

Respect for Others: A Bedrock of Leadership

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The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an Army. It is possible to impart instruction and to give commands in such a manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

-MG John M Schofield¹

For almost two centuries, the mission of the United States Military Academy (USMA) has been to develop leaders of character. As the nation's premiere leadership institution, the Academy currently builds its leader development program on two Bedrock Values, Honor and Respect for Others. Formalized in the 1920s, the Cadet Honor Code has served as an essential aspect of the West Point experience. Only in the past four years has consideration of others, now termed respect for others, been included as a bedrock value. MG Schofield's remarks illustrate that to be a leader, you must respect others. More recently, LTG (Ret.) Howard Graves stated, "Leaders and their subordinates can only support good order, discipline, and mission accomplishment to the extent that their relationships are based on mutual trust and respect."² While reviewing the Human Relations Training Program at West Point over the past quarter century, I identified three significant program upgrades: LEADERPREP (1977), Consideration for Others (1993), and Respect for Others (1997). In researching this topic, I found myself questioning why

¹ MG John M. Schofield, Address to the US Military Academy Corps of Cadets (West Point, NY: 11 August 1879). Emphasis added by author.

² BG Robert F. Foley, , "The COM Reports: Consideration of Others," *Assembly* 50 (Jul 1993): 56.

Human Relations training has evolved from a "sensitization and information" program during Academic Year 1973-74 to "Bedrock Value #2--Respect for Others" in Academic Year 1997-98, with a Respect for Others Advisory Committee of 72 cadets?³ What has caused this change? The purpose of this paper is to demonstrate how the Academy's Human Relations Training program has evolved as a result of three specific events: the arrival of women cadets in 1976, the GAO study of Federal Service Academies of 1992, and the Army-wide sexual harassment scandals of 1996. I believe these three events have triggered the improvement of human relations training, thereby positively impacting the leadership development of cadets.

To support my argument, I will use three criteria. I define the first, increased focus on human relations issues, as significant senior leader emphasis placed on training human relations issues. I define the second criteria, negative human relations events, as a human relations incident that reflects poorly upon the Military Academy. I define the final criteria, change in program name, as developing a new name for USMA's Human Relations Training program. Using these three criteria, I will support my argument using historical facts that will at the same time, describe the evolution of the Human Relations Training at West Point since 1974.

During the early 1970s, the United States Military Academy maintained a Human Relations Training Program that focused training on "sensitization and information in the area of racial understanding, alcohol/drug abuse, and human effectiveness."⁴ For instance,

³ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1973-1974, 35.

⁴ Ibid.

during the 1973-74 Academic Year, the First Class participated in a 12-hour racial awareness seminar.⁵ Additionally, prior to New Cadet Barracks, the First Class received a block of instruction on evaluating and counseling adolescents designed to assist in their future role working with New Cadets. New Cadets also received instruction from the Counseling Office on how to better cope with and manage stress. During the 1974-75 Academic year, the Human Relations program included instruction on subjects such as racial understanding, drug and alcohol abuse, and human effectiveness.⁶ The Human Relations Training (HRT) program featured minority history instruction for the Fourth Class, presenting distinguished guest lecturers from various racial and ethnic backgrounds. Six cadets also participated in Army Alcohol and Drug Abuse Prevention and Control Program (ADAPCP) training at Fort Sam Houston and eleven cadets graduated from the Defense Race Relations course.⁷ These cadets also instructed the Corps on human relations issues.

With the signature of the President of the United States on 8 October 1975, Public Law 94-106 directed the service academies to admit women in the class of 1980.⁸ In Academic Year 1975-76, the Cadet Human Relations Training program continued "as a progressive, four-year program which now includes 60 hours of instruction in the areas of race and minority relations, alcohol and drug abuse education and awareness, and human

⁵ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1974-1975, 35.

⁶ Ibid.

⁷ Ibid.

⁸ Allan G. Vitters and Nora Scott Kinzer, "Preliminary Report on Women Cadets at USMA," *Assembly* 35 (Dec 1976): 4.

effectiveness."⁹ The HRT program continued the guest lecturer series on various subjects. Additionally, in preparation for the arrival of women cadets, the program expanded to cover subjects on women issues and women in the military.¹⁰ Part of this training included an eight-hour workshop conducted by the Office of Military Leadership prior to Cadet Basic Training. This workshop's objectives focused on sensitizing cadets to women's training issues and fostering a command climate which was conducive to the integration of women.¹¹

As part of the study on the integration of women cadets into USMA, Alan Vitter and Nora Kinzer studied the attitudes of cadets and faculty during Academic Year 1975-76. This study found almost 50% of the cadets surveyed, from the classes of 1977-79, felt strongly or moderately negative about the admission women cadets to West Point. Due to the above study and the EE304 Cheating Scandal, GEN Bernard Rogers, Chief of Staff of the Army, initiated the West Point Study Group to assess all aspects of the Military Academy during January 1977. In their final report, issued on 27 July 1977, the West Point Study Group suggested that the Military Academy develop a program "to prepare cadets for the ethical, personal, and other leadership problems that confront commissioned officers."¹² In response to these findings, the Superintendent instituted the Cadet Leadership Preparation Program (LEADERPREP), formerly known as the Human

⁹ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1975-1976, 14.

¹⁰ *Ibid.*

¹¹ Vitters and Kinzer, 6.

¹² Hillman Dickinson, Jack V. Mackmull, and Jack N. Merritt, "Report of the West Point Study Group," *Assembly 36* (Dec 1977): 7.

Relations Training program, during the 1977-78 Academic Year. Cadets received instruction in the areas of minority relations, alcohol and drug abuse, professional ethics and standards of behavior, as well as leadership development. Additionally, cadets heard two lectures on "The Emerging Role of Women as Leaders in American Society" presented by MS Mitzi Wertheim, Deputy Undersecretary, U.S. Navy, and MS Jill Wine-Volner, General Counsel of the Army¹³. TACs also facilitated seminar discussions on relevant human relations issues.¹⁴

LEADERPREP became the first of three significant HRT upgrades. The press and Congress criticized West Point over the admission of Women and the EE304 cheating scandal, causing a period of internal and external examination and analysis.¹⁵ The moral and ethical development of cadets also received censure because of the above incidents. Based on recommendations of the West Point Study Group, the Academy endeavored to update and improve HRT. The newly named LEADERPREP program attempted to prepare cadets for leadership positions through instruction on human relations issues, as well as professional ethics and standards of behavior.¹⁶ For the next decade, USMA continued to develop the LEADERPREP program focusing improvement on some specific human relations issues.

¹³ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1977-1978, D-1.

¹⁴ Ibid.

¹⁵ Theodore J. Crackel, *The Illustrated History of West Point*, (New York: Harry N. Abrams, Inc., Publishers, 1990), 288.

¹⁶ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1977-1978, 22.

Based on additional recommendations of the West Point Study Group, GEN Goodpaster also established a Human Sexuality Planning Group in June 1978.¹⁷ The committee focused on establishing "human sexuality" instruction and recommended five training goals to the Superintendent in October 1978: 1) the functioning of human reproduction systems, 2) sex role socialization, 3) accepted norms of sexual responsibility, 4) personal expectations about marital relationships, and 5) establishing open relationships between members of the opposite sex.¹⁸ The committee also recommended no addition of a core course in human sexuality; however, the committee did recommend integrating human sexuality instruction into summer training, seminars, and lectures. The Superintendent approved these recommendations in February 1980 and instituted the Human Sexuality program. The committee developed and conducted seminars on physiology and contraception for the Third and Fourth Classes, and lectures on the components of social and human sexuality for the First, Second, and Third Classes.¹⁹

In the spring of 1977, a group of female cadets and officers presented an initiative to the Commandant to authorize a seminar for the discussion of unique women issues to further improve the integration of women cadets into West Point.²⁰ The Commandant approved the recommendations and the forum took the name "Corbin Seminar," named after the famous Revolutionary War heroine buried in the West Point Cemetery. The

¹⁷ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1978-1979, 65.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ United States Military Academy, Leader Development Branch, *Consideration of Others Advisory Committee (COAC)*, West Point, NY, 9 November 1993, 1.

Commandant directed that the Cadet Counseling Center oversee the implementation of this forum.²¹ One of the early successes of the Corbin Seminar was the lobby for and development of a plan for the creation of the Women's Beauty Salon, which began operation in 1983.²²

The Department of Behavioral Sciences and Leadership (BS&L) and the Department of Military Instruction (DMI) provided much of the Human Relations training during the late 1970's and 1980's. BS&L provided the chairperson and some of the instructors for Human Sexuality training during Cadet Basic Training and Cadet Field Training. As part of its leader development program, DMI provided instruction on "various contemporary issues with which each (cadet) will be confronted (as a leader)".²³ DMI presented Human Relations training on topics such as Alcohol and Drug Education, Equal Opportunity, Human Relations, Sexual Harassment, and Human Sexuality. Most of this instruction occurred during unused academic hours, "resulting in a significant reduction in the use of evening study time for these classes".²⁴ As one may infer by this last statement, human relations issues were important, but not on par with academic requirements.

In 1983, the Commandant established the Cadet Brigade ADDIC (Alcohol and Drug Dependency Intervention Council) officer position. The purpose of this position was to "better control the activities" of the ADDIC Council.²⁵ Additionally, ADDIC Council

²¹ Ibid.

²² United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1982-1983, 30.

²³ Ibid, 33.

²⁴ Ibid, 34.

²⁵ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1983-1984, 28.

members received instruction on counseling techniques and the number of ADAPCP trained cadets doubled to twenty-four. The Commandant's office identified a decrease in alcohol offenses during the 1983-84 Academic Year and attributed this decline to successful efforts of the ADDIC Council and cadet involvement in alcohol policy planning and implementation.²⁶

During the 1985-86 Academic Year, USCC implemented a new sexual harassment reporting policy. The program required each company to designate a sexual harassment representative to serve as an informal contact for cadets who may have been victim to or are aware of possible sexual harassment incidents.²⁷ The intent of this program was to "enhance cadet responsibility towards incidents of sexual harassment and to correct them as promptly as possible."²⁸ However, USCC canceled this program during Academic Year 1986-87 with the belief that sexual harassment is a command responsibility and this program "interfered with appropriate functioning of the chain of command."²⁹ USCC believed cadets not in the chain of command were ill-prepared to handle sexual harassment problems and that the duties of the representatives were ill-defined³⁰.

As the Corbin Seminar continued to mature and develop during the 1980s, its focus expanded to cover more issues than integration of women into West Point and the Army.

²⁶ Ibid, 28.

²⁷ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1985-1986, 43.

²⁸ Ibid.

²⁹ United States Military Academy, *The Annual Report of the Superintendent*, West Point, NY, 1986-1987, 47.

³⁰ Ibid.

In 1991, the Leader Development Branch assumed supervisory authority and "the purpose evolved into sensitizing young men and women to leader issues surrounding ethnic, racial, and gender integration applicable at the academies and in the military."³¹

Several incidents of sexual harassment and hazing that occurred at the United States Naval Academy (USNA) captured the attention of the American public and Congress during the 1989-90 academic year. These incidents, among other things, included the handcuffing of a female midshipman to a male urinal. In response to public and congressional concern, Senator Sam Nunn, Chairman of the Committee on Armed Services, requested the Government Accounting Office conduct a review of student treatment at the Department of Defense Federal Service Academies. In testimony offered to the Subcommittee on Manpower and Personnel, Mr. Paul Jones, director of the Defense Force Management Issues, presented findings that included the following: 1) hazing is still present at all service academies; 2) women and minorities have not reached the same level of achievement as white male cadets; and 3) sexual harassment occurs more frequently than reported.³² The results of a GAO questionnaire used to gather data found that Military Academy cadets reported a significantly higher proportion of harassment cases as compared to the other service academies.³³ As one might expect, these results created concern among senior leaders at the Military Academy.

³¹ United States Military Academy, Leader Development Branch, *Consideration of Others Advisory Committee (COAC)*, West Point, NY, 9 November 1993, 1.

³² Congress, Senate, Subcommittee on Manpower and Personnel, Committee on Armed Services, *DOD Service Academies: Status Report on Review of Student Treatment*, 2 June, 1992, 1.

³³ *Ibid*, 6.

At the same time USMA faced Congressional hearings on sexual harassment, the military endured ridicule and accusations of harassment, discrimination, and sexual assault during the 1991 Tailhook Convention and the Persian Gulf War. A female aviator, LT Paula Coughlin, stepped forward and brought accusations of sexual harassment and assault by male aviators against fellow female aviators and civilian women staying in the convention hotel.³⁴ In the 27 July 1992 issue of *Army Times*, Greg Seigle reported thirty-three allegations of rape and sexual assault committed against fellow soldiers during Operations DESERT SHIELD / STORM.³⁵ The author charged that "even under the most controlled conditions, it seems the Army cannot stamp out sexual assault."³⁶ These incidents, combined with the Congressional hearings on the service academies, set into motion a flurry of research and analysis conducted by the Government Accounting Office and the Academy.

In the November 1992 edition of *Assembly*, COL Steven Hammond, director of the Office of Leader Development Integration, wrote an article on the integration of women at West Point. The article highlights USMA's response to the GAO study and the Military Academy's efforts to study and assess the status of gender integration. The purpose of the article, as stated by the author, was to "provide an essential context against which to evaluate the findings cited by the GAO."³⁷ Additionally, the article examined the

³⁴ Katherine Boo, "Universal Soldier: What Paula Coughlin Can Teach American Women," *Washington Monthly* Sep 92, 1.

³⁵ Seigle, Greg. Boys will be Boys, *Army Times* (27 July 1992); quoted in Robert F. Foley, and Denise A. Goudreau, "Consideration of Others," *Military Review* (Jan-Feb 96): 25.

³⁶ *Ibid*, 26.

³⁷ COL H. Steven Hammond, "Women at West Point: An Update," *Assembly* 50 (Nov 1992), 33.

Academy's approach to assimilating women and discussed attitudes and perceptions toward gender integration and sexual harassment.³⁸ I believe this article demonstrates how the Academy was handling an "attack" on its values and programs. In an attempt to dispel unfair accusations, COL Hammond provided research results and analysis that demonstrated that West Point was in fact successfully integrating women into the Academy. However, with all the successes of integration, there still existed human relations weaknesses.

In his oral history interview conducted with the USMA historian, Dr. Steven Grove, LTG (Ret.) Howard Graves stated that he wanted USMA to be a value-based institution, just as the Army.³⁹ LTG Graves went on to say that some values are more important than others, and that he knew one of these most important values was honor.⁴⁰ He also "recognized that there were a lot of other issues out there... and the nation is wrestling with [this] as a whole."⁴¹ Just as the rest of the nation, LTG Graves felt West Point was wrestling with similar issues such as the "arrival of women, a greater number of minorities, ... the relationship between seniors and subordinates, questions of abuse, [and] questions of harassment."⁴² Against the backdrop of congressional hearings on sexual harassment at the service academies, LTG Graves and BG Foley, the Commandant, held discussions with cadet leadership on how to articulate "a positive pursuit of honesty, of

³⁸ Ibid.

³⁹ LTG Howard G. Graves, Interview by Dr. Steven Grove, 1996. Oral History Interview, manuscript, United States Military Academy, West Point, NY, 21.

⁴⁰ Ibid.

⁴¹ Ibid.

⁴² Ibid.

fairness, of respect for others."⁴³ As discussions continued between the senior cadet leadership and the senior officer leadership on how to best articulate the Academy's most important values, LTG Graves recalls cadets saying:

"We are really trying to figure out how we can articulate this. We know sexual harassment is wrong, we know racial discrimination is wrong. We know abuse and demeaning subordinates is wrong, but all of this is really negative and it's really heavy. One of the things that we have developed, over on the honor side, is that you've got your minimum standard of the honor code, but we want to have the spirit of the honor code... what do you think about a spirit of consideration of others"⁴⁴

With that, the human relations issues facing leaders at the Military Academy were grouped under the concept Consideration of Others (COO) and further identified by BG Foley as Bedrock #2.

The purpose of implementing COO, as outlined by the Leader Development Branch, was "to ensure that all cadets are treated fairly by seeking to nurture an environment that encourages personal and professional growth within the Corps of Cadets and that USMA's standards are applied fairly, effectively, and consistently."⁴⁵ USMA Circular 1-101, *Cadet Leader Development System (CLDS)*, identifies the twelve leader dimensions that West Point uses to develop and assess leadership.⁴⁶ CLDS defines COO as "those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them; being supportive of and fair with others

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ United States Military Academy, Leader Development Branch, *Consideration of Others - A Bedrock of Leadership*, West Point, NY, 11 March 1994, 1.

⁴⁶ United States Military Academy, *USMA Circular 1-101, Cadet Leader Development System*, West Point, NY, 1 Jul 1994, 8.

(subordinates, peers, and superiors)".⁴⁷ While preparing a speech for the USMA Board of Trustees in late 1992, BG Foley wanted to articulate the most important leadership dimensions. He believed trust to be the most essential aspect of leadership and felt that Honor and Consideration of Others were the dimensions that foster the bonds that led to trust.⁴⁸ Once the senior cadet and officer leadership articulated the concept, they faced the difficulty of implementing this program.

Consideration of Others now became the second significant HRT upgrade since the 1970s. Based on input from the cadet and officer senior leadership, the Academy undertook a program to codify how human relations issues affect leadership. Congress and the media had again criticized and highlighted the prevalence of human relations incidents and the Superintendent took steps to improve the leadership development program. The title Consideration of Others allowed leaders to express the positive aspects of integrating human relations issues into the West Point leader development program.

The implementation of the COO began by focusing on how to involve cadets in the development of a comprehensive HRT program. Following the 1993 Annual Interservice Corbin Seminar, CPT John Snow, Officer in Charge of the Corbin Seminar, and CPT Denise Goudreau, Assistant Officer in Charge of the Corbin Seminar, recommended the establishment of a Consideration of Others Advisory Committee (COAC) and a COO e-mail bulletin board to provide a means to assess the command climate and provide a forum for

⁴⁷ United States Military Academy, Leader Development Branch, *Consideration of Others - A Bedrock of Leadership*, West Point, NY, 11 March 1994, 1.

⁴⁸ MG Robert F. Foley, , Former Commandant, United States Corps of Cadets, Interview by author, notes, 10 November 1997.

cadets to raise COO issues.⁴⁹ These recommendations outlined four goals: 1) to present current and relevant instruction; 2) to develop lesson plans that encourage quality discussion; 3) to use progressive and creative presentation to initiate discussion; and 4) to motivate cadets to take ownership of the program. The Commandant approved these recommendations and on 9 November 1993, CPT Denise Goudreau, who served as a Training and Human Resources officer in the Leadership Development Branch (LDB), presented a charter for the COAC.⁵⁰

The purpose of the COAC was two-fold: 1) education and awareness and 2) positive leadership.⁵¹ Each company would provide a First and Second class cadet to serve as its COAC representative. Additionally, battalion, regimental, and brigade executive officers and adjutants would form the regimental and brigade COACs. The Brigade Executive Officer would serve as the Chair and the LDB Human Resource Officer would act as the primary advisor. Once the COAC charter identified personnel to establish this new program, implementation of COO required resources.

Published in July 1994, the Leader Development Resource Book provided lesson plans and a sequence of instruction throughout the forty-seven month West Point experience. Based on lessons learned at the Interservice Corbin Seminar, BG Foley approved CPT Goudreau's suggestions to update COO training. The resource book grouped the many topics of Human Resource Training, including Equal Opportunity, Sexual

⁴⁹ United States Military Academy, Leader Development Branch, *Trip Report, Annual Interservice Corbin Seminar*, West Point, NY, 9 December 1993, 3.

⁵⁰ United States Military Academy, Leader Development Branch, *Consideration of Others Advisory Committee (COAC)*, West Point, NY, 9 November 1993, 1.

⁵¹ *Ibid.*, 2.

Harassment, Alcohol and Drug Abuse Prevention, The Dating Crime, Health Awareness, Team Building, Evaluations, and Leader Development, into one single resource. In talking to MAJ Goudreau, she stated that the rationale for grouping a wide variety of topics into one program was "that all leaders need to be aware of (COO), learn how to recognize problems within their organizations - peers and subordinates, and know appropriate actions to take to resolve issues or know where to get assistance if needed... the bottom line is these problems/issues exist and cadets needed to be given the tools to deal with them."⁵² ILT Tina Morris, the first Brigade Executive Officer to implement the program, believed "the rationale for the large grouping under COO was to take the focus off only Equal Opportunity [issues]... at times all the Academy taught was specifically targeted at gender and race problems, but in reality, much of the daily cadet behavior was not an EO complaint, but inconsiderate behavior."⁵³ ILT Morris felt "that inconsiderate behavior could lead to greater EO complaints, so COO was a proactive means to get everyone to address the issues before they took on the characteristics of serious EO problems."⁵⁴

The events which have most recently triggered an update in the USMA Human Relations Program have been cases of sexual harassment, both in the Army and at West Point. Sexual harassment and human relations issues were again highlighted by the media due to the exposure of male drill sergeants taking advantage of female trainees at the Aberdeen Proving Ground in 1996, and more recently, the former Sergeant Major of the

⁵² MAJ Denise A. Goudreau, Former Training Officer, Leadership Development Branch, interview by author, e-mail, Fort Hood, Texas, 13 October 1997, 1.

⁵³ ILT Kristina A. Morris, Initial Cadet-in-Charge of the Consideration of Others Advisory Committee, Interview by author, e-mail, Fort Hood, Texas, 26 October 1997, 2.

⁵⁴ Ibid.

Army, SMA Gene McKinney, being accused of sexual harassment and assault by several female subordinates. During this same period, West Point also suffered negative media attention. An unnamed twenty-year-old female cadet accused Cadet James Engelbrecht of raping her at a keg party during Memorial Day, 1996.⁵⁵ On 25 January 1997, a military court-martial found Cadet Engelbrecht not guilty of rape. No matter the verdict, this trial attracted significant attention due to the numerous scandals in the various Armed Services concerning sexual harassment and women.

In May 1997, the Military Academy changed Bedrock #2 from Consideration of Others to Respect for Others (RFO). In talking to MAJ Dave Jones, the newly appointed Special Assistant for Respect, the COO program changed for two reasons.⁵⁶ First, the Academy wanted to base its program on one of the recently articulated Seven Army Values. The value which most closely matched consideration was respect. More importantly, however, MG Robert StOnge, the former Commandant, believed Respect for Others established a more committed tone which not only requires a change in behavior, but a change in attitude as well. LTG Graves stated that we have made great strides, "but we still have to develop that (Respect for Others) to the point that it will be internalized to the point, I believe, the honor values are being internalized."⁵⁷

The Commandant's intent for this third upgrade of HRT training is to not only change behaviors, but attitudes as well. Although still being implemented, RFO implies that a cadet must not just consider others, but respect others. In talking to the Leader

⁵⁵ *New York Times*, 25 January 1997.

⁵⁶ MAJ Dave Jones, Special Assistant for Respect, interview by author, notes, West Point, NY, 1 September 1997.

⁵⁷ Graves, 21.

Development Branch Chief, LTC Donna Newell, she believes the new focus of RFO is not training behavior, but focusing on learning new attitudes.⁵⁸ As in the previous two HRT upgrades, the program name changed to portray the new emphasis of the program.

In my interviews with various individuals associated with Human Relations Training at West Point, I believe the improvements have positively impacted the leadership development of cadets. 1LT Morris felt that COO provided cadets a previously nonexistent forum in which to be proactive and raise different issues.⁵⁹ MAJ Goudreau felt COO "put many issues under the umbrella of leadership, which resulted in open conversations about the issues. This allowed the cadet chain of command to be involved in resolution of issued and the emphasis on peer education seemed to be very well received."⁶⁰ MG Foley, now the current Commander, Military District of Washington, believes that COO provided the Corps focus and direction in becoming leaders of character.⁶¹ The current Commandant, BG John Abizaid, believes that RFO is a "combat multiplier," especially in Peace Enforcement Operations.⁶² He feels that human relations training allows junior officers to make smart decisions in dealing with civilians on the battlefield, the media, and relations with foreign militaries. The Chief of Staff of the Army, GEN Dennis Reimer, established a requirement for commanders of all units to implement COO training down to squad level.⁶³

⁵⁸ LTC Donna Newell, Chief, Leader Development Branch, interview by author, notes, West Point, NY, 16 September 1997.

⁵⁹ Morris, 2

⁶⁰ Goudreau, 1.

⁶¹ Foley, 1.

⁶² BG John P. Abizaid, Commandant, briefing to the Department of Behavior Sciences and Leadership on Operation JOINT ENDEAVOR, 20 October 1997.

⁶³ Department of the Army, Unclassified Message on Consideration of Others Program, Washington, D.C., 6 October 1997, 1.

GEN Reimer believes "a successful human relations climate maximizes the soldiers awareness of how their actions affect others, emphasizes respect between and for soldiers of all races, creeds, gender, and heritage, and enables soldiers to understand the linkage between their actions toward others and their units ability to accomplish the mission"⁶⁴

During my research, I was also made aware of some disadvantages. At times, the COO channel can become akin to an Inspector General (IG) complaint line.⁶⁵ Another concern was the responsibility shouldered by COO representatives. MAJ Goudreau stated that the chain of command must carefully select COO representatives that are fully committed to the job or the COO representatives may have a negative influence on an entire company of cadets.⁶⁶ Another concern was that as the program matures over time, there will be decreased emphasis and the whole program could become just "lip service."⁶⁷

Some people believe the grouping of a wide variety of HRT issues under one program may cause the importance of RFO to be "watered down". For instance, while working-out in the gym, I'm reminded by posted signs that tell me I am "respecting others" by brining a towel to the gym or replacing the weights when I'm done. These type of comments, I think, do trivialize RFO. I believe, however, that grouping Equal Opportunity, Sexual Harassment, Alcohol and Drug Abuse Prevention, The Dating Crime, Health Awareness, Team Building, and HIV awareness as leadership issues allows cadets to understand that they will face these issues as leaders.

⁶⁴ Ibid.

⁶⁵ Morris, 2.

⁶⁶ Goudreau, 2.

⁶⁷ Ibid.

When questioned, some have stated that the Human Relations Program at West Point has evolved as society has evolved. LTC Newell believes the HRT program has been neither reactive or proactive, but has evolved as society has changed.⁶⁸ MAJ Goudreau believed that change was not a "knee-jerk reaction, but new leadership coming in with a new way to organize and present the issues [human relations issues] to cadets within a framework they could understand."⁶⁹ I believe, however, that USMA has felt the need to improve the HRT program only when human relations issues have been thrust to the forefront, creating concern within the institution that the leader development program is demonstrating weaknesses or gaps. Although our society has changed in its views toward human relations issues over the last twenty year, West Point has improved its HRT program only after the leader development process has been questioned or criticized by the media, Congress, or the Army. These improvements, nevertheless, have positively impacted the leadership development process of cadets.

When speaking to subordinate leaders about human relations issues, MG Foley raises three points that identify the true importance of Consideration and Respect for Others.⁷⁰ First, Consideration of Others is a function of leadership. If you care for and respect your subordinates, they will in turn, respect you. Second, human relations issues affect morale and how people feel about themselves, and as a result, consideration of others impacts readiness. Soldiers who feel positive about themselves and their unit are more prepared to accomplish their assigned missions. As leaders, we must understand how we

⁶⁸ Newell, 1.

⁶⁹ Goudreau, 2.

⁷⁰ Foley, 1. Incorporation of LTG (Ret.) Hal Moore's book was the idea of MG Foley.

can influence the environment to encourage consideration and respect for others. Finally, consideration and respect are "warfighter" issues. In his book, *We Were Soldiers Once...and Young*, LTG (Ret.) Hal Moore talked of a "transcendent love" that caused soldiers to kill, die, and weep for each other.⁷¹ He goes on to say, "We held each other's lives in our hands and we learned to share our fears, our hopes, our dreams and readily as we shared what little else good came our way."⁷²

A leader must develop intense regard for followers and foster trust and respect among soldiers. At West Point, the Respect For Others and Human Relations Training program provides cadets with a framework in which to live and learn attitudes that will allow them to develop those bonds of trust with subordinates in their future Army careers.

⁷¹ LTG (Ret.) Harold G. Moore and Joseph L. Galloway, *We Were Soldiers Once... and Young*, New York, Harper Collins: 1993, xviii.

⁷² *Ibid*, xviii-xix.

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