

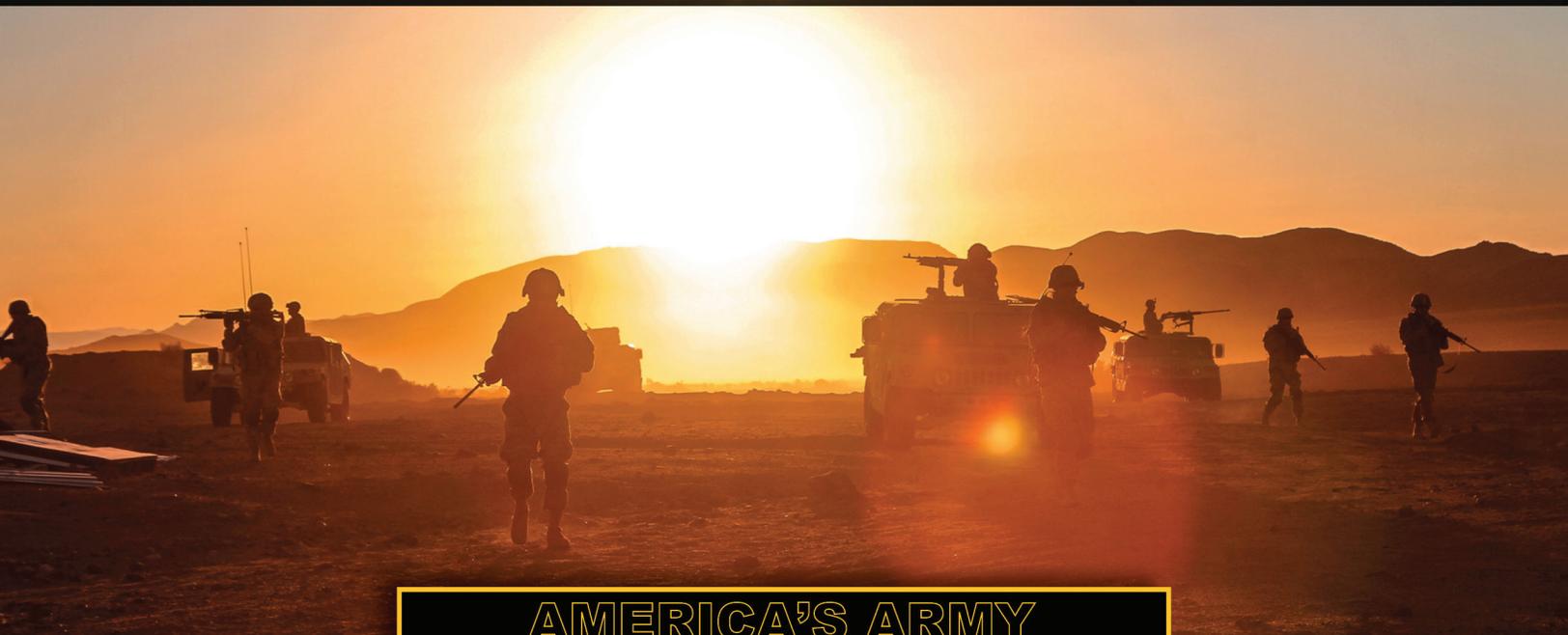


The Center for Army Profession and Ethic

Video Module

# "READ MY MIND"

FACILITATOR GUIDE



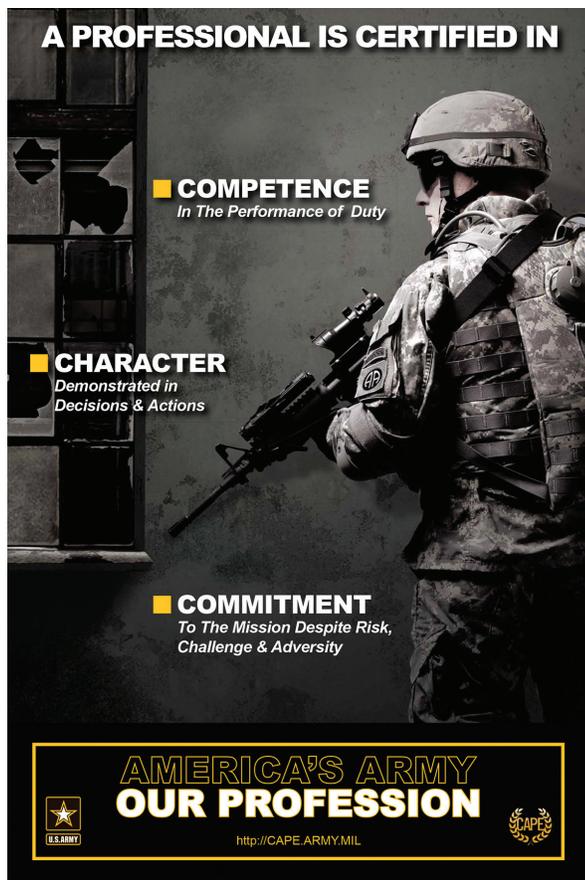
 **AMERICA'S ARMY**  
**OUR PROFESSION** 

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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 “*Read My Mind*” 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

Character, Courage, Toxic leadership, Communication, Stress

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

**Facilitator Tool:** The full transcript of the “Read My Mind” 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:** Getting to his first unit and preparing to deploy, CPT Fladeboe said that because of miscommunication and toxic leadership, the situation was extremely difficult. Once deployed, the stressful climate along with personal problems began to weigh heavily on him.

1. What are the facts (what is he saying)?
2. Who is the main individual involved in the video?
3. What factors affected CPT Fladeboe’s thinking or actions?

4. What were the implications for CPT Fladeboe (what did he mean/ what did he learn)? Explain.
5. What is your reaction to his 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.

### ***“Read My Mind” Part 1 (0:00 to 4:31) Discussion:***

CPT Fladeboe struggles with the reduced effectiveness and efficiency of his unit’s deployment preparations, and gives his insights to revitalizing it. How does what he says contribute to or detract from the Army Profession’s essential characteristics? Specifically:

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



***Additional questions:***

1. CPT Fladeboe said that he “didn’t really have that many expectations” and he was simply trying to adjust to his new job. When arriving to a new unit, should Soldiers have expectations for specified roles in the Army Profession? Why or why not? Have you ever entered a unit that did not meet your expectations? Explain. If yes, once acclimated, did your perspective of the unit change? Why or why not?
2. In preparation for deployment, CPT Fladeboe said he noticed certain Soldiers laboring harder than others by working overtime and weekends. How does the work ethic of each Soldier affect unit climate? How do the apparent inequalities in amount of work affect how Soldiers feel about their unit? Should a Soldier allow another Soldier’s poor work ethic to affect his/her performance? Why or why not?
3. How does a leader’s inability to convey a clear vision affect subordinates? How does a leader’s inability to convey a clear vision affect unit climate? How does a leader’s inability to convey a clear vision affect Mission Command? Explain.
4. “...you start kind of wondering why you are doing this work ... Because the boss is going to hate it anyway,” said CPT Fladeboe. Is it important for an Army Professional to feel value and purpose in every task or duty assigned? Why or why not? Overall, how important is it that a Soldier feels value and purpose as an Army Professional? What could be the effects if that sense of being valued is not present?
5. CPT Fladeboe said, “The important thing is that you accomplish the job because it’s all about the unit, it’s all about the Soldiers, it’s all about making sure things happen.” Do you agree? 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. “A leader can be toxic to his staff and not toxic to his company commanders and vice versa,” said CPT Fladeboe. Do you agree? Why or why not? Have you had an experience with a leader that acted toxically to his staff or company commanders? If yes, describe the toxic characteristics that were demonstrated by the leader. Were there repercussions for the leader? Explain.
2. CPT Fladeboe said that within a month of deploying, his marriage fell apart and his wife wanted a divorce. Do you think it is possible that the trouble in his personal life was a contributing factor for the difficulty in his Army career? Why or why not?

3. Prior to deployment, was CPT Fladeboe acting as a Steward of the Profession? Why or why not?

**Facilitator Note:** *To increase the relevance of the material for the students, show Part 2 of “Read My Mind” 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.*

**“Read My Mind” Part 2 (0:00 to 1:15) Discussion:**

1. “Colleagues and friends noticed things were wrong and urged me to get help,” said CPT Fladeboe. How were his friends and colleagues upholding Army Values and Army Ethic? If you recognized there was a need for assistance, would you know where to refer a friend or colleague? What would you say to that individual to encourage him or her to seek assistance?
2. CPT Fladeboe said, “From an Army perspective, I was able to accomplish my job a lot more efficiently.” Why do you think he was able to accomplish his job more efficiently? Do you think he was a better Steward of the Profession after receiving help? Why or why not?
3. “... things weren’t so bad everywhere,” said CPT Fladeboe. Do you think this statement has more to do with an improved outlook or the new location? Explain.
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

**CPT Fladeboe:** When I first got to my unit in spring of 2010, at first I was obviously a new, fresh LT. Didn't really have that many expectations about anything. I was just kind of playing things by ear and trying to adjust to my job. And, we quickly received our order that we were supposed to deploy within the next nine months.(00:35)

*On Screen Text:*

*“...we were supposed to deploy within the next nine months.”*

**CPT Fladeboe:** And so we started. We had the train ups. We had the normal day-to-day that we had to do, which that's great. That's stuff you have to do—well, not have to do, but that's stuff that's necessary and that you want to do to actually prepare yourself to deploy. During this time, I noticed that we were working really, really hard and certain people in certain sections were working a lot harder than others. We put in a lot of late nights. I worked a lot of weekends and part of it was, you know, not necessarily everyone else was doing that. You could kind of see around that there, and my spouse saw that, too. So that started raising a bit of the stress level. We were in the field for—I want to say for at least three months out of the six months I was there before we deployed. So about half the time we were in the field. When we weren't in the field, I was usually working, you know, late—12-hour days or more and then working weekends. (01:36)

*On Screen Text:*

*“...Twelve hour days or more and then working weekends.”*

**CPT Fladeboe:** And so there's a lot of stuff that has to happen. And there's a lot of things happening, and you understand. But when you realize that quite a bit of it is through inefficiency and the way things are done....(01:49)

*On Screen Text:*

*“...quite a bit of it is through inefficiency and the way things are done.”*

**CPT Fladeboe:** A leader can be toxic to his staff and not toxic to his company commanders and vice versa. You know, you can be toxic to different environments and different realms. But someone who would basically not communicate his desires to his subordinates, not communicate a vision really, and then completely lose his cool...(02:15)

*On Screen Text:*

*“... not communicate his desires...then completely lose his cool...”*

**CPT Fladeboe:** ... when the desired end states did not happen. When you're working on staff like that, the problem just doesn't go away, because you have to fix it. You have to give what he wants, and when he's not communicating what he wants, that's when you start getting the late nights. That's when you start getting—if there's levels of leadership between you and that leader, that leader in the middle starts getting pressured as well, and then he starts pressuring his subordinates, and it filters all the way down. So when you get these negative pressures, it kind of builds and you start building, you know, mistrust, and you start kind of wondering why you are doing this work because you go, “I'm doing this project” or “I'm working on this thing that I have to work on. What's the point? Because the boss is going to hate it anyway.” (03:03)

**CPT Fladeboe:** It doesn't matter. The important thing is that you accomplish the job because it's all about the unit, it's all about the Soldiers, it's all about making sure things happen. And so when you have that kind of environment, you basically start spinning your wheels because you're making stuff and you're remaking stuff and you're re-planning, you're re-looking stuff all the time. Then that eats into your actual—let's say you have a family and you have limited amount of time before you deploy and you've already been doing training. That starts eating into that because it starts to get really demoralizing because you're working on the same thing three times in a row because it's not what the boss wanted or it's not what needed to happen, you know, and you're working well past seven at night. You might be pulling an all-nighter. You might not actually leave your office all night, and it's for lack of actual good communication. (03:51)

**CPT Fladeboe:** So then we did deploy and that's when I started to get external stressors because when—within a month of me deploying, my marriage fell apart and my wife wanted a divorce within a month of me being there. And I coupled that in with... or my situation joined with the environment that I was already working in. I got put in even more high stress job with at least two levels of leaders that were less than stellar. (04:24)

**CPT Fladeboe:** Things were not going well for a couple of months. Things were going really, really badly for a couple of months. (4:31)

*On Screen Text:*

*“What's the point? Because the boss is going to hate it anyway.”*

*On Screen Text:*

*“You might be pulling an all-nighter...for lack of... good communication.”*

*On Screen Text:*

*“... two levels of leaders that were less than stellar.”*

## Part 2

**CPT Fladeboe:** Eventually, a couple of my colleagues and friends noticed things were wrong and urged me to get help. And I did get help. And it was actually like night and day. Things went from being—you know, really, really, really awful to, “hey, this is not so bad,” you know, a lot of it. Or even if it is bad, there was this sense of “this, too, will pass.” You know, it made it easier to get through. Still ended up getting a divorce—that didn’t change, but, you know, with the help I got, it gave me perspective. It—you know, there was some medical help as well. But all that, you know, just made it a lot easier to get through it and from an Army perspective, I was able to accomplish my job a lot more efficiently and, you know, redeployed and moved on to another place within a year and, you know, started to notice ... because that was my first experience, I started to noticed things weren’t that bad everywhere. (01:06)

## ■ 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.