

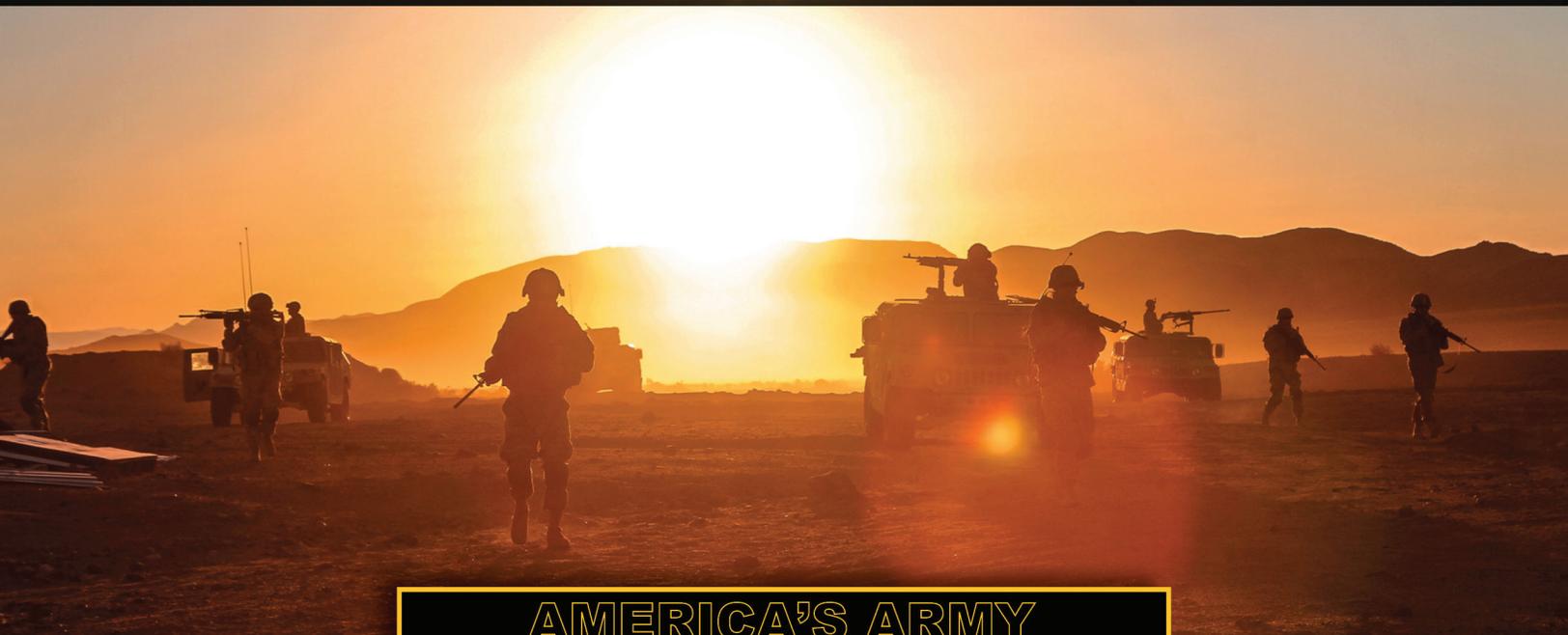


The Center for Army Profession and Ethic

Video Module

# "UNDER THE BUS"

FACILITATOR GUIDE



 **AMERICA'S ARMY**  
**OUR PROFESSION** 

CAPE.ARMY.MIL



## ■ 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 “*Under the Bus*” 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

Toxic leadership, Stewardship, Careerism, Character, Courage

## ■ 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 “Under the Bus” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Under the Bus.”

**Facilitator Tool:** The full transcript of the “Under the Bus” 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:** Army Professionals should be able to expect predictability and stability from their leaders, but at times, Soldiers are thrown “under the bus” by toxic leaders who do not wish to be held accountable for errors or mistakes.

1. What are the facts (what is he saying)?
2. Who is the main individual involved in the video?
3. What factors affected MAJ Grant’s thinking or actions?
4. What were the implications for MAJ Grant (what did he mean/ what did he learn)? Explain.
5. What is your reaction to his interview?

## 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.

### ***“Under the Bus” Part 1 (0:00 to 2:17) Discussion:***

MAJ Grant struggles with his memories of toxic leaders in various commands, yet strives to be a Steward of the Army Profession. How does what he says contribute to or detract from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of his interview on “building Trust within the Army and with the American people”?
2. How did his expert knowledge (Military Expertise) play into his evaluation of toxic leadership?
3. What may be the effects of his decision on organizational morale and Esprit de Corps?
4. How is he acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the interview show MAJ Grant’s professional identity and character, and their contributions to or detractions from Honorable Service?

### ***Additional questions:***

1. MAJ Grant said that the Army culture rewards type-A personalities. Do you agree? Explain. In what circumstances is a type-A personality beneficial? In what circumstances is a type-A personality detrimental? Do you think a type-A personality has an effect on unit climate? Why or why not?
2. While deployed to Korea, MAJ Grant said he witnessed toxic leadership due to a number of factors. Explain the factors he thought were important in his evaluation of toxic leadership. Are there other factors you think are applicable to toxic leader situations? Explain. Do you think leaders with only short-term



goals should be considered toxic? Why or why not? Is it possible for leaders to have long-term goals for every circumstance? Why or why not? While on a one-year deployment, is it possible for leaders to instill long-term goals? Why or why not?

3. “One of the toxic leadership styles ... is if someone seems overly hard on their subordinates, throwing them under the bus,” said MAJ Grant. What is the difference between a leader throwing a Soldier under the bus and holding a Soldier accountable for personal actions? Give examples from your personal experience for both cases when leaders deal with Soldiers.
4. MAJ Grant said, “They take credit for successes but don’t take credit for...mistakes.” If a leader takes credit for successes but not mistakes, how does it affect climate? If a leader does not take credit for the mistakes of subordinates, is he/she acting as an Army Professional? Why or why not? What does it say about the leader’s character and commitment? What does it mean when this type of leader is labeled as a “careerist”?
5. Problematic leaders are often promoted or PCSed to remove them from certain posts. Does this method uphold the standards of the Army Profession? Does this method uphold the Army Values and Ethic? 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 I was in Korea, I noticed a lot of toxic leadership,” said MAJ Grant. Do you think standards for leadership is different while deployed? Why or why not?
2. MAJ Grant said that commanders are often unwilling to step in and recognize a leader as toxic. Should this responsibility be placed solely on commanders? Why or why not? Do you think commanders are always given the information to make the determination? Why or why not?
3. Many times, there has to be a catalyst prior to a toxic leader being investigated. Should a toxic leader be dealt with before investigation-worthy events take place? Why or why not? Is it possible to recognize toxic leaders who have not triggered a catalyst for an investigation? How? What actions should Army Professionals take in toxic leader situations?

**Facilitator Note:** *To increase the relevance of the material for the students, show Part 2 of “Under the Bus” 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.*

## **“Under the Bus” Part 2 (0:00 to 1:50) Discussion:**

1. Why are Soldiers who go to the commander to identify toxic leaders referred to as the “squeaky wheel” or the “troublemaker”? Do you feel loyalty to superiors, regardless of leadership skills, is part of the Army culture? Why or why not?
2. Why is Personal Courage necessary when acting to report toxic leaders? How can Army Professionals prepare to deal with toxic leader situations?
3. Do you feel the MSAF360 is beneficial? Why or why not? What are other methods of identifying toxic leadership? Have you ever dealt with a toxic leader? If so, what did you do?
4. “Respect is a two-way street,” said MAJ Grant. Do you agree? Have you had an experience when you felt as if a leader disrespected you? If yes, was it more difficult to respect the leader?
5. If Soldiers do not Trust leadership, it “breaks up the whole bedrock of the Army society,” said MAJ Grant. Do you agree that Trust is the bedrock of the Army Profession? Why or why not? What are a few indications that there has been a breakdown of Trust between leadership and subordinates? How does a lack of Trust affect climate?
6. What does MAJ Grant mean when he refers to the Noncommissioned Officers as the “Backbone of the Army”? What role can NCOs play in identifying and reporting toxic commanders?
7. MAJ Grant described different characteristics of toxic leaders. What are examples of the characteristics described in the video?
8. What did you (the students) take away from this video?
9. How do you (the students) feel about the information presented in this video?
10. 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 his 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

**MAJ Grant:** I graduated from Michigan State in 2002... branched Aviation. Joined the Army. Went to Ft. Rucker, qualified as a UH-60 Blackhawk pilot. Following that, I went to Europe to Germany for a few years and deployed to Iraq. Came back, went to the MI Captain's Career Corps—the intelligence course—and soon after transitioned to Korea. While I was in Korea, I noticed a lot of toxic leadership. (00:48)

**MAJ Grant:** I know the Army is a culture in which we kind of reward type-A personalities, but there were certain individuals that took it to an extreme and just had short-term goals in mind. They didn't... they didn't look at the overall plan because the way things happened in Korea, everything is short term... one-year cycles. And it seemed like as soon as they came into command, they were going to outdo the other person's short-term goals and really had no vision of the long term or what's good for morale. (01:21)

**MAJ Grant:** One of the toxic leadership styles that I've noticed, or a way to recognize it... is if someone seems overly hard on their subordinates, throwing them under the bus. They take credit for successes but don't take credit for false errors or mistakes. (01:41)

**MAJ Grant:** Although the signs are there, higher commanders are unwilling to step in, recognize an individual as toxic to the Army, and do something about it. Like I said before, it usually takes a catalyst to prompt an investigation, and then they go back and say, “Well, we had all the signs that this guy was on the wrong path.” But nobody steps in, especially in those units where the high attrition rate or the turnover's great due to optempo. We tend to promote our problems away or PCS our problems than to deal with them. (02:17)

*On Screen Text:*

*“While I was in Korea, I noticed a lot of toxic leadership.”*

*On Screen Text:*

*“...no vision of the long term or what's good for morale.”*

*On Screen Text:*

*“They take credit for successes but don't take credit for... mistakes.”*

## PART 2

**MAJ Grant:** We tend to have this idea that we can have open door policies and counsel Soldiers that... if they've got... they identify toxic leaders or they see something, they can just go into the commander and present the issue and stuff's taken care of. But, once again, in our military, nobody wants to be the squeaky wheel or be known as the troublemaker. It's just considered whining. And so, this contributes to a... I guess a self-generating or self-replicating style of leadership that is almost encouraged. (00:36)

*On Screen Text:*

*“...Style of leadership that is almost encouraged.”*

**MAJ Grant:** And lately, the Army has different things in place like the MSAF360 survey and all that, but the stuff that's implemented now, like the MSAF360, is over such a long scale—by the time patterns are recognized or trends catch up to that individual, they're long gone. (00:58)

*On Screen Text:*

*“By the time patterns are recognized...they're long gone.”*

**MAJ Grant:** You know, they say the backbone of the Army is NCOs. That being said, I truly believe that... and you got to treat all your guys with respect. Respect is a two-way street. And I've witnessed instances where a commander has just come down so hard on his guys... constantly throwing them under the bus. Soldiers will go a long way for you as long as... all they ask for is predictability and stability. (01:23)

*On Screen Text:*

*“...all they ask for is predictability and stability.”*

**MAJ Grant:** So when you got a guy that can be characterized as bipolar in the civilian world, or toxic leader in the military, you know... that goes into the whole trust issue. Now, if you're Soldiers don't trust you because they've seen that you're unpredictable or you don't have their back, that kind of breaks up the whole bedrock of the Army society. (01:50)

## ■ 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 his 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 he 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 his moral/professional identity?
2. Did the individual show that he 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 he was (identity) and what principles and values (character) he 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 his actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to his unit? How would you make decisions clear in ambiguous situations?
3. How will the individual's decision affect future decisions he 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.