

Army Cadet Pamphlet 600-10

Training

# **Leadership Discussion Program**

Headquarters  
U.S.Army Cadet Corps  
Millersburg, KY  
01 October 2010

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## Training

### Leadership Discussion Program

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**History.** This is a rapid action pre-release.

**Summary.** This pamphlet provides guidance and materials for the 'Leadership Discussion' sessions required by the Cadet Program and specified in ACR 350-1-1, the National Cadet Training Plan and Annual Schedule.

**Applicability.** This pamphlet applies to all USAC companies and detachments.

**Proponent and Exception Authority.** The proponent of this regulation is the Deputy Chief of Staff, G-7 (DCS, G-7). The proponent has the authority to approve exceptions or waivers to this document that are consistent with controlling law and regulations. The proponent may not delegate this approval authority. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent.

**Supplementation.** Supplementation of this pamphlet and establishment of command and local additions are allowed with prior approval by the proponent.

**Suggested Improvements.** Users are invited to send comments and suggested improvements to the DCS, G-7.

**Distribution.** Distribution of the publication is available in electronic media only, and is located on the USAC homepage at [www.goarmycadets.com](http://www.goarmycadets.com) and [Training.ArmyCadets.org](http://Training.ArmyCadets.org).



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## MISSION, VISION AND GUIDING PRINCIPALS

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**Mission:** *“To instill in young Americans, through a multi-faceted Cadet program which is physically and mentally challenging and rewarding, the importance of national pride, service to others, and maintaining a drug-free and gang-free lifestyle.”*

**Vision:** *“To be the premier Cadet program in the United States, noted for its dedication to youth, quality of training, and respect for the heritage and traditions of the United States Army.”*

**Guiding Principles:** *To effectively accomplish our Mission and Vision, we subscribe to the following principles:*

*The development of the individual Cadet is the sole purpose of the U.S. Army Cadet Corps (USAC). No aspect of our organization is to take priority over our mission of developing America’s youth.*

*We will endeavor to provide a program that is challenging, exciting and rewarding. We will encourage Cadets to test their physical, mental and emotional limits while ensuring a realistic, safe and wholesome training environment.*

*The Officers’ Corps exists to serve the Cadets, providing young people the opportunity to learn leadership, self-confidence and patriotism. Cadets will be involved in as much of the day-to-day operation of the USAC, at all levels, as is reasonably possible. We are a training ground for tomorrow’s leaders, and accept that mistakes may be made in order to learn valuable lessons.*

*Communication is essential to success. All members of the USAC – regardless of rank or assignment – are encouraged to communicate openly and honestly, within the parameters of good order and discipline.*

*We are mindful that the dedicated volunteers of the USAC Officers’ Corps are charged with carrying out the program. We will respect their time and only place demands upon them which are essential to the safe and efficient operation of the program. We pride ourselves in being non-paid professionals who take volunteerism to a new dimension.*

## Goals of the Leadership Discussion Program

The ultimate goals of the Leadership Discussion Program are the same as the goals of the Cadet Honor Code:

- To define minimum standards of behavior.
- To develop persons of character.
- To create a commitment to honorable living.

The Leadership Discussion Program is included in the Cadet Program in order to give Cadets an opportunity to think about leadership, ethics and citizenship topics in a less-structured way, and to clarify their thinking. Rather than trying to impose correct behaviors via a strict set of rules and standards, they are encouraged to evaluate their behaviors and the behaviors of others. The goal is that they come to an understanding of the value of positive values and correct behaviors to themselves and to the community as a whole. The ultimate goal being, of course, that they will integrate these values and behaviors into their daily lives and mature into responsible and productive citizens.

*"Young people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be a part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts strive to live in a manner consistent with those values."* - James J. DiGiacomo, S.J.

## Leadership Discussion Session Format

1. Introduce the theme, using a few "Openers" to stimulate thought. (5 minutes)
2. Any additional materials (such as video) can be introduced at this time (5-15 minutes)
3. Group discussion (30 minutes):
  - a. Divide the group into subgroups of 6-8.
  - b. Appoint a discussion Leader and Recorder for each group.
  - c. Ask each subgroup to discuss the "Discussion Probes".
4. Reassemble into the large group and have each group give a summary of their discussion. (15 minutes)
5. Final summary and conclusions by mentoring Officer or Instructor.

## The Role of the Session Guide

The officer or instructor guiding the session must walk a very fine line between guiding and encouraging and pushing and dominating the discussion. It is important that the conclusions the

Cadets reach be in keeping with the moral and ethical obligations of the Cadet Honor Code and the Core Values of the Army and USAC, but it is just as important that the Cadet be allowed to come to those conclusions on their own if possible, regardless of how meandering their path might be.

There is a danger that the officer or instructor guiding the session will feel left out while the Cadets are learning how to reach right conclusions. The tendency on the part of the officer or instructor may be to take the lead or to take over the process when there is hesitation or when wrong answers seem to delay or threaten the process. When the officer or instructor takes over, the Cadets are forced into a passive role and sit out; they fail while the officer or instructor succeeds.

However, the role of the officer or instructor is key because Cadets may exhaust their personal resources and experiences quickly during the discussion. Then it is up to the officer or instructor to provide questions or experiences to encourage them to extend the limits of their own ideas. At this point, the group will be the most interested and open to listening to the voice of experience provided by the officer or instructor.

## **Suggestions for the mentoring Officer or Instructor**

1. Pick topics in advance and announce them to the Cadets so they will know beforehand what will be discussed.
2. Group discussion should be in an informal setting.
3. Video materials should be topical and must be cleared by the commander or unit officer in charge before use.
4. Begin and end on time.
5. Be a good listener.
6. Allow the Cadets to express their ideas. Provide counterpoint when it is appropriate, but do not impose your thinking.

## **The Source of This Program**

The inspiration and much of this content are from the **Civil Air Patrol** "Values for Living" program, and are used with grateful acknowledgement.

# THE REQUIREMENTS OF AUTHORITY

## ***THEME***

Leadership requires a *response to* and the *exercise of* authority.

## ***BY THE BOOK***

From ACAM 6-22 "USAC Cadet Leadership Manual":

- The Purposes of the NCO: *To decentralize command authority in an orderly structure down to the smallest element in an organization.*
- The Authority To Command: *Authority is: the legitimate power of leaders to direct subordinates or to take action within the scope of their responsibility.*

## ***OPENERS***

- A. "In any voluntary association that comes to my notice, I see the work of a force; that force is authority."  
- Unknown.
- B. "Do unto others as you would have them do unto you." (Golden Rule)
- C. "Authority gives a community the guidelines and structure that are necessary for movement toward a common goal. No group can act without some authority." (Russell)
- D. "Orders are orders." "Theirs not to make a reply, theirs not to reason why. Theirs is but to do or die."  
(Tennyson)
- E. "The authority that cares enough about me to let me be angry with it is the kind of authority I can love."  
(Walker and Heyns)

## ***DISCUSSION PROBES:***

- A. Describe what you feel are the limitations (if any) which are placed upon authority.
- B. Within Civil Air Patrol, authority is seen as a chain reaction. Explain this.
- C. "Without civic morality, communities perish; Without personal morality, their survival has no value. Both are necessary to a good world." - Unknown. What has this to do with authority?
- D. What are some guidelines which might help us in the exercise of authority?
- E. What is the role of conscience in our response to authority?
- F. Response to authority involves a strong element of confidence. Must we wait for confidence in a person or a group to respond to authority?
- G. "With no authority other than force, life disintegrates." What, other than force, is there? Discuss.

H. Discuss the final responsibility one has in the discharge of authority.

### ***CONCLUSION:***

- A. Authority is a necessity for order and progress in organizations.
- B. Authority imports confidence in those who are to respond. We respond more effectively to those in whom we have confidence.
- C. The exercise of authority does not carry with it the ownership of people.
- D. Our response to authority and the manner in which we use it are determined in part by the values that we hold.
- E. The exercise of authority must have in it the right of the individual to respond to his conscience.
- F. The effectiveness of groups (such as Civil Air Patrol) is dependent in large measure upon the manner in which authority is handled.
- G. An important ingredient in the exercise of authority and our response to it involves the recognition of common group goals.

### ***BRINGING IT HOME:***

- A. Identify the common group goals of your organization as one part of an on-going process in the exercise of authority.
- B. Cultivate confidence in leadership so as to encourage response to authority.
- C. In the exercise of authority, be mindful of the rights of others.
- D. Human behavior involves action and reaction. Be prepared to assume authority where it is indicated and to respond to authority.
- E. It is necessary to handle authority in terms of a give-and-take relationship if we are to achieve order and progress in groups.

# COMMUNITY SERVICE

## ***THEME:***

SERVING TO BENEFIT THE PUBLIC

## ***BY THE BOOK:***

Community service is a key part of good citizenship. It is required for promotions with the USAC Cadet Program and by units as dictated by the National Training Plan.

## ***OPENERS:***

1. Community service is the free and willing engagement in activities which benefit others with little or no tangible benefit to you.
2. *I don't know what your destiny will be, but one thing I know, the only ones among you who will really be happy are those who have sought and found how to serve.* - Albert Schweitzer
3. If there be any truer measure of a man than by what he does, it must be in what he gives. - Robert South
4. He who is greatest among you shall be your servant. - Matthew 23:11
5. *Ask not what your country can do for you. Ask what you can do for your country.* - President John F. Kennedy
6. *From now on, any definition of a successful life must include serving others.* - President George Bush
7. *Public service is the world's most honorable profession.* - Secretary of Defense William Perry.
8. 26 American men and women were killed in April, 1994, while delivering relief supplies to the Kurdish people. The mother of one of those who died said, "People are always wondering, Where are our role models?' Well, here they are."
9. An extremely successful executive was asked the secret of her success. "It's simple," she said. "Whenever the phone rings, I say to myself, That's God on the line,' and then I think about all the ways I can serve that person." - Laurie Beth Jones
10. The 554th Red Horse Civil Engineering Squadron and the 631st Air Mobility Support Squadron at Osan Air Base, South Korea, co-sponsor an orphanage for 128 disabled Korean children. Eighteen other base sponsored orphanages have been established in South Korea by Air Force volunteers. - *Airman*
11. Every Shabbat eve a rabbi disappeared into the forest to commune with God. One Sabbath night a man was sent to follow the rabbi and observe the holy encounter. Deep in the woods the rabbi came to the cottage of an elderly Gentile woman, sick and crippled. The rabbi cooked for her, stoked the fire, and cleaned her house. He then hurried home. The people demanded of the one they sent to follow the rabbi, "Did our Rabbi go to heaven as we thought?" "Oh, no," the man answered, "the Rabbi went much, much higher than that." - Joan Chittister

12. It is more blessed to give than to receive. - Acts 20:35b

### ***DISCUSSION PROBES:***

1. Do you think that persons should be required to perform community service?
2. Should schools have the right to require community service as a requirement for graduation?
3. What motivates persons to engage in voluntary community service?
4. What are the reasons people give for not engaging in community service? Are they adequate reasons?
5. What good do you get out of community service?
6. Would you support the idea that every young citizen should be obligated to give two years to public or military service? Why or why not?
7. Can selfish people really be happy?
8. What do you think about the idea of "servant leaders?" That is, leaders who consider themselves foremost to be servants of those they lead.
9. If community service is so important and beneficial to oneself and others, why do we need national campaigns and motivational speeches to get people involved?
10. To what extent is USAC involved in public service? Your unit?

### ***CONCLUSIONS:***

1. Each of us has an obligation to give something back to country and community - a duty to take responsibility not just for ourselves and our families, but for one another. - the five living Presidents of the United States, May 1997
2. *The volunteer spirit has bound us together as a nation and makes us work.* - Senator Robert Dole
3. *The trends of government downsizing and growing social problems make the work of volunteer engagement more important than ever before.* -Harris Wofford.
4. *If we elevate service to a more exalted place in our national life, those answering the call could one day make Americans feel we all belong to the same family...again.* - David Gergen
5. *Give people half a chance, and they'll get busy.* -Robin Garr
6. *Unless one takes what one does to make a living and turns that simultaneously into making life better for somebody, you're denying yourself a whole bunch of joy, and . . .you're not pulling your own weight.* - Johnetta Cole, President, Spellman College

### ***BRINGING IT HOME:***

1. Read some inspiring stories of teens who have volunteered with Habitat for Humanity. You can find the stories on the worldwide web at <http://www.habitat.org/true>.

2. The Points of Light Foundation engages volunteers to help solve serious social problems. They can be reached at 800-879-5400.
3. Join a volunteer organization in your school.
4. Motivate your church youth to regularly engage in community service activities.
5. Since 1961, more than 140,000 Peace Corps volunteers have made two and a half million acres of cropland more productive; have improved the water, sanitation, and health of more than 14 million people; and have aided in establishing thousands of small businesses. Consider becoming a volunteer. Check out the Peace Corps at <http://www.peacecorps.gov/www/vrs/vrsl>.
6. *You cannot be saved by...devotion to your ancestors. To each generation comes its patriotic duty, and upon your willingness to sacrifice and endure, as those before you have sacrificed and endured, rests the national hope.* - Charles Evans Hughes, former Chief Justice of the Supreme Court

# COMPETENCE

## ***THEME:***

EXCELLENCE IN ALL WE DO

## ***BY THE BOOK:***

- *"Competence is my watch-word."* – from the Creed of the NCO
- *As a Squad Leader, you should be a model for every one of your Cadets. You should show them that a Cadet NCO – a Cadet leader – is confident, **competent** and strong.* – "Your Role as a Squad Leader", USAC Cadet Leadership Manual

## ***OPENERS:***

1. Competence is the quality or state of being functionally adequate or having sufficient knowledge, judgment, skill, or strength to perform a task. -Webster's Dictionary
2. *"To lead in the 21st Century...we will be required to have both character and competence. It is the essence of responsibility, which is that of knowing (competence) and doing what is expected (character). To dedicate ourselves to becoming highly proficient in our respective specialties."* - General Norman Schwarzkopf
3. Another key value in the military is professional competence -- that is, proficiency in tactical and technical skills. - Marsh, J. O., *Military Review*, Vol. 77
4. A unit becomes competent when it performs to up to standards in all it is required to do. - Command Sergeant Major Riddle, *Engineer*, Vol. 29
5. Competence refers to an individual's capacity to perform job responsibilities. - McConnell, E. A., *Nursing Management*, Vol. 32.
6. *Greatness is something that cannot be bestowed like a medal, a ribbon, a star. It cannot be bought. It comes in the end only from within. General Jones Shalikhshvili, Former Chairman of the Joint Chiefs of Staff said, "The three indispensable traits of a great leader are competence, care, and character." He ought to know, he embodies them.* - President Clinton at Fort Myer, Vol. 33
7. "Competence starts with the willing desire of our soldiers to want to be the very best at what they do. It means that soldiers know what to do and how to do it and that NCOs know how to use those competent soldiers to enable units to complete the myriad of tasks required to get the mission accomplished." - Command Sergeant Major Art Laughlin, *Engineer*, Vol. 29
8. Carelessness is worse than theft. - Gaelic Proverb
9. *"...some of the best leadership lessons I have ever learned have been taught by dumb officers, absolutely morally bankrupt officers who had no redeeming qualities."* - General Norman Schwarzkopf
10. *Doing the best at this moment puts you in the best place for the next moment.* - Oprah Winfrey

11. The Greek word for excellence is arete (air-eh-tay). It means both virtue and excellence. It involves both character and competence.

### ***DISCUSSION PROBES:***

1. What is the meaning of competence?
2. Why is competence important in USAC? Give three examples.
3. Describe four ways in which USAC members can become competent?
4. Do you think incompetence can be tolerated in USAC or any other place? Why or why not?
5. Cite three examples of a dangerous situation, whereby a USAC member was incompetent. How? (You may not want to mention real people by name.)
6. Can competence be reflected in your character? If so, how? Explain.
7. Why is competence important in the Army? Give examples.
8. Recruit Jones is at his first Annual Training. He is standing fire watch and near the end of his watch, he smells a natural gas leak. He runs from the building without waking anybody. The sergeant of the guard discovers him standing in the street quivering and staring at the building 15 minutes later.
  - a. Was Jones competent?
  - b. Who is responsible for Jones's behavior?
  - c. Was the person who selected Jones for fire watch competent? Is he or she responsible for Jones's behavior?
  - d. Was the person who trained/briefed Jones for fire watch competent? Does he or she bear any responsibility?
  - e. How far up the chain of command does the responsibility go?
9. Have you ever experienced an incompetent leader? How did you feel? What would it take for you to trust that person again?

### ***CONCLUSIONS:***

1. Competence is the key to help you excel in USAC and in other areas of your life.
2. Competent people are responsible people, who value the lives of others.
3. Competent persons "know what to do and how to do it."
4. A competent person is able to do a job with confidence, without fear or trepidation.
5. Competent people stick to a task until it is completed.
6. Our job performance depends upon competency.

7. Competence involves character and a desire to want to do your best.
8. Competent people can admit if they are wrong.

***BRINGING IT HOME:***

1. Practice competence. You can make a difference in a situation. Think about areas in your life where you feel incompetent. Begin to improve them.
2. Identify areas in your life where you feel competent. Give yourself a pat on the back. Thank the people who taught you.
3. Share with your family and friends how USAC has enhanced your competency skills.
4. Be Supportive to others who may feel incompetent. Help them become competent.

# COURAGE

## ***THEME:***

Everyday courage is...

## ***BY THE BOOK:***

- ***Courage*** is facing your fears and doing your duty in spite of them. – The 11 Leadership Traits
- “I will not compromise my integrity, nor my moral ***courage***.” – The Creed of the NCO

## ***OPENERS:***

### **Courage is:**

1. "Firmness of mind and will in the face of danger or extreme difficulty." - Dictionary
2. "The integrating strength that causes one to overcome tragedy." - Eugene Brussell
3. "A contradiction in terms. It means a strong desire to live taking the form of readiness to die." - Chesterton
4. "The courage we desire and prize is not the courage to die decently, but to live manfully." - Carlyle
5. "The quality which guarantees all others." - Churchill
6. "That virtue which champions the cause of right" - Cicero
7. "Courage is clearly a readiness to risk self-humiliation." - Niegel Dennis
8. "Grace under pressure." - Hemingway
9. "The power to let go of the familiar." - Raymond Lundquist
10. "Knowing what not to fear." - Plato
11. "What preserves our liberty, safety, life, and our homes and parents, our country and children. Courage comprises all things." - Plautus
12. "Doing what you are afraid to do. There can be no courage unless you're afraid." - Edward Rickenbacker
13. "A perfect sensibility of the measure of danger, and a mental willingness to endure it." - General William T. Sherman
14. "Resistance to fear, mastery of fear - not absence of fear." - Mark Twain
15. "Fear that has said its prayers." - Anonymous
16. "Being scared to death-and saddling up anyway." - John Wayne

### ***DISCUSSION PROBES:***

1. When you hear the word "courage," what do you think of immediately?
2. Name someone you think is courageous—a historical figure, a current celebrity, or anyone else. Why do you consider them courageous?
3. How are fear and courage related?
4. For what would you be willing to die?
5. For what would you be willing to risk ridicule or rejection by your peers?
6. How did Ghandi or Martin Luther King, Jr. display courage?
7. When is courage required in situations that are not life-threatening? Discuss, using examples from your everyday life.
8. What gives you courage?

### ***CONCLUSIONS:***

1. We are all created with the emotion of fear, an emotion that is crucial for survival. Having to overcome fear to be courageous is natural and not something of which we should be ashamed.
2. Being willing to die to protect your family, your country, or other cherished values is an important part of courage, for you are protecting life.
3. Risking your life by playing "chicken" with automobiles or motorcycles - or doing anything else which endangers life for no apparent reason - is not courageous, but stupid.
4. Courage may be required when:
  - a. You say no to drugs (including steroids), alcohol, and tobacco;
  - b. You admit you were wrong;
  - c. You try again after making a horrible mistake;
  - d. You protest humor that is racial or sexist;
  - e. You refuse to lie or cheat;
  - f. You question politely those in authority at home, at school, or at USAC, if you think they are wrong.
5. Knowing what to do is useless without the courage to do it.

### ***BRINGING IT HOME:***

1. Think about the things for which you would be willing to die.
2. Determine the values that give you courage.

3. With a friend, watch a popular movie/television program or read a novel such as *The Red Badge of Courage*; then discuss examples of courage that were portrayed.
4. Identify the situations in your everyday life that require courage. If you are not being courageous, try to determine why and resolve to do better.
5. Don't waste courage - being "courageous without a cause."
6. Help a friend who is afraid to develop courage.

# DEALING WITH CRITICISM

## ***THEME:***

When Critics Talk, Can We Listen?

## ***BY THE BOOK***

*"Counseling, feedback, constructive criticism, a chewing out... Whatever you call it, it's going to happen. No one is perfect!"* – The USAC Cadet Leadership Manual

## ***OPENERS:***

1. Criticism has an undeserved bad reputation. It brings to mind:
  - a. put downs;
  - b. flaws blown out of proportion; and
  - c. no recognition of accomplishments.
2. At worst, that is what it is. At best, it is a tool for:
  - a. correcting errors;
  - b. expressing concerns; and
  - c. improving performance.
2. *It takes a rare person to want to hear what he does not want to hear.* - Dick Cavett
3. *Criticism is a study by which men (and women) grow important and formidable at a very small expense.* - Samuel Johnson
4. *I am bound by my own definition of criticism: a disinterested endeavor to learn and propagate the best that is known and thought in the world.* - Matthew Arnold
5. I think I'd better think it out again! - Broadway Musical, Oliver
6. There is a crucial and important distinction between objective criticism and personal attack.
7. Praise is the essential partner of criticism. Approval and acceptance enable persons to receive necessary evaluations with assurance and grace.
8. In order for criticism to be useful, we must develop the ability to critique both the criticism and the criticizer.
9. Criticism has the potential of making us more confident, more self secure, and more competent.
10. Negative criticism destroys a person's sense of self and creates anger, resentment, and a desire for revenge.

11. Positive criticism offers useful feedback on behavior, and models respect and caring for others.

### ***DISCUSSION PROBES:***

1. What reactions/responses do you generally have to criticism? Include physical as well as emotional.
2. Discuss the statement of psychologist, Haim G. Ginott: "Most criticism is unnecessary and  
1. unhelpful."  
2. How "constructive" can criticism be? What elements make it "constructive"?
3. Describe how both self-blame and self-centeredness influence the way we perceive criticism.
4. Give an example when criticism is feedback and an example when criticism is personal attack. What advantage is there of giving feedback as soon as possible?
5. How can we avoid condemnations, personalizations, and generalizations when giving and receiving criticism?
6. Do you hear criticism louder than you do praise? Why?
7. In what ways can you distinguish criticism from ridicule, accusation, faultfinding, and rejection?
8. How does the relationship or the authority of the person who renders the criticism affect the way you hear and receive the criticism?
9. Can you find meaning in the criticism if you do not like or respect the source of it? Why or why not?
10. Name one instance when you were criticized but did not feel belittled. What factors made a difference?
11. How and in what ways can praise be destructive?

### ***CONCLUSIONS:***

1. *Criticism is not enjoyable. Sugarcoating it is seen for what it is - phony. Aim to be objective and businesslike rather than pleasant, which you can't be, or unpleasant, which you shouldn't be. - Andrew S. Grove*
2. A criticism is helpful and not harmful if it is:
  - a. consistent and immediate;
  - b. direct and clear;
  - c. respectful of you as a person;
  - d. impartial, accurate, and specific;
  - e. focused on standards or performance, not personality; or
  - f. accompanied by concrete suggestions for improvement.

3. Questions to consider before you offer criticism to another:
  - g. Is it necessary?
  - h. Have I picked the best time and place?
  - i. Have I chosen the correct words to express what I need to say?
  - j. How should the words be said (tone of voice, nonjudgmental attitude, nonreactive emotions)?
  - k. What should not be said?
4. Life is a rough draft. We are all and always in the process of revisions.
5. The art of making criticism helpful instead of harmful lies in our ability to keep what is useful and throw the rest away.
6. We can benefit both from the criticism of our friends and our adversaries: our friends because they love us and want what is best for us; our adversaries because they can help identify areas of growth for us.
7. *I do not believe that criticism that is honest and fair hurts anybody.* -Dwight D. Eisenhower
8. *To avoid criticism, do nothing, say nothing, be nothing.* - Elbert Hubbard
9. *Criticism is the test of a democracy.* -David Ben-Gurion
10. *They have a right to censure, that have a heart to help; the rest is cruelty, not justice.* - William Penn

### ***BRINGING IT HOME:***

1. Be aware of how and when you are critical of others.
2. Keep a journal for at least one week. On one page, list all the criticisms you receive each day. On another page, list all the compliments you receive each day. Give equal consideration to both.
3. Pick one area in your life that you wish to improve. Think of someone whom you trust to coach you in that area. With his/her assistance, devise a plan for your coach to observe you, offer you feedback, and evaluate your improvement in that particular area.
4. Think of one occasion when a criticism worked for your good. List the things that made it helpful even though it may have been unpleasant.
5. Make a large sign which reads IALAC (I am loving and capable) and place it somewhere prominent in your bedroom. Remind yourself daily that you are a good and worthwhile person.

# DOING YOUR DUTY

## **THEME:**

Are you up to it?

## **BY THE BOOK:**

*"The choice of noncommissioned officers is an object of greatest importance. The order and discipline of a Regiment depends so much upon their behavior, that too much care can not be taken in preferring none to that trust but those who by their merit and good conduct are entitled to it. Honesty, Sobriety, and a **remarkable attention to every point of duty**, with a neatness in their dress are indispensable requisites."* – Frederick von Steuben

*A team member's performance is based on discipline, **a sense of duty**, confidence and comradeship. These things help people endure hardships and accomplish their missions.* – USAC Cadet Leadership Manual

## **OPENERS:**

1. "What better fate for a man than to die in the performance of his duty?" - General Douglas MacArthur
2. "There is no question what the roll of honor in America is. The roll of honor consists of the names of men who have squared their conduct by ideals of duty." - Woodrow Wilson
3. "The lines of red are lines of blood, nobly and unselfishly shed by men who loved the liberty of their fellowmen more than they loved their own lives and fortunes." - Woodrow Wilson
4. "If charity cost no money and benevolence caused no heartache, the world would be full of philanthropists." - Yiddish Proverb
5. "Greater love hath no man than this, that a man lay down his life for his friends." - Bible
6. "Duty. Honor. Country." - General Douglas MacArthur
7. "There is something better, if possible, that a man can give than his life. That is his living spirit to a service that is not easy, to resist counsels that are hard to resist, to stand against purposes that are difficult to stand against." - Woodrow Wilson
8. "The mark of an immature man is that he wants to die nobly for a cause, while the mark of a mature man is that he wants to live humbly for one." - J.D. Salinger
9. "They never fail who die in a great cause." - George Gordon Lord Byron

## **DISCUSSION PROBES:**

1. What are some of the reasons people take risks in assisting others?
2. Give examples of times when risks should not be taken to accomplish objectives.

3. How much responsibility for helping others do we have as members of the human race?
4. What are our obligations as Americans? To whom do we owe those obligations?
5. What are some of the risks your parents experienced in helping you from the time of your birth until the present?
6. List ways in which you help members of your family that require risk.
7. What was the greatest risk you ever took to serve someone? Why would you or would you not do it again?

### ***CONCLUSIONS:***

1. "Sometimes even to live is an act of courage." - Seneca
2. In about the same degree as you are helpful, you will be happy.
3. "Until the day of his death, no man can be sure of his courage." - Jean Anouilh
4. "There is nothing so easy, but it becomes difficult when you do it reluctantly." - Terence
5. "The strongest is never strong enough to be always the master, unless he transforms his strength into right, and obedience into duty." - Rousseau
6. "Allah obligeth no man to more than he hath given him the ability to perform." - The Koran
7. "Unto whomsoever much is given, of him shall much be required." - Bible

### ***BRINGING IT HOME:***

1. Develop your motivation to serve others.
2. In time of need, do your duty! Don't allow others to do it for you.
3. Make it a point to do something every day that you don't want to do. This is the golden rule for acquiring the habit of doing your duty without pain.
4. "Do not give, as many rich men do, like a hen that lays her egg and then cackles." - Henry Ward Beecher

# MAKING ETHICAL DECISIONS

## ***THEME:***

Ethical decisions are based upon the application of values to problem situations.

## ***BY THE BOOK:***

- *"Ethics is a set of rules about what is right and what is wrong. Ethical behavior is doing the right thing according to those rules."* – USAC Cadet Leadership Manual

## ***OPENERS:***

- A. Not to decide is a decision itself.
- B. "So shall your judgment be; you yourself have decided it." (I Kings 20:40)
- C. *"Everything we do, every decision we make and course of action we take is based on our consciously or unconsciously held beliefs, attitudes and values."* (Sidney Simon)
- D. "We become persons only by making personal decisions." (John Lembo)
- E. "Decision is the alternative to fear." (John Lembo)
- F. "I never let the facts stand in the way of making a decision." (Anonymous)

## ***DISCUSSION PROBES:***

- A. Discuss the factors (steps) to be considered in making a decision. In what sequence might these factors be used most helpfully? Apply this process to a concrete situation or problem. Example: deciding who will be your friend(s), or deciding whether or not to smoke.
- B. The USAC teaches three ways to make ethical decisions: Principles-based ("What are the rules?"), Consequence-based ("Who wins, who loses?") and Virtue-based ("What would So-and-so do?")?
  - a. Which of these standards for making decisions do you use?
  - b. How well does your "system" work?
  - c. How do moral laws fit into your own decision-making?
  - d. How do you know whether you are obeying or ignoring a moral law?
- C. Discuss the values to be considered in making a major decision such as: Shall I go to college or shall I look for a job?
- D. A decision that brings ethical rules into conflict is a *ethical dilemma*, a decision with a clear ethical path that is hard to enact is a question of *ethical courage*. Discuss and give examples of the difference.

## ***CONCLUSION:***

- A. We can make Ethical decisions only if we have a consistent set of values.
- B. There is not always one best decision; often there are several reasonable options or possibilities.
- C. Choices and decisions cannot be avoided in life. What we can avoid are poor choices and bad decisions.

## ***BRINGING IT HOME:***

- A. Begin to think, more consciously of the decisions you make. Analyze your own method of making decisions.
- B. Avoid making hasty, impulsive, or "group pressure" decisions.
- C. When facing any decision, large or small, take time to ask these questions:
  - 1) What are the facts?
  - 2) What are my options?
  - 3) What values are involved here?
  - 4) What is the most ethical choice among my options?
- D. Practice the decision-making process with a friend or small group on real situations that have been a problem for you.

# WHAT ARE YOU DOING FOR YOUR COUNTRY?

## ***THEME:***

Responsibilities of young adults to the nation.

## ***BY THE BOOK:***

**Mission of the USAC:** *"To instill in young Americans, through a multi-faceted Cadet program which is physically and mentally challenging and rewarding, the importance of national pride, **service to others**, and maintaining a drug-free and gang-free lifestyle."*

## ***OPENERS:***

1. "Ask not what your country can do for you, but what you can do for your country." - President John F. Kennedy
2. "Government is of the people, by the people, and for the people."
3. "The noblest word in the English language is duty." - Robert E. Lee
4. Participation in the USAC is an expression of service to our nation.
5. Young people are being asked to take a more active part in political conventions and campaigns.
6. "The buck stops here...." - President Harry S. Truman

## ***DISCUSSION PROBES:***

1. How can young people exhibit their commitment to our nation?
2. What do we mean when we "pledge allegiance to the United States"?
3. What should our country reasonably expect from young people?
4. How can a young person better prepare for citizenship?
5. How can we get more young people involved in voting when they come of age?
6. What volunteer agencies exist in your community? How can you be a part of them?
7. List public service agencies that are necessary for a strong community.

## ***CONCLUSIONS:***

1. America has a right to expect allegiance from every segment of her population.
2. To be a strong nation, we need wise leaders.
3. An effective country needs good relations among its leaders.

4. Voting is a duty and a privilege of citizenship.
5. A career in government provides many avenues for constructive service.

***BRINGING IT HOME:***

1. Become aware of America's human and natural resources.
2. Be informed on current Issues and candidates.
3. Learn about and "speak out for America."
4. Volunteer your services for needs that exist.
5. Increase and expand your usefulness.