



## **Welcome to MX400!**



**Officership:** The expert practice of commissioned military service as an honorable servant of the Nation. It includes the responsibility to serve as a steward of the Army Profession and to demonstrate Army expertise in support and defense of the Constitution, while remaining subordinate to civilian leadership and accountable to the American public.



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# Lesson 1



## *Lesson 1 Objectives*

- 1.1 Understand the purpose, intent, & structure of MX400.**
- 1.2 Explain the connection between trust, disobedience, and toxic followership.**
- 1.3 Discuss when it might be appropriate for an officer to disobey orders.**



**“The problem with being too busy to read is that you learn by experience (or by your men’s experience), i.e. the hard way.”**

**“By reading, you learn through others’ experiences, generally a better way to do business, especially in our line of work where the consequences of incompetence are so final for young men.”**



**“*Winging it* and filling body bags as we sort out what works reminds us of the moral dictates and the cost of incompetence in our profession.”**



## Potenital Limits of Obedience

### Professional competence in military means...

- **Operational need** - “tactical disobedience”
- **Doctrinal need** – Senior CDR incompetence
- **Caveat:** The “gain in military efficiency” *must outweigh the costs of “disrupting the CoC”*

### Limits of obedience to political leaders...

- **Military vs Political domain:** If the end sought falls strictly in the domain of military action, with no political implications, the order interferes with the military’s “professional expertise.” (politicians tell us what to do, experts figure out how to do it).
- **Must obey if:** any political implications to the “ends” sought, must obey.
- **Extreme instances** (e.g. order to commit genocide) “personal conscience” may trump “military obedience and state welfare.”



## Model for Moral Autonomy & Discretion

	Authorized	Not Authorized
Moral	Responsible Obedience	Conscientious Intervention
Immoral	Authorized Misconduct	Disobedience

**Conscientious Intervention:** Doing what is right even though the action was not explicitly authorized.

**Authorized Misconduct:** Doing what is morally wrong even though one has been explicitly authorized to do it.



## **The issue is not the stupid order; it is how we respond**

**Clarify the order and its intent (conduct a confirmation brief)**

**Consider whether it is illegal, immoral or going to get someone hurt**

**Explain the unintended consequences & offer alternative solutions**

**If all verbal negotiations fail, ask for a written order or FRAGO**

**Do everything you can to shape the execution of the order and minimize risk**

**Consider whether the cost of executing the order outweighs the cost of disrupting the CoC; if so, be willing to stand trial if you disobey**

**“Never let it get to that.” Openly communicate and develop the mutual respect required to build effective relationships**



## **When do you become a toxic subordinate?**

**Engagement in illegal, immoral, or unethical behavior**

**Failure to join the team you are on**

**Social media is the preferred forum to let the world know how bad the chain of command or unit is**

**Allowing disagreement to lead to disloyalty**

***What about Cynicism?***





## Things to think about or do **as you take notes**:

**What are you trying to learn?**

**What are we trying to Learn: Discussion Questions**

- **Critical thinking**
- **Formulate yourself as a leader**
- **Build & integrate your experience**

**What are the big ideas/concepts (**read lesson intros**)?**

**Imagine yourself in their place:**

- ✓ **How might you have done things differently?**
- ✓ **How might you apply it in your own life?**

**Make Connections....**



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## **Lesson 2**



## **Tips & Notes:**

### **Army Vision:**

- How does the Army vision impact you?
- How does West Point contribute to this vision?

### **Multi-Domain Operations 2028:**

- What are your biggest takeaways from MDO?
- What are your biggest criticisms?
- What implications does MDO have to your branch preference?
- As you read MDO and McMaster's article, consider your requirements for Prep-Assignment 1



## **Lesson 2 Objectives**

**2.1 Assess character baseline.**

**2.2 Understand the Army’s mission, vision, and objectives.**

**2.3 Explain McMaster’s continuities and fallacies of war.**

**2.4 Understand how the changing character of war influenced the AirLand Battle to MDO evolution.**

**2.5 Describe the central idea, tenets, problems, and proposed solutions outlined in MDO.**



**Deploy, Fight, and win...across the **full spectrum** of conflict**

**Win against **any adversary, anytime, anywhere** in joint, multi-domain, high-intensity conflict**

**Objectives: Man, Organize, Train, Equip, and Lead**

## **Lead**

**Develop smart and innovative **leaders of character****

**Leaders who are **comfortable with complexity****

****Capable** of operating from the tactical to the strategic level**

***How does the Army vision impact you?***

***How does West Point contribute to this vision?***



- 1) **Compete** to expand the competitive space
- 2) **Penetrate** strategic and operational stand-off
- 3) **Dis-integrate** enemy anti-access and area denial systems
- 4) **Exploit** freedom of maneuver to defeat enemy objectives
- 5) **Re-compete** to consolidate and expand gains

**Today and into the future** we confront adversaries in the:

- Physical domains of air, land, sea, & space
- 'Abstract' domain of cyberspace
- Electromagnetic spectrum
- Information environment
- Cognitive dimension of warfare

***When are we at peace?***



- 1) **War is political**: Be skeptical of ideas that divorce war from its political nature and promise fast, cheap, efficient victors through technology. **War achieves political objectives.**
- 2) **War is human**: People fight today for the same fundamental reasons identified by Greek Historian Thucydides: **fear, honor, and interest**.
  - Understanding how these reasons influence support for insurgent and terrorist organizations
  - Understand cultural, social, economic, religious, & historical factors
- 3) **War is Uncertain**: There is a tendency to assume our plans dictate the future course of events or that progress is linear and predictable.
  - Addressed through tenet of **adaptability** and depth.
- 4) **War is a Contest of Wills** – winning is psychological and moral, as well as physical. Ending war (Clausewitz) requires **persuading** the enemy he has been defeated. This requires rational determination to achieve a sustainable outcome, usually political, consistent with vital interests.



- 1) **Vampire Fallacy** – Belief that we can win through “shock and awe” and achieve **fast, cheap, efficient victory** due to advanced information and communication technology. Technology and firepower are sufficient to achieve lasting effects.
- 2) **Zero Dark 30 Fallacy** – elevates “raiding” capability to the level of strategy.
- 3) **Mutual of Omaha Wild Kingdom Fallacy** – relying on proxy forces.
  - Western military – Marlin Perkins
  - Jim Fowler – Proxy Forces
- 4) **RSVP Fallacy** – opting out of conflict, or at least opting out on land.
  - Ready Army forces deter conflict and demonstrate commitment
  - Forward positioning of capable ground forces





## **MDO Concept Evaluation**

- 1) What are your biggest takeaways from MDO?**
  - What do you like?
  - What is your biggest critique?
  - Is anything missing?
  
- 2) How might this pertain to platoon leaders?**
  
- 3) What are the implications to your branch choice?**
  
- 4) How might MDO be playing out in 2020?**
  - Are we winning?
  - Where are our adversaries achieving layered standoff?
  - Which phase (MDO solution) are we in?



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## **Lesson 3**



## *The Officer at Work...*

*“As the senior representative of the profession in any unit, the commander has a special **responsibility** both to **model the behaviors** valued by the profession and to **encourage subordinates** in their emulation.”*

-The Armed Forces Officer

*“...**Authority** stem[s] largely from the Soldiers’ **perception of his character**...the qualifying test of the leader is the **judgment placed upon his military abilities** by those who serve under him. If they do not deem him **fit to command**, he cannot train them to obey.”*

-The Armed Forces Officer



**Lesson 3 Objectives**

- 3.1. Understand how the practice of MC balances the art of command with the science of control.**
- 3.2 Discuss the interdependency of the MC principles.**
- 3.3 Understand the commander’s role in the operations process described in ADRP 6-0.**



*Think of...*

*The best team you were ever on...*

*What made it the best?*



*Now Think of...*

*The worst team you were on...*

*What made it the worst?*

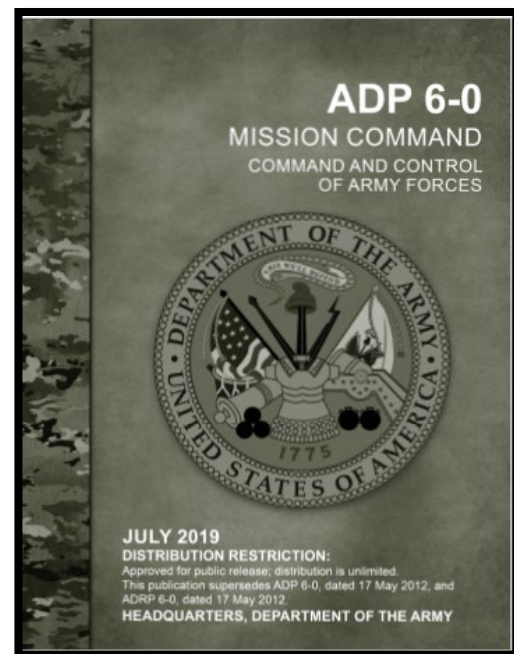


## **Mission Command:**

The Army's approach to **command & control** that empowers subordinate decision making and **decentralized execution** **appropriate to the situation.**

## **The Seven Principles**

1. Competence
2. Mutual **trust**
3. Shared understanding
4. Commander's intent
5. Disciplined initiative
6. Mission orders
7. Risk acceptance





# Adjusting the Throttle







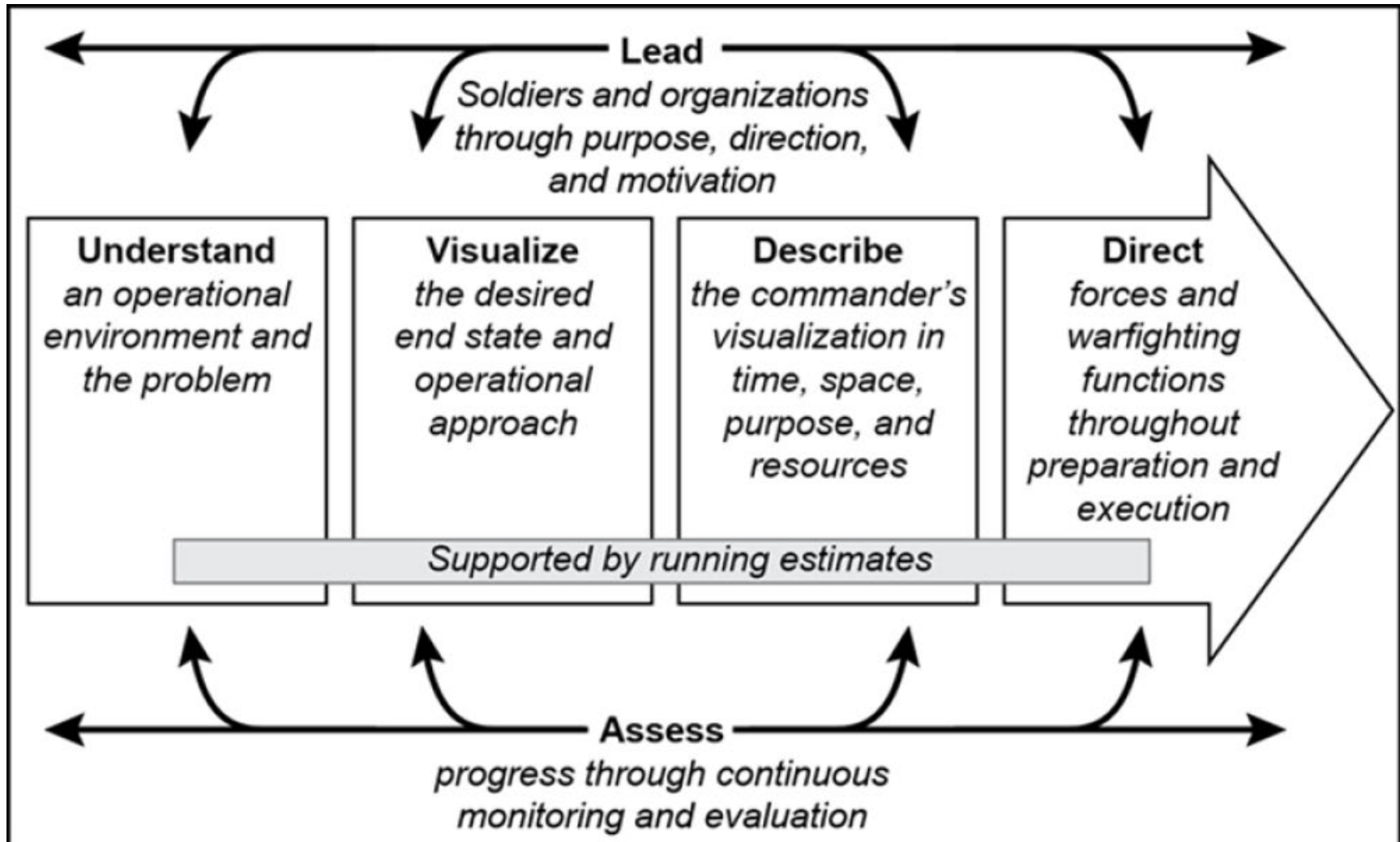
# Factors to Consider



	Considerations	
<ul style="list-style-type: none"> <li>• Predictable</li> <li>• Known</li> </ul>	Situation	<ul style="list-style-type: none"> <li>• Unpredictable</li> <li>• Unknown</li> </ul>
<ul style="list-style-type: none"> <li>• Inexperienced</li> <li>• New team</li> </ul>	Unit Cohesion	<ul style="list-style-type: none"> <li>• Experienced</li> <li>• Mature team</li> </ul>
<ul style="list-style-type: none"> <li>• Untrained or needs practice</li> </ul>	Level of Training	<ul style="list-style-type: none"> <li>• Trained in tasks to be performed</li> </ul>
<ul style="list-style-type: none"> <li>• Being developed</li> </ul>	Level of Trust	<ul style="list-style-type: none"> <li>• Established</li> </ul>
<ul style="list-style-type: none"> <li>• Top down</li> <li>• Explicit communications</li> <li>• Vertical communications</li> </ul>	Shared Understanding	<ul style="list-style-type: none"> <li>• Reciprocal information</li> <li>• Implicit communications</li> <li>• Vertical and horizontal communications</li> </ul>
<ul style="list-style-type: none"> <li>• Restrictive</li> </ul>	Rules of Engagement	<ul style="list-style-type: none"> <li>• Permissive</li> </ul>
<ul style="list-style-type: none"> <li>• Optimal decisions later</li> </ul>	Required Decision	<ul style="list-style-type: none"> <li>• Acceptable decisions sooner</li> </ul>
<ul style="list-style-type: none"> <li>• Science of war</li> <li>• Synchronization</li> </ul>	Appropriate To	<ul style="list-style-type: none"> <li>• Art of war</li> <li>• Orchestration</li> </ul>



## The Commander's Role in the Operations Process





## *Effective Mission Command?*

**My TAC told me to administer an APFT to 10 cadets. He just gave me their names and told me to have it done NLT 3 weeks.**

**I got no other guidance or support. The morning we did the APFT everything was all jacked up – we had to scramble around to get some cadets who weren't ready. Scorecards weren't printed. It was super stressful.**



## In Groups

1) What event or program from your USMA experience has best developed your character and what was the impact?

2) What kind of subordinate do you need to be for Mission Command to be successful?

3) Does West Point practice Mission Command? Explain.

**Group 1:** Decentralized Execution & Competence

**Group 2:** Shared understanding & Mutual Trust

**Group 3:** Commander's intent & Mission Orders

**Group 4:** Disciplined initiative & Risk Acceptance

4) Where does West Point fall on the Art of Command & Science of Control meter? Why do you think it is there? (Draw the "throttle")





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## **Lesson 4**





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# Lesson 4: *Developing Officers for an Uncertain Future*

## **The Start Point...**



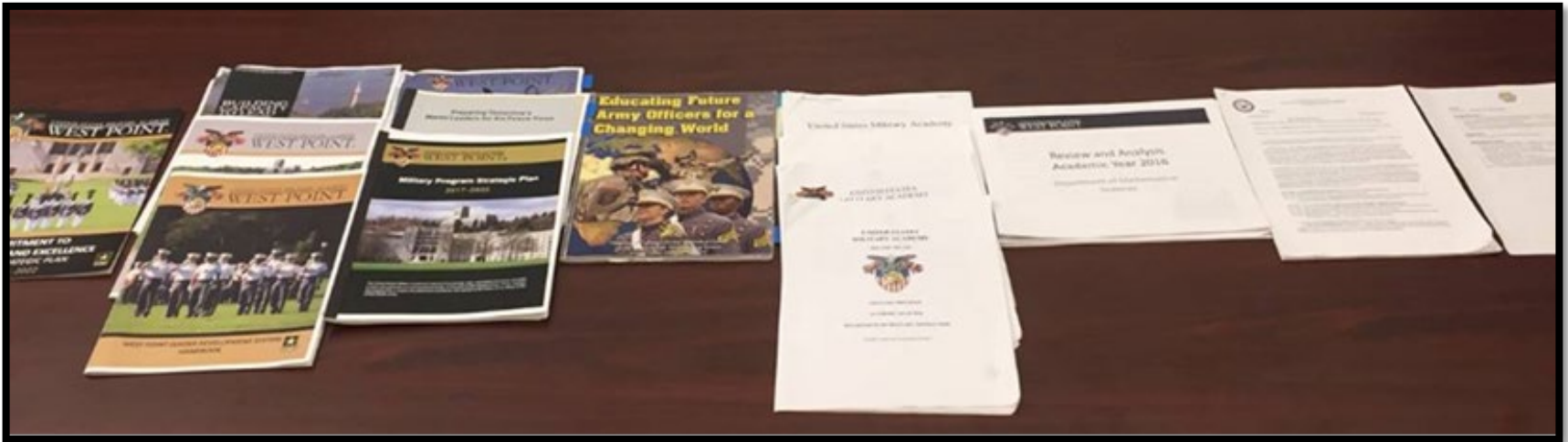
## **The Product...Officers *Leaders of the Army Profession***





## **Lesson Objectives**

- 4.1 Evaluate the effectiveness of WPLDS on cadet character, identity, and intellectual development.**
- 4.2 Explain the Paul and Elders’ Elements of Thought and the Universal Intellectual Standards.**
- 4.3 Analyze the relationship between critical thinking and a commander’s role in the operations process described in MC doctrine (ADP 6-0).**
- 4.4 Understand Pershing Essay and the Writing Assessment Form.**



***What is the Impact?***





*Develops  
Human Capital*

*Develops  
Social Capital*



**Individual  
Leader  
Development**

- Academic Program
- Military Program
- Physical Program
- Character Program

**Leadership  
Development**

**Practice  
Following**

**Practice  
Leading**

**Culture of Character Growth**

*(Honor System, Feedback, Mentors, Ceremonies, etc.)*



*Facilitated by a  
Community of Practice*

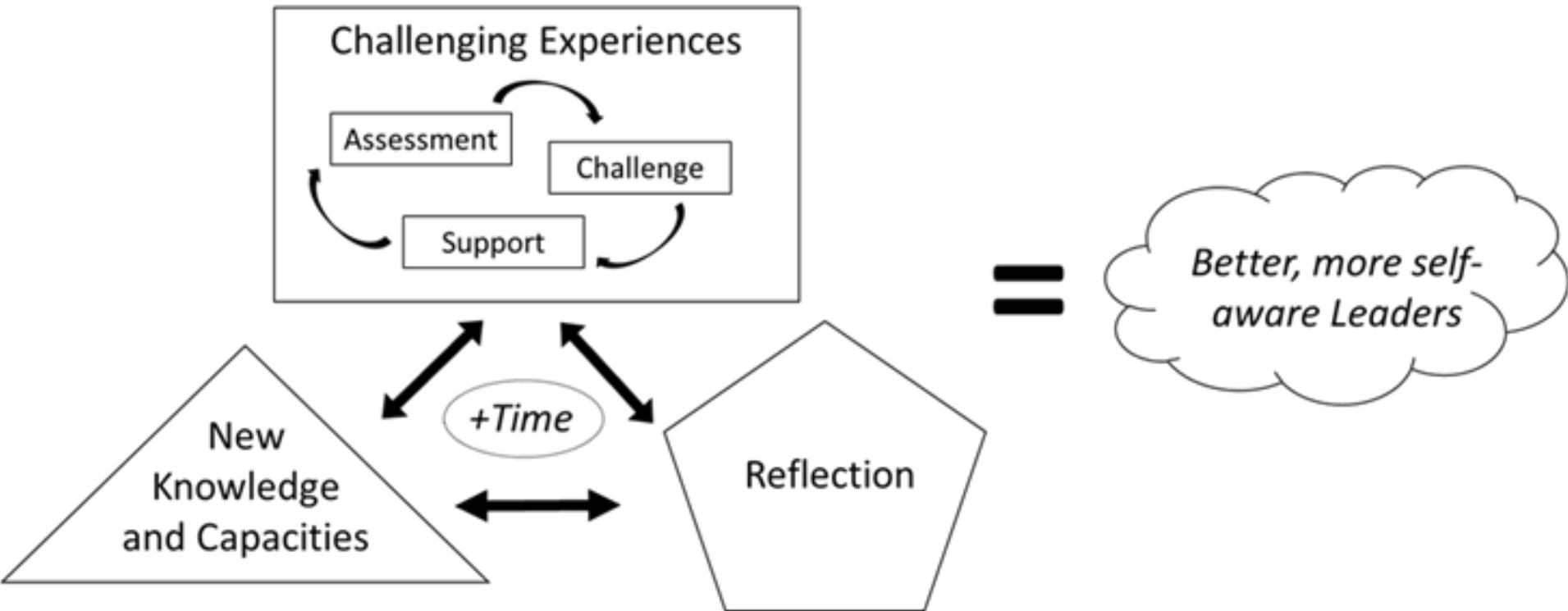


**Leader of Character**

- Live honorably
- Lead honorably
- Demonstrate excellence



## Leader Growth Model (WPLDS)





**Critical Thinking is *purposeful, reasoned, and goal directed***

**“Elements of Thought”**

**Clarifies Concerns (purpose)**

**Embodies a point of view**

**Recognizes assumptions**

**Considers implications**

**Evaluates information**

**Makes inferences**

**Utilizes concepts**

**Raises questions**



Critical thinking requires ***standards and evaluation***

**“Reasoning Assessment Standards”**

**Clarity**

**Relevance**

**Logicalness**

**Accuracy**

**Depth**

**Significance**

**Precision**

**Breadth**

**Fairness**



Honest critical thinking requires *character*

Intellectual Humility

Intellectual Empathy

Fairmindedness



Intellectual Traits or Virtues



Confidence in Reason

Intellectual Integrity

Intellectual Autonomy

Intellectual Courage

Intellectual Perserverance

Are you using critical thinking to merely win the argument  
or to seek the truth



## **Identify Fallacious Arguments**

**Common bias in human thought:**

- Availability and representative heuristics**
- Sample size bias**
- Regression to the mean**
- Overconfidence and arrogance**
- Confirmation bias**
- Fundamental attribution errors**



- 1) What event or program from your USMA experience has best developed your character and what was the impact?
- 2) What do we really value more...character or competence? Why?
- 3) Does West Point practice Mission Command? Explain.
  - Group 1:** Decentralized Execution & Competence
  - Group 2:** Shared understanding & Mutual Trust
  - Group 3:** Commander's intent & Mission Orders
  - Group 4:** Disciplined initiative & Risk Acceptance
- 4) Where does West Point fall on the Art of Command & Science of Control meter? Why do you think it is there? (Draw the "throttle")

**USE CRITICAL THINKING**





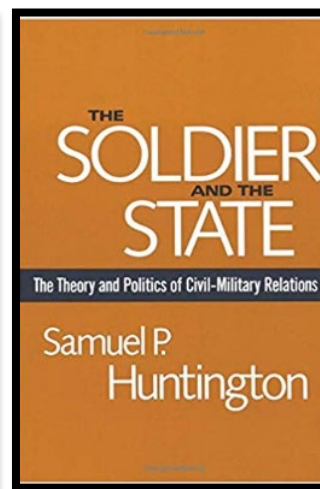
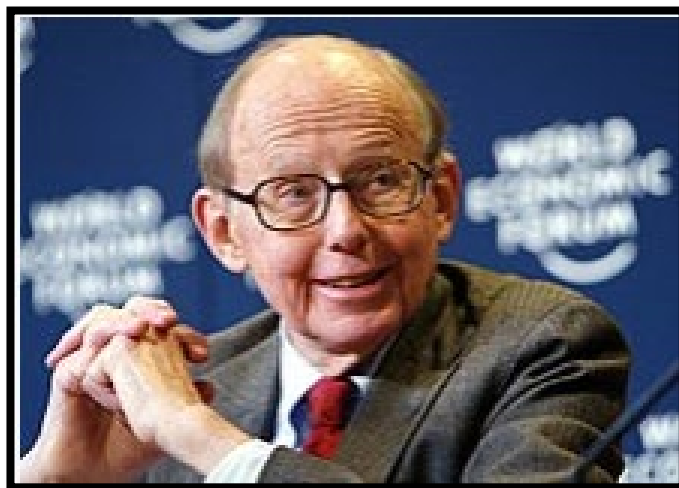
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## **Lesson 5**





## *The Profession of Arms – A Unique Purpose*



***“The direction, operation, and control of a human organization whose **primary function is the application of violence** is the peculiar skill of the officer.”***

(Huntington, 1957)



**Lesson Objectives**

**5.1 Summarize the characteristics of all professions (Armed Forces Officer) and the Army (ADP 6-22)**

**5.2 Understand how the Army meets the criteria of a profession**

**5.3 Explain The function or role of the Profession of Arms within society**

**5.4 Discuss what these professional requirements mean to your professional identity and the expectations you must meet as commissioned officers of character.**



## Characteristics of a Profession:

***Expertise*** - Met through military education and experience (broad, liberal, cultural background and specialized skills and knowledge of the profession)

***Responsibility*** - Provide security to society; uphold values & ideals (service is essential to the functioning of society, moral obligation to provide the service)

***Corporateness*** - Lineage of the profession, standards, & discipline (members know history and provide training, establish and enforce standards of professional responsibility)

***Ethics & Ethos*** - Codes of conduct and the internal sense of what an Officer must be



## **Essential characteristics [specific to the Army Profession](#):**

**Honorable service (demonstrating character & commitment)**

**Military expertise (demonstrating competence)**

**Trust (demonstrating character, commitment & competence)**

**Stewardship of the profession (demonstrating commitment)**

**Esprit de corps**



**All professions must meet the following requirements:**

**Provide a unique and vital service to society**

**Apply expert/abstract knowledge**

**Earn the trust of society (thru effective and ethical application of expertise)**

**Establish and uphold discipline & standards (certifications)**

**Be granted significant autonomy and discretion**



***You are a new Platoon Leader at Fort Irwin where there has been a large uptick in number of COVID-19 cases in the last two weeks. Your unit just emplaced the following movement restrictions:***

- ✓ ***Single Soldiers, living in the barracks, are not allowed to leave post***
- ✓ ***Soldiers who live in either family housing or off post cannot travel outside more than a 25-mile radius***

***One of your NCOs who lives off post approaches you about an upcoming surgery on Wednesday for his daughter in Las Vegas (183 miles away). He is asks you if he will be able to go with his family to help support them.***

**How do you work through this?**

**... and what would you tell the other members of your platoon?**



**Discussion**

**Group 1: Why does it matter that the Army is a profession? Why not just have an employment contract or privatize military services?**

**Group 2: How do you think the Army Profession compares to the medical/legal professions? What is society's view?**

**Group 3: Are the required responsibilities or expectations of officers, NCOs, Soldiers, and Department of the Army civilians equal? Why or Why Not?**

**Group 4: What is the difference between Officership & Leadership? Why does this matter?**



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## **Lesson 6**





# Lesson 6: Trust & Stewardship

*“Strengthening our Profession”*



***“If the soul is left in darkness, sins will be committed. The guilty one is not he who commits the sin, but the one who causes the darkness.” -- Victor Hugo***



## **Lesson Objectives**

- 6.1. Summarize the various trust relationships that are important to the Army Profession.**
- 6.2 Understand the threats to the trust relationships important to the Army Profession.**
- 6.3 Analyze the multi-dimensional nature of trust and the integrative trust model.**
- 6.4 Evaluate the bilateral model of trust repair.**



## *A Psychological State*

- Intention to accept vulnerability
- Based upon positive expectations of others
- Evolves over time
- History of reciprocity

*Everything we do either increases, or decreases trust!*



# Trust as “The Bedrock”





## Three Levels of Repair

**Level 1:** Did the trustee commit the transgression?

Innocent ——— **Guilty**

**Level 2:** If the trustee is guilty, is the act attributable to the situation or the person?

Situation ——— **Person**

**Level 3:** If the act is attributable to the person, does it reflect a shortcoming of the trustee that is *fixable* or *fixed*?

**Fixable** ——— **Fixed**  
(Unrepairable)



- 1) Trust is the foundation of the relationship between the Army and American Society (**the life-blood of our Profession**)
- 2)  $f(\text{Trust}) = \text{Character} * \text{Competence} * \text{Commitment}$
- 3) Trust relationships important to the Army Profession:
  - Between Soldiers
  - Between Seniors and Subordinates
  - Between Soldiers, Families, & the Army
  - Between the Army and the American People
- 4) Repair is dependent on the trustor (trustworthiness) AND the trustee (propensity to trust).

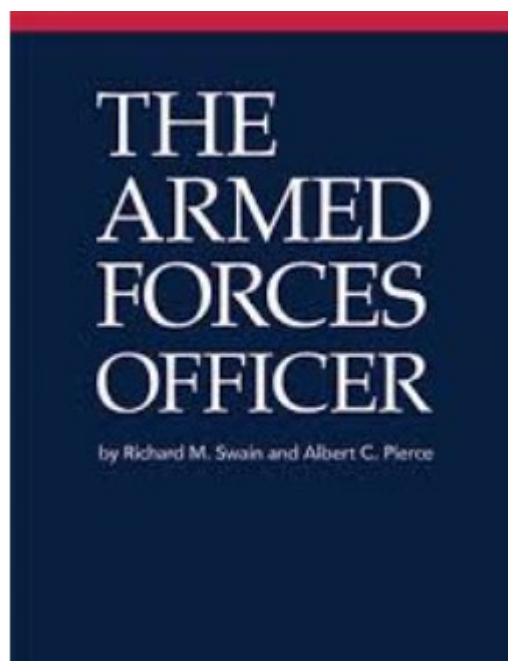


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## **Lesson 7**



***“What the civilian ideally should be,  
military officers must be.”***



***“American Armed Forces should come from and  
be anchored in, not alien to the American people.”***





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**Before We Unpack the Oath...**

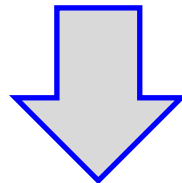
***Why are YOU here?***



## *The Commission & The Oath*

I, state your full name, having been **appointed** an **officer** in the Army of the United States, in the grade of 2<sup>nd</sup> Lieutenant do **solemnly swear** that I will **support** and **defend** the Constitution of the United States against all **enemies**, foreign and domestic, that I will bear true **faith** and **allegiance** to the same; that I take this **obligation freely**, without any mental **reservations** or purpose of **evasion**; and that I will well and **faithfully** discharge the duties of the office upon which I am about to enter; So help me God." (DA Form 71, 1 August 1959, for officers.)

*What does this mean to you?*



*Character – Competence – **Commitment***

*A start point for mutual trust and shared understanding!*



***Subordinating the political point of view to the military is **absurd**, war is the instrument of policy...***

***...by accepting the Oath, you enter a vertical relationship with our Civil-Military Authorities***



## Civilian Leadership

*Authority*



**Leverage Diplomatic, Informational, Military, & Economic Power to Obtain Strategic Political Goals**



**The Application and Management of Violence in Defense of Our Nation**



*Expertise*

**Army**



**The Army's Four Fields of Expert Knowledge**

**Moral-Ethical**: How the Army accomplishes the mission in the right way.

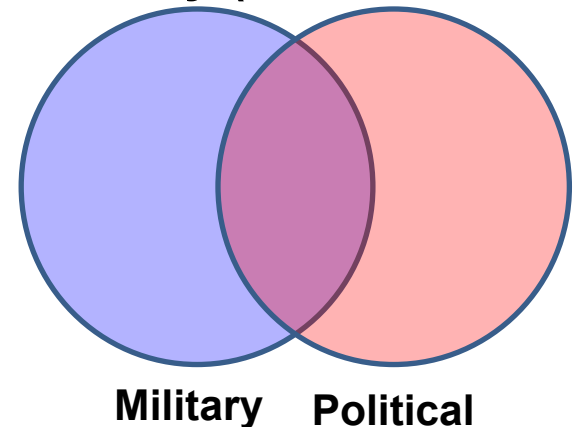
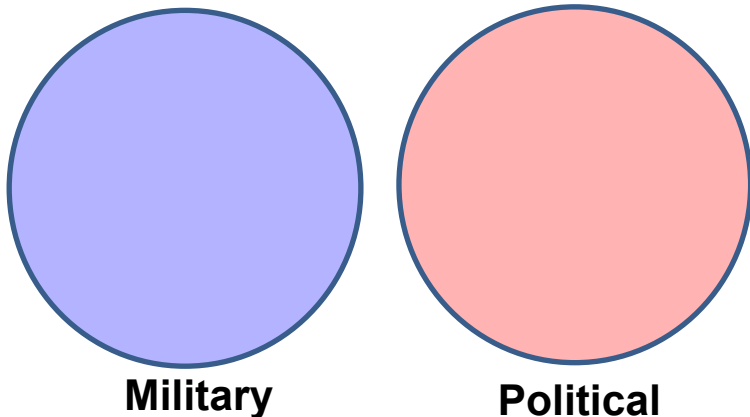
**Military-Technical**: How the Army applies landpower to accomplish the mission.

**Geo-Cultural & *Political***: How the Army understands and operates in a multi-cultural, complex world.

**Leader/Human Development**: How the Army recruits, develops, and inspires Army professionals.

**Huntingdon's Apolitical Myth**

**The Reality (Babcock-Lumish)**





## **Military officers should (Huntingdon)...**

**Represent claims of military security and provide minimum security requirements**

**Advise, analyze, and report on the implications of alternative courses of state action from the military view point**

**Implement state decisions, even if it is a decision which runs violently counter to his military judgment**

***Maintain a hierarchy of obedience; greater competence of superiors must be assumed***



- 1) A commission or oath: Constitutes an *individual moral commitment* and *common ethical instruction* and is important to ensuring we maintain shared ideals.
- 2) How we are different: Older Armies pledge allegiance to a person (e.g. a King). In the US, we pledge allegiance to the Constitution (*an idea*).
- 3) **EVERYTHING** you do can either increase or decrease the trust gap with our Civilian Authorities.



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## **Lesson 8**





# What does the public expect of a Commissioned Officer?

**The public assumes you are the best and brightest of American youth.**

**Groomed, fit, confident, courteous, articulate, positive, respectful, good mannered, self-controlled, well-informed, considerate, thoughtful, respectful, trustworthy, brave, honorable, and kind.**

**Clean uniform, shined shoes/brass, well-groomed, & good posture.**

**When meeting you, the public expects a firm handshake, a comfortable look in the eye, a natural conversation free from profanity or vulgarity.**

**The public expects you to demonstrate moral courage. The public expects you not to lie, cheat, steal, assault, harass, rape, discriminate, or have racist/sexist attitudes.**

**Are these expectations reasonable?**



***Military Conservatism***

***American Liberalism***

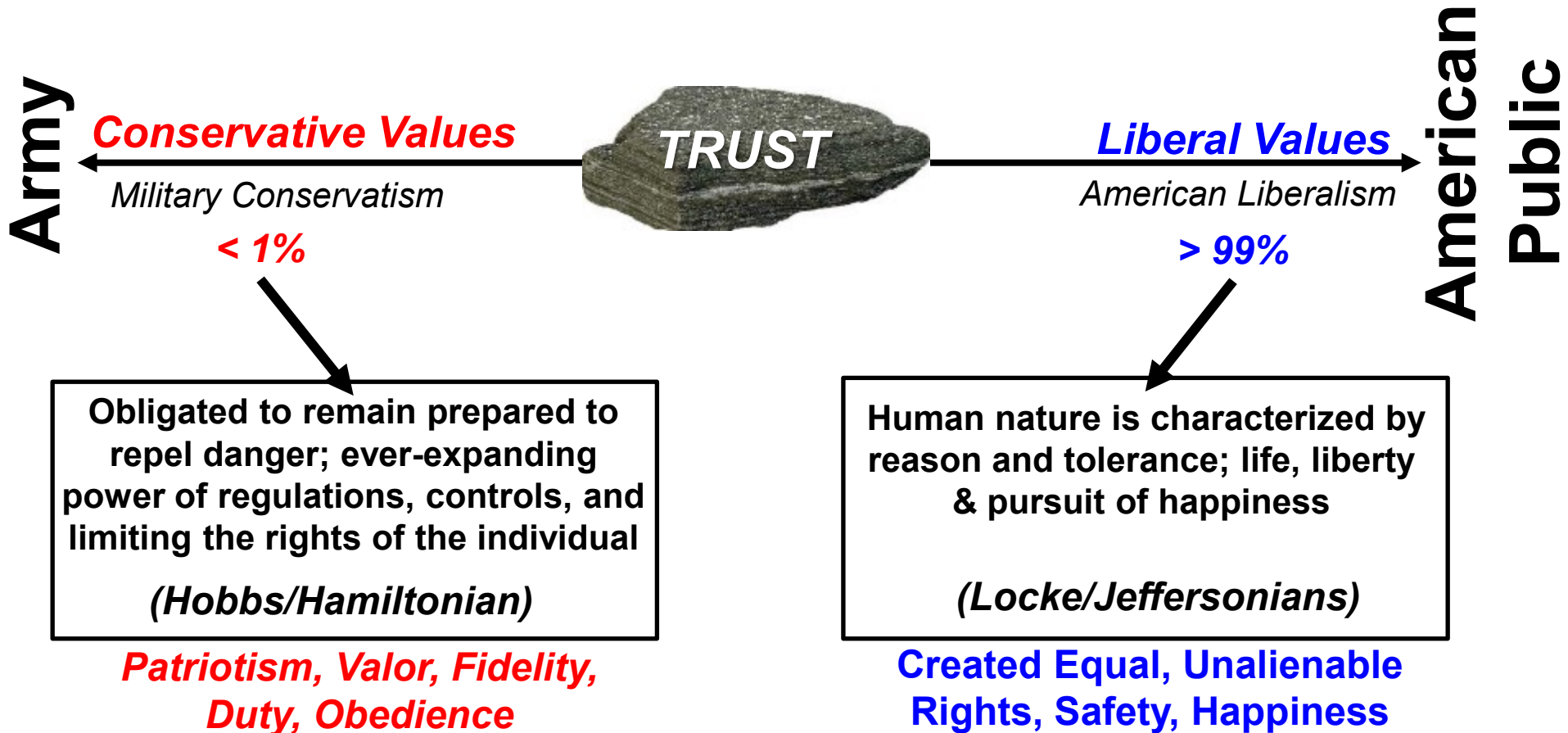


## **Lesson Objectives**

- 8.1 Understand the perceived differences between military culture and American culture.**
- 8.2 Describe the tensions, or gaps, between American Liberalism and Military Conservatism.**
- 8.3 Discuss the dynamic relationship between American culture on military culture.**
- 8.4 Explain how military culture can embrace American values while maintaining professional standards.**



## Unalienable Rights Forfeited as a Condition of Service



**Military is a specialized society, separate from  
(but anchored in) civilian society**



## *Requires Maintenance & Sometimes Change*

**Military Change Model 1: Changes *in advance* of society**

**Military Change Model 2: Changes *with* society**

**Military Change Model 3: Changes *after* society**

***“Break out of Your Bubble”***

(Swain & Pierce, 2017)



**What are some of the values that the military and society differ on most?**

**What aspect of the Army Profession has been most difficult for you to embrace?**

**What are you doing in private that you don't want the Army to know? (UCMJ Article Conduct Unbecoming)**



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## **Lesson 9**



## **Lesson Objectives/Agenda**

**9.1 Summarize the three roles of every Army Professional as described in the Army ethic.**

**9.2 Describe the sources of the Army ethic.**

**9.3 Discuss the importance of the Army ethic to the Army Profession.**





## *What is the Army Ethic - Conceptually?*

“The Army Ethic is the set of **enduring moral principles**, values, beliefs, and laws that **guide** the Army profession and **create the culture of trust** essential to Army professionals in the conduct of missions, performance of duty, and **all aspects of life**” (ADP 6-22)



## **§ 3583. Requirement of exemplary conduct.**

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, and 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.

In other words...

- 1) Be a Leader of high moral character
- 2) Lead others and organizations of high moral character
- 3) When faced with a moral issue/problem, a leader must take action  
(There's no other option!)

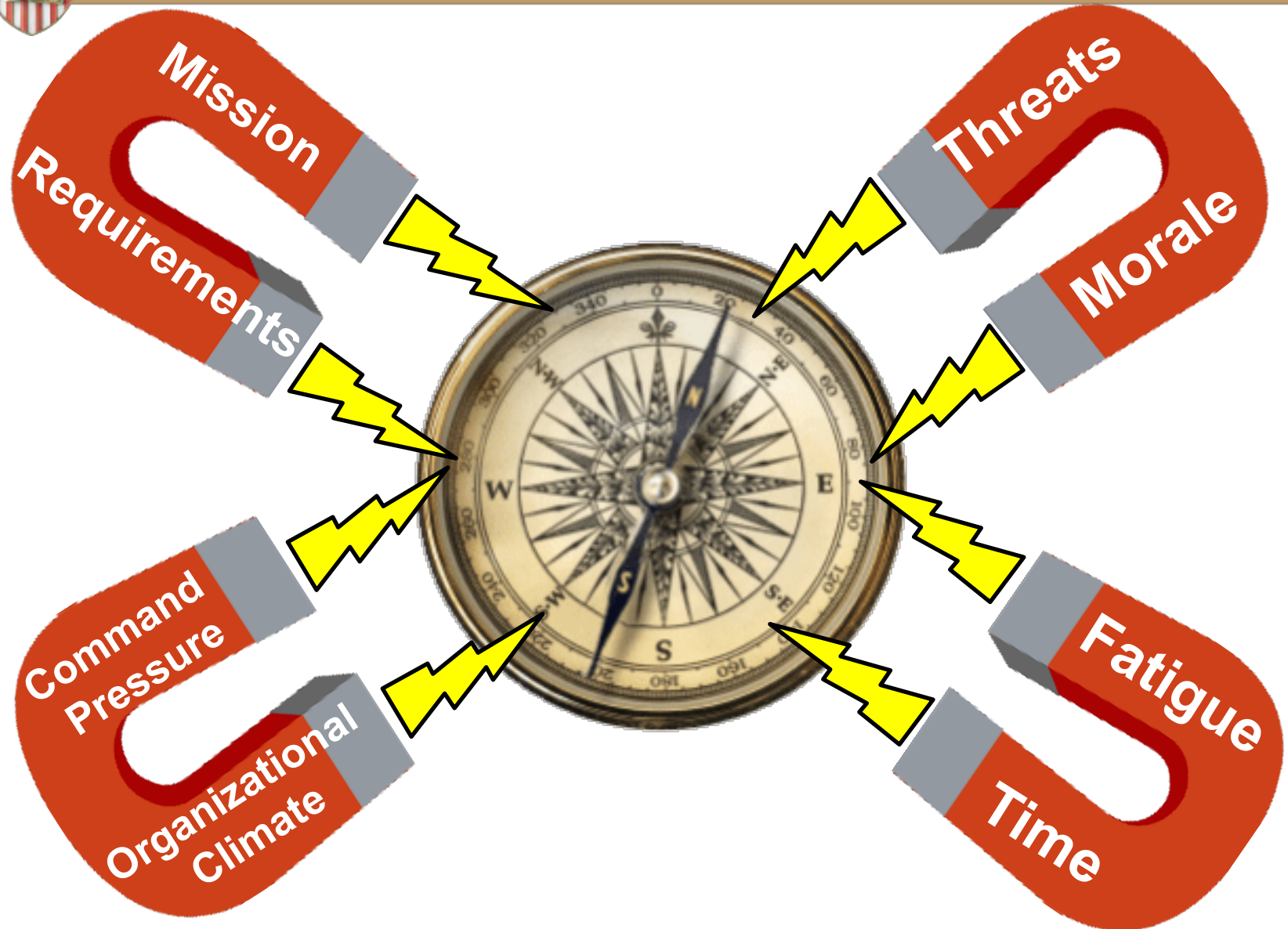
***Essentially, this is the Army's Honor Code!***



## *Foundations of the Army Ethic*

Applicable to:	<i>Legal Motivation of Compliance</i>	<i>Moral Motivation of Aspiration</i>
<b>Army profession</b> <i>Trust</i> <i>Honorable service</i> <i>Military expertise</i> <i>Stewardship</i> <i>Esprit de corps</i>	United States Constitution United States Code Uniform Code of Military Justice Executive Orders Treaties, Law of Land Warfare	Declaration of Independence Universal Declaration of Human Rights Just War Tradition (Jus ad Bellum) Army culture of trust Professional organizational climate
<b>Trusted Army professionals</b> <i>Honorable servants</i> <i>Army experts</i> <i>Stewards</i>	Oaths of Service Standards of conduct Directives and policies The Soldier's Rules Rules of engagement	Natural moral reason – Golden Rule Army Values Soldier's and Army Civilian Corps creeds Justice in War (Jus in Bello)

**Determining the standards for moral leadership  
 (true north for our moral compass)**





## **Officers MUST:**

**Serve as a moral compass**

**Maintain the “moral high ground”**

**Work *proactively* to establish a proper ethical climate**

**Prevent subordinates from falling victim to:**

- The enormous pressures of *prolonged combat*
- Moral *complacency*
- *Frustrations*

***...But what is ethical leadership***





***Normatively appropriate conduct*** through personal actions and interpersonal relationships, and the ***promotion of such conduct to followers*** through two-way communication, reinforcement, and decision-making

## Related to:

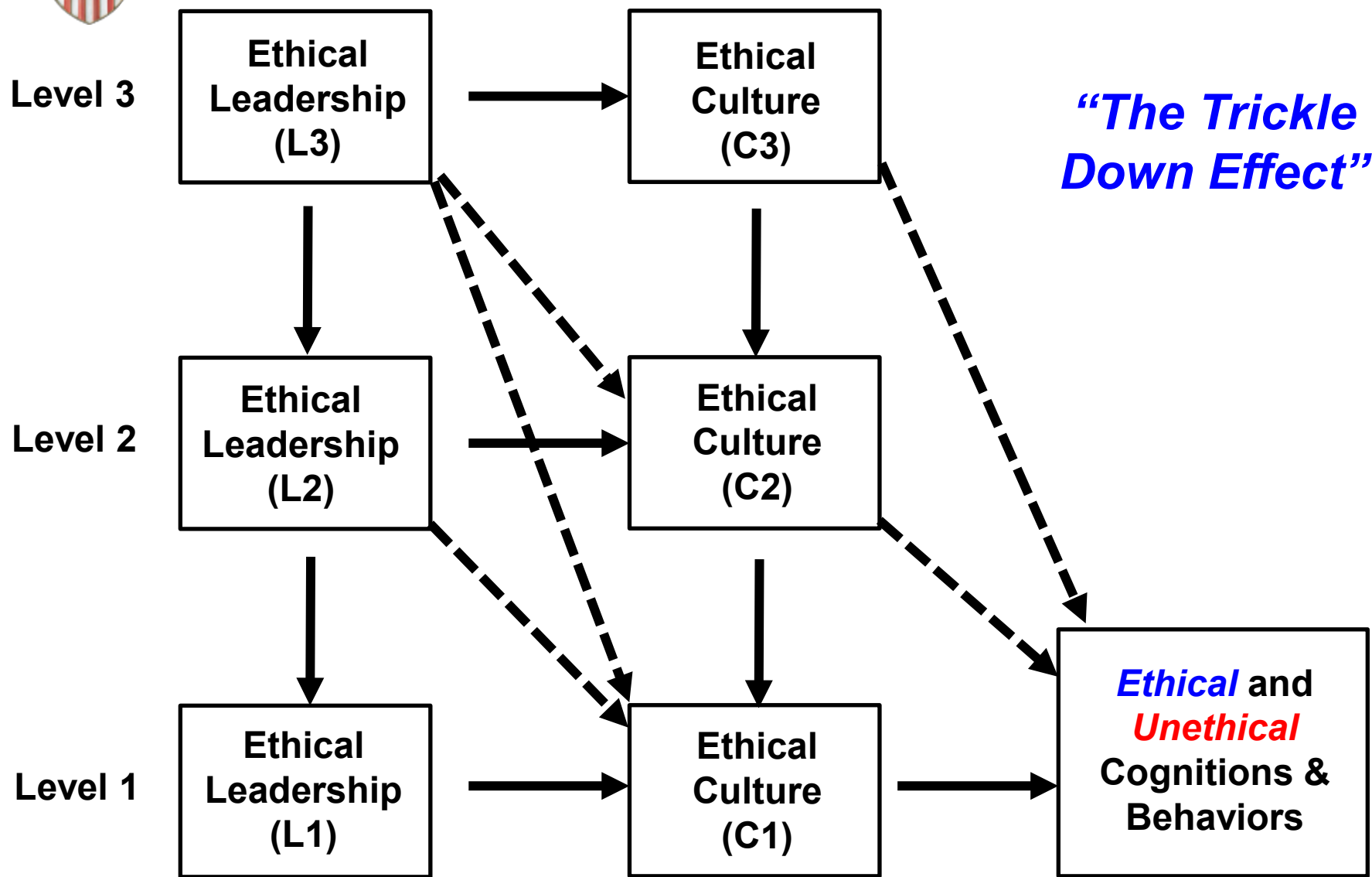
- Consideration behavior
- Honesty
- Trust in the leader
- Interactional fairness
- Abusive supervision (-)***

## Predicted Outcomes:

- Perceived effectiveness of leaders
- Follower job satisfaction and dedication
- Follower willingness to report problems



# Direct/Indirect Effects of Ethical Leadership





**Which Army Values or portions of the ethic do you still struggle with?**

**What are you going to do about it?**





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## **Lesson 10**

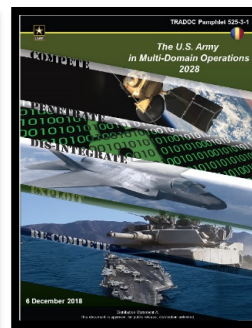
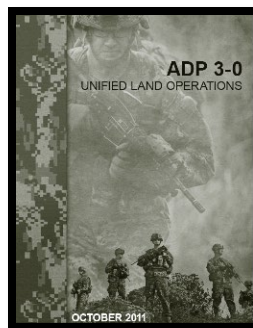
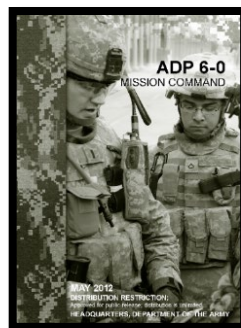


## *Military-Technical*

*Force Design*

*Force Generation*

How the Army applies landpower  
to accomplish the mission...



*Strategic*  
*Operational*  
*Tactical*

*Effective Use of  
Landpower*

*Technology & Military  
Operations*



## Leader-Human Development

**Character**

**Competence**

**How the Army recruits, develops, certifies, and inspires Army professionals.**



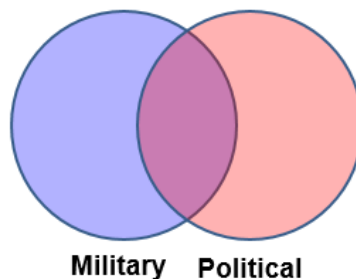


## *Geo-Political & Cultural*

*Agencies External to the Army*

*Unified Action Partners*

How the Army understands and operates in a multi-cultural, complex world.



*Foreign & Domestic Populations*

*Civil-Military Relations*



## *Moral-Ethical*

*Ethical Application  
of Landpower*

*Army Ethic: Legal  
and Moral Contents*

**How the Army accomplishes the  
mission in the right way.**



*Moral Reasoning &  
Decision Making*

*Standards of Conduct  
(Normative Behavior)*



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## **Lesson 15**



## **Lesson Objectives/Agenda**

**15.1 Describe the components of the moral self, the triad of moral capabilities and the moral reasoning process.**

**15.2 Apply these frameworks to analyze a moral failures.**

**15.3 Apply methods from the readings to build upon your own moral shortfalls**

**15.4 Apply the three ethical decision-making lenses to a moral dilemma.**



## Dilemma #1: *Emergency Leave*

**During combat operations**, SGT John approaches the CO requesting emergency leave from Iraq. His **father-in-law is fatally ill** (confirmed through a Red Cross message) and he is requested to go home to support his spouse.

SGT John's request is approved, but **only for one trip back** on emergency leave. Thus, SGT John was given the option to go now, **before the father-in-law passes, or after.**

SGT John elects to leave immediately and understands he cannot go back a second time.

SGT John completes his leave and returns to Iraq and his father-in-law **did not** pass while he was home.

Then, within 48 hrs after SGT John's return, his father-in-law passes. SGT John then **requests to depart on emergency leave again.**

***What do you do?***





**You are a Platoon Leader Supporting OCR in Europe**

**Two of your Specialists (E-4) test positive for THC (marijuana). Your BN CDR adjudicates all drug offenses at a Field Grade Article 15.**

**Maximum Punishment is:**

- **60 days restriction**
- **45 days extra duty**
- **1/2 months pay for two consecutive months**
- **Reduction in rank from Specialist (E-4) to PVT (E-2)**
- **Your BN CDR can choose from this menu of options or suspend portions of the punishment**

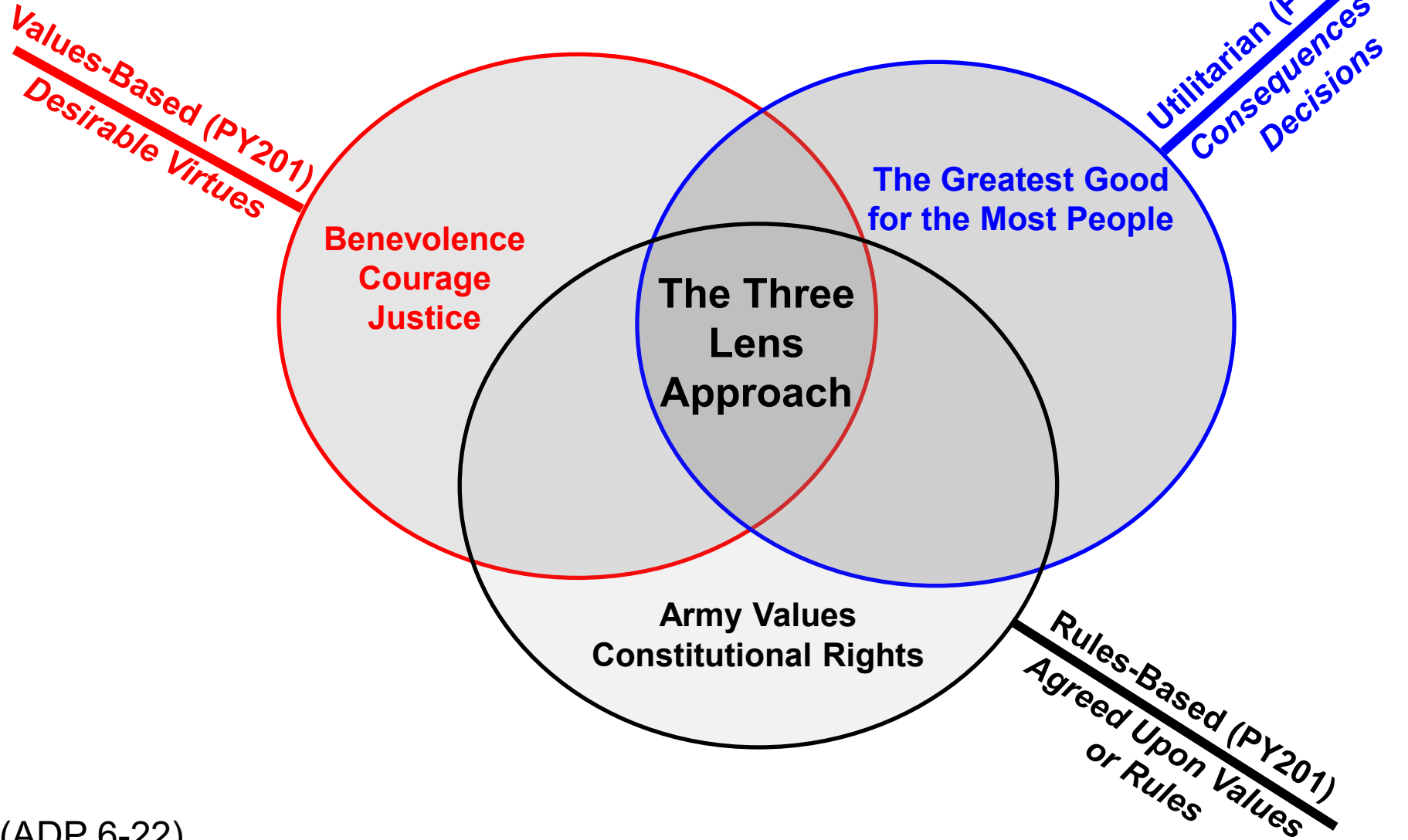
**One Specialist is single and lives in the barracks.**

**The other Specialist is married and has two children (10 month twins). His family relies upon the Woman, Infants, and Children (WIC) food and nutrition service to feed the twins.**

***What Punishment do you recommend to your BN CDR?***



# Three Lenses of Ethical Decision Making





**Truth versus Loyalty**

**Individual versus Community**

**Short Term versus Long Term**

**Justice versus Mercy**



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## **Lesson 16**



## How Hard Is It to Do the Right Thing?

**“Few men are willing to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence.”**

**- Robert Kennedy**

**“It is curious that physical courage should be so common in the world and moral courage so rare.”**

**- Mark Twain**



## **Lesson Objectives/Agenda**

**16.1 Summarize the main factors that lead to moral lapse in the Army Profession.**

**16.2 Explain how “the Bathsheba Syndrome” might apply to cadets or junior officers.**

**16.3 Discuss an officer’s role in establishing a positive moral climate.**

**16.4 Understand how to recognize and combat moral disengagement in an organization.**



***Why do seemingly obvious judgment errors occur?***



## ***The Unethical Death Spiral – Leader Derailment***

**Unethical behaviors can destroy individuals, organizations, and even entire nations.**

**Previously successful leaders can suddenly turn unethical, ineffective, or destructive.**





# The Bathsheba Syndrome: *Factors and Outcomes*

	<b>Positive/Benefit</b>	<b>Negative/Disadvantage</b>
<b>Personal Level</b>	<p><b>Privileged Access</b></p> <ul style="list-style-type: none"><li>Position</li><li>Influence</li><li>Status</li><li>Rewards/Perks</li><li>Recognition</li><li>Latitude</li><li>Associations</li><li>Access</li></ul>	<p><b>Inflated Belief in Ability</b></p> <ul style="list-style-type: none"><li>Emotionally Expansive</li><li>Unbalanced Personal Life</li><li>Inflated Ego</li><li>Isolation</li><li>Stress</li><li>Transference</li><li>Emptiness</li><li>Fear of Failure</li></ul>
<b>Organizational Level</b>	<p><b>Control of Resources</b></p> <ul style="list-style-type: none"><li>No Direct Supervision</li><li>Ability to Influence</li><li>Ability to set Agenda</li><li>Control over Decision Making</li></ul>	<p><b>Loss of Strategic Focus</b></p> <ul style="list-style-type: none"><li>Org on Autopilot</li><li>Delegation w/out Supervision</li><li>Strategic Complacency</li><li>Neglect of Strategy</li></ul>



***How are Firsties vulnerable to the Bathsheba Syndrome?***

(Ludwig & Longenecker, 1993)



## *Resisting Moral Gravity*

Forces of Moral Gravity: Powerful forces (of war) that tend to drag the soldier **into unethical behavior**:

$$B = f(P,E)$$

*“Resisting the forces of moral gravity is the work of ethics, the law, training, education, **leadership at all levels** and command...Fundamentally it is a matter of **discipline.**”*

*(The Armed Forces Officer, Chapter 4, p. 52)*

***Moral Gravity...The Power of the Situation!***



**Do not let a few “moral insurgents” gain silent acquiescence**

- Monitor Cynicism**
- Increase Accountability**
- Increase Internal Locus of Control**
- Focus on the Harm AND the Benefit of Actions**
- Avoid Dehumanizing**
- Use Transparent (non-euphemistic) Language**

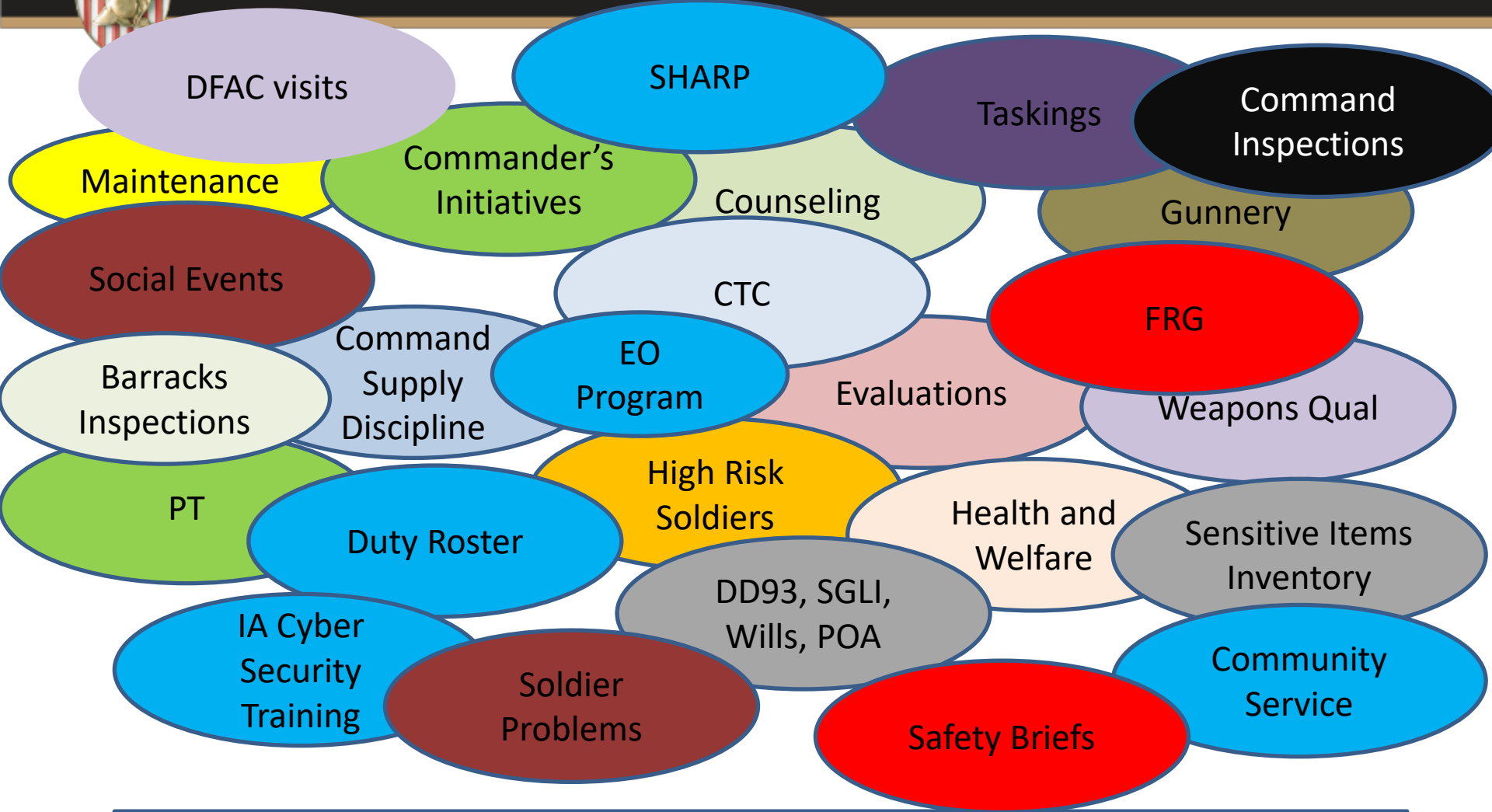


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## **Lesson 17**



# The reality of your job



Oh by the way....Your MOS



- 1. Transforming morally wrong behavior into socially acceptable conduct by dimming the glare of guilt**
- 2. Creating euphemisms (e.g. check the box, pencil whip)**
- 3. Becoming ethically numb to multiple “minor” violations**
- 4. Careerism (downsizing can intensify this phenomenon)**
- 5. Psychological Processes:**
  - Omnipotence**
  - Cultural numbness**
  - Justified neglect**



1. Consider a **“learn-do-become”** vs the “be-know-do” approach
2. Virtue Education
3. Seek truth from subordinates/external sources
4. Fight the impulse to dehumanize
5. Hold leaders accountable
6. Develop a written professional ethic that actually prepares Soldiers for tough ethical choices
7. Enforce honest reporting (e.g. efficiency/evaluation reports)
8. Evaluate based on whether the unit is a **learning** organization
9. Integrate moral and operational concerns when learning to “manage violence”
10. Make operational leaders the **moral SMEs**



## **Discussion Questions**

- 1) Have you seen examples at West Point similar to what Wong and Gerras described in the Army?**
- 2) How do we differentiate between exercising disciplined initiative, disciplined disobedience, and ethical fading?**
- 3) Is your organization/team lying to themselves?**





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## **Lesson 18**



**Lesson Objectives/Agenda**

**18.1 Describe the concept of unlimited liability as it applies to the Profession of Arms.**

**18.2 Discuss the implications of unlimited liability on an officer's role.**

**18.3 Relate the concepts of Army Ethic, trust, and unlimited liability.**

**18.4 Reflect on your experience during the Inspiration to Serve cemetery tour from your yearling year.**



**Death (instant or prolonged)**

**Physical Injury (short-lived, long duration, or life-long)**

**Capture/POW (confinement, torture, execution)**

**Poor Health (Disease)**

**Litigation (Alleged negligence, illegal acts, imprisonment)**

**Weak Comrades (Incompetence, Cowardice, poor discipline)**

**Post Traumatic Stress**

**Moral Injury**

**Livelihood Hardships (Economic, Family Life)**



**Describe how Unlimited Liability Relates to Officership**

**Group 1: The Four Fields of Expertise**

**Group 2: Disciplined-disobedience and the principles of mission command**

**Group 3: Moral Leadership and The Army Ethic**

**Group 4: The five essential characteristics of the Army Profession**



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**Professional Malpractice**



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## **Lesson 19**



***“Moral Soldiers do not harm prisoners, and **they accept additional risk** to safeguard the helpless.”***

**- Armed Forces Officer**



***“You are to regulate your conduct in every respect...by the rules and discipline of war.”***

**- Continental Congress**



**Lesson Objectives/Agenda**

**19.1 Explain the Officer's role in ensuring the ethical use of lethal force.**

**19.2 Describe and apply the ethical principles of military necessity, discrimination, proportionality, and unnecessary suffering.**

**19.3 Discuss LTC Sassman's role in establishing the ethical climate in his battalion.**

**19.4 Understand the principles of the "Bubble Theory."**





## ***Just War Theory & The Laws of War***

Just War ethical principles are customarily divided into two parts:

### ***Jus ad bellum (Is it a just war?):***

Principles that inform/govern the decision to go to war

Primary moral burden: Political Leaders (although this does not absolve military leaders from their responsibility)

### ***Jus ad bello (Are we fighting the war justly?)***

Principles that inform/govern the use of force on the battlefield

Primary Moral Burden: Military Leaders (although this does not absolve political leaders from their responsibility)



***Jus ad bellum*** includes the following criteria:

- Just Cause & Right Intention
- Public Declaration by the Legitimate Authority & Last Resort
- Probability of Success & Proportionality (worth expected strategic cost)

***Jus in bello*** addresses two basic criteria:

- Actions must be discriminate (combatants vs noncombatants)
- Outcomes must be proportional (gains must be worth collateral harms)

***ADRP-1***: Protect noncombatants & their property to the max extent possible; four legal principles (Law of Armed Conflict):

- Military Necessity
- Distinction (discrimination)
- Proportionality
  - Unnecessary suffering



## Why know a moral justification for killing?

- ✓ **Killing is the most consequential, most irreversible moral decision, and we do it intentionally and on a large scale.**
- ✓ **To prevent or reduce moral injury in ourselves and others. When we and our Soldiers kill justifiably in war, we hope to live in peace afterwards.**
- ✓ **To reduce hesitation on the battlefield.**
- ✓ **To explain to fellow Soldiers, family, friends, neighbors, media, etc., the moral justification of what Army Professionals do.**

***But how do military leaders morally justify killing in war?***



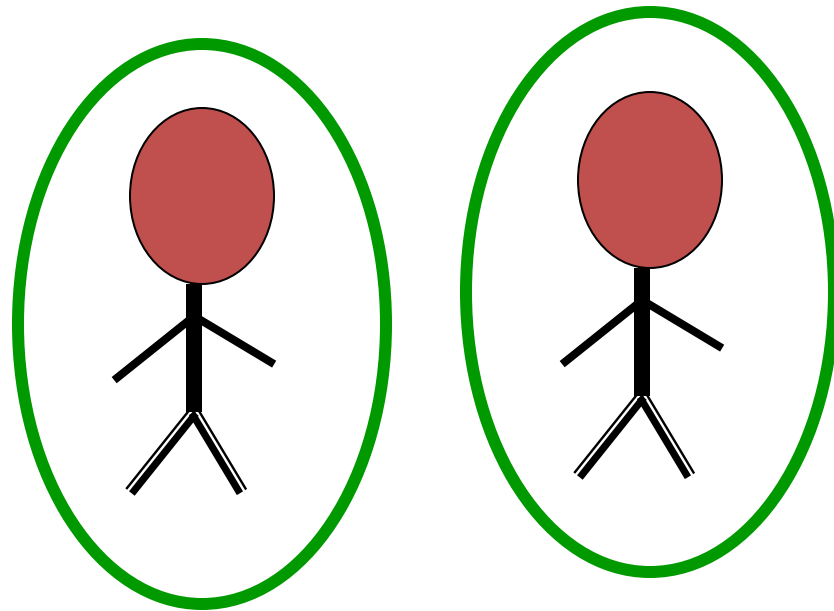
Q. Why is it morally justified to kill in war?

A. Three most common responses:

- **Self defense:**
  - “It was him or me.”
- **Servant of the State:**
  - “We Soldiers fight the wars we are told to fight.”
- **Religious reasons:**
  - “My religion doesn’t condemn killing in war.”

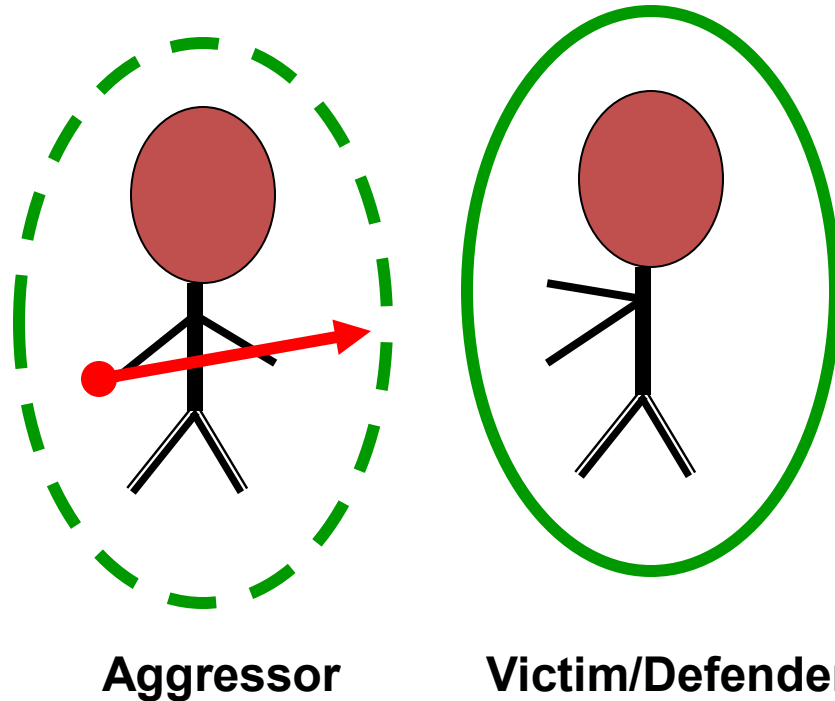


By virtue of our humanity, every person possesses the right not to be killed.



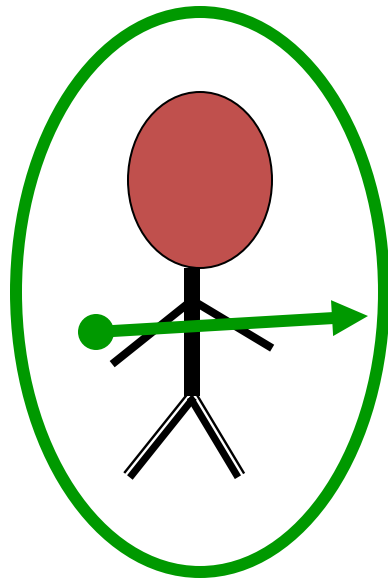


If a person intentionally threatens to violate the right of someone who possesses their right, the aggressor forfeits his own right.

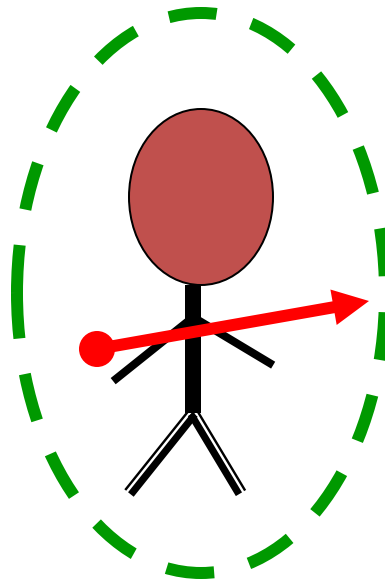




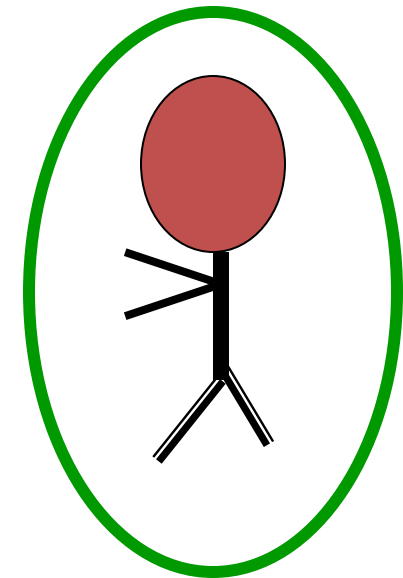
When someone kills an aggressor who has already forfeited his right not to be killed, that person does nothing wrong. The defender violates no one's rights, and thus he does not forfeit his own.



**Defender**



**Aggressor**

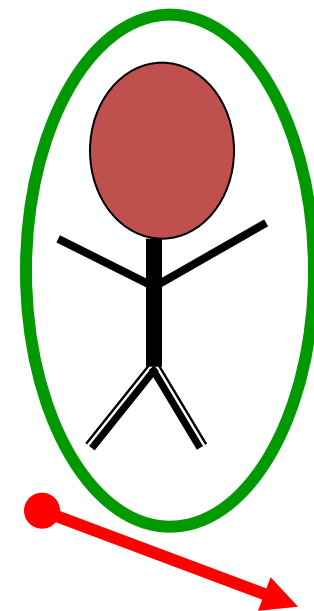


**Victim**



## Is the Attacker's Loss of Rights Permanent?

- **No!** By virtue of being human, a person *defaults* to possessing the right not to be killed as soon as he or she is no longer a threat.
- **Threat = Intent + capability + imminence**
  - No intent
    - A surrendering enemy soldier
    - An enemy leader with whom you have arranged a temporary cease fire and a meeting to discuss him changing sides.
  - No capability
    - A zip-tied, detained enemy soldier
    - A wounded, incapacitated enemy soldier
- The critical issue of the “**Imminence** of the threat.”
  - Accounts for differences in Police and Military uses of force.
  - In a just war, soldiers are agents of a victim/defender country. The threat is to their country, of which they are “cells of the national body.” The “last resort” criterion of *jus ad bellum* satisfies the requirement for imminence.







## ***How does a person forfeit their right?***

- By violating or threatening to violate the right of someone else who possesses the right not to be killed. ***In war, drawing the line isn't easy***; look to ROE.
  - Shooting at people who possess their right?
  - Emplacing an IED?
  - Driving a vehicle that has illegal weapons?
  - Being a lookout for an insurgent safe house?
  - Transporting IED components?
  - Stealing US weapons and equipment?
  - Financing the insurgency?
  - Writing anti-coalition graffiti?
  - Mocking/disrespecting/mutilating US casualties?



## **Wrong is not necessarily blameworthy**

- **Morally right**: to kill someone who has forfeited his right not to be killed.
- **Morally wrong**: to kill someone who possesses his right not to be killed.
- **Morally excusable**: to kill someone whom you genuinely, reasonably believed to have forfeited his rights, but in fact hadn't.



**What Factors made “Fall of the Warrior King” complex?**

**At what point, was the ethical line crossed?**

**Identify the moral shortfalls using one of the two moral leadership models from Lesson 15.**

**Who is to Blame?**