

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

**Module Plan for
“GUARDING THE ARMY ETHIC”
CGSL-EE - ET04**

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-4:

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

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 state of candor within the Army Profession at the individual and institutional level 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-4.1:

Action: Analyze the relationship between candor and trust.

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 relationship between candor and trust will include:

- Examination of the need for candor and courageous and critical communication with superiors, peers, and within organizations and teams
- Analysis of candor among Soldiers, Army Civilians, Leaders/Supervisors and Peers

SLET-ELO-4.2:

Action: Examine ethical and safe climates.

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 ethical and safe climates will include:

- Analysis of Ethical Climate criteria that lead to candor and Trust
- Analysis of Safe Climate criteria that lead to candor and Trust

SLET-ELO-4.3:

Action: Examine upholding the Army Ethic within 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 examination of upholding the Army Ethic within the Army Profession will include:

- Analysis and effects of discipline, role-modeling and upholding standards of conduct
- Investigation of Army Culture with respect to upholding the Army Ethic
- Challenges of non-toleration
- Analysis of whistle blowers
- Analysis of Nathan’s role in upholding the Ethic in the Bathsheba Syndrome

SLET-ELO-4.4:

Action: Examine candor in Civil-military relations.

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: Describe and discuss methods to develop and maintain the Public Trust.

- Analysis of mentoring and Investigation of methods to mentor
- Identification of roles of Senior Army Leaders in relationships that exist among their peer group
- Evaluation of the Army Profession’s principal obligation is to support the democratic institutions and policymaking processes of our government.
 - Military leaders should offer their expertise and advice candidly to appropriate civilian leadership within the Department of Defense and more broadly within the JIIM community.
 - Civilian decision makers seek and consider professional military advice in the context of policy deliberations.
 - Army professionals properly confine their advisory role to the policy-making process and do not engage publicly in policy advocacy or dissent.

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See ‘Guarding the Army Ethic Instruction Intent’ document.
See ‘Guarding the Army Ethic 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 ‘Guarding the Army Ethic 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 ‘Guarding the Army Ethic 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?</p>

	Q – How can you integrate 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