

HIGHLY SPECIALIZED
HIGHLY COMMITTED



Facilitator's Guide

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OVERVIEW

I. Introduction

Highly Specialized, Highly Committed is focused on the Army Profession and Ethic and how these concepts relate to leadership as Soldiers become Warrant Officers.

The audience for *Highly Specialized, Highly Committed* are Warrant Officer Candidates, Newly Appointed Warrant Officers, and junior Warrant Officers at their first duty assignment. *Highly Specialized, Highly Committed* is an interactive, scenario-based training product which depicts characters negotiating situations that junior Warrant Officers may encounter. As members of the Army Profession, Warrant Officers are self-aware and adaptive technical experts, combat leaders, trainers, and advisors. They support a wide range of Army missions throughout their career. As *Highly Specialized, Highly Committed* Officers, Army Warrant Officers are members of the Army Profession who meet the Army's certification criteria of competence, character and commitment.

Highly Specialized, Highly Committed contains three interactive characters that engage the learner in a highly immersive, virtual environment that integrates the essential characteristics of the Army Profession and motivates each learner to support and adhere to the Army Ethic. These interactions build upon professional development concepts, and inspire Soldiers to act to confront issues affecting unit cohesion and effectiveness in a professional manner.

II. Learning Objectives

1. Define the Army Profession of Arms
2. Apply Concepts of the Army Profession
3. Examine Civil-Military Relations
4. Examine the Army Ethic
5. Evaluate the Army Profession
6. Apply concepts of the Profession into Command Climate and Leader Development
7. Analyze organizational level influences on Ethics and Values
8. Examine the Profession with regard to External Relations
9. Analyze the functional utility of Army Culture and its influence on organizations

III. System Requirements

- Windows XP, Vista, or 7
- Adobe Flash Player 10+
- 1Ghz or faster processor (2Ghz recommended)
- 512MB RAM
- DVD-ROM Drive
- Video Card & Display (1024 X 768 minimum resolution)
- Sound Card & Speakers / Headphones
- Keyboard and Mouse

IV. User Interface (Create Table with individual elements represented)

CONTROLS	WHAT IT DOES
	<p>Moves to the next screen. You have to click NEXT to leave text screens.</p>
	<p>Moves to the previous screen.</p>
	<p>Stops the action.</p>
	<p>Plays or pauses the video.</p>
	<p>Movie clips automatically play to conclusion, but clicking and dragging this bar allows you to move back and forth within the clip</p>
	<p>Clicking on it gives you a toggle to drag along a bar to raise or lower the sound volume.</p>
	<p>Returns to the main title menu.</p>
	<p>Goes to full-screen mode</p>
	<p>Toggles the Closed Captioning on and off</p>

V. Delivering the Lesson

Highly Specialized, Highly Committed can be taken by learners individually as distance learning or presented by a facilitator as part of a traditional classroom course.

Facilitated Classroom Discussion

I. Materials Required

You will need the following materials in order to facilitate this program:

- *Highly Specialized, Highly Committed* DVD
- Facilitator's Guide
- A PC meeting the minimum system requirements
- A monitor or video projector
- Screen if projecting

II. Starting the Course

Highly Specialized, Highly Committed comes on a DVD. After inserting into your DVD drive the program should start automatically in your computer's default browser. If you do not have the required version of Adobe Flash already installed on your computer you will be prompted to install it. If the program does not start on its own complete the following steps:

1. Insert *Highly Specialized, Highly Committed* into your DVD-ROM drive.
2. Open Windows Explorer (My Computer) and browse to your DVD drive.
3. Double-click on "Highly_Specialized_Highly_Committed.exe"

III. Delivering the Course

Delivery Time: Approximately 1 hour of viewing time required for each character. Discussion time can vary depending on time remaining.

1. On the character selection page, move the mouse over each character to hear them introduce themselves.
2. Explain that while each character has a different MOS the challenges they are facing are similar in nature and reflect issues common to all warrant officers.
3. Explain that these interactive scenarios will help them to:
 - a. Define the Army Profession of Arms
 - b. Apply Concepts of the Army Profession
 - c. Examine Civil-Military Relations
 - d. Examine the Army Ethic
 - e. Evaluate the Army Profession
 - f. Apply concepts of the Profession into Command Climate and Leader Development
 - g. Analyze organizational level influences on Ethics and Values

- h. Examine the Profession with regard to External Relations
 - i. Analyze the functional utility of Army Culture and its influence on organizations
- 4. Select one of the characters by clicking on their picture.
- 5. When you reach a decision point make sure to discuss the presented options with the group. Poll participants about their opinions on what to do. Select a decision and watch the result. Read the feedback text to the group and facilitate discussion about what just occurred as well as potential second or third order effects. Utilize the discussion questions and takeaways listed in this facilitators guide to lead the discussion towards the learning objectives and Army Profession concepts.
- 6. At the completion simulation an AAR will be presented by the mentor character from the selected character's story.
- 7. Discuss the issues raised in the AAR as well as the basic assessment of leadership style that is presented by the mentor character. (Virtues, Rules and Regulations, or Outcomes).

IV. Scenario Summaries and Discussion – Aviator MOS

Warrant Officer One Tom Wilks: WO1 Wilks has been in the Army for eight years and has been deployed twice to Iraq as an infantryman. He graduated Warrant Officer Candidate School before moving on to flight school to become a 152D, Kiowa Warrior pilot. His father was an Army Aviator which influenced WO1 Wilks' career decision. The first scenario opens with WO1 Wilks is reporting for his initial PT test at his first duty station as a warrant officer.

Scene 1 – Army Physical Fitness Test

Discussion with other warrants about deliberately scoring the minimum on the APFT – What do you tell the group?

- Outcomes - Agree to go along with the group, as one of the 'new' members of the unit you want to demonstrate that you are a team player.
- Virtues - Turn the negative into a positive by suggesting a friendly competition where the losing members donate some money to the car wash fundraiser.
- Rules and Regulations - Address the situation directly and remind the group about their commitment to the Army Profession.

Discussion Questions/Topics

Are Warrant Officers part of a “special team” that calls for them to do things different than others?

Have you ever felt awkward speaking out and going against the status quo?

Are the actions of the group to all score the same as a team contributing to Esprit de Corps?

Would you trust these individuals to strive for excellence in another situation that would require a demonstration of competence?

Takeaways/Lessons Learned

“The Army has a deep respect for its history and traditions and is committed to the highest standards of individual and collective excellence.” (ADRP 1, 1-28)

As Stewards of the Army Profession, “we continuously strive for excellence in the performance of duty and to efficiently, effectively, and ethically manage the Army’s resources.” (ADRP 1, 6-3)

“An Army professional’s store of trust develops from individual competence, character, and commitment. Subordinates, peers, and superiors alike lose trust in a member of the Army Profession who fails to meet the standards of these criteria at any time.” (ADRP 1, 2-5)

“Leaders build trust in their team by demonstrating their own competence, character, and commitment. Leaders also develop trust through difficult training and shared experiences. Strong bonds of trust built through these collective experiences will enable the team to conquer challenges and overcome difficulties by demanding that every Soldier be prepared to assume responsibility for mission accomplishment, maintain unity of effort, take prudent action, and act resourcefully within the commander’s intent. Simultaneously leaders build rapport and encourage commitment to the mission. Training and shared experience allow leaders to earn the trust of

subordinates and for subordinates to earn the trust of leaders. This trust relationship leads to mutual respect.”
(ADRP 1, 2-7)

Scene 2 – Car Wash Funds Missing

LTC Wagner asks about the car wash fund – What do you say to LTC Wagner?

- Outcomes - Tell him everything's fine and ignore that there might be funds missing.
- Rules and Regulations – Tell him that you haven't completed the balance yet and might be short some funds right now.
- Virtues - Tell him that you believe someone in the unit has stolen money from the recent car wash funds.

Discussion Questions/Topics

Do you have a requirement/duty to investigate, or tell the truth about the situation then and there?

What Army Values can be applied to this scenario?

What should LTC Wagner expect from WO1 Wilks?

Takeaways/Lessons Learned

In this scenario there is a question of trust. Trust is the bedrock of the Army Profession. With this in mind, the main character should temper his response accordingly and remember that making accusations without adequate proof not only goes against Army values but will also do more to damage the unit's bond of trust.

Honor requires a person to demonstrate an understanding of what is right. No constitution or law is understood and obeyed in the right mind or manner without the cultivation of moral consciousness and sensitivity. Honesty, fairness, respect, and integrity between beliefs and actions define honor. Honor is integral to the Army Ethic. As stated in the Army Values, honor integrates all Army Values in the development of character for each Army professional. (ADRP 1, 4-3)

Scene 2B – The Break room

Discussion with WO1 Sanchez about the missing car wash fund money and CW2 Carter's recent behavior and the prank played on him – What do you do about CW2 Carter and the prank?

- Virtues - Talk directly to Carter about the prank incident and the missing money.
- Rules and Regulations - Report the prank incident to the CO but not discuss the missing money any further.
- Outcomes - Don't talk about the prank incident or the missing money with anyone but do a better job of monitoring the retiree gift fund to clear up the discrepancies.

Discussion Questions/Topics

Is this an ethical dilemma?

How could the scenario, if left unresolved, damage the climate of an organization?

How can pranks or jokes intended to be harmless, result in bad feelings?

Takeaways/Lessons Learned

This scenario is a test of the WO1 Wilks' character. He is faced with a choice to act on hearsay or to find out more details before making a decision to report it. He may feel a degree of loyalty to CW2 Carter who was allegedly pranked and perhaps may be experiencing a degree of empathy towards him as everyone has experienced being the "new guy". However this may be overshadowed by his respect not only for the accused pranksters but also for the chain of command that would lead the character to escalate this issue up the chain and allow superiors to sort out the situation as the other Soldiers in question are not under the main character's command. Ignoring the issue all together could damage the unit's Esprit de Corp as the incident shows a lack of respect for this soldier by the alleged pranksters.

"...leaders who tacitly accept misconduct, or far worse, encourage it, erode discipline within the unit. This destroys unit cohesion and esprit de corps."(ADP 1, Chapter 2, 2-19)

Scene 3 – Around the Base

A Senior warrant insists that he not be saluted or called “sir” by fellow warrants – What do you say to the senior warrant officer?

- Outcomes – Agree with the senior warrant officer and tell him it won’t happen again.
- Rules and Regulations – Remind the senior warrant officer that saluting is a policy covered by regulation and a sign of discipline and pride.
- Virtues – Remind the senior warrant officer that during your initial counseling with him he talked about upholding standards and discipline.

Discussion Questions/Topics

Are Warrant Officers members of a “Special Team” that do not need to adhere to Army Customs, Courtesies or Traditions?

Should Junior Warrant Officers salute Senior Warrant Officers? Why? Why not?

What other responses could you provide to the Senior Warrant Officer?

How does this situation relate to the Army Profession and to the Army Values?

Do you see this as a scenario where Warrant Officers are creating a new standard?

Takeaways/Lessons Learned

In addition to addressing a specific regulation, this scenario speaks to the Army Value - Respect - fostering a positive climate begins with a leader’s personal example, and Character and Ethics - when leaders adhere to regulations they build credibility with their subordinates.

“Our esprit de corps is rooted in tradition and history. Very few American institutions have a history as rich or long as ours. We emphasize this through the practice of customs, traditions, and ceremonies.” (ADP 1, Chapter 2, 2-21).

“Discipline and pride are the hallmark of units with high esprit de corps. Discipline is behavior tempered by high standards of conduct and performance.” (ADP 1, Chapter 2, 2-22).

“At the larger unit or organizational level, esprit de corps reflects the shared commitment Army professionals have for the organization—its mission and goals, its traditions and customs, and its heritage of honorable service. It reflects the pride of being “First Team” or a “Screaming Eagle.” Unit and organization esprit de corps is built on an open command climate of candor, trust and Respect; a leadership team that exhibits concern for the welfare of their professionals and who, as moral exemplars, set the example for expertise and honorable service.” (ADRP-1, 5-15).

Scene 4 – At the Airfield Hangar

The pilot in charge decided not to ground the helicopter after having a maintenance issue with the chin bubble – What do you do about the incident in the helicopter?

- Outcomes – Decide not to report the incident. (*This choice results in a hard stop and the learner is directed, after seeing the consequences, to make another decision.*)
- Rules and Regulations – Decide to report the incident.
- Virtues – Speak directly to the IP at the first opportunity to address your concerns about the incident.

Discussion Questions/Topics

As a Warrant Officer, could you find yourself in situations where a ‘quick fix’ get, the problem solved, and therefore a need for reporting information to higher would not be necessary?

As Warrant Officers, might regulatory requirements impede mission accomplishment?

Why are regulatory requirements so important to the Army Profession? (Professional)

How might you deal with situations where following the regulation might impede or even result in failure to accomplish a mission?

Have you experienced a situation with your supervisor where you felt required to report him/her to your commander?

Takeaways/Lessons Learned

The main character has a choice here involving several aspects of the Army Values. First there is the sense of Duty that the main character feels towards their IP as a leader and mentor. There is also the Loyalty towards this IP weighing on the character’s decision as well. The character must balance this with the larger sense of Duty to the Army which dictates that this breach of regulation be reported to the appropriate authority. In doing so the character must exercise personal courage as this IP has control over their progression and there might be a potential for negative consequences for their career as a result.

The failure of individual Army professionals to make the right decision can be devastating, particularly in an omnipresent information environment.” (ADRP 1, 3-11).

“In such a professional culture, the practice of the Army professional is the continuous exercise of discretionary judgments, with important decisions having a high moral dimension and consistent with the highest standards. ADRP-1, 3-10).

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing firm and disagreeing with leadership on ethical grounds. These occasions test character. Situations in which a leader thinks an unlawful order is issued can be the most difficult. (ADRP 1, 4-13)

Scene 5 – At the Local Bar

CW2 Carter is obviously drunk and the other guys seem to be having fun at his expense – What do you do about CW2 Carter and the other Soldiers?

- Outcomes – Leave it alone.
- Virtues – Try to get him to stop drinking.
- Rules and Regulations – Stop him from drinking and find him a way home.

Discussion Questions/Topics

Have you ever been around a situation that might be compromising to you or the unit if publicized?

Is there a time and a place for Officers to “blow off some steam?” Where might that be?

How should Officers conduct themselves when in public? Do Officers have an obligation to conduct themselves with dignity on and off duty?

Could CW2 Carter’s actions reflect poorly upon the whole team, unit, or Army?

What are some possible consequences of CW2 Carter’s actions in the bar?

Takeaways/Lessons Learned

This Soldier is obviously already drunk and is getting worse in front of many other Soldiers. With the advent and pervasiveness of social media this scene could be made public very quickly, further damaging the profession by allowing this Soldier to reflect poorly on it in public.

Unfortunately, misconduct by some members, both on and off duty, can bring the profession as a whole into disrepute. Moral failure by Army professionals, in garrison or in a combat theater, devastates the Army’s standing with the American people and the international community. Army professionals must choose to serve daily according to the profession’s ethic and values to maintain the American people’s trust. This is what it means for Army professionals to serve honorably. (ADRP 1, 4-7)

Scene 6 – At the Local Bar II

A group of male Soldiers are observed getting a little too drunk and friendly with a civilian woman – What do you do about these Soldiers and the civilian woman?

- Outcomes – Let it go, it's not your business.
- Rules and Regulations – Contact the Soldier's First Sergeant.
- Virtues - Approach the group and let them know that you have observed their behavior and that they should stop whatever intentions they might have with the female civilian.
- Rules and Regulations & Virtues - Approach the group and remove the female civilian from the situation before something regrettable happens.

Discussion Questions/Topics

Does the Army Profession have a sexual assault/sexual harassment problem?

How has Army Sexual Harassment been dealt with in your experience?

How could behavior of this nature erode the trust and confidence of a team or unit?

What could be done to provide education or guidance throughout the Army Profession?

Takeaways/Lessons Learned

Respect for your fellow Soldiers and this civilian, the situation is not completely understood and may not be dangerous or inappropriate at all. Honor dictates that simply investigating the situation to find out the nature of what is going on is not only right but shows both Personal Courage and Duty.

"...honorable service entails the ability of Army professionals and leaders to recognize both the legal and the moral content when facing ethical dilemmas and to have the moral courage and the strength of character to act firmly in line with our ethic. As we all know, moral failure by Army professionals, in garrison or in a combat theater, is devastating to our standing with the American people and the international community. To maintain their trust we must be both effective and ethical. This is what it means for Army professionals to serve honorably." (ADRP-1, 4-7).

Scene 7 – Equipment Dilemma

It appears that someone has switched out WO1 Wilks' up to date equipment with out of date gear – What do you do about your expired equipment?

- Virtues – Ignore the dates and try to get flight time by hoping the IP doesn't check out your gear.
- Rules and Regulations – Inform the IP about the gear and forfeit the flight time.
- Outcomes – Swap out your gear for another that is not being used.

Discussion Questions/Topics

How does this scenario relate to Honorable Service?

What is WO1 Sanchez's responsibility in this scenario?

Consider the WOCS Honor Code. How can the honor code be applied in this scenario?

Takeaways/Lessons Learned

As Army Professionals, our duty is to make sound decisions and take appropriate action. We must understand that right decisions are both effective and ethical. Making these decisions require competence, character, and commitment.

Yes, someone may have swapped out your flight gear, but ignoring regulations or "passing the buck" by swapping the outdated gear with another pilot is wrong. We must always do what we know is right at all times.

Scene 9 – Car Wash Redux

A discussion with Sanchez reveals that WO1 Riley may be responsible for the missing car was funds – You now have reason to suspect WO1 Riley, what do you do?

- Rules and Regulations – Let it go, there is not enough evidence.
- Virtues – Confront WO1 Riley directly.
- Outcomes – Put the word out that WO1 Riley might be stealing from the Unit.

Discussion Questions/Topics

Is there enough evidence to accuse WO1 Riley?

What types of consequences can arise from starting rumors?

What competing values are presented in this scenario?

Takeaways/Lessons Learned

As Army professionals, our duty is to make sound decisions and to take appropriate action. A right decision will be both effective and ethical. Making a right decision and demonstrating the courage to act accordingly requires competence, character, and commitment. Thus, developing character in Army professionals requires a commitment to honor Army Values in all decisions and actions. (ADRP 1, 4-5)

Scene 10 – Facebook Scandal

Sanchez discovered embarrassing pictures of CW2 Carter from the other night at the bar up on Facebook – What do you do about CW2 Carter and the Facebook pictures?

- Outcomes – Let it go, Carter can handle himself.
- Rules and Regulations – Report the pictures to the Facebook page Administrator and have him handle the issue.
- Virtues – Confront both Hunter and Carter about the issue and explain why such photos can be damaging not only to Carter, or the unit, but the Army as a whole.

Discussion Questions/Topics

What are some potential issues that can arise if you do nothing about the pictures?

Have you ever been involved with a situation regarding social media?

What are some recent stories involving the military and social media?

Takeaways/Lessons Learned

Facing moral fear or adversity may be a long, slow process of continuing forward on the right path, especially if taking those actions is not popular with others. You can build your personal courage by daily standing up for and acting upon the things that you know are honorable. (ADRP 1, App B)

Scene 11 – A Talk with a Mentor

WO1 Wilks discusses CW2 Carter's recent behavior and Wilks' concerns about him – CW2 Carter may need some help dealing with the issues he has been having lately, what do you do about it?

- Virtues – Leave the card someplace CW2 Carter can access it. *(This choice results in a hard stop and the learner is directed, after seeing the consequences, to make another decision.)*
- Outcomes – Let it go, you've been hassling CW2 Carter enough. *(This choice results in a hard stop and the learner is directed, after seeing the consequences, to make another decision.)*
- Rules and Regulations – Speak to CW2 Carter in person and strongly suggest that he seek help.

Discussion Questions/Topics

How does this scenario contribute to Esprit de corps?

What could happen if you do not try to help CW2 Carter?

Does the Army have a problem with behavioral issues?

Takeaways/Lessons Learned

Esprit de corps applies at all levels from the individual professional's morale, to small units and teams, to larger units and organizations, and to the Army Profession overall. It makes the Army Profession a community and a family—an Army family—that always takes care of their own and never leaves fellow comrades. (ADRP 1, 5-12)

An individual Army professional's contribution to esprit de corps is reflected in the following ways:

- High motivation, discipline, and morale.
- Pride in one's work.
- A sense of accomplishment for doing a good job or seeing a subordinate develop.
- Shared values with other members of the profession.
- An overall sense of attachment to the Army Profession reflected in competence, character, and commitment.

(ADRP 1, 5-13)

A small unit or team's esprit de corps is reflected in the following ways:

- A common sense of mission, technical and tactical proficiency, and teamwork that creates the band of brothers and sisters.
- Shared experiences of working and training together, respecting each other, and sharing the adversity and physical hardship that comes with being an Army professional.

(ADRP 1, 5-14)

At the larger unit or organizational level, esprit de corps is reflected in the following ways:

- Shared commitment to the organization, its mission and goals, its traditions and customs, and its heritage of honorable service. It reflects the pride of being First Team or a Screaming Eagle.
- An open command climate of candor, trust, and respect.
- A leadership team that exhibits concern for the welfare of its professionals and sets the example for expertise and honorable service.

(ADRP 1, 5-15)

At the level of the Army Profession, esprit de corps is reflected in the following ways:

- Shared identity as America's Army, a unique military profession, and a force of decisive action.
- Common bonds of pride in recognition as members of a respected profession.
- Maintenance of specialized, demanding, and intellectually rigorous education and training.
- Individual and collective certification based on competence, character, and commitment.
- Advancement and promotion based on genuine merit.

(ADRP 1, 5-16)

The Army Profession—Regular Army, Army National Guard, and Army Reserve forces and the Army Civilian Corps alike—has displayed the winning spirit over the past decade of continuing conflict. The members of the Army Profession maintain esprit de corps while responding to calls for combat deployments, peacekeeping operations, or foreign humanitarian assistance. The challenge is to sustain that spirit while the Army transitions to the future. (ADRP 1, 5-17)

Scene 13 – Five, Nine Test

Discussion with Sanchez about WO1 Riley cheating on the Five, Nine Test – What do you do about WO1 Riley's cheating?

- Virtues – Confront WO1 Riley directly and explain how his actions affect his fellow Soldiers.
- Outcomes - Let it go this time. WO1 Riley clearly has other personal matters on his mind and everyone deserves a second chance. But have a word with him before the next formal exam.
- Rules and Regulations – Catch up with the IP and report what you believe to be unethical behavior displayed by WO1 Riley.

Discussion Questions/Topics

What is the difference between Loyalty (to your fellow Soldiers) and your Duty (to fulfill your obligations)?

What should you consider when making a decision in this scenario?

Consider the WOCS Honor Code. How can the honor code be applied in this scenario?

Takeaways/Lessons Learned

The Army, like other professions, regulates the behavior and effectiveness of Army professionals and units through its ethic. The Army Ethic is the evolving set of laws, values, and beliefs, deeply embedded within the core of the Army culture and practiced by all members of the Army Profession to motivate and guide the appropriate conduct of individual members bound together in common moral purpose. (ADRP 1, para 1-14)

The Army Ethic is embedded in and integral to each of the five essential characteristics of the Army Profession—trust, military expertise, honorable service, esprit de corps, and stewardship. (ADRP 1, para 1-15)

V. Scenario Summaries and Discussion – Ordnance MOS

Warrant Officer One Mark Ellis: WO1 Ellis has been in the Army for nine years and has served as a Motor Sergeant, a Shop Foreman, and a Squad Leader. He was inspired to become a warrant officer by observing the expertise and professionalism exhibited by warrant officers with whom he had served in the past. WO1 Ellis is a 915A, which is an Automotive Maintenance Warrant Officer. He has only been at his first duty station for a few months and is still getting acclimated to his responsibilities and members of his unit. The first scenario opens with WO1 Ellis entering the motor pool on a Monday morning ready to start a new week.

Scene 2 – A Damaged Vehicle

SFC Dawson is asking that an accident involving a friend go unreported as a favor – What do you do about SFC Dawson's request for help with the damaged vehicle?

- Outcomes – Go along with the story and do not report the incident to anyone in the chain of command.
- Rules and Regulations – Report the incident up the chain of command and talk with SFC Dawson about this request.
- Virtues – Look into this yourself.

Discussion Questions/Topics

Have you ever been asked for a favor from another Soldier?

What are some potential challenges that you anticipate as a new warrant officer?

What do subordinates expect from you as a leader? Commanders? Peers?

Takeaways/Lessons Learned

SFC Dawson is an old acquaintance, but does that justify you looking past what you know is right. There will be times where your loyalty to other Soldiers will compete with other loyalties. As an Army Professional, you must understand the 5 characteristics of the Army Profession and their application.

As Army professionals, our duty is to make sound decisions and to take appropriate action. A right decision will be both effective and ethical. Making a right decision and demonstrating the courage to act accordingly requires competence, character, and commitment. Thus, developing character in Army professionals requires a commitment to honor Army Values in all decisions and actions. (ADRP 1, 4-5)

The Army Ethic is embedded in and integral to each of the five essential characteristics of the Army Profession—trust, military expertise, honorable service, esprit de corps, and stewardship. (ADRP 1, para 1-15)

Scene 4 – In the Shop

SPC Stevens has shown a complete lack of respect for the rank – How do you deal with SPC Steven's behavior?

- Virtues – Come down hard on SPC Stevens so he clearly understands the meaning of respect.
- Outcomes – It's more important to get the deadlines met, work to get SPC Stevens on your side by joking with him in a similar manner and ignore his behavior.
- Rules and Regulations – Address the behavior immediately in a professional manner.

Discussion Questions/Topics

How would you have dealt with this situation?

Have you ever encountered or witnessed disrespect like this?

If handled incorrectly what could happen to the command climate in this motor pool? Unit?

If handled incorrectly what could happen to the Esprit de corps in this unit?

Takeaways/Lessons Learned

"...leaders who tacitly accept misconduct, or far worse, encourage it, erode discipline within the unit. This destroys unit cohesion and esprit de corps." (ADP 1, Chapter 2, 2-19)

"Discipline and pride are the hallmark of units with high esprit de corps. Discipline is behavior tempered by high standards of conduct and performance." (ADP 1, Chapter 2, 2-22).

Scene 5 – In the Shop II

After being asked about the current reset going on SSG Perez is dismissive and disrespectful – How do you handle this situation with SSG Perez?

- Rules and Regulations – Address the issue with SSG Perez now, this is blatant disrespect.
- Virtues – Talk privately with SSG Perez.
- Outcomes – Consult appropriate action with your mentor.

Discussion Questions/Topics

In your experience have you ever been in a situation like this?

Should time in service, rank, or grade be considered when dealing with other Soldiers?

How does the way that you handle this affect the unit/team?

Does the Army have a problem with disrespect?

Takeaways/Lessons Learned

“...leaders who tacitly accept misconduct, or far worse, encourage it, erode discipline within the unit. This destroys unit cohesion and esprit de corps.”(ADP 1, Chapter 2, 2-19)

“Discipline and pride are the hallmark of units with high esprit de corps. Discipline is behavior tempered by high standards of conduct and performance.” (ADP 1, Chapter 2, 2-22).

Scene 6 – In the Office

CW2 Kelly has proposed an arrangement in which parts are switched between shops without proper authorization – How do you respond to CW2 Kelly's request?

- Outcomes – Decide to go along with helping CW2 Kelly immediately.
- Virtues – Visit CW4 Evans to discuss the situation.
- Rules and Regulations – Explain to CW2 Kelly that to switch parts without preparing the necessary paperwork would violate the Army Values and Trust.

Discussion Questions/Topics

Does the request from CW2 Kelly present an ethical dilemma?

Have you ever witnessed a situation like this?

Are there are implied loyalties involved with warrant officers?

Takeaways/Lessons Learned

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing firm and disagreeing with leadership on ethical grounds. These occasions test character. Situations in which a leader thinks an unlawful order is issued can be the most difficult. (ADRP 1, 4-13)

Competence is an Army professional's demonstrated ability to perform his/her duties successfully and to accomplish the mission with discipline and to standard. It is proficiency in expert work. (ADRP 1, 3-16)

Scene 8 – A Call from the Battalion XO

The Battalion XO calls and asks that you cancel your approved leave to attend a training event – What do you do about MAJ Lyon's request?

- Virtues – Agree to go with MAJ Lyon to support the mission.
- Outcomes – Discuss the situation with your wife.
- Rules and Regulations – Refuse to go, citing PFC Nelson as an example.

Discussion Questions/Topics

What does the XO expect from you as an Army professional?

Have you ever had to make a decision like this?

Can you think of any other ways Mr. Ellis could handle this situation with his family?

Takeaways/Lessons Learned

Commitment is the resolve of Army professionals to contribute honorable service to the Nation, to perform their duties successfully with discipline and to standard, and to strive to successfully and ethically accomplish the mission despite adversity, obstacles, and challenges. To be an Army professional means to be called to more than just a job. It means to be primarily motivated by the intrinsic factors of sacrifice and service to others and to the nation, rather than being simply motivated by the extrinsic factors related to a job—such as pay, vacations, and work hours. At higher levels of leader development, certification of commitment includes the leader's effective stewardship of the Army Profession. (ADRP 1, 3-18)

Scene 9 – Getting Around Regulations

PFC Stevens has suggested some parts be switched against regulations in order to save some time – What do you say to SPC Stevens about his suggestion?

- Virtues – Tell SPC Stevens to go ahead and switch out the parts since it is important to get the vehicles FMC as soon as possible.
- Outcomes – Tell SPC Stevens he needs to find a way to work through the situation and think about what's really best for the unit.
- Rules and Regulations – Tell SPC Stevens to follow the regulations and not swap out any parts. Despite the workload, bending the rules is not what is expected of Army professionals.

Discussion Questions/Topics

How does this scenario relate to Army professionals as Stewards?

Do SPC Stevens actions support the Army Ethos?

Have you ever encountered a situation like this?

Takeaways/Lessons Learned

As stewards of this honorable profession, all Army professionals must not only police themselves but also their fellow professionals. (ADRP 1, 2-36)

Discipline reflects the self-control necessary to do the hard right over the easy wrong in the face of temptation, obstacles, and adversity. Pride reflects the commitment to master the military-technical, moral-ethical, political-cultural, and leader/human development knowledge and skills that define Army professionals as experts. (ADRP 1, 5-11)

Scene 10 – The Back Ordered Part is Here

A discussion with SGT Morris uncovers that a deadlined HMMV was taken off deadline status before the required part was received – What do you do about the mysteriously repaired vehicle?

- Outcomes – Tell SGT Morris that the problem is solved, there is nothing more to be done.
- Virtues – Without pointing fingers, talk to the motorpool Soldiers.
- Rules and Regulations – Call MAJ Lyon immediately and inform him of the situation.

Discussion Questions/Topics

How could this situation affect your image as a steward?

What would addressing the entire team accomplish?

What could telling SGT Morris the problem is solved do to Mr. Ellis' leader image?

Takeaways/Lessons Learned

Stewardship includes the group of strategies, policies, principles, and beliefs that pertain to the purposeful management and sustainment of the resources, expertise, and time-honored traditions and customs that make up the profession. Leaders serving as good stewards have concern for the lasting effects of their decisions about all of the resources they use and manage. (ADRP 1, 6-6)

Scene 11 – Walking through the Shop

SPC Warren mentions SPC Stevens' erratic behavior and how it is affecting the rest of the motor pool – What do you do about SPC Stevens' erratic behavior?

- Rules and Regulations – Talk to PFC Stevens privately and try to offer him help.
- Virtues – Discuss the issue with CW4 Evans.
- Outcomes – Leave SPC Stevens alone, he's got enough to deal with.

Discussion Questions/Topics

How many of you have encountered a Soldier like this? How did you handle it?

How can this behavior affect the Esprit de corps of the team?

Takeaways/Lessons Learned

Esprit de corps applies at all levels from the individual professional's morale, to small units and teams, to larger units and organizations, and to the Army Profession overall. It makes the Army Profession a community and a family—an Army family—that always takes care of their own and never leaves fellow comrades. (ADRP 1, 5-12)

An individual Army professional's contribution to esprit de corps is reflected in the following ways:

- High motivation, discipline, and morale.
- Pride in one's work.
- A sense of accomplishment for doing a good job or seeing a subordinate develop.
- Shared values with other members of the profession.
- An overall sense of attachment to the Army Profession reflected in competence, character, and commitment.

(ADRP 1, 5-13)

A small unit or team's esprit de corps is reflected in the following ways:

- A common sense of mission, technical and tactical proficiency, and teamwork that creates the band of brothers and sisters.
- Shared experiences of working and training together, respecting each other, and sharing the adversity and physical hardship that comes with being an Army professional.

(ADRP 1, 5-14)

At the larger unit or organizational level, esprit de corps is reflected in the following ways:

- Shared commitment to the organization, its mission and goals, its traditions and customs, and its heritage of honorable service. It reflects the pride of being First Team or a Screaming Eagle.

- An open command climate of candor, trust, and respect.
- A leadership team that exhibits concern for the welfare of its professionals and sets the example for expertise and honorable service.

(ADRP 1, 5-15)

At the level of the Army Profession, esprit de corps is reflected in the following ways:

- Shared identity as America's Army, a unique military profession, and a force of decisive action.
- Common bonds of pride in recognition as members of a respected profession.
- Maintenance of specialized, demanding, and intellectually rigorous education and training.
- Individual and collective certification based on competence, character, and commitment.
- Advancement and promotion based on genuine merit.

(ADRP 1, 5-16)

The Army Profession—Regular Army, Army National Guard, and Army Reserve forces and the Army Civilian Corps alike—has displayed the winning spirit over the past decade of continuing conflict. The members of the Army Profession maintain esprit de corps while responding to calls for combat deployments, peacekeeping operations, or foreign humanitarian assistance. The challenge is to sustain that spirit while the Army transitions to the future. (ADRP 1, 5-17)

Scene 12 – A Conversation with a Clerk

SGT Morris has informed you that PFC Lacey was possibly sexually assaulted by a fellow soldier – What do you do about PFC Lacey and this possible sexual assault?

- Outcomes – Leave it up to PFC Lacey, it's her personal issue.
- Rules and Regulations – Talk to PFC Lacey and guide her towards reporting the incident.
- Virtues – Confront SPC Daniels directly.

Discussion Questions/Topics

What programs are available to Soldiers dealing with sexual assault/harassment issues?

Have you ever experienced a situation similar to this?

Now that you have been involved what are your leader responsibilities?

Does the Army have a problem with sexual assault?

Takeaways/Lessons Learned

All members of the profession are our comrades, and as the Warrior Ethos states, "I will never leave a fallen comrade." Acts of sexual harassment, sexual assault, and hazing against our comrades are incompatible with the Army Values, corrosive to our culture, and break the strong bonds of trust that are essential to the Army Profession. These acts destroy confidence, create a loss of commitment, and diminish the overall effectiveness of our formations. (ADRP 1, 2-35)

Scene 14 – Harassment in the Motor Pool

You come across some soldiers verbally harassing a fellow soldier because of his race and when you approach they are dismissive of your authority – What do you do about these Soldiers harassing PFC Wong and disrespecting your rank?

- Outcomes – Address the issue regarding respect, but understand the harassment issue has nothing to do with your unit.
- Virtues – Walk away from now, but be clear with the Soldiers you'll be discussing the behavior with their supervisor.
- Rules and Regulations – Address the harassment issue on the spot.

Discussion Questions/Topics

Does the Army have a problem with hazing? Harassment?

What are some things that leaders can do to help prevent this type of situation from happening?

If not addressed properly, what could happen to the Esprit de corps of this unit?

Takeaways/Lessons Learned

All members of the profession are our comrades, and as the Warrior Ethos states, "I will never leave a fallen comrade." Acts of sexual harassment, sexual assault, and hazing against our comrades are incompatible with the Army Values, corrosive to our culture, and break the strong bonds of trust that are essential to the Army Profession. These acts destroy confidence, create a loss of commitment, and diminish the overall effectiveness of our formations. (ADRP 1, 2-35)

Scene 15 – In Ellis' Office

After attempting to implicate PFC Stevens, SPC Warren has admitted to switching the part against regulations – What do you do about SPC Warren?

- Rules and Regulations – Explain the SPC Warren how his actions have adversely affected the unit and that he must be reported.
- Outcomes – Explain to SPC Warren how his actions have adversely affected the unit but since his mistake saved them time, the confession will go no further than here.
- Virtues – Thank SPC Warren for his honesty and dismiss him as the problem is officially solved.

Discussion Questions/Topics

How have SPC Warrens actions affected the unit?

Looking at action and intent, was SPC Warren wrong for doing what he did?

Takeaways/Lessons Learned

Character is an Army professional's dedication and adherence to the Army Values and the profession's ethic as consistently and faithfully demonstrated in decisions and actions. Moral character is requisite to being an Army professional. The Army's expert work entails a unique responsibility to use such expertise as required by the American people and only in accordance with their laws and consistent with their moral values. As Army professionals make continuous discretionary judgments, possessing high moral character is vitally important. (ADRP 1, 3-17)

As Army professionals, our duty is to make sound decisions and to take appropriate action. A right decision will be both effective and ethical. Making a right decision and demonstrating the courage to act accordingly requires competence, character, and commitment. (ADRP 1, 4-5)

VI. Scenario Summaries and Discussion – Quartermaster MOS

Warrant Officer One Melissa Moore: WO1 Moore has been in the Army for ten years. Most of her enlisted time has been as an NCO, and she is an experienced logistician. WO1 Moore recently graduated from Warrant Officer Candidate School and the Supply Systems Technician (920B) Warrant Officer Basic Course. She is at her first assignment as a warrant officer, and has assumed her new role in the warehouse. She is now coming to the end of her transition period with the outgoing warrant officer, CW2 Reyes. As this scenario opens, WO1 Moore is talking with CW2 Reyes about various warehouse issues.

Scene 2 – In the Warehouse

SPC Weisz is attempting to turn in a generator without the required drainage statement with the promise that he will return later with the paperwork – What do you say to SPC Weisz?

- Rules and Regulations – Refuse to accept the part and adhere to the regulations.
- Outcomes – You don't want to waste time over something like this, so accept the part (this time only).
- Virtues – You are new to this unit and you want your team to understand that you trust them to make the right decisions, so you tell SPC Eng that she has the final say.

Discussion Questions/Topics

How can accepting this part affect your credibility in the customer's eyes? Your subordinates?

What are some other ways to handle this situation?

Have you ever been in a situation where you were asked to temporarily "bend the rules"?

Takeaways/Lessons Learned

In this scenario you are being asked to bend the rules for a fellow Soldier. As leaders we must not only live by the standards, but we must also enforce them. By not enforcing the existing policy, we will simply be setting a new precedent. Exhibiting personal courage and doing what you know is right is always the best choice.

"In such a professional culture, the practice of the Army professional is the continuous exercise of discretionary judgments, with important decisions having a high moral dimension and consistent with the highest standards. (ADRP-1, 3-10)

Scene 3 – In the Warehouse II

An argument is witnessed between Mr. Younis and PFC Miller – What do you say to Mr. Younis and PFC Miller?

- Outcomes – Counsel PFC Miller and Mr. Younis about confrontational behavior and arguing in the warehouse, especially where customers can observe their behavior.
- Virtues – Confront Mr. Younis about his lack of demonstrated work ethic since he was the cause of the argument.
- Rules and Regulations – Counsel PFC Miller and remind him that starting arguments is not the way to settle a disagreement since this breaks down the morale of the unit.
- Rules and Regulations and Outcomes – Counsel both PFC Miller for starting the disagreement and Mr. Younis for the lack of work ethic he's demonstrating in the unit.

Discussion Questions/Topics

How can this type of behavior affect Esprit de Corps in the unit?

How are Army civilians members of the Army Profession?

Can you share your experiences while working with Army civilians?

Takeaways/Lessons Learned

The Army Profession—Regular Army, Army National Guard, and Army Reserve forces and the Army Civilian Corps alike—has displayed the winning spirit over the past decade of continuing conflict. The members of the Army Profession maintain esprit de corps while responding to calls for combat deployments, peacekeeping operations, or foreign humanitarian assistance. The challenge is to sustain that spirit while the Army transitions to the future. (ADRP 1, 5-17)

The Army Civilian Creed reads—

- I am an Army civilian—a member of the Army team.
- I am dedicated to our Army, our Soldiers and civilians.
- I will always support the mission.
- I provide stability and continuity during war and peace.
- I support and defend the Constitution of the United States and consider it an honor to serve our nation and our Army.
- I live the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
- I am an Army civilian.

(ADRP 1, B-12)

Scene 6 – A Talk with a Mentor

During an initial counseling session a photo of CPT McPherson embracing someone who appears to be SGT Anderson is seen – What do you do about CPT McPherson and the photo?

- Rules and Regulations – Utilize the Commanders Open Door Policy to bring the issue to the attention of LTC Bowers.
- Outcomes – Take no action for now, you may not have all the facts and making false accusations of this type could be a problem for you and anyone else involved.
- Outcomes & Virtues – Confront SGT Anderson to determine whether she is in fact the woman who is arm and arm with CPT McPherson in the photo.
- Outcomes & Virtues – Confront CPT McPherson about the photo you saw on his computer screen during your initial counseling session.

Discussion Questions/Topics

What is an inappropriate relationship? When does a relationship become inappropriate?

How can hearsay and rumors effect a unit's Esprit de Corps?

Have you ever been in a situation where you suspected a Soldier of having an improper relationship?

Takeaways/Lessons Learned

Not knowing for sure exactly what you saw puts you in a tricky situation. As leaders we must understand the detrimental effect that rumors and hearsay can have on the unit's Esprit de corps. Our main character could not positively identify the female in the picture as SGT Anderson, so making accusations could cause more problems than anticipated.

Training and shared experience allow leaders to earn the trust of subordinates and for subordinates to earn the trust of leaders. This trust relationship leads to mutual respect. (ADRP 1, 2-7)

Army leaders are stewards of the profession. They maintain the trust of the American people by guiding the evolution of and adherence to the Army Ethic. They ensure all professionals abide by the accepted values and principles to accomplish their mission. (ADRP 1, 2-8)

Scene 7 – In Moore’s Office II

A conversation with CW2 Burke uncovers that his unit has had a power supply on a temporary loan for longer than the 30 days usually allowed. It also appears that CW2 Reyes has allowed this unit to keep the power supply and the expectation is that you will do the same – What do you say to CW2 Reyes about the situation with CW2 Burke and the power supply?

- Virtues – Don't mention the phone call since you feel CW2 Reyes may have had a good reason for helping out CW2 Burke, but call back and tell him that he has to return the power supply.
- Outcomes - Tell CW2 Reyes about the phone call and ask her to call CW2 Burke back and clear up the situation by telling him that it was a one-time occurrence and can't happen again.
- Rules and Regulations - Tell CW2 Reyes about the phone call and tell her that her allowing this to happen once before is now a bigger problem. Then call CW2 Burke and tell him that you cannot make a deal with him.

Discussion Questions/Topics

Is this scenario an ethical dilemma?

Are there any implied loyalties involved with warrant officers?

Are you being Loyal to your fellow warrant officer if you don't allow him to keep it?

Takeaways/Lessons Learned

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing firm and disagreeing with leadership on ethical grounds. These occasions test character. Situations in which a leader thinks an unlawful order is issued can be the most difficult. (ADRP 1, 4-13)

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Scene 8A – A Conversation with Woods

PFC Woods has informed you that he “took the initiative” and delivered the TV that had been moving around the warehouse for some time based on direction from SFC Crowley – What do you say to SFC Crowley and PFC Woods?

- Outcomes - Acknowledge PFC Woods on his initiative but counsel him on his actions.
- Virtues - Counsel PFC Woods that even though he thought he had SFC Crowley's permission to take the initiative and deliver the shipment, she did not give anyone permission to make deliveries which would be setting a bad precedent.
- Rules and Regulations – Dismiss PFC Woods and come down hard on SFC Crowley for not following your direction to come up with a plan first.

Discussion Questions/Topics

Who is responsible for the mix up? PFC Woods? SFC Crowley? You?

What types of issues can occur when leaders do not communicate effectively?

What should have been done to prevent this problem from happening?

Takeaways/Lessons Learned

Leaders build trust in their team by demonstrating their own competence, character, and commitment. Leaders also develop trust through difficult training and shared experiences. Strong bonds of trust built through these collective experiences will enable the team to conquer challenges and overcome difficulties by demanding that every Soldier be prepared to assume responsibility for mission accomplishment, maintain unity of effort, take prudent action, and act resourcefully within the commander’s intent. (ADRP 1, 2-7)

Army doctrine emphasizes mission command. Every Soldier must be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander’s intent to accomplish the mission. (ADRP 1, 3-9)

In addition, under mission command we need to underwrite the honest mistakes of subordinates. We encourage them to try different approaches and to make decisions in the absence of guidance and orders. We expect that they will make mistakes. The only time mistakes are not acceptable is when they—

- Violate the commander’s intent.
- Unnecessarily risk lives.
- Fail to learn from the mistakes.
- Violate laws or ethical principles. (ADRP 1, 3-11)

Scene 11 – In the Warehouse/Missing Saw Flys

SPC Stern has inadvertently admitted to stealing the Saw Flys from the warehouse during a discussion about the recent thefts – What do you do about the stolen Saw Flys?

- Rules and Regulations – Report SPC Stern and SPC Temple immediately to the MPs.
- Outcomes – Take some responsibility for the theft in the warehouse then give SPC Stern and SPC Temple a chance to replace the stolen items and keep the incident in house.
- Virtues - Tell SPC Stern that he and SPC Temple should contact the JAG immediately for legal advice and that you will report the incident to CPT McPherson in the morning.

Discussion Questions/Topics

Should you launch your own internal investigation, reporting results to the commander?

How does this scenario relate to Trust? Honorable Service?

Should SPC Stern and SPC Temple be given a second chance or should WO1 Moore send a message of zero tolerance for violations such as these?

Takeaways/Lessons Learned

An ethic is a system of moral standards or principles relating to or affirming a specific group, field, or form of conduct. The Army Ethic is the evolving set of laws, values, and beliefs, deeply embedded within the core of the profession's culture and practiced by its members to motivate and guide the appropriate conduct of individual members bound together in common moral purpose. In contrast to an ethic, an ethos is the characteristic spirit of a culture, era, or community as manifested in its attitudes and aspirations. The Army's ethos is the indispensable motivating spirit of Army professionals committed to the Army Ethic. (ADRP 1, 2-8)

An Army professional's store of trust develops from individual competence, character, and commitment. Subordinates, peers, and superiors alike lose trust in a member of the Army Profession who fails to meet the standards of these criteria at any time. More important, a greater loss of trust in the institution occurs when leadership neglects to take decisive action to address these failures. (ADRP 1, 2-5)

Honor requires a person to demonstrate an understanding of what is right. No constitution or law is understood and obeyed in the right mind or manner without the cultivation of moral consciousness and sensitivity. Honesty, fairness, respect, and integrity between beliefs and actions define honor. Honor is integral to the Army Ethic. As stated in the Army Values, honor integrates all Army Values in the development of character for each Army professional. It prevents Soldiers from misapplying military expertise in a manner that dishonors the Army Profession and the Nation. (ADRP 1, 4-3)

Scene 12 – Missing Tow Bars

A request for tow bars comes in and a discussion with SFC Crowley reveals that these tow bars were lent out by CW2 Reyes without any paperwork – What do you do about the missing tow bars?

- Outcomes - Call back the customer and explain the situation put the blame squarely on CW2 Reyes for the mix-up since this is the second situation that you feel she handled improperly.
- Virtues - Call the other warehouse and tell them you've made a mistake and the tow bars are not here. CW2 Reyes is a good officer and well respected considering everyone who came to her farewell luncheon and she helped make the transition for you smooth, so there is no reason to drag her into this.
- Rules and Regulations - Find out who received the delivery of the tow bars from SFC Crowley and call that unit to find out about retrieving the tow bars knowing that both CW2 Reyes and the warrant officer at the other warehouse will both have to answer for their actions.

Discussion Questions/Topics

Are there implied loyalties involved with warrant officers?

How could this hurt your reputation? CW2 Reyes'? Your unit?

Have you ever seen a situation similar to this one?

Takeaways/Lessons Learned

Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing firm and disagreeing with leadership on ethical grounds. These occasions test character. Situations in which a leader thinks an unlawful order is issued can be the most difficult. (ADRP 1, 4-13)

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Scene 13 – In Moore’s Office IV

Starting a night shift would help get through the workload during the reset however CPT McPherson advised that this is a bad idea and something else should be done to alleviate the workload – What do you do about starting a night shift in the warehouse?

- Virtues - Decide to put the night shift plan into action despite CPT McPherson's concerns.
- Outcomes - Agree with CPT McPherson, he is your rater after all and try to find an alternate plan to handle the work load in the warehouse.
- Rules and Regulations - Speak to LTC Bowers and get his permission to implement the night shift plan despite the fact that CPT McPherson is your rater.

Discussion Questions/Topics

How would you handle this issue differently?

As the technical expert, should the commander listen to you?

By not going with your suggested plan, is the commander challenging your competence?

Takeaways/Lessons Learned

Leaders build trust in their team by demonstrating their own competence, character, and commitment. (ADRP 1, 2-7)

Army professionals are individually responsible for developing and maintaining moral character and competence, on and off duty, while following their own personal commitment to work that is more than a job—to a calling to serve in the defense of the Nation. As stewards of this honorable profession, all Army professionals must not only police themselves but also their fellow professionals. (ADRP 1, 2-36)

Competence is an Army professional’s demonstrated ability to perform his/her duties successfully and to accomplish the mission with discipline and to standard. (ADRP 1, 3-16)

Army doctrine emphasizes mission command. Every Soldier must be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander’s intent to accomplish the mission. (ADRP 1, 3-9)