

TRAINEE GUIDE FOR
NAVY PRIDE AND PROFESSIONALISM WORKSHOP

VOLUME 2
INFORMATION AND DIAGRAM SHEETS

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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:

- INFORMATION SHEETS: Amplify supplemental information from the reference materials for the course, from technical manuals, or from instruction books.
- DIAGRAM SHEETS: Are used as necessary to simplify the instruction. They are to aid you in understanding the lessons and concepts presented.

INFORMATION SHEET 1-1-1

Introduction: Core Values

A. Introduction

The Department of the Navy is committed to the moral foundations of our Services. 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.

INFORMATION SHEET 1-1-1

Introduction: 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.

INFORMATION SHEET 1-2-1

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?

INFORMATION SHEET 1-2-1

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 Organization wide 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 Care Policy

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.
	Desires/directions in the event of a medical emergency.

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Navy Family Care Policy

	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 Care Policy

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. <p style="text-align: center;">Yes No</p>
5. Caregiver provided necessary legal documents required for care of family members and access to military facilities. <p style="text-align: center;">Yes No</p>
6. Contingency plans and alternate caregivers(s) identified in the event primary caregivers are unable to perform their responsibilities. <p style="text-align: center;">Yes No</p>
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). <p style="text-align: center;">Yes No</p>
8. Completed Family Care Plan package on file with command or designated location in case of underway operations. <p style="text-align: center;">Yes No</p>

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:							