

ETHICAL MODULE

FACILITATOR'S LEADER GUIDE

It is recommended that the facilitator first review the scenario with his or her class and understand the situation. Watching the video twice often ensures that the participants are prepared to discuss the issues. Remember that CPT Baringer has volunteered to share this story and that he has served admirably and heroically in combat.

Module 2: Age of Accountability



After raiding a house in Iraq, CPT Dan Baringer faced a significant challenge finding the proponent for enemy activity in a local neighborhood. He suspected a young local national of the insurgent activity but lacked the necessary proof to know for sure. The boy looked fourteen or fifteen years old, but CPT Baringer's intuition told him that there was more to the boy's story than the information being shared with him from other local nationals. His unit's policy for detainees was that they could not hold or process a detainee under the age of sixteen. After calling back to his battalion TOC, CPT Baringer was told that he could bring this person back but "...there were going to be repercussions in the community and back at the unit."

Situational Framework

1. Did CPT Baringer recognize the presence of a *moral decision* as he faced this situation? If so, what was the decision? Why was it a moral decision?
 - How does having the authority of an American Officer essentially ruling over the civilian populace impact the moral foundation for decisions? [Reflect on the circumstances CPT Baringer described—occupying house, visiting at night, causing fear in the local nationals.]
 - How does combat change how we think of justice and values such as consideration of others?
2. Did CPT Baringer make a *judgment based decision*? How did he analyze this situation? What were the competing interests in this decision? How would you qualify his judgment?
3. Did CPT Baringer make a *clear decision* and communicate it to his platoon? How would you make decisions clear in ambiguous situations?
4. Did CPT Baringer *follow through* with his decision? What actions demonstrate follow through?
5. What level of courage did CPT Baringer have to display to make this decision? [Facing possible hostile reaction from locals. Field Grade officers challenging and/or punishing his decision. Internal struggle of violating policy if he was wrong.]

- Was this a case of “choosing the harder right over the easier wrong?”
- Is courage ever displayed by choosing the course of action that may end up being wrong?

ANALYSIS

1. What was at stake with this decision? What might have happened if he did not take action?
 - a. What was the worst thing that could have happened after he detained the boy? [Negative IO/propaganda for the insurgents, more recruits from the boy’s family because they are angry at the Americans for unjust detainment, punishment from higher]
 - b. What was the worst thing that could have happened if he had not detained the boy? [More CF deaths because he would still be on the street. Encouraging more people to join insurgency because the locals know they could get away with it.]
2. Were the consequences of his and his platoon’s actions clear? [Taking a calculated risk. They understood the payoff (removing an insurgent) and the risk (violation of policy, etc.)]
3. What are the rules that govern this type of situation?
 - a. What policies were already in place that he was supposed to follow?
 - b. Is a “gut feeling” based upon experience in country a valid reference point? What other intangible reference points did he refer to? (concurrence of his subordinate leaders.)
4. What would be the correct “book-answer” in this situation?
 - a. Are combat leaders paid/expected to make “book answers”?
 - b. If leaders are expected to make the best decision, regardless of whether it is the “book answer,” do they need to learn the rules and the book answers? Why or why not?
5. What would a person of character do in this situation?
6. What level of supervision was he under in making this decision? Did that play a role?
 - a. How important was it that his higher headquarters trusted his decision on the ground?
 - b. How does making decisions change when your boss is with you on the ground as opposed to when you can only talk to him on the radio? Is it difficult to “paint the picture” when your boss is not right there with you? How do you resolve this? [be detailed in painting the picture, trust the decisions of subordinates—that’s what they get paid for, ensure that intent is communicated.]
7. What threat of punishment was there with this decision? Did that affect his decision? [“Repurcussions if he was wrong”]
8. What was the driving force in making this decision - completing the mission, saving more Soldiers, his values, etc.? [Note that in this case, completing mission and saving Soldiers lives were synonomous. Is this always the case?]
9. To whom was he obligated in making this decision?

- insurgent?
- a. Did he have an obligation to his Soldiers to remove a suspected insurgent?
 - b. Did he have an obligation to the Iraqi people
10. What factors could have changed CPT Baringer's mind in making this decision?
11. Is it ok to make decisions in combat that are "grey"?
- a. If so, how important is it that leaders have a strong moral/ethical foundation?
 - b. How do you ensure that foundation stays intact when operating "in the grey?"

Supporting Questions:

Themes

1. What new insights emerge after watching the video(s)? Is there a theme(s) that emerges?
2. What other title would fit this vignette and why?
3. What is this leader challenge about?

Stretch the Learning

4. What is the one key insight that you are taking away from this experience and will put into practice in your leadership?
5. What did you learn from listening to the reactions and reflections of other leaders?
6. What did you learn most from the conclusion or from hearing the rest of the story?

The Situation

7. What is at stake here with this decision? What might happen if you did not take action?
8. How many different feasible and possible solutions or alternatives can you come up with for this situation?
 - a.
 - b.
9. What different outcomes could result in this situation?
 - a. Boy is an insurgent, is not detained, continues to attack
 - b. Boy is an insurgent, is not detained, lays low for a while before continuing operations with even greater deadliness based on watching American TTP's.
 - c. Boy is an insurgent, is detained, doesn't talk, gets released.

d. Boy is an insurgent, is detained and taken off the street. Locals buy into “crime doesn’t pay.”

e. Boy is an insurgent, is detained and taken off street, Local nationals rally to him as a hero, recruitment goes up anyway.

10. What controls can you put in place as a leader to mitigate the risks and potential outcomes of this situation?

11. Are there any potential unintended negative consequences as a direct or indirect result of the decisions made in this situation?

Leadership Style / Future Applications

12. What are the future implications of this decision and experience?

13. What is a universal value or principle that informs this decision?

14. How could you prepare for this situation now, should you face it in the future?