<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical Officer and Noncommissioned Officer Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Company Commander, Platoon Leader, First Sergeant Introduction</td>
<td>5</td>
</tr>
<tr>
<td>Platoon Sergeant/ Squad Leader Introduction</td>
<td>18</td>
</tr>
<tr>
<td>Team Leader Introduction</td>
<td>28</td>
</tr>
<tr>
<td>Fourth Class Introduction</td>
<td>36</td>
</tr>
<tr>
<td>The Moral Module</td>
<td>41</td>
</tr>
<tr>
<td>Lesson 1: Honorable Living as a Cadet</td>
<td>43</td>
</tr>
<tr>
<td>Lesson 2: Why Trust Matters</td>
<td>54</td>
</tr>
<tr>
<td>Lesson 3: Living Above the Common Level</td>
<td>69</td>
</tr>
<tr>
<td>Lesson 4: Conflicting Loyalties</td>
<td>84</td>
</tr>
<tr>
<td>Lesson 5: Choosing the Harder Right</td>
<td>96</td>
</tr>
<tr>
<td>The Social Module</td>
<td>109</td>
</tr>
<tr>
<td>Lesson 1: Trust and Trustworthiness</td>
<td>111</td>
</tr>
<tr>
<td>Lesson 2: Selfishness versus Selflessness</td>
<td>130</td>
</tr>
<tr>
<td>Lesson 3: No Compartmentalizing</td>
<td>144</td>
</tr>
<tr>
<td>Lesson 4: Communicating Trustworthiness</td>
<td>155</td>
</tr>
<tr>
<td>Lesson 5: Symbols of the Nation</td>
<td>167</td>
</tr>
<tr>
<td>The Civic Module</td>
<td>175</td>
</tr>
<tr>
<td>Lesson 1: Acceptable vs. Unacceptable Attitudes and Behaviors</td>
<td>177</td>
</tr>
<tr>
<td>Lesson 2: A Time and Place for Empathy</td>
<td>196</td>
</tr>
<tr>
<td>Lesson 3: Intent versus Impact</td>
<td>209</td>
</tr>
<tr>
<td>Lesson 4: Blind Spots: Reflecting on Biases</td>
<td>220</td>
</tr>
<tr>
<td>Lesson 5: Seeing Below the Surface</td>
<td>230</td>
</tr>
</tbody>
</table>
The Cadet Character Development Program (CCDP)  
Tactical Officer and Noncommissioned Officer Introduction

This workbook contains information and learning materials to be used by the Tactical Team (TAC Team) in their supervision of the execution of the Cadet Character Development Program.

This workbook contains the following items:

- TAC Team Introduction
- CO/PL/1SG Introduction
- PSG/SL Introduction
- TL Introduction
- Moral Module Training Materials
- Social Module Training Materials
- Civic Module Training Materials

In this book you have all the guidance and materials which are included in the Team Leader, Squad Leader, Platoon Sergeant, Platoon Leader, First Sergeant, and Company Commander workbooks.

Each of the cadets’ workbooks contains guidance for how their position can positively impact the execution of CCDP.

The Tactical Officer/ Tactical Noncommissioned Officer role in CCDP from the Gold Book, *The Character Program*, states:

“TACs supervise CCP planning, rehearsals, execution, and After Action Review (AAR) efforts for their Companies. TACs set the example for professional behavior in their daily interaction with Cadets and the Cadet Chain of Command. Cadet Training Plans are approved by their company TACs.”

Supervising your cadet chain of command’s efforts to plan, execute, and review their CCDP lessons and discussions is critical to making these educational opportunities successful.

The CCDP curriculum consists of three content modules which occur over the course of the Academic Year. The modules are based on three of the five facets of individual character, as defined in the West Point Character Development Strategy (these facets of character are also defined in the Team Leader Introduction section).

The Moral Module (Term I)  
The Social Module (Term II)  
The Civic Module (Term II)

Each module covers different themes, but follows the same structure. Each module will have the following events:
Module In-Brief:
- An in-brief provided by SCPME to the Company Honor/Respect/CASHA reps which describes when and where discussions will occur.
- This brief marks the beginning of the module, and allows the Company Honor/Respect/CASHA reps to then inform their cadet chains of command about upcoming training.
- Happens during a scheduled Commandant’s Hour.

Module Prep-Session:
- This briefing is provided by SCPME to the Company Honor/Respect/ CASHA reps and covers the discussion material for the Firstie, Cow, and PLT discussions.
- This brief enables the Company Honor/ Respect/ CASHA reps to become familiar with discussion materials prior to facilitating discussions, or advising the chain of command on how to facilitate the discussions.
- Happens during a scheduled Commandant’s Hour.

5x Lessons per module:
- These lessons are contained in the Training Materials portions of this workbook.
- These lessons are a guided discussion between a Team Leader and their Plebe.
- These discussions are scheduled and planned by the cadet chain of command.

3x Discussions per module:
- Company Firstie Discussion (1 per module):
  - This discussion is for all Firsties in a Company
  - The facilitators for this discussion are the Company chain of command and/or the Company Honor/Respect/CASHA representatives.
  - This discussion occurs during a SCPME scheduled Commandant’s Hour.

- Company Cow Discussions (1 per module):
  - This discussion is for all Cows in a Company
  - The facilitators for this discussion are the Company chain of command and/or the Company Honor/Respect/CASHA representatives.
  - This discussion occurs during a SCPME scheduled Commandant’s Hour.

- Platoon Discussions (1 per module):
  - These discussions are for the PLT chain of command, and the TLs and Plebes.
The facilitators for this discussion are the PL and the PSG, and/or the Company Honor/Respect/CASHA representatives.

These discussions occur at the end of the module and are the last collective event for each module.

These discussions follow the 5 TL lessons so that participants may have had an opportunity to become familiar with the central themes prior to discussing them as a PLT.

Honor Concepts Refresher (only in Moral Module):

- This discussion is for the Plebes at the beginning of the Moral Module.
- This acts as a refresher to the concepts the cadets learned in CBT.
- Facilitators for this are the Company Honor Representatives and/or the PLT leadership.

Throughout the year there will be other character development related events:

CASHA Discussions: 2x per Class, per semester (4 per class in the AY)
4x Leader Challenges (Yearling-Firstie)
The National Conference on Ethics in America (Term I and Term II)
The Mission Command Conference (Early in Term II)
The Inspiration to Serve Cemetery Tour (Yearlings)

All of these events, and more, contribute to developing the character of cadets. CCDP is where key themes are introduced, discussed, reflected on, and initially applied. Help the cadets draw connections between the topics of these various events.

Through the cadet chain of command and your emphasis, the ideas discussed in the CCDP can become internalized and utilized by all cadets.

Planning, Executing, and Assessing Tools for the Moral Module:

Within this workbook are several materials which can be used in the preparation, execution, and assessment of the education going on within your Company.

Each of these tools is provided in each of the workbooks. These templates are meant to be tracking and evaluation tools, and are by not meant to replace Company SOPs for training planning and management.

The tools listed below are included in each of the workbooks for the different layers of the chain of command. These tools, or other unit standardized planning tools, can be used to help keep planning and execution tasks on time and synchronized:
• **Training Schedule Template**
  Use the schedule below to track training locations and times.

• **Troop Leading Procedure Assessment Rubric**
  This provides guidance on how to assess the preparation efforts of your Squad/ Team Leaders over the course of the module. Your cadet chain of command should use the TLPs for each event of each module.

• **Troop Leading Procedure Blank Templates**
  These blank templates can be used to record your comments and assessment for each of your Squad Leaders or Platoons.

• **Lesson Content**
  These are the lesson exercises the Team Leaders and Plebes execute prior to their Platoon Discussion at the end of the module. Have your Team Leaders rehearse their lessons. Make spot checks on their planned lesson times to ensure lessons are high quality.

• **Lesson Facilitator Notes (For Team Leaders)**
  These are the facilitator notes for the Team Leaders provided with the lesson content in the Yearling's workbook. Use the facilitator notes to help check on the Team Leaders and the quality of their instruction for the Plebes.

• **Module Lesson SITREPs**
  This lesson after action review format can be used to standardize how Team Leaders communicate how the lesson execution went, and what needs to be improved.

  The cadet chain of command should collect information from these SITREPs to see the quality of training, and if there are any unit wide trends that need to be addressed.

  The following sections are the same as the introductory sections from each of the separate workbooks. In this book you have the same information your cadets have.

  If you ever have any questions, please reach out to the SCPME Education Officer at x3280.
Company Commander,
Platoon Leader, First
Sergeant Introduction
The Cadet Character Development Program (CCDP)  
Company Commander, Platoon Leader, First Sergeant Introduction

This workbook contains guidance and learning materials to be used by the Company Commander, Company First Sergeant, and the Platoon Leaders to properly lead their units in the CCDP curriculum.

This workbook contains the following items:

- CO/ PL/ 1SG Introduction
- CO/ PL/ 1SG Guidance for leading CCDP (includes TLP Assessment Rubric)
- PSG/ SL Introduction (includes TLP Assessments for Teams)
- Team Leader Introduction
- Moral Module Training Materials
- Social Module Training Materials
- Civic Module Training Materials

In this workbook are the same materials that the Team Leaders, Squad Leaders, and Platoon Sergeants have. These tools are not meant to replace any Company training products. They are provided as an alternate method for tracking information.

The workbooks for your subordinates contains tools and guidance which explain their roles and the specifics of the CCDP lessons and discussion. Reference those chapters to get more details on the CCDP lessons and discussion formats.

This introduction section focuses on the Company and Platoon leadership, and what your role is in leading your units in their character development.

CCDP Overview

CCDP consists of three content modules which occur over the course of the Academic Year. Each module focuses on a set of themes from three of the five facets of individual character: Moral Character, Social Character, and Civic Character (these are further defined in the Team Leader Introduction section).

In each module there are two types of educational interactions: lessons and discussions.

There are five (5) lessons in each module. These lessons are conducted by a Team Leader and their Plebe.

- These lessons are guided discussions, and are laid out in the training materials for each module.
- It is up to the unit chain of command to plan when these lessons occur during each of the modules.
There are three (3) discussions in each module except for the Moral Module, in which there are four (4) discussions.

- A discussion for all the Firsties in a Cadet Company.
- A discussion for all the Cows in a Cadet Company.
- A discussion for the Platoon, which ends each module.
- In the Moral Module there is an additional discussion which is a Cadet Honor Code concepts refresher, for Plebes, led by Company Honor Representatives.

These lessons and discussions are designed to be candid dialogues among cadets focusing on the central themes of these three facets of individual character.

Your role as the Company Commanders, Platoon Leaders, and First Sergeants will be to oversee your units’ planning, execution, and review of these educational sessions.

**Role of Company Commanders, Platoon Leaders, and First Sergeants in CCDP**

In *The Character Program*, the CCDP Goal for the First Class is:

“Internalize and advocate the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others, and lead the character development of Fourth, Third, and Second Class Cadets.”

As the senior members of the Corps, Firsties are poised to set the climate for well prepared and executed training and development.

- Your leadership is critical to the development of the more junior classes.
- As Firsties you provide the emphasis, the direction, and guidance which determine whether this educational effort is a success or not.

You can best accomplish your duties for CCDP by showing personal interest and support in being and developing leaders of character. This starts through your personal behaviors, and is supported with your leadership processes.

The chain of command has great opportunity to impact their units. All members of the upper classes provide added examples of character. Utilize all members in your unit to help reinforce the concepts presented in these workbooks. Character development occurs in all aspects of our lives.

**Tips for Successful Planning, Execution, and Review of CCDP Events**

While you may not be directly involved in the five lessons that the Team Leaders will do with their Plebes, it is important that you know what your Platoons or Squad are doing to accomplish these lessons.
Your role as a leader focuses on holding others accountable through clear and candid communication. There are tools in this book which can assist you in tracking when lessons are being conducted, and evaluating how subordinates are using the Troop Leading Procedures.

Circulate amongst your Platoons or Squads, and find out how training is going. This attention to detail and personal investment will do the most to support a healthy unit climate which follows through on its plans. Do not be afraid to check in on lessons and training.

As Company Commanders, Platoon Leaders, and First Sergeants you will also be expected to facilitate the Company and Platoon Discussions which are the culminating events for each module. These are opportunities for the Platoon Chain of Command, along with the Team Leaders and Plebes to come together and synthesize their learning as a unit.

The Platoon Discussion is your chance to bring your team together, after their lessons, to jointly understand the central themes of the module. To succeed at this you, and your chain of command, must be involved in the lessons throughout the module.

This means ensuring that both the Team Leader led lessons, and the Firstie, Cow, and PLT discussions are all planned, rehearsed, executed, and reviewed to a high standard.

Responsibility for all of these events falls on the Chain of Command. As the leader, gather your team, including your Honor/Respect/CASHA Company representatives, and work together to prepare, execute, and review all the training.

**Preparing for Lesson Execution**

As the Company and Platoon leadership it is important that you establish good planning methods for your Company/Platoon.

The Squad and Team leaders should not be waiting until the last minute to develop their plans to execute the five lessons for each module.

Your Company Honor/ Respect/ CASHA team will be able to tell you when each CCDP Module will begin. There is an overview session where all the Company Honor/Respect/ CASHA Reps attend to be in-briefed about the upcoming module.

Once they report back to you, the planning process truly begins.

Having clear channels of communication and a weekly battle rhythm to allow your unit to schedule, and synchronize training. Use the tools listed below to help you provide guidance to your subordinate Platoons and Squads.
Always remember the 1/3 – 2/3 rule. Ensure that you provide your subordinate units enough time to execute your guidance. Set them up for success!

Utilize the Troop Leading Procedures at every level.

As Company Leadership and Platoon Leaders you are responsible for the collective tasks of your units. This means that your focus is that your subordinate units have the time, space, and materials to accomplish the mission.

Using the Troop Leading Procedures to orient everyone’s planning process will help your unit ensure that your plan is complete, and ready to be executed. The Troop Leading Procedures are covered in detail in the Team Leader Introduction section. The Squad Leader introduction section has recommended evaluation guidance on how to determine if TLs are preparing their lessons correctly.

You should utilize the TLP rubric provided below in this introduction section to evaluate how your Platoons and Squads are executing TLPs at their level.

Establish a reliable training calendar to ensure that you know when everyone is planning on doing their training. This helps you keep your subordinates accountable, and ensures that the lessons are not put off to the very last minute, resulting in sub-standard training quality.

Ensure that your subordinate leaders (Platoon Leaders or Squad Leaders) are briefing you on their plans, and the status of planning and execution.

While you have the Company Honor/Respect/CASAH representatives to assist in training, character development is a Commanders duty. The chain of command is responsible for the training of Cadets. Your Company Honor/Respect/CASHA representatives are in support of your lead.

Planning, Executing, and Assessing Tools for the CCDP Workbooks: This workbook contains several materials which can be used in the preparation, execution, and assessment of the education within your Platoon/ Company:

- **Training Schedule Template**
  Use the schedule below to track training locations and times.

- **Troop Leading Procedure Assessment Rubric**
  This provides guidance on how to assess the preparation efforts of your Squad/ Team Leaders over the course of the module. You and your Team Leaders should use the TLPs for each event of each module.

- **Troop Leading Procedure Blank Templates**
These blank templates can be used to record your comments and assessment for each of your Squad Leaders or Platoons.

- **Lesson Content**
  These are the lesson exercises the Team Leaders and Plebes execute prior to their Platoon Discussion at the end of the module. Have your Team Leaders rehearse their lessons. Make spot checks on their planned lesson times to ensure lessons are high quality.

- **Lesson Facilitator Notes (For Team Leaders)**
  These are the facilitator notes for the Team Leaders provided with the lesson content in the Yearling’s workbook. Use the facilitator notes to help check on the Team Leaders and the quality of their instruction for the Plebes.

- **Module Lesson SITREPs**
  This lesson after action review format can be used to standardize how Team Leaders communicate how the lesson execution went, and what needs to be improved. You should collect information from these SITREPs to create your own SITREP for communicating Squad training to the Platoon and Company chain of command. At the Platoon or Company level these reports can be used to see the quality of training, and if there are any unit wide trends that need to be addressed.

Use these tools to help schedule, track, and assess how the Teams are conducting their 5 lessons.

**Execution of Lessons**

Leading into the execution of the CCDP lessons and discussions you want to ensure all appropriate resources have been planned for.

- Have your subordinates briefed you on where and when the training is occurring?
- What additional resources are being used, and are they coordinated for?
- What is the plan if there is a scheduling change? Is there a backup date and time?
- Have the Team Leaders rehearsed their lessons, or briefed their Squad Leaders on the plan for each of the lessons?

These are just a few questions that need to be answered prior to executing the lessons and discussions.

Once the Squads have begun executing lessons plan to visit some of the training. The time and locations should be on the unit training calendar, and you, as the leader, should spot check training. Ask your Squad Leader for a recommendation on what Teams you should visit.

Checking on the lessons does not mean you have to insert yourself and take over the training, but leaders go out and supervise the training their
units are conducting. This enables you to see what is actually happening and to help make spot corrections.

As you observe training, or receive reports about training, make note of what went well and what went wrong. Use these to help provide guidance for future lessons and training.

If you go to check on training, and no one is there, find out why. Part of being a leader is ensuring that the work that needs to be done gets done. Being personally interested in the execution of the lessons helps your subordinates know they will be held accountable and that the training is important to you and the unit.

Take this responsibility seriously, and expect your subordinate leaders to do their checks as well. SLs should certainly be checking on their TLs’ discussions.

Once lessons have been completed, ask for your subordinate leader’s SITREP information. Every lesson has a SITREP template at the end of it to collect AAR information.

Make it a priority that this information is collected and provided to you. You cannot make decisions or improve the unit if you have no information on the quality of instruction.

**Assessment of Lessons**

Assessment happens at all times in the TLPs. You, as a leader, need to assess how planning and execution tasks are going, and provide correcting guidance when things are not being done to standard.

To help you assess the preparation process you can use the TLP Rubric for Platoons and Squads below. This rubric is slightly different from the rubric provided in the PSG/SL introduction book. This rubric has you looking at the PSG/SL’s TLPs.

Use the rubric to evaluate the actions your subordinates take at each step of the TLPs. Blank forms have been provided for you to use.

Once you have collected this data, be sure to provide your subordinates feedback. If you make an observation but never say anything to your subordinate, how can they get better? Overall, the purpose of these rubrics is to help you evaluate how your unit planning and execution processes are going, and how to improve them.

The other half of assessment is assessing the quality of the discussions and lessons.
No training is complete without an AAR. Every lesson and every discussion should take some time to reflect on what went well and what needs improvement. Once those improvements and sustains are identified, leaders need to make sure they are used in the planning for the next event.

Without leadership emphasis AARs may not be conducted. It is not enough to know that they training just happened. Leadership at each level needs to know the quality of the discussions and lessons.

As a leader you can request SITREP rollups from your Squads or Platoons. This enables you to get your subordinate’s assessment of how training is going at their level.

With this information you can identify units that need to improve, and also units that have successful methods you want to share across the Company or Platoon.

If you do not take the time to assess what you have done, you are doomed to repeat your failures, and have unpredictable success.

Use the tools provided in these workbooks to help establish a healthy climate of assessment.
<table>
<thead>
<tr>
<th>Troop Leading Procedures</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receive the Mission</strong></td>
<td>Fails to understand the task at hand and do not clarify the misunderstanding. Does not take ownership of material.</td>
<td>Has a clear understanding of the lesson sequence and requirements for planning lessons.</td>
<td>Has a complete understanding of the CCDP curriculum and the Commander's Intent.</td>
</tr>
<tr>
<td><strong>Issue a WARNO</strong></td>
<td>Fails to give Team Leaders limited information for implementing the CCDP material.</td>
<td>Issues a minimal WARNO that provides minimal information to Team Leaders.</td>
<td>Has a complete WARNO that ensures all Team Leaders are aware of the intent and purpose of the training.</td>
</tr>
<tr>
<td><strong>Make a Tentative Plan</strong></td>
<td>Does not have a plan of action for monitoring the planning and execution of the module lessons by the Team Leaders.</td>
<td>Has a partial plan for monitoring the implementation of module lessons. Plan needs adjustments to improve command and control.</td>
<td>Has a well constructed plan that empowers the facilitators to teach the material. Any shortcomings with plan have been addressed.</td>
</tr>
<tr>
<td><strong>Initiate Movement</strong></td>
<td>Fails to make initial assessments of Team Leaders to determine understanding and planning friction points.</td>
<td>Makes initial assessments of Team Leaders to offer feedback to Team Leaders to ensure they are prepared to instruct.</td>
<td>Offers constructive feedback to Team Leaders ensuring that quality planning, rehearsals, and resourcing are being implemented.</td>
</tr>
<tr>
<td><strong>Conduct Reconnaissance</strong></td>
<td>Fails to verify Team Leader’s proposed location and materials for training. Rehearsal for lesson does not occur.</td>
<td>Conducts spot checks to evaluate TLP usage by Team Leaders. Rehearsals not supervised.</td>
<td>Conducts spot checks on Team Leaders to ensure rehearsals, and recons are happening and are sufficient.</td>
</tr>
<tr>
<td><strong>Complete the Plan</strong></td>
<td>Fails to monitor Team Leader TLPs. Locations and materials for lessons are not verified.</td>
<td>Supervises Team Leaders and give feedback. Locations and materials for lessons are verified.</td>
<td>Gives clear and concise feedback to Team Leaders for plan adjustments. Locations and materials are verified for lessons.</td>
</tr>
<tr>
<td><strong>Issue the OPORD</strong></td>
<td>Does not have a finalized plan for implementing the lesson material. Any needed adjustments to time or location are not communicated to the Team Leaders.</td>
<td>Gives effective guidance that finalizes the plans for training. Any needed adjustments to time or location are communicated to the Team Leader.</td>
<td>Gives a well constructed plan of action that empowers Team Leaders to execute the planning and training. Any needed adjustments to times and locations of lessons have been communicated and verified.</td>
</tr>
<tr>
<td><strong>Supervise and Refine</strong></td>
<td>Fails to conduct an AAR. Training status of lessons not communicated with leadership.</td>
<td>AAR of lessons is conducted, and training status communicated with Platoon and/or Company leadership.</td>
<td>AAR is conducted. Training status is communicated to Leadership. AAR utilized in planning for next lesson/module.</td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Platoon Sergeant/ Squad Leader Introduction
The Cadet Character Development Program (CCDP)
Platoon Sergeant and Squad Leader Introduction

This workbook contains guidance and learning materials to be used by the Squad Leaders and Platoon Sergeants to properly lead their units in developing their individual characters.

This workbook contains the following items:

- PSG/SL Introduction
- PSG/SL Guidance for leading CCDP (Includes TLP Assessment Rubric)
- Team Leader Introduction to CCDP (from the TL Workbook)
- Moral Module Training Materials
- Social Module Training Materials
- Civic Module Training Materials

Role of Squad Leaders/Platoon Sergeants/Cows in CCDP

As stated in *The Character Program*, the CCDP Goal for the Second Class is:

“Internalize and advocate the spirit of the Cadet Honor Code, the ideals of "Duty, Honor, Country," the Army Values, the need for respectful treatment of others, and lead the character development of the Fourth, Third, and Second Class Cadets.”

As a more senior leader in the Corps, Cows are uniquely placed to impact the Yearling and Plebe Classes.

- As Squad Leaders and NCOs of the Corps you provide a connection between the Yearlings and Plebes, as well as the Firsties and TACs above you.
- In this role you must act as a reliable source of information and guidance for your Team Leaders and Members of Squad.
- Without your energy, support, and knowledge, the chain of command cannot excel at developing the younger classes of cadets.

As a Squad Leader or Platoon Sergeant, your primary role in CCDP is to oversee the planning, execution, and assessment of the five module lessons. A more detailed description of the lessons structure is located in the Team Leader Introduction section of this workbook.

Platoon Sergeants have an additional role in facilitating, along with the Platoon Leader, the Platoon Discussions which end each module of CCDP.

Squad Leaders and Platoon Sergeants may not be directly involved in the facilitation of module lessons, but they will be involved in ensuring that Team Leaders are executing Troop Leading Procedures well, and in
communicating the status and results of the lessons to the Platoon and Company chains of command.

As Second Class Cadets, you have more experience at training others than your Team Leaders do.

Utilize this experience, or those other upperclassmen that have experience with facilitating CCDP lessons, to help your Team Leaders be better facilitators.

Nothing prevents you from joining in on a lesson to see exactly what is happening. Your experiences can help improve both the Team Leader and Plebe’s understanding of concepts. Do not be afraid to supervise and participate in your teams’ training.

**Leading CCDP for Platoon Sergeants and Squad Leaders**

**Preparing for Lesson Execution**

The best thing you can do to help your Team Leaders succeed is to help them establish the time and date when they will conduct their lessons. Once a time and date is planned the other resources and rehearsals can be planned for.

Once you receive word from your Company/Platoon that you are beginning a CCDP module you should work to schedule when the lessons will be occur. The discussions for the Firsties, Cows, and the PLT have already been scheduled during Commandant’s Hours. However, the five lessons for the Team Leaders are up to the units to plan.

Depending on your assessment of your Team Leaders you can have them pick when and where they want to execute the lessons, or you can have them dot it together as a squad.

In either case, the intent is for the Team Leader and the Plebe to have a guided dialogue together. This is how the lessons are written, and the format which allows both the Plebe and the Team Leader to be fully engaged.

Once you have scheduled the dates and times, write them down. There is a calendar template further down in this workbook for your use. When scheduling these classes DO NOT try to squeeze them in at the last minute. This reflects poor planning on your part, and will lead to even poorer execution. Look at the time available, and space the five lessons out accordingly.

Here are the tools in the workbook which will help you throughout the planning, execution, and assessment phases for each module:
Planning, Executing, and Assessing Tools for the Moral Module:
Within this workbook are several materials to be used in the preparation, execution, and assessment of the educating going on within your Squad. Included in this section is:

- **Training Schedule Template**
  Use the schedule above to track training locations and times.

- **Troop Leading Procedure Assessment Rubric**
  This provides guidance on how to assess the preparation efforts of your Team Leaders over the course of the module. You and your Team Leaders should use the TLPs for each event of each module.

- **Troop Leading Procedure Blank Templates**
  These blank templates are for your comments and assessment of each of your Team Leaders.

- **Lesson Content**
  These are the module lesson exercises the Team Leaders and Plebes execute prior to their Platoon Discussion at the end of the module. Have your Team Leaders rehearse their lessons. Make spot checks on their planned lesson times to ensure lessons are high quality.

- **Lesson Facilitator Notes (For Team Leaders)**
  These are the facilitator notes for the Team Leaders provided with the lesson content in the Yearling’s workbook. Use the facilitator notes to help check on the Team Leaders and the quality of their instruction for the Plebes.

- **Lesson SITREPs**
  This lesson after action review format can be used to standardize how Team Leaders communicate how the lesson execution went, and what needs to be improved. You should collect information from these SITREPs to create your own SITREP for communicating Squad training to the Platoon and Company chain of command.

Use these tools to help schedule, track, and assess how the Teams are conducting their 5 lessons.

In the Team Leader Introduction Section is a detailed paragraph about the usage of the Troop Leading Procedures.

- These eight steps are the best recommended method for ensuring that the lessons and discussions are well planned, well resourced, well executed, and assessed.
- You have been provided a rubric to help you assess how well your Team Leaders or Squad Leaders (if you are a PSG) are executing these TLPs.

A key component to ensuring that each module is executed and resourced well is frequent communication up, down, and side to side in your chain of command. You should be consistently updating your PSG/PL or CO/1SG on how preparation for the next training event is going.
You should also be communicating with your TL/SL to determine how progresses on preparations are going for the next event. If you consistently communicate and check on progress it will help keep everyone informed of any issues, and on track to accomplish the mission.

Establish a battle-rhythm where you meet regularly with subordinates and superiors.
- Check in with your subordinates once a day to see how things are progressing.
- Touch base with your superiors daily or every other day to ensure they are informed about any issues you are having.

Regular touch points enable units to stay synchronized and informed about their missions. This way if another event impacts training, the unit can react to the change quickly.

Ensure most of your touch points are face to face. Email and text are ways to communicate, but they still are inferior to face to face interaction.

Once a plan is established you should help your TL rehearse their lessons. If there is not enough time your TL should at least back brief you on how they plan to conduct the lesson.

Having the TLs conduct a rehearsal enables the TL to work through any problems prior to the interaction with the Plebe.

It is better for a TL to ask a question now, or identify a problem now, before they are in the middle of trying to have a discussion with a Plebe. At no time should a TL lead a lesson without having either rehearsed or back-briefed their SL.

**Execution of Lessons**

When lessons are being executed your role is to supervise and help revise the plan. You have a lot of responsibilities in helping establish the plan, but your responsibilities in executing the plan center on holding your subordinates accountable, and ensuring training is being done to a high standard.

TLs may be very uncomfortable with leading these lessons at first. They are new to leading others, and so it is fine for you, the SL or PSG to offer your assistance. If you know classmates or Firsties who had taught CCDP lessons during Cadet Basic Training, their experience might be useful to your TLs in their rehearsal and preparations for the lessons.

If you assess that your TLs may be a bit weaker in leading their lessons, it is fine for you to sit in on a few of those lessons. Do not make this a habit, as your goal is to help your TLs develop as leaders so that they can facilitate these lessons on their own.
When observing a lesson take notes, and provide feedback to the TL and Plebe. In the execution phase your role is to assist training as needed and to ensure the plan is executed to the best standard it can be.

If times and locations of lessons need to be adjusted due to unforeseen conflicts, then it is your responsibility to ensure that training is still executed to standard and within the times allotted by your Platoon or Company.

Remember, you are responsible for everything your subordinates do or fail to do. The CCDP is no exception.

**Assessment of Lessons**

Once the lessons have occurred the unit must determine how well the lessons went. As the SL or PSG your role is to ensure your subordinates are conducting After Action Reviews (AAR) with their Teams and Squads.

These AARs can use the lesson SITREP formats provided at the end of each lesson as a guide.

As a SL or PSG you should be conducting your own assessment of how the Squad or Platoon did, overall.

- Did the Teams and Squads conduct training on time?
- Was the training done in the same manner as during rehearsal?
- What went well in the training? What can be improved upon?
- What did the facilitator and the student get from the lesson?

These questions and more can help you gain an understanding of the quality of the lesson execution. Share your assessment and the assessments of your Teams or Squads with your chain of command. Issues you identify in your Teams and Squads could represent a wider trend in the Platoon or Company. Share this information.

If you identify things to improve, take action to fix those issues.

What follows are the Training Schedule template, the Team Leader TLP Assessment Rubric, and the Team Leader TLP Assessment templates.

These documents are here to help you plan, execute, and assess your Team's Cadet Character Development Program.

If you ever have any questions or concerns about these processes or training materials your first resource are your Company chain of command. After that, utilize your Company Honor/Respect/CASHA Representative teams. They can provide added insight into the materials, and can reach out to other sources to get you more clarification.
<table>
<thead>
<tr>
<th>Troop Leading Procedures</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive the Mission</td>
<td>Facilitator does not understand the end state for this lesson; does not address any initial questions or clarification for guidance.</td>
<td>Facilitator has identified the lesson objectives. May need clarity on certain objectives.</td>
<td>Facilitator clearly understands the objectives for the lesson material and the end state of the lesson.</td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td>Facilitator gives little to no guidance to 4th Class Cadet prior to teaching the lesson.</td>
<td>Facilitator provides adequate timeline and guidance for the 4th Class Cadet prior to the lesson.</td>
<td>Facilitator provides WARNO which provides material to be covered and time and location of lesson to 4th Class Cadet prior to lesson.</td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td>Facilitator does not have a proposed plan of action. Little indication of thought in executing the training.</td>
<td>Facilitator has constructed an initial plan of action.</td>
<td>Facilitator has a well thought initial plan needed to complete training, and identified shortfalls and measures to mitigate friction points.</td>
</tr>
<tr>
<td>Initiate Movement</td>
<td>Facilitator does not acquire the resources necessary to execute the training.</td>
<td>Facilitator has acquired some of the resources needed to execute training.</td>
<td>Facilitator has begun acquiring all necessary resources to execute training and identified any areas that may need additional follow up.</td>
</tr>
<tr>
<td>Conduct Recon.</td>
<td>Facilitator does not locate or propose a location for the execution of training.</td>
<td>Facilitator has identified a location to conduct training. Facilitator may have failed to identify any shortcomings in proposed area of training.</td>
<td>Facilitator locates location for training; all resources and additional material are acquired to ensure the location is compatible with executing the training.</td>
</tr>
<tr>
<td>Complete the Plan</td>
<td>Facilitator does not have a finalized plan of action for training and appears to be unprepared to teach course material</td>
<td>Facilitator has completed their proposed plan. There may be some minor shortcomings in proposed plan to execute training.</td>
<td>Facilitator has a well constructed plan that accomplishes all lesson objectives. Plan is meticulous and breaks down how each lesson objective will be completed.</td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td>Facilitator fails to brief a proposed time, location, and concept for the training lesson. It is clear that little to no guidance has been issued to 4th Class Cadet and that plan is incomplete.</td>
<td>Facilitator issues a timeline, location, and general intent for the proposed lesson material. 4th Class Cadet has a general concept about the proposed lesson topic.</td>
<td>Facilitator has issued a clear timeline, location, and intent for the training. 4th Class Cadet has a well conceptualized idea of what to expect to discuss in the lesson topic.</td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td>Facilitator fails to modify plan of any shortcomings. Training fails to complete all lesson objectives.</td>
<td>Facilitator uses guidance to improve training. All lesson objectives have been met.</td>
<td>Facilitator has a sound plan of action to execute training. Lesson objectives have been taught in a thoughtful manner.</td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Troop Leading Procedures</td>
<td>Assessment</td>
<td>Sustains</td>
<td>Improves</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Receive the Mission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue a WARNO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a Tentative Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiate Movement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Reconnaissance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete the Plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue the OPORD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise and Refine</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Team Leader Introduction
The Cadet Character Development Program (CCDP)

Team Leader Introduction

The Cadet Character Development Program provides learning experiences on the key themes and concepts which make up our professional values. The themes and concepts presented here are critical to your development as a cadet and as an officer. The CCDP supports the practical applications of these professional values in the Military, Academic, and Physical aspects of your West Point Experience. CCDP is for all members of the Corps because we all are expected to be leaders of character who share and uphold the professional values of our Army.

Goals of the CCDP by Year

<table>
<thead>
<tr>
<th>CCDP Goals</th>
<th>Fourth Class</th>
<th>Third Class</th>
<th>Second Class</th>
<th>First Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others.</td>
<td>Internalize the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others; lead the character development of Fourth Class Cadets.</td>
<td>Internalize and advocate the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, the need for respectful treatment of others and lead the character development of Fourth, Third, and Second Class Cadets.</td>
<td>Internalize and advocate the spirit of this cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, the need for respectful treatment of others, and lead the character development of Fourth, Third, Second, and First Class Cadets.</td>
</tr>
</tbody>
</table>

While there are specific goals noted above for each class group, it is important to realize that the process of developing your character never truly stops. You will need to guide Soldiers, peers, and superiors in their character development when you graduate from West Point. Take your experiences here in CCDP, and at West Point, and use them to continue developing and leading others in their character development as Army Professionals.

As shown above, as a member of the Third Class, and as a Team Leader you are responsible for developing yourself and your subordinate Plebes. The Cadet Character Development Program includes many educational experiences, but you will be directly responsible for lessons at the Team level.
CCDP Content and Format

CCDP consists of three modules, with each covering a certain subject area relating to individual character development. The three modules of CCDP are:

**The Moral Module**
The Moral Module is based upon the Moral Facet of Character:
- Moral Facet of Character: Internalization of the Army Values that results in the knowledge, integrity, and awareness to assess the moral-ethical aspects of every situation and the personal courage to take appropriate action regardless of consequences.
  1. Internalizes and lives by the Army Values.
  2. Does what is morally, legally, and ethically right.
  3. Assesses situations and draws sound conclusions.
  4. Demonstrates physical and emotional (moral) courage.
  5. Sets personal example for trust.

**The Social Module**
The Social Module is based upon the Social Facet of Character:
- Social Facet of Character: Acts with proper decorum in all professional, social, and online environments.
  1. Controls own behavior according to Army Values.
  2. Serves as an ambassador for West Point and the Army in all situations.
  3. Demonstrates proper manners and courtesies in all professional and social settings.
  4. Applies standards of conduct, demeanor, and courtesy to all social networking environments.

**The Civic Module**
The Civic Module is based upon the Civic Facet of Character:
- Civic Facet of Character: Demonstrates the empathy, loyalty, respect, and humility that enable an individual to treat others with dignity and to display selflessness.
  1. Demonstrates propensity to experience something from another person’s point of view.
  2. Demonstrates cultural expertise.
  3. Interacts well with others, considers other’s perspectives, and validates others.
  4. Recognizes diversity and displays self-control, balance, and stability.
  5. Improves the organization.

These modules are the base content for the CCDP lessons and discussions you will lead and participate in over the year.

Within CCDP there are two primary types of education experiences: lessons and discussions.
Lessons: In each module there are five (5) lessons.
- These lessons are contained within this workbook, and are designed to be executed by a Team Leader and their Plebe(s).
- The lessons are a guided discussion on one central topic.
- The Plebe workbook contains the lesson content only.
- The Yearling workbook contains facilitator notes to help ensure that the concepts are better understood, and that training is of a high quality and rigor.
- The five lessons in each module are scheduled by the Cadet unit.
- The disciplined exercise of the Troop Leading Procedures is recommended to ensure that lessons are well rehearsed, resourced, and have the full attention of the Team Leader and Plebe.

As the Team Leader you should prepare your lessons using the Troop Leading Procedures. Communicate both up and down the chain of command to ensure that your Squad Leader and your Plebe(s) know when and where the lessons are happening, and what is being covered.

If you have any preparatory work for your Plebe(s) to do, ensure you use the 1/3-2/3 rule to give them time to prepare properly.

The 1/3-2/3 rule is a time management idea. It means that in the time between now and when an event is executed, 1/3 of the time is for your planning as a leader. You should provide 2/3 of the total time to your subordinates to execute their preparations and planning. In essence you cannot wait till the last minute to share information or orders if you expect your Plebe to execute your missions well.

Once you have prepared and executed the lessons, use the Lesson Situation Reports (SITREPs) to document how the lesson went. Share these SITREPs with your Squad Leader so they know how the lessons are going, and what issues you are working to address. Any issues you identify in one lesson should be a focus point for you to fix in the next lesson.

At the end of the five lessons there will be a Platoon level discussion. This discussion is an opportunity for the whole Platoon to discuss the concepts learned over the module, and to share insights and questions that were discovered by individual teams.

Discussions: In each module there will be at least three discussions. The Firsties and Cows each have a discussion by themselves at the Company level. The Plebes, Yearlings, and the Platoon chain of command have a discussion at the Platoon level. Each of these discussions will happen during Commandant’s hour, and will cover the primary concepts of the current module.
In each module there will also be educational experiences which reinforce the content of the lessons and discussions. Leader Challenges and CASHA discussions provide more specific learning opportunities to develop character in a particular subject area.

Preparing for Lesson Facilitation

In leading your Plebe through their Cadet Character Development Program lessons you will need to prepare for each lesson in order to get the most from the experience.

Preparation and rehearsal of training are key factors to ensuring you, as the facilitator, are comfortable with the content of the lesson, and have the tools available to conduct the lesson properly.

Once you and your Chain of Command have established the dates you will conduct the lessons of each module, write those dates down in the calendar below.

- This is a way for you to track when and where you plan on doing training.
- Writing this down allows you to backwards plan from the day of execution to ensure that any additional resources, rehearsals, or preparatory work can be accomplished.
- Having a time set early also lets your learner (Plebe) know when and where to be.
- As a leader you must work to consider your subordinate’s time requirements as well.

The Troop Leading Procedures (TLPs) enables a leader to use available time effectively and efficiently in the planning, preparing, executing, and assessing of missions. While the TLP does not necessarily follow a rigid sequence, it is important to accomplish every step to ensure planning is thorough and all Soldiers know their required tasks. (p.1-27, FM 7-21.13, The Soldiers Guide)
The Troop Leading Procedures

1. **Receive the Mission:** Once you receive your mission, analyze it to determine what exactly has to be done and what other factors will affect your ability to do it.

2. **Issue a Warning Order:** As soon as you understand the mission, let subordinates know so they can begin planning and preparing.

3. **Make a Tentative Plan:** After analyzing the mission, develop some different ways to get it done (Courses of Action – COA). Then compare these COAs to determine which one is best.

4. **Initiate Movement:** Begin Soldiers’ and equipment movement to where they will be needed or where they will rehearse the operation. For CCDP this means gathering any additional resources you want to use to support your discussions.

5. **Conduct Reconnaissance:** In CCDP this means that you should identify where you are going to conduct your lessons, who will be there, and what other equipment will you need.

6. **Complete the Plan:** Based on your rehearsal/reconnaissance and any changes in the situation, finalize the plan.

7. **Issue the Order:** Fully brief your subordinates on what needs to get done, the commander’s and your intent, and how you all are going to accomplish the task. In CCDP this step involves you checking back with your Plebe to ensure they know when, where and with what materials they need to be. You have to communicate with your Plebe to make this, or any training, successful.

8. **Supervise and Assess:** Supervise the final preparations for rehearsals and inspections. In this step you conduct rehearsals which help you identify and refine your teaching plan. Once you have rehearsed you may have adjustments to your plan, so do not leave rehearsals to the last minute. This step also includes assessment. Use the lesson SITREPs to help determine how learning went, and what can be improved for next time.

If you apply these 8 steps to every lesson or training event you lead, you will be able to identify problems early, keep everyone informed and ready, and continually improve your training events.
Executing Lesson Facilitation

The crucial portion of the Cadet Character Development Program is the discussion between cadets. Having a candid dialogue helps clarify, reinforce, and internalize the values and concepts which are crucial to our profession. As the lesson facilitator it is important that you prepare for these lessons so you and your Plebe can maximize the benefits of a candid dialogue.

Learning Environment: Conducting learning in an appropriate setting is as important as the material being discussed.

- Find a place where you and your Plebe will be free from distractions.
- These lessons are designed to be done without the use of PowerPoint, so computers are not a requirement.
- We lead human organizations and so being able to communicate with others is a critical skill we must constantly reinforce.
- There are rooms available at the library, or empty classrooms in any of the academic buildings.
- Enabling you and your Plebe to talk without interruption is critical to ensuring that you both can focus on the task at hand.

Discussion:

- As the Team Leader your role is to facilitate, not lecture, your Plebe.
- These lessons are guided discussions, not just problem sets to be done.
- The numerous questions and scenarios are meant to prompt reflection and continued dialogue about key issues related to our professional values.
- This means that you need to be open to hearing your Plebe’s answers without judgment.

You are there to help clarify concepts, and to help the Plebe think deeper than they normally would about the concepts.

- When they answer a question ask them why they think that.
- Have examples from your own experience prepared so you can ask your Plebe what they would do in that situation.
- If you let your Plebe just answer the questions, and then move on, because you want to get the lesson done, you are failing as a facilitator.
- The desired outcome for these lessons is deep, reflective, discussion on our professional values and our characters.
- Ensure your help your Plebe reach that threshold of rigor in these discussions.
Assessing Lessons

As mentioned in the TLP description, no training is complete without assessing how the training went. Some questions to ask as a facilitator:

- Were all the objectives accomplished?
- Did we fully discuss all the questions and scenarios?
- Were my Plebe’s answers thought out and reflective, or merely superficial?
- What did we learn about ourselves during this lesson?
- What went well during the lesson?
- What can we do better in the next lesson?

At the end of each lesson is a SITREP template. Use this template to conduct an After Action Review of the lesson. Without gathering information on what happened, and how well it happened, you cannot hope to improve in the future.

Use the SITREP template to also communicate with your Squad Leader on how training is going. You must keep your leadership informed on how the lessons are progressing, so they can provide you any assistance or guidance you may need.

Share your assessments with your Plebe. Let them know how you think they are doing in these lessons. If your Plebe is not reflecting and thinking deep enough, respectfully communicate that to them. Your role as the Team Leader is to lead the Plebe in developing their character. Without respectful and thoughtful feedback your Plebe will not grow and develop. Feedback helps the Plebe assess how they are doing in their own learning, and provides the motivation for self-development.
Fourth Class Introduction
The Cadet Character Development Program (CCDP)  
Fourth Class Introduction

The Cadet Character Development Program provides learning experiences on the central themes and concepts of the Army’s professional values.

The themes and concepts you discuss in these exercises are reinforced by practical application through your participation in Academic, Military, and Physical educational events.

What you discuss and learn in CCDP is for all members of the Corps of Cadets, as we are all expected to be leaders of character. This is the start of your character development as an aspiring Army Professional. Continually seek to understand, internalize, and apply these themes and concepts to all aspects of your life.

Goals of the CCDP by Year

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourth Class</td>
<td>Understand the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others.</td>
</tr>
<tr>
<td>Third Class</td>
<td>Internalize the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, and the need for respectful treatment of others; lead the character development of Fourth Class Cadets.</td>
</tr>
<tr>
<td>Second Class</td>
<td>Internalize and advocate the spirit of the Cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, the need for respectful treatment of others and lead the character development of Fourth, Third, and Second Class Cadets.</td>
</tr>
<tr>
<td>First Class</td>
<td>Internalize and advocate the spirit of this cadet Honor Code, the ideals of “Duty, Honor, Country”, the Army Values, the need for respectful treatment of others, and lead the character development of Fourth, Third, Second, and First Class Cadets.</td>
</tr>
</tbody>
</table>

While there are specific goals noted above for each class group, it is important to realize that the process of developing your character never truly stops. You will need to guide Soldiers, peers, and superiors in their character development when you graduate from West Point. Take your experiences here in CCDP, and at West Point, and use them to continue developing and leading others in their character development as Army Professionals.

CCDP Content and Format
CCDP consists of three modules, with each covering a certain subject area relating to individual character development. The three modules of CCDP are:

**The Moral Module**

The Moral Module is based upon the Moral Facet of Character:

Moral Facet of Character: Internalization of the Army Values that results in the knowledge, integrity, and awareness to assess the moral-ethical aspects of every situation and the personal courage to take appropriate action regardless of consequences.

1. Internalizes and lives by the Army Values.
2. Does what is morally, legally, and ethically right.
3. Assesses situations and draws sound conclusions.
4. Demonstrates physical and emotional (moral) courage.
5. Sets personal example for trust.

**The Social Module**

The Social Module is based upon the Social Facet of Character:

Social Facet of Character: Acts with proper decorum in all professional, social, and online environments.

1. Controls own behavior according to Army Values.
2. Serves as an ambassador for West Point and the Army in all situations.
3. Demonstrates proper manners and courtesies in all professional and social settings.
4. Applies standards of conduct, demeanor, and courtesy to all social networking environments.

**The Civic Module**

The Civic Module is based upon the Civic Facet of Character:

Civic Facet of Character: Demonstrates the empathy, loyalty, respect, and humility that enable an individual to treat others with dignity and to display selflessness.

1. Demonstrates propensity to experience something from another person’s point of view.
2. Demonstrates cultural expertise.
3. Interacts well with others, considers other’s perspectives, and validates others.
4. Recognizes diversity and displays self-control, balance, and stability.
5. Improves the organization.

**Fourth Class Character Development**

**Preparing for Lessons**

As a Fourth Class Cadet your primary role is to actively discuss and reflect with your Team Leader over the content presented in these lessons.
Your leadership will do a great deal of planning to ensure your training is properly resourced and prepared. It is your duty to come to the lessons and discussions with the right attitude and to put in serious effort to discuss and engage with the materials.

When a CCDP module begins your Team Leader will work to schedule times to conduct the five lessons. You must be clear about your schedule. Clearly communicate when you are obligated to be in class, or when you are doing Plebe duties. It is your responsibility, as the subordinate, to communicate your time restrictions to your Team Leader.

After the lessons have been scheduled you must be sure to complete any preparation work your Team Leader asks of you. Take your responsibilities as a learner seriously.

**Executing Lessons**

Each CCDP lesson is designed to be a guided discussion between your Team Leader and you.

The lesson content includes several content and discussion questions which ask you to explain or clarify concepts or ideas.

There will be two or more scenarios that you will have to analyze and answer questions about.

Each lesson ends with reflection questions that have you apply the themes and concepts of the lesson to your own life.

During these lessons your honesty and concentration are needed. When answering the questions, think deeply about your answers and how the ideas relate to the expectations for your behavior as a leader, and as a member of the Army Profession.

Write your answers down in your copy of the CCDP workbook. There is space provided for you to record your answers. Writing your answers down helps you keep a record of your thoughts throughout the year for further reflection. Being able to look back directly at your responses helps you see yourself better than just trying to remember what you wrote months ago.

If you do not understand a concept, ask questions. These discussions are meant to explore the challenging aspects of our professional values. If you do not understand something ask the question. Take some of the responsibility of answering the question on yourself too. There are resources inside of your Platoon and Company who can help clarify concepts for you. Some of these resources are your chain of command, and/or the Company Honor/Respect/CASHA Representatives.
The more effort you put into these discussions the more you will get out of them. Take these concepts and pay attention to how you and others apply them in real life. Our professional values are meant to be functional and applied to our lives. Therefore, if you have questions about how the concepts of these lessons apply to your life, ask others to help explain. Someone, especially your TACs and Cadets have possibly had experiences before that can help you.

**Assessing Lessons**

No training is complete without an After Action Review. Each lesson has a Situation Report (SITREP) at the end of it.

These forms are a chance for you and your Team Leader to review the discussion and record what went well and what needs improvement. Write down what you and your Team Leader discuss.

Knowing what you need to look into, or improve upon, helps you to keep developing as a person and as a leader.

It is not just the job of the leader to review and assess training. You must participate in that process as well.
The Moral Module
<table>
<thead>
<tr>
<th>Event</th>
<th>Audience</th>
<th>Facilitator</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Overview</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Prep Session</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firstie Discussion</td>
<td>All Firsties in a CO</td>
<td>CDR/1SG/ Honor/Respect/CASHA Reps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow Discussion</td>
<td>All Cows in a CO</td>
<td>CDR/1SG/ Honor/Respect/CASHA Reps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLT Discussion</td>
<td>Plebes/Yearlings</td>
<td>PLT Chain of Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 1</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 2</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Plebe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Plebe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Yearling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Yearling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Firstie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Firstie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: Honorable Living as a Cadet

Lesson Objectives:
1. Cadets define the concept of honorable living.
2. Cadets discuss how to live honorably.
3. Cadets analyze two scenarios to determine if honorable living is occurring.
4. Cadets reflect on how they are living honorably, and how they can improve over the course of the year.

Exercise 1: Defining Honorable Living

1. In your own words, what is honorable living?

Below is a definition of honorable living from the United States Military Academy Character Development Strategy.

Living honorably is the daily commitment to internalize and uphold the values inherent in West Point’s motto “Duty, Honor, Country” and the Army Ethic; to strive for excellence, and to develop character, competence, and commitment in us and others; to serve the nation as members of the Army Profession now and into the future.

What are the similarities and differences between your definition and the one from the Character Development Strategy?
For Consideration:
In the above definition of honorable living are several key concepts that describe what is necessary to live honorably as a cadet and person. First and foremost living honorably involves a daily commitment to choose the harder right over the easier wrong. Some choices will be easy to make and some will be hard. Living honorably entails making that choice in accordance with the values described in the West Point motto, the Army Values, regulations, and laws. These decisions will come at all times; at home, in the barracks, on the playing field, or in the classroom. Living honorably includes making the right decision in all places and in all types of environments.

Living honorably is also about developing yourself, and developing others. Those who live honorably take responsibility and ownership of their decisions and actions. As leaders and aspiring members of the Army Profession we must also develop our peers to live honorably. Honorable living means enforcing and supporting the standards both internally, and across the Corps. As you start your journey through West Point and the Army, your development will never stop. While you are responsible for your personal development, you will also have many teammates who will help you, as you help them.
Exercise 2: Honorable Living Explored

What follows are several discussion questions on honorable living and its relation to life at West Point. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. How are the Cadet Honor Code, and the concept of honorable living related?

2. What are some challenges to living honorably that you may face here at West Point?

3. What are some of the challenges you may face to live honorably when away from West Point, when on walking privileges or leave at home?

4. What actions can you take to overcome the challenges you listed above. Both at West Point, and away from West Point?

5. How do you live honorably online?
Scenario #1

It is Sunday evening and your company activities staff has organized a dinner following recall formation. This is an optional meal where cadets must sign a rations roster in order to eat the meal. You came back to West Point later that night from a trip section and were not able to attend the company dinner. There was no food left over by the time that you arrived back to your room.

On Monday evening, one of the activity staff stops in at your room. They say that not everyone signed for the food at the company dinner and that you need to sign the rations roster. They also say that if they do not get the required amount of signatures to justify the money spent that events like this meal won’t be able to happen in the future.

What do you do? Why?

__________________________________________________________________________

__________________________________________________________________________

How does this situation relate to the honor code?

__________________________________________________________________________

__________________________________________________________________________

How does this situation relate to honorable living?

__________________________________________________________________________

__________________________________________________________________________
Scenario #2

After a successful all night mission for 2LT Trevor Buckey and 3rd Platoon, all that remained was to return to base. The platoon members were tired, but the mission had been a success. The mood was positive after a job well done. As Humvees began turning around to head back to base...

FUMP!!

“What the hell was that?” 2LT Buckey’s driver yelled.

One of the Humvee gunners in the convoy had inadvertently fired a 40mm high-explosive grenade round into a dirt barrier five meters away from the convoy. The grenade round did not detonate, but remained sunk into the dirt barrier.

Every eye seemed to turn to the platoon leader in the expanse of silence. Then the platoon members started urging 2LT Buckey to overlook the incident.

“Sir, no harm done.” Said one of the Team Leaders.

2LT Buckey sat in silence

“He was just clearing his weapon, Sir. That’s what this area’s for.” Said another Soldier.

“Sir, you know he will get a severe punishment for this.” Said a more senior Squad Leader.

2LT Buckey knew it could take hours for the Explosive Ordnance Disposal team to get to their position and clear the un-exploded grenade round. The platoon had already been out all day, and had an early mission tomorrow. They needed rest.

2LT Buckey knew the “book” answer on this situation. He made a decision.

“Let’s head back to base,” he said. “It’s been a long enough night.”

Midway back to the base, 2LT Buckey was still thinking about the unexploded round they had left back at the barrier. 2LT Buckey sighed and got on the radio.

“Convoy, head back to the barrier, we need to secure that unexploded round before someone gets hurt.”

Did 2LT Buckey demonstrate honorable living in this scenario? How?

______________________________

______________________________

Did 2LT Buckey live up to the West Point motto of “Duty, Honor, Country?” How?

______________________________

______________________________
Reflection Questions

1. What are the things your classmates do or have done that make you want to follow them?

2. What are the things your classmates do or have done that undermine your trust in them?

3. What do you do that inspires others to follow you?

4. What do you do that undermines other’s trust in you? How do you think you can improve these things?
Facilitator Notes

Introduction
- This is the first of five lessons in the Moral Module of the Cadet Character Development Program.
- These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
- These lessons are to be completed face to face.

Lesson Objectives:
- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).
- These objectives describe what you will be doing in this lesson.
- Be prepared to answer questions from your Plebe(s) so that they can understand the goals and activities of this lesson.

Exercise One: Defining Honorable Living
- In this exercise give your Plebe 3-5 minutes to come up with a well-constructed definition of Honorable Living.
  - They are relating honorable living to how they apply it in their own life.
  - Your Plebe should provide a well thought out answer, not just a one word or overly simplified answer.
- Have your Plebe read the definition of honorable living out loud.
  - Clarify any questions or misunderstandings that they have.
- Your Plebe’s answer to the second question it should contain some of these elements:
  - Honorable living reinforces the concepts of the Cadet Honor Code, the Army Ethic, and the Army Values.
  - As future leaders of America’s sons and daughters we must hold ourselves to a higher standard of living.
  - We cannot afford to compromise our integrity and profession.
- Compare and discuss your answers.
- The written answers act as a record for future reflection.
- The key interaction is the candid discussion you both are having together.

For Consideration:
- This section provides some additional information the concept of honorable living.

Exercise Two: Honorable Living Explored
- How you progress through Exercise Two can be handled two ways:
  - You and your Plebe write your answers to all the questions at once and then discuss them one at a time
  - Write an answer to one question, and then discuss it.
- Have the Plebe answer these questions using their experiences from high school, Cadet Basic Training, and the experiences they have encountered as a Plebe during the Academic Term.

- **Question 1: How are the Cadet Honor Code, and the concept of honorable living related?**
  - Violating the Honor Code is not reflective of internalizing the motto of West Point, or the Army Values.
  - The Honor Code seeks to promote an environment which strives for excellence, and develops cadets’ character, competence, and commitment to serve the nation as professionals.
  - Discuss what these concepts mean in terms of cadet life.

- **Question 2: What are some challenges to living honorably that you may face here at West Point?**
  - Some possible themes are peer pressure, the desire to be liked, the power of reputation.
  - These are elements which are a part of interacting with other people, but while they may be challenges, we must be prepared to overcome those challenges to do our duty, and live honorably.

- **Question 3: What are some of the challenges you may face to live honorably when away from West Point, when on walking privileges or leave at home?**
  - This question asks the Plebes to identify challenges which typically occur off duty.
  - When at home, away from the structures of West Point, there can be more temptation to violate the tenets of honorable living.
  - Honorable living is what we should strive for at all times.
  - Ensure that Plebes are thinking deeply about what those challenges will be for them when they go home, especially when they interact with friends who are not under the same obligations and oaths as the Plebe.

- **Question 4: What actions can you take to overcome the challenges you listed above. Both at West Point, and away from West Point?**
  - This question is important because the Plebe and you begin attaching actions and plans against the challenges identified in the previous two questions.
  - It is important that the Plebe and you write down your answers. This becomes a point for future discussion and even counseling.
  - Actions listed should discuss behaviors the cadet will follow, resources to approach for help, and techniques for balancing the many requirements they will have to accomplish.
Question 5: How do you live honorably online?

- Online environments can have an element of anonymity which some people take advantage of to act dishonorably and to be disrespectful to others.
- We are trusted to do what is right and live honorably at all times, in all environments.
- The Plebes should be identifying similar challenges and action plans as in the previous questions.
- To put this into perspective, have the Plebe read the moral-exemplar clause of Title 10 U.S. Code. The obligation to be a moral exemplar is a legal requirement of our service, not just a good idea.

Scenario #1

- This scenario concerns a situation where a cadet is being pressured into signing on a rations sheet when they were not present and did not receive any food for the meal.
  - Signing a form is a method of communication and is meant to verify that the information on the signed document is accurate.
  - In this case if the cadet signed the rations sheet it would be a false statement, and possible Honor violation.
- This scenario focuses on living honorably, and resisting peer pressure to just go along with what might be a dishonorable behavior.
  - The first question is worded to allow the Plebe to offer any alternate solutions.
  - A discussion must be had if the Plebe decides to sign the form.
    - It may require an explanation of rations procedures so that they understand that only those cadets who ate should be signing the form.
    - The rations form indicates that the cadet signing received food, and so rations money is transferred to the food supplier.
- When answering these questions the Plebe(s) should be applying the tenants of the Cadet Honor Code.
- This is a very common scenario that cadets face while at USMA.
  - Whether you are a Plebe at USMA or a 2LT in charge of a platoon you cannot compromise your integrity.
  - If you do you lose the trust of your subordinates, peers, and superiors alike.

Scenario #2

- While this is an Army example, the central issue of honorable living is apparent.
  - A serious incident has occurred in the unauthorized firing of a grenade round.
The PL is receiving pressure to overlook the incident because the formal procedures to handle it would result in the gunner getting in serious trouble.

The unit could leave, this would also mean that the round could be found later and detonate, possibly injuring or killing innocent civilians or allied forces.

The LT initially succumbs to peer-pressure, but reverses his decision and goes back to the site to secure the unexploded ordinance.

The central focus of the scenario is on the pressures the PL is experiencing vs., what he knows are the correct procedures.

- Reiterate that honorable living is not just something that is expected from a cadet while at USMA. As a future leader of Soldiers we have a moral obligation to uphold the Army Values and enforce them in every environment we operate in.

- The negligent discharge of a weapon is a serious incident, than can lead to lethal consequences. As leaders we cannot tolerate these events because we would then set a precedent for allowing inexcusable and undisciplined actions.

Reflection Questions

- Give your Plebe 3-5 minutes to answer each question. After they have answered the question have them read their answers to you.

- The intent of the asking these questions are to get your Plebe to think about themselves in terms of how they are currently living honorably as a cadet. They should be identifying areas that they feel they are doing well in, as well as areas of living that need improvement.

- The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection.

- Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Moral Module Lesson 1: Situation Report (SITREP)

1. Unit Conducting Training: ________________________________

2. Lesson: ________________________________________________

3. Date/Time Lesson Conducted: ____________________________

4. Location of Lesson: ______________________________________

5. Topics (aside from lesson title) Discussed:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

6. Sustains of Lesson Conducted:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

7. Improves of Lesson Conducted:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

8. Successes/ Highlights from Lesson or Week:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

9. Issues/Concerns from Lesson or Week:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
Lesson 2: Why Trust Matters

Lesson Objectives:
1. Cadets define trust, leadership, and a Leader of Character.
2. Cadets discuss what trust looks like between peers, subordinates, and superiors.
3. Cadets analyze two scenarios to determine how trust is being created or violated.
4. Cadets reflect on how they are building trust and how they can improve in being trustworthy.

Exercise 1: Defining Trust, Leadership, and a Leader of Character

Describe what trust is in your own words:

Trust is “assured reliance on the character, ability, strength, or truth of someone or something.”

Describe any similarities or differences between your conception of trust and the definition above:

Describe what leadership is in your own words:

Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

Describe any similarities or differences between your conception of leadership and the definition above:

Describe what a leader of character is, in your own words:
A leader of character seeks to discover the truth, decide what is right, and demonstrate the courage and commitment to act accordingly.

Describe any similarities or differences between your conception of a leader of character and the definition above:

For Consideration:

As a member of the Corps and the Army you are afforded a great deal of trust. This means that perfect strangers believe you will do what is right in the face of daunting challenges. This trust has been built by the honorable service of Soldiers and Officers before you. It is up to you to ensure that you continue to be trustworthy. As a leader you build trust through living honorably and acting honorably. As a subordinate you build trust through doing what is right, morally, and ethically.

Organizations in which the members do not trust one another cannot accomplish their missions efficiently. Without trust every individual is focused on themselves instead of doing their part to accomplish the mission. At West Point the Corps lives in a very close and tight knit environment. Trust among the members of the Corps to do the right thing, and live honorably is critical to allowing everyone to focus on preparing to be a leader in the Army.
Exercise 2: Discussing Trust Between Peers, Subordinates, and Superiors

What follows are several discussion questions. Take 3-5 minutes per question to formulate and discuss each question.

1. What do you think a cadet leader should do to develop trust with their subordinates?

2. What do you think a cadet leader expects you to do to develop trust with them?

3. What do you think your peers expect you to do to develop trust with them?

4. Compare and contrast your answers to the three discussion questions above with the definition of a leader of character. What is similar and what is different between your description of trust among peers, cadet leaders, and cadet members of squad, and what a leader of character is?
Scenario # 1

CDT Xavier and CDT Young have known each other since R-day. They have not been assigned to the same squads or companies, but have become friends over the years. While both cadets had been doing fine at West Point, CDT Young had become a bit overwhelmed by the stressors in his life. A recent relationship had ended, his class work was suffering, and stress at home was building up over a recent fight he had with his mother. CDT Young sometimes talked about these issues with CDT Xavier, but mostly kept them to himself. CDT Xavier tried to talk to him and help him, but it didn’t seem to be helping CDT Young’s mood improve.

During Spring Break CDT Xavier noticed that CDT Young had posted some alarming messages on Facebook. CDT Young had made several comments about the worsening relationship with his mother, and that “everything” was a waste of time, and not worth it. CDT Xavier decided to go to CDT Young’s house to see how he was doing. During that time CDT Xavier noticed that CDT Young, despite his recent behavior, appeared to look really relaxed, like some issue had been taken care of. There was a very calm look on his face and you thought it was unusual that he looked so happy. The two friends talked for a few hours, and then CDT Xavier went home.

One night, while they were in CDT Xavier’s car, CDT Xavier mentioned that CDT Young looked happier. CDT Young responded, “I’m calmer because I’ve realized that it’s all just a joke. No matter what I say or do I always lose and there’s just no winning at life. It doesn’t really matter anyway.” CDT Young continued to describe how he was just failing at everything he got involved in, and that it might be better to just end it all, since it didn’t matter what he did, nothing ever improved.

Given what CDT Young had said earlier, and his prolonged depressed mood, CDT Xavier thought CDT Young was displaying potentially suicidal behavior. CDT Young’s sudden change in behavior and change in attitude was alarming and CDT Xavier thinks that there is a possibility that he may try and hurt himself. Realizing the severity of the situation, CDT Xavier knows that something has to be done. He looks over to his friend and says that they are going to take a visit to the E.R. CDT Young turned to CDT Xavier and said, “What the hell! Why are we going to the E.R.? I don’t need to be looked at!” CDT Young continued to protest as CDT Xavier drove to the hospital. Once at the hospital, CDT Young was still protesting, but a trained counselor came out and was able to sit and talk with CDT Young.

Eventually CDT Young’s chain of command was notified, and his TAC Officer arrived at the hospital. CDT Xavier explained what happened in the car and why he had brought CDT Young to the E.R. After a brief talk with the counselor the TAC told CDT Xavier that he did the right thing, and that CDT Young was working out a counseling and treatment plan with the counselor to work through the stressors, and issues in his life.
Did CDT Xavier's actions demonstrate trust? How?

Did CDT Xavier's actions demonstrate the qualities of a leader of character? How?

How did CDT Xavier's actions demonstrate trust or trustworthiness to his superiors, or CDT Young's superiors?
Scenario # 2

You are a Platoon Leader. You have the authority to recommend if Soldiers are separated from the Army. One day your Platoon Sergeant brings you a Soldier’s packet for re-enlistment. The Soldier has had a multi-year record of mediocre and poor performance, but was still promoted to the rank of Sergeant by another unit a year ago. He was transferred to your Platoon 6 months ago. In the packet are counseling statements which describe the poor performance of this NCO. The counseling statements also reflect the efforts of his Squad Leader and the Platoon Sergeant to train and develop him as a leader. After 6 months of development in your Platoon, the Sergeant is still unable to effectively lead other Soldiers or accomplish routine, simple tasks, despite all the added attention given to his development. You and your Platoon Sergeant assess that the Sergeant is not and will not be an asset to the unit or the Army. His enlistment time is coming to an end, and you must make a recommendation on whether or not the Sergeant should be allowed to re-enlist.

Based on this information what do you recommend to your Commander (Circle one):
- Allow the Sergeant to re-enlist.
- Bar the Sergeant from re-enlisting.

Continue Exercise on the Next Page
Additional Information: This Sergeant has a wife, and three children. The children are all under the age of five. Two of the children require intensive medical care. The youngest child requires expensive live-in nursing help. The Sergeant has commented that he can only afford this help due to the military medical insurance. The Army has programs to help this Sergeant prepare to get a job, but knowing his skills and capabilities he may not find employment that can completely support his family’s medical needs.

Based on this information what do you recommend to your Commander? (Circle one):
- Allow the Sergeant to re-enlist.
- Bar the Sergeant from re-enlisting.

Which option did you choose? Was your answer different with the additional information? What changed your answer? Why?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How does your choice reflect the ideals captured in the definitions of trust, leadership, and a leader of character?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Reflection Questions

1. How are you earning the trust of your cadet leaders?

2. What actions can you take to improve your trustworthiness to your leaders?

3. How are you earning the trust of your peers?

4. What actions can you take to improve the trust you have with your peers?

5. How are you exhibiting the qualities of a leader of character?
Facilitator Notes
Introduction
• These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
• The Team Leader is the primary facilitator and discussion leader in these lessons.
• This learning is designed to be done face to face. There may be some preparation work where the Team Leader and Plebe(s) are apart, but the discussion must be face to face.

Lesson Objectives:
• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Defining Trust, Leadership, and a Leader of Character
• In this exercise give your Plebe 3-5 minutes to come up with a well constructed definition of Trust. T
  o Ensure that your Plebe is providing a well thought out answer and not just a one word or overly simplified answer.
  o During this exercise go through the definitions one by one.
  o When your Plebe is defining trust, leadership, and a leader of character they should be drawing from their experiences during high school, Cadet Basic Training, and the academic semester.

• The written answers act as a record for future reflection. Do not skip the discussion step.
• Definition of Trust:
  o It is important that they leave this exercise with a clear understanding of Trust and how it will apply to their life as a Soldier and leader.

• Definition of Leadership:
  o Ask your Plebe how trust relates to the definition of leadership.
  o How you build trust directly influences how you influence people, and how they follow your guidance.
  o Failure to build trust can result in a leader failing to be able to motivate and influence their organization.

• Definition of Leader of Character:
  o This concept brings the concepts of leadership and trust together.
  o Building trust includes seeking the stark reality of a situation
  o Deciding the right actions to take based upon applicable standards.
  o Then having the courage and ability to follow through on the decision.
When you are not a leader of character you break down trust, and then you cannot lead.

**For Consideration:** This section offers more context for the key terms discussed in the previous exercise.

**Exercise Two: Discussing Trust Between Peers, Subordinates, and Superiors**

**Question 1:** What do you think a cadet leader should do to develop trust with their subordinates?

- You want to ensure that your Plebe understands that trust is not awarded automatically from your subordinates.
- Cadet leaders may have positional authority, but every day you have to work hard to earn trust from your subordinates by knowing the standard, and exemplifying those standards.
- Cadet leaders must prove to their subordinates that they are competent in their jobs and that they care about the accomplishment of their mission and the success of the unit.

**Question 2:** What do you think your peers expect you to do to develop trust with them?

- A cadet leader is going to expect you as a Plebe to hold yourself accountable for your actions.
- You are not in a direct leadership role as a Plebe, but you still have a responsibility to hold yourself and other accountable to the standards.
- You demonstrate your trust and accountability by attending all of your classes, formations, training, and miscellaneous events at the right place, in the right uniform, at the right time.
- A plebe must be able to demonstrate these basic skills before they expect to be in charge of another cadet.

**Question 3:** What do you think a cadet leader expects you to do to develop trust with them?

- As a Plebe you are in charge of yourself, and accountable for enforcing the standards.
- A Plebe that wants to develop and maintain trust with their peers needs to be a team player and be willing to help classmates when they are struggling in class, physical fitness, or with their duties as a Plebe.
- However, this help must be in line with regulations and honorable living. Helping another to lie, cheat, steal, or tolerate those who do means that you are equally as culpable.
• **Question 4:** Compare and contrast your answers to the three discussion questions above with the definition of a leader of character. What is similar and what is different between your description of trust among the peers, cadet leaders, and cadet members of squad, and what a leader of character is?
  
  o When answering this question you need to identify any inconsistencies between your Plebe’s responses.
  
  o If there are significant contrasts between the responses which demonstrate a misunderstanding of building trust, leading, and being a leader of character then you, as the Team Leader, need to discuss and clarify this with your Plebe.
Scenario #1

- CDT Xavier is demonstrating trust by using the proper resources to successfully escort CDT Young to the help he needed.
  - As cadets we cannot be afraid to take the time to stop and ask how a subordinate, peer, or superior is feeling.
  - If someone is showing symptoms of suicidal thoughts then we have the responsibility to take the necessary action.
  - We trust one another to care about each other and our well-being.
  - Every cadet has an obligation care about the welfare of every member of this organization.

- CDT Xavier demonstrated being a leader of character by making an informed decision and acting accordingly.
  - He understood that this was against CDT Young’s will but also knew that the right thing to do was to take the necessary precautions.
  - CDT Xavier demonstrated personal courage and competency in following through on his decision.

- Cadets are often afraid to place themselves in this intervening role, especially when it pertains to a personal friendship.
  - CDT Xavier demonstrated that he was not afraid to set aside his personal friendship with CDT Young and initiate the proper action and seek additional assistance.

- NOTE: your Plebe may argue that CDT Xavier’s actions may tarnish his personal friendship with CDT Young.
  - If they bring up this argument up they need to understand that while the friendship may be strained in the short term, CDT Xavier’s actions potentially saved CDT Young from seeking a permanent solution to his problems by ending his life.

Scenario #2

- This scenario is broken into two parts.
  - In the first half of the discussion we are intentionally withholding additional personal information on the Soldier to compare and contrast the impact the personal information may have on the recommendations to the Commander.
  - The answers to the questions should be deeper than a yes/no answer.

- A key take away of this scenario is that your moral obligation is to the well fare of your unit.
  - There will be times that your loyalty may be challenged between the unit and individual members of your unit.
Despite the personal family and financial problems that your Sergeant is experiencing you have to think of the welfare of the platoon as a whole.

Promotions and re-enlistments: These career advancing functions are supposed to be based upon continued honorable service, where the Soldier performs their job well.

- If you allow the sergeant to reenlist then you are showing the other Soldiers in the unit that a person can be promoted and stay in the Army despite lacking the skills to perform their job.
  - This could undermine your decision making process in the eyes of the rest of your subordinates.
  - This can quickly result in a decrease in performance and efficiency of your platoon.

- If your Plebe changes their answers after being read the additional information and believes that the Soldier should be reenlisted then explain how that decision could be detrimental to the unit.
  - People are promoted based upon a demonstration of increased capability and potential to lead.
  - The benefits we derive from our service are contingent upon good, competent, service in our jobs.
  - In this example, the Sergeant is not upholding the performance standard.
  - This is a long process that has many steps meant to help the Sergeant find employment and transition his family. However, re-enlisting him just because of his familial needs does not reflect the criteria required to re-enlist or promote individuals.

- The military aims to be a meritocracy, where performance, to include being a leader of character, determines who is given increased responsibilities.
  - At times certain personal circumstances can be taken into consideration, but the performance of one’s job is a necessary foundation for an evaluation or selection for continued service and increased responsibility.
  - If you have any questions understanding what a “bar to reenlistment” is see your TAC Officer or TAC NCO. They will be able to explain this concept in a greater detail and help discuss the significance of what this means.

Reflection Questions
- The intent of the asking these questions is to get your Plebe to think about themselves, along with their classmate and cadet leadership, in terms of how they are earning their trust.
- They should be identifying areas that they feel strongly about, as well as areas of living that need improvement.
As a future leader of Soldiers you are being entrusted to do what is morally, ethically, and legally right in all situations. Our profession demands more from you because our citizens expect more from us.
1. Unit Conducting Training: __________________________________________

2. Lesson: __________________________________________________________

3. Date/Time Lesson Conducted: ______________________________________

4. Location of Lesson: ________________________________________________

5. Topics (aside from lesson title) Discussed:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

6. Sustains of Lesson Conducted:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. Improves of Lesson Conducted:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. Successes/ Highlights from Lesson or Week:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

9. Issues/Concerns from Lesson or Week:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Lesson 3: Living Above the Common Level

Lesson Objectives:
1. Cadets discuss their personal responsibility and ownership of moral-ethical behavior.
2. Cadets discuss the possible outcomes in not living honorably.
3. Cadets analyze two scenarios to determine how to apply courageous communication in the face of an ethical dilemma.
4. Cadets reflect on how they will live above the common level of life.

Exercise 1: Personal Responsibility to Live Above the Common Level of Life

1. In your own words, what is your role in the shaping Cadet Culture at West Point?

________________________________________________________

________________________________________________________

The Cadet Creed:
In order to help internalize the ethic of “Honorable Living,” a creed can help capture and recall key ideas and principles. Another purpose of this study is to develop a creed that helps cadets to “live honorably.” Various creeds have been studied, to include the “Cadet Prayer” which has a number of key ethical concepts imbedded into it, such as “choosing the harder right over the easier wrong” and “… to live above the common level of life”.

Cadet Creed
I am a Cadet at the United States Military Academy. As a future Army leader, I am committed to the values of Duty, Honor, and Country and the values of the United States Army. As a cadet, I am an aspiring member of the Profession of Arms, dedicated to serve and earn the trust of the American people. It is my duty to maintain the honor of the Corps. I will live above the common level of life, and have the courage to choose the harder right over the easier wrong, regardless of time or place. I will live with honor and integrity, scorn injustice, and have the candor to care enough to confront substandard behavior. I will embrace the warrior ethos, and pursue excellence in everything I do. I am a West Point cadet and a member of the Long Grey Line.
2. What steps will you take to ensure you are living by the Cadet Creed?


3. How will you assist your Corps of Cadets teammates in understanding and adhering to the Cadet Creed?


For Consideration:

Every cadet has made the commitment to live above the common level of life and follow the Cadet Creed. Each cadet has the personal responsibility to uphold the values of Duty, Honor, Country and the Army Values. Cadets are the primary trainers for their personal character development. Tools are provided throughout USMA to assist in their development, but cadets should understand that they are primarily responsible for their personal development. By choosing the easier wrong and tolerating honor violations or substandard behavior, the Cadet Culture is negatively affected.
Exercise 2: Living Above the Common Level

What follows are several discussion questions. Take 3-5 minutes per question to formulate a response and discuss each question.

1. In your own words, what does it mean to “Live above the common level of life?”

2. What actions in your day to day life reflect what you identified in question #1?

3. What can happen if you do not internalize the Cadet Creed and live above the common level of life?
For Consideration

It is difficult to repair your integrity and regain trust from others. Cadets are future Army leaders and as such, will be the moral compass of their units. Without integrity you instantly lose the ability to lead.

• If your people can’t trust you they won’t follow you.
• If your people can’t trust you they won’t believe in you.
• If they don’t believe in you they find it hard to believe anything you say. That makes it difficult to truly lead effective units.
• If you don’t believe you’re able to stand up to dishonorable or unethical actions then you must build up your personal courage and understanding of what constitutes dishonorable and unethical acts. You are responsible for initiating this personal change.
SFC Jones was on leave; riding his motorcycle out of town. During his ride he stopped on the side of the road to answer a phone call. During his phone call a police officer pulled up behind him. The officer informed SFC Jones that he was in a “No stopping lane” and proceeded to give him a citation. On the citation it stated that there would be a mandatory court appearance during the time he was on leave. Since he was on leave and the event did not happen on post, SFC Jones’ chain of command would not be notified about the incident. SFC Jones called his 1SG to immediately notify him of what had happened, knowing that he may get reprimanded once he returned off of leave.

1. Why do you think SFC Jones informed his 1SG of his citation?

2. How was SFC Jones living by the Army Values when he reported his citation?

3. Does this demonstrate living above the common level of life? How?
Scenario #2

CDT X had wanted to fly helicopters in the Army ever since he was a kid. As a cadet he worked hard so that he met all the requirements to branch Aviation. The next big step for him was passing his flight physical, which he would get during the fall of his Cow year. While on leave during his Cow summer, CDT X went home. While there he and his friends went to the beach. They were playing football on the beach, when CDT X was tackled. When he hit the ground his head hit hard and he blacked out.

When he woke up he was in the E.R. The doctor told him he had been out for over an hour. Follow-up appointments with a family neurologist indicated that CDT X would be fine and that future tests wouldn’t be able to tell he had this fall.

In September, back at West Point, while at his flight physical, CDT X was asked to fill out a paper asking about any past head injuries. On the paper it stated that any head injury resulting in loss of consciousness between 15 minutes and 2 hours would result in a 2 year disqualification of a person for flight status while further review of their case is conducted.

What does CDT X do (Circle One)?
- Report that he has had a head injury lasting over an hour.
- Not report his head injury so that he can continue his eligibility for flying helicopters.

1. Who is affected by CDT X’s decision to report or not report his head injury (now and in the future)?

2. How does personal courage play a part in CDT X’s decision?

3. Did CDT X live up to the West Point values of “Duty, Honor, Country?”
Reflection Questions

1. What are some challenges you may experience here at West Point in living above the common level of life?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. What actions can you take to overcome these challenges?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. What have you learned about applying the Cadet Creed to your life, since your arrival at West Point?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Facilitator Notes

Introduction

• These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
• This learning is designed to be done face to face. There may be some preparation work where the Team Leader and Plebe(s) are apart, but the discussion must be face to face.
• The Team Leader should read and understand the Cadet Creed prior to this meeting and review all the exercises.
• Additional information from ADRP-1 Living by and Upholding the Army Ethic, p. 3-24:
  o As Soldiers and Army Civilians, we join the Army Profession with personal values developed in childhood and nurtured through years of experience.
  o By taking our oath to support and defend the Constitution, we agree to live by a new set of values—Army Values.
  o These values, understood as moral principles, are inherent within the Army Ethic.
  o As Army professionals, we commit to embracing Army Values, living by and upholding the moral principles of the Army Ethic.
  o The Army Ethic guides our decisions and actions, always.
  o When we uphold the Army Values and live the Army Ethic, we strengthen the Army culture of trust.

Lesson Objectives:

• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Personal Responsibility to Live by the Code

1. Question 1: In your own words, what is your role in the shaping of the Cadet Culture at West Point?
   o The Plebe is defining their role in their own words and relating how their personal actions help shape the Cadet Culture.

• Question 2: What steps will you take to ensure you are living by the Cadet Creed?
   o When comparing their definition of their role in shaping Cadet Culture with the Cadet Creed they should understand the personal responsibility each Cadet has to positively impact Cadet Culture.
   o The Cadet’s answer should contain some of these elements:
     ▪ Courage to choose the harder right
     ▪ Commitment to USMA
     ▪ Dedication to honorable living
- Candor to confront substandard behavior/ 
  bystander indifference.

**Question 3: How will you assist your Corps of Cadets teammates in understanding and adhering to the Cadet Creed?**
- Their answer should contain the following elements for how they will achieve these things:
  - Setting the example by living by the Cadet Creed
  - Courage to correct or confront another person
  - Encourage others to not choose the easier wrong.

- After you and your Plebe have written your respective answers to the questions, then compare and discuss.

**For Consideration:** This portion offers a bit more context for the introductory questions.

**Exercise Two: Living above the Common Level**
- **Question 1:** In your own words, what does it mean to “Live above the common level of life?”
  - The cadet’s answer should contain the following elements:
    - Taking ownership of their actions
    - Personal responsibility to follow the values of Duty, Honor, Country
    - Promote a positive culture by their words and actions
    - Do the right thing despite the outcome to you or others (e.g. non-toleration)

- **Question 2:** What actions in your day to day life reflect what you identified in question #1?
  - You want to ensure that the Plebe is connecting the primary themes from the Cadet Creed to their personal responsibility for their actions.
  - Plebes should be identifying the specific activities, and behaviors which help them remain disciplined and on task in their lives.
    - This could be planning ahead for their homework assignments.
    - Ensuring that when they take walking privileges that they are properly signed out and are authorized to leave.
  - The small actions of discipline, combined with proper attitudes about making the right decisions should make up the majority of this answer.

- **Question 3:** What can happen if you do not internalize the Cadet Creed and live above the common level of life?
o In this question it is important that you hold the Plebe accountable to identifying issues they think they will face if they do not follow the Cadet Creed.
  o Some possible themes are:
    ▪ Loss of trust from others
    ▪ Violations of the Cadet Honor Code or regulations
    ▪ Not acting as a leader of character.

- Once you have discussed each of the questions and have written down the answers ask the Plebe(s) if there are any questions. If not then move onto the scenario analysis.
Scenario #1

- This scenario concerns a situation where a Senior NCO receives a citation and a mandatory court appearance. The central conflict revolves around why the NCO reported his citation to his First Sergeant.

- **Question 1: Why do you think SFC Jones informed his 1SG of his citation?**
  
  - The first question is worded to allow the Plebe to offer reasons why the NCO reported his citation.
  - This should have these possible themes:
    - Integrity
    - Duty
    - The Army Values

- **Question 2: How was SFC Jones living by the Army Values when he reported his citation?**
  
  - The Plebe should talk specifically about how this action demonstrated the Army Values.
  - Possible values to be discussed and explored are:
    - Integrity
    - Honor
    - Duty
    - Personal Courage
    - Loyalty.
  - Ensure that the Plebe offers an explanation for their choices.

- **Question 3: Does the NCO demonstrate living above the common level of life? How?**
  
  - The Plebe should state how they think this act is living above the common level of life.
  - The Plebe can tie into themes from the Cadet Creed where the NCO seeks to continuously live honorably by facing consequences for his actions.
  - The NCO is also keeping his Chain of Command informed so that they may be able to help him navigate the processes for rectifying the citation.
  - The bottom line is that clear communication between leaders and subordinates builds trust.

- Hiding information in this case could lead to situations where the NCO has to miss work, or pay large amounts of money.
  - These outcomes could take the NCO away from his leadership role, or severely impact his family.
  - His leadership needs to know this information so they can help him resolve and prevent any potential issue.

- Whether you are a Plebe at USMA or a 2LT in charge of a platoon you cannot compromise your integrity. The moment you do, you lose the respect of your subordinates, peers, and superiors alike.
Scenario #2

- A cadet is filling out a flight physical and has to report any past head injuries. The reporting of a head injury would result in a 2 year disqualification.
- The central focus of the scenario is on the dilemma if CDT X will violate his integrity and falsely report information, or be honest and report the head injury.

**Question 1: Who is affected by CDT X’s decision to report or not report his head injury (now and in the future)?**

- The consequences could be a matter of life or death if CDT X went to flight school and had a black out from his head injuries.
- If CDT X does lie on his physical, it could mean loss of life for those who fly with him in the future.

**Question 2: How does personal courage play a part in CDT X’s decision?**

- CDT X is making a decision that has large implications.
  - On the one hand the Aviation branch is something he dearly wants.
  - On the other he has a duty to report any medical information that may affect his ability to fly, so that the doctors with the proper experience and authority can assess his case.
- CDT X, in reporting his head injury, chooses to support the idea that only medically qualified and honorable people should fly high performance aircraft.

**Question 3: Did CDT X live up to the West Point values of “Duty, Honor, Country?”**

- Your Plebe should be able to highlight that Duty is doing what you are legally and morally bound to do.
  - CDT X, as a member of the Corps and the Army, is obligated to follow the proper standards concerning honesty, and reporting correct information.
  - CDT X must uphold his honor by following through on his obligation to not lie.
  - These actions ensure that the Nation is able to select the most qualified people to be pilots.
- If your Plebe cannot clearly connect these three concepts, take extra time to look up the words, duty, honor, and country.
  - Work hard to communicate that this scenario is an example of upholding our obligations, and being selfless in our service.
• Applying this example to USMA every cadet is expected to be held to the same standard. We must take ownership of all of our actions, as well as to consider the full implications of our actions.

Reflection Questions
• The Plebe should provide some of the common struggles and challenges that they are facing and ways that they can overcome them. There is always a way to make the right choice and not violate the Cadet Creed or the Cadet Honor Code.
• Every leader at every level is bound to the same standards and ethical expectations. Living above the common level of life is a commitment for life and not just for the time here at USMA.
• Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Moral Module Lesson 3 Situation Report (SITREP)

1. Unit Conducting Training: ____________________________

2. Lesson: __________________________________________

3. Date/Time Lesson Conducted: ________________________

4. Location of Lesson: __________________________________

5. Topics (aside from lesson title) Discussed:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

6. Sustains of Lesson Conducted:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

7. Improves of Lesson Conducted:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

8. Successes/ Highlights from Lesson or Week:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

9. Issues/Concerns from Lesson or Week:
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
Lesson 4: Conflicting Loyalties

Lesson Objectives:
1. Cadets define the concept of loyalty.
2. Cadets discuss loyalty to the unit vs. loyalty to individuals.
3. Cadets analyze two scenarios regarding conflicting loyalties.
4. Cadets reflect on how conflicting loyalties can affect the overall trust in an organization.

Exercise 1: Defining Loyalty

1. In your own words, what is the definition of loyalty?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Below is the concept of Loyalty described in ADRP-1.

Loyalty
Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers. Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone. A loyal Soldier is one who supports the leadership and stands up for fellow Soldiers. By wearing the uniform of the U.S. Army you are expressing your loyalty. And by doing your share, you show your loyalty to your unit.

2. What are the similarities and differences between your definition and the one from ADRP-1?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
For Consideration

ADRP-1, *The Army Profession*, says: We volunteer to bear true faith and allegiance to the Constitution and to protect the freedoms it defines. This is clearly articulated in our Army Value of loyalty. Allegiance is expressed in willing obedience to the lawful orders of our elected and appointed leaders. We demonstrate true faith in leading by example, doing our duty in taking right action to uphold the Army Ethic, rejecting orders in violation of law or our moral principles.

Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone. A loyal cadet is one who supports the leadership and stands up for fellow cadets. By doing your share to build trust, you show your loyalty to your unit. Loyalty is a tough but necessary part of building trust between people, and across units. While loyalty is supporting others, it should not be used to excuse dishonorable, disrespectful, unethical, or illegal actions of others or yourself. There are multiple things we are loyal to at once (people, groups, institutions, ideas). Always remember your moral and legal obligations.
Exercise 2: Loyalty to Individuals vs. Loyalty to Unit

What follows are several discussion questions. Take 3-5 minutes per question to formulate a response and discuss each question.

1. Can you have loyalty to both the Corps and individuals who violate the standards of the Corps?

________________________________________________________________________________________

________________________________________________________________________________________

2. What are some challenges with loyalties to groups or individuals that you may face here at West Point?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. What actions can you take to overcome these challenges, both at West Point, and away from West Point?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

4. How does having loyalty to an individual who violates the standards, affect the trust in a unit?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Scenario #1

You and your roommate are sitting in your room during evening study period. While working on a problem-set your roommate suddenly sits back from their desk and begins loudly complaining about a classmate who recently reported another cadet to the chain of command for plagiarizing on a paper.

Your roommate complains that the cadet who reported the cheating betrayed a fellow classmate, and that it was none of their business what that cadet was doing. Your roommate begins typing on their phone and then shows you what they wrote.

What you see is a post to Yik-Yak that disparages the cadet who reported your classmate for cheating. The post is full of demeaning remarks, uses the initials and other identifying information of the reporting cadet, and names what company the reporting cadet belongs to.

What do you do?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How does this situation relate to the idea of loyalty?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How could this situation break down trust in the organization?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Scenario #2

You and a team member are talking during a long bus trip to a game. You are swapping stories about different parties you have been to in the past. Your buddy brings up 500th night from a few months ago and says his date was playing so hard to get, that he had to get her trashed for her to fool around with him.

You’ve had SHARP training and you know that if she was drinking it means she couldn’t give consent. You hesitantly ask him if she fooled around with him after he got her drunk. He tells you she did, but she didn’t remember much about it the next day. He said she got weird after that, so he had to stop talking to her.

A few weeks later you hear from talk around the unit that your friend was pulled in and questioned about 500th Night. You wonder if it has to do with the story he told you that weekend. After lunch formation the next day, your TAC Officer approaches you and says there are some questions she needs to ask you about your friend and 500th Night. Once in her office, there is another Officer there who identifies himself as part of the Criminal Investigative Division (CID). He states that he is going to ask you some questions about an alleged incident between your friend and a woman he brought to 500th Night a couple months ago.

1. How do you answer the CID Officer’s questions?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Describe how the concept of loyalty, discussed earlier in this lesson, applies to this scenario?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Reflection Questions

1. How can you help build trust within the Corps, despite conflicting loyalties?

2. How do you combat toleration of unethical behavior?

3. Who or what are you loyal to? How do you demonstrate this?
Facilitator Notes

Introduction

- These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
- The Team Leader is the primary facilitator and discussion leader in these lessons.
- This learning is designed to be done face to face.

Lesson Objectives:

- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Defining Loyalty

- When your Plebe is defining loyalty they should be drawing from their experiences during high school, Cadet Basic Training, and the academic semester.
- In this lesson, you want your cadets to understand loyalty as it relates to our profession.
  - You may also reference other sources for the definition.
  - Dictionary.com refers to loyalty as sentiment and the feeling of devotion that one holds for one's country, creed, family, friends, etc.
  - It is important to communicate that loyalty in our profession means upholding the standards for everyone who is in the Army. People with close relationships are not an exception to this concept.

- It is important to clarify the concept that loyalty is about upholding the standards of our profession.
  - We can be loyal to the unit and individuals
  - Tolerating dishonorable and illegal actions is not loyalty.
  - At times cadets may think letting someone get away with unauthorized or dishonorable behavior is demonstrating loyalty to that person.
  - This is not the case as loyalty is rooted in supporting a positive and ethical climate which builds trust among fellow cadets and Soldiers.
  - Loyalty is also not betraying fellow cadets and Soldiers by doing illegal or unethical things.

For Consideration: This section provides extra context for the discussion of the concept of loyalty. You both should read it and apply it to your answers in the previous exercise.

Exercise Two: Loyalty to Individuals vs. Loyalty to Unit

Question 1: Can you have loyalty to both the Corps and individuals who violate the standards of the Corps?
You want the Plebes to start thinking about how they should have this sense of loyalty at all times, 24/7 (not just while at West Point).

You can be a member of multiple organizations and still be loyal.

The key factor is that loyalty centers on upholding an ethical climate through your personal actions and promoting accountability within the various organizations.

You are obligated to uphold all moral, legal, and ethical laws and the Cadet Honor Code.

You can be loyal to both, but as mentioned before, loyalty is about upholding an ethical climate and not tolerating individuals or groups who violate the codes of conduct or standards of the Corps.

**Question 2: What are some challenges with loyalties to groups or individuals that you may face here at West Point?**

- Think of Clubs, Teams, and Companies.
  - An example would be for the Company Commander to discipline a Plebe for missing formation, but if his classmate did it, write it off because they were Plebes together.
  - You need to remind your Plebe that despite what groups, clubs, teams they belong to that their overarching loyalty is to the Army profession.
  - We are bound to a Uniform Code of Military Justice and the Cadet Honor Code.
  - We cannot be partial in our application and enforcement of any regulations because of personal relationships and friendships.
  - Worth’s Battalion Orders provides another example of this demonstration of loyalty.

**Question 3: What actions can you take to overcome these challenges, both at West Point, and away from West Point?**

- Ensure your cadet is thinking in terms of their daily life and place in the Corps right now.
- An example would be “SSG Jones is not communicating with our squad. I could request more information or ask clarifying questions from SSG Jones and then disseminate it to the entire squad.”
- Ensure their answer is personalized and not something out of their hands to solve.

**Question 4: How does having loyalty to an individual who violates the standards, affect the trust in a unit?**

- Demonstrating loyalty to an individual, who is dishonorable, over upholding the standard, can erode the trust in a unit.
A major reason for this is because of the potential for biased leadership to occur where certain individuals are held accountable, and others are not.

Upholding the standards is an obligation that all have a role in.

Leaders do not pick favorites when it comes to enforcing standards.

Punishments may vary depending on the circumstances, but violations to standards must be addressed in a fair and appropriate manner.

This dynamic can affect morale and the general well being of an organization.

Scenario # 1

- The cadet that did not tolerate cheating in this situation was NOT in the wrong.
- The roommate that is posting on Yik Yak is in the wrong for both thinking that cadet should have tolerated, as well as writing disparaging remarks about a fellow cadet on Yik Yak.
- By posting disparaging comments advocating that cadets should tolerate honor violations, it may make cadets less likely to report honor violations because they don’t want to become an outcast.
  - The loyalty in this particular situation should be what is morally and ethically correct.
  - Supporting the cadet that did what was right is the only way we can make our institution, as a whole, a better environment.

- Allowing retaliation against those who uphold the standard by reporting honor violations or other kinds of violations you are allowing a fellow cadet to be degraded for upholding the moral and ethical standards that we are bound to.
- By allowing the cadet to make the comments on Yik Yak you are allowing a cadet to criticize another cadet for doing the morally right thing.
- As leaders we will be expected to uphold all of the rules and regulations of the Army
- We take the appropriate action when other Soldiers are not abiding to the same standard.

Scenario # 2

- In this scenario a cadet must choose between a friend/teammate and what is morally correct.
  - Holding back information from the CID agent is still lying and impeding on their investigation.
  - It is not the cadet’s responsibility to determine guilt or innocence, but they must disclose the information their friend told them because it is morally correct to do so.
Tolerating Sexual Assault is one of the easiest ways to break down trust within an organization.

- If a cadet is willing to Sexually Assault someone, they are not a cadet you should want standing in your formation.
- It is your obligation to demonstrate loyalty to the organization and not your friend in this scenario.

- You are held to the Cadet Honor Code, the laws of the Nation, the regulations of the Army, and the UCMJ.
  - Your teammate has described an event to you that goes against every Army value and is inconsistent with UCMJ and Army command policy.
  - The bottom line is that your teammate has described a SHARP violation to you and you are obligated to report the information that he has relayed to you.
  - If you withhold the information from the CID agent then you are tolerating unethical behavior.

Reflection Questions

- Question 1: How can you help build trust within the Corps, despite conflicting loyalties?
  - A central them to the moral module is the concept of trust and how it relates to the functionality of a unit.
  - When you are loyal to a friend or co-worker by letting them violate the values and standards of this profession, you turn your back on your obligations to support this institution.
  - It may be hard to confront a friend, or be confronted about dishonorable behaviors. However we must exercise personal courage to ensure we build an ethical environment across our teams and units.

- Question 2: How do you combat toleration of unethical behavior?
  - This starts at the individual level.
    - You must challenge your Plebe to uphold the moral, ethical, and legal laws and regulations at USMA and the Army.
    - Upholding these standards starts with knowing what the standard is.
    - With that knowledge a person can then make the right decisions, and then act upon those decisions.
    - If your Plebe does not know the Cadet Honor Code, the Cadet Respect Creed, the definitions of Sexual Harassment, or Sexual Assault, or any of the other behavioral standards they are trusted with upholding, how can they make good decisions and then act on those decisions?
    - This question ties back to internalizing a Honorable Living lifestyle and understanding that every cadet and leader is held to a higher standard.
- We freely chose this occupation to serve and lead and as such must hold ourselves and companions accountable.

- **Question 3: Who or what are you loyal to? How do demonstrate this?**
  - At this point your Plebe should understand that despite whatever team or club affiliations they have, their overarching loyalty is the Corps and the Army profession.
  - The West Point mission is to train and develop leaders of character to lead the future sons and daughters of our Nation.
  - The Plebes must describe what things they are loyal to, and how they demonstrate that loyalty.

- They may describe people, or teams, that they are loyal to. It must be understood that we can support many different groups or people, but that we must do so in accordance with our professional values.
- If others act dishonorably, or outside of our ethical standards, and we participate in those behaviors we are being disloyal to our profession and the other members of that profession.
Moral Module Lesson 4 Situation Report (SITREP)

1. Unit Conducting Training: 

2. Lesson: 

3. Date/Time Lesson Conducted: 

4. Location of Lesson: 

5. Topics (aside from lesson title) Discussed: 

6. Sustains of Lesson Conducted: 

7. Improves of Lesson Conducted: 

8. Successes/ Highlights from Lesson or Week: 

9. Issues/Concerns from Lesson or Week: 

Lesson 5: Choosing the Harder Right

Lesson Objectives:
1. Cadets will describe their idea of “personal courage”. Then they will compare their ideas with the Army Value’s description to find similarities.
2. Cadets discuss their responsibility to use personal courage to not be a bystander to dishonorable behaviors.
3. Cadets will analyze two scenarios using the concepts of personal courage.
4. Cadets reflect on how they exhibit personal courage, and how they can improve over the course of the year.

Exercise 1: Defining Personal Courage

1. In your own words, what is personal courage?

________________________________________________________________________

________________________________________________________________________

Below is a definition of the Army Value of Personal Courage

Face fear, danger or adversity (physical or moral.)

What are the similarities and differences between your definition and the one from the Army Value?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Describe two examples of personal courage you have witnessed from your own life.

Example 1: ______________________________________________________________

________________________________________________________________________

Example 2: ______________________________________________________________

________________________________________________________________________

How does each example demonstrate or relate to the definition of personal courage discussed earlier?

________________________________________________________________________

________________________________________________________________________

For Consideration:
In the above definition of personal courage are several key concepts that explain why having personal courage is necessary for life as a cadet and leader. Facing moral fear or adversity may be a long, slow process of
continuing forward on the right path, especially if taking those actions is not popular with others.

There will be moments in every cadet and Leaders’ careers which require personal courage. You can build your personal courage daily by standing up for and acting upon the things that you know are honorable.

Personal Courage is about FACING fear. That fear could be any number of things: a fear of heights, public speaking, fear of correcting another, or fear about admitting lapses in judgment and discipline.

As you learn more about yourself as a Leader, reflect on the anxiety and fear you have experienced. Work hard to overcome those fears, but always remember to take action in spite of your anxiety or fear. Permitting dishonorable acts damages your own trustworthiness, and the Corps as a trusted source of leaders of character.
Exercise 2: Personal Courage as a Cadet

What follows are several discussion questions. Take 3-5 minutes per question to formulate an answer and discuss each question.

1. How are the Cadet Honor Code and personal courage related to one another?

2. What actions should you take to address a fellow cadet’s inappropriate behavior?

3. How would you address a fellow cadet’s inappropriate comments or behavior in online forums?
Scenario # 1

You and your best friend have been roommates since Beast. You were squad mates, roommates, and even sat next to each other at each meal. You have helped each other through thick and thin during first few months at West Point.

One Saturday night, in your barracks room, during the first semester you look up from the movie you are watching to realize that your roommate has not returned from walking privileges.

At 0030 hours your roommate stumbles into the room dressed in civilian clothes. You ask where your roommate has been. Your roommate describes, with slurred speech, how he and two other friends took the train down to New York City. The three friends spent the day bar-hopping, getting very drunk. They then took the train and a taxi back to post. All three stumbled into their rooms, somehow not getting caught by anyone on the way back into the barracks. Your friend laughs about the whole series of events, and then climbs into bed and falls asleep. You, your roommate, and the other two cadets are all 18 years old.

What do you do?

____________________________________________________________________________________

____________________________________________________________________________________

What inappropriate behaviors have been demonstrated in the above scenario?

____________________________________________________________________________________

____________________________________________________________________________________

How does your potential response to this situation relate back to Personal Courage?

____________________________________________________________________________________

____________________________________________________________________________________

What responsibilities do you have as a member of the Corps, in this scenario?

____________________________________________________________________________________

____________________________________________________________________________________
Eighteen year old PFC Gonzales is a new Soldier in his Cavalry Troop. Most of the operations that are conducted in his unit are mounted operations. At the conclusion of his first field exercise problem with the unit, PFC Gonzalez’s Section Leader decides to conduct “on the job training.” PFC Gonzales is instructed that he will drive the HMMWV from the training range to the motor pool. PFC Gonzales does not have a civilian driver’s license and has not taken the Driver’s Training Course to operate military vehicles.

PFC Gonzales gets into the driver’s seat and buckles up. He notices that his Section Leader, sitting in the passenger seat, along with the two Soldiers sitting in the back, have not fastened their seat seatbelts. PFC Gonzales does not say anything to them about this and proceeds to drive. On the way back to the motor pool PFC Gonzales begins operating the HMMWV at 55mph in a 35mph zone. The vehicle approaches a curve in the road and PFC Gonzales loses control of the vehicle. The HMMWV proceeds to rollover four times.

The Section Leader and the two Soldiers in the back are ejected from the vehicle in the process. The Section Leader breaks two ribs and receives twelve stitches on his chin. One of the Soldiers riding in the back has internal bleeding, a shattered pelvis, and several broken ribs. The other Soldier loses his right leg from the knee down as a result of the HMMWV landing on him. PFC Gonzales is the least injured in the rollover and suffers a mild concussion.

What measures could have been taken to avoid this situation?
By the Section Leader

By PFC Gonzales

How does the Section Leader fail to demonstrate personal courage in this situation?
How does PFC Gonzales fail to demonstrate personal courage in this situation?
Reflection Questions

1. What, in your experience at West Point so far, had led you to demonstrate Personal Courage?

   Physical:

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Moral:

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

2. From the above experiences, what have you learned about yourself in regards to personal courage?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. In what areas of your life could you demonstrate better personal courage?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________

4. What are you going to do to improve those areas?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   ____________________________


Facilitator Notes
Introduction
• The Team Leader is the primary facilitator and discussion leader in these lessons.
• This learning is designed to be done face to face.
• As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:
• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Defining Personal Courage
• They are defining this term in their own words and relating personal courage to how they apply it in their own life.
• Have your Plebe read the definition out loud and discuss any differences that they have between their handwritten definition and the definition provided.
• When describing their two examples of personal courage your Plebe should be focusing on situations in which they, or someone close to them, have been challenged by facing fear and explaining how they handled the situation.
• We want Plebes to understand that they will be tested and challenged both as a cadet and officer to face fear and adversity.
  o It takes Personal Courage and dedication to face fear (physical or moral).
  o We must be willing to face adversity and challenge ourselves to make the morally right decision, regardless of fear of punishment or public opinion.
  o This is something the majority of cadets struggle with because it is challenging for cadets to challenge public opinion and fear the social ramifications of enforcing rules, regulations, and the Cadet Honor Code.
• A key theme to discuss with your Plebe is that leaders at every level are challenged with adversity. We must hold ourselves accountable to move beyond our comfort zone to overcome adversity.

For Consideration: This section provides additional context for the terms defined in exercise one. You both should read it and discuss its relation to your answers in exercise one.

Exercise Two: Personal Courage as a Cadet
• Question 1: How are the Cadet Honor Code and personal courage related to one another?
  o The Cadet Honor Code is the baseline standard for moral-ethical living.
This is related to personal courage because all leaders face adversity.

One of the most difficult aspects of the Honor Code is the toleration clause. Personal friendships and fear of social norms will cause a cadet to fail to take action when a dishonest action occurs because they are afraid of what others may say or think about them.

We must hold ourselves, our peers, subordinates, and superiors accountable for our actions.

Regardless of rank, grade, or position we all adhere to the Cadet Honor Code and the Army Values.

**Question 2: What actions should you take to address a fellow cadet’s inappropriate behavior?**

- When we see other cadets or Soldiers choosing the easier wrong we must have the courage to address the problem and correct it.
- If we let the undesirable behavior continue we are tolerating a dishonest and unprofessional environment.
- As a plebe you have the same obligation as a Firstie to maintain a morally and ethically sound environment.
- You must have the personal courage to address other cadets or seek the guidance of other cadets to address anything that violates the moral, legal, and ethical codes of USMA and the Army.

**Question 3: How would you address a fellow cadet’s inappropriate comments or behavior in online forums?**

- We must remember that we are a professional at all times and in all environments.
- This includes online social forums (i.e. Facebook, Yik Yak). Making explicit or derogatory comments about fellow cadets, USMA, and the Army is unacceptable.
- If a fellow cadet is making explicit statements on a social forum, and you are aware of it, it is your duty to address this fellow cadet.
- Whether it is face-to-face discussion or through the use of the Chain-of-Command you have the responsibility of addressing the inappropriate behavior.

**Scenario # 1**

- One of the greatest challenges for cadets is to correct another cadet, especially when they have a strong, personal friendship.
  - Cadets are often prone to allow friends to make poor decisions or tolerate inappropriate behavior because of their relationship to that cadet.
  - At the same time there is a fear of being singled out for doing the morally right thing.
This toleration is unacceptable and a leader of character has the ability to face this fear, even when the person committing the inappropriate behavior is their best friend (such as in the scenario provided).

If your Plebe makes the counterargument, that letting someone’s unethical actions slide they will be singled out for doing the right thing or labeled as a “Blue Falcon”.

• Step in and remind them that as a future officer and leader you cannot be partial when it comes to rewards and punishments.
• You cannot overlook behavior that is inconsistent with the Army Values because the person committing that behavior is a friend.
• Have them reflect on Worth’s Battalion Orders:

“But an officer on duty knows no one -- to be partial is to dishonor both himself and the object of his ill-advised favor. What will be thought of him who exacts of his friends that which disgraces him? Look at him who winks at and overlooks offenses in one, which he causes to be punished in another, and contrast him with the inflexible Soldier who does his duty faithfully, notwithstanding it occasionally wars with his private feelings. The conduct of one will be venerated and emulated, the other detested as a satire upon Soldiership and honor.”

-Brevet Major William Jenkins Worth

This situation brings up the concept of Leadership vs. acting to be liked.

• Despite having a very strong friendship with your roommate you must hold him/her to the same standards that are expected of everyone.

Scenario # 2

• The scenario is a true story that occurred in March 2014.
• Every Soldier in this scenario failed to demonstrate personal courage.
  • Every Soldier had the ability to correct several issues.
  • No one said a word and what should have been a routine drive back to motor pool turned into a training nightmare.

• If your Plebe tries to defend PFC Gonzales because of his rank:
  • Remind your Plebe that every Soldier and leader is responsible for upholding the standards and regulations as they are established.
  • PFC Gonzales knew that he was not qualified to operate the vehicle and several Soldiers were critically injured because of it.
  • PFC Gonzales made a decision to operate that vehicle without a license, and to not require his passengers to use the proper safety equipment.
• Personal courage affects every Soldier in the Army.
  o Every Soldier has the responsibility to uphold and live the Army values.
  o PFC Gonzales failed to face adversity by telling his Section Leader that he should not be operating a military vehicle.
  o Not only did PFC Gonzales not have a civilian driver’s license but he had not received official Driver’s Training to certify him on the vehicle, and his Section Leader was not a certified instructor.

• The Section Leader compromised his integrity and personal courage by failing to uphold Army regulations.
• As the senior Soldier in the vehicle he allows an untrained Soldier to conduct “on the job” training in an unauthorized manner.
  o Additionally he failed to enforce safety standards which results in several injuries for all Soldiers riding in the vehicle.

• Every Soldier in the vehicle failed to demonstrate personal courage by allowing PFC Gonzales to drive, along with not enforcing safety precautions within the vehicle.
• As an Officer you will be expected to uphold and enforce all standards.
  o There will be times when your Soldiers challenge those standards or fail to implement them and it is your duty to address that.

• Reinforce to your Plebe that, despite their rank, they have an obligation to enforce all regulations and address any behavior that is inconsistent with the Cadet Honor Code or the Army Values.

Reflection Questions
• Question 1: What, in your experience at West Point so far, had led you to demonstrate Personal Courage?
  o Personal courage includes physical and moral components.
  o Cadets will find themselves challenged at West Point in every aspect.
  o Understand that we have the legal and moral obligation to uphold the Cadet Honor Code and Army Values.

• Question 2: From the above experiences, what have you learned about yourself in regards to personal courage?
  o The Plebe should be taking this lesson material and understanding that whatever form of fear or adversity they are facing, choosing the harder right will always yield the best outcome.
It is those moments when we take the easier wrong that we lose our credibility and trust as a leader and person.

**Question 3: In what areas of your life could you demonstrate better personal courage?**

- Your Plebe should look at their own areas where they have struggled as a cadet so far and they should challenge themselves to implement a plan of action to work on those areas.
- As their Team Leader you should be providing clear oversight to monitor this progress and address and flaws with their plan.
- You should be setting the standard for your Plebe and challenging them upholds themselves and other cadets to the same standard.

**Question 4: What are you going to do to improve those areas?**

- You should guide your Plebe to list concrete examples of how they are going to improve those areas.
- If they are struggling to list specifics then you need to step in and guide them and through listing specific areas of adversity that they face at USMA (Academically, Physically, Militarily).
Moral Module Lesson 5 Situation Report (SITREP)

1. Unit Conducting Training: ____________________________________________

2. Lesson: _____________________________________________________________

3. Date/Time Lesson Conducted: _________________________________________

4. Location of Lesson: _________________________________________________

5. Topics (aside from lesson title) Discussed:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

6. Sustains of Lesson Conducted:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

7. Improves of Lesson Conducted:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

8. Successes/ Highlights from Lesson or Week:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

9. Issues/Concerns from Lesson or Week:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
The Social Module
<table>
<thead>
<tr>
<th>Event</th>
<th>Audience</th>
<th>Facilitator</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Overview</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Prep Session</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firstie Discussion</td>
<td>All Firsties in a CO</td>
<td>CO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow Discussion</td>
<td>All Cows in a CO</td>
<td>CO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLT Discussion</td>
<td>Plebes/Yearlings</td>
<td>PLT Chain of Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 3</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 4</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Plebe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Yearling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Firstie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: Trust and Trustworthiness

Lesson Objectives:
1. Cadets discuss why the Army is a trusted institution.
2. Cadets discuss what actions and decisions constitute trustworthiness.
3. Cadets discuss how actions and decisions damage trustworthiness.
4. Cadets analyze two scenarios to identify trustworthy actions and decisions made by Cadets and Soldiers.
5. Cadets reflect on their situational awareness and decision making as it relates to being trustworthy.

Exercise 1: Why are we trusted?

1. Describe what you think the Army does for the Nation. What functions and capabilities does the Army fulfill for the American People?

The United States Army Mission from ADP-1, *The Army*:
“The mission of the United States Army is to fight and win the Nation’s wars through prompt and sustained land combat, as part of the joint force…”

Army professionals understand and accept they may give their lives and justly take the lives of others to accomplish the mission.

The American people, through civilian authorities, grant us the autonomy to use lethal force on their behalf because we have earned their trust.

2. Describe why the American people trust the members of the Army. What are the specific qualities they desire in a Soldier and/or an Officer?

The American people place special trust and confidence in the Army as a profession that considers honorable service to the nation its highest priority. Trust is the bedrock of the Army’s relationship with the American people. Our professional responsibility is to preserve this earned trust.
3. Why do the American people trust you, as a Cadet at the United States Military Academy? Specifically describe what characteristics they expect you to graduate with.
Exercise 2: Applying the Army Ethic

The Army Ethic
The Heart of the Army
The Army Ethic includes the moral principles that guide our decisions and actions as we fulfill our purpose: to support and defend the Constitution and our way of life. Living the Army Ethic is the basis for our mutual trust with each other and the American people. Today our ethic is expressed in laws, values, and shared beliefs within American and Army cultures. The Army Ethic motivates our commitment as Soldiers and Army Civilians who are bound together to accomplish the Army mission as expressed in our historic and prophetic motto: This We’ll Defend.

Living the Army Ethic inspires our shared identity as trusted Army professionals with distinctive roles as honorable servants, Army experts, and stewards of the profession. To honor these obligations we adopt, live by, and uphold the moral principles of the Army Ethic. Beginning with our solemn oath of service as defenders of the Nation, we voluntarily incur the extraordinary moral obligation to be trusted Army professionals.

Trusted Army Professionals are
Honorable Servants of the Nation—Professionals of Character:
We serve honorably—according to the Army Ethic—under civilian authority while obeying the laws of the Nation and all legal orders; further, we reject and report illegal, unethical, or immoral orders or actions.

We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives.

In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect.

We lead by example and demonstrate courage by doing what is right despite risk, uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.

Army Experts—Competent Professionals:
We do our duty, leading and following with discipline, striving for excellence, putting the needs of others above our own, and accomplishing the mission as a team.

We accomplish the mission and understand it may demand courageously risking our lives and justly taking the lives of others.

We continuously advance the expertise of our chosen profession through life-long learning, professional development, and our certifications.

Stewards of the Army Profession—Committed Professionals:
We embrace and uphold the Army Values and standards of the profession, always accountable to each other and the American people for our decisions and actions.

We wisely use the resources entrusted to us, ensuring our Army is well led and well prepared, while caring for Soldiers, Army Civilians, and Families.

We continuously strengthen the essential characteristics of the Army Profession, reinforcing our bond of trust with each other and the American people.

1. What are the benefits of being a trustworthy person? How do you benefit from the trustworthiness of others?

2. As a West Point cadet how do you embrace and uphold the standards of the Army Ethic within the Corps? In what ways have you been challenged to do so?

3. How can the actions of a single individual or unit affect the trustworthiness of the organization as a whole? How can this affect the accomplishment of the mission?

4. As stewards of the Army profession how do you personally hold yourself, and those around you, accountable for their actions and behavior?
For Consideration:

The Army Ethic describes who we are; how and why we serve. The moral ethical characteristics described in the Army Ethic describe how the Army has built trust with the American people over its existence. It provides us a template for how we continue to be considered trustworthy professionals both among fellow service-members, and with the American people.

In any of your actions and decisions you should use The Army Ethic and the Army Values to determine if what you are doing is building or diminishing your trustworthiness and the trustworthiness of the Army.

Army Doctrinal Reference Publication – 1 (ADRP-1), *The Army Profession*, provides additional explanation for the origins, background, and application of the Army Ethic.
Scenario #1

You, as a 19 year old Plebe, are part of a club that has been invited to an event in New York City. The event is being hosted by an alumnus who has also invited several business executives, and even some foreign business associates. The event is for a charity that your group has done some community service for.

The group you are with consists of several different year groups, including several cadets who are over the age of 21. Every one of the cadets is in dress gray.

Once the evening begins some of the guests are offering the of age cadets drinks, as there is a bar at this event. The cadets politely accept and consume the drinks they have been given. The drinks keep coming. An hour and a half later one of the cadets, in particular, has consumed many more drinks than the others. The cadet is unable to stand up straight, has slurred speech, and is often yelling and making very off-color jokes to the other cadets. Their behavior is being noticed by the other members of the event.

All of a sudden the drunk cadet begins stumbling across the room. You look over and see that they have thrown-up all over theirs and another cadet's uniform. Some of the other guests at this event are laughing and pointing, and others have looks of disgust on their face.

The Cadet in Charge, who had been engaged in a conversation with the alumnus for most of the evening, quickly apologizes to the alumnus, and then gathers everyone up and quickly gets them on the vans to drive back. The CIC, as the driver, has not been drinking, and so is able to safely drive everyone back to West Point.

1. Contrast the actions of the drunk cadet with the Army Ethic. What specific portions of the Army Ethic, if any, are violated by the drunk cadet.

2. What specific actions, and decisions did the drunk cadet and the other cadets make which led to this situation unfolding as it did?
3. What does the drunk cadet’s actions and decisions say about his trustworthiness to those in attendance at this event? Why?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What do the drunk cadet’s actions and decisions say about the trustworthiness of the Corps of Cadets to the guests of this event?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Scenario #2

You are a Platoon Leader. One day you are sitting in the Platoon office working on an operations order for a rifle range. All of a sudden your Platoon Sergeant comes in and says that you need to come to the Company conference room to talk about something regarding PFC Sam. You get a puzzled look on your face, but you follow your Platoon Sergeant.

In the Company conference room is SPC Jones. You sit down at the table, and the Platoon Sergeant asks SPC Jones to tell you what had happened.

SPC Jones begins describing how for the past three weekends he and PFC Sam had gotten dinner at a restaurant and bar just outside the gate. As PFC Sam and SPC Jones were waiting to be seated there was a group of Soldiers from another battalion in the brigade at the bar. PFC Sam and SPC Jones recognized these Soldiers from the barracks area, and one had a battalion t-shirt on. The bar/restaurant also had many civilian patrons from the town eating and drinking on these nights.

Each time SPC Jones and PFC Sam passed by, the group began yelling and hollering at PFC Sam. They began saying “hey fairy-boy”, and “get the hell out of here fag,” one of them even made sure to spill part of their beer right as PFC Sam passed by, splattering him. SPC Jones said that he had told them to shut it, and asked if PFC Sam wanted to go talk to the Platoon Sergeant or First Sergeant about it.

PFC Sam had said that it didn’t bother him, and that he didn’t want to cause trouble. Despite asking him several times PFC Sam told SPC Jones that he did not want to report the incidents to the chain of command.

SPC Jones felt that what was happening was pretty awful, and that something should be done about it. Especially since the behavior now was happening around the barracks area as well.

After thanking SPC Jones for telling you this, you and your Platoon Sergeant discuss possible courses of action.

1. What are some possible actions you and your PSG can take to address this situation regarding PFC Sam?
2. How do the actions of SPC Jones match up with the Army Ethic in this case?


3. How do the actions of the Soldiers who heckled PFC Sam match up with the Army Ethic in this case?


4. How has trustworthiness been continued or damaged in this scenario?

By SPC Jones?


By the Soldiers heckling SPC Sam?


Reflection Questions

1. Are you a trustworthy person? Describe what you do and how you know that you are trustworthy.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. What specific behaviors and actions can you take to improve your trustworthiness in all environments?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. What have you learned about how Cadets represent the Corps and the Army from your experiences in Cadet Basic Training, the Academic Year, and your time away from West Point (on privileges, or leave)?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

4. Think about your behaviors, in the above environments. What do they say about yourself, the Corps, or the Army to a stranger?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Facilitator Notes

Introduction

• The Team Leader is the primary facilitator and discussion leader in these lessons.
• These lessons are designed to be done face to face.
• As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:

• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).
• Once you have reviewed the lesson objectives proceed to the first exercise.

Exercise One: Why are we trusted?

• As a Soldier and leader in the Army, the American people are entrusting great power and responsibility to a select group of individuals (less than one percent of the U.S. population) to support and defend the principles of the constitution.

• Question 1: Describe what you think the Army does for the Nation. What functions and capabilities does the Army fulfill for the American People?
  o Soldiers and leaders alike represent the American people and way of life.
  o At all times, in all environments, we are expected to act in a professional manner and live above the common level of life.
  o Acting consistently with our professional values demonstrates self control.
  o This discipline is needed and expected in order to lead American Soldiers in the chaotic environment of war.

• Question 2: Describe why the American people trust the members of the Army. What are the specific qualities they desire in a Soldier and/or an Officer?
  o We are granted the power in our profession to take the lives of other human beings if they are deemed enemy combatants.
  o We must exercise this power with the utmost caution and humility.
  o Think about the amount of firepower an infantry Platoon has (approximately 44 people all armed with either high powered rifles, or machine guns, and some with grenade launchers).
  o A young Lieutenant has control of this power. Would you want that person to be irresponsible, have a lack of self-control, and have poor discipline in various environments?
How we act at all times either supports that we can be trusted with these responsibilities, or damages that trust.

- **Question 3:** Why do the American people trust you, as a Cadet at the United States Military Academy? Specifically describe what characteristics they expect you to graduate with.
  - As future leaders in this profession we owe it to the American people to hold ourselves, and those in our profession, to the highest standard of living.
  - Our military is an all-volunteer force united together by the common sense of duty and commitment to serve and defend our country.
  - This responsibility means that we exercise discipline, and professional behavior at all times, in all environments.
  - We always represent ourselves, the Corps, and the Army in our actions and decisions.

**Exercise Two: Applying the Army Ethic**
- The Army ethic is foundational framework for guiding our actions and behavior in the Army. Every Soldier and leader strives to be competent at their job and professional.
- Our Army today is a professional body that provides a service to the American People. Our representative government grants us the autonomy to use lethal force on behalf of the American people because we've earned their trust.
- The Army has earned that trust because of our ability to regulate our behaviors through our Uniformed Code of Military Justice, oaths, and creeds.
  - We possess a sound military judgment gained by expertise in the ethical application of land power.
  - That expertise is only acquired through continuous education and experience.
  - Every Soldier and leader is required to be a steward of our profession to ensure that trust remains intact and that we provide the best service to our nation.
- As the future generation of Army officers every cadet has the responsibility to live and uphold the moral principles that guide the Army’s behavior.

- **Question 1:** What are the benefits of being a trustworthy person? How do you benefit from the trustworthiness of others?
  - Being a trustworthy person is essential to being both a Soldier and leader.
  - We are in a profession where America’s sons and daughters can potentially be placed in harm’s way.
  - Every member within the unit needs to be accountable for the decisions and actions because the consequences can result in life or death situations.
The moment an individual fails to hold themselves accountable for their decisions and actions it can adversely affect the organization as a whole.

• **Question 2: As a West Point cadet how do you embrace and uphold the standards of the Army Ethic within the Corps? In what ways have you been challenged to do so?**
  - When your Plebe answers this question make sure they are looking at all aspects of cadet life: academics, physical training, military training, and ethically.
  - This is an opportunity to remind your Plebe that the Army Ethic, like the Cadet Honor Code, is the baseline for guiding moral ethical behavior.
  - When your Plebe discusses what challenges they have faced at West Point ask them how they have addressed these challenges.
  - If they are struggling with these challenges then you need to work out a plan of action with your Plebe for addressing these issues.

• **Question 3: How can the actions of a single individual or unit affect the trustworthiness of the organization as a whole? How can this affect the accomplishment of the mission?**
  - We are in a profession that whose success is based on the teamwork and unity of the organization as a whole.
  - When individual Soldiers or units fail to uphold the tenants of the Army Ethic (Honorable Servants to the Nation, Competent Professionals, and Stewards of the Profession) they undermine the Army and organization as a whole.

• **Question 4: As stewards of the Army profession how do you personally hold yourself, and those around you, accountable for their actions and behavior?**
  - Every day your Plebe should hold themselves, their peers, and superiors here at West Point to the highest level of professionalism.
  - This strengthens the bond of trust between cadets and faculty here at the academy.
  - When we witness cadets that are engaging in activity that is inconsistent with the Army Ethic it is our responsibility to address those cadets and correct the problem, to ensure the actual climate of West Point and the Army matches what we desire the ideal climate to be.
  - At the same time we have the responsibility of monitoring our own behavior and ensuring that everything that we do is consistent with the Cadet Honor Code, Cadet Respect Creed, and the Army Ethic.

**Scenario #1**
• **Question 1:** Contrast the actions of the drunk cadet with the Army Ethic. What specific portions of the Army Ethic, if any, are violated by the drunk cadet.
  o In this scenario the cadets at this particular event are offered alcoholic beverages.
  o While they are granted permission to engage in social drinking there is an expectation that the consumption of alcohol will be done in a professional manner.
  o The one cadet that is drunk and making inappropriate comments to the people at the event has failed to live and uphold the Army Ethic because he is demonstrating behavior that is unbecoming of an officer.
  o The cadet fails to demonstrate that he is a leader of character because he fails to demonstrate that he can make the right decisions and follow through on those decisions.
  o As Army officers we are expected to be a constant professional; there is not an on/off switch for the way in which we think and act.
  o We are entrusted with more power and responsibility and must act accordingly.

• **Question 2:** What specific actions, and decisions did the drunk cadet and the other cadets make which led to this situation unfolding as it did?
  o At the same time the surrounding cadets have also failed to uphold the Army Ethic by allowing the individual to reach this point.
  o Every cadet in attendance knows that this is a social setting where moderate consumption of alcohol is permitted, but only in a restrained manner.
  o By allowing the one individual to reach this drunken state, the group has undermined the institution as a whole.
  o This may seem farfetched, but the individuals at this event do not know the cadets as individuals. They know them as representatives of the Corps of Cadets and as future officers.
  o The lack of accountability and self control may leave the other guests with impressions that the leaders in the Army, and the Corps of Cadets are not as trustworthy or reputable as was once perceived.
  o For many people in attendance this could very well be their first interaction with West Point cadets. Think about how their perceptions about the academy and cadets are impacted by this one instance.

• **Question 3:** What does the drunk cadet’s actions and decisions say about his trustworthiness to those in attendance at this event? Why?
The actions by this cadet greatly affect the ability to trust him to do the right thing.
This is a social setting environment with minimal supervision and the cadet fails to control his own personal behavior. How can he be trusted with greater responsibility, such as the welfare of Soldiers, if he cannot take care of himself?
This cadet may be a tactically sound individual but it is clearly demonstrated that he is lacking in personal maturity and development.
First impressions, whether accurate or inaccurate, can affect the ability to develop trust with fellow Soldiers and leaders.

Question 4: What do the drunk cadet’s actions and decisions say about the trustworthiness of the Corps of Cadets to the guests of this event?
In this instance one cadet has failed to consume alcohol at an appropriate level and begins acting in a manner that is inconsistent with the Army Ethic.
There are individuals in attendance at this social function that may never have encountered a West Point cadet before. Their first impression would then be this one cadet who has acted foolishly in front of everyone else.
This question relates back to trust and honorable living; an individual or a unit can work hard to establish and maintain trust and professionalism but it only takes one event to ruin that reputation and trust.

Scenario #2
This scenario is a true story from 2012. PFC Sam was an out Soldier who kept to himself, and did excellent work in the Company Operations section.
The central conflict of this scenario is the way the other Soldiers represented the profession by degrading and harassing PFC Sam.
They disagreed with PFC Sam’s lifestyle, but decided to take their feelings to an inappropriate level by publicly berating and degrading him.
SPC Jones helps his battle buddy by seeking a resolution to the harassment with the Chain of Command.

Question 1: What are some possible actions you and your PSG can take to address this situation regarding PFC Sam?
Your Plebe should understand this behavior is inconsistent with every tenant of the Army Ethic.
The actions against PFC Sam are malicious in nature.
You and the PSG could personally address the issue by going to the barracks where the individuals live and reprimanding the Soldiers for the way that they have been treating PFC Sam.

Another possible course of action is going to the company commander and informing him of the situation.

Another course of action is that PFC Sam, or even SPC Jones could file a report of sexual harassment in accordance with SHARP protocols.

### Question 2: How do the actions of SPC Jones match up with the Army Ethic in this case?

- SPC Jones demonstrates the personal courage to stand up for PFC Sam.
- Even though PFC Sam says that the behavior from the other Soldiers does not bother him, SPC Jones realizes that condoning this demeaning behavior would be a disservice to PFC Sam and the Army profession.
- SPC Jones puts aside any personal feelings or fear of what fellow Soldiers may think about him and confronts the situation by utilizing his chain of command to raise awareness.
- At the same time SPC Jones is holding his fellow Soldiers accountable for their actions against PFC Sam. If he chose not to respond to this situation then there is a possibility that things could continue spiral into more vicious actions being taken against PFC Sam.
- What we see in this situation is a Soldier standing up for the welfare of another Soldier; this demonstrates the courage, commitment, professionalism, and character that all Soldiers should strive to adhere to and live by.

### Question 3: How do the actions of the Soldiers who heckled PFC Sam match up with the Army Ethic in this case?

- The Soldiers in this scenario that have heckled and antagonized PFC Sam are not adhering to the Army Ethic.
- The tenant of respect is clearly being violated by these Soldiers. Their actions and decisions to continue heckling PFC Sam reflect their inability to control themselves, and their friends, behavior.
- There is also the fact that these actions were witnessed by members of the public.
- As representatives of the Army the Soldiers’ disrespectful behavior has communicated a message of intolerance and malice to the other patrons of the bar and restaurant.
- Those individuals may then look at the Army as an inhospitable institution that degrades and belittles its own members. Why would someone want to serve the nation, only to be constantly ridiculed and harassed?
As future leaders we have the responsibility to defend the wellbeing of all members of our profession. When we allow this kind of behavior to persist we are only hurting the organization.

**Question 4: How has trustworthiness been continued or damaged in this scenario?**
- SPC Jones has demonstrated trustworthiness in this scenario by standing up for PFC Sam.
- SPC Jones understands that allowing this kind of behavior to continue is unacceptable and that he must act.
- The Soldiers who harass PFC Sam lack respect, maturity, and the professionalism needed to represent the American people and maintain the nation’s trust.
- It is not that they dislike PFC Sam’s lifestyle; it is that they lack the self control to keep from harassing and belittling him.

**Reflection Questions**

**Question 1: Are you a trustworthy person? Describe what you do and how you know that you are trustworthy.**
- This question has the Plebe determine how they thing they are being trustworthy.
- The description of trustworthiness should not just describe how they can be trusted by other people, but also how they represent their Unit, the Corps, and the Army in all environments.
- We must remember that we are symbols to the American People, our allies, and our enemies.
- The way we act communicates what our institution values. We maintain trustworthiness through living in accordance with our professional values in all areas of our life.

**Question 2: What specific behaviors and actions can you take to improve your trustworthiness in all environments?**
- Once we have identified what we are doing to be trustworthy, how can we improve?
- The Plebe should be identifying specific actions and behaviors they want to change or alter to make the improvements.
- As your Plebe’s leader use the answers in this question to track their progress through the term.
- The answers to this question provide points to follow up on in counseling throughout the term.

**Question 3: What have you learned about how Cadets represent the Corps and the Army from your experiences in Cadet Basic Training,}
the Academic Year, and your time away from West Point (on privileges, or leave)?

- This question is a chance to identify ways in which Cadets have been building or maintaining trustworthiness for the Corps and the Army, or ways in which they have been breaking down trust.
- Looking back at how people have acted in social settings, at football games, while on walking privileges, and on leave provides pools of experience to see how some Cadets have acted inappropriately, violating the Army Ethic, and how some have upheld the standards.
- This is not just a chance to point fingers at others, but a question aimed at identifying how your actions reflect on the institution.

- **Question 4: Think about your behaviors, in the above environments. What do they say about yourself, the Corps, or the Army to a stranger?**
  - In this question the Plebe thinks on their own actions to see if they have been upholding the standards, or if they should be looking to improve their actions and be more self aware.
  - Being aware of how your actions communicate with other people is critical to being a member of a public institution like West Point or the Army.
  - We must act in accordance with the values we espouse. To do otherwise leads to hypocrisy, and a lowering of trust.
Social Module Lesson 1: Situation Report (SITREP)

1. Unit Conducting Training: ________________________________

2. Lesson: ________________________________

3. Date/Time Lesson Conducted: ________________________________

4. Location of Lesson: ________________________________

5. Topics (aside from lesson title) Discussed:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

6. Sustains of Lesson Conducted:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

7. Improves of Lesson Conducted:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

8. Successes/ Highlights from Lesson or Week:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

9. Issues/Concerns from Lesson or Week:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Lesson 2: Selfishness versus Selflessness

Lesson Objectives:
1. Cadets discuss the impacts of selfish behavior have on a team.
2. Cadets analyze two scenarios to discuss the impact of selfishness versus selflessness.
3. Cadets reflect on how duty applies at all times in their lives.

Exercise 1: Selfishness versus Selflessness

What follows are several discussion questions. Take 3-5 minutes per question to formulate a response and discuss each question.

Upon accepting an appointment to the United States Military Academy, each cadet makes the choice to serve others. As a cadet and a future Army professional, you must comply with social standards to uphold the trust that is inherent in that role. Adherence to the Army Values and the values of Duty, Honor, Country is necessary at all times and in all aspects of life.

1. Describe what “selfishness versus selflessness” means in your own words.

2. How does selfishness and selflessness relate to your service at West Point and in the Army?

3. What are the impacts, within a team, when members act out of selfishness?
For Consideration

As an Army professional, you accept the Army Values and comply with them. ADRP 1 *The Army Profession* states that “Duty [means] fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team….You fulfill your obligations as a part of your unit every time you resist the temptation to take “shortcuts” that might undermine the integrity of the final product.”

ADRP-1 *The Army Profession* states that “A profession is a trusted, disciplined, and relatively autonomous vocation whose members-

- Provide a unique and vital service to society, without which it could not flourish.
- Provide this service by developing and applying expert knowledge.
- Earn the trust of society through ethical, effective, and efficient practice.
- Establish and uphold the discipline and standards of their art and science, including the responsibility for professional development and certification.
- Are granted significant autonomy and discretion in the practice of their profession on behalf of society.”

When cadets and Army professionals act out of selfishness, they jeopardize trust and their actions can have negative impacts on themselves, their units, and the Army.

We joined the Army to serve the people of our Nation. Serving others means subordinating your personal desires, and sometimes freedoms, in order to assist others in accomplishing what they wish. As servants to the Nation we volunteer to act within certain professional codes of conduct so that we can more effectively do our job.

Acting selfishly works in opposition to what we volunteered to do as cadets and Army Officers. When you act out of pure self interest in choosing to break the law, to assault or harass others, and/or live outside of our professional values, you damage the capability of your team to trust you. You also damage the trust afforded to the Army because you are demonstrating that you act on your own personal desires, instead of considering what is best for your teammates, and the profession you serve.

Caring more about personal pleasure, or being liked over being respected and trustworthy professional damages your team’s ability to rely on you in tough situations. Professionals are able to exercise self control in all situations, and uphold our values in all aspects of their lives. Through demonstrated behaviors and decisions professionals foster a reputation of being trustworthy. If all members of a team demonstrate trustworthiness and competence, then the team can fully focus on accomplishing the mission well. If there is mistrust and low competency, a team will need to spend time
double checking each other to ensure tasks are being done to standard. This extra friction leads to a diminished capability for the group.

How you act in all parts of your life contributes to your trustworthiness. Acting selfishly leads to behaviors which can damage your trustworthiness, and only communicate that you put your personal wants before the groups needs. If you put your own wants in front of the groups needs, what will you do when the group is in a high stress, high danger situation? Will you risk yourself for your teammates, or will you act for yourself? This is the heart of why we, as selfless servants, need to be self aware of our actions and decisions at all times. How we build trust for ourselves and our profession translates into real functional capabilities for our units and the Army.
Scenario #1

CDT X is at the football game and his Platoon Leader, CDT Y, calls him over. CDT Y and his friends put some additional medals, rank, and badges on CDT X’s uniform and send him on a mission. The mission is to go into the crowd of the opposing team and bring back some women for CDT Y and friends to meet. CDT X doesn’t feel comfortable with this mission. He knows that he hasn’t earned the medals and badges, but CDT Y told him that it was ok to go do this. What should CDT X do?

1. Is anyone being selfish in this scenario? Who?

2. Why does this degrade trust? Whose trust has been degraded?

3. Is this action benign? What implications could come from this mission?
CDT X and CDT Y are at a party with some civilian friends who are known drug users. Some people are smoking marijuana and want the cadets to join them. CDT Y leaves the party and tries to get CDT X to leave with her. CDT X stays at the party and thinks CDT Y didn't have to go. CDT X says no to smoking, but to fit in with the crowd, she allows her friends to take a picture of her holding marijuana paraphernalia. CDT X’s friends post the picture to a popular photo sharing social media site with tags including glamorization of drugs verbiage, CDT X’s social media account name, and USMA. The next day, CDT X is called in to see her TAC Officer to talk about the pictures.

1. Did CDT X and Y demonstrate selfish behavior by going to a party with known drug users? Why or why not?

2. Did CDT X demonstrate a sense of duty or selfless behavior by going to this party or by taking the picture? Why?

3. Seven years after this party, CDT X is now CPT X and commanding a company. CDT X’s Soldiers find the picture and circulate it through the company and up to the Battalion Commander, who is also a USMA graduate. How does the split second decision by CDT X have long term effects on her life and who/what is impacted by the discovery of this picture?
For Consideration

ADRP 1 *The Army Profession* describes stewardship of the profession and states “Our decisions and actions must be right, both for today and for tomorrow. All Army professionals have the duty to be faithful, responsible, and accountable stewards, advancing the Army Profession, strengthening the Army culture of trust and conveying the legacy we inherited from those who led the way.”
Reflection Questions

1. How do you apply selfless behavior in all environments (professional, social, and online)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. When you are faced with crossroads decision, how do you make your choice? Do you keep the Army Values in mind when making decisions at all times?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How do you continually reinforce your trustworthiness through your actions and decisions?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Facilitator Notes

Introduction

- These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
- This learning is designed to be done face to face.
- The Team Leader should encourage their Plebe to engage in open candid dialogue and provide their actual thoughts and not the answer that they may think is the “right” answer.

Lesson Objectives:

- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Personal Responsibility to Live by the Code

- **Question 1: Describe what “selfishness versus selflessness” means in your own words.**
  - Your Plebe is defining this term in their words.

- **Question 2: How does selfishness and selflessness relate to your service at West Point and in the Army?**
  - This question centers the Plebe exploring how acting selfishly or acting selflessly interacts with their daily experiences as a cadet.
  - We experience decisions which provide us a choice between acting selfishly or selflessly each and every day.
  - Some examples are:
    - Do I help a friend with their homework, or do I just watch TV instead?
    - Should I eat healthy food for my work out tomorrow, or have another beer and pizza?
    - Do I get a head start on my paper, or put it off to the last minute and wing it?
    - Do I vent my frustration at another cadet by posting a hateful message on Yik-Yak, or do I just keep my thoughts to myself because saying these things wouldn’t be the right thing to do?
    - Do I confront that classmate who keeps inappropriately grabbing our friend at the Firstie Club, or do I walk away because I’m uncomfortable?
  - These questions may not seem closely related to combat operations, but they are foundational to making ethical decisions.
  - Your Plebe should be able to identify some of these decisions, and how they are opportunities to develop good habits of making decisions which are more selfless in nature than selfish.
Question 3: What are the impacts, within a team, when members act out of selfishness?

- The Plebe’s answer should contain some of the following elements:
  - Degradation of trust
  - Choosing what “I want” over what is best for the team
  - Breakdown of communication

- Even actions that are not directly related to the team’s function can impact the interpersonal relationships on the team.

- Soldiers who continually break the law and who are sub-standard performers are points of frustration for the leadership, and fellow Soldiers.

- Not only do their actions tarnish the reputation of the unit, but their absence and distraction from training damages the unit’s competency, and ability to efficiently work together.

- Imagine working on a project where you need every single person pulling their own weight. This operation takes everyone’s particular skills to accomplish the task the best that it can be done.

- Then imagine a person who only shows up to practice or study-group sporadically, and often chooses to do whatever they want, instead of the agreed upon plan. How efficiently can the team do their task?

- Selfish behavior, like abusing alcohol to the point of dysfunction, harassing and abusing others, or even acting in a way that paints your unit or team in a poor light, can all add dysfunction to the group’s ability to act.

- Your actions reflect upon yourself, your unit, and the institution. Act in a way that makes your team proud to have you as a member, not the opposite.

For Consideration: These portions offer a bit more context for the introductory questions.

The choices that people make may, on the surface, seem harmless, but may sometimes have deeper impacts. It is important that all cadets and Army professionals live by the Army Values and strive to live honorably in all they do.

Title 10 US Code- Armed Forces Subtitle B- Army Section 3583
Requirement of exemplary conduct Statute states:

All Commanding officers and others in authority in the Army are required-
(1) to show in themselves a good example of virtue, honor, patriotism, and subordination;
(2) to be vigilant in inspecting the conduct of all persons who are placed under their command;
(3) to guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Army, all persons who are guilty of them; and
(4) to take all necessary and proper measures, under the laws regulations, customs, of the Army, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge.

Scenario #1
- At the end of the scenario, the Plebe should answer what CDT X should do.
  o Have the Plebe explain why they think CDT X should or should not go on the mission.
  o The bottom line is that this mission is a violation of the Cadet Honor Code (Lying) and not in accordance with the Army Values and Duty, Honor, Country.
  o CDT X should not go on this mission and should confront the Platoon Leader about this unethical order.
  o The Plebe can also suggest CDT X approach his TAC to report these actions if CDT X is uncomfortable approaching the Platoon Leader.

- Question 1: Is anyone being selfish in this scenario? Who?
  o This should have these possible answers:
    - Platoon Leader,
    - Friends
    - CDT X (if the Plebe thinks CDT X should go on the mission).
  o The actions are selfish because CDT Y and friends are willing to encourage another cadet to lie about their accomplishments in the Army in order to lure women over under false pretenses.
  o The people that they meet believe that CDT X, as an honorable member of the Armed Forces, has demonstrated the competency and honorable behavior to earn those symbols of recognition.
  o The cadets in this case are cashing-in the credit and reputation of the Army to personally gain at the exploitation of another person.
  o Have your Plebe identify what Army Values this practice violates.
  o Does this action warrant a violation under the lying tenet of the Cadet Honor Code? Wearing unearned badges is a form of communication with the intent to deceive.
  o Think of the revulsion shown by people regarding stolen valor cases.

- Question 2: Why does this degrade trust? Whose trust has been degraded?
- The Plebe should talk specifically about the how this action degrades trust by giving unethical orders and the deception this action creates.
- This is not just a degradation of trust between the Plebe and the Platoon Leader, but the second and third order effects and degradation of trust that this order could have on the Platoon, Company, Corps of Cadets, and with the public trust.
- In this case a selfish act aimed at meeting women has the potential to damage the trust of several layers of units in the Corps, as well as break the trust of some of the American people with their Army.

- **Question 3: Is this action benign? What implications could come from this mission?**
  - Tolerance of this action is not benign.
  - This answer should have these possible themes:
    - Embarrassment of self and Corps of Cadets
    - Abuse of subordinates
    - Unethical orders
    - Discredit to USMA
    - Predatory behavior
    - At the most basic level, this action constitutes a violation of the Cadet Honor Code.
  - This act, if conducted, is not benign, and the Plebe should understand that these actions have more implications than only meeting some women at a game, and making CDT X uncomfortable.

**Scenario #2**
- This scenario occurs during a time off duty. Many cadets are faced with situations similar to this when they have civilian friends that are not required to live by a structured value set.

- **Question 1: Did CDT X and Y demonstrate selfish behavior by going to a party with known drug users? Why or why not?**
  - The response should have some of the following elements:
    - This action is going against Army Values and policies
    - Leaving a battle buddy
    - Disregarding standards to fit in
    - Conduct unbecoming of a cadet and an Army professional
    - Degradation of trust between CDT X and Y.

- **Question 2: Did CDT X demonstrate a sense of duty or selfless behavior by going to this party or by taking the picture? Why?**
The Plebe should understand that even though CDT X did not use drugs, the fact that she chose to remain in a situation that is unbecoming of a cadet goes against the Army Values.

The focus on this scenario is to understand that there can be serious consequences even when you are off duty.

- As a cadet and an Army professional, you are always on duty and should always demonstrate a sense of duty and selfless service.

With this picture being posted to public social media sites, it now can be used to associate military service members with drug use.

Though the cadet’s actions only meant for her to fit in, now there is a photograph that can be used to show that West Point Cadets do not live by the values the institution espouses.

In cases like this, even if marijuana is legal where the party was at, as a member of the military it is a prohibited substance. Therefore the service member should be aware of how posing with drug paraphernalia would be perceived.

The picture implies that she was using the drug, and so there are potential consequences for her when she returns to her unit, as well as for her image, and the image of the Corps, and the Army.

**Question 3: Seven years after this party, CDT X is now CPT X and commanding a company. CDT X’s Soldiers find the picture and circulate it through the company and up to the Battalion Commander, who is also a USMA graduate. How does the split second decision by CDT X have long term effects on her life and who/what is impacted by the discovery of this picture?**

- Many actions that occur when you are young can resurface later in life due to the internet and social media.
- It is important to always do what’s right and act selflessly even if you think no one is watching.
- Some themes of this answer could be:
  - Trust between CPT X (CDT X) and her Soldiers
  - The perceived sense of hypocrisy regarding CPT X’s command authority on the subject of drug enforcement
  - The trust from her Battalion Commander
  - The reputation of USMA
  - The reputation of the Army leaders and how they uphold the values they are supposed to enforce.
- How would your Plebe view CPT X if they were in the company?
How would you feel if these pictures were shared with other units? Would you feel embarrassed? Why or why not?

In one selfish act years ago, but as a member of the Army, CPT X has demonstrated that there may be a conflict between how she lives and what she enforces among her Soldiers.

- Cadets should think about every action they do and understand the second and third order effects of their decisions.
- Cadets should be aware of the consequences of making decisions and also the consequences of posting pictures to social media.
- Many sites on social media outlets highlight bad decisions specifically by military members.
- The below articles examples of Soldiers posting potential dishonorable acts on social media:

For Consideration:
Cadets face challenging situations throughout their cadet career. It is important that they continue to steward the profession during each of the decision making process. Your Plebe should understand that sometimes the right decision isn’t always the easiest decision but it is always the right decision.

Reflection Questions
- The intent of the asking these questions are to get your Plebe to think about themselves, and how they apply selfless behavior in all environments and during decision making.
- Your Plebe needs to understand that they have voluntarily entered a profession that expects them to hold themselves to a high standard of professionalism.
- The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection. L
- Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader. It is important to capture AAR information for your own facilitation improvement, but also so you can inform your leaders about how training is going.
Social Module Lesson 2 Situation Report (SITREP)

1. Unit Conducting Training: __________________________

2. Lesson: _________________________________________

3. Date/Time Lesson Conducted: ______________________

4. Location of Lesson: ________________________________

5. Topics (aside from lesson title) Discussed: 
   ________________________________________________
   ________________________________________________
   ________________________________________________

6. Sustains of Lesson Conducted: 
   ________________________________________________
   ________________________________________________
   ________________________________________________

7. Improves of Lesson Conducted: 
   ________________________________________________
   ________________________________________________
   ________________________________________________

8. Successes/ Highlights from Lesson or Week: 
   ________________________________________________
   ________________________________________________
   ________________________________________________

9. Issues/Concerns from Lesson or Week: 
   ________________________________________________
   ________________________________________________
   ________________________________________________
Lesson 3: No Compartmentalizing

Lesson Objectives:
1. Cadets define the concept of being “on and off duty.”
2. Cadets discuss what it means to represent West Point and the Army 24/7.
3. Cadets analyze two scenarios to address the effects of compartmentalizing.
4. Cadets reflect on their ability to compartmentalize and how to address this issue.

Exercise 1: Defining the Concept of Being on Duty

1. What does it mean to compartmentalize your thoughts and actions? What does it mean to compartmentalize your life?

2. What does it mean to be “on duty” vs. “off duty?”

3. Why is it important that our oaths and values need to be adhered to at all times?

Exercise 2: Representing West Point and the Army

What follows are several discussion questions on the trust that has been established within West Point and the Army and how lack of good conduct breaks down that trust. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. How does it break down the trust of the entire academy when one cadet acts with a lack of character?
2. Why can’t you be one way when you are on duty and a completely different person when you are off duty?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

3. What is an example of negative media coverage that has made you question an organization as a whole?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________

4. How do you encourage those in your organization to stop compartmentalizing behaviors?

________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
A West Point cadet was convicted of amassing a collection of child pornography and sharing it over the Internet. A federal court jury in White Plains found Cadet X guilty of possessing and distributing pornographic photos and videos. Cadet X faces a mandatory minimum of five years in prison on the distribution conviction. No sentencing date was immediately set. He has been on leave at the U.S. Military Academy since his arrest, one semester short of graduation. The academy said then that the allegations against Cadet X were "inconsistent with the values of the U.S. Military Academy and the Army." On, the academy issued a statement saying it would take action to "separate" Cadet X from West Point.

Cadet X was arrested at his barracks by Homeland Security agents. The government said emails expressing interest in child pornography had been traced to Cadet X from Idaho.

When agents questioned Cadet X, he "confessed in full," the prosecutor said in the trial's opening statements. But Cadet X's lawyer responded that the agents' questioning and their search of his room were improper. He suggested that investigators settled on Cadet X as their suspect too soon, noting that another cadet used the same room and many cadets had access to a West Point wireless network. The prosecutor said Cadet X used his cell phone and a Dropbox account to collect "hundreds of shocking portrayals of children" and then engaged in trading over the Internet. She told jurors he had transmitted an email message saying he was interested in images of "boys tied up and being forced to do things."

She warned them that they would be seeing disturbing, graphic evidence

How does an incident like this impact the trust people have in West Point?

How does this situation compare to how cadets compartmentalize their on duty/off duty mentality?
Scenario #2
Read an excerpt from the following Article:

WEST POINT – Two people were rescued from the Hudson River late Wednesday night near West Point and Constitution Island by a member of the West Point Swimming Team and a friend who swam out.

Calls came in around 10 p.m. of two people in the river calling for help. They had been kayaking and had been stranded for hours in the river. Cadet X, a member of the swim team, and a friend, swam out and stayed with the kayakers treading water for about 20 minutes until a rescue boat arrived.

Other cadets were also involved in the rescue. Cadet Y, also jumped in the water with Cadet X, while Cadet Z, notified emergency services about the situation. Both were also members of the Army swim team. The cadets had heard a call for help from the direction of the river and although it was too dark to see anything, they realized someone was in the water and needed assistance. Cadet X and Y dove in the cold, dark river and swam some 300 to 400 yards to get to the kayakers. A powerboat operated by a crew team officer representative, along with an assistant coach, arrived 20 minutes later to assist them to shore along with the West Point Military Police and Fire Department. The kayakers were treated for hypothermia on the dock at West Point and transported to an area hospital for observation.

How does these cadets reaction to this situation build trust and confidence in USMA?

If the cadets had decided they were off duty and not willing to help, how would this situation be different?
Reflection Questions

1. Have you ever found yourself compartmentalizing your life? How so? Was there a negative impact?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How can you encourage your peers and subordinates to always act in a professional manner?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Facilitator Notes
Introduction
- The Team Leader is the primary facilitator and discussion leader in these lessons.
- These lessons are designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:
- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Defining the Concept of Being on Duty
- Question 1: What does it mean to compartmentalize your thoughts and actions? What does it mean to compartmentalize your life?
  - When discussing compartmentalization, dictionary.com says it is: to divide into categories.
  - The issue that comes with compartmentalizing is based on actions that do not blend with the values we have sworn to uphold.
  - Dictionary.com describes duty as: something that one is expected or required to do by moral or legal obligation.
  - Keep this definition in mind when identifying compartmentalized behaviors and decisions which conflict with our duty as members of the Army.

- Question 2: What does it mean to be “on duty?”
  - In this question there may arise a conflict between being “at work” vs., being at home or in your room.
    - There are times where you will not be required to be at your place of duty. It must be understood that “on duty” and “off duty” are terms which can reflect when you are doing your military job, and when you are being permitted to rest and take care of personal business.
    - Just because we are permitted to go to our rooms, or off post residences does not mean the expectations for our behavior change.
    - We are expected, through our oaths, to live up to the professional values at all times.
  - Civilian colleges and civilian jobs may have less rigid of an expectation for your behavior outside of the classroom or office space, but in many cases they will also expect you to act in accordance with certain values and ethical practices.
    - Getting arrested for public drunkenness can lead to suspension from civilian universities or firings/delayed promotions in corporations.
- What you do outside of the workplace reflects on your capabilities as a whole.
- Decisions made away from the workplace may communicate to your bosses or leadership that you may have flaws which would not make you a welcome part of their organization.

- **Question 3: Why is it important that our oaths and values need to be adhered to at all times?**
  
  - Our profession is one where readiness and reliability are critical to our unique function for the Nation.
    - The Army deploys anywhere in the world, and is expected to accomplish the mission placed before them.
    - You have to be able to function in many different types of situations and environments, while still accomplishing tasks well.
    - People will have to make life or death decisions without having met each other before.
  
  - This is why the Army has established a set of values, in accordance with the will of the American people.
    - These values orient the entire force in regards to moral ethical behavior and decision making.
    - We must be able to use these values to make decisions at all times in our lives, and in every context.
  
  - Our oaths obligate us to live under these values at all times because we are expected to be ready to do our jobs at all times.
  
  - As members of the Nation who are allowed to use extreme force to possibly take life, we are expected to be reliable people who will act in a way the American people can depend on.
    - If we had values that were only able to apply to part of our lives, our behavior could become inconsistent with the wishes of the American people.

**Exercise Two: Representing West Point and the Army**

- **Question 1: How does it break down the trust of the entire academy when one cadet acts with a lack of character?**
  
  - The actions of an individual reflect on the entire organization.
    - When an individual in the Army sexually assaults someone, the entire Army is scrutinized.
    - When a Soldier gets a Driving Under the Influence citation he may be the only one directly punished,
but his example may be extrapolated by others to reflect a general attitude of Soldiers.

- In this question, let your plebe give you specific examples of how unethical or disrespectful behavior could be damaging to West Point and the Corps of Cadets. What are some examples where the actions of a few were used to label the rest of the group as bad?

- **Question 2: Why can’t you be one way when you are on duty and a completely different person when you are off duty?**
  - As a Soldier and leader we are expected to maintain a professional standard at all times; this includes on and off duty.
  - The Army Ethic, the foundational framework for guiding our moral principles and decision making, states that “We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives” [ADRP-1].
  - We are expected to be reliable in all environments and under various conditions.
  - Acting one way at work, and another way in other settings communicates a lack of consistent reliability.

- **Question 3: What is an example of negative media coverage that has made you question an organization as a whole?**
  - Asking if your plebe has heard negative media coverage in the past that changed how they felt about an organization.
  - Allow them to reflect on whether the negativity came from an individual or the institution as a whole.
  - Ensure you have some examples in case your plebe is unable to answer the question.
  - Possible examples could be
    - The behavior of corporate executives who took the company’s pension funds.
    - Another example could be the actions of several athletes who cheated, leading to implications that the whole sport is corrupt.

- **Question 4: How do you encourage those in your organization to stop compartmentalizing behaviors?**
  - We have to take ownership for all our behaviors, both on and off duty.
  - Cadets and Soldiers cannot demonstrate a lack of judgment and maturity when “off duty” and be an outstanding cadet “on duty” and expect that the two will not impact one another.
Part demonstrating reliability involves possessing the maturity to recognize the responsibilities we have voluntarily obligated ourselves to.

- If we want to be successful leaders, we have to uphold our professional values in all areas of our life.
- This does not mean that there is no room to be an individual or to live life in a way that we can enjoy. However we have decided to subordinate some of our freedom to live in a way that betters our institution.
- This selfless service enables us to work with all the various people in our Army, while also building the required trust with those teammates, and those we serve (the American people).

Scenario #1

- This is a real scenario (you can read the article at: http://www.navytimes.com/story/military/crime/2015/06/23/west-point-cadet-guilty-of-possessing-child-porn/29173553/)
- In this XY Case, we are shown how leading dual lives communicates lack of trustworthiness, and a sense that you are not fully committed to the values of your profession.
- West Point is a trusted community
  - This cadet possessing child pornography will make society question cadets’ moral and ethical background. It destroys the trust within an organization. Because a perception held by those around this cadet might have been vastly different from what his actions demonstrate.
- In this case if the cadet had been applying the Army Values across all aspects of his life he may have realized that this behavior is in violation of the law, and as such a violation of his oath to uphold and defend the U.S. Constitution.
- These actions lead to doubt about the honorable behavior of other members of the Corps.
  - This may seem unfair, but the question may be asked, “If this guy was allowed into this premier leadership institution, who else is doing illegal activities in the Corps?”
  - This doubt leads to damaged trust between the public and the institution of West Point and by extension the Army.

Scenario #2

- This is a real scenario (you can read the article at: http://www.midhudsonnews.com/News/2013/May/23/Hudson_rescue-23May13.html)
- This is a positive XY case to show the trust and confidence that can be built within a community based on a few individuals’ heroic actions.
• It is single actions, as depicted in this article, and the constant demonstration of honorable and trustworthy behavior that continues to support West Point’s role as a trusted institution.

Reflection Questions
• The intent of the asking these questions are to get your Plebe to reflect on themselves and their organization and how they can improve the overall trust and own their actions.
• The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection.
• Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader. It is important to capture AAR information for your own facilitation improvement, but also so you can inform your leaders about how training is going.
Social Module Lesson 3: Situation Report (SITREP)

1. Unit Conducting Training: _________________________________

2. Lesson: ________________________________________________

3. Date/Time Lesson Conducted: ____________________________

4. Location of Lesson: ______________________________________

5. Topics (aside from lesson title) Discussed:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

6. Sustains of Lesson Conducted:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

7. Improves of Lesson Conducted:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

8. Successes/ Highlights from Lesson or Week:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________

9. Issues/Concerns from Lesson or Week:
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
   _________________________________________________________
Lesson 4: Communicating Trustworthiness

Lesson Objectives:
1. Cadets discuss what differences there is between Organizational Trust and Individual Trust of Soldiers by the American People.
2. Cadets discuss how we demonstrate trustworthiness in our daily actions.
3. Cadets discuss how trust is built or destroyed on duty, off duty, and online (Social Media).
4. Cadets examine an X-Y Case or find current articles to reflect/discuss how Trust was impacted positively or negatively.

Exercise One: Reflecting on Trust

1. What did you know about the Army prior to coming to West Point and does what you knew reflect how you as an American trusted the military?

2. Reflect on examples of people in your life that you trust that are not in the Military. What is unique about who they are and or what they do that regards your trust?
3. What purpose or role does the Army have that makes Americans trust us? Is there something really that different between the Army and other professions? (Teachers, Policeman, Fireman, Coaches)

Exercise Two: Reflecting on our actions, words, and behaviors which can impact trust

We will now look at some things you can do that might impact trust of others in you, or impact trust others have in the Army because of your affiliation with West Point and the Army.

1. This might be tough, but imagine you created a one of a kind piece of technology that tells you when you first meet a person whether or not you should trust them. What if you had a biometric device on your cell phone that can scan a person’s eyes and face and shows you who to trust? If you could make that and everyone bought it you could make millions. But how would you know if you could trust an organization that that same person works for? Trusting an individual is one thing, trusting the organization? So what would make you trust the organization?
2. How does trusting an organization differ than trusting an individual?
Read this X-Y case and determine if any of the actions advanced trust in the organization or degraded trust in the organization.

A cadet from the Class of 2012 made an allegation in her Yearling year that her Company TAC NCO had on two occasions walked into the bathrooms while she was in the shower. In both cases, it seemed like an accident but she wasn’t sure. An investigation was initiated by the Commandant and BTO and there was no evidence found to support her claim. The TAC NCO was highly respected, a combat veteran and admired by all in the Company, including many females. This event occurred in the fall of the cadet’s Yearling Year. The BTO and Commandant decided to still transfer the TAC NCO out of the company. For over a year the cadet was ostracized. No one in her Company acknowledged her, spoke to her, or involved her in company events. The treatment became so bad and negative that she requested to be transferred to another Company. Her old company members held her responsible for the TAC NCO being transferred out of the company without any evidence to support her claims.

1. What do you think about this incident so far? Could you find yourself on the side of the rest of the Company?

Later in the Cadet’s Firstie year new evidence surfaced which found that the TAC NCO had photos of several female cadets, including the original cadet in the shower. This resulted in a court martial for the TAC NCO. The TAC NCO was found guilty on several charges, dishonorably discharged and sentenced to prison. Only one of the cadets who initially refuted the allegations ever reached out to the cadet to apologize.

2. How do you think the actions of the Platoon impacted their trustworthiness?
3. Do you think cadets “jump to conclusions”, rely on gossip, or social media to inform their opinions?


4. How does retaliation against those who report possible incidents of Sexual Harassment and Sexual assault damage the trust of the Corps?
Scenario #2

You see a cadet that you know at an event in New York City. You overhear the cadet telling stories about West Point and telling the people who they are with how bad West Point sucks, and how stupid drill and ceremony training, standing during football games, wearing uniforms to class, pulling guard duty in the rain and snow, having to conform to a dress code, and having to get haircuts and shave every day is!. Then this cadet see’s you and asks you for your opinion.

1. First, reflect on your true opinion on these same examples the cadet is complaining about. Do you feel the same way? Is that okay?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Do you think doing all those things well communicates trust to anyone?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. How could you communicate trust in you and the organization in a positive way when answering this cadet’s question, in front of all the civilian friends? And would it mean you might have to tell a “White Lie” or could you be honest? And if so how?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
4. How might this situation cause someone with no clue about the Army to lose trust and faith in the Army just by what a few cadets say in a bar on the weekend?

Exercise Three:

Find an article of a recent example of how a professional in an organization did something that eroded the trust in an organization. Bring that in and ask your Team Leader the following:

1. What would happen to someone you know at West Point?

2. What would happen if this were me?

3. If this same event happened to a Soldier in the Army would you trust the Army more or less and why?
Facilitator Notes
Introduction
• These lessons are intended to be a guided discussion between a Team Leader and their Plebe(s).
• The Team Leader is the primary facilitator and discussion leader in these lessons.
• This learning is designed to be done face to face.
• As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:
• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Reflecting on Trust

• **Question 1:** What did you know about the Army prior to coming to West Point and does what you knew reflect how you as an American trusted the military?
  o Your Plebe’s answer is not wrong; it comes from their perspective. Consider how their answer might be similar or different than your own.
  o Is that because of your expanded understanding of West Point and the Army after 1 year at West Point?

• **Question 2:** Reflect on examples of people in your life that you trust that are not in the Military. What is unique about who they are and or what they do that regards your trust?
  o Try and find examples of your own.
  o Ask your plebe if there are any similarities between examples they listed and examples they have seen here at West Point. What are they?

• **Question 3:** What purpose or role does the Army have that makes Americans trust us? Is there something really that different between the Army and other professions? (Teachers, Policeman, Fireman, Coaches)
  o Key for you as the yearling to understand and help the Plebe to understand are the following:
    ▪ What makes the Army most fundamentally different is the LETHAL capabilities our Army has….we can literally kill or destroy.
    ▪ Being able to discern when and how to apply that lethal capability is an entirely different issue.
    ▪ Cadets need to understand that ultimately our Nation expects us to defend our nation, but also to defend our Nation morally and ethically.
In your Plebe's answer to the second and third question:
  o Allow them time to reflect.
  o The answer should be full and complete thought.
  o It is okay for you and your Plebe to have differences of opinions.
  o Have your plebe explain his or her answers but don’t debate it.
Exercise Two: Reflecting on Actions, Words, and Behaviors that can impact Trust

- Question 1 and 2: Reflecting on our actions, words, and behaviors which can impact trust: This might be tough, but imagine you created a one of a kind piece of technology that tells you when you first meet a person whether or not you should trust them. What if you had a biometric device on your cell phone that can scan a person’s eyes and face and shows you who to trust? If you could make that and everyone bought it you could make millions. But how would you know if you could trust an organization that that same person works for? Trusting an individual is one thing, trusting the organization? So what would make you trust the organization?
  - You should think about the difference between organizational trust and individual trust first.
  - This builds upon the First Lesson of the Social Module, so go back and think about concepts discussed in that lesson.
  - You really want the Plebe to understand how an individual’s actions actually affect the organization’s integrity, effectiveness, quality, and the amount of trust people have in it.

Scenario #1
- This scenario concerns a situation where a Cadet could react in a number of ways. There IS NO CORRECT answer. But there are wrong answers.
- Let the Plebe struggle with this one. Don’t offer your own opinions. You can think about what you would do, but allow your Plebe to have the time to think through what they would do.
- After they have answered all three questions review their responses again and then provide them feedback on where Empathy was or was not observed.
- Consider the actions of the Company in this scenario…
  - What did they know and when?
  - Does what they knew and when they knew explain their actions?
  - Does it make their actions right in any case? The answer is no.
  - The key takeaway your Plebe should come away with in this case is to understand that they will be faced with many situations where they don’t know all the facts and they could very easily do something or say something that could erode the trust of both themselves and the organization that others’ have in them.

- Spreading gossip, rumors or using social media to talk about issues they don’t have the facts about can be very dangerous.
Scenario #2
• Discuss with the Plebe the difference between believing in something and supporting something.
  o In this example many of the things the cadet references or complains about are common complaints of all cadets.
  o It’s okay to not enjoy, agree with, or like something or someone, it’s entirely different as a Leader to speak about it or complain about it to others.
  o What message does complaints about West Point actions have on those who have limited understanding of our Army?

• Consider if there was a West Point Graduate in the bar that overheard this conversation.
• What impact would that have on that graduate’s belief and trust that our cadets are mature and responsible leaders?

Exercise Three
• Ask your Plebe to describe their article.
• Give your Plebe a few minutes to reflect on the three questions concerning their article. Between the both of you discuss and form opinions on your own.
Social Module Lesson 4: Situation Report (SITREP)

1. Unit Conducting Training: ____________________________________________

2. Lesson: ____________________________________________

3. Date/Time Lesson Conducted: ________________________________________

4. Location of Lesson: ________________________________________________

5. Topics (aside from lesson title) Discussed:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

6. Sustains of Lesson Conducted:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

7. Improves of Lesson Conducted:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. Successes/ Highlights from Lesson or Week:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

9. Issues/Concerns from Lesson or Week:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Lesson 5: Symbols of the Nation

Lesson Objectives:
1. Cadets discuss how their actions are symbols of the groups they are a part of.
2. Cadets discuss how others make judgments' about organizations based on its membership and how those members behave
3. Cadets discuss the Strategic Roles they will have as West Point Cadets for the next four years

Exercise 1: Organizational Symbols

1. Think of the organizations your parents, or grandparents, or family members belong to. List those organizations and discuss whether or not those organizations have symbols (Physical, Social, Commercial).

2. What symbols at West Point are you most proud of and why?
3. Does the way you look in/out of uniform, or how you speak matter as a West Point Cadet?

4. Could West Point still accomplish all the same outcomes without uniforms or appearance standards? How about without standards for behavior?
Scenario #1

During Plebe Parent Weekend your family and friends arrive to visit you. You have off post privileges and you decide to go to the Palisades Mall to have dinner with your family and friends. While you are at the restaurant there is a group of individuals at the bar having a great time. They are really loud but otherwise nothing too bad. Half-way through dinner your group can hear the other group at the bar still drinking and carrying on. A few of the individuals are cursing now and then and at one point someone in the group spills their drink all over the floor. Your group continues with dinner but notice when the waiter comes to clean up the mess made at the bar the group is a bit rude. A few minutes later the group leaves the bar heading out to the movie theatre across the way. As they leave your group notices the mess they left. As one member of the group leaves you realize they are a Firstie from your company. The Firstie says hi as he passes by. Your group asks you how you know that person.

1. What do you say?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Does knowing that one person in that group was a cadet change the way you answer the question?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

3. What do you think an incident like this would make your family think about West Point Cadets? Why is this important to understand?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________


Scenario #2

You are now a First Class Cadet. You are the leader of a Cadet Trip section going to Mexico’s Military Academy in Mexico City. While on the trip you and your group are introduced to Dignitaries and General Officers from throughout the Mexican Military. You are also treated to a lunch. There are several other Foreign Cadets at this lunch. You are invited to the head table with all the other Cadet CICs and the Superintendent, Commandant and Leadership of the Mexican Military Academy. You notice throughout the lunch and during the speeches your fellow cadets are much louder than the other groups. You also notice as the lunch ends, that the table where your cadets ate at is a mess. You feel you need to say something to your hosts, but they are polite and don’t seem to take notice or care. Later in the trip one of your cadets didn’t shave that day and one of the Mexican cadets asks you if cadets have to shave in America. The trip ends and you come home but the entire time you feel like you didn’t put your best foot forward representing USMA in Mexico. Why do you feel this way?

1. Do you ever find yourself worried about how you look or what others might think about you because you are a Cadet?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Have there been times when you didn’t look your best? Did that mean you were not capable to accomplish a task to a high standard because you looked a certain way?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. Does representing USMA also mean sometimes representing the ARMY and the United States? Why is that important?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
4. How does this scenario change if it occurred here at West Point in our Mess Hall?

5. Finally, think about how the Civilian Mess Hall Workers form opinions about West Point Cadets based on how they act in the Mess Hall. Do you think Mess Hall workers believe cadets at West Point have a high level of discipline? Does this affect the trust they have in our future Leaders?
Facilitator Notes

Introduction

- The Team Leader is the primary facilitator and discussion leader in these lessons.
- This learning is designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:

- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Organizational Symbols

- In this exercise give your Plebe 3-5 minutes to come up a well constructed answer to question 1.
  - Their answer is not wrong; it comes from their own perspective.

- Try and determine why those organizations or the people that work in them have those symbols.
  - Ask your plebes if that organization could still be the same without those symbols.
  - What makes the symbol so important?
  - Remember there is no right answer, just questions to make you and your Plebe think about symbols.

- Question 2-4:
  - Have your Plebe explain why they are proud of them.
  - If your Plebe says he or she cannot think of any, ask them if there are any items they find embarrassing about West Point (uniforms, signs, etc)

- It’s useful to understand that symbols exist to help socialize and develop norms and behaviors for everyone.
- Plebes need to understand it is okay to not be comfortable with certain things but have them explain why they are not comfortable with them.
  - Don’t let them just state what they are embarrassed of, really try and see why something makes them embarrassed. Don’t judge them.
Scenario #1
- Key takeaways are below:
- We cannot control what others do or say.
- The Army and USMA are judged fairly or unfairly all the times.
- How we act off duty is just as important, if not more on how we act on duty.
- We have to understand there is no proper way to act while off duty, but here are improper ways
- This is not about alcohol, this is more about what others think about West Point and USMA and the Army when someone in that organization doesn’t live up to what we advertise.

Scenario #2
- Let the Plebe read this scenario and make sure they understand it
- Consider getting with the Chain of Command or TAC Team before this event and consider their answers to this scenario. Determine if you want to incorporate their thoughts into this lesson.
- Give your Plebe a few minutes to answer the three questions concerning the scenario.

Key takeaways for this Scenario
- Our allies and international partners know that we are the World's most expertly trained and resourced Military. They expect the same of our Academy.
- Those outside of West Point often expect higher standards of Cadets than we expect of ourselves…is that fair? Why or why not?
- Ask your Plebe to consider how they act in the Cadet Mess…does it change the scenario if we apply it to Washington Hall Cadet Mess Hall?
- What do you think the Mess Hall workers say to their friends and families about West Point Cadets in the Mess hall?
Social Module Lesson 5: Situation Report (SITREP)

1. Unit Conducting Training: __________________________________________

2. Lesson: ___________________________________________________________

3. Date/Time Lesson Conducted: _______________________________________

4. Location of Lesson: ________________________________________________

5. Topics (aside from lesson title) Discussed:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

6. Sustains of Lesson Conducted:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

7. Improves of Lesson Conducted:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

8. Successes/ Highlights from Lesson or Week:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________

9. Issues/Concerns from Lesson or Week:
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
   _________________________________________________________________
The Civic Module
<table>
<thead>
<tr>
<th>Event</th>
<th>Audience</th>
<th>Facilitator</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Overview</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Prep Session</td>
<td>CO Honor/Respect/CASHA Reps</td>
<td>SCPME</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 1</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Plebes</td>
<td>Team Leaders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firstie Discussion</td>
<td>All Firsties in a CO</td>
<td>CO CDR/1SG/Honor/Respect/CASHA Reps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cow Discussion</td>
<td>All Cows in a CO</td>
<td>CO CDR/1SG/Honor/Respect/CASHA Reps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLT Discussion</td>
<td>Plebes/Yearlings</td>
<td>PLT Chain of Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 3</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leader Challenge 4</td>
<td>Yearlings, Cows</td>
<td>PL/PSG/Firsties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Plebe</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Yearling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Cow</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASHA Discussion</td>
<td>Firstie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: Acceptable vs. Unacceptable Attitudes and Behaviors

Lesson Objectives:
1. Cadets understand that the Army Values, the Cadet Honor Code, and the Cadet Respect Creed can be used to assess actions and attitudes.
2. Cadets discuss how to determine if attitudes and behaviors are acceptable or unacceptable using the Army Values, the Cadet Honor Code, and the Cadet Respect Creed.
3. Cadets analyze two scenarios to determine whether or not acceptable behaviors or attitudes are being displayed.
4. Cadets reflect on how they are living within the tenets of the Army Values, the Cadet Honor Code, and the Cadet Respect Creed, and how they can improve over the course of the year.

Exercise 1: Determining Acceptable and Unacceptable Attitudes and Behaviors

1. Describe acceptable and unacceptable behaviors (actions people take or do) in each of these areas of cadet life:

   Academic Learning:
   Acceptable: ________________________________
   Unacceptable: ________________________________

   Military Training:
   Acceptable: ________________________________
   Unacceptable: ________________________________

   Physical Training:
   Acceptable: ________________________________
   Unacceptable: ________________________________

   Cadet Social Life:
   Acceptable: ________________________________
   Unacceptable: ________________________________

   177
2. Describe acceptable and unacceptable attitudes (a way of thinking, or feelings about someone or something) in each of these areas of cadet life:

Academic Learning:
Acceptable: _____________________________________________
________________________________________________________
________________________________________________________
Unacceptable: ____________________________________________
________________________________________________________
________________________________________________________

Military Training:
Acceptable: _____________________________________________
________________________________________________________
________________________________________________________
Unacceptable: ____________________________________________
________________________________________________________
________________________________________________________

Physical Training:
Acceptable: _____________________________________________
________________________________________________________
________________________________________________________
Unacceptable: ____________________________________________
________________________________________________________
________________________________________________________

Cadet Social Life:
Acceptable: _____________________________________________
________________________________________________________
________________________________________________________
Unacceptable: ____________________________________________
________________________________________________________
________________________________________________________
The Cadet Honor Code
A Cadet will not lie, cheat, steal, or tolerate those who do.

The Cadet Respect Creed
Cadets will treat others and themselves with dignity and worth and expect the same from those around them.

The Army Values

Loyalty
Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other Soldiers. Bearing true faith and allegiance is a matter of believing in and devoting yourself to something or someone. A loyal Soldier is one who supports the leadership and stands up for fellow Soldiers. By wearing the uniform of the U.S. Army you are expressing your loyalty. And by doing your share, you show your loyalty to your unit.

Duty
Fulfill your obligations. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team. The work of the U.S. Army is a complex combination of missions, tasks and responsibilities — all in constant motion. Our work entails building one assignment onto another. You fulfill your obligations as a part of your unit every time you resist the temptation to take “shortcuts” that might undermine the integrity of the final product.

Respect
Treat people as they should be treated. In the Soldier’s Code, we pledge to “treat others with dignity and respect while expecting others to do the same.” Respect is what allows us to appreciate the best in other people. Respect is trusting that all people have done their jobs and fulfilled their duty. And self-respect is a vital ingredient with the Army value of respect, which results from knowing you have put forth your best effort. The Army is one team and each of us has something to contribute.

Selfless Service
Put the welfare of the nation, the Army and your subordinates before your own. Selfless service is larger than just one person. In serving your country, you are doing your duty loyally without thought of recognition or gain. The basic building block of selfless service is the commitment of each team member to go a little further, endure a little longer, and look a little closer to see how he or she can add to the effort.

Honor
Live up to Army values. The nation’s highest military award is The Medal of Honor. This award goes to Soldiers who make honor a matter of daily living — Soldiers who develop the habit of being honorable, and solidify that habit with every value choice they make. Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, selfless service, integrity and personal courage in everything you do.
Integrity
Do what’s right, legally and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others. As your integrity grows, so does the trust others place in you. The more choices you make based on integrity, the more this highly prized value will affect your relationships with family and friends, and, finally, the fundamental acceptance of yourself.

Personal Courage
Face fear, danger or adversity (physical or moral). Personal courage has long been associated with our Army. With physical courage, it is a matter of enduring physical duress and at times risking personal safety. Facing moral fear or adversity may be a long, slow process of continuing forward on the right path, especially if taking those actions is not popular with others. You can build your personal courage by daily standing up for and acting upon the things that you know are honorable.

3. Using the Cadet Honor Code, the Cadet Respect Creed, and the Army Values analyze your selections to question one.

Have your answers to question one changed when you compare your answers to the Cadet Honor Code, the Cadet Respect Creed, or the Army Values? Why or why not?

Military Training:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Academic Learning:

__________________________________________________________

__________________________________________________________

_______________________________

Physical Training:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Cadet Social Life:

__________________________________________________________

__________________________________________________________

__________________________________________________________
For Consideration:

The Cadet Honor Code, the Cadet Respect Creed, and the Army Values define behavior which builds trust and creates positive climates for units who have to do extraordinary things together. These codes are at once a description of what is acceptable behavior, but they also are lens through which to view and assess behaviors and attitudes we experience in ourselves and others every day.

Through your development at West Point you should use the Cadet Honor Code, the Cadet Respect Creed, and the Army Values as a benchmark for how you evaluate attitudes and behaviors. We all have a responsibility to address inappropriate attitudes and behaviors that undermine the trust of our units, and violate our common values and regulations. Upholding the standard begins with knowledge of the standards, and then being able to identify violations of our professional standards. Comparing attitudes and behaviors to the definitions and requirements of the Cadet Honor Code, the Cadet Respect Creed, and the Army Values is a way to determine if a behavior is unacceptable and unprofessional. This lesson will give you some initial practice in using these codes to assess situations. Use these codes often in daily life to reflect on behaviors and attitudes you observe in others and yourself.
Exercise 2: Codes, Creeds, and Values as Lenses

What follows are several discussion questions on honorable living and its relation to life at West Point. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. What are some of the similarities between the Cadet Honor Code, the Cadet Respect Creed and the Army Values?

2. What are some challenges in living according to the Cadet Honor Code, the Cadet Respect Creed, and the Army Values you will face at West Point?

3. How can you use the Cadet Honor Code, the Cadet Respect Creed, and the Army Values when you are at home, or away from West Point?

4. If you see something that doesn’t align with the Cadet Honor Code, the Cadet Respect Creed, or the Army Values, what should you do?

5. Describe how you can use the Cadet Honor Code, the Cadet Respect Creed, and the Army Values in online environments in order to assess and address inappropriate behaviors and attitudes?
Scenario #1

It is your Platoon Leader’s birthday and the fellow Plebes in your platoon have decided that they want to “celebrate” his birthday later on tonight. They know that he won’t be back from the library until 2200, giving them several hours to plan a surprise party for him. You have heard of their plan and know that they are going to raid the mess hall and gather a bunch of table condiments to give him a birthday shower. Additionally you overheard that a few Plebes are planning to cover the Platoon Leader’s desk, windows, bed sheets, and uniform items in ketchup and tobacco sauce.

You are not sure that you are comfortable with what the other Plebes in your room are planning to do. You understand that they are trying to have some fun, but at the same time feel like this may be taking things too far. You talk to a friend about this and he shrugs it off saying, “This is a tradition that Plebes always do to the Firsties. I wouldn’t want to be him tonight. He’s going to have one hell of a birthday.”

It is 2145 and the Plebes in your Platoon start gathering out in the hallway to head over to the Platoon Leader’s room. You still are hesitant about what might occur. One of the Plebe’s stops by and asks if you’re going to join them.

1. How do the Cadet Honor Code, the Cadet Respect Creed and/or the Army Values apply to this situation?

____________________________________________________________________________________

____________________________________________________________________________________

2. What do you do say and do in this situation?

____________________________________________________________________________________

____________________________________________________________________________________

3. How can you use the Army Values to guide your decision making process in this scenario?

____________________________________________________________________________________

____________________________________________________________________________________

4. Describe one possible positive and one negative result of this “birthday party?” How do these results impact trust within the unit.

____________________________________________________________________________________

____________________________________________________________________________________
You are a Private serving in an Infantry Company in Kunar Province, Afghanistan. Your current platoon leader has been promoted to an executive officer in another company. The replacement platoon leader is an armor officer that has just come out of working on battalion staff. The platoon is not happy with this because the previous PL was well respected and had worked hard to earn the trust of the platoon. They now find themselves halfway through a deployment receiving a PL that they do not know, they haven’t trained with, and isn’t an infantryman.

After the new PL assumed leadership of the Platoon, your squad leader, along with several other Soldiers, decides that they want to have some “fun” with the new PL. The night prior to the new PL’s first mission your Squad Leader and several others sneak into his room when he isn’t there. The group hides the PL’s radio (which is a sensitive item) and several of his M-4 magazines, which were full of live ammunition. One of your friends took part in this and claims that they did it because, “The PL is the new guy and not infantry.”

The next morning the platoon is preparing to conduct a mounted patrol in the surrounding city in Asadabad, Afghanistan. The platoon is staged up by the vehicles to conduct the mission brief and receive any last intelligence prior to leaving the forward operating base. It is important that the patrol leaves on time so you can meet up with your partner Afghan National Army Company. Everyone is ready to start the mission, except for the PL. Finally the PL walks out to staging area and is visibly frustrated. When he reaches the platoon he asks where his radio and M-4 magazines are. One of the Team Leaders responds by saying “Wish I could help sir, but it’s not our problem.”

The Platoon Sergeant immediately steps in and says that if the PL’s equipment and body armor isn’t returned within the next five minutes everyone will be in the front leaning rest for the remainder of the day. Less than five minutes later the PL has everything returned to him and Soldiers are helping put everything back onto his body armor.

1. If you were the PL in this situation how would you feel as you were preparing to depart the base for your first combat mission?

2. How does this impact the platoon leader’s trust with the members of his platoon for the remainder of the combat deployment?
3. How has your SL failed to uphold the Army Values? What message does this send to his subordinates? His superiors?

4. How do the actions of these Soldiers live up to the Cadet Honor Code, the Cadet Respect Creed, and the Army Values?
Reflection Questions

1. Using the Army Values like a lens, look at your own attitudes and behaviors. What do you see? What needs improvement? What can you sustain?

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

2. Describe what experiences, over the last year, have taught you the most about respectful and honorable behavior and attitudes.

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________________________________________
Facilitator Notes

Introduction

• The Team Leader is the primary facilitator and discussion leader in these lessons.
• These lessons are designed to be done face to face.
• As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:

• Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Determining Acceptable and Unacceptable Attitudes and Behaviors

• The exercise begins with an open ended question asking the Plebe and you to identify what you feel are acceptable and unacceptable behaviors in several environments at West Point.
  o The behaviors and attitudes you identify do not have to just be in the classroom environment.

• The middle portion of this exercise is the full layout of the Cadet Honor Code, the Cadet Respect Creed, and the Army Values.
  o These items provide a description of acceptable attitudes and behaviors for the Corps of Cadets.

• The third question in this exercise has the Plebe and you apply the lens of the Cadet Honor Code, the Cadet Respect Creed, and the Army Values to the behaviors and attitudes identified in questions one and two.
  o Before any leader can take action to uphold standards, they must be able to identify when violations of the standard are occurring.

• You cannot uphold the standard if you cannot apply the standard in real life.

For Consideration:

• This section provides additional context on the use of the Cadet Honor Code, the Cadet Respect Creed, and the Army Values as tools to assess attitudes and behaviors. Use these paragraphs to assist in your discussion of exercise one.

Exercise Two: Codes, Creeds, and Values as Lenses

• Question 1: What are some of the similarities between the Cadet Honor Code, the Cadet Respect Creed and the Army Values?
In this question the Plebe should identify that there are overlapping ideas between the Cadet Honor Code, the Cadet Respect Creed, and the Army Values.

The Cadet Honor Code, the Cadet Respect Creed, and the Army Values all reinforce building trust within our organizations and teams so we can function at our best.

**Question 2: What are some challenges in living according to the Cadet Honor Code, the Cadet Respect Creed, and the Army Values?**

- In this question the Plebe is being asked to identify the difficult environmental and interpersonal elements which may make living according to the Cadet Honor Code, the Cadet Respect Creed, and the Army Values difficult.
  - Peer pressure, wanting to be liked, or wanting to receive the highest marks, are possible answers.
  - Identifying where friction points to honorable living may exist will help the Plebe identify when to be most aware of the attitudes and beliefs they and others display.
  - This question asks you to identify those “easier wrongs” that you and others may take.

**Question 3: How can you use the Cadet Honor Code, the Cadet Respect Creed, and the Army Values when you are at home, or away from West Point?**

- Applying the Cadet Honor Code, the Cadet Respect Creed, and the Army Values to attitudes and behaviors is not limited to times when you are at West Point.
- This question asks the Plebe to discuss how they might use these values when faced with challenges outside of a military environment, when there is no one supervising them.
  - This could be while they were on leave over the Holiday break, or even when they are online.
- Using these values to evaluate our own actions and attitudes is an important skill required to live honorably in the Corps, and the Army.
- Applying these tools to our personal actions could look like:
  - Taking a moment to think about how a comment on Facebook might be received by others.
  - Another example could be seeing how friends, who are not in the Army, talk to or about other social and ethnic groups.
  - Are the group’s actions in accordance with the Cadet Honor Code, the Cadet Respect Creed, or the Army Values?
  - While they, as civilians, may not be beholden to those standards of behavior, you are.
• How are the actions of this mixed group impacting your obligations for appropriate behaviors and attitudes?

• **Question 4: If you see something that doesn’t align with the Cadet Honor Code, the Cadet Respect Creed, or the Army Values, what should you do?**
  
  o This question begins the thought process and discussion of what happens when a cadet knows that something is not in line with our values.
  
  o After identifying that something is not in line with our values, there needs to be an action to address the situation, and to determine the underlying cause of the situation.
    ▪ Later lessons will discuss ways to use perspective taking to get at the root cause of inappropriate attitudes or behaviors.
  
  o There are procedures in place that cadets are responsible for using when they become aware of a violation.
  
  o There are many resources available to cadets to help resolve issues.
    ▪ The cadet can try to intervene to stop the inappropriate action.
    ▪ The cadet should do any required reporting, such as in the case of a possible Honor Code violation.
    ▪ The cadet can also seek the advice of a member of the Chain of Command, a friend, or a Company Honor/Respect/CASHA Representative.
    ▪ If a cadet sees something that is inappropriate the wrong answer is to just ignore it and allow it to go unaddressed.

• **Question 5: Describe how you can use the Cadet Honor Code, the Cadet Respect Creed, and the Army Values in online environments in order to assess and address inappropriate behaviors and attitudes?**
  
  o Just as when cadets are away from West Point or military environments, there is a duty to continue living by our professional values, and to exhibit appropriate behaviors and attitudes.
  
  o The cadets should identify that they are expected to uphold the Cadet Honor Code, the Cadet Respect Creed, and the Army Values, even if the environment they are communicating in is not military in nature.
  
  o There is also a duty to address behavior of other cadets in this environment.
    ▪ Taking action help ensure our values remain the standard for attitudes and behaviors.
    ▪ Addressing inappropriate behaviors and attitudes is our duty which we have volunteered to undertake.
Scenario #1

- In this scenario we see an event that has the potential to cause damage to personal property and the individual.
- “Celebrating” a cadet’s birthday by showering them in table condiments has become a practice at USMA that is unacceptable.
- The theme in this scenario is realizing when behavior becomes inappropriate and beyond the realm of good natured fun.
  - When we cause damage to an individual’s property or to the actual individual we have gone into malicious intent.
  - When we allow this behavior to occur we are condoning behavior that does not treat all cadets with dignity and worth.
  - As leaders we must hold ourselves, and fellow cadets, accountable for their behavior.

Question 1: How do the Cadet Honor Code, the Cadet Respect Creed and/or the Army Values apply to this situation?
  - In this scenario the Cadet Honor Code, Respect Creed, and the Army Values all relate back to preserving and fostering a healthy atmosphere that does not disrespect an individual’s property and physical well-being.
  - We are entrusted to act in a professional manner and ensure that the dignity and worth of our subordinates, peers, and superiors alike is not violated.

Question 2: What do you say and do in this situation?
  - In this situation the Plebe has the responsibility to stand up to the peer pressure of the fellow Plebes.
  - There has been a real life case where a cadet’s vision was partially damaged from receiving Tabasco Sauce in the eye.
  - What some cadets may perceive to be as a simple joke can turn into a potentially more serious incident.
  - Allowing this event to occur is a failure to stand up for another individual and undermines unit cohesion and trust.

Question 3: How can you use the Army Values to guide your decision making process in this scenario?
  - The Army values are the Army’s guideline for moral-ethical behavior and honorable living.
  - When we fail to uphold any or all of these values we erode the cohesiveness and effectiveness of a unit.
  - In this specific example it takes Personal Courage to stand up to your peers to enforce the Respectful and Honorable course of action in this situation.
    - Allowing the Plebes to destroy the platoon leader’s personal belongings goes beyond doing something in good nature.
Question 4: Describe one possible positive and one negative result of this “birthday party?” How do these results impact trust within the unit.

- A positive example for this situation might be that it is a team building exercise for the Plebes to work together and improve the strength of the platoon.
- A potential consequence is causing monetary damage to your platoon leader’s belongings and creating a division of trust in the senior/subordinate relationship.

Scenario #2

- In this scenario there are multiple issues of inappropriate behavior that are inconsistent with the Cadet Honor Code, the Cadet Respect Creed, and the Army Values as well as the basic principle of degrading the unit’s mission readiness.
- First we identify that several Soldiers steal a radio, which is a sensitive item, and magazines that contain live rounds.
- What would have happened if these items were never returned to the PL?
  - A missing radio will shut down all operations because of the possibility of the enemy being able to listen to our communications.
  - The missing ammunition can lead to a possible accident if the bullets are stored improperly, or they could have been taken to be used in an insider attack on the compound.
  - Beside these security risks, the Soldiers have undermined the PL by hiding his equipment and rearranging his gear.
  - There is a clear disconnect of respect between the Soldiers and the PL. The PL is about to conduct his first combat mission and the subordinates are being disrespectful and undermining his authority.

Question 1: If you were the PL in this situation how would you feel as you were preparing to depart the base for your first combat mission?

- If you were the PL in this scenario there are a wide range of emotions you would be experiencing.
  - You would be angry at your Soldiers for touching your equipment. All Soldiers need to have their equipment prepped and ready to go in a moment’s notice.
  - At the same time you would be concerned about trusting your men once you leave the wire because they have already compromised their respect and authority for you.
  - Why should you trust these Soldiers with your life when out on mission, or to follow your orders in the heat of a fire-fight?
• The PL has not left for his first mission yet and there is already reason to question the behavior of the platoon as a whole.

• Question 2: How does this impact the platoon leader’s trust with the members of his platoon for the remainder of the combat deployment?
  o In the scenario above two NCOs have demonstrated insubordinate behavior.
  o What kind of message does that send about the platoon as a whole?
    ▪ Can the PL trust his men to do their jobs? There are a lot of larger implications of trust and accountability.
    ▪ In the eyes of the PL his platoon has already lost their credibility and cannot guarantee that they are reliable to perform their duty.
    ▪ Worst of all, part of the chain of command has participated in and sanctioned this behavior.
    ▪ Instead of upholding the proper standards for readiness and respect, the junior leaders have led the unit in degrading readiness and being disrespectful.

• Question 3: How has your SL failed to uphold the Army Values? What message does this send to his subordinates? His superiors?
  o The squad leader is a senior NCO in the platoon.
  o He is supposed to live and uphold the NCO Creed which opens with the line “No one is more professional than I.”
  o He is supposed to be the standard and the example or acceptable behavior and professionalism.
    ▪ This is clearly not the case as he is the primary instigator for hiding the PL’s equipment.
    ▪ He has shown disrespect to a superior officer and discredited his own professionalism in the process.
    ▪ The Army values are foundational principles for guiding each Soldier to live honorably and expect each Soldier to do the same.
    ▪ This NCO, in particular, exhibited multiple instances of unprofessional behavior, and was relieved of his leadership duties because of it.
    ▪ His actions as a leader are more damaging because of his responsibility to set the right example, and promote professional behavior in his subordinates.

• Question 4: How do the actions of these Soldiers live up to the Cadet Honor Code, the Cadet Respect Creed, and the Army Values?
All Soldiers that were involved in taking the PL’s equipment undermined the entire platoon.

Their credibility has been questioned and can now cause trust issues between the PL and the platoon.

Every Soldier is expected to adhere to a baseline standard of living and the Army Values are the baseline standard.

As cadets the Honor Code and Respect Creed are further tenants of establishing a professional atmosphere that encourages all Soldiers to foster an atmosphere of dignity and worth for all those around them.

It is important to note that the Cadet Honor Code and Respect Creed are not just guiding principles of acceptable behavior as a cadet, but as a future Leader in the Army.

Reflection Questions

• Question 1: Using the Army Values like a lens, look at your own attitudes and behaviors. What do you see? What needs improvement? What can you sustain?
  o This reflection question is an opportunity for the Plebe, and yourself, to turn the lens of the Army Values on yourself.
  o This is not to be overly self-critical, but to be self-aware of how we are upholding the Army Values.
  o Plebes should be identifying specific areas, actions, decisions or attitudes which they need to improve.
    ▪ An example would be that a person gets very frustrated with helping do Plebe duties.
    ▪ This may be an area they have to pay extra attention to so that they continue to uphold the Army Values of Duty and Loyalty, but accomplishing their responsibilities for the unit.
    ▪ Another example may be that a Plebe realizes that they give another cadet a hard time for not doing well in a class, or because they are less physically capable.
    ▪ The cadet should realize that those behaviors might not be in line with the Cadet Respect Creed, and that a good peer or leader might help that weaker cadet overcome their challenges.

• Question 2: Describe what experiences, over the last year, have taught you the most about respectful and honorable behavior and attitudes.
  o This reflection question’s purpose is to have the Plebe and you reflect on what experiences affected you the most in the area of honorable behavior and attitudes.
  o The cadet should identify those specific events (Beast barracks rifle range, participating in an Honor Board, a certain class, etc.) and then describe how and why that event impacted them.
• The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection.
• Like reading an old journal looking back on their answers in a year or so will help them see how they have grown, and what experiences shaped that growth.
• Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Civic Module Lesson 1: Situation Report (SITREP)

1. Unit Conducting Training:

2. Lesson:

3. Date/Time Lesson Conducted:

4. Location of Lesson:

5. Topics (aside from lesson title) Discussed:

6. Sustains of Lesson Conducted:

7. Improves of Lesson Conducted:

8. Successes/ Highlights from Lesson or Week:

9. Issues/Concerns from Lesson or Week:
Lesson 2: A Time and Place for Empathy

Lesson Objectives:
1. Cadets define for themselves what empathy means.
2. Cadets are provided the definition of empathy IAW ADP 6-22.
3. Cadets analyze two scenarios to determine what role, if any, empathy can play a part in improving the leader or the led.
4. Cadets reflect on how empathy has played a part in their development over the course of their time at West Point.

Exercise 1: What does empathy mean to you?

1. In your own words, what is empathy, and provide an example of how you think you demonstrated empathy in a situation, or where you observed a Leader demonstrating Empathy.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Below is a definition of Empathy from ADP 6-22 Army Leadership.

Empathy is identifying and understanding what others think, feel and believe.

What are the similarities and differences between your definition and the one from ADP 6-22, Army Leadership?
How can knowing and understanding how your subordinate feels, thinks and believes help you to inspire them to achieve high standards and get results?
Exercise 2: Empathy Explored

What follows are several discussion questions. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. Are there areas in your performance at West Point that are impacted one way or another because of how you think about the Military?

2. Think of an area where you have failed, or performed poorly here at West Point. Ask yourself if your poor performance was as a result of one of the following.
   a. Motivation or lack of Motivation
   b. Knowledge or lack of Knowledge
   c. Fitness
   d. Confidence
   e. Social/Personal Reasons
   f. Did not understand or confused about the standard

3. In the above instance of your poor performance were you held accountable in some way by your Chain of Command?

4. If you were not held accountable do you believe that it was because your leadership exercised empathy or sympathy? Sympathy is defined as taking pity or feeling sorry for someone else’s actions or misfortunes.

5. How can a Leader use empathy to enforce a standard or make corrections to behaviors in a positive way?
Scenario #1
Read this X-Y Case and discuss with your Team Leader. Try and determine what you would do in this situation and be prepared to consider other alternatives.

You are assigned a roommate who you have nothing in common with. You find your roommate to be immature, annoying, and poor at time management. During Army-Navy Week your roommate tells you that they are failing two classes and just got informed they would receive a Company Board for excessive lateness and absences. You notice your roommate constantly is getting in trouble for poor AMI standards and you are also being punished because of your roommate’s failure to follow AMI standards. Your roommate always asks you about information that has been put out multiple times at formation and by your Squad Leader and Team Leader. You are sick of being roommates with this person and you can’t wait to change rooms after Christmas. You find out that you’ve been assigned in a three cadet room for the spring with your roommate and another cadet. You feel angry and when your roommate asks you to help him study during TEE week. You ignore the question and leave the room.

1. What do you do about the situation you are in? Why?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. How does this empathy play a part in your actions, or does it?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
3. What would you like to see the TAC Team or his Chain of Command do?
Scenario #2

2LT Jackson is a Platoon Leader for his Engineer Sapper Platoon. He has been a Platoon Leader for 4 months and is preparing for a deployment in one month. SGT Shane is a Team Leader in his platoon who seems highly proficient and tactically sound. The Platoon Sergeant and First Sergeant both seem to have a lot of confidence in SGT Shane and they pick him to teach a class on Breaching Doorways with explosives to the whole Company. SGT Shane just completed Sapper School and was the Honor Graduate.

SGT Shane prepares the class and briefs 2LT Jackson and the Platoon Sergeant on the class. The next week comes and SGT Shane delivers outstanding training, and the Platoon conducts a great week of explosives range training. On Friday the Battalion Commander and CSM gives SGT Shane an Impact Army Achievement Medal and a Battalion Coin. On Friday afternoon the Platoon has a BBQ.

On Saturday 2LT Jackson gets a call from his Platoon Sergeant stating that SGT Shane was arrested by the Military Police for fighting and breaking his hand on a window he punched out at another Platoon Member’s house after the party. SGT Shane was arrested because he was out of control at the party. The Company Commander is recommending a Field Grade Article 15, loss of pay, reduction in Rank, and 45 days extra duty. SGT Shane is in 2LT Jackson’s office and tells 2LT Jackson his wife is pregnant, and with two kids already he can’t afford to lose any pay. He has never been in trouble before, and he is extremely disappointed that he acted this way. SGT Shane asks 2LT Jackson to recommend a lighter punishment. Later that day the PSG tells 2LT Jackson he wants to see the 1SG because SGT Shane is the best SGT Team Leader he has.

2LT Jackson also has to go see the Battalion Commander about the incident and explain to the Battalion Commander what happened. 2LT Jackson knows he will have to provide a recommendation to the Battalion Commander at the meeting.

2LT Jackson recommends the maximum punishment after considering all the factors. 2LT Jackson returns to the company and hears many subordinates complaining that the punishment was unfair. Only the PSG knows that 2LT Jackson made the recommendation.

What do you think about 2LT Jackson’s actions? Why?

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
How does empathy play a part in what you would do as 2LT Jackson in this situation?

Does SGT Shane’s past performance and Family play a part in your recommendation to the Battalion Commander?
Reflection Questions

1. Are there instances where you have had empathy for someone and you’ve found creative ways to inspire them to improve?

2. Why is it important to understand what your subordinates feel or think? Are there times when it doesn’t matter?

3. What do you do that inspires others to follow you?

4. What are the benefits to holding people accountable for their mistakes? What benefit does a Company Board have to improve performance?
Introduction

- The Team Leader is the primary facilitator and discussion leader in these lessons.
- This learning is designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:

- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: What does Empathy mean to you?

- In this exercise give your Plebe 3-5 minutes to come up with a well constructed definition of empathy.
- They are defining this term in their own words and relating empathy to how they apply it in their own life.
- When comparing their definition with the definition from the Army Leadership manual it is imperative that you clarify any questions or misunderstandings that they have.
- It is important that they leave this exercise with a clear understanding of empathy and how it will apply to their life as a Soldier and leader. If you have questions about the definition seek clarification.
- Know the definition of sympathy; ensure that you can provide your Plebe with a distinction of the two.
  - Here is a definition from Merriam-webster.com: Sympathy – the feeling that you care about and are sorry about someone else’s trouble, grief, misfortune, etc.
- In your Plebe’s answer to the second and third question, allow them time to reflect.
  - The answer should be full and complete thought. It’s okay for you and your Plebe to have differences of opinions.
  - Have your plebe explain his or her answers but don’t debate it.

Exercise Two: Empathy Explored

- Question 1: Are there areas in your performance at West Point that are impacted one way or another because of how you think about the Military?
  - You can help your plebe with providing examples from your own experiences. You should reflect on these experiences beforehand, and have them ready for this lesson.
- Question 2: Think of an area where you have failed, or performed poorly here at West Point. Ask yourself if your poor performance was as a result of one of the following.
a. Motivation or lack of Motivation
b. Knowledge or lack of Knowledge
c. Fitness
d. Confidence
e. Social/Personal Reasons
f. Did not understand or confused about the standard
   - The intent is not for the Plebe to circle an answer and move on. Do not judge, just ask for further explanation.
   - If more than one factor is appropriate to be circled then allow them to circle more than one.
   - Just have the Plebe describe the actions here, don’t go into the results or what happened afterwards (Accountability) that is covered in question 3.

- **Question 3:** In the above instance of your poor performance were you held accountable in some way by your Chain of Command?
  - Ask your plebe if they were held accountable why they think they were held accountable.
  - Standards can be enforced in a number of ways.
  - Talk through creative ways to hold someone accountable while taking into account empathy, but not dismissing poor performance because of sympathy.

- **Question 4:** If you were not held accountable do you believe that it was because your leadership exercised empathy or sympathy? Sympathy is defined as taking pity or feeling sorry for someone else’s actions or misfortunes.
  - Spend some time going through their scenario and applying sympathy.
  - Show them the differences in outcomes between holding someone accountable or sympathizing and permitting substandard behaviors and decisions.
  - Identify the pitfalls that might come as a result of not holding one accountable for their poor performance or actions because of sympathy. Are there times when sympathy might be appropriate?

- **Question 5:** How can a Leader use empathy to enforce a standard or make corrections to behaviors in a positive way?
  - This allows the Plebe to be creative in the way they make corrections.
  - You as the Team Leader must hold them accountable if they are dismissing the behavior.
  - The goal is for them to see that empathy is effective in helping leaders to make decisions and lead subordinates by considering all factors impacting a person before making decisions.
Scenario #1
• This scenario concerns a situation where a cadet could react in a number of ways. There IS NO CORRECT answer. But there are wrong answers.
• Let the Plebe struggle with this one. Don’t offer your own opinions. You can think about what you would do, but allow your Plebe to have the time to think through what they would do.
• After they have answered all three questions review their responses again and then provide them feedback on where Empathy was or was not observed.

Scenario #2
• While this is an Army example the central issue of empathy is apparent.
  o A serious incident has occurred off duty to a member of the Platoon who is an outstanding performer and well liked by all.
  o The PL is receiving pressure to not hold the offender accountable for his actions.
  o The events in this scenario are real. Relay this to the Plebe so they understand that as a leader there will be moments in their careers when they are confronted with challenges that will go against the opinion of your Soldiers, peers, or even superiors.

  • Would the actions of SGT Shane be considered differently if they had occurred to a Private without a family, or a single Officer?
  • What benefit is there to having empathy in a situation like this.
    o How does 2LT Jackson’s decision to recommend full punishment take empathy into account?
    o 2LT Jackson considered the family matters but understood that the actions SGT Shane took are not in line with what is expected of our Leaders.

  • 2LT Jackson has to consider the responsibility SGT Shane holds to his subordinates as well.
    o SGT Shane is now unable to deploy and what role his actions have cost to the mission effectiveness of the unit.

  • Ensure the Plebe understands there were other recommendations that could have been made, even recommendations for a lesser punishment.
  • Discuss how holding someone accountable for their actions is not a process to take lightly.

Reflection Questions
• These reflection questions are an exercise in taking our personal experiences and thinking on them to learn and grow ourselves.
• Taking ownership and thinking in terms of what I am doing is central to the reflective exercise.
• The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection.
• Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader. It is important to capture AAR information for your own facilitation improvement, but also so you can inform your leaders about how training is going.

• There may be some great things the rest of the Platoon can use, just as there may be some great tips you can learn from other Teams. Remember, no training is complete without an AAR.
Civic Module Lesson 2: Situation Report (SITREP)

1. Unit Conducting Training: ______________________________

2. Lesson: ______________________________

3. Date/Time Lesson Conducted: ______________________________

4. Location of Lesson: ______________________________

5. Topics (aside from lesson title) Discussed:

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

6. Sustains of Lesson Conducted:

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

7. Improves of Lesson Conducted:

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

8. Successes/ Highlights from Lesson or Week:

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9. Issues/Concerns from Lesson or Week:

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
Lesson 3: Intent versus Impact

Lesson Objectives:
1. Cadets discuss intent versus impact of their communication.
2. Cadets discuss the possible outcomes when the impact isn’t the intent of their communication.
3. Cadets analyze three scenarios to discuss the impact of communication from different perspectives.
4. Cadets reflect on how they maintain communication awareness and achieve desired intent and impact of their communication.

Exercise 1: Intent versus Impact

Each time a person communicates by speech or action, they have a desired intent. That communication makes an impact on the audience. The audience may be the person or group that the communication is directed at or may include others outside of the intended audience.

What follows are several discussion questions. Take 3-5 minutes per question to formulate a response and discuss each question.

1. Describe “Intent versus Impact” in your own words.

2. Describe communication awareness in your own words.

3. What happens to trust within a team when you do not think about the impact of your communication with others?
For Consideration

As a cadet and future Army professional, it is important that you consider what the impact of your communication will have. Once you have made a statement or action, it cannot be taken back. You should always think about your audience before speaking.

*TADRP 1, *The Army Profession*, paragraph 3-3 states “Trust is earned and reinforced as Army professionals contribute to the mission and perform their duty, seeking and communicating the truth and acting with integrity. With trust, there is less need for detailed guidance and close supervision.”

ADRP 6-22, *Army Leadership* page 1, states that “Taking care of people involves creating and sustaining a positive climate through open communications, trust, cohesion, and teamwork.”
Scenario #1

CDT X and CDT Y are roommates and are in their room when CDT Z stops over. CDT Z greets CDT X and uses a racial epithet. CDT Y interrupts CDT Z. CDT Z starts arguing with CDT Y and explaining that "everyone" says that term, and that CDT Z can say that because he and CDT X are friends. CDT Z thinks CDT Y should stop overreacting and not worry about what was said.

1. Why would CDT Y stop that conversation?

2. Should CDT Z be permitted to talk to his friends using racial epithets? Would this conversation affect anyone else?
Scenario #2

CPT Jones and CPT Smith are in CPT Jones office discussing the taskings that headquarters just sent down. CPT Jones is frustrated with the amount of tasks that his company will have to complete and remarks that the taskings “are so gay”. SPC Snuffy, in the front office, hears CPT Jones’ statements. SPC Snuffy is an out Soldier and takes offense to the statements. SPC Snuffy later files a sexual harassment complaint against CPT Jones.

1. CPT Jones and CPT Smith are friends and officers, should they be permitted to use defamatory language in their personal conversations in CPT Jones’ office?

2. Why would SPC Snuffy file a complaint when he wasn’t involved in the conversation?

3. Is there a difference between the first and second scenario? Should CPT Jones or CDT Z be held accountable for their statements even though the intent wasn’t to offend anyone?
Bravo Company is tasked with a Leader Development Event to describe Calvary Scouts contribution to the Civil War. The Commander tasks 1LT Thomas, who is American Indian, to brief at a burial ground of a different American Indian tribe. Later, 1LT Thomas is talking with his friend 1LT Johnson, and tells him that it is against his tribal beliefs to enter the burial grounds where the event will be held. 1LT Thomas is upset and doesn’t understand how the Commander could task him for this particular mission. He wants to accomplish the mission but doesn’t want to go against his tribal beliefs.

Later, 1LT Johnson tells the Commander about this dilemma. The Commander didn’t know that this would have gone against 1LT Thomas’s beliefs. The Commander calls in 1LT Thomas so they can talk with each other to determine an alternative solution which still includes 1LT Thomas in the event and accomplish the mission without violating his tribal beliefs. This situation gave the Commander a greater understanding of 1LT Thomas’s background and tribal beliefs.

1. Was the impact of the tasking what the Commander intended it to be?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Did communication increase trust and strengthen the team after the Commander and 1LT Thomas talked to each other?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

For Consideration

ADRP - 1, *The Army Profession*, paragraph 3-11 Leaders are role models and must communicate and set the example for living the Army Ethic for their Soldiers and Army Civilians. By living and upholding the Army Ethic, we strengthen the essential characteristics of the Army Profession

ADRP 6-22, *Army Leadership*, page 1, states that “Taking care of people involves creating and sustaining a positive climate through open communications, trust, cohesion, and teamwork.”
Reflection Questions

1. Why should you consider the impact of your words or actions?

2. Have you ever said something that was intended one way but had a negative impact on someone else (e.g. “that’s not what I meant”)?

3. What have you learned about intent versus impact to your daily communications?
Facilitator Notes

Introduction

- The Team Leader is the primary facilitator and discussion leader in these lessons.
- This learning is designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.
- The Team Leader should encourage their Plebe to engage in open candid dialogue and provide their actual thoughts and not the answer that they may think is the “right” answer.

Lesson Objectives:

- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Personal Responsibility to Live by the Code

- **Question 1: Describe “Intent versus Impact” in your own words.**
  - In this exercise give your Plebe 3-5 minutes to come up with their definition of intent versus impact.

- **Question 2: Describe communication awareness in your own words.**
  - The cadet’s answer should contain some of these elements:
    - Knowing their audience
    - Word choice is important
    - Think about how the message is received and interpreted

- **Question 3: What happens to trust within a team when you do not think about the impact of your communication with others?**
  - The Plebe answer should contain the following elements:
    - Degradation of trust
    - Lowering of standards
    - Accepting unacceptable behavior
    - Creating a hostile environment.
  - If we make a mistake in our communications we should act to clarify what we intended to say:
    - Miscommunications can lead to inefficient operations.
    - Derogatory or abusive communications can erode trust between people, leading to uncooperative and inefficient teams with low morale and motivation.

For Consideration: These portions offer a bit more context for the introductory questions. Read this section and discuss how it relates to the questions you and the Plebe just answered.

Scenario #1
• The theme for this scenario is how peer to peer communication impacts others.
• In this scenario, the CDT X and CDT Z are just casually greeting each other. The intent wasn’t to offend anyone, but the impact of the statement was not anticipated, and was preventable.

• **Question 1: Why would CDT Y stop that conversation?**
  o The first question is worded to allow the Plebe to offer reasons why CDT Y stopped the conversation.
  o This should have these possible themes:
    ▪ Integrity
    ▪ Duty
    ▪ Courageous communication
    ▪ Military bearing

• **Question 2: Should CDT Z be permitted to talk to his friends using racial epithets? Would this conversation affect anyone else?**
  o The Plebe should talk specifically about the how this action is going against respect for themselves or others.
  o This is not simply a statement such as “because it’s wrong”, but what effects will this type of communication have on their room, squad, Corps of Cadets, etc.

• The speakers may not have intended the term at them, but the passer-by heard it, and the impact of the comment has been felt.
• When answering these questions the Plebe should be applying the tenants of the Respect Creed or the Army Values to understand that respectful communication is the baseline standard of living for each cadet at USMA, and Army Professional.

**Scenario #2**
• This is an example is using Army officers involved in peer to peer communication.
• This scenario is similar to scenario #1, but has a subordinate instead of a peer as a third party.
• The two Captains are peers and CPT Jones was venting frustration at the amount of taskings the unit received. He wasn’t thinking about his statement being defamatory.

• **Question 1: CPT Jones and CPT Smith are friends and officers, should they be permitted to use defamatory language in their personal conversations in CPT Jones’ office?**
  o The response should have elements regarding this action is going against Army Values and policies, communication awareness, creating a hostile environment, or harassment.

• **Question 2: Why would SPC Snuffy file a complaint when he wasn’t involved in the conversation?**
• The Plebe should understand that even though SPC Snuffy was not involved in the conversation, he was directly impacted by the statements.
• The focus on this is to understand that there can be serious consequences from using disrespectful language, despite the intent of communication.

• **Question 3:** Is there a difference between the first and second scenario? Should CPT Jones or CDT Z be held accountable for their statements even though the intent wasn’t to offend anyone?
  o Everyone is accountable for their communication even if it is within a peer to peer setting.

• Everyone should have communication awareness and understand the impact the communication you have may have on the audience.

**For Consideration:**
• The Army focuses on the necessity of effective communication for leaders. Open communication will facilitate a positive command climate, shared understanding, and trust.
• Leaders must be aware of their actions and how they may impact others. Leaders should maintain a high level of self discipline and professionalism and avoid conduct that is not in alignment with the Army Values.

**Scenario #3**
• This is an example where the Commander gave a tasking with the intent to accomplish the mission and didn’t understand that it would have a negative impact on 1LT Thomas.

• **Question 1:** Was the impact of the tasking what the Commander intended it to be?
  o The Plebe should describe the impact of the tasking and if the impact was in line with the Commander’s intent.

• **Question 2:** Did communication increase trust and strengthen the team after the Commander and 1LT Thomas talked to each other?
  o This is an example of how open communication and trust can lead to understanding.
  o By talking with the Commander, 1LT Thomas is able to come up with alternatives that will still allow him to complete the mission. In this scenario, 1LT Thomas gave his briefing at the entrance of the cemetery and did not have to enter so he didn’t violate any of his beliefs.
  o In this scenario the Commander learns about 1LT Thomas and has a better understanding of his background and beliefs.
Interest and understanding of subordinates background and experience can lead to a positive climate.

The Commander exercises empathy to understand 1LT Thomas’ perspective, and works with him to still accomplish the mission.

**Reflection Questions**

**10.** These reflection questions are an exercise in taking our personal experiences and thinking on them to learn and grow ourselves. Taking ownership and thinking in terms of what I am doing is central to the reflective exercise.

**11.** Your Plebe should think about a time that they communicated something that was received in a different manner.
   - How did that make them feel?
   - What was the outcome?
   - Did that change them anyway?

**12.** Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Civic Module Lesson 3 Situation Report (SITREP)

1. Unit Conducting Training: ________________________________
2. Lesson: ________________________________
3. Date/Time Lesson Conducted: ________________________________
4. Location of Lesson: ________________________________
5. Topics (aside from lesson title) Discussed:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
6. Sustains of Lesson Conducted:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
7. Improves of Lesson Conducted:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
8. Successes/ Highlights from Lesson or Week:
   _____________________________________________
   _____________________________________________
   _____________________________________________
   _____________________________________________
9. Issues/Concerns from Lesson or Week:
   _____________________________________________
   _____________________________________________
   _____________________________________________
Lesson 4: Blind Spots: Reflecting on Biases

Lesson Objectives:
1. Cadets define the word bias and discuss common biases they have seen.
2. Cadets discuss how differences can be used as a unique perspective to better the team.
3. Cadets analyze two scenarios to assess personal biases.
4. Cadets reflect on their assessment of personal biases in order to be self aware and self critical as a developing leader.

Exercise 1: Defining Biases

1. In your own words, what is a bias?

Below is a definition of bias and stereotype from dictionary.com.

Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

A stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

2. What are some common biases that you’ve seen?

For Consideration:
Keep in mind it is important to understand that everyone comes with biases based on their past experiences. It is important to identify your personal biases so they don't affect your decision making process.
Exercise 2: Unique Perspectives

What follows are several discussion questions on how differences can be used as unique perspectives to better a team. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. What is an example of a bias that could change with education?

2. Provide two examples of how people’s differences can make a team stronger?

3. What are some challenges you may face as a leader if you are unaware of your own biases?
Scenario #1

You are at Summer Training doing small unit patrols. As the Squad Leader you are assigning who will carry the large and heavy crew served weapons. You have to move to your mission’s objective quickly, so you want to ensure the personnel you give the crew served weapons too are strong enough to carry them without slowing down the unit.

You quickly think about who is in your squad and then tell your team leaders the assignments of crew served weapons. One of your team leaders pulls you aside after and tells you that none of the females have carried a crew served weapon all day and that they should share the load. You remind him that you have to get to the objective quickly and you don’t want them to slow you down. Your team leader makes a comment under his breath about how sexist that sounds and moves out. As you are walking to the objective you start to think about what he said and realize you are assuming that a female carrying a crew served weapon will slow you down, but that may not be true.

1. Now that you’ve realized you have this bias, what do you do?

________________________________________________________________________

________________________________________________________________________

2. How can this bias affect the climate in the squad?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. If you ignore the team leader’s comment and don’t reflect on it, how might you miss out on developing as a leader?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Scenario #2

As a new Signal 2LT assigned to and Infantry Battalion, you feel left out of most officer related functions. You hear the combat arms Lieutenants laughing and making fun of you when they know you can hear them. You know they are joking, but you also feel that they believe the jokes they make as well.

Your battalion is getting ready to deploy and you try to focus on your mission, but you can’t help but feel detached from the team. You begin to resent some of the less cooperative Lieutenants. Shortly after you get down range, the platoon leaders that were quick to make fun of you, called you to their convoy that was about to depart on a patrol.

You thought for sure that they were just messing around and were playing a practical joke, but you decided to go see what they wanted. Your Battalion Commander’s convoy had been attacked while moving back to base from a village and in the firefight the communications link was lost.

The Company Commander needed your help to get the Battalion Commander back on the net. You quickly do your job and re-establish communications between the Company and the engaged Battalion Command convoy. Because you were able to get communications re-established, the quick reaction platoon was able to find the battalion commander’s convoy and everyone got back safely. As the battalion commander recognized you the following morning, the combat arms lieutenants come congratulate you and thank you for helping them when they needed it.

1. What biases did the combat arms Lieutenants have against the signal officer? What biases did the signal officer develop against some of the combat arms Lieutenants? Why?

2. If you find yourself the victim of a bias, what can you do to address the situation with the other party?
Reflection Questions

1. What are some personal biases you have of other groups?

2. Now that you have identified your personal bias, what will you do to address them?

3. What are some biases you think others have against you?

4. How will you address those perceived biases others have against you?
Facilitator Notes

Introduction
- The Team Leader is the primary facilitator and discussion leader in these lessons.
- These lessons are designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:
- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Defining Biases
- Ensure that your Plebe is providing a well thought out answer and not just a one word or overly simplified answer.
- Have your Plebe read the definition out loud.
- When comparing their definition with the definition from dictionary.com it is imperative that you help clarify any questions or misunderstandings that they have.
- In order to understand when our biases are impacting our decisions we should try to be aware of them.
- That is the intent of this opening exercise: understanding what a bias and stereotype is, and to identify examples.

Exercise Two: Unique Perspectives
- Question 1: What is an example of a bias that could change with education?
  - You want your plebe to reflect on a specific example.
  - The intent of this question is to be aware that gathering more information about someone may influence how you previously understood a situation.
  - Biases, like appearances, can be deceiving.
  - As leaders we must be prepared to get more information so we can understand what is impacting each particular situation, not just make broad generalizations.

- Question 2: Provide two examples of how people’s differences can make a team stronger?
  - As leaders we need to identify our team’s strengths as individuals and as a whole.
  - Ensure your Plebe gives multiple examples on this question. Diverse talents exist within our formations.
  - We often do not choose who is in our units. We must take action to get to know everyone and their capabilities.
  - Just judging by rumor or reputation without vetting a person or giving them an opportunity to perform may mean that you miss out on one of their talents which may be critical to the units improved success.
Question 3: What are some challenges you may face as a leader if you are unaware of your own biases?

- With this question the Plebe should describe how they might make misinformed decisions if they are unaware of some of their personal biases.
- Through reflection and discussion with peers, subordinates, and superiors, we are able to better understand ourselves and possibly the biases that come from our experiences.
- The more self discovery we can achieve the more informed we can be when we are making decisions.

Once you have discussed each of the questions and have written down the answers ask the Plebe(s) if there are any questions. If not then move onto the scenario analysis.

Scenario #1

- This scenario is about the Squad Leader making a decision based upon an assumption that the females in the group would not carry the crew served weapons and be able to employ them quickly enough to allow the mission to succeed.
- The core of this scenario is that the decision the Squad Leader made was not necessarily informed by his experience with the different capabilities of his squad, but on an assumption he made about the female cadets because of their gender.
  - Now that this assumption, or bias, has been brought to his attention, he might assess this same scenario differently in the future.
  - He might come to the same decision, but after gathering more information about the capabilities of the members of the squad.

- The second question gets at the different impacts that a leader’s biases have on the unit climate.
  - In this case the female cadets may feel that they have unfairly been denied a chance to train and succeed.
  - This could lead to discontent between the men and women of the squad.
  - The perception of unfair treatment could lead to a less cohesive team that is less effective in the field.
  - The Plebe and you need to look at the ways that the Squad Leader’s assumption may affect attitudes and behaviors, and then how that affects how people work together.

- The third question addresses what the negative consequences could be if the Squad Leader does not even reflect on whether or not they had made a biased decision.
  - A key theme that should be identified by the Plebe is that a leader needs to be self reflective, and to take in the advice and insights of their peers, subordinates, and leaders.
We, as leaders, receive lots of input on our unit’s capabilities, and we will give lots of input on others capabilities. Leaders continuously learn about themselves and others so that we might improve and become better leaders. Ensure your Plebe is aware of this point.

Scenario #2
• The purpose of this scenario is to show what it is like to be on the other side of a bias.
  o Often it is easy to forget there is often a victim in a bias and ultimately someone that may be underutilized because of assumptions or unproven beliefs about their capabilities.
  o In this situation the unique skill that the signal officer possessed was needed to accomplish the mission.

• The first discussion question has the Plebe identify what the assumptions were from both sides of the scenario.
  o The combat arms Lieutenants made assumptions about the utility of a supporting branch Officer.
  o Eventually, the Signal Officer also developed a bias where they thought the combat arms officers were ignorant and petty people.
  o Both sides led to a less than cooperative environment heading into a combat environment.

• The second question asks the Plebes to identify strategies for approaching others who may have biases against them.
  o A key strategy to dealing with other’s biases is to have candid and respectful conversations between the parties involved.
  o Often there are misunderstandings, and even if people’s opinions are not changed, you have brought the other party’s attention to the conflict.
  o As leaders in human organizations we have to be able to communicate and address conflicts within our teams.
  o This often takes personal courage, but is necessary to ensure our teams can function at their highest levels.

• By holding onto biases, the combat arms and signal lieutenants were actually holding themselves back and ultimately hurting the team.

Reflection Questions
• The intent of the asking these questions are to get your Plebe to think about their own personal biases and how they are going to address them.
• These three reflection questions centralize on the Plebe reflecting on the biases they have, and the biases they experience. The latter two questions focus on how the Plebe will take action to address their personal biases and the biases they experience.
Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Civic Module Lesson 4 Situation Report (SITREP)

1. Unit Conducting Training: ________________________________

2. Lesson: ________________________________________________

3. Date/Time Lesson Conducted: _____________________________

4. Location of Lesson: ______________________________________

5. Topics (aside from lesson title) Discussed: 
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. Sustains of Lesson Conducted: 
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

7. Improves of Lesson Conducted: 
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Successes/ Highlights from Lesson or Week: 
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

9. Issues/Concerns from Lesson or Week: 
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Lesson 5: Seeing Below the Surface

Lesson Objectives:
1. Cadets discuss how diversity of thought and capability can maximize unit effectiveness and adaptability.
2. Cadets analyze two scenarios on self awareness and diversity of thought.
3. Cadets reflect on how their personal actions can affect the unit.

Exercise 1: Knowing Who is Around You

1. Why is it important to learn about others in your unit? How does this relate to respectful treatment of others?

2. Once you have learned about your teammates’ backgrounds, capabilities, and experiences, how do you use this when working on tasks or assignments together?

Exercise 2: Diversity of Thought

What follows are several discussion questions on how differences can be used as unique perspectives to better a team. Take 3-5 minutes per question to formulate a response and then discuss each question.

1. What are some examples of differences that can bring strengths to a team?

2. Would it be more beneficial to have a unit that was exactly the same or completely different?
3. How would you work together with people that think and learn differently from you when working on a project together? What challenges and benefits would you possibly experience in this setting?

4. What kind of examples have you seen of diversity of thought in a positive light?
Scenario #1
You are a Platoon Leader sitting in the weekly training meeting with your Company Commander, the First Sergeant, your Platoon Sergeant, and all the other Platoon Leaders and Platoon Sergeants. As the group talks about the status of the arms room the commander says that he is fed up with SPC Jones as the Company Armorer. SPC Jones has failed to get weapons repaired in time, his paperwork is always poorly organized, and several times his personal negligence has led to equipment being damaged. The commander wants him replaced. The Commander remarks that he wants a more mature Soldier in that position, and he says that a promotable Specialist should be the one to fill that spot.

You have been with your Platoon for several months and have gotten to know some of your Soldiers fairly well. In your Platoon is PV2 Smith. In getting to know PV2 Smith you learned that before the army he worked in a custom gunsmith’s shop. While he did not work directly with military weapons, PV2 Smith had to secure and handle weapons, help repair them, and keep all required paperwork in order. You think PV2 Smith would make an excellent candidate for the Company Armorer job once he attends the required Unit Armorer Course on post. He is mature and has a good work ethic, plus his added experience. However, your Commander was adamant about having a senior Specialist as the armorer.

1. What do you do?

2. What could happen to the Company if you do not make the recommendation?

3. What themes from this lesson are demonstrated in this scenario?
Scenario #2
You are a team leader and you meet your Plebe for the first time. You are teaching him how to prepare for a SAMI. After an hour your Plebe is not able to apply what you are saying and cannot get his room into standard. You feel your instructions are simple and you are getting more and more frustrated every time you try to explain the standards and show him how to prepare his gear. You wonder why this new cadet does not understand you. Everyone else in the squad is learned the standards quickly. A fellow Team Leader, who you don’t like very much, comes up and reminds you that not everyone learns the same way and yelling doesn’t seem to be a strategy that works with this individual. The Team Leader asks you to approach the problem from a different angle and explains a way he used to explain the standards to his Plebe.

1. What do you do with the information your fellow Team Leader tells you?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Although you may not like the person providing you advice, does that necessarily make their advice invalid?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. How have the concepts of diversity of thought and empathy played a role in this scenario?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Reflection Questions

1. What kind of diverse capabilities do you see in your current company? How can you ensure that your Squad uses some of those capabilities to have continued success in accomplishing your duties?

2. What kind of leader do you want to be for your Plebe next year? How do you plan to be that leader?
Facilitator Notes

Introduction
- The Team Leader is the primary facilitator and discussion leader in these lessons.
- These lessons are designed to be done face to face.
- As a minimum the Team Leader and Plebe must accomplish the lesson objectives.

Lesson Objectives:
- Before moving on to the first exercise, go over the lesson objectives with your Plebe(s).

Exercise One: Knowing Who is Around You
- **Question 1:** Why is it important to learn about others in your unit? How does this relate to respectful treatment of others?
  - The first question focuses on why we need to learn about our teammates.
  - Ensure your Plebe gives specific reasons and justifications as to why we must learn about each other.
  - By learning about our teammates we also have a better understanding of what the unit’s capabilities are.
  - Respectful treatment of others builds trust, and allows us to work more fluidly and efficiently together.

- **Question 2:** Once you have learned about your teammates’ backgrounds, capabilities, and experiences, how do you use this when working on tasks or assignments together?
  - The second question asks the Plebes to identify how to use your knowledge of teammates to the benefit of the group.
  - Knowing the range of skills in a group helps the group operate within its capacity.
  - As a leader it is not enough to just know about your people, but you must be able to leverage their capabilities to accomplish missions.
  - Ensure your Plebe identifies some of these themes, and provides specific example from their experiences this past Academic year where missions were accomplished because the group possessed a certain level of skill, or mixture of skills.

Exercise Two: Diversity of Thought
- **Question 1:** What are some examples of differences that can bring strengths to a team?
  - An example of this would be new knowledge or techniques in planning that a new team member can bring.
  - Remember that this and the following questions are aimed at having the Plebe explore these relationships and ideas.
  - Ensure they are thinking critically about past working relationships they have had, and how differences in
people’s thought processes and capabilities impacted that collaborative effort.

- **Question 2: Would it be more beneficial to have a unit that was exactly the same or completely different?**
  - If a team was exactly the same, they wouldn’t there would be less variety in the skill sets that can be used to solve complex problems.
  - Even in many military units, the Commander makes the final decision, but only after planning and discussing courses of action with their subordinate leaders or staffs. Many different perspectives are brought together, deliberately, to help solve problems.
  - With this being said, everyone being different also brings unique challenges when personalities conflict, or there are competing ideas.
  - This is part of the balancing act that leaders undergo in leading diverse formations.

- **Question 3: How would you work together with people that think and learn differently from you when working on a project together? What challenges and benefits would you possibly experience in this setting?**
  - This question has the Plebe discuss how they would handle competing ideas of how a project or mission could be accomplished.
  - While there are chains of command in place to issue orders, often leaders rely on collaboration to find the best solutions to a problem.
  - Have your Plebe focus on how they would address a conflict of ideas, say, in a group project, or on how to accomplish a Plebe detail.

- **Question 4: What kind of examples have you seen of diversity in a positive light?**
  - The Plebe has had many opportunities to work with people who think similarly and differently than they do.
  - How have those experiences worked out for the best, or worst?
  - Have the Plebe look at academic experiences, Beast Barracks experiences, or any experiences from their life in general.
  - In your discussion connect those experiences to the central concepts that collaboration can lead to more effective solutions.

**Scenario #1**
- This scenario is about getting to know those in your organization, and then being able to utilize what you learn to help the unit improve.
In this case the Company Commander does not know that he has a Soldier with prior experience maintaining weapons and the administrative information that accompanies that task.

The Company Commander thinks he needs a higher ranking individual, and thus a more mature person, to be the Unit Armorer.

The subject of the scenario has learned some things about his teammates, and knows that this lower ranking Soldier could be an excellent solution to the Company’s needs.

The PL in this case has looked below the surface to see the unique talents within his organization and then applied that information to help solve a problem, and make his Company a better functioning unit.
• **Question 1: What do you do?**
  - The challenge to your Plebe is will they choose to recommend this lower ranking Soldier or just sit back and let the opportunity slide by.
  - We may have information that can help a situation, but if we do not share it, then the unit cannot benefit from what we have discovered.
  - Often lower ranking Soldiers and Officers can have a more focused understanding of what the specific situation is at the lower levels of a mission.
  - It is the role of those small unit leaders to share their recommendations to their superiors so that information might help solve a larger issue.
  - In this case the PL has information about a potential armorer that the Company Commander is unaware of.
  - Highlight for the Plebe the need for personal courage to make the recommendation of selecting PV2 Smith for this position.

• **Question 2: What could happen to the Company if you do not make the recommendation?**
  - In short the Company would likely fill the position with another individual; however, that individual might still not be as capable as PV2 Smith.
  - Ultimately the Commander has the ability to take or reject the LTs recommendation, but without knowing that PV2 Smith has excellent qualifications the Commander cannot make a fully informed decision.

• **Question 3: What themes from this lesson are demonstrated in this scenario?**
  - Since this lesson focuses on looking for the diverse capabilities within our formations and leveraging them, those concepts should be a part of your discussion with your Plebe.
  - Some examples would be connections to the Moral Module’s lesson on personal courage, or the earlier lesson on empathy.
  - These connections show the Plebe that these subjects are all interrelated to building trust within our units to become more effective teams.

**Scenario #2**
- In this scenario the Plebe is asked to think about a trying leadership experience.
- They are preparing their Plebe for an inspection, but no matter what they do the Plebe does not understand how to execute the task.
- The subject gets some advice from a cadet who they do not have friendly ties with.
  - How does the subject take this advice?
  - Will they let their dislike of the person interfere with possibly good advice?
These are some of the concepts the Plebe in your lesson should be considering.

**Question 1: What do you do with the information your fellow Team Leader tells you?**
- Have the Plebe provide what they think is the best course of action for this situation.
- While there is no description of whether or not the advice given was better advice, have the Plebe explore the two possible outcomes: one if the advice was better than their current technique, or what if the advice was not as good as the current technique.
- In essence this question asks the Plebe to look beyond their personal feelings about a person to determine if their support actually helps accomplish the mission in the best way.

**Question 2: Although you may not like the person providing you advice, does that necessarily make their advice invalid?**
- The intent is to highlight the need to look at the function and validity of the information we are provided instead of just ignoring the contributions of others because we have personal issues with them.
- We may not like the person, but they may provide capable recommendations or added value to the team.
- We have to consider the information itself to weigh whether or not it will help accomplish the mission.

**Question 3: How have the concepts of diversity of thought and empathy played a role in this scenario?**
- Ensure this answer addresses the specific dynamics of this scenario: a subordinate who is having trouble responding to your instruction, and recommended courses of action from a different leader, whom you have negative personal feelings about.

**Reflection Questions**
- Taking ownership and thinking in terms of what I am doing is central to the reflective exercise.
- The reflection questions are a good tool to use in future counseling to see how attitudes have changed, and to even use those old answers as material for reflection.
- Once you have reviewed all the reflection questions conduct a quick AAR of the lesson. Use the Situation Report format below to help you gather information to share with your Squad Leader.
Civic Module Lesson 5: Situation Report (SITREP)

1. Unit Conducting Training: ____________________________

2. Lesson: ____________________________________________

3. Date/Time Lesson Conducted: __________________________

4. Location of Lesson: __________________________________

5. Topics (aside from lesson title) Discussed:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

6. Sustains of Lesson Conducted:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

7. Improves of Lesson Conducted:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

8. Successes/ Highlights from Lesson or Week:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

9. Issues/Concerns from Lesson or Week:
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________