

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

**Module Plan for  
“LIVING THE ARMY PROFESSION”  
CGSL-EE –FP01**

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**Date prepared:** 15 AUG 2013

**1. SCOPE:**

This module supports the block of instruction described on the Block Advance Sheet for “Commander’s Guidance for Senior Leader Ethics Education,” CGSL-EE-AS02.

**2. LEARNING OBJECTIVES:**

**TERMINAL LEARNING OBJECTIVE:**

**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.

**Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

**Standard:** The creation from doctrine (*Army Doctrine Publication (ADP) 1 The Army, Chapter 2* and *Army Doctrine Reference Publication (ADRP) 1 The Army Profession*) of a strategy that demonstrates how the Army Profession is the unifying concept for Army programs, initiatives, and personnel will include:

- Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- Participation in professional discussion, reflection and development exercises as designated by the instructor.

**ENABLING LEARNING OBJECTIVES:**

**SLFP-ELO-1.1:**

**Action:** Examine the Army Profession Learning Concepts in ADP 1, Chapter 2 and ADRP 1.

**Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

**Standard:** The examination of the Army Profession Learning Concepts in *Army Doctrine Publication (ADP) 1 The Army, Chapter 2* and *Army Doctrine Reference Publication (ADRP) 1 The Army Profession* will include:

- Analysis of the Army Profession (AP)
- Analysis of the AP 5 essential characteristics
- Analysis of Army members as professionals
- Analysis of the Army Professional’s certification criteria: competence, character and commitment
- Investigation of Army Ethic

**SLFP-ELO-1.2:**

**Action:** Evaluate Army's integration of Army Profession doctrine, Army Leader Development Strategy, and Army Mission Command.

**Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

**Standard:** The evaluation of the Army's integration of Army Profession doctrine, Army Leader Development Strategy, and Army Mission Command will include:

- Analysis of the Army Profession, Army Leader Development Strategy, and Army Mission Command doctrine.
- Analysis of the StratCom messaging associated with each.
- Identification of consistencies and discrepancies among the doctrine and messaging

**SLFP-ELO-1.3:**

**Action:** Examine the underlying cultural factors in the Army Profession affecting current Army issues.

**Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

**Standard:** The examination of the underlying cultural factors in Army environments affecting current Army issues will include:

- Investigation of Army Culture
- Analysis of the cultural factors affecting Sexual Harassment, Sexual Assault, Senior Leader ethics, Resiliency

**SLFP-ELO-1.4:**

**Action:** Explain how the message of the Army as a Profession informs an Army program or initiative that is related to a current Army issues.

**Condition:** Acting as a leader at the strategic or organizational level in the current operational environment, using a strategic or organizational-level leadership perspective as applicable, principles and standards of critical thinking, references, case studies, practical exercises, and class discussions.

**Standard:** The explanation of how the message of the Army as a Profession informs an Army program or initiative that is related to a current Army issues will include:

- Analysis of an Army program or strategy that is related to a current Army issue (i.e. Sexual Harassment, Sexual Assault, Senior Leader ethics, Suicide Prevention, Hazing, Fraternalization, Substance Abuse, Equal Opportunity, Ready and Resilient)
- Identification of consistencies and discrepancies between the Army Profession and the chosen program or initiative

**3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:**

See 'Living the Army Profession Instruction Intent' document.

See 'Living the Army Profession Module Learning Objectives' above.

**4. SUGGESTED STUDENT READINGS / VIEWINGS:****a) Army Profession Doctrine**

Army Doctrine Publication (ADP) 1, *The Army*, Chapter 2.

Army Doctrine Reference Publication (ADRP) 1, *The Army Profession*.

**b) Reading / viewing list:**

As designated by instructor. See resources in ‘Living the Army Profession Reading / Viewing list.’

#### 4. CONDUCT OF MODULE

##### a. Example Module Timeline:

Min	Activity
05	Concrete Experience:
05	Publish and Process:
20	Generalize New Information:
10	Develop:
10	Apply:
<b>50</b>	<b>Total Minutes</b>

##### b. Concrete Experience:

***Instructor Note:** Present a “Concrete Experience.” Choose a relevant video, reading or other material that can lead to a facilitated discussion on the topic. See ‘Living the Army Profession Reading / Viewing list’ for suggested videos, readings, etc. or choose a “Concrete Experience” of your own.*

##### c. Publish and Process:

***Instructor Note:** Provide students time to react to the “Concrete Experience.” Provide appropriate questions to guide the discussion to meet the objective of the “Concrete Experience.”*

##### d. Generate New Information:

***Instructor Note:** Provide new information to the students for consideration. Facilitate a discussion of the material to improve depth and retention.*

##### e. Develop:

***Instructor Note:** The facilitator provides and explores the new information combined with supplemental questions and reflective practice that guides the group through a rich discussion on how the “New Information” relates to Professions and how it shapes a professional’s behavior*

##### f. Apply:

***Instructor Note:** Choose an appropriate question, article, story, video, written vignette, exercise, picture/poster, etc. that will allow the students to apply their new knowledge the experience and will generate discussion within a small/large group setting.*

#### **Facilitator Action: Check on Learning and Promote Reflective Practice**

Determine if group members have gained familiarity with the material discussed by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

<u>Learning</u>	<u>Reflection</u>
Q – What do you think about what you learned?	Q – What will you do with

<p>Q – How do you feel about what you learned?</p> <p>Q – What did you learn from listening to the reactions and reflections of other Army Professionals?</p>	<p>your new information?</p> <p>Q – What are the future implications of this decision, or of this experience?</p> <p>Q – How can you integrate what you have learned into your own organization?</p>
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**5. SUGGESTED ASSESSMENT / EVALUATION**

As noted above in the Learning Objectives the minimum standard for this module is:

- a. Examination and analysis of the module topics including the use of a journal to document information and capture personal reflections
- b. Participation in professional discussion, reflection and development exercises as designated by the instructor.

Additionally, instructor may want to assess the students to a deeper level of understanding than is demonstrated during discussion and journaling. In those cases the following is one method of many that can be used for Assessment / Evaluation of the Learning Objectives:

- a. Preparation of a project for presentation/delivery to a small group and / or instructor for facilitated discussion on the applicable topic
- b. The project is proposed by the student or assigned by the instructor. Examples are:
  - i. Design a case study supported by applicable video or written vignettes
  - ii. Write a research paper
  - iii. Create a video presentation
  - iv. Develop a debate, point/counter point, or simulated court session
  - v. Identification of opportunities to integrate Army Profession doctrine and the Army Ethic learning concepts into Command programs, processes, and climate