

The Army Profession

“The Army Profession” Instructional Video



The Army Profession

For all members of the Army Profession

<http://cape.army.mil>

“The Army Profession”

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1. Checklist

- Recruit additional strong/respected leaders from your unit to be facilitators with your unit. (Recruit as many as the situation mandates)
- Watch the video prior to your facilitation.
- Review the additional resources.
- Review the “How to run your workshop” guidelines prior to facilitating.
- Think about personal experiences that relate to the scenario.
- Resource Prep:
 - Make copies of the facilitation questions as needed for each of your facilitators.
 - If you plan on showing video clips, test to make sure they work on the system in your designated training area.
 - Make sure you have a whiteboard with dry-erase markers.

2. Facilitator Guide Instructions

Instructions

The video focuses on:

- The principles and ideas supporting the Army Profession.
- The importance of understanding the Army in its role as a profession in order to best serve the United States.

Recommended steps to follow when using this video in a group discussion:

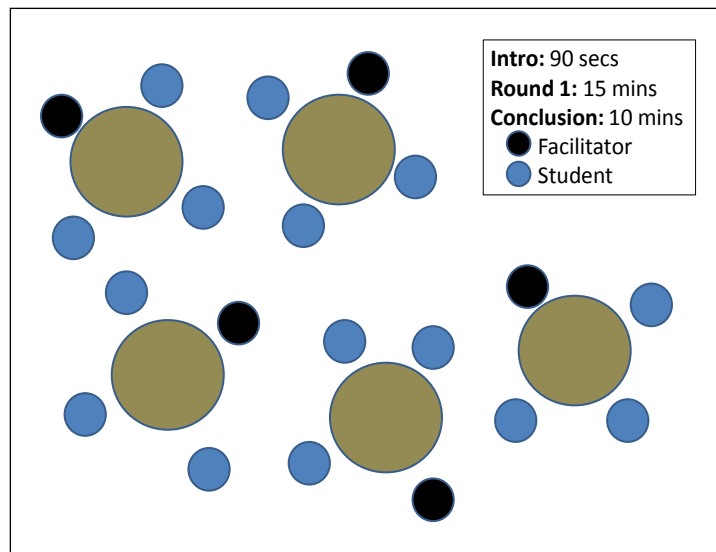
1. Ensure students/participants are familiar with the nature and expression of the Army Profession before starting the lesson/discussion. (e.g., review of ADP-1, Ch. 2 and ADRP-1)
2. Play the video for the students/participants.
3. Facilitate a group discussion on the topic of standards and discipline. The “Example Facilitator Questions” are included to assist a facilitator in guiding the discussion.
4. Skip to Step 4, “Detailed Plan for Your Workshop,” for example facilitator questions, if already familiar with how to facilitate this module.

3. How to run your workshop

The basic concept provided below is a way to facilitate this module. Modify as is necessary to fit the needs and demographics of the group. We find having a variety of ranks/leadership positions in each group increases perspective and maximizes takeaway.

PREP: Have a whiteboard and markers available. Bring copies of the video transcripts. Have a Facilitator Guide available for each facilitator. Get there early and set up the room in huddles large enough to support a variety of leadership at each table. Put chairs around one table (keep people close), rather than pulling several tables together.

BASIC CONCEPT: Meet for 25 minutes to discuss the module. The group breaks down into huddles large enough to support a variety of leadership at each table. For example, you want to have SLs, PSGs, PLs, and CDRs in the same huddle so you can maximize the overall effectiveness and increase the number of vantage points. Have one facilitator at each table to guide (NOT LEAD) the discussion. The workshop begins with facilitators asking the participants what their response was to the module. The facilitators' main role is to be a catalyst for conversation and learning about the topic at hand. This module includes two rounds of discussion, and ends with personal stories and vignettes that relate to the module.



KEYS TO SUCCESS:

- Let participants do most of the talking.
- The facilitators' key role is to ask questions that spark thought and conversation.
- Ensure you engage each level of leadership and everyone within your group. Do not let any one person dominate the conversation.
- Have questions prepped for each round to drive the conversation. (See "Detailed Plan" on page 5)
- You are a catalyst for conversation. Make sure that you continue to ask questions that make your group dig deeper.

4. Detailed plan for your workshop

INTRODUCTION (90 seconds)

Introduce the Workshop in a way that communicates the purpose of the event.

“Today we’re going to look at the Army as a profession, and examine the impact that idea has on the doctrine and culture of our Army.”

ROUND 1 – Facilitated Discussion (15 minutes):

1. What are the five essential characteristics of the profession?
 - a. What is trust in this context? Why is trust the bedrock of the profession?
 - b. Why is it an Army professional’s duty to be an expert?
 - c. How do you identify and demonstrate honorable service?
2. How do the Army Values guide an Army professional’s behavior?
3. The video said that “Winning in combat is the only acceptable outcome.” Why is it important to embody and support all five essential characteristics of the Army Profession?
 - a. What risks does an organization face if it embraces esprit de corps but ignores honorable service?
 - b. Can an organization embrace military expertise and nonetheless fail to support and develop trust?
4. Why is it important for Soldiers and Army Civilians to develop a personal identity as Army professionals?
 - a. Can a Soldier be a professional without the Army being a profession?
 - b. How does stewardship of the profession require stewarding and increasing that sense of identity?
5. The video says that it is “Our moral responsibility to ensure the long-term effectiveness of the Army as a trusted military profession.”
 - a. How can an Army professional accomplish this responsibility of stewardship?
 - b. What behavior can you identify that is counter to this stewardship?
6. How does the Army profession prepare the Army to serve the nation in the future?

4. Detailed plan for your workshop (continued)

ROUND 2 - Conclusion (10 minutes): Personal Vignettes and takeaways.

Facilitator asks students to share any personal vignettes and takeaways from the module.

It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the Army Profession. Leaders should walk away with a better understanding of its impact, and be able to properly convey its importance to Soldiers in their unit.

Upon concluding, the following questions are useful for determining learning and promoting reflection:

Learning	Q - What did you learn from listening to the reactions and reflections of other leaders? Q - What are the future implications of this decision and or experience?
Reflection	Q - How do you feel/what do you think about what you learned? Q - What will you do with your new information? Q – How can you integrate new learning into your Command team philosophy, command structure and climate?