

## LESSON NUMBER 8

### TASK: IDENTIFY EXTREMISM AND EXTREMIST ORGANIZATIONS

**CONDITION:** In a small group discussion environment.

#### STANDARD:

- Define the army's policy on extremism.
- Explain the prohibitions with regard to extremism. Explain the restrictions on participation in extremist organizations.
- Describe the definitions of terms related to extremism.
- Explain the responsibilities of the soldier with regard to extremism.

**TIME OF INSTRUCTION:** 1 Hour

**LEAD IN:** The United States Army is comprised of soldiers from various cultures, ethnic groups, religions and races from around the world. These various groups contain ideologies that range from extremely tolerant to extremely intolerant. It is the policy of the Army that extremism is incompatible with the responsibilities of military service. By learning more about the ideologies, history and dynamics of extremism, you will have a better understanding of the influences that can affect your fellow soldiers and how their beliefs or actions can affect those of their peers. Keep in mind that any issue within society will likely find its way into the Army at some point. Extremism is no exception.

*Discussion Question:* Ask students if they have ever been approached, or do they know of anyone who has been approached to join an extremist group. If so, how did they handle the situation?

*1. Policy.* It is the policy of the U.S. Army to provide equal opportunity and fair treatment for all soldiers without regard to race, color, religion, gender, or national origin. Based on this philosophy, participation in extremist organizations or activities is inconsistent with the responsibilities of military service. Military personnel must reject extremism. Extremist organizations and activities are ones that advocate racial, gender, or ethnic hatred or intolerance; advocate, create, or engage in illegal discrimination based on race, color, gender, religion, or national origin; advocate the use of force or violence, or unlawful means to deprive individuals of their rights under the United States Constitution or the laws of the United States or any State; or advocate or seek to overthrow the Government of the United States, or any State by unlawful means.

*2. Prohibitions.* Soldiers are prohibited from the following actions in support of extremist organizations or activities. Penalties for violations of these prohibitions include the full range of statutory and regulatory sanctions, both criminal (UCMJ) and administrative.

- a. Participating in a public demonstration or rally;

- b. Attending a meeting or activity with knowledge that the meeting or activity involves an extremist cause when on duty, when in uniform, when in a foreign country (whether on or off duty or in uniform), when it constitutes a breach of law and order, when violence is likely to result, or when in violation of off-limits sanctions or a commander's order;
- c. Fund raising;
- d. Recruiting or training members (including encouraging other soldiers to join);
- e. Creating, organizing, or taking a visible leadership role in such an organization or activity; or
- f. Distributing literature on or off a military installation with the primary purpose and content of which concerns advocacy or support of extremist causes, organizations, or activities and it appears the literature presents a clear danger to the loyalty, discipline, or morale of military personnel, or if the distribution would materially interfere with the accomplishment of a military mission.

*3. Impact on the unit and the mission.* When individuals in the Armed Services are supportive of extremism there is an immediate impact on the unit. Even as the mission continues and work is accomplished, the overall command climate changes as it adjusts to the new element. The unit might divide into opposing factions. When this happens the unit is no longer efficient and the "team concept" of accomplishing the mission is gone. Time and effort are now required to deal with the extremist views in the unit. The following are examples of how the unit is affected.

- a. Command climate suffers. If there is a lack of trust and cohesiveness among unit members, morale will suffer, along with unit readiness.
- b. Polarization of groups is a logical by-product of extremism within a unit. Extremists are not likely to work closely with members of other groups.
- c. Undermines confidence among or between unit members.
- d. Productivity and mission accomplishment can be seriously affected. The unit may not work together in training or a mission environment.
- e. An enormous amount of time may be spent to retrain, counsel, investigate, and take corrective action.

*4. Terms and definitions.* In addition to the definition already presented for extremism and extremist organizations and activities, there are other terms you should be familiar with in order to discuss this issue with your soldiers. They include:

a. Supremacist. Any person(s) maintaining the ideology, quality, state of being, or position of being superior to all others in something.

b. Extremist. A person who advocates the use of force or violence; advocates supremacist causes based on race, ethnicity, religion, gender, or national origin; or otherwise engages to illegally deprive individuals or groups or their civil rights.

c. Extremist Organizations. Groups, which advocate the use of force or violence in support of supremacist causes; based on ethnicity, religion, gender, or national origin; or otherwise engages in efforts to illegally, deprive individuals or groups of their civil rights.

d. Ideology. A systematic body of concepts especially about human life or culture; a way of thinking used by a group or individual to express their beliefs and social values.

5. *Recruitment and Affiliation.* Instead of standing in streets dressed in sheets and shouting hate messages, extremists may sit in bars and break areas, wearing street clothes. The standard hateful message has not been replaced; just packaged differently. Recognizable hate symbols and paraphernalia are usually hidden until a recruit is hooked on the validity of the ideology. In some cases, individuals who subscribe to extremist ideology are not necessarily members of any group.

6. *Extremist groups and organizations.* The majority of extremist groups and organizations have one predominant theme of superiority of one race over another. This theme can also be applied to ethnicity and religious groups. Some of these groups and organizations proclaim violence as a means to achieve their goals. Most of these groups develop ideologies in an attempt to justify, legitimize and rationalize one particular version of reality. While the following groups are not representative of all extremist groups, a large portion fall into one of the three following categories:

a. White Supremacy Ideology. According to this ideology, the Caucasian race is directly descended from Adam:

- (1) Separatists (Nationalist).
- (2) Third Position (Aryan Socialism).
- (3) Neo-Nazi Skinheads.
- (4) Fifth Era.

b. Identity (or Christian Identity). Followers of this ideology tend to believe the Jews are the descendants of Satan, and white Anglo-Saxons are the true Israelites, “God’s chosen people.”

- (1) Ku Klux Klan.

- (2) Neo-Nazi.
- (3) Aryan Nation.
- (4) Identity Movement Churches.
- (5) New Jerusalem Fellowship.
- (6) Church of Jesus Christ Christian.
- (7) Church of the Creator.

c. **Black Supremacy Ideology.** Most black supremacist groups have been inactive for over 10 years and while they are not a threat today, they are always a potential threat in the future. The last major black extremist group that posed a threat was the Yahweh's who embarked on a killing campaign against Caucasians in the mid-1980's. Law enforcement authorities infiltrated this group and its members were imprisoned.

7. *Tattoos.* Tattoos are frequently associated with racist and/or gang activities. Skinheads frequently use tattoos and symbols of lightning bolts, skulls, Nazi swastikas, eagles, and Nordic warriors. Skinhead graphics also feature barbed wire, hobnailed boots, and hammers in their symbolism. This information being provided is general in nature and is provided as a guide only. No immediate assumptions should be made when strange or suspicious tattoos are observed. However, they may be considered a warning signal something might be worth checking into further. When in doubt, consult the Staff Judge Advocate for clarification and guidance.

8. *Command Authority.* Commanders have the authority to prohibit military personnel from engaging in or participating in any activities the commander determines will adversely effect good order and discipline or morale within the command. This includes, but is not limited to, the authority to order the removal of symbols, flags, posters, or other displays from barracks; to place areas or activities off-limits (see AR 190-24); or to order soldiers not to participate in those activities that are contrary to good order and discipline or morale of the unit or pose a threat to the health, safety, and security of a military installation.

9. *Command Options.* Commander's option for dealing with a soldier's violation of the prohibitions include:

a. Soldiers will be counseled by commanders of the inconsistency of Army goals, beliefs, and values concerning extremism. Leaders will take extremist activities into consideration when recommending soldiers for leadership positions or evaluating overall duty performance during evaluation reports.

b. UCMJ action. Possible violations include:

(1) Article 92 -- Riot or breach of peace.

(2) Article 117 -- Provoking speeches or gestures.

(3) Article 134 -- General article, specifically, conduct which is prejudicial to the good order and discipline or service discrediting.

c. Involuntary separation for unsatisfactory performance or misconduct or for conduct deemed prejudicial to good order and discipline or morale.

d. Reclassification actions or bar to reenlistment actions, as appropriate.

e. Other administrative or disciplinary action deemed appropriate by the commander, based on the specific facts and circumstances of the particular case.

10. *Individual Responsibilities:*

a. Reject affiliation with any extremist organizations, activities, and beliefs.

b. Encourage others (peers and subordinates) to avoid affiliation through leadership.

c. Report specific indicators to the chain of command so appropriate action can be taken before the situation gets worse.

d. Seek clarification from chain of command on "hot" topics, current issues, and current policies.

11. *Conduct a check on learning and summarize the learning activity.*

*Discussion Question.* What is expected of military members with regard to participation in extremist organizations or activities?

*Discussion Question.* What are some specific activities, which are prohibited?

*Discussion Question.* What is the one predominant theme found in most extremist organizations or activities?

*Discussion Question.* How do you define the term “ideology?”

*12. CLOSING:* Extremism in most any form can have a very serious and negative impact on unit cohesion and effectiveness. We must always try to be aware of any type activity trying to surface in our work areas and living areas. As the leaders in the Army, you are in the best position to know what the soldiers are doing. You are also in the best position to influence your soldiers. You should be always on the alert for signs of extremist activities within your organization. Encourage your soldiers to report anyone approaching them on the subject of extremism. If you see evidence of this type of behavior or activities, immediately report your concerns to the chain of command. Our soldiers have every right to expect the Army to keep this type of activity out of their living and working areas. You have the responsibility to do your absolute best to ensure it does not surface in your unit. Are there any questions?

## LESSON NUMBER 9

### TASK: GROUP DEVELOPMENT THEORY

**CONDITION:** In a small group discussion environment.

#### STANDARD:

- Identify the working definition of a group.
- Identify formal and informal groups.
- Identify the reasons people join groups.
- Describe the four stages of group development.
- Identify group task and maintenance functions.

**TIME OF INSTRUCTION:** 2 Hours

### PART I: THE FORMATION OF GROUPS

1. *Define group:* A group is more than two persons who interact with each other in such a manner that the behavior or performance of one is influenced by the behavior or performance of the others.

2. *Two types of groups:* formal groups (task oriented) and informal groups (social oriented).

3. *Reasons for group formation:* security, social, esteem, proximity, attraction, and ordered to.

*Discussion Question:* What are some examples for each of the reasons for group formation?

4. *The five stages of group development:* Form, Storm, Norm, Perform, and Adjourning Stage.

a. First Stage - **Form** - The behavior of the group members can be characterized as:

(1) Dependent on direction: Things like what a person's job is within the group and who is in charge are very important.

(2) Members are polite: Letting people see your real identity is not very easy in group formation. Many false fronts are used to cover areas considered to be problems.

(3) Introduction and sharing of information: The basics of who is in the group. Information like where everyone is from, where they have served, MOS, etc..

(4) Stereotyping individuals based on first impressions: Deciding what a person is like based on first impressions is the most common problem in group formation. For most people, a first impression is lasting, whether or not it is correct.

(5) Conversations are about safe acceptable topics: These subjects may include weather, sports, duty stations, not normally race, religion, etc..

(6) Avoid disclosure, feedback, and interpreting non-verbals: Questions like, “how do you feel about that statement?” or “Why are you frowning?” are not common during this phase. Also statements of personal feelings such as “I feel afraid” are seldom heard. The time a group remains in this stage depends on the structure, task, and leadership.

b. Second Stage - **Storm** - The behavior of the members of the group can be characterized as:

(1) Counter-dependent: This means that each group member strongly feels the need to take care of himself/herself during this stage.

(2) Bid for power: Statements like “I think we should do it this way,” are very common.

(3) Competitive: Trying to win every situation, or out argue on conflicting points.

(4) Rationalization: This is a thought process that ensures we feel that we are right regardless of what others may say.

(5) Close-minded: Not listening to others point of view and discounting their opinion as worthless.

(6) Conflict/Hostility: Emotions run high during this stage. Individuals in total disagreement with the group are common.

(7) Cliques are formed: People with like viewpoints tend to get together in an “us against them” type of attitude.

(8) Unexpressed individual needs.

(9) Creativity suppressed: With so many ideas suppressed, the group gets little accomplished toward the task at hand during this stage.

(10) Try to reach resolution by vote, compromise, or arbitration.

c. Third Stage - **Norm** - The behavior of the members of the group can be characterized as:

(1) Independent and constructive: Group members are able to operate as a group on their own.

(2) Real listening takes place: The mood is much more open-minded during this stage.

(3) Attempts to gain and maintain control lessen: Individuals no longer try to control the movement of the group.

(4) Progress toward objectives: The job starts to get done.

(5) Creativity begins: Group member's trust each other enough to be expressive.

(6) Roles identified.

(7) The leader may become somewhat less identifiable or necessary to the group. The job of each member of the group will be defined more clearly.

d. Fourth Stage - **Perform** - The group's behavior can be defined as:

(1) Independent.

(2) High group morale and esprit.

(3) Intense group loyalty.

(4) Individual creativity is encouraged.

(5) Disagreement is OK.

(6) No cliques.

(7) Group adopts an identification symbol.

e. Fifth Stage - **Adjourning** - The behavior of the group can be characterized as:

(1) Less task ability.

(2) Regression to less productive behavior.

(3) Separation, grieving behaviors.

(4) Re-definition.

(5) Termination or mini-death.

*Discussion Question:* What stage of group development would you classify your squad, section, or platoon?

## **PART II: THE TASK AND MAINTENANCE FUNCTIONS**

1. *Task Functions are required behavior in selecting and carrying out a group task.*

a. *Information seeking or giving.* Requesting or supplying factual material about a group concern; asking for and giving ideas or generalizations.

b. *Opinion seeking or giving.* Requesting or supplying opinions and beliefs, evaluating, or helping the group find out what members think or feel.

c. *Initiating activity.* Starting the discussions, proposing tasks, goals, or solutions; defining a problem or an aspect of a problem.

d. *Clarifying/elaborating.* Giving example, paraphrasing, interpreting, developing meetings, or building on other's ideas.

e. *Coordinating.* Showing relationships among ideas or suggestions.

f. *Summarizing.* Restating information, opinions, or suggestions in concise form after the group has discussed them.

g. *Consensus testing.* Sending up a "trial balloon" to see if the group is nearing a conclusion, identifying points where agreement is not yet reached, or asking for a group commitment by vote or general agreement.

*Discussion Question:* Which of the task functions do you consider the most important and why?

2. *Maintenance functions (within the group).*

a. *Gatekeeping.* Trying to keep communication channels open, and helping others to contribute or participate in the discussion.

b. *Climate making and encouraging.* Developing and maintaining a friendly, warm, relaxed, and accepting, atmosphere.

c. *Harmonizing.* Reducing and reconciling misunderstandings, disagreements, and conflicts; reducing or relieving negative feelings.

d. *Compromising.* When one's own ideas or status is involved in a disagreement, offering to seek mutually acceptable alternatives.

e. *Expressing personal feelings.* Letting others know what you feel to prevent bad feeling from blocking progress; to give positive feedback when good feelings will help the group's progress.

f. *Expressing group feelings.* Summarizing what the group feeling is sensed to be, and describing reactions of the group to ideas or solutions.

g. *Standard setting.* Expressing the standard or criteria for use in choosing content or procedures.

*Discussion Question:* Which of the maintenance function do you consider the most important and why?



## **LESSON NUMBER 10**

### **TASK: HIV AND “SAFE SEX” PRACTICES**

**CONDITION:** In a small group discussion environment.

**STANDARD:** Be familiar with the following:

- The extent of the HIV/STD epidemic in the United States.
- Who is at risk for HIV/STD infection.
- Strategies for reducing risk of HIV infection.
- Risk of HIV infection associated with deployment to areas where HIV is common.

**TIME OF INSTRUCTION:** 1 Hour

1. The extent of the HIV/STD epidemic in the United States (Seroconversion means changing from being HIV negative to HIV positive.)

a. Males are over 3 times as likely as females to seroconvert.

b. Unmarried soldiers are over 2 times as likely to seroconvert as married soldiers are.

c. Soldiers with lengths of service (LOS) less than 3 years and those with LOS between 3 and 5 years have similar seroconversion rates. Those with LOS of 6 or more years have a lower seroconversion rate.

2. Who is at risk for STDs/HIV infection?

a. Young adults.

b. Women of childbearing age.

3. Strategies for reducing HIV/STD infection.

a. Responsible sexual activity or abstinence from sexual activity outside of marriage.

b. Avoid:

(1) Multiple sex partners.

(2) Sex partners who have many other sex partners.

(3) Sex partners who have high risk sex partners.

(4) Unfamiliar sex partners.

- c. Use condoms, when appropriate.
  - d. Don't inject illegal drugs.
4. Risk of HIV infection associated with deployment to areas where HIV is common.
- a. Where will the deployment take place?
  - b. How long will the deployment last?
  - c. What type of mission will the deployment be?
  - d. What will be the degree of contact with local inhabitants?

## LESSON NUMBER 11

**TASK:** “THE MEDALS – SSG CLIFFORD C SIMS – SPC FRANK A. HERDA.”

**CONDITION:** In a small group discussion environment.

**STANDARD:**

- All participants will become acquainted with the circumstances, which led to this Medal of Honor being granted.
- All participants will be able to relate SSG SIMS or SPC HERDA’S actions to today’s Army values.

*Notes to instructor: This lesson may be taught using any Medal of Honor citation as the basis. They are generally available in unit libraries, or may be obtained through the Center for Military History or on the Internet at <http://www.army.mil/cmh-pg/mohom.htm>.*

*You should conduct this lesson by explaining what the Medal of Honor is, setting the scene for these specific awards (in these cases, explaining or providing a little background about the Vietnam War), reading the actual citation, and then engaging in discussion. You might also mention to those present that these two soldiers were members of the 101<sup>st</sup> Airborne Division (Air Assault).*

*SSG CLIFFORD C. SIMS*



His actual citation for the Medal of Honor reads:

*(Read actual citation out loud:)*

*“Staff Sergeant Clifford C. Sims, United States Army, who distinguished himself on 21 February 1968, while serving as a squad leader with Company D, 2d Battalion (Airborne), 501<sup>st</sup> Infantry, 101<sup>st</sup> Airborne Division, near Hue, in the Republic of Vietnam. Company D was assaulting a heavily fortified enemy position concealed within a dense wooded area when it encountered strong enemy defensive fire. Once within the woodline, Sergeant Sims led his squad in a furious attack against an enemy force, which had pinned down the 1<sup>st</sup> platoon and threatened to overrun it. His skillful leadership provided the platoon with freedom of movement and enabled it to regain the initiative. Sergeant Sims was then ordered to move his squad to a position where he could provide covering fire for the company command group and to link up with the 3<sup>rd</sup> platoon, which was under heavy enemy pressure. After moving no more than thirty meters Sergeant Sims noticed that a brick structure in which ammunition was stocked was on fire. Realizing the danger, Sergeant Sims took immediate action to move his squad from this position. Though in the process of leaving the area two members of his squad were injured by the subsequent explosion of the ammunition, Sergeant Sims prompt actions undoubtedly prevented more serious casualties from occurring. While continuing through the dense woods amidst heavy enemy fire, Sergeant Sims and his squad were approaching a bunker when they heard the unmistakable noise of a concealed boobytrap being triggered immediately to their front. Sergeant Sims warned his comrades of the danger and unhesitatingly hurled himself upon the device as it exploded, taking the full impact of the blast. In so protecting his fellow soldiers, he willingly sacrificed his own life. Staff Sergeant Sims conspicuous gallantry, extraordinary heroism and intrepidity at the cost of his own life, above and beyond the call of duty are in keeping with the highest traditions of military service and reflect great credit upon himself and the United States Army.”*

**SPC FRANK A. HERDA**



His actual citation for the Medal of Honor reads:

*(Read actual citation out loud:)*

*“Specialist Four Herda, (then Private First Class), who distinguished himself on 29 June 1968 while serving as a grenadier with company A, 1<sup>st</sup> Battalion (Airborne), 506<sup>th</sup> Infantry, 101<sup>st</sup> Airborne Division (Airmobile) near Trang Bang, Republic of Vietnam. Company A was part of a battalion-size night defensive perimeter when a large enemy force initiated an attack on the friendly units. While other enemy elements provided diversionary fire and indirect weapons fire to the west, a sapper force of approximately thirty men armed with hand grenades and small charges attacked Company A’s perimeter from the east. As the sappers were making a last, violent assault, five of them charged the position defended by Specialist Herda and two comrades, one of whom was wounded and lay helpless in the bottom of the foxhole. Specialist Herda fired at the aggressors until they were within ten feet of his position and one of their grenades landed in the foxhole. He fired one last round from his grenade launcher, hitting one of the enemy soldiers in the head, and then, with no concern for his own safety, Specialist Herda immediately covered the blast of the grenade with his body. The explosion wounded him grievously, but his selfless action prevented his two comrades from being seriously injured or killed and enabled the remaining defender to kill the other sappers. By his conspicuous gallantry at the risk of his own life in the highest traditions of the military service, Specialist Herda has reflected great credit on himself, his unit and the United States Army.*

*Discussion Questions:*

Which were the primary Army values that you think that SSG Sims and or SPC Herda exhibited? (i.e. Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, Personal Courage)

Why do you think he was able to act with such heroism? (Training, courage, loyalty or concern for others, etc.?)

Do you think that SSG Sims and SPC Herda took care of their soldiers?

How do you think you might react in the same situation?

Have you known other Army soldiers or leaders, in your own career, who you think would make the same sacrifice as SSG Sims or SPC Herda did?

Who have you known in your Army career who has set the example for you; professionally, personally, or in terms of courage?

## **LESSON NUMBER 12**

### **TASK: PREVENTION OF SEXUAL HARASSMENT**

**CONDITION:** In a small group discussion environment.

**STANDARD:** Correctly identify situations of sexual harassment and recommend appropriate corrective action.

**TIME OF INSTRUCTION:** 2 Hours

**LEAD IN:** The elimination of sexual harassment has been a long-standing goal of the Army. During recent years the issue of sexual harassment has received significant media and political attention in both government and in private sectors. This heightened awareness on the causes of sexual harassment has intensified national debate on prevention strategies. Sexual harassment affects everyone. It detracts from a positive unit climate that promotes individual growth and teamwork, vital to combat readiness. Sexual Harassment victimizes males as well as females and can occur at any time, and is not limited to the workplace. For these reasons sexual harassment cannot and will not be tolerated.

**INSTRUCTOR NOTES:** The term “civilian employees” used in this lesson plan, refers to Department of Army civilian employees (DACs) working either appropriated fund or nonappropriated fund position, and Army family members who are contract employees. Prior to class review Army policy regarding senior subordinate relationships and fraternization in AR 600-20, Chapter 7.

*1. Policy:* Sexual harassment is a form of gender discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

a. submission to, or rejection of, such conduct is made either explicitly or implicitly a term or condition of a person’s job, pay, or career, or

b. submission to, or rejection of, such conduct by a person is made as a basis for career or employment decisions affecting that person, or

c. such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creates an intimidating, hostile, or offensive work environment.

Any person in a supervisory or command position who uses or condones implicit or explicit sexual behavior to control, influence, or affect the career, pay, or job of a soldier or civilian employee is engaging in sexual harassment. Similarly, any soldier or civilian employee who makes deliberate or repeated unwelcome verbal comments, gestures, or physical contact of a sexual nature is also engaging in sexual harassment.

2. *Types of sexual harassment.* Soldiers and civilians need to have a clear understanding of some of the basic principles which are critical to identifying types of behavior which constitute sexual harassment. Two of these include “quid pro quo” and “hostile environment.” Also, soldiers and civilians should understand “unwelcome” as viewed by a “reasonable woman” standard, and the relevancy of impact versus intent.

a. *Quid Pro Quo.* “Quid pro quo” which is a Latin term essentially means “this for that.” This term refers to conditions placed on a person’s career or terms of employment in return for sexual favors. It involves threats of adverse actions if the victim does not submit or promises of favorable actions if the person does submit. Incidents of quid pro quo can also have an adverse effect on third persons. It can result in allegations of sexual favoritism, or gender discrimination when a person feels unfairly deprived of recognition, advancement, or other career opportunities due to favoritism shown to another soldier or civilian employee based on a sexual relationship.

*Discussion Question:* What are some examples of Quid Pro Quo? (i.e. promotion, award or favorable assignment, disciplining or relieving individual for refusing, and poor evaluation reports)

*Discussion Question:* What would be an example of a third person Quid pro Quo? (i.e. A squad member who finds out that his or her squad leader recommends another soldier for promotion based upon promised or actual sexual favors, not upon merit or ability)

b. *Hostile environment.* A “hostile environment” occurs when soldiers or civilians are subjected to offensive, unwanted, and unsolicited comments and behavior of a sexual nature. If these behaviors have the potential of unreasonably interfering with their performance, then the environment is classified as hostile

*Discussion Question:* Give examples of a hostile environment. (i.e. Feminine terms in describing unsatisfactory male performance such as wimp, sissy, or mama’s boy; jody calls during physical training; posting of sexually oriented cartoons and pictures in the work area; telling of sexually explicit jokes and sharing sexist attitudes and opinions.)

3. *Related elements of sexual harassment.* In addition to the two basic categories of “Quid Pro Quo” and Hostile Environment, soldiers and civilian employees need to be aware of other related elements to identify behavior that constitutes sexual harassment.

a. *Impact vs Intent.* Soldiers and civilians must understand that what they may consider to be joking or horseplay must be evaluated on its appropriateness and

offensiveness as perceived by the recipient. When attention of a sexual nature is neither wanted, initiated, nor solicited, it is considered “unwelcome.” In determining whether such behavior constitutes sexual harassment, a primary concern is the impact of the act upon the victim, not the intent of the alleged harasser. An excuse such as, “I was only joking” is irrelevant.”

b. Reasonable person and reasonable woman standards. Another variable in assessing the impact or expected reaction to sexual harassment is measured by the “reasonable person standard” or the “reasonable woman standard.” These standards are used to predict the expected reaction to or impact of perceived offensive behaviors on the recipient. They ensure adequate sensitivity to a person’s feelings and perspective while avoiding extremes. The purpose of adopting a “reasonable woman’s standard” is to avoid the issue of male bias which could exist in a “reasonable person’s standard.”

4. *Categories of Sexual Harassment.* Sexual harassment behavior is a major factor for determining hostile environment and can be categorized into four basic forms: verbal comments, nonverbal gestures, printed material and physical contact. The following are common examples:

a. Verbal comments. Examples of verbal comments include telling sexual jokes and using profanity, threats; sexually oriented jody calls, sexual comments, whistling, describing certain sexual attributes about one’s physical appearance, and referring to soldiers or coworkers by honey, baby, sweetheart or dear. Initially this form of harassment appears innocent until someone demands that his or her appropriate title be used. When the victim’s request is not honored and the behavior is repeated or escalated to another form, it can be classified as creating a hostile environment.

b. Nonverbal gestures. Examples of nonverbal sexual harassment include staring at someone (giving the person “the eye” or “once over”), blowing kisses, licking lips, or winking in a suggestive manner. Nonverbal sexual harassment also includes sexually oriented pictures, faxes, screen savers, and e-mail. Nonverbal forms of sexual harassment may take on a more hostile appearance after the victim has rejected the advances of the harasser.

c. Physical contact. Examples of physical contact are touching, patting, hugging, pinching, grabbing, cornering or blocking a doorway, unsolicited back and neck rubs, or unsolicited clothing adjustments.

5. *Victim Impact.* Soldiers and civilians must understand the devastating affect sexual harassment can have on a victim and on unit readiness. Problems due to sexual harassment can manifest themselves in a number of ways. Some are very obvious, while others may be well hidden and not so visible. The first and most obvious impact sexual harassment has on victims is that it interferes with their work performance. A soldier or civilian employee who has to fend off offensive and repeated sexual attacks cannot perform quality work. Sexual harassment also creates a hostile environment by placing unreasonable stress on the victim. Sexual harassment promotes a negative form of stress

that can affect everyone in the workplace. The impact of this form of stress on the victim can be devastating. It can affect not only the victim's ability to perform effectively on the job but can also have an adverse impact on off duty time. Sexual harassment also puts a high degree of fear and anxiety into the workplace. When the harassment is quid pro quo, the fear of loss of job or career opportunities can undermine a unit's teamwork and morale. The bottom line is this: anyone who is sexually harassed will be less productive, and the command climate will likely suffer. Soldiers and civilian employees can only reach their full potential in an environment that fosters dignity and respect.

#### 6. *Sexual Harassment Checklist.*

**INSTRUCTOR NOTE:** In order to adequately assess whether an incident or behavior is or is not sexual harassment, students must apply the questions in the checklist. Take this time to summarize and check learning. Ask the class for an example of behavior for each question.

- Is the behavior inappropriate for the workplace?
- Is the behavior sexual in nature or connotation?
- Is the conduct unwanted, unwelcome, or unsolicited?
- Do the elements of power, control, or influence exist?
- Does the situation indicate a quid pro quo relationship?
- Does the behavior create a hostile or offensive environment?
- Is the behavior repeated as it relates to gender treatment?
- How would a "reasonable person" or "reasonable woman" be affected?

7. *Reporting Sexual Harassment.* All soldiers and their family members have the right to prompt and thorough redress of sexual harassment complaints without fear of intimidation or reprisal. Refer to AR 600-20, which contains detailed information on the Army's EO complaint process. The chain of command is the primary channel for handling and correcting allegations of sexual harassment. Although a number of alternate channels are available, soldiers and DA civilians are encouraged to bring their complaints to the first line supervisor for resolution at the lowest possible level. Should complainants feel uncomfortable in bringing their concerns to the chain of command or the allegation of sexual harassment is against a member of the chain, a number of alternate agencies are available to assist in the complaint process. Complaints of sexual harassment may be filed formally or informally.

a. An informal complaint is one in which the complainant does not wish to file his or her grievance in writing. In attempting to resolve the problem at the lowest possible level, it may not be necessary to involve the commander or other members of the chain of command.

b. Soldiers, family members, or civilians who wish to file a formal complaint must submit a sworn statement using DA Form 7279-R. The complainant is responsible for providing all pertinent information to include a detailed description of the incident and the names of witnesses and other involved parties. Complainants have 60 calendar days

from the date of the alleged incident in which to file a formal complaint of sexual harassment. The commander who acknowledges the complaint has 14 calendar days to resolve the complaint or provide written feedback to the complainant. An extension of additional 30 calendar days may be required in special circumstances. At the conclusion of the commander's inquiry or investigation, the complainant will be informed in writing as to whether his or her complaint was substantiated and the appropriate action taken. Should the complainant disagree with the findings or actions taken to resolve the complaint, the complainant may file an appeal. Appeals must be submitted within 7 calendar days of being notified as to the final disposition of the complaint. The appeal should be filed with the commander who processed the complaint, next higher commander within the chain, or with the commander who has General Court-Martial convening authority. Should complainants feel that they are victims of intimidation or reprisal actions, they must report such incidents to the chain of command or other alternate agencies.

8. *Recommended Techniques for Dealing with Sexual Harassment.* All soldiers and civilian employees have a responsibility to help resolve acts of sexual harassment and are encouraged to report them to the chain of command or appropriate agencies. There are certain actions victims can take to help them deal with sexual harassment situations. This following list is prioritized to denote a victim's increased involvement.

a. *Diary.* Keeping a record of daily events is a way to help victims clarify situations and events that affect them emotionally. Like a diary, the information that is recorded should resemble a journal of personal notes. These notes should be factual and include details to include time, location, and names of those present during each incident. Those who elect to use this strategy, however, should be cautioned not to keep their diary in the work area nor should they let others see or read their notes. In the event the victim decides to file a complaint, the diary can be useful in recalling specifics on who, what, when, and where.

b. *Intermediary.* A victim may want to take a more direct approach in attempting to stop a sexual harassment situation. However, he or she may feel intimidated, apprehensive or reluctant to speak to the harasser directly. In such cases, a coworker, supervisor, or another leader can serve as an intermediary and speak to the offender on behalf of the victim. Hopefully, the person who is asked to be an intermediary is not also intimidated. If so, chances for success by this means are minimal at best. An intermediary does not speak for the victim, but relates what behavior the victim wants stopped.

c. *Letter.* Another strategy for confronting sexual harassment is to write the harasser a letter. The letter should be professional, polite, and specific about what behaviors are offensive and unwelcome. The letter should contain at least three parts: first, an objective description of the behavior or incident(s) without evaluating the harasser or providing editorial comments; second, a description of how the victim is affected by the behavior; and finally, what the victim wants the harasser to do to correct the problem. The advantages of this technique is that it gives the victim a chance to handle the

situation, it avoids formal charges and public confrontations, and it gives the harasser an opportunity to look at the impact of his or her behavior. Victims should be warned that a letter also could be interpreted by the harasser as a sign of weakness or intimidation. Therefore, the victim should be prepared to report the incident should the harassment continue.

d. **Confronting.** Confronting the harasser directly can be an effective method for dealing with unwanted, offensive behavior. Soldiers and civilian employees are encouraged to take this course of action whenever it is appropriate to do so. However, depending on the severity of the act and victim's own confidence for success, direct confrontation may not be appropriate in all circumstances. Victims should be aware that successful confrontation involving severe forms of harassment does not preclude reporting the harassment to the chain of command. Victims of sexual harassment should be encouraged to confront their harasser at the time of the act or very soon thereafter and do so in a professional manner. The victim should tell the harasser exactly what behavior is offensive and unwanted. However, the victim should be cautioned when using this approach not to verbally attack the harasser, but calmly describe the behavior. Finally, victims should let the harasser know how they feel and that his or her behavior will be reported to the chain of command if the behavior is continued or repeated.

e. **Reporting.** The decision to report an incident of sexual harassment is often viewed as a last resort by most victims. This is due to their fear of involvement, fear of reprisal, or fear of being identified as one who complains. Reporting does have its place even when the victim has been successful in stopping the harassment. Depending on the severity of the incident, "reporting" may be the appropriate first course of action. Reporting may also be the final choice when prior coping efforts have failed and no alternative remains. Reporting must deal with facts so that the commander or other leaders can address specific issues and talk to valid witnesses.



**INSTRUCTOR NOTE:** At this time have everyone read the scenarios to themselves and then allow the remainder of time to discuss each scenario.

### **PRACTICAL EXERCISE**

*SITUATION A:* CPT Bob Jack overheard two of his coworkers, CPT Lisa Gray and ILT Adam West, laughing quietly, whispering, and flirting with each other. The next time CPT Jack passed CPT Gray, he winked and said, “Hi, sweet thing,” and looked her over, all in a joking manner. CPT Gray was angry and offended and told him so.

*Discussion Question:* Did CPT Jack sexually harass CPT Gray?

*SITUATION B:* When Tom Bennet, a civilian supervisor of military personnel, gets his work group together for their monthly planning session, he always asks SSG Carol Jackson to take notes and make coffee. His work group consists of three administrative assistants—SSG Jackson, SSG Kelvin Bridges, and SSG Reginald Gibson.

*Discussion Question:* Is Tom sexually harassing SSG Jackson?

*SITUATION C.* Throughout the day, MSG York has to drop by the job site to oversee the work of his crew, which is made up of three women and eight men. When he passes SFC Monica Thomas or SSG Pamela Hey he occasionally pats one of them or gives them a “little pinch” or a hug. He has never said anything really sexual to either of them, and they’ve never objected to his occasional touches.

*Discussion Question:* Is MSG York sexually harassing the women?

*SITUATION D:* MAJ Chong really likes his subordinates, and he makes it a point to treat everyone the same. He especially likes to joke and tease in what he feels is a good-natured way. He makes comments like “How’s your love life?” and “Don’t do anything I wouldn’t do”, but MAJ Chong would never be lewd or offensive. None of his subordinates has ever objected, and sometimes they laugh.

*Discussion Question:* Is this sexual harassment?

*SITUATION E:* Last night MSG Donald Reese went to a business dinner meeting arranged by his boss, CPT Ora Issacs. He expected the whole office staff to be there, but it was just the two of them. The restaurant was dimly lit, with a very romantic atmosphere. After a few drinks MSG Reese realized that the only business to be discussed was CPT Issacs’ attraction to him. Just before suggesting that they go to her house for a nightcap, she mentioned MSG Reese’s upcoming Noncommissioned Officers Evaluation Report (NCOER).

*Discussion Question:* Is CPT Issacs sexually harassing MSG Reese?

*SITUATION F:* SGT Martha White is very attracted to her supervisor, SFC Dan Black. Since they're both single, she asked him over for dinner one Friday evening. After a very pleasant evening and a few too many drinks, they ended up spending the night together.

*Discussion Question:* Is this sexual harassment?

*ANSWERS:*

*SITUATION A:* Yes. CPT Jack's behavior was inappropriate and constitutes sexual harassment. His action has the potential for creating a hostile environment. Although the behavior displayed by CPT Gray and ILT West is not identified as sexual harassment it appears inappropriate for the work place.

*SITUATION B:* No. There is no rationale given in the scenario as to why Mr Bennet has SGT Jackson take notes and make coffee, it appears to be discrimination based upon gender role stereotyping, and not sexual harassment. There is not enough information to determine why Mr. Bennet assigned SGT Jackson these specific duties during the monthly planning sessions.

*SITUATION C.* Yes. Based upon the scenario MSG York's behavior appears to be a physical form of sexual harassment. The question is "pats where and pinches where?" There is nothing in this scenario which would indicate that MSG York's behavior is either sexual or offensive but, his physical touching of his subordinates was neither requested nor asked for, and thus has the potential for creating a hostile environment. The behavior is also only directed at two of the three women on the job site. Therefore it appears gender based and inappropriate. His behavior could also be perceived as a form of preferential treatment by the men on the job site and cause for a complaint of treatment that is based on gender difference.

*SITUATION D.* No. This is not sexual harassment. Though some may view MAJ Chong's comments as a subtle form of harassment, his actions should not be viewed as sexual or offensive. He treats both men and women the same. However, as the supervisor his comments may be inappropriate.

*SITUATION E.* Yes. CPT Issacs' behavior is a "quid pro quo" form of sexual harassment. Although she has not mentioned sex in her conversation with MSG Reese, she has made it clear that there is a direct connection between his response to her suggestion for a nightcap at her place and his next NCOER.

*SITUATION F.* No. However it is clearly inappropriate for supervisors and their subordinates to get involved romantically. This behavior can damage unit morale and discipline. This is also a possible UCMJ violation, unprofessional relationship.

## **LESSON NUMBER 13**

### **TASK: PROFESSIONAL ETHICS**

**CONDITION:** In a small group discussion environment.

**STANDARD:** IAW stated Army Values

**TIME OF INSTRUCTION:** 2 hours

**LEAD IN:** As a soldier, you must be a person of strong and honorable character committed to the professional Army ethic. This lesson will provide you with the fundamentals of what a leader must be to have the moral strength and courage to make hard decisions, the professional army ethic, and the ethical decision-making process.

### **PART I: BELIEFS**

*Discussion Question:* What are beliefs?

*ANSWER:* Assumptions or convictions that you hold as true about some person, thing, or concept. Assumptions are suppositions that something is true. Convictions are strong persuasions that something is true.

*Discussion Question:* Why are your soldiers' beliefs important?

*ANSWER:* People generally behave in accordance with their beliefs. Emphasize that an individual cannot normally prove all of his beliefs. Some examples of individual beliefs that might affect individual behavior are: one soldier believes that "duty" means "8 to 5." Another believes that "duty" means selflessly serving their unit regardless of the time of day. One leader believes that rewards and punishments are the only way to motivate soldiers. Another believes that they should use rewards and punishments only in exceptional cases.

*Discussion Question:* As a soldier, why are your personal beliefs important?

*ANSWER:* The beliefs of a soldier impact directly on the leadership climate, cohesion, discipline, training, and combat effectiveness of a unit.

**Note:** Select students to explain in their own words how the personal beliefs of a leader could impact on each item in the above answer. Discuss student responses in light of these key points:

a. Leadership climate. A leader must create a climate that encourages their subordinates to want to actively participate and accomplish the mission. The key ingredients in developing this climate are mutual trust, respect, and confidence. A

leader's belief that they can not trust their subordinates interferes with the development of a good leadership climate in the unit.

b. **Cohesion.** Cohesion is the commitment of soldiers to each other. It strengthens their willingness to fight and sacrifice their personal safety. Cohesion also requires strong bonds of mutual trust, respect, and confidence.

c. **Discipline.** Disciplined soldiers do their duty promptly and effectively in response to orders, or even in the absence of orders. The elements of discipline are values, character, and the will of soldiers and leaders.

d. **Training.** Training must challenge soldiers and be as realistic as possible.

e. **Combat effectiveness.** Combat effectiveness results from a combination of leadership climate, cohesion, discipline, and training.

## **PART II: VALUES**

*Discussion Question:* What are values?

*ANSWER:* Attitudes about the worth or importance of people, concepts, or things. An attitude is a mental position, feeling, or emotion.

*Discussion Question:* How do values influence behavior?

*ANSWER:* People use their values to decide between alternative actions.

**Note:** Emphasize that personal values need not be logical. Select students to give examples of personal values that might influence behavior. (i.e. truth, money, friendships, justice, human rights, and selflessness)

*Discussion Question:* What are the seven individual values considered essential for building the trust necessary for efficient unit operations?

*ANSWER:* Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

**Note:** Select students to explain in their own words how each individual value contributes to unit effectiveness. Ensure that the student responses include these key points:

a. **Loyalty** - Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.

b. **Duty** - fulfill your obligations.

c. **Respect** - Treat people as they should be treated.

d. **Selfless-Service** - Put the welfare of the nation, the Army, and your subordinates before your own.

e. **Honor** - Live up to all the Army values.

f. **Integrity** - Do what's right, legally and morally.

g. **Personal Courage** - Face fear, danger, or adversity (Physical or Moral).

### **PART III: NORMS**

*Discussion Question:* What are norms?

*ANSWER:* Rules or laws (normally based on agreed-upon beliefs and values) that members of a group follow to live or work together in harmony.

**Note:** Select students to give examples of formal and informal norms. Examples of formal norms are traffic signals, the Uniform Code of Military Justice, the Geneva Conventions, uniform regulations, safety codes, and unit SOPs. Informal norms are things like this unit will not abandon casualties. Shared values are the basis of norms. As a leader, you have the power to influence the beliefs and values of your soldiers.

*Discussion Question:* Why is it important for you to nurture and shape the beliefs and values of your subordinates?

*ANSWER:* Their beliefs and values are fundamental motivating factors. You also have the power to influence the norms of your unit.

*Discussion Question:* How can you influence beliefs, values, and norms?

*ANSWER:* By setting the example; by recognizing behavior that supports professional beliefs, values, and norms; and by planning, executing, and assessing tough, realistic individual and collective training.

**Note:** Select students to explain in their own words how each action can influence the beliefs, values, or norms of their subordinates. Discuss student responses in light of these key points:

a. **Setting the example.** As a leader, you must respect your soldiers and you must earn their respect if you are to influence their beliefs and values. Subordinates will always respect your rank, but they will base their genuine respect on your demonstrated character, knowledge, and professional skills.

b. Recognizing behavior that supports professional beliefs, values, and norms. Once your soldiers respect you and want your approval, you can guide them to demonstrate unselfish concern for the unit and other soldiers. You can reinforce this behavior with positive feedback and by praising them for things they do that support duty, cohesiveness, discipline, good training, and good maintenance.

c. Planning, conducting, and assessing tough, realistic individual and collective training. "Tough" training occurs when leaders and soldiers mutually experience realistic, exhausting conditions that prepare them, as a team, for the stress of combat.

#### **PART IV: CHARACTER**

*Discussion Question:* What is character?

*ANSWER:* A person's inner strength that links values and behaviors.

*Discussion Question:* Why is character important? How can you build your own character?

*ANSWER:* Soldiers want leaders who provide strength, inspiration, and guidance to help them become winners. The soldiers' assessments of a leader's character determine whether or not they are willing to trust their lives to that leader. To build your own character you can: assess the present strength of your values and character. Determine the values you want to promote. Seek out missions and situations that support developing such character. Select a role model that demonstrates the values and character you are trying to develop.

*Discussion Question:* How can you influence the character of your soldiers?

*ANSWER:* By eliminating counterproductive beliefs, values, and behaviors. Leaders will not be able to influence the beliefs, values, and character of all soldiers. They can help soldiers to develop character if the soldiers want to change.

#### **PART V: PROFESSIONAL ARMY ETHIC**

*Discussion Question:* What is the professional army ethic?

*ANSWER:* The doctrinal statement is in FM 100-1. The ethic sets the moral context for service to the nation and inspires the sense of purpose necessary to preserve the nation, even by using military force. *Discuss student responses in light of these key points:*

a. Loyalty means being loyal to the nation, the Army, and the unit. Loyalty to the Army means supporting the military and civilian chain of command. Loyalty to the unit expresses both the obligation between the leaders and the led and the shared commitment of soldiers to other soldiers.

b. Duty means accomplishing all assigned tasks to the fullest of your ability.

c. Selfless service means that you must resist the temptation to put self-gain, personal advantage, and self-interests ahead of the interests of the nation, the Army, or your unit. Your rank and position are not personal rewards. You earn them so that you can better serve the nation, the Army, and your unit.

d. Integrity means being honest and upright, avoiding deception, and living the values that you suggest for your subordinates. Integrity is the basis for the trust and confidence that must exist among members of the Army. The concepts of beliefs, values, norms, and character are fundamental to an understanding of professional ethics.

*Discussion Question:* What are ethics?

*ANSWER:* Ethics are principles or standards that guide professionals to do the moral or right thing. As a leader, your commitment to the professional army ethic requires you to fulfill three ethical responsibilities. They are:

a. Be a role model. You are on display at all times and your actions speak louder than your words.

b. Develop your subordinates ethically. You must shape the beliefs and values of your soldiers to support the values of the nation, the Army, and the unit. You develop your subordinates by personal contact and by teaching them how to reason clearly about ethical matters.

c. Avoid creating ethical dilemmas for your subordinates. Since your soldiers will want to please you, do not ask them to do things that will cause them to behave unethically.

d. The key to fulfilling your ethical responsibilities is ensuring that your own behavior is ethical. This may not seem to be a problem. In most situations, the ethical course of action is obvious. The real question is whether or not you have the character to live by sound professional values when under pressure. Sometimes, however, you will find yourself in complex situations where the right ethical choice is unclear. When in such situations, you should use a decision-making process to help you identify the course of action that will result in the greatest moral good.

*Discussion Question:* What are the steps in the ethical decision-making process?

*ANSWER:* Interpret the situation, analyze factors and forces, choose course of action, and implement course of action.

**Note:** Take a minute to read the student handout. Identify the ethical dilemma in the Student Handout. Remind the students that ethical dilemmas exist when two or more deeply held values collide. The basic problem in this situation is a conflict between the

value of "mission accomplishment" and the value of "obeying the laws of land warfare." Remember that each student perceives the situation in terms of his/her own personal beliefs, values, norms, and character. It is possible that some students may not value either "mission accomplishment" or "obeying the laws of land warfare" highly enough to perceive the ethical dilemma in this situation.

*Discussion Question:* What is the second step in the EDM process?

*ANSWER:* Analyze all the factors and forces that relate to the dilemma.

**Note:** Select students to explain how each force in this model might have a bearing on the problem. Ensure that student responses include these key points:

a. **Laws, Orders, and Regulations.** The law of land warfare requires soldiers to avoid the unnecessary loss of civilian life and property. Your concern that violations of the law of land warfare fall under the UJMC might influence you to choose another course of action.

b. **Basic National Values.** Our country has a public commitment to defeat an enemy in battle. This commitment, however, does not condone the use of all available means, only what is militarily necessary to win. There is also a "principle of proportionality" that requires that violence in war must not create a greater evil than it seeks to destroy. Our country also has a public commitment to respect the rights and safety of civilians caught in the area of military operations. This commitment does not require that we abandon any plan that endangers civilians; rather we strive to minimize civilian casualties. Your interpretation of these commitments might influence you to call for mortar fire on the house. On the other hand, the psychological effect on both the local nationals and the American public could do more damage to the war effort than you would gain from aggressive actions. This consideration might influence you to choose another course of action.

c. **Traditional Army Values.** Mission accomplishment, concern for the safety of subordinates, and loyalty to the unit are all values that might influence you to call for mortar fire on the house. Obeying the laws of land warfare and showing concern for the innocent might influence you to choose another course of action.

d. **Unit Operating Values.** Unit norms are unknown in this example. Some units might have inappropriate norms that could influence you to make a hasty decision:

- "In combat, the end justifies the means."
- "If the enemy violates the laws of war, then the laws of war no longer apply."
- "The safety of U.S. troops and equipment is more important than the safety of civilians or damage to any buildings."

e. Your Values. It is impossible for anyone to determine in a classroom exactly what he/she will think or feel in combat. Past experiences and strongly cherished values would influence your decision. Institutional Pressures. The previously issued directive that urged fast, aggressive action might influence you to call for mortar fire.

*Discussion Question:* Since ethics is a part of leadership, what other factors should you consider in the ethical decision-making process?

*ANSWER:* You should also consider the four factors of leadership--the led, the leader, the situation, and communications.

**Note:** Select students to explain how each of the four factors of leadership influences the choice of a course of action. The following are some examples of how the factors of leadership may influence the course of action:

a. Led. Your concern for the welfare of your soldiers could influence you to call for mortar fire.

b. Leader. Your concern to accomplish your assigned mission could influence you to call for mortar fire. Your concern to protect yourself from the consequences of a bad decision could influence you to "pass the buck" to your commander.

c. Situation. Your knowledge of your own limitations in ethical situations might also influence you to "pass the buck."

d. Communications. Effective communication does not appear to be a major consideration in this situation. Your soldiers freely communicated their concerns to you. Your desire to maintain this bond should influence you to carefully consider their concerns when identifying and evaluating courses of action.

*Discussion Question:* What is the third step of the EDM process?

*ANSWER:* Choose the course of action you believe will best serve the nation.

**Note:** Emphasize to the students that the course of action chosen must be the one that best serves the nation, not themselves or their superiors. Explain to the students that identifying and evaluating possible courses of action are implied steps. Select several students and have them identify possible courses of action. Some possible courses of action are:

a. Call for mortar fire on the house--the "mortar fire" course of action.

b. Communicate your situation to higher authority and take no further action until given directions--the "wait-for-further-instructions" course of action. Engage the enemy

patrol in the house using tactical means of limited destruction; e.g., Sniper fire, squad or platoon assault, etc.--the "sniper/assault" course of action.

**NOTE:** Select students to weigh the alternative courses of action in terms of influencing forces and principles. Guide student responses to the following key points:

a. The "mortar fire" course of action aims at mission accomplishment and the safety of your soldiers but violates the law of land warfare.

b. The "wait-for-further-instructions" course of action is more supportive of the law of land warfare and your personal concern for the safety of innocents, but it could cost the lives of more of your soldiers.

c. This "sniper/assault" course of action supports the law of land warfare and our nation's commitment to the safety of innocents, but it could also cost the lives of more of your soldiers.

Finally, poll the group to select a course of action.

*Discussion Question:* What is the final step of the EDM process?

*ANSWER:* Implement the course of action you have chosen.

**Note:** Emphasize that success in this step really depends on the character of the leader. Identifying the ethical course of action is often easier than implementing it. Poll the group to identify some consequences of the chosen course of action. The group may favor the "wait-for-further instructions" course. Some students may prefer the "sniper/assault" plan. Remind these students that it will require a substantial amount of moral courage to adopt a plan that protects civilians by exposing one's own soldiers to added risks. The students should avoid the "mortar fire" course because any attack that disregards the safety of civilians could work against the interests of the United States and make the establishment of a lasting peace more difficult.

## **PART VI: SUMMARY**

In this lesson, we discussed the professional army ethic and the ethical decision-making process. Your ability to lead flows from your individual beliefs, values, norms, and character. Your ability to inspire soldiers to do the brave and right thing flows from the example you set. The professional army ethic contains the values that guide the way leaders should carry out their professional responsibilities. When faced with a situation where the right ethical choice is unclear, you must be able to use the ethical decision-making process to resolve the dilemma. You must have the moral strength and courage necessary to make hard decisions.

## STUDENT HANDOUT

You are the first sergeant of Team A, TF 1-77. Your company is occupying security outpost positions in a farming region of some country. It is just after dark and you are at the company headquarters in a barn. You hear gunfire from the direction of your company's checkpoint by the road. SFC Jones, your reaction force leader, runs to get his men and you run to the checkpoint.

You arrive at the checkpoint and find three dead enemy soldiers. Two of your soldiers, PFCs Smith and Brown are also dead. SGT Phillips, the checkpoint NCO, received wounds in the fighting. As you begin first aid, he tells you that three enemy soldiers ran into the farmhouse across the road.

SFC Jones and his reaction force arrive in time to hear SGT Phillips tell you about the enemy soldiers in the farmhouse. SFC Jones wants to call for mortar fire on the farmhouse, but SGT Phillips tells you that the family living in the farmhouse brought coffee and food to the checkpoint just before dark. SGT Phillips doesn't want to repay the family's kindness by destroying their house or killing them.

You know that the law of land warfare requires you to avoid the unnecessary loss of civilian life and unnecessary destruction of civilian property, but you have already lost two men and don't want to lose any more. Your mission requires you to take rapid, aggressive action to kill or capture enemy soldiers in your area. If you don't do something fast, the enemy soldiers may leave the farmhouse and continue their mission. What should you do?

