

U.S. Naval Academy Diversity Peer Educator Education Discussion Guide

Dr. Christine Copper

Dr. Jeff Macris

Maj (b) (6)





Agenda Day 1

1230 - 1235 Instructor Introduction

1235 - 1238 Superintendent's Welcome Remarks

1238 - 1300 Group Introductions

1300 - 1430 Conversations in Conscientious Leadership,
Task Force 1 Navy and PQS Mapping

1430 - 1440 Comfort Break

1440 - 1510 Facilitation Techniques

1510 - 1600 Bystander Intervention, Compliance, Handling
Race Related Incidents

1600 - 1630 Homework & Administrative Remarks



Welcome Remarks

[VADM Sean Buck](#)



Introductions

- Name
- Hometown
- Company
- Team and/or ECA



Ice Breakers

- Why to do them?
- When to do them?
- The Name Game



Conversations in Conscientious Leadership





Combined I&D Core Competency Continuum*

Inclusion & Diversity Core Competencies 1 - 5 years of service

- Acknowledge Cultural Differences
- Listen Carefully & Consider Others' Perspective
- Assess Self-Awareness of Personal Biases
- Recognizes Communication Styles & Barriers
- Demonstrate Respect for Others' Values & Customs

- Core Competencies for Enlisted and Officers were briefed at the Sep 20 I&D Council
 - Participants agreed Navy should have one set of core competencies for all Navy members
- These combined core competencies are "best in breed" from both sets and were approved at the Oct 20 FSC



Years in Service

0	1 - 5	5 - 7	7 - 12	12 - 15	15 - 18	18 - 22	22 - 25	25 - 30
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Character & Competence trainings are completed through continuous developmental courses and schoolhouses and put into practice during sea & shore tours.

*OPNAV N1, Culture of Excellence Governance Board, Draft Presentation for Navy Corporate Forum, Distributed prior to 21 January 2021



PQS Mapping Day 1

- Explain the value of cultural differences, and how they are relevant to leaders of the Naval Services.
 - Cultural Competency Module
 - Conversations in Conscientious Leadership Video & Discussion
 - Icebreaker: Name Game (Cultural Heritage & Identity)
- Demonstrate the ability to listen carefully and consider others' perspectives.
 - Active Listening Module
 - Cultural Competency Module
- Explain why self-awareness is important, and how personal biases may interfere with being an inclusive leader.
 - Video (Admiral "I'm going to keep my eye on you.")
 - Cultural Competence Module
 - Active Listening Module
- Demonstrate the ability to identify differences in communication styles, isolate communication barriers, and focus the conversation to better understand the issue/topic.
 - Cultural Competency Module
 - Facilitation Techniques Module
 - Active Listening Module



PQS Mapping Day 1

- Demonstrate the ability to mediate differences, and be knowledgeable of the resources available to those who may have been marginalized.
 - Homework (Lesson Plan for a Difficult Conversation)
 - Conversations in Conscientious Leadership Video (I don't have time to teach you - why don't you take the time to learn?)
 - Bystander Intervention, Compliance, Handling Race Incidents
- Demonstrate the knowledge of, and be able to critique the various research frameworks related to racism, sexism, and marginalization that exist in our nation today.
 - Perspectives: Where do we go from here?
- Develop a range of potential responses for handling racially-oriented crises/incidents (microaggressions, inappropriate social media postings, etc.).
 - Bystander Intervention, Compliance, Handling Race Incidents



Facilitation Skills

Excellent facilitation of any topic requires work. Meaningful facilitation of challenging topics requires even more. If you are unwilling or unable to put forth the necessary effort, do not bother facilitating. You could do more harm than good to the cause.

- *In all situations, facilitation skills begin with proper prior planning and preparation.*



Facilitation Skills

- Proper prior planning and preparation - Aspects of this preparation should include:
 - **Learning** as much as possible about the topic
 - **Asking yourself:** *How are you going to maintain authenticity, professionalism, and/or sincerity in the classroom?* i.e. what kind of tone do you want to set and how are you going to set it?
 - Reflecting upon **lessons learned** from past classroom experiences
 - Careful brainstorming and consideration about **what questions may be asked** or what concerns may be voiced by the audience
 - How are you going to manage a conversation in your classroom that is no longer instructive or productive?
 - **Developing strategies** for managing body language and emotional responses to the audience
 - How are you going to react when a student makes you angry?
 - Hurts your feelings or obviously hurts another student's feelings?
 - Demonstrates a blatant conceptual error?
 - Is offensive in their lack of enthusiasm or understanding?
 - Developing plans for tackling questions to which **you do not know the answer**
 - Lastly, after all this other prep/planning, ask yourself: *how are you going to actively avoid communicating condescension, the nemesis of effective facilitation?*



Facilitation Best Practices

1. Create a Safe Space

2. No one is talking!

3. **Manage the Dialogue:** Beware of the dangers of open ended dialogue though! When managing your dialogue:

- keeping it on track is critical;
- do not let one person dominate the conversation;
- acknowledge all contributions;
- know that while you are the facilitator of this dialogue it can be counterproductive to believe that you have all of the right answers – allow other viewpoints on the topic.

4. Active Listening/Paraphrasing Rephrasing

5. Check for Meaning



Facilitation Best Practices

- 6. Give Positive Feedback**
- 7. Redirection**
- 8. Expand**
- 9. Devil's Advocate**
- 10. Relieve Tension**
- 11. Synthesize**
- 12. Summarize**
- 13. Containment**



Facilitation Best Practices

14. **Applying Bystander Intervention Principles in the Classroom!**

- Pluralistic Ignorance – don't assume the loudest voice in the room is the true voice and never assume that the first correct answer doesn't mask a lot of confusion or dissent
- Diffusion of Responsibility – everyone is looking at each other because they think someone else is going to answer the question

15. **Body Language?**



Facilitation Best Practices VEGA

- **V – Voice:** Loud enough? Serious or not serious tone depending on context? Angry? Friendly?
- **E – Eye Contact:** Making eye contact with the intended audience is a powerful way to ensure attentiveness.
- **G – Gestures:** Controlling hand gestures and movement. Speakers do not want to seem like robots because this is BORING, but too much pacing and gesturing is distracting. Also, some gestures can be very distracting depending on the audience.
- **A – Attitude:** Are you happy to be speaking? Make sure your audience knows! Would you rather be at the beach? Understand that your audience probably knows that, too! Attitudes are infectious.



Facilitation Best Practices HAIL

- **H— Honesty:** Be straight with the audience. If you do not know an answer, own it. No B.S.!!
- **A— Authenticity:** Stand in what you know to be true. Confidently be yourself!
- **I— Integrity:** Say what you mean and mean what you say. As a member committed to the team, you need to understand and consistently demonstrate our collective standards and values, otherwise WHY would or should your audience trust you?
- **L— Love:** Audiences reciprocate the level of care and enthusiasm received from presenters. You must include in your preparation a plan for communicating your level of caring, both for them and for the program.



Bystander Intervention, Compliance, Handling Race Related Incidents

- Assign “Microaggression” scenarios - “how would you handle it?”
 - Inappropriate joke forwarded to team collective email list
 - Bystander scenarios
 - Racial slur posted on social media
 - Team listening to songs with racial epithets
 - One player accuses a second player of a microaggression
 - One player’s high school posts on social media uncovered and printed in local press
- How to lead a group discussion & know when to intervene.



Homework

- "Necessary Conversations Guide." [Appendix F of Task Force One Navy](#)
 - Using the guidance in Appendix F, working with a teammate, compile a lesson plan for a 30 minute "Necessary Conversation" with your team, company, or other group. Use a scenario from the "Black at USNA" instagram site, or any other material that you wish to draw from, to serve as a basis for this conversation. Turn in your written lesson plan at the beginning of Day 2, and prepare to lead that discussion on Day 2."
- [Cultural IQ Quiz](#)



Agenda Day 2

- 0 - 1300 Admin, Resources and Program Structure
- 0 - 1315 Ice Breakers: Introduce your new friends
- 5 - 1335 Prac App: TF1N "Necessary Conversations"
- 5 - 1400 Active Listening
- 0 - 1420 Prac App: TF1N "Necessary Conversations"
- 0 - 1430 Comfort Break
- 0 - 1520 Cultural Competence
- 0 - 1540 Prac App: TF1N "Necessary Conversations"
- 0 - 1610 Perspectives - Where do we go from here?
- 0 - 1630 Close Out



PQS Mapping Day 2

- Explain the value of cultural differences, and how they are relevant to leaders of the Naval Services.
 - **Cultural Competency Module**
 - **Conversations in Conscientious Leadership Video & Discussion**
 - **Icebreaker: Name Game (Cultural Heritage & Identity)**
- Demonstrate the ability to listen carefully and consider others' perspectives.
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PQS Mapping Day 2

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- Demonstrate the knowledge of, and be able to critique the various research frameworks related to racism, sexism, and marginalization that exist in our nation today.
 - **Perspectives: Where do we go from here?**
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 - **Bystander Intervention, Compliance, Handling Race Incidents**



What is the DPE Program?

Diversity : the inclusion of people of different races, cultures, genders, etc

Diversity Peer Educators

To create sustained, productive, meaningful, and informed conversation surrounding a broad range of topics that relate to, or intersect with, diversity and inclusion.

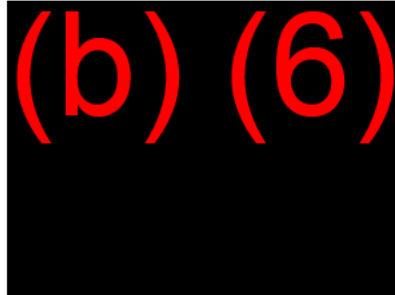
Diversity Peer Diversity Educators are made up of Midshipmen who volunteer to serve in the Brigade as “subject matter specialists” for information and support on topics surrounding sensitive topics like race, gender, sexual orientation, and gender identity.



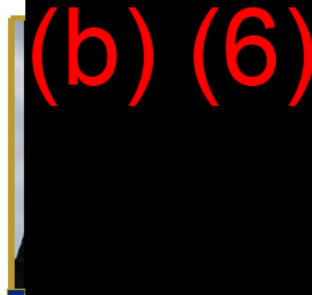
The DPE Mentor Team



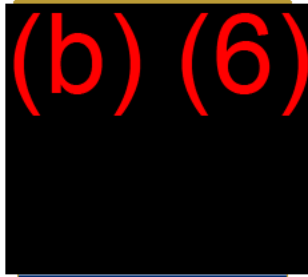
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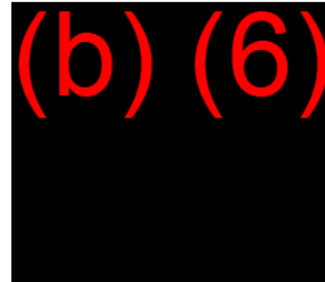
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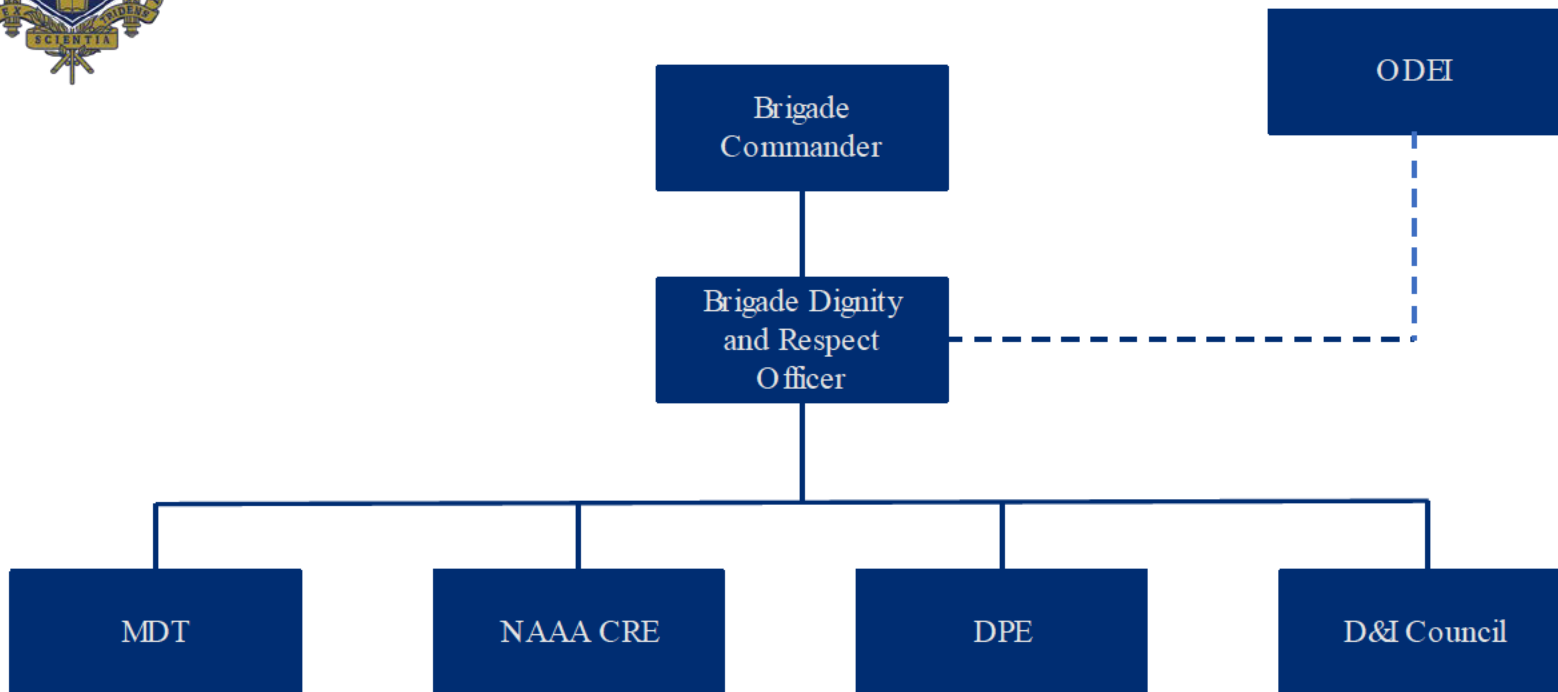
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MIDN (b) (6)
(DPE Midshipman Lead)



Brigade Structure





Roles and Responsibilities

- Serve as a walking safe space for peers
- Facilitate discussion among company-mates to ease the tensions surrounding diversity topics
- Provide an accurate pulse on Brigade outlook and morale
- Advise company midshipmen leadership on best practices to make equitable decisions
- Serve as a resource for peers who need to seek help in all matters of diversity and inclusion



PQS Standards

1. Explain the value of cultural differences, and how they are relevant to leaders of the Naval Services.
2. Demonstrate the ability to listen carefully and consider others' perspectives.
3. Explain why self-awareness is important, and how personal biases may interfere with being an inclusive leader.
4. Demonstrate the ability to identify differences in communication styles, isolate communication barriers, and focus the conversation to better understand the issue/topic.
5. Demonstrate the ability to mediate differences, and be knowledgeable of the resources available to those who may have been marginalized.
6. Demonstrate the knowledge of, and be able to critique the various research frameworks related to racism, sexism, and marginalization that exist in our nation today.
7. Develop a range of potential responses for handling racially-oriented crises/incidents (microaggressions, inappropriate social media postings, etc.).



USNA Timeline for Qualification

February	<ul style="list-style-type: none">● 6-7 and 27-28 Feb: DPE Education Sessions● Date TBD: Make up sessions
March	<ul style="list-style-type: none">● (T) Make Up DPE Training Sessions● 15 March: PQS Complete● Date TBD: DPE Performance Evaluation Boards
April	<ul style="list-style-type: none">● Date TBD: DPE Performance Evaluation Boards (cont.)



Spring 2021 Expectations

- Company and Team discussions
 - Goal: (1) discussion with members of each class
- DPE Meet Ups
 - Once a month: April & May
 - Two groups: Blue & Gold
 - Online v. In Person (COVID dependent)
 - Hotwash
- Continuing Education Workshops



Introductions Part II

Tells us all about your **new** friends!
-What new thing did they teach you?

“Find someone who doesn’t look like you and go have a conversation with them.”

- General Glenn M. Walters

34th Assistant Commandant of the Marine Corps



Homework Practical Application

Group 1

- "Necessary Conversations Guide." [Appendix F of Task Force One Navy](#)
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Active Listening

A learned skill that involves the entire body and requires practice.

EARS

Actively pay attention.

EYES

Look at the speaker.

MOUTH

Don't speak when someone else is talking.

Try to restate speakers' ideas.

HEAD

Process what they are saying.

BODY

Turn toward speaker. Lean in.

HANDS

Put down the electronic devices.

If appropriate, take hand-written notes.

HEART

Attempt to understand the speaker's feelings. Consider others' points of view.





Homework Practical Application

Group 2

- "Necessary Conversations Guide." [Appendix F of Task Force One Navy](#)
 - Using the guidance in Appendix F, working with a teammate, compile a lesson plan for a 30 minute "Necessary Conversation" with your team, company, or other group. Use a scenario from the "Black at USNA" instagram site, or any other material that you wish to draw from, to serve as a basis for this conversation. Turn in your written lesson plan at the beginning of Day 2, and prepare to lead that discussion on Day 2."



Cross Cultural Competence

Cul·ture /ˈkəlCHər/

Definition: the social behavior and norms throughout societies, consisting of the values, customs, beliefs, systems of language and communication.

Cross Cultural Competence

Definition: An ability to understand and communicate with people from different cultures and engage with them effectively. (Also referred to as “*intercultural*” competence).

How to Improve Cross Cultural Competence

- Reflect on *your own* culture
- Research cultures *other than your own*.
- Recognize that communication styles across cultures vary considerably - listeners in other cultures may not receive your intended message
- Respect & understand others' values & customs: know the “Culture Iceberg”



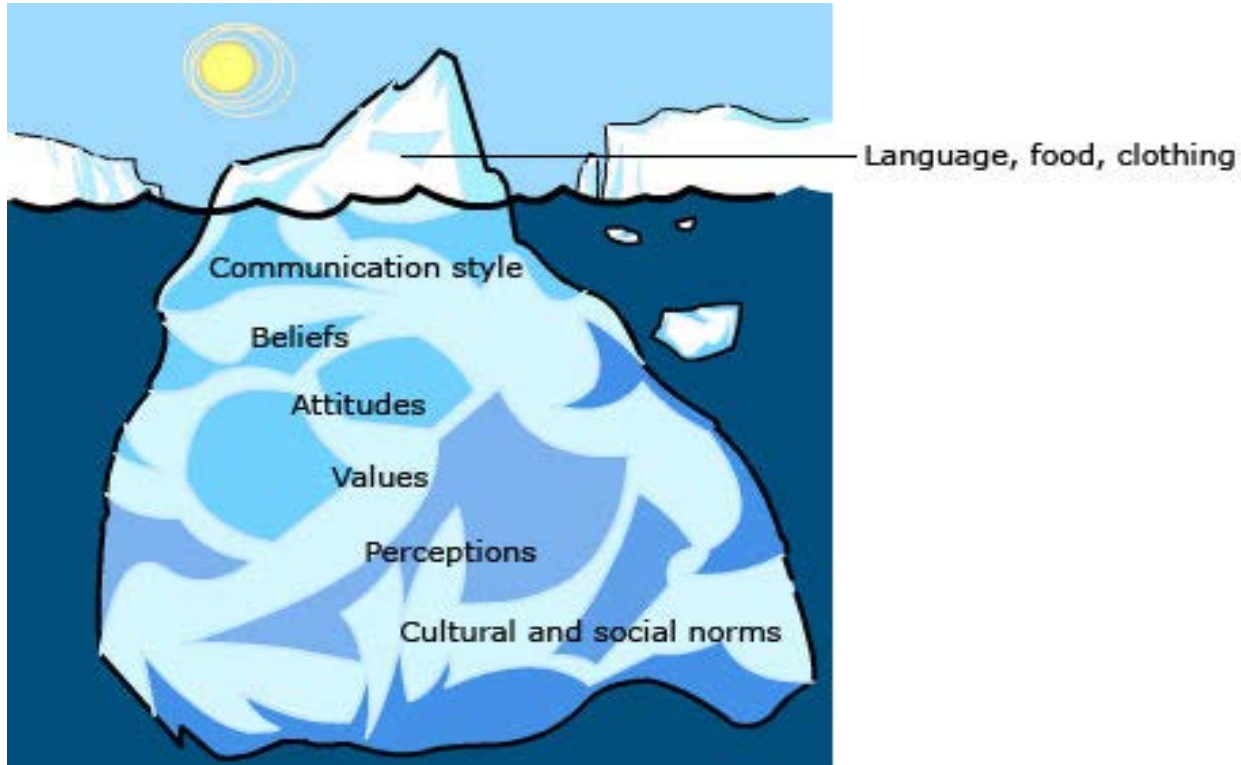
Cross Cultural Competence

- Discuss quiz results





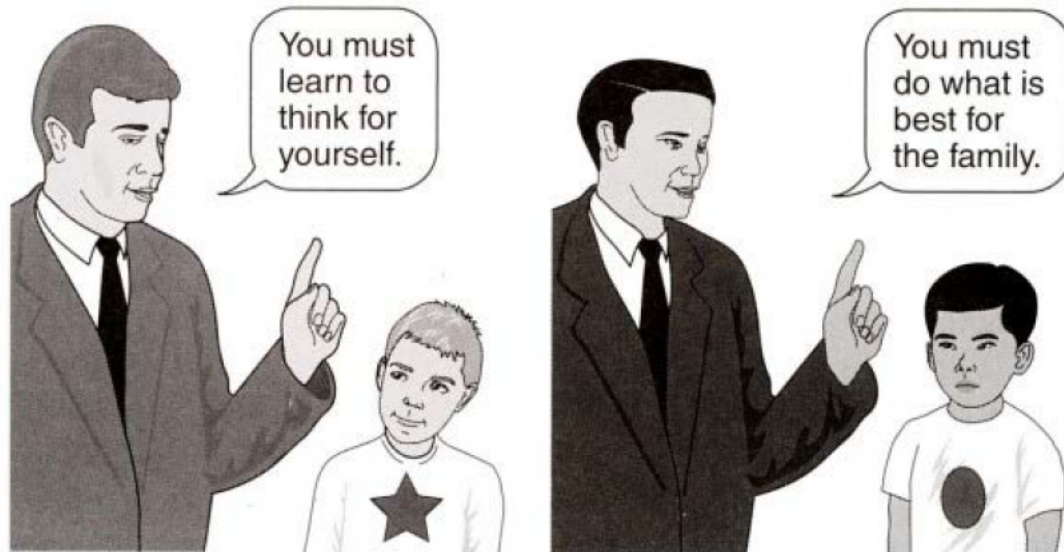
Cross Cultural Competence Culture Iceberg





Cross Cultural Competence

FIGURE 3-1 Individualism versus Collectivism





Cross Cultural Competence





Homework Practical Application

Group 3

- "Necessary Conversations Guide." [Appendix F of Task Force One Navy](#)
 - Using the guidance in Appendix F, working with a teammate, compile a lesson plan for a 30 minute "Necessary Conversation" with your team, company, or other group. Use a scenario from the "Black at USNA" instagram site, or any other material that you wish to draw from, to serve as a basis for this conversation. Turn in your written lesson plan at the beginning of Day 2, and prepare to lead that discussion on Day 2."



Perspectives Where do we go from here?

A wide spectrum of ideas that spans two very different assumptions

**Ideas Frequently Heard on
the Left**

**Ideas Frequently Heard on
the Right**

Spectrum of Perspectives (p. 30)

Historical Racism
(p. 33)

"Racism is a group act - a failure to correct an unjust system"

Class Inequality (p. 43)

Racist vs. Antiracist (p. 50)

"Racial Injustice"
(p. 47)

"Equality of Outcomes"

White Responsibility (p. 47)

Marxism- "Capitalism is the source of social problems" (p. 57)

White Privilege & "Whiteness" (p. 51)

Reparations (p. 52)

Racialization

Multiculturalism ("Jelly Bean Jar") (p. 55)

Contemporary Manifestations of Racism
(p. 49)

Critical Race Theory & Intersectionality
(p. 53)

Historical Racism
(p. 33)

Slavery to Jim Crow (p. 35)

End of Overt Discrimination (p. 46)

"Colorblindness"
(p. 34)

Americanization Project ("Melting Pot") (p. 40)

Goal: "Equality of Access"

Affirmative Action
(p. 35)

Implied Inferiority
(p. 35)

Reverse Racism
(p. 35)

Backlash (p. 35)

"No Victimhood & Victicrats"
(p. 38)

Minority Entrepreneurial Values
(p. 42)

Anglo-Conformity
(p. 40)

"Racism is an individual act"



Close Out Comments