

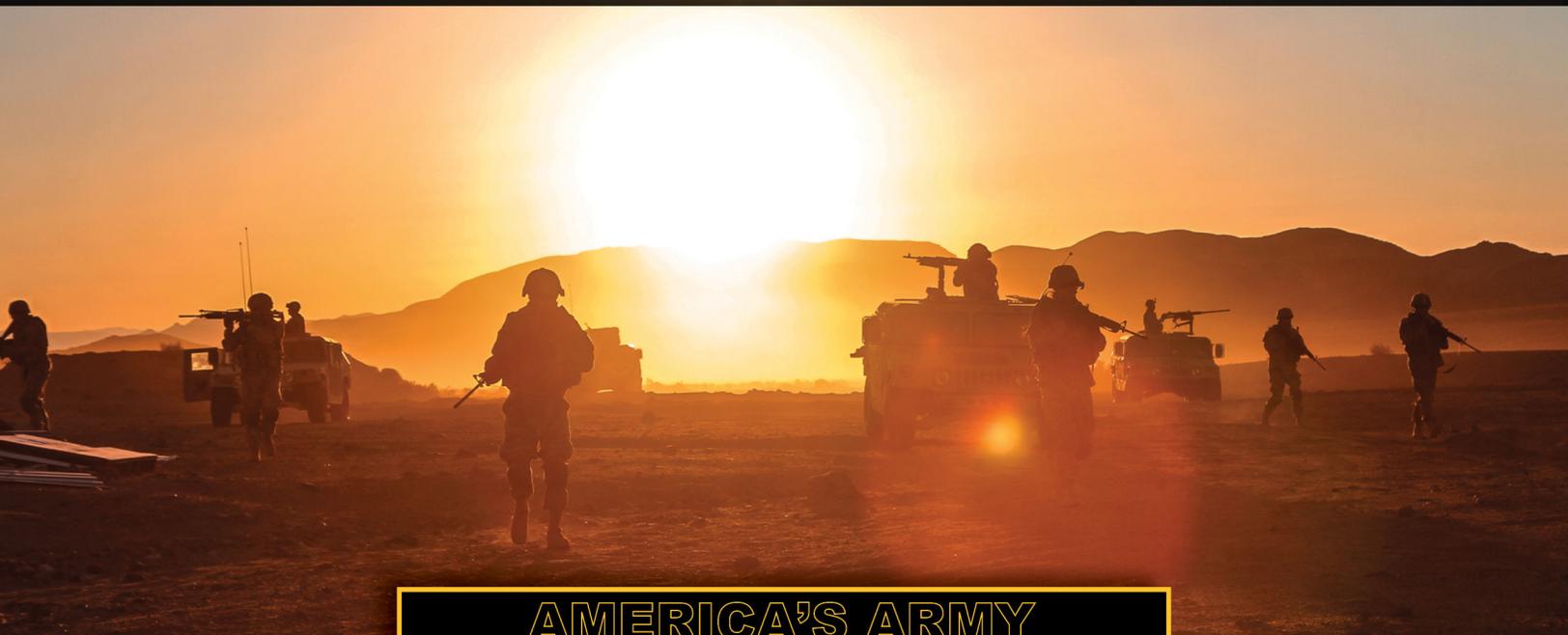


The Center for Army Profession and Ethic

Video Module

“FINDING A FAMILY”

FACILITATOR GUIDE



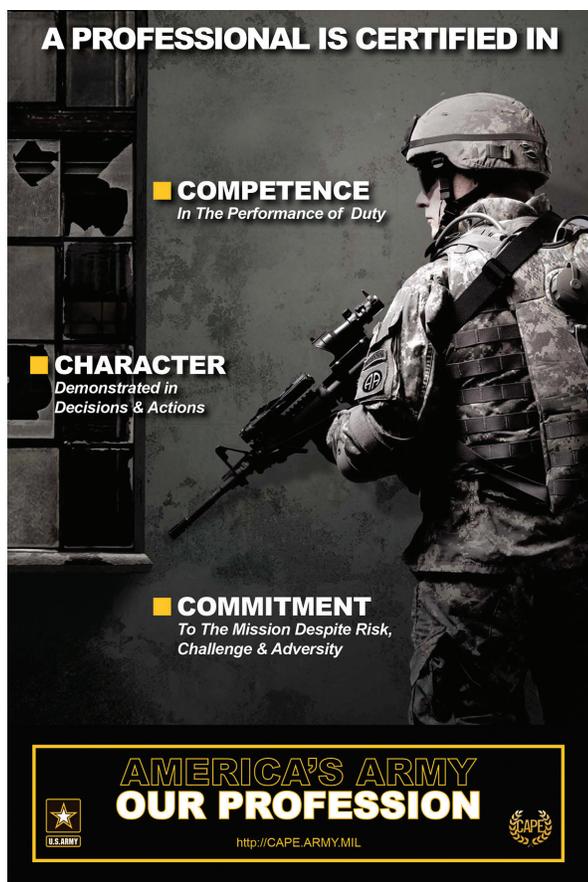
 **AMERICA'S ARMY**
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■ History of CAPE

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 “*Finding a Family*” 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

Post Traumatic Stress, Hazing, Suicide, Courage, Resilience

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

Facilitator Tool: The full transcript of the “Finding a Family” 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: Looking for a family and brotherhood, SGT Enriquez joined the Army and said that when he got to his troop, he did not find what he was looking for. Instead, the situation rekindled old memories he had locked away and tried to forget.

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 Enriquez’s thinking or actions?

4. What were the implications for SGT Enriquez (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.

“Finding a Family” Part 1 (0:00 to 3:38) Discussion:

As 1SG Godkin 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 Enriquez’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. At a young age, SGT Enriquez was sexually assaulted. He said that he put those memories in a box and tried to forget, but because he said that he was aggressive after the abuse ended, was he really able to forget? Do you feel he struggled more with his memories or with what was going on around him? Have you ever had an experience that spurred bad memories from a past event? If so, what was the experience? How did you deal with it?



2. He was searching for brotherhood and an Army family but said he did not find it. Why did he not? Do you feel you are part of the Army family? Is there unity within your unit or squadron? SGT Enriquez said he felt like part of a broken thing. What did he mean by that?
3. SGT Enriquez said the new PVTs were enduring hazing, and there was nothing he could do about it. Can you tell the difference between hazing and discipline? Is it sometimes difficult to distinguish? SGT Enriquez said that he felt powerless to halt the hazing. What actions could he have taken? What actions would you have taken if in the same situation? Should you take action if you feel others are enduring hazing? Why or why not?
4. How did the unit climate affect SGT Enriquez’s competence, character, and commitment? Give examples from his story that show how his past abuse, the environment of hazing , and the attitude of the unit senior NCOs all affected his ability to make decisions and act in this scenario. How have bad experiences affected your ability to think through and deal with situations?
5. “I hit rock bottom ... I was going to commit suicide.” Why did he not seek help before this point? Do you think it is more difficult for an Army Professional to ask for help? 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. Do you have any instances when you felt unity with or felt that you were part of the Army Family? If so, what were they? When an Army Professional feels brotherhood and unity, does it affect a Soldier’s Warrior Ethos/Service Ethos? If so, how?
2. The hazing had greater effect on SGT Enriquez because of his past experiences. Do you think that if he had had the proper care/therapy prior to this situation, he would have handled it better? Why or why not? Have you had an experience that you came to terms with because you discussed with your fellow Soldiers, leaders, or other Army Professionals?
3. He felt guilty about not aiding his fellow Soldiers in a time of need. Do you think his fellow Soldiers felt guilty when they learned that SGT Enriquez needed help, too? Do you think they were able to recognize that the SGT was suicidal? Do you know and can you recognize the warning signs when an individual is contemplating suicide? What actions should you take?

Facilitator Note: To increase the relevance of the material for the students, show Part 2 of “Finding a Family” 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.

“Finding a Family” Part 2 (0:00 to 01:00) Discussion:

1. “Daddy, I love you.” Why did those words, on that particular day, have such impact on SGT Enriquez? Have you ever had an experience when an individual said something to you and unknowingly changed a decision that you made? If so, what did the person say, and how did it affect your decision-making process?
2. SGT Enriquez went straight to his platoon SGT and asked for help. Do you think he had Trust in the platoon SGT? If yes, why? If no, why?
3. Do you think SGT Enriquez would react to potential hazing in the same manner today? Why or why not?
4. Do you think SGT Enriquez’s views on unity and brotherhood have changed? Do you think he feels like part of an Army family now? If so, why? How has his story affected your views on camaraderie in the Army Family?
5. Asking for help saved SGT Enriquez’s life. If he reached a point and needed help again, do you think we would hesitate to reach out? 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 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 Enriquez: At the age of 16 years old, I was sexually abused. It was for a period of 8 months. So it was a very aggressive abuse. And I kind of blocked those memories and put them in a box and decided to forget about them. (00:31)

On Screen Text:
“I kind of blocked those memories...”

SGT Enriquez: I was always stressed out. I was a very aggressive young man after that incident—very impulsive—so I decided to join back in because I knew I was going to find a family, something else, something different. (00:50)

On Screen Text:
“I was going to find a family.”

On Screen Text:
“...so I joined the Army.”

SGT Enriquez: So I joined the Army and I started noticing as soon as I got to that troop, to my troop, that uh, everybody was by themselves, there was no unity, there was no brotherhood, there was, something was missing. (01:10)

On Screen Text:
“There was no unity ... no brotherhood something was missing”

SGT Enriquez: And I was looking for that connection. Ever since I joined the Army, I had been looking for that connection. I felt like I was a part of a broken thing. I brought it up to our 1SGT, and I’ll never forget what he said to me. He said, “SGT Enriquez, it’s bigger than you think. You may try to change things, but this is way bigger than you think.” (01:36)

On Screen Text:
“You may try to change things... but this is way bigger than you think.”

SGT Enriquez: At the time, I didn’t know what he was really trying to tell me. Now I do. But seeing aggression, not necessarily towards me but toward the new incoming personnel. (01:52)

On Screen Text:
“Aggression... toward the new incoming personnel.”

SGT Enriquez: New privates from basic training. I mean, overall hazing. (02:00)

On Screen Text:
“Hazing, Just for the amusement...”

SGT Enriquez: Just for the amusement of certain individuals in the chain brought me back to what happened to me. I wasn’t able to do anything about it. And I don’t know, I felt useless. Felt pretty useless. (02:29)

On Screen Text:
“I wasn’t able to do anything about it... I felt useless”

SGT Enriquez: I know the majority of these privates were looking up to me like, “SGT Enriquez please do something,” and I looked back and I’m like, “what do you want me to do?” There is nothing that I can possibly do to have my SSG or my SFC stop this. I know that they can see it, but they are choosing not to do anything about it. For them, it’s all fun and games. (02:55)

SGT Enriquez: So, again, I couldn’t do anything about it. Depression set in, and it came down to the point where I was like, you know what? I’m useless, I can’t do anything about it, I feel guilty that I see this mistreatment happen all the time. (03:15)

SGT Enriquez: So I had a plan. I was going to—I hit rock bottom at this point, and I had decided that I was done, so I was going to commit suicide. I guess all those memories from my sexual abuse and whatever I was going through at the time. It was a little too much back then. (03:38)

Part 2

SGT Enriquez: I remember the day that I was going to do it, my son woke up before I went to work and came to my room, gave me a kiss, and told me, “Daddy, I love you.” And I don’t know, that sort of—I don’t know, I guess that stopped me from doing it. Because I woke up, I went to work, and I went straight to my platoon SGT and I said, “Look, I need help. I do need help.” (00:30)

SGT Enriquez: I got admitted over at one of the local hospitals. I was there for a month. (00:36)

SGT Enriquez: It felt like I had taken a thousand pounds off my shoulders for some reason. I thought wow, this is great! I started bringing people in. That was one of the advices that I had gotten from my therapist. Don’t ever think that you are alone. (00:55)

SGT Enriquez: There are people out there that will listen to your story. They’ll come and talk to you. (01:00)

On Screen Text:

“I know that they can see it, but they are choosing not to do anything about it.”

On Screen Text:

“I feel guilty that I see this mistreatment happen all the time.”

On Screen Text:

“I went straight to my platoon SGT and I said, “Look, I need help.”

On Screen Text:

“I got admitted over at one of the local hospitals.”

On Screen Text:

“Don’t ever think that you are alone.”

■ 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.