

**CENTER FOR THE ARMY PROFESSION AND ETHIC (CAPE)  
SENIOR LEADER ETHICS EDUCATION  
INTEGRATED MODULE COURSE**

**“COMMANDER’S GUIDANCE FOR SENIOR LEADER ETHICS EDUCATION”  
ADVANCE SHEET CGSL-EE-AS02**

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**Date prepared:**

**A. SCOPE:**

1. Description: This advance sheet supports “Commander’s Guidance for Senior Leader Ethics Education” designed as Integrated Module (IM) course which supports experiential learning at the Senior Leader level of Professional Military Education (PME) and is designed for the following TRADOC institutional Senior Leader PME courses:
  - Army War College (AWC)
  - Command and General Staff School (CGSS)
  - Warrant Officer Senior Staff Course (WOSSC)
  - Sergeants Majors Course (SMC)
2. The “Commander’s Guidance for Senior Leader Ethics Education” contains eleven modules that instructors/facilitators can use to meet the CSA’s intent as outlined in the “Background” section below.
3. These educational modules use Experiential Learning Model (ELM) methods as required by the Army Learning Model 2015. They enable students to work in collaborative groups with an instructor/facilitator who engages the learners in discussion. They also provide resources to produce an organizational professional development plan for instructor/facilitator and group evaluation.
4. The learning is progressive and builds on a three tier foundation. Students investigate the topics which are enhanced in the collaborative work group and their facilitated discussion. The instructor/ facilitator guides the students as necessary to achieve the learning objectives.
5. Background: The CSA directed that senior leader ethics education be added to the AWC, CGSS, WOSSC, and USASMA (Sergeants Major Course) programs of instruction TRADOC Tasking: IN131272 Add Ethics Training to Senior Leader Professional Military Education (PME) Courses). In a parallel effort, the Special Assistant to the CSA for the Army Strategic Leadership Development Program (ASLDP) added the ethics requirement into the ASLDP.
  - a. TRADOC directed CAPE to develop training support materials for the AWC, CGSS, WOSSC, and USASMA that focuses on “power dynamics, maintaining the public trust, practicing good stewardship and character development.”
  - b. After the initial VTC with AWC, CGSS, WOSSC, USASMA and TRADOC, the tasking was modified for CAPE to produce “Commander’s Guidance for Senior Leader Ethics Education” due to two significant findings:

- It was agreed that ethical behavior is an educational topic rather than a training topic. Presenting the material as a “Training Support Package” will not accurately capture the long-term changes necessary to change Army culture.
  - Most PME curriculum covers several of these suggested topics and issuing “Training Support Packages” would be redundant.
- c. For these reasons, CAPE developed Commander’s Guidance for Senior Leader Ethics Education that included the eleven topics listed in paragraph D of this advanced sheet.
  - d. TRADOC has directed that each school review the current curriculum to evaluate how it addresses the topics for their student populations. For those areas with gaps in the curriculum, CAPE will provide recommended supporting material as needed..
  - e. This content review should not be just a onetime event but rather a continuous improvement within the PME curriculum in order to increase the level of excellence over time within the force and throughout a leader’s career.

**B. SUGGESTED CONTENT**

1. The goal of this guidance is to further students’ education on ethics and promote their personal and professional development. The content of this educational guidance contains eleven topic modules. Two of the modules, *The Army Profession as Our Unifying Purpose and Context* and *Investing in Character Development*, are foundational and should be considered as prerequisites for later modules. *Your Stewardship: Preserving the Army Profession* should be the final module as its objective is to launch the student from the course with a plan to implement at the student’s next duty station.
2. The other eight modules are each focused on exploration topics of particular interest to Senior Leaders. TRADOC has mandated 2 specific topics within this area, “Honoring the Public Trust,” and “Ethical Compartmentalization: Does Your Private Live Matter?”
  - a. The goal of the “Commander’s Guidance for Senior Leader Ethical Education” is to continue to educate students and promote their personal and professional development. Unlike training to task, developmental theories indicate that character education and development must be part of a continuum of learning throughout an Army professional’s career and beyond. Explorations of important topics through critical thinking and analysis and the production of an output (project, etc.) allow not only cognitive but also affective development. Although self 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 (see Army Learning Model 2015).
    - i. Research and cultural observation have shown that in response to the high op-tempo/overloaded task-list environment in which Senior Army Leaders operate continued self-development of professional identity and moral character has taken a back seat.
    - ii. Character and identity are foundational for a person’s behavior, moral reasoning, and decision-making and critical for the discretionary highly ethical judgments

and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.

- iii. Instructors are recommended to use the guidance as it best fits into their course of study, following the provided learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

### **C. SUGGESTED DELIVERY METHOD - ELM**

The goal of the “Commander’s Guidance for Senior Leader Ethics Education” is to continue to educate students and promote their personal and professional development. Unlike training to task, developmental theories indicate that character education and development must be part of a continuum of learning throughout an Army professional’s career and beyond. Although self 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 (see Army Learning Model 2015). In this regard, the Experiential Learning Method is outlined below as a best practice for this education and development package.

#### Experiential Learning Method

- a. 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 instructor/facilitator provides written or video or other material as a prior-to-class experience or as the first experience in the class.
- b. Publish and Process
  - Solicits reaction to the Concrete experience to reflect knowledge and experience of the topic. Begins a reconciliation of where the learning starts with the learning outcome.
  - The instructor/facilitator gets learner reaction to the Concrete Experience verbally or written. Learners share their reactions and discuss with other learners.
- c. Generalize New Information
  - Presentation of new content through a method designed at the learners’ level.
  - The instructor/facilitator chooses best method for content delivery. If the learner has little knowledge/experience this may be lecture. If the learner has more knowledge/experience, then discussion or project-based may be the preferable delivery method(s).
- d. Develop
  - Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
  - The instructor/facilitator asks questions like “What was learned?”; “Why is it important?”; “What will you do with the new learning?”
- e. 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.

### **D. TERMINAL LEARNING OBJECTIVES:**

**Foundational Prerequisites:**

*Living the Army Profession*

**SLFP-TLO-1:**

**Action:** Create from doctrine (ADP 1 Chap 2 and ADRP 1) a strategy that demonstrates how the Army Profession is the unifying concept for Army programs, initiatives, and personnel.

*Investing in Character Development*

**SLFP-TLO-2:**

**Action:** Analyze the individual's and institution's responsibilities for Character development.

**Exploration Topics:**

*Honoring the Public Trust*

**SLET-TLO-1:**

**Action:** Evaluate the Army Profession and the Army Ethic as the basis for internal and external trust relationships.

*Stumbling Blocks and Self Awareness*

**SLET-TLO-2:**

**Action:** Analyze the foundation and practice of personal conduct, discretionary judgments and ethical reasoning in the context of being a Senior Army Leader.

*Guarding the Army Ethic*

**SLET-TLO-3:**

**Action:** Evaluate the state of candor within the Army Profession at the individual and institutional level.

*Professional Dissonance: Tensions between Culture and Institution*

**SLET-TLO-4:**

**Action:** Evaluate the effects on the Army Profession of tensions between Army culture and institutional requirements.

*Ethical Compartmentalization: Does Your Private Life Matter?*

**SLET-TLO-5:**

**Action:** Evaluate the effects of personal and professional values either reinforcing or being in tension with each other.

*Shifting Sands: Why Do Americans Expect So Much Of Their Leaders?*

**SLET-TLO-6:**

**Action:** Analyze why Senior Army Leaders are subject to high expectations for exemplary conduct in an age of increasing moral relativism.

*The Truth about Honesty*

**SLET-TLO-7:**

**Action:** Analyze the true level of honesty and the conditions that make honesty more or less likely to occur.

*Double Standards and Trust*

**SLET-TLO-8:**

**Action:** Evaluate the impact of a double standard relating to consequences for unethical conduct and ethical shortcomings in all trust relationships.

**Final Objective:**

*Your Stewardship: Preserving the Army Profession*

**SLFO-TLO-1:**

**Action:** Create a strategy to Steward the Army Profession and develop Army Professionals.

**E. ISSUE MATERIAL**

**a.** Advance Issue:

- 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*
- Additional: (Training Support material as designated by instructor; see materials list or use other appropriate as desired)

**b.** During Class: Training Support material as designated by instructor

**F. HOMEWORK:** Training Support material as designated by instructor