

Ethical Module Facilitator Leader's Guide

(Facilitation Plan: Recommend 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 SGT Briggs has volunteered to share this story and that he has served admirably and heroically in combat. The questions and layout below is a guide to help prompt and encourage discussion. It is important to first understand the moral position that SGT Briggs encountered in this situation and the ramifications of his decision.)

Module

Title: Color Safe



SGT Briggs finds himself in a critical shoot/don't shoot—with the lives of his company potentially in the balance. While performing guard duty in one of the perimeter towers, SGT Briggs has been observing a local national waving a white flag and motioning. SGT Briggs attempted to get the man to move to a different location and figure out his intent. Instead, the man jumps over the perimeter wall into the American outpost. Penetrating the perimeter is considered a hostile act, and the Rules of Engagement clearly allow SGT Briggs to take the shot. SGT Briggs has a split second to decide whether this man lives or dies.

Situational Framework:

1. Does SGT Briggs recognize the presence of a *moral decision* as he faces this situation?
 - Yes, he realizes both his responsibility to protect the Soldiers in his Company, as well as his responsibility not to take innocent life.
2. Did SGT Briggs make a judgment based decision? How did he analyze the situation? What are the competing interests in this decision?
 - How would you qualify his judgement?
3. Does SGT Briggs make a clear decision and stand by it? (While still understanding the implications of a choice either way?)
4. What level of courage did SGT Briggs have to display to make this decision?

Analysis:

1. What is at stake with this decision?
 - a. What is the worst thing that could have happened if he did not shoot? How catastrophic would a suicide vest have been given how the Soldiers within the FOB responded?
 - b. What is the worst thing that could have happened if he did shoot? What was the relationship of the IP to the local leaders?
2. Is it acceptable to have such a weighty decision left in the hands of an E4 Corporal? Is it possible for leaders always to be present when a critical decision is made? How does this relate to the idea of teaching people *how* to think rather than *what* to think?
3. What are the rules that govern this situation? Is there a correct book answer for this situation?
 - a. What guidelines did SGT Briggs refer to in explaining his decision? What competing guidelines does he identify?
 - b. How important is it for every Soldier to know the Rules of Engagement?
 - c. How important is it for every Soldier to know the INTENT of the specific ROE?
4. What would a person of character do in this situation?
5. What level of supervision is SGT Briggs under in making this decision? Does that make a difference?
 - a. What level of supervision would he have experienced if something went wrong, either way? (15-6 investigation, etc.)
 - b. What role do investigations and After Action Reviews play in shaping a Soldier's conduct?
6. What threat of punishment is there with this decision? Could he have been viewed as negligent in his guard duties if something had happened?
7. Did SGT Briggs receive negative feedback from his peers? How important is it for leaders to review and discuss an incident in order to reinforce good decisions and discourage bad ones?
8. What was the driving force in making this decision?
 - a. Following ROE? Saving more Soldiers? His Values?

9. To whom is he obligated in making this decision?
10. What factors could have changed SGT Briggs' mind in making this decision?
 11. Was SGT Briggs right to trust his "feeling"? What must a gut instinct be based on? What atmospheric did Briggs pay attention to that drove his decision not to shoot? How do leaders teach their Soldiers to pay attention to these factors?
 12. Does it matter that the individual had a white flag? Was dressed in an IP's uniform? Could an insurgent have had these same items?
 13. What steps could SGT Briggs or his leaders have taken to avoid this situation from happening in the first place? How effective is prevention in shoot/don't shoot situations? (Signs, markings, QRF deployment, leader intervention, SOP for local nationals to contact Coalition Forces.)

Supporting Questions:

1. Themes
 - a. What new insights emerge after watching the video(s)? Is there a theme(s) that emerges? (Subordinate empowerment, soldier as a sensor, assessing atmospheric)
 - b. What other title would fit this vignette and why?
 - c. What is this leader challenge about?
2. Stretch the Learning
3. What is the one key insight that you are taking away from this experience and will put into practice in your leadership?
 - a. What did you learn from listening to the reactions and reflections of other leaders?
 - b. What did you learn most from the conclusion or from hearing the rest of the story?
 - c. Considering the reaction of another leader in this situation, do you think that his analysis of SGT Briggs actions were consistent with other experienced leaders?
4. Leadership Style / Future Applications
 - a. What are the future implications of this decision and experience?
 - b. What is a universal value or principle that informs this decision?
 - c. How could you prepare for this situation now, should you face it in the future?