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

Consideration of Others
Participant Manual

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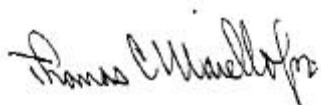1401 Deshler Street SW
Fort McPherson, GA 30330-2000

1 August 2000

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

USARC Pamphlet 600-4

Personnel - General
CONSIDERATION OF OTHERS PARTICIPANT HANDBOOK

For the Commander:

ROBERT B. OSTENBERG
Brigadier General, USAR
Acting Chief of Staff

Official:

THOMAS C. MAIELLO, JR.
Colonel, GS
Army Reserve Chief Information Officer

History. This is the initial printing of USARC Pamphlet 600-4.

Summary. The consideration of others program is mandatory command-wide. It is a program that increases every soldier's and Department of the Army Civilian's awareness of human relation issues and commitment to professionalism towards others. The overarching purpose of this program is to enhance trust, cohesion, and readiness by ensuring continual awareness of caring as an organizational imperative. This participant handbook is used in conjunction with the 5-day consideration of others facilitator train-the-trainer workshop and USARC Pamphlet 600-3. The consideration of others facilitator certification is a 5-day training program. When individuals complete the 5-day train-the-trainer workshop, they are authorized to conduct and facilitate consideration of others small-group discussions within the USARC.

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 your command. They may be replaced by other information that applies specifically to your command.

Applicability. This pamphlet applies to all U.S. Army Reserve Command (USARC) organizations down to the company level.

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+

Contents

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1. Purpose
The purpose of the Consideration of Others facilitator training workshop is to provide the means for USARC soldiers and Department of the Army Civilians (DAC) to significantly increase their performance capability as they conduct small group discussions within their organizations. This workshop is part of a continuous learning process of growth and development. During the 5-day program you will learn useful facilitation skills and techniques for conducting small group discussions.

The pamphlet explains video presentations, climate assessment survey, requirement 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.

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

4. Video Presentation
There are several videos and video clips used during the 5-day training program. The videos identified in this manual can be changed to suit the needs of the training organization. The videos at figure 1 have been incorporated into the training program.

5. Ethical Climate Assessment Survey (ECAS)
    a. 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, Army Leadership, provides specific leader actions necessary to sustain or improve your ethical climate, as necessary.

b. Although commanders are not required by regulation to administer the 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.

c. A copy 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. A computerized version under 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 analysis the end result.

6. Command Climate Assessment (CCAS)

a. Army Regulation 600-20 (Command Policy) requires Army Reserve commanders of company-size units to conduct the CCAS within 180 days of assumption of command and once a year thereafter. The CCAS 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 CCAS.

b. Copies of the CCAS are found in appendices G and H of this publication. Copies may also be obtained from the DA Pamphlet 600-69 (Command Climate Survey Handbook). Additionally, the most current version will always be posted and available for downloading from the internet by using the following address and instructions: go to website http://www.odcsper.army.mil and then click on "Enter Here," "Information Index," "Human Resources," and "Command Climate Survey."

c. Computerized Version of the Survey. Download from website http://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.

7. Facilitator Certification Requirements

a. How to qualify as a consideration of others small-group facilitator. To be authorized to facilitate small-group discussions individuals must satisfactorily complete the 5-day training program as outlined in this pamphlet.

b. Qualifications for Master Facilitator certification. 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 (refer to format example at appendix J). The MSCs have approval authority for this action.

8. 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 leader Action Plan 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.
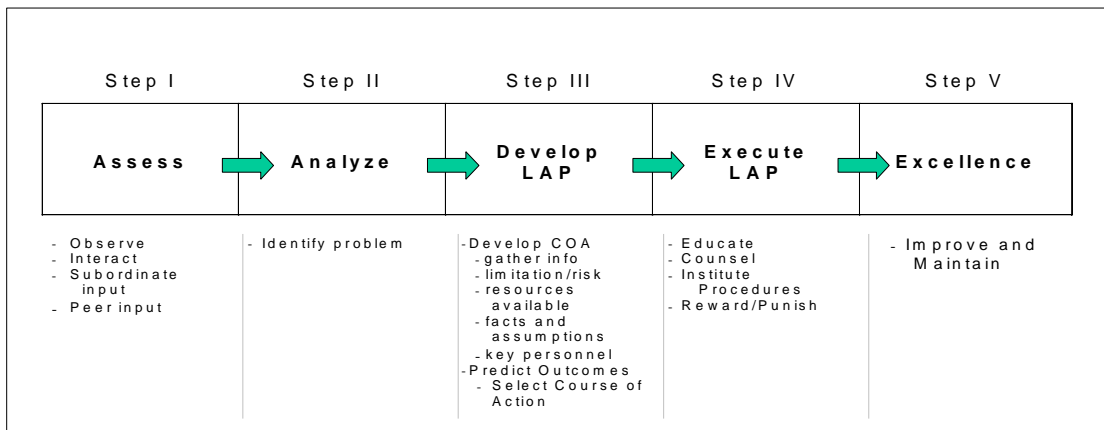
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        Step I          Step II          Step III         Step IV          Step V

        Assess    →    Analyze    →    Develop    →    Execute    →    Excellence
                                        LAP              LAP

  - Observe          - Identify problem   -Develop COA       - Educate          - Improve and
  - Interact                               - gather info      - Counsel            Maintain
  - Subordinate                            - limitation/risk  - Institute
    input                                  - resources          Procedures
  - Peer input                               available        - Reward/Punish
                                           - facts and
                                             assumptions
                                           - key personnel
                                         -Predict Outcomes
                                           - Select Course of
                                             Action
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Figure 2. Leadership Action Plan (LAP)

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.

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 LAP 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.

9. 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 logistics checks will help you to 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.

(7) Ensure that materials are on hand and in order. Checks to ensure that all materials are included and legible.

(8) Check availability of copying facilities and costs for last minute copying, should materials be missing or participants bring additional relevant materials or handouts.

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

(10) 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.

(11) 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.

(12) Relax and have fun, and participants will do likewise.

10. Facilitator Train-the-Trainer Materials Checklist

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 include:

(1) Participant handbook

(2) Name tags and table tents

(3) Evaluation sheets

(4) Pencils

(5) Certificate

11. Facilitator 5-Day Train-the-Trainer Sessions

a. What is the recommended group size for train-the-trainer sessions? We 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 to be used for the first 3 days of your 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 to be used for the first 3 days of your 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 drastically 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 figure 2).
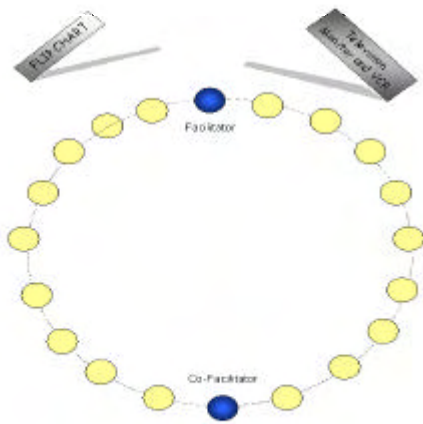
Figure 3. Sample seating arrangement.

e. 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.

12. Command Climate Survey Training
Using the training material provided at appendix F, conduct a 20 to 30 minute overview on the following:

a. The purpose of the training.

b. The requirements for conducting a CCAS.

c. Why is climate important.

d. Methods to assess climate.

e. Value of a survey process.

f. Perception and reality.

g. Value of a survey to a commander.

h. Role of the commander.

13. Administer Surveys
During the next 20 to 30 minutes you will administer an ECAS, appendix J, and a CCAS, appendix G and H, to the participants.

a. Ethical Climate Assessment Survey (ECAS)

(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) Distribute one 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; 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) Distribute 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 3 things that are going very well in the unit, and 3 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.

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
	1055 - 1110	Administer ECAS (para 12a)
	1110 - 1130	Administer CCAS (para 12b)
	1130 - 1230	**Lunch**
	1230 - 1320	(1) Format of Facilitator and Student Instruction
		(2) Purpose of ECAS (para 5)
		(3) Purpose of Cmd Climate Survey (para 6)
		(4) Facilitator Certification Requirements (para 7)
		(5) Leadership Action Plan (para 8)
		(6) Tips on Logistics (para 9)
	1320 - 1345	(1) Welcome (page A-1)
		(2) Message From 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)
		(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 Responsibility (pages A-11 - A-12)
	1620 - 1630	Critique Sheet (What Went WELL Today - What DID NOT Go Well Today)

AGENDA – DAY TWO

Day Two	Time	Subject
	0730 - 0900	(1) Review and Overview
		(2) Twelve Principles of Facilitation (pages B-2 - B-4)
		(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 (pages B-8 - B-9)
	0900 - 0915	**Break**
	0915 - 1130	(1) The Seven Army Core Values (pages B-10 - B-11)
		(2) Flash Point - When Values Collide
		Break
		(3) Flash Point - When Values Collide
		(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) Questions (pages B-25 - B-28)
	1650 - 1700	Critique Sheet (What Went WELL Today - What DID NOT Go Well Today)

AGENDA – DAY THREE

Day Three	Time	Subject
	0730 - 0830	(1) Review and Overview
		(2) Encourage Discussion (page C-2)
		(3) The Discussion Group (page C-3)
	0830 - 0845	**Break**
	0845 - 1000	(1) Five Red Flags (pages C-4 - C-9) (small-group exercise)
		(2) Red Flags - Conclusion (page C-10)
		(3) Making Effective Presentations (pages C-11 - C-12)
	1000 - 1015	**Break**
	1015 - 1130	(4) The Art of Facilitation (pages C-13 - C-15) (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 (pages C-21 - C-22)
	1545 - 1600	**Break**
	1600 - 1700	(1) Professional Qualities (pages C-23 - C-24)
		(2) The Army Ethics (pages C-25 - C-26)
		(3) Conclusion (page C-27)
		(4) Celebrate Living (video presentation) - Optional
		(5) Critique Sheet (What Went WELL Today - What DID NOT Go Well Today)

AGENDA – DAY FOUR

Day Four	Time	Subject
	0830 - 0900	Ethical Climate Assessment Survey Results (D-2 - D-3)
	0900 - 0930	*CCAS Results (pages D-4 - D-5)
	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

* Command Climate Assessment Survey

Facilitator Note: Refer to Facilitator Manual, Section IV, pages 4 and 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.

AGENDA – DAY FIVE

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 (E-2 - E-16)
	1530 - 1545	Critique Sheet
	1545 - 1600	Closing Guest Speaker
	1600 - 1615	Closing Remarks
	1615 - 1630	Award Certificates

Appendix A - Day One

INTRODUCTION

Welcome

Welcome 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.

Our 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

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

Agenda

Agenda - Facilitator Workshop

Day One

- Establish Ground Rules
- Introductions
- Objective and Process
- Methodology
- Key Organizational Areas
- Facilitator Responsibilities

Day Two

- 12 Principles of Facilitation
- Co-Facilitation
- The Philosophy
- Centralized/Decentralized Training
- What Is and Isn't COO
- The Seven Army Values
- Flash Point Video
- Communicate
- Facilitator Do's and Don't
- Listening Skills

Slide 3

Intro to Consideration of Others

United States Army Reserve Command

## Agenda
Master Facilitator Workshop

Day Three

- The Discussion
- Five Red Flags
- Effective Presentations
- The Art of Facilitation
- MDW COO Video
- Adult Learning
- Discussion Group Phases
- Facilitator Timing
- Facilitator Survival Skills
- Professional Qualities
- The Army Ethics

Days Four and Five

- Hands-on Facilitation

Slide 4

Intro to Consideration of Others

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.
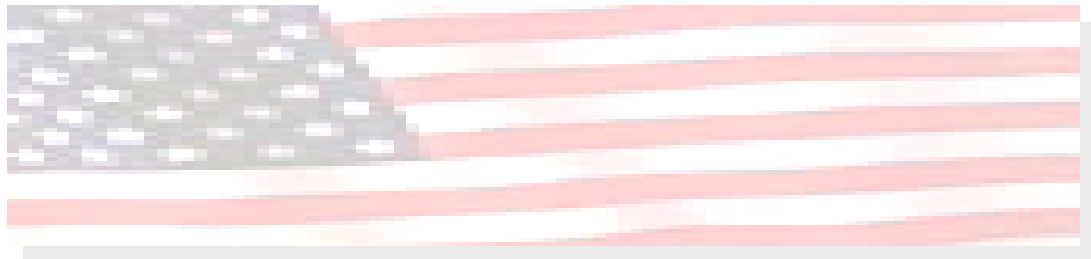
The intent of the USAR Consideration of Others philosophy is simply to internalize the importance of treating each other with respect and dignity. Consideration of Others enables our soldiers and civilians to understand how their actions affect one another, emphasizes respect among all individuals regardless 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.

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. _____

One Person Speaks

Be On Time

Seek First To Understand, Then To Be Understood

Be Proactive, Not Reactive

Treat Other Participants With Respect

No Grandstanding

Have Respect For The Program
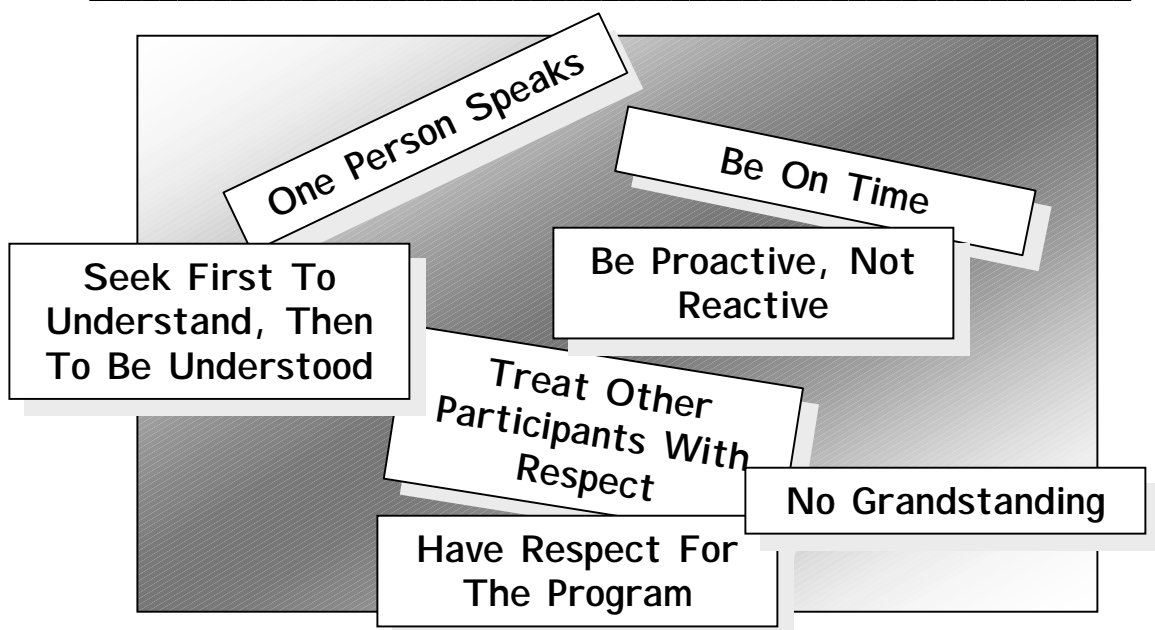
Introductions and Expectations

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:

_____
_____
_____
_____

Objective and Process

Congratulations! 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.

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

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 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).

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

Appendix B - Day Two

Training and Values

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.*

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.

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

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.
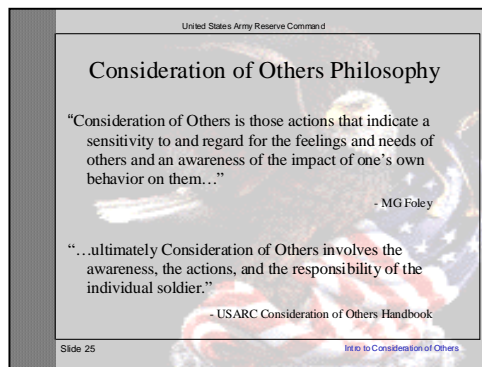
SETTING THE STAGE

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

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.

United States Army Reserve Command

Consideration of Others Philosophy

"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…"

- MG Foley

"…ultimately Consideration of Others involves the
awareness, the actions, and the responsibility of the
individual soldier."

- USARC Consideration of Others Handbook

Slide 25   Intro to Consideration of Others

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.

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.
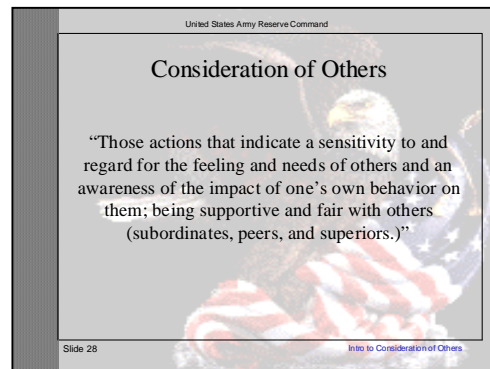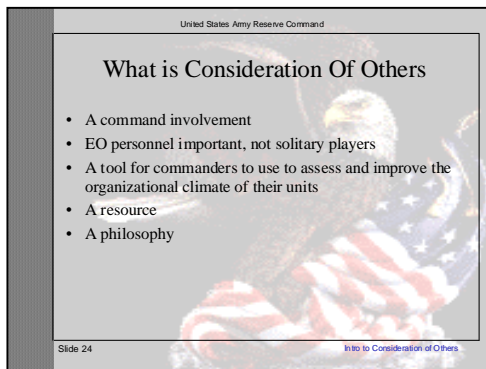
DECENTRALIZED TRAINING

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.

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.

United States Army Reserve Command

What is Consideration Of Others

- A command involvement
- EO personnel important, not solitary players
- A tool for commanders to use to assess and improve the organizational climate of their units
- A resource
- A philosophy

Slide 24   Intro to Consideration of Others

United States Army Reserve Command

Consideration of Others

"Those actions that indicate a sensitivity to and regard for the feeling and needs of others and an awareness of the impact of one's own behavior on them; being supportive and fair with others (subordinates, peers, and superiors.)"

Slide 28   Intro to Consideration of Others

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.

What Isn't Consideration of Others?

United States Army Reserve Command

Consideration Of Others *Is Not*

- A set of mandatory lesson plans
- A mandatory replacement for existing command emphasis programs
- An EO, rather than command, program
- A vehicle for "sensing sessions"

Intro to Consideration of Others

_____

_____

_____

_____

_____

_____

_____

_____

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.

_____

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.

_____
_____
_____

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?

    _____

    _____

    _____

How We Communicate

The Attitude and Skill of Understanding

Becoming 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

Communication 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.

7%

35%

58%

■ **Words We Say**   ■ **How We Say Words**   □ **Non-Verbal**
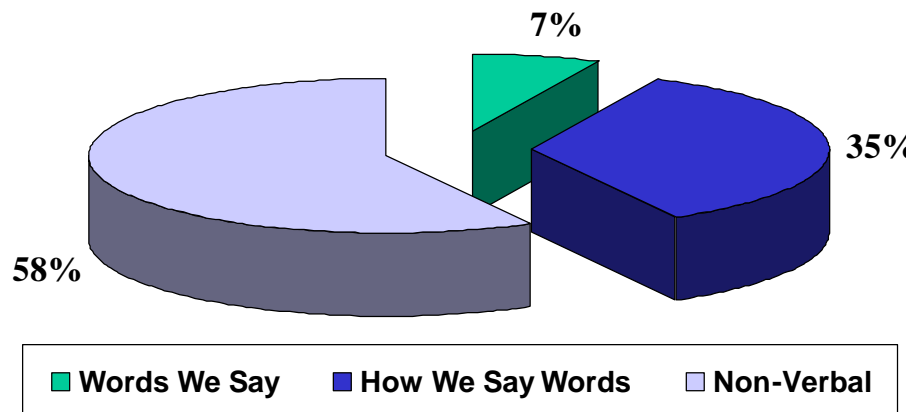
People communicate beyond words. Personal feelings follow the words said. Often they disclose these feelings through word emphasis and body language, even though they may verbally communicate conflicting ideas.

"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."

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?

_____

_____

_____

_____

_____

_____

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.

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.

Defensiveness

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.

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:

<u>Noise_____</u>　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

<u>Preconceived Ideas_____</u>　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿　　　　　＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

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?

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 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.

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**

Listening Techniques

KEY COMMUNICATION SKILLS: LISTENING AND PARAPHRASING

Listening 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.

The 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.

Notes:

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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. Closes off discussion. 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. Usually begins with, "what," "how," "when," or "why." Stimulates thinking. Elicits discussion.	"What ideas do you have for explaining the changes to our customers?"

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	DON'T
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.

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?"

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?"

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.

Appendix C - Day Three

THE DISCUSSION GROUPS

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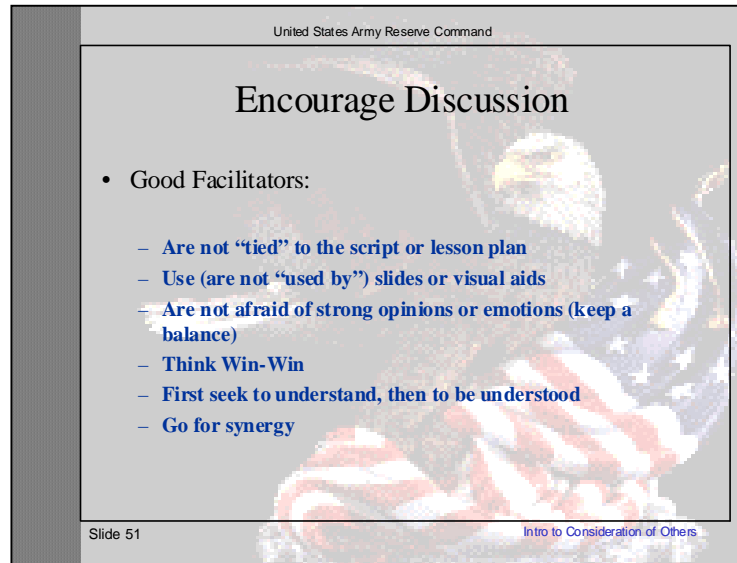
As the facilitator of a small group, it is important to encourage discussion among the group members. Remember - we want dialogue - not monologue.   The facilitator is challenged with setting the tone and providing an atmosphere in which sharing is safe and learning is exciting. The facilitator will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

Do 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.

Some 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.

The Discussion Group

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Five Red Flags

Five Red Flags

- The SME
- The "old-timer"
- The "talker"
- The "distracter"
- Issues of rank or leadership position

Slide 48

Intro to Consideration of Others

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The SME Who Dominates

United States Army Reserve Command

The SME Who Dominates

- SMEs are good - if kept in balance
- Applying past experiences to present is good - but acknowledge differences as well
- Problem of emotional baggage
- Issue of, I've been there and you haven't

Slide 54

Intro to Consideration of Others

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The "Old Timer"

The "Old Timer"

- The dominate "Old-Timer" will use phrases like:
  - **"I've been in this unit a long time…"**
  - **"During my first tour with the 82nd…"**
  - **"When I came in the Army we…"**
- This can be good stuff, if experience lends to the discussion, rather than to simply give weight to the "old-timers" personal opinion
- You can diffuse with humor

Slide 55   Intro to Consideration of Others

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The "Talker"

United States Army Reserve Command

The "Talker"

- The "talker" who wants to dominate
  - **Two types of situations**
    - Individual who needs last word (or all words)
    - Individual who cannot communicate with brevity
  - **Usually best handled by direct interruption by facilitator (think win-win)**

Slide 56

Intro to Consideration of Others

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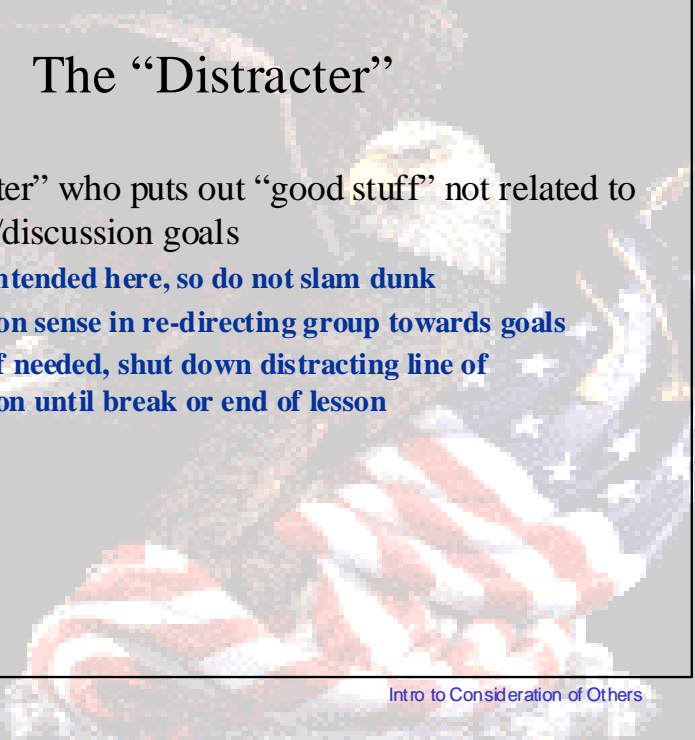
The "Distracter"

United States Army Reserve Command

The "Distracter"

- The "distracter" who puts out "good stuff" not related to the teaching/discussion goals
    - No harm intended here, so do not slam dunk
    - Use common sense in re-directing group towards goals
    - Be direct if needed, shut down distracting line of conversation until break or end of lesson

Slide 57

Intro to Consideration of Others

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Rank or Leadership Position

Rank or Leadership Position

- Issues of rank or leadership position
  - **Very difficult and challenging situation**
  - **Goal is to achieve lesson objectives without compromising leader's on-going military authority**
  - **Best handled in steps with**
    - Gentle diversion
    - Interruption and ending with calling an unscheduled break
    - Confronting leader off-line (one-on-one)

Intro to Consideration of Others

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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.

Making Effective Presentations

Behavioral 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 in 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.

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.

Mastering the Art of Facilitation

The skills of a Master Facilitator

Mastering 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.

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.

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?

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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.

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.

Discussion Group Phases

PUBLISHING PHASE 1	**PROCESSING PHASE** 2

PUBLISHING PHASE   **1**

- Who would volunteer to share? Who else?
- What happened?
- How did you feel about that?
- Who else had the same experience?
- Who reacted differently?
- Were there any surprises?
- How many felt differently?
- What did you observe?
- What were you aware of?

PROCESSING PHASE   **2**

- How did you account for that?
- What does that mean to you?
- How was that significant?
- How was that good or bad?
- What struck you about that?
- How do those fit together?
- How might it have been different?
- Do you see something operating there?
- What does that suggest to you about yourself and your group?
- What do you understand better about yourself and/or your group?

GENERALIZING PHASE   **3**

- What might we draw/pull from that?
- Is that plugging into anything?
- What did you learn or relearn?
- What does that suggest to you about _____ in general?
- Does that remind you of anything?
- What principle/law do you see operating?
- What does that help to explain?
- How does this relate to other experiences?
- What do you associate with that?
- So what?

APPLYING PHASE   **4**

- How could you apply/transfer that?
- What would you like to do with that?
- How could you repeat this again?
- What could you do to hold on to that?
- What are your options?
- What might you do to help/hinder yourself?
- How could you make it better?
- What would be the consequences of doing/not doing that?
- What modifications can you make-work for you?
- What could you imagine/fantasize about?

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.

Trust Your Instinct

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

If 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.

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

When 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.

If 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.

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.

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*.

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.

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.

The Army Ethics

Sound 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.

The 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.

As 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.

Since 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.

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.

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.

Appendix D - Day Four

SITUATION EXERCISES

Ethical Climate Assessment Survey (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

ECAS Results - Exercises 1 through 6 (Continued)

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 Survey (CCAS) 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

CCAS 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

Instructions for Completing USARC Form 99-E (Report Control Number RCPR-057)

START HERE

Follow instructions (Note: Each cell with a red triangle in the top right corner contains instructions)

Select "Pick From List" option

Instructions for Completing USARC Form 99-E (Continued)

Select "Reporting Quarter" and click right mouse button

YOUR INPUT IS REQUIRED

Place your cursor in this box, then click right mouse button. Select "Pick From List" option to display drop-down selection. Click appropriate unit.

Instructions for Completing USARC Form 99-E (Continued)

Select "MSC" and click right mouse button

Instructions for Completing USARC Form 99-E (Continued)

Completing USARC Form 100-R

Print or Type the "primary" and co-facilitators rank/grade, First and Last Name

Print or Type dates workshop was conducted

Consideration of Others 3-Day Facilitator Workshop

1 - 3 March 2000

Print Dates Workshop Conducted

CPT Vincent Smedlapp
Print Name of Primary Facilitator

SFC Richard Jones
Print Name of Co-Facilitator

Signature of DRC EAO/Installation Representative

Students Name (Last, First MI)	Grade	AGR	AC	TPU	Mil Tech	DAC	Unit of Assignment
Smith, John	CPT	✓					63d RSC, HHC
Jones, Tom	GS9					✓	63d RSC, HHC
Brown, Rick	SFC		✓				63d RSC, Co A
Fuller, Tom	SFC	✓					63d RSC, Co B
Thomas, Frank	GS11					✓	63d RSC
Goody, Jack	MSG			✓			63d RSC, Co C

The primary facilitator is responsible for having students print information

Submit completed USARC Form 100-R to your MSC/Installation for appropriate signature

NOTE: USARC Form 100-R is available for download from the USARC Intranet or Form Flow.

USARC Form 100-R (TEST)
1 October 1999

(Proponent USARC HR/EO)

NOTE: Review back page for additional instructions

Posting Facilitator Category Tabs

NOTE: 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 DAC) indicated at the bottom of the Excel spreadsheet.

Posting Section II - USARC Form 99-E

NOTE: 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.

Completing Section III - Personnel Assigned

Facilitator requirement is based on total assigned strength. The ratio is 1 facilitator for every 100 assigned personnel.

NOTE: Your input is required. Refer to Assigned Personnel tab at the bottom of the Excel spreadsheet.

Completing Section IV - Commanders and First Sergeants Assigned

Input assigned strength for commanders and first sergeants.

Completing USARC Form 101-R

Identify the topic for discussion

Unit Commander or First Sergeant will sign when they "observe" the small-group session

This USARC Form 101-R constitutes 1 small-group discussion session for 2d quarter, FY 2000

-Group Discussion

Sexual Remarks in the Workplace

Topic of Discussion

CPT Thomas Cook
Commander or First Sergeant Signature and Grade

4 March 2000
Date Small Group Conducted

CPT Vincent Smedlapp

Print Name of Primary Facilitator

None

Print Name of Co-Facilitator

12 March 2000
Signature of DRC EAO/Installation Representative

Identify the primary facilitator for the small-group session. Also, co-facilitator, if applicable.

MSC or Installation EOA signs USARC Form 101-R after verifying sum totals. This form will serve as your supporting document for your organizations quarterly Consideration of Others Facilitator Training and Small-Group Discussion Analysis report.

Students Name (Last, First MI)	Grade	AGR	AC	TPU	Mil Tech	DAC	Unit of Assignment
Darin, Ed	SGT	✓					6
al	SSG	✓					6
John	SSG	✓					6
bara	SFC		✓				6
y, Janet	2LT	✓					6
illy	GS9					✓	6
Truman, Mike	GS11					✓	6
Aspenwall, Jim	CPT		✓				6
Lovell, Herb	SFC	✓					6
Johnson, Hank	MSG	✓					6
Jackson, Marvin	SGT	✓					63d RSC, Co A
Jacobs, K.	MAJ	✓					63d RSC, Co A
Stanler, Loretta	1LT		✓				63d RSC, Co A
Pierce, Karen	CW3		✓				63d RSC, Co A
Stanley, Phil	WO1	✓					63d RSC, Co A
Nickleson, Mark	SSG	✓					63d RSC, Co A
Benson, Bud	GS5					✓	63d RSC, Co A
Strawberry, Phyllis	SSG		✓				63d RSC, Co A

Attendance for AGR personnel

Attendance for TPU personnel

Attendance for DAC personnel

NOTE: USARC Form 100-R is available for download from the USARC Intranet or Form Flow.

USARC Form 101-R (TEST)
1 October 1999

(Proponent USARC HR/EO)

Total Attendees	10	5	0	1	2	= 18

Attendance for AC personnel

Attendance for Mil Tech personnel

Total Attendance for AGR, AC, TPU, Mil Tech, and DAC personnel

Completing Section IV - Leadership Involvement

MSC or installation EOA will count their attendance or observation here

Unit Commander or First Sergeant will sign USARC Form 101-R when they "observe" the small-group session.

Completing Section VI - Counting Personnel Attending Small-Group Discussions

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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email: **info@sirota.com**
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The Centre at Purchase
Purchase, NY 10577-2128
696-3401

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of Contents

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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/Di sagree	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.
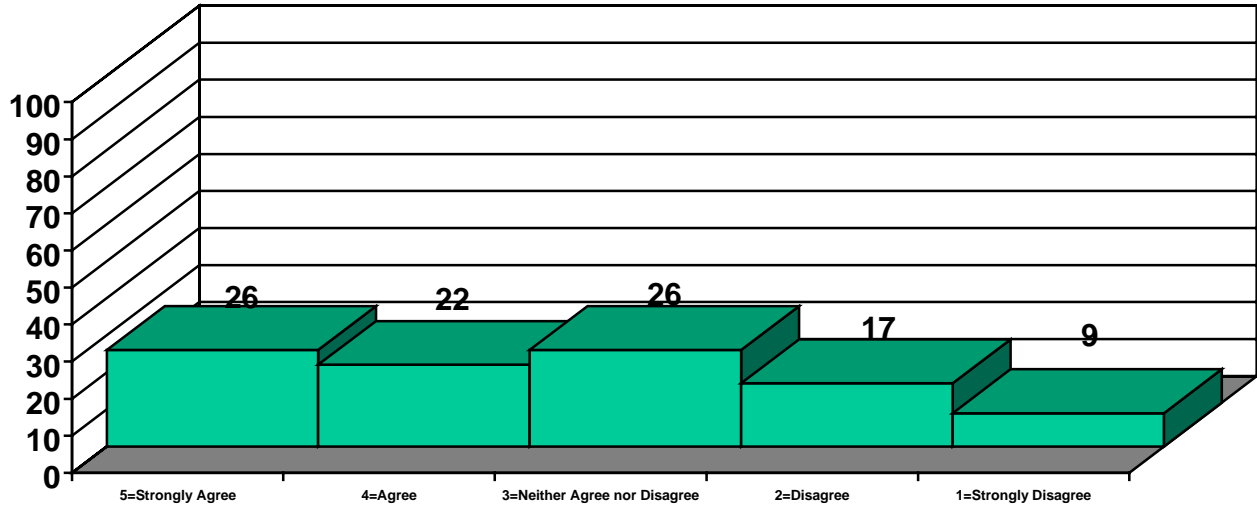
READING YOUR RESULTS PRINTOUT - HORIZONTAL BAR CHART USING PERCENTS

❑ 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.
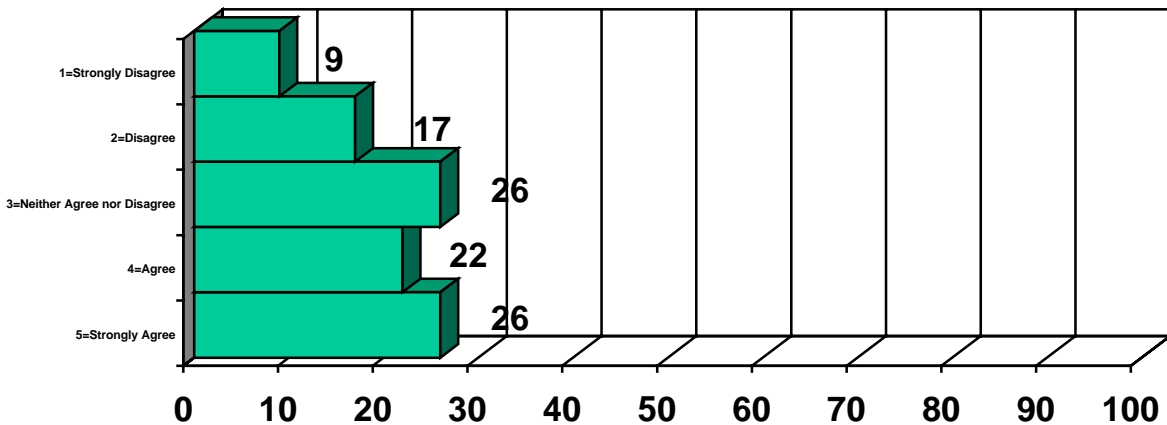
Reading Your Results Printout - Pie Chart Using Percents

❑ 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.

1=Strongly Disagree
9%

2=Disagree
17%

5=Strongly Agree
26%

4=Agree
22%

3=Neither Agree nor
Disagree
26%
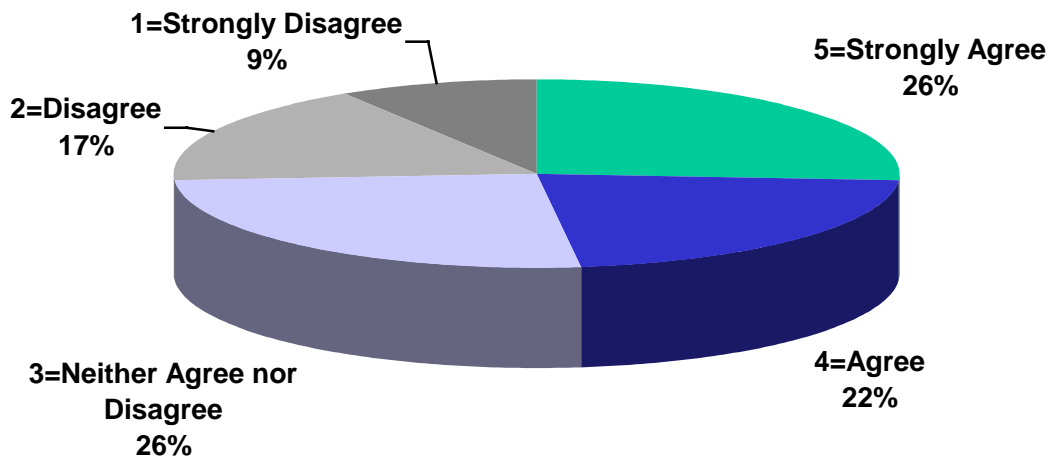
READING YOUR RESULTS PRINTOUT - TABLE OF RESULTS

❑ 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				

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.

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).
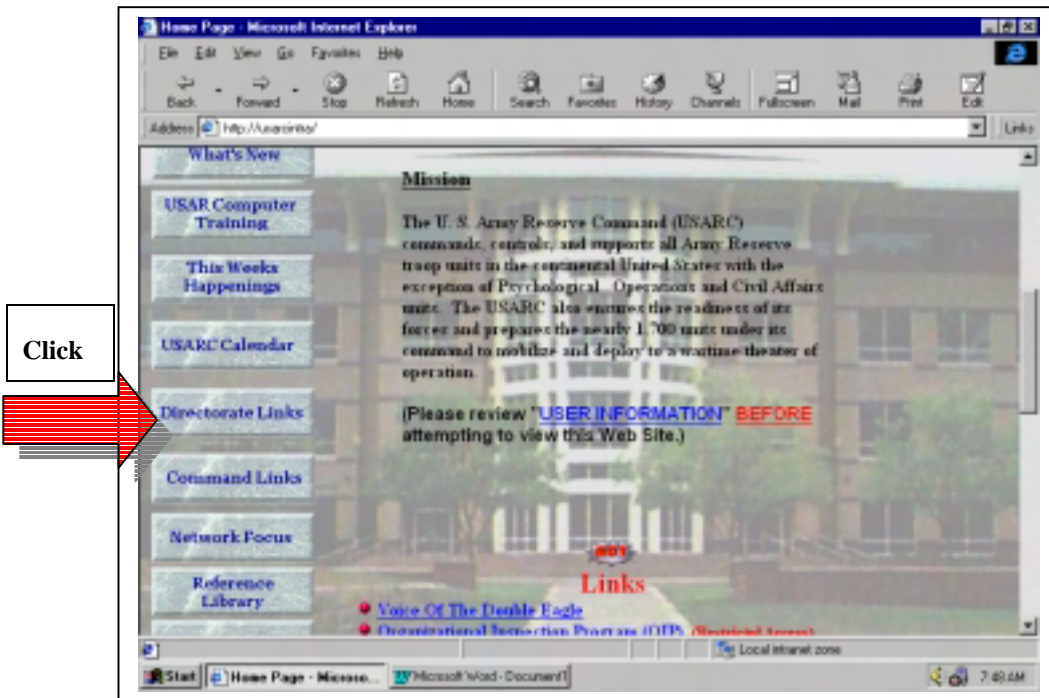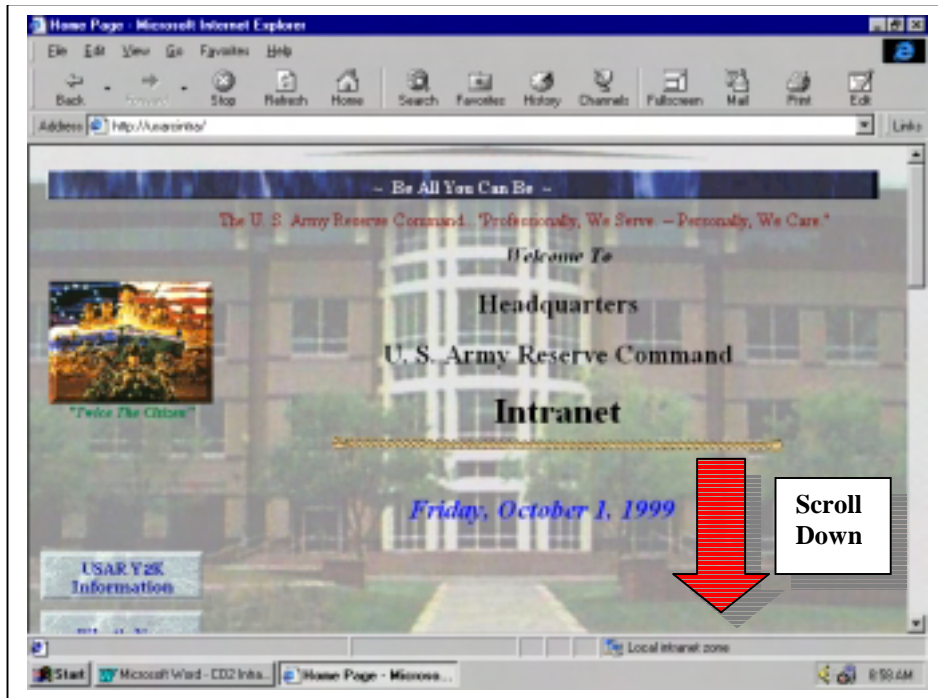
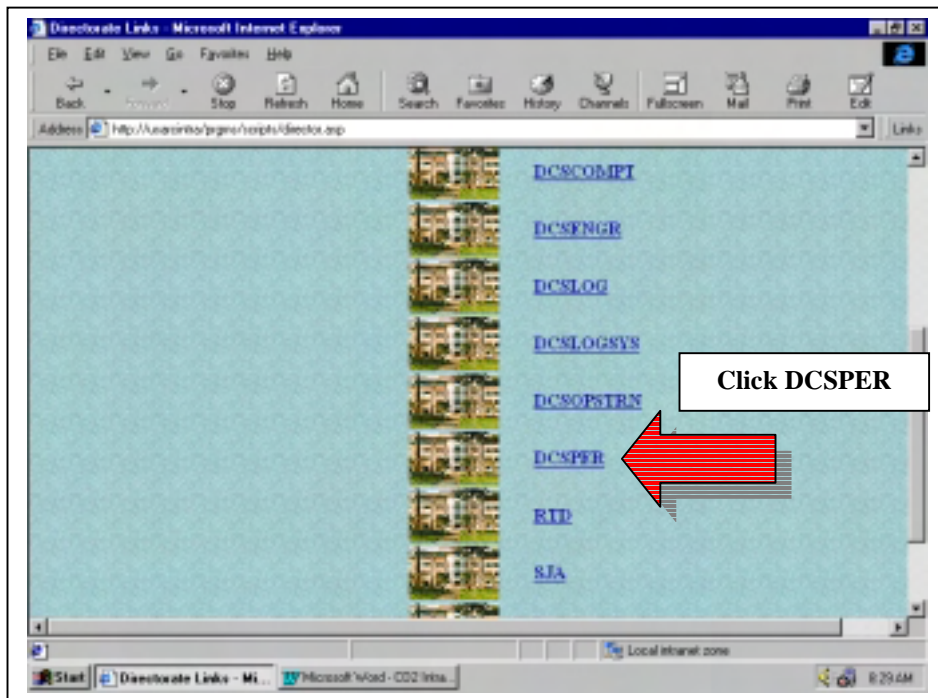**Note**: To begin, open your Web Page browser and locate the "address" window.

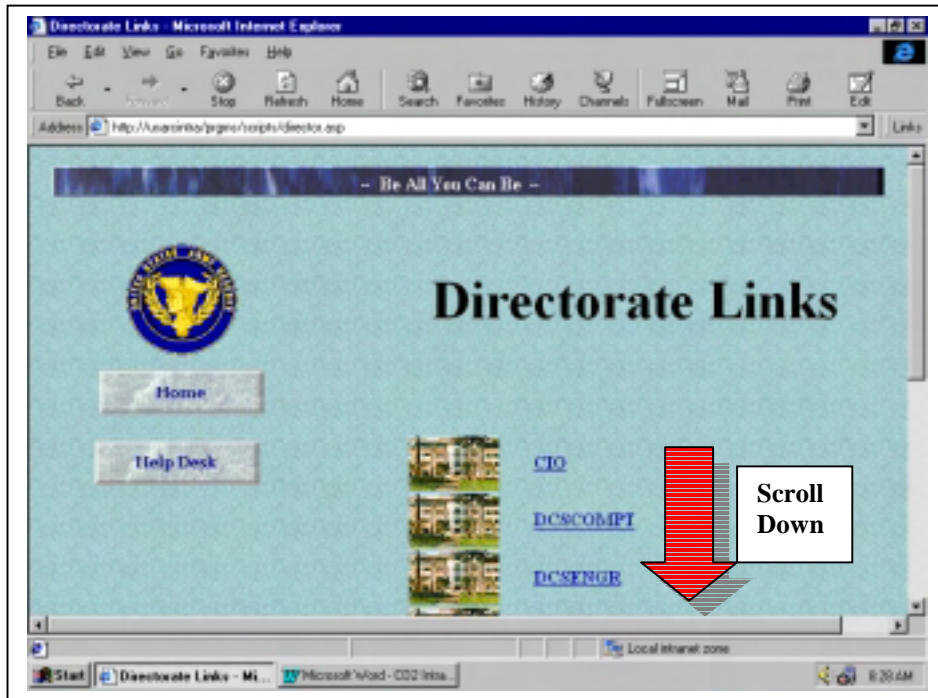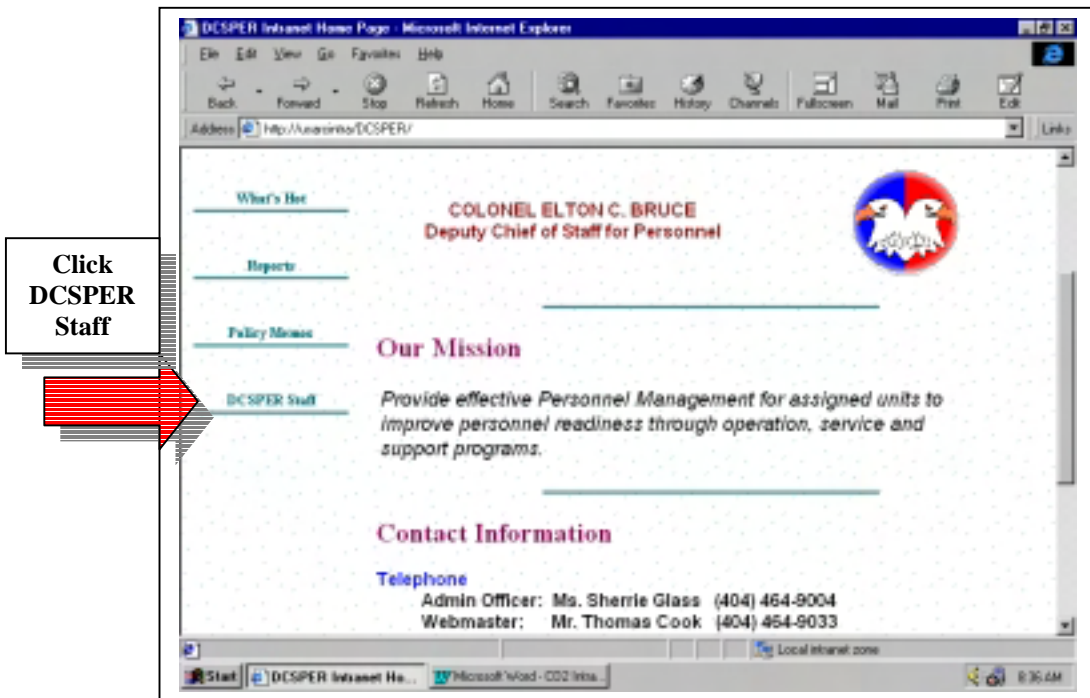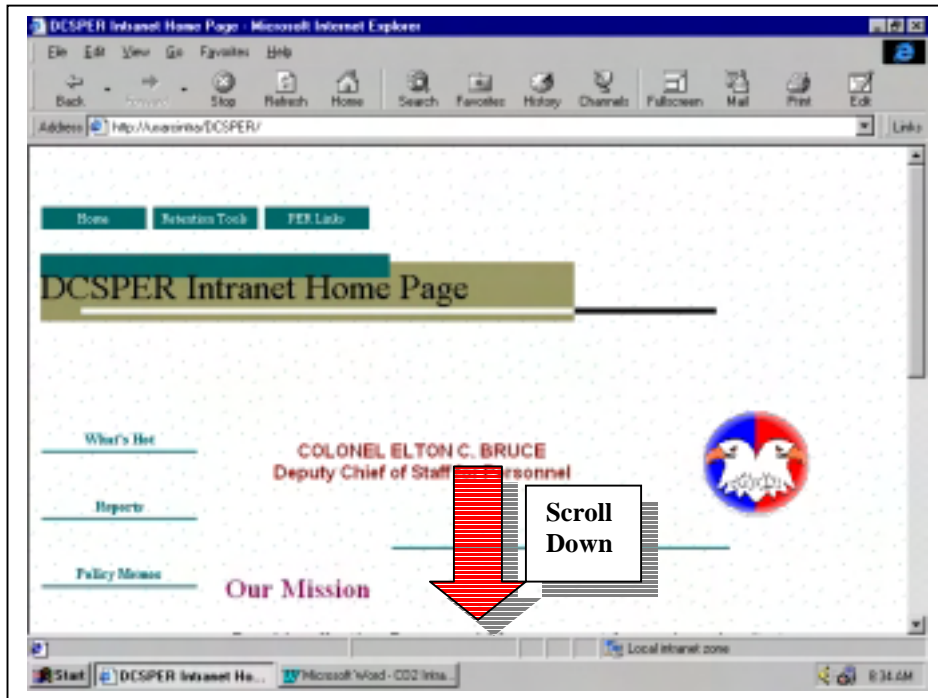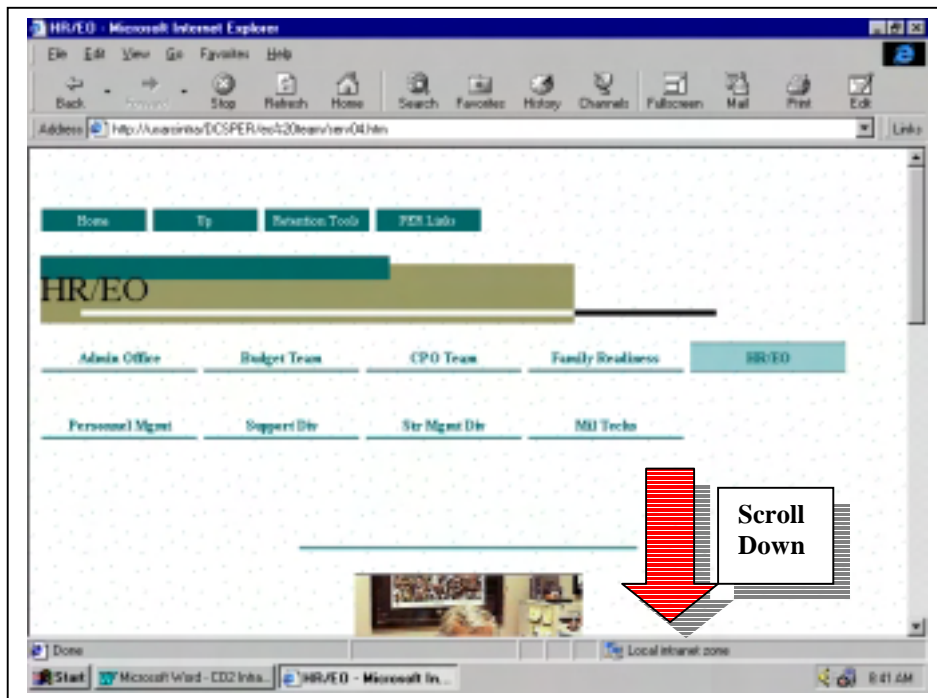**Note**: Type in the address window, http://usarcintra/, and then press "Enter."
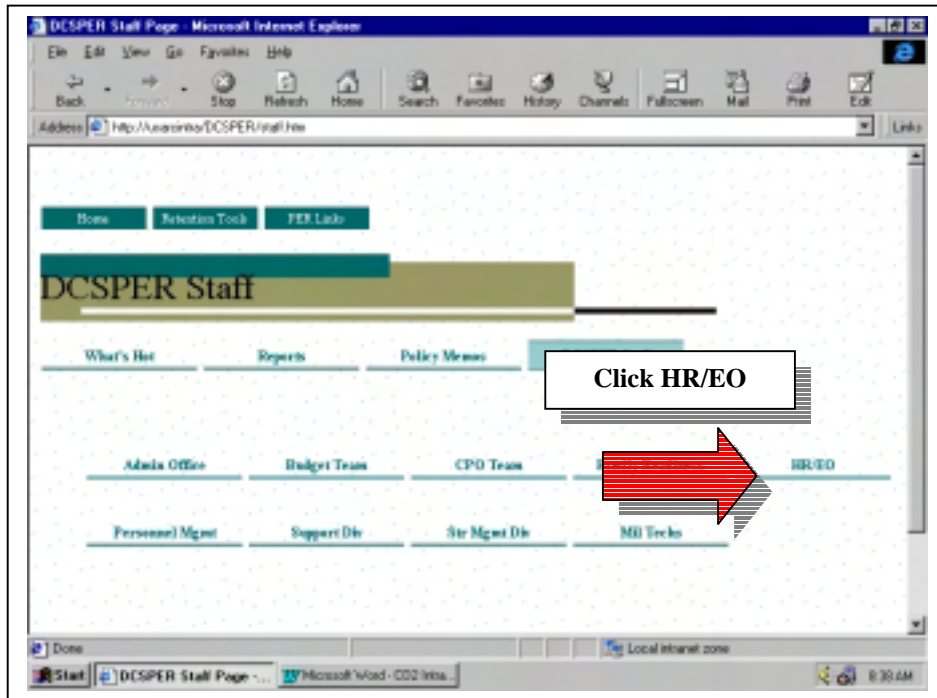
Note: When the system successfully connects to the USARC Intranet, the screens below will appear on your computer monitor.

Scroll Down

Click DCSPER Staff

USARC Pamphlet 600-4

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 op[...] [...]book you are opening contains macro[...]

You should save this tem[...]

After you have entered y[...] [...]mit Command Data to USARC HR/EO*. Yo[...] [...]command data as an attachment to t[...]

For more infor[...] at (404) 464-9071.

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