

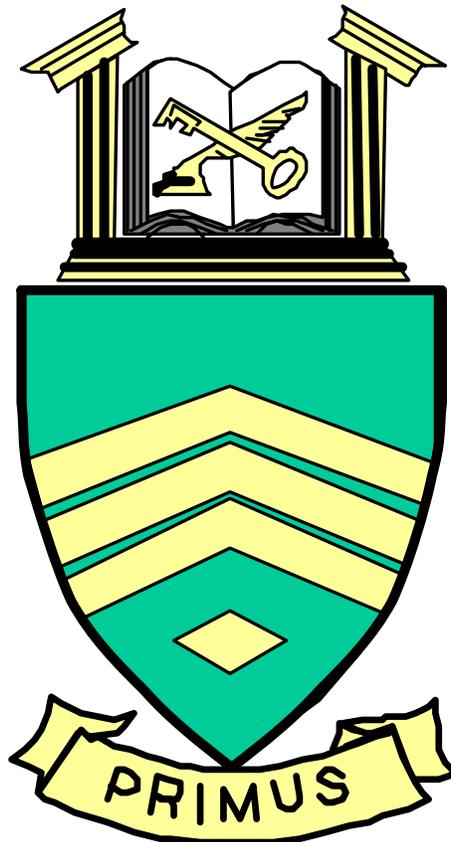
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

I652

OCT 04

SOLDIER TEAM DEVELOPMENT

STUDENT HANDOUT



THIS PAGE LEFT BLANK INTENTIONALLY

Appendix C

PRACTICAL EXERCISE 1

Title	STUDENT INTRODUCTIONS
--------------	-----------------------

Lesson Number / Title	I652 version 1 / SOLDIER TEAM DEVELOPMENT
------------------------------	---

Introduction	This practical exercise will provide you the opportunity to begin the team development process in your small group.
---------------------	---

Motivator	This practical exercise will provide you insight on how to facilitate the development of effective combat units.
------------------	--

Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO A)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Conduct an interview and introduce another team member.</td></tr><tr><td>Conditions:</td><td>As a first sergeant in a classroom given FM 22-100 and student handouts.</td></tr><tr><td>Standards:</td><td>Determined another team member's pertinent information within 10 minutes IAW FM 22-10 and student handouts.</td></tr></table>	Action:	Conduct an interview and introduce another team member.	Conditions:	As a first sergeant in a classroom given FM 22-100 and student handouts.	Standards:	Determined another team member's pertinent information within 10 minutes IAW FM 22-10 and student handouts.
Action:	Conduct an interview and introduce another team member.						
Conditions:	As a first sergeant in a classroom given FM 22-100 and student handouts.						
Standards:	Determined another team member's pertinent information within 10 minutes IAW FM 22-10 and student handouts.						

Safety Requirements	None
----------------------------	------

Risk Assessment	Low
------------------------	-----

Environmental Considerations	None
-------------------------------------	------

Evaluation	You will determine how well the PE went during the post-PE discussion with the instructor.
-------------------	--

Instructional Lead-In	Completing this PE will provide you an opportunity to participate in the developmental process.
------------------------------	---

**Resource
Requirements**

Instructor Materials:
None

Student Materials:

- FM 22-100.
 - Pen or pencil and writing paper.
-

**Special
Instructions**

None

Procedures

You will have 5 minutes to interview another student to determine the information listed below. Then the student you interviewed will interview you. After the interviews are complete you will introduce each other to the group.

I would like to introduce:

He/she joined the military (Including Branch): _____ on (Date): _____

Age: _____ Hails from (Home City & State): _____

Marital Status: _____ Spouses Name (If Married): _____

Family Members (Names & Ages): _____

Last Duty Assignment (Location, Unit, Job, etc.) _____

MOS: _____

Military Schools: _____

Civilian Education: _____

Overseas Assignments: _____

Significant Awards: _____

Special Interests: (Hobbies, Educational Goals, etc.) _____

Retirement Plans: _____

Areas that he/she would like the group members to know about: _____

Feedback Requirements

None

THIS PAGE LEFT BLANK INTENTIONALLY

PRACTICAL EXERCISE 2

Title	COURSE EXPECTATIONS						
Lesson Number / Title	I652 version 1 / SOLDIER TEAM DEVELOPMENT						
Introduction	This practical exercise will provide you the opportunity to identify what you hope to gain from attending this course.						
Motivator	This practical exercise will provide you insight on how to clarify goals and expectations.						
Enabling Learning Objective	<p>NOTE: The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Establish course and classroom goals and expectations.</td></tr><tr><td>Conditions:</td><td>As a first sergeant in a classroom given FM 22-100 and student handouts.</td></tr><tr><td>Standards:</td><td>Established course and classroom goals and expectations, IAW FM 22-100 and student handouts.</td></tr></table>	Action:	Establish course and classroom goals and expectations.	Conditions:	As a first sergeant in a classroom given FM 22-100 and student handouts.	Standards:	Established course and classroom goals and expectations, IAW FM 22-100 and student handouts.
Action:	Establish course and classroom goals and expectations.						
Conditions:	As a first sergeant in a classroom given FM 22-100 and student handouts.						
Standards:	Established course and classroom goals and expectations, IAW FM 22-100 and student handouts.						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	You will determine how well the PE went during the post-PE discussion with the instructor.						
Instructional Lead-In	Completing this PE will provide you an opportunity to align your expectations with those of the course requirements.						
Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials:</p> <ul style="list-style-type: none">• FM 22-100.• Pen or pencil and writing paper.						

**Special
Instructions**

You have fifteen minutes to complete this PE as an individual. The group will then have thirty-five minutes to reach consensus on the list.

Procedures

List your expectations for this course in reply to the following statement:

In this course, I would like to

(Please be specific about new knowledge and skills you would like to learn (achieve) or activities or events you would like to avoid.

Achieve

Avoids

REQUIREMENT 2: Complete the sentence:

----The "best" thing that could happen would be...

REQUIREMENT 3 Complete the sentence:

----The "worst" thing that could happen would be...

**Feedback
Requirements**

None

Appendix D

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Group Behaviors	SH-2-1 thru SH-2-5
SH-3, Performing Your Duties	SH-3-1 thru SH-3-11
SH-4, Student Notes	SH-4-1 thru SH-4-5

THIS PAGE LEFT BLANK INTENTIONALLY

Student Handout 1

Advance Sheet for I652

Lesson Hours This lesson consists of three hours of small group discussion.

Overview Small group interaction causes the members of the group to exhibit certain behaviors. Many of these behaviors help the group accomplish its purpose. Some may cause the group to become unproductive. This lesson consists of a classroom discussion, and two practical exercises that give you the opportunity to analyze these behaviors and explore ways to manage them.

Learning Objective Terminal Learning objective (TLO).

Action:	Develop an effective team.
Conditions:	As a first sergeant in a classroom environment given FM 22-100, and student handouts.
Standard:	Developed team building measures by: <ul style="list-style-type: none">• Determining another team members pertinent information,• Recognizing group behaviors,• Comply with USASMA policies, procedures, and regulations, IAW FM 22-100 and student handouts.

- ELO A** Conduct an interview and introduce another team member.
ELO B Establish course and classroom goals and expectations.
ELO C Analyze the three types of group behavior.
ELO D Determine student requirements.
-

- Assignment**
- Read Advance Sheet.
 - Read FM 22-100, Chapter 5.
 - Read Student Handouts 2 and 3.
-

Additional Subject Area Resources None

- Bring to Class**
- FM 22-100.
 - Student Handouts 1 thru 4.
 - Pen or pencil and writing paper.
-

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared and participate in the small group discussion by providing information you learned from your individual study, as well as your personal and observed experiences. Failure to study and read the assignments above will result in your inability to fully participate with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

Student Handout 2

This handout contains no official Army doctrine. It contains information paraphrased from numerous publications. Your advance sheet lists these publications as additional subject area resources.

THIS PAGE LEFT BLANK INTENTIONALLY

OVERVIEW

Functional behaviors

You may observe various behavioral types during group interaction.

Task-functional behaviors help the group get the job done.

Maintenance-functional behaviors build and strengthen the group as a working unit.

Nonfunctional behaviors are those activities that do not help or which actually harm the group in what it is trying to do.

Disclaimer

This handout contains information based on several different publications. This information is appropriate for instruction at USASMA.

In this handout

This student handout contains the following topics:

Topic	See Page
Task-Functional Behaviors	SH-2-3
Maintenance-Functional Behaviors	SH-2-4
Nonfunctional Behaviors	SH-2-5

Task-Functional Behaviors

Get the job done

Task-functional behaviors: member behaviors necessary for a group to get the job done.

Information seeking or giving: Requesting or supplying factual material and objective data; seeking or giving relevant information about a group concern; asking and giving ideas and generalizations.

Opinion seeking or giving: Requesting or supplying opinions and beliefs; evaluating; helping the group find out what members think or feel about the discussion, particularly concerning its value rather than its factual basis.

Initiating activity: Starting the discussion; proposing tasks, goals, solutions; defining a problem or an aspect of problem; suggesting new ideas, new definitions of the problems, or new organization of new material.

Clarifying or elaborating: Giving examples, illustrations; paraphrasing; interpreting; trying to envision how a proposal might work out; clearing up confusions; indicating alternatives and issues.

Coordinating: Restating information, opinions, or suggestions; trying to draw together various trains of thought or efforts of group members.

Summarizing: Restating information, opinions, or suggestions in concise form after a group has discussed them.

Consensus testing: Sending up a "trial balloon" to see if the group is nearing a conclusion or identifying points on which the group has not yet reached agreement; direct checking with the group to see how much agreement they have reached.

Maintenance-Functional Behaviors

Keep the group together

Maintenance-functional behaviors: Member behaviors that build and strengthen the group as a working unit.

Climate-making and encouraging: Developing and maintaining a friendly, warm, relaxed, acceptive, and permissive atmosphere; seeking to reduce inhibitions; facilitating interaction; being responsive to others, praising others and their ideas; agreeing with and accepting contributions of others.

Gatekeeping: Attempting to keep communication channels open; helping others to contribute, participate, or get into the discussion by perceiving their nonverbal indications of a desire to participate.

Harmonizing: Reducing and reconciling misunderstandings, disagreements, and conflicts when possible; reducing tension or relieving negative feelings by jesting; "pouring oil on troubled water"; putting a tense situation into a wider context; encouraging others to objectively study differences; mediating as a third party to hostile, aggressively competing sides.

Compromising: Your own idea or status if involved in a conflict, offering to compromise your own position; admitting error; discipline in yourself to maintain group cohesion.

Expressing group feeling: Sensing the group's feelings or mood about an issue and expressing it; sharing your own feelings; describing reactions of the group to ideas or solutions; seeking the group reaction; empathizing.

Setting standards: Expressing standards or criteria for the group to use in choosing its content or procedures; applying standards in evaluating group functioning and production.

Evaluating: Submitting group decisions or accomplishments against goals.

Nonfunctional Behaviors

Signs of trouble

Nonfunctional behaviors: member behaviors that do not help and sometimes actually harm the group and the work it is trying to do.

Being aggressive: Working for status by criticizing or blaming others; showing hostility against the group or some individual; deflating the ego or status of others.

Blocking: Interfering with the progress of the group by going off on a tangent citing personal experiences unrelated to the problem; arguing too much on a point; rejecting ideas without consideration.

Self-confessing: Using the group as a sounding board; expressing personal feelings or points of view not oriented to the group.

Competing: Vying with others to produce the most or the best ideas; talk the most, play the most roles, or gain favor with the leader.

Seeking sympathy: Trying to induce other members to be sympathetic to your problems or misfortunes; deploring your own situation or disparaging your own ideas to gain support.

Special pleading: Introducing or supporting suggestions related to your own pet concerns or philosophies; lobbying.

Horsing around: Clowning, inappropriate or unnecessary joking; mimicking; disrupting the work of the group.

Seeking recognition: Attempting to call attention to yourself by loud or excessive talking, extreme ideas or unusual behavior.

Withdrawing: Acting indifferent or passive; resorting to excessive formality; day-dreaming, doodling; whispering to others; wandering from the subject.

In using classifications like those above, guard against the tendency to blame any person (whether themselves or another) who falls into "nonfunctional behavior." It is more useful to regard such behavior as a symptom that all is not well with the group's ability to satisfy individual needs through group-centered activity.

Remember, what appears to be "blocking" to you may appear to another as a needed effort to "clarify" or "mediate."

STUDENT HANDOUT 3

SECTION I

This Student Handout is paraphrased material from several different publications. This reading establishes the standards for the First Sergeant Course Student participation responsibilities.

THIS PAGE LEFT BLANK INTENTIONALLY

Overview

Neutral Language

Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.

Disclaimer

This reading contains information based on several different publications. Your advance sheet lists these publications as additional subject area resources. This information is appropriate for instruction at the First Sergeant Course, USASMA.

In this reading

This reading addresses the following topics:

Topic	See Page
Section I: Performing Your Duties	SH-3-4

THIS PAGE LEFT BLANK INTENTIONALLY

Section I

PERFORMING YOUR DUTIES

General

You will receive a grade

Take this assignment seriously. Your participation affects your overall course evaluation.

In this section

This section addresses the following topics.

Topic	See Page
Your Responsibilities	SH-3-4
Planning	SH-3-4
Use of Available Systems	SH-3-6
Contribution to Group Work (Teambuilding)	SH-3-6
Oral Communication	SH-3-9
When It's Over	SH-3-10

Your Responsibilities

As with any other military mission, you inherit certain responsibilities. These responsibilities are to:

- Prepare for each lesson.
- Listen actively. *
- Draw fellow students into the discussion. *
- Help fellow students understand the discussion. *
- Remain neutral.
- Keep the discussion from channeling through yourself.
- Prevent domination. *
- Make sure fellow students hear differing views.
- Help keep discussion on track (if desirable). *
- See that you consider all contributions.

* Shared responsibility

Planning

Step one

Prepare to do your best. Reference the necessary lesson material and training aids you will need for the class.

Identify missing material/errors

Check the material thoroughly to make sure it is complete. If you find any discrepancies, inform your instructor/course manager immediately.

Prepare to discuss lesson material

Read the Lesson Advance Sheet thoroughly and make sure you understand the material. Research any areas you don't understand. If you have a problem, ask your instructor/course manager for help.

Use of the advance sheet

Be familiar with the material so you don't have to read from the regulation. Use the ideas--paraphrase the text. Be yourself.

Remain neutral

In small group discussion, you should:

- Maintain a neutral position consistent with the Army doctrine. (You might offer your own opinion as an alternative point of view for the group's consideration.)
 - Not evaluate or criticize comments offered by the group participants; encourage and be open to the group participants providing feedback.
-

Keep the discussion on track

Small groups, particularly small groups of senior NCOs, can take the discussion in a direction that you don't want to go. "War stories" are good when they show application or make a point. Just make sure they are pertinent. You can keep the discussion going where you want by:

- Redirecting questions to other group members.
 - Offering brief comments, occasional summaries, and asking pertinent questions.
 - Providing direction and movement to the discussion through subtle suggestions.
-

Maintain control of the group

Even the best small group needs a "policeman" on occasion. After all, you're dealing with individual personalities.

Disagreement is often healthy. Even conflict can sometimes work to the group's advantage. Both are inevitable at one time or another. When the atmosphere becomes a bit "warm," you might:

- Encourage the listeners to reflect back what the speaker said to check understanding.
- If there is a misunderstanding, help the speaker say what he means.
- Help group members to accept and evaluate criticism of their ideas.
- Discourage petty remarks that may arise from personality conflicts.
- Remind the group to revisit their group norms.
- Refocus the group on the learning objective.

Your instructor/course manager will assist you if a situation arises that you can't handle.

Cover all the material

This goes back to preparation and effective time management. Don't rush through the material, but don't allow the group to ramble and prevent getting to the end of the lesson. Be familiar with the material.

Use of Available Systems

Visual aids

Most lessons include viewgraph transparencies (VGT) or TV tapes (TVT). All lessons contain student note pages. These devices emphasize and reinforce specific ideas presented in the lesson material.

The TVT

Remember that TVTs start at a designated time--whether you're ready or not.

Facilities

Like the equipment, you don't have much control over the facilities. Nonetheless you can:

- Ensure that the room is clean and orderly.
 - Open the windows and/or turn on the fans if the room is uncomfortably warm.
 - Report any conditions to your instructor/course manager that might detract from your presentation.
-

Contribution to Group Work (Teambuilding)

Initiating activity

You kick-start the discussion by stating the purpose, relevance, and agenda. Occasionally, you must do this again if the group becomes complacent.

Seeking information/opinions

Seeking information and opinions from group members:

- Encourages participation.
 - Shifts the responsibility for learning to the group members.
 - Introduces new perspectives or ideas to the group discussion.
 - Makes the group members feel that other members value their knowledge and opinions.
-

Summarizing

Occasionally, make brief, impartial, easily understood summaries to:

- Clarify main points or difficult areas.
 - Help the group to stay on the topic.
 - Prevent needless repetition.
 - Assist in recording areas of agreement and disagreement.
 - Prepare the group to pass from one part of the topic to another.
-

Elaborating

Introduce additional information you may have accumulated during your research. This always helps clarify technical aspects of the discussion. Remember though, you may not be the expert (and that's not the function of the FSC student). Use student handouts, supplemental readings, or other references as much as possible to clarify difficult areas.

Encouraging

Even in mature groups, some group members participate less than others. Encouraging participation from everyone is a task that all group members share.

This does not mean that you go around the table asking each member in turn how he feels about the topic. Not every group member is going to have as much to say on a given topic as some other group members.

However, those who do have something to say should have the opportunity to say it, and those who are hesitant to speak should receive encouragement to join into the discussion.

You can help this happen by:

- Seeing to it that the members have an opportunity to get their pet ideas (related to the topic) "off their chests."
- Encouraging those who hold the minority position to participate. If encouragement is necessary, you can draw them into the discussion by introducing ideas yourself or asking them to comment on the ideas already brought up.
- Encouraging the participants to assist others to contribute to the discussion and allow a reasonable time for each contribution.
- Seeing that every member remains a part of the group (no "minigrouping" carried on in undertones).
- Recognizing contributions and making group members feel their views are important.

Note: You need not interrupt the group's discussion to thank each individual for each contribution. Recognition does not have to be oral--listening attentively and nodding can serve the purpose. Also, you may thank the members as a whole when there is a break in the discussion.

Gatekeeping

Some group members prefer not to contribute to the discussion as much as others, but keep your eyes open. Be alert to the member who can't seem to get a word in. Make it easier for them by:

- Guarding against domination of the discussion by a small, articulate group or by one person.
- Acknowledging nonverbal cues. Be alert to the member who reacts to what is said or attempts unsuccessfully to comment. Call on that member by name, and ask if he wishes to share his reaction.

For example: "John, you were shaking your head as if you don't agree. What do you think?"

Coordinating

Many ideas and issues may surface as a group discusses a topic. You should:

- Filter all the contributions leaving only information that is pertinent to the group's objective.
 - Link the remaining information in such a way that it supports the objective.
-

Testing for consensus

In a learning environment, consensus may not be necessary. You should, however, ensure that each group member has the same *understanding* of the material covered to that point before you move from one topic to another. Test the water by asking questions. Resolve any conflicts or misunderstandings before moving on to the next topic.

Avoid nonfunctional behaviors

One of the best ways to positively influence others' behavior is to model the behavior you want them to exhibit. Conduct yourself in a professional manner, and the group members will likely respond in the same way.

Oral Communication

Enthusiasm Prepare yourself totally for lessons and be enthusiastic. Communicate your personality. Display the same confidence and competence that got you selected for this course.

Maintain a professional attitude throughout the discussion. Your demeanor should reflect a relaxed and "can-do" approach. This will generate an amiable atmosphere and enhance the discussion.

Stance Before you open your mouth, the group will begin evaluating you based on your appearance. They begin forming perceptions that will affect the way they respond to you.

Gestures Even though you're sitting, you need to use good gestures. Gestures help keep the audience focused on the message. Gestures should reinforce ideas and give a visual dimension to your words. Because you're sitting, your gestures will probably be confined to head, lower arm, and hand movements.

Eye contact Speakers need and desire eye contact. It's a sign of interest in what they're saying. But the way you use eye contact in small group discussion must be different than in one-on-one conversation. If you give your attention only to the speaker, you may exclude the other members from the discussion.

Although it would be rude of you not to look at someone who is speaking, at the same time, if you don't break eye contact with that person, he probably won't look at anyone else. This will cause the discussion to channel through you; this is something you want to avoid.

Instead, you need to maintain eye contact with the group to encourage member participation in the discussion and to keep track of what's going on.

Consider what happens during one-on-one conversation if, for example, John is talking with Ruth and Ruth breaks eye contact. John would naturally seek out someone else with whom to establish eye contact. You can use this idea of making and breaking eye contact to help involve other people in the discussion. If you turn your gaze from the speaker to the group, the speaker will follow your example.

Suppose you find that John is talking only to you. After you have made eye contact with him, gently and politely break eye contact by looking at your notes, or better, looking at other members of the group. This will induce John to establish eye contact with another member, who will now be more directly involved in the interaction.

Eye contact can, and should, come from the group, not solely from you. Breaking eye contact offers you a way to leave the focal point of the discussion and at the same time to involve other members in the discussion. Also, it's important for you to be aware of all that's going on in the group. You need to be looking for the reactions of the other members to the speaker; you have to look at them, and it's proper that you do.

Voice variables

How you say what you say affects the way your audience responds. The pace (rate) at which you speak should be appropriate for the audience and the subject in order to maintain audience interest. By varying the pace and the pitch of your voice, you can emphasize points and convey the intensity of the topic or the depth of your feelings.

Through the effective use of pauses, you can also clarify ideas and emphasize important points. Pauses also give the group the opportunity to digest what you said or make their own contribution to the discussion.

Clarity

The small group atmosphere is informal, but precise articulation is a definite plus for the group.

Move your lips, tongue, and jaw to clearly sound every letter that correct pronunciation calls for. Avoid clipping final letters, such as the "g" in "-ing" words or slurring into "gonna," "whatcha," and the like.

When It's Over

After the lesson

You have finished the hard part, now

- Make recommendations or suggestions that will improve the lesson.
 - The instructor/course manager will counsel you on your course performance during AER counseling Day 14.
-

THIS PAGE LEFT BLANK INTENTIONALLY

STUDENT HANDOUT 4

This handout contains copies of the slides and space for students to take notes.

THIS PAGE LEFT BLANK INTENTIONALLY

NONFUNCTIONAL BEHAVIORS

- **Being Aggressive**
- **Blocking**
- **Self-Confessing**
- **Competing**
- **Seeking Sympathy**
- **Special Pleading**
- **Horsing Around**
- **Seeking Recognition**
- **Withdrawing**

1062/OCT04/VGT-4

First Sergeant Course

SYNERGY

An interaction of agencies such that the total effect is greater than the sum of the individual effects!

1062/OCT04/VGT-5

First Sergeant Course

STUDENT RESPONSIBILITIES

- **Be prepared for the lesson/discussion.**
- **Listen actively and manage your time.**
- **Draw participants into the discussion.**
- **Help participants understand the discussion.**
- **Remain neutral and prevent domination.**

1062/OCT04/VGT-6

First Sergeant Course

THE STUDENT MUST BE...

- **Knowledgeable**
- **Perceptive**
- **Flexible**
- **Prepared**

1052/OCT04/VGT-10

First Sergeant Course
