

Center for the Army Profession and Ethic (CAPE)

Ethical Module: Earned and Given

Dealing With a Disrespectful Subordinate

Appendix A: Student Guide

This objective will be assessed by having students develop a plan of action and responses for dealing with a disrespectful Trainee in Basic Training. First, watch the video "Introduction," then read the description of the Ethical Module. Participants / Students will review the Ethical Module, develop two different responses, one response each from the perspective of: SFC Thompson and one of her Soldiers. 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, "Earned and Given", 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 SFC Thompson has volunteered to share this story and that she has served honorably in combat. In facilitating discussion, it is important to understand how SFC Thompson'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 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

Appendix B: Facilitator Guidelines (continued)

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 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: SFC Thompson is the Senior Drill Sergeant in her company. She is stationed at Fort Jackson.

Situation: "I had one cycle where I had a Soldier that didn't believe women should be in charge. If a male Drill Sergeant told him to do something he had no problem with it. He couldn't get the concept of me as the Senior Drill Sergeant and that I was in charge. We went through a lot of growing pains.

"We were getting up and going to EST. We have what they call a step time." Soldiers have to get up, get dressed, and get their gear in order to begin movement to the training site.

That hard time to leave is called a step time. "If you miss a step time you can either run into another unit or clog

up the highway that you are crossing over and cause a big traffic mess."

"Everyone was outside in formation with their gear ready to step. I do a head count and I am supposed to have 60 Soldiers, but there are only 58 in formation. He and his battle buddy were missing. I go into the barracks and he is sitting on the bunk just taking his time tying his boot. I ask him – 'Soldier, why are you still in the barracks? What is your problem?' He responded, 'I'm taking my time and I am tying my boot.'"

"Nowhere in that sentence did the word Drill Sergeant come in or Rock Four Drill Sergeant or I'm moving Drill Sergeant. We have been up since 0500 this morning and he had plenty of time to tie his boot, but he decided he was going to take his time and do it his way."

Conclusion: "I smoked that Soldier for a good 5 to 10 minutes.... enough to give him the understanding that if everybody else can do it, he can do it. That he couldn't do things his way. He gave up his way when he stepped in the Army. If he wanted to be in the Army he would have to do what he is told. So after about 10 minutes of him sweating pretty hard he got the understanding that I wasn't playing."

SFC Thompson explains how she earned the Soldier's respect

"We were on a couple of confidence courses and we actually demonstrated the confidence courses for the Soldiers before we let them go through. We do that to let the Soldiers know that anything they have to do we do too. We have done it. We've been there. I guess when he saw me and my male battle buddy run through the course he thought 'wow, women can do it too. It's not just a man's Army.' I think after that I didn't have any more issues with him because I earned his respect."

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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)?

B. Who are the players / Soldiers involved?

C. Who has what role and responsibility?

D. How does SFC Thompson feel? What does that indicate? Why does SFC Thompson feel the way that she does? Why now?

E. What other factors could be impacting this situation?

F. How does SFC Thompson'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 common for there to be only one or two female Soldiers in a unit? Is this okay?

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

5. What Army Values are at play in this situation?

6. What additional information would you like to have in this situation?

B. Evaluate your Options:

1. What would you be considering if you were SFC Thompson? What are her options?

2. What would you be considering if you were one of SFC Thompson's peers or a battle buddy? What are his or her options?

3. What are the greatest weaknesses with the options presented?

4. Has someone witnessed a similar experience that was handled in a different way?

5. 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 SFC Thompson? Why? What about the situation pushes her to act?
2. How do you know how much to allow? Is there a line? Where is the line? How do you know when it 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?
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?

D. Act

1. What barriers / obstacles are there for acting in this situation? For SFC Thompson?
2. Was it hard for SFC Thompson to determine the problem and evaluate her options? Was it hard for her to act?
3. What might be preventing SFC Thompson from acting on this problem? What will motivate her to act? How will she decide?
4. 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?

E. Final Analysis

1. What are the pro's and con's of her decision?
2. Why did it take her performance on the confidence course to affect this problem? What if she had not performed well on the course? What might have happened then?
3. What are the new problems that can emerge because of how this was handled?
4. If this were handled differently, what other problems might have emerged? How are these decisions balanced and assessed? Could other challenges have been prevented?
5. How could this entire situation have been prevented?

Appendix D: Facilitator Questions (Continued)

F. Forward Thinking

1. Fast forward 12 months for the trainee – a new female NCO is assigned to lead his unit – how might she be received? Why?
2. How could this be different?
3. Do you think this incident shaped how SFC Thompson performs in her role? How might she act differently because of this situation?

G. 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 – Ethical Module: *Earned and Given*

1. SFC THOMPSON (Protagonist)

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
SFC Thompson:	<p>VIRTUE It models behavior that is detrimental to professional conduct. We do not want to become the kind of people that encourage this behavior in inappropriate situations.</p> <p>RULES Disrespect 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 Disrespect violates unit integrity and esprit de corp.</p>			

Appendix E: Practical Exercise and Assessment – Ethical Module: *Earned and Given*

2. Soldier

Recognize the Dilemma	Moral Evaluation	List and Analyze Options	Commit to a Decision	Plan for Action / Overcoming Barriers
Soldier	<p>VIRTUE It models behavior that is detrimental to professional conduct. We do not want to become the kind of people that encourage this behavior in inappropriate situations.</p> <p>RULES Disrespect 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 Disrespect violates unit integrity and esprit de corp.</p>			

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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 2nd and 3rd Questions:

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

Possible Question 1: Respect isn't needed to do your job in the Army?

Possible Question 2: You have to give respect to get respect?

Question 3: _____

Step 2: Intro Video

Question 1: Is this a common problem? What rules govern this situation?

Question 2: _____

Question 3: _____

Step 3: Conclusion Video

Question 1: If this had been handled differently, what other problems might have emerged?

Question 2: _____

Question 3: _____

Step 4: Reflection Videos

Question 1: Fast forward 12 months for the Trainee – a new female NCO is assigned to lead his unit – how might she be received? Why?

Question 2: _____

Question 3: _____

Step 5: Conclusion

Question 1: How does a unit create an environment that prevents problems, enables communication, and encourages true problem solving?

Question 2: _____

Question 3: _____
