

DEPARTMENT OF THE AIR FORCE
Thomas N. Barnes Center for Enlisted Education (AETC)
Maxwell AFB, AL 36118

1 Oct 12
Certified Current 6 Jul 15

AIRMAN LEADERSHIP SCHOOL
STUDENT GUIDE

PART I
COVER SHEET

LESSON TITLE: SA04, DIVERSITY

TIME: 3 Hours

METHOD: Guided Discussion/Experiential

REFERENCES:

Air Force Instruction (AFI) 36-2618, *Enlisted Force Structure*, 27 Feb 09.

Air Force Instruction (AFI) 36-2706, *Military Equal Opportunity Program*, 5 Oct 10.

Air Force Policy Directive (AFPD) 36-70, *Diversity*, 13 Oct 10.

Air University. Quality Enhancement Plan 2009-2014 (QEP): *Cross-Culturally Competent Airmen*. 22 Jan 09.

Buzzle.com website, "*Prejudice Examples*." www.buzzle.com/articles/prejudice-examples.html (accessed 21 Dec 10)

Cox, Taylor. *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. University of Michigan Business School Management Series. San Francisco, 2001.

Department of the Air Force. *United States Air Force Core Values*, Government Printing Office, 1 Jan 97.

Department of Defense Directive 1020.02, *Diversity Management and Equal Opportunity (EO) in the Department of Defense*, 8 Jun 15.

Diversity Central website, "*Definition of Diversity*." www.diversitycentral.com/leaders_toolkit/toolkit/definition1.html (accessed 1 Dec 10).

Ezine @rticles website. "*Is Perception Reality?*" Article by Peter Ruble. www.ezinearticles.com/?Is-Perception-Reality?&id=271062 (accessed 18 Nov 10).

Lieberman, Simma; Simons, George F.; Berardo, Kate. *Putting Diversity to Work: How to Successfully Lead a Diverse Workforce*. Menlo Park, CA Course PTR, 2004.

Merriam-Webster Online Dictionary and Thesaurus, "*Culture*." <http://www.merriam-webster.com/dictionary/culture> (accessed 20 Dec 10).

Parco, James E., & Levy, David A. *Attitudes Aren't Free, Thinking Deeply about Diversity in the US Armed Forces*. Maxwell AFB, AL: Feb 10.

Schlesinger, Arthur M., Jr. *The Disuniting of America*. New York: W. W. Norton &

Company, 1992

ThinkExist.Com website. "Harry S. Truman Quotes."

www.thinkexist.com/quotation/it_is_understanding_that_gives_us_an_ability_to/296139.html (accessed 28 Dec 10).

Wynne, Michael W., Former Secretary of the Air Force. "Letter to Airmen: Air Force Diversity." <http://integrator.hanscom.af.mil/2007/april/04122007/04122007-28.htm> (accessed 7 Dec 10).

STUDENT PREPARATION: Complete the associated reading in the student guide (4900 words, approximate time: 40 minutes). Review the *Air Force Core Values* and AFI 36-2618, *The Enlisted Force Structure*. Be prepared to answer questions on lesson principles.

Optional reading/research AFI 36-2706 and AFPD 36-70 (available online at: <http://www.e-publishing.af.mil/>)

PART IA

GENERAL LEARNING OUTCOME: Students who graduate from Airman Leadership School are better prepared to model professional military attributes and work within, lead, and manage work centers as evidenced by their comprehension of Diversity.

The *Diversity* lesson supports the following Air Force Institutional Competency:

Embodies Airman Culture-Diversity

The *Diversity* lesson provides information necessary to effectively execute the assigned responsibilities outlined in AFI 36-2618, *The Enlisted Force Structure*.

The *Diversity* lesson supports the following AF Core Values:

1. Integrity First
2. Service Before Self
3. Excellence in All We Do

TERMINAL COGNITIVE OBJECTIVE: Comprehend Diversity concepts and their impact on subordinate, NCO, unit, and mission effectiveness.

TERMINAL SAMPLES OF BEHAVIOR:

1. Explain how Diversity concepts impact subordinate, NCO, unit, and mission effectiveness.
2. Give examples of how Diversity concepts impact subordinate, NCO, unit, and mission effectiveness.
3. Predict how Diversity concepts impact subordinate, NCO, unit, and mission effectiveness.

AFFECTIVE OBJECTIVE: Value Diversity concepts and their impact on subordinate, NCO, unit, and mission effectiveness.

PART IB

ORGANIZATIONAL PATTERN: Topical

ASSOCIATED LESSONS: EA01, *Introduction to Culture*; SA06, *Introduction to Negotiations*; and PA04, *Emergent Leadership Issues*.

PART IC

CONTENT
INTRODUCTION: Attention, Motivation, and Overview
MP 1. UNDERSTANDING DIVERSITY <ul style="list-style-type: none">A. Diversity DefinedB. Diversity AwarenessC. Equal Opportunity and Affirmative Action
MP 2. DIVERSITY AND THE ORGANIZATION <ul style="list-style-type: none">A. Social SensitivityB. Diversity-Supportive EnvironmentC. Socio-behavioral tendencies (SBTS)
MP 3. LEADING ACROSS LINES OF DIVERSITY
MP 4. DIVERSITY SCENARIOS
CONCLUSION: Summary, Remotivation, and Closure

STUDENT READING

Diversity is a military necessity. Air Force capabilities and war fighting skills are enhanced by diversity among its personnel. At its core, such diversity provides our Total Force an aggregation of strengths, perspectives, and capabilities that transcends individual contributions. Air Force personnel who work in a diverse environment learn to maximize individual strengths and to combine individual abilities and perspectives for the good of the mission. Our ability to attract a larger, highly talented, diverse pool of applicants for service with the Air Force, both military and civilian, and develop and retain our current personnel will impact our future Total Force. Diversity is about strengthening our force and ensuring our long-term viability to support our mission to Fly, Fight, and Win...in Air, Space, and Cyberspace.¹

MP 1. UNDERSTANDING DIVERSITY

Diversity is *a composite of individual characteristics, experiences, and abilities consistent with the Air Force Core Values and the Air Force Mission*. There are two broad

dimensions of diversity: primary and secondary (see Figure 1).

The primary dimensions of diversity is the one we are all most familiar with and includes characteristics that are relevant to who we are and that cannot be voluntarily altered (usually).

- Gender
- Age
- Race
- Sexual affiliation/orientation
- Mental and Physical abilities/qualities
- Ethnicity/Culture

On the other hand, the secondary dimension consists of characteristics that can be changed.

- Work ethic
- Income
- Marital status
- Experience
- Religious and Philosophical beliefs
- Personality
- Educational background
- Language abilities
- Strengths
- Temperaments

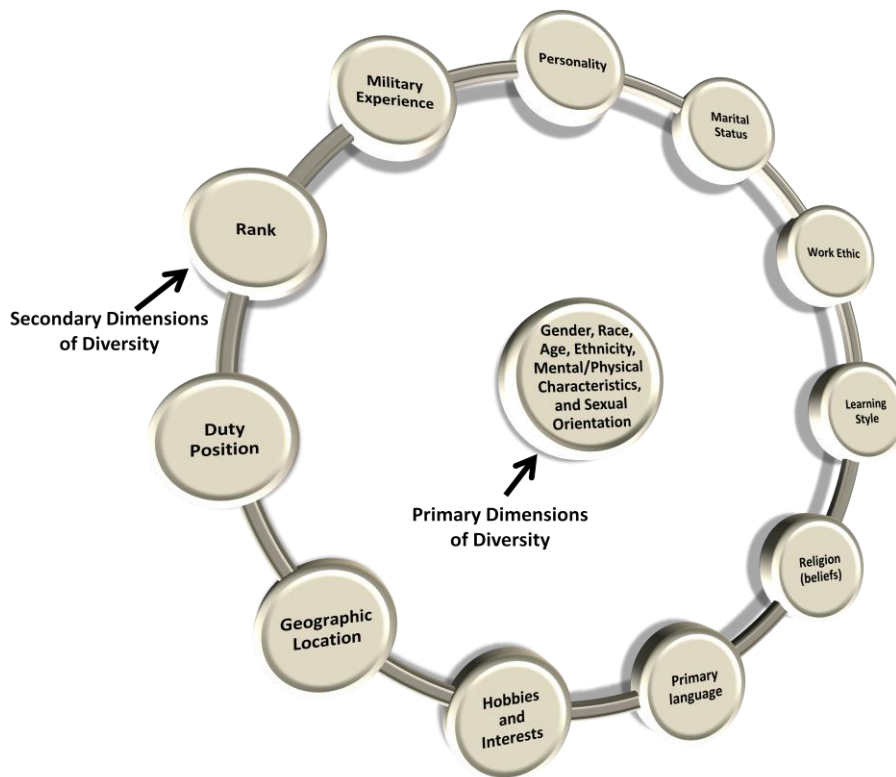


Figure 1. The Diversity Wheel

Diversity Awareness

Diversity awareness is the ability to recognize and respond to the needs of various groups within an organization to improve working relationships, productivity, customer satisfaction, and unit and mission effectiveness. Laws or regulation does not mandate diversity and it is not limited to any specific groups or categories.

Equal Opportunity and Affirmative Action

Diversity is not the same as equal opportunity (EO). EO refers to legal and regulatory mandates prohibiting discrimination based on race, color, sex, national origin, religion, age, disability, and reprisal. It also covers other distinctions, such as harassment, and reasonable accommodation. Diversity is not the same thing as affirmative action.

Affirmative action (AA) refers to voluntary or mandated programs developed for the purpose of overcoming imbalances in the workforce that affect designated groups, such as members of minority groups, women, veterans, and people with disabilities. Per Air Force Policy Directive 36-27, Equal Opportunity (EO):

“The AF recognizes the essential elements of a model EEO program as identified in the Equal Employment Opportunity Commission’s Management Directive 715 report. The AF also recognizes the elements of DoDD 1350.2, *Department Of*

Defense Military Equal Opportunity (MEO) Program, and DoDI 1350.3, *Affirmative Action Planning, And Assessment Process respectively* in developing model Military EO programs. The Assistant Secretary of the Air Force, Manpower and Reserve Affairs, the Air Force EO Director, along with AF/A1Q will combine the best practices of both programs into a model EO program.”

MP 2. DIVERSITY AND THE ORGANIZATION

AFI 36-2618 clearly states that the enlisted force is a diverse group of functionally and operationally specialized Airmen. Just within our individual Air Force specialty codes, we have diverse career fields, responsibilities, and expectations. So how do we operate harmoniously when we are so diverse? The answer lies within our training, continuous support, and awareness.

Social Sensitivity

We know that an organization must be supportive of diversity if it intends to be productive and successful. Just saying “we are supporting diversity” is not enough—we as individuals must genuinely internalize the essence of diversity and seek ways to incorporate diversity in our behaviors, daily routines, and operations. Being “socially sensitive” is another “must have” in our organizations as it enables the power and benefits of diversity to thrive. Achieving this requires all Airmen to develop keen awareness and understanding of others’ emotions, feelings, personality, temperaments, strengths, cultural differences, values, beliefs, etc.

Interpersonal communication is the most effective method for developing personal awareness of the diversity dynamics that exist within our organizations. Social sensitivity allows us to better understand the individual characteristics of who we work with, what each person brings to the mission, and improves our appreciation and respect for one another. Sensitivity leads to more appropriate conduct reducing those barriers and conflicts that “socially exhaust” and deteriorate work centers.

Diversity-Supportive Organization- A “diversity-supportive” organization embraces all aspects of diversity and exhibits the following five characteristics:

- **Act Proactively**: These organizations know the value of diversity and the importance of tapping into it. They integrate diversity into everyday thinking and action. Reactive organizations only deal with diversity when they have to (usually when something has gone wrong) and typically achieve temporary results.
- **Leadership-Driven**: Top-down management endorses and actively champions the organization’s diversity initiatives. In bottom-up organizations, isolated individuals and groups see the need for diversity initiatives but must struggle for solid support from the top.
- **Encourage Ownership of Initiatives**: When ownership is strong within an organization, everyone is committed to carrying out their role in valuing diversity, allowing it to flourish. In contrast, people in passive, complacent organizations do only what they must to stay out of trouble. Compliance is important, but it is only a starting point.
- **Think Inclusively**: Everyone is considered a valuable member of the organization. We all have the responsibility to give to, and receive from, the effects and benefits

of diversity. However, thinking competitively tends to pit one socially different group against another with intentions of only satisfying one group's personal interests. Therefore, we must recognize the neglected interests and needs of all groups that exist within our organizations. The goal is to make everyone has needs and concerns a part of the mainstream diversity effort.

Mainstream Diversity: These organizations make diversity a part of every effort, process, and procedure. Some organizations pay special attention to diversity and incorporate it into every training and developmental program they conduct. In fragmented organizations, diversity may be exposed to one department but neglected or not even considered in other educational efforts or in everyday operational decisions.²

The Air Force demonstrates the characteristics of a diversity-supportive organization by developing and maintaining comprehensive diversity initiatives to enhance the all-volunteer Total Force. It is through these initiatives that the Air Force:

- Ensures all qualified personnel are welcome in America's Air Force.
- Educates and trains all personnel on the importance of diversity, including mutual respect.
- Promotes a culture that values inclusion of all personnel.
- Ensures that all personnel in the Total Force understand they are valued and have the opportunity to achieve their full potential while contributing to the mission of the Air Force.

Repeal of Don't Ask Don't Tell

In 2011, the President of the United States ordered the repeal of the Don't Ask Don't Tell policy and the Air Force complied by preparing the necessary policies and regulations. Implementation of these policies is consistent with the standards of military readiness, military effectiveness, unit cohesion, and recruiting and retention. The below is a brief synopsis of the official repeal effective 20 September 2011:

All Airmen, regardless of sexual orientation are entitled to an environment free from personal, social, or institutional barriers that prevent them from rising to the highest level of responsibility possible. As an enlisted leader, it is your responsibility to:

- Treat all service members with dignity, respect, fairness, and equality, regardless of sexual orientation.
- Make decisions, take actions, and display behaviors that are nothing less than professional
- Maintain good order and discipline
- Ensure service members under your supervision:
 - are treated with dignity, respect, fairness, and equality, regardless of sexual orientation,
 - treat others with dignity, respect, fairness, and equality, regardless of sexual orientation, and
 - make decisions, take actions, and display behaviors that are nothing less

- than professional.

Harassment or abuse based on sexual orientation is unacceptable and will be dealt with through command channels, the Inspector General (IG) system, or the Military Equal Opportunity (MEO) Program.

Socio-Behavioral Tendencies (SBTs)

SBTs are the thought processes we employ to help us make sense of the world we live in. Influenced by our beliefs and values, they define who we are, how we act, respond to situations, and treat others. Though there are advantages to each of these behaviors, these SBTs can negatively affect diversity (see Figure 2).

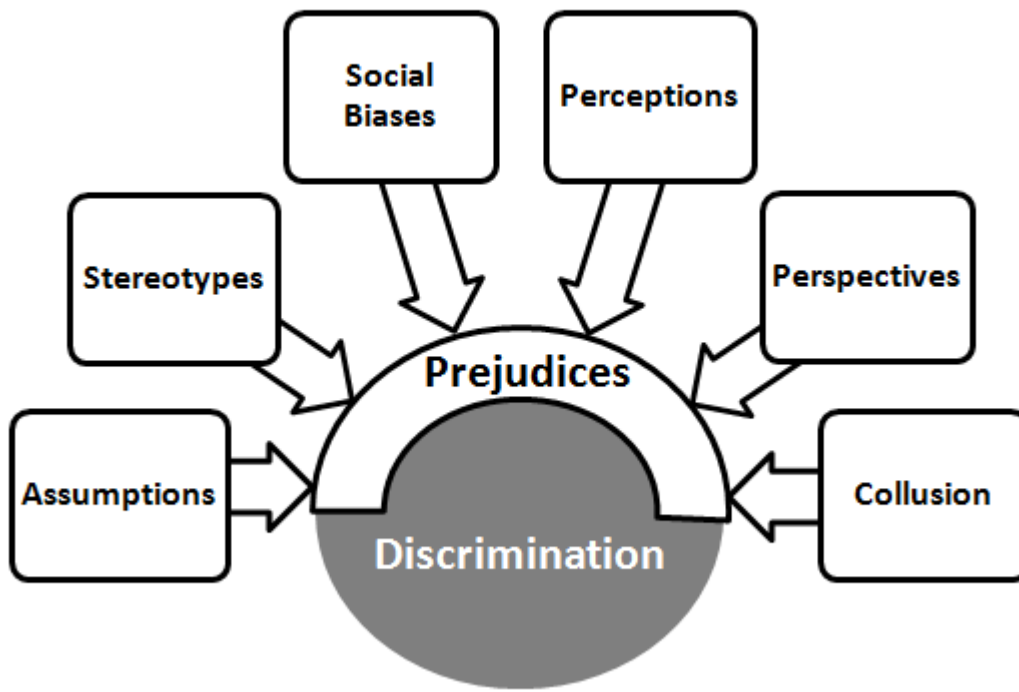


Figure 2. Socio-Behavioral Tendencies (SBTs)

Assumptions

Assuming is when we take the liberty of declaring something about a situation, item, or someone else that is not supported by fact. For instance, when you arrive at a new assignment, you assume that certain things will be as they were at your last assignment. The organization's structure, chain of command, policies, scheduling, and other activities should be relatively the same. In a way, we expect there will be similarities when we meet the personnel and how they will respond to us. We use assumptions to help develop an impression of elements in our environment that we are unsure of. Oftentimes, we do not even know we are doing it.

Promoting diversity requires that you remove yourself from your "comfort zone" and evaluate the assumptions you make every day. If not careful, false assumptions may become our personal "truths". These generate negative results by affecting how we think,

treat others, and handle uncomfortable situations.

Stereotypes

A *stereotype* is a “fixed or distorted generalization about **ALL** members of a particular group that share a particular diversity characteristic (see Figure 1).” These images are often fueled by mass media, reputations passed on by parents, peers, and other members of society. Stereotyping is a way we simplify our social world by “chunking” people into sub-categories. This results in social categorization, potentially creating prejudice attitudes and what is known as *in-groups* and *out-groups* (otherwise known as the “Us and Them” mentality).

Social Biases

Merriam-Webster defines *bias* as “an inclination [predisposition] of temperament or outlook, a personal and sometimes unreasoned judgment.”³ Being socially biased is where one unfairly favors or prefers one person, culture, group, or race to another. This is usually the effects of our upbringing, values, pre-existing beliefs, and interests and makes it impossible for us to be impartial. Social biases adversely affect many organizational processes like hiring and decision-making along with other areas like media, education, politics, policy-making, and basic social interactions. These highly influential and easily accessible venues have the potential to negatively affect how we perceive others.

Perceptions

It is said that, “*Perception is the reception and deception of your conception.*” In other words, what we observe and experience becomes our “reality” until we are convinced or proven otherwise. Our assumptions, prejudices, social biases contribute to our perceptions and shape how we think and feel. This can present life-long effects on how we live our lives. Remember, perception is our reality until convinced or proven otherwise. To change your perception, you may need a different viewpoint, or perspective.

Perspectives

We all have our own perspective or “take” on things based on our position on particular subjects, issues, and matters that relate or are important to us. It is how we mentally view or “see” a situation or the world around us from a particular angle. Otherwise regarded as opinions or personal views, our perspective is like prescription glasses (spectacles) in that the visions they help create can positively and negatively affect how we live, interact, react to others, and perceive the environment.

Consider the different perspectives that exist within your organization. From the commander’s point of view, he/she may perceive the organization is doing well based on performance and productivity whereas, from the Airman’s perspective, morale is suffering because the operations tempo is relentless and overwhelming. For diversity to add value to the workcenter, it is critical that we open our minds and make a sincere effort to understand the perspectives of others. There is never a guarantee that people with different perspectives will come to agreement, nor should there be.

Collusion

Have you ever heard a sexual or racially motivated joke at work? Did you laugh with the others? If not, did you attempt to correct the situation? If you overlooked the situation and

did not confront the individual who told it—you are guilty of collusion. *Collusion* occurs when people cooperate with others, knowingly or unknowingly, to reinforce the behaviors that prevent others from fully entering into the workplace culture. It can take the form of *silence* (neither supporting nor defending the right to inclusion of a certain person or group), *denial* (ignoring the existence of problems), or *active participation* (assisting others to reinforce exclusion).⁶

Prejudices

Prejudice is “[the creation] of an adverse or unreasonable opinion about a person or group without [gathering] all the facts and is usually based on deeply held beliefs.” Most prejudices develop early in life, influenced by acquaintances or attachments to specific groups such as family during childhood. These prejudices are often aimed at “those other groups” determined by our stereotypes. Prejudices are evident in behaviors from verbal slurs and ethnic jokes to blatant acts of discrimination.

Consider this when identifying a prejudice: when something is said about another person or group, determine the emotional intensity involved in what was said. If there is a lot of feeling involved, there is a good possibility that the message may not be a fair or accurate claim and could lead to the perception that the speaker is socially biased.

The difference between stereotype and prejudice is that stereotyping can be positive or negative and may include only a *general* opinion about ALL members of the group—ignoring individual differences. Imagine an iceberg with “stereotype” representing the top and “prejudice” representing the bottom. The top is easily changed by education or sunlight and the bottom is harder to crack because of deeply held beliefs with little to no light shed upon it.

Discrimination

Discrimination is the visible act, or consideration to act, in favor of or against a person or thing based on the group, class, or category to which that person or thing belongs to rather than on individual merit or value. It is important to understand that prejudice, when acted upon, usually results in discrimination. One example is prohibiting individuals who possess a specific diversity characteristic from participating in an activity, entering a facility, or performing a task because of that characteristic.

MP 3. LEADING ACROSS THE LINES OF DIVERSITY

For diversity to add value to an organization, it is critical that we first open our minds and make a sincere effort to understand the perspectives of others. There is never a guarantee that people with different perspectives will come to agreement, nor should there be. Freedom of conscience is one of America’s oldest virtues and it exemplifies the ideals for which we serve and fight. However, what matters most is that we remain open-minded, listen to each other’s perspectives, and (when appropriate) share our own. Our goal should always be to seek a greater understanding and a mutual respect of our fellow Airmen as they too have sworn to give their lives in the defense of our country.⁴

Leadership commitment is the cornerstone of any successful diversity initiative. Every day, Air Force leaders are required to make difficult decisions that impact various levels of Air Force operations in order to maintain morale, good order, and discipline. As explained

in AFI 36-2618, the *Enlisted Force Structure*, Airmen and NCOs are expected to “*demonstrate effective followership by enthusiastically supporting, explaining, and promoting leaders’ decisions.*”^{5,6} Therefore, we must be very familiar with existing diversity issues and fully understand the decisions made by our leadership.

Leading through Feedback, Assistance, Inclusion, and Respect (the FAIR Way)

Effectively leading in a diverse environment or among diverse individuals is quite a challenge. No matter how you approach an issue, it is going to require you as a leader to demonstrate courage and take risks. As future NCOs and supervisors diversity is your responsibility. Experts from Alexander Consulting & Training offer a strategy for managing a diverse workforce called the “FAIR Way.” In this strategy, cultural diversity is carefully considered because of what it brings to the workplace by way of our inherent genetic and ethnical differences.

Another area that could be argued as equally important is organizational diversity. Organizational diversity involves the differences created by an organization’s own structure such as the medical community, which involves family practice, pharmacy, medical records, and an administrative section. This requires an array of diverse skills and operating procedures, which are all part of the same workforce. The FAIR Way strategy provides a consistent approach to dealing effectively with diversity.

The FAIR Way employs four techniques for maximizing retention and productivity and maintaining effective working relationships in workplaces. These techniques are:

- Giving **Feedback**
- Offering **Assistance**
- Assuring **Inclusion**
- Giving **Respect**

Together these form an approach for working with and promoting the acceptance of diversity in the workplace. At the core of learning to accept and work in diverse workplaces is effective communication. The free flowing two-way exchange of information helps us understand one another’s differences. Good communication is essential for using the first technique of the FAIR Way strategy known as feedback.

- **Feedback** is giving and receiving information about expectations. It also includes information on how to meet expectations. NCOs should give this type of feedback given early and often, especially when it involves a new assignment or new people. This feedback can be formal or informal. Though the Air Force mandates formal feedback on a semi-annual basis, informal feedback concerning day-to-day operations helps keep organizational efforts headed in the right direction. NCOs need to give feedback, but they must also seek it as well. This giving and receiving of feedback reduces misunderstandings and provides clarity to all involved. In receiving feedback, find out what your people think and what they expect. Feedback may point out that they do not have the equipment they need to do the job or the necessary skills or confidence to succeed. This is how you know what assistance your people need to accomplish the mission, whether the assistance

needed is information, training, or resources.

- **Assistance** is making sure workers have what they need to work to their fullest potential. It may also be about helping workers better manage their lives outside of work so they can be both mentally and physically present on the job. Effective use of this technique requires managers to reach out to workers in a proactive way and find out what assistance they need to do their jobs. Managers can also encourage workers to assist one another.
- **Inclusion** is making sure everyone has the opportunity to fully participate in the workplace. It involves responding to the needs of all workers so they feel valued and part of the team. It is important to make sure that work activities, including work-related social activities, do not exclude or disadvantage anyone. If we continually select times for meetings that conflict with other's schedules, we are excluding them. As managers, we need to take every opportunity to include our people, especially when decisions are made that affect their area of responsibility.
- **Respect** is recognizing each person's unique value, contributions, and potential to the organization. We need to develop and show general respect by establishing work environments that are free of offensive practices and conditions.

Effective management of diversity recognizes that each person brings to the organization a unique perspective to issues we face and, in-turn, unique contributions to a solution. With this in mind, we can define effective management of diversity as recognizing the differences in individuals and welcoming those differences to provide new insights and innovative ways of solving problems. We need to treat people as they want to be treated and not as we think they should be treated. No matter how good a supervisor you are, you will not know what your people truly want unless you talk to them. Get to know them; their likes, dislikes, desires, needs, etc.

MP 4. DIVERSITY SCENARIOS

See attachment 1. Read the scenarios and be prepared to discuss them in class.

CONCLUSION

We must be committed to an environment of mutual respect that allows every member of the Air Force team to reach his or her greatest potential. The Air Force war-fighting capability is enhanced when every Airmen is able to function effectively with fellow Airmen regardless of their differences. Our force comprised of individual strengths, skills, and capabilities that transcend individual contributions. Airmen who work in diverse environments learn to maximize individual strengths by incorporating their abilities with others for the good of the mission. We must ensure every Airman is valued for who they are and the characteristics that make them different. In a letter written to all Airmen by former Secretary of the Air Force Michael W. Wynne, "Talent does not discriminate among any category of people, and neither can we."⁷

Scenario A: The New NCOIC

- 1 1. TSgt Smith, the new supervisor of maintenance work section, calls a quick staff meeting
2 to become acquainted with his workforce made up of seven military and four civilians. As
3 everyone is entering the meeting area, Smith turns to the SSgt standing next to him and says,
4 “Wow, some of these people are old enough to be my grandparents.” Mr. Stewart, a long-
5 time employee overhears the comment. Over the next few weeks, Smith holds several staff
6 meetings, and although his civilian workers attend, Smith ignores their input.
- 7 2. During today’s meeting, Stewart stands up and blurts out “I have worked in this
8 organization for 23 years, why won’t you listen to what I have to say!” Smith is a bit startled,
9 but responds, “Well Stew, when I hear something of value I’ll listen!” With that, Stewart
10 throws his arms up and storms out. Ms. Carry, a good friend of Stewart says, “Mr. Stewart
11 and the rest of us have offered plenty of good suggestions. In fact, if you had considered our
12 ideas many of the mistakes made since you arrived could have been avoided!”

Scenario B: Convoy

- 1 1. TSgt Lowder leads a flight of all male Airmen whose primary mission is running convoys
2 in a dangerous part of the country. Two weeks ago, he welcomed three new team members,
3 and after getting them processed into the unit and settled into their new billets, he left them
4 alone while he went to the male tent to speak with his male team members. One member
5 asked, “Where are the new guys?” Lowder responded “No guys, just a bunch of girls!”
- 6 2. The next morning Lowder told his newest members, “I’m taking the team on a mission,
7 we’ll be back later tonight, I want you three to stay behind and get settled in.” Over the next
8 several days, Lowder continued to find excuses for the female members to remain behind

9 while he took the all male team out on missions. Tensions among all team members have
10 been steadily climbing.

11 3. Today, SSgt Jones approaches Lowder and states, “we have been here two weeks now and
12 have yet to go out on a mission, I would like to know why?” Lowder responds, “I don’t feel
13 you are ready.” Jones retorts, “Well if you had bothered to ask, you’d know all three of us
14 have been on convoy missions during our previous two deployments.”

Scenario C: The Young Man

1 1. TSgt Jones, the superintendent of a technical training squadron, requested a summer hire
2 for his organization. Two weeks later, a man walks into Jones’s office and signs “Hello.”
3 Jones responds, “Hello, what can I do for you?” The man writes on his pad, “I am your
4 summer hire.” Disappointed, Jones shows the man to a desk and, using the pad instructs the
5 man to file a pile of folders in alphabetical order in the cabinet beside the desk. An hour
6 later, the man appears in Jones’s office and hands him a note that says all folders have been
7 filed. Jones shows the man the supply closet and writes instructions for him to clean the
8 closet and organize the supplies. Jones walks away mumbling, “I ask for someone capable of
9 updating and organizing our student records and preparing next year’s class rosters and look
10 what they send me. How am I going to communicate such a complicated task to a deaf guy?
11 There is no way I can keep him busy all summer?”

12 2. At quitting time, the man finds Jones and signs for him to follow him to the supply closet.
13 Jones opens the door and is surprised to find such a clean and neatly organized closet, and is
14 even more surprised when the man hands him a list of the supplies inventoried in
15 alphabetical order. On the man’s pad Jones writes, “Thank you. It is quitting time so I will
16 see you tomorrow.

17 3. The next morning as Jones is rushing to a meeting, he stops and scribbles on the man's
18 pad, "I'll be back soon, but for now find something to do." Two hours later Jones returns and
19 finds the man kicked back at the desk reading a newspaper. Jones writes, "WHAT ARE
20 YOU DOING?" Confused the man writes, "I was waiting for you because I don't know
21 what I'm supposed to do." Frustrated, Jones signals for the man to wait at the desk and then
22 from his office, Jones makes a call and after a heated discussion, returns to the man and
23 instructs him to report to the base personnel office. A new summer hire shows up the next
24 morning and spends the rest of the summer helping Jones.

25 4. At the end of summer, Jones attends a luncheon honoring the supervisors who supported
26 the summer hire program. Sitting next to TSgt Kelly, the NCOIC of Pass and Identification,
27 Jones listens as Kelly brags about how his summer hire organized all of the vehicle
28 registration records, created a new electronic contractor sign out procedure, and organized all
29 the visitor logs from the last four years. After a few minutes of conversation, Jones realizes
30 that Kelly's summer hire is the same person he let go. Surprised Jones asks, "How did you
31 communicate such complicated tasks to a deaf guy?" Kelly says, "It was simple—I just asked
32 him what he was good at. Of course we went through several notepads communicating, but
33 it was well worth the effort!"

NOTES

¹ AFPD36-70, *Diversity*. 13 October 2010

² Lieberman, Simma; Simons, George F.; Berardo, Kate. *Putting Diversity to Work: How to Successfully Lead a Diverse Workforce*. Menlo Park, CA Course PTR, 2004. pg 10.

³ "Bias." Merriam-Webster Dictionary. www.merriam-webster.com/dictionary/bias?show=0&t=1291045154

⁴ Parco, James E., & Levy, David A. "Attitudes Aren't Free, Thinking Deeply about Diversity in the US Armed Forces." Forward.

⁵ Air Force Instruction (AFI) 36-2618, *Enlisted Force Structure*, Feb 2009. Ch 3 (3.1.7.), pg 7.

⁶ Air Force Instruction (AFI) 36-2618, *Enlisted Force Structure*, Feb 2009. Ch 4 (4.1.7.), pg 10.

⁷ Wynne, Michael W., Former Secretary of the Air Force. "Letter to Airmen: Air Force Diversity." <http://integrator.hanscom.af.mil/2007/april/04122007/04122007-28.htm>

C1_SA04SG_Diversity

6 Jul 15

CHANGE 1

This Change Document reflects adjustments based on input provided from the field and/or ALS Program Team internal review of curriculum. Change documents reference pen and ink changes or page inserts. You can do pen and ink changes manually or electronically. File change documents for student guides and student tests only with the master file; do not print separate change documents for each student guide or student test booklet. Follow procedures IAW BCI 36-2301, EPME Procedural Guidance, 15 October 2014.

Make the following page replacements on or after 6 July 2015

1. Remove and replace pages 1 – 2 and 7 -8.
2. This change updates the date and content pertaining to the Department of Defense Directive 1020.02E (*Diversity Management and Equal Opportunity (EO) in the Department of Defense*).