

Center for the Army Profession and Ethic (CAPE)

Ethical Module: Rumors From Home

Addressing Rumors of Adultery 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 rumors about possible adultery between one Soldier and another Soldier's wife. 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: CPT Foreman, an NCO in the unit, and another Soldier. 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, "Rumors From Home", 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: Facilitator 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 CPT Foreman has volunteered to share this story and that he has served honorably in combat. In facilitating discussion, it is important to understand how CPT Foreman's identity as a Soldier interacts with his understanding of the Army Values and Professional Ethic.

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, posing 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

Appendix B: Instructor Guidelines (continued)

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 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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Appendix C: Narrative



Background: CPT Foreman is an infantry Officer who is serving as the Rear Detachment Commander during his unit's deployment. CPT Foreman had prior service as an enlisted Soldier and had previously been deployed. He describes a situation that arose within the Rear Detachment: Situation: "You can't go into combat wondering if somebody is going to shoot you in the back because they know that you were looking at their wife."

"It's time away, or Soldiers getting into a marriage early on, and not understanding—and the wife not understanding—what they were getting into, and they deploy...I get a lot of both sides of it: the Soldier says his wife's sleeping around; the wives coming in and saying their Soldiers are sleeping around in theatre."

"As far as Rear Detachment, I was very cognizant of what kind of rumors were going around. I had two Soldiers. One Soldier (who was deployed) was saying that a Soldier in Rear Detachment was sleeping with his wife. And that's one of those things—should I be involved? Is that personal? Or is that affecting the job?"

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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)?

. Who are the players / Soldiers involved?

C. Who has what role and responsibility?

(1) What is CPT Foreman's job? Does his job include looking into this rumor? If the rumor is true, what is he responsible to do?

(2) Describe the substance of the rumor.

(3) What (if any) obligation does CPT Foreman have to look into the rumor?

(4) What obligations do the NCOs in this unit have?

D. How do you think CPT Foreman is feeling? If you were in his place, what would you WANT to do when hearing this rumor?

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. Is this a personal issue or a job issue? Do personal issues impact the job and the unit more in the Army than in the civilian world? How so?

4. If this rumor was true, what are the root issues?

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

Appendix D: Facilitator Questions (continued)

6. What Army Values are at play in this situation?
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 consider if you were the Rear Detachment Soldier's squad leader (the one allegedly sleeping with the deployed Soldier's wife?) What are his options?
2. What would you be considering if you were the deployed Soldier? What are his options?
3. What would you be considering if you were CPT Foreman? 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?

Appendix D: Facilitator Questions (continued)

C. Commit to a Decision:

1. Is action **required** by the leadership, peers, or by CPT Foreman? 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?
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 might CPT Foreman let this go? Should he?

D. Act

1. What barriers / obstacles are there for acting in this situation? For CPT Foreman? For another leader? For a peer?
2. Is it hard for CPT Foreman to determine the problem and evaluate his options? Is it hard for him to act?
3. What might be preventing CPT Foreman 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?

Appendix D: Facilitator Questions (continued)

Watch Conclusion

Conclusion: “If it’s just rumor or hearsay, you try to squash it. But it became more apparent that it was—there was something going on with that Soldier. We confronted the Soldier, Article 15’d the Soldier for obviously infidelity. And we also confronted the wife of the Soldier that was deployed. We brought him back because it affected him--affected his job. (He was one of the support Soldiers.) We brought him back and got them marriage counseling. Got him squared away—it was affecting him mentally.”

“In a job—I say the Army’s different, like as far as our Values, our morality. Most jobs, if that’s going on, if it’s not affecting the worker, it’s personal business, it’s there. But I think in the Military, it affects the unit. You have consequences. It breaks down the fabric of what you build, I guess, as a Company, or unit or unit cohesion. Even though it’s technically outside the realm—maybe they’re having a fight or maybe they’re separated, maybe all that. But when...it comes into our realm, it affects the Soldiers and how they look at each other. It’s important. Because what we do—we have to be a unit. You can’t go into combat wondering if someone is going to shoot you in the back because they know that you were looking at their wife a certain way. It’s a little more serious, I think.”

“Again, it’s what I was taught as a Private, you lead by example. Leaders need to open up about their relationships. Let their junior Soldiers understand what is a good relationship. A good relationship isn’t about going out and partying and going to strip clubs. You have to grow up and mature within the relationship. And the same thing with the wife. You both have to have a viewpoint of what the give and take is—what you should be doing, what’s a good marriage. I think that helps: if they see the leadership has a good marriage and the way they talk about their wife and their kids. They’ll think, “that’s a little more normal, and that’s what I want.”

A. Final Analysis

1. Was the issue worth the confrontation? Why?
2. What are the pro’s and con’s of his decision?
3. What messages have been sent to the unit and other Soldiers from the decisions in this situation?
4. What are the potential new problems that may have emerged?
5. CPT Foreman talks about Values and morality– what Values has he displayed or encouraged within his unit? What Value is he particularly concerned about when he describes what might happen if someone has been messing around with another Soldier’s wife?
6. How could this entire situation have been prevented? Why was CPT Foreman in this situation? Who in the unit could have prevented this? Who else?

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. What would the relationships have been like if CPT Foreman had not acted?
3. How will the offended Soldier perform in his next unit? How might he act differently as a Team Leader or Squad Leader because of this situation?
4. How will the offending Soldier be different because of how this situation was handled?

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 – Case Ex: Rumors From Home

1. CPT Foreman (Protagonist)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
CPT Foreman:	<p>VIRTUE Integrity is doing what’s right – legally and morally. It is always acting according to what you know to be right. Without acting according to virtue, they are delegitimized.</p> <p>RULES Adultery 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 build and maintain trust in a unit. CPT Foreman must evaluate his decision to act according to how it might impact the future effectiveness of their Squad.</p> <p>On the other hand, unit cohesion can be negatively impacted by a leader who chases down every rumor, potentially giving the impression that he/she is looking for something or is a fickle leader.</p>			

2. Leader (NCO in the Unit)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Leader (NCO)	<p>VIRTUE Loyalty: "Bear true faith and allegiance to the US Constitution, the Army, your unit, and other Soldiers." A skewed sense of this virtue could lead to "what happens during deployment stays on deployment." However, ultimately loyalty to the Army and to the other Soldiers in a unit means that one Soldier's adultery should not be ignored or covered up.</p> <p>RULES Adultery 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 build and maintain trust in a unit. A leader evaluates a decision to act according to how it might impact the future effectiveness of their Squad.</p> <p>On the other hand, unit cohesion can be negatively impacted by a leader who chases down every rumor, potentially giving the impression that he/she is looking for something or is a fickle leader.</p>			

Appendix E: Practical Exercise and Assessment – Case Ex: Rumors From Home

3. The Deployed Soldier

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
<p>Deployed Soldier</p>	<p>VIRTUE Selfless Service is defined as putting the welfare of the nation, the Army, and your subordinates before your own. In this case, a pronounced feeling of Selfless Service could lead to the Soldier wanting to stay in theatre and continue to do his job. A feeling of Duty to his wife and marriage might drive the Soldier to find a way to get home.</p> <p>RULES Adultery is wrong and prohibited by UCMJ. It is entirely within the rules for the offended Soldier to seek justice (through the system.) However, it would be outside the rules for him to seek his own retribution.</p> <p>OUTCOMES While getting to the bottom of the rumor would be unpleasant, not knowing the truth would likely be worse. Since the Soldier is deployed, and the offending Soldier is in the Rear Detachment, involving the Chain of Command in the process appears the best way to quickly get information.</p>			

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Appendix F: Instruction Plan

Complete the following plan to guide instruction during class. This plan provides a basic framework for the classroom discussion. As instructor, you will lead the entire class in watching the videos and in a discussion using questions like those listed below. You are encouraged to select or write your own additional questions in the spot for Instructor's Question 3:

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

Question 1: Discuss: "What happens during deployment stays on deployment."

Question 2: Does the military have a higher standard for personal behavior?

Question 3: _____

Step 2: Intro Video

Question 1: Does CPT Foreman have an obligation to investigate this rumor?

Question 2: Is this a common problem in the military?

Instructor's Question 3: _____

Step 3: Conclusion Video

Question 1: Was this issue worth the confrontation? Why?

Question 2: What might this unit look like in 12 months if CPT Foreman had not acted?

Instructor's Question 3: _____

Step 4: Reflection Videos

Question 1: Why is this a rumor that "you can't let go?"

Question 2: How would "knowing your Soldiers" help in a case like this?

Instructor's Question 3: _____

Step 5: Conclusion

Question 1: What were the "black and white" issues in this case? The "grey?"

Question 2: What did a peer say in this discussion to make you think differently?

Instructor's Question 3: _____
