

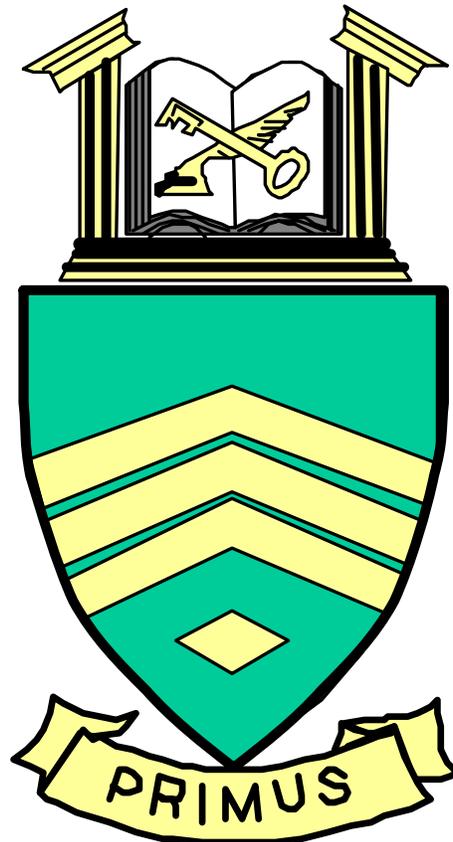
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

I652

OCT 03

SOLDIER TEAM DEVELOPMENT

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	I652 / Soldier Team Development
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	I652 Soldier Team Development, MAY 00
TSP Users	400-FSC 521-SQIM, Phase II 400-FSC 521-SQIM, Phase II, (DL)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

400-022-6410

Develop an Effective Team

This TSP
Contains

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**Soldier Team Development (FSC RESIDENT)
I652 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-521 SQIM	1	First Sergeant Course - The Army Training System (FSC - TATS)

Task(s) Taught (*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	400-022-6410 (*)	Develop an Effective Team

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>

Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		1 hr	5 mins /Conference / Discussion
		1 hr	45 mins /Practical Exercise (Performance)
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	3 hrs	

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	N/A

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access	Security Level: Unclassified
	Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.
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References			
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	MILITARY LEADERSHIP	01 Aug 1999	

Student Study Assignments

Before class--

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

During class--

- Participate in classroom discussion.
- Complete PE-1 and PE-2 during class.

After class--

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Instructor Requirements

1:14, Special Qualifications-ITC, SGITC, and VTT-ITC (VTT only) qualified.
1:16, At USASMA VTT site for Distance Learning (DL).

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	1	3 hrs

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:14	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	14:14	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
441-06 INFOCUS LCD PROJECTOR	1:14	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
SOFTWARE-1 WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE	14:14	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:14	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:14	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- VGTs: 10.
- TSP.
- FM 22-100.

Student Materials:

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

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Conduct this lesson IAW this TSP.
- Show VGT-1 during class set-up.

During class--

- Conduct PE-1 and PE-2.
- Conduct class in accordance with the Training Support Package (TSP).
- Ensure students share experiences that relate to the material, if any.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

After class--

- Report any lesson discrepancies to the Senior Instructor.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Colyer, Donald J.	GS09	Training Specialist	
Graham, Kevin L.	MSG	Course Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 5 mins
Media: VGT-1

Motivator

SHOW VGT-1, SOLDIER TEAM DEVELOPMENT



Camera: Main camera on the instructor. Ask each Site Coordinator at the Distance Learning sites if they are prepared for training. Make sure they have FM 22-100.

Today we begin the process of building a group. This means new names and faces, but even more it places you in a new setting to hear different views and ideas from your contemporaries. You will begin the small group process by sharing your individual ideas and problem solving skills. This process establishes the group room goals, needs, and expectations. The principles set forth in this lesson will, hopefully, extend beyond the classroom. To be successful on the battlefield, the first sergeant must guide unit members through the process of soldier team development. Given the current personnel tempo in the Army, this is an on-going process.

REMOVE VGT-1

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Develop an effective team.
Conditions:	As a first sergeant, in a classroom, given FM 22-100, and student handouts.
Standards:	Develop team building measures by: Determining another team members pertinent information, Recognizing group behaviors, Comply with USASMA policies, procedures, and regulations, IAW FM 22-100 and student handouts.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

Evaluation

None

Instructional Lead-In

During the next three hours we will discuss process you will use to build teams at the unit level.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

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:	Determine another team member's pertinent information, within 10 minutes IAW FM 22-10 and student handouts.

1. Learning Step / Activity 1. Student Introductions
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 45 mins
Media: PE-1

More detailed introductions are appropriate at this time. Some of you may know each other, while others may not. We will now introduce each other to the rest of the group. Please turn in you chair so that you are facing another group member.

NOTE: Instruct the students to turn to SH-5.

Break Time: 00:50 to 01:00

Time: 01:00 to 01:50 (continue Learning Step/Activity 1, ELO 2).

B. ENABLING LEARNING OBJECTIVE

ACTION:	Establish course and classroom goals and expectations.
CONDITIONS:	As a first sergeant, in a classroom, given FM 22-100 and student handouts.
STANDARDS:	Determine course and classroom goals and expectations, IAW FM 22-100 and student handouts.

1. Learning Step / Activity 1. Goals and Expectations
Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 1 hr
Media: PE-2

During this hour we are going to focus on goals, needs, and expectations. As individuals each one of us in this room has certain goals, needs, and expectations of the First Sergeant Course and of this group. Our wants may be as simple as "Share Ideas" or they may be more personal and complex. There may be behaviors that we wish to avoid like "Profanity" or "Ridiculing Group Members".

Through the use of a Practical Exercise we will identify our individual wants first. Then, we will discuss them and by consensus agree on the group's goals and expectations. In doing so, we will come up with an informal group contract. This contract will be our informal agreement about what we want to achieve while in this class.

You will have 10 minutes to complete the individual portion of the exercise.

NOTE: When the students complete the PE, list their ideas on the board and discuss them. Give examples of your own to stimulate or guide the group. Some examples might be for the group to take first place in the 5K challenge run or the orienteering competition. Try to convert "avoids" to "achieves." For example, avoid unprofessional behavior becomes, "behave professionally." The ideal situation is to have only "achieves."

The end product (informal contract) will be bullets or short phrases that identify the group's "achieves" (goals, needs, and expectations). Place the "informal contract" on butcher paper and post it in the group room as a reference/reminder.

Break Time: 01:50 to 02:00.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the types of group behavior.
CONDITIONS:	As a first sergeant, in a classroom, given FM 22-100 and student handouts.
STANDARDS:	Recognize the three types of group behavior, IAW FM 22-100 and student handouts.

1. Learning Step / Activity 1. Task Functional Behaviors
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 25 mins
Media: VGT-2 thru VGT-5

Now we are going to discuss group behaviors. Group activities cause different members to exhibit certain behaviors. Let's look at some possible member behaviors that could help the group accomplish its mission. Task-functional behaviors are necessary for the group to get the job done.

NOTE: Uncover the bullets on VGT 2, one at a time; refer the students to SH-2-3 and discuss each task-functional behavior. Ask students to relate their prior experiences with each behavior.

SHOW VGT-2, TASK FUNCTIONAL BEHAVIORS

<p style="text-align: center;">TASK FUNCTIONAL BEHAVIORS</p> <ul style="list-style-type: none">• Seeking or giving information• Seeking or giving opinions• Initiating activity• Clarifying or elaborating• Coordinating• Summarizing• Testing for consensus <p style="text-align: right;"><small>1652/OCT03/VGT-2</small></p>

REMOVE VGT-2

Some behaviors build and strengthen the group as a working unit. These behaviors are called maintenance-functional behaviors and they should occur throughout the group's life.

NOTE: Uncover the bullets on VGT 3, one at a time; refer the students to SH-2-4 and discuss each maintenance-functional behavior. Ask students to relate their prior experiences with each behavior.

SHOW VGT-3, MAINTENANCE FUNCTIONAL BEHAVIOR

**MAINTENANCE-FUNCTIONAL
BEHAVIOR**

- **Climate-Making and Encouraging**
- **Gatekeeping**
- **Harmonizing**
- **Compromising**
- **Expressing Group Feelings**
- **Setting Standards**
- **Evaluating**

1852/OCT03/VGT-3

REMOVE VGT-3

Some behaviors hinder the group and the work it is trying to do. These behaviors are called Nonfunctional behaviors. These behaviors can indicate a sign of trouble for the group. These behaviors are: being aggressive, blocking, self-confessing, competing, seeking sympathy, special pleading, horsing around, seeking recognition, and withdrawing. However, in using these classifications, we must take special care not to blame any particular individual. These behaviors may not always be what they appear to be. You may see a person as "blocking," and he may really be trying to "clarify."

NOTE: Uncover the bullets on VGT 4, one at a time; refer the students to SH-2-5 and discuss each nonfunctional behavior. Ask students to relate their prior experience with each behavior.

SHOW VGT-4, NONFUNCTIONAL BEHAVIORS

NONFUNCTIONAL BEHAVIORS

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

1652/OCT03/VGT-4

NOTE: Point out that within a group, certain behaviors may become characteristic of certain group members. When this occurs and one of those members adopts different behaviors, that change in expected behavior usually causes conflict within the group.

REMOVE VGT-4

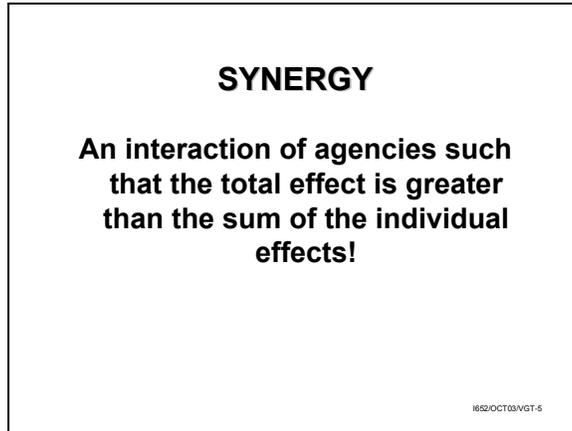
Synergy is the interaction of agencies such that the total effect is greater than the sum of the individual effects. Simply stated, synergy is the process and results of group members working together.

Ref: Webster's Ninth New Collegiate Dictionary, p 1198.

A group of individuals working as a team can accomplish more than a group of individuals working towards individual goals separately.

Synergy is what makes teams, squads, platoons, and companies truly effective. We use synergy constantly in the military.

SHOW VGT-5, SYNERGY



NOTE: Have the students discuss how the idea of synergy applies to the group process. Also have the students discuss how knowledge of the attention to functional behaviors can affect a group's synergistic potential.

REMOVE VGT-5

D. ENABLING LEARNING OBJECTIVE

ACTION:	Identify student requirements.
CONDITIONS:	As a first sergeant, in a classroom, given FM 22-100 and student handouts.
STANDARDS:	Comprehend all the student responsibilities, requirements, and the course standards, IAW the CMP, FM 22-100, and student handouts.

1. Learning Step / Activity 1. Student Responsibilities
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 20 mins
Media: VGT-6 thru VGT-10

Now, we will discuss your role as a student. Each of you will have the opportunity to facilitate the learning process during this course. The experience shouldn't be difficult for you. You need only apply what you've learned to this point coupled with your years of experience working with others. As with any mission, you will have certain responsibilities. In the field, your supervisor identifies your responsibilities when he describes your duties. You inherit certain responsibilities as a student.

NOTE: Refer the students to SH-3-4. Determine if the students have any questions about any of the responsibilities and discuss if necessary.

SHOW VGT-6, STUDENT RESPONSIBILITIES

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.

1852/OCT03/VGT-6

REMOVE VGT-6

SHOW VGT-7, STUDENT RESPONSIBILITIES, (cont)

**STUDENT RESPONSIBILITIES,
con't**

- Keep discussion from channeling.
- Make sure participants hear differing views.
- Keep discussion on track (if desirable).
- See that participants consider all contributions.
- Make sure the discussion covers all points.

1852/OCT03/VGT-7

REMOVE VGT-7

That many responsibilities make quite a load to put on one person.

Fortunately, the group shares some of that load.

SHOW VGT-8, SHARED RESPONSIBILITIES

SHARED RESPONSIBILITIES

- Listen Actively.
- Draw participants into the discussion.
- Help participants understand the discussion.
- Prevent domination.
- Help keep the discussion on track (if desirable).

1852/OCT03/VGT-8

NOTE: Refer the students to SH -3-4. The shared responsibilities of the group are annotated with an asterisk. Ask if the students have any questions and discuss as necessary.

Effective groups work together; each member helps the other members. If the members cooperate, they should all graduate.

NOTE: REMOVE VGT-8

In the field your supervisor evaluates your performance and records it on an evaluation form. As a student, we will evaluate your participation and use the information as input to your academic evaluation report (AER).

SHOW VGT-9, EVALUATIONS

EVALUATIONS

- The instructor rates you in the areas of:
 - Leadership
 - Contribution to group work
 - Oral Communication
- The instructor rates your performance each day.

1852/OCT03/VGT-9

NOTE: Determine if the students have any questions and discuss as necessary.

Your student reading defined ways to help you perform well. Regardless of the lesson, there are certain things you must do.

SHOW VGT-10, THE STUDENT MUST BE...

THE STUDENT MUST BE...

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

1852/OCT09/VGT-10

You must be perceptive to the needs of the group. Some groups (or some members) move quickly through certain material. Some material requires the same group (or members) to go more slowly.

You must be flexible. The lesson guide can't account for every situation that can arise in the group room. Knowledge of the material and planning helps here.

Perhaps the most important bullet is the last one: **PREPARED**.

NOTE: Clarify any student questions.

REMOVE VGT-10

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

Questions throughout the lesson and the Student Discussion Leader presentation.

Review / Summarize Lesson

As you've seen today, group activities bring about some unique behaviors. Some are good and necessary while some serve only as hurdles the group must overcome. Recognizing and managing those behaviors is the leader's challenge.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

None

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

Terminal Learning Objective

VGT-1, Title Slide

SOLDIER TEAM DEVELOPMENT

I652/OCT03/VGT-1

Enabling Learning Objective C

Learning Step 1

VGT-2, Task Functional Behaviors

TASK FUNCTIONAL BEHAVIORS

- **Seeking or giving information**
- **Seeking or giving opinions**
- **Initiating activity**
- **Clarifying or elaborating**
- **Coordinating**
- **Summarizing**
- **Testing for consensus**

I652/OCT03/VGT-2

MAINTENANCE-FUNCTIONAL BEHAVIOR

- **Climate-Making and Encouraging**
- **Gatekeeping**
- **Harmonizing**
- **Compromising**
- **Expressing Group Feelings**
- **Setting Standards**
- **Evaluating**

1652/OCT03/VGT-3

NONFUNCTIONAL BEHAVIORS

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

1652/OCT03/VGT-4

SYNERGY

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

1652/OCT03/VGT-5

Enabling Learning Objective D

Learning Step 1

VGT-6, Student Responsibilities

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.**

I652/OCT03/VGT-6

STUDENT RESPONSIBILITIES, con't

- **Keep discussion from channeling.**
- **Make sure participants hear differing views.**
- **Keep discussion on track (if desirable).**
- **See that participants consider all contributions.**
- **Make sure the discussion covers all points.**

SHARED RESPONSIBILITIES

- **Listen Actively.**
- **Draw participants into the discussion.**
- **Help participants understand the discussion.**
- **Prevent domination.**
- **Help keep the discussion on track (if desirable).**

1652/OCT03/VGT-8

EVALUATIONS

- **The instructor rates you in the areas of:**
 - **Leadership**
 - **Contribution to group work**
 - **Oral Communication**
- **The instructor rates your performance each day.**

1652/OCT03/VGT-9

THE STUDENT MUST BE...

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

1652/OCT03/VGT-10

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET PE-1

Title	Introduction of Soldiers						
Lesson Number/Title	I652 version 1 / Soldier Team Development (FSC RESIDENT)						
Introduction	This practical exercise will provide you the opportunity to begin the soldier 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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Conduct an interview and introduce another team member.</td> </tr> <tr> <td>Conditions:</td> <td>As a first sergeant, in classroom environment, given FM 22-100 and student handouts.</td> </tr> <tr> <td>Standards:</td> <td>Determine 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 classroom environment, given FM 22-100 and student handouts.	Standards:	Determine 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 classroom environment, given FM 22-100 and student handouts.						
Standards:	Determine another team member's pertinent information, within 10 minutes IAW FM 22-10 and student handouts.						
Safety Requirements	None						
Risk Assessment Level	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	<p>Instructor Materials: None</p> <p>Student Materials:</p> <ul style="list-style-type: none"> • FM 22-100. • Student Handouts 1 thru 4. • Pen or pencil and writing paper. 						
Special Instructions	You will have 5 minutes to interview another student to determine the information listed below. Then the student you interviewed will interview you. After 10 minutes, you will introduce each other to the other students.						

PRACTICAL EXERCISE SHEET PE-2

Title	Expectations of Course						
Lesson Number/Title	I652 version 1 / Soldier Team Development (FSC RESIDENT)						
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" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Action:</td> <td>Establish course and classroom goals and expectations.</td> </tr> <tr> <td>Conditions:</td> <td>As a first sergeant, in a classroom environment, given FM 22-100 and student handouts.</td> </tr> <tr> <td>Standards:</td> <td>Determine 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 environment, given FM 22-100 and student handouts.	Standards:	Determine 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 environment, given FM 22-100 and student handouts.						
Standards:	Determine course and classroom goals and expectations, IAW FM 22-100 and student handouts.						
Safety Requirements	None						
Risk Assessment Level	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. • Student Handouts 1 thru 4. • Pen or pencil and writing paper. 						
Special Instructions	You have 10 minutes to complete this PE as an individual. The group will then have thirty 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

HANDOUTS FOR LESSON 1: I652 version 1

Terminal Learning Objective

Handout, Advance Sheet

Index of Student Handouts

This Appendix Contains 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 Behavior	SH-2-1 thru SH-2-6
SH-3, Student Requirements	SH-3-1 thru SH-3-10
SH-4, Student Notes	SH-4-1 thru SH-4-4

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of three hours of small group instruction

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, given FM 22-100, and student handouts.
Standards:	Develop 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, Identify the types of group behavior.

ELO D, Identify student requirements.

Assignment

The student assignments for this lesson are:

Read FM 22-100, Chapter 5.

Read SH-2 and SH-3.

Additional Subject Area Resources

Berelson and Steiner, *Human Behavior*, HM51B42.

Bergevin, *Adult Education Procedures*, LC5215B4.

Bergevin, *Participation Training for Adult Education*, LC5215B84.

Burgoan, Heston, McCroskey, *Small Group Communication*, HM133B84.

Hill, William Fawcett, *Learning thru Discussion*, LS6516H5.

Knowles, Malcom and Hulda, *Introduction to Group Dynamics*, HM131K62.

Maier, *Problem Solving Discussion and Conferences*, HM131M32.

Shepard, *Small Groups*, HM133S5.

Bring to Class FM 22-100
SH-2 thru SH-4
All reference material you have received.
Pen or pencil and writing paper.

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.

Handout, Behaviors

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.

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.
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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.
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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.
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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."

Handout, Performing your Duties

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.

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-3-3

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-3-8
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.
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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.
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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.
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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.
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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.
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Handout, Slides for notes

STUDENT HANDOUT 4

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

NONFUNCTIONAL BEHAVIORS

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

1852/OCT03/VGT-4

SYNERGY

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

1852/OCT03/VGT-5

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.**

1852/OCT03/VGT-6

THE STUDENT MUST BE...

- Knowledgeable
- Perceptive
- Flexible
- Prepared

1652/OCT03/VGT-10
