

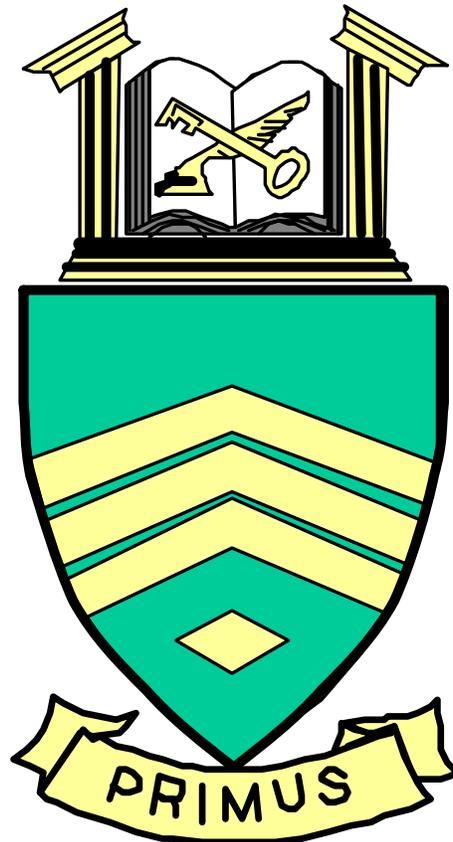
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L661

OCT 04

ETHICS/LEADER DECISION PROCESS PH2

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L661 / ETHICS/LEADER DECISION PROCESS
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L662, Ethics/Leader Decision Process, Jan 00
TSP Users	521-SQIM, First Sergeant Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

158-100-1331

Apply the Ethical Decision-Making Process as a
Commander, Leader or Staff Member

**This TSP
Contains**

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ETHICS/LEARDER DECISION PROCESS
L661 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM	1	First Sergeant Course

Task(s) Taught(*) or Supported

<u>Task Number</u>	<u>Task Title</u>
158-100-1331	Apply the Ethical Decision-Making Process as a Commander, Leader or Staff Member

Reinforced Task(s)

<u>Task Number</u>	<u>Task Title</u>
158-100-1135	Apply Leadership Fundamentals to Create a Climate that Fosters Ethical Behavior

Academic Hours

The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
	10 mins /Conference / Discussion
	40 mins /Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	1 hr

Test Lesson Number

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E652 version 1

Prerequisite Lesson(s)

<u>Lesson Number</u>	<u>Lesson Title</u>
L661 (DL)	ETHICS/LEADER DECISION PROCESS

Clearance Access

Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

Before class--

- Read FM 22-100, Chapters 2, 4, 5, and Appendix D.
- Read Student Handout 2, Case Studies.

During class--

- Participate in the small group discussion and practical exercise.

After class--

- Review notes and lesson material.
- Return all recoverable materials to the instructor.

Instructor Requirements

1:16, MSG, FSC graduate, served as 1SG, ITC, SGITC, and VTT-ITC (VTT only) qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	4	1 hr

Equipment Required for Instruction

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	16:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

* Before Id indicates a TADSS

Materials Required

Instructor Materials:

- FM 22-100.
- TSP.

Student Materials:

- FM 22-100.
- Case Studies.
- Pen or pencil and writing paper.

Classroom, Training Area, and Range Requirements

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

Instructional Guidance

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read All TSP material.
- Conduct this lesson IAW this TSP.
- Pass out student case study with course packets.

During class--

- Cover all learning objectives.
- The DL (VTT) instructor will select an appropriate site before asking a student a question.

After class--

- Collect recoverable material.
- Report lesson discrepancies to the Chief Instructor.

Proponent Lesson Plan Approvals

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Colyer, Donald J.	GS09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator One of our greatest military leaders, General of the Army Omar Bradley said, “A leader should possess human understanding and consideration for others. Men are not robots and should not be treated as such. I do not by any means suggest coddling. But men are intelligent, complicated beings who will respond favorably to human understanding and consideration.

Terminal Learning Objective **NOTE:** Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Analyze the Ethical Decision Making Process.
Conditions:	As a first sergeant in a classroom environment given FM 22-100 and case studies.
Standards:	Applied the four ethical reasoning steps in the decision making process by using the case studies and FM 22-100.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations **NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

**Instructional
Lead-In**

This lesson includes discussions on the ethical decision-making process. The in-class case studies will allow you to work through an ethical problem. The evaluation requires you to justify your course of action for each scenario, based on sound application of the Ethical or Leader Decision Process.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Make an ethical or leader decision.
CONDITIONS:	As a first sergeant in a classroom environment given FM 22-100 and case studies.
STANDARDS:	Determined the best ethical or leader decision using the ethical reasoning steps IAW FM 22-100.

1. Learning Step / Activity 1. The ethical/leader decision process

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 40 mins
Media: None

During your pre-resident training, you completed the check on learning activity at the end of the lesson. The training you received from that lesson will assist you in the completion of your assigned case study.

NOTE: Divide the class into three groups and assign one case study to each group. Each VTT training site is a separate group. Divide the class into three groups at this time. Remember, each VTT site will remain as a separate group. There is no "school-book" solution for this exercise. The intent of this PE is to enable the student to better understand the process.

Your requirement is to read your assigned case study and determine if there is an ethical problem. Each group will select a group spokesperson and use the Leader's Plan of Action as a guide to record the problem and action taken (solution). You will have twenty-five minutes to discuss the case study and ten minutes to present your groups findings and actions to the class.

NOTE: Notify the groups when twenty-five minutes have elapsed. At the completion of the presentations, go to the summary and summarize the lesson.

CHECK ON LEARNING: The practical exercise serves the check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

The practical exercise serves as the check on learning for this lesson.

Review / Summarize Lesson

Ethical decision-making is both a process and a skill. The Ethical Climate Assessment Survey gives you a format with which to make a good ethical decision. Your ability to identify an ethical problem correctly will determine whether you will implement the correct course of action when making a sound decision.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

Appendix A - Viewgraph Masters (N/A)

Appendix B - Test(s) and Test Solution(s) (N/A)

Appendix C
PRACTICAL EXERCISE 1

Title	ETHICS/LEADER DECISION PROCESS						
Lesson Number / Title	L661 version 1 / ETHICS/LEARDER DECISION PROCESS						
Introduction	None						
Motivator	None						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td> <td>Analyze the Ethical Decision Making Process.</td> </tr> <tr> <td>Conditions:</td> <td>As a first sergeant in a classroom environment given FM 22-100 and case studies.</td> </tr> <tr> <td>Standards:</td> <td>Applied the four ethical reasoning steps in the decision making process by using the case studies and FM 22-100.</td> </tr> </table>	Action:	Analyze the Ethical Decision Making Process.	Conditions:	As a first sergeant in a classroom environment given FM 22-100 and case studies.	Standards:	Applied the four ethical reasoning steps in the decision making process by using the case studies and FM 22-100.
Action:	Analyze the Ethical Decision Making Process.						
Conditions:	As a first sergeant in a classroom environment given FM 22-100 and case studies.						
Standards:	Applied the four ethical reasoning steps in the decision making process by using the case studies and FM 22-100.						
Safety Requirements	None						
Risk Assessment	Low						
Environmental Considerations	None						
Evaluation	You will determine how well the PE went during the post-PE discussion.						
Instructional Lead-In	None						
Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials:</p> <ul style="list-style-type: none"> • FM 22-100. • Case Studies. • Pen or pencil and writing paper. 						
Special Instructions	None						

Procedures

Review and analyze the case study assigned. Develop a written plan to resolve each case study, using either the ethical reasoning process or the leader decision process. You will brief your plan to the class.

1. Apply the ethical reasoning process and/or the Leader Decision Process (Chapter 4 and Appendix D) to each case study:
 - a. Define the problem (explain, in detail, the ethical dilemma).
 - b. State the relevant rules.
 - c. Develop a course of action (lay out possible courses of action).
 - d. Choose a course of action that best represents Army values.
 2. List what Army values you are applying from 1d above.
 3. Be prepared to brief your solution to the class.
-

Feedback Requirements

None

Appendix D

HANDOUTS FOR LESSON 1: L661 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Case Studies	SH-2-1 thru SH-2-6

Student Handout 1

Advance Sheet for L661

Lesson Hours This lesson consists of a forty-minute practical exercise.

Overview As a leader, you must be a person of strong honorable character committed to the professional Army ethic. This lesson will provide you the opportunity to experience what you learned in the pre-resident lesson by analyzing and discussing various case studies and arriving at a conclusion. This lesson consists of a one-hour classroom discussion utilizing case studies. It will provide you with the tools necessary to assist your commander in creating and maintaining an effective unit ethical climate program.

Learning Objective Terminal Learning Objective (TLO)

Action:	Analyze the Ethical Decision Making Process.
Conditions:	As a first sergeant in a classroom environment given FM 22-100 and case studies.
Standards:	Apply the four ethical reasoning steps in the decision making process by using the case studies and FM 22-100.

ELO A Make an ethical or leader decision.

Assignment The student assignments for this lesson are:

- Read FM 22-100, Chapters 2, 4, 5 and app D.
- Read SH-2, Case Studies.

Additional Subject Area Resources None

Bring to Class FM 22-100.
Student Handout 2.
Pen or pencil and writing paper.

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared and participate in the small group discussion by providing information you learned from your individual study, as well as your personal and observed experiences. Failure to study and read the assignments above will result in your inability to fully participate with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

This handout contains the items listed in this table--

Title/Synopsis	Pages
The Case of Good Causes	SH-2-2
The Case of the Two Soldiers	SH-2-3
The Case of the Different Culture	SH-2-4 thru 2-6

CASE STUDY ONE

The Case of Good Causes

SFC Malone works with homeless children in the Pittsburgh area, devoting extensive off-duty time to alleviating a developing social problem. Authorities in the city have found that homeless adolescents commit a significant percentage of city crimes. SFC Malone's program has made a difference, and as his commander, you have supported his efforts.

Now he has come to you with a request that you approve a function at the Armory--a meeting SFC Malone is calling the UN of Pittsburgh. He has finally persuaded the leaders of three rival teenage gangs to sit down together at a social function, but he must get you to sign a form declaring the activity is an official military function. Without the signed form, the civilian building supervisor will not allow the activity to proceed.

Your superior is in Europe on vacation and unavailable for advice or approval. You reflect that he has been cracking down on the misuse of government facilities, especially misuses carrying a price tag for the Army. SFC Malone's efforts are strictly private and off-duty.

SFC Malone has emphasized that the UN meeting will probably make or break his efforts to straighten out the kids in his program. The Armory, he says, is the only neutral ground he can use. He asks you with great intensity, "Will you sign off on this for me, 1SG, for the kids?"

CASE STUDY TWO

The Case of the Two Soldiers

Heavy enemy pressure has resulted in orders for all units to move a mile to the rear to more defensible positions. 1SG Taggart's company has packed up and is ready to move. Taggart has a special mission in the adjustment. He has been told to move directly to an ambush position in a defile that leads to a corps chemical unit providing early warning of the use of chemical munitions by the enemy forces. His ambush is critical because only he can reach the position in the thirty minutes he has been given—the thirty minutes that will allow him to ambush a small, fast-moving enemy column headed directly for the defile through the line of hills that constitutes the new line of defense. His ambush will be part of his mission to protect the chemical unit.

As 1SG Taggart prepares to move out, one of his platoon sergeants tells him that one of two reconnaissance patrols being pulled back to the platoon has just returned. The three-man patrol reports that they observed members of the other recon patrol, two soldiers, being captured by a squad of enemy soldiers. They followed the enemy squad on a trail into some dense vegetation and captured the man in the rear of the enemy column at a sharp bend in the trail. That prisoner revealed that the squad is on its way to a POW collection point, but the POW will not reveal its location.

The platoon sergeant says, "1SG, we have got to get those guys back! You know what the enemy has been doing to prisoners! If they are lucky, they will just be shot! Give me five minutes with the guy the patrol brought back and I will have the exact location of their POW collection point. If it's close, we can snatch them back in no time."

A quick check of the distance to the ambush site convinces Taggart that he must leave within ten minutes to fulfill his protection mission. It is now 0900 and he has been ordered to establish the ambush not later 0945. If the platoon sergeant does learn enough to mount a rescue mission, Taggart will probably have to split personnel to try to accomplish both purposes. As he ponders, his RTO tells him that the company commander has passed the word to move quickly. Division is calling in a series of air strikes on the positions now being vacated, hoping to catch the enemy units in exposed positions moving forward.

Should 1SG Taggart allow the platoon sergeant to question the prisoner? Should he try to mount a rescue operation?

CASE STUDY THREE

The case of the different culture

1. Overall Situation

It is the year 200X. You are a First Sergeant in the 10th Mountain Division (Light Infantry). The Division has deployed to the fledging Republic of Paldora in South America. Its mission is to conduct Nation Building Operations and to assist the Paldorans in the maintenance and development of their democratic institutions. Paldora is a new country. It was founded in 200Y after economic and political turmoil resulted in the disintegration of Brazil. The country is approximately the size of America's Northeast. Although large in area, it has a small population. Much of the land is part of the Amazon rain forest. Economically the nation is struggling. The Brazilian Civil War destroyed most businesses and industry.

2. Extract - Your mission briefing from COL Highpower.

"This is a nation building mission. We are here to assist the Paldorans in building and modernizing their country. In order to succeed, we have to increase the standard of living for the common Paldoran. This means everything from building schools to giving inoculations. Work through the local government officials in your area. We need to show that they are in charge and that we working with them. I don't want to give the people the impression that we are down here for any other reason than to help their own government.

One of the things you have to be particularly aware of is the fact that the Paldorans are a very mixed bunch. Parts of the population consist of a well-to-do middle class that would fit into our culture with ease. Other parts of the country are less advanced. The highlands have a large population of people we might call superstitious peasants. The population of the rain forest consists of tribes who are not all that far removed from the primitive hunter-gatherer society. Whatever your sector is, it is important for you to get a feel for the customs and beliefs of the locals. You have to be the expert in your sector. Because of the size of the area and the differences in people and culture, you will have to use your best judgment in making decisions that will affect the overall success of the mission. I have the utmost confidence in your abilities."

3. BDE S-2 Intelligence Report

Your company has been assigned to one of the rain forest sectors. The tribe that populates your area of operations is the Tiní. We have limited intelligence on them.

History: Little is known about the Tiní prior to 1998. It is only in the past ten years that they have been exposed to the outside world. Prior to that they lived deep in the rain forest. In 1998, Brazil launched massive lumber projects in the heart of the Tiní lands. Because of the lumber operations, we discovered the Tiní people.

General Information: The tribe consists of about 40,000 (est.) men, women, and children. For the most part they are a peaceful society that has adapted quickly to the outside world. Although generally peaceful, they have a reputation for being implacable enemies when wronged. Neighboring tribes call their warriors the "ghosts that seek vengeance" because of their ability to move through the forest unnoticed.

Culture - The Tiní are a deeply religious people who place great value on ritual and tradition. Both their religion and society place an emphasis on promoting the welfare of the society over the individual. Many consider Tiní society a theocracy because the tribal chiefs function as civil, military, and spiritual leaders. Their power derives from their special relationship with the Gods.

4. Tiní Religious Beliefs

- a. The world of the Tiní is in perpetual danger of destruction from the forces of Evil, led by the serpent god, Balzaar.
- b. The constant efforts and sacrifices of Leal (the great, good god) prevents final destruction of the world.

c. Only those who follow in Leal's footsteps and sacrifice for the common good of society will be rewarded. The reward will be reincarnation in a higher life form or eternal life with Leal in "Parva" — the Tiní version of paradise.

5. The First Story of Leal, Tiní Legend

(Balzaar is attempting to destroy the world by drying up the earth's water. Having just finished his second battle against Balzaar, Leal has found a place to rest.)

"As the great god Leal lay hurt and bleeding from his battle with Balzaar, an old woman appeared with cool water and herbs to treat his wounds. As she finished, the Tochis (demon warriors) of Balzaar appeared and attacked. Although Leal ultimately defeated the demons, one of the Tochis chopped off the leg of the old woman. After the fight, Leal cared for the woman. As he was doing this, the serpent god himself appeared and attacked Leal. Weakened by his wounds, the great god was unable to defend himself and suffered wound after wound from Balzaar's fierce fangs and mighty opé (war axe). In one terrific blow the serpent king severed Leal's sword hand, leaving him defenseless. As the Evil one coiled for the strike that would destroy Leal, a young girl appeared. Without hesitation she threw herself at Balzaar in an attempt to protect Leal. Infuriated, Balzaar sank his fangs into her throat and then cut her apart with his opé. While the serpent king was distracted, Leal regained his sword and with a mighty swing cut off one of Balzaar's heads. Howling with rage and pain, the serpent king fled. Leal then went to the hurt old woman and the body of the young girl. He touched some of his blood to the woman's leg and healed it, saying, "In helping me you have helped all of mankind. You shall be reborn a great and wise queen." He then approached the young girl's body and said, "You who have sacrificed all for mankind shall receive eternal bliss." He then raised her spirit up to paradise.

Situation to Date

After three weeks in sector you are making excellent progress. Your soldiers have already built a small clinic that is providing needed medical aid. You also have begun building a new school and a levee to protect crops from flood damage.

Relations with the Tiní are good. They are a friendly, generous people who appreciate your efforts to help them. They have been assisting your soldiers on all the projects. Many of the tribes have unofficially adopted members of your company and provide them with food.

As your first month draws to a close you receive an invitation to the "Moon Ceremony." This ceremony signifies the triumph of Leal over Balzaar in their continual struggle. You and many of your soldiers attend. Tribesmen pour into the area for the semi-annual ceremony. After a dinner feast, the actual ceremony occurs. Several warriors lead an elderly woman and young girl to an open area. Amid great ceremony, they reenact the fight of Leal and Balzaar. As the ceremony concludes two of the tribal leaders suddenly step out carrying opés. With practiced blows they kill and dismember the woman and child. Their act brings forth a wave of cheering and chanting from the assembled tribesmen.

Stunned by the sudden change of events, you ask the tribe's chief for an explanation. He tells you, "These two have gone to help Leal fight Balzaar. By their willing sacrifice they ensure the continuation of the circle of life. Great honor and rewards shall they receive in their next life with Leal in eternal paradise."

As you leave the ceremony, you can see the incidents have horrified and angered your soldiers. One of your soldiers gets into a scuffle with the executioners. Only quick intervention by your Platoon Sergeant prevents it from getting out of hand.

During the night, your Platoon Sergeant comes to see you and tells you the soldiers are in an ugly mood. The ceremony horrified them. The elderly woman was a friend of your soldiers. Rumors are flying that the "Moon Ceremony" runs for three days, repeating the ritual of sacrifice each day; so more people will die tomorrow. Your soldiers are talking about what they can do to stop it.

The next morning you confirm that the ceremony does run for three days. More executions are scheduled. On your rounds, you feel the tension in the air. Several times you have heard your men talking. They are saying things like "This is plain wrong," and "We have to stop it." Concerned, you radio higher for guidance, but none comes. You are the leader on the ground; make a decision.

Task Force Rules of Engagement (ROE)

1. American troops have the right of self-defense at all times. The use of deadly force is authorized to protect the lives of our soldiers.
2. Deadly force is authorized to protect the lives of Paldoran Nationals.
3. Riot control agents and weapons can be used at the discretion of company commanders.
4. The use of force should be a last resort. When faced with hostile situations, soldiers and units should first issue verbal warnings, then use warning shots and physical force prior to using deadly force.