

**Army Management Staff College (AMSC)  
Civilian Education System (CES) Intermediate Course  
Humility Elective Class**

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## 1. SCOPE

This video explains the importance of humility to the Army Profession, the relationship of humility to trust, and the difference between humility and weakness. Upon completing this video, learners will communicate that humility is a critical leader attribute. In this video, the learners will discuss how humility affects unit climate, organizational culture, and the mutual trust between Army team members.

## 2. LEARNING OBJECTIVES

### Terminal Learning Objective (TLO)

**Action:** Apply humility as a character attribute.

**Condition:** As learners attending the CES Intermediate Course, given access to ADP 6-22, experiential learning activities, readings, videos, discussion, peer/facilitator feedback, reflection time, development time, and practicum.

### Standard:

- Define humility in accordance with Army doctrine.
- Define character in a clear and concise manner.
- Identify the attributes of a humble leader.
- Review the characteristics of leaders lacking humility.
- Employ the Army Leadership Requirements Model (LRM).

**Learning Domain:** Cognitive

**Level of Learning:** Application

## 3. ASSIGNED STUDENT READINGS

### Prior to class read:

- ADP 6-22, *Army Leadership and the Profession* (Change 1, November 2019):
  - Chapter 2, Character
    - para 2-1 thru 2-3 Foundations of Army Leader Character
    - para 2-31 thru 2-33
  - Chapter 6, Develops
    - para 6-7 thru 6-8 Prepares Self
    - para 6-14 thru 6-19 Developing Self-Awareness

## 4. FACILITATOR ADDITIONAL READING(S)/MATERIAL:

Lesson Plan for Humility Video

**Read:**

- ADP 6-22, *Army Leadership and the Profession* (Change 1, November 2019)

**5. TRAINING AIDS, REFERENCES AND RESOURCES**

**a. Lesson Plan Slides (separate file)**

**b. Assessment:** N/A

**c. Computer and projection systems** for presenting video.

**d. White Board** with dry erase markers and eraser, and/or butcher block paper and markers.

**6. CONDUCT OF LESSON**

**a. Lesson Timeline with learning step activities (LSAs):**

90 minutes

7 minutes: Introduction

15 minutes: First video and class discussion/participation

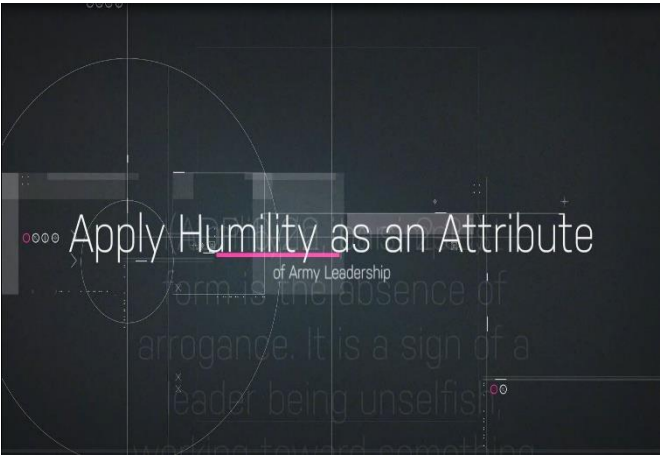
15 minutes: Second video and class discussion/participation

15 minutes: Third video and class discussion/participation

15 minutes: Fourth video and class discussion/participation

15 minutes: Fifth video and class discussion/participation

8 minutes: Summary

<b>Slide 1 – Introduction slide</b>	
<p>Facilitator actions: show slide 1, introduction slide for the class.</p> <p>Brief facilitator introduction.</p> <p><i>Reference: ADP-6-22</i></p>	 The slide features a dark background with a grid and a large circle. The main text reads "Apply Humility as an Attribute" in white, with "of Army Leadership" in smaller text below it. Faded text in the background includes "Humility is the absence of arrogance. It is a sign of a leader being unselfish."

## Slide 2 – Humility Definition

Facilitator actions: show slide 2.

Begin the class by discussing the definition of humility from Army doctrine.



### Facilitator notes:

While leader humility has been linked to several positive outcomes, existing research speculates that expressions of humility may not be viewed positively in organizations with a highly directive or masculine culture – such as the military. Research has also suggested that men and women may be perceived differently when behaving humbly. A combination of four studies revealed that military superiors do take a positive view of humble behaviors in their subordinates, but it is not clear that humble leaders are viewed as having more potential than those who exhibit other positive leadership behaviors.

### Background:


A person's character affects how they lead. A leader's character consists of their true nature guided by their conscience, which affects their moral attitudes and actions. A leader's personal reputation is what others view as character. Leaders who firmly adhere to applicable laws, regulations, and unit standards build credibility with their subordinates and enhance trust of the Nation they serve.

Character consists of the moral and ethical qualities of an individual revealed through their decisions and actions. Leaders must consistently demonstrate good character and inspire others to do the same. The close teamwork demanded to execute military missions at all levels requires that everyone in the Army share certain desirable character attributes (ADP 6-22, para 2-1 and 2-3).

Humility exists on a continuum. Too little humility represents arrogance or hubris, which may lead to overconfidence. Excess humility is problematic because it is interpreted as shyness, meekness, passivity, blind obedience, or timidity. Either extreme signals a lack of self-awareness that undermines followers' trust and confidence in the leader's ability to make good decisions, look out for the unit's welfare, and to achieve success.

It is difficult to judge our own humility. One's humility is largely determined by other people. It is a subjective perception of the leader. Humility is interpreted differently by


different genders and cultures. Individuals need to guard against their biases and assess character based on the whole set of Army Values and attributes (ADP 6-22, para 2-32 and 2-33).

<b>Slide 3 – Ms. Janetta Harris-CAPL</b>	
<p>Facilitator Action: show the first video clip.</p> <p>Question: As an Army leader trying to avoid projecting arrogance, how do you apply humility when balancing confidence and authority?</p>	 A woman with shoulder-length brown hair, wearing a dark floral patterned jacket over a maroon top, sitting in a chair against a black background.

**Facilitator notes:** Have the students watch the first video clip. Then ask the students: do you agree or disagree with Ms. Harris?

Choose one of the follow-on questions for further discussion. The point is to reach the affective domain. (Answers may vary)

- ✚ How is humility related to problem solving?
- ✚ Have you witnessed reprisal in the workplace/unit?
- ✚ How do organizations usually deal with arrogant people?

<b>Slide 4 – CPT Stephanie Parker-CAPL</b>	
<p>Facilitator Actions: play the second video clip.</p> <p>Question: What advice would you give a subordinate who is not practicing humility?</p>	 A woman in a military camouflage uniform, sitting in a chair against a black background. Her name tag reads 'PARKER' and 'U.S. ARMY'.

**Facilitator notes:** Have the students watch the video clip. Then ask the students: what are your thoughts?

Choose one of the follow-on questions for further discussion. The point is to reach the affective domain. (Answers may vary)

- ✚ How would you deliver that advice to a subordinate?
- ✚ Describe a time when you have been the lowest-ranking person in your unit. How were you treated by your peers?
- ✚ Describe a time when you completed a humble act (such as shoveling snow, taking out garbage, or sweeping). How did others view you?

#### Slide 5 – Mr. Mark Schmidt-AMSC

Facilitator Actions: show the third video clip.

Question: Describe a time when you observed skillful balance of humility and confidence.



**Facilitator notes:** Have the students watch the third video clip. Then ask the students: what do you think of the example Mr. Schmidt presented?

Choose one of the follow-on questions for further discussion. The point is to reach the affective domain. (Answers may vary)

- ✚ What do you say to people who don't own their mistakes?
- ✚ Can a person be competent without confidence?
- ✚ Think of someone who has had a positive impact on your life. Was that person humble?

#### Slide 6 – MSG Nickie Wileman-15<sup>TH</sup> MP BDE

Facilitator Actions: show the fourth video clip.

Question: What do you believe are characteristics of a humble leader?



**Facilitator notes:** Have the students watch the video clip. Then ask the students: what are your characteristics / suggestions / recommendations?  
Choose one of the follow-on questions for further discussion. The point is to reach the affective domain. (Answers may vary)

- ✚ How do the Army Values impact daily operations and plans?
- ✚ What are the characteristics of an arrogant leader?
- ✚ Can an arrogant leader destroy a team and lead to failure? Explain why or why not.

### Slide 7 – Mr. Dwayne Wagner

Facilitator Actions: show the fifth video clip.

Question: As a prior service military officer, how do you balance humility, when during your military career, you may have outranked your current supervisor?



**Facilitator notes:** Have the students watch the video clip. Then ask the students: do you agree or disagree with Mr. Wagner?

Choose one of the follow-on questions for further discussion. The point is to reach the affective domain. (Answers may vary)

- ✚ How can you ensure your boss knows he/she is the boss?
- ✚ Do you have a responsibility to make your boss 'look good'?
- ✚ How can you correct your boss? Think of the way you would want to be treated.

### Slide 8 - CAPL Training and Education Resources

Facilitator Actions:  
Highlight the vast resources that the Center for the Army Profession and Leadership (CAPL) provides.



**Facilitator notes:** Conduct a check on learning and summary with the class.

## **Check on Learning**

**Question:** What is character?

**Answer:** A leader's character consists of their true nature guided by their conscience, which affects their moral attitudes and actions (ADP 6-22, para 2-1).

**Question:** What is humility?

**Answer:** Humility in its simplest form is the absence of arrogance (ADP 6-22, para 2-31).

## **Summary:**

We want to highlight the vast resources that the Center for the Army Profession and Leadership (CAPL) provides. CAPL's vision is to strengthen America's Army as a military profession that inspires trusted Army Professionals to honorably fulfill their oaths of service. We do this by providing Army profession, leadership and leader development studies, doctrine, products and services and integrates personnel lifecycle functions in order to reinforce the Army Profession and enhance leader and unit performance at all echelons.

Encourage participants to visit the website on their own time to explore the resources there. Mention video case studies as a training tool they can use.

**7. ASSESSMENT PLAN:** N/A.

**8. ENVIRONMENTAL IMPACT STATEMENT:** None.

**9. RISK ASSESSMENT/RISK CONTROL MEASURES:** None