**USARC Pamphlet 600-3**

**HEADQUARTERS, U.S. ARMY RESERVE COMMAND**
**Personnel - General**

# Consideration of Others Facilitator's Manual

**U.S. ARMY RESERVE COMMAND**
**1401 Deshler Street SW**
**Fort McPherson, GA 30330-2000**

**1 July 2000**

**DEPARTMENT OF THE ARMY**
**HEADQUARTERS, UNITED STATES ARMY RESERVE COMMAND**
**1401 DESHLER STREET SW**
**FORT MCPHERSON, GA 30330-2000**
1 July 2000

**USARC Pamphlet 600-3**

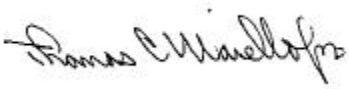
Personnel General

# CONSIDERATION OF OTHERS FACILITATOR MANUAL

FOR THE COMMANDER:

MITCHELL M. ZAIS
Brigadier General, USA
Chief of Staff

OFFICIAL:



THOMAS C. MAIELLO, JR.
Colonel, GS
Chief Information Office

**History**. This is the initial printing of USARC Pamphlet 600-3.

**Summary**. This facilitator pamphlet contains an introduction to the publication and seven functional training sections. The consideration of others facilitator certification is a 5-day training program. Upon graduation certified personnel are authorized to facilitate consideration of others small-group discussion sessions within the USARC. Certified master facilitators are authorized to conduct 5-day Train-the-Trainer facilitator workshops and issue Consideration of Others Facilitator Certification (USARC Form 103-R-E) certificates to USARC personnel. Master facilitators are also permitted to conduct facilitator refresher workshops and other training sessions deemed appropriate by the commander.

Most of the lesson plans are designed for a small-group setting. They are not intended to become the sole or mandatory text for classes in the areas they cover. They may be used exactly as written or as a starting point for local trainers to use when developing materials tailored to their command. The lesson plans may be replaced by other information that applies specifically to your command.

**Applicability.** This pamphlet applies to all USARC organizations down to the company level. Local reproduction is authorized. To access this pamphlet and other USARC publications, go to http://usarcintra/.

**Interim changes.** Interim changes to this pamphlet are not official unless authenticated by the USAR Chief Information Office (CIO). Users will destroy interim changes on their expiration date unless superseded or rescinded.

**Suggestions for improvements.** The proponent for this pamphlet is the Deputy Chief of Staff, Personnel. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, USARC, ATTN: AFRC-PRE, 1401 Deshler Street SW, Fort McPherson, GA 30330-2000.

**Distribution: B+**

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**1. Purpose**

In addition to this introduction, this pamphlet contains twelve appendixes. The introduction explains "instructional icons," "application icons," workshop video presentations, climate assessment surveys, requirements for facilitator certification, leadership action plan, tips on logistics, facilitator materials checklist, room setup, administering surveys, and the workshop 5-day agenda. Appendix A addresses the consideration of others philosophy, student introductions and expectations, objectives, methodology, key organizational areas, and facilitator responsibilities. Appendix B teaches the twelve principles of facilitation, co-facilitator skills and techniques, training requirements, the seven Army values, communication skills, and listening skills.

Appendix C focuses on small-group discussion tactics and administration, making effective presentations, the four discussion group phases, and several facilitator survival skills. Appendix D provides the facilitator trainer with 12 situation exercises. Appendix E addresses administration processing and reporting procedures.

The lesson plans included in this publication are only a small number of those that have been developed throughout the Army, other Services, and the civilian community to address these topics. Printing, publication, and distribution constraints limit what is available here. However, the USARC Home Web Page will allow this command to create, maintain, and provide our commanders and facilitators a centralized source of addition lesson plans or materials for your use.

If your organization has Consideration of Others training material that can be shared with the USARC, command-wide, request you email the material to the USARC Human Relations/Equal Opportunity Division at venzajac@usarc-emh2.army.mil. Approved lesson plans will be catalogued and incorporated into the Consideration of Others entry on the USARC Home Page. Please include your unit name and limit submissions to Email only (no facsimiles or other hard copy materials will be accepted).

**2. References**

Related publications are:

a. AR 600-20, Command Policy.
b. DA Pam 600-69, Command Climate Survey Handbook
c. FM 22-100, Army Leadership.

**3. Explanation of Abbreviations and Terms**

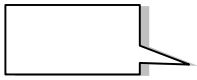
Terms and abbreviations used in this pamphlet are explained in the glossary.

**4. Facilitator Guide**

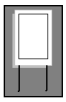
This pamphlet has been designed with facilitator instructions on the left-hand page and participant materials on the right-hand page. Icons will enable you to easily identify the types of activities and instructions. When there is no matching participant or facilitator page, a note page has been included.

**INSTRUCTIONAL ICONS**

**Note to Facilitator**



**Facilitator Statement/Instruction**



**Flipchart Use**

**Play Video Segment**

**APPLICATION ICONS**

**Large Group Exercise**

**Small Group Exercise or Partner Sharing**

**Video Presentation**

**Display PowerPoint Slide or Overhead Slide**

**5. Video Presentation**
There are several videos and video clips used during the 5-day training program. The videos identified in this pamphlet can be changed to suit the needs of the training organization. The following videos have been incorporated into the training program:

| Video Title | Running Time in Minutes | Order From |
|---|---|---|
| MG Thomas J. Plewes – Consideration of Others Philosophy | 5:10 | Through your chain of command |
| Living Army Values | 10:25 | Through your chain of command |
| Flash Point – When Values Collide, Morris Massey, Ph.D. | 73:00 | If this video is not in your local library or EO video collection, suggest your organization consider making the purchase through a local vender |
| G.I. Jane (Video Vignette) | 8:30 | If this video is not in your local library or EO video collection, suggest your organization consider making the purchase through a local vender |
| I Know What You Mean | 11:00 | If this video is not in your local library or EO video collection, suggest your organization consider making the purchase through a local vender or Franklin/Covey Company, Provo, Utah |

Figure 1. Video Presentations

**6. Ethical Climate Assessment Survey (ECAS)**
An Ethical Climate is one in which our stated Army values are routinely articulated, supported, practiced and respected. The Ethical Climate of an organization is determined by a variety of factors, including the individual character of unit members, the policies and practices within the organization, the actions of unit leaders, and environmental and mission factors. Leaders should periodically assess their unit's ethical climate and take appropriate actions to maintain the high ethical standards expected of all Army organizations. This survey will assist you in making these assessments and in identifying the actions necessary to accomplish this vital leader function. The FM 22-100, provides specific leader actions necessary to sustain or improve your ethical climate, as necessary.

Although commanders are not required by regulation to administer the Ethical Climate Assessment Survey (ECAS), it is consider a valuable instrument for evaluating the ethical climate within the organization. The ethical issues that concern your workforce can be discussed during scheduled consideration of others small-group discussions.

A hardcopy of the ECAS is located at appendix I of this pamphlet. Additionally, the ECAS can be electrically downloaded from the USARC Intranet by following the instructions provided at appendix K of this pamphlet. A computerized version in a Microsoft Excel Spreadsheet can be downloaded from the USARC Intranet. This Excel Spreadsheet allows the user to tabulate the ECAS results and enables leadership and management to analyze the end result.

**7. Command Climate Assessment Survey (CCAS)**
a. Army Regulation 600-20 requires Army Reserve Commanders of company-size units to conduct the Command Climate Survey within 180 days of assumption of command and once a year thereafter. The Command Climate Survey provides company commanders with a tool for reviewing the

climate of his or her unit and helps identify topics for consideration of others small-group discussions. Commanders use a variety of mechanisms to access the attitudes, opinions and state of readiness of the soldiers within their command. These include, but are not limited to:

(1) Everyday observations, one-on-one conversations.

(2) Staff/unit meetings.

(3) Sensing sessions.

(4) Unit records.

(5) Surveys (Ethical Climate Assessment Survey (ECAS), Military Equal Opportunity Climate Survey (MEOCS), and Command Climate Assessment Survey.

b. Obtaining the Command Climate Survey. A copy of the AC and AGR Command Climate Survey is at appendix G; the Reserve Component survey is under appendix H of this pamphlet. Copies may also be obtained from the DA Pamphlet 600-69. Additionally, the most current version will always be posted and available for downloading from the internet by using the following address and instructions: (1) go to website http://www.odcsper.army.mil; (2) click on "Enter Here," "Information Index," "Human Resources," and "Command Climate Survey."

c. Computerized Version of the Survey. The survey can be downloaded from website at www.odcsper.army.mil. This version allows for quickly tabulating results and enables commanders to add up to ten additional questions of their own design. Responses from paper-and-pencil versions of the survey can also be entered into the computer to avoid having to tabulate the results by hand.

**8. Facilitator Certification Requirements**

a. To qualify as a Consideration of Others Small-Group Facilitator, you must satisfactorily complete the 5-day training program as prescribe in this pamphlet.

b. To qualify as a Master Consideration of Others Facilitator, you **must** meet and comply with the following requirements:

(1) Satisfactorily complete the 5-day training program as prescribe in this pamphlet.

(2) Facilitate a minimum of 20 small-group sessions.

(3) Submit a formal request through your chain of command (see format at appendix J, this pamphlet). The MSCs have approval authority for this action.

c. Certificates for The Consideration of Others Master Facilitator Certification, USARC Form 102-R-E, and The Consideration of Others Facilitator Certification, USARC Form 103-R-E, are PowerPoint documents.

**9. Leadership Action Plan (LAP)**

a. The LAP and the Consideration of Others Program are very similar in method and application. They consists of a method, a game plan, or a series of development tasks that enable the leader to improve, sustain or reinforce a standard of performance within the organization. The LAP identifies specific leader actions to sustain or improve individual, leader, group, or organizational performance. This plan is developed using all, or part of, the decision-making process as shown in the diagram below. The process may be followed in total, or in part, depending on the situation.

b. Step I. The LAP begins with the leader's assessment of the unit, section, or workgroup. Observing others in the unit or group, interacting with others, gathering feedback from others or conducting formal assessments of the workplace can do this assessment.

c. Step II. Once the assessment is complete, the leader analyzes the information gathered to identify areas that need improvement. Once identified, the leader can begin developing courses of action to address these areas.

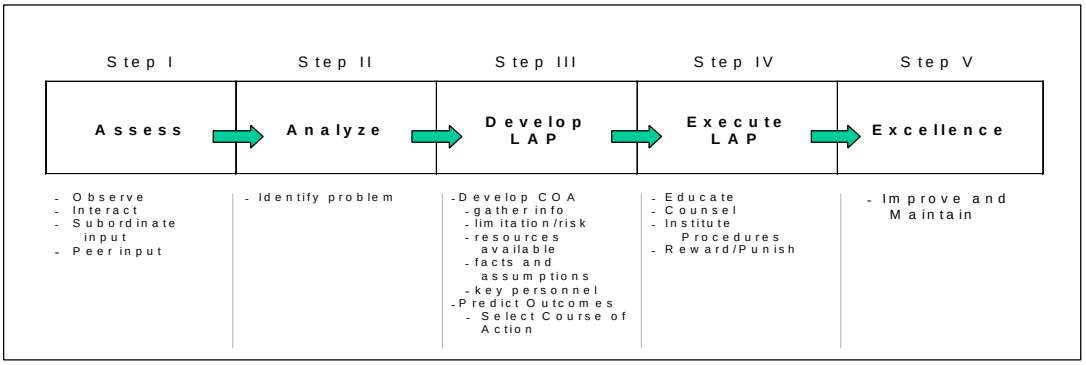



Figure 2. Leader Action Plan (LAP)

d. Step III. Development of the LAP is similar to the "decision-making process" taught to Army leaders of all ranks, both civilian and military. The leader first develops and considers several possible courses of action to correct identified weaknesses. In order to do so, the leader must gather important information, assess the limitations and risks associated with various actions, verify facts and assumptions, and identify key personnel and resources available. For each possible course of action, the leader attempts to predict the outcomes that each will produce. Based on these predicted outcomes, the leader can select an appropriate course of action. The result of this decision-making process is the LAP.

e. Step IV. The Plan should include several leader actions to address specific areas needing attention. The leader executes this action plan by educating, training or counseling his or her subordinates, instituting new policies or procedures, and revising or enforcing proper systems of rewards and punishment. The execution of this LAP should move the unit or organization towards the goal of becoming a unit of "excellence" by improving in those areas that are not acceptable and maintaining in those areas that meet or exceed the high expectations for Army organizations. Finally, the leader must periodically reassess his or her unit to identify new areas of concern or to evaluate the effectiveness of current leader actions.

**10. Tips on Logistics**

a. When logistics are handled well, they go unnoticed. When they are neglected, they aggravate participants and detract from their experience. Details must be well managed. Make sure your classroom is comfortable and your equipment and supplies are in good working order.

b. The following will help you avoid last minute problems or surprises:

(1) Check the site well in advance to ensure that the room is flexible enough to allow for rearrangement.

(2) Ensure that chairs are comfortable, as participants may be sitting for extended periods of time.

(3) Check and recheck audiovisual equipment in advance and arrange to replace faulty equipment. Carry an extra bulb for overhead projectors and/or portable laptop projectors. Make sure there are outlets at convenient locations and that there are enough extension cords with surge protectors.

(4) If refreshments for breaks are to be provided, be sure they are delivered and/or served on time, so as not to disrupt sessions. High-energy foods are helpful for breaks, especially in the afternoon when attention is likely to wane. If full meals are to be served, it usually pays to serve the food before the session begins, so that serving and eating do not become distracting during sessions.

(5) Ensure that easels are strong enough to hold pads (many are too flimsy) and check markers to be sure they have ink.

(6) Check the supply of pens, pencils, and note-taking paper if they are to be provided. Ensure that materials are on-hand, in order, are included and legible.

(7) Check availability of copying facilities and costs for last minute copying, i.e., for missing materials and for materials brought by participants.

(8) Make sure enough tables are provided for materials, handouts, etc.

(9) Be sure to inform all participants, ideally in writing in advance, of your expectations for their attendance. Accept no excuses (except for emergencies). It is extremely disruptive to participants for others to move in and out of sessions and it is difficult to brief late arrivals and unfair to those who have arrived on time.

Check with the group periodically to see where they are, energy-wise, and in their grasp of the content. Readjust your style, schedule, and content or process emphasis, if necessary. Relax and have fun, and participants will do likewise.

**11. Train-the-Trainer Materials Needed**

a. Audio/Visual Equipment:

(1) One, possibly two, 27” video monitors (if two monitors are used connect video monitors to run off of one videocassette player).

(2) One videocassette player.

(3) Course videos and video vignettes.

(4) Overhead projector with two extra bulbs.

(5) Screen for overhead projector.

(6) Extension cord.

(7) Power strip.

(8) If PowerPoint slides are used by the facilitator: laptop computer (with Microsoft PowerPoint program) connected to video monitors.

b. Additional supplies may include:

(1) Paper clips.

(2) Two flipchart stands with butcher block pads.

(3) Complete set of butcher block markers (black, dark blue, dark green, and red).

(4) Masking tape.

(5) Scissors.

(6) Stapler, staples, and staple remover.

(7) Box of tissues.

(8) Overhead transparencies and pens or pencils.

(9) Pencil sharpener.

c. Supplies for participants:

(1) Participant handbook.

(2) Name tags and table tents.

(3) Evaluation sheets.
(4) Pencils.
(5) Certificates.

**12. The 5-Day Train-the-Trainer Sessions - Common Questions.**

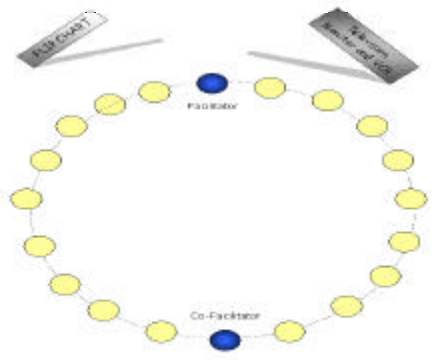
a. What is the recommended group size for train-the-trainer sessions? Recommend no fewer than 6, and no more than 20 participants per session. Classes with less than 6 personnel will likely experience very little group interaction. If you schedule more than 20 participants, you may lose some class participation. Some students will become "lost in the crowd" and not participate. They will not feel comfortable speaking in a large-group environment. For sessions with 15 - 20 participants we highly recommend that a primary- and co-facilitator instruct the group. It is a good idea to have an extra set of eyes and ears when facilitating larger groups.

b. How can I set up the room for maximum comfort and learning enhancement during the first 3 days? A "classroom" setup is recommended for the first 3 days of the workshop. Table and chairs setup in rows, this allows participants to be comfortable while writing notes in their participant handbooks. A "U-Shape" setup is also recommended for the first 3 days of a workshop. In either setup, it provides the facilitator trainer optimum view of each participant and provides the students maximum view of the instructor and any visual aids and equipment used during presentations.

c. How much space do I give each participant? Whether seating participants in a classroom or U-shape configuration, the same basic objectives apply. Each participant should have:

(1) An unobstructed view of the screen or facilitator.
(2) Plenty of room to work and take notes.
(3) Sufficient space for easy movement around the room. Remember, avoid making your participants feel cramped and uncomfortable. They will lose interest and their energy level will rapidly diminish during the first 3 days.

d. How do I setup the room for days 4 and 5? The seating arrangements will change for the last 2 days. The facilitator(s) and participants will setup their chairs (without tables) in a circle. The circle of chairs will be close together so as not to have a space between them. See illustration below:




If you are working with a co-facilitator, we offer the following tips:

(1) Seat directly across from one another when facilitating a small group.
(2) Remain in the room even when your partner is facilitating or presenting.
(3) Offer to write on the butcher block paper, and observe or manage small group interactions, role-plays, and other activities.
(4) Use respective talents, such as preparing visuals, playing music, or participating in demonstrations, writing on butcher block during brainstorming.

**13. Command Climate Survey Training**

Using the training material provided at Appendix F, conduct a 20 to 30 minute overview on the following:

a. Why is climate important.
b. Methods to assess climate.
c. Value of a survey process.
d. Perception and reality.
e. Value of a survey to a commander, and
f. Role of the commander

**14. Administer Surveys**

During the next 20 to 30 minutes you will administer an Ethical Climate Assessment Survey (ECAS), appendix J, and a Reserve Component Command Climate Assessment Survey, appendix H, to the participants.

a. Ethical Climate Assessment Survey

(1) Make an adequate number of copies of the ECAS (front and back page). You may photocopy the two pages head to head or staple together.

(2) Give a copy of the ECAS to each participant.

(3) Read to the participants the instructions at the top of page 1 and the bold print at the beginning of Sections I through IV. Be very clear in your speech and instruction. Explain that each section has a block for a sum total score. Participants will need to add the values for each section. Have the participants transfer their sum score from each section to the spaces provided in Section IV. Students should add each section and obtain an ECAS Total Score. Instruct students to mark the appropriate block in the ECAS Analysis. If a participant scored between 25 - 75, mark the first block; 76 - 100, mark the second block; and if 101 - 125, mark the third block.

(4) When all participants have completed the ECAS, collect them.

(5) Additional ECAS instructions are provided in this pamphlet, paragraph 6.

b. Command Climate Assessment Survey (CCAS).

(1) Make an adequate number of copies of the CCAS (front and back page). You may photocopy the two pages head to head or staple together.

(2) Give one copy of the CCAS to each participant.

(3) Read to the participants the instructions at the top of page 1 and the scoring method applied to statements 1 through 15 (5 = strongly agree to 1 = strongly disagree. Inform the participants that the scoring method changes for statements 16 through 24 (5 = Very great extent to 1 = Not at all). Also have participants write down three things that are going very well in the unit, and three things that most need improvement in the unit.

(4) When all participants have completed the CCAS, collect them.

(5) Additional CCAS instructions are provided in this pamphlet, paragraph 7.

## FACILITATOR AGENDA – DAY ONE

| Date | Time | Subject |
|---|---|---|
| **Day One** | | |
| | 0830 - 0900 | Registration |
| | 0900 - 0930 | Opening Guest Speaker |
| | 0930 - 0945 | Administration Remarks |
| | **0945 - 1000** | **Break** |
| | 1000 - 1015 | Facilitator Introductions |
| | 1015 - 1055 | Command Climate Survey Overview (USARC Pam 600-3, paragraph 11) |
| | 1055 - 1110 | Administer ECAS (paragraph 14a) |
| | 1110 - 1130 | Administer CCAS (paragraph 14b) |
| | **1130 - 1230** | **Lunch** |
| | 1230 - 1320 | (1) Format of Facilitator and Student Instruction |
| | | (2) Purpose of ECAS (paragraph 6) |
| | | (3) Purpose of CCAS (paragraph 7) |
| | | (4) Facilitator Certification Requirements (paragraph 8) |
| | | (5) Leadership Action Plan (paragraph 9) |
| | | (6) Tips on Logistics (paragraph 10) |
| | 1320 - 1345 | (1) Welcome (USARC Pam 600-4, appendix A, page A-2) |
| | | (2) A Message From the Chief, Army Reserve (Video Presentation) page A-3 |
| | | (3) Workshop Agenda (page A-4) |
| | | (4) Consideration of Others Philosophy (page A-5) |
| | **1345 - 1400** | **Break** |
| | 1400 - 1500 | (1) Establish Group Ground Rules (page A-6) |
| | | (2) Who's In This Room (large-group exercise) - Appendix L |
| | | (3) Introductions and Expections (page A-7) |
| | **1500 - 1515** | **Break** |
| | 1515 - 1620 | (1) Objective and Process (page A-8) |
| | | (2) Methodology (page A-9) |
| | | (3) Key Organizational Areas (page A-10) |
| | | (4) Facilitator Responsibilities (page A-11) |
| | 1620 - 1630 | Critique Sheet (What Went WELL Today - What DID NOT Go Well Today) |

## FACILITATOR AGENDA – DAY TWO

| Day Two | Time | Subject |
|---|---|---|
| | 0730 - 0900 | (1) Review and Overview (USARC Pam 600-3, appendix B, page B-2) |
| | | (2) Twelve Principles of Facilitation (USARC Pam 600-4, appendix B, page B-2) |
| | | (3) Co-Facilitation (page B-5) |
| | | (4) A Philosophy or Way of Life (page B-6) |
| | | (5) Centralized/Decentralized Training (page B-7) |
| | | (6) What Is and Isn't Consideration of Others (page B-8) |
| | **0900 - 0915** | **Break** |
| | 0915 - 1130 | (1) The Seven Army Core Values (page B-10) (Video Presentation) |
| | | (2) Flash Point - When Values Collide (page B-12) (Video Presentation) |
| | | **Break** |
| | | (3) Flash Point - When Values Collide (page B-12) (Video Presentation) |
| | | (4) Flash Point Exercise (page B-12) |
| | **1130 - 1300** | **Lunch** |
| | 1300 - 1400 | (1) How We Communicate (page B-13) |
| | | (2) Effective Communication (page B-14) (Video Presentation) |
| | | (3) Interpersonal Communication (page B-15) |
| | **1400 - 1415** | **Break** |
| | 1415 - 1545 | (1) Blocks to Communication (page B-16) (small-group exercise) |
| | | (2) Communication Breakdown (page B-17) (partner exercise) |
| | | (3) Non-Verbal Signals (page B-18) |
| | | (4) What Do I Do Now (page B-19) |
| | **1545 - 1600** | **Break** |
| | 1600 - 1650 | (1) Facilitator Do's and Don'ts (page B-20) |
| | | (2) Levels of Listening (page B-21) |
| | | (3) Listening Techniques (page B-22) |
| | | (4) Key Communication Skills (page B-24) |
| | | (5) Phrasing, Directing, and Participant Questions (page B-25) |
| | | (6) Responding to Questions (page B-28) |
| | 1650 - 1700 | Critique Sheet (What Went WELL Today - What DID NOT Go Well Today) |

## FACILITATOR AGENDA – DAY THREE

| Day Three | Time | Subject |
|---|---|---|
| | 0730 - 0830 | (1) Review and Overview (USARC Pam 600-3, appendix C, page C-2) |
| | | (2) Encourage Discussion (USARC Pam 600-4, appendix C, page C-2) |
| | | (3) The Discussion Group (page C-3) |
| | **0830 - 0845** | **Break** |
| | 0845 - 1000 | (1) The Five Red Flags (page C-4) (small-group exercise) |
| | | (2) Red Flags - Conclusion (page C-10) |
| | | (3) Making Effective Presentations (page C-11) |
| | **1000 - 1015** | **Break** |
| | 1015 - 1130 | (4) The Art of Facilitation (page C-13) (small-group exercise) |
| | **1130 - 1300** | **Lunch** |
| | 1300 - 1400 | (1) CO2 - Treating People with Dignity and Respect (MDW video presentation) |
| | | (2) Adult Learning (page C-16) |
| | | (3) Applying Adult Learning (page C-17) |
| | **1400 - 1415** | **Break** |
| | 1415 - 1545 | (1) Discussion Group Phases (page C-18) (video presentation) |
| | | (2) Tackling Your Timing (page C-19) |
| | | (3) Trust Your Instinct (page C-20) |
| | | (4) Facilitator Survival Skills (page C-21) |
| | **1545 - 1600** | **Break** |
| | 1600 - 1700 | (1) Professional Qualities (page C-23) |
| | | (2) The Army Ethics (page C-25) |
| | | (3) Conclusion (page C-27) |
| | | (4) Celebrate Living (video presentation) - Optional |
| | | (5) Critique Sheet (What Went WELL Today - What DID NOT Go Well Today) |

## FACILITATOR AGENDA – DAY FOUR

| Day Four | Time | Subject |
|---|---|---|
| | 0830 - 0900 | *ECAS Survey Results (USARC Pam 600-3, appendix D, page D-2) |
| | 0900 - 0930 | *CCAS Results (USARC Pam 600-4, appendix D, page D-4) |
| | 0930 - 0945 | Small-Group Discussion Exercise Instruction |
| | **0945 - 1000** | **Break** |
| | 1000 - 1045 | Small-Group Discussion Exercise 1 (primary and co-facilitator) |
| | 1045 - 1100 | Student Feedback and Self Critique (Exercise 1) |
| | **1100 - 1230** | **Lunch** |
| | 1230 - 1315 | Small-Group Discussion Exercise 2 (primary and co-facilitator) |
| | 1315 - 1330 | Student Feedback and Self Critique (Exercise 2) |
| | **1330 - 1345** | **Break** |
| | 1345 - 1430 | Small-Group Discussion Exercise 3 (primary and co-facilitator) |
| | 1430 - 1445 | Student Feedback and Self Critique (Exercise 3) |
| | **1445 - 1500** | **Break** |
| | 1500 - 1545 | Small-Group Discussion Exercise 4 (primary and co-facilitator) |
| | 1545 - 1600 | Student Feedback and Self Critique (Exercise 4) |
| | 1600 - 1615 | Critique Sheet |

*** Ethical Climate Assessment Survey**

*** Command Climate Assessment Survey**

**Facilitator Note:** Refer to this pam, appendix D, pages D-4 and D-5. Six situation exercises are available to use during day four. Depending on the number of students attending the workshop will determine the number of situation exercises you will complete.

## FACILITATOR AGENDA – DAY FIVE

| Time | Subject |
|---|---|
| 0730 - 0815 | Small-Group Discussion Exercise 7 (primary and co-facilitator) |
| 0815 - 0830 | Student Feedback and Self Critique (Exercise 7) |
| **0830 - 0845** | **Break** |
| 0845 - 0930 | Small-Group Discussion Exercise 8 (primary and co-facilitator) |
| 0930 - 0945 | Student Feedback and Self Critique (Exercise 8) |
| **0945 - 1000** | **Break** |
| 1000 - 1045 | Small-Group Discussion Exercise 9 (primary and co-facilitator) |
| 1045 - 1100 | Student Feedback and Self Critique (Exercise 9) |
| **1100 - 1115** | **Break** |
| 1000 - 1045 | Small-Group Discussion Exercise 10 (primary and co-facilitator) |
| 1045 - 1100 | Student Feedback and Self Critique (Exercise 10) |
| **1100 - 1230** | **Lunch** |
| 1230 - 1315 | Small-Group Discussion Exercise 11 (primary and co-facilitator) |
| 1315 - 1330 | Student Feedback and Self Critique (Exercise 11) |
| **1330 - 1345** | **Break** |
| 1345 - 1430 | Small-Group Discussion Exercise 12 (primary and co-facilitator) |
| 1430 - 1445 | Student Feedback and Self Critique (Exercise 12) |
| **1445 - 1500** | **Break** |
| 1500 - 1530 | Administration and Reporting Procedures (USARC Pam 600-3, appendix E, pg E-2) |
| 1530 - 1545 | Critique Sheet |
| 1545 - 1600 | Closing Guest Speaker |
| 1600 - 1615 | Closing Remarks |
| 1615 - 1630 | Award Certificates |

# *Appendix A - Day One*

# Introduction

# *Welcome and Participant Introductions*

Welcome to the Consideration of Others Facilitator workshop. In this class we will be discovering ways to promote and strengthen a climate of dignity and respect for others throughout the U.S. Army Reserve Command.

I, along with the other trainers, will facilitate each session of the program. Although the instructional design puts the major training responsibility on the program material, we will attempt to enhance your learning by adapting specific applications for the organization. It is important to remember that we want interaction and dialog, not monologue during this training program.

During day one, we will cover:

- A Message From the Chief, Army Reserves
- Workshop Agenda
- A philosophy
- Establish Workshop Ground Rules
- Student Introductions and Expectations
- Objective and Process
- Methodology
- Eight Key Organizational Areas
- Facilitator Responsibility

## *Appendix A - Day One*

USARC Pamphlet 600-4 A-1

FACILITATOR NOTES:

# *Administrative Remarks*

Before we introduce ourselves and get to know each other a little better, I would like to cover some administrative notes with all of you.

*Facilitator - read from the slide.*

- **Sign-In Sheet:** Please print clearly the information requested on USARC Form 101-R, sign-in sheet. We will use this information for your graduation certificate.
- **Restrooms:** *Identify were male and female restrooms are located*
- **Breaks:** *Normally, one break in the morning and one in the afternoon. Suggest the facilitator appoint a "break-master" to assist them in staying on track.*
- **Snacks and Beverages:** *It is obvious each facilitator will handle the admin notes somewhat differently because of workshop location, layout of the building, etc., however, it is important that you make daily snacks and beverages available for the group members. This can be accomplished through student contributions - government funds should not be used for this purpose. Provide the group members 5 to 10 minutes to discuss how they want to handle this issue.*
- **Eating Establishments:** *Identify three to five restaurants in the local area. Remember, the lunch period is only an hour. You may want to suggest they "brown bag" it for the week.*
- **The Consideration of Others Facilitator Certification (USARC Form 103-R-E):** At the end of day five you will receive a certificate as a Consideration of Others Facilitator. This certification will allow each of you to facilitate a small-group discussion.

## *Welcome*

**W**elcome to the Consideration of Others Facilitator Workshop. In this class we will be discovering and emphasizing ways to promote and strengthen a climate of dignity and respect for others throughout the U.S. Army Reserve.

**O**ur role as facilitators is to conduct workshop sessions of the Consideration of Others philosophy in accordance with policies and directives established by local Commander's and the U.S. Army Reserve proponent. Although the instructional design puts the major training responsibility on the program materials, the facilitator will enhance participant's learning by adapting specific applications of the material for their organizations. As facilitator, you will be challenged with setting the tone and providing an atmosphere in which sharing is safe and learning is exciting. You will guide group discussions to avoid inappropriate personal comments, non-constructive criticism, and grandstanding. As facilitator, you will make needed adjustments in pacing, in balancing participation, and in involving and challenging all participants.

*USARC Human Relations/Equal Opportunity Staff*

**USARC Pamphlet 600-4** **A-2**

FACILITATOR NOTES:

# *A Message From the Chief, Army Reserve*

*The purpose of this video is to show participants that leadership is involved and supports the process.*

In a few minutes Major General Plewes will share with you, his Consideration of Others philosophy. Many times soldiers and civilians claim that these types of programs do not last long because "leadership" does not support the initiative. As you watch and listen to General Plewes, you will find that this is not the case.

**Video**: MG Plewes - Consideration of Others Philosophy (Running Time 5:10 minutes)

## *Message From the Chief, Army Reserve*

The Consideration of Others must become a vital and active program in your respective command as a mechanism for promoting and strengthening a climate of dignity and respect for others. For Consideration of Others to be effective, command emphasis is essential. For that reason, your attention to and personal involvement in this program is both necessary and expected.

The inculcation of Consideration of Others as a core value in the U.S. Army Reserve is centered on a comprehensive and dynamic education process which involves all personnel, military and civilian, assigned throughout the command. The purpose of Consideration of Others is to enhance trust, unit cohesion, and combat readiness and leadership imperative. It encompasses prevention and avoidance of all forms of harassment, discrimination, prejudice, insensitivity, offensive behavior, verbal abuse, and basic thoughtlessness.

The Equal Opportunity Advisors and Representatives at all levels of the command will be principal assistant for the Consideration of Others program. They provide the commander key support for implementing the program.

I encourage and challenge you to learn all aspects of the Consideration of Others program and help me make it a command philosophy.

***Major General Thomas J. Plewes, Commanding***

**USARC Pamphlet 600-4** **A-3**

FACILITATOR NOTES:

# *Agenda (Days One through Three)*

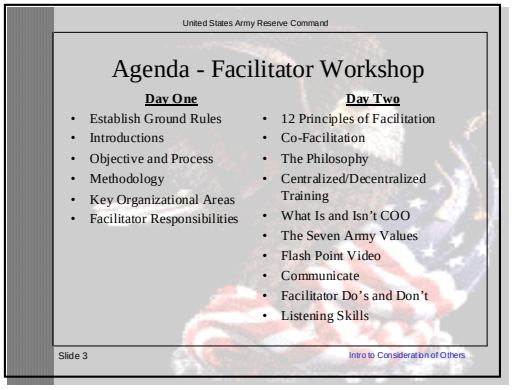
*Give students approximately 5 minutes to read the material.*

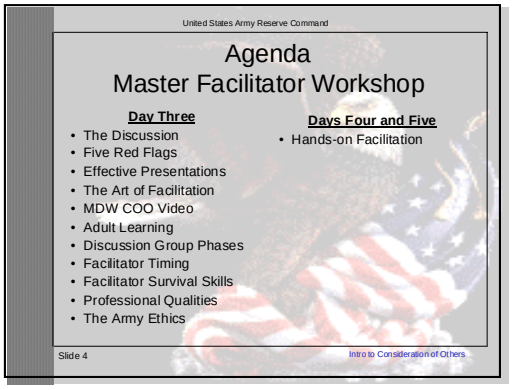
This will be an intense five day program. There will be so much information coming at you in such a short period of time that some of you might think you are taking a drink from a fire hose. During the next three days we will present to you the basics to facilitating a small-group. You will view various video clips and become involved in small- and large- group discussions. Some video segments are rated PG and contain vulgar language and violence. If you find these videos personally disturbing, you may leave the classroom until the video segment is completed. However, I would be remise if I did not tell you that each video segment is important to the learning process.

*Homework: Assignments that are not completed in the classroom will be completed at home.*

At the end of day five you will complete a critique sheet. Your comments and feedback are very important to the success of this facilitation program.

## *Agenda*





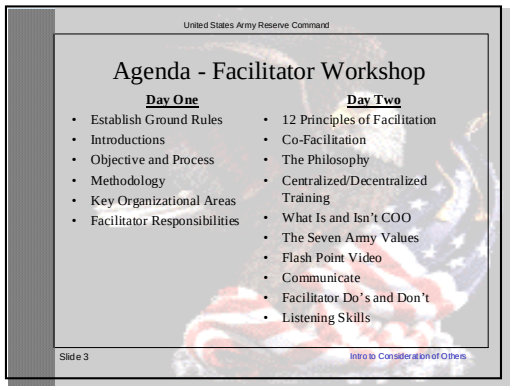

FACILITATOR NOTES:

# *Agenda (Days Four and Five)*

The last two days of the program will focus on student facilitation. You, the student, will actually facilitate a small group using the techniques and group dynamics that you learned. The trained facilitators before you will share important personal facilitation experiences and provide valuable tips to make your transition a little easier. At the end of day five you will receive a Facilitator Certificate.

*If you have a video camera available, suggest you video tape each presentation.*

## *Agenda*



USARC Pamphlet 600-4 A-4

FACILITATOR NOTES:

# *A Philosophy*

*Refer students to their participant manual.*

Effective 7 October 1997, "Consideration of Others" became an integral part of the leadership philosophy throughout the Army Reserve. It is a leadership approach that increases every soldier's and Department of the Army Civilian's awareness of human relations issues and commitment to professionalism towards others. The overarching purpose of this philosophy is to enhance trust, cohesion, and readiness by ensuring continual awareness of caring as an organizational imperative. Inherent in the mission of the United States Army Reserve to represent the United States Army in our daily activities is our charter to conduct a comprehensive, effective Consideration of Others program, which can serve as a template for the entire Army Reserve.

During the next 5 days, we will identify ways to enhance trust, cohesion, and readiness through organization discussion groups. People will begin to understand how their actions impact on others. We will focus on the Army values and show you how they entwine with the consideration of others philosophy.

## *Consideration of Others Philosophy*

On 7 October 1997, "Consideration of Others" became an integral part of the leadership philosophy throughout the Army Reserve. It is a leadership approach that increases every soldier's and Department of the Army Civilian's awareness of human relations issues and commitment to professionalism towards others. The overarching purpose of this philosophy is to enhance trust, cohesion, and readiness by ensuring continual awareness of caring as an organizational imperative. Inherent in the mission of the United States Army Reserve to represent the United States Army in our daily activities is our charter to conduct a comprehensive, effective Consideration of Others program, which can serve as a template for the entire Army Reserve.



The intent of the USAR Consideration of Others philosophy is simply to internalize the importance of treating each other with respect and dignity. Consideration of Others enables our soldiers and civilians to understand how their actions affect one another, emphasizes respect among all individuals regardless of race, religion, or gender, and enables soldiers and civilians to understand how their actions towards others affect unit readiness. The objectives of this program are rooted in our enduring Army values and are intended to enhance quality of life, increase sensitivity in a diverse environment, and develop teamwork by building trust and cohesion. Consideration of Others is not just a "program." It is a leadership imperative and should be a daily way of life within the USAR.

**USARC Pamphlet 600-4** **A-5**

FACILITATOR NOTES:

# *Workshop Ground Rules*

When one works with a large group of people for a day or more, ground rules need to be established. At this time, partner up with the person next to you and establish ground rules to live by for the next 5 days and write them down in your participant manual.

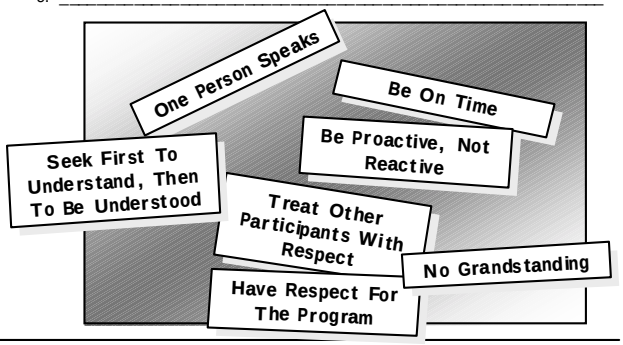
*Give the participants 5 minutes to brainstorm ground rules.*

*Solicit the ground rules from the students and write them down onto a butcher block pad. Post ground rules to the wall for all to see.*

## *Workshop Ground Rules*

Ground rules are necessary when performing with a group of people for eight or more hours. Think of ground rules as friendly reminders for the entire group. Take a few minutes to think of some useful ground rules that we can apply for the next few days.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____




USARC Pamphlet 600-4 A-6

FACILITATOR NOTES:

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# *Introductions and Expectations*

Take about 8 minutes to complete the 5 items on the page.

*Have students partner up with someone, they do not know, and share with them the information. Give them <u>each</u> 5 minutes to accomplish this task. When they have completed the one-on-one introductions, have the students introduce their partners to the entire class - ensure they cover all five areas.*

*Use the butcher block to capture the desired results for the facilitator workshop. Post desired results to the wall.*

## *Introductions and Expectations*

**Complete the following.**

Name: _____

Role in your organization:

_____
_____
_____
_____

Desired results from the facilitator workshop:

_____
_____
_____
_____

Something you do extremely well:

_____
_____
_____
_____

Something you *don't* do well, but love or have to do:

_____
_____
_____
_____

USARC Pamphlet 600-4 A-7

FACILITATOR NOTES:

_____
_____
_____
_____
_____
_____
_____
_____
_____

# *Objective and Process*

Now that we have completed the introductions and watched a couple of videos, let me say congratulations for your selection as a Consideration of Others facilitator. Please take a minute or two and read “The Objective” and “The Process” in your participant manual.

*Give the students a couple of minutes to read the material. Answer any question they may have regarding the material.*

Each one of you will be empowered to facilitate and teach the methods and processes associated with treating every individual with respect and dignity. The capability of each soldier and civilian employee to recognize that their attitude, actions, and words affect others in the organization; and their willingness to take responsibility for those attitudes, actions, and words and change for the better is what the Consideration of Others philosophy is.

## *Objective and Process*

**C**ongratulations! You have been selected as a U.S. Army Reserve facilitator for the Consideration of Others philosophy. In this capacity, you will gain valuable knowledge and skills and you will make an important contribution to improving communication and enhancing mutual respect among all U.S. Army Reserve personnel.

The objective of the Consideration of Others workshop is to empower USAR personnel to facilitate and teach the methods and processes associated with treating every individual with respect and dignity, and sharing the values of the profession of arms.

**THE PROCESS**

This process is part of an ongoing method of growth and development. Consideration of Others is a tool that focuses on the vital linkage between the individual soldier and his or her role as a member of a military team. That linkage lies in the definition of Consideration of Others.

*"Consideration of Others is those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them…"*

The concept this definition emphasizes is that Consideration of Others involves the awareness, the actions, and the responsibility of the individual soldier. The capability of each soldier to recognize that their attitude, behavior, actions, and words affect others in the unit; and their willingness to take responsibility for those attitudes, behaviors, actions, and words - to the point of changing them when necessary - is what Consideration of Others is all about.

**USARC Pamphlet 600-4** **A-8**

FACILITATOR NOTES:

# *Methodology*

The design of Consideration of Others intentionally parallels the operational or mission planning design that commanders use daily. One of the principles clearly emphasizes is that Consideration of Others must be easily and readily adaptable to each commander's priorities and each individual unit's needs. What it means to you is, that this program has been designed to provide you with concepts and assets which can be shifted or altered to enhance your own priorities based on your command assessment.

Consideration of Others planning parallels that of mission planning. If a commander were given a mission, the analysis would include many of the following steps outlined in FM 100-5:

- Conduct intelligence preparation of the battlefield
- Determine specified, implied, and essential tasks
- Review available assets
- Determine constraints
- Approve the [restated] mission

## *Methodology*

The design of Consideration of Others intentionally parallels the operational or mission planning design that commanders use daily. The Consideration of Others philosophy must be easily and readily adaptable to each commander's priorities and each individual unit's needs. What it means to you is, that this Consideration of Others publication has been designed to provide you with concepts and assets which can be shifted or altered to enhance your own priorities based on your command assessment.

Consideration of Others planning parallels that of mission planning. If a commander were given a mission, the analysis would include many of the following steps outlined in FM 101-5:

Conduct intelligence preparation of the battlefield
Determine specified, implied, and essential tasks
Review available assets
Determine constraints
Approve the [restated] mission

Your Consideration of Others mission is to develop positive unit cohesion. Consideration of Others mission analysis works in a comparative manner to operational mission analysis:

Survey/Assess your command
Identify primary or key areas of concern
Identify specific training needs
Determine priorities, first among those Consideration of Others needs, and then between Consideration of Others needs and other needs/priorities of your command.
Identify and commit resources
Execute

USARC Pamphlet 600-4 A-9

FACILITATOR NOTES:

# *Key Organizational Areas*

In every military organization there are major areas which are key to developing positive organizational character. As you survey and assess your organization, we will examine these key areas - just as you would identify key terrain features in tactical situation. Consideration of Others identifies eight key organizational areas:

Are we, as an organization, having problems in one or more of the areas identified on this slide? Before you answer, please partner up with the person next to you and discuss the question. Do not hold back - if you have a burning issue, please address it at this time.

# *Key Organizational Areas*

**Eight Key Organizational Focus Areas**

In every military unit there are major areas which are key to developing positive organizational character. As you survey and assess your organization, you will examine these eight key organizational areas:

(1) Ethical Development - Individual and Organizational
(2) American Military Heritage
(3) Quality Individual Leadership
(4) Team Building
(5) Equal Opportunity
(6) Gender Issues
(7) Family Concerns
(8) Health, Safety, and Drug and Alcohol Abuse

These areas border on each other, and even overlap to some extent. For example, it is apparent that American Military Heritage should provide the context or background for everything we train or teach soldiers. Likewise, it is difficult to imagine that successful team building could take place in today's Army without a full commitment to Equal Opportunity or in the absence of Quality Individual Leadership.

The resources which commanders can potentially bring to the Consideration of Others program are extensive. At brigade or above, Equal Opportunity Advisors (EOAs) normally will have received training in the Consideration of Others program and may serve as overall coordinators and instructors/facilitators. Commanders at all levels have access to key senior NCO leaders (CSM, SGM, 1SG, etc.), Chaplains, medical personnel, Inspectors General, and JAG officers, or even civilian academic or professional sources. All of these could play important roles as training resources as you develop your command's unique Consideration of Others emphasis.



FACILITATOR NOTES:

# *Facilitator Responsibility*

As you are aware a facilitator's role is critical to the overall success of a workshop or small-group discussion. I would like for you to tell me, what might a facilitator be responsible for to ensure success for these two areas?

*Record their responses onto butcher block paper.*

*At this point of the workshop you may have some participants who have not contributed or provided input. If this is the case, begin to encourage <u>everyone</u> to participate.*

## *Facilitator Responsibility*

The facilitator conducts and facilitates each session of the program. Although the instructional design puts the major training responsibility on the program materials, the facilitator can greatly enhance the participants' learning by adapting specific applications for the organization.

In facilitating the Consideration of Others sessions, the challenge is to set a tone and an atmosphere in which sharing is safe and learning is exciting. The facilitator should guide group discussions to avoid inappropriate personal comments, non-constructive criticism, and grandstanding. At all times the facilitator should make needed adjustments in pacing, in balancing participation, and in involving and challenging all participants.

**A facilitator *is* responsible for:**

Being prepared and punctual
Setting a climate of openness and learning
Making materials available
Encouraging participation and application
Establishing and maintaining a positive surroundings with participants
Evaluating the climate of the group
Watching the video segments as they are played for the group (leaving the room during video presentation communicates disinterest).

**USARC Pamphlet 600-4** **A-11**

FACILITATOR NOTES:

# *Facilitator Responsibility (continued)*

Now that we have identified what you are responsible for, what about things you are not responsible for?

*Record their responses onto butcher block paper. Post both sheets of butcher block paper to the wall.*

## *Facilitator Responsibility (Continued)*

**A facilitator *is not* responsible for:**

Getting everyone to like the course

Ensuring that every participant is at the same level of participation and application of the material

"Training" participants in understanding and living the material

USARC Pamphlet 600-4 A-12

FACILITATOR NOTES:

# *Appendix B - Day Two*

# *Review and Overview - Lesson Plans*

During this segment we will cover:

- Twelve Principles of Facilitation
- Co-Facilitation Skills and Techniques
- A Philosophy or a Way of Life
- Centralized and Decentralized Training Requirements
- What Consideration of Others IS and ISN'T
- The Seven Army Core Values
- Effective and Interpersonal Communication
- Communication Breakdown
- Levels of Listening
- Key Communication Skills
- Techniques to Questioning Other Individuals

## *Appendix B*

USARC Pamphlet 600-4 B-1

FACILITATOR NOTES:

# *Facilitator Principles - 1, 2, 3, and 4*

When you think of principles associated with teaching or facilitating others, we should think of them as universal, timeless and producing predictable outcomes. With the guidelines that I have provided, what principles come to mind?

*Give participants a few minutes to provide input. Write the responses onto butcher block paper.*

*Have a student volunteer to read principles 1 and 2. When the student has finished, elaborate both the "vision" and "empathy."*

*Have another student read principles 3 and 4. When the student has finished, elaborate on the principle "passion."*

# Twelve Principles of Facilitation

**WHAT ARE THE 12 PRINCIPLES OF FACILITATION?**

1. ***Vision*** – The role of the facilitator is to arm the transition figure. That is to prepare people to be the change agents who will carry the vision from the course into their lives and organization.

*"Enact a comprehensive Consideration of Others fundamental principle to inculcate and reinforce the Army value of respect within each and every member of the United States Army Reserve Command"*

2. ***Empathy*** – Facilitators must have a clear understanding of their audience: what they want and need; what areas are so private that to address them would be an infringement.

*True empathy in teaching is identified with five P's:*

Who are the *people* who will be in attendance?
What is their *purpose* for being in attendance?
What are the *problems* they hope to solve by being in attendance?
What are the *policies* they adhere to within their organization?
What are their *perspectives* pertaining to your subject matter?

3. ***Mission*** – Facilitators must have specific goals identifying what they want to accomplish during their discussion group or presentation. State your main points at the outset. After explaining them, end with a summary of the same main points.

4. ***Passion*** - Teaching is a strong desire to share the knowledge held by a few with many others. Look on every teaching opportunity as a *interdependent* relationship.

*Passion is a verb as well as a feeling. If your remember that, it will keep you focused.*

**USARC Pamphlet 600-4** **B-2**

FACILITATOR NOTES:

# *Facilitator Principles - 5, 6, 7 and 8*

*Have a student volunteer to read principles 5, 6, 7 and 8. When the student has finished, elaborate both the importance of "eye-to-eye" contact and the impact visual aids and pictures have on the individuals "right brain."*

## 12 Principles of Facilitation (Continued)

Assume that all responses are made sincerely, and remember that people who respond to you, or the group, in anger is often the ones who care the most, but are internally debating the information you have given them. Respond to them with empathy and care. Remember to be as natural as possible. Your best speaking tone is identical to conversational speech, only a bit louder.

5. ***Expectations*** – Facilitators and participants should share the principles and expectations of the organization they represent. In essence, this will help all those involved to begin with the end in mind (vision). They also need to know the process and flow of the discussion from start to finish.

6. ***Edification*** – Edification means, "to instruct so as to encourage moral improvement and deep understanding."

*The key to edification is insight. Use contrast to teach a concept. In other words, teach one concept in order to teach something different. Remember that everything is an ecosystem. Teach holistically; show how all concepts fit together.*

7. ***Eye to Eye*** – Keep eye contact with your audience. Keep moving your eyes every few minutes to different members of the group. Maintain eye contact for several seconds before moving to another participant. When facilitators look eye to eye with participants and practice a continual empathic approach, magic – or a flow – transpires between the giver and the receiver. This exchange or dialogue can only be described as true, deep learning and mutual edification.

8. ***Right brain*** – The right brain helps us identify the power to visualize complex situations through the use of visual aids. No ten thousand words can teach what one powerful video or visual image, story, or metaphor can teach.

**USARC Pamphlet 600-4** **B-3**

FACILITATOR NOTES:

# *Facilitator Principles - 9, 10, 11, and 12*

*Have a student volunteer to read principles 9, 10, and 11. When the student has finished, elaborate both the importance of student "involvement" and having "fun" with the students.*

*Have another student read principle 12 and the paragraph at the of the page. When the student has finished, elaborate on the importance of facilitator having "high energy."*

All facilitators should set a goal to integrate the 12 principles of teaching into their work.

## 12 Principles of Facilitation (Continued)

9. ***Involvement*** – If the question is something that others might know, don't hesitate to draw on your audience's experience and knowledge. But do not get bogged down with trivial answers to trivial questions. When participants are truly involved with the discussion or learning process, they will process and assimilate the information. Ideas, when expressed, "take hold."

10. ***Fun*** – When a facilitator is able to make the Train-the-Trainer course or discussion group fun, the subject matter gains a fresh approach. Fun is added to break the intensity, give variety, and add relief, humor, and drama to the discussion or course.

11. ***Inspiration*** – A good educational experience should consist of 60-70 percent education, 10-20 percent fun, and 10-20 percent inspiration. When using video illustrations or other right brain learning tools, be sure to set the mood appropriately. Draw on inspiration to open the soul so the concepts can sink in.

12. ***High Energy*** – A good educational experience must have high energy. Facilitators can set the pace, but the energy level should come from the participants as well as the facilitator.

*If the audience is not at a high-energy level, the facilitator must evaluate the reasons why energy level is low. Tips for raising the energy level of the audience include changing the pace, tone, volume, and pitch of your voice. Changing facilitation technique can also increase the audience's energy level. There are times you must cultivate and express your own enthusiasm and excitement right from the heart.*

All facilitators should set a goal to integrate the 12 principles of teaching into their work

**USARC Pamphlet 600-4** **B-4**

FACILITATOR NOTES:

# *Co-Facilitator and Effective Team Techniques*

Now that you have been educated on the 12 facilitation principles, you will begin evaluating and providing constructive feedback to individuals presenting the material. At a minimum, I would like to see you practice the principles of, “empathy,” “passion,” good “eye-to-eye” contact, having “fun,” and demonstrating “high energy” during your presentation.

*Solicit any questions the students may have regarding expectations.*

If you were to select an individual to co-facilitate with you, what characteristics would you want that person to have?

*Solicit some student input.*

*Have a student volunteer to read “Selecting Co-Facilitators” and “Setting the Stage.” When the student has finished, have the students provide feedback.*

If you are working with a colleague you must communicate with each other. You might want to select portions of the sessions that appeal to your particular styles. Choose a partner who will compliment your style and preferences.

Some please come up to the front and read tips for building an effective facilitating team. *When the student has completed reading the bullets, emphasis selected points, then have the audience provide feedback.*

# Co-Facilitation

**SELECTING CO-FACILITATORS**

If you are working with a colleague, take time to confer with each other and decide which portions each of you would like to facilitate and/or present. Think of novel ways of adapting content to your group's needs and make-up; for example, more visual methods for people of limited or no reading ability or those with limited English proficiency.

Select portions of the sessions that appeal to your particular styles, and if working in pairs, choose partners who will compliment your style and preferences.

**SETTING THE STAGE**

It is critical to remember the importance of creating and maintaining, or modeling, an effective team. For presentations to be effective, your team must function as a unit. The participants will sense your commitment, enthusiasm, preparedness, and blending of styles.

**SOME TIPS FOR BUILDING AN EFFECTIVE FACILITATING TEAM INCLUDE:**

Remaining in the room even when your partner is facilitating or presenting

Offering to write on the newsprint, post newsprint sheets, and observe or manage small group interactions, role-plays, and other activities

Discussing in advance preferences regarding making interjections, correcting misstatements, and other interventions

Utilizing respective talents, such as preparing visuals, playing music, or participating in demonstrations, writing on newsprint during brainstorming, etc.

Attending to disruptive or intrusive participants or other distractions when partners are facilitating or presenting

**USARC Pamphlet 600-4** **B-5**

FACILITATOR NOTES:

# *A Philosophy or Way of Life*

This process is part of an ongoing method of growth and development. Consideration of Others is a tool that focuses on the vital linkage between the individual soldier and his and her role as a member of a military team.

*Have a student come to the front and read the top paragraph and General Foley's definition. Ask the students if they have observed and personally expensed sexual harassment against women in the Army. Depending on the response you receive, you may consider taking time to discuss the issues.*

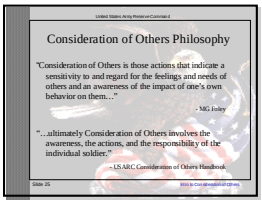
***Solicit student feedback***.

The concept this definition emphasizes is that ultimately Consideration of Others involves the awareness, the actions, and the responsibility of the individual soldier. The capability of each soldier to recognize that their attitude, actions, and words affect others in the unit; and their willingness to take responsibility for those attitudes, actions, and words - to the point of changing them when necessary - is what Consideration of Others is all about.

*Have a student read the bottom paragraph. Solicit feedback.*

## A Philosophy or Way of Life

While the racial and gender climate in our Armed Forces continuously improves, incidents still occur. The Army Times 27 July 1992 issue reported that from 1990 to 1991, 33 allegations of sexual assault committed by soldiers deployed to the Persian Gulf were made. "Even under the most controlled conditions, it seems the Army cannot stamp out sexual assault." We have come a long way in how soldiers treat one another and the sensitivity leaders have regarding racial discrimination. However, there is still a considerable problem concerning acceptance and harassment of and discrimination against Army women. Certainly, we must continue to be on guard against any type of harassment or discrimination, but we must also prevent it.




Consideration of others is not just a concept to address sexual, racial or religious harassment--it covers the broad perspective of civility and encompasses harassment, discrimination, prejudice, insensitivity, offensive behavior, verbal abuse and basic thoughtlessness. The realization that consideration of others ought to be a bedrock value for a leader of character has had a profound influence on the West Point leadership program. The basic policy is that racial, sexual or religious harassment or discrimination is not tolerated. But consideration of others is more than policy; it is a basic philosophy. It is a value, not limited to race, religion or gender. It encompasses any type of harassment or discrimination to include age, height, weight or disability and applies to all categories of people and offensive behavior. It is integral to the fundamental characteristics we require of our Army leaders and is based on common courtesy, decency and sensitivity to the feelings and needs of others.

**USARC Pamphlet 600-4** **B-6**

FACILITATOR NOTES:

# *Small Group Discussion Requirements*

Although respect for the dignity of others is a way of life, the centerpiece of the organization's Consideration of Others is the facilitator-led small group discussion (15 - 25 soldiers). This is decentralized training. Discussions should occur in the workplace, classrooms, offices, conference rooms, or in the field.

*Have a student read the "centralized training" and "decentralized training" paragraphs. Remind the students of the importance of eye-to-eye contact and high energy. We want students to practice these principles.*

*Have students provide feedback.*

Every full-time support soldier and civilian assigned to the U.S. Army Reserves will participate in 8 hours of discussion annually. TPU solders are required to attend a minimum of 2 hours annually. Commanders may direct additional sessions as needed.

# Centralized and Decentralized Training

**CENTRALIZED TRAINING**

Commanders, at all levels, will initiate Consideration of Others by presenting a comprehensive briefing to the entire unit/organization detailing the purpose, merits and components of the consideration of others. This training time may be used to determine future training requirements by identifying sensitive issues within the organization. The training is centralized and includes civilian and military leaders and managers from all levels. Centralized training will be conducted annually at a minimum, and can be tailored toward real-time organizational objectives.

**DECENTRALIZED TRAINING**

On an annual basis, all Full-Time Support military and civilian personnel will attend 8 hours of small group discussion using the dilemma discussion format for groups ranging in size of 15 - 25 people. All Troop Program Unit (TPU) members will attend a minimum of 2 hours of small group discussion per year. A trained facilitator who is knowledgeable of the issue selected for discussion will guide the sessions. While maintaining unit integrity is an important factor in creating more cohesive work teams, leadership, at all levels of the organization, must remain aware of the benefits achieved from diversity and structure groups accordingly. The use of outside references and training aids is encouraged as a means of stimulating discussion and interaction among group members. These items may include but are not limited to videos, case studies, situation dilemmas, and published articles. Small group discussions should commence following the Mobile Training Team (MTT), Defense Equal Opportunity Management Institute (DEOMI) training for senior leaders and middle managers.

**USARC Pamphlet 600-4** **B-7**

FACILITATOR NOTES:

# *What Is Consideration of Others?*

What is Consideration of Others?

*Write students responses down on butcher block paper.*

Who in the command is involved in Consideration of Others?

*Write students responses down on butcher block paper.*

*Read the top paragraph.*

**F**or consideration of others to be effective, command emphasis is necessary. This entails ownership of the policy and philosophy as well as proper role modeling. Subordinates will know leaders believe in their convictions when they see evidence of investigations and actions taken against offenders as well as verbal and written promulgation of policy and philosophy. In general, there must be a visible, credible demonstration by leaders that consideration of others is integral to the organization's success.

*Have a student read the middle and bottom paragraphs on this page. Fellow students will provide feedback.*

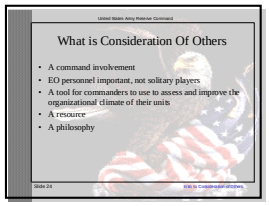
*Have another student read the two slides.*

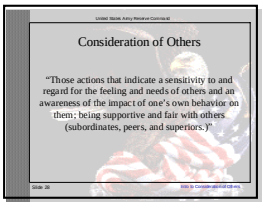
# What is Consideration of Others?

**Command Involvement**

For consideration of others to be effective, command emphasis is necessary. This entails ownership of the policy and philosophy as well as proper role modeling. Subordinates will know leaders believe in their convictions when they see evidence of investigations and actions taken against offenders as well as verbal and written promulgation of policy and philosophy. In general, there must be a visible, credible demonstration by leaders that consideration of others is integral to the organization's success.

Army leadership recognized the need to institutionalize treating people with dignity and respect by including a fifth attribute in the professional soldier's qualities. Commitment, candor, competence and courage have long been the basic qualities desired in a soldier's character. In U.S. Army Field Manual (FM) 100-1, The Army (June 1994), compassion was added. "Compassion is basic respect for the dignity of each individual; treating all with dignity and respect.




It is the personification of the 'Golden Rule'--treat others as you want them to treat you. This is the essence of consideration of others - individual actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them; being supportive of and fair with others (subordinates, peers and superiors)." The way Army leaders treat other people--or allow them to be treated by others--becomes a readiness issue, as shown by the Army's experience with racial and sexual harassment, discrimination and sexual assault.



FACILITATOR NOTES:

# *What Consideration of Others Isn't*

*Refer students to the appropriate page in their participant handbook.*

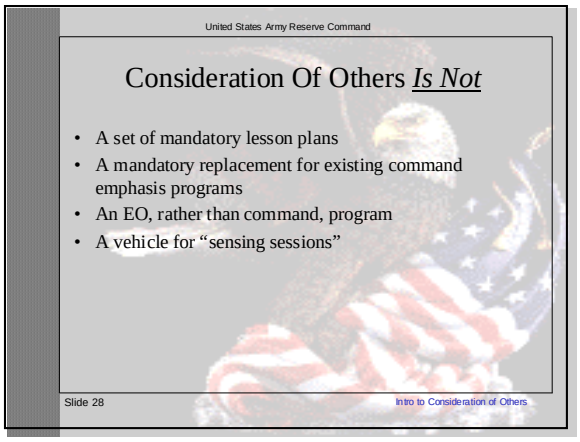
Commander's and facilitator's must be flexible when it comes to discussion groups. Although specific topics are necessary, sticking to a script or lesson plan may be difficult. Discussion groups do not take the place of existing command emphasis programs. Consideration of Others discussion groups should compliment other command programs.

This is a command philosophy, not an Equal Opportunity program. Leadership, managers, and the workforce should be actively involved by practicing the philosophy addressed by Major General Plewes.

We must not confuse small group discussion with sensing sessions. These are two different functions.

*Provide an opportunity for participants to ask questions at this point.*

## What Isn't Consideration of Others?




USARC Pamphlet 600-4 B-9

FACILITATOR NOTES:

# *The Seven Army Core Values*

*Have student turn to the appropriate page in their participant handbook.*

What are the Army Values and how do they correlate with the consideration of others philosophy? *Give participants enough time to respond.*

As we watch this next video, identify the seven Army values and how they impact on this command.

**Video: General Reimer (Retired), "Living Army Values."**

What are the seven Army Values and how do they impact on consideration of others?

*Have a student read General Reimer's quote at the top of the page. Solicit student input.*

*Have another student read the bottom paragraph.*

Are there any questions concerning the Seven Army Core Values?

## The Seven Army Core Values

**General Reimer, Chief of Staff, United States Army (Retired) is quoted as saying,**

*"Values are at the core of everything our Army is and does. The Army is more than an organization – it is an institution of people with unique and enduring values. We instill these values in the men and women, soldiers and civilians, who are the Army. The terms we use to articulate our values – duty, integrity, loyalty, selfless service, courage, respect, and honor – inspire the sense of purpose necessary to sustain our soldiers in combat and help resolve the ambiguities of military operations short of war. Leaders of character and competence live these values. We must build and maintain an Army where people do what is right; where we treat each other as we would want to be treated; and, where everyone can truly be all they can be. I want to ensure that everyone in the Total Army, our soldiers and civilians, active, Guard and reserve, has a clear understanding of our values."*

Values are at the core of everything our Army is and does. The Army is more than an organization - it is an institution of people with unique and enduring values. We instill these values in the men and women, soldiers and civilians, who are the Army and Army Reserves. The terms we use to articulate our values are Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage (LDRSHIP). They inspire the sense of purpose necessary to sustain our soldiers in combat and help resolve the ambiguities of military operations short of war. Leaders of character and competence live these values. We must build and maintain an Army where people do what is right; where we treat each other as we would want to be treated; and, where everyone can truly be all they can be.

**USARC Pamphlet 600-4** **B-10**

FACILITATOR NOTES:

# *Individual Character Exercise*

*Have students turn to the appropriate page in their participant handbook. Students <u>will not</u> facilitate this exercise.*

Take a minute to read the paragraph at the top of the page. Now, respond to the four statements. *Provide 10 to 12 minutes to compete this page.*

*When all students have responded to the four statements, have them partner up with the person next to them and share what they had written. Provide the opportunity to brainstorm ways to improve negative tendencies within the organization. 20 minutes to complete.*

Now that you have shared your responses with your partner, let's share them with the other students. *Entertain several comments then move onto the next topic.*

## Individual Character

**Who Are We**

**The following statements examine levels of commitment by people in your organization. Please write down some of your ideas/comments that come to mind as you think about the statements that are written below. Use your own work section (squad, platoon, duty section) as the basis for your statements.**

1. In general, the members of my unit demonstrate a commitment to Army values (Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage)

_____
_____
_____

2. The members of my unit typically accomplish a mission by "doing the right thing" rather than compromising Army values

_____
_____
_____

3. I am personally committed to and understand the Army's values as outlined in Field Manual 22-100 (Army Leadership)

_____
_____
_____

4. We maintain an organizational creed, and/or philosophy that is consistent with Army values

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_____
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**USARC Pamphlet 600-4** **B-11**

FACILITATOR NOTES:

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# *Flash Point - When Values Collide*

Note to facilitator: If this video is not in your local library or EO video collection, suggest your organization consider making the purchase through a local vender.

By a show of hands, how many in the class have seen Dr. Massey's videos. In a few minutes you will be watching a Dr. Massey video titled "Flash Point - When Values Collide." As you watch the video identify similarities with the seven Army core values and the consideration of others philosophy. Now I must warn you, he talks very fast. Some of you may associate him with a used-car salesperson. Get past his presentation style and listen to the messages he presents - they are very important and relate to the material you will receive the next few days. The video is in three segments. We will only watch the first two segments. Following the videos conclusion, we will process what you heard and saw.

*If there are no questions from the students, begin the video*

**Video**: "Flash Point - When Values Collide" (Running Time 73 minutes)

*Have students turn to the appropriate page in their participant handbook and have them answer the four questions. Give students 8 - 10 minutes to complete this task*

**Process Phase**

*Solicit student responses to questions 1, 3, and 4*

## Flash Point - When Values Collide

**Take a moment to answer the questions below:**

1. How did you feel about what you saw and heard?

_____
_____
_____

2. What portion of the video could you relate to the most? The least?

_____
_____
_____

3. What might we draw or pull from the video segment I?

_____
_____
_____

4. How could you apply or transfer this information back at your unit?

_____
_____
_____

**USARC Pamphlet 600-4** **B-12**

FACILITATOR NOTES:

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# *How We Communicate*

*Write the following statement on a flipchart*

***"I didn't say you had an attitude problem"***

*Demonstrate that the meaning is in more than words by saying the statement in different ways, changing inflections on different words, and showing different facial expressions.*

*Have participants guess the meaning being portrayed.*

The "words we say" makeup 7 percent of the communication process. How we say the words equates to 35 percent, and 58 percent, more than half of the communication process, is non-verbal.

To improve our ability to understand others, we need to pay attention to the other verbal and nonverbal clues.

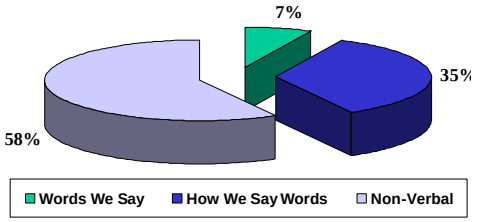
# How We Communicate

**The Attitude and Skill of Understanding**

**B**ecoming a more effective, understanding listener requires developing both the desire and skill. To do so, we need to live key principles of communication more fully. Effective listening requires a knowledge of how meaning is conveyed from speaker to listener.

**How We Communicate**

**C**ommunication experts estimate that only 7 percent of our communication is represented by the words we say, another 35 percent by our sounds and how we say words, and 58 percent by our nonverbal and body language.




**P**eople communicate beyond words. Personal feelings follow the words said. Often they disclose these feelings through word emphasis and body language, even though they may verbally communicate conflicting ideas.

***"We need to listen to one another if we are to make it through this age of apocalypse and avoid the chaos of the crowd."***

**USARC Pamphlet 600-4** **B-13**

FACILITATOR NOTES:

# *How We Communicate - Effective Communication*

Note to facilitator: If this video is not in your local library or EO video collection, suggest your organization consider purchasing film from Franklin/Covey Company, Provo, Utah.

*Refer students to the appropriate page in their participant handbook. Read the Steven Covey quote at the top of the page and write down what the quote means to you in the space provided.*

*Have participants share what they wrote.*

To begin the effective communication portion of our workshop, we are going to watch a video that presents a light-hearted look at how we sometimes communicate. You will see four scenarios of people interacting at lunchtime in a diner.

*Divide participants into four equal groups and assign one scenario to each group*

As you watch, make a note of the things that hinder the communication process.

**Video Illustration: "I Know What You Mean" (Running time 11:00)**

*Start with the first group and quickly discuss what the participants observed happening in the video.*

Why do these things happen when we are trying to communicate?

# Effective Communication

***"The psychological equivalent of air is to feel understood."***

***Steven Covey***

**What does the above quote mean to you?**

_____
_____
_____
_____

**THE CHALLENGES OF COMMUNICATION**

**Video: I Know Just What You Mean**

Four conversation scenarios:

- Waitress (Mae), boss/cook (Otto), and waiter.
- Senior executive with junior executive.
- Young woman with her daughter and parents.
- Account manager with two account representatives.

**What communication problems did you observe in these scenarios?**

_____
_____
_____
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**USARC Pamphlet 600-4** **B-14**

FACILITATOR NOTES:

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# *Interpersonal Communication*

We are going to briefly discuss how to effectively communicate with others. Some key concepts to remember are:

- Self-concept
- Coping with angry feeling, and
- Admitting your emotions

*Have a student read the top-half of the page. <u>Stop them before they read "Are you exhibiting congruent or incongruent behavior."</u> However, have them remain at the front of the class.*

What is congruent behavior?

*Have students provide you examples of congruent behavior. Write responses onto butcher block paper*

What is incongruent behavior?

*Have students provide you examples of incongruent behavior. Write responses onto butcher block paper*

*Have the student read the bottom portion of the page. Have fellow students provide feedback.*

# Interpersonal Communication

The following are some key factors of interpersonal communication:

- Self-concept. Self concept is the most important factor. It reflects how we see ourselves. Poor self-concept. Poor self-concept equals poor communication. (Negative feedback may also produce poor self-concept).

- Coping with angry feelings. Rising anxiety can block accurate hearing. When this occurs the communication process is hindered. Therefore, when you receive negative feedback, stay in touch with your anxiety level.

- Admit your emotions. Let the other person know what behavior is troublesome to you, so he or she knows what to change. This also avoids the heightened defensiveness that blame produces. Don't just say "PVT Smith, I see that you knocked over the bookcase as you walked by and left it that way." - express how this affects you. A good response would be "PVT Smith, I am confused by your conduct lately. What is going on?"

**Are you exhibiting congruent or incongruent behavior?**

- Congruent Behavior is the state of being consistent in character. It means that your behavior matches the word (talking the talk, walking the walk). Stated plainly - doing what you say.

- Incongruent Behavior. Behavior that is opposite of congruent behavior. In other words, talking the talk and not walking the walk.

***Example**: If I tell you that Army policy prohibits senior noncommissioned officers from dating subordinates, but I as a noncommissioned officer date my subordinates, my behavior is incongruent.*

**USARC Pamphlet 600-4** **B-15**

FACILITATOR NOTES:

# *Blocks to Communication*

*Please turn to appropriate page in their workbook.*

Think about the greatest difficulty you have experienced or observed in understanding or in being understood by another person or group of people. You may have felt defensive or judgmental. You may have felt frustrated while going the rounds on issues. Or when discussing an important issue, you may have felt emotionally upset.

*Divide participants into small groups (3 - 4 person teams) and have them discuss what blocks to communication exist. Have them write down their responses in the blocks provided.*

Under what conditions is effective communication most difficult? Thinking about your own experience, share your experiences with your team members and then list barriers to mutual understanding in the diagram provided in your workbook.

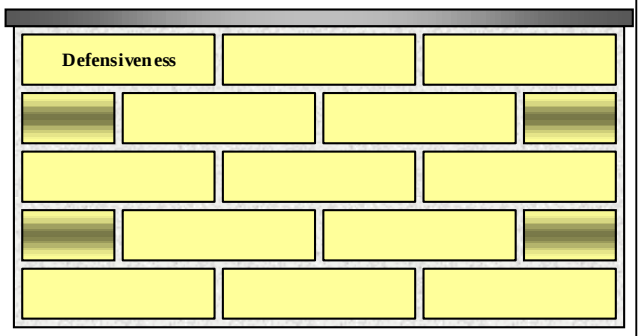
*Allow the participants approximately 12 - 15 minutes to complete this exercise. Have each team share their results with the entire class.*

# Blocks to Communication

**Blocks to Communication**

Communication Blocks. The need to communicate is universal in all organizations but all the more important in the Army among soldiers preparing for combat. However, the different ways we communicate truth and meaning are not universal and can cause problems in a diverse organization. It is obvious that the Army consists of people who speak different languages, but even those who speak the same language speak in different ways. Misunderstanding is often a problem between soldiers who are very much alike, but poses an even greater barrier between those who are ethnically or culturally different.

**Write the blocks to communication inside the following illustration**.




**Objectives of Communication**

It is important to make sure the receiver clearly understands what the sender is intending to say. The receiver has the responsibility to seek clarification if they do not understand what is being said. Develop an interpersonal relationship with the individuals involved in the communication process.

**USARC Pamphlet 600-4** **B-16**

FACILITATOR NOTES:

# *Communication Breakdown*

*Have a student read up to "Communication Breakdown." Have them practice the principles of facilitation.*

*Emphasis the bullets by providing some examples.*

Partner up with the person next to you and identify typical breakdowns to communication. Complete the exercise at the bottom of the page. *Provide students 8 minutes to complete this portion.*

*When they have completed, have them share their response with the large group. Capture responses onto butcher block paper.*

# Communication Breakdown

**WHAT DOES IT MEAN?**

It is easy to see how misunderstandings can occur between people who speak different languages. Even with the use of a skilled translator important parts of a message may be lost. A language also functions more effectively when used in its cultural context. Mistakes in translation or interpretation between soldiers can be very costly. They can do a great deal of harm by creating misunderstandings within a unit. Sometimes you can accurately guess what's happening inside people based on such body language. For instance:

**If they are - *Then they may be feeling***

- Smiling or nodding affirmatively = *Enthusiasm and interest*
- Leaning forward or maintaining eye contact = *Agreement with what's happening*
- Yawning = *Boredom*
- Staring off into space = *Fatigue*
- Shuffling feet, leaning back in chair, or looking at the clock = *Disinterest*
- Frowning = *Confusion*
- Scratching head = *Disagreement*
- Pursing lips, avoiding eye contact = *Suppression of feelings*

Although a single behavior cannot serve as an indicator of a feeling, accurate inferences will be based on all of the data you collect from observing your group members.

**Communication Breakdown**

Identify some reasons for communication breakdown. We have provided examples:

**Noise** _____ _____

**Preconceived Ideas** _____ _____

_____ _____

_____ _____

**USARC Pamphlet 600-4** **B-17**

FACILITATOR NOTES:

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# *Non-Verbal Signals*

*Have a student read the top four paragraphs. Remember to obtain feedback.*

Make sure that the receiver understands what you are attempting to communicate. If the receiver is giving distinct non-verbal signs such as a confused facial expression, frowning, or yawning, chances are the message was not received properly.

*The facilitator should read "What should you be looking for?" and the bullets provided.*

Based on these observations, you can adjust your questions, introduce a new activity or procedure, call a break, or deal with whatever is interfering with the success of the group.

When you develop an interpersonal relationship with an individual or a group of people, chances are you will be more productive.

*At this point, ask the students if they have any questions.*

# Non-Verbal Signals

The reason you pay close attention to your group members is to observe what they are saying and not saying.

About 58% of all communication are conveyed non-verbally. As a facilitator, you need to watch for the unspoken messages that accompany what is said. If you are serving as the group observer, you will observe both verbal and non-verbal messages.

By using your observation skills, you can assess how well the process is working and how well information is being shared. Based on these observations, you can adjust your questions, introduce a new activity or procedure, call a break, or deal with whatever is interfering with the success of the group.

Observations collected over time can help you decide to continue the process or to modify it.

**What should you be looking for?**

First, look at faces, body positions, and how individuals move:

Is the person smiling?
Frowning?
Nodding?
Yawning?
Looking at you or away?
Leaning forward or back in the chair?
Tapping a pencil or other article?
Shuffling their feet?



FACILITATOR NOTES:

# *What Do I Do Now?*

*Have a student read the opening paragraph.*

*There are a number of ways you could facilitate the next segment (IF YOU OBSERVE, AND…, THEN…):*

- *The training facilitator could read, or*
- *A student could read, or*
- *Three students could read (example; The first student would read "If you observe enthusiasm and interest, the second student would read "and several members display the behavior," the third student would read "then continue."*

**F**acilitators must show they are paying attention. Groups respond well when their facilitator and other group members make an effort to pay attention to them. Attentiveness builds rapport, communicates that you value participants as an individual, and shows that you want to help them achieve their goals.

**Y**ou can show the group you are paying attention in several non-verbal ways. First, position yourself physically in a manner that shows that you are paying attention to them. This also enables you to observe their behaviors, which are important sources of information for you in assessing how the group activity is being received. In addition, it encourages them to interact verbally with you.

# What Do I Do Now?

Whether you decide to take action or not will depend on the situation as you observe it. You need to assess how many people are experiencing the particular behavior, how long it lasts, how significant it is, and what impact it might have on the group's process and goals. In your judgment, if the situation warrants action, consider the alternative actions outlined here:

| IF YOU OBSERVE | AND… | THEN… |
|---|---|---|
| Enthusiasm and interest | Several members display the behavior | Continue |
| Agreement | One member displays the behavior | Involve this person more actively in the discussion |
| Boredom or fatigue | Several group members display the behavior | Take a break or speed up the process |
| Disinterest | All display disinterest | Introduce a new method or take a break |
| Disinterest | One-person displays disinterest | Talk with him/her at break, privately |
| Confusion or disagreement | Several group members display the behavior | Ask them about areas of confusion or review terms, procedures, and behavior |
| Suppression of feelings or conflicts | One person displays the behavior | Talk with the him/her at break-privately |

Facilitators must show they are paying attention. Groups respond well when their facilitator and other group members make an effort to pay attention to them. Attentiveness builds rapport, communicates that you value participants as an individual, and shows that you want to help them achieve their goals.

You can show the group you are paying attention in several non-verbal ways. First, position yourself physically in a manner that shows that you are paying attention to them. This also enables you to observe their behaviors, which are important sources



FACILITATOR NOTES:

# *Facilitator Do's and Don'ts*

*Have a student read the "Facilitator Do's and Don'ts." Elaborate on each point by providing examples.*

# Facilitator Do's and Don'ts

of information for you in assessing how the group activity is being received. In addition, it encourages them to interact verbally with you.

Then, as you facilitate, follow these guidelines and the group will know that you are paying attention:

| DO'S | DON'TS |
|---|---|
| Position your body so you face all the members | Turn your back to part of the group |
| Listen carefully while they talk. Watch while they are taking. Do not listen with the intent to judge or respond. | Shuffle papers or look at your watch. |
| Keep eye contact with the entire group. | Stare at individuals. |
| Nod affirmatively. | Remain impassive. |
| Talk with all group members. | Talk to only a few people. |



FACILITATOR NOTES:

# *Levels of Listening*

*Have the students read the opening paragraph.*

Read the first four levels: ignoring, pretend listening, selective listening, and attentive listening.

From whose point of view are we seeing the situation?

*Answer: From our own point of view.*

What is the focus when we listen with understanding?

*Answer: To attempt to see the world from the other person's point of view.*

*Have some fun with "selective listening." You want to ask if any of the students have teenage children at home, and do they experience this level of listening.*

# Levels of Listening

When others speak, we listen at one of five levels: ignoring, pretend listening, selective listening, attentive listening, or listen with understanding. People who listen at the first four levels often pursue personal motives. People who practice the fifth level of listening, listen with understanding, try to discover what the other person really means and feels from his or her point of view.

| | |
|---|---|
| **Ignoring** | Making no effort to listen. |
| **Pretend Listening** | Making believe or giving the appearance you are listening |
| **Selective Listening** | Hearing only the parts of the conversation that interest you |
| **Attentive Listening** | Paying attention and focusing on what the speaker says, and comparing that to your own experiences |
| **Listen with Understanding** | Listening and responding with both the heart and mind to understand the speaker's words, intent, and feelings |

**"I only wish I could find an institute that teaches people to listen. After all, a good manager needs to listen at least as much as he needs to talk."**

***Iacocca***

**USARC Pamphlet 600-4** **B-21**

FACILITATOR NOTES:

# *Listening Techniques*

We have discussed barriers to communication and why we have a breakdown of communication. Now, what about listening?

*Ask this question:* **Why is it that people do not listen effectively?**

*Record participants responses onto butcher block pad.*

Everyone lives within their own paradigm. A paradigm is the way we view the world based on our personal experiences and education. Sometimes we do not want our paradigm's changed.

Why do you think people don't want to change?

*Record participants responses onto butcher block pad.*

*Have a student read the top two paragraphs and step 1.*

*Have a student read step 2. Solicit some comments from the other students.*

# Listening Techniques

**KEY COMMUNICATION SKILLS: LISTENING AND PARAPHRASING**

**L**istening is a fundamental skill used by effective facilitators and team leaders. It requires accurately hearing what someone says and verifying the information. On occasion, paraphrasing what someone said can clarify the information.

**T**he first step, listening to the words said, requires total concentration. The second step, paraphrasing, requires an accurate review of what was heard and verification that it was accurately understood. Learn and practice these skills.

**Step 1**: Listen carefully to the words.

As you listen to the words, look at the person speaking and try to grasp both the content and the meaning of the words. While this may sound simple, you will find that internal and external distractions keep you from focusing on what the participant is saying.

Internal distractions are thoughts that develop while someone else is talking. Sometimes they are related to what the person is saying. Other times you may be thinking about the next question you might ask. You must eliminate these internal distractions that keep you from focusing on what is being said.

External distractions are those things happening around you that compete with the speaker. They can be noises outside the room, two people whispering, or perhaps someone writing on a flipchart. Exclude them, or at least defer giving attention to them, until the person has finished speaking. Alternatively, stop the person speaking until this distraction is eliminated.

**Step 2:** Paraphrase what was said.

Paraphrasing clarifies what you heard. This skill is especially helpful when a person rambles or gives conflicting or complex information.

When paraphrasing, start with the words, "I heard you saying…" or "As I understand it…." Ask the person if what you paraphrased was accurate. If it was, you can move on. If it was paraphrased inaccurately or important details were missed, the person can repeat the information needed to complete your understanding.

**USARC Pamphlet 600-4** **B-22**

FACILITATOR NOTES:

# *Key Communication Skills*

Questions play a major role in facilitation. Questions invite participation and get people to think about an issue from a different perspective.

This is not a simple task. You need to know how to ask open-ended questions, how to phrase questions clearly, whether to direct the questions to the whole group or individuals, and how to handle answers.

Open-ended questions require more than a "yes" or "no" response. The question usually begins with "what," "how," "when," or "why." It stimulates thinking.

**Give me an example of an open-ended question**.

*Record responses onto butcher block pad*.

Closed questions require a one-word answer and closes off discussion. The question normally begins with "is," "can," "how many," or "does"

**Give me an example of a close-ended question**.

*Record responses onto butcher block pad*.

*It is important that the participants are comfortable with asking open-ended questions. Solicit any questions they may have at this time.*

And remember, silence is not bad - it's thought stimulation. Provide sufficient time for participants to prepare a response to your question. Do not rush them.

# Key Communication Skills

**A KEY COMMUNICATION SKILL: QUESTIONING**

Questions play a major role in facilitation. Questions invite participation and get people to think about an issue from a different perspective.

The skill of questioning is not as simple as it seems. You need to know how to ask open-ended questions, how to phrase questions clearly, whether to direct the questions to the whole group or individuals and how to handle answers.

**Asking Open-Ended Questions**

Asking open-ended questions is one of the most important skills you'll need as a facilitator. It is better to ask open-ended questions than closed questions that can be answered simply. The open-ended question elicits a more complete response and more effective participation.

| TYPE OF QUESTION | DESCRIPTION | EXAMPLE |
|---|---|---|
| Closed | Requires a one-word answer.<br><br>Closes off discussion.<br><br>Usually begins with "is," "can," "how many," or "does." | "Does everyone understand the changes we've discussed?" |
| Open-ended | Requires more than a "yes" or "no" answer.<br><br>Usually begins with, "what," "how," "when," or "why."<br><br>Stimulates thinking.<br><br>Elicits discussion. | "What ideas do you have for explaining the changes to our customers?" |

**USARC Pamphlet 600-4** **B-24**

FACILITATOR NOTES:

# *Phrasing Questions*

The second step to asking effective questions is to determine how to phrase them so that the group members remain focused. Let's review the chart on page 39 of your participant handbook.

*Have students come up with some questions that would provoke thought.*

*Have a student read the do's and don'ts with phrasing questions.*

## Phrasing Questions

The second step to asking effective questions is to determine how to phrase them so that the group members remain focused. Follow these guidelines:

| DO | DONT |
|---|---|
| Ask clear, concise questions covering a single issue. | Ask rambling, ambiguous questions covering multiple issues. |
| Ask challenging questions that will provoke thought. | Ask questions that don't provide an opportunity for thought. |
| Ask reasonable questions based on what they know. | Ask questions that most of the members don't know the answer. |
| Ask honest and relevant questions. | Ask "trick" questions designed to fool them. |



FACILITATOR NOTES:

# *Directing Questions*

There are two ways to direct questions: either to everyone in the group or to a specific person.

*Cover the examples provided. You may want to solicit additional input from your students.*

# Directing Questions

There are two ways to direct questions: either to everyone in the group or to a specific person. Follow these guidelines so you direct questions appropriately:

| IF YOU WANT TO… | THEN… |
|---|---|
| Stimulate everyone's thinking, | Direct the question to the group. |
| Allow them to respond voluntarily or avoid putting an individual on the spot, | Ask a question like: "What experiences have any of you had with this problem?" |
| Stimulate one person to think and respond, | Direct the question to that individual. |
| Tap the known resources of an "expert" in the group. | Direct the question to her: "Mary, you have had a lot of experience in applying regulations with customers. What would you do in this case?" |

USARC Pamphlet 600-4 B-26

FACILITATOR NOTES:

# *Participant Questions*

*Cover the material by having a student reading from their participant handbook. Solicit additional input from your students. Remember,*

- *students should be practicing the 12 principles of facilitation, and*
- *have students provide feedback*

# Participant Questions

**HANDLING ANSWERS TO QUESTIONS**

How you handle answers to questions will not only affect the individual who gave the answer, but it will also affect the amount of participation you receive from the other group members in the future. Use these guidelines:

Always reinforce answers positively. Use positive reinforcement such as, "What a useful observation."

Acknowledge the effort of the respondent, regardless of the answer given. Say, "Thanks for that idea" or "I can see how you might come up with that. Who else has an idea?"

Minimize potential embarrassment for wrong or incomplete answers.

If the answer seems incomplete, reinforce the part that is correct, then ask the question again or re-direct it to someone else. For example, "You are on the right track. What other ideas do you have?" or "That's a good point. Who else has some alternatives?"

**USARC Pamphlet 600-4** **B-27**

FACILITATOR NOTES:

# *Responding to Questions*

As a facilitator, you will be asked questions directly even though you are not the subject matter expert. You need to learn how not to respond to these questions.

*Have a student read each bullet. Provide some good examples for each bullet.*

Even if you know the answer to the question, do not respond with a solution. We do not want to become the subject matter expert.

*A good technique to use: when a student asks you a valid question, just stand in silence while making eye-to-eye contact with each student. Eventually, one of your students will respond to the question. Remember, "silence" can be your friend.*

# Responding to Questions

**RESPONDING TO QUESTIONS ASKED OF THE FACILITATOR**

As the facilitator, you may be asked questions directly even though you stated that you are not the content expert. You need to know how to respond to them. When this happens you have three choices:

Re-direct the question to someone who is able to come up with the correct answer.

Provide the answer when you are the only person who can.

Defer the question when it is beyond the scope of the group. If you need time to get the correct answer, tell them so and get back to them later.



FACILITATOR NOTES:

# *Appendix C - Day Three*

# The Discussion Groups

# *Review and Overview - Lesson Plans*

During day three, we will cover:

- Encourage Discussion and the Discussion Group
- The Five Red Flags
- Making Effective Presentations
- The Art of Facilitation
- Treating People With Dignity and Respect (Military District of Washington Video Presentation)
- Adult Learning and How to Apply Adult Learning
- The Four Discussion Group Phases (Video Presentation)
- Tackling Your Timing
- Trusting Your Instinct
- Facilitator Survival Skills
- Professional Qualities and Army Ethics
- Conclusion

## *Appendix C*

**THE DISCUSSION GROUPS**

USARC Pamphlet 600-4 C-1

FACILITATOR NOTES:

_____

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_____

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_____

_____

_____

_____

# *Encourage Discussion*

*Briefly cover the material covered during days one and two. Solicit student questions at this time. Allow ten to fifteen minutes for this session.*

What is synergy? *Allow students time to think about the question.*

Synergy is considered the "new math" when it comes to solving problems or conquering obstacles. It is the idea of sharing ideas and coming up with a better idea that is better than yours and my idea.

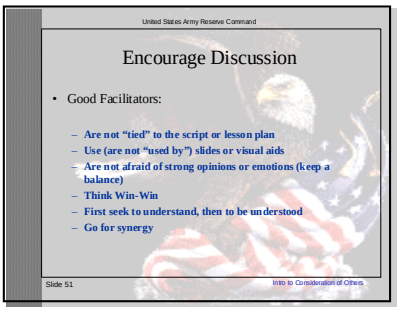
*Write the word "Synergy" and "Compromise" on the butcher block pad. Under Synergy write 1 + 1 = 3. Under Compromise write "1 + 1 = 1 1/2"*

- When two or more people synergize the math is 1 + 1 = 3.
- When someone compromises their position the math is 1 + 1 = 1 1/2.

We are not saying compromise is bad - Synergy is a better alternative.

*Have a student read the 3 paragraphs on the following page (participant handbook)*

# Encourage Discussion




**A**s the facilitator of a small group, it is important to encourage discussion among the group members. Remember - we want dialogue - not monologue. The facilitator is challenged with setting the tone and providing an atmosphere in which sharing is safe and learning is exciting. The facilitator will guide group discussions to avoid inappropriate personal comments, non-constructive criticism, and grandstanding.

**D**o not lock yourself into a script or lesson plan. Sometimes the group members will process an issue very effectively. If you find that this is the case, let the group continue their discussion without interference.

**S**ome issues may have highly emotional content for selected individuals. Do not overly concern yourself with individual emotions, however, maintain a balance among group members. Exhibit some caution when dealing with emotional people. Just because they are showing strong emotion, does not mean you should judge their position on a particular issue. When you judge someone's position, you will not listen effectively.

**USARC Pamphlet 600-4** **C-2**

FACILITATOR NOTES:

# *Discussion Groups*

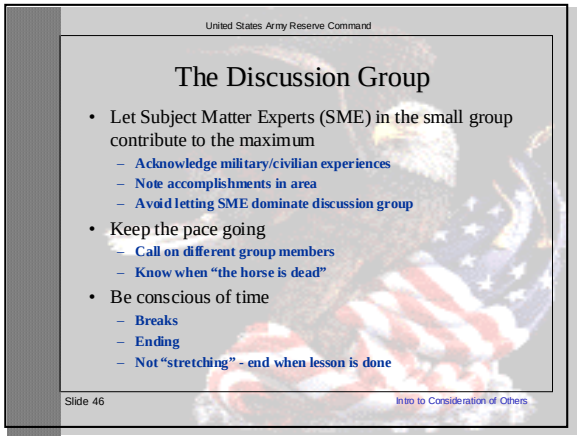
Introductions at the beginning of the program are very important to you as a facilitator. It allows you to pin-point your subject matter experts. During your discussion group acknowledge their experiences and accomplishments in relevant areas. However, do not let the SME dominate the discussion. Other participants will not be willing to share their experiences and/or questions with the group if they feel intimidated or over shadowed by other members.

Be observant to individuals sitting back in their chairs and not contributing. Call on different people - this technique will keep the group's attention sharp. Know when the horse to dead and move on.

Know when to take a break. Usually, one break every hour and thirty minutes is sufficient. Do not stretch your lesson or the group's discussion. As a facilitator you are working against the clock, not the material.

*Share a personal story with regards to you facilitating a group and your experience with a dominating SME, or not knowing when the horse was dead or stretching your lesson. Keep it light hearted.*

## The Discussion Group




**USARC Pamphlet 600-4** **C-3**

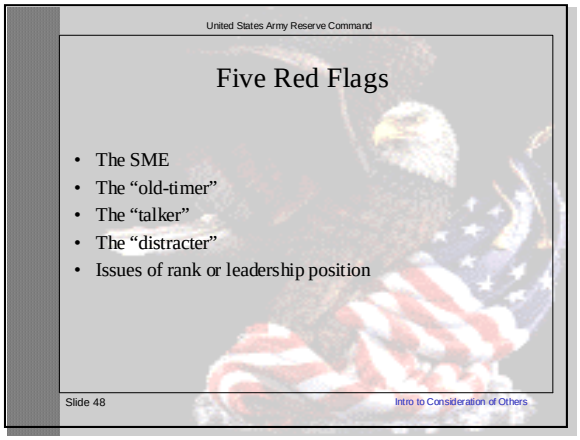
FACILITATOR NOTES:

# *Five Red Flags*

During this segment of the workshop,  we will identify five red flags facilitators must watch for in the group.

*Briefly, cover each bullet.  You will elaborate each bullet on the preceding slides.*

## Five Red Flags




USARC Pamphlet 600-4 C-4

FACILITATOR NOTES:

# *The SME Who Dominates*

We talked about subject matter experts earlier and how their experiences are important to the groups discussion. However, you must not let the SME dominate the discussion - Other participants will not be willing to share their experiences and/or questions with the group if they feel intimidated or over shadowed by other members.

*Have the members form into 5 small groups. Have them discuss each of the red flags. At the bottom of each page, they will identify ways they would handle the situation/red flag. Give them 15 minutes to complete this exercise.*

*Assign a red flag to each group. Have the group spokesperson share their teams results with the entire group:*

*Group One presents - "The SME Who Dominates"*

*Group Two presents - "The Old Timer'*

*Group Three presents - "The Talker"*

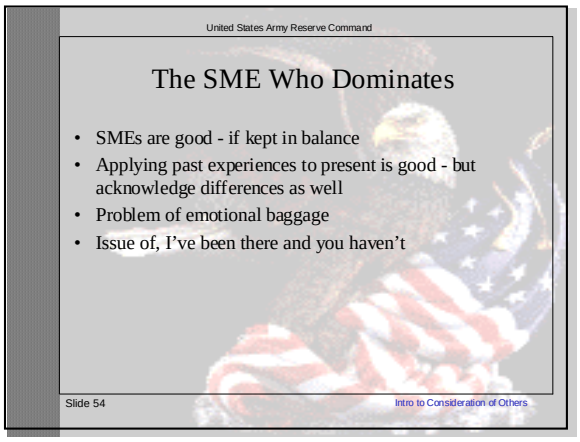
*Group Four presents - "The Distracter"*

*Group Five presents - "Issues of Rank or Leadership Position"*

*When all teams have completed their portion ask each group to share their insights.*

Group 1, how would you handle the Subject Matter Expert who dominates the conversation?

## The SME Who Dominates




USARC Pamphlet 600-4 C-5

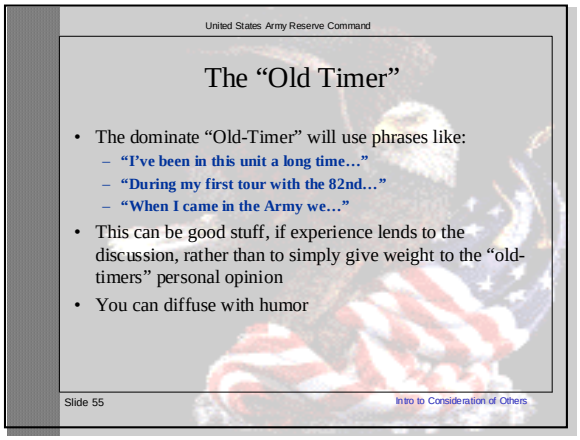
FACILITATOR NOTES:

# *The "Old Timer"*

*Have participants share their results with the entire group. You may consider having a representative from each group come to the front and present the teams response.*

Group 2, please share your results with the entire group.

## The “Old Timer”




USARC Pamphlet 600-4 C-6

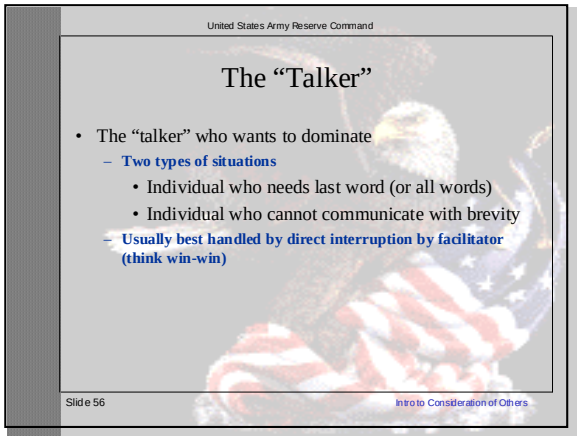
FACILITATOR NOTES:

# *The Talker*

*Have participants share their results with the entire group.*

Group 3:  How would you handle the talker?

## The “Talker”





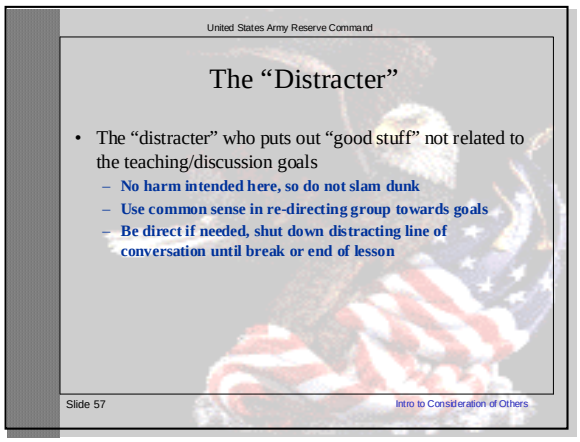

FACILITATOR NOTES:

# *The "Distracter"*

*Have participants share their results with the entire group.*

Group 4, tell us what you came up with for the distracter.

## The “Distracter”




**USARC Pamphlet 600-4** **C-8**

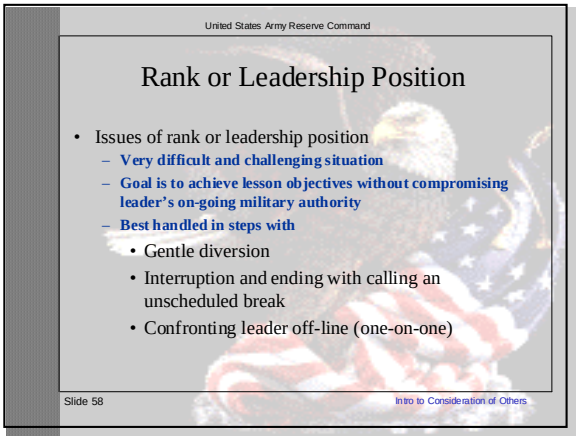
FACILITATOR NOTES:

# *Rank or Leadership Position*

*Have participants share their results with the entire group.*

And our last group, tell us about your remedy for rank issues and leadership positions.

# Rank or Leadership Position




USARC Pamphlet 600-4 C-9

FACILITATOR NOTES:

# *Red Flags*

All the red flags that we have identified and discussed are part of normal interaction among people. When you facilitate a group of people, keep in mind that we want to achieve the human interaction of Win-Win[1]. Avoid the interaction of Win-Lose or Lose-Lose. These interactions will negatively impact on your session.

---

[1] **Potential barriers to Win-Win**

- The other person doesn't know how to think win-win
- The other person has no interest in win-win, because he or she is winning already
- Emotions are too high
- Systems do not support both people getting to "win"
- Punishment for win-win, or lack of reward for attempting a win-win
- The other person is on a power trip

## Red Flags

All the red flags identified are part of normal small group interaction. It is when they get out of balance that they interfere with the group's ability to learn and process information.

USARC Pamphlet 600-4 C-10

FACILITATOR NOTES:

# *Effective Presentations*

*Refer students to pages C-11 and C-12 of their participant handbook.*

*Having a student read the opening paragraph and bullets on page C-11.*

*In this segment you may consider using props (i.e., 3x5 cards) to illustrate how distracting they can be to the group. Example, while facilitating a fictitious segment drop multiple cards from your hands to the ground. This exercise will illustrate how distracting 3x5 cards can be to a group.*

*When speaking to the group, consider using a lot of fillers such as, "ah," "um," or "uh" when demonstrating how not to speak in front of a group of people.*

*Demonstrate how effective a "projected" voice is over a monotone voice. Also, conduct your presentation in one voice speed (slow or fast) to demonstrate how irritating it can be to the group members.*

*Instead of calling upon a student by their name, refer to them as "hey you." This is another example of poor facilitation techniques.*

*Share any personal experiences*

# Making Effective Presentations

**B**ehavioral scientists have concluded that the number one fear of most Americans is speaking in public. Here are some ideas that have helped others in overcoming this fear:

- ❑ Avoid writing your ideas on 3-by-5 cards (they can be distracting). Rehearse those ideas, preferably with a tape recorder and play them back so you may listen for weak spots (rambling or distracting fillers, such as "ah," "um," "uh").
- ❑ Project your voice. Practice speaking from your diaphragm, not your throat.
- ❑ Stand to the side of any background illustration such as newsprint and blackboards even when writing.
- ❑ Dress according to audience expectations. When is doubt, overdress.
- ❑ Vary the speed of your voice for maximum effect. Slowing down or pausing before important points will command audience attention.
- ❑ Search out examples and anecdotes that illustrate the main points of your talk.
- ❑ Speak to your audience in terms they understand.
- ❑ Constantly seek opportunities in your presentation to build a bond with the audience by pointing out similarities in your background, education, service career, etc. Avoid inappropriate self-disclosure.
- ❑ During your presentation, use attendees' name, position, and title when possible.

**USARC Pamphlet 600-4** **C-11**

FACILITATOR NOTES:

# *Effective Presentations (continued)*

*Have a student read page C-12.*

*Again, provide personal experiences or examples.*

## Effective Presentations (Continued)

- For your own benefit, seek out opportunities to make presentations within your professional and social environment. Practice makes perfect.
- Try to use we, our, us, the association, the chapter, the auxiliary, rather than I, me, my, etc.
- When you're finished with a visual aid, cover it or remove it so it doesn't compete with you for attention.
- Your nearness to the person you're trying to persuade can be effective. Many high-priced speakers use the "Opera technique" with a walk-around microphone.
- In question-answer segments, keep track of the questions asked, perhaps using a tape recorder, so you may anticipate them the next time and be prepared with answers.
- When answering questions, try to reinforce key points of your presentation. Avoid irrelevant digressions.
- Don't be afraid to rephrase a question from the audience or ask for clarification.
- If you don't know the answer, say so on the front end, but always say, "I'll find out for you." Let the questioner, and the rest of the audience, know when and how they'll get the answer.
- Ensure that you summarize the main points of each session at the end of each question-and answer period. Keep an eye on the clock to allow time for the summary.

**USARC Pamphlet 600-4** **C-12**

FACILITATOR NOTES:

# *Mastering the Art of Facilitating*

*Have participants turn to page C-13 of their workbook.*

Effective facilitators use a technique employed by successful public speakers – they tell their audience where they are going, they take them there, then they tell them where they've been. Facilitators need to do the same – they need to tell their group what's going to happen, then after the session is over, review where they have been.

*Have a student read the opening paragraph and two bullets. Ask students if they have any questions.*

*Have another student read the next four bullets. Provide examples of how to keep the energy flowing. Also, ask students for personal experiences with regard to maintaining or increasing the energy level among individuals.*

# Mastering the Art of Facilitation

**The skills of a Master Facilitator**

**M**astering the art of facilitation means learning skills that can set you apart from other facilitators who know the mechanics of the role but lack some important people skills. You need to know how to use interpersonal communication skills, judge your timing, develop the team's working relationships, handle conflicts among members, and keep their energy focused.

This chapter covers all these important facets of the art of facilitation:

It is important to preview and review discussion group. Tell your attendees where they're going, and then at the end of the discussion, talk about where they've been.

Although all communication skills are important in small group discussions, there are four that are crucial to facilitation: (1) Observing what is happening within the group and deciding how to respond; (2) Showing you are paying attention; (3) Listening; and (4) Questioning.

Many new facilitators have a difficult time judging how much time they need to allow for group activities. Ways to develop this skill are covered here.

This chapter includes methods for building commitment and synergy within your group.

Since conflicts will arise and you need to know how to handle them, you will learn the six phases of the conflict cycle, eight causes of conflict, and how to mediate conflicts between group members.

Another facilitation skill is learning how to keep the energy flowing, which will affect the productivity of the members. For variety, it helps to also know how to regroup the participants.

**USARC Pamphlet 600-4** **C-13**

FACILITATOR NOTES:

# *Mastering the Art of Facilitation (Continued)*

*Have two students come to the front of the class. One will read the first paragraph and the other will read the second paragraph (page C-14, participant Handbook). Have them alternate reading the four bullets.*

# Mastering the Art of Facilitation (Continued)

**PREVIEW AND REVIEW EVERY TIME**

Effective facilitators use a technique employed by successful public speakers – they tell their audience where they are going, they take them there, then they tell them where they've been. Facilitators need to do the same – they need to tell their group what's going to happen, then after the session is over, review where they have been.

*Tell Them Where They Are Going*

Too often, people complain that they don't know what's happening in the discussion group. This is because the leader forgot the most important part – to tell them where they are going. Preview the meeting by answering the following questions for your discussion group:

What is the task? – Review what the task will be. Is it to review an assessment survey, analyze a problem, develop guidelines, or list possible solutions?

What process will we use to accomplish the task? – Outline exactly the process you will use to help the group achieve the task. Will you offer a presentation, develop a flow chart, brainstorm, or multi-vote?

How much time will we take? – Calculate approximately how much time will be spent on this discussion. You can always negotiate if more time is needed, but at least members will know how much time to expect to spend.

What roles will we play? Explain the role of the facilitator and the members of the discussion group.

**USARC Pamphlet 600-4** **C-14**

FACILITATOR NOTES:

# *Mastering the Art of Facilitation*

*Nine topics have been identified on page C-15 of the participant handbook. Partner-up the students and issue a road map topic to each team. Using the instructions on pages C-14 (participant handbook), have them complete the five questions on page C-15. Question 5, "Where have they been?" is a summary of responses to the first four questions.*

*Give students approximately 10 to 15 minutes to complete this exercise. When completed, have them share their input with a partner.*

# Mastering the Art of Facilitation (Continued)

*Tell Them Where They Have Been*

When you finish the discussion, be sure to review where you've been. Summarize the original goals and review what was accomplished. You could briefly evaluate the effectiveness of the process you used.

**The Road Map Topics** *(choose one task and complete 1 through 4 below)*

| | | |
|---|---|---|
| - Proper Mentoring | - Diverse Workforce | - Brushing your teeth |
| - Overcoming Discrimination | - Cooking pasta | - Learning to ride a bike |
| - Taking a vacation | - Counseling children | - Growing a tomato plant |

1. What is the task?_____

2. The process to accomplish the task:

   a. _____

   b. _____

   c. _____

3. How much time to present?

   a. _____

   b. _____

   c. _____

4. What roles are played?

_____
_____

5. Where have they been?

_____
_____
_____

**USARC Pamphlet 600-4** **C-15**

FACILITATOR NOTES:

_____

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# *Adult Learning*

Getting off on the right foot includes setting and maintaining an appropriate attitude towards the members of your group. It is important to remember that adults learn, grow, and interact differently form children and young adults. Therefore, keep in mind key adult learning principles as you facilitate. If you follow these principles, you will increase the likelihood that your members will be more committed to the groups' goals and they will generate more solutions to problems.

*Have two students partner up and alternately read to the class the comparisons between adults and children on pages C-16 and C-17.*

# Adult Learning

**YOU'RE WORKING WITH ADULTS**

Getting off on the right foot includes setting and maintaining an appropriate attitude towards the members of your group. It is important to remember that adults learn, grow, and interact differently from children and young adults. Therefore, keep in mind key adult learning principles as you facilitate. If you follow these principles, you will increase the likelihood that your members will be more committed to the groups' goals and they will generate more solutions to problems.

**First, compare how children versus adults approach a group experience:**

**Child:** Has little or no experience upon which to draw – relatively clean slates.
**Adult:** Has much past experience upon which to draw – may have fixed viewpoints.

**Child:** Has little ability to serve as a knowledgeable resource to other classmates
**Adult:** Has significant ability to serve as a knowledgeable resource to the facilitator and group members.

**Child:** Focuses on content.
**Adult:** Focuses of real-life problems.

**Child:** Is less actively involved.
**Adult:** Expects high participation.

**Child:** Relies on others to decide what is important to be learned and done.
**Adult:** Decides for themselves what the group will focus on.

**USARC Pamphlet 600-4** **C-16**

FACILITATOR NOTES:

# *Applying Adult Learning (continued)*

*The training facilitator should read the closing paragraph and bullets on page C-16. Elaborate on selected bullets by sharing personal experiences and observations.*

# Applying Adult Learning

**YOU'RE WORKING WITH ADULTS** *(Continued)*

**Child:** Accepts information being presented at face value.
**Adult:** Needs to validate the information based on their needs and experiences.

**Child:** Expects what they are doing will be useful in the long term.
**Adult:** Expects what they are doing will be immediately useful.

**Child:** Works in an authority-oriented environment.
**Adult:** Functions best in collaborative environment.

**Child:** Assumes that planning is the teacher's responsibility.
**Adult:** Can share planning with other group members and the facilitator.

**Applying Adult Learning Principles to Facilitation**

The difference between how children and adults learn and work engender some specific principles for working with adults in groups:

Encourage group members to determine their goals and plan the agenda.
Relate the activities to their goals.
Help them to focus on real world problems.
Draw upon their past experiences.
Encourage full participation.
Allow debate and challenge of ideas.
Listen to and respect the opinions of group members.
Encourage members to share resources with each other.
Emphasize how they can apply what happens in the group to their work.

**USARC Pamphlet 600-4** **C-17**

FACILITATOR NOTES:

# *Discussion Group Phases*

Note to facilitator: If this video is not in your local library or EO video collection, suggest your organization consider making the purchase through a local vender.

When an adult receives information they process the material for business or personal application. There are four phases to the process:

- The *publishing phase*. During this phase we ask ourselves questions such as, what did we observe?; What happened?; How did it make me feel?, etc.

- When we answer these questions satisfactorily we move into the *processing phase* of the process. While in the processing phase, we might ask ourselves questions like, How was that significant?, Was it good or bad?, What does that mean to me?, Do you see something operating there?

- After we publish and process the information, we then move into the *generalizing phase* of the process - What might we draw from that?, What did we learn or relearn?, What do we associate with that?.

- The final phase is a*pplication*. You may ask yourself, How could I apply that?, What would I like to do with that?, What are my options?

Please turn to page C-18 of your participant handbook. Here we have provided you with a host of questions for each discussion group phase. The facilitator will be responsible for guiding the discussion, using selected questions from each phase.

*Set the stage by indicating that the military is experiencing ongoing controversy with the issue of women in combat. Explain that they will view a short video clip from the movie "G.I. Jane." Following the video clip, you will facilitate the group discussion using the discussion group phases on page C-18.*

**Video: "G.I. Jane" (Running time 8 minutes, 30 seconds)** *The segment you will show the class involves the capture of the actress Demi Moore, portraying a Navy Seals trainee, during a military exercise. She is interrogated and beaten by her training instructor during this segment. The instructor applies unsanctioned techniques to illustrate, to the trainees, how the enemy extracts information from women in combat conditions.*

# Discussion Group Phases

| PUBLISHING PHASE 1 | PROCESSING PHASE 2 |
|---|---|
| • Who would volunteer to share? Who else?<br>• What happened?<br>• How did you feel about that?<br>• Who else had the same experience?<br>• Who reacted differently?<br>• Were there any surprises?<br>• How many felt differently?<br>• What did you observe?<br>• What were you aware of? | • How did you account for that?<br>• What does that mean to you?<br>• How was that significant?<br>• How was that good or bad?<br>• What struck you about that?<br>• How do those fit together?<br>• How might it have been different?<br>• Do you see something operating there?<br>• What does that suggest to you about yourself and your group?<br>• What do you understand better about yourself and/or your group? |
| **GENERALIZING PHASE 3** | **APPLYING PHASE 4** |
| • What might we draw/pull from that?<br>• Is that plugging into anything?<br>• What did you learn or relearn?<br>• What does that suggest to you about _____ in general?<br>• Does that remind you of anything?<br>• What principle/law do you see operating?<br>• What does that help to explain?<br>• How does this relate to other experiences?<br>• What do you associate with that?<br>• So what? | • How could you apply/transfer that?<br>• What would you like to do with that?<br>• How could you repeat this again?<br>• What could you do to hold on to that?<br>• What are your options?<br>• What might you do to help/hinder yourself?<br>• How could you make it better?<br>• What would be the consequences of doing/not doing that?<br>• What modifications can you make-work for you?<br>• What could you imagine/fantasize about? |

**USARC Pamphlet 600-4** **C-18**

FACILITATOR NOTES:

# *Your Timing*

Timing is critical to the overall success of your discussion session. If you fail to generate enough discussion and come up short, your participants will likely assume the material was not important enough. Whereas, if you extend beyond the allotted time, participants will become frustrated and annoyed. In matters of timing, there is only one consistent rule - be flexible. Good timing requires practice, practice, and more practice.

When working with a co-facilitator, make sure you work on your transitions or handoffs. A smooth transition will go unnoticed to your audience and will enhance your facilitator skills and techniques. However, if you stumble with the handoff your participants will pick up on it and loose interest in what's being shared or presented.

Recommend you practice in front of family, friends, or co-workers. You may even consider video taping your presentation and critique it yourself.

*Have a student read page C-19 of the participant handbook.*

# Tackling Your Timing

Inexperienced facilitators often ask, "How much time should I allow for doing a group activity?" or "When do I know if the group has taken enough time to discuss a topic fully?"

Unfortunately, there are no hard and fast rules about timing. The more experience you have as a facilitator, the easier it gets. But even experienced facilitators sometimes have trouble predicting the amount of time needed.

**Be flexible**

In matters of timing, there is only one consistent rule: be flexible.

Judging your timing is an intuitive process. Decide that from the moment you start to facilitate a group that you will listen to your inner gut feelings to determine timing.

Timing requires patience, so decide to be patient with the group and its process. You may know where you want them to go and how they might get there, but you need to patiently guide them in that direction. If you rush them, they may not fully explore an issue or learn how to resolve their problems.

**USARC Pamphlet 600-4** **C-19**

FACILITATOR NOTES:

# *Trust Your Instinct*

*Have the participants read this page (C-20). When they complete their reading, summarize what they had read.*

# Trust Your Instinct

**U**sually your first impression or reaction is right, so if it says, "Seek closure," then do that.

**I**f you are doing an important activity with the group and they are working well on it, don't rush them. Instead, be flexible about the remainder of your plans with them. Be ready to trim or drop certain components of your design. It is better to trim your plans than to rush through them.

**A**sk the group how the timing is for them. They'll let you know if it is too fast, too slow, or just right.

**W**hen the timing feels right, grab the opportunity. Sometimes, ideas that were ruled out earlier may now be accepted. When desperation and frustration peak, this is often the best time for you to suggest a solution that incorporates the best of all of the ideas offered. The members will probably realize they are stuck and may welcome your consensus testing.

**I**f the group cannot finish within the amount of time available in that particular session, review what they have accomplished and identify any work they can do between sessions to work on the problem. At the beginning of the next session, review what happened in the previous meeting and suggest any changes that might be necessary in their methods or activities

**USARC Pamphlet 600-4** **C-20**

FACILITATOR NOTES:

# *Survival Skills*

*Have a student read the bullets on page C-21.*

Try not to assume anything. Maintain an open mind and carefully listen to what is being said.

Proactive basically means that your life is a product of your values, not your feelings. That your life or the organization's life is a product of your decisions, not your conditions. The opposite of being proactive is to be reactive, which basically means that your life is a function of your feelings, your moods, your impulses, other people's treatment.

What do we mean when we say "clarify non-negotiable and let go of what you can't control." *Solicit a number of examples from your participants.*

To Seek First to Understand before being understood is very difficult for some people. Why do you think that is? *Solicit some input and record them on butcher block.*

We have a tendency to listen with the intent to reply or form an opinion. Try to listen to the words that are said without interpreting their meaning - just listen.

There are six paradigms of human interaction. *Write on butcher block.*

- Win/Win
- Win/Loss
- Loss/Win
- Loss/Loss
- Win
- Win/Win or no deal (This is the highest form of win/win)

During the course of our training and small-group discussions you must focus your attention on win/win.

# Facilitator Survival Skills

**SURVIVAL SKILLS FOR CONSIDERING OTHERS**

Question your assumptions.

Ask for what you want.

Be proactive, not reactive.

Clarify non-negotiable and let go of what you can't control.

Seek first to understand before being understood.

When you're sure you're right, take a deep breath and consider the remote possibility that you're not.

Change your own behaviors; give up on trying to change others behaviors.

Of the six paradigms of human interaction focus on thinking Win-Win. Most of us go through life with a Win-Lose paradigm and some even settle for Lose-Win.

Pick your battles carefully and then go the distance.

Think of synergy versus compromise.

Check out your stories and scripts.

Begin with an end in mind and then place first things first.

Stay open and curious about yourself and others.

**USARC Pamphlet 600-4** **C-21**

FACILITATOR NOTES:

# *Survival Skills (continued)*

Think synergy over compromise. When someone compromises their values or beliefs, what happens? *Solicit some input*

When people synergize, they create an solution or idea that is better than their individual ideas. If you put it in math terms, it simply means: Compromise is 1 + 1 = 1 1/2, whereas Synergy is 1 + 1 = 3 or 5 or 10 or 100.

Stay open and curious about yourself and others - it will generate high interest and participation.

All people view the world or situations differently and possess a standard of judgement or criticism, or point of comparison. These are also called a paradigm. As a facilitator, you must be open to a paradigm variation. Value differences in people and learn from them. Celebrate and capitalize on differences.

Encourage creativity from your participants and learn from your failures. Don't let your failures overshadow your successes.

When you think of the human interaction of win-win, remember the five elements that contribute to achieving win-win:

*Write the five elements onto butcher block*

- Desired Results (identify the end result)
- Guidelines (set specific parameters)
- Resources (money, people, equipment, time, etc)
- Accountability (hold the people accountable)
- Consequences (there are consequences associated with every decision we make)

When your co-workers, friends, spouse, and children think of fairness, integrity, and understanding - **have them think of *you*.**

## Facilitator Survival Skills (Continued)

**SURVIVAL SKILLS FOR CONSIDERING OTHERS** *(Continued)*

Be open to a paradigm variation.

Employ critical thinking skills.

Encourage creativity and learn from failure.

Value differences in people.

Be a "transition figure."

Focus on the five elements for a Win-Win understanding (specify Desired results, Guidelines, Resources, Accountability, and Consequences).

Celebrate and capitalize on differences.

When your co-workers, friends, and children think of fairness, integrity, and understanding – *they think of you.*

**USARC Pamphlet 600-4** **C-22**

FACILITATOR NOTES:

# *Professional Qualities*

*Have one student read Commitment, Competence, and Candor (page C-23).*

*Have another student read Compassion, Courage, Moral, and Physical and Moral Courage (pages C-23 and C-24).*

# Professional Qualities

**Commitment** means dedicated to serving the Nation, the Army, the unit and one's comrades. Commitment also means dedication to seeing every task to completion. Each soldier is a member of a team that functions well only when all members of the team carry out their individual assignments; each must realize that others on the team depend upon him/her.

**Competence** is finely tuned proficiency. The increasing complexity of our weapons and other systems demands high levels of skill from individuals and teams. Crews, squads, battalions, and divisions can function effectively only if all members have mastered their jobs and are determined to work to the best of their abilities.

**Candor** means unreserved, honest or sincere expression; frankness; freedom from bias, prejudice, or malice. To live up to the Army ethos, soldiers and civilians must at all times demand honesty and candor from their peers and from themselves. There is no time in combat to verify reports, question the accuracy of information, or wonder about the reliability of equipment or someone's word. The stakes are too high and time is too short to communicate anything but the truth immediately and without equivocation. Mission accomplishment and soldiers' lives depend on the honest answer delivered directly and forthrightly. Candor in daily performance of duty and training ensures candor in combat,

**Compassion** is basic respect for the dignity of each individual; treating all with dignity and respect. It is the personification of the "Golden Rule," treat others as you want them to treat you. American soldiers have shown their compassionate nature in every endeavor in peace and war, caring for noncombatants and enemy prisoners as quickly as the mission permits.

**USARC Pamphlet 600-4** **C-23**

FACILITATOR NOTES:

# *Professional Qualities (continued)*

FACILITATOR NOTES

## Professional Qualities (Continued)

**Courage**, as described by General William Tecumseh Sherman, "…a perfect sensibility of the measure of danger and a mental willingness to endure it." Courage - physical and moral - makes if possible for soldiers to fight in the chaos of battle and win. American history is full with examples of the physical courage of brave soldiers who accomplished what seemed impossible. They freely admitted that they were afraid, but they overcame their fears.

**Moral** courage includes a spiritual dimension and both transcend the physical dimension. It takes moral courage to stand up for one's belief in what is right, particularly when it is contrary to what others believe. It is the courage to persevere in what we know to be right and not tolerate wrong behavior by friends, peers, subordinates, or superiors. The material dimension of courage is derived from conscientious values that acknowledge right from wrong.

**Physical and Moral Courage** can be the difference between failure and success, whether in or out of uniform, whether in peace or in war.

**USARC Pamphlet 600-4** **C-24**

FACILITATOR NOTES:

# *The Army Ethics*

- *Have a student read first three paragraph under Army Ethics (page C-25).*
- *Have another student read paragraphs four and five.*
- *And a third student read the last two paragraphs.*

# The Army Ethics

**S**ound leadership and principles of war are necessary, but not sufficient to explain the American tradition of the profession of arms. Leadership and willing obedience to commands are built on a shared set of values and ethos.

**T**he Army ethics, the guiding beliefs, standards and ideals that characterize and motivate the Army, is succinctly described in one word – Duty. Duty is behavior required by moral obligation, demanded by custom, enjoined by feeling or rightness. Contained within the concept of duty are the values of integrity and selfless service, which give moral foundation to the qualities the ethos demands of all soldiers from private to general officer.

**A**s implied by the descriptive values of integrity and selfless service, a soldier's performance of duty is the central measure of his or her character. While many aspects of these values are governed by the Uniform Code of Military Justice, conviction, tradition, and the very nature of the profession govern other elements. When internalized to the point of habit, these values promote mutual confidence and understanding among soldiers and merit the special trust and confidence of the Nation. All soldiers must be of upright character, from the private on guard duty to the general officer testifying before Congress.

**S**ince the Army ethos is the informal bond of trust between the Nation and the Army, professional soldiers are enjoined to embrace and live it. The ethics applies in peace and war, to Active and Reserve forces, and to Department of the Army civilians. The Army ethics inspires the sense of purpose necessary to sustain the soldier in the brutal realities of combat and to tolerate the ambiguities of military operations where war has not been declared. To violate the Army ethics or to tolerate its violation dishonors the profession and may compromise the Nation's security.

**USARC Pamphlet 600-4** **C-25**

FACILITATOR NOTES:

# *The Army Ethics (continued)*

FACILITATOR NOTES

## The Army Ethics (Continued)

The sense of duty compels us to do what needs to be done at the right time despite difficulty or danger. It leads to obedient and disciplined performance. Duty is a personal act of responsibility manifested by accomplishing all assigned tasks to the fullest of one's ability, meeting all commitments, and exploiting opportunities for the good of the group. Duty encompasses stewardship of the resources entrusted to one's care including soldiers, the bases and environment in which soldiers live and work, and the taxpayers' dollars that fund Army programs. Duty requires acceptance of responsibility for one's actions and for subordinates' actions. It requires the impartial administration of standards without regard to friendship, personality, rank, or other bias.

Integrity is the uncompromising adherence to a code of moral values, utter sincerity, and the avoidance of deception or expediency of any kind. Integrity demands a commitment to act according to the other values of the Army ethics. Integrity means that personal standards must be consistent with professional values. It provides the basis for the trust and confidence that must exist among those whose profession entails the measured application of violence and death.

Selfless service puts the welfare of the Nation and the accomplishment of the mission ahead of individual desires. All who serve the Nation must resist the temptation to place self-interest ahead of the collective good. What is best for the Nation, the Army, and the unit must always come before personal interests. Selfless service leads to teamwork and unity of effort; it is an essential prerequisite to mission accomplishment. A willingness to sacrifice one's self is inherent in military service.

**USARC Pamphlet 600-4** **C-26**

FACILITATOR NOTES:

# *Conclusion*

Making time for Consideration of Others in the midst of your day-to-day training and operational tempo will not be easy. Achieving excellence never is easy. You have, however, been given responsibility to assist your commander in a very important endeavor - teaching soldiers to treat everyone with dignity and respect.

Today's soldiers have a potential for excellence unmatched by any other group of soldiers in America's history. They will not reach excellence without learning to assume responsibility for how their individual actions affect others. Consideration of Others is your means to teach them this vital professional and personal truth - that responsibility is the key to both personal and organizational excellence. This is a truth, which will genuinely develop soldiers into people and leaders of character - not only during their time in uniform but throughout their lives.

# Conclusion

Consideration of Others is not a "cure-all" for every organizational challenge. Your job as a commander has been, and always will be extremely challenging. Consideration of Others is a tool to focus your assessment, orchestrate your efforts, and allow you access to the resources other commanders have used when faced with the same challenges.

Your assessment, small group instruction, and your personal commitment and involvement in the program are the three elements which will make or break Consideration of Others in your command.

Making time for Consideration of Others in the midst of your day-to-day training and operational tempo will not be easy. Achieving excellence is never easy. You have, however, been given responsibility for soldiers - American youth - who have willingly volunteered to serve this Nation.

Your soldiers have a potential for excellence unmatched by any other group of soldiers in America's history. They will not reach excellence without learning to assume responsibility for how their individual actions affect others. Consideration of Others is your means to teach them this vital professional and personal truth - that responsibility is the key to both personal and organizational excellence. This is a truth, which will genuinely develop your soldiers into people and leaders of character - not only during their time in uniform but throughout their lives.

**USARC Pamphlet 600-4** **C-27**

FACILITATOR NOTES:

# *Appendix D - Day Four*

# Situation Exercises

# *Situation Exercises*

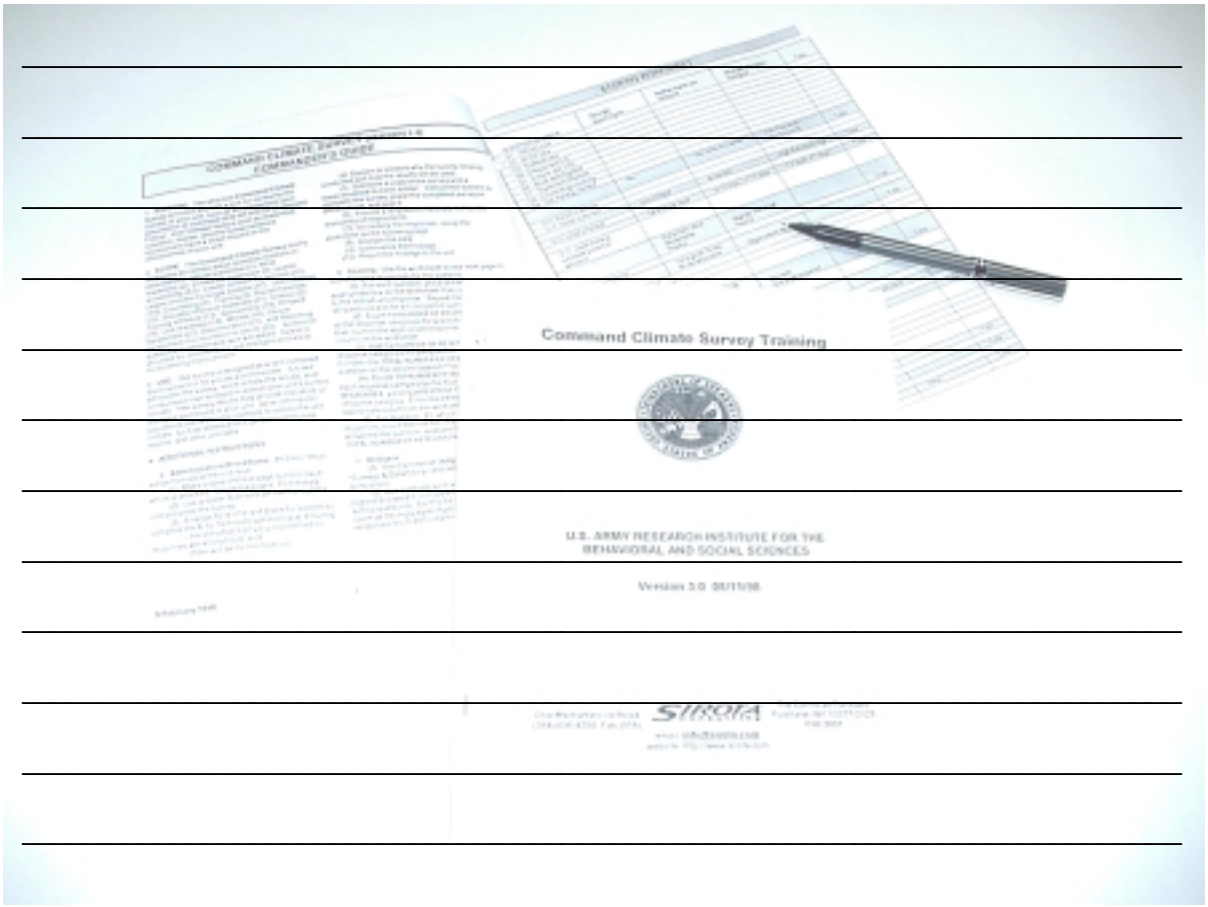
*The next 2 days are dedicated to student hands-on facilitation exercises identified within appendix. The first six situation exercises pertain to results from an Ethical Climate Assessment Survey. Situation exercises 7 through 12 are the results from a Command Climate Assessment Survey. Student facilitator teams should had been assigned and issued a situation exercise on day three.*

*Each facilitation team will have a primary and co-facilitation. They will be responsible for being prepared and punctual, setting a climate for open and honest communication, encouraging full participation, establishing and maintaining a positive surrounding with participants, and providing the commander with recommendations for improving the command climate within the organization.*

*Small-groups will have a tendency to sway from the original exercise assigned - make sure they remain on track. The object of this process is to observe and evaluate student facilitation skills and techniques. How well they can generate a 45 minute group discussion on one issue of the survey, not the entire survey.*

*The student facilitation teams will not exceed 45 minutes with small-group discussion and 15 minutes for feedback. Trainers are responsible for keeping each team on time.*

# *Facilitator Notes*



## *ECAS Results - Exercises 1 through 6*

**Scenario:**

Major Richard Jones has been the Commander, Headquarters and Headquarters Company, 1/67 Transportation Battalion, for the last four months. At his own discretion he administered an ECAS to his unit personnel. The survey results (appendix G) indicates that he should take action to improve the ethical climate within his organization.

As commander, he wants to conduct 6 small-group consideration of others sessions with his unit personnel. Each small-group will be facilitated by a primary- and co- facilitator. Each group will briefly discuss the survey results and then focus the majority of their attention on one specific survey area, as specified below.

**Facilitator Responsibilities:**

- Being prepared and punctual
- Setting a climate for open communication
- Encouraging full participation
- Establishing and maintaining a positive surrounding with participants
- Providing the commander with recommendations for improving the command climate within his organization.

**Situation Exercises (1 through 6):**

**Exercise 1:** Section I, Statement A - Individual Character

- *Statement:* In general, the members of my unit demonstrate a commitment to Army values.
- *The unit results were:* 2.94

Situation Exercises (1 through 6, continued):

**Exercise 2:** Section III, Statement A - Unit Leader Actions

- *Statement:* I discuss Army values in orientation programs when I welcome new members to my organization.
- *The unit results were:* 2.68

**Exercise 3:** Section III, Statement B - Unit Leader Actions

- *Statement:* I routinely assess the ethical climate of my unit.
- *The unit results were:* 2.49

**Exercise 4:** Section III, Statement F - Unit Leader Actions

- *Statement:* I consider ethical behavior in performance evaluations, award and promotion evaluations, and adverse personnel actions.
- *The unit results were:* 2.70

**Exercise 5:** Section IV, Statement A - Environment/Mission Factors

- *Statement:* My unit is currently under an excessive amount of stress.
- *The unit results were:* 2.08

**Exercise 6:** Section IV, Statement B - Environment/Mission Factors

- *Statement:* My higher unit leaders foster a “zero defects” outlook on performance such that they do not tolerate mistakes.
- *The unit results were:* 2.98

## *Command Climate Assessment Results - Exercises 7 through 12*

**Scenario:**

Major Richard Jones has been the Commander, Headquarters and Headquarters Company, 1/67 Transportation Battalion, for the last four months. He administered a Command Climate Assessment Survey to his unit personnel in accordance with current regulatory guidelines. The survey results (appendix H) indicates that his organization is experiencing an unhealthy interpersonal climate.

As commander, he wants to conduct 6 small-group consideration of others sessions with his unit personnel. Each small-group will be facilitated by a primary- and co- facilitator. Each group will briefly discuss the survey results and then focus the majority of their attention on one specific survey area, as specified below.

**Facilitator Responsibilities:**

- Being prepared and punctual
- Setting a climate for open communication
- Encouraging full participation
- Establishing and maintaining a positive surrounding with participants
- Providing the commander with recommendations for improving the command climate within his organization.

**Situation Exercises (7 through 12):**

**Exercise 7:** Question 1 - Officers in this unit care about what happens to their soldiers.

Results: Strongly Agree = 37
Neither Agree nor Disagree = 19
Strongly Disagree = 18

**Exercise 8:** Question 7 - In terms of work habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions

Results: Strongly Agree = 30
Neither Agree nor Disagree = 33
Strongly Disagree = 11

*Command Climate Assessment Results - Exercises 7 through 12 (Continued)*

Situation Exercises (continued)

**Exercise 9:** Question 9 - I received the training needed to perform my job well.

Results: Strongly Agree = 17

Neither Agree nor Disagree = 40

Strongly Disagree = 17

**Exercise 10:** Question 11 - Are sexually offensive materials displayed by members of this unit?

Results: 'No' Responses = 68

Yes, once in a while = 2

Yes, frequently = 4

**Exercise 11:** Question 12 - What level of conflict/stress are you experiencing?

Results: None to Slight = 19

Moderate = 20

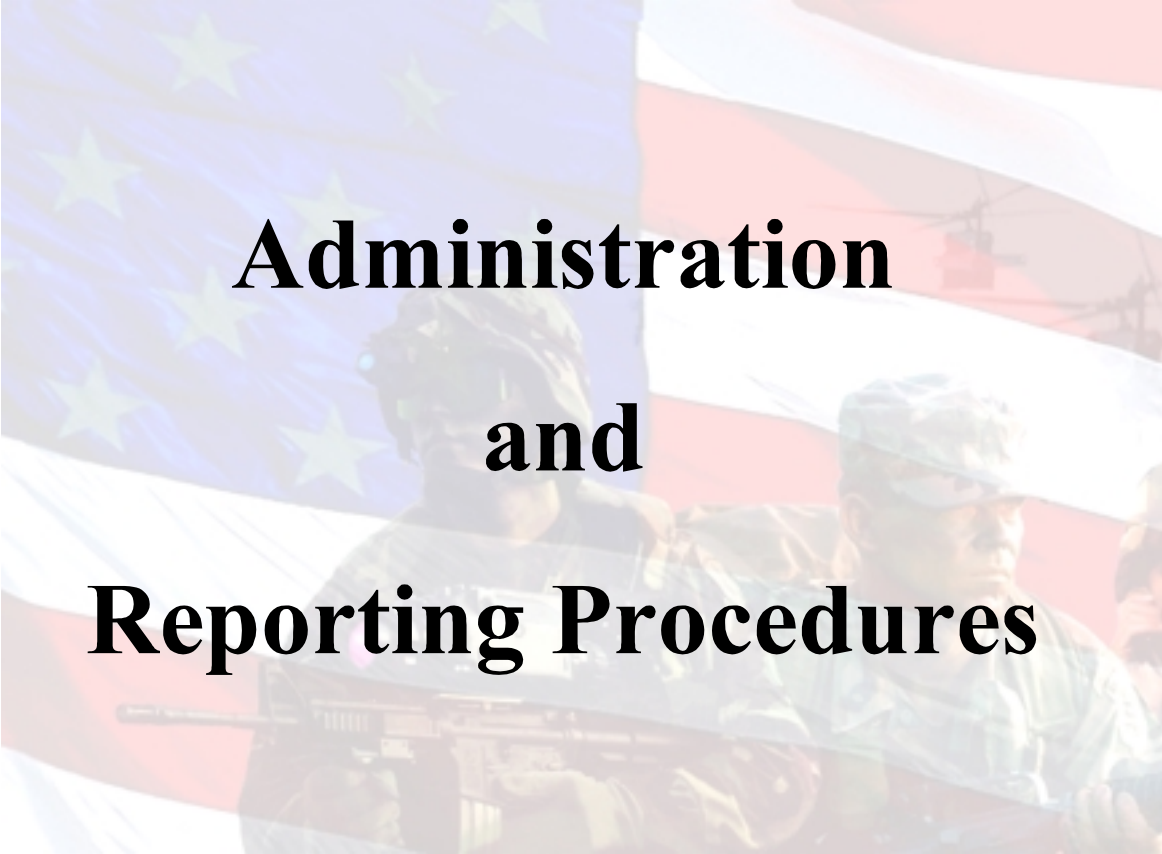
High = 35

**Exercise 12:** Question 15 - To what extent do the persons in your chain of command treat you with respect?

Results: Very Great,Great,Moderate = 15

Slight Extent, Not at All = 59

# *Appendix E - Day Five*



# Administration

# and

# Reporting Procedures

# *USARC Form 99-E, Consideration of Others Facilitator Training and Small Group Discussion Analysis*

During this portion of the workshop, we will address the administration requirements and how you report your training and small-group discussions to higher headquarters.

Each Major Subordinate Command is responsible for completing and electronically submitting the USARC Form 99-E to Headquarters, USARC, Human Relations and Equal Opportunity Office, by the 10th workday following the end of the fiscal year quarter. For your convenience, this document can be downloaded from the USARC Intranet at http://usarcintra

*Review each of the steps from pages E-2 through E-5.*

# *Facilitator Notes*

# *USARC Form 100-R, Consideration of Others 5-Day Facilitator Workshop Attendance Sheet*

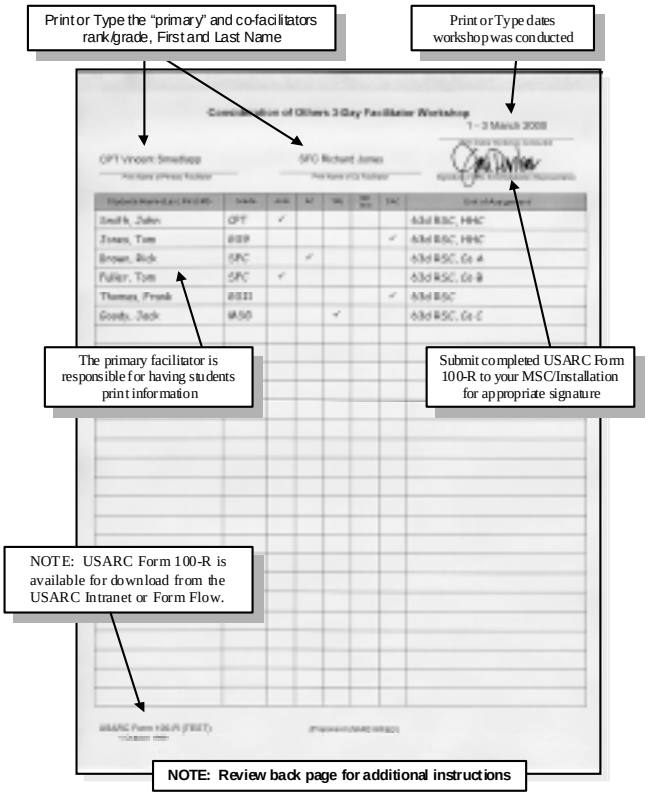
Please turn to page E-6 of your participant handbook.

Every primary facilitator is responsible for completing and submitting USARC Form 100-R to their MSC or installation Equal Opportunity Advisor or Representative, for each Consideration of Others Facilitator Train-the-Trainer session they conduct.

The primary facilitator prints or types the dates the workshop was conducted, their grade and name, the co-facilitators grade and name (if applicable), and have each student print their name, grade, check appropriate status, and unit of assignment.

Please turn to page E-7.

**Completing USARC Form 100-R**



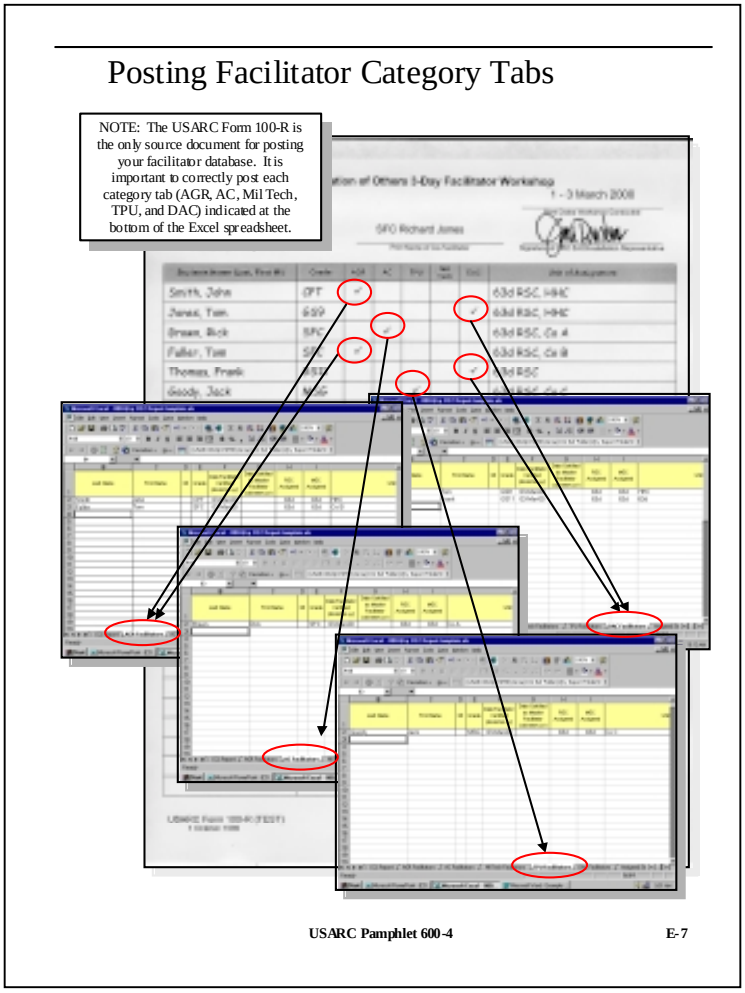

USARC Pamphlet 600-4 E-6

# *Facilitator Notes*

# *USARC Forms 100-R and 99-E*

The MSC EOA or EOR reviews the USARC Form 100-R for completeness and post student information to appropriate USARC Form 99-E database.

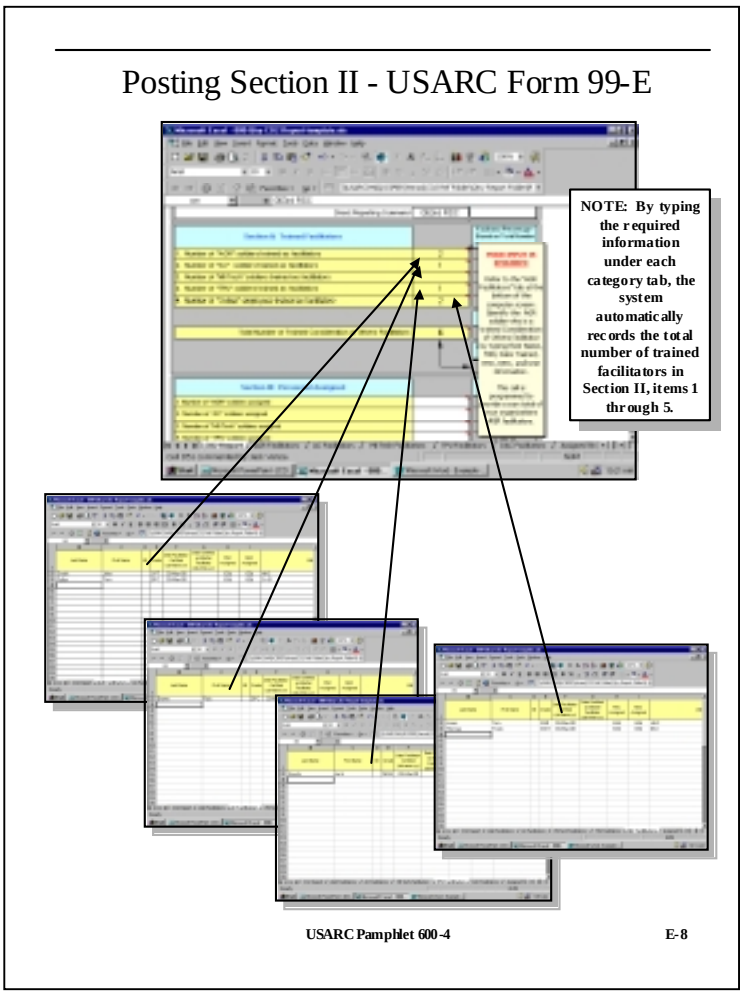
The USARC Form 100-R is the only source document for posting your facilitator database. It is important to correctly post each category tab (AGR, AC, Mil Tech, TPU, and Civilian) indicated at the bottom of the Excel spreadsheet (USARC Form 99-E).



# *Facilitator Notes*

# *USARC Form 99-E (Section II)*

By typing the required information under each category tab, the system automatically records the total number of trained facilitators in Section II, items 1 through 5.

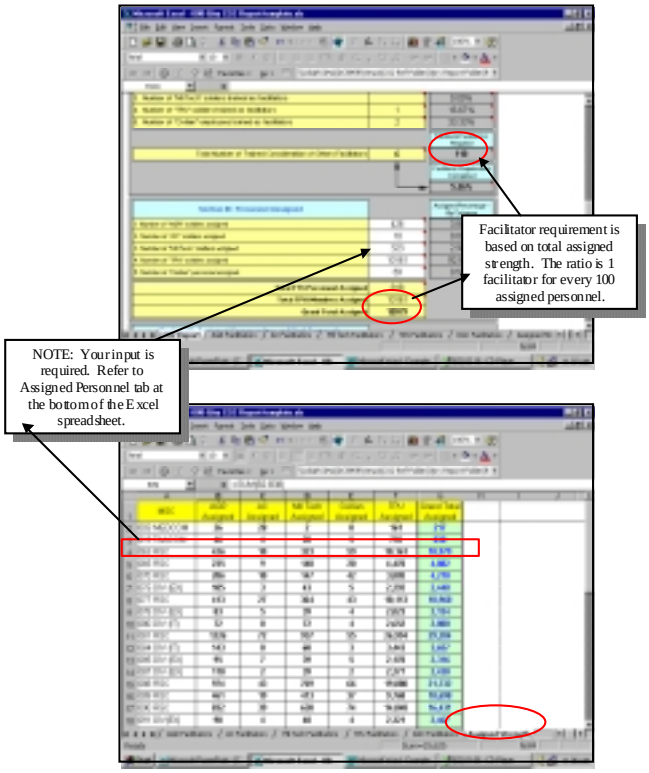


# *Facilitator Notes*

# *USARC Form 99-E (Section III)*

Total number of Consideration of Others facilitators is based on total assigned strength. The ratio is 1 facilitator for every 100 assigned personnel. To complete Section III, refer to the "Assigned Strength" tab at the bottom of the Excel spreadsheet.

Completing Section III - Personnel Assigned



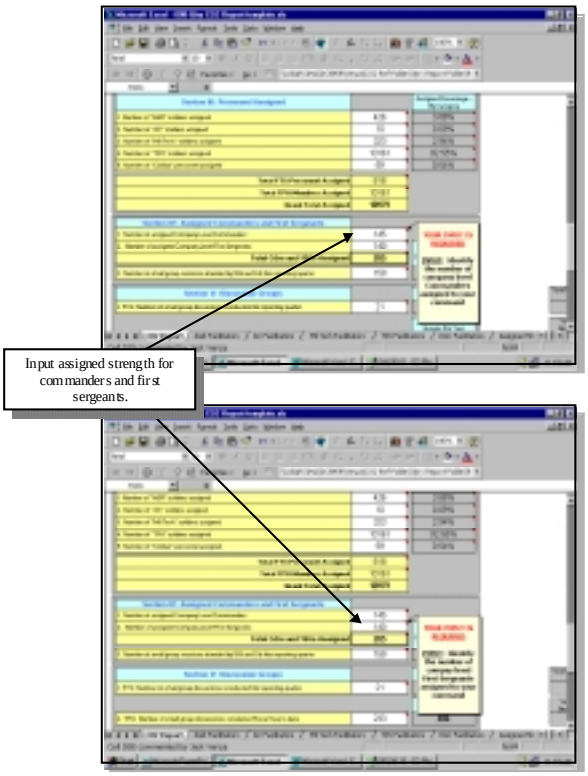

USARC Pamphlet 600-4 E-9

# *Facilitator Notes*

# *USARC Form 99-E (Section IV)*

Identify the number of unit commanders and First Sergeants assigned to your command.

Completing Section IV - Commanders and First Sergeants Assigned




USARC Pamphlet 600-4 E-10

# *Facilitator Notes*

# *USARC Form 101-R, Consideration of Others Small Group Discussion Attendance Sheet*

The primary facilitator is responsible for completing and submitting USARC Form 101-R to his or her MSC or installation EOA.

Topic of Discussion. The primary facilitator coordinates with the local EOA or EOR with regard to the topic of discussion. Topics cover a broad range of issues, but should include diversity, harassment, sensitivity, respect, prejudice, offensive behavior, conflict resolution, discrimination, tact, and basic thoughtfulness. The commander or his/her designee can designate topics. This program is designed to create an environment for open discussion for issues that range from views on race and gender to how we can identify and address organizational concerns. In the long term, the program aims to foster and maintain a positive command climate by developing a "consideration of others culture" in which people treat one another with dignity and respect.

Commander or First Sergeant Involvement. The primary facilitator ensures that leadership signs the document when they "*observe*" the small-group session.

Date Small-Group Session Conducted. Enter the date session was conducted. The USARC Form 101-R constitutes 1 small-group discussion session.

Primary- and Co-Facilitator. Print the grade and name of primary facilitator and grade and name of co-facilitator (if applicable).

Names of Attendees. The primary facilitator ensures everyone prints their name, grade, check appropriate status, and unit information on USARC Form 101-R. Small-groups will not exceed 25 people and no less than 15.

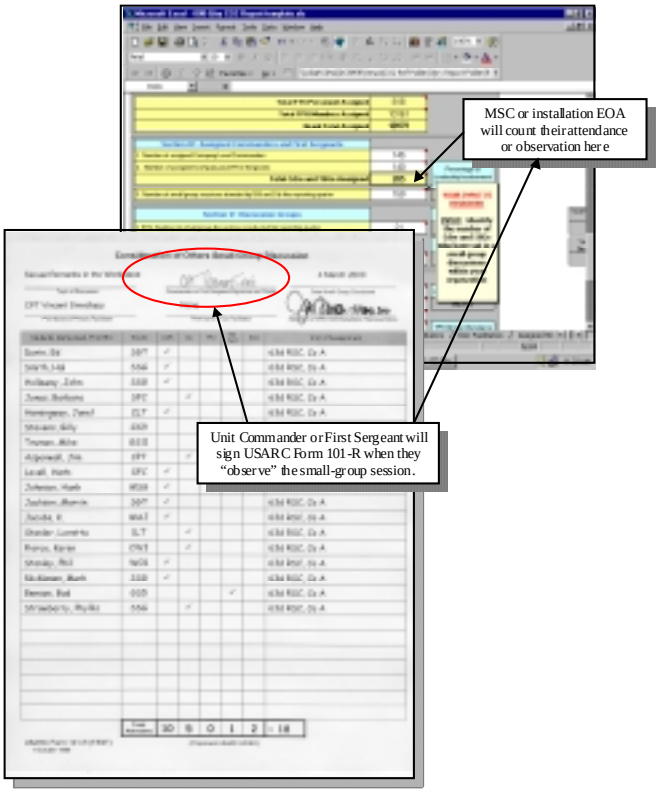
The primary facilitator is responsible for forwarding the completed USARC Form 101-R to their MSC or installation EOA.

# *Facilitator Notes*

# *USARC Form 99-E (Section IV)*

The MSC or installation EOA monitors and posts leadership involvement on the unit's quarterly report from the USARC Form 101-R.

Completing Section IV - Leadership Involvement



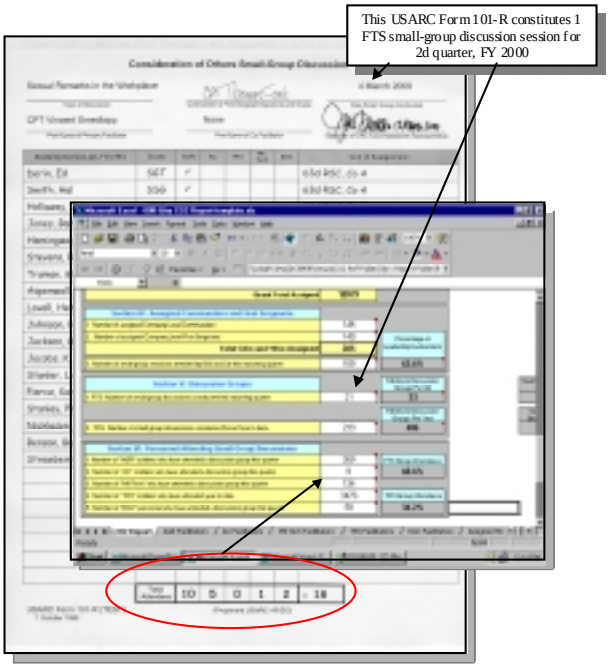

USARC Pamphlet 600-4 E-12

# *Facilitator Notes*

# *USARC Form 99-E (Section V and VI)*

The MSC or installation EOA is responsible for monitoring the total number of small-group discussion sessions conducted within their command and the number of personnel, by status, attending the sessions.

Completing Section VI - Counting Personnel Attending Small-Group Discussions




USARC Pamphlet 600-4 E-13

# *Facilitator Notes*

# Appendix F
# Command Climate Survey Training

**U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES**

**Version 3.0 08/11/98**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# Table of Contents

*1. Introduction*

*2. Preparing to Survey*

*3. Reading Survey Results*

*4. Analyzing/Interpreting Your Data*

*5. Developing Action Plans*

*6. Holding a Feedback Meeting*

# 1 Introduction

*Purpose*

*Why Is Climate Important?*

*Methods to Assess Climate*

*Value of a Survey Process*

*Perception and Reality*

*Value of a Survey to a Commander*

*The Role of the Commander*

## THE PURPOSE OF THIS TRAINING PROGRAM

- AR 600-20 (Command Policy) requires Commanders of company-size units to conduct the Command Climate Survey (version 3.0) within 90 days of assumption of command (180 days for Reserve Component) and 12 months thereafter.
- The Command Climate Survey provides you with a tool for reviewing the climate of your Unit.

## WHY IS CLIMATE IMPORTANT?

- Climate factors such as leadership, cohesion, morale, and the human relations environment have direct impact on the effectiveness of your Unit.

## METHODS TO ASSESS CLIMATE

- Commanders use a variety of mechanisms to assess the attitudes, opinions and state of readiness of the soldiers within their command.
- These include:
  - everyday observations, one-on-one conversations,
  - staff/unit meetings,
  - sensing sessions,
  - unit records,
  - surveys.

## VALUE OF A SURVEY PROCESS

- Surveys provide Commanders with a unique wide-angle view of a variety of key factors which effect their Units' state of readiness:
  - by gathering input from potentially all unit members,
  - at the same point in time,
  - anonymously and confidentially.

## PERCEPTION AND REALITY

- Surveys measure what soldiers think and believe.
- What soldiers think and believe affect their behavior.

  Example:

  If soldiers believe that a Commander will be difficult to go to when they have a problem, they may not even try to see him/her regardless of whether—in reality—seeing the Commander is easy or difficult.

## VALUE OF A SURVEY TO A COMMANDER

Surveys can help Commanders:

- set priorities,
- lay the groundwork for group problem-solving on unit effectiveness,
- measure changes in attitudes,
- compare their unit to other units - normative data (typical or average responses to a survey item; may also include benchmark information - top scores).

## THE ROLE OF THE COMMANDER

The Commander must:

1. Establish a positive climate in which to administer the survey.
2. Ensure proper survey administration.
3. Analyze and interpret their survey results.
4. Prepare for and conduct feedback sessions with their unit.
5. Develop action plans using survey results and feedback sessions.
6. Implement an action plan.
7. Conduct follow-up sessions to assess effectiveness of action plans.

# 2 Preparing to Survey

*Preparing for Survey Administration*

*Communicating About the Survey: What*

*Communicating About the Survey: How*

*Commonly Asked Questions*

## PREPARING FOR SURVEY ADMINISTRATION

Preparing your unit to take the survey will help:

- establish a constructive climate that encourages an open, frank discussion and,
- emphasize the importance and potential benefits of the process.

## COMMUNICATING ABOUT THE SURVEY: WHAT

Commanders communicate to soldiers:

- the purpose of the survey,
- how it will be used,
- how anonymity will be protected.

## COMMUNICATING ABOUT THE SURVEY: HOW

- Personally introduce the survey at unit meetings,
- Use official bulletin and e-mail.
- Administer the survey during the work day.
- Tell unit members that their participation is voluntary and anonymous.
- Explain how anonymity is protected by the survey software.

You may find the memo on the following page helpful when inviting personnel to participate in the survey.

## MEMORANDUM

INTERNAL MEMORANDUM

TO: Unit DATE:

FROM: Commander SUBJECT: Command Climate Survey

On DAY MONTH, 20xx to DAY MONTH 20xx all military personnel of the FILL IN UNIT are invited to participate in a Command Climate Survey. The purpose of the survey is to help us improve the effectiveness of our unit. The information will be fed back at staff meetings after it has been data processed. This survey will be administered on our Local Area Network and you are invited to fill it out.

Your cooperation is greatly appreciated.

Thank You

## COMMONLY ASKED QUESTIONS

Commonly asked questions by survey participants

0 **Will I be told about the results?**

A. Yes, you will be told about a summary of the survey results.

**1 Will my Commander see my questionnaire?**

2 No information which might possibly identify an individual is presented to the Commander.

**3 I don't understand this question. I'm not sure how to respond.**

4 Note to Survey Proctor: If you feel you are able to provide the soldier with an explanation of the question, go ahead. If you do not feel you are able to, or the soldier still seems confused after your explanation, suggest that he/she leave the item blank, and continue on the next item.

**5 If the survey is confidential, why do they ask me for my gender?**

6 These questions provide important information on a total basis. For example, do women feel differently about a topic than men. As you can see, having this information would be very helpful, especially if there are problems which we are unaware of. These items are only looked at on a total organizational basis and only when five or more people have responded in each demographic category. However, if you still feel uncomfortable answering any of these items, simply leave them blank.

**Q. There are only three people in my unit, won't command be able to identify me?**

A. Computer reports are prepared for grouped data, with five or more responses.

# 3 Reading Survey Results

*Reading the Printout of Your Results*

*Reports*

*Types of Reports*

*Three Sections of Your Reports*

*Charts*

## READING THE PRINTOUT OF YOUR RESULTS

- Once your unit has completed the Automated Command Climate Survey, you can view your results through reports or charts.
  - Reports show your data in detailed statistical table format with averages, standard errors and percentages.

    The standard error measures how widely responses are dispersed from the average (mean).

    The most important information in your report are the averages and percentages.

  - Charts show your data in presentation format.

## REPORTS

Reports:

- available from the "GOARMY.exe" file,
- can be viewed on the screen, sent to a printer, saved on a disk or saved as an Excel file.

## SAMPLE REPORT

SAMPLE DATA LINE FROM SECTIONS 1 AND 3
For the first report section where all answer options are displayed:

| **Strongly Agree** | **Agree** | **Neither Agree Nor Disagree** | **Disagree** | **Strongly Disagree** | **Totals** | **Avg** | **SE** |
|---|---|---|---|---|---|---|---|
| 20 | 60 | 20 | 0 | 0 | 100% | | |
| 2 | 3 | 1 | 0 | 0 | 5 | 4 | 0.707 |

For the third report section where a COMPACT analysis (collapsed scale) is displayed:

| **Strongly Agree/ Agree** | **Neither Agree Nor Disagree** | **Strongly Disagree/Disagree** | **Totals** | **Avg** | **SE** |
|---|---|---|---|---|---|
| 20 | 60 | 20 | 100% | | |
| 2 | 3 | 1 | 5 | 4 | 0.707 |

## TYPES OF REPORTS

Six standard reports are available if the required number of people responded to the survey:

1. All Unit Members—shows results for all respondents
2. Males
3. Females
4. Black
5. White
6. Other

## A NOTE FROM THE ARMY
## ARMY INFO PAPER - GOARMY.EXE

Subject: Automated Army Command Climate Survey

1. **PURPOSE.** Provide information on the use of the automated Army Command Climate Survey.
2. **DISCUSSION**

   **a.** The enclosed disk contains the automated Army Command Climate Survey. Developed at the request of the Chief of Staff, Army, this survey provides you, the company (or equivalent) commander, with a tool to assess your unit's command climate. The survey results can help you identify strengths and areas of concern and can help you to make your unit even better.

   **b.** The automated program is menu-driven. The disk contains two files; "GOARMY.EXE" and "CHART.EXE". These two files are all you need to develop your survey, administer it to your soldiers, compile the data, and analyze and report the results. To facilitate ease of use, it is important that you read and follow the instructions in the "ReadMe1st" file in the Help Menu.

   **c.** The survey consists of 24 basic questions on a variety of topics and 2 comment questions for narrative comments. In addition to the preset questions, the survey program allows you to add 10 additional questions of your own design: 7 multiple choice questions and 3 comment questions.

   **d.** Once administration has been completed and the data compiled, you can display or print a variety of reports in several different formats. You may also be able to analyze the data by gender and racial/ethnic background.

**e.** The program automatically encrypts the data to protect your soldiers' anonymity. In addition, reports of results grouped by gender or racial/ethnic background will be unavailable unless a minimum of five soldiers of that group (such as at least five males and five females) have taken the survey.

**f.** The final results of the survey are yours. The survey results will help you determine your unit climate—in relation to what you want it to be—and assist in your development and implementation of actions to attain that goal.

**g.** To use the survey, insert the enclosed floppy disk containing the files "GOARMY.EXE" and select one of the following methods:

- From the DOS prompt: Type "GOARMY" and press "Enter".
- From the Windows 3.1: Use File Manager to select "GOARMY".
- From Windows95: Use Windows Explorer to select "GOARMY".

**h.** Once your survey is completed, you can create and display or print charts of your data. To do this, use one of the methods outlined in paragraph 2g to run “CHART”.

**i.** Remember to read the “Readme1st” file before you begin. Take time to do this. Good luck!

Morris Peterson/Chief/Army Personnel Survey/703.617.7803.peterson@ari.fed.us

## READING YOUR RESULTS PRINTOUT

Each report contains three sections:

- Section 1 displays all the percent responses for each answer option in the scale.
  - Most of your questions will be multiple-choice questions where the responses are indicated on an answer scale.
  - For example, here is a typical 5 point answer scale:
    - Strongly Agree
    - Agree
    - Neither Agree Nor Disagree
    - Disagree
    - Strongly Disagree
- Section 2 displays the comments typed in by the soldiers.
- Section 3 simplifies your data into a 3-point scale.

## READING YOUR RESULTS PRINTOUT - COMMENT QUESTION

- The comment questions on your survey are the questions that do not have an answer scale (not multiple choice). These are the questions that respondents “write-in” their answers. Each respondent’s comment is displayed separately.
- Remember that some respondents may not respond to any or all of the comment questions. Therefore, the number of comments may not be equal to the number of respondents.

## READING YOUR RESULTS PRINTOUT - COLLAPSED SCALE (3 POINT SCALE)

- A collapsed scale (called a COMPACT analysis) on your reports simply collapses the answer scale into a smaller set.
- For example, the five point scale of:
  - Strongly Agree
  - Agree
  - Neither Agree nor Disagree
  - Disagree
  - Strongly Disagree
- Can be collapsed into a three point scale, as follows:
  - Strongly Agree/Agree
  - Neither Agree nor Disagree
  - Disagree/Strongly Disagree

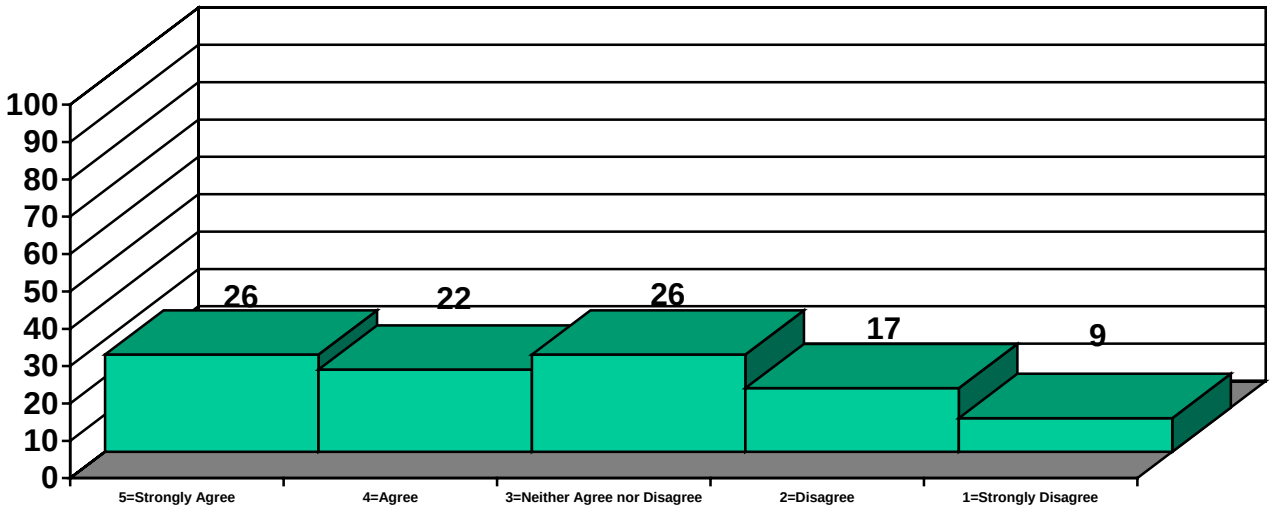
## CHARTS

- Each of the following are available to you through the Chart.exe file. There are five different types of charts:
  1. Vertical bar chart
  2. Horizontal bar chart
  3. Pie chart
  4. Table of results
  5. Summary of results
- Table of results show, by question, responses either by counts or percents.
- Summary of results displays results in a collapsed scale for all questions with an answer scale.
- Charts and tables can be done for all respondents or for selected groups.

## READING YOUR RESULTS PRINTOUT - VERTICAL BAR CHART USING PERCENTS

- The percent response is shown on the vertical axis and the response options are shown on the horizontal axis. The actual percent of response per answer option is displayed above each block.

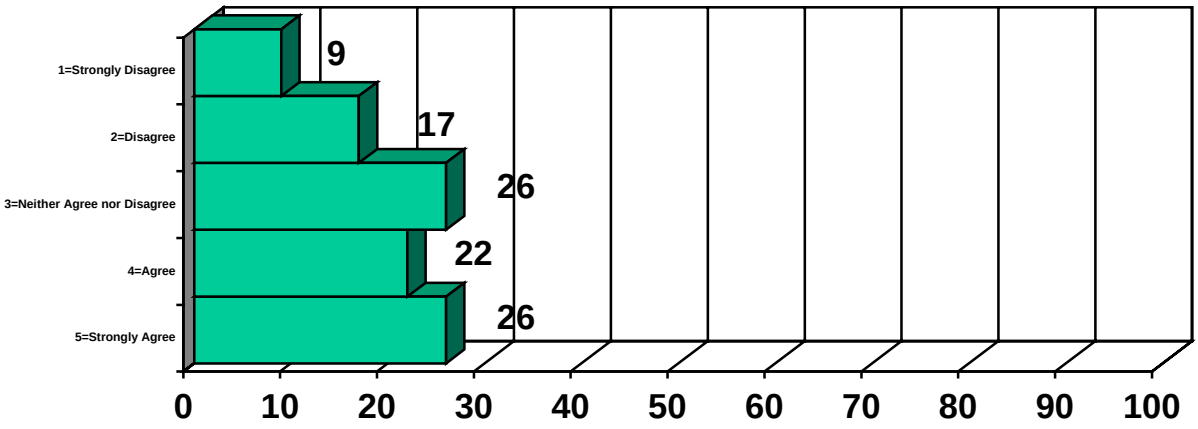
**U.S. Army Command Climate Survey Results**
**All Unit Members**
**1. Officers in this unit care about what happens to their soldiers.**




## READING YOUR RESULTS PRINTOUT - HORIZONTAL BAR CHART USING PERCENTS

- The response options are shown on the vertical axis and the percent response is shown on the horizontal axis. The actual percent of response per answer option is displayed to the side of each block.

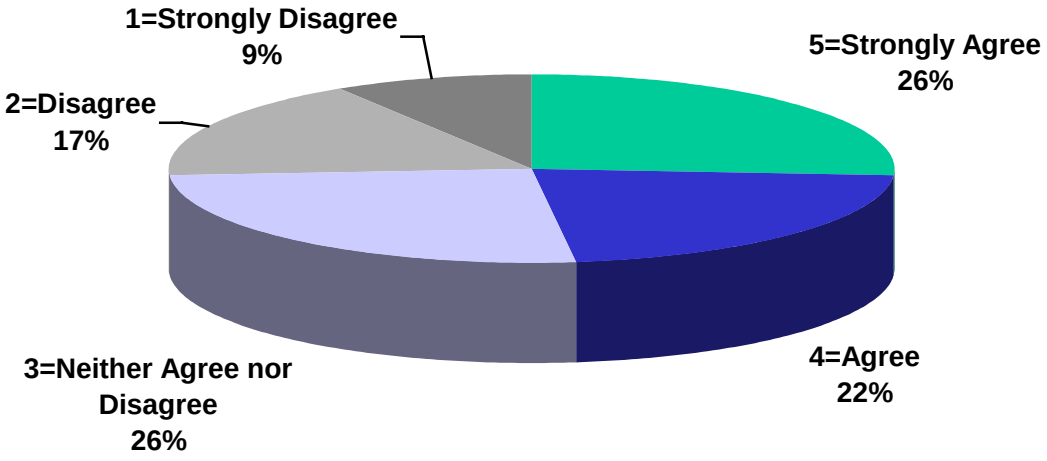
**U.S. Army Command Climate Survey Results All Unit Members**
**1. Officers in this unit care about what happens to their soldiers.**



## Reading Your Results Printout - Pie Chart Using Percents

- This is an example of a pie chart using percents. Each section of the "pie" represents the number of responses for the answer option indicated.

**U.S. Army Command Climate Survey Results**
**All Unit Members**
**1. Officers in this unit care about what happens to their soldiers.**



## READING YOUR RESULTS PRINTOUT - TABLE OF RESULTS

- The table of results displays for each multiple choice question, the answer options, the number of responses and percent of responses. Note that you can display only the number of responses, only the percent of responses or both.

Army Command Climate Survey Results
Unit Members

1. Officers in this unit care about what happens to their soldiers

| | | | |
|---|---|---|---|
| 5=Strongly Agree | 6 | 26.09 | |
| 4=Agree | | 5 | 21.74 |
| 3=Neither Agree Nor Disagree | | 6 | 26.09 |
| 2=Disagree | 4 | 17.39 | |
| 1=Strongly Agree | 2 | 8.70 | |

## READING YOUR RESULTS PRINTOUT - SUMMARY OF RESULTS

This is an example of a section of a page from the Summary of Results available through the CHART.exe file. Note that the scale is collapsed and that you are given both the number of respondents (the count) and the percent response for each answer item as well as the total.

| | Strongly Agree/ Agree | Neither Agree Nor Disagree | Strongly Disagree/ Disagree | Total |
|---|---|---|---|---|
| Q1. Officers in this unit care about what happens to their soldiers | 11 (48%) | 6 (26%) | 6 (26%) | 23 (100%) |
| Q2. NCOs in this unit care about what happens to their soldiers | 12 (52%) | 5 (22%) | 6 (26%) | 23 (100%) |
| Q3. Enlisted members in this unit care about what happen to each other | 12 (52%) | 5 (22%) | 6 (26%) | 23 (100%) |
| Q4. It is easy for soldiers in this unit to see the CO about a problem | 10 (44%) | 7 (30%) | 6 (26%) | 23 (100%) |
| Q5. It is easy for soldiers in this unit to see the ISG about a problem | 11 (48%) | 4 (17%) | 8 (35%) | 23 (100%) |

# 4 Analyzing/Interpreting Your Data

*Purpose*

*Four Ways to Analyze Survey Data*

*Guidelines for a Favorability Analysis*

*Interpreting Norm & Trend Differences*

*Spotlighting Major Areas for Improvement*

*Lists and Strengths for Improvement*

*Selecting Strengths*

*Selecting Areas for Improvement*

*Developing a Summary Statement*

## PURPOSE

The purpose of analyzing your data is to develop a set of:

1. Strengths for your unit -
   Items where a strong majority of soldiers in your unit have favorable views.
2. Areas for improvement for your unit -
   Items where 20% or more of the soldiers have unfavorable views, or items where any percentage of unfavorable views is intolerable—zero tolerance items, e.g., sexual harassment, discrimination. A Commander may wish to select any item in the survey as subject to a zero tolerance rule, e.g., preparedness for wartime duties.

## FOUR WAYS TO ANALYZE SURVEY DATA

1. Favorability Analysis -
   An analysis of the favorable, neutral and unfavorable percentages for each of your items.
2. Norm Differences -
   The difference between the results for your unit compared with U.S. Army norms.
3. Content Differences -
   The differences in results among content areas (e.g., readiness versus caring, caring by NCO's versus caring by officers).
4. Trend Differences -
   The differences in results for your unit from one time period to another. Data of this sort requires at least two survey administrations.

## GUIDELINES FOR A FAVORABILITY ANALYSIS

- Refer to your COMPACT analysis as you follow these guidelines.
- The guidelines that follow are Rules of Thumb, Commanders must ultimately apply their own judgment in determining favorable, unfavorable and zero tolerance issues.

## DEFINITIONS FOR A FAVORABILITY ANALYSIS

- Favorable, Neutral, Unfavorable for each item is defined as follows:

| **Favorable** | **Neutral** | **Unfavorable** |
|---|---|---|
| Q109. Strongly agree, agree | Neither agree nor disagree | Strongly disagree, disagree |
| Q12. None, slight | Moderate | Extremely high, very high, high |
| Q14. Extremely, very | Moderately | Slightly, not at all |
| Q15-17. Very great, great | Moderate | Slight, not at all |
| Q18. Very well, well | Moderately | Not well, not at all well |
| Q19. Very high, high | Moderate | Low, very low |
| **Zero Tolerance Items** | | |
| Q10-11. No | | Any yes |
| Q20-22. No | | Any yes |

## DEFINITIONS FOR A FAVORABILITY ANALYSIS (CONT'D)

- Label each item as follows:

| Label | % Favorable | % Unfavorable |
|---|---|---|
| VF-Very Favorable | 75% or higher | Less than 20% |
| F-Favorable | 65-74% | Less than 20% |
| MF-Moderately Favorable | 66-64% | Less than 20% |
| Q-Questionable | Less than 55% | Less than 20% |
| MU-Moderately Unfavorable | Any percent | 20-24% |
| U-Unfavorable | Any percent | 25-29% |
| VU-Very Unfavorable | Any percent | 30% or higher |
| ZTV-Tolerance Violation | Any percent | 1% or higher |

## QUESTIONABLE RESULTS

- Questionable Results are items where a large percentage of responses are in the neutral category and less than 55% are favorable and less than 20% are unfavorable.
- Possible reasons for neutral responses:
  - respondents did not have a strong opinion one way or another,
  - respondents had an equal mixture of strong positive and negative views.
- Group discussion can help determine which of the above reasons apply to questionable items.

## GUIDELINES FOR INTERPRETING NORM & TREND DIFFERENCES

- Examine the percent favorable differences between your unit and the Army norm.
- Label each item for which there are norms or trends as shown below.

## GUIDELINES FOR INTERPRETING NORM DIFFERENCES

Your unit comparison is . . .

| **Small Units (under 15 Respondents)** | **Large Units (More than 15 Respondents)** |
|---|---|
| **MP-More Positive** At least 15% more favorable than the norm | At least 10% more favorable than the norm |
| **EQ-Equal** Less than a 15% difference (more or less favorable than the norm) | Less than a 10% difference (more or less favorable than the norm) |
| **LP-Less Positive** At least 15% less favorable than the norm | At least 10% less favorable than the norm |
| **NA-Norm Not Available** | -- |

- Also, pay attention to patterns of differences between your unit and the norms. For example, if your unit is consistently 5-9% less favorable on most items this may indicate there is a problem.
- The same rules above apply for trends when you have at least two survey administrations.

## UNDERSTANDING AND INTERPRETING YOUR RESULTS PRINTOUT

- **Major Strengths -** items where your unit's results are favorable or very favorable and more positive than the norms.
- **Major Areas for Improvement -** items where your unit's results are questionable to very unfavorable and less positive than the norms.
- **Zero Tolerance Items -** items with any percentage of unfavorable responses are also major areas for improvement.

## GUIDELINES: PREPARING LISTS OF STRENGTHS AND AREAS FOR IMPROVEMENT

General Principles:

- Generally list only 3-5 strengths and 3-5 areas for improvement. Listing more is permissable but may lead to loss of focus.
- In making your choices put primary emphasis on your favorability analysis and secondary emphasis on your norm differences.
- Why? If your unit's percentages on an item are very favorable, the item remains favorable even though it may be less positive than the norm. Similarly if the item is very unfavorable, it still remains unfavorable even though it may be more positive than the norm.

## SELECTING STRENGTHS

Select your 3-5 strengths in the following order:

| Favorability | Norm or Trend Differences |
|---|---|
| 1 (VF) Very Favorable | (MP) More Positive |
| 2 (VF) Very Favorable | (EQ or N/A) Equal or Not Applicable |
| 3 (VF) Very Favorable | (LP) Less Positive |
| 4 (F) Favorable | (MP) More Positive |
| 5 (F) Favorable | (LP) Less Positive |
| 6 (F) Favorable | (MP) More Positive |

## SELECTING AREAS FOR IMPROVEMENT

- Select your 3-5 areas for improvement:
  - Always include zero tolerance violation items (ZTV) as areas for improvement

Choose other areas for improvement in the following order:

Select your 3-5 areas for improvement:

| Favorability | Norm or Trend Differences |
|---|---|
| 1 (VU) Very Unfavorable | (LP) Less Positive |
| 2 (VU) Very Unfavorable | (EQ or N/A) Equal or Not Applicable |
| 3 (VU) Very Unfavorable | (MP) More Positive |
| 4 (U) Unfavorable | (LP) Less Positive |
| 5 (U) Unfavorable | (EQ or N/A) Equal or Not Applicable |
| 6 (U) Unfavorable | (MP) More Positive |
| 7 (Q) Questionable | (LP) Less Positive |
| 8 (Q) Questionable | (EQ or N/A) Equal or Not Applicable |
| 9 (Q) Questionable | (MP) More Positive |

## STRENGTHS SUMMARY FORM

Strengths

Item Content

| (Item Number) | % Fav | % Neut | % Unfav | Norm or Trend Difference |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 3. | | | | |
| 5. | | | | |

## AREAS FOR IMPROVEMENT SUMMARY FORM

Areas for Improvement

Item Content

| (Item Number) | % Fav | % Neut | % Unfav | Norm or Trend Difference |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 3. | | | | |
| 5. | | | | |

## DEVELOPING A SUMMARY STATEMENT

- A summary statement is a short paragraph describing your results: strengths, areas for improvement and areas requiring greater understanding.
- For example:

  Assume the following results were obtained – what summary statement would you make?

## READING YOUR RESULTS PRINTOUT – SUMMARY OF RESULTS

Summary Report
Analysis: All Unit Members

{VF/MP}

1. Officers in this unit care about what happens to their soldiers

| {Favorable} Strongly agree/Agree | {Neutral} Neither agree nor disagree | {Unfavorable} Strongly disagree/Disagree | {Army Norm} % Favorable |
|---|---|---|---|
| 86% | 14% | 0% | {76%} |

{F/EQ}

2. NCOs in this unit care about what happens to their soldiers

| {Favorable} Strongly agree/Agree | {Neutral} Neither agree nor disagree | {Unfavorable} Strongly disagree/Disagree | {Army Norm} % Favorable |
|---|---|---|---|
| 73% | 7% | 0% | {74%} |

## READING YOUR RESULTS PRINTOUT – SUMMARY OF RESULTS (CONT'D)

Summary Report
Analysis: All Unit Members

{VF/EQ}

3. Enlisted members in this unit care about what happens to each other

| {Favorable} Strongly agree/Agree | {Neutral} Neither agree nor disagree | {Unfavorable} Strongly disagree/Disagree | {Army Norm} % Favorable |
|---|---|---|---|
| 86% | 14% | 0% | {85%} |

{Q/LP}

5. it is easy for soldiers in this unit to see the ISG about a problem

| {Favorable} Strongly agree/Agree | {Neutral} Neither agree nor disagree | {Unfavorable} Strongly disagree/Disagree | {Army Norm} % Favorable |
|---|---|---|---|
| 44% | 52% | 4% | {61%} |

{U/LP}

9. I receive the training I need to do the job well

| {Favorable} Strongly agree/Agree | {Neutral} Neither agree nor disagree | {Unfavorable} Strongly disagree/Disagree | {Army Norm} % Favorable |
|---|---|---|---|
| 57% | 17% | 26% | {68%} |

{ZTV/EQ}

20. During the last 12 months have YOU been sexually harassed by someone in this unit?

| {Favorable} No | {Unfavorable} Yes, but it didn't affect me | {Unfavorable} Yes, and it did affect me | {Army Norm} % Favorable |
|---|---|---|---|
| 86% | 14% | 0% | {85%} |

## SAMPLE SUMMARY STATEMENT

The summary statement would be:

"Our unit's strengths center around caring and our areas for improvement include training and instances of sexual harassment. We also need to develop an understanding of the responses on the ease of seeing the ISG because over half of the soldiers chose the middle category."

# 5 Developing Action Plans

*General Principles*

*Developing and Implementing for Implementing Effective Actions*

*Formulate a Comprehensive Action Statement*

*Examples of Immediate Actions A Unit Can Take*

*Immediate Action Situations*

*Action Plan Reporting Format*

*Actions to Maintain Strengths*

*Actions My Unit Can Take*

*Actions Requiring Resources Outside My Unit*

## ACTION PLANNING AND IMPLEMENTATION GENERAL PRINCIPLES

- As a Commander you are expected to develop action plans based on your Command Climate Survey results. You can be assisted in this regard by:

  1. Applying the principles of effective action planning and implementation (which is the focus of the chapter).
  2. Reviewing your strengths and areas for improvement developed in the analysis phase.
  3. Conducting a feedback session with your unit.

## FACTORS IN DEVELOPING AND IMPLEMENTING EFFECTIVE ACTIONS

- Adopt a positive approach.
- Optimism - Anything which is attended to can be changed for the better;
- Ownership - Do your part even when the solution is not completely under your control;
- Simplicity - One practical and visible improvement is above average performance.
- Use support resources:
  - talk to other Commanders,
  - contact the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI),
  - contact subject mater experts,
  - refer to publications,
  - conduct a unit feedback meeting - soldiers are an invaluable resource for action ideas.

## FORMULATE A COMPREHENSIVE ACTION STATEMENT

- Fact-based - the problem the action addresses must be supported by facts:
  - survey data - areas for improvement,
  - narrative comments,
  - unit feedback meeting input.
- Clarity - the action statement must be explicit and include:
  - definition - what is the problem,
  - method - how it will be solved,
  - implementor(s) - who is responsible for carrying out the steps,
  - when - suspense dates and check point dates,

- measures - state the objective for your action in quantitative terms.

- Measurement - the effects of the action should be measured:
  - use another iteration of the Command Climate Survey,
  - hold sensing sessions with soldiers.

## COMPREHENSIVE ACTION STATEMENT

"One quarter of the soldiers in my unit do not feel (disagree) that it is easy to see the Commander about a problem. I would like to reduce this response to 0%. I will rearrange my schedule to be available to address soldier's problems every Tuesday from 1500 to 1700 hours. I will announce this on the bulletin board this Friday. I will re-survey the unit in 6 months to check progress on this issue."

## EXAMPLES OF IMMEDIATE ACTIONS A UNIT CAN TAKE

- Taking immediate action on soldier's concerns is sometimes possible. This has the following beneficial effects:
  - Practical – it fixes a problem,
  - Relationship – it demonstrates to soldiers that Commanders listen and care.

## TRUE STORIES OF IMMEDIATE ACTION SITUATIONS GENERATED BY SURVEY FEEDBACK

- A safety/security issue in a retail store—
  - Problem—The back door of a loading area did not have a "peep" hole. If someone knocks, they can only be identified by opening the door. This creates a security/safety problem, especially at night.
  - Solution—"Peep" holes were installed.

- A working condition problem on an assembly line—
  - Problem—The music piped into the assembly area was universally disliked by the workers. This situation interfered with their concentration and peace of mind.
  - Solution—The music was shut off.

- A management behavior problem in an engineering department—
  - Problem—A manager was rated poorly by his employees because they thought he did not follow through with their concerns. The manager actually fought hard for his employees but felt uncomfortable about revealing his actions because he felt it was boastful to do so.
  - Solution—He periodically revealed to employees what he had done to follow up on their concerns.

## ACTION PLAN REPORTING FORMAT

An action plan format consists of three sections:

1. Strengths to Maintain
2. Actions My Unit Can Take
7 Actions Requiring Resources Outside My Unit

## 1. ACTIONS TO MAINTAIN STRENGTHS

| Survey Result | Action | By Whom | Suspense | Comments |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 3. | | | | |
| 5. | | | | |

## 2. AREAS FOR IMPROVEMENT - ACTIONS MY UNIT CAN TAKE

| Survey Result | Action | By Whom | Suspense | Comments |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 3. | | | | |
| 5. | | | | |

## 3. AREAS FOR IMPROVEMENT - ACTIONS REQUIRING RESOURCES OUTSIDE MY UNIT

| Survey Result | Action | By Whom | Suspense | Comments |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 3. | | | | |
| 5. | | | | |

# 6 Holding A Feedback Meeting

*Feedback Meetings with Your Unit*

*Planning the Meeting*

*Planning the Meeting: Arranging Time*

*Planning the Meeting: Place/ Number Attending*

*Preparing An Agenda: Objectives*

*Preparing An Agenda: Your Survey Results*

*Preparing Visual Aids*

*Conducting the Feedback Meeting*

*Ground Rules*

*Presentation Flow*

*Listening Skills*

*Productive Statements*

*What to Avoid*

**FEEDBACK MEETINGS WITH YOUR UNIT**

- Value of the Feedback Meeting
- Planning the Meeting
- Conducting the Meeting

## FEEDBACK MEETINGS WITH YOUR UNIT - VALUE

- Feedback meetings with soldiers can assist a Commander to:
  - understand the meaning and causes of survey responses,
  - generate ideas to address issues.

## PLANNING THE MEETING

- Arranging time, place and number attending
- Preparing an agenda
- Preparing visual aids

## ARRANGING TIME

- Time - allot 1- 1.5 hours
  - 10-20 minutes - presentation of data,
  - 20-30 minutes - discussion of meaning of data,
  - 30-40 minutes - discussion of action.

## PLACE AND NUMBER ATTENDING

- Place -
  a room set up for a group discussion (e.g., U-shaped arrangement of chairs)
- Number Attending -
  the group should be small enough to allow discussion
  - For small units (less than 25 soldiers) - conduct one session
  - For large units (more than 25 soldiers):
    - conduct one session with your direct reports; then,
    - either personally conduct several smaller sessions with your unit, or delegate conducting the sessions to direct reports.

## PREPARING AN AGENDA - OBJECTIVES OF THE MEETING

- First introduce the objectives:
  - to share the data,
  - to ensure soldiers feel free to speak openly,
  - to obtain further understanding of the results from the soldier's point of view,
  - to obtain reactions to proposed action and solicit other ideas for action.

## PREPARING AN AGENDA - UNDERSTANDING YOUR SURVEY RESULTS

- Next, deal with understanding your survey results (opening the loop):
  - present your charts and summary statement,
  - solicit further understanding from the soldiers.
- Then, deal with actions (closing the loop):
  - present your actions,
  - solicit comments about your proposed actions,
  - solicit other action ideas from soldiers,
  - design comprehensive action statements - who does what and when,
  - define how follow-up will be handled to check progress.

## PREPARING AN AGENDA - SAMPLE AGENDA

- Objectives - Why We Are Here
- Review Unit Results
- Discuss Results
- Proposed Action Plan
- Discussion of Action Plan
- Next Steps

## PREPARING VISUAL AIDS

- Refer to your findings from the analysis phase;
- Use the CHART.exe program or create your own flipcharts or slides;
- Show collapsed scales or all response categories.

- Organize your slides as follows to show a balanced picture of the results:
  - strengths,
  - questionable or surprising results,
  - areas for improvement,
  - summary,
  - your action plan.

## CONDUCTING THE FEEDBACK MEETING

- Presenting objectives
- Explaining the ground rules
- Presentation flow
- Listening skills
- Productive statements to stimulate discussion
- What not to do
- Summary of constructive feedback behaviors

## OBJECTIVES OF THE FEEDBACK MEETING - "WHY WE ARE HERE"

- Fulfilling the promise to share data with soldiers;
- Gaining understanding from the soldier's point of view;
- Soliciting suggestions for improvement - soldiers have ideas for action;
- Ensuring there is a commitment to action. Participation leads to greater commitment.

## EXAMPLE: PRESENTING OBJECTIVES OF THE FEEDBACK MEETING

- "We are here to review the survey results of our unit, determine priority issues and discuss possible solutions. We will also discuss our strengths and how to maintain them. Although I am responsible for putting together our action plan I need your help."

## EXPLAIN THE GROUND RULES AND SET THE CLIMATE

- The data entry and analysis programs make it impossible to identify individuals;
- I (the Commander) am not interested in who answered negatively or positively to any question;
- I will assume all input from soldiers is given for the good of the unit as a whole;
- All input will be voluntary - nobody will be singled out.

## EXPLAINING THE GROUND RULES

- I do not know how any individual answered the survey. There are safeguards in the Command Climate Survey program that make this impossible.
- I am also not interested in, nor do I want to know, how any individual answered a given question in the survey. When we deal with areas for improvement. I would like everyone here to put themselves in the position of someone who thinks this area can be improved. In this way we can speak freely about possible problems and solutions without revealing how we answered a particular item.

## PRESENTATION FLOW

- First, go through all your slides:
  - take no more than 1/4 of allocated time,
  - stop only for questions of clarification,
  - no debate on the wording of the items.
- Then, key in on slides you want to discuss with your unit:
  - deal with less controversial areas first,
  - solicit (not force) full participation - ask for help.
  - Summarize elicited feedback - make sure soldier has been understood:
    - rephrase what was said,
    - ask whether your understanding was accurate.
- Then discuss action plans:
  - ask whether your actions are on target,
  - solicit other ideas for action,
  - discuss unintended negative consequences for proposed actions.
- Conclude with a summary and follow-up responsibilities.

## LISTENING SKILLS

- Respect all inputs - respecting an input does not imply that you agree with it;
- Paraphrase inputs to check understanding;
- Take all ideas seriously;
- Publicly record all inputs:
  - use an easel chart or white board to record inputs,
  - ask a soldier to act as the recorder.

## PRODUCTIVE STATEMENTS/QUESTIONS TO STIMULATE DISCUSSION

- "Survey responses only tell me part of the story. I will need your help to understand the specific causes for our strengths and areas for improvement."
- "What are the possible reasons for an unfavorable (favorable) response to this item?"
- "Although some of the causes for a result like this may appear to be out of our control, we must always consider what this unit can do to be part of the solution."

## WHAT TO AVOID

***Putting Soldiers on the Spot***

**Incorrect Approach:**
Commander: "Corporal Smith (a female), what can you tell me about sexual harassment in this unit?"
***or***
Sergeant Jones, I know you have strong feelings about our readiness for wartime duties. I'd like you to start the conversation."

**Correct Approach:**
Commander: "Regardless of how you answered this question, what are possible reasons for anyone to be unfavorable."

***Accepting a Single Individuals' Input as a Consensus***

Soldier: "Everyone here believes . . ."

**Incorrect Approach:**
Commander: "This has to be a major problem because everyone here believes this."

**Correct Approach:**
Commander: "How do the rest of you feel about this?"

***Eroding Self-Esteem by Discounting Someone's Input***

Soldier: “I believe unfavorable responses in this area are caused by . . . “

**Incorrect Approach:**
Commander: “If you had a broader perspective, like people at my level, you wouldn’t feel that way.”
***or***
“I’m surprised a person with your experience would say that.”

**Correct Approach:**
Commander: “Thanks for your input. Let us record that as part of our list for probable causes.”

***Acting As if You Know All the Answers***

**Incorrect Approach:**
Commander: “The reasons for this response are clear to me, they are . . . “

**Correct Approach:**
Commander: “I have some ideas in this area but, before I tell you what they are, I need your input because you are close to the situation.”

***Blaming the Unit for Unfavorable Responses***

**Incorrect Approach:**
Commander: “I thought we had already dealt with this area. Now what’s the problem?”

**Correct Approach:**
Commander: “We need to take a fresh look at this situation. I welcome your input.”

***Excluding Soldiers from their Responsibilities to Improve the Situation***

**Incorrect Approach:**
Commander: “I’ll handle the situation. I know exactly what to do.”

**Correct Approach:**
Commander: “We all have a stake in this. I have an understanding of what I have to do. I’d like to discuss what you have to do.”

## SUMMARY OF KEY CONSTRUCTIVE FEEDBACK MEETING BEHAVIORS

- ❑ Encourage input by asking for help
- ❑ Understand the problem before planning action
- ❑ Don’t put soldiers on the spot
- ❑ Respect all inputs
- ❑ Share responsibility for action

# Appendix G
## AC AND AGR COMMAND CLIMATE SURVEY (VERSION 1.4)
## COMMANDER'S GUIDE

1. **PURPOSE.** The attached **Command Climate Survey** provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the effectiveness of your unit.

2. **SCOPE**. The **Command Climate Survey** briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single soldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.

3. **USE.** The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

4. **ADDITIONAL INSTRUCTIONS**

a. **Administration Procedures**. All basic steps are performed at the unit level:

(1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.

(2) Use a roster to ensure all members of the unit complete the survey.

(3) Arrange for a time and place for soldiers to complete the 6- to 10-minute questionnaire, ensuring the individual's privacy is protected so responses are anonymous, and there will be no interruptions.

(4) Explain to soldiers why the survey is being conducted and how the results will be used.

(5) Distribute a copy of the survey and a blank envelope to each soldier. Instruct the soldiers to complete the survey, place the completed survey in the envelope, and seal it.

(6) Provide a drop box to facilitate further the anonymity of respondents.

(7) Score/tally the responses, using the worksheet on the following page.

(8) Analyze the data.

(9) Summarize the findings.

(10) Report the findings to the unit.

b. **Scoring.** Use the worksheet on the next page to score/tally the responses for the questionnaire.

(1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.

(2) Count the **NUMBER OF RESPONSES** for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.

(3) Add the **NUMBER OF RESPONSES** for all response categories for the question. Enter this number--the **TOTAL NUMBER OF RESPONSES** for the question--in the column labeled "Total. "

(4) Divide the **NUMBER OF RESPONSES** for each response category by the **TOTAL NUMBER OF RESPONSES**, yielding a **PERCENT** figure for each response category. Enter the **PERCENT** figure in the appropriate column on the worksheet.

(5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the **TOTAL NUMBER OF RESPONSES**.

c. **Analysis**

(1) Use the Internet (**http://www-ari.army.mil** -- "Surveys & Data") to access Army-wide data for comparison.

(2) Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

# SCORING WORKSHEET

| QUESTION NUMBER | Strongly agree/Agree | Neither agree nor disagree | Strongly disagree/ Disagree | Total |
|---|---|---|---|---|
| Q1: Officers care | | | | |
| Q2: NCOs care | | | | |
| Q3: Enlisted care | | | | |
| Q4: Easy to see CO | | | | |
| Q5: Easy to see 1SG | | | | |
| Q6: Work well together | | | | |
| Q7: Supervisor example | | | | |
| Q8: Counseling/coaching | | | | |
| Q9: Get training needed | | | | |
| | No | Yes, once in a while | Yes, frequently, very frequently | Total |
| Q10: Racist materials | | | | |
| Q11: Sexist materials | | | | |
| | None/Slight | Moderate | High-Extremely High | Total |
| Q12: Level of stress | | | | |
| | 14 or more days | 8-10 days, 11-13 days | 1-3 days, 4-7 days | Total |
| Q13: Days training schedule posted in advance | | | | |
| | Extremely, Very, Moderately helpful | Slightly, Not at all helpful | | Total |
| Q14: Sponsorship | | | | |
| | Very great, Great, Moderate extent | Slight extent, Not at all | | Total |
| Q15: Treated with respect | | | | |
| Q16: Interest in families | | | | |
| Q17: Interest in single soldiers | | | | |
| | Very well, Well, Moderately prepared | Not well, Not at all prepared | | Total |
| Q18: Perform wartime mission | | | | |
| | Very high, High, Moderate | Low, Very low | | Total |
| Q19: Own morale | | | | |
| | No | Yes, not affected | Yes, affected | Total |
| Q20: Sexually harassed | | | | |
| | Marked | Not marked | | Total |
| Q21. 1 No, not discriminated | | | | |
| Q21. 2 Yes, racial | | | | |
| Q21. 3 Yes, religious | | | | |
| Q21. 4 Yes, gender (sex) | | | | |
| Q21. 5 Yes, national origin | | | | |
| | No | Yes | | Total |
| Q22: Report incident | | | | |
| | Male | Female | | Total |
| Q23: Gender | | | | |
| | Black | White | Other | Total |
| Q24: Race/ethnicity | | | | |

## INSTRUCTIONS

Your open, honest responses are needed to provide information for decisions affecting your unit.

- The survey is anonymous.
- Only group statistics will be reported
- Circle the number to indicate your response for each question.
- Put the completed survey in the envelope provided.
- Place the survey/envelope in the drop box or return it to the person who gave it to you.

| No. | Statement | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Officers in this unit care about what happens to their soldiers. | 5 | 4 | 3 | 2 | 1 |
| 2. | NCOs in this unit care about what happens to their soldiers. | 5 | 4 | 3 | 2 | 1 |
| 3. | Junior enlisted members in this unit care about what happens to each other. | 5 | 4 | 3 | 2 | 1 |
| 4. | It is easy for soldiers in this unit to see the CO about a problem. | 5 | 4 | 3 | 2 | 1 |
| 5. | It is easy for soldiers in this unit to see the 1SG about a problem. | 5 | 4 | 3 | 2 | 1 |
| 6. | Members in my work unit work well together as a team. | 5 | 4 | 3 | 2 | 1 |
| 7. | In terms of habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions. | 5 | 4 | 3 | 2 | 1 |
| 8. | I receive the counseling and coaching needed to advance in my career. | 5 | 4 | 3 | 2 | 1 |
| 9. | I receive the training needed to perform my job well. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | No | Yes, once in a while | Yes, frequently | Yes, very frequently |
|---|---|---|---|---|---|
| 10. | Are racist material(s) displayed by members of this unit? | 4 | 3 | 2 | 1 |
| 11. | Are sexually offensive materials(s) displayed by members of this unit? | 4 | 3 | 2 | 1 |

| No. | Question | None | Slight | Moderate | High | Very High | Extremely High |
|---|---|---|---|---|---|---|---|
| 12. | What level of conflicts/stress are you experiencing in this unit? | 6 | 5 | 4 | 3 | 2 | 1 |

| No. | Question | 14 or more days | 11-13 days | 8-10 days | 4-7 days | 1-3 days |
|---|---|---|---|---|---|---|
| 13. | Usually, how far in advance do you know the unit training schedule; that is, where **you** will be and what **you** will be doing? | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Extremely helpful | Very helpful | Moderately helpful | Slightly helpful | Not at all helpful |
|---|---|---|---|---|---|---|
| 14. | During your last permanent change of station - PCS - move (to this unit), how helpful was this unit? | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 15. | To what extent do the persons in your chain of command treat you with respect? | 5 | 4 | 3 | 2 | 1 |

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| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 16. | The leaders in my unit or place of duty show a real interest in the welfare of families. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 17. | The leaders in my unit or place of duty show a real interest in the welfare of single soldiers. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very well prepared | Well prepared | Moderately prepared | Not well prepared | Not at all prepared |
|---|---|---|---|---|---|---|
| 18. | Describe how well prepared this unit is to perform its wartime duties or mission. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very high | High | Moderate | Low | Very low |
|---|---|---|---|---|---|---|
| 19. | How would you rate your current level of morale. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | No | Yes, but it really didn't affect or bother me | Yes, and it did affect or bother me, |
|---|---|---|---|---|
| 20. | During the last 12 months, have you been sexually harassed by someone in this unit? | 1 | 2 | 3 |

| No. | Question | No | Yes, racial | Yes, religious | Yes, gender (sex) | Yes, national origin |
|---|---|---|---|---|---|---|
| 21. | During the last 12 months, have you been subjected to discrimination in this unit? **Circle all that apply** | 1 | 2 | 3 | 4 | 5 |

| No. | Question | No | Yes |
|---|---|---|---|
| 22. | I would report an incident of sexual harassment or discrimination to my chain of command. | 1 | 2 |

| No. | Question | Male | Female |
|---|---|---|---|
| 23. | Are you male or female? | 1 | 2 |

| No. | Question | Black | White | *Other |
|---|---|---|---|---|
| 24. | What is your racial or ethnic background? | 1 | 2 | 3 |

* Other is Hispanic, Asian, Pacific Islander, Native American, Eskimo or Aleut

**Please list three things that are going very well in this unit.**

1. _____
2. _____
3. _____

**Please list three things that most need improvement in this unit.**

1. _____
2. _____
3. _____

***THANK YOU FOR COMPLETING THIS SURVEY***

AC and AGR Command Climate Assessment Survey (Version 1.4)

# Appendix H
## RESERVE COMPONENT COMMAND CLIMATE SURVEY (VERSION 1.2) COMMANDER'S GUIDE

1. **PURPOSE.** The attached Command Climate Survey is for use in Reserve Component units, except AGR. It provides you with a tool for reviewing the climate of your unit, such as an assessment upon assumption of command IAW AR 600-20 (Command Policy). Unit "climate" factors such as leadership, cohesion, morale, and the human relations environment have a direct impact on the effectiveness of your unit. Use of survey is mandatory for company commanders within 90 days of assuming command and annually thereafter. For the materials, see our website http://www.odcsper.army.mil (check on "enter here", information index", Human Resources", "Command Climate Survey").

2. **SCOPE**. The **Command Climate Survey** briefly addresses 20 climate areas (question numbers in parentheses): Officer leadership (1), NCO leadership (2), Immediate supervisor (7), Leader accessibility (4,5), Leader concern for families (16), Leader concern for single soldiers (17), Unit cohesion (3,6), Counseling (8), Training (9), Racist materials (10), Sexually offensive materials (11), Stress (12), Training schedule (13), Sponsorship (14), Respect (15), Unit readiness (18), Morale (19), Sexual harassment (20), Discrimination (21), and Reporting harassment/discrimination incidents (22). Additional questions on gender and race are asked. Space is provided for comments on unit strengths and areas most needing improvement.

3. **USE.** The survey is designed as a self-contained, stand-alone tool for you as a commander. You will administer the survey, score or tally the results, and conduct your own analysis to assess your unit's current climate. The survey results may provide indicators of strengths and issues in your unit. As a commander, you should use additional methods to assess the unit climate, such as observations, personal interviews, reports, and other unit data.

4. **ADDITIONAL INSTRUCTIONS.**

a. **Administration Procedures**. All basic steps are performed at the unit level:

(1) Make copies of the 2-page questionnaire which is attached. Staple the pages, if necessary.

(2) Use a roster to ensure all members of the unit complete the survey.

(3) Arrange for a time and place for soldiers to complete the 6- to 10-minute questionnaire, ensuring the individual's privacy is protected so responses are anonymous, and there will be no interruptions.

(4) Explain to soldiers why the survey is being conducted and how the results will be used.

(5) Distribute a copy of the survey and a blank envelope to each soldier. Instruct the soldiers to complete the survey, place the completed survey in the envelope, and seal it.

(6) Provide a drop box to facilitate further the anonymity of respondents.

(7) Score/tally the responses, using the worksheet on the following page.

(8) Analyze the data.

(9) Summarize the findings.

(10) Report the findings to the unit.

b. **Scoring.** Use the worksheet on the next page to score/tally the responses for the questionnaire.

(1) For each question, place a mark in the appropriate box on the worksheet that corresponds to the individual's response. Repeat the process for all questions and for all completed questionnaires.

(2) Count the **NUMBER OF RESPONSES** for each of the response categories for a question and enter that count in the appropriate response category column on the worksheet.

(3) Add the **NUMBER OF RESPONSES** for all response categories for the question. Enter this number--the **TOTAL NUMBER OF RESPONSES** for the question--in the column labeled "Total. "

(4) Divide the **NUMBER OF RESPONSES** for each response category by the **TOTAL NUMBER OF RESPONSES**, yielding a **PERCENT** figure for each response category. Enter the **PERCENT** figure in the appropriate column on the worksheet.

(5) For Question 21, which allows multiple responses, count the number of persons who answered the question, and use that number for the **TOTAL NUMBER OF RESPONSES**.

c. **Analysis.**

(1) Use methods such as rank-ordering from highest to lowest to compare the percent figures for similar questions. Do this for both the "positive" (such as Strongly agree/Agree) and "negative" responses (such as Disagree/Strongly disagree).

(2) Develop an action plan focusing on those areas most in need of improvement and areas of strength to be maintained.

(3) For more detailed information see the computer-based training package on our website.

## SCORING WORKSHEET

| QUESTION NUMBER | Strongly agree/Agree | Neither agree nor disagree | Strongly disagree/ Disagree | Total |
|---|---|---|---|---|
| Q1: Officers care | | | | |
| Q2: NCOs care | | | | |
| Q3: Enlisted care | | | | |
| Q4: Easy to see CO | | | | |
| Q5: Easy to see 1SG | | | | |
| Q6: Work well together | | | | |
| Q7: Supervisor example | | | | |
| Q8: Counseling/coaching | | | | |
| Q9: Get training needed | | | | |
| | No | Yes, once in a while | Yes, frequently, very frequently | Total |
| Q10: Racist materials | | | | |
| Q11: Sexist materials | | | | |
| | None/Slight | Moderate | High-Very High | Total |
| Q12: Level of stress | | | | |
| | 1-2 months | 3-4 months | 5 or more months | Total |
| Q13: Months training schedule posted in advance | | | | |
| | Extremely, Very, Moderately helpful | Slightly, Not at all helpful | | Total |
| Q14: Unit in-processing | | | | |
| | Very great, Great, Moderate extent | Slight extent, Not at all | | Total |
| Q15: Treated with respect | | | | |
| Q16: Interest in families | | | | |
| Q17: Interest in single soldiers | | | | |
| | Very well, Well, Moderately prepared | Not well, Not at all prepared | | Total |
| Q18: Perform wartime mission | | | | |
| | Very high, High, Moderate | Low, Very low | | Total |
| Q19: Own morale | | | | |
| | No | Yes, not affected | Yes, affected | Total |
| Q20: Sexually harassed | | | | |
| | Marked | Not marked | | Total |
| Q21. 1 No, not discriminated | | | | |
| Q21. 2 Yes, racial | | | | |
| Q21. 3 Yes, religious | | | | |
| Q21. 4 Yes, gender (sex) | | | | |
| Q21. 5 Yes, national origin | | | | |
| | No | Yes | | Total |
| Q22: Report incident | | | | |
| | Male | Female | | Total |
| Q23: Gender | | | | |
| | Black | White | Other | Total |
| Q24: Race/ethnicity | | | | |

## INSTRUCTIONS

Your open, honest responses are needed to provide information for decisions affecting your unit.

- The survey is anonymous.
- Only group statistics will be reported
- Circle the number to indicate your response for each question.
- Put the completed survey in the envelope provided.
- Place the survey/envelope in the drop box or return it to the person who gave it to you.

| No. | Statement | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 1. | Officers in this unit care about what happens to their soldiers. | 5 | 4 | 3 | 2 | 1 |
| 2. | NCOs in this unit care about what happens to their soldiers. | 5 | 4 | 3 | 2 | 1 |
| 3. | Junior enlisted members in this unit care about what happens to each other. | 5 | 4 | 3 | 2 | 1 |
| 4. | It is easy for soldiers in this unit to see the CO about a problem. | 5 | 4 | 3 | 2 | 1 |
| 5. | It is easy for soldiers in this unit to see the 1SG about a problem. | 5 | 4 | 3 | 2 | 1 |
| 6. | Members in my work unit work well together as a team. | 5 | 4 | 3 | 2 | 1 |
| 7. | In terms of habits and on-the-job behavior, my immediate supervisor sets the right example by his/her actions. | 5 | 4 | 3 | 2 | 1 |
| 8. | I receive the counseling and coaching needed to advance in my career. | 5 | 4 | 3 | 2 | 1 |
| 9. | I receive the training needed to perform my job well. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | No | Yes, once in a while | Yes, frequently | Yes, very frequently |
|---|---|---|---|---|---|
| 10. | Are racist material(s) displayed by members of this unit? | 4 | 3 | 2 | 1 |
| 11. | Are sexually offensive material(s) displayed by members of this unit? | 4 | 3 | 2 | 1 |

| No. | Question | None | Slight | Moderate | High | Very High | Extremely High |
|---|---|---|---|---|---|---|---|
| 12. | What level of conflicts/stress are you experiencing in this unit? | 6 | 5 | 4 | 3 | 2 | 1 |

| No. | Question | 14 or more days | 11-13 days | 8-10 days | 4-7 days | 1-3 days |
|---|---|---|---|---|---|---|
| 13. | Usually, how far in advance do you know the unit training schedule; that is, where **you** will be and what **you** will be doing? | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Extremely helpful | Very helpful | Moderately helpful | Slightly helpful | Not at all helpful |
|---|---|---|---|---|---|---|
| 14. | During your assignment to unit, how helpful was this unit with your transition? | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 15. | To what extent do the persons in your chain of command treat you with respect? | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 16. | The leaders in my unit or place of duty show a real interest in the welfare of families. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very great extent | Great extent | Moderate extent | Slight extent | Not at all |
|---|---|---|---|---|---|---|
| 17. | The leaders in my unit or place of duty show a real interest in the welfare of single soldiers. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very well prepared | Well prepared | Moderately prepared | Not well prepared | Not at all prepared |
|---|---|---|---|---|---|---|
| 18. | Describe how well prepared this unit is to perform its wartime duties or mission. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | Very high | High | Moderate | Low | Very low |
|---|---|---|---|---|---|---|
| 19. | How would you rate your current level of morale. | 5 | 4 | 3 | 2 | 1 |

| No. | Question | No | Yes, but it really didn't affect or bother me | Yes, and it did affect or bother me, |
|---|---|---|---|---|
| 20. | During the last 12 months, have you been sexually harassed by someone in this unit? | 1 | 2 | 3 |

| No. | Question | No | Yes, racial | Yes, religious | Yes, gender (sex) | Yes, national origin |
|---|---|---|---|---|---|---|
| 21. | During the last 12 months, have you been subjected to discrimination in this unit? **Circle all that apply** | 1 | 2 | 3 | 4 | 5 |

| No. | Question | No | Yes |
|---|---|---|---|
| 22. | I would report an incident of sexual harassment or discrimination to my chain of command. | 1 | 2 |

| No. | Question | Male | Female |
|---|---|---|---|
| 23. | Are you male or female? | 1 | 2 |

| No. | Question | Black | White | *Other |
|---|---|---|---|---|
| 24. | What is your racial or ethnic background? | 1 | 2 | 3 |

* Other is Hispanic, Asian, Pacific Islander, Native American, Eskimo or Aleut

**Please list three things that are going very well in this unit.**

1. _____
2. _____
3. _____

**Please list three things that most need improvement in this unit.**

1. _____
2. _____
3. _____

***THANK YOU FOR COMPLETING THIS SURVEY***

# Appendix I
# Ethical Climate Assessment Survey (ECAS)

An Ethical Climate is one in which our stated Army values are routinely articulated, supported, practiced and respected. The Ethical Climate of an organization is determined by a variety of factors, including the individual character of unit members, the policies and practices within the organization, the actions of unit leaders, and environmental and mission factors. Leaders should periodically assess their unit's ethical climate and take appropriate actions to maintain the high ethical standards expected of all Army organizations. This survey will assist you in making these assessments and in identifying the actions necessary to accomplish this vital leader function. FM 22-100, Army Leadership, provides specific leader actions necessary to sustain or improve your ethical climate, as necessary.

**INSTRUCTIONS**

Answer the questions in this survey according to how you currently perceive your unit and your own leader actions, NOT according to how you would prefer them to be or how you think they should be. This information is for your use, (not your chain-of-command) to determine if you need to take action to improve the Ethical Climate in your organization.

| **Section I. Individual Character - "Who are we?" This section focuses on your organization's members commitment to Army values. Please answer the following questions based on your observations of the ethical commitment in your unit. (This means your immediate unit. If you are a squad leader, it means you and the squad. If you are a civilian supervisor, it means you and your section). Use the following scale for the questions in Sections I and II. (1= Strongly Disagree; 2 = Disagree; 3 = Neither Agree nor Disagree; 4 = Agree; 5 = Strongly Agree)** | Your Evaluation |
|---|---|
| A. In general, the members of my unit demonstrate a commitment to Army values. | |
| B. The members of my unit typically accomplish a mission by doing the right thing rather than compromising Army values. | |
| C. I understand, and I am committed to, the Army's values as outlined in FM 22-100, Army Leadership. | |
| **Add Values (Section I, A through C)** | |

| **Section II - Unit/Workplace Policies and Practices - "What do we do?" This section focuses on what you, and the leaders who report to you do to maintain and ethical climate in your workplace. (This does not mean your superiors. Their actions will be addressed in Section IV).** | Your Evaluation |
|---|---|
| A. We provide clear instructions which help prevent unethical behavior. | |
| B. We promote an environment in which subordinates can learn from their mistakes. | |
| C. We maintain appropriate, not dysfunctional, levels of stress and competition in our unit. | |
| D. We discuss ethical behavior and issues during regular counseling sessions. | |
| E. We maintain an organizational creed, motto, and/or philosophy that is consistent with Army values. | |
| F. We submit unit reports that reflect accurate information. | |
| G. We ensure unit members are aware of, and are comfortable using, the various channels available to report unethical behavior. | |
| H. We treat fairly those individuals in our unit who report unethical behavior. | |
| I. We hold accountable (I.e. report and / or punish) members of our organization who behave unethically. | |
| **Add Values (Section II, A through I)** | |

| **Section III - Unit Leader Actions - "What do I do?" This section focuses on what you do as the leader of your organization to encourage an ethical climate. Use the following scale for all questions in this section (1 = Never; 2 = Hardly Ever; 3 = Sometimes; 4 = Almost Always; 5 = Always)** | Your Evaluation |
|---|---|
| A. I discuss Army values in orientation programs when I welcome new members to my organization. | |
| B. I routinely assess the ethical climate of my unit (I.e., sensing sessions, climate surveys, etc.) | |
| C. I communicate my expectations regarding ethical behavior in my unit, and require subordinates to perform tasks in an ethical manner. | |

# Appendix I
# Ethical Climate Assessment Survey (ECAS)

| Section III - Unit Leader Actions - "What do I do?" (Continued). Use the following scale for all questions in this section (1 = Never; 2 = Hardly Ever; 3 = Sometimes; 4 = Almost Always; 5 = Always) | Your Evaluation |
|---|---|
| D. I encourage discussions of ethical issues in After Action Reviews, training meeting, seminars, and workshops. | |
| E. I encourage unit members to raise ethical questions and concerns to the chain of command or other individuals, if needed (I.e., chaplain, IG, EO, etc.) | |
| F. I consider ethical behavior in performance evaluations, award and promotion recommendations, and adverse personnel actions. | |
| G. I include maintaining a strong ethical climate as one of my unit's goals and objectives. | |
| **Add Values (Section III, A through G)** | |

| Section IV - Environmental/Mission Factors - "What surrounds us?" This section focuses on the external environment surrounding your organization. Answer the following questions to assess the impact of these factors on the ethical behavior in your organization. Use the following scale for all questions in this section (1 = Strongly Agree; 2 = Agree; 3 = Neither Agree nor Disagree; 4 = Disagree; 5 = Strongly Disagree) | Your Evaluation |
|---|---|
| A. My unit is currently under an excessive amount of stress (I.e., inspections, limited resources, frequent deployments, training events, deadlines, etc.) | |
| B. My higher unit leaders foster a "zero defects" outlook on performance, such that they do not tolerate mistakes. | |
| C. My higher unit leaders over-emphasize competition between units. | |
| D. My higher unit leaders appear to be unconcerned with unethical behavior as long as the mission is accomplished. | |
| E. I do not feel comfortable bringing up ethical issues with my supervisors. | |
| F. My peers in my unit do not seem to take ethical behavior very seriously. | |
| **Add Values (Section IV, A through F)** | |

| Section V - Place the total score from each section in the spaces below: A score of 1 or 2 on any question requires some immediate leader action | Your Evaluation |
|---|---|
| Section I - Individual Character Total Score | |
| Section II - Leader Action Total Score | |
| Section III - Unit policies and Procedures Total Score | |
| Section IV - Environmental/Mission Factors Total Score | |
| **ECAS Total Score (Sections I + II + III = IV)** | |

| ECAS Analysis | Check Appropriate Block |
|---|---|
| ECAS Total Score 25 - 75: Take immediate action to improve ethical climate | |
| ECAS Total Score 76 - 100: Take action to improve ethical climate | |
| ECAS Total Score 101 - 125: Maintain a healthy ethical climate | |

# Appendix J
## MEMORANDUM FORMAT: REQUEST FOR MASTER CERTIFICATION

**DEPARTMENT OF THE ARMY**
**Company B, 2/5th infantry**
**546 Tank Road**
**Fort Hood, TX 00000-0000**

**REPLY TO**
**ATTENTION OF**

AFRC-XXX-X (351a) *Type Date Prepared*

MEMORANDUM THRU *(Your Chain of Command)*

FOR Commander, *(The MSCs are the approval authority for master certification)*

SUBJECT: Consideration of Others Master Facilitator Certification (*Type requester's grade and full name*)

1. Request subject individual be awarded the Consideration of Others Master Facilitator Certification certificate (USARC Form 102-R-E).

2. The requesting individual has successfully completed the 5-day facilitator-training program and facilitated 20 (or more) small-group sessions within the organization.

BILLY W. SMEDLAP
Captain, INF
Company Commander

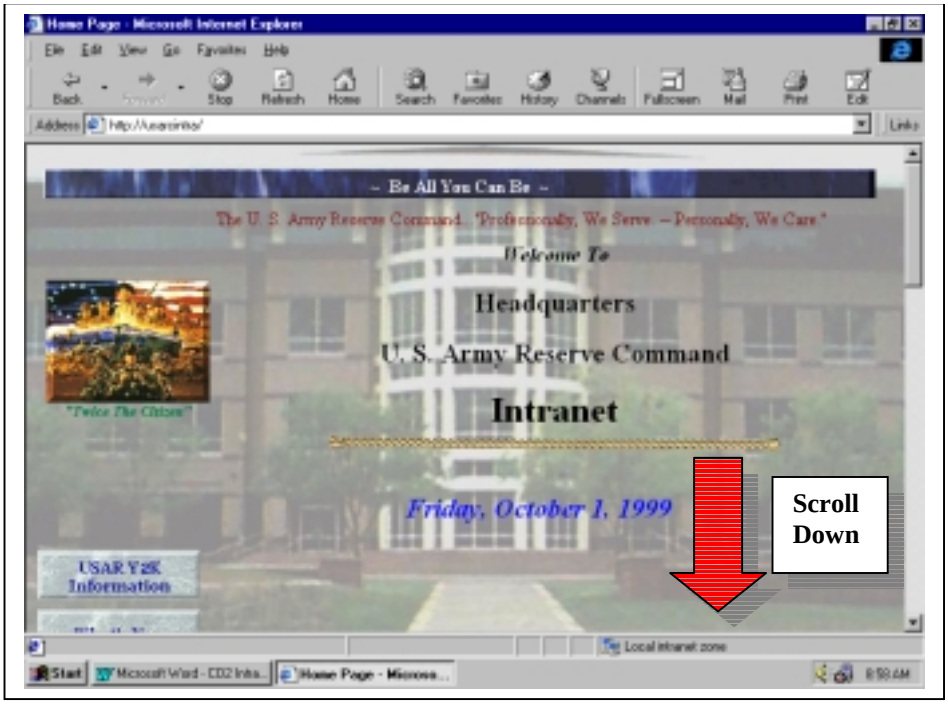
# Appendix K
## INSTRUCTIONS FOR ACCESSING THE USARCINTRA

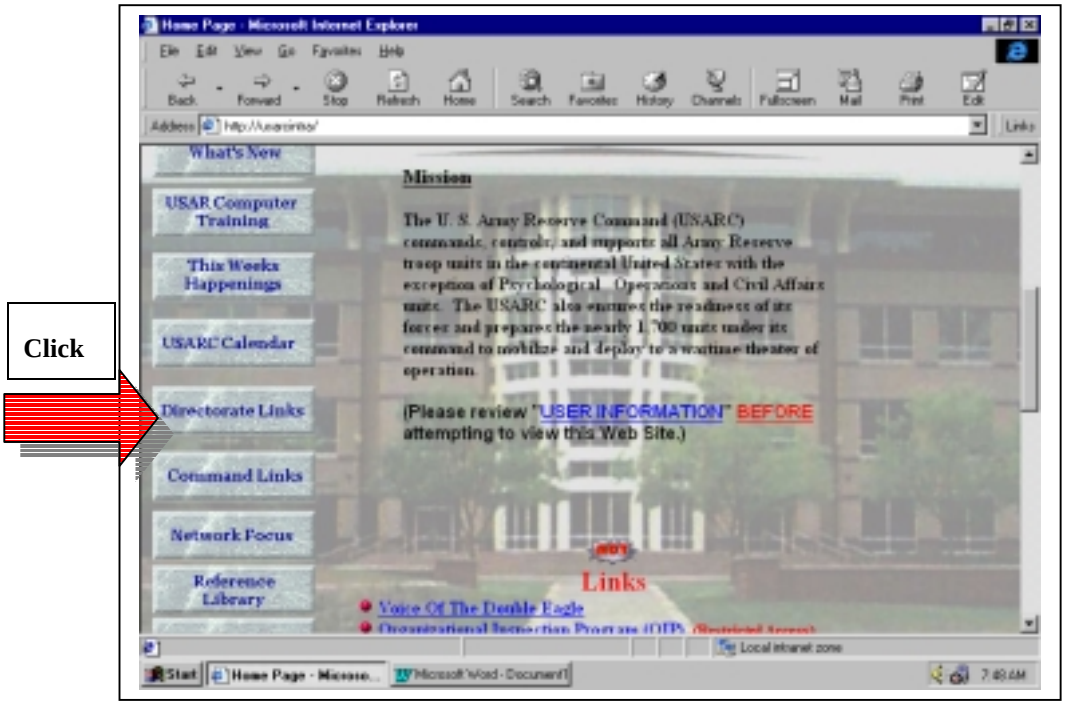
To access the USARC electronic Consideration of Others facilitator training and small-group Discussion analysis reports template (USARC Form 99-R) you must first log onto the USARC Intranet. The proceeding pictorial instructions will assist you in accomplishing this task. Additional instructions are provided to help you in downloading and completing the revised USARC Form 99-R (1 Oct 99).

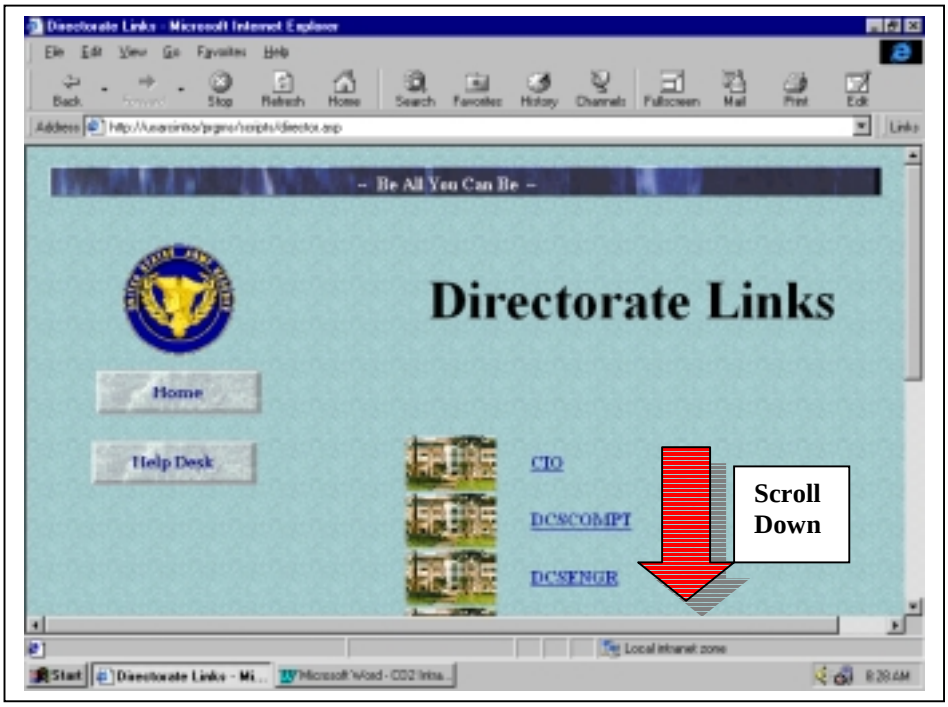
**Note**: To begin, open your Web Page browser and locate the "address" window.

**Note**: Type in the address window, http://usarcintra/, and then press "Enter."

**Note:** When the system successfully connects to the USARC Intranet, the screens below will appear on your computer monitor.

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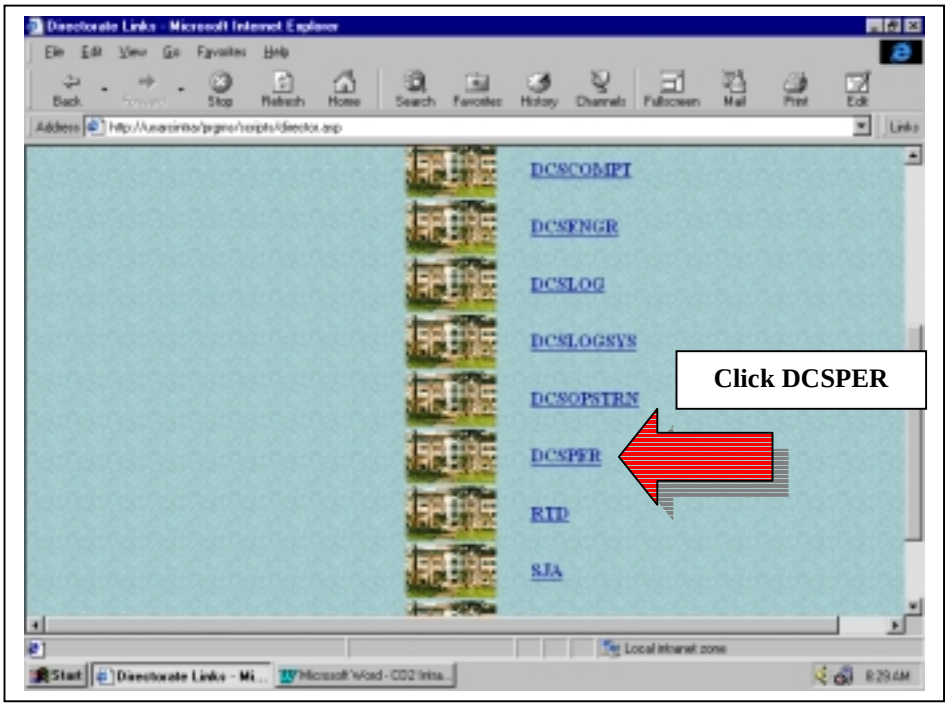
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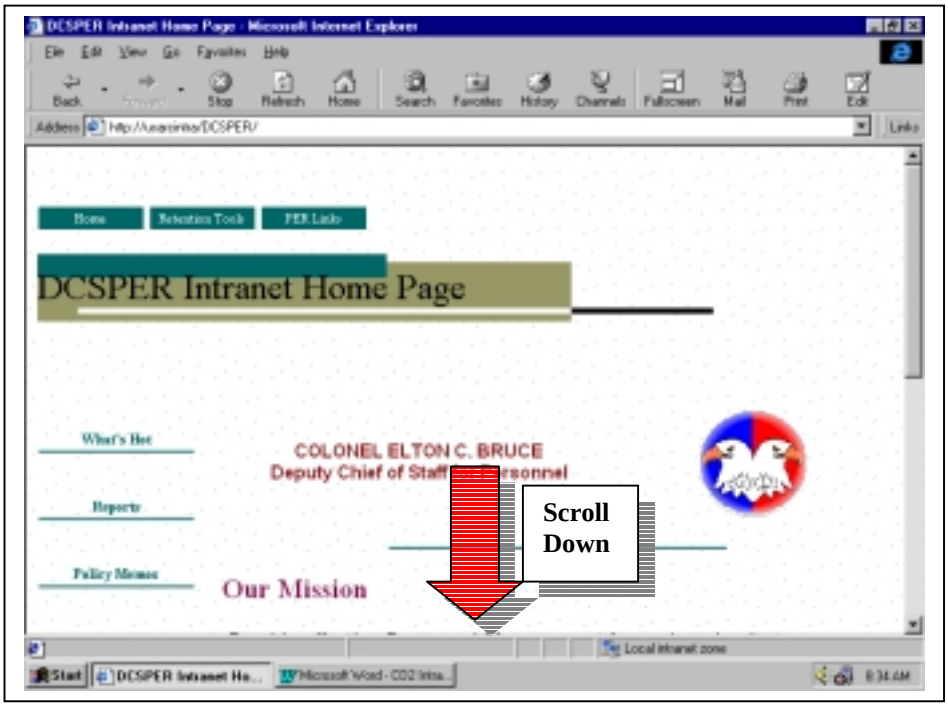
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What's Hot
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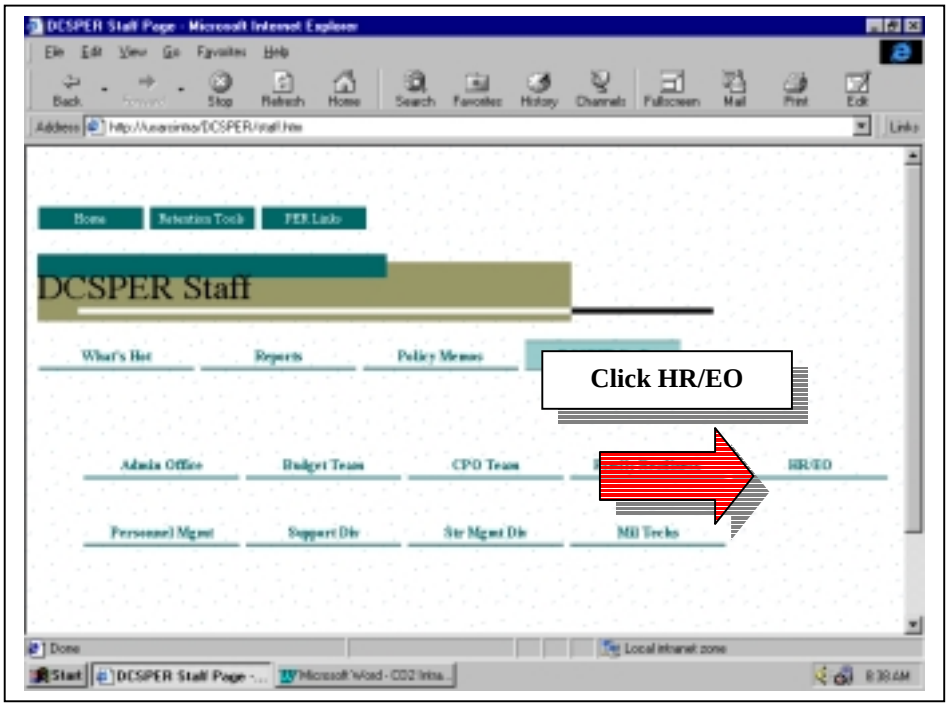
Deputy Chief of Staff
Our Mission
Scroll Down

DCSPER Intranet Home Page - Microsoft Internet Explorer
What's Hot
Reports
Policy Memos
DCSPER Staff
COLONEL ELTON C. BRUCE
Deputy Chief of Staff for Personnel
Our Mission
Provide effective Personnel Management for assigned units to improve personnel readiness through operation, service and support programs.
Contact Information
Telephone
Admin Officer: Ms. Sherrie Glass (404) 464-9004
Webmaster: Mr. Thomas Cook (404) 464-9033
Click DCSPER Staff


DCSPER Staff Page - Microsoft Internet Explorer
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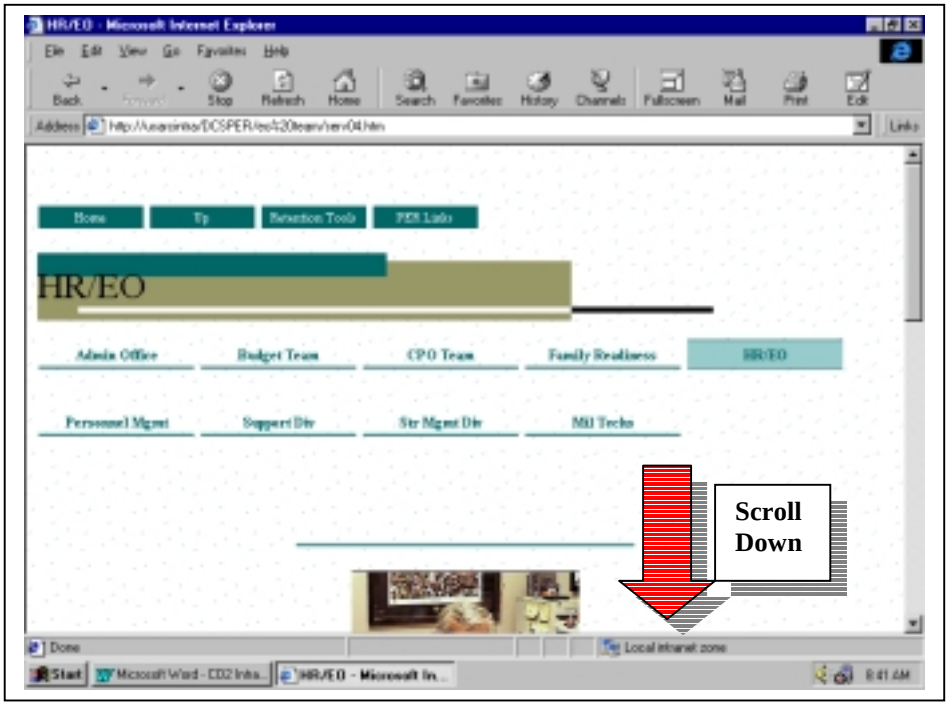
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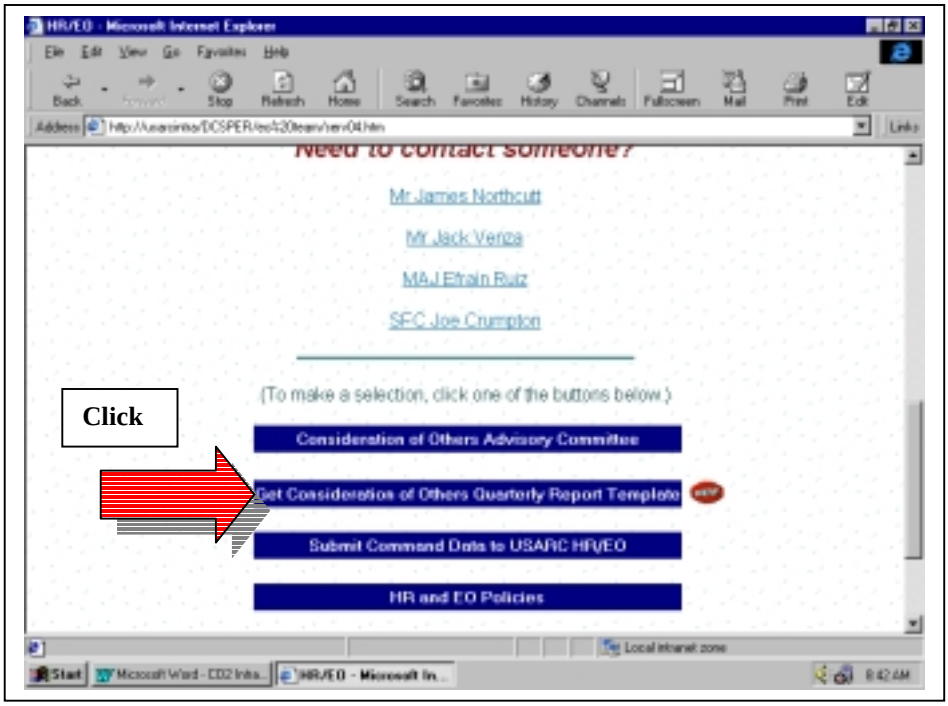
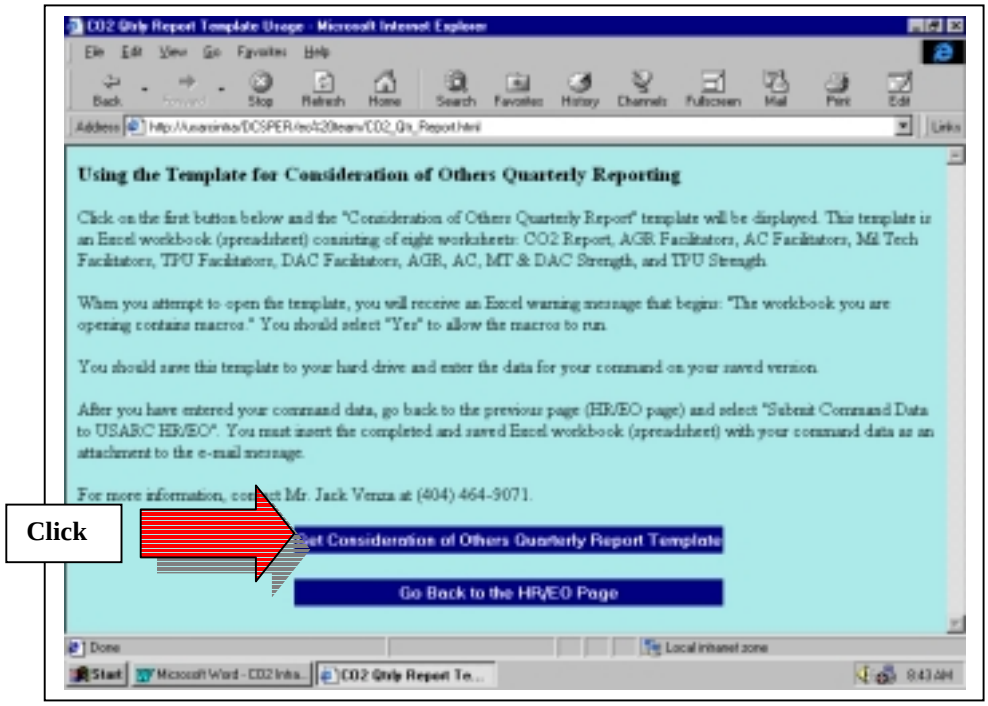
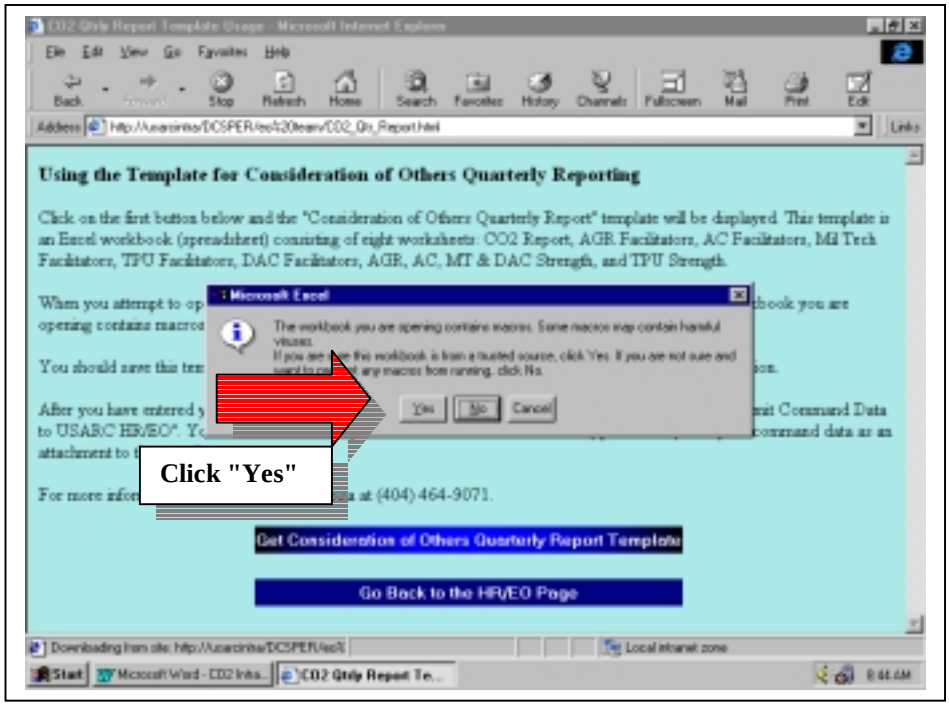

HR/EO - Microsoft Internet Explorer
Need to contact someone?
Mr James Northcutt
Mr Jack Venza
MAJ Efrain Ruiz
SFC Joe Crumpton
(To make a selection, click one of the buttons below.)
Click
Consideration of Others Advisory Committee
Get Consideration of Others Quarterly Report Template
Submit Command Data to USARC HR/EO
HR and EO Policies


CO2 Qtrly Report Template Usage - Microsoft Internet Explorer
Using the Template for Consideration of Others Quarterly Reporting
Click on the first button below and the "Consideration of Others Quarterly Report" template will be displayed. This template is an Excel workbook (spreadsheet) consisting of eight worksheets: CO2 Report, AGR Facilitators, AC Facilitators, Mil Tech Facilitators, TPU Facilitators, DAC Facilitators, AGR, AC, MT & DAC Strength, and TPU Strength.
When you attempt to open the template, you will receive an Excel warning message that begins: "The workbook you are opening contains macros." You should select "Yes" to allow the macros to run.
You should save this template to your hard drive and enter the data for your command on your saved version.
After you have entered your command data, go back to the previous page (HR/EO page) and select "Submit Command Data to USARC HR/EO". You must insert the completed and saved Excel workbook (spreadsheet) with your command data as an attachment to the e-mail message.
For more information, contact Mr. Jack Venza at (404) 464-9071.
Click
Get Consideration of Others Quarterly Report Template
Go Back to the HR/EO Page


Using the Template for Consideration of Others Quarterly Reporting
Click "Yes"
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# Appendix L

## ICEBREAKER EXERCISE

## Who's Here?

**Introduction:** *Have all participants stand on one-side of the room as you read the following. Give yourself sufficient space so students can move from one-side of the room to the other side.*

*Facilitator*:

This exercise will teach us about individual identity, group diversity, and inclusiveness. This exercise will elicit personal feeling from the group members related to personal identity and acceptance, experiences of bias and discrimination, desire for connection without compromising integrity. We as facilitators are prepared to deal with such feelings.

**Our Goals Are:**

1. To orient the members of the group to thinking about individual identity and identify group membership.
2. Identify diversity within the group.
3. To get participants thinking about the feelings attached to belonging to a group and not belonging to a group.

**Objectives:**

Participants will be able to –

1. Identify the identity groups they belong to.
2. Identify the identity groups present within the room.
3. Talk about feelings attached to identity group membership or non-membership.
4. Talk about themselves and others in terms of identity groups.

**Description:**

*Facilitator:*

I will read from a list of questions, which identifies selected groups. When you hear a phrase that describes you, please come to the other side of the room and face the individuals that are not in your group. It is important that you have eye-to-eye contact with all members outside your group. When eye-to-eye contact is accomplished with the other members, we will again form-up as one large group. As we conduct this exercise, please pay particular attention to the feelings and non-verbs of the other participants when they come in the front of the group or when they don't come in the front of the group. Now, some identities that I identify may be considered risky for some to claim in certain settings. However, I will make a safe environment for all participants. Are there any questions before we begin the exercise? If not, let us start the Who' Here exercise.

1. Who here is over 30 years old? Please come to the other side of the room and face the other group before you.

*(Note: Have students return to other side of the room. Repeat this procedure following each question.)*

2. Who here is the oldest child?
3. Who here is the youngest child?
4. Who here is an only child?
5. Who here is married?
6. Who here is divorced?
7. Whom here did two parents raise?
8. Who here lives near the sea?
9. Who here lives near the mountains?
10. Who here lives in the city?
11. Who here has a dog?
12. Who here has a cat?
13. Who here likes sports?
14. Who here likes movies?

15. Who here is a man?
16. Who here is a woman?
17. Who here is Jewish?
18. Who here is Christian or raised Christian?
19. Who here is of another religious background?
20. Who here is a person of color?
21. Who here is white?
22. Who here is Hispanic?
23. Who here is Asian?
24. Who here is Black or African?
25. Who here is Indian?
26. Who here is Native American?
27. Who here knows someone who is gay, lesbian, or bisexual?
28. Who here has had a family member commit suicide?
29. Who here has had a friend or neighbor commit suicide?
30. Who here has experienced discrimination?
31. Who here has experienced personal hatred from other groups?

**Process:**

*Facilitator:*

Let us now take our seats so we may process the exercise.

1. How did you feel being identified for these groups?
2. Did anyone <u>not</u> stand up front, even though they were a member of that group?
3. Was anyone confused?
4. What description made you feel proud?
5. What description made you feel uncomfortable?
6. Did any description make you feel ashamed?
7. What did you learn from this exercise?
8. How can you use the knowledge back in our organization? *This last question will end this exercise.*

## GLOSSARY (Abbreviations)

AAP ..... Affirmative Action Plan

AC..... Active Component

AGR..... Active Guard Reserve

ATRRS ..... Army Training Requirement and Resources System

CAR ..... Chief, Army Reserve

CCAS..... Command Climate Assessment Survey

DAC..... Department of the Army Civilian

DEOMI ..... Defense Equal Opportunity Management Institute

ECAS ..... Ethical Climate Assessment Survey

EO..... Equal Opportunity

EOA ..... Equal Opportunity Advisor

EOL ..... Equal Opportunity Leader

EOR ..... Equal Opportunity Representative

EORC..... Equal Opportunity Representative Course

EOSA ..... Equal Opportunity Staff Adviser

FTS ..... Full Time Support

HREO ..... Human Relations and Equal Opportunity

LAP..... Leadership Action Plan

MEOCS..... Military Equal Opportunity Climate Survey

MT ..... Military Technician

POSH ..... Prevention of Sexual Harassment

RC ..... Reserve Component

RSC..... Regional Support Command

TPU..... Troop Program Unit

USAR..... U.S. Army Reserve

USARC ..... U.S. Army Reserve Command