

Center for the Army Profession and Ethic (CAPE)

Ethical Module: Speaking Up

Addressing concerns of sexual harassment

Appendix A: Student Guide

This objective will be assessed by having students develop a plan of action and responses for dealing with an apparent concern of sexual harassment by a Specialist. 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: SPC Hyde, one of her peers, and one of her leaders. 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, "Speaking Up", perform the following steps using the worksheet provided.

1. Watch the "Introduction" Video and Read the Ethical Module
 2. Complete the worksheet
 - 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
 3. Watch the "Conclusion" Video and "Reflections"
 4. 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 SPC Hyde has volunteered to share this story and that she has served honorably in combat. In facilitating discussion, it is important to understand how SPC Hyde's identity as a Soldier interacts with her understanding of the Army Values.*

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 group 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 group – appealing to the emotions of the group, mental puzzles or appearing to trick them, considering their own perception of and application of authority, posting 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 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*

Appendix B: Facilitator Guidelines (continued)

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: SPC Hyde is a mechanic attached to an Engineer Battalion and assigned to one of the Companies. She is the only female Soldier in her platoon and one of six female Soldiers in her company of 122 Soldiers. SPC Hyde had been in the Army for a couple of years and describes a situation that she encountered in her unit:

Situation: “There are probably a lot of people in my platoon that had the same mindset that I did when I came into the Army. I had a lot of male friends before I came into the military. I was used to the way that they talked and the way that many of them would joke around. I knew how to handle myself and even when the comments were inappropriate, it didn’t use to bother me. But, in the Army it is different. And, you don’t realize that when the joking is going on continuously – all day, every day that it becomes too much. It’s going to wear down on you more than you think it would. It got difficult being around men, all day, everyday. It seems that everybody feeds off of each other. One person will start it by saying something, and it’s easy for it to get out of control from there. I let it go for a while. Finally, it had worn me down to much. I wasn’t enjoying coming to work and was uncomfortable in my own Platoon.”

“I brought it up to my Squad Leader. He kind of talked to the two people causing the most problems. I told him that they were talking about stuff that I didn’t feel comfortable with – things that I didn’t want to hear about, especially while I was at work. Nothing really came of it – things didn’t change.”

“I talked to my Platoon Sergeant. He didn’t really do anything about it – he pulled everybody in the platoon to the side when I was not in the room and talked to them about it. From what I know, he told them ‘...ye all keep your mouths shut...’ and that was the end of it. Of course, that didn’t fix it. What good was that going to do?”

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Addressing concerns of sexual harassment in a unit Appendix D: Facilitator Questions

A. Recognize the Moral Dilemma

1. Describe the situation.

A. What is the Most Important Theme (MIT)?

B. Who are the players / Soldiers involved?

C. Who has what role and responsibility?

(1) What level of responsibility does SPC Hyde have for this treatment if she was tolerating the stories and jokes early on? Is there really a problem? Whose is it?

(2) Could this entire situation have been prevented by SPC Hyde?

(3) What might have been the thinking that took place after the issue was identified by the first level of leadership? What are some of the possible considerations that the squad leader made? Was there a problem with his approach?

(4) How did her squad leader address the situation?

(5) What was her platoon sergeant's response?

D. How does SPC Hyde feel? What does that indicate? Why does SPC Hyde feel the way that she does? Why now?

E. What other factors could be impacting this situation?

F. How does SPC Hyde's background impact 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 it uncommon for there to be only one or two female Soldiers in a unit? Is this okay?

4. Did SPC Hyde feel comfortable, confident, and protected by the actions of her leadership?

Appendix D: Facilitator Questions (continued)

5. Were the leader responses appropriate in terms of severity and seriousness?
6. Following confrontation, what might the Soldiers have been considering following the discussions with the different levels of leadership? What factors were the leaders considering in response?
7. Is this a common problem? What rules govern this situation?
8. What Army Values are at play in this situation?
9. What additional information would you like to have in this situation?
10. Could this situation be characterized by tension or compression? Being stretched or being squashed?
11. 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.

B. Evaluate your Options:

1. What would you be considering if you were in SPC Hyde's chain of command? What are their options?
2. What would you be considering if you were SPC Hyde? What are her options?
3. What would you be considering if you were one of SPC Hyde's peers or a battle buddy? What are his or her 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?

C. Commit to a Decision:

1. Is action required by the leadership, peers, or by SPC Hyde? 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 joking has gone too far? Who / what is the judge? Outcomes? Values?
3. What can this type of interaction do to unit morale if not addressed and corrected?

Appendix D: Facilitator Questions (continued)

4. What could have been done differently? Would it have changed the outcome?
5. How did the actions 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 would SPC Hyde not continuing to pursue this? Why should she?

D. Act

1. What barriers / obstacles are there for acting in this situation? For SPC Hyde? For a leader? For a peer?
2. Was it hard for SPC Hyde to determine the problem and evaluate her options? Was it hard for her to act?
3. What might be preventing SPC Hyde from acting on this problem? What will motivate her to act? How will she decide?
4. Why might a leader hesitate from further following up on this problem? Is there additional follow-up required?
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?

Watch Conclusion

A. Final Analysis

1. Why was SPC Hyde hesitant to keep pushing the issue? Was the issue worth pushing?
2. What are the pro's and con's of her decision? What about the 1SG's approach?
3. Why did it take the 1SG's involvement to affect this problem? What if he had not acted?
4. SPC Hyde seems grateful to her 1SG for getting involved and producing results. Did the 1SG solve the problem? What problem seems to have been identified? How did the 1SG address the problem? What message has this decision sent to the unit and Soldiers?
5. What are the new problems that have emerged?

Appendix D: Facilitator Questions (Continued)

6. SPC Hyde says “It’s never going to go away, if you don’t say something about it.” What is wrong with this statement?
7. If the issues were handled differently, what other problems might have emerged? How are these decisions balanced and assessed? Could other challenges have been prevented?
8. How could this entire situation have been prevented? Why was SPC Hyde in this situation?

B. Visionary Analysis

1. Fast forward 12 months for this unit –a new female mechanic has recently been assigned to the unit – how might she be received? Why?
2. How could this be different?
3. How will SPC Hyde perform in her next unit? How will she act differently as a Team Leader or Squad Leader because of this situation?

C. Application

1. How does a unit create an environment that prevents problems, enables communication, and encourages true problem solving?
2. Describe the Army Values displayed by all of the Soldiers involved.

Appendix E: Practical Exercise and Assessment: *Speaking Up*

I. SPC HYDE (Protagonist)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
SPC Hyde:	<p>VIRTUE An environment that allows any form of sexual harassment is detrimental to professional conduct and is wrong. Consider the Army Values of Respect and Courage in this situation.</p> <p>RULES Sexual Harassment in any form is wrong and prohibited. If not dealt with, It sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES Sexual harassment violates unit integrity and esprit de corp.</p>			

Appendix E: Practical Exercise and Assessment: *Speaking Up*

2. Leader (Squad Leader)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Leader (SL)	<p>VIRTUE An environment that allows any form of sexual harassment is detrimental to professional conduct and is wrong. Consider the Army Values of Duty and Integrity from the Leader's perspective.</p> <p>RULES Sexual Harassment in any form is wrong and prohibited. If not dealt with, it sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES Sexual harassment violates unit integrity and esprit de corp.</p>			

Appendix E: Practical Exercise and Assessment: *Speaking Up*

3. Peer

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Peer (Buddy)	<p>VIRTUE An environment that allows any form of sexual harassment is detrimental to professional conduct and is wrong. Consider the Army Values of Loyalty and Honor in reviewing the actions of a buddy.</p> <p>RULES Sexual Harassment in any form is wrong and prohibited. If not dealt with, it sends the message to your subordinates that it is ok to violate rules.</p> <p>OUTCOMES Sexual harassment violates unit integrity and esprit de corps.</p>			

Ethical Module: *Speaking Up* Addressing concerns of sexual harassment

Appendix F: Instruction Plan

Complete the following plan to guide instruction during class. The Plan below provides a framework for the classroom discussion. As instructor, you will lead the entire class in watching the videos and in a discussion using the proposed questions listed below. In addition, you are encouraged to select and write your own questions in the spot for the Second and Third Questions:

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

Possible Question 1: Responsibility for sexual harassment is jointly held between the offended and the offender."

Question 2: _____

Question 3: _____

Step 2: Intro Video

Possible Question 1: How does SPC Hyde feel? What does that indicate?

Question 2: _____

Question 3: _____

Step 3: Conclusion Video

Possible Question 1: Why was SPC Hyde hesitant to keep pushing the issue?

Question 2: _____

Question 3: _____

Step 4: Reflection Videos

Possible Question 1: What new insights emerge from the reflection video?

Question 2: _____

Question 3: _____

Step 5: Conclusion

Possible Question 1: How will this unit be affected by this situation 12 months later?

Question 2: _____

Question 3: _____