

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

**Module Plan for
“DOUBLE STANDARDS AND TRUST”
CGSL-EE -ET09**

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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-9:

Action: Evaluate the impact of a double standard relating to consequences for unethical conduct and ethical shortcomings in all trust relationships.

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 impact of a double standard relating to consequences for unethical conduct and ethical shortcomings on all trust relationships 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-9.1:

Action: Examine underlying cultural factors in Army environments affecting Trust in internal relationships.

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 underlying cultural factors in Army environments affecting Trust in internal relationships will include:

- Investigation of internal relationships (Soldiers, Leaders, Families, Civilians) in Army Culture
- Analysis of the factors affecting trust in internal relationships

SLET-ELO-9.2:

Action: Examine the application of Standards and Discipline.

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 application of Standards and Discipline will include:

- Analysis of Standards
- Analysis of Discipline
- Analysis of Accountability

SLET-ELO-9.3:

Action: Analyze the existence and perception of a double standard relating to consequences for unethical conduct and ethical shortcomings.

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 existence and perception of a double standard relating to consequences for unethical conduct and ethical shortcomings will include:

- Research the existence of the reality and perception of a double standard relating to consequences for unethical conduct and ethical shortcomings
- Analysis of the causes of perceived double standards
- Analysis of the causes of actual double standards

SLET-ELO-9.4:

Action: Examine the effects of the realities and perceptions of Double Standards on 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 the effects of the realities and perceptions of Double Standards on the Army Profession will include:

- Evaluation of the root causes of wrong perceptions
- Evaluation of the effects of wrong perceptions
- Evaluation of the effects of correct perceptions

SLET-ELO-9.5:

Action: Examine the methods and requirements to report out to various audiences.

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 and requirements to report out to various audiences will include:

- Analysis of the importance of Trust in relationships that exist between the Army and the American people and the Army and public officials
- Investigation of methods to develop/maintain Trust in relationships both internally and externally
- Identification of the role of Senior Army Leaders in the relationships that exist between the Army and the American people and the Army and public officials

3. SUGGESTED INSTRUCTOR INSTRUCTIONAL INTENT:

See 'Double Standards and Trust Instruction Intent' document.

See 'Double Standards and Trust 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 ‘Double Standards and Trust 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 ‘Double Standards and Trust 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.

<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>
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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