

Center for the Army Profession and Ethic (CAPE)

Ethical Module: Tarnished Coin

Integrity in a unit

Appendix A: Student Guide

This objective will be assessed by having students develop a plan of action and responses for dealing with a Squad Leader's apparent lack of Integrity. First, watch the video "Introduction," then read the description of the Ethical Module. Participants / Students will review the Ethical Module, develop three different responses, one response each from the perspective of: SPC Murray, one of her peers, and one of her leaders. Use the attached worksheet in developing your response. Following completion of the worksheet, view the "Conclusion" and "Reflection" Videos. The final step consists of making modifications to your plan and worksheet based on the new information.

Develop a response to the given situation.

Student Instructions: Using the Ethical Module, "Tarnished Coin", perform the following steps using the worksheet provided.

1. If a facilitator / instructor is provided and available, follow his or her guidance
 2. If not, watch the "Introduction" Video and Read the Ethical Module
 3. Complete the worksheet in Appendix E
 - a. Consider the perspectives / moral lenses (Virtue, Rule, Outcomes)
 - b. Develop your thinking through listing possible options
 - c. Develop criteria to analyze the options and then, commit to a decision
 - d. Note your intention by describing your plan for correcting the issue
 - e. Describe your plan for creating an environment related to the moral issue which fosters trust and ethical behavior
 4. Watch the "Conclusion" Video and "Reflections"
 5. Modify responses in the worksheet as necessary
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Appendix B: Instructor Guidelines

Facilitation Plan: The questions and layout below are a guide to help prompt and encourage discussion. The facilitator should modify as appropriate for each group. Participants should remember that SPC Murray has volunteered to share this story and that he has served honorably in combat. In facilitating discussion, it is important to understand how SPC Murray's identity as a Soldier interacts with his understanding of the Army Values.

Considerations: There are numerous techniques to prepare the audience for an effective discussion. Let the audience know that you expect there to be lively discussion; participants should express their viewpoint and then defend their position. "Everyone should not be agreeing with everyone else." To frame the discussion and set the audience up for discussion, use a question prior to starting the Ethical Module. Sometimes starting with a myth or challenging question at the beginning will help the participants to realize their own perspectives before trying to apply them. For example, you could mention a known myth and have them defend it – such as, "What happens on (during) deployment stays on deployment." OR "What a Soldier does at home is his own business."

Watching the Ethical Module: Before you start the video and the Ethical Module, help your audience understand how to actively listen during the presentation of the video. Allow participants time to make some notes while watching the introduction video the first time. It is often effective to play the introduction video twice before engaging in instruction. Encourage them to be prepared to look for clues and pertinent information.

*Discussion: Consider ways to engage and persuade the audience – appealing to the emotions of the audience, mental puzzles or appearing to trick them, considering their own perception of and application of authority, posting arguments, or reasoning. **The instructor should avoid summarizing the story for the class.** If there are some questions or items of discussion, ask one of the students to summarize. If the instructor summarizes the story, he or she will be acting as a filter and most often highlighting only the important or essential information. Participants must learn how to do this on their own. Participants should carry the discussion through their answers to a stream of questions – for the most part, the instructor should be the source of the questions. The responses should build upon the thought presented in the previous question or response. For the instructor, it is vital to ask the RIGHT question at the RIGHT time. Don't force the questions or treat them as a checklist – they are recommendations to support the flow of the conversation. It is often very effective to choose or have a student choose a contrarian point of view to the majority of the class or to one of the predominant options presented as a solution. Ask them to defend the other side or a different perspective than they would have naturally chosen. Avoid providing responses or feedback that would be construed as your opinion during the discussions. Shape the conversations but don't allow your opinions or biases to impact the outcome. Allow your expertise to guide and shape the concrete portions of the Ethical Module.*

Preparations: The facilitator must prepare for the class and know which different approaches to take during the discussion to maximize participation and learning. The facilitator is the expert and needs to build on the conversation – follow up his or her questions with feedback on answers and be the sustaining part of the discussion. Consider assigning

Appendix B: Instructor Guidelines (continued)

multiple roles in the class –devil’s advocate, judge, host, or moderator. In addition, the facilitator can also assume different roles during the instruction.

Learning: *The facilitator should look to each class as an opportunity to learn from the participants and must be open to the new and sometimes uninformed perspectives. It is important to be comfortable with the uncertainty of some of the discussions but maintain a focus on the learning objectives. This can be accomplished by posting them in the classroom and bringing the conversations back in-line to answer those objectives. Just consider the many different ways that you, as a facilitator, have had to adapt during your career: during the COIN fight, working in new duty positions, meeting new challenges, etc. The Army is full of uncertainty – and you, as a facilitator, are accomplished at dealing with ambiguity and uncertainty. Treat these Ethical Module’s as that type of a situation, but keeping in mind that you must still accomplish the mission.*

Responses: *For feedback following answers to questions, considering using responses such as – “Assume that in this Ethical Module ...,” “What one thing would change your decision...”, “Why do you feel that way...”, etc*



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Integrity in a unit Appendix C: Narrative



Background: SPC Murray is an infantryman serving in Iraq. SPC Murray had been in the Army for a couple of years and describes a situation that he encountered in his unit:

Situation: “My team leader and I caught an HVT (high value target). We were not part of the raid element, but we were assigned as the outer cordon element and my squad leader was pretty upset about it. So, he was sitting in the humvee sulking and getting all upset. Instead of saying, ‘It’s the mission, we need to do the right thing’ – he was upset about it. So, my team leader and I were out in the courtyard and caught the guy (the HVT) coming over the wall. It was kind of the

right place at the right time. And at the end of the day, the Squad Leader has to report to the First Sergeant and he tells him ‘...my guys were sitting in the humvee sulking, and I was on the other side of this wall and caught this guy. He landed in my lap and I caught him.’” “He was decorated and given a coin by General Petraeus. That’s wrong. The fact that he would lie about it. So, you were put into a situation of – do you lie to cover up for this guy? Where do your loyalties lie?”

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Appendix D: Facilitator Questions

A. Recognize the Moral Dilemma

1. Describe the situation.

A. What is the Most Important Theme (MIT)?

B. Who are the players / Soldiers involved?

C. Who has what role and responsibility?

(1) What is SPC Murray's job? Does he have a problem doing his job? What issue is he confronted with based on the actions of his Squad Leader?

(2) Describe the actions of the Squad Leader.

(3) Has the Squad Leader created a situation requiring SPC Murray to react?

(4) Describe what SPC Murray might be thinking in recognizing that as he describes his Squad Leader's actions as "...wrong."

D. How do you think that SPC Murray is feeling? What does that indicate? Why does SPC Murray feel the way that he does?

E. What other factors could be impacting this situation?

G. What biases or tendencies might you have in acting or considering options in this situation?

2. Whose problem is this? What is the significance of the problem?

3. Did SPC Murray feel comfortable, confident, and protected by the actions of her leadership?

4. Were the leader responses appropriate? Might there be an explanation for the actions of the Squad Leader?

5. Is this a common problem? What rules govern this situation?

6. What Army Values are at play in this situation?

Appendix D: Facilitator Questions (continued)

7. What additional information would you like to have in this situation?
8. Could this situation be characterized by tension or compression? Being stretched or being squashed?
9. If the group is failing to see or acknowledge a moral or ethical situation, ask them why? Challenge them to reflect as a group why they might be missing an issue at hand.
10. Is this a question of loyalty or integrity? Courage or honor? Describe the Army Values demonstrated or failed to be demonstrated that you recognize in this situation.

B. Evaluate your Options:

1. What would you be considering if you were SPC Murray's squad leader? What are his options?
2. What would you be considering if you were SPC Murray? What are his options?
3. What would you be considering if you were SPC Murray's Team Leader? What are his options?
4. How can you recognize that someone is dealing with a challenging situation? How do you help someone through this situation?
5. What are the greatest weaknesses with the options presented?
6. Has someone witnessed a similar experience that was handled in a different way?
7. What assumptions need to be made to evaluate possible options?

C. Commit to a Decision:

1. Is action **required** by the leadership, peers, or by SPC Murray? Why? What actions push them each to act?
2. How do you know how much to take or allow? Is there a line? Where is the line? How do you know when to act? Who / what is the judge? Outcomes? Values?
3. What can this type of interaction do to unit morale if not addressed and corrected?
4. What could have been done differently? Would it have changed the outcome?
5. How can these actions or decisions modify behavior?

Appendix D: Facilitator Questions (continued)

6. Is this scenario uncommon? Have you witnessed this type of a situation?
7. What considerations are there for how to address the individuals involved?
8. Why would SPC Murray let this go? Why should he?

D. Act

1. What barriers / obstacles are there for acting in this situation? For SPC Murray? For a leader? For a peer?
2. Is it hard for SPC Murray to determine the problem and evaluate his options? Is it hard for him to act?
3. What might be preventing SPC Murray from acting on this problem? What will motivate him to act? How will he decide?
4. Why might a leader hesitate from getting involved in this decision?
5. How do the options selected demonstrate a level of decisiveness or emphasis by the individuals involved? Are they serious about the situation? Do their actions reflect that mindset?

Watch Conclusion

A. Final Analysis

1. Why was SPC Murray hesitant to confront? Was the issue worth confrontation?
2. What are the pro's and con's of his decision? What about the Team Leader's approach?
3. What messages have been sent to the unit and other Soldiers based on the decisions made in this situation?
4. What are the potential new problems that may have emerged?
5. SPC Murray describes courage in the conclusion – how could he have applied this type of courage to the actions of his Squad Leader?
6. How could this entire situation have been prevented? Why was SPC Murray in this situation?

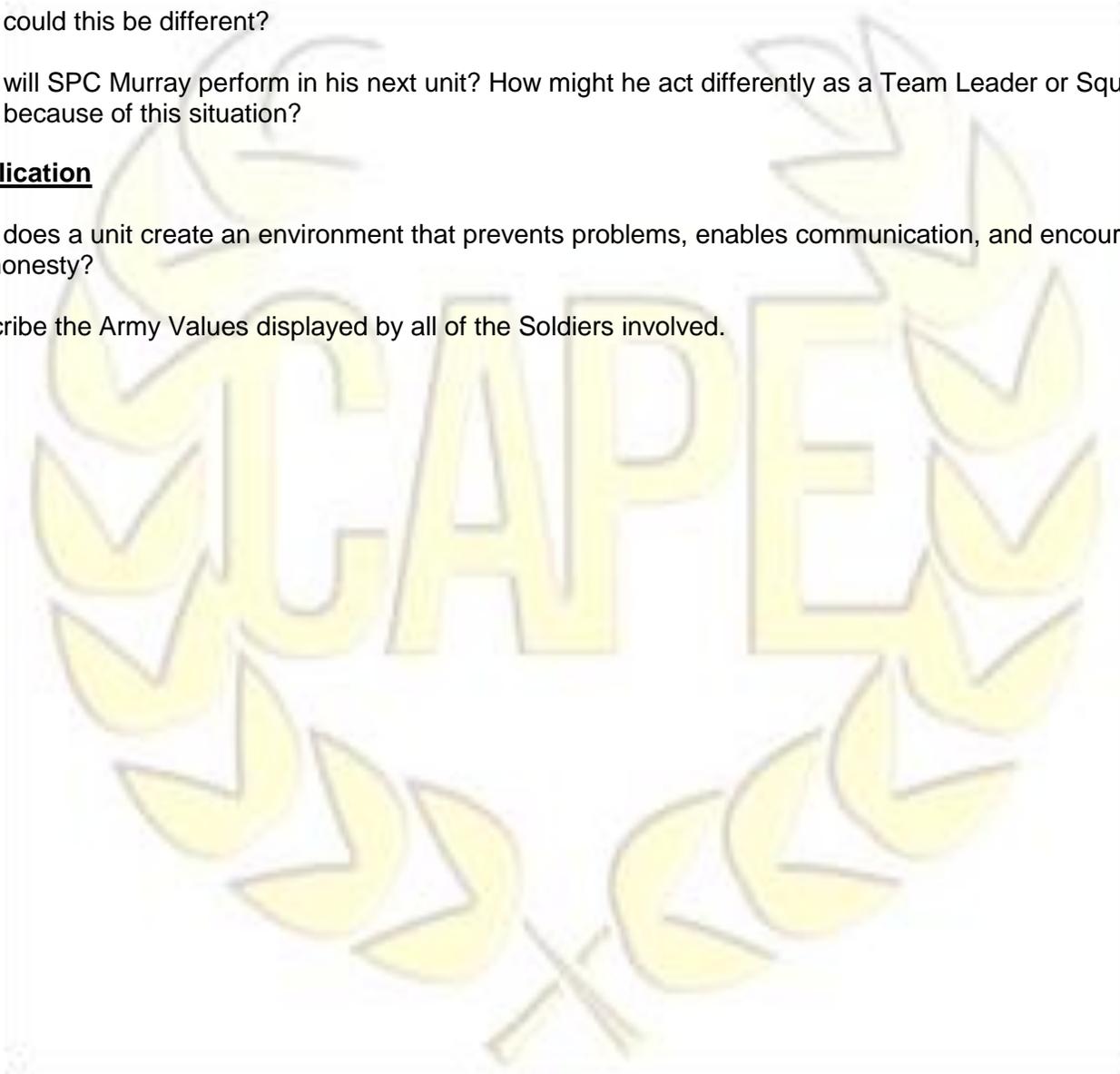
Appendix D: Facilitator Questions (Continued)

B. Forward Thinking

1. Fast forward 12 months for this unit –what might the relationships and trust be like for some of the Soldiers and their Squad Leaders? Why?
2. How could this be different?
3. How will SPC Murray perform in his next unit? How might he act differently as a Team Leader or Squad Leader because of this situation?

C. Application

1. How does a unit create an environment that prevents problems, enables communication, and encourages brutal honesty?
2. Describe the Army Values displayed by all of the Soldiers involved.



Appendix E: Practical Exercise and Assessment – Ethical Module: *Tarnished Coin*

1. SPC Murray (Protagonist)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
SPC Murray:	<p>VIRTUE Integrity is doing what’s right – legally and morally. It is always acting according to what you know to be right.</p> <p>RULES Lying in any form is wrong and prohibited per UCMJ. If not dealt with, it sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES For mission accomplishment, it is important to honor Soldiers for their actions. SPC Murray must evaluate his decision to act according to how it might impact the future effectiveness of their Squad.</p>			

Appendix E: Practical Exercise and Assessment – Ethical Module: *Tarnished Coin*

2. Leader (Squad Leader)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Leader (SL)	<p>VIRTUE Integrity is doing what’s right – legally and morally. It is always acting according to what you know to be right.</p> <p>RULES Lying in any form is wrong and prohibited per UCMJ. If not dealt with, it sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES For mission accomplishment, it is important to honor Soldiers for their actions. For SPC Murray’s Squad Leader, taking credit for the actions of his team may have been his way of honoring the entire squad.</p>			

Appendix E: Practical Exercise and Assessment – Ethical Module: *Tarnished Coin*

3. Team Leader

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Team Leader	<p>VIRTUE Integrity is doing what’s right – legally and morally. It is always acting according to what you know to be right.</p> <p>RULES Lying in any form is wrong and prohibited per UCMJ. If not dealt with, it sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES For mission accomplishment, it is important to honor Soldiers for their actions. The TL must consider the effectiveness of his team in accomplishing the next mission.</p>			

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Appendix F: Instruction Plan

Complete the following plan to guide instruction during class. The Plan below provides a framework for the classroom discussion. As instructor, you will lead the entire class in watching the videos and in a discussion using the proposed questions listed below. In addition, you are encouraged to select and write your own questions in the spots for the 2nd and 3rd questions:

Step 1: Pre-Video (Use a starter question / myth)

Possible Question 1: It is sometimes okay to lie?

Possible Question 2: Soldiers know when it is appropriate to be totally honest.

Question 3: _____

Step 2: Intro Video

Possible Question 1: What would you be considering if you were SPC Murray? What are his options?

Question 2: _____

Question 3: _____

Step 3: Conclusion Video

Possible Question 1: Why was SPC Murray hesitant to confront? Was the issue worth confrontation?

Question 2: _____

Question 3: _____

Step 4: Reflection Videos

Possible Question 1: What new insights emerge from the reflection video?

Question 2: _____

Question 3: _____

Step 5: Conclusion

Possible Question 1: How does a unit create an environment that prevents problems, enables communication, and encourages brutal honesty?

Question 2: _____

Question 3: _____

Appendix F: Instruction Plan CAPE Ethical Module: Tarnished Coin: *Integrity in a unit*

