNEY:** A special, or limited, power of attorney authorizes your agent to do a certain specified act, such as ship household goods or sell an automobile.

(3) Where help is available?

f. **Caregiver Briefings:** The chosen caregivers should receive a thorough briefing by the servicemember on available military facilities, services, and benefits, entitlements of family members/dependents as well as financial and logistical arrangements in the plan. They should also be provided with all legal documents required for dependent access to military facilities.

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- g. Sources of Support: Completing a Family Care Plan can be a challenging task for anyone. Help is available.
 - (1) Navy Legal Support Office (NLSO)
 - (2) Command point of contact
 - (3) Fleet and Family Support Center (FFSC)
 - (4) Child Development Centers
 - (5) Your Chaplain
 - (6) Navy-Marine Corps Relief Society
 - (7) Command Ombudsman
 - (8) Community and family support groups
 - (9) Civilian social service organizations
 - h. Family Care Plan Summary - Family Care Plans are mission planning tools. They establish and document plans to care for minor children and adult family members/dependents while the servicemember is absent. This could be due to a prolonged, unexpected deployment or IA assignment. These plans provide for dependents, and help reduce the burden of the servicemember, by ensuring those dependents are properly cared for during the servicemember's absence.
5. Balancing Responsibilities. Another consideration related to Family Care is planning for parenthood, either as a new parent or planning for the growth of a current family. As parents and Sailors we are expected to balance the demands of a naval career with our family plans and responsibilities. As many of us know, this is not an easy task, but it is a task we have to be prepared to address. Here is a quote from OPNAV 6000.1C, Guidelines Concerning Pregnancy and Parenthood:
- “There are responsibilities that come with parenthood, and for those in uniform, these responsibilities require consideration and planning due to military commitments. Naval servicemembers are expected to balance the demands of a naval career with their family plans and responsibilities.”

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Navy Family Readiness

- a. Navy Pregnancy Policy: It's important to know that the Navy doesn't immediately discharge Sailors just because they become pregnant. While the language used here is pretty harsh, there are some important considerations involved:
 - (1) What does she want to do? Maybe she doesn't want to get out of the Navy. She enjoys their job and feels honor bound to fulfill her commitment to serve her country.
 - (2) Navy Investment: The Navy invests a lot of time and money training Sailors to do their jobs so it can fulfill its mission. Discharging a female Sailor simply because she became pregnant would send the wrong message about how the Navy values individual Sailor's contributions to mission accomplishment.
 - (3) Extenuating Circumstance: Sure, there are extenuating circumstances, but they are handled on a case by case basis.
- b. Pregnant Servicemember's Responsibilities – We are all aware that pregnancy isn't always a "planned" event. Instead, it can arrive rather unexpectedly.
 - (1) Seek confirmation of pregnancy by a military health care provider, such as the medical department aboard ship, an on-base clinic or hospital, or a civilian health care provider in cases of inaccessibility to a military treatment facility.
 - (2) Notify the chain of command of a pregnancy as soon as possible, but no later than two weeks after diagnosis.
 - (3) Pre-Natal Care. Report as soon as possible to the supporting medical treatment facility to establish a prenatal care program.
 - (4) Continue to perform military duties within the limits established by their condition.
 - (5) Personal Safety. Comply with work site and task-related safety and health recommendations made by appropriate occupational health professionals, including the use of personal protective equipment.
- c. Impact of Pregnancy on Command Readiness
- d. Command Responsibilities – The command has certain responsibilities to the pregnant Sailor. OPNAVINST. 6000.1c (Pregnancy and Parenthood Guidelines) states that commanding officers:

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Navy Family Readiness

Shall make every effort to ensure that pregnant servicewomen are not subjected to harassment, imposition of personal opinions, or infringement of legal rights identified in OPNAVINST 5354.1F

- (1) Shall ensure servicewomen receive counseling once pregnancy has been confirmed, including Occupational Health Care.
 - (2) Shall advise servicewomen that requests for separation due to pregnancy will not normally be approved.
 - (3) Shall ensure that pregnant servicewomen are not adversely evaluated or receive adverse fitness reports/ evaluations as a consequence of pregnancy.
 - (4) Shall authorize, if requested, a pregnant servicewoman to occupy off-base housing and be paid Basic Allowance for Housing (BAH) up to her 20th week of pregnancy.
- e. Ultimate Responsibility – The ultimate responsibility rests with the Sailor. Everyone recognizes that it is not always possible to predict or prevent a pregnancy. But when a Sailor does become pregnant it is her responsibility to take the steps necessary to comply with the Navy’s Pregnancy policy.
6. Summary:
- a. The Navy expects all of us to be prepared to deploy, mobilize, or augment on very short notice. To do so means that Sailors must look at all of the possible issues surrounding care for their dependents and financial planning to make sure financial obligations are taken care of during their absence.
 - b. Sailors with family that depend upon them must ensure their family members are adequately provided for when they leave. The Family Care Plan provides that assurance to both the Sailor and their command.
 - c. Preparing a plan can be involved, and help is available from the command, local Navy-Marine Corps Relief Society, Fleet and Family Support Centers.
 - d. Plan preparation is one thing, but backing it up with good financial preparedness is essential, including:

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Navy Family Readiness

(1) Wills

(2) Powers of Attorney

- e. Family care planning also extends to decisions about pregnancy. There is NO guarantee that a pregnant SAILOR will be separated just because she is pregnant.

So, Sailors should take into consideration their personal responsibilities, and their professional responsibility to avoid unintended pregnancies. All the planning in the world may not be effective. But we all need to recognize the potential impact of unintended pregnancies and be prepared to act appropriately. This applies to both the Sailor and the command – they each have certain responsibilities in such cases.

(1) Sailor’s responsibilities

(2) Command’s responsibilities

- f. The Bottom Line – we must be capable of and properly prepared to deploy quickly, and ensure that those who depend upon us are adequately provided for while we’re gone.

It’s the Sailor, single, married, separated, or divorced, who is personally responsible to provide for the care of their dependents when deployed.

- g. Questions?

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Introduction and Navy Core Values

A. Introduction

The Department of the Navy is committed to the moral foundations of our Service. To this end, a core values charter was established in 1997 and distributed throughout the Department of the Navy. The charter highlights the bedrock principles of the Navy and Marine Corps: uncompromising integrity; honesty and truthfulness; the moral courage to take responsibility for our actions; meeting the demands of our profession and mission; and achieving the well-being of our people. By instilling these values in our people, it enriches not only our Navy, but also our society - whether an individual stays in the service or returns to civilian life.

B. Reference

1. Department of the Navy 1997 Posture Statement

C. Information

Department of the Navy Core Values Charter

As in our past, we are dedicated to the Core Values of Honor, Courage, and Commitment to build the foundation of trust and leadership upon which our strength is based and victory is achieved. These principles on which the U.S. Navy and the U.S. Marine Corps were founded continue to guide us today. Every member of the Naval Service – active, reserve, and civilian, must understand and live by our Core Values. For more than two hundred years, members of the Naval Service have stood ready to protect our Nation and our freedom. We are ready today to carry out any mission, deter conflict around the globe, and if called upon to fight, be victorious. We will be faithful to our Core Values of Honor, Courage, and Commitment as our abiding duty and privilege.

“HONOR”

I am accountable for my professional and personal behavior. I will be mindful of the privilege I have to serve my fellow Americans. I will:

- Abide by an uncompromising code of integrity, taking full responsibility for my actions and keeping my word.
- Conduct myself in the highest ethical manner in relationships with seniors, peers and subordinates.
- Be honest and truthful in my dealings within and outside the Department of the Navy.

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Introduction and Navy Core Values

- Make honest recommendations to my seniors and peers and seek honest recommendations from junior personnel.
- Encourage new ideas and deliver bad news forthrightly.
- Fulfill my legal and ethical responsibilities in my public and personal life.

“COURAGE”

Courage is the value that gives me the moral and mental strength to do what is right, with confidence and resolution, even in the face of temptation or adversity. I will:

- Have the courage to meet the demands of my profession.
- Make decisions and act in the best interest of the Department of the Navy and the nation, without regard to personal consequences.
- Overcome all challenges while adhering to the highest standards of personal conduct and decency.
- Be loyal to my nation by ensuring the resources entrusted to me are used in an honest, careful and efficient way.

“COMMITMENT”

The day-to-day duty of every man and woman in the Department of the Navy is to join together as a team to improve the quality of our work, our people and ourselves. I will:

- Foster respect up and down the chain of command.
- Care for the personal and spiritual well-being of my people.
- Show respect toward all people without regard to race, religion, or gender.
- Always strive for positive change and personal improvement.
- Exhibit the highest degree of moral character, professional excellence, quality, and competence in all that I do.

INFORMATION SHEET 1-2-1

Decision Making

A. Introduction

Everyday we are faced with making decisions. Some are easy; we make them automatically, almost without giving them any thought. But then there are the tough decisions that come along, the ones that test our core values and challenge our personal integrity. Making tough decisions doesn't have to be hard or overly challenging as long as we stay committed to our values. The model presented in this Information Sheet provides step-by-step guidance that will help you analyze the situation and gather the information you need so you can look at the alternatives and implications of your decisions before you implement them. Following the model only helps you identify the right decision. It is up to you to do the right things and implement them.

B. Reference

1. NA

C. Information

1. One of the first things you need to understand about making decisions is that there is usually more to it than you see on the surface. It's like an iceberg, you see a lot on the surface, but the majority of what makes up that the iceberg is unseen below the surface. The "surface" element is the situation itself, that which is most obvious. i.e., Seaman O'Reilly was UA from quarters this morning. Then there is a "social" component. How does this behavior impact others? Finally, there is the "Personal" context. What might be going on in Seaman O'Reilly's personal life that may have led up to his UA?
2. Understanding how these contexts play into making the right decisions is very important. Equally important is developing an understanding of how the four "Universal Principles" factor into making decisions. In all decisions there are trade offs. Someone or group of individuals may be affected more by a decision than others. This is when the decision maker must consider the following principles when coming to a decision.
 - a. Do the best good. What is the best solution to the problem that will bring about a favorable outcome?
 - b. Do no harm. This can become very difficult, especially if the chosen decision while doing the "Best Good" will result in something unfavorable happening to others.
 - c. Respect for others and self. Involve those concerned in the decision process when appropriate.
 - d. Be fair with wisdom. Base your decision on the facts, not emotion.

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Decision Making

3. These four principles can be applied to virtually any situation and any decision. Not every situation will have the same priority for the principles. That is part of what makes decision making difficult sometimes.
4. The Five-Step Model takes into account both the three contexts and the four universal principles. The following paragraphs provide a description of each step of the model.
 - a. Step 1. Define the issue – ask yourself the following questions.
 - What is the real issue or problem?
 - What concerns me?
 - Who is involved?
 - Who’s responsible to make the decision?
 - Will my decision have an impact?

Consider the impact of the three contexts in this step.

- b. Step 2. Gather Information - Keep asking questions.
 - Ask the chain of command.
 - Check the regulations.
 - Identify resources to call on for help, like the Fleet and Family Support Center, or banks, legal, or medical departments.
 - Ask others for their thoughts and opinions.

Again, keep the three contexts in mind when gathering the information.

- c. Step 3. Evaluate the information – Again, ask yourself more questions.
 - Is it reliable?
 - Does it represent various points of view?
 - Is it fact or fiction?
 - What is most relevant to this decision?

Contact any resources that can help you. The four universal principles now start to come into play.

- d. Step 4. Consider Alternatives and Implications – The four universal principles must be considered here.
 - What are my choices?
 - How do I “do the best good” and not harm someone?
 - What impact will my decision have on others?

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Decision Making

Weigh the “pros and cons.”

It is important to note that the word “choice” is generally passive in nature. Choice means you have numerous alternatives. The word “decision,” on the other hand, is more active and becomes the implementation of what one does with the choices available.

e. Step 5 Implement the Decision

In many instances this is the hard part. The final decision may not always be the popular decision. The decision maker must act with *honor*, showing they have the *courage* and *commitment* to make the hard, and sometimes unfavorable decisions. Part of the implementation process is assessing the results of the decision after the fact. Did the decision bring about the desired result? No one is perfect, and decisions may need to be reexamined. Reevaluate the situation if necessary – start the process over again. It is important to get it right.

INFORMATION SHEET 1-4-1

Mentoring

A. Introduction

Mentoring is a rapidly growing program designed to provide personal and professional career growth and development. There are numerous online resources available to assist Sailors in learning more about mentoring.

B. Resources

Mentoring courses available on the Navy E-Learning (NEL) Network on the Navy Knowledge Online (NKO) portal:

Skillsoft Mentoring Courses on NKO/NEL:

Effective Mentoring - MGMT0251

Implementing an Organizationwide Mentoring Program - MGMT0253

Mentoring Essentials Simulation - MGMT0250

Mentoring Strategies in the 21st Century - MGMT0254

The Mentoring Manager - MGMT0252

e-Mentoring - MGMT0256

Netg Mentoring Courses on NKO/NEL:

Mentoring: Developing Your Mentoring Skills - 41092

Mentoring: Implementing a Formal Mentoring Program - 41091

Mentoring: Using a Mentor to Your Advantage – 41093

Other online resources:

The Mentoring Group

<http://www.mentoringgroup.com/html/articles>

U.S. Coast Guard

<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/mentoring.htm>

INFORMATION SHEET 1-4-2

Mentoring

**SAMPLE
MENTORSHIP AGREEMENT
(BETWEEN MENTOR AND PROTÉGÉ)**

Date: _____

Mentor: _____

Protégé: _____

We (mentor and protégé) agree to enter into a mentorship relationship for a period of one year. By entering into this agreement, the mentor recognizes his/her role as a professional role model and expects to share advice, experience, and guidance consistent with Navy Core Values and the Warrior Ethos. The protégé understands that the relationship is designed to meet his/her needs, but that primary responsibility for career planning and personal development remains the responsibility of the protégé.

In order to facilitate cooperation and avoid potential obstacles to this relationship, we (the above-named mentor and protégé) agree to the following terms:

Frequency of mentor-protégé contact:

Preferred method(s) of communication:

Mentor expectations of the protégé:

Protégé expectations of the mentor:

Concerns:

Other:

We acknowledge that we have discussed this relationship and understand it to be an important developmental opportunity for both participants. We agree to respect the other's personal requests and to maintain confidentiality before, during, and after the mentoring period.

We recognize that our participation in this career and professional development program is voluntary. We further understand that either participant may end the relationship without question at any time during the agreement period.

Mentor Signature Date

Protégé Signature Date

INFORMATION SHEET 1-9-1

Uniform Wear

Uniforms

Prior to 1817, files of the Navy Department show no regulations providing for enlisted men's uniforms. But it is noted that in January 1813, upon the arrival of Commodore Decatur at New York with the frigates *United States* and *Macedonia* the crew was dressed in blue jackets buttoned loosely over waistcoats, blue bell-bottomed trousers and glazed canvas hats with stiff brims decked with streamers and ribbons. The first regulations covering enlisted men's clothes that can be found appears in the regulations of the Navy issued by Benjamin W. Crowninshield in September 1817. These regulations provided for both the enlisted men's summer and winter dress. White duck jacket, trousers and vest made up the summer uniform, while the colorful winter outfit included blue jacket and trousers, red vest, yellow buttons and black hat. These regulations also provided that when men swabbed the decks they were to be barefooted and their trousers were to be rolled up. This regulation is often quoted as being the reason for Sailors' bell-bottomed trousers, that is, they were made so as to facilitate pulling the bottom up over the thigh. As a result of the introduction of uniforms there became the need for a tailor, so, the rating Ship's Tailor was established in 1869 and changed to Tailor in 1885, and finally Ship's Serviceman was established in 1943.

Source: <http://www.history.navy.mil/faqs/faq78-1.htm#anchor91902>

INFORMATION SHEET 1-10-1

Navy Family Readiness

FAMILY CARE PLAN CHECKLIST

The following checklist is designed to assist servicemembers in developing and updating Family Care Plans. The checklist should not be considered all-inclusive and should be modified as the circumstances of each individual or the command dictate. Additional information and assistance is available from the command Family Care Plan coordinator, Fleet and Family Support Centers, Legal Assistance Offices, Navy-Marine Corps Relief Society counselors, Child Development Centers, Navy Operational Support Centers, and civilian social services organizations.

1. Qualified caregiver(s) designated and Family Care Plan established for:	
	Short-term absences (TEMADD, pre-deployment workups, training exercises).
	Long-term absences (deployments, mobilizations).
2. Family Care Plan contains provisions for:	
	Financial well-being of family members.
	Allotments.
	Bank accounts and access.
	Logistical arrangements for:
	Movement of family members/caregivers(s) to include financial, medical, and legal support arrangements which may be required.
	Non-military escort for family members/dependents needing assistance (children, elderly, disabled).
	Legal review for relocation of minors subject to custody and visitation orders.
	Legal review for relocation of minors without the consent of the/an absent natural or adopted parent.
	Care of home/quarters.
	Family contacts.
	Language translator (if required).
	School arrangements.
	Verification that new schools will accept minor children for enrollment.
	Additional documents needed to enroll minor children in school, court orders, powers of attorney, local forms.
	Use of government services (commissary, exchange, etc.).
	Crisis/disaster situations.
	Medical/dental arrangements.
	Location of medical/dental/immunization records.
	Special or unusual needs or therapy.
	Medication requirements and prescriptions.
	Names/location of medical/dental providers.

INFORMATION SHEET 1-10-1

Navy Family Readiness

	Desires/directions in the event of a medical emergency.
	Access to military medical treatment (use of military hospitals and clinics, TRICARE (CHAMPUS) etc.).
	Private insurance (TRICARE Supplement, MEDICARE/MEDICAID, etc.).
	Power of attorney for caregiver to allow the provision of medical treatment.
	Legal arrangements:
	Name/location of attorney.
	Will up-to-date and location recorded on NAVPERS 1070/602.
	Power (s) of attorney.
	Person who will assume temporary responsibility for child(ren) in the event of death or incapacity of the servicemember recorded on NAVPERS 1070/602.
	Tax arrangements.
	Family member military IDs/social security numbers.
	Insurance policies (life, medical, property, fire, etc.).
	Court documents for care and custody of minor children and adult dependents.
	Legal review of existing court orders for custody and visitation for minor children.
	Legal review of plans to relocate minor children and/or adult family members/dependents without the written consent of both natural or adoptive parents.
3.	Caregiver(s) briefed by servicemember on:
	Responsibility under the Family Care Plan.
	Logistical, financial, medical, and legal arrangements.
	Possible challenges to custody, visitation, and support of minor children and adult family members/dependents.
	Child care/behavioral changes.
	Location of important documents.
	Locations, points of contact, and types of support available from:
	Fleet and Family Support Centers.
	Navy-Marine Corps Relief Society.
	Child Development Centers.
	Navy Operational Support Centers.
	Community and family support groups.
	Civilian social service organizations.
	Information available through Fleet and Family Support Center outreach program (if required).
	Command points of contact.

INFORMATION SHEET 1-10-1

Navy Family Readiness

4. NAVPERS 1740/6, signed by caregiver(s) and servicemember acknowledging responsibilities of the caregiver under the Family Care Plan and the receipt of a thorough briefing by the servicemember on available military facilities, services, benefits, entitlements of family members/dependents as well as financial and logistical arrangements in the plan, documented on NAVPERS 1740/7. New forms are not required when updating the Family Care Plan unless there is a change in the caregiver or the status under which the caregiver will provide care.	Yes No
5. Caregiver provided necessary legal documents required for care of family members and access to military facilities.	Yes No
6. Contingency plans and alternate caregivers(s) identified in the event primary caregivers are unable to perform their responsibilities.	Yes No
7. Escort and family member/dependent care arrangements in the event of a Noncombatant Evacuation Operation (NEO) or if other evacuation is implemented (as required for overseas assignments).	Yes No
8. Completed Family Care Plan package on file with command or designated location in case of underway operations.	Yes No

PROBLEM SHEET 1-2-1

Decision Making

A. Directions

Read the following scenario. Using the Five-Step Decision Model process, document each of the five steps of the process and describe your decision and how you would implement your response to the following problem.

B. Problem

Your ship is on a port call to a foreign port. Sailors from the last ship to visit that port were involved in a number of incidents that involved Shore Patrol and the local police. Prior to arrival, the CO briefed the crew on the issue and described how she expected the crew to behave while on liberty. Two second class petty officers returned to the ship by Shore Patrol while in port in a foreign country. They were involved in an altercation that resulted in some minor personal property damage, about \$50.00. The Sailors, who were from the same work center, were having dinner at a local restaurant when an argument broke out concerning the faithfulness of one of the Sailor's girlfriends. The offended Sailor threw a glass of water at the other Sailor who abruptly stood up causing the table to turn breaking the dishes and glasses when they hit the floor. At that point the waiter stepped in and separated the two and asked them to leave. However, members of the Shore Patrol were standing outside the restaurant, heard the commotion and took the two Sailors into custody and returned them to the ship.

What do you think should be done in this case and why?

1. Define the issue.
2. Gather information.
3. Evaluate the information.
4. Consider alternatives and implications.
5. Implement the decision.

PROBLEM SHEET 1-3-1

Communication and Conflict Management

A. Directions

In small groups, analyze the following case study scenario, keeping the communication process in mind. Write a response to each of the following questions, then have a member of each group report out the group's answers to the questions below.

B. Problem

A work center supervisor reprimands an Airman because the Airman did not complete a task the supervisor assigned him. The Airman begins to defend himself, but the supervisor cuts him off with, "I don't want any excuses! Just get back in there and get to work. And from now on do what I tell you *when* I tell you." Later, the work center supervisor's own supervisor approaches her and says, "Sorry for pulling Airman ____ off the job yesterday, but I really needed him."

Questions:

1. What element(s) of the communication process broke down in this example?
2. How specifically did they break down?
3. What could the people in the scenario have done to avoid the conflict in the first place?
4. Now that the conflict has arisen, how could the people in the scenario resolve it?

PROBLEM SHEET 1-5-1

Diversity

A. Directions

Which of the following are legal and which illegal forms of discrimination, and why?

B. Problems

A color-blind Sailor is denied entry to flight school.

A pregnant Sailor is evacuated from a ship even though she wants to continue to work.

A supervisor denies an assignment that could lead to promotion to a female Sailor because he feels women are too emotional to handle that particular job.

A Sailor who is a naturalized citizen from the Middle East is denied promotion to a job with access to sensitive material because his commanding officer is concerned about terrorism.

PROBLEM SHEET 1-6-1

Equal Opportunity

A. Directions

Discuss the following scenarios. Into which sexual harassment zone (Green/Yellow/Red) does each of them fall and why?

B. Problems

Scenario 1:

Petty Officer Chris Watson is the Leading Petty Officer on an Aegis cruiser, responsible for 22 people, with a reputation for being exceptionally outgoing and friendly. As Leading Petty Officer, she frequently has one-on-one chats with the Sailors in her charge. The meetings normally take place in the work center or on the mess decks and address personal performance, advancement in rating, career opportunities, and current projects going on in the command. Meetings are always professional and widely known among the division to be a part of Petty Officer Watson's leadership style. She is popular and respected by both juniors and seniors. Petty Officer Juarez is junior to Petty Officer Watson and is directly responsible to her for his work center responsibilities. They are friends as well as professional associates. Recently, Petty Officer Watson requested that Petty Officer Juarez meet her after work at the base McDonald's.

RED, YELLOW, GREEN LIGHT?

Both petty officers have no disciplinary record and are both excellent to outstanding in their job performance. They are known to be friends sharing common interests and are generally regarded as "straight arrows." Petty Officer Juarez complied with Petty Officer Watson's request and met her at 1645. Both were in civilian clothes. The conversation began with "ship talk" but eventually evolved into a discussion about Petty Officer Watson's marriage problems.

RED, YELLOW, GREEN LIGHT?

Petty Officer Juarez, a single guy, "laid back and good looking," hangs out with a regular crowd, is popular at the beach and a couple of local hangouts, but is in no serious relationship. He was unaware of any marriage problems and took a "serious interest" in his friend's concerns for her marriage. Petty Officer Watson admits that part of her marriage problem is abuse and is unsure what to do concerning going home tonight.

RED, YELLOW, GREEN LIGHT?

As the conversation continues, Petty Officer Watson finally says, "I want to go home with you tonight."

PROBLEM SHEET 1-6-1

Equal Opportunity

Scenario 2:

Chief Petty Officer (CPO) Crunch is a reservist assigned to the Navy Supply Depot for two weeks active duty. He is assigned as a running mate to Master Chief Petty Officer (MCPO) Cho who is the Command Master Chief (CMC). MCPO Cho has been at his job for over two years, knows the members of his command well, and takes an active professional interest in every Sailor. His instructions to CPO Crunch are to shadow his workday; he will acquaint him with the duties of a CMC, as well as assist him with administrative duties. Additionally, he instructed CPO Crunch to randomly visit the work centers and get to know the command routine, as well as meet many of the members of the command. During routine work center visits, CPO Crunch got to be well known and liked as a 'father figure,' easy to talk to, and willing to listen. He seemed to spend more time in one particular work center where five female petty officers were assigned.

RED, YELLOW, GREEN LIGHT?

As a matter of routine and during group discussions with the female petty officers, CPO Crunch pointed out that he had earned a degree in counseling and had significant experience with young Sailors who were going through tough times either at home or in relationships. He also pointed out that he had taken all the personality tests, so please forgive his friendliness in advance. He was a 'toucher', that is, with no harm or foul intention, he would place his hand on your shoulder when talking, patting you on the back, and high fiving when congratulating someone. Everyone agreed that they knew friends who were that way.

RED, YELLOW, GREEN LIGHT?

During a counseling session with a female petty officer, CPO Crunch did indeed place his hand on her shoulder. She did not say anything. A similar action was repeated two or three times without comment. Later as the meeting was closing, CPO Crunch again placed his hand on her shoulder, letting it slide down her back. As she pulled away, he said, "Hey, don't get all 'spun up,' there's nothing to it, and if you blow it out of proportion, it could affect your relationships with your other shipmates and your future at the command."

RED, YELLOW, GREEN LIGHT?

Scenario 3

Seven Sailors (four male, three female) assigned to a ship in Norfolk are having a liberty day at the beach. Barbecue, beer, and volleyball are the order of the day. They have known one another for at

PROBLEM SHEET 1-6-1

Equal Opportunity

least a year, are from different work centers and are socially active, frequently going out together to movies, eating, and normal free-time activities. There is a locally sponsored mud wrestling competition on the beach, but you have to bring your own partner to a male/female versus male/female match. After much encouragement from the others, two of the Sailors (male and female) entered the contest.

RED, YELLOW, GREEN LIGHT?

Both were eliminated from the competition and (after a shower) proceeded to rejoin the others who had set up a volleyball match among the beach goers. It was a co-ed match with six of the Sailors forming a team. The matches were lively and on several occasions, they found themselves rolling in the sand together after going after a tough volley from the other team. There was significant physical contact but nothing with the overt appearance of a sexual overtone.

RED, YELLOW, GREEN LIGHT?

Sunset found the group around a fire, and someone had a guitar. After an active day, some serious barbecue and a few beers, there was a mellow mood at the beach. Later in the evening, one Sailor mentioned to another their mud-wrestling team was seen headed down the beach with a blanket and a 6-pack. The other simply replied they are going to watch “the alligator races.”

RED, YELLOW, GREEN LIGHT?

The two Sailors who went to watch “the alligator races” were not seen until the next day and were quiet about where they went or were unwilling to provide their friends and shipmates any details. The others did notice that the two of them kept more to themselves than previously.

RED, YELLOW, GREEN LIGHT?

Scenario 4

A female petty officer was refused the opportunity by the PO1 coach to play on the ship’s fast pitch softball team (consisting entirely of males). She appealed via the chain of command and the executive officer intervened and granted her permission to play on the team. She wondered how her teammates felt about her presence.

RED, YELLOW, GREEN LIGHT?

After scoring the winning run to help her team win the league championship, she became quite popular with her teammates and the entire ship. At the ship wide victory party one of the team’s loudest fans,

PROBLEM SHEET 1-6-1

Equal Opportunity

Ensign Brack, embraced her and declared to the crowd that she was their 'all star'. She continued to shower praises on the young petty officer throughout the evening.

RED, YELLOW, GREEN LIGHT?

The following week, Ensign Brack requested the Petty Officer meet her in her stateroom to discuss her future plans on board. The petty officer met with Ensign Brack and was surprised (particularly since she was not in her division) to discover she had written her up for Sailor of the Quarter. Ensign Brack planned to pass the recommendation to the Petty Officer's Division Officer but wanted her to see it first.

RED, YELLOW, GREEN LIGHT?

One month later and after the petty officer had indeed been recognized as the Sailor of the Quarter, Ensign Brack ask her to join her for a celebration dinner. Upon determining the dinner would include just the two of them, she declined and reported the request to her chain of command with the information reaching the XO who resolved the issue with no formal action.

RED, YELLOW, GREEN LIGHT?

PROBLEM SHEET 1-6-2

Equal Opportunity

A. Directions

Discuss the following scenarios involving religious accommodation. In which case is accommodation appropriate, and in which is it not? Why or why not?

B. Problems

Scenario 1: A member of a unit belongs to a religion that observes its Sabbath on Friday. She wishes to be excused from duty on Fridays to observe her Sabbath but is willing to work on Saturday or Sunday to make it up.

Scenario 2: FN Balawi is a member of a religious group that believes it is obscene to show your legs in public. She has asked the Division Officer to be allowed to wear sweat pants during PT but the Division Officer refused saying he wants all troops to look alike, uniformity. FN Balawi has not had this problem in the past, since at her previous command the PT uniform included sweatpants and sweatshirt. She feels this is religious discrimination.

PROBLEM SHEET 1-6-3

Equal Opportunity

A. Directions

Read the following scenarios; answer the discussion questions, and discuss them with the group.

B. Problems

Scenario 1:

LT Dallas is a Division Officer aboard the USS SILVER. LT Dallas is known throughout the ship as a money savvy officer and is considered an expert investor and financial planner. LT Dallas also serves as the Command Financial Specialist (CFS). Another divisional consultant, MA1 Vincent, consults LT Dallas regarding a financial matter. LT Dallas, realizing the MA1 had a strong interest in investment options, invites MA1 to attend a meeting of a local investment club off base. The investment club is comprised of civilians, except for LT Dallas. Club members meet monthly to exchange investment information, financial planning tips and occasionally pool together money to make investments. MA1 Vincent decides to attend the meeting.

DISCUSSION QUESTIONS:

1. Is it fraternization if MA1 Vincent and LT Dallas attend the investment club meeting?
Why or why not?
2. What if MA1 Vincent becomes a regular club member?
3. Does it matter if MA1 Vincent and LT Dallas become co-investors of a mutual investment opportunity?
4. What aspect of the fraternization policy may apply in this situation?

Scenario 2:

Chief Young, a single female, meets BM2 Edwards, a male. They are not in the same command. They start dating. The Officer In Charge (OIC) of Chief Young's command, LT Demay, learns of the relationship. After consulting with the Command Master Chief, LT Demay determines that the relationship between his Chief and the junior enlisted member is contrary to good order and discipline and service discrediting. He orders Chief Young to discontinue the relationship during two different counseling sessions.

Chief Young continues the relationship.

PROBLEM SHEET 1-6-3

Equal Opportunity

DISCUSSION QUESTIONS

1. Is Chief Young's dating BM2 Edwards fraternization? Why or why not?
2. Were Chief Young and BM2 Edwards dating contrary to good order and discipline?
3. Should Chief Young discontinue dating BM2 Edwards?

PROBLEM SHEET 1-7-1

Violent Crime and Suicide Awareness

A. Directions

Present a non-obvious example of sexual assault.

B. Problems

If two Sailors are out drinking and they have sex when one of them is too intoxicated to make decisions is that sexual assault?

PROBLEM SHEET 1-7-2

Violent Crime and Suicide Awareness

A. Directions

Discuss whether or not the following situations are child abuse.

B. Problems

A father spanks a child on the child's backside.

A mother strikes her 11-year-old child on the top of the head with a shoe, causing bleeding cuts.

A mother takes a nude photograph of her infant to put in a family album.

A male Sailor has consensual sex with a 15-year-old girl he met through the MySpace website despite knowing she was fifteen.

While working or standing duty, a Sailor leaves a 6-year-old child home alone.

PROBLEM SHEET 1-7-3

Violent Crime and Suicide Awareness

A. Directions

Discuss the danger signs of suicide is Seaman Jones showing in the following scenario and how you should react.

B. Problem

Seaman Jones was a friendly outgoing person. Lately he has been withdrawn, has stopped engaging in activities he once enjoyed, and has started drinking heavily. In conversation with him, you discover that while he has been deployed, his wife has run up enormous debt on his credit card and filed for divorce. At the end of the conversation, he says, “Sometimes it’s hard just to keep going. What’s the point?”

DIAGRAM SHEET 1-4-1

Mentoring

SAMPLE INDIVIDUAL DEVELOPMENT PLAN (IDP)

Protégé Name:		Mentor Name:			Period Covered:		
Long-Term Goals (Within the Next 12 Months)							
DEVELOPMENTAL GOALS	RELATIONSHIP OF GOALS TO MISSION	SKILLS DEVELOPED	DEVELOPMENTAL ACTIVITIES	TARGET DEADLINE	RESOURCES	ACHIEVEMENT REVIEW	DATE COMPLETED
Long-Term goals for the next 12 months:	My goals have personal and/or organizational relevance because:	My goals involve developing the following competencies:	Activities I will pursue:	Target dates and Milestone Dates:	Resources I will need:	How will I measure my Progress:	This is the date I achieved my Goal:
Goal 1:							
Goal 2:							
Short-Term Goals (Next 1-4 Months)							
Short-Term goals for the next 1-4 months:	My goals have personal and/or organizational relevance because:	My goals involve developing the following skills:	Activities that will support my short-term goals that I will pursue:	Target Dates:	Resources I will need:	Meetings with my Supervisor or Mentor will be:	This is the date I achieved my goal:
Goal 1:							
Goal 2:							
Goal 3:							
Goal 4:							
Goal 5:							