

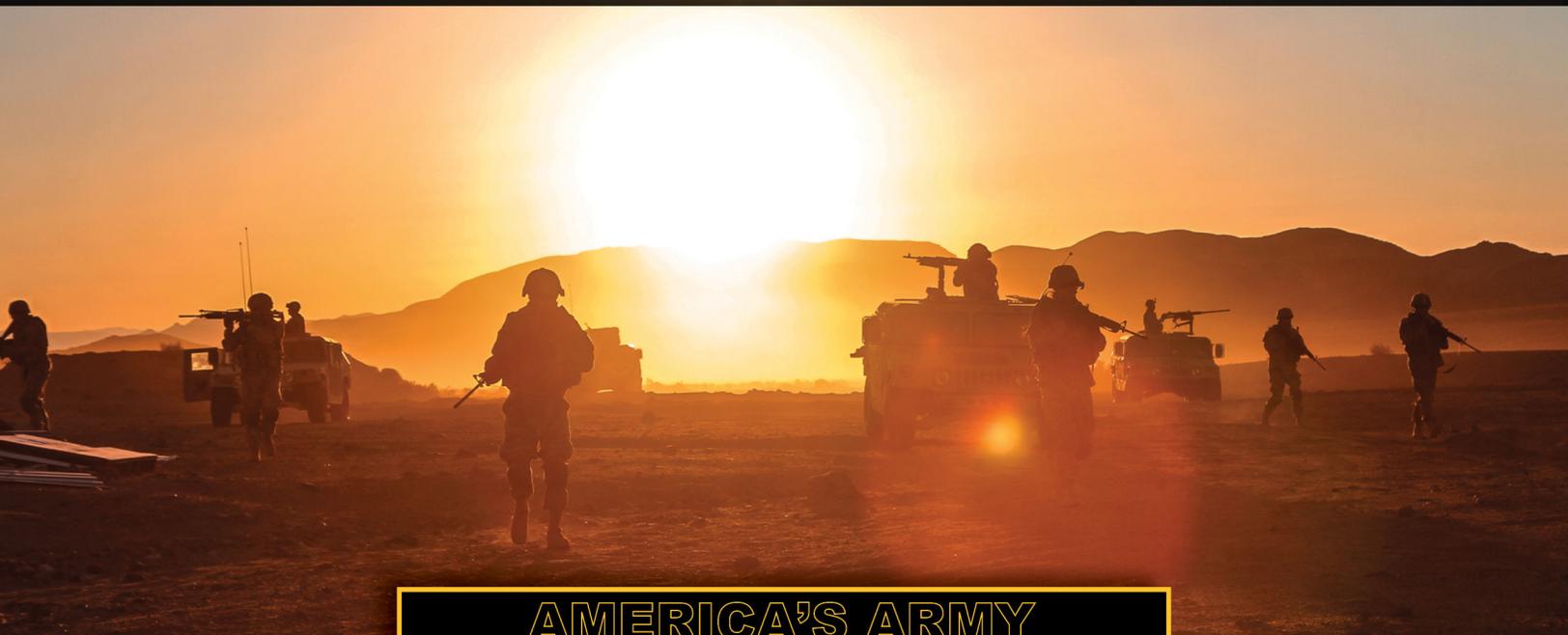


The Center for Army Profession and Ethic

Video Module

“HARD RIGHT OR EASY WRONG”

FACILITATOR GUIDE

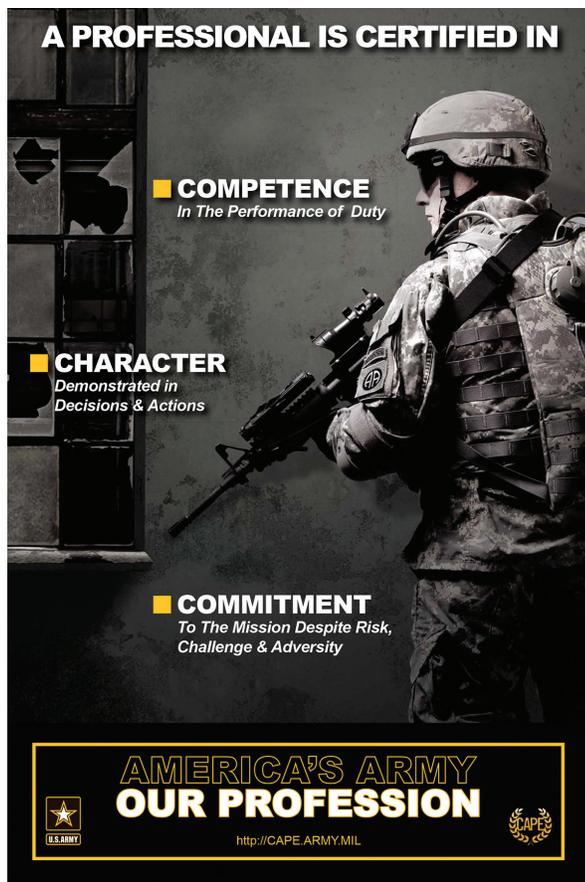


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■ History of CAPE

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.

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■ Scope

This “*Hard Right or Easy Wrong*” 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

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

Facilitator Tool: The full transcript of the “Hard Right or Easy Wrong” 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 2008, 1SG Craft walked right into a tough situation during a routine inspection when he discovered a married female Soldier with a male Soldier, who was not her husband, in her quarters at two in the morning. To compound the problem, alcohol and drugs were found. 1SG Craft said that he could have easily left it alone and walked away. But, he knew that was not the right choice.

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 1SG Craft’s thinking or actions?

4. What were the implications for 1SG Craft (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.

“Hard Right or Easy Wrong” Part 1 (0:00 to 2:51) Discussion:

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

Additional questions:

1. The female Soldier involved had recently made SGT, but 1SG Craft had known her since she was a PVT and knew her husband as well. Do personal relationships among Soldiers affect the decision-making process in situations like this? Do you feel it affected 1SGT Craft’s decision? Are your decisions influenced when a buddy is involved? Why or why not?



2. Upon entering her quarters for the inspection, 1SG Craft noted that “She didn’t look right” and that there was a male NCO with her. Was it appropriate to have the male in her quarters? If she was not married, would it be appropriate to have the male in her quarters? If you suspected infidelity, would you get involved? Why or why not? Do you think the outcome would have been different if she were drinking alone? Why or why not?
3. By telling the female Soldier “You are wrong and you know you are wrong,” what does it say about 1SG Craft’s competence, character, and commitment to the Army Profession? In what ways did he uphold Army Values and the Army Ethic?
4. Because the female Soldier and her husband were both friends of 1SG Craft, he said the situation was a moral dilemma. Do you think the dilemma was because there was a male Soldier in her quarters, or was it because she was drinking? Or, was the dilemma because he knew that his decision regarding how to handle the situation would have consequences for both her Army career and her personal life? Should the consequences for an individual’s wrongdoing affect the decision-making process?
5. 1SG Craft could have easily told the female Soldier to excuse the male from her quarters and not taken any action. Why did he not? Would it have been the easier choice? 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. The female Soldier asked, “Am I going to get in trouble?” Do you think she asked because she had been acquainted with 1SG Craft for some time and did not think she would be reprimanded? Do you think she would have asked the same question of a superior that she did not know? Why or why not?
2. If you were conducting an inspection while deployed and walked into the same situation, would you have made the same decision? Are Soldiers expected to maintain higher standards while deployed? Why or why not? Why is it important for Soldiers to adhere to standards and discipline while deployed?
3. Why is it important for a SGT, or any Soldier in a leadership position, to perform to standard with discipline through their competence, character, and commitment and, thus, contribute to the five essential characteristics of the Army Profession?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Hard Right or Easy Wrong” 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.*

“Hard Right or Easy Wrong” Part 2 (0:00 to 2:18) Discussion:

1. “Adultery, I couldn’t say that they were doing anything, but the perception of it was wrong.” If he did not witness an indiscretion, why did 1SG Craft state they were in the wrong? Is it inappropriate for a male and female to associate on a social basis? Why or why not? In the same scenario, would you automatically assume there had been an indiscretion? Why or why not?
2. The female Soldier possessed alcohol and drugs—both illegal in Iraq. Should breaking laws in other countries result in harsher consequences for Soldiers? Why or why not?
3. A common phrase when making tough decisions is “Hard Right or Easy Wrong.” 1SG Craft said that if it is hard to make the right decision, then you are already in the wrong. What does he mean? If you uphold Army Values and Army Ethic, are there hard right decisions? Why or why not?
4. 1SG Craft said, “If I were to choose the wrong thing, then I’m failing, not my friend, because at the end of the day, you have to say, what’s more important to you?” Do you always fail if you choose the “easy wrong?” Are all decisions easy? What are some examples of decisions you made that were important to you? Were those decisions hard to make? If so, why?
5. Because the female Soldier had broken rules and regulations, 1SG Craft asked, “How can I Trust you to take care of my Soldiers?” When an individual breaks rules and regulations, can you Trust them? Why or why not? When a Soldier in a leadership position wavers morally, what example does that set? Does it lower standards for subordinates? If so, why?
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

1SG Craft: In Iraq, 2008, I had just got promoted to SFC. Prior to deployment, I had been in the same unit for years, so I knew the majority of the Soldiers in the unit. I had a female Soldier who, I knew her from the time she was a PVT, she had just made SGT, and we did a random health and welfare inspection. (00:38)

1SG Craft: We initially knocked on the door to the CHU and she answered the door. I asked her, I said, “Are you alright?” I looked at her, and she didn’t appear to be, she didn’t look right. So initially, she was like “Roger SGT...” I was an E7 SFC, “...roger SGT Craft, I’m good.” I thought okay. I said, “We are doing a health and welfare.” Oh (excuse me) she was like “Oh crap.” I was like okay, well, I have my battle buddy SSG Dunham, SFC Dunham with me, and we were doing two-man teams. We entered her room. (01:17)

1SG Craft: There was a male NCO in her room that wasn’t her husband. (01:22)

1SG Craft: It was two in the morning. Number one, he shouldn’t have been in her room. Number two, as she walked, she appeared intoxicated. I was just like “Are you all serious?” I was sitting there saying, “Are you serious?” She said, “Well, oh well.” I sat and I asked her—I said, “Have you been drinking?” She’s like, “Oh yeah, am I going to get in trouble?” She says, “I have a bottle in my...” she told me where the bottle of alcohol was. I was sitting there, I was looking at her, and I’m like “You really must be drunk to even tell me this.” And I’m assuming that she thought that because we were friends that it was going to be OK. However, I looked at her and I told her “SGT, you are wrong and you know you are wrong.” (02:10)

1SG Craft: She said, “Roger, SGT, I know I am, but it is what it is.” I found a brand new SGT that I knew forever, who had recently married. Her husband was on the road at the time, he was out the gate, out the wire. And she had a male in her room. And on top of that, she had been drinking. And here I am with a Soldier or an NCO who was, her and her husband were both my friends, so like for me, it was a very much of a moral dilemma. What do I do? Because I could

On Screen Text:

“She had just made SGT.”

On Screen Text:

“She didn’t look right ... we entered her room.”

On Screen Text:

There was a male NCO in her room.

On Screen Text:

“SGT, you are wrong and you know you are wrong.”

have easily said, “You need to lay down and go to bed, get this guy out of your room” and left it alone. (02:51)

PART 2

1SG Craft: But I felt the need to do the right thing for several reasons. Because number one it was wrong. It was against the law to be drinking in Iraq. Adultery, I couldn't say that they were doing anything, but the perception of it was wrong. As well as, here is a brand new SGT, a brand new leader who has broken so many rules and regulations, what do I do? (00:21)

1SG Craft: I had my battle buddy go get the 1SG at the time. The 1SG came, found, and confiscated the alcohol, confiscated everything else that she had because not only was there alcohol but she also had drugs. And this is while deployed, so this is really a problem for me because initially, I was always taught coming up as a leader that you have to make the right choices when it comes to what's right and what's wrong. (00:53)

1SG Craft: One interesting thing that I heard was they need to choose the hard right over the easy wrong. Which, in turn, I don't really agree with. I believe that if you have to make a decision whether to choose the hard right, then you're already wrong. So for me, it wasn't so much a decision-making process as much as it is, I know what the right thing is. If I were to choose the wrong thing, then I'm failing, not my friend, because at the end of the day, you have to say, what's more important to you? What are your values? (01:27)

1SG Craft: So my thoughts were, you as a young SGT how can I trust you to take care of my Soldiers and take them outside the wire if you're not right? (01:38)

1SG Craft: She wound up getting UCMJ punishment and reduced in rank, which also led to her and her husband getting a divorce and the whole nine. At the end of it all, the husband, he thanked me not for, not so much as he said back then, letting him know that his wife was cheating on him as much as it was for just holding the standard. Because, like he said “Most people, most NCO's would have thought that they were taking care of the Soldier when it's more important to take care of our Army, especially during deployment.” (02:18)

On Screen Text:

“A brand new leader who has broken so many rules and regulations...”

On Screen Text:

“As a leader... you have to make the right choices.”

On Screen Text:

“What's more important to you? What are your values?”

On Screen Text:

“How can I trust you to take care of my Soldiers?”

■ 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.