

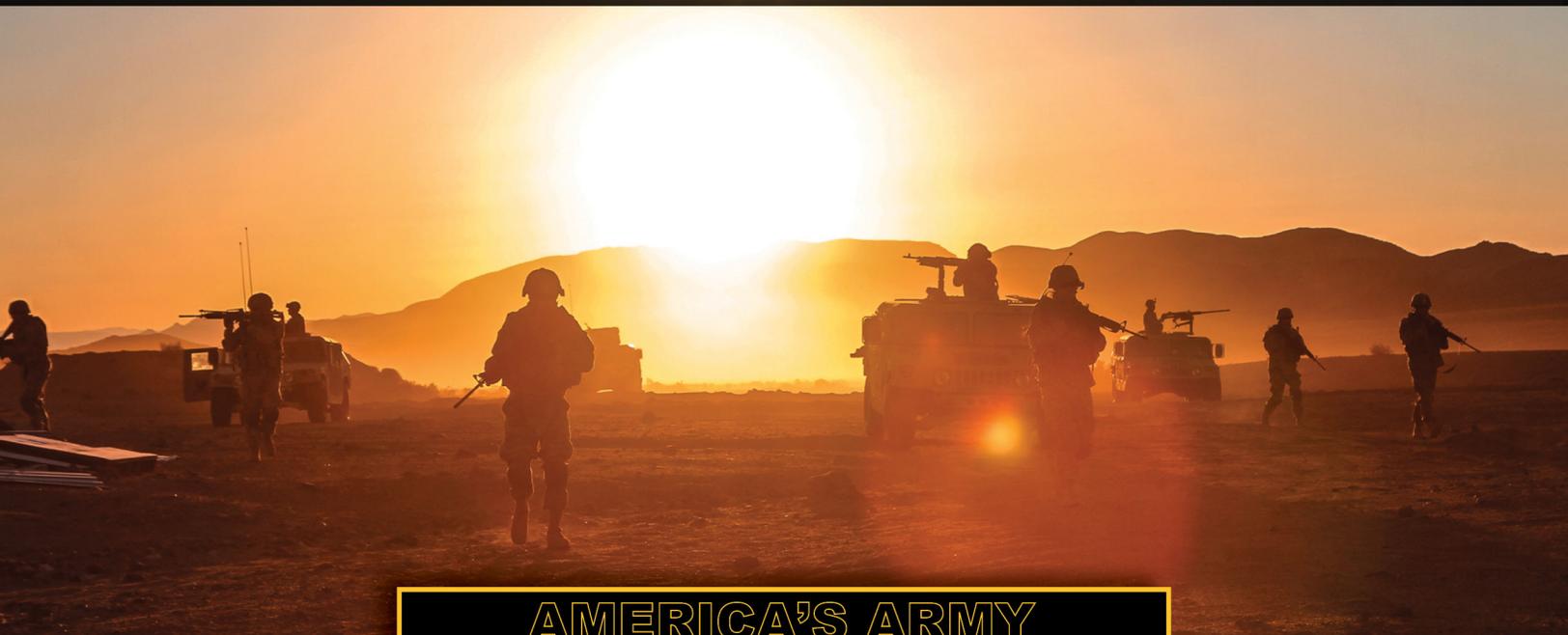


The Center for Army Profession and Ethic

Video Module

“BATTLE BUDDIES AND BATTLE WITHIN”

FACILITATOR GUIDE



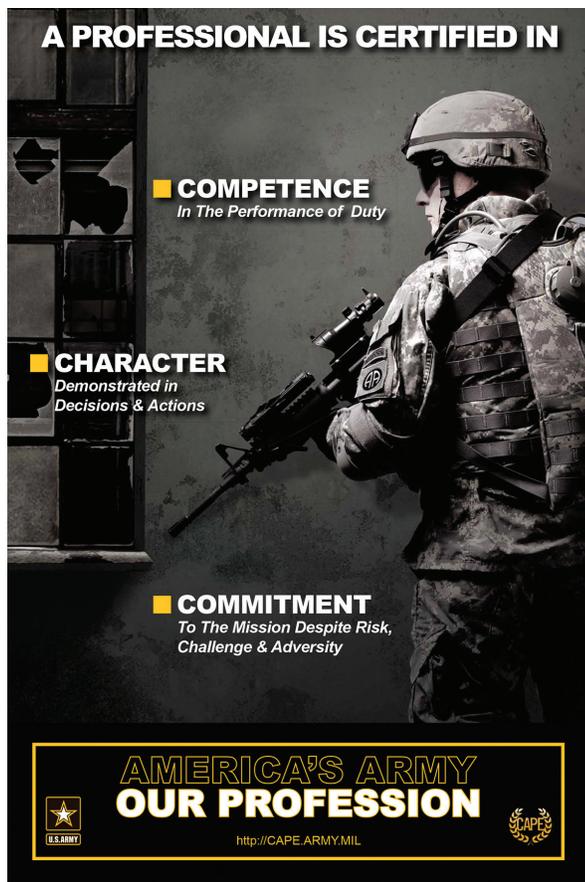
 **AMERICA'S ARMY**
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■ History of CAPE

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 “*Battle Buddies and Battle Within*” 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

Ethical Decision-Making, Character, Family problems, Alcohol abuse

■ 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 “Battle Buddies and Battle Within” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Battle Buddies and Battle Within.”

Facilitator Tool: The full transcript of the “Battle Buddies and Battle Within” 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: Going through some rough times after a divorce, SGT Borja turned to drinking to cope. His battle buddies knew his every move and recognized that something wasn’t quite right, which led SGT Borja one step in the right direction to recovery.

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 SGT Borja’s thinking or actions?

4. What were the implications for SGT Borja (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.

“Battle Buddies and Battle Within” Part 1 (0:00 to 3:02)

Discussion:

As SGT Borja struggles with the situation, how is his ethical decision-making contributing to or detracting from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of his decision on “building Trust within the Army and with the American people”?
2. How did his expert knowledge (Military Expertise) play into his evaluation of the situation?
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 scenario show SGT Borja’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. When SGT Borja was deployed in 2007, his daughter was only one month old, and he made it home shortly before her first birthday. Do you think this affected his first deployment? If so, how?
2. When he returned home, there was “a very big adjustment” for SGT Borja and his wife that was unexpected. If you were deployed, did you experience a big adjustment when you returned home?



Explain. What family problems can appear during a Soldier’s return from deployment? What mitigations can commands employ to prepare Army Families for deployment and return? How do these actions reinforce the Trust relationship between the Army and Army Families?

3. “I started turning to alcohol as a coping mechanism or whatever label you might want to put on it,” said SGT Borja. Do you think SGT Borja realized at the time he was using alcohol to cope? Why or why not? Are coping mechanisms always negative? Explain. What do you do to cope with problems? Explain.
4. While deployed the second time, SGT Borja received the “Dear John” call about his divorce. Do you think receiving divorce news while deployed was harder for SGT Borja? Why or why not? Have you ever received bad news from home while deployed? If yes, what was it? How did you cope with the news? Did it make you feel you had no control over situations at home? Why or why not?
5. SGT Borja said he would start drinking as soon as he got off work but that he would not let it affect his career. Did drinking every night eventually have an effect on his career? Why or why not? How did his actions off duty affect his unit while he was on duty? Explain.
6. When his battle buddies began asking if he was okay, SGT Borja said it was a red flag. Do you think he would have realized there was a problem if his battle buddies had not shown concern? Why or why not? How did his battle buddies act as Army Professionals?

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. Would you be able to recognize if a fellow Soldier had a drinking problem? Explain. Do you know an individual with a drinking problem? If so, have you talked with him or her? Why or why not? Is it your duty to talk with an individual if you feel that the person may have a drinking problem? Explain.
2. “If he’s saying there’s something wrong, I have to trust him.” Why is Trust among Soldiers important? How did Trust among battle buddies affect this situation? What does this say about the climate of SGT Borja’s unit?
3. Battles buddies led SGT Borja the first step in the right direction. Is there a time when a battle buddy led you in the right direction? If so, explain.

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Battle Buddies and Battle Within” 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.*

“Battle Buddies and Battle Within” Part 2 (0:00 to 1:43)

Discussion:

1. At a new duty station, SGT Borja decided it was time to make a change and get help, so he enrolled in the ASAP program. If you or someone you know is in need of help, do you know how to contact an ASAP representative? Explain.
2. How was enrolling in the ASAP program a step in the right direction? Do you know what other options are available for help? Explain.
3. SGT Borja said with the help of the counselor, he was able to get to the root of the problem, which was PTSD. When he was deployed and going through a divorce, do you think he realized he was struggling with PTSD? Why or why not? What can commands do to better prepare their members in the areas of being ready and resilient? How does resiliency help Army Professionals with problems like PTSD, excessive drinking, etc.?
4. “I no longer drink to get drunk,” said SGT Borja. Just because he no longer drinks to excess, does it mean he has completely recovered? Explain. Is it acceptable for an individual to have a few drinks after the person has struggled with an alcohol problem? Why or why not?
5. SGT Borja said it’s not inhuman to feel anger, hate, or aggression. Do you agree? Why or why not? Would you be able to identify in yourself or in another Soldier when anger, hate, or aggression is unacceptable? If so, how? How do you deal with such strong emotions?
6. What do you feel SGT Borja learned from this experience? Do you think his battle buddies gained knowledge from this experience? If so, what do you think was learned? How do they, as Stewards of the Army Profession, pass this learning on to others?
7. What did you (the students) take away from this video?
8. How do you (the students) feel about the information presented in this video?
9. 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

SGT Borja: It stems back, let's see, it would be—2007 would be when we deployed to Iraq. I had previously left my newborn daughter a month after she was born. And, uh, so the deployment started out pretty rough for me. (00:35)

On Screen Text:
“The deployment started out pretty rough...”

SGT Borja: I spent 11 months in Iraq before I went home to see my daughter for her first birthday. Thankfully, I made it home for that. And, uh, when I got there, it was a very big adjustment and my first wife, at the time, was not prepared for any of that. Neither of us were. (00:58)

On Screen Text:
“I made it home... it was a very big adjustment.”

SGT Borja: So we finished out our 15-month deployment, came back, and I started turning to alcohol as a coping mechanism or whatever label you might want to put on it. (01:10)

On Screen Text:
“I started turning to alcohol as a coping mechanism...”

SGT Borja: And, uh, gearing up for the next deployment I started in '07 throughout '08. We got back in January or February of '09, deployed again in '10 to Afghanistan for a year. Couple months into it, I get the “Dear John” call. (01:34)

On Screen Text:
“Deployed again... a couple months into it... I get the ‘Dear John’ call.”

SGT Borja: Divorced in June, finalized in July, and then came back in October, which is really when everything finally came down in a full avalanche on me. (01:51)

On Screen Text:
“Everything finally came down in a full avalanche on me.”

SGT Borja: I was, what I called, a competition drinker, at the time. I would start out as soon as I got off of work, but I would not let it affect my career. So I would hammer as much alcohol as possible until about 20 hundred, 22 hundred a night, eight hours prior to my next shift, and then do it all again. (02:15)

On Screen Text:
“I would hammer as much alcohol as possible.”

SGT Borja: Day in and day out for about six months there. And it was my battle buddies and my... not necessarily my Command, but my NCOs. My NCOs and my battle buddies were the ones that, “Hey, are you doing ok?” “Are you sure you're alright?” Just simply asking

On Screen Text:
“My NCO's and my battle buddies... got me the first step in.”

that to me was a big red flag in my own head. Hey, maybe there is something wrong. This guy knows me. He knows how I breathe, he knows how I move, he knows how I shoot. He knows how everything works. This is my guy to my right. If he’s saying there’s something wrong, I have to trust him. And that actually got me the first step in. The rest was up to me. (03:02)

Part 2

SGT Borja: When I finally PCSed out to my new duty station, I said, “It’s time to get some help. It’s time for me to make a change.” (00:10)

SGT Borja: So I enrolled myself into the ASAP program. (00:15)

SGT Borja: The counselor there was very, very experienced and I could relate to her very easily. She had gone through her own problems in her own time and overcome them as well, so she actually got through to me. (00:31)

SGT Borja: We finally came down to the root of the problem, which was the PTSD—the anger, the aggression, the pent up frustration... resentment from my ex-wife, just everything. Everything finally boiled over, came through to light, and, uh, we finally conquered it. (00:54)

SGT Borja: I no longer drink to get drunk. I will have a beer at dinner because I feel like it. But I found out that you can control your emotions. You can control your Post-Traumatic Stress Disorder and your triggers through work, through counseling, through acceptance of what’s going on around you. (01:24)

SGT Borja: It’s not inhuman to be angry. It is not inhuman... it’s not wrong to feel aggression or hate or any of those things. You gotta put it all into context and live with it. (01:43)

On Screen Text:

“I said, ‘It’s time to get some help. It’s time for me to make a change.’”

On Screen Text:

“I enrolled myself into the ASAP program.”

On Screen Text:

“The counselor...got through to me.”

On Screen Text:

“PTSD... anger... aggression... resentment... we finally conquered it.”

On Screen Text:

“You can control your emotions... through work... through acceptance.”

■ 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.