

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 1SG Kurica 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 1SG Kurica encountered in this situation and the ramifications of his decision.)

Module

Title: "Flash Point" (PV2 Colter)



PV2 Colter describes wanting to get out of the Army any way he can!

Watch Part 1 of "Flash Point":

1. PV2 Colter says, "I wasn't going to be in the military—no way. I was becoming the problem for my platoon by just not caring." What impact does each Soldier's demeanor have on unit climate and cohesion, and on morale and esprit de corps?
2. What was limiting PV2 Colter's performance in the Army? Why is it critical for each Soldier to feel a "call to service" in order to perform at the level of a professional?
3. What can we tell about PV2 Colter's "Character" and commitment?

Watch Part 2 of "Flash Point":

4. What do you think occurred between PV2 Colter's negative attitudes in Part 1 and his participation in this life-changing event? What part did PV2 Colter's Platoon Sergeant play in preparing Colter for that moment?
5. PV2 Colter says, "Everyone showed their own personal courage... it made me proud to say... that I am a Soldier. I wasn't scared to put my life on the line." How did this event affect PV2 Colter's perception of his service, and how has this altered his professional identity?
6. How do our experiences affect our moral character and professional commitment to the Army?

Watch Part 3 of “Flash Point”:

7. How does PV2 Colter now view his own individual role in the military?
8. PV2 Colter describes the IED event as a, “humbling experience,” that helped to, “turn him around, and make him want to better (himself).” How will this experience impact him as he progresses into leadership positions where he will be developing Soldiers? How will this experience help him as he makes difficult decisions in the future?

Watch Part 4 of “Flash Point”:

9. Describe the type of leadership SFC Miller used in his role as platoon sergeant. What impact(s) did it have on PV2 Colter as a person and as a Soldier?
10. What role does Trust play in the relationship between a leader and the leader’s subordinates?
11. What professional responsibilities do leaders, such as SFC Miller, have in developing subordinates such as PV2 Colter? What are the implications if this type of stewardship does not exist within a unit?

Watch Part 5 of “Flash Point”:

PFC Tiley (an enlisted trainee) reflects on PV2 Colter’s attitude turn-around and relates a story of a trainee in his Basic Training Company who had a similar “change of heart” resulting in a Soldier who found a new commitment to the Army Profession.

12. What aspects of the stories of PV2 Colter and the Basic Training trainee are similar? What aspects are different? Give examples.
13. What factors are required to make the type of dramatic development in an individual’s “Character” as shown in the stories of PV2 Colter and the Basic Training trainee? Give examples from the stories.
14. What have you learned about your own “Character” and how it will continue to develop through your Army career? What will you do to promote that development? What will you do to help your peers develop their “Characters?”