

U.S. ARMY'S DIVERSITY STRATEGIC PLAN:
THE ATTITUDE AND KNOWLEDGE OF
TODAY'S U.S. ARMY MAJORS

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General Studies

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

U.S. ARMY'S DIVERSITY STRATEGIC PLAN: THE ATTITUDE AND KNOWLEDGE OF TODAY'S U.S. ARMY MAJORS, by William A. Friday, 99 pages.

When people talk about diversity and diversity training, they have a preconceived notion of the topic. What type of diversity are they referring to? Are they talking about workforce diversity, demographic diversity, ethnic diversity, vocational diversity, et cetera? Merriam-Webster defines diversity as (1) the condition of having or being composed of different elements and (2) an instance of being composed of different elements or qualities. Other synonyms are: variety, assortment, difference, heterogeneity, mixture, et cetera.

This thesis explores the current attitude and knowledge of today's Army majors attending the Army Command and General Staff College on the U.S. Army Diversity Roadmap. The study examines the perceptions of diversity using pictures taken from the Army diversity website. The study also provides recommendations for future training and education goals. The goal of the study is to determine if the U.S. Army is educating soldiers in accordance with the Army Diversity Roadmap, provide an in-depth discourse on the topic of diversity, and possibly reframe the definition of diversity in relation to a diverse workforce and in accordance with the Army's definition.

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ACRONYMS

ADTF	Army Diversity Task Force
ADO	Army Diversity Office
CGSC	Command and General Staff College
CGSS	Command and General Staff School
DoD	Department of Defense
FY	Fiscal Year
MATT	Military Annual Training Test
MLDC	Military Leadership Diversity Commission
OPM	Office of Personnel Management
USCG	United States Coast Guard
UK	United Kingdom
YOS	Years of Service

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CHAPTER 1

INTRODUCTION

The Army Diversity Office (ADO) was established in 2005 to: leverage knowledge, skills, and effective teamwork to meet future challenges; capture qualitative and quantitative performance measures; link efforts to tangible results; and access a workforce that mirrors America.¹ On February 8, 2008, the Secretary and Chief of Staff of the Army established the Army Diversity Task Force (ADTF) to conduct a holistic view and assessment of the ADO programs.² In 2009, the ADTF concluded in its draft final report (unpublished paper) that the U. S. Army (from here on referred to as Army) does not have an effective diversity program in place. Some of the key findings included: a general lack of understanding between diversity and equal opportunity principles and practices; failure to provide substantial program support to Army commands; lack of comprehensive talent management systems that ensure a diverse pool of soldiers; and no comprehensive plan to address diversity training and education.³ The United States Congress established the Department of Defense (DoD) Military Leadership Diversity Commission (MLDC) in 2009 “to conduct a comprehensive evaluation and assessment of policies that provide opportunities for the promotion and advancement of minority members of the Armed Forces, including minority members who are senior officers.”⁴ On March 15, 2011, the commission published and delivered an Executive Summary with twenty recommendations to the President of the United States and 112th United States Congress. Recommendation number two was “to enhance readiness in mission accomplishment” and provide “leadership training at all levels and shall include

education and diversity dynamics and training in practices for leading diversity groups effectively.”⁵

In December 2010, prior to the Executive Summary publication by the MLDC, the Army launched the *United States Army Diversity Roadmap* (from here on referred to as *Army Diversity Roadmap*). The *Army Diversity Roadmap* set clear and concise directions for the Army to recruit, train, develop, and retain the best that this nation has to offer. It is a toolbox for soldiers that enhances mission readiness for every soldier, boosts cultural understanding of individuals, and shapes the views of individuals globally. The *Army Diversity Roadmap* illustrates five goals that are essential to a successful diversity initiative. The fourth goal is to “implement diversity training and education programs that develop socio-cultural competencies to meet the demands of the 21st-Century expeditionary force.”⁶ In addition, the Army followed suit along with the MLDC recommendation to the DoD on the restated definition of diversity. The Army defined diversity as “the different attributes, experiences, and backgrounds of our soldiers, civilians, and family members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.”⁷

In 2006, a Military Fellow Research Report stated that an individual’s primary dimensions of diversity are race, ethnicity, gender, age, religion, disability, and sexual orientation and lists secondary dimensions of diversity to include communication style, work style, organizational role, economic status, and geographic origin.⁸ In today’s polarized environment, primary and secondary dimensions have reversed. The primary dimensions of diversity refer to skills, different attributes, experiences, and backgrounds; ethnicity, race, gender, political affiliation, religion, differences, disability, and other non-

observable features are secondary dimensions and can be combined with backgrounds. Diversity has evolved to a culturally astute workforce and is all-inclusive.

The purpose of the study was to determine if the Army is educating soldiers in accordance with the *Army Diversity Roadmap*, provide an in-depth discourse on the topic of diversity, and possibly reframe the definition of diversity in relation to a diverse workforce and in accordance with the Army's definition. In addition, I anticipate determining the current Army majors' attitude and mentality on diversity at the Command and General Staff School (CGSS). When referring to Army diversity, it encompasses the skills, talent, knowledge, and background, which include ethnicity, race, gender, and culture. A majority of the time when discussions of diversity arise, it appears to be instinctive to infer or migrate the conversation toward race, gender, or minority status of members. Through comprehensive research and an inclusive survey, this thesis will cultivate awareness and knowledge of diversity as identified in the *Army Diversity Roadmap*.

When narrowing research on diversity as defined by DoD, the main issues encountered were delineating between ethnic identity, racial identity, gender differentiation, and generational diversity. Many individuals have difficulties explaining the difference between their own ethnic and racial identity. Some even believe the two have the same meaning and can be interchanged. Yet, all four have their own distinct definition and can be heavily influenced by another.

Ethnic identity refers to social groups that differentiate themselves from others by having a common lineage, behavioral norms, or any other way that they would define their own group identity.⁹ Ethnic identity usually has four major components: Ethnic

Awareness (group understanding), Ethnic self-identification (group label), Ethnic attitude (group feelings), and Ethnic behaviors (group behavior pattern).¹⁰ Research by Greg M. Kim-Ju and Ramsey Liem found that ethnic self-awareness has different meanings for European Americans and Asian Americans.¹¹ Asian Americans appear to be more cognizant of their ethnicity when compared to European Americans. The European American group responded with almost no sensitivity to their ethnicity. Even though ethnicity and race are usually self-defined, racial identity is more complex and one size does not fit all.

Historically, race has been reduced to skin color and having distinct physical characteristics. Racial identity not only affects the way an individual interacts with others, it affects how others interact with individuals. On the Oprah Winfrey show, Tiger Woods, a famous golfer, described his background as “Cablinasian.” It is a blend of Caucasian, Black, Indian, and Asian.¹² In the 2000 census, for the first time, participants could select multiple races from six racial categories. In 2010, participants selected from a combination of fourteen different race categories with an option to choose “some other race.” Within a ten-year period, racial categories doubled by splitting up racial identity for participants. For example, racial category five in the 2000 census expanded to four separate racial categories in the 2010 census. In addition, on the 2010 census, participants were asked to answer “Question 5” about Hispanic origin and “Question 6” about race. Hispanic origins were not considered races and Hispanic race was eliminated from the 2010 census.¹³ Participants in the census questionnaire self-identified their ethnic and racial category. According to the Office of Management and Budget, people who identified their ethnic origin as Hispanic, Latino, or Spanish may be from any race. The

Office of Management and Budget does not attempt to define race anthropologically, biologically, or genetically and requires a minimum of five categories on the census: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander.¹⁴

Table 1. Race Comparison

2000	2010
1. White	1. White
2. Black, African American or Negro	2. Black, African American, or Negro
3. American Indian or Alaska Native	3. American Indian or Alaska Native, <i>Print tribe</i>
4. Asian, including Asian Indian, Chinese, Filipino, Japanese, and other Asian	4. Asian Indian
5. Native Hawaiian, Guamanian or Chamorro, Samoan and other Pacific Islander	5. Chinese
6. Some other race	6. Filipino
	7. Japanese
	8. Korean
	9. Vietnamese
	10. Native Hawaiian
	11. Guamanian or Chamorro
	12. Samoan
	13. Other Pacific Islander, <i>Print race</i>
	14. Other Asian, <i>Print race</i>
	15. Some other race, <i>Print race</i>

Source: Author generated, data taken from U.S. Census, <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf> (accessed March 26, 2013).

Gender delineation refers to how society maximizes gender role differences. In the 2010 United Kingdom general election, 22 percent of the elected Members of Parliament were women.¹⁵ In 2012, Swedish women made up 45 percent of parliament and 64 percent of the managers in the private sector.¹⁶ In northern Europe, women enjoy a higher status in society in decision-making roles, and a higher percentage of women

hold positions of authority when compared to southern European women. South Korea, Egypt, and China position men higher in the social status and few women hold positions of authority.¹⁷ Recommendation number nine stated “DoD and the services should eliminate the combat exclusion policies for women, including the removal of barriers and inconsistencies, to create a level playing field for all qualified service members.”¹⁸ Women are now closer than ever to the Combat Arms profession. Air Force Colonel Jeannie Leavitt is the first female jet fighter pilot in the United States history and the first woman to command an active-duty fighter wing located at Seymour Johnson Air Force Base in Goldsboro, North Carolina.¹⁹

Generational diversity presents other challenges and concerns because each generation has different motivators and requires complex approaches when dealing with diverse issues. There are significant differences between these generations in the techniques and method they approach work, social balance, loyalty, authority, and other important matters. Some people refer to this type of diversity as generational gap. Many scholars and researchers have identified the generations as follows:

Table 2. Generations

Generation	Born
Matures, Veterans, Traditionalists, and Silent Generation	1920-1940
Baby Boomers	1941-1960
Generation X	1961-1980
Millennials (Generation Y)	1981-2000

Source: Jamie Notter, *Generational Diversity in the Workplace*, Notter Consulting <http://www.notterconsulting.com/Articles/generationaldive.html> (accessed March 12, 2013).

The Center of Generational Studies uses Matures, pre-1946; Baby Boomers, 1947-1964; Generation X, 1965-1980; and Millennials, 1981-1999.²⁰ Different generations have different values and expectations. Their work ethic is dissimilar and they subscribe to different belief systems. They even have different approaches to career developments. For example, Matures subscribed to the notion that they were lucky to have a job. They worked long, hard, and grueling hours to move up and were dedicated to the organization. Baby Boomers took the initiative to manage their careers within an organization or industry. Generation Xers learned from their parents and were not as loyal to one organization; they started focusing on self-preservation. Millennials entered the workforce in large numbers and embraced social media with the new age.

Future success for soldiers is unlimited with or without higher education as the dominant driver. The military environment inculcates a specific climate and culture requiring soldiers to adapt and overcome. This particular culture appeases a certain individual behavior and subtly subdues generational identities. A study in 2002 indicated that generational differences in the Army do affect retention in the officer corps.²¹

Problem Statement

Because of two separate, but related events, the researcher believes that a majority of Army officers are unaware of the Army's diversity initiative. The first occasion was with casual conversations with peers at CGSS. Their personal definition and attitude regarding diversity does not match the Army's definition of diversity. They also lack the knowledge of resources that the Army has to offer. I do believe they understand and can recite Army core values, but lack a fundamental understanding of the true meaning of a diverse workforce in the 21st-Century. The second occurrence was while attending a

recent sporting event in the Leavenworth area. I engaged in free-spirited conversation with adjacent sports enthusiasts. The subject of diversity surfaced and their personal comments and opinions were not aligned with current military policy and regulations. After about ten minutes of spirited conversation, I found out that two of the four persons were active duty military and attending CGSS. I clarified that I was also attending CGSS and was an active duty Coast Guard member. Their tone and rhetoric abruptly changed to a more formal conversation. Whether in uniform or out of uniform, our actions and language reflect the service and nation we serve, regardless of our personal opinion.

Primary and Secondary Research Questions

Primary Research Question: How effective is the Army's diversity training in today's mid-grade officer corps? In addition to the primary research question, the study will attempt to answer the following secondary questions:

1. Does the average Army major have a solid understanding of the current Army Diversity Policy and what does it mean to him or her?
2. How does the average Army major define diversity?
3. Was diversity training and education more influential before or after joining the military?
4. Is the Army training and educating majors as depicted in the Army Diversity Roadmap?
5. How does diversity make the Army strong?
6. Does the average Army major define diversity visually or holistically?
7. Is diversity training different than equal opportunity training?

Assumptions

The assumptions required include:

1. The Army is currently engaged in diversity education and training for all soldiers and civilian employees in accordance with the Army Diversity Policy and Army Diversity Goals as of December 2010 when the United States Army Diversity Roadmap was released.
2. All of the Army majors surveyed at CGSC have at least ten years of service in the Army and are well versed in the Army Diversity policy.
3. The resources used to educate the author on Army diversity are accurate and current.
4. All survey data provided by Army majors at CGSC are true, accurate, and unbiased.
5. All Army majors understand that Diversity Management and Equal Opportunity are two separate and distinct branches within the service. Each branch has a specific function and is not the same.

Definition of Terms

Army Diversity Office (ADO). The ADO is an organization under the Assistant Secretary of the Army, Manpower and Reserve Affairs. The ADO's mission is to maintain the Army as a model of diversity by providing a culture that values diversity and inclusion.

Command and General Staff College (CGSC). The CGSC is part of Combined Arms Center Leader Development and Education, which is comprised of four schools:

Command and General Staff School, School of Advanced Military Studies, School for Command Preparation, and School of Advanced Leadership and Tactics.

Command and General Staff School (CGSS). CGSS educates and trains intermediate level Army Officers, International Officers, Sister Service Officers and Interagency leaders to operate in Army, joint, interagency, and multinational environments.

Cultural Diversity. This is referred to a quality of different cultures. For example, native Indians in North America were culturally influenced by the settlement of Spaniards, Britons, and Frenchmen.

Demographic Diversity. This is usually defined in terms of ethnicity, gender, and race. Other demographic variables include age, religion, and sexual orientation.

Diversity. Merriam-Webster defines this as (1) the condition of having or being composed of different elements and (2) an instance of being composed of different elements or qualities. Other words used to define diversity are: variety, miscellany, assortment, mixture, mix, mélange, range, array, multiplicity, variation, variance, diversification, heterogeneity, difference, and contrast.²² The U.S. Army defines diversity as the different attributes, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.²³

Ethnic Diversity. This is also referred to as multiculturalism that relates to multiple cultures. It relates to diverse population groups or subgroup cultures in schools, neighborhoods, cities, or countries.

Gender Diversity. This refers to the proportion of males to females in the workplace.

Generational Diversity. This is sometimes stated as generational gap or age diversity. This refers to a group of people defined by age boundaries.

Military Leadership Diversity Commission (MLDC). The National Defense Authorization Act for fiscal year 2009 established the MLDC. The commission was tasked to “conduct a comprehensive evaluation and assessment of policies that provide opportunities for the promotion and advancement of minority members in the Armed Forces, including minority members who are senior officers.”²⁴

Organizational Diversity. This refers to a diverse (composed of many ages, races, ethnic backgrounds, gender, skills, and religious backgrounds) organization. It can be viewed as Workforce Diversity.

United States Army Diversity Roadmap. (See Appendix B) The *Army Diversity Roadmap* sets a clear and concise direction to position the U.S. Army to recruit, develop, and retain soldiers. The Army is committed to integrating diverse attributes, experiences and backgrounds into the mission that enhance decision-making. The *Army Diversity Roadmap* includes Soldiers, Civilians and Families. Army Diversity Policy is included in Appendix B.

Workforce Diversity. This generally refers to policies and practices that include members within a workforce who are different from everyone else. Factors that differentiate members are not all inclusive, but usually can be designated as socio-economic, ethnic, race, age, abilities, skills, gender, civilian, disabled, education, resident status, experience, et cetera.

Limitations

The primary limitation of my thesis is the lack of information directly related to the efficacy of the U.S. Army's diversity training in today's mid-grade officer corps. There are many books, articles, web searches, and publications that specifically relate to ethnic diversity, socioeconomic diversity, gender diversity, et cetera, but do not solely focus on a diverse workforce in regards to different attributes, experiences, and backgrounds of army personnel that further enhance organizational capabilities and contribute to an adaptive and culturally astute organization. Due to the small sample available, when compared to the entire Army's major population, results may not be analogous from the sample size. Even though survey responders were asked not to use any sources (books, internet, or other people) when responding to the survey, survey results might not accurately reflect the opinions or intrinsic knowledge of majors. In addition, since surveys were conducted online and responders had access to the Internet and materials while taking the survey, they were able to skew results by looking up the correct answers and not using their personal knowledge. Time is another significant limitation; the academic year for research at CGSC is approximately ten months. Data sources for this thesis include: information from Combined Arms Research Library, Leavenworth city library, survey of Army majors attending CGSC, and online web sources. The thesis focuses on the analysis of data collected from the surveys at CGSC combined with Army policy. A focus group of eight Army officers from the author's staff group was established. The survey group was a random sample of 42 Army officers attending CGSS from Class 13-01; the focus group was excluded from the survey. The author did not have issues concerning confidentiality with the administration of the

surveys to CGSC students. Another limitation was narrow experience in conducting original research. Even though experience was limited in conducting original research on this topic, research was unbiased and factual.

Delimitations

In order to ensure collected data management, only thirteen survey questions were used to isolate the main purpose of the survey—the effectiveness of the Army’s diversity training in today’s mid-grade officer corps. The diversity survey was limited to only Army majors from class 13-01 attending CGSC. Even though all five armed services have diversity policies, the researcher limited this thesis solely to Army diversity policy. The survey population was limited to 205 Army majors due to time and resource constraints. Boundaries were set for the survey because of the diverse pool of majors that came from different Army units. This study only used Army majors attending CGSC from Class 13-01 to determine the effectiveness of the Army's diversity training in today's mid-grade officer corps because they represented a majority of Army majors attending CGSC at the time.

¹Anthony D. Reyes, *Strategic Options for Managing Diversity in the U.S. Army* (Washington, DC: Joint Center for Political and Economic Studies, 2006), xii.

²Army Diversity Office (ADO), “United States Army Diversity Roadmap, 2010,” Headquarters, Department of the Army, http://www.armydiversity.army.mil/document/Diversity_Roadmap.pdf (accessed December 4, 2012).

³Daniel P. McDonald and Kizzy M. Parks, *Managing Diversity in the Military* (New York: Routledge Taylor and Francis Group, 2012), 46.

⁴Lester L. Lyles, “From Presentation To Inclusion: Diversity Leadership for the 21st-Century Military, Executive Summary, 2011,” <https://www.hsdl.org/?view&did=715693> (accessed December 4, 2012).

⁵Ibid.

⁶ADO, "United States Army Diversity Roadmap, 2010."

⁷Ibid.

⁸Reyes, *Strategic Options for Managing Diversity in the U.S. Army*, 4.

⁹Mary L. Connerley and Paul B. Pedersen, *Leadership in a Diverse and Multi-cultural Environment: Developing Awareness, Knowledge, and Skills* (California: Sage Publications, 2005), 58.

¹⁰Angie O'Malley, "FAM 544 Cultural Diversity in American Children and Families," University of Kentucky, http://www.uky.edu/Classes/FAM/357/fam544/ethnic_identity.htm (accessed March 23, 2013).

¹¹Greg M. Kim-Ju and Ramsey Liem, "Ethnic self-awareness as a function of ethnic group status, group composition, and ethnic identity orientation," *Cultural Diversity and Ethnic Minority Psychology*, no. 9 (August 2003): 289-302.

¹²Chicago Associated Press, "Woods stars on Oprah, says he's Cablinasian," *Lubbock Avalanche-Journal*, posted April 23, 1997, <http://lubbockonline.com/news/042397/woods.htm> (accessed December 6, 2012).

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¹⁵United Kingdom, "Women in Politics," Parliament Education Services, <http://www.parliament.uk/education/online-resources/parliament-explained/women-in-politics/> (accessed March 3, 2013).

¹⁶Nathan Hegedus, "In Sweden, Women Make up 45% of Parliament but Only 13% of Corporate Leadership," *Quartz*, posted December 17, 2012, <http://qz.com/37036/in-sweden-women-make-up-45-of-parliament-but-only-13-of-corporate-leadership/> (accessed March 3, 2013).

¹⁷Connerley and Peterson, *Leadership in a Diverse and Multicultural Environment*, 46.

¹⁸Lyles, "From Presentation To Inclusion," 19.

¹⁹Anna Murline, "Women in combat: US military on verge of making official," *The Christian Science Monitor* (July 2012), <http://www.csmonitor.com/USA/Military/>

2012/0701/ Women-in-combat-US-military-on-verge-of-making-it-official (accessed December 6, 2012).

²⁰The Center of Generational Studies, “FAQ,” <http://www.generationaldiversity.com/index.php?/faq.html> (accessed March 3, 2013).

²¹Craig A. Triscari, “Generational Differences In The Officer Corps: Sociological Factors That Impact Officer Retention” (Master’s thesis, Webster University, 2001), 78.

²²Merriam-Webster, “Diversity,” <http://www.merriam-webster.com/dictionary/diversity> (accessed April 16, 2013).

²³Pete Geren and George W. Casey, Jr, “2009 Army Posture Statement,” Headquarters, Department of the Army, http://www.army.mil/aps/09/information_papers/diversity.html (accessed March 11, 2013).

²⁴Lyles, “From Presentation To Inclusion,” 5.

CHAPTER 2

LITERATURE REVIEW

The primary research question is “How effective is the U.S. Army’s diversity training in today’s mid-grade officer corps?” Since the release of the *Army Diversity Roadmap* in December 2010, there has not been a study that directly related to Army Soldiers (or mid-grade officers) and their secure grasp of the current Army Diversity Policy. This chapter relates to the research question by establishing a firm understanding of the Army’s diversity policy and definition of diversity. It also establishes the Army’s plan for achieving the vision and goals set in accordance with the *Army Diversity Roadmap*. The previous chapter established the purpose of the study to determine if the Army is educating soldiers in accordance with the *Army Diversity Roadmap*. This chapter reviews current diversity policies and definitions, and separates them into the following categories: current military policy, current government policy, and other sources.

Current Military Policy

Diversity policies and definitions among the five Armed Forces are fundamentally the same, but nuances do exist. All of the services policy statements: have a basic definition of diversity embedded within the policy, associate core values and mission success to a diverse workforce, stipulate diverse members as key role in success of the service, and expect all members to respect and value each individual. This section outlines their policies.

United States Army

The 2009 Army Posture Statement explained when the Army Diversity Office (ADO) was established and provided a breakdown of what the Army accomplished since the 2005 study by the Commission of Officer Diversity and Advancement. Planned future efforts were: to recruit and develop diverse talent; sustain an environment where different attributes, experiences and backgrounds are valued; and integrate diversity principles into existing training and education programs.¹

The Army's definition of diversity is the different attributes, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.² Not only is the Army's definition of diversity located in the *Army Diversity Roadmap*, but it is also embedded in the Army Policy Statement. The Army's diversity mission is to develop and implement a strategy that contributes to mission readiness while transforming and sustaining the Army as a national leader in diversity.³ The Army's diversity vision is to be a national leader in embracing the strengths of diverse people in an inclusive environment . . . investing in and managing talent, valuing individuals and developing culturally astute Soldiers and Civilians who enhance our communities and are prepared for the human dimension of leadership in global engagements.⁴ The Army diversity policy educates the soldiers about their different attributes and characteristics that are the true strength of a diverse workforce. It explains how the Army expects all leaders to develop and maintain an inclusive environment and expand the knowledge and understanding of diversity within the ranks. The roadmap outlines five goals that lead to strategic outcomes that are key to long-term sustainment. The five goals are: (1) Ensure

leader commitment to diversity and inclusion at all levels, (2) Institutionalize talent management processes that identify, recruit, develop, and retain soldiers and civilians, (3) Establish and resource a structure to support the *Army Diversity Roadmap*, (4) Implement diversity training and education programs that develop socio-cultural competencies, and (5) Create and maintain an inclusive environment where the value of diverse knowledge, experiences and backgrounds enhance mission readiness. Out of the five goals outlined in the roadmap, goal number four explicitly states the Army diversity training and education program is essential to meet the demands of the 21st-Century Expeditionary Force. It also states that training education models will be developed for each competency level: pre-commission, entry, mid-career, senior, and executive and diversity professional. In December 2012, a representative from the Army Diversity Office stated, “As of today, the Army does not have a formal diversity training program in accordance with the *Army Diversity Roadmap*.”⁵ Only Senior Executives and General Officers have mandated Diversity and Awareness Training.⁶ As in the case with each of the other services, the Army does not have mandated formal diversity training.

There is a website called “Stand-To!” that delivers the official focus of the Army. It is also a daily compendium of news, information, and context for Army leaders. The Army delivers an average of 21 focus topics every month; that would equate to approximately 252 focus topics per year. “Stand-To!” topics ranged from Sexual Assault Prevention, U.S. Army Field manuals, Barracks updates, Army recruitment, Women’s History Month, Upcoming Initiatives, to Pilot Programs. On May 5, 2010, the day’s focus was on Army Diversity. The first thing explained was the definition of diversity. The definition was in accordance with the DoD definition and the *Army Diversity Roadmap*

the following December. They explained the establishment of the Army Diversity Office. They also explained that the Army began shipping out diversity starter kits to Army units worldwide on April 1, 2010. The kit contained posters, brochures, a video, and other materials that explained the ADO mission and highlighted some of the many “faces” of diversity in the Army.⁷ They reiterated working toward the five goals with the strategy of “the best diversity training.” Reviewing the “Stand-To!” archives from January 2008 to April 2013, diversity was the focus topic on three occasions: May 5, 2010 (Army Diversity); April 8, 2011 (*Army Diversity Roadmap*); and July 19, 2012 (National Guard Diversity Program).⁸

United States Navy

The Department of the Navy Diversity Policy has not changed since August 2007, but the definition was modified. The Navy’s definition of diversity is all the different characteristics and attributes of individual Sailors and civilians that enhance the mission readiness of the Navy.⁹ In 2008, the Navy removed race, religion, age, gender, and national origin from their definition. The Navy followed suit with the MLDC definition where “different characteristics and attributes of individuals” directly related to the aforementioned. The Navy diversity policy is very similar to the Army policy inferring that men and women collectively contribute to the total naval force whose different characteristics and attributes enhance mission readiness. The policy refers to the core values of honor, courage, and commitment and having an inclusive workplace characterized by fairness and dedication. As of February 2013, the Navy does not have a formal mandated diversity training program. However, the Navy had an aggressive “Diversity Calendar Year” throughout 2012 that featured 46 diversity symposiums and

conferences. Similar to Coast Guard units, Navy units were not mandated to attend any of the events, but they were highly encouraged to identify unit personnel to attend diversity events throughout the year. The ultimate burden rested with each unit pending unit's funds, requests by individuals to expand personal growth, desire of commanding officer to push diversity, or just to fill a chair. Many Navy units have instituted Unit Diversity Training Programs to educate sailors on workforce diversity and inclusiveness.¹⁰

The Navy has mandated Personal Development-GMT (General Mandated Training), Diversity All-Hands Training (CPPD-GMT-DAHT-1.0), for all Commanding Officers.¹¹ Diversity All-Hands Training provides a lesson to recruits and officer candidates that defines diversity, list the benefits of a diverse workforce, lists barriers to diversity, explains the relationship between valuing diversity and Navy Core Values, and explains how alignment of individuals values and Navy Core Values fosters a positive command climate. The lesson first discusses the obvious diverse characteristics of race, gender, and religion. It then explains the less so obvious characteristics of culture, subculture, language differences, and geographic origin. The Navy does not have mandated training for all Navy personnel.

United States Air Force

The Air Force broadly defines diversity as a composite of individual characteristics, experiences, and abilities consistent with the Air Force Core Values and the Air Force Mission. Air Force diversity includes, but is not limited to: personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, language abilities, philosophical and spiritual perspectives, physical abilities, age, race, ethnicity, and gender.¹² *The United States Air*

Force Diversity Strategic Roadmap: A Journey to Excellence was finalized two months before the *Army Diversity Roadmap*. The Air Force has placed a high priority to develop and maintain comprehensive diversity initiatives to include educating and training all personnel on the importance of diversity and views diversity and inclusion throughout the workforce as a force multiplier in accomplishing the mission. Additionally, the roadmap states that the Air Force will establish effective diversity training, mentoring, and professional development that will assist personnel in career progression. Currently, the Air Force does not have mandated diversity training for all personnel.

United States Marine Corps

The Marine Corps does not have a conclusive definition for diversity per se, but Colonel D. J. Choike, U.S. Marine Corps Commander at Marine Corps Base, Quantico defined diversity in his “Policy Statement on Diversity” as different characteristics and attributes between individuals.¹³ This definition is in alignment with the DoD definition of diversity. The Marine Corps diversity policy embraces that “diversity in the background and experience of those who joined the Marine Corps is not only a reflection of American society, but also a key element in maintaining the strength and flexibility required to meet today's national security challenges.”¹⁴ Similar to the Army and Navy definition of diversity, the Marine Corps links the skills, background, and personal knowledge of each individual Marine to the success of the organization and strength of the corps. As of 2011, the Marine Corps was the only Service to track other dimensions other than race, gender, and ethnicity. They track skill level, test scores, grade point averages, leadership scores, and military skill scores, though the goal is not to have a

diverse population but rather an elite ranking to meet mission goals.¹⁵ As of August 6, 2012, the Marine Corps does not have mandated diversity training for all Marines.¹⁶

United States Coast Guard

In 2007, the United States Coast Guard (USCG) defined diversity not as “a program or policy— it is a state of being.”¹⁷ The commandant of the Coast Guard, Admiral R. J. Papp, Jr. explains that diversity is not easily captured in a single definition in his diversity policy statement. The USCG benefits from the talents, abilities, ideas and viewpoints from the U.S. population, to include men, women, minority groups, people with disabilities and veterans. The *Diversity Management Handbook* dated December 3, 2009, defines diversity in accordance with the Dimensions of Diversity Wheel, developed by Marilyn Loden. The definition wheel has two dimensions. The Primary Dimensions are the spokes of the wheel and relate to age, gender, sexual orientation, ethnic heritage, race, mental abilities, physical abilities, and characteristics. The Secondary Dimensions comprise the outside of the wheel and corresponds with geographic location, education, work style, military and work experience, income, religion, family status, first language, communication style and organizational role. Even though the USCG does not have a traditional definition of diversity like the other Services, their activities, goals, and definition diversity wheel emphasized in the *USCG Diversity Management Handbook* does fit in directly with the MLDC executive summary. In 2010, the Coast Guard offered 220 slots for a weeklong informal diversity training conference in Washington, D.C. All Coast Guard bases and units were invited to send representatives from their units to participate, and then carry the knowledge and tools back to the unit for further discussion. If units wanted to participate, they just needed to respond to the message. For those units

who did not want to attend, they ignored the message. Even though the informal diversity training was superbly crafted and organized, if the attending members did not have personal initiative to return to their home units with the new diversity initiatives, educational information, or training materials, then the discussions or messages were left at the conference with no checks and balances. Currently, the USCG does not have mandated diversity training for all personnel.

Current Government Policy

Department of Defense

As stated in Department of Defense Directive 1020.02, February 5, 2009, diversity is the different characteristics and attributes of individuals— very short and to the point. The definition infers that characteristics and attributes directly relate to race, gender, ethnicity, experiences, et cetera. The diversity policy is incorporated with the DoD Diversity Management Program. The program encourages members to value diversity and establishes a culture that values inclusion throughout the workforce. It also establishes training and education approaches that ensure all personnel are culturally aware of other members. Currently, the DoD does not have mandated diversity training for all personnel.

White House

Executive Order 13583 established a coordinated government-wide initiative to promote diversity and inclusion in the federal workforce. The order encouraged the federal workplace as a model of equal opportunity, diversity, and inclusion. The policy bolsters a diverse qualified-workforce as one of the cornerstones of the merit-based civil

service. This is the only policy where merit-based is linked with diversity. Research was unable to verify if the White House does or does not have mandated diversity training for all personnel.

Office of Personnel Management (OPM)

Diversity is defined to include all the similarities and differences that make individuals unique and America richer. This includes the broad spectrum of characteristics including, but not limited to race, color, ethnicity, national origin, gender, age, religion, language, disability, sexual orientation, gender identity, socioeconomic status, family structures, geographic differences, diversity of thought and life experiences. Inclusion is creating a culture that encourages collaboration, flexibility, and fairness, and leveraging diversity throughout the organization so that all individuals are enabled to participate and contribute to their full potential.¹⁸ OPM does not have a diversity policy like the Armed Services. They have a strategy that provides guidance to implement the government-wide diversity and strategic plan focused on three goals: workforce diversity, workplace inclusion, and sustainability. The path set by OPM uses diversity and inclusion to create innovation. Since people have different perspectives and heuristics, the guide is designed to increase awareness and understanding of culture for all, respect and value individual differences, increase understanding on distinctive perspectives, and identify tools and strategies to fully utilize a high quality workforce. Currently, OPM has annual diversity training for executive leaders.¹⁹

Other Sources

This section focuses on how non-military companies and non-U.S. entities define diversity and their tactic to diversity management. For non-military companies, the researcher focused on McDonald's and Wal-Mart because they are two of the five largest world employers—DoD is the largest. The private sector has been challenged, just like the military, to develop a culture that focuses on workforce diversity and that people bring different attributes that can be assets to the corporation. For McDonald's and Wal-Mart, inclusion is the significant premise. It implies diversity management as the way in which they affect the impact of diversity on organizational outcome. Further research also identified that “there is no empirical support for an organizationally optimal amount or type of diversity. There is, however, a strong case for diversity management.”²⁰

McDonald's

McDonald's implicitly defines diversity in their statement stating it is not just an initiative. Creating an inclusive environment for the employees and customers is what they strive to achieve on a daily basis. Their diversity statement reads, “we are moving for awareness to action. Our goal is to have people within our organization working and living to reach their full potential. We believe that leaders hold themselves accountable for learning about, valuing, and respecting individuals on both sides of the counter. At McDonald's, diversity and inclusion are parts of our culture—from the crew room to the Board Room. We are working to achieve this goal every day by creating an environment for everyone to contribute their best.”²¹ McDonald's diversity statement falls within alignment of the MLDC definition and implies that diversity is identifying, respecting, and developing each individual attribute. Yet, on the website they show a few quick facts

about McDonald's diversity: 70 percent of American employees are women or minorities, over 25 percent women or minorities in leadership positions, and 45 percent women or minorities owns franchises.²² The quick facts directly relate to only part of the individual, which is the observable dimension.

Wal-Mart

Wal-Mart implicitly defines diversity in their diversity mission statement as an understanding and respecting differences and being inclusive of all people. The statement reads, "At Wal-Mart, we believe that business wins when everyone matters, and that the true strength of diversity is unleashed when each associate is encouraged to reach their full potential. Diversity then becomes the foundation for inclusive, sustainable business that embraces and respects differences, develops our associates, serves our customers, partners with our communities, and build upon an inclusive supplier base."²³ Wal-Mart is the world's largest employer with 2.2 million employees.²⁴ Their diversity statement has no mention of race, religion, gender, or even ethnicity. The strength of diversity comes directly from the associates who not only respect, but also embrace differences in every customer, partner, and supplier. They imply that their associates are diverse (mixture of skills, education, gender, race, ethnicity, religion, sexual preference, social-economic background, et cetera) and strengthen the company because of their personal attributes.

Georgia-Pacific

While sitting on a plane waiting to takeoff, I flipped through the airline-provided magazine and a full-page ad by Georgia-Pacific caught my eye. The ad pictured multiple rainbow-colored pencils in a concentric pattern forming a circle in the center. The pencil

tips joined in the center with the lead tips creating an image of the world. The ad read, “Making a better world through diversity. Georgia-Pacific is a better company because we embrace diversity. After all, it takes everyone to make a brighter world.”²⁵ The symbolism behind the caption is that if you remove one of the colored pencils, the world would not be whole. They also imply that without every color of the rainbow, the picture would not be complete. Further research identified that the Plant Manager at Georgia-Pacific stated “the company embraces diversity of knowledge that comes from various backgrounds” and the Technology Manager, Research and Group Leader stated, “Diversity of thought is what makes [our team] so strong.”²⁶ Georgia-Pacific does not have an official diversity policy or definition for diversity, but their “philosophy of embracing different perspectives, experiences and thoughts is essential to creating value for [their] customers and sustaining a competitive advantage in the marketplace”²⁷ is in accordance with the MLDC executive summary.

United Kingdom Army

When looking at diversity in the workforce and comparing it to our nation’s military, what better example can be used than the country we liberated ourselves from, the United Kingdom (UK)? For the UK, equality and diversity are critical components and provide the moral foundation of their operational capability. The UK Army recognizes and values that the differences between people, focusing on the individual, their potential, and what they can contribute are key elements of a diverse workforce. The UK Army defines diversity as “something that explicitly recognizes differences. People are valued for their differences and feel valued.”²⁸ Even though the document contains many pictures that represent a demographic diverse UK Army, the document lacks any

mention of ethnic, racial, gender, or demographic diversity. It does mention that every member of the UK Army, regardless of his or her color, race, religion, belief, gender, sexual orientation, or disability, shall feel an equal part of the collective organization. It also acknowledges that it is the commander's responsibility to educate and train all ranks annually. The training for all ranks is laid out in MATT (Military Annual Training Test) 6 and starts in Phase One of recruit training. MATT is divided into eight sections and focuses on maintaining personal skills and attitudes that contribute to operational effectiveness. Individuals have to achieve and maintain a standard appropriate to their role, their likeliness of operational deployment based on the phase of training.²⁹ MATT 6 is annual Values and Standards training for all soldiers in the UK Army. During Operation Eagle Owl at CGSS, British officers worked side-by-side with CGSS students. I had the opportunity to inquire about UK Army MATT 6 (Values and Standards). Major Al Hortop, Infantry Company Commander, UK Army, confirmed that he conducts MATT 6 every year for diversity training.³⁰

This chapter established and discussed the Army's diversity plan for achieving the vision and goals set in accordance with the *Army Diversity Roadmap*. It also identified that the other Services are leaders in providing opportunities for all service members, regardless of their racial and ethnic background or gender. Yet, the MLDC continually reports that the Armed Forces have not succeeded in developing a stream of leaders that are demographically diverse in respect to the nation. In addition, even with the new MLDC definition of diversity, the MLDC continues to debate that race, ethnic minorities, and women are still under represented at top leadership positions. The commission continues to harp on workforce diversity, but recommends that the Commission focus on

minorities to improve demographic representation. Education and training are important for an inclusive environment, but barriers still exist according to Commission findings. The Army succumbed to the MLDC Charter's recommendation with an appropriate definition of diversity with a few notable differences. In particular, the Army's definition includes the importance of family members and how diversity contributes to a culturally astute Army. Army Diversity leadership ensures that the men and women that represent the U.S. population with different skills, experiences, and backgrounds are properly managed by superiors to respond to the complex operations and rapidly changing environments at home and around the world.

¹Pete Geren and George W. Casey, Jr., "2009 Army Posture Statement," Headquarters, Department of the Army, http://www.army.mil/aps/09/information_papers/diversity.html (accessed March 11, 2013).

²Army Diversity Office (ADO), "United States Army Diversity Roadmap, 2010," Headquarters, Department of the Army, http://www.armydiversity.army.mil/document/Diversity_Roadmap.pdf (accessed December 4, 2012).

³Ibid.

⁴Ibid.

⁵Deborah M. Cusimano, Executive Officer to the Deputy Assistant Secretary of the Army (Diversity and Leadership), interview by author, Leavenworth, KS, December 12, 2012.

⁶Ibid.

⁷U.S. Army Office of the Chief of Public Affairs, "STAND-TO!: Army Diversity," Department of the Army, <http://www.army.mil/standto/archive/2010/05/05/> (accessed March 31, 2013).

⁸U.S. Army Office of the Chief of Public Affairs, "STAND-TO!: Army Diversity," Department of the Army, <http://www.army.mil/standto/archive/> (accessed March 31, 2013).

⁹Navy Personnel Command, “Navy Diversity and Inclusion,” Headquarters, Department of the Navy, <http://www.public.navy.mil/bupers-npc/support/diversity/Pages/default2.aspx> (accessed April 21, 2013).

¹⁰Chief of Naval Operations, “Diversity is our Strength Training,” Department of the Navy, <http://www.public.navy.mil/bupers-npc/reference/messages/Documents/NAVADMIN/NAV2007/NAV07225.txt> (accessed on April 21, 2013).

¹¹Searched Navy Knowledge Online (official portal for all Sailors for personal and professional development). Diversity Training was not listed under Annual Training and Education Requirements for all Sailors. Equal Opportunity, Sexual Harassment, Grievance Procedures for Non-supervisor/Supervisor was listed as annually mandated training. Diversity All-Hands Training was the only mandated training for Commanding Officers. The Commanding Officer of the Navy Element at CGSC, Commander Scott Richardson, confirmed that he had completed this training.

¹²Air Force Global Diversity Division, AF/A1DV, “United States Air Force Diversity Strategic Roadmap,” U.S. Air Force, <http://www.af.mil/shared/media/document/AFD-121204-021.pdf> (accessed April 21, 2013).

¹³Daniel J. Choike, Colonel, U.S. Marine Corps, was the Base Commander at Marine Corps Base Quantico in 2010. See Appendix C for his policy statement.

¹⁴James T. Conway, “Commandant of the Marine Corps Diversity Policy,” Defense Equal Opportunity Management Institute, <http://www.deomi.org/DiversityMgmt/documents/USMCDiversityPolicy.pdf> (accessed April 21, 2013).

¹⁵Military Leadership Diversity Commission, “Military Leadership Diversity Commission Decision Paper #8: Metrics,” <http://diversity.defense.gov/Resources/Commission/docs/Decision%20Papers/Paper%208%20-%20Metrics.pdf> (accessed December 4, 2012).

¹⁶Searched Marine Net (official portal for all Marines for personal and professional development). Annual Training and Education Requirements, and Diversity Training were not identified. U. S. Marine Corps Equal Opportunity and Sexual Harassment training was identified as annually mandated training.

¹⁷Military Leadership Diversity Commission, “Military Leadership Diversity Commission Decision Paper #5: Defining Diversity,” <http://diversity.defense.gov/Resources/Commission/docs/Decision%20Papers/Paper%205%20-%20Defining%20Diversity.pdf> (accessed December 4, 2012).

¹⁸Office of Diversity and Inclusion, “Government-Wide Diversity and Inclusion Strategic Plan 2011,” U.S. Office of Personnel Management, <http://archive.opm.gov/diversityandinclusion/reports/GovernmentwideDIstrategicPlan.pdf> (accessed April 21, 2013).

¹⁹Office of Diversity and Inclusion, “Diversity Guide,” U.S. Office of Personnel Management, <http://www.opm.gov/policy-data-oversight/diversity-and-inclusion/diversity-guide/#url=di> (Accessed May 6, 2013).

²⁰Nelson Lim, Michelle Cho, and Kimberly Curry, *Planning Diversity: Options and Recommendations for DoD Leaders* (Santa Monica, CA: RAND Corp, 2008), 6.

²¹McDonald’s, “Inclusion and Diversity,” http://www.aboutmcdonalds.com/mcd/our_company/inclusion_and_diversity.html (Accessed April 21, 2013).

²²*Ibid.*

²³Diversity MBA News Team, “Walmart Stores, Inc.–2012 50 Out Front #10,” *Diversity MBA Magazine*, September 10, 2012, <http://diversitymbamagazine.com/walmart-stores-inc-2012-50-out-front-10> (accessed April 22, 2013).

²⁴Nin-Hai Tseng, “Global 500: 3. Wal-Mart Stores,” *CNN Money*, <http://money.cnn.com/magazines/fortune/global500/2012/snapshots/2255.html> (accessed March 11, 2012).

²⁵Georgia-Pacific ad in *GO* magazine, March 2013, 52. Magazine can also be accessed at <http://www.airtranmagazine.com/features/2013/03>.

²⁶Georgia-Pacific Diversity Homepage, “Diversity: People,” <http://www.gp.com/aboutus/diversity/people.html> (accessed March 26, 2013).

²⁷*Ibid.*

²⁸Chief of the General Staff, “The Chief of the General Staff’s: Equality and Diversity Directive for the Army, 2008,” The British Army, http://www.army.mod.uk/documents/general/CGS_ED_Directive-Apr_08.pdf (accessed March 12, 2013).

²⁹*Ibid.*

³⁰Scott R. Johnson, USMA Liaison, Accessions Policy Integrator, interview by author, Leavenworth, KS, March 12, 2013.

CHAPTER 3

RESEARCH METHODOLOGY

The primary research question is “How effective is the Army’s diversity training in today’s mid-grade officer corps?” This chapter relates to the research question by surveying Army majors determining their knowledge of Army diversity training and education goals as stated in the *Army Diversity Roadmap*. Through the initiative that started in December 2010, the Army’s goal was to integrate current cultural, heritage and observance activities into a comprehensive formal diversity program. The researcher chose to survey Army majors attending CGSC as participants for multiple reasons. The main reason was that they represented a population that was in the Army at least eight years prior to the release of the *Army Diversity Roadmap*. The survey administered to the participants is located in Appendix A. To ensure the quality of the evidence captured by the survey, the researcher corroborated the results with other sources. The previous chapter reviewed current military and civilian diversity policies and definitions. This chapter discusses: the survey approach, selection of participants, focus group, data collection method, describes questions asked to participants, and program used to process data from the survey.

The web-based survey approach was selected because the research was non-experimental in nature. There were many advantages in selecting the web-based survey. First, the digital format nullified human interaction that could have skewed results due to human interaction. By not conducting the survey face-to-face, the researcher avoided nuances of body language that could have influenced the respondent’s answers via voice inflection, verbal connotation, and body gestures. There was no personal interaction from

the researcher to the survey participants. It is very easy to influence or manipulate answers if the researcher directly asked questions to the participants. For example, in a face-to-face interview, every survey question has to be asked with the same inflection, tone, and meaning. If the inflection or tone of the researcher fluctuates, or the researcher engages in trivial dialogue with the participant, there is a greater probability that the participant will decipher the message with a different meaning; therefore, the participants will respond differently. If the researcher has to repeat a question because of inattention, distraction, or negligence by the participant, the question has to be repeated exactly in the same manner and cannot be restated in other words. In addition, it is the researcher's belief that male, female, and race groups are likely to respond "the politically correct way" and not answer with complete honesty when confronted with personal opinion. Other advantages of the online web-based survey were: low cost, fast, efficient, and direct. The results of the survey observed trends, opinions, and attitudes of Army majors with at least eight years of service, yet a vast majority of the majors had over ten years of service. The final reason to use a web-based survey method was to eliminate gender, racial and cultural bias because of the researchers ethnicity and gender.

Part of the research methodology was determining how many majors needed to respond (sample size) to the survey to acquire accurate results that reflected the target population (Army majors). In 2012, the Army major's population was 17,636.¹ Confidence level and confidence interval are key factors that determine the sample size. The researcher used a statistical calculator to determine sample size and confidence interval.²

Confidence level expresses the degree of confidence that the researcher is certain and represents how often the true percentage of the target population would pick an answer that lies within the confidence interval for the survey. A confidence level of 95 percent indicates there is a 19 in 20 (95 percent) chance that the target population result falls within the confidence interval range with a standard error of 1.96.

Confidence interval is the margin of error added or subtracted from the percent the participants answered. If the sample size is increased, the margin of error is decreased. For example, if the confidence interval is 15 and 50 percent of the participants pick an answer, the researcher can be certain that the same question asked to the target population between 35 percent ($50-15$) and 65 percent ($50+15$) would pick the same answer. When confidence interval and confidence level are combined, the researcher is 95 percent sure that the true percentage of the population's answer is between 35 percent and 65 percent. The wider the confidence level is the more certain that the target population answers are in the range. Therefore, for a population size of 17,636 U.S. Army majors with a desired confidence level of 95 percent and confidence interval of 15.02, a sample size of 42 participants was required to get results that reflect the target population with acceptable accuracy.

The survey was randomly sent to 205 Army majors at CGSS and 42 responded. The initial email stated that they were invited to participate in a student survey. Their participation was voluntary and responses confidential. After they selected the link to continue the survey, the first page of the survey informed them that the purpose of the survey was to gather information from Army majors attending CGSS on their knowledge of the U.S. Army Diversity Policy. Again, it stated the survey was voluntary and

confidential. By continuing the survey, they implied informed consent. The participants were never asked for their names nor did they surrender information that needed to be sanitized, for example, social security numbers, dates of birth, et cetera. No ethical dilemmas were encountered during the survey. Therefore, the researcher can draw conclusions from the survey that the target population would answer the survey with similar results with a statistical 95 percent confidence level.

A focus group of eight officers was the starting point used to test the validity of the survey, identify errors, and adjust questions to ensure an unbiased approach. The focus group of eight majors (two white females, two black males, one Latino, and three white males) represented a small sample size of the entire population at CGSS. Their ages ranged from 30 to 46 years old and their years of service ranged from 10 to 21. From the focus group, the researcher was able to test questions, probe for accurate responses, and establish a better collection method. An example of success for the formation of the focus group was a reduction of survey questions from 20 to 12 and incorporating three pictures from Army websites that represented a diverse workforce. The focus group provided qualitative responses that allowed the researcher to construct the best questionnaire that was succinct, educational, unambiguous, and meaningful to the participants.

The researcher had two methods of collecting data. As stated above, a focus group was used to identify errors, refine the content, and test the validity of survey questions to ensure accurate answers from the respondents. Advantages of the focus group were: generated more ideas than from an individual, focused on minute details throughout the survey, and members were able to give true and honest responses. There were a couple

disadvantages of the focus group. The first disadvantage was that it required time to set up and facilitate meetings. Another disadvantage was that the researcher had to ensure equal participation among group members. The second method of data collection was through a web-based survey. Advantages of the web-based survey were: most efficient method for gathering data and written responses, included both close-ended and open-ended questions, no personal contact by researcher to alter results, and privacy was not a concern. Disadvantages of the web-based survey were: close-ended survey questions were limited to what the researcher provided; questions on the survey could be misinterpreted (information synthesizing is unique to individuals) - relies on respondent's perceptions of the questions; respondents need to be literate (not a factor for this survey pool); and responses are usually limited to questions included in the survey (respondents were given a section to add additional entries).

Every question asked in the survey was directly related to the research question, "How effective is the U.S. Army's diversity training in today's mid-grade officer corps?" Questions asked in the survey were self-explanatory, easy to understand, and free of technical jargon. Every participant was asked the exact same question regardless of gender, race, ethnicity, age, or social background. The researcher used a combination of open-ended questions, close-ended questions, and checklist scale responses to facilitate unforced answers. This combination of questions enabled the researcher to best discover the respondent's opinion, knowledge, and attitude. The open-ended question was used on the last page of the survey to identify if the respondent desired to add to the discussion of the Army Diversity Policy. It allowed the respondents to answer in their own words and provided an opportunity for the researcher to gather unexpected information. Majority of

the test contained close-ended question that were multiple-choice, dichotomous, and rate scaling. Even though respondents were given a combination of response options from which to choose, they were offered an option on every question that was not knowledge-based to select an answer in their own words. Therefore, every question provided the opportunity for the participants to provide in-depth personal knowledge of the topic. After the survey and prior to the open-ended question, demographic questions were asked for background information about the respondents such as age, gender, race, and educational level. The data was used to compare characteristics of the group within the sample. The researcher effectively employed the focus group to generate valid and reliable survey questions.

The survey was created on a Windows based software program and exported into Microsoft Excel for data analysis. After the data was exported to Excel, the researcher identified frequencies, percentages, means, modes, and ranges to decipher the data. With the demographic questions, the researcher determined which independent variable and dependent variable questions to compare. For example, the researcher wanted to compare age of the respondents to their familiarity with the *Army Diversity Roadmap*. Age is the independent variable. The independent variable is expected to affect the dependent variable – in this case, the respondent's knowledge of the *Army Diversity Roadmap*.

This chapter related to the research question by surveying Army majors determining their knowledge of Army diversity training and education goals as stated in the *Army Diversity Roadmap*. This chapter discussed methodology of the research. It explained why participants were selected, consent procedures for participants, how the focus group was organized, data collection method, and described how questions were

formulated to collect accurate results. The next chapter will analyze the data from the survey.

¹John F. Williams, Career Systems and Studies Branch Officer Division, Headquarters, DCS G-1, e-mail to author, May 13, 2013.

²Creative Research Systems webpage under Sample Size Calculator, <http://www.surveysystem.com/sscalc.htm> (accessed March 30, 2013).

CHAPTER 4

RESEARCH ANALYSIS

Introduction

The primary research question is “How effective is the Army’s diversity training in today’s mid-grade officer corps?” This chapter relates to the research question by analyzing data from the survey. The previous chapter discussed: the survey approach, selection of participants, focus group, data collection method, described questions asked to participants, and the program used to process data from the survey. Research analysis for this study consists of:

1. Demographic Breakdown
2. Secondary Questions
3. Overall Analysis

The survey was sent to 205 majors and 42 responded. The survey had a response rate of 20 percent. No questions were unanswered by the participants. According to the Quality Assurance Department at CGSC, a 20 percent response rate is above average for the college.

Demographic Breakdown

Traditionally, demographics only referred to ethnicity, race, and gender. Currently, the Services and many companies have included age, sexual preference, weight, and a wide array of different attributes. The demographic breakdown for the survey was divided into four categories: ethnicity, gender, age, and years of service. All 42 majors provided the required data to compare demographics. The survey demographic

breakdown was compared to the 2010 census demographic breakdown; the results were very similar.

In the ethnicity category, the breakdown was as follows: Caucasian-30; Hispanic or Latino-4; Other-4 (one responded as Mixed Race and another responded as not applicable); African American or Black-3; Pacific Islander-1; Asian-0; Middle Eastern-0; American Indian-0; and Native Hawaiian-0.

Table 3. Survey vs. Census

Ethnicity or Race	Survey percentage	2010 Census percentage
Caucasian	71	72
Hispanic or Latino	10	16
African American or Black	7	13
Pacific Islander or Hawaiian	2	1
Asian	0	5
American Indian	0	1
Other	10	8

Source: Created by author. Data for percentages of 2010 Census acquired from <http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>. Since Hispanic or Latino was not part of the race category in 2010, percentage totals in the 2010 Census percentage column add to 100 percent less the Hispanic or Latino numbers.

In the Sex Category, 34 of the participants were male and 8 were female. In the Age Category, no major was under the age of 31. The breakdown was as follows: 21 majors were between the age of 31-35; 11 were between the age of 36-40; eight were between the age of 41-45; and two were over 46 years old. In the Years of Service (YOS) Category, the breakdown was as follows: two had less than 10 YOS, 27 were between 10-15 YOS, eight had between 16-20 YOS, and five had over 21 YOS.

Secondary Questions

To properly analyze the primary research question, examination of the secondary research questions were required from Chapter 1:

1. Does the average Army major have a solid understanding of the current Army Diversity Policy and what does it mean to him or her?
2. How does the average Army major define diversity?
3. Was diversity training and education more influential before or after joining the military?
4. Is the Army training and educating majors as depicted in the *Army Diversity Roadmap*?
5. How does diversity make the Army strong?
6. Does the average Army major define diversity visually or holistically?
7. Is diversity training different than equal opportunity training?

Question 1: Does the average Army major have a solid understanding of the current Army Diversity Policy and what does it mean to him or her?

To first address the effectiveness of the U.S. Army's diversity training for today's mid-grade officer corps, it is critical to identify if Army majors know the current diversity policy, education and training efforts, and about the Army diversity website. For that reason, the first question on the survey was to identify if the participants were familiar with the *Army Diversity Roadmap*. Survey questions one and two were used to analyze if mid-grade officers have a solid understanding of the current Army Diversity Policy and what it means to them.

Survey question one asked, “I am familiar with the *Army Diversity Roadmap*.” two (<5 percent) respondents strongly agreed, seven (17 percent) respondents agreed, seven (17 percent) respondents neither agreed nor disagreed, 14 (33 percent) respondents disagreed, 10 (24 percent) respondents strongly disagreed, and two (<5 percent) respondents never heard of the *Army Diversity Roadmap*. At least 62 percent, not including the 17 percent that neither agreed nor disagreed, of the majors are not aware of the *Army Diversity Roadmap*. That is a substantial percentage of majors that do not know the current Army Policy on diversity or do not remember the importance of the Army’s initiative.

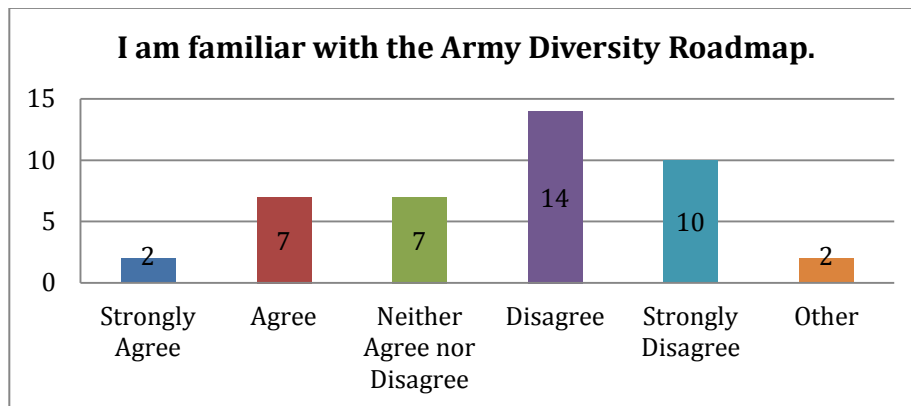


Figure 1. Question 1 Responses

Source: Created by author.

Survey question two asked, “I am familiar with the Army diversity education and training efforts.” Two (<5 percent) respondents strongly agreed, 12 (29 percent) respondents agreed, nine (21 percent) respondents neither agreed nor disagreed, 13 (31 percent) respondents disagreed, five (12 percent) respondents strongly disagreed, and one

(>2 percent) respondent never heard of the Army diversity education and training efforts. At least 45 percent, not including the 21 percent that neither agreed nor disagreed, of the majors are not familiar with the Army diversity education and training efforts. The roadmap clearly states the five goals that are essential to a successful diversity initiative. As stated earlier, the fourth goal was to implement diversity training and education programs. It stands to reason that question one and question two of the survey are unquestionably linked. The respondents that are familiar with the diversity education and training efforts should be familiar with the roadmap. Analysis shows 10 respondents strongly disagreeing with the familiarization with the roadmap and five respondents strongly agreeing with their familiarization with the diversity education and training efforts. I believe this shift to be their assumption that the Army must have some type of education and training effort. Therefore, they shifted their responses.

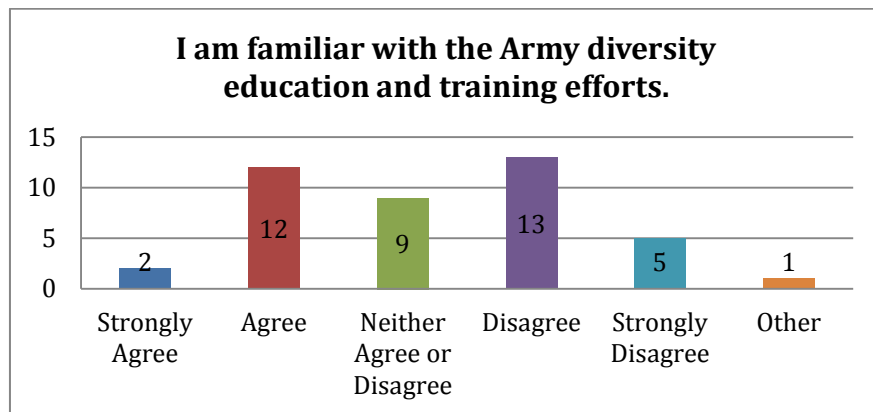


Figure 2. Question 2 Responses

Source: Created by author.

Question 2: How does the average Army major define diversity?

In order to evaluate this answer, the researcher used a rank type question instead of an open-ended question. Question three on the survey was “Please choose AND rank no more than five words below (in order of precedence) that you would use to define diversity.” The participants had 12 words to choose from that were usually used to express diversity and a selection to add their own word not included in the selection.

Figure 3, Word Choice, is a breakdown of the respondents’ selection. The value given to each selection was derived on a rank scale. Out of the five words used, each word had a numerical value. The first word was valued at 13 points. The second word was valued at 12 points. The third word was valued at 11 points. The fourth word was valued at 10 points. The fifth word was valued at nine points.

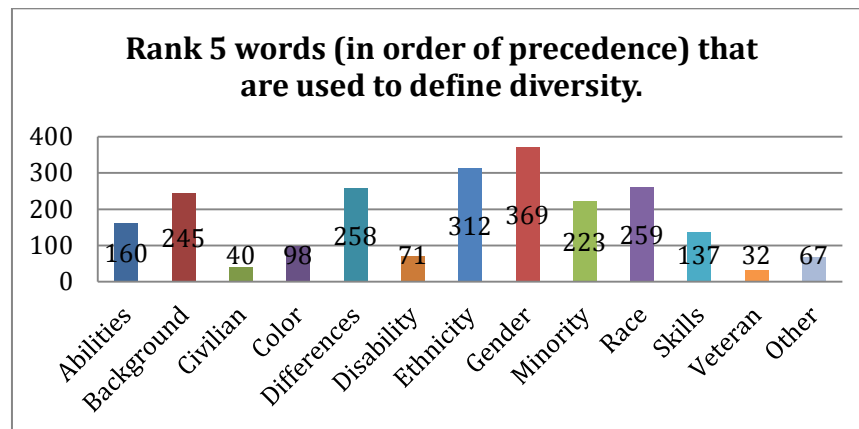


Figure 3. Word Choice

Source: Created by author.

With a total of 33 responses and a score of 369, Gender ranked as the number 1 selection. Ethnicity ranked as the number two pick with 28 responses and a score of 312.

Race ranked as the number three pick with 23 responses and a score of 259. Differences ranked as the number four pick with 23 responses and a score of 258. Background ranked as the number five pick with 22 responses and a score of 245. Minority ranked as the number six pick with 20 responses and a score of 223. Finally, in the “other responses”, religion, sexual orientation, experience, leadership, and organizational was added by seven respondents and ranked as the number 11 selection with a score of 67. Even though participants were asked to only choose five words, the researcher felt it was important to note that respondents ranked minority above abilities, civilians, skills, veterans, and other.

Question 3: Was diversity training and education more influential
before or after joining the military?

To properly address this secondary question, the researcher generated two survey questions. The researcher generated survey questions four and five to find a correlation between pre-military and post-military diversity training and education. Both questions contained the same choices of Home, Civilian School, Community, Civilian Job, Military, and Other. Survey question five had an additional choice of “Never.”

Survey question four asked, “What initially shaped your definition of diversity?” The responses were as follows: 18 (43 percent) respondents selected “Home”; 10 (24 percent) respondents selected “Civilian School”; eight (19 percent) respondents selected “Community”; zero (0 percent) respondents selected “Civilian Job”; five (12 percent) respondents selected “Military”; and one (>2 percent) respondent selected “Other”. Between home and civilian school, 67 percent of the respondents received either a

positive or negative impact that defined their definition of diversity. This confirms that diversity education starts at home.

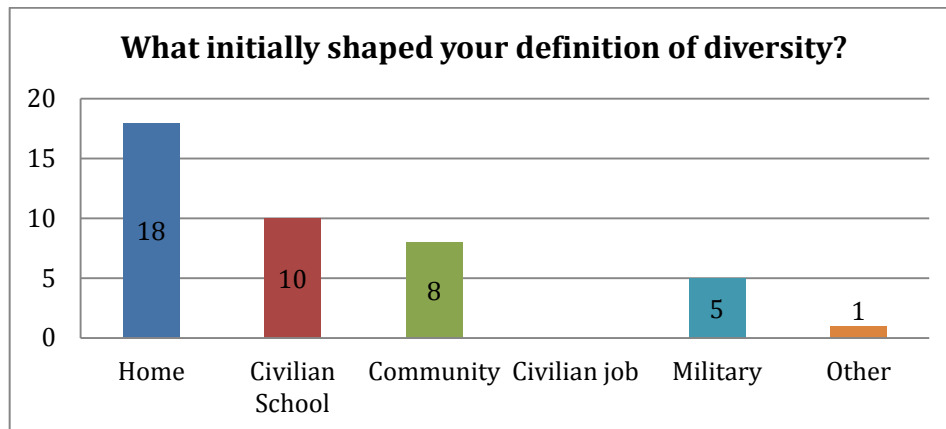


Figure 4. Question 4 Responses

Source: Created by author.

Survey question five asked, “Where did you first receive diversity training?” The responses were as follows: five (12 percent) respondents selected “Home”; five (12 percent) respondents selected “Civilian School”; two (<5 percent) respondents selected “Community”; one (>2 percent) respondents selected “Civilian Job”; 23 (55 percent) respondents selected “Military”; six (14 percent) respondents selected “Never”; and zero (0 percent) respondents selected “Other”. Analysis indicates that a majority of majors did not receive diversity training prior to the military. Therefore, boot camp provides an ideal opportunity to properly indoctrinate recruits with the army’s vision and to make it a positive experience.

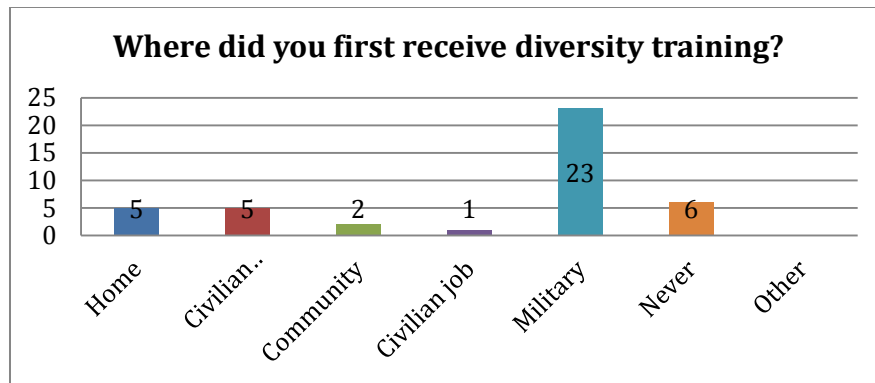


Figure 5. Question 5 Responses

Source: Created by author.

Question 4: Is the Army training and educating majors as depicted in the *Army Diversity Roadmap*?

To address this secondary question, the researcher generated three survey questions. All three questions directly related to the *Army Diversity Roadmap* in regards to addressing training, the website, and the definition of diversity. The researcher specifically did not use the terms “affirmative action” or “equal opportunity” in the survey because they do not apply to diversity training, diversity education, or the definition of diversity. Question six was the first time a respondent commented on equal opportunity and was not sure if equal opportunity training was the same as diversity training.

Survey question six asked, “When was the last time you received diversity training?” The responses were as follows: five (12 percent) respondents selected “Within 6 months”; 27 (64 percent) respondents selected “Within the last 3 years”; three (seven percent) respondents selected “More than 3 years ago”; five (12 percent) respondents

selected “Never”; two (<5 percent) respondents selected “Other”; and one (>2 percent) respondent selected “Other.” For the respondents that selected “Other,” one respondent could not remember “when” or “if” they received diversity training. The other respondent stated they received equal opportunity training within the last three years, but was not sure if equal opportunity training is the same as diversity training. As stated in Chapter 1, in the STAND-TO! Focus Topic on May 5, 2010, the Army mailed out diversity kits to every Army unit. No respondents replied in the survey that they remember or were aware of the initiative. This could be how majors are aware or feel they have received diversity training within the last three years. In addition, the researcher did not specifically ask if they remembered if their unit received a diversity kit.

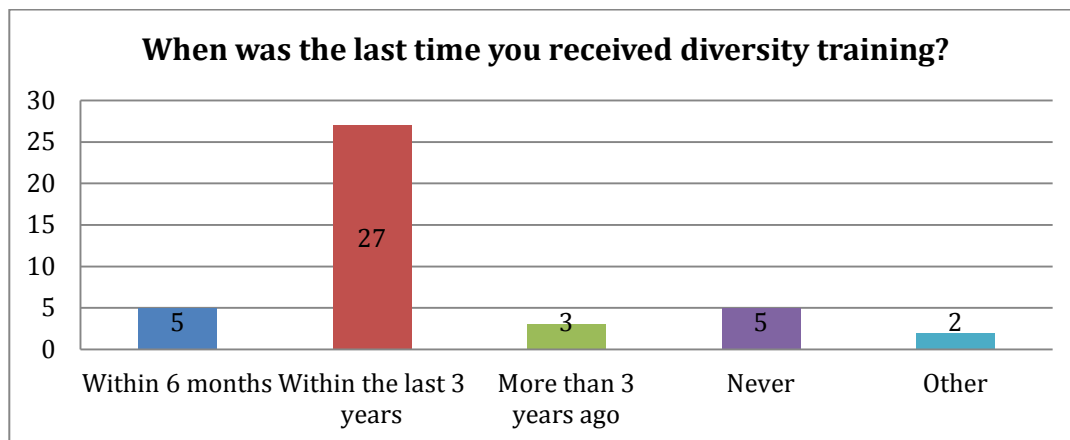


Figure 6. Question 6 Responses

Source: Created by author.

Survey question 7 asked, “Are you aware of the Army Diversity, Strength in Diversity website?” The responses were as follows: five (12 percent) respondents

answered, “Yes”; 36 (86 percent) respondents answered “No”; and one (>2 percent) respondent selected “Other.” The respondent that selected “Other” did not elaborate or explain why they selected other. The Army Diversity website is absolutely the best one-stop-shop for all soldiers to visit to self-educate on army diversity and the resources available. 88 percent of the majors surveyed are not aware of the Army Diversity website. If only five respondents (12 percent) are aware of the Army Diversity website, it is highly unlikely that 16 respondents (38 percent) are familiar with the *Army Diversity Roadmap* and just as unlikely that 23 respondents (55 percent) are familiar with the Army diversity education and training efforts.

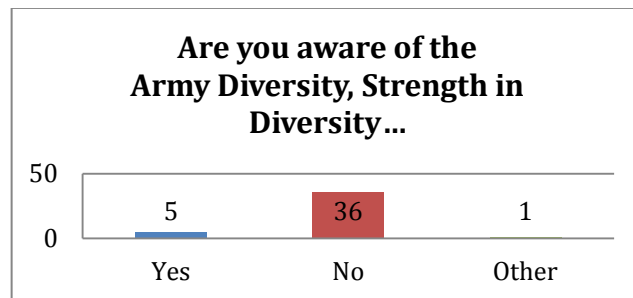


Figure 7. Question 7 Responses

Source: Created by author.

Survey question nine asked, “Which definition more closely resembles the Army’s Diversity Policy in respect to Soldiers, Civilians, and Family members?” The participants had four choices. Three of the choices listed at least six specific traditional diversity characteristics (race, religion, gender, ethnicity, religion, and origin) and one choice stated, “None of the above represents the Army Diversity Policy.” 36 respondents

(86 percent) selected the incorrect answers; a majority (67 percent) of the incorrect responses had the longest definition. Six respondents (14 percent) selected the correct answer, which was “None of the above represents the Army Diversity Policy.” The three incorrect answers were deliberately constructed to ensure that they contained buzzwords comparable to broad sense, encompasses, et cetera, ethnicity, gender, race, and religion in the definition. Participants either had to guess correctly or know that the current definition does not contain any of those words. “Broad sense” within one of the definitions was intended to quickly nullify the answer for those who were perceptive. “Encompasses” was used to quickly narrow down the selection to two answers. “Ethnicity, gender, and race” were used to ensure that the participants might be on the correct thought process for the definition of diversity if they believed the Army specifically used those words in the definition. “Etc.” was used as a catchall phrase. If the participant wanted to make an educated guess, answer number three had all of the above combinations.

Table 4. Question 9 Responses	
Diversity encompasses not only the traditional categories of race, religion, age, gender, national origin, but also all the different characteristics & attributes of Soldiers, Civilians and Family members that enhance . . .	9
Diversity is a broad sense of human groupings based on race, ethnicity, gender, class, age, religion, sexual orientation, learning styles, nationality and disability of Soldiers, Civilians and Family members that further enhance . . .	3
Diversity encompasses acceptance, respect & recognizes our individual differences & dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies of Soldiers, Civilians & Family members that further enhance . . .	24
None of the above represents the Army Diversity Policy	6
Total Responses	42

Source: Created by author.

Question 5: How does diversity make the Army strong?

To address this secondary question, the researcher explicitly generated the survey question directly from resource material on the Army Diversity website. On the website, under the resources tab, there are four videos that discuss diversity in the army. The title of the second video was *Seeing Beyond the Surface (Discovering How Diversity Makes Us Strong)*. The researcher designed this secondary question directly from the information in the video; the title also answers the question.

Survey question 8 asked, “Which statement best describes the Army’s stance on how diversity makes the Army strong?” The responses were as follows: 32 (76 percent) respondents answered “Seeing Beyond the Surface”; seven (17 percent) respondents answered “An Initiative for the Inclusion of Minorities”; one (>2 percent) respondent selected “Focus on Gender and Socio-economic Gaps”; and two (<5 percent) respondents selected “Recruitment Tool for Underrepresented.” Even though 86 percent of the majors were not aware of the website (data from question seven of the survey) where the video was located, 76 percent of them answered question eight correctly. Either it was a very good guess or they do understand that the primary differences of diversity are observable (sex, race, age, et cetera) and the secondary differences are non-observable (education, skill, personality, et cetera). Therefore, “Seeing Beyond the Surface” was the very best answer.

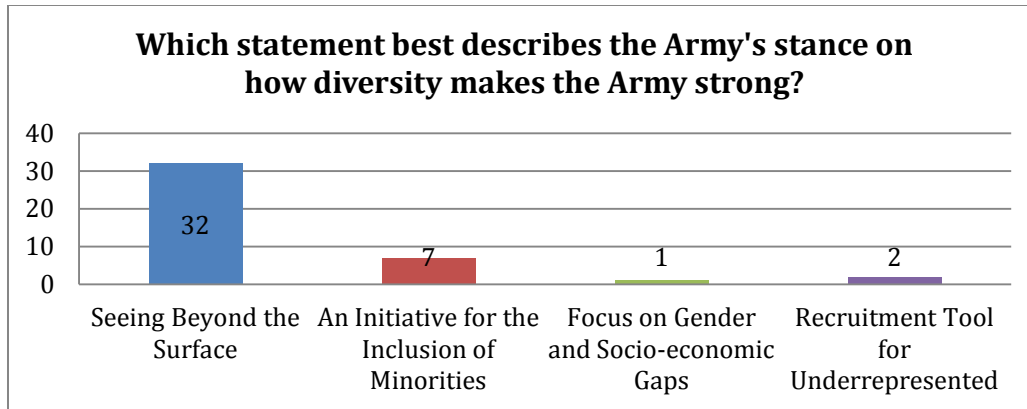


Figure 8. Question 8 Responses

Source: Created by author.

Question 6: Does the average Army major define diversity visually or holistically?

To address this secondary question, the researcher generated three survey questions. Survey questions one thru nine facilitated a journey on the respondent's knowledge about the Army definition of diversity, what their personal development skills have taught them, what shaped their personal definition of diversity, to observable and non-observable differences that is the foundation of the Army definition of diversity. The researcher performed an Internet image search using Google, Bing, and Yahoo! In the search box, the researcher typed "army diversity" and "army diversity helicopter crew." The researcher selected three pictures that best represented demographic, ethnic, gender, generational, organizational, and cultural diversity.

Survey question 10 had a caption of six army soldiers in a circle (see Appendix A) and asked, "This picture represents a diverse workforce group?" The responses were as follows: six (14 percent) respondents strongly agreed, 19 (45 percent) respondents

agreed, nine (21 percent) respondents neither agreed nor disagreed, three (seven percent) respondents disagreed, one (>2 percent) respondents strongly disagreed, and four (10 percent) respondents selected “Other” with explanation.

Just fewer than 60 percent of the respondents believed that the caption represented a diverse workforce group. The four respondents that selected “other” unanimously postulated that you could not depict diversity simply by a picture. Ability, skills, background, education, rank (depending on the quality of the photo), and other non-observable variables shall be factored into the equation before an informed decision could be made.

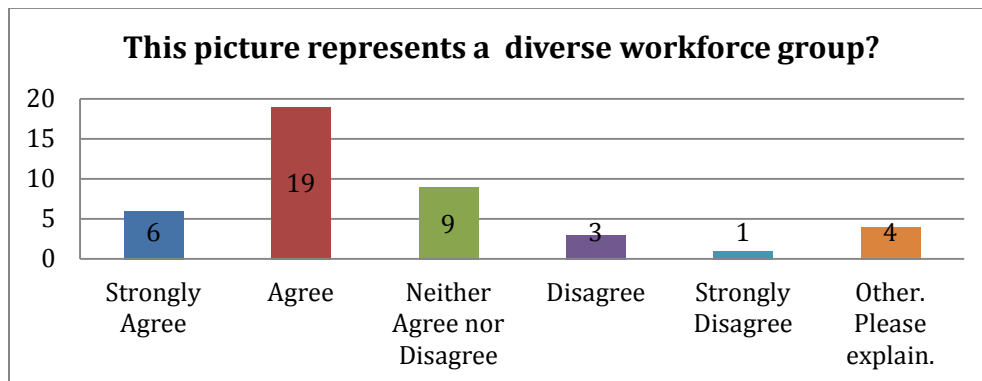


Figure 9. Question 10 Responses

Source: Created by author.

Survey question 11 had a caption of approximately 25 personnel in army uniforms and civilian clothes (see Appendix A) and asked, “This picture represents a diverse workforce group?” The responses were as follows: six (14 percent) respondents strongly agreed, 23 (12 percent) respondents agreed, seven (17 percent) respondents neither

agreed nor disagreed, three (seven percent) respondents disagreed, one (>2 percent) respondent strongly disagreed, and two (<5 percent) respondents selected “Other” with explanation.

On this question, over 69 percent of the respondents believed that this caption represents a diverse workforce group. This was an increase of nine percent from the previous caption. Further analysis suggests that two respondents switched from “neither agree nor disagree” and two respondents switched from “other” to “Agree.” It appears by adding more people and personnel in civilian clothing in a picture convinced four respondents that it adds to a more diverse workforce. The two respondents who selected “other” adhered to the principle that a picture alone without context cannot accurately depict a diverse workforce due to the incapability of determining personality, beliefs, values, attitudes, experience, and skills.

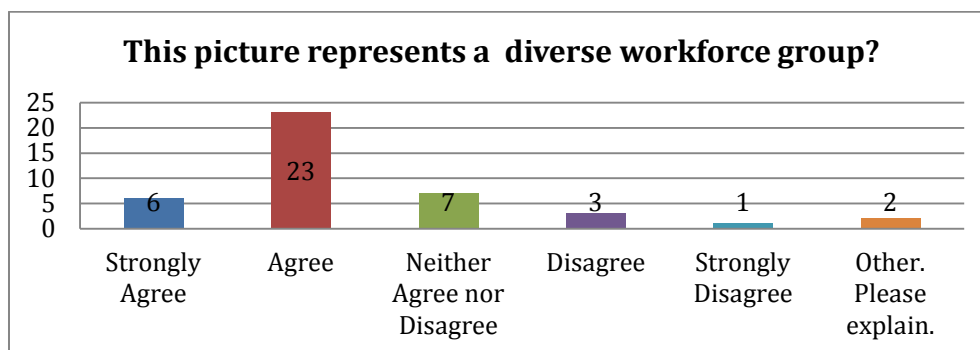


Figure 10. Question 11 Responses

Source: Created by author.

Survey question 12 had a caption of five army soldiers standing next to a helicopter (see Appendix A) and asked, “This picture represents a diverse workforce

group?” The responses were as follows: zero (0 percent) respondents strongly agreed, three (seven percent) respondents agreed, 17 (40 percent) respondents neither agreed nor disagreed, 17 (40 percent) respondents disagreed, three (seven percent) respondent strongly disagreed, and two (<5 percent) respondents selected “Other” with explanation.

The paradigm shifted from 60 percent and 69 percent of respondents believing that the first and second captions depicted a diverse force to only seven percent believing that the third caption represented a diverse workforce. Over 47 percent of respondents did not believe that the caption represented a diverse workforce. 40 percent were on the fence, unsure which way to decide. The two that selected “other” explained their answers. One respondent was extremely consistent with his (or her) thought process and answered consistently, “a picture cannot depict America’s top talent.” The other respondent that selected “other” had the audacity to answer, “No, too many white people.”

The researcher explicitly selected caption 12 because the researcher was unable to identify with 100 percent accuracy that caption contained all white male soldiers. It is possible that at least one of the soldiers was not male. It is also possible that at least one, if not all of the soldiers, is of a different demographic, religion, sexual orientation, or diverse background. As the aphorism goes, “A picture is worth a thousand words!” Captions 10 and 11 do have the observable characteristics of demographic diversity, gender diversity, and generational diversity, but caption 12 lacks the observable characteristics of the same diversity dimensions. Moreover, as stated earlier, none the pictures selected for the survey accurately depicts a diverse workforce in accordance with the army definition of diversity.

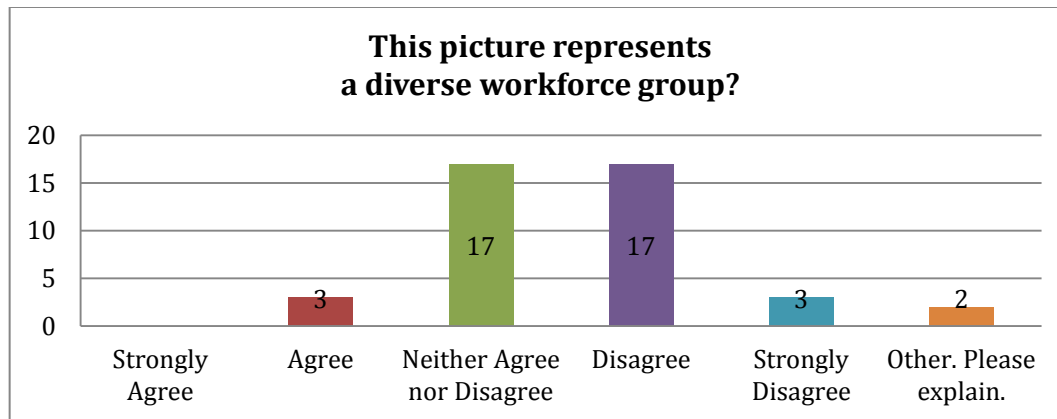


Figure 11. Question 12 Responses

Source: Created by author.

Question 7: Is diversity training different than equal opportunity training?

To address the final secondary question, the researcher created an open-ended question to allow the respondents to express their personal views about the Army Diversity Policy. The question was “Is there anything you wish to say about the Army Diversity Policy?” 16 (38 percent) of the respondents expressed their concerns. A few responded “Not Applicable, Yes, and No.” The others responded in sentence format.

Two of the respondents specifically addressed equal opportunity training. They either thought equal opportunity training was an antecedent to diversity training or thought equal opportunity was the same as diversity training. The researcher can recognize the confusion among the soldiers because the Army Diversity website link is a subset of Deputy Chief of Staff, Army G-1, Army Equal Opportunity Branch. Also, the MLDC addressed the definitions that define diversity in narrow demographic terms that tend to assert the importance of the organization to reflect the population. Consequently,

this type of reference to social sets of observable dimensions is generally equal opportunity related.¹

Four respondents had a positive outlook that diversity training was progressing in the correct direction. Three of the four truly appreciated the enlightenment and stated they were going to continue educating themselves with the *Army Diversity Roadmap*. One of the four stated that homosexuals are still not properly identified as equals in the diversity realm.

Two respondents identified the lack of merit-based questions when discussing diversity. They believe promotion and advancement should be placed solely on merit and not race, religion, ethnicity, or gender. The researcher did not discuss promotions or advancement in regards to diversity because merit-based promotions and advancement are not in the definition of diversity, but it is in the spirit of advancement. At times, the perception to young soldiers, whether enlisted or officer, may be that promotions and advancements are solely based on diversity other than skills, background, and experience, yet that is far from reality. Demographic diversity, gender diversity, generational diversity, does play a factor, but not a key factor when promoting and advancing the best soldier for the position. It is the commander's responsibility to clearly articulate the parameters when selecting soldiers for a particular position.

The remaining four respondents stated their responses holistically. They each identified that observable dimensions are the primary indicators of a diverse person, but it still does not paint the entire mosaic for the individual. Observable dimensions are but a broad brush stroke and many strokes are required to complete a portrait.

Overall Analysis

The overall respondents' demographics are very similar to the entire army demographics Fiscal Year (FY) 2011 Army Profile. The survey respondents' ethnicity were: 71 percent Caucasian; seven percent African American or Black; 10 percent Hispanic or Latino; and 12 percent other. FY11 Army ethnicity was: 72 percent Caucasian; 13 percent African American or Black; six percent Hispanic or Latino; and nine percent other.² The survey respondent's gender breakdown was: 81 percent Male and 19 percent Female. FY11 Army gender breakdown was: 83 percent Male and 17 percent Female.³ For this dimension, the researcher did not ask if the respondents were Active component, Reserve, or National Guard. The FY11 Army Profile breakdown the gender into the three dimensions; the researcher felt it was unnecessary to further breakdown the dimensions to distinguish between Active, Reserve, and National Guard components because the *Army Diversity Roadmap* covered all components.

¹Military Leadership Diversity Commission, "Military Leadership Diversity Commission Decision Paper #5: Defining Diversity," <http://diversity.defense.gov/Resources/Commission/docs/Decision%20Papers/Paper%205%20-%20Defining%20Diversity.pdf> (accessed December 4, 2012).

²Deputy Chief of Staff of Personnel, G-1, "Army Demographics FY11 Army Profile," Headquarters, Department of the Army, http://www.armyg1.army.mil/hr/docs/demographics/FY11_ARMY_PROFILE.pdf (accessed April 16, 2013).

³Ibid.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine if the Army educated soldiers in accordance with the *Army Diversity Roadmap* by answering the primary research question: How effective is the Army's diversity training in today's mid-grade officer corps? It also provided an in-depth discourse on the topic of diversity and possibly reframed the definition of diversity in relation to a diverse workforce. Diversity policy and comparisons of diversity definitions were made among DoD, military, and corporate America. Among all the definitions of diversity from a multitude of sources, there was a greater propensity of not using observable dimensions as the primary nexus when defining diversity in the workforce. A survey was conducted of current Army majors at CGSC to determine their awareness of the current Army policy, definition, and initiatives toward diversity in the workforce. The analysis of the data provided keen insight into the current attitude and knowledge in today's Army majors.

Conclusion

The results of the research supported the conclusion that the Army diversity training was ineffective in today's midgrade officer corps. The Army diversity training was ineffective largely due to four major factors. First, the Army exhausted man-hours and money on programs, kits, and websites; nonetheless, a majority of soldiers are still unaware of the existence of the Army diversity programs and initiatives. Second, the Army has a clear vision, mission, and initiative towards diversity for the improvement

and sustainment of the service, but the measurements of effectiveness and measurements of performance are not apparent. Third, the Army has not implemented diversity training and educational programs to develop socio-cultural competencies in accordance with goal number four of the *Army Diversity Roadmap*. Currently, the only mandated diversity training is at the senior officer level. Finally, even with all the available resources, life experiences, and politically correct use of words to define diversity, it is quite clear that when pictures are used to attempt to identify a diverse workforce, a vast majority of majors migrate directly to demographic diversity (observable dimensions of diversity) instead of taking the pictures at face value which further illustrates the ineffectiveness of the Army's diversity and education training programs.

In 2009, the Army Diversity Task Force draft final report concluded that the Army does not have an effective diversity program and identified shortfalls with diversity education and training programs. Since then, it is evident that the Army has devoted many hours to educate the workforce on diversity. In response to the report, the Army has provided a substantial program support with the *Army Diversity Roadmap*, diversity messages, resource materials located on the diversity website, and diversity kits mailed out to all units. The roadmap outlines the Army's distinctive service-wide diversity initiative and clearly identifies five goals that are essential to a successful initiative. The kits contained an aggressive and comprehensive strategy that assured: leader commitment, managed talent, best available diversity training and education, and inclusive environments. The roadmap addresses the importance of diversity training and education. Yet, the Army still lacks the education and training programs for the entire workforce as stated in the *Army Diversity Roadmap*.

The Army has a clear vision, mission, and initiative towards diversity for the improvement and sustainment of the service, but the measurements of effectiveness and measurements of performance are not apparent. The Army's Diversity Mission, Diversity Vision, definition of diversity, and benefits to the Army are easily accessible to all soldiers, if the soldiers take the initiative to search for it. The Army has a one-stop-shop (<http://www.armydiversity.army.mil>) that contains all the essential information concerning current initiatives and future plans embracing the strengths of a diversified workforce for an inclusive environment. Yet, the Army does not have a process in place for measurement the effectiveness or measurement of performance of the diversity training and education program nor a requirement for Soldiers to read this fundamental diversity material. Other than demographic diversity dimensions, the Army does not have markers, benchmarks or survey results that identify shortfalls or strengths in the diversity initiatives.

The Army has not implemented diversity training and educational programs to develop socio-cultural competencies in accordance with goal number four of the *Army Diversity Roadmap*. Even though it is implicit that cultural understanding begins at home, a strong incentive for diversity education and training to all soldiers and all civilians was central to the goal and is not evident in the current Army programs or website. This cultural understanding aligned with the survey results where only 12 percent of the respondents stated that the military shaped their definition of diversity. The survey also identified that 55 percent of the respondents received their first diversity training while in the military. The Army, and other Services, can create a thorough understanding of

“workforce diversity” through education and training at the inception of enlistment or accession. Currently, the only mandated diversity training is for senior officers.

Finally, it is quite clear that when pictures are used to characterize a diversified workforce, it is almost impossible to display non-observable dimensions (skills, attributes, educational level, experiences, backgrounds, et cetera.) without a vast majority of people navigating directly to demographic diversity (observable dimensions of diversity). It is completely apparent with empirical evidence that when the respondents were shown three diverse pictures (survey picture one was definitely demographically diverse, survey picture two was definitely demographically diverse, and survey picture three was not-so-definitely demographically diverse) zero respondents strongly agreed that survey picture three did not represent a diverse workforce group. Survey picture three could be a picture of five soldiers from five different continents. Only five percent, two out of 42 of the majors, understood that attempting to use pictures to represent a diverse workforce skews results and implies only observable dimensions of diversity (e.g., demographic diversity).

The definition of diversity is codified in selected Army doctrine and policy. The Army has fallen in line with the other services and especially the MLDC’s definition for the DoD. In the Army’s definition of diversity, the words “attributes” and “backgrounds” directly relate to race, religion, gender, ethnicity, and all the other observable dimensions and do not specifically need to be addressed in the definition. As stated by a survey respondent, “diversity is inherent in everything we do” and who we are as individuals.

Recommendations for Future Study

1. Recommend future education and training on diversity and equal opportunity; training should explicitly emphasize the differences between the two programs. There is definitely a small overlap between Diversity, Equal Opportunity, and Equal Employment Opportunity in training, outreach programs, and reporting procedures. However, diversity is the different attributes, experience, and background of the individual. Equal opportunity is equal treatment to all military personnel; personnel are protected by policy and focuses on complaints stemming from race, ethnicity, gender, national origin, and religion. Equal Employment Opportunity focuses directly on the civilian workforce.

2. Have a measurement of effectiveness in place to assess changes in behavior, attitude, or environment and directly linked to measuring the attainment of an end state, achievement of an objective, or desired effect to support achievement of objectives. In laymen's terms, is the Army doing the right things to educate and train all Soldiers? An example of a measurement of effectiveness would be conducting a survey (very similar to Appendix A) once a year to identify the Soldiers knowledge and attitude of workforce diversity.

3. Have a measurement of performance in place to assess actions that are directly linked to measuring task accomplishment. In plain language, did the Army act correctly or appropriately to achieve or accomplish the end state, objective, or desired effect? An example of a measurement of performance would be units documenting workforce diversity training and transferring data to the Diversity and Leadership Office for record keeping; performance can then be directly tied to effects.

4. Recommend the proper use of the word diversity in future literature and education. In today's society, the term diversity cannot be used alone. It should be used with a modifier to explain the type or dimension of diversity. For example, when referring to all Soldiers in the Army, the term workforce diversity would be more appropriate. When referring to gender, race, or ages, demographic diversity would be appropriate. When referring to specific types of culture or backgrounds of a group of people, cultural diversity would be more appropriate than just "a diverse group of people." See definitions of terms in chapter one for a more detailed list.

5. It is highly recommended the former Army Diversity Office, now called Diversity and Leadership Office, establish diversity training and education for all soldiers and, at a minimum, require annual computer-based training on diversity within the next five years. The 15 minute computer-based training is: cost effective (cheap); easily tracked (measurable); accessible to all Soldiers around the world 24 hours a day (flexible); provides a consistent message (suitable); and can be completed at the Soldiers own pace. In addition, I highly encourage that the researcher's survey or a very similar survey be administered to compare results within the next five years.

APPENDIX A

DIVERSITY SURVEY QUESTIONS

When answering questions in the survey, please DO NOT consult the Internet, books, personal effects, et cetera. All answers shall be provided from personal knowledge and without the aid of electronic sources, personal assistance, or any other means.

Below is a survey on your personal knowledge of diversity. Carefully, read each question thoroughly before answering. Once you have made a selection, you cannot go back to change your answer.

1. I am familiar with the *Army Diversity Roadmap*.

Extremely
Familiar 1 2 3 4 5 6 7 Unaware

2. I am familiar with the *Army diversity education and training* efforts?

Extremely
Familiar 1 2 3 4 5 6 7 Unaware

3. Please choose and rank no more than 5 words below (in order of precedence) that you would use to define diversity.

- | | |
|--------------------------------------|-------------------------------------|
| ☐ abilities | ☐ gender |
| ☐ background | ☐ minority |
| ☐ civilian | ☐ race |
| ☐ color | ☐ skills |
| ☐ differences | ☐ veteran |
| ☐ disability | ☐ other_____ |
| ☐ ethnicity | |

4. What initially shaped your definition of diversity?

- | | |
|--|---------------------------------------|
| ☐ Home | ☐ Military |
| ☐ Civilian School | ☐ Civilian job |
| ☐ Community | ☐ other_____ |

5. Where did you first receive diversity training?

- | | |
|--|---------------------------------------|
| ☐ Home | ☐ Civilian job |
| ☐ Civilian School | ☐ Military |
| ☐ Community | ☐ Never |
| ☐ other_____ | |

6. When was the last time you received diversity training.
- | | | | |
|--------------------------|-------------------------|--------------------------|-----------------------|
| ☐ | Within 6 months | ☐ | More than 3 years ago |
| ☐ | Within the last 3 years | ☐ | Never |
| ☐ | other_____ | | |
7. Are you aware of the *Army Diversity, Strength in Diversity* website.
- | | | | |
|--------------------------|-----|--------------------------|------------|
| ☐ | Yes | ☐ | other_____ |
| ☐ | No | | |
8. Which statement best describes the Army's stance on how diversity makes the Army strong?
- ☐ Seeing beyond the surface
 - ☐ An initiative for the inclusion of minorities
 - ☐ Focus on gender and socio-economic gaps
 - ☐ Recruitment tool for the underrepresented
9. Which definition more closely resembles the Army's Diversity Policy in respect to Soldiers, Civilians and Family members?
- ☐ Diversity encompasses not only the traditional categories of race, religion, age, gender, national origin, but also all the different characteristics and attributes of Soldiers, Civilians and Family members that enhance the mission readiness experiences that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.
 - ☐ Diversity is a broad sense of human groupings based on race, ethnicity, gender, class, age, religion, sexual orientation, learning styles, nationality and disability of Soldiers, Civilians and Family members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.
 - ☐ Diversity encompasses acceptance, respect and recognizes our individual differences and dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies of Soldiers, Civilians and Family members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.
 - ☐ None of the above represent the Army Diversity Policy.

10. This picture represents a diverse workforce group?



Small Group Diversity Photo

Source: <http://usarmy.vo.llnwd.net/e2/-images/2009/04/15/35299/size0-army-mil-35299-2009-04-17-170432.jpg> (accessed November 12, 2012).

Strongly agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Other. Please explain. _____

11. This picture represents a diverse workforce group?



Large Group Diversity Photo

Source: http://www.emailmediagroup.com/app/view_message/chaldeanchamber/1272677077.html (accessed November 12, 2012).

Strongly agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree
Other. Please explain. _____

12. This picture represents a diverse workforce group?



Helicopter Crew Diversity Photo

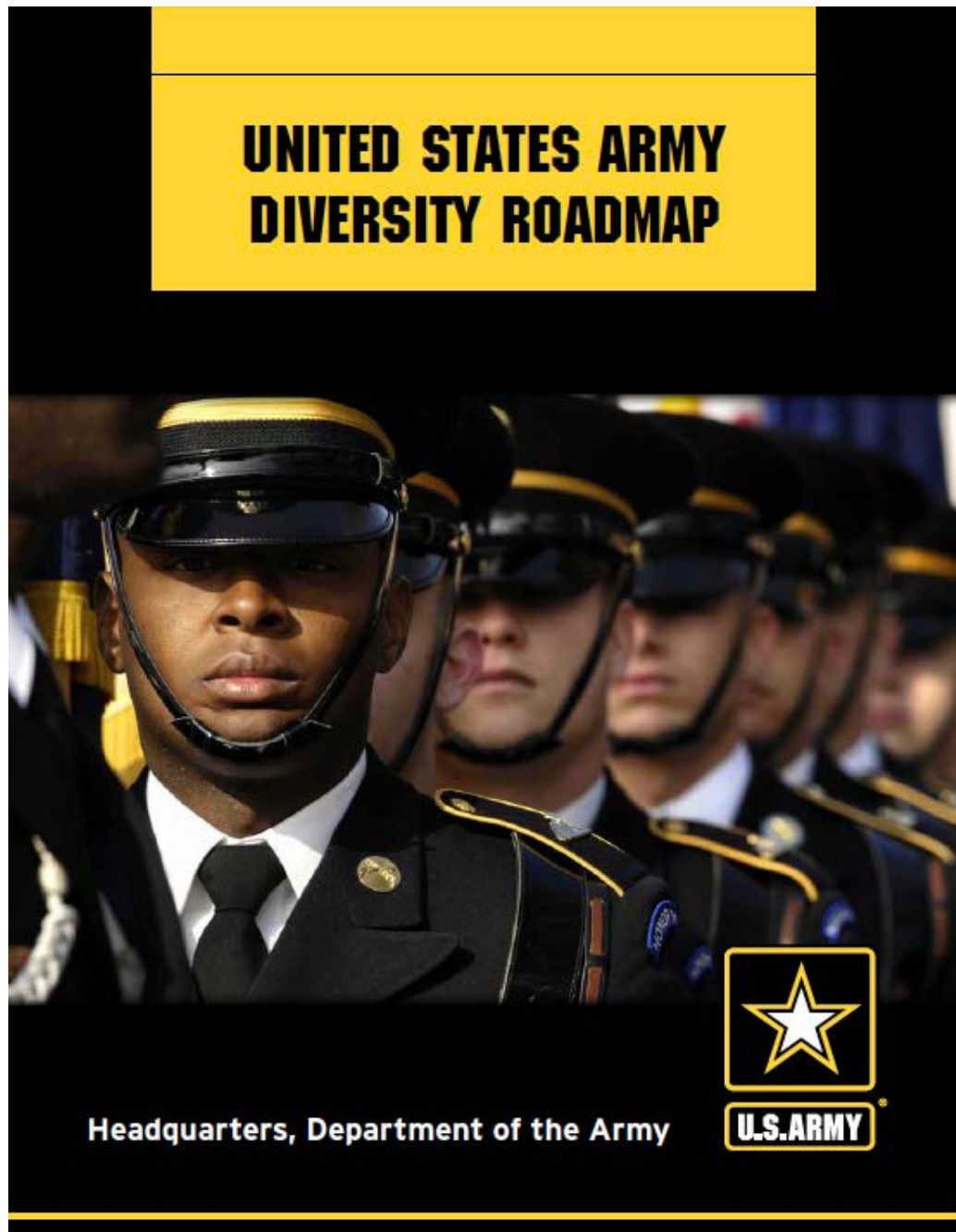
Source: http://www.dvidshub.net/image/670415/army-national-guard-director-recognizes-oregon-guard-search-and-rescue-crew#.Ua3qDJU_xbw (accessed November 12, 2012).

Strongly agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree
Other. Please explain. _____

13. Is there anything you wish to say about the Army Diversity Policy?

APPENDIX B

UNITED STATES ARMY DIVERSITY ROADMAP



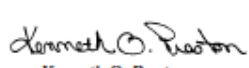
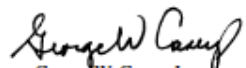
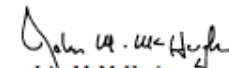
MESSAGE FROM THE SECRETARY CHIEF OF STAFF AND SERGEANT MAJOR OF THE ARMY

We are pleased to present our Army Diversity Roadmap—an ambitious plan for focus and action that will help us prepare for a changing America. As a guiding document, the Diversity Roadmap sets a clear and concise direction that will better position our Army to recruit, develop and retain the most gifted people our Nation has to offer. We are committed not only to bringing America's best talent into the Army, but also to integrating diverse attributes, experiences and backgrounds into the mission in ways that enhance decision-making and inspire high performance. This diversity initiative is integral to the Army's long-term vision for human capital and our enterprise approach to people and capabilities. The Diversity Roadmap includes all members of our Army—Soldiers, Civilians and Families.

Today's Army is diverse. We derive strength from the cultures, perspectives, skills and other qualities of our personnel. The 21st-Century Army is transforming into a versatile, agile Force where knowledge of the battle space is crucial. Soldiers and Army Civilians must now add to our toolboxes not only a cultural understanding of the populations in which we may be deployed, but also a better grasp of the many characteristics and backgrounds in our own formations. Our appreciation of the human dimension of leadership in conflict will remain a key element in enhancing mission readiness and our Nation's security.

Moreover, the mindset demonstrated by our Army will be crucial to shaping the views of individuals and governments around the world as part of our global responsibilities. We are already viewed in awe by many nations that see our committed men and women from different backgrounds supporting our global efforts in defense of democracy. Our commitment to diversity will further facilitate cultural understanding and demonstrate our American principles to the world.

This plan is a priority for Army leaders, commands and all of our organizations and personnel. We expect your full organizational and individual commitment and participation in the Army Diversity Roadmap. It is essential that the Army—the strongest fighting force in the world—confront the challenges of today and prepare for the uncertainties of tomorrow.

		
Kenneth O. Preston	George W. Casey, Jr.	John M. McHugh
Sergeant Major of the Army	General, United States Army Chief of Staff	Secretary of the Army

EXECUTIVE SUMMARY

Overview

This Diversity Roadmap outlines the Army's unique approach to an enterprise-wide diversity initiative over the next five years. Our people are our most valuable resource. The diversity of our people is a source of strength for the Army. As our Nation becomes more diverse, the Army will have increasing opportunities to bring new ideas and expanded capabilities to the mission. We must be prepared to recruit, develop and retain the best of America's diverse talent pool. Our increasingly complex global responsibilities require that we not only attract personnel from diverse backgrounds, but also be knowledgeable of what our Soldiers and Civilians bring to the Army and how to integrate their attributes, experiences and backgrounds into decision-making and problem-solving processes.

Five goals provide a roadmap for moving forward in key areas that are essential to a successful diversity initiative: leader commitment; comprehensive talent management processes; structure and resources; education and training; and sustainment through institutionalized inclusive practices. Our five goals will ultimately be accomplished through action planning. The development, implementation, monitoring and assessment of objectives and tasks will be integrated into the planning process, together with periodic evaluations of progress toward achieving the Army Diversity Vision.

Definition of Diversity

The different attributes, experiences and backgrounds of our Soldiers, Civilians and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.

Diversity Mission

Develop and implement a strategy that contributes to mission readiness while transforming and sustaining the Army as a national leader in diversity.

Diversity Vision

The national leader in embracing the strengths of diverse people in an inclusive environment . . . investing in and managing talent, valuing individuals and developing culturally astute Soldiers and Civilians who enhance our communities and are prepared for the human dimension of leadership and global engagements.



1

ABOUT ARMY DIVERSITY

Background

The Army exists to serve the American people, protect vital national interests and fulfill national military responsibilities. The Army's mission is to fight and win our Nation's wars by providing prompt, sustained land dominance across the full range of military operations and spectrum of conflict in support of combatant commanders. The Army's vision is to remain the preeminent land power on earth—the ultimate instrument of national resolve.

The planning process associated with the development of the Army Diversity Roadmap included review of Army and Department of Defense strategic documents, including the 2010 Army Posture Statement, the Army's Strategic Management System, the most recent Quadrennial Defense Review and related references. This roadmap also considered the Army's investment in an enterprise approach to human capital and personnel-related initiatives.

On 8 February 2008, the Secretary and Chief of Staff of the Army established the Army Diversity Task Force to conduct a holistic review and assessment of Army diversity programs and progress for military and civilian components of the Army. The Task Force completed an Army-wide assessment over the 12 months that followed. This Diversity Roadmap draws heavily from the many supporting documents of the Army-wide assessment.

Introduction

Our strategic goals will provide direction for organizational, climate, structural and procedural changes as the Army pursues a world-leading diversity model. As this diversity initiative grows and expands throughout the Army, this roadmap will remain adaptable. Feedback will be an essential element of this plan and will be incorporated into the monitoring process for immediate consideration and contribution to future plans. We invite continuous feedback from our valued stakeholders.

Through this roadmap, the Army is building on its heritage as a military leader in the integration of its ranks since the 1940s. Women and racial and ethnic minorities continue to enter the Army, along with an increasing number of foreign nationals. We are truly a multicultural Force serving in nearly 80 countries, where many different languages are spoken. With the increase in members with limited physical abilities and our diversity in ages—four generations in the workplace—we need to successfully serve our total workforce and manage these differing needs, attitudes and expectations while understanding and valuing the potential contributions of diverse backgrounds to mission accomplishment. Effective communication and understanding are essential to success.

We must continue to recruit top talent to maintain the Army's national security role and the All-Volunteer Force. We will enhance the Army's position as an employer of choice, and allow a broader reach into communities where the Army has historically been of less familiarity. By taking action, the Army will remain competitive in the current battle for talent occurring among the corporate, government and academic sectors.

The Army, as a protector of our Nation, must draw from America's diversity. Given projections by the U.S. Census Bureau for demographic shifts in the future, the Army must ensure that its message of career opportunities and personal development reach all populations and communities. At the same time, it is important to communicate to our Total Force and stakeholders that the Army's diversity plan includes each and every member, while valuing the unique backgrounds and talents of all. A fundamental outcome of this process is an opportunity for our Soldiers and Civilians to achieve their full potential, while making major contributions to achieving high performance in the teams that are crucial to the Army's national security mission.

This roadmap has the full support of Army leadership, which is critical to successful implementation. It will guide the Army as we foster an environment of inclusiveness, collaboration and creativity, while serving to recruit, develop and provide leadership and mentoring support to our dedicated and talented personnel who have always been and will continue to be the Army's major and most important asset.

Environment

The U.S. Army will continue to find itself in competition with worldwide corporations for the best talent. We must continue to develop opportunities for people across America and be persistent in preparing for the projections for demographic shifts in our Nation. We must also respond to the expectations and life-work integration needs of four generations who will continue to work side by side. Succession planning and capturing the expertise of millions of retiring baby boomers will be an important component in our mission to be a knowledge-based enterprise. Global trends are increasingly showing population and cultural shifts. It is within this context that we will address the complex challenges of tomorrow.

GLOBAL IMPLICATIONS

Today's security environment demands more from our military and civilian leaders than ever before. The human dimension of conflict is much more dynamic. The unconventional and asymmetrical battlefields of the future mean we must understand people and the environments where they live. A more adaptive and culturally astute Army will enhance our ability to operate in these environments. Training, educating and preparing culturally adaptive leaders, able to meet global challenges because of their ability to understand varying cultures, will continue to help the Army achieve mission readiness. Adapting and preparing for changing demographics, knowledge management strategies and competition for talent will be crucial to the Army's success.

NATIONAL IMPLICATIONS

Our country is one of the most diverse nations in the world. America's diversity is a source of strength. As demographic trends continue to change, it is important that our Army continue to be a place where men and women of different backgrounds, cultures, ideas and beliefs know and understand that they are valued

members at every level. The Army's diversity initiative will continue to create a competitive advantage for our recruiting strategy. With our success in recruiting the All-Volunteer Force, we will continue to maximize recruitment opportunities. The military must attract the best minds alongside corporate America and other federal agencies. Challenges in youth education, graduation rates and physical fitness are just a few areas that have national implications and can impact the future labor market.

PERSONNEL

Army leaders can promote and sustain diversity by creating and maintaining an inclusive environment. Understanding diverse knowledge, experiences and talents can inspire our people to work to their full potential while promoting commitment to Army Values, the Warrior Ethos and the Army Civilian Corps Creed. An inclusive environment, where employees feel valued, can lead to reduced personnel costs, higher quality products, increased innovation and enhanced teamwork. Drivers behind the Army's diversity initiative include mission accomplishment, readiness of the present workforce, future human resource requirements, national challenges and the necessity of preparing Soldiers and Civilians for the human dimension of leadership and global engagements.

Accessions: Talent is a distinguishing factor in organizational performance. The Army must understand America's diverse citizenry and be able to recruit across that diversity to bring in the talented people we need. Valued, inspired employees working in an inclusive environment will help deliver a positive message to prospective Soldiers, Civilians and their influencers.

Retention: From a diversity perspective, recruiting and retention prosper from the same inclusive environment. Valued employees who are inspired, fully engaged and developing professionally in an environment of opportunity tend to stay and encourage others to stay.

Performance: High-performing organizations are made up of high performing people. After we recruit America's talent, we can contribute to high performance by understanding the people we are leading and utilizing their diverse talents, skills and attributes that derive from their backgrounds and experiences. Integration of individual talents into decision making and mission accomplishment can lead to motivated personnel who perform better.

Personnel Processes: Attention to organizational diversity principles and practices creates in leaders an appreciation of the power of diverse contributions from inspired employees. This appreciation leads to personnel systems and processes for managing talent that contribute to a high-performance climate by enhancing individual capabilities and opportunities.

Education and Training: The Army has a strong incentive for diversity education and training—most of our employees are likely to face cultural challenges through conflict or a multitude of other missions abroad. However, cultural understanding begins at home. The Army's future demographics will bring new language and cultural challenges to our own ranks. Understanding of our own cultural, personal and other differences through training, education and similar development opportunities will create in us a proclivity for understanding others, whether for a deployment mission or for recruiting a future generation.



THE ARMY DIVERSITY ROADMAP

This Diversity Roadmap articulates the Army's plan for achieving the vision to be the national leader in embracing the strengths of diverse people in an inclusive environment. The roadmap, consisting of five strategic goals, is the way ahead for accomplishing the diversity mission. Execution of this plan requires the support and efforts of every Soldier, Civilian and Family Member. Our emphasis on leadership, people, structure, training and education, and the work environment, as reflected in our goals, will be the basis for developing comprehensive action plans that fully support this framework.

The Army diversity mission statement is a declaration of our purpose. The Army's vision for diversity describes a successful diversity initiative and serves as a call to action at all levels. The Army has been a national leader in providing opportunities to a diverse America over the past 50 years and beyond. We will take the same approach to achieving success through more proactive and mission-oriented diversity principles and practices, taking into account the Army's rich history and standards for excellence. Our mission will be executed in the context of the Army Values, the Warrior Ethos and the Army Civilian Corps Creed. The vision will be achieved through our five strategic goals.

Definition of Diversity

The different attributes, experiences and backgrounds of our Soldiers, Civilians and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.

Diversity Mission

Develop and implement a strategy that contributes to mission readiness while transforming and sustaining the Army as a national leader in diversity.

Diversity Vision

The national leader in embracing the strengths of diverse people in an inclusive environment . . . investing in and managing talent, valuing individuals, and developing culturally astute Soldiers and Civilians who enhance our communities and are prepared for the human dimension of leadership and global engagements.

ARMY VALUES

Loyalty

Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers.

Duty

Fulfill your obligations.

Respect

Treat people as they should be treated.

Selfless Service

Put the welfare of the Nation, the Army and your subordinates before your own.

Honor

Live up to Army values.

Integrity

Do what's right, legally and morally.

Personal Courage

Face fear, danger or adversity (physical or moral).



KEY DIVERSITY STRATEGIC OUTCOMES

Although the outcomes of the Army's diversity initiative are many, we can expect the strategic outcomes below to be key to sustainment of the long-term benefits of success.

- Leader Commitment
- High-Quality Diverse Talent
- Integrated Diversity and Leader Development
- Enhanced Cultural Competency
- Expanded Human Dimension of Leadership Skills
- Army-Wide Inclusive Culture



GOAL 1:

Ensure Leader Commitment to Diversity and Inclusion Practices at All Levels of the Army

Leader commitment at all levels is a critical factor in the success of diversity initiatives. Ensuring that our leadership is continually educated and trained to support the Army's diversity initiatives will serve to enhance the Army's future mission readiness agenda.

Diversity applies to everyone in the Army. It is important to recognize that Army leader commitment to diversity is an investment in human capital, personnel readiness and mission accomplishment. Leaders set priorities and establish policies that implement and sustain diversity practices at the individual, command and organizational levels.

Goals can be achieved if Army leaders ensure diversity is a priority and provide the fiscal and human resources needed to accomplish the mission.

Ongoing communications will allow Army leaders to understand the importance of diversity as a mission readiness factor and will increase support for the application of diversity practices in day-to-day operations.

Leaders at all levels must aspire to professional development of diverse talent in the context of Army Values, the Warrior Ethos and the Army Civilian Corps Creed.

GOAL 2:

Institutionalize Talent Management Processes that Identify, Recruit, Develop and Retain a Cadre of High-Performing Soldiers and Civilians from Diverse Backgrounds

The second strategic goal addresses the professional management responsibilities of leadership through the establishment of specific initiatives in the areas of outreach, recruitment, assignment, mentorship and succession. Talent management can be viewed as:

A comprehensive, institutionalized system for attracting, developing, retaining and transitioning Soldiers and Army Civilians from diverse backgrounds who have the abilities and aptitude to meet current and future Army personnel readiness requirements, while securing and sustaining the All-Volunteer Total Army.

Competition for talent requires that the Army reach out and embrace an increasingly diverse American population. An open and inclusive environment is critical to attracting, developing and retaining employees to serve as Soldiers and Civilians in the Army. Attracting and retaining the Nation's diverse talent can be achieved through a comprehensive talent management strategy. The effectiveness of current practices, models and procedures will be assessed and evaluated to enhance and support the long-term viable management options for the Total Force.

GOAL 3:

Establish and Resource a Structure to Support the Army Diversity Roadmap

The Total Army will require personnel who can provide guidance and oversee the diversity initiative for nearly 1.4 million Soldiers and Civilians across three Components. Substantial human and financial resources are necessary to posture the Army for America's changing demographics and diversity aspects of the Army's global mission. At Headquarters, Department of the Army, the Deputy Assistant Secretary of the Army for Diversity and Leadership is responsible for diversity strategy, policy and strategic communications. Execution under supervision of the Assistant Secretary of the Army (Manpower & Reserve Affairs) ensures singularity of purpose.

Staffing requirements, regulations and resourcing must be addressed throughout the Army. The levels of diversity professional staffing will need to be determined and approved through existing processes. Some actions may require feasibility studies to determine the best utilization of available personnel and funding.

Sufficient resources will be required to develop and institutionalize training and education, document and analyze trends, institutionalize talent management and support other aspects of diversity efforts.

GOAL 4:

Implement Diversity Training & Education Programs That Develop Socio-Cultural Competencies to Meet the Demands of the 21st-Century Expeditionary Force

The Army has a world-class training structure and is recognized globally for highly successful training. Persistent conflict and a dynamic, uncertain operational environment require that Army leadership, throughout the enterprise, be versatile in managing many cultures, experiences and other backgrounds under challenging conditions. The Total Army diversity training and education goal is central to the Army diversity initiative. Through this goal, the Army will integrate current cultural, heritage and observance activities into a comprehensive formal diversity program with established competencies to coincide with Army education and doctrine.

Diversity training focuses on proactively creating an inclusive environment that contributes to attracting, developing, leading and retaining all personnel while enhancing readiness. Our training and education must involve all Soldiers and Civilians at all levels. The foundation of diversity training for senior executives will be derived from the current Senior Executive Diversity Awareness Training program. Diversity training and education models will be developed for each competency level: pre-commission, entry, mid-career, senior, executive and diversity professional. Training evaluation models will be created for assessment and feedback purposes.

GOAL 5:

Create and Maintain an Inclusive Environment Where the Value of Diverse Knowledge, Experiences and Backgrounds Enhances Mission Readiness

Applying diversity principles to Army transformation imperatives strengthens the overarching plan and helps develop culturally astute Soldiers and Civilians. Restoring balance includes attracting and retaining qualified Soldiers and Civilians from diverse backgrounds and implementing a strategy to manage that talent. Diversity must be both achieved and managed effectively if the benefits are to be realized. An objective for the Army is to develop a diverse workforce with the right skills and abilities, who are committed to achieving the mission in an environment of transition and war. Maintaining an inclusive environment throughout the Army will favorably impact recruiting, retention and mission accomplishment.

High performing organizations tend to promote opportunities for all individuals and create a positive work environment where motivation and engagement thrive. Through the continual understanding of the people we lead, the Army will set the stage for continued high performance. Creativity and innovation have been found through studies to be influenced by diverse thinking styles, backgrounds, viewpoints and values. Fully engaging our workforce is a competitive advantage for our institution.



THE WAY AHEAD

Our Vision is to be the national leader in diversity. Through the formal establishment of this diversity initiative, we will maintain a competitive advantage in attracting America's top talent. We will maximize our understanding of the diverse attributes, experiences and backgrounds that our Soldiers and Civilians bring to the Army and find innovative ways to leverage skills and knowledge in accomplishing our mission. The Army Diversity Roadmap includes our Soldiers and Civilians, and extends throughout the Active Army, the Army Reserve and the Army National Guard. The Army also wants to ensure that its dedicated Army families are included and benefit from this strategic approach to valuing the uniqueness and differences of all our members.

The United States Army is a vast organization with a global presence. One of our central sources of strength is the diversity of our military and civilian members—approximately 1.4 million personnel. While the Army was at the forefront of integration in the 1950s, and today is one of the most diverse organizations in the Nation, further progress needs to be made on the diversity front in order to remain competitive, both nationally and globally.

Many large, private-sector employers and federal government agencies are increasingly recognizing the benefits of a diverse, multicultural workforce. They gain strength from integration of backgrounds, generational characteristics, experiences, ideas and other attributes into their mission as an ingrained way of operating and doing business.

This Diversity Roadmap is a priority for the Army. It is an important component of the Army's overall strategy for human capital. It focuses our Army-wide diversity efforts and will enable us to remain competitive in attracting and sustaining a highly skilled and diverse military and civilian workforce.



11

THE ARMY POLICY ON DIVERSITY



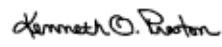
DEPARTMENT OF THE ARMY
WASHINGTON DC 20310

ARMY POLICY ON DIVERSITY

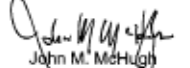
Men and women who serve our great Army come from all walks of life. While each thinks differently and brings different attributes and characteristics, together they make up the best Army in the world. Army diversity is defined as *the different attributes, experiences, and backgrounds of our Soldiers, Civilians, and Family Members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army.*

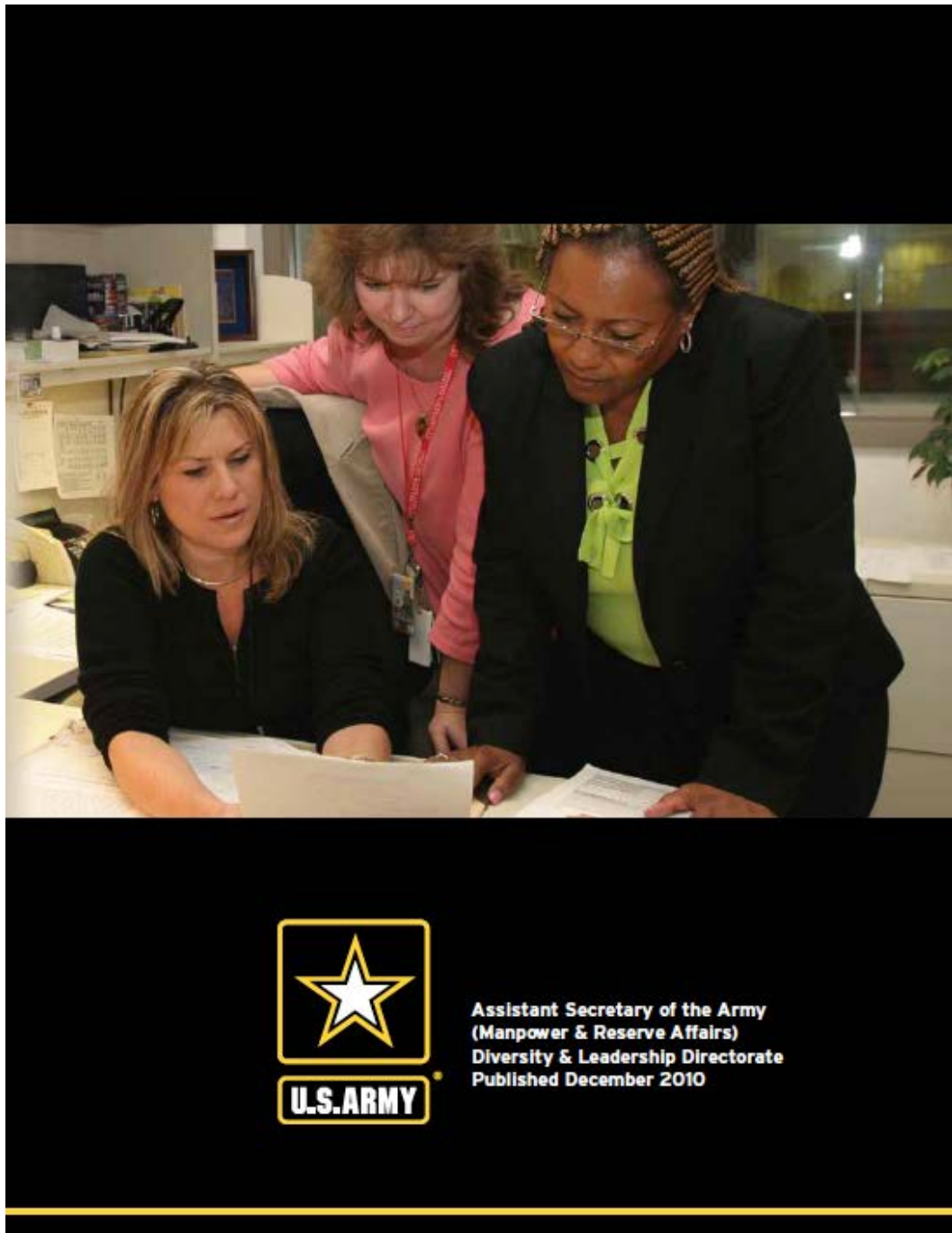
Diversity is a major strength of our Army. Our Army is the strength of this Nation. Our reflection of the Nation's diverse talent and our commitment to Army Values empower us to achieve the Army's Diversity Vision: *The National leader in embracing the strengths of diverse people in an inclusive environment.* We will achieve this vision by investing in and managing talent, valuing individuals, and developing culturally astute Soldiers, Civilians, and Family Members who support our communities, and who embrace the human dimension of leadership. Leaders must promote a common understanding of this vision and make it a reality; doing so strengthens our Army and continues our legacy of sustaining a high quality, Army Volunteer Force.

Leaders must advance the Army's diversity efforts. As we continue to expand the knowledge and understanding of the diversity within our ranks, not only will our strength, versatility, and efficiency be amplified, but we will be more effective at understanding the cultures and environments where we serve. We expect all leaders to develop and maintain an inclusive environment that will sustain the Army as a relevant and ready Force. We share in this commitment as a team.


Kenneth O. Preston
Sergeant Major of the Army


George W. Casey, Jr.
General, United States Army
Chief of Staff


John M. McHugh
Secretary of the Army



APPENDIX C

MARINE CORPS BASE QUANTICO DIVERSITY POLICY STATEMENT

MARINE CORPS BASE QUANTICO POLICY STATEMENT ON DIVERSITY

Diversity is a force multiplier that facilitates mission accomplishment. Diversity is defined as different characteristics and attributes between individuals.

My commitment to diversity means a willingness at the most basic level both to recognize the value of disparate experiences and visions and to assure that these diverse influences are respected and incorporated into the structure aboard our installation. Everyone on Marine Corps Base Quantico contributes to mission success, and everyone brings to that collective effort unique capabilities and individual talents. Our common values of Honor, Courage, and Commitment require that we ensure our working environment enhances the potential contribution of every member of our diverse command. Different people bring different skills and abilities which could prove decisive for victory. Diversity is an essential element in establishing a command climate that ensures everyone is treated fairly, with dignity and respect. Diversity is a leadership and readiness issue.



As Commander, Marine Corps Base Quantico, I am personally committed to creating an environment where all military and civilian personnel are valued; ensuring they are able to achieve their full professional and personal potential while contributing to accomplishment of the DOD mission. I expect and challenge all to foster a culture throughout Marine Corps base Quantico in which we recognize the positive value of a diverse workforce. We must make certain that all Marines, Sailors, and Civilian Marines are provided equal opportunity to fully develop their contributions to the success of our mission.

As leaders, each of us has a role to play. We must respect and embrace our diversity as a source of strength. To achieve excellence, Marine Corps Base Quantico will utilize and recognize the talents and capabilities of each and every member, both civilian and military. I ask each of you to join me in capitalizing on the diversity of our Corps. I expect each of you to uphold standards of conduct that support this policy.

A handwritten signature in black ink, appearing to read "D. J. Choike".

D. J. Choike
Colonel, U.S. Marine Corps
Commander, Marine Corps Base, Quantico

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