

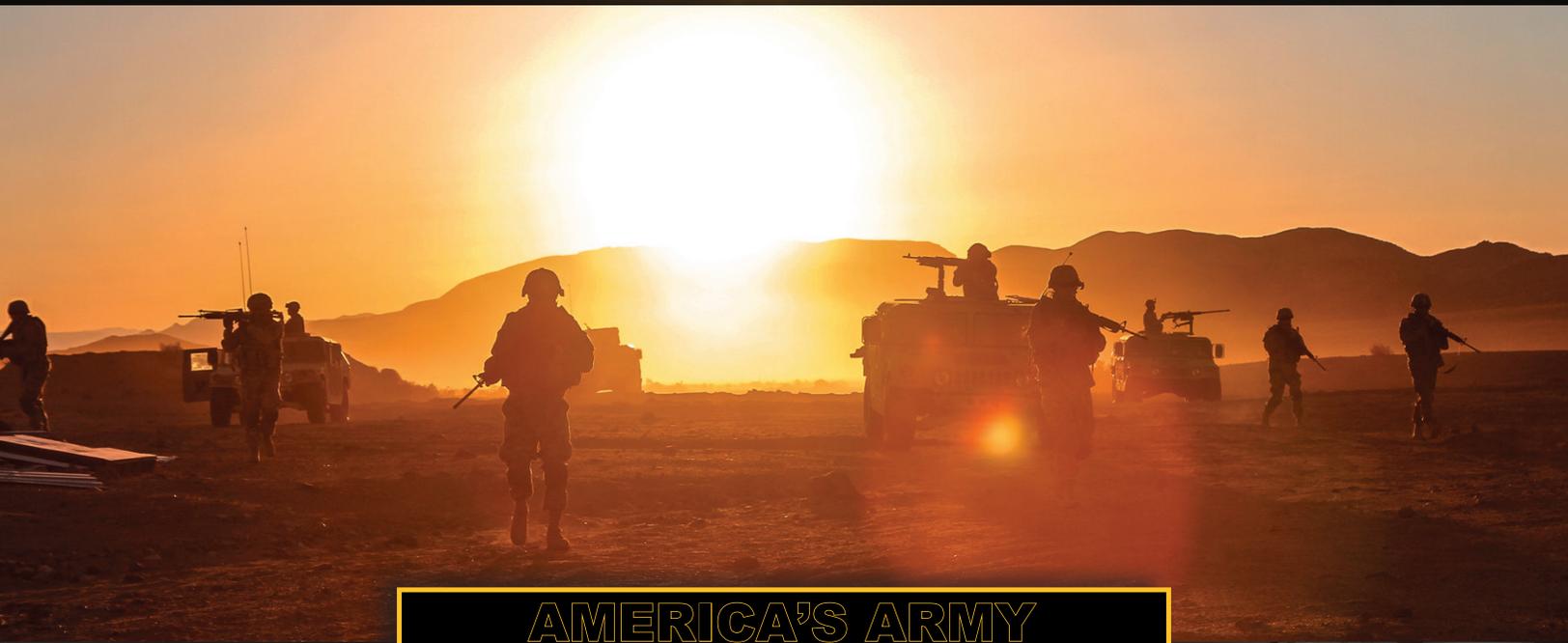


The Center for Army Profession and Ethic

Video Module

“THE BATTLE LOST”

FACILITATOR GUIDE



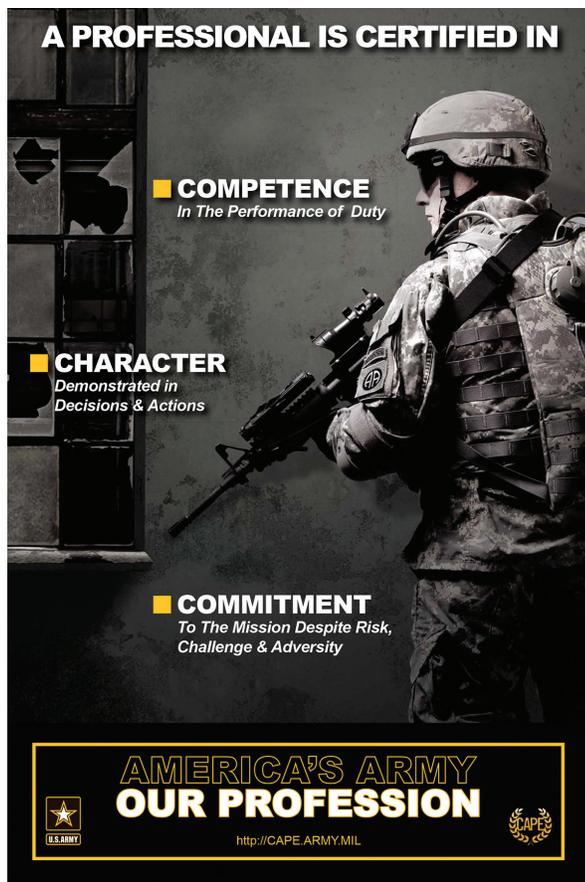
 **AMERICA'S ARMY**
OUR PROFESSION 

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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 “*The Battle Lost*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

Major Themes in this Video

Ethical Decision-Making, Character, Courage, Suicide, Resilience

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

Facilitator Tool: The full transcript of the “The Battle Lost” 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: After many years of marriage and many miles traveled across the country due to Army assignments, LTC Crowson and his wife, Sybil, settled at Ft. Leavenworth, where he retired and began his Army Civilian career, now Mr. Crowson, at the Center for Army Leadership (CAL). Within a short time, his wife was diagnosed with cancer and passed away.

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 Mr. Crowson’s thinking or actions?

4. What were the implications for Mr. Crowson (what did it mean/ what was learned)? Explain.
5. What is your reaction to what happened?

Process

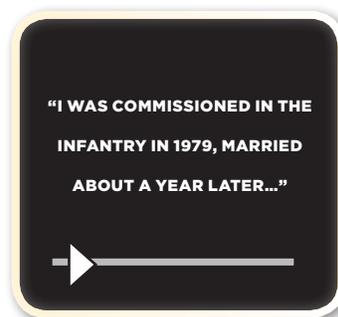
After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

“The Battle Lost” Part 1 (0:00 to 3:06) Discussion:

1. “We knew that our time together was coming to an end,” said Mr. Crowson. Do you think knowing and being able to prepare for an imminent death makes coping with the death any easier? Why or why not?
2. Have you experienced the death of a close family member or close member of your Army Family? If so, how did you cope?
3. When an individual that is fit and full of life passes away, do you think the death is more difficult to accept? Why or why not?
4. After the memorial service, Mr. Crowson was left alone. Do you think it would have been easier for Mr. Crowson to cope with his loss if he had not been alone? Why or why not?
5. Do you think lack of sleep and serious fatigue had an effect on Mr. Crowson’s decision-making process when he considered suicide? Why or why not? In this state of mind, do you think he realized that he was in need of assistance? Why or why not?

As Mr. Crowson struggled with the situation and thoughts of suicide, how can his fellow Army Professionals and organization support him and through their actions contribute to the Army’s essential characteristics? Specifically:

1. What support can be given him that would result in “building Trust within the Army and with the American people”?



2. How can they use the expert knowledge available in Human Resources and Medical Corps to evaluate the situation and develop a support plan?
3. What may be the effects of their support on organizational morale and Esprit de Corps? What may be the effects if they did not give support on organizational morale and Esprit de Corps?
4. Through their support and actions, how would they be acting as Stewards of the Army Profession?
5. What specific behaviors/statements in the scenario show Mr. Crowson’s character, and its contribution to Honorable Service?

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. “I came to understand how someone could descend in that state of mind to a place where they would, you know, seriously consider suicide,” said Mr. Crowson. Unless you have had a similar experience, do you think it is possible to comprehend this state of mind? Why or why not? What lessons can Army Professionals learn from his statement?
2. Do you think Mr. Crowson’s coworkers recognized the warning signs that he was contemplating suicide? Do you know the warning signs of an individual contemplating suicide? If so, what are examples of warning signs?
3. When Mr. Crowson was contemplating suicide, why did he not immediately seek assistance? Do you think Army Professionals are reluctant to seek assistance for mental health? If yes, why? Do you think there is a social stigma towards seeking assistance for mental health issues? Why or why not?
4. If you or someone that you know is contemplating suicide, do you know who to contact for assistance?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “The Battle Lost” 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.*

“The Battle Lost” Part 2 (0:00 to 1:49) Discussion:

1. “The Army wrestles with the problem of suicide, and I came to understand it in a different light than I have before,” said Mr. Crowson. Do you think the personal experience will affect his decision-making in his career as an Army Professional? Do you think Mr. Crowson better understands the challenges faced by the Army in the quest to reduce suicide among the ranks? Why or why not?
2. Why is resilience important for Army Professionals? Have you experienced a struggle but were resilient? Explain.
3. For a time, Mr. Crowson lost sight of his purpose. Do you think he has regained a sense of purpose? Why or why not? What is your



purpose as an Army Professional? What is your purpose as part of your family? Is it essential to feel all actions or decisions have purpose? Why or why not?

4. Taking the advice of a friend, Mr. Crowson began seeing a psychologist. Do any examples from the video indicate this was the right decision? Explain.

As Mr. Crowson recovered from the situation, how does his actions and decision to relate this story to Army Professionals contribute to the Army Profession’s essential characteristics? Specifically:

1. What are the effects of his story on “building Trust within the Army and with the American people”?
2. How does his expert knowledge (resilience) play into his evaluation of the situation and provide insight to others?
3. What are the effects of his story’s outcome 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 conclusion show Mr. Crowson’s professional identity and character, and their contributions to or detractions from Honorable Service?
6. What did you (the students) take away from this video?
7. How do you (the students) feel about the information presented in this video?
8. 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

Mr. Crowson: I was commissioned in the infantry in 1979, married about a year later to my wife, Sybil. We travelled around the country from assignment to assignment, and I retired here in 2005 as Lt. Col. (00:25)

On Screen Text:
 “I was commissioned in the infantry in 1979, married about a year later...”

Mr. Crowson: Built a home. I got a great job as an Army Civilian here on Ft. Leavenworth in the Center for Army Leadership (CAL). Then in 2009, December 2009, my wife was diagnosed with stage-four pancreas cancer, which is almost always fatal. So we knew that our time together was coming to an end. (00:52)

On Screen Text:
 “...my wife was diagnosed with stage-four pancreas cancer...”

Mr. Crowson: She was a very robust, fit... even athletic person her whole life. You know, when I met her, she was competing in equestrian competitions in Virginia, and she had been in competitive track and field and—just a very fit, athletic, fun person to be around. (01:16)

On Screen Text:
 “...a very fit, athletic, fun person to be around.”

Mr. Crowson: But after that, you know—well, immediately after the memorial, a lot of people came over to our house, and we sort of celebrated Sybil’s life, as I’m sure she would have wanted us to. After everybody left, though, Sybil’s sister went home, Paige went home, so it was just me in the house. Me and the cat. Boy, that was really hard... really hard. You don’t realize... We both viewed ourselves, I think, as very independent people. But we really relied heavily on each other. At least I sure relied on her... a lot more than I thought. Literally, everything—everything I did... I now came to understand, I did for her. (02:20)

On Screen Text:
 “...everything I did... I did for her.”

Mr. Crowson: So I went for a period of time where I couldn’t sleep at night, and my fatigue got worse and worse, and I think I was verging on... you know, hallucinations—the kinds of things that went through my mind. It was tough. And then on top of the fact that I had no reason to do anything... you know, to carry on at all... I came to understand how someone could descend in that state of mind to a place where they would, you know, seriously consider suicide. I mean, I thought about it. (03:06)

On Screen Text:
 “I came to understand how someone could... seriously consider suicide.”

Part 2

Mr. Crowson: So the Army wrestles with the problem of suicide, and I came to understand it in a different light than I have before. And I work in the Center for Army Leadership so, you know, these ideas of resilience and so on are written into our leadership doctrine. We at CAL write that doctrine—they’re all concepts that I’m pretty familiar with in my professional life. But I never thought about resilience and the state of mind of someone who has committed... who might commit suicide in the same way as I was able to at that point and as I can now. And I think a big element in it is that sense of purpose, you know. Why do I do the things I do? (00:57)

On Screen Text:

“...a big element in it is that sense of purpose.”

Mr. Crowson: And when you make the decision to marry someone, you know, you dedicate your life to them and, over a period of time, you really do become—at least I was fortunate in my relationship with my wife—to become like one entity. And when she was taken... then it was like I was just cleaved in half. I mean I was really suffering. (01:26)

On Screen Text:

“...when she was taken... I was really suffering.”

Mr. Crowson: I did go to counseling on somebody’s advice, you know, on the advice of a close friend. I did see a psychologist... (01:36)

On Screen Text:

“I did go to counseling... on the advice of a close friend.”

Mr. Crowson: And she mostly just listened and affirmed that I was ok... you know, that I wasn’t... too different from everybody else in the way I was reacting to this. (01:49)

■ 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.