

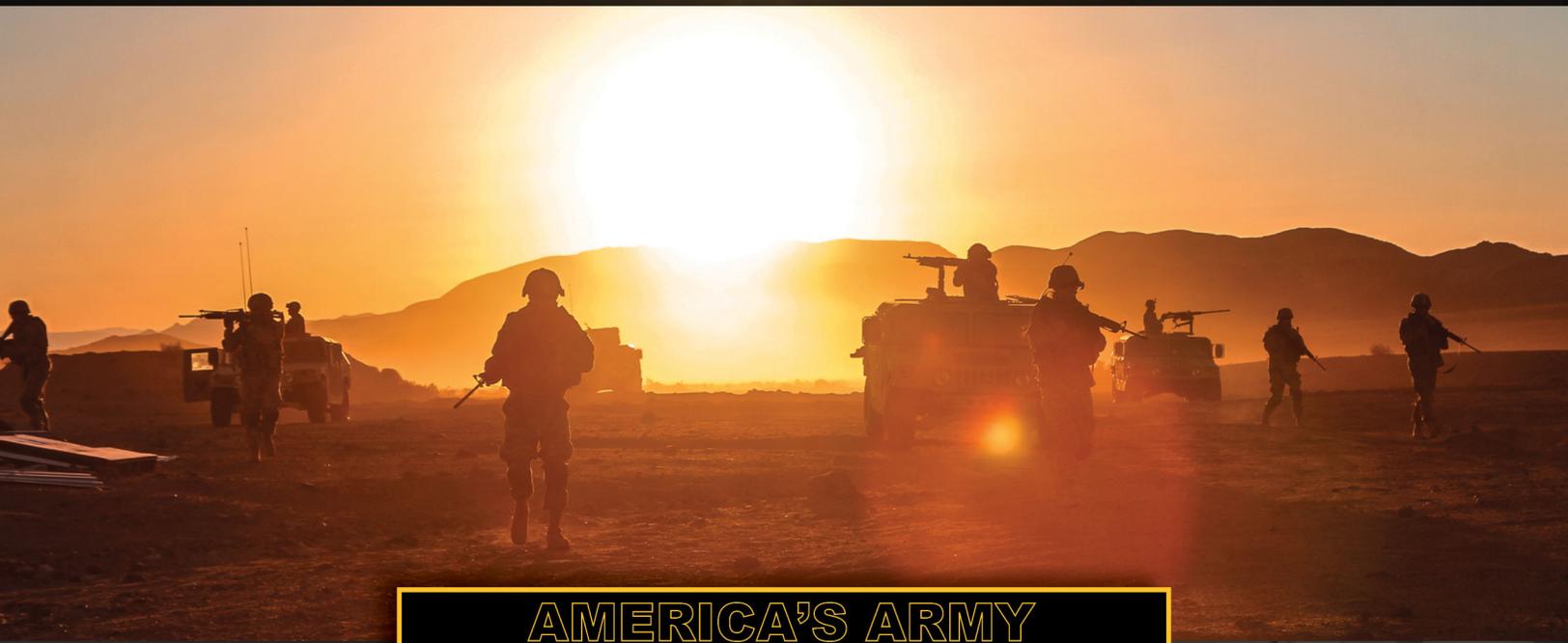


The Center for Army Profession and Ethic

Video Module

# “LEADER, FOLLOWER, MENTOR”

FACILITATOR GUIDE



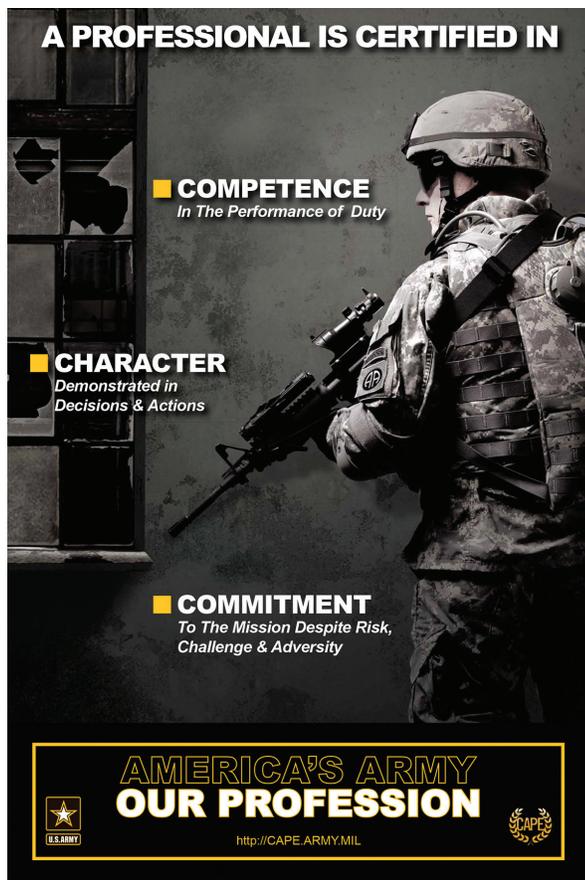
 **AMERICA'S ARMY**  
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## ■ History of CAPE

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 “*Leader, Follower, Mentor*” 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

Mentoring, Professional Development, Stewardship, 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 “Leader, Follower, Mentor” video with an icebreaker or introductory question or statement. An example may be “What is mentoring?” Then show “Leader, Follower, Mentor.”

**Facilitator Tool:** The full transcript of the “Leader, Follower, Mentor” 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:** As a seasoned officer, LTC Kracke strives for professional development with the use of evaluations that identify personal strengths and weaknesses. She gives her insights in the interview.

1. What are the facts (what is she saying)?
2. Who is the main individual involved in the video?
3. What factors affect LTC Kracke’s thinking or actions?
4. What are the implications for LTC Kracke (what did she mean/ what did she learn)? Explain.
5. What is your reaction to her interview?

## 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.

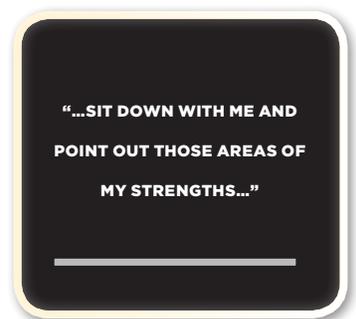
### ***“Leader, Follower, Mentor” Discussion:***

LTC Kracke struggles with the situation of the Army’s downsizing, yet strives to be a Steward of the Army Profession. How does what she says contribute to or detract from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of her interview on “building Trust within the Army and with the American people”?
2. How does her expert knowledge (Military Expertise) play into her evaluation of the situation?
3. What may be the effects of her interview 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 Kracke’s professional identity and character, and their contributions to or detractions from Honorable Service?

### ***Additional questions:***

1. LTC Kracke said that evaluations and ratings that identify her strengths and weaknesses are beneficial for professional development. Do you agree? Why or why not? Have evaluations or ratings provided you with valuable insight that aided in your professional growth? If yes, give examples.
2. Why is it important for Army Professionals to acknowledge personal strengths and weaknesses? Do you know your strengths and weaknesses? What are they?



3. Have you had a weakness identified during an evaluation or rating that you were unaware of until the evaluation? If so, what was it? Did you strive to improve the weakness? What did you do?
4. Is it useful to have varied superiors or peers conducting the evaluations or ratings? If yes, why? What do you think about 360 degree evaluations?
5. Are Army Professionals who continually strive for professional development good Stewards of the Profession? Why or why not? What are some ways to continue to develop professionally?
6. After an evaluation or rating, is it necessary to sit down and have a conversation for clarification? Why or why not? During such a conversation what are the responsibilities of the senior individual? Explain. During such a conversation what are the responsibilities of the junior individual? Explain.
7. Do you think praise is equally as important as constructive criticism? Why or why not?
8. If a member of the Army does not strive for professional development, do you think that Soldier has potential for retention in the Army? Why or why not?
9. Why is it a “professional courtesy” for the individual that conducted the evaluation or rating to meet with the individual that was evaluated or rated? Do you think it is detrimental to progress when an individual who has been evaluated or rated is not afforded the opportunity to ask questions or seek clarification? Why or why not?
10. Do you think Army Professionals who wish to make professional improvements do so because of Army Values and Army Ethic? Why or why not?
11. Do you think Army Professionals should be given the opportunity to conduct self-evaluations? Why or why not? Do you think if a Soldier conducted a self-evaluation that he or she would be better prepared for evaluations from superiors or peer? 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 think evaluations or ratings from peers contain a different perspective than evaluations or ratings conducted by superiors? Why or why not? Do you think they are useful? Why or why not?
2. What are examples of other useful tools that may aid an Army Professional in continuing professional development?
3. What does it say when an Army Professional consecutively has the same strengths and weaknesses on evaluations or ratings? Does this necessarily mean the Army Professional is not striving to improve the weaknesses? Why or why not? Is it possible for an Army Professional to overcome every weakness? Why or why not?

4. Should Army cutbacks affect whether an Army Professional strives for professional growth and development? Why or why not?
5. Should Army Professionals base personal goals for improvement solely on evaluations or ratings? Why or why not?
6. How important is it for you to occasionally review your service record as a self-evaluation? Explain.
7. What did you (the students) take away from this video?
8. How do you (the students) feel about the information presented in this video?
9. 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 Kracke:** Well, I entered the Army on July 1st of 1983 as a cadet at West Point. As officers—you know, I’m an officer 5, so I’ve already gone through five ranks of promotion from officers—one of the things that I have always found beneficial throughout my career is those leaders, my next level supervisors that have taken the time to do the prescribed counseling’s with me—to sit down with me and point out those areas of my strengths... (00:43)

**LTC Kracke:** ...so that I didn’t need to focus on them and continue to perpetuate those things that I did good, but also point out those areas that I can grow and learn and improve. (00:54)

**LTC Kracke:** In the Profession of Arms, it is very important, I believe, to continue that professional development. And one of the most effective ways to do that is with your superior who’s going to be writing your rating, providing his thoughts or her thoughts on your potential for your continued service in the military... and then, also, has the direct interaction with you, so they get to know you as a person, and they have some insight into things that you can improve on. (01:26)

**LTC Kracke:** ... But I’ve found that the more senior and senior that I get in the military, the less that this is done. (01:36)

**LTC Kracke:** I really did not find that that was conducive to professional development, nor did it really build on the stewardship that is expected of professional Army officers. (01:52)

**LTC Kracke:** Everything that we do for that Soldier... will stay with them in their career. So as senior leaders, we really need to be cognizant of that. And it is especially important now again in these days with the retention boards. I just had to sit down with the Majors in my section that I’m teaching and go through all of their records and candidly tell them what was said on paper about them. Not an

*On Screen Text:*

*“...sit down with me and point out those areas of my strengths...”*

*On Screen Text:*

*“...also point out those areas that I can grow and learn and improve.”*

*On Screen Text:*

*“Your superior... they get to know you as a person and they have some insight...”*

*On Screen Text:*

*“I found that the more senior... that I get in the military, the less that this is done.”*

*On Screen Text:*

*“I really did not find that that was conducive to professional development...”*

*On Screen Text:*

*“...what that paper said about them... and their potential for retention...”*

evaluation of what I thought of them as a student, as their instructor, but what that paper said about them or didn't say about them and their potential for retention for continued military service. (02:31)

**LTC Kracke:** Because right now the Army is cutting back again. I have always taken the time to meet with my subordinates, even if they were the same rank as me. I've rated people that were the same rank as me that I was senior to. To sit down with them on a quarterly basis at least and give them an in-writing evaluation of their performance where I saw it on that day... some constructive criticism... things they could work on, areas for improvement, and also praise. Praise is very important. We need to thank our subordinates for the things they do well and also to motivate them to continue that type of performance and behavior going forward. (03:12)

**LTC Kracke:** I would like to think my superiors would afford me the same professional courtesy that I would afford my subordinates. I would like to ask you to please take the time to meet with those you're rating. (03:26)

**LTC Kracke:** Even if it's just, you know... 10 minutes, 15 minutes here and there, to let them know how you see them and to give them some of your sage advice for doing things better... to be a better Professional... to lead, to share their expertise as we move forward. And then once you give us an official rating, please extend a professional courtesy to sit down with us and tell us why you're rating us the way that you did... (03:59)

**LTC Kracke:** ...why you chose what you did. How do you see us in our potential in the future going forward? It's especially important in these times of cutbacks. But in order for me to develop as a professional, I want to know what you, my seniors, see... (04:16)

**LTC Kracke:** ...as my contribution and my potential to continue to serve in the Army and be a Steward. (04:24)

*On Screen Text:*

*“...motivate them to continue that type of performance and behavior going forward.”*

*On Screen Text:*

*“...please take the time to meet with those you're rating.”*

*On Screen Text:*

*“...tell us why you're rating us the way that you did...”*

*On Screen Text:*

*“...in order for me to develop as a professional, I want to know what you, my seniors, see...”*

## ■ 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.