

Slide 1



## Introduction

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 5 minutes

Media: Power point

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**Motivator:** Out of all employers in the world, the Army is considered the most diverse, even above Wal-Mart. The Army consists of individuals from a vast number of races, religions, and national origins. We speak different languages and have different customs. Because of this diversity, leaders at all levels must be cognizant of the people with whom they come in contact with, and be accepting of each other's beliefs and customs.



**NATIONAL GUARD** 

## Terminal Learning Objective

<b>Action:</b>	Discuss Army Diversity
<b>Condition:</b>	Given Army Diversity Training handouts and DOT exercise
<b>Standard:</b>	Students must demonstrate an understanding of the Army Diversity Policy by completing all required checks on learning and achieving a minimum score of 80% on the quiz at the conclusion of the lesson.

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### **Terminal Learning Objective**

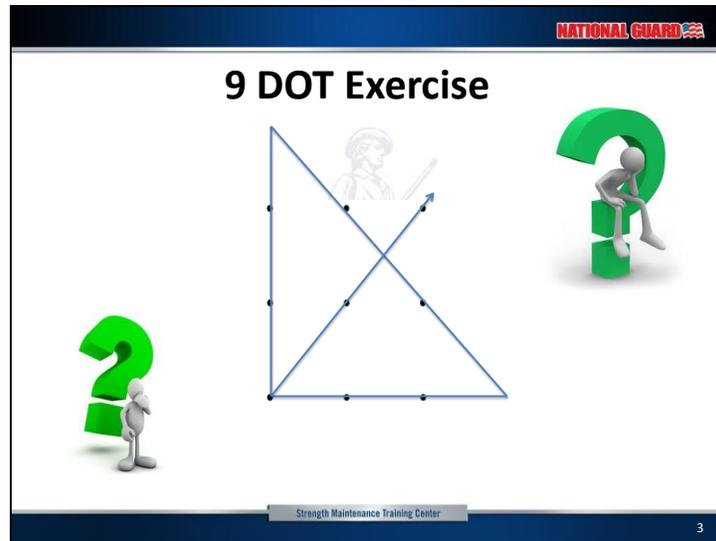
**Action:** Discuss Army Diversity

**Conditions:** Given Army Diversity Training handouts and DOT exercise

**Standard:** Students must demonstrate an understanding of the Army Diversity Policy by completing all required checks on learning and achieving a minimum score of 80% on the quiz at the conclusion of the lesson.

### **Instructional Lead-In**

As a member of the Army National Guard Recruiting and Retention Force you will work with and recruit people from all walks of life. Understanding these differences can help you relate more to your recruits and understand their motivations. Understanding cultural differences and how those differences effect your coworkers and subordinates can also help you become a better leader and NCO.



## Describe Diversity

Method of Instruction: Independent Study Effort

Facilitator to Student Ratio: 1:25

Time of Instruction: 20 minutes

Media: Power point/Computer Based Instruction

1. Take a look at the dots in this pattern. The object of this exercise is to connect all nine dots using **four** straight lines without lifting your pencil off the paper and without retracing any line. Your lines may cross if necessary. After making an attempt to complete this exercise with no assistance advance the slide to see the solution.
2. The goal of this exercise is to demonstrate that we often limit our perspective and choices. When you attempted to complete this exercise did you find yourself trying to complete the task within the perceived boundaries imposed by the dots? Why do you think that is? The most common explanation for our inability to solve this problem is related to our inability to “think outside the box”, or to understand that the solution lies outside of the perceived norms we have adopted over the years through other institutional training and experiences.
3. In order to successfully complete this exercise, you literally had to draw outside the lines. When interacting with others, figuratively drawing outside the lines is often required. The people you interact with on a daily have different backgrounds, experiences, personalities, beliefs and morals.

4. As a result of all our differences, everyone thinks differently. Why do you think it is difficult to see things from someone else's point of view? Think about the last time you were in a debate with someone. What does that exchange normally look like? A typical conversation of this nature usually starts with person "A" expressing his/her view, then waiting for the counter argument from participant "B". While participant "B" is providing their response, participant "A" is too busy calling upon their own experiences and beliefs to formulate their next statement. As a result, they are not actively listening and considering the other persons point of view. We are often so busy thinking of our own point of view that we fail to see the point of view of others.

5. Think about this situation from the perspective of an RRNCO conducting an interview with a prospect or even an attrition/retention interview. What do you think could happen if you fail to consider your prospects point of view, cultural background, religious or moral beliefs? As an RRNCO, if you are not open to considering and understanding the difference between people, you could miss out on a prospect's true motivation, which could cost you that enlistment. The same thing can be said when you are trying to counsel an at risk Soldier. That Soldier may fail to re-enlist because you failed to understand the needs of that Soldier.

Slide 4

**NATIONAL GUARD**

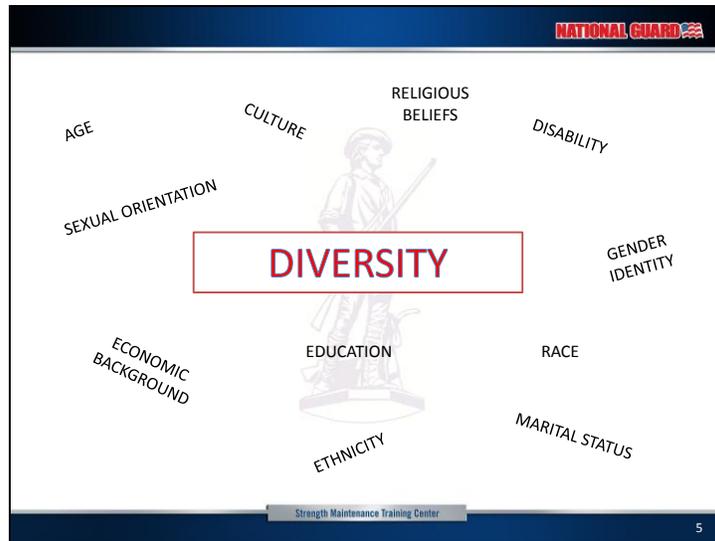


**What does Diversity mean to you?**

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What does Diversity mean to you? Consider that question for a few minutes and as you read “The Army Policy on Diversity.”



## Diversity

1. When people think of the term “Diversity” they frequently think of someone’s racial background; however, there is much more to diversity. Advance the slide one level to see some more characteristics that need to be considered when discussing diversity.

a. **Age:** How does age relate to diversity? If you have children, think about how you treat your children in comparison to how you treat your own parents, or even your grandparents. What are the differences? Consider why you treat them differently. Now think about the different age demographics you interact with when you are prospecting. Are you going to treat a 25 year old the same way you would a high school senior? What about when conducting retention/attrition counseling? Are you going to treat the young guy at the end of his first contract the same way as the SSG with 12 years of service? How do you think that SSG would react if you talked to him like a new recruit or even a young E3 or E4?

b. **Culture:** When you think of cultural diversity what do you think of? Do you consider that it involves understanding the various cultures in the United States as well as the cultures of foreign countries? Understanding a culture is related to understanding the behavioral norms of the people within the culture. Behavioral norms can be defined as the pattern of beliefs, attitudes, self-definitions, and values found in the society. Examples of the norms include:

- Expected behaviors (roles) of people in different social status
- Appropriate treatments for women and children

- Common courtesies
- Local business practices
- Traditional roles of each family member
- Customary norms

c. **Disability:** Have you ever considered that people with disabilities can have their own behavioral norms or even their own cultures? An individual with a disability is defined by the Americans with Disabilities Act (ADA) as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Consider the deaf community, or culture, as an example. According to the Minnesota Department of Human Services, making eye contact, using appropriate gestures to get the attention of a deaf person, and meeting with other members of the deaf community are norms that should be considered when interacting with someone in the deaf community. For example, making eye contact is important because people who are deaf year the nuances of facial expressions and body language for additional information. The deaf community is just one example. Take a few minutes and think on how other behavioral norms might be different with other disabled cultural groups. How does this impact you as an RRNCO? Have you ever had a lead that disabled in some way? Did you have a lead with parents or other family members that were disabled? Did you know how to interact with that person without offending them?

We will discuss in Class tomorrow the following areas so think about these areas as you continue with reviewing this lesson.

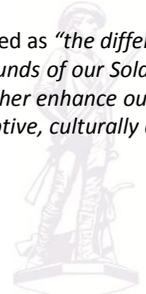
- d. Economic Background:
- e. Education:
- f. Ethnicity:
- g. Gender Identity:
- h. Marital Status:
- i. Race:
- j. Religious Beliefs:
- k. Sexual Orientation:

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## Check on Learning

Army diversity is defined as *“the different \_\_\_\_\_, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.”*

- a. values
- b. customs
- c. thoughts
- d. attributes



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LSA #1, COL #1

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Take a minute to answer this Check on Learning question using the information we have discussed so far in this lesson.



1. At this time, take some time to read the “Army Diversity” handout. As you read consider why diversity is important to the Army.

2. The benefits of the Army’s diversity efforts are many, including the opportunity to better understand our Nation’s increasingly diverse population and attract the best available talent to fill our Soldier and Civilian Ranks. Personnel who feel valued are inspired to serve at a higher level and want to remain in the Army. Our diversity education and training will enable leaders to create environments that are inclusive of all Soldiers, Civilians, and family members, thus enhancing our ability to operate globally with a culturally astute force, bringing to the fight specific cultural, ethnic, language, and other backgrounds of our personnel.

3. Today’s security environment demands more from our leaders than ever before. The unconventional, asymmetrical battlefields of the future mean that we must understand people and the environments where they live. A more culturally, ethnically, and linguistically diverse Army that facilitates understanding will provide a more effective force. The Army offers opportunities to men and woman of all socio-economic classes of America. That inclusiveness must be a constant to ensure our ability to recruit and retain a diverse Army that can fight and win the battles of the 21<sup>st</sup> century. In order to ensure that inclusiveness is constant, the Army must improve in the following areas.

a. First, we must continue to improve our understanding of America’s diverse population. Think back to the different cultural characteristics and cultural norms we looked at earlier. As an RRNCO, do you feel your understanding of each of those characteristics is sufficient? Reflect

on which areas of society you know the least about. What steps can you take to learn more about that group?

b. Second, we must improve our ability to attract our young people to the Army to include their knowledge and abilities in mission accomplishment. Think about the knowledge your parents had available to them when they were children compared to what you had available to you growing up. Now take that concept to the next level. What technology and access to knowledge do young people have today that we did not when we were young? Next, consider the nature of warfare today and the ever growing cyber threats that exist. If we do not attract the younger generation with the technical skills needed to combat cyber threats, the United States will be vulnerable.

c. Next, we must improve the ability to incorporate the diverse backgrounds, knowledge, skills, talents, and abilities into the way we accomplish our mission.

d. It is not good enough to attract a diverse Army that can fight the battles of the 21<sup>st</sup> century, we must also improve on our ability to retain those Soldiers in order to maintain the ability to win the battles.

e. Finally, we must be able to inspire our Soldiers to be champions of military service in the Army. If we are able to inspire our Soldiers then they may inspire others to join and contribute to the diversity of the Army.



Watch the “Seeing Beyond the Surface” video and reflect on how you have experienced some of these situations in your career. Have you ever encountered someone who seemed one way on the surface but actually had more to offer once you were able to see beyond the surface?

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## Check on Learning

The Diversity Roadmap includes 5 goals that address the key areas that are essential to future success in diversity. Which of the following is **NOT** a goal?

- a. Resources
- b. Structure
- c. Training
- d. Symposiums



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LSA #2, COL #1

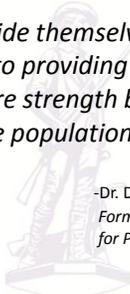
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Use the information we have covered in this lesson to answer this Check on Learning question.



*“The armed forces pride themselves on being leaders in diversity. In addition to providing equality, diversity gives the military more strength by ensuring that it reflects the very same population it’s called to defend.”*

-Dr. David s. Chu  
Former Undersecretary of Defense  
for Personnel and Readiness



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## Summary

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 5 minutes

Media: Power point

Always remember that diversity is what makes both our country and our Military strong.

“The armed forces pride themselves on being leaders in diversity. In addition to providing equality, diversity gives the military more strength by ensuring that it reflects the very same population it’s called to defend.”

~Dr. David S. Chu, former Undersecretary of Defense for Personnel and Readiness.