

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

**Module Plan for
“YOUR STEWARDSHIP - PRESERVING THE ARMY PROFESSION”
CGSL-EE –FO1**

Module Author: Center for the Army Profession and Ethic (CAPE)

Date prepared:

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

SLFO-TLO-1:

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

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 of a strategy to Steward the Army Profession and develop Army Professionals 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:

SLFO-ELO-1.1:

Action: Analyze the responsibilities of Senior Leaders as Stewards of the Army Profession.

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 analysis of the responsibilities of Senior Leaders as Stewards of the Army Profession will include:

- Analysis of Stewardship
- Analysis of Senior Military Leaders and effects on Army Climate and Culture
- Examination of the responsibilities of Army Stewards to the Profession
- Examination of the responsibilities of Army Stewards for developing and promulgating the Army Ethic

SLFO-ELO-1.2:

Action: Examine leading, developing, coaching, counseling and mentoring Army Professionals.

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 methods to lead, develop, coach, counsel and mentor Army Professionals will include:

- Analysis of the leader competencies “leads” and “develops”
- Investigation of methods for coaching, counseling and mentoring

SLFO-ELO-1.3:

Action: Plan to develop and execute programs to preserve the Army Profession.

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 plan to develop and execute programs to Steward the Army Profession will include:

- Plan Analysis, Design, Development, Implementation, and Evaluation
- Identification of programs (Customs, Courtesies, Traditions, Professional development, mentoring)

SLFO-ELO-1.4:

Action: Develop a Character Development Plan content and process.

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 development of a plan for Character Development to include:

- Assessment of organizational climate and state of character development within the organization
- Definition of roles and areas of responsibility
- Definition of plan objectives
- Determination of program process
- Determination of program structure
- Determination of available resources
- Determination of program implementation

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See ‘Your Stewardship – Preserving the Army Profession Instruction Intent’ document.

See ‘Your Stewardship – Preserving 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 ‘Your Stewardship – Preserving 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:
50	Total Minutes

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 ‘Your Stewardship – Preserving 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 introductory question, 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 small/large group setting.

<p>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.</p>	
<p><u>Learning</u> Q – What do you think about what you learned? Q – How do you feel about what you learned? Q – What did you learn from listening to the reactions and reflections of other Army Professionals?</p>	<p><u>Reflection</u> Q – What will you do with your new information? Q – What are the future implications of this decision, or of this experience? Q – How can you integrate</p>

	what you have learned into your own organization?
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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