



Sergeant Major of the Army's "Not in My Squad" (NIMS) Initiative

Facilitator's Protocol for Conducting a 3-Day Working Group

[UNIT]

[LOCATION]

[DATES]

WORKING GROUP TOPIC #1: IDENTITY

What is the Squad Leader's Role in Building Unit Climate?

<p>Facilitator Dialogue: Hello everyone. My name is [YOUR FIRST AND LAST NAME].</p> <p>I am a [POSITION OR ASSIGNMENT] with the [UNIT, AGENCY, OR ORGANIZATION].</p> <p>I will be facilitating your discussions and helping you prepare for your backbrief so that on [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)] you will be as effective as possible when discussing your experiences, successes, and challenges with [SENIOR LEADER(S) ATTENDING BACKBRIEF].</p> <p>Before we get started, I would like to go over a few details about your participation.</p>	<p>Easel Pad, Page 1</p> <div data-bbox="951 478 1382 968" style="border: 1px solid black; padding: 10px; text-align: center;"><p>NOT IN MY SQUAD (NIMS) WORKSHOP</p><p>[Installation Name]</p><p>GROUP #[]</p><p>1</p></div>
<p>Facilitator Dialogue: This is a voluntary workshop, and you were invited to participate because you have demonstrated an ability to build positive working and living environments for your Soldiers.</p> <p>I will be using a group discussion format to help you work through the topics and prepare for your backbrief on [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)].</p> <p>If you prefer not to answer any particular questions, I ask that you sit quietly while others participate in the discussion. You will not be penalized for not answering.</p> <p>However, I really want to hear from you and encourage you to speak up if you have something to say – especially if you've had different experiences from one another.</p>	<p>Easel Pad, Page 1</p> <div data-bbox="951 1171 1382 1661" style="border: 1px solid black; padding: 10px; text-align: center;"><p>NOT IN MY SQUAD (NIMS) WORKSHOP</p><p>[Installation Name]</p><p>GROUP #[]</p><p>1</p></div>

Facilitator Dialogue:

Our discussions are not evaluative of performance in any way – be it your performance, your Soldiers’ performance, or your leaders’ performance.

There are no “right” or “wrong” answers, and I am not here to judge you.

You are the experts.

I am here solely to help you work through the discussion topics and prepare for your backbrief to [SENIOR LEADER(S) ATTENDING BACKBRIEF].

They want your unfiltered feedback so please speak openly.

Easel Pad, Page 1

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP #[]

1

Facilitator Dialogue:

What you say in the group discussions will not be connected to your name or your unit.

I will maintain your confidentiality, and I ask that you respect one another by not sharing the specifics of our discussions with outsiders.

Names, names of specific leaders, names of units, details of specific events – all of those things should remain between us.

That being said, the Not in My Squad workshop was not designed to be a sensing session. We will discuss the challenges you face when trying to build positive unit climates – your senior leaders want to understand those challenges so they can make things better for you – but they also want to know what you can do to help improve unit climate and the solutions you can generate and help disseminate out to the force.

You are the future of the Army.

Easel Pad, Page 1

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP #[]

1

Facilitator Dialogue:

On [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)], each group will be providing [SENIOR LEADER(S) ATTENDING BACKBRIEF] with a 15-minute backbrief on the results of our discussions.

This is your opportunity to have your voice heard – to tell [HIM/HER THEM] what you need help with – and what you do well.

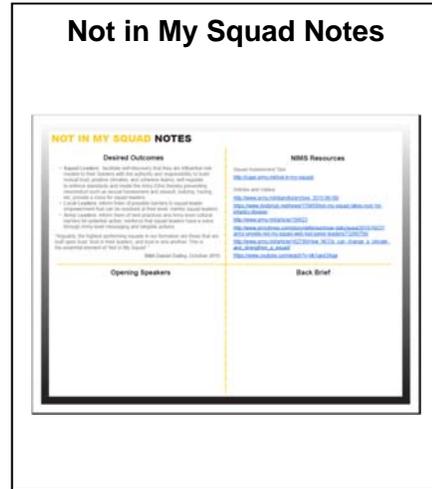
I recommend that you take notes as we go, and that you mark any topics that you want to remember to include in your backbrief.

Facilitator Action:

Hold up a copy of the handout titled “Not in My Squad Notes.”

[“IN FRONT OF YOU” OR “IN YOUR PACKET”] you will find a form for taking notes, but you may need more space so we do have note pads for you.

Handout

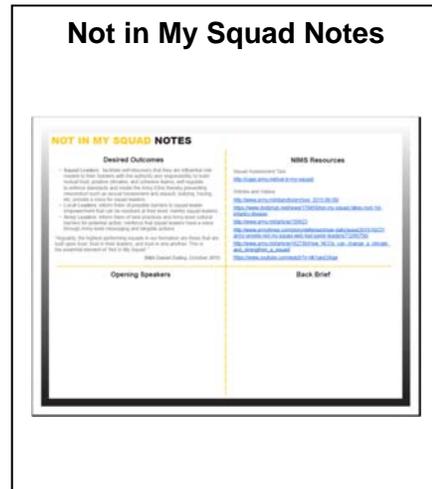


Facilitator Dialogue:

After you complete this workshop, you may want to lead a similar event like this for other squad leaders or your own Soldiers. The SMA wants NIMS to be a grass-roots initiative and is relying on your efforts to keep it going. Your senior leaders might also ask you to plan and conduct a workshop, because you will one of the few NCOs in your formation who have been to a NIMS workshop. Either way, I recommend that you take as many notes as possible, so that you will have something to refer back to in the future if you need it.

The protocol I am using to guide your discussion, all of the written exercises, and the planning documents we used to coordinate this event will be available to you through the CAPE website. I can also email them to you, if you prefer, and will be happy to help you with any questions you might have about leading your own working group.

Handout



Facilitator Action:

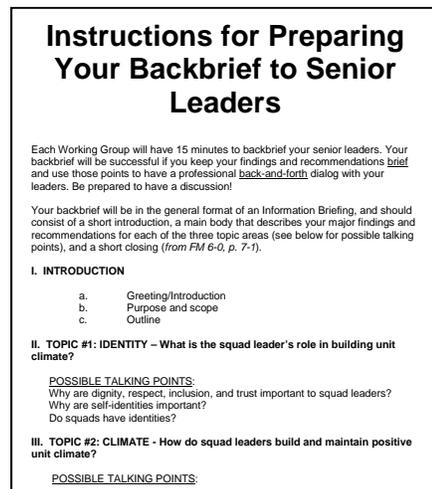
Hold up a copy of the handout titled "Instructions for Preparing a NIMS Backbrief."

Facilitator Dialogue:

["IN FRONT OF YOU" OR "IN YOUR PACKET"] you will find instructions for preparing your backbrief.

Take a look at these instructions during your breaks today, and this evening, so that you will be ready to prepare your backbrief on [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)].

Handout



Facilitator Dialogue:

We will take breaks approximately every hour.

There are latrines located [PROVIDE DIRECTIONS] and drinks and snacks located [PROVIDE DIRECTIONS].

If you need to go to the latrines between breaks, feel free to quietly excuse yourself.

In case of an emergency, we ask that you go to [PROVIDE DIRECTIONS].

Easel Pad, Page 1

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP [#]

1

Facilitator Dialogue:

And, finally, you all come from a variety of MOSs and units, so we will be using “squad leader” as an all-inclusive term.

Is everyone ok with that?

Are there any questions?

Easel Pad, Page 1

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP [#]

1

Facilitator Dialogue:

Let's take a few minutes to get to know one another.

Do any of you know one another already?

Participants' Action:

Participants may raise their hands to indicate that they know other squad leaders in the group.

Facilitator Dialogue:

Ok, good.

Facilitator Note:

Some participants may know or recognize participants from other units in the group. However, there cannot be anyone from participant's chain of command in the same group.

Having someone in the squad leader's chain of command present will not only make both participants uncomfortable, but it may also prevent them both from speaking candidly.

If this occurs, see the lead facilitator for assistance.

Facilitator Dialogue:

Let's go around the table and introduce ourselves – with your first name, MOS, time in service, your current position, your time as a Squad Leader, and one or two of your favorite things to do outside of work.

I will start things off.

Facilitator Action:

Introduce yourself - then go around the table to let the participants introduce themselves.

Participants' Action:

Participants will continue introductions.

Easel Pad, Page 1

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP [#]

1

Facilitator Note:

ALL OF THE CONTENT IN THIS BLOCK IS OPTIONAL.

Facilitator Dialogue:

Before we get into the discussion questions, let's start out with a quick group-norms exercise.

Facilitator Action:

Turn to page 2 of easel pad.

Facilitator Dialogue:

Let's start out with a quick group-norms exercise.

Facilitator Action:

Hold up a 3 x 5 index card

Facilitator Dialogue:

["IN FRONT OF YOU" OR "IN YOUR PACKET"] you will find a blank 3 x 5 index card.

On your card, I would like for you to write down three ground rules for our discussion that you think will help us be more productive as we discuss and sometimes debate a number of challenging and sensitive topics.

These ground rules are also called "discussion norms." One example of a discussion norm is to save off topic discussions for break. Another might be to not interrupt when someone else is speaking.

Take a couple of minutes now to identify three discussion norms that you believe we should follow.

Easel Pad, Page 2

DISCUSSION NORMS

GP [#]

2

3 x 5 Index Card

Facilitator Note:

ALL OF THE CONTENT IN THIS BLOCK IS OPTIONAL.

Facilitator Action:

As participants complete the exercise, collect their cards and write their suggestions on the easel pad.

Facilitator Note:

If you need to encourage discussion, you can tell the group to consider the things they can do to make sure the discussions are RESPECTFUL, EQUITABLE, and FOCUSED.

Facilitator Dialogue:

So, we have [#] group norms here. Let's quickly go down the list and vote "Yea" or "Nay" – thumbs up or thumbs down – on the norms we want to adopt for our group.

Facilitator Actions:

Ask participants to vote on each norm – "Yea" or "Nay," "Yes" or "No" – and place a check mark by the norms that the group approves. Place an X by the norms that the group does not approve.

[Remove/tear] off the easel pad page, and [place/hang] it somewhere in the room where it is always visible to the group.

Facilitator Dialogue:

We agreed to [#] of these norms.

I will place/hang the list here so that we will be reminded of them. The purpose is really just to be as RESPECTFUL, FAIR, and FOCUSED as possible, so that we can learn from one another and prepare an excellent backbrief to [SENIOR LEADER(S) ATTENDING BACKBRIEF].

Easel Pad, Page 2

DISCUSSION NORMS

GP [#]

2

3 x 5 Index Card

Facilitator Action:

Turn to page 3 of easel pad.

Facilitator Dialogue:

As a reminder of why we are here, the Sergeant Major of the Army has called for an increased focus on POSITIVE COMMAND CLIMATES – and, specifically, environments in which ALL SOLDIERS ARE TREATED WITH DIGNITY, RESPECT, AND INCLUSION.

The purpose of our discussions and backbrief over the next two days is threefold:

First, we want you to SHARE YOUR IDEAS on best practices, challenges, and recommendations related to building mutual trust and cohesion at the squad level. Through this discussion we want you to learn from each other and then carry on this discussion with your peers at your units.

Second, we want to INFORM [SENIOR LEADER(S) ATTENDING BACKBRIEF] of best practices and obstacles to building positive climates that they can help you overcome at the local level.

Third, we want to INFORM THE SMA of best practices and cultural challenges that are best addressed at the Army level.

Easel Pad, Page 3

PURPOSE OF NIMS WORKSHOP

- 1) SHARE YOUR IDEAS
Best practices
Challenges
Recommendations
- 2) INFORM YOUR SENIOR LEADERS AT LOCAL LEVEL
- 3) INFORM THE SMA AT THE ARMY LEVEL

GP [#]

3

Facilitator Action:

Turn to page 4 of easel pad.

Facilitator Dialogue:

Over the next two days of this workshop, we will be covering three main topics of discussion:

IDENTITY – What is the role of squad leaders in building positive squad climates?;

CLIMATE – How do squad leaders build and maintain positive climates?;

and,

CULTURE – Going beyond your squads, how do we build an Army-wide culture of dignity, respect, inclusion, and trust?

We will begin today with the topic of IDENTITY.

Easel Pad, Page 4

3 MAIN TOPICS

1) IDENTITY – WHAT IS THE ROLE OF SLs IN BUILDING POSITIVE SQUAD CLIMATES?

2) CLIMATE – HOW DO SLs BUILD AND MAINTAIN POSITIVE CLIMATES?

3) CULTURE – HOW DO WE BUILD AN ARMY-WIDE CULTURE OF DIGNITY, RESPECT, INCLUSION, AND TRUST?

GP [#]

4

Facilitator Note:

The purpose of this section is to generate a discussion about concepts (e.g., dignity, respect, inclusion, trust) that are closely related to identity, and help the participants come to the conclusion that these concepts impact the INDIVIDUAL IDENTITY of the squad leader and the SHARED GROUP IDENTITY of the squad. In other words, one important role of the squad leader is to build a positive individual identity as well as a positive group identity, which provide the foundation for a positive unit climate.

Facilitator Dialogue:

Before we talk specifically about your individual identities as squad leaders, or the group identity of your squads, I want to take a few minutes to discuss some of the concepts that are closely related to identity.

The first concept I want to discuss is RESPECT.

What does respect mean to you?

Participants' Action:

Participants share their own definitions of respect.

Facilitator Action:

Get at least 3-4 squad leaders to talk about respect.

Facilitator Dialogue:

Ok, good.

Easel Pad, Page 4

3 MAIN TOPICS

1) IDENTITY – WHAT IS THE ROLE OF SLs IN BUILDING POSITIVE SQUAD CLIMATES?

2) CLIMATE – HOW DO SLs BUILD AND MAINTAIN POSITIVE CLIMATES?

3) CULTURE – HOW DO WE BUILD AN ARMY-WIDE CULTURE OF DIGNITY, RESPECT, INCLUSION, AND TRUST?

GP [#]

4

Facilitator Action:

Turn to page 5 of easel pad.

You are all familiar with the seven Army Values. Who can read the Army Values definition of respect for us?

Participants' Action:

Participants volunteer to read the Army Values definition of respect.

Facilitator Action:

Select a participant to read the definition.

Participants' Action:

Participant reads the definition:

“Treat people as they deserve to be treated.”

Facilitator Dialogue:

Ok, great job.

Easel Pad, Page 5

NIMS TOPIC 1: IDENTITY
RESPECT

ARMY VALUES DEFINITION:

Treat people as they deserve to be treated

MORAL PRINCIPLE FROM THE ARMY ETHIC (ADRP 1, THE ARMY PROFESSION):

In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect (2-18).

GP [#]

5

Facilitator Dialogue:

The Army Ethic also refers to respect. Who can read this moral principle for us?

Participants' Action:

Participants volunteer to read the moral principle that refers to respect.

Facilitator Action:

Select a participant to read the moral principle.

Facilitator Note:

If participants are hesitant to volunteer, ask a specific squad leader to read the moral principle. The group should become more talkative over time.

Participants' Action:

Participant reads the moral principle:

“In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect.”

Facilitator Dialogue:

Excellent. Thank you.

So, given this context on dignity and respect, what do you think is the relationship between dignity and respect?

Facilitator Action:

Immediately turn to page 6 of easel pad.

Easel Pad, Page 5

**NIMS TOPIC 1: IDENTITY
RESPECT**

ARMY VALUES DEFINITION:

Treat people as they deserve to be treated

**MORAL PRINCIPLE FROM THE
ARMY ETHIC (ADRP 1, THE
ARMY PROFESSION):**

In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect (2-18).

GP [#]

5

Facilitator Action:

As participants discuss their ideas about the relationship between dignity and respect, ask for a participant to volunteer to make notes on easel pad for the group.

Facilitator Dialogue:

Who wouldn't mind writing the groups answers on the easel?

Facilitator Note:

To enhance the sense that the workshop is a group effort, and to ensure that everyone is paying attention, it is best to have the participants take turns writing on the easel.

Participants' Action:

Participants volunteer to write answers on easel.

Facilitator Actions:

Select someone to write on easel pad. Make sure he/she is paying attention and writing down answers from the group.

Facilitator Dialogue:

What does dignity and respect look like in your squad? Give me some everyday examples.

How do you develop dignity and respect in your squad?

Participants' Action:

Participants volunteer to write on easel pad.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Is respect automatically given or earned? Why?

Why are dignity and respect important at the squad level?

Easel Pad, Page 6

WHAT IS THE RELATIONSHIP BETWEEN DIGNITY AND RESPECT?

GP [#]

6

Facilitator Action:

Ask note taker to turn to page 7 of easel pad.

Facilitator Dialogue:

One of the goals of the *U.S. Army's Diversity Roadmap* is to achieve an "Army-wide inclusive culture."

We can also look at the Oxford Dictionary's definition of inclusion.

Who will read that?

Participants' Action:

Participants volunteer to read the definition.

Facilitator Action:

Select a participant to read.

Participant's Action:

Participant reads the definition of inclusion.

"Inclusion – the action or state of including or of being included within a group or structure" (Oxford Dictionary)

Facilitator Dialogue:

Ok, thank you.

Easel Pad, Page 7

INCLUSION

ONE OF THE GOALS OF THE U.S. ARMY DIVERSITY ROADMAP IS TO ACHIEVE AN "ARMY-WIDE INCLUSIVE CULTURE."

OXFORD DICTIONARY:

The action or state of including or of being included within a group or structure."

GP [#]

7

Facilitator Action:

Ask note taker to turn to page 8 of easel pad.

Facilitator Dialogue:

Given that definition of inclusion, and your experience as squad leaders, how is inclusion related to dignity and respect?

Participants' Action:

Participants discuss relationship between inclusion and dignity and respect.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Facilitator Dialogue:

What about Soldiers who are excluded?

Participants' Action:

Participants discuss excluded Soldiers.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Easel Pad, Page 8

HOW IS INCLUSION RELATED TO DIGNITY AND RESPECT?

WHAT ABOUT SOLDIERS WHO ARE EXCLUDED?

GP [#]

8

Facilitator Dialogue:

What does inclusion look like in your squad?
Give me some everyday examples.

Participants' Action:

Participants discuss examples of inclusion in their units.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

How do you include everyone on the team?

How do you avoid exclusive behaviors?

How do you bring in Soldiers who exclude themselves by choice?

Why is inclusion important at the squad level?

What is the impact of exclusion on a team?

Easel Pad, Page 8

HOW IS INCLUSION RELATED TO DIGNITY AND RESPECT?

WHAT ABOUT SOLDIERS WHO ARE EXCLUDED?

GP [#]

8

Facilitator Action:

Ask note taker to turn to page 9 of easel pad.

Facilitator Dialogue:

So you've said that inclusion is related to dignity and respect by [REVIEW FINDINGS FROM EASEL PAD PAGE 8] and that excluded Soldiers [FROM EASEL PAD PAGE 8].

Let's take it one step further. How do dignity, respect, and inclusion affect trust? We have the Oxford Dictionary's definition of trust here.

"Trust - firm belief in the reliability, truth, ability, or strength of someone or something" (Oxford Dictionary)

Participants' Action:

Participants discuss how dignity, respect, and inclusion affect trust.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Easel Pad, Page 9

TRUST

HOW DO DIGNITY, RESPECT, AND INCLUSION AFFECT TRUST?

Trust - firm belief in the reliability, truth, ability, or strength of someone or something (Oxford Dictionary)

GP [#]

9

Facilitator Dialogue:

Ok, good job. Any questions so far?

After a negative event has occurred in your unit – such as a fight, a sexual assault, or hazing – what do you do to restore trust?

Participants' Action:

Participants discuss how dignity, respect, and inclusion affect trust.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Is trust assumed or earned? How do you build trust? What happens when trust is lost?

How does trust affect squad cohesion?

Why is trust important at the squad level?

Easel Pad, Page 9

TRUST

HOW DO DIGNITY, RESPECT, AND INCLUSION AFFECT TRUST?

Trust - firm belief in the reliability, truth, ability, or strength of someone or something (Oxford Dictionary)

GP [#]

9

Facilitator Note:

THE CONTENT IN THIS BLOCK CAN BE SKIPPED IF IT WAS COVERED WHEN DISCUSSING THE INDIVIDUAL TOPICS OF RESPECT, DIGNITY, INCLUSION, AND TRUST.

Facilitator Action:

Ask note taker to turn to page 10 of easel pad.

Facilitator Dialogue:

Why are these terms particularly important to you as a squad leader, and important to your everyday work?

Participants' Action:

Participants discuss the importance of respect, dignity, inclusion, and trust.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Easel Pad, Page 10

RESPECT
DIGNITY
INCLUSION
TRUST

WHY ARE THESE TERMS PARTICULARLY IMPORTANT TO SLs?

GP [#]

10

Facilitator Actions:

Ask note taker to turn to page 11 of easel pad and hold up a 3 x 5 index card.

Facilitator Dialogue:

OK, let's talk about your identity for a few minutes – YOUR SELF-IDENTITY.

["IN FRONT OF YOU" OR "IN YOUR PACKET"]

you will find a blank 3 x 5 index card.

On your card, I would like for you to write down the top 5 ways that you IDENTIFY OR "SEE" YOURSELF.

Your identity is your sense of self. It includes your perceptions of your various roles and purposes in life. And it answers the question "who are you?"

Examples might include "husband," "wife," "son," or "daughter." A "Chicago Bears fan," a "weightlifter" or "runner." An "11B" or an "88M." A "Christian," "Muslim," or "Hindu." Keep in mind that identity is different than personality.

I will give you a couple of minutes to think about this and write your answers on your note card before we discuss your answers. Remember, there are no right or wrong answers here.

Participants' Action:

Once most of the participants appear to have written down their 5 answers, go around the room and have participants discuss their identities.

Facilitator Action:

Make sure note taker writes some of the participants' answers on easel pad.

Facilitator Dialogue:

Good.

Easel Pad, Page 11

IDENTITY

One's sense of self; perceptions of one's roles and purpose in life.
Answers – Who am I?

WHY ARE INDIVIDUAL IDENTITIES IMPORTANT TO YOU AS A SQUAD LEADER?

GP [#]

11

3 x 5 Index Card



Facilitator Dialogue:

Why are INDIVIDUAL IDENTITIES important to you as a squad leader?

Participants' Action:

Participants discuss why their identities are important.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

How does your identity guide your individual behavior?

Is it a problem that Soldiers have different identities? Why or why not?

Compare your on-duty and off-duty identity. Are they the same or different? Can you think of examples where a person's off-duty identity can undermine their identity, respect, and trust at work?

What do you do when one of your Soldier's identities is misaligned with your own or with Army values?

Easel Pad, Page 11

IDENTITY:

One's sense of self; perceptions of one's roles and purpose in life.
Answers – Who am I?

WHY ARE INDIVIDUAL IDENTITIES IMPORTANT TO YOU AS A SQUAD LEADER?

GP [#]

11

Facilitator Action:

Ask note taker to turn to page 12 of easel pad.

Facilitator Dialogue:

My next question for you is whether or not SQUADS HAVE THEIR OWN IDENTITIES? And, if so, what are some examples?

Participants' Action:

Participants discuss the identity of squads.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

How do dignity, respect, inclusion, and trust contribute to your squad's identity? Positive influences? Negative influences?

Participants' Action:

Participants discuss squad identity.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 12

DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES?

(Circle One)

YES

NO

EXAMPLES:

HOW DO DIGNITY, RESPECT, INCLUSION, AND TRUST CONTRIBUTE TO YOUR SQUAD'S IDENTITY?

HOW DOES A SL'S IDENTITY AS AN INDIVIDUAL IMPACT THE SQUAD AS A WHOLE?

GP [#]

12

Facilitator Dialogue:

How does a SL's identity as an individual impact the squad as a whole?

Participants' Action:

Participants discuss squad leader identity?

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Great job, everyone. We've completed our discussion about IDENTITY, and the SQUAD LEADER'S ROLE IN BUILDING A POSITIVE UNIT CLIMATE.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

What happens if your squad identity is missing dignity, respect, inclusion, or trust?

What do you do when one of your Soldier's identities is misaligned with the squad identity?

How does the squad's group identity impact the squad climate?

Easel Pad, Page 12

DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES?

(Circle One)

YES

NO

EXAMPLES:

HOW DO DIGNITY, RESPECT, INCLUSION, AND TRUST CONTRIBUTE TO YOUR SQUAD'S IDENTITY?

HOW DOES A SL'S IDENTITY AS AN INDIVIDUAL IMPACT THE SQUAD AS A WHOLE?

GP [#]

12

WORKING GROUP TOPIC #2: CLIMATE
How do Squad Leader's Build and Maintain Positive Unit Climates?

Facilitator Note:

Our next topic is probably the MOST IMPORTANT TOPIC of the workshop because it addresses SQUAD CLIMATE – the area over which you, as squad leaders, have the greatest influence. The purpose of this section is to generate dialogue with the group on how squad leaders build and maintain positive squad climates. The group should learn from each other through the discussion. This session should generate both best practices and local obstacles or challenges to building trust and cohesion in squads with recommendations that can be used for the back brief to the installation/organization senior leaders.

Facilitator Action:

Turn to page 13 of easel pad.

Facilitator Dialogue:

Earlier we talked about your IDENTITIES, your squad's IDENTITY, and the influence your individual IDENTITY has on the IDENTITY of the squad as a whole. You said that [REPEAT BACK MAJOR FINDINGS FROM TOPIC 1 DISCUSSIONS].

Now we will discuss CLIMATE and how squad leaders go about building positive climates. We want to learn what you do, and how you do it.

Can I get a volunteer to be note taker for this topic?

Participants' Action:

Participants volunteer to take notes.

Facilitator Action:

Select note taker.

Easel Pad, Page 13

NIMS TOPIC 2: CLIMATE

WHAT DO LEADERS (IN GENERAL) DO TO SET A POSITIVE CLIMATE?

WHAT ABOUT SLs?

WHAT ABOUT TLs?

GP [#]

13

Facilitator Dialogue:

To start things off, let's talk about what leaders in general do to set a positive climate.

Participants' Action:

Participants discuss the things that leaders do to set a positive climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

What about you— squad leaders – what specifically do you and other squad leaders do to set a positive climate in your squad?

Participants' Action:

Participants discuss the things squad leaders do to set a positive climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

And your team leaders – what are some of the specific things that they do?

How important are you team leaders in building a positive squad climate?

Participants' Action:

Participants discuss the things team leaders do to set a positive climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 13

NIMS TOPIC 2: CLIMATE

WHAT DO LEADERS (IN GENERAL) DO TO SET A POSITIVE CLIMATE?

WHAT ABOUT SLs?

WHAT ABOUT TLs?

GP [#]

13

Facilitator Action:

Ask note taker to turn to page 14 of easel pad.

Facilitator Dialogue:

How (and how much) do leaders at higher echelons impact squad climate?

How big of an impact do they have? Do they have more or less influence than you as a squad leader?

Why?

Facilitator Note:

You can address each level of chain of command individually or just discuss the chain of command as a general concept depending on time available. The answers provided by squad leaders will likely change at the higher levels.

Participants' Action:

Participants discuss how (and how much) chain of command leaders impact squad climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 14

**HOW (AND HOW MUCH) DO
OTHER LEADERS IMPACT
SQUAD CLIMATE?**

PL/PSG?

CO CDR/1SG?

BN CDR/CSM?

BDE CDR/CSM?

GP [#]

14

Facilitator Action:

Ask note taker to turn to page 15 of easel pad.

Facilitator Dialogue:

What about the squad members themselves – your junior enlisted Soldiers? How (and how much) do they impact squad climate?

Do they have more or less influence than you? Why?

Participants' Action:

Participants discuss how (and how much) junior enlisted Soldiers impact squad climate.

Facilitator Dialogue:

Can you give me a few examples of your squad members impacting the squad climate – both positively and negatively?

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 15

HOW (AND HOW MUCH) DO SQUAD MEMBERS (JUNIOR ENLISTED) IMPACT SQUAD CLIMATE?

Positive examples:

Negative examples:

GP [#]

15

Facilitator Action:

Ask note taker to turn to page 16 of easel pad.

Facilitator Dialogue:

To sum up what we have been talking about the last few minutes, I want to ask - at the squad level, who has the greatest influence on squad climate and the way your Soldiers treat one another – Soldiers, team leaders, squad leaders, or specific higher levels within the chain of command?

Why is that?

Participants' Action:

Participants discuss the greatest impact on squad climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 16

**WHO HAS THE GREATEST
INFLUENCE ON SQUAD
CLIMATE?**

Why?

GP [#]

16

Facilitator Action:

Ask note taker to turn to page 17 of easel pad.

Facilitator Dialogue:

We have talked about the influence that you and other leaders have on squad climate. Are there EXTERNAL INFLUENCES that we should consider - beyond the Soldiers and leaders, who/what else influences squad climate?

Participants' Action:

Participants discuss other influences on squad climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Of those external influences, which have the GREATEST IMPACT on the way Soldiers treat one another? Can you rank order the 3 that have the greatest influence on squad climate?

Participants' Action:

Participants rank order external influences on squad climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 17

ARE THERE OTHER INFLUENCES ON SQUAD CLIMATE?

RANK ORDER THE TOP 3:

- 1.
- 2.
- 3.

GP [#]

17

Facilitator Action:

Ask note taker to turn to page 18 of easel pad.

Facilitator Dialogue:

Earlier we talked about your role in building a positive climate. Now I would like to hear some specific examples of things each of you have done to improve your squad’s climate and the impacts those actions had on your squad.

[“IN FRONT OF YOU” OR “IN YOUR PACKET”] you will find a written exercise titled “Building, Maintaining, or Restoring Your Squad’s Climate.” The purpose of this exercise is to identify squad leaders’ most effective practices for building, maintaining, or restoring a squad climate of respect, dignity, inclusion, and trust.

Over the next few minutes, please provide 1 or 2 specific examples of a time when you, as a squad leader, needed to build, maintain, or restore a positive squad climate.

A few questions to ask yourself:

Was there a particular reason why you needed to take action? Was there a specific problem?

What did you do to build, maintain, or restore a climate of respect, dignity, inclusion, and trust?

Did it require any special planning, coordination, approval, or funding?

What was the outcome for your squad?

Participants’ Action:

Participants complete written exercise.

Facilitator Note:

Give the participants 5-10 minutes to complete the exercise, depending on how much time you have available.

Easel Pad, Page 18

HOW HAVE YOU BUILT, MAINTAINED, OR RESTORED A POSITIVE SQUAD CLIMATE?

Example	Home Statn & Deployed? (Y/N)	Duty Hrs & Off? (Y/N)

GP [#]

18

HANDOUT

BUILDING, MAINTAINING, OR RESTORING YOUR SQUAD’S CLIMATE

[Empty box for notes]

Example #1

What was the challenge/barrier you faced?

Is this challenge/barrier something that squad leaders can resolve, or does it require assistance from senior leaders at the local or Army level?

Did you find a solution or work around? If so, what was it?

Example #2

What was the challenge/barrier you faced?

Is this challenge/barrier something that squad leaders can resolve, or does it require assistance from senior leaders at the local or Army level?

Did you find a solution or work around? If so, what was it?

Facilitator Action:

Once the participants have completed the exercise, ask them to work in groups of 2-3 for 5 minutes to identify their one best example to share with the group.

Facilitator Dialogue:

Now I would like for you to break up into groups of 2 or 3, and take about 5 minutes to identify your very best example to share with the group – one example from each group.

Facilitator Actions:

Once the participants have identified their best example, bring them back together as a single group.

Go around the room and ask each group to describe their best example(s).

Facilitator Dialogue:

Ok, everyone – let’s come back together. Let’s go to each group to hear your best example.

Also, let us know if your examples would work at home station and while deployed – and if you think your example would impact unit climate during the duty day AND during off duty hours.

Facilitator Actions:

Make sure note taker writes participants’ answers on easel pad.

Collect the written exercises.

Easel Pad, Page 18

HOW HAVE YOU BUILT, MAINTAINED, OR RESTORED A POSITIVE SQUAD CLIMATE?

Example	Home Statn & Deployed? (Y/N)	Duty Hrs & Off? (Y/N)

GP [#]

18

Facilitator Action:

Ask note taker to turn to page 19 of easel pad.

Facilitator Dialogue:

What do you do to COMMUNICATE YOUR EXPECTATIONS to your new Soldiers?

How does this reinforce your squad climate?

Participants' Action:

Participants discuss how they communicate their expectations.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Do you express your expectations as a standard? If so, how?

Do you give them guidance? If so, how?

How often do you counsel your Soldiers in writing versus informally?

How often do you provide positive counseling versus negative counseling?

Easel Pad, Page 19

HOW DO YOU COMMUNICATE YOUR EXPECTATIONS TO YOUR NEW SOLDIERS?

GP [#]

19

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Facilitator Action:

Ask note taker to turn to page 20 of easel pad.

Facilitator Dialogue:

What do you do during **TIMES OF STRESS** for the unit – such as the loss of a Soldier – to maintain a positive and supportive climate?

Participants' Action:

Participants discuss what they do during times of stress.

How do **YOU** personally handle those types of stressors?

Participants' Action:

Participants discuss how they respond to stress.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Facilitator Dialogue:

Do you have the sense that someone is looking after or taking care of **YOU AND YOUR WELL-BEING**? Who is taking care of **YOU**?

Participants' Action:

Participants discuss their perceptions of being taken care of/looked after.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Easel Pad, Page 20

WHAT DO YOU DO DURING TIMES OF STRESS TO MAINTAIN A POSITIVE/SUPPORTIVE CLIMATE?

HOW DO YOU MANAGE YOUR OWN STRESS?

WHO IS TAKING CARE OF YOU?

GP [#]

20

Facilitator Action:

Ask note taker to turn to page 21 of easel pad.

Facilitator Dialogue:

You have described a number of ways that you build and maintain positive climates and improve the way Soldiers treat one another. Those activities included:

Squad-level activities;

Working with new Soldiers;

Setting expectations; and,

Managing stress.

Of all of the activities you described, which would you consider your top 3-5 “best practices” that should be used by all squad leaders and why?

Facilitator Action:

Conduct a quick vote within the group on which are the top 3-5 best practices they might want to report at the backbrief.

Participants’ Action:

Participants discuss and vote on best practices.

Facilitator Actions:

Make sure note taker writes participants’ answers on easel pad.

Easel Pad, Page 21

WHAT ARE YOUR BEST PRACTICES FOR BUILDING AND MAINTAINING A POSITIVE CLIMATE AND IMPROVING THE WAY SOLDIERS TREAT ONE ANOTHER?

WHICH ARE THE TOP 3-5 THAT YOU WOULD TAKE TO THE BACKBRIEF?

GP [#]

21

Facilitator Dialogue:

[“IN FRONT OF YOU” OR “IN YOUR PACKET”]

you will find a written exercise titled “Common Challenges to Building, Maintaining, or Restoring Squad Climate.” The purpose of this exercise is to identify the most common challenges squad leaders face when trying to build, maintain, or restore their squad’s climate.

I would like for you to give this exercise some serious consideration and complete it tonight as homework – be sure to bring it back with you tomorrow.

Does anyone have any questions? If not, then thank you for your time and good conversation today. I will see you tomorrow.

Facilitator Note:

Break for the day.

Easel Pad, Page 21

WHAT ARE YOUR BEST PRACTICES FOR BUILDING AND MAINTAINING A POSITIVE CLIMATE AND IMPROVING THE WAY SOLDIERS TREAT ONE ANOTHER?

WHICH ARE THE TOP 3-5 THAT YOU WOULD TAKE TO THE BACKBRIEF?

GP [#]

21

WRITTEN EXERCISE

Common Challenges to Building, Maintaining, or Restoring Squad Climate

Example #1

What was the challenge/barrier you faced?

Is this challenge/barrier something that squad leaders can resolve, or does it require assistance from senior leaders at the local or Army level?

Did you find a solution or work around? If so, what was it?

Example #2

What was the challenge/barrier you faced?

Is this challenge/barrier something that squad leaders can resolve, or does it require assistance from senior leaders at the local or Army level?

Did you find a solution or work around? If so, what was it?

Facilitator Action:

Turn to page 22 of easel pad.

Facilitator Dialogue:

Hello everyone. Welcome back.

From your homework last night, what are some of the MOST COMMON CHALLENGES you face with regard to building a positive squad climate?

And, as we discuss them, let's try to determine where each challenge originates. Where does it originate? At the squad level? At the local, organizational, installation level? Or the Army level?

Which of these do you feel empowered to resolve or at least mitigate at your level? Explain how.

Which of these require assistance from your local chain of command or Army senior leaders? Explain what they can do to resolve the challenge?

Participants' Action:

Participants discuss climate-building challenges.

Facilitator Action:

Make sure the participants' answers are written on easel pad.

Easel Pad, Page 22

WHAT CHALLENGES DO YOU FACE WITH REGARD TO BUILDING A POSITIVE CLIMATE?

Squad Level	Local/Org Level	Army Level
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GP [#]

22

Facilitator Dialogue:

Let's also try to rank order these to determine which are most significant to you.

Facilitator Action:

Go around the table and ask each participant to identify the 3 most significant challenges he or she faces. At the end of the voting, the 3-5 challenges with the most marks should be considered for the backbrief.

Facilitator Dialogue:

I will go around the table and ask each of you to identify your 3 most significant challenges, then we will see which challenges receive the most votes.

Participants' Action:

Participants identify their 3 most significant challenges.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Ok, great. It looks like [3-5 CHALLENGES WITH THE MOST VOTES] have the most votes. I recommend that you consider presenting these at your backbrief, along with where you believe each challenge originates – at the squad level, the local/organizational level, or Army level.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 22

WHAT CHALLENGES DO YOU FACE WITH REGARD TO BUILDING A POSITIVE CLIMATE?

<u>Squad Level</u>	<u>Local/Org Level</u>	<u>Army Level</u>
--------------------	------------------------	-------------------

GP [#]

22

Facilitator Action:

Ask note taker to turn to page 23 of easel pad.

Facilitator Dialogue:

We've just talked about some of the challenges you face. Do you feel that you have enough authority and autonomy to build a positive climate?

Let's see a show of hands – who thinks that you do have the authority and autonomy you need?

Who thinks you do not have enough authority and/or autonomy?

Why or why not?

Participants' Action:

Participants discuss whether or not they have enough authority and autonomy.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 23

DO YOU HAVE ENOUGH AUTHORITY AND AUTONOMY TO BUILD AND MAINTAIN A POSITIVE UNIT CLIMATE?

_____ YES # _____ NO

WHY OR WHY NOT?

GP [#]

23

Facilitator Action:

Ask note taker to turn to page 24 of easel pad.

Facilitator Dialogue:

What is the expertise – or knowledge, skills, abilities (KSA) – that squad leaders need in order to build positive climates?

Participants' Action:

Participants discuss KSAs for building positive climates.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 24

WHAT KSAs DO SLs NEED IN ORDER TO BUILD POSITIVE CLIMATES?

KNOWLEDGE

SKILLS

ABILITIES

GP [#]

24

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Facilitator Action:

Ask note taker to turn to page 25 of easel pad.

Facilitator Dialogue:

Are there climate-related knowledge, skills, and abilities that you are particularly good at?

Participants' Action:

Participants discuss KSAs that they are good at.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Is the Army fully leveraging these KSAs and – if not – how could we make better use these KSA?

Participants' Action:

Participants discuss KSAs that are not being fully leveraged.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 25

ARE THERE CLIMATE-RELATED KSAs THAT YOU ARE PARTICULARLY GOOD AT?

IS THE ARMY LEVERAGING AND MAKING THE BEST USE OF THESE KSAs?

GP [#]

25

Facilitator Action:

Ask note taker to turn to page 26 of easel pad.

Facilitator Dialogue:

Where did you learn the KSAs you need to build and maintain a positive unit climate?

Let's see a show of hands:

- Institutional Army, or NCOES;
- In your unit through OJT;
- In your unit, professional development programs;
- Structured self-development;
- Self-development on your own; or,
- Another way.

Participants' Action:

Participants indicate where they learned the KSAs they need to build a positive squad climate.

Facilitator Actions:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Ok, good. It looks like most of you learned these climate-related KSAs [TOP 2-3 ANSWERS].

Is this a surprise to anyone?

Easel Pad, Page 26

**WHERE DID YOU LEARN THE
KSAs TO BUILD A POSITIVE
SQUAD CLIMATE?**

- # _____ Institutional Army/NCOES
- # _____ Unit (OJT)
- # _____ Unit (Prof. Devel.)
- # _____ Self Devel. (Structured)
- # _____ Self Devel. (On Your Own)
- # _____ Other

GP [#]

26

Facilitator Action:

Ask note taker to turn to page 27 of easel pad.

Facilitator Dialogue:

Where do you think you should have learned the KSAs you need to build a positive squad climate?

Let's see a show of hands:

- Institutional Army, or NCOES;
- In your unit through OJT;
- In your unit, professional development programs;
- Structured self-development;
- Self-development on your own; or,
- Another way.

Participants' Action:

Participants indicate where they think they should have learned the KSAs they need to build a positive squad climate.

Facilitator Actions:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Ok, great job. It looks like most of you believe that you should have learned these climate-related KSAs [TOP 2-3 ANSWERS].

Easel Pad, Page 27

WHERE SHOULD SLs LEARN THE KSAs TO BUILD A POSITIVE SQUAD CLIMATE?

- # _____ Institutional Army/NCOES
- # _____ Unit (OJT)
- # _____ Unit (Prof. Devel.)
- # _____ Self Devel. (Structured)
- # _____ Self Devel. (On Your Own)
- # _____ Other

GP [#]

27

Facilitator Action:

Ask note taker to turn to page 28 of easel pad.

Facilitator Dialogue:

How do we develop these KSAs in squad leaders across the force?

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Are there methods that would not be effective?
Why don't these methods work?

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 28

**HOW DO WE DEVELOP THESE
KSAs IN SLs ACROSS THE
FORCE?**

**ARE THERE METHODS THAT
WOULD NOT BE EFFECTIVE?**

GP [#]

28

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Facilitator Action:

Ask note taker to turn to page 29 of easel pad.

Facilitator Dialogue:

How do you know if your squad has a positive climate?

Participants' Action:

Participants discuss indicators of a positive climate.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Are there early warning signs that there are climate-related problems in the squad – or problems with the way Soldiers are treating one another?

Participants' Action:

Participants discuss early warning signs.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 29

HOW DO YOU KNOW IF YOUR SQUAD HAS A POSITIVE CLIMATE?

WHAT ARE THE EARLY WARNING SIGNS OF CLIMATE-RELATED PROBLEMS IN THE UNIT?

GP [#]

29

Facilitator Note:

BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.

Facilitator Action:

Ask note taker to turn to page 30 of easel pad.

Facilitator Dialogue:

I don't want you to name specific units or leaders here, but I do want to ask if you believe that you have a supportive learning environment in your unit?

Let's see a show of hands.

Participants' Action:

Participants discuss their unit's learning environment.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Whether you answered "yes" or "no," how do you know if your unit has a supportive learning environment or not?

Participants' Action:

Participants discuss indicators of units that provide supportive/unsupportive learning environments.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Great job, everyone. We have completed our discussion of CLIMATE, and will be moving to the topic of CULTURE next.

Easel Pad, Page 30

DOES YOUR UNIT HAVE A SUPPORTIVE LEARNING ENVIRONMENT?

- # _____ YES, Definitely
- # _____ YES, Somewhat
- # _____ NO

HOW DO YOU KNOW?

Supportive Units Do This:

Unsupportive Units Do This:

GP [#]

30

WORKING GROUP TOPIC #3: CULTURE

How Do We Embed and Reinforce Your Ideas to Build an Army-wide Culture of Dignity, Respect, Inclusion, and Trust?

Facilitator Note:

The next topic of discussion – CULTURE – is an area over which squad leaders have the least amount of immediate influence. However, the topic is very important because it will help the Army better understand how it can embed and reinforce the squad leaders ideas to build an Army-wide culture of dignity, respect, inclusion, and trust. The group should learn from each other through the discussion.

This session should generate both BEST PRACTICES and ARMY-LEVEL OBSTACLES AND CHALLENGES to building trust and cohesion in squads with recommendations that can be used for the backbrief to the installation/organization and Army senior leaders.

Facilitator Action:

Turn to page 31 of easel pad.

Facilitator Dialogue:

We've been talking about your IDENTITY, or role, in establishing climates characterized by dignity, respect, trust, and inclusion. We have also talked about CLIMATE, and the specific things you do to build and maintain a positive unit climate at the squad level.

Now let's talk about how the Army can embed and reinforce your ideas to build an Army-wide CULTURE of dignity, respect, inclusion, and trust.

Easel Pad, Page 31

NIMS TOPIC #3: CULTURE	
WHAT ARMY POLICIES AND PRACTICES HELP YOU BUILD A POSITIVE CLIMATE?	
WHAT ARMY POLICIES AND PRACTICES MAKE THINGS MORE DIFFICULT?	
GP [#]	31

Facilitator Dialogue:

First I would like to ask you to identify any Army policies, procedures, or practices that you believe have helped you build a positive climate at the squad level – and why?

Participants' Action:

Participants discuss Army policies, procedures, and practices.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

What Army policies, procedures, and practices have made it more difficult to build a positive climate – and why?

Participants' Action:

Participants discuss Army policy, procedures, and practices.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 31

WHAT ARMY POLICIES,
PROCEDURES, AND PRACTICES
HELP YOU BUILD A POSITIVE
CLIMATE?

WHAT ARMY POLICIES,
PROCEDURES, AND PRACTICES
HAVE MADE IT MORE
DIFFICULT?

GP [#]

31

Facilitator Action:

Ask note taker to turn to page 32 of easel pad.

Facilitator Dialogue:

At the post or “big Army” level, what resources, agencies, and organizations do you use to help you promote or create a positive climate in your squad, and why?

Participants’ Action:

Participants discuss post and Army resources, agencies, and organizations they use.

Facilitator Action:

Make sure note taker writes participants’ answers on easel pad.

Facilitator Dialogue:

Which of those resources, agencies, and organizations could be improved, and how?

Participants’ Action:

Participants discuss resources, agencies, and organizations that could be improved.

Facilitator Action:

Make sure note taker writes participants’ answers on easel pad.

Facilitator Dialogue:

What additional resources would help, and why?

Participants’ Action:

Participants discuss additional resources that would help them to build positive unit climates.

Facilitator Action:

Make sure note taker writes participants’ answers on easel pad.

Easel Pad, Page 32

WHAT POST OR “BIG ARMY” RESOURCES DO YOU USE TO PROMOTE A POSITIVE UNIT CLIMATE?

WHICH COULD BE IMPROVED?

WHAT ADDITIONAL RESOURCES WOULD HELP YOU TO ESTABLISH A POSITIVE UNIT CLIMATE?

GP [#]

32

Facilitator Action:

Ask note taker to turn to page 33 of easel pad.

Facilitator Dialogue:

Let's switch gears now and talk specifically about Army culture.

What are some examples of Army culture demonstrated through customs, courtesies, and traditions?

Participants' Action:

Participants discuss Army customs, courtesies, and traditions.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 33

WHAT ARE SOME EXAMPLES OF
ARMY CULTURE
DEMONSTRATED THROUGH
CUSTOMS, COURTESIES, AND
TRADITIONS?

GP [#]

33

Facilitator Action:

Ask note taker to turn to page 34 of easel pad.

Facilitator Dialogue:

Establishing positive climates may be beneficial as well as challenging for you.

In particular, there are aspects of Army culture that may make it more difficult to develop or maintain a positive climate.

What are some examples of subcultures within the Army? (e.g., officer/enlisted?, branch?, MOS?, Rangers?)

Are there subcultures within your organization or squad? Give examples.

Participants' Action:

Participants identify Army subcultures.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

When do these subcultures become misaligned with the greater Army culture?

What potential impacts does this have on your squad when your sub-culture is misaligned with the larger Army culture?

How does loyalty to a subculture potentially undermine loyalty to the Army?

Participants' Action:

Participants discuss Army subcultures and when they are misaligned with greater Army culture.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 34

WHAT ARE EXAMPLES OF SUBCULTURES WITHIN IN THE ARMY?

WHEN DO THESE SUBCULTURES BECOME MISALIGNED WITH ARMY CULTURE?

GP [#]

34

Facilitator Action:

Ask note taker to turn to page 35 of easel pad.

Facilitator Dialogue:

When subcultures within the Army become misaligned with the greater Army culture, where do you see behaviors that indicate a misalignment?

Participants' Action:

Participants discuss behaviors that indicate a misalignment between a subculture and the greater Army culture.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 35

WHEN SUBCULTURES ARE MISALIGNED, WHERE DO YOU SEE BEHAVIORS THAT INDICATE A MISALIGNMENT?

Inclusion-Exclusion -> Discrimination

Initiation-Hazing -> Bullying

Joking/Teasing/Horseplay -> Harassment -> Assault

Authoritative -> Toxic Leaders

Cohesion/Bonding -> Exclusion/Discrimination

Loyalty -> Misperception of Loyalty

GP [#]

35

Facilitator Action:

Ask note taker to turn to page 36 of easel pad.

Facilitator Dialogue:

How can squad leaders prevent misalignment of subcultures with the greater Army culture?

Participants' Action:

Participants discuss ways to prevent misalignment of subcultures.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 36

HOW CAN SLs KEEP MISALIGNMENT OF SUBCULTURES FROM OCCURRING?

Inclusion-Exclusion -> Discrimination

Initiation-Hazing -> Bullying

Joking/Teasing/Horseplay -> Harassment -> Assault

Authoritative -> Toxic Leaders

Cohesion/Bonding -> Exclusion/Discrimination

Loyalty -> Misperception of Loyalty

GP [#]

36

Facilitator Action:

Ask note taker to turn to page 37 of easel pad.

Facilitator Dialogue:

We tend to think of Army customs, courtesies, traditions, and culture as positive influences on unit climate, morale, and esprit de corps.

In what ways might those same customs, courtesies, traditions, and culture, contribute to negative behaviors and negative outcomes?

Participants' Action:

Participants discuss how Army customs, courtesies, and traditions can contribute to negative behaviors.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Easel Pad, Page 37

IN WHAT WAYS MIGHT CUSTOMS, COURTESIES, AND TRADITIONS, CONTRIBUTE TO NEGATIVE BEHAVIORS AND OUTCOMES?

GP [#]

37

Facilitator Action:

Ask note taker to turn to page 38 of easel pad.

Facilitator Dialogue:

How can the Army embed and reinforce the right application of these customs and traditions without leading to negative outcomes?

Participants' Action:

Participants discuss the best application of customs and courtesies.

Facilitator Action:

Make sure note taker writes participants' answers on easel pad.

Facilitator Dialogue:

Again, great job! We have now discussed IDENTITY, CLIMATE, and CULTURE. Next we will review your findings and prepare your backbrief to [SENIOR LEADER(S) ATTENDING BACKBRIEF].

Easel Pad, Page 38

HOW CAN THE ARMY EMBED/REINFORCE THE RIGHT APPLICATION OF THESE CUSTOMS AND TRADITIONS WITHOUT LEADING TO NEGATIVE OUTCOMES?

GP [#]

38

REVIEW FINDINGS AND PREPARE FOR BACKBRIEF TO SENIOR LEADERS

Facilitator Dialogue:

This is our final session together before we go back to the large group for your backbriefs.

You will have approximately [TIME] to review your findings, and then another [TIME] to prepare and rehearse your back brief. You will need to be diligent and use your time wisely.

Before you get started, I want to take a few minutes to walk you through the instructions.

Facilitator Action:

Hold up a copy of the handout titled “Instructions for Preparing a NIMS Backbrief.”

Facilitator Dialogue:

[“IN FRONT OF YOU” OR “IN YOUR PACKET”] you will find instructions for preparing your backbrief.

Facilitator Dialogue:

Each Working Group will have 15 minutes to backbrief your senior leaders. Your backbrief will be successful if you keep your findings and recommendations brief and use those points to have a professional back-and-forth dialog with your leaders.

They want to have a discussion with you, so be prepared for that!

Your backbrief will be in the general format of an Information Briefing, and should consist of a short introduction, a main body that describes any 2 or 3 of the topics you discussed during the workshop, recommendation(s) for each topic, and a short closing.

Handout

Instructions for Preparing Your Backbrief to Senior Leaders

Each Working Group will have 15 minutes to backbrief your senior leaders. Your backbrief will be successful if you keep your findings and recommendations brief and use those points to have a professional back-and-forth dialog with your leaders. Be prepared to have a discussion!

Your backbrief will be in the general format of an Information Briefing, and should consist of a short introduction, a main body that describes your major findings and recommendations for each of the three topic areas (see below for possible talking points), and a short closing (*from FM 6-0, p. 7-1*).

I. INTRODUCTION

- d. Greeting/Introduction
- e. Purpose and scope
- f. Outline

II. TOPIC #1: IDENTITY – What is the squad leader’s role in building unit climate?

POSSIBLE TALKING POINTS:

Why are dignity, respect, inclusion, and trust important to squad leaders?
Why are self-identities important?
Do squads have identities?

III. TOPIC #2: CLIMATE - How do squad leaders build and maintain positive unit climate?

POSSIBLE TALKING POINTS:

Facilitator Dialogue:

As you think about the content of your backbrief, I recommend that you focus on the 3 main purposes of the NIMS workshops, as we discussed in the first session:

1) TO SHARE YOUR IDEAS on best practices, challenges, and recommendations related to building mutual trust and cohesion at the squad level. So, what can YOU do – as squad leaders – to create a more positive climate? What can you take responsibility for – take charge of – what role do you play?

This is your opportunity to tell your senior leaders and the SMA about how important squad leaders are in the lives of their Soldiers. Tell them how influential you are or can be.

2) TO INFORM YOUR SENIOR LEADERS OF LOCAL/ORGANIZATIONAL BEST PRACTICES AND OBSTACLES to building positive climates that they can help you overcome at the local level. So, what are the best practices your local leaders should know about and can disseminate across the installation/organization? What are the local challenges you face that they can help you with?

If you talk about challenges, keep it positive and professional. Offer reasonable and realistic solutions! This should not be a sensing session.

3) TO INFORM THE SMA OF BEST PRACTICES AND CULTURAL CHALLENGES THAT ARE BEST ADDRESSED AT THE ARMY LEVEL. So, what are the best practices the SMA should share with the entire Army? What are the Army-level issues that he can help you with?

Tell the SMA about your best practices so he can share them with the Total Force. Again, keep it positive and professional. Offer solutions if you talk about challenges!

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- Why are self-identities important?
- Do squads have identities?

III. TOPIC #2: CLIMATE - How do squad leaders build and maintain positive unit climate?

POSSIBLE TALKING POINTS:

Facilitator Dialogue:

You will use your easel as a visual aid.

It is important that your presentation be clear and concise, because what you have written on the easel pad – along with notes from our discussions – will be used to generate an Executive Summary or “EXSUM” for your senior leaders and the SMA.

That EXSUM will not name you or any specific Soldiers, leaders, or units. It will not name the individual working groups here. Instead it will summarize the findings for the workshop as a whole, and will include content from every group.

It is up to you as a group to decide how to run your backbrief. You can elect a single speaker or conduct your briefing as a team.

I will be here to help you shape your presentation, but the content is largely up to you so give me your best effort here.

Do you have any questions?

Handout

Instructions for Preparing Your Backbrief to Senior Leaders

Each Working Group will have 15 minutes to backbrief your senior leaders. Your backbrief will be successful if you keep your findings and recommendations brief and use those points to have a professional back-and-forth dialog with your leaders. Be prepared to have a discussion!

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POSSIBLE TALKING POINTS:

Facilitator Dialogue:

If there is a topic that you want to share with [SENIOR LEADER(S) ATTENDING BACKBRIEF] but don't feel comfortable discussing it in front of the group – or maybe you don't have time to cover the topic during your backbrief – I have a form you can use.

Facilitator Action:

Hold up a copy of the handout titled "Other Feedback to Senior Leaders."

Facilitator Dialogue:

["IN FRONT OF YOU" OR "IN YOUR PACKET"] you will find a handout titled "Other Feedback to Senior Leaders."

Squad leaders from previous events have provided detailed personal examples of how they have improved their unit climate, best practices that they would like to see implemented across the Army, specific challenges they have faced, and their ideas to build an Army-wide culture of dignity, respect, inclusion, and trust.

You can write on both sides of this form if necessary, but please write clearly.

Your name and/or contact information will not be attributed to these comments unless you choose to include it.

This handout is completely optional.

Do you have any questions?

Facilitator Action:

Answer any questions the participants might have.

Facilitator Dialogue:

If that is all, you can begin preparing your backbrief.

EASEL PAD HEADERS

**NOT IN MY SQUAD (NIMS)
WORKSHOP**

[Installation Name]

GROUP # []

1

DISCUSSION NORMS

GP [#]

2

**PURPOSE OF NIMS
WORKSHOPS**

1) **SHARE YOUR IDEAS**
Best practices
Challenges
Recommendations

2) **INFORM YOUR SENIOR
LEADERS AT LOCAL LEVEL**

3) **INFORM THE SMA AT THE
ARMY LEVEL**

GP [#]

3

Group #

Page #

3 MAIN TOPICS

1) **IDENTITY** – WHAT IS THE
ROLE OF SLs IN BUILDING
POSITIVE SQUAD CLIMATES?

2) **CLIMATE** – HOW DO SLs
BUILD AND MAINTAIN POSITIVE
CLIMATES?

3) **CULTURE** – HOW DO WE
BUILD AN ARMY-WIDE CULTURE
OF DIGNITY, RESPECT,
INCLUSION, AND TRUST?

GP [#]

4

**NIMS TOPIC 1: IDENTITY
RESPECT**

ARMY VALUES DEFINITION:
Treat people as they deserve to be
treated

**MORAL PRINCIPLE FROM THE
ARMY ETHIC (ADRP 1, THE
ARMY PROFESSION):**
In war and peace, we recognize the
intrinsic dignity and worth of all
people, treating them with respect
(2-18).

GP [#]

5

**WHAT IS THE RELATIONSHIP
BETWEEN DIGNITY AND
RESPECT?**

GP [#]

6

INCLUSION

**ONE OF THE GOALS OF THE U.S.
ARMY DIVERSITY ROADMAP IS
TO ACHIEVE AN “ARMY-WIDE
INCLUSIVE CULTURE.”**

OXFORD DICTIONARY:
The action or state of including or of
being included within a group or
structure.”

GP [#]

7

**HOW IS INCLUSION RELATED TO
DIGNITY AND RESPECT?**

**WHAT ABOUT SOLDIERS WHO
ARE EXCLUDED?**

GP [#]

8

TRUST

**HOW DO DIGNITY, RESPECT,
AND INCLUSION AFFECT
TRUST?**

Trust - firm belief in the
reliability, truth, ability, or
strength of someone or
something (Oxford Dictionary)

GP [#]

9

**RESPECT
DIGNITY
INCLUSION
TRUST**

WHY ARE THESE TERMS PARTICULARLY IMPORTANT TO SLs?

GP [#] 10

IDENTITY

One's sense of self; perceptions of one's roles and purpose in life.
Answers – Who am I?

WHY ARE INDIVIDUAL IDENTITIES IMPORTANT TO YOU AS A SQUAD LEADER?

GP [#] 11

DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES?
(Circle One) YES NO

EXAMPLES:

HOW DO DIGNITY, RESPECT, INCLUSION, AND TRUST CONTRIBUTE TO YOUR SQUAD'S IDENTITY?

HOW DOES A SL'S IDENTITY AS AN INDIVIDUAL IMPACT THE SQUAD AS A WHOLE?

GP [#] 12

NIMS TOPIC 2: CLIMATE

WHAT DO LEADERS (IN GENERAL) DO TO SET A POSITIVE CLIMATE?

WHAT ABOUT SLs?

WHAT ABOUT TLs?

GP [#] 13

HOW (AND HOW MUCH) DO OTHER LEADERS IMPACT SQUAD CLIMATE?

PL/PSG?

CO CDR/1SG?

BN CDR/CSM?

BDE CDR/CSM?

GP [#] 14

HOW (AND HOW MUCH) DO SQUAD MEMBERS (JUNIOR ENLISTED) IMPACT SQUAD CLIMATE?

Positive examples:

Negative examples:

GP [#] 15

WHO HAS THE GREATEST INFLUENCE ON SQUAD CLIMATE?

Why?

GP [#] 16

ARE THERE OTHER INFLUENCES ON SQUAD CLIMATE?

RANK ORDER THE TOP 3:

- 1.
- 2.
- 3.

GP [#] 17

HOW HAVE YOU BUILT, MAINTAINED, OR RESTORED A POSITIVE SQUAD CLIMATE?

<u>Example</u>	Home Statn & Deployed? (Y/N)	Duty Hrs & Off? (Y/N)
----------------	------------------------------------	-----------------------------

GP [#] 18

HOW DO YOU COMMUNICATE YOUR EXPECTATIONS TO YOUR NEW SOLDIERS?

GP [#] 19

WHAT DO YOU DO DURING TIMES OF STRESS TO MAINTAIN A POSITIVE/SUPPORTIVE CLIMATE?

HOW DO YOU MANAGE YOUR OWN STRESS?

WHO IS TAKING CARE OF YOU?

GP [#] 20

WHAT ARE YOUR BEST PRACTICES FOR BUILDING AND MAINTAINING A POSITIVE CLIMATE AND IMPROVING THE WAY SOLDIERS TREAT ONE ANOTHER?

WHICH ARE THE TOP 3-5 THAT YOU WOULD TAKE TO THE BACKBRIEF?

GP [#] 21

WHAT CHALLENGES DO YOU FACE WITH REGARD TO BUILDING A POSITIVE CLIMATE?

Squad Level Local/Org Level Army Level

GP [#] 22

DO YOU HAVE ENOUGH AUTHORITY AND AUTONOMY TO BUILD AND MAINTAIN A POSITIVE UNIT CLIMATE?

____ YES # ____ NO

WHY OR WHY NOT?

GP [#] 23

WHAT KSAs DO SLs NEED IN ORDER TO BUILD POSITIVE CLIMATES?

KNOWLEDGE

SKILLS

ABILITIES

GP [#] 24

ARE THERE CLIMATE-RELATED KSAs THAT YOU ARE PARTICULARLY GOOD AT?

IS THE ARMY LEVERAGING AND MAKING THE BEST USE OF THESE KSAs?

GP [#] 25

WHERE DID YOU LEARN THE KSAs TO BUILD A POSITIVE SQUAD CLIMATE?

____ Institutional Army/NCOES
 # ____ Unit (OJT)
 # ____ Unit (Prof. Devel.)
 # ____ Self Devel. (Structured)
 # ____ Self Devel. (On Your Own)
 # ____ Other

GP [#] 26

WHERE SHOULD SLs LEARN THE KSAs TO BUILD A POSITIVE SQUAD CLIMATE?

____ Institutional Army/NCOES
 # ____ Unit (OJT)
 # ____ Unit (Prof. Devel.)
 # ____ Self Devel. (Structured)
 # ____ Self Devel. (On Your Own)
 # ____ Other

GP [#] 27

HOW DO WE DEVELOP THESE KSAs IN SLs ACROSS THE FORCE?

ARE THERE METHODS THAT WOULD NOT BE EFFECTIVE?

GP [#] 28

HOW DO YOU KNOW IF YOUR SQUAD HAS A POSITIVE CLIMATE?

WHAT ARE THE EARLY WARNING SIGNS OF CLIMATE-RELATED PROBLEMS IN THE UNIT?

GP [#] 29

DOES YOUR UNIT HAVE A SUPPORTIVE LEARNING ENVIRONMENT?

_____ YES, Definitely
_____ YES, Somewhat
_____ NO

HOW DO YOU KNOW?

Supportive Units Do This:

Unsupportive Units Do This:

GP [#] 30

NIMS TOPIC #3: CULTURE

WHAT ARMY POLICIES AND PRACTICES HELP YOU BUILD A POSITIVE CLIMATE?

WHAT ARMY POLICIES AND PRACTICES MAKE THINGS MORE DIFFICULT?

GP [#] 31

WHAT POST OR "BIG ARMY" RESOURCES DO YOU USE TO PROMOTE A POSITIVE UNIT CLIMATE?

WHICH COULD BE IMPROVED?

WHAT ADDITIONAL RESOURCES WOULD HELP YOU TO ESTABLISH A POSITIVE UNIT CLIMATE?

GP [#] 32

WHAT ARE SOME EXAMPLES OF ARMY CULTURE DEMONSTRATED THROUGH CUSTOMS, COURTESIES, AND TRADITIONS?

GP [#] 33

WHAT ARE EXAMPLES OF SUBCULTURES WITHIN IN THE ARMY?

WHEN DO THESE SUBCULTURES BECOME MISALIGNED WITH ARMY CULTURE?

GP [#] 34

WHEN SUBCULTURES ARE MISALIGNED, WHERE DO YOU SEE BEHAVIORS THAT INDICATE A MISALIGNMENT?

Inclusion-Exclusion -> Discrimination

Initiation-Hazing -> Bullying

Joking/Teasing/Horseplay -> Harassment -> Assault

Authoritative -> Toxic Leaders

Cohesion/Bonding -> Exclusion/Discrimination

Loyalty -> Misperception of Loyalty

GP [#] 35

HOW CAN SLs KEEP MISALIGNMENT OF SUBCULTURES FROM OCCURRING?

GP [#] 36

**IN WHAT WAYS MIGHT
CUSTOMS, COURTESIES, AND
TRADITIONS, CONTRIBUTE TO
NEGATIVE BEHAVIORS AND
OUTCOMES?**

GP [#]

37

**HOW CAN THE ARMY
EMBED/REINFORCE THE RIGHT
APPLICATION OF THESE
CUSTOMS AND TRADITIONS
WITHOUT LEADING TO
NEGATIVE OUTCOMES?**

GP [#]

38