

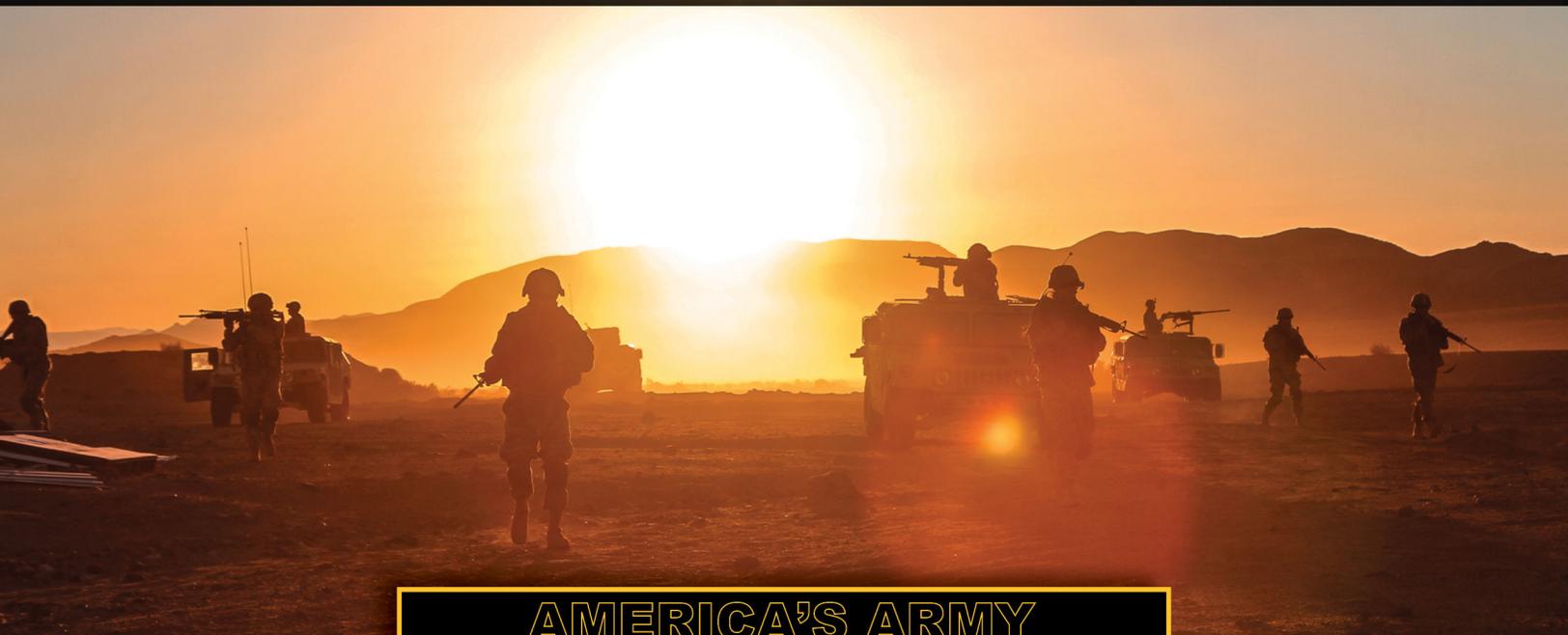


The Center for Army Profession and Ethic

Video Module

“ARMY CIVILIAN, SOLDIER VALUES”

FACILITATOR GUIDE



 **AMERICA'S ARMY**
OUR PROFESSION 

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■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE’s proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is 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.

An **Army Professional** is a member of the Army Profession who meets the Army’s certification criteria of competence, character, and commitment.

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■ Scope

This “*Army Civilian, Soldier Values*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

Major Themes in this Video

Command climate, Teamwork, Morale, Motivation

■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

■ Conduct

Concrete Experience

Facilitator Note: Precede Part 1 of “Army Civilian, Soldier Values” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Army Civilian, Soldier Values.”

Facilitator Tool: The full transcript of the “Army Civilian, Soldier Values” is in Appendix A.

Publish and Process

Facilitator Note: Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

Summary: Upon entering the Army in 1998, Ms. Stoetzel, who is now an Army Civilian, said that the Esprit de Corps, the Trust, and the camaraderie among the Soldiers in her unit was extraordinary. After six years with the 82nd Airborne Division, she was moved to a new unit and said the atmosphere was not at all the same.

1. What are the facts (what happened)?
2. Who were the major contributing individuals or main individual involved in the video?
3. What factors affected Ms. Stoetzel’s thinking or actions?

4. What were the implications for Ms. Stoetzel (what did it mean/ what was learned)? Explain.
5. What is your reaction to what happened?

Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

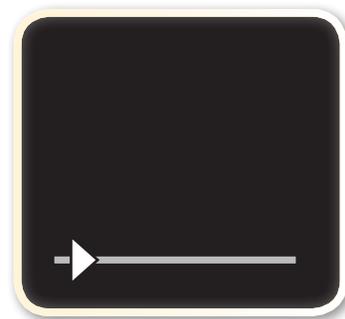
“Army Civilian, Soldier Values” Part 1 (0:00 to 2:13) Discussion:

As Ms. Stoetzel described the differences between her two commands, how did each of the commands contribute to or detract from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of the two different command climates on “building Trust within the Army and with the American people”?
2. Which command was more successful in professionally developing (Military Expertise) its members? Explain.
3. What were the effects of the different command climates on organizational morale and Esprit de Corps?
4. How was the leadership in each command acting or failing to act as Stewards of the Army Profession?
5. What specific behaviors/statements in the scenario show Ms. Stoetzel’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. The 82nd was full of tradition and history that Ms. Stoetzel said taught her discipline and respect. In what ways did the tradition and history of the unit cultivate respect? Did pride in the organization promote Esprit de Corps? Explain. How does a command’s climate help to develop competence, character, and commitment in Army Professionals?



2. Ms. Stoetzel said that her fellow Soldiers were “basically brothers and sisters.” Why is feeling part of the Army Family important for Army Professionals? Do you consider the Army Professionals in your organization brothers and sisters? Why or why not?
3. When speaking of the Soldiers of the 82nd, Ms. Stoetzel said, “I would have gone anywhere with the individual to my left or right.” Do you think she could have or would have made the same comment about the Soldiers in her second unit? Why or why not?
4. Do you think the climate in the second unit affected the members’ competence, character, and commitment? Explain. Do you think that if an Army Professional has strong competence, character, and commitment, they can affect the climate of a unit? Explain.
5. When there is not Trust among Army Professionals in an organization, can it affect mission accomplishment? Why or why not? How can lack of Trust affect the relationships between subordinates and leaders?
6. “There was no Trust, a lot of backstabbing, a lot of bickering,” said Ms. Stoetzel. When there is bickering and backstabbing, are Army Professionals able to contribute to the Profession’s five essential characteristics? Explain.
7. Do you think the climate of the second organization had a direct effect on Ms. Stoetzel’s Army career? Explain. Given a reenlistment choice, which command climate would have encouraged Ms. Stoetzel to remain in the Army? Explain. How do poor command climates encourage Army Professionals to leave the military? How does losing an Army Professional affect the organization and the Army?
8. Do you think the members of the second unit were good stewards of the Army Profession? Why or why not?

Generate New Information

Check on Knowledge

Facilitator Note: Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?

(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?

(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)

3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?

(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)

4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.

(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)

5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.

(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)

6. What moral implications occurred as a result of the actions taken in the video?

(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)

Present New Information

Facilitator Note: Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

Facilitator Note: The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.

Additional questions about the Concrete Experience for the students to ensure relevance:

1. While part of the 82nd Airborne Division, do you think Ms. Stoetzel felt as if she were part of the Army Family? If yes, provide examples from the video to support your answer. Do you feel as if you are part of the Army Family? Why or why not?
2. Ms. Stoetzel stated the leadership of the 82nd was amazing. Do you think the leadership of her second unit had an effect on the climate? Why or why not?
3. Ms. Stoetzel remains in contact with members of the 82nd. Do you think she remains in contact with members of the second unit? Why or why not? Do you think the climate of the second unit was due to the leadership? Why or why not?

Facilitator Note: To increase the relevance of the material for the students, show Part 2 of “Army Civilian, Soldier Values” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.

“Army Civilian, Soldier Values” Part 2 (0:00 to 0:59)

Discussion:

1. Through her description of her career as an Army Civilian, which command climate, the 82nd or her second command, had the greatest effect on Ms. Stoetzel? Explain using specific statements from the video. How has the experience helped her to serve the Army in her new position as a team leader? What do you think the climate is like for her teams?
2. Do you think motivated Soldiers and Army Civilians are better able to uphold and maintain the five essential characteristics of the Army Profession? Explain.
3. Working as an Army Civilian Ms. Stoetzel said, “It has just been an amazing experience to still serve my country after getting out of the military.” In what ways do Army Civilians serve our country? Do you know an Army Civilian whose work is mission essential? If yes, explain why.
4. As an Army Professional, how is Ms. Stoetzel upholding Army Values and Army Ethic? Explain using specific statements from the video. Are Army Civilians expected to uphold the standards of the Army Profession? Why or why not? What Army Values can you identify in the video? Explain.
5. If Ms. Stoetzel’s supervisor said to you that the Army was lucky that it did not lose her, would you agree? Why or why not?
6. What did you (the students) take away from this video?
7. How do you (the students) feel about the information presented in this video?
8. What will you (the students) do with this new information when you return to your organization?



Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

Facilitator Note: *Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.*

Assessment Suggestion: *You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)*

■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used her discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

■ Appendix A: Video Transcription

Part I

Ms. Stoetzel: I joined the Army when I was 19, in 1998. I was asked by my drill sergeant if I wanted to go airborne, and it was an extra \$150, so I jumped right on that. (00:25)

Ms. Stoetzel: So, that led me to my career at the 82nd Airborne Division, where—I was there for six years of my eight-year military career. The 82nd was full of tradition, and the history and the lineage of the unit—it really taught me discipline and respect. When I was with that unit, our platoon, we were basically brothers and sisters. And still to this day, we communicate through all the experiences that we had in the field, and many of them went downrange. Our camaraderie is just amazing and it’s just ... I believe it’s because of that unit, and the history and the Esprit de Corps that brought us together through the traditions, that we had that special bond that we shared together through honor and Trust that we formed while we were in that unit. (01:19)

Ms. Stoetzel: Our Esprit de Corps was so high, we were always conducting parade ceremonies. Our leadership was amazing. They instilled the discipline, the Trust amongst one another. I would have gone anywhere with the individual to my left or right. (01:34)

Ms. Stoetzel: After my six years in the 82nd there in Ft. Bragg, I moved onto a different unit and the same Trust and the bonds that I shared with my fellow Soldiers in Ft. Bragg—it wasn’t the same when I went to my other unit. They didn’t share those historical traditions and the bonds that we built there in Ft. Bragg. (01:57)

Ms. Stoetzel: Everything was completely different. There was no Trust, a lot of backstabbing, a lot of bickering. It was a completely negative environment, which made a lot of the individuals hate coming into work every day. (02:13)

On Screen Text:

“...I was asked by my drill sergeant... to go airborne... I jumped right on that.”

On Screen Text:

“We had that special bond that we shared together through honor and Trust...”

On Screen Text:

“I would have gone anywhere with the individual to my left or right.”

On Screen Text:

“They didn’t share those historical traditions and the bonds that we built...”

On Screen Text:

“It was a completely negative environment...”

Part 2

Ms. Stoetzel: That led me to pursue other endeavors and other options for my career, because I just could not see myself in that type of environment. (00:11)

Ms. Stoetzel: I ETSed out of the Army in 2006 and I started my civilian career as a GS-6. I was in Ft. Riley, KS. I worked for the G8 and I ended up here in Ft Leavenworth where I started as just an administrative assistant. I was told by my leadership and my organization... my current organization, that I had a lot of motivation and drive and dedication which led to an internship. And I went through an internship program for force management. And I have been very successful. Now I lead teams and lead civilians and Soldiers. And it has just been an amazing experience to still serve my country after getting out of the military. (00:59)

On Screen Text:

“I just could not see myself in that type of environment.”

■ Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development

Area: Army Profession and Army Professionals

Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army’s expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army’s resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

Esprit de Corps

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

Trust

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

Army Professionals’ Competence, Character, and Commitment

1. Did the individual demonstrate her competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual’s character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

Area: Army Ethic

Army Values and Warrior’s Ethos/Service Ethos

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

Why and How the Army Provides Service (Fights, Supports, Defends)

1. Were there examples of upholding the Army’s legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army’s moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

Ethical Decision-Making

Recognize the Conflict

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

Evaluate the Options

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

Commit to a Decision

1. What responsibilities did the individual have to balance as she made the decision?
2. How did the individual choose a course of action out of the options available?

Act

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

Area: Professional Identity and Character Development

Moral/Ethical Maturity

1. What do the individual’s actions say about her moral/professional identity?
2. Did the individual show that she understood the importance of being a “Professional Soldier?” If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who she was (identity) and what principles and values (character) she upheld in making decisions and taking action?
6. How might the individual’s professional identity and character change/modify as a result of the event?

Moral/Ethical Strength

1. How might the individual’s moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

Feedback/Reflection

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect her actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to her unit? How would you make decisions clear in ambiguous situations?
3. How will the individual’s decision affect future decisions she may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

■ Appendix C: Experiential Learning Model (ELM) Overview

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

Concrete Experience

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

Publish and Process

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.