

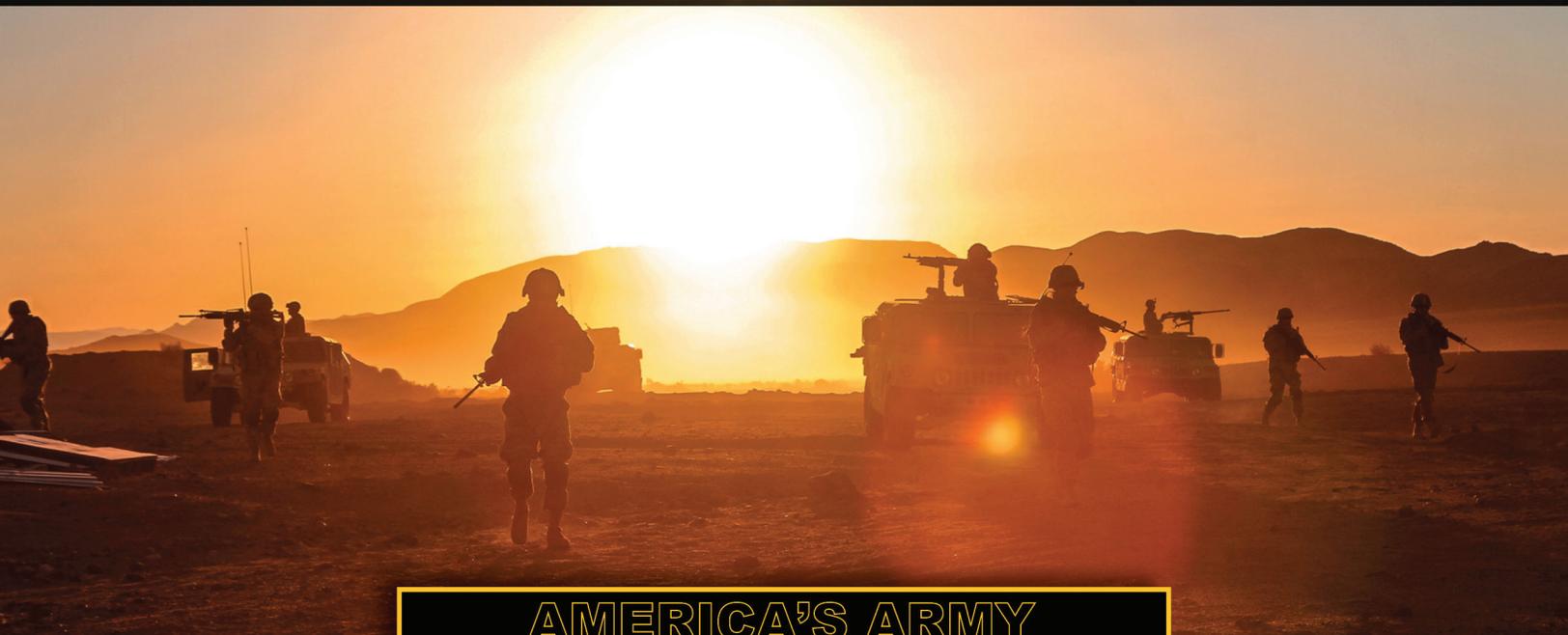


The Center for Army Profession and Ethic

Video Module

“ENFORCING STANDARDS”

FACILITATOR GUIDE



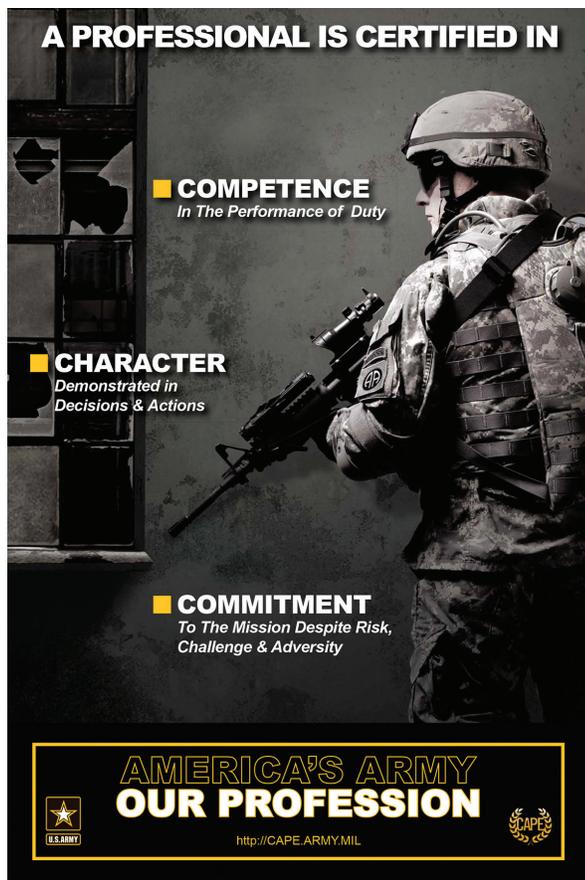
 **AMERICA'S ARMY**
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■ History of CAPE

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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■ Table of Contents

Scope	1
Applicability	1
Suggested Delivery Method - Experiential Learning Model (ELM)	2
Terminal Learning Objective	2
Resources	2
Conduct	3
Summary	9
Appendix A: Video Transcription	10
Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development	12
Appendix C: Experiential Learning Model (ELM) Overview	16

■ Scope

This “*Enforcing Standards*” 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, Courage, Communication, Team

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

Facilitator Tool: The full transcript of the “Enforcing Standards” 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: While deployed in Afghanistan, CPT Borne said his unit received an Information Assurance (IA) violation. As a result, the leadership of the unit was required to redo their IA training online. All the leadership of the unit complied with the exception of CPT Borne’s battalion commander who told CPT Borne to take the test for him. Placed in a dilemma, CPT Borne had a decision to make.

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 CPT Borne’s thinking or actions?

4. What were the implications for CPT Borne (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.

“Enforcing Standards” Part 1 (0:00 to 1:55) Discussion:

As CPT Borne 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 CPT Borne’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. What were CPT Borne’s courses of action in this situation? What rules apply? What are the possible outcomes for him, his commander, and for the unit? What Army Values apply?
2. CPT Borne said that when in doubt, he falls back on Army doctrine to help make decisions. When in doubt do you rely on Army doctrine for decision-making? Do you rely on Army Values



and Army Ethic to help in your decision-making process? If yes, describe how you have relied on Army Values and Army Ethic to make a decision.

3. When the commander asked CPT Borne to take the test, was he right to say no? Why or why not? Was he right to go back to his office and research the regulations to verify it was a violation? Why or why not?
4. Knowing that taking the test was against regulation; would you have followed orders from your superior and taken the test anyway? Why or why not? Have you ever received an order from a superior that you initially questioned but then discovered the order was correct? If yes, explain.
5. It is not uncommon for subordinates to take on simple tasks (such as answering emails, drafting documents, and so on) on the behalf of a superior. Was acting on behalf of his superior different in this instance? Explain.

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. What would it say about CPT Borne’s competence, character, and commitment if he decides not to take the test for his commander? Explain.
2. Do you think the battalion commander really wanted CPT Borne to take the IA training or was he just pushing the CPT to look up the requirement? Explain. Have you ever encountered a case of miscommunication that confused those involved? Explain.
3. What would you do if you were in CPT Borne’s position? Explain any decisions you would make and any actions you would take.

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

“Enforcing Standards” Part 2 (0:00 to 1:49) Discussion:

1. Unable to find the battalion commander to tell him what doctrine says, CPT Borne goes to the XO to tell him the situation. The XO says CPT Borne does not have to take the test for the commander. Do you think CPT Borne should follow up with the battalion commander? Why or why not?
2. The day after CPT Borne verified it would be a violation if he took the commander’s test and spoke to his executive officer, he decided to make an additional call to the attorney for confirmation. Was it the correct course of action when he already researched the doctrine and spoke to the XO? Why or why not?



Do you think the matter could have been settled without making the call? Why or why not? From the reaction of the attorney to call the brigade commander, how do you think CPT Borne related the facts to him? Explain.

3. After the battalion commander received a call from the brigade commander, why do you think the XO chewed out CPT Borne? Was it right for CPT Borne to receive a “chewing” about the incident? Why or why not? Do you have enough information to determine if this action was warranted? Explain.
4. Do you think the friction between the commander and CPT Borne affected the unit climate? Why or why not?
5. “They just didn’t want me to be on the team because I wasn’t a team player anymore,” said CPT Borne. Was CPT Borne a team player? Why or why not? Was it right for CPT Borne to be removed from the job? Why or why not? How did his being removed affect the unit? Can you think of another course of action that CPT Borne’s commander or XO could have taken with CPT Borne? Explain.
6. CPT Borne said he was trying to enforce standards. Do you think he was enforcing standards? Why or why not? Do you think it is the duty of every Soldier to enforce Army standards? Why or why not? Can you think of another course of action that CPT Borne could have taken in trying to enforce standards? Explain.
7. Is it possible to do everything by the book? Explain. Are there circumstances or situations where an individual cannot make clear right or wrong decision? If yes, explain. Have you made a decision that could have been right or wrong? If yes, explain.
8. In what ways is this scenario one of toxic leadership? Give specific examples from the video. In what ways is this scenario one of miscommunication? Give specific examples from the video. In what ways are CPT Borne’s leadership not acting as Stewards of the Army Profession? Give specific examples from the video
9. What did you (the students) take away from this video?
10. How do you (the students) feel about the information presented in this video?
11. 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

CPT Borne: We were gearing up for deployment to Afghanistan. Really didn't have any issues at the time. Showed up and yeah, we had a demanding S3, because you know, it was a primary staff officer, and we were prior to deployment, so long days. But you know, in the Army you have long days and, you know, you have some demanding people you work for. No issue. We ended up going on the deployment—um, got, you know, settled in, in Afghanistan. (00:40)

On Screen Text:
“...settled... in Afghanistan.”

CPT Borne: Started doing the job, and I wasn't a Signal Officer my whole career so, like, I don't really know a whole lot about some of the basics in law officer stuff. So when I don't do that, I fall back on like doctrine—like what I was taught and what is doctrinally correct by the Army. So we had an issue where my commander, at the time—we had an IA violation in our unit, and the policy in theater was if you had a violation, every leader from that soldier up to the O6 level had to redo all their IA training online. (01:12)

On Screen Text:
“...every leader... had to redo all their IA training online.”

CPT Borne: So my commander had to go to retake his training, and he was the last piece. Everybody else to include the brigade commander had already done theirs. He was the last one! So I was like, “Sir, I really need for you to take this 10 minutes to take this test.” And he was just like, “I don't have time for that. You're gonna do that. You do that for me.” And I was like, “I don't think I can do that.” And so I went back to my office and I did some research, and I pulled up the paragraph in AR 25-2, which is information assurance and, you know, it specifically said, like, you cannot sign in as another individual on the network. It's against the regulations, and it's against the acceptable user policy and everything. So I went to go back to tell them that, but he was gone doing commander stuff. (01:55)

On Screen Text:
“...it's against the acceptable user policy...”

Part 2

CPT Borne: So I went and told the XO, and I was like, “Hey sir, I can’t do this, you know, I’m not going to sign in and take his test for him.” (00:06)

CPT Borne: And he was like, “Whatever, you don’t have to do it.” So then the next morning, you know, I was like—well, you know, I should probably really check with like the TDS people to be like, “Hey was I right here, telling this guy no because of the regulations saying no?” And so I got a hold of one of the attorneys that worked in the brigade. (00:22)

CPT Borne: He went, told the brigade commander that we had this issue where I told our commander no, and it was because he was telling me to do something that was against regulations. And so the brigade commander calls down to our commander and was like... (00:37)

CPT Borne: “Hey, what’s the deal here? What’s this captain saying—that you’re telling him to do this?” Needless to say, the XO found me. I mean, he chewed me up one side and down the other. (00:48)

CPT Borne: The commander for the unit removed me from my position. They couldn’t fire me because I didn’t do anything wrong. They just didn’t want me to be on the team because I wasn’t a team player anymore... (01:02)

CPT Borne: ...because I was trying to enforce standards.

Ultimately I’d appealed to my branch manager to be like “You’ve got to get me out of here.” I can’t go anywhere here because if I do anything in this brigade I get yelled at and chastised and brought into the office and dressed down for an hour. “I can’t work here anymore.” And so she made a call to somebody over here on Leavenworth and, because I already had a fairly extensive background in that career field with combat experience, they were able to get the office here to put in a request for me. So I was able to get away, go to my school, and then come work here at Leavenworth—which has been significantly better than my last unit. (01:49)

On Screen Text:

“...I can’t do this ... I’m not going to sign in and take his test for him.”

On Screen Text:

“...I got a hold of one of the attorneys that worked in the brigade.”

On Screen Text:

“...the brigade commander calls down to our commander...”

On Screen Text:

“...he chewed me up one side and down the other.”

On Screen Text:

“They just didn’t want me on the team because I wasn’t a team player anymore.”

■ 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.