
1.0 Leadership, Advocacy, Tradition and Trust

Learning Outcome (Requires ALL Chief's Available)

1.0 Upon completion of this block of instruction, the student will have a clear understanding of the necessity of leadership in a dynamic environment, understand advocacy and the traditions of the Navy Chief Petty Officer leadership and trust behaviors within the organization. The student will be equipped with skills necessary to apply and adapt to the diverse environments at different command levels and determine its relationship within the Chief Petty Officer Creed.

(Have ALL available Chief's on standby. Read the exercise to them. Have them assemble about 15min after training starts outside of the training room.)

Objectives

1.0a Discuss and analyze Trust as it relates to the CPO Creed.

1.0b Analyze and discuss the relationship of Advocacy, Tradition and Trust and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

1.0c Discuss the evolution of change in Initiation and the Charge book as it pertains to being a Chief Petty Officer.

1.0d Discuss how to develop Trust in the Mess.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Student Preparation Material

A. Student Support Material

1. Syllabus 1.0

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Instructor Preparation

A. Review assigned student support material

1.0 Leadership, Advocacy, Tradition and Trust

B. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 1-1 through 1-12
3. Practical Exercises
 - a. PE 1.0-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

C. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

D. Suggested Timelines

1. 60-90 Minutes.

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 1-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 1-2 (Objectives)

C. Overview

Display Slide 1-3 (Overview)

1. Warrior Toughness – Video

2. The CPO Creed

3. Pursuit of Excellence – Video

4. Define Leadership, Advocacy, Tradition and Trust

5. History of the Charge book & Initiation

6. Activity: The Best CPO Selectee PE 1.0-1

(Ver 2.0)

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

II. Presentation

A. Warrior Toughness - Video

Display Slide 1-4**Download and Play Video:** Warrior Toughness

https://drive.google.com/drive/folders/14o2YWRPy_GL20K1BOI00ff1owleXNCIU

Hi Res: <https://www.dvidshub.net/video/772676/rtc-warrior-toughness>

- ASK: Why is important we as Chiefs understand Warrior Toughness?
- ASK: What are we doing at our commands to build on toughness?

B. CPO Creed Section One (1)

Display Slide 1-5

Note: Let the students read the excerpt from the CPO Creed

- ASK: Why define the Creed? Possible Answer: Expectation and Alignment

C. Leadership as it pertains to Tradition and Trust

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

- ASK: Through your lens, do you think you are aligned as CPO Selectees? CPO?

Display Slide 1-6

Download and Play Video: Vince Lombardi's Speech
<https://drive.google.com/drive/folders/14o2YWWRPyGL20K1BOI00ff1owleXNCIU>

- ASK: How does Vince Lombardi's quote pertain to leadership and advocacy in the Navy? How is success measured?
- ASK: What factors of Tradition and Trust is Coach Lombardi trying to convey?

Display Slide 1-7

D. Advocacy, Tradition and Trust

- ASK: How does this pertain to the CPO Creed?
- ASK: This happened so long ago, did this create a tradition or belief?
- ASK: How does this pertain to leadership in the Navy?

E. Definitions

- ASK: What is your leadership style? Does it work, all the time?

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

F. Charge Book

Display Slide 1-8

- ASK: Do you trust in our traditions or trust in the CPO Mess?
- STATE: Give specific examples of who and what you trust.

Display S 1-9

Have students read the definitions.

- ASK: what do the definitions mean to you?
- ASK: Why are these characteristics important as a leader?
- ASK: In regards to the quote, can anyone provide an example when you had to make a significant leap of trust?
- ASK: How did it impact your situation?
- DIRECT: 3 personnel to provide an example of advocacy, traditions and trust.

Display Slide 1-10

G. **Personal Experience**

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

- ASK: How do you view the Charge book?
- ASK: Based on what you have learned thus far, why do you think the charge book is important?

Display S 1-11

- Have students read slide 1-12

Display S 1-12

- **Practical Exercise 1.0-1:**

Have two Chiefs discuss the following...

Chief 1 is having a hard time, his/her mother is sick and he needs to move her in. But, his/her home is too small, so they bought a home. But, now they don't have enough money to move into their new home.

Chief 2 responds by stating they aren't sure how to handle it, but they know someone to talk to. Chief 2 goes out of the room and grabs Chief 3. (Someone Chief 1 doesn't know). Chief 2 introduces Chief 3 and says they may know what to do. Chief 3 listens to the problems and says hold on, let me make some calls. Chief 3 walks outside, a few seconds later the entire Chief's Mess walks in, everyone saying "We can help!" "No problem, we got you." Several say "I got a truck."

H. Summary

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

- Make this a collaborative effort. ALL Chief's on deck, retired and active alike!
- Leaders must approach each conversation and activity with the mindset of becoming a better advocate for their Sailors. This active step is important in leader development, requiring the leader to be proactive in providing their Sailors with professional opportunities.

Display Slide 1-13

Read Slide

Module 2.0 Character and Competence**Learning Outcome**

2.0 Upon completion of this block of instruction, the student will have a clear understanding of how having character and competence will assist you in becoming an effective leader and be able to anticipate changes in culture, leadership, systems, and behaviors within the organization. The student will be equipped with leadership skills to inspire their teams to perform at or near their theoretical limits. By making their teams stronger, they relentlessly chase “best ever” performance and determine relationship with the Chief Petty Officer Creed.

Objectives

2.0a Discuss the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

2.0b Define and discuss challenge and how it relates to the CPO Creed.

2.0c Analyze and discuss the definition of character and competency and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

2.0d Discuss in the group room how “Navigating the Seven Seas” applies to character development and how it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

2.0e Discuss in the group room how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Navigating Seven Seas, Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.

Student Preparation Material**A. Student Support Material**

1. Syllabus 2.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Navigating Seven Seas, Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

Instructor Preparation**A. Review assigned student support material****B. Instructional Materials Required**

1. Personalized lesson plan
1. Slideshow
 - a. Slides 2-1 through 2-15
3. Practical Exercises
 - a. PE 2.0-1
1. Navigating Seven Seas: Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.
2. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Audio/Video Equipment

C. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

D. Suggested Timelines

1. 60-90 Minutes.

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

I. Introduction

A. Attention

1. Establish contact
2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. The CPO Creed
2. Definition of Challenge, Character and Competence
3. Navigating Seven Seas
4. Practical Exercise
5. Summary

Display Slide 2-1.

- A. Introduce yourself and lesson module.
 1. Discuss purpose of the lesson.

B. Provide a motivating statement on the importance of the subject matter.

Display Slide 2-2 (Objectives)**Display Slide 2-3 (Overview)**

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed module three.

DISPLAY Slide 2-4

Note: Let the students read the excerpt from the CPO Creed

- Ask the following questions:
 - “What does this mean, “You must face each challenge and adversity with dignity and grace?”
- As a team and as an individual, how important is character and competence being adaptable to traditions, systems, and policies when it states, “you must face each challenge and adversity?”
- Is it possible to produce effective deckplate leaders and managers without character and competence?
- When we look at the Sailor’s Creed, how does the CPO Creed support/complement the Sailor’s Creed and vice versa?
- In regards to the Creeds – How do we respect are Junior Personnel? Do we addressing them by their first name, last name or rank and last name? Which one is appropriate and why?
- How do we address each other as Chief’s?

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

B. Challenge

- When is it appropriate to use first names, if ever?

Display Slide 2-5

ASK: How do you define challenge or what does challenge mean to you as a leader?

ASK: In reference to the CPO Creed, What does “mar” mean to you?

ASK: What different ways can a CPO respond to challenge? Positive or negative

ASK: What challenges (positive or negative) have affected you or your career? How do you overcome those challenges?

ASK: Do our FOUR Core Attributes complement the Sailor’s/CPO Creed?

Display Slide 2-6

- Discuss 7 Leadership C’s

C. Leadership Seven Seas

Display Slide 2-7

 Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

D. Definition of Character

Character is defined as the “moral excellence” and “the mental and moral qualities to an individual”

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: ***“It is the core of the leader, essential to the end, ways and the means or realizing the leader’s vision.”***

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?
- How do you know if a leader has good character?
(Facilitator picks an attendee)

Display Slide 2-8

Note: Let the students read the definition

E. Definition of Competence

Competence is defined as the “ability to do something successfully or efficiently.”

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: ***“Leadership involves having competence in achieving desired effectiveness (results, performance, or outcomes) as defined by the leader”***

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

F. Definition of Courage

Courage is defined as the “the moral and mental strength to do what is right, even with criticism or adversity.”

- How do you know if a leader is competent?
(Facilitator picks an attendee)

Display Slide 2-9

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide:
“Leadership necessitates courage in making decisions. Leaders should consider the facts, opinions of a diverse group, instincts and intuition, and be decisive at the right time.”

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader has courage?
(Facilitator picks an attendee)

Display Slide 2-10

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide:

G. Definition of Commitment

 Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

Commitment is defined as the “the state or quality of being dedicated to a cause, activity, etc.”

“A commitment to serving or supporting something greater than self; in our case, defending freedom through service in the Navy.”

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is committed to the team? (Facilitator picks an attendee)

Display Slide 2-11

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide:
“To have empathy, compassion and consideration-is an essential aspect of effective leadership.”

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is caring? (Facilitator picks an attendee)

Display Slide 2-12

H. Definition of Caring

Caring is defined as the “displaying kindness and concern for others.”

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

H. Definition of Communicating

Communicating is defined as the “share or exchange information, news, or ideas.”

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“People want to be inspired by the leader, who provides a sense of purpose and a reason for commitment to the team’s effort.”**

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?
- How do you know if a leader is communicating effectively? (Facilitator picks an attendee)

Display Slide 2-13

Note: Let the students read the definition

I. Definition of Community

Community is defined as “a group of people living in the same place or

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“Leadership involves regard for community when creating teamwork.”**

As a FCPO, Chief Select, or a Chief, what does the

 Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

having a particular characteristic in common”

quote mean to you as a leader?

- How do you know if a leader develops a feeling of fellowship with others? (Facilitator picks an attendee)

DISPLAY Slide 2-14

- **Practical Exercise 2.0-1:**

- Split up into two groups, first group will write down 3 examples of both good and bad for Competence, Courage and Commitment. The second group will write down 3 examples of both good and bad for Caring, Communicating and Community. (10 minutes – at the end a different spokesperson for each leadership trait will read out loud their groups info)

J. Peer Group Exercise

Seven Cs of Leadership

1. Character
2. Competence
3. Courage
4. Commitment
5. Caring
6. Communicating
7. Community

DISPLAY Slide 2-15

- Cover Slide
- STATE: Leadership is the art and science of achieving desired effectiveness by making decisions, developing people creating teamwork, serving needs, inspiring action to realize the leader’s vision.

K. Summary

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

-We discussed the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

-We analyzed and discussed the definition of character and competency and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

-We discussed in groups how “Navigating the Seven Seas” applies to character development and how it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

-We discussed in groups how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

- STATE: Do you feel as a leader that you have the Character and Competence to face each challenge and adversity with dignity and good grace?

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

Module 3.0 Credibility of a Chief vs E7**Learning Outcome**

3.0 Upon completion of this block of instruction, the student will have gained and understanding of the inherent credibility of a Chief Petty Officer and how being a Chief in the Navy differs from being an E7 in the other services.

Objectives

3.0a Analyze and discuss the importance of the credibility of a Chief Petty Officer as it relates to the CPO Creed.

3.0b Analyze and discuss the definition of CREDIBILITY and how it relates to Chief Petty Officers in our ability to lead up, down and laterally across the organization.

3.0c Analyze and discuss the unique responsibilities and privileges of a United States Navy Chief Petty.

3.0 d Analyze and discuss the differences between a United States Navy Chief Petty Officer and an E7 in the other services.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Noncommissioned Officer and Petty Officer: BACKBONE of the Armed Forces, National Defense University Press.
4. The Blue Jackets Manual
5. The CPO Mission, Vision & Guiding Principles

Student Preparation Material**A. Student Support Material**

1. Syllabus 3.0

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. The Noncommissioned Officer and Petty Officer: BACKBONE of the Armed Forces, National Defense University Press.
4. The Blue Jackets Manual
5. The CPO Mission, Vision & Guiding Principles

Instructor Preparation

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

A. Review assigned student support material

2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

B. Reference Publications**E. Suggested Timelines****C. Instructional Materials Required**

1. 60-90 minutes

1. Personalized lesson plan

F. Handouts

2. Slideshow

1. NOTE: Instructor will need to download and/or provide a hard copy of the Blue Jacket Manual 1918 Part 4. "A Short Talk with Chief Petty Officers"
<http://www.goatlocker.org/resources/cpo/>

- a. Slides 3-1 through 3-15

3. Practical Exercises

- a. PE 3.0-1

3. Support Equipment

- a. VAP or SMART Board and Butcher Paper

- b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board.

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 3-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 3-2 (Objectives)

C. Overview

Display Slide 3-3 (Overview)

1. The CPO Creed – Section 4

2. Credibility and its importance

3. Unique duties and responsibilities of a CPO

4. How CPOs differ from other E7s

 Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed Section 4

Display Slide 3-4

Note: Let the students read the excerpt from the CPO Creed

- **Ask the question at the bottom of the slide to them:**

“What does this mean, “The rank of E7 carries with it unique responsibilities and privileges you are now bound to observe and expected to fulfill.”

- How does “by experience, by performance, and by testing” play into this?

Display Slide 3-5

Note: Let the students read the definition

- **Ask the question,** “What does the definition mean to you?”
- What are some ways to undermine credibility?
- How does the poor performance of one Chief impact the credibility of the CPO Mess?

B. Definition of Credibility

Credibility: “the quality of being believable or worthy of trust”

<https://www.dictionary.com/browse/credibility>

Credibility: “the quality or power of inspiring belief”

<https://www.merriam-webster.com/dictionary/credibility>

Display Slide 3-6

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

C. Building Trust & Toxic Behavior

- Have student read the slide.
- **ASK:** What does the Simon Sinek quote mean to you?
- **ASK:** Toxic behavior, Do we have a problem? Why or Why not?
- How do we build credibility? Individual / Mess?
- Discuss the importance of “walking the walk”

Display Slide 3-7

D. Credibility and Leadership

- How does credibility impact our ability to lead?
- Give examples for each group:
Enlisted / Peers / Junior Officers

Display Slide 3-8

E. Responsibilities and Privileges

- **Action:** Have a student read excerpt from 1918 Bluejackets Manual
- **DISCUSSION:** Does this apply to today’s Navy? If so, how?

Display Slide 3-9

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

F. Responsibilities and Privileges

Practical Exercise 3.0-1:

- Have students break up into groups
- Each group will come up with a list of duties and responsibilities (~ 5 minutes)
- Write inputs on a chart pack
- Facilitator should help class identify Common Themes and Differences.

G. Differences between Navy Chief and other service E7

Display Slide 3-10

- Air Force = Master Sergeant (MSgt)
- Army = Sergeant First Class (SFC)
- Coast Guard = Chief Petty Officer (CPO)
- Marines = Gunnery Sergeant (GySgt)

Display Slide 3-11

- **ASK:** What is the difference between Navy Chief and other Service E7?
- Discuss history of Navy Chief

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

Display Slide 3-12

- Students read slide

Display Slide 3-13

- Discuss Chief vs. E7

Display Slide 3-14

- Summary
- Recap main point from the presentation
- Questions

Summary

Questions

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

 Module 3.1 Teamwork and Loyalty
Learning Outcome

3.1 Upon completion of this block of instruction, the student will have gained an understanding of concepts of TEAMWORK and LOYALTY and their importance within the Navy and the Chiefs' Mess. The student will also gain a better appreciation of the importance of Chief fellowship and the hierarchy of the Mess.

Objectives

3.1a Analyze and discuss the importance of TEAMWORK and LOYALTY as it relates to the CPO Creed.

3.1b Analyze and discuss the importance of "responsibility to comrades."

3.1c Analyze and discuss the importance of "fellowship" within the Chiefs' Mess.

3.1d Discuss the hierarchy of the Chiefs' Mess and the importance of it in relation to teamwork.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Blue Jackets Manual
4. The CPO Mission, Vision & Guiding Principles

Student Preparation Material**A. Student Support Material**

1. Syllabus 3.1

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Blue Jackets Manual
4. The CPO Mission, Vision & Guiding Principles

Instructor Preparation**A. Review assigned student support material****B. Reference Publications****C. Instructional Materials Required**

Module 3.1 Teamwork and Loyalty

1. Personalized lesson plan
2. Slideshow
 - a. Slides 3.1-1 through 3.1-14
3. Practical Exercises
 - a. PE 3.1-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

I. Introduction**Display Slide 3.1-1**

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 3.1-2 (Objectives)

C. Overview

Display Slide 3.1-3 (Overview)

1. CPO Creed – Section 5

2. TEAMWORK and LOYALTY

3. Our “responsibility to comrades” and vice versa

4. Fellowship within the Chiefs' Mess

5. Hierarchy of the Chiefs' Mess

 Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

II. Presentation**A. CPO Creed Section 5****Display Slide 3.1-4**

Note: Let the students read the excerpt from the CPO Creed

- **Ask the questions:**

“What does this mean to you?”

“What is “fellowship” and why is it important to Chiefs?”

“What do you think is meant by “responsibility to your comrades”?”

“The CPO Creed says you should be proud of your feelings of accomplishment, but we are supposed to be humble, servant-leaders. How do these seemingly contradictory terms work together?”

Display Slide 3.1-5

Note: Let the students read the definition

- **Ask the questions;** “What does the definition mean to you?”

B. Definition of Teamwork

Dictionary.com:

“The cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause.”

 Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

- Why is teamwork so important to the Chiefs' Mess?

- How do you inspire teamwork within your division/department/command?

Display Slide 3.1-6 (NOTE: Slide includes animation)

- This slide emphasizes the importance of teamwork through the analogy of a segment of chain.

- We are only as strong as our weakest link.

- **Ask the question:** "What will you contribute to make the chain stronger?"

- Have you been putting in effort in the CPO Process as a Team/Individual?

Display Slide 3.1-7

- Have the students read the LOYALTY Guiding Principle from the MV&GP.

- Answer the questions on the bottom of the slide.

Display Slide 3.1-8

C. Loyalty

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

- Have the students answer the questions on slide.
- Discuss blind loyalty and the dangers of.
- Discuss loyalty to the Mess and loyalty to the Navy and our country.
- **ASK:** Are you loyal to the Institution, Mess or yourself? Why? Which is most important?

Display Slide 3.1-9

- Talk about the Spartan shield wall and the Spartan warrior's responsibility to the man on the left and on their right.

Display Slide 3.1-10**Practical Exercise 3.1-1:**

- Split up into groups and discuss the questions on the slide. Have the students right down their answers on a chart pack. (5 minutes – at the end have a spokesperson read out loud their info)

Display Slide 3.1-11

- Have students read the definition.

D. Responsibility to Comrades

 Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

E. Fellowship in the Chiefs' Mess

Merriam-Webster:

"The quality or state of being comradely."

"Meaningful communication for building trust and fellowship."

- Answer the question on the slide.
- Discuss the importance of fellowship to the strength and unity of the Chiefs' Mess.
- Why is it important for Chiefs' to fellowship outside the working environment?
- Discuss the importance of interpersonal relationships to the Chiefs' Mess.

Display Slide 3.1-12**F. Hierarchy of the Chiefs' Mess**

- Discuss the roles and responsibilities of the following:
 - MCPON
 - FLTCM
 - FORCM
 - CMDCM
 - MCPO
 - SCPO
 - CPO
- Answer the question on the slide.
- Are all Chiefs (E7 through E9) equal?
- Everyone has a voice in the Mess, However, rank, accountability and responsibility are not equal.

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

Display Slide 3.1-13

- Discuss the importance of good order and discipline within the Chiefs' Mess.
- **Ask the question:** "Why is the hierarchy in the Chiefs' Mess important to our success?"
- We must be able to lead ourselves before we can lead others.

Display Slide 3.1-14

- Read the SUMMARY bullets.
- **Ask the students if they have any questions.**

Summary

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

Module 4.0 Humility**Learning Outcome**

4.0 Upon completion of this block of instruction, the student will have developed an understanding of humility and servant leadership, with the ability to apply the appropriate techniques to given situation on or off-the-job when dealing with junior, peers or senior personnel and how it relates to the Chief Petty Officer Creed.

Objectives

4.0a Analyze and discuss the importance of humility as it relates to the CPO Creed.

4.0b Analyze and discuss the definitions of humility and pride, and how they relate to Chief Petty Officers in leading junior, peers, and senior personnel.

4.0c Explain the spectrum of pride and how it relates to being a Chief Petty Officer.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Humility is the New Smart, Katherine Ludwig, Edward D. Hess. Batten Institute for Entrepreneurship and Innovation.

Student Preparation Material**A. Student Support Material**

1. Syllabus 4.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Humility is the New Smart, Katherine Ludwig, Edward D. Hess. Batten Institute for Entrepreneurship and Innovation.

Instructor Preparation**A. Review assigned student support material****B. Reference Publications**

Module 4.0 Humility

1. 60-90 Minutes.

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 4-1 through 4-10
3. Practical Exercises
 - a. PE 4.0-1
 - b. PE 4.0-2
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

Module 4.0 Humility

Discussion Point

Related Instructor Activity

I. Introduction

A. Attention

1. Establish contact
2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. The CPO Creed
2. Definitions of Humility and Pride
3. Spectrum of Pride
4. Activity: What kind of Chief do I want to be? PE 4.0-1
5. Humility and the CPO Creed
6. Activity: The Best CPO Selectee PE 4.0-2

Display Slide 4-1

- A. Introduce yourself and lesson module.
1. Discuss the purpose of the lesson.

B. Provide a motivating statement on the importance of the subject matter.

Display Slide 4-2 (Objectives)**Display Slide 4-3 (Overview)**

Module 4.0 Humility

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section four (4)

DISPLAY Slide 4-4

Note: Let the students read the excerpt from the CPO Creed

ASK: What does this phrase mean, “Their actions and their performance demand the respect of their seniors as well as their juniors”?

- ASK: How important is it to you that your seniors and juniors respect you?
- ASK: What does it mean to “demand respect”?
- ASK: Can anyone provide an example during this process or any other time where Chiefs demanded respect through something other than their actions or performance? What was the result?

Display Slide 4-5

Module 4.0 Humility

Discussion Point

Related Instructor Activity

B. Definition of Humility
Definition of Pride

Note: Let the students read the definitions

- ASK: What do these definitions mean to you? What does Humility look like to you?
- ASK: What are some positive and negative attributes associated with humility? Show me what these attributes look like. Does humility lead to strength and/or weakness?
- ASK: As a FCPO, as a Chief Select, as a Chief, can anyone provide an example when someone effectively led through humility?
- ASK: What is the difference between the first definition of pride, and the second? What happens when pride gets bad?
- ASK: How do your Sailors view you – humble, prideful, or arrogant? How do you get that raw feedback? Are you sure their view is accurate? What do you do with their viewpoint?
- ASK: What does it mean to you to be a leader as a Chief Petty Officer in regards to service and humility?

Display Slide 4-6

Module 4.0 Humility

Discussion Point

Related Instructor Activity

C. Spectrum of Pride

- STATE: This slide provides us with more detail on the interplay between humility and pride.
- ASK: Where do you think you and your fellow Selectees stand on this spectrum?
- ASK: Which attribute in the “Humble” column do you feel you are lacking the most?
- STATE: Some attributes related to the left side of the spectrum can be necessary tools as a Chief Petty Officer. For example, it requires a large dose of humility to own and execute orders you may not personally agree with, but this is sometimes necessary to fulfill the Navy’s mission.
- ASK: Can you think of other examples when executing the mission required you to show humility?
- STATE: Some attributes related to arrogance can be used in a positive way, especially as a Chief. Some examples include boldness, or questioning norms (facilitator must elaborate on this).
- ASK: Can you think of other times when performing on the arrogant side of the spectrum can be necessary?

Module 4.0 Humility

Discussion Point

Related Instructor Activity

D. What Kind of Chief Do I Want to Be?

DISPLAY Slide 4-7

- **Practical Exercise 4.0-1:**
- On a page within your charge book, write down the question: *What kind of Chief do I want to be?* Add three traits and attributes you aspire to embody once you don the uniform. *Additionally, right down three areas of weakness you aspire to improve upon. You will reflect upon this from here on out as you strive for a renewed sense of being as the Chief throughout your career.*
- (WAIT approximately 5 minutes then ask for a few volunteers to share their attributes)
- **STATE:** This question is not a new question, nor is it something you should dismiss after today. Knowing your charge book will forever be with you, take time to reflect on this assignment as a reminder of where you came from and where you're heading. This question, and the reflection it demands, should follow you for the rest of your career. The attributes you seek to embody may mature over the years, but the requirement to accurately assess your own character and behavior will never change.

DISPLAY Slide 4-8

Module 4.0 Humility

Discussion Point

Related Instructor Activity

E. Humility and the CPO Creed

Note: This slide ties in all the information from the previous slides as it relates to the Creed. Make sure you draw those correlations.

- ASK: What does the phrase “it is far more about what you do than what you say” mean to you? Has your performance during these past few weeks been the reflection of a confident leader? **Explain**
- ASK: During this process, have you thought more about yourself, or others? Give examples.
- STATE: Let’s return to the CPO Creed, because there are several elements of the Creed that relate to today’s lesson.

Note: Let the students read the CPO Creed excerpts

- STATE: One of the challenges that many Chiefs face is the temptation to feel like you have “arrived.” The Chief Petty Officer anchors carry an inherent credibility; we are charged with earning the right to wear this uniform - not just during this process, but every day.
- STATE: A common phrase in the CPO Mess is *remember where you came from*. This is meant to humble the Chief, to remind us that we are not

Module 4.0 Humility

Discussion Point

Related Instructor Activity

above menial tasks. (Facilitator must provide examples of how Chief's contribute in support of deck plate tasking)

- Have you placed your Sailors' needs and successes before your own? When was the last time you gave your Sailors an accolade? Have you engaged with them since finding your name on the selection list?

DISPLAY Slide 4-9

- **Practical Exercise 4.0-2:**

Note: Hand one paperclip to each Selectee, and let the students read the instructions on the slide

- One by one, a Selectee names the **Best CPO Selectee** in the group; if you name yourself, keep your paperclip. If you name someone other than yourself, give your paper clip to the Selectee you chose. Be honest and courageous with your choice.
- Once everyone has gone, those who have zero paperclips in their hand, step away from the group and form a separate group. At the end of the exercise, there should be two groups: those without paperclips, and those with at least one paperclip. (10 minutes)

F. The Best CPO Selectee

Module 4.0 Humility

Discussion Point

Related Instructor Activity

- ASK: Which Selectee had the most paperclips at the end of the activity?
- ASK: Who is the “Best CPO Selectee?”
- ASK: Which group most embodies the traits of a Chief Petty Officer?

DISPLAY Slide 4-10

- ASK: Now that we’ve discussed humility and pride, where do you find yourself on the spectrum of pride and where do you want to be?
- ASK: What steps do you plan to take to become a confident, humble, servant leader?

G. Summary

Module 4.0 Humility

Discussion Point

Related Instructor Activity

 Module 4.1 Interpersonal Relationships
Learning Outcome

4.1 Upon completion of this block of instruction, the student will be able to identify and understand the importance of maintaining appropriate interpersonal relationships both on and off duty as it relates to the Chief Petty Officer Creed.

Objectives

4.1a Define and discuss interpersonal relationships as they relate to the CPO Creed.

4.1b Analyze and discuss the various types of interpersonal relationships and how they relate to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

4.1c Explain the importance and challenges associated with maintaining appropriate interpersonal relationship in and out of the work place and how it relates to being a Chief Petty Officer and the Chief Petty Officer Creed.

4.1d Discuss how interpersonal relationships impact the command, the mission, and the Navy and how this relates to the Chief Petty Officer process and being engaged.

Curriculum Development References

1. Laying the Keel, May 2019

2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business and Life, Loehr, J. Hachette Books.

4. OSU.EDU. Building Interpersonal Relationships. <https://onpace.osu.edu/modules/transitioning-to-the-workplace/building-interpersonal-relationships>

Student Preparation Material**A. Student Support Material**

1. Syllabus 4.1

B. Reference Publications

1. Laying the Keel, May 2019

2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business and Life, Loehr, J. Hachette Books.

4. OSU.EDU. Building Interpersonal Relationships.

Module 4.1 Interpersonal Relationships

<https://onpace.osu.edu/modules/transitioning-to-the-workplace/building-interpersonal-relationships>

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slide 4.1-1 through 4.1-11
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

I. Introduction (Slides 4.1-1 - 4.1-3)

A. Attention

1. Establish contact

2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. CPO Creed.

2. Definition interpersonal relationships.

3. Analyze interpersonal relationships.

4. Discuss importance of interpersonal relationships as Chief Petty Officers.

Display Slide 4.1-1

Introduce yourself and lesson module.

Display Slide 4.1-2 (Objectives)

Discuss purpose of the lesson.

Provide a motivating statement on the importance of the subject matter.

Display Slide 4.1-3 (Overview)

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed module four.

Display Slide 4.1-4

Note: Let the students read the excerpt from the CPO Creed

- ASK: “What are these new “responsibilities”?”
- ASK: Why is it important to know “they” have existed for over 100 years?
- ASK: Can an individual’s actions or performance affect a command? If so, how?
- ASK: Can interpersonal relationships affect good order and discipline? Can they affect the command’s ability to meet the mission? If so, how?

B. Types of interpersonal relationships

Display Slide 4.1-5.

- Ask students to provide example(s) of each type?

C. Friendship definition

Display Slide 4.1-6.

Note: Ask for volunteers to read each definition

- ASK: Do friendships support or conflict with good order and discipline? How?

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

	<ul style="list-style-type: none">- ASK: Do you expect any changes in current friendships as you (or your friend) advances?
D. Romance/Love definition	<p>DISPLAY Slide 4.1-7</p> <p><u>Note: Ask for volunteers to read each definition</u></p> <ul style="list-style-type: none">- ASK: Are romance/love type relationships in conflict with good order and discipline or do they support it? How?- ASK: Do you expect any changes in current relationships as you (or your partner) advance? <p>DISPLAY Slide 4.1-8</p> <p><u>Note: Ask for volunteers to read each definition</u></p> <ul style="list-style-type: none">- ASK: How do these types of relationship influence command climate and good order and discipline?- ASK: Do you have any examples when family relationship could pose a concern? How do you suggest we manage that? <p>DISPLAY Slide 4.1-9</p> <p><u>Note: Ask for volunteers to read each definition</u></p>
E. Platonic definition	
F. Family definition	
G. Professional	

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

- ASK: Can someone provide examples of a professional relationship?
- ASK: Do all professional relationships look the same?
- ASK: Is it possible to disagree or not like someone you work with and still maintain a professional relationship? How?

DISPLAY Slide 4.10-10

H. Importance of appropriate interpersonal relationships

- ASK: Understanding the various types of relationships, why is it important to maintain appropriate ones? Discuss positive and negative aspects of interpersonal relationships. What does this look like?

Display Slide 4.1-11

I. Challenges to maintaining appropriate interpersonal relationships

- ASK: What are the challenges? What are some ways to overcome these challenges? Where does your self-awareness play a factor?
- ASK: What is the result if the entire CPO Mess is not working together to overcome these challenges?
- ASK: What are some positive aspects of maintaining an appropriate interpersonal relationship?

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

J. Command, Mission, and Navy Impact

Display S 4.1-12

Note: Facilitator must delineate between one on one impact from Slide 4.1-10 and the impacts on Command, Mission, and the Navy.

- ASK: How do interpersonal relationship of all types influence command, mission, and Navy?

- ASK: Are you doing your part to support good order and discipline through your choices and your interpersonal relationships? Is your CPO Mess doing its part?

Display S 4.1-13

Summary

Module 5.0 Ethical Decisions**Learning Outcome**

5.0 Upon completion of this block of instruction, the student will have developed an understanding of ethics, ethical decision making, how it relates to the Chief Petty Officer Creed, and outcomes of unethical decisions.

Objectives

5.0a Analyze and discuss the importance of ethics as it relates to the CPO Creed and the trust given to CPOs.

5.0b Analyze and discuss the definition of ethics. Discuss how our diversity impacts ethics and how the Navy and CPOs align ethics of all Sailors.

5.0c Discuss the effects of unethical behaviors/decisions within leadership and how it erodes trust and credibility of leadership.

5.0d Discuss how an individual Chief's ethical failure reflects upon the entire community.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. Ludwig, D.C. & Longenecker, C.O.J Bus Ethics (1993) 12:265. <https://doi.org/10.1007/BF01666530>.
4. <https://www.navytimes.com/news/your-navy/2017/08/14/inside-the-hue-city-chiefs-mess-meltdown/>

Student Preparation Material**A. Student Support Material**

1. Syllabus 5.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Ludwig, D.C. & Longenecker, C.O.J Bus Ethics (1993) 12:265. <https://doi.org/10.1007/BF01666530>.
4. <https://www.navytimes.com/news/your-navy/2017/08/14/inside-the-hue-city-chiefs-mess-meltdown/>

Instructor Preparation

Module 5.0 Ethical Decisions

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. SLIDES 5-1 through Slides 5-11
3. Practical Exercises
 - a. PE 5.0-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 5-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 5-2 (Objectives)

C. Overview

Display Slide 5-3 (Overview)

1. The CPO Creed

2. Definition of Ethics

3. Bathsheba Syndrome

4. Activity: What kind of Chief do I want to be? PE 5.0-1

5. One bad apple

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section five (5).

Display Slide 5-4

Note: Let the students read the excerpt from the CPO Creed

ASK: What does this phrase mean to them (individually and as a Mess)?

- ASK: How important is it to you that your seniors and juniors trust you?
- DISCUSS: Lack of trust can erode your ability to influence people. Typically, removal of trust only allows us to draw on the power/authority of our position/billet to influence, and all other means diminish or is removed completely. A leader with only one influence tactic is a poor leader. In the case that we attempt to influence those above us (officers/senior CPOs), a lack of trust removes all means to influence (There is no power/authority of position over our seniors).
- TELL SELECTS: The Creed describes our ability to positively influence, the trust given to the position we hold, and the care we must take to preserve these privileges through our attitude and performance.

B. Definition of Ethics

Display Slide 5-5

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

Note: Let the students read the definitions

- ASK: Do we all come into the Navy with the same ethics? Where do our values, morals, and ethics come from?
- NOTE FOR FACILITATOR: Our background and upbringing has a large impact on our ethics. We are a diverse Navy, so we do not all enter the Navy with the same ethics.
- TELL SELECTS: The Navy recognizes we are diverse, and the Navy builds tools and training that aligns us all with ethics (Oath of Enlistment, Sailor's Creed, CPO Creed, Charge of Command, Oath of Office, Navy Ethos). In the end, it is important to any organization that its people all understand the same "right" and "wrong".

C. The Bathsheba Syndrome

Display Slide 5-6

- ASK: Has anyone heard of the story of King David and Bathsheba? Would anyone be willing to provide a brief summary of the story?
- NOTES: King David began as a shepherd (Humble beginnings, like us). He killed the warrior Goliath and rose to power and became the King. He was charismatic, just, and of very high moral character.

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

Even though he was a great man, temptation and desire for the wife (Bathsheba) of one of his general's resulted in his unethical decision to sleep with her which resulted in her pregnancy. In attempts to cover up his actions which he knew were not ethical, he brought the general back from campaign and attempted to have him sleep with her in a ruse to allow him to believe the child to be his own. When the general refused (a code existed not to sleep with your spouse while on campaign), King David had him sent to the front lines which resulted in the general's death. David then took Bathsheba as his own.

D. Bathsheba Syndrome (Modern Examples)

- ASK: Although we do not become Kings, like David, we can relate to his story in that we start from low ranks (humble beginnings) and rise to authority (CPOs). And at times, we can be tempted to use this authority to make unethical choices. Can you think of any examples?
- **Display Slide 5-7**
- ASK: How did these decisions affect the individual? How did they affect those that trusted them?
- ASK: Ask for student thoughts on slide.

E. Activity

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

F. One BAD Apple

Display Slide 5-8

- **Practical Exercise 5.0-1:**
- Divide group into two. For a five-minute exercise, have group 1 come up with 5 reasons we make bad decisions, and have group 2 come up with 5 reasons we make good decisions.
- Have each group discuss why they made their selections for the list with the entire group.

Display Slide 5-9

- Allow students to read.
- **DISCUSS:** Ask for student thoughts on slide.
- **TELL:** Ultimately, Chief Petty Officers have a job to do, not a job to keep.

H. Summary

Display Slide 5-10

- **ASK:** Does the gravity of the trust which is about to be bestowed upon you have a different perspective now than before the module? How?

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

Module 5.1 Influence and Honesty**Learning Outcome**

5.1 Upon completion of this block of instruction, the student will be able to identify and understand the importance of influence and honesty with the ability to apply the appropriate techniques to given situation both on and off duty when dealing with junior, peers or senior personnel as it relates to the Chief Petty Officers Creed.

Objectives

5.1a Define and discuss influence and honesty as they relate to the CPO Creed.

5.1b Analyze and discuss the types of influence and how it relates to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

5.1c Analyze and discuss how honesty affects an individual's ability to influence others and how it relates to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

5.1d Discuss how influence and honesty impact the command, the mission, and the Navy and how they relate to the Chief Petty Officers.

Curriculum Development References

1. Laying the Keel, May 2019

2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Give and Take: Why Helping Others Drives Our Success, Grant, A. Penguin Books.
4. Simple Psychology.
<https://simplypsychology.org/social-psychology.html>

Student Preparation Material**A. Student Support Material**

1. Syllabus 5.1.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Give and Take: Why Helping Others Drives Our Success, Grant, A. Penguin Books.
4. Simple Psychology.
<https://simplypsychology.org/social-psychology.html>

Module 5.1 Influence and Honesty

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 5.1-1 through 5.1-11
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

I. Introduction**Display Slide 5.1-1**

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 5.1-2 (Objectives)

C. Overview

Display Slide 5.1-3 (Overview)

1. CPO Creed.

2. Definition of types of influence and honesty.

3. Analyze influence and honesty.

4. Discuss importance of influence and honesty as they relate to Chief Petty Officers.

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section five (5).

Display Slide 5.1-4

Note: Let the students read the excerpt from the CPO Creed

Call attention to the highlighted phases as these are all positions possessing and requiring influence and honesty.

- Ask questions to stimulate discussion:
“Does the phrase Ask the Chief still apply today”?
Why or why not?
- Ask, What does it mean to be the ambassador of goodwill?
- Ask, Is our ability to influence Sailors as a US Navy Chiefs Mess affected by our perception of honesty?
- Ask, Can influence and honesty affect good order and discipline? Can they affect the command ability to meet the mission?

B. Types of influence

ASK below before Display Slide 5.1-5

ASK: How Do Chief’s Influence as Leaders?
How are you going to Influence as a Leader?

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

C. Types of influence definitions

ASK: Can anyone provide an example of one?

Display Slides 5.1-6 and Slides 5.1-7

Note: Ask for volunteers to read each definition

- ASK: Can influence support or conflict with good order and discipline? How?
- ASK: What types of influence do you utilize?
- ASK: Is it wise to learn to use different types based on the various situations Chiefs encounter?
- ASK: Does the Chief have the required professional and institutional knowledge to support the phrase “Ask the Chief”
- ASK: What is the impact of providing bad guidance when someone “asked the Chief” is their relinquished?

D. Honesty/Honest definition

Display Slide 5.1-8

- ASK: Does honesty affect good order and discipline? How?
- ASK: Can you provide an example of a Chief that

 Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

E. Importance of honesty

- was dishonest?
- What happened?
- How did you try to prevent his/her actions?
- ASK: Does honesty affect one's ability to influence others? How?

Ask someone to read the section of the Creed again at the bottom of the slide.

ASK Do we have Chief's who have abused this meaning of the CPO Creed? How? Why?

Display Slide 5.1-9

- Ask, Understanding the various types of influence, why is honesty so important?
- Ask, What happens when honesty falls short (either in reality or perception)?
- Discuss multiple examples.

F. Command, Mission, and Navy Impact

Display Slide 5.1-10

- Ask, How does one's ability to influence Sailors affect the command? The mission? The navy as a whole?

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

- ASK: What is the result if the entire CPO Mess is not working together to maintain actual and perceived honesty?
- ASK: What is the most effective types of influence you have seen through your career or use with your sailors?
- ASK: How would you influence up and down the chain of command?
- ASK: How does lapse in honesty in the Chief's Mess affect survivability of the Mess?
- ASK: In terms of influence, what do you need to work on to support the Chiefs Mess? The command? The mission? The Navy?

Display Slide 5.1-11

Summary

Module 6.0 Motivation and Engagement**Learning Outcome**

6.0 Upon completion of this block of instruction, the student will be familiar with effective motivation and engagement skills with the ability to apply the appropriate techniques to given situation on or off-the-job when dealing with junior, peers or senior personnel and how it relates to the Chief Petty Officer Creed.

Objectives

6.0a Analyze and discuss the importance of team and individual motivation and engagement as it relates to the CPO Creed.

6.0b Analyze and discuss the definition of motivation and engagement and how it relates to Chief Petty Officers in leading up, down and laterally across the organization.

6.0c Analyze and discuss roles, goals, purpose and recognition as they relate to motivation and engagement with juniors, peers, and seniors.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Student Preparation Material**A. Student Support Material****B. Reference Publications**

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Instructor Preparation**A. Review assigned student support material****B. Reference Publications**

Module 6.0 Motivation and Engagement

C. Instructional Materials Required

1. Personalized facilitator guide
1. Slideshow
 - a. Slides 6-1 through 6-10
2. PE-6.0-1
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

I. Introduction

A. Attention

1. Establish contact

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. The CPO Creed
2. Define and discuss motivation as it relates to the CPO Creed, the Mess and the Chief.
 - Individual motivation (intrinsic vs. extrinsic)
 - Team motivation
3. Define and discuss engagement as it relates to the CPO Creed, the Mess and the Chief.
4. PE 6.0-1

Display Slide 6-1

- A. Introduce yourself and lesson module.
- B. Provide a motivating statement on the importance of the subject matter.

Display Slide 6-2 (Objectives)**Display Slide 6-3 (Overview)**

 Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section six (6).

Display Slide 6-4

Note: Let the students read the excerpt from the CPO Creed

- How important is your motivation & engagement when it states, “To test you, to try you and to accept you?” As a Team and as an Individual?
- ASK: Can a command be successful without good motivation and engagement?

ASK: “What does this mean, “Your motivation and Engagement will determine your success?” Does apply only to the season and being a CPO?

Display Slide 6-5

Note: Let the students read the definitions

- ASK: What do the definitions mean to you as a Chief within the Mess?
- ASK: How does the quote below apply to the definitions on this page?
- ASK: As a FCPO, as a Chief Select, as a Chief, can anyone provide an example when someone was engaged or not engaged?

B. Definition of Motivation
Definition of Engagement

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

C. Discuss Types of Motivation

- ASK: How do your Sailors view you? Are you sure?

Display Slide 6-6

- This slide discusses types of individual motivation
- Discuss Pros and Cons of Extrinsic Motivation
 - o Pros – more likely to:
 - Do a necessary task of little interest
 - Push personal limits with incentives
 - Increase social learning compliance
 - Increase speed of task
 - o Cons
 - Divide attention between reward and problem-solving task
 - Reward removal → motivation loss
- Discuss Pros and Cons of Intrinsic motivation
 - o Pros – more likely to:
 - Invest more time in task
 - Stick to task
 - Succeed with task
 - Be innovative
 - Be self-motivated to take on new task
 - o Cons
 - Intrinsic motivation less universally

 Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

D. Discuss Team Motivation and the relationship to individual's motivation

E. Discuss Engagement and the relationship between engagement and motivation both individual and team.

1. Start Early – Assign the right sponsor-stays with new CPO, new check-in throughout first year

appealing than Extrinsic
 ▪ Slower behavioral change

- ASK: Which type of motivation is better for building toughness and lethality?
- ASK: Does one type favor more engagement?

Display Slide 6-7

- ASK: Can you have a motivated team with no individual motivation and vice a versa? Can the team succeed in either scenario?
- ASK: Have you been putting in effort in the CPO Process as a Team/Individual?
- Has your CPO Mess show motivation? Why or why not?

Display Slide 6-8

- ASK: Are you engaged as a team? As an individual?
- ASK: Will you truly wear “the hat” with the same pride as your shipmates?

 Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

2. Encourage professional development – Strengthen our Navy Team for the Future

3. Ensure organizational/team goals are understood – How the Mess develops lethality and produces readiness in support of The Design for Maintaining Maritime Superiority

4. Provide recognition – Pays to be a winner!

5. Don't micromanage – Mission Command

F. Activity: PE 6.0-1 Motivation and Engagement

Ways to motivate

Figure out what makes them tick (individual needs).

Give clear expectations.

Consistent reinforcement and consequences.

Healthy competition.

Change out team members

Display Slide 6-9

- Activity is on the slide:
- Provide 10 minutes
- Create discussion based on the answers and use personal experiences of “Engaged/Motivated Chiefs” and not “Engaged/Motivated Chiefs”
- NOTE: Students should state by being engaged and visible.... because we are Chiefs.
- STATE: Now that we've discussed motivation and engagement.
- ASK: “Are you worried about favorable judgment from senior personnel or have you've taken feedback to increase your competence to make you a better leader?”

Display Slide 6-10

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

III. Summary

Restate: Now that we have went through the CPO Creed do you understand the importance of

The CPO Creed

Motivation as it relates to the CPO Creed, the Mess and the Chief.

Being engaged as it relates to the CPO Creed, the Mess and the Chief.

Module 6.1 Acceptance**Learning Outcome**

6.1 Upon completion of this block of instruction, the student will have a clear understanding of the definition acceptance and how it applies to the overall effectiveness of initiation and the success of developing a Chief Petty Officer.

Objectives

6.1a Discuss and define Acceptance as it relates to the CPO Creed

6.1b Analyze and discuss the history of the initiation process

6.1c Importance of Acceptance by the CPO Mess

6.1d Discuss continuing the conversation after acceptance

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Tradition of Change, Leuci, James L., Naval History and Heritage Command

Student Preparation Material**A. Student Support Material**

1. Syllabus 6.1.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Tradition of Change, Leuci, James L., Naval History and Heritage Command
4. Stewardship: Choosing Service Over Self-Interest (2nd Edition), Block, Peter 2013
5. Head Bearings for Precision Anchorage, AUG2018
6. Chief Petty Officer Mission, Vision, and Guiding Principles

Instructor Preparation

- A. **Review assigned student support material**
- B. **Reference Publications**
- C. **Instructional Materials Required**

Module 6.1 Acceptance

1. Personalized lesson plan
2. Slideshow
 - a. Slides 6.1-1 through 6.1-14
 3. Practical Exercises
 - a. PE 6.1-1
 - b. PE 6.1-2
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 6.1-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

B. Provide a motivating statement on the importance of the subject matter.

2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 6.1-2 (Objectives)

C. Overview

Display Slide 6.1-3 (Overview)

1. The CPO Creed
2. Definition and importance of Acceptance
3. History and goal of initiation
4. Importance of being accepted
5. Continuing the conversation after Acceptance

1. Discuss purpose of the lesson.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section six (6).

Display Slide 6.1-4

Note: Let the students read the excerpt from the CPO Creed

- ASK: What does this phrase mean?
- STATE: Definition of Acceptance: The action or process of being received as adequate or suitable, typically to be admitted into a group.
- ASK: Do you believe it is important for the CPO Mess to accept you

B. Mission of the Chief

Display Slide 6.1-5

Note: Let the students read the vision of the CPO from MVGP

- ASK: Why acceptance?
- ASK: As a Selectee what is your desired outcome of Initiation for you and your fellow Selectees?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask them what is their desired outcome of Initiation?

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

C. Discuss the definition of Acceptance as it relates to CPO Creed and the process.

Display Slide 6.1-6

- STATE: We have been through many name changes however, there are principles that remain the same. What are some traditions that are consistent? What do you think they are?

- ANSWERS should be: **CPO Creed and Acceptance**

Display Slide 6.1-7

Note: Let the students read the excerpt from the CPO Creed and the note below the excerpt

- ASK: How does this relate to the purpose of Initiation?

- STATE: The weight of the anchor is heavy. The challenge of initiation: Maintain mission readiness in our work centers, receive/execute charges from the CPO Mess, and remain committed to life-work-balance.

Display S 6.1-8

Note: Provide the students an opportunity to review the slide.

D. History and goal of initiation.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

- ASK: According to this slide, how does Acceptance fit in the process/growth of a Chief Petty Officer? What is the importance of Acceptance?
- ASK: How does humility play a role in your acceptance as a CPO and how does it affect you as a leader?
- STATE: One important fact to take from this slide; the process does not end after acceptance. Growth and development must continue throughout your Navy career.

Display Slide 6.1-9

E. Importance of Acceptance

- Read Slide, Download and Play Video
(Deckplate Chronicles: The Making of a Chief)
https://drive.google.com/drive/folders/14o2YWRPy_GL20K1BOI00ff1owleXNCIU

alternative link:

<https://www.dvidshub.net/search?q=making+chief&view=grid>

F. Activity:

Practical Exercise, PE 6.1-1

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

- 5-10 Minutes: Split into two groups and have Selectees discuss importance of toughness in the role of a Chief Petty Officer.
- ASK: How does toughness directly relate to Personal, Training and Material Readiness that directly impact focusing on high end warfighting? How does this relate to acceptance?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask them how toughness played in their acceptance/role as a Chief Petty Officer? Sea stories and experiences are important to this discussion.
- ASK: Can some explain their thoughts on this formula and do you believe it is true? Why do you think it is true?

Activity: What do you bring to the Mess?

Display Slide 6.1-10**Practical Exercise, PE 6.1-2**

- Activity: Have Selectee write down what they said during Week 1 on "what they bring to the Mess" on one side of a card labeled Week 1 and on the other labeled Week 6, have them write down what they think they bring to the Mess now. Discuss the difference between the weeks.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

- STATE: It is important to understand the strengths we all bring to the mess but understanding and identifying your weaknesses are important as well.

Display Slide 6.1-11

Note: Provide the students an opportunity to review the slide.

- ASK: What does Chief Hensley words mean to you?

Display Slide 6.1-12

Note: Provide the students an opportunity to review the slide.

- ASK: What does the definition of a Chief Petty Officer mean to you?

- ASK: Can someone provide an example of a Chief that is not living up to this definition? Why do you think they are not?

- ASK: Can someone provide an example of a Chief that is living up to this definition? Why do you think they are?

G. Defining a Chief Petty Officer

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

H. Continuing the conversation after acceptance.

Display Slide 6.1-13

Note: Provide the students an opportunity to review the slide.

- STATE: It is our CPO Creed, and the definition of a Chief that is the expectation and framework to acceptance.
- STATE: The greater part of acceptance is understanding that even though you are initially accepted you must work to keep the acceptance of your peers in the mess.
- ASK: What does that mean to you?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask their thoughts on working to keep acceptance throughout their time in the CPO Mess?

Display Slide 6.1-14

Summary:

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity