

Training and Evaluation Outline Report

Task Number: 71-5-5004

Task Title: Develop a Cohesive Team Through Mutual Trust

Distribution Restriction: Approved for public release; distribution is unlimited.

Destruction Notice: None

Foreign Disclosure: FD6 - This product/publication has been reviewed by the product developers in coordination with the Fort Leavenworth, KS foreign disclosure authority. This product is releasable to students from foreign countries on a case-by-case basis.

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	ADRP 6-0 (Change 002, March 28, 2014)	Mission Command http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp6_0_new.pdf	Yes	Yes
	ADRP 6-22 (Change 1, 10 Sep 2012)	Army Leadership	Yes	No

Condition: A group of individuals forming a team, including Soldiers and/or leaders from the same or different organizations, is assigned a specific goal, task, or mission over a period of time, and has the means to collaborate and the resources required. The commander, unit standard operating procedures, higher headquarters, and / or the environment decide the necessary roles needed for each team. Some iterations of this task should be performed in MOPP 4.

Standard: The team develops confidence in the character, integrity, professional competence, commitment, and abilities of each other while engaging in the first principle of mission command, build cohesive teams through mutual trust. Team members give of their own resources and expertise to achieve shared understanding and common goals. Team leader(s) develop shared confidence by consistently employing interpersonal tact to foster effective open communication. The team, led by the team leader, completes its assigned or designated end-state with all team members contributing in their designated roles and responsibilities to the entire team effort.

Note: The definition of team is a group of individuals or organizations that work together toward a common goal (ADP 6-0, P. 10). The basis of teamwork is commitment to the group and built on mutual trust. In the Army, teamwork is the coordinated effort of Soldiers, civilians, and unified action partners working toward completing tasks and accomplishing a common goal or mission (Proposed ATP 6-22.6 chapter 1).

Note: The first principle of mission command may occur in a garrison or operational environment and at all levels within the military construct. This principle of mission command is a reoccurring process throughout the mission or operational cycle. Additionally, the application of this principle exists within a leaders organization as well as with relationships among unified action partners and/or host nation officials.

Safety Risk: Low

Task Statements

Cue: None

DANGER

Leaders have an inherent responsibility to conduct Risk Management to ensure the safety of all Soldiers and promote mission accomplishment.

WARNING

Risk Management is the Army's primary decision-making process to identify hazards, reduce risk, and prevent both accidental and tactical loss. All soldiers have the responsibility to learn and understand the risks associated with this task.

CAUTION

Identifying hazards and controlling risks across the full spectrum of Army functions, operations, and activities is the responsibility of all Soldiers.

Remarks: None

Notes: Note 1: Task content last updated: 22 July 2014

Note 2: This task's Performance Steps and associated Performance Measures may not apply to every staff, unit, or echelon. Prior to evaluation, coordination should be made between evaluator and the evaluated staff's or units' higher headquarters to determine the Performance Steps and Measures that will not be evaluated.

TASK STEPS

* 1. The team leader begins establishing the team by:

- a. Establishing or receiving a clear and concise commander's intent and desired end-state for the team.
- b. Approving the different roles, responsibilities, and skill sets necessary for the team to follow the commander's intent and achieve the desired end-state.
- c. Identifying individuals with the skills, backgrounds, job placements, and/or expertise needed to fill the roles and responsibilities of the team.
- d. Assigning each individual team member a role consistent with the unique skill set of the individual.
- e. Facilitating a shared understanding of all team members of the commander's intent and desired end-state.
- f. Providing a vision outlining the role and responsibility of each team member and how their individual and/or group participation contributes, or will contribute, to the overall success of the team.
- g. Setting short term and long term goals in compliance with the commander's intent and the desired end state.
- h. Beginning to determine or obtain:
 - (1) Location(s) for the team.
 - (2) Equipment necessary for goal accomplishment.
- i. Applying the skill sets of individual team members to a combined unity of effort in the pursuit of a common direction.
- j. Establishing basic foundational relationships with:
 - (1) Peers.
 - (2) Superiors.
 - (3) Subordinates.

2. The team members begin establishing the team by:

- a. Understanding the commander's intent and desired end-state.
- b. Knowing their individual and/or section roles and responsibilities.
- c. Confirming how these roles and responsibilities contribute to the team as a whole.
- d. Coordinating the use of specialized equipment and/or supplies necessary to fill roles and responsibilities.
- e. Beginning to establish relationships with other team members and the team leader.

* 3. The team leader changes the individuals of the team into one cohesive unit by:

- a. Developing and earning trust through:

- (1) Applying consistent and predictable behavior.
- (2) Placing the needs of the team above the needs of the leader.
- (3) Leading through shared experiences.
- (4) Developing deeper informal relationships with:

- (a) Peers.
- (b) Superiors.
- (c) Subordinates.

b. Establishing a climate of trust through:

- (1) Maintaining consistency in all actions with equality through but not limited to:

- (a) Praise and recognition.
- (b) Awards.
- (c) Decision making.
- (d) Goal setting.
- (e) Discipline.

- (2) Applying coaching and teambuilding techniques for team members.

- (3) Counseling all team members with:

- (a) Expectations and goals that are beneficial to the team, yet challenging to the individual.

(b) Affirming that the individual clearly understands the team's mission, commander's intent, and the role and importance of the individual within the larger scope of the team's purpose and end-state.

(c) Confirming the individual knows the roles and responsibilities of other team members and how these other individuals contribute to the group as a whole.

4. The team members change from individuals to one cohesive unit by:

a. Understanding their own:

- (1) Strengths.
- (2) Weaknesses.
- (3) Qualities.
- (4) Skills.

(5) Experience.

(6) Characteristics.

(7) Personality temperaments.

b. Building and earning mutual trust through:

(1) Behaving consistently and predictably.

(2) Putting the needs of the team above the needs of the individual.

(3) Navigating through shared experiences.

(4) Making efforts to develop positive, informal relationships with the team.

c. Creating a climate of trust through:

(1) Displaying consistency in all actions through but not limited to:

(a) Completing tasks in a timely and consistent manner.

(b) Presenting work of high and consistent quality meeting the needs of the team.

(2) Maintaining open and honest communication among the team and the team leader.

* 5. The team leader establishes team unity by:

a. Establishing an environment of risk tolerance by:

(1) Validating that team members may exercise disciplined initiative without fear of reprisal.

(2) Providing a team climate where unconventional yet productive ideas are given consideration.

(3) Empowering subordinate leaders within the team to manage their sections without controlling oversight.

b. Identifying weaknesses and strengths of individual team members or sections.

c. Combining the skills and expertise of individuals and/or sections when the skills of one member complement the skills of another, or compensates for others' weaknesses.

d. Increasing the team's overall performance through:

(1) Exercises designed to integrate team members' specialties, responsibilities, and inputs towards both short term and long term goals.

(2) Activities suited to encourage team member integration and relationship both mission and non mission related.

(3) Realistic training on core team member skill sets allowing other team members to see the raise in team member competencies.

(4) Techniques taught to build up weaknesses, overcome points of contention, and remove communication barriers.

(5) Complex simulations designed to put pressure on while simultaneously reinforcing team relationships.

(6) Providing timely and effective:

(a) Reminders of the team's overall purpose and end-state.

(b) Updated direction and guidance as the mission evolves.

(c) Motivation.

(d) Accountability.

6. The team members establish team unity by:

a. Displaying maturity in correction or commendation through:

(1) Self-discipline.

(2) Initiative.

(3) Sound judgment.

(4) Confidence.

b. Accepting responsibility and accountability.

c. Requesting the strengths of other team members to make up for individual weaknesses.

d. Applying their own individual characteristics that include:

(1) Commitment to the team's philosophy and vision.

(2) An understanding of the goals of the team.

(3) A recognition of their individual roles, functions, and responsibilities.

(4) A willingness to communicate.

(5) Viewing disagreements among members as a positive (understanding value of constructive disagreement).

(6) Energetic and motivated work ethic.

(7) Skill at resolving conflicts.

(8) Organization.

(9) Reliability.

- (10) Proficiency in skill set.
- (11) Creative and critical thinking skills.
- (12) A strong desire for achieving results.
- (13) Trust, support, and a genuine concern for other team members.
- (14) Respect for others.
- (15) Ownership of problems rather than blaming others.
- (16) Active listening.
- (17) Encouraging feedback on own and team performances.
- (18) An understanding of and commitment to team objectives.
- (19) Working for group consensus on decisions.

* 7. The team leader assesses the unity of the team:

- a. The team constantly seeks to preserve and improve its effectiveness.
- b. The team is highly interactive.
- c. The team exercises disciplined initiative.
- d. The team has predictable actions that allow trust to permeate.

(1) Team members ask questions or receive help from the team leader or other team members without degradation to the team member or the task.

(2) Team leader(s) share in the hardships and dangers that the team endures.

e. The team executes tasks thoroughly and quickly.

(1) The team knows and understands the basic time standard.

(2) All individuals on the team are committed to the course of action of the team, and are willing to take risk when necessary.

f. The team produces products that meet and exceed the standard.

(1) Team members have clear and demanding performance goals.

(2) Team members challenge one another to be and provide the best work each individual is capable of to meet performance goals.

g. The team adapts and overcomes all obstacles and changes.

h. The team develops pride in their accomplishments.

Step Number	Task Number	Title	Proponent	Status
	158-100-4001	Understand how to establish and maintain a Positive Command Climate in relation to command responsibilities.	158 - Army Leadership (Individual)	Approved
	158-100-4008	Demonstrate understanding of Command Responsibilities for Leader development.	158 - Army Leadership (Individual)	Approved
	158-100-7003	Counsel a Subordinate	158 - Army Leadership (Individual)	Approved
	158-100-7015	Develop an Effective Team	158 - Army Leadership (Individual)	Approved
	805B-79V-5016	Develop a Cohesive Team	805B - Recruiting and Retention, Ft. Jackson (Individual)	Approved
	805B-79V-5019	Train a Team	805B - Recruiting and Retention, Ft. Jackson (Individual)	Approved

Supporting Drill Task(s): None

Supported AUTL/UJTL Task(s):

Task ID	Title
ART 5.1	Conduct the Operations Process
ART 5.1.2.6	Integrate New Units and Soldiers into the Force

TADSS

Step ID	TADSS ID	Title	Product Type	Quantity
No TADSS specified				

Equipment (LIN)

Step ID	LIN	Nomenclature	Qty
No equipment specified			

Materiel Items (NSN)

Step ID	NSN	LIN	Title	Qty
No materiel items specified				

Environment: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT. .

Safety: In a training environment, leaders must perform a risk assessment in accordance with ATP 5-19, Risk Management. Leaders will complete the current Deliberate Risk Assessment Worksheet in accordance with the TRADOC Safety Officer during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection, FM 3-11.5, Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination. .