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THESIS

**ASSESSING DIVERSITY AND INCLUSION:
THE BENEFITS OF AN INCLUSIVE, DIVERSE NAVY**

by

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December 2021

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**ASSESSING DIVERSITY AND INCLUSION:
THE BENEFITS OF AN INCLUSIVE, DIVERSE NAVY**

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ABSTRACT

This thesis builds upon past theses concerning inclusion and diversity (I&D) within the fleet and refines metrics for accessing diversity and inclusion. We used a multi-step approach to gain knowledge about the major contributing factors to an inclusive and diverse command. We quantitatively examined Personal Inclusion Factors to assess individuals' feelings of being personally included or not within their command and Command Core Inclusion Competencies to assess whether individuals believe their commands demonstrate diverse and inclusive practices. Based on our results, we found that females across all races/ethnicities reported feeling less inclusion and felt their commands displayed fewer core inclusion competencies compared to their male counterparts. In our qualitative analysis of open-ended questions, we found the largest impact commands had on Sailors' feelings of inclusion was leadership. We recommend future research be done on Defense Organizational Climate Survey (DEOCS) data, which represents the entire Navy, to gain a more comprehensive view of I&D within the fleet. That research will be able to address common areas of concern in regard to I&D and make further progress in enhancing diversity and widening inclusion to produce a ready, lethal Navy.

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LIST OF ACRONYMS AND ABBREVIATIONS

AOR	Area of Responsibility
CENTCOM	Central Command
CMEO	Command Managed Equal Opportunity
CNO	Chief of Naval Operations
DADT	Don't Ask, Don't Tell
DEOCS	Defense Organizational Climate Survey
DOD	Department of Defense
DON	Department of the Navy
I&D	Inclusion and Diversity
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer (or Questioning) and Others
LOE	Lines of Effort
NPS	Naval Postgraduate School
SAPR	Sexual Assault Prevention and Response
SEAL	Sea, Air, and Land
SECNAV	Secretary of the Navy
STEM	Science, Technology, Engineering, and Mathematics
TF1N	Task Force One Navy
USNA	United States Naval Academy
YN	Yeoman

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—LT Pamela Goly

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—LT Frank Chavez

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I. INTRODUCTION

Inclusion and diversity (I&D) are two essential elements highlighted not only at the Navy level but at the National level as requirements for a lethal, ready force. A lack of diverse Sailors with different backgrounds, perspectives, and upbringings leaves the Navy with an astounding gap in mission effectiveness. To support the mission of the Navy to “defend freedom, preserve economic prosperity, and keep the seas open and free” as well as “to defend American interests around the globe,” we need a force that is free of biases and able to build and rely on one another in times of peace and especially combat (Department of the Navy, n.d.). There are undoubtedly barriers to positive inclusion within the fleet and it starts with a lack of diversity.

This thesis aims to build upon past theses concerning I&D within the fleet and refine metrics for assessing diversity and inclusion. This is important for organizations in the Department of the Navy (DON) because fostering a diverse and inclusive command environment is instrumental to maintaining readiness, strengthening healthier behaviors among Sailors, encouraging higher retention, and blending multiple perspectives from several people to make us a more effective fighting force.

Previous research collected by Caballero and Jackson-Seales in a 2021 thesis initiated this effort by developing a set of pilot metrics and fielding them to a convenience sample of officers at the Naval Postgraduate School (NPS). Caballero and Jackson-Seales also collected data from a broader, more diverse sample recruited from Navy Officer Facebook groups, but these data were never analyzed. The data were anonymous and due to the nature of data collection (via voluntary responses to a post in a closed Facebook group), identities of participants cannot be ascertained. This thesis will analyze the data collected by Caballero and Jackson-Seales to gauge feelings of personal inclusion within the fleet and assess how well commands are implementing core inclusion competencies. In doing so, our analysis will provide insight to the following questions which span different theses such that they support the broader research effort:

A. PRIMARY RESEARCH QUESTIONS

- What defines a diverse and inclusive command?
- How can diverse and inclusive command climates be measured accurately?
- What command practices contribute to a diverse and inclusive command climate?

B. SECONDARY RESEARCH QUESTIONS

- How do the above factors differ by command, and by Sailors' or Officer's rank perspective?
- How does leadership impact command climate?
- What programs, policies, processes, and practices are common themes in diverse and inclusive commands?
- What existing programs/policies may unintentionally exclude underrepresented groups from recruitment?

C. SCOPE

The scope of this thesis is to use a multi-step approach to gain knowledge about the major contributing factors to an inclusive and diverse command. We aim to identify programs, policies, processes, and practices that promote Sailors' well-being (physical, mental, emotional, social, and spiritual) throughout their career such that they stay mission ready. The scope of this thesis will include:

- a quantitative and qualitative analysis of data collected by Caballero and Jackson-Seales (2021) using an inclusion survey that assesses feelings of personal inclusion and command core inclusion competencies
- common positive and negative themes extracted through open-ended questions in the survey developed by Caballero and Jackson-Seales (2021)

- present findings in graphs and tables

This thesis contains seven chapters. Chapter II provides a background on the history of diversity in the Navy. Chapter III provides a review of past literature focused on I&D efforts within the private sector as well as the Navy. Chapter IV details the methodology used in analyzing the data. Chapter V provides a quantitative analysis from Likert scale survey questions, while Chapter VI provides a qualitative analysis from the open-ended survey questions. Chapter VII summarizes the findings and provides implications and recommendations for future research.

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II. BACKGROUND

A. INTRODUCTION

The United States Navy has made great strides in increasing the role of I&D. This section is meant to illustrate the evolution in efforts to include (lesbian, gay, bisexual, transgender, queer (or questioning), and others (LGBTBQ+) members within the military community, to give a brief timeline of African Americans and women in the Navy, and current efforts the Navy is taking to promoting I&D. The Naval History and Heritage Command website, gives us a large timeline of each one of these demographic fields and the evolution the Navy has had in expanding diversity. Furthermore, the 21st Century Sailor initiative provides us with an understanding of the Navy's efforts as they add inclusion to their diversity initiative.

B. BRIEF HISTORY OF AFRICAN AMERICAN SAILORS

The Naval History and Heritage Command lays out the brief background of how African Americans came to serve in the Armed Forces. It states that African Americans have been serving since the beginning with the Civil War. After America earned its independence, the Secretary of the Navy (SECNAV) at the time banned black sailors from serving in the Navy in August of 1798. It then states that this ban was reversed on March 3, 1813 when African American men were allowed to serve on United States vessels. However, with the reversal of the racial ban, there were still limited African Americans who could serve. In September of 1839, African Americans could comprise no more than five percent of the total service (Naval History and Heritage Command [NHHC], 2021). On August 5, 1942, this quota was expanded so that "...no more than one-twentieth part of the crew of any vessel could be African American" (NHHC, 2021). Today, there are no restrictions on service in relation to race or ethnicity.

A major milestone occurred on September 21, 1872, when James H. Conyers "...became the first African American admitted to the United States Naval Academy (USNA). Unfortunately, he resigned after one year due to "...hazing and poor grades..." (NHHC, 2021). It wasn't until March 17, 1944 that the Navy saw the first African

American commissioned Officers who were known as “The Golden Thirteen” (NHHC, 2021). The following month, James Forrestal became SECNAV and proposed integration of African Americans into the general fleet. One of the most monumental legislative efforts that was enacted was Executive Order 9981 on July 30, 1948, under the Truman Administration which aimed “...to abolish discrimination based on ‘race, color, religion, or national origin’” (NHHC, 2021). However, it wasn’t until the 1970s where earnest efforts of integration were made when Admiral Elmo Zumwalt became the Chief of Naval Operations (CNO).

Admiral Zumwalt’s efforts of integration became the catalyst that led to a more diverse Navy. In 1978 “Joan Bynum, a Navy nurse, became the first African American woman to be promoted to Captain...” (NHHC, 2021). In 1989 Matice Wright was “...the first African American female Naval Flight Officer (NFO)” (NHHC, 2021), and on July 1, 2014, “Admiral Michelle J. Howard [was] selected as the first Black Vice Chief of Naval Operations (VCNO)” (NHHC, 2021). These were just a select few of outstanding Sailors who rose to high ranks and shows the progression of African Americans in the Navy through a historical context.

C. BRIEF HISTORY OF WOMEN IN THE NAVY

Naval History is rich with many contributions from women. It would be too much to write about the entire history of women’s service within the Navy so notable highlights will be noted. Therefore, this section will focus on three specific eras, the late 1800s and early 1900s, Post WWII to the 1990s, and finally the contributions and notability of the 21st century.

“In 1862, Sisters of the Holy Cross served aboard USS Red Rover, the Navy’s first hospital ship, joining a crew of 12 officers, 35 enlisted, and others supporting medical care” (NHHC, 2021). On March 17, 1917, “Secretary of the Navy Josephus Daniels announced that the Navy will enlist Females...” (NHHC, 2021) as Yeoman (YN), an administrative rate tasked with clerical work. During WWII “Over 11,000 Navy nurses served at naval shore commands, on hospital ships, at field hospitals, in airplanes, and on 12 hospital ships” (NHHC, 2017).

In 1948 “The Women’s Armed Forces Integration Act...allowed women to service in the peacetime military.” (NHHC, 2017) and “Edna Young became the first black enlisted female to serve in the regular Navy...” (NHHC, 2017). In 1976 “Public Law 94-106 required the service academies to admit women by 1976.” (NHHC, 2017). Furthermore, in 1990 “...Captain Marsha J. Evans assumed command of Naval Station, Treasure Island, San Francisco, California, thereby becoming the first woman to command a naval station” (NHHC, 2021). One of the most notable actions the Navy took was in 1993 when “...Congress repealed the Combat Exclusion Law, thereby allowing women to serve on combatant ships” (NHHC, 2021). This eventually led to the opening of additional rates for women, allowing them to serve on a ship in any capacity.

Finally, some of the biggest policy changes affecting women came during the 2000s. “Secretary of the Navy Ray Mabus announced on January 9, 2010 that women would be assigned to Ohio-class submarines” (NHHC, 2021). This allowed for women officers to officially begin their pipeline serving aboard submarines with a formerly all-male enlisted crew. In 2014 “Michelle Howard became the first woman promoted to four-star admiral” (NHHC, 2021). The most inclusive memorandum affecting women in not just the Navy, but the military role came in 2015. Former acting SECDEF Ashton Carter signed a memorandum called Implementation Guidance for the Full Integration of Women in the Armed Forces. The memorandum stated that on January 13, 2013 “...the Department of Defense eliminated the ‘1994 Direct Ground Combat Definition and Assignment rule’ effectively removing the remaining barrier to the integration of women into all military occupational specialties and career fields within the U.S. military” (Carter, 2015) and called upon the Defense secretaries to ensure that the military was “...to prepare for full implementation by January 1, 2016...” (Carter, 2015). Specifically, for the Navy this allowed Women to enter into the Sea, Air, and Land (SEAL) community and other combat specific roles.

Since the full integration for women into combat roles, new initiatives have taken place to be more inclusive towards women. Today new uniform regulations and career paths for women to have children have become the newest areas of interest. The Navy is continuing to look for solutions to address these situations.

D. DON'T ASK, DON'T TELL

“Don’t Ask, Don’t Tell” (DADT) was a controversial policy in which members who were openly homosexual would not be able to join the service or would be discharged upon evidence of homosexuality. On January 16, 1981, the Department of Defense (DOD) Directive 1332.14 was established in which members who engaged in homosexual actions were to be discharged. However, on July 19, 1993, President Clinton enacted “Don’t Ask, Don’t Tell, Don’t Pursue” in which a person’s sexual orientation should not be asked. The directive states “A person’s sexual orientation is considered a personal and private matter and is not a bar to service entry or continued service unless manifested by homosexual conduct...Applicants for enlistment, appointment, or induction shall not be asked or required to reveal whether they are heterosexual, homosexual, or bisexual.” (DOD, 1993, p. 9). This became the basis for the phrase DADT. This directive allowed for homosexuals to serve without making their private matters known to military authority. On December 22, 2010, the DADT Repeal Act became law and allowed LGBTQ+ service members to openly serve in the Armed Forces.

E. RECENT I&D EFFORTS

One of the more recent efforts to foster I&D throughout the Navy is the 21st Century Sailor Initiative. In the Chief of Naval Operations’ 2020 U.S. Navy Inclusion and Diversity Goals and Objectives, emphasis is placed on inclusion as part of its efforts to complement diversity, since having a diverse workplace may not be enough on its own to foster a stronger fighting force. “Diversity alone isn’t the answer. Without inclusion, diverse perspectives can lead to friction and conflict in thoughts and opinions. We must actively include all perspectives to harness the creative power of diversity, accelerating our Navy’s warfighting advantage” (Office of the Chief of Naval Operations [CNO], 2020). The goals and objectives describe its new approach, defend its position on I&D and its necessity to create a stronger fighting force, and provide three goals and objectives the Navy must take to realize this vision. The CNO’s three goals are listed below:

- Institutionalize inclusion and diversity across our Navy

- Attract and recruit the best talent from our diverse nation to cultivate a higher performing and innovative workforce
- Develop and retain Sailors and civilians by ensuring an inclusive culture across our workforce (CNO, 2020, p. 7)

Finally, the goals and objectives explain how the Navy plans on executing its I&D strategy by creating boards who oversee the execution and implementation of Navy policy and provide the fleet with I&D education and training about how I&D will be further implemented fleetwide and the warfighting advantages it offers. The largest issue that we see with this training is that it only centers itself on one central argument.: that by adding inclusion into the diversity calculus, the Navy will bring about better unit cohesion which will benefit the Navy on a macro level scale. The paper does not give concrete evidence on how I&D can positively impact warfighting capability such as language and cultural understanding and its relationship to understanding adversaries or humanitarian efforts.

F. CONCLUSION

I&D is an ongoing endeavor that the Navy is continuing to promote to help achieve a stronger more resilient fighting force. The sections described above give us a historical context to see how far the Navy has gone to promote diversity, and their acknowledgement of inclusion to further the diversity effort. Finally, through this background, we can understand the intentions the Navy has for recruitment and retention of diverse sailors in an effort to maintain a diverse culture that will provide new perspectives and creative solutions to the various problems the Navy may face.

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III. LITERATURE REVIEW

A. INTRODUCTION

In the United States the desire to foster a more diverse and inclusive workplace has become a primary focus for many institutions; the United States Navy is no different. Task Force One Navy (TF1N) has become the primary driver of the inclusion and diversity (I&D) initiative, aimed at developing a greater fighting force. “On July 1, 2020, the Navy stood up Task Force One Navy (TF1N), leveraging our COE governance structure, to identify and make recommendations to dismantle barriers to equality while creating sustainable opportunities, ultimately achieving our desired end-state of warfighting excellence.” (Department of the Navy [DON], 2020). Additionally, the newly appointed Secretary of the Navy (SECNAV), Carlos Del Toro, has placed emphasis on continued D&I efforts within the fleet in his 2021 Strategic Guidance “... to develop warfighting and leadership skills throughout the ranks” (p.5). It is evident that the Navy acknowledges the importance of D&I and is putting forth extreme efforts to ensure readiness is at an all-time high.

The purpose of this section is to summarize existing research on I&D efforts in all work environments to including the private sector and the Navy specifically. Focus will be on the Navy’s efforts to bolster a more inclusive and diverse work force, from the more executive levels to the unit level. This section will begin with a brief history on I&D, the efforts and methods the Navy has put in place to improve I&D and will provide a snapshot of what our Navy looks like today after the work of TF1N. This summary will help us draw conclusions and provide opportunities for recommendations on how to proceed further.

B. THE ROLE OF DIVERSITY PRACTICES AND INCLUSION IN PROMOTING TRUST AND EMPLOYEE ENGAGEMENT

In a 2014 study, “The role of diversity practices and inclusion in promoting trust and employee engagement,” Downey et al. examine the relationship between D&I practices and fostering trust in a work environment in a study of 4,597 health sector workers. Their results showed that diversity practices (defined as practices that act as a

signal of an organization's "commitment to support employees from all backgrounds" (p.36) had a small impact on producing a trusting workplace climate but when coupled with inclusion practices (defined as "the degree to which employees feel part of essential organizational processes" (p.37)) a trusting climate was more likely. Their study illuminates that other work environments, such as the Surface Warfare Community specifically, can benefit from promoting inclusive commands which leads to fulfilled employees with greater commitment to their jobs. Downing et al's (2014) analysis notes that their study constituted a self-report survey and does not account for any outside factors that may have biased the results of the study such as individual personalities (or self-report biases), which can be seen in our data as well.

C. HOW AUTHENTIC LEADERSHIP AND INCLUSION BENEFIT ORGANIZATIONS

Cottrill et al.'s 2013 study, "How authentic leadership and inclusion benefit organizations" examined how feelings of inclusion within an organization can lead to full participation of its employees, essentially adding to the organization's readiness. Their study utilized an online survey targeted at participants in a variety of industries in the U.S. They found that "authentic leaders play a significant role in contributing to employee perceptions of inclusion" (p.285) and that perceived inclusion within an organization promotes positive attitudes in the workplace. Our study will look to analyze feelings of inclusion within a service member's current and prior commands and which command practices directly affect positive or negative experiences.

D. ASSESSING INCLUSION IN THE FLEET FOR UNDERREPRESENTED GROUPS

Our Study is a continuation of a 2021 thesis conducted by Caballero and Jackson-Seales at the Naval Postgraduate School (NPS), "Assessing Inclusion in the Fleet For Underrepresented Groups." Their thesis was meant to answer the following questions: "How do we measure inclusion in the fleet; which inclusion competencies, when demonstrated, should be the most impactful for building inclusion; what institutional policies and practices promote a feeling of inclusion/exclusion in the fleet; and is there a

difference in the Navy's I&D culture, between homeports in the United States?" (p. 2). Key findings that Caballero and Jackson-Seales reported were that feelings of inclusion were more prominent on the West Coast versus the East Coast and females overall felt lower levels of inclusion compared to their male counterparts (2021).

Furthermore, Caballero and Jackson-Seales produced additional data from a closed Facebook group survey that were not analyzed due to time constraints. Our thesis will analyze this previously collected Facebook survey data using both qualitative and quantitative methods, to further identify and define metrics that illuminate the Navy's perception of I&D. Although we have Facebook survey data available, we sought to access the Navy-Wide Defense Organizational Climate Survey (DEOCS) data to analyze feelings of diversity and inclusion on a larger scale. By assessing this data which contains a larger sample size than Caballero and Jackson-Seales, a better understanding of the Navy as a whole vice specific groups such as the officer community could have been gained.

E. OVERCOMING BARRIERS: THE IMPACT OF JOB SATISFACTION ON THE RETENTION OF MINORITY OFFICERS

Another 2021 NPS thesis by Akpunku and Smith compared job satisfaction and retention of Minority Officers, "Overcoming Barriers: The Impact of Job Satisfaction on The Retention of Minority Officers." Akpunku and Smith utilized a survey targeted at assessing feelings of affiliation and inclusion, perceived organizational support, sense of belonging to the military, and retention. They also conducted team interviews with command-level naval officers to assess their feelings towards retention in the Navy and its barriers. Their data showed that unequal treatment of minority officers exists within the fleet and highlighted barriers that can be addressed to improve D&I throughout the Navy, such as lack of representation in higher ranks and homosocial reproduction ("a phenomenon where a preferred racial or gendered group benefits, by offering preferential treatment to those who think, and look like them" (p. xvii)).

F. ANALYSIS OF CHALLENGES FACED BY UNDERREPRESENTED GROUPS AND THEIR SOURCES

Dunklin and Thomas' (2020) thesis examined factors affecting decisions to stay or leave the Navy among first-term sailors on board a Naval ship, and whether those factors differed by race/ethnicity and gender. Their results showed that negative experiences in Maslow's Hierarchy of Needs factor of social needs impacted "retention decisions of underrepresented groups and females" more than any other factor (p. v.). Our thesis seeks to confirm whether minority groups (in terms of race/ethnicity and gender) have lower feelings of inclusion compared to majority groups and how commands could address those shortfalls.

G. TASK FORCE ONE NAVY FINAL REPORT

TF1N conducted a large study to capture a snapshot of I&D, fleet wide and to analyze issues such as racism and sexism that take away from Navy readiness. TF1N structured their final report along five lines of effort (LOE): Recruiting, Talent Management/Retention, Professional Development, Innovation and Science, Technology, Engineering and Mathematics (STEM), and Additional Recommendations. The report highlights that I&D are crucial for the readiness of the fleet and maintaining excellence. Each of these LOEs builds on the others and recommendations are made within each to establish a way forward from which Sailors and the Navy as a whole benefit.

Diversity is first introduced into the fleet through recruiting new accessions and the TF1N report emphasizes the need to attract diverse sailors from the beginning. Fleetwide, the TF1N final report summarizes how diversity has improved over time by way of recruiting but still has room to improve. Over a span of 20 years, females in the Navy rose nearly five percent while minorities have increased almost seven percent; Hispanics in the Navy have nearly doubled in the same amount of time (DON, 2020, p. 17).

After recruiting a diverse force, it is key to manage that talent and retain them to ensure representation throughout all paygrades and years of service within the Navy. The report breaks down the patterns seen in the officer community regarding retention. "Based on the most recent five years of data, minority JOs retain better than majority JOs for the

first 12 years of service.” (DON, 2020, p. 17). Another key finding addressed in the report was “Active-duty female service members increased from 14.7 percent (2004) to 19.6 percent (2018) of the total force. Over the past 20 years, Navy’s active-duty senior enlisted population has become 60 percent more racially diverse, 56 percent more gender diverse, and over 300 percent more ethnically diverse.” (DON, 2020, p. 17).

The final part of this summary looks at recent active-duty junior officers (O-1 to O-3). “Today’s active-duty O-1 and O-3 population is 21 percent racial minorities, 23 percent female, and 10 percent Hispanic” (DON, 2020, p. 17). The report concluded that minority representation in the officer community only averaged 12 years of service. The report suggests that minorities begin to decline after 12 years of service.

The retention discussion in the TF1N final report indicates “Diversity demographics show that the Navy neither proportionally represents the national population, nor is proportionally represented throughout the ranks including senior officer and enlisted leadership.” (DON, 2020, p. 38). TF1N also listed several recommendations based off the following categories:

- Review Procedures for Detailing and Milestone Job Opportunities
- Review Procedures for Fitness Reporting and Evaluation Systems
- Review Promotion and Advancement Processes
- Development Framework to Review Diversity of Talent by Community

Ideally, we would like to compare these findings from TF1N regarding retention with our Facebook survey results. However, our sample size is limited, and it may not be representative of all the findings discussed in the TF1N final report.

H. CONTINUATION OF THE EFFECTS OF DIVERSITY ON RETENTION

Wu’s (2021) thesis analyzed “first-term enlisted sailors’ reenlistment decisions made from FY 1998 to FY 2017 in the surface warfare community” utilizing a “multivariate statistical analysis approach with a difference-in-difference design” (p. v.) and found that race/ethnicity played a factor in retention rates while gender did not. While

our data has more participation from officers, we will examine the effects of race/ethnicity and gender for both the enlisted and officer communities to determine perceptions of D&I. Through qualitative and quantitative analyses, we will look to find common themes, practices, and behaviors that foster more inclusive environment.

I. IMPLEMENTATION OF THE DOD DIVERSITY AND INCLUSION STRATEGIC PLAN

In a 2013 study, the RAND Corporation made an effort “...to provide a framework to support DOD efforts to implement its Diversity and Inclusion Strategic Plan.” (Lim et al., 2013, p. 4). Their study aimed to create a framework for the 38 diversity strategic initiatives by breaking the implementation tasks into three categories “...compliance, communication, and coordination – and stag [ing] the tasks into three major phases – short, medium, and long term.” (Lim et al., 2013, p. 9).

After creating the framework, the study provided two recommendations:

- “Develop the accountability structure for diversity and inclusion based on the framework we proposed” (Lim et al., 2013, p. 56) (which includes a three-pillar implementation plan and timeline for completion)
- “Establish a clear timeline of implementation milestones and publish annual status of progress toward these milestones for greatest transparency and accountability for progress.” (Lim et al., 2013, p. 58)

These implementations have been adapted and resulted in the I&D efforts that we see in the Navy today. However, the paper does recognize its limitations. The first limitation indicates that the study “...does not analyze the suitability of the new vision for diversity and its accompanying goals...” (Lim et al., 2013, p. 5) since the DOD already determined their own goals. The second limitation was the lack of “...large-scale studies of effective management strategies for diversity...” (Lim et al., p. 6). Our study will help identify recommendations on how to further the Navy’s D&I initiatives and summarize efforts that have been implemented since this study was published.

J. CONCLUSION

The common theme across previous literature regarding I&D in the private sector as well as in the military (specifically the Navy), is that a lack of diversity within an organization leads to failures in producing an inclusive environment. An inclusive environment and command are essential for fleet readiness and pave the way to a more lethal Navy.

Our study will continue analyzing data collected by Caballero and Jackson-Seales (2021) regarding perceptions of diversity and inclusion. Through quantitative and qualitative analysis, we seek to determine the most impactful inclusion and diversity competencies for building inclusion in command environments as derived from the perspectives of both officers and enlisted sailors. We also aim to identify command practices that can contribute to a greater inclusion and acceptance of diversity.

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IV. METHODOLOGY

This chapter describes the survey questions generated through a 2021 thesis, “Assessing Inclusion in the Fleet for Underrepresented Groups” by Caballero and Jackson-Seales. The survey (See Appendix A) was split into three sections: 1) questions on respondent demographics, 2) questions pertaining to feelings of personal inclusion and command core inclusion competencies for current and prior commands, and 3) open-ended questions targeting factors that promote feelings of inclusion and exclusion. We used the survey questions to conduct quantitative and qualitative analyses to assess perceptions of D&I within the fleet.

A. PARTICIPANTS

Participants were officers recruited from the Naval Postgraduate School as well as respondents from a closed Facebook group for Navy Officers. Survey participants answered questions pertaining to their demographics that included gender, race/ethnicity, paygrade, and years in the Navy. Although participants were able to respond with their exact paygrade, we divided the responses into “Officers” and “Enlisted Personnel” as some paygrade categories lacked a sufficient number of responses, which skewed data analysis. There was a total of 617 survey participants including responses from NPS students and the Facebook group. We retained 489 responses for our data analysis. The criteria for excluding responses were as follows:

- If a survey participant failed to complete measures of inclusion for current and prior command (except for those who were at their first command)
- If survey participants completed the survey in less than two minutes or greater than two hours
- If participants failed to complete key demographic questions (e.g., gender)

The median duration for survey completion was five 5 mins 45 seconds. We believe that participants who conducted the survey outside of the specified timeframes did not provide genuine responses and therefore would not contribute substance in our analysis.

Our timeframes took connectivity issues into account assuming several Sailors took the survey while underway at sea. Table 1 shows the sample size of each demographic category and Table 2 shows the independent variables and their definitions. Of note, our sample is predominantly female, which is not representative of the Navy as a whole (which is predominantly male). On one hand, this means we have a sample that gives more voice to an underrepresented group (women); on the other hand, the conclusions might or might not reflect the perspectives of majority groups.

Table 1. Sample Size of Demographic Categories. Adapted from Caballero and Jackson-Seales (2021).

Demographic Variables	Sample Size
Gender	
Male	167
Female	322
Race/Ethnicity	
Asian	19
Black/African American	93
Hispanic	36
Native Hawaiian/Other Pac. Islander	5
White	322
Other	14
Paygrade Divisions	
Enlisted Personnel	48
Chief Warrant Officers	3
Officers	438
Years in the Navy	
1-5	101
6-10	155
11-15	113
16+	120

Table 2. Independent Variables and Definitions. Adapted from Caballero and Jackson-Seales (2021).

Independent Variable	Variable Definition
Gender	= 1 if male, = 2 if female
Race/Ethnicity	= 1 if Asian, = 2 if Black/African American, = 3 if Hispanic, = 4 if Native American/Other Pacific Islander, = 5 if White, = 6 if other
Paygrade	= 1 if E-1 to E-3, = 2 if E-4, = 3 if E-5, = 4 if E-6, = 5 if E-7, =6 if E-8, = 7 if E-9, = 8 if CWO1, = 9 if CWO2, = 10 if CWO3, = 11 if CWO4, = 12 if CWO5, = 13 if O1E, = 14 if O2E, = 15 if O3E, = 16 if O1, = 17 if O2, = 18 if O3, =19 if O4, =20 if O5, = 21 if O6
Years in the Navy	= 1 if 1–5, = 2 if 6–10, = 3 if 11–15, =4 if 16+
Current Command	= 1 if Sea, = 2 if shore
Current Homeport	= 1 if Mayport, = 2 if Monterey, = 3 if Norfolk, = 4 if San Diego, = 5 if Washington, DC, = 6 if Washington State, = 7 if Other
Prior Command	= 1 if Sea, = 2 if Shore, = 3 if N/A (I am at my first duty station)
Prior Homeport	= 1 if Mayport, = 2 if Monterey, = 3 if Norfolk, = 4 if San Diego, = 5 if Washington, DC, = 6 if Washington State, = 7 if Other, = 8 if N/A (I am at my first duty station)

B. MATERIALS

The second section of the survey was comprised of several different questions addressing perceptions of D&I within the fleet using Likert scale response options. The first batch of questions which we refer to as “Personal Inclusion Factors” (see Table 3), aimed to measure individuals’ feelings of inclusion at their current and prior commands. The second batch of questions which we refer to as “Command Core Inclusion Competencies” (see Table 4), focused on an individuals’ perceptions of their current and prior command’s environment and how they felt others within those commands exhibited core inclusion competencies. The original survey distributed by Caballero and Jackson-Seales in 2020 included a total of ten personal inclusion factors but after conducting a factor analysis we determined the following personal inclusion factors should be excluded:

- People of all cultures and backgrounds are respected, valued, and treated fairly.

- I can voice an opposing opinion without fear of negative consequences.
- I have had good mentorship in the Navy.
- I feel excluded by my workgroup because I am different. (Caballero & Jackson-Seales, 2021, Appendix A)

Table 3. Final List of Personal Inclusion Factors Adapted from Caballero and Jackson-Seales (2021, Appendix A).

Personal Inclusion Factors
<ul style="list-style-type: none"> • My opinion is valued by my supervisors for important decisions. • I feel included and respected. • I feel connected to my peers. • My job performance is evaluated fairly. • My experiences at the command made me believe I have equitable opportunities for a future in the Navy. • Outcomes (e.g., training opportunities, awards, recognition, and leadership opportunities) are fairly distributed among those in my unit. (Caballero & Jackson-Seales, 2021, Appendix A)

Table 4. List of Command Core Inclusion Competencies. Source: Caballero and Jackson-Seales (2021, Appendix A).

Command Core Inclusion Competencies
<ul style="list-style-type: none"> • Acknowledge cultural differences. • Listen carefully & consider others' perspectives. • Recognize various communication styles and barriers. • Demonstrate respect for others' values & customs. • Ensure equity of all team members in work assignments. • Get to know people from different backgrounds. • Check themselves for personal biases. • Create an inclusive environment for all members. (Caballero & Jackson-Seales, 2021, Appendix A)

The third section of the survey asked three open-ended questions regarding actions/activities/behaviors that contribute to making one feel included or excluded, as well

as factors that explain why some organizations have better inclusion than others. Themes were developed from the third sections and are discussed further in Chapter VI of this thesis.

C. PROCEDURES

Caballero and Jackson-Seales (2021) used t-test, ordinary least squared regressions, and logistic regression in analyzing their data results. They sought to answer the following questions:

- “How do we measure inclusion in the fleet?” (p.67)
- Which I&D competencies, when demonstrated, should be the most impactful for building inclusion?” (p.67)
- What institutional policies and practices promote a feeling of inclusion/exclusion in the fleet?” (p.67)
- “Is there a difference in the Navy’s I&D culture between homeports in the United States?” (p.67)

We utilized JMP to quantitatively analyze the survey results and primarily used t-tests and ANOVAs to look at relationships between gender and other demographics for the second section of survey questions.

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V. QUANTITATIVE DATA ANALYSIS

A. INTRODUCTION

This chapter provides the quantitative analysis on the data collected by Caballero and Jackson-Seales (2021). The analysis looks at both batches of questions within the second section of the survey, “Personal Inclusion Factors” and “Command Core Inclusion Competencies” and is split up by current and prior command. Personal Inclusion Factors reflect individuals’ feelings of being personally included or not within their command. Command Core Inclusion Competencies reflect whether individuals believe their command demonstrates diverse and inclusive practices (which can be distinguished conceptually from whether respondents themselves feel included). Each analysis considers each of the following independent variables: gender, race/ethnicity, type of command (sea or shore), paygrade division, and years in the Navy. Tables 5–9 show sample sizes broken down by each independent variable.

Table 5. Sample Characteristics by Race/Ethnicity and Gender. Adapted from Caballero and Jackson-Seales (2021).

Race/Ethnicity	Gender	
	Male	Female
Asian	6	13
Black/African American	45	48
Hispanic	11	25
Native American/Other Pacific Islander	2	3
White	96	226
Other	7	7

Table 6. Sample Characteristics by Type of Current Command and Gender. Adapted from Caballero and Jackson-Seales (2021).

Type of Current Command	Gender	
	Male	Female
Sea	15	65
Shore	152	255

Table 7. Sample Characteristics by Type of Prior Command and Gender.
Adapted from Caballero and Jackson-Seales (2021).

Type of Prior Command	Gender	
	Male	Female
Sea	77	117
Shore	79	135
N/A	0	39

Table 8. Sample Characteristics by Paygrade and Gender. Adapted from Caballero and Jackson-Seales (2021).

Paygrade	Gender	
	Male	Female
Enlisted Personnel	12	36
Chief Warrant Officers	1	2
Officers	154	284

Table 9. Sample Characteristics by Years in the Navy and Gender. Adapted from Caballero and Jackson-Seales (2021).

Years in the Navy	Gender	
	Male	Female
1-5	14	87
6-10	44	111
11-15	54	59
16+	55	64

B. CURRENT COMMAND PERSONAL INCLUSION FACTORS

This section will focus on the analysis of personal inclusion factors for the participants' current command.

1. Current Command Personal Inclusion Factors based on Race/Ethnicity and Gender

Figure 1 shows the mean responses of current command personal inclusion factors based on race/ethnicity and gender. Overall, personal feelings of inclusion were greater in males ($M=3.96$, $SD=0.75$) versus females ($M=3.61$, $SD=0.95$) except for the Hispanic demographic, where means were roughly equivalent for females and females. White males had the highest personal feelings of inclusion in their current command when compared to all other demographics, with Black/African American males following closely behind. Our two-tailed t-test showed that the differences between males and females is statistically significant $t(409) = 4.45$, $p < .0001$. The effect of race/ethnicity was statistically significant as well, $F(5,487) = 2.54$, $p = .0276$. We also tested for interaction between gender and race/ethnicity, and it was not statistically significant.

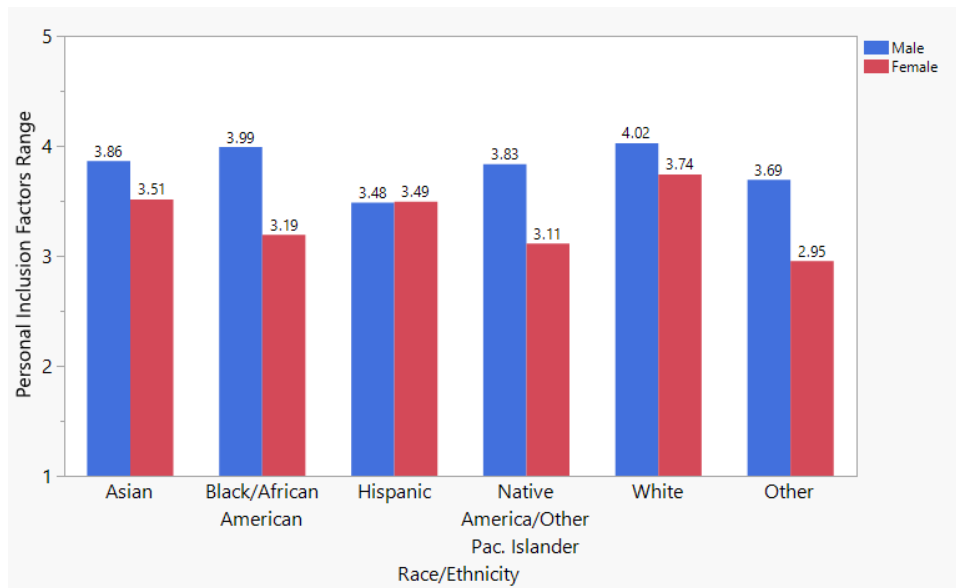


Figure 1. Mean of Current Command Personal Inclusion Factors based on Race/Ethnicity and Gender. Adapted from Caballero and Jackson-Seales (2021).

2. Current Command Personal Inclusion Factors based on Command Type and Gender

Figure 2 shows the mean responses of current command personal inclusion factors based on command type and gender. Males at both sea and shore commands ($M=3.96$, $SD=0.75$) had higher personal feelings of inclusion when compared to females at the respective commands ($M=3.61$, $SD=0.95$). Females at shore commands reported higher feelings of personal inclusion compared to females at sea commands, whereas males at shore commands reported lower feelings of personal inclusion compared to sea commands. The difference in gender was statistically significant, $t(409) = 4.45$, $p < .0001$, but not statistically significant for the type of command, $t(105) = 1.52$, $p = .1326$.

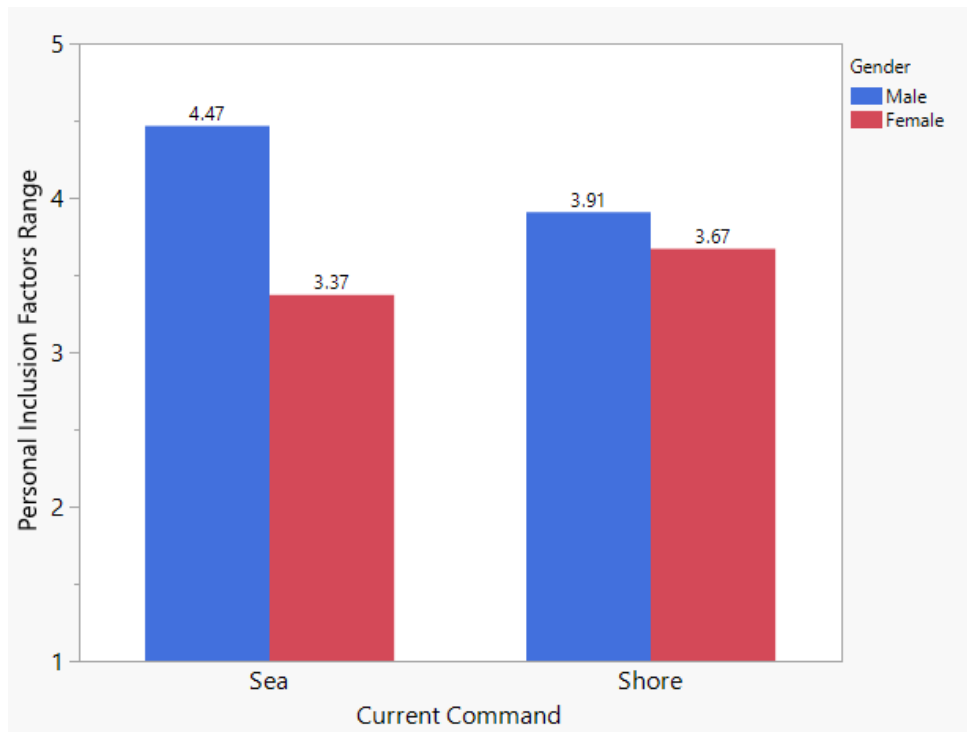


Figure 2. Mean of Current Command Personal Inclusion Factors based on Command Type and Gender. Adapted from Caballero and Jackson-Seales (2021).

3. Current Command Personal Inclusion Factors based on Paygrade Divisions and Gender

Figure 3 shows the mean responses of current command personal inclusion factors based on paygrade divisions and gender. Enlisted males had higher personal feelings of inclusion compared to both their female counterparts and male officers. Female enlisted personnel had lower feelings of personal inclusion compared to female officers and lower feelings compared to males of the respective categories. The effect of paygrade divisions is statistically significant, $t(54) = 2.18, p = .0338$, as well as the effect of gender, $t(402) = 4.76, p < .0001$. The interaction between gender and paygrade divisions was not statistically significant.

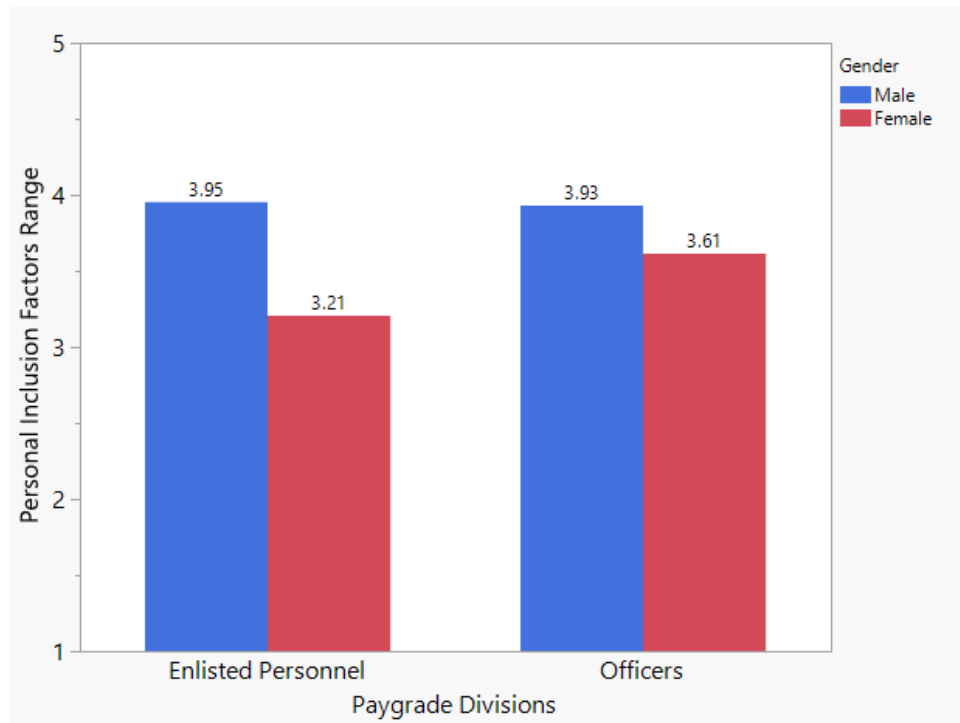


Figure 3. Mean of Current Command Personal Inclusion Factors based on Paygrade Divisions and Gender. Adapted from Caballero and Jackson-Seales (2021).

4. Current Command Personal Inclusion Factors based on Years in the Navy and Gender

Figure 4 shows the mean responses of current command personal inclusion factors based on years in the Navy and gender. Males belonging to each category of years in the Navy reported higher feelings of personal inclusion compared to females with the same number of years in the Navy. Feelings of personal inclusion increased in females as their years of service increased. The effect of years in the Navy is statistically significant across all respondents, $F(3,486) = 3.69, p = .0120$. Of note, on average, women in our sample tended to have less time in the Navy than their male counterparts; however, the effect of gender was still significant after controlling for years in the Navy, $t(405) = 4.87, p < .0001$.

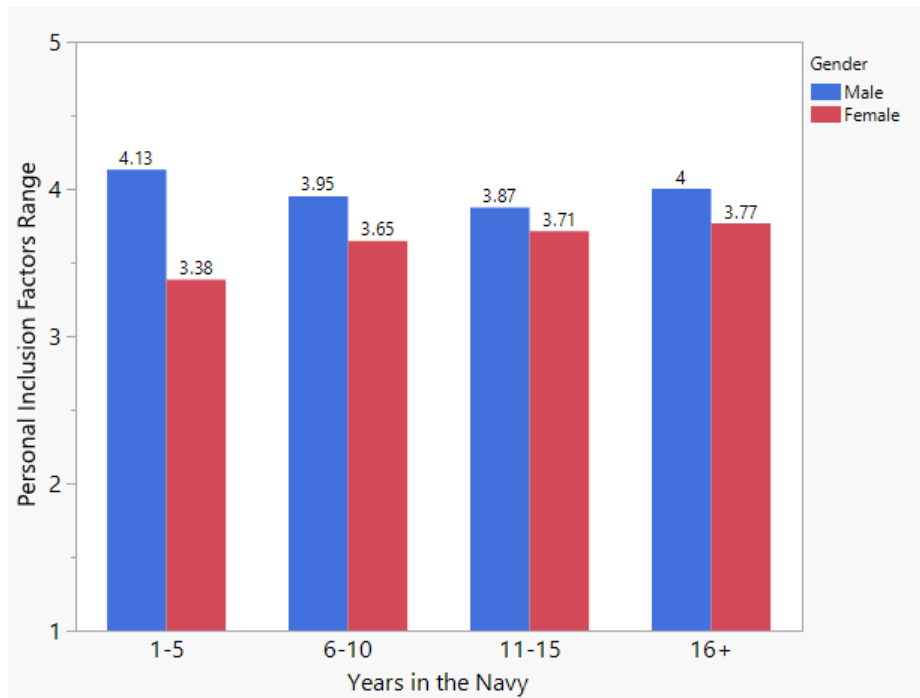


Figure 4. Mean of Current Command Personal Inclusion Factors based on Years in the Navy and Gender. Adapted from Caballero and Jackson-Seales (2021).

C. CURRENT COMMAND CORE INCLUSION COMPETENCIES

This section will focus on the analysis of command core inclusion competencies for participants' current command.

1. Current Command Core Inclusion Competencies based on Race/Ethnicity and Gender

Figure 5 shows the mean responses of current command core inclusion competencies based on race/ethnicity and gender. Males of every demographic ($M=4.01$, $SD=0.76$) felt their current command displayed more core inclusion competencies than females of the same demographic ($M=3.62$, $SD=0.93$). Overall, white males felt most strongly that their current command displayed core inclusion competencies while white females had the highest mean result in the female category. Our two-tailed t-test showed that the differences between males and females was statistically significant $t(383) = 4.78$, $p < .0001$. The effect of race/ethnicity was statistically significant as well, $F(5,456) = 4.07$, $p = .0013$.

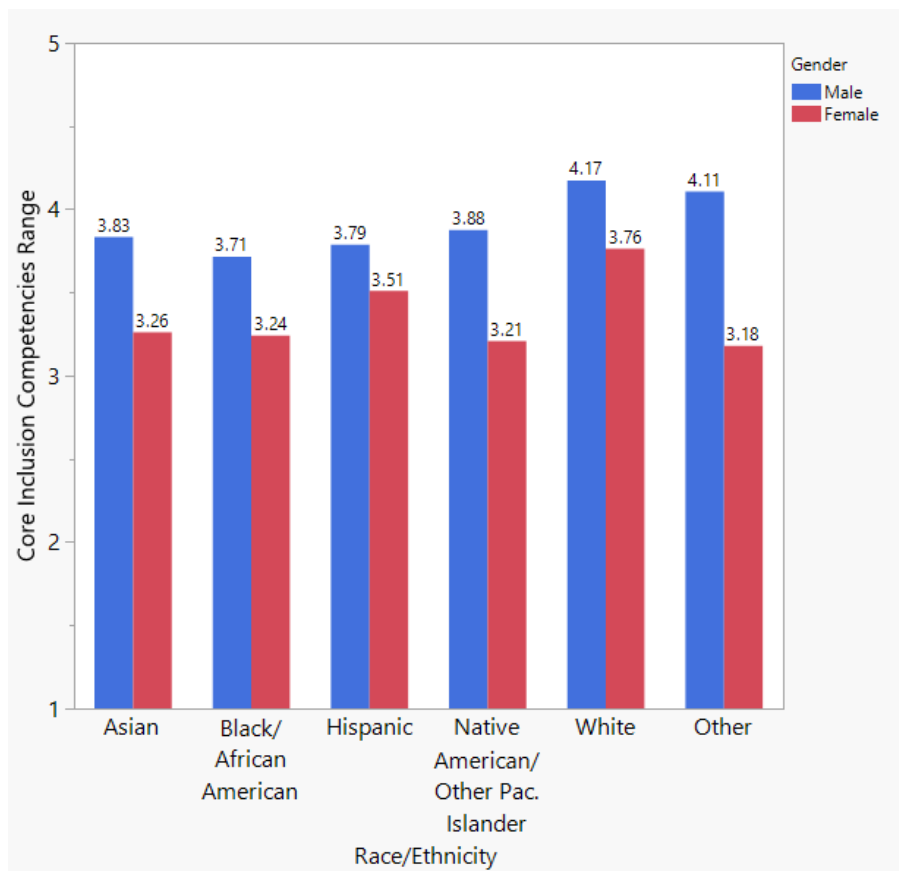


Figure 5. Mean of Current Command Core Inclusion Competencies based on Race/Ethnicity and Gender. Adapted from Caballero and Jackson-Seales (2021).

2. Current Command Core Inclusion Competencies based on Race/Ethnicity and Gender

Figure 6 shows the mean responses of current command core inclusion competencies based on command type and gender. Males on both sea and shore commands felt their commands displayed core inclusion competencies to a greater degree than did females at the same type of commands. Females at shore commands reported higher core inclusion competencies than females at sea commands. The difference between sea and shore commands was statistically significant, $t(98) = 2.87, p = .0050$, as well as the effect of gender $t(381) = 4.75, p < .0001$.

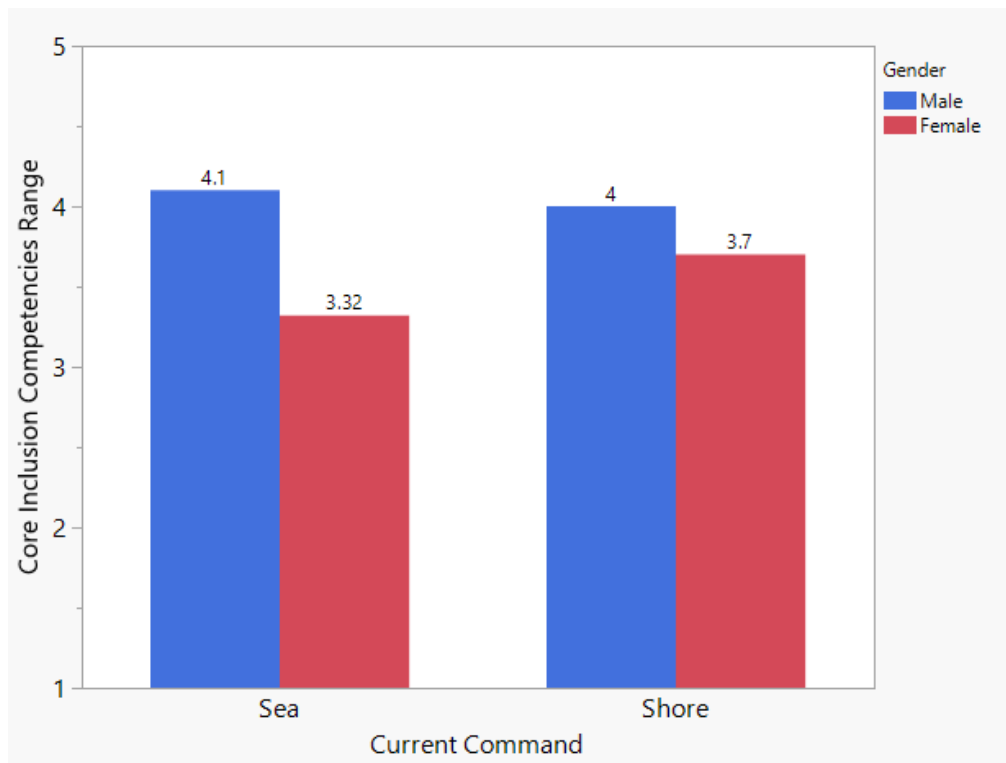


Figure 6. Mean of Current Command Core Inclusion Competencies based on Command Type and Gender. Adapted from Caballero and Jackson-Seales (2021).

3. Current Command Core Inclusion Competencies based on Paygrade Division and Gender

Figure 7 shows the mean responses of current command core inclusion competencies based on paygrade division and gender. Enlisted and Officer males felt their current command displayed more core inclusion competencies compared to females of the same paygrade categories. Male and female officers both reported higher scores for their current commands' core inclusion competencies compared to enlisted males and females. The differences reported between paygrade divisions was statistically significant, $F(2,456) = 3.08, p = .0472$.

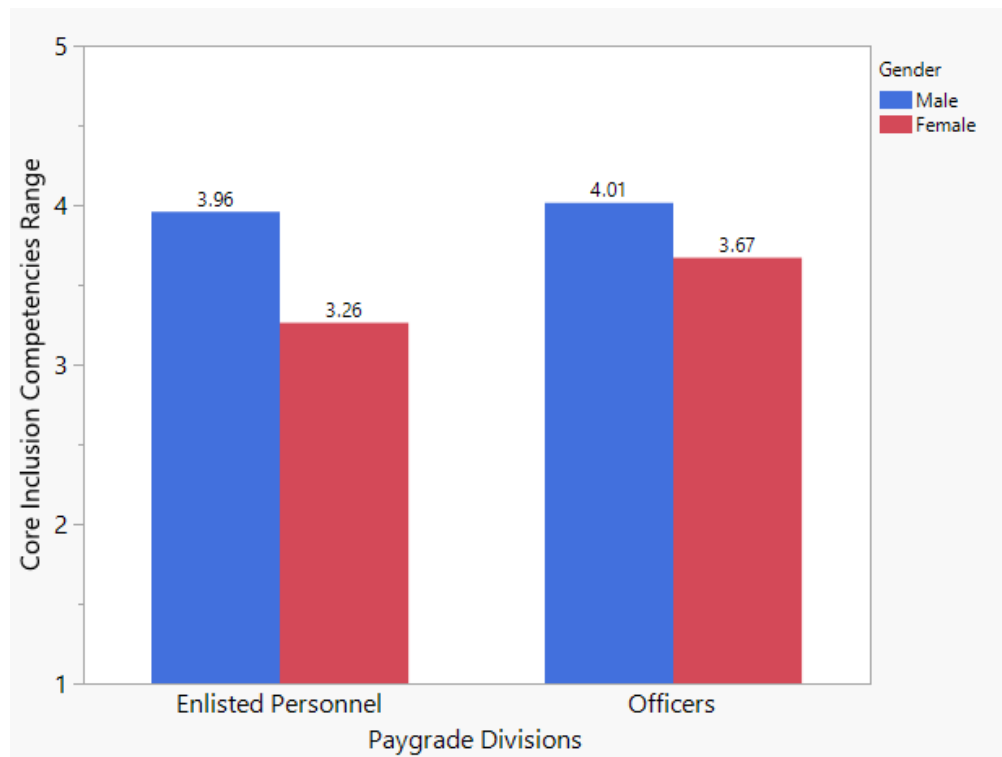


Figure 7. Mean of Current Command Core Inclusion Competencies based on Paygrade Division and Gender. Adapted from Caballero and Jackson-Seales (2021).

4. Current Command Core Inclusion Competencies based on Years in the Navy and Gender

Figure 8 shows the mean responses of current command core inclusion competencies based on the number of years in the Navy and gender. White males with one to five years in the Navy felt their commands displayed more inclusive behaviors more than any other category of years in the Navy, but the effect of years in the Navy is not statistically significant, $F(3,455) = 2.27, p = .0795$. The effect of gender is statistically significant, $t(383) = 4.78, p < .0001$.

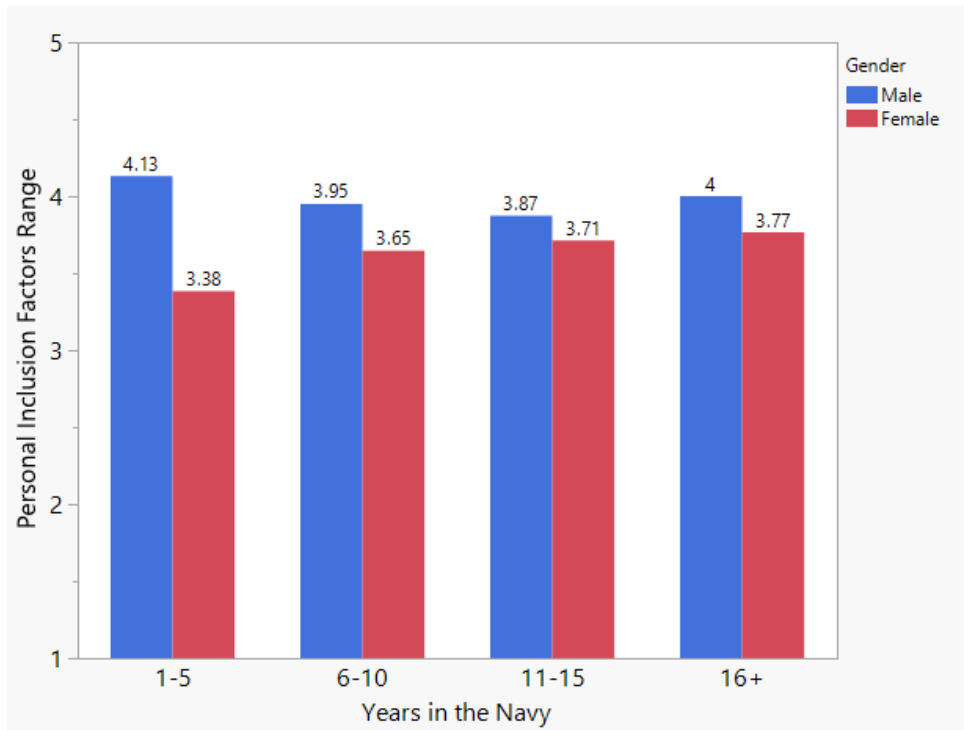


Figure 8. Mean of Current Command Core Inclusion Competencies based on Years in the Navy and Gender. Adapted from Caballero and Jackson-Seales (2021).

D. PRIOR COMMAND PERSONAL INCLUSION FACTORS

This section will focus on the analysis of personal inclusion factors for participants' prior command.

1. Prior Command Personal Inclusion Factors based on Race/Ethnicity and Gender

Figure 9 shows the mean responses of prior command personal inclusion factors based on race/ethnicity and gender. Males ($M= 3.91, SD=.97$) in the Asian, Black/African American, and White demographics reported higher feelings of inclusion compared to females ($M=3.61, SD=1.09$) in the same demographics, while Hispanic, Native American/Other Pacific Islander, and Other females reported higher feelings of inclusion compared to their male counterparts. Of note, the sample sizes of Native American/Other Pacific Islander males and females are $n=3$ and $n=2$, respectively. Due to small sample sizes associated with these groups, these results should be interpreted with caution. The differences between gender were statistically significant, $t(353) = 2.85, p < .0047$, while the effect of race/ethnicity was not, $F(5,393) = 1.87, p = .0981$.

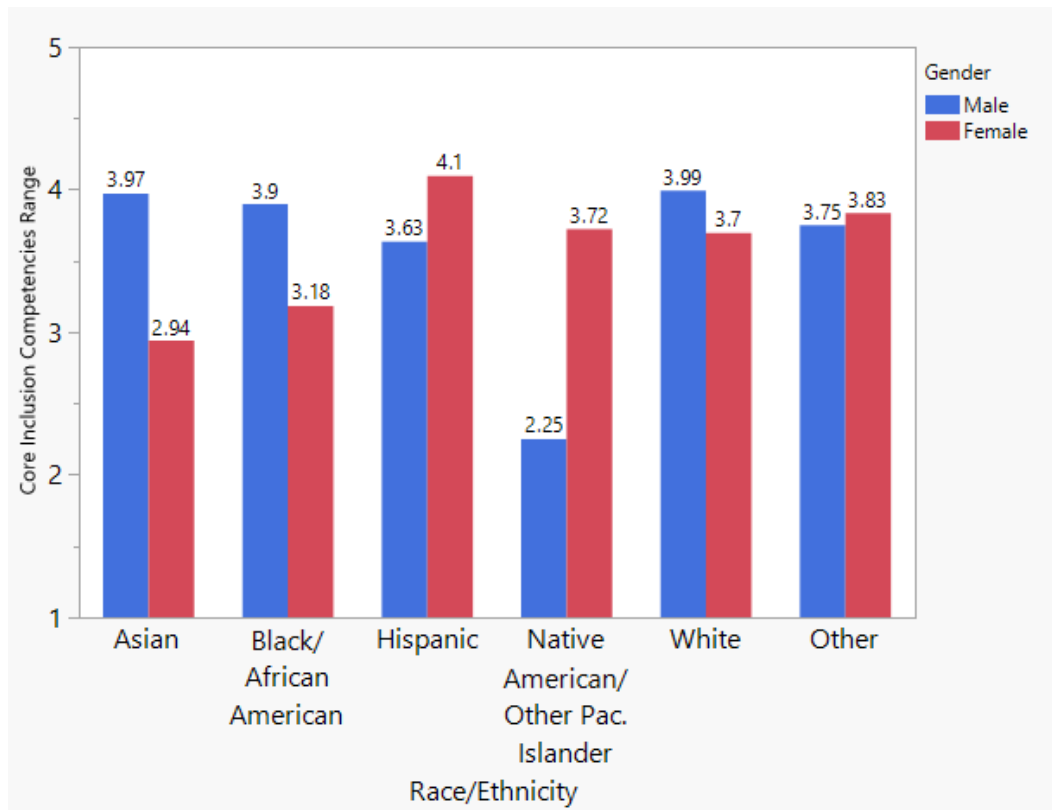


Figure 9. Mean of Prior Command Personal Inclusion Factors based on Race/Ethnicity by Gender. Adapted from Caballero and Jackson-Seales (2021).

2. Prior Command Personal Inclusion Factors based on Type of Prior Command and Gender

Figure 10 shows the mean responses of prior command personal inclusion factors based on the type of prior command and gender. Males whose prior command was either sea or shore reported higher personal feelings of inclusion compared to females at the equivalent type of command. Females whose prior command was shore reported higher personal feelings of inclusion compared to females whose prior command was at sea. The effect of type of prior command was statistically significant, $t(377) = 2.44, p = .0150$, as well as the effect of gender, $t(353) = 2.85, p = .0047$.

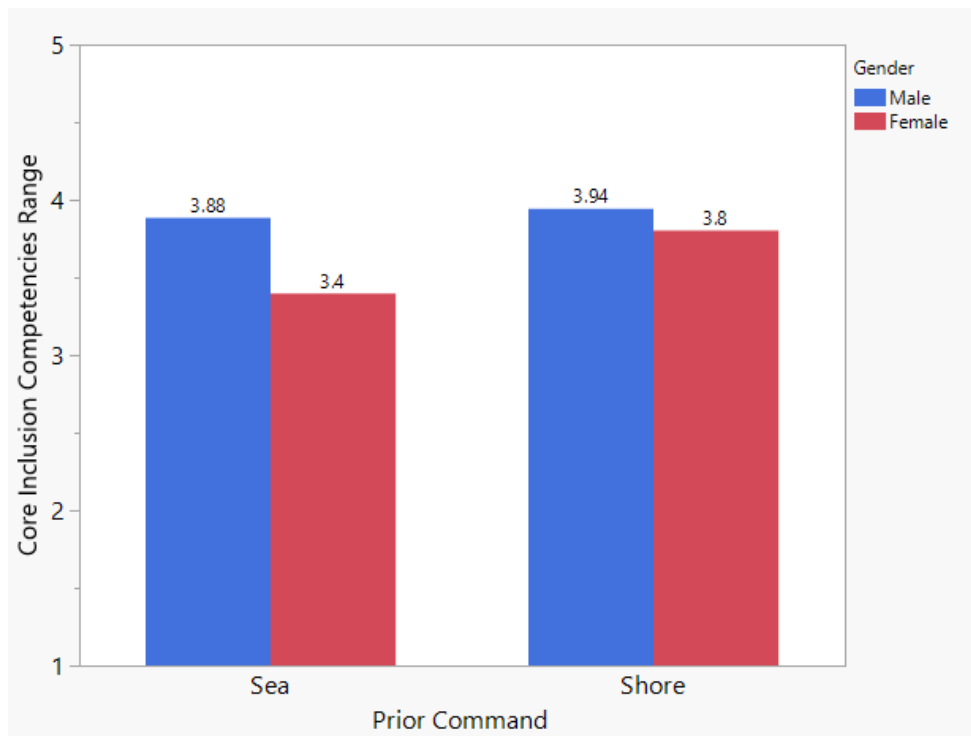


Figure 10. Mean of Prior Command Personal Inclusion Factors based on Prior Command and Gender. Adapted from Caballero and Jackson-Seales (2021).

3. Prior Command Personal Inclusion Factors based on Paygrade Divisions and Gender

Figure 11 shows the mean responses of prior command personal inclusion factors based on paygrade divisions and gender. Enlisted males had higher feelings of inclusion compared to male officers and to enlisted females. Female officers had higher feelings of inclusion compared to enlisted females. Overall males had higher feelings of personal inclusion at their prior command compared to females of the same paygrade category. The effect of paygrade divisions was not statistically significant, $t(89) = .8996, p = .3739$, while the effect of gender was, $t(353) = 2.85, p = .0047$.

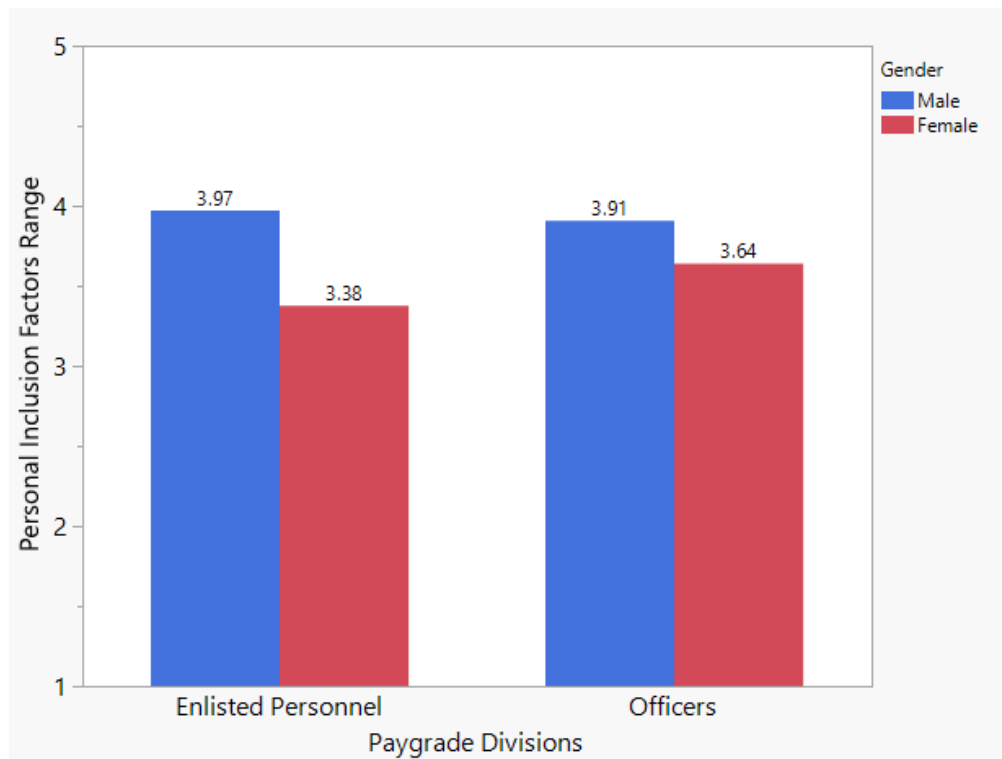


Figure 11. Mean of Prior Command Personal Inclusion Factors based on Prior Command and Gender. Adapted from Caballero and Jackson-Seales (2021).

4. Prior Command Personal Inclusion Factors based on Years in the Navy and Gender

Figure 12 shows the mean responses of prior command personal inclusion factors based on years in the Navy and gender. Males felt higher personal inclusion at their prior commands across all categories of years in the Navy compared to females of the same categories. While feelings of personal inclusion for females trended upwards as years in the Navy increased, the overall effect of years in the Navy was not statistically significant, $F(3,393) = .9440, p = .4193$. The effect of gender was statistically significant, $t(353) = 2.85, p = .0047$.

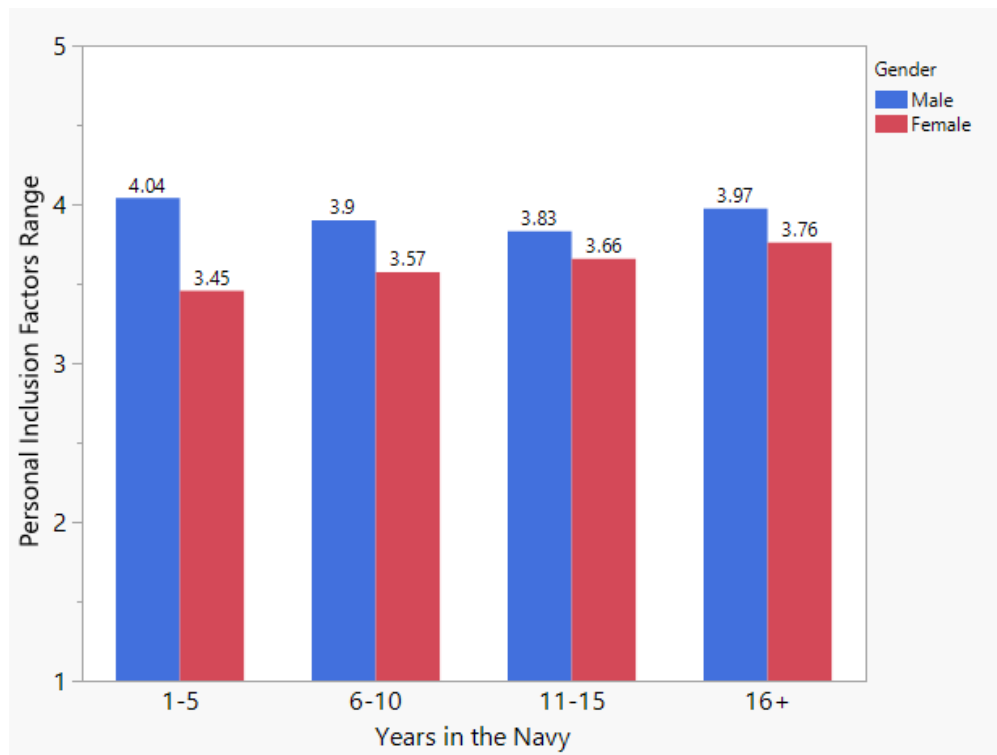


Figure 12. Mean of Prior Command Personal Inclusion Factors based on Years in the Navy and Gender. Adapted from Caballero and Jackson-Seales (2021).

E. PRIOR COMMAND CORE INCLUSION COMPETENCIES

This section will focus on the analysis of command core inclusion competencies for the participants' prior command.

1. Prior Command Core Inclusion Competencies based on Race/Ethnicity and Gender

Figure 13 shows the mean responses of prior command core inclusion competencies based on race/ethnicity and gender. Males ($M= 3.79$, $SD=.94$), particularly those in the Asian, Black/African American, and White demographics, felt their prior commands practiced more inclusive core competencies compared to females ($M=3.26$, $SD = 1.07$). Conversely, females in the Hispanic, Native American/Other Pacific Islander, and Other demographics felt stronger that their prior commands exhibited behaviors of inclusion. Of note, the sample sizes of Native American/Other Pacific Islander males and females are $n=3$ and $n=2$, respectively. Due to small sample sizes associated with these groups, these results should be interpreted with caution. White males reported the highest mean score overall in perceptions of command inclusion. The differences related to gender were statistically significant, $t(350) = 3.19$, $p = .0015$, as well as the effect of race/ethnicity, $F(5,388) = 2.90$, $p = .0139$.

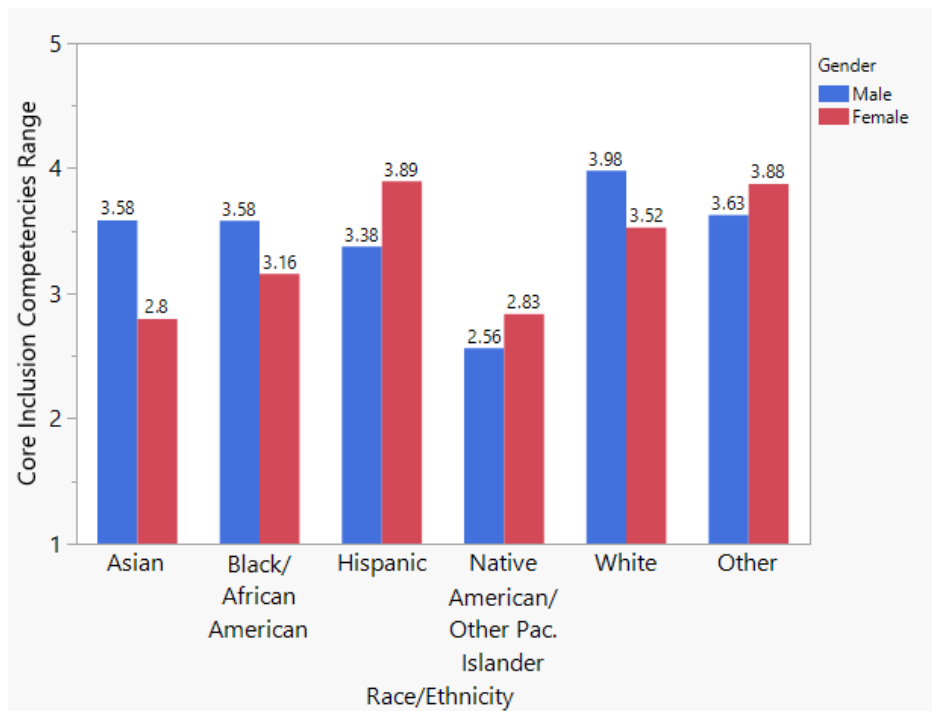


Figure 13. Mean of Prior Command Core Inclusion Competencies based on Race/Ethnicity and Gender. Adapted from Caballero and Jackson-Seales (2021).

2. Prior Command Core Inclusion Competencies based on Command Type and Gender

Figure 14 shows the mean responses of core inclusion competencies based on the type of prior command and gender. Both males and females whose prior command were shore based ($M=3.77$, $SD=3.39$) reported higher inclusive command core competencies than males and females whose prior command was sea based ($M=3.39$, $SD=1.09$). Regardless of prior command, males ($M=3.79$, $SD=0.94$) in general believed their command showed more inclusive behaviors than females ($M=3.46$, $SD=1.07$). The differences pertaining to type of command were statistically significant, $t(370) = 3.63$, $p = .0003$. The effect of gender was also statistically significant, $t(350) = 3.19$, $p = .0015$.

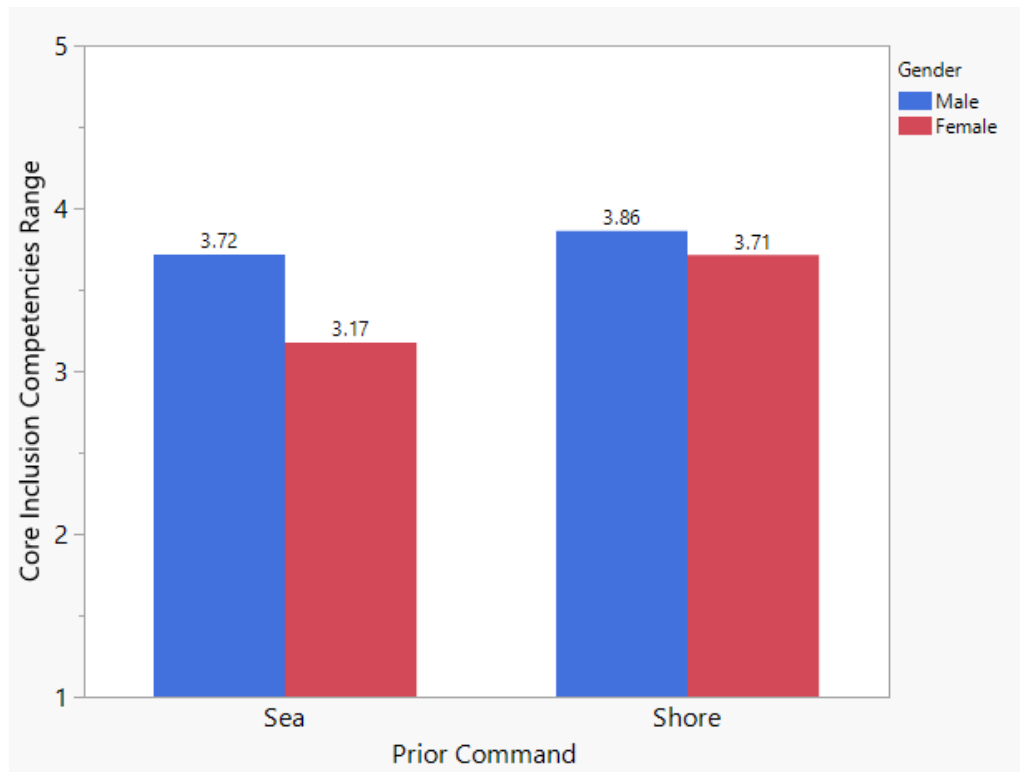


Figure 14. Mean of Prior Command Core Inclusion Competencies based on Race/Ethnicity and Gender. Adapted from Caballero and Jackson-Seales (2021).

3. Prior Command Core Inclusion Competencies based on Paygrade Divisions and Gender

Figure 15 shows the mean responses of prior command core inclusion competencies based on paygrade divisions and gender. Males in the enlisted and officer grades felt their prior commands demonstrated more inclusive core competencies compared to females of the respective paygrade category. Enlisted males felt their prior commands displayed more inclusive core competencies compared to male officers whereas female officers believed their prior commands displayed more inclusive core competencies compared to enlisted females. The effect of paygrade was not statistically significant, $t(37) = .4330, p = .6675$ but the effect of gender was statistically significant, $t(350) = 3.19, p = .0015$.

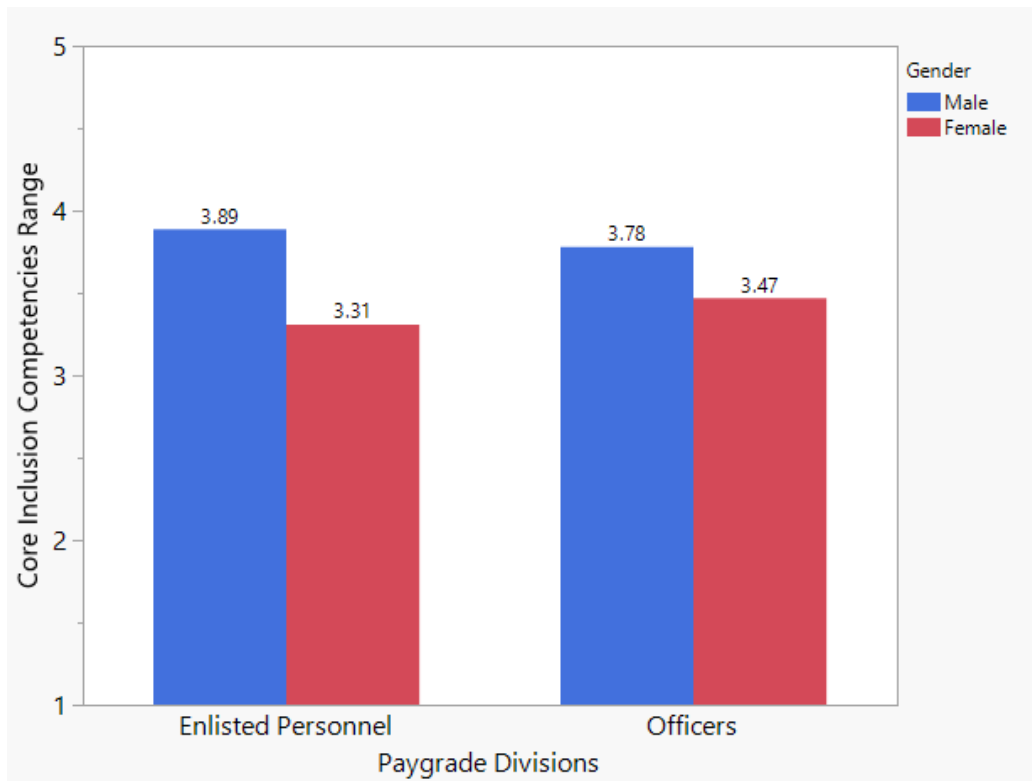


Figure 15. Mean of Prior Command Core Inclusion Competencies based on Paygrade Divisions and Gender. Adapted from Caballero and Jackson-Seales (2021).

4. Prior Command Core Inclusion Competencies based on Years in the Navy and Gender

Figure 16 shows the mean responses of inclusive command core inclusion competencies based on years in the Navy by gender. Males reported higher inclusive command climate behaviors compared to females regardless of years in the Navy. It appears that males' feelings of inclusive command behavior decline as the years in the Navy increase. The effect of years in the Navy was not statistically significant, $F(3,388) = 1.24, p = .2947$, while the effect of gender was statistically significant $t(350) = 3.19, p = .0015$.

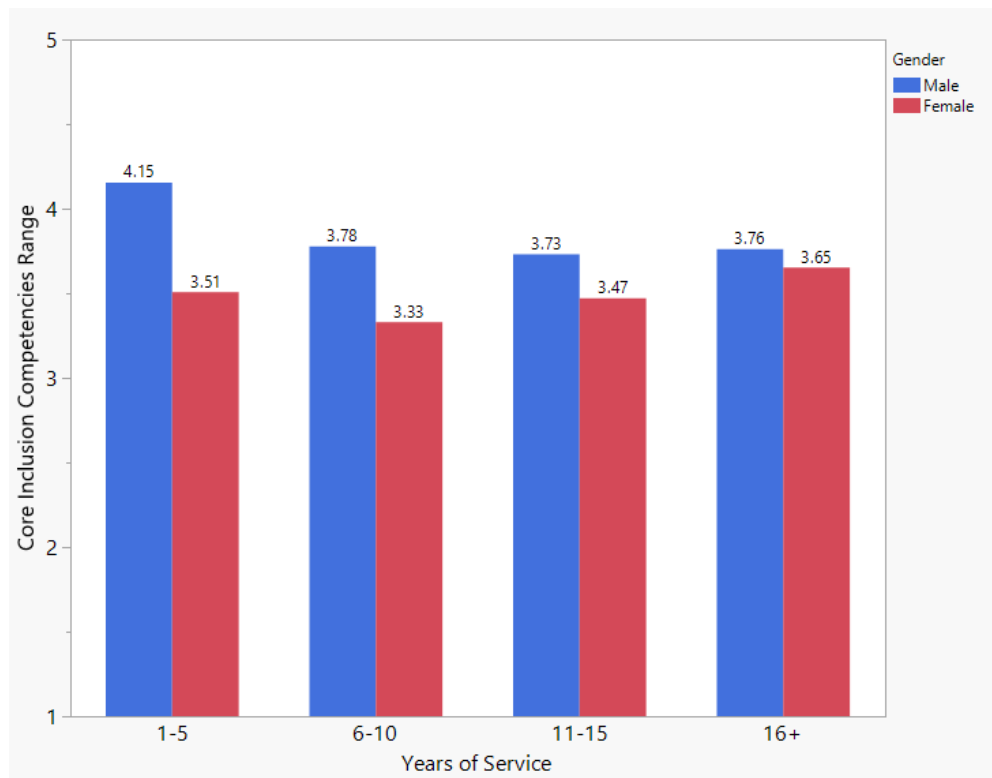


Figure 16. Mean of Prior Command Core Inclusion Competencies based on Years in the Navy and Gender. Adapted from Caballero and Jackson-Seales (2021).

F. CONCLUSION

In general, males of every demographic whether race/ethnicity, type of command, years in the Navy, or paygrade consistently reported higher feelings of personal inclusion and felt more strongly that their commands displayed core inclusion competencies when compared to females across demographic categories. When looking at current command Personal Inclusion Factors responses, every difference in the scores between genders reached statistical significance. The differences in scores attributed to the independent variables used all had statistical significance except for type of command. Current Command Core Inclusion Competencies responses yielded similar results with gender attaining statistical significance, but not years in the Navy. Personal Inclusion Factors and Command Core Competencies responses both resulted in statistical significance for gender but not for paygrade division or years in the Navy.

When looking at prior command Personal Inclusion Factors responses, every difference in the scores between genders reached statistical significance like current command responses. Type of command was the only independent variable that had statistical significance. Prior Command Core Inclusion Competencies responses produced results with gender reaching statistical significance as well as race/ethnicity and type of command, but not in paygrade divisions or years in the Navy. The sample sizes for prior command (sea/shore) were more balanced compared to those of current command where most respondents were on shore duty.

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VI. QUALITATIVE ANALYSIS

A. INTRODUCTION

The open-ended questions allowed survey participants to anonymously voice their opinions on actions, activities, and behaviors that they felt led to either inclusion or exclusion, and to provide any policies, procedures, practices, or modifications to individual behaviors that cause some organizations to provide a more inclusive environment. These open-ended questions provide a behind-the-scenes look at how commands included sailors in command decisions, participation, and recognition. By analyzing these quotes and common themes, we get a clearer look at how this sample of sailors represents the U.S. Navy population. The free responses given by Sailors provides us with their experiences, covers multiple commands, and provides feedback on how these commands implement practices and behaviors that lead to inclusive or exclusive practices. Furthermore, this section will help us answer one of our research questions: “What command practices contribute to a diverse and inclusive command climate?”

B. QUALITATIVE METHODOLOGY

The final questions of Caballero and Jackson-Seales’ 2020 survey asked three specific and important questions:

- What actions/activities/behaviors, if any, made you feel included?
- What actions/activities/behaviors, if any, made you feel excluded and,
- What specific factors (policies, procedures, practices, individual behaviors) do you believe cause some organizations to foster better inclusion than others? (Caballero & Jackson-Seales, 2020, Appendix A)

The responses to the survey were strictly voluntary and no incentive reward program was used that could affect survey participants responses. Although no personally identifying information was present, some participants did not finish the entire survey or did not write free responses when prompted. For each question presented, several themes were discovered and will be explored in greater detail in this chapter. The sample size of the survey results analyzed was 489 responses. For each question, five to six themes were developed from the written responses provided by the participants. During the analysis, the

reader will see that several of the themes are similar if not identical to the themes identified in subsequent questions. However, for each question, the themes are defined differently. The themes are defined differently due to the nature of the question that was being asked and the answers that were provided from the perspectives of inclusion, exclusion, and recommendations distinctively.

Furthermore, any percentages that maybe greater than 100% are due to participants' responses that cover multiple themes. The reason for any value less than 100% is due to participants who answered "None" or "N/A" as responses but were still counted towards providing a response to a particular free response question.

C. WHAT ACTIONS/ACTIVITIES/BEHAVIORS, IF ANY, MADE YOU FEEL INCLUDED?

Six specific themes stood out after an analysis of the written responses:

- *Awards Recognition* – Awards are objectively decided by performance, regardless of race, ethnicity, or sexual orientation.
- *Asking for inputs/contributions* - Leaders ask for inputs and contributions for command decisions regardless of rank or seniority.
- *Recreational events in and out of work* – Peers spend time together in an informal setting to promote inclusion. This also involves working parties and command practices that includes the crew as a whole.
- *Recognition events* – Recognizing events such as Black History Month, Hispanic History month, etc.
- *Leadership* – Leaders provide mentorship, encourage others to succeed, foster personal relationships, create a healthy command climate, encourage dialogue on tough discussions and provide subordinates with the tools necessary for success and set the example for everyone to emulate.

- *Expertise* – Delegating authority to trusted Sailors who have a high degree of expertise in each field or area.

Table 10 shows a clear division between the three most important themes and the three least important themes. *Leadership* was identified as the largest contributor to inclusion within the command. Conversely, *Awards Recognition* was least frequently mentioned (2.63%) as contributing towards feelings of inclusion. 32.46% of males responded that *Recreational events in and out of work* best contributed to feelings of inclusion. 32.35% of females responded that *Leadership* contributed to feelings of inclusion and *Awards Recognition* was the least frequent. 33.33% of participants who identified as White responded that *Leadership* best contributed to feelings of inclusion while *Awards Recognition* was the least frequent, scoring 4.71%. Finally, 26.72% participants who identified as a Minority responded that *Leadership* best contributed to feelings of inclusion and 3.45% of minorities felt that *Awards Recognition* best contributed to feelings of inclusion.

Table 10. Results of Open-ended Inclusion Question by Demographic.
Adapted from Caballero and Jackson-Seales (2021).

Participants (n=284)	Percentage of participants who mentioned this theme.	Male (n=114)	Female (n=170)	White (n=168)	Minority (n=116)
Awards Recognition	3.87%	2.63%	4.71%	3.57%	3.45%
Expertise	5.28%	4.39%	5.88%	4.76%	6.03%
Recognition Events	6.69%	7.89%	5.29%	4.76%	9.48%
Asking for inputs/contributions	26.41%	29.82%	24.12%	27.79%	25.86%
Recreational events in and out of work	29.23%	32.46%	30.59%	31.55%	24.14%
Leadership	30.63%	28.07%	32.35%	33.33%	26.72%

To reinforce this point, several quotes from the responses are provided below:

O-4 Asian Male:

“Meals – you can sit at any table comfortably, awards and recognitions within Department (sea tour) appeared that diverse groups of people were being selected”

[Award Recognition]

O-6 White Female:

“Being asked directly for my thoughts. Being invited to lunch or other events. Having people save me a seat.”

[Asking for inputs/contributions]

O-3E Black Male:

“Being included in decision making. Being invited to weekly wardroom get togethers. Being invited to weekend events at the homes of your opposite race. Never happened before.”

[Recreational events in and out of work]

O-4 Black Female:

“Asking my opinion, including me in planning activities, being invited to important meetings, my boss allowing me to speak at said important events.”

[Asking for inputs/contributions]

E-5 Black Female:

“Being apart of the various associations on base”

[Recreational events in and out of work]

E-5 Hispanic Female:

“After-work get togethers. Clinic fun days.”

[Recreational events in and out of work]

O-3 White Male:

“Allowing me to run my department without micromanagement, leadership inviting me to their home (this is an old school thing, but it works), consult your people before making big decisions.”

[Leadership]

O-5 Black Male:

“Operational planning teams and discussions where my specific skill set was required made inclusion on a professional basis easier. There were also group discussions to address racial inequality in which my perspective was well received.”

[Leadership]

O-2E White/Hispanic Female:

“When my department head would ask my opinion/knowledge about a sailor or situation; when my chief would include me in divisional decisions; when my sailors had divisional outings and everyone was invited; people saying hello and asking how I’m doing when they see me.”

[Asking for inputs/contributions]

O-4 White Female:

“Repeal of ‘don’t ask, don’t tell ‘ and the Navy’s response to accommodate the change gracefully.”

[Recognition Events]

O-4 White Male:

“BOOT CAMP and OCS. All uniformed services go through a baseline indoctrination and training where all divisive barriers are broken down and replaced with sailorization.”

[Recognition Events]

Although mostly comments were positive, there were a few quotes that showed a dissenting opinion:

O-5 Black Male:

“From my superiors, there was nothing they did to make me feel included. I always felt like an outsider serving as XO and CO.”

E-7 Native/Hawaiian:

“None I had to make my own way and make my voice heard.”

From O-4 White Male:

“We are in the Navy, which is kind of like the military. It would be super nice to stop talking about our feelings and this inclusion nonsense. The

farther down this road we go the more our enemies sit and laugh at us. It makes us weaker.”

D. WHAT ACTIONS/ACTIVITIES/BEHAVIORS, IF ANY, MADE YOU FEEL EXCLUDED?

Six themes emerged from the responses pertaining to this question:

- *Poor Command Climate* - The command environment contains elements of division. This could involve discrimination and prejudice by age, race, sex, gender, or sexuality. Furthermore, the climate extends to an environment in which input, and considerations are not recognized.
- *Cultural Division/Representation* - This theme entails cultural interests or customs that separate others from the majority interests (ex. suggesting to go golfing when not everyone likes golfing). This theme also represents a lack of diversity among upper leadership.
- *Neglecting inputs, contributions and interests* - When a command does not have an environment in which inputs, contributions, or interests are considered or where inputs are weighted inappropriately based on rank, gender, or ethnicity.
- *Division based on community, rank, cliques or interest* - This category covers division based on warfare community, rank structure, and subgroups.
- *Professional Advancement and Development and Favoritism* - Exclusion that prohibits professional advancement and promotes others that are not high performing simply due to favoritism.
- *Outside Activities and Social Engagement* - Exclusion caused by events and activities outside of work that do not consider collective interests.

Table 11 shows that 22.30% of all participants felt that a Poor Command Climate contributed to feelings of exclusion. Conversely, only 5.04% of participants felt that

Outside activities and Social Engagement contributed to feelings of exclusion. Unanimously, all demographics felt that a Poor Command Climate best contributed to feelings of exclusion and that Outside Activities and Social Engagement was the least frequent factor that contributed to feelings of exclusion. The breakdown for these results is as follows:

Table 11. Results of Open-ended Exclusion Question by Demographic.
Adapted from Caballero and Jackson-Seales (2021).

Participants (n=278)	Percentage of participants who mentioned this theme	Male (n=109)	Female (n=169)	White (n=166)	Minority (n=112)
Outside activities and social engagement	5.04%	2.75%	6.51%	3.01%	8.04%
Cultural Division/Representation	11.51%	8.26%	13.61%	8.43%	16.07%
Division based on community/rank/cliques or interest.	11.88%	12.84%	11.24%	13.25%	9.82%
Professional Advancement and Development/favoritism	15.83%	14.68%	16.57%	16.87%	14.29%
Neglecting Inputs/contributions/interests	16.55%	16.51%	16.57%	15.66%	17.86%
Poor Command Climate	22.30%	20.18%	23.67%	24.10%	18.75%

To reinforce this point, several quotes from the responses are provided below:

Asian Female:

“Drinking, sexual harassment, racial jokes, sexual jokes, age difference.”

[*Poor Command Climate*]

O-2 Hispanic Female:

“Belittling by Department Heads, feeling like nothing I did was significant.”

[*Poor Command Climate*]

O-6 Black Male:

“Being called an “N” word; having a junior inexperienced officer placed in charge of me, being told that I was unliked by my direct superior.”

[Poor Command Climate]

White Female:

“Revealing sensitive personal information during khaki call. Making snide remarks at public gatherings such as daily or weekly meetings. Behavior. CO would not reveal information to the wardroom, but instead reveal it to the command all at once. The lack of time led many JO/DHs to not be prepared for questions/not have the information needed to move forward. CO created a bottleneck of information.”

[Neglecting inputs, contributions and interests]

O-6 Black Female:

“Not verbally recognizing the civil unrest.”

[Cultural Division/Representation]

White Male:

“Talking about marriage, assuming everyone is the same, groupthink.”

[Neglecting inputs, contributions and interests]

O-4 Male Native Hawaiian:

“Decisions involving my area of responsibility without any inputs from me.”

[Neglecting inputs, contributions and interests]

O-3 Black Male:

“As IP officer in a mostly dominant Surface Warfare Community, I did not fit in with the rest of the wardroom. I did not speak their language in terms of the SWO community and training standards was tailored to SWO requirements. As an example, all Officers were required to take the ROR test and I always flopped the Rules of the Road tests.”

[Neglecting inputs, contributions and interests]

O-3E White Male:

“At my last command awards were considered first on rank and not summary of action/contribution. It made it difficult for enlisted or junior officers to be considered for specific merit-based awards.”

[Professional Advancement and Development/favoritism]

O-4 Hispanic Female:

“Cliques that formed at my last command.”

[Division based on community/rank/cliques or interest.]

E-5 White Female:

“Better evaluations and awards going to Sailors because they have been at a command longer, not because they are more deserving. Chain of command playing favorites with Sailors.”

[Professional Advancement and Development/favoritism]

O-4 Black Female:

“The men going out together to play basketball without so much as asking. If I wanted to attend or tell me to bring PT gear. Not being included in decisions related to my subordinates or work activities. Making jokes during the CNP message to the fleet last year, treating fair treatment as a joke. Talking sports and golf to start off meetings, things I don’t have any clue about.”

[Division based on community/rank/cliques or interest.]

O-4 Hispanic Female:

“As a female often guys wanted to play sports I wasn’t interested or would get together for liberty events and not invite me.”

[Division based on community/rank/cliques or interest.]

E. WHAT SPECIFIC FACTORS (POLICIES, PROCEDURES, PRACTICES, INDIVIDUAL BEHAVIORS) DO YOU BELIEVE CAUSE SOME ORGANIZATIONS TO FOSTER BETTER INCLUSION THAN OTHERS?

Six themes emerged from the responses pertaining to this question:

- Leadership – Top leadership who encourage I&D and confront divisive rhetoric.
- Clear two-way communication – When leaders clearly communicate their policies and allow for input and contributions from all members of the command.

- Recognizing Biases, Favoritism, and Accountability – When leaders recognize internal biases and hold everyone equally accountable, rejecting favoritism.
- Policies, Procedures, and Regulations – Creating policies, procedures, regulations, and practices that promote I&D.
- Environment/Professionalism – Leaders who create an environment free from any form of discrimination and promotes professionalism.
- Representation/Recognition – Having a diverse group of leaders even at the highest ranks. Recognizing diversity and holding cultural recognition events.

Table 12 shows that among the participants (n=284), 33.81% of all participants felt that “Leadership” would be a factor that could better foster inclusion within an organization. Conversely, only 7.75% of participants felt that “Recognizing biases, favoritism, and accountability” would be a factor that could better foster inclusion within an organization. Unanimously, all demographics felt that “Leadership” would be a factor that could better foster inclusion within an organization and that “Recognizing biases, favoritism, and accountability” was the least frequent factor that could better foster inclusion within an organization.

Table 12. Results of Open-ended Command Inclusion Factors Question by Demographic. Adapted from Caballero and Jackson-Seales (2021).

Participants (n=284)	Percentage of participants who mentioned this theme	Male (n=114)	Female (n=170)	White (n=168)	Minority (n=116)
Recognizing Biases/ favoritism/ accountability	7.75%	6.14%	8.82%	7.14%	8.62%
Policies Procedures, Regulations	9.15%	7.02%	10.59%	8.33%	10.34%

Participants (n=284)	Percentage of participants who mentioned this theme	Male (n=114)	Female (n=170)	White (n=168)	Minority (n=116)
Representation/ Recognition	14.44%	17.54%	12.35%	11.90%	18.10%
Clear 2-way communication	15.85%	16.67%	15.29%	16.07%	15.52%
Environment/ Professionalism	22.54%	27.19%	19.41%	26.19%	17.24%
Leadership	33.81%	37.72%	31.18%	35.71%	31.90%

To reinforce this point, several quotes from the responses are provided below:

O-4 White Male:

“Leadership by example at every level of seeking diverse input across all levels of personnel.”

[Leadership]

O-1 Asian Female:

“Strong leadership and mentorship. Treating people as human beings, not just as a rank/rate.”

[Leadership]

O-4 Native/Hawaiian Male:

“I think a lot has to do with leadership. The CO/XO need to value people’s opinions and not just have a “my way or the highway” attitude. Also, create an environment where questions are acceptable and won’t just immediately make you the one responsible for that particular item. No policy will ever truly foster inclusion unless the team really believes in it in the first place. It is hard to reach people, but genuine interaction can get people to change their opinions about these types of topics (inclusion/diversity/SAPR) NKO style training is largely ineffective, in my opinion.”

[Leadership]

O-3 Black Female:

“I believe if the head states their position on inclusion and lack of tolerance for purposefully excluding other then the rest will follow suit.”

[Leadership]

O-3 Female:

“Specific factor that I saw be most effective for inclusion was having a DH that not only treated everyone fairly but stood up for each person fairly. Having leaders that corrected their peers/superiors (using tact) but called out behavior that was divisive. Where I saw it fail was having leaders who were ‘doing the right thing’ with their own leadership but did nothing when they witnessed another person toeing/blowing past the line.”

[Leadership]

E-6 Black Male:

“A strong, balanced first class mess. Willing to take on challenges and not afraid to open dialog with the chiefs mess. And the chiefs mess willing to allow the first class mess to lead Sailor’s and apply mentorship to the first class mess when absolutely necessary or requested by the first mess.”

[Leadership]

E-6 White Female:

“Leaders that are open to learning. When they have a junior with different cultural backgrounds, they actually try and learn about which encourages others they lead to be open and learn. Hold those who discriminate accountable. “

[Leadership]

O-4 Hispanic Female:

“Communication and senior leadership fairness.”

[Clear 2-way communication]

O-3 White Female:

“I believe realizing that the higher in ranks you become the less you know about what’s going on at a lower level so it’s important to hear all opinions when making decisions on matters that affect everyone.”

[Leadership]

E-4 Hispanic Female:

“How much listening is done from the higher CoC you can talk all you want and give them actual solutions to problems but will they actually listen.”

[Leadership]

O-3 Black Female:

“Leadership should check for personal biases. They should also ask frequently down the ranks has anyone experienced any biases and ensure you foster a climate where folks are comfortable to share their experiences (not just via the CO’s suggestion box).

[Recognizing Biases/favoritism/accountability]

O-3 White Male:

“Bias training; get rid of timing on fitreps bc it leads to fighting over opportunities, don’t promote via statistical needs but promote best qualified.”

[Policies Procedures, Regulations]

O-3 White Male:

“The shipboard mentor ship program, which required junior sailors to have out of department senior sailors to mentor them. Through this relationship, bonds and friendships would be made across departments and throughout the ship.”

[Environment/Professionalism]

O-1E White Female:

“Being diverse and showing that everyone is equal.”

[Representation/Recognition]

O-3 Black Male:

“When people use their emotional intelligence to positively manipulate situation and diffuse high tension. Hosting external informal activities and inviting all personnel to events to improve camaraderie. Allow personnel to have an opinion and be a part of all conversations that impact their Sailors.”

[Environment/Professionalism]

O-4 Hispanic Female:

“I believe this needs to be broken up to during working hours and after. I never felt excluded or treated differently during work but outside I know many coworkers didn’t want female liberty buddy due to the perception of dating if doing anything together. You can have all the policies in the world doesn’t mean someone will include you if you are hard to get along with or difficult to understand. If you can speak intelligently about a program you own, you’ll be included in important decisions if you can’t you won’t be taken seriously.”

[Environment/Professionalism]

O-5 Black Female:

“Leadership having the critical conversations about inclusion.”

[Leadership]

E-6 Black Male:

“CMEQ, Stand Downs, Leaders who are culturally aware and willing to be diverse.”

[Representation/Recognition]

E-7 Black Male:

“Being willing to acknowledge our differences, have difficult conversations, and understand that it is okay to disagree.”

[Representation/Recognition]

O-3 Native/Hawaiian Female:

“Outright acknowledgement of differences and how they can positively impact the group.”

[Representation/Recognition]

O-4 Hispanic Male:

“Simply that inclusion is considered.”

[Representation/Recognition]

O-3 Black Male:

“Having genuine conversations with people and getting to actually know them. Ask how they are, and actually try to learn the answer. Don’t be afraid to have hard conversations because you feel uncomfortable or feel like you personally are being attacked. Genuine conversation builds relationships, which fosters inclusion.”

[Leadership]

A negative comment was found during the comment review:

E-4 Hispanic Female:

“Nobody cares about one another and they treat us like we are animals.”

F. CONCLUSION

The individual responses provided Sailors the option to discuss events in the fleet that either promote inclusion or exclusion. Furthermore, these responses serve as a foundation to determine recommendations for how the Navy can continue to improve I&D practices. Overall, across all demographics, the greatest underlying theme involved leadership, or those that are higher in either the officer or enlisted ranks. Leaders are responsible for determining command climate and ensuring that the commands are able to meet warfighting requirements. Leaders are to reject discriminatory comments and promote professionalism while treating everyone fairly to allow for proper performance assessments.

Additionally, many Sailors felt more included when they were able to offer suggestions, recommendations, and comments on command decisions regardless of rank. This may suggest that the more a Sailor can contribute to the team's success, the more included they feel.

Overall, this section provides a stepping stone on determining methods that can be optimized or created, to further increase I&D and how it can be used to provide further success to commands fleetwide.

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VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. SUMMARY

The purpose of this thesis was to analyze I&D data collected by Caballero and Jackson-Seales in their 2021 thesis that they were unable to utilize and to further findings on I&D within the fleet. Their survey split into sections of demographics, Likert scale questions pertaining to personal inclusion factors and command core inclusion competencies, and open-ended responses, allowed us to analyze a larger group of service members and get a feel for how well I&D is being portrayed in the fleet. We used t-tests to determine statistical significance between groups in categories such as gender, race/ethnicity, years in the Navy, and paygrade division in the quantitative chapter, and provided qualitative analysis to derive main I&D themes identified in open-ended responses.

B. IMPORTANCE

From a research perspective, we can compare themes pertaining to I&D within the Navy to findings from the private sector. Inclusion and diversity are popular topics when discussing the core of an organization and for suggesting ways it can improve. From the Navy perspective, by interpreting data collected in any population we can continue refining metrics that can be beneficial to incorporating the most useful practices and policies to produce the most desirable outcomes of I&D within the fleet. These data give us the ability to focus our I&D efforts to truly strengthen the Navy and its readiness. It is important to continue researching these concepts to create better command environments and encourage inclusive behaviors that allow both recruitment and retention to be maximized and utilized at its fullest potential.

C. FINDINGS

After conducting both a quantitative and qualitative analysis, common findings were identified pertaining to personal inclusion factors and command core inclusion competencies as well as in the open-ended questions.

1. Qualitative Findings

Qualitatively, the largest impact commands had on Sailors' feelings of inclusion was leadership. This notion of leadership involves leaders who have the willingness to talk about difficult conversations regarding diversity issues, leaders who have an open-door policy that allows Sailors to feel comfortable talking to them about personal issues, leaders who include all members of a command regardless of ethnic background or rank, and leaders that include their subordinates in decision making processes about command policy and accomplishing the mission. This would involve letting subject matter experts explain their solutions, reduce micro-managing leadership styles, and using objective standards for awards recognition. Another important finding is that having an inclusive and diverse command is important to the wellbeing of Sailors. In the open-ended responses, many Sailors appreciated cultural recognition events such as Black History Month, Martin Luther King Jr. Day, and Hispanic Heritage month. This suggests that Sailors belonging to particular demographic groups feel recognized and appreciated how others belonging to their demographic group made notable contributions throughout history. Additionally, many Sailors felt that social events in and out of work helped foster feelings of inclusion. This involved working events such as potlucks and cook offs, that allowed Sailors to experience a "taste" of their culture as well as inviting all members to attend activities outside of work that captured collective interest. Last, Sailors mentioned that when implemented correctly, programs and policies such as Command Managed Equal Opportunity (CMEO) and Sexual Assault Prevention and Response (SAPR) were effective in fostering a more inclusive and diverse environment.

2. Quantitative Findings

Overall, the common theme derived from the quantitative data was that females had lower feelings of personal inclusion compared to their male counterparts within commands regardless of whether it was their prior or current command. These lower feelings of inclusion by females were felt across race/ethnicities, type of command, paygrade divisions, and years in the Navy. Females also felt their commands, regardless of whether it was prior or current, displayed less core inclusion competencies when compared to their male counterparts. Of note, female participants in these data were nearly double that of male

participants which is not reflective of the Navy as a whole. Members of minority race/ethnicity groups also tended to report lower feelings of personal inclusion and felt their commands displayed less core inclusion competencies when compared to individuals in the white demographic category.

3. Alignment with TF1N Report

A main theme of TF1N's final report was representation of minority race/ethnicities within the fleet (highlighted in recommendations for LOE #2 and LOE #3) and coincides with the theme of "representation/recognition" and "cultural division/representation" from the open-ended responses in our data. Another key theme addressed in the data produced by Caballero and Jackson-Seales (2021) and the TF1N final report is "leadership." The highest percentage of participants across gender and race/ethnicity acknowledged that "leadership" plays a vital role in I&D. TF1N recognizes that officer and enlisted sailors alike, in leadership positions, contribute to positive or negative feelings of inclusion and must make an effort to ensure it produces the former.

4. Limitations

Although this thesis accessed a larger number of participants than previous research done by Caballero and Jackson-Seales, it was limited to a closed Facebook group that had restricted access. This survey was completely voluntary and needed willing participants. The survey only reached participants who had social media ties with Caballero and Jackson-Seales and was biased towards members of their respective communities. Another limitation identified is that most studies conducted on I&D focus solely on gender and race/ethnicity demographics, but inclusion goes beyond gender and race/ethnicity. Demographic questions should include sexual orientation to capture aspects of the LGBTQ+ community as well since it also contributes to overall diversity within the fleet.

D. IMPLICATIONS AND RECOMMENDATIONS

There is still a wide diverse population of the Navy that was not able to complete the survey which would have been beneficial to draw a larger picture of I&D in the fleet. To improve on the analysis done, it would be beneficial to access Navy wide data, specifically

Defense Organizational Climate Survey (DEOCS) data. DEOCS is a tool used to measure diversity, equity, and inclusion factors among others that affect a command's environment that contribute to its overall climate (Clare et al., 2021). In a March 25, 2021 Navy Administrative Message (NAVADMIN) CNO Vice Admiral (VADM) Nowell mandated that every command in the military conduct a DEOCS survey. In accessing these data, efforts can be made to analyze the entirety of the Navy or certain communities of interest. Specifically, it would be beneficial to gauge how well the Surface Warfare Community is handling I&D and be able to identify short-falls and successes in implementing behaviors contributing to diverse and inclusive environments. It would be possible to further refine metrics for measuring diversity and inclusion within the fleet.

Our thesis sought to access and analyze DEOCS data, but the data were unable to be accessed. Access to the data requires registration with the Army PDE system which is susceptible to regular outages. The process of obtaining data requires a multi-step process of providing documentation, and getting the application approved from multiple offices. We experienced weeklong delays and regular follow-throughs in attempting to access the data. Due to time constraints, we were unable to obtain this data, which is unfortunate since it covers all communities within the Navy, across rank, time in the Navy, and all demographics. We recommend to researchers who wish to continue this subject on I&D to start this process early, approximately six months prior to thesis submission, to have sufficient time to acquire and assess the data. The sample size would cover tens of thousands of respondents. Furthermore, we would like to recommend that this data be more easily available and if it is service-specific, to have service specific databases accessible through their respective chains of command.

Additionally, we believe that asking about socio-economic class from the ages of birth to the time the service member entered the service can give researchers a better outlook at retention. Through our research we have found that minority groups tend to stay in the service, on average, between 10–14 years (Holsey & Phillips, 2020). It would be interesting to see whether responses of different demographic groups depend on household income prior to service entry. This could lead to further implications as to why underrepresented groups tend to stay in service longer than their majority counterparts.

Finally, we discovered that the broad literature promoting I&D fails to provide concrete evidence on how diversity benefits the Navy. Typically, I&D is communicated as strengthening the Navy through unit cohesion and morale thus effectively making us a stronger fighting force. However, it would be advantageous for top-level leadership to explain how diversity strengthens in a wider sense. The United States Navy has interests in every part of the world; having a diverse Navy can be extremely effective when we put the right people in the right places and in the right billets. For example, someone who comes from an Islamic religious background would be a great addition to be a part of the Central Command (CENTCOM) Staff to help staff planners understand cultural norms, economic functions, and social systems that can best help us understand civilian behaviors during humanitarian efforts. Or having someone whose first language is not English may fit better in a particular AOR (area of responsibility) where their native language would be advantageous. This would make logistics, planning, and day-to-day operations much easier for commands at all levels. By using concrete evidence such as those described above, we can understand why a more diverse Navy makes us a greater fighting force thus providing an impetus for I&D efforts and acceptance.

E. CONCLUSION

In this thesis, there were evident correlations between feelings of personal inclusion and gender and race/ethnicity identities, as well as correlations between feelings of command core inclusion competencies implementation and gender and race/ethnicity. An inclusive environment cannot be achieved without embracing and accepting all aspects of diversity. These I&D practices need to be practiced throughout all levels of commands but are especially important at top-level leadership. Recognizing challenges faced by minority groups is only the first step. I&D is not just a “one and done” check in the box; it requires conscious attention day in and day out. By taking these efforts seriously, the Navy will continue to reap the benefits of Sailors’ willingness to give their all and maintain the highest level of readiness alongside their counterparts of all races, ethnicities, genders, sexual orientations, and walks of life.

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**APPENDIX A. INCLUSION FACTOR SURVEY. SOURCE:
CABALLERO AND JACKSON-SEALES (2021, APPENDIX A)**

Inclusion Survey

Q1 Thank you for agreeing to take our short survey. This survey is for all Sailors who are or have been attached to sea-going surface ships and shore commands CONUS. This is intended to assist researchers at the Naval Postgraduate School in developing metrics and analyzing the level of inclusion and diversity at the commands. THIS SURVEY WILL BE ANSWERED ANONYMOUSLY. All efforts within reason will be made to keep the personal information in your research record confidential but total confidentiality cannot be guaranteed. Disclosure of professional misconduct or criminal activity will require reporting to command leadership. As a volunteer in this study, you do not have to answer any question you prefer not to answer and can stop participation at any time.

By advancing to the survey, you are indicating that you have understood these terms and agree to participate in our research.

Q2 Gender

- Male
- Female
- Non-binary / third gender
- Prefer not to say

Q3 Race/Ethnicity

- Asian
- Black / African-American
- Hispanic
- Native Hawaiian/ Other Pac. Islander
- White
- Other _____

Q4 Paygrade

- E-1 to E-3
- E-4
- E-5
- E-6
- E-7
- E-8
- E-9
- CWO1
- CWO2
- CWO3
- CWO4
- CWO5
- O1E
- O2E
- O3E
- O1
- O2
- O3
- O4
- O5

O6

Q5 Years in the Navy

1-5

6-10

11-15

16+

Q6 Is your current command sea or shore duty?

Sea

Shore

Q7 What is your current homeport?

Mayport

Monterey

Norfolk

San Diego

Washington, DC,

Washington State

Other _____

Q8 For the question below, please think about your CURRENT COMMAND. Please indicate how much you agree or disagree with each statement below.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My opinion is valued by my supervisors for important decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of all cultures and backgrounds are respected, valued, and treated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can voice an opposing opinion without fear of negative consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included and respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job performance is evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had good mentorship in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at the command made me believe I have equitable opportunities for a future in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel excluded by my workgroup because I am different.

Outcomes (e.g., training opportunities, awards, recognition, and leadership opportunities) are fairly distributed among those in my unit.



Q9 Most people in my CURRENT command:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. Acknowledge cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Listen carefully & consider others' perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognize various communication styles and barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate respect for others' values & customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ensure equity of all team members in work assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Get to know people from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Check themselves for personal biases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Create an inclusive environment for all members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Now, we would like you to think about your prior command (the command you served at prior to current command). Was it sea or shore duty?

- Sea
- Shore
- N/A (I am at my first duty station)

Q11 What was your homeport at your prior command?

- Mayport
- Monterey
- Norfolk
- San Diego
- Washington, DC,
- Washington State
- Other _____
- N/A (I am at my first duty station)

Q12 Now, think about your PRIOR command. Please carefully review each factor and indicate how much you agree or disagree with each statement.

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
My opinion was valued by my supervisors for important decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People of all cultures and backgrounds were respected, valued, and treated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could voice an opposing opinion without fear of negative consequences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt included and respected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt connected to my peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job performance was evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had good mentorship in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at the command made me believe I had equitable opportunities for a future in the Navy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I felt excluded by my workgroup because I am different.

Outcomes (e.g., training opportunities, awards, recognition, and leadership opportunities) were fairly distributed among those in my unit.

Q13 Most people in my PREVIOUS command:

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
1. Acknowledged cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Listened carefully & considered others' perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Recognized various communication styles and barriers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrated respect for others' values & customs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ensured equity of all team members in work assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Got to know people from different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Checked themselves for personal biases.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Created an inclusive environment for all members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Regarding all of your experiences in the Navy, not just your sea-tour, please answer the following 3 questions.

Q15 What actions/activities/behaviors, if any, made you feel included?

Q16 What actions/activities/behaviors, if any, made you feel excluded?

Q17 What SPECIFIC factors (policies, procedures, practices, individual behaviors) do you believe cause some organizations to foster better inclusion than others?

Q18 Review the following items below. Please rank how important these are to fostering an inclusive environment.

- _____ Acknowledging cultural differences
- _____ Listening carefully & considering others' perspectives
- _____ Recognizing various communication styles and barriers
- _____ Demonstrating respect for others' values & customs
- _____ Ensuring equity of all team members in work assignments
- _____ Getting to know people from different backgrounds
- _____ Checking oneself for personal biases

Thank you for completing our survey! Your answers will help assist researchers at the Naval Postgraduate School in developing metrics and analyzing the level of inclusion and diversity in the Navy.

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