

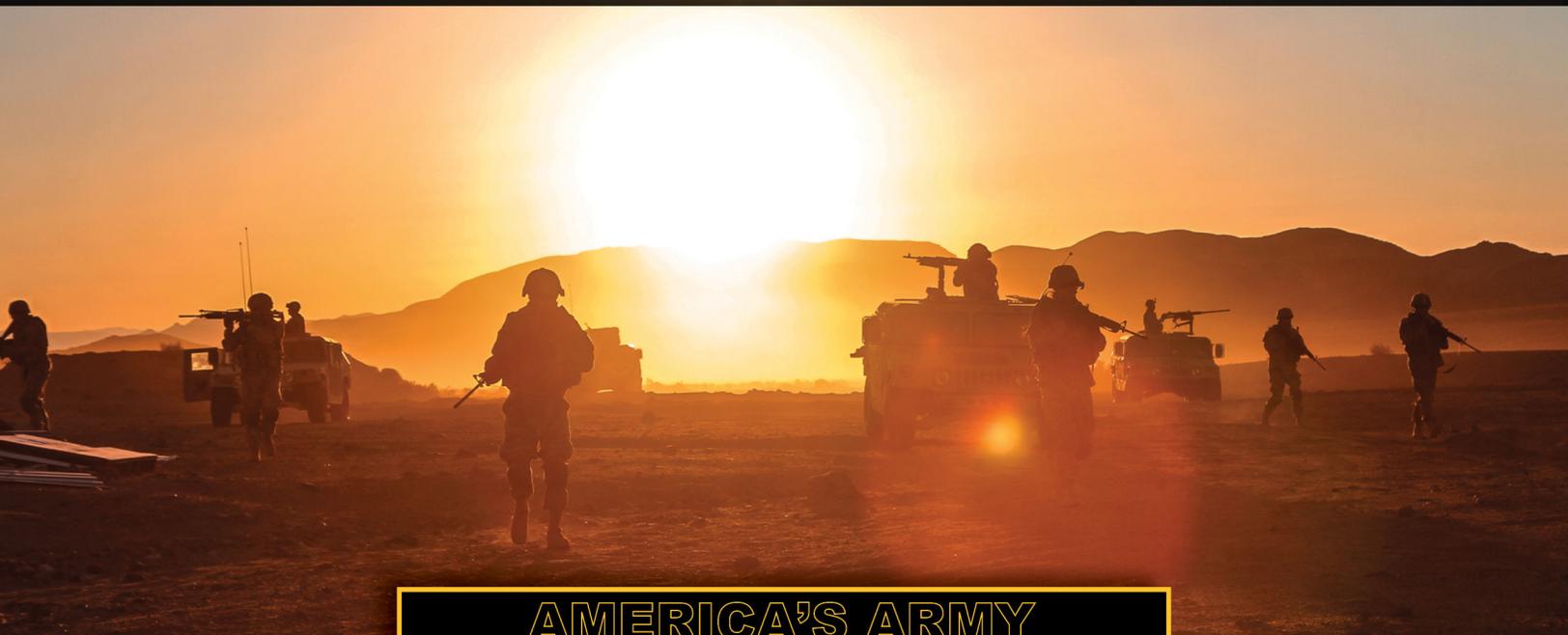


The Center for Army Profession and Ethic

Video Module

“UNPROFESSIONAL ENCOUNTER”

FACILITATOR GUIDE



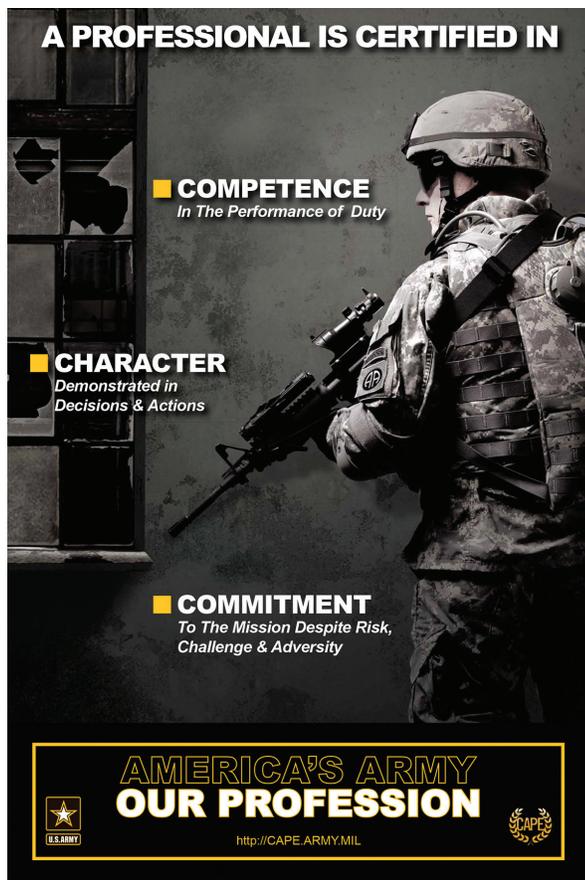
 **AMERICA'S ARMY**
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■ History of CAPE

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 “*Unprofessional Encounter*” 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, Command climate, Toxic leadership

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

Facilitator Tool: The full transcript of the “Unprofessional Encounter” 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: When LTC Hileman entered the Army in 1977, she broke the mold as one of the first women in the 82nd Airborne Division. Over the course of her Army career, LTC Hileman has learned when it is necessary to “make waves” and be bold and when to wait to handle a situation appropriately and accordingly.

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 LTC Hileman’s thinking or actions?
4. What were the implications for LTC Hileman (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.

“Unprofessional Encounter” Part 1 (0:00 to 2:21) Discussion:

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

1. What would be the effects of her decision on “building Trust within the Army and with the American people”?
2. How did her expert knowledge (Military Expertise) play into her evaluation of the situation?
3. What may be the effects of her decision on organizational morale and Esprit de Corps?
4. How is she acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show LTC Hileman’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. Do you think being one of the first women in the 82nd Airborne Division had an impact on LTC Hileman’s Esprit de Corps? Why or why not? Have you achieved a goal or a mission that heightened your Esprit de Corps or your unit’s Esprit de Corps? Explain.



2. What do LTC Hileman’s actions to return to the Army after a career as an Army Civilian say about her character and commitment? Do you think being able to serve as both an Army Officer and an Army Civilian gives support to the idea that uniformed and civilian members are all Army Professionals even though they serve in two different capacities? Explain.
3. When the Major threw the chair at the Captain, why do you think the Captain involved did not report the incident? Did the Captain uphold the standards and discipline of the Army Profession? Why or why not?
4. What were LTC Hileman’s courses of action in the chair-throwing situation? What rules apply? What are the possible outcomes for the Major and for the Captains? What Army Values apply?
5. “Well, maybe we shouldn’t make a hassle.” Do you consider reporting misconduct “a hassle?” Why or why not? If or when you report misconduct, are you concerned about repercussions? Why or why not?
6. How does a hostile climate affect a unit? By leadership allowing a hostile climate, does it detract from Army Values and Army Ethic within a unit? 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 do you think LTC Hileman will do? What would you do in this type of situation?
2. What message would it send to the junior Captains and to the rest of the command if (then) CPT Hileman decided not to report the incident? Explain. What is the responsibility of Army Professionals when they encounter a violation of the Army Ethic? Have you seen a violation of the Army Ethic and did nothing? If so, what happened and how did you feel?
3. “We really kinda wanted to know what to do,” said one of the Captains regarding the chair-throwing incident. Why do you think the other Captain needed guidance on how to handle the situation?

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

“Unprofessional Encounter” Part 2 (0:00 to 2:18) Discussion:

1. What does it say about LTC Hileman’s competence, character, and commitment when she stated, “Let me take care of it since I’m the HHD commander”? Do you think the Captain that approached LTC Hileman with the dilemma did so out of Trust? Explain.
2. “I had a good 18 years on this girl, so I went to the battalion commander,” said LTC Hileman. Do you think age and experience had an effect on LTC Hileman’s decision-making process? Why or why not? Do you think LTC Hileman’s actions had an effect on the younger Captain that approached her for guidance? Explain. Do you think that this situation provided LTC Hileman an opportunity to mentor the junior Captains? Explain.
3. Was LTC Hileman right to report the incident to the battalion commander? Why or why not? If in the same situation, would you report the incident? Why or why not? Did LTC Hileman uphold the standards of the Army Profession when she reported the Captain? Why or why not?
4. The Major who threw the chair was removed from the command, but the incident was not reflected in his military record. If a Soldier is removed from a command for any reason, should it reflect in his or her military record? Why or why not? Why do you think the incident was not recorded? How many Army Professionals, do you think, knew of the incident and allowed it to pass without it being recorded? Why didn’t they uphold the Army Values and Army Ethic?
5. The Major who threw the chair at the Captain is now a brigade commander. Do you think he is now a good leader? Why or why not? Do you think his subordinates Trust him? Why or why not? Do you think he acts according to Army Values and Army Ethic? Why or why not?
6. LTC Hileman said that when addressing a situation with a General or Colonel, it is important to act appropriately. What are examples of acting appropriately in such situations? Do you handle situations differently with higher ranked Army Professionals out of respect, or are there other reasons to act accordingly? Explain.



7. Can you identify examples from the video of LTC Hileman contributing to the five essential characteristics of the Army Profession through the demonstration of her character, competence, and commitment? Explain.
8. What did you (the students) take away from this video?
9. How do you (the students) feel about the information presented in this video?
10. 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 her 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

LTC Hileman: Yes, I actually started in the military in 1977. I was... came in from ROTC in Penn State. It was the second year where they actually graduated women at the ROTC unit. Went to the signal officer’s basic course, and from there I got an opportunity to go to jump school, which I did. Landed in the 35th signal brigade, which was an Airborne Corps Unit at Ft. Bragg, and from there, I actually went to the 82nd Airborne Division as the DISCOM platoon leader. On the day I arrived, which was 15 June 1978, there were four of us... two enlisted and two officers that kind of broke the mold for the 82nd, so to speak, and we became the first women in the 82nd. (00:55)

LTC Hileman: From there I went to the signal officer’s advance course and onto a follow-on assignment with the... then 143rd Signal Battalion in Frankfurt Germany. About this time, I had my first son. I decided while I was in Germany to go ahead and get out. (01:11)

LTC Hileman: My husband remained in. I Picked up my civilian career again in Ft. Irwin as a Civilian Personalist and continued on merrily with following my husband and being a DA Civilian at various installations until about roughly 2000. (01:28)

LTC Hileman: I got a post card saying, “Hey do you want to come back into the Kansas National Guard?” My son was going to college I reconsidered and thought, “Oh why, well not?” Maybe I’ll put in... maybe I’ll do this again. Only to my surprise to be go ahead... picked back for the Army Signal Corps.... (01:46)

LTC Hileman: ...the then, Army National Guard. I then switched over in the Army Reserve, just in time to go to Kuwait. So I did two back-to-back deployments. (01:56)

*On Screen Graphic:
Airborne Soldiers in
Jumping From Aircraft*

*On Screen Text:
“...I had my first son...
I decided while I was in
Germany to go ahead and
get out.”*

*On Screen Text:
“I picked up my civilian
career again... until
roughly about 2000.”*

*On Screen Text:
“...to my surprise ...be
picked back up for the
Army Signal Corps...”*

*On Screen Text:
“So I did two back to back
deployments.”*

LTC Hileman: But I was in Kuwait. I had one of my friend’s approach me—there were three of us who were Captains—and said, “Oh did you know this happened?” In this case, it was one of the Majors in the unit actually throwing a chair at one of the other Captains. (02:14)

LTC Hileman: She said, “Hey, Holly, we really kinda wanted to know what to do.” (02:21)

Part 2

LTC Hileman: And I said, “Well, you know, Terri, you really need to kind of report those types of things. Let me take care of it since I’m the HHD Commander.” And she says, “Well, maybe we shouldn’t make a hassle?” which is where a lot of toxic leadership gets to continue. It’s not just the allowing by the commanders to do it; it’s the willingness of the persons that have been... quite frankly... hurt, victimized by it, not to want to make waves. (00:38)

LTC Hileman: Like I said, I had a good 18 years on this girl, so I went to the battalion commander and told him what had happened. The Major, quite frankly, was removed from the command. They had placed him somewhere else in order to keep that from coming... and only to find out, because it was never reflected right on anybody’s records; this guy is now a brigade commander still doing the same types of things. And it’s because we don’t want to put on... and there is a reluctance to try to remove people... or quite frankly, it is just really hard in some cases to remove people for that type of behavior. (01:18)

LTC Hileman: They started a 360 assessment tool now, and I’m hoping that identifies these guys or the guys that... and gals—quite frankly, I’ve known women that were just equally as bad—identifying them sooner and letting us... quite frank—they just don’t have any place in the Army anymore. (01:34)

On Screen Text:

“...one of the Majors in the unit... throwing a chair at one of the other captains.”

On Screen Text:

“It’s the willingness of the persons... hurt, victimized... not to want to make waves.”

On Screen Text:

“...it is just really hard in some cases to remove people for that type of behavior.”

On Screen Text:

“...they just don’t have any place in the Army anymore.”

LTC Hileman: You're just going to have to be the consummate Professional, and you're going to have to learn, unfortunately... it might not be in some cases the Army way because "Oh, you need to be bold and you need to stand up for yourself." There were situations I have been in where if I did that... it would not have been good! You did not call out a general officer or a full Colonel in front of the staff. Learn how to handle it appropriately, but most often, if you think something is going to go... start confiding in a friend, talk to the chaplain—a chaplain is a very good resource—and don't put up with it. I know that is very easy to say; in reality, it is exceedingly hard to do. (02:18)

■ 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 her 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 she 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 her moral/professional identity?
2. Did the individual show that she 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 she was (identity) and what principles and values (character) she 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 her actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to her unit? How would you make decisions clear in ambiguous situations?
3. How will the individual's decision affect future decisions she 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.