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

Module Plan for
"PROFESSION DISSONANCE - TENSIONS BETWEEN CULTURE AND INSTITUTION"
CGSL-EE -ET05

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-5:

Action: Evaluate the effects on the Army Profession of tensions between Army culture and institutional requirements.
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 effects on the Army Profession of tensions between Army culture and institutional requirements 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-5.1:

Action: Analyze tensions between Army culture and institutional requirements.
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: Examination will include:

- Analysis of dangerous behavioral traits: GO's selecting their own inner-circle (toxic/misplaced loyalty, lacking character, group-think, protection, etc.);
- Analysis of leader development focusing on competent decision makers without proper consideration for character
- Analysis of zero-defect mentality
- Analysis of the effects of the current Evaluation system
- Analysis of the hierarchical/authoritarian structure of our Profession, even though essential, as a potential breeding ground for the unethical use of authority

SLET-ELO-5.2:

Action: Examines individual verses policy perspectives.

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: Examination will include:

- Analysis of what is just and fair to an individual with what may conflict with a policy that attempts to correct long-standing injustice (Example: establishing quotas or their look-alikes for minorities and women in various selective processes like promotions, schooling, command, and other visible assignments)
- Identification of the role of Senior Army Leaders in the relationships that exist between the Army and the American people and in all Civ-Mil relations

SLET-ELO-5.3:

Action: Examines loyalty: individual verses institution.

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: Examination will include:

- Analysis of the Army Value of Loyalty
- Analysis of loyalty to the organizational position or policy versus adherence to personal conviction when the two are in conflict
- Analysis of personally disagreeing with the President or National Policy

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See 'Tensions between Culture and Institution Instruction Intent' document.
See 'Tensions between Culture and Institution 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 'Tensions between Culture and Institution 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* 'Tensions between Culture and Institution 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.*

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.	
Learning 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?	Reflection 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 what you have learned into your own organization?

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