One Navy, Our Navy, Forging the Future
“Team Navy” building the Naval Reserve for Sea Power 21

- Advancing Navy capability through TEAMS:
  Trained Equipped Adaptive Manned Structured
- Achieving seamless Fleet integration
- Growing every Sailor, every day
- Operating with common systems and aligned processes
- Embracing families - Engaging employers

Center for Positive Change
Graduate School of Business and Public Policy
Naval Postgraduate School
555 Dyer Road, Bldg. 330, Ingersoll 242
Monterey, CA 93943
(831) 656-7684/3544 Fax: (831) 656-2580
www.nps.navy.mil/cpc

Engage - Influence - Transform
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Command Naval Reserve Force AI Summit – Preface

Where Did the Idea for a Summit Originate

When Admiral Totushek attended the Executive Business Course at the Naval Postgraduate School (NPS) in Monterey, CA he attended one of Dr. Frank Barrett’s presentations on Appreciative Inquiry. At about the same time Admiral Totushek attend the Executive Business Course in Monterey, he received a mandate from the CNO. The message was clear: How will the Naval Reserve Force be structured in order to support SeaPower 21? As a result, Admiral Totushek decided to use this approach to create strategic initiatives that would structure the Naval Reserve Force.

In January 2003, a diverse group Reservists and Active Duty meet in Monterey to 1) decide whether they would hold a Summit and 2) if they decided to have a Summit, what the topic and purpose of the Summit would be. At the end of two full days of deliberating, the group agreed to hold a Summit and decided upon the topic:

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Acknowledgements

The Executive Steering Committee Members who meet in January 2003 included the following individuals:

- VADM John Totushek (CHNAVRES/COMNAVRESFOR/CNO N095)
- RADM Eric Olson (CNO N3/5)
- RADM Steven Tomaszewski (DCNP)
- RDML John Debbout (N00B, COMNAVRESFORCOM)
- RDML(sel) Craig McDonald (CNO N95B)
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- SKC Willie Crane (NMCRC Marino Valley)
- AE1 Eric Washington (HC-85)
- YN1 Alisha Marshall (TAR, Navresfor)

Additionally, the facilitation team was comprised of Dr. Frank Barrett, NPS, Dr. Ron Fry, Case Western Reserve University, Ned Powley, Ph.D. Candidate, Case Western Reserve University, and Anthony Weeks, Graphic Designer. Additionally, Captain Jean Roberts and Commander Gary Gilleon were instrumental in organizing and supporting the logistics of the Summit. They were responsible for ensuring that nothing was left undone in terms of making the three days enjoyable and productive for all the participants.

Throughout the Summit, Anthony Weeks captured the emerging themes, reflections, and presentations on large story boards. These were posted outside the ballroom at the end of each segment. Throughout this executive summary are scenes of the Navy-Family-Team summit created by the Graphic Designer during the major sections of the Summit. Finally, Bill Church, a contracted USNR videographer, filmed the Summit and short film clips and footage are being produced.
Introduction

Appreciative Inquiry is not hyping yourself into a corner and telling yourself that the world is going to be better. The value of Appreciative Inquiry is that it is a methodology to create change…

–Admiral Vern Clark, Chief of Naval Operations

This report presents a detailed summary of the Command Naval Reserve Force AI Summit held at the Emerald Plaza Hotel in San Diego, CA, July 14-17, 2003. It is intended as a resource to members of the community, both participants and non-participants, as they draft and execute actions moving forward from the conference.

How to Use this Report

This report contains three major sections: Executive Summary, Summit Report, and Appendices.

The Executive Summary presents a brief overview of major events and themes. It is intended for the reader who wishes to become briefly acquainted with the work accomplished during the summit. The reader may gain a good working knowledge of both how the summit unfolded, and what themes and ideas emerged.

The Summit Report detail major agenda items as they unfolded at the summit. This includes key activities, speeches, and observations from the summit’s participants. This section will serve to enlighten the reader about the general feeling that existed in this Navy community during the summit. It may be of use to the reader who wishes to recall and reconnect with a certain event or moment.

The Appendices contain details that may be of importance to members of the community as they work toward the fulfillment of the goals and objectives generated during the Design phase of the summit. It may also be of interest to those who wish to reexamine emergent themes and perspectives presented during the conference.
The Principles of Appreciative Inquiry

This was not your typical planning meeting! A number of key principles guide the Appreciative Inquiry (AI) Summit.

First, the WHOLE SYSTEM participates — a cross-section of as many interested parties as is practical. That means more diversity and less hierarchy than is usual in a working meeting, and a chance for each person to be heard and to learn other ways of looking at the task at hand.

Second, future scenarios – for an organization, community or issue - are put into HISTORICAL and GLOBAL perspective. That means thinking globally together before acting locally. This enhances shared understanding and greater commitment to act. It also increases the range of potential actions.

Third, people SELF-MANAGE their work, and use DIALOGUE – not “problem-solving” - as the main tool. That means helping each other do the tasks and taking responsibility for our perceptions and actions.

Fourth, COMMON GROUND and NARRATIVE RICH INTERACTION are the frames of reference – not conflict management or negotiation. That means honoring our differences rather than having to reconcile them. We search for meaning and direction in stories that honor and connect us to our “history as positive possibility”.

To appreciate means to value—to understand those things of value worth valuing. To inquire means to study, to ask questions, to search. So Appreciative Inquiry (AI) is a collaborative search to identify and understand the organization’s strengths, its’ potentials, its’ greatest opportunities, and people’s highest hopes for the future.

Finally, INSPIRED ACTION ON BEHALF OF THE WHOLE — Because the “whole system” is involved it is easier to make more rapid decisions, and to make commitments to action in a public way—in an open forum where everyone can support and help make change happen. The movement to action is guided by internal inspiration, shared leadership, and voluntary initiative. People work on what they most have a passion about, what they most care about and believe will make a positive difference.
The Appreciative Inquiry Cycle

An AI Summit is designed to move through four phases, in which all of these principles are applied. During the DISCOVERY phase, members of the community are invited to reflect on moments when are at our best and to identify our positive core—the best things about our community that we want to take forward. In the DREAM phase, the community creates a vision of the future through collectively generated statements of aspiration. The DESIGN phase spurs members of the community to take at this vision seriously by creating bold and exciting action plans and proposals for pilots. The DESTINY phase moves us toward implementation, and involves the post-summit work of action, learning from our experiences, and improvisation in the face of unforeseen circumstances.
Executive Summary

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Discovery – Day 1
The first day of the Summit included several activities to discover the best of the past of the Naval Reserve Force. The day began with introductions from the facilitators who introduced the AI Summit approach, from Admiral Totushek, and Admiral Clark, CNO. After the introductions, participants chose someone from their table to have a conversation. They followed a set of conversation topics or appreciative interview questions to help them start out in the mode of the positive and possible. As the day progressed, participants at the tables drilled deeper into the root causes of success of the Naval Reserve Force. They discovered the aspects of the Naval Reserves that they most wanted to build from in order to work toward the image of One Navy, Our Navy in support of SeaPower 21. The activities of the Discovery phase built momentum for the Dream phase of the Summit.

Dream – Day 2
The overall goal for Day 2 was to come up with a list of project ideas and pilot groups that will help the Naval Reserve Force achieve its mission: One Navy, Our Navy, Forging the Future. The day began by returning to the root causes of success in order to determine the Positive Core of the Naval Reserve Force. After a brief introduction to some of the theory behind the Appreciative Inquiry approach, the tables prepared skits or characterizations of the future most hoped for. By the end of the day, a large opportunity map was filled out and sticker dots covered the map representing votes for the most important ideas. These topic areas formed the basis of the pilot groups for Day 3.
Design – Day 3
The Design phase of the Summit was action-oriented. Day 2 ended with the opportunity map of ideas for actionable projects; Day 3 began by forming groups that emerged from a discussion about clusters of common ideas on the opportunity map. For the first activity, Frank Barrett and Admiral Totushek talked about the discussion to determine the 14 groups. The Design phase was structured into three work periods. The first period was to get to know others on the team and create an aspiration statement then get feedback from the group. The second period is about discovering some actionable ideas: a study, a trial, etc. then get feedback about three or four ideas. Finally, teams began to develop the details of the projects, who they need to contact, what are the action steps to take, and how they will stay connected.

Destiny – Day 4
The morning of the final day was a busy time for the summit participants. Each group made a formal presentation of their 3-Year Aspiration Statements and 1-Year Goals. Each was actionable and outlined next steps for implementation. Some of the goals were short-term actionable goals, while others were more long-term, strategic, and geared toward broad policy changes. In closing, participants were given the opportunity voice their reactions to the Summit and the process. Overall, the participants were energized by the process and Admiral Totushek admonished them to take that energy back and commit to working on their action steps.
Full Report

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Discovery – Day 1

Introductions to the Summit and Appreciative Inquiry

Introduction by Admiral Totushek

Admiral Totushek opened the summit by talking about how this Summit came about. At the Executive Business Course at the Naval Postgraduate School (NPS) in Monterey, CA he attended one of Dr. Frank Barrett’s presentations on Appreciative Inquiry. At about the same time Admiral Totushek attend the Executive Business Course in Monterey, he received a mandate from the CNO. The message was clear: How will the Naval Reserve Force be structured in order to support SeaPower 21? As a result, Admiral Totushek decided to use this approach to create strategic initiates that would structure the Naval Reserve Force.

Admiral Totushek eloquently introduced the Appreciative Inquiry method for the Naval Reserve Force:

“Rather than take the approach that we are going to solve the Navy’s problems, we’re going to take the approach that we want to find the best things about the Naval Reserve Force and how it fits into the Navy. Then, looking into the future, we’re going to take a big picture point of view, and hone that down into some concrete projects that we can walk out the door with after this four day Summit. You are going to in the next four days have a lot to say about where the Naval Reserve Force and the Navy is going in the future. ”

From the beginning the message was clear: the work at the Summit would not stop at the end of the Summit. Instead, initiated projects will continue. Admiral Totushek invited the participants to invest their time and talents beyond the Summit.
The summit was well represented from around the globe and within the Navy. There was representation from both the active duty and reserve communities from across the United States. Inland Reserve Centers were as well-represented as Reserves stationed near seaports. There were several external stakeholders and Reservists who represented companies and non-Navy organizations.

There were over 30 tables of 8 to 10 people in the ballroom. The different stakeholder groups were evenly scattered throughout the room such that each table had a diverse set of individuals. For example, one table had an Admiral, a newly enlisted sailor, Reservists, and active duty military personnel.

**Executive Steering Committee**

Admiral Totushek recognized the Executive Steering Committee (ESC). This committee, comprised of individuals from various stakeholder groups, convened in January 2003 to decide on the summit’s topic, generated a list of possible attendees, and organized logistical issues in preparation for the Summit. They decided on the Summit topic. For this to be successful, Admiral Totushek highlighted several things: energy, input, find your voice, to speak out, and share feelings and thoughts.

Several ESC members made comments about AI, the Summit process, and how the Naval Reserves can take advantage of the AI approach to affect change in the Navy.

*Rear Admiral Steve Tomaszeski* (Deputy Chief of Naval Personnel): “We are going to change the way the Navy gets business done in the future. And that is essential to the health of our country.”

*Shannon Davenport* (Full-time support personnel): “The theory behind AI is that everyone has a story to tell. And by seeing all the different facets of all the different stories, we [ESC] came together and came up with this common theme for our Summit this week…. It’s amazing that everyone here will come together, each with their stories, to establish a better way for us to do business in the Navy.”

*Eric Washington* (AE Chief Select): “I encourage you all to contribute. This is your opportunity to impact the change that’s not only going to affect you but the whole Navy team.”
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- RADM Steven Tomaszewski (DCNP)
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CNO Welcome
Frank Barrett introduced a welcome video from Admiral Vern Clark (CNO) who shared his excitement for the topic and the need to hold a Summit. In his welcome message, he expressed his trust and confidence in the Naval Reserve Force to meet the challenges of the Navy for the future:

“Our challenge is to make our Navy more flexible and agile… Our Naval Reservists are an essential element to the war on terrorism… Together you have an opportunity to forge the future of our institution, and guide decisions in our total force for years to come… SeaPower 21 is the roadmap for the future and you are the people who will get us there.”

Admiral Clark also expressed confidence in the AI process:

“Appreciative Inquiry asks us to draw upon the best of who we are. Innovation and breakthrough can and will come from anyone. And I encourage you to be heard and articulate your brightest vision of how to improve our Navy.”

He then issued this challenge for the Summit participants:

Help our organization become more effective and efficient. Our Navy must find and allocate resources to capitalize for the future. Where can we harvest efficiency? How should we align our total force to meet tomorrow’s threat? How do we become more flexible and agile? Those are the questions I hope you will tackle, and I look forward to hearing your thoughts.

Introduction from Frank Barrett
Frank Barrett talked about changing the mode of decision making. Instead of focusing on what Frank calls the DAD model—Decide, Advocate, and Defend—the Appreciative Inquiry approach aims to encourage voice. Once in a mode of defending, learning is difficult: defensiveness and learning are enemies! To be in mode of learning, there needs to be an invitation, which the CNO and Admiral Totushek made clear in their welcome messages. Both invited the participants to express their ideas and innovations by bringing their voices and by speaking up.

Frank went on to talk about the intentional composition of the participants in the room. There are nearly 300 people from across the Active and Reserve Navy, representing a wide set of skills and experiences. Frank encouraged the participants to hold back judgments but to express ideas and listen to the others’ ideas. The activities of the Summit are about trying to bring out voices.
The purpose of the large group is to involve as many of the voices as possible. The intent for the large group is to have multiple voices in order to discuss a diverse range of topics. Frank then introduced the different stakeholder groups that were represented at the Summit.

<table>
<thead>
<tr>
<th>Naval Reserve Force Stakeholders</th>
<th>Other Navy Stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin Enlisted</td>
<td>2nd Fleet</td>
</tr>
<tr>
<td>Aviation Officers</td>
<td>3rd Fleet</td>
</tr>
<tr>
<td>Aviation Tech Enlisted</td>
<td>AirPAC</td>
</tr>
<tr>
<td>Chaplains Corps</td>
<td>BUMED</td>
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<tr>
<td>E9s</td>
<td>Carrier group Commanders</td>
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<tr>
<td>Executive Captains</td>
<td>Chief Info Officers</td>
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<tr>
<td>Executive Flags</td>
<td>CNET</td>
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<tr>
<td>Family Support</td>
<td>Employer Support of Guard and Reserve</td>
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<tr>
<td>Individual Ready Reserves</td>
<td>Family Ombudsman</td>
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<tr>
<td>Intel Officers</td>
<td>Land Fleet</td>
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<td>Manpower</td>
<td>Naval Personnel Command</td>
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<tr>
<td>Medical Health Services</td>
<td>Naval Recruiting</td>
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<tr>
<td>Reserve Recruiting</td>
<td>Navy Intel</td>
</tr>
<tr>
<td>Reserve Supply Corps</td>
<td>NetSea</td>
</tr>
<tr>
<td>Senior Managers</td>
<td>OpNav Staff</td>
</tr>
<tr>
<td>Submarine and Surface Officers</td>
<td>OSD</td>
</tr>
<tr>
<td>Surface Enlisted</td>
<td>PAC Fleet</td>
</tr>
</tbody>
</table>

Discussing the whole-system concept, Frank commented: “The notion is that if get the whole system in the room, the task is clear and it has to do with the strategic future of the organization, that amazing things can happen. Small conversations can have large consequences.” In fact, the diversity in the room included a Marine Medal of Honor recipient from Vietnam and the First female at Sea. The large group process is designed such that conservations are choreographed so that the group together can come to higher common ground. Frank Barrett concluded by inviting the participants to keep an open mind during the process despite not knowing the outcome.
**Introduction from Ron Fry**

Ron Fry outlined the AI process and the schedule for the four day Summit. He pointed out that the beginning of this process is the most creating change with a very unique starting point. Instead of beginning with what is wrong or what needs fixing, the process starts by looking at what has already made it possible for the Naval Reserve Force to succeed. Most organizations are very good at detecting gaps or things that are not quite up to standard, yet organizations still need and want more innovation, more creativity, more breakthrough ideas.

The Appreciative Inquiry approach adds another dimension: namely, experimenting new ideas, experimenting with ways to be more efficient and effective. So, the process starts with what has already made seamless integration, family support, team work, meeting sailors’ needs, and operating with common systems and aligned processes. Ron indicated that the process begins with appreciating what we already do well along the dimensions outlined in the Summit topic.

Then, the process turns to an inquiry into what are the causal factors, what are the success factors that allow us to do the very best as one Navy, one team. With those ideas, the process turns to the development of actionable projects, what can we do better, what can we do more of, more frequently, more often in the future.

Ron Fry outlined the agenda for the four days using the 4-D cycle: Discovery, Dream, Design, and Destiny. Each of these phases provided the structure for the three and a half day Summit.
Summit Activities to Discover the Best of the Past

Opening Conversation in Pairs

Ron introduced the participants to the first activity: appreciative interviews. In this first exercise, the participants paired off and interviewed each other, following a set of questions provided in their booklets. This launches the Discovery phase of the Summit: discovering the best of the past by interviewing and listening to others’ stories and identifying the strengths, the highest moments of effectiveness that the participants have had in their experiences in the Navy.

The following conversation starters/questions are adapted from the participants’ worksheets. These opening conversations were one of the most important parts because they set the participants in a particular direction. That is, the questions are fateful and they determine the directions the participants go. Ron, in his introduction to this exercise encouraged everyone not to be judgmental of the questions or of what people talk about. Instead, he asked them to let the questions and conversation starters jog their memories of experiences they’ve had in the Naval Reserves. Instead of taking journalistic notes of what is said, he encouraged them to join the conversation in places where they were curious, with the “eye of a child, reaching, touching, trying to figure out, taking nothing for granted, and mining the gold out of the story.”

**Question 1: Initial attraction to the Navy.** We’d like to learn about your initial decision to join the Navy Reserve (or Navy in general). When did you first become part of, or connected to, the Navy Reserve (or Navy)? Recall the moment you decided to say “yes” … what most attracted you to join? What most excited or interested you then? What is the most important factor the Navy Reserve (or Navy) has contributed to your life?

**Question 2: High Point or Peak Experience in the Navy.** As you look over your entire experience in the Navy, there have probably been many ups and downs, peaks and valleys. We’d like you to reflect on one of the peaks, one of the high points. Please think of a time that stands out as a “high point” for you—a time when you felt most alive, most engaged, or really proud to be associated with this institution… A time that left you feeling like you were contributing to a higher purpose…A time that left you feeling a deep sense of service. Tell a story about that experience. What made this such a high point / peak experience for you?
Question 3: Growing every Sailor… Maintaining an excellent Navy Reserve force involves supporting the continuous growth, learning, and development of all of our people. Often this means supporting others to develop knowledge and expertise. As you look over your entire Navy career, think of a time when you (or someone you witnessed), supported another’s professional growth and development in a way that made a positive difference. It could have been a time when your support (or someone you witnessed) gave someone more confidence in his or her own capacity; it could have been a time when you put another’s ideas or interests ahead of your own; it could have been a time when your support or contribution helped someone’s idea come to fruition; it could have been a time when your support (or someone you witnessed) helped to recognize another person’s special skill or effort. Or perhaps it was a time when you supported someone else’s idea or proposal in a way that lent credence or credibility and helped contribute to a positive outcome. Please tell a story about that time.

Question 4: Seamless Fleet Integration: Bridging across boundaries and making connections. To remain innovative, we must be able to connect people across communities, departments, levels, and specialties. We would like to learn what makes that cross-boundary cooperation possible. Think of a project or a time when you’ve been part of cross-boundary cooperation that resulted in some outstanding achievement or mission success. Perhaps this was a time when you or someone you know achieved coordination and cooperation, in spite of bureaucratic or hierarchal boundaries. Tell a story and share the insights of what it takes to be effective doing this.

Question 5: Great Teamwork. It is important to build a spirit of trust and teamwork. We want to understand what it means to be part of a great team. In your experience in the Navy, describe the best team effort you’ve ever been part of. What was it about that group or situation that made it exciting to be a part of? How did that group function to support each other?

Question 6: Vision of the Ideal Naval Reserves. Finally, we’d like to talk about your vision of the ideal Navy Reserve in 5 years. Imagine you go to sleep and it is a long, deep sleep. You wake up and it is 5 years from now! You go to work and find that the Navy Reserve has evolved to be everything you always hoped it would be. It is totally aligned and critical to the realization of Sea Power 21. It is respected, sought after and held in the highest esteem in every part of the Navy. What does this ideal Navy Reserve community look like? What is going on? What has changed from 2003? How is it viewed and treated by others? With this image in mind, if you could shape, develop or improve the Navy Reserve in any way you wished, what 3 things would you do today to heighten its vitality and overall health? How would these changes help you to do your job and serve the Navy better?

The experience of interviewing in this fashion was new for some participants. Frank asked them what it was like to experience this activity. Some noted that despite completely different backgrounds, they shared a lot in common, and participants saw that they had the same alignment which was refreshing and exciting for them. Some participants started sharing ideas about improvements and found common ground and projects to work on for later in the Summit.
The effect of cross-boundary sharing was great: officers and enlisted personnel interviewed each other and began to see into each others’ worlds and experiences. It was a positive way to start a meeting: people smiling at each other instead of staring each other down. One Captain noted:

“We had a person with 23 years experience in the Navy, and a person with less than a year in the Navy: a Captain and an E3. And the comparison was just mind boggling… She taught me more about what we’re not doing in terms of leadership and what we could be doing in terms of leadership.”

The interview process highlighted two themes: first that there are commonalities between people with diverse background and second the participants are beginning discover differences across those boundaries. These were important discoveries during this first activity of the Summit.

Celebrating the Resources in this Community

After the brief report outs about the interview process, the large group reconvened and Ron introduced the activity: Celebrating the Resources in this Community. At the tables, tasks were assigned to four people: a discussion leader, a time keeper, a recorder, and a reporter. The participants created two lists of themes. The first was a list of themes of highlights from what they learned about their interview partner from either the high point story or the initial reason for joining the Navy. The second list was a list of the highest hopes for the Summit.

The purpose of this activity was to draw out best practices, themes, the underlying factors that have allowed these moments (in the stories) to happen, in order to discover all the critical factors that help the Naval Reserves be the best. These underlying themes then will be used as the platform for what will be improved or changed to make the future according to the Summit topic: seamless integration, Sailor development, family and employer support, and becoming “Team Navy.” Several tables reported the highlights and common themes. A set of new tables reported on hopes for the summit to the large group.
<table>
<thead>
<tr>
<th>Reasons for Joining</th>
<th>High points</th>
<th>Early Wishes</th>
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<tbody>
<tr>
<td>Active family support</td>
<td>Advancement</td>
<td>Communication across barriers to get things done</td>
</tr>
<tr>
<td>Camaraderie</td>
<td>Challenge new ideas</td>
<td>Contribute today and tomorrow to make a difference</td>
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<tr>
<td>Childhood aspirations</td>
<td>Communication</td>
<td>Desire for further opportunities to continue the AI process (website, annual event)</td>
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<tr>
<td>Choices of rates</td>
<td>Creative choices and empowerment</td>
<td>Develop mentoring program</td>
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<td>Education money for</td>
<td>Diversity of opportunities</td>
<td>Drill flexibility and longer drilling periods</td>
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<tr>
<td>Employment</td>
<td>Job opportunities</td>
<td>Equal benefits as Active Duty</td>
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<tr>
<td>Expanding life, personal growth</td>
<td>Job success</td>
<td>Hope that just one idea will have results at the end of one year</td>
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<tr>
<td>Experience</td>
<td>Leadership playing active role in developing Sailors</td>
<td>Improvement manning and retention through incentives</td>
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<tr>
<td>Growth &amp; self development</td>
<td>Making an immediate change, to make a difference</td>
<td>Improvement of legacy programs</td>
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<tr>
<td>Income, benefits, and retirement</td>
<td>Mentoring others</td>
<td>Integration between Reserves and Active Duty</td>
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<tr>
<td>Looking for structure in life</td>
<td>Mission accomplishment</td>
<td>Longevity of program and this process gains traction</td>
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<tr>
<td>Making a difference</td>
<td>Overarching sense of service post 9/11</td>
<td>Recognize civilian skills</td>
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<tr>
<td>Putting down roots (Reservists)</td>
<td>Recognition for expertise, skills, and performance</td>
<td>Results in policy and funding</td>
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<tr>
<td>Quality of people associated with Navy</td>
<td>Seeing others succeed</td>
<td>Strong career path development from beginning</td>
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<tr>
<td>Sense of service post 9/11</td>
<td>Team work and team unity</td>
<td>Strong link between Gaining command and Reservists</td>
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<td>Service to country</td>
<td>Value added in being needed</td>
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<td>Team work</td>
<td>Working toward a common goal</td>
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<tr>
<td>Tradition</td>
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<td>Travel, experience, and adventure (Active Duty)</td>
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Root Causes of Success

The next exercise was another round of the discovery phase. The challenge in this next step is to go deeper and become much more specific than just wishes and common themes. The tables then listened to the stories and identified specific success factors, things that must exist for seamless integration, for effective team work, for developing people for mission preparedness and success. These factors helped to identify the “root causes of success”—things to do more of and not stop doing. Several tables shared stories and specific success factors. The following list represents the factors.

- Camaraderie
- Clear goals and tasks
- Communicating mission
- Communication
- Dedication
- Employer support
- Empowerment, ownership, stakeholder
- Equipment
- Family support
- Flexibility and adaptability
- Knowledge transfer
- Leadership
- Mentoring
- Motivation, will to succeed
- Multifaceted talent
- Partnership
- Patience
- Persistence in learning from mistakes
- Positive attitude
- Quality and customer service
- Recognition for service
- Selfless devotion to duty
- Service orientation to country
- Shared Vision
- Teamwork
- Training

The following two stories illustrate the root causes of success:

“One of the things that helped develop seamless integration was to have a pre-planning meeting three weeks to one month before going to Puerto Rico. Since we know that we don’t do thing exactly alike—we’d like to think that we do and we have seamless integration—but that is something we’re striving for and we don’t exactly have it yet. So one of the things we decided to do was to talk to one another and identify some of these areas where we knew that we did things the same and other areas we knew that we weren’t doing things exactly the same, and how could we reconcile those things before those problems turned into major problems. In that we decided that some of things that we needed to have when we sent people down there to accomplish some of this stuff was to have confidence in your folks that they’re doing the job that you are assigning them to do. If you don’t think that they can do it, they’re going to recognize that and they’re not going to do it as well as they could. So confidence in the personnel that are assigned to a task and knowing that they can do a good job was one of the things to have a successful integration.”
“I come from the nuclear propulsion program. Some of you may even be familiar with it. Back in 1974, it was about a two year process in order to become a qualified reactor operator. In 1978, I was a First Class Petty Officer in charge of the Reactor Controls Division. We were in the middle of a casualty drill. I had a Third Class Petty Officer, also a reactor operator, and we were performing trouble shooting and I had asked him, ‘What’s the next step in this trouble-shooting procedure?’ And he mumbled. And I said, ‘Well, what is it, come on?’ putting the pressure on him. Long story short, he couldn’t read—a 23 year-old reactor operator that had made it through the program not being able to read. We as a division of eight took upon ourselves to teach him to read, which we did. We were in the middle of a patrol, so a month and a half later when we got back, he was tested and then taking college courses. What I didn’t share with the rest of my table is that in 1992, he was Vermont’s Science Teacher of the Year and is currently a principal in Vermont at a high school. The last time I communicated with him about 10 years ago, when he made Science Teacher of the Year, he told me that if it wasn’t for that particular division’s work with him—and it was every day after watch, hours on end, any reading material available—he expressed that it would never have happened, if it wasn’t for us. And it all made us all feel really good about it. And I think that encompasses a lot of what we have been talking about.”
The Leadership Summit: An example from the Navy

After sharing root causes of success and stories, the facilitators showed the CNO Leadership Summit video held in December 2001, in Monterey, CA to demonstrate an application of the “AI Large Group” intervention in the Navy. The video montage provided a kind of executive summary of what other communities in the Navy have been doing with the Appreciative Inquiry summits. It was an example of the AI Summit so that the participants unfamiliar with the Summit process in the Navy could get a better picture of what the process looks like.

After showing the video, Frank Barrett asked Gar Wright, a participant at this Summit who attended the Leadership Summit in Monterey, to comment. He said, “I didn’t know how this was going to be beneficial, but I felt empowered to do this work.” The Summit approach gives people a voice and the opportunity to voice their ideas and challenges. It empowers people to be involved in the decision making process, knowing that their input is considered seriously toward the betterment of the Navy. The Summit approach gives people the opportunity to try out their ideas and to see where they will go. Each action idea at the end of the Summit becomes a pilot project.

Reactions of the First Day

After the first day, several people made closing comments and shared their initial reactions of the first day of the Summit. An O6 made this comment:

“As an O6 and listening to an E3, we forget to lead. We lead in our companies, we lead in our jobs, we lead in our families, we lead every where we go, but when it comes to the Reserves, we think that everyone knows their job and we’re busy doing our job, instead of stopping and picking up the young Sailor, or the young chief that will become an officer, or someone who needs a mentor in their career. And we’ve heard that story over and over again today as to the importance of that one word of empowerment, that one word of encouragement, and acknowledgment from a CO that you did a good job, that bonus pat on the back. And I think it became very clear that we do not articulate to our troops how much we care and appreciate what they do and perhaps we need to lead.”

Another individual noted that this is a group of ordinary Sailors who have come together to achieve extraordinary results and establish extraordinary goals. He also noted that if the stories shared here were repeated every day, the Navy would be that much better.
One comment regarding “it’s all about the people” emphasized the need to recognize that the people involved really do matter and that those ideas need to be captured in the work that the participants are doing in the activities.

“It’s clear that by having this event, people really care about making the Naval Reserves a better organization, a better command, and that higher cause of how the Naval Reserves fits into society as well as the defense of our country.”

“Reservists are committed, but they are true volunteers. And the Reservists in many cases have a degree of stability. They also have networking from being associated with those commands or units. Reservists bring a lot of civilian skill diversity which is very innovative and resourceful.”

Finally, a participant noted that the Naval Reserve Force not going through a change but the evolution of a command that can adapt to present and future mission demands.
**Dream – Day 2**

The overall goal for Day 2 was to come up with a list of project ideas and pilot groups that will help the Naval Reserve Force achieve its mission: One Navy, Our Navy, Forging the Future. The day began by returning to the root causes of success in order to determine the Positive Core of the Naval Reserve Force. After a brief introduction to some of the theory behind the Appreciative Inquiry approach, the tables prepared skits or characterizations of the future most hoped for. By the end of the day, a large opportunity map was filled out and sticker dots covered the map representing votes for the most important ideas. These topic areas formed the basis of the pilot groups for Day 3.

**Posting the Positive Core**

To kick off the second day of the Summit, Ron Fry described the purpose of the discovery phase, reorienting the participants to the AI process and the 4-D model. When talking about the best of the past, it is hard not to start thinking about what could be done differently in the future. With the collection of the success factors, it becomes easier to identify the Positive Core. The Positive Core of any organization is those things that are absolutely necessary for it to succeed and to excel in whatever it’s doing. It can include procedures, values, leadership styles, technology, and expertise. It is not a list of recommendations for to implement. All those things form a core that organizations rely on when they are at their best.

After a brief check-in at the tables, each group prepared a “pennant” listing the root causes of success, the most critical success factors that no matter what else changes, these are things that the Navy should absolutely keep and continue to promote the best in Navy-Family-Team bonds. The pennants were hung from a string that spanned the length of the ballroom, from a large poster of a Navy battleship cruiser to a poster of a shore-side family. These pennants are a visual representation the Positive Core of the Naval Reserve Force. Examples of the Positive Core pennants are listed here; the complete list of the Positive Core is in Appendix 1.

1. TEAM: Trust, Equipment, Augmenting Active Duty units, Mentoring
2. Lead, Mentor, Empower
3. SUCCESS: Shared Vision, Unity of Purpose, Clear Requirements, Communications, Empowered Leaders, Sense of Duty, Simplicity
4. Adaptability, elasticity of thought, capable, community involvement, selfless service, leadership, ability to assist, knowledgeable
5. Empowerment with trust; Leadership by example; Concern for subordinates, families, and employers
6. Teamwork and Adaptability = One Navy
7. Values: Citizen Sailors have Civilian skills and Military Skills; Volunteers, Expertise, Stability, Communication, Value, Maturity, Patriotism
Positive Image, Positive Action
Ron Fry and Frank Barrett presented the theoretical bases for Appreciative Inquiry. They discussed the five research areas that describe how developing a positive image leads to positive action.

- The **Placebo** effect in medicine means that when a patient believes he/she is getting medicine, even though a sugar pill or placebo is being administered, the patient will get better. The principle is that perceptions and beliefs shape the future. “Your expectation of the future is literally as if the body releases an entire pharmacy that’s consistent your image health of your future.” How does this affect our relationships?

- The **Pygmalion** effect suggests that others become our image of them. Classrooms studies conducted in the past found teachers’ opinions of their students determined academic performance. Other people’s beliefs or anticipatory image about me or you also has an impact on our behavior. Investing in people, mentoring them, believes in them, and they begin to move in that direction. The power of this research is that we are made and imagined in the eyes of others in addition to our own expectations.

- **Inner Dialogue**: studies of inner cognition and psychological health found that the healthiest people have a 2:1 ratio of positive to negative thoughts. What are people’s internal images of themselves? Coding of people’s internal dialogues and correlated to known psychological health. Depression is 1:2 positive to negative internal cognition. For normal neurotics the ratio is 1:1 positive to negative. Healthiest people had 2:1 ratio. Redefining what health means: the healthy people couldn’t accurately predict events. It’s actually healthier to be over optimistic. What’s the source of the internal dialogue? Study with wireless microphones on children ages 6 to 12: the ratio of negative to positive was 9 to 1. Communication is often in the form of “don’t.”

- **Positive Affect**: the story of Norman Cousins who didn’t want to be reminded of his illness—he had been diagnosed with terminal cancer. He wanted to eliminate images of his illness: no white coats, one blood test a day only, no cards reminding him of his sickness, watched movies that made him laugh: created a world of positive images. He generated positive affect and was cured from cancer. Positive affect has been found to have both physiological and relational impact. He survived and later earned an honorary MD degree and held a chair at UCLA Medical Center.

- Finally, they introduced the concept of **Affirmative Competence**: they used, as an example, a study of bowlers. One group of bowlers was coached only on what they did well, while another group was coached on the mistakes. After several weeks of coaching, everyone’s scores improved. But the scores of the first group were statistically better than the second group. Frank shared his personal experience of white water kayaking. At the first set of rapids on the river (at a wide part in the river), the instructor sends Frank out first and calls out to him “Just don’t hit the rock” (the rock was about 6 feet across). He’s thinking: “no not rock, no not rock, no not rock”… and then he hits the rock in the middle river. Even though he was negating it, he was celebrating and honoring the rock. Getting what you want is not the same as eliminating what you don’t want: those two things are not equal.
After presenting this research and what is known about positive image and positive action, Frank and Ron then asked the group what they noticed about the stories, examples from their own lives, examples in the Navy, or other research.

One person shared an example from golf and how to focus on hitting the ball on the green and not into the water. Another individual shared his experience watching the Marine Corps: it has a reputation for being the best. Marines uphold that image because others believe in that image. When Reservists come to serve alongside the Active Duty, there is often the mentality of “I’m just a Reservist.” He went on to say that this is something brought on by the Reservists themselves and needs to be overcome.

Preparing Dreams and Visions of the Future

The next activity in the summit was to imagine and portray dreams of what the future Naval Reserve Force ideally looks like. During the interviews of Day 1 and at their tables, they shared and discussed images of the future. Now, imagining five years in the future, August 2008, the teams visualized the Naval Reserve Force they really wished for, as if it exists now and discussed what is happening, what is new, better, or different.

In preparation for the next activity, Ron said that the more seriously we look into the positive anticipatory image of what we could be, the more likely we are to actually go in that direction. The next activity is about what we want and the conversations at the tables were oriented toward those images of the future that we most want: how will things look, how will we work, what will our culture be like when we are realigned, One Navy, One Team, totally supporting and aligned to SeaPower 21.

At tables, the participants built from interview question 6, the root causes of success, and the positive core to image the future. They talked about their images of the future and then prepared a way to show the image to the group: through some kind of portrayal, a skit, a song, a poem, something out of the ordinary. These will be used to create opportunities that can be worked on in the future.

Images of the future that a group of tables portrayed included: integrating active duty and reserves through a surgery via VTC, a poem in the form of Dr. Seuss reflecting adaptability, a role play of a new web service for recruiting options and making SELRES assignments known as “seamonkey.com”, a news reporting about the future Naval Reserves, a recruiting center in 2008 where the Reserves are folded in the Navy (full time and part time Navy personnel), a skit talking to unemployed detailers because of recruiting auction recruiting system called NBAY, a one man show featuring a SELRES training session, and a Mister Rogers rendition of the new Naval Reserves.
Mapping Opportunities for Improvement

The patterns that emerged from the skits were important to help determine the actionable project ideas for the next activity: mapping opportunities for improvement. The participants were asked to think about all the skits and reports about the future in order to brainstorm a list of opportunities to support SeaPower 21 and create a more integrated Navy. At their tables, they chose three changes or improvements that could be actionable projects about any type of policy change, training, organizational networks, new services, procedures and practices to achieve Navy integration.

Key questions for this activity were: What are the actions to take next to realize the vision? What’s best for the institution? What are the next steps we need to take? Admiral Totusheh stood and encouraged them to come up with really actionable projects, ideas that could be acted upon immediately, and to create pilots that they would have energy for. He question for the group was this: What are the things that will actually support SeaPower 21?

Once they had time to generate a list, each group reported out to the larger group, while the facilitators captured them on a larger poster board called the “Opportunity Map.” Then, they were asked to think about which opportunities they would most like to work on. Each person was given three small round stickers; they came up to the map and placed the stickers next to their preferred opportunities. As each person voted, clusters of opportunities began to emerge on the map.

At the end of the session, the facilitator team and sponsoring Admirals met to determine the best set of “cluster topics” based on the Opportunity Mapping exercise and subsequent voting. These clusters formed the basis for the Design phase of Appreciative Inquiry. This smaller group determined 14 groups for pilot projects:

1. Determine SP21 Requirements best met by Naval Reserve capabilities (e.g., sustainable processes)
2. Innovative Utilization Concepts to enhance fleet capabilities
3. Integrated personal management (anticipatory billet groups)
4. Roles of Reserve Center to provide resources to fleet
5. Streamline access to Reservists
6. Enhancing Active component understanding of Naval Reserve
7. Relevant Relay
8. Improve employer/family support
9. Equitable benefits for Reservists
10. Educate SELRES on Navy Reservists (e.g., feedback teams, 5-vector model)
11. Improved training technologies
12. Enhanced training approaches (e.g., mentors, drilling, boot camp)
13. Naval Reserve role in homeland defense (e.g., maritime defense)
14. Continuum of service from accession to retirement (e.g., career flexibility, single accession points)
**Design – Day 3**

This day was an action oriented day. Yesterday ended with the opportunity map of ideas for actionable projects. For the first activity, Frank Barrett and Admiral Totushek talked about the discussion to determine the 14 groups.

The Design phase was structured into three work periods. The first period was to get to know others on the team and create an aspiration statement then get feedback from the group. The second period is about discovering some actionable ideas: a study, a trial, etc. then get feedback about three or four ideas. Finally, teams began to drill down into the detail of the projects, who do we need to contact, what are the steps we’re going to take, how will we keep in contact.

**Determining the Pilot Project Teams**

Frank talked about three groupings of actions from the map based on the discussion with the Admirals at the end of Day 2. First, where the participants see energy for action, others recognized that actions have already been taken. Second, some of the ideas are still in process and are very new, so the leadership needs help to make things to happen. Third, some of the ideas are necessary, but there is still a question of resources: we’re not sure we have all the resources to get there.

Admiral Totushek and Frank walked through the map and talked about how they came up with the groupings on the map. This explanation helped the larger group understanding the decision making process to narrow down the topics on the map. A few topic areas were altered or eliminated because significant work is already being done in these areas; Admiral Totushek and others explained what has been done and what was currently being done.

**Determine SP21 Requirements best met by Naval Reserve capabilities:** Admiral Olson: There are no Navy requirements and Naval Reserve requirements for SeaPower 21. There are only requirements for the whole Navy. It is up to the different areas to determine what the requirements will be for their branch of service.

**Integrated personal management:** Fred Mingo (Chief Info Officer): Work is already being done: a migration strategy is in place to create a Navy unique database replacing disparate manpower and personnel databases; currently, a gap analysis being conducted to discover gaps between the old and new softwares. It will be a self-service product, web-enabled by PeopleSoft. Admiral Totushek encouraged people in this group to focus on strategies about how to use the data.

**Roles of Reserve Center to provide resources to fleet:** Instead of eliminating reserve centers, here the suggestion was to consider all the people linked to the Naval Reserves, particularly connecting with centers throughout the US, not just near ports. The other aspect was to think about the connectivity the Navy has with the rest of the nation: in many areas the only contact citizens have with the Navy is the Reservists wearing the uniform.
Several groupings on the map were not created as pilot projects because of ongoing work with these ideas:

**Ensuring common systems, compatible systems, and common warfighting systems for Reservists:** This is an area the ESC has been working on for quite some time. The issue revolves around resources; there are ongoing actions being taken inside the Navy and with Congress to address this topic.

**ID Card issue:** A woman from OSD Reserve Affairs indicated that this issue is presently before Congress: to change status so Reserves are treated the same as Active Duty in terms of gaining full access to services (e.g., commissary); this may be changed for the FY04 budget and could occur without any discussion here.

**Five-Vector model** This is an outcome of Task Force Excel; training and detailing will be taken care of through this model in the future; it is essentially an electronic development map in each person’s file; promotions will work off this model as will mentoring; Naval Reserves are one of the first areas in the Navy to implement this

After outlining the project groups, Admiral Totushek outlined some expectations for the Design phase and beyond. First, each of the groups was assigned a subject expert to help them know where to gain resources or support. Second, the groups were instructed that they will be creating outbriefs for Day 4. He emphasized again that they are looking for pilots to put into action and that there will be follow-up on these outbriefs. In particular, there will be a follow-on VTC in September 2003 with one or two representatives from each group.

**Getting to the Design Work**

Posted around the room were the titles of the new cluster groups. The participants “voted with their feet” as they walked to a flip chart with one of the 14 pilot group topics. ESC members and subject experts were previously assigned to each group in order to get things underway and help the process. This enabled the people working in the groups to get information about existing programs and how they could develop those further. Each of the groups had between 15 and 25 members.

After the participants formed into their new teams, Ron described the Aspiration Statement. If two or three years beyond this Summit, this group is really successful and can reach the ideas that people want, what will it look like. It is a statement or a paragraph that describes the ideal aspirations for the group’s topic area. These statements were written as if the ideal state were happening now.

Ron talked about some challenges in the groups that might arise. He encouraged them listen for and move toward common ground, acknowledge differences and build on the ideas you like, and notice where energy is crossing and building. Discussion leaders were instructed to include voices that tend to be silent and are not speaking up
As they met, the groups assigned the four roles: discussion leader, time keeper, recorder, and reporter. The new groups then began to work together throughout most of the day to prepare a presentation for the next day. The first task was to learn about the members of the group. Each person shared why he/she chose the particular group: what excited them the most about this area or topic. Next, they drafted one or two paragraphs that described the ideal for which they were striving three years from now: what will you wish to have achieved.

**Feedback on 3-Year Aspiration Statements**

When the pilot groups reconvened, each read drafts of their aspiration statement to the large group. Ron gave the instructions for providing oral and written feedback to the groups. There were two questions the participants were asked to consider when listening to the statements: 1) what is most attractive, what do you like about it, what words are the strongest, what words jump out? It’s important that the groups have some sense of what people support and what they like. 2) How would you add, edit, make it even bolder and more aligned to what you think ought to be there. With the comments the groups can make edits that incorporate the other participants’ suggestions.

Each group’s reporter read their Aspiration Statement read it twice: first, to explain it briefly and second, to let people hear it again in order to make suggestions. As they finished, people called out feedback on both questions (what is most attractive and what could make it bolder). Participants also made comments 3M Post-It note pads. At the end of the session, time was given for everyone to post their feedback directly on the aspiration statements (see Appendix 2 for finalized Aspiration Statements).

Groups went back to break-out rooms began to finalize their Aspiration Statements and also began to work on their preliminary goals. One subgroup within each group worked on the Aspiration Statement, and another subgroup worked on developing project ideas. The instruction was to have them decide on one or two actionable and attainable project ideas—ideas that have the most energy and that can be acted upon.
INTEGRATED PERSONNEL MANAGEMENT
Responsive, Resilient, and Effective Personnel System

EDUCATING ACTIVE DUTY about the RESERVES
The Full Time and Part Time NAVY is a TOTAL FORCE at all levels?

ROLE in HOMELAND DEFENSE
The Civilian Military Tradition

COM不利于MUNICATION
Expand Our Network
Prevent Terrorist Attack
Support First Responders

ENHANCING FLEET CAPABILITIES
Immediate Threat Response
Support the Mission Abroad

STRENGTHENING NAVY-MILITARY RELATIONSHIP
The Total Force Capability is Connected to Support the Mission Abroad

PROTECTING THE NAVY'S ADVANCED TECHNOLOGIES
Defending the Future
Preventing Future Threats
**Reporting on Action Planning for Pilot Projects**

The pilot teams came back and reported on their progress, particularly on the two, three, or four most attractive action ideas that were emerging in their discussions. Before getting too deep into the goal planning, each group presented their brainstormed ideas for change to the larger Summit. They received appreciative and constructive feedback on their ideas from anyone who wished to comment in the large community. Feedback was given by showing different colored cards: Green cards mean it’s a great idea, keep moving; Yellow cards mean there are still some concerns that need to be addressed; and Red cards mean there issues yet to address and work on. If a participant shows a yellow or red card, they owe some feedback to the group for the idea being discussed.

Guidelines for the 1-Year Goals and Action Steps were as follows:

- Does it support SeaPower 21 and integration of the Naval Reserves with the Active Duty Navy?
- Does it address/reflect the underlying principles in your Aspiration Statement?
- What are we already doing that can be continued or enhanced?
- What are the new actions that would create an impact?
- Can all stakeholders support the idea?
- Try to find at least one, short-term action idea that will show visible progress and impact coming out of this Summit—the “low-hanging fruit” that can be implemented perhaps more easily or quickly than some of the other ideas.

After receiving feedback from the large group, project teams began finalizing their actionable 1-Year goals and Action Steps. They continued working together throughout the day. Many worked until dinner. The project teams used the following criteria for each of their goal areas:

- Agree on key targets and scenarios for how to get there: who would we need to do what? By when?
- Who are key people that we need to contact to accomplish this pilot? Who do we talk to about funding?
- Identify specific success indicators along the way: 1 year, 6 months
- Identify key players, change agents, and catalysts (not already in the group) who will be critical to successful implementation and how we will gain their involvement after the Summit
- Identify the major benefits of this project in terms of the Summit topic: How will it support SeaPower 21 and integrate the Navy?
The project teams returned to the groups and finished the action steps and prepared outbriefs for the final day. They selected two persons from their teams to be points of contact, discussion conveners, and persons who will check up on progress and arrange for meetings. Ned Powley, facilitating with Ron and Frank, shared information about how to organize for post-summit success, particularly working in the project teams and maximizing progress after the Summit (see Appendix 3 for guidelines).

Reactions from USN Participants
Admiral Totushek asked for reactions from the USN folks at the Summit in order to their feedback about what the teams could incorporate into their pilot projects.

*Rear Admiral Eric Olson:* “I really appreciated the type of forum. It demonstrates how diverse and how talented a population the Naval Reserve is and it shows in a fairly dramatic way, what it has to bring…. It represents a singleness of purpose. I’m encouraged as well by the level of cross education I’ve observed here in the room. There is much that is going on in the Reserve that the Active doesn’t know about. There is much going on in the Active force that the Reserves don’t know much about. And there’s aspects with the Reserves that other parts of the Reserves don’t know about. So this has been a great eye-opener. My feeling is that this is a very important time in history for the Naval Reserves. It’s been employed in a robust and dramatic way in the last couple of years. It’s been stressed in some ways that it hasn’t been stressed before. It’s been utilized in ways it hasn’t been utilized before…

“SeaPower 21 is not a passing fad. It is being institutionalized in a variety of ways. The Navy staff is realigned in accordance with SeaPower 21. The communities that you used to know have been re-identified as SeaPower 21 capability pillars…. I’m encouraged that the tone of this conference is about what have you done for the fleet and what can you do for the fleet.”

*Rear Admiral Steve Tomaszeski* (Deputy Chief of Naval Personnel): “Thanks again for the opportunity to be here, but we’re not done yet. This is just beginning now, and I’m excited about the ideas that are coming up because in my experience and most of your experience tells you that the best ideas come from the fleet, or your sailors. And I’ve been privileged to hear some very good ideas and now we have to translate those into action. Down in Millington, TN, we have a vision statement that says “Mission First, Sailors Always.” That’s very important touchstone for our folks that are detailers, and our folks that work in the MWR, quality of life ombudsman programs. Whenever they get mired into some of the things that we’re doing, it’s overwhelming. But as you go through this, if you think about the Mission First, then our Sailors Always, you will realign yourself to what has to be done for our Navy.”
“One comment that was not pleasant that I’ve heard at the Summit is this: ‘That the fleet does not appreciate the Reservist.’ I personally find that offensive. It bothers me a great deal that I hear it. I know it is out there. But there are as many Sailors in the Active Duty Navy that do not represent us well. They’re a minority, just like there is a minority of Naval Reservists who do not represent you will in the fleet. They are a minority. And if you haven’t been the fleet and seen how well your fellow Reservists perform out there, you are missing something. You are a vital part of our Navy and for the rest of my time in the Navy, I’m going to make sure that the Active Duty folks respect and appreciate everything that you bring to the fight. So my message is, ‘Don’t let me ever that again, ‘cause it just annoys me.’

One individual stated that he would use the AI type questions and conversation starters in his own command because he feels that it was a very effective way to get people engaged in the process. His message was: “Don’t forget that every person’s job is important.”

Another individual noted that he before this Summit he was not knowledgeable about the Reserves and what they do. He said: “Since being here, that has changed. I have the utmost respect for you. There’s two terms I’ve heard since I’ve been here. One is change and one is training. Since I’ve been in since 1982, we’ve trained and trained and trained and kept on training. And having been a veteran of Desert Storm and Desert Shield, and what’s going on now, not out there, but as a detailer. And the training has paid off. Change: we get into this mindset that we’ve been doing things for so long and we don’t want to change. The challenge is, for the flags present today, I personally challenged the flags to take some of the pilot programs from this AI Summit and somehow implement them so we can start to move forward toward the One Navy concept.”
**Destiny – Day 4**

The morning of the final day was a busy time for the summit participants. Each group made a formal presentation of their 3-Year Aspiration Statements and 1-Year Goals. Each was actionable and outlined next steps for implementation. Some of the goals were short-term actionable goals, while others were more long-term, strategic, and geared toward broad policy changes. The graphic artist captured the parting reflections as well as the project teams’ proposals.

Admiral Totushek introduced three people who came for the final day of the Summit: Admiral Costas, Admiral Cotton, Admiral Dan Kleppel. Admiral Totushek outlined his expectations: “Today, I expect to have multiple positive outcomes. I’ll tell you why they are going to be positive—I know already. As you noticed when you saw the CNO’s tape, he buys into this. And also, a strange occurrence happens: when the boss is interested in something, those that work for him become fascinated about it. So we have a lot of buy in at the three star level. So our report out is going to have traction with those people. And that’s why this is going to be a positive outcome… because our ideas are going to have life. you’re going to have to stay behind it of course, but the ideas will have life. All that we’ve got to do is get them on the table and keep pushing them.”

He went to share one of the first positive and demonstrated actions from the Summit: “Many of you remember her, Seaman Sanders, who is possibly our most junior person in the room. What you don’t know is that she had wanted to be a corpsman, and back at the center she was told when she enquired about that, they told her that it was going to be too hard, they couldn’t get the schooling for her. Commander Delakey (sp?) from BUMED over heard her talking about or was in a conversation with her, made a couple phone calls, and we have her signed up now to go to A-School to become a corpsman.” This was a concrete example of a small conversation leading to a large consequence.

Ron emphasized that these outbriefs are just beginnings for discovering more and doing more: the work is still ahead. The projects and pilots will take different shape and take new turns. He reiterated Admiral Totushek’s comment that this will be successful because the leadership is backing the process.
Outbriefs from Project Teams

Each of the project teams presented their newly revised Aspiration Statements and 1-Year Goals and Action Steps. Participants from other teams asked clarifying questions and offered suggestions for moving forward. Each team designated a point of contact and processes for how they will accomplish their goals. The outbrief presentations for each group are noted in Appendix 4.

One group requested a letter from Admiral Totushek within a 6 month time frame with much longer time horizons on other aspects of the pilot project. At the end, Admiral Totushek commented that the timeline was too long. Instead, he proposed that he would take action that day and sign the letter by the end of the Summit. This was tangible example of working across traditional boundaries to get work done quickly and effectively.
Post-Summit Introduction
Admiral Totushek was encouraged by the energy that he saw in the presentations. But he cautioned that one of the dangers will be that the energy will dissipate. He had the representatives for each group stand and be recognized as the people that will keep the group connected after the Summit.

Admiral Totushek introduced Commander Gary Gilleon who was designated to the point of contact on the staff that will keep things rolling. He will be the web master for the Summit and keep communications alive. Gary then made a presentation on how the web site will be set up for post-Summit progress. He walked through the web pages using a live feed internet connection to demonstrate how to use the web space.

Several participants asked about security, website capabilities, and availability of materials. Gary committed to having the outbriefs on the web within 48 hours after the Summit. Video footage will be made available as soon it is completed (by mid-September): either through the web portal and/or as digital video clips. With regards to security, Gary noted that the website is secure space. Also, people were encouraged to take back the information to their Reserve Centers or commands and share it with others who did not attend the Summit. The pictures of the Summit will be posted on the web and used to help create briefs.

Final Comments
In preparation for the final closing comments, Ron had the participants return to their original tables and pair up with their original conversation partner from the first day. He asked them to think about two questions to share with each other before hearing final reactions and closing remarks about the Summit.

1) Share a high point from the summit: an idea that has resonated, a conversation that was enlightening, something you learning, or an activity.

2) As you leave this Summit what is one thing you can personally commit to that can help us all move toward a Naval Reserve Force that is integrated and seamlessly aligned to support SeaPower 21 and the One Navy, Our Navy image?

Listed here are closing comments from the participants:

“It’s amazing to see all these groups come together. I think we should have more of this because it really gets a lot of good stuff done for the Navy.”

“I would like to share my appreciation for the Appreciative Inquiry approach. I’ve been to a number of these seminars and they often turn into gripe sessions where the same old issues are rehashed and there’s no real progress made. And I think we’ve all made substantial progress in these last few days.”
“I’d like to reiterate the fact that in all the working groups I’ve ever belonged to, this one started the right way. It included a mix from the bottom to the top; and if you’re going to change something you have to include the junior sailors, as well as the seniors because they’re usually the people that see the breaks the quickest and they see the best way to fix things. That itself is the biggest thing I’ve seen here. One of other comment I’d like to share is about the person I started out interviewing. He made a comment: he came here wanting to make a difference and he happened to be in the ESGR group that set a goal that Admiral Totushek thought was too far in the future. And he just couldn’t believe the fact that the Admiral stepped up and said, ‘Let’s fix it now, today.’ And their letter has already been signed.”

“I echo what the Senior Chief said: what I found most encouraging was when Admiral Totushek started making decisions about great ideas on the spot. Also, having everyone’s input valued and considered. I just thought that was powerful.”

“Is Chaplain Taylor here? Chaplain Taylor stand up. Chaplain Taylor and I served together in my first Reserve unit back in 1998. And he was the first officer that helped me to realize that the gap was beginning to be bridged between the lower enlisted and the officers when he came to my sick bay when I was deathly ill at one point. And just being here is overwhelming to see how that same impact has taken effect with nearly 300 people coming to one place, for one reason, to serve one Navy.”

“I was a veteran of the Navy-Family-Team Summit. As I went through the first initial time, I started off in the wondering mode. By the end I began to see productivity. I’m very appreciative of the AI Summit, and the AI attitude. And I’ve seen it grow across the room and it’d been magnificent. Actually I had different internal feelings as I saw us plugging down the road this way, because I was anxious to see the end: what was going to come out of the group, knowing the positive things that happened at the Family Summit, knowing the talent pool here, and what could be generated. I’ve got to tell you, I’m very impressed and in fact excited about what has been flashed up there. I think we have enabled the Reserve Force to work forward towards meeting SeaPower 21.”
**Closing Remarks from Admiral Totushek**

“I think we have a common feeling about what we’ve accomplished this last four days. I would like thank the steering committee that in January started us on this path. [They stand up, applause.] And also thank the support people once again that have contributed so greatly to seeing this thing through. And finally Frank, Ned, and Ron.

“We’re at a pivotal point here and I couldn’t help think of a story about a wise sage many years ago who was known around his whole country as being very wise. One day, two boys decided to test him. They went to the sage with a dove that they had captured. And there plan was to hold it behind their backs. They would ask the sage: Is this bird alive or is it dead? And if the sage said it was alive, they’d crush it. And if the sage said it was dead, they’d produce the live bird. And so they did this: they brought the bird to the sage and they asked him this question. His answer after thinking for a moment was: *The bird is your hands.*

“And I think that is exactly where we are. This whole process is in our hands. Its success or failure is going to hinge upon the steps we take next. Just make a promise to yourself today that next week you’ll take some positive steps in moving this forward and turn AI into a way of life for us. Thank you very much for your participation. You’ve made a difference in the Naval Reserves.”
Appendices

Appendix 1. Positive Core

1. TEAM: Trust, Equipment, Augmenting Active Duty units, Mentoring
2. One Navy: Vision, Commitment, Leadership, Teamwork
3. Define Mission, Teamwork, Empowerment, Trusted
4. Mission orientation, Communication
5. Relevant, Needed Now
7. Mission: Leadership, Commitment, Community
8. Maximize individual strengths, Moral courage to do the right
9. Lead, Mentor, Empower
10. Convergence of Active and Reserve = One Navy, Our Navy
11. One Navy, One Team, One Fight: we make a difference, trust & mutual respect
12. Employer, Family, Self: Trust, Devotion, Commitment
13. Mentoring, Empowerment, Communication
14. Adaptability, elasticity of thought, capable, community involvement, selfless service, leadership, ability to assist, knowledgeable
15. ACE: Active communication, Committed to mission and focus, Empowered leadership
16. Robust communications between AC and RC: Adaptive leadership with unified goal
17. Mission accomplishment through committed, experienced and educated Naval Reserve leaders: One Navy, One Mission = PRICELESS: Performance, Readiness, Integrity, Commitment, Experience, Leadership, Education, Shared Visions, Sailors
18. Leadership, Empowerment, Mentoring: People Before Process
20. Enthusiastic, Passionate Leadership
21. Mentorship = Guidance, Communication, Training
22. Ice Cream Cone: Empowerment Leadership = Success
23. Market Reserves to Big Navy by 1) Training skills contribution and 2) Every Active Duty command have USNR: Integrate, Culture, RLO = One Navy
24. Winning Everyday = Persistent mentorship, Set expectations, Sailor + Command = Teamwork
25. Teamwork and Adaptability = One Navy
26. Values: Citizen Sailors have Civilian skills and Military Skills; Volunteers, Expertise, Stability, Communication, Value, Maturity, Patriotism
27. Teamwork toward SP21: Positive attitude – Empowerment; Active listening and Mentorship; Enhancement and Pro-active
28. Invest in Sailors: Mentor, Educate, Train, Empower, Recognize, Value every individual = Mission Accomplishment
29. Empowerment with trust; Leadership by example; Concern for subordinates, families, and employers
30. Highly trained individuals and Highly motivated to do the job
Appendix 2. Aspiration Statements

Educating SELRES on Navy Initiatives (RDML Debbink and George Doyle)
- We provide educational mentorship of all members of quality information, through multiple media options, tailored to our diverse audiences.
- Navy leadership values these mechanisms as the way to disseminate important and relevant information.
- By providing the opportunity to satisfy each warrior's quest for knowledge, we empower and enhance the individual for mission accomplishment.

SP21 REQUIREMENTS (Jim Grover and Clay Fearnow)
The Naval Reserve embodies a diverse set of skills, capabilities and knowledge that fully supports SP 21 requirements and our force structure is in alignment with these requirements. We are fully integrated into the Navy's ongoing requirements generation and review process. All Navy requirements are continuously reviewed for appropriate reserve component contributions and missions, and the reserve force continues to be shaped to meet validated requirements.

Naval Reserve Role in the Navy's Homeland Defense Mission (RDML Blackwood)
It is in our vital interest to defend and protect the citizens of America. The Naval Reserve is present in all 50 states and possesses a unique blend of military-civilian skills that bring great value to the homeland defense mission. In concert with Navy, Joint, and other agencies, the Naval Reserve commits itself to an ongoing and vital role to defend our nation, deter another attack, and support first responders. In doing so, the Naval Reserve enhances the Navy's mission at home and abroad for continued success in the Global War on Terrorism.

Reserve Innovative Employment Concepts (Dave Brower, Steve Squires, Lance Mauro, and Landon Donahey)
A Naval Reserve Force that: Meets the Joint and USN Fleet Customer Needs consistent with capabilities of Reserve Force that:
- Fills "Niche tasks" e.g. Naval Air Training Command and FRS SAU's, Weekend military medical support, Aviation squadron "culture workshops," Ship Availability "prep teams," Force protection, Intelligence support (JFAC augment units, targeteers) Post deployment and in-port watchstanding augment.
- Rapidly and deliberately fills Joint/Fleet emerging tasks
- Provides motivated reservists to provide meaningful support for both readiness and expeditionary requirements
- Maximizes the utilization of our Reservists in their civilian and military skills

Integrated Personnel Management (GAPPED BILLETS) (Liz Stephens and Betty Hand)
A Single Integrated Human Resource System that is responsive and effective to:
- Identify and notify the right person who transitions seamlessly to/from the requirement with unabridged, standardized Human Resource data integrity, and is accessible to All Hands.
**Enhanced Training Approaches (Nette Lueker, Ken Bollinger, and Toniaya Watts)**
We understand the necessity of an integrated Citizen-Sailor work force that is able to provide seamless support to the Fleet. We, therefore, provide EVERY Sailor equal opportunity for continuous training from boot camp to retirement. This will create "One Navy" of professional, adaptable, and educated team players.

**Improved Training Technologies (A Team) (Carlos Pacheco, Fred Mingo, and Mark Wenzel)**
- The Navy provides and fosters professional military training and educational opportunities for all sailors throughout their careers.
- Our people possess full awareness of, and skills with, our robust suite of learning technology tools.
- Leaders continually leverage existing and emerging technologies to deliver and document the right training to the right sailor, at the right time, anywhere!

**Enhancing Active Component Understanding of the Naval Reserve (Jack Hanzlik and Greg Pierquet)**
To enhance active duty understanding of Naval Reserve capabilities through education and communication at all levels. The Navy Active and Reserve components shall be integrated in meeting mission requirements culminating in "One Navy One Mission!"

**Continuum of Service from Accession to Retirement and Beyond (Joe Condrick and Bill Delong)**
- One Navy providing Stepping Stones for Success from Accession to Retirement and Beyond.
- The opportunity for dynamic achievement and professional development through flexible service, ideas, and roadmaps for success, in and out of the active stream with immediate, trained support for combatant commanders.

**Equitable Benefits for Sailors (Tom Mobley and Martin Kidder)**
The Navy provides meaningful employment benefits that promote readiness, quality of service, and mission success throughout our entire team. We take care of our Sailors, and we recognize personal and professional contributions and sacrifices. This is who we are.

**Streamed Lined Access To Reservists (Mabel Domengeaux and Tom Berninger)**
A rapid response system that matches the needs of the navy with the availability and skills of the sailor:
- Open access to all users; Activities and Individuals
- No barriers; simplify application and funding process
- Allows individuals to identify opportunities, and conversely, allows the Navy to identify individuals that fulfill skill set requirements
- Activities can "pull" and sailors can "push" skills set data

RIGHT SKILL, RIGHT NOW, WHERE NEEDED
ESGR and Family Support (Donald Taylor and Glenn Gonzalez)
The accomplishment of the Navy's mission includes the entire Navy family. This family includes the individual sailor, their families, employers and civic leaders. We educate, promote and support every member of our Navy family to ensure that the interests and welfare of each are addressed.

Streamlining Reserve Centers (John Jolliffe, Bill Murray, and Carmen Stevenson)
My Armed Forces Reserve Center meets the need of the Joint mission. It supports our reservists by having flexible schedules and timelines, for the needs of the reservist's in meeting training requirements and enhancing career growth. Our goal is to support a trained ready Sailor, Soldier, Airman and Marine to effectively augment a command or unit. In addition, my Armed Forces Reserve Center will provide a positive image in marketing to the community the skills that are provided by the reservists.

Relevant Relay Aspiration Statement (Joe Grace and John Stranigan)
Providing meaningful contribution is critical to building One Navy. Through flexible, innovative workforce integration, the realization of our sailors'/employees' capabilities and the creative cross-pollination of training and goals; the Employer-Navy Partnership will be leveraged to infuse talent and resources. This transformation will blend "Citizen Sailor" and "One Navy".
Appendix 3. Post-Summit Best Practices

- Regular and scheduled updates on progress (TC or VTC with as many members of team as possible, weekly or monthly)
- Internet communication: personalized requests and questions versus generic mass messages and announcements
- Frequent focus on aspiration statement
- Publicize and celebrate any kind of progress
- Major summit VTC or meeting with all summit teams represented to share/compare high points, stories, progress, learnings, etc

Team Interaction
- Positive images to Negative images = 5:1
- Inquiry to Advocacy = 1:1
- Questioning/wondering versus defending and asserting positions
- Self to Other = 1:1
- Comments about my feelings and ideas versus comments about others feelings and ideas
Appendix 4. Goals and Action Steps for Project Teams

1. Educating SELRES on Navy Initiatives (RDML Debbink and George Doyle)

   Pilot 1: Selecting Navy Initiatives for Broadcast: Selecting Navy Initiatives for Broadcast
   - Three Months
     - Define Editorial Board
     - Benchmarking of Other Organization Systems
   - Six Months
     - Process to:
       - Define Message
       - Define Transmission Media
       - Define Audience (Market Segment)
       - Define Frequency of Communication
       - Broadcast Sea Power 21 Articles from ‘Proceedings’
   - One Year
     - Implemented and Institutionalized

   Pilot 2: One-Click Email Validation: Selecting Navy Initiatives for Broadcast
   - One Month
     - Work with Navy Marine Corps Intranet (NMCI) team to develop validation process for drilling Reservists (including Volunteer Training Unit (VTU) members)
   - Six Months
     - Deploy pilot program at a Reserve Center within Readiness Command Midwest
   - One Year
     - Work with Naval Reserve Personnel Command (NRPC) to develop validation and opt-in process for non-drilling Individual Ready Reserve (IRR) members

   Pilot 3: Develop Educational Empowerment Modules: Develop educational empowerment modules
   - One Month
     - Group familiarization with current Navy web-based training and mentoring programs
     - Identify critical stakeholders
   - Six Months
     - Present validation, certification, and incentive concepts to critical stakeholders. Presentation will include one pilot module.
   - One Year
     - Formal methodology for developing future modules

2. SP21 REQUIREMENTS (Jim Grover and Clay Fearnow)

   - One Month
     - Identify SP21 Lead Agents and Stakeholders (including joint)
     - Identify which SP 21 Capability Requirements apply to the Naval Reserve
   - Six Months
     - Engage SP21 Lead Agents and Stakeholders
     - Negotiated list of NR SP 21 Capability Requirements
     - Develop metrics to perform gap analysis
   - One Year
     - Incorporate Reserve participation into the Navy’s ongoing requirements generation and review process
     - Gap Analysis
     - Generate force shaping recommendations

Specific Action Steps
- First month tasks will be conducted by the working group and sub-groups via:
  - E-mail
  - Conference calls
- Convene a Lead Agent and Stakeholder conference
3. **Naval Reserve Role in the Navy’s Homeland Defense Mission (RDML Blackwood)**

   **Pilot 1: Littoral Surveillance System: Determine Role and Applicability of LSS in the Homeland Defense Mission**
   - One Month
     - Determine Status of LSS CONOPS
     - Note: LSS Unit Stands Up 1 Oct 03
   - Six Months
     - Analyze & Provide Recommendations on LSS Application in HLD Mission
   - One Year
     - Identify FY05 HLD Exercise to Test for HLD Mission
     - Develop Draft LSS CONOPS for HLD Mission
   - Two Years
     - Validate LSS HLD Capabilities
     - Update LSS CONOPS for HLD Mission
     - Provide Recommendations for Future Requirements

   **Pilot 2: Operational Planning for Consequence Management: Develop CONOPS for NR Support of Consequence Management**
   - One Month
     - Provide NR Input to CNI/CFFC Operational Concept & Requirements Development
     - Participate in Navy Emergency Preparedness Program OPNAV/CFFCINST 3440 Rewrite
   - Six Months
     - N957 Rep Attend CFFC Sponsored Disaster Recovery OPORD Conference – Dec 03
     - Provide NR Input to NORTHCOM/CFFC OPORD
   - One Year
     - Complete Navy Emergency Preparedness Program – OPNAV/CFFCINST 3440
       - Outcome: Review / Rewrite Program Core Competencies
       - Outcome: Determine Structural Changes / Flexible Units


   **Pilot: Transforming Reserve Force to Support Fleet Readiness Improvement (FY-04)**
   - One Month:
     - Identify key stakeholders
     - Socialize to REDCOM’s and Fleet customers on concept of plan
   - Three Month:
     - Brief to MSC COM and CNSL and acceptance of pilot plans
     - Initiating message released
     - Pilot underway (FY-04)
     - Metrics in place
   - One Year (October 04)
     - Feedback from customers and data evaluation
     - Reassemble team with other fleet customers to roll-out concept to other readiness and expeditionary activities

**Specific Action Steps**
- COMMARLOGGRU TWO will identify stakeholders and socialize concept of plan.
- CAPT Brower generates brief to MSCCOM/CNSL/COMNAVRESFOR explaining concept. Team approves & passes to RDML McDonald/CDR Mauro to present to MSC/CNSL
- REDCOM NE/COMNAVRESFOR generate list of reservists from COMMARLOGGRU TWO. List will include member’s rates, military & civilian skills and availability.
5. Integrated Personnel Management (GAPPED BILLETS) (Liz Stephens and Betty Hand)

_Pilot: “One Navy” Personnel Management System_

- **One Month:**
  - Web NSIPS Beta Test begins within the Naval Reserve July 2003
  - Active Duty by August 2003
- **Six Months:**
  - Full Deployment of Web NSIPS across Navy
  - Access to data by all end users
  - Moving forward with DIMHRS development
- **One Year:**
  - Fully operational and THE authoritative Navy personnel system.

Specific Action Steps

- Define user roles
  - Who/What groups need the data?
  - What access do they need?
- Submit accurate and timely functional requirements to meet changing policies
- Keep the Navy informed of the progress

6. Enhanced Training Approaches (Nette Lueker, Ken Bollinger, and Toniaya Watts)

_Pilot 1: One Boot Camp_

- **One Month:**
  - Data Collection on current status of feasibility of full term Boot Camp
  - Dollars for “A” School for Reservists
  - Status of modularization of “A” School courses
- **Three Months**
  - Evaluate those things we might be able to change
- **Six months**
  - Report to the Force on results obtained and recommendations for change
  - Systematically evaluate next steps using ORM method

_Pilot 2: Tech School_

- **One month**
  - Data collection of current status on effective training surveys/instructional trends…etc.
  - Develop and evaluate pilot for internal marketing plan (training standdown then track improvement)
- **Six months**
  - Evaluate results of pilot and recommend system changes

Specific Action Steps

- Use CNRF N7 to gather data on existing status
- Share data with action team.
- Consensus/majority decision on next action.
- Report to the RESFOR ESC on items requiring funding, participants, and ownership.
7. Improved Training Technologies (A Team) (Carlos Pacheco, Fred Mingo, and Mark Wenzel)

Pilot 1: Learning Technology Tools
- **One Month**
  - Analyze and identify “As-Is” and emerging capabilities & learning tools
- **Six Months**
  - Deliver the knowledge necessary for sailors to use current and emerging capabilities and learning tools
- **One Year**
  - Capture lessons learned and apply feedback to improve ability to use the learning tools

Specific Action Steps
- **One Month**
  - Analyze “As-Is” capabilities & learning tools
  - Identify emerging capabilities & learning tools
- **Six Months**
  - Identify / develop the method to deliver the knowledge necessary for sailors to use current and emerging capabilities and learning tools
- **One Year**
  - Capture lessons learned
  - Assess effectiveness of sailor ability to use learning tools

Pilot 2: YN/PN NPS
- **One Month**
  - Obtain buy in from NPDC/ Center for Service Support
  - Identify NPS Reservist participants
  - Develop project timeline
- **Six Months**
  - Deliver curriculum and complete pilot
- **One Year**
  - Capture lessons learned and apply across other NPDC Learning Centers and Reserve Centers.

Specific Action Steps
- **One Month**
  - Liaise with NPDC & Center for Service Support to get buy in for pilot
  - Identify NPS Reservist and Reserve Center to participate
  - Identify time required to convert curriculum to format for delivery to NPS students
- **Six Months**
  - Deliver curriculum to NPS Reservists
  - NPS Reservists complete curriculum
- **One Year**
  - Capture lessons learned
  - Conduct exit surveys with subject participants, instructors, and unit supervisors
  - Compare effectiveness of training received during pilot with that received at school house
8. Enhancing Active Component Understanding of the Naval Reserve (Jack Hanzlik and Greg Pierquet)

Objective: Promote Reserve capability and accessibility to the fleet
Pilot 1: Send OurMessage
- Action A: “All Hands” Pages
  - Conference w/ Naval Media Center
  - Provide monthly contribution
  - Integrated media presentations
- Action B: Monthly articles in Base Papers
  - Reach agreement with REDCOM PAOs to provide articles exemplifying “One Navy, One Mission” theme
  - Submit initial articles to base papers in each REDCOM
  - Contribute media on monthly basis
- Action C: Commercials Promoting Reserve Utilization and How to Request
  - Draft scripting team.
  - Develop script and establish shooting timeline
  - Deliver product to the fleet

Pilot 2: “Chief-to-chief” visits
- Action A. Establish criteria for meetings between SELRES/TAR Chiefs and Active Component Chiefs
- Action B: Collaborate with FORCMC to draft article to publish in FORCMC’s column
- Action C: Develop plan and execute Chief-to-Chief visits throughout the Active Component

Pilot 3: Improve RLO effectiveness
- Action A: Review RLO Instruction
- Action B: Propose changes to promote billet as career enhancing
- Action C: Explore options for increasing number of RLOs; assigning squadron, command level RLO duties as collateral assignment

Pilot 4: Impacting the leadership continuum
- Action A: Develop objectives appropriate to rank/rate leadership training
- Action B: Identify ownership of curriculum and process for adding material
- Action C: Incorporate into entire leadership continuum training

9. Continuum of Service from Accession to Retirement and Beyond (Joe Condrick and Bill Delong)

Example: Remove barriers affecting transition between Reserve and Active components:
- Loss of Paygrade
- Time in Rate Reset
- Cross-Rating issues
  - IS1 Sammy Sailor attached to NRC Madison WI wishes to go back on Active Duty.
  - He has been told that he will have to take a bust to IS2 and lose his Time in Rate in order to do so.
  - Presently, he will have to petition the BCNR to get his paygrade and Time in Rate back in order to be eligible to participate in the next advancement cycle.

Pilot: Correct Loss of Paygrade from Reserve to Active
- One Month
  - Research policies (instructions)
  - Identify stakeholders and decision-makers
  - Action Officers: David Flake/Roger Etherington
- Six Months
  - Brief change in policy to stakeholders and decision-makers
  - Confirm cost impact
  - Identify new barrier to work on
- One Year
  - Enact new policy

Specific Action Steps
- Identify stakeholders and decision-makers
- Draft new Policy
- Request responses from stakeholders
- Enact Policy
10. Equitable Benefits for Sailors (Tom Mobley and Martin Kidder)

**Pilot 1: Access to Medical/Dental Facilities**
- **One Month:**
  - Brief Navy Surgeon General on Pilot Program
- **Three Months:**
  - Start Pilot Program
- **Eight Months:**
  - Present to BUMED and OPNAV 095 Preliminary Results
- **Eleven Months:**
  - Present Results to Surgeon Generals of Army and Air Force

**Specific Action Steps**
- **Definitions**
  - Unlimited Access – Not limited to Drill Weekends or to Weekday Working hours (Mon-Fri)
  - Med/Den Readiness Requirements
    - Periodic Physicals
    - Annual Dental Examinations
    - Immunizations
    - Annual T2 Dental Examinations
- **Identify Pilot Region and MTF**
  - REDCOM NW / NAVHOSP and DENCEN Bremerton (including all associated branch medical and dental clinics)
- **Identify Reserve Personnel**
  - NRC Everett WA
  - NRC Bangor
  - NRC Tacoma
  - NAR within Seattle, Everett, Bangor, Tacoma

**Pilot 2: Equitable BAH**
- Replace Type II BAH (< 29 Days) with Type I for all Reservists in order to promote and enhance Quality of Service resulting in improved fleet readiness.
  - **One Month:** Gather costs, manpower impact
  - **Six Months:** Generate cost/benefit analysis
  - **One Year:** Present plan

**Specific Action Steps**
- Gather complete information on costs
- Identify target personnel impacted
- Research applicable directives (Title X)
- Prepare proposal
- Present proposal to relevant authority

11. Streamed Lined Access To Reservists (Mabel Domengeaux and Tom Berninger)

**Pilot 1: Enhance use of training time through better coordination between gaining command and augment unit to ensure training availabilities meet operational needs**
- **One Month**
  - Identify gaining commands to be pilots
- **Six Months**
  - Provide additional RLO resources to gaining command
- **One Year**
  - Measure results through interviews with Commanding Officers, RLOs and Sailors

**Pilot 2: Meet additional operational requirements by identification of RC sailors through “SeaMonkey.com”**
- **One Month**
  - Investigate and identify existing website databases
- **Six Months**
  - Establish “Seamonkey.com” website
- **One Year**
  - Evaluate usage of “Seamonkey.com”
12. ESGR and Family Support (Donald Taylor and Glenn Gonzalez)

Pilot 1: Revise OPNAVINST 1750.1D to include non spouses as Ombudsman (Parents, retirees, adult children of those attached to the local command).
- One Month:
  - Naval Reserve Ombudsman At Large (OAL) and Force Master Chief attend Ombudsman Quality Management Board (OQMB)
  - Recommendations to BUPERS.
- Two Months:
  - White paper to CNRF via CNRFC
- Three Months:
  - CNRF requests action

Pilot 2: Letter of “appreciation” to employers.
- One Month: [This was completed at the end of the Summit.]
  - Draft template letter
  - Staff letter to working group
- Two Months:
  - Forward to CNRF via CNRFC with recommendations
- Three Months:
  - CNRFC guidance to Echelon III

Pilot 3: Create paid Family Support Advisor billet at Echelon II.
- Two Months:
  - White paper prepared by Ombudsman at Large (OAL) to create paid Family Support Advisor at Echelon II
- Three Months:
  - Staff to working group
  - Return to Ombudsman at Large (OAL).
- Four Months:
  - OAL forward to CNRF via CNRFC
- One Year:
  - CNRF action

13. Streamlining Reserve Centers (John Jolliffe, Bill Murray, and Carmen Stevenson)

Pilot: Fully funded travel and training to gaining command
- Quarterly measurements of the following:
  - Readiness level
  - Medical/dental readiness
  - Comprehensive command metrics
  - Targeted customer service survey to gaining command and SELRES
  - Advancement test scores
  - Retention
  - NPSAC
  - Return on investment $$$
- One Year
  - Final review

Specific Action Steps
- Market the plan to Green Bay, WI reserve center and gaining commands, DRILRES, families and employers
- Train on the metrics
- Implement plan 1 Oct 2003
- Measure quarterly
- Mid-year assessment
- Final year end review of return on investment
14. Relevant Relay Aspiration Statement (Joe Grace and John Stranigan)

- **One Month**
  - Executive Summary
  - Brief Executive Summary to Reserve Leadership
  - Meet with ESGR to determine present initiatives
  - Place several members of team on ADSW/AT to develop components of the Business Plan
  - By 31 August 2003, compile all findings
  - Conduct group teleconference

- **Six Months**
  - Where are we already doing this process successfully? (Due Diligence)
  - Best Practices / Lessons Learned
  - How can we improve?
  - Why does it work?
  - What doesn’t work?
  - Pick 2 or 3 units to pilot
  - Based on requirements
  - One with multiple gaining commands
  - One with one gaining command
  - Drill at gaining command
  - Drill at Reserve Center
  - Meet with key active commands to determine a requirements discovery mechanism

- **One Year**
  - Have 2 or 3 units identified for Pilot Program
Appendix 5. Feedback from Summit Participants

[Include summarized feedback from Summit here]