

# The Army Profession

## “Military Expertise” Instructional Video



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For all members of the Army Profession

<http://cape.army.mil>

## “Military Expertise”

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## 1. Checklist

- Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- Watch the video prior to your facilitation.
- Review the additional resources.
- Review the “How to run your workshop” guidelines prior to facilitating.
- Think about personal experiences that relate to the scenario.
- Resource Prep:
  - Make copies of the facilitation questions as needed for each of your facilitators.
  - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
  - Make sure you have a whiteboard with dry-erase markers.

## 2. Facilitator Guide Instructions

### Instructions

The video focuses on:

The Army Essential Characteristic of Military Expertise in both the development and promulgation of expert knowledge and the certification in Competence, Character and Commitment of Army Professionals.

- Army professionals demonstrate competence, character, and commitment to the profession.
- Army professionals understand the four domains of expert knowledge.
- Army professionals steward the Profession by cultivating effective and ethical expertise.

Recommended steps to follow when using this video in a group discussion:

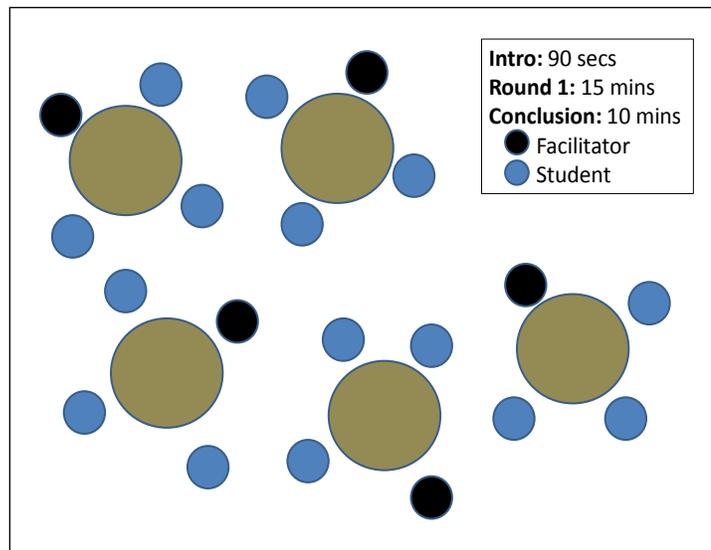
1. Ensure students/participants are familiar with the nature and expression of the Army Profession before starting the lesson/discussion. (e.g., review of ADP-1, Ch. 2 and ADRP-1, Military Expertise)
2. Play the video for the students/participants.
3. Facilitate a group discussion on the topic of Military Expertise. The “Example Facilitator Questions” are included to assist a facilitator in guiding the discussion.
4. Skip to Step 4, “Detailed Plan for Your Workshop,” for example facilitator questions, if already familiar with how to facilitate this module.

### 3. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as is necessary to fit the needs and demographics of the group. We find having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

**PREP:** Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

**BASIC CONCEPT:** Meet for 25 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs, and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



#### KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 5)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

## 4. Detailed plan for your workshop

### INTRODUCTION (90 seconds)

*Introduce the Workshop in a way that communicates the purpose of the event.*

*“Today we are going to talk about the Military Expertise of the Army and its importance to the Army Profession. As Army professionals, we must be aware of this expertise and its effects on how we provide service to the American People and how we certify 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.”*

### ROUND 1 – Facilitated Discussion (15 minutes):

1. What is Military Expertise – and why is it important?
  - a. How does the concept of the Army developing and applying its own expertise support the idea that the Army is a profession?
2. What service does the Army provide to the American Public?
  - a. What might be the result if the Army was not available to provide that service?
3. Explain what is meant in the video by the statement “the ethical application of landpower”?
  - a. Why is it not sufficient for the Army to be powerful and effective?
  - b. How does the American public expect us to apply the “Army’s landpower?”
4. What are the professional responsibilities of the Army with respect to Military Expertise? What are the Army’s three critical tasks with respect to Military Expertise?
  - a. How does the Army generate expert knowledge?
  - b. How does the Army apply its expert knowledge?
  - c. How does the Army pass its expert knowledge on to its members?
5. Describe the Army’s four distinct fields of expert knowledge:
  - a. Military-Technical field
  - b. Moral-Ethical field
  - c. Political-Cultural field
  - d. Leader/Human Development field
6. How does Military Expertise preserve Trust:
  - a. Between the Army and the American People?
  - b. Among Army Professionals?

7. What does the statement, “There cannot be Trust between the Army and outside organizations or Trust within the Army without Military Expertise”, mean? Why?
8. Share how military expertise is applied within the organization.
9. How do your leaders ensure that new expertise is passed down through the organization?
10. What is meant by the “certification of Army professionals”?
  - a. How do we certify in “Competence”?
  - b. How do we certify in “Character”?
  - c. How do we certify in “Commitment”?
11. What does “certification is a mutual responsibility between the Army and each Army Professional” mean?
12. Where could we include a sense of history in the professional ceremonies of our organization?
13. How are we demonstrating military expertise in our daily interactions?
14. Are we demonstrating a commitment to the profession by developing, applying and certifying in Military Expertise in order to preserve Trust?

#### 4. Detailed plan for your workshop (continued)

### **ROUND 2 - Conclusion (10 minutes): Personal Vignettes and takeaways.**

*Facilitator asks students to share any personal vignettes and takeaways from the module.*

**It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the significance of Customs, Courtesies and Traditions. Leaders should walk away with a better understanding of its impact, and be able to properly convey its importance to Soldiers in their unit.**

**Upon concluding, the following questions are useful for determining learning and promoting reflection:**

<b>Learning</b>	Q - What did you learn from listening to the reactions and reflections of other leaders?  Q - What are the future implications of this decision and or experience?
<b>Reflection</b>	Q - How do you feel/what do you think about what you learned?  Q - What will you do with your new information?  Q – How can you integrate new learning into your Command team philosophy, command structure and climate?