
Sustaining the Transformation: Discussion Leader's Guide

Marine Corps Recruit Depot Parris Island, South Carolina



This Page Intentionally Blank

U.S. MARINE CORPS

Marine Corps Recruit Depot / Eastern Recruiting Region
Parris Island, South Carolina

17 March 2014

FOREWORD

This Leader's Guide is designed to provide Recruit Depot Parris Island and Eastern Recruiting Region leaders of all ranks with a "cargo pocket resource" to aid them in their efforts to sustain the Transformation within their units. It is designed to be a ready reference to assist in conducting meaningful discussions on core values, professional ethics, combat leadership, and a host of other topics related to our values and doing what's right as Marines.

The Transformation does not end at graduation from Recruit Training. The continual development of our Marines' character, leadership skills, and core values are influenced and refined through the Marines they meet and the experiences they have in their careers. Our Corps' survival depends upon our ability to sustain the Transformation, and every Marine must take ownership of the process. I expect all personnel to understand and meet the expectation of honorable service, and this guide will assist leaders to continue to emphasize values, ethics, and character. We must sustain the transformation that begins in Recruit Training, and constantly reinforce our Core Values so that Marines, sailors, and civilians within our ranks treat others with respect and dignity and make right decisions.

The simplistic design of this guide enables any Marine to conduct a quality guided discussion without formal schooling or other support. It contains the basis for our values and leadership, and also contains numerous lesson outlines taken from the Core Values Guided Discussions conducted during Recruit Training. Leaders at all levels are encouraged to use this guide, and the leadership resources and listed references to augment their own efforts aimed at reinforcing the lessons of our heritage and the values that define our unique character.

Marines, our leadership is at the heart of why our Corps enjoys a reputation and a legacy that is unparalleled among those practicing the profession of arms. I charge leaders at all levels, from fire team leader to Regimental and District commander, to use this guide in their efforts and to ensure that we do everything possible to sustain the Transformation that Marines of Parris Island and the Eastern Recruiting Region have worked so hard to begin.



L. E. REYNOLDS

Commanding General

Marine Corps Recruit Depot / Eastern Recruiting Region

INTRODUCTION



THE REAWAKENING



16 October 2013

To our Corporals and Sergeants:

We are proud of you! We are privileged to serve alongside you and we are humbled every day by you! Instead of an easy life, you and your families chose a more difficult path – a life of service, challenge and sacrifice. With few exceptions, every one of you enlisted while we were fighting two major wars. In the last 12 years, you have defeated every enemy on the battlefield, and now Sergeant Major and I need your help to reawaken the soul of our Corps against an enemy emerging from within our ranks. By soul, we mean those timeless attributes and habits that have defined our Corps for 238 years: persistent discipline, faithful obedience to orders and instructions, concerned and engaged leadership (24/7), and strict adherence to standards from fire team leader to General Officer. These habits, these attributes, our undeniable belief in “who we are and what we do,” form the soul of our Corps.

We know that 98% of our Marines are doing the right thing, but we also know there are some who aren't living up to our sacred title. We are returning to CONUS to rearm and refit in order to fight again when our nation least expects it. Those who aren't living up to the title Marine within our midst are disrupting the return to immediate readiness, soiling our honor, and causing the American people to lose trust in us! Disregarding orders and standards, substance abuse, sexual assault, hazing, self-destructive behavior, and failure to maintain personal fitness and appearance standards, weakens our Corps and dishonors all who have endured wars' hardships. This insurgency of wrong doing is invading our homes and destroying our credibility.

Sergeant Major Barrett and I are now calling upon the backbone, the main effort of the Marine Corps - our NCOs - to once again advance to the decisive points in battle. Of the 174,046 enlisted Marines on active duty today, 144,570 are Sergeants and below. Fully 83.06% of our enlisted force is led by NCOs. As Non-Commissioned Officers, you have irrefutably proven over the past decade of war that you are the backbone of our Corps. Through your presence, leadership, and conduct we will turn the tide of this battle against the insurgency of wrongdoing, restore our integrity with the American people, and keep our honor clean.

We have always known hardship and challenge; we have never known what it is to lose a battle, because we have always prided ourselves on our devotion to self-discipline and combat excellence. This is who we are as Marines and we must never allow it to slide. **Discipline today leads to victory tomorrow.** You truly are strategic Corporals and Sergeants!

Sergeant Major Barrett and I need every one of you in this fight. No greater a compliment can be bestowed to a fellow Marine than to say, *I can count on you always!* Never forget **who we are** and **what we do** for our country. Move to the decisive point in this battle and through your presence, professionalism, and tenacity...turn the tide of this fight for the sake of Corps and country.

Semper Fidelis!

SgtMaj Micheal P. Barrett
Sergeant Major of the Marine Corps

Gen James F. Amos
Commandant of the Marine Corps

Table of Contents

<u>Chapter</u>		<u>Page</u>
	FORWARD	1
	INTRODUCTION	2
	TABLE OF CONTENTS	3
1	DISCUSSION LEADING TECHNIQUES	5
2	LEADERSHIP	18
	Appendix A. Core Values	20
	Appendix B. Leadership Traits	22
	Appendix C. Leadership Principles	24
	Appendix D. Code of Conduct	26
	Appendix E. Oaths	28
3	GUIDED DISCUSSION LESSON OUTLINES	30
	Section I Values	
	1. Personal Values	32
	2. Integrity	35
	3. Responsibility	38
	4. Moral Strength	40
	5. Physical Strength	43
	6. Ethical Decision Making	47
	7. Just War	49
	8. The Constitution	53
	9. Patriotism	58
	10. Leadership	63
	Section II Policy	
	1. Adultery	68
	2. Professional Conduct	71
	3. Child Abuse	73
	4. Combating Trafficking Persons	75
	5. Suicide Prevention	79
	6. Equal Opportunity	83
	7. Hazing	87
	8. Fraternization	90
	9. Code of Conduct	93
	10. Rights/Obligations of POWs	97
	11. Sexual Harassment	101
	12. Combat Stress	104
	13. Drug Abuse	109
	14. Alcohol/Tobacco	113

15. SAPR	117
16. Sexual Responsibility	124
17. Sexually Transmitted Diseases	127
18. Non-Judicial Punishment	132
19. Rules of Engagement	137
20. Combatants and Non-Combatants	141
21. Deadly Force	147
22. Operational Culture	151
23. Operational Risk Management	153
24. Social Networks	156
25. Problem Solving	173

REFERENCES AND RESOURCES	176
---------------------------------	-----

Chapter 1

DISCUSSION LEADING TECHNIQUES

1. Introduction. During any period of instruction, it is important that you, as the instructor, gain the attention of your students and provide a sense of enthusiasm and a desire to learn. If you use slides or other media, describe how this media will help to gain student's attention. Use an attention gainer that is related to your class. Once you have gained their attention you must sell your lesson. Tell your students why it is important for them to listen to your lesson. The instructor must impress upon the students their need to know the material. If the instructor can generate in each student a sense of personal involvement with the material, mastery of the subject matter will be made easier. Generate interest in your group by being enthusiastic about your topic. This will stimulate and motivate the students.

2. Overview. The purpose of this instruction is to explain how to lead a guided discussion.

3. References. MCRP 6-11B Marine Corps Values: A Users Guide for Discussion Leaders.

4. Discussion

a. Know when to use a guided discussion as stated in this lecture.

b. Know the advantages and disadvantages of using the guided discussion as a training technique.

c. Know the tasks of the discussion leader prior to and during the discussion.

5. Methods/Media. The following points outline how to conduct a guided discussion:

a. What is a guided discussion? To have a guided discussion you need:

(1) A leader. This person controls the discussion and makes sure all group members become active participants.

(2) A desired outcome or goal. This can be a solution to a problem, covering a topic, or something else.

(3) A structure. Certain points need to be covered. Sometimes they need to be covered in a certain order or sequence. The leader controls the structure.

b. When do you use a guided discussion?

(1) If you are instructing a small group (up to 20) all at once, you can use guided discussions often. Sometimes guided discussions take more preparation, patience, and mental quickness on your part than other kinds of instruction. But it can make your job of teaching much easier. Below are some steps to follow to make sure your Marines learn. Guided Discussions help you do every one of them and all at the same time.

(a) Allow practice. Practice may be the most important part of learning. In guided discussions, the members are always practicing by repeating and thinking about what they know and learning from experiences of others.

(b) Determine Marine's strengths and weaknesses. When you conduct good guided discussions, you know whether your Marines are studying the required material and whether they have mastered the topics.

(c) Involve all discussion group members actively. In guided discussions, everyone participates and that means more than saying "Yes" or "No," or agreeing or disagreeing.

(d) Motivate your Marines. Make the discussion interesting and relate it to real life situations. When your group members participate, the instruction relates to them. It automatically becomes part of their life.

(2) The principal factors you face in conducting guided discussions are time and group size. It usually takes longer to conduct a discussion of a subject than to lecture about it. Also, guided discussions work best with small groups.

(3) When should you choose guided discussions? Consider this example: Imagine if you were assigned to give a class on "Survival at Sea" and your student group included members of a Marine amphibious assault team, a Navy submarine crew member, and a Navy fighter pilot. All these individuals are concerned with survival in the ocean because they deploy aboard ships. How

would you train them? It depends on the purpose of the instruction.

(a) Example 1: If the purpose of the instruction is simply to identify and describe essential survival items, a lecture and demonstration of the articles might be sufficient.

(b) Example 2: If the purpose is to have the audience understand what it feels like to be on a raft for two days, then explaining personal experiences might be best.

(c) Example 3: If the purpose is to discuss the mental preparation for coping with different situations, the guided discussion might be best.

(4) In each of the examples, we used the word might. That's because there is another thing you need to think about. Guided discussions are dependent on the group members. What experiences do the members bring to the group? In the previous example, the members could probably go on talking forever. They have experiences similar to the topic, like living in the water, being alone, and so on. But what if the group were made up of recruits? Perhaps a lecture would be better because this group may have little or no experience on the subject.

(5) Some groups will "teach" themselves; others may have very little to say; still other groups may require a mixture of discussion and lecture by the discussion leader, though the lecture would be disguised as simply input from the discussion leader. As a resource person, the discussion leader must be prepared to stimulate discussion, to provide direction, and to get the most out of the time being spent. Without the discussion leader's expertise and guidance, a group can get off topic and not accomplish the learning objective.

c. What are the advantages of guided discussions?

(1) Groups usually have more resources than individuals. Varying backgrounds and experiences ensure new or different approaches.

(2) Group members are motivated by the presence of others. It's natural that a Marine wants to look good in front of a group. A desire to impress the group motivates each group member.

(3) Group members may feel a stronger commitment and esprit de corps. When your Marines solve their own problems or contribute to the unit's success, they tend to be more motivated to accomplish the tasks.

(4) Participation leads to increased understanding. New ideas, thoughts, opinions, or approaches will increase each Marine's knowledge and skill level. Informed Marines do better than those who lack the desire for lifelong learning.

(5) Members acquire or improve communication skills useful in other situations. By discussing multiple issues, problems, requirements, or plans, you gain more information, new insights and knowledge, and an increased ability to analyze the situation and formulate a course of action.

(6) Members teach each other by discussing their experiences. The real learning experience comes from listening and participating as a group member.

d. What are the disadvantages of guided discussions?

(1) More time consuming than other methods. Any time you open a subject up for discussion by your Marines it will take time.

(2) Discussion can suppress convictions. If you express your feelings on a subject first and then ask subordinates to give their opinions or views, you will probably get your opinions and views right back. The leaders' opinions and group pressure may suppress opinions.

(3) Discussion may substitute talk for action. Talking about "How to solve a problem" is not enough. You must be prepared to take action based on the group's impact. Don't say you will do something or change something unless you truly can. Marines want action, not talk.

e. Tasks of the Discussion Leader prior to the discussion.

(1) Select appropriate subject. Commanders select subjects to be taught based on the needs of their Marines, such as discipline, ethics, why the antenna was put up wrong, why the maintenance on the vehicle is UNSAT. The subject can be selected in advance or on the spot.

(2) Select appropriate training objectives. Decide what there is about the subject you want your Marines to master.

(3) Acquire knowledge and understanding of the subject matter. General D.M. Shoup, 22nd Commandant of the Marine Corps, stated: "To lack intelligence is to be in the ring blindfolded." It is tough to guide a discussion if you do not have a basic understanding of the facts relating to the topic. As the discussion leader, the learning experiences end result is dependent upon your knowledge and skill. If the group cannot answer a question, you must be able to answer it or find the answer.

(4) Research backgrounds of group members. Basically, this means know your Marines. Another point to consider is that, based on experiences and assignments, certain Marines will be more knowledgeable on certain aspects of your subject than others. If you learn about your Marines' backgrounds, you may be able to get slow starters involved by relating questions to their personal experiences. For example, what elements of military strategy, like weather, terrain, and so on, are also factors in other aspects of life? When you think about your group, also think about their personalities and how well they express themselves verbally.

(5) Prepare a discussion leader's outline.

(a) This is simply a working guide with built-in flexibility. List your purpose, learning objectives, possible questions, and a direction. Mental outlines can work but writing your thoughts down will help you keep your thoughts straight. The Guided Discussion Lesson Outlines (Chapter 3) provides information on a number of topics that will aid you in sustaining the transformation that occurred during Recruit Training.

(b) Along with each point you intend to cover, write down how you intend to cover it. Are there some points you can cover best by using a slide presentation? Showing a short film? Will you need to hand out written materials? Have the group members refer to a text? Will you summarize or write main points in a Power Point brief? On a whiteboard? How about a sand table or just a diagram drawn in the dirt? Consider every part of your discussion beforehand. The use of questions as a means of directing and stimulating discussion is one of the most effective techniques used by the discussion leader.

(c) You also need to decide how long to spend on each point. Allow enough time for yourself and for the members to talk. It is important to let the group express themselves, and this often takes not only time but patience. Also allow time for prompting individuals or for helping them if they start stumbling. Your assistant discussion leader can usually assist you in "watching" the time schedule.

(6) Prepare extra material. Parts of discussions often go quicker than expected. When this happens, you'll need to expand other parts of the discussion. If you have a lively group, space can be filled simply by allowing more discussion. But you will also want to have extra material ready. For example, if you have one case study planned, have one in reserve too. Also, there is usually at least one point in any topic that "you wish there was more time to go into." Be ready. You may have the time!

(7) Check materials and facilities to be used.

(a) If in a classroom, check lighting, seats and equipment. If in the field, check for poison ivy, snakes, and security. For a balanced discussion, you'll find that a balanced seating arrangement will be necessary. Some individuals will be quick in their delivery; others, slow and deliberate. Some will speak a lot; others, only when prompted. To create a balance, spread these different types evenly throughout the group. Sometimes even the most passive people will become active when caught in a crossfire of discussion.

(b) Before you begin the discussion, set up any equipment or aids you plan to use. Also, arrange the seating. Round tables are preferable, but often not available. So you will probably need to place desks in a circle or elliptical arrangement. The ellipse is probably best if you have a slide or DVD presentation within the discussion. In the field just have your Marines find a nice "soft piece of terrain" to sit on.

(c) When preparing and leading discussions, it is desirable to have an assistant if possible. This individual could be your Assistant Squad Leader, XO, or anyone you choose. The assistant discussion leader can help guide the discussion, operate training aids, or give summaries--anything you direct.

f. Tasks of the Discussion Leader during the discussion.

(1) Set the stage. Tell your Marines what you are going to discuss. State the purpose of the discussion the objective

and the major points to be covered. Also explain any media that will be used and any instructions you want understood before you start.

Example: "Today we'll be talking about the importance of being a leader. Based on the handouts I gave you and on any personal experience you may have, we will first discuss people we might call leaders. And some we might not call leaders. Then we will try to pick out characteristics, or traits, that make these individuals leaders. We will also try and define leadership. Finally, we will see a film of four people talking or working with others. After the film we will decide whether or not they are leaders based on our definition."

(2) Start the discussion.

(a) A transition statement is a good way to get started on the move from one point to the next. Your transitions will usually be a question, or end in a question.

Examples: "Who can start by describing a person they think is a leader?" (If no one responds, you might consider calling on one of the more confident looking members.)

"Lt. Smith, could you start by describing a person you think is a leader?"

Or

"Let's start by describing someone and see if we think he's a leader." (Then you mention someone to get the discussion going.)

(b) In a guided discussion, you have the added advantage of being able to use the students' words as transitions. For example, after the introduction, a Marine might ask, "When you say leader, do you mean someone who's in a leadership billet?" You could say, "That's a good question. Have all the Marines you have known in leadership billets been leaders?"

(c) Other ideas are to show a DVD or use a case study to get them involved.

(d) Remember, the way you start the discussion is key to its success. Ensure you create a relaxed atmosphere and obtain their trust at the beginning.

(3) Control the flow of discussion.

(a) The term discussion leader implies the leader has a predetermined plan and guides the discussion towards the objective. It is your duty as the discussion leader to keep your Marines on the subject.

(b) Sometimes you may have to cut off discussion of a particular point to keep the discussion moving ahead. Here the trick is not to interrupt too much. Do this by waiting for an individual to reach the end of his thought. Then use positive statements to cut off the discussion.

Examples: "That's an interesting point. I'd like to come back to that later if there's time."

"That's exactly what we want to get at. Now, Corporal Jones has proposed two characteristics of leaders; sincerity and perseverance. Can anyone think of others? How about the leadership traits? What do you think LCpl Walker?"

In both cases, you have taken back control. Also, in the second case, you are politely telling Corporal Jones, "That's enough on that part of the discussion."

(4) Control group participation.

(a) In a group discussion everyone should be involved and be adding to the discussion. It is your job to control the over-talkative Marine and involve the quiet ones. The proper use of questions will help the discussion leader control participation. There are three types of questions available to the discussion leader. Two types, Direct and Overhead, can be done in advance and incorporated into the discussion leader outline. The third, Redirect, is a spontaneous type question.

[1] Direct. Can be used to involve the Marines who are not taking part. Such as: "LCpl Brown, why do you think a leader must set the example?"

[2] Overhead. Used to address the entire group. Such as: "Can someone give us an example of courage?"

[3] Redirect. A question directed at the discussion leader but returned to the group as an overhead question, or to an individual as a direct question. Such as, if

you are asked to state the most important leadership trait by a participant, rather than answer the question yourself you say, "That's a very good question, let's discuss it. Is there one trait that is most important?" (overhead question-redirecting original question).

(b) You want everyone to talk. But you don't want any one person to talk too much. To get quiet individuals to say more than "Yes" or "No", ask questions that require responses of more than one word. Be careful not to intimidate this kind of person, though. Start him/her off with easy questions that require short answers and progress during the discussion to questions that require longer answers. For example, go from "Which of the qualities of leadership do you think are most important?" (which requires a single word responses to "Here's a leader. What makes her a leader?" (which requires a much longer explanation). Remember: The question often determines how long the response will be.

(c) Watch group members' "body language" for telltale signs of agreement and disagreement. By watching them you can better determine who to ask what question to or who to voice an opinion on someone else's response.

(5) Interject appropriate material from prior discussions. Points made in previous leadership training which apply to the current discussion topic should be pointed out and "tied in."

(6) Accomplish the Training Objectives. The leader decides what he wants his Marines to learn and calls them training objectives. If the Marines learn, you accomplish your mission. If they don't learn it all, then you must spend more time with the discussion or reevaluate your methodology.

(7) Summarize and end the discussion.

(a) A good discussion leader will utilize, synthesize and summarize comments made by the group. Everything discussed should be periodically summarized. If possible have a chalkboard, overhead projector, or easel close at hand, write down (or have your assistant) all important points or statements as they occur; this will aid the discussion and aid in summarizing the main points later. Also, help group members shorten long answers by summarizing them, but do not change the statement's meaning.

(b) Summarize at the end of each main point. If the points have been made clear, this will usually only require your

repeating those points. Again, only use the terminology supplied or agreed on by the group. Otherwise, you might be asked questions like, "What did you say that meant?" or "That's not what we said, was it?"

(c) Finally, summarize the entire discussion. Once again, restate the objective the purpose of the discussion. This time, though, you expand the statement to include any solution or conclusion that the group has reached. For example, "So we've decided today that a person who is a leader is one who knows his job, who knows himself/herself, and who takes care of his people."

g. Common mistakes made by Discussion Leaders.

(1) Failing to be prepared. This is the most common error that discussion leaders make. They often think they can "wing it" and fail to organize, plan, and research the topic sufficiently. A leader must know his/her subject. Guiding a good discussion is not an easy task, and the quality of the learning experience is heavily dependent upon your ability to do your duty as a discussion leader.

(2) Becoming the "duty expert." This means talking too much and providing all the answers. If you want your Marines to discuss a subject, keep quiet and let them discuss it. The "duty expert" can suppress their responses and ruin the effectiveness of the group discussion. It can become a "selling of the boss's point of view" vice a group learning experience or decision process. Avoid preaching, moralizing, and lecturing.

(3) Solve each other's problems or, as a team, solve their own. Sometimes the discussion leader needs to answer when you are the "duty expert," are asked for your opinion, or need to answer a question to get the discussion on track or clear up a point.

(4) Failing to use interim summaries. The purpose of any summary is to reemphasize main points already covered. If you cover more than one main point or if the discussion lasts more than an hour, the interim summary will help transition from one main point to another, plus review what has been covered.

(5) Failing to accomplish training objectives. The training objectives were your objectives because you want your Marines to learn something in particular. If your Marines do not learn, then you fail to accomplish your objective.

(6) Allowing side conversations. In any training evolution, you want the full attention of your Marines. This is particularly true with discussion group learning situations. Side conversations are distracting to other group members and prevent the personnel involved in these side conversations from keeping up with the "actual" discussion flow. Only one person should talk at a time, after all we can only effectively listen to one at a time. Ways to regain attention are:

(a) Direct a question to one of the Marines in the side conversation, or

(b) Ask the side group to contribute their ideas to the entire group.

(7) Allowing group members to work on other material. This can have the same effect as side conversations.

(8) Allowing an argument to develop. Marines tend to get excited about some topics which can lead to arguments. Remember you are the leader. Use questions to get viewpoints of other Marines. This should stop the argument, and also get a majority viewpoint. For example: "What do you think about what Corporal Smith and Corporal Jones were talking about?"

(9) Losing track of the discussion's flow. This usually happens if the discussion leader is studying notes or the lesson outline and not listening to the discussion. The only solution is to know your subject, and pay attention at all times.

7. Questions and Answers (time as required)

a. Ask for any questions from the group.

b. If the class does not ask questions ask some of your own.

8. Summary

In summary remember:

a. Use the guided discussion when:

(1) The group is small.

(2) The topic lends itself to being discussed rather than demonstrated or experienced.

(3) Your Marines will be able to effectively discuss the topic.

b. The tasks of the discussion leader prior to the discussion are:

- (1) Select the subject.
- (2) Select the training objectives.
- (3) Acquire knowledge of the subject.
- (4) Research background of group members.
- (5) Prepare discussion outline.
- (6) Prepare extra material.
- (7) Check materials and facilities.

c. The tasks of the discussion leader during the discussion are:

- (1) Set the stage.
- (2) Start the discussion.
- (3) Control the flow of the discussion.
- (4) Control group participation.
- (5) Interject appropriate material from prior discussions.
- (6) Accomplish the training objectives.
- (7) Summarize and end the discussion.

d. Following your leadership discussions your Marines should leave each period with the feeling that something has been learned, reviewed, or accomplished. A key element in accomplishing this goal is the manner in which the discussion leader approaches his/her duties.

Chapter 2

LEADERSHIP

The primary goal of Marine Corps leadership is to instill in all Marines the fact that they are warriors first; in essence, to maintain a warrior ethos. Leadership must occur at all levels and in all units. The primary objective of Marine Corps leadership is to develop leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society. Leadership training begins in Recruit Training and continues through a Marine's service. The focus of our leadership training is for each Recruit to begin understanding and applying our time tested leadership traits and principles. Our leadership training is dedicated to the purpose of preparing those commanders, staffs, and troop leaders to lead our Marines in combat. Marine Corps Leadership qualities include:

(1) Inspiration – Personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance.

(2) Technical proficiency – Knowledge of the military sciences and skill in their application.

(3) Moral responsibility – Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.

Leadership is simply the act of influencing others in such a manner as to accomplish the mission. Our 13th Commandant Major General John A. Lejeune defined leadership as the "the sum of those qualities of intellect, human understanding and moral character that enable a person to inspire and to control a group of people successfully."

This Page Intentionally Blank

APPENDIX A

CORE VALUES

Honor: To live your life with integrity, responsibility, honesty, and respect. Key attributes of Honor are:

- Integrity: To do what is right legally and morally.
- Responsibility: To be accountable for all actions and inactions.
- Honesty: To be trustworthy: to never lie, cheat, or steal; nor tolerate those who do.
- Respect: To value human life and dignity, our customs and courtesies, and our proud heritage.

Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation. Key attributes of Courage are:

- Mental Strength: A disciplined mind committed to personal and professional excellence.
- Moral Strength: A warrior spirit guided by our values, leadership traits and principles.
- Physical Strength: A body conditioned to succeed in combat and withstand hardships in any clime or place.
- Two Types of Courage
 - Moral Courage: To do what is right despite peer pressure, fear, shame, humiliation, and other possible consequences.
 - Physical Courage: Overcoming fear of injury or death; demonstrating endurance and withstanding the physical demands of training and battle; and overcoming adverse conditions, sleep deprivation, hunger, or injuries.

Commitment: Unwavering, selfless dedication to mission accomplishment, and personal and professional responsibilities. Key attributes of Commitment are:

- Unwavering: Firm resolution and unbendable perseverance.
- Selfless: Place duty and others before self.
- Dedication: Bound to an ideal: God, Country, Corps.

APPENDIX B

Leadership Traits

Our leadership traits serve as the foundation to Leadership. They include:

- Bearing: Creating a favorable impression in carriage, appearance, and personal conduct at all times.
- Courage: The mental quality that recognizes fear of danger or criticism, but enables a Marine to proceed in the face of it with calmness and firmness.
- Decisiveness: The ability to make decisions promptly and to announce them in a clear, forceful manner.
- Dependability: The certainty of proper performance of duty.
- Endurance: The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship.
- Enthusiasm: The display of sincere interest and exuberance in the performance of duty.
- Initiative: Taking action in the absence of orders.
- Integrity: Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty.
- Judgment: The ability to weigh facts and possible courses of action in order to make sound decisions.
- Justice: Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently.
- Knowledge: Understanding of a science or an art. The range of one's information, including professional knowledge and understanding of your Marines.
- Loyalty: The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers.

- Tact: The ability to deal with others without creating hostility.
- Unselfishness: Avoidance of providing for one's own comfort and personal advancement at the expense of others.

Our leadership traits support and uphold our core values in the following way.

Honor

Integrity
Judgment
Bearing
Justice

Courage

Endurance
Loyalty
Courage
Decisiveness

Commitment

Dependability
Enthusiasm
Initiative
Knowledge
Unselfishness
Tact

APPENDIX C

Leadership Principles

Our core values are also manifested through the demonstration of our leadership principles. Our principles are developed by the use of Leadership Traits.

Honor

- Set the example
- Develop a sense of responsibility among your subordinates
- Seek responsibility and take responsibility for your actions

Courage

- Make sound and timely decisions
- Employ your unit in accordance with its capabilities

Commitment

- Be technically and tactically proficient
- Know yourself and seek self-improvement
- Know your Marines and look out for their welfare
- Keep your Marines informed
- Ensure the task is understood, supervised, and accomplished
- Train your Marines as a Team

It's noted that classifications are not rigid. The Leadership Traits and Principles can be applied to other core values in a variety of situations.

This Page Intentionally Blank

APPENDIX D

Code of Conduct

The six articles of the Code can be divided into three categories. Articles I and II are general statements of dedication to country and freedom. Conduct on the battlefield is the subject of Article II. Articles III, IV and V concern conduct as a prisoner of war.

Article I

I am an American. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

Article II

I will never surrender of my own free will. If in command I will never surrender my men while they still have the means to resist.

Article III

If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole or special favors from the enemy.

ARTICLE IV

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information nor take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

Article V

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral nor written statement disloyal to my country and its allies or harmful to their cause.

Article VI

I will never forget that I am an American responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

This Page Intentionally Blank

APPENDIX E

OATHS

The oath that accompanies commissionings, enlistments, and promotions should not be taken lightly. While the words are simple, when Marines swear "to support and defend the Constitution of the United States against all enemies, foreign and domestic," they are assuming a most challenging and defining obligation.

The oath is one of acceptance. Because it is an oath of consent, taking the oath of allegiance is the pivotal factor that changes the status from that of civilian to that of Marine. After taking the oath, Marines find themselves transformed in a way that cannot be captured in words.

Oath of Office

I, _____, do solemnly swear (or affirm) 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 reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. So help me God.

Oath of Enlistment

I, _____, do solemnly swear (or affirm) 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; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

This Page Intentionally Blank

Chapter 3

Guided Discussion Lesson Outlines

This chapter contains Core Values Guided Discussion (CVGD) lesson outlines broken down into two groups: values and leadership; and, policy topics. All Marines should be familiar with the subjects, but may not remember having participated in similar guided discussions with their Drill Instructors. Conducting CVGDs using these topics is intended to be reinforcement and literally to "*Sustain the Transformation.*"

The outlines are provided to enable leaders to lead and guide the discussion not direct it. It is not a "by the numbers" lecture, but a more subtle approach to leadership training that leaves opportunities for the leader to use their own experiences in place of or in addition to those provided in the outlines. Understanding the discussion group process as discussed in chapter 1 is a valuable tool that will benefit you throughout your Marine Corps career, whether in a command or staff billet.

Section I

Values and Leadership

Personal Values

Key Points:

1. What are personal values?
2. Why values are important.
3. The possible impact if Marines do not uphold our Core Values.

Quick Review:

1. Values are basic ideas about the worth or importance of people, concepts, or objects.
2. Honor: To live your life with integrity, responsibility, honesty and respect. The attributes of Honor are Integrity, Responsibility, Honesty, and Respect.
3. Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation. The attributes of Courage are Mental Strength, Moral Strength and Physical Strength.
4. Commitment: Unwavering, selfless dedication to mission accomplishment, and personal and professional responsibilities. The attributes of commitment are Unwavering, Selfless and Dedication.

Discussion

Q1: Why did you join the Marine Corps?

A1. Instructor Analysis: *They'll provide insight into their personal values.*

Q2: What are values?

A2: Values are basic ideas about the worth or importance of people, concepts, or objects.

Q3: Where or how do we develop values?

Instructor Analysis: *Possible answers include:*

- *Parents, Friends, Religious beliefs*
- *Experiences, positive and negative in life*
- *Culture, News, TV, Internet*

Q4: What are the Marine Corps' Core Values?

A4: Honor, Courage, and Commitment

Q5: Why are values important to the Marine Corps?

A5: Instructor Analysis: Possible answers include:

- They guide our attitudes & behavior
- Serve as a moral compass (in war and with families)
- They can bond us together

Scenario:

PFC Jones is assigned to watch the platoon's gear while the rest of the platoon is getting shots. The gear is staged near outside the Company CP, which is adjacent to the PX. Before morning formation, Jones noticed that his BEQ mate, LCpl Reynolds, had put his credit card in his day pack. Jones decides to pull the credit card out of Reynolds' day pack, use it at the PX, and then return the credit card to Reynolds' day pack.

Q6: How do PFC Jones' actions conflict with our Marine Corps Core Values?

Q6: Instructor Analysis: Possible Answers include:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o He failed to demonstrate Integrity.
 - He did not do what was legally or morally right.
 - o He failed to act with responsibility.
 - He left his place of duty to buy a cover.
 - o He failed to be Honest - he stole.
 - o He failed to show Respect.
 - He used another's property without permission
- Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - o He failed to demonstrate Moral Strength.
- Commitment: Unwavering, selfless dedication to mission accomplishment, and personal and professional responsibilities.
 - o He acted selfishly and violated the ideals of the Marine Corps.

Q7: What do you think the impact will be on the unit?

A7: Instructor Analysis: Possible answers include:

- Loss of trust and confidence in each other
- Impact teamwork
- Hurt the reputation of unit
- Can potentially impact ability to complete assigned

missions

Q8: If Jones' betrayal is discovered will he ever be trusted again?

A8: Instructor Analysis: Potentially ask leading questions:

- *Would you trust Jones?*
- *Is it easy to restore Honor?*
- *What do think it would take to restore Honor?*
 - o *Sincere remorse*
 - o *Restitution*
 - o *Taking responsibility for the conduct and being held accountable*
 - o *Taking other actions to gain back trust*

Possible Closing Statement: Our values directly influence our decision making. As a Marine, you are expected to uphold our Core Values even when nobody is looking.

Integrity

Key Points:

1. Define Ethics.
2. Define Honor and two of its key attributes, Integrity and Honesty.
3. Describe the consequences of stealing.

Quick Review:

1. Ethics is a set of standards by which human actions are determined as right or wrong.
2. Honor is to live your life with integrity, responsibility, honesty, and respect. Its key attributes are Integrity, Responsibility, Honesty, and Respect.
3. Integrity:
 - To do what is right legally and morally.
 - It demonstrates strength of character; being true to a purpose.
 - When we commit to integrity, we empower ourselves. We do not fear ridicule and rejection by others, we do what we believe is right.
 - Tasks or mission become "duty" to those who embrace Integrity.
 - Integrity is about what we will NOT do, about what we will not give up, about what we stand for at all costs.
 - Individuals have professional integrity when they remain steadfastly committed to their mission and ensure it's done properly, even when the going gets tough.
 - Marines with personal integrity have a sense of commitment to openness, honesty, inclusiveness and high standards in a leadership role.
 - Integrity is complete honesty in any situation. We must determine what is really right and really wrong. Right even transcends the violation of regulations. You must oppose what is wrong and support what is right even when these actions seem to have dire consequences in the near term.
4. Honesty: To be trustworthy: to never lie, cheat or steal; nor Tolerate those who do.
 - Marines do not lie, cheat, or steal
 - Marines are trustworthy
 - Marines respect each other's property

- Marines demonstrate fairness in all actions
- Honesty is the quality or condition of being truthful, sincere, candid, and worthy of honor
- Honesty is more than not lying, it's telling and speaking the truth

Scenario:

As you leave the base gym, you find an iPod player in the parking lot near your vehicle. The iPod is not damaged and works well. There is no name or other means of identification on the device. You don't have an MP3 player and have considered purchasing one.

Discussion:

Q1: What would you do in this situation? How many of you have found money or a valuable item in the past? What did you do?

Q2: How many of you have lost something of value (money, wallet, iPod player, etc.)? What were some of your thoughts if you did or did not get it back?

A2: Instructor Analysis: *Intent is to pull out issues such as anger, lack of trust of others, disappointment, possible financial impact if what was lost was not returned. If it was returned, emphasize trust, gratitude, etc.*

Q3: Is keeping something you found stealing? Is it ethical? Why or why not?

A3: Instructor Analysis: *Answer is yes.*

Stealing is the act of taking something from someone unlawfully. Theft (also known as stealing) is the illegal taking of another person's property without that person's freely given consent.

Ethics is a set of standards by which human actions are determined as right or wrong.

Q4: What is our definition of Honor and what are the key attributes of honorable men and women?

A4: Honor: To live your life with integrity, responsibility, honesty, and respect. Its key attributes are Integrity, Responsibility, Honesty, and Respect.

Q5: What is Integrity and how does it relate to stealing?

A5: Instructor Analysis: *Possible Answers or discussion points:*

Integrity: To do what is right legally and morally.

- It's upright character; being true to a purpose.
- It's doing what's right - legally and morally.
- It's disciplining yourself to do things that a truly honest person would do under the same circumstances.
- Integrity is principled centered living; doing what is right rather than what is expedient.
- Marines demonstrate professional integrity when they remain steadfastly committed to their mission and ensure it's done properly, even when the going gets tough.
- Marines with personal integrity have a sense of commitment to openness, honesty, inclusiveness and high standards
- Integrity is one of the most important qualities of a leadership.
 - o It's keeping one's word.
 - o It's the glue to building trust.
- Marines who steal do NOT demonstrate Integrity.

Q6: What is Honesty?

A6: Honesty is to be trustworthy: never to lie, cheat or steal; nor tolerate those who do

- Marines do not lie, cheat, or steal
- Marines are trustworthy
- Marines respect each other's property
- Marines demonstrate fairness in all actions

Q7: What happens to a Marine's Integrity when he or she steals?

A7: Stealing lessens their Integrity and labels them as untrustworthy and dishonest.

Q8. How does stealing affect unit cohesion?

A8. It degrades unit cohesion because it destroys the trust Marines have for their fellow Marines.

Possible Closing Statement: A Marine's Honor is built on Integrity and Honesty. Stealing is incompatible with our core values. Marines will not steal nor will they tolerate stealing by fellow Marines.

Responsibility

Key Points:

1. Definition of Honor.
2. Definition of responsibility.
3. Describe how being responsible upholds Honor.
4. Describe how moral strength helps us to be responsible.

Quick Review:

1. Honor is the quality to live your life with integrity, responsibility, honesty, and respect. Its key attributes are Integrity, Responsibility, Honesty, and Respect.
2. Responsibility is to be accountable for all actions and inactions.
 - Obey all rules and regulations
 - Be dependable
 - Set the example
 - Demonstrate maturity and good judgment
 - Accomplish the mission

Scenario:

It is 0300 on Sunday morning and you are posted as the Barracks Duty NCO. You see LCpl Hudson leaving his BEQ room. He approaches you and says "Rigby's paying me for a bet he lost." Then he and his bunkmate, LCpl Rigby, go into another BEQ room which you know is empty because the Marine is standing watch at the Battalion HQ. They both emerge with what appears to be a handful of money and divide the contents between them. Later that day you notice that the Marine who was on watch, LCpl Williams is frantically looking for something in his BEQ room. When you approach him, he tells you "My money is missing!" Then you notice that both Hudson and Rigby are standing outside their room looking in your direction. You're pretty sure that they have stolen Williams' money.

Q1: In this scenario what should you do?

A1: *Instructor Analysis: Recommend some emphasis on 11 General Orders and responsibilities while on duty.*

Q2: In your own words define responsibility?

A2: It is the responsibility of each Marine to be accountable for all actions and inactions.

- Obey all rules and regulations

- Demonstrate military bearing
- Respect authority and each other
- Set the example
- Demonstrate maturity and good judgment
- Accomplish the mission

Q3: How is responsibility related to the core value of Honor?

A3: Instructor Analysis: Possible answers or discussion points:

- Responsibility is a key attribute of Honor
- Honor is to live your life with integrity, responsibility, honesty and respect - that means accepting the consequences of decisions and actions
- Marines set the example
- Marines can be depended on to tell the truth
- Marines are mature and use good judgment
- Marines hold others accountable

Q4: Prior to your current assignment, have any of you been in a position where you were required to take responsibility and hold others accountable for doing something wrong? What did you do? Was it difficult?

Q5: What does it take to do the right thing?

A5: Moral Strength: A warrior spirit guided by our values, leadership traits and principles.

- Do what is morally and ethically right
- Set the example
- Hold others accountable
- Demonstrate genuine care for subordinates or fellow Marines
- Make tough decisions in stressful situations

Q6: What are some of the possible repercussions of Hudson's and Rigby's actions on the platoon?

A6: Instructor Analysis. Possible answers or discussion points include:

- Create mistrust within the platoon
- Impacts the "team" and working together
- Impacts a fellow Marine losing his valuable items
- Hudson and Rigby can face disciplinary action

Possible Closing Statement: Remember, a Marine on duty has no friends. You always have a responsibility to act and to inform. Duty and loyalty is to our Country (uphold the Constitution), Corps, Unit, Marine, and self in that order.

Moral Strength

Key Points:

1. Define courage.
2. Describe the attributes of courage.
3. Define moral strength.
4. Describe how moral courage relates to ethics.
5. Describe how moral courage relates to loyalty.

Quick Review:

1. Definition of Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
2. The Attributes of Courage:
 - a. Mental Strength: A disciplined mind committed to personal and professional excellence.
 - b. Moral Strength: A warrior spirit guided by our values, leadership traits and principles.
 - c. Physical Strength: A body conditioned to succeed in combat and withstand hardships in any clime or place.
3. Moral strength: A warrior spirit guided by our values, leadership traits and principles.
 - d. Do what is morally and ethically right
 - e. Set the example
 - f. Hold others accountable
 - g. Demonstrate genuine care for subordinates and fellow Marines
 - h. Making tough decisions in stressful situations
4. Ethics: A set of standards by which human actions are determined as right or wrong.

Discussion:

Q1: What is Courage?

A1: Courage is the mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.

Q2: What are some of the attributes of Courage and what do

they mean?

A2: The Attributes are:

- Mental Strength: A disciplined mind committed to personal and professional excellence.
- Moral Strength: A warrior spirit guided by our values, leadership traits and principles.
- Physical Strength: A body conditioned to succeed in combat and withstand hardships in any climate or place.

Q3: You looked at courage from three perspectives, mental, moral and physical. What does moral strength mean? How do we demonstrate moral strength?

A3: Moral strength is a warrior spirit guided by our values, leadership traits and principles.

We demonstrate moral strength by:

- Doing what is morally and ethically right
- Setting the example
- Holding others accountable
- Demonstrating genuine care for others
- Making tough decision in difficult situations

Q4: How does moral strength relate to what you've learned about ethics?

A4: Ethics is a set of standards by which human actions are determined as right or wrong.

- Ethics govern our behavior.
- Marines have a moral obligation to do what is right. This will often mean not surrendering to "peer pressure" when it involves illegal or immoral decisions

Q5: Can anyone give some examples where they have demonstrated moral strength? What happen when you did?

A5: Instructor Analysis: *Marines will likely have a number of examples which include:*

- *Reporting a co-worker who was stealing*
- *Reporting a fellow student who was cheating*
- *Not doing drugs/drinking when pressured by friends*
- *Admitting to a parent that they've done something wrong knowing that they will likely be punished.*

Scenario:

A squad of Marines was on a scheduled patrol in Ramadi,

Iraq. Approximately 30 minutes into the patrol, the team was hit with an IED. As the Marines dismounted their vehicles to begin to search for the person(s) that detonated the IED, they found one of their Marines in the patrol had been killed and four others were seriously wounded. In the search for the terrorists, one of the fire team finds two men with detonating devices in a house approximately 100 yards away. A fellow Marine, distraught by the death of his friend, stated he wanted to kill the suspects; that no one will ever know. The squad leader stops his Marines from doing harm and takes the suspects into custody and eventually the Platoon Leader turns them over to the MPs.

Q6: How did the Squad Leader demonstrate moral strength?

A6: He stopped his Marines from making the bad decision of killing the suspects at the risk of being ridiculed or resented and turned them over to the MPs.

Q7. How did the Squad Leader demonstrate mental strength?

A7: *The sergeant exhibited mental strength because he knew the murder of these two individuals would only cause harm to his unit and to the person considering the killing. It was against being a Marine and against seeking one's personal and professional excellence.*

Possible Closing Statement: Without moral strength you will never stand up for your convictions and what is right.

Physical Strength

Key Points:

1. Define physical strength.
2. Describe some of the sources of fear.
3. Describe how or why Marines overcome fear.

Quick Review:

1. Definition of Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty and intimidation.

2. The Attributes of Courage:

- a. Mental Strength: A disciplined mind committed to personal and professional excellence.
- b. Moral Strength: A warrior spirit guided by our values, leadership traits and principles.
- c. Physical Strength: A body conditioned to succeed in combat and withstand hardships in any clime or place.

3. Moral Strength: A warrior spirit guided by our values, leadership traits and principles.

- d. Do what is morally and ethically right
- e. Set the example
- f. Hold others accountable
- g. Demonstrate genuine care for subordinates and fellow Marines
- h. Making tough decisions in stressful situations

4. Physical Strength: A body conditioned to succeed in combat and withstand hardships in any clime or place.

- i. Overcoming fear of injury and death
- j. Demonstrating endurance, pushing through pain, and the desire to quit or run
- k. Overcoming adverse conditions

Discussion:

Dan Daly's awarding of his 1st Medal of Honor: The Boxer Rebellion in China, 1900:

In 1900, Chinese rebels, known as the "Boxers," attacked the capital city of Peking, China. The walled compound where the Europeans and Americans lived was defended by an international force, including a detachment of U.S. Marines. The Marines fought off multiple attacks by the Boxers, suffered continuous artillery and rifle fire, and endured sniping, hand-to-hand combat, fatigue, sickness, and hunger for 55 days. Private Dan Daly distinguished himself during this prolonged fight by his courage, determination, and fighting spirit. On the night of 13 July 1900, when the Marine Captain asked for a volunteer to take an exposed position and provide cover fire, Daly stepped forward and said, "I'm your man." On short rations, under great strain and physically exhausted, Daly held his position alone, throughout the night, fiercely fighting off repeated Boxer assaults single-handedly. This courageous action earned Private Dan Daly the Medal of Honor.

Dan Daly's awarding of his 2nd Medal of Honor: The Caco Rebellion in Haiti, 1915

The island of Haiti was overrun in 1915 by bandits known as the "Cacos." On the night of 24 October 1915, a Marine reconnaissance patrol was ambushed from three sides as it crossed a river. Their only machine gun was lost in the water when the horse carrying it was killed and sank under its weight. The patrol fought out of the kill zone and formed a defensive position. Knowing they were heavily outgunned and outmanned, Gunnery Sergeant Dan Daly went back alone to the river, and working under continuous enemy fire, he dove repeatedly down searching for the lost weapon. Near exhaustion, he finally located and recovered the machine gun from the back of the dead horse. All that night, the Marines fought off attacks by 400 Cacos. At daybreak, reinforced by the recovery of the machine gun, the Marines attacked. Daly led one of three assault columns that broke the enemy position and scattered the Caco survivors. For his conspicuous gallantry, leadership, and courage during this action, Gunnery Sergeant Dan Daly was awarded his second Medal of Honor.

Q1: What does it take to volunteer for dangerous duty?

A1. *Instructor Analysis:* Focus Marines on our core values and their attributes as well as our leadership traits. Possible answers include:

- *Honor:* To live your life with integrity, responsibility, honesty and respect.

- Integrity - To do what is right legally and morally.
 - Do what is right under all circumstances.
 - Take Responsibility for your actions
 - Respect - our heritage, follow in the footsteps of other brave Marines.
- Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - Mental Strength
 - Moral Strength
 - Physical Strength
- Commitment: Unwavering selfless dedication to mission accomplishment and personal and professional responsibilities.
 - Unwavering support to fellow Marines
 - Selfless - put yourself in harm's way
 - Dedication - Bound to the ideals of Country and the Corps
- Leadership traits such as Dependability, Enthusiasm, Initiative, Unselfishness, and Knowledge

Q2: What if no one stood up for dangerous duties - what would be the impact?

A2: Possible Answers: The team suffers; the mission may not be accomplished; lives could be lost.

Q3. Do you think Dan Daly was afraid or fearful for his life? What are some of the fears Marines can have in combat?

A3: Instructor Analysis. Possible answers or discussion points:

- Fear of being killed, wounded, or captured
- Fear of the chaos - not knowing where the enemy is
- Noise and sights of battle/war can create fear
- Fear of letting your buddies / fellow Marines down
- Marines can add to this based on their experiences.

Q4: How and why do Marines like Dan Daly overcome fear?

A4: Instructor Analysis: Possible answers and discussion points:

- Our Identity as U.S. Marines
- Our Discipline as U.S. Marines
- Our Esprit de Corps - we fight for each other
- Our Tradition - bravery and valor of others
- Our Training - we are well-trained and well-led

Q5: What is physical strength?

A5: Physical strength is:

- Overcoming fear of injury and death
- Demonstrating endurance, pushing through pain, and the desire to quit or run
- Overcoming adverse conditions

Q6: Are people born with a fixed amount of courage?

A6: No.

Instructor Analysis: Possible answers or discussion points:

- *Courage is built on good leadership.*
- *Courage is increased by knowing your job.*
- *Courage is increased by knowing you can depend on your fellow Marines.*

Q7: Does anyone know Dan Daly's most famous quote?

A7: Gunnery Sergeant Dan Daly's famous battle cry was delivered during the Battle of Belleau Wood in 1918. Under enemy machine fire, Daly ordered an attack. Leaping forward, he yelled to inspire his men, "Come on, you sons of bitches, do you want to live forever?" For his actions during the battle, Daly was awarded both the Navy Cross and the Army Distinguished Service Cross.

Possible Closing Statement: Dan Daly's warrior ethos was built on the foundation of our core values of Honor, Courage, and Commitment. Mental strength, moral strength and physical strength are key attributes of Courage that we develop and base our identity as Marines, our Discipline, our Esprit de Corps, our Traditions, and training.

Ethical Decision Making

Key Points

1. Definition of Ethics.
2. Upholding our core values will help us to make sound ethical decisions.

Quick Review:

1. Ethics is a set of standards by which human actions are determined as right or wrong.
2. Honor is to live your life with integrity, responsibility, honesty and respect. Marines are expected to have or uphold:
 - a. Integrity: To do what is right legally and morally.
 - b. Responsibility: To be accountable for all actions and inactions.
 - c. Honesty: To be trustworthy: never to lie, cheat or steal; nor tolerate those who do.
 - d. Respect: To value human life and dignity, our customs and courtesies, and our proud heritage.
3. Courage is the mental, moral and physical strength to do what is right in the face of fear, uncertainty and intimidation. The attributes of Courage are mental strength, moral strength and physical strength.
 - a. Mental Strength is a disciplined mind committed to personal and professional excellence.
 - b. Moral Strength is a warrior spirit guided by our values, leadership traits and principles.
 - c. Physical Strength is a body conditioned to succeed in combat and withstand hardships in any clime or place.

Discussion:

You have been sent TAD to your advanced school. At the school you are required to stay in the BEQ where you are a roommate with several other "NCOs. You all get along well and it is great fun. In the daytime you are busy with all kinds of

training, and your evenings are spent on liberty where you invariably go out with your roommates clubbing. One of your friends, Cpl Gerry, routinely has too much to drink each night although he has been able to complete his training each day. On the night before the final heavy weapons evaluation he is so wasted that he can't stand up. Together with a few others you put him in a taxi and accompany him to the barracks. You only get a few hours' sleep before you have to get up for breakfast and then prepare for morning formation and the subsequent evaluation. Your colleague has just surfaced by the time you are leaving the messhall. He asks you not to say anything about last night's escapade. After all, completing the advanced course is very important to him. If he fails, he may fail to be promoted or re-enlisted. Clearly, he is still feeling the effects of the alcohol and you know the exam itself requires each Marines to be at their best not only to pass but to ensure the safety of those around them while conducting live fire demonstration. You are in a very difficult position. On the one hand, you have such things as a code of conduct, and on the other hand this is a colleague who, after using alcohol, is not functioning as he should, and finally you're his buddy, his roommate and fellow Marine NCO. Moreover, you know what will happen if anyone finds out he's been drinking so heavily.

Q1. What do you do? Do you talk to your superiors and tell them that Cpl Gerry has been drinking heavily and that it's probably a safety issue if he is allowed to use live ammunition, or do you keep your mouth shut?

Q2 What are some of the positive and negative consequences of either course of action?

Just War

Key Points

1. Define Murder.
2. Define Killing.
3. Define Deadly Force and its Six Conditions.
4. Describe how our core values can help us distinguish between murder and killing.
5. Describe what principles and rules help us to distinguish between murder and killing.

Quick Review:

Murder: The "unlawful (wrong) and inexcusable (unjustified) act of killing another human being."

- It's killing intentionally and with premeditation
- It's unlawful premeditated killing of a human being by a human being

Killing: The taking of another's life. It's an event that causes someone to die. It's an act of terminating someone's life.

Deadly Force:

- Self Defense and Defense of Others

Deadly force can be used if necessary against potentially hostile person(s) if they're posing a threat of death or serious bodily harm to Marine personnel or civilians.

- Assets Involving National Security

As defined in the Department of Defense Directive Number 5210.46, deadly force can be used if necessary to prevent theft or sabotage of assets involving national security. The assets must qualify as vital to national security, i.e. their loss, damage or compromise would seriously jeopardize national security. These facilities or assets may include nuclear weapons, command and control centers, communication facilities or restricted areas containing sensitive assets.

- Inherently Dangerous Assets

Deadly force can be used to prevent theft or sabotage of assets such as weapons, ammunition, explosives and nuclear materials that would pose a serious danger to others if in possession of unauthorized, potentially malicious individuals.

- Serious Criminal Offenses

The use of deadly force can be employed if necessary to prevent potentially hostile person(s) from committing serious crimes posing danger of death or bodily harm to other person(s), for instance murder, armed robbery, aggravated assault or setting fire to an inhabited region.

- Public Health and Safety

Deadly force is to be used when necessary to protect critical public infrastructures vital to public health and safety, when any damage to such infrastructures would pose a threat of death or bodily harm to others. For example destruction of a dam that could lead to the flooding of an inhabited area; damage to a nuclear power plant that could result in exposure of nearby residents to nuclear radiation.

- To prevent an escape

Deadly force is authorized when deadly force reasonably appears to be necessary to prevent the escape of a prisoner, provided there is probable cause to believe that such person(s) have committed or attempted to commit a serious offense, that is, one that involves imminent threat of death or serious bodily harm, and would pose an imminent threat of death or serious bodily harm to DOD forces or others in the vicinity.

- Apprehension

Deadly force is authorized when deadly force reasonably appears necessary to arrest or apprehend a person who, there is probable cause to believe, has committed a serious offense as cited above.

Principles and rules that guide us in determining whether we are killing or murdering:

- Law of Land Warfare and the Principles of War
 - o Only fight (kill) enemy combatants
 - o Do no harm to soldiers who surrender
 - o Do not kill or torture prisoners
 - o Treat all civilians humanely
- Rules of Engagement (ROE) specific orders and directives for the use of force
 - o Hostile Act is the use of force against friendly forces or designated persons or property.
 - o Hostile Intent is the threat of imminent use of force against US forces, property, or designated persons
 - o Positive Identification (PID)
- Guidance on the use of Deadly Force

Discussion:

In the Judeo-Christian and Western civilization tradition, "thou shalt not kill" is recognized universally. But even the Bible provides the foundations and examples of "just killing" and "just wars." That foundation has evolved into "Just War Theory," which has two sets of criteria to establish the legal and moral justification to take a life. The criteria are: establishing the right to go to war; and, establishing right conduct within war. Each criteria have several components. The first are:

- Just cause

The reason for going to war needs to be just and cannot therefore be solely for recapturing things taken or punishing people who have done wrong; innocent life must be in imminent danger and intervention must be to protect life.

- Comparative justice

While there may be rights and wrongs on all sides of a conflict, to overcome the presumption against the use of force, the injustice suffered by one party must significantly outweigh that suffered by the other.

- Competent authority

Only duly constituted public authorities may wage war. A just war must be initiated by a political authority within a political system that allows distinctions of justice. Dictatorships are typically considered as violations of this criterion.

- Right intention

Force may be used only in a truly just cause and solely for that purpose—correcting a suffered wrong is considered a right intention, while material gain or maintaining economies is not.

- Probability of success

Arms may not be used in a futile cause or in a case where disproportionate measures are required to achieve success.

- Last resort

Force may be used only after all peaceful and viable alternatives have been seriously tried and exhausted or are clearly not practical. It may be clear that the other side is using negotiations as a delaying tactic and will not make meaningful concessions.

- Proportionality

The anticipated benefits of waging a war must be proportionate to its expected evils or harms.

Q1. Is there a difference between killing and murder? What are they?

Q2. Can you think of any example of killings that are not considered "murder?"

Q3. What US wars could be considered "just" and which US wars should not be considered "just," if any?

Constitution

Key Points

1. Definition of Belief Systems.
2. U.S. Constitution.
3. Oath of Enlistment.

Quick Review:

1 Belief System is a set of valued principles such as views, ideals or precepts that guide your daily life. There are two types:

- Personal (Individualistic)
- Shared (Group-centric)

2. The U. S. Constitution is the cornerstone of our democracy. The preamble is a short introduction to the Constitution which lays out its purpose and guiding principles.

On 17 September 1787, the Constitution was signed by 39 men who changed the course of history. September 17th is known today as Constitution Day.

The Constitution is our "rule book." When you play by the "Constitution" and support the "Constitution," you express your highest regard in honoring this nation and the principles it adheres too. The Constitution trumps lesser laws and is considered, the law of the land.

The U.S. Constitution:

- (1) Ensure against tyranny
- (2) Protect states rights
- (3) Maintain justice
- (4) Provide for the common defense
- (5) Promote the general well-being
- (6) Secure liberty for future generations

The Constitution of the United States of America establishes a "Republic" form of government meaning the citizens choose their leaders and impact their government. Our republic ensures that no single person rules our land.

There are three distinct branches of the federal government:

- Judicial Branch (Supreme Court and lower courts)
- Executive Branch (President and Executive Branch)
- Legislative Branch (Congress)

The first ten amendments to the Constitution are known as the "Bill of Rights." The bill of rights protects both individual and state rights. The basic rights include:

- (1) Freedom of speech, press, religion...
- (2) Right to keep and bear arms
- (3) Conditions for quarters of soldiers
- (4) No unreasonable searches
- (5) Due process of the law
- (6) Right to speedy trial, witnesses
- (7) Right to trial by jury
- (8) No excessive bail, cruel punishment
- (9) Rule of construction of Constitution
- (10) State rights

Note: The ninth amendment, "Rule of construction of Constitution" is simply rights retained by the people that are not written down in the constitution. These rights are referred to as un-enumerated rights.

3. An oath of enlistment is an oath whereby one acknowledges a duty-bound allegiance and swears loyalty to our country. In our republic, your oath specifies an allegiance to the constitution.

The oath is really one of acceptance. It is a pledge of means, talent, and even your life to our country as guardians of the republic.

The oath is as follows: "I, (NAME), do solemnly swear (or affirm) 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; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God." Title 10, Section 502 of the United States Code.

The oath is one of allegiance and a life-long commitment to our Country, Constitution, and Comrades. It is a sacred pledge of honor, courage and commitment for which we are duty bound to the United States of America.

Discussion:

Q1: What is a belief system?

A1: A belief system is a set of valued principles such as views, ideals, or precepts that guide your daily life.

Q2: What are the two types of belief systems?

A2: Personal and shared

Q3: What are some types of personal beliefs?

A3: Religion - Family - Politics

Q4: What are some strengths you have as a result of your personal beliefs?

A4: Allow the Marine to speak freely.

Q5: What are some types of shared beliefs?

A5: Once a Marine Always a Marine - Semper Fidelis - Constitution - Representative Democracy - Core Values

Q6: How would you define our Constitution?

A6: The cornerstone of our democracy.

Q7: Why is the U.S. Constitution important to you?

A7: Allow the Marine to speak freely.

Q8: What is the preamble to the Constitution?

A8: It is the introduction to the Constitution that lays out the purpose and guiding principles.

Discussion Scenario: Preamble to the Constitution

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, [1] promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

Instructor Analysis: Guiding Questions:

Q9: What does "We the People of the United States, in Order to form a more perfect Union" mean?

Q10: What does "establish justice" mean?

Q11: What does "insure domestic tranquility" mean?

Q12: What does "provide for the common defence" mean?

Q13: What does "promote the general welfare" mean?

Q14: What does "secure the blessings of liberty to ourselves and our posterity" mean?

Keep in mind that the intent of the preamble is to show the unity of a young nation seeking to define its purpose and

defend its way of life.

Q15: What are the six main purposes of the Constitution?

A15: The six main purposes are to:

- Ensure against tyranny
- Protect state's rights
- Maintain justice
- Provide for the common defense
- Promote the general well-being
- Secure liberty for future generations

Q16: What three branches of government does our Constitution establish?

A16: The three branches are:

- Judicial Branch (Supreme Court and lower courts)
- Executive Branch (President and Executive Branch)
- Legislative Branch (Congress)

Q17: What are the first ten amendments to the Constitution called and what do they ensure?

A17: The "Bill of Rights" ensures:

- Freedom of speech, press, religion...
- Right to keep and bear arms
- Conditions for quarters of soldiers
- Due process of the law
- Right to speedy trial, witnesses
- Right to trial by jury
- No excessive bail, cruel punishment
- Rule of construction of Constitution
- State rights

Q18: Are there any rights you wish were included in the Bill of Rights? What are they? Explain?

A18: Allow the Marines to answer freely.

Q19: Are there some rights included in the Bill of Rights that you wish were left off? What are they? Explain?

A19: Allow the Marines to answer freely.

Keep in mind that the first ten amendments to the Constitution were adopted to secure certain common law rights of the people, against invasion by the Federal Government.

Q20: How many of you have read the Constitution?

Q21: Do you agree or disagree with the below statement? Explain your answer.

A constitutional democracy is in serious trouble if its citizenry does not have a certain degree of education and civic virtue. Phillip E. Johnson

Discussion Scenario: Oath of Enlistment

"I, (name), do solemnly swear (or affirm) 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; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God."

Instructor Analysis: Guiding Questions:

Q22: What does the oath of enlistment specify?

A22: Allegiance to our Constitution.

Q23: Why is loyalty to the Constitution paramount?

A23: Allow the Marines to speak freely.

Q24: What are you pledging when you take the oath of enlistment

A24: Your means, talent, and even life to our country.

Remember that the authority of the President and officers appointed over you are derived from the Constitution. Your loyalty first and foremost must be to the Constitution.

Closing statement: Our Constitution is the cornerstone of our democracy. It provides the framework by which our nation works. You are obligated to know its contents and defend it with your very life. This may mean that you perhaps will go into harm's way in defense of America. Remember that America is worth fighting for.

Patriotism

Key Points

1. Definition of Patriotism.

Discussion:

Q1: What is patriotism?

A1: The heartfelt expressions of love, respect and devotion to one's country.

Q2: Why would you consider yourself a patriot?

A2: Possible answers might include:

- I express my love for my country by enlisting in the Marine Corps
- I'm willing to fight and if necessary, die for my country
- I don't blindly follow its leaders
- I value the beauty of its land
- I value the diversity of its people and opinions

Remember that Patriots:

- Are loyal to democratic principles
- Appreciate national values
- Respect all citizens
- Are willing to sacrifice
- Live to a higher calling

Scenario: PFC Ahrens

In a foxhole in the center of the tenuous line he had done much to hold, private First Class John Ahrens, an Able Company automatic rifleman, lay quietly, his eyes closed, breathing slowly. Ahrens was covered with blood. He was dying. Next to him lay a dead Japanese sergeant, and flung across his legs, a dead officer. Ahrens had been hit in the chest twice by bullets, and blood welled slowly from the three deep puncture wounds inflicted by bayonets. Around this foxhole sprawled thirteen crumpled Japanese bodies. As Captain Lewis W. Walt gathered Ahrens into his arms to carry him to the field hospital, the dying Marine, still clinging to his BAR, said, 'Captain, they tried to come over me last night, but I don't think they made it.'

'They didn't, Johnny,' Walt replied softly. 'They didn't.'"

-From U.S. Marine Corps in World War II, S.E. Smith

Marines are oriented from the first day of boot camp to their identification with service to Corps and Country.

Instructor Analysis: Guiding Questions:

- Q3: *Why is patriotism important?*
- Q4: *How do you think patriotism helped PFC Ahrens fight and not give up?*
- Q5: *What cause or principles is a factor in your signing up to become United States Marine?*

Allow the Marines to speak freely however, keep in mind the definition of patriotism and that PFC Ahrens actions demonstrated his love for the Corps and Country. Additionally, remind the group that Marines enlist to fight, and where necessary, to die for our nation and our way of life. Freedom is not free. Throughout our nation's history, the land of the free has been defended by the brave. PFC Ahrens gave his all because he believed in America, he believed in the cause of freedom and the democratic principles we live by.

Q6: In what way does Article 1 of the Code of Conduct ("I am an American fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.") reflect patriotism on the part of the service member?

A6: Allow the Marines to speak freely however, ensure that they understand that this article reflects our core belief that America is worth defending even if the cost is your life.

Q7: Although patriotism must first be in the heart and soul of an individual, what are some outward expressions of patriotism?

A7: Possible answers:

- Federal Holidays: Celebration of patriotism
- Display of National Ensign (Flag pole / clothes)
- Voting (Absentee Ballot)
- Service to Corps and Country (Volunteering)
- Being a good citizen

Q8: Why does the American flag hold such a special place in our hearts?

A8: Possible answer: the flag is a symbol or representation of our nation and values we hold

Scenario: FLAG BURNING

One of the great symbols of our nation and its democracy in the American flag. During a fourth of July celebration, you and two other Marines notice a civilian mutilating and burning the

flag. You approach the individual and ask him to respect our flag but his response is that it's his first amendment right (freedom of speech, press, religion) to do so.

Q9: What's your emotional reaction when you see someone desecrating the flag of the United States of America or other patriotic symbols and why?

A9. Allow the Marines to answer freely.

Remember that the American flag is one of the most visible symbols. Remind the Marines of our rule of law and that people have the right to freedom of expression.

Q10: What do the colors of the American flag represent?

A10: The American Flag:

- RED represents valor and spilled blood protecting our home
- WHITE represents purity and freedom
- BLUE represents vigilance, justice and perseverance

Q11: What does the star/s of the American flag represent?

A11: Stars represent the symbol of the heavens and divine goal to which man aspires.

Q12: What are some of the cherished symbols of American patriotism?

A12: Patriotic Symbols include:

Statue of Liberty - Liberty bell - White House

American Bald Eagle - EGA - Mount Rushmore

Great Seal of the USA - Lincoln Memorial

Washington Memorial

Q13: What are some meaningful ways to be patriotic?

A13: Possible answers:

- Learn about our founding fathers
- Read the Declaration of Independence
- Support and defend the U.S. Constitution
- Get involved in our governments political system
- Denote to worthy causes
- Participate in patriotic events
- Demonstrate our Core Values
- Buy American-made products

Q14: What is our national anthem?

A14: The Star-Spangled Banner

Q15: What are the benefits of a patriotic nation?

A15: Allow Marines to speak freely. Possible answers might

include:

- A strong and free republic
- A nation united
- A country that is willing to bear any burden and overcome all obstacles

Q16: When is Patriot's Day observed in the United States?

A16: September 11th.

The below quotes are from past patriotic Americans.

Q17: Ask the Marines, "What does the below quotes say to you?"

Allow the Marines to speak freely:

"It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace--but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"---Patrick Henry, Revolutionary War Founding Father and Governor of Virginia

I was born an American; I will live an American; I shall die an American! ---Daniel Webster, Massachusetts Senator and US Secretary of State

Our great modern Republic. May those who seek the blessings of its institutions and the protection of its flag remember the obligations they impose. ---Ulysses S. Grant, Union General and US President

First to fight for right and freedom and to keep our honor clean...

Ask not what your country can do for you, but what you can do for your country.--- John F. Kennedy, US President

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

---John F. Kennedy, US President

Closing statement: Patriotism is one of the great motivating reasons Marines respond to the call of duty. Patriotism is a spiritual foundation to morale. Patriotism is one of the great reasons we are highly motivated and truly dedicated to our beloved Corps and Country. Patriotism is a core belief of all Marines. Patriotism runs deep in the Marine Corps. As you wear the EGA know that you are expected to represent a proud and grateful nation with nothing less than patriotic acts. Patriotism and professionalism are his only two "isms."--- Col Robert D. Heinl Jr. USMC

Leadership

Key Points

1. Define what we mean by warrior ethos.
2. State the primary goal of Marine Corps leadership and how it applies to our warrior ethos.
3. State the primary objective of Marine Corps leadership.
4. Describe the traits of a good leader.
5. Describe leadership principles as they apply to the Chosin Reservoir and the actions of Capt Barber.

Quick Review:

1. Ethos means the disposition, character, or fundamental values peculiar to a specific person, people, culture, or movement. When we say we have a warrior ethos, it means our character or fundamental values are focused on being warriors. Marines fight and win - that's what we do, that's who we are.

2. Primary Goal of Marine Corps Leadership: To instill in all Marines the fact that they are warriors first.

3. Primary objective of Marine Corps leadership: To develop Leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society.

4. Fourteen Leadership Traits (JJDIDTIEBUCKLE):

- a. Judgment
- b. Justice
- c. Dependability
- d. Initiative
- e. Decisiveness
- f. Tact
- g. Integrity
- h. Enthusiasm
- i. Bearing
- j. Unselfishness
- k. Courage
- l. Knowledge
- m. Loyalty
- n. Endurance

5. Eleven Leadership Principles:

- a. Be technically and tactically proficient
- b. Know yourself and seek self-improvement
- c. Know your Marines and look out for their welfare

- d. Keep your Marines informed
- e. Set the example
- f. Ensure the task is understood, supervised, and accomplished
- g. Train your Marines as a Team
- h. Make sound and timely decisions
- i. Develop a sense of responsibility among your subordinates
- j. Employ your unit in accordance with its capabilities
- k. Seek responsibility and take responsibility for your actions

Discussion:

Q1: What do we mean when we say that the Marine Corps has a warrior ethos?

A1: Instructor Analysis: *This is somewhat subjective so many answers can be correct.*

Marines fight and win - that's what we do, that's who we are.

- *Our mission is to "Make Marines and Win Battles."*
- *Our warrior ethos is the hallmark of who we are.*
- *It is not based on our uniforms, the Marines' Hymn, or parades.*

Q2: How does warrior ethos apply to the primary goal of Marine Corps leadership?

A2: The primary goal of Marine Corps Leadership is to instill in all Marines the fact that they are warriors first. Our "warrior ethos" is based on this goal.

Instructor Analysis: *The instructor can expand this discussion that being a warrior is not enough though. Marine warriors are expected to demonstrate ethical behavior by embracing and living our core values of Honor, Courage, and Commitment in everything they do. Warriors are accountable and responsible for actions and decisions.*

Q3: What is the primary objective of Marine Corps leadership?

A3: The primary objective of Marine Corps leadership is to develop leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society.

Q4. Based on your experience and thoughts, what do you think are the qualities or traits of a good leader?

A4: Instructor Analysis: *Mariness will respond with a variety of answers. The intent is to indirectly lead them to*

defining many of our leadership traits and our core values.

Historic Example - Chosin Reservoir:

For seven days, Captain William E. Barber and the Marines of Company F, 2nd Battalion, 7th Marines, 1st Marine Division, valiantly fought bitter, sub-zero weather conditions and a numerically superior enemy at the Chosin Reservoir. Tasked on the first day with the defense of the vital supply route through Tak-Tong Pass, Captain Barber and his Marines took up a defensive position along a frozen hillside. Savagely attacked that night by a regimental size force, they succeeded in repelling the enemy during seven hours of bitter fighting while inflicting heavy casualties. Cutoff from their battalion, Captain Barber made an appeal to higher headquarters that he could hold the position and keep the supply route open if his company was resupplied via air drop. However, given the bad weather most aerial resupply missions could not get through and of those that did most fell into enemy hands. Recognizing the futility of supplying the isolated position, Barber received orders via radio to fight his way back to a relieving force. These forces, whose mission was to provide relief to "F" Company, had themselves been driven back by fierce enemy resistance. Concerned that leaving the position would close the route and jeopardize 8000 other Marines trapped at the town of Yundam-ni, Captain Barber chose to risk the loss of his command and fight on. Despite suffering a severe leg wound, Barber maintained personal control of his Marines. Over five days and six nights of fierce combat, he moved along the lines via stretcher "consistently encouraging and inspiring his men to supreme efforts despite the staggering opposition." Barber and Company F kept the route open and accounted for approximately 1000 enemy dead... and when the company was relieved, only 82 of his original 220 men had survived.

Q5: What leadership traits did Capt Barber exhibit and how?

A5: Instructor Analysis: Key traits that will likely come out are:

- Judgment: Despite cold, fatigue, and wounds, he continued to make clear and sound judgments.
- Dependability: He and his men did not quit.
- Initiative: He and his men refused to give up their ground even though they were not required to stay there.
- Decisiveness: He weighed all the facts including the Marines in the town of Yundam-ni and decided to hold his position.
- Integrity: He maintained a sense of duty, not only to his

men, but to other Marines in the town of Yundam-ni. His motivation and principles for fighting were sound.

- Bearing: He remained confident and in control.
- Unselfishness: He could have easily retreated, he was even ordered to withdraw, but he chose to fight despite severe wounds.
- Courage: Both moral and physical - he was willing to potentially lose his Command to disregard orders and save the lives of many other Marines. He also demonstrated tremendous physical courage with fighting in sub-zero conditions, severely wounded.
- Knowledge: He understood the importance of holding the ground he was on and organized his men to best defend the ground despite a superior enemy force in size.
- Loyalty: He remained faithful to our Country, his fellow Marines in another town, and his men.
- Enthusiasm: He moved along the lines via stretcher encouraging and rallying his Marines to continue to fight.

Q6: Based on our leadership principles, which one do you think best applies to Capt Barber and why?

A6: Instructor Analysis: Set the Example is probably one of the most likely choices. However, Marines may propose others.

Q7: There is a somewhat popular phrase that states that "leaders are born, not made." Is this true or false? Explain your answer.

A7. Instructor Analysis: Some may be born with some of the innate qualities of leadership however, if any individual commits to the application of the Marine Corps leadership traits and principles and our core values of honor, courage and commitment, he or she can successfully lead Marines. The success of your leadership directly relates to your commitment and adherence to these values.

Possible Closing Statement: By applying our leadership traits and principles in the context of our core values of Honor, Courage, and Commitment, the Marine Corps will continue to carry on its legacy of Making Marines and Winning Battles.

Section II

Policy Topics

Adultery

Key Points

1. Define of Adultery.
2. Describe the potential consequences of committing adultery.
3. Describe how adultery fails to uphold our core values.
4. Understand resources available to assist families who are having martial problems.

Discussion:

Q1: What is adultery?

A1: Adultery is extramarital sexual intercourse between a married person and someone who is not their spouse.

Q2: What problems within a marriage might lead someone to commit adultery?

A2: Instructor Analysis: Intent is to address factors so you can tie in potential resources to help prevent.

- Impaired judgment - intoxication
- Marital problems
- Parenting - kids are the priority
- Personal Appearance - not considered attractive
- Financial Problems - fighting
- Illness
- Separation - geographical bachelor - loneliness
- Lust

Q3: If you are separated from your spouse, but not divorced, and having a sexual relationship with someone other than your spouse is it adultery?

A3: Yes - you are married until the divorce decree is issued.

Q4: If you are a single Marine and have sexual relations with a married person, can you be charged with adultery?

A4: Yes - single Marines can be charged with adultery if they have an affair or sexual relationship with a married individual.

Scenario: A 23-year-old married Marine lives aboard Marine Corps Base, Camp Pendleton, California with his wife and child. The Marine met and befriended the 19-year-old civilian who works at a small exchange on board the base. She was attractive, seemed friendly and they innocently talked about

all the things they had in common. The Marine and his wife were going through a rough patch that all relationships go through. Eventually, he discussed his marital problems with his new friend, they grew closer and they had sexual intercourse. On each occasion, the two would meet at the Marine's base quarters while the spouse and children were gone.

Q4: Did the Marine commit adultery?

A4: Yes

Q5: How could the Marine's actions impact his/her family?

A5: Instructor Analysis: Potential Answers / Discussion

Points:

- Divorce / Loss of children
- Lack of Trust / Hurt
- Acquiring or transmitting sexual disease
- Emotional impact on spouse and kids
- Financial implications alimony / child support
- Embarrassment

Q6: What are the legal considerations for a Marine found guilty of adultery?

A6: Potential punishment includes:

- Court-Martial or NJP
- Reduction in grade, forfeiture of pay, big time, restriction, extra duties

Q7: In what ways does adultery run counter to our core values?

A7: Instructor Analysis. Possible answers / discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o Integrity is the cornerstone of every marriage
 - Adultery destroys trust & confidence
 - o Demonstrates a lack of responsibility
 - o It's not being honest with your spouse
 - o It's not respecting your spouse and yourself
- Courage: The mental, moral and physical strength to do the right thing in the face of fear, uncertainty or intimidation.
 - o Demonstrates lack of moral strength
 - o Demonstrates lack of mental strength
- Commitment: Unwavering selfless dedication to mission accomplishment and personal and professional responsibilities.
 - o Violates unwavering commitment to each other

- o *Extraordinarily selfish behavior*
- o *Violates concept of dedication to God, country, Corps and Family*

Q8: Does anyone know what resources are available to families who are experiencing marital problems?

A8: Potential answers include:

- Chain of Command
- Chaplain
 - o CREDO Program (all expenses paid 3-day retreat)
 - Focused on marriage enrichment
 - o PREP (Prevention & Relationship Enhancement Program)
- Marine Corps Community Services
 - o Counselors to include financial
 - o Parenting Classes
- Military OneSource
 - o 1-800 number / Counselors available

Q9: Was the issue of the Marine and his wife having some problems a justification for his actions?

A9: The Marine's relationship started innocently enough but he placed himself in a bad situation. Good intentions aside, he should have steered clear of any relationship with a female not his wife. What have you done to avoid being in a compromising situation?

Possible Closing Statement: Adultery can rip families apart and destroy your career. Uphold our core values and know that resources are available to help you with marital problems.

Professional Conduct

Key Points

1. Describe professional conduct.
2. Explain why professional conduct is important.
3. Describe how professional conduct relates to ethics.
4. Describe how our core value commitment relates to professional conduct.

Discussion:

Q1: Give examples of what Marines can do to demonstrate professional conduct?

A1: Instructor Analysis: Possible Answers/discussion points:

- Demonstrate HONOR through Integrity, taking Responsibility, being Honest and respecting the dignity of human life and our traditions and heritage.
- Demonstrate COURAGE through exhibiting the mental, moral and physical strength needed to be a Marine.
- Demonstrate COMMITMENT by your unwavering selfless dedication to mission accomplishment and personal and professional responsibilities.
- Execute orders immediately and properly
- Maintain a positive attitude
- Adhere to our leadership traits & principles
- Maintain physical conditioning
- Maintain personal appearance
- Set a positive example

Q2: Do you think our professional conduct in garrison or peacetime is an indicator of how we will conduct ourselves deployed or in combat? Why?

A2: Instructor Analysis: Potential points:

- We "train as we fight"
- Practice makes perfect - actions & decisions
- We're an expeditionary force (America's 911 force)

Q3: Why is professional conduct important?

A3: Instructor Analysis: Potential Points:

- Integrity is built on professionalism
- Responsible to the Country and fellow Marines
- Honesty with the American people and Marines
- Respect our traditions, customs and human life

Q4: How does professional conduct relate to what we've learned

about ethics?

A4: Ethics is a set of standards by which human actions are determined as right or wrong. Our Code of Ethics is the "rules of conduct" associated with professions such as the Marine Corps. Our professional conduct on and off the battlefield must uphold our code of ethics.

Q5: Relate our Core Value Commitment to the concept of professionalism?

A5: Commitment is the unwavering selfless dedication to mission accomplishment and personal and professional responsibilities.

Commitment is demonstrated by:

- Unwavering resolution to personal and professional excellence
- Being selfless, willing to sacrifice for others
- Dedicated to the ideals of God, Country and Corps

Possible Closing Statement: Our core values serve as a guide to professional conduct. Our Country and the Marine Corps expects Marines to be professional in all that they do.

Child Abuse

Key Points

1. Definition of child abuse
2. Various indicators of child abuse
3. Potential causes of child abuse
4. Long-term effects of child abuse
5. Child abuse prevention/resources

Quick Review:

1. Types of Child Abuse:

- Neglect - Neglect is failure to provide for a child's basic needs. A child may be physically, emotionally and/or educationally neglected.
- Physical abuse - Physical abuse is physical injury as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with hands or objects) burning or otherwise harming a child.
- Sexual abuse - Sexual abuse includes activities by a parent or caretaker such as fondling a child's genitals, penetration, incest, rape, sodomy, indecent exposure and exploitation through prostitution or the production of pornographic materials.
- Emotional abuse - Emotional abuse is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, rejection, withholding love, support or guidance. Emotional abuse is often difficult to prove as no visible damage is evident.

Q1: Have any of you known any victims of child abuse? What happened?

Q2: What impact did the abuse have on the victim, their family and friends?

Q3: From your experience or judgment, what are some of the signs of physical abuse? Sexual abuse? Emotional abuse?

Q4. Can someone who abuses someone be an effective Marine or leader of Marines?

Note to Instructor: There is no formal instruction period for this topic. This is a sensitive topic. Some Marines will have likely been the victim of some type of abuse and may have various reactions.

Combating Trafficking in Persons

Key Points

1. Definition of human trafficking.
2. Marine Corps Policy on combating trafficking in persons.
3. Four common types of human trafficking.

Quick Review:

Marines are America's ambassadors to the world. How we behave is as much a reflection of our individual character as it is a statement of our Corps' virtue (moral excellence) and our nation's values.

Human Trafficking is defined as:

"Any person who is recruited, harbored, provided, or obtained through force, fraud, or coercion for the purpose of subjecting that person to involuntary servitude, forced labor, or commercial sex qualifies as a trafficking victim. Movement is not necessary."

Trafficking in persons is happening everywhere in the world. 50% of all victims are minors under the age of 18. 80% of victims are women. Trafficking In Persons is linked to organized crime as well as terrorism. Trafficking in persons is the fastest-growing and second largest criminal industry in the world.

Marine Corps Policy: ALMAR 016/05 states that the Marine Corps opposes all activities that contribute to the crime of trafficking in persons (TIP).

Four common types of human trafficking:

- a. Sex Trafficking
- b. Child Sex Tourism
- c. Child soldiers
- d. Labor Trafficking

Discussion:

Q1: What is human trafficking?

A1: Any person who is recruited, harbored, provided, or obtained through force, fraud, or coercion for the purpose of subjecting that person to involuntary servitude, forced labor, or commercial sex qualifies as a trafficking victim. Movement

is not necessary.

Q2: Do you believe that human trafficking only happens in third world countries?

A2: No.

Scenario: Bar/Strip Club at home or overseas

You and a few of your fellow Marines decide to go to a local bar/strip club to celebrate your promotion before you depart to your next duty station. Upon your arrival, you immediately notice that this club seems to be a front for prostitution.

Guiding Questions:

- Q3: What should you do?
- Q4: Do you report what you observed?
- Q5: Who do you report it to?
- Q6: Is it possible that you could be supporting criminal activity at such establishments? Explain.

Q7: Why is trafficking in persons considered a form of modern-day slavery?

A7: Because people are held against their will, their freedom and rights are denied, and they are forced to do demeaning and dangerous work.

Remember that even going to a bar or strip club that is a front for prostitution supports the worldwide human trafficking industry. If you spend money there, you may be giving money to the traffickers, and traffickers are criminals.

Scenario: Michael's story

Michael (forced soldier): "Michael was 15 when he was kidnapped by the Lord's Resistance Army (LRA) to serve as a combatant in the Ugandan insurgent force. During his forced service in the LRA, he was made to kill a boy who had tried to escape. He also watched another boy being hacked to death because he did not alert the guards when his friend successfully escaped"

Guiding Question:

Q8: Based on the scenario above, how is trafficking in persons a national security challenge?

A8: Possible answer: Victims are recruited by armed forces and militant groups. Half a million child soldiers are involved in

85 conflicts globally to include the war on terror. Money from trafficking in persons funds organized crime and terrorism. Child soldiers are currently engaged in conflict against U.S. forces.

Q9: How does trafficking in persons undermine our peacekeeping efforts with host nations?

A9: Possible answers:

- We could be seen as unprofessional and immoral by the general populace.
- We could be viewed as less than ambassadors, freedom fighters, or liberators.
- We could be seen as supporting criminal activities.

Q10: What does the Marine Corps zero policy in Trafficking In Persons mean?

A10: Possible answers:

- Marines will not engage in trafficking in persons
- Applies to CONUS and OCONUS
- Article 134 pandering and prostitution
- Prejudicial to the good order and discipline expected of Marines

Emphasize that the Marine Corps opposes all activities that contribute to the crime of trafficking in persons.

Q11: What are the 4 common types of trafficking?

A11: Sex trafficking - child sex tourism - child soldiers - and labor trafficking.

Q12: What are some factors that contribute to trafficking in persons?

A12: Possible answers:

- Poverty
- Civil unrest
- Lack of educational opportunities
- Absence of a social safety net
- Demand for sex work - cheap labor and potential profits

Q13: In what civilian organizations might you find trafficking in persons?

A13: Possible answers:

- Nightclubs/Bars
- Modeling Studios
- Massage parlors/spas
- Adult bookstores
- Escort services

- Farms

Q14: How could you be indirectly aiding Trafficking In Persons?

A14: Possible answers:

- Hiring prostitutes
- Attending nightclubs and strip clubs where Trafficking In Persons may occur
- Not reporting suspected Trafficking In Persons cases
- Supporting establishments and or buying products that use forced labor

Q15: Why should you report trafficking in persons?

A15: Possible answers:

- Moral responsibility to do so
- Legal responsibility to do so

Q16: How does what you have learned about trafficking in persons affect your view of this problem?

A16: Possible answers:

- I'm more aware of the problem
- I'm more understanding of the issue
- I'm more equipped to combat Trafficking In Persons

Possible Why answers: Marines are expected to demonstrate our core values and to do the right thing even when no one is looking. They are also expected to be responsible and disciplined by obeying rules and regulations, setting a good example, being dependable, and using good judgment. Marines do not participate directly or indirectly in Trafficking In Persons.

Closing statement: As a Marine, you will be faced with tough decisions. We do not buy, sell, or rent people. People are not to be viewed as sexual objects. Upholding our core values can help us to make ethical decisions that "keep our Honor clean."

Suicide Prevention

Key Points

1. Identifying potential signs of distress.
2. Identifying potential warning signs of suicide.
3. Acronym RACE.
4. Identify resources available to help.
5. Describe how our Core Values relate to suicide prevention.

Quick Review:

The keys to effective Suicide Prevention is identifying potential signs such as changes in personality or behavior

Potential warning signs:

- Threatening to hurt or kill oneself
- Looking for ways to kill oneself
- Talking or writing about death, dying or suicide

Acronym RACE:

- Recognize signs of distress
- Ask the questions
- Care about fellow Marines
- Escort to help

What NOT to do:

- Don't try to cheer up the person, or tell them to snap out it.
- Don't assume the situation will take care of itself.
- Don't be sworn to secrecy.
- Don't argue or debate moral issues.
- Don't risk your personal safety. Don't just leave and call the police.

There is a real connection or common thread between sexual assault, substance abuse, combat stress, suicide and domestic violence.

Solution:

- Demonstrate our Core Values daily
- Live the "Warrior's Creed": Marines take care of one another
- Don't be a "Bystander": Our strength is for defending
- Character first - character always
- Practice moral courage
- Practice self-control

- Practice good order and discipline

Discussion:

Q1: How many of you have had a family member or close friend commit suicide? Would any of you be willing to share the reason why they may have done it?

A1: Instructor Analysis: Potential reasons may include:

- Breakup of a relationship
- Death of a close family member or friend
- Job loss - inability to take care of family
- Unplanned pregnancy
- Police, financial, or legal trouble
- Illness / Chronic pain

Q2: What are some of the potential signs of distress in suicide prevention?

A2: Signs of distress could be:

- Sadness
- Withdrawal
- Irritability
- Anxiousness
- Tiredness
- Indecisiveness
- Apathy
- Tempting fate
- Inability to concentrate
- Loss of interest

Q3: Do you believe that most people who commit suicide give potential warning signs? What are some potential signs?

A3: 70% of all people who commit suicide give some potential warning signs of their intentions to a friend or family member.

Potential signs are:

- Threatening to hurt or kill oneself
- Looking for ways to kill oneself
- Talking or writing about death, dying or suicide

Acronym RACE:

- Recognize signs of distress
- Ask the questions
- Care about fellow Marines
- Escort to help

Scenario: Lance Corporal Kilroy returned to his unit after spending his post-deployment leave in his home town. On Friday night, the start of a 96-hour liberty period, he and his friends go out on the town. Lance Corporal Kilroy is driving. After an evening of partying, Lance Corporal Kilroy makes the decision to drive home even though he was drinking. He is stopped at the gate and apprehended for DUI. Lance Corporal Kilroy knows he's in trouble and will be facing NJP. On Saturday, Lance Corporal Kilroy is hit with another blow, his high school sweetheart who he was seeing while he was home calls and tells him she is pregnant. Over the next few days, Lance Corporal Kilroy is very anxious. He knows he has made mistakes and sees no way out. He withdraws from his friends. No one knows about the pregnant girl at home. He can't sleep and didn't shave Sunday or Monday. He is drinking heavily in his room at night alone. Lance Corporal Kilroy's roommate observes the changes in his friend. On Tuesday night he overhears him mutter something about "Death before Dishonor."

Q4: Is Lance Corporal Kilroy contemplating suicide?

A4: There are several indicators and risk factors that could be a warning sign that he may be considering suicide:

- Change in personality - he is anxious
- Change in behavior - not shaving
- Change in sleep pattern - can't sleep
- Feeling helpless - no way out of his problems
- Abusing alcohol
- Makes a comment about death

Q5: What resources are available if you are personally considering suicide or know a friend/fellow Marine is thinking about it?

A5: Resources Available

- Chaplain
- Military OneSource (Counselors / Resources)
 - o Web Site
 - o 1-800 number available 24/7
- Marine Corps Community Services (on base)
 - o Counselors
 - o Financial Counselors
 - o Parenting Workshops
 - o Employment Assistance
- Navy Medical Doctor/Psychologists
- Chain of Command

Q6: How do our core values relate to suicide prevention?

A6: Instructor Analysis: Possible answers / discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o Marines take responsibility in preventing suicide.
 - o Marines tell the truth, they don't cover for a friend who may be depressed and considering suicide.
- Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - o Marines have the courage to do what is right.
 - o Marines are loyal to a fellow Marine who might be experiencing a problem.
 - o Marines are heroes - prevent a needless death.
- Commitment: Unwavering, selfless dedication to an ideal: God, Country, Corps.
 - o Marines are unwavering - they know what is right and are determined to do so.
 - o Marines are selfless and show concern for others and each other.
 - o Marines are dedicated to the values and ideals of God, our Country and our Corps.

Possible Closing Statement: Suicide remains a serious threat to the health and well-being of individual Marines and combat readiness of our Corps. It is essential that you understand your role in helping to prevent incidences of suicide. You are the first line of defense and may save a life!

EQUAL OPPORTUNITY

Key Points:

1. The Marine Corps' policy on equal opportunity.
2. Equal opportunity is directly linked to Honor.
3. Marines are expected to demonstrate moral strength when they see violations of our equal opportunity policy.
4. Understand the consequences if violated.

Quick Review:

1. Marine Corps Policy on Equal Opportunity: The Marine Corps provides equal opportunity for all military members without regard to race, color, religion, gender, age, or national origin, consistent with the law and regulations and the requirements for physical and mental abilities.

2. Honor: the quality that guides Marines to exemplify the ultimate in ethical and moral behavior. Marines are expected to demonstrate:

- Integrity: To do what is right legally and morally.
- Responsibility: To be accountable for all actions and inactions.
- Honesty: To be trustworthy: never to lie, cheat or steal; nor tolerate those who do.
- Respect: To value human life and dignity, our customs and courtesies, and our proud heritage.

3. Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.

- Set the example
- Hold others accountable
- Demonstrate genuine care for subordinates and fellow Marines
- Make tough decisions in stressful situations

Discussion:

Q1: What is Equal Opportunity?

A1: The absence of discrimination in the work place based on race, color, gender, religion, age, national origin, or

physical disabilities.

Q2: Have any of you been discriminated against in the work place or do you know someone who has? What was the violation and how did this impact you or them?

A2: Instructor Analysis: *Draw on types of violations and how they impact the individual or work place.*

Scenario:

A male LCpl and a female LCpl are up for meritorious promotion. Both Marines joined the unit at the same time. The female Marine, who is single, is enrolled in off-duty education and working on her associates degree in business management. She routinely puts in extra hours in support of the unit. Her PFT score averages 260 and she shot sharpshooter on the range. The male Marine is married with a new baby. He does not have a college degree. His PFT score averages 270 and he shot marksman on the range. He leaves promptly at the end of the normal work day to pick up his baby at daycare. In their past proficiency and conduct marks, the female Marine has received a slightly higher evaluation. At their meritorious promotion board, both are commended for looking squared away in their uniform and for their knowledge of basic military skills. The results of the board are announced and the male Marine has been selected for meritorious promotion.

Q3: Does the female have an equal opportunity case? Why or why not?

A3: Instructor Analysis: *Some potential guiding questions:*

- *Why do you think the male Marine may have gotten the meritorious promotion?*
 - o *He has a family and more financially responsible*
 - o *He's a male - traditionally males receive more leadership positions*
- *Is Equal Opportunity easy to prove - how do perceptions come into play?*

Q4: What is the Marine Corps' policy on equal opportunity?

A4: The Marine Corps will provide equal opportunity for all military members without regard to race, color, religion, gender, age, or national origin, consistent with the law and regulations and the requirements for physical and mental abilities.

Q5: How does our core value of Honor relate to our Equal Opportunity policy?

A5: Instructor Analysis: Honor is to live your life with integrity, responsibility, honesty and respect. Marines are expected to demonstrate:

Integrity: To do what is right legally and morally.

- Marines demonstrate Integrity through a sense of commitment to openness, honesty, and inclusiveness
- Marines discipline themselves to do what is right in all circumstances

Responsibility: To be accountable for all actions and inactions.

- Marines obeying orders & uphold our policies
- Marines set the example
- Marines demonstrate maturity and good judgment

Honesty: To be trustworthy: never to lie, cheat or steal; nor tolerate those who do.

- Marines demonstrate fairness in all actions

Respect: To value human life and dignity, our customs and courtesies, and our proud heritage.

- Marines demonstrate bearing
- Marines respect authority and each other
- Marines respect cultures and traditions of others

Q6: If you witness a violation of our equal opportunity policy within your unit (say your Squad Leader is treating a Marine of Chinese origin differently), what do you do?

A6: Instructor Analysis: Talk about "moral strength."

Possible discussion points include:

- Talking to the individual (squad leader)
- Use of chain of command
- Equal Opportunity Representative of advisor
- Request Mast

Q7: What's the possible impact or consequences if Marines are NOT treated fairly within your unit?

A7: Instructor Analysis: It can:

- Impact the morale of the individual
- Impact the unit's morale
- Impact the "Esprit de Corps" of the unit, the sense of pride and honor shared among Marines
- Impact Teamwork - Marines can lose trust in each other or not believe they will be rewarded fairly for a job well done.
- Ultimately, it can impact mission accomplishment

Possible Closing Statement: We are all Marines. Race,

religion, creed have no impact on being a Marine. We are a band of brothers and sisters and must treat each other equally and with respect.

Hazing

Key Points:

1. Define Hazing and the Marine Corps Policy on Hazing.
2. Describe how Hazing conflicts with our core values of Honor and Courage.
3. Describe what Marines are expected to do when faced with issues such as Hazing.
4. Describe proper examples of celebrating.

Quick Review:

1. Hazing: Any conduct whereby a military member, regardless of Service or rank, causes another military member, regardless of Service or rank, to suffer or be exposed to an activity which is cruel, abusive, humiliating or oppressive. USMC Policy: Hazing is prohibited!
3. Honor is the quality to live your life with integrity, responsibility, honesty and respect. The attributes of Honor are Integrity, Responsibility, Honesty, and Respect.
4. Moral Strength is a warrior spirit guided by our values, leadership traits and principles.

Discussion:

Q1: Who here has ever been on a team or any type of group in which some ritual rite of passage occurred?

Instructor Analysis: *Looking for examples from their civilian experiences. When you get a few, the opportunity exists to drive home a message - you're no longer on your High School Team, Fraternity or other group or club.*

Scenario #1:

The platoon was dismissed and everyone lined up to congratulate Corporal Smith on his meritorious promotion. Later, after the company formation, several Marines in Smith's platoon invited him on a trail run to celebrate. Once in the hills and out beyond the sight of the company CP, the Marines "dog piled" Smith and each commenced to landing a series of Charlie Horses to his leg while the others held him down. This, they said was the rite of passage in the Marine Corps to the next rank. "In order to earn a blood stripe, you have to wear it literally on your leg." Once each had completed their punches, Corporal

Smith limped back to the barracks.

Q2: What is the Marine Corps definition of Hazing? What is our policy in regards to hazing?

A2: Any conduct whereby a service member is exposed to an activity which is cruel, abusive, humiliating or oppressive. USMC policy is that it is prohibited!

Q3: In what way did hazing occur in the above scenario?

Scenario #2:

Two days prior to Smith's promotion, several Marines in his squad were discussing their plan. Corporal Jones stated that they should take Smith out on the back trails and give him a proper Marine Corps welcoming to the rank of corporal. Corporal Johnson reminded everyone that this would constitute hazing, at which point he was criticized. "This is the Marine Corps not the girl scouts!"

Q4: Do you view the actions of the Marines as honorable? Why or why not?

A4: Honor is the quality that guides Marines to exemplify the ultimate in ethical and moral behavior.

Instructor Analysis: The Marines:

- Integrity: To do what is right legally and morally.
 - o Failed to standup for what was right
- Responsibility: To be accountable for all actions and inactions.
 - o Failed to obey USMC Hazing Policy
 - o Failed to set an example
 - o Lacked maturity and good judgment.
- Respect: To value human life and dignity, our customs and courtesies, and our proud heritage.
 - o Failed to value human dignity
 - o Failed to respect our customs and courtesies
 - o Failed to respect our proud heritage

Q5: What is moral strength and did Corporal Johnson and other members of the platoon demonstrate moral strength?

A5: Moral strength is a warrior spirit guided by our values, leadership traits and principles.

Corporal Johnson and others members of the platoon failed

because they did not demonstrate moral strength.

Q6: What does this behavior indicate about the discipline and professionalism of the unit?

A6: Instructor Analysis. Potential answers include:

- *Disobedience of orders.*
- *Disregard for the chain of command*
- *Indicators of lack of proper supervision and subsequent poor morale. NCOs establish the bedrock of a disciplined unit. If they are failing in their own obedience to orders, it can generally be assessed that the unit as a whole lacks discipline.*

Q7: What would have been the right thing to do?

A7: Instructor Analysis. Potential answers include:

- *Refuse to participate*
- *Follow orders and policies*
- *Think about consequences (injuries, punishment)*

Demonstrate the moral strength by adhering to our values and to do the right thing by stopping peers or reporting the plan up chain of command.

Q8: How can hazing impact a unit's morale?

A8: The effects of hazing can have a negative impact on motivation, cohesion, and esprit de corps.

Q9. What might be some proper examples of celebrating promotions or other note-worthy achievements?

Possible Closing: Hazing simply has no place or time in our Marine Corps. The only rite of passage in the Marine Corps is the completion of recruit training or Officer Candidate School.

Fraternization

Key Points

1. Define fraternization.
2. Identify the Marine Corps policy on fraternization.
3. Describe how fraternization relates to our core value Honor.

Quick Review:

Fraternization: A social or business relationship between Marines of different grades that adversely impacts the good order and discipline of a unit or organization.

- Fraternization is not just an officer /enlisted issue
- Fraternization can occur between peer groups

Discussion:

Q1: What is Fraternization and what is the Marine Corps policy on Fraternization?

A1: A social or business relationship between Marines of different grades that adversely impacts the good order and discipline of a unit or organization. Fraternization is prohibited.

Q2: Can anyone give an example of fraternization from a civilian perspective?

A2: Instructor Analysis: *Examples could include:*

- *A teacher dating a student*
- *A coach hanging out at parties with his football team (outside of team functions)*

In June of 2013 five Marine Corps staff sergeants stationed at Camp Pendleton were charged with fraternization with a female lance corporal. Four of the five were also charged with adultery because they are married. One of the five received a bad conduct discharge after a court-martial. Another pleaded guilty to the two charges to avoid being dismissed. The other three were convicted of fraternization at court-martial but not of adultery and recommended for separation from the Marine Corps due to "commission of a serious offense."

Fraternization does not just apply to the obvious sexual relationship scenario above.

Scenario: In order to build a higher level of camaraderie among his Marines, Sergeant Smith invited all of the Marines in his squad to his home for a cookout. All showed up and had a great time. As the afternoon turned into evening a few Marines from the section remained. Knowing that the Sergeant likes to play poker, Corporal Downs and Private First Class Kenner suggested that they play a game of poker. The Sergeant agreed and as the evening wore on, it was evident luck was on his side. Private First Class Kenner and Corporal Downs were losing quite a bit of money. By the end of the evening Sgt Smith was the big winner.

Q3: Did Sergeant Smith violate the fraternization policy by having a party at his house? Why or why not?

A3: The Sergeant's intention was to further build the camaraderie among his Marines. Because no Marine from the section was excluded from going fraternization lines were not crossed.

Q4: In this scenario were there any violations of the Marine Corps Fraternization policy? Explain!

A4: Yes, once the poker game started the violation of the Fraternization Policy goes into effect.

Q5: Were Sergeant Smith's actions honorable? Why or why not?

A5: Instructor Analysis. Honor is the quality that guides Marines to live their lives with integrity, responsibility, honesty and respect. As we examine the attributes we see:

- Integrity: To do what is right legally and morally
 - o He failed to do what was right as an NCO
 - o He potentially compromised his leadership by not holding himself to a higher standard; being exclusive
- Responsibility: To be accountable for all actions and inactions
 - o He failed to abide by our fraternization policy
 - o He failed to set a positive example
 - o He failed to exercise good judgment
- Respect: To value human life and dignity, our customs and courtesies, and our proud heritage
 - o He failed to maintain our customs and courtesies between various ranks (NCO to junior enlisted).
 - o He diminished respect for proud heritage of professionalism.

Q6: Is a Marine sergeant dating a Marine PFC considered fraternization?

A6: Yes.

Instructor Analysis: The instructor can introduce that fraternization is not exclusively an officer/enlisted issue. The Marine Corps has peer groups - junior enlisted, NCOs, SNCOs, Company Grade Officers, Field Grade Officers, and General Officers. Marines are expected to maintain social relationships within their peer group. The one up/down rule in terms of rank is also a guide.

Closing Statement: Knowing the limits that define fraternization and adhering to our core values will assist you when making decisions.

Code of Conduct

Key Points:

1. Define and apply various articles of the Code of Conduct.
2. Describe how our core values can help us to uphold the code of conduct.
3. Describe the impact of enemy propaganda.

Quick Review:

1. Code of conduct was created in 1955 after the Korean War (1950-1953) in response to the behavior of US personnel in combat and in enemy captivity. After enemy brainwashing and political indoctrination, some American POWs made anti-American statements and even defected to the enemy.

2. Articles of the Code of Conduct

Article I: I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

Article II: I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

Article III: If I am captured I will continue to resist by all means available. I will make every effort to escape and to aid others to escape. I will accept neither parole nor special favors from the enemy.

Article IV: If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

Article V: When questioned, should I become a prisoner of war, I am required to give my name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies, or harmful to their cause.

Article VI: I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

Discussion:

The late U.S. Navy Vice Admiral James B. Stockdale personified the philosophy and spirit of the Code of Conduct. His actions as a prisoner of war during the Vietnam War set the standard for adherence to the Code of Conduct. On September 9, 1965, then U.S. Navy Commander James B. Stockdale was shot down over North Vietnam and subsequently endured 7½ years of captivity. After ejection, irate villagers beat Commander Stockdale and his left knee was broken. This same knee was broken a second time in prison and he never regained full use of it. Commander Stockdale's subsequent actions followed the Code of Conduct to the letter. In captivity, he was mercilessly tortured and beaten for resisting his captors. Uncompromisingly defiant, Commander Stockdale was held in leg-irons for two years and kept in solitary confinement for a total of four years. On one occasion, Commander Stockdale slashed his own face in order to stay out of propaganda photographs. On other occasions, he beat himself with a club until he passed out. On yet another occasion, he slashed his own wrists to highlight his defiance to provide the enemy with critical information. As the senior POW, Commander Stockdale took charge of his fellow POWs and by his actions, set the example for others to follow. In addition, he developed a covert communications system that allowed POWs to communicate and support each other. Lastly, he memorized the names of his fellow POWs and required others to do the same in order to ensure that all POWs were accounted for during eventual repatriation. Commander Stockdale did all of this to show the North Vietnamese that he would either resist until released or until he was killed. In frustration, his North Vietnamese captors discontinued the torture and harsh treatment of American POWs. If captured by the enemy, you are to continue resisting, even in captivity. Following the Code of Conduct and knowing your rights and obligations as a prisoner of war will ensure that you behave with dignity in captivity and return with honor, upon repatriation.

Q2: How did Commander Stockdale uphold this Article 3 which states: "If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy."

A2: Commander Stockdale upheld this article by:

- Enduring beatings and torture
- Spending two years in leg irons/solitary confinement
- Slashing his wrists in defiance to the enemy
- Beating himself with a club until he passed out

Q3: What is Article 5 of the Code of Conduct and how did Commander Stockdale uphold this article?

A3: Article 5 is "When questioned, should I become a prisoner of war, I am required to give my name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country its allies, or harmful to their cause."

Commander Stockdale upheld this article by:

- Enduring beatings, torture, and solitary confinement
- Slashing his face to stay out of propaganda photos
- Slashing his wrist in defiance to the enemy
- Beating himself with a club until he passed out

Q4: How do our core values of Honor, Courage, and Commitment help us to uphold the Code of Conduct?

A4: Instructor Analysis.

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o Integrity is to do what is right legally and morally.
 - o Men & women of Integrity oppose what is wrong and support what is right even it costs them their life or career.
 - o The history and respect of our Naval Service and bravery of men like Admiral Stockdale help sustain us.
 - If they can endure, so I can I.
- Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - o Demonstrated through our mental strength.
 - o Our love of country, Corps, and fellow Marines helps to keep us strong.
 - o Our moral strength enables us to face dangerous situations with a level of confidence built on our training and warrior ethos.
- Commitment: Unwavering, selfless dedication to mission accomplishment and personal and professional excellence.
 - o Putting our Country and Corps before our own individual welfare is the ultimate in being selfless - am I willing to die for what is right?
 - o Our dedication to God, country and Corps can help to sustain us when we endure hardship.

Q5: How does enemy propaganda impact the American public? How do we see the effects of propaganda on public opinion today?

A5: It can erode public support of the military and mission.

Possible Closing Statement: The Code of Conduct was created to guide the behavior of US military personnel in combat and in enemy captivity. POWS are not relieved of their military duties and obligations.

Rights and Obligations of Prisoners of War

Key Points:

1. Identify your rights as a Prisoner of War (POW).
2. Understand how Marines should treat captured enemy combatants using the same basic rights.
3. Identify your obligations as a POW.
4. Describe how our core values help to sustain us as prisoners of war.

Quick Review:

1. Your Rights as a POW:

- To receive sanitary, protective housing and clothing
- To receive a sufficient amount of food to sustain good health
- To receive adequate medical care
- To receive necessary facilities for proper hygiene
- To practice religious faith
- To keep personal property except weapons, military equipment and military documents
- To send and receive mail
- To receive non-contraband packages
- To select a fellow POW to represent me
- To receive humane treatment
- To have a copy of the Geneva Convention and its annexes to include special agreements in your language
- To have copies of all camp regulations, notices and orders

2. Your Obligations as a POW:

- "If captured, Marines are only required to give the following information:

- Name
- Rank
- Social security number or service number
- Date of birth

Note: This information is provided to assist in accountability and verification through organizations such as the Red Cross.

- "If captured, Marines must lawfully obey rules and regulations"
- "If captured, Marines have the responsibility to perform

paid labor," and such labor cannot be:

- Military
 - Degrading
 - Dangerous
 - Unhealthy
- "If captured, Marines have the responsibility to practice military discipline, courtesy, and rendering of honors."
- Marine POWs must maintain military discipline in accordance with the rules and regulations governing the armed forces.
 - Marine POWs must maintain courtesy and honors to all officers, regardless of the branch of service (U.S. or allied nation).

Discussion:

Q1: Based on your Code of Conduct Class what are your rights as a prisoner of war?

A1: Your rights as a POW include:

- To receive protective housing and clothing
- To receive a sufficient amount of food to sustain good health
- To receive adequate medical care
- To receive necessary facilities for proper hygiene
- To practice religious faith
- To keep personal property except weapons, military equipment and military documents
- To send and receive mail
- To receive non-contraband packages
- To select a fellow POW to represent me
- To receive humane treatment
- To have a copy of the Geneva Convention and its annexes to include special agreements in English
- To have copies of all camp regulations, notices and orders

Q2: Is there any guarantee that an enemy will uphold these rights?

A2: No - The international community, United Nations, NATO, and other allied countries can only put pressure on an enemy to treat POWs with basic dignity. In today's global war on terrorism, there is no guarantee.

Q3: Do enemy combatants we capture have these rights?

A3: Yes; however, the technical classification as a POW may not be given. From a Marine/military perspective, treat all

prisoners humanely.

Q4: If you are captured, what are you obligated to report to your captors?

A4: If captured, military service members are only required to give the following:

- Name
- Rank
- Social security number or service number
- Date of birth

Q5: Which Article of the Code of Conduct is this based on and why is it important?

A5: Article 5. As a POW, we do not want to give any information that can put our unit or other allied military forces in danger. We also don't want to make disloyal statements about our country.

Scenario: Hero from Vietnam: Code of Conduct applied

On February 1, 1966, LT Dieter Dengler, USN, was flying his AD1 Skyraider attack aircraft over the Ho Chi Minh Trail, when his aircraft was shot down by enemy anti-aircraft fire. Within a few days, LT Dengler was captured by communist guerillas. At one point, LT Dengler managed to escape, but was captured again and severely beaten. Subsequently, he was taken to a prison camp where other US POWs were interned. Over the course of five months, Dengler was consistently tortured, beaten with the butt of a rifle, and dragged behind a water buffalo. At one point, Dengler's captors hung him upside down from a tree, covered his face with honey, and then broke a nest of ants on his face. Subsequently, Dengler and the other US POWs developed an escape plan after overhearing prison guards saying that all the prisoners were to be executed. During their escape attempt, mayhem ensued and several prison guards and US POWs were killed and injured. Fortunately, Dengler and another prisoner, LT Duane Martin, a pilot, made a successful escape and disappeared into the jungle. Dengler and Martin came upon a small village where they were captured again. LT Martin was beheaded with a machete, but Dengler managed to escape yet again. Dengler survived in the jungle for 23 days until he was rescued by a US search and rescue team. Severely malnourished and down to a body weight of 90 pounds, Dengler was physically close to death when he was rescued. Dengler was mentally incoherent and physically unrecognizable at the time of his rescue. He had to be physically restrained and his rescuers found a half-eaten snake underneath his clothing. It took a while, but Dengler was

finally identified as a missing pilot. Afterwards, when asked how he survived captivity and on a diet of grass and snake meat as he hid in the jungle, Dengler credited his pilot survival training and his adherence to the Code of Conduct. Dengler said the Code of Conduct gave him the mental and spiritual strength to survive as his physical strength was decreasing each passing day in the jungle.

Q6: How did LT Dengler display Honor, Courage, and Commitment?

A6: Instructor Analysis: Possible answers or discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o LT Dengler obeyed regulations, he adhered to the Code of Conduct
 - o He set the example for other prisoners
 - o He demonstrated Integrity, he did not compromise his character
- Courage: the moral, mental, and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - o LT Dengler exercised mental and physical strength - despite being tortured, he did not give in and continued to fight for his freedom
 - o He demonstrated mental, moral and physical strength
- Commitment: Unwavering, selfless dedication to mission accomplishment and personal and professional responsibilities.
 - o LT Dengler was unwavering - he was determined to survive captivity and escape his captors
 - o He was selfless and worked as a team with fellow prisoners
 - o He was dedicated to his ideals of God, country and Corps

Possible Closing Statement: Our core values, the code of conduct, and your obligations as a POW serve as the foundation for your behavior if captured. They also serve as guide to treating enemy forces we capture.

Sexual Harassment

Key Points:

1. Define Marine Corps policy on sexual harassment.
2. Identify Indicators of sexual harassment.
3. Define the consequences of sexual harassment.

Quick Review:

Sexual Harassment: A form of discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

- Sexual harassment is prohibited.

Indicators of sexual harassment:

There are three requirements:

- The behavior must be unwelcome.
- The behavior must be sexual in nature.
- The behavior must occur in/impact the work environment.

Discussion:

Q1. What is Sexual Harassment? What is the Marine Corps Policy on Sexual Harassment?

A1. Sexual Harassment: A form of discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment is prohibited.

Q2: Who can provide a good example of sexual harassment?

A2: Instructor Analysis: *Get one or two good examples.*

- *Why are these indicators more than simple joking around/good fun? What's the difference?*
- *Use the examples and ask the Marines what the indicators are that harassment is occurring.*

Q3: What are some indicators of sexual harassment?

A3: There are three requirements:

- The behavior must be unwelcome.
- The behavior must be sexual in nature.
- The behavior must occur in or impact on the work environment.

Scenario #1: One of the Marines in your squad routinely brags about the girls he meets while out at clubs. He gives explicit

details about his sex life and exploits. One of the female Marines asks him to stop talking about it; she doesn't like to hear him talk about girls like they are conquests. The male Marine jokes that she is jealous. The female Marine now makes it a point to leave the office every time he starts talking about sex.

Q4: Is this sexual harassment?

A4: Instructor Analysis: Have Marines look at the scenario from the indicators perspective:

- Is the behavior welcomed?
- Is the behavior sexual in nature?
- Is the behavior impacting the work place?
- Emphasize professional conduct in the work place even if no one is offended.

Scenario #2: A Marine PFC notices that a young female civilian employee who works in his building wears a nipple ring. Although the female civilian is married, she acts very friendly to the Marine. The PFC finds her attractive, and one day when the two are alone, asks her to lift her shirt and show him her nipple ring. The female takes offense and tells her husband what happened. He reports the violation to the Marine's First Sergeant.

Q5: Is this sexual harassment?

A5: Instructor Analysis: Have Marines look at the scenario from the indicators perspective:

- Is the behavior welcomed?
- Is the behavior sexual in nature?
- Is the behavior impacting the work place?

Q6: How do sexual harassment and our examples run counter to core values?

A6: Instructor Analysis: Possible answers:

Marines with Honor maintain:

- High standards of conduct
- Act responsibly
- Hold themselves and others accountable
- Set the example
- Have respect for Corps traditions

Marines with Courage:

- Demonstrate moral strength to stop others
- Have mental strength to learn what is right

Marines who are Committed:

- Demonstrate unwavering perseverance in their convictions

- *Are selfless*
- *Are dedicated to the ideals of God, country, and Corps*

Q7: In what way does sexual harassment degrade the unity of a unit or section?

A7: Instructor Analysis: *Possible answers / discussion points:*

- *Creates divisions*
- *Impacts trust and confidence*
- *Hurts pride*
- *Negatively impacts cohesion and readiness*

Q8: What can happen to Marines if they sexually harass others?

A8: They can face NJP or court-martial and or separation.

Closing Statement: Sexual harassment is a serious issue that will be punished. It is up to each Marine to uphold our core values and treat everyone with respect.

Combat Stress

Key Points

1. Definition of Stress defined.
2. Combat Stress Injury.
3. Combat Stress Reactions.
4. Reporting Combat Stress Related Reactions and Problems.

Quick Review:

1. Combat Stress. Changes in mental functioning or behavior due to the challenges of combat and its aftermath.

Combat stress seriously affects mission accomplishment on and off the battlefield because of losses from action and reduced performance. The Marine Corps is known the world over as America's Force-In-Readiness. We pride ourselves as being the most ready when the nation is least ready.

All Marines will react in some way to the stress of combat operations, and these stress responses impact readiness during combat operations and also after the Marine returns home. After combat, Marines may potentially battle the silent war within.

2. COMBAT STRESS INJURY. Possible irreversible changes in the brain and mind due to combat or operational stress that exceed in intensity or duration the ability of the individual to absorb.

Combat stress injury may require intervention in the form of counseling - medical - command - and family/friends support in order to promote healing. Stress injuries like physical injuries are treatable.

There are three types of combat stress/operational stress injury:

1. Traumatic stress: impact injury
2. Fatigue stress: wear-and-tear injury
3. Grief stress: loss of someone you cared about injury

Post-traumatic Stress Disorder (PTSD) is a traumatic stress injury that results from unhealed stress injuries. Post-traumatic stress is a psychological condition or injury of the mind. PTSD is also known as emotional shrapnel.

No one is immune from stress injuries or illnesses. All Marines have a breaking point.

Symptoms of PTSD fall into three basic groups:

1. Re-experiencing
2. Avoidance
3. Being on edge

Getting help does not affect your record or your career.

3. Mental functioning changes can be positive and adaptive, or they can be indications of distress or loss of normal functioning.

Combat stress reactions result from exposure to the same conditions during combat as physical injury.

Highly trained units with strong leadership and high esprit de corps have fewer combat stress casualties. The effects of unaddressed combat and operational stress may lead to long-term psychological injuries. Combat stress reactions can be mild or severe, physical or emotional.

Mild Stress Reactions

Physical

Trembling, dizziness, jumpiness, insomnia, cold sweats, dry mouth, pounding heart, nausea, vomiting or diarrhea, thousand-yard stare, difficulty thinking, speaking, and communicating

Emotional

Anxiety, indecisiveness, forgetfulness, irritability, complaining, nightmares, easily startled by noise, movement, and light, tears, crying, anger, loss of confidence in self or unit

Severe Stress Reactions

Physical

Constantly moves around, shakes, trembles, flinches at sudden sound and movement, freezes up, inability to see, hear, or feel, physically exhausted, cries often, stares vacantly, staggers or sways when standing, panics under fire

Emotional

Talks rapidly, memory loss, argumentative, acts recklessly, apathetic, indifferent to danger, socially withdrawn, stutters, mumbles or cannot speak at all, hysterical outbursts, insomnia and severe nightmares, mood swings, frantic or strange behavior

Misconduct. The following list is a snapshot of some inappropriate combat stress reactions:

Mutilating enemy dead, not taking prisoners, killing enemy prisoners, killing noncombatants, torture, brutality, killing animals, fighting with allies, alcohol and drug abuse, recklessness, indiscipline, looting, pillaging, raping, fraternization, malingering, negligent disease, injury, combat refusal, self-inflicted wounds, UA or desertion, threatening/killing own leaders

4. REPORTING COMBAT STRESS RELATED REACTIONS AND PROBLEMS.

Good treatments are available to assist Marines in the recovery process from combat stress injury. Combat stress injury is real just as physical injuries are real. Combat stress injury is not a sign of weakness. The key to effective treatment is to be proactive and get help early.

Whether you notice these symptoms in yourself or in another Marine, remember that early intervention is critical therefore, if symptoms persist or are severe, get help immediately from:

- Chain of command
- Chaplain
- Medical

Discussion Story:

SSgt Workman:

One of the most highly decorated Marines during the war in Iraq had to drink to fall asleep. He once tried to kill himself. This was after Jeremiah Workman's tour in Fallujah, where on Dec. 23, 2004, he demonstrated such extraordinary heroism that he was awarded the Navy Cross, an award for valor second only to the Medal of Honor. He led three assaults into a house where insurgents had trapped other Marines. Injured by grenade shrapnel, he helped save many of those Marines and kill 24 insurgents. Retired Staff Sgt. Workman was from Richwood, Ohio and was a high school football player. He tells these biographical details to current and retired Marines, including

the ones he has recently spoken with in Ohio. "I wasn't broken before I went in," he tells them. "I'm you." He still goes to counseling, he says, and he still takes medicine for post-traumatic stress disorder. If a football player, not to mention a Navy Cross recipient, admits that he needed help after a deployment, maybe other Marines will admit it, too. "The wheels can still fall off the bus" no matter who you are, Workman said. Workman is a deputy program manager for the Marine Corps' Wounded Warrior Regiment, which connects wounded, ill and injured Marine veterans with the resources they need.

Keep in mind that although they are separate issues in many cases there is a direct link between sexual assault, substance abuse, combat stress, suicide and domestic violence.

Substance abuse and inappropriate behavior as a result of combat stress can create problems such as:

- Physical and mental (victim)
- Legal (perpetrator)
- Readiness (Mission)
- Perception (American public - Host nation)
- Policy (Marine Corps - local command - Host nation)

Solution:

- Demonstrate our Core Values daily
- Live the "Warrior's Creed": Marines take care of one another
- Don't be a "Bystander": Our strength is for defending
- Character "first" - Character "always"
- Practice moral courage
- Practice self-control
- Practice good order and discipline

Discussion:

Q1: What is combat stress?

A1: Changes in mental functioning or behavior due to the challenges of combat and its aftermath.

Q2: What is combat stress injury?

A2: Possible irreversible changes in the brain and mind due to combat or operational stress that exceed in intensity or duration the ability of the individual to absorb.

Q3: Are stress injuries treatable?

A3: Yes.

Q4: What is PTSD?

A4: Post-traumatic Stress Disorder (PTSD) is a traumatic stress injury that results from unhealed stress injuries. Post-traumatic stress is a psychological condition or injury of the mind.

Q5: PTSD is known as what?

A5: Emotional shrapnel

Q6: What are three types of combat stress/operational stress injuries?

A6: The answers are provided below

1. Traumatic stress: impact injury
2. Fatigue stress: wear-and-tear injury
3. Grief stress: loss of someone you cared about injury

Q7: Can anyone get combat stress injury? Explain.

A7: Yes - there is no immunity.

Guiding Questions:

- *Q8: Are all wounds external?*
- *A8: No, the wounds of combat stress are invisible and unpredictable.*
- *Q9: Is combat stress a sign of weakness? Explain your answer.*
- *Q10: Why do you think counseling helped SSgt Workman?*
- *Q11: If you knew you needed help for stress, would you get it? Explain your answer.*
- *Q12: When do you think it's appropriate to seek out help for stress in your life?*
- *Q13: Why is being proactive such an effective treatment to stress?*
- *Q14: What are some positive ways to proactively combat stress?*

Drug Abuse

Key Points:

1. State the Marine Corps policy on illegal drugs.
2. Describe how our core values help us make good decisions in regards to drugs.
3. Describe how the Marine Corps prevents or stops drug use.
4. Understand the consequences if caught.

Quick Review:

There is a real connection or common thread between sexual assault, substance abuse, combat stress, suicide and domestic violence.

Facts (Substance Abuse and Sexual Assault):

- Drugs can alter the state of mind
- Alcohol is a depressant
- Alcohol decreases your inhibitions, impairs your perception and could possibly cause loss of consciousness
- Alcohol is the number one contributing factor to sexual assault
- Sexual assault is a Marine issue rather than a women's issue
- Substance abuse and stress are contributing factors in many domestic violence situations
- Combat stress may contribute to substance abuse and domestic violence
- It is easier to give up (suicide) when the mind is in an altered state due to stress or substance abuse
- There is a link between a stimulus (stress - substance abuse) and a final action (sexual assault suicide - domestic violence).

Substance abuse and inappropriate behavior as a result of combat stress can create problems such as:

- Physical and mental (victim)
- Legal (perpetrator)
- Readiness (Mission)
- Perception (American public - Host nation)
- Policy (Marine Corps - local command - Host nation)

Solution:

- Demonstrate our Core Values daily
- Live the "Warrior's Creed": Marines take care of one

another

- Don't be a "Bystander." Our strength is for defending.
- Character first - Character always
- Practice moral courage
- Practice self-control
- Practice good order and discipline

Discussion:

Q1: How many of you have tried or used drugs, or have been at a party or house where drugs were being used?

A1: Instructor Analysis: *The majority of Marines will likely raise their hand. Emphasize that drug use is something Marines will be exposed to.*

Q2: Are steroids illegal? What is the potential health risks associated with steroids?

A2: Yes, they are illegal. Potential health risks include:

- Brain Cancer
- Violent Behavior
- Depression
- Acne
- Testicular shrinkage
- Increased risk of heart attack or stroke
- Development of breasts in males
- Liver Tumors/Cancer
- Kidney Disease

Q3: Can a prescription drug be used illegally?

A3: Yes - Illegal use of a prescription drug happens when:

- It is used for purposes and in quantities other than what it was originally prescribed for
- The prescription is not in your name
 - o DON'T SHARE YOUR PRESCRIBED DRUGS

Scenario: You're on leave at party with old friends from home. Someone pulls out a bag of marijuana. Next thing you know a joint is being passed around. It comes to you - your friends start teasing and encourage you to take a hit. They tell you, "big bad Marine can't take a hit," and that no one in the Marine Corps will know - you're on leave.

Q4: What is the Marine Corps policy on drug distribution and use?

A4: No tolerance

Q6: Describe how our core values help you make the right decision in this scenario?

A6: Instructor Analysis. Possible answers / discussion points include:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o Marines have Integrity - upright character
 - o Marines take Responsibility for their actions
 - o Marines obey orders and regulations
 - o Marines set the example
 - o Marines are Honest
 - o Marines Respect our traditions to include no drug use
- Courage: The moral, mental, and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - o Marines demonstrate moral strength and resist peer pressure
 - o Marines display mental strength
 - o Marines possess the physical strength needed to be a Marine and expected of them from the fellow Marines.
- Commitment: Unwavering selfless dedication to mission accomplishment, and personal and professional excellence.
 - o Marines are unwavering in their resolution and display unbendable perseverance to succeed
 - o Marines are selfless - drug use is putting yourself before your mission and others
 - o Marines are dedicated to the ideals of God, Country and Corps.

Q7: How does the Marine Corps attempt to prevent or stop drug use?

A7: The Marine Corps:

- Conducts an aggressive urinalysis program - you will be tested after boot leave, annual leave, and frequently in your unit
- Uses drug dogs - barracks, vehicles, work place
- Inspects vehicles at the gate
- Educates Marines on our policy
- Aggressively prosecutes drug offenders
 - o NJP or Court Martial and or processing for Administrative Separation
 - o Other than Honorable or Bad Conduct Discharge are possibilities
- Conducts Investigations (CID and NCIS)

Possible Closing Statement: Drug use is not tolerated in the Marine Corps. It cannot only ruin your career, but impact your future civilian jobs by getting an Other than Honor discharge. Uphold our core values - don't do drugs.

Alcohol/Tobacco

Key Points:

1. Describe Marine Corps Policy on alcohol abuse and tobacco use.
2. Identify indicators of alcohol abuse.
3. Identify potential effects of alcohol abuse on health, career, and family.
4. Identify the health hazards of tobacco use.

Alcohol and Tobacco, while legal are also addictive and negatively affects your decision making capacity and your long term health.

There is a real connection or common thread between sexual assault, substance abuse, combat stress, suicide and domestic violence.

Facts (Substance Abuse and Sexual Assault):

- Drugs can alter the state of mind
- Alcohol is a depressant
- Alcohol decreases your inhibitions, impairs your perception and could possibly cause loss of consciousness
- Alcohol is the number one contributing factor to sexual assault
- Sexual assault is a Marine issue rather than a women's issue
- Substance abuse and stress are contributing factors in many domestic violence situations
- Combat stress may contribute to substance abuse and domestic violence
- It is easier to give up (suicide) when the mind is in an altered state due to stress or substance abuse
- There is a link between a stimulus (stress - substance abuse) and a final action (sexual assault-suicide - domestic violence).

Substance abuse and inappropriate behavior as a result of combat stress can create problems such as:

- Physical and mental (victim)
- Legal (perpetrator)
- Readiness (Mission)
- Perception (American public - Host nation)
- Policy (Marine Corps - local command - Host nation)

Solution:

- Demonstrate our Core Values daily
- Live the "Warrior's Creed": Marines take care of one another
- Don't be a "Bystander." Our strength is for defending
- Character first - Character always
- Practice moral courage
- Practice self-control
- Practice good order and discipline

Discussion:

Q1: How many of you know someone who is an alcoholic? How has their drinking affected their families, careers, or health?

A1: *Instructor Analysis: Intent is to draw out that alcohol abuse is common place and impacts many lives.*

Effects of alcohol abuse include:

- Damages relationships
- Financial impact
 - o Cost of habit
 - o Job performance or loss
- Potential legal implications
 - o Drinking & driving
 - o Disorderly conduct
- Health impacts
 - o Liver damage
 - o Killing brain cells

Q2: What are some of the indicators of alcohol abuse?

A2: Indicators include:

- Hangover
- Blackouts
- Fatigue
- Illness
- Conflict

Q3: What is the Marine Corps Policy on alcohol abuse?

A3: Alcohol abuse is detrimental to the effective performance of Marines and mission accomplishment. Key elements of the policy include:

- Prevention
- Timely identification and intervention
- Treatment and rehabilitation
- Disciplinary or administrative action

Q4: What happens to a Marine who is involved in an alcohol related incident?

A4: Instructor Analysis: Possible answers / discussion points:

- Will face disciplinary action
 - o Reduction in rank
 - o Loss of pay
- Screened by SACO for possible alcohol abuse
- Possibly referred for treatment or rehabilitation
 - o Can range from 2 days to in-house treatment in a hospital

Q5: How does alcohol abuse fail to uphold our core values?

A5: Instructor Analysis: Possible answers / discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o Impacts our Integrity (character)
 - o It's not responsible
 - o It ends up with abusers being dishonest
 - o Peers lose respect for excessive drinkers
- Courage: The mental, moral and physical strength to what is right in the face fear, uncertainty or intimidation.
 - o It demonstrates a lack of mental strength
 - o It doesn't adhere to what is morally right
- Commitment: Unwavering selfless dedication to mission accomplishment and personal and professional responsibilities.
 - o It violates the unwavering adherence to our Corps values
 - o It's selfish
 - o It lessens the dedication we have as Marines.

Q6: How many of you smoked or use chewing tobacco? Why did you start doing it?

Q7: How many of you know someone who has died or suffers significant health problems as a result of smoking or dipping?

A7: Instructor Analysis: Intent is tie in that smoking kills people or can significantly impact their health.

Over 400,000 people in the U.S. die from tobacco related deaths each year.

Q8: Marine Corps policy is to discourage the use of tobacco products and protect personnel from second hand smoke. What is available to help Marines quit?

A8: Navy Medical/TRICARE offers smoking cessation classes and medication to Marines to help quit the habit. KEY FOR Marines: FOR THOSE WHO DON'T SMOKE OR DIP - DON'T START NOW.

Possible Closing Statement: The Commandant of the Marine Corps believes that a culture of physical fitness and wellness must be cultivated throughout the Marine Corps.

Sexual Assault Prevention and Response (SAPR)

Key Points

1. Define Marine Corps policy on sexual assault.
2. Define sexual assault.
3. Define consent.
4. Describe factors that contribute to sexual assault incidents
5. Describe sexual assault prevention measures, to include the 3 "D's" of Bystander Intervention.
6. Define the two types of reporting and describe the difference.

Quick Review:

- In America, someone is sexually assaulted every two minutes.
- In 2011, over 3,000 sexual assaults involving service members were reported.
- In 2011, over 300 sexual assaults occurred in the Marine Corps.
- 75% of sexual assaults are committed by someone you know.
- Prevention of sexual assault is part of every Marine's duty and begins with each of you.

Sexual Assault is intentional sexual contact characterized by:

- the use of force
- physical threats
- intimidation
- abuse of authority
- when the victim does not or cannot consent and includes:
 - Rape: An act of sexual intercourse by force and without consent of the victim. (Article 120, UCMJ)
 - Forcible Sodomy Oral/Anal Sex (Article 125, UCMJ)
 - Indecent Assault unwanted, inappropriate contact, or Fondling (Article 120, UCMJ)
 - Attempts to commit these acts (Article 134, UCMJ)

Facts (Substance Abuse and Sexual Assault):

- Alcohol decreases your inhibitions, impairs your perception and could possibly cause loss of consciousness.
- Many young Marines believe that drinking alcohol is a way to be accepted and liked. Young Marines can easily fall prey to peer pressure in order to "fit in."
- Alcohol is a depressant.
- Drugs can alter the state of mind.
- Substance abuse and stress are contributing factors in many domestic violence situations.

- Combat stress may contribute to substance abuse and domestic violence.
- It is easier to give up (suicide) when the mind is in an altered state due to stress or substance abuse.
- There is a link between a stimulus (stress - substance abuse) and a final action (sexual assault - suicide - domestic violence).

Substance abuse and inappropriate behavior as a result of combat stress can create problems such as:

- Physical and mental (victim)
- Legal (perpetrator)
- Readiness (Mission)
- Perception (American public - Host nation)
- Policy (Marine Corps - local command - Host nation)

Solution:

- Demonstrate our Core Values daily
- Live the "Warrior's Creed": Marines take care of one another
- Preventing Sexual Assault is everyone's duty: Hurts One, Affects All
- Character first - Character always
- Practice moral courage
- Practice self-control
- Practice good order and discipline

Discussion:

Q1: What is the Marine Corps' policy on sexual assault?

A1: Zero tolerance, is a criminal act, victims will receive assistance, and offenders will be prosecuted to the fullest extent of the law.

Q2: What is sexual assault?

A2: Definition: Sexual assault is intentional sexual contact characterized by:

- the use of force
- physical threat
- intimidation
- abuse of authority
- when the victim does not or cannot consent

.

Q3: What is consent?

A3: Definition: Consent is to actively and willingly participating in any given activity without coercion or force.

Q4: What are the 3 "Ds" of Bystander Intervention?

A4: Direct, Distract and Delegate.

SCENARIO #1: While on liberty you run into PFC Jones, who mentions that there is a "house party" that night. You figure that this party will be a great opportunity to "decompress" so you agree. When you arrive at the party, you and Jones swap sea-stories until you see him go answer the front door. A young, attractive female walks through the door and Jones greets her with a hug and kiss on the cheek. While you don't recognize the woman you are convinced that she is underage. A few minutes after her arrival, you see PFC Jones pull out a bottle of hard alcohol and offer it to his young, attractive "date." You don't say anything. You see them pass the bottle back and forth and at some point, you notice that Jones is starting to "make out" with her, and then see them move to another room with her clearly drunk. Later on in the evening you see Jones, he is bragging to some of his friends about what he did with her in the bedroom. The next time that you see the young woman, you see her sitting on the bed, half dressed, and crying. You ask her what is wrong, and she tells you that she thinks that she has been raped.

Q5: Did PFC Jones rape the young lady?

A5: Yes. She was drunk and therefore could not consent.

Q6: What, could you have done to prevent PFC Jones from raping this young lady?

A6: You should have not been a bystander. You should have intervened when you saw PFC Jones begin to escort her to another room by saying something like, "If you are really interested in this girl, then you can take her out another night when she is sober," but as of tonight, your date is over."

SCENARIO #2: You are a 20-year-old lance corporal, who recently returned from deployment along with LCpl Ray and PFC Smith, two Marines from your battalion. You hear from other Marines at your new unit that "TJ" is the place to party, and it's your first weekend home, so the three of you decide to drive down for a visit. You are aware Tijuana is off limits without permission, but you want to celebrate your return. You, Ray, and Smith head to Tijuana around 1600 and are joined by two other Marines. The plan is to do some sight-seeing before hitting the clubs. Around 2000, everyone agrees to dinner at a local restaurant. The mood is celebratory and soon tequila shots are being passed around the table. The party moves to a

club where everyone continues to drink, dance, and have a good time. Sometime in the very early morning you head back to base. You are seated in the center of the back seat, still drunk, with Ray to your right and Smith to your left. Your friends appear to be asleep, but when you close your eyes to try and catch a nap, Ray moves in closer to you and begins rubbing your inner thigh with his left hand. You move the other way in a discreet attempt to object to the behavior, but it has no impact. Ray continues to move his hand up your thigh, moves inside your underwear and begins to rub your genitalia. You are too embarrassed to make a scene and pretend to be asleep, hoping it will stop. When you arrive back at the barracks, Ray stops and acts as if nothing has happened. You do not mention what happened to anyone, but a week later you decide to go see the Battalion UVA to report that Ray sexually assaulted you.

Q7: What can the UVA do to support a victim of sexual assault?

A7: The UVA provides the initial assistance to victims of sexual assault, such as connecting the victim with medical, mental health, legal, and even spiritual support if requested. The UVA will educate the victim, step by step, on their reporting options, as well as their rights. The UVA will also ensure that the victim is never left alone to navigate the reporting process.

Q8: What are the two types of reporting options for a victim of sexual assault?

A8: Restricted and Unrestricted

Q9: What is the difference between the two types of reports?

A9: In a restricted report, the identity of the victim and the offender is confidential and the command will not be informed. In an unrestricted report, the command will be informed, the command will know the identities of the victim and the offender, and an investigation will be initiated.

Emphasize the moral strength to do the right thing.

Q10: How did the behavior of both these Marines fail to uphold our Core Values?

A10: Instructor Analysis: Possible discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - o PFC Jones and PFC Ray comprised their integrity and failed to make an honorable choice when they

sexually assaulted the individuals. Sexual assault is a crime and a direct violation of our core values.

- Courage: *The mental, moral and physical strength to do the right thing in the face of fear, uncertainty, or intimidation*
 - o *Both PFC Jones and PFC Ray lacked the moral strength to do the right thing. They took advantage of the person because they were clearly drunk.*
 - o *Lacked the courage to not to be a bystander and intervene when you saw PFC Jones go off to another room with the young lady who was drunk.*
- Commitment: *Unwavering, selfless dedication to mission accomplishment and personal and professional responsibilities.*
 - o *Exhibited selfish behavior*
 - o *Failed to set the example*
 - o *Lacked dedication to our core values.*

SCENARIO: You are on leave for a long weekend and it is your birthday so you decide to go back home to see your parents and friends. When you arrive home you call your best friend Rob, and you make plans to meet at a local club. You arrive at the club and Rob is there with some friends that you knew from high school, and some that were just 'friends of friends.' Everyone is drinking and having a good time. Later in the evening, you overhear one of your friends, Jessica, telling Rob that she had to get up early the next morning and was going to take a taxi home. Some of the guys started to "rag" on her a little but she knew she had reached her limit and told them so. Then, one of the guys in the crowd named Frank told you that his apartment was just a block down the street and that she could stay there and then go home in the morning. You do not know Frank, but he was friends with one of your buddies from high school, and your buddy said that Frank was "a good guy." You hesitate at first, but then decide that if your friend trusted this guy Jessica would be safe if she chooses to stay at Frank's apartment. Jessica agrees and Frank helps her to his apartment. Once in the apartment Frank made up the couch for Jessica to crash. Jessica started feeling ill, and her head was pounding, so Frank gave her a pill and a glass of water. She took what she thought to be an aspirin, and lay down on the couch. A few minutes later, Frank went over and lay down beside her, started rubbing her leg, and then asked her if he could touch her. She told him "no," to leave her alone, and that she just wanted to get some sleep. For some reason she just could not keep her

eyes open no matter how hard she tried. She was drifting in and out of consciousness. She also could not move her arms or legs; she felt paralyzed. Frank once again approached Jessica, undressed her and proceeded to touch and ultimately have intercourse with her. The next morning, she could not remember everything that happened, but she was able to recall small amounts. She did not see Frank anywhere, so she quickly got dressed and hurried out the door to go home. Jessica did not tell anyone for a very long time, but eventually decided that she could not handle the feelings that she was having, so she decided to see the UVA to get help. Only afterward did you hear about the situation from some of your friends. After thinking more about it, you realized that if you had exercised better judgment and courage back at the club, you could have intervened and prevented the sexual assault from happening.

Q4: Did Frank rape Jessica?

A4: Yes. She was drunk and possibly drugged and therefore could not consent.

Q5: What could you have done to prevent her from being a victim of rape?

A5: First, I should have had a liberty plan, to include using the buddy system, drinking responsibly, and knowing how I was going to get home. I should have also made sure that my fellow Marines had an equally good plan to make it home. I should have taken personal responsibility for the well-being of my friend instead of trusting someone I didn't know to take care of her. If I did decide to let her go, I should have at least called to check up on her. Lastly, I should not have had so much alcohol that it impaired my judgment at the club.

Q6: What are the 3 "D's" of Bystander Intervention?

A6: Direct, Distract and Delegate.

Q7: Did anyone feel that Frank was quickly trying to isolate her from her friends? What could you have done to prevent her from being a victim of rape?

A7: I should have seen to it that she got home safely. I, or even my other friends at the club, should have been 'direct' and intervened when Frank offered to take her to his place. It would have been easy for any of us to have gone with her to take a cab home, vice allow her to go to Frank's house. How well did my friend know Frank? Was Frank an acquaintance that he just socialized with at the bar? Did anyone know where Frank lived? After she went to Frank's house, I should have called her to check up and see if she was okay.

Q8: What can the UVA do to support her?

A8: The UVA will provide the initial assistance to victims of sexual assault, such as connecting the victim with medical, mental health, legal, and even spiritual support if requested. The UVA will also educate the victim, step by step, on their reporting options, as well as their rights. The UVA will ensure that the victim is never left alone to navigate the reporting process.

Q9: What is the name of the DOD free, anonymous and confidential helpline for all service members who have been a victim of sexual assault?

A9: The [SafeHelpline.org](https://www.safehelpline.org)

Possible Closing Statement: Sexual assault is a problem in our Marine Corps. Sexual assault is contrary to everything that a Marine believes in and fights for. All of us have a moral obligation to our fellow Marines in preventing sexual assault. Respect a person's feelings, decisions, and boundaries. Every Marine is responsible for preventing sexual assault, as well as not tolerating such behavior. Sexual assault prevention begins with YOU.

"Sexual assault has no place in our Corps. It shatters the trust that must exist between Marines." *SgtMaj Barrett, 35th SMMC*

Sexual Responsibility

Key Points

1. Describe preventative measures to minimize risk of an unplanned pregnancy.
2. Describe the financial implications of a pregnancy.
3. Describe the responsibilities and options to consider with parenthood.
4. Understand how our core values help guide Marines to make responsible decisions.

Q1: How many of you are a parent? Was it planned? (If no one raises their hand, ask about close friends.)

Q2: How has parenthood changed your life?

A2: Instructor Analysis. Possible answers or guiding questions:

- Marriage earlier than planned
- Child support
- Dropped out of college to work
- Greater responsibilities
- Had to grow up fast

Q3: What are some of the most commonly available birth control methods to reduce the risk of pregnancy?

A3: Potential Answers:

- o Abstinence - 100% method
- o Condoms - male 98% and female 95% effective if used properly
- o Birth Control Pill - 97% effective
- o Depo-Provera Shot - nearly 100% effective
- Responsible Marines, both male and female, each take precautions: Males in condoms use, females on a recommended form of birth control.
- Many types of birth control are available at the medical clinic for FREE.
- Important: Don't have sex without both partners having reliable birth control.

Q4: What types of birth control methods are NOT recommended and increase risk of pregnancy?

A4: Possible Answers:

- Rhythm Method - abstain from sex based on a females menstrual cycle (80% effective)
- Withdrawal Method - removal of the penis prior to ejaculation. (80%)

Marines are playing with fire if they rely on these methods.

Q5: What do you think the average child support payment is for a Marine?

A5: Child support payments are often based on state and annual salary. Estimate payments can range from \$350 - \$850 monthly per child plus the sharing of other expenses (\$75,000 to \$180,000 dollars over 18 years). As you get promoted, plan on your payments going up.

Q6: What are the options and decisions that a pregnant Marine must make?

A6: Instructor Analysis: Marines may discuss abortion - recommend this option be discouraged for a number of reasons to include:

- Spiritual and emotional impact
- Financial and health implications
 - o Military medical facilities or TRICARE will NOT perform an abortion - cost is out of pocket. Abortions can damage reproductive organs and hinder ability to become pregnant / carry a child in future.
- Recommended options for consideration:
 - o Remain on active duty / parent the infant
 - o Child care considerations
 - o Deployment plan
 - o Remain on active duty / allow infant to be adopted
 - o Emotional / Psychological impact
 - o Request separation from the Service
 - o Request may be denied

Q7: What are some of the responsibilities of being a parent?

A7: Instructor Analysis: Possible answers or discussion points:

- Parental Commitment

- *Lifestyle changes*
- *Ensuring the basic physical needs are met*
 - o *Food, clothing, shelter*
- *Financial implication / support*
- *Medical / dental responsibilities*
- *Education responsibilities*
- *Mental / Emotional development - love and encouragement*

Q8. How do our core values relate to sexual responsibility?

A8: Instructor Analysis: Possible answers or discussion points:

- *Honor: To live your life with integrity, responsibility, honesty and respect.*
 - o *Marines have integrity - do what is right*
 - o *Marines take responsibility to include birth control and accept all the obligations with bringing a child in this world.*
 - o *Marines respect human life*
- *Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.*
 - o *Marines are mentally and morally strong enough that if they are not ready to be a parent, and if birth control is NOT available - they don't have sex - it only takes one time.*
- *Commitment: Unwavering, selfless dedication to mission accomplishment and personal and professional responsibilities.*
 - o *Marines are unwavering to their commitment to their child*
 - o *Marines are selfless and will sacrifice their needs for their child's needs*
 - o *Marines are dedicated to their families*

Possible Closing Statement: Being sexually responsible is essential if you want to fulfill your potential as a Marine. Pregnancy and parenthood places enormous responsibilities on individuals - make responsible decisions.

Sexually Transmitted Diseases

Key Points

1. Identify the most common sexually transmitted diseases and their symptoms.
2. Understand the threat of sexually transmitted diseases, especially overseas.
3. Identify the means of protection against sexually transmitted diseases.

Quick Review:

Acquired Immune Deficiency Syndrome (AIDS): AIDS is a potentially deadly sexually transmitted disease and is caused by the Human Immunodeficiency Virus (HIV) virus. HIV invades and destroys the immune system, which protects the body from infection. This means that a person who carries the HIV virus is prone to many different illnesses and may die from diseases that are harmless to healthy people. There is no known cure for AIDS. Although the symptoms may vary among individuals, they include:

- Fever
- Diarrhea
- Night sweats
- Unexplained, rapid weight loss
- Extreme fatigue
- Red or purple blotches on or under the skin or inside the mouth, nose or eyelids

Genital herpes: A sexually transmitted disease (STD) caused by the herpes simplex viruses type 1 (HSV-1) or type 2 (HSV-2). Most genital herpes is caused by HSV-2.

- Most individuals have no or only minimal signs or symptoms from Herpes Simplex Virus (HSV)-1 or HSV-2 infection.
- Symptoms typically appear as one or more blisters on or around the genitals or rectum which may break.
- Generally, a person can only get HSV-2 infection during sexual contact with someone who has a genital HSV-2 infection.
- Transmission can occur from an infected partner who does not have a visible sore and may not know that he or she is infected.
- HSV-1 can cause genital herpes, but it more commonly causes infections of the mouth and lips, so-called "fever blisters."
- HSV-1 infection of the genitals can be caused by oral-genital or genital-genital contact with a person who has HSV-1

infection. Genital HSV-1 outbreaks recur less regularly than genital HSV-2 outbreaks.

- There is no cure for genital herpes; outbreaks can be managed through medication.

HPV: HPV is a common virus. There are about 40 types of HPV that affect the genitals or sex organs of men and women.

Facts about HPV:

- Some HPV types can cause genital warts.
- Other types can infect a woman's cervix and lead to cervical cancer over many years.
- But most of the time, HPV causes no symptoms or health problems and goes away by itself within two years. Experts do not know why HPV goes away in so many, but not all women.
- HPV is passed on through genital contact, most often during vaginal and anal sex.
- Most people never even know they have HPV or that they are passing it to their partner. For this reason, it may not be possible to know who gave you HPV or when you got it.
- HPV is so common that most people get it soon after they start having sex. In cases when HPV does not go away on its own, it may only be found years later.
- You cannot get HPV from being unclean, from toilet seats, or from having an abortion.
- Right now, there is no HPV test for men. HPV is just as common in men as in women, but its health complications tend to be more serious in women.
- The types of HPV that put you at risk for cervical cancer rarely cause health problems for most men.
- Having HPV does not mean that you or your partner is having sex outside of your relationship. There is no sure way to know when you got HPV. A person can have HPV for many years before it is found.

Chlamydia: Chlamydia is the MOST common sexually transmitted disease (STD).

- Known as a "silent" disease. Symptoms of Chlamydia are usually mild or absent (within 1 to 3 weeks after exposure), serious complications that cause irreversible damage, including infertility if not treated
- Women who have symptoms might have an abnormal vaginal discharge or a burning sensation when urinating.
- When the infection spreads women may experience lower abdominal pain, low back pain, nausea, fever, pain during intercourse, or bleeding between menstrual periods.
- Men with signs or symptoms might have a discharge from their penis or a burning sensation when urinating. Men might also

have burning and itching around the opening of the penis. Pain and swelling in the testicles are uncommon.

Gonorrhea: Gonorrhea is a very common sexually transmitted disease (STD).

- It is a bacteria that can grow and multiply easily in the warm, moist areas of the reproductive tract, including the cervix (opening to the womb), uterus (womb), and fallopian tubes (egg canals) in women, and in the urethra (urine canal) in women and men.
- The bacteria can also grow in the mouth, throat, eyes, and anus.
- Gonorrhea is spread through contact with the penis, vagina, mouth, or anus.
- Ejaculation does not have to occur for gonorrhea to be transmitted or acquired.
- Gonorrhea can also be spread from mother to baby during delivery.
- People who have had gonorrhea and received treatment may get infected again if they have sexual contact with a person infected with gonorrhea.
- Some men with gonorrhea may have no symptoms at all. However, some men have signs or symptoms that appear two to five days after infection; symptoms can take as long as 30 days to appear. Symptoms and signs include a burning sensation when urinating, or a white, yellow, or green discharge from the penis. Sometimes men with gonorrhea get painful or swollen testicles.
- In women, the symptoms of gonorrhea are often mild, but most women who are infected have no symptoms. Even when a woman has symptoms, they can be so non-specific as to be mistaken for a bladder or vaginal infection. The initial symptoms and signs in women include a painful or burning sensation when urinating, increased vaginal discharge, or vaginal bleeding between periods.
- Women with gonorrhea are at risk of developing serious complications from the infection, regardless of the presence or severity of symptoms.
- Symptoms of rectal infection in both men and women may include discharge, anal itching, soreness, bleeding, or painful bowel movements. Rectal infection also may cause no symptoms. Infections in the throat may cause a sore throat but usually causes no symptoms.

Discussion:

Q1: What are some of the more common sexually transmitted diseases that young heterosexual or homosexual men and women can contract (19-24)?

A1: Some of the most common for are:

- Gonorrhea - increasing every year
- Chlamydia - increasing in most regions of the country
- HPV - increasing every year
- Genital Herpes - increasing every year
- AIDS

* Based on CDC STC Surveillance Report 2006

Q2: Which of these STDs has no cure?

A2: Genital Herpes, some forms of HPV

Q3: What are typical symptoms that might indicate someone has a STD?

A3: Typical symptoms include:

- Burning or painful urination
- Discharge from the penis or vagina
- Pain in testicles for males
- Pain during intercourse for females
- Bleeding between menstrual cycles

Q4: Do heterosexual males and females get HIV?

A4: Yes - Instructor Analysis: *Emphasize that there is a greater threat in having sex while deployed or overseas. The infectious rate for HIV in many countries is extremely high.*

Q5: What can happen if you don't get an STD treated?

A5: Answers include:

- Cause damage to reproductive organs
- Lead to cancer to include cervical cancer
- Affect unborn babies
- Can lead to the spread of the disease
- Death

Q6: What can you do to prevent getting or spreading a STD?

A6: Answers include:

- Abstinence
- Monogamous relationships
- Get tested prior to commitment to sex
- Commit to one another
- Use a condom and other barriers - SAFE SEX

Q7: How do our core values relate to the prevention or spreading of a STD?

A7: Instructor Analysis. Possible answers or discussion points:

- Honor: To live your life with integrity, responsibility, honesty and respect.
 - Marines are Responsible
 - Question their partners
 - Use appropriate protection
 - Marines have Integrity
 - Marines are Honest - they inform their partners of any history or symptoms
- Courage: The mental, moral and physical strength to do what is right in the face of fear, uncertainty or intimidation.
 - Marines don't give into peer pressure
 - To have sex
 - To have unprotected sex
 - Marines have mental strength
 - They know the consequences of unprotected sex
 - They have the mental strength to defer self-gratification
- Commitment: Unwavering, selfless dedication to mission accomplishment and personal and professional responsibilities
 - Marines take care of each other; we are selfless

Possible Closing Statement: Sexually transmitted diseases are detrimental to the physical fitness and wellness of Marines. Marines who uphold our core values can dramatically reduce their risk of contracting or spreading a STD.

Non-Judicial Punishment

Key Points

1. Explain Article 15.
2. Explain Article 31b.

Quick Review:

Article 15 (NJP):

- An administrative proceeding often used for discipline of minor offenses.
- No judge is involved.
- A Commanding Officer, typically a Company Commander or Battalion Commander, will oversee the proceedings.
- Its purpose is to provide an essential and prompt means of maintaining good order and discipline.
- Note: Article 15 proceedings are not bound by the same rules of evidence that is required in a court-martial.

Article 31b: Rights of the accused:

- You have the right to remain silent.
- Any statement you make can be used against you.
- You have the right to have a civilian or military lawyer present.
- If you decide to answer questions, you have the right to stop the interview at any time.
- It is similar to Miranda rights given to civilians.

The 5 types of discharges - will not be directly discussed, but may come up:

- Honorable: Administrative Discharge issued as a testament of loyal and faithful service. 4.0 Conduct/3.0 Proficiency minimum
- Honorable (General): Administrative Discharge issued as a testament of loyal and faithful service. Less than 4.0 Con/3.0 Pro
- Other than Honorable (OTH): General Discharge under other than honorable conditions. Conduct reflected a serious departure from the conduct expected of a Marine. These acts may include illegal acts characterized by:
 - Violence that results in injury
 - Loss of special trust
 - Disregard for normal senior-subordinate relations
 - Drug use
 - Drug trafficking
 - Endangering the security of the Marine Corps
- Bad Conduct Discharge: Convicted in a General or Special

Court-Martial of an offense that carries a BCD sentence. These are serious offense cases:

- Convicted of repeated offenses in past 3 years
- Dishonorable Discharge: Convicted by a General Court-Martial of an offense of a dishonorable nature. Offenses are typically recognized as serious felonies to include murder, rape, and sexual assault.

Impact of discharge code as a civilian:

- Marines can lose various benefits such as the GI Bill.
- They must also list on most civilian job applications the type of discharge (and provide a copy of their DD214).
- An OTH, BCD, and Dishonorable Discharge can keep you from ever getting a good job in the civilian world.
- A conviction by a special or general court-martial may be a felony conviction.

Discussion:

SCENARIO #1: While deployed in the city of Jalalabad, Afghanistan your battalion has been tasked with providing local security to a series of Afghan Police checkpoints. The city has experienced relative calm for several months and relations between U.S. forces and the local population are increasingly positive. Your battalion commander states that the battalion will maintain a visible and vigilant posture in the town, and warns that while things appear calm and peaceful, Marines must not let their guard down. Accordingly, he directs that for the sake of security and unit discipline, no Marine in the battalion is authorized to purchase items of any sort in the local markets. A monthly bazaar is held on board the U.S. Forward Operating Base each month, which affords Marines the opportunity to buy local products from vendors who have been screened and are trusted. While on patrol, you witness a Marine from your squad purchasing a bootleg DVD set from a vendor on the street, while out of sight of the squad leader who is discussing an issue with a local police chief. He conducts his transaction with the local salesman and quickly drops the DVDs into his cargo pocket.

Q1: Did this Marine violate the UCMJ? If so, what Articles and why?

A1: Yes, article 92-Failure to obey order or regulation

Q2: What action do you take?

Q3: How could this situation impact the command?

A4. Possible Answer:

- Undermine the unit's security
- Lower the unit's cohesion and esprit de corps
- Erode discipline of unit

Q5: Could turning the Marine in hurt your career?

A5. Instructor Analysis: Possible discussion points:

- *Marines who understand the seriousness of the operating environment, and who are truly disciplined, recognize the seriousness of the offense.*
- *True professionals recognize that "doing the right thing" will always be respected over the "easy" out.*
- *Marines must always demonstrate moral strength.*
- *Our dedication must be to our Country, our Corps, our Unit and fellow Marines who are doing the right thing. Covering or protecting Marines who commit crimes or do wrong is not loyalty it is irresponsibility.*
- *Your honor and integrity are at stake - Marines must do what is right.*

SCENARIO #1 Continued: The Marine who bought the DVD was actually observed by both his fire team leader and squad leader in the act of the purchase. When you raised the concern to your fire team leader, he stated that he was already aware and that it was being taken care of. He further reiterated that when he had been deployed here a year and a half ago, the enemy had utilized local vendors as a means to distract Marines on patrol. He stated that anyone who made the same mistake would be dealt with in the same way, with an article 15 NJP hearing. Upon return to their Forward Operating Base, the Marine who was caught violating the battalion commander's order and policy was read his article 31b rights by the company first sergeant. These rights state that he was innocent until proven guilty, that he had the right to remain silent, and that any statements he made could be used against him in a trial by court martial. He was also informed that he had the right to consult with a lawyer who could be present if requested during questioning. The Marine stated that he didn't want a lawyer and that he wished to make a statement. He was then seen by his company commander at company-level NJP or Article 15. Based on the charges, the company commander forwarded the charges to the battalion commander who conducted battalion-level NJP. He was subsequently reduced in rank and forfeited pay. Moreover, his ability to be trusted by his fellow Marines was diminished.

Q6: What is an article 15 or NJP?

A6: Answer:

- An administrative proceeding often used for discipline of minor offenses.
- No judge is involved.
- A commanding officer, typically a company commander or battalion commander, will oversee the proceedings.
- Its purpose is to provide an essential and prompt means of maintaining good order and discipline.
- Note: Article 15 proceedings are not bound by the same rules of evidence that is required in a court-martial.

Instructor Analysis. It may be beneficial to explain the difference between company-level NJP and battalion-level NJP.

- A company commander (normally a captain) deals with lesser offenses.
- The maximum allowable punishment for a company commander is considerably less than what a battalion commander can give to include reduction in rank.

Q7: Does a Marine have the right to refuse NJP?

A7: Answer: Yes, a Marine can request a trial by court martial

Instructor Analysis. It may be beneficial to explain that because NJP is an administrative proceeding, a conviction is not considered a criminal conviction. If a Marine chooses a Court-Martial (normally it would go to a special court-martial), rules of evidence apply. However, a Marine found guilty at a special court-martial is subject to greater punishment to include up to 12 months confinement, greater fines, etc. The conviction is also considered criminal in nature in both the military and civilian world. Marines must weigh this option very carefully and seek legal advice when appropriate.

Q8: What are your rights under Article 31b?

A8: Article 31b:

- You have the right to remain silent.
- Any statement you make can be used against you at a court-martial.
- You have the right to have a civilian or military lawyer present.
- If you decide to answer questions, you have the right to stop the interview at any time.
- It is similar to Miranda rights given to civilians suspected of a crime.

Possible Closing Statement: While you need to know and understand our military justice system, your ability to conduct

yourself with Honor, Courage, and Commitment will keep you from experiencing it first-hand.

Rules of Engagement (ROE)

Key Points

1. Understand the term and application of Rules of Engagement.
2. Understand the terms Hostile Act (HA), Hostile Intent (HI), and Positive Identification (PID).
3. Understand your responsibility as a Marine.

Quick Review:

Rules of engagement (ROE): Specific orders or directives that define the circumstances and limitations under which Marines will initiate and/or continue combat engagement with other forces encountered.

- o Typically issued by a CG or higher
- o Determine when, where, and how force will be used
- o Tailored for a specific conflict or phase of war
- o They may be public or only known by the unit

Hostile Act (HA) is:

- The use of force against friendly forces or designated persons or property.
- The use of force to obstruct your mission.

Hostile Intent (HI) is the threat of imminent use of force against US forces, property, or designated persons.

Positive Identification (PID) is a reasonable certainty that a person or object is a "legitimate" military target.

Discussion:

Q1: What are the 9 basic principles of the Law of Land Warfare?

A1: The 9 basic principles are:

- o Marines fight only enemy combatants
- o Marines do not harm soldiers who surrender
- o Marines do not kill or torture prisoners
- o Marines collect and care for the wounded, friend or foe
- o Marines do not attack medical personnel, facilities or equipment
- o Marines destroy no more than the mission requires
- o Marines treat all civilians humanely
- o Marines do not steal
- o Marines prevent violations of the law of war

Q2: What are "Rules of Engagement" or ROE?

A2: Rules of engagement (ROE): Specific orders or directives that define the circumstances and limitations under which Marines will initiate and/or continue combat engagement with other forces encountered.

- o Typically issued by a CG or higher
- o Determine when, where, and how force will be use
- o Tailored for specific conflict or phase of war
- o They may be public or only known by the unit

Q3: Can you give some examples of Rules of Engagement?

A3: Instructor Analysis. Marines may come up with a variety of examples to include:

- *Engagement of vehicles at a checkpoint*
- *How to handle civilians walking around with weapons*

Q4: Why do we have or need Rules of Engagement?

A4: The Law of Land Warfare and the 9 principles of land warfare are broad in nature. They are overall governing rules. Rules of Engagement are tailored orders and directives designed to address specific circumstances or phases of a war. They help Marines make good decisions that support the mission.

Q5: Can someone tell me what we mean by the term "Hostile Act"? What are some examples of Hostile Acts?

A5: Hostile Act (HA) is:

- The use of force against friendly forces or designated persons or property.
- The use of force to obstruct your mission.

Examples include:

- Someone shoots at you
- Someone detonates an IED
- Someone tries to run over you in their vehicle

Q6: What is Hostile Intent (HI)? What are some examples of Hostile Intent?

A6: Hostile Intent (HI) is the threat of imminent use of force against US forces, property, or designated persons.

Examples include:

- Pointing or aiming a weapon at you
- You see someone planting an IED

Q7: What does Positive Identification (PID) mean in a military

context? Do you think PID is required to engage a target?

A7: Positive Identification is a reasonable certainty that a person or object is a "legitimate" military target.

- PID is normally required to engage a target.
- We do not want unnecessary killing or destruction.

BEIRUT

In Sep 1982, Marine forces were sent to Lebanon as part of a Multinational force. Their initial mission was to support the evacuation of the Palestinian Liberation Organization (PLO) and help to keep the Beirut port open and secure. The Marines were instructed that they would NOT be engaged in combat, peacetime ROE would apply. The peacetime ROE was based on use of force only in self-defense; a key part of the ROE was "hostile act." Hostile act was defined as an attack or use of force against the US forces or against the multinational or Lebanese Army to include firing missiles, bombs, individual weapons, rockets, or any other weapon. HOWEVER, return fire had to be authorized up the chain of command to the 4-star general in Europe. The political and military situation failed to stabilize and on 18 April 1983 the US embassy was destroyed by a car bomb and 61 people were killed to include 17 Americans. The mission of the Marines changed to guarding the relocated Embassy established in two different locations. With this relocation, the 4-star general in charge provided an expanded set of ROE. The new ROE directed that magazines would be inserted in weapons, weapons on safe, with no round in the chamber at some posts, while other posts were required to have a round in the chamber. Having two sets of ROE (some with rounds in the chamber and other without rounds) created a feeling that some posts were more dangerous than others. Marines guarding interior posts were further directed not to have a magazine in the weapon. The result was an atmosphere of a front line and rear area. Attacks increased including the first Marine casualties from artillery fire. In late September 1983, a cease-fire agreement was signed and talks began on forming a new coalition government in Lebanon. On 23 Oct 1983, the Marine Battalion Landing Team (BLT) headquarters, which housed/billeted approximately 300 Marines, was destroyed by a suicide truck-bomb. The truck laden with explosive equivalent to 12,000 lbs of TNT crashed through the perimeter of the US Multinational Force compound at the Beirut International Airport, penetrated the BLT headquarters building and detonated. The truck drove past Marine posts utilizing a ROE that had them remove their magazine from their weapons. 241 Marines were killed and 70 were wounded.

Q8: What was wrong with the ROE in Beirut?

A8: Instructor Analysis: Key points are:

- The ROE did not allow the force to protect against an immediate attack (request permission to fire back)
- It established front line / rear area mentality

Q9: What have we learned from this sad note in our history?
What is your responsibility as a Marine?

A9: Instructor Analysis: We've learned:

- Need to understand our mission clearly - ask questions if you don't understand the mission.
- Need to understand the Rules of Engagement - ask questions; war game scenarios in your head and ask your leaders "what if" questions.
- There are no front lines and rear areas in war.
- We must remain vigilant in all we do. The enemy is not stupid; he will look for vulnerabilities and try to exploit them.
- We've learned to decentralize our decision making - whether to engage or not engage an enemy when being attacked is a decision often made by an individual Marine, NCO, SNCO, or officer.

Possible Closing Statement: It is essential that Marines understand their mission and know the Rules of Engagement (ROE). The ROE and our fundamental application of our Core Values of Honor, Courage, and Commitment will help us to accomplish our mission while protecting our fellow Marines, innocent civilians, and property.

Combatants and Noncombatants

Key Points

1. Understand the purpose of the Law of Land Warfare.
2. Select the definition of enemy combatants and noncombatants.
3. Discuss how we balance our warrior ethos against unnecessary killing or destruction.
4. Understand the consequences of violating the Law of Land Warfare.

Quick Review:

Definition of Combatant: In 1949, "combatants" commonly referred to members of an armed force or military. They were easy to distinguish. In the world of global terrorism, combatants are not as easily defined. It is easier to think of combatants in terms of "lawful" targets. Lawful "targets" may include:

- Declared Hostile forces - any civilian, paramilitary or military force or terrorist organization that has been declared hostile by appropriate U.S. authority.
- "Lawful targets" may be targeted without demonstrating hostile act/hostile intent, as long as they have been positively identified.
- A civilian may only be a lawful target if he/she takes a direct part in hostilities, defined as "acts of war which by their nature or purpose are likely to cause harm to the personnel and equipment of an enemy force (i.e. the US)."

Definition of a Non-combatant: There are two types of non-combatants or unlawful targets:

- Civilians not engaged in combat
- Military medical personnel (corpsmen and medics) and military chaplains (due to the nature of their duties and responsibilities).

9 Basic Principles of the Law of War:

- Marines fight only enemy combatants
- Marines do not harm soldiers who surrender
- Marines do not kill or torture prisoners
- Marines collect and care for the wounded, friend or foe
- Marines do not attack medical personnel, facilities or equipment
- Marines destroy no more than the mission requires
- Marines treat all civilians humanely
- Marines do not steal

- Marines prevent violations of the law of war

Discussion:

Q1: Why do you think we have laws of war?

A1: Instructor Analysis: Possible answers or discussion points:

- Minimize atrocities or illegal acts in battle
- Protect people from unnecessary suffering
- Maintain fundamental human rights
- Uphold American values
- Restore peace - win their hearts and minds
- Maintain US/world public opinion
- Decrease the enemy's will to fight
- Accomplish the mission

Q2: What is an enemy combatant?

A2: An enemy combatant or lawful target is a:

- Declared Hostile Force - any civilian, paramilitary or military force or terrorist organization that has been declared hostile by appropriate U.S. authority.

Instructor Analysis: Additional discussion points: "Lawful targets" may be targeted without demonstrating hostile act/hostile intent, as long as they have been positively identified.

- A civilian may only be a lawful target if he/she takes a direct part in hostilities, defined as "acts of war which by their nature or purpose are likely to cause harm to the personnel and equipment of an enemy force (i.e. the US).

Q3: What is a non-combatant? What are some likely examples of unlawful targets (people or things we would not kill, destroy, or damage)?

A3: There are two types of non-combatants or unlawful targets:

- Civilians not engaged in combat
- Military medical personnel (corpsmen and medics) and military chaplains (due to the nature of their duties and responsibilities).

Instructor Analysis: Ask Marines for examples of potential unlawful targets:

- Unarmed civilians
- Hospitals, schools, places of worship
- Medical or religious personnel if properly identified
- Enemy wounded, surrendered

- *Civilian property*
- *Cultural and historic buildings*

Q4: How do we balance an aggressive warrior ethos with unnecessary suffering?

A4: Possible answers include:

- Uphold our Core Values - view actions and decisions in terms of Honor, Courage, and Commitment
- Determine if your actions are IAW established rules and regulations
- Apply the 9 Basic Principles of the Law of War:
 - o Marines fight only enemy combatants
 - o Marines do not harm soldiers who surrender
 - o Marines do not kill or torture prisoners
 - o Marines collect and care for the wounded, friend or foe
 - o Marines do not attack medical personnel, facilities or equipment
 - o Marines destroy no more than the mission requires
 - o Marines treat all civilians humanely
 - o Marines do not steal
 - o Marines prevent violations of the law of war

Q5: What can happen if we don't follow the laws of war and kill or destroy unnecessarily in terms of the mission and the individual?

A5: Instructor Analysis. Possible answers include:

- *Can impact the success of the mission*
- *Sway public opinion and support against us*
- *Increases the enemies will to fight*
- *Put our fellow Marines in more danger*
- *Can be punished under the UCMJ - jail time, dishonorable discharge.*
- *Produce tremendous guilt*
- *Lose trust and confidence of our fellow Marines*

Possible Closing Statement: It is essential that Marines know how to distinguish the differences between combatants and noncombatants. It could mean the difference between a legitimate and an unlawful act.

Responsibility for Violations of the Law of Land Warfare

Key Points:

1. Identify the purpose of the Law of Land Warfare.
2. Identify the 9 Principles of War
3. Describe how illegal conduct impacts our Honor.
4. Describe how illegal conduct impacts the unit and others.
5. Describe responsibility for reporting illegal conduct.

Quick Review:

1. Purpose of Law of Land Warfare:
 - Minimize atrocities or illegal acts in battle
 - Protect people from unnecessary suffering
 - Maintain fundamental human rights
 - Uphold American values
 - Restore peace - win their hearts and minds
 - Maintain US/world public opinion
 - Decrease the enemy's will to fight
 - Accomplish the mission
2. 9 Basic Principles of the Law of War:
 - Marines fight only enemy combatants
 - Marines do not harm soldiers who surrender
 - Marines do not kill or torture prisoners
 - Marines collect and care for the wounded, friend or foe
 - Marines do not attack medical personnel, facilities or equipment
 - Marines destroy no more than the mission requires
 - Marines treat all civilians humanely
 - Marines do not steal
 - Marines prevent violations of the law of war
3. Honor is to live your life with integrity, responsibility, honesty and respect. Its attributes are Integrity, Responsibility, Honesty, and Respect.

Discussion

Q1: What is the purpose of the Laws of War or Armed Conflict?

A1: Instructor Analysis: Possible answers or discussion points:

- Minimize atrocities or illegal acts in battle
- Protect people from unnecessary suffering
- Maintain fundamental human rights
- Uphold American values

- *Restore peace - win their hearts and minds*
- *Maintain US/world public opinion*
- *Decrease the enemy's will to fight*
- *Accomplish the mission*

Q2: What are the 9 basic principles of the Law of War?

A2: The 9 principles of the Law of War are:

- *Marines fight only enemy combatants*
- *Marines do not harm soldiers who surrender*
- *Marines do not kill or torture prisoners*
- *Marines collect and care for the wounded, friend or foe*
- *Marines do not attack medical personnel, facilities or equipment*
- *Marines destroy no more than the mission requires*
- *Marines treat all civilians humanely*
- *Marines do not steal*
- *Marines prevent violations of the law of war*

Q3: What are some examples of violations of these principles in combat (illegal conduct)?

A3. *Instructor Analysis:* *The following are examples of illegal conduct:*

- *Firing on enemy soldiers who offered to surrender*
- *Torturing a prisoner for information*
- *Intentionally shooting at medical personnel or vehicles*
- *Mutilating bodies*
- *Stealing personal property from prisoners*
- *Denying medical treatment to wounded prisoners.*
- *Attacking undefended towns, villages, or buildings*
- *Pillaging and stealing from homes and businesses*

Scenario:

While on patrol you and another Marine are ordered to enter a home and check for weapons. Upon going into the home, you notice the occupants gone and your search turns up no weapons. Both of you however notice a nice wristwatch and some jewelry in one of the rooms. The other Marine decides that since the house is unoccupied, nobody can prove he took the belongings, so he picks them up and puts them in his pocket.

Q4: As a Marine what will you do?

Q5. How does illegal conduct relate to the core value of Honor?

A5. *Instructor Analysis.* Possible answers or discussion points:

Marines demonstrate Honor through their:

- Integrity: To do what is right legally and morally.
 - o Doing the right thing when no one is looking.
 - o Disciplining yourself to be honest under all circumstances.
 - o Not abusing privileges, and respecting others and their property.
- Responsibility: To be accountable for all actions or inactions.
 - o We will stop others from doing wrong or hold them accountable. We will do our best to set a positive example.
- Honesty: To be trustworthy; to never lie, cheat or steal; nor tolerate those who do.
 - o We are trustworthy, respect others property, and demonstrate fairness in all actions.
- Respect: Marines value human life, dignity, authority and each other as well as the cultures and traditions of others.

Q7. How does illegal conduct impact the unit?

A7: Instructor Analysis. Possible answers include:

- Loss of trust and confidence
- Damage reputation
- Disciplinary action for Marines involved
- Impact mission accomplishment by increasing resentment of non-combatants to help us

Q8. Why is reporting illegal conduct important?

A8: Instructor Analysis. Possible answers include:

It proves:

- That we live by moral and ethical standards
- That we hold each other accountable
- That we take seriously the reputation we have earned
- That we take responsibility

Q9. Are you legally and morally bound to report illegal conduct?

A9. Yes. Marines are to report all violations of orders they are instructed to enforce.

Possible Closing Statement: You must have the moral courage to report illegal conduct. Our loyalty must first be to our Country, then Corps, Unit, fellow Marines, and self in that order. Honor is NOT protecting Marines who have violated orders; it's being faithful to those who do what is right.

Deadly Force

Key Points:

1. Define deadly force and the seven conditions when deadly force may be applied.
2. Understand how general orders may be used in questionable situations.
3. Understand that the application of deadly force can have consequences if good judgment is not used.

Quick Review:

Deadly force: The force that a Marine sentry uses with the purpose of causing death or serious injury.

Seven Conditions where Deadly Force is authorized includes:

- In self defense and defense of others
- In defense of assets involving national security (Examples: Security Force operations such as protecting nuclear weapons associated with submarines, or sensitive cryptographic radio material, and top secret documents / war plans)
- In defense of property not involving national security, but inherently dangerous to others (Example: weapons, ammunition, or armored vehicles such as a tank)
- To prevent sabotage of national critical infrastructure
- To prevent or interrupt serious offenses against persons such as murder, rape, or armed robbery
- To arrest or apprehend a person who, based on probable cause, has committed one of the serious offenses referred to earlier
- To prevent the escape of a prisoner, provided there is probable cause to believe that person has committed or attempted to commit one of the serious offenses discussed or would pose imminent danger of death or serious bodily harm to law enforcement or security officers/personnel or to any other person

11 General Orders:

1. To take charge of this post and all government property in view.
2. To walk my post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing.
3. To report all violations of orders I am instructed to enforce.
4. To repeat all calls from posts more distant from the

guardhouse than my own.

5. To quit my post only when properly relieved.
6. To receive, obey and pass on to the sentry who relieves me, all orders from the commanding officer, officer of the day, and officers and noncommissioned officers of the guard only.
7. To talk to no one except in the line of duty.
8. To give the alarm in case of fire or disorder.
9. To call the Corporal of the Guard in any case not covered by instructions.
10. To salute officers and all colors and standards not cased.
11. To be especially watchful at night and during the time for challenging, to challenge all persons on or near my post and allow no one to pass without proper authority.

Scenario: A Marine sentry, armed with a service rifle, is walking a post while assigned to interior guard duty in Iraq. One of his instructions is not to fire if there is a chance that innocent bystanders may be hit. The route takes the sentry along the perimeter of the camp, which is clearly marked by triple strands of concertina wire. Suddenly, the sentry looks to the left and sees an individual approximately 100 meters away. The person is aiming what appears to be a rifle at the sentry. The sniper fires and round hits the ground a few feet away. Immediately taking cover, the sentry quickly observes that the sniper is taking aim at some other Marines in the area. The sentry further observes that a group of pre-teenaged boys are playing soccer in the grass directly behind the sniper.

Q1: Based on what you have learned about deadly force, and the rules for its application, what should the Marine in the above scenario do? Explain your answer.

A1: Instructor Analysis: Discussion points:

- Is this self-defense?
- Can fellow Marines be injured or killed?
- What about the innocent children in the line of fire?
- What about orders concerning innocent life?
- What general order might apply or be considered?
- Possible answers:
 - o Yell for Marines / children to take cover
 - o Notify the Corporal of the Guard of the incident
(General Order #9 - To call the Corporal of Guard in any case not covered by instructions).

Q2: What if the Marine sentry in our scenario had fired at the attacker and instead hit one of the boys playing soccer?

Explain some possible consequences.

A2: Instructor Analysis: Possible answers or discussion points:

- Can impact mission - turn civilians against us
- Used as propaganda for the enemy
- Impact support back home - negative media
- Cause mental anguish
- Can be potentially punished under UCMJ

Q3: What is the definition of deadly force?

A3: Deadly force is that force that a Marine sentry uses with the purpose of causing serious injury or death.

Q4: What are the procedures for the use of deadly force?

A4: (a) Give the order to halt both in English and the appropriate native language if applicable.

(b) Do not fire warning shots. If you determine that your order to halt is being disregarded, you will fire to disable. You will not fire if there is the possibility that civilians will be harmed.

Q5: What are the seven conditions that justify the use of deadly force?

A5:

- In self defense and defense of others
- In defense of assets involving national security (Examples: Security Force operations such as protecting nuclear weapons associated with submarines, or sensitive cryptographic radio material, and top secret documents / war plans)
- In defense of property not involving national security, but inherently dangerous to others (Example: weapons, ammunition, or armored vehicles such as a tank)
- To prevent sabotage of national critical infrastructure
- To prevent or interrupt serious offenses against persons such as murder, rape, or armed robbery
- To arrest or apprehend a person who, based on probable cause, has committed one of the serious offenses referred to earlier
- To prevent the escape of a prisoner, provided there is probable cause to believe that person has committed or attempted to commit one of the serious offenses discussed or would pose imminent danger of death or serious bodily harm to law enforcement or security officers/personnel or to any other person

Q6: Imagine the same Marine observes a large truck circling the

compound. Then suddenly, it gathers speed and crashes through the concertina wire heading directly toward the mess hall. What should he do? Which condition of deadly force applies? A6: Here, deadly force is authorized to prevent or interrupt a serious offense against persons such as murder. The driver of the truck has displayed hostile intent by crashing through the wire.

Possible Closing Statement: Remember, the use of deadly force is a serious measure that is justified only under extreme conditions and then only as a last resort when lesser means have failed or cannot be reasonably used.

Operational Culture

Key Points:

1. Identify the definition of culture.
2. Identify the elements of cultural terrain.
3. Describe how understanding the cultural terrain supports our core value commitment.

Quick Review:

Culture: The customary beliefs, social forms and material traits of racial, religious or social groups or a set of shared attitudes, values, goals and practices that characterizes an institution or organization.

Elements of Cultural Terrain include:

- Land, History, People, Religion, Language, Social Hierarchy, Local Beliefs, Local Practices

Discussion:

Q1: Define the term "culture."

A1: Culture is the customary beliefs, social forms and material traits of a racial, religious or social group, or a set of shared attitudes, values, goals and practices that characterizes an institution or organization.

Q2: What are some of the elements of cultural terrain?

A2: Elements of Cultural Terrain:

- Land, History, People, Religion, Language, Social Hierarchy, Local Beliefs, Local Practices

Q3: What are some of the differences between mainstream (common) American culture and others?

<u>AMERICAN CULTURE</u>	<u>OTHER CULTURES</u>
Direct Communication	Indirect Communication
Dress for success	Dress denotes station
"Time is money"	Time is for building relationships
Values youth	Values aged and elderly
"Equality for all"	Circumstances of birth determine destiny
Recognizes individual achievement at work	Emphasizes personal relationships at work

Q4: Why is it important to understand the culture of a country or group of people?

A4: Instructor Analysis: Possible answers or discussion points:

- Prevent offending an individual or group
- Better understand our enemy and the people
- Win the hearts and minds
- Better support to others - example medical care
- Gain trust and respect
- Improve relationships

Q5: How does understanding the cultural terrain relate to our core value of Commitment?

A5: Instructor Analysis: Possible Answers or discussion points:

Commitment: Unwavering, selfless dedication to mission accomplishment and personal and professional responsibilities.

- *Unwavering: Firm resolution and unbendable perseverance*
- *Selfless: Place duty and others before self*
- *Dedication: Bound to an ideal: God, Country, Corps*

Q6: Explain why it is important for you to display the leadership traits of "knowledge" and "judgment" in your operating area.

A6: Instructor Analysis: Possible answers or discussion points:

- Knowledge can be power
- Proficiency and understanding can improve your ability to successfully accomplish the mission
- Stay out of trouble - ignorance is not an excuse
- It can make you more trustworthy

Note: Emphasize reading, briefs, and classes

Possible Closing Statement: Whether at peace or at war, when deployed in foreign lands, you must understand that your voice, face and actions are representative of your unit, the Marine Corps and our Country.

Operational Risk Management (ORM)

Key Points:

1. Identify and apply the five steps of the ORM process.
2. Describe the ORM principles.

Quick Review:

1. Operational Risk Management: The process of dealing with the risk associated with military operations, including risk assessment, risk decision making and implementation of effective risk controls. It should also be applied while in a liberty status.

3. The 5 steps of the ORM process are:

- 1) Identify the hazard(s)
 - a. Outline or chart of the major steps in the operation or activity (operational analysis).
 - b. Listing all hazards associated with each step in the operational analysis along with possible causes for those hazards.
- 2) Assess the hazard(s): For each hazard identified, determine the associated degree of risk in terms of probability and severity
- 3) Make risk decisions: Start with the most serious risk and select controls that will reduce or minimize the risk proportionate with mission accomplishment.
 - a. Decide if benefits outweigh risks.
 - b. If risks outweigh benefits or if assistance is required to implement controls, communicate concerns with higher authority in the chain of command.
- 4) Implement controls - these can be engineered (example: wear combat/safety gear) or administrative (example: no training in water that is below 50 degrees).
- 5) Supervise

4. There are 4 ORM principles:

- 1) Accept risk when benefits outweigh the cost
- 2) Accept no unnecessary risk
- 3) Anticipate and manage risk planning
- 4) Make risk decisions at the right level

Discussion:

Q1: What is Operational Risk Management?

A1: (Simplified) It's identifying and assessing potential risks associated with operations, training, and off-duty activities and taking steps to reduce or eliminate them.

Q2: What are the 5 steps of the ORM process?

A2: The 5 steps of the ORM process are:

- Identify the hazard(s)
- Assess the hazard(s)
- Make risk decisions
- Implement controls
- Supervise

SCENARIO:

Two Marine Cpls stationed at Camp LeJeune have tickets for a concert in Raleigh, NC. The concert begins at 2000 on Friday. The Marines get off duty at 1630 on Friday and must be back to Camp LeJeune by 0700 on Saturday morning because one of them has barracks duty. The distance is approximately 120 miles each way.

Q3: What are the potential Hazards?

A3: Instructor Analysis: Potential Hazards:

- *Traffic to get to the concert in time on a Friday*
 - o *Speeding*
- *Time the concert gets out*
 - o *Drive home at night or early morning*
 - o *Fatigue coming home late*
 - o *Billeting*
- *Drinking at the concert*
- *Vehicle Preparation*

Q4: As you assess the hazards, what is the degree of risk?

A4: Instructor Analysis: Marines should give various degrees of risk for each potential hazard. Bottom line, some can be high risk with the potential of death or serious injury.

Q5: Based on making risk decisions and putting into place controls, what should these Marines do?

A5: Instructor Analysis: Depending on hazards identified and assessments, the Marines should identify a good plan that minimizes their risk of accident or injury. Possible solutions include:

- *Requesting to get off work a little early*
- *Getting someone to take barracks duty*
- *Getting a motel room and return early morning*
- *Designating a driver (no alcohol)*

Q6: Does ORM eliminate risk? What does ORM do and who should conduct ORM?

A6: ORM does not eliminate risk, but it does help us to assess and manage risk to prevent or minimize death, injury, or loss of equipment and resources.

- ORM is a planning tool to assist us in making right decisions.
- All Marines should conduct ORM - on the job, on liberty and at home.

Possible Closing Statement: Marines who use and apply the principles of ORM in combination with discipline and training are more likely to reduce chance of serious injury, death, or destruction of property.

Social Networks

Key Points

1. Definition of communication security.
2. Definition of operational security.
3. Definition of social networking.
4. Major social networking sites.
5. Insubordinate conduct and social networking sites.
4. What you should know about social networking sites.
5. Positive controls.

Quick Review:

1. Communications security (COMSEC) defined: The protective measures taken to deny unauthorized persons information derived from telecommunications of the United States government related to national security and to ensure the authenticity of such communications. For instance: emails - messages - radio transmission, cryptographic equipment.

2. Operational security (OPSEC) defined: Operational security is a process of identifying critical information and subsequently analyzing friendly actions attendant to defense acquisition, defense activities, military operations, and activities to:

(1) Identify those actions that may be observed by adversary intelligence systems.

(2) Determine what indicators hostile intelligence systems may obtain that could be interpreted or pieced together to derive critical information in time to be useful to adversaries.

(3) Select and execute measures that eliminate or reduce to an acceptable level the vulnerabilities of friendly actions to adversary exploitation.

3. On-line social networking defined: A grouped cyber-community of internet users.

4. Major Social Networking Sites:

- (1) FaceBook
- (2) FriendFinder
- (3) Classmates
- (4) YouTube
- (5) Twitter
- (6) WikiLeaks
- (7) Tumblr

- (8) Google+
- (9) Flickr
- (10) Craig's List
- (11) Chat Rooms
- (12) Dating Sites

5. Insubordinate Conduct and Social Networking Sites:

Remember that you are a Marine 24/7 - in person, and online. Participation on these sites makes you "THE Marine Corps" - your conduct is a direct reflection of the Marine Corps. The best advice is to approach online communication in the same way we communicate in person - by using sound judgment and common sense, adhering to the Marine Corps' core values of Honor, Courage and Commitment, following established policy, and abiding by the UCMJ.

EXAMPLE:

Other than Honorable (OTH) Discharge: In April of 2012, a nine-year Marine Iraqi war veteran was demoted from sergeant to lance corporal and dismissed from the Corps with an Other-Than-Honorable discharge for comments and posts he made on Facebook that were found to be detrimental to good order and discipline and which violated military law. His postings were critical of the President of the United States, stating that he would not salute nor "follow all orders from him." He went on to call the president a coward and an enemy and urged his electoral defeat. You wouldn't walk up to your commanding officer and say "screw you," why would anyone think that directing the same comment to the Commander-in-Chief is acceptable and lawful on Facebook? Not only was he discharged, but because of the characterization of service, he is ineligible for most federal veteran's benefits, and unable to re-enlist in any other branch of service.

"Watch your thoughts, for they become words.
Watch your words, for they become actions.
Watch your actions, for they become habits.
Watch your habits, for they become character.
Watch your character, for it becomes your destiny."
(by Frank Outlaw)

6. What you should know about online social networking.

Social online networking sites are everywhere. We live in a 24/7 digital world and this is the way we communicate in the 21st century. Online social networking has opened up doorways of opportunities. However, with these opportunities to bond, play, flirt ... comes real risk for the user. Users must always

be aware that many online social networking sites are a business. They are in the business of making MONEY!!!! You are potentially a revenue stream. Your information can be monetized by sharing it with advertisers/marketers. Often your information is sold to the highest bidder. That's their business model. Social networking sites are increasingly being used in legal and criminal investigations. Online social networking equals potential problems. There are enormous consequences from inappropriate behavior online.

There are hidden dangers associated with online social networking such as:

- (1) Fake profiles (Not everyone you come into contact with is telling the truth - one survey suggests that at least 40% of profiles are fake.)
- (2) Identity thief (bad people can download your profile/picture and use it as their own)
- (3) Networking scams
- (4) Hacking
- (5) Online sexual predators/gangs/human trafficking
- (6) Scam trolling (fake pop-up ads for anti-virus software)
- (7) Burglary (data theft/credit theft and home invasions)
- (8) Spyware (covertly collect data behind the scenes)
- (9) Malware (ads)
- (10) Worms (makes copies of itself - compromise security of the computer)
- (11) Phishing (tries to gather PII of users)
- (12) Viruses (program that replicates and /or infects another partitioned sector, program, document of your computer)
- (13) Application downloads (apps: games or tools)
- (14) Unregulated (participate at your own risk)
- (15) 3rd party sharing of your information (disclosure/privacy issue)
- (16) Privacy settings revert to a less safe default mode after each redesign
- (17) Friends unknowingly make you vulnerable (privacy issue)
- (18) Security holes (sites may not take adequate steps to protect your information/privacy)
- (19) Your information maybe public or made public (If your information is public, everyone can see it for years to come - parents - grandparents - grandchildren - employer - enemies - taliban - Al Quaeda)
- (20) Cyber bullying
- (21) Cyber stalking
- (22) Deleting information (hitting delete to get rid of a questionable photo or comment won't help - it's in cyberspace)

7. Positive controls. One of the first things taught in security is to never think that it cannot happen to you. The risk are real (SCAMS - BLACKMAIL) therefore, know that you are a potential victim, knowledge is power. There is no end to the imagination of cyber criminals.

- (1) Consider the medium you are using
- (2) Consider the consequences
- (3) Remember what's possible online
- (4) Don't believe the type
- (5) Never share confidential information online (there is never the need to do so)
- (6) Don't use weak passwords
- (7) Never publish your full date of birth
- (8) Always change privacy settings from default
- (9) Do not highlight that you will be or are away from home
- (10) Always log off (do not leave your page accessible to search engines)

The following stories are provided as guides to help reinforce the danger that online social networking sites could pose to you and our beloved Marine Corps.

8. The "Robin Sage Experiment: The Dangers of Friending Strangers"

Adding tons of Facebook friends doesn't necessarily make you popular; it may actually put you and the Department of Defense's (DOD) information security at risk—especially when you have friends you don't even know. Provide security, a cyber security company, illustrated this danger with the Robin Sage Experiment. The experiment created fake Facebook, Twitter and LinkedIn profiles under the alias, "Robin Sage." A photo of a cute girl (borrowed from an adult website) and the job title "Cyber Threat Analyst" completed the fake profiles. From there, Thomas Ryan, co-founder & managing partner at Provide Security, posing as Robin, sent requests and established social network connections with more than 300 professionals in the National Security Agency, DoD, and globally at Fortune 500 corporations. Robin's new friends revealed information to Ryan that violated military operational security and personal security restrictions. "The worst compromises of operational security I had were troops discussing their locations and what time helicopters were taking off," Ryan said during a phone conversation.

People also sought Robin's professional advice, invited her to dinners, and offered her job opportunities. Not bad in this economy, especially for a person who doesn't even exist.

"From one person I was profiling, I was able to get all the security questions for their email and bank account," Ryan said. "These are questions like 'what was your first car'?" I don't even want people I know to have access to my e-mail or bank account, much less anybody on the Internet with audacity to send out a friend request from a fake profile. From time to time, I have received a random friend request from a person I don't know, usually accompanied by a profile picture of a pretty girl, but I have this rule of thumb: If I haven't met you, we aren't friends yet. Megan Fox is the only exception to this rule. My suspicions are that the unknown friend request could lead to anything from phishing scams to something as harmless as trying to get me to fill out annoying surveys—either way the answer is ignore. Out of curiosity, I still like to confirm they are fake requests. You know, on the off chance it actually is a cute girl that found me out of the blue and is totally into me. Having low amounts of friends is my first clue, as is having only one profile picture. According to Ryan's report, an inspection of Robin Sage's profile would have revealed her claimed ten years of cyber security experience would have put her in the career field at age 15. During the experiment, one person checked the alumni records of the Massachusetts Institute of Technology (MIT), her claimed educational background, and this effort confirmed that MIT had no record of a Robin Sage. The danger isn't social networking itself. The danger is doing it carelessly.

9. Private Bradley Manning: In military custody:

The American soldier was found guilty of passing classified material to WikiLeaks. The leaks include a cache of documents - published in the "Guardian" as Afghan war logs - drawn from 76,000 pages of military records made public by WikiLeaks to challenge the US government's assertion that the fight against the Taliban is being won. Manning, 23, was also guilty of involvement in WikiLeaks' exposure of a video of a US helicopter attack on allegedly unarmed Iraqis in a Baghdad street where two Reuters employees were among those killed. Even though the Iraqis were subsequently proven to be armed, the international furor over the perceived American attack on innocents damaged American credibility. Manning was arrested after boasting in instant messages and emails to a high-profile former hacker, Adrian Lamo, that he passed on the video and documents. Lamo said he turned in the soldier out of concern for national security.

10. Home burglaries tied to FaceBook posts:

NASHUA, N.H. (AP) - Police in Nashua, N.H., say crooks hit 50 homes last month. Sometimes the bad guys had inside info, thanks to postings on FaceBook and other social networking sites. Just bought two pit bulls might be a pretty safe update for your favorite social networking site. But you might think twice about posting you're not going to be home.

11. Sandra's Story (keystroke logger):

Sandra E. is a human resources professional who lives in a small town near Miami, Florida. She has used a computer in her job for more than ten years. At work, her computer is maintained by her organization's IT department, and she has never experienced any security problems with the computer in her workplace. Sandra considers herself to be computer savvy and believes that she is at low risk of online fraud for the following reasons: She never shops online because she doesn't want to risk exposing her credit card information, and she doesn't like the idea that data about her purchases might be stored and used to make a profile of her likes and dislikes. She uses her home computer only for personal email with friends and family, to surf the Web for information about new developments in her field, and to do banking once a month via her bank's Web site. Occasionally she looks other things up on the Web, but not often. Sandra's situation seems safe enough, right? Unfortunately, looks can be deceiving. At work one day last summer, she heard about a new Internet Explorer browser vulnerability; it was so critical that emergency patches for all work computers in her organization had been distributed by her IT department that same day. She wanted to be sure her home computer was protected too, so when she got home she went online to get more information about the vulnerability, and determine if she was protected. Using a popular search engine, she found a Web site that offered not only information about the vulnerability, but the option to have a patch for the vulnerability downloaded automatically to her computer. Sandra read the information, but opted not to accept the download since she was taught to download information only from authorized sources. Then she went to the official Microsoft site to obtain the patch. So, what went wrong? Unfortunately, as Sandra was reading information about the vulnerability on the first site, the criminal who had created the Web site was taking advantage of the fact her computer actually *had* the vulnerability. In fact, as she was clicking "No" (to refuse the download that was being offered), unbeknownst to her the automatic installation of a small, but powerful, crime ware program was already taking place on her computer. The program

was a keystroke logger. Simultaneously, the Web site's owner was already receiving a notification that the keystroke logger had been secretly and successfully installed on Sandra's computer. The program was designed to covertly log everything she typed in from that moment on, and to send all of the information to the Web site owner as well. It functioned flawlessly, too - recording everything Sandra typed- every Web site she visited, and every email she sent, passing the stolen text on to the cybercriminal. Later that evening, Sandra finished up her monthly online banking. As she logged into her personal bank account, the keystroke logger recorded those keystrokes too, including confidential information: the name of her bank, her user ID, her password, the last four digits of her Social Security number and her mother's maiden name. The bank's system was secure, and all the data she typed in was encrypted so no one along the route could casually discern the information. However, the key logging program was recording the information in real time - as she typed it in - *before* it was encrypted; thus, it was able to bypass the security that was in place. It was just a matter of time before her bank's name, her user ID, her password and her mother's maiden name were in the hands of the cybercriminal. He added her name, and all of the associated information, to a long list of names of other unsuspecting users, and sold the list to someone he had met on the Internet - someone who specialized in using stolen bank information to make illegal withdrawals. When Sandra went to make a deposit the several weeks later and asked for her balance statement, she was shocked to find that her bank account was almost empty. Sandra had been the victim of a cybercrime.

12. Steve's Story (look-alike Web site):

Steve F. lives in the suburbs of Kansas City, Missouri, and is a retired government employee. Steve had antivirus software and a firewall, and kept them up to date. He knew not to click on an attachment in an email if he wasn't expecting it, and he knew that this precaution applied to email from friends as well as "unknown" senders. One day last September, Steve received an email that appeared to come from his bank, asking him to logon to his banking and investment account to update his personal information. He clicked on the URL in the email and went directly to his bank's Web site - or so it seemed. In reality, the URL in the email took Steve to a 'look-a-like' Web site. The site looked *identical* to his own bank site, so when he was asked for his account number, username and password, he automatically started to type them in. Then he remembered

something he had heard at a talk given at his local Rotary Club approximately two months before. The featured speaker talked about phishing attacks - specifically mentioning look-a-like Web sites. The key to recognizing them, Steve remembered, was that a bank would never send its customers an email with a link in it asking customers to click and log in to their account. "If you receive such an email," said the speaker, "simply discard it." So he did. Had he entered the information he was asked for, the cybercriminals would have everything they needed to manipulate his banking investment account.

13. Michelle's Story (Spyware):

Michelle, an aesthetician from Kansas got her first computer three years ago, and she enjoyed receiving emails from her old college friends. She also liked to look at the latest beauty products online, although she never purchased any. She was a single mother supporting two sons, and the primary use of the computer was for the boys to look up information for school projects. However, over the last year, Michelle noticed her computer seemed to be moving more slowly. In fact, by the time we interviewed her, she and her two boys had stopped using the computer altogether because it was so slow that it was unusable. Over Christmas, she wanted to purchase some small gifts for some of the people she worked with. In particular, she wanted to locate some live ladybugs to give to one of the girls at work. So, not having a computer to use at home, she borrowed her grandmother's computer to locate and purchase the ladybugs. After a short time, she noticed her grandmother's computer seemed to be moving slowly too, so she decided that computers were just not for her. Michelle's new boyfriend, however, was a computer science and engineering student, and when she told him about the slowed computers, he guessed the problem right away: spyware. He downloaded a spyware detection program and confirmed his diagnosis. It took him several days to untangle the mess, but eventually the spyware was removed and the computers were back to normal. He installed antivirus and security software for Michelle and her grandmother, and they were soon both back online. However, the story does not end here. While Michelle was using her grandmother's computer, she had received a pop-up ad announcing she had won a \$500 prize. All she had to do was answer a few questions, and she could claim her \$500 shopping spree to a local department store. Michelle answered the questions, and then was told she had to buy two small items before getting her gift certificate. She ordered the two least expensive items from the gift menu, gave her credit card information as requested, and then attempted to put in the rest

of the information to claim her \$500 gift certificate. However, the Web site would not accept her information, and after several attempts she gave up and decided to email the site owners, hoping they would help her get things sorted out. She wrote to them twice, but never received a reply. Her credit card was charged for the two 'small items' she agreed to purchase, but she never saw the \$500 gift certificate.

14. Miley Cyrus Is Alive and Well (YouTube Hacker):

Miley Cyrus is alive, and a report of her death was the work of a hacker. A video claiming Cyrus had been killed by a drunk driver went up on the teen sensation's own YouTube page over one weekend, using her new single "Goodbye" as background music and featuring a message supposedly from BFF Mandy Jiroux. Jiroux reassured fans of Cyrus' wellbeing via MySpace, and said the video had been removed.

15. McCartney's Web Site Hacked:

Paul McCartney's official web site was infected with malware that allowed hackers to access computer data of fans who logged on, reports the *Telegraph*. An internet security surveillance firm spotted the LuckySpoilt invasion early this week and purged the site. It's unclear how many users may have been effected.

SCAMS:

16. Fake Pop-up Ads for Anti-Virus Software:

One of the truly nasty scams involves pop-up ads for rogue anti-virus software. Victims reportedly receive ads warning them of the existence of threatening viruses and/or illegal content allegedly found on the victim's computer. When victims click on the fake pop-ups, malicious code is downloaded. Victims are directed to purchase anti-virus software to repair their computers, but in some instances this resulted in viruses, Trojans, or key loggers downloaded onto their computers. Attempts to contact the anti-virus software companies were unsuccessful. The IC3 says that users who see these unexpected antivirus pop-up warnings should shut down their browsers or their computers immediately and then run an antivirus scan to see what's going on.

17. FaceBook 'Friend' Emergency Latest Online Scam:

Fraudsters posing as friends who need emergency cash are scamming FaceBook users out of thousands of dollars, CNN reports. Criminals filch FaceBook identities, and then bombard their friends with desperate-sounding messages pleading

for money. The scammers often claim to have been robbed in a foreign country and beg the friend to help out with an immediate wire transfer to a hotel address. "It's an invasion of your whole privacy, who your friends are," said one man who wired \$1,000 to London to help a "friend" who had supposedly been robbed at gunpoint – only to discover later he was safe at home. FaceBook urges users to keep passwords secure and be wary of anyone— even friends – asking for cash.

18. Hitman

The online "hitman" scammer who threatens to kill recipients if they do not pay thousands of dollars to the sender, is still sending out thousands of emails. Two new versions of the scheme began appearing in July 2008, the FBI said. One instructed the recipient to contact a telephone number contained in the e-mail and the other claimed the recipient or a "loved one" was going to be kidnapped unless a ransom was paid. Recipients of the kidnapping threat were told to respond via e-mail within 48 hours. The sender was to provide the location of the wire transfer five minutes before the deadline and threatened bodily harm if the ransom was not received within 30 minutes of the time frame given. The recipients' personally identifiable information was included in the e-mail to promote that appearance that the sender actually knew the recipient and their location, the FBI said. In some instances, the use of names, titles, addresses, and telephone numbers of government officials, business executives and/or victims' personal information are used in an attempt to make the fraud appear more authentic, the FBI stated. Victims of this e-mail are typically instructed to send the money via Western Union or Money Gram to a receiver in the United Kingdom.

19. Economic Stimulus

FREE! Disk Performance Analyzer for Networks: Download now. A down economy is the opportunity for fraud. This one involved unsolicited calls regarding fraudulent "government stimulus money." IC3 received numerous complaints from victims receiving unsolicited telephone calls with a recorded message. The recorded voice message reportedly sounds very much like President Barack Obama discussing alleged government funds available for those who apply. Victims are warned that the offer is only available for a limited time and are instructed to visit the Web sites www.nevergiveitback.com or www.myfedmoney.com to receive their money. These sites require victims to enter personal identifying information after which they are directed to a second page to receive notification of eligibility. Upon completion of an online application and

payment of \$28 in fees, victims are guaranteed to receive a large sum of stimulus money, but they never do, the FBI said. The Federal Trade Commission also warned of these scams. In July the FBI opened "Operation Short Change," a law enforcement sweep that included 15 FTC cases, 44 law enforcement actions by the Department of Justice, and actions by at least 13 states against those looking to bilk consumers through a variety of schemes, such as promising non-existent jobs; promoting overhyped get-rich-quick plans, bogus government grants, and phony debt-reduction services; or putting unauthorized charges on consumers' credit or debit cards, the FBI said.

20. Astrological Reading

The FBI said this familiar scam has resurfaced in which a victim receives spam or pop-up messages offering free astrological readings. The victim must provide his/her birth date and birth location to receive a free reading. After receiving the reading, the victim is enticed to purchase a full reading with the promise that something favorable is about to happen. The victim pays for the full reading but never receives it, and most attempts to contact the "Professional Astrologer," via email, return as undeliverable, the FBI said.

21. Job Site

Hand-in-hand with the economic scams were the at-home and survey scams related to online job sites. With work-at-home scams, victims fall prey to fraudulent postings for a variety of positions, ranging from personnel managers to secret shoppers. Victims are lured into providing the fraudster with personal identifying information with promises of above average hourly wages or several hundred dollars per week. Some victims are promised the hardware and/or software equipment needed to perform the job. These sites can be so convincing that victims are oftentimes scammed into cashing checks or money orders that they receive; then redistributing a portion of the funds by way of their personal check, cash, money orders, or wire transfers to a third party. In survey scams, fraudsters post ads for participation in a survey regarding employee/employer relationships during the current economic crisis. Those who apply are required to send a copy of their payroll check as proof of employment. After sending the copy, the victim never hears from the fraudster again; however, the employer's account is drained of thousands of dollars by way of fraudulent checks, the FBI said.

22. Visa, Mastercard Warn of New Data Breach:

Mastercard and Visa have alerted financial institutions about another serious data breach at a payment processor, *Wired* reports. The breach, like the massive fraud unveiled at Heartland Payment Systems last month, is believed to have occurred through malicious software. The credit card issuers are refusing to name the processor involved because it has yet to go public with the breach. The information stolen is believed to be credit card numbers and expiration dates from card-not-present transactions, which limits the amount of fraud that can be committed. The alerts do not state how many customers' details were stolen, although the announcement says the malicious code was on the processor's systems from February 2008 until last month.

23. Feds Nab 11 Cybercrime Masterminds:

An international crew of hackers who reportedly stole more than 40 million credit and debit card numbers from nine US companies were indicted today in what Attorney General Michael Mukasey is calling "the single largest and most complex identity theft case that's ever charged in this country." The ring grabbed hundreds of millions of dollars, officials told the *Boston Globe*. The 11 accused hackers found and broke into unprotected wireless networks used by businesses including OfficeMax, Barnes & Noble and Boston Market, then set up a program that would record financial information. They then sold the card numbers or emptied the accounts of cash through ATMs. The defendants hail from the US, Ukraine, Belarus, China and Estonia.

24. Cybercrooks Hacking Power Grid (Blackmail):

Foreign extortionists have managed to hack into US power grids and shut them down, *PC World* reports, citing a CIA analyst speaking at a security conference this week. "In at least one case, the disruption caused a power outage affecting multiple cities. We do not know who executed these attacks, but all involved intrusions through the Internet," the analyst said. The analyst did not name the countries affected or give many other details. A cybersecurity expert said there has been a big increase in hacker attacks on US infrastructure over the last 18 months, and the CIA wouldn't have made this information public at all if it didn't think utilities had to tighten up security fast.

25. Wi-Fi Hotspots Become Hackers' Delight:

Wi-Fi hotspots multiplying around the nation are boosting

convenience for internet users on the go, but are also making life easier for hackers, the *Wall Street Journal* reports. Hackers at hotspots in hotels, airports and cafes can pluck other users' financial details and company information out of the air. Businesses offering Wi-Fi aren't keen on bad publicity so authorities suspect the scale of the problem is being under-reported. Security experts have plenty of tips to avoid wireless hacking, but the main one is simply to be careful. "You've got to assume that anything you are doing is being monitored," warned an FBI cybercrimes investigator.

26. Facebooker Busted After Posing With Lover, 14:

Boasting about sex with underage girls is not the brightest thing to do on FaceBook. Just ask Robert Nickson, 27, who was busted by Philly cops after crowing on his site about his 14-year-old fiancée. The couple, who described themselves as "engaged," posed together in a photo on Nickson's FaceBook page, even though they were worried their illegal relationship might draw police attention. Nickson has been charged with statutory rape, aggravated indecent assault and corruption of a minor after the girl told cops the two had sex four times, reports the Philadelphia Daily News.

27. Online Trolling:

Data Mining: Cyber thieves use data mining on social networking sites as a way to extract sensitive information about their victims. This can be done by criminal actors on either a large or small scale. For example, in a large-scale data mining scheme, a cyber criminal may send out a "getting to know you quiz" to a large list of social networking site users. While the answers to these questions do not appear to be malicious on the surface, they often mimic the same questions that are asked by financial institutions or e-mail account providers when an individual has forgotten their password. Thus, an e-mail address and the answers to the quiz questions can provide the cyber criminal with the tools to enter your bank account, e-mail account, or credit card in order to transfer money or siphon your account. Small-scale data mining may also be easy for cyber criminals if social networking site users have not properly guarded their profile or access to sensitive information. Indeed, some networking applications encourage users to post whether or not they are on vacation, simultaneously letting burglars know when nobody is home.

These illustrations of cybercrime demonstrate that cybercriminals are very good at exploiting not only technology (such as the vulnerability in your browser, or the lack of

security software on your computer), but human nature as well. People tend to trust what they see online, and when asked for information, they tend to comply.

By being educated about the role users can play in reducing their risks of becoming a cybercrime victim, users can learn to make decisions that will not only protect them, but those around them who might otherwise be impacted by the crime.

Discussion:

Q1: What is the definition of communication security?

A1: The protective measures taken to deny unauthorized persons information derived from telecommunications of the United States government related to national security and to ensure the authenticity of such communications. For instance: emails - messages - radio transmission, cryptographic equipment.

Q2: What is the definition of operational security?

A2: Operational Security is a process of identifying critical information and subsequently analyzing friendly actions attendant to defense acquisition, defense activities, military operations, and activities.

Q3: What are some of the major online social networking sites?

A3: FaceBook MySpace FriendFinder Classmates YouTube Twitter Flickr Craig's List Chat Room's Dating Sites

Q4: Which sites do you think are the most popular for 17 thru 24 year olds and why?

A4: Allow the Marines to speak freely. FaceBook currently seems to be the most popular.

Q5 What is the best approach to take when communicating through social networking sites?

A5: Allow the Marines to elaborate on being a Marine 24/7 - in person, and online. How it is best to approach online communication in the same way we communicate face to face. How being disrespectful on social networking sites has serious consequences and is subject to the Uniform Code of Military Justice.

Q6: What are some things you should know about online social networking?

A6: Possible answers could include:

- They are a real risk
- They are in the business to make money

- Your information could be sold to the highest bidder
- They are increasingly being used in legal and criminal investigations
- There are consequences for inappropriate behavior
- There are fake sites, fake profiles, scams, viruses
- Privacy issues

Q7: What does "never think it cannot happen to you" mean?

A7: Allow the Marines to answer freely. Explain to the Marines that this is one of the first things you learn in security. This is so that you never take being online for granted - you must at all times, be on your guard.

Q8: What are some positive controls you can take when using online social networking?

A8: Allow the Marines to speak freely. Possible answers include:

- Consider the medium you are using (is it really secure?)
- Consider the consequences for inappropriate behavior or security failures
- Remember what's possible online
- Don't believe the hype
- Never share confidential information online
- Don't use weak passwords
- Don't share personal identifying information (DOB)
- Change privacy settings from default
- Do not highlight that you are away from home
- Allow log off

Allow Marines to answer and explain their answers.

Guiding Questions:

Q9: What are some inherent dangers of befriending strangers online?

Q10: Why does the more online friends you have put you and DOD information security at risk?

Q11: Why should you never discuss troop strength and their location?

Q12: Is it possible that you could unknowingly be supporting criminal activity online? Explain.

Q13: Is it possible that you could unknowingly be putting our national security and fellow Marines at risk? Explain

Ensure you focus on the communication/operations security. How the enemy could exploit online information and place the lives

of our brave warriors at risk. Emphasize the Wikileaks case. Also, emphasize the personal and professional responsibility that all Marines have in upholding our Core Values even in a digital world.

Q14: What are all the pop-ups, surveys, and social networking sites questionnaires for?

A14: To make money off of you. Your information is sold - you are a potential money stream for the social networking site.

Q15: Why do you think people are susceptible to online scams?

A15: Allow recruits to answer freely. People naturally want to believe that the person on the other end is a friendly.

Q16: Who can tell me what a keystroke logger program is?

A16: A real-time program working in the background of your computer that records your every keystroke.

Q17: Why is the keystroke logger program such a dangerous program?

A17: Because it allows a criminal to gain access to everything you type even if you are on a secure website.

Q18: Who can tell me what a look-a-like web site is?

A18: A bogus web-site that looks and operates exactly the way a legitimate one does.

Q19: How can a cyber-criminal exploit information from a look-alike web site?

A19: By getting you to believe it is real and putting your critical information online such as bank account information and passwords. The information can then be exploited by the cyber-criminal to gain access to your bank account or other personal accounts.

Q20: How private is online social networking?

A20: Not very private at all.

There are numerous opportunities for your information to become public from the security holes in programs to your online friends making you vulnerable. Companies can also pass on your information to third parties.

Q21: Do you really know where your online information goes or is kept? Is this a concern for you and why?

A21: Allow the Marines to speak freely.

Remember that cyber-criminals prey on your lack of knowledge

and emotional immaturity. Knowledge is power and the more you know about their activities and how to maintain a strong online security posture you help defeat their attempts to harm you personally and our Corps corporately.

Closing statement: We live in a digital world where the dangers of operating in a computer environment can be devastating. Our Nation and our Corps continue to face electronic threats to our security daily. Each of you must demonstrate our core values while online. Your behavior online will further our cause or hinder our efforts to fight our Nation's battles.

Problem Solving

Key Points:

1. Explain problem solving resources.
2. Explain the use of the chain of command.
3. Explain the use of Request Mast.
4. Explain informal procedures.

Quick Review:

1. Request Mast is the right of all Marines to directly seek assistance from or communicate grievances (personally, in writing, or by telephone) to their commanding officer.

Notes:

- It is important that this resource not be criticized or down played.
- Marines need to understand that Request Mast procedures exist to address issues that their chain of command has not or could not address - use the chain of command first
- Request Mast is not intended to be used for harassment, avoiding duty, etc.
- It should be used wisely.

Discussion:

Q1: Who can tell me a few of the problem solving resources you've been taught?

A1: - Chain of Command
- Request Mast

Q2: In what ways can the chain of command help us, and what do we owe our chain of command in order to enable this help?

A2. The chain of command can:

- Provide direct guidance based on experience and lessons learned
- Provide time to solve problems
- Link a Marine with available resources
 - o Family Advocacy, Navy/MC Relief, Chaplain

In order to help, they need to know you are having a problem or issue. Keep your chain of command informed.

Q3: If your chain of command has not addressed your problems, what option do you have?

A3. Request Mast.

Q4: What is Request Mast and why would you utilize it?

A4: Request Mast is the right of all Marines to directly seek assistance from or communicate grievances (personally, in writing, or by telephone) to their commanding officer.

It is normally used when the chain of command is unable to resolve a Marine's problem or issue.

Q5. How does a Marine request mast?

A5.

- Request is submitted at the lowest echelon and forwarded via your chain of command.
- You do not have to state the matter.
- You should not have to wait more than 1 day at any level of command.
- You may request mast without fear of repercussion.
- Upon completion of the request mast, you must make a written statement on your degree of satisfaction with the outcome.
- If your request is of an emergency nature, it should be addressed if at all possible within 24 hours.

SCENARIO: LCpl Jackson went home on leave and he got married to his high school sweetheart and brought her back to MCAS Miramar, CA where he arranged for an apartment in town. After several months, LCpl Jackson realized that everything is more expensive than his home town. His wife had never worked before and was reluctant to get a job. LCpl Jackson and his wife decide that it would be best for her to return home to live with his parents and for him to move into the barracks. A few weeks after going home his wife calls and tells him that she is pregnant, and that his father is out of work, so she may have to move in with her parents. He does not like this idea because her parents always talk bad about him and they did not want her to marry him. Without discussing his problem with anyone, he put in a leave request to go home, but he was told by his squad leader that he has no leave on the books, and that if he did, he could not go at this time because the unit has an upcoming training exercise. LCpl Jackson is considering going UA.

Q6: What should LCpl Jackson do?

A6: Instructor Analysis: Possible answers or discussion points:

- Inform his squad leader of his problem and ask for help.
 - o Base housing is a potential option
 - o MCCS can assist his wife in preparing for or getting a job

- o *Navy/MC Relief may be of assistance*
 - o *Financial counseling is available*
- *Request Mast*
 - o *If squad leader is unwilling or unable to help, request mast to the company commander or battalion commander*

Key point: Marine leaders can't assist in solving problems if they are unaware that a Marine has a problem.

Q7. What would happen if LCpl Jackson went UA?

A7. Possible answer - He would be disciplined or held accountable, which could cause further problems down the road and inflict unnecessary hardships on his family.

Possible Closing Statement: Your chain of command is rich in varying degrees of experience and knowledge to assist you. Understanding the options available to you, and utilizing them properly, will help you to succeed professionally and personally.

Chapter 4

References and Resources

1. 34th CMC Guidance 2006 (The Way Forward)
2. 35th CMC Planning Guidance (2010)
3. MCWP 6-11 (Leading Marines) (Former FMFM 1-0)
4. MCRP 6-11 B (Marine Corps Values: A User's Guide for Discussion Leaders)
5. MCRP 6-11 D (Sustaining the Transformation)
6. Beginning the Transformation (MCRD PISC Publication)
7. MCO 1500.56 (The Marine Corps Values Program)
8. CMC White Letter 16-96 (Marine Corps Values Program)
9. CMC White Letter 02-07 (Warrior Ethos)
10. ALMAR 065/95 FMFM 1-0, "LEADING MARINES"
11. ALMAR 008/96 MENTORING
12. ALMAR 059/96 INTEGRITY
13. ALMAR 128/96 EXCELLENCE
14. ALMAR 248/96 CHARACTER
15. ALMAR 439/96 IMPLEMENTING INSTRUCTIONS FOR THE MARINE CORPS VALUES PROGRAM
16. ALMAR 106/97 JUSTICE
17. ALMAR 157/97 ENTRY LEVEL TRAINING CHANGES
18. ALMAR 238/97 REPORT ON THE PROGRESS OF THE MARINE CORPS VALUES PROGRAM
19. ALMAR 294/97 FIDELITY
20. ALMAR 408/97 MARINE CORPS VALUES PROGRAM (SUSTAINMENT)
21. ALMAR 012/99 TRUST
22. ALMAR 013/04 EXPECTATION OF ETHICAL CONDUCT (CORRECTED COPY)
23. ALMAR 008/06 MARINE CORPS MENTORING PROGRAM

This Page Intentionally Blank