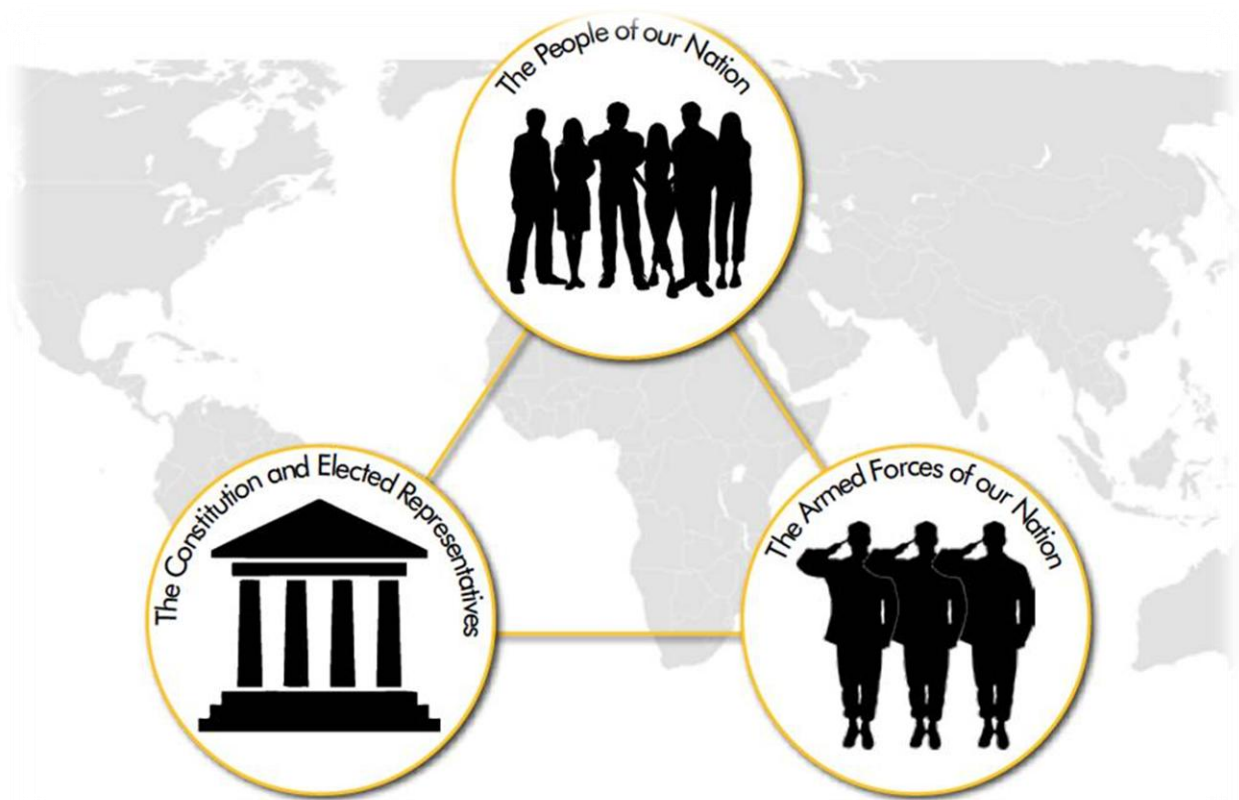




Published: June 2012 in <http://cape.army.mil>

## “Civil-Military Relations” Instructional Video



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For all members of the Army Profession

<http://cape.army.mil>

## “Civil-Military Relations”

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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 and read the transcript prior to your facilitation.**
- Review the additional resources.**
- Review the, “How to run your workshop,” guidelines prior to facilitating.**
- Think about a personal experience that relates to the scenario.**
- Resource Prep:**
  - Make copies of the video transcripts and 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

The “Civil-Military Relations” instructional video addresses:

- Our Army’s organizational subordination to civilian authority, under the Constitution, and;
- Our responsibility, as Army Professionals, to respect and honor the will of the American people, as expressed by duly elected and appointed civilian authority, as we serve the “common defense.”

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

1. Ensure the students/participants are familiar with the nature of the Army Profession before starting the lesson/discussion. (e.g., Review ADP-1, Chap 2, and ADRP-1.)
2. Play the video for the students/participants.
3. Facilitate a group discussion on the topic of civil-military relations. The “Example Facilitator Questions” are included to assist a facilitator in guiding the discussion.

### 3. Video Transcript

#### ***Civil-Military Relations***

“The history of our Army profession is the history of our Nation.”

– General (R) Frederick M. Franks

On December 23, 1783, having successfully led the Continental Army against the British forces to secure the freedom of the newly formed nation, General George Washington addresses the United States Congress and resigns his commission as commander in chief. Despite the ultimate authority offered to him, General Washington willingly relinquished his control of the military and all his authority to the recently formed Congress of the nation. He asked nothing in return for his heroic deeds and leadership other than to quietly return to his farm.

With this historical act, General Washington instituted the concept of the military as willing servants of the Nation, serving under the authority of our elected civilian government. This concept, now a foundation of the Army Profession, is as relevant today as it was in 1783.

The interaction of 3 key groups within our society – The American People, their elected government and the armed forces of the nation – form a triangular set of relationships referred to as the Civil-Military relations of the Army Profession.

Our Civil-Military relations are grounded in 3 principle foundations:

1. The Role and purpose of the US Army
2. The Army’s Subordination to Civilian Authority
3. The Trust of the American People in the US Army

The Army Profession exists to provide for the common defense and contribute to the general welfare of the nation’s citizens. We stand ready to defend and protect the rights of our citizens at home or abroad. In fulfilling this role, we are subordinate to the civilian authority of the government. When we swear our true faith and allegiance to the Constitution, we become servants of the nation.

This subordinate service is the bedrock of the trust we maintain with the American People. Our nation trusts the Army to defend the Constitution and the American way of life, upholding the moral and ethical principles of our Nation. In return, the American people support our profession as we answer the call to duty.

Our Civil-Military relations shape the interactions with the world around us. We must remember at all times, in all places that our actions must be in keeping with the moral identity of the nation we serve. We represent the American people wherever we carry our flag.

We speak with candor, represent discipline and convey respect when interacting with the media. We provide our civilian leaders with accurate, mission- focused advisement. We respect and cooperate with our international allies around the world to execute missions the American people deem necessary and worthy in the defense of human rights.

Understanding that we answer not only to ourselves, but to the society and nation that supports us is critical to applying these foundations in our duties.

At all times, our allegiance remains to the American people and the Constitution, our purpose is to protect their way of life and defend their freedoms, so it is therefore our most enduring charge – to at all times uphold the sacred trust of the nation.

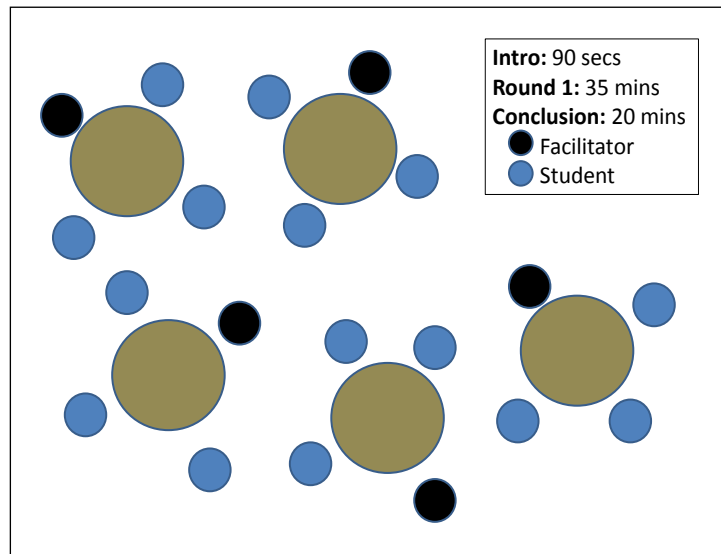
Put simply – the Army is entrusted with our nation’s survival. Failure in our duties is not an option. As we uphold these responsibilities, we must always understand the foundations of our Civil-Military relations; And by this understanding remain vigilant in our duties and reverent in our service.

## 4. 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 55 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.

## 5. 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 Civil-Military Relations and examine the impact it has on the doctrine and culture of our Army.”*

### ROUND 1 – Facilitated Discussion (35 minutes):

1. General Washington demonstrated what it means to be loyal to the Constitution of the United States by willingly relinquishing his command in obedience to civilian authority. Today, how does our Army Profession demonstrate that same obedience to our elected and appointed civilian leaders? How do you view *your role* as a part of the military? As part of the Army Profession?
2. The video refers to the importance of Army Professionals conducting themselves in conformity with the “moral identity” of the Nation.
  - a. What is our nation’s moral identity?
  - b. Does our Army Professional identity conform to the Nation’s?
  - c. How do we reflect our Army Professional moral identity in the performance of duty?
3. “We represent the American people wherever we carry our flag.” What does this observation mean regarding our conduct of duty:
  - a. In garrison?
  - b. While deployed?
  - c. When in combat?
4. The Army performs “missions the American people deem necessary and worthy in the defense of human rights.”
  - a. What are human rights and where do they come from?
  - b. Why is it our responsibility to uphold “human rights?”
5. We are responsible to the society we serve.
  - a. What is our “duty” to society as members of the Army Profession?
  - b. How do the “foundations of civil-military relations” affect our duty?



6. To whom or to what do we owe our “loyalty” as Army Professionals? How does this affect our decisions and actions? What does it mean to owe “allegiance” to the Constitution?
  
7. The Army’s subordination to our Federal Government and our *duty* as Army Professionals to be willingly obedient to our elected and appointed civilian leaders are the foundations of civil-military relations. Why are these principles essential to sustaining trust with the American people? What role do senior Army Professionals play in maintaining this tradition?
  
8. Our Army is entrusted by our society to contribute to the “common defense.”
  - a. How can each Army Professional help sustain this Trust?
  - b. How would unethical conduct erode this trust?

## 6. Detailed plan for your workshop (continued)

### **ROUND 2 - Conclusion (15 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 significance of Civil-Military Relations. 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:**

<b>Learning</b>	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?
<b>Reflection</b>	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?