

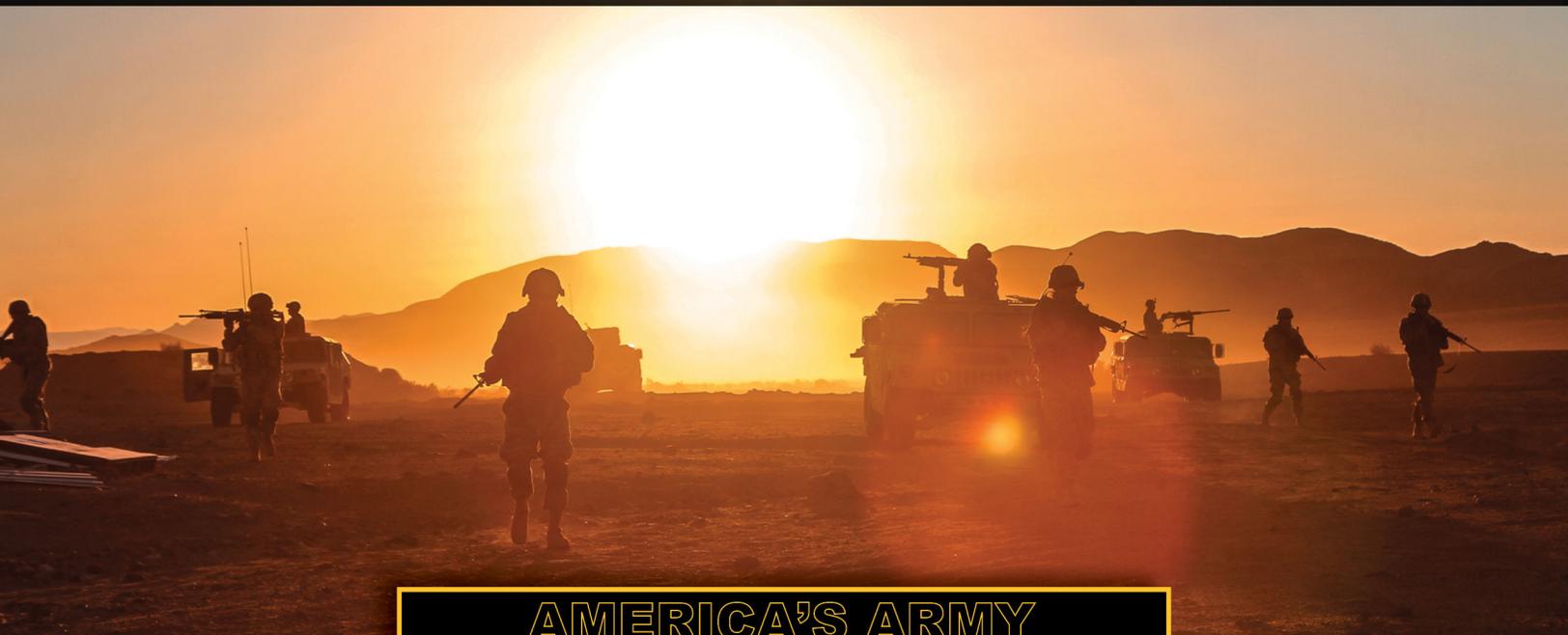


The Center for Army Profession and Ethic

Video Module

"REACHING OUT"

FACILITATOR GUIDE



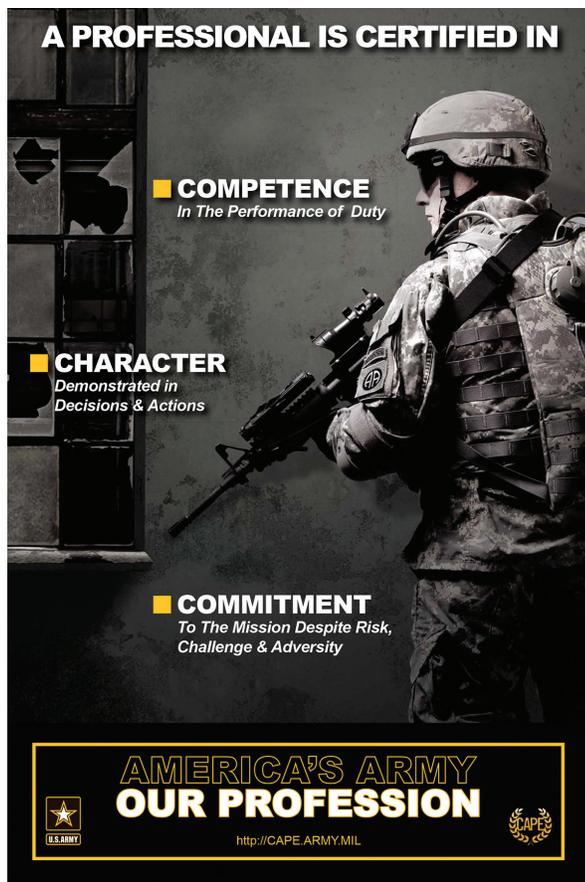
 **AMERICA'S ARMY**
OUR PROFESSION 

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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 “*Reaching Out*” 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

Sexual assault, Alcohol abuse, Suicide, Resilience, 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 “Reaching Out” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Reaching Out.”

Facilitator Tool: The full transcript of the “Reaching Out” 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: Only one month into his Army career, SGT Mitchell was raped by another male Soldier. Embarrassed and ashamed, he hid the event from all those around him and attempted to cope by “self-medicating” with alcohol. Spiraling out of control, SGT Mitchell tried to commit suicide.

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 SGT Mitchell’s thinking or actions?

4. What were the implications for SGT Mitchell (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.

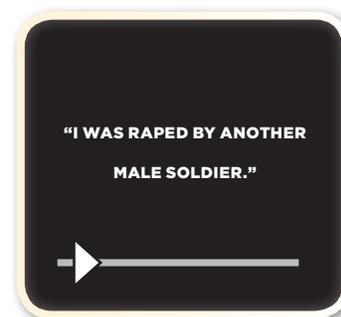
“Reaching Out” Part 1 (0:00 to 4:28) Discussion:

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

Additional questions:

1. Rape and sexual assault are among the most underreported crimes in the country. If you were raped or sexually assaulted, would you report the crime? Why or why not? Would you know who to contact or how to file a report? Since SGT Mitchell was raped by another male, do you think it would be more difficult to report the crime? Why would it be (or not be) more difficult for a male, more specifically a male Soldier, to report a rape or sexual assault? Should gender make a difference when reporting such a crime? Explain.



2. Since the rape occurred only one month into his Army career, do you think it had an effect on his interpretation of Army Values and Army Ethic? Do you think SGT Mitchell was able to Trust other Soldiers after the incident? Give specific examples from the story.
3. After having too much to drink, the male Soldier escorted SGT Mitchell to a bedroom to lie down. Did SGT Mitchell have any reason be concerned? Would you have been concerned if you had been in the same situation? Why or why not?
4. SGT Mitchell began “self-medicating” with alcohol to cope. In what ways did this only compound his problems? He stated that his drinking was “out of control” and his marriage had ended before he sought help from his chain of command. What are other options available for assistance if a Soldier does not wish to go to his chain of command?
5. By January 2012, SGT Mitchell said that everyone knew that something was terribly wrong. If everyone knew something was wrong, why do you think no one helped him? If you recognized a fellow Soldier was struggling, what would you do? If that Soldier would not speak with you about the issue, would you persist or let it go? Explain.
6. According to SGT Mitchell, his 1SG stated, ‘I liked you so much better when you were drinking.’ What does this say about the character of his superior? SGT Mitchell also claimed that his platoon SGT engaged in daily harassment. Were his superiors upholding Army Values and Army Ethic? What could have or should have been done at this point for SGT Mitchell?
7. SGT Mitchell said he didn’t know what else to do and attempted suicide. Do you know the warning signs displayed when an individual is contemplating suicide? Should any and all indications be taken seriously? Do you know how to intervene if needed?

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 or 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. Are you familiar with the SHARP program? Is there a SHARP representative on your base? If so, do you know how to contact that person? Do you know the difference between Restricted and Unrestricted sexual assault reporting? If not, where can you go to get the information?
2. If a fellow Soldier confided in you after being raped or sexually assaulted, would you encourage him or her to file a report? Why would you or would you not?

3. Females who file reports when they were sexually assaulted are often accused of making false claims. Do you think males are accused of making false claims as well? Why or why not? Are sexual assault accusations from a male victim interpreted differently? Why or why not?
4. What factors led to SGT Mitchell’s decision to commit suicide? Give examples from the story.
5. If a fellow Soldier in your unit was contemplating suicide, what actions would you take? Who would you call or contact?

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

“Reaching Out” Part 2 (0:00 to 0:47) Discussion:

1. SGT Mitchell stated that his issues were treated as disciplinary problems. What factors indicate he was experiencing mental health issues, not just disciplinary problems? Are you able to easily tell the difference? Explain.
2. He stated that he was treated like a blemish on his unit. In what ways did he affect the climate of his unit? What type of climate did his chain of command promote in his unit? Do you think it was one where all members were treated with respect and dignity? Give specific examples from the story.
3. On the road to recovery, SGT Mitchell said he no longer does the things he used to do and added, “That doesn’t mean I can’t be an effective individual, Soldier, human being.” What do you think he is referring to when he says, “The things I used to do?” In what ways is SGT Mitchell being effective by sharing his story in this video?
4. What did you (the students) take away from this video?
5. How do you (the students) feel about the information presented in this video?
6. 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

SGT Mitchell: In 2009, this was at my first duty station within my first month in the Army, and I was raped by another male Soldier. (00:28)

On Screen Text:
 “I was raped by another male Soldier.”

SGT Mitchell: So we’re at the cookout, and I had had a few drinks but nothing like over the top. And every time my drink would get a little bit half way empty, he was going to make me another one. I’m not sure if he put something else in it, but I know I was just obliterated there pretty quickly. And my friend, whose house it was, he took me into his spare bedroom to put me to sleep, and when he took me into the bedroom in there, that’s when this Soldier that did it, that’s when he came in. I didn’t want to tell anybody, it’s embarrassing. I was ashamed so I didn’t tell anybody about it. The whole time I’m self-medicating with alcohol to deal with all the negative feelings that comes with it. It was just out of control drinking. (01:41)

On Screen Text:
 “The whole time, I’m self-medicating with alcohol.”

SGT Mitchell: I got promoted to SGT within my first two years. The day after I got promoted was when we deployed to Kirkuk, Iraq, and I was there for six months. So when I got back, I was still trying to deal with being raped—this would be in January 2012. So I’m still trying to deal with that and trying to keep it secret even though everybody knows something’s wrong by this point. (02:16)

On Screen Text:
 “Everybody knows something’s wrong.”

SGT Mitchell: I finally... I broke down and I went to my chain of command, and I told them that I needed help. I had ruined my marriage from drinking and keeping secrets. (02:39)

On Screen Text:
 “I had ruined my marriage from drinking and keeping secrets.”

SGT Mitchell: So I broke down and I asked for help. They were pretty good about it. They got me down to a place in Texas to go to, and I was there for about two months. (02:59)

On Screen Text:
 “... I asked for help.”

SGT Mitchell: The day I came back, my 1SG and my platoon SGT was talking to me and they were like “hey how are you feeling and blah, blah, blah?” And then they are like “Are you ready to go out to the field on Monday and get certified?” I got back on a Thursday and they were like “Are you ready to back to the field on a Monday to certify?” I said “no.” I just got back from inpatient. I need some time to reintegrate and uh, they really took offense to it. And, ugh, I was you know, my 1SG would bring me into his office and he would say, “I liked you so much better when you were drinking. I liked drunk SGT Mitchell.” (03:48)

On Screen Text:

“I liked you so much better when you were drinking.”

SGT Mitchell: ...and then my platoon SGT would pull me into his office, I mean, literally right after I got out of my 1SG’s office, he would pull me into his office and he’d be saying “It’s your fault that you got raped, you just want a big pity party. You just want everybody to feel sorry for you, but you’re just a drunk and that’s why you got raped.” (04:08)

On Screen Text:

“It’s your fault ...You’re just a drunk and that’s why you got raped.”

SGT Mitchell: And this was happening every day on a daily basis and um, I didn’t know what else to do, and I tried to commit suicide. I ate about 100 tabs of valium. I overdosed. (04:28)

On Screen Text:

“I didn’t know what else to do ... I tried to commit suicide.”

PART 2

SGT Mitchell: My mental health issues were treated as a disciplinary problem instead of what they really were. Instead of a Soldier reaching out and saying, “Hey, I need help.” I was treated like I was just a big problem, a blemish on my unit. (00:20)

On Screen Text:

“My mental health issues were treated as a disciplinary problem.”

SGT Mitchell: I don’t do the things that I used to do now and that doesn’t mean I can’t be an effective individual, Soldier, human being—all of those things, you know? The help is there, you just gotta ask for it. It is there, you just gotta ask, and sometimes you gotta give up a little bit to do that but it’s worth it in the end. (00:47)

■ 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.