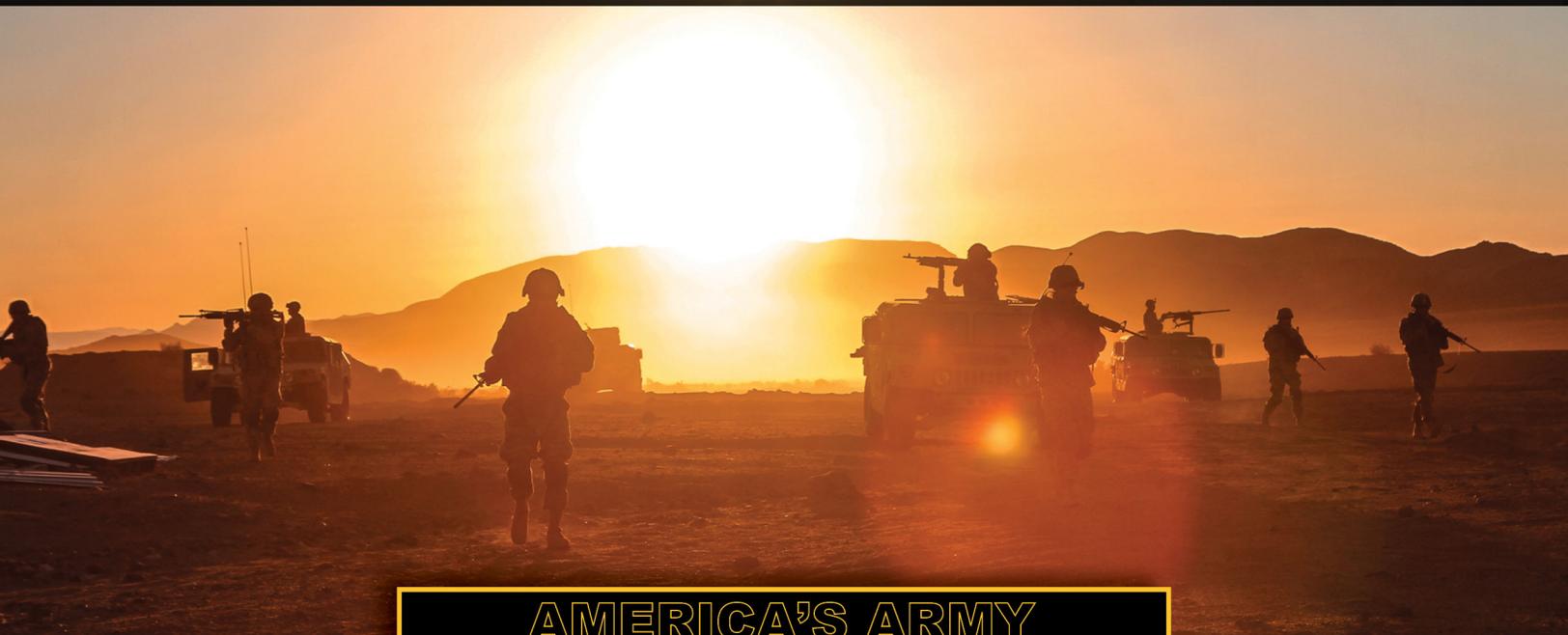




The Center for Army Profession and Ethic

Video Module  
**"45 DAYS"**  
FACILITATOR GUIDE

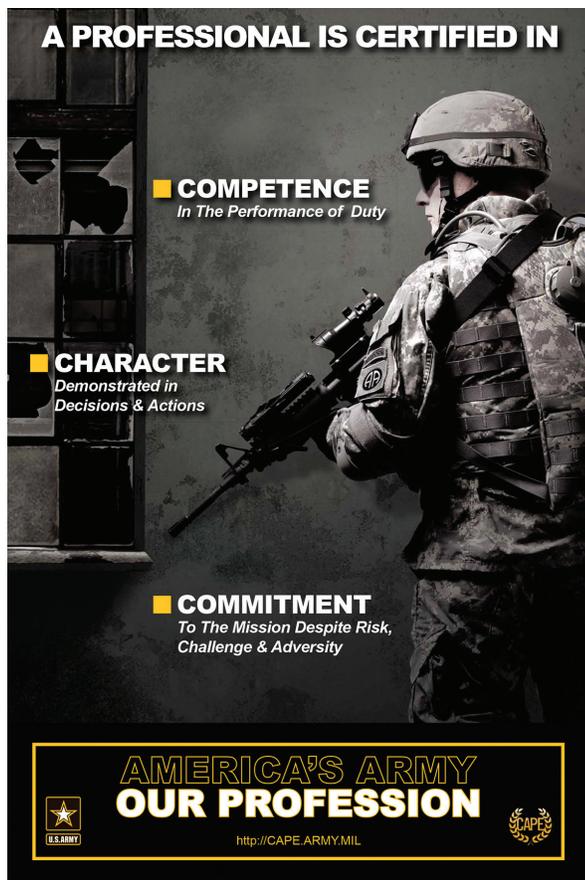


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## ■ History of CAPE

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.

### Contact Information

Center for the Army Profession and Ethic  
Bldg. 621 Wilson Road  
West Point, NY 10996  
845-938-0467

<http://CAPE.ARMY.MIL>

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## ■ Scope

This “45 Days” 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

Alcohol abuse, Ethical Decision-Making, Character

## ■ 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 “45 Days” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “45 Days.”

**Facilitator Tool:** The full transcript of the “45 Days” 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:** After drinking all day, SPC Woodie thought he was fine to go pick up a buddy and take him home. He was wrong. SPC Woodie was pulled over on post and was given a DUI. As a result, he received an Article 15, a drop in rank, and 45 days of extra duty.

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 SPC Woodie’s thinking or actions?
4. What were the implications for SPC Woodie (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.

### **“45 Days” Part 1 (0:00 to 3:27) Discussion:**

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

### **Additional questions:**

1. “Just 24 hours of drinking pretty much,” said SPC Woodie. After drinking regularly for 24 hours, do you think he had the capability to make decisions? He stated that he had a high tolerance, but do you think he knew his limits? Have you ever been drinking, stopped for a few hours, then felt you were okay to drive? Do you think it is wise to make an important decision—like whether or not to drive—after you have already been drinking?
2. Do you think SPC Woodie’s friend did the right thing by calling him for a ride? Why or why not?



3. “I got an Article 15, field grade... 45 days extra duty,” said SPC Woodie. Do you feel this was fair punishment for a DUI? Why or why not?
4. SPC Woodie said he felt that he let his unit down and let his family down. Do you agree? If yes, in what ways did he let them down? If no, explain why you disagree. In what ways did the 45 days of extra duty affect his unit? In what ways did the 45 days of extra duty affect his family?
5. The amount of drinking SPC Woodie describes sounds excessive yet he talks about it as if it were a normal occurrence. How do you think SPC Woodie’s attitude about drinking so much came about? What types of command climate or circumstances can contribute to this? How do leaders recognize when the Soldiers in their units are involved in risky behavior?

## 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 fellow Soldiers call you if they need a ride? Have you ever called a fellow Soldier when you needed a ride? Why is it important that Soldiers know that they can depend on each other when needed?
2. How did it appear that SPC Woodie made the decision to drive to get his buddy? What rules about drinking and driving do you think he should have considered? What possible second and third hand effects do you think he should have considered that might have resulted from the outcome of his decision? What Army Values should he have considered in making his decision? How do you make decisions?
3. Do you think being reprimanded for the DUI had an effect on SPC Woodie’s future decision-making in regards to drinking and driving?
4. “You never really think about what it’s like until it’s actually happening to you,” said SPC Woodie. Do you think the experience was eye-opening for him? Do you think he learned from the experience? Have you had a similar experience that you learned a great deal from? Explain.
5. How do you think his fellow Soldier and buddy felt when SPC Woodie was arrested?

**Facilitator Note:** *To increase the relevance of the material for the students, show Part 2 of “45 Days” 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.*

**“45 Days” Part 2 (0:00 to 1:30) Discussion:**

1. “I slowly started trying to better myself as a Soldier and an individual amongst my unit.” He had made a mistake but tried to better himself as a result. What does this say about his competence, character, and commitment? He became a team leader and was given more duties. Do you think his leadership trusted him? Why or why not?



2. He said he has been able to talk to some of the “newer, younger guys” about his DUI. Do you feel SPC Woodie has valuable insight to offer the younger Soldiers? Is advice coming from peers better received by Soldiers? Why or why not? How is he acting as a Steward of the Army Profession?
3. If you plan to drink, do you always have a plan on how you will get home without driving? Do you have a specific person that you call? Why do you call that person? Would you call your chain of command for a ride home? Why or why not?
4. Because he had been issued a DUI, did it mean he was not fulfilling his duties as a Soldier? Why or why not?
5. In regard to your unit’s culture, is excessive drinking by Soldiers a normal occurrence? What is it about your unit that contributes to the Soldiers attitudes about drinking and about drinking and driving? How can the units leaders promote attitudes that uphold the Army Ethic and help take care of their Soldiers?
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

**SPC Woodie:** It was in 2011, back in June... me and one of my buddies from my unit, we had been out drinking the whole Saturday. Just 24 hours of drinking pretty much. Ended up going back to the barracks... went to bed for a while, got back up the next morning, drank more. About noon came around, I had some personal things that I had to take care of so I went back to my barracks room... he kept on going. Then about midnight or so I got a phone call from him asking me to come pick him up from the barracks because there was a fight that was starting to break out. He didn't want to be involved. He didn't want the unit to get into trouble because he was with other guys. So he asked me to come pick him up. I felt like I was perfectly fine. I hadn't had anything to drink for a while. Felt like I had a pretty high tolerance so I drove down to go pick him up. Got him and was on my way to take him to a buddy's house just off post and got pulled over in front of Burger King... on post, DUI. (1:31)

*On Screen Text:*

*“Got pulled over ... on post, DUI.”*

**SPC Woodie:** I got Article 15, field grade ... 45 days extra duty, very close to getting 45 days restriction to post, which at that point, my wife had moved up here. I was no longer living in the barracks at that point and was on off-base housing. So came very close to being stuck in the barracks for 45 days away from my family. I missed Thanksgiving... being stuck on extra duty. It made it really difficult because at the time, I couldn't drive so my wife had to drop me off at work at five o'clock in the morning. Then I would go to work, do all my stuff. As soon as I got off work, went and did extra duty till almost midnight, and then she would have to come down and pick me up... wake our son up to come pick me up. And then go home, sleep for a couple of hours, and do it all over again the next day. (02:42)

*On Screen Text:*

*“...my wife had to drop me off at work at five o'clock in the morning.”*

**SPC Woodie:** I felt I let a lot of people down—guys in my unit. It caused a lot of havoc for us. (02:52)

*On Screen Text:*

*“I felt I let a lot of people down.”*

**SPC Woodie:** But being a husband and father, it was pretty rough. I felt like I had let my family down. (02:59)

*On Screen Text:*

*“I felt like I had let my family down.”*

**SPC Woodie:** This was, like no joke, the first time I had ever gotten in trouble with the police other than like two speeding tickets prior to that. It was a pretty scary moment. You always see it on TV guys getting in trouble and cops or something getting handcuffed and all that, and you're like, "Oh what an idiot." And you never really think about what it's like until it's actually happening to you. (03:25)

**SPC Woodie:** ...you're getting cuffed and getting thrown into the back of the cop car. (03:27)

## Part 2

**SPC Woodie:** At the time of the DUI, I was PFC... E3. I got dropped down to E1... did my 45 days of extra duty and all that. Then after I was done with all of that, I slowly started trying to better myself as a Soldier and an individual amongst my unit. We ended up getting told that we were deploying. Deployed was still a private E1. (00:31)

**SPC Woodie:** Became a team leader and started moving up within the squad and in the company and just given a lot more responsibility. And now I've been able to talk to some of our newer, younger guys and be like, hey, look, don't mess up. (00:50)

**SPC Woodie:** This is what will happen. If you're out drinking and partying with friends, that's not a problem. Have fun. But at the same time, make sure you have a plan. Whether it be having a DD, having a little piece of paper that's got a series of a couple different taxi companies on it with their phone numbers, give them a call. Call your chain of command, just don't drink and drive. (01:25)

**SPC Woodie:** It will mess you up. (01:30)

*On Screen Text:*

*"You never really think about what it's like until it's actually happening to you..."*

*On Screen Text:*

*He deployed as an E-1 Private.*

*On Screen Text:*

*"Don't mess up."*

*On Screen Text:*

*"Don't drink and drive. It will mess you up."*

## ■ 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.