



NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

**ASSESSING INCLUSION BEHAVIORS AND INCLUSION
WITHIN THE FLEET**

by

Dr. Erik Helzer, Dr. Simona Tick and Dr. Mark Nissen

March, 2022

DISTRIBUTION STATEMENT A

Approved for public release. Distribution is unlimited

Prepared for: N1 - Manpower, Personnel, Training & Education
This research is supported by funding from the Naval Postgraduate School, Naval
Research Program (PE 0605853N/2098). NRP Project ID: NPS-21-N315-A

THIS PAGE INTENTIONALLY LEFT BLANK

REPORT DOCUMENTATION PAGE

PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ORGANIZATION.

1. REPORT DATE December 2021		2. REPORT TYPE Technical Report		3. DATES COVERED	
				START DATE 01/01/2021	END DATE 12/31/2021
4. TITLE AND SUBTITLE Assessing Inclusion Behaviors and Inclusion within the Fleet					
5a. CONTRACT NUMBER		5b. GRANT NUMBER		5c. PROGRAM ELEMENT NUMBER 0605853N/2098	
5d. PROJECT NUMBER NPS-21-N315A; W2122		5e. TASK NUMBER		5f. WORK UNIT NUMBER	
6. AUTHOR(S) Dr. Erik Helzer, Dr. Simona Tick and Dr. Mark Nissen					
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Naval Postgraduate School				8. PERFORMING ORGANIZATION REPORT NUMBER NPS-DDM-22-001	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) Naval Postgraduate School, Naval Research Program / N1 - Manpower, Personnel, Training & Education			10. SPONSOR/MONITOR'S ACRONYM(S) OPNAV N1/N17		11. SPONSOR/MONITOR'S REPORT NUMBER(S) NPS-DDM-22-001; NPS-21-N315-A
12. DISTRIBUTION/AVAILABILITY STATEMENT Distribution Statement A: Approved for public release. Distribution is unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT This project supports the Navy's efforts to promote diversity and inclusion (D&I), which are recognized as strategic imperatives that give the Navy a warfighting advantage against our adversaries. The study utilizes both quantitative and qualitative approaches to understand the major contributing factors to an inclusive and diverse command, accomplishing four research objectives: (1) developing metrics to assess behaviors of inclusion within the fleet; (2) assessing inclusion behaviors within the fleet using the developed metrics; (3) determining the most impactful D&I competencies for building inclusion; and (4) identifying command practices that contribute to greater acceptance of diversity. We develop and introduce a survey instrument to assess Personal Inclusion Factors (individuals' feelings of being personally included within their command) and Command Core Inclusion Competencies (individuals' beliefs about how their commands demonstrate practices that promote diversity and inclusion) suitable for a Navy context. The instrument captures best practices and validated metrics for promoting and assessing D&I in organizations and tailors them to the Navy and Sailors' work. We fielded this survey to 489 active-duty Navy personnel (enlisted and officers) asking them to report on both their current and past commands. We find that females across all race/ethnicities on average report lower feelings of inclusion and rate commands lower on Core Command Inclusion Competencies than their male counterparts. This gender difference is stronger for sea versus shore commands. Participants also answered open-ended questions about the competencies that they believed were most important for promoting D&I in the fleet. <i>Inclusive leadership</i> emerged as a dominant theme; in particular, participants felt most included in commands where leadership valued their perspectives and ideas and where Sailors felt heard on a day-in, day-out basis.					
15. SUBJECT TERMS diversity, inclusion, competency model, training					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT		18. NUMBER OF PAGES
a. REPORT U	b. ABSTRACT U	c. THIS PAGE U	U U		63
19a. NAME OF RESPONSIBLE PERSON Simona Tick				19b. PHONE NUMBER (Include area code) 831-656-1101	

STANDARD FORM 298 (REV. 5/2020)

Prescribed by ANSI Std. Z39.18

THIS PAGE INTENTIONALLY LEFT BLANK

**NAVAL POSTGRADUATE SCHOOL
Monterey, California 93943-5000**

Ann E. Rondeau
President

Scott Gartner
Provost

The report entitled “Assessing Inclusion Behaviors and Inclusion within the Fleet” was prepared N1- Manpower, Personnel, Training & Education, OPNAV N1/N17, and funded by the Naval Postgraduate School, Naval Research Program (PE 0605853N/2098).

Distribution Statement A: Approved for public release. Distribution is unlimited.

This report was prepared by:

Dr. Erik Helzer
Associate Professor

Dr. Simona Tick
Lecturer

Dr. Mark Nissen
Professor

Reviewed by:

Released by:

Raymond Jones, Chairman
Department of Defense Management

Kevin B. Smith
Dean of Research

THIS PAGE INTENTIONALLY LEFT BLANK

ABSTRACT

This project supports the Navy's efforts to promote diversity and inclusion (D&I), which are recognized as strategic imperatives that give the Navy a warfighting advantage against its adversaries. The study utilizes both quantitative and qualitative approaches to understand the major contributing factors to an inclusive and diverse command, accomplishing four research objectives: (1) developing metrics to assess behaviors of inclusion within the fleet; (2) assessing inclusion behaviors within the fleet using the developed metrics; (3) determining the most impactful D&I competencies for building inclusion; and (4) identifying command practices that contribute to greater acceptance of diversity. We develop and introduce a survey instrument to assess Personal Inclusion Factors (individuals' feelings of being personally included within their command) and Command Core Inclusion Competencies (individuals' beliefs about how their commands demonstrate practices that promote diversity and inclusion) suitable for a Navy context. The instrument captures best practices and validated metrics for promoting and assessing D&I in organizations and tailors them to the Navy and Sailors' work. We fielded this survey to 489 active-duty Navy personnel (enlisted and officers) asking them to report on both their current and past commands. We find that females across all race/ethnicities on average report lower feelings of inclusion and rate commands lower on Core Command Inclusion Competencies than their male counterparts. This gender difference is stronger for sea versus shore commands. Participants also answered open-ended questions about the competencies that they believed were most important for promoting D&I in the fleet. *Inclusive leadership* emerged as a dominant theme; in particular, participants felt most included in commands where leadership valued their perspectives and ideas and where Sailors felt heard on a day-in, day-out basis.

THIS PAGE INTENTIONALLY LEFT BLANK

TABLE OF CONTENTS

I. INTRODUCTION.....	1
A. BACKGROUND	1
1. Diversity and Inclusion and Organizational Effectiveness	1
2. Recent D&I Efforts in the Navy	3
3. Building a climate of inclusion.....	4
B. RESEARCH OBJECTIVES AND OVERVIEW.....	4
II. METHODOLOGY	6
A. DEVELOPMENT OF INCLUSION METRICS	6
1. <i>Additional survey questions</i>	8
B. SURVEY ADMINISTRATION.....	8
C. SAMPLE CHARACTERISTICS	9
III. RESULTS	11
A. SCALE PSYCHOMETRIC PROPERTIES.....	11
B. ASSESSING INCLUSION IN NAVY COMMANDS	13
1. Assessments of Current commands.....	13
2. Assessments of Prior commands.....	15
3. Assessment of Command Type (Sea, Shore)	17
4. Years of Service as a Moderator of Sex-based inclusion gaps	18
C. RANKINGS OF COMMAND COMPETENCIES.....	20
D. QUALITATIVE RESPONSES.....	21
IV. DISCUSSION AND RECOMMENDATIONS.....	26
A. RECOMMENDATIONS AND FUTURE DIRECTIONS	28
APPENDIX A	31
LIST OF REFERENCES	47
INITIAL DISTRIBUTION LIST	49

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF FIGURES

Figure 1 Personal Inclusion in current command by sex and race/ethnicity (error bars represent one standard error)	14
Figure 2 Command Competencies in current command by sex and race/ethnicity (error bars represent one standard error)	15
Figure 3 Personal Inclusion in Prior Command by Sex and Race/ethnicity (error bars represent one standard error)	16
Figure 4 Command Competencies in Prior Command by Sex and Race/ethnicity (error bars represent one standard error)	17
Figure 5 Personal Inclusion (top panel) and Command Competencies (bottom panel) for Prior Command by Command type and Sex (error bars represent one standard error).....	18
Figure 6 Personal Inclusion for current (top panel) and prior (bottom panel) commands by years of service and sex (error bars represent one standard error).....	20

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF TABLES

Table 1 Initial list of items to assess personal inclusion (PI).....	7
Table 2 Initial list of items to assess command competencies (CC) for promoting D&I.....	7
Table 3 Research sample characteristics.....	10
Table 4 Final D&I Metrics (Personal Inclusion and Command Competencies) retained for analysis and future use	12
Table 5 Respondents' importance rankings of Command Competencies for producing an inclusive climate (lower numbers represent greater importance).....	21
Table 6 Themes captured by open-ended responses to the question "What actions/activities/behaviors, if any, made you feel included?" n = 283.....	23
Table 7 Themes coded from open-ended responses to the question "What actions/activities/behaviors, if any, made you feel excluded?" n = 247.....	24
Table 8 Themes coded from open-ended responses to the question "What SPECIFIC factors (policies, procedures, practices, individual behaviors) do you believe cause some organizations to foster better inclusion than others?" n = 288.....	25

THIS PAGE INTENTIONALLY LEFT BLANK

I. INTRODUCTION

A. BACKGROUND

Fostering a more diverse and inclusive workplace has become a priority for many US institutions, including the US Navy. Since its recent inception, Task Force One Navy (TF1N) has served as a driver of the diversity and inclusion (D&I) efforts under the following directive:

“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, 2020).

The current Secretary of the Navy (SECNAV), the Hon. Carlos Del Toro, has placed emphasis on continued D&I efforts within the fleet in his 2021 Strategic Guidance, saying, “We will continuously identify opportunities for all Sailors, Marines, and Civilians to develop warfighting and leadership skills throughout the ranks, emphasizing diversity, equity, and inclusion in every aspect of our force” (Del Toro, 2021, p. 5). It is evident that the Navy acknowledges the importance of D&I and is putting forth concentrated efforts to ensure force readiness.

In this section, we will review existing research on promoting D&I in organizations generally, and the Navy specifically. We focus on the Navy’s efforts to bolster a more inclusive and diverse work force, from the executive to the unit levels.

1. Diversity and Inclusion and Organizational Effectiveness

As the workforce of the United States grows ever more diverse, research in organizational science examining the state of D&I in contemporary organizations and the impact of D&I on organizational outcomes has proliferated. In defining “diversity,” researchers have distinguished between “surface-level diversity” and “deep-level diversity.” Surface-level diversity pertains to the heterogeneity of an organization based on visible attributes, such as gender/sex, race/ethnicity, and age. Deep-level diversity refers to heterogeneity of an organization based on non-visible attributes, such as

cognitive styles, cultural background, and education (Harrison, Price, & Bell, 1998). Although these two components can go hand-in-hand, such that promoting surface-level diversity can also enrich deep-level diversity, at times they may not. For example, an elite private university may recruit an incoming class of students that is richly diverse on its surface, but comparatively lacking in deep diversity, owing to an applicant pool that shares similar socioeconomic and educational backgrounds. “Inclusion,” as it is talked about in the literature, pertains to the degree to which members of an organization have a sense of “being a part of the organizational system in both the formal processes, such as access to information and decision making channels, and the informal processes, such as ‘water cooler’ and lunch meetings where information and decisions informally take place” (Mor Barak, 2017, p. 166). The combined efforts of D&I, therefore, are in the service of both promoting surface-level and deep-level diversity, as well as fostering a climate in which individuals feel that they belong to the organization and are valued for their diverse perspectives and contributions.

A recent meta-analysis of existing data from 30 independent studies summarized the importance of this two-pronged approach: “although diversity is associated with both beneficial and detrimental outcomes, diversity management efforts that promote a climate of inclusion are consistently associated with positive outcomes” (Mor Barak et al., 2016, p. 305). In other words, although a more diverse work environment has been associated with a range of organizational outcomes –from beneficial to mixed to detrimental– diverse work environments paired with an inclusive climate appear to yield “consistent” benefit for the organization and its members. This conclusion was reached on the basis of data from nearly 500,000 workers in both public and private agencies, considering a wide range of work outcomes, including employee job satisfaction, intention to stay, and organizational commitment. Of note, each of these are critical predictors of retention, a key priority for the Navy and other fighting forces (for example, see the Navy’s Sailor 2025 initiative and the Marine Corps’ Force Design 2030). Importantly, this research highlights the need for the Navy to look beyond mere representation as an indicator of D&I success, and toward a more subjective sense of inclusion among individuals from both underrepresented and majority groups.

2. Recent D&I Efforts in the Navy

In support of the DoD's Board on Diversity and Inclusion Report (2020), the Navy stood up TF1N and commissioned a fleet-wide study to better understand barriers to inclusion, including discrimination based on race, sex, or sexual orientation, that degrade Navy readiness. The research consisted of analysis of existing personnel data, along with interviews, focus groups, listening sessions, and surveys to assess the state of D&I in the Navy and identify pain points and opportunities for leveraging the benefits of a diverse fighting force. Based on its findings, TF1N organized its recommendations along five lines of effort (LOE): Recruiting; Talent Management/Retention; Professional Development; Innovation and Science, Technology, Engineering and Mathematics (STEM); and Additional Recommendations.

The TF1N final report summarizes how the diversity landscape has changed fleet-wide over time through recruiting and retention efforts. Over a span of 20 years, the Navy has increased representation of females by nearly five percent and representation of minority members almost seven percent (DON, 2020). Similar trends emerged for retention and accession, as indicated by improvements in representation at higher paygrades: "Over the past 20 years, the 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. 7).

Interestingly, these changes in representation over the last two decades may themselves serve as catalysts for further expansion of D&I across the fleet. In recent research, Arkes, Tick, and Mehay (2020) examined re-enlistment rates over 17 years as a function of the proportion of shipmates from underrepresented groups, finding that individuals from both underrepresented and majority groups were more likely to reenlist when current commands had higher proportions of non-majority Sailors. Thus, positive movement on D&I may set off a virtuous cycle whereby demographic shifts toward greater diversity may, over time, result in greater retention and expanded recruitment to a more diverse force.

3. Building a climate of inclusion

Key empirical findings from the TF1N report indicate that the Navy has made significant strides toward cultivating and developing a more diverse force to support readiness and organizational effectiveness. Notwithstanding, qualitative data from TF1N-directed focus groups point toward opportunities for improving a climate of inclusion; i.e., one in which all members of this increasingly diverse force feel a sense of belonging and value. In particular, data from focus groups identified inclusion gaps between male and female Sailors as pervasive throughout the Navy in many forms, including an “old boy’s club” that enforced favoritism, insufficient resources for family planning, and barriers to reporting sexual assault and harassment (Griffin & Townsley, 2020). These barriers to inclusion (and others) are essential to address in light of findings from the meta-analysis reviewed above (Mor Barak et al., 2016), which indicate that a climate of inclusion is critical for leveraging the benefits of a diverse force.

B. RESEARCH OBJECTIVES AND OVERVIEW

To further support the Navy’s ongoing D&I efforts, this project sought to develop and test metrics for assessing inclusion in the Fleet. Because the impact of workforce diversity on organizational effectiveness depends importantly on the experience of individuals’ sense of inclusion in the organization, the Navy has a vested interest in understanding inclusion, the factors that promote inclusion, and how best to measure inclusion among enlisted and officer ranks. Our research promotes four key objectives:

- **Objective 1: Develop metrics** suitable for assessing inclusion in specific Navy commands
- **Objective 2: Assess inclusion** within the Fleet using the developed metrics
- **Objective 3: Determine** the most **impactful D&I competencies** for building inclusion
- **Objective 4: Identify command practices** that can contribute to greater acceptance of diversity initiatives

In support of Objective 1, we completed a literature review to identify best practices and established metrics for assessing inclusion in organizations and cross-referenced those materials with recent Navy doctrine on the subject, including Navy Recommended Core Competencies, 21st Century Sailor Behaviors, and guidance from the TF1N report. This resulted in two banks of survey questions suitable for assessing inclusion in the fleet. In support of Objective 2, we incorporated these two banks of items, as well as other questions pertaining to D&I, into a survey that we fielded to respondents (Enlisted and Officers) across the world using online survey distribution and convenience sampling. Respondents completed the measures for both their current commands and their immediate prior commands. In support of both Objectives 2 and 3, we analyzed these quantitative data alongside respondents' open-ended qualitative data to identify key themes that emerged when participants described inclusive and non-inclusive command environments. Finally, in support of Objective 4, we mapped our research findings to recent and ongoing efforts promote D&I in the fleet, and provided recommendations for command practices that respondents identified as critical for promoting inclusive and diverse command environments.

II. METHODOLOGY

A. DEVELOPMENT OF INCLUSION METRICS

Questions about how to assess inclusion in organizations have received increased attention in recent years by researchers and practitioners in the organizational sciences. We surveyed the literature to identify established metrics and industry-standard recommendations for assessing inclusion in organizations. For example, Mor Barak's (2017) Climate for Inclusion-Exclusion Scale (MBIE) is a 15-item self-report measure assessing three sources of inclusion in general organizations: inclusive practices fostered in one's workgroup, inclusive practices fostered in the organization as a whole, and inclusive practices fostered by one's supervisor. We cross-referenced themes and survey items from the literature review against Navy Recommended Core Competencies, 21st Century Sailor Behaviors, and the TF1N report to ensure both breadth of content and suitability to a Navy context.

Based on this, we generated two banks of survey questions to assess two components of inclusion. One bank of items assessed *personal inclusion* (PI), the degree to which respondents feel personally included (and do not feel excluded) in their commands. The second bank of items was developed to assess *command core inclusion competencies* (CC), the degree to which the command promotes a culture of inclusion through practices and policies. Although we expected a positive correlation among these components, we posited that they would be conceptually distinct and capture different elements of sailors' experiences with D&I.

Initial items for the two sub-scales, PI and CC, are documented in Tables 1 and 2. Participants responded to items in both subscales by indicating, for each item, the degree to which they agreed or disagreed using a scale from:

- 1 *Strongly disagree*
- 2 *Disagree*
- 3 *Neither agree nor disagree*
- 4 *Agree*
- 5 *Strongly agree*

Table 1 Initial list of items to assess personal inclusion (PI).

Personal Inclusion Factors
1. My opinion is valued by my supervisors for important decisions.
2. People of all cultures and backgrounds are respected, valued, and treated fairly.
3. I can voice an opposing opinion without fear of negative consequences.
4. I feel included and respected.
5. I feel connected to my peers.
6. My job performance is evaluated fairly.
7. I have had good mentorship in the Navy.
8. My experiences at the command made me believe I have equitable opportunities for a future in the Navy.
9. I feel excluded by my workgroup because I am different.
10. Outcomes (e.g., training opportunities, awards, recognition, and leadership opportunities) are fairly distributed among those in my unit.

Table 2 Initial list of items to assess command competencies (CC) for promoting D&I.

Command Core Inclusion Competencies
Most people in my command...
1. acknowledge cultural differences
2. listen carefully & consider others' perspectives
3. recognize various communication styles and barriers
4. demonstrate respect for others' values & customs
5. ensure equity of all team members in work assignments
6. get to know people from different backgrounds
7. check themselves for personal biases
8. create an inclusive environment for all members

In addition to these closed-ended survey items, we also asked three open-ended questions regarding actions/activities/behaviors that contribute to making one feel included or excluded. We asked respondents to answer the following questions based upon all of their experiences in the Navy:

Regarding all of your experiences in the Navy (not just your current tour), what actions/activities/behaviors, if any, made you feel included?

Regarding all of your experiences in the Navy (not just your current tour), what actions/activities/behaviors, if any, made you feel excluded?

What specific factors (policies, processes, practices, individual behaviors) do you believe cause some organizations to foster better inclusion and acceptance of diversity than others?

Finally, in order to assess respondents' priorities among various practices and behaviors that promote D&I, we again presented to respondents all but one of the command competency items in Table 2 (excluding Item 8) and asked them to rank the items from most important to least important for fostering an inclusive environment.

1. Additional survey questions

In addition to our primary metrics of D&I, we asked respondents to provide information about themselves in order to contextualize responses. Participants indicated their sex, race/ethnicity, paygrade, and years of Navy service (see Table 3 for all categories and sample characteristics). In addition, they indicated whether the command they were reporting on was a sea or shore command, as well as the corresponding homeport.

B. SURVEY ADMINISTRATION

All items described above were input into a single survey using the Qualtrics platform, which allowed for electronic distribution and anonymous responding to the survey items. The survey was reviewed and approved by the Institutional Review Board at the Naval Postgraduate School and the Navy Survey Office. The complete survey is available in the Appendix of this report.

The survey link was distributed to active-duty Sailors through two channels: internal distribution to graduate students at the Naval Postgraduate School and external distribution through a closed Navy Officer Facebook group with membership across the US Navy stationed around the globe. Willing participants completed the survey at a location and time of their choosing. The median time of completion was 424 seconds (roughly 7 minutes). To ensure that our key metrics (Personal Inclusion and Command Competencies) captured a range of experiences and command types in the Navy,

participants were asked to complete both sets of metrics twice: once for their current command and once for their immediate prior command. Participants were free to skip any questions they preferred not to answer. Upon submission of the survey, participants received a message thanking them for their participation.

C. SAMPLE CHARACTERISTICS

Responses were collected from 489 participants. Sample characteristics are displayed in Table 3. As can be seen, the sample was predominantly female, officer, and White, with a good distribution across years of Navy service. To improve statistical power, the Race/Ethnicity variable was recoded into four bins: participants identifying as White, Black, Hispanic, or Other ethnicity.

Table 3 Research sample characteristics

Demographic Variables	<i>n</i>
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 of Navy Service	
1-5 years	101
6-10 years	155
11-15 years	113
16+ years	120

III. RESULTS

A. SCALE PSYCHOMETRIC PROPERTIES

To assess the psychometric properties of our indices of Personal Inclusion and Command Competencies, we first submitted ratings of individuals' current commands to an exploratory factor analysis. For PI, the factor analysis indicated that six of the ten questions loaded onto a single factor (loadings ranged from .58 to .73) and that four of the items did not load neatly. Thus, in all subsequent analyses, the six items displayed in Table 4 were averaged into an index of Personal Inclusion. The factor analysis indicated that all eight CC items loaded onto a single factor (loadings ranged from .72 to .88); thus, all eight items were retained. The four resulting subscales (PI and CC for both past and current commands) had strong reliability (see Table 4).

Of note, all four subscales skewed left, indicating a tendency toward higher scores reflective of relatively more inclusion than exclusion. Moreover, within a command, metrics for PI and CC were highly, though not perfectly, correlated. For current command, PI and CC were correlated at $r(456) = .72, p < .0001$, and for past command, PI and CC were correlated at $r(389) = .79, p < .0001$. Between commands, the respective subscales were positively, but only modestly, correlated. The correlation between PI for past and current command was $r(393) = .26, p < .0001$, and the correlation between CC for past and current command was $r(389) = .35, p < .0001$.

Together these patterns suggest that: (a) the PI and CC subscales were highly related with one another, such that feelings of personal inclusion were more likely in commands that fostered core inclusion competencies; (b) participants were distinguishing between current and past commands in their ratings, and by extension (c) these subscales were sufficiently sensitive to detect between-command differences in D&I.¹ Overall, these results indicate strong psychometric properties for the developed measures of PI and CC, satisfying Research Objective 1.

¹ Note that sample sizes for the four subscales varied. This is reflective of at least two features of the research. First, some participants ($n = 39$) indicated that they had no prior command to evaluate since they were in their first duty assignment. Second, participants were free to withhold responses if they preferred to do so. In such cases, no subscale index was computed for the participant.

Table 4 Final D&I Metrics (Personal Inclusion and Command Competencies) retained for analysis and future use

	Current command		Prior command	
	α	<i>M</i> (SD)	α	<i>M</i> (SD)
Personal Inclusion				
1. My opinion is valued by my supervisors for important decisions.	.85	3.72 (.90)	.89	3.73 (1.05)
2. My experiences at the command made me believe I have equitable opportunities for a future in the Navy.				
3. I feel connected to my peers.				
4. My job performance is evaluated fairly.				
5. I feel included and respected.				
6. Outcomes (e.g., training opportunities, awards, recognition, and leadership opportunities) are fairly distributed among those in my unit.				
Command Competencies				
1. Demonstrate respect for others' values & customs.	.93	3.75 (.90)	.94	3.59 (1.03)
2. Acknowledge cultural differences.				
3. Check themselves for personal biases.				
4. Create an inclusive environment for all members.				
5. Get to know people from different backgrounds.				
6. Listen carefully & consider others' perspectives.				
7. Recognize various communication styles and barriers.				
8. Ensure equity of all team members in work assignments.				

B. ASSESSING INCLUSION IN NAVY COMMANDS

In support of research Objective 2, we examined patterns of PI and CC across demographic groups and command types. When statistically significant differences were observed between demographic groups or command types, we probed to understand systematic patterns in participants' responses.

Prior to performing analyses, we excluded one participant who declined to indicate gender. This participant identified as Hispanic with 16+ years of service in the Navy. In the analyses below, we use all complete data available for the specified model; thus, sample sizes from analysis to analysis may vary based on the availability of complete data.

1. Assessments of Current commands

To test whether experiences of inclusion in respondents' current commands differed by the sex and race/ethnicity of the respondent, we ran a 2 (sex: male, female) \times 4 (race/ethnicity: White, Black, Hispanic, Other) between-subjects ANOVA on PI and CC. For PI, the analysis returned a main effect of sex, $F(1, 480) = 10.72, p = .001$, indicating that on average females reported lower personal inclusion than males. The analysis also returned a main effect of race/ethnicity, $F(3, 480) = 4.74, p < .003$, indicating that on average White respondents reported higher personal inclusion than persons of color. The analysis also returned a marginally-significant sex \times race/ethnicity interaction, $F(3, 480) = 2.59, p = .05$. As can be seen in Figure 1, the interaction reflected that gaps between males and females in personal inclusion were more pronounced for respondents identifying as White, Black, or Other ethnicity than for respondents identifying as Hispanic. Owing to the small number of Hispanic respondents ($n = 36$), the absence of a significant difference between Hispanic males and females should be interpreted with caution. Of note, White and Black males reported statistically equivalent levels of personal inclusion, and higher levels than any other demographic category.

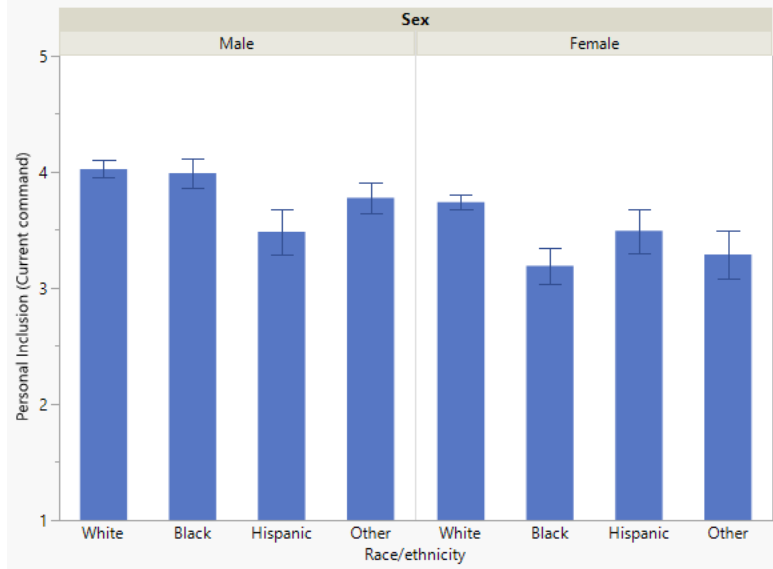


Figure 1 Personal Inclusion in current command by sex and race/ethnicity (error bars represent one standard error)

We repeated this analysis with CC as the dependent variable. Once again, we observed a main effect of sex, $F(1, 449) = 15.78, p < .0001$, as well as a main effect of race/ethnicity, $F(3, 449) = 18.31, p < .0001$. In this analysis, the sex \times race/ethnicity interaction was non-significant, $F(3, 449) = .49, p > .69$. As can be seen in Figure 2, the main effects indicated that female respondents rated their current commands lower on CC than male respondents, and White respondents rated their current commands higher on CC than respondents of color. The absence of a statistically significant interaction indicates that gaps between males and females on CC ratings of current commands should be considered uniform across race/ethnicity groups.

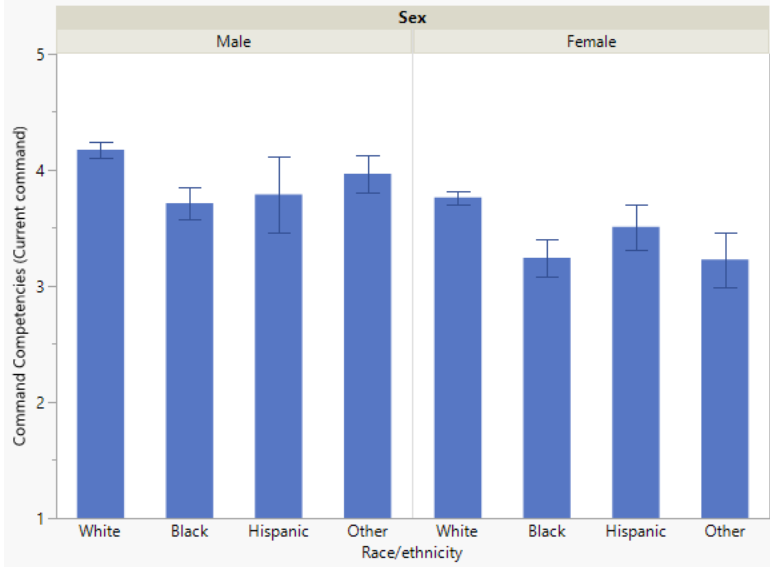


Figure 2 Command Competencies in current command by sex and race/ethnicity (error bars represent one standard error)

2. Assessments of Prior commands

To test whether experiences of inclusion in respondents' immediate prior commands differed by the sex and race/ethnicity of the respondent, we ran a 2 (sex: male, female) × 4 (race/ethnicity: White, Black, Hispanic, Other) between-subjects ANOVA on PI and CC. For PI, the analysis returned no main effect of sex, $F(1, 386) = 2.11, p = .14$, a significant main effect of race/ethnicity, $F(3, 386) = 8.48, p = .04$, and a marginally-significant sex × race/ethnicity interaction, $F(3, 386) = 2.21, p = .08$. Results are depicted in Figure 3. Unlike results for PI in current commands, the results in Figure 3 are less clear cut. Among male respondents, individuals identifying as White or Black tended to report higher PI than individuals identifying as Hispanic or Other ethnicity, although variance for these latter two groups (owing to their smaller sample sizes) resulted in statistically non-significant differences. Among female respondents, individuals identifying as Hispanic showed the highest levels of PI; individuals identifying as Black or Other ethnicity reported the lowest levels of PI; and individuals identifying as White fell in the middle. These patterns, combined with the marginally-significant interaction suggest that differences in PI related to race/ethnicity were primarily driven by female respondents when reporting on prior commands.

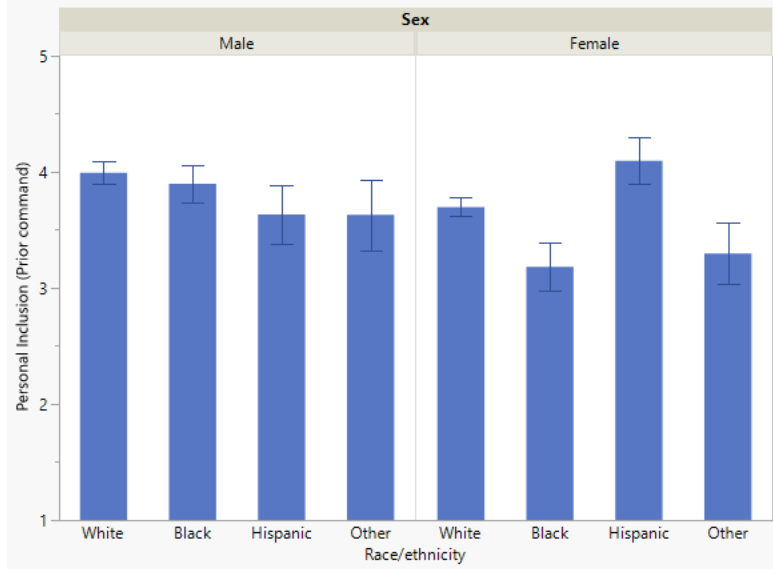


Figure 3 Personal Inclusion in Prior Command by Sex and Race/ethnicity (error bars represent one standard error)

We repeated this analysis with prior command CC as the dependent variable. We observed no main effect of sex, $F(1, 381) = 1.51, p = .21$, a significant main effect of race/ethnicity, $F(3, 381) = 4.22, p = .005$, and a non-significant sex \times race/ethnicity interaction, $F(3, 381) = 1.86, p = .13$. As can be seen in Figure 4, among male respondents, individuals identifying as White rated CC higher than males of other race/ethnicity groups. Among female respondents, once again individuals identifying as Hispanic gave higher ratings of CC than individuals identifying as White, who in turn gave higher ratings than individuals identifying as Black or Other ethnicity.

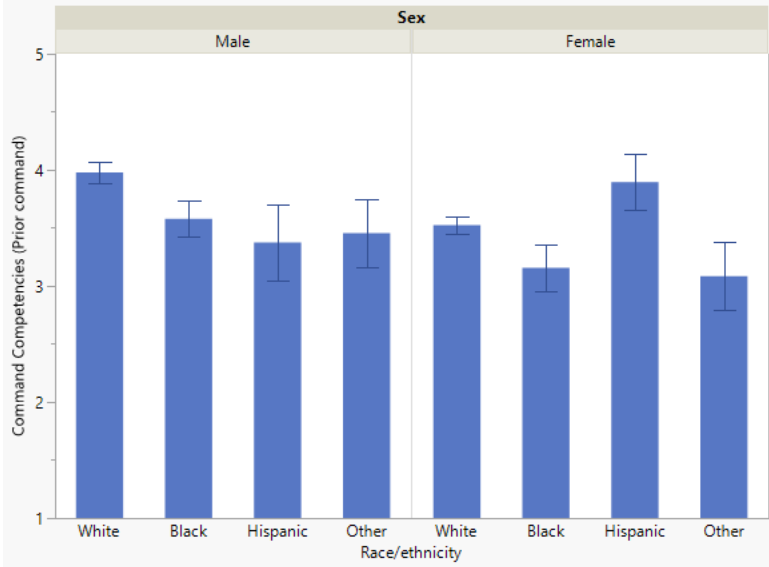


Figure 4 Command Competencies in Prior Command by Sex and Race/ethnicity (error bars represent one standard error)

3. Assessment of Command Type (Sea, Shore)

To test for systematic differences in inclusion by command type, we focused on ratings of prior command, which were better balanced between sea and shore than current command (Prior sea command $n = 194$, Prior shore command $n = 214$). These ratings were analyzed using a sex (male, female) \times command type (sea, shore) ANOVA.

For ratings of prior command PI, the analysis returned a main effect of sex, $F(1, 390) = 8.54, p = .003$, a main effect of command type, $F(1, 390) = 4.69, p = .03$, and a nonsignificant sex \times command type interaction, $F(1, 390) = 2.62, p = .11$. For ratings of prior command CC, the analysis returned a main effect of sex, $F(1, 385) = 10.96, p = .001$, a main effect of command type, $F(1, 385) = 10.86, p = .001$, and a marginally-significant sex \times command type interaction, $F(1, 385) = 3.55, p = .06$. Results for both analyses are presented in Figure 5. The main effects of command type indicated that, on average, sea commands were rated lower in PI and CC than shore commands. The main effects of sex, as before, indicated that males tended to rate prior commands higher in PI and CC than females. However, as can be seen, inclusion gaps between males and females were much more pronounced in sea commands than shore commands. Males rated prior sea and shore commands similarly on both PI and CC. However, females

reported significantly higher inclusion in shore commands than sea commands. Shore commands narrowed or closed the sex-based inclusion gaps observed in sea commands.

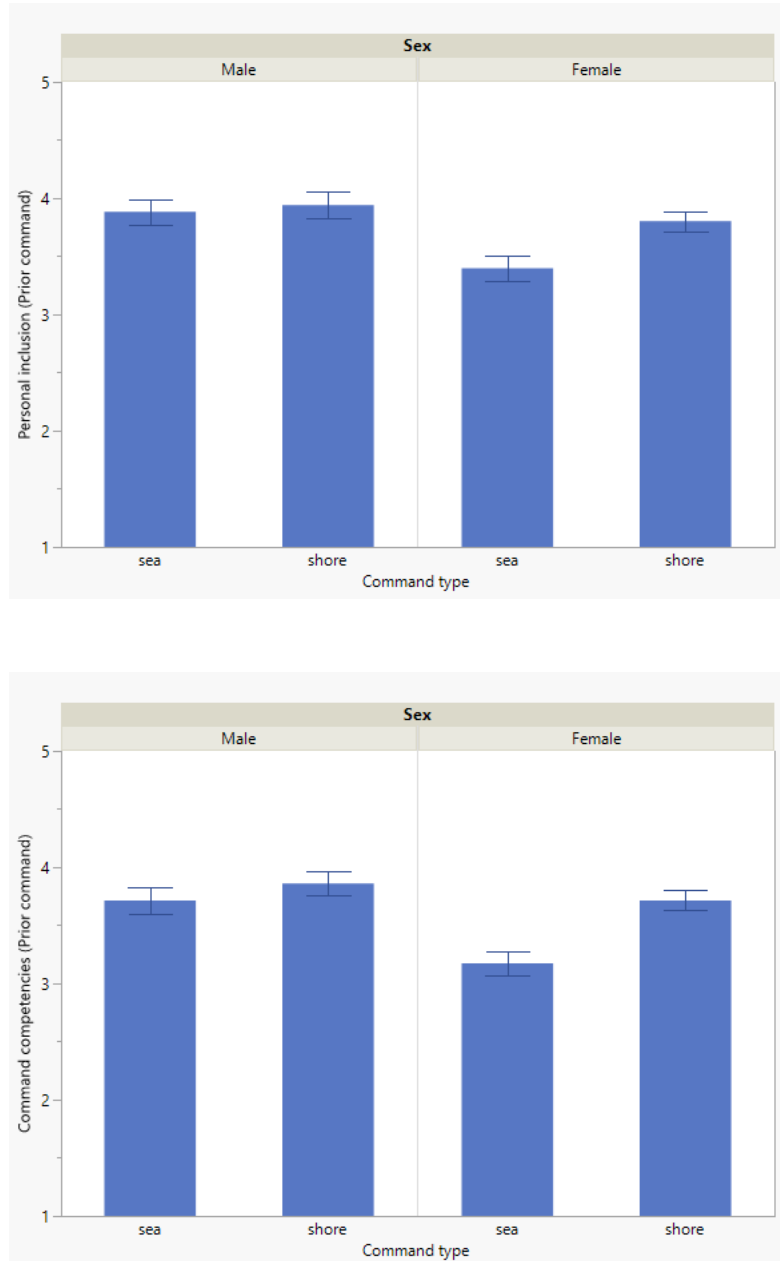


Figure 5 Personal Inclusion (top panel) and Command Competencies (bottom panel) for Prior Command by Command type and Sex (error bars represent one standard error)

4. Years of Service as a Moderator of Sex-based inclusion gaps

Because the analyses above indicated consistent sex-based inclusion gaps, particularly in sea commands, the final analysis examined whether gaps between males

and females on PI were more or less pronounced at different levels of organizational tenure. To simplify analyses, we collapsed respondents' years of service into two bins: 1-10 years of service and 11+ years of service. We then regressed PI for current and immediate prior commands (separately) on sex, years of service, and the sex \times years of service interaction.

For current command, the analysis returned a main effect of sex, $F(1, 483) = 13.96, p = .0002$, no main effect of years of service, $F(1, 483) = .74, p = .39$, and no sex \times years of service interaction, $F(1, 483) = 2.26, p = .13$. For prior command, the analysis returned a main effect of sex, $F(1, 390) = 6.88, p = .009$, no main effect of years of service, $F(1, 390) = .36, p = .54$, and no sex \times years of service interaction, $F(1, 390) = .80, p = .36$. The main effect of sex is consistent with prior analyses; interestingly, the absence of a main effect of years of service suggests that more senior respondents did not report greater PI than more junior respondents across the sample. Although the interaction terms in both regressions were non-significant, patterns depicted in Figure 6 suggest that years of service was associated with PI differently for males and females. For males, years of service was unrelated to PI; however for females, more senior respondents tended to report somewhat higher PI than more junior respondents.

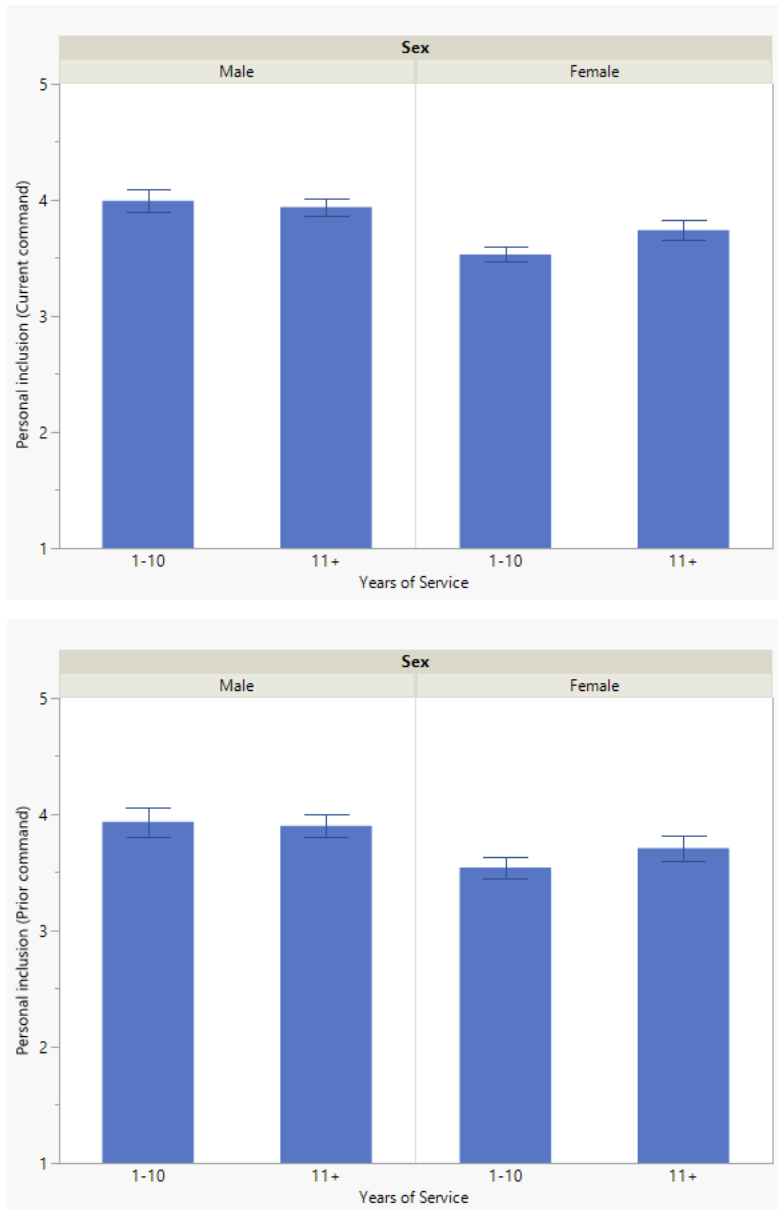


Figure 6 Personal Inclusion for current (top panel) and prior (bottom panel) commands by years of service and sex (error bars represent one standard error)

C. RANKINGS OF COMMAND COMPETENCIES

The statistical mean for respondents' rankings of the importance of the seven dimensions of Command Competencies are displayed in Table 5 (recall that one of the eight assessed competencies, *create an inclusive environment for all members*, was

omitted from the ranking task because it was unsuitable for ranking). Across participants, the most important command competencies for promoting inclusion were *Listening carefully and considering others' perspectives* and *Demonstrating respect for others' values and customs*. The remaining five items tended to be ranked as less important across participants. Of note, the top two dimensions, relative to the bottom five, pertained to maintaining a sense of respect for what others believe or value.

Table 5 Respondents' importance rankings of Command Competencies for producing an inclusive climate (lower numbers represent greater importance)

Command competency	Average ranking:
Listening carefully & considering others' perspectives	2.67
Demonstrating respect for others' values & customs	3.36
Checking oneself for personal biases	4
Acknowledging cultural differences	4.15
Recognizing various communication styles and barriers	4.25
Ensuring equity of all team members in work assignments	4.55
Getting to know people from different backgrounds	5.02

D. QUALITATIVE RESPONSES

In our final analysis, coders read responses to the three open-ended questions and identified common themes. Tables 6, 7, and 8 present the most common themes for each question, their frequency, and example practices cited by respondents. We note that the observations offered by respondents reflect their perceptions of inclusion and exclusion based on direct experiences in the Navy and may or may not fully reflect the culture of the Navy writ large or align neatly with the Navy's organizational efforts to promote D&I or combat exclusion. These responses do, however, reflect first-hand experiences from

the deck plates and as such are useful for understanding how sailors themselves understand and prioritize various initiatives to promote D&I in the Fleet.

Considering responses to the first open-ended question (*What actions/activities/behaviors, if any, made you feel included?*), three key themes emerged: leadership, recreational events in/out of work, and asking for inputs/contributions. The most frequent theme, leadership, entailed leaders up and down the chain of command demonstrating and reinforcing practices that actively sought to include Sailors in the day-in, day-out organizational process, regardless of rank or formal status. Of note, the themes of cultural recognition events (e.g., heritage months) and award recognition (e.g., equity in formal awards) –two mainstays of organizational D&I efforts inside and outside the Navy– were infrequently mentioned as initiatives that contributed to respondents’ sense of inclusion.

On the second open-ended question (*What actions/activities/behaviors, if any, made you feel excluded?*), the most common theme was command climates that permit overt or covert divisions based on race, gender, or sexual orientation. The second most frequent theme, mirroring the results from Question 1, was an environment in which individuals did not feel heard or valued for their contributions, or where inputs are valued differently based on demographic characteristics or formal rank. The least frequent themes involved exclusion in informal settings where the interests of the majority group dominate opportunities for informal social interaction to the exclusion of underrepresented groups.

On the third open-ended question (*What SPECIFIC factors (policies, procedures, practices, individual behaviors) do you believe cause some organizations to foster better inclusion than others?*), the two most frequently mentioned themes were leaders who set the tone for valuing D&I and confronting exclusion as well as leaders who encourage a climate of professionalism and respect. Interestingly, the least frequent themes included formal organizational policies that are implemented to promote diversity, equity, and inclusion as well as holding individuals accountable for their personal biases.

We note that the frequency of themes coded in each of these questions did not systematically vary by race/ethnicity or sex of respondents; the most and least frequently mentioned themes appeared to be consistent across demographic groups.

Table 6 Themes captured by open-ended responses to the question "What actions/activities/behaviors, if any, made you feel included?" n = 283

Theme	Definition	Frequency	Representative quote
Leadership	Leader behaviors that promote an inclusive climate	30.63%	“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...”
Recreational events in/out of work	Opportunities for informal social interaction with colleagues	29.23%	“Being invited to weekly wardroom get togethers. Being invited to weekend events at the homes of your opposite race. Never happened before.”
Asking for inputs/contributions	Leaders ask for contributions from all ranks/levels of seniority	26.41%	“Asking my opinion, including me in planning activities, being invited to important meetings, my boss allowing me to speak at said important events.”
Recognition events	Events honoring diverse heritages/histories	6.69%	“Holding recognitions, ceremonies and commemorations for and celebrating cultural diversity”
Expertise	Delegating responsibilities based on expertise (vs. positional authority)	5.28%	“Being listened to as one of the subject matter experts. Being sought out for my experience and expertise, and being chosen for difficult assignments because my command knew I could handle it and succeed.”
Awards recognition	Awards are based on professional merit	3.87%	“Awards and recognitions within Department (sea tour) appeared that diverse groups of people were being selected.”

Table 7 Themes coded from open-ended responses to the question “What actions/activities/behaviors, if any, made you feel excluded?” n = 247

Theme	Definition	Frequency	Representative quote
Poor Command Climate	The command environment is permeated by division, including discrimination and prejudice by age, race, sex, gender, or sexuality	22.30%	“Drinking, sexual harassment, racial jokes, sexual jokes, age difference.”
Neglecting Inputs/contributions/interests	Environment in which inputs and contributions are not considered, or are weighted inappropriately based on rank, gender, or ethnicity	16.55%	“Decisions involving my area of responsibility without any inputs from me.”
Professional Advancement and Development/favoritism	Promotion, professional development opportunities based on perceived favoritism vs. merit	15.83%	“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.”
Division based on community/rank/cliques or interest.	Division based on warfare community, rank structure, and subgroups	11.88%	“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.”
Cultural Division/Representation	Promoting majority cultural interests or customs that unwittingly exclude others, as well as lack of diversity among upper leadership	11.51%	“All Male leadership. All white senior leadership. Racist views/sexist views being accepted.” “Not verbally recognizing the civil unrest.”
Outside activities and social engagement	Exclusion caused by events and activities outside of work that do not consider collective interests	5.04%	“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. ... Talking sports and golf to start off meetings, things I don’t have any clue about.”

Table 8 Themes coded from open-ended responses to the question "What SPECIFIC factors (policies, procedures, practices, individual behaviors) do you believe cause some organizations to foster better inclusion than others?" n = 288

Theme	Definition	Frequency	Representative quote
Leadership	Top leadership who encourage D&I and confront divisive rhetoric	33.81%	"I believe if the head states their position on inclusion and lack of tolerance for purposefully excluding others then the rest will follow suit."
Professional environment	Environment free from any form of discrimination and promotes professionalism	22.54%	"Allowing a person to express themselves professionally without recourse. That can be verbal or physical expression."
Clear 2-way communication	Clear top-down communication of policies with bottom-up inputs and contributions from all members of the command	15.85%	"A command structure that is consistent, direct communication with its sailors generally fosters a more inclusive culture. Even if the command cannot change policy based on every complaint or suggestion, the fact that they address it goes a long way."
Representation/ recognition	Having a diverse group of leaders even at the highest ranks; recognizing diversity and holding cultural recognition events	14.44%	"CMEQ, Stand Downs, Leaders who are culturally aware and willing to be diverse." "Outright acknowledgement of differences and how they can positively impact the group."
Policies, procedures, regulations	Creating policies, procedures, regulations, and practices that promote I&D	9.15%	"Recognizing diversion and that standard practices and policies that predate the current desegregated state of the nation are outdated and are no longer the norm and need to be changed to better fit the new culture"
Recognizing Biases, eliminating favoritism/ upholding accountability	Individuals are held individually accountable for confronting bias and rejecting favoritism	7.75%	"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)."

IV. DISCUSSION AND RECOMMENDATIONS

To leverage the benefits of a diverse fighting force, the Navy must understand how best to foster a culture of inclusion within its commands and the broader organization. The purpose of this project was to develop quality metrics for assessing inclusion in Navy commands; to test these metrics in a sample of active-duty Navy personnel; to assess current challenges in promoting inclusion; and to better understand the specific practices that contribute to a climate of inclusion in the eyes of Navy personnel. In this section, we review key take-aways from the research project and end with recommendations for next steps in fostering inclusion in the Navy.

Conclusion 1: Despite emphasis on D&I initiatives, there remain “inclusion gaps” between underrepresented and majority Sailors, particularly between males and females at sea

Across all analyses, inclusion gaps based on sex (comparing males and females) were more pervasive and consistent than inclusion gaps based on race/ethnicity. This is consistent with key findings from the TF1N focus groups report (Griffin & Townsley, 2020), which found that disparities based on sex/gender and related issues, such as family planning and sexual assault and harassment reporting, were the most prominently discussed barriers to inclusion in the Fleet. From an historical point of view, this makes sense: the integration of women into the fighting force has lagged behind the integration of men of color and the Navy’s earliest D&I initiatives, such as ADM Zumwalt’s (1970) Z-gram #66, explicitly addressed race-based disparities, with no mention of disparities due to sex/gender. This is not to say that inclusion gaps do not remain between majority and underrepresented races/ethnicities—clearly, they do. However, efforts over the last fifty years to address representation disparities based on race/ethnicity have succeeded in bolstering diversity, at least among enlisted personnel. In summarizing key findings from the TF1N report, Faram (2021) underscores this: “The Navy's enlisted force mirrors the diversity in our society from a race and ethnicity perspective when compared to the nation's population in the 2018 U.S. census. However, it is not representative from a gender perspective.” Although the Navy has made strides in increasing female

representation and retention throughout the ranks, our data suggest that female sailors nonetheless experience less inclusion than their male counterparts, particularly at sea commands where female representation is still a relatively new advancement (Bisno, 2019).

Conclusion 2: In the eyes of sailors, inclusion entails feeling valued and heard on a day-in, day-out basis

Data from respondents' rankings and open-ended responses indicated that a sense of inclusion was fostered when respondents perceived that their contributions and perspectives (about general topics, as well as D&I topics) were heard and valued by leadership. Of the seven ranked Core Command Inclusion Competencies, the most important competency identified by respondents' rankings was *listening carefully & considering others' perspectives*. In open-ended responses, respondents indicated that they felt included when leadership actively sought out individuals' views and perspectives, recognized expertise independent of formal rank, and fostered two-way communication. On the other hand, a major contributor to feelings of exclusion was an environment where inputs were neglected or weighted differently based on demographic characteristics or formal rank. Interestingly, equity of outcomes and opportunities did not factor strongly into respondents' sense of an inclusive environment, despite the fact that promoting such outcomes is a mainstay for broader D&I initiatives across organizations.

Conclusion 3: D&I is seen largely as a “leadership problem” among Sailors surveyed

Across open-ended responses, the perceived impact of leadership on setting the tone for inclusion or exclusion within a command was pervasive. According to respondents, leaders promote or detract from an inclusive environment through their words, behaviors, and command policies. In particular, according to respondents, leaders promote an inclusive climate by actively seeking out and valuing the perspectives of a diverse command.

In a hierarchical organization like a Navy command, leadership clearly has positional authority to influence command climate and set an example for the Sailors they

lead. In many ways promoting inclusion starts with and requires the support of formal leadership. However, the risk of framing inclusion as a distinct “leadership problem” is that it fails to account for the many ways in which Sailors themselves contribute to a command climate that is inclusive or exclusive. By offloading responsibility for inclusion onto command leadership, Sailors might miss the various ways that they can contribute to commands that foster inclusion through moment-to-moment, day-in-day-out practices of mutual respect and value.

Conclusion 4: Inclusion can be reliably measured in Navy commands – and should be

The metrics developed and fielded in this research proved to be psychometrically valid and easy to administer. Moreover, the 6-item PI measure and 8-item CC measure are sensitive enough to detect differences between commands in experiences of personal inclusion and core command inclusion competencies, respectively. Because inclusion has been identified in the literature as critical to translating organizational diversity into improved organizational performance (Mor Barak et al., 2016), tracking inclusion within and between Navy commands is a logical next step to understanding how the Navy can ensure that its increasingly diverse force contributes to overall Navy readiness.

A. RECOMMENDATIONS AND FUTURE DIRECTIONS

Based upon these conclusions, we identify several recommendations and directions for future research and program development.

Understanding the correlates of PI and CC inclusion metrics

The PI and CC metrics developed in this project should be deployed in a larger, representative sample of Navy commands to examine predictive validity and common correlates. For example, research could examine how closely the PI and CC metrics track turn-over intentions, job satisfaction, or measures of health and wellness. In addition, future research could assess the degree to which PI or CC moderates the relationship between the diversity of a command (as indicated by representation from different demographic groups) and command performance. In short, establishing a more direct link

between inclusion and indicators of command readiness would be a fruitful next step in the Navy's efforts to advance D&I within the fleet.

Educate Navy leaders on best practices for promoting inclusion

Our respondents identified leadership as critical to fostering an inclusive command. Furthermore, they felt included when leaders actively sought out input, recognized expertise, and valued individuals' contributions day-in and day-out. Accordingly, Navy leaders should be briefed on these findings and provided with concrete, behavioral strategies for fostering inclusion. For example, providing ideas about the kinds of questions leaders can ask to solicit input from their commands or the kinds of concrete behaviors they can engage in to communicate the value of their personnel might produce measurable change in Sailors' experiences of inclusion.

Fostering better understanding of the subtle sources of inclusion gaps in the Fleet

Additional research will be needed to better understand differences in the inclusion experiences, in particular between males and females. The Navy's investment in sexual assault prevention, including harassment based on sex/gender, is a critical step toward addressing the most egregious sources of exclusion among female Sailors. However, what our data hint at is the more subtle ways that female sailors (as well as males and females from underrepresented racial/ethnic groups) are subject to exclusion on a day-in-day-out basis. For example, one respondent indicated that she felt excluded in circumstances where "The men [went] out together to play basketball without so much as asking if I wanted to attend or tell[ing] me to bring PT gear. ... Talking sports and golf to start off meetings, things I don't have any clue about." While such practices do not necessarily reflect ill intent, they nonetheless provide daily indicators of divisions or "fault lines" within a command environment. Making sailors aware of their own contribution to such practices could help shift the focus away from inclusion as solely a "leadership problem" toward greater ownership of the way that individuals in lower positions of formal authority can set the tone for inclusion or exclusion within a command.

THIS PAGE INTENTIONALLY LEFT BLANK

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.

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.

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.

THIS PAGE INTENTIONALLY LEFT BLANK

LIST OF REFERENCES

- Arkes, J., Tick, S., & Mehay, S. (2020). The effect of the diversity on first-ship assignment on first-term retention decisions. Monterey, CA: Naval Postgraduate School.
- Bisno, A. (2019). Twenty-five years of women aboard combatant vessels. Naval History and Heritage Command.
<<https://www.history.navy.mil/content/history/nhhc/browse-by-topic/diversity/women-in-the-navy/women-in-combat.html>>
- Del Toro, C. (2021). One Navy-Marine Corps team: Strategic guidance from the Secretary of the Navy. Accessed 15 February
<https://media.defense.gov/2021/Oct/07/2002870427/-1/-1/0/SECNAV%20STRATEGIC%20GUIDANCE_100721.PDF>.
- Department of the Navy. (2020). *Task force one Navy final report*.
<https://media.defense.gov/2021/Jan/26/2002570959/-1/-1/1/TASK%20FORCE%20ONE%20NAVY%20FINAL%20REPORT.PDF>.
- Griffin, J., & Townsley, R. (2020). An analysis of Task Force One Navy Focus Group Responses. Center for Naval Analysis.
- Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface-and deep-level diversity on work group cohesion. *Academy of Management Journal*, 41, 96-107.
- Mor Barak, M. E. (2017). *Managing diversity: Toward a globally inclusive workplace (4th ed)*. Sage: Los Angeles.
- Mor Barak, M. E., Lizano, E. L., Kim, A., Duan, L., Rhee, M -K, Hsiao, H -Y, & Brimhall, K. C. (2016). The promise of diversity management for climate of inclusion: A state-of-the-art review and meta-analysis, *Human Service Organizations: Management, Leadership & Governance*, 40, 305-333. DOI: 10.1080/23303131.2016.1138915

THIS PAGE INTENTIONALLY LEFT BLANK

INITIAL DISTRIBUTION LIST

1. Defense Technical Information Center
Ft. Belvoir, Virginia
2. Dudley Knox Library
Naval Postgraduate School
Monterey, California
3. Research Sponsored Programs Office, Code 41
Naval Postgraduate School
Monterey, CA 93943
4. Name of Addressee
Organization of Addressee
City, State
5. Name of Addressee
Organization of Addressee
City, State