

Building Trust to Improve Working Relationships Facilitator Guide

Leader Professional Development
United States Army
Center for Army Leadership



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Introduction

WHO IS CAL

The Center for Army Leadership (CAL) is the Army's designated action agent for Leader Development and Leadership in the areas of research, assessment, doctrine, initiative management, and quality assurance to sustain excellence in the Army's core competency of growing leaders.

INTENT OF THE LEADER PROFESSIONAL DEVELOPMENT KITS

Leadership is the unifying and multiplying element of combat power (ADP 6-0). Leader development programs are a proven method organizations can use to ensure regular improvement and refinement of critical leadership skills. In 2022, CAL began the design and development of a collection of ready-made Leader Professional Development (LPD) kits that you can use to deliver professional development sessions. These LPD sessions are designed to address topics of need; educate you on the Army Leadership Requirements Model (ADP 6-22); generate group discussion by asking thought-provoking questions; help you identify gaps in your unit, team, or organization; and determine actions leaders can take to improve the gaps.

It takes a lot of effort to create slides and briefing materials. Knowing that every Soldier's time is valuable, CAL created a pre-packaged set of materials (slides, facilitator guide, etc.) with everything you need to conduct an LPD. Now you can focus on learning and presenting the materials. Use this LPD kit as an opportunity to have a leader development discussion with others. The intent isn't for you to lecture for an entire session or read slides verbatim. Instead, think about the content, put it in the context of your unit, and get your audience talking about how to improve as Army leaders and a team.

CONTACT DETAILS

If you have any questions about the LPD kits or have suggestions for additional topics, please contact CAL at usarmy.leavenworth.tradoc.mbx.cal@army.mil.

You can also connect with CAL in the following ways:

- On the web: <https://cal.army.mil/>
- On Facebook: <https://www.facebook.com/USArmyCAL>
- On Instagram: <https://www.instagram.com/usarmycal>
- On Twitter: <https://twitter.com/USArmyCAL>
- On YouTube: <https://www.youtube.com/@UsArmyCAL>

You can find the materials for this LPD, as well as others, at the CAL website at <https://cal.army.mil>.

Overview

PURPOSE OF THIS SESSION

The goal of this session is to help Army leaders gain a better understanding of how to build trust with subordinates, peers, and superiors.

The specific learning objectives for this session include:

- Distinguish between different types of trust.
- Assess your trustworthiness.
- Discuss techniques to earn and build trust.

TARGET AUDIENCE

The target audience for this LDP session are Company Level leaders from SGT (E-5) to CPT (O-3).

The optimal facilitator-to-learners ratio for this LPD session is one facilitator to approximately 20 participants. If the anticipated audience is to be more than 20 participants, those organizing the session should consider having multiple facilitators.

NOTE: If the anticipated audience is greater than 50 participants, some features of this Facilitator Guide will have to be adapted. For example, instead of conducting whole group discussions, you may need to split the audience into smaller groups to ensure everyone has an opportunity to contribute. To facilitate group discussions, the allotted time may also need to be increased.

RECOMMENDED MATERIALS

The following table lists recommended materials and equipment for facilitating this session. While these are recommended, not all of the listed equipment is required. For example, if you deliver the session out in the field and do not have access to a computer, monitor, or projector, you can still facilitate the session using just this facilitator guide and participant packets.

Materials	Quantity
Quick Start Guide	1 per facilitator
This Facilitator Guide	1 per facilitator
Participant Packet <ul style="list-style-type: none"> • The Pattern of Trust Handout • After Action Review Form 	1 per participant
PowerPoint Slides	1 per facilitator
PC Computer or Laptop	1 per facilitator
Monitor or Projector and A/V cables	1 per room
Screen (if projecting)	1 per room
Chart Paper and Markers or White Board and Dry Erase Markers	1 per room

Documents can be accessed on the CAL website here: <https://cal.army.mil>

AGENDA

The session is designed to be presented in a 40-minute block of time. Later in this guide, you will see the suggested timing for each individual slide, from which the below durations were calculated.

Segments	Duration
Session Opening	2 mins
Types of Trust	13 mins
Assessing Your Trustworthiness	9 mins
Techniques to Earn and Build Trust	13 mins
Session Closing	3 mins
Total Duration	40 mins







PREPARING FOR YOUR LPD SESSION

This facilitator guide aims to provide all of the information necessary to lead a successful session and discussion on this topic. To that aim, here are steps that you should take before the session.

1. Read through this facilitator guide and review the PowerPoint slides. Make sure you feel comfortable speaking to the key points and leading the discussion(s). Based on the audience, prepare to modify discussion questions to ensure they are meaningful and apply to your specific unit/organization. The more you can get the audience discussing how they can improve the organization by applying the material, the better.
2. Be prepared to include personal experiences related to the topic or familiarize yourself with examples you can reference throughout session. Real-life examples help tie together the individual segments, engage the audience, and enable learners to connect the content to their day-to-day jobs. Feel free to add short video clips or other materials you think the audience would find engaging.
3. Familiarize yourself with the suggested timing of slides and discussion activities.
4. Determine the anticipated audience size. Recruit additional facilitators or plan for modifications to the session if the audience size exceeds 20 participants.
5. Invite the commanding officer or organization director to speak at the beginning of the session to introduce the purpose/intent of the session. This will increase audience engagement and attention.
6. Review the additional resources so you can direct the audience to the appropriate information. Share the resources electronically via email before the session. Print participant packets ahead of the session.

HOW TO USE THIS GUIDE

The facilitator guide contains PowerPoint slides embedded with facilitation notes and discussion questions to guide you through the session. The facilitation notes include icon cues that are designed to provide visual references for you as to the type of action required, operational instructions, or other special points (e.g., discussion). Each icon is described below.

Icons	Icon Name	Descriptions
	Slide	This icon indicates that a slide should be presented. An image of each slide in the associated PowerPoint is provided. These slides help you identify which slide goes with each instructional strategy, duration, and key points.
	Duration	This icon indicates the suggested amount of time to spend on each slide.
	Key Points	This icon indicates the key points that should be covered. Although you should not read the key points verbatim during the session, you can read through it beforehand to familiarize yourself with the content.
	Discussion	This icon indicates that a discussion should be facilitated.
	Activity	This icon indicates that an activity should be facilitated.
	Resources	This icon indicates when any resource (handout, case study, example, article, etc.) should be used.

How to Facilitate This LPD Session

This section provides you with details on how to facilitate each slide in the session.

SESSION OPENING – SLIDE 1



1 minute



- Welcome participants to this session on building trust to improve working relationships. This session is part of the Leader Professional Development (LPD) series designed to address and generate discussion about various topics of importance and determine actions you can take to improve your organizations.
- Point out that according to ADP 6-22, an effective leader is a person with integrity who builds trust and applies sound judgement to influence others. By building trust with subordinates, peers, and superiors, you are able to create strong working relationships, reduce conflict, and support mission success.
- Explain that in this session, you will learn about the different types of trust, the importance of building both types of trust, and practical techniques for earning and building trust.

ARMY LEADERSHIP REQUIREMENTS MODEL (LRM) – SLIDE 2



Army Leadership Requirements Model (LRM)

- This LPD session focuses on the following competency:
 - Builds trust
- Learn more about the LRM by reviewing:
 - ADP 6-22
 - Describes what right looks like for all leaders
 - FM 6-22
 - Teaches you how to develop as a leader

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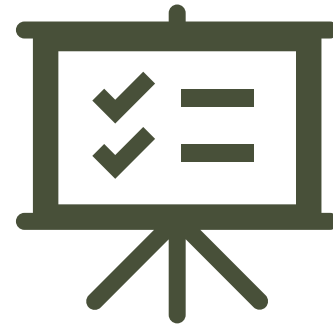
30 seconds



- Explain that it's important that everyone be familiar with the Army Leadership Requirements Model, which lays out the core set of requirements of what the Army expects all leaders to be, to know, and to do. By understanding these expectations, you will be better prepared to deal with a range and variety of situations. Soldiers who regularly and successfully apply these expectations have better trained units, command climates, and leaders who possess the necessary skills to win the fight. The Leadership Requirements Model can be found in ADP 6-22 and FM 6-22, which you should also take some time to check out if you haven't already. ADP 6-22 describes what right looks like for all leaders, and FM 6-22 tells you how to develop as a leader.
- Point out that this leader professional development session ties directly to the Builds Trust competency under the Leads section of the model.

SESSION OBJECTIVES – SLIDE 3**Session Objectives**

- Distinguish between different types of trust.
- Assess your trustworthiness.
- Discuss techniques to earn and build trust.



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30 seconds



- Explain that by the end of this session, you will be able to:
 - Distinguish between different types of trust.
 - Assess your trustworthiness.
 - Discusses techniques to earn and build trust.
- To help make this session as impactful as possible, encourage participants to contribute to the discussions with their own perspectives, reflections, and experience.

TYPES OF TRUST – SLIDE 4

30 seconds



- Explain that we will begin with a brief overview of what trust is, the importance of building trust, and the types of trust you can build as a leader.

DEFINING TRUST – SLIDE 5



Defining Trust

Trust is **shared confidence** among commanders, subordinates, and partners that **all can be relied on** and **all are competent** in performing their assigned tasks.

In any relationship, there is a **person giving trust** and a **person receiving trust**.

In a **positive** relationship, each person is **both** giving and receiving trust.



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1.5 minutes



- Explain that ADP 6-22 defines trust as shared confidence among commanders, subordinates, and partners in that all can be relied on and all are competent in performing their assigned tasks.
- Mention that trust is a two-way street. In any relationship, there is a person giving trust and a person receiving trust. In a positive relationship, each person is both giving and receiving trust.
- Explain that trust is also a function of others' perceptions of an individual. Individuals are trusted when their peers, leaders, and subordinates view them as having trustworthy qualities. These trustworthy qualities and the actions you can take to be perceived as trustworthy will be discussed later in this session.

THE IMPORTANCE OF BUILDING TRUST – SLIDE 6



The Importance of Building Trust

- Increases readiness
- Promotes better communication
- Builds confidence
- Leads to cooperation
- Brings leaders and subordinates together
- Creates a positive work environment

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2 minutes



- Explain that it's important for Army leaders to build trusting relationships with peers, subordinates, and superiors for many reasons:
 - Trust increases readiness and is essential for developing a shared understanding of intent, which then helps everyone take initiative.
 - Trust leads to better communication by keeping others informed, establishing expectations, and providing feedback.
 - Individuals have more confidence in the abilities, decisions, and actions of those they trust.
 - Individuals are more likely to cooperate with those they trust.
 - Leaders have confidence that their subordinates will complete their tasks successfully and will come to them with any issues or concerns.
 - Mutual trust creates a positive work environment. It supports the greater mission by reducing conflict. It also fuels empowerment.

CATEGORY-BASED TRUST VS. PERSON-BASED TRUST – SLIDE 7



Category-based Trust vs. Person-based Trust

Category-based Trust

Based on their membership in a group or category viewed as trustworthy.

Examples:

- Sergeant First Class (SFC)
- Chaplains
- Senior staff

Person-based Trust

Based on the steady collection of information about an individual's attributes.

Example:

- When a squad leader regularly asks one of his peers for advice and support on tactical issues and developmental goals.

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3 minutes



- Explain that there are two types of trust Army leaders should possess and exhibit: category-based trust and person-based trust.
- Explain that **category-based trust** is trust that is given to an individual solely based on their membership in a group or category that is viewed as trustworthy. For example, leaders are likely to have category-based trust based on rank and level of experience. Chaplains also have category-based trust. Soldiers are used to confiding personal information with a chaplain based on the chaplain's role as a person who addresses spiritual and mental health needs and because communication with chaplains is privileged and under legal protection. However, category-based trust is not automatic and shouldn't be taken for granted.
- Emphasize that individuals with category-based trust should still build person-based trust, which they can rely on in unusual situations or when operating outside the chain of command.
- Explain that **person-based trust** is trust based on the steady collection of information about an individual's attributes. By fostering person-based trust, an individual can encourage others to count on their knowledge, skills, and judgment and confide in them. Someone who has person-based trust will exhibit:
 - Professionalism: An individual with sound judgment, tactical and technical proficiency, and geopolitical expertise will be considered trustworthy.
 - Care for others: An individual who provides support to others and looks after their general welfare will be perceived as trustworthy.
 - Integrity: An individual who consistently adheres to a set of principles that seems fair, impartial, and moral will be viewed as trustworthy.
- Point out that an example of person-based trust is when a squad leader regularly asks peers for advice and support on tactical issues and developmental goals. The squad leader is placing value in his peer's personal attributes and credibility – key elements to person-based trust.

WHEN TO RELY ON EACH TYPE OF TRUST – SLIDE 8



When to Rely on Each Type of Trust	
<p style="text-align: center;">Category-based Trust</p> <ul style="list-style-type: none"> • Clear-cut, procedural situations • Situations that require quick decision making 	<p style="text-align: center;">Person-based Trust</p> <ul style="list-style-type: none"> • Situations in which someone must be influenced outside the chain of command • Situations that require complex decision making and problem solving • Situations involving personal issues

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2 minutes



- Explain that the type of trust you as an Army leader should rely on depends on the situation. Some leaders rely too much on category-based trust because they're in a leadership position and give orders. However, person-based trust is not always feasible, particularly when put in charge of a new team that was rapidly formed for a mission.
- Point out that category-based trust is best relied upon in clear-cut, procedural situations or when quick decisions need to be made.
- Explain that person-based trust is best relied upon when you have to influence someone outside the chain of command, in situations that involve complex decision making and problem solving, and in situations involving personal issues.

DISCUSSION – SLIDE 9



Discussion



- What are some examples of category-based trust and person-based trust you've observed or experienced in your unit or organization?
- Which type of trust do you think is more important in your unit or organization and why?

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4 minutes



- Ask participants:

- What are some examples of category-based trust and person-based trust you've observed or experienced in your unit or organization?
- Which type of trust do you think is more important in your unit or organization and why?

Answers will vary. If not mentioned, point out that both category-based trust and person-based trust are important when creating a positive work environment.

ASSESSING YOUR TRUSTWORTHINESS – SLIDE 10

30 seconds



- When you consider how you build trust, think about your actions and whether you take steps to build trust with others. You should also assess whether others perceive you as trustworthy.

PATTERN OF TRUST – SLIDE 11

30 seconds



- Explain that building trust requires a pattern of behavior. You must evaluate your behavior and others' reactions to that behavior. If you're building the right pattern of behavior, others will begin to give you positive feedback and show signs of trusting you.
- Point out that, next, you will complete an activity that will help you assess how you're doing.

PATTERN OF TRUST ASSESSMENT ACTIVITY – SLIDE 12



Pattern of Trust Assessment Activity

- Complete the Pattern of Trust Assessment to help you reflect on whether:
 - You take steps to build trust with others.
 - Others perceive you as trustworthy.

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Pattern of Trust Assessment Activity

Building trust requires a pattern of behavior. Your responses to the following questions will help you determine whether you're taking steps to build that pattern of behavior.

PART 1: ARE YOU TAKING STEPS TO BUILD TRUST?
Reflect on how often you take the following actions:

Question	Rarely	Sometimes	Usually
Do you delegate work to subordinates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you met the goals that you and your superiors have set for yourself and your team in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you ask for and seek out input from peers, subordinates, and senior leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you are absent from the unit, do things still get done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you acknowledge mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you follow through on the actions or ideas that you suggest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you seek out information about your subordinates' personal goals and basic details about their lives and act on that information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2: DO OTHERS RECOGNIZE YOU AS TRUSTWORTHY?
Reflect on how often the following actions occur:

Question	Rarely	Sometimes	Usually
Do subordinates and peers come to you with their personal issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do leaders assign you work that they need completed quickly and thoroughly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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4 minutes



- Refer participants to the Pattern of Trust Assessment Activity Handout in their participant packet (also on the next page for your reference).
- Working independently, give participants approximately 3 minutes to complete both Parts 1 and 2 of the assessment. Remind them to be honest.
- Spend approximately 1 minute conducting a debrief.
 - The more “usually” answers you provided, the more likely it is that you’ve established a pattern of behavior that builds trust with your peers, subordinates, and senior leaders and that you’re viewed as trustworthy and credible.
 - The more “rarely” and “sometimes” answers you provided, the more likely it is that you’re not taking steps to build trust with those around you. You may be taking some steps to build trust, and your subordinates, peers, and leaders may trust you to some degree already. However, there are still actions and steps you can take to further develop trust with these individuals and demonstrate your trustworthiness so that others see you as such.
- Continue the debrief using the discussion questions on the next slide.

Pattern of Trust Assessment Activity

Building trust requires a pattern of behavior. Your responses to the following questions will help you determine whether you're taking steps to build that pattern of behavior.

PART 1: ARE YOU TAKING STEPS TO BUILD TRUST?

Reflect on how often you take the following actions.

Question	Rarely	Sometimes	Usually
Do you delegate work to subordinates?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you met the goals that you and your superiors have set for yourself and your team in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you ask for and seek out input from peers, subordinates, and senior leaders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When you are absent from the unit, do things still get done?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you acknowledge your own mistakes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you follow through on the actions or ideas that you suggest?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you seek out information about your subordinates' personal goals and basic details about their lives and act on that information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART 2: DO OTHERS RECOGNIZE YOU AS TRUSTWORTHY?

Reflect on how often the following actions occur.

Question	Rarely	Sometimes	Usually
Do subordinates and peers come to you with their personal issues?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do leaders assign you work that they need completed quickly and thoroughly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do subordinates or peers ask you to resolve conflict?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do subordinates willingly go above and beyond the work you assign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do subordinates and peers seek out opportunities to work with you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do peers, subordinates, and superiors encourage you to seek their input when you need it?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do senior leaders seek or rely on your input?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DISCUSSION – SLIDE 13



Discussion



- What results were you expecting when you started the activity? Were there any surprises?
- How well do you think we do as a unit/organization? Do we have any gaps?
- How can we improve?

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4 minutes



- Ask participants:
 - What results were you expecting when you started the activity? Were there any surprises?
 - How well do you think we do as a unit/organization? Do we have any gaps?
 - How can we improve?

Answers will vary.

TECHNIQUES TO EARN AND BUILD TRUST – SLIDE 14



30 seconds



- Explain that now that you've completed the assessment to figure out whether you're taking steps to build a pattern of trust, we'll next discuss techniques for building trust.
-

TECHNIQUES FOR BUILDING TRUST– SLIDE 15**Techniques for Building Trust**

Demonstrate proficiency

Demonstrate firmness and fairness

Be accessible and open

Balance inquiry and advocacy

Be dependable and consistent

Show respect to others

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30 seconds



- Explain that there are several techniques for building trust with subordinates, peers, and leaders. These techniques can be used to build goodwill, a positive personal relationship with others, or simply create personal credibility and a trust-based working relationship.
- Remind participants that building trust can take time. You shouldn't expect it to happen instantaneously. Building trust means you need to display a pattern of behavior through the consistent use of these techniques.
- Explain that we will discuss each of these techniques further in the next slides.

DEMONSTRATE PROFICIENCY – SLIDE 16**Demonstrate Proficiency**

Be professional

Share knowledge

Teach tactical and technical skills

Lead by example

Create a learning environment

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30 seconds



- Explain that to demonstrate proficiency, you should:
 - Be professional.
 - Share cultural and geopolitical knowledge with your unit/organization.
 - Teach tactical and technical skills to others.
 - Lead by example.
 - Create an environment where individuals can learn from their mistakes.
- By demonstrating proficiency, you'll build trust by showing others that they can expect you to be professional and exhibit the skills necessary to lead tactically.

DEMONSTRATE FIRMNESS AND FAIRNESS – SLIDE 17**Demonstrate Firmness and Fairness**

Promote clear roles, rules, and procedures

Right your wrongs

Give credit where credit is due

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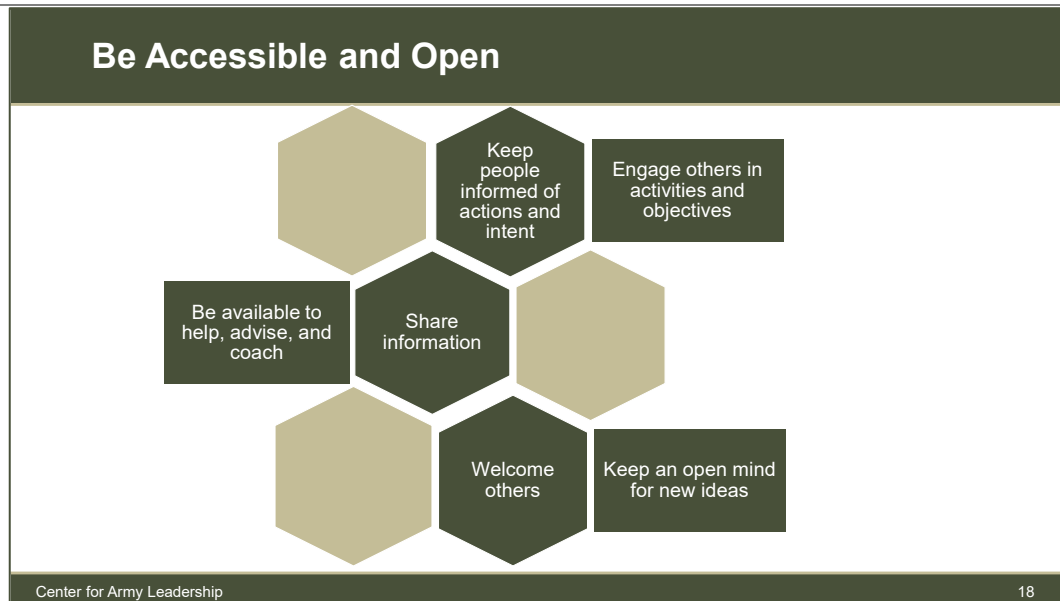


1 minute



- Point out that demonstrating firmness and fairness ensures that individuals don't perceive that you're untrustworthy because your actions are biased or compromised.
- Explain that some ways you can demonstrate firmness and fairness include the following:
 - Promote clear and well-defined roles, rules, and procedures.
 - Right your wrongs. Own your mistakes and don't blame others.
 - Give credit to those who deserve it.

BE ACCESSIBLE AND OPEN – SLIDE 18



1.5 minutes



- Note that there are several ways leaders can stay accessible and open:
 - Keep people informed of actions and results.
 - Engage other members in activities and objectives.
 - Simply be available to help, advise, coach, or support others.
 - Share information when possible.
 - Be approachable.
 - Keep others informed of your intent.
 - Keep an open mind when approached with new ideas.
- These techniques demonstrate that you're willing to listen to others and consider their opinions and skills valuable. By being open and accessible, your peers, subordinates, and leaders will more readily come to you and trust you to act in a professional and supportive manner.

BALANCE INQUIRY AND ADVOCACY – SLIDE 19



Balance Inquiry and Advocacy

Inquiry

- Check your understanding.
- Ask for more context or an example.
- Use nonaggressive language.
- Explain your reason for inquiring.

Advocacy

- Explain your assumptions.
- Encourage others to challenge your views.
- Give examples of your idea.
- Avoid defensiveness.

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2 minutes



- Explain that inquiry involves listening to what the other person is saying and attempting to fully understand it. To do this, you need to:
 - Check your understanding by asking a question for clarification.
 - Test what the other person is saying by asking for more context or an example.
 - Use nonaggressive language. For example, instead of saying “What the hell is this? You didn’t follow the example I gave you!”, you should say “Could you tell me your reasoning for doing it this way?”
 - Explain your reason for inquiring.
- Point out that on the flipside, advocacy is the attempt to convince or explain ideas or potential actions to another person. To demonstrate advocacy:
 - Explain your assumptions.
 - Encourage others to challenge your views.
 - Give examples of your idea.
 - Avoid defensiveness.
- Balancing inquiry and advocacy means using techniques associated with both. By balancing the two, you’ll allow the person you’re talking to to feel comfortable voicing opinions and sharing information with you, but also allow you to be accessible and explain your position.

BE DEPENDABLE AND CONSISTENT – SLIDE 20**Be Dependable and Consistent**

Follow through on actions related to expectations.

Explain reasons for changing course.

Underwrite honest mistakes.

Take responsibility for the results of your actions.

Demonstrate loyalty.

Avoid acting and speaking inconsistently.

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2 minutes

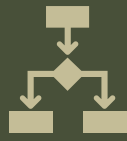


- Point out that to be dependable and consistent:
 - Follow through on actions related to the expectations of others.
 - If you need to change course, explain why changes are needed whenever possible
 - Underwrite honest mistakes.
 - Take responsibility for the results of your actions.
 - Demonstrate loyalty.
 - Avoid acting and speaking inconsistently.
- Explain that trust occurs when people believe they can anticipate and understand the reasons for others' actions. By being dependable and consistent, you'll exhibit a pattern of behavior that others can expect.

SHOW RESPECT FOR OTHERS – SLIDE 21



Show Respect for Others



Delegate
decision-making
authority



Recognize
and reward
successes



Encourage
new ideas or
opinions

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1 minute



- Emphasize that showing respect for others builds trust by demonstrating your integrity and care for others. To demonstrate respect:
 - Delegate decision-making authority to the greatest extent possible.
 - Recognize and reward successes and acknowledge individuals or teams who are performing well.
 - Accept those who come to you with new ideas or opinions and encourage them to do so, even though you won't be able to accept every idea.

DISCUSSION – SLIDE 22



Discussion



- What are some ways you plan to build or enhance trust within your organization? What techniques will you use?

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4 minutes





- Ask participants:
 - What are some ways you plan to build or enhance trust within your organization? What techniques will you use?
Answers will vary.
- Encourage the group to discuss their own experiences using the different techniques. Which worked? Which didn't? How would they do things differently now?

WANT TO LEARN MORE? – SLIDE 23



Want to Learn More?

<https://cal.army.mil>

 Doctrine <i>Provides leader expectations</i> <ul style="list-style-type: none">• ADP 6-22<ul style="list-style-type: none">• Paragraphs 5-44 through 5-47• Paragraphs 6-31 through 6-34• Paragraphs 5-52 through 5-54• FM 6-22<ul style="list-style-type: none">• Paragraphs 4-61 through 4-65	 Self-paced Online Lessons <i>Provide additional content and real-world examples/scenarios</i> <ul style="list-style-type: none">• Building Trust
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1 minute



- Point out that, given the time constraints, we weren't able to cover everything in detail. To learn more about building trust, go to the CAL site and check out these resources.

AFTER ACTION REVIEW – SLIDE 24**After Action Review**

- Complete the AAR form in your Participant Packet and return it to the facilitator.
 - The form allows you to provide feedback about this session.
 - Your feedback will be used to improve future deliveries of this session.

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1 minute



- At the end of the session, tell participants to complete the AAR form in their Participant Packet (also on the next page for your reference) and to return it to you before they leave.



- Tell participants that:
 - The form allows them to provide feedback about the session.
 - Their feedback will be used to improve future deliveries of the session.

Building Trust to Improve Working Relationships After Action Review Form

Purpose

The purpose of this After Action Review (AAR) is to help your organization improve its Leader Professional Development program. Your feedback will help identify areas of this session that went well and areas that could be improved.

Session Goals

The goal of this session was to [list goal here].

After you participate in this session, it is expected that you will be able to:

- Distinguish between different types of trust.
- Assess your trustworthiness.
- Discuss techniques to earn and build trust.

Your Feedback

Answer the following question below:

Question	Your Feedback
<p>Were the goals of this session met? If not, explain why.</p>	
<p>What went well during this session?</p>	
<p>Are there any areas in which the session could be improved? If so, please specify.</p>	

LET'S CONNECT – SLIDE 25**Let's Connect**

- On the web: cal.army.mil
- On Facebook: [USArmyCAL](https://www.facebook.com/USArmyCAL)
- On Instagram: [@usarmycal](https://www.instagram.com/usarmycal)
- On Twitter: [@USArmyCAL](https://twitter.com/USArmyCAL)
- On YouTube: [@USArmyCAL](https://www.youtube.com/USArmyCAL)

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1 minute



- Display this slide while participants are completing their After Action Review.