

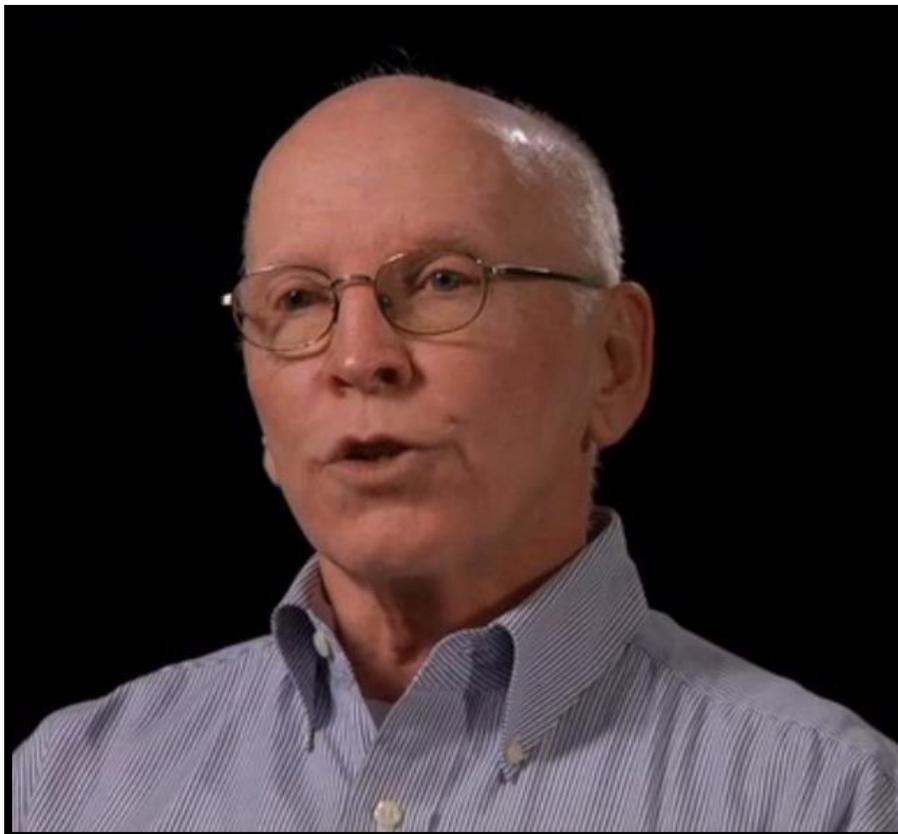


# Case-Ex Video Vignette Principled Evaluation, Kirby Discussion Guide



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## “Principled Evaluation”



# Case-Ex Video Vignette: Discussion Guide

For all members of the Army Profession

<http://cape.army.mil>

## “Principled Evaluation”

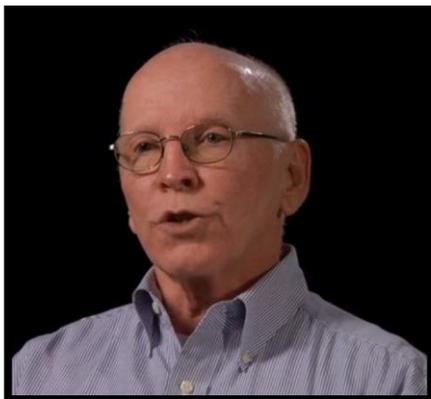
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## 1. Checklist

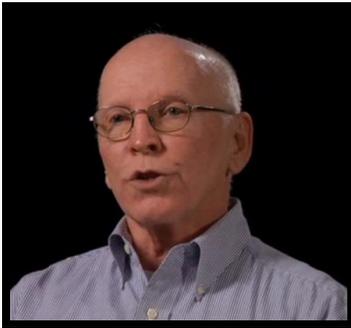
- Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- Watch the video and read the transcript prior to your facilitation.
- Review the additional resources.
- Review the, “How to run your workshop,” guidelines prior to facilitating.
- Think about a personal experience that relates to the scenario.
- Resource Prep:
  - Make copies of the video transcripts and facilitation questions as needed for each of your facilitators.
  - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
  - Make sure you have a whiteboard with dry-erase markers.

## 2. Who's Who



W. Joe Kirby has been working more than 34 years as an Army Civilian at Ft. Sill. His jobs have included work with audio-visual and motion pictures, television, IVD technology, interactive coursework coordination, web-based technology etc. Prior to his time, Mr. Kirby had no military background due to a medical disqualification. However, he has continued to work in civil service positions as his contribution to the Army.

### 3. “Principled Evaluation” Video Transcript: Part I



“My name is William Joe Kirby, and I go by Joe. I have no military background at all. I was medically disqualified for

service, so unable to serve. So this—for me—has been ... my way of making a contribution. So I’ve been here almost 34 years; it will be 34 years in June. It’s an honor to serve any way that I can.

I can only think of one time that I was very seriously tempted—and I’ll be very honest about this—I was very seriously tempted to bend the rules, and I don’t do that. I mean, I’m willing to be reasonable, but you’ve got a procedure you’ve got to follow. You’ve got principals and policies you’ve got to abide by. You’ve got to read the proposal. You’ve got to give an honest and as objectively as possible an evaluation of it, and you have to make your recommendation or your rating based on that. That was tough.

I’ll be very honest with you; there was one I just wanted to flat disqualify. It was one of the ones that I wanted to recommend for termination. I saw this contractor and immediately I had to start

filtering out mental profanity. I thought, ‘*Oh no!*’ And they did write good proposals. A proposal is not hard to write if you pay attention. Some people don’t, but it’s not that hard to write a good proposal, but I thought, ‘*Oh no—no! Why are these people even still on the list? What’s going on here?*’ And of course, I’m mentally tearing apart the proposal because I knew, and I knew, I knew in my heart of hearts that they said one thing in the proposal and I would have bet money that that wouldn’t happen. I was convinced in my heart that that contractor was not going to be able to deliver.

In the case I’m thinking there was some video involved. I’m not a video specialist even though I worked in motion picture and TV. I’m kind of a layperson from that standpoint, but you can’t do that very long without picking up a little. There are just things you notice—like look at this shot—did it ever occur to you that this guy is wearing a World War II Japanese uniform? That’s an exaggeration. And that’s a Sopwith Camel up there and not an A-10. (It was) almost that bad. “Oh, well we got it from...” “I don’t care where you got it from; it’s wrong!”

I had to stop and ask myself, “Did you really give the same rigor to those other contractors’ proposals.”

## Video Transcript: Part II

“I had to stop and ask myself, “Did you really give the same rigor to those other contractors’ proposals?” I’m going, “Hell no!” It was awfully hard to be fair to them. Quite honestly, I had to just step back from it and say, “You cannot let that bias you. You’ve got to read the proposal. You’ve got to give an honest and as objectively as possible an evaluation of it, and you have to make your recommendation or your rating based on that.” That was tough.

If you’re going to tear one of them up; tear all of them up. And so I went back through them again, and I went back through them again. After about the fourth pass-through, I had some substantive things—pro and con—things to say. I felt like it was fair. I can do this. To the best of my ability to do it, I was finally able to give them all the same rigor that I did that one. It just wasn’t fair.

So, I take it pretty seriously. It’s easy to lose focus on that in this environment simply because essentially we’re not a military unit, but we’re in a military organization. And what I do has the potential to save a life. It has the potential to—well, just being very blunt about it—it has the potential for someone to walk home in good order instead of coming in a body bag.

It turned out that another contractor got the award, but it was a result of the screening panel that did the recommendations. So I was relieved.

If they had gotten the contract, I would have done everything I could to make it successful. But that was tough. I just *knew* that that contractor couldn’t do it.

I *had* to be fair. I think I was. I believe I was.”

## 4. Additional Resources

The following resources are available:

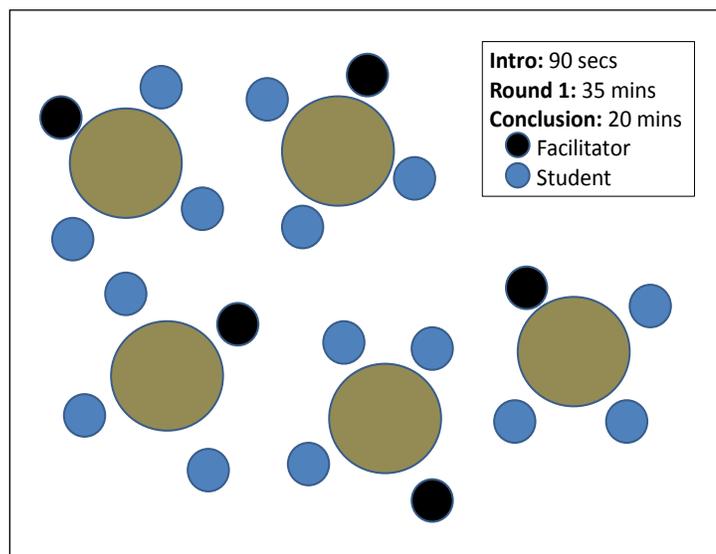
	<p><b><u>Army Civilians—Professionals By Any Definition</u></b></p> <ul style="list-style-type: none"><li>a. Visit <a href="http://cape.army.mil/repository/ProArms/Warner-Duncan%20Army%20Civilian%20University%20Final%2024NOV10.pdf">http://cape.army.mil/repository/ProArms/Warner-Duncan%20Army%20Civilian%20University%20Final%2024NOV10.pdf</a></li><li>b. Can civilians be a part of the Army Profession?</li><li>c. What characteristics distinguish a profession?</li></ul>
	<p><b><u>Army Civilian Opportunities</u></b></p> <ul style="list-style-type: none"><li>a. Visit <a href="http://cpol.army.mil/">http://cpol.army.mil/</a></li><li>b. Explore the Official United States Army Civilian Personnel web page and become familiar with the site and the roles/jobs available for Army civilians.</li></ul>
	<p><b><u>Army Civilian Corps Creed</u></b></p> <ul style="list-style-type: none"><li>a. Visit <a href="http://www.army.mil/values/corps.html">http://www.army.mil/values/corps.html</a></li><li>b. Read the Army Civilian Corps Creed. How does it compare to other Army creeds?</li></ul>
	<p><b><u>ADRP 6-22</u></b></p> <ul style="list-style-type: none"><li>a. Visit <a href="https://armypubs.us.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_22.pdf">https://armypubs.us.army.mil/doctrine/DR_pubs/dr_a/pdf/adp6_22.pdf</a></li><li>b. Read the ADRP 6-22, <i>Ethical Reasoning</i>, 3-37 through 3-41.. What three perspectives do leaders have when evaluating ethical situations?</li></ul>

## 5. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as is necessary to fit the needs and demographics of the group. We find having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

**PREP:** Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

**BASIC CONCEPT:** Meet for 55 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs, and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



### KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 5)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

## 6. Detailed plan for your workshop

### INTRODUCTION (90 seconds)

*Introduce the Workshop in a way that communicates the purpose of the event.*

*“Today we’re going to look at W. Joe Kirby’s story and examine some the details of his situation as a DA Civilian.”*

### ROUND 1 - (20 minutes): Discuss Mr. Kirby’s story

#### [Watch “Principled Evaluation” – Part I]

1. Although Mr. Kirby has no military background, explain his role as a member of the Army Profession?
2. Mr. Kirby describes his job as, “his role of making a contribution.” In what ways do DA Civilians’ contributions to the Army impact Soldiers? How do they impact the Army’s ability to accomplish its mission?
3. Mr. Kirby says, “It’s an honor to serve any way that I can.” What impact does an attitude of honorable service have on a person’s ability to make the right ethical decisions and actions?
4. Mr. Kirby describes a time he was tempted to bend the rules. When have you been tempted to bend the rules in favor of a particular outcome? Describe the situation.
5. How do rules and policies affect decision-making within the Army? When is it appropriate to exercise leniency or circumvent procedures to help you accomplish the mission?
6. Describe the situation Mr. Kirby is facing and why he is tempted to bend the rules.
7. What are Mr. Kirby’s options?
8. Mr. Kirby says, “I had to stop and ask myself ‘Did you really give the same rigor to all those other contractors’ proposals?’” What are Mr. Kirby’s motivations? With each decision he could make, would he be justified in his actions?

## ROUND 2 - (20 minutes):

### [Watch “Principled Evaluation” – Part II]

1. Although he didn’t want to, Mr. Kirby gave the same rigor when critiquing all the proposals. What does this say about his character?
2. Mr. Kirby talks about being fair in the situation. Had he used his personal bias to disqualify the contractor, would he have violated any ethical principles? Why or why not?
3. Mr. Kirby says, “It’s easy to lose focus.” What causes a person to feel “burnt-out” at their job? Why can it be more difficult to distinguish the ethically or morally right course of action when we are under pressure or stress to accomplish a task?
4. Mr. Kirby says he *knew* from the bottom of his heart that the contractor couldn’t do the job well. How do our instincts or personal beliefs affect our decision-making?
5. Mr. Kirby evaluated the situation using different perspectives including rules, outcomes and virtues (ADRP 6-22). What rules, outcomes and virtues are applicable in this situation? Which did he use to make his final decision and how did his character affect that decision?
6. Mr. Kirby says of the contractor he was concerned about, “If they would have gotten the contract, I would have done everything I could to make it successful.” How does Mr. Kirby’s attitude demonstrate stewardship of the profession?

**6. Detailed plan for your workshop (continued)**

**ROUND 3 - Conclusion (15 minutes): Personal Vignettes and takeaways.**

*Facilitator asks students to share any personal vignettes and takeaways from the module.*

**It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the significance of Mr. Kirby’s story. Leaders should walk away with a better understanding of the decision point, and be able to properly convey the importance of the decision-making process to Soldiers in their unit.**

**Upon concluding, the following questions are useful for determining learning and promoting reflection:**

<b>Learning</b>	Q - What did you learn from listening to the reactions and reflections of other leaders?  Q - What are the future implications of this decision and or experience?
<b>Reflection</b>	Q - How do you feel/what do you think about what you learned?  Q - What will you do with your new information?  Q – How can you integrate new learning into your Command team philosophy, command structure and climate?