

The Army Profession

“Standards and Discipline” Instructional Video



The Army Profession

For all members of the Army Profession

<http://cape.army.mil>

“Standards and Discipline”

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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 role of standards and discipline in and for our Army Profession.
- The importance of upholding Standards and developing Discipline to maintain expertise and sustain the trust of the American people.

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

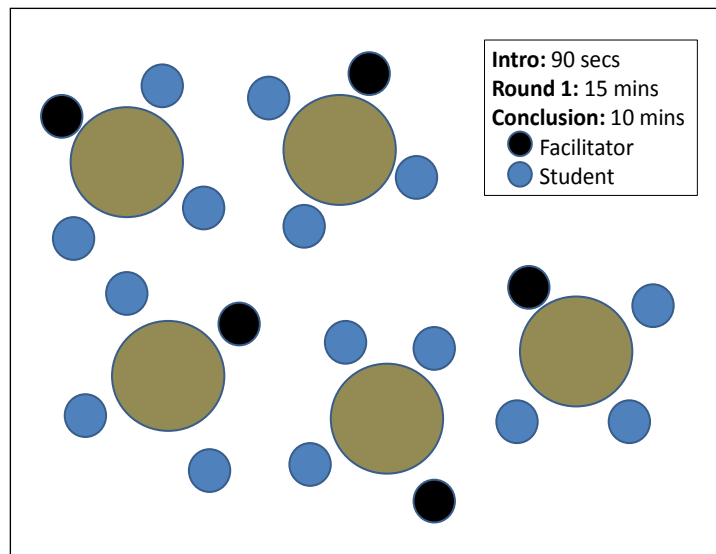
1. Ensure students/participants are familiar with the nature and expression of the Army Profession before starting the lesson/discussion. (e.g., review of ADP-1, Ch. 2 and ADRP-1)
2. Play the video for the students/participants.
3. Facilitate a group discussion on the topic of standards and discipline. 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 Army standards and discipline and examine the impact that idea has on the doctrine and culture of our Army.”

ROUND 1 – Facilitated Discussion (15 minutes):

1. What does standards and discipline mean to you?
 - a. Why does the Army set standards?
 - b. What informs each person’s understanding of discipline?
 - c. Describe an experience when adherence to or deviation from standards had a profound impact on your unit or organization and the mission.

2. The video explains that the Army Profession embraces a duty to do what is right in the face of temptations, obstacles, adversity, frustrations, fatigue and fear. How do standards and discipline enable a professional to fulfill that duty?
 - a. In general, how does discipline affect our decisions and actions?
 - b. Specifically, can you have discipline without standards? Why is it important that standards be describable, achievable, and measurable?
 - c. What might the video mean by “standards are who we are at our best?”

3. How do common standards and an expected level of discipline lead to trust?
 - a. How is that trust affected by realistic standards? How is it affected by impractical standards?
 - b. What should a professional do when he or she encounters an unrealistic standard?

4. Military discipline begins with self-discipline – how can Army professionals increase and develop discipline within their organizations?
 - a. How is discipline a positive influence?
 - b. How do discipline, pride, and esprit de corps intersect?

5. “Standards and discipline set the level of expectation we have of each other – so it allows us to operate in an area of trust with ourselves.” What does this statement mean? How can you relate standards and discipline to our Army Professional Ethic?

6. How are standards and discipline reflected in an organization's, and a professional's, competence, character, and commitment?
7. Why is discipline imperative within the Army Profession?
 - a. What affect does undisciplined behavior have on the trust we must sustain with the American people?
 - b. What affect does discipline behavior, and upheld standards, have on the esprit de corps within the Army Profession?
8. What attitude toward standards and discipline should a professional have who intends to steward the profession?
9. What responsibility do we, as members of the Army Profession, have to uphold standards and influence all to develop discipline?
10. Army standards and discipline lie at the heart of our professional competence and influence our esprit de corps, our pride in our honorable service, and the Army culture. How does this observation affect your fighting spirit and your identity as an Army Professional?

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 significance of standards and discipline. 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?