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## **"Team Recognition"**



# CASE-EX VIDEO VIGNETTE: DISCUSSION GUIDE

For all members of the Army Profession

<http://cape.army.mil>

## “Team Recognition”

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## BASIC CONCEPTS

- Watch the video and read the transcript prior to discussion.
- Review “Facilitation Best Practices.”
- See “Additional Resources” for more content.
- Think about a personal experience, story or event which relates to the scenario and consider using this as a way to start the discussion.
- Present each part of the vignette and lead an open discussion which relates to a desired learning outcome. Use the “Sample Discussion Questions” to help you prepare questions.
- After watching and discussing each part of the story, identify the takeaways and discuss how each participant will apply this experience.

## FACILITATION: BEST PRACTICES

The facilitators’ main role is to be a catalyst for conversation and learning about the topic at-hand. This module contains two rounds of discussion and ends with time to reflect on personal stories and vignettes that relate to the module.

Here are some key points to consider when preparing to facilitate a discussion:

- Let participants do most of the talking.
- The facilitators’ key role is to ask questions that spark thought and conversation.
- Ensure you engage everyone within your group and set the conditions for them to share thoughts openly. Do not let any one person or contingent dominate the conversation.
- Have questions prepped for each round to drive the conversation. Ask open-ended questions and encourage participants to elaborate on their answers/thoughts.

You are the catalyst for conversation. Make sure you continue to ask questions that make your group dig deeper. *For more information and guidelines on facilitating professional development discussions, visit the CAPE Website at <http://cape.army.mil>.*

## VIDEO TRANSCRIPT: PART 1



“Recently we were preparing for a presentation to the DCGINT and it involved a lot of people working for a long time towards a goal for a briefing. There was a lot of work that went into it, a lot of blood, sweat and tears kind of thing went in to it.

And, like I said, there was [sic] months of planning that went into getting these and then we started working on: we evolved from, reviewing the tasks and the jobs and all that type of stuff too, (and) developing course outlines. And of course, again, lots of people have opinions and you’re trying to come up with a good course outline and then you’re trying to figure out what’s the

best media to present the instruction. You’re also accounting for resources, like what are all the things that they need to do this?

We were accounting for things, for example, down to a stopwatch that they would use during physical training during their APFT.

Then of course, for the briefing itself we had to prepare briefing slides that would go up there and you’ve got a lot of people putting input into one product, one PowerPoint. Your people are reviewing it over and over and over and seeing things and changing things.

That’s when you have to be flexible and open minded, because you want everyone to be satisfied and happy with how things are going to be presented.”

## VIDEO TRANSCRIPT: PART 2



“We were preparing for a presentation to the DCGINT and it involved a lot of people working for a long time towards a goal for a briefing.

We had the briefing (and) everything went very successful.

I think the overall morale of everyone in the organization was pretty high because you feel good about the job you did, your contribution to it, and it was successful.

So you have that ‘Whew! I’m so glad that’s over!’ But, you think about (how) you know you did a good job. Even though there were times that we stressed about things, or maybe some things didn’t work out exactly as we had hoped they (would), it

still worked. I know that was a time when everyone’s morale was pretty high and everyone felt good about what they did.

During this presentation, some of the instructors were briefing a Two-Star General and it was a pretty relaxed briefing — we considered it light — but it went over two days long.

So, this particular group of instructors who had been the presenters, if you will, of their portions of the briefing, their commander at the end of the day when their portion was done, he lined them up — everyone was on break — and he lined them up on stage and he thanked each one individually, up there in front of everybody.

That was like, wow, you know, that was good to see! It ... boosted the confidence of the organization to know that, ‘Look what we did and if we had to do it again, we could do it again.’”

## ADDITIONAL RESOURCES

The following resources are available:

	<p><b><u>Center for the Army Profession and Ethic:</u></b></p> <p>Visit the CAPE Army Profession Website: <a href="http://cape.army.mil/AAOP/aaop.php">http://cape.army.mil/AAOP/aaop.php</a></p>
	<p><b><u>Official Homepage of the US Army:</u></b></p> <p><a href="http://www.army.mil/article/14500/new-brigade-csm-takes-ncos-for-a-run-talks-with-junior-enlisted/">http://www.army.mil/article/14500/new-brigade-csm-takes-ncos-for-a-run-talks-with-junior-enlisted/</a></p>
	<p><b><u>Official Homepage of the US Army:</u></b></p> <p><a href="http://www.army.mil/article/39960/">http://www.army.mil/article/39960/</a></p>

## SAMPLE DISCUSSION QUESTIONS

### PART 1: Discussing Joy Feldman's Story

[Watch "Team Recognition" – Part 1]

1. Describe the environment Joy Feldman and her fellow professionals worked in. What is significant about her description?
2. Joy Feldman says, "You have to be flexible and open-minded because you want everyone to be satisfied." What impact does this type of climate have on an organization? Describe a situation Army Professionals may find themselves in when this is *not* an option.
3. Joy Feldman describes the overall morale of the organization as "pretty high." Webster's dictionary describes "morale" as "the mental and emotional condition of an individual or group with regard to the function or tasks at hand."
  - a. What factors may contribute to this group's high morale?
  - b. Describe a situation where you have been a part of an organization with extremely high or low morale. How was the group's task or function affected by that morale?
  - c. How does each individual person's morale affect an entire group of people?
4. How do Army leaders foster a climate that inspires teamwork and collaboration towards a common goal? How do you measure or assess — both formally and informally — the climate of an organization?
5. Based on Joy Feldman's story, what can you infer about her level of commitment to the task? To the Army Profession as a whole?
6. Joy Feldman says the project she was working on required many people working on the same task. Why is competence a criteria for certification in the Army Profession? What is the outcome when an individual demonstrates professional character and commitment, but is lacking in professional competence?

## PART 2: Discussing Joy Feldman's Story

[Watch "Team Recognition" – Part 2]

1. "Leadership in our organization was very vocal in thanking everyone," Joy Feldman said. "There's nothing like getting a good pat on the back when someone says 'Thank you; you've done a good job.'"
  - a. Based on her reflection, how would you describe the culture and command climate of Joy Feldman's organization?
  - b. How does her statement reflect her level of trust in the organization and with her superiors?
2. How did her organization foster esprit de corps? What specific behaviors did her commander demonstrate to build esprit de corps?
  - a. How might this encouragement lead employees to experience a sense of common fellowship and build loyalty among one another? What about loyalty for the organization?
3. Joy Feldman says her leadership used different forms of gratitude to show appreciation for the employees' efforts. One of the methods included individually thanking the employee in front of his peers. What effects might this type of public appreciation have on the employee? On his peers?
4. How does trust enable a group of people to overcome adversity or function in high-stress environments?
  - a. How can leadership build trust in an organization?
  - b. How do the members of an organization develop trust among themselves?
5. Why is it important for the Army to maintain its level of esprit de corps? What role does this have in the development of each Army Professional's identity?
6. What impact do Army customs, courtesies and traditions have in building esprit de corps and shaping culture? (e.g., Handing out a unit coin as a token of appreciation for an individual's actions.)

## AAR/CHECK ON LEARNING

### Personal Vignettes and Takeaways

*Facilitator asks students to share any personal vignettes and takeaways from the module.*

**It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the significance of Joy Feldman's story. Soldiers should walk away with a better understanding of the decision point, and be able to properly convey the importance of the decision-making process to individuals in their unit.**

**Upon concluding, the following questions are useful for determining learning and promoting reflection:**

<b>Learning</b>	Q – What did you learn from listening to the reactions and reflections of other leaders?  Q – What are the future implications of this decision and/or experience?
<b>Reflection</b>	Q – How do you feel/what do you think about what you learned?  Q – What will you do with your new information?  Q – How can you apply this experience to better develop yourself and your fellow professionals?