

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

**Module Plan for
“STUMBLING BLOCKS AND SELF AWARENESS”
CGSL-EE -ET03**

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:

SLET-TLO-3:

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

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

SLET-ELO-3.1:

Action: Analyze impediments, and pitfalls to personal conduct, discretionary judgments and ethical reasoning.

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: Analysis of impediments and pitfalls to personal conduct, discretionary judgments and ethical reasoning will include:

- Evaluation of different kinds of moral challenges
 - Analysis of Moral Disengagement
 - Analysis of Biases and Stereotypes
- Examination of the Power Dynamics of assignment to Senior Leader positions.
 - Analysis of the ethical use of authority and military force
 - Analysis of the Bathsheba Syndrome
 - Analysis of Narcissism
 - Analysis of “Toxic” Leadership

- Factors attendant to “success” that may contribute to unethical decisions and actions
- Methods to mitigate power dynamics

SLET-ELO-3.2:

Action: Evaluate resources and processes that help build moral clarity and strength.

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 resources and processes that help build moral clarity and strength will include:

- Analysis of promoting professional values such as integrity, personal discipline, and moral courage
- Analysis of ethical reasoning lenses (moral rules, objectives or outcomes, utilitarian means, actor virtues, and cultural factors) when making ethical decisions and dealing with moral challenges
- Analysis of differing personal and family moral foundations
- Analysis of ‘Army Values-based’ decision making that takes into account the influence of personal moral foundations that include, but are not limited to family, world view, and religion on an individual’s decisions

SLET-ELO-3.3:

Action: Examines the role of peers and mentors.

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 role of mentors will include:

- Analysis of mentoring
- Investigation of methods to mentor
- Identification of roles of Senior Army Leaders in relationships that exist among their peer group
- Identification of the role of Senior Army Leaders in developing the character of Army professionals.
- Analysis of Nathan’s role as a mentor in the Bathsheba Syndrome

SLET-ELO-3.4:

Action: Examines the complicit behaviors of peers and subordinates.

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 complicit behaviors of peers and subordinates will include:

- Analysis of organizational climate that leads to “aiding and abetting” behavior
- Investigation of personnel structures / hierarchy in organizations
- Investigation of how Senior Army Leaders create / structure their organizations
- Investigation of how Senior Army Leaders view themselves and their peers
- Analysis of Joab’s role in the Bathsheba Syndrome

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See ‘Stumbling Blocks and Self Awareness Instruction Intent’ document.

See ‘Stumbling Blocks and Self Awareness 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 ‘Stumbling Blocks and Self Awareness Reading / Viewing list’

5. CONDUCT OF MODULE

a. **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 ‘Stumbling Blocks and Self Awareness 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 the Army Profession and how it shapes an Army professional’s decisions and actions.*

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 and experience, generating discussion within the group setting.*

Facilitator Action: Check on Learning and Promote Reflective Practice

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

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

6. 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