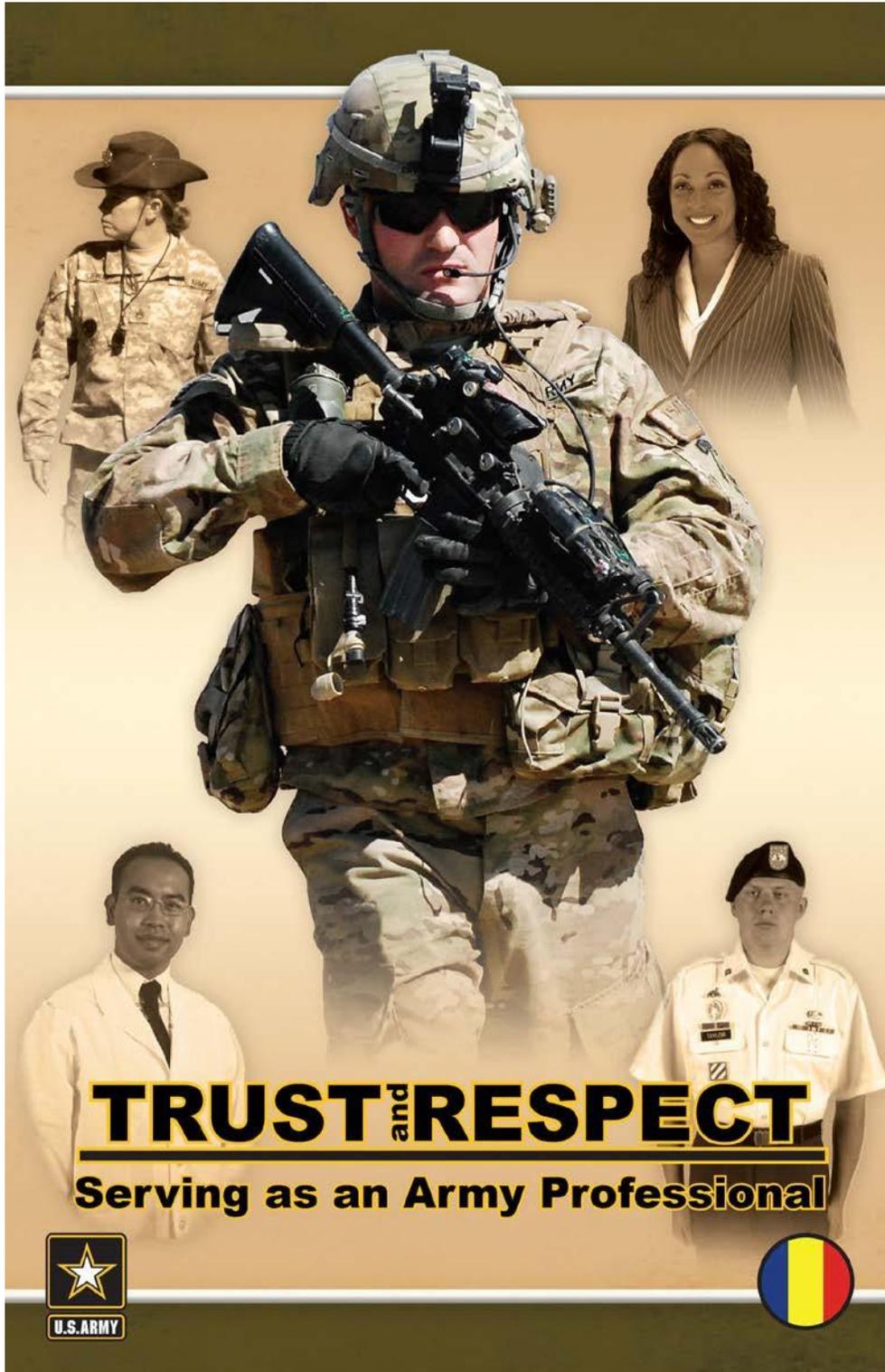


**Caring for Our Own**  
**CASE STUDY VIDEO VIGNETTE:**  
**DISCUSSION GUIDE**



For all members of the Army Profession

<http://cape.army.mil>

## Caring for Our Own

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## BASIC CONCEPTS

Watch the video and read the transcript prior to discussion.

Review “Facilitation Best Practices.”

See “Additional Resources” for more content.

Think about a personal experience, story, or event which relates to the scenario and consider using this as a way to start the discussion.

Present each part of the vignette and lead an open discussion which relates to desired learning outcomes. Listed below are “Sample Discussion Questions” to assist in facilitating the class.

After watching and discussing each part of the story, identify the takeaways and discuss how each participant will apply this experience.

## FACILITATION: BEST PRACTICES

The facilitator’s main role is to be a catalyst for conversation and learning about the topic at hand. This video case study contains several rounds of discussion and ends with time to reflect on personal stories and vignettes that relate to the video.

Here are some key points to consider when preparing to facilitate a discussion:

Let participants do most of the talking.

The facilitator’s key role is to ask questions which spark thought and conversation.

Ensure you engage everyone within your group and set the conditions for them to share thoughts openly. Do not let any one person or group of people dominate the conversation. Ask questions/opinions of the “quiet ones” to bring them into the group discussion.

Have questions prepared for each round to drive the conversation. Ask open-ended questions and encourage participants to elaborate on their answers/thoughts.

You are the catalyst for conversation. Make sure you continue to ask questions that make **your group dig deeper**. For more information and guidelines on facilitating professional development discussions, visit the CAPE Website at <http://cape.army.mil>.

## VIDEO TRANSCRIPT



### **Being a Statistic**

What happened to me eighteen years ago was everything that you hear about when it comes to SHARP. Basically I was a statistic. I was, ah, nineteen years old. It was my first eighteen months in the Army. It was my first duty assignment. It happened on a Friday night, um, between the hours of two and five in the barracks by a fellow Soldier and, um, alcohol was involved. My incident, when it happened, a, a staff sergeant, who was the floor sergeant for my barracks, actually heard me screaming and came out and I told him what had happened. And he actually, in his boxer shorts, chased the perpetrator down the road about a block in the middle of Korean winter. Um, and then as soon as he came back, he got on the phone, the hallway phone, and called the MPs. Um, he also advised me, without any formal training, um, he advised me not to take a

shower, um, not to use the bathroom and um, that the MPs would be there soon to transport me to the hospital. And, ah, that's, that's exactly what happened.

### **Caring and Supportive Leaders Matter**

There was not a lot of avenues to, um, to support a victim like there is now. There wasn't victim advocates. There wasn't a SHARP program. There weren't SARCS. So, my experience was very different than what Soldiers today, male or female, get when they're going through treatment as a victim of sexual assault. Ah, everything that I got really was mentorship. And so, it was really my organization that supported me and helped me through it. I got direct mentorship from my supervisors. And they really got involved and helped me get through the process and explained to me that, you know, there's gonna be a court-martial and there will be a process that you have to go through, but it will eventually end. And because alcohol was involved I was enrolled into the Army substance abuse program and had some counseling through them as well, as kind of an education process. And then really just talking about the incident, I was in a group setting where, um, other victims talked about their experiences and what happened to them. And I thought it was very, very worthwhile. It was really the people directly around me that still treated me like I was a valued member of the team. Ah, still gave me duties and responsibilities. Still held me to a standard, and still expected me to be a Soldier. And, and that was, honestly, the, the biggest help for me was knowing that in

spite of this, that I could still contribute to the team.

### **Trust and Stewardship**

Your primary job is to take care of that Soldier. Um, whether they're the victim or the perpetrator, your primary job is to make sure that they still have professional development opportunities. That, while they may be flagged because they're under investigation, that you still take care of them. Give them responsibilities; give them something to do on daily basis. But most importantly, what you don't do as a company commander, squad leader, platoon leader, platoon sergeant or first sergeant, the, the one thing you never do is say, I don't believe you or I, I don't see how this happened, or you don't become the judge and, and the jury. There's a process for that. It goes to CID; it goes through the military justice system. And there's a panel that will decide whether or not that incident actually happened. What you worry about is the victim or the perpetrator and making sure that all their rights are taken care of. At the end of the day, your, your entire process and your entire job as a senior leader or as any leader in the United States Army is to take care of Soldiers. And you have to remember that every single person in your formation could be a victim. They, they could be somebody that will one day be a garrison commander, a battalion commander, a battalion command sergeant-major who, at one time something happened to them and how they take care of Soldiers when they're going through the same incident is going to dictate, is going to shape how they're, how they take care of people in the future. How I was taken care

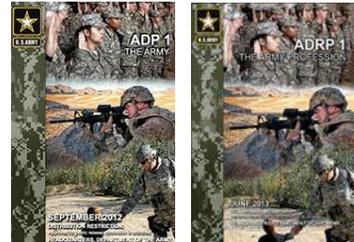
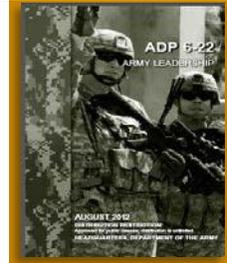
of has shaped my ability to take care of Soldiers now in my formation when this, when this does happen. And so really it's an education process from, from the top down. It's, it's something that I consistently beat into my company leadership is that you don't need to worry about that. Take that process out of your mind and take care of that Soldier. Because that Soldier might one day be in charge of something. It might be somebody important and they're going to dictate how Soldiers are taken care of in the future based on what you do today.

### **Stewardship: Taking Care of our Future Leaders**

My motivation to share my story was that somebody needs to talk about what the Army has done. And my perspective and my experience, um, was completely different than what you hear in the media and what you see on movies and on TV. It's, it's completely different. The Army took care of me and my chain of command took care of me. And I think that while this very horrible traumatic thing happened to me, look where I am today." I was able to overcome it and there's not enough stories that are being talked about. There's not enough former victims that are now battalion command sergeants-major that can say, "Hey, this horrible thing happened to me, but I was able to overcome it through counseling and support of leadership and mentorship and development, and, and look where I am today."

## ADDITIONAL RESOURCES

The following resources are available:

	<p><b><u>Center for the Army Profession and Ethic:</u></b></p>
	<p><b><u>In Doctrine ADP 1 (The Army) &amp; ADRP 1 (The Army Profession):</u></b> <a href="http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adp1.pdf">http://armypubs.army.mil/doctrine/DR_pubs/DR_a/pdf/adp1.pdf</a> <a href="http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp1.pdf">http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adrp1.pdf</a></p>
	<p><b><u>In Doctrine ADP 6-22 (Army Leadership):</u></b> <a href="http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp622_new.pdf">http://armypubs.army.mil/doctrine/DR_pubs/dr_a/pdf/adp622_new.pdf</a></p>
	<p><b><u>Army SHARP Program:</u></b> <a href="http://www.sexualassault.army.mil/">http://www.sexualassault.army.mil/</a></p>

## SAMPLE DISCUSSION QUESTIONS

### PART 1

#### **“Being a Statistic”**

##### **[Watch “Being a Statistic”]**

1. What does it mean when CSM Guerra says, “I was a statistic”? How typical do you think her circumstances are? How does knowing the statistics and risk factors of sexual assault and harassment help you as a leader?
2. CSM Guerra mentions the fact that alcohol was involved in the incident. How do you think this may have contributed to the situation leading up to the assault and her credibility afterwards?
3. What do you think about the actions of the Duty (floor) NCO in this situation? What would you do in a similar situation? What do you want your leaders to know in a situation like this?

#### **“Caring and Supportive Leaders Matter”**

##### **[Watch “Caring and Supportive Leaders Matter”]**

1. Describe what actions CSM Guerra’s unit took in supporting her through this incident. What role does unit leadership take in incidents like this? Imagine yourself as CSM Guerra’s leader, what would you have done to help her?
2. What factors and actions does CSM Guerra describe that helped her through this incident? Why are they important? Why does caring and supportive leadership matter?
3. CSM Guerra mentions that there were fewer resources available to sexual assault victims at the time of her incident. Why do you think her experience was different from victims of today, or is it?
4. Why is it important for victims to feel like they can still contribute to the organization?

## **PART 2**

### **“Trust and Stewardship”**

**[Watch “Trust and Stewardship”]**

1. Why is it important to treat both the victim and the accused perpetrator with dignity and respect? How do you guard against their mistreatment during the investigation and legal process? How do you take care of both without showing favoritism to one or the other?
2. What does it mean to take care of Soldiers/civilians? Is this our only concern as leaders? What are some examples of how we demonstrate that we are caring for our fellow Army professionals?
3. How does CSM Guerra view stewardship? Why is stewardship important to the future of our Army Profession?

### **“Stewardship: Taking Care of Our Future Leaders”**

**[Watch “Stewardship: Taking Care of Our Future Leaders”]**

1. What can the Army Profession do better in handling these and other issues? Are we doing everything that we can?
2. How do incidents of sexual assault/harassment harm the Army Profession? How does mishandling of these matters harm both the victim and the Army Profession?
3. What does this say about the importance of strength of character and resiliency in our Army?
4. What was the key decision point (or points) in this incident from a personal perspective? How about from a unit perspective?
5. How do we take this information and apply it in our organizations? How much importance does this place on your unit professional development programs?

## 6. FOR COMMANDERS AND SENIOR NCOS:

- a. How do your actions (good or bad) as commanders or leaders teach future leaders in how to respond to these situations?
- b. What was the key decision point (or points) in this incident from a command perspective?
- c. What are the provisions of UCMJ/MCM and Army regulations/policy to both support the sexual assault victim and apply justice to violators of our professional trust?
- d. Why is it so important to thoroughly investigate any allegation of sexual harassment or sexual assault?
- e. What are your responsibilities to protect the rights of the accused perpetrator?
- f. How do we handle media inquiries in these matters?
- g. What are the outside resources to assist you in these matters?

## AAR/CHECK ON LEARNING

### Personal Vignettes and Takeaways

*Facilitator asks students to share any personal vignettes and takeaways from the module.*

**It is important for the group to relate to this story on a personal level. Conclude the module emphasizing the significance of CSM Guerra's story. Soldiers should walk away with a better understanding of the decision point, and be able to convey the importance of the decision-making process to Soldiers in their unit. Although it is not directly addressed in this case study, but is vitally important is for commanders and leaders to know, what are the various provisions of UCMJ and how it supports good order and discipline in units and can be used to both support sexual abuse victims and punish violators of our professional trust.**

**Upon concluding, the following questions are useful for determining learning and promoting reflection:**

<b>Learning</b>	Q – What did you learn from listening to the reactions and reflections of other Soldiers/civilians?  Q – What are the future implications of this information and / or experience?
<b>Reflection</b>	Q – How do you feel / what do you think about what you learned?  Q – What will you do with your new information?  Q – How can you apply this experience to better develop yourself and your fellow professionals?