

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

**Module Plan for
“SHIFTING SANDS - WHY DO AMERICANS EXPECT SO MUCH OF LEADERS?”
CGSL-EE -ET07**

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-7:

Action: Analyze why Senior Army Leaders are subject to high expectations for exemplary conduct in an age of increasing moral relativism.

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 why Senior Army Leaders are subject to high expectations for exemplary conduct in an age of increasing moral relativism 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-7.1:

Action: Examine need for Trust and authentic Communication.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of the need for Trust and authentic Communication will include:

- Analysis of the need for Trust
- Analysis of the need for Candor and how Candor is related to Army Values
- Analysis of the effects of broken Trust
- Analysis of forgiveness, mercy and rehabilitation/remediation
- Analysis of effective communication strategies

SLET-ELO-7.2:

Action: Examine effects of communication technology and media.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of the effects of communication technology and media will include:

- Analysis of the effects technology on communication with various audiences
- Analysis of cultural factors affecting communication
- Investigation of Media and its relationship to communication with various audiences

SLET-ELO-7.3:

Action: Examine the purpose and functioning of the US Army.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of the purpose and functioning of the US Army will include:

- Definition of the purpose and role of the US Army in civil military relations
- Analysis of the Army Ethic
- Analysis of Why and How the Army fights
- Analysis of Army Culture: espoused values and underlying principles verses in-use practices
- Identification of the role of Senior Army Leaders in the US Army

SLET-ELO-7.4:

Action: Examine moral relativism in American culture.

Condition: In a facilitated small group environment promoting professional discussion, reflection, and professional development, given Army Profession concepts/doctrine.

Standard: The examination of moral relativism in American culture will include:

- Evaluation of the changes in American society that have increased or decreased shared values
- Analysis of how the American public develops perceptions of the military
- Analysis of how close Army culture is to American culture

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See ‘Why Do Americans Expect So Much of Leaders Instruction Intent’ document.

See ‘Why Do Americans Expect So Much of Leaders 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 ‘Why Do Americans Expect So Much of Leaders 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 ‘Why Do Americans Expect So

Much of Leaders 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 what you have learned into your own organization?</p>

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