

3.0 FULL SPEED AHEAD



CULTURE OF EXCELLENCE TRAINING

FACILITATION GUIDE

MODULE 4

Sailor Today, Sailor Tomorrow



Department of the Navy
21st Century Sailor Office (OPNAV N17)

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Goals of Full Speed Ahead 3.0

Full Speed Ahead 3.0 (FSA 3.0) is rooted in the tenets of the Navy’s Culture of Excellence (CoE). FSA 3.0 weaves the CoE themes of Toughness, Trust, and Connectedness throughout modules that are tailored to timely and high-visibility topics, including diversity and equity, fairness and justice, inclusion and belonging, and recruiting and retention.

FSA 3.0 builds on the previous courses in the FSA series with a continued emphasis on character, competence, leadership, personal and peer accountability, and personal and organizational growth and betterment. As in previous courses, FSA 3.0 encourages Sailors to adopt and demonstrate the Navy Core Values, Navy Ethos, Core Attributes, and Signature Behaviors. Through guided discussions, Sailors are encouraged to think critically about their personal understanding of—and contribution to—the Navy’s CoE.

FSA 3.0 consists of four modules. Each module is intended to be delivered in 60–90 minutes, but facilitators are encouraged to block additional time in the event discussions run long.

The four modules are:

- **Module 1: Sailor Identity and Connectedness.**
- **Module 2: Trust and Fairness.**
- **Module 3: Diversity, Equity, and Inclusion.**
- **Module 4: Sailor Today, Sailor Tomorrow.**

Each module includes a realistic dramatized video vignette, a documentary video interview segment, and facilitated discussion.

As with previous FSA courses, these modules will:

- **Paint a compelling picture of what “right” looks like.** Emphasize that the Signature Behaviors that form the foundation of the CoE focus more on positive rather than negative behaviors. Remind Sailors that the Navy’s success depends on holding to the high ideals of integrity and service and fostering a climate (at the micro and macro levels) in which every Sailor feels included, respected, and empowered.
- **Demonstrate how to make “right” actionable.** Inspire Sailors to actively engage in inclusive behaviors, including demonstrating respect for all, making sure all shipmates feel connected to the team and the mission, knowing when and how to intervene when confronting negative behaviors, and knowing how to speak up against and report incidents of discriminatory behavior.

- **Motivate Sailors to examine their own thoughts and behaviors.** Prompt Sailors to acknowledge their personal biases and stereotypes. These biases and stereotypes may impact the way Sailors perceive and interact with others who are different from them.¹
- **Activate the peer group and tap into micro-climates.** Motivate Sailors to reflect on their own biases and to recognize that steps toward countering these biases can lead to lasting positive change (personally, professionally, and in the workplace) and create a ripple effect in the behavior of others. Modify behaviors to create positive social norms that are embraced by Sailors and accepted and expected by peer groups, units and work centers, and other micro-climates. This effort will help create a positive and lasting transformation in our Navy culture.
- **Provide tangible actions that foster trust and confidence in leadership.** Give leaders tools to help Sailors embrace and live the Navy’s values, respect each other, work collaboratively as members of a team, take advantage of education and learning opportunities, achieve their full potential, and hold themselves and each other accountable. Encourage leaders to be transparent about their decisions, including those related to opportunities, recognition, and discipline to help promote equity. Motivate all Sailors to be leaders in advocating for transparency, fairness, and justice.
- **Emphasize the influential role of the Sailors in the “Critical Middle” (E5–E8, O1–O4).** Sailors in the Critical Middle have a unique ability to motivate, inspire, and influence positive cultural change because of their direct leadership of junior Sailors as well as their access to Sailors higher in the chain of command. They should encourage Sailors to take full advantage of opportunities afforded them, advocate on behalf of their Sailors, and hold the chain of command accountable for promoting the CoE.

¹ Acknowledging one’s own biases, assumptions, and stereotypes about others is a major step toward counteracting them. Additionally, recognizing that certain demographic groups have historically been denied equal opportunities will help move the Navy toward a more equitable future. (Chaney, K. and Sanchez, D. [2018]. *The Endurance of Interpersonal Confrontations as a Prejudice Reduction Strategy*. *Personality and Social Psychology Bulletin*, 44, 418–429.)

Facilitating Full Speed Ahead 3.0

PREPARE FOR YOUR SESSION

Sufficient preparation for the FSA 3.0 training course is paramount. Facilitators must be comfortable and familiar enough with the training materials to be able to focus on engaging all audience members during training sessions. An important attribute of an inclusive culture is the feeling of psychological safety, where all Sailors feel comfortable sharing their experiences without fear of judgment or retaliation from their leaders or peers. Discussions may be personal, emotional, and potentially polarizing. If facilitated properly, the FSA 3.0 series can positively affect team dynamics and short- and long-term CoE objectives. Discussions are intended to encourage Sailors to listen to one another, better understand the challenges others have faced, and show empathy and respect.

Following are several tips to ensure the effectiveness of each session:

- Inform Sailors about the training in advance and encourage them to think about what they would like to contribute to the discussion.
- Start the conversation in a positive and welcoming way.
- Encourage Sailors to engage with each other, be curious and empathetic, and respectfully disagree or offer alternative perspectives.
- Be aware of your own biases before you lead a discussion and refrain from commenting on the validity of anyone's "lived experience."
- Be prepared to share relevant stories from your own experiences; this will help get discussions started and will demonstrate that you have a personal stake in the topics.
- Be familiar with the Navy Core Values, Navy Ethos, Core Attributes, Signature Behaviors, and the key 21st Century Sailor Office support services and resources (See Appendices A and B).
- Build flexibility into the schedule to allow for additional time for each session, if needed.
- Manage extroverts so they do not overpower introverts. Allow for a few quiet moments of reflection; this time allows introverts to collect their thoughts and increases the likelihood they will participate in discussions. Watch for nonverbal cues that someone's "gears are turning" and ask them their opinion.
- Organize the seats in your room in a "U" shape to encourage participation.

The training will be dynamic and engaging if you are confident in your presentation, move around the room, ask appropriate follow-on questions, and demonstrate that you care about what Sailors have to say and have empathy for what they have experienced. Add personal touches to the script to enhance your delivery.

Personal opinions about Navy policies or current and recent events may seriously undermine the learning objectives of the training. Be mindful of your word choices and body language while facilitating. You must talk the talk and walk the walk; do not engage in behaviors that are counter to the messages in the training.

Determine how to pace yourself to ensure you cover the material in each module within a 60–90 minute session. It is not essential that you cover each discussion question. Think about what is going on in your command and focus on the conversations that need to take place that align with the Navy’s CoE themes and goals. The Task Force One Navy report recommends a path forward to enhance CoE initiatives with a focus on diversity, equity, and inclusion efforts. The report can be found at <https://media.defense.gov/2021/Jan/26/2002570959/-1/-1/1/TASK%20FORCE%20ONE%20NAVY%20FINAL%20REPORT.PDF>.

Always be alert to Sailors who appear to be struggling and privately seek them out at the conclusion of the training. Do not press for details; just let the Sailor know you care and offer resources if they indicate they need support. Some Sailors may be reluctant to speak openly out of fear of retaliation. If you notice that a Sailor is demeaned or if someone discloses retaliation concerns to you, notify command leadership.

KNOW YOUR AUDIENCE

FSA 3.0 is designed for small groups of 30 people or fewer. Commands have the option of delivering in groups of similar ranks or in mixed-rank (i.e., all-hands) sessions. Review the material and discuss the best approach with your command or unit leadership.




This facilitation guide is tailored to four audiences:

- Mixed-rank.
- Junior Sailors (E4 and below).
- Critical Middle (E5–E8, O1–O4).
- Senior leaders (E9, O5–O10).

If you decide it is best to have a mixed-rank discussion, **ensure you get equal perspective and input from all ranks.**

USING THIS GUIDE

This guide includes a script and easy-to-use prompts for discussions and activities.

PROMPT	SAMPLE	EXPLANATION
Script	FACILITATOR SCRIPT  <i>This is a sample script.</i>	Read the script aloud. The script will help you convey teaching points and transition between topics.
Instruction to Facilitator	[Don't read this aloud.]	These are reminders and tips for you. Do not read aloud.
Discussion Question	<i>What is "bias?"</i>	Questions are designed to generate thoughtful discussion. Even if an issue does not seem to be of concern to your unit, all issues addressed are concerns to the Navy.
Suggested Answer	<input checked="" type="checkbox"/> This is a possible answer.	Suggested answers are not comprehensive. Use suggested answers to stimulate discussion, validate Sailors' responses, or present an idea or perspective not mentioned by the group. There is no need to cover every suggested answer. Doing so will result in exceeding the 60–90 minute limit allotted for each module.
Play Video	 Play Video	These prompts indicate when the video sequence should be played.
Anchor Box	This icon identifies an anchor box: 	Anchor boxes correspond with specific content. They may be found in a discussion box or they may refer to content in the script, as noted by an asterisk (*). Content within anchor boxes should not be read aloud unless Sailors challenge the course content to which the anchor box refers.

EQUIPMENT REQUIREMENTS

To facilitate this course properly, you will need the following:

- Laptop or desktop computer (you must have a DVD drive if you wish to run the course via DVD*).
- Projector that can be connected to your computer.
- Projection screen or surface.
- Speakers/audio system.

The FSA 3.0 videos are available for download on the FSA 3.0 milSuite site at:

<https://www.milsuite.mil/book/groups/navy-fsa/>.

Commands may request that a DVD of the training materials be mailed to them by contacting the FSA 3.0 Team at ALTN_FSA.fct@navy.mil.

*NOTE: If you have received an FSA 3.0 DVD and wish to download the training materials from the disc to your computer, follow these directions:

1. Insert the DVD.
2. Double-click the DVD icon (on your desktop or under “My Computer”).
3. Drag the “FSA3” folder to your desktop.
4. Eject the disc when the transfer is complete.

Introduction

This FSA 3.0 module emphasizes retention and opportunity in the context of a stronger Navy.

The dramatic vignette threads together the perspective of Senior Chief Erica Walsh, who is considering leaving the Navy, and a young civilian who is considering his opportunities if he joins. This story is designed to get Sailors to think about their own experiences. Would they encourage a young person to join? What if that person were in an underrepresented population due to gender, race, or sexual orientation? If the answer is no, what needs to change to get to yes?

Similarly, this vignette encourages Sailors to think about their own futures in the Navy. Do they have the same drive, passion, motivation, and pride in the Navy as they did on Day 1? If the answer is no, what needs to change to restore those feelings?

This final module in the FSA 3.0 series ends with a focus on commitment and pride in the Navy, homing in on Sailor identity, trust and fairness, and the benefits of a diverse and inclusive force.

Comments in the documentary sequence reference issues of retention and opportunity in the context of a stronger Navy. Some of the topics covered in the sequence are:

- Reasons why Sailors are proud to be in the Navy and to stay in the Navy.
- Programs and benefits, including free education and training opportunities, the GI Bill, cost-effective healthcare, and travel opportunities.
- Challenges for parents: How to make things work personally and professionally.
- Leaders who helped their Sailors and showed they cared.
- Inclusion and diversity contributions to retention.
- Motivations that help Sailors achieve their highest potential.

MODULE 4 • SAILOR TODAY, SAILOR TOMORROW

AUDIENCE: MIXED-RANK

Total Facilitation Time: 60–90 minutes

CULTURE OF EXCELLENCE THEMES	SIGNATURE BEHAVIORS	SKILLS AND COMPETENCIES
<ul style="list-style-type: none">• Toughness.• Trust.• Connectedness.	<ul style="list-style-type: none">• Take responsibility for my actions.• Be a leader and encourage leadership in others.• Grow personally and professionally every day.• Embrace the diversity of ideas, experiences, and backgrounds of individuals.• Contribute to team success through actions and attitudes.	<ul style="list-style-type: none">• Communication.• Resilience.

Command Leader Introduction

Some command leaders may wish to kick off FSA 3.0 training sessions. This is not a requirement, and leaders should keep their remarks brief, highlighting the Navy’s imperative to embrace and implement CoE initiatives to improve readiness and maintain superiority. Appendix C contains information, talking points, and a brief sample script for leaders.

FACILITATOR SCRIPT

|| *Good morning/afternoon.*

[Facilitators, briefly introduce yourselves.]

|| *Today, we want to focus on what makes us proud to serve.*

|| *And we want to explore how we can make the Navy even better—for ourselves, for our shipmates, and for our nation.*

|| *By a show of hands, when you first joined, how many of you thought you’d be a lifer?*

[Count the number of hands raised out loud.]

|| *Today, how many of you are planning to be a lifer?*

[Count the number of hands raised. If the number has changed, acknowledge it.]

|| *Life has twists and turns. Plans change.*

|| *Today, we want to home in on the reasons why Sailors are choosing to stay and why they might choose to go, especially if those reasons have to do with unmet expectations, failure to feel a connection, or lack of resources and support.*

|| *We're going to watch a quick video. As you watch, reflect on your own career.*

|| *Afterward, we're going to talk about how you'd react in a similar situation.*



PLAY MODULE 4 VIDEO 1 (DRAMA) (Runtime: 7:02)

FACILITATOR SCRIPT

|| *So, Senior Chief Walsh and Kevin have some big life decisions ahead of them.*

Q.1

What do you think is on Senior Chief Walsh's mind as she weighs the pros and cons of staying in the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- What's best for her and her family.
- Deployment.
- Childcare.
- Maternity leave.
- Balancing life as a wife, mother, and Sailor.
- Possible bias or lack of opportunity as a pregnant Sailor and/or mother.
- Military benefits for children, including healthcare and education.

FACILITATOR SCRIPT

Career decisions are difficult.

Understanding the available options can help Sailors make better, informed decisions.

Q.2

What options are available to Sailors, such as Senior Chief Walsh, who would like to stay in the Navy and balance career and family life? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Career Intermission Program.
- The Navy is a good long-term option for many Sailors, including those with families.
- Many dual-military families and other parents have succeeded in striking the right balance.
- Navy Reserve.

FACILITATOR SCRIPT

We all have our own reasons for joining the military.

For some of us, serving in the Navy is part of our family tradition.

For others, there was some other appeal.

None of us accidentally “signed on the dotted line.”

Q.3

Why did you choose to join the Navy? (5 minutes)

[Answers will vary. Call on Sailors if there’s a lack of participation.]

FACILITATOR SCRIPT

It’s important to have a clear understanding of where you want to go in your life—and in your career—so you can take the right steps to get there.

Ultimately, we are all responsible for our own careers. We need to set goals and create a plan to accomplish them.

Q.4

What resources are available to help Sailors understand career-related decisions? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Leaders in the position they desire.
- Mentors.
- Command Career Counselors.
- MyNavyHR.
- Chief's mess.

FACILITATOR SCRIPT

Knowing what's required is one part of the equation.

But feeling like the steps that we take are going to pay off is the other.

Q.5

Are you concerned that there are barriers to achieving your career goals? If yes, what are those barriers? (5 minutes)

[Answers will vary.]

[If Sailors do not share, ask, "What obstacles might some Sailors encounter as they try to achieve their career goals in the Navy?"]

Q.6

For those who have been in the Navy for several years, do you still feel the same amount of ownership and control over your career as you did when you first joined? If no, how has this changed? (5 minutes)

[Answers will vary. Call on Sailors if there's a lack of participation.]

Q.7

What advice do you have for other Sailors about having a successful career in the Navy?
(3 minutes)

[Answers will vary. Call on Sailors if there's a lack of participation.]

FACILITATOR SCRIPT

Incentives can go a long way when it comes to staying engaged and performing at our best.

Sometimes it's money.

Sometimes it's recognition for a job well done.

We're all motivated by different things.

Q.8

What motivates you, sparks your initiative, and keeps you committed to the mission?* *(1 minute)*

[Answers will vary. Seek answers from a variety of ranks.]

FACILITATOR SCRIPT

Think back to the video again.

Kevin also has some big life decisions on his mind.

After speaking with Senior Chief Walsh about the Navy, he sounds interested in joining.



***Initiative**

On their own, everybody strives to be the best they can be—we give 100% when on the job. Our leaders take ownership and act to the limit of their authorities. We foster a questioning attitude and look at new ideas with an open mind. Our most junior teammate may have the best idea; we must be open to capturing that idea.

The Navy's Core Attributes

Q.9

If you were in his shoes, what questions would be running through your mind? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- How are people treated in the Navy?
- Am I tough enough and smart enough to succeed?
- What happens if I'm not successful and I'm locked into a contract?
- Will my leaders be fair?
- Will I be given opportunities to grow and advance in the position of my choice?

Q.10

Based on your experience and what you know about Kevin's concerns, would you encourage him to join? Why or why not? (2 minutes)

[Opinions will vary. Encourage active listening and productive discussion by asking follow-on questions such as, "Does anyone disagree?"]

[If Sailors do not respond, ask, "Would you encourage your own friends or family members to join? Why or why not?"]

Q.11

What are some of the benefits and opportunities offered by the Navy that are hard to come by in other professions? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- GI Bill/education funding.
- Healthcare.
- Future employment opportunities.
- College credit.
- Home loans.
- Retirement funding.
- Travel.
- Insurance benefits.

FACILITATOR SCRIPT

Making decisions about the future is never easy.

A lot is at stake.

Not everybody can join, and not everybody can stay.

Q.12

What are some factors that will affect whether you stay in the Navy or leave before you planned?
(2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Continued advancement/lack of advancement.
- Still learning/done as much as I can.
- Job satisfaction/dissatisfaction.
- Interesting or exciting mission/boring, no longer exciting, goals have changed.
- Physical health/chronic injury.
- People care about me/I'm just a number.
- I know I'm making a difference/no one listens to my ideas.

FACILITATOR SCRIPT

No matter how long Sailors serve, we want all of them to look back on their service with pride.

Let's take a look at another video.

As you watch, think about how you'll reflect on your own time in the Navy.



PLAY MODULE 4 VIDEO 2 (DOCUMENTARY) (Runtime: 4:37)

FACILITATOR SCRIPT

In this documentary sequence, Sailors talk about their pride in serving and how they have grown personally and professionally.

For example, Chief Warrant Officer Reid started off shy and learned to speak up.

Q.13

In what ways have you grown personally or professionally since joining the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- I'm tougher and more resilient.
- I've learned how to lead.
- I have become more disciplined.
- I am aware of the need to intervene in negative situations and how to do so.
- I've learned technical skills.
- I've made lifelong friends.
- I'm making a difference in the world.
- I'm earning money for college to continue my education.
- I have experienced different cultures and people who have different perspectives.

FACILITATOR SCRIPT

This is a profession of arms.

Serving in the military requires sacrifice like no other profession.

And each member brings unique skills to the fight.

*Our future depends on our ability to recruit **and retain** the best and most qualified Sailors.*

This effort will ensure our readiness to accomplish our mission to protect the United States against all enemies.

And whether Sailors stay in the Navy or get out, they will always be part of the Navy family.

Thank you for your participation in this training today. Have a great day.

MODULE 4 • SAILOR TODAY, SAILOR TOMORROW

AUDIENCE: JUNIOR SAILORS

Total Facilitation Time: 60–90 minutes

CULTURE OF EXCELLENCE THEMES	SIGNATURE BEHAVIORS	SKILLS AND COMPETENCIES
<ul style="list-style-type: none">• Toughness.• Trust.• Connectedness.	<ul style="list-style-type: none">• Take responsibility for my actions.• Be a leader and encourage leadership in others.• Grow personally and professionally every day.• Embrace the diversity of ideas, experiences, and backgrounds of individuals.• Contribute to team success through actions and attitudes.	<ul style="list-style-type: none">• Communication.• Resilience.

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|| *Good morning/afternoon.*

[Facilitators, briefly introduce yourselves.]

|| *Today, we want to focus on what makes us proud to serve.*

|| *And we want to explore how we can make the Navy even better—for ourselves, for our shipmates, and for our nation.*

|| *By a show of hands, when you first joined, how many of you thought you’d be a lifer?*

[Count the number of hands raised out loud.]

Okay. Hands down.

Today, how many of you are planning to be a lifer?

[Count the number of hands raised. If the number has changed, acknowledge it.]

Life has twists and turns. Plans change.

Today, we want to home in on the reasons why Sailors are choosing to stay and why they might choose to go, especially if those reasons have to do with unmet expectations, failure to feel a connection, or lack of resources and support.

We're going to watch a quick video. As you watch, reflect on your own career.

Afterward, we're going to talk about how you'd react in a similar situation.



PLAY MODULE 4 VIDEO 1 (DRAMA) (Runtime: 7:02)

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So, Senior Chief Walsh and Kevin have some big life decisions ahead of them.

Q.1

What do you think is on Senior Chief Walsh's mind as she weighs the pros and cons of staying in the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Deployment.
- Childcare.
- Maternity leave.
- Balancing life as a wife, mother, and Sailor.
- Possible bias or lack of opportunity as a pregnant Sailor and/or mother.
- Childcare.
- Military benefits for children, including healthcare and education.

FACILITATOR SCRIPT

Career decisions are difficult.

Understanding the available options can help Sailors make better, informed decisions.

Q.2

What options are available to Sailors, such as Senior Chief Walsh, who would like to stay in the Navy and balance career and family life? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Career Intermission Program.
- The Navy is a good long-term option for many Sailors, including those with families.
- Many dual-military families and other parents have succeeded in striking the right balance.
- Navy Reserve.

FACILITATOR SCRIPT

We all have our own reasons for joining the military.

For some of us, serving in the Navy is part of our family tradition.

For others, there was some other appeal.

None of us accidentally “signed on the dotted line.”

Q.3

Why did you decide to join the Navy? (5 minutes)

[Select a few Sailors. Answers will vary.]

FACILITATOR SCRIPT

It’s important to have a clear understanding of where you want to go in your life—and in your career—so you can take the right steps to get there.

Ultimately, we are all responsible for our own careers. We need to set goals and create a plan to accomplish them.

Q.4

How well do you understand your own career path and what it will take for you to advance? Do you know what is expected? (3 minutes)

[Answers will vary. Call on Sailors if there's a lack of participation.]

Q.5

What resources are available to help Sailors understand career-related decisions? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Leaders in the position they desire.
- Mentors.
- Command Career Counselors.
- MyNavyHR.

FACILITATOR SCRIPT

Knowing what's required is one part of the equation.

But feeling like the steps that we take are going to pay off is the other.

Q.6

How much ownership and control do you feel you have over your future in the Navy? Why? (5 minutes)

[Answers will vary. Call on Sailors if there's a lack of participation.]

Q.7

The reasons Sailors join today is probably different from the reasons previous generations of Sailors joined. What should leaders know about the newest generation of Sailors? (5 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- They embrace cultural diversity.
- They're driven to find meaning or purpose.
- They have a desire to contribute to the world.
- They're highly educated.
- They want their own personalized experience.
- They have high technology dependence and are very interconnected.

FACILITATOR SCRIPT

Sometimes to stay engaged and performing at our best level, something needs to motivate us.

Sometimes it's money.

Sometimes it's recognition for a job well done.

Sometimes it's the sense of purpose.

We're all motivated by different things.

Q.8

***What motivates you, sparks your initiative, and keeps you committed to the mission?** (3 minutes)**

[Answers will vary. Call on Sailors if there's a lack of participation.]



***Initiative**

On their own, everybody strives to be the best they can be—we give 100% when on the job. Our leaders take ownership and act to the limit of their authorities. We foster a questioning attitude and look at new ideas with an open mind. Our most junior teammate may have the best idea; we must be open to capturing that idea.

The Navy's Core Attributes

FACILITATOR SCRIPT

Think back to the video again.

Kevin also has some big life decisions on his mind.

After speaking with Senior Chief Walsh about the Navy, he sounds interested in joining.

He has some concerns about his skills, his grades, and whether or not the Navy is an inclusive place for Sailors from all walks of life.

Q.9

What concerns or questions did you or your family have before you joined the Navy? (1 minute)

[Answers will vary.]

Q.10

Pretend for a minute that you can go back in time. What would you tell yourself about joining the Navy? (2 minutes)

[Opinions will vary.]

[If Sailors do not share, ask them how they would address their concerns if they could go back in time.]

FACILITATOR SCRIPT

Making decisions about the future is never easy.

A lot is at stake.

Not everybody can join, and not everybody can stay.

Q.11

What are some factors that will affect whether you stay in the Navy long term? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Continued advancement/lack of advancement.
- Still learning/done as much as I can.
- Job satisfaction/dissatisfaction.
- Interesting or exciting mission/boring, no longer exciting, goals have changed.
- Physical health/chronic injury.
- People care about me/I'm just a number.
- I know I'm making a difference/no one listens to my ideas.

FACILITATOR SCRIPT

No matter how long Sailors serve, we want all of them to look back on their service with pride.

Let's take a look at another video.

As you watch, think about how you'll reflect on your own time in the Navy.



PLAY MODULE 4 VIDEO 2 (DOCUMENTARY) (Runtime: 4:37)

FACILITATOR SCRIPT

In this documentary, Sailors talked about their pride in serving and how they developed during their career.

For example, Chief Warrant Officer Reid started off shy and learned to speak up.

Q.12

In what ways have you grown, or hope to grow, personally and/or professionally during your time in the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- I'm tougher and more resilient.
- I've learned how to lead.
- I have become more disciplined.
- I am aware of the need to intervene in negative situations and how to do so.
- I've learned technical skills.
- I've made lifelong friends.
- I'm making a difference in the world.
- I'm earning money for college to continue my education.
- I have experienced different cultures and people who have different perspectives.

FACILITATOR SCRIPT

This is a profession of arms.

Serving in the military requires sacrifice like no other profession.

And each member brings unique skills to the fight.

*Our future depends on our ability to recruit **and retain** the best and most qualified Sailors.*

This will ensure our readiness to accomplish our mission to protect the United States against all enemies.

And whether Sailors stay in the Navy or get out, they will always be part of the Navy family.

Thank you for your participation in this training today. Have a great day.

MODULE 4 • SAILOR TODAY, SAILOR TOMORROW

AUDIENCE: CRITICAL MIDDLE

Total Facilitation Time: 60–90 minutes

CULTURE OF EXCELLENCE THEMES	SIGNATURE BEHAVIORS	SKILLS AND COMPETENCIES
<ul style="list-style-type: none">• Toughness.• Trust.• Connectedness.	<ul style="list-style-type: none">• Take responsibility for my actions.• Be a leader and encourage leadership in others.• Grow personally and professionally every day.• Embrace the diversity of ideas, experiences, and backgrounds of individuals.• Contribute to team success through actions and attitudes.	<ul style="list-style-type: none">• Communication.• Resilience.

Command Leader Introduction

Some command leaders may wish to kick off FSA 3.0 training sessions. This is not a requirement, and leaders should keep their remarks brief, highlighting the Navy’s imperative to embrace and implement CoE initiatives to improve readiness and maintain superiority. Appendix C contains information, talking points, and a brief sample script for leaders.

FACILITATOR SCRIPT

|| *Good morning/afternoon.*

[Facilitators, briefly introduce yourselves.]

|| *Today, we want to focus on what makes us proud to serve.*

|| *And we want to explore how we can make the Navy even better—for ourselves, for our shipmates, and for our nation.*

|| *By a show of hands, when you first joined, how many of you thought you’d be a lifer?*

[Count the number of hands raised out loud.]

Okay. Hands down.

Today, how many of you are planning to be a lifer?

[Count the number of hands raised. If the number has changed, acknowledge it.]

Life has twists and turns. Plans change.

Today, we want to home in on the reasons why Sailors are choosing to stay and why they might choose to go, especially if those reasons have to do with unmet expectations, failure to feel a connection, or lack of resources and support.

We're going to watch a quick video. As you watch, reflect on your own career.

Afterward, we're going to talk about how you'd react in a similar situation.



PLAY MODULE 4 VIDEO 1 (DRAMA) (Runtime: 7:02)

FACILITATOR SCRIPT

So, Senior Chief Walsh and Kevin have some big life decisions ahead of them.

Q.1

What do you think is on Senior Chief Walsh's mind as she weighs the pros and cons of staying in the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Deployment.
- Childcare.
- Maternity leave.
- Balancing life as a wife, mother, and Sailor.
- Possible bias or lack of opportunity as a pregnant Sailor and/or mother.
- Childcare.
- Military benefits for children, including healthcare and education.

FACILITATOR SCRIPT

Career decisions are difficult. As leaders, we have a responsibility to help our Sailors navigate the challenges of military life.

This includes ensuring that every Sailor is made aware of the opportunities available to them.

Q.2

What options are available to Sailors, such as Senior Chief Walsh, who would like to stay in the Navy and balance career and family life? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Career Intermission Program.
- The Navy is a good long-term option for many Sailors, including those with families.
- Many dual-military families and other parents have succeeded in striking the right balance.
- Navy Reserve.

FACILITATOR SCRIPT

We all have our own reasons for joining the military.

For some of us, serving in the Navy is part of our family tradition.

For others, there was some other draw.

None of us accidentally “signed on the dotted line.”

Q.3

Why did you choose to join the Navy? (5 minutes)

[Select a few Sailors to share.]

FACILITATOR SCRIPT

It's important to have a clear understanding of where you want to go in your life—and in your career—so you can take the right steps to get there.

Ultimately, Sailors are responsible for their own careers; they need to set goals and create a plan to accomplish them.

Q.4

How well do you understand your own career path and what it will take for you to advance? Do you know what is expected? (1 minute)

[Answers will vary.]

FACILITATOR SCRIPT

Knowing what's required to achieve career goals is one part of the equation for Sailors.

Confidence that their efforts will actually pay off is another.

Q.5

How much ownership and control do you feel you have over your future in the Navy? (3 minutes)

[Answers will vary.]

[Thank Sailors for sharing.]

FACILITATOR SCRIPT

As leaders, it's important to stay plugged into junior Sailors.

We don't want Sailors to feel lost and demotivated when it comes to their careers.

Some might start to feel like the Navy isn't meeting their expectations.

Q.6

I'm curious: Have any of you ever supported a Sailor who felt this way, and were you able to help? How? (3 minutes)

[Answers will vary. If Sailors have nothing to share, ask them how they might help a Sailor who is feeling this way.]

[Thank Sailors for sharing.]

FACILITATOR SCRIPT

It's okay if we don't always have the answers.

*Sometimes, we just need to know where to **find** the right information and **who else** can help.*

Q.7

What resources are available to help Sailors with career-related decisions? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Leaders in the position they desire.
- Mentors.
- Command Career Counselors.
- MyNavyHR.

FACILITATOR SCRIPT

Sometimes to stay engaged and performing at our best level, something needs to motivate us.

Sometimes it's money.

Sometimes it's recognition for a job well done.

Sometimes it's the sense of purpose.

We're all motivated by different things.

And understanding what motivates our Sailors can help us keep them engaged.

Q.8

What motivates you, sparks your initiative, and keeps you committed to the mission?* (3 minutes)

[Answers will vary.]



***Initiative**

On their own, everybody strives to be the best they can be—we give 100% when on the job. Our leaders take ownership and act to the limit of their authorities. We foster a questioning attitude and look at new ideas with an open mind. Our most junior teammate may have the best idea; we must be open to capturing that idea.

The Navy's Core Attributes

FACILITATOR SCRIPT

Think back to the video again.

Kevin also has some big life decisions on his mind.

After speaking with Senior Chief Walsh about the Navy, he sounds interested in joining.

Q.9

If you were in his shoes, what concerns or questions would be running through your mind? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Concerns about fairness, equity, and opportunity as a racial minority.
- Professional growth/career path.
- His testing scores.
- Personal and professional growth opportunities.

Q.10

How would you address Kevin's concerns? (1 minute)

[Opinions will vary.]

FACILITATOR SCRIPT

Making decisions about the future is never easy.

A lot is at stake.

Not everybody can join and not everybody can stay.

Q.11

What are some factors that will affect whether you stay in the Navy or leave before you planned?
(2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Continued advancement/lack of advancement.
- Still learning/done as much as I can.
- Job satisfaction/dissatisfaction.
- Interesting or exciting mission/boring, no longer exciting, goals have changed.
- Physical health/chronic injury.
- People care about me/I'm just a number.
- I know I'm making a difference/no one listens to my ideas.

Q.12

In your opinion, is there anything the Navy should do to improve retention? *(3 minutes)*

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Ensure equal opportunities for growth, development, and advancement.
- Provide support and programs to help Sailors with families.
- Help Sailors identify career expectations, such as qualifications or assignments.

FACILITATOR SCRIPT

No matter how long Sailors serve, we want all of them to look back on their service with pride.

Let's take a look at another video.

As you watch, think about how you'll reflect on your own time in the Navy.



PLAY MODULE 4 VIDEO 2 (DOCUMENTARY) (Runtime: 4:37)

FACILITATOR SCRIPT

In this documentary, Sailors talked about their pride in serving and how they developed during their career. For example, Chief Warrant Officer Reid started off shy and learned to speak up.

Q.13

In what ways have you grown personally or professionally since joining the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- I'm tougher and more resilient.
- I've learned how to lead.
- I have become more disciplined.
- I am aware of the need to intervene in negative situations and how to do so.
- I've learned technical skills.
- I've made lifelong friends.
- I'm making a difference in the world.
- I'm earning money for college to continue my education.
- I have experienced different cultures and people who have different perspectives.

FACILITATOR SCRIPT

This is a profession of arms.

Serving in the military requires sacrifice like no other profession.

And each member brings unique skills to the fight.

*Our future depends on our ability to recruit **and retain** the best and most qualified Sailors.*

This will ensure our readiness to accomplish our mission to protect the United States against all enemies.

And whether Sailors stay in the Navy or get out, they will always be part of the Navy family.

Thank you for your participation in this training today. Have a great day.

MODULE 4 • SAILOR TODAY, SAILOR TOMORROW

AUDIENCE: SENIOR LEADER

Total Facilitation Time: 60–90 minutes

CULTURE OF EXCELLENCE THEMES	SIGNATURE BEHAVIORS	SKILLS AND COMPETENCIES
<ul style="list-style-type: none">• Toughness.• Trust.• Connectedness.	<ul style="list-style-type: none">• Take responsibility for my actions.• Be a leader and encourage leadership in others.• Grow personally and professionally every day.• Embrace the diversity of ideas, experiences, and backgrounds of individuals.• Contribute to team success through actions and attitudes.	<ul style="list-style-type: none">• Communication.• Resilience.

Command Leader Introduction

Some command leaders may wish to kick off FSA 3.0 training sessions. This is not a requirement, and leaders should keep their remarks brief, highlighting the Navy’s imperative to embrace and implement CoE initiatives to improve readiness and maintain superiority. Appendix C contains information, talking points, and a brief sample script for leaders.

FACILITATOR SCRIPT

|| *Good morning/afternoon.*

[Facilitators, briefly introduce yourselves.]

|| *Today, we want to focus on what makes us proud to serve.*

|| *And we want to explore how we can make the Navy even better—for our Sailors and for our nation.*

|| *When you first joined, how many of you thought you’d be a lifer?*

[Pause briefly.]

|| *How many of you planned to get out early, but found your passion in the Navy?*

[Pause briefly.]

|| *And how many of you have peers who decided to leave earlier than they initially planned?*

[Pause briefly.]

|| *Life has twists and turns. Plans change.*
Today, we want to home in on the reasons why Sailors are choosing to stay and why they might choose to go.
Let's take a quick look at this video. As you do, think about what it takes to recruit and retain quality Sailors.



PLAY MODULE 4 VIDEO 1 (DRAMA) (Runtime: 7:02)

FACILITATOR SCRIPT

|| *This video shines a spotlight on a couple of important themes: Sailor retention and Sailor recruitment.*

|| *The Navy is intent on recruiting and retaining good Sailors.*

|| *Our people are our greatest asset.*

|| *Today, our discussion is not about “big Navy” policy.*

|| *Our discussion is going to focus on leadership, culture, pride, and on the tangible things that we can do to motivate, empower, and develop Sailors into the next generation of Navy leaders.*

|| *Let's take a look at the issue of retention first.*

Q.1

Why does it benefit us to retain quality Sailors? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Preserves morale.
- Maintains unit readiness.
- Ensures retention of institutional knowledge.
- Avoids the costs associated with training replacements.

FACILITATOR SCRIPT

In the video, Senior Chief Walsh has a big life change ahead of her: She's getting ready to have a baby.

Q.2

What do you think is on Senior Chief Walsh's mind as she weighs the pros and cons of staying in the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Challenges of being dual-military parents.
- Deployment.
- Childcare.
- Maternity leave.
- Balancing life as a wife, mother, and Sailor.
- Possible bias or lack of opportunity as a pregnant Sailor and/or mother.
- Childcare.
- Military benefits for children, including healthcare and education.

Q.3

What information or advice would you give to Senior Chief Walsh about balancing a career and family life? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Career Intermission Program.
- The Navy is a good long-term option for many Sailors, including those with families.
- Many dual-military families and other parents have succeeded in striking the right balance.
- Navy Reserve.

FACILITATOR SCRIPT

Career decisions are difficult.

The situation in the video was pretty specific, but there's a broad range of career-related decisions our Sailors may have to make.

We, and our first-level leaders, are in a unique position to mentor Sailors and help them navigate the challenges of military life.

This type of support is especially important to our most junior Sailors.

First impressions are vitally important to a Sailor's outlook and long-term commitment.

Q.4

What can be done to help our newest, most junior Sailors adapt to Navy life? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Train first level-leaders to provide mentorship and support.
- Assess schedule and demands, including potentially excessive administrative and/or training requirements.
- Ensure social programs, events, clubs, etc., are available for peer-level support.

FACILITATOR SCRIPT

Part of understanding how to retain quality Sailors is understanding how to relate.

Every generation is different.

Q.5

What characteristics have you noticed about millennials and Generation Z? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- They embrace cultural diversity.
- They're driven to find meaning or purpose.
- They have a desire to contribute to the world.
- They're highly educated.
- They want their own personalized experience.
- They have high technology dependence and are very interconnected.

Q.6

How might these characteristics impact the way we engage, connect, and motivate them? (2 minutes)

[Answers will vary.]

FACILITATOR SCRIPT

Ultimately, Sailors are responsible for their own careers; they need to set goals and create plans to accomplish them.

But as leaders, we can help by making sure they have access to the information they need.

Q.7

What resources are available to help Sailors with career-related decisions? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Leaders, especially those in the position Sailors' desire.
- Mentors.
- Command Career Counselors.
- MyNavyHR.

FACILITATOR SCRIPT

Knowing what's required to achieve career goals is one part of the equation for Sailors.

Confidence that their efforts will actually pay off is another.

Q.8

In your opinion, how do we ensure that ALL Sailors who are trying to grow and excel have a fair and equitable opportunity to do so? (3 minutes)

[Answers will vary.]

FACILITATOR SCRIPT

When we're talking retention, we're also talking about incentives.

For some, it's money.

But there are other, non-monetary incentives that help us retain our best and brightest, too.

Q.9

What can we do to keep our Sailors motivated and committed? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Engage Sailors the moment they report to a unit.
- Mentor Sailors during their first term of service.
- Utilize career development programs.
- Be a deckplate leader; take a personal interest in Sailors' lives.
- Monitor morale; invest in team-building activities.

FACILITATOR SCRIPT

We all have our own reasons for joining the military.

For some of us, serving in the Navy is part of our family tradition.

For others, there was some other draw.

None of us accidentally "signed on the dotted line."

Think back to the video again.

After speaking with Senior Chief Walsh about the Navy, he sounds interested in joining.

Q.10

What concerns or questions are playing into Kevin's decision? (1 minute)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- Concerns about fairness, equity, and opportunity as a racial minority.
- Professional growth/career path.
- His testing scores.
- Personal and professional growth opportunities.

Q.11

How would you address Kevin's concerns? (1 minute)

[Opinions will vary.]

FACILITATOR SCRIPT

We can learn a lot about someone just by asking them why they decided to join or what they hope to accomplish as a Sailor in the United States Navy.

Understanding the reasons Sailors joined helps us understand their values, goals, and expectations.

Q.12

Based on your experience, why do people join the Navy? (2 minutes)

[Answers will vary.]

FACILITATOR SCRIPT

We all know that not everybody can join and not everybody can stay.

But no matter how long our Sailors serve, we want all of them to look back on their service with pride.

Let's take a look at another video.

As you watch, think about how you'll reflect on your own time in the Navy.



PLAY MODULE 4 VIDEO 2 (DOCUMENTARY) (Runtime: 4:37)

FACILITATOR SCRIPT

In this video, several Sailors talked about their pride in serving and how they developed during their career.

For example, Chief Warrant Officer Reid started off shy and learned to speak up.

Q.13

In what ways have you grown personally or professionally since joining the Navy? (2 minutes)

[Listen for the following points. If these points are not addressed, use them to prompt and promote discussion.]

- I'm tougher and more resilient.
- I've learned how to lead.
- I have become more disciplined.
- I am aware of the need to intervene in negative situations and how to do so.
- I've learned technical skills.
- I've made lifelong friends.
- I'm making a difference in the world.
- I'm earning money for college to continue my education.
- I have experienced different cultures and people who have different perspectives.

FACILITATOR SCRIPT

This is a profession of arms.

Serving in the military requires sacrifice like no other profession.

And each member brings unique skills to the fight.

*Our future depends on our ability to recruit **and retain** the best and most qualified Sailors.*

Thank you for your participation in this training today. Have a great day.

APPENDICES

Appendix A: Navy Culture of Excellence, Core Values, Ethos, Core Attributes, and Signature Behaviors

NAVY CULTURE OF EXCELLENCE

The Navy's Culture of Excellence (CoE) is the foundational approach supporting our cultural transformation, incorporating and building off the guiding principles that are seminal to the Design for Maintaining Maritime Superiority 2.0, Navy Leader Development Framework, Navy Family Framework, Navy Civilian Framework, and FRAGO 01/2019. The CoE champions warfighting excellence across the Navy by empowering and tapping into the energy and capability of our actively inclusive teams to maximize our collective potential.

This approach is the underpinning that drives the Navy's culture toward continued positive, inclusive organizational and individual actions and adoption of Signature Behaviors across the fleet to create an inherent prevention focus.

The CoE is about bundling and harnessing (not replacing or competing with) our existing Navy Core Values, Navy Ethos, Core Attributes, and Signature Behaviors to create this transformation of behavior, norms, and culture at every level of our Navy. Our culture is the sum of our behavior and the norms we create.

The CoE manifests through three core themes: Toughness, Trust, and Connectedness. These themes and the behaviors and skills that facilitate them (e.g., communication, conflict resolution, resilience, bias identification, and problem-solving) will be the focus of training touchpoints across the developing Behavior Learning Continuum for all members of the One Navy Team.

TOUGHNESS: The ability to thrive in any condition—psychologically, physically, and emotionally. We can take a hit and keep going, tapping all sources of strength and resilience.

TRUST: The reciprocal, transparent commitment between inclusive teams, leaders, peers, and subordinates that contributes to an authentic environment with reduced bias and promotes learning and self-improvement.

CONNECTEDNESS: The relationships and resources that act as the glue binding our Sailors, units, families, and communities together through rough seas.

NAVY CORE VALUES

Honor: "I will bear true faith and allegiance ..."

Accordingly, we will conduct ourselves in the highest ethical manner in all relationships with peers, superiors, and subordinates; be honest and truthful in our dealings with each other and with those outside the Navy; be willing to make honest recommendations and accept those of junior personnel;

encourage new ideas and deliver the bad news, even when it is unpopular; abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; fulfill or exceed our legal and ethical responsibilities in our public and personal lives 24 hours a day. Illegal or improper behavior or even the appearance of such behavior will not be tolerated. We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

Courage: “I will support and defend ...”

Accordingly, 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; meet these challenges while adhering to a higher standard of personal conduct and decency; be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. Courage is the value that gives us the moral and mental strength to do what is right, even in the face of personal or professional adversity.

Commitment: “I will obey the orders ...”

Accordingly, we will demand respect up and down the chain of command; care for the safety, professional, personal and spiritual well-being of our people; show respect toward all people without regard to race, religion, or gender; treat each individual with human dignity; be committed to positive change and constant improvement; exhibit the highest degree of moral character, technical excellence, quality, and competence in what we have been trained to do. 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.

NAVY ETHOS

We are the United States Navy, our nation’s sea power—ready guardians of peace, victorious in war.

We are professional Sailors and Civilians—a diverse and agile force exemplifying the highest standards of service to our nation, at home and abroad, at sea and ashore. Integrity is the foundation of our conduct; respect for others is fundamental to our character; decisive leadership is crucial to our success.

We are a team, disciplined and well prepared, committed to mission accomplishment. We do not waver in our dedication and accountability to our shipmates and families. We are patriots, forged by the Navy Core Values of Honor, Courage, and Commitment.

In times of war and peace, our actions reflect our proud heritage and tradition. We defend our nation and prevail in the face of adversity with strength, determination, and dignity.

We are the United States Navy.

NAVY CORE ATTRIBUTES

The current security environment demands that the Navy be prepared at all levels for decentralized operations guided by the commander’s intent. This operating style is reliant on clear understanding up, down, and across the chain of command. It is also underpinned by trust and confidence created by demonstrating character and competence. Our actions must always reflect our Core Values of Honor, Courage, and Commitment.

Four Core Attributes define our professional identity and serve as guiding criteria for our decisions and actions. Leaders at all levels must continue to educate and focus our Sailors through example, education, and dialogue.

INTEGRITY: Our conduct always must be upright and honorable. Our behaviors as individuals, as teams, and as an organization must align with our values as a profession. We will actively strengthen our resolve to act consistently with our values.

ACCOUNTABILITY: We are a mission-focused force. We achieve and maintain high standards. Our actions support our strategy. We clearly define the problem we are trying to solve and the outcomes to which we will hold ourselves accountable. In execution, we honestly assess our progress and adjust as required. We are our own toughest critic. Our leaders in command recognize the unique trust and confidence placed in them to operate independently. This is a profound responsibility.

INITIATIVE: We strive to accomplish what needs to be done, even in the absence of direct orders. Leaders at all levels take ownership and act to the limit of their authorities. We foster a questioning attitude, and we encourage everyone to look at new ideas with an open mind. Our most junior teammate may have the best idea; we must be open to capturing and implementing that idea.

TOUGHNESS: We can take a hit and keep going, tapping all sources of strength and resilience. Through rigorous training for operations and combat, the fighting spirit of our people, and the steadfast support of our families, we maintain a culture of warfighting excellence and hone our warfighting ethos. We don't give up the ship, we never give up on our shipmates, and we never give up on ourselves. We are never out of the fight.

NAVY SIGNATURE BEHAVIORS

Signature Behaviors are positive and honorable, promote the Navy Core Values and Navy Ethos, and include the following:

1. Treat every person with respect.
2. Take responsibility for my actions.
3. Hold others accountable for their actions.
4. Intervene when necessary.
5. Be a leader and encourage leadership in others.
6. Grow personally and professionally every day.
7. Embrace the diversity of ideas, experiences, and backgrounds of all individuals.
8. Uphold the highest degree of integrity in professional and personal life.
9. Exercise discipline in success through actions and attitudes.
10. Contribute to team success through actions and attitudes.

Appendix B: Key 21st Century Sailor Office Support Services and Resources

The 21st Century Sailor office provides our Sailors and families with the support network, programs, resources, training, and skills needed to overcome adversity and thrive. 21st Century Sailor promotes resiliency in all service members and Navy families, as well as collaboration and synergy across a spectrum of wellness that maximizes total force fitness.

Access the 21st Century Sailor website at <https://www.mynavyhr.navy.mil/Support-Services/21st-Century-Sailor/>.

Separate links are included on the website for the following areas:

Culture of Excellence (CoE): CoE empowers the fleet to achieve warfighting excellence by fostering psychological, physical, and emotional toughness; promoting organizational trust and transparency; and ensuring inclusion and connectedness among every Sailor, family member, and civilian throughout their Navy journey.

Diversity, Equity and Inclusion: This area shapes Navy policy, strategy, and program execution, strengthening the Navy's inclusive and diverse culture. It uses best practices, collaboration, and data-driven decisions to ensure that all Sailors have the opportunity to succeed and contribute to mission success.

Drug Detection and Deterrence: Our mission is to support fleet readiness by fighting drug use.

Equal Opportunity: Each member of the Navy is entitled to be treated with dignity and respect and to work in an environment free of harassment and unlawful discrimination. The Command Managed Equal Opportunity program promotes equal opportunity as being critical to mission accomplishment, unit cohesiveness, and military readiness. Harassment and unlawful discrimination must not be ignored or condoned.

Expanded Operational Stress Control (E-OSC): The E-OSC team leader works within the Command Resilience Team to identify factors that affect crew resilience. They have been trained in tools that will help them to enhance those factors that support resilience and mitigate those factors that reduce resilience.

Family Advocacy Program (FAP): FAP is a command-directed program that provides clinical assessment, treatment, and services for service members and their families involved in incidents of child abuse and domestic abuse.

Family Readiness: Develops policies, directs programs, and influences decision makers based on the results of sound assessments and thorough analysis.

LGBT Resources: It is the policy of the Department of Defense to treat all service members in a professional and neutral manner regardless of sexual orientation to ensure maintenance of good order and discipline.

Life-Work Balance: Meeting the professional and personal development needs of our Sailors and their families will be an increasingly important aspect of recruiting and retaining our best and brightest to ensure mission accomplishment.

Navy Alcohol Abuse Prevention (NAAP): NAAP provides information and assistance to support individual and command alcohol abuse prevention efforts.

Navy Nutrition: Our mission is to set the foundation for a culture that supports healthy eating by providing policy, program, and planning resources for the Department of the Navy.

Parenthood-Pregnancy: This area provides information, guidance, and resources for assistance.

Physical Readiness: Our mission is to set the foundation to instill a Culture of Fitness that assists Sailors in developing their ability to complete tasks that support the command mission and Navy operational readiness.

Retired Activities: The Retired Activities Branch provides the retired community with knowledge of their benefits, entitlements, rights, privileges, changes in retirement law, and customer service to our retirees, families, annuitants, and survivors.

Sexual Assault Prevention and Response Program (SAPR): This program issues policies and standards to aid in the prevention of sexual assault throughout the Navy, provide support to victims, define requirements, and assign responsibility for implementation of the Navy SAPR Program.

Sponsorship & Indoctrination Program: This program provides incoming personnel with information to facilitate a smooth transition and assimilate into the new command.

Suicide Prevention: The focus of this area is to provide information, training, guidance, and resources.

Appendix C: Introduction Script for Command Leadership

Support from leadership is essential to the successful rollout of Full Speed Ahead 3.0 (FSA 3.0). As a command leader, you can demonstrate support for this training in a variety of ways:

- Communicate genuine support for the training when executing the requirement.
- Actively participate in the training yourself.
- Release relevant strategic communications in support of the training requirement that will explain its goals and objectives.
- Encourage any command-wide “question of the day” or “topic of the day” initiatives that align with or complement FSA 3.0 goals.
- Challenge all Sailors in your command, including the Critical Middle (E5–E8, O1–O4), to continue to engage in respectful dialogue about the important and sensitive topics covered in FSA 3.0.

Additionally, you can demonstrate support by providing introductory remarks before one or more FSA 3.0 training sessions. Please note that FSA 3.0 modules require a full 60 minutes to deliver; any introductory remarks will extend the course beyond the allotted hour. Consider framing your introduction around the following questions:

1. Why is this training important to you and to the Navy, especially in today’s current environment, but also moving forward?
2. What do you hope your Sailors will learn or be inspired to think and talk about during and after this training?
3. In what ways is this course relevant to your command and your leadership philosophy?

SAMPLE PRE-ROLLOUT COMMUNICATION:

We are going to conduct Full Speed Ahead 3.0 training [today, next week, etc.].

This training builds on previous courses in the Full Speed Ahead series, which focused on the Navy Core Values, Navy Ethos, Core Attributes, and Signature Behaviors. Full Speed Ahead 3.0 will focus on the Navy’s Culture of Excellence. It will emphasize themes such as Toughness, Trust, and Connectedness as they relate to our objective of fostering diversity, equity, and inclusion throughout the Navy. The ultimate goal is to continue the process of positive cultural transformation and ensure the Navy’s readiness moving forward.

The content of the module will provoke engaging and sometimes difficult discussions. It is critical that we have these discussions in an atmosphere of mutual respect. This will not be the time or place for you to criticize fellow Sailors or air your disagreements with Navy policies.

This training is a great opportunity for your personal and professional growth, the development of your work center, and for our overall success as a command.

Please be ready to engage with the material. I encourage you to participate and discuss the topics honestly and in an atmosphere of mutual respect.

Always keep in mind that our ultimate goal is to build a better and stronger Navy to execute our mission successfully and uphold our operational readiness and warfighting advantage.