

RFI Category and Number:

Conscious and Unconscious Gender Bias – RFI #3

RFI Question:

The Committee requests a written response from each of the Military Services on:

- a. Does your Service use gaming technology for recruitment? If so, provide access instructions.*
- b. Describe if and how your Service’s recruiting gaming technology reflects fair gender representation?*
- c. Has the game been assessed to determine if the programming contains instances of unconscious gender bias? If so, what were the results?*
- d. Are recruiters provided education on unconscious bias? If so, what does the training entail? If not, what are the plans to include training on unconscious bias?*

RFI Response:

- a) Does your Service use gaming technology for recruitment? If so, provide access instructions.**

Yes, the Navy has two Virtual Reality (VR) mobile experiences, the “Nimitz” and the “Burke,” which tour the country. Both vehicles use the same VR experience which engages attendees with a special operations boat mission supporting a Navy SEAL Team. The overall experience provides event attendees with a first-hand simulation of serving in the most powerful Navy on earth in a unique job as a Navy Special Boat Operator (SB). The only way to access this game is to physically attend an event where either truck is operating. Participants enter the truck, don the Oculus Rift VR goggles and start the game.

- b) Describe if and how your Service’s recruiting gaming technology reflects fair gender representation?**

In a conscious effort to reflect fair gender representation, the VR experience has both male and female Commanding Officers providing instructions for their mission for the day (shown in briefing and debriefing vignettes). Females are also represented in the debriefing when the viewer is shown possible careers in the Navy.

- c) Has the game been assessed to determine if the programming contains instances of unconscious gender bias? If so, what were the results?**

The game has not been assessed to determine if the programming contains instances of unconscious gender bias.

- d) Are recruiters provided education on unconscious bias? If so, what does the training entail? If not, what are the plans to include training on unconscious bias?**

The indoctrination and all four modules in our Enlisted Navy Recruiting Orientation (ENRO) course include conscious bias training. Below is a description of these topics by module:

- 1) In indoctrination, we cover Equal Opportunity. This addresses biases regarding race, religion, creed, gender and sex.*
- 2) In module 1, we discuss gender profiling when conducting the "Identifying Types of Prospect" evolution. We break down stereotypes between Nuclear, Female, Special Warfare and New Accession Training. We ask the trainees to discuss who these prospects are, what's important to them, where do you find them, and what objections you could expect to hear from them. These questions shed light into bias and help break down assumptions.*
- 3) In module 2, there is gender specific information in lesson plans to delineate the difference between male and female prospecting. We continue to break down biases in topics of "Qualities of a Navy Recruiter," "The Art of Prospecting" and "Area Canvassing." We explain market identification with respect to females. Females are a significant part of our target market and assigned goals, so training is tailored to ensure recruiters understand how to find and sell to each sex individually while simultaneously providing equal Navy opportunities and advantages. In "Market Analysis," we utilize a web-based market analysis tool (WebSTEAM) and All Services Accession Data (ASAD) to pinpoint propensity to enlist broken down by males and females. This training ensures our recruiters know where to find the specific market for their targeted mission. During "The Art of Prospecting," we discuss male and female interaction and how engaging each differently is important. We discuss how females in the Navy have a wide range of interests and abilities and that gender bias can put a recruiter in a position to prejudge. We place the trainee into settings where they use what they learned from module 1 and incorporate module 2 lessons into their daily plans and prospecting efforts.*
- 4) In module 3, we review the rules and regulations that govern recruiting including ethics and prohibited practices. These include a discussion on gender and sexual orientation, male vs. female blueprinting questions, single parent consent (physical and legal custody), Navy Recruiting Manual volumes 1-3 and why it is important not to insert bias when dealing with prospects and applicants.*
- 5) In module 4, we cover instructions regarding the Delayed Entry Program (DEP) and Navy Recruiting Manual volume 4. These include specific briefs for females vs. males (safe sex and pregnancy prevention, physical fitness standards, and BCA standards) and Topics 4.9/4.10, which are capstone events that pinpoint propensity to enlist broken down between males and females.*

POC or office responsible:

CDR Allen Owens, USN
Navy Recruiting Command (N9)
allen.owens@navy.mil
901-874-9146

CDR Mark Yates, USN
Navy Recruiting Command (N7)
mark.yates1@navy.mil
850-452-5301