

COMBINED ARMS PRODUCTS FOR DISTRIBUTED LEARNING (CAPDL)

## Facilitators Guide

Junior Enlisted Professional Development Pre-Post Deployment  
Interactive Simulation

Contract W911S0-11-D-0053-0014

September 21, 2015

**SMART, COMPELLING,  
TRANSFORMATIVE.**

**CAPDL Technical POC:** Kim Allman  
Program Manager  
kallman@informationexperts.com  
P 703-787-9100 x165  
C 804-502-8401

**Project Manager:** Jeff Hall  
jeff@willinteractive.com  
P 301-983-6006

This product includes data that shall not be duplicated, used, or disclosed—in whole or in part—for, any purpose other than to evaluate this project. The government has the right to duplicate, use, or disclose the data to other government personnel but not to contractor personnel other than those representing the Information Experts CAPDL contract team.

## Table of Contents

<b>OVERVIEW .....</b>	<b>4</b>
<b>1. Introduction .....</b>	<b>4</b>
<b>2. Purpose .....</b>	<b>4</b>
<b>3. Learning Objectives .....</b>	<b>5</b>
<b>PREPARING FOR THE LESSON .....</b>	<b>6</b>
<b>1. Training Aids/Materials Needed .....</b>	<b>6</b>
<b>2. Training References .....</b>	<b>6</b>
<b>3. Additional Instructor Resources .....</b>	<b>6</b>
<b>4. System Requirements .....</b>	<b>6</b>
<b>DELIVERING THE LESSON .....</b>	<b>7</b>
<b>1. Guidance Summary .....</b>	<b>7</b>
<b>2. Starting the Program.....</b>	<b>7</b>
<b>3. Using the Interface.....</b>	<b>8</b>
<b>4. Conduct of Lesson .....</b>	<b>9</b>
<b>5. Introduction .....</b>	<b>9</b>
<b>6. Specialist Lisa Raeburn - Summarizing and Discussing the Decisions .....</b>	<b>12</b>
<b>7. Sgt Justin Wakefield - Summarizing and Discussing the Decisions .....</b>	<b>24</b>
<b>8. Private First Class Wesley Green - Summarizing and Discussing the Decisions .....</b>	<b>37</b>
<b>CLOSING/SUMMARY .....</b>	<b>46</b>
<b>1. Closing Statement .....</b>	<b>46</b>
<b>2. Check on Learning and Promoting Reflective Practice .....</b>	<b>46</b>
<b>3. Feedback and additional resources .....</b>	<b>46</b>

**TECHNICAL SOLUTIONS AND SUGGESTIONS..... 47**

**1. Projecting for a Large Audience .....47**

**2. Graphics/Color Issues .....47**

**3. Playback Problems .....47**

    Video Skips and Hesitations .....47

    No Sound .....47

## OVERVIEW

---

### 1. Introduction

This interactive video with facilitator's guide is part of a broad effort to develop a commonly understood, accepted, and internalized meaning of the Army Profession and Ethic. The intent is for all members of the Profession to be aware of and understand the Army Profession doctrine and concepts, participate in an ongoing dialogue about the Profession, and conduct themselves in a manner worthy of their professional status.

This training is intended to reinforce professional development learned in Initial Military Training and provide expanded concepts to promote continued development as Army Professionals through the application of the prior learning and new concepts in an interactive simulation. This professional development aids Soldiers in dealing with the challenges of their environment and prepares them for future assignment to later courses required for leadership positions.

This Facilitator Guide contains multiple lesson plans to help you prepare for and conduct a professional development session providing an overview of the Army Profession doctrine, concepts and terms as applied to the Army Junior Enlisted areas of responsibility.

Junior Enlisted Soldiers are beginning their journeys as members of the Army Profession. The interactive video provides three Army Professionals' stories combined with supplemental questions and reflective practice that guides you through a rich group discussion on how the stories relate to the Army Profession and how they shape an Army Professional's behavior.

The audience for this program consists of United States Army Junior Enlisted Soldiers (Private - Specialist) and their direct supervisors (Corporal and Sergeant). There are three playable characters in the program that represent each of the target audiences. The three playable characters are a Private First Class (PFC), a Specialist (SPC) preparing for the Warrior Leader Course (WLC,) and a Sergeant (SGT) who has completed the WLC and is a new Team Leader.

Learners will make decisions as the playable character in an interactive simulation and experience the consequences, especially the second- and third-order effects, of that character's decisions.

### 2. Purpose

The goal of this training is to provide morally relevant, situation-based learning that covers each of the six planned training topics:

1. Develop Professionally as a Uniformed Member of the Army Profession
2. Describe Soldiers as Professionals in the Army Profession
3. List the five essential characteristics of the Army Profession
4. Describe an Army Professional's "character" in terms of the Army Values, Warrior Ethos, and Soldier's Creed
5. Identify the connection between an Army Professional's "character" and an Army Professional's actions/behaviors
6. Describe using "character" in decision-making

### 3. Learning Objectives

At the completion of this lesson, the student will:

**ACTION:** Develop Professionally as a Uniformed Member of the Army Profession

**CONDITION:** You are a Junior Enlisted Soldier at your duty station. In the course of your duties, you must make discretionary decisions including but not limited to situations involving a choice between multiple courses of action without a clear correct/not-correct path, a choice of dedication and how to express that dedication, or any choice dependent on attitudinal factors that orient an individual's efforts and decisions.

**STANDARD:** Develop professionally throughout your career through education, training, and experience. Earn and reinforce trust through consistent demonstration of character, competence, and commitment. Conduct yourself and hold others accountable to live by the Army Ethic in the performance of duty, with discipline and to standard in all aspects of life.

The learning outcomes are listed below.

1. Develop bonds and a strong sense of team with Soldiers from varying backgrounds.
2. Understand the importance of character in being a good Soldier.
3. Learn professional responsibilities and how to behave in accordance with the Army Ethic, Army Values, and the Five Essential Characteristics at all times, in all aspects of their lives and not behave differently when they leave their workplace.
4. Have the moral courage to do the right thing, even when that is uncomfortable or difficult.
5. Employ positive and effective ways to respond to real-life problems.
6. Understand how to perform/respond professionally in challenging situations.
7. Adopt healthy social attitudes and practices in caring for fellow Soldiers.
8. Enhance interpersonal communication skills.

## PREPARING FOR THE LESSON

---

### 1. Training Aids/Materials Needed

You will need the following materials and equipment to facilitate this program:

- *IN MY SQUAD*, Jr Enlisted Professional Character Development Interactive Movie Simulation.
- A/V equipment, screen, speakers, computer, as required
- White board, poster board, and markers to list ideas or discussion items (optional)
- *Participant Handout: ADRP 1 The Army Profession*
- *Facilitator note cards*: Material to support facilitated discussions of video scenarios
- Facilitator's Guide

### 2. Training References

- a. Warrior Skills Level 1 Task 701L-COM-0001: Develop Professionally as a Uniformed Member of The Army Profession.
- b. *Army Doctrine Reference Publication (ADRP 1): The Army Profession* (June 2013)
- c. *Army Profession Pamphlet 2013*: Downloadable pdf on the Army Profession available at <http://cape.army.mil>.
- d. *CAPE Public Website*: <http://cape.army.mil>.

### 3. Additional Instructor Resources

*Facilitator Toolkit*: Additional videos and techniques to help a trainer become a more effective facilitator (*CAPE Public Website*: <http://cape.army.mil>).

### 4. System Requirements

To play this program, you must have:

- Windows XP, Vista, or 7 / Mac OS 10.4 or higher
- Microsoft Internet Explorer (IE) with 128-bit Secure Sockets Layer (SSL) encryption
- Software configuration in compliance with the Army Gold Master Program
- Pentium IV or equivalent, 2 Ghz or faster processor (2GHz recommended for full-screen playback at high resolutions)
- 1 GB or greater RAM
- DirectX 9.0 compatible or integrated sound card (external speakers recommended)
- 1024 x 768 pixels extended graphics array (XGA)
- 1 GB free storage on a hard drive
- Either an internet connection or DVD-ROM drive

## DELIVERING THE LESSON

---

### 1. Guidance Summary

#### Prepare.

1. Locate your training site and determine if it has Internet capability. If there is Internet capability at your training site, present and facilitate the session on-line. If there is no Internet capability, you can download the entire Army Profession Overview training support package.
  2. Review for familiarization the Army doctrine on the Army Profession concepts (ADRP 1 The Army Profession).
  3. Review the Warrior Skills Level 1 Task 701L-COM-0001: Develop Professionally as a Uniformed Member of The Army Profession.
  4. Review the material on the CAPE web site on reflective practice and how-to effectively facilitate a small group development session.
- Rehearse your role in the education and training session as a facilitator.

#### Conduct.

- Distribute student handouts of ADRP 1 *The Army Profession*.
- Present the online or DVD-ROM learning simulation pausing for decisions points and talking points with associated screens as you progress through the presentation.
- Get your group involved by asking the discussion questions and facilitate further discussion.
- Lead your group in a reflective practice exercise to answer the following questions:
- What? (What learning concerning the Army Profession and Army Professionals occurred during the education and training session?)
- So what? (Why does it matter?)
- Now what? (How will I use this information/new knowledge and apply it to my situation/unit?)

#### Follow up.

- Seek and leverage future opportunities to continue the discussion of the Army Profession within your team.

### 2. Starting the Program

This program can be played on a DVD or accessed via the Internet.

If you are using a DVD, the program should automatically launch in your default web browser when it is inserted into your computer's DVD drive. If your computer does not have the required version of Adobe Flash, then you will automatically be prompted to install it. If the program does not self-start, please complete the following steps:

*Windows Users*

1. Insert the program DVD into your DVD-ROM drive.
2. If it does not self-start within 30 seconds, follow the next steps:
  - a) Open Windows Explorer (My Computer) and browse to your DVD drive.
  - b) Double-click on “[INSERT FINAL NAME OF PROGRAM FILE HERE].”

*Mac Users*

1. Insert the program DVD into your DVD-ROM drive.
2. Double click on the program disc icon on your desktop (or browse to its location in the Finder).
3. Double click on “[INSERT FINAL NAME OF PROGRAM FILE HERE].”

This interactive simulation can also be accessed online by going to the homepage of the Center for the Army Profession and Ethic (CAPE), which can be found at <http://cape.army.mil>. Select the “Education and Training” tab, highlight “Virtual Simulators,” and select “*IN MY SQUAD*.”

3. Using the Interface

Here is how to navigate the program.

Control	What it does
[Use icons here] NEXT	Moves to the next screen. You have to click NEXT to leave text screens.
BACK	Moves to the previous screen.
STOP	Stops the action.
PLAY/PAUSE	Plays or pauses the video.
RUNNING BAR	Movie clips automatically play to conclusion, but clicking and dragging this bar allows you to move back and forth within the clip.
VOLUME CONTROL	Clicking on it gives you a toggle to drag along a bar to raise or lower the sound volume.
RETURN TO MAIN MENU	Returns to the main title menu.
CLOSED CAPTIONS	Turns caption on and off.
SD/HD	Toggles between lower resolution and higher resolution video.
MAXIMIZE/MINIMIZE SCREEN	Goes to full-screen mode.

#### 4. Conduct of Lesson

Full minute-by-minute lesson breakdowns are provided at the beginning of each character chapter later in this guide.

The delivery time for each segment is listed below. Timelines can be adjusted based on time available and organizational requirements.

- Specialist Lisa Raeburn – 30-45 minutes viewing time with approximately 60 minutes of discussion
- Sgt Justin Wakefield – 30-45 minutes viewing time with approximately 60 minutes of discussion
- Private First Class Wesley Green – 30-45 minutes viewing time with approximately 60 minutes of discussion

Select the character that is most appropriate for your audience. To play the program from the beginning and watch the full story arc, select "Play Now" under the chosen character. If you would like to jump to specific decision points throughout the program, select "Decision Map." [NOTE: Playing the program from the Decision Map does not create an After Action Review (AAR).]

#### 5. Introduction

Introduce the training with the following:

*We are going to talk about the Army and our Profession. I hope we have an open discussion where we can express ideas and learn from one another while we learn about our Army Profession and doctrine.*

*For the first time in its history, the Army has produced comprehensive doctrine discussing its role and responsibilities as a Profession, and those of its members as Professionals. These ideas and concepts are captured in the newly created Army Doctrine Reference Publication 1 (ADRP 1) The Army Profession, as well as Army Doctrine Reference Publication 6-22 (ADRP 6-22) Army Leadership.*

*At the completion of this lesson, you (the student) will:*

**ACTION:** Develop Professionally as a Uniformed Member of the Army Profession

**CONDITION:** *You are a Junior Enlisted Soldier. In the course of your duties, you must make discretionary decisions including but not limited to situations involving a choice between multiple courses of action without a clear correct/not-correct path, a choice of dedication and how to express that dedication, or any choice dependent on attitudinal factors that orient an individual's efforts and decisions.*

**STANDARD:** *Perform duties in accordance with the Army Profession and Ethic. Identify problems or situations that violate the philosophy and principles of the Army Profession and Ethic and take appropriate action so that expedient action may be taken to correct the problem or situation. Embody and Cultivate the Army Profession and Ethic in daily and professional life 100% of the time. Display confidence in making discretionary judgments relevant to the Army Profession and Ethic. Successfully steward Army resources, symbols, and standards within the parameters of Army Junior Enlisted Soldier duties.*

*In this training, we intend to:*

- *Develop Professionally as a Uniformed Member of the Army Profession*
- *Describe Soldiers as Professionals in the Army Profession*
- *List the five essential characteristics of the Army Profession*
- *Describe an Army Professional's "character" in terms of the Army Values, Warrior Ethos, and Soldier's Creed*
- *Identify the connection between an Army Professional's "character" and an Army Professional's actions/behaviors*
- *Describe using "character" in decision-making*

Explain that learners will make decisions as if they were the playable character. They will then be able to experience the consequences and consider the second- and third-order effects of their decisions.

Explain that *this interactive simulation will help junior Enlisted Soldiers to:*

1. *Develop bonds and a strong sense of team with Soldiers from varying backgrounds.*
2. *Understand the importance of character in being a good Soldier.*
3. *Learn professional responsibilities and how to behave in accordance with the Army Ethic, Army Values, and the Five Essential Characteristics at all times, in all aspects of their lives and not behave differently when they leave their workplace.*
4. *Have the moral courage to do the right thing, even when that is uncomfortable or difficult.*
5. *Employ positive and effective ways to respond to real-life problems.*
6. *Understand how to perform/respond professionally in challenging situations.*
7. *Adopt healthy social attitudes and practices in caring for fellow Soldiers.*
8. *Enhance interpersonal communication skills.*

Explain that you will lead them through the simulation.

Play the first segment. (This guide starts with Specialist Lisa Raeburn, but you can begin with any of the characters.) When you reach the first decision point, discuss each option with the group. Poll the participants to see what they want to do, make the choice, and then continue playing until the next decision point. You can use the decision summary in the next section to explore choices and facilitate discussion as you go through the simulation. For each decision,

the available choices are listed, along with any short- or long-term consequences. Suggested discussion questions and key takeaways follow decision points. You may use these to start and guide discussion of the situations. Remember that it is important to explore alternative outcomes also. Be sure to answer questions and encourage discussion. You may go backward to explore alternative paths, but the outcome of the story and AAR will be determined by the last choice made in each situation.

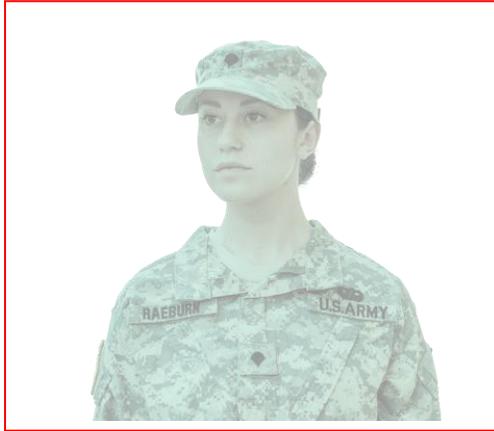
After learners have completed the segment, they can access an AAR or a Decision Review screen as explained on the next page.

**AAR Note**

At the end of each character’s segment, learners can choose whether to view the Decision Review screen first or the AAR. The Decision Review screen lists all the decision points regardless of whether the most optimal choice was made. Learners can replay the scenario, make a different decision, and see that outcome. The AAR lists each decision point, reminds learners what they chose, and offers counseling by posing questions and possible alternative actions. You may use this resource to facilitate learning with each student. (See below for AAR Navigation instructions.)

AAR CONTROLS	WHAT IT DOES
Page up/Page Down Arrows	Arrows in the upper left and right hand corners of the AAR allow you to turn the pages.
Print This Review	This button allows you to print the AAR.
Zoom In/Zoom Out	This button allows you to increase and decrease the size of the text for easier reading.

6. Specialist Lisa Raeburn - Summarizing and Discussing the Decisions



**Lisa Raeburn** is a female who enjoys being a Soldier. She has been a Soldier, and in the same unit, for just over four years and is more and more frequently placed in charge of other team members to accomplish specific tasks. She is beginning to get a sense of the higher mission; however, at a certain point she realizes she might be coasting and “avoiding the boards.” She has challenges related to her own professional development and being accepted by some of the males in her unit.

**Conduct of Lesson**

Activity

Introduction/Goals

Play introduction video

Video Sequence – Inappropriate comments

Discuss/explore choice – “How do you want to respond?”

Video Sequence – Integrating with the team during an exercise

Discuss/explore choice – “What do you want to do?”

Video Sequence - Finding out about Airborne school

Discuss/explore choice – “What do you want to do?”

Video Sequence - Dealing with finances

Discuss/explore choice – “What do you want to do?”

Video Sequence - Correcting an NCO

Discuss/explore choice – “What do you want to do?”

Summary/Conclusion

The decision points now follow:

**Decision Point (LR1)**

---

During some routine training, members of your squad made some inappropriate comments. PFC Martin mockingly asked if you were offended. You had to figure out how to handle the situation while remaining a respected member of the team.

**WHAT SHOULD YOU DO?**

1. Try to fit in by offering a mildly crude joke of your own.
2. Tell him not to worry about it and ask that he treat you like one of the guys.
3. Tell him you're not sensitive, you're just mature and that he should think about trying that himself some time.
4. Tell him it's fine, and if he ever crosses the line in the future you'll tell him.

*If Lisa chooses to let them know she could play their game by offering her own joke, she will make them laugh, but also encourage them to make even more inappropriate jokes. If Lisa chooses to insist that they treat her no differently than any other Soldier, months later she could be slapped on the rear end and the Soldier could say that it's what he would do to any Soldier. If she chooses to use a playful insult to defuse the situation, it will only bring on more crude jokes. If Lisa chooses to tell him that he didn't offend her, but she lets him know that she is able to stand up for herself, and that she will tell him if crosses the line in the future, she may see some improvement.*

**For Discussion**

*How might you have handled this situation if an NCO or other leader had been present?*

*Is there any value in going to a leader when you are subjected to this type of inappropriate language/behavior?*

*Are insults, even mild ones, an acceptable way to respond to being disrespected?*

**Takeaways**

*The expectations you set up early in a relationship will impact how you work with your fellow Soldiers for months to come.*

*It is not acceptable to react to disrespect with disrespect.*

**Decision Point (LR11)**

---

The unit was preparing for weapons qualification, and you were concerned that you would be given the same opportunities to participate as your male counterparts. You had to decide whether or not to speak up and volunteer to carry the receiver.

**HOW DO YOU WANT TO HANDLE THIS?**

1. Go for it: volunteer to carry the receiver.
2. Let Sergeant Dawson decide where to put you based on what he thinks you're capable of doing.
3. Discuss your concerns with Sergeant Dawson as soon as you get a chance.

*If Lisa chooses to step up and volunteer to carry the receiver and SGT Dawson agrees, she could be facing another decision when she is told to hand off the receiver at intervals. If she chooses to wait and see how SGT Dawson will approach the exercise, she can take the load when a teammate becomes tired. If Lisa chooses to let SGT Dawson know that she is eager to pull her weight as part of the team, she can relieve a tired teammate. If PFC Martin offers to take the load from her, she will be faced with another decision.*

**For Discussion**

*Did you think about how your teammates might perceive you if you had volunteered?*

*What do you gain by not asserting yourself in this situation?*

**Takeaways**

*How you handle situations often is a result of whether you feel like a trusted value of a team.*

*Consider your team when making choices. The Warrior Ethos (the guiding beliefs of the Army Professional) says: I will always place the mission first, I will never accept defeat, I will never quit.. I will never leave a fallen comrade.*

**Decision Point (LR14)**

---

You had your turn carrying the equipment during qualification. PFC Martini told you it was time to rotate the load, but you felt you could still carry it. You had to decide whether or not to give up the load.

**WHAT DO YOU DO?**

1. Let PFC Martini take the load.
2. Tell him you've got it and keep carrying the load.

*If Lisa chooses to hold onto the load she could be carrying it all day and struggle in front of the team. The Squad Leader explains that there are reasons for rotating the load have nothing to do with her – that the team benefits from that approach.*

**For Discussion**

*What are some unintended consequences in taking on too much?*

*How important is your individual performance to the success of the team?*

**Takeaways**

*Always consider the message you might send to your fellow Soldiers.*

*Disregarding guidance from a leader often causes degraded team performances.*

**Decision Point (LR26)**

---

A discussion with another Soldier made you think about your future in the Army. You had to figure out who to talk to about professional development.

**WHAT DO YOU WANT TO DO?**

1. Talk to your team leader, SGT Dawson
2. Talk to your Squad Leader, SSG Alvarez.
3. Talk to the one other female NCO in the platoon

*If Lisa decides to talk to SGT Dawson, he may not have information for her. The squad leader may be encouraging, but busy. The NCO may be willing to help, but will suggest that Lisa start by consulting with her first line supervisor.*

**For Discussion**

*What responsibilities do NCOs have regarding mentoring junior Soldiers?*

*How do your decisions regarding professional development affect your fellow Soldiers?*

*Is there ever a time when individual professional ambitions can have a negative effect on a unit?*

**Takeaways**

*You should be responsible for your own professional development and pursue opportunities to grow as a leader.*

**Decision Point (LR29)**

---

You had asked your Team Leader some questions about qualifying for school slots. He didn't have much to tell you, and you wondered how committed to helping you he really was. You wondered how to proceed.

**WHAT DO YOU WANT TO DO?**

1. Wait to see if he comes through for you
2. Talk to your squad leader SSG Alvarez
3. Talk to the one other female NCO in the platoon

*A week later SGT Dawson still hasn't found the time to find the answers. If she seeks advice from a female NCO, she will be told that she used the Platoon Sergeant's open door policy when she was looking for information on professional development. She will recommend that Lisa make an effort to work through SGT Dawson but to push her way up the chain if he continued to be unhelpful.*

**For Discussion**

*How long do you wait for your Team Leader to respond?*

*How might your decision to be patient in this situation affect on your fellow Soldiers in the unit?*

**Takeaways**

*There an element of Personal Courage involved in setting high goals for yourself.*

*You can send your leaders a positive message when you pursue professional development opportunities.*

**Decision Point (LR43)**

---

You took some time to look at your finances and realized you were in bad shape. You had to decide what to do.

**WHAT DO YOU WANT TO DO?**

1. Make an appointment with a financial counselor
2. Look up more information on SCRA
3. Make a better budget and try to stick to it

*If Lisa makes an appointment with a counselor, the additional education can lead to a more financially stable future.*

**For Discussion**

*What responsibility does the Army have for your financial well-being?*

*At what point is it harmful to keep these problems to yourself?*

*How do you find the line between truly individual decisions and decisions that affect your standing as an Army Professional?*

**Takeaways**

*The Army has many great financial counseling resources available to you and you should take full advantage of them while you can. It will help set you up for future success.*

*How you handle your finances speaks to your character.*

**Decision Point (LR51)**

---

You were training in the field and kept seeing your Team Leader, SGT Dawson, holding his weapon improperly. You had to decide whether and how to say something about it.

**WHAT DO YOU WANT TO DO?**

1. Point it out to SGT Dawson
2. Don't say anything. It's an exercise, and he's an NCO who knows what he's doing
3. Talk to SGT Wakefield about it
4. Bring it up to him later, privately.
5. Talk to SSG Alvarez about it

*If Lisa chooses to correct SGT Dawson in front of the team, he moves his finger from inside the trigger guard and her teammates tell her they were glad she said something. If Lisa chooses to say nothing, no one ever corrects SGT Dawson. Later, on the qualifying range, SGT Dawson commits a negligent discharge during a cease-fire and is removed from his position. If she chooses to talk to SGT Wakefield, he will tell her that he will take care of it. He does this by hounding SGT Dawson every time he sees him with his finger inside the trigger guard. By the end of the day, SGT Dawson had broken his bad habit. She could also choose to talk to the Squad Leader about it. If she does this, he will advise her that he will talk to SGT Dawson. He will also recommend that she approach SGT Dawson directly in the future. If Lisa chooses to talk to SGT Dawson privately he will admit he didn't realize he was doing it and stop.*

**For Discussion**

*When is it appropriate to go over your first line supervisor's head?*

*How might your choice impact trust and morale within your unit?*

*When is keeping quiet the best thing for the squad? And how is that related to loyalty?*

**Takeaways**

*Speaking to your team directly builds trust.*

.

**Decision Point (LR66)**

---

Earlier you had decided to commit to a budget, but you found you still weren't making progress in reducing your credit card debt. You had to decide on a way ahead.

**WHAT DO YOU WANT TO DO?**

1. Bite the bullet and go see a financial counselor
2. Just keep paying the minimum

*If she chooses to stay the course, an unexpected car repair could force her into a more precarious financial situation. If Lisa chooses to finally meet with the counselor, the education she receives will be helpful in setting her on a more responsible financial course*

**For Discussion**

*How do you decide when it's time to change course? What might your training and experience as an Army Professional teach you about this?*

*How do you find the line between truly individual decisions and decisions that affect your standing as an Army Professional?*

**Takeaways**

*It's good to plan a budget yourself. But to get out of debt, you need to do more.*

**Decision Point (LR72)**

---

Earlier, you had chosen to talk to female NCO outside your unit for some guidance on professional development. SGT Dawson found out and, even though he wasn't any help, he wanted to know why you went outside the unit with your questions. You had to decide how to pursue this question.

**WHAT DO YOU WANT TO DO?**

3. Just drop the whole thing
4. Do a little internet research.

*It is not a good idea to give up. If Lisa chooses to do a little bit of internet research, it will direct her to the Training NCO who was able to answer her questions and give some helpful recommendations for her professional development.*

**For Discussion**

*How might you use this experience to benefit other Soldiers? The unit? The Army as an organization?*

**Takeaways**

*The vast majority of NCOs are highly competent and will advise and mentor you. But you are also responsible for your own development as a member of the Army Profession.*

*There are times when NCOs are showing respect for your abilities as an Army Professional when they trust you to figure things out on your own.*

**Decision Point (LR73)**

---

Earlier, you had chosen to talk to SSG Alvarez for some guidance on professional development. He was on his way to a meeting, but he said he would follow up with you. He never did, and you had to decide how to pursue this question.

**WHAT DO YOU WANT TO DO?**

1. Just drop the whole thing
2. Ask SSG Alvarez again
3. Do a little internet research.

*Is it a good idea for Lisa to give up? If Lisa chooses to do a little bit of internet research, it will direct her to the Training NCO who was able to answer her questions and give some helpful recommendations for her professional development.*

*She had already spoken with SSG Alvarez, and he encouraged her, but he had to hurry to a meeting. He promised he would get back with her, but he never did. When she checked back in with him, he apologized for letting the matter slip off his plate, and he directed her to the Training NCO. He also praised her initiative. She spoke with the Training NCO who was able to answer her questions and give some helpful recommendations for her professional development.*

**For Discussion**

*What should Senior NCOs expect from junior Soldiers regarding their professional development?*

*How do you judge when it is time to stop asking for help and rely on your own initiative?*

**Takeaways**

*Don't be shy about getting the information you need to succeed. Persistence may be the key to success.*

Learners can now access an AAR or a Decision Review screen for this segment.

## 7. Sgt Justin Wakefield - Summarizing and Discussing the Decisions



**Justin Wakefield** is a male who has come to the support unit from a combat arms unit. His first few months at his new duty station and then his time at WLC were his first experiences working closely with female Soldiers. He faces the challenges that come with the duties, responsibilities, and authority of an NCO in a still somewhat unfamiliar environment

### **Conduct of Lesson**

#### Activity

Introduction/Goals

Video Sequence – A PFC questions an order

Discuss/explore choice – “What do you want to do?”

Video Sequence – Another Soldier, who is also a friend, questions an order

Discuss/explore choice – “What do you want to do?”

Video Sequence – A Soldier with family problems

Discuss/explore choice – “What do you want to do?”

Video Sequence – A fellow NCO who isn’t setting the standard

Discuss/explore choice – “What do you want to do?”

Video Sequence – A chance to take a shortcut on some mandatory training

Discuss/explore choice – “What do you want to do?”

Video Sequence – A female Soldier not accepted as part of the team

Discuss/explore choice – “What do you want to do?”

Video Sequence – A poor performing Soldier is disrespectful

Discuss/explore choice – “What do you want to do?”

**Discuss/reflect on the Profession**

**Summary/Conclusion**

The decision points now follow:

### Decision Point (JW3)

---

As the new Team Leader, Sergeant Wakefield, you had to decide how to respond when a PFC, ordered to empty a trash can, asked "why." .

#### HOW DO YOU RESPOND?

1. Tell Martin, "Because I said so, and I'm wearing the hard stripes."
2. Explain it to him as best you can
3. Teach him a lesson about questioning an order. Tell him to give you twenty mountain climbers - even though that's not technically allowed.
4. Forget it. Tell SPC Raeburn to do it

*If he chooses to simply assert his authority without any further elaboration or discussion the Soldier will comply, but the Soldiers in his Squad got the message that he didn't want to engage with and teach them, which adversely affected communication and trust. If he chooses physical discipline with no discussion, the Soldiers in his Squad got the message that he didn't want to engage with and teach them. If he chooses to ignore the question and tell another Soldier to do it, the Soldiers in his Squad got the message that he didn't want to engage with and teach them. If he chooses to explain the task, explain that being thorough is part of doing any task correctly and also share some of the consequences for not doing the job correctly, the soldier will complete the task and soldiers in his Squad will see that he wants to engage and teach.*

#### For Discussion

*How do you balance the need to inspire Soldiers to take their own initiative while also disciplining and developing junior Soldiers?*

*What factors should you consider before giving on-the-spot corrections?*

#### Takeaways

*As a member of the Army Profession, you should foster communication, trust, and respect in your unit.*

**Decision Point (JW15)**

---

The unit was still cleaning up the grounds and you asked SPC Zokowski, a friend who was recently a peer, to give a group of Soldiers some help. SPC Zokowski questioned the order and tried to get a Private to do it. You had to decide how to deal with SPC Zokowski.

**HOW DO YOU RESPOND?**

1. Just tell him, again, as his supervisor, what you need him to do
2. Take him aside and ask him what his problem is.
3. Take him aside and talk to him as a friend
4. Make it a point to correct him in front of the Squad

*If he chooses to repeat the order, making it a point to address him as "Specialist" the soldier will comply. If he chooses to take him aside and ask him why he couldn't just follow a simple order and say, "Yes, Sergeant." the exchange will turn into a small argument, and the long-term result will be that SPC Zokowski and other Soldiers felt it was all right to treat him more as a peer. If he chooses to talk to SPC Zokowski as a peer, reminding him that although the two are still friends, he still has to lead the team, he may grudgingly agree, but may lead to Soldiers treating you more as a peer and less as a leader worthy of their respect. If Justin chooses to speak to him harshly in front of the entire Squad SPC Zokowski will be visibly angry, but will comply with his order.*

**For Discussion**

*What is the best way to establish trust and build morale in your team?*

*How can you help this Soldier develop as a professional?*

*What is the possible impact on the order, discipline, and climate in your squad when leaders treat their Soldiers as friends?*

**Takeaways**

*Take the proper steps to ensure you are treated less as a peer and more as a leader worthy of respect.*

*If familiarity with friends is perceived as favoritism, it could undermine authority and even erode discipline in a unit.*

**Decision Point (JW28)**

---

Specialist Zokowski called to say he would be late for formation again. Later, he reveals that his wife has left him to care for their infant. He says that he has day care lined up and everything is under control, and he asks that you not to talk to Leadership. You had to decide whether or not to escalate the situation.

**WHAT DO YOU WANT TO DO?**

1. Tell him he really better have this under control - because he gets no mo
2. re slack
3. Tell him you'll handle it at your level and that you'll get back with him after you do some research about resources.
4. Take him to talk to your Squad Leader now.

*If Justin chooses to tell Zokowski that he expected him to get the situation under control and improve his performance OR if Justin counsels him on his issues, Justin will later discover that SPC Zokowski hadn't told him the whole story: his wife had left him in a terrible financial situation. SPC Zokowski finally reached a breaking point and went AWOL. If Justin chooses to take him to SSG Alvarez, this will lead to another decision.*

**For Discussion**

*In making this choice do you think about what is best for SPC Zokowski or what is best for the unit? Are they the same thing?*

*What key factors do you consider when making decisions about Soldier discipline?*

**Takeaways**

*It is important to act in the best interest of the Army, and that can mean caring for a Soldier and his family.*

**Decision Point (JW35)**

---

You decided that Zokowski should talk to your Squad Leader right away. When you told him this he tried to talk you out of it. You had to decide whether or not to follow through.

**WHAT SHOULD YOU DO?**

1. Tell him he really better have this under control - because he gets no more slack
2. Tell him you'll get back with him after you do some research about resources.
3. Take him to see Staff Sergeant Alvarez.

*If Justin chooses to take him to see the Squad Leader even though he resisted, SSG Alvarez will dig into the situation a little more deeply and discover that not only had SPC Zokowski been left with a child to raise alone, but he had to do it with less income, he had no money in the bank, and he had maxed out credit. SSG Alvarez will take the issue up the chain. SPC Zokowski got the help he needed and his personal situation and professional performance improved.*

**For Discussion**

*How does this choice affect the trust your Squad Leader has in you as an Arm Professional?*

**Takeaways**

*It is important to escalate potentially critical situations.*

*A problem like this requires a coordinated response that will likely be elevated to and handled at the company level.*

## Reflection Point (JW40)

---

You saw Sergeant Dawson, an NCO in your unit who was a short-timer and skirting additional duty assignments. You and the other NCOs felt that the unit was suffering because of Sergeant Dawson's poor performance. You had to decide whether or not to do anything about the situation.

### WHAT DO YOU DO?

1. Send an e-mail to your Squad Leader and the PSG about the situation, copy 1SG
2. Talk to SGT Dawson now.
3. Go talk to SSG Alvarez (your Squad Leader).
4. Nothing. Deal with it as best you can without making a big thing of it.
5. Talk to the other Team Leaders about it.

*If Justin chooses to communicate with his Squad Leader, the Squad Leader will counsel him on the importance of trying to handle these matters at his level and the loyalty that all Soldiers should feel to the unit over the individual. He tells Justin that he will take care of the situation. There is a change in Dawson's performance. If Justin chooses to talk to SGT Dawson, SGT Dawson will thank him for letting him know that his actions were negatively affecting the unit. If Justin chooses to do nothing and deal with the situation, the unit's readiness will be degraded by his poor performance. If Justin chooses to talk his peers, who confirm that SGT Dawson's performance is degrading the team, he will start calling SGT Dawson out. Over the next several days the unit's NCOs let him know when his performance was sub-par. He will get the message and start to improve his performance.*

### For Discussion

*What action would you expect from your peers if your performance was not up to standard?*

*How do you make decisions in situations like this where there are no clear rules or regulations to guide you?*

### Takeaways

*Always make an attempt to handle situations at the lowest level. It's expected that the NCO Corps will police itself, and this shows that you respect your colleague. And working together for a common purpose builds Esprit de Corps.*

**Decision Point (JW56)**

---

You were having lunch with SPC Zokowski and SGT Thomas, another Team Leader from the Platoon. They were talking about required computer training and how much they disliked it. SPC Zokowski offered to provide SGT Thomas with the answers. SPC Zokowski then asked if you wanted an answer key as well. You had to decide what to say to him.

**WHAT DO YOU SAY?**

1. Just say, "No, thanks."
2. Say, "Sure. Thanks, Zokowski."
3. Say, "No - and you guys can't do this either."

*If he chooses to simply decline OR accept the offer, SPC Zokowski will lose respect for him as a leader. If he chooses to decline the offer and also tell the others they couldn't cheat either, this will lead to respect, but also to another decision point.*

**For Discussion**

*Are you really responsible for the actions of another NCO as well as your own Soldier? What harm would it do to these Soldiers and to the unit if you allowed them to cheat on this training?*

*Do you make a choice solely because it's important to follow the rules? What other considerations are in play here?*

**Takeaway**

*Character is developed through actions.*

*Do what's right, legally and morally. Integrity is a quality you develop by adhering to moral principles. It requires that you do and say nothing that deceives others. As your integrity grows, so does the trust others place in you.*

**Decision Point (JW62)**

---

You told SPC Zokowski and SGT Thomas that they couldn't cheat on their online IT security training. SPC Zokowski asked you if you were ordering him, as his Team Leader, not to give the answers to SGT Thomas. You had to decide what to say to him.

**WHAT DO YOU SAY?**

1. Yes.
2. No.

*If he says yes, he confirms that he is acting as Zokowski's supervisor and giving him an order. It makes an impression on SPC Zokowski, who later expresses his confidence that Justin is a leader with integrity. If Justin chooses to tell Zokowski that he could do what he wanted and that he was responsible for his own actions, SPC Zokowski will lose respect for him as an individual and as a leader.*

**For Discussion**

*How might you handle this situation if you were not in a leadership position?*

*Were you thinking of how your decision might impact discipline within your unit?*

**Takeaway**

*Do what's right, legally and morally. Integrity is a quality you develop by adhering to moral principles. As your integrity grows, so does the trust others place in you.*

**Decision Point (JW69)**

---

You realized that even though you had spoken with SGT Dawson about how his poor performance was affecting the unit, he has not improved. You had to figure out what to do about it.

WHAT DO YOU WANT TO DO?

1. Go talk with SSG Alvarez.
2. Nothing. Just deal with it.

*If Justin chooses to take the matter to his Squad Leader, he will counsel Justin on the importance of handling the situation at Justin's level. He will be happy to hear that Justin had tried to intervene and that Justin placed the good of the unit over any loyalty he might feel for a peer. The Squad Leader tells Justin he will take care of it and Justin soon notices an improvement in SGT Dawson's performance. If Justin decides not to act, Dawson will skate by until his separation, and the unit's readiness will be degraded by his poor performance.*

**For Discussion**

*What might have happened if you had gone to SSG Alvarez to begin with?*

*Do you strengthen the NCO Corps, the unit, or the Army Profession by giving SGT Dawson a chance to improve his performance?*

**Takeaways**

*There are times when you make a good decision or do everything right, and you still don't get the good outcome you wanted. It's just a reality, and the test of your character is how you handle it.*

**Decision Point (JW81)**

---

At PT you noticed, not for the first time, that the rest of the team was subtly ignoring a female Soldier. You didn't know what – if anything – to do about it.

**WHAY SHOULD YOU DO?**

1. Nothing. This is natural and it will work itself out.
2. Just find something to talk to her about - don't make a big deal of it.
3. Approach it head on. Ask these Soldiers if they're aware of what they're doing.
4. Talk to SPC Raeburn privately.
5. Take the males aside and talk to them.

*If Justin chooses to let it go, the problem will persist. If Justin chose to point out to the team that they were freezing out a specific Soldier, Raeburn could become self-conscious. This could turn awkward and the problem will persist. If he chooses to take SPC Raeburn aside and ask her about the situation, she won't have any solutions and the problem will persist. If he chooses to take the males aside and talk to them about how freezing a Soldier out of the group does not promote unit cohesion, morale, or an ethos of camaraderie, it could increase SPC Raeburn's isolation. If he chooses to approach the group and start a conversation about running shoes, most of the team will be drawn into the conversation, and Raeburn will be included in the group dynamic. In time, Raeburn will become more fully integrated and the team will be strengthened.*

**For Discussion**

*Do you address this issue with the entire team, with her, or with the men?*

**Takeaways**

*Leading by example is always a good start. Being silent can be construed as condoning the behavior.*

*In the Soldier's Creed, we pledge to "treat others with dignity and respect while expecting others to do the same."*

**Decision Point (JW93)**

---

After PT, one of your Soldiers, SPC Blake, seemed very out of shape. Your Squad Leader told you to look into it, and when you talked to SPC Blake he spoke to you disrespectfully. You had to decide how to deal with the fitness problem and the discipline issue.

**WHAT DO YOU DO?**

1. Smoke him.
2. Take him aside and talk to him
3. Recommend formal counseling. Start building that packet.
4. Try to motivate him with a little old-fashioned ridicule and shame.

*If Justin chooses to respond by yelling and forcing SPC Blake to run an extra mile, OR by ridiculing or shaming him, Justin will be reprimanded and a letter of concern will be placed in his file. If Justin chooses to recommend to SSG Alvarez that SPC Blake receive formal counseling, the Squad Leader will agree but will counsel Justin on other ways to handle this situation without escalating it to his level. He will also point out that Justin still had not learned anything about the underlying reasons for the Soldier's poor performance. If Justin chooses to correct SPC Blake regarding his disrespectful behavior and asks him why his performance had declined, SPC Blake will apologize and tell him that he had been feeling physically exhausted for a while. Justin will advise him to see a doctor, which will reveal a physical problem that SPC Blake was able to correct.*

**For Discussion**

*Which decision strengthens the Army Profession and the relationship you have with your Soldiers?*

*What is your view on the chain of command?*

**Takeaway**

*Fitness standards are important, but also consider any underlying causes for poor performance.*

Learners can now access an AAR or a Decision Review screen for this segment.

## 8. Private First Class Wesley Green - Summarizing and Discussing the Decisions



**Wesley Green** has been at his first duty station for almost two years. He is young and still dealing with some of the issues common to new recruits (but in the context of an operational unit and the responsibility and accountability that entails) and some challenges that are brand new.

### **Conduct of Lesson**

#### Activity

Introduction/Goals

Video Sequence – A hazing incident

Discuss/explore choice – “What do you want to do?”

Video Sequence – A female Soldier is disrespected

Discuss/explore choice – “What do you want to do?”

Video Sequence – Questionable content on social media

Discuss/explore choice – “What do you want to do?”

Video Sequence – A night out (multiple decisions)

Discuss/explore choice – “What do you want to do?”

Summary/Conclusion

The decision points now follow:

**Decision Point (WG6)**

---

As PFC Wesley Green, you had to decide what to do after your barracks mate—SPC Ramirez—was hazed by fellow Soldiers in your squad.

**WHAT DO YOU DO?**

1. Tell him to file an incident report and talk to someone.
2. Take matters into your own hands- talk to your buddies.
3. Let it go. This is just part of being in the Army.
4. Tell your Team/Section Leader in the morning.

*It is a good idea to advise to file an incident report, but if SPC Ramirez refuses, Wesley will be forced to take a different path. It is smart to address the situation rather than ignoring it. However, hazing is a serious incident and it would have been best if Wesley had immediately called his team leader. If Wesley feels that he should let it go, he needs to remember that being in the Army means being part of a team. It is not every man for himself. It is important to demonstrate commitment to all members of your team. This choice will put his career on the line when SGT Alvarez was notified of the video being posted on youtube. His failure to speak up about it, combined with his presence in the video, made him seem guilty by association. It's wise to take serious incidents of this nature up the chain of command. Hazing is a serious offense and can result in UCMJ action. Wesley's only mistake in this choice was waiting until the next day to address the problem.*

**For Discussion**

*How do you know when it's right to handle a situation yourself instead of taking it up the chain of command?*

*Where do your loyalties lie?*

**Takeaways**

*Hazing is a serious offense and can result in UCMJ action.*

**Decision Point (WG14)**

---

After PT, you found yourself among a group of male Soldiers who were harassing SPC Lisa Raeburn about having a different set of PT standards as a female. When SPC Dickerson said, "...if you want to be 'treated as equals,' or whatever, maybe you should be held to the same PT standards and not some watered down version. Am I right, Wes?"

**HOW SHOULD YOU HANDLE THIS?**

1. Agree with Dickerson.
2. Disagree.

*If Wesley agrees, it's important to recognize that this sort of attitude can gradually chip away at morale and trust within the unit. By agreeing with SPC Dickerson, he is condoning and promoting that sort of sexist behavior within the force. If Wesley disagrees, it's important to remember that small choices like this can slowly build up or break down trust within a unit. His choice helped validate SPC Raeburn as an equal member of the team.*

**For Discussion**

*As a grown adult, do you still feel tempted by peer pressure?*

*How do you validate every member of the team?*

**Takeaways**

*Sexist attitudes can gradually chip away at morale and trust within your unit.*

*Whatever inspired you to enlist, when you became a Soldier, you did not sign up for a job - you became part of the Army Profession. And the Army Profession demands more of you than a job. It may test your ethics and morals in new ways, and you must be prepared to rise to the occasion.*

**Decision Point (WG22)**

---

At PT the morning after SPC Ramirez was hazed, you were faced with a follow up choice about whether to follow through with your original plan.

WHAT DO YOU DO?

1. Tell SGT Dawson about what happened last night.
2. Talk to the guys yourself.

*After explaining what happened to SPC Ramirez, Wesley was commended for bringing this to the team leader's attention, but questioned about why he did not immediately bring the issue to SGT Dawson's attention. If he chooses to talk to the guys and not proactively tell his team leader, he will have damaged trust with leadership.*

**For Discussion**

*How much power do you really have over your peers?*

*Have you ever regretted the choice to handle a difficult situation yourself?*

**Takeaway**

*What happened to SPC Ramirez was definitely hazing – which is against regulation and every moral fiber of the Army profession.*

*For serious issues, escalate immediately.*

**Decision Point (WG31)**

---

You posted a facebook status that said "One step closer to Georgia!" In response, a friend posted an image of an Army Paratrooper holding M-16s pointed at stick figures that said "I will kill anyone who gets in my way!"

**WHAT DO YOU DO WITH THE POST?**

1. Leave it. Facebook is your personal account, you can post what you want.
2. Delete the post.
3. Delete the post and tell the person who posted it why you did.

*If Wesley rationalized that his social media platform—although public—was personal, he failed to see that some content could potentially damage the trust the American public has placed in him as a Soldier. His squad leader found it and questioned his professionalism.*

*If Wesley simply deletes the post, he stopped just short of fully handling the problem. If he chooses to delete the post and also reach out to the buddy who posted it and explain why he will make the right choice.*

**For Discussion**

*What ethical challenges have you experienced in other social media outlets, such as Twitter or Instagram?*

*Do you agree that condoning content such as this could damage trust with the American people?*

**Takeaways**

*This sort of content could potentially damage the trust the American public has placed in you as a Soldier.*

*No one has the right to wear the uniform and then degrade the Army with an offensive video or statement in a public domain. There are limits on the content that you, as an Army professional, may post, and the Army publishes social media guidance.*

**Decision Point (WG57)**

---

You had a bad day and decided to go out drinking with your buddies. When your driver announced that he planned to get wasted, you had to decide what to do.

**WHAT DO YOU DO?**

1. Insist that you assign a designated driver.
2. You're really close to post, don't worry about it.
3. It's still early. Wait and figure it out later.

*Insisting to assign a designated driver is definitely the smartest and safest option. But even good choices can be compromised, and you were later faced with a follow up choice about what to do when your DD got drunk. If Wesley shrugs it off, he failed to make a good decision when sober and waited to make a plan in the heat of the moment when he could be drunk and his decision-making is impaired.*

**For Discussion**

*Is it generally considered "weak" to be safe?*

*How does your decision demonstrate your character, competence and commitment?*

**Takeaway**

*Being a Soldier doesn't mean you must never drink a beer or never swear or never relax out of uniform. But it does mean you maintain the ethical responsibilities and personal conduct appropriate for your status as a member of the Army Profession, 24-hours a day.*

**Decision Point (WG 71)**

---

A few drinks into the night, a young woman offered you a pill, promising that it would help you relax.

**WHAT DO YOU DO?**

1. Take the pill.
2. Tell her "no thanks".

*If Wesley takes the pill he will lose control and act out, eventually facing UCMJ action for public assault. If he chooses not to take the pill, he will successfully pass the moment of peer pressure.*

**For Discussion**

*What are some examples of split second decisions you have seen other Soldiers make that seriously impacted their Army career?*

**Takeaway**

*Stand by decisions that do not compromise your commitment to the Army.*

**Decision Point (WG91)**

---

Later in the evening, your new friend Lindsay started flirting with SPC Dickerson. She also offered him a pill, pressuring him by saying the "...Army owns you guys. You can't even have fun when you want to." You cautioned Dickerson to be careful, but when he told you to butt out, you had to decide whether to push it.

**WHAT DO YOU DO?**

1. Tell Dickerson to stop
2. Let it go. He's a grown man and this is his choice.

*If Wesley chooses to go the extra mile to look after his buddy, his boldness will ultimately save him from a severely bad outcome. If Wesley chooses to give Dickerson his space as a "grown man," SPC Dickerson will lose control after taking the pill and Wesley will learn the next morning that Dickerson was arrested and accused of forcing himself on her.*

**For Discussion**

*How can looking out for your buddies in CONUS prepare you for the work you'll do downrange?*

*How does your choice challenge your commitment to your friends and the Army?*

**Takeaway**

*Sometimes you have to look out for people who don't want - or maybe even deserve - your help. You do it because it's the honorable thing.*

**Decision Point (WG100)**

---

At the end of a long night you found yourself at a table with SPC Blake passed out beside you. Even though you had been starting to sober up, you still felt buzzed. You are offered a ride home.

WHAT DO YOU DO?

1. Let SPC Raeburn drive you home.
2. Drive Dickerson's car home yourself.

*If Wesley asks for help and lets Raeburn drive him home, he demonstrates competence as a Soldier who looks out for the safety of his peers, and shows a commitment to his character as an Army professional. If he chooses to drive impaired, he put his buddies lives at risk and he was given a DUI.*

**For Discussion**

*What are some potentially negative long-term consequences from making the wrong decision?*

**Takeaway**

*By asking for help, you can demonstrate competence as a Soldier who looked out for the safety of his peers.*

*If you drive under the influence, you fail in your commitment to the Army and the American people by lacking the character and competence to do the right thing.*

Learners can now access an AAR or a Decision Review screen for this segment.

## CLOSING/SUMMARY

---

### 1. Closing Statement

*Throughout history, every military has had a distinct ethic and ethos that reflect the values and norms of the society it protected. The moral principles of the Army Ethic encompass the American values of life, liberty and the pursuit of happiness, and guide our approach to warfighting.*

*Being a successful Soldier in the military is about building and sustaining the respect and trust of your fellow peers. However, this trust is fragile and easily damaged if we do not understand who we are, who we serve, why and how we serve. Essential to reinforcing trust is performing our duty every day in a manner that the American people judge to be ethical according to the beliefs and values.*

### 2. Check on Learning and Promoting Reflective Practice

Determine if group members have gained familiarity with the material discussed by soliciting questions and explanations. **ASK** the participants questions and correct misunderstandings.

#### Learning

Q – What do you think about what you learned?

Q – How do you feel about what you learned?

Q – What did you learn from listening to the reactions and reflections of other Army Professionals at this training?

#### Reflection

Q – What will you do with your new information?

Q – What are the future implications of this training or of this experience?

Q – How can you integrate what you have learned into your own team?

### 3. Feedback and additional resources

Conclude with:

*Feedback is encouraged - take a minute and provide us with your comments at <http://cape.army.mil>.*

*Additional education and training material is available to you at <http://cape.army.mil>.*

## TECHNICAL SOLUTIONS AND SUGGESTIONS

---

This section answers technical questions, helps to trouble-shoot problems, and offers suggestions to create a technically better presentation of this program in a classroom setting.

### 1. Projecting for a Large Audience

This interactive simulation can be projected onto a screen for large audiences, given the right equipment, **if the classroom/auditorium is already set up to project multimedia.**

**If the classroom auditorium is only set up to use or project TV/VCR images,** and you want to project the simulation, then you have two options.

- A. Large computer monitor (21" or more) for a small group
- B. Computer projection system with LCD projector for large groups

### 2. Graphics/Color Issues

This interactive simulation is designed to work best in a screen resolution of at least 1024 by 768, with at least High Color (16 bit) color palette/depth.

### 3. Playback Problems

#### **Video Skips and Hesitations**

This program is not made for older computers. Skips and hesitations in the video indicate that part of your computer is not processing quickly enough. This is generally caused by a lack of CPU processor speed, amount of physical memory (RAM), or both.

If you have the minimum system requirements, you may be able to improve performance by closing all other applications and/or decreasing your desktop resolution. You can also try playing the simulation in the minimized screen version rather than full screen.

#### **No Sound**

Double-check the wires—be certain that the speakers have electricity, that all the connections are in the right places, and that the speakers are turned on and the volume is up.

If you still do not have sound, contact your computer support technicians and tell them you may have a problem with your sound card or speakers.