



AMERICA'S ARMY – OUR PROFESSION

LESSON PLANS

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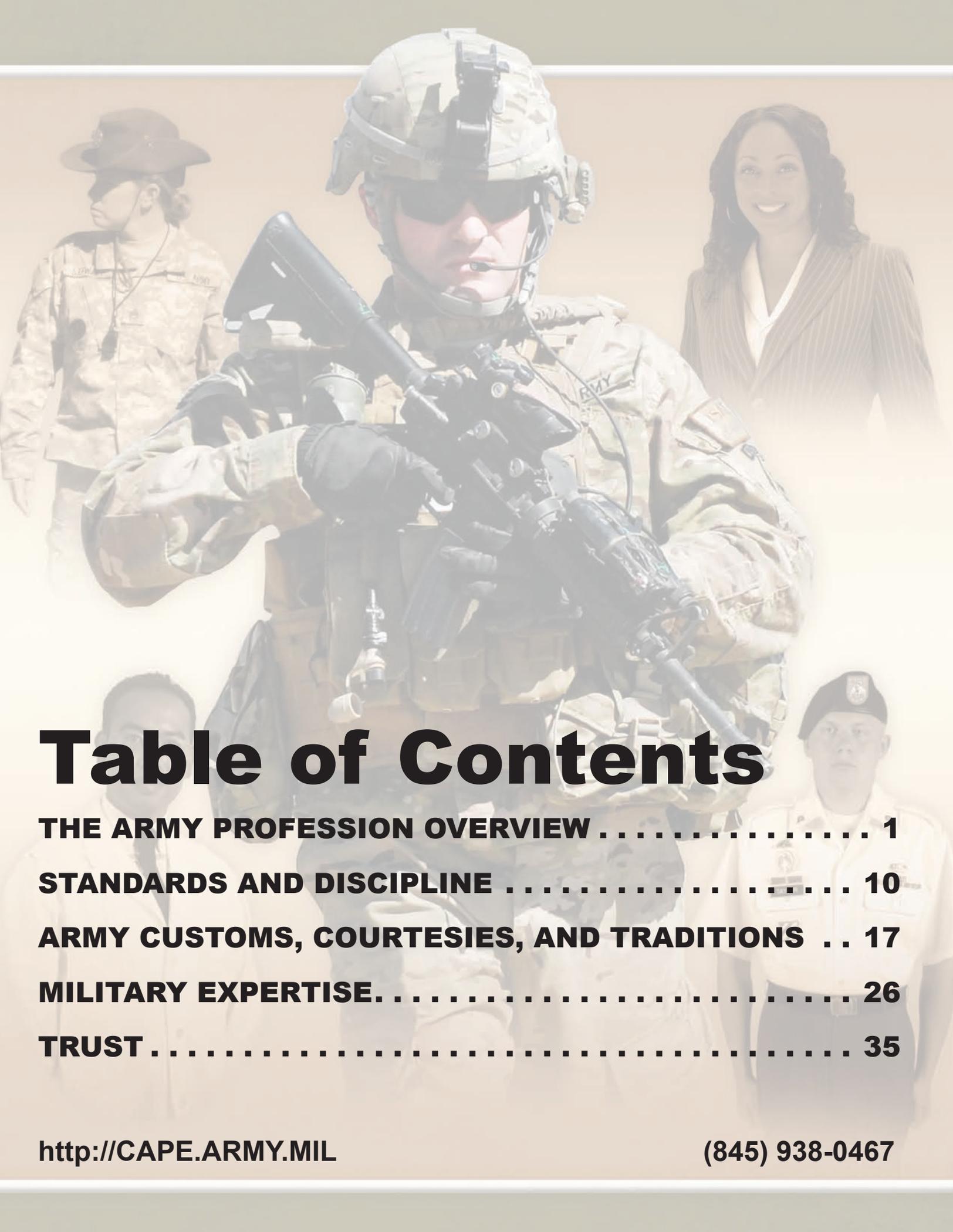
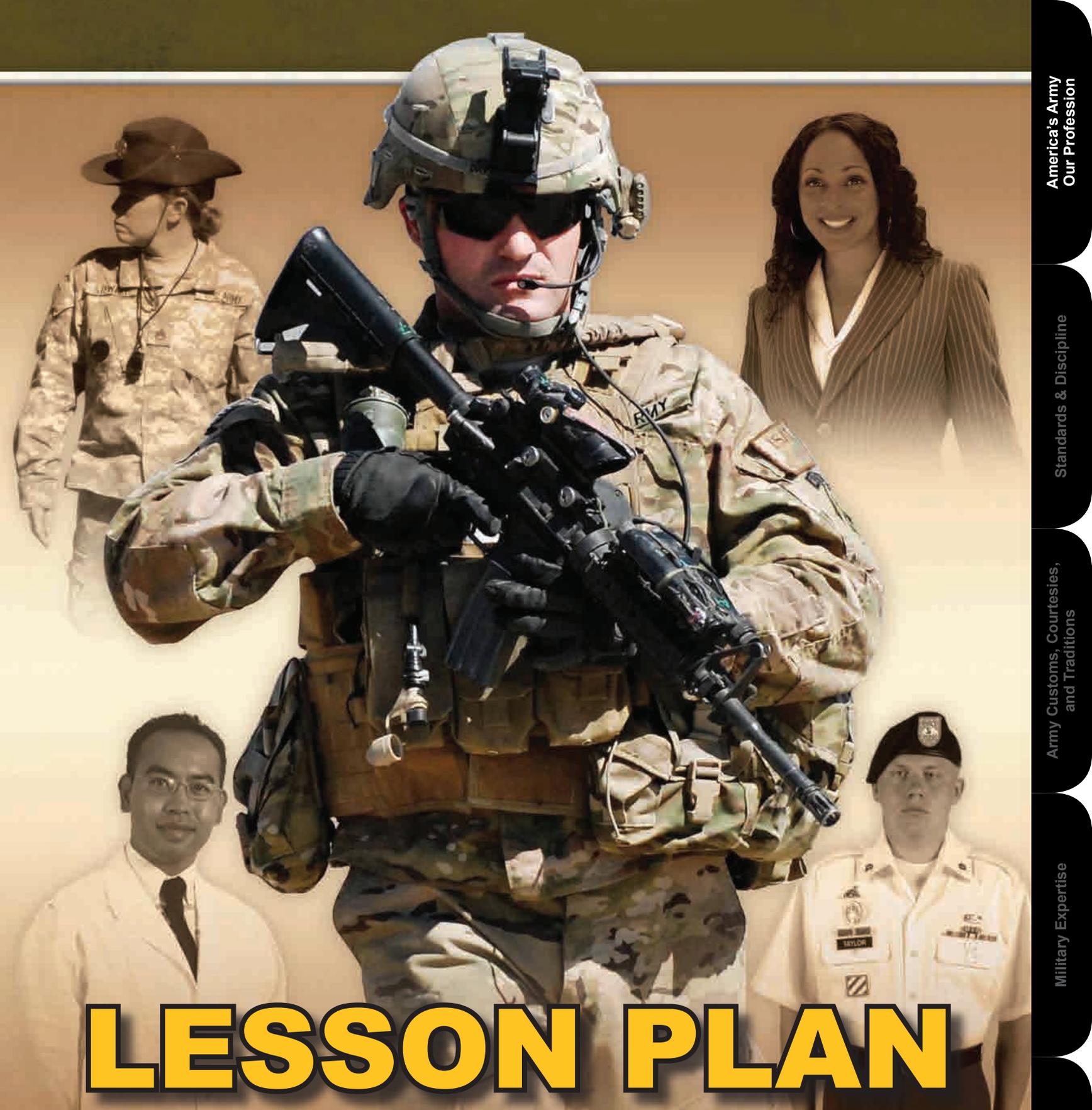


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America's Army
Our Profession

Standards & Discipline

Army Customs, Courtesies,
and Traditions

Military Expertise

Trust

LESSON PLAN



AMERICA'S ARMY OUR PROFESSION



Lesson Plan

THE ARMY PROFESSION OVERVIEW AMERICA'S ARMY – OUR PROFESSION (AAOP) EDUCATION AND TRAINING PROGRAM

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 8 JANUARY 2013

1. OVERVIEW. This lesson plan helps you assemble and conduct a professional development session providing an overview of the Army Profession doctrine, concepts, and terms. Please complete this Army Profession Overview lesson before using the America's Army – Our Profession quarterly theme training support packages (see slide 20) in order to introduce professionals to the new terms and concepts contained within. The America's Army – Our Profession quarterly theme training support packages are designed to support organizational professional development sessions using the case study method to promote and socialize Army Profession terms and concepts. The video case study exercises provided are called CaseEXs. Each CaseEX is an Army professional's story combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the story relates to the Army Profession and how it shapes an Army professional's behavior.

Remember, the learning occurs during facilitated DISCUSSION.

2. BACKGROUND. The CSA approved the America's Army – Our Profession Education and Training program to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The goal intent is for all members of the profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the profession, and conduct themselves in a manner worthy of their professional status.
3. LEARNING OUTCOMES.
 - a. Army professionals receive, discuss, and reflect on the concepts and terms contained within ADRP 1, *The Army Profession* (Initial Draft), focusing on the five essential characteristics and three criteria for certification as an Army professional.
 - b. Army professionals promote the socialization of the Army Profession, integrating critical concepts from ADRP 1 (Initial Draft) into their organizational culture, professional development dialogues, and reflection.
4. TRAINING REFERENCES.
 - a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
 - b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
 - c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 1
 - d. *Army Profession Pamphlet*: Downloadable pdf on the Army Profession available at <http://CAPE.ARMY.MIL>
 - e. CAPE Public Website: <http://CAPE.ARMY.MIL>
5. ADDITIONAL INSTRUCTOR RESOURCES.
 - a. *Facilitator Toolkit*: Additional videos and techniques to help a trainer become a more effective facilitator (CAPE Public Website: <http://CAPE.ARMY.MIL>)
6. GUIDANCE.

Prepare.

 - Locate your training site and determine if it has internet capability. If there is internet capability at your training site, present and facilitate the session online. If there is no internet capability, you can download the entire Army Profession Overview training support package.
 - Review for familiarization the Army doctrine on the Army Profession concepts (ADP 1 *The Army*, Chapter 2 and ADRP 1 *The Army Profession* (Initial Draft)).
 - Review for familiarization the Army doctrine in ADRP 6-22 *Army Leadership*, Chapter 1.
 - Review the material on the CAPE website on reflective practice and how to effectively facilitate a small group development session.
 - Print lesson plan and student handouts.

- Review associated CaseEXs and print their facilitator cards.
- Rehearse your role in the education and training session as a facilitator.

Conduct.

- Distribute student handouts.
- Present the online learning package and give talking points with associated slides as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Lead your group in a reflective practice exercise to answer the following questions:
 - o What? (What learning concerning the Army Profession and Army professionals occurred during the education and training session?)
 - o So what? (Why does it matter?)
 - o Now what? (How will I use this information/new knowledge and apply it to my situation/unit/organization?)

Follow up.

- Seek and leverage future opportunities to continue the discussion of the Army Profession within your organization.

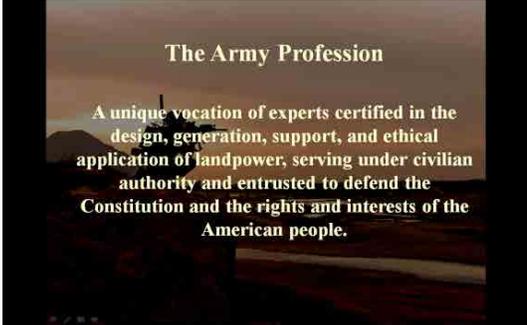
7. TRAINING AIDS.

- Army Profession Overview training support package for *America’s Army – Our Profession*
- A/V equipment, computer, as required
- White board, poster board, and markers to list ideas
- Participant handout*: Material to support the lesson
- Facilitator note cards*: Material to support facilitated discussions of video case exercises

8. CONDUCT OF LESSON. Suggested Lesson Timeline (timeline can be adjusted based on time available and organization requirements):

<u>Min</u>	<u>Activity</u>
02	Introduction/Goals
03	Present the definition of “The Army Profession”
10	Army Profession Overview video and brief discussion (7:55)
05	Facilitated discussion, “What does it mean for the Army to be a profession?”
03	Present the five essential characteristics of the profession
04	CSA on the profession video and brief discussion (1:00)
06	Facilitated discussion of Trust
05	Facilitated discussion of Honorable Service
05	Facilitated discussion of Military Expertise
05	Facilitated discussion of Esprit de Corps
05	Facilitated discussion of Stewardship
03	Present the “way ahead” for <i>America’s Army – Our Profession</i>
04	<u>Summary / Conclusion</u>
60	Total Minutes

9. SLIDES.

<p><u>Slide 1</u> Title Page</p> <p>Slide talking points: We are going to talk about the Army, our profession. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.</p>	
<p><u>Slide 2</u></p> <p>Slide talking points: These are goals for our discussions today. For the first time in its history, the Army has produced comprehensive doctrine discussing its role and responsibilities as a <i>profession</i>, and those of its members as <i>professionals</i>. These ideas and concepts are captured in newly updated Army Doctrine Publication 1 (ADP 1, Chapter 2) <i>The Army</i>, and newly created Army Doctrine Reference Publication 1 (ADRP 1) <i>The Army Profession</i> (Initial Draft), as well as Army Doctrine Reference Publication 6-22 (ADRP 6-22) <i>Army Leadership</i>.</p>	<p>LEARNING OUTCOMES. Recognize and be able to discuss:</p> <p><u>Army professionals:</u></p> <ul style="list-style-type: none"> • Receive, discuss, and reflect on the concepts and terms contained within ADRP 1, focusing on the Five Essential Characteristics and the Three Criteria for Certification as an Army professional. • Promote the socialization of the Army Profession, infusing critical concepts from ADRP 1 into their organizational culture, developmental dialogues, and reflection.
<p><u>Slide 3</u></p> <p>Facilitator Action: Have someone in the group read the definition: “The Army Profession: a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.”</p> <p>Slide talking points: This is the definition from the new doctrine ADRP 1, <i>The Army Profession</i> (Initial Draft).</p> <p>Facilitator Action: In order to generate discussion, ask the group about parts of the definition.</p> <ul style="list-style-type: none"> – “What does it mean to be a ‘vocation’?” (a calling; more than just a job—a desire to serve, etc.) – “What does it mean to be ‘certified’?” (tested to standards, promotion, awarding of an MOS, etc.) – “What does ‘ethical application’ mean?” (application in accordance with the Army Ethic, Army Values, laws, regulations, doing the right thing with regard to how Army professionals should act, etc.) – “What does it mean to be ‘entrusted to defend’?” (having the Trust of the American people, serving to safeguard America’s interests, etc.) 	
<p><u>Slide 4</u></p> <p>Facilitator Action: Click the arrow to play the video. This video explains the importance of the Army Profession and the five essential characteristics of the Army Profession.</p> <p>Facilitator Action: Ask the group:</p> <ul style="list-style-type: none"> – “What does it mean to be an Army professional?” as you advance the slide. <p>Encourage everyone to express his or her point of view, informed by the video.</p>	

Slide 5

Facilitator Action: Ask the group:

- “What does it mean for the Army to be a profession?”

Get their reactions to each statement on the slide.

During or after the discussion bring out the following slide talking points:

1. Professions provide a unique and vital service to the society served, one it cannot provide for itself; thus, a deeply moral **Trust** relationship exists between the profession and society.
2. Professions serve society through the application of expert knowledge and practice. They create knowledge and apply their expertise in new, often unexpected ways, striving for effectiveness.
3. Professions earn society’s **Trust** through the effective and ethical application of their expertise under a widely understood ethic.
4. Professions are granted significant autonomy to practice their service on behalf of the society.

What does it mean for the Army to be a Profession?

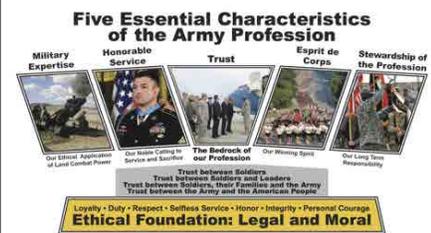
The Army Profession works with expert knowledge to assure the nation’s security through land power; that expertise is the product of professionals’ long work and study.

Because their expert work is vital to society – but beyond the ability of most of the society – there is a trust between the profession and society.

That trust is earned by effectively and ethically applying expertise on the American society’s behalf, and by ensuring that members of the profession continue to serve honorably.

Slide 6

Slide talking points: The Army will only be and perform as a profession when all five essential characteristics are present in its culture, in its professionals and their units, and in its external relationships. These are **Military Expertise**, **Honorable Service**, **Esprit de Corps**, **Stewardship of the Profession**, and, “the bedrock of the profession,” **Trust**.



Slide 7

Facilitator Action: Click the arrow to play the video. This video features CSA GEN Odierno. The Chief of Staff of the Army explains the importance of **Trust** to the Army Profession.



Slide 8

Slide talking points: Ask the group:

- “What is **Trust** and why is it an essential characteristic?” as you advance the slide.

Encourage everyone to express his or her point of view, informed by the video.



Slide 9

Slide talking points: *Trust* is essential to the profession. *Trust* is the bedrock upon which we develop our relationship with the American people and is a vital element in each of the other characteristics. Without *Trust*, the Army Profession cannot succeed. That necessary *Trust* is:

- between Army professionals (Soldiers and Army Civilians)
- between leaders and Army professionals
- between professionals, their Families, and the Army
- between the Army and the American people

Facilitator Action: In order to generate discussion, ask the group to give their reactions to the statements on the slide.

Trust – the bedrock of the relationship between the Army Profession and the American people – is vital to the profession. To succeed the profession sustains and develops trust:

- Between Army professionals (Soldiers and Army Civilians)
- Between Leaders, Soldiers and Civilians
- Between Members, their Families and the Army
- Between the Army and the American people

Slide 10

Facilitator Action: Ask the group:

- “What is *Military Expertise* and why is it an essential characteristic?”



Slide 11

Slide talking points: *Military Expertise* comprises that expert knowledge the society depends upon but cannot provide for itself. ADRP 1, *The Army Profession* (Initial Draft), recognizes four categories (military-technical, cultural-political, moral-ethical, and human development). Expertise in these categories is required for the effective and ethical design, generation, support, and application of landpower. [See also the definition and discussion on leader expertise in ADRP 6-22 *Army Leadership*].

Facilitator Action: In order to generate discussion, ask the group to give their reactions to the categories of expert knowledge on the slide.

Military Expertise comprises that expert knowledge society depends upon but cannot provide for itself. ADP 1, *The Army*, recognizes four categories of expert knowledge:

- Military-Technical: how the Army applies landpower to accomplish the mission
- Moral-Ethical: how the Army accomplishes the mission in the right way
- Cultural-Political: how the Army understands and operates in a multi-cultural, complex world
- Human Development: how the Army recruits, develops, and inspires Army professionals

Slide 12

Facilitator Action: Ask the group in order to generate discussion:

- “What is *Honorable Service* and why is it an essential characteristic?”

During or after the discussion bring out the following slide talking points: As Army professionals, we live a tradition of *Honorable Service*, devoted to duty in the defense of the nation, consistent with the Army Values and the Army Ethic. As a minimum, the Army Values of *Honor* and *Integrity* should be discussed in relation to *Honorable Service*. Every Army professional is bound by his or her honor and oath to support and defend the Constitution of the United States—and to obey the orders of officers appointed over them and to obey U.S. laws, regulations, and the Uniform Code of Military Justice.

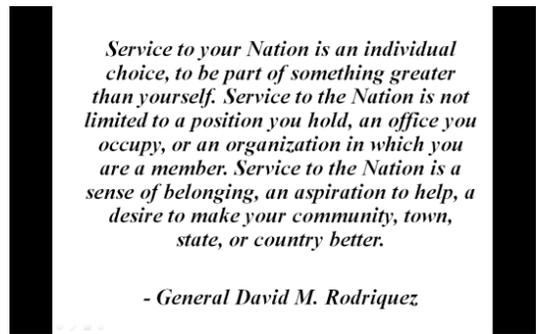
Facilitator Action: Review the oaths of enlistment and oaths of office for Soldiers, Officers, and Army Civilians (ADRP 1, Appendix B, or *Army Profession Pamphlet*).



Slide 13

Facilitator Action: Read GEN Rodriguez’s quote to the group and ask them to write down, briefly, how their service affects the nation—the American people. After everyone has written down their reply, share and discuss the responses.

During or after the discussion bring out the following slide talking points: **Honorable Service** is the heart of the Army Ethic, which defines what it means to serve honorably in our profession. Our professional responsibility is to strengthen our **Honorable Service** by living the Army Values daily.



Slide 14

Facilitator Action: Ask the group:

- “What is **Esprit de Corps** and why is it an essential characteristic?”

During or after the discussion bring out the following Slide talking points: **Esprit de Corps** is the winning spirit within the Army Profession, embedded in the culture, sustained by traditions and customs, fostering cohesive and confident units with the courage to persevere.

- To persevere and win, amid the adversity inherent in our work requires spirited, dedicated professionals who are bonded together by a common purpose to serve the Nation.
- We share a deep respect for our history and tradition, and are committed to each other as well as to the highest standards of individual and collective excellence.
- We are bonded together by mutual **Trust**, shared understanding, and commitment to the Army Ethic.



Slide 15

Slide talking points: To understand why **Esprit de Corps** is essential, consider GEN Marshall’s quote:

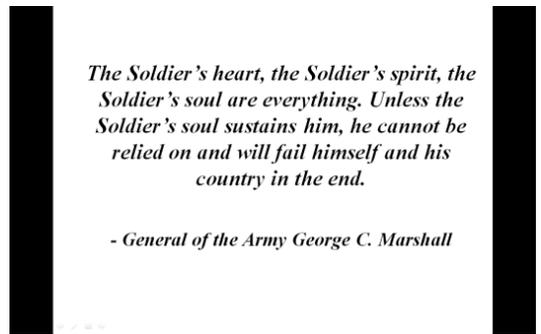
The Soldier’s heart, the Soldier’s spirit, the Soldier’s soul are everything. Unless the Soldier’s soul sustains him, he cannot be relied on and will fail himself and his country in the end.

- General of the Army George C. Marshall

Ask the group:

- “In your organization, how vital is the spirit of the Army professional?”

Get feedback and discuss.



Slide 16

Facilitator Action: Ask the group:

- “What is **Stewardship** and why is it an essential characteristic?”



Slide 17

Slide talking points: *Stewardship of the Army Profession* is about our special responsibilities to the Army Profession and to the American people.

- As **Stewards**, Army professionals:
 - o Are responsible and duty-bound to not only complete today's mission, but also those of the future.
 - o Must ensure our profession is always capable of fulfilling whatever missions our Nation gives us.
 - o Have the responsibility to ensure, through **Stewardship**, the present and future effectiveness of the profession.

Ask the group:

- “How are you acting as a **Steward** in your organization? Suggest some ways to improve **Stewardship** in your organization.”

Stewardship of the profession is the Army professional's commitment to preserving the value of the Army by making these essential characteristics effective elements of every day through their actions and by their moral upholding of the Army's earned trust.

Each professional Soldier “is a steward of the future of the Army profession.”
- General Martin E. Dempsey

Slide 18

Slide talking points: An **Army professional**, uniformed or civilian, is an expert certified within the profession through their Competence, Character, and Commitment, bonded with comrades in a shared identity and culture of sacrifice and service to the Nation, one who stewards the future of the profession while adhering to the Army's Ethic (ADRP 1 (Initial Draft)).

What does it mean to be an Army Professional?

An **Army professional**, uniformed or civilian:

- is an expert certified within the profession, consistently demonstrating competence, character, and commitment
- is bonded with comrades in a shared identity and culture of sacrifice and service to the Nation
- stewards the future of the profession
- adheres to the Army's Ethic

Slide 19

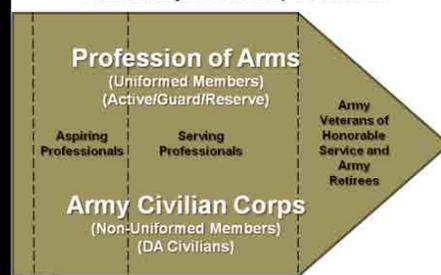
Facilitator Action: Ask the group:

- “When did you become an Army professional?”

Slide talking points:

- Each volunteer becomes a member of the Army Profession upon taking their initial entry oath, at which point they are recognized as aspiring Army professionals.
- Members become Army professionals upon completing their initial certification, such as AIT, WOBC, or BOLC-B.
- Army professionals are then progressively certified for additional responsibilities, knowledge, and skills.
- Army professionals transition to become Veterans of **Honorable Service** and retirees, and are then considered non-practicing members of the profession.

Membership in the Army Profession



For further reference to support discussion: People *are* the Army: Army professionals serve both in the “Profession of Arms,” as uniformed members of the Army, and in the “Army Civilian Corps,” as Department of the Army Civilians. The doctrine of the Army recognizes the expert contributions of civilian professionals to the successful completion of the Army's missions. Department of the Army (DA) Civilians Corps includes professionals who design, generate, and support the ethical application of landpower in service to the nation. Over the past decade of continuous conflict, Army Civilians have assumed many of the services and jobs previously performed by uniformed personnel. Note: Army contractors, hired under contractual terms for specific tasks of a specific duration, provide essential skills that allow Army professionals to focus on their primary mission. They are NOT members of the Army Profession.

Slide 20

Slide talking points: *America's Army – Our Profession* education and training program is a continuing endeavor to inculcate Army professional identity and behavior in future generations of Army professionals.

Outcome: All members of the profession:

- Are aware and understand the Army Profession doctrine and concepts
- Participate in an ongoing dialogue about the profession
- Conduct themselves in a manner worthy of their professional status

America's Army – Our Profession
Education and Training Program (CY13)

Quarterly Themes			
Standards and Discipline	Customs, Courtesies, Traditions	Military Expertise	Trust
			
<ol style="list-style-type: none"> 1. Understand the Army Profession doctrine and concepts 2. Continue and promote the dialogue about the profession 3. Conduct ourselves in a manner worthy of our professional status 			

Each unit or organization is expected to conduct an education and training program per these quarterly themes:

1st Quarter 2013 The *Standards and Discipline* theme reinforces an understanding of the positive nature of Army discipline, the value of upholding Army standards, and recommits to the professional excellence that is the hallmark of our Army.

2nd Quarter 2013 The *Army Customs, Courtesies, and Traditions* theme discusses the critical relationship ceremony and heritage has with *Esprit de Corps* and recommends emphasizing key events in the organizational calendar as significant professional moments.

3rd Quarter 2013 The *Military Expertise – Certified Army Professionals* theme explains the importance of continually developing expert knowledge and practice and the concepts of professional certification through demonstrated Competence, Character, and Commitment.

4th Quarter 2013 The *Trust* theme focuses on how Army professionals sustain and develop our “bedrock of **Trust**” with the American people and among Army professionals through steadfast adherence to the Army Values and ethic.

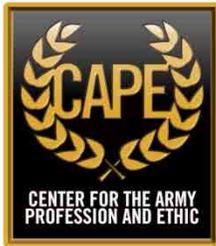
TRADOC and CAPE are prepared to support your organizational needs with Master Army Profession and Ethic Trainer (MAPET) course and Army Profession seminar support.

Slide 21

For more information and support for professional development, visit <http://CAPE.ARMY.MIL>.

End Page

Visit us at <http://cape.army.mil>



10. TRAINING AND EDUCATION SUMMARY / CONCLUSION.

Facilitator Action: Check on Learning and Promoting Reflective Practice

Determine if group members have gained familiarity with the material discussed by soliciting questions and explanations. Ask the participants questions and correct misunderstandings.

Learning

- Q – What do you think, about what you learned?
- Q – How do you feel about what you learned?
- Q – What did you learn from listening to the reactions and reflections of other Army professionals?

Reflection

- Q – What will you do with your new information?
- Q – What are the future implications of this decision, or of this experience?
- Q – How can you integrate what you have learned into your own organization?

Facilitator Action:

Feedback is encouraged—take a minute and provide us with your comments at <http://CAPE.ARMY.MIL>

Additional education and training material is available to you at <http://CAPE.ARMY.MIL>



America's Army
Our Profession

Standards and Discipline

Army Customs, Courtesies,
and Traditions

Military Expertise

Trust

STANDARDS and DISCIPLINE

LESSON PLAN



AMERICA'S ARMY OUR PROFESSION



Lesson Plan

STANDARDS AND DISCIPLINE

AMERICA'S ARMY – OUR PROFESSION (AAOP) EDUCATION AND TRAINING PROGRAM

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 8 JANUARY 2013

1. **OVERVIEW.** This lesson plan helps you assemble and conduct a professional development session on Standards and Discipline with regards to the Army Profession. *America's Army – Our Profession* training support packages are designed to support organizational professional development sessions using the case study method to promote and socialize Army Profession terms, and concepts. The video case study exercises provided are called CaseEXs. Each CaseEX is an Army professional's story combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the story relates to the Army Profession and how it shapes an Army professional's behavior. Ensure that you complete the Army Profession Overview lesson to introduce professionals to these terms and concepts before leading this development session.

Remember, the learning occurs during facilitated DISCUSSION.

2. **BACKGROUND.** The CSA approved the *America's Army – Our Profession* Education and Training program to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The goal intent is for all members of the profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the profession, and conduct themselves in a manner worthy of their professional status.

3. LEARNING OUTCOMES.

- a. Army professionals can clearly communicate and meet standards that are describable, measurable, meaningful, and achievable.
- b. Army professionals uphold standards and develop discipline through face-to-face coaching, counseling, and mentoring.
- c. Army professionals demonstrate discipline in performing right actions, taking situational ownership and assuming accountability for results.
- d. Army professionals understand that discipline is the positive way the Army practices its profession.

4. TRAINING REFERENCES.

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft)
- c. *Discipline* (ADRP 6-22 *Army Leadership*)
- d. *Standards* (ADRP 7-0 *Training Units and Developing Leaders*)
- e. *Army Profession Pamphlet*: Downloadable pdf on the Army Profession available at <http://CAPE.ARMY.MIL>
- f. *CAPE Public Website*: <http://CAPE.ARMY.MIL>

5. ADDITIONAL INSTRUCTOR RESOURCES.

- a. *Facilitator Toolkit*: Additional videos and techniques to help a trainer become a more effective facilitator (*CAPE Public Website*: <http://CAPE.ARMY.MIL>)

6. GUIDANCE.

Prepare.

- Locate your training site and determine if it has internet capability. If there is internet capability at your training site, present and facilitate the session online. If there is no internet capability, you can download the entire Standards and Discipline learning package.
- Review for familiarization the Army doctrine on the Army Profession concepts (ADP 1 *The Army*, Chapter 2 and ADRP 1 *The Army Profession* (Initial Draft)), Standards (ADRP 7-0 *Training Units and Developing Leaders*), and Discipline (ADRP 6-22 *Army Leadership*).

- Review the material on the CAPE website on reflective practice and how to effectively facilitate a small group development session.
- Print lesson plan and student handouts.
- Review associated CaseEXs and print their facilitator cards.
- Rehearse your role in the education and training session as a facilitator.

Conduct.

- Distribute student handouts.
- Present the online learning package and give talking points with associated slides as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Use the CaseEX to allow the group to apply what they’ve learned in the training to a real-life situation.
- Lead your group in a reflective practice exercise to answer the following questions:
 - o What? (What learning concerning the Standards and Discipline occurred during the education and training session?)
 - o So what? (Why does it matter?)
 - o Now what? (How will I use this information/new knowledge and apply it to my situation/unit/organization?)

Follow up.

- Seek and leverage future opportunities to continue the discussion of Standards and Discipline within your organization.

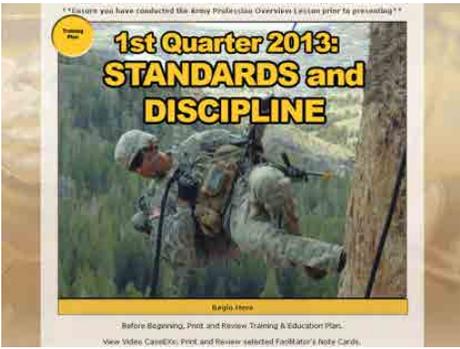
7. TRAINING AIDS.

- Standards and Discipline training support package for *America’s Army – Our Profession*
- A/V equipment, computer, as required
- White board, poster board, and markers to list ideas
- Participant handout*: Material to support the lesson
- Facilitator note cards*: Material to support facilitated discussions of video case exercises

8. CONDUCT OF LESSON. Suggested Lesson Timeline (timeline can be adjusted based on time available and organization requirements):

<u>Min</u>	<u>Activity</u>
02	Introduction/Goals
10	Standards and Discipline video and brief discussion (7:45)
06	Facilitated discussion of “standards” and of “discipline”
06	Facilitated discussion of the importance of discipline
08	Facilitated discussion of standards, discipline, and the three C’s of certification
15	Facilitated discussion of “Discipline (Diem)” (2:59)
15	Facilitated discussion of “Standard Adherence” (Pt 1 = 2:51; Pt 2 = 2:15)
05	<u>Summary / Conclusion</u>
65	Total Minutes

9. SLIDES AND CASE-EX VIGNETTES.

<p><u>Slide 1</u> Title Page</p> <p>Slide talking points: We are going to talk about Standards and Discipline and their importance for Army professionals. As Army professionals, we continuously develop in competence to perform our Duty with <i>discipline</i> and to <i>standards</i>. Simultaneously, we demonstrate our character in making decisions and taking actions always consistent with Army Values. As professionals, we show our commitment to the mission despite risk, adversity, and challenge to perform our duties with discipline and to standards. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.</p>	
<p><u>Slide 2</u></p> <p>Slide talking points: These are goals for our discussions today. Across the Army, professionals feel standards—of initial entry, admission to schools, promotion, and general performance—have slipped in the past decade. Discipline declined as well, along with the willingness to uphold standards. Most felt this decline was due to the repeated cycle of deploy, reset, deploy, reset over the past decade.</p>	<p>LEARNING OUTCOMES. Recognize and be able to discuss:</p> <p><u>Army professionals:</u></p> <ul style="list-style-type: none"> • Can clearly communicate and meet standards that are describable, measurable, meaningful, and achievable. • Uphold standards and develop discipline through face-to-face coaching, counseling, and mentoring. • Demonstrate discipline in performing right actions, taking situational ownership and assuming accountability for results. • Understand that discipline is the positive way the Army practices its profession.
<p><u>Slide 3</u></p> <p>Slide talking points: Army professionals performing with discipline and to standards is central to professional identity.</p> <p>Facilitator Action: This video introduces the ideas of Standards and Discipline as terms in the professional context.</p> <p>Ask the group:</p> <ul style="list-style-type: none"> – “Why are standards set?” – “What is discipline?” <p>After brief discussion, click the arrow to play the video.</p>	
<p><u>Slide 4</u></p> <p>Facilitator Action: Ask the group for their reactions to the statements on the slide.</p> <p>During or after the discussion bring out the following slide talking points: Performing duties with discipline and to standards is a hallmark of Army professionals, setting us apart, building the Trust that is the bedrock of our profession, and enabling mission command. Army professionals must ensure standards are describable, measurable, and achievable. Discipline, when used to uphold properly established standards, is reflected in the decision to do what is right. Discipline reflects the self-control necessary in the face of temptation, challenges, adversity, fatigue, and fear to do the harder right instead of the easier wrong. Our establishment of clear Standards and Discipline to achieve and enforce these standards is the basis for Military Expertise and Trust.</p>	<p><u>What are Standards?</u> Standards are formal, detailed instructions – describable, measurable, and achievable. Effective leaders explain the standards that apply to their organizations.</p> <p><u>What is Discipline?</u> For an individual, self-discipline is the ability to control one’s behavior and expresses what the Army Values require – willingly doing what is right. For an organization, discipline is a mindset to practice sustained, systematic actions. For Army professionals, Discipline is the positive way the Army practices its profession.</p>

For Further Reference or to Support Discussion:

Standards are formal, detailed instructions—describable, measurable, and achievable. (See ADRP 7-0 *Training Units and Developing Leaders*)

- A standard is the accepted proficiency level acquired to accomplish a task (ADRP 7-0, p. 2-2).
- Standards are the established level or quality of excellence that must be attained in the performance of duty.
- Standards specify the norms by which performance is evaluated.
- Standards are expressed in federal law, DoD and Army policies, directives, regulations, doctrinal publications, and unit policies and SOPs.
- Standards assign appropriate responsibility and delegate authority for all to uphold and achieve or surpass the standards.

Discipline is fundamentally about how and why we positively practice our profession—effectively, ethically, and with character—(i.e. not just about punishment for wrong-doing). (See ADRP 6-22 *Army Leadership*)

- Discipline is behavior tempered by high standards of conduct and performance.
- Discipline at the individual level is the ability to control one’s own behavior, and willingly doing what is right.
- Discipline reflects our commitment to policies, procedures, and processes that are consistent with the Army Ethic.
- Discipline often requires attending to the organizational and administrative details (e.g. maintenance, supply, training management, property accountability, coaching, counseling, and mentoring) that are essential for efficiency and effectiveness.

Slide 5

Facilitator Action: Ask the group:

- “What does this quote mean to you?”

During or after the discussion bring out the following slide talking points:

We as Army professionals must understand that discipline is the positive way the Army practices its profession. Discipline and pride go hand-in-hand, building individual and collective **Esprit de Corps**. Soldiers, who manage violence under the stress, fear, and ambiguity of combat, require the highest level of individual and organizational discipline.

Discipline is based on pride in the profession of arms, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so engrained that it is stronger than the excitement of battle or the fear of death.

- General George S. Patton, Jr.

ADRP 1

Facilitator Action:

Ask the following questions and support discussion among your group:

- “How important is leader presence to establishing standards and developing discipline in organizations?” (See ADRP 6-22 *Army Leadership* for more on the topic of leader presence)
- “May standards be adapted based on the environment? If so, how? What, if any, impact does this have on discipline and leadership?”
- “To what extent should a leader explain the underlying purpose for a standard? Are there examples when a leader will not necessarily understand the reason behind a standard, yet still expect others to abide by it with discipline?”

Slide 6

Slide talking points: As Army professionals we must take ownership and perform all duties with discipline and to standards.

An effective leader instills discipline and builds **Esprit de Corps** by training to standards, sensibly using rewards and punishment, instilling confidence, building **Trust** among team members, and ensuring they have the necessary technical and tactical expertise. (See ADRP 1, *The Army Profession* (Initial Draft)).

Ask the group:

- “How are Standards and Discipline a part of the Army culture?”
- “How are Standards and Discipline related to who we are as Army professionals?”

Discuss as a group then go to the next slide.

Discipline is central to the Army’s professional identity.

ADRP 1



Slide 7

Slide talking points: We can see by the definitions of Competence, Character, and Commitment that upholding Standards and Discipline are an important part of who we are. Obviously, Standards and Discipline are central to our identity as Army professionals.

Slide talking points: Performing our duties with discipline and to standards is integrally related to the five essential characteristics of the Army Profession.

Ask the group:

- “How are the statements on the slide related to the Army Profession’s essential characteristics?”

Discuss as a group.

- How is *Competence* related to developing expert knowledge in our profession? (i.e. the essential characteristic of **Military Expertise**)
- How is *Character* related to upholding our profession’s essential characteristic of **Honorable Service**?
- How does *Commitment* reinforce our profession’s essential characteristics of **Stewardship** and **Esprit de Corps**?
- How do *Competence*, *Character*, and *Commitment* result in **Trust** throughout the Army and with the American people?

Slide 8

CaseEX and Facilitated Discussion: Select a CaseEX and view it, asking questions and aiding the discussion after each segment by referring to the attached facilitator’s card.

Army Professionals are Certified by their Demonstrated:

Competence:

Army professionals’ demonstrated ability to successfully perform their duties and to accomplish the Mission with **discipline and to standards**.

Character:

An Army professional’s dedication and adherence to Army Values and the Profession’s Ethic as consistently and faithfully demonstrated in decisions and actions.

Commitment:

The resolve of Army Professionals to contribute Honorable Service to the nation, **to perform their duties with discipline and to standards**, and to strive to successfully and ethically accomplish the mission despite adversity, obstacles, and challenge.”

Click on an image to watch the video.



10. TRAINING AND EDUCATION SUMMARY / CONCLUSION.

<p><u>Slide 9</u> Facilitator Action: Ask the group the first question. Get opinions and feedback, and facilitate discussion. Then ask the second and third questions, facilitating discussion and reflection.</p>	<p style="text-align: center;">Where could we include the positive aspects of Standards and Discipline in our organization?</p> <p style="text-align: center;">How are we demonstrating professional Discipline in our daily interactions?</p> <p style="text-align: center;">How are we stewarding the profession by owning Standards and upholding Discipline?</p>
<p><u>Slide 10</u> Slide talking points: To <i>conclude</i>:</p> <ul style="list-style-type: none"> • Army professionals can clearly communicate and meet standards that are describable, measurable, meaningful, and achievable. • Army professionals uphold standards and develop discipline through face-to-face coaching, counseling, and mentoring. • Army professionals demonstrate discipline in performing right actions, taking situational ownership and assuming accountability for results. • Army professionals understand that discipline is the positive way the Army practices its profession. 	<p style="text-align: center;">Conclusion</p> <p><u><i>Army professionals:</i></u></p> <ul style="list-style-type: none"> • Can clearly communicate and meet standards that are describable, measurable, meaningful, and achievable. • Uphold standards and develop discipline through face-to-face coaching, counseling, and mentoring. • Demonstrate discipline in performing right actions, taking situational ownership and assuming accountability for results. • Understand that discipline is the positive way the Army practices its profession.
<p><u>Slide 11</u> For more information, and to support professional development, visit http://CAPE.ARMY.MIL.</p> <p><i>End Page</i></p>	<p style="text-align: center;">Visit us at http://cape.army.mil</p> <div style="text-align: center;">  </div>
<p>Facilitator Action: Check on Learning and Promote Reflective Practice</p> <p>Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.</p>	
<p><u>Learning</u> Q – What do you think, about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army professionals?</p>	<p><u>Reflection</u> Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience? Q – How can you integrate what you have learned into your own organization?</p>

Facilitator Action:

**Feedback is encouraged—take a minute and provide us with your comments at <http://CAPE.ARMY.MIL>
 Additional education and training material is available to you at <http://CAPE.ARMY.MIL>**

ARMY CUSTOMS, COURTESIES, and TRADITIONS



LESSON PLAN



AMERICA'S ARMY OUR PROFESSION



America's Army
Our Profession

Standards & Discipline

Army Customs, Courtesies,
and Traditions

Military Expertise

Trust

Lesson Plan

ARMY CUSTOMS, COURTESIES, AND TRADITIONS AMERICA'S ARMY – OUR PROFESSION (AAOP) EDUCATION AND TRAINING PROGRAM

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 18 JANUARY 2013

1. **OVERVIEW.** This lesson plan helps you assemble and conduct a professional development session on enhancing Esprit de Corps by use of Army Customs, Courtesies, and Traditions. *America's Army – Our Profession* training support packages enable professional development sessions using the case study method to educate members of the Army Profession. The video case study exercises provided are called CaseEXs. Each CaseEX is an Army professional's story combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the story relates to the Army Profession and how it shapes an Army professional's behavior. Ensure that you complete the Army Profession Overview lesson to introduce professionals to these terms and concepts before leading this development session.

Remember, the learning occurs during facilitated DISCUSSION.

2. **BACKGROUND.** The CSA approved the *America's Army – Our Profession* Education and Training program to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The goal is for all members of the profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the profession, and conduct themselves in a manner worthy of their professional status.
3. **LEARNING OUTCOMES.**
 - a. Army professionals integrate Army Customs, Courtesies, and Traditions within their organizations to develop Esprit de Corps.
 - b. Army professionals incorporate Army history into formal and informal activities to inspire a sense of shared organizational and Army heritage among their members.
 - c. Army professionals steward the Army by continuing to honor customs, courtesies, and traditions that reflect and strengthen the Army Profession's Military Expertise, Honorable Service, Esprit de Corps, Stewardship of the Profession, and Trust.
4. **TRAINING REFERENCES.**
 - a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
 - b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft), Chapters 2 and 4
 - c. *Army Profession Pamphlet*: Downloadable pdf on the Army Profession available at <http://CAPE.ARMY.MIL>
 - d. Field Manual 7-21.13 (FM 7-21.13) *The Soldier's Guide* and Training Circular 3-21.5 (TC 3-21.5) *Drill and Ceremonies*
 - e. *CAPE Public Website*: <http://CAPE.ARMY.MIL>
5. **ADDITIONAL INSTRUCTOR RESOURCES.**
 - a. *Facilitator Toolkit*: Additional videos and techniques to help trainers become more effective facilitators (*CAPE Public Website*: <http://CAPE.ARMY.MIL>)
6. **TRAINING GUIDANCE.**

Prepare.

 - If your training site has internet capability, present and facilitate the session online. If there is no internet capability, you can download the entire Customs, Courtesies, and Traditions training support package.
 - Review Army doctrine on the Army Profession concepts and Customs, Courtesies, and Traditions (ADP 1 *The Army*, Chapter 2; ADRP 1 *The Army Profession* (Initial Draft); *Army Profession Pamphlet* (October 2012); Customs, Courtesies, and Traditions (FM 7-21.13 *The Soldier's Guide* and TC 3-21.5 *Drill and Ceremonies*).
 - Review the material on the CAPE website on reflective practice and how to effectively facilitate a small group development session.
 - Print lesson plan and student handouts.
 - Review associated CaseEXs and print their facilitator cards.

- As a facilitator, rehearse your role in the education and training session.

Conduct.

- Distribute student handouts.
- Present the online training support package and use talking points with associated slides as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Use the CaseEXs to allow the group to apply what they’ve learned in the training to a real-life situation.
- Lead your group in a reflective practice exercise to answer the following questions:
 - o What? (What did I learn concerning customs, courtesies, and traditions during the education and training session?)
 - o So what? (Why does it matter?)
 - o Now what? (How will I use this information/new knowledge and apply it to my situation/organization?)

Follow up.

- Discuss and seek future opportunities to continue the practice of Army Customs, Courtesies, and Traditions within your organization to enhance Esprit de Corps.
- Maintain communication with CAPE (*CAPE Public Website: <http://CAPE.ARMY.MIL>*) for the latest information, materials, and products.
- Submit feedback to CAPE.

7. TRAINING AIDS.

- a. Army Customs, Courtesies, and Traditions training support package for *America’s Army – Our Profession*
- b. A/V equipment, computer, as required
- c. White board, poster board, and markers to list ideas
- d. *Participant handout*: Material to support the lesson
- e. *Facilitator note cards*: Material to support facilitated discussions of video case exercises

8. CONDUCT OF LESSON. Suggested Lesson Timeline (timeline can be adjusted based on time available and organization requirements):

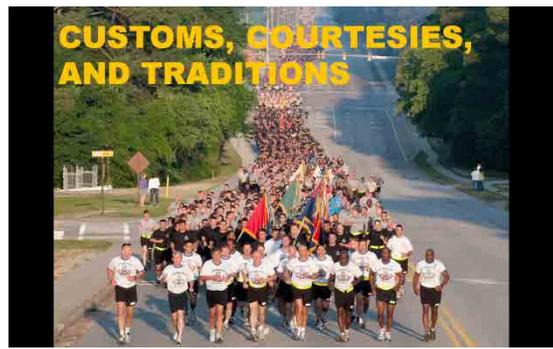
<u>Min</u>	<u>Activity</u>
02	Introduction/Goals
07	Army Customs, Courtesies, and Traditions video and brief discussion
05	Facilitated discussion of Esprit de Corps
03	Facilitated discussion of Army Ethic
05	Army Ethic Foundations and brief discussion
03	Facilitated discussion of Army culture
06	Army culture video and brief discussion (4:34)
03	Description of “custom,” “courtesy,” and “tradition”
06	NCO induction ceremony video and brief discussion (1:59)
11	Facilitated discussion of “Carried Strength” (Pt 1 = 1:18; Pt 2 = 2:29)
11	Facilitated discussion of “Joy Feldman” (Pt 1 = 2:00; Pt 2 = 2:00)
11	Facilitated discussion of “Color Safe” (Pt 1 = 2:09; Pt 2 = 3:15)
07	<u>Summary / Conclusion</u>
80	Total Minutes

9. SLIDES AND CASE-EX VIGNETTES.

Slide 1

Title Page

Slide talking points: We are going to talk about **Army Customs, Courtesies, and Traditions** and their importance to the Army Profession. As Army professionals, we must be aware of these elements of Army culture that can positively affect **Esprit de Corps**. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.



Slide 2

Slide talking points: These are the goals for our discussions today.

Army professionals have a responsibility to purposefully use and preserve the Army Customs, Courtesies, and Traditions that contribute to **Esprit de Corps**. These customs, courtesies, and traditions enrich Army culture and reinforce the Army Ethic by promoting a lifetime of **Honorable Service** to the nation for Army professionals.

LEARNING OUTCOMES:

Recognize and be able to discuss:

Army professionals:

- Integrate Army Customs, Courtesies, and Traditions within their organizations to develop esprit de corps
- Incorporate Army history into formal and informal activities to inspire a sense of shared organizational and Army heritage in their members
- Act as stewards by continuing to honor Customs, Courtesies, and Traditions that reflect and strengthen the profession's Essential Characteristics.

Slide 3

Slide talking points: Our Army Profession is healthy when all five essential characteristics are present in our culture and organizations, and demonstrated by our professionals. These are **Military Expertise, Honorable Service, Esprit de Corps, Stewardship of the Profession, and Trust**.

Slide talking points: Our Army Customs, Courtesies, and Traditions support all five essential characteristics.

Ask the group:

- "Who can give me an example of a ceremony, a custom, a tradition, or a courtesy observed between professionals that supports **Military Expertise? Esprit de Corps? Honorable Service?**"

Slide talking points: Some of our customs and traditions include the wearing of unit flashes, shoulder patches, and combat patches, maroon berets for airborne troops, and campaign streamers on guidons. Some of our courtesies include saluting the flag, walking to the left of a senior NCO or officer, and firing volleys to honor the fallen at funerals.

These customs, courtesies, and traditions generate pride that leads to **Esprit de Corps**.

Slide talking points: While we talk today, we're going to consider how our customs, courtesies, and traditions support an Army culture that fosters **Esprit de Corps**, develops **Trust**, rewards **Stewardship** and **Military Expertise**, and inspires a lifetime of **Honorable Service**.



<p><u>Slide 4</u> Slide talking points: This video introduces the importance of <i>Army Customs, Courtesies, and Traditions</i>.</p> <p>Ask the group:</p> <ul style="list-style-type: none"> – “What customs, courtesies, and traditions are practiced in our organization?” – “Why are they important?” <p>After brief discussion, click the arrow to play the video. After the video, ask the group:</p> <ul style="list-style-type: none"> – “What is <i>Esprit de Corps</i>—and why is it important?” – “How is culture related to <i>Esprit de Corps</i>?” 	 <p>Customs, Courtesies, & Traditions</p>
<p><u>Slide 5</u> Slide talking points: <i>Esprit de Corps</i> thrives when it is purposefully cultivated and maintained through customs, courtesies, and traditions.</p> <p>Ask the group prior to the next slide:</p> <ul style="list-style-type: none"> – “What is the Army Ethic?” – “What are some examples of how Army professionals express their ethic?” 	<p><u>Esprit de Corps</u></p> <p>The winning spirit within the Army Profession, embedded in our culture sustained by traditions and customs.</p> <p>Through mutual trust and shared understanding esprit de corps promotes cohesive, confident teams committed to the Army Ethic with the courage to persevere.</p>
<p><u>Slide 6</u> Slide talking points: The <i>Army Ethic</i> guides our professional behavior and <i>Honorable Service</i>. So when we use customs, courtesies, and traditions to internalize the Army Ethic we set the conditions necessary for <i>Trust</i> in our organizations that are vital to <i>Esprit de Corps</i>.</p>	<p><u>The Army Ethic</u></p> <p>Is the set of laws, values and beliefs, deeply embedded within the core of our profession’s culture and practiced by its members to motivate and guide the conduct of individual members bound together in common moral purpose.</p>

Slide 7

Slide talking points: The Army Ethic incorporates documents carrying the force of law, such as the Constitution and the Uniform Code of Military Justice (UCMJ).

Ask the group:

- “Can you think of any other examples of the ‘legal’ foundation of our Army Ethic?”

Possible answers: Ratified U.S. Treaties; Status of Forces Agreements; Standards of Exemplary Conduct; Rules Of Engagement; Oaths of Commissioning; Enlistment and Service; Geneva Conventions; etc.

Slide talking points: Additionally, our Army Ethic draws principles and ideals from traditions or documents with immense moral content and importance for all Americans, including the Declaration of Independence, Universal Declaration of Human Rights, and Army Values and Creeds.

Ask the group:

- “Can you think of any other examples of the ‘traditional or moral’ parts of the ethic?”

Possible answers: NCO Creed, Just War Tradition; Oaths of Enlistment, Office, or Commission; **Trust** Relationships of the profession; Golden Rule; Mottos, ‘Duty, Honor, Country’; Warrior Ethos, philosophical/religious background, etc.

Slide talking points: These traditions or documents do not have standing in law. These moral foundations are woven throughout Army culture. Army professionals believe these moral foundations are effective and commit to practicing and preserving customs, courtesies, and traditions that reinforce the Army Ethic.

Ask the group:

- “How do the daily customs, courtesies, and traditions of Army life reflect the Army Ethic and affect the culture of our organization?”

Ask the group prior to the next slide:

- “What is Army culture?”
- “How do Army professionals shape the Army culture?”

Foundations of the Army Ethic

Legal foundations include: U.S. Constitution, U.S. Code, Law of Land Warfare, UCMJ

Moral & Ethical foundations include: The U.S. Declaration of Independence, Army ‘Can-do’ Culture, Human Rights, Values, Creeds & Mottos

For Further Reference or to Support Discussion: Civilian members of the profession are part of the Army culture. In our organizations, civilian professionals alongside uniformed members of the profession recognize customs, courtesies, and traditions in order to strengthen **Esprit de Corps** and steward the profession. There are slight variances (i.e., civilians do not salute, etc.) but there are far more commonalities. Customs (teamwork, attention to detail, respect for law, treating others with dignity and respect, etc.), courtesies (respect in interactions, courtesy in addressing others, recognition of rank and title, etc.), and traditions (Army birthday, hail and farewell, etc.) are a part of the Army Profession for all members.

Slide 8

Slide talking points: Often when we start talking about culture we are thinking of climate. Organizational climate is a reflection of how we think and feel about our organization at the moment. Culture is a long lasting and complex set of shared expectations, more durable than an organizational climate. Culture consists of the shared attitudes, values, goals, and practices that characterize the larger institution over time.

Esprit de Corps is one of the five essential characteristics of the Army Profession and a vital element within Army culture (See ADRP 1, *The Army Profession*).

Ask the group:

- “Why do you think **Esprit de Corps** is one of the five essential characteristics of the Army Profession?”
- “What makes the Army culture unique from other professional cultures?”

Slide 9

Facilitator Action: This video discusses **Army culture** as a term within the Army Profession. **Click the arrow to play the video.** After playing the video, allow the group to briefly reflect. If needed, play the video a second time.

Ask the group:

- “What role does the Army Ethic play in developing **Esprit de Corps** within the Army culture?”

During or after the discussion bring out the following slide talking points: Leaders maintain the **Trust** of their subordinates by:

- upholding the Army Ethic
- abiding by the Army Values
- working together to a common purpose

Ask the group:

- “What Army Customs reinforce the Army Ethic?”

Slide 10

Slide talking points: It may be the motto or greeting that identifies you as a member of a specific organization. Our customs are important to the winning spirit, morale, and cohesion of Army professionals. They set us apart and make us unique. Many **Army Customs** complement procedures required by military courtesy, while others add to the graciousness of Army life.

Ask the group:

- “What is a **Custom** that is particular to our organization? Why is it important?”

Slide 11

Ask the group:

- “What is an **Army Courtesy** practiced within your organization? Why is it important?”

Slide talking points: Army Courtesy is:

- Essential for relationships between professionals
- Vital for maintaining discipline and identity within the larger organization—“Big Army”
- An indicator of an organization’s level of discipline and an individual’s self-discipline

Army Culture:

- Consists of the shared attitudes, values, goals, and practices that characterize the larger institution over time.
- Is deeply rooted in long-held beliefs and customs.
- Reflects what it has found to be functionally effective in times of strong need
- Includes a winning esprit de corps.



A **Custom** is an established practice. It includes positive actions – things you do, and taboos – things you avoid. The customs of the Army are its common law, governing uniformed and civilian Army professionals (FM 7-21.13).



Courtesy among Army professionals is vital to maintain discipline. Courtesy means good manners and politeness in dealing with others, in and out of uniform, in and outside the profession; it provides a basis for developing good human relations. Professional Army courtesy was developed in a military atmosphere and has become a unique and integral part of the military experience (FM 7-21.13).



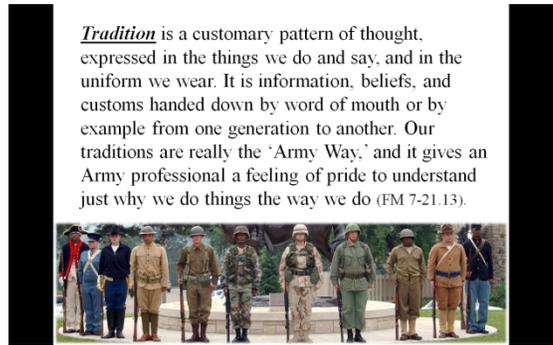
Slide 12

Ask the group:

- “What is an **Army Tradition** that is observed by your organization? Why is it important?”

Slide talking points: The Army has endured for over 200 years, and, as an organization, is proud of its history and traditions. Army professionals draw strength knowing they are part of long-standing tradition of **Honorable Service** to the Nation.

Slide talking points: Soldiers and Army Civilians draw strength from knowing they are part of long-standing tradition. Many of the Army’s everyday customs and traditions remind us they are the latest addition to a long line of Soldiers. The uniforms, official ceremony music, salutes, military titles, the organization’s history, and the Army Values are reminders of tradition (ADRP 6-22).



Slide 13

Facilitator Action: This video discusses an **NCO Induction** ceremony held on Memorial Day, 2011, in Kandahar, Afghanistan. **Click the arrow to play the video.** After playing the video, allow the group to reflect briefly.

Ask the group:

- “What is valuable about a ceremony like an **NCO Induction**?”
- “How does the set of symbols, customs, and traditions in this ceremony develop its professional value?”
- “What could you take away from this ceremony and apply to your organization?”

Discuss as a group.



Slide 14

CaseEX and Facilitated Discussion: Select CaseEXs and view them, ask questions and facilitate the discussion after each segment by referring to the attached facilitator’s card.

Click on an image to watch the video.



Carved Strength 1:26 (0:56, 1:21)
[Facilitator's Card](#)

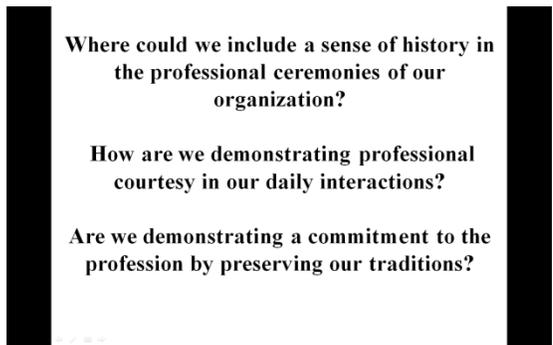


Team Recognition (1:13, 2:07)
[Facilitator's Card](#)

10. TRAINING AND EDUCATION SUMMARY / CONCLUSION.

Slide 15

Facilitator Action: Ask the group the first question. Get opinions and feedback, and facilitate discussion. Then ask the second and third questions, facilitating discussion and reflection.



<p><u>Slide 16</u> Slide talking points: To <i>conclude</i>, Army professionals:</p> <ul style="list-style-type: none"> • Integrate Army Customs, Courtesies, and Traditions within their organizations to develop <i>Esprit de Corps</i>. • Incorporate Army history into formal and informal activities to inspire a sense of shared organizational and Army heritage in their members. • Steward the Army by continuing to honor customs, courtesies, and traditions that reflect and strengthen the Army Profession’s essential characteristics. 	<p style="text-align: center;">Summary</p> <ul style="list-style-type: none"> • Developing and sustaining the Army’s winning spirit is vital to an organization remaining effective • To cultivate that spirit, Army professionals: <ul style="list-style-type: none"> – Integrate Army Customs, Courtesies, and Traditions within their organizations to develop esprit de corps – Incorporate Army history into formal and informal activities to inspire a sense of shared organizational and Army heritage in their members – Steward the Army by continuing to honor Customs, Courtesies, and Traditions that reflect and strengthen the Army Profession’s Essential Characteristics
<p><u>Slide 17</u> Slide talking points: Army professionals work to continuously improve both themselves and their profession. Providing feedback that promotes our learning environment is part of being a <i>Steward</i> of the profession.</p> <ul style="list-style-type: none"> • This Quick Reference Code can be smart-phone-scanned to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Or the link below it can be used to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Please take the time to help enhance our profession. 	<p>Your feedback is important for Strengthening the Army Profession!!</p>  <p>This Quick Reference Code can be smart-phone-scanned, or the link below it can be used to provide feedback on this <i>America’s Army – Our Profession</i> learning session.</p> <p style="text-align: right;">http://cape.army.mil/aaoffeedback.html</p>
<p><u>Slide 18</u> For more information, and to support your professional development, visit http://CAPE.ARMY.MIL.</p> <p><i>End Page</i></p>	<p style="text-align: center;">Visit us at http://cape.army.mil</p>  <p style="text-align: center;">Products and Materials for Development as Army Professionals</p>
<p>Facilitator Action: Check on Learning and Promote Reflective Practice</p> <p>Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.</p>	
<p><u>Learning</u></p> <p>Q – What do you think about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army professionals?</p>	<p><u>Reflection</u></p> <p>Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience? Q – How can you integrate what you have learned into your own organization?</p>

Facilitator Action:

Feedback is encouraged—take a minute and provide us with your comments at <http://CAPE.ARMY.MIL>
Additional education and training material is available to you at <http://CAPE.ARMY.MIL>



America's Army
Our Profession



Standards & Discipline

LESSON PLAN



Army Customs, Courtesies,
and Traditions

MILITARY EXPERTISE



Military Expertise



AMERICA'S ARMY OUR PROFESSION



Trust

Lesson Plan

MILITARY EXPERTISE – CERTIFIED ARMY PROFESSIONALS AMERICA’S ARMY – OUR PROFESSION (AAOP) EDUCATION AND TRAINING PROGRAM

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 18 JANUARY 2013

1. **OVERVIEW.** This lesson plan helps you assemble and conduct a professional development session on Military Expertise and Professional Certification. *America’s Army – Our Profession* training support packages enable professional development sessions using the case study method to educate members of the Army Profession. The video case study exercises provided are called CaseEXs. Each CaseEX is an Army professional’s story combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the story relates to the Army Profession and how it shapes an Army professional’s and behavior. Ensure that you complete the Army Profession Overview lesson to introduce professionals to these terms and concepts before leading this development session.

Remember, the learning occurs during facilitated DISCUSSION.

2. **BACKGROUND.** The CSA approved the *America’s Army – Our Profession* Education and Training program to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The goal is for all members of the profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the profession, and conduct themselves in a manner worthy of their professional status.

3. **LEARNING OUTCOMES.**

- a. Army professionals demonstrate Competence, Character, and Commitment to the profession.
- b. Army professionals understand the four domains of expert knowledge.
- c. Army professionals steward the profession by cultivating effective and ethical expertise.

4. **TRAINING REFERENCES.**

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft), Chapter 3
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, Chapter 5
- d. Army Doctrine Reference Publication (ADRP 6-0): *Mission Command*, Chapter 2
- e. *Army Profession Pamphlet*: Downloadable pdf on the Army Profession available at <http://CAPE.ARMY.MIL>
- f. *CAPE Public Website*: <http://CAPE.ARMY.MIL>

5. **ADDITIONAL INSTRUCTOR RESOURCES.**

- a. *Facilitator Toolkit*: Additional videos and techniques to help trainers become more effective facilitators (*CAPE Public Website*: <http://CAPE.ARMY.MIL>)

6. **TRAINING GUIDANCE.**

Prepare.

- If your training site has internet capability, present and facilitate the session online. If there is no internet capability, you can download the entire Military Expertise training support package.
- Review Army doctrine on the Army Profession concepts and *Military Expertise* (ADP 1 *The Army*, Chapter 2; ADRP 1 *The Army Profession* (Initial Draft), Chapter 3; *Army Profession Pamphlet* (October 2012))
- Review for familiarization the Army doctrine in ADRP 6-22 *Army Leadership*, Chapter 5; and ADRP 6-0 *Mission Command*, Chapter 2.
- Review the material on the CAPE website on reflective practice and how to effectively facilitate a small group development session.
- Print lesson plan and student handouts.

- Review associated CaseEXs and print their facilitator cards.
- As a facilitator, rehearse your role in the education and training session.

Conduct.

- Distribute student handouts.
- Present the online training support package and use talking points with associated slides as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Use the CaseEXs to allow the group to apply what they've learned in the training to a real-life situation.
- Lead your group in a reflective practice exercise to answer the following questions:
 - o What? (What did I learn concerning Military Expertise and Certified Army Professionals during the education and training session?)
 - o So what? (Why does it matter?)
 - o Now what? (How will I use this information/new knowledge and apply it to my situation/ organization?)

Follow up.

- Discuss and seek future opportunities to continue the discussions of Military Expertise and the certification of Army professionals within your organization.
- Maintain communication with CAPE (*CAPE Public Website*: <http://CAPE.ARMY.MIL>) for the latest information, materials, and products.
- Submit feedback to CAPE.

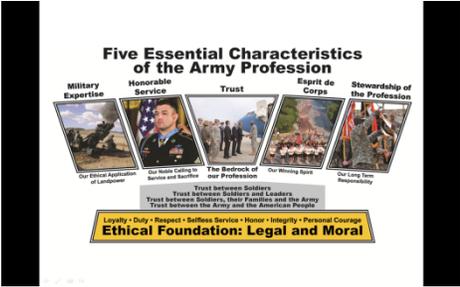
7. TRAINING AIDS.

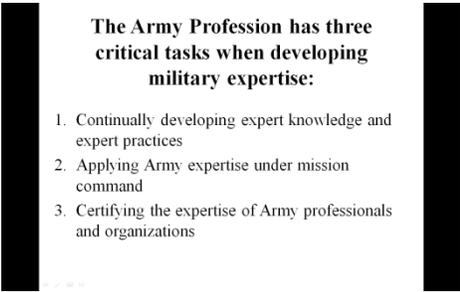
- Military Expertise training support package for *America's Army – Our Profession*
- A/V equipment, computer, as required
- White board, poster board, and markers to list ideas
- Participant handout*: Material to support the lesson
- Facilitator note cards*: Material to support facilitated discussions of video case exercises

8. CONDUCT OF LESSON. Lesson Timeline (timeline can be adjusted based on time available and organization requirements):

<u>Min</u>	<u>Activity</u>
05	Introduction/Goals
10	Video and brief discussion
05	Facilitated discussion of Military Expertise
05	Facilitated discussion of four fields of expert knowledge
05	Facilitated discussion of the philosophy of mission command
05	Facilitated discussion of professional certification
05	Facilitated discussion of Stewardship of expert knowledge and practices
15	Facilitated discussion of "Samaritan" (Pt 1 = 1:53; Pt 2 = 1:40; Pt 3 = 1:35)
15	Facilitated discussion of "Harassment in the Motor-pool" (Pt 1 = 2:30; Pt 2 = 2:00)
05	<u>Summary / Conclusion</u>
75	Total Minutes

9. SLIDES AND CASE-EX VIGNETTES.

<p><u>Slide 1</u> Title Page</p> <p>Slide talking points: We are going to talk about Military Expertise and its importance for Army professionals. All professions, including the U.S. Army, exist to provide for society a specific service that society cannot provide for itself. The Army creates its own expert knowledge to provide the Nation with Military Expertise—the design, generation, support, and ethical application of landpower—and thus earns the Trust of the American people. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.</p>	
<p><u>Slide 2</u> Slide talking points: These are the goals for our discussions today.</p> <p>To earn and sustain Trust within the Army Profession and with the American people, Army professionals must consistently demonstrate Competence, Character, and Commitment. Knowledge and practice describe Competence in professionals and is directly related to our profession’s Military Expertise. Our professional responsibility is to develop our expert knowledge and skills through life-long learning. We are Stewards of the Army Profession; we must certify Army professionals in Competence, Character, and Commitment to remain effective.</p>	<p>LEARNING OUTCOMES Recognize and be able to discuss:</p> <p><u>Army professionals:</u></p> <ul style="list-style-type: none"> • Demonstrate competence, character, and commitment to the profession. • Understand the four domains of expert knowledge. • Steward the Profession by cultivating effective and ethical expertise.
<p><u>Slide 3</u> Slide talking points: Our Army Profession is healthy when all five essential characteristics are present in our culture and organizations, and demonstrated by our professionals. These are Military Expertise, Honorable Service, Esprit de Corps, Stewardship of the Profession, and Trust.</p> <p>Slide talking points: Military Expertise is one of the essential characteristics and also supports the other four essential characteristics.</p> <p>For example:</p> <ul style="list-style-type: none"> • The Army has developed knowledge of military technical and moral—ethical aspects of practicing its profession. • Professionals, in their pursuit of Honorable Service, benefit from this moral-ethical collective expertise. • Their competence and ethical behavior strengthens the Trust between the Army and the Nation. • Army professionals guided by common expert knowledge develop a common purpose—and that shared purpose helps to increase Esprit de Corps within Army units and organizations. 	
<p><u>Slide 4</u> Slide talking points: Army professionals are experts, certified to fulfill their responsibilities and perform assigned duties with discipline and to standards.</p> <p>Facilitator Action: This video introduces Military Expertise in the professional context.</p> <p>Ask the group:</p> <ul style="list-style-type: none"> – “What is Military Expertise?” – “What areas of knowledge and skills are required by the Army Profession?” <p>After facilitating a brief discussion, click the arrow to play the video.</p>	

<p><u>Slide 5</u> Facilitator Action: Ask the group: – “What do you think about the statement on the slide?”</p> <p>During or after the discussion bring out the following slide talking points: Our <i>Military Expertise</i> as a profession is the design, generation, support, and ethical application of landpower. This is our contribution to the defense of our Nation. Professionals continuously develop expertise and use that expertise only in the best interest of the society served.</p>	
<p>For Further Reference or to Support Discussion: <i>Military Expertise</i> is highly specialized. The Army Profession provides the security which society requires but cannot provide for itself. The Army Profession is morally obligated to use its <i>Military Expertise</i> in accordance with the values held by the nation.</p>	
<p><u>Slide 6</u> Facilitator Action: Ask the group: – “What do you think about the statements on the slide?”</p> <p>During or after the discussion bring out the following slide talking points: Education, training, and experience in the practice of our Army Profession enable us to effectively and ethically defend the Nation. ADRP 1 describes three critical tasks for developing its expert knowledge: the continuous development of expert knowledge and expertise; applying Army expertise under mission command; and certifying the expertise of Army professionals and units.</p>	
<p><u>Slide 7</u> Slide talking points: Continuously developing <i>expert knowledge and skills</i> is the first of the three critical tasks for the profession. Army professionals must continuously develop expertise in each of these four fields through deliberate, consistent, and repetitious training.</p> <ul style="list-style-type: none"> • The <i>military-technical</i> field encompasses the doctrine of how the Army applies landpower. • The <i>moral-ethical</i> field describes how the Army applies landpower according to law and the expectations of our citizens. • The <i>political-cultural</i> field informs how Army professionals and organizations operate effectively cross-culturally, outside the Army’s institutional boundaries in cooperation with other agencies in the unified action partner environment, and in all civil-military relations. • The knowledge of <i>leader/human development</i> is the most important field of knowledge for the Army, informing how the profession: <ul style="list-style-type: none"> o inspires American citizens to a calling of service o develops their talents and character o certifies them to be Army professionals <p>Ask the group:</p> <ul style="list-style-type: none"> – “How is this expert knowledge necessary for Army professionals to accomplish EVERY assigned mission effectively and ethically?” – “How do Army professionals apply expert knowledge in their everyday decision-making?” 	<p>Task 1: Continually developing expert knowledge and expert practices</p> <p>The Army’s <i>expert knowledge</i> is divided into four distinct fields:</p> <ol style="list-style-type: none"> 1. <u>Military-Technical</u>: How the Army applies landpower to accomplish the mission. 2. <u>Moral-Ethical</u>: How the Army accomplishes the mission in the right way. 3. <u>Political-Cultural</u>: How the Army understands and operates in a multi-cultural, complex world. 4. <u>Leader/Human Development</u>: How the Army recruits, develops, and inspires Army professionals.

Slide 8

Facilitator Action: Ask the group for their reaction to the statement on the slide.

Ask the group:

- “How is **Military Expertise** important when giving subordinates maximum initiative?”
- “Why is the expert knowledge of leader/human development important when operating under mission command?”

Slide talking points: Applying **Military Expertise** under mission command is the second critical task for developing **Military Expertise**. Mission command is impossible without **Trust** and **Military Expertise** (see ADRP 6-0, Mission Command). It requires subordinate leaders to perform with expertise, and requires senior leaders to **Trust** these experts to accomplish the mission, meeting the commander’s intent.

Task 2: Applying Army expertise under mission command

Army doctrine stresses *mission command*, the conduct of military operations that allows subordinate leaders maximum initiative. It acknowledges that operations are complex and often chaotic, and micro-management does not work. Mission command emphasizes competent leaders applying their expertise to the situation as it exists on the ground and accomplishing the mission based on their commander’s intent.



Slide 9

Facilitator Action: Facilitate a discussion about **professional certification**.

Ask the group:

- “What is certification in the Army?”
- “What are some examples of how the Army certifies its members?”
- “How do you certify competence?”
- “How does **Military Expertise** relate to certification?”
- “How do you assess/certify character and commitment?”

Slide talking points: Certifying expertise of Army professionals and organizations is the third critical task for developing **Military Expertise**. Certification is verification and validation of an Army professional’s Competence, Character, and Commitment to fulfill responsibilities and perform assigned duties with discipline and to standards. Through certification, the Army ensures the expertise of its individuals and units. (ADRP 1, pg 2-2, Para 2-8)

Task 3: Certifying the expertise of Army professionals and organizations

The Army *certifies* its members to ensure they meet expectations for military expertise. In the Army Profession membership is a privileged status that volunteers earn through initial and progressive certifications of competence, character, and commitment.



Slide 10

Ask the group:

- “How are the statements on the slide related to the Army Profession’s essential characteristics—**Trust, Military Expertise, Honorable Service, Esprit de Corps, and Stewardship?**”

Slide talking points: Serving in the Army Profession is an honor and a privilege; Army professionals are certified in Competence, Character, and Commitment. These criteria are essential to sustain the **Trust** both of the American people and within the Army Profession. (ADRP 1, pg 2-2 Para 2-11)

- **Competence:** An Army professional’s demonstrated ability to successfully perform assigned duties and to accomplish the mission with discipline and to standards. 
- **Character:** An Army professional’s dedication and adherence to Army Values and the Profession’s Ethic as consistently and faithfully demonstrated in decisions and actions. 
- **Commitment:** The resolve of Army professionals to contribute Honorable Service to the Nation, to perform their duties with discipline and to standards, and to strive to successfully and ethically accomplish the mission despite adversity, obstacles, and challenge. 

For Further Reference or to Support Discussion:

We can see by the definitions of Competence, Character, and Commitment that developing and sustaining **Military Expertise** is an important part of who we are.

The following is additional explanation from ADRP 1:

The Army has three criteria used for the certification of all Army professionals.

- 1) Competence or proficiency in expert work
 - o The application of the Army’s expertise often involves risk—physical risk for the warrior, and the risk of professional error for all Army professionals. We manage this risk by ensuring an appropriate level of competence.
 - o The Army certifies an individual’s competence at a level appropriate to the professional’s grade and the level of the work he or she is performing.
- 2) Moral Character requisite to being an Army professional
 - o Army professionals have a responsibility to use **Military Expertise** only on behalf of the American people and only in accordance with American laws and moral values. To do otherwise betrays the **Trust** of the American people.
 - o Army professionals can only make decisions consistently well if a strong moral character, defined through the Army Ethic, guides their decision-making.
 - o We must certify an Army professional’s character; it is vital to verify that the individual or leader willingly lives and advances the Army’s ethic in all actions to maintain the Army Profession as a self-policing, meritocratic institution.
- 3) Resolute Commitment to the Army’s duty
 - o To be an Army professional means to approach service as more than just a job—an Army professional is a life-long calling.
 - o It means to be primarily motivated by the intrinsic factors of sacrifice and service to others and to the nation, rather than by the extrinsic factors of pay, vacations, work hours, etc.
 - o At higher levels of leader development, certification of commitment includes the leader’s effective **Stewardship** of the Army Profession. (ADRP 1)

Slide 11

Facilitator Action: Facilitate a discussion about **Stewardship**.

Ask the group:

- “Who are **Stewards** of the Army Profession’s **Military Expertise**?”
- “What does it mean to ‘steward’ expertise?”
- “How can we best retain the skills, practices, and expertise we have in our organization today?”

Slide talking points: Responsible **Stewards** of the Army Profession oversee professional education and training activities essential to organizational learning, ensuring their effectiveness and rigor in order to maintain a tradition of excellence and expertise. Similarly, they support a certification system that recognizes expertise in individuals and units.

And so, every member of the Army Profession, from the most junior NCO up through the most senior General Officer, are all **Stewards** of the Army Profession.

Stewarding Military Expertise

Army professionals serve as responsible stewards of the Profession’s future and maintain the Profession’s expertise by:

- Overseeing professional education and training activities essential to organizational learning to include production of military expertise related to the design, generation support, and ethical application of landpower.
- Using expertise to develop and certify individual professionals and units.

<p><u>Slide 12</u> CaseEX and Facilitated Discussion: Select CaseEXs and view them, ask questions, and facilitate the discussion after each segment by referring to the attached facilitator’s card.</p>	<p style="text-align: center;">Click on an image to watch the video.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Facilitator Action: Ask the following questions and support discussion amongst your group.</p> <ul style="list-style-type: none"> – “What qualities would you look for to certify an Army professional’s Competence, Character, and Commitment?” – “Where are some objective criteria for these qualities that should be noted on performance evaluations? (e.g.: NCOER, OER, Civilian–DA Form 7222, DA Form 4856)” – “What can we do to develop these qualities in ourselves and others?” – “How can coaching, counseling, and mentoring help develop these qualities? How is our organization doing at coaching, counseling, and mentoring?” 	

10. TRAINING AND EDUCATION SUMMARY / CONCLUSION.

<p><u>Slide 13</u> Facilitator Action: Ask the group the first question. Get opinions and feedback, and facilitate discussion. Then ask the second and third questions, facilitating discussion and reflection.</p>	<div style="text-align: center;"> <p>How are we developing and documenting expert knowledge in our activities?</p> <p>How are we stewarding the profession by ensuring certification of our Army professionals?</p> <p>How do we develop our Army professionals in competence, character and commitment?</p> </div>
<p><u>Slide 14</u> Slide talking points: To conclude, Army professionals:</p> <ul style="list-style-type: none"> • Continually develop Competence, Character, and Commitment to the profession. • Develop expert knowledge and expert practices throughout the four domains. • Steward the Profession by cultivating Military Expertise throughout the Army Profession. 	<div style="text-align: center;"> <p>Conclusion</p> <p><i>Army professionals:</i></p> <ul style="list-style-type: none"> • Demonstrate competence, character, and commitment to the profession. • Develop expert knowledge and expert practices. • Steward the Profession by cultivating military expertise throughout the Army Profession. </div>
<p><u>Slide 15</u> Slide talking points: Army professionals work to continuously improve both themselves and their profession. Providing feedback that promotes our learning environment is part of being a Steward of the profession.</p> <ul style="list-style-type: none"> • This Quick Reference Code can be smart-phone-scanned, to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Or the link below it can be used to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Please take the time to help enhance our profession. 	<p>Your feedback is important for Strengthening the Army Profession!!</p> <div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>This Quick Reference Code can be smart-phone-scanned, or the link below it can be used to provide feedback on this America’s Army – Our Profession learning session.</p> <p>http://cape.army.mil/aaopfeedback.html</p> </div> <div style="flex: 1; text-align: center;">  </div> </div>

Slide 16
 For more information and to support professional development, visit <http://CAPE.ARMY.MIL>.
 End Page



Facilitator Action: Check on Learning and Promote Reflective Practice
 Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

Learning
 Q – What do you think about what you learned?
 Q – How do you feel about what you learned?
 Q – What did you learn from listening to the reactions and reflections of other Army professionals?

Reflection
 Q – What will you do with your new information?
 Q – What are the future implications of this decision, or of this experience?
 Q – How can you integrate what you have learned into your own organization?

Facilitator Action:

Feedback is encouraged—take a minute and provide us with your comments at <http://CAPE.ARMY.MIL>
 Additional education and training material is available to you at <http://CAPE.ARMY.MIL>

TRUST



America's Army
Our Profession



Standards & Discipline



Army Customs, Courtesies,
and Traditions



Military Expertise

LESSON PLAN



AMERICA'S ARMY OUR PROFESSION



Trust

Lesson Plan

TRUST

AMERICA'S ARMY – OUR PROFESSION (AAOP) EDUCATION AND TRAINING PROGRAM

LESSON AUTHOR: CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)

DATE PREPARED: 18 JANUARY 2013

1. **OVERVIEW.** This lesson plan helps you assemble and conduct a professional development session on Trust. *America's Army – Our Profession* training support packages enable professional development sessions using the case study method to educate members of the Army Profession. The video case study exercises provided are called CaseEXs. Each CaseEX is an Army professional's story combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the story relates to the Army Profession and how it shapes an Army professional's behavior. Ensure that you complete the Army Profession Overview lesson to introduce professionals to these terms and concepts before leading this development session.

Remember, the learning occurs during facilitated DISCUSSION.

2. **BACKGROUND.** The CSA approved the *America's Army – Our Profession* Education and Training program to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The goal is for all members of the profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the profession, and conduct themselves in a manner worthy of their professional status.

3. **LEARNING OUTCOMES.**

- a. Army professionals understand and maintain Trust with their fellow professionals.
- b. Army professionals build Trust in relationships through candor, transparency, respect, and consistency in their behavior.
- c. Army professionals steward the Trust of the American people by ensuring the Army Profession possesses the five essential characteristics.

4. **TRAINING REFERENCES.**

- a. Army Doctrine Publication (ADP 1): *The Army*, Chapter 2
- b. Army Doctrine Reference Publication (ADRP 1): *The Army Profession* (Initial Draft), Chapter 2
- c. Army Doctrine Reference Publication (ADRP 6-22): *Army Leadership*, pages 6–7
- d. Army Doctrine Reference Publication (ADRP 6-0): *Mission Command*, Chapter 2
- e. *Army Profession Pamphlet*: Downloadable pdf on the Army Profession available at <http://CAPE.ARMY.MIL>
- f. *CAPE Public Website*: <http://CAPE.ARMY.MIL>

5. **ADDITIONAL INSTRUCTOR RESOURCES.**

- a. *Facilitator Toolkit*: Additional videos and techniques to help trainers become more effective facilitators (*CAPE Public Website*: <http://CAPE.ARMY.MIL>)

6. **GUIDANCE.**

Prepare.

- If your training site has internet capability, present and facilitate the session online. If there is no internet capability, you can download the entire Trust training support package.
- Review Army doctrine on the Army Profession concepts and Trust (ADP 1 *The Army*, Chapter 2; ADRP 1 *The Army Profession* (Initial Draft), Chapter 2; *Army Profession Pamphlet* (October 2012); ADRP 6-0 *Mission Command*, Chapter 2; ADRP 6-22 *Army Leadership*, Page 6-7).
- Review the material on the CAPE website on reflective practice and how to effectively facilitate a small group development session.
- Print lesson plan and student handouts.

- Review associated CaseEXs and print their facilitator cards.
- As a facilitator, rehearse your role in the education and training session.

Conduct.

- Distribute student handouts.
- Present the online training support package and use talking points with associated slides as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Use the CaseEX to allow the group to apply what they’ve learned in the training to a real-life situation.
- Lead your group in a reflective practice exercise to answer the following questions:
 - o What? (What did I learn concerning Trust and its importance in Army internal and external relationships during the education and training session?)
 - o So what? (Why does it matter?)
 - o Now what? (How will I use this information/new knowledge and apply it to my situation/organization?)

Follow up.

- Seek and leverage future opportunities to build Trust within your organization.
- Maintain communication with CAPE (CAPE Public Website: <http://CAPE.ARMY.MIL>) for the latest information, materials, and products.
- Submit feedback to CAPE.

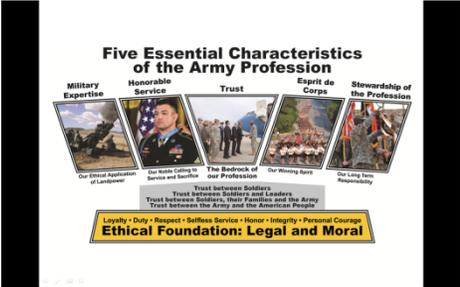
7. TRAINING AIDS.

- Trust training support package for *America’s Army – Our Profession*
- A/V equipment, computer, as required
- White board, poster board, and markers to list ideas
- Participant handout*: Material to support the lesson
- Facilitator note cards*: Material to support facilitated discussions of video case exercises

8. CONDUCT OF LESSON. Suggested Lesson Timeline (timeline can be adjusted based on time available and organization requirements):

<u>Min</u>	<u>Activity</u>
05	Introduction/Goals
10	Trust video and brief discussion
05	Facilitated discussion of Trust
10	Army Ethic video and brief discussions
05	Facilitated discussion of the Trust relationships
05	Facilitated discussion of Stewarding Trust
15	Facilitated discussion of “Trust (Diem)” (4:14)
15	Facilitated discussion of “Trust (Wintrich)” (1:42)
<u>10</u>	<u>Summary / Conclusion</u>
80	Total Minutes

9. SLIDES AND CASE-EX VIGNETTES.

<p><u>Slide 1</u> Title Page Slide talking points: We are going to talk about Trust and its importance for Army professionals. The Army must have a positive relationship with American society based on mutual Trust and respect. The Nation Trusts the Army to expertly accomplish military missions through the effective and ethical application of land-power. Trust is also important in developing relationships among Army professionals. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.</p>	 <p>A slide titled "TRUST" in large yellow letters. The background shows a blue sky with several green parachutes and a black aircraft flying through them.</p>
<p><u>Slide 2</u> Slide talking points: These are goals for our discussions today. Army professionals must understand and sustain Trust within the Army Profession and with the American people. Our professional responsibility, through our Stewardship, is to identify and sustain those practices that will help build Trust.</p>	<p>LEARNING OUTCOMES Recognize and be able to discuss:</p> <p><u>Army professionals:</u></p> <ul style="list-style-type: none"> • Understand and maintain the Trust of their fellow professionals. • Build Trust in relationships through candor, transparency, respect and consistency in their behavior. • Steward the trust of the American people by ensuring the Army Profession possesses the five essential characteristics.
<p><u>Slide 3</u> Slide talking points: Our Army Profession is healthy when all five essential characteristics are present in our culture and organizations, and demonstrated by our professionals. These are Military Expertise, Honorable Service, Esprit de Corps, Stewardship of the Profession, and Trust.</p> <p>Slide talking points: Trust is one of the essential characteristics and supports and is supported by the other four essential characteristics.</p> <p>Because the American people place special Trust and confidence in the Army as a profession that considers service to the Nation its highest priority, Trust is the bedrock of our relationship with them. Our professional responsibility is to preserve this earned Trust. Our moral obligation is the source of this Trust.</p> <p>We ensure Trust by maintaining the remaining four essential characteristics of the profession in everything we do, every day, and in every location where we serve.</p>	 <p>A slide titled "Five Essential Characteristics of the Army Profession". It features five icons representing: Military Expertise (soldier in uniform), Honorable Service (soldier in uniform), Trust (soldier in uniform), Esprit de Corps (soldiers in uniform), and Stewardship of the Profession (soldier in uniform). Below the icons is a quote: "Trust between Soldiers, Trust between Soldiers and Leaders, Trust between Soldiers, their Families and the Army, Trust between the Army and the American People". At the bottom, it says "Lengthy - Daily - Repeated - Difficult - Service - Honor - Integrity - Personal Courage" and "Ethical Foundation: Legal and Moral".</p>
<p><u>Slide 4</u> Slide talking points: Trust is the bedrock of the Army Profession.</p> <p>Facilitator Action: This video introduces Trust in the professional context. Ask the group:</p> <ul style="list-style-type: none"> – “What is Trust and how can it be improved in your organization?” <p>After facilitating a brief discussion, click the arrow to play the video.</p>	 <p>A slide with the word "Trust" in white text on a black background. Below it, the word "TRUST" is written in large, white, serif capital letters. At the bottom, there is a video player interface with a play button and a progress bar.</p>

Slide 5

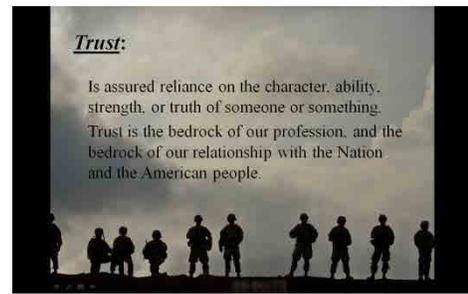
Facilitator Action: Ask the group for their reaction to the statement on the slide.

During or after the discussion bring out the following slide talking points: Our professional responsibility is to grow and preserve this earned **Trust**. **Trust** is the bedrock in all Army professional relationships.

Facilitator Action: Ask the group:

- “What is the effect on Army members if **Trust** is lost within your organization?”

Use examples of recent incidents where **Trust** has been lost, if applicable (others: Aberdeen Proving Grounds, My Lai, Abu Ghraib, Mahmudiyah).



Slide 6

Ask the group:

- “How is **Trust** related to **Military Expertise, Honorable Service, Esprit de Corps, and Stewardship?**”

During or after the discussion bring out the following talking points:

- **Trust** comes from and supports the other four essential characteristics.
- **Trust** is gained or lost through our everyday actions.
- **Trust** is based on personal qualities such as professional Competence, Character, and Commitment.
- A Soldier must see action that is consistent with Army values - this becomes a basis for **Trust**.
- **Trust** comes from shared experiences, risks, and training.
- Mission command is based on a mutual **Trust** and shared understanding.



Slide 7

Slide talking points: Adhering to the **Army Ethic** is an integral part of the **Trust** relationship between Soldiers, Army Civilians, Families, and the American people. The Army Ethic is the collection of laws, values, beliefs, ideals, and principles held by the Army Profession and embedded in our culture.

Facilitator Action: Click the arrow to play the video. This video introduces the Army Ethic in the professional context. After viewing, Ask the group:

- “Why is it important to have a formal Army Ethic?”

Facilitate a brief discussion.

During or after the discussion bring out the following slide talking points: To maintain America’s **Trust**, we must be both effective and ethical (ADRP 1 (Initial Draft)). When the American people give their **Trust** to the Army, Army professionals can act “autonomously” and society **Trusts** that its members will act honorably. Army professionals exercise discretionary judgments—and the failure of individual professionals to make the right decision can be devastating to mission effectiveness. The Army Ethic informs and guides Army professionals’ discretionary judgments and contributes to the **Trust** relationship.



Slide 8

Slide talking points: The Army Ethic is rich and varied in its sources and its content. Parts of the Army Ethic originate from codified, legal documents carrying the force of law, such as the Constitution and the Uniform Code of Military Justice (UCMJ) (left-half of the framework). Institutionally, this codified part of our ethic establishes the purpose, mission, and duty of the Army (see ADP 1, *The Army*).

Slide talking points: The Army draws the other portion of its ethic (right half of the framework) from traditions or documents with immense moral content and importance for all Americans. These traditions or documents do not have standing in law. They include the Declaration of Independence, the Just War Tradition, and the golden rule for interpersonal behavior. The Army draws on these moral foundations through its culture and subcultures within it.

Ask the group:

- “Why does the Army fight?”

Possible answers: We are sworn to support and defend the U.S. Constitution against all enemies—foreign and domestic. The Army as the landpower component of a unified force fights as directed by our elected political leadership in accordance with law.

Ask the group:

- “How does the Army fight?” (Ref: ADRP 3-0)

Possible answers: Army leaders determine how their units use lethal force by applying ethical principles, for example:

1. Military necessity: requiring combat forces to engage in only those acts necessary to accomplish a legitimate military objective.
2. Distinction: discriminating between lawful combatant targets and noncombatant targets.
3. Proportionality: the anticipated loss of life and damage to property incidental to attacks must not be excessive in relation to the concrete and direct military advantage expected to be gained.

During or after the discussion bring out the following slide

talking points: The Army Ethic provides the moral basis and the justification for why and how the Army fights. These shared values strengthen our sense of shared purpose, enhance our *Esprit de Corps*, and support the American people’s desires for an Army that performs effectively and ethically.

Slide 9

Slide talking points: Embracing the Army Ethic is integral to developing and sustaining **Trust** in the Army Profession.

Slide talking points: Being committed to the shared values of the Army Ethic is essential for teamwork. Teamwork builds **Trust** between Army professionals. Soldiers entrust their lives to the Soldiers on their left and right and focus on doing their duty in a way that maintains the **Trust** of their comrades. We ask a lot of our Soldiers, Army Civilians, and their Families and therefore **Trust** is essential in those relationships.

A Framework of the Army Ethic		
	Legal Foundations	Moral Foundations
Army as Profession (Values/norms for performance of collective institution)	<i>Legal-Institutional</i> The U.S. Constitution Title 5, 10, 26 U.S. Code Treaties of which U.S. is party Status of Forces Agreements Law of Land Warfare	<i>Moral-Institutional</i> The U.S. Declaration of Independence Just War Tradition Army Culture—“Can-do” Trust Relationships of the Profession
Individual as Professional (Values/norms for performance of individual professional)	<i>Legal-Individual</i> Oath of: Commission Enlistment Service U.S. Code - Standards of Exemplary Conduct UCMJ Rules of Engagement Soldier’s Rules	<i>Moral-Individual</i> Universal Norms: Accepted Human Rights Golden Rule Creeds & Mottos: Duty, Honor, Country NCO Creed, Civilian Creed Soldier’s Creed, Warrior Ethos 7 Army Values

**Our Individual Trustworthiness
Based on the Army Ethic
Creates Strong Bonds in the Army Profession**

- Trust between Soldiers
- Trust between Soldiers and Army Civilians
- Trust between Soldiers and leaders
- Trust between Soldiers, their Families, and the Army
- Trust between the Army and the American People

For Further Reference or to Support Discussion: Army professionals must apply ethical principles in everything: war-fighting, managing financial resources, personnel management, in personal behavior on and off duty, etc. Regardless of the situation or persons affected, every member of the profession must be able to reason and appropriately apply the right ethical principles while guided by the Army Ethic. They must also accept personal responsibility to discipline themselves, and self-police their organization and other Army professionals. This helps the Army maintain effectiveness and the **Trust** of the Nation.

Slide 10

Slide talking points: **Trust** reflects the confidence and faith that the American people have in the Army to serve the Nation effectively and ethically. The support of the American people has been and will remain paramount to our success. We remain mindful of their **Trust** in us to get the mission accomplished in a way that brings credit to the Army and to the Nation.

The American people trust the Army because of the Army's effective and ethical application of military expertise.



The American people will only continue to declare the Army a profession so long as we demonstrate our effective and ethical application of landpower.

Slide 11

Slide talking points: We are committed to upholding the five essential characteristics, **Military Expertise, Honorable Service, Esprit de Corps, Stewardship,** and **Trust** effective parts of everything we do. **Stewardship of the Army Profession** is our responsibility to both promote **Trust** and ensure the long-term effectiveness of the Army as a military profession.

Stewarding Trust

Stewardship involves a subordination of all Army leaders, civilian and military, to the larger responsibilities of the profession: being the stewards of the trust between the Army and the American people.



Slide 12

CaseEX and Facilitated Discussion: Select CaseEXs and view them, ask questions and facilitate the discussion after each segment by referring to the attached facilitator's card.

Click on an image to watch the video.



Facilitator Action:

Ask the following questions and support discussion amongst your group.

- "Why do you **Trust** your leaders? What have they done to earn your **Trust**?"
- "What can you do to build **Trust** within your organization?"
- "What can cause a loss of **Trust**?"
- "How important is the Army Ethic within your organization? How could you apply it in everyday activities?"
- "What are some examples of Army members losing **Trust** with each other and with the American people? What were the consequences?"
- "What is the best way to sustain and maintain **Trust** in the future?"

10. TRAINING AND EDUCATION SUMMARY / CONCLUSION.

Slide 13

Facilitator Action: Ask the group the first question. Get opinions and feedback, and facilitate discussion. Then ask the second and third questions, facilitating discussion and reflection.

How are we promoting conditions that result in Trust relationships within our organization?

How are we stewarding the Army Profession to ensure that we maintain the Trust of the American people?

<p><u>Slide 14</u> Slide talking points: To <i>conclude</i>, Army professionals:</p> <ul style="list-style-type: none"> • Understand and maintain the Trust of their fellow professionals. • Build Trust in relationships through candor, transparency, respect and consistency in their behavior. • Steward the Trust of the American people by ensuring the Army Profession possesses the five essential characteristics. <p>Ask the group:</p> <ul style="list-style-type: none"> – “How are Army professionals succeeding in developing Trust in our organization?” – “How could we improve the methods by which we build Trust?” – “What have we done that has strengthened, or damaged, that necessary Trust within our unit and with the American people?” 	<p style="text-align: center;">Conclusion</p> <p><u>Army professionals:</u></p> <ul style="list-style-type: none"> • Understand and maintain the Trust of their fellow professionals. • Build Trust in relationships through candor, transparency, respect and consistency in their behavior. • Steward the Trust of the American people by ensuring the Army Profession possesses the five essential characteristics.
<p><u>Slide 15</u> Slide talking points: Army professionals work to continuously improve both themselves and their profession. Providing feedback that promotes our learning environment is part of being a Steward of the profession.</p> <ul style="list-style-type: none"> • This Quick Reference Code can be smart-phone-scanned, to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Or the link below it can be used to provide feedback on this <i>America’s Army – Our Profession</i> learning session. • Please take the time to help enhance our profession. 	<p>Your feedback is important for Strengthening the Army Profession!!</p>  <p>This Quick Reference Code can be smart-phone-scanned, or the link below it can be used to provide feedback on this America’s Army – Our Profession learning session.</p> <p style="text-align: right;">http://cape.army.mil/aaopfeedback.html</p>
<p><u>Slide 16</u> For more information and to support professional development, visit http://CAPE.ARMY.MIL.</p> <p>End Page</p>	<p style="text-align: center;">Visit us at http://cape.army.mil</p>  <p style="text-align: center;">Products and Materials for Development as Army Professionals</p>
<p>Facilitator Action: Check on Learning and Promote Reflective Practice</p> <p>Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.</p>	
<p><u>Learning</u></p> <p>Q – What do you think about what you learned?</p> <p>Q – How do you feel about what you learned?</p> <p>Q – What did you learn from listening to the reactions and reflections of other Army professionals?</p>	<p><u>Reflection</u></p> <p>Q – What will you do with your new information?</p> <p>Q – What are the future implications of this decision, or of this experience?</p> <p>Q – How can you integrate what you have learned into your own organization?</p>

Facilitator Action:

Feedback is encouraged—take a minute and provide us with your comments at <http://CAPE.ARMY.MIL>

Additional education and training material is available to you at <http://CAPE.ARMY.MIL>