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**Sergeant Major of the Army's *Not In My Squad*
Initiative: Working Group Protocol for Army Research
Institute Facilitators**

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**United States Army Research Institute
for the Behavioral and Social Sciences**

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The authors wish to thank the individuals who contributed to the development of this protocol. SGT Robert P. Sharpe (2nd Battalion, 5th Cavalry Regiment) encouraged us to develop a protocol that resonates with squad leaders (SL) across the force, regardless of their MOS or the unit or installation to which they are assigned, by focusing on what matters most to them – leading, training, and taking care of Soldiers. Today’s SLs want to positively impact the lives of their Soldiers, and the challenges that frustrate them most are often those that they believe impede their ability to do just that. The value of SGT Sharpe’s contribution through words and action cannot be overstated. SSG David A. Rodriguez (1st Battalion, 63rd Armor Regiment), SFC Gregory L. Stoddard (Regimental Headquarters and Headquarters Troop, Regimental Engineer Squadron, 3rd Cavalry Regiment), and SSG Daniel J. Strot (1st Battalion, 32nd Infantry Regiment) helped us to refine the protocol for use at installation and unit-level events. Dr. Christopher Vowels (U.S. Army Research Institute for the Behavioral and Social Sciences) and SGT Devon M. Wilson (Headquarters and Headquarters Company, 2nd Armored Brigade Combat Team, 1st Infantry Division) provided formal peer reviews.

We thank the 32 SLs who participated in the SMA’s inaugural *Not in My Squad* (NIMS) workshop in Arlington, VA. Their continued support for NIMS has been integral to the initiative’s success. Additionally, SSG Aaron J. Bonzo (1457th Engineer Battalion, Utah Army National Guard) planned and conducted a NIMS workshop for SLs of the Utah Army National Guard. SSG David A. Rodriguez with SGT Devon M. Wilson planned and conducted a workshop at Fort Riley, KS for SLs assigned to the 1st Infantry Division. SSG Brian P. Mitchell (289th Military Police Company) and SFC Christopher O. Loring (398th Combat Sustainment Support Battalion, U.S. Army Reserve) facilitated NIMS discussion groups for senior NCOs attending the SMA’s Professional Development Forum at the 2015 Annual Convention of the Association of the United States Army.

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SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* INITIATIVE: WORKING
GROUP PROTOCOL FOR ARMY RESEARCH INSTITUTE FACILITATORS

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SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* INITIATIVE: WORKING GROUP PROTOCOL FOR ARMY RESEARCH INSTITUTE FACILITATORS

"Not in My Squad is not a bumper sticker; it's an anthem, a call to duty."

- Sergeant Major of the Army Daniel A. Dailey

The Sergeant Major of the Army's (SMA) *Not in My Squad* (NIMS) initiative was designed to empower junior noncommissioned officers (NCO) to take ownership of, and address, critical issues facing today's Army. In support of this initiative and in order to generate ideas from the "ground up," the SMA's office worked with personnel from Headquarters, Department of the Army G-1, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), the Center for the Army Profession and Ethic (CAPE), the Army Resilience Directorate (ARD), and Sexual Harassment/Assault Response and Prevention (SHARP), to conduct a NIMS workshop in Arlington, VA, with select squad leaders (SL) from across the Army. A cornerstone of the workshop was to be SL-driven working groups – facilitated by ARI researchers – that make use of self-discovery, comradery, and shared purpose to inspire and motivate SLs to accept the responsibility and authority to find and implement solutions to problems within the squad (and squad-sized units/organizations).

On 15-18 June 2015, 32 SLs (23 male, 9 female) from a variety of military occupational specialties (MOS) and representing U.S. Army Forces Command (FORSCOM), U.S. Army Training and Doctrine Command (TRADOC), U.S. Army Materiel Command (AMC), U.S. Army Medical Command (MEDCOM), U.S. Army Pacific (USARPAC), U.S. Army Europe (USAREUR), U.S. Army Reserve (USARC), and U.S. Army National Guard (ARNG) participated in the inaugural workshop (see Figure 1). Participating SLs were assigned to working groups consisting of 5-6 SLs and two ARI researchers (a facilitator and a note taker). Three working sessions were held. The first session focused on "Identity." During that session, SLs were asked to consider their role in building climates of dignity, respect, and inclusion. The second working session focused on "Climate." In that session, SLs were asked to discuss the activities SLs can engage in to effectively build positive climates. The SLs also described the knowledge, skills, abilities, and other attributes they need to be effective in building positive climates and common challenges that make it difficult for them to do so. The final working session focused on "Culture." In that session, SLs were asked to determine how the Army can embed and reinforce their ideas from the first two sessions to build an Army-wide culture of dignity, respect, inclusion, and trust. The workshop ended with a backbrief to the SMA by SLs in a large-group setting. In addition, SLs were provided an opportunity to give anonymous written input to the SMA.

Since that inaugural NIMS workshop in Arlington, VA, squad leaders have participated in workshops at their home installations all across the force. SLs have identified a number of themes that are consistent with findings from the inaugural workshop, and appear to be consistent across units and installations. Themes that have been discussed at every workshop thus far include:

- Ownership – SLs are ready and eager to take on the challenge to improve squad climate and create an Army-wide culture of dignity, respect, and inclusion;
- Squad leader role – SLs recognize that they, more than any other leader, can have the greatest impact on unit climate, because of their day-to-day interactions with Soldiers;
- Empowerment – SLs stress the importance of being empowered to promote a positive squad climate;
- Time and white space – SLs need time to train, counsel, mentor, and take care of Soldiers and address issues that lead to negative climates;
- Accountability – Leaders and Soldiers at all levels need to be held accountable for their actions in order to build and maintain trust; and,
- Mentorship – SLs greatly desire to be mentored by their senior leaders and to be empowered to mentor their Soldiers.



Figure 1. Image of Sergeant Major of the Army Daniel A. Daley (front, center) with squad leaders at the Lincoln Memorial in Washington, DC. The SMA conducted “under the oak tree” counseling and led the group in physical readiness training. (U.S. Army photo by Courtesy Photo). Image retrieved from <https://www.dvidshub.net/image/2334173/55th-sustainment-brigade-nco-selected-not-my-squad>.

In their backbriefs to senior leaders, SLs have reported that their personal identities (i.e., who they are as individuals) can have a positive or negative impact on squad climate. Although each SL has described his or her identity somewhat differently, there are a number of consistencies in way they describe the role of SLs in setting a squad’s climate. For example, SLs have consistently reported that their role in setting a positive climate includes:

- Taking care of their Soldiers;
- Leading their Soldiers by example;
- Developing Soldiers to take their place;
- Supporting, protecting, and buffering their Soldiers from negative influences; and,

- Maintaining the motivation and morale of their Soldiers by using incentives and rewards.

Similarly, the SLs have identified a number of lessons learned and best practices for building and maintaining a positive climate at the squad level. Those best practices include:

- Leading from the front;
- Remembering the “Be, Know, Do” leadership philosophy;
- Making time to be with their Soldiers and showing concern for their wellbeing;
- Taking a greater role in the integration of new Soldiers;
- Holding Soldiers accountable and developing them to become NCOs;
- Supporting, protecting, and buffering their Soldiers from negative influences;
- “Sharing the suck” (but beware of the fine line between “sharing the suck” and complaining!);
- Promoting and teaching unit and Army history;
- Coordinating and/or leading Command Financial/Family Advocacy programs; and,
- Attending events that celebrate esprit de corps and diversity.

The SLs at each of the prior workshops have also identified several challenges they commonly face when trying to build and maintain positive climates. Those challenges appear to impact many SLs, regardless of their unit or station of assignment and could ultimately impact the broader Army-culture. They include:

- A perceived lack of resources;
- Too much online training (SLs believe that they can do a better job of training Soldiers on many topics); and,
- Too many last minute, “no failure” taskings.

As the NIMS initiative continues to gain momentum, and the grassroots nature of the initiative take hold at the small unit level, ARI researchers may be asked to facilitate additional working groups and train SLs to lead their own working groups. For those reasons, the purpose of this protocol is to document the facilitation materials developed for NIMS working groups. The protocol can be used to advise junior and senior NCOs who wish to conduct working groups in their units. It can also serve as a template for ARI researchers seeking to develop other social-change working groups for junior NCOs and enlisted Soldiers.

To better visualize what a NIMS workshop “looks like,” facilitators can review articles and videos from prior NIMS workshops:

- [Inaugural NIMS Workshop \(Arlington, VA; 15-18 June 2015\)](#)

Article: <http://www.armytimes.com/story/military/careers/army/enlisted/2015/06/18/not-in-my-squad-summit/28939739/>

- [NIMS Workshop – 1st Infantry Division \(Fort Riley, KS; 5-8 October 2015\)](#)

Article: <http://www.riley.army.mil/News/Article-Display/Article/631126/not-in-my-squad-takes-root-in-1st-infantry-division/>

Video: <https://www.dvidshub.net/video/427291/not-my-squad>

- SMA's Professional Development Forum, Annual Convention of the U.S. Army (Washington, DC; 13 October 2015)

Video: <https://www.youtube.com/watch?v=ReL1vkU2Nqs>

- NIMS Workshop – 21st Theater Sustainment Command (Kaiserslautern, Germany; 27-29 January 2016)

Article: <https://www.army.mil/article/161726>

Article: <http://cape.army.mil/news/nims-workshop-conducted-for-21st-tsc-enlisted-leaders>

How to Use this Protocol

The protocol contains a number of documents that have been used by ARI researchers to facilitate NIMS working groups. Those documents include the following:

- Discussion Guide – Detailed guidance for working group facilitators, including recommended dialogue, facilitation tips, and action prompts (Appendix A);
- Workshop Coordination Checklist – Template for planning a NIMS workshop (Appendix B);
- Schedules – Templates for three-day working groups (Appendices C and D);
- Space Requirements – Room set-up for individual working groups and a full workshop (Appendix E);
- Supply List – Materials that will need to be collected and/or prepared prior to facilitating a working group (Appendix F);
- Overview of Working Group Topics for Senior Leaders – To assist senior leaders when leading a NIMS backbrief (Appendix G);
- Rosters – Templates for facilitator and participant rosters (Appendices H and I);
- Easel Pad Headers – Detailed images of how easel pads should be prepared prior to facilitating a working group (Appendix J);
- Handouts for SLs – Materials to support backbrief preparations (Appendices K and L);
- Written Exercises – Materials to support working group discussions (Appendices M, N, and O);
- After Action Assessment – Document to be collected at conclusion of workshop (Appendix P);
- Workshop Summary Materials – To assist facilitators in preparing the Workshop Summary (Appendices Q and R)

Facilitators should familiarize themselves with all of the documents – as well as the SMA’s Workshop Introduction video (<http://cape.army.mil/not-in-my-squad/workshop.php>; see Figure 2) – well in advance of facilitating a working group. It is particularly important that facilitators know the Discussion Guide well enough that they are able to lead an enthusiastic and natural-feeling discussion that is responsive to the topics that are of greatest interest to the SLs. The Discussion Guide should not be read word-for-word to the group.



Figure 2. Image from the SMA’s workshop introduction video. In the three-minute video, the SMA explains his intent for *Not in My Squad* workshops. The video is available to stream and download from the CAPE website, <http://cape.army.mil/not-in-my-squad/workshop.php>.

Planning for a full-scale NIMS workshop – i.e., a workshop consisting of six working groups, and six SLs per working group – should begin no fewer than 60 to 90 days prior to the event (see Appendix B). For example, 60 days prior to the workshop the unit should have published an operation order (OPORD) and identified a venue that meets space requirements (see Appendix E). Thirty days prior to the workshop the unit should have:

- Prepared draft schedules (see Appendices C and D);
- Confirmed the availability of a venue with appropriate amount space (see Appendix E); and,
- Confirmed that supplies have been resourced (see Appendix F); and,
- Confirmed the availability of the most senior NCO (e.g., Division or Corps-level Command Sergeant Major (CSM)) to make opening comments and attend the no host social/icebreaker and backbrief (see Tips for Facilitating a Successful Backbrief to Senior Leaders section below, as well as Appendix G).

Fifteen days prior to the workshop the unit should have identified facilitators (see Appendix H) and participating SLs (see Appendix I). Although units have used a variety of methods (e.g., interview with senior leader, review of biography, recommendation from chain of command, etc.) to determine which SLs should attend a workshop, the most common selection criteria include professionalism, good leadership and communication skills, a proven ability to build a positive squad climate, and the general ability to take the NIMS message back to their units. Workshop participants should be “the best of the best.” Squad leaders who have been selected to attend should receive a copy of the schedule (see Appendix D) and any read ahead materials provided by CAPE (e.g., Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*; ADRP 6-22, *Army Leadership*) no fewer than fifteen days prior to the workshop. When SLs are tasked to attend at the last minute (e.g., “Hey you! Taskings) or do not receive a schedule and read aheads in a timely manner, they will have the perception that the workshop is not important to senior leaders (e.g., “If NIMS was important, then I would have known about it ahead of time.”).

The three-day schedules provided in this protocol (see Appendices C and D) were designed to be scaled up or down to meet the time, resource, and personnel constraints of any particular unit. Longer workshops (three days or longer) provide more time for SLs to discuss and reflect on the concepts of “Identity,” “Climate,” and “Culture.” They also enhance the comradery, pride, and sense of shared purpose that SLs will develop over the course of the event. To accommodate longer workshops, the protocol contains many more questions than most groups can cover in a three-day workshop, to include potential follow-up questions (e.g., see Appendix A, pages A-14 and A-17) that facilitators can use to stimulate further discussion. Shorter workshops (fewer than three days) may be ideal for smaller units and/or units with limited time, resources, and personnel. To accommodate shorter workshops, the protocol contains a block of questions (see Appendix A, page A-20) that facilitators can skip if time is limited and/or the content was discussed elsewhere. In fact, some units have conducted “mini-workshops” that cover only a small number of questions from each of the three main content areas (i.e., “Identity,” “Climate,” and “Culture”) over the course of a morning or afternoon with a small number of NCOs. Other units have tailored the protocol to be the basis for their formal NCO Developmental Program (NCODP) for junior and senior NCOs. We also know that some junior NCOs have divided the protocol into one to two hour “chunks” that could be covered once a week during Sergeant’s Time Training, and even smaller chunks that could be used as hip-pocket training when time allows.

When possible, units and senior leaders are encouraged to add to the schedule team-building activities that will enhance the comradery, pride, and sense of shared purpose among the participating SLs, and – more important – provide SLs an opportunity to have informal dialogue with, and receive mentorship from, their senior leader. Those activities do not have to be expensive or elaborate. Unconventional physical training (see Figure 3), team building activities, and “under the oak tree counseling” – have been popular with SLs and senior leaders alike. Informal (“ask anything”) question-and-answer sessions with the senior leader have also been popular.

Some units have added to the schedule guest speakers to provide SLs. Speakers who enhance the pride, motivation, and sense of shared purpose among the SLs have been well received. Some units have included a video teleconference (VTC) with the SMA (see Figure 4),

which many SLs have described as the highlight of their career. The continued positive impact of the SMA's association with the NIMS initiative cannot be overstated.

Tips for Working Group Facilitators

A NIMS working group should not be considered or described as “training” or “a class.” Working group facilitators are not instructors, and SLs are not students. Facilitators should not evaluate or judge SLs in any way, because there are no “right” or “wrong” answers. Facilitators are tasked with helping SLs think about and discuss their experiences and perceptions, and relate that information back to their senior leaders. Professionalism, active listening, and a knowledge of Army and NCO culture is essential.



Figure 3. Image of squad leaders conducting physical training with their senior leader. (U.S. Army photo by SSG Betty Y. Boomer). Image retrieved from <https://www.army.mil/e2/c/images/2016/02/02/422229/original.jpg>.

Facilitators should also work to discourage any judgement or criticism between SLs. Instead, they should work to foster comradery, a sense of shared experience, and self-discovery among the SLs. The SLs have been selected to participate in NIMS workshops because of their leadership skills, so it should be a positive and rewarding experience for them.

Facilitators should study Discussion Guide (Appendix A) in advance of the event and know it well enough that they can lead a natural-feeling discussion that is responsive to the topics that are of greatest interest to the SLs. Facilitators should be familiar with any read-ahead materials and be able to discuss them with the SLs. They should also be able to help the group summarize their findings and highlight the most actionable findings in their backbrief. Facilitators can also contact CAPE (<http://cape.army.mil/not-in-my-squad/workshop.php>) and the authors of this protocol (see page i) for additional support and guidance.



Figure 4. Image of squad leaders participating in a video teleconference with the Sergeant Major of the Army. (Maine Army National Guard photo by SSG Angela Parady.) Image retrieved from <https://www.dvidshub.net/image/3172963/not-my-squad-training-comes-maine>.

Preparation of materials for a full-size working group (i.e., one facilitator and six SLs) takes approximately 2 hr. Preparing the easel pad consumes the most time (approximately 1 hr), but can be expedited for future working groups by printing the easel pad headers (see Appendix I) on legal-size paper (8.5 in. x 11 in.), taping the printed pages to the easel pad pages with transparent tape, and then numbering each page accordingly. Room setup (see Appendix E) can be completed in approximately 30 min. Printing handouts (see Appendices K-P) and distributing supplies (see Appendix F) for each SL will also take approximately 30 min.

As noted above, the Discussion Guide is not meant to be read word-for-word to SLs. Additionally, it is not required that facilitators cover every question in the guide or that they spend a predetermined number of minutes on each discussion question. In fact, facilitators will find that their groups will want to spend more time on certain topics – and that is perfectly acceptable.

Working groups should be limited to no more than five or six SLs (Figures 5 and 6). Once group size increases beyond six, working groups become much more difficult to manage, and some SLs will be much less likely to participate. Facilitators can expect that some SLs will know more, and have more experiences to draw from, than others. Some may dominate discussions, and others may not speak much. Therefore, it is your job to find balance so that every SL participates and everyone's voice is heard.

It is the facilitator's responsibility to keep energy levels high. Take 10 minute breaks every hour, or as needed. When possible, providing SLs with drinks (e.g., water, coffee) and

snacks (e.g., hard candy, fruit, or other snacks) – or easy access to purchase their own – will also help to maintain high energy levels throughout the day.

It is highly recommended that facilitators, SLs, and senior leaders dress in business casual attire (e.g., collared shirt, slacks, etc.) for the working group sessions (Figure 5) and backbrief to senior leaders (Figure 6). Doing so will set a more relaxed climate and reduce SLs' anxiety about briefing senior leaders. Business casual attire also communicates to SLs that the workshop is important to senior leaders. Remember – the goal of NIMS working groups is to promote self-discovery, comradery, and a sense of shared experience.



Figure 5. Image of a working group. To create a relaxed environment, facilitators and squad leaders wear business casual attire for the working group sessions. Some facilitators provide hard candy and other snacks to keep energy levels high. (U.S. Army photo by SSG Jerry Griffis). Image retrieved from <https://www.dvidshub.net/news/178458/not-my-squad-takes-root-1st-infantry-division>.

Working group discussions should be held in areas that can be closed off to interruptions. Senior leaders should not attend the working group discussions until the “Session 5 – Backbrief to Senior Leaders” (Appendices B and C). Similarly, working group discussions should not be recorded or videotaped. The discussions should be considered confidential and an opportunity for SLs to discuss their feelings and experiences without fear of judgement or retribution.

Facilitators should encourage SLs to write as much as possible on the easel pads, and they should be encouraged to take notes (see Appendix L). Squad leaders will need to refer to both when preparing their backbrief to senior leaders. They will also want to refer to their notes when they return to their units, as the SMA and other senior leaders may ask them to lead their own working groups. Facilitators are encouraged to talk to SLs about how they might lead their own working groups.

At the conclusion of the working group and the backbrief to senior leaders, facilitators use the information written on the easel pad pages, and the content of the backbrief pages, to complete a Working Group Summary (see Appendix Q). Each facilitator should expect to spend approximately 2-3 hr completing their Working Group Summary. The lead facilitator will then compile and analyze the Working Group Summary from each facilitator to generate a Workshop Summary (see Appendix R). Completion of the Workshop Summary can be time consuming depending on the level of detail (approximately 5-40 hr). After the Workshop Summary is approved by ARI Chief, the Workshop Summary, Working Group Summaries, Written Exercises, and After Action Assessment are provided to CAPE.



Figure 6. Image of a *Not in My Squad* backbrief to senior leaders. To create an environment well suited for open dialogue and mentorship, facilitators, squad leaders, and senior leaders dress in business casual attire for the backbrief. (Maine Army National Guard photo by SSG Angela Parady.) Image retrieved from <https://www.dvidshub.net/image/3172964/not-my-squad-training-comes-maine>.

Tips for Facilitating a Successful Backbrief to Senior Leaders

If at all possible, the most senior CSM on an installation should receive the backbrief, because he or she will be able to discuss local/organizational challenges and solutions with SLs – and communicate Army-level challenges and solutions to the SMA and other senior leaders. Squad leaders may also find the most senior CSM less intimidating than more immediate leaders.

Communication and coordination with senior leaders is crucial to the success of the backbrief. It is recommended that facilitators (preferably all of the facilitators, but at least the lead facilitator) meet with the senior leader who will attend the backbrief prior to the start of a

working group or workshop. At that meeting, facilitators should review the “Overview of Working Group Topics for Senior Leaders Receiving Backbrief” (Appendix I) and emphasize the primary goals of the backbrief:

- 1) For SLs to share their ideas on best practices, challenges, and recommendations related to building mutual trust and cohesion at the squad level. Through this discussion the SLs will learn from each other and then carry on the discussion with their peers and subordinates;
- 2) For SLs to inform their senior leaders of local/organizational best practices and obstacles to building positive climates; and,
- 3) For SLs to inform the SMA of best practices and cultural challenges that are best addressed at the Army level.
- 4) For SLs to share their ideas on best practices, challenges, and recommendations related to building mutual trust and cohesion at the squad level. Through this discussion the SLs will learn from each other and then carry on the discussion with their peers and subordinates;
- 5) For SLs to inform their senior leaders of local/organizational best practices and obstacles to building positive climates; and,
- 6) For SLs to inform the SMA of best practices and cultural challenges that are best addressed at the Army level.

Facilitators should also emphasize the importance of maintaining a relaxed, positive, and mentoring tone during the backbrief. Whether or not SLs leave the backbrief feeling empowered to take responsibility for their squad’s climate – and motivated to take on challenging issues such as sexual harassment and assault, bullying, and hazing – largely depends on the senior leader and facilitators’ ability to make the backbrief a positive and supportive environment for professional development.

At prior NIMS events, SLs have identified ongoing and emerging issues within their formations. They have also identified best practices and obstacles that are unique to their installation/organization – and some that will help SLs across the force. At the same time, those same SLs have not always known or understood things that you may think they should know at this point in their careers. In some cases, SLs have expressed perceptions or beliefs that were simply inaccurate. Senior leaders must use these opportunities to mentor the SLs and show them the power of professional communication and dialogue. These opportunities should not be used to belittle or challenge the SLs. Likewise, facilitators and SLs must remember that NIMS working groups were not designed to be extended “sensing sessions.” Squad leaders can identify some of the challenges they face, but they should also identify solutions, best practices, and ideas for moving forward.

As previously noted, working group discussions should be considered confidential and free of judgement or retribution. Senior leaders should not attend the working group discussions

until “Session 5 – Backbrief to Senior Leaders” (Appendices B and C). Similarly, working group discussions should not be recorded or videotaped.

Appendix A

Discussion Guide



**SERGEANT MAJOR OF THE ARMY'S
NOT IN MY SQUAD (NIMS) INITIATIVE**

DISCUSSION GUIDE

JULY 2016

WORKING GROUP TOPIC #1: IDENTITY
What is the Squad Leader's Role in Building Unit Climate?

Note. Content of particular importance is underlined (e.g., “Our discussions are not evaluative of performance in any way – be it your performance, your Soldiers’ performance, or your leaders’ performance.”). Dialogue requiring working group specific information appears in brackets and is capitalized (e.g., “My name is [YOUR FIRST AND LAST NAME].”). Optional dialogue is italicized (e.g., “*Below are potential follow-up questions that you can ask if you need to stimulate discussion.*”).

Facilitator Dialogue: Hello, everyone. My name is [YOUR FIRST AND LAST NAME]. I am a [POSITION OR ASSIGNMENT] with the [UNIT, AGENCY, OR ORGANIZATION]. I will be facilitating your discussions and helping you prepare for your backbrief so that on [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)] you will be as effective as possible when discussing your experiences, successes, and challenges with [SENIOR LEADER(S) ATTENDING BACKBRIEF]. Before we get started, I would like to go over a few details about your participation.	Easel Pad, Page 1 <i>NOT IN MY SQUAD (NIMS)</i> WORKSHOP [Installation Name] WORKING GROUP [#] 1
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Facilitator Dialogue:

This is a voluntary workshop, and you were invited to participate because you have demonstrated an ability to build positive working and living environments for your Soldiers.

I will be using a group discussion format to help you work through the topics and prepare for your backbrief on [DAY AND TIME OF DAY (E.G., FRIDAY MORNING)].

If you prefer not to answer any particular questions, I ask that you sit quietly while others participate in the discussion. You will not be penalized for not answering.

However, I really want to hear from you and encourage you to speak up if you have something to say – especially if you’ve had different experiences from one another.

Easel Pad, Page 1

NOT IN MY SQUAD (NIMS)
WORKSHOP

[Installation Name]

WORKING GROUP [#]

1

Facilitator Dialogue:

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

This is not a class. There are no “right” or “wrong” answers. And I am not here to judge you.

You are the experts.

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

They want your unfiltered feedback so please speak openly.

Easel Pad, Page 1

NOT IN MY SQUAD (NIMS)
WORKSHOP

[Installation Name]

WORKING GROUP [#]

1

Facilitator Dialogue:

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

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

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

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

You are the future of the Army.

Easel Pad, Page 1

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

[Installation Name]

WORKING GROUP [#]

1

Facilitator Dialogue:

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

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

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

Facilitator Action:

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

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

Handout***Not in My Squad Notes***

The handout is titled "NOT IN MY SQUAD NOTES" in yellow. It is divided into four quadrants by a yellow cross. The top-left quadrant is titled "Desired Outcomes" and contains a list of five bullet points. The top-right quadrant is titled "NIMS Resources" and contains a list of links. The bottom-left quadrant is titled "Opening Speakers" and is empty. The bottom-right quadrant is titled "Back Brief" and is empty. The text "NIMS Document: October 2016" is centered between the two bottom quadrants.

[Handout located in Appendix L of this protocol]

Facilitator Dialogue:

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

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

Handout***Not in My Squad Notes***

The handout is titled "NOT IN MY SQUAD NOTES" in yellow. It is divided into four quadrants by a yellow cross. The top-left quadrant is titled "Desired Outcomes" and contains a list of five bullet points. The top-right quadrant is titled "NIMS Resources" and contains a list of links. The bottom-left quadrant is titled "Opening Speakers" and is empty. The bottom-right quadrant is titled "Back Brief" and is empty. The text "NIMS Document: October 2016" is centered between the two bottom quadrants.

Facilitator Action:

Hold up a copy of the handout titled “Instructions for Preparing Your Backbrief to Senior Leaders.”

Facilitator Dialogue:

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

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

Handout

Instructions for Preparing Your Backbrief to Senior Leaders

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

Your backbrief will be in the general format of an Information Briefing, and should consist of a short introduction, a main body that describes your major findings and recommendations for each of the three topic areas (see below for possible talking points), and a short closing (from FM 6-0, p. 7-3).

I. INTRODUCTION

- a. Greeting/introduction
- b. Purpose and scope
- c. Outline

II. TOPIC #1: IDENTITY - What is the squad leader's role in building unit climate?**POSSIBLE TALKING POINTS:**

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

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

**[Handout located in Appendix K
of this protocol]**

Facilitator Dialogue:

We will take breaks approximately every hour.

There are latrines located [DIRECTIONS TO LATRINES] and drinks and snacks located [DIRECTIONS TO LATRINES].

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

In case of an emergency, we ask that you go to [DIRECTIONS IN CASE OF EMERGENCY].

Easel Pad, Page 1

NOT IN MY SQUAD (NIMS) WORKSHOP

[Installation Name]

WORKING GROUP [#]

1

Facilitator Dialogue:

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

Is everyone OK with that?

Are there any questions?

Easel Pad, Page 1

NOT IN MY SQUAD (NIMS)
WORKSHOP

[Installation Name]

WORKING GROUP [#]

1

Facilitator Dialogue:

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

Do any of you know one another already?

Squad Leader Action:

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

Facilitator Dialogue:

OK, thank you.

Facilitator Note:

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

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

If this occurs, see the lead facilitator for assistance.

Facilitator Dialogue:

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

I will start things off.

Facilitator Action:

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

Squad Leader Action:

Squad leaders will continue introductions.

Easel Pad, Page 1***NOT IN MY SQUAD (NIMS)***
WORKSHOP

[Installation Name]

WORKING GROUP [#]

1

Facilitator Action:

Turn to page 2 of easel pad.

Facilitator Dialogue:

As a reminder of why we are here, the Sergeant Major of the Army has called for an increased focus on positive command climates – and, specifically, environments in which all Soldiers are treated with dignity, respect, and inclusion.

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

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

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

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

Easel Pad, Page 2**PURPOSE OF NIMS
WORKSHOP****1) SHARE YOUR IDEAS**

Best practices
Challenges
Recommendations

**2) INFORM YOUR SENIOR
LEADERS AT LOCAL LEVEL****3) INFORM THE SMA AT THE
ARMY LEVEL****WG [#]****2**

Facilitator Action:

Turn to page 3 of easel pad.

Facilitator Dialogue:

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

- 1) Identity – What is the role of squad leaders in building positive squad climates?;
- 2) Climate – How do squad leaders build and maintain positive climates?; and,
- 3) Culture – Going beyond your squads, how do we build an Army-wide culture of dignity, respect, inclusion, and trust?

We will begin today with the topic of identity.

Easel Pad, Page 3**3 MAIN TOPICS**

- 1) **IDENTITY** – What is the role of SLs in building positive squad climates?
- 2) **CLIMATE** – How do SLs build and maintain positive climates?
- 3) **CULTURE** – How do we build an army-wide culture of dignity, respect, inclusion, and trust?

WG [#]**3**

Facilitator Note:

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

Facilitator Dialogue:

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

The first concept I want to discuss is respect.

What does respect mean to you?

Squad Leader Action:

Squad leaders share their own definitions of respect.

Facilitator Action:

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

Facilitator Dialogue:

OK, good.

Easel Pad, Page 3**3 MAIN TOPICS**

- 1) **IDENTITY** – What is the role of SLs in building positive squad climates?
- 2) **CLIMATE** – How do SLs build and maintain positive climates?
- 3) **CULTURE** – How do we build an army-wide culture of dignity, respect, inclusion, and trust?

WG [#]**3**

Facilitator Action:

Turn to page 4 of easel pad.

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

Squad Leader Action:

Squad leaders volunteer to read the Army Values definition of respect.

Facilitator Action:

Select a squad leader to read the definition.

Squad Leader Action:

Squad leader reads the definition:

“Treat people as they deserve to be treated.”

Facilitator Dialogue:

OK, great job.

Easel Pad, Page 4

**NIMS TOPIC #1: IDENTITY
RESPECT**

ARMY VALUES DEFINITION:

Treat people as they deserve to be treated

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

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

WG [#]

4

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders volunteer to read the moral principle that refers to respect.

Facilitator Action:

Select a squad leader to read the moral principle.

Facilitator Note:

If squad leaders are hesitant to volunteer, ask a specific participant to read the moral principle. The group should become more talkative over time, but remember – this is not a class and squad leaders should not be made to feel like they are under pressure to “perform.” The discussions should be relaxed and candid.

Squad Leader Action:

Squad leader reads the moral principle:

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

Facilitator Dialogue:

Excellent. Thank you.

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

Facilitator Action:

Immediately turn to page 5 of easel pad.

Easel Pad, Page 4**NIMS TOPIC #1: IDENTITY
RESPECT****ARMY VALUES DEFINITION:**

Treat people as they deserve to be treated

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

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

WG [#]**4**

Facilitator Action:

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

Facilitator Dialogue:

Who wouldn't mind writing the group's answers on the easel?

Facilitator Note:

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

Squad Leader Action:

Squad leaders volunteer to write answers on easel.

Facilitator Actions:

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

Facilitator Dialogue:

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

How do you develop dignity and respect in your squad?

Squad Leader Action:

Squad leaders volunteer to write on easel pad.

Facilitator Note:

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

Is respect automatically given or earned? Why?

Why are dignity and respect important at the squad level?

Easel Pad, Page 5

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

WG [#]

5

Facilitator Action:

Ask note taker to turn to page 6 of easel pad.

Facilitator Dialogue:

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

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

Who will read that?

Participants' Action:

Squad leaders volunteer to read the definition.

Facilitator Action:

Select a squad leader to read.

Squad Leader Action:

Squad leader reads the definition of inclusion.

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

Facilitator Dialogue:

OK, thank you.

Easel Pad, Page 6**INCLUSION**

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

OXFORD DICTIONARY:

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

GP [#]

6

Facilitator Action:

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

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss relationship between inclusion and dignity and respect.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Facilitator Dialogue:

What about Soldiers who are excluded?

Squad Leader Action:

Squad leaders discuss excluded Soldiers.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Easel Pad, Page 7

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

**WHAT ABOUT SOLDIERS WHO
ARE EXCLUDED?**

WG [#]

7

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss examples of inclusion in their units.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Facilitator Note:

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

How do you include everyone on the team?

How do you avoid exclusive behaviors?

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

Why is inclusion important at the squad level?

What is the impact of exclusion on a team?

Easel Pad, Page 7

HOW IS INCLUSION RELATED TO DIGNITY AND RESPECT?

WHAT ABOUT SOLDIERS WHO ARE EXCLUDED?

WG [#]

7

Facilitator Action:

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

Facilitator Dialogue:

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

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

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

Squad Leader Action:

Squad leaders discuss how dignity, respect, and inclusion affect trust.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Easel Pad, Page 8**TRUST**

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

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

WG [#]

8

Facilitator Dialogue:

OK, good job. Any questions so far?

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

Squad Leader Action:

Squad leaders discuss how dignity, respect, and inclusion affect trust.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Facilitator Note:

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

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

How does trust affect squad cohesion?

Why is trust important at the squad level?

Easel Pad, Page 8**TRUST**

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

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

WG [#]

8

Facilitator Note:

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

Facilitator Action:

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

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss the importance of respect, dignity, inclusion, and trust.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Easel Pad, Page 9

**RESPECT
DIGNITY
INCLUSION
TRUST**

WHY ARE THESE TERMS
PARTICULARLY IMPORTANT TO
SLs?

WG [#]

9

Facilitator Actions:

Ask note taker to turn to page 10 of easel pad and hold up a 3" x 5" index card.

Facilitator Dialogue:

OK, let's talk about your identity for a few minutes.

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

On your card, I would like for you to write down the top five ways that you identify or "see" yourself.

When you consider your identity, don't think about traits or adjectives to describe yourself – smart, extroverted, athletic, compassionate, etc. Instead think about your sense of self. Your identity includes your perceptions of your various roles and purposes in life. Your identity answers the question "Who are you?"

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

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

Squad Leader Action:

Once most of the squad leaders appear to have written down their five answers, go around the room and have them discuss their identities.

Facilitator Action:

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

Facilitator Dialogue:

Good.

Easel Pad, Page 10**IDENTITY**

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

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

WG [#]

10

3" x 5" Index Card

Facilitator Dialogue:

Why are individual identities important to you as a squad leader?

Squad Leader Action:

Squad leaders discuss why their identities are important.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Note:

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

How does your identity guide your individual behavior?

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

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

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

Easel Pad, Page 10**IDENTITY**

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

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

WG [#]

10

Facilitator Action:

Ask note taker to turn to page 11 of easel pad.

Facilitator Dialogue:

My next question for you is whether or not squads have their own identities? And, if so, what are some examples?

Squad Leader Action:

Squad leaders discuss the identity of squads.

Facilitator Action:

Make sure note taker writes the squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss squad identity.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 11

DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES?

(Circle One)

YES

NO

EXAMPLES:

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

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

WG [#]

11

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss squad leader identity.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

Great job, everyone. We've completed our discussion about identity, and the squad leader's role in building a positive unit climate.

Facilitator Note:

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

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

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

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

Easel Pad, Page 11

DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES?

(Circle One)

YES

NO

EXAMPLES:

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

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

WG [#]

11

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

Facilitator Note:

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

Facilitator Action:

Turn to page 12 of easel pad.

Facilitator Dialogue:

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

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

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

Squad Leader Action:

Squad leaders volunteer to take notes.

Facilitator Action:

Select note taker.

Easel Pad, Page 12

NIMS TOPIC #2: CLIMATE

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

WHAT ABOUT SLs?

WHAT ABOUT TLs?

WG [#]

12

Facilitator Dialogue:

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

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss the things they do to set a positive climate.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

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

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 12**NIMS TOPIC #2: CLIMATE****WHAT DO LEADERS (IN GENERAL) DO TO SET A POSITIVE CLIMATE?**

WHAT ABOUT SLs?

WHAT ABOUT TLs?

WG [#]**12**

Facilitator Action:

Ask note taker to turn to page 13 of easel pad.

Facilitator Dialogue:

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

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

Why?

Facilitator Note:

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

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 13**HOW (AND HOW MUCH) DO
OTHER LEADERS IMPACT
SQUAD CLIMATE?**

PL/PSG?

CO CDR/1SG?

BN CDR/CSM?

BDE CDR/CSM?

WG [#]**13**

Facilitator Action: Ask note taker to turn to page 14 of easel pad. Facilitator Dialogue: What about the squad members themselves – your junior enlisted Soldiers? How (and how much) do they impact squad climate? Do they have more or less influence than you? Why? Squad Leader Action: Squad leaders discuss how (and how much) junior enlisted Soldiers impact squad climate. Facilitator Dialogue: Can you give me a few examples of your squad members impacting the squad climate – both positively and negatively? Facilitator Action: Make sure note taker writes participants’ answers on easel pad.	Easel Pad, Page 14 HOW (AND HOW MUCH) DO SQUAD MEMBERS (JUNIOR ENLISTED) IMPACT SQUAD CLIMATE? <u>Positive examples:</u> <u>Negative examples:</u> WG [#] 14
Facilitator Action: Ask note taker to turn to page 15 of easel pad. Facilitator Dialogue: To sum up what we have been talking about the last few minutes, I want to ask – at the squad level, who has the greatest influence on squad climate and the way your Soldiers treat one another – Soldiers, team leaders, squad leaders, or specific higher levels within the chain of command? Why is that? Squad Leader Action: Squad leaders discuss the greatest impact on squad climate. Facilitator Action: Make sure note taker writes squad leaders’ answers on easel pad.	Easel Pad, Page 15 WHO HAS THE <u>GREATEST</u> INFLUENCE ON SQUAD CLIMATE? Why? WG [#] 15

Facilitator Action:

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

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss other influences on squad climate.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders rank order external influences on squad climate.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 16

**ARE THERE OTHER
INFLUENCES ON SQUAD
CLIMATE?**

RANK ORDER THE TOP 3:

- 1.
- 2.
- 3.

WG [#]

16

Facilitator Action:

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

Facilitator Dialogue:

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

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

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

A few questions to ask yourself:

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

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

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

What was the outcome for your squad?

Squad Leader Action:

Squad leaders complete written exercise.

Facilitator Note:

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

Easel Pad, Page 17
**HOW HAVE YOU BUILT,
MAINTAINED, OR RESTORED A
POSITIVE SQUAD CLIMATE?**

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

WG [#]
17
Handout
**BUILDING, MAINTAINING,
OR RESTORING YOUR
SQUAD’S CLIMATE**
Example #1

What was the challenge/barrier you faced?

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

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

Example #2

What was the challenge/barrier you faced?

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

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

**[Handout located in Appendix M
of this protocol]**

Facilitator Action:

Once the squad leaders have completed the exercise, ask them to work in groups of two or three for 5 minutes to identify their one best example to share with the group.

Facilitator Dialogue:

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

Facilitator Actions:

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

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

Facilitator Dialogue:

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

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

Facilitator Actions:

Make sure note taker writes squad leaders' answers on easel pad.

Collect the written exercises.

Easel Pad, Page 17**HOW HAVE YOU BUILT,
MAINTAINED, OR RESTORED A
POSITIVE SQUAD CLIMATE?**

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

WG [#]**17**

Facilitator Action:

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

Facilitator Dialogue:

What do you do to communicate your expectations to your new Soldiers?

How does this reinforce your squad climate?

Squad Leader Action:

Squad leaders discuss how they communicate their expectations.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Facilitator Note:

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

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

Do you give them guidance? If so, how?

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

How often do you provide positive counseling versus negative counseling?

Easel Pad, Page 18

**HOW DO YOU COMMUNICATE
YOUR EXPECTATIONS TO YOUR
NEW SOLDIERS?**

WG [#]

18

Facilitator Note:

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

Facilitator Action:

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

Facilitator Dialogue:

What do you do during times of stress for the unit – such as the loss of a Soldier – to maintain a positive and supportive climate?

Squad Leader Action:

Squad leaders discuss what they do during times of stress.

How do you personally handle those types of stressors?

Squad Leader Action:

Squad leaders discuss how they respond to stress.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Facilitator Dialogue:

Do you have the sense that someone is looking after or taking care of you and your well-being? Who is taking care of you?

Squad Leader Action:

Squad leaders discuss their perceptions of being taken care of/looked after.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Easel Pad, Page 19

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

HOW DO YOU MANAGE YOUR OWN STRESS?

WHO IS TAKING CARE OF YOU?

WG [#]

19

Facilitator Action:

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

Facilitator Dialogue:

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

Squad-level activities;

Working with new Soldiers;

Setting expectations; and,

Managing stress.

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

Facilitator Action:

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

Squad Leader Action:

Squad leaders discuss and vote on best practices.

Facilitator Actions:

Make sure note taker writes squad leaders’ answers on easel pad.

Easel Pad, Page 20

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

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

WG [#]

20

Facilitator Dialogue:

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

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

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

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

Facilitator Note:

Break for the day.

Easel Pad, Page 20

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

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

WG [#]

20

Handout

Common Challenges to Building, Maintaining, or Restoring Squad Climate

Example #1

What was the challenge/barrier you faced?

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

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

Example #2

What was the challenge/barrier you faced?

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

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

[Handout located in Appendix N of this protocol]

Facilitator Action:

Turn to page 21 of easel pad.

Facilitator Dialogue:

Hello everyone. Welcome back.

From your homework last night, what are some of the most common challenges you face with regard to building a positive squad climate?

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

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

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

Squad Leader Action:

Squad leaders discuss climate-building challenges.

Facilitator Action:

Make sure the squad leaders' answers are written on easel pad.

Easel Pad, Page 21**WHAT CHALLENGES DO YOU
FACE WITH REGARD TO
BUILDING A POSITIVE
CLIMATE?**

Squad
Level

Local/Org
Level

Army
Level

WG [#]

21

Facilitator Dialogue:

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

Facilitator Action:

Go around the table and ask each squad leader to identify the three most significant challenges he or she faces. At the end of the voting, the three to five challenges with the most marks should be considered for the backbrief.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders identify their three most significant challenges.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 21**WHAT CHALLENGES DO YOU
FACE WITH REGARD TO
BUILDING A POSITIVE
CLIMATE?**

Squad
Level

Local/Org
Level

Army
Level

WG [#]

21

Facilitator Action: Ask note taker to turn to page 22 of easel pad. Facilitator Dialogue: We’ve just talked about some of the challenges you face. Do you feel that you have enough authority and autonomy to build a positive climate? Let’s see a show of hands – who thinks that you do have the authority and autonomy you need? Who thinks you do not have enough authority and/or autonomy? Why or why not? Squad Leader Action: Squad leaders discuss whether or not they have enough authority and autonomy. Facilitator Action: Make sure note taker writes squad leaders’ answers on easel pad.	Easel Pad, Page 22 DO YOU HAVE ENOUGH AUTHORITY AND AUTONOMY TO BUILD AND MAINTAIN A POSITIVE UNIT CLIMATE? _____ YES _____ NO WHY OR WHY NOT? WG [#] 22
Facilitator Action: Ask note taker to turn to page 23 of easel pad. Facilitator Dialogue: What is the expertise – or knowledge, skills, abilities (KSA) – that squad leaders need in order to build positive climates? Squad Leader Action: Squad leaders discuss KSAs for building positive climates. Facilitator Action: Make sure note taker writes squad leaders’ answers on easel pad.	Easel Pad, Page 23 WHAT KSAs DO SQUAD LEADERS NEED IN ORDER TO BUILD POSITIVE CLIMATES? <u>KNOWLEDGE</u> <u>SKILLS</u> <u>ABILITIES</u> WG [#] 23

Facilitator Note:

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

Facilitator Action:

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

Facilitator Dialogue:

Are there climate-related KSAs that you are particularly good at?

Squad Leader Action:

Squad leaders discuss KSAs that they are good at.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss KSAs that are not being fully leveraged.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 24

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

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

WG [#]

24

Facilitator Action:

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

Facilitator Dialogue:

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

Let's see a show of hands:

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

Squad Leader Action:

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

Facilitator Actions:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

OK, good. It looks like most of you learned these climate-related KSAs [REVIEW THE TOP TWO OR THREE ANSWERS].

Is this a surprise to anyone?

Easel Pad, Page 25**WHERE DID YOU LEARN THE
KSAs TO BUILD A POSITIVE
SQUAD CLIMATE?**

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

WG [#]**25**

Facilitator Action:

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

Facilitator Dialogue:

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

Let's see a show of hands:

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

Squad Leader Action:

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

Facilitator Actions:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

OK, great job. It looks like most of you believe that you should have learned these climate-related KSAs [REVIEW THE TOP TWO OR THREE ANSWERS].

Easel Pad, Page 26**WHERE SHOULD SQUAD LEADERS LEARN THE KSAs TO BUILD A POSITIVE SQUAD CLIMATE?**

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

WG [#]**26**

Facilitator Action:

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

Facilitator Dialogue:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 27

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

ARE THERE METHODS THAT
WOULD NOT BE EFFECTIVE?

WG [#]

27

Facilitator Note:

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

Facilitator Action:

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

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss indicators of a positive climate.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss early warning signs.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 28

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

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

WG [#]

28

Facilitator Note: <i>BELOW ARE POTENTIAL FOLLOW-UP QUESTIONS THAT YOU CAN ASK IF YOU NEED TO STIMULATE DISCUSSION.</i> Facilitator Action: <i>Ask note taker to turn to page 29 of easel pad.</i> Facilitator Dialogue: <i>I don't want you to name specific units or leaders here, but I do want to ask if you believe that you have a supportive learning environment in your unit?</i> <i>Let's see a show of hands.</i> Squad Leader Action: <i>Squad leaders discuss their unit's learning environment.</i> Facilitator Action: <i>Make sure note taker writes squad leaders' answers on easel pad.</i> Facilitator Dialogue: <i>Whether you answered "yes" or "no," how do you know if your unit has a supportive learning environment or not?</i> Squad Leader Action: <i>Squad leaders discuss indicators of units that provide supportive/unsupportive learning environments.</i> Facilitator Action: <i>Make sure note taker writes squad leaders' answers on easel pad.</i>	Easel Pad, Page 29 DOES YOUR UNIT HAVE A SUPPORTIVE LEARNING ENVIRONMENT? ☐ YES, Definitely ☐ YES, Somewhat ☐ NO HOW DO YOU KNOW? <u>Supportive Units Do This:</u> <u>Unsupportive Units Do This:</u> WG [#] 29
Facilitator Dialogue: Great job, everyone. We have completed our discussion of climate, and will be moving to the topic of culture next.	

WORKING GROUP TOPIC #3: CULTURE

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

Facilitator Note:

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

This session should generate both best practices and army-level obstacles and challenges to building trust and cohesion in squads with recommendations that can be used for the backbrief to the installation/organization and Army senior leaders.

Facilitator Action:

Turn to page 30 of easel pad.

Facilitator Dialogue:

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

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

Easel Pad, Page 30**NIMS TOPIC #3: CULTURE**

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

WHAT ARMY POLICIES AND PRACTICES MAKE THINGS MORE DIFFICULT?

WG [#]

30

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss Army policies, procedures, and practices.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss Army policy, procedures, and practices.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 31**NIMS TOPIC #3: CULTURE**

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

WHAT ARMY POLICIES AND PRACTICES MAKE THINGS MORE DIFFICULT?

WG [#]

30

Facilitator Action:

Ask note taker to turn to page 31 of easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss post and Army resources, agencies, and organizations they use.

Facilitator Action:

Make sure note taker writes squad leaders’ answers on easel pad.

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss resources, agencies, and organizations that could be improved.

Facilitator Action:

Make sure note taker writes squad leaders’ answers on easel pad.

Facilitator Dialogue:

What additional resources would help, and why?

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders’ answers on easel pad.

Easel Pad, Page 31

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

WHICH COULD BE IMPROVED?

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

WG [#]

31

Facilitator Action:

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

Facilitator Dialogue:

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

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

Squad Leader Action:

Squad leaders discuss Army customs, courtesies, and traditions.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 32

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

WG | # |

32

Facilitator Action:

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

Facilitator Dialogue:

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

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

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

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

Squad Leader Action:

Squad leaders identify Army subcultures.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

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

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

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Easel Pad, Page 33

**WHAT ARE EXAMPLES OF
SUBCULTURES WITHIN IN THE
ARMY?**

**WHEN DO THESE SUBCULTURES
BECOME MISALIGNED WITH
ARMY CULTURE?**

WG [#]

33

Facilitator Action:

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

Facilitator Note:

The purpose of this discussion is to have squad leaders think about the possibility that sometimes subcultures within the Army – and the behaviors they engage in – can become “misaligned” with Army Values.

The easel pad shows six examples of behavior that are aligned with Army Values, but can become indicators of a subculture becoming misaligned with Army Values. The behaviors on the left represent values that are generally aligned with Army Values. The behaviors on the right represent behaviors that might be indicators that a subculture is becoming misaligned with the greater Army culture.

Facilitator Dialogue:

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

What are a few subcultures within the Army?

Are the behaviors on the right good indicators of whether or not a subculture has become misaligned with Army Values and the greater Army culture?

Are there other or better examples that you can think of?

Squad Leader Action:

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

Facilitator Action:

Make sure note taker writes squad leaders’ answers on easel pad.

Easel Pad, Page 34

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

Inclusion-Exclusion -> Discrimination

Initiation-Hazing -> Bullying

Joking/Teasing/Horseplay -> Harassment ->
Assault

Authoritative -> Toxic Leaders

Cohesion/Bonding ->
Exclusion/Discrimination

Loyalty -> Misperception of Loyalty

WG [#]

34

Facilitator Note:

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

This session should generate both best practices and army-level obstacles and challenges to building trust and cohesion in squads with recommendations that can be used for the backbrief to the installation/organization and Army senior leaders.

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

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

Have you had to deal with this in your careers?

Squad leaders discuss ways to prevent misalignment of subcultures.

Make sure note taker writes squad leaders' answers on easel pad.

HOW CAN SLs KEEP MISALIGNMENT OF SUBCULTURES FROM OCCURRING?

Inclusion-Exclusion -> Discrimination

Initiation-Hazing -> Bullying

Joking/Teasing/Horseplay -> Harassment -> Assault

Authoritative -> Toxic Leaders

Cohesion/Bonding ->
Exclusion/Discrimination

Loyalty -> Misperception of Loyalty

WG [#]

35

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

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

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

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

Make sure note taker writes squad leaders' answers on easel pad.

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

WG [#]

36

Facilitator Action:

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

Facilitator Dialogue:

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

Squad Leader Action:

Squad leaders discuss the best application of customs and courtesies.

Facilitator Action:

Make sure note taker writes squad leaders' answers on easel pad.

Facilitator Dialogue:

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

Easel Pad, Page 37

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

WG [#]

37

REVIEW FINDINGS AND PREPARE FOR BACKBRIEF TO SENIOR LEADERS

Facilitator Dialogue:

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

Facilitator Action:

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

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

Facilitator Action:

Hold up a copy of the handout titled “Instructions for Preparing Your Backbrief to Senior Leaders.”

Facilitator Dialogue:

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

Facilitator Dialogue:

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

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

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

Handout

Instructions for Preparing Your Backbrief to Senior Leaders

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

Your backbrief will be in the general format of an Information Briefing, and should consist of a short introduction, a main body that describes your major findings and recommendations for each of the three topic areas (see below for possible talking points), and a short closing (*from FM 6-0, p. 7-3*).

I. INTRODUCTION

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

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

POSSIBLE TALKING POINTS:

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

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

POSSIBLE TALKING POINTS:

Who has greatest impact on squad climate?

**[Handout located in Appendix K
of this protocol]**

Facilitator Dialogue:

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

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

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

2) To inform your senior leaders of local/organizational best practices and obstacles to building positive climates that they can help you overcome at the local level. So, what are the best practices your local leaders should know about and can disseminate across the installation/organization? What are the local challenges you face that they can help you with?

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

3) To inform the SMA of best practices and cultural challenges that are best addressed at the army level. So, what are the best practices the SMA should share with the entire Army? What are the Army-level issues that he can help you with?

Tell the SMA about your best practices so he can share them with the Total Force.

Again, keep it positive and professional. Offer solutions if you talk about challenges!

Handout

Instructions for Preparing Your Backbrief to Senior Leaders

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

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

I. INTRODUCTION

g. Greeting/Introduction
h. Purpose and scope
i. Outline

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

POSSIBLE TALKING POINTS:

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

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

POSSIBLE TALKING POINTS:

Who has greatest impact on squad climate?

Facilitator Action:

Turn to page 38 of easel pad.

Facilitator Dialogue:

You will use your easel as a visual aid.

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

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

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

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

Do you have any questions?

Easel Pad, Page 38**GROUP [#] BACKBRIEF****1. Topic #1**

A. Discussion:

B. Recommendations:

2. Topic #2

A. Discussion:

B. Recommendations:

3. Topic #3

A. Discussion:

B. Recommendations:

Handout**Instructions for Preparing
Your Backbrief to Senior
Leaders**

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

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

I. INTRODUCTION

- j. Greeting/Introduction
- k. Purpose and scope
- l. Outline

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

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

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

Who has greatest impact on squad climate?

Facilitator Dialogue:

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

Facilitator Action:

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

Facilitator Dialogue:

[“IN FRONT OF YOU” OR “IN YOUR PACKET”]
you will find handouts titled “Other Feedback to Senior Leaders” and “After Action Assessment.”

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

You can write on both sides of this form if necessary, but please write clearly. Your name and/or contact information will not be attributed to these comments unless you choose to include it.

This handout is completely optional. Do you have any questions?

For the “After Action Assessment” form, I would greatly appreciate it if you would also take time to complete this quick questionnaire after we have completed the backbrief. Any constructive feedback that you might have about the workshop will be greatly appreciated. You can turn it in to me before you leave today.

Facilitator Action:

Answer any questions the participants might have.

Facilitator Dialogue:

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

Handouts**Other Feedback to Senior Leaders****After Action Assessment****Guidance:**

Please use this form to provide feedback on the usefulness of the NIMS Workshop.

Your feedback will inform the After Action Report to senior Army leaders, help to determine the degree to which the workshop accomplished its purpose, and assist in planning for and conducting future events.

Purpose of the workshop:

To empower junior NCOs to take ownership of, and address, critical issues facing today's Army.

Workshop topics:

- TOPIC #1: IDENTITY – What is the Squad Leader's Role in Building Unit Climate?
- TOPIC #2: CLIMATE – How Do Squad Leaders Build and Maintain Positive Unit Climate?
- TOPIC #3: CULTURE – How Do We Embed and Reinforce Your Ideas to Build an Army-wide Culture of Dignity, Respect, Inclusion, and Trust

Workshop Agenda:

- SMA/CAPE SGM Opening Remarks
- Breakout Group Discussions
- Backbriefs

[Handouts located in Appendices O and P of this protocol]

Appendix B

Workshop Coordination Checklist

SERGEANT MAJOR OF THE ARMY'S "NOT IN MY SQUAD" (NIMS) INITIATIVE

Workshop Coordination Checklist Unit, Installation/Facility, Dates

Contact unit POC to determine status of their workshop preparation in accordance with the below timeline.

60 Days out from zero day:

- ☐ Confirm unit has published OPORD (if desired) – CC NIMS team (ARI & CAPE).
- ☐ Confirm venue and classroom support (see NIMS protocol).
- ☐ Confirm unit is making arrangements for SMA attendance (VTC/ in person) if applicable.
- ☐ If needed, identify POCs to secure lodging and transportation.

30 Days out from zero day:

- ☐ Get draft schedule from unit POC and provide to NIMS team (ARI & CAPE).
- ☐ Confirm availability of the Senior Enlisted Advisor (SEA) to make opening remarks and participate in the backbrief (DIV CSM, Corps CSM, etc.). If the most senior individual is not available, then who will be available? Confirm that BN/BDE CSMs other than the designated SEA will not participate in the discussion groups or backbriefs unless specially coordinated and agreed to by CAPE SGM because of a specific hosting unit desired outcome. They can participate during in-brief with the NIMS team to understand the NIMS initiative.
- ☐ Send Senior Leader pre-brief and schedule time for zero day meeting with NIMS team. This is important for consistent messaging of NIMS purpose.
- ☐ Confirm availability of screen, speakers, and Proxima (projector capability) at venue.
- ☐ Confirm supplies resourced (see supply list). Make determination if ARI will mail supplies instead of unit supplying them.

15 Days out from zero day:

- ☐ Confirm name and contact numbers of the POC/escort officer for NIMS team to touch base with once they arrive in area.
- ☐ Confirm meeting time with the POC and CSM on zero day.
- ☐ Receive attendee roster with rank, unit, MOS, email and gender.
- ☐ Receive strip map from main gate to venue location with building and room numbers.
- ☐ Confirm tech support available on-site for zero day to ensure A/V (Proxima, screen).
- ☐ Confirm that unit will provide a copy of the post-workshop AAR to each workshop attendee. Copy of AAR is digitally sent shortly before the event. Completed post-seminar AARs will be collected by NIMS team immediately following the workshop.
- ☐ Confirm name and contact email for POC (if different than hosting unit POC) that will be able to push a 90-day follow up AAR link out to audience attendees.

- ☐ Provide attendees copy of schedule and read ahead materials.

7 Days out from zero day:

- ☐ Check for any last minute changes or challenges with hosting unit POC.

Appendix C

Schedule for Facilitators and Senior Leaders

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Workshop Schedule for Facilitators and Senior Leaders Unit, Installation/Facility, Dates

DAY 0 – Day, DD MMM YY

0900-1000: Facilitators – Walkthrough workshop space

1000-1700: Facilitators – Preparation of easel pads and workshop space

1300-1400: Facilitators – Meet with Senior Leaders to learn about unit and the leaders' concerns, discuss backbrief, etc.

1530-1700: Participants TDY check in for Lodging – If off installation (**Uniform – Civilian Business Casual**)

1730-1900: No Host Social/Icebreaker (**Uniform – Civilian Business Casual, Welcome Packets**)

DAY 1 – Day, DD MMM YY

0630-0730: PT* and Oaktree Counseling with Senior Leader (**Uniform – APFU**)

0730-0850: Personal Activities/Breakfast

0830-0900: Facilitators – Final Walkthrough of Rooms, Check Supplies, etc.

0900-0945: Opening Session (**in Large Group**) and Opening Remarks (**Uniform – Civilian Business Casual**)

Topics – Introductions; Review Schedule; Break into Working Groups

1000-1200: Session 1 (**in Working Groups**)

Topic #1 – Identity: What is the Squad Leader's Role in Building Unit Climate?

1200-1300: Lunch

1300-1700: Session 2 (**in Working Groups**)

Topic #2 – Climate: How do Squad Leaders Build and Maintain Positive Unit Climates?

1700-UTC: Dinner* (**Uniform – Civilian Business Casual**)

DAY 2 – Day, DD MMM YY

0630-0730: PT* (**Uniform – APFU**)

0730-0845: Personal Activities/Breakfast

0900-1200: Session 3 (**in Working Groups**) (**Uniform – Civilian Business Casual**)

Topic #3 – Culture: How Do We Build an Army-Wide Culture of Dignity, Respect, Inclusion and Trust?

1200-1300: Lunch

1300-1700: Session 4 (**in Working Groups**)

Topics: Review Findings from Sessions 1-3; Prepare Back Brief to Senior Leaders

1730-UTC: Dinner* (**Uniform – Civilian Business Casual**)

DAY 3 – Day, DD MMM YY

0630-0730: PT* (**Uniform – APFU**)

0730-0850: Personal Activities/Breakfast

0900-1200: Session 5 (**Large Group**)

Backbrief to Senior Leaders (15 min. per Working Group Followed by Discussion)
(**Uniform – Civilian Business Casual**)

1200-1300: Farewell/Safety Briefing

1700: Facilitators – Provide hard copy of “Working Group Summary” to lead facilitator

*At prior NIMS workshops, the SMA and senior leaders have conducted a combination of conventional and unconventional (e.g., Zumba, yoga, and weightlifting) PT activities, and Oak Tree counseling, with squad leaders – both to build camaraderie between squad leaders and to help squad leaders get to know their senior leaders in a less formal, mentorship-driven environment. Some units have also scheduled team building activities after, or in conjunction with, dinner (e.g., bowling provides an opportunity for squad leaders to eat and engage in team building activities). All of the activities are optional, but have proven to be very effective.

Appendix D

Schedule for Squad Leaders

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Workshop Schedule for Squad Leaders Unit, Installation/Facility, Dates

DAY 0 – Day, DD MMM YY

1530-1700: TDY check in for Lodging – If off installation (**Uniform – Civilian Business Casual**)

1730-1900: No Host Social/Icebreaker (**Uniform – Civilian Business Casual, Welcome Packets**)

DAY 1 – Day, DD MMM YY

0630-0730: PT and Oaktree Counseling with Senior Leader (**Uniform – APFU**)

0730-0850: Personal Activities/Breakfast

0900-0945: Opening Session (in Large Group) and Opening Remarks (**Uniform – Civilian Business Casual**)

Topics – Introductions; Review Schedule; Break into Working Groups

1000-1200: Session 1 (**in Working Groups**)

Topic #1 – Identity: What is the Squad Leader's Role in Building Unit Climate?

1200-1300: Lunch

1300-1700: Session 2 (**in Working Groups**)

Topic #2 – Climate: How do Squad Leaders Build and Maintain Positive Unit Climates?

1700-UTC: Dinner (**Uniform – Civilian Business Casual**)

DAY 2 – Day, DD MMM YY

0630-0730: PT (**Uniform – APFU**)

0730-0845: Personal Activities/Breakfast

0900-1200: Session 3 (**in Working Groups**) (**Uniform – Civilian Business Casual**)

Topic #3 – Culture: How Do We Build an Army-Wide Culture of Dignity, Respect, Inclusion and Trust?

1200-1300: Lunch

1300-1700: Session 4 (**in Working Groups**)

Topics: Review Findings from Sessions 1-3; Prepare Back Brief to Senior Leaders

1730-UTC: Dinner (**Uniform – Civilian Business Casual**)

DAY 3 – Day, DD MMM YY

0630-0730: PT (**Uniform – APFU**)

0730-0850: Personal Activities/Breakfast

0900-1200: Session 5 (**Large Group**)

Backbrief to Senior Leaders (15 min. per Working Group Followed by Discussion)
(**Uniform – Civilian Business Casual**)

1200-1300: Farewell/Safety Briefing

Appendix E

Space Requirements

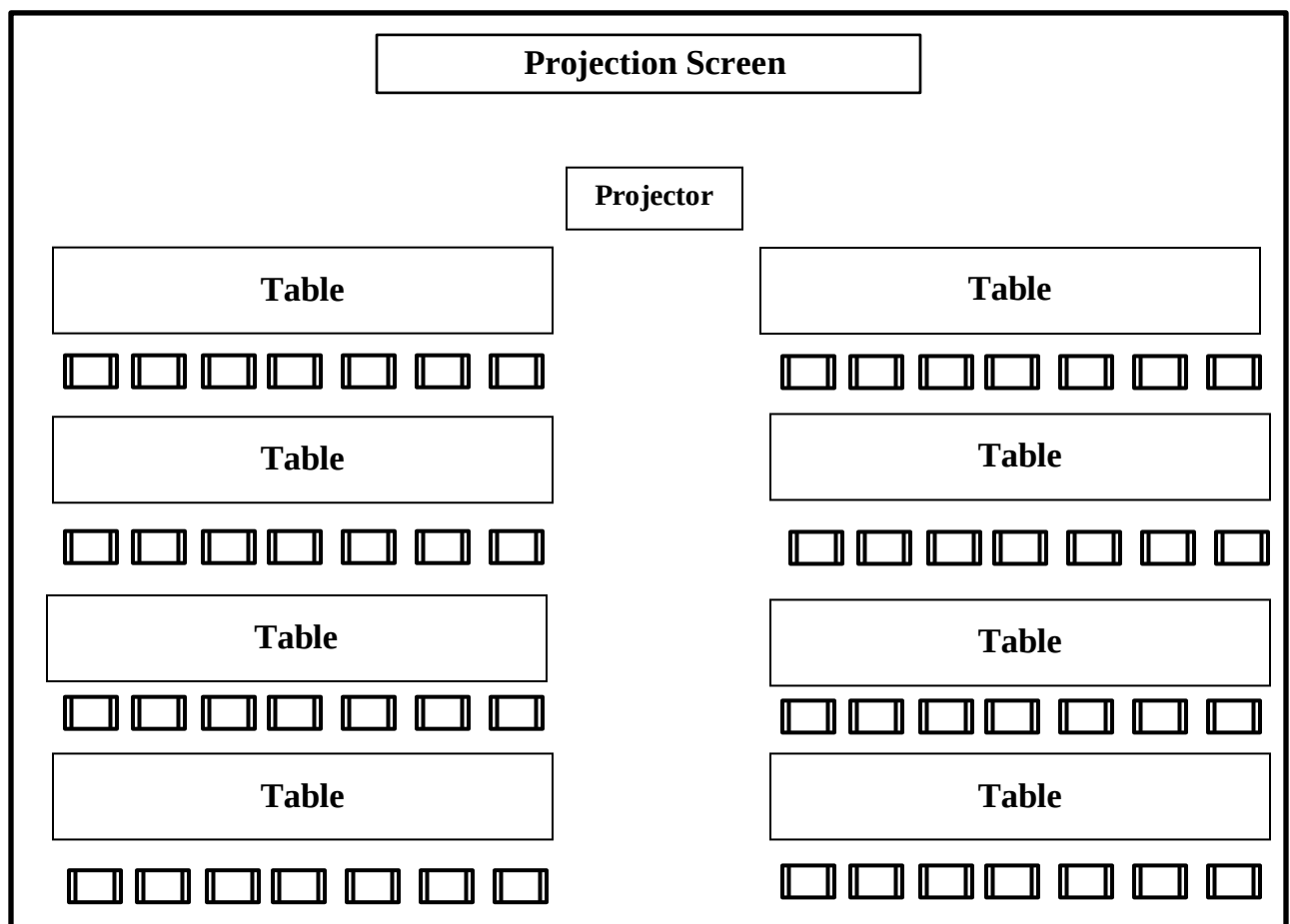
SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Workshop Space Requirements
Unit, Installation/Facility, Dates

* FOR A WORKSHOP CONSISTING OF SIX WORKING GROUPS, AND SIX PARTICIPANTS PER WORKING GROUP

Large Meeting Room for Opening Session (Day1) and Backbrief to Senior Leaders (Day 3)

- One well-lit, comfortable room that has capability of being closed off to maintain the privacy of the group.
- Tables and chairs to seat 50 people, preferably arranged “classroom style”
- Should have (or have easy access to) drinks and snacks.

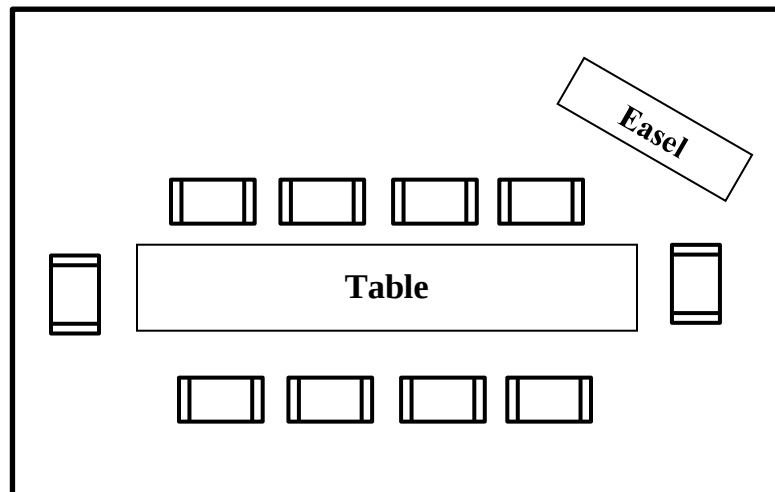


- Signage for room



Small Meeting Rooms for Individual Working Groups (Days 1 and 2)

- Six well-lit, comfortable rooms (one per working group) that can be closed off to maintain the privacy of the group
- One large table and chairs to seat 8-10 people (depending on group size)
- Should have (or have easy access to) drinks and snacks.



- Signage for each room



Optional Signage throughout Workshop Location

Distinctive Unit Insignia	NOT IN MY SQUAD WORKSHOP Unit, Installation/Location, Dates	Relevant Graphic
---------------------------------	--	---------------------

NOT IN MY SQUAD.

**WE ARE TRUSTED
PROFESSIONALS.**

Appendix F

Supply List

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Workshop Supply List Unit, Installation/Facility, Dates

* FOR A WORKSHOP CONSISTING OF SIX WORKING GROUPS, AND SIX PARTICIPANTS PER WORKING GROUP

<u>ITEM</u>	<u>QUANTITY PER GROUP</u>	X	<u>NUMBER OF GROUPS</u>	= <u>TOTAL NEEDED</u>
Packets/Folders for Facilitators (1 per group):	1		6	6
(1) Discussion Guide (Appendix A)				
(1) Schedule for Facilitators and Senior Leaders (Appendix B)				
(1) Supply List (Appendix D)				
(1) Space Requirements (Appendix E)				
(1) Facilitator Roster (Appendix F)				
(1) Squad Leader Roster and Group Assignments (Appendix G)				
(1) Easel Pad Headers (Appendix H)				
(1) Overview of Working Group Topics for Senior Leaders (Appendix I)				
(1) Instructions for Preparing Your Backbrief to Senior Leaders (Appendix J)				
(1) <i>Not in My Squad</i> Notes (Appendix K)				
(1) Squad Leader's Personal Example – Building, Maintaining, or Restoring Your Squad's Climate (Appendix L)				
(1) Squad Leader's Personal Example – Common Challenges to Building, Maintaining, or Restoring Squad Climate (Appendix M)				
(1) Other Feedback to Senior Leaders (Appendix N)				
(1) Working Group Summary for Executive Summary (EXSUM) (Appendix O)				
(1) Working Group Notes (Appendix P)				
(1) Example Executive Summary (EXSUM) (Appendix Q)				

Packets/Folders for Participants (1 per participant):	6	6	36
(1) Schedule for Squad Leaders (Appendix C)			
(1) Introduction Letter from Senior Leaders			
(1) Instructions for Preparing Your Backbrief to Senior Leaders (Appendix J)			
(1) <i>Not In My Squad</i> Notes (Appendix K)			
(1) Squad Leader's Personal Example – Building, Maintaining, or Restoring Your Squad's Climate (Appendix L)			
(1) Squad Leader's Personal Example – Common Challenges to Building, Maintaining, or Restoring Squad Climate (Appendix M)			
(1) Other Feedback to Senior Leaders (Appendix N)			
Desktop Easel/Easel Pad (1 per group)	1	6	6
* (1) 50 page pad or (2) 30 page pads per group			

<u>ITEM</u>	<u>QUANTITY PER GROUP</u>	X	<u>NUMBER OF GROUPS</u>	=	<u>TOTAL NEEDED</u>
Markers for Easel Pads (2 per group)	2		6		12
Mini Legal Pads (1 per participant) * 3" x 5" or larger	6		6		36
Index Cards (2 per participant) * 3" x 5" or larger	12		6		72
Ballpoint Pens (1 per participant)	6		6		36
Hard Candy (2 bags per group) * Jolly Ranchers, Life Savers, or similar – can also substitute other snacks, fruit, etc.	2		6		12

Appendix G

Overview of Working Group Topics for Senior Leaders

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Overview of Working Group Topics for Senior Leaders Receiving Backbrief Unit, Location, Dates

Working group discussion topics have been designed to accomplish three main goals:

- 1) For participating squad leaders to share their ideas on best practices, challenges, and recommendations related to building mutual trust and cohesion at the squad level. Through this discussion the participants will learn from each other and then carry on the discussion with their peers and subordinates.
- 2) For participating squad leaders to inform you of local/organizational best practices and obstacles to building positive climates.
- 3) For participating squad leaders to inform the SMA of best practices and cultural challenges that are best addressed at the Army level.

This document provides a broad overview of the topics that squad leaders will discuss in their working groups. Familiarity with these topics may help you to facilitate a back-and-forth dialogue between you and the squad leaders during their backbriefs.

NIMS workshops are divided into three main topics: IDENTITY, CLIMATE, and CULTURE. Some of the questions from each session are provided below:

TOPIC #1: IDENTITY – What Is the Squad Leader's Role in Building Unit Climate?

- Why are dignity, respect, inclusion, and trust important to squad leaders?
- Why are self-identities important to squad leaders and the squad as a whole?
- Do squads have their own identities? How is a squad's identity impacted by dignity, respect, inclusion, and trust?

TOPIC #2: CLIMATE - How Do Squad Leaders Build and Maintain Positive Unit Climates?

- Who has the greatest influence on unit climate?
- What "best practices" for building positive climates did you identify?
- How do squad leaders manage stress? Who is taking care of you?
- What KSAs do squad leaders need in order to build and maintain positive climates? Are there KSAs that the Army is not fully leveraging?
- Where did you learn to build positive climates? Where should you have learned?
- What are the biggest challenges you face? Which can you resolve? Which require help from chain of command or senior Army leaders?

- Do you have the authority and autonomy you need to build a positive climate?
- How do you re-establish a positive climate after a negative event? How do you regain trust?

TOPIC #3: CULTURE – How Do We Embed and Reinforce Your Ideas to Build an Army-wide Culture of Dignity, Respect, Inclusion, and Trust?

- What Army policies and practices have helped (and hurt) efforts to develop a positive unit climate?
- What are the most helpful resources, agencies, and organizations (at the post or Army-level)? Which need improvement?
- How do we develop climate building KSAs in squad leaders across the force? What methods do/don't work?
- What are some examples of Army subcultures? What behaviors indicate that a subculture is misaligned with the greater Army culture?
- How can customs, courtesies, and traditions contribute to negative behaviors/outcomes?
- How does the Army embed/reinforce the right application of those customs, courtesies, and traditions without leading to negative behaviors/outcomes?

At prior NIMS workshops and backbriefs, participants have identified ongoing and emerging issues within their formations. They have also identified best practices and obstacles that are unique to their installation/organization – and some that will help squad leaders across the force. And, at the same time, those same participants have not always known or understood things that you may think they should know at this point in their careers. In some cases, participants have expressed perceptions or beliefs that were simply inaccurate.

Whether you are a senior NCO leading a backbrief for squad leaders, or a squad leader conducting a workshop for junior enlisted Soldiers, it is critically important that you show the participants that they can speak to you candidly without fear of embarrassment, anger, or retribution. Whether or not participants leave the backbrief feeling empowered to take responsibility for their squad's climate – and motivated to take on challenging issues such as sexual harassment and assault, bullying, and hazing – largely depends on your ability to make the backbrief a positive and supportive environment for candid discussion and professional development.

Appendix H
Facilitator Roster

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

FACILITATOR ROSTER Unit, Installation/Facility, Dates

* FOR A WORKSHOP CONSISTING OF SIX WORKING GROUPS

KEY POCS	EMAIL	PHONE
e.g., Rank Name (UNIT)	xxxxx.x.xxxxxxxxxx.mil@mail.mil	(###) ###-####

FACILITATORS	WORKING GROUP	EMAIL	PHONE
e.g., Rank Name (UNIT)	1	xxxxx.x.xxxxxxxxxx.mil@mail.mil	(###) ###-####
e.g., Rank Name (UNIT)	2	xxxxx.x.xxxxxxxxxx.mil@mail.mil	(###) ###-####
	3		
	4		
	5		
	6		

Appendix I

Squad Leader Roster and Group Assignments

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

SQUAD LEADER ROSTER AND GROUP ASSIGNMENTS

Unit, Installation/Facility, Dates

WORKING GROUP 1 (Facilitator Name) LOCATION (Bldg. #/Room #)							
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
WORKING GROUP 2 (Facilitator Name) LOCATION (Bldg. #/Room #)							
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
WORKING GROUP 3 (Facilitator Name) LOCATION (Bldg. #/Room #)							
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment
Name	Rank	Component	Station of Assignment	Gender	MOS	MOS Title	Unit of Assignment

[illegible]

Appendix J
Easel Pad Headers

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

EASEL PAD HEADERS

Easel pads are prepared by facilitators prior to a workshop – one per working group. Hand writing the easel pad headers requires approximately 1 hr, but can be expedited for future working groups by printing the easel pad headers on legal-size paper (8.5 in. x 11 in.), taping the printed pages to the easel pad pages with transparent tape, and then numbering each page accordingly.

NOT IN MY SQUAD (NIMS) WORKSHOP [Installation Name] GROUP # [] 1	PURPOSE OF NIMS WORKSHOPS 1) SHARE YOUR IDEAS Best practices Challenges Recommendations 2) INFORM YOUR SENIOR LEADERS AT LOCAL LEVEL 3) INFORM THE SMA AT THE ARMY LEVEL WG [#] 2	3 MAIN TOPICS 1) <u>IDENTITY</u> – What is the role of SLs in building positive squad climates? 2) <u>CLIMATE</u> – How do SLs build and maintain positive climates? 3) <u>CULTURE</u> – How do we build an army-wide culture of dignity, respect, inclusion, and trust? WG [#] 3
Group #		Page #
NIMS TOPIC #1: IDENTITY <u>RESPECT</u> ARMY VALUES DEFINITION: Treat people as they deserve to be treated MORAL PRINCIPLE FROM THE ARMY ETHIC (ADRP 1): In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect (2-18). WG [#] 4	WHAT IS THE RELATIONSHIP BETWEEN DIGNITY AND RESPECT? WG [#] 5	<u>INCLUSION</u> ONE OF THE GOALS OF THE U.S. ARMY DIVERSITY ROADMAP IS TO ACHIEVE AN “ARMY-WIDE INCLUSIVE CULTURE.” OXFORD DICTIONARY: The action or state of including or of being included within a group or structure.” GP [#] 6

HOW IS INCLUSION RELATED TO DIGNITY AND RESPECT? WHAT ABOUT SOLDIERS WHO ARE EXCLUDED? WG [#] 7	<u>TRUST</u> HOW DO DIGNITY, RESPECT, AND INCLUSION AFFECT TRUST? Trust - firm belief in the reliability, truth, ability, or strength of someone or something (Oxford Dictionary) WG [#] 8	RESPECT DIGNITY INCLUSION TRUST WHY ARE THESE TERMS PARTICULARLY IMPORTANT TO SLs? WG [#] 9
<u>IDENTITY</u> One's sense of self; perceptions of one's roles and purpose in life. Answers – Who am I? WHY ARE INDIVIDUAL IDENTITIES IMPORTANT TO YOU AS A SQUAD LEADER? WG [#] 10	DO SQUADS ALSO HAVE THEIR OWN GROUP IDENTITIES? (Circle One) YES NO EXAMPLES: HOW DO DIGNITY, RESPECT, INCLUSION, AND TRUST CONTRIBUTE TO YOUR SQUAD'S IDENTITY? HOW DOES A SL's IDENTITY AS AN INDIVIDUAL IMPACT THE SQUAD AS A WHOLE? WG [#] 11	NIMS TOPIC #2: CLIMATE WHAT DO LEADERS (IN GENERAL) DO TO SET A POSITIVE CLIMATE? WHAT ABOUT SLs? WHAT ABOUT TLs? WG [#] 12
HOW (AND HOW MUCH) DO OTHER LEADERS IMPACT SQUAD CLIMATE? PL/PSG? CO CDR/1SG? BN CDR/CSM? BDE CDR/CSM? WG [#] 13	HOW (AND HOW MUCH) DO SQUAD MEMBERS (JUNIOR ENLISTED) IMPACT SQUAD CLIMATE? <u>Positive examples:</u> <u>Negative examples:</u> WG [#] 14	WHO HAS THE <u>GREATEST</u> INFLUENCE ON SQUAD CLIMATE? Why? WG [#] 15

ARE THERE OTHER
INFLUENCES ON SQUAD
CLIMATE?

RANK ORDER THE TOP 3:

- 1.
- 2.
- 3.

WG [#]

16

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

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

WG [#]

17

HOW DO YOU COMMUNICATE
YOUR EXPECTATIONS TO YOUR
NEW SOLDIERS?

WG [#]

18

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

HOW DO YOU MANAGE YOUR
OWN STRESS?

WHO IS TAKING CARE OF YOU?

WG [#]

19

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

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

WG [#]

20

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

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

WG [#]

21

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

____ YES # ____ NO

WHY OR WHY NOT?

WG [#]

22

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

KNOWLEDGE

SKILLS

ABILITIES

WG [#]

23

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

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

WG [#]

24

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

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

WG [#]

25

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

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

WG [#]

26

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

ARE THERE METHODS THAT WOULD NOT BE EFFECTIVE?

WG [#]

27

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

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

WG [#]

28

DOES YOUR UNIT HAVE A SUPPORTIVE LEARNING ENVIRONMENT?

_____ YES, Definitely
_____ YES, Somewhat
_____ NO

HOW DO YOU KNOW?

Supportive Units Do This:

Unsupportive Units Do This:

WG [#]

29

NIMS TOPIC #3: CULTURE

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

WHAT ARMY POLICIES AND PRACTICES MAKE THINGS MORE DIFFICULT?

WG [#]

30

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

WHICH COULD BE IMPROVED?

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

WG [#]

31

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

WG [#]

32

WHAT ARE EXAMPLES OF SUBCULTURES WITHIN IN THE ARMY?

WHEN DO THESE SUBCULTURES BECOME MISALIGNED WITH ARMY CULTURE?

WG [#]

33

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

Inclusion-Exclusion -> Discrimination
Initiation-Hazing -> Bullying
Joking/Teasing/Horseplay -> Harassment -> Assault
Authoritative -> Toxic Leaders
Cohesion/Bonding -> Exclusion/Discrimination
Loyalty -> Misperception of Loyalty

WG [#] 35

HOW CAN SLs KEEP MISALIGNMENT OF SUBCULTURES FROM OCCURRING?

Inclusion-Exclusion -> Discrimination
Initiation-Hazing -> Bullying
Joking/Teasing/Horseplay -> Harassment -> Assault
Authoritative -> Toxic Leaders
Cohesion/Bonding -> Exclusion/Discrimination
Loyalty -> Misperception of Loyalty

WG [#] 36

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

WG [#] 37

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

WG [#] 38

GROUP [#] BACKBRIEF

- 1. Topic #1**
 - A. Discussion:
 - B. Recommendations:
- 2. Topic #2**
 - A. Discussion:
 - B. Recommendations:
- 3. Topic #3**
 - A. Discussion:
 - B. Recommendations:

Appendix K

Instructions for Preparing Your Backbrief to Senior Leaders

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

Instructions for Preparing Your Backbrief to Senior Leaders

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

Your backbrief will be in the general format of an Information Briefing, and should consist of a short introduction, a main body that describes any two or three of the topics you discussed during the workshop, recommendation(s) for each topic, and a short closing (*from FM 6-0, p. 7-1*):

1. INTRODUCTION

A. Greeting

B. Purpose

2. MAIN BODY

A. Topic #1

- i. Discussion – Explain the significance of the topic and how it relates to squad climate.
- ii. Recommendation(s) – What is your recommendation – for other squad leaders, your local installation/organization/unit leaders, and/or senior Army leaders?

B. Topic #2

- i. Discussion – Explain the significance of the topic and how it relates to squad climate.
- ii. Recommendation(s) – What is your recommendation – for other squad leaders, your local installation/organization/unit leaders, and/or senior Army leaders?

C. Topic #3

- i. Discussion – Explain the significance of the topic and how it relates to squad climate.
- ii. Recommendation(s) – What is your recommendation – for other squad leaders, your local installation/organization/unit leaders, and/or senior Army leaders?

3. CLOSING

A. Concluding statement

B. Questions?

You must use your easel as a visual aid – the content written on your easel pad will be used to generate an EXSUM for your senior leaders and the SMA. Below is an example of how you might prepare your easel pad:

<u>GROUP [#] BACKBRIEF</u> 1. Topic #1 A. Discussion B. Recommendation(s) 2. Topic #2 A. Discussion B. Recommendation(s) 3. Topic #3 A. Discussion B. Recommendation(s)

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

As you think about the content of your backbrief, focus on the three main purposes of the NIMS workshops, as discussed in the first session:

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

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

- 2) To inform your senior leaders of local/organizational best practices and obstacles to building positive climates that they can help you overcome at the local level. What are the best practices your local leaders should know about and can disseminate across the installation/organization? What are the local challenges you face that they can help you with?

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

- 3) To inform the SMA of best practices and cultural challenges that are best addressed at the Army level. What are the best practices the SMA should share with the entire Army? What are the Army-level issues that he can help you with?

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

Appendix L

Page for Note Taking

NOT IN MY SQUAD NOTES

Desired Outcomes

- **Squad Leaders:** facilitate self-discovery that they are influential role models to their Soldiers with the authority and responsibility to build mutual trust, positive climates, and cohesive teams; self-regulate to enforce standards and model the Army Ethic thereby preventing misconduct such as sexual harassment and assault, bullying, hazing, etc; provide a voice for squad leaders.
- **Local Leaders:** inform them of possible barriers to squad-leader empowerment that can be resolved at their level; mentor squad leaders.
- **Army Leaders:** inform them of best practices and Army-level cultural barriers for potential action; reinforce that squad leaders have a voice through Army-level messaging and tangible actions.

"Arguably, the highest performing squads in our formation are those that are built upon trust: trust in their leaders, and trust in one another. This is the essential element of 'Not In My Squad'."

SMA Daniel Dailey, October 2015

Opening Speakers

NIMS Resources

Squad Assessment Tool

<http://cape.army.mil/not-in-my-squad/>

Articles and Videos

http://www.army.mil/standto/archive_2015-06-09/

<https://www.dvidshub.net/news/178458/not-my-squad-takes-root-infantry-division>

<http://www.army.mil/article/156623>

<http://www.armytimes.com/story/defense/show-daily/ausa/2015/army-unveils-not-my-squad-web-tool-junior-leaders/73288756/>

http://www.army.mil/article/162736/How_NCOs_can_change_a_and_strengthen_a_squad/

<https://www.youtube.com/watch?v=itk1ged3Xgw>

Back Brief

NOT IN MY SQUAD NOTES

Identity

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

Climate

How do squad leaders build and maintain positive climates?

Culture

How do we build an Army wide culture of dignity, respect, inclusion and trust?

Appendix M

Squad Leader's Personal Example – Building, Maintaining, or Restoring Your Squad's Climate

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

WRITTEN EXERCISE Squad Leader's Personal Example Unit, Location, Dates

Building, Maintaining, or Restoring Your Squad's Climate

The purpose of this exercise is to identify squad leaders' best practices for building, maintaining, or restoring squad climate.

Please provide one or two specific examples of a time when you, as a squad leader, needed to build, maintain, or restore your squad's climate. Tell us why you needed to take action, what you did, and how your squad's climate was improved.

Provide as much detail as you can within the allotted time. You can write on the back of this form if more space is needed.

Example #1

Was there a particular reason or climate problem in your squad that caused you to take action?

What action(s) did you take?

How did your action(s) influence the squad's climate?

Example #2

Was there a particular reason or climate problem in your squad that caused you to take action?

What action(s) did you take?

How did your action(s) influence the squad's climate?

Appendix N

Squad Leader's Personal Example – Common Challenges to Building, Maintaining, or Restoring Your Squad's Climate

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

WRITTEN EXERCISE Squad Leader's Personal Example Unit, Location, Dates

Common Challenges to Building, Maintaining, or Restoring Squad Climate

The purpose of this exercise is to identify the most common challenges squad leaders face when trying to build, maintain, or restore their squad's climate.

Please provide one or two specific examples of a time when you, as a squad leader, needed to build, maintain, or restore your squad's climate but experienced challenges that made it particularly difficult to do so.

Provide as much detail as you can within the allotted time. You can write on the back of this form if more space is needed.

Example #1

What was the challenge/barrier you faced?

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

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

Example #2

What was the challenge/barrier you faced?

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

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

Appendix O

Other Feedback to Senior Leaders

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

WRITTEN EXERCISE

Other Feedback to Senior Leaders

Unit, Location, Dates

The purpose of this form is to provide you an opportunity to share NIMS-related information with your leaders that you were not able to share (or were not comfortable sharing) during the backbrief.

You can write on the back of this form if more space is needed. Your name will not be attributed to these comments.

Appendix P

After Action Assessment

NOT IN MY SQUAD (NIMS) (Location or Unit) Workshop

The Center for the Army Profession and Ethic (CAPE)
and the U.S. Army Research Institute (ARI)

After Action Assessment

Guidance:

Please use this form to provide feedback on the usefulness of the NIMS Workshop.

Your feedback will inform the After Action Report to senior Army leaders, help to determine the degree to which the workshop accomplished its purpose, and assist in planning for and conducting future events.

Purpose of the workshop:

To empower junior NCOs to take ownership of, and address, critical issues facing today's Army.

Workshop topics:

- TOPIC #1: IDENTITY – What is the Squad Leader's Role in Building Unit Climate?
- TOPIC #2: CLIMATE - How Do Squad Leaders Build and Maintain Positive Unit Climates?
- TOPIC #3: CULTURE – How Do We Embed and Reinforce Your Ideas to Build an Army-wide Culture of Dignity, Respect, Inclusion, and Trust?

Workshop Agenda:

- SMA/CAPE SGM Opening Remarks
- Breakout Group Discussions
- Backbriefs

1. Did you receive the NIMS read ahead materials to prepare for the workshop?

Yes _____ No _____

2. Were the read ahead materials helpful?

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

3. What additional resources would be helpful in preparation for the workshop?

Comments or Recommendations:

--

4. SMA/CAPE SGM opening remarks and discussion:

a. Helped me to understand the NIMS initiative.

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

b. Helped me to understand the importance of the NIMS initiative.

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

c. Inspired me to professionally develop myself and others on NIMS.

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

d. Provided a meaningful foundation for our focus group discussions.

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

Comments or Recommendations:

[illegible]

a. Engaged in meaningful and respectful discussion of our assigned topics.

Strongly Agree

Strongly Agree

Strongly Agree

--

Strongly Agree

Strongly Agree

[illegible]

7. NIMS empowered me to take ownership of, and address, critical issues within my squad.

Strongly Disagree

Disagree

Neither

Agree

Strongly Agree

Comments or Recommendations:

8. Strengths of the workshop or initiative that should be reinforced or continued:

9. Recommendations for improvement:

Appendix Q

Working Group Summary for Executive Summary (EXSUM)

SERGEANT MAJOR OF THE ARMY'S *NOT IN MY SQUAD* (NIMS) INITIATIVE

WORKING GROUP SUMMARY FOR EXSUM

Working Group [#]

Please complete this worksheet and provide to the lead facilitator no later than _____ business days after the workshop.

Installation:

Number of Squad Leaders in Group:

Unit:

Number of Males:

Facilitator Name:

Number of Females:

SECTION 1: SUMMARY OF WORKING GROUP FINDINGS

1. Top challenges identified.
2. Squad-level solutions identified. What can squad leaders do?
3. Organizational and installation-specific solutions identified. What can their leaders do?
4. Army-level solutions identified. What can senior Army leaders do?
5. KSAs? How and where to train them?
6. General themes (related to identity, climate, and culture) discussed by your group.
7. Your group's perspective on the "way forward" for NIMS. How do embed and reinforce the concepts and solutions identified?

8. Novel or surprising topics, challenges, or solutions that you think should be shared with other facilitators, workshop participants, local leaders, senior Army leaders, and/or included in the EXSUM. Please identify the target audience.

SECTION 2: EASEL BOARD(S) THAT YOUR GROUP PRESENTED AT THE BACKBRIEF TO SENIOR LEADERS

SECTION 3: DETAILED NOTES FROM WORKING GROUP

Appendix R

Example Workshop Summary

WORKSHOP SUMMARY

Not in My Squad Workshop – Unit
Installation (Dates of Workshop)

Background

Sergeant Major of the Army (SMA) Dailey’s “Not in My Squad” (NIMS) initiative is focused on the well-being, safety, and dignity of all Soldiers. A cornerstone of the NIMS initiative are 3-day working groups which are designed to inspire and motivate squad leaders (SL) to accept the responsibility and authority to find and implement solutions to problems within the squad (squad-sized unit/organization). In support of this initiative the Center for the Army Profession and Ethic (CAPE) and HQDA G-1, U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), by request of the [UNIT], supported a locally planned NIMS workshop, [DATES]. The working groups focused on how SLs can build positive unit climates in which Soldiers are treated with dignity, respect, and inclusion. The Army doctrine of Mission Command depends on developing mutual trust in cohesive teams. The Squad is the foundational team upon which the Army builds its formations. The SL is responsible for all the team does or fails to do and for leading in the training and development of a “Winning Spirit” in each Soldier. Soldiers, as a team, must accomplish the mission in the right way, strive for standards of excellence, and persevere through adversity, challenge, and setback. To do so, they require inspiration, motivation, and caring leadership. By focusing on improving NCO ability to improve unit climate and readiness, the working groups support Army Warfighting Challenges #9 *Improve Soldier, Leader, and Team Performance*, and #10, *Develop Leaders*.

Working Group Process

Forty-two SLs (33 male, 9 female) from a variety of MOSs and representing units from across the [UNIT] participated in working groups on [DATES]. Each working group consisted of six SLs and a facilitator from ARI or CAPE.

Three sessions were held. The first session focused on *IDENTITY*, in which SLs were asked to consider their role in building climates of dignity, respect, and inclusion. The second session focused on *CLIMATE*, in which SLs were asked to discuss the activities SLs can engage in to effectively build positive climates. Squad leaders also described the knowledge and skills they need to be effective in building positive climates and common challenges that make it difficult for them to build positive climates. The final working group session focused on *CULTURE*, in which SLs were asked to think of how a culture of dignity, respect, and inclusion could be built across the Army. The working group event ended with a backbrief to [SENIOR LEADER] [(UNIT)] and [SENIOR LEADER] [(UNIT)].

During the backbrief, [SENIOR LEADER] and [SENIOR LEADER] spontaneously offered to stay after the official closing of the working group event to continue discussion and answer any specific personal questions the SLs may have had. At least a third of the SLs stayed for that additional 2-3 hour discussion/Question & Answer session. Those SLs clearly enjoyed their time with [SENIOR LEADER] and [SENIOR LEADER] and were able to work through the

specific challenges they discussed. Moreover, this impromptu session proved to be a powerful motivational tool for the SLs.

Findings

Initial review of the findings from working groups identified important themes that were different from the findings of previous workshops:

- Challenges that may be [LOCATION] specific
 - Particularly high OPTEMPO and too few resources, personnel
 - Widely distributed work environments and shift work – i.e., more time away from families and Soldiers (also [LOCATION]-specific concerns)
 - Perception that [LOCATION] may come with too many responsibilities and/or challenges for new Soldiers (i.e., distributed work environment, cultural challenges/differences)
- Gray areas related to hazing and SHARP
 - Are activities thought to enhance morale and cohesion (and commonly practiced in team sports) now prohibited
 - Push-ups, ice water following promotion
 - “Good game,” horseplay
 - “What *can* we do?”
- Widely held perception that Inspector General is something to be fearful of – especially fear of false reports and damage to career

The working groups also identified a number of common themes across groups and have commonality with findings from previous NIMS workshops:

- They recognized that they, more than any other leaders, have the greatest impact on Soldiers and unit climate, and are eager to take on the challenge of improving their organization’s climate
- They identified a number of key roles SLs play in building positive unit climates
 - Taking care of their Soldiers
 - Supporting, protecting, and buffering Soldiers (protecting and buffering Soldiers is a growing theme across workshops)
 - Developing and earning the trust of their Soldiers, and developing trust between members of their squad
 - Leading by example
 - Developing Soldiers to take their place
 - Maintaining the motivation and morale of their Soldiers by using incentives and rewards
- They identified other factors that impact unit climate
 - Factors that create and enhance positive unit climate
 - Attitudes and behaviors of Soldiers and leaders (at all levels, but particularly at the small unit level)
 - Time with their families, time with their Soldiers, and time to train their Soldiers

- Support from the local community
- Factors that diminish from positive climates
 - Attitudes and behaviors of Soldiers and leaders at all levels
 - Geographic distance, distributed work environments, and shift work
 - Last minute taskings and administrative requirements, unrealistic suspenses
 - Reactive leadership
 - Perception of lack of purpose in garrison – many prefer to be deployed and “in the fight”
 - “Putting up a good front,” “dog and pony show,” “cutting corners”
- They emphasized the importance of trust at the squad level, and generated a list of themes and activities that they use to build trust
 - Trust is earned and lost, and easier to lose than earn
 - Live up to your word every day
 - Be, know, do
 - Lead by example
 - Get to know your Soldiers – talk to them and ask questions
 - Provide timely counseling to all Soldiers, not just those whose performance fails to meet unit standards – and follow up
- They generated a list of best practices for building and maintaining a positive climate at the squad level
 - Making time to be with Soldiers – especially training and PT
 - Showing concern for the wellbeing of your Soldiers - empathy and sympathy
 - Remembering the “Be, know, do” leadership philosophy
 - Holding Soldiers accountable - discipline
 - “Sharing the suck” (but beware of the fine line between “sharing the suck” and complaining)
 - Communicating effectively
 - Coordinating and/or leading Command Financial/Family Advocacy programs
 - Being a mentor to a Soldier
 - Having a mentor – progressive mentorship
 - Attending events that celebrate esprit de corps and diversity
 - Org day/week
 - Family Readiness Groups
 - Support to the local community
 - Participating in holiday activities
 - Outdoor activities and unconventional PT
 - Trail running, combatives, paintball, zip lines, scuba, yoga
 - Competitions
 - Cook outs
 - Leaders Reaction Course and confidence courses
- They generated a list of best practices for making Soldiers feel included
 - Welcome letters and sponsorship programs (but need to improve sponsor matching)
 - Introduction of new Soldiers to unit
 - Squad-level training and other time together

- o Providing a pre-paid phone with important unit/post/installation contacts
 - o Distinctions between “welcomed” and “included”
 - o Active listening
- They identified the KSAs that SLs need to build and maintain positive climates
 - o Know your job and master soldiering skills
 - o Know how to train/instruct/counsel Soldiers
 - o Know the Army/post/installation resources available to you and your Soldiers
 - o Know the factors that impact readiness
 - o Develop your computer skills
 - o Develop life and relationship skills, also financial planning
 - o Develop effective communication skills
 - o Be able to accept failure and let your Soldiers fail
 - o Be approachable
- They identified the most common challenges SLs face when trying to build and maintain positive climates – challenges that ultimately impact the broader Army-culture
 - o Perceived lack of resources (personnel, time, funding)
 - o Last minute, “no failure” taskings
 - o Perception of a “good old boy system”
 - o Poor quality of Soldiers coming from Basic Combat Training/Advanced Individual Training
 - o Too much online training
 - o Perceived need for corrective training
 - o False reporting of SHARP and other incidents

Note. The EXSUM should only be written after a thorough review of the backbriefs to senior leaders (easel boards and discussions) and the notes generated by facilitators. The Background section does not require major editing other than identifying the participating unit and the dates of the workshop. The Working Group Process section should describe the participating squad leaders, the backbrief, and any other unique aspects of the work shop. The Findings section of the EXSUM should contain findings that were different than those of previous workshops; findings that corroborate previous workshops, and an emphasis on challenges and solutions at the squad, unit/organizational, and Army-level.