

Unit 2: Team-Building

Lesson 6: Standards

Lesson Duration: 60 minutes

ENABLING OBJECTIVES:

- **DESCRIBE** the importance of enforcing Navy standards.
- **LIST** techniques for establishing and maintaining good order and discipline.
- **LIST** methods for providing feedback when standards are not met.

INSTRUCTOR PREPARATION:

1. Review Lesson 6 objectives.
2. Review Lesson 6 lesson plan, role-play instructions, and corresponding presentation.
3. Prepare to give an overview of each topic.
4. Prepare to facilitate the questions with the group.

5. Prepare to facilitate a discussion on the posed questions or capture the answers of the participants on a chart pack or white board.

6. Materials:

- a. Lesson 3 presentation
- b. Pens
- c. Chart pack paper/white board
- d. Role-play scenarios included at the end of this lesson

REFERENCES:

NAVADMIN 070/11

TITLE	RELATED FACILITATOR ACTIVITY
6-0 Chief Petty Officer Selectee Leadership Course	DISPLAY: Slide 6-0 Chief Petty Officer Selectee Leadership Course.
6-1 Lesson 6	<p>DISPLAY: Slide 6-1 Lesson 6.</p> <p>SAY: Chief Petty Officers play a key role in enforcing standards. Because they are out and about, they are able to see for themselves whether job performance and military standards of the Navy and the command are being met.</p> <p>All Sailors have the personal responsibility to perform their assigned tasks and duties to the best of their abilities and to conform to the standards of the Navy and the command.</p>
6-2 Objectives	<p>DISPLAY: Slide 6-2 Objectives.</p> <p>REVIEW: Objectives. Discuss what trainees will be able to accomplish after this session.</p>
6-3 Define Standards	<p>DISPLAY: Slide 6-3 Define Standards.</p> <p>GROUP DISCUSSION (15 min): Have the trainees break into groups. Ask each group to define standards. Brainstorm a list of standards we have in the Navy.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none"> • The example by which things are measured against • Having standards gives you the required reference point, allowing you to compare what is being practiced with that reference. • List of standards <ul style="list-style-type: none"> ○ Uniform ○ Grooming ○ Performance ○ Watch-standing ○ Qualifications ○ Cleanliness
<p>6-4 Standards Defined</p>	<p>DISPLAY: Slide 6-4 Standards Defined.</p> <p>SAY: Standards: a basis for comparison; a reference point against which other things can be evaluated.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>SAY: Standards are the minimum acceptable rules of our profession. Enforcement of those rules consistently and fairly is one of our most important responsibilities.</p> <p>As a Chief, your actions and appearance must be beyond reproach—always—on and off duty.</p> <p>By living the standard yourself and enforcing the standard with others, you uphold the professional heritage set for over 100 years and provide the example for juniors, peers, and superiors to live the standard themselves.</p>
<p>6-5 Standards</p>	<p>DISPLAY: Slide 6-5 Standards.</p> <p>GROUP DISCUSSION (20 min): Ask the group to identify methods Chief Petty Officers (CPO) can use to maintain standards.</p> <p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none"> • Inspecting personnel at quarters • Inspecting divisional spaces • Observing Sailors • Monitoring watch-standers and providing feedback

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> • Providing training to the crew/department/division • Being involved throughout the ship with a watchful eye <p>GROUP DISCUSSION (10 min): Ask the group why it is important to know and enforce standards?</p> <p>SAY: As senior deckplate leaders, Chiefs are expected to set and maintain Navy standards. They must know and enforce the standards; otherwise the standards may become lower than acceptable. CPOs run the day-to-day business of the Navy.</p>
<p>6-6 Good Order and Discipline</p>	<p>DISPLAY: Slide 6-6 Good Order and Discipline.</p> <p>SAY: By establishing and maintaining standards throughout the command, it serves as a norm for all Sailors to follow. This will help maintain good order and discipline (GOAD).</p> <p>SAY: As a group, define GOAD. Capture answers on chart pack paper.</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p>6-7 Good Order and Discipline Defined</p>	<p>DISPLAY: Slide 6-7 Good Order and Discipline Defined</p> <p>REVIEW:</p> <ul style="list-style-type: none"> • Order: an established customary state; a condition of regular or proper arrangement • Discipline <ul style="list-style-type: none"> ○ Positive: training by instruction; especially to teach self-control ○ Negative: punishing to gain control or enforce obedience
<p>6-8 Assessing Good Order and Discipline</p>	<p>DISPLAY: Slide 6-8 Assessing Good Order and Discipline.</p> <p>GROUP DISCUSSION (10 min): Assessing GOAD</p> <p>ASK: How long would it take you to determine the GOAD of a unit?</p> <p>ASK: How did you assess GOAD of a unit you visited?</p> <p>DO: Capture answers on chart pack paper.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none"> • 5-30 minutes (to assess) • Quarterdeck appearance • Unit cleanliness • Smartness of evolutions (colors, watch turnovers, etc.) • Watch-standing (formality, communications, log-taking, basic principles) • Sailor appearance (uniforms, haircuts, etc.) • Crew morale (esprit de corps)
<p>6-9 Good Order and Discipline Improvement Strategies</p>	<p>DISPLAY: Slide 6-9 Good Order and Discipline Improvement Strategies.</p> <p>GROUP DISCUSSION (10 min): Improving GOAD</p> <p>ASK: Brainstorm ways to improve GOAD. Looking back at your “How did you assess the GOAD?” list, describe methods to improve GOAD at your command.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none"> • Enforcing standards <ul style="list-style-type: none"> ○ Correct uniform deficiencies ○ Correct military bearing deficiencies • Monitoring (with feedback) <ul style="list-style-type: none"> ○ Briefs ○ Evolutions ○ Duty section turnover ○ Training • Inspecting <ul style="list-style-type: none"> ○ Zones ○ Berthing/Bachelor Enlisted Quarters (BEQ) ○ Personnel/Uniform

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> • Conducting morning quarters • Following plan of the week (POW)/plan of the day (POD) <p>SAY: Part of improving and maintaining GOAD is providing effective feedback. When providing feedback, it's not just the words or actions you use, but how you use them.</p>
<p>6-10 Effective Feedback</p>	<p>DISPLAY: Slide 6-10 Effective Feedback.</p> <p>REVIEW: Fundamentals of Effective Feedback.</p> <p>SAY: Feedback is not personal; do not attack the person. Rather, discuss the behavior and the plan to change it.</p> <p>Fundamentals of effective feedback:</p> <ul style="list-style-type: none"> • Provide clear responses • Focus on changing behavior • Provide follow-up

TITLE	RELATED FACILITATOR ACTIVITY
<p>6-11 Role-Play #1</p>	<p>DISPLAY: Slide 6-11 Role-Play #1</p> <p>DO: Ask for three volunteers to come to the front of the room. Assign each one a role:</p> <ul style="list-style-type: none"> • 1 junior Sailor • 1 CPO • 1 division officer <p>Provide the volunteers with the role-play scenarios, and give them a minute or two to plan out their role-play.</p> <p>Refer to the following excerpt from NAVADMIN 070/11 if necessary:</p> <ul style="list-style-type: none"> • Use of portable communication devices (e.g., cell phones, blackberries, pagers, etc.) are authorized for use and wear while in uniform (to include walking) in the manner prescribed as follows: <p style="padding-left: 40px;">The use of portable communication devices shall not interfere with the rendering of military courtesies and honors nor violate local, state, and federal laws.</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p>6-12 Role-Play#1 Debrief</p>	<p>DISPLAY: Slide 6-12 Role-Play #1 Debrief.</p> <p>REVIEW: What went well? What could have been done differently? How did standards play a role in final decision? How was the feedback?</p>
<p>6-13 Role-Play #2</p>	<p>DISPLAY: Slide 6-13 #2 Role-Play #2</p> <p>DO: Ask for two volunteers to come to the front of the room. Assign each one a role:</p> <ul style="list-style-type: none"> • Sailor • CPO <p>Provide the volunteers with the role-play scenarios, and give them a minute or two to plan out their role-play.</p>
<p>6-14 Role-Play #2 Debrief</p>	<p>DISPLAY: Slide 6-14 Role-Play #2 Debrief.</p> <p>REVIEW: What went well? What could have been done differently? How did standards play a role in final decision? How was the feedback?</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p>6-15 Knowledge Check</p>	<p>DISPLAY: Slide 6-15 Knowledge Check.</p> <p>ASK THE FOLLOWING QUESTIONS TO CHECK FOR UNDERSTANDING:</p> <ul style="list-style-type: none"> • How do Navy standards help enforce GOAD? • What are three examples of how standards establish and maintain GOAD? • What are three methods to improve GOAD?
<p>6-16 Objectives</p>	<p>DISPLAY: Slide 6-16 Objectives.</p> <p>REVIEW: Objectives.</p>
<p>6-17 Summary</p>	<p>DISPLAY: Slide 6-17 Summary.</p> <p>SAY: Establishing and maintaining a climate of good order sets the proper expectations within the Mess.</p> <p>Chiefs are the role models; they set the standards and hold others accountable to those standards. Subordinates want to be led, recognized, and appreciated for their good work and dedication. Often this recognition can and will motivate Sailors.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>Promoting and recognizing GOAD will help to maintain it. As a Chief, if you let standards and the quality of work deteriorate they will continue to do so until addressed. If you choose to ignore or avoid it, you are condoning, and even supporting it. Setting the example for the standards and conduct of your Sailors is your responsibility. You must remember to always lead by example.</p>

ROLE-PLAY SCENARIO #1 – Lesson 6 Standards

DIRECTIONS: Review the scenario. Take a few minutes to consider how to best present the role of the Chief in maintaining standards.

SITUATION: You are new to the command and have noticed that standards aren't where they need to be. You feel very strongly about correcting behavior and ensuring standards are met. You observe a Sailor out of standards, and you feel that you must provide feedback to correct the behavior.

The Role of the Chief:

You are walking from the parking lot toward your command with your division officer. You come across a Sailor walking toward you and talking on a cell phone. The Sailor has the cell phone in his/her right hand and his/her left hand is free. You greet the Sailor, "Good afternoon."

ROLE-PLAY SCENARIO #1 – Lesson 6 Standards

DIRECTIONS: Review each scenario. Take a few minutes to consider how to best represent the role of a Sailor who may not always meet standards.

SITUATION: You have been at your shore command for a few months and are enjoying the experience. You've found that the standards here are a little more relaxed than they were back on the ship, and sometimes you find yourself letting your standards slip. If no one has mentioned it, it must be ok.

Role of the Sailor:

You are walking from the parking lot towards your command. You are talking on a cell phone in your right hand and your left hand is free. You see a Chief approaching with an officer, but you stay on your call.

ROLE-PLAY SCENARIO #1 – Lesson 6 Standards

DIRECTIONS: In this role-play, you are the division officer walking with your Chief. Your Chief will observe a Sailor out of standards and provide feedback to correct the behavior. During this situation, you do not need to address the Chief or Sailor unless they address you first.

Division Officer: You are walking from the parking lot toward your command with your Chief.

ROLE-PLAY SCENARIO #2 – Lesson 6 Standards

DIRECTIONS: Review each scenario. Take a few minutes to consider how to best represent the role of a Sailor who may not always meet standards.

SITUATION: You have been the LCPO for two months now. You had a new Sailor check in three days ago and you need to talk to him/her about their pay.

Role of the Chief:

You walk down to the shop and enter to find three Sailors wrestling with your new Sailor and another Sailor is just watching.

ROLE-PLAY SCENARIO #2 – Lesson 6 Standards

DIRECTIONS: Review each scenario. Take a few minutes to consider how to best represent the role of a Sailor who may not always meet standards.

SITUATION: You have worked in your division for about six months and you realize that every Sailor has been wrestled to the ground in the shop by certain Sailors. SN Johnson reported three days ago and some of your division shipmates start wrestling him to the ground and demand that you join in.

Role of the Sailor:

You don't know what to do. You haven't joined in on any previous sessions. The other three Sailors are yelling at you to help them out.