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HYBRID ENGLISH LANGUAGE COURSE FOR SECURITY PROFESSIONALS

Module 3 Leadership in Military Environment

Module 4 Gender Integration in Missions and Operations



Sofia Menezes
Isabel Caetano
José Jacinto

Olga Duarte
Florbela Raabe
RIcardo Oliveira

ACADEMIA MILITAR
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Sofia ◆ 2023

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Leadership in Military Environment

Hybrid English Language Course
for Security Professionals



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This publication has been produced with the financial support of the Erasmus+Programme of the European Commission for KA 2 Strategic Partnership in the Field of Education, Training and Youth **project #2020-1-BG01-KA203-079117**.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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This publication contains Module 3 and Module 4 of the learning content of the Erasmus+ project **Hybridisation of Specialised English Learning for Security Professionals**, which is a collaborative project #2020-1-BG01-KA203-079117 between Rakovski National Defence College (Bulgaria), Military Academy (Portugal), and Swedish Defence University.

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Authors Sofia Menezes, Olga Duarte, Florbela Raabe; Isabel Caetano, Ricardo Oliveira, José Jacinto, 2023

Publisher Rakovski National Defence College, 2023
https://www.rndc.bg

ISBN (print) 978-619-7711-10-3
ISBN (online) 978-619-7711-11-0

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MODULE 3

Unit 1 Principles of leadership

3.1.1. Meet the expert: The essence of Leadership – General Colin Powell

Listen and fill in the blanks:

My name is Amy Wilkinson, I'm a White House fellow. My question is how you would define the key characteristics ___ ___ ___ (1) that allow you to go and be an advocate for good?
Trust. The longer I have been in public service, and the more people have asked me about leadership over the years, Leadership ultimately comes down to ___ ___ ___ ___ (2) within an organisation. Good leaders are people who are trusted by followers. Leaders take organisations ___ ___ ___ ___ (3) the science of management says is possible. One of my sergeants back in the infantry school of Fort Benning, almost fifty years ago, which is where I learned everything I ever ___ ___ ___ (4), about leadership, was at the infantry school, and he said to me one day, he said "Lieutenant, you'll know you're a good leader when people follow you, if only out of curiosity".
I've never had a better definition, 'cause what he was saying, and I've seen it, I've seen it in the experience of my life since then, what he was saying is "trust you" and ___ ___ ___ ___ (5) that trust. How did you do it? Clear mission and statements, selfless service. People looked to you and they trust you because you're ___ ___ (6) as the leader, not self-serving, selflessly and that you prepare the followers, you train them. You give them what they need to get their job done. Don't give them a job if you're not going to give them the resources and that you're prepared to ___ ___ ___ (7) with them and so they would teach us of the infantry school, no matter how cold it is Lieutenant, you must never look cold. No matter how hungry you are Lieutenant, you must never appear hungry. No matter how terrified you are, Lieutenant, you must never look terrified, because if you are scared, terrified, hungry and cold, they will be scared, terrified, hungry and cold. I got to live with that, many many times in the course of my career by being ___ ___ ___ (8), cold and wanting to go to sleep, but no, let's go, let's keep going. Let's go round this corner, if only out of curiosity and they'll follow you into the darkest night, ___ ___ ___ __ (9), up the highest hill, if they trust you. So the essence of leadership is about doing all of the science of management says you can with resources, but then taking it that extra step and ___ ___ ___ ___ (10) and that spark comes from getting people to trust you, so that they will follow you, if only out of curiosity. Thank you.

3.1.1.1. Find the words in the text for the definitions below:

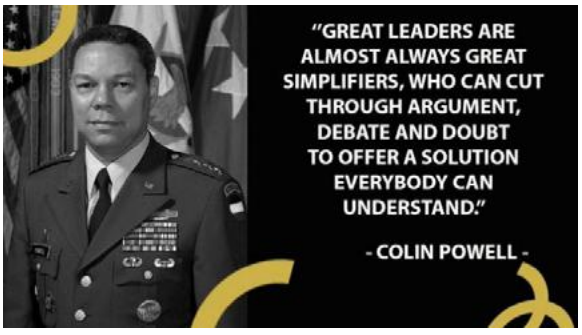
feeling fear; afraid; frightened	
desire to know; the tendency to ask and learn about things	
quality or feeling with latent potential; a seed; vital, animating, or activating factor	
an individual that aims to influence decisions within political, economic, and social institutions	
the intrinsic or indispensable quality or qualities that serve to characterise or identify something	
in a selfless manner; done in a way that disregards concerns for the self and places other first	
a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome	
possible adverse outcomes	
drawing attention to a basic fact about a situation	
means that can be used to cope with a difficult situation	

3.1.2. Leaders and Leadership

Speaking: stating opinion

As important as formal training is to developing good leaders, effective leadership is something that has to be practiced in our day-to-day actions. As a result, good leadership is not only about learning overarching leadership principles; it is about doing the right things, large and small, dozens of times each day for your Soldiers, Army civilians, and command. In this way, good leadership becomes a habit that is hard to break.

Source: https://www.army.mil/article/160020/what_makes_a_good_leader



Source: https://www.google.com/search?q=quotes+general+colin+powell+great+leaders&tbm=isch&ved=2ahUKEwicqujGgKH7AhUGhxoKHQLZD3QQ2-cCegQIABAA&oq=quotes+general+colin+powell+great+leaders&gs_lcp=CgNpbWcQAzoGCAAQCBAeUO4GWJY2YIQ4aAFwAHgAgAGEAYgB6A2SAQQzLjEzmAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&sclient=img&ei=L5BrY9zWI4aOaoKyv6AH&bih=649&biw=1366&rlz=1C1FCXM_pt-PTPT998PT998#imgrc=pLqK2-RwlwBcEM

General Colin Luther Powell is an American politician, diplomat and retired four-star general, who stated the following:
- *"Great leaders are always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everyone can understand."*

- *"Leadership is solving problems. The day soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership."*

Do you agree with the quotes above? Comment.
Use the prompts below to express your opinion.
Send the file to your teacher.

Common phrases:

- I think…
- I believe…
- In my opinion…
- I would say…
- I suppose that…

Add strength:

- I really think…
- I'm sure that…
- I strongly believe…
- I truly feel…
- In my honest opinion…
- I have no doubt that…
- I'm absolutely convinced that…

Formal phrases:

- From my point of view…
- In my view…
- From my perspective…
- It seems to me that…
- In my experience…
- As far as I'm concerned…

Agreeing or disagreeing:

- I agree/disagree…
- I couldn't agree/disagree more…
- I'm not sure I agree with…
- I'm sorry but I don't agree…
- I'm afraid I disagree…
- I see what he's saying but…
- He has a point there but…
- I understand where he's coming from but…

3.1.3. The beginning of the leadership journey: Reading comprehension

Complete the text using 10 of the words given below

unmodified	posted	developed	conduct	promote
entered	required	demand	commissioned	served
disciplined	enlisted	included	covered	graduated
provide				

Back in the summer of 1985 when I first _____ (1) West Point, there were many pieces of "knowledge" that the New Cadets (incoming freshman or plebes) were _____ (2) to learn and be able to repeat verbatim on _____ (3) to any upper classmen that inquired. It required hours of studying and memorisation. It took self-discipline to remember them word-for-word and then confidence to repeat them under pressure when asked. The first week these bits of knowledge _____ (4) some fundamentals like "The Mission of The United States Military Academy", "The Code of Conduct", "The Honor Code", "The Corps" and "11 Principles of Leadership".
The 11 principles of leadership were first _____ (5) in 1948 and first published in an Army Field Manual on Leadership in 1951 more than 60 years ago. What is fascinating is that they are still taught, basically _____ (6), ever since. Today they are still used by all the Armed Forces in basic training including Marines, Air Force, and Navy - from entry level privates to officers at all levels.
Why are they still unchanged after being reviewed every few years for 60+ years by different people over the course of time? Whenever I _____ (7) leadership courses and seminars I challenge my attendees to find a 12th. Is there one missing? Perhaps — but what principle is not _____ (8)? What area or behavior should be added?
At Academy Leadership we _____ (9) frequent quiet time for reflection and journaling. No matter where you are on your personal leadership journey these timeless principles can _____ (10) you a useful tool for that periodic review.
Needless to say, I enjoy going back to these principles frequently when I reflect upon my own performance and look for areas of improvement. Listen to them — *do you have a favorite or one that resonates with recent events?*

3.1.3.1. The 11 Timeless Principles of Leadership

1. **Know yourself and seek self-improvement** — understand who you are, your values, priorities, **strengths** and weaknesses. Knowing yourself allows you to discover your **strengths** and weaknesses. Self-improvement is a process of **sustaining strengths** and overcoming weaknesses, thus increasing competence and the confidence people have in your leadership ability.

2. **Be technically and tactically proficient** — before leaders can lead effectively, they must have **mastered** the tasks required by the people they lead. In addition, leaders train their people to do their own jobs while **understudying** the leader so that they are prepared to replace the leader if necessary. Likewise, leaders must **understudy** their leader in the event they must assume those duties.

3. **Seek responsibility and take responsibility for your actions** — leading always involves responsibility. Leaders want people who can handle responsibility and help achieve goals. They expect others to take the initiative within their stated intent. When you see a problem or something that needs to be fixed, do not wait to be told to act. Organisational effectiveness depends upon having leaders at all levels that exercise initiative, are **resourceful** and take opportunities that will lead to goal **accomplishment** and business success. When leaders

make mistakes, they accept just criticism and take corrective action. They do not avoid responsibility by placing the blame on someone else.

4. **Set the example** — people want and need their leaders to be **role models**. This is a heavy responsibility, but leaders have no choice. No aspect of leadership is more powerful. If leaders expect courage, responsibility, initiative, competence, **commitment** and **integrity** from their direct reports, they must demonstrate them. People will imitate a leader's behavior. Leaders set high but **attainable** standards for performance and are willing to do what they require of their people. Leaders share hardships with their people and know that their personal example affects behavior more than any amount of instruction or form of discipline.

5. **Know your people and look out for their welfare** — it is not enough to know the names and birth dates of your people. You need to understand what motivates them and what is important to them. Commit time and effort to listen to and learn about them. Showing **genuine** concern for your people builds trust and respect for you as a leader. Telling your people you care about them has no meaning unless they see you demonstrating it. They assume that if you fail to care for them daily, you will fail them when the **going gets tough**.

6. **Keep your people informed** — people do best when they know why they are doing something. Individuals affect the bottom line results of companies by using initiative in the absence of instructions. Keeping people informed helps them make decisions and **execute** plans within your **intent**, encourages initiative, improves teamwork and **enhances morale.**

7. **Ensure the task is understood, supervised, and accomplished** — your people must understand what you want done, to what standard and by when. They need to know if you want a task accomplished in a specific way or how much **leeway** is allowed. Supervising lets you know if people understand your instructions; it shows your interest in them and in goal **accomplishment**. Over-supervision causes **resentment** while under-supervision causes frustration. When people are learning new tasks tell them what you want done and show them how. Let them try. Observe their performance. Reward performance that **exceeds** expectations; correct performance that does not. Determine the cause of the poor performance and take appropriate action. When you hold people **accountable** for their performance, they realize they are responsible for accomplishing goals as individuals and as teams.

8. **Develop a sense of responsibility among your people** — people feel a sense of pride and responsibility when they successfully accomplish a new task. Delegation indicates trust in people and encourages them to seek responsibility. Develop people by giving them challenges and opportunities that stretch them and more responsibility when they demonstrate they are ready. Their initiative will amaze you.

9. **Train your people as a team** — teamwork is becoming more and more crucial to achieving goals. Teamwork is possible only when people have trust and respect for their leader and for each other as competent professionals and see the importance of their **contributions** to the organisation. Develop a team spirit among people to motivate them to perform **willingly** and confidently. Ensure that individuals know their roles and responsibilities within the team framework. Train and cross train people until they are confident in the team's abilities.

10. **Make sound and timely decisions** — leaders must assess situations rapidly and make sound decisions. They need to know when to make decisions themselves, when to **consult** with people before deciding and when to delegate the decision. Leaders must know the factors to consider when deciding how, when and if to make decisions. Good decisions made at the right time are better than the best decisions made too late. Do not delay or try to avoid a decision when one is necessary. Indecisive leaders create hesitancy, loss of confidence and confusion. Leaders must anticipate and reason under the most **trying** conditions and quickly decide what actions to take. Gather essential information before making decisions. Announce decisions in time for people to react.

11. **Employ your work unit in accordance with its capabilities** — leaders must know their work unit's capabilities and limitations. People gain satisfaction from performing tasks that are reasonable and challenging but are frustrated if tasks are too easy, unrealistic or unattainable. If the task assigned is one that people have not been trained to do, failure is very likely to result.

Source: http://www.academyleadership.com/news/201406.asp

According to each principle, say whether the following statements are True (T) or False (F).

Quiz:

1. Improving oneself implies overcoming weaknesses which increases others' confidence in one's leadership skills.

	T
	F

---

2. Leaders can lead effectively only when they have mastered the tasks required by the people they lead.

	T
	F

---

3. Leaders accept to be criticised and punished when they make mistakes.

	T
	F

---

4. No amount of instruction or form of discipline can influence people's behavior more than a leader's personal example.

	T
	F

---

5. It is more important to tell people that you care, rather than showing them.

	T
	F

---

6. If people know the reason why they are doing something, they do better.

	T
	F

---

7. People need to be given instructions and then left alone to accomplish the tasks given.

	T
	F

---

8. People are encouraged and look for responsibility if they feel they are trustworthy when assigned tasks.

	T
	F

---

9. Teamwork is crucial and works best if people are confident about each others' capabilities.

	T
	F

---

10. Leaders must always decide on their own.

	T
	F

---

11. People will be satisfied if the tasks assigned are realistic and achievable.

	T
	F

Vocabulary in context.

3.1.3.2. Find the synonyms in 3.1.3.1. for the words below:

maintaining		improves	
intention		displeasure; indignation	
achievement		outruns	
honesty		essential	
wellbeing		unreachable	

Target Vocabulary:

accomplishment *n.* the act of accomplishing; completion; fulfilment; achievement
accordance *n.* in agreement; harmony; conformity; compliance
accountable *adj.* required to account for one´s actions; answerable; responsible
attainable *adj.* able to be accomplished; achieved; or obtained
commitment *n.* the act of committing; pledging; or engaging oneself
consult *v.* to seek advice or information of
contributions *n.* something given or offered that adds to a larger whole
enhance *v.* to augment or make something greater
exceed *v.* to surpass; to go beyond
execute *v.* to put into effect; to carry out
genuine *adj.* honestly felt or experienced
going gets tough *idiom.* when the situation gets difficult
integrity *n.* steadfast adherence to a strict moral or ethical code
intent *n.* purpose; something that is intended
leeway *n.* margin; varying degree or amount of freedom or flexibility
master *v.* become very skilled in or knowledgeable about
morale *n.* the capacity to maintain belief in an institution or goal; or even in oneself and others
proficient *adj.* good at something; skilled; fluent; practiced, especially in relation to a task or skill
resourceful *adj.* able to act effectively or imaginatively, especially in difficult situations; capable or clever; able to put available resources to efficient or ingenious use; using materials at hand wisely or efficiently
resentment *n.* anger; bitterness or ill will
role model *n.* a person regarded by others, especially younger people, as a good example to follow
seek *v.* to try to find; to look for; to search for
strengths *n.* attributes or qualities of particular worth or utility
sustain *v.* keeping in existence; maintaining, continuing, or prolonging
trying *adj.* stressful; arduous
understudy *v.* to study or know a role to such an extent as to be able to replace the person when required
welfare *n.* health, safety, happiness and prosperity; well-being in any respect
willingly *adj.* acting or ready to act gladly; eagerly compliant

3.1.3.3. The 11 timeless principles of leadership

You will hear the 11 timeless principles of leadership. Fill in the gaps using one word per space.

1. The 11 principles of leadership were first developed in 1948, yet they remain basically _____.
2. First of all, leaders need to understand who they are, their values, priorities, _____ and weaknesses.
3. Before commanding effectively, leaders need to have _____ tasks required by the people they lead.
4. When leaders make mistakes, they need to take _____ action.
5. If leaders expect courage, responsibility, initiative, competence, _____ and integrity they must demonstrate them to their people.
6. By showing genuine concern for their people, leaders will have their _____ and _____.
7. Keeping people informed will improve teamwork and _____ morale.
8. Leaders need to reward their subordinates once their performance _____ expectations.
9. If leaders delegate they encourage their people to _____ responsibility.
10. Leaders need to team spirit among people in order to encourage them to perform _____ and confidently.
11. Leaders need to _____ situations rapidly and make _____ decisions.
12. Indecisive leaders create _____, loss of confidence and confusion.
13. People become frustrated when tasks are too easy, unrealistic or _____.

Source: https://www.google.com/url?sa=i&url=https%3A%2F%2Fapkgk.com%2Feleven.principles&psig=AOv-Vaw3par69rAxsTpHRTOwBigbr&ust=1668080194677000&source=images&cd=vfe&ved=0CA0QjRxqFwoTCICHuJGBofsCFQAAAAAdAAAAABAJ

3.1.4. Principles of leadership



Writing: providing argument
After reading the "**11 Timeless Principles of Leadership**" in 3.1.3.1, write up to 20
ciple.
Provide arguments for your choice. Could you add any other principle to these 11

Send the file to your teacher.

Picture sources:

3.1.2.
https://www.google.com/search?q=quotes+general+colin+powell&sxsrf=ALiCzsbQMqdR1GALOe9qJ5IXKm-WU212IfQ:1667915964587&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjSjNaU3577AhUBLewKHSwjC-CwQ_AUoAXoECAEQAw&biw=1517&bih=730&dpr=0.9#imgrc=pLqK2-RwlwBcEM

3.1.4.
https://www.google.com/search?q=11+principles+of+leadership&sxsrf=ALiCzsbAi7daTKDv1CH0BQyc6VMu-jedrmg:1667916443671&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjoiI_54J77AhWZO-wKHQeQC1UQ_AUoAXoECAIQAw&biw=1517&bih=730&dpr=0.9#imgrc=XcJfCbndaM3S2M&imgdii=4_cOpa5QRxMFEM

Unit 2 21st Century Military Leadership

3.2.1. Vocabulary in context

Match the beginning of sentences (1-6) to their endings (a-f).

Desired skillset of an adaptive self-aware military leader

1.	Comfortable with		a.	indigenous populations.
2.	Adept at handling massive		b.	to complex challenges.
3.	Possess		c.	commands trust and confidence of soldiers.
4.	Able to devise creative solutions		d.	being uncomfortable.
5.	Able to interact with		e.	technical savvy.
6.	Imbues warrior ethos, namely		f.	amounts of information.

3.2.1.1. Reading I: 21st century military leadership

Complete the text using the words from the table below. There are 4 odd words that will not fit in the text!

defeating	guidance	prerequisites	accurate	differ	impact	lead
hierarchical	rewards	environment	accomplish	command	exert	damage

The science and the art of leadership are very important to the military. The military systematically develops both enlisted soldiers and officers to _____ (1) in progressively more responsible positions. Senior leaders are in charge of thousands of soldiers, manage large budgets, and make decisions that in times of war have a dramatic _____ (2) on both the soldiers who serve under their _____ (3) and for the strategic goals of the nation.
Military leadership has historically been very _____ (4) and relative to other domains (industry, education, and so forth), relatively authoritarian. Traditionally, a centralised authority operating in an extremely hierarchical organization tended to ensure relatively fast and _____ (5) transmission of orders and other communications. Moreover, the job of the military has traditionally been to _____ (6) military force – in the form of various weapons – on a target and to destroy that target. In such a setting a leader needed to know how to exert power over others and maintain focus on a fairly well-defined goal of _____ (7) an enemy target.
Rapid advances in information and communication technologies coupled with a change in the nature of warfare may have expanded the skills that are _____ (8) for effective military leadership. Although military

organisations maintain their traditional, hierarchical structure, this structure is no longer necessary to expedite clear and fast communication within and between units. With the click of a mouse, the most senior leader can communicate with everyone under his or her command.
More importantly, the wars in the 21st century _____ (9) from those of the past. Armed conflict traditionally occurred between nations. There were well defined military and industrial objectives. Famed Army general George Patton knew exactly what his mission was in World War II, and knew the actions needed to _____ (10) that mission.

Adapted from https://www.psychologytoday.com/blog/head-strong/201410/21st-century-military-leadership

3.2.1.2. Vocabulary in context.

Find synonyms in the paragraphs of text 2.3.1. for the following words/expressions:

1.	financial plan	Paragraph 1	
2.	be prone to/be inclined to	Paragraph 2	
3.	apply	Paragraph 2	
4.	combine with	Paragraph 3	
5.	accelerate	Paragraph 3	
6.	well-known	Paragraph 4	

3.2.1.3. Reading II: Contemporary wars

Complete the text using the following phrases:

1.	through violence	2.	threat posed
3.	preventing and discouraging	4.	working proactively
5.	lead to their defeat	6.	win local support
7.	how to direct and inspire	8.	inflicting military and political damage

Contemporary wars are substantively different than the ones in previous times.

The_____ (1) by ISIS is a case in point. It does not represent a nation-state, has a diffuse and distributed power structure, is ideologically driven, and can only be successful through so-called "asymmetric" tactics (a fancy word for _____ (2) to the United States and its other stated enemies, without facing them in direct military action, something that would quickly _____ (3). In such a climate, leaders must come to understand not only their enemy, but also the social "geography" of where they are fighting, how to negotiate effectively with local leaders, how to use social media to _____ (4) for their actions, and a myriad of other skills and capabilities.

Moreover, the national military strategy is shifting from preparing only to fight and win traditional wars, to focusing on _____ (5) armed conflict broadly defined to include war between nations and irregular war, exemplified by ISIS and related threats, of non-state entities intent on achieving their political goals _____ (6). It may be odd to say, but destroying a factory or an enemy base is a more definable and probably easier objective than _____ (7) through military, diplomatic, and economic strategies to prevent war in the first place.
For these reasons, the military must recognize that it needs to develop future leaders that have a skill set that is much expanded compared to their predecessors. Military leaders must continue to be technically proficient, to understand the theory and practice of war, and to understand _____ (8) those they command to achieve the mission.

Adapted from https://www.psychologytoday.com/blog/head-strong/201410/21st-century-military-leadership

Target Vocabulary

Accurate (adj.) - meeting the highest standard of accuracy.
Adept at (verb) - having or showing exceptional knowledge, experience, or skill in a field of endeavor.
Asymmetric (adj.) - having two sides or halves that are not the same.
Broadly (adj.) - extending far and wide.
Devise (verb) - to form in the mind by new combinations or applications of ideas or principles.
Discourage (verb) - to deprive of courage or confidence.
Ensure (verb) - to make sure, certain, or safe.
Exert (verb) - to put forth (strength, effort, etc.).
Imbue (verb) - to cause (as a person) to become filled or saturated with a certain quality or principle.
Intent (noun) - a usually clearly formulated or planned intention.
Myriad (noun) - a great number.
Predecessor (noun) - a person who has previously occupied a position or office to which another has succeeded.
Savvy (noun) - knowledge gained by actually doing or living through something.
Setting (noun) - the circumstances, conditions, or objects by which one is surrounded.
Substantively (adj.) - considerable in amount or numbers.
Tend (verb) - to show a liking or proneness (for something).

3.2.1.4. Listening: Requirements for future leaders (Part I)

Complete the gaps with the words you hear. Make sure you write the words correctly.

Nowadays, more than ever before, future leaders need to:
1. Develop an egalitarian instead of an authoritarian leadership style and philosophy. A highly trained army requires smart and well-educated soldiers. Simply ordering people to do things "because I said so" may work in the short run, but in the long run, this _____ (A) will fail. Egalitarian leaders genuinely see all people as important and equal in terms of getting the job done, _____ (B) clear guidance to others, and demonstrate high social intelligence.

2. The modern military leader must be transformational, not transactional. The transformational leader _____ (C) subordinates to achieve the organisation's goals. They see developing and growing others as more important than micromanaging _____ (D), giving rewards and punishments, and enforcing standards.

3. Military leaders must be culturally savvy. To win hearts and minds, and to prevent wars instead of fighting them, they must become _____ (E) at understanding the culture in which they are deployed, and adept at working with people from diverse backgrounds, religions, and cultural practices.

4. They must quickly adapt to new technology. Knowing how to harness the power of social media, for instance, enables communication within and outside of the leader's _____ (F) organisation. It can be used to reach out to the local population in which he or she is deployed. He or she must fully understand the technology of their command and controls systems, and of weapons systems, they may need to employ if military force is required.

5. The rules of engagement have changed. Successful military operations minimize killing or being killed. Knowing how to leverage their military power to _____ (G) objectives without injuring or killing others is crucial to long term, strategic success.

6. Finally, the successful military leader must be adroit at working with other government and non-government agencies to accomplish their mission. The military to this day has a unique culture and even its own language. _____ (H) an environment of true cooperation, basically playing well with others.

More than ever before, the military, given its importance to the nation, must be a forerunner in developing better ways of leading others.

Adapted from https://www.psychologytoday.com/blog/head-strong/201410/21st-century-military-leadership

3.2.1.5. Reading III: Requirements for future leaders (Part II)

Based on the exercise 3.2.1.4, decide if the statements are True or False.

1. Leaders who simply order people are likely to fail in the short run.
2. It is more crucial to reward or enforce standards than to help subordinates develop themselves.
3. Once deployed, leaders need to be well aware of the cultural background to succeed.
4. Leaders should master technology to avoid social media.
5. Leaders need to leverage its objectives to get strategic success.
6. Leaders with sharpness may forsake cooperation with other non-government agencies.



3.2.1.6. Vocabulary in context.

Match these words with their synonyms.

1.	equal, just		be adroit
2.	astute, sharp		fostering
3.	be skillful		leverage
4.	encouraging, promoting		egalitarian
5.	use something to maximum advantage		savvy

3.2.1.7. Vocabulary in context

Use these words in the sentences below: differ, authoritarian, egalitarian, leverage, deployed, adroit, inflicting, savvy, impact, fostering.

1. The leader needs to _____ the organization's key resources.

2. Future leaders need to be _____ about technology.

3. He is very _____ in his approach, that is why his subordinates are more motivated.

4. They were praised by their superiors for _____ a positive learning environment.

5. The successful military leader must be _____ at cooperating with different governmental and non-governmental organizations.

6. Asymmetric tactics mean _____ military and political damage to any given country.

7. The approach of simply ordering people in an _____ way to get the job done will fail in the long run.

8. Leaders must become skillful at understanding the culture in which they are _____.

9. Making decisions in times of war has a dramatic _____ on soldiers and commanders.

10. Armed conflicts in the 21st century _____ from those in the past.

Target Vocabulary

Adroit (adj.) - having or showing skill, cleverness, or resourcefulness in handling situations.
Approach (noun) - a means of access.
Damage (noun) - loss or harm resulting from injury to person, property, or reputation
Diverse (adj.) - differing from one another.
Egalitarian (adj.) - asserting, promoting, or marked by egalitarianism.
Enable (verb) - to make possible, practical, or easy.
Enforce (verb) - to carry out effectively or to give force to.
Fail (verb) - to be unsuccessful.

Forerunner (noun) - predecessor.
Forsake (verb) - to renounce or turn away from entirely.
Genuinely (adv.) - in a real or genuine way
Harness (verb) - to tie together.
In the short run (noun) - a short period of time at the beginning of something.
Leverage (verb) - to use for gain.
Micromanage (verb) - to manage especially with excessive control or attention to details.
Praise (verb) - to express a favorable judgment of.
Prevent (verb) - to keep from happening or existing.
Resources (noun) - a source of supply or support, an available means.
Sharpness (noun) - keen in intellect; quick-witted.

3.2.2. Listening: Emotional intelligence

You will hear someone talking about why emotional intelligence is indispensable for leaders. Fill in the gaps using ONE word per space according to what you hear.

1. Brilliance is about the ability to _____ and _____ emotions.

2. Emotional intelligence is frequently neglected, it is however _____ for success.

Acute awareness

3. Acute awareness is vital for making _____ and objective decisions.

4. Leaders show emotional intelligence when they put pride and emotions aside to make more rational and _____ choices.

Impact Interpretation

5. Emotional intelligence helps you predict and _____ to _____ sentiments.

6. Emotional intelligence can help you predict how other people will respond and come up with a strategy to keep them _____ .

Mental Health Management

7. If you have emotional intelligence, you will be able to tell if someone is suffering from _____, depression, _____, trauma or eating disorders.

8. When you recognize threats to your team's mental health, you can give them the _____ and professional _____ they need to recover.

Cultivated Communication

9. Leaders with emotional intelligence have it _____ to listen to what people are saying without _____ .

Helpful Humor

10. You should never _____ the importance of humor in business.

11. Humor helps you find the proper _____ between serious work and lightheartedness.

12. Always put yourself in other people's situation so you can _____ problems and _____ your goals.

https://www.forbes.com/sites/forbescoachescouncil/2017/10/30/why-emotional-intelligence-is-indispensable-for-leaders/#fcba240275b7,

3.2.2.1. Vocabulary in context

Match the words with their synonyms.

1.	Impartial		Angst
2.	Sound decision		Feeling
3.	Overlook		Attain
4.	Sentiment		Comprehend
5.	Balance		Solid choice
6.	Understand		Equilibrium
7.	Achieve		Neglect
8.	Grief		Unbiased

3.2.3. Writing: Good leaders' qualities

Write up to 250 words commenting on the following quote by leadership coach, Bobby Umar:

"Good leaders develop ideas. Great leaders develop people. The best leaders develop new leaders."

3.2.4. Vocabulary in context

Match these words with their synony ms.

1.	accurate		ceaseless
2.	lethal		mentality
3.	cope with		precise
4.	incessant		inventive
5.	mindset		deal with
6.	exceed		probable
7.	innovative		outdo
8.	likely		deadly

3.2.4.1. Listening: Ways to develop your leaders

You will hear 1st Lt. Arrio Granum talking about ways to develop your leaders. Choose the best answer. Replace the blanks with the 3 options.

1. The platoon leader had _____ concerning the type of development program to implement. (JOY/HELP/DIFFICULTIES)

2. He talked to a mentor who gave him invaluable _____. (CERTAINTY/PROMISE/ADVICE)

3. Leaders usually think that leader development is a _____ program. (LENGTHY/SHORT/BRILLIANT)

4. The _____ perception of leader development doesn't allow anything to happen. (FLAWED/APPROPRIATE/CLEVER)

5. It's always of great _____ to teach the basics again. (FASCINATION/VALUE/CONCENTRATION)

6. Using war stories will enable your subordinates to apply your lessons to their _____. (PERSPECTIVE/OPINIONS/REPORTS)

7. Use and discuss _____ for 10 minutes. (SPEECHES/ARTICLES/QUOTES)

8. Use _____ events in history to connect the team with a sense of purpose. (MORAL/INSPIRATIONAL/FORGETTABLE)

9. Use matter _____ to talk to your subordinates. (EXPERTS/APPRENTICE/OFFICIALS)

10. Great quality _____ for discussion can be obtained in professional journals. (SUPPORT/AUTHORITY/RESOURCES)

11. Combine physical training or formation time with _____ moments. (WEALTHY/DOUBTFUL/TEACHING)

https://themilitaryleader.com/10-ways-develop-leaders/

3.2.5. Use of English: Education and training

Change the words in brackets and find the word that fits in each gap.

The professional Army officer must be _____ (1 FIRM) grounded in the fundamentals of tactics, technology, and leadership. These are clearly the basics, but integrated into officer _____ (2 DEVELOP) we also need a more holistic educational approach that includes a notion of "lifelong learning" to the profession. Greater fusion between education and training is needed. Young officers leading tactical units deployed far from higher headquarters are making _____ (3 DECIDE) that have far-reaching strategic implications. While wars have become more complex, responsibility for those who fight them has _____ (4 INCREASE) slipped down the chain of command to junior personnel. Yet these young, _____ (5 EXPERIENCE) leaders have little time to prepare themselves to make _____ (6 STRATEGY) decisions.

As Army transforms to meet emerging _____ (7 SECURE) challenges, and we ponder new weaponry, formations, doctrine, and training, it is imperative we also examine our approach to educating our officers. The Armed Forces should place a higher value on education and on its officers who are _____ (8 EDUCATE). One easy and clear way to demonstrate this would be by increasing the value it places in instructor _____ (9 ASSIGN) in training establishments. Of the 34 corps _____ (10 COMMAND) who led the American Army to victory in World War II, 31 had taught in the Army school system. They were able to apply the professional _____ (11 KNOW) they had developed over years of teaching into the practical business of raising a force, training troops, and leading them _____ (12 SUCCEED) in combat. The Army should consider a broader approach to officer education and professionalism strategy.

As an officer rises in rank, his training _____ (13 REQUIRE) decrease, while his corresponding education requirements increase.

Target vocabulary

Acute (adj.) - marked by keen discernment or intellectual perception especially of subtle distinctions.
Angst (noun) - a feeling of anxiety, apprehension, or insecurity.
Assets (noun) – an item of value, advantage, resource.
Attain (verb) - to reach as an end.
Awareness (noun) - the quality or state of being aware; knowledge and understanding that something is happening or exists.
Come up with (verb) - to produce especially in dealing with a problem or challenge.
Cope (verb) - to deal with and attempt to overcome problems and difficulties.
Cultivate (verb) - to foster the growth of.
Deal with (verb) - to do something about (a person or thing that causes a problem or difficult situation).
Disorder (noun) - an abnormal physical or mental condition.
Far-reaching (adj.) - having a wide range or effect.
Flawed (adj.) – having a defect or imperfection.
Fundamentals (noun) - one of the minimum constituents without which a thing or a system would not be what it is.
Ground (verb) - a basis for belief, action, or argument.
Implication (noun) - a possible significance.
Invaluable (adj.) - valuable beyond estimation; priceless.
Inventive (adj.) - adept or prolific at producing inventions, creative.
Lightheartedness (noun) - cheerfully optimistic and hopeful.
Likely (adj.) - having a high probability of occurring or being true, very probable.

Outdo (verb) - to go beyond in action or performance.
Perception (noun) - a mental image, concept.
Ponder (verb) - to weigh in the mind, reflect on.
Predict (verb) - to declare or indicate in advance.
Threats (noun) – an expression of intention to inflict evil, injury, or damage.
Unbiased (adj.) - free from all prejudice and favoritism; eminently fair.

3.2.6. Listening: Battlefield of the future

You will hear someone talk about the battlefield of the future. Fill in the gaps using ONE word per space.

1. Low-intensity conflict operations will surely _____ for a long time.

2. With increased mobility, fluidity and uncertainty, conventional warfare would be much more _____.

3. Due to night fighting _____, soldiers are likely to continuously fight with little or no rest at all.

4. _____ areas are more possible to be successfully attacked.

5. It may be hard for a commander to cope with the rapid _____ of technological advances.

6. To meet the demands of the high-tech battlefield and legitimate expectations of today's generation of soldiers, leaders need to have an innovative _____.

7. Communication skills are crucial for both the leader's command and handling the media _____ in wartime.

8. The 21st century leader is supposed to have:

> More initiative and _____ (8A).

> Capacity to generate higher level of unit _____ (8B).

> Greater flexibility and _____ (8C).

> A _____ (8D) understanding of the system.

> An _____ (8E) of power and politics.

> Skill in _____ (8F) management.

3.2.7. Integrating skills

Based on the chart below, and any additional information you might wish to add to it, build up a project to be presented orally, individually or in pair, discussing how the military should be creating the next generation of leaders.



UNIT 3 How The Military Produces Great Leaders

3.3.1.1. Listening: "Start the day with a task completed" – Part 1

What do you hear? – Listen and fill in the blanks.

What starts here changes the world. I have a few (1) ____ that might help you on your way to a better world. And while these lessons were learned during my time in the military, I can assure you that it matters not whether you ever served a day in (2) ____, it matters not your gender, your ethnic or religious background, your orientation, or your social status. Our struggles in this world are similar, and the lessons to overcome those struggles and to move (3) ____, changing ourselves and changing the world around us will apply equally to all.

So here are the ten lessons I learned from (4) ____ SEAL training that hopefully will be of value to you as you move forward in life:

Every morning in SEAL training my instructors, who at the time were all Vietnam (5) ____, would show up in my barracks room, and the first thing they'd do was inspect my bed. If you did it right, the corners would be square, the covers would be pulled tight, the pillows centered just under the headboard, and the extra blanket folded neatly at the foot of the rack. It was a simple task, (6) ____ at best, but every morning we were required to make our bed to perfection. It seemed a little ridiculous at the time, particularly in light of the fact that we were aspiring to be real (7) ____, tough battle-hardened SEALS. But the wisdom of this simple act has been proven to me many times over. If you make your bed every morning, you will have (8) ____ the first task of the day. It will give you a small sense of pride and it will encourage you to do another task, and another, and another. And by the end of the day that one task completed will have turned into many tasks completed. Making your bed will also (9) ____ the fact that the little things in life matter. If you can't do the little things right, you'll never be able to do the big things right. And if by chance you have a (10) ____ day, you will come home to a bed that is made – that you made. And a made bed gives you encouragement that tomorrow will be better. So, if you want to change the world, start off by making your bed.

3.3.1.2. Reading: "Start the day with a task completed" – Part 2

Make it readable. Complete the text below by inserting ten (10) of the following bits of information into the appropriate gaps.

first task of the day	tomorrow will be better
were aspiring to be	do the big things right
right below the cord	were asking to
that one task completed	be pulled tight
just under the headboard	sense of pride
has been proven	foot of the rack

Every morning in SEAL training my instructors, who at the time were all Vietnam veterans, would show up in my barracks room, and the first thing they'd do was inspect my bed. If you did it right, the corners would be square, the covers would (1) ____ , the pillows centered (2) ____, and the extra blanket folded neatly at the (3) ____. It was a simple task, mundane at best, but every morning we were required to make our bed to perfection. It seemed a little ridiculous at the time, particularly in light of the fact that we (4)____ real warriors, tough battle-hardened SEALS. But the wisdom of this simple act (5) ____ to me many times over. If you make your bed every morning, you will have accomplished the (6)____. It will give you a small (7) ____ and it will encourage you to do another task, and another, and another. And by the end of the day (8)____ will have turned into many tasks completed. Making your bed will also reinforce the fact that the little things in life matter. If you can't do the little things right, you'll never be able to (9) ____. And if by chance you have a miserable day, you will come home to a bed that is made – that you made. And a made bed gives you encouragement that (10) ____. So, if you want to change the world, start off by making your bed.

3.3.1.3. Speaking: "Start the day with a task completed" – Part 3

Start the day with a task completed is the topic of this passage. What does it tell you about the kind of training that forges leaders? What lesson/s can be learned from this excerpt? Discuss this topic with the class and take notes.

3.3.2.1 Reading: "Start the day with a task completed" – Part 4

Now that everything is in the right place, read the text aloud. Try to mimic what you heard as much as possible. Bear in mind the principles of correct reading: pronunciation, intonation, rhythm and linking.

3.3.2.2. Listening: "Find someone to help you through life" – Part 1

What do you hear? – Listen and fill in the blanks. Each gap has two (2) words.

During SEAL training the students… during training the students are all (1) ___ ___ into boat crews. Each crew is seven students – three on each side of a small (2) ___ ___ and one coxswain to help guide the dinghy. Every day your boat crew (3) ___ ___ on the beach and is instructed to get through the surf zone and paddle several miles down the coast. In the winter the (4) ___ ___ San Diego can get to be eight to ten feet high, and it is exceedingly difficult to paddle hoop through the plunging surf unless everyone (5) ___ ___. Every paddle must be synchronized to the stroke count of the coxswain. Everyone must exert equal effort or the boat will (6) ___ ___ the wave and be unceremoniously (7) ___ ___ on the beach. For the boat to make it to its destination everyone must paddle. You can't change the world alone – you will need some help. And to (8) ___ ___ from your starting point to your destination takes friends, colleagues, the (9) ___ ___ of strangers and a strong coxswain to guide you. If you want to change the world, find someone to (10) ___ ___ paddle.

3.3.2.3. Reading: "Find someone to help you through life" – Part 2

Make it readable. Complete the text below by insert ten (10) the following fragments into the appropriate gaps.

through the surf zone	paddle must be
the boat to make it	into boat crews
severely tight	a strong coxswain
from your starting point	three on each side
eight to ten feet high	need some help
through the plunging surf	once ashore

During SEAL training the students… during training the students are all broken down (1) ___. Each crew is seven students – (2) ___ of a small rubber boat and one coxswain to help guide the dinghy. Every day your boat crew forms up on the beach and is instructed to get (3) ___ and paddle several miles down the coast. In the winter the surf off San Diego can get to be (4) ___, and it is exceedingly difficult to paddle hoop (4) ___ unless everyone digs in. Every (5) ___ synchronized to the stroke count of the coxswain. Everyone must exert equal effort or the boat will turn against the wave and be unceremoniously dumped back on the beach. For (7) ___ to its destination everyone must paddle. You can't change the world alone – you will (8) ___. And to truly get (9) ___ to your destination takes friends, colleagues, the good will of strangers and (10) ___ to guide you. If you want to change the world, find someone to help you paddle.

3.3.3.1. Reading: “Find someone to help you through life” – Part 3

Now that everything is in the right place, read the text aloud. Try to mimic what you heard as much as possible. Bear in mind the principles of correct reading: pronunciation, intonation, rhythm and linking.

3.3.3.2. Speaking: “Find someone to help you through life” – Part 4

Find someone to help you through life is the topic of this passage. What purpose does it serve to seek help from others? What lesson/s can be learned from this excerpt? Discuss this topic with the class and take notes.

3.3.3.3. Listening: “Respect everyone” – Part 1

What do you hear? – Listen and fill in the blanks. Each gap has three (3) words.

Over a few weeks of difficult training my SEAL class, (1) ___ ___ ___150 men, was down to just 42. (2) ___ ___ ___ six boat crews of seven men each. I was in the boat with the tall guys, but the best boat crew we had was (3) ___ ___ ___ little guys – “the munchkin crew” we called them. (4) ___ ___ ___ over five-foot-five. The munchkin boat crew had one American-Indian, one African-American, one Polish-American, one Greek-American, one Italian-American and (5) ___ ___ ___ from the Midwest. They out-paddled, out-ran and out-swam all the other boat crews. The big men in the other boat crews (6) ___ ___ ___ good-natured fun of the tiny little flippers the munchkins put on their tiny little feet prior to every swim. But somehow these little guys from every corner of the nation and the world always had (7) ___ ___ ___, swimming faster than everyone and (8) ___ ___ ___ long before the rest of us. SEAL training was a great equalizer. Nothing mattered but your (9) ___ ___ ___. Not your color, not your ethnic background, not your education, not your social status. If you want to change the world, measure a person by the size (10) ___ ___ ___, not by the size of their flippers.

3.3.4.1. Vocabulary: "Start the day with a task completed" – Part 5

Match the words highlighted in the text with the definitions in column A, by inserting their respective letter in column B.

A	B
(1) *noun*, clothes used on a bed for warmth or for decoration.	
(2) *noun,* a strenuous effort in the face of difficulty.	
(3) *noun*, the quality of having experience, knowledge, and good judgment.	
(4) *noun,* a person's experience, training, and education.	
(5) *noun*, ideas or plans put forward for consideration.	
(6) *noun*, a framework, typically with rails, bars, hooks, or pegs, for holding or storing things.	
(7) *adverb*, in the direction that one is facing or traveling; toward the front.	
(8) *verb*, tell someone something positively or confidently to dispel any doubts they may have.	
(9) *noun*, a possibility of something happening.	
(10) *verb*, appear or arrive.	
(11) *verb*, changed or transformed into some other form.	
(12) *verb*, make the first step in an activity; initiate.	
(13) *noun*, the importance, worth, or usefulness of something.	
(14) *verb*, give confidence or hope.	
(15) *verb*, directing one's hopes or ambitions toward becoming a specified type of person.	
(16) *noun*, a large piece of soft fabric used especially for warmth.	
(17) *adjective*, able to endure hardship or pain.	
(18) *verb*, give added strength or support to.	
(19) *adjective*, everyday, ordinary, or banal.	
(20) *noun*, satisfaction taken in one's own or another's success or achievement.	

What starts here changes the world. I have a few (a) **suggestions** that might help you on your way to a better world. And while these lessons were learned during my time in the military, I can (b) **assure** you that it matters not whether you ever served a day in uniform, it matters not your gender, your ethnic or religious (c) **background**, your orientation, or your social status. Our (d) **struggles** in this world are similar, and the lessons to overcome those struggles and to move (e) **forward**, changing ourselves and changing the world around us will apply equally to all.
So here are the 10 lessons I learned from basic SEAL training that hopefully will be of (f) **value** to you as you move forward in life:

1. Start the day with a task completed

Every morning in SEAL training my instructors, who at the time were all Vietnam veterans, would (g) **show up** in my barracks room, and the first thing they'd do was inspect my bed. If you did it right, the corners would be square, the (h) **covers** would be pulled tight, the pillows centered just under the headboard, and the extra (i) **blanket** folded neatly at the foot of the (j) **rack**. It was a simple task, (k) **mundane** at best, but every morning we

were required to make our bed to perfection. It seemed a little ridiculous at the time, particularly in light of the fact that we were (l) **aspiring** to be real warriors, (m) **tough** battle-hardened SEALS. But the (n) **wisdom** of this simple act has been proven to me many times over. If you make your bed every morning, you will have accomplished the first task of the day. It will give you a small sense of (o) **pride** and it will (p) **encourage** you to do another task, and another, and another. And by the end of the day that one task completed will have (q) **turned** into many tasks completed. Making your bed will also (r) **reinforce** the fact that the little things in life matter. If you can't do the little things right, you'll never be able to do the big things right. And if by (s) **chance** you have a miserable day, you will come home to a bed that is made – that you made. And a made bed gives you encouragement that tomorrow will be better. So, if you want to change the world, (t) **start** off by making your bed.

3.3.4.2. Writing: "Start the day with a task completed" – Part 6

Start the day with a task completed is the topic of this passage. What does it tell you about the kind of training that forges leaders? What lesson/s can be learned from this excerpt? Summarize in no more than 150 words what you have discussed before.

3.3.5.1. Vocabulary: "Find someone to help you through life" – Part 5

Match the words highlighted in the text with the definitions in column A, by inserting their respective letter in column B.

A	B
(1) *noun*, the steersman of a ship's boat, lifeboat, racing boat, or other boat.	
(2) *adjective,* falling steeply.	
(3) *noun*, the mass or line of foam formed by waves breaking on a seashore or reef.	
(4) *noun,* a group of people who work on and operate a ship, boat, aircraft, spacecraft, or train.	
(5) *noun*, a long body of water curling into an arched form and breaking on the shore.	
(6) *noun*, a small boat for recreation or racing.	
(7) *adverb*, roughly or abruptly.	
(8) *verb*, apply or bring to bear (a force, influence, or quality).	
(9) *noun*, the people you work with.	
(10) ad*verb*, extremely.	

During SEAL training the students… during training the students are all broken down into boat crews. Each (a) **crew** is seven students – three on each side of a small rubber boat and one (b) **coxswain** to help guide the (c) **dinghy**. Every day your boat crew forms up on the beach and is instructed to get through the (d) **surf** zone and paddle several miles down the coast. In the winter the surf off San Diego can get to be eight to ten feet high, and it is (e) **exceedingly** difficult to paddle hoop through the (f) **plunging** surf unless everyone digs in. Every paddle must be synchronized to the stroke count of the coxswain. Everyone must (g) **exert** equal effort or the boat will turn against the (h) **wave** and be (i) unceremoniously dumped back on the beach. For the boat to make it to its destination everyone must paddle. You can't change the world alone – you will need some help. And to truly get from your starting point to your destination takes friends, (j) **colleagues,** the good will of strangers and a strong coxswain to guide you. If you want to change the world, find someone to help you paddle.

3.3.5.2. Writing: “Find someone to help you through life” – Part 6

Find someone to help you through life is the topic of this passage. What purpose does it serve to seek help from others? What lesson/s can be learned from this passage? Summarize in no more than 150 words what you have discussed before.

3.3.6.1. Vocabulary: “Respect everyone” – Part 2

Match the words highlighted in the text with the definitions in column A, by inserting their respective letter in column B.

A	B
(1) *adverb,* ahead; before	
(2) *noun,* the land along the edge of a sea, lake, or other large body of water.	
(3) *verb*, estimate or assess the extent, quality, value, or effect	
(4) *adjective*, small in size, amount, or degree	
(5) *noun,* relating to a religious, racial, or cultural group	
(6) *noun,* a flat, wide, paddle-like rubber covering for the foot, used in swimming	
(7) *verb*, constituted; formed	
(8) *adjective*, a part, region, or area, especially one regarded as secluded or remote	
(9) *adverb,* to or at a lower intensity or amount	
(10) *adjective*, strong enough to withstand adverse conditions	
(11) *noun,* a thing that has a uniforming effect	
(12) *verb*, ran or traveled faster or farther than.	
(13) *noun,* the relative extent of something;	
(14) *adjective*, having greater than ordinary height	
(15) *adjective*, kind, friendly, and patient	

Over a few weeks of difficult training my SEAL class, which started with 150 men, was (a) **down** to just 42. There were now six boat crews of seven men each. I was in the boat with the (b) **tall** guys, but the best boat crew we had was (c) **made** up of (d) **little** guys – “the munchkin crew” we called them. No one was over five-foot-five. The munchkin boat crew had one American-Indian, one African-American, one Polish-American, one Greek-American, one Italian-American and two (e) **tough** kids from the Midwest. They out-paddled, (f) out-ran and out-swam all the other boat crews. The big men in the other boat crews would always make (g) good-natured fun of the tiny little (h) **flippers** the munchkins put on their tiny little feet (i) **prior** to every swim. But somehow these little guys from every (j) **corner** of the nation and the world always had the last laugh, swimming faster than everyone and reaching the (k) **shore** long before the rest of us. SEAL training was a great (l) **equalizer**. Nothing mattered but your will to succeed. Not your color, not your (m) **ethnic** background, not your education, not your social status. If you want to change the world, (n) **measure** a person by the (o) **size** of their heart, not by the size of their flippers.

3.3.6.2. Writing: “Respect everyone” – Part 3

Respect everyone is the topic of this passage. What lesson/s can be learned from this excerpt? In no more than 150 words write about the meaning of respect and its importance in interpersonal relationships.

Unit 4 Leadership versus Management

3.4.1. Differences between Leader and Boss

Leadership and management are terms that are often considered synonymous. Leadership skills are among the most important skills for some roles within government, business, and beyond. The military has proven to be the ultimate classroom, where those skills are honed and developed in a unique environment. Leadership skills help to maximize efficiency and to achieve organizational goals. But what's the difference between management and leadership or boss and leader?

Discussion

Look at the memes and discuss why boss and leader are not the same.





3.4.1.1. Look at the pictures that are used to describe the differences between a leader and a boss and discuss with your comrades the quote below, paying special attention to the underlined word.

> "Leadership is not a popularity contest."
> Ed Bastian, CEO of Delta Air Lines, Inc

3.4.1.2. Meet the Expert: Redefining leadership

Listen to a military veteran turned CEO talking about how he redefines leadership and choose the correct answer (a, b, or c).

https://blog.growthinstitute.com/leadership/redefining-leadership-and-heuristics

1 - They called him a ...

a) fast runner
b) fast burner
c) fast gunner

2 - He asked Troy's help because ...

a) Troy never lies
b) Troy is his best friend
c) Troy always says what is on his mind

3 - When did everybody start to feel unhappy?

a) When he stopped hanging out with the guys
b) When he became too sensitive
c) When he was promoted

4 - What did he realize during the weekend?

a) That he needed to think and read more about military leaders
b) That he wanted to be a different leader than he was
c) That he had to identify all the qualities of the leaders he disliked

5 - What did he do after listening out the qualities of the leader he wanted to be?

a) He worked hard to update those new qualities.
b) He worked hard to emulate those new qualities.
c) He worked hard to create those new qualities.

6 - Which of the following is NOT mentioned as a leading by example leadership principle?

a) To be genuine
b) To be diligent
c) To be devoted

3.4.2. Reading: Introduction to Army Leadership

Read the text below about Leadership versus Management in the army and answer the questions. Study the new words from the Target Vocabulary carefully, and then choose the best definition for the italicized word by searching for context clues in the text (activity 3.4.3).

Introduction to Army Leadership

As you can see, leadership operates through a wide **range** of levels, organization sizes, and conditions. Depending on the course of your career as an officer, your **path** might lead to almost any of these levels and **assignments** if you are willing to work hard to develop your character, competence, and behavior. You should prepare to **embrace** the opportunity for promotion when it **arises**. This path will also take you on an exciting journey through Army life that will almost always provide **fulfilling** work. One aspect of your job to which you should pay particular attention is the tendency toward the "management **mindset**." Granted, much of your work as an Army officer will be **managerial**: putting people and resources to work in the most efficient ways. And managers and good leaders have much in common as both focus on results.
But as the table **below** shows, managers and good leaders differ in how they **approach** their jobs. For example, managers administer, while leaders **innovate**. And while leaders, like managers, must also keep the organization running **smoothly**, as a leader you must constantly ponder the next steps, come up with better ways to accomplish the goal, and creatively **engage** your subordinates to produce more or better results.

Management vs Leadership	
Managers	**Leaders**
Administer	Innovate
Maintain	Develop
Control	Inspire
Short-term view	Long-term view
Imitate	Originate
Ask how/when	Ask what/why
Accept status quo	Challenge status quo

In short, leaders continually "push the envelope," searching for ways to change and improve their commands. Effective leaders build **trust** and understanding by encouraging their subordinates to **seize** the initiative and act. They give their Soldiers room to work. This does not mean allowing them to repeat mistakes - your job is to help your subordinates succeed through **empowering** and **coaching**. By providing for them to operate in support of the mission, you train them to operate **independently**. A pure management mindset is never able *to let go and lead*.

Source: https://www.uakron.edu/armyrotc/MS1/24.pdf

Questions:

1 - Why should a leader pay special attention to the "management mindset" aspect?

2 - What is the meaning of the underlined expression "push the envelope" in paragraph 3, line 1?

3 - Why a leader needs to have engaged soldiers?

Target Vocabulary

- **range** (noun) a variety of things of a particular type.
- **path** (noun) a plan of action or a way of achieving something.
- **assignments** (noun) tasks or pieces of work that somebody is given to do, usually as part of their job or studies.
- **embrace** (noun) to take in or include as a part, item, or element of a more inclusive whole.
- **arises** (verb) to happen as a result of a particular situation.
- **fulfilling** (adjective) providing happiness or satisfaction.
- **mindset** (noun) a mental attitude or inclination.
- **managerial** (adjective) of, relating to, or characteristic of management (as of a business) or a manager.
- **below** (adverb) in or to a lower place.
- **approach** (verb) to take preliminary steps toward accomplishment or full knowledge or experience of.
- **innovate** (verb) to make changes**:** do something in a new way.
- **smoothly** (adjective) free from difficulties or impediments.
- **engage** (verb) to attract and hold by influence or power.
- **trust** (noun) assured reliance on the character, ability, strength, or truth of someone or something.
- **seize** (verb) to take possession of.
- **empowering** (verb) to promote the self-actualization or influence of.
- **coaching** (verb) to train intensively (as by instruction and demonstration).
- **independently** (adverb) without being helped or influenced by other people.

3.4.3. Vocabulary in Context

What is the meaning of the italicized word in this sentence?

1 – The soldier, *embraced* the spirit of sacrifice.

a) rejected
b) accepted
c) avoided
d) forbade

2 – Sometimes *conflict arises* when two parties think that their goals are mutually exclusive.

a) expires
b) perishes
c) vanishes
d) arrives

3 – The *military mindset* isn›t governed by rules or guidelines.

a) perspective
b) physicality
c) ignorance
d) discredit

4 – The occupation of the rest of Syria and Palestine proceeded *smoothly*, and after the fall of Gaza Alexander's way lay open into Egypt.

a) disastrously
b) hardly
c) fluently
d) determinedly

5 – NATO must *seize* the current strategic *opportunity* in the Black Sea.

a) pass
b) miss
c) neglect
d) grasp

6 – The Campaign is about *empowering* them to change the current state of affairs.

a) capacitating
b) enslaving
c) allowing
d) subjugating

3.4.3.1 Find the verb (1 - 6) which collocates with all the words in a group (a - f).

1 - trust	**a** - the initiative, a weapon, on an idea
2 - engage	**b** - the problem, subordinate's discipline, the task
3 - seize	**c** - promise, a dream, yourself
4 - embrace	**d** - each other, your team, your instincts
5 - approach	**e** - an opportunity, democracy, a cause
6 - fulfill	**f** - the enemy, your team, in battle

1	2	3	4	5	6

3.4.4. Integrating Skills: Differences between boss and leader

Managers and military leaders possess common characteristics like courage, leading by example, or excellent communication skills. However, they also have differences. Management is essentially process/task-focused and centers on the current and immediate future. Whereas Leadership is much more people and future-focused. This activity aims to show the difference between managers and leaders and how every leader can be a manager but not every manager can be a leader.

Look at the 26 personal features below and write which thirteen fall under "boss" and which thirteen fall under "leader". Two features have already been done for you as an example.

relies on goodwill	administers	says "we"	asks	originates	inspires	short-term view
asks how/when	develops people	drives	accepts the blame	commands	orders people	
says "go"	places the blame	says "I"	relies on authority	takes credit	asks what/why	
says "let's go"	imitates	gives credit	innovates	long-term view	coaches controls	

BOSS	LEADER
orders people	develops people

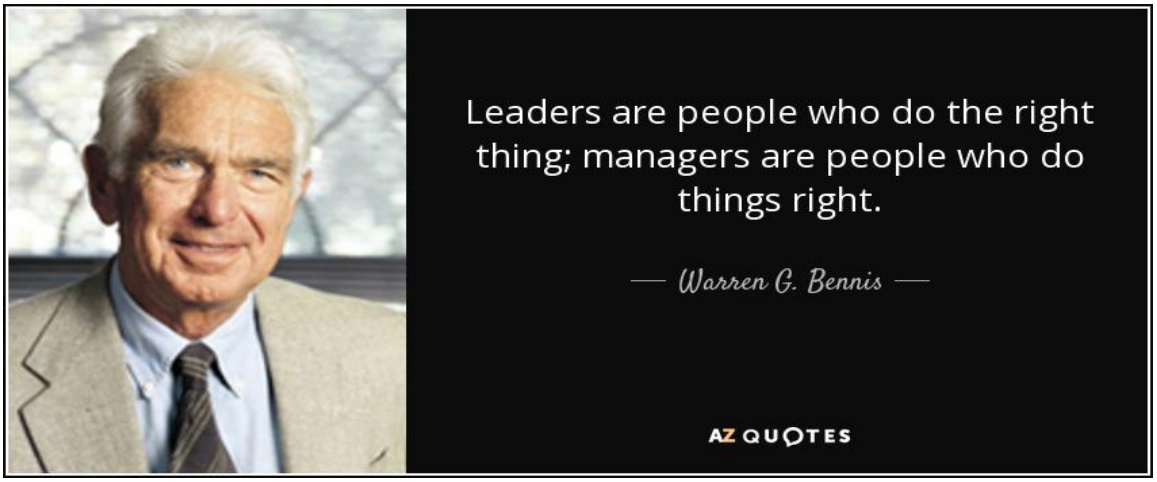
3.4.4.1. You will watch a video about the differences between a Boss and a Leader.

Write a description of what you saw in the movie mentioning some of the traits from the previous task (3.4.4.)

https://www.youtube.com/watch?v=OXXcpf8ON2s

In both the military and business environments, to be an effective leader subordinates and followers must trust their leader. According to Bob Ansett, founder of the Budget Rent a Car System, a multi-million-dollar international business and former US military, leadership principals are suitable and readily transferrable to the business sector since they all possess some very similar characteristics like excellent communication skills, courage, confidence, and self-esteem, common sense or leading by example.

3.4.4.2. Bearing in mind the military principles of leadership, read the following statement by Warren G. Bennis, one of the pioneers of contemporary leadership studies, and then think about what your thoughts on this are, what it means to you and if you agree/disagree (explain your reason).



Source: https://bobansett.com.au/index.php?page=leadership

Before giving an opinion, study the following useful words and phrases that we use when we agree and disagree with someone.

Agreeing and disagreeing

Stating an opinion

- In my opinion...
- The way I see it...
- If you want my honest opinion...
- According to ...
- As far as I'm concerned...

Expressing agreement

- I agree.
- I couldn't agree more.
- That's so true.
- That's for sure.
- Absolutely / exactly.
- That's exactly how I feel.
- I'm afraid I agree with ….
- No doubt about it.
- (agree with the negative statement) Me neither.
- (weak) I suppose so/I guess so.
- I was just going to say that.

Expressing disagreement

- I don't agree.
- (strong) No way.
- I'm afraid I disagree.
- (strong) I totally disagree.
- I beg to differ.
- (strong) I›d say the exact opposite.
- Not necessarily.
- That's not always true.
- That's not always the case.
- No, I'm not so sure about that.

3.4.4.3. Put the expressions into the correct group to agree, disagree, or partly agree.

. Yes OK, but perhaps	. Well, you could be right	. I don't think so	. So do I
. I see what you mean	. I cannot share this view	. That's partly true, but…	
. I beg to differ	. That's right!	. I see your point, but…	. Me too!

Agree:

Disagree:

Partly agree:

3.4.5. Grammar check

Adjectives are an important part of speech. They usually describe a person, like a leader or a boss, or a thing. They tell us what somebody or something is like.

Visit the following site and read about Adjectives.

https://www.weloveteachingenglish.com/en/english-grammar/adjectives.html

3.4.5.1. - Considering the boss and leader characteristics presented in the previous unit (3.4.1), match the definitions with the adjectives below.

Inspirer		**Bossy**		**Militant**
	Commanding		**Pioneering**	
Fair		**Accountable**		**Authoritarian**

1 - _____: someone who is exceptionally domineering, overbearing, and given to ordering other around.

2 - _____: someone who stimulates and excites people to action, who makes someone feel that they want to do something and can do it.

3 - _____: someone who demands that people obey completely and refuses to allow them freedom to act as they wish.

4 - _____: someone having a position of authority.

5 - _____: someone who doesn't discriminate or treat anyone with favoritism; doesn't pick sides or give anyone any unfair advantages.

6 - _____: someone who does not listen to the opinions of others, and strictly enforces his/her rules.

7 - _____: someone who is constantly coming up with new ideas or new ways to do things at work.

8 - _____: someone that acknowledges his/her wrongdoing and makes an effort to correct them. He/she takes full responsibility of actions and is transparent in his/her dealings at work.

3.4.5.2. Complete the following military leader quotes that any manager can apply to become a better leader.

1 - "The most important thing I learned is that soldiers watch what their leaders do. You can give them classes and lecture them forever, but it is your personal example they will _____." – General Colin Powell

2 - "It doesn't take a hero to order men into battle. It takes a hero to be one of those men who goes into _____." – Norman Schwarzkopf

3 - "If your _____ inspire others to dream more, learn more, do more and become more, you are a leader." – John Quincy Adams

4 - "Be willing to make decisions. That's the most important quality in a good _____." – General George S. Patton

5 - "You _____ things; you lead people." – General Colin Powell

6 - "Never give an order that can't be _____." – General Douglas MacArthur

7 - "Never tell people how to do _____. Tell them what to do and they will surprise you with their ingenuity." – General George S. Patton

8 - "The most important single ingredient in the formula of success is knowing how to get along with _____." – Theodore Roosevelt

9 - "Nearly all men can stand adversity, but if you want to test a _____ 's character, give him power." – Abraham Lincoln

10 - "The supreme quality for _____ is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office." – General Dwight D. Eisenhower

Source: https://wideangle.com/military-leadership-quotes-better-manager/

3.4.6. Reading: The Art and Science of Leadership and Management

Read the text about leadership and management (adapted) and fill in the blanks using the words from the table below.

trust	business	interchangeably	roles	followers
requires	opportunity	fitness	accomplishment	reach
understanding	level	distinguish	influencing	empowering

The Art and Science of Leadership and Management

Leadership and management are complementary processes, and both are necessary. Good leaders do management, and good managers do leadership. The terms "leader" and "manager" are often confused and inaccurately used _____. (1) High-reliability organizations need leaders with sufficient management expertise and effective managers who possess adequate leadership skills.

As officers advance in their careers and take on increasing responsibility, they earn more rank, reflecting their potential for future success. When they _____ (2) the executive-level organizational leader role, they must build upon their leadership and management experiences and develop, and hone skill sets focused on the leadership domains. The inability to _____ (3) between management and leadership skill sets can be a critical gap in the officer's knowledge as they prepare to become an executive organizational leader.

Gaining Knowledge

Army Officers may embrace leadership self-development at their own pace, or they can also learn from on-the-job training that varies depending on the locations and missions of their organizations. This self-development and training reveal a critical _____ (4) of an organization's purpose and "why."

Despite this organized training, gaps in understanding may still exist. The lack of formal and experiential training and insight into the differences between leadership and management and the skills associated with those _____ (5) cause a gap in an officer's preparation for leadership roles at the executive _____. (6) To bridge the gap, Army officers must be able to define the roles of leader and manager as well as achieve an understanding of the roles managers and leaders play.

Managers and Leaders

A manager is charged with enabling task execution or subsets of an organization. Managers have the knowledge to achieve the end state _____ (7) by the leader of their organization. Managers carry out the mission and oversee the change process by monitoring resources and measuring outcomes.

The role of the leader is to inspire and influence people by providing purpose. One can distinguish leaders from managers by recognizing that leaders possess a strategic outlook as well as a mission and vision for an organization.

Leaders are visionaries, catalysts for change, and devote attention to building _____ (8) in relationships with the organization's people. Leaders recognize the need for policy, and the manager implements and supports the leader's policy.

It is essential to differentiate between leadership and management functions in an organization. Leadership brings balance to the organization by engaging and recognizing the people performing the work. Therefore, focusing more concertedly on leadership is the preferred method at the executive organizational level while management conducts the _____. (9) However, the ideal concept is the right mix of leadership and management in an organization.

Balancing Act

Management is a functioning process that controls and synchronizes internal structures, processes, procedures, and systems.
Management is outcome-focused. It _____ (10) measuring productivity, directing work, advancing projects and monitoring deadlines. Effective management involves technical skills, proficiency within a particular kind of work, social skills, the ability to work with people, conceptual skills, and the ability to work with ideas.
Leadership is the activity of _____ (11) people by providing purpose, direction and motivation to accomplish the mission and improve the organization. Leadership begins with the communication of a vision that takes the organization to the next level.

Those in leadership are focused on the people who accomplish the mission. The leader motivates, builds effective and cohesive teams, and uplifts others through words and actions that inspire their _____. (12) The leader applies the art of _____ (13) others to act by underwriting actions that lead to progress and development.

It is important for Army officers to know the similarities and differences between the roles of leaders and managers and their positions in leadership and management. Officers will have the _____ (14) to serve at the full spectra of leadership and management. It is important for them to understand, apply and balance the art and science of managing and leading. This will enable Army officers to best utilize their talents for mission _____. (15)

Source: https://www.ausa.org/articles/art-and-science-leadership-and-management

3.4.6.1. Now mark the statements that follow as True (T) or False (F).

1 - Leadership and management are mutually exclusive. _____
2 - Trustingly companies value-effective managers who possess adequate leadership skills. _____
3 - Understanding the differences between leadership and management and the competencies associated with these roles are sufficient to prepare an officer for leadership roles. _____
4 - Leaders must have a strategic outlook in an organization to exercise skills as a leader. _____
5 - Leaders don't react to change, they just foresee it. _____
6 - Management is a functional process and focuses on people. _____
7 - Leaders recognize that fostering others will lead to progress and development. _____
8 - Mission accomplishment requires finding the right balance between managing and leading. _____

Most officers understand the importance of planning in leadership. Individuals at all levels in an organization, military or civilian, tend to be more comfortable when there is a plan in place because it provides the course of action to take and helps them get there in the most straightforward way. We can always take some best management practices from the Army as it is more organized as an employer.
One management concept that can be taken from the military is effective planning.

3.4.6.2. Listen to Navy SEALs Jocko Willink and Leif Babin explaining why it is important to plan, but not overplan, and answer the following questions:

Write your answers and send them to your teacher for review.

https://www.businessinsider.com/navy-seals-overplanning-dangerous-2018-10

1 – Why overplanning can be dangerous?

2 – How can planning help your team before an operation?

3 – What can be done to prevent the plan from failing?

3.4.7. Speaking: Leadership Skills

Through the centuries, great military leaders have shown some of the strongest leadership skills, which have been immortalized in leadership quotes attributed to them, and that any manager can apply to become a better leader. One of those great military leaders was Rear Admiral Grace Murray Hopper, the first woman to become a flag officer in the Navy, and also instrumental in developing one of the first computer languages (COBOL), which is still used today.

Concerning the difference between management and leadership, she said:
- *"You manage things; you lead people."*

Source: https://medium.com/swlh/strategic-leadership-managing-things-and-leading-people-2e6b15650870





Look at the quotation above and take a moment to comment on why it seems important to you.

3.4.7.1. Take the following questions and use them to write up to 250 words about it

- What do you think it means?
- Do you agree or disagree and why?
- How does this relate to the topic of the task?
- Any reflections?
- Is it surprising and why or why not?
- Does the quotation make you question any ideas or assumptions?

3.4.7.2. Find a quote that, in your opinion, best summarizes the differences between a Leader and a Boss. Explain your choice.

Unit 5 Leadership in Law Enforcement

3.5.1. Meet the Expert: Tell me about your journey through leadership

What do you hear? – Listen and fill in the blanks. There are 1-3 words per gap.

Tell Me About Your Journey Through Leadership

I. Hi, my name's Scott Williams, I'm a Lieutenant with the Los Angeles Police Department, and I'm the Commanding Officer of Olympic Detective Division.

II. About 5 or so years into my career I made Detective (1) _____ to the homicide unit. It was a very violent time, crime rates were pretty high at that time, and I'll admit that I think I was becoming a (2) _____. You know, you see the bad in society so much that it's hard to see the good sometimes.

III. I received a call from the captain 77 division late that night, and I learned that a 12-year-old boy, Gregory Gabriel, had been shot and killed outside of an (3) _____ that was going on at that location. I met Ella Crawford, Gregory Gabriel's mother, and she changed my life - that meeting, that phone call, that crime scene, that investigation changed not only who I am as a police officer and as a public servant, but it changed who I am as a person.

IV. I had an 11-year-old son at the time and I remember thinking as I'm making this notification: what if the police came knocking on my door with this information, you know? How would I (4) _____? How would I react? She chose to use her grief in such a positive way that it just (5) _____. She immediately began reaching out to the parents of other slain children, and started a support group and was all about community, and all about healing herself in dealing with her loss by helping other people (6) _____.

V. You know, she was obviously grieving and we spoke every day, and I knew she was hurting, but her ability to fight (7) _____ with the understanding that she was going to help other people who were experiencing the same thing that she was experiencing, so that they can work with each other to heal – it was so empowering.

VI. She made me realize that there's a (8) _____ for what I do, and what detectives do, and what all police officers do, and the level of service that we provide to the community. It's not just about putting bad people in jail, it's not just about solving crimes, it's actually about healing communities and empowering communities to heal themselves.

VII. I've made it my mission to help detectives and police officers who work for me to understand the importance of the job that we do, and understand our role in the community, again, (9) _____ but as collaborators, caretakers. Just to help them heal when they're victims.

VIII. But they have to know that, you know, their Ella Crawford is out there, and if they don't recognize it, if they allow some type of cynicism (10) _____ into their lives and they miss their Ella Crawford, then they're doing themselves and the community a disservice. So, I think it's important to get that message out as much as I can, as often as I can.

3.5.1.1. Vocabulary in Context: Tell Me About Your Journey Through Leadership

Find words in the text that match the following definitions, according to their respective meaning in the text.

1. *noun*, a measure, quantity, or frequency measured against another quantity or measure (Paragraph II)
2. *verb*, acknowledge a failure or fault (II)
3. *noun*, a person who works for the state or the local government (III)
4. *verb*, to respond in a particular way (IV)
5. *noun*, intense sorrow, especially caused by someone's death (IV)
6. verb, seeking to establish communication with the aim of offering or obtaining assistance or cooperation (IV)
7. *verb*, killed violently (IV)
8. *noun*, skill to do something (V)
9. *verb*, alleviate a person's distress or anguish (V)
10. verb, giving (someone) the authority to do something (VI)
11. *verb*, supply someone with (something useful or necessary) (VI)
12. *noun*, part played by a person in a particular situation (VI)
13. *noun*, people employed to look after other people (VII)
14. *verb*, acknowledge the importance or quality of; express gratitude for or appreciation of (VIII)
15. *noun*, a harmful action (VIII)

3.5.2. Reading: The importance of leadership in policing

Complete the text below by inserting the following bits of information into the appropriate gaps. There is one you do not use.

were identified as	a democratic style	skills needed to succeed
believed to be central	such as job security	wants to succeed
a leader would	can only be done	simply because it was
a noble action	in order to remain	

THE IMPORTANCE OF LEADERSHIP IN POLICING

by - Commander Mike Wilson, St. Joseph Police Department

I. Effective police leaders become very skilled at responding to challenge. Most leaders understand the fluid conditions in which their department operates even as they compete to standardize operations. They also know there are both internal and external forces to which they must adapt and grow (1) _____ effective. The law enforcement world is ever-changing as police leaders must be able to recreate the way of conducting policing. Agencies are seeing a new generation of police officers and noteworthy opportunities in the availability of new technology. The traditional organizational models of policing need changing and this (2) _____ through effective leadership.

II. Over the past twenty years, I have experienced many different types of leaders. Some were primarily autocratic. Being in charge, decisive, firm, dominating, forceful, and a tell, not ask attitude were some of the behaviors they exhibited. Others had more of (3) _____. They listened, consulted, were flexible, supported new ideas, delegated, had an ask rather than tell attitude, and cared about the mission and the people.

III. While attending training, a former police chief from Kansas City spoke of the Leadership Line points in between autocratic and democratic which best exemplifies five styles needed to be an effective leader. The five styles (4) _____ boss, teacher, supervisor, coach and colleague. These five styles are used at different times by understanding the levels of competency development defined as not competent, somewhat competent, satisfactorily competent, predominantly competent and fully competent. For example, an officer in the field training program would be considered not competent because of lack of skills, knowledge and motivation. When dealing with this officer, (5) _____ tend to be more autocratic as a boss. Changes in leadership style must keep pace by continually assessing, adapting and advising.

IV. Good leadership also begins with good character. The Greek philosopher Aristotle identified a number of moral virtues, including courage, temperance, truthfulness, modesty and patience that he (6) _____ to a well-lived life. He defined virtue not simply as an isolated act, but as a "habit" of acting well. By this understanding, for an action to be virtuous, a person must do it deliberately, know what he or she is doing, and do it because it is (7) _____. The actions of a person who does the right thing for the wrong reasons would not be virtuous because he or she did not perform the act deliberately, did not know what he or she was doing, or failed to perform the act (8)_____ the right thing to do.

V. Good leaders should also be honest, fair, accountable, humble, and most importantly show courage. Winston Churchill once said, "Courage is rightly esteemed the first of human qualities… because it is the quality which guarantees all others."

VI. Policing has to be ever-changing if it (9) _____ in today's world. It will take strong leadership to bring about the change in an effective manner rather than a knee-jerk reaction as some of the proposed legislation that many states are experiencing. We need to train our future leaders with the (10) _____. We can look at the past of leaders like Churchill and Aristotle for definitions of character and virtue. As leaders, the future is ours to define for our next generation of police leaders.

were identified as	a democratic style	skills needed to succeed
believed to be central	such as job security	wants to succeed
a leader would	can only be done	simply because it was
a noble action	in order to remain	

3.5.2.1. Vocabulary in context

Find words in the text that match the following definitions, according to their respective meaning in the text.

1. *adjective,* having or showing the knowledge, ability, or training to perform a certain activity or task well (Paragraph I)
2. *adjective*, not settled or stable; likely or able to change(I)
3. *verb*, cause (something) to conform to a model or norm(I)
4. *adjective*, constantly developing(I)
5. *adjective*, interesting or significant(I)
6. *adjective*, taking no account of other people's wishes or opinions(II)
7. *adjective*, having previously been a particular thing(III)
8. *adverb*, to a moderate extent or by a moderate amount(III)
9. *adverb*, in a way that fulfils expectations or needs(III)
10. *noun*, be without or deficient in; not having enough of something(III)
11. *verb*, frequently behave in a particular way or have a certain characteristic (III)
12. *phrasal verb*, to go or make progress at the same speed as someone or something else (III)
13. *noun*, the mental and moral qualities distinctive to an individual (IV)
14. *noun*, moderation in action, thought, or feeling; restraint (IV)
15. *adverb*, consciously and intentionally; on purpose (IV)
16. *verb*, carry out, accomplish, or fulfil an action, task or function (IV)
17. *adjective*, required or expected to justify actions or decisions (V)
18. *phrasal verb*, cause something to happen (VI)
19. *adjective*, (of a response) automatic and unthinking (VI)
20. *verb*, make up or establish the character or essence of (VI)

3.5.3. Speaking: Rules for young leaders

Read the following rules for young leaders, as suggested by senior law enforcement officer Sergeant Jarrett Morris, and choose the 3 you consider to be the most relevant. Explain why:

A. Be a humble leader.
B. Remember you don't know everything. Lean on your officers, the subject matter experts, and ask them smart questions.
C. Listen when your officers are talking to you. Put down your cell phone and the emails can wait.
D. Treat them and all people with respect. Take care of your people and they will in fact take care of you.
E. Take ownership of failures and mistakes made by the team. You are ultimately responsible for everything your subordinate officers do.
F. Pass the credit the team receives down the chain of command.
G. As a leader work hard. You should be working harder than anyone on your team. You can even take out the trash, it is not beneath you.
H. As a leader have integrity. Your officers will know when you are lying to them.
I. Extreme actions and opinions are usually not good, be a balanced leader.
J. As a leader, be decisive. If you are required to make a decision, make one.
K. Build relationships. If you are not constantly building relationships and trust with your officers, your officers will be disconnected and unsuccessful.
L. Lead your team to accomplish your designated mission. Just get the job done.

3.5.4. Writing: Writing a story

Write a story using as many of the words on the list as you can. Aim to include 10-20 words in your story. Try to get the finished story to make sense.

Guide / Guidance
Initiative
Motivate / Motivation
Networking
Responsible / Responsibility
Depend/ Dependability
Generous / Generosity
Empathy
Flexible / Flexibility
Charisma / Charismatic
Competency/ Competent
Decisive
Open-minded
Objective
Calm
Ethical
Sociable
Empathy / Empathetic
Loyalty / Loyal
Trustworthy
Communicate/ Communicative
Inspiration / Inspirational

3.5.5. Meet the Expert: Attributes of a good leader

What do you hear? – Listen and fill in the blanks.

SPEAKER 1:

I think, first and foremost, individuals that are aspiring to enter into any type of leadership role is, number one, they have to be willing to (1) _____ to persevere, because once you take on a leadership role you're no longer only responsible for yourself but you're now responsible for many. And being a leader is also making sure that when somebody does a good job you tell them they do a good job, when somebody does something wrong you don't want to cut their (2)_____ _____ ; you want to make sure that you talk to the individual that did something wrong, that you turn that into a learning experience, so that they can (3)_____ from that interaction and that they later on in their career, or later on throughout their course of their duties and responsibilities, that they can (4)_____ that knowledge on somebody else because they had a positive experience with you.

You always want to lead by example, don't ask anybody to do something that you're not willing to do yourself. It's very difficult as a leader to put your people (5)_____ _____ _____, and those are things that you have to live with and so you want to make sure that you have to make those (6)_____ decisions as a leader, that you ensure that the people that you're sending out to do a specific task, that they have the appropriate training, that they have the appropriate equipment and that they have the confidence in you that you're sending them into a situation where they're going to be successful. In order to be successful in any type of (7) _____ incident, you have to immediately manage that incident, instead of letting the incident manage you. It's a humbling experience, it's a humbling experience to see how much authority and responsibility that one person has for an event. It's… You learn how to (8) _____ on individuals, you learn very quickly on how to delegate authority and how to delegate that responsibility that goes along with that authority to get the job done, because there is no way that you can manage (9) _____ _____ events by yourself. You need those individuals, you need quality people helping you, and you need to put your faith in those individuals to ensure that they're going to get the job done and get the job done right.

SPEAKER 2:

I think leadership in the public safety role is unlike anything in the (10)_____ world, in that, in many cases, you have started your career with a lot of the same people that you're actually managing at a higher level, and so the one thing in public safety is you cannot escape your (11)_____ or your reputation, and I think it's really important for people who aspire to, or currently hold those (12)_____, to understand that a promotion does not make you any different than you were the day before you had it. Secondly, I think it's really important to understand – and I think this is a line that gets (13) _____ – is that people are led and things are managed, and they're two completely different things. So, I have a managerial (14)_____ of my job which is the administrative part, which I make sure my people are equipped and I make sure they have the right (15)_____ of support, but then there's a leadership piece of that as well, which is the human part, and so I think it's important to understand that there's two completely separate sides of the house and you have to be (16)_____ of both of those.

You may be a great leader but if you can't take care of the details and make sure that all the small things are handled, then it becomes a (17)_____ block for success because people will focus on what isn't getting done or things that aren't happening and I think you have to be, even if you delegate those responsibilities away, it's important, (18)_____ on the leader really, to make sure that all those details are taken care of. The thing I've learned in this job so far is that it is a fine balancing act to make sure that you are present enough, but not so present that you are a micro manager or you're too much involved in a lot of the (19) _____. So, there's really a balancing act there, I will tell you, that on the job training is very (20) _____ in many different respects.

3.5.6. Reading: Achieving gender equity - Part I

Insert the following terms into the appropriate gaps in the text below.

becoming a permanent part	enacted strategies
slightly better	overall numbers
handle crimes involving	general arrest powers
opportunities for women	up marginally from
breaking into	women could be subject

Women have made many inroads in policing, but barriers remain to achieving gender equity

Last week, the Australasian Council of Women and Policing held its 2019 conference, with a focus on how law enforcement responds to women in the communities they serve and how police services can expand_____ _____in leadership positions.

Although opportunities for women in policing have expanded over time, their_____ remain relatively low. Nationwide, about a third of all police personnel were women in 2017-18, but barriers remain to states achieving their goals of reaching 50-50 gender parity on police forces. Women are vastly underrepresented in senior roles, as well.

The changing role of women in policing

Women began to play a role in policing in the United Kingdom in the early 1900s, though this was initially limited to focusing on women and children impacted by war. By 1915, there were Women Police Service volunteer constables and officers patrolling streets across the country, though they were prevented from_____ of the police force.

In the United States, Lola Baldwin became the country's first sworn female police officer in the city of Portland, Oregon, in 1908. Baldwin focused on crime prevention in areas where_____ to predatory behaviours by men, such as dance halls and saloons.

As societal attitudes changed over time, the opportunities and roles for women in policing expanded. For example, in 1975, the Queensland Police Force established a specialised rape squad to_____ sexual assaults against women, creating an all-female team of investigators.

Women are still_____ new areas of policing today. Queensland finally got its first female motorcycle officers in 2017, for instance, when two women passed the arduous three-week qualifying course.

Participation of women in policing

In the United States, women comprised just 12% of sworn police officers (police officers with_____) in 2014 – an increase of just four percentage points from 1987. It is worth noting, however, that women were better represented on police forces in bigger population centres.
Gender equity is_____in the United Kingdom, where women accounted for 30% of police officers in 2019, up from 26% in 2010.
And in Australia, 33.6% of sworn and unsworn police personnel were women in 2017-18,_____ 32.2% in 2012-13, according to the Report on Government Services 2019. While most states have increased the number of women in their ranks in recent years, New South Wales and the Northern Territory have been trending in the opposite direction over the past 12 months.
Many police services across the country have now _____ to achieve 50-50 gender equity for police staff. And several services, including the Australian Federal Police, have initiated independent reviews of their organisational culture and the prevalence of sex discrimination.

becoming a permanent part	enacted strategies
slightly better	overall numbers
handle crimes involving	general arrest powers
opportunities for women	up marginally from
breaking into	women could be subject

3.5.6.1. Reading: Achieving gender equity - Part II

Read the text again and circle the letter corresponding to which you think is the correct ending/ answer for each sentence/question.

1. According to this article,

a) only some Australian states have achieved gender parity in the police force.
b) in Australia one in every two police officers is a woman.
c) there are few women in leadership positions nationwide.

2. The first policewomen

a) were conscripts.
b) joined the police force in Oregon.
c) held temporary jobs.

3. Lola Baldwin's primary assignment was to

a) raid dance halls and saloons.
b) prevent sexual harassment.
c) arrest predators.

4. Which of these statements is TRUE?

a) Gender equity has not improved in the UK in recent years.
b) There is a higher proportion of female officers in larger urban areas in the US.
c) All Australian states have increased the number of women in their ranks.

5. Which of these statements is FALSE?

a) About a third of the police force in Australia is composed of female officers.
b) There is no prevalence of sex discrimination in the Australian Federal Police force.
c) Police services in Australia have set up plans to achieve gender equity.

3.5.6.2. Reading: Achieving gender equity - Part III

Rephrase the following sentences by replacing the underlined words with words of the same meaning.

1. "Although opportunities for women in policing have expanded over time…" (line 5)
"_____opportunities for women in policing have expanded over time…"

2. "…about a third of all police personnel were women in 2017-18." (line 6-7)
"…_____a third of all police personnel were women in 2017-18".

3. "… initially limited to focusing on women and children impacted by war." (line 12)
"… initially limited to focusing on women and children_____by war."

4. "…Queensland Police Force established a specialised rape squad …" (line 21-22)
"…Queensland Police Force_____a specialised rape squad …"

5. "While most states have increased the number of women…" (line 36)
"While most states have_____the number of women…"

3.5.6.3. Reading: Achieving gender equity - Part IV

Look in the text for words synonymous with the following.

grueling _____

enlarg_____

rapacious_____

not bound by oath_____

parity _____

emphasis _____

commenced _____

lasting _____

made up _____

incidence _____

ANSWER KEY

3.1.1. Key

1.	of effective leadership
2.	creating conditions of trust
3.	past the level that
4.	got to learn
5.	you have built up
6.	serving selflessly
7.	take the risks
8.	scared to death
9.	down the deepest valley
10.	giving it that spark

3.1.1.1. Key

feeling fear; afraid; frightened	scared/terrified
desire to know; the tendency to ask and learn about things	curiosity
quality or feeling with latent potential; a seed; vital, animating, or activating factor	spark
an individual that aims to influence decisions within political, economic, and social institutions	advocate
the intrinsic or indispensable quality or qualities that serve to characterize or identify something	essence
in a way that is more concerned with the needs and wishes of others rather than with one's own; done in a way that disregards concerns for the self and places other first	selflessly
a desired result or the ability to produce desired output. When something is deemed effective, it means it has an intended or expected outcome	effective
possible adverse outcomes	risks
finally; in the end; at a most basic level	ultimately
means that can be used to cope with a difficult situation	resources

Source: https://www.thefreedictionary.com/; https://www.merriam-webster.com/

3.1.3. Key

1.	entered
2.	required
3.	demand
4.	included
5.	developed
6.	unmodified
7.	conduct
8.	covered
9.	promote
10.	provide

3.1.3.1. Key

1	T	
2	T	
3	F	When leaders make mistakes, they accept just criticism and take corrective action.
4	T	
5	F	Telling your people you care about them has no meaning unless they see you demonstrating it.
6	T	
7	F	When people are learning new tasks tell them what you want done and show them how.
8	T	
9	T	
10	F	They need to know when to make decisions themselves, when to consult with people before deciding.
11	F	People gain satisfaction from performing tasks that are reasonable and challenging but are frustrated if tasks are too easy, unrealistic or unattainable.

3.1.3.2. Key

maintaining	sustaining	improves	enhances
intention	intent	displeasure; indignation	resentment
achievement	accomplishment	outruns	exceeds
honesty	integrity	essential	crucial
wellbeing	welfare	unreachable	unattainable

3.1.3.3. Key

1.	unmodified/unchanged
2.	strengths
3.	mastered
4.	corrective
5.	commitment
6.	trust, respect
7.	enhances
8.	exceeds
9.	seek
10.	willingly
11.	assess/evaluate, sound
12.	hesitancy
13.	unattainable

Source: - Menezes, S., Duarte, O., Raabe, F., & Oliveira, R. (2017) At Attention – Manual de Inglês aplicado ao Exército Português, EME, Lisboa.

Unit 2 21st Century Military Leadership (answer keys)

3.2.1. Vocabulary in context

	d	Comfortable with being uncomfortable
	f	Adapt at handling massive amounts of information
	e	Possess technical savvy
	b	Able to devise creative solutions to complex challenges
	a	Able to interact with indigenous populations
	c	Inspire warrior ethos, namely commands trust and confidence of soldiers

3.2.1.1. Reading I: 21st Century military leadership

1.	lead
2.	impact
3.	command
4.	hierarchical
5.	accurate
6.	exert
7.	defeating
8.	prerequisites
9.	differ
10.	accomplish

3.2.1.2. Vocabulary in context

1.	financial plan	budget
2.	be prone to/be inclined to	tend
3.	apply	exert
4.	combine with	couple with
5.	accelerate	expedite
6.	well-known	famed

3.2.1.3. Reading II: Contemporary wars

1.	threat posed
2.	inflicting military and political damage
3.	lead to their defeat
4.	with local support
5.	preventing and discouraging
6.	through violence
7.	working proactively
8.	how to direct and inspire

3.2.1.4. Listening: Requirements for future leaders (Part I)

A	approach
B	issue
C	empowers
D	schedules
E	skillful
F	own
G	achieve
H	fostering

3.2.1.5. Reading III: Requirements for future leaders (Part II)

1.	True
2.	False
3.	True
4.	False
5.	True
6.	False

3.2.1.6. Vocabulary in context

1.	equal, just	egalitarian
2.	astute, sharp	savvy
3.	be skillful	be adroit
4.	encouraging, promoting	fostering
5.	use something to maximum advantage	leverage

3.2.1.7. Vocabulary in context

1. The leader needs to *leverage* the organization's key resources.
2. Future leaders need to be *savvy* about technology.
3. He is very *egalitarian* in his approach, that is why his subordinates are more motivated.
4. They were praised by their superiors for *fostering* a positive learning environment.
5. The successful military leader must be *adroit* at cooperating with different governmental and non-governmental organizations.
6. Asymmetric tactics mean *inflicting* military and political damage to any given country.
7. The approach of simply ordering people in an *authoritarian* way to get the job done will fail in the long run.
8. Leaders must become skillful at understanding the culture in which they are *deployed*.
9. Making decisions in times of war has a dramatic *impact* on soldiers and commanders.
10. Armed conflicts in the 21st century *differ* from those in the past.

3.2.2. Listening: Emotional intelligence

1. comprehend + manage
2. success
3. sound
4. impartial
5. respond + others'
6. grounded
7. anxiety + grief
8. support + resources
9. easier + judgment
10. underestimate
11. balance
12. solve + achieve

3.2.2.1. Vocabulary in context

1.	impartial	h	angst
2.	sound decision	e	solid choice
3.	overlook	g	neglect
4.	sentiment	b	feeling
5.	balance	f	equilibrium
6.	understand	d	comprehend
7.	achieve	c	attain
8.	grief	a	unbiased

3.2.4. Vocabulary in context

1.	accurate	precise
2.	lethal	deadly
3.	cope with	deal
4.	incessant	ceaseless
5.	mindset	mentality
6.	exceed	outdo
7.	innovative	inventive
8.	likely	probable

3.2.4.1. Listening: Ways to develop your leaders

1.	difficulties
2.	advice
3.	lengthy
4.	flawed
5.	approach
6.	value
7.	perspective
8.	quotes
9.	inspirational
10.	experts
11.	resources
12.	teaching

3.2.5. Use of English: Education and training

1.	firmly
2.	development
3.	decisions
4.	increasingly
5.	inexperienced
6.	strategic
7.	security
8.	educators
9.	assignments
10.	commanders
11.	knowledge
12.	successfully
13.	requirements

3.2.6. Listening: Battlefield of the future

1.	continue
2.	lethal
3.	capabilities
4.	rear
5.	rate
6.	mindset
7.	personnel
8A	foresight
8B	cohesion
8C	adaptability
8D	thorough
8E	awareness
8F	resource

Transcript 3.2.1.4. Listening: Requirements for future leaders

Nowadays, more than ever before, future leaders need to:
1. Develop an egalitarian instead of an authoritarian leadership style and philosophy. A highly trained army requires smart and well-educated soldiers. Simply ordering people to do things "because I said so" may work in the short run, but in the long run, this approach will fail. Egalitarian leaders genuinely see all people as important and equal in terms of getting the job done, issue clear guidance to others, and demonstrate high social intelligence.

2. The modern military leader must be transformational, not transactional. The transformational leader empowers subordinates to achieve the organization's goals. They see developing and growing others as more important than micromanaging schedules, giving rewards and punishments, and enforcing standards.

3. Military leaders must be culturally savvy. To win hearts and minds, and to prevent wars instead of fighting them, they must become skilful at understanding the culture in which they are deployed, and adept at working with people from diverse backgrounds, religions, and cultural practices.

4. They must quickly adapt to new technology. Knowing how to harness the power of social media, for instance, enables communication within and outside of the leader's own organization. It can be used to reach out to the local population in which he or she is deployed. He or she must fully understand the technology of their command and controls systems, and of weapons systems, they may need to employ if military force is required.

5. The rules of engagement have changed. Successful military operations minimise killing or being killed. Knowing how to leverage their military power to achieve objectives without injuring or killing others is crucial to long term, strategic success.

6. Finally, the successful military leader must be adroit at working with other government and non-government agencies to accomplish their mission. The military to this day has a unique culture and even its own language. Fostering an environment of true cooperation, basically playing well with others. More than ever before, the military, given its importance to the nation, must be a forerunner in developing better ways of leading others.

Adapted from https://www.psychologytoday.com/blog/head-strong/201410/21st-century-military-leadership

Transcript 3.2.2. Listening: Why Emotional Intelligence Is Indispensable For Leaders

When most people imagine intelligence, they picture a mathematician solving equations, a novelist writing great works of literature or a philosopher expounding on wise principles.

But brilliance takes many forms, not least of which is the ability to comprehend and manage emotions. Known as emotional intelligence, this trait is often overlooked, yet crucial for success.

Here's what having emotional intelligence provides you with:

Acute Awareness

One of the defining features of emotional intelligence is the ability to comprehend the effects of your feelings. This is crucial for making sound, objective decisions when your pride and self-esteem are at stake. All leaders must face situations where their emotions make a decision seem better than it is.

If you previously expressed support for a certain strategy, for example, your pride will be tied up with that strategy, making it harder to recognize if it isn't working. Leaders who have emotional intelligence are more likely to realize when pride and other emotions are influencing their thinking, allowing them to make more rational, impartial choices.

Impact Interpretation

In addition to reigning in your own feelings, emotional intelligence makes it easier to anticipate and respond to others' sentiments.

Emotional intelligence means you can tell ahead of time how others will react and develop a strategy to keep them grounded.

Mental Health Management

Those with emotional intelligence have an easier time assessing the emotional and psychological state of their employees. This makes it easier to determine if someone is suffering from: anxiety, depression, grief, trauma, eating disorders.

By recognizing threats to your employees' mental health, you can provide them with the support and professional resources they need to recover.

Cultivated Communication

Leaders with emotional intelligence have an improved ability to gauge others' responses to their words and actions. You can then refine your messages accordingly, developing reliable ways of communicating with everyone who works for you.

Emotional intelligence also makes it easier for you to listen to what other people are saying clearly and without judgment, ensuring that others can always give you the information you need.

Helpful Humor

Never underestimate the value of humor in business. If you have emotional intelligence, it will be easier to tell what people will find funny. You can also determine in which situations humor will be appropriate, finding the proper balance between serious work and lightheartedness.

While intelligence is important, emotional intelligence is a key to success in leadership and in being able to relate to others. When dealing with others, truly try to place yourself in their situation. It will help you choose the best method to solve problems and achieve your goals.

https://www.forbes.com/sites/forbescoachescouncil/2017/10/30/why-emotional-intelligence-is-indispensable-for-leaders/#fcba240275b7,

Transcript 3.2.4.1. Listening: Ways to develop your leaders

Leader development doesn't have to be the big thing it sounds like when you say it.

When I became a platoon leader, I struggled with what type of development program to implement. Should I create a formal development plan with events and steps? Or should I simply model effective leadership and hope the Soldiers learn by example?

I engaged a mentor on the topic, who gave me priceless advice that I remember to this day. She said, "Just look for teachable moments."

Too often, leaders adopt the belief that leader development has to be a lengthy program that takes hours or weeks to develop. The "unit leader development program" sounds like a monstrous effort that integrates technical training, tactical education, lofty discussions, resource products, and lots of time.

Here's the unfortunate result! Our flawed perception of leader development consequently prevents us from doing ANYTHING.

Consider these facts about leader development:

• It's more important than anything else you'll do

• You've already got the tools to develop your leaders

• THEY aren't too busy to get involved

• YOU aren't too busy to get involved

• They WANT you to teach them

• It can take as little as a few minutes, with almost no prep time

While you may have an overall plan for the path, you'll take your leaders on.

Here are ten easy ways you can develop your leaders:

1. Teach the Basics Again. There's always value in reminding us how much we've forgotten.

2. Tell War Stories. Your subordinates want to hear about your experiences and will apply your lessons to their own perspective.

3. Discuss a Quote. Everyone has favorite quotes. Pick one and spend 10 minutes discussing it and then ask the team to share relevant examples from their own experiences.

4. Assign Homework. Give your team a topic to review and present.

5. Highlight History. Find valuable, perhaps inspirational events in history to share. Medal of Honor citations are very effective in connecting the team with purpose and legacy.

6. Form Resource Scouts. Divvy up multiple websites for your team to watch daily for good content to share. Remember to consider SmallWarsJournal.com, WarCouncil.org and Foreign Affairs.

7. Invite Guest Speakers. Ask subject matter experts or even higher leaders to speak to your team.

8. Watch a Video. Find inspiring videos, TED, for example, or watch public speeches of your organization's leaders.

9. Review an Article. Professional journals provide excellent resources for discussion. Examples: Military Review, Joint Forces Quarterly, Infantry Magazine, etc.

10. Scenario-Driven Event. Assign your team a tactical problem to solve and present to the group. It's as simple as grabbing a map and asking, "How would you seize this hill with an infantry platoon?"

The events don't have to be stand-alone. Consider opening a meeting with a short professional discussion. Or, if it's a busy time, do a brown-bag lunch so you can continue other priorities. And of course, you can also integrate teaching moments into physical training or formation time.

https://themilitaryleader.com/10-ways-develop-leaders/

Transcript 3.2.6. Listening: Battlefield of the Future

The future is uncertain. Nobody knows in which battlefield conditions we will operate in the 21st century. A large portion of our army is already sucked into Low-Intensity Conflict Operations. This is sure to continue for a long time to come.

Conventional warfare would be far more lethal with increased battlefield mobility, fluidity and uncertainty. The possibility of nuclear warfare is real. Electronic Warfare may make communication between units and commanders at headquarters impossible. Information warfare with all its components of Command and Control warfare.

Psychological Warfare, Electronic Warfare, Cyber Warfare and Economic Information Warfare may not be far away. Because of night fighting capabilities, soldiers may be called upon to fight continuously with little or no rest. Rear areas are likely to be attacked effectively. Weapon systems would have much more electronic components making them more accurate and lethal. The global media would be there all the time.

Latest communication systems and information technology in the command and control systems will pose new challenges to the leaders. The technical skills of followers may exceed that of leaders. It may not be possible for a commander to keep pace with the rapid rate of technological changes while coping with incessant demands of command. In critical conditions, commanders may be flooded with information overload creating the condition of "Paralysis of Analysis." Would the commander study computer outputs or act in gut feel or intuition?

However, in our effort to capture the leading edge of the information age, it is important to remember that at night, in the rains, attacking uphill in the mud, it is the quality of the leadership, not the speed of the processor, that will carry the battle.

Attributes of a 21st Century Leader. In addition to all the time-honoured and tested leadership qualities that have been highlighted earlier, the leader has to possess some more skills to operate successfully in the next century. He has to change his leadership styles to the demands of the high-tech battlefield and legitimate expectations of today's generation of soldiers. He has to have an innovative mindset. He should have more communication skills for both his command and the handling of media personnel in wartime. The 21st Century leader is expected to have:

- More initiative and foresight.
- Intellect.
- Higher technical competence at all levels.
- Capacity to generate a higher level of unit cohesion.
- Capacity to operate autonomously.
- Greater flexibility and adaptability.
- Capacity and opportunity to experiment.
- Capacity to create a climate for more junior leaders that permits rational risk-taking.
- A thorough understanding of the system.
- Ability to use intuition in decision making.
- Skill in dealing with officials from various Government agencies.
- An awareness of power and politics.
- Cultural sensitivity.
- Caring leadership.
- Joint warfare competencies.
- Skill in resource management.

https://www.researchgate.net/publication/344737511_MILITARY_LEADERSHIP_IN_THE_NEXT_MILLENNIUM

Unit 4 Leadership versus Management

Answers:

3.4.1.2 Meet the expert: Redefining leadership

1 – b (fast burner)
2 – c (Troy always says what is on his mind)
3 – c (When he was promoted)
4 – b (That he wanted to be a different leader than he was)
5 – b (He worked hard to emulate those new qualities)
6 – c (To be devoted)

Transcript:

The first aspect is leading by example. I first learned about the concept of leadership by example in the military. When I was in the military at the age of 21 years old, they called me a **fast burner. (1)** And that is someone who climbed the ranks very quickly. Getting thrown into the role of leadership at such a rapid pace and young age gave me the most valuable leadership lesson.

All of a sudden, I found myself not only in charge of my peers but as a supervisor to some of the people I used to report to. Long story short, once this situation occurred, I found myself in a culture where everybody was unhappy. I too was miserable. So, I called one of my guys, Troy, aside. Every organization has that truth-teller, the one who won't blow smoke. And Troy is one of those guys who will just **tell you what he really thinks. (2)**

So I said to Troy, "Look, over the last few months it seems like the morale has gone down, the culture is rough, and we're not as productive. I just don't feel like things are going well. These are the guys I used to hang out with, we use to have a great time at work, but it's just not happening now, you know? Am I being overly sensitive, is something going wrong?"

Troy curtly responded, "No, actually what's happened, **since you made rank (3)**, is you've become a real asshole."

That really hit me hard. Later that night, I couldn't sleep because I kept thinking about what Troy said. It took me about a day before it finally sunk in that Troy was absolutely right. When my position and rank changed, I had let things get to my head and it completely changed who I was.

So that weekend, **I decided that that was not the leader I wanted to be. (4**) I spent the entire Sunday thinking back on leaders that I've experienced and leaders I've read about. I started listing all the qualities of the leaders whom I really liked — from the leaders I had in the military, right through to the leaders and coaches I experienced in school and even as a boy scout. Then, I identified the qualities I really wanted to emulate.

During the next routine Monday launch meeting, I stood in front of the 100 or so people in my team and apologized, "Look everyone, I'm really sorry. I went about this the wrong way. This is not the leader I want to be". Then, I listed out the qualities I had identified as the leader I wanted to be and asked them to help keep me accountable to them. **And then I worked hard to emulate those new qualities. (5)**

This experience was a really valuable lesson in leadership for me. When I started emulating those new qualities, they eventually carried our unit to win the Outstanding Unit Award, which is the highest unit award you can achieve outside of a combat situation. So, it worked.

The biggest lesson I learned from this is the importance of leading by example. This doesn't just mean if you want people to work hard, then you work hard. It also means if you want people to be authentic with you, **you have to be authentic with them. (6)** If you want respect, respect them first. If you want transparency, then be transparent with them first. You as the leader are in the position of power and should be the first to demonstrate what you value.

3.4.2 Reading: Introduction to Army Leadership

Suggested answers:

1 – Because much of an Army officer's work will be managerial, it will be the work of a manager, not that of a leader. Yet a manager and a leader differ in how they approach their jobs. Managers focus more on things, projects, and processes. Leaders focus more on feelings, thoughts, opinions, and emotions, and when the officer doesn't respect the feelings, thoughts, opinions, and emotions of his subordinates, he stops leading and starts managing.

2 – It means that leaders can go beyond the usual or normal limits by doing something new, dangerous, etc.

3 – If leaders get subordinates interested or involved in an activity, they get them to do more and get better results.

3.4.3 Vocabulary in Context

1 – accepted
2 – arrives
3 – perspective
4 – fluently
5 – grasp
6 – capacitating

3.4.3.1.

1 – seize
2 – approach
3 – fulfill
4 – trust
5 – embrace
6 – engage

3.4.4. Integrating skills: Differences between Leaders and Managers

BOSS	LEADER
orders people	develops people
administers	innovates
short-term view	long-term view
drives	coaches
imitates	originates
controls	inspires
commands	asks
says “go”	says “let’s go”
places the blame	accepts the blame
says “I”	says “we”
relies on authority	relies on goodwill
takes credit	gives credit
ask how/when	asks what/why

3.4.4.3.

Agree:

- So do I; - I see what you mean; - That's right!; - Me too!

Disagree:

- I don't think so; - I cannot share this view; - I beg to differ;

Partly agree:

- Yes OK, but perhaps; - Well, you could be right; - That's partly true, but…; - I see your point, but…

3.4.5.1.

Bossy – someone who is exceptionally domineering, overbearing, and given to ordering others around

Inspirer – someone who stimulates and excites people to action, who makes someone feel that they want to do something and can do it

Authoritarian – someone who demands that people obey completely and refuses to allow them the freedom to act as they wish

Commanding – someone having a position of authority

Fair – someone who doesn't discriminate or treat anyone with favoritism; doesn't pick sides or give anyone any unfair advantages

Accountable – someone that acknowledges his/her wrongdoing and tries to correct them. He/she takes full responsibility for actions, and this person is transparent in his/her dealings at work.

Pioneering – someone who is constantly coming up with new ideas or new ways to do things at work.

Militant – someone who does not listen to the opinions of others, and strictly enforces his/her rules.

3.4.5.2.

1 – follow
2 – battle
3 – actions
4 – leader
5 – manage
6 – obeyed
7 – things
8 – people
9 – man
10 – leadership

3.4.6 Reading: The Art and Science of Leadership and Management

1 – interchangeably
2 – reach
3 – distinguish.
4 – understanding
5 – roles
6 – level
7 – envisioned

8 – trust
9 – business
10 – requires
11 – influencing
12 – followers
13 – empowering
14 – opportunity
15 – accomplishment

3.4.6.2.

1 – False
2 – True
3 – False
4 – True
5 – False
6 – False
7 – True
8 – True

3.4.6.3.

Listening tapescript/answer - Navy SEALs explain the danger of overplanning

Leif Babin: Contingency plans, the likely things that might go wrong, those are critical. There are situations where some leaders don't even come up with contingency plans for likely things that are going to happen, and that's a disaster. **You can't do that, 'cause then that's gonna set your team up for failure and it's going to certainly impede your ability to accomplish the mission. (1)** So what you have to do is to balance that, not overplan but have some planning, and what that generally looked like for us in combat was come up with the most likely three or four contingencies that might happen for each phase of an operation.

So if I'm about to kick off a major operation I'm gonna look at what the first- the one, two, or three things that are likely to go wrong. I'm gonna focus on those things, and then I might plan for that, and then I might also plan for that worst-case scenario as well. **So you think through those things, so the team knows how to react to those things, they're prepared to prevent those things from happening or prepared to react to them when they do go wrong. And yet you absolutely can take that too far in the other direction and overplan. (2)**

Jocko Willink: So let's say a business has a project that they're planning for next quarter. And it's a complicated project. Now they have to do some planning, there's no doubt about it. But we see businesses sometimes where they invest so much time and so much effort into their planning that they never make any progress on getting the project done. Or at least they take away from their effort to actually execute the project. **So what you have to do is you have to be sensible. What you have to do is you have to find the balance. You certainly have to plan but you can't spend so much time doing your planning that you never get anything done. (3)**

Babin: One of the first patrols I went out with, with the Marine Corps in a really dangerous area of downtown Ramadi, and when we were going out on this operation, we knew we were going to be out there for at least 24 hours, and we knew it could be even longer. So I loaded out for World War III.

I packed extra grenades and extra magazines with rounds and extra water and extra food and batteries and radios and everything that you could possibly imagine trying to cover all these contingencies if we got extended out there, in the event that we were about to be overrun by a larger enemy force. And what that did to me was burden me down to a point where I was so heavy, the weight that I was carrying on my back, in my rucksack that I could barely keep up with the patrol and I certainly couldn't lead that patrol. And that actually put me in a much more dangerous situation because I tried to plan for every single contingency.

So you can take any of these things too far. You've gotta plan but you can't overplan. Once a decision gets made, you've got to be able to get behind that plan and execute the plan as if it were your plan. It doesn't matter if you came up with it or if someone else came up with it. If you're a good leader and you see, "Hey, this person came up

with a great idea. Let's give that idea a shot." They're in a better position to run with it. I'm gonna follow and I'm gonna let them lead because I don't care who gets the credit. I just want the team to win. And the best leaders are going to be able to do that.

3.5.1. Meet the Expert: Tell me about your journey through leadership

Total: 20 pts (10x2pts) 0.5 pts penalty for each spelling error

Hi, my name's Scott Williams, I'm a Lieutenant with the Los Angeles Police Department, and I'm the Commanding Officer of Olympic Detective Division.

About 5 or so years into my career I made Detective (1) **and was assigned** to the homicide unit. It was a very violent time, crime rates were pretty high at that time, and I'll admit that I think I was becoming a (2) **little cynica**l. You know, you see the bad in society so much that it's hard to see the good sometimes.

I received a call from the captain 77 division late that night, and I learned that a 12-year-old boy, Gregory Gabriel, had been shot and killed outside of an (3) **underground rave party** that was going on at that location. I met Ella Crawford, Gregory Gabriel's mother, and she changed my life - that meeting, that phone call, that crime scene, that investigation changed not only who I am as a police officer and as a public servant, but it changed who I am as a person.

I had an 11-year-old son at the time and I remember thinking as I'm making this notification: what if the police came knocking on my door with this information, you know? How would I (4) **handle that**? How would I react? She chose to use her grief in such a positive way that it just (5) **blew my mind.** She immediately began reaching out to the parents of other slain children, and started a support group and was all about community, and all about healing herself in dealing with her loss by helping other people (6) **deal with theirs**.

You know, she was obviously grieving and we spoke every day, and I knew she was hurting, but her ability to fight (7) **through the pain** with the understanding that she was going to help other people who were experiencing the same thing that she was experiencing, so that they can work with each other to heal – it was so empowering.

She made me realize that there's (8) **higher purpose** for what I do, and what detectives do, and what all police officers do, and the level of service that we provide to the community. It's not just about putting bad people in jail, it's not just about solving crimes, it's actually about healing communities and empowering communities to heal themselves.

I've made it my mission to help detectives and police officers who work for me to understand the importance of the job that we do, and understand our role in the community, again, (9) **not as saviors** but as collaborators, caretakers. Just to help them heal when they're victims.

But they have to know that, you know, their Ella Crawford is out there, and if they don't recognize it, if they allow some type of cynicism (10) **to creep** into their lives and they miss their Ella Crawford, then they're doing themselves and the community a disservice. So, I think it's important to get that message out as much as I can, as often as I can.

3.5.1.1. Listening: Tell Me About Your Journey Through Leadership

Total: 15 pts (15x1pts)

1. rates
2. admit
3. public servant
4. react
5. grief
6. reaching out
7. slain
8. ability
9. heal
10. empowering
11. provide
12. role
13. caretakers
14. recognize
15. disservice

3.5.2. Reading: The importance of leadership in policing

Total: 20pts (10x2pts)

Effective police leaders become very skilled at responding to challenge. Most leaders understand the fluid conditions in which their department operates even as they compete to standardize operations. They also know there are both internal and external forces to which they must adapt and grow (1) in order to remain effective. The law enforcement world is ever-changing as police leaders must be able to recreate the way of conducting policing. Agencies are seeing a new generation of police officers and noteworthy opportunities in the availability of new technology. The traditional organizational models of policing need changing and this (2) can only be done through effective leadership.

Over the past twenty years, I have experienced many different types of leaders. Some were primarily autocratic. Being in charge, decisive, firm, dominating, forceful, and a tell, not ask attitude were some of the behaviors they exhibited. Others had more of (3)a democratic style. They listened, consulted, were flexible, supported new ideas, delegated, had an ask rather than tell attitude, and cared about the mission and the people.

While attending training, a former police chief from Kansas City spoke of the Leadership Line points in between autocratic and democratic which best exemplifies five styles needed to be an effective leader. The five styles (4) were identified as boss, teacher, supervisor, coach and colleague. These five styles are used at different times by understanding the levels of competency development defined as not competent, somewhat competent, satisfactorily competent, predominantly competent and fully competent. For example, an officer in the field training program would be considered not competent because of lack of skills, knowledge and motivation. When dealing with this officer, (5) a leader would tend to be more autocratic as a boss. Changes in leadership style must keep pace by continually assessing, adapting and advising.

Good leadership also begins with good character. The Greek philosopher Aristotle identified a number of moral virtues, including courage, temperance, truthfulness, modesty and patience that he (6) believed to be central to a well-lived life. He defined virtue not simply as an isolated act, but as a "habit" of acting well. By this understanding, for an action to be virtuous, a person must do it deliberately, know what he or she is doing, and do it because it is (7) a noble action. The actions of a person who does the right thing for the wrong reasons would not be virtuous because he or she did not perform the act deliberately, did not know what he or she was doing, or failed to perform the act (8) simply because it was the right thing to do.

Good leaders should also be honest, fair, accountable, humble, and most importantly show courage. Winston Churchill once said, “Courage is rightly esteemed the first of human qualities… because it is the quality which guarantees all others.”

Policing has to be ever-changing if it (9) wants to succeed in today’s world. It will take strong leadership to bring about the change in an effective manner rather than a knee-jerk reaction as some of the proposed legislation that many states are experiencing. We need to train our future leaders with the (10) skills needed to succeed. We can look at the past of leaders like Churchill and Aristotle for definitions of character and virtue. As leaders, the future is ours to define for our next generation of police leaders.

3.5.2.1. Vocabulary in context

Total: 20pts (20x1pts)

1. skilled
2. fluid
3. standardize
4. ever-changing
5. noteworthy
6. autocratic
7. former
8. somewhat
9. satisfactorily
10. lack
11. tend
12. keep pace
13. character
14. temperance
15. deliberately
16. perform
17. accountable
18. bring about
19. knee-jerk
20. define

3.5.5. Meet the Expert: Attributes of a good leader

Total: 20pts (20x1pts) 0.5 pts penalty for each spelling error

SPEAKER 1

I think, first and foremost, individuals that are aspiring to enter into any type of leadership role is, number one, they have to be willing to (1) **endeavor** to persevere, because once you take on a leadership role you're no longer only responsible for yourself but you're now responsible for many. And being a leader is also making sure that when somebody does a good job you tell them they do a good job, when somebody does something wrong you don't want to cut their (2) **head off**; you want to make sure that you talk to the individual that did something wrong, that you turn that into a learning experience, so that they can (3) **grow** from that interaction and that they later on in their career, or later on throughout their course of their duties and responsibilities, that they can (4) **impart** that knowledge on somebody else because they had a positive experience with you.

You always want to lead by example, don't ask anybody to do something that you're not willing to do yourself. It's very difficult as a leader to put your people (5) **in harm's way**, and those are things that you have to live with

and so you want to make sure that you have to make those (6) **tough** decisions as a leader, that you ensure that the people that you're sending out to do a specific task, that they have the appropriate training, that they have the appropriate equipment and that they have the confidence in you that you're sending them into a situation where they're going to be successful. In order to be successful in any type of (7) **catastrophic** incident, you have to immediately manage that incident, instead of letting the incident manage you. It's a humbling experience, it's a humbling experience to see how much authority and responsibility that one person has for an event. It's… You learn how to (8) **rely** on individual, you learn very quickly on how to delegate authority and how to delegate that responsibility that goes along with that authority to get the job done, because there is no way that you can manage (9) **large scale** events by yourself. You need those individuals, you need quality people helping you, and you need to put your faith in those individuals to ensure that they're going to get the job done and get the job done right.

SPEAKER 2

I think leadership in the public safety role is unlike anything in the (10) **corporate** world, in that, in many cases, you have started your career with a lot of the same people that you're actually managing at a higher level, and so the one thing in public safety is you cannot escape your (11) **past** or your reputation, and I think it's really important for people who aspire to, or currently hold those (12) **roles**, to understand that a promotion does not make you any different than you were the day before you had it. Secondly, I think it's really important to understand – and I think this is a line it gets (13) **blurred** – is that people are led and things are managed, and they're two completely different things. So, I have a managerial (14) **piece** of my job which is the administrative part, which I make sure my people are equipped and I make sure they have the right (15) **sorts** of support, but then there's a leadership piece of that as well, which is the human part, and so I think it's important to understand that there's two completely separate sides of the house and you have to be (16) **mindful** of both of those.

You may be a great leader but if you can't take care of the details and make sure that all the small things are handled, then it becomes a (17) **stumbling** block for success because people will focus on what isn't getting done or things that aren't happening and I think you have to be, even if you delegate those responsibilities away, it's important, (18) **incumbent** on the leader really, to make sure that all those details are taken care of. The thing I've learned in this job so far is that it is a fine balancing act to make sure that you are present enough, but not so present that you are a micro manager or you're too much involved in a lot of the (19) **minutia**. So, there's really a balancing act there, I will tell you, that on the job training is very (20) **expansive** in many different respects.

3.5.6. Reading: Achieving gender equity - Part I

Total: 20pts (10x2pts)

Last week, the Australasian Council of Women and Policing held its 2019 conference, with a focus on how law enforcement responds to women in the communities they serve and how police services can expand opportunities for women in leadership positions.
Although opportunities for women in policing have expanded over time, their overall numbers remain relatively low. Nationwide, about a third of all police personnel were women in 2017-18, but barriers remain to states achieving their goals of reaching 50-50 gender parity on police forces. Women are vastly underrepresented in senior roles, as well.

The changing role of women in policing

Women began to play a role in policing in the United Kingdom in the early 1900s, though this was initially limited to focusing on women and children impacted by war. By 1915, there were Women Police Service volunteer constables and officers patrolling streets across the country, though they were prevented from becoming a permanent part of the police force.

In the United States, Lola Baldwin became the country's first sworn female police officer in the city of Portland, Oregon, in 1908. Baldwin focused on crime prevention in areas where women could be subject to predatory behaviours by men, such as dance halls and saloons.

As societal attitudes changed over time, the opportunities and roles for women in policing expanded. For example, in 1975, the Queensland Police Force established a specialised rape squad to handle crimes involving sexual assaults against women, creating an all-female team of investigators.

Women are still breaking into new areas of policing today. Queensland finally got its first female motorcycle officers in 2017, for instance, when two women passed the arduous three-week qualifying course.

Participation of women in policing

In the United States, women comprised just 12% of sworn police officers (police officers with general arrest powers) in 2014 – an increase of just four percentage points from 1987. It is worth noting, however, that women were better represented on police forces in bigger population centres.

Gender equity is slightly better in the United Kingdom, where women accounted for 30% of police officers in 2019, up from 26% in 2010.

And in Australia, 33.6% of sworn and unsworn police personnel were women in 2017-18, up marginally from 32.2% in 2012-13, according to the Report on Government Services 2019. While most states have increased the number of women in their ranks in recent years, New South Wales and the Northern Territory have been trending in the opposite direction over the past 12 months.

Many police services across the country have now enacted strategies to achieve 50-50 gender equity for police staff. And several services, including the Australian Federal Police, have initiated independent reviews of their organisational culture and the prevalence of sex discrimination.

3.5.6.1. Reading: Achieving gender equity - Part II

Total: 20pts (5x4pts)

1. According to this article,
c) there are few women in leadership positions nationwide.
2. The first policewomen
c) held temporary jobs.
3. Lola Baldwin's primary assignment was to
b) prevent sexual harassment.
4. Which of these statements is TRUE?
b) There is a higher proportion of female officers in larger urban areas in the US.
5. Which of these statements is FALSE?
b) There is no prevalence of sex discrimination in the Australian Federal Police force.

3.5.6.2. Reading: Achieving gender equity - Part III

Total: 10pts

Although -While (1pt) / Whereas (2pts)
about – around (1pt) / approximately (2pts)
impacted – affected (1pt) / touched (2pts)
established – formed (1pt) / created (2pts)
increased – raised (2pt) / augmented (2pts)
(all other variants: 2pts)

3.5.6.3. Reading: Achieving gender equity - Part IV

Total: 10pts

grueling - arduous (1pt)
enlarge – expand (1pt)
rapacious – predatory (1pt)
not bound by oath - unsworn (1pt)
parity – equity (1pt)
emphasis – focus (1pt)
lasting – permanent (1pt)
made up - accountedfor (1pt) / comprised (1pt)
incidence – prevalence (1pt)
commenced – initiated (1pt)

Erasmus+

Module 4

Gender Integration in Missions and Operations

Hybrid English Language Course
for Security Professionals



Rakovski National Defence College
ACADEMIA MILITAR MILITARY ACADEMY
Swedish Defence University

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MODULE 4 GENDER INTEGRATION IN MISSIONS AND OPERATIONS

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MODULE 4

Unit 1 Gender concepts

4.1.1.Reading: NATO Bi-SC Directive 40-1

Skim through the text and, from the 7 sentences below, choose the best beginning for each paragraph.

Gender analysis	Conflict-Related Sexual and Gender-Based Violence	Exploitation	Integration of gender perspective
Gender equality	Gender mainstreaming	Gender	

NATO Bi-SC Directive 40-1[1]

a. _____ refers to the social attributes associated with being male and female learned through socialization and determines a person's position and value in a given context. This means also the relationships between men, women, boys and girls, as well as the relations between women and those between men. Notably, gender does not equate to an exclusive focus on women.

b. _____ is defined as a strategy used to achieve gender equality by assessing the implications for women and men of any planned action, in all areas and at all levels, in order to assure that the concerns and experiences of both sexes are taken into account.(…) This should lead to ensuring equal opportunity to women and men. It is the process whereby the role gender plays in relation to NATO's activities including operations, missions and exercises is recognized. It does not focus solely on women, but it recognizes women's disadvantaged position in various communities.

c. _____ is a way of assessing gender-based differences between women and men as reflected in their social roles and interactions, in the distribution of power and access to resources. In the Strategic Commands' activities, it has been used to enable implementing the requests of UNSCR 1325[2] and related Resolutions, as well as additional directives and policies from NATO. The aim is to take into consideration the particular situation impacts the needs of men, women, boys and girls, and if and how NATO's activities affect them differently.

d. _____ requires the systematic gathering and examination of information on gender differences and on social relations between men and women in order to identify and understand inequities based on gender. By using it, the gendered aspects of the experiences of men and women, and their position within the social structure will become apparent. It should be understood as a 'method' used to understand the relationship between men and women in the context of a specific society or organization. It can be applied externally to an operational environment as well as internally into the military organization. For example, military operations planning activities should consider the different security concerns of men, women, boys and girls and how they

1 Adapted from 2017: BI-Strategic Command Directive (BI-SCD) 40-1 – 2 revision, public version. The purpose of this directive is to provide direction and guidanceon the implementation of UNSCR 1325 (2000), and related Resolutions 1820 (2008), 1888 (2009), 1889 (2009), 1960 (2010), 2106 (2013), 2122 (2013), and 2242 (2015) as well as UNSCR 2272 (2016) in accordance with NATO policies.

2 The Security Council adopted resolution (S/RES/1325) on women and peace and security on 31 October 2000. The resolution reaffirms the important role of women in the prevention and resolution of conflicts, peace negotiations, peace-building, peacekeeping, humanitarian response and in post-conflict reconstruction and stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security. Resolution 1325 urges all actors to increase the participation of women and incorporate gender perspectives in all United Nations peace and security efforts.

are differently affected by operations and missions, but also how gender roles can affect operations and missions (…) Other examples would include understanding of how customary conflict-resolution mechanisms affect women and men differently and how their social status may change as a result of war.
e. _____ refers to any sexual and/or gender-based violence against an individual or group of individuals, used or commissioned in relation to a crisis or an armed conflict.[3]
f. _____[4] refers to the equal rights, responsibilities, opportunities and access for men, women, boys and girls. It does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born female or male. It implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. It is not a women's "issue", it concerns men and men's roles as well as women and women's roles.
g. _____[5](sexual or gender-based) includes, at a minimum, taking advantage of the prostitution of others, or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, as well as threat of use of force or other forms of coercion, of abduction, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to obtain the consent of a person having control over another person, for the purposes of such exploitation.

4.1.1.2. Vocabulary in context

Find synonyms in the text for the following:

1) particularly (Para. a) _____
2) under the terms of which (Para. b) _____
3) entirely (Para. b) _____
4) further (Para. c) _____
5) what is required (Para. c) _____
6) evident (Para. d) _____
7) conventional (Para. d) _____
8) range (Para. f)_____
9) the act of compelling by force (Para. g)_____



3 MCM-0009-2015 Military Guidelines on the Prevention of, and Response to, Conflict-Related Sexual and Gender Based Violence, dated 01 June 2015.
4 There is no NATO Agreed definition for gender equality, but the present definition serves the purpose of this directive
5 This definition is consistent with the NATO Policy on Combating Trafficking on Human Beings (29 June 2004).

4.1.1.3. Language in Context: NATO Bi-SC Directive 40-1

Read the two paragraphs below and find the meanings for the words in bold.

Gender equality refers to equal opportunities and **outcomes** for women and men. This involves ending **discrimination** and structural **inequalities** in access to resources, opportunities and services. Promoting gender equality means taking into account that men and women, girls and boys have different needs and roles.
Gender equity refers to giving **fair** treatment to women and men, boys and girls according to their respective needs. **Ultimately**, gender equity leads to the **achievement** of gender equality.
Definitions taken from Folke Bernadotte Academy, *Explanation of Key Gender Terms*

1. _____: (adj) treating someone in a way that is right or reasonable, or treating a group of people equally and not allowing personal opinions to influence your judgment.
2. _____: (noun) a situation in which money or opportunities are not shared equally between different groups in society.
3._____: (noun) a result or effect of an action, situation, etc.
4. _____: (noun) something that you did or got after planning and working to make it happen, and that therefore gives you a feeling of satisfaction, or the act of working to make this happen.
5. _____: (adv) finally, after a series of things have happened.
6. _____: (noun) the treatment of a person or particular group of people differently, in a way that is worse than the way people are usually treated.

4.1.2. Listening: Women, Peace and Security at NATO

You are going to watch a video about Women, Peace and Security at NATO. Read the sentences below and decide if they are true or false. Then check your answers by watching the video. Women, Peace and Security at NATO.mp4

1. It is safer to be a woman in a conflict zone than a soldier. _____
2. Resolution 1325 has been created more than 20 years ago. _____
3. NATO has incorporated gender perspectives in all aspects of operations. _____
4. The first female military commander to lead Allied Joint Force Command was appointed in the month of July. _____
5. More sustainable solutions can never be reached if men and women work together. _____
6. Lasting peace and security can be reached through diversity. _____



(Picture taken from video *Women, Peace and Security at NATO*)

4.1.2.1. Reading: EUTM RCA celebrate the UN Security Council Resolution 1325 20th Anniversary

Complete the text using the words from the table below. There are 5 odd words that will not fit in the text!

self-sufficiency	separate	awareness	prevail	paramount
impunity	unanimously	firmly	emerged	little
affirmation	moreover	alignment	however	guilty
bias	ultimately	impetus	pursuit	framework

It was after the end of the Cold War that the (1)_____ for the entry of women into the United Nations (2)_____. In the 1990s, it was clear the lack of a resolution underlining the (3)_____of the need for women to be part of conflict prevention, negotiation and peacebuilding. Therefore, UNSCR 1325 had the merit of bringing women's presence in this process into the light of the law and, besides, of underlining its (4)_____ importance in the peacebuilding process.

On 31st October 2000, the United Nations Security Council (UNSC) (5)_____adopted Resolution 1325 on Women Peace and Security (WPS). It introduced the WPS agenda into the activities of the UNSC and constituted the main (6)_____to guide Member States› action. The resolution›s main objectives are to protect the rights of women and girls during armed conflict, combat (7)_____for gender-based crimes, promote gender equality in peacekeeping operations, and (8)_____increase women›s participation in peacekeeping activities before, during and after an armed conflict.

The European Union Training Mission in Central African Republic (EUTM RCA) has integrated a gender perspective in planning, conduct and evaluation of the operations joining the gender dimensions and UNSCR 1325 (9)_____into its operational processes and procedures, and on all gender issues that may occur during the mission, especially on UNSCR and EU Council Decisions affecting EUTM CAR mission. Having this (10)_____, the EUTM RCA has programmed a Gender Focal Point training for the EUTM, which aims to implement the gender structure in the EUTM RCA, besides gender training to its staff members.

(11)_____, it has set a Gender Focal Point training for Central African Armed Forces to implement the gender structure within the organization providing further supervised (12)_____ on gender issues.

The EUTM RCA celebrates this important date. Its men and women are (13)_____committed, to share their knowledge on the (14)_____of a better future where peace and security will (15)_____.

4.1.2.2. Use of English

After reading the text, match the words in the left column with their opposites in the right column.

	entry		fault
	lack		to segregate
	to underline		to downgrade
	merit		to withhold
	to protect		excess
	to promote		to neglect
	to aim		to minimize
	to integrate		departure
	to supervise		to disregard
	to share		to endanger

4.1.3. Writing: Gender mainstreaming

Write up to 250 words commenting on the following paragraph and using up to 5 linking words.

> "Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality."ECOSOC, A/52/3, Chapter IV, Concepts and Principles (1997/2).

4.1.3.1 Grammar check

Before you do the next task, visit this site and read about the use of linking words: https://zolafce.wordpress.com/2012/01/17/adversativos/

4.1.4 Meet the expert: Gender perspectives in Armed Forces

Watch the video "How do we incorporate gender perspective into military operations" and answer the questions below



(Picture taken from video above)

1. According to LTC Noce which are the factors that are lost to the general public?
2. In the words of LTC Noce what could be fully understood over the last few decades?
3. What does LTC Noce mention as important issues to be remembered regarding gender perspectives?
4. Where does LTC Noce consider that gender perspectives play a relevant part in?

4.1.4.1. Use of English: Defence Forces and gender

Read the text below. Use the word given in capitals to form a word that fits in the gap. Insert the new word in the chart under the text.

The Defence Forces are _1_(COMMIT) to gender equality and employ a gender perspective in all policies and regulations. We understand Gender Equality to mean equal rights, responsibilities, and opportunities for women and men, boys and girls. _2_ (EQUAL) does NOT mean women and men become the same but that women's and men's rights responsibilities and opportunities will NOT depend on whether they are male or female.

A gender perspective means being able to recognize that any given situation may affect men and women _3_ (DIFFERENT) and being able to respond accordingly. The Defence Forces are currently working on a gender mainstreaming process and _4_(FULFILL) our commitments under UNSCR 1325 the Women, Peace and Security agenda.

The Defence Forces employ Military Gender Advisors to provide education on gender perspectives and _5_ (AWARE) of gender-based violence in conflict and other settings. The Defence Forces is an inclusive organization and encourage the participation of women at all levels. All roles are open to women and men on merit and on an equal opportunity basis.

In military operations, we encourage mixed gender units in order to have personnel available to respond to any given situation. When mixed-gender patrols are _6_ (DEPLOY) we are better equipped to respond to a variety of situations that might occur in today's complex security environment these include having both males and females available for urban operations, search operations, working on checkpoints, when _7_(PATROL) villages and towns, and responding to cases of gender-based violence.

It is also necessary to have both males and females deployed on seagoing operations for example to respond to the needs of women, men, boys and girls in search and rescue operations. To be more _8_ (REFLECT) of our society, the Defence Forces would strongly encourage more women to join in order to assist us in becoming a more effective military force.

1.	2.	3.	4.	5.	6.	7.	8.

4.1.5 Reading: Conclusions on why and how gender is vital to military operations

The following sentences constitute one single text, but they have been jumbled up. You are required to re-arrange these sentences which are labelled 1 to 9 to produce the original text.

Insert the jumbled numbers in the correct order in the chart below.

1	2	3	4	5	6	7	8	9

1. having a diverse workforce that includes a critical mass of female staff, fostering a cooperative and equal work environment, and ensuring that people from minority groups have access to senior
2. the recruitment and retention of women are therefore fundamental. This involves minimizing prejudice and promoting career opportunities for women by
3. in the steering documents upon which military education and training are based. Although a gender perspective is neither a "silver bullet" nor the answer to every question or challenge in military operations, it is a perspective that will create
4. training comes in. This cannot be achieved, however, without the full support of and buy-in from senior leadership. With this in mind the inclusion of gender perspectives needs, first and foremost, to be integrated
5. better situational awareness and substantively contribute to reaching the goals of international obligations of working towards a more equal society and making the use of military forces more effective
6. Integrating a gender perspective into military operations is logical in terms of promoting
7. make changes to ensure their structures, functions and organizational cultures facilitate a thriving environment for men and women. This is where the need for integrating a gender perspective into all military education and
8. both justice and effectiveness. The ability to implement gender perspectives at all levels in military operations increases with more women in international operations. Efforts aimed at
9. positions. This will result in more women working in national services, thus creating a larger recruitment pool for international deployments. In addition, national military forces will have to

4.1.5.1 Grammar check

Before you do the next task, visit this site and read about the use of expressions you can use to agree or disagree: https://learnenglishteens.britishcouncil.org/exams/speaking-exams/agreeing-disagreeing.

4.1.5.2 Speaking: Conclusions on why and how gender is vital to military missions and operations.

Bearing in mind the content of this unit, note down the five most important concepts or ideas you can tell people about when asked about the need for gender integration in military missions and operations. Then, be ready to share your notes in class and defend your points of view.

UNIT 2

GENDER INTEGRATION IN THE MILITARY

4.2.1.1. Reading: Army Gender Integration – Part 1

Make it readable. Complete the text below by inserting the following fragments into the appropriate gaps.

number of important	reinforced this
masters of army	in which the
of the new army	combat arms positions
during a firefight	service women and
arms is a man	both enlisted and
important to recognize	counterinsurgency operations
shift that occurred	for more than a
not be able	broke clear barriers
formal recruiting and	the impracticalities of
female-improved outer	two decades women
array of complex	accounts of female
especially since the	army's readiness directly
to develop an	

Army Gender Integration

As the nation reflects on the attacks of September 11, 2001, it is (1) ____ the profound transformation that has taken place for women in the United States Army.

After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize (2) ____ prohibiting women from combat - a realization that led to full gender integration for army women. When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion policy restricted women from serving in (3) ____ , including infantry and armor.

Yet cultural constraints in Iraq and Afghanistan and a new non-linear battlefield presented unique challenges.

From the onset of hostilities, army ground, air, and maritime operations resulted in an (4) ____ situations where

women served and fought alongside men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel (5) ____ watercraft operating in hostile waters; and female pilots flew combat missions over both theaters.

Although more than 90 percent of occupational specialties were opened to women, their role in combat remained a controversial issue. New (6) ____ casualties or prisoners of war were stark reminders there were no traditional front lines in Iraq and Afghanistan. And defining combat was difficult.

As a national dialogue continued, some military personnel voiced concerns that if women were removed from their current positions, the army would (7) ____ to complete its mission. Over 250,000 women would eventually serve in Iraq and Afghanistan, proving themselves vital to operations.

The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism while performing their duties. Sergeant Leigh Ann Hester was awarded the Silver Star for her actions (8) ____ outside Baghdad in March of 2005. Hers was the first silver star to be awarded to a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.

As the war progressed, the army recognized the need for specialized all-female teams to assist combat forces with (9) ____. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate by male service members. They performed a (10) ____ duties including intelligence gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, but over time the army established (11) ____ training programs for them.

While women (12) ____ overseas, in the United States, army women also experienced major changes. In November of 2008 general Ann Dunwoody became the first woman promoted to the rank of 4-star general.

A number of initiatives focused on strengthening the (13) ____ affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, created a task force dedicated to examining issues specific to women's health.

Additionally, the army's efforts to resolve the problem of ill-fitting body armor in uniforms resulted in a new (14) ____ tactical vest in the army combat uniform alternative, which the army approved for wear by both men and women.

Nevertheless, long-standing issues and concerns about women service were complex. Many (15) ____ men believed the combat exclusion policy institutionalized the unequal treatment of women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, (16) ____ vast majority of senior leaders in the army came out of combat arms branches from which women were excluded.

In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become an integral part of our ability to perform our mission, and (17) ____ decade of war, they have demonstrated courage and skill and patriotism."

General Martin Dempsey, chairman of the Joint Chiefs of Staff, (18) ____ sentiment when he said: "When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't consider whether their comrade in (19) ____ or woman. They care about whether they can do their job. There's a simple explanation for this: trust transcends gender."

After the announcement the army was given three years (20) ____ integration plan. Multiple studies conducted between 2010 in 2015 enabled the army to develop a deliberate gender integration plan focused on creating an institution (21) ____ best qualified soldiers, regardless of gender, were selected for every position. The plan included training and education, revising of physical standards and a leaders-first approach.

As the army adopted these changes, many accomplishments took place across the institution. The 2015 graduation of two women from the army's arduous ranger school set into motion a string of historic firsts. Women (22) ____ officers soon entered an array of combat arms roles that were formerly closed in branches such as infantry, armor, and field artillery.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program shortcomings were identified. With the launch (23) ____ combat fitness test, men and women are held to gender-neutral and age-neutral scoring standards for the first time in army history.

In retrospect, 9/11 can be called a catalyst for change in army women's roles. Over the past (24) ____ have proven themselves able and willing to succeed in any capacity. The number of women serving at all levels of army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth the first female

Secretary of the Army in May of 2021 solidified the paradigm (25) ___ with gender integration. Opportunities and equity that many women viewed as nearly impossible prior to the attacks on 9/11 have now become reality in the United States Army.

4.2.1.2. Reading: Army Gender Integration – Part 2

Now that everything is in the right place, read the text aloud. Try to mimic what you heard as much as possible. Bear in mind the principles of correct reading: pronunciation, intonation, rhythm and linking.

4.2.2.1. Listening: Army Gender Integration – Part 3

Listen and fill in the gaps with the missing words.

Army Gender Integration

As the nation reflects on the attacks of September 11, 2001, it is important to recognize the profound transformation that (1) ___ ___ ___ for women in the United States Army.
After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize the impracticalities of prohibiting women from combat - a realization that (2) ___ ___ ___ gender integration for army women.
When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion policy restricted women (3) ___ ___ ___ combat arms positions, including infantry and armor.
Yet cultural constraints in Iraq and Afghanistan and a new non-linear battlefield presented unique challenges. From (4) ___ ___ ___ hostilities, army ground, air, and maritime operations resulted in an array of complex situations where women served (5) ___ ___ ___ men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel masters of army watercraft (6) ___ ___ ___ waters; and female pilots flew combat missions over both theaters.
Although more than 90 percent of occupational specialties were opened to women, (7) ___ ___ ___ combat remained a controversial issue. New accounts of female casualties or prisoners of war were stark reminders that (8) ___ ___ ___ traditional front lines in Iraq and Afghanistan. And defining combat was difficult.
As a national dialogue continued, some military personnel voiced concerns that if women were removed from their current positions, the army would not be (9) ___ ___ ___ its mission. Over 250,000 women would eventually serve in Iraq and Afghanistan, proving themselves vital to operations.
The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism (10) ___ ___ ___ duties. Sargent Leigh Ann Hester was awarded the Silver Star for her actions during a firefight outside Baghdad in March of 2005. Hers was the first silver star to (11) ___ ___ ___ a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.
As the war progressed, the army recognized (12) ___ ___ ___ specialized all-female teams to assist combat forces with counterinsurgency operations. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate (13) ___ ___ ___ members. They performed a number of important duties including intelligence gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, (14) ___ ___ ___ the army established formal recruiting and training programs for them.
While women broke clear barriers overseas, in the United States, army women also experienced major changes. In November of 2008 general Ann Dunwoody became the first woman promoted (15) ___ ___ ___ of 4-star general.

A number of initiatives focused on strengthening the army's readiness directly affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, (16) ___ ___ ___ force dedicated to examining issues specific to women's health.

Additionally, the army's (17) ___ ___ ___ the problem of ill-fitting body armor in uniforms resulted in a new female improved outer tactical vest in the army combat uniform alternative, which the army approved (18) ___ ___ ___ both men and women.

Nevertheless, long-standing issues and concerns about women service were complex. Many service women and men believed the combat exclusion policy institutionalized the (19) ___ ___ ___ women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, especially since the vast majority of senior leaders in the army came out of combat arms branches (20) ___ ___ ___ were excluded.

In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become (21) ___ ___ ___ of our ability to perform our mission, and for more than a decade of war, they have demonstrated courage and skill and patriotism." General Martin Dempsey, chairman of the Joint Chiefs of Staff, reinforced this sentiment when he said: "When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't (22) ___ ___ ___ comrade-in-arms is a man or woman. They care about whether they can do their job. There's a simple explanation for this: trust transcends gender."

After the announcement the army was given three years to develop an integration plan. Multiple studies conducted between 2010 and 2015 (23) ___ ___ ___ to develop a deliberate gender integration plan focused on creating an institution in which the best qualified soldiers, (24) ___ ___ ___, were selected for every position. The plan included training and education, revising of physical standards and a leaders-first approach.

As the army adopted these changes, many accomplishments (25) ___ ___ ___ the institution. The 2015 graduation of two women from the army's arduous Ranger School set into motion a string of historic firsts. Women – both enlisted and officers – soon entered an array of combat arms roles that (26) ___ ___ ___ in branches such as infantry, armor, and field artillery.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program shortcomings were identified. With (27) ___ ___ ___ the new army combat fitness test, men and women are held to gender-neutral and age-neutral scoring standards for the first time in army history.

In retrospect, 9/11 can be called (28) ___ ___ ___ change in army women's roles. Over the past two decades women have proven themselves able and willing to succeed in any capacity. The number of women serving at (29) ___ ___ ___ army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth the first female Secretary of the Army in May of 2021 solidified the paradigm shift that occurred with gender integration. Opportunities and equity that (30) ___ ___ ___ as nearly impossible prior to the attacks on 9/11 have now become reality in the United States Army.

4.2.2.2. Reading: Army Gender Integration – Part 4

Choose the right option, only after you eliminate the remaining choices. Each question refers to the paragraph above it.

Army Gender Integration

As the nation reflects on the attacks of September 11, 2001, it is important to recognize the profound transformation that has taken place for women in the United States Army.
After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize the impracticalities of prohibiting women from combat - a realization that led to full gender integration for army women.
When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion policy restricted women from serving in combat arms positions, including infantry and armor.

1. After 9/11, the army

a. Admitted to the impracticality of women in combat
b. Admitted to the impracticality of combat for women
c. Realized it was unwise to keep women in combat
d. Realized it was unwise to keep women away from combat

Yet cultural constraints in Iraq and Afghanistan and a new non-linear battlefield presented unique challenges. From the onset of hostilities, army ground, air, and maritime operations resulted in an array of complex situations where women served and fought alongside men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel masters of army watercraft operating in hostile waters; and female pilots flew combat missions over both theaters.

2. Which is TRUE?

a. The modern battlefield is demanding.
b. Women served better than men.
c. Female doctors also fought in Afghanistan.
d. Female actors organized theater performances.

Although more than 90 percent of occupational specialties were opened to women, their role in combat remained a controversial issue. New accounts of female casualties or prisoners of war were stark reminders that there were no traditional front lines in Iraq and Afghanistan. And defining combat was difficult.

3. There was controversy over

a. The counts of female casualties.
b. Which specialties should be opened to women.
c. The definition of combat.
d. The role of women as prisoners of war.

As a national dialogue continued, some military personnel voiced concerns that if women were removed from their current positions, the army would not be able to complete its mission. Over 250,000 women would eventually serve in Iraq and Afghanistan, proving themselves vital to operations.
The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism while performing their duties. Sergeant Leigh Ann Hester was awarded the Silver Star for her actions during a firefight outside Baghdad in March of 2005. Hers was the first silver star to be awarded to a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.

4. Sergeant Leigh Ann Hester

a. Was decorated for her role in a fire exchange.
b. Was awarded the Silver Star in World War 2.
c. Was informally recognized by the army.
d. Was involved in a firefight in the center of Baghdad.

As the war progressed, the army recognized the need for specialized all-female teams to assist combat forces with counterinsurgency operations. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate by male service members. They performed a number of important duties including intelligence gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, but over time the army established formal recruiting and training programs for them.

5. Which is FALSE?

a. Women collected strategic information.
b. Women participated in the fight against irregular forces.
c. Women received overtime pay for training with the army.
d. Women were at first engaged in combat teams without formal training.
While women broke clear barriers overseas, in the United States, army women also experienced major changes.

In November of 2008 general Ann Dunwoody became the first woman promoted to the rank of 4-star general. A number of initiatives focused on strengthening the army's readiness directly affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, created a task force dedicated to examining issues specific to women's health. Additionally, the army's efforts to resolve the problem of ill-fitting body armor in uniforms resulted in a new female improved outer tactical vest in the army combat uniform alternative, which the army approved for wear by both men and women.

6. The changes experienced by US army women reflected on

a. Task force issues.
b. Their ascension in the ranks.
c. Overseas barriers.
d. Women's health.

Nevertheless, long-standing issues and concerns about women service were complex. Many service women and men believed the combat exclusion policy institutionalized the unequal treatment of women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, especially since the vast majority of senior leaders in the army came out of combat arms branches from which women were excluded.

7. Women were typically excluded from

a. The battlefield.
b. Complex concerns.
c. Arms branches.
d. Career advancement

In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become an integral part of our ability to perform our mission, and for more than a decade of war, they have demonstrated courage and skill and patriotism." General Martin Dempsey, chairman of the Joint Chiefs of Staff, reinforced this sentiment when he said: When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't consider whether their comrade in arms is a man or woman. They care about whether they can do their job. There's a simple explanation for this: trust transcends gender."

8. The elimination of the 1994 combat exclusion policy meant that

a. Women became henceforth trustworthy comrades in arms.
b. Women were henceforth able to do their jobs.
c. Women could henceforth demonstrate courage and patriotism.
d. Women's critical role in the success of the war effort became henceforth recognized.

After the announcement the army was given three years to develop an integration plan. Multiple studies conducted between 2010 in 2015 enabled the army to develop a deliberate gender integration plan focused on creating an institution in which the best qualified soldiers, regardless of gender, were selected for every position. The plan included training and education, revising of physical standards and a leaders-first approach. As the army adopted these changes, many accomplishments took place across the institution. The 2015 graduation of two women from the army's arduous ranger school set into motion a string of historic firsts. Women both enlisted and officers soon entered an array of combat arms roles that were formerly closed in branches such as infantry, armor, and field artillery.

9. Which is TRUE?

a. The army's integration plan took three years to develop.
b. The integration plan focused on choosing the most apt soldiers.
c. The army's integration plan enlisted women officers.
d. The integration plan opened up new combat arms branches.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program shortcomings were identified. With the launch of the new army combat fitness test, men and women are held to gender-neutral and age-neutral scoring standards for the first time in army history.

10. Which is FALSE?

a. The army's gender integration plan was not easy to implement.
b. The army's gender integration plan revealed the existence of faults in the earlier program.
c. The new army combat fitness test cleared gender distinctions.
d. The new army combat fitness test scoring standards took age into account.

In retrospect, 9/11 can be called a catalyst for change in army women's roles. Over the past two decades women have proven themselves able and willing to succeed in any capacity. The number of women serving at all levels of army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth, the first female Secretary of the Army, in May of 2021 solidified the paradigm shift that occurred with gender integration. Opportunities and equity that many women viewed as nearly impossible prior to the attacks on 9/11 have now become reality in the United States Army.

4.2.3. Speaking: Army Gender Integration – Part 5

Army Gender Integration is the topic of this text. How can gender equality be achieved in the military? What lesson/s can be learned from this text? Discuss this topic with the class and take notes.

4.2.4. Vocabulary: Army Gender Integration – Part 6

Match the words highlighted in the text with the definitions in column A, by inserting their respective number in their right place in column B.

A	B
a. *noun*, the beginning of something, especially something unpleasant	
b. *noun,* the collection of information of military or political value	
c. *adjective,* involving or requiring strenuous effort; difficult and tiring	
d. *noun,* something that precipitates an event or change	
e. *noun,* a plan or course of action of a government	
f. *adjective,* sharply or harshly distinct	
g. *noun,* the state of being fully prepared for something	
h. *adjective,* necessary to make a whole complete; essential or fundamental	
i. *adjective,* giving rise or likely to give rise to public disagreement	
j. *noun,* a range of a particular type of thing	
k. *noun,* something unwise to implement or maintain in practice (plural)	
l. *noun,* an intense exchange of fire	
m. *adjective,* (clothing) of the wrong size or shape for the person wearing it	
n. *noun,* a view of or attitude toward a situation or event; an opinion	
o. *noun,* a boat or other vessel that travels in and on water	
p. *noun*, a fault or failure to meet a certain standard (plural)	
q. *adjective,* not arranged sequentially; random	
r. *adverb,* at an unspecified later time; in the end	
s. *adjective,* (of a state, quality, or emotion) very great or intense	
t. *noun*, a feeling of worry or care about a person or thing (plural)	
u. *noun*, the totality of actions aimed at defeating irregular forces	
v. *adverb,* existing or coming before in time, order, or importance:	
w. *noun*, a series of things arranged in or as if in a line	
x. *verb,* to express (something) in words (past tense)	
y. *verb,* to be or go beyond the range or limits of (present tense)	
z. *noun*, a typical example or pattern of something; a model	
aa. *adjective,* not like or not the same as another in degree, worth, or status	
bb. *verb,* to re-examine and make alterations to (gerund)	
cc. *noun*, something established as a model or example (plural)	
dd. *adjective,* officially recognized as being fit for a particular job; certified	

Army Gender Integration

As the nation reflects on the attacks of September 11, 2001, it is important to recognize the (1) **profound** transformation that has taken place for women in the United States Army.
After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize the (2) **impracticalities** of prohibiting women from combat - a realization that led to full gender integration for army women.
When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion (3) **policy** restricted women from serving in combat arms positions, including infantry and armor.
Yet cultural constraints in Iraq and Afghanistan and a new (4) **non-linear** battlefield presented unique challenges. From the (5) **onset** of hostilities, army ground, air, and maritime operations resulted in an array of complex situations where women served and fought alongside men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel masters of army (6) **watercraft** operating in hostile waters; and female pilots flew combat missions over both theaters.
Although more than 90 percent of occupational specialties were opened to women, their role in combat remained a (7) controversial issue. New accounts of female casualties or prisoners of war were (8) **stark** reminders that there were no traditional front lines in Iraq and Afghanistan. And defining combat was difficult.
As a national dialogue continued, some military personnel (9) **voiced** concerns that if women were removed from their current positions, the army would not be able to complete its mission. Over 250,000 women would (10) **eventually** serve in Iraq and Afghanistan, proving themselves vital to operations.
The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism while performing their duties. Sargent Leigh Ann Hester was awarded the Silver Star for her actions during a (11) **firefight** outside Baghdad in March of 2005. Hers was the first silver star to be awarded to a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.
As the war progressed, the army recognized the need for specialized all-female teams to assist combat forces with (12) **counterinsurgency** operations. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate by male service members. They performed a number of important duties including (13) **intelligence** gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, but over time the army established formal recruiting and training programs for them.
While women broke clear barriers overseas, in the United States, army women also experienced major changes. In November of 2008 general Ann Dunwoody became the first woman promoted to the rank of 4-star general.
A number of initiatives focused on strengthening the army's (14) **readiness** directly affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, created a task force dedicated to examining issues specific to women's health.
Additionally, the army's efforts to resolve the problem of (15) **ill-fitting** body armor in uniforms resulted in a new female improved outer tactical vest in the army combat uniform alternative, which the army approved for wear by both men and women.
Nevertheless, long-standing issues and (16) **concerns** about women service were complex. Many service women and men believed the combat exclusion policy institutionalized the (17) **unequal** treatment of women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, especially since the vast majority of senior leaders in the army came out of combat arms branches from which women were excluded.
In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become an (18) **integral** part of our ability to perform our mission, and for more than a decade of war, they have demonstrated courage and skill and patriotism." General Martin Dempsey, chairman of the Joint Chiefs of Staff, reinforced this (19) **sentiment** when he said: When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't consider whether their comrade in arms is a man or woman. They care about whether they can do their job. There's a simple explanation for this: trust (20) **transcends** gender."
After the announcement the army was given three years to develop an integration plan. Multiple studies conducted between 2010 in 2015 enabled the army to develop a deliberate gender integration plan focused on creating an institution in which the best (21) **qualified** soldiers, regardless of gender, were selected for every position. The plan included training and education, (22) **revising** of physical standards and a leaders-first approach.

As the army adopted these changes, many accomplishments took place across the institution. The 2015 graduation of two women from the army's (23) **arduous** ranger school set into motion a (24) **string** of historic firsts. Women both enlisted and officers soon entered an (25) array of combat arms roles that were formerly closed in branches such as infantry, armor, and field artillery.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program (26) **shortcomings** were identified. With the launch of the new army combat fitness test, men and women are held to gender-neutral and age-neutral scoring (27) **standards** for the first time in army history.

In retrospect, 9/11 can be called a (28) **catalyst** for change in army women's roles. Over the past two decades women have proven themselves able and willing to succeed in any capacity. The number of women serving at all levels of army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth the first female Secretary of the Army in May of 2021 solidified the (29) **paradigm** shift that occurred with gender integration. Opportunities and equity that many women viewed as nearly impossible (30) **prior** to the attacks on 9/11 have now become reality in the United States Army.

4.2.5. Writing: Army Gender Integration – Part 7

Army Gender Integration is the topic of this text. How can gender equality be achieved in the military? What lesson/s can be learned from this text? Summarize in no more than 150 words what you have discussed before.

4.2.6. Writing: Army Gender Integration – Part 8

"While women broke clear barriers overseas, in the United States, army women also experienced major changes."

In no more than 150 words describe the changes that have taken place in your country over the years regarding army gender integration.



4.3.1. Pre-Reading: Women, Regardless - Understanding Gender Bias in U.S. Military Integration

Match the Target vocabulary words 1-10 to their synonyms a-j columns A and B

1. advent	a. ignore	
2. slander	b. universal	
3. morph	c. guide	
4. excel	d. negative	
5. usher	e. transform	
6. ongoing	f. flagrant	
7. adverse	g. shine	
8. blatant	h. current	
9. overlook	i. arrival	
10. pervasive	j. defamation	

Women, Regardless: Understanding Gender Bias in U.S. Military Integration

By Elizabeth M. Trobaugh
Joint Force Quarterly 88

Women have been part of the U.S. military and its campaigns since the American Revolution. With the **advent** of the Women's Army Corps in 1943, women could officially enlist for military service. During this time, female enlistees faced unofficial **slander** campaigns that sharply reversed enlistment. Over the last 70 years, women's roles in the Army have **morphed** as fast as – or in some cases faster than – society has changed. Many of these changes have been good. For instance, many women have succeeded and **excelled** in newly accessible jobs, specialties, and skills. However, women still face stereotypes about who they are and how capably they perform their duties. These attitudes and beliefs threaten the integrity of the Armed Forces as well as their mission.

The war on terror and the U.S. military's use of counterinsurgency **ushered** in a new era of warfighting: there are no frontlines, and everyone must be prepared to fight. Regardless of whether society thinks women should be in combat, the reality is they already have been in the fight. Yet the current combat arms culture has been slow to adjust as evidenced by the **ongoing** commentary about what women can and cannot do in the military. As Marine Corps Commandant General Robert B. Neller noted in his testimony to the Senate Armed Services Committee, we can no longer go to war without women.

Therefore, as former Secretary of Defense Ashton Carter announced in 2015, women will be integrated into previously closed combat jobs and training. To promote the former Secretary's proposal, there also needs to be a change of culture within the Army (the Service in which my own experiences are rooted), as well as in the broader military, to ensure the success of women entering combat arms. Policymakers often do not notice **adverse** attitudes toward women serving in combat arms capacities. Although leaders may be aware of sexism when it takes the form of **blatant** comments, they may be less aware of more subtle forms of sexism that manifest as reduced training standards for women. Whichever the case, women may have to go above and beyond the standard to prove themselves and may routinely have their work **overlooked** until there is an immediate benefit. These commonplace events are indications of **pervasive** stereotypes that prevent women from doing their jobs effectively and accomplishing the mission.

4.3.1.1. Reading: Women, Regardless - Understanding Gender Bias in U.S. Military Integration

Mark the following statements as true or false

1. Women have been able to enlist for military service since the American Revolution.__
2. The number of female enlistees over the last 70 years has decreased as a result of campaigns that have hurt women's reputation. __
3. As frontlines have become more and more indistinguishable, women are supposed to perform the same jobs as men. __
4. Since 2015, women have been a part of closed combat jobs and training that previously were not available to them. __
5. Leaders tend to disregard flagrant attitudes of sexism towards women in the military.__
6. Stereotypes are still commonplace when it comes to keeping women from doing their jobs effectively and accomplishing the mission. __

4.3.2. Listening: Command Sergeant Major Teresa King. Fill in the gaps as you listen.

JASON CARROLL, CNN CORRESPONDENT (voice-over): We first met Command Sergeant Major Teresa King three years ago at Fort Jackson, Columbia, South Carolina.

(on camera): What are you looking for? I mean -- because it all pretty much looks like everyone is exercising to me.

KING: I'm looking for attention to detail.

CARROLL (voice-over): The first woman to (1) _____ the army's elite drill Sergeant School, a symbol of physical and emotional strength. That was then.

KING: When I'm going through this devastating situation, it's important for me to set the example. And that's where I'm at.

CARROLL: Now King faces the toughest battle of her 32-year military career. She filed a formal complaint against the Army, charging her superiors (2) _____ her because she's a woman.

KING: I'm not in a position where I can say what should happen to my superiors. But I will say they need to be held (3) _____.

CARROLL: King was suspended following complaints of micromanaging and toxic leadership -- factors she says would not have been questioned if she were a man. Some (4) _____ and file questioning her lack of combat experience, but as a woman, King can't go to the front lines. King, who had earned top scores for physical fitness, says she was punished for rejecting (5) _____ candidates.

KING: I think drill sergeants should be some of the highest standard (6) _____ in the Army. And that's the only way we can make soldiers.

CARROLL: King submitted a 19-page rebuttal, describing her accusers as (7) _____ because they face disciplinary action. Two of her superiors, Command Sergeant Major John Calpena and Major General Richard Longo, (8) _____ a six-month investigation. During that period, King was not allowed to have any contact with students or staff, cut off, she says, from her military family.

KING: I think I lost touch of consciousness because it was so painful.

CARROLL: King (9) _____ help from attorney and state legislature James Smith, also one of her former soldiers. Smith says he believed in her then and now.

JAMES SMITH, TERESA KING'S ATTORNEY: Her suspension is and was unwarranted. Now the point is, and what we're asking, is for a review of how and why all this took place.

CARROLL: Earlier this month, the army found King's suspension was not warranted, informing her "Your suspension is (10) _____." Smith says "Not good enough".

An army spokeswoman saying neither Calpena nor Longo could comment. King's reinstatement came just in time for the change of responsibility ceremony, a (11) _____ final act -- the official transfer of power.

KING: There were some days I didn't feel like I wanted to live. But I believe in hope against all hope.

CARROLL: Supporters surrounded King who says (12) _____ everything, she'd serve the army again.

KING: I want to make sure that this does not happen to another person.

CARROLL: Jason Carroll, CNN, Columbia, South Carolina.

4.3.2.1. Listening: Command Sergeant Major Teresa King - Part 2

Listen again and choose the correct answer:

1. King filed a formal complaint against the Army…
a) as a way of using her case as an example.
b) because she wanted her superiors to be punished.
c) to show physical and emotional strength.

2. King was suspended…
a) as a consequence of her poor physical condition.
b) after complaints of candidates.
c) due to her behaviour as a leader.

3. During the investigation, King…
a) was not allowed to contact her family.
b) lost her consciousness.
c) never gave up hope.

4. King's suspension was lifted…
a) so that she could attend an important ceremony.
b) after strong support from her friends.
c) following a six-month investigation.

4.3.3. Reading: Gender wars

Fill in the gaps as you read with the words from the box

lifted	motivated	opened	showed
outperformed	influenced	tolerated	unrecorded
appeared	decriminalised	uncovered	accused
hanged	lauded	reached	resisted

Gender wars

Over the past decade, gender equality has been an increasingly live issue for the Army. This culminated in 2018 with the restriction being (1) _____ on women serving in front-line infantry and special forces close-combat roles.
Previously, the exclusion of women came down to two issues of operational effectiveness. The first was unit cohesion: the idea of 'doing it for your mates', the very thing that soldiers say keeps them (2) _____. The second was the physical demands of ground combat roles.
Women are now eligible to deploy on foot over difficult terrain, carrying substantial weight, and engage in close-quarter fighting. This, on repeat, over an extended period of time, is an essential function of the Army and requires intense and very real endurance.

An international angle

But, despite the fact that women have been performing front-line jobs in the British Army for decades, some people continue to question their presence in close-combat roles. And it's not only the British who are under scrutiny. The United States military (3) _____up all roles to women at the end of 2015. A US Marines task force was put to the test in a year-long study into the effects of gender integration. The results (4) _____ that all-male units (5) _____ integrated units. And women were six times more likely to be injured during training than their male counterparts. Studies like this continue to feed the debate.

A masculine military ideal?

The Army has always been (6) _____ by the social and religious morality of the time. For centuries, the ideal soldier was strong, brave, male and straight.
But throughout the Army's history there have been instances of supposedly transgressive behaviour. Some activities, such as cross-dressing, were (7) _____. But others, like homosexual relationships, were not.
Specific examples are difficult to trace and remain largely hidden or (8) _____. They were not officially noted and rarely (9) _____ in the letters of soldiers. There was, no doubt, anxiety about the repercussions of conduct deemed to be at odds with organisational demands, as well as the law of the land.
It was not until 1967 that homosexuality was (10) _____ under the Sexual Offences Act.

Punishment

When transgressions were (11) _____, they were harshly dealt with. Between 1796 and 1825, 20 soldiers were (12) _____ of crimes ranging from sodomy to 'indecent conduct'; three were (13) _____. Fear that homosexuality would interfere with the chain of command meant eight officers and 153 men were court-martialled for 'indecency' after being caught in same-sex encounters during the First World War (1914-18).

Control

In order to maintain operational effectiveness and enforce uniformity, the Army has always kept soldiers in check.
It polices many aspects of soldiers' lives - what they can wear and do in their spare time, their freedom of movement, as well as their sexual practices. This instills a notion of what makes a 'good soldier'.
Against this cultural backdrop, it's little surprise that some believed that sanctioned diversity – including the full acceptance of women and members of the LGBTQ community – would have a negative effect.

Progress

Today, the Army is (14) _____ as an employer that celebrates diversity. Women make up about nine per cent of the current force. And, in 2016, it (15) _____ number 32 in Stonewall's top 100 inclusive employers for lesbian, gay and bisexual staff.
Where once it (16) _____ equality on the grounds of 'operational effectiveness', the Army now stakes its claim at the helm of progress.
But what does equality mean for the Army? Its interpretation is still at odds with some versions of equal opportunities. In fact, the armed forces are the only employers to remain exempt from the Disability Discrimination Act.
Certainly, the Army has come a long way in ensuring everyone starts on an equal footing. But what else remains to be done?

https://www.nam.ac.uk/explore/equality-and-army

4.3.4. Writing: Gender roles in the military

Answer the last question from task 3.3., "But what else remains to be done?", giving your opinion in no more than 250 words.

4.3.5. Speaking: Micro aggressions

Read the following text, focusing on the examples provided, and discuss whether you have ever been in a similar situation either as a victim or as a witness of the occurrence.

Microaggressions are prevalent vehicles for sexism. Sexist microaggressions are the commonplace verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, demeaning, or negative attitudes toward women. Some microaggressions are more subtle than others, but all of them speak volumes about who is, and isn't, part of the team. For example…
"I bet she didn't have to meet the same standards that I did."
"She only got the job because she is a woman."
"Have you noticed she and 1SG spend a lot of time together?" (insinuating a sexual relationship)
"You're too pretty to be in the Army."
"The boys are out here getting after it." (during a training event that includes women)
A tank named after a prominent female porn star.
"That's what she said." (in order to sexually charge an otherwise benign comment)
"Take care of your men and equipment." (as commander's guidance)

"Good morning/afternoon, gentlemen." (in meetings where women are present)
These are merely examples, but once you start to listen for such comments, you will likely find aggressive terminology all around us. Your actions during these moments will set the tone for your unit and give women on your team the confidence that you are serious about their inclusion. Some examples of corrective statements are included below.
"Help me understand your thinking."
"I'm not comfortable with that."
"What I'm hearing you say is (harmful belief or stereotype). Is that what you're saying?"
"That's not funny to me. Can you explain the joke?"
"We don't say things like that here." (and avoid saying things like *"we're all thinking it but you shouldn't say it out loud."*)
"Would you care to repeat that?"
"I don't share that belief."
"That's not okay with me."
"What you just said is harmful." (and bonus if you can explain why)
"I find that offensive."
These corrections should not be made in an effort to belittle or shame the offender. Ideally, they lead to productive discussions that shed light on the problematic nature of such comments. It also reinforces individual responsibility among us all in calling out sexist behavior, and is a clear demonstration of our adherence to the Army Values.

http://companyleader.themilitaryleader.com/2020/11/07/athena-thriving-gender-discrimination/

4.3.6. Reading: Meet the Expert: 1st Class Christina Vega

When Sgt. 1st Class Christina Vega first joined the U.S. Army, she said sexual harassment was one of the biggest challenges she faced. The first incident happened shortly after she enlisted.
"When I went to Korea for my first deployment, my first team leader gave me my initial counseling," she said. "He asked me if I was married, if I had kids and if I was in a relationship. I thought he was asking to get to know me more, but afterward, he said I would probably leave here pregnant or married."
When Vega got out of the counseling session, she asked a male battle buddy stationed in Korea if their team leader had asked him any similar questions.
"He didn't say anything like that to him," Vega said. "He was just like, 'Hey, welcome to the team. Enjoy your time here. If you have any questions, come see me.' That's not the counseling I received."
Vega, a military police officer with the 127th Military Police Company, 759th Military Police Battalion, at Fort Carson, said this kind of leadership inspired her to turn gender discrimination into a driving force of positivity, making her the woman and leader she is today.
"I always wanted to be a cop growing up," Vega said. "When 9/11 happened, my goals changed, and I wanted to join the military."
When Vega found out she could be a military police officer, she immediately knew it was the route she wanted to take. Vega said she knew she wanted to fight for her country at all costs and thanks to her very supportive parents, could do what she had set out to do.
"My family didn't want me to go to war," Vega said. "They knew this was what I wanted to do and what I was passionate about, so they supported me."
When Vega first got to the U.S. Army Drill Sergeant Academy, she said it was a struggle trying to prove herself. Her peers didn't believe she had what it took to train the way they could. Nonetheless, she persevered and became a female infantry drill sergeant as a military police officer.
"Receiving that badge was the greatest and highest point in my career so far," Vega said. "It was rewarding because I went as one of the first females to be an infantry drill sergeant."
Vega said one woman inspired her to continue pushing herself to succeed in the face of adversity.
"My mother has been a huge part of my life because she is the definition of resilience," Vega said. "She's been

through a lot and has been to places that none of us would ever want to be, but she has overcome them and came a long way."
Vega said her main goal is becoming a first sergeant on the trail. She said her past experiences when she was on the trail inspired her to be there for the Soldiers she would be guiding.
"When I was on the trail, I had a first sergeant who didn't really understand or care about his Soldiers," Vega said. "It affected the camaraderie throughout the rest of my time on the trail. That was not the leader I wanted to be. I wanted to make sure none of my battle buddies at the time or any of my Soldiers who ever fell under my command would feel the way I did." "It does make me feel good knowing I am making a difference. I want Soldiers to know I'm there for them for anything," Vega said. "It doesn't have to be work related — it could be personal. I'm hoping I can positively impact lives until the day I retire."
https://www.epcan.com/story/2022/03/16/military/one-womans-story-overcoming-gender-discrimination-in-the-army/11800.html

Mark the following statements as true or false

1. Sgt. 1st Class Christina Vega experienced her first case of sexual harassment while she was in the Korean army.__
2. After leaving her first counseling session, one of her comrades offered to help her whenever she had any questions. __
3. The episode at the counseling session turned out to be an inspiration for what she would become later in life.__
4. Sgt. Vega knew she wanted to be a policewoman after 9/11 happened.__
5. Sgt. Vega didn't always trust her skills when it came to the possibility of becoming a female infantry drill sergeant.__
6. Sgt. Vega felt proud to become the first female infantry drill sergeant. __
7. The fact that she was always travelling with her mother helped Sgt. Vega to succeed in critical situations.__
8. Sgt. Vega hopes she can help her subordinates both at a military and personal level. __

4.3.7. Listening: 20 Years of Women, Peace and Security in Defence

Fill in the gaps as you listen
20 Years of Women, Peace and Security in Defence

- I think first impressions (1) _____ me the most.
- I'm a small, short, little girl joining the military.
- I was afraid that I wouldn't be taken seriously.
- I think for us, it's being confident in our abilities and not being (2) _____to be pushed over.
- Being confident to be the trailblazers of an organization that's undergoing a cultural shift, so that we (3) _____ the right future for our junior officers.
- I want women to feel like they belong here and that they're an important part of the defence family.
- Taking up these leadership positions has given me the confidence to go forward and not be afraid of what I am in size or what people think of me.
- It's 20 years now since UNSCR 1325 was passed, and there's been so much progress, but there's still (4) _____to go.
- I think we're going to see a lot more change in the next 20 years, just as we have in the last 20.
- For me it would be for the women in the service now not to face the challenges that I have over the last 37 years, for them to be able to reach their (5) _____ potential in whatever service they're part of, and for us to not be having discussions about gender equality.
- I've got four girls myself, four daughters, and I would like to think that the world's going to be a better place for them than it is for me.

- Gender in military operations, women, peace, and security, and gender peace and security is an important part of (6) _____a better world moving forward.
- She's brave, she's competent, and she's inspiring.
- Empowering, strong, (7) _____.
- Pioneering, empowering and confident.
- (8) _____, compassionate.
- And diverse.
- What I want is commitment to action, a commitment to take the (9) _____ forward, and really make a difference, to move from just talking about it, from rhetoric, to really operationalizing 1325.
- It's all of us working together that will achieve gender equality in the (10) _____ run.
- We can't do it on our own, we need to do work together.

4.3.8. Meet the Expert: Jody Thomas, Deputy Minister of the Department of National Defence

Watch the video, follow the text and choose the correct answer in the statements that follow:

Jody Thomas, Deputy Minister of the Department of National Defence, Canada:
Since today is rooted in the stories of women in uniform, I'm gonna share a bit of my own story. I joined Canada's Naval Reserve at age 17; it was the best decision I ever made. As soon as women were permitted to sail on naval vessels in Canada, I did that: I went aboard my first ship completely confident in my ability to be an excellent and equal shipmate. Not everyone agreed. There were some who were adamant that my gender was a weakness that they were being forced to accommodate, and they were angry about it. Their words and actions reinforced that I was not welcome, and that there was something wrong with me for actually wanting to be on a ship. That behaviour was and is a reflection of a deeply rooted stigma that it is somehow wrong and inappropriate for women to serve in a uniform.
This kind of resistance to women in service – words, actions, attitudes – persists. And all that is rooted in the same stigma and taboos: women should not serve in combat roles, they should be out of the way, serving in ways that are not dangerous. Our country and our armed forces have made a lot of progress since those days, and it was a long time ago, in terms of our policy and our approach. But we have more to do to fight stigma here in Canada and in countries around the world.
Every step towards equality is hard fought, because attitudes and beliefs are the hardest things to change. I commend the women in the Canadian armed forces every day they continue to work to change the narrative. They're succeeding in Canada and now we need to succeed around the world. That's one of the reasons Canada launched DLC initiative for women in peace operations. This 5-year pilot connects member states, United Nations organizations, civil society, and organizations like IPI.
We work together for meaningful participation of uniformed police and military women in UN Peace Operations; that means in leadership positions, in active operations, out on patrols, the places where they can have the most impact but to which there are still barriers to entry.
One of the most important things we need to understand is how systems, taboos, and stigmas are holding women back from that outcome, that's why Dr. Vermeij report on taboos and stigmas facing military women in U.N. peacekeeping will be an especially powerful tool as we move forward together. That's also why Canada and Norway funded the creation of a barrier assessment methodology for police and military organizations. This methodology enables change based on the systemic analysis and evidence. I am pleased to share that the Canadian armed forces will, itself, undergo an assessment using this methodology in the coming months, and that will be telling, it will cause us to question ourselves.
This methodology was released publicly last week, and I encourage other military and police organizations to join us in embracing change and embracing the future. If we want and need more women to pursue fulfilling careers in our militaries, and we absolutely do, we must listen to their experiences, believe them when they share their challenges, actively work to remove the barriers to their service.

1. Soon after Jody Thomas decided to join Canada's Naval Reserve...

a) she knew there was something wrong with her for wanting to be on a ship.
b) all her male shipmates made sure she was not welcome.
c) she felt victim of old views regarding women in the military.

2. According to Jody Thomas...

a) women should not serve in combat roles.
b) countries around the world should learn from Canada's example.
c) Canada needs to do more in favour of women in service.

3. DLC is a project that...

a) allows women to become pilots after 5 years of service.
b) was designed only for military women in Peace Operations.
c) hopes to help women succeed in positions where they are still unwelcome.

4. Dr. Vermeij's report...

a) will help stigmas and taboos move forward.
b) was highly praised by Jody Thomas.
c) was released to the public in Norway last week.

4.4.1. Speaking: Role of women in peacekeeping

In groups of three, look at the pictures below and discuss with your group some of the reasons why women have an important role in peacekeeping missions.







4.4.2. Listening: *Why do women in peacekeeping matter?*

Watch the video *Why do women in peacekeeping matter?* and then complete the gaps using words for the table below. There are 3 odd words!

women's	minority	impartial	lead	sustaining
provision	belief	resolving	preventing	perspectives
provide	exchange	exposure	accessible	parity

1. Although women are a _____ of UN Peacekeeping forces around the world, they play a powerful role in _____ peace.
2. UN women have a critical role in _____ and _____ conflicts.
3. They make peacekeeping forces more _____ to women in the community.
4. They promote and support _____ participations in peace processes.
5. They _____ role models for women in the community.
6. UN gender _____ strategy includes having more women in UN peace operations.
7. UN WOMEN supports trainings that prepare female military officers for peacekeeping operations by providing _____, visibility and opportunities for professional advancement and creating connections to _____ information and provide support, and promoting gender equality and diverse _____ in missions.
8. When women _____ and participate in peace processes, peace lasts longer.



4.4.2.1. Vocabulary in context

Find synonyms and antonyms for the following words in exercise 4.4.2.:

Antonyms		Synonyms	
	biased		vital
	inequality		sort out
	encourage		preserve
	majority		progress

4.4.3. Reading: Women in peacekeeping – A key to peace (Part I)

Complete the gaps in the reading *Women in Peacekeeping*: A Key to Peace using words below. There are 5 odd words!

support	personnel	recruit	impact	fields
serving	counterparts	deployment	enforce	officer
advocates	launched	partial	gender	retain

As peacekeeping has evolved to reflect the populations we serve, women have become increasingly part of the peacekeeping family – making operations more effective.

Women are deployed in all areas – police, military and civilian – and have made a positive _____ (1) on peacekeeping environments, including in supporting the role of women in building peace and protecting women's rights.

In all _____ (2) of peacekeeping, women peacekeepers have proven that they can perform the same roles, to the same standards and under the same difficult conditions, as their male _____ (3). It is an operational imperative that we recruit and _____ (4) female peacekeepers.

In 1993, women made up 1% of deployed uniformed _____ (5). In 2020, out of approximately 95,000 peacekeepers, women constitute 4.8% of military contingents and 10.9% of formed police units in UN Peacekeeping missions. While the UN encourages and _____ (6) for the deployment of women to uniformed functions, the responsibility for _____ (7) of women in the police and military lies with Member States. UN Police Division _____ (8) 'The Global Effort' initiative to recruit more female police officers into national police services and into UN police operations around the world. The 2028 target for women serving in military contingents is 15%, and 25% for military observers and staff officers. The 2028 target for women _____ (9) in formed police units is 20%, and 30% for individual police officers.

Find out more in our _____ (10) statistics section to download a monthly breakdown of the number of male and female uniformed personnel working across our missions.

4.4.3.1. Reading: Women in Peacekeeping - A key to peace questions (Part II)

Answer the following questions.

1. Where have women had a positive influence?
2. What have women peacekeepers proven?
3. Who does the responsibility for deployment of women in the police and military lie with?
4. What is the 2028 target for women serving in military contingents?
5. What does the highest percentage of women serving refer to?

Target Vocabulary

advocate (verb) - to publicly support or suggest an idea, development, or way of doing something.
breakdown (noun) - a division of something into smaller parts.
counterpart (noun) - a person or thing that has the same purpose as another one in a different place or organization.
evolve (verb) - to develop gradually, or to cause something or someone to develop gradually.
imperative (adj.) - extremely important or urgent.
retain (verb) - to keep or continue to have something.

4.4.3.2. Vocabulary in context

Use the words from the target vocabulary and complete the sentences. Be sure to change the verb forms to fit the gaps.

1. The prime minister is to meet his European _____ to discuss the war against drugs.
2. We asked for a _____ of the accident figures into day time and night time.
3. He managed to _____ his dignity throughout the performance.
4. The author denied that his new book _____ violence.
5. The president said it was _____ that the release of all hostages be secured.
6. Most languages are constantly _____ and changing, which is what keeps them alive.



4.4.3.3. Listening: The importance of women in peacekeeping

Why is it important to have women peacekeepers?
Complete the gaps according to what you hear. Use ONE word per gap!

1. Having more women involved in peacekeeping means to _____ overall peacekeeping performance.
2. Women peacekeepers can more easily _____ the population.
3. Diverse UN peacekeepers enable _____ with all members of the communities.
4. Women peacekeepers are vital to build _____ and _____ among the community.
5. Women peacekeepers provide help for local women who are not allowed to speak to _____.
6. Diversity in UN peacekeepers allows to bring new _____ and _____ to the table.
7. Women peacekeepers can become powerful _____ and _____ for women and girls in post-conflict settings.

4.4.4. Writing: The importance of women in peacekeeping operations

Write up to 250 words justifying the importance of women in peacekeeping operations. Use the quote and some of the following prompts:



- Improve operations and performance:
- Have better access
- Reflect the communities they serve
- Build trust and confidence
- Help prevent and reduce conflict and confrontation
- Inspire and create role models

4.4.5. Use of English: Women in the Green Berets (Part I)

Read the text "A woman soldier is joining the Green Berets"
Use the word given in capitals to form a word that fits in the gap.

A woman soldier for the first time will join the Green Berets, one of the Army's most elite units, after graduating this week from US Army Special Forces TRAINING (0 TRAIN).
The soldier graduated Thursday in a "Covid-US _____ (1 COMPLY) graduation ceremony," according to the US Army. The Army doesn't name Special Forces members to protect their identities for future missions.
In a speech at the _____ (2 GRADUATE) ceremony, Lt. Gen. Fran Beaudette, the commanding general for the US Army Special Operations Command, referred to the graduates as "Green Beret Men and Women." And for the first time since the official founding of Special Forces in the 1950s, that was true.
"From here, you will go forward and join the Green Berets where you will do what you are trained to do: challenge _____ (3 ASSUME), break down barriers, smash through stereotypes, innovate, and achieve the impossible," Lieutenant General Beaudette said.
The Green Berets are one of the last forces of the Army to remain all-male. While women have had roles in the military since the Revolutionary War, it wasn't until 2016 that all combat positions were opened to women. That _____ (4 DECIDE) faced some opposition, most notably from the Marine Corps, which published a study that suggested all-male squads were more _____ (5 EFFECT) in combat than integrated groups.
The woman soldier will be the first among the Green Berets, but she was not the first woman to graduate from Special Forces training. Capt. Kate Wilder wasn't allowed to graduate from training in 1980, so she filed a discrimination _____ (6 COMPLAIN) the following year and was sent her _____ (7 CERTIFY) of graduation. She never became a Green Beret, though she remained in Special Forces until her _____ (8 RETIRE) in 2013, the New York Times Magazine reported.
The Army's Special Forces soldiers are considered the military branch's foremost experts in " _____ (9 CONVENTION) warfare." The small unit, nicknamed the Green Berets for their official headwear, is often deployed to intercept terrorist activity or _____ (10 SERGE) abroad.

For more practice on word formation, visit site ttps://www.english-grammar.at/online_exercises/word-formation/word-formation-index.htm

4.4.5.1. Reading: Women in the Green Berets (Part II)

Based on the text in 4.4.5., decide whether the following sentences are true or false.

1. The army keeps Special Forces members' names confidential to safeguard its soldiers in future missions.
2. During the graduation ceremony, the commanding general for the US Army Special Operations Command addressed the graduates in a different way.
3. The Green Berets are very famous.
4. In 2016 women were allowed to be part of some of the combat positions.
5. The decision to open combat positions to women was lightly opposed by the Marine Corps.
6. According to research, integrated squads tend to be more ineffective.
7. In 1980 Capt. Wilder received her certificate of graduation after a file suit.
8. The Green Berets are the most skilful trained soldiers that fight overseas.

4.4.6. Meet the expert: Stories from the field

Adrienne Njuikam, a committed and passionate UN Police Officer



Bimbo, Central African Republic – United Nations Police Officer (UNPOL) Adrienne Njuikam says she has never been one to be fazed by a challenge – a conviction that is serving her well in her current role as head of the MINUSCA team deployed to the Bimbo Gendarmerie Brigade, which houses policy custody cells and is located about 10 kilometers southwest of the Central African Republic's (CAR) capital Bangui.
She joined MINUSCA in December 2018 and has since led a team of four UNPOL peacekeepers working in tandem with the CAR police and gendarmerie, known as the Forces de sécurité intérieure (FSI). At the heart of their work is advising, mentoring and training. Together with the 28-member strong local authorities, they manage detainee registers, patrol surrounding areas to monitor the security situation in the area, conduct neighbourhood visits to gather information as well as plan and organize community policing activities.
For officer Njuikam, her work in Bimbo is a golden opportunity on the frontlines of promoting human rights. A typical workday will see the team inspect the police custody cells – to ascertain whether all detainees are in their cells; that no detainees have been taken ill; that there is no mixing of adults and children in the cells. They check for blunt objects; they ensure that the inmates' rights to visits and access to medical care are respected. Between 60 and 80 men and women pass through the Bimbo Gendarmerie Brigade's custody cells every month.
A glaring lack of adequate infrastructure is one of the major stumbling blocks to work – with the detention cells lacking proper facilities to render them fully operational. Another challenge is the strong need to ensure that the rights of detainees are respected and for the capacity building of the local security forces. A highlight of her work is the mentoring role, which her interactions with the detainees allow for during the 72 hours that they are typically held in police custody, before they are either released or sent to the prosecutor's office.



Community-level mentoring took centre stage in recent months when her team worked to raise awareness on a government recruitment campaign supported by MINUSCA, calling on young people to apply to join the national security forces. "We encourage the youth, particularly girls, to get involved in peacebuilding work, both individually and collectively, so as to contribute to the return to stability in the Central African Republic. By joining the security forces, they have already become agents of peace for their country as the training they receive will equip them with the tools to serve," she says.

Of the 1,000 candidates admitted to the recent FSI recruitment process countrywide, 70 came from Bimbo. Among them were 22 women – one of Adrienne Njuikam's proudest moments on the job thus far. She is big on empowering women – and takes every opportunity she gets in her interactions with female detainees to provide counsel on life out of custody.
Having previously served with the UN peacekeeping mission in Haiti (MINUSTAH) in the wake of her police studies in her native Cameroon, officer Njuikam is well conversant with UNPOL peacekeeping operations.
"I have a passion for service in the field. I aspire to leave a positive mark on the population in the places where I am recruited to serve". Her motivation is seeing change unfold.

4.4.6. Reading questions.

Answer the following questions.

1. Where is the Bimbo Gendarmerie Brigade located?
2. Who does Officer Njuikam lead? Who do they work with?
3. What is at the core of their work?
4. Name 3 tasks they have to carry out.
5. Why are the police custody cells inspected?
6. What do they ensure?
7. What is the main part of Officer Njuikam's work?
8. What does she encourage the youth to pursue? Why?
9. What is the proudest moment on her job so far?
10. What does she aspire to?

Target Vocabulary

ascertain (verb) - to make certain of something.
custody (noun) - the legal right or duty to care for someone or something.
be held in custody (verb) - the state of being kept in prison, especially while waiting to go to court for trial.
blunt (adj.) - A blunt pencil, knife, etc. Is not sharp and therefore not able to write or cut, etc. well.
inmate (noun) - a person who is kept in a prison or a hospital for people who are mentally ill.
cell (noun) - a small room with not much furniture, especially in a prison or a monastery or convent.
detainee (noun) - a person who has been officially ordered to stay in a prison or similar place, especially for political reasons.
pass through (verb) - make a passage or journey from one place to another.
glaring (adj.) - having a fixed look of hostility, fierceness, or anger.
facility (noun) - a place, especially including buildings, where a particular activity happens
highlight (verb) - to throw a strong light on.
prosecutor - a legal official who accuses someone of committing a crime, especially in a law court.
mentor (verb) - to help and give advice to a younger or less experienced person, especially in a job or at school.



Source of the image: https://www.newworldencyclopedia.org/entry/Women_in_the_military

4.4.6.1. Vocabulary in context

Complete the sentences using words from the target vocabulary. Be sure to change the verb forms to fit the gaps.

1. The maintenance _____ is situated behind the main offices.
2. Some travellers _____ the desert.
3. I _____ that no one could overhear us before I told Otto the news.
4. The scissors had _____ends.
5. He remains in a prison _____ overnight, presumably.
6. The _____ claim they have been mistreated by the prison guards.
7. The report _____ the need for improved safety.
8. The tape recordings provided _____ with the evidence they needed to prove he'd been involved in the conspiracy.
9. It was a _____ mistake.
10. You will be _____ until your trial.
11. In Britain, many companies now have _____ schemes to help people from ethnic minorities.
12. The new initiative cultivated habits of obedience, and taught _____ to cooperate.

4.4.7. Vocabulary in context

Match the words with their definitions

1.	myriad	a.	the process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it.
2.	tirelessly	b.	past simple and past participle of the verb to flee, to escape by running away, especially because of danger or fear.
3.	to disseminate	c.	to make something certain happen.
4.	disproportionate	d.	to show what happened to (someone or something); know where (something or someone) is.
5.	revealing	e.	to endure something distressing, painful, stressful, or emotionally or physically taxing, especially for the sake of others.
6.	grim	f.	a feeling of extreme worry, sadness, or pain.
7.	to exacerbating	g.	a suggestion that something is good or suitable for a particular purpose or job.
8.	to comprise	h.	long or longer than usual.
9.	fled	i.	a door, gate, etc. by which you enter a place.
10.	to outline	j.	to have as a plan or purpose.
11.	resources	k.	worrying, without hope.
12.	recommendations	l.	to make something that is already bad even worse.
13.	to ensure	m.	to spread or give out something, especially news, information, ideas, etc., to a lot of people.
14.	budgeting	n.	a very large number of something.
15.	to survey	o.	to describe something completely, giving all the facts.
16.	displacement	p.	something that covers or affords protection.
17.	extended	q.	to have things or people as parts or members; to consist of.
18.	to detail	r.	to look at or examine all of something, especially carefully.
19.	to intend	s.	a description of the main facts about something.
20.	entry	t.	do something in an energetic and continuous way.
21.	to account for sth	u.	too large or too small in comparison to something else, or not deserving its importance or influence.
22.	shelter	v.	a written document containing information for the public.
23.	factsheet	w.	the situation in which people are forced to leave the place where they normally live.
24.	to bear (a) burden	x.	showing something that was not previously known or seen.
25.	distress	y.	a useful or valuable possession or quality of a country, organization, or person.

4.4.7.1. Listening: War in Ukraine and its impact on women and girls (Part 1)

Complete the chart with the data according to the information you hear on how the war in Ukraine is impacting women and girls.

1.	Date of the rapid gender analysis	
2.	Rapid gender analysis data is based on	
3.	Number of refugees who fled the country	
4.	Age of men who cannot leave Ukraine	
5.	Number of displaced people	
6.	Number of interviewed Ukrainians who crossed the border into the Republic of Moldova	
7.	Date of the interviews	
8.	The number of interviews the updated report in April carried out	
9.	Number of Moldavian border crossing points	
10.	Percentage of women among the refugees surveyed	
11.	Percentage of women travelling with at least one child	
12.	Percentage of women travelling in group	
13.	Women travelling alone	
14.	Number of children under 11 years for every 100 women revealed in the mid-March factsheet	



4.4.7.2. Listening: War in Ukraine and its impact on women and girls (Part II)

Listen to the recording in 4.4.7.1. again, take further notes, and answer the questions.

1. What does the rapid gender analysis conducted between 14-22 March suggest?
2. What does the analysis outline?
3. What do recommendations for humanitarian leaders, actors and donors mean to ensure?
4. What are young and elderly women more exposed to?
5. What are the main aspects of the burden women are bearing caused by their displacement?



Target Vocabulary

account for sth (verb) - to show what happened to (someone or something); know where (something or someone) is
bear burden (verb) - to endure something distressing, painful, stressful, or emotionally or physically taxing, especially for the sake of others
budget (verb) - the process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it
comprise (verb) - to have things or people as parts or members; to consist of
detail (verb) - to describe something completely, giving all the facts
displacement (noun) - the action of moving something/someone from its place or position;
displaced person (noun) -a person expelled, deported, or impelled to flee from his or her country of nationality or habitual residence by the forces or consequences of war or oppression
disproportionate (adj.) -too large or too small in comparison to something else, or not deserving its importance or influence
disseminate (verb) - to spread or give out something, especially news, information, ideas, etc., to a lot of people.
distress (noun) – a feeling of extreme worry, sadness, or pain.
ensure (verb) - to make something certain to happen.
entry (noun) -a door, gate, etc. by which you enter a place.
exacerbate (verb) - to make something that is already bad even worse
extended (adj.) - long or longer than usual; fully stretched out
factsheet (noun) -a written document containing information for the public
flee - (verb) - (flee-fled-fled) to escape by running away, especially because of danger or fear
grim (adj.) -worrying, without hope
harassment (noun) - behaviour that annoys or upsets someone.
intend (verb) - to have as a plan or purpose
myriad (noun) - a very large number of something
outline (verb) - to draw the main shape or edge of something.
recommendations (noun) - a suggestion that something is good or suitable for a particular purpose or job
resources (noun) - a useful or valuable possession or quality of a country, organization, or person
revealing (adj.) - showing something that was not previously known or seen
shelter (noun) - something that covers or affords protection
survey (verb) - to look at or examine all of something, especially carefully
tirelessly (adv.) - in an energetic and continuous way

4.4.7.3. Vocabulary in context

Complete the sentences. Be sure to change the verb forms to fit the gaps. There are 4 odd words!

recommendation	displacement	grim
tirelessly	harassment	to comprise
to disseminate	factsheet	to myriad ensure
to host	to intend	to flee
distress	entry	to outline
shelter	to account for sth	resources

1. Now a _____ of bars and hotels are opening up along the coast.
2. She claimed that the way she had been treated at work had caused her extreme emotional and psychological _____ .
3. They opened a _____ to provide temporary housing for the city's homeless.
4. Which country is _____ the next Olympic Games?
5. We have published a _____ which gives a certain amount of information on this.
6. Attitudes seem to be changing as a result of recent highly publicized cases of sexual _____ .
7. Students _____ the vast majority of our customers.
8. A flock of sheep blocked our _____ to the farm.
9. The role of the police is to _____ (that) the law is obeyed.
10. Her face was _____ as she told them the bad news.
11. He worked _____ to earn money for the family.
12. The area we›re interested in is _____ in red on the map.
13. The recent famine in these parts has caused the _____ of tens of thousands of people.
14. Thousands of refugees have _____ from the war-torn area.

Visit the site for the way to express numbers in English
https://www.thoughtco.com/expressing-numbers-in-english-1210097
Check the links for further practice on expressing numbers in English:
https://agendaweb.org/vocabulary/numbers-big-exercises.html
https://www.englishexercises.org/makeagame/viewgame.asp?id=6835



https://www.pritzkermilitary.org/resources/blog/women-military 17/07/2022



https://www.military.com/daily-news/opinions/2020/12/29/if-you-want-recruit-and-retain-more-women-reexamine-military-health-care.html 17/07/2022



https://www.thebalancecareers.com/women-in-the-military-4177666



https://www.znbc.co.zm/news/women-can-improve-peace-keeping-missions/ 17/07/2022

Unit 5 Gender and War

4.5.1. Speaking: Gender Roles

It is widely recognized that wars impact and involve men, women, and children in different ways and that there is a substantial gap in the views of women and men on issues of war and violence. They suffer not only from the by-products of war but are also targeted by a strategy of war. However, women and girls suffer disproportionately from wars and violent conflicts. This is why there is a relationship between gender and war.

Discussion
Describe the following pictures. Use the words in the word bank to help you.













Word bank

women family masculinity war(s) power
politics children violence soldiers men
money strong society military
feminist wartime effort(s) armed forces labour
commitment patriotism motherhood weakness
urvival equality duty role(s) homefront

4.5.2 Reading: Mind the Gender Capability Gap

Read the text below and fill in the blanks using 15 words from the table below. The words in bold in the text are the Target Vocabulary.

warned	brotherhood	allies	grabbing	commanders
homefront	chaining	violence	plans	beating
insurgents	affected	jails	frontline	used
landmines	victims	warfare	roles	attempt

In 2009, frustrated that several male _____ (1) had escaped a **cordoned** area by disguising themselves as Afghan women in burqas, U.S. Marine Corps Capt. Matt Pottinger established the first U.S. Female Engagement Team in Afghanistan, taking a leaf out of the U.S. Army's book in Iraq. Though these teams were an *ad hoc*, undertrained, and to varying degrees misused solution, they were **nonetheless** a significant institutional _____ (2) to grapple with a growing realization: America's enemies understand, and exploit gender dynamics better than we do.
Several U.S. _____ (3), including Australia, Britain, and Canada, are fielding a **cadre** of gender advisors: specialists trained and dedicated to help their armed forces understand how the socially constructed **roles,** responsibilities, and needs of men, women, boys, and girls affect and are _____ (4) by conflict. The United States has begun to do the same.
The implications of our military's gender capability **gap** - that is, its inability to address gender dynamics in military strategy, operations, and tactics - are showing up in large-scale exercises. At the recent Talisman Saber exercise held biannually with Australia, U.S. _____ (5) focused on the kinetic battle while **rape** and gender-based violence ravaged the make-believe internally displaced persons camps. The few "Gender Advisors" who were on hand _____ (6) that this violence would likely exacerbate conflict, but few American participants understood how to best integrate their advice.
Gender dynamics also shape the battlefield in real life. Boko Haram (an Islamic terrorist organization based in northeastern Nigeria) uses more female suicide bombers than male ones. Women are the _____ (7) **caregivers** in the battle against Ebola and other epidemics. Using data from 80 countries, a recent study has found that social acceptance of violence against women; high bride prices; women's **disempowerment** in property rights; and a lack of _____ (8) or fraternity ties within a society are all statistically correlated with a society's propensity to produce foreign fighters for ISIS.
Gender training helps us see populations not as monolithic blocs, but as collections of different sub-populations, particularly women, men, boys, and girls, whose differing _____ (9) and behaviours

mean they will impact and be impacted differently by **conflict.** ISIS, for example, intentionally **recruits** and indoctrinates young children, commonly known as the "cubs of ISIS," teaching them to hate their own families and involving them in torture and murder. Children as young as 6 years old are reportedly being held in Iraqi _____ (10) on suspicion of being ISIS **fighters**, or are slipping back into their communities without rehabilitation or reintegration assistance.

We also ignore gender dynamics at our own troops' peril: in 2001, the *New York Times* reported that U.S. Army Special Forces Capt. Dan Quinn was relieved of his command and pulled from Afghanistan after he **beat up** an Afghan militia commander for _____ (11) a boy to his bed as a sex slave. The U.S. failed to train Quinn, as well as Special Forces Sgt. 1st Class Charles Martland, who joined him in the _____ (12) to grapple with the differences between International Humanitarian Law violations and what they were told was **gendered** "Afghan culture." Because they were not prepared to deal with such sexual and gender-based violence, the boy, his family, and the American soldiers all paid a price.

Integrating a gender perspective will help the U.S. military and its partners better protect troops and the populations around them, whether it's **engaging** local women's networks to warn civilians of scattered _____ (13), realizing that an unusual absence of children outside or in homes can foreshadow an attack or understanding that in some conflict areas, men and boys may be more at **risk** for sexual violence than women and girls.

Furthermore, it's now U.S. law. President Donald Trump signed the Women, Peace, and Security Act, which requires that relevant personnel receive training in "gender considerations" and women's meaningful participation in peace and security initiatives.

Many combatant commands already include a gender perspective in their theatre campaign _____ (14). Last summer, Adm. Harry Harris, then-commander of U.S. Pacific Command, signed an instruction requiring commanders at all levels to designate gender **advisors**, where available, and/or "Gender Focal Points" within units. Similar instructions are expected at other combatant commands and across the Defense Department.

We still have a long way to go, but gone are the days when gender was considered the prerogative only of international humanitarian and development agencies. As thousands of years of history - and now the wars in Afghanistan and Iraq, the Women, Peace, and Security (WPS) Act, and DoD's Operational Gender Advisor Course, gender and _____ (15) are inextricably intertwined.

Source: Adapted from https://www.defenseone.com/ideas/2018/07/gender-capability-gap/149477/

Target Vocabulary

- **cordoned** (verb) a line of troops or of military posts enclosing an area to prevent passage
- **nonetheless** (adverb) in spite of what has just been said
- **cadre** (noun) a nucleus or core group especially of trained personnel able to assume control and to train others
- **roles** (noun) a socially expected behavior pattern usually determined by an individual's status in a particular society
- **gap** (noun) a break in a barrier (such as a wall or line of military defense); a problem caused by some disparity
- **rape** (noun) unlawful sexual activity and usually sexual intercourse carried out forcibly or under threat of injury against a person's will
- **caregivers** (noun) a person who provides direct care (as for children, elderly people, or the chronically ill)
- **disempowerment** (noun) to deprive of power, authority, or influence: make weak, ineffectual, or unimportant
- **conflict** (noun) competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)
- **recruits** (verb) to fill up the number of with new members OR to enlist as a member of an armed service
- **fighters** (noun) one that fights, such as warrior or soldier
- **beat up** (verb) to strike repeatedly

- **gendered** (adverb) reflecting the experience, prejudices, or orientations of one sex more than the other
- **engaging** (verb) participate or become involved in
- **at risk** (adjective) in a state or condition marked by a high level of dander or susceptibility
- **advisors** (noun) someone who gives advice

4.5.3. Vocabulary in Context

Study carefully the target vocabulary and rearrange the words to make complete sentences.

1. cordoned / off / zone / riot / the / troops

_____

2. searching / both / nonetheless / there /are /compromise / signs / a / that / may / be / for / sides

_____

3. women / traditional / challenged / to / the / she / roles / assigned

_____

4. amnesia / is / a / induced / your / from / trauma / the / rape / ago/ you/ six / survived / years

_____

5. today / minority / they / a / disempowered / are

_____

6 . was / peace-building / a / transformation / of / decade / conflict / and / it

_____

7. then, / by / both / directly / forces / the / combat / were / in / engaged

_____

8. such / the / risk / at / use / everyone/ of / violence / in / acts / places

_____

4.5.4. Listening: Women in the Military

Listen to Melbourne Air Force Major Julie Moore explaining why she flies fighter jets, and answer the following questions.

Source: https://www.youtube.com/watch?v=Kf6oxgMr34Q

1. What is the percentage of women-pilots?
2. When did her dad retire?
3. When did Julie decide to become an air force pilot?
4. Did she ever feel that gender was an issue in the Air Force?
5. Has Major Moore ever flown in combat?
6. Where is her squadron based?
7. Does she consider herself a role model?

4.5.4.1. Discuss your position on gender restrictions in military combat.

4.5.5. Integrating skills: Gender on the Home Front

Read the following extract from an article about the role of women on the home front during World War II and answer the following questions:

Gender on the Home Front

World War II changed the lives of women and men in many ways on the *Home Front*. In the face of acute wartime labour shortages, women were needed in the defense industries, the civilian service, and even the armed forces. This situation intensified pressures for Americans to conform to social and cultural norms. All of these changes led Americans to rethink their ideas about gender, about how women and men should behave and look, what qualities they should exhibit, and what roles they should assume in their families and communities.
Wartime gender changes for women are encapsulated by one of the most popular icons of the war, Rosie the Riveter. For many Americans, Rosie was a strong and self-assured woman rolling up her denim shirtsleeve to reveal her right bicep as she confidently exclaims "We Can Do It!" She was one of 19 million women who were persuaded to work for wages during the war, five million of them for the first time. More married women than single women participated in the workforce during World War II; many of them were mothers. Rosie the Riveter became a cultural icon of the United States, representing the American women who worked in factories producing munitions and war supplies while the men served in the military during World War II. The most well-known "Rosies" were images created by artists Norman Rockwell and J. Howard Miller. The federal government and wartime industries insisted that these women were key to victory against the Axis powers, but working women presented several challenges to most understandings Americans had of the proper roles of women and men.
"We Can Do It!" poster for Westinghouse Electric & Manufacturing Company, by graphic artist J. Howard Miller, *closely associated with Rosie the Riveter (Image: National Archives and Records*

Administration, 535413.)



Wartime work proved transformative for many women who had embraced its challenges and enjoyed its benefits, but personnel policies at the end of the war moved men and women back into the roles that aligned with prewar gender understandings.

Source: Adapted from https://www.nationalww2museum.org/war/articles/gender-home-front

1. What roles did women play before World War II?
2. How did World War II affect gender roles?
3. Summarize in one or two words how the article characterized women's role during wartime.

4.5.5.1. The term "Rosie the Riveter" was coined in a song that was written in 1942 by Redd Evans and John Jacob Leob and was recorded by numerous artists. Listen to the song and read the lyrics. Watch the video again and listen for the words needed to complete the gaps.

Source: https://www.youtube.com/watch?v=EUcStE4Y5Mc

All the day long, whether rain or (1) _____,
She's a (2)_____ of the assembly line.
She's making history,
Working for victory,
Rosie (Brrr)* the Riveter.

Keeps a sharp lookout for sabotage,
Sitting up there on the (3)_____.
That little frail can do,
More than a (4) _____ can do,
Rosie (ahah)* the riveter.

Rosie's got a boyfriend, Charlie.
Charlie, he's a (5) _____.
Rosie is protecting Charlie,
Working (6) _____,
On the riveting machine.

When they gave her a production "E",
She was as proud as a girl could be.
There's something true, about red, (7) _____
About Rosie (Brrr)* the Riveter.
About Rosie (Brrr)* the Riveter.

(…)

Ev'ry one stops to (8)_____ the scene,
Rosie at work on the B-19,
She's never twittery,
(9)_____ or jittery,
Rosie (ahah)* the riveter.
What if she's smeared full of (10) _____ and (11) _____,
Doing her bit for the old Lend-lease,

She keeps the (12)_____ around,
They love to hang around,
Rosie (ahah)* the riveter.

Rosie's buys a lot of war bonds,
The girl really has sense,
Wishes she could (13) _____ more bonds,
Putting all her cash,
Into national defense
This song was originally posted on protestsonglyrics.net
(…)

Senator Jones, who is "in the know",
Shouted these (14) _____ on the radio,
Berlin will hear about,
(15)_____ will cheer about,
Rosie, Rosie, Rosie the riveter.
On the assembly line.

4.5.6. Meet the Expert: Child Soldiers

Watch a true story video of a child soldier's incredible escape from armed forces in Sierra Leone. Write a description of what you saw in the short video and send it to your teacher for review.

https://www.unicef.org/stories/long-journey-story-of-ishmael-beah.

4.5.6.1. Read the text about child soldiers and mark the statements that follow as True (T) or False (F).

Children recruited by armed forces or armed groups

In wartime, child soldiers are especially vulnerable to sexual violence with men as the perpetrators, but the reality on the ground is more complex. Especially in contexts of war where gender roles are complicated, boys and girls are shown to be both victims and perpetrators.

Thousands of children are recruited and used in armed conflicts across the world. Between 2005 and 2020, more than 93,000 children were verified as recruited and used by parties to conflict, although the actual number of cases is believed to be much higher.



Often referred to as "child soldiers," these boys and girls suffer extensive forms of exploitation and abuse that are not fully captured by that term. Warring parties use children not only as fighters but as scouts, cooks, porters, guards, messengers, and more. Many, especially girls, are also subjected to gender-based violence.
Children become part of an armed force or group for various reasons. Some are abducted, threatened, coerced, or manipulated by armed actors. Others are driven by poverty and compelled to generate income for their families. Still, others associate themselves with survi-

val or protecting their communities. No matter their involvement, the recruitment and use of children by armed forces is a grave violation of child rights and international humanitarian law.

While living among armed actors, children experience unconscionable forms of violence. They may be required to participate in harrowing training or initiation ceremonies, to undergo hazardous labour, or to engage in combat – with great risk of death, chronic injury, and disability. They may also witness, suffer, or be forced to take part in torture and killings. Girls, especially, can be subjected to gender-based violence. Warring parties also deprive children of nutrition and healthy living conditions, or subject them to substance abuse, with significant consequences for their physical and mental well-being.

These experiences take a heavy toll on children's relationships with their families and communities. Whether or not children are accepted back into society depends on various factors, including their reason for association with armed actors, and the perceptions of their families and communities. Some children who attempt to reintegrate are viewed with suspicion or outright rejected, while others may struggle to fit in. Psychological distress can make it difficult for children to process and verbalize their experiences, especially when they fear stigma or how people will react.

What's more, families and communities may be coping with their own challenges and trauma from conflict, and have trouble understanding or accepting children who return home. Communities need support to care for their returning children – just as the thousands of boys and girls who exit the armed forces each year need it to rebuild their futures.

Source: https://www.unicef.org/protection/children-recruited-by-armed-forces

1. Child soldiers are particularly vulnerable to sexual violence in wartime. _____
2. Thousands of children are recruited and used in armed conflicts across Europe. _____
3. Around 93,000 children were verified as recruited and used by parties to conflict between 2005 and 2020. _____
4. Children are utterly used as fighters by the opposing factions. _____
5. Child combatants are not trained or participate in ceremonies that jeopardize their mental and physical health. _____
6. Children are always welcome when they return to their family and their community. _____
7. Some children are enticed with money, drugs or in other ways. _____
8. Child soldiers are recruited by state armed forces and armed groups outside government control. _____

4.5.6.2. Vocabulary in context

Find the words in the text which could be replaced by the following words.

1 – offender		9 – dangerous	
2 – enlisted		10 – incapacity	
3 – wide		11 – drug addiction	
4 – sides		12 – doubt	
5 – kidnapped		13 – shame	
6 – forced		14 – getting along	
7 – serious		15 – leave	
8 – between			

4.5.6.3. Writing: CHILD SOLDIER DIARY

Imagine you are a child soldier. Write your diary for one day in your life.

ANSWER KEY

Unit 1

4.1.1.Skim through the text and, from the 7 sentences below, choose the best beginning for each paragraph.

a. Gender
b. Gender mainstreaming
c. Integration of gender perspective
d. Gender analysis
e. Conflict-Related Sexual and Gender-Based Violence
f. Gender equality
g. Exploitation

4.1.1.2.Vocabulary in context

Find synonyms in the text for the following:

1) particularly (Para. a) NOTABLY
2) under the terms of which (Para. b) WHEREBY
3) entirely (Para. b) SOLELY
4) further (Para. c) ADDITIONAL
5) what is required (Para. c) REQUESTS
6) evident (Para. d) APPARENT
7) conventional (Para. d) CUSTOMARY
8) range (Para. f) DIVERSITY
9) the act of compelling by force (Para. g) COERCION

4.1.1.3 Language in Context: : NATO Bi-SC Directive 40-1

Read the two paragraphs below and find the meanings for the words in bold.

1. Fair
2. inequality
3. outcome.
4. Achievement
5. Ultimately
6. Discrimination

4.1.2. Listening: Women, Peace and Security at NATO

You are going to watch a video about Women, Peace and Security at NATO. Read the sentences below and decide if they are true or false.

1. F It is more dangerous to be a woman
2. T
3. T
4. F. It was in June
5. F. Only if men abd women work together
6. T

4.1.2.1. Reading: EUTM RCA celebrate the UN Security Council Resolution 1325 20th Anniversary

Complete the text using the words from the table below.

1. Impetus	2. emerged	3. affirmation	4. paramount
5. unanimously	6. framework	7. impunity	8. ultimately
9. awareness	10. alignment	11.Moreover	12. self-sufficiency
13. firmly	14. pursuit	15. prevail	

4.1.2.2. Use of English

After reading the text, match the words in the left column with their opposites in the right column.

1	Entry	4	fault
2	Lack	8	To segregate
3	To underline	6	To downgrade
4	Merit	10	To withhold
5	To protect	2	excess
6	To promote	9	To neglect
7	To aim	3	To minimize
8	To integrate	1	departure
9	To supervise	7	To disregard
10	To share	5	To endanger

4.1.4. Watch the video “How do we incorporate gender perspective into military operations and answer the questions below

1. The new answers and the planning that go into the execution of a campaign
2. The social science and cultural angles of any type of operation and to really integrate gender into the phases
3. That gender perspectives are both and external concern for military planners and an internal force multiplier.
4. In instituting new policies and procedures as part of the national instruments of power.

4.1.4.1 Use of English: Defence Forces and gender

Read the text below. Use the word given in capitals to form a word that fits in the gap. Insert the new word in the chart under the text.

1. Commited	2. equality	3. differently	4 fullfilling.	5. awareness	6. deployed	7. patrolling	8. reflective

4.1.5. The following sentences constitute one single text, but they have been jumbled up. You are required to re-arrange these sentences which are labelled 1 to 9 to produce the original text.

1. Integrating a gender perspective into military operations is logical in terms of promoting

2. both justice and effectiveness. The ability to implement gender perspectives at all levels in military operations increases with more women in international operations. Efforts aimed at

3. the recruitment and retention of women are therefore fundamental. This involves minimizing prejudice and promoting career opportunities for women by

4. having a diverse workforce that includes a critical mass of female staff, fostering a cooperative and equal work environment, and ensuring that people from minority groups have access to senior

5. positions. This will result in more women working in national services, thus creating a larger recruitment pool for international deployments. In addition, national military forces will have to

6. make changes to ensure their structures, functions and organizational cultures facilitate a thriving environment for men and women. This is where the need for integrating a gender perspective into all military education and

7. training comes in. This cannot be achieved, however, without the full support of and buy-in from senior leadership. With this in mind the inclusion of gender perspectives needs, first and foremost, to be integrated

8. in the steering documents upon which military education and training are based. Although a gender perspective is neither a “silver bullet” nor the answer to every question or challenge in military operations, it is a perspective that will create

9. better situational awareness and substantively contribute to reaching the goals of international obligations of working towards a more equal society and making the use of military forces more effective

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Unit 2

4.2.4 Task 4 Vocabulary

Definition	(Number) word
a. noun, the beginning of something, especially something unpleasant	(5) onset
b. noun, the collection of information of military or political value	(13) intelligence
c. adjective, involving or requiring strenuous effort; difficult and tiring	(23) arduous
d. noun, something that precipitates an event or change	(28) catalyst
e. noun, a plan or course of action of a government	(3) policy
f. adjective, sharply or harshly distinct	(8) stark
g. noun, the state of being fully prepared for something	(14) readiness
h. adjective, necessary to make a whole complete; essential or fundamental	(18) integral
i. adjective, giving rise or likely to give rise to public disagreement	(7) controversial
j. noun, a range of a particular type of thing	(25) array
k. noun, something unwise to implement or maintain in practice (plural)	(2) impracticalities
l. noun, an intense exchange of fire	(11) firefight
m. adjective, (clothing) of the wrong size or shape for the person wearing it	(15) ill-fitting
n. noun, a view of or attitude toward a situation or event; an opinion	(19) sentiment
o. noun, a boat or other vessel that travels in and on water	(6) watercraft
p. noun, a fault or failure to meet a certain standard (plural)	(26) shortcomings
q. adjective, not arranged sequentially; random	(4) non-linear
r. adverb, at an unspecified later time; in the end	(10) eventually
s. adjective, (of a state, quality, or emotion) very great or intense	(1) profound
t. noun, a feeling of worry or care about a person or thing (plural)	(16) concerns
u. noun, the totality of actions aimed at defeating irregular forces	(12) counterinsurgency
v. adverb, existing or coming before in time, order, or importance:	(30) prior
w. noun, a series of things arranged in or as if in a line	(24) string
x. verb, to express (something) in words (past tense)	(9) voiced
y. verb, to be or go beyond the range or limits of (present tense)	(20) transcends
z. noun, a typical example or pattern of something; a model	(29) paradigm
aa. adjective, not like or not the same as another in degree, worth, or status	(17) unequal
bb. verb, to re-examine and make alterations to (gerund)	(22) revising
cc. noun, something established as a model or example (plural)	(27) standards
dd. adjective, officially recognized as being fit for a particular job; certified	(21) qualified

4.2.1. Reading

25x4= 100 pts
Duration: 20-30 minutes, depending on the students' level.

As the nation reflects on the attacks of September 11, 2001, it is (1) important to recognize the profound transformation that has taken place for women in the United States Army.

After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize (2) the impracticalities of prohibiting women from combat - a realization that led to full gender integration for army women. When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion policy restricted women from serving in (3) combat arms positions, including infantry and armor.

Yet cultural constraints in Iraq and Afghanistan and a new non-linear battlefield presented unique challenges. From the onset of hostilities, army ground, air, and maritime operations resulted in an (4) array of complex situations where women served and fought alongside men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel that (5) masters of army watercraft operating in hostile waters; and female pilots flew combat missions over both theaters.

Although more than 90 percent of occupational specialties were opened to women, their role in combat remained a controversial issue. New (6) accounts of female casualties or prisoners of war were stark reminders there were no traditional front lines in Iraq and Afghanistan. And defining combat was difficult.

As a national dialogue continued, some military personnel voiced concerns that if women were removed from their current positions, the army would (7) not be able to complete its mission. Over 250,000 women would eventually serve in Iraq and Afghanistan, proving themselves vital to operations.

The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism while performing their duties. Sergeant Leigh Ann Hester was awarded the Silver Star for her actions (8) during a firefight outside Baghdad in March of 2005. Hers was the first silver star to be awarded to a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.

As the war progressed, the army recognized the need for specialized all-female teams to assist combat forces with (9) counterinsurgency operations. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate by male service members. They performed a (10) number of important duties including intelligence gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, but over time the army established (11) formal recruiting and training programs for them.

While women (12) broke clear barriers overseas, in the United States, army women also experienced major changes. In November of 2008 general Ann Dunwoody became the first woman promoted to the rank of 4-star general.

A number of initiatives focused on strengthening the (13) army's readiness directly affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, created a task force dedicated to examining issues specific to women's health.

Additionally, the army's efforts to resolve the problem of ill-fitting body armor in uniforms resulted in a new (14) female-improved outer tactical vest in the army combat uniform alternative, which the army approved for wear by both men and women.

Nevertheless, long-standing issues and concerns about women service were complex. Many (15) service women and men believed the combat exclusion policy institutionalized the unequal treatment of women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, (16) especially since the vast majority of senior leaders in the army came out of combat arms branches from which women were excluded.

In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become an integral part of our ability to perform our mission, and (17) for more than a decade of war, they have demonstrated courage and skill and patriotism." General Martin Dempsey, chairman of the Joint Chiefs of Staff, (18) reinforced this sentiment when he said: "When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't consider whether their comrade in (19) arms is a man or woman. They care about whether they can do their job. There's a simple explanation for this: trust transcends gender."

After the announcement the army was given three years (20) to develop an integration plan. Multiple studies conducted between 2010 in 2015 enabled the army to develop a deliberate gender integration plan focused on creating an institution (21) in which the best qualified soldiers, regardless of gender, were selected for every position. The plan included training and education, revising of physical standards and a leaders-first approach.

As the army adopted these changes, many accomplishments took place across the institution. The 2015 graduation of two women from the army's arduous ranger school set into motion a string of historic firsts. Women

(22) both enlisted and officers soon entered an array of combat arms roles that were formerly closed in branches such as infantry, armor, and field artillery.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program shortcomings were identified. With the launch (23) of the new army combat fitness test, men and women are held to gender-neutral and age-neutral scoring standards for the first time in army history.

In retrospect, 9/11 can be called a catalyst for change in army women's roles. Over the past (24) two decades women have proven themselves able and willing to succeed in any capacity. The number of women serving at all levels of army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth the first female Secretary of the Army in May of 2021 solidified the paradigm (25) shift that occurred with gender integration. Opportunities and equity that many women viewed as nearly impossible prior to the attacks on 9/11 have now become reality in the United States Army.

4.2.2.2 Reading

1. After 9/11, the army

a. Admitted to the impracticality of women in combat
b. Admitted to the impracticality of combat for women
c. Realized it was unwise to keep women in combat
d. Realized it was unwise to keep women away from combat

2. Which is TRUE?

a. The modern battlefield in demanding.
b. Women served better than men.
c. Female doctors also fought in Afghanistan.
d. Female actors organized theater performances.

3. There was controversy over

a. The counts of female casualties.
b. Which specialties should be opened to women.
c. How women's role could fit into the definition of combat.
d. The role of women as prisoners of war.

4. Sergeant Leigh Ann Hester

a. Was decorated for her role in a fire exchange.
b. Was awarded the Silver Star in World War 2.
c. Was informally recognized by the army.

5. Which is FALSE?

a. Women collected strategic information.
b. Women participated in the fight against irregular forces.
c. Women received overtime pay for training with the army.
d. Women were at first engaged in combat teams without formal training.

6. The changes experienced by US army women reflected on

a. Task force issues.
b. Their ascension in the ranks.
c. Overseas barriers.
d. Women's health.

7. Women were typically excluded from

a. The battlefield.
b. Complex concerns.
c. Arms branches.
d. Career advancement

8. The elimination of the 1994 combat exclusion policy meant that

a. Women became henceforth trustworthy comrades in arms.
b. Women were henceforth able to do their jobs.
c. Women could henceforth demonstrate courage and patriotism.
d. Women's critical role in the success of the war effort became henceforth recognized.

9. Which is TRUE?

a. The army's integration plan took three years to develop.
b. The integration plan focused on choosing the most apt soldiers.
c. The army's integration plan enlisted women officers.
d. The integration plan opened up new combat arms branches.

10. Which is FALSE?

a. The army's gender integration plan was not easy to implement.
b. The army's gender integration plan revealed the existence of faults in the earlier program.
c. The new army combat fitness test cleared gender distinctions.
d. The new army combat fitness test scoring standards took age into account.

4.2.2.1 (Score: 30x3=90 points – one point per word, with a half-point penalty for each spelling error)

Teacher's notes: Start by telling the students that there are three words per gap, represented by "__(1)__ __(2)__ __(3)__"; play the recording twice, with a one-minute interval between each take. Duration: 45 minutes

As the nation reflects on the attacks of September 11, 2001, it is important to recognize the profound transformation that (1) has taken place for women in the United States Army.

After 9/11 the army found itself fighting a global war on terrorism and quickly came to recognize the impracticalities of prohibiting women from combat - a realization that (2) led to full gender integration for army women. When the U.S. military launched operation Enduring Freedom in 2001 and operation Iraqi Freedom in 2003, the army's combat exclusion policy restricted women (3) from serving in combat arms positions, including infantry and armor.

Yet cultural constraints in Iraq and Afghanistan and a new non-linear battlefield presented unique challenges. From (4) the onset of hostilities, army ground, air, and maritime operations resulted in an array of complex situations where women served (5) and fought alongside men. For example: female physician assistants accompanied special operations forces into Afghan villages; women served as vessel masters of army watercraft (6) operating in hostile waters; and female pilots flew combat missions over both theaters.

Although more than 90 percent of occupational specialties were opened to women, (7) their role in combat remained a controversial issue. New accounts of female casualties or prisoners of war were stark reminders that (8) there were no traditional front lines in Iraq and Afghanistan. And defining combat was difficult.

As a national dialogue continued, some military personnel voiced concerns that if women were removed from their current positions, the army would not be (9) able to complete its mission. Over 250,000 women would eventually serve in Iraq and Afghanistan, proving themselves vital to operations.

The army began to recognize formally the service of women exhibiting exceptional skill, proficiency, and heroism (10) while performing their duties. Sargent Leigh Ann Hester was awarded the Silver Star for her actions

during a firefight outside Baghdad in March of 2005. Hers was the first silver star to (11) be awarded to a woman since World War 2 and the first silver star in American history to recognize a female soldier for combat action.

As the war progressed, the army recognized (12) the need for specialized all-female teams to assist combat forces with counterinsurgency operations. These female engagement teams and cultural support teams engaged civilian women where contact was not appropriate (13) by male service members. They performed a number of important duties including intelligence gathering, relationship building, and humanitarian efforts. Initially female service members were assigned to those engagement and combat operation teams with little or no training, (14) but over time the army established formal recruiting and training programs for them.

While women broke clear barriers overseas, in the United States, army women also experienced major changes. In November of 2008 general Ann Dunwoody became the first woman promoted (15) to the rank of 4-star general.

A number of initiatives focused on strengthening the army's readiness directly affected women's roles. Lieutenant-General Patricia Horoho, the first female Surgeon-General, (16) created a task force dedicated to examining issues specific to women's health.

Additionally, the army's (17) efforts to resolve the problem of ill-fitting body armor in uniforms resulted in a new female improved outer tactical vest in the army combat uniform alternative, which the army approved (18) for wear by both men and women.

Nevertheless, long-standing issues and concerns about women service were complex. Many service women and men believed the combat exclusion policy institutionalized the (19) unequal treatment of women in the army. Limited combat opportunity served as a barrier for career advancement, promotion and leadership positions, especially since the vast majority of senior leaders in the army came out of combat arms branches (20) from which women were excluded.

In January of 2013 secretary of defense Leon Panetta announced the elimination of the 1994 combat exclusion policy. Referencing women's service, Panetta stated: "The fact is they have become (21) an integral part of our ability to perform our mission, and for more than a decade of war, they have demonstrated courage and skill and patriotism." General Martin Dempsey, chairman of the Joint Chiefs of Staff, reinforced this sentiment when he said: "When in contact with the enemy, the individual soldier, sailor, airman, or marine doesn't (22) consider whether their comrade-in-arms is a man or woman. They care about whether they can do their job. There's a simple explanation for this: trust transcends gender."

After the announcement the army was given three years to develop an integration plan. Multiple studies conducted between 2010 in 2015 (23) enabled the army to develop a deliberate gender integration plan focused on creating an institution in which the best qualified soldiers, (24) regardless of gender, were selected for every position. The plan included training and education, revising of physical standards and a leaders-first approach.

As the army adopted these changes, many accomplishments (25) took place across the institution. The 2015 graduation of two women from the army's arduous Ranger School set into motion a string of historic firsts. Women – both enlisted and officers – soon entered an array of combat arms roles that (26) were formerly closed in branches such as infantry, armor, and field artillery.

Implementation of the army's gender integration plan has had its challenges. For instance, branch leadership modified the leaders-first approach after original program shortcomings were identified. With (27) the launch of the new army combat fitness test, men and women are held to gender-neutral and age-neutral scoring standards for the first time in army history.

In retrospect, 9/11 can be called (28) a catalyst for change in army women's roles. Over the past two decades women have proven themselves able and willing to succeed in any capacity. The number of women serving at (29) all levels of army leadership and in the combat arms increases each year. The confirmation of Christine Wormuth, the first female Secretary of the Army, in May of 2021 solidified the paradigm shift that occurred with gender integration. Opportunities and equity that (30) many women viewed as nearly impossible prior to the attacks on 9/11 have now become reality in the United States Army.

Unit 3

4.3.1.1. PRE READING

Match the Target vocabulary words 1-10 to their synonyms a-j

1. i, 2. j, 3. e, 4. g, 5. c, 6. h, 7. d, 8. f, 9. a, 10. b

4.3.1.2. Reading comprehension questions

Mark the following statements as true or false

Women, Regardless: Understanding Gender Bias in U.S. Military Integration

Women have been part of the U.S. military and its campaigns since the American Revolution. (1) **With the advent of the Women's Army Corps in 1943, women could officially enlist for military service**. During this time, female enlistees faced unofficial slander campaigns that sharply reversed enlistment. (2) **Over the last 70 years, women's roles in the Army have morphed as fast as – or in some cases faster than – society has changed**. Many of these changes have been good. For instance, many women have succeeded and excelled in newly accessible jobs, specialties, and skills. However, women still face stereotypes about who they are and how capably they perform their duties. These attitudes and beliefs threaten the integrity of the Armed Forces as well as their mission.

The war on terror and the U.S. military's use of counterinsurgency ushered in a new era of warfighting: (3) **there are no frontlines, and everyone must be prepared to fight. Regardless of whether society thinks women should be in combat, the reality is they already have been in the fight**. Yet the current combat arms culture has been slow to adjust as evidenced by the ongoing commentary about what women can and cannot do in the military. As Marine Corps Commandant General Robert B. Neller noted in his testimony to the Senate Armed Services Committee, we can no longer go to war without women.

Therefore, (4) **as former Secretary of Defense Ashton Carter announced in 2015, women will be integrated into previously closed combat jobs and training**. To promote the former Secretary's proposal, there also needs to be a change of culture within the Army (the Service in which my own experiences are rooted), as well as in the broader military, to ensure the success of women entering combat arms. Policymakers often do not notice adverse attitudes toward women serving in combat arms capacities. (5) **Although leaders may be aware of sexism when it takes the form of blatant comments, they may be less aware of more subtle forms of sexism that manifest as reduced training standards for women**. Whichever the case, women may have to go above and beyond the standard to prove themselves and may routinely have their work overlooked until there is an immediate benefit. (6) **These commonplace events are indications of pervasive stereotypes that prevent women from doing their jobs effectively and accomplishing the mission.**

4.3.1.1. Say if the following statements are true or false

1. Women have been able to enlist for military service since the American Revolution. F

2. The number of female enlistees over the last 70 years has decreased as a result of campaigns that have hurt women's reputation. F

3. As frontlines have become more and more indistinguishable, women are supposed to perform the same jobs as men. T

4. Since 2015 women have been a part of closed combat jobs and training that previously were not available to them. F (2015 refers to the year of the announcement, not to the year when women were "integrated into previously closed combat jobs and training" – which is not mentioned in the text)

5. Leaders tend to disregard flagrant attitudes of sexism towards women in the military. F

6. Stereotypes are still commonplace when it comes to keeping/allowing women from doing/ to do their jobs effectively and accomplishing the mission. T

4.3.2. LISTENING

4.3.2.1. Fill in the gaps as you listen.

(1) **lead**

(2) **mistreated**

(3) **accountable**.

(4) **rank**

(5) **unfit**

(6) **bearers**

(7) **disgruntled**

(8) **oversaw**

(9) **sought**

(10) **lifted**

(11) **commandant's**

(12) **despite**

4.3.2.2. Listen again and choose the correct answer

1. a, 2. b, 3. c, 4. c

3.3 READING

Fill in the gaps as you read

lifted	motivated	opened	showed
outperformed	influenced	tolerated	unrecorded
appeared	decriminalised	uncovered	accused
hanged	lauded	reached	resisted

4.3.3. Gender wars (READING)

1. lifted , 2. motivated, 3. opened, 4. showed, 5. outperformed, 6. influenced, 7. tolerated, 8. unrecorded, 9. appeared , 10. decriminalised, 11. uncovered, 12. accused, 13. hanged, 14. lauded 15. reached, 16.resisted

4.3.6. READING

Mark the following statements as true or false.

(1) When Sgt. 1st Class Christina Vega first joined the U.S. Army, she said sexual harassment was one of the biggest challenges she faced. The first incident happened shortly after she enlisted.
"When I went to Korea for my first deployment, my first team leader gave me my initial counseling," she said. "He asked me if I was married, if I had kids and if I was in a relationship. I thought he was asking to get to know me more, but afterward, he said I would probably leave here pregnant or married."

(2) When Vega got out of the counseling session, she asked a male battle buddy stationed in Korea if their team leader had asked him any similar questions.

"He didn't say anything like that to him," Vega said. "He was just like, 'Hey, welcome to the team. Enjoy your time here. If you have any questions, come see me.' That's not the counseling I received."

Vega, a military police officer with the 127th Military Police Company, 759th Military Police Battalion, at Fort Carson, said (3) **this kind of leadership inspired her to turn gender discrimination into a driving force of positivity, making her the woman and leader she is today**.

(4) "I always wanted to be a cop growing up," Vega said. "When 9/11 happened, my goals changed, and I wanted to join the military."

When Vega found out she could be a military police officer, she immediately knew it was the route she wanted to take. Vega said she knew she wanted to fight for her country at all costs and thanks to her very supportive parents, could do what she had set out to do.

"My family didn't want me to go to war," Vega said. "They knew this was what I wanted to do and what I was passionate about, so they supported me."

(5) When Vega first got to the U.S. Army Drill Sergeant Academy, she said it was a struggle trying to prove herself. Her peers didn't believe she had what it took to train the way they could. Nonetheless, she persevered and became a female infantry drill sergeant as a military police officer.

"Receiving that badge was the greatest and highest point in my career so far," Vega said. (6) **"It was rewarding because I went as one of the first females to be an infantry drill sergeant."**

Vega said one woman inspired her to continue pushing herself to succeed in the face of adversity.

(7) "My mother has been a huge part of my life because she is the definition of resilience," Vega said. "She's been through a lot and has been to places that none of us would ever want to be, but she has overcome them and came a long way."

Vega said her main goal is becoming a first sergeant on the trail. She said her past experiences when she was on the trail inspired her to be there for the Soldiers she would be guiding.

"When I was on the trail, I had a first sergeant who didn't really understand or care about his Soldiers," Vega said. "It affected the camaraderie throughout the rest of my time on the trail. That was not the leader I wanted to be. I wanted to make sure none of my battle buddies at the time or any of my Soldiers who ever fell under my command would feel the way I did." "It does make me feel good knowing I am making a difference. (8) **I want Soldiers to know I'm there for them for anything," Vega said. "It doesn't have to be work related — it could be personal.** I'm hoping I can positively impact lives until the day I retire."

1. Sgt. 1st Class Christina Vega experienced her first case of sexual harassment while she was in the Korean army. F

2. After leaving her first counseling session, one of her comrades offered to help her whenever she had any questions. F

3. The episode at the counseling session turned out to be an inspiration for what she would become later in her life. T

4. Sgt. Vega knew she wanted to be a policewoman after 9/11 happened. F

5. Sgt. Vega didn't always trust her skills when it came to the possibility of becoming a female infantry drill sergeant. T

6. Sgt. Vega felt proud to become the first female infantry drill sergeant. F

7. The fact that she was always travelling with her mother helped Sgt. Vega to succeed in critical situations. F

8. Sgt. Vega hopes she can help her subordinates both at a military and personal level. T

4.3.7. LISTENING

1. scared , 2. willing, 3. pave, 4. far, 5. full, 6. ensuring , 7. unwavering, 8. True, 9. agenda, 10. long

4.3.8. Meet the expert: A Personal Story

1. c, 2. c, 3. c, 4. b

Jody Thomas, Deputy Minister of the Department of National Defence, Canada:

Since today is rooted in the stories of women in uniform, I'm gonna share a bit of my own story. I joined Canada's Naval Reserve at age 17; it was the best decision I ever made. As soon as women were permitted to sail on naval vessels in Canada, I did that: I went aboard my first ship completely confident in my ability to be an excellent and equal shipmate. Not everyone agreed. There were some who were adamant that my gender was a weakness that they were being forced to accommodate, and they were angry about it. Their words and actions reinforced that I was not welcome, and that there was something wrong with me for actually wanting to be on a ship. (1) **That behaviour was and is a reflection of a deeply rooted stigma that it is somehow wrong and inappropriate for women to serve in a uniform.**

This kind of resistance to women in service – words, actions, attitudes – persists. And all that is rooted in the same stigma and taboos: women should not serve in combat roles, they should be out of the way, serving in ways that are not dangerous. Our country and our armed forces have made a lot of progress since those days, and it was a long time ago, in terms of our policy and our approach. (2) **But we have more to do to fight stigma here in Canada** and in countries around the world.

Every step towards equality is hard fought, because attitudes and beliefs are the hardest things to change. I commend the women in the Canadian armed forces every day they continue to work to change the narrative. They're succeeding in Canada and now we need to succeed around the world. That's one of the reasons Canada launched DLC initiative for women in peace operations. This 5-year pilot connects member states, United Nations organizations, civil society, and organizations like IPI. We work together for meaningful participation of uniformed police and military women in UN Peace Operations; that means in leadership positions, in active operations, out on patrols, the (3) **places where they can have the most impact but to which there are still barriers to entry.**

One of the most important things we need to understand is how systems, taboos, and stigmas are holding women back from that outcome, that's why (4) **Dr. Vermeij report on taboos and stigmas facing military women in U. N. peacekeeping will be an especially powerful tool as we move forward together**. That's also why Canada and Norway funded the creation of a barrier assessment methodology for police and military organizations. This methodology enables change based on the systemic analysis and evidence. I am pleased to share that the Canadian armed forces will, itself, undergo an assessment using this methodology in the coming months, and that will be telling, it will cause us to question ourselves.

This methodology was released publicly last week, and I encourage other military and police organizations to join us in embracing change and embracing the future. If we want and need more women to pursue fulfilling ca-

reers in our militaries, and we absolutely do, we must listen to their experiences, believe them when they share their challenges, actively work to remove the barriers to their service.

Unit 4

Task 4.4.2. Listening skills. Gap-fill

1. minority, sustaining
2. preventing, resolving
3. accessible
4. women's
5. provide
6. parity
7. exposure, exchange, perspectives
8. lead

Task 4.4.2.1. Vocabulary in context. Synonyms and Antonyms

Antonyms		**Synonyms**	
Impartial	Biased	Critical	Vital
Parity	Inequality	Resolve	Sort out
Prevent	Encourage	Sustain	Preserve
Minority	Majority	Advancement	Progress

Task 4.4.3 Reading skills – gap-fill

	impact
	fields
	counterparts
	retain
	personnel
	advocates
	deployment
	launched
	serving
	gender

Task 4.4.3.1. Reading questions

1. Women have had a positive impact on peacekeeping environments, including in supporting the role of women in building peace and protecting women's rights.

2. Women peacekeepers have proven that they can perform the same roles, to the same standards and under the same difficult conditions, as their male counterparts.

3. The responsibility for deployment of women in the police and military lies with Member States.

4. The 2028 target for women serving in military contingents is 15%.

5. The highest percentage refers to individual police officers.

Task 4.4.3.2. Vocabulary in context

1. counterparts
2. breakdown
3. retain
4. advocated/advocates
5. imperative
6. evolving

Task 4.4.3.3. Listening skills. Sentence completion.

	improve
	access
	engagement
	trust, confidence
	men
	perspectives, solutions
	mentors, role models

Task 4.4.5. Reading skills. Word formation

1. compliant
2. graduation
3. assumptions
4. decision
5. effective
6. complaint
7. certificate
8. retirement
9. unconventional
10. insurgency

Task 4.4.5.1. Reading skills – True or false

1. true
2. true
3. true
4. false
5. false
6. true
7. false
8. true

Task 4.4.6. Reading questions

1. It's located about 10 km southwest of Central Africal Republic's (CAR) capital Bangui.

2. She leads a team of four UNPOL peacekeepers working in tandem with the CAR police and gendarmerie, known as the Forces de sécurité intérieure (FSI).

3. At the core of their work is advising, mentoring and training.

4. They manage detainee registers, patrol surrounding areas to monitor the security situation in the area, conduct neighbourhood visits to gather information as well as plan and organize community policing activities.

5. To ascertain whether all detainees are in their cells; that no detainees have been taken ill; that there is no mixing of adults and children in the cells. They check for blunt objects.

6. They ensure that the inmates' rights to visits and access to medical care are respected and for the capacity of building of the local security forces.

7. It's her mentoring role.

8. To get involved in peacebuilding work, both individually and collectively, so as to contribute to the return to stability in the Central African Republic.

9. The 22 women that were admitted to the recent FSI recruitment process countrywide.

10. To leave a positive mark on the population in the places where I am recruited to serve.

Task 4.4.6.1. Vocabulary in context

1. facility
2. pass through
3. ascertained
4. blunt
5. cell
6. inmates
7. highlights
8. prosecutors
9. glaring
10. held in custody
11. mentoring
12. detainees

Task 4.4.7. Vocabulary in context. Matching words with their definitions

1.	myriad	N	a very large number of something
2.	tirelessly	T	in an energetic and continuous way
3.	to disseminate	M	to spread or give out something, especially news, information, ideas, etc., to a lot of people
4.	disproportionate	U	too large or too small in comparison to something else, or not deserving its importance or influence
5.	revealing	X	showing something that was not previously known or seen
6.	grim	K	worrying, without hope
7.	to exacerbating	L	to make something that is already bad even worse
8.	to comprise	Q	to have things or people as parts or members; to consist of
9.	fled	B	past simple and past participle of the verb to flee to escape by running away, especially because of danger or fear
10.	to outline	S	to draw the main shape or edge of something
11.	resources	Y	a useful or valuable possession or quality of a country, organization, or person
12.	recommendations	G	a suggestion that something is good or suitable for a particular purpose or job
13.	to ensure	C	to make something certain to happen
14.	budgeting	A	the process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it
15.	to survey	O	to look at or examine all of something, especially carefully
16.	displacement	W	the situation in which people are forced to leave the place where they normally live
17.	extended	H	long or longer than usual
18.	to detail	R	to describe something completely, giving all the facts:
19.	to intend	J	to have as a plan or purpose
20.	entry	I	a door, gate, etc. by which you enter a place
21.	to account for sth	D	to show what happened to (someone or something); know where (something or someone) is
22.	factsheet	V	a written document containing information for the public
23.	to bear (a) burden	E	To endure something distressing, painful, stressful, or emotionally or physically taxing, especially for the sake of others.
24.	shelter	P	something that covers or affords protection.
25.	distress	F	a feeling of extreme worry, sadness, or pain

Task 4.4.7.1. Listening skills. Chart completion

1.	Date of the rapid gender analysis	14-22 march 2022
2.	Rapid gender analysis data is based on	before and after the recent invasion
3.	Number of refugees who fled the country	3.7 million
4.	Age of men who cannot leave Ukraine	18-60
5.	Number of displaced people	6.5 million
6.	Number of interviewed Ukrainians who crossed the border into the Republic of Moldova	1,777
7.	Date of the interviews	9-17 March
8.	The number of interviews the updated report in April carried out	4,384
9.	Number of Moldavian border crossing points	4
10.	Percentage of women among the refugees surveyed	80%
11.	Percentage of women travelling with at least one child	83%
12.	Percentage of women travelling in a group	87%
13.	Women travelling alone	1 in 10
14.	Number of children under 11 years for every 100 women revealed in the mid-March factsheet	77

Task 4.4.7.2. Reading questions

1. It suggests that the war is exacerbating pre-existing inequalities, particularly for older women and single mothers who comprise the majority of Ukraine's poor.

2. It outlines emerging protection concerns around sexual and gender-based violence and the unequal access to services and resources for those left behind.

3. They mean to ensure consideration of the gendered dimensions of risk, vulnerability and capabilities in response to this crisis.

4. Young and elderly women are more exposed to harassment, gender-based violence and human trafficking.

5. women are bearing an immense childcare burden over and above the need for shelter, lack of access to basic services and the emotional and psychological distress.

Task 4.4.7.3. Vo7cabulary in context

1. myriad
2. distress
3. shelter
4. hosting
5. factsheet/fact sheet
6. harassment
7. account for
8. entry
9. ensure
10. grim
11. tirelessly
12. outlined
13. displacement
14. fled

Task 4.4.3.3. Script - Why is it important to have women peacekeepers?

More women in peacekeeping means more effective peacekeeping. Women peacekeepers improve overall peacekeeping performance, have greater access to communities, help in promoting human rights and the protection of civilians, and encourage women to become a meaningful part of peace and political processes.

• **Improved operations and performance**: Greater diversity and a broadened skillset means improved decision-making, planning and results, leading to greater operational effectiveness and performance.

• **Better access**: Women peacekeepers can better access the population, including women and children - for example, by interviewing and supporting survivors of gender-based violence and violence against children - thereby generating critical information that would otherwise be difficult to reach.

• **Reflecting the communities we serve**: Diversity in United Nations peacekeepers allows engagement with all members of the communities we are there to protect.

• **Building trust and confidence**: Women peacekeepers are essential enablers to build trust and confidence with local communities and help improving access and support for local women, for example, by interacting with women in societies where women are prohibited from speaking to men.

• **Help prevent and reduce conflict and confrontation**: Diversity in peacekeeping helps to address the disproportionately negative effect that conflict has on the livelihood of women and bring new perspectives and solutions to the table by effectively addressing the needs of women in conflict and post-conflict settings, including those of women ex-combatants and child soldiers during the process of demobilizing and reintegration into civilian life.

• **Inspiring and creating role models***:* Women peacekeepers serve as powerful mentors and role models for women and girls in post-conflict settings in the host community, setting examples for them to advocate for their own rights and pursue non- traditional careers.
Source: https://peacekeeping.un.org/en/women-peacekeeping, 12/04/2021

Task 4.4.7.1 script - Collecting data and analysis on how the war in Ukraine is impacting women and girls

Despite the **myriad** challenges of collecting data in conflict, UN Women has been working **tirelessly** with partners to gather, analyse and **disseminate** data to illustrate the differential and **disproportionate** impacts of Russia's invasion of Ukraine on women and girls. At least five publications have been pr1oduced so far, **revealing** the **grim** reality of war and its evolution, particularly for the most vulnerable women and girls.

The most recent is a rapid gender analysis conducted between 14 and 22 March 2022 based on data, both from before and after the recent invasion. It suggests that the war is **exacerbating** pre-existing inequalities, particularly for older women and single mothers who **comprise** the majority of Ukraine's poor. The analysis also quantifies the gendered flow of migrants, with 3.7 million refugees having **fled** the country (90% of whom are women and children as men aged 18–60 cannot leave) and the number of internally displaced people reaching 6.5 million. It **outlines** emerging protection concerns around sexual and gender-based violence and the unequal access to services and **resources** for those left behind. It also includes **recommendations** for humanitarian leaders, actors and donors to **ensure** consideration of the gendered dimensions of risk, vulnerability and capabilities in response to this crisis. Recommendations include the need to ensure that data, evidence and women's voices inform humanitarian responses and are reflected in **budgeting**, programming and service-delivery, among many others.

In partnership with the International Organization for Migration (IOM), ongoing **surveys** on the **displacement** patterns, needs and intentions of Ukrainian refugees and third-country nationals have been produced, the first based on 1,777 interviews conducted with Ukrainians crossing into the Republic of Moldova from 9–17 March 2022. An updated report was published in early April, based on 4,384 interviews conducted between 9–27 March at four Moldovan border crossing points and three transit locations, with **extended** questionnaires delivered in temporary placement centres and private accommodations. The surveys **detail** their place of origin, **intended** destinations and main needs at **entry** points and centres. They reveal that women **account for** 81% of all refugees surveyed; that 83% of refugee women are travelling with at least one child; and that 87% are travelling with a group. However, with 1 in 10 women travelling alone (mostly aged 18–30 or 60+), young and elderly women are more exposed to **harassment**, gender-based violence and human trafficking.

In close cooperation with the Border Police of the Republic of Moldova, UN Women produced a **factsheet** in mid-March with data on the demographic profiles of Ukrainian refugees **hosted** by the Republic of Moldova – the first in a series that will examine the changing gender dimensions of the current humanitarian crisis as new data become available. It reveals that there are 77 children under 11 years for every 100 women, indicating that women are **bearing** an immense childcare **burden over** and above the need for **shelter**, lack of access to basic services and the emotional and psychological **distress** brought on by displacement.

Through these varied gender data collection and analyses, UN Women seeks to inform the humanitarian response and advocate for the priorities of all women and girls, including those from the most vulnerable groups.

https://eca.unwomen.org/en/stories/news/2022/04/collecting-data-and-analysis-on-how-the-war-in-ukraine-is-impacting-women-and-girls, 28/05/2022

Unit 5

4.5.2. Mind the Gender Capability Gap

4.5.2.1.

1 – insurgents
2 – attempt
3 – allies
4 – affected
5 – commanders
6 – warned
7 – frontline
8 – brotherhood
9 – roles
10 – jails
11 – chaining
12 – beating
13 – landmines
14 – plans
15 – warfare

4.5.3. Vocabulary in Context

4.5.3.1.

1- Troops cordoned off the riot zone.
2 - Nonetheless there are signs that both sides may be searching for a compromise.
3 - She challenged the traditional roles assigned to women.
4 - Your amnesia is trauma-induced from the rape you survived six years ago.
5 - Today they are a disempowered minority.
6 - It was a decade of conflict transformation and peace-building.
7 - By then, both forces were directly engaged in the combat.
8 - The use of violence in such acts places everyone at risk.

4.5.4. Women in the Military: a Report

4.5.4.1.

1 - When did women start serving the country?	Since the War of Independence in the 1700s OR in the 18th century.
2 - When were the first American service women taken prisoner?	In the 19th century, during the Civil War.
3 - What happened to Private Lynch? Why did that happen?	She was taken prisoner for more than a week after a group of army supply trucks turned at the wrong exit/place.
4 - What is reported about Private Lynch?	That she fought with the Iraqis who captured her.
5 - What did women do in the Iraq war?	They flew helicopters, launched missiles, dropped bombs, guarded Iraqi prisoners, and transported resupply trucks.
6 - What did the administration of President Bill Clinton do?	They reduced the restrictions placed on women's roles in the military.

4.5.4.2.

- Listening tapescript/answer (bold) – Air Force Major Julie Moore explains why she flies fighter jets.

ONE Central Florida Short: Daddy's Little Fighter Pilot

Julie: When I tell people I'm a federal fighter pilot, sometimes they don't believe me. I've been asked trivia questions about the F-16 with people googling my answers to see if I'm telling the truth. I do get a lot of disbelief. I get a lot of people who don't realize that we've been flying in combat since 1992 and that women were flying fighters even before that, so a lot of people are still shocked.

Julie Moore is part of a rare breed. Only **2% of Air Force fighter pilots are women.**

Julie: I think the reason for that is exposure. I don't think that little girls realize that it's open to them, that's something they can do.

But when she was growing up Moore had a different experience.

Julie: My dad was a pilot in the Atlantic City Guard. He flew F-106. So I got to grow up seeing that. **He retired in 1985** and when he retired, we got to go down to Atlantic City and see his final flight where he was a one-man airshow, so we stood out on the ramp. **I was only eight years old, but I was really impressed with the jet noise and the performance that day. It really left an impression on me, and I think that was when I really started to consider, you know, wanting to be a pilot.** I don't know if I always was dead set on being a fighter pilot. There are lots of great airplanes to fly in the Air Force, but the thought of flying a fighter seems the most challenging and the most rewarding to me.

Moore began her journey to becoming a fighter pilot by attending the Air Force Academy. Her father, Lieutenant Colonel David Moore, was a special part of her commencement ceremony.

Julie: When I graduated from the Air Force Academy I was commissioned as a Second Lieutenant in the Air Force, and my dad was there to perform the oath of office with me and pin on my Second Lieutenant butter bars, and he actually gave me his Second Lieutenant rank that he wore when he was commissioned as a Second Lieutenant, so that was a really great moment for both of us.

During her pilot training, Moore says her gender wasn't an issue though she did face challenges now.

Julie: There's some pressure as a girl, as a woman, and you kind of feel like that you're representing, you know, half of the human race, so you have some pressure and feeling like, you know, if you mess up it's because you're a girl, or if you do well it's because you're a girl. It's really just all in your head, so letting that go is important for succeeding.

Moore completed her pilot training in 2002 and has been flying F-16s ever since. She served in Operation Iraqi Freedom in 2008 **but has yet to fly in combat,** even so, she diligently prepares for that possibility.

Julie: Fighter pilots aren't in combat. We're training to be in combat, so every day that we go out and fly, we have that mentality. How are we gonna prepare for combat and put ourselves in that mindset in the hopes that we'll fight like we trained?

Major Moore currently flies as a member of a reserve **squadron based in Homestead Florida**.

Julie: Flying an F-16 is a thrill, it's a bit like riding a rollercoaster. I suppose the acceleration is great, the relative speed, flying low to the ground is fun, fighting dog fighting pulling a lot of G's, going fast and max performing the airplane is just a thrill, and it's an awesome job and I love it.

Moore knows many people consider her a role model.

Julie: I think kids look up to adults to see where they fit in in the world and they want to make sense of the world and what their role is in that society. So it's great when they can look up and just see another option, they can say oh that's one thing I can do if that's what I want to do. I get a lot of information with a heads-up display, so I don't have to look down while I'm flying.

Moore's father passed away in 2013, but the legacy of this American fighter pilot lives on.

Julie: We had a great deal in common and we were able to share those experiences and talk about being a fighter pilot in a way that you know he understood more than we understood each other in a way that you know in a special way, so we have. We were very close, and I think of course yeah, he was very proud of me, and it was great that we could share that.

4.5.5. Integrating Skills

4.5.5.3.

1. shine; 2. part; 3. fuselage; 4. male; 5. Marine; 6. overtime; 7. white and blue; 8. admire; 9. nervous; 9. oil; 10. grease; 11. gang; 13. purchase; 14. words; 15. Moscow.

4.5.5.4.

Suggested answers:

1 - Prior to World War II, women were mostly homemakers/housewives. Those that worked outside the home usually worked as secretaries, receptionists, department store clerks or teachers.
2 - The gap in the labor force created by departing men meant opportunities for women. In particular, World War II led many women to take jobs in defense industries, the civilian service, and even the armed forces. Women were employed in clerical positions, sales, and garment and textile factories.
3 - Strong and self-assured woman.

4.5.5.5.

ACROSS

7 - Employment
8 - Propaganda
10 - Home front
12 - Rosie the Riveter
13 - Recruit
14 - Axis

DOWN

1 - Liberation
2 - Howard Miller
3 - Norman Rockwell
4 - World War II
5 - Factory
6 - Persuade
9 - Allies
11 - Icon

4.5.6. Child Soldiers: a Project

4.5.6.1.

1 - Child soldiers are particularly vulnerable to sexual violence in wartime. - **T**
2 – Thousands of children are recruited and used in armed conflicts across Europe. **F**
3 – Around 93,000 children were verified as recruited and used by parties to conflict between 2005 and 2020. **F**
4 - Children are utterly used as fighters by the opposing factions. **F**
5 – Child combatants are not trained or participate in ceremonies that jeopardize their mental and physical health. **F**
6 – Children are always welcome when they return to their family and their community. **F**
7 - Some children are enticed with money, drugs or in other ways. **T**
8 – Child soldiers are recruited by state armed forces and armed groups outside government control. **T**

4.5.6.2.

1 – offender	**perpetrator**
2 – enlisted	**recruited**
3 – wide	**extensive**
4 – factions	**parties**
5 – kidnapped	**abducted**
6 – forced	**coerced**
7 – serious	**grave**
8 – between	**among**

9 – dangerous	**hazardous**
10 – incapacity	**disability**
11 – drug addiction	**substance abuse**
12 – doubt	**suspicion**
13 – shame	**stigma**
14 – getting along	**coping**
15 – leave	**exit**

ISBN 978-619-7711-10-3

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