

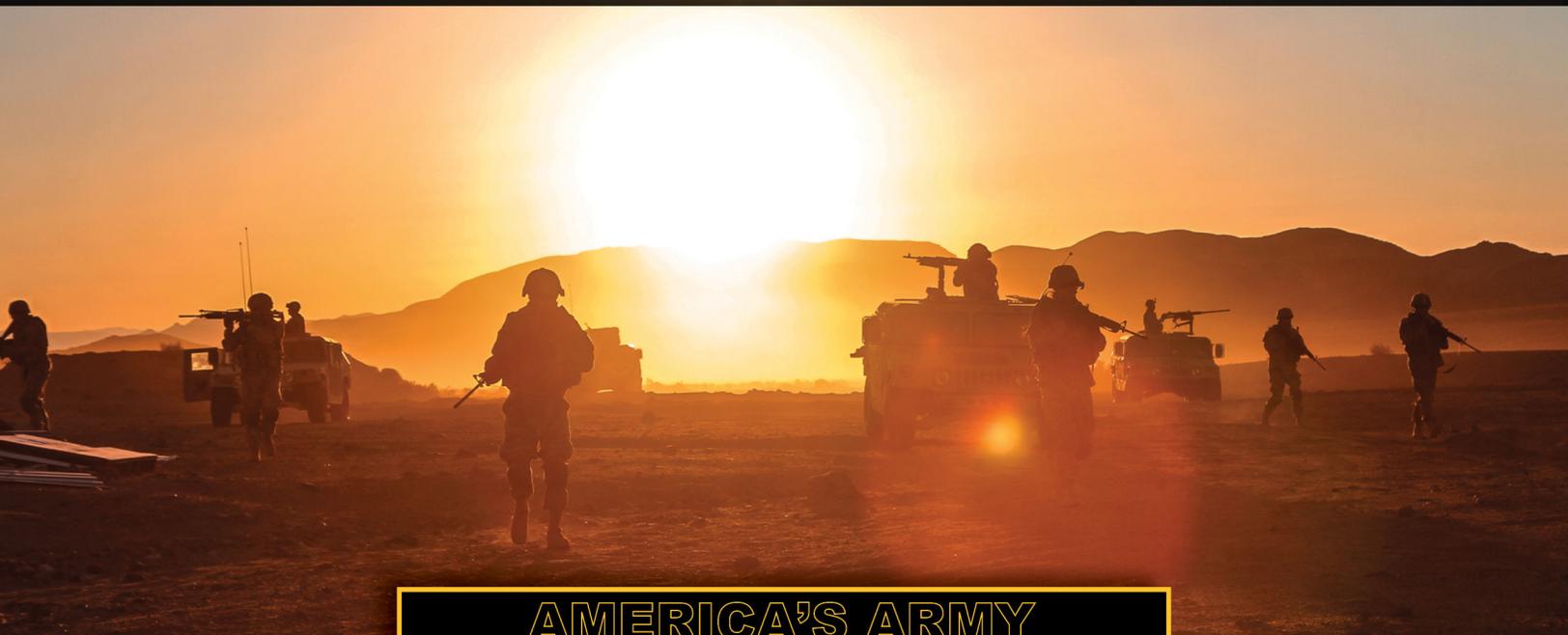


The Center for Army Profession and Ethic

Video Module

# "THE MANTLE OF LEADERSHIP"

FACILITATOR GUIDE

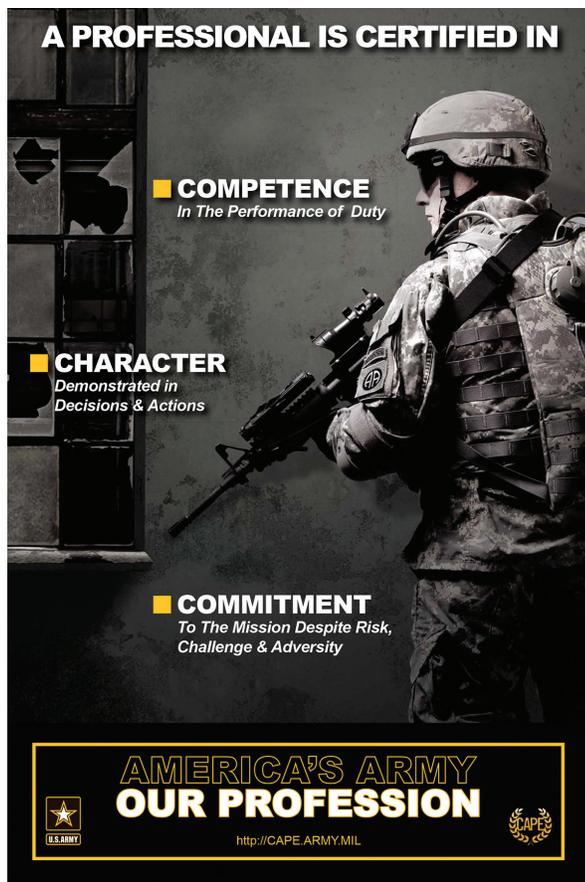


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## ■ History of CAPE

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 Mantle of Leadership*” 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

Leadership, Ethical Decision-Making, Character, Courage

## ■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

## ■ Conduct

### Concrete Experience

**Facilitator Note:** Precede Part 1 of “The Mantle of Leadership” 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 Mantle of Leadership.”

**Facilitator Tool:** The full transcript of the “The Mantle of Leadership” 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:** Great leaders are the backbone of the Army Profession, and their decisions negate the success or failure of every mission. Having served under General Ray Odierno and COL (Retired) Jim Hickey, LTC (Retired) Russell said he was fortunate to have great leadership that allowed him to independently lead, but also knew when to “pull in on the leash.”

1. What are the facts (what is he saying)?
2. How does he describe Army Professionals in his interview?
3. What factors affected LTC Russell’s thinking or actions?

4. What were the implications for LTC Russell (what did it mean/ what has he learned)? 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.

### ***“The Mantle of Leadership” Discussion:***

LTC Russell describes his experience in combat situations. How does what he says about Army Profession Leaders 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 does his expert knowledge (Military Expertise) play into his evaluation of the situation?
3. What may be the effects of his interview 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 LTC Russell’s professional identity and character, and their contributions to or detractions from Honorable Service?

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

1. For Army Professionals, Duty is defined as “Fulfill your obligations.” What are the obligations of leaders to their subordinate Soldiers? What are the obligations of Soldiers to their leaders? Are there conflicting obligations between leaders and Soldiers that can affect mission success? Explain.
2. When a leader is more concerned with effectively and ethically accomplishing the mission as opposed to “being the next field marshal of the Army,” what does it say about the leader’s



competence, character, and commitment? Have you served under a leader that prioritized his or her Soldiers’ readiness and resilience? If yes, how did it affect the competence, character, and commitment of his or her Soldiers?

3. Why is it important that upper echelon leaders Trust subordinate leaders? Is Trust among Army Professionals mission critical? How does Trust affect the concept of “Mission Command”? LTC Russell said, “They were willing to let me get out of the yard a time or two.” Do you think LTC Russell’s leadership let him “out of the yard” because of the Trust they had in him? Why or why not? Do you think LTC Russell’s Trust in his leadership affected his decision-making? Why or why not?
4. “If a leader fails to act morally in an environment, it will go south very, very quickly,” said LTC Russell. Have you had an experience when a leader failed to act morally? If yes, explain. How was it detrimental for the Soldiers involved? Is it possible for leaders to act morally in every situation? Why or why not?
5. LTC Russell said, “As leaders, you are the pin in the hand grenade; you are the moral arbiters of any situation.” Do you agree with this statement? Why or why not? What actions can leaders take to model moral and ethical correctness? What actions can leaders take to establish and maintain an ethical command climate?
6. “In that fight for instinct and survival, people can become quite vicious,” said LTC Russell. In a fight for survival, can the Army Values and Army Ethic be upheld? Why or why not? How can leaders prepare their followers for such situations?
7. To defend what you feel is morally right; there are times that “you have to stand in that gap.” Have you had an experience when you had to stand “in that gap” to uphold Army Values and Army Ethic? If yes, explain the scenario and outcome of the situation.
8. How do those that hold the mantle of leadership inspire the competence, character, and commitment among Army Professionals that contribute 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. “When you remove every barrier of humanity away ... that unleashes incredible, raw emotion,” said LTC Russell. What are examples of removing the barriers of humanity? How does this affect a Soldier’s decision-making process? Do you think decisions made under these circumstances are always right? Why or why not?
2. Senior leaders recognize that they may not always be available to make the tough ethical decisions. What actions can they take to prepare their junior leaders to step up and make those types of decisions?

3. As Americans, “It is our tradition to be moral and decent people,” said LTC Russell. Do you think societies around the world view Americans as moral and decent people? Why or why not? Do you think world ideologies of Americans have an effect on the Army Profession? Explain.
4. What does LTC Russell mean when he says that Army Professionals have to be better than the enemy? Answer in terms of an Army Professionals character, competence, and commitment.
5. How do you think the American people view the Army and its service for them? Why?
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

**LTC Russell:** I was commissioned in the Infantry and served 21 years as an infantry officer. I served in airborne, light, and mechanized units. I culminated my operational experience with the command of Taskforce 122 Infantry in Tikrit, Iraq, from 2003 to 2004. I had very good leaders. My brigade commander, COL Jim Hickey who led OPERATION RED DAWN—my task force was a part of his brigade. Our division commander was General Odierno, Ray Odierno, who’s now our Chief of Staff of the Army. I had very good leaders, and I think the difference that it makes is that if you show initiative and you try to accomplish a mission—if you have leaders that are willing to underwrite your... what you see and what can you go at, and they’re not more concerned about themselves or being the next field marshal of the Army, they’re more concerned about accomplishing the mission. It’s amazing how leaders under that environment can flourish. (01:24)

**LTC Russell:** If you have leaders that are more concerned about how it will play out in the newspapers, or how it will make them look, then every decision becomes second guessed at that point. Becomes very frustrating for subordinate leaders because you’re like “Well they don’t care about the mission at all, they’re only worried about how they look or how this would come out.” If you trust your subordinate leaders, it’s amazing what they will deliver. And I had great leaders with COL Jim Hickey and General Odierno. They were—they were willing to let me get out of the yard a time or two... and if they had to pull in on the leash, they would. But they also knew that I had the capacity, and the training, and the troops to get a lot of hard things done, and they demanded even more at times because we were all singularly focused on the mission. (02:25)

**LTC Russell:** As leaders, you are the pin in the hand grenade; you are the moral arbiters of any situation. And if a leader fails to act morally in an environment, it will go south very, very quickly. How do you handle that? Well, one, you’ve got to lead. You’ve got to be out there understanding the situation so that you know what your troops are going through. You can’t look at them from afar and then just wonder... you know, why they made such decisions. If you’re out

*On Screen Text:*

*“...we were all singularly focused on the mission.”*

there, you generally know. If you're tired and hungry... so are they. If you're low on ammo and water, ok... you've got to be the leader. You got to bring all these things to bear for your troops. (03:08)

**LTC Russell:** If they are adequately supplied and you're in a situation... then it is the leaders, at any level, squad leader all the way up to senior commander, you have to make those tough calls. (03:23)

**LTC Russell:** I saw occasions in fights where... it's very hard to describe these things to those who have not experienced them. But when you remove every barrier of humanity away from you, and now it is... literally, human beings trying to kill one another. That unleashes incredible, raw emotion on both sides—enemy and friendly. And in that fight for instinct and survival, people can become quite vicious. But we as Americans have to not only uphold our traditions, but we have to stay above that. I've seen men who have had their blood lust up at the end of a fight, and it is the leader that has to contain and curb that. What am I talking about? Enemy's clearly down, late hits coming in... you call cease fire! You show quarter! I mean these are people that just tried to kill you and would be very vicious to you had they succeeded, and you were laying there wounded. But you have to now become better than they. (04:33)

**LTC Russell:** We are Americans. It is our tradition to be moral and decent people. And if we can't do that as leaders, then we have created immense problems for ourselves after any fight. And I had occasions where, because people's emotions were so raw and the blood lust was up so high... when those things happen, as a leader, you have to be so tuned in, morally... that you call it down immediately when it happens. And then once your Soldiers snap-to, everything's good. You're fine. Should they continue on, you have to stand in that gap. You have to. And as a leader if you can't... then you need to give the mantle of that leadership to someone who can. (05:18)

*On Screen Text:*

*“...it is the leaders, at any level... you have to make those tough calls.”*

## ■ 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.