

LESSON PLAN

Pride and Professionalism

Lesson 1.5 Diversity

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.

Trainee Preparation Material:

- A. Trainee Support Materials:
 - 1. Outline Sheet 1-5-1
 - 2. Problem Sheet 1-5-1
- B. Reference Publications: U.S. Navy Core Values Charter

Instructor Preparation:

- A. Review Assigned Training Material
 - 1. Instructors for all lessons must read and familiarize themselves with, at minimum, the “Introduction/Navy Core Values” and “Decision Making” lessons. This will allow instructors to relate their lesson’s material to Navy Core Values, the Four Universal Ethical Principles, and the Five-Step Decision Making Process. Instructors should bring these into their discussion whenever the

opportunity presents itself, whether in the form of the instructional material itself or questions from trainees.

- B. Reference Publications:
 - 1. Command Managed Equal Opportunity (CMEO) Manager’s Course
 - 2. Diversity Courses on NKO/Navy E-Learning:
 - a. Leading Chief Petty Officer Leadership Course
 - b. CPPD GMT07-001 Diversity All Hands Training
 - c. DH Diversity
 - 3. Navy Regulations Article 1110
 - 4. Uniform Code of Military Justice Article 117
 - 5. Chief of Naval Operations Diversity Policy 30 JAN 2007
 - 6. Video – CNO Diversity GMT
 - 7. DON Core Values Charter
 - 8. Navy Personnel Command Website
<http://www.npc.navy.mil/CommandSupport/Diversity/>
- C. Training Materials Required:
 - 1. Computer and Compatible Projector
 - 2. Navy Pride and Professionalism Presentation CD
 - 3. White Board or Newsprint
 - 4. Colored Markers
 - 5. Trainee Guide
 - 6. PowerPoint Slides: 1-5-1 to 1-5-16

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DISCUSSION POINT

1. Diversity

a. What is diversity?

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

RELATED INSTRUCTOR ACTIVITY

1. **Slide 1-5-1**, Lesson Introduction

Slide 1-5-2, Lesson Overview

(1) **Slide 1-5-3**, What is Diversity?

Review CNO Diversity Policy contained where?. Note the importance the CNO attaches to diversity. From there go into what this diversity that is so important actually means.

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DISCUSSION POINT

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 nation's 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.

RELATED INSTRUCTOR ACTIVITY

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DISCUSSION POINT

- (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

RELATED INSTRUCTOR ACTIVITY

- (2) **Slide 1-5-4**, What is Diversity? Cont.

Ask trainees to define “diversity.” Compare their definitions with the Naval Personnel Command and SECNAV’s definitions.

- (4) **Slide 1-5-5**, Categories of Diversity

Ask about some of the ways in which the Navy is diverse. Compare their answers to the list.

DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

- (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.
- (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.

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DISCUSSION POINT

- (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

RELATED INSTRUCTOR ACTIVITY

- (h) Ask trainees if Sailors should be allowed to speak languages other than English in the workplace if they are off-duty.

After the discussion, inform trainees that Sailors are allowed to speak any language they wish when they are off duty.

b. **Slide 1-5-6**, How does diversity benefit the Navy?

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DISCUSSION POINT

- (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:

RELATED INSTRUCTOR ACTIVITY

- (1) **Slide 1-5-7**, The Navy must recruit from a more diverse population.

Slide 1-5-8, The Navy must recruit from a more diverse population. Cont.

Point out that the officer statistics show the need for more diversity at the higher ranks in the Navy. This is one reason for the emphasis on diversity.

- (2) **Slide 1-5-9**, Specific Benefits of Diversity

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DISCUSSION POINT

- (a) Full utilization of personnel
- (b) Reduced conflict between individuals
- (c) Enhanced work relationships
- (d) Shared organizational vision
- (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.

RELATED INSTRUCTOR ACTIVITY

Ask for specific examples of diversity benefitting the Navy from trainees, either from their own experience, the experience of people they know, or what they have heard or read. Give trainees a chance to provide examples before providing the following:

- (a) Navajo code talkers in WW II
- (b) Use of “Tunnel Rats” in Viet Nam; people of short stature were able to get into tunnels and discover weapons caches
- (c) Arabic-speakers used as translators and interpreters in Iraq
- (d) Because the Navy is so diverse, large ships are likely to have at least one speaker of the language of any port they pull into.

c. **Slide 1-5-10**, Barriers to Diversity

Note: Stereotypes, prejudice, and racist language are sensitive topics with a potential to arouse hostility and turn off trainees. Be aware of the make-up of your audience and adjust this lesson accordingly.

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DISCUSSION POINT

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.

RELATED INSTRUCTOR ACTIVITY

- (b) Note that “prejudice” literally means to “pre-judge.” Point out that prejudice is a learned behavior. Some of our prejudices come from our families or communities, some from hasty generalizations we make ourselves. Everyone has them, but just as they have been learned, they can be unlearned by approaching others as individuals and with an open mind.

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- (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:

RELATED INSTRUCTOR ACTIVITY

Stress that a stereotype is an **idea**; prejudice is a **thought**, and the two together can result in the **action** of discrimination, which is usually illegal.

- (c) Define discrimination. Point out that the thought patterns of stereotypes and the feelings of prejudice are often translated into the action of discrimination and that illegal discrimination is also immoral and violates Navy Core Values.

Discuss types of discrimination.

Note that discrimination can be legal or illegal. Present trainees the scenarios below (page 83 in the Trainee Guide Volume 1 and page 3 in Volume 2). Have them determine which are legal and which are not. Have them discuss the differences between the scenarios.

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

A pregnant Sailor is evacuated from an underway ship even though she wants to continue to work.
Legal.

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DISCUSSION POINT

- 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.

(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.

RELATED INSTRUCTOR ACTIVITY

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. **Illegal.**

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

(d) Epithets, Slurs, and Jokes

- i Define the terms.

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DISCUSSION POINT

- 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 (UCMJ) (Art. 117) and Navy Regulations (Art. 1110).

RELATED INSTRUCTOR ACTIVITY

- ii Point out that Epithets, Slurs, and Jokes are a form of discrimination and are not allowed in the Navy workplace.
 - iii Most trainees will be aware that slurs are wrong when directed by one group against another. Discuss the use of slurs by members of a group to refer to other members of the same group. Solicit examples from trainees.

Is this behavior acceptable? Why or why not?

Remind trainees of Navy policy on this issue. Relate to alignment of personal values with Navy values.
- (e) Define underutilization.

Discuss how underutilization can affect mission accomplishment.
- (2) **Slide 1-5-11**, Discrimination can violate UCMJ and Navy Regulations

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DISCUSSION POINT

RELATED INSTRUCTOR ACTIVITY

UCMJ Article 117 Provoking Speeches and Gestures and Navy Regulations Article 1110 Standards of Conduct

Discuss consequences of engaging in illegal discrimination.

(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 courts-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

d. **Slide 1-5-12**, How does diversity reflect Navy Core Values?

Remind trainees that diversity is a moral and ethical issue and relates to Navy Core Values.

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DISCUSSION POINT

- (1) Up to now, we've only discussed 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.

- (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.

RELATED INSTRUCTOR ACTIVITY

- (1) Refer to the text from the Navy Core Values Charter in the Trainee Guide. Have the trainees find words, phrases, and/or sentences in the definition that have direct relevance to diversity issues. Discuss the relevance. (pps. For this)
- (2) Have trainees find words, phrases, and/or sentences in the definition of honor that apply to diversity.

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DISCUSSION POINT

- (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.”

RELATED INSTRUCTOR ACTIVITY

- (3) Have trainees find words, phrases, and/or sentences in the definition of courage that apply to diversity.

- (4) Once again have trainees examine the words of the definition for relevance to diversity.

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DISCUSSION POINT

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

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

RELATED INSTRUCTOR ACTIVITY

(5) Read the Sailor’s Creed and ask trainees it’s relevance to diversity.

I am a United States Sailor.

I will support and defend the Constitution of the United States of America and I will obey the orders of those appointed over me.

I represent the fighting spirit of the Navy and all who have gone before me to defend freedom and democracy around the world.

I proudly serve my country’s Navy combat team with Honor, Courage and Commitment.

I am committed to excellence and the fair treatment of all.

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

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DISCUSSION POINT

- (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 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.

RELATED INSTRUCTOR ACTIVITY

f. **Slide 1-5-13**, CNO’s Diversity GMT Video

If you have the Navy Pride & Professionalism CD, show the class the video of the CNO speaking on diversity to tie together the strands of the lesson.

Review the key points stressing the benefits of diversity, the consequences of erecting barriers to diversity, and, most of all, the ethical and moral case for respecting diversity.

(1) **Slide 1-5-14**, Summary

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DISCUSSION POINT

- (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.

RELATED INSTRUCTOR ACTIVITY

- (3) **Slide 1-5-15**, Summary, Cont.

- (5) **Slide 1-5-16**, Summary, Cont.

Before moving on ask if there are any questions or further comments.

If appropriate, take a 10 minute break.